

Universal Supports for Students with Autism Spectrum Disorder

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Who is here?

Fun Facts

1.5% Of individuals have red hair.

2% Of individuals have green eyes.

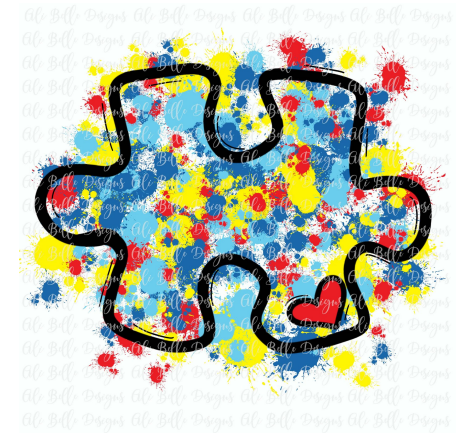
2.8% Of individuals have autism.



Outcomes

Foundations in ASD

Universal Supports Throughout Environments



3 GUARANTEES

- **Autism is here to stay.**
- **Instruction for students with ASD will not be trouble-free.**
- **WE are all accountable!**



ASD Post-Mortem Study

22 Children in this Study

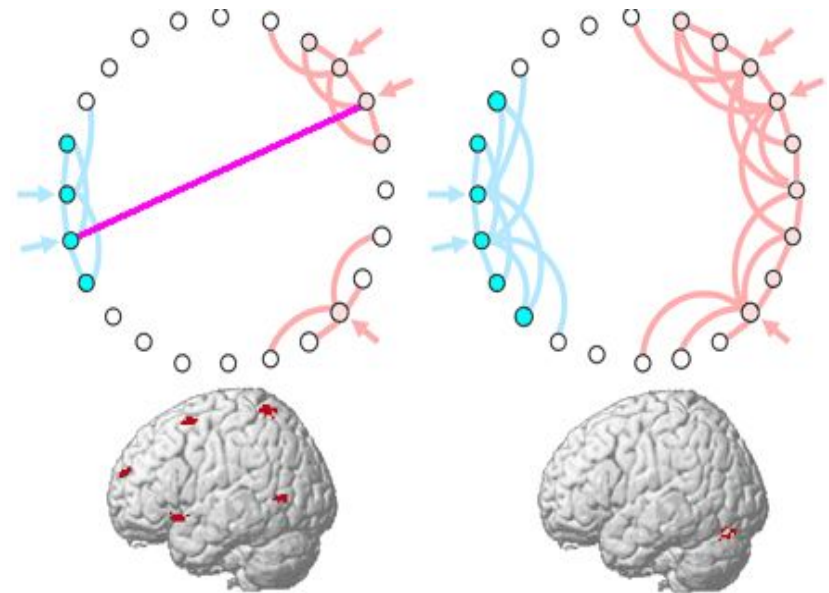
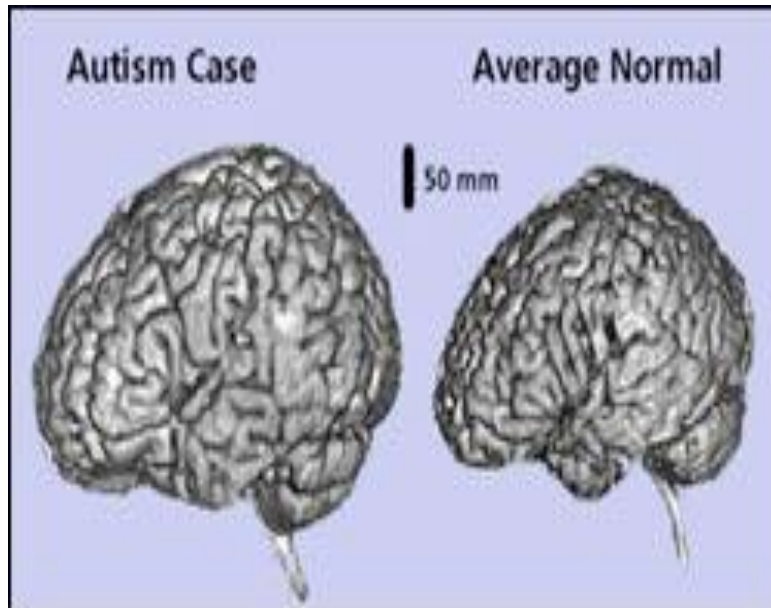
- Only area of the brain not impacted is the visual cortex

