



Autism Spectrum Disorder

South Dakota Department of Education
Special Education Programs

Agenda

Administrative Rules of South Dakota (ARSD)

Overview of Autism

Autism in the IEP

Needs, Triggers, and Tricks

Questions

Why Autism

24:05:24.01:03. Autism spectrum disorder defined.

Autism spectrum disorder is a developmental disability that significantly affects verbal and nonverbal communication and social interaction and results in adverse effects, generally evident before age three, on the child's educational performance.

Other characteristics often associated with autism spectrum disorder are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences.

Diagnostic Criteria

24:05:24.01:04. Diagnostic criteria for autism spectrum disorder. The criteria in the manual, section two, pages fifty to fifty-one, inclusive, shall be used for diagnosing autism spectrum disorder. An autism spectrum disorder is present in a student if a student expresses all three of the characteristics from subdivision (1), at least two characteristics from subdivision (2), and all of the characteristics in subdivision (3) through (5), inclusive:

(1) Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following:

- (a) Deficits in social-emotional reciprocity as referenced in the manual;*
- (b) Deficits in non-verbal communicative behaviors used for social interaction as referenced in the manual; and*
- (c) Deficits in developing, maintaining, and understanding relationships as referenced in the manual;*

(2) Restricted, repetitive patterns of behavior, interests, or activities, as manifested by the following:

- (a) Stereotyped or repetitive motor movements, use of objects, or speech as referenced in the manual;*
- (b) Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior as referenced in the manual;*
- (c) Highly restricted, fixated interests that are abnormal in intensity or focus as referenced in the manual; or*
- (d) Hyper- or hyporeactivity to sensory input or unusual interest in sensory aspects of the environment as referenced in the manual;*

(3) Symptoms must be present in the early developmental period but may not become fully manifest until social demands exceed limited capacities, or may be masked by learned strategies in later life; and

(4) Symptoms cause clinically significant impairment in social, occupational or other important areas of current functioning; and

(5) Symptoms are not primarily caused by a cognitive disability or developmental delay, and in order to make dual diagnoses of autism spectrum disorder and cognitive disability, social communication must be below that expected for the general developmental level.