Patches of Disorganization in the Neocortex of Children with Autism

Rich Stoner, Ph.D., Maggie L. Chow, Ph.D., Maureen P. Boyle, Ph.D., Susan M. Sunkin, Ph.D., Peter R. Mouton, Ph.D., Subhojit Roy, M.D., Ph.D., Anthony Wynshaw-Boris, M.D., Ph.D., Sophia A. Colamarino, Ph.D., Ed S. Lein, Ph.D., and Eric Courchesne, Ph.D.

N Engl J Med 2014;370:1209-19. DOI: 10.1056/NEJMoa1307491

Remember It's a Neurological Disorder



This most often impacts autistic individuals in 3 ways...

- Socializing
- Communication
- Sensory

I'm not misbehaving



I have Autism

Please be understanding



Socialization

The ability to understand social situations, particularly those gray area situation is difficult to understand.

**Social skills need to be explicitly taught.
Are the social norms allowed at home suitable for other locations?**



Communication

Communication means being able to express oneself as well as understand what others are saying (expressive and receptive language).

With the delay in the brain, this can be more difficult.

Allow time for processing.

Use visuals when possible.



Communication



- List of favorite foods to pick from
- Visual of what clothes to put on
- Pictures of routine (bathroom, bathing, getting dressed)



Wash Hands



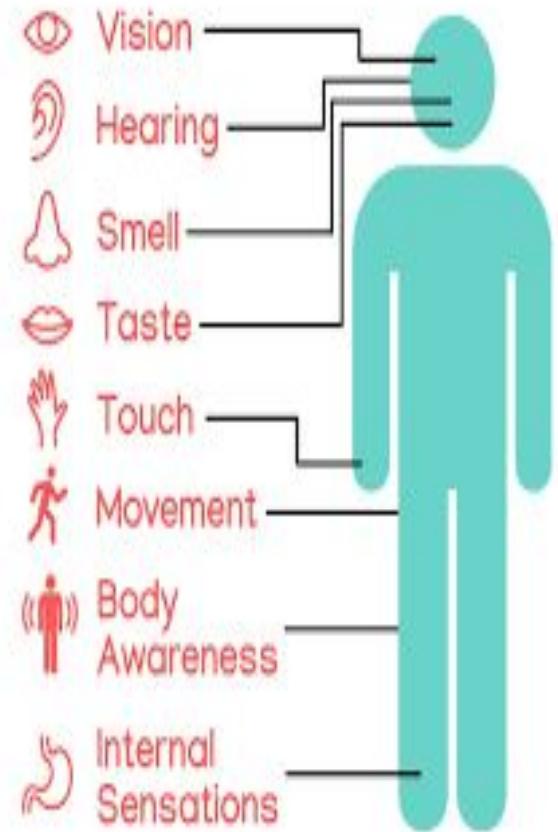
Sensory

We have 8 senses!

Many people with Autism have difficulty processing everyday sensory information.

They can be over or under responsive.

We can give sensory strategies to assist them.



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OBSTACLES

SOME THINGS CAN NOT BE OVERCOME WITH DETERMINATION AND A POSITIVE ATTITUDE.



Establishing Supports

Individuals with ASD often do not attend to and interact with their environments without specific strategies and supports that address their unique needs.

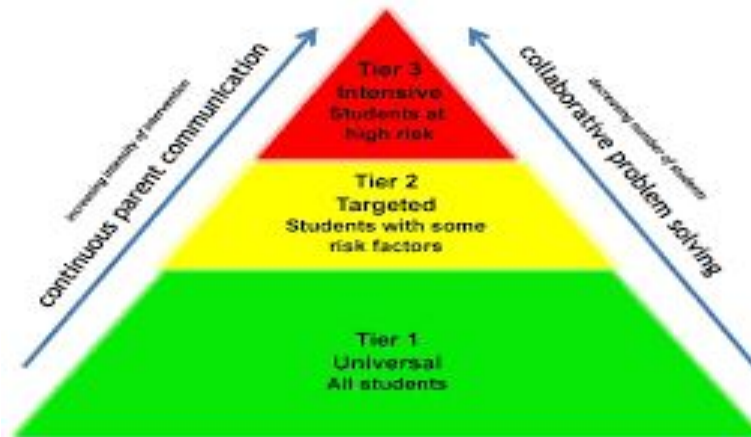
To meet these needs, we must establish foundational supports.

- Schedule for special activities
 - YouTube of where you are going



Universal Supports

- **Universal supports are critical for those with autism, but... are great for everyone!**



Teaching Strategies

**Many students can learn DESPITE limited opportunities (single trial learners?). . .
Students with ASD cannot.**

**Research supports that students with
ASD require 1000's of interactions to
learn a new skill.**



Good Teaching is Appropriate and Motivating

■ Appropriate:

- Focuses on areas of need (communication, social, behavior) to support socialization and independence skills.

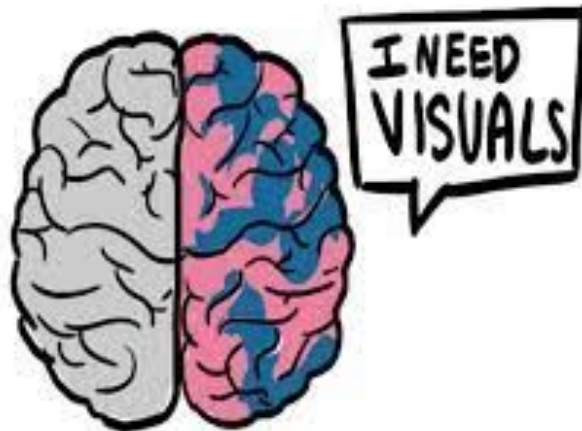
■ Motivating:

- Uses unique preferences, interests, and preferred activities to maximize engagement.
- Provides choice-making opportunities to maximize engagement.



Why use Visual and Organizational Supports?

- Research indicates that individuals with ASD have difficulty attending to, modulating, or understanding auditory input.



Predictability

- When talking, they might not understand and tune out.
- Predictability reduces anxiety.



Looking at ASD Differently

Using the ASD WITH the child rather than against the child.



Stress and Anxiety

Signs of Stress

- Rocking, pacing, motor overactivity
- Perseveration on preferred topics or activities, question asking, echolalia
- Self-talk
- Social withdrawal
- Decreased attention span
- Outbursts



Stress Triggers

Stress Triggers

- Changes in schedule, routine
- New people, events, environments
- Unfamiliar task demands
- Immersion in social settings
- Teasing/Bullying
- Sensory under- or over-stimulation

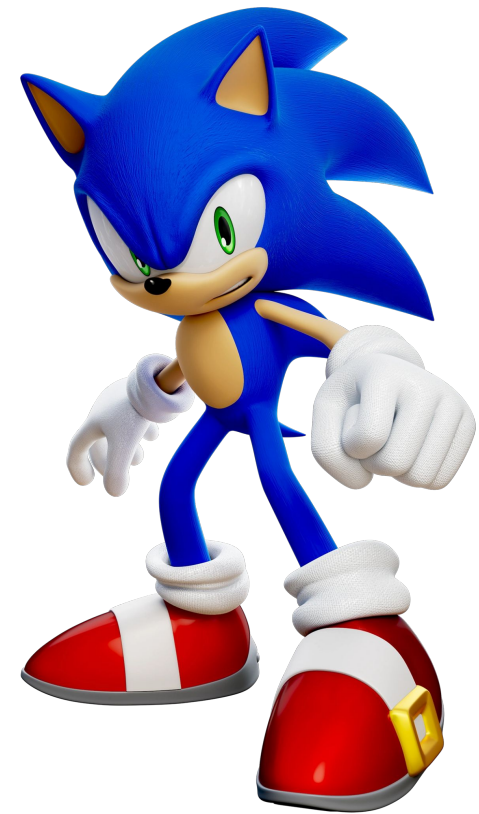
Stress Triggers
How to identify what is causing you stress

Internal	External
<ul style="list-style-type: none">• Unrealistic expectations• Perfectionism• Pessimism• Assumptions• Pressure to perform• Fear• Poor Nutrition• Lack of sleep• Negative self-talk• Difficult decisions• Inability to accept uncertainty• Insecurity/loneliness in certain roles	<ul style="list-style-type: none">• Major life changes• School• Work• Relationship difficulties• Financial problems• Being too busy• Children and family• World events• Injury or illness• Pollution



Managing Restricted Interests and Repetitive Behaviors

- **Consultant Share Out**
- **Share about experience with Restricted Interests or Repetitive Behaviors.**



Managing Restricted Interests and Repetitive Behaviors

- Typical response:
Discipline/Correction

"[So-called] Mild autism doesn't mean one experiences autism mildly... It means YOU experience their autism mildly. You may not know how hard they've had to work to get to the level they are."

-Adam Walton-



Managing Restricted Interests and Repetitive Behaviors

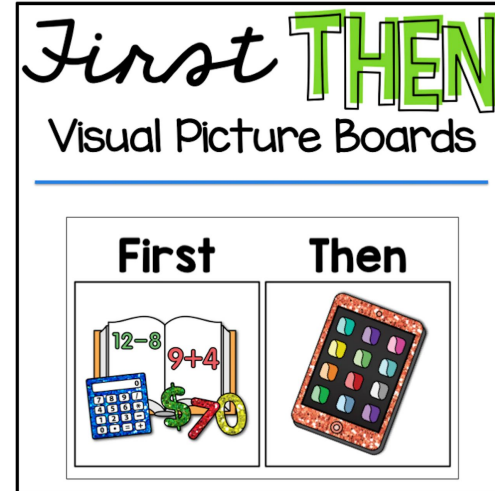
- Manage through the use of visual supports.
- It's not “no,” it's “where and when.”



Managing Restricted Interests and Repetitive Behaviors

- Encourage a non-preferred activity with the use of a preferred item.

- First/Then



This is Hard!!!

- **Others will say that you are giving into the Autism Spectrum Disorder.**



Universal Supports Chore Chart/ Shaping Card

REWARD CHART

NAME **Lima** When I get **20** stars, I will **Go to zoo**

NAME **Sophia** When I get **25** stars, I will **get a Barbie**

NAME **John** When I get **28** stars, I will **Get \$15**

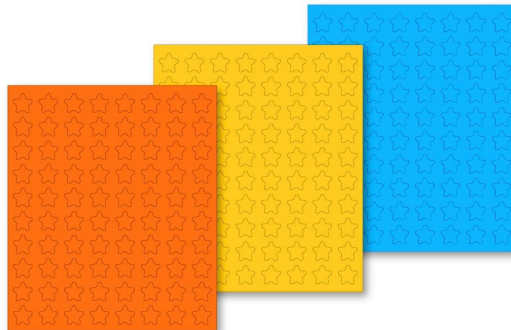
DAILY CHORE	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Make bed	★ ★	★ ★	★	★ ★	★		
Clear table	★	★ ★	★	★			
Wash dishes	★ ★	★	★	★	★		
Take care of pets	★	★	★	★	★		
Gardening	★		★	★	★		
Homework	★	★ ★	★	★			
Sports	★ ★ ★	★	★ ★	★			
Pack the toys	★	★	★		★		
Bath yourself	★ ★	★ ★	★ ★	★ ★			



I am working for



Take care of pets	Bath yourself
Drawing	Handwashing
Make bed	Brush teeth
Sweep the floor	Wash dishes
Gardening	Clear table
Pack the toys	Put clothes away
Reading	Homework
Running	Sports



Discussion

How can this be used at home or in the community?



Sensory Break Snow Day Idea



What to do during an overwhelming situation.

Do you know that individuals' warning signs?



If yes...

Modify what you can.

- **The environment** (remember sensory input)
- **The expectations**
(Instead of cleaning the whole room, just make the bed)



If no...

Reduce/ modify sensory input

- Time and space
- Stop talking
- Ask others to stop talking
- Turn off lights
- Offer a blanket
(with gestures)



Timers



When would you use a timer?

- Time left in preferred activity (movie, video game, legos)
- Time until an undesired/ desired event is over
- Time until a desired event begins (dinner, leaving for an activity)



Expectations

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Playground Expectations

Be Respectful	Be Responsible	Be Safe
Wait your turn in line	Freeze at the bell	Walk to/from class and playground
Listen to all adults	Put away all equipment	Avoid all play fighting
Follow the rules of the game	Tell an adult if someone is hurt	Stay in designated play areas



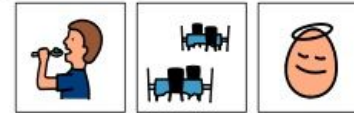
Expectation Stories (ES.5)

**Draw or write out
what is going to
happen (at their
ability level).**

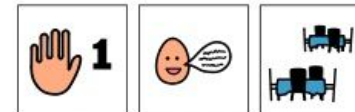
**This will create
predictability
which will reduce
anxiety.**



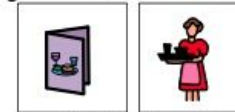
Picture Communication
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I like going out to eat to a restaurant. I need to have good behavior.



When I get there, I wait and ask the host for a table.



I sit at my table. I look at the menu and pick what I want to eat.
When the waitress comes, I tell her what I want to eat and drink.



I wait for my food. Sometimes I get impatient. It's okay, the
food will come soon. When the food comes, I say thank you.



I eat nicely. When I'm done, my plate is cleared. I had a great meal!



Schedules Are Important

Kids' schedule

MORNING

8



WAKE UP. Breakfast.
Get dressed.

9



OUTSIDE: walk, chalk,
bikes, exercise if rain

10



ACADEMIC: study,
workbook, flashcards

11



CREATIVE: crafts,
draw, Play-doh, Lego

AFTERNOON

12



LUNCH.
Clean up/chores.

1



QUIET TIME: nap, read,
alone play time

2



ELECTRONIC TIME:
games or show

3



SNACK.
More creative time.

EVENING

4



OUTSIDE: walk, chalk,
exercise, bikes

5/6



DINNER: Dinner prep
and free time

7



Shower, get PJs on,
TV time

8



Bedtime.
Read for older kids.



Why Schedules?

- **Increases independence**
- **Provides ROPS (routine, order, predictability, structure)**
- **Reduces anxiety**
- **Eliminates adult/child conflict**



1. READ DIRECTIONS ON BOX



2. THROW BOX AWAY



3. PULL BOX OUT OF TRASH
15 SECONDS LATER



4. REPEAT



How to Create Individual Schedules

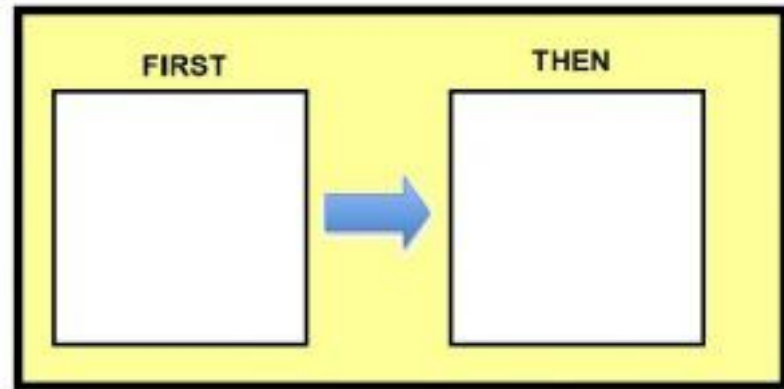
■ Individualize based on

- Skill
- Interests
- Balance of activities



Types of Schedules

- Whole schedule
- Now-Next
- Mini-schedules
- Single pictures
- Transition object

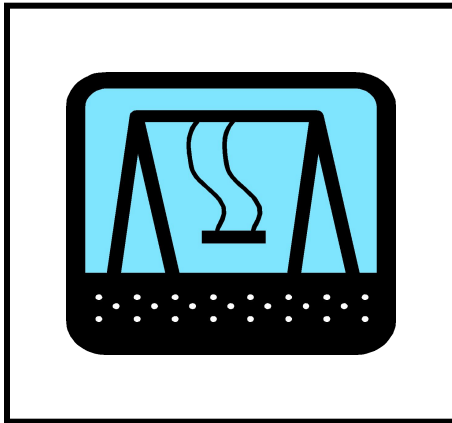


An Example of a Visual Choice Visual System

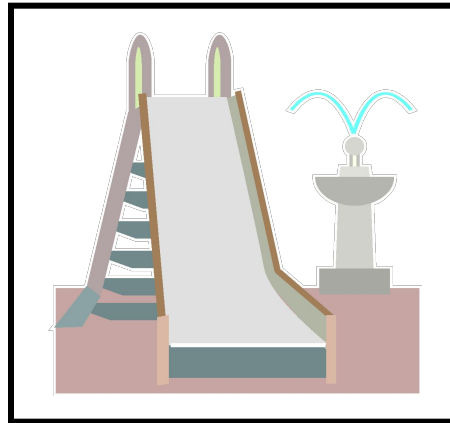


An Example of a Park Schedule

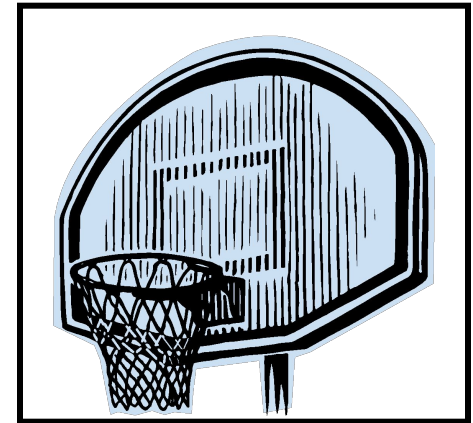
1



2



3



Example of a Home Visual Schedule

Things to do	All Done
Eat Breakfast	<input type="checkbox"/>
Brush teeth	<input type="checkbox"/>
Get dressed	<input type="checkbox"/>
Play time	<input type="checkbox"/>
Lunch	<input type="checkbox"/>





Teaching Positive Patterns of Behavior



Positive Patterning: If you expect it, you need to teach it

Think about all of the steps it takes to do something, then teach each step.

Wash Dishes







Remember the Expectations?

These are patterns!

- Expectations at the grocery store, doctor, dentist, etc.
- Expectations for meal times
- Expectations for bedtime routine
- Expectations for play time
- Expectations for bathroom

Bedtime Routine

	Clean up toys	<input type="checkbox"/>
	Brush teeth	<input type="checkbox"/>
	Pajamas	<input type="checkbox"/>
	Story time	<input type="checkbox"/>
	Sound machine + candle	<input type="checkbox"/>
	Lights Off	<input type="checkbox"/>

Sleep phrase: "It's time for sleep, good night."



You have to teach it!



Resources

<https://www.ableeyes.org/>

<https://autismcircuit.net/>

<https://www.disabilitynetwork.org/>



Google

- Finder timer apps for your phone
- Pictures for a schedule
- Schedule and shaping card templates



Future



April 2024
Community Presentation at the
Interlochen Public Library



This is why we do
what we do....

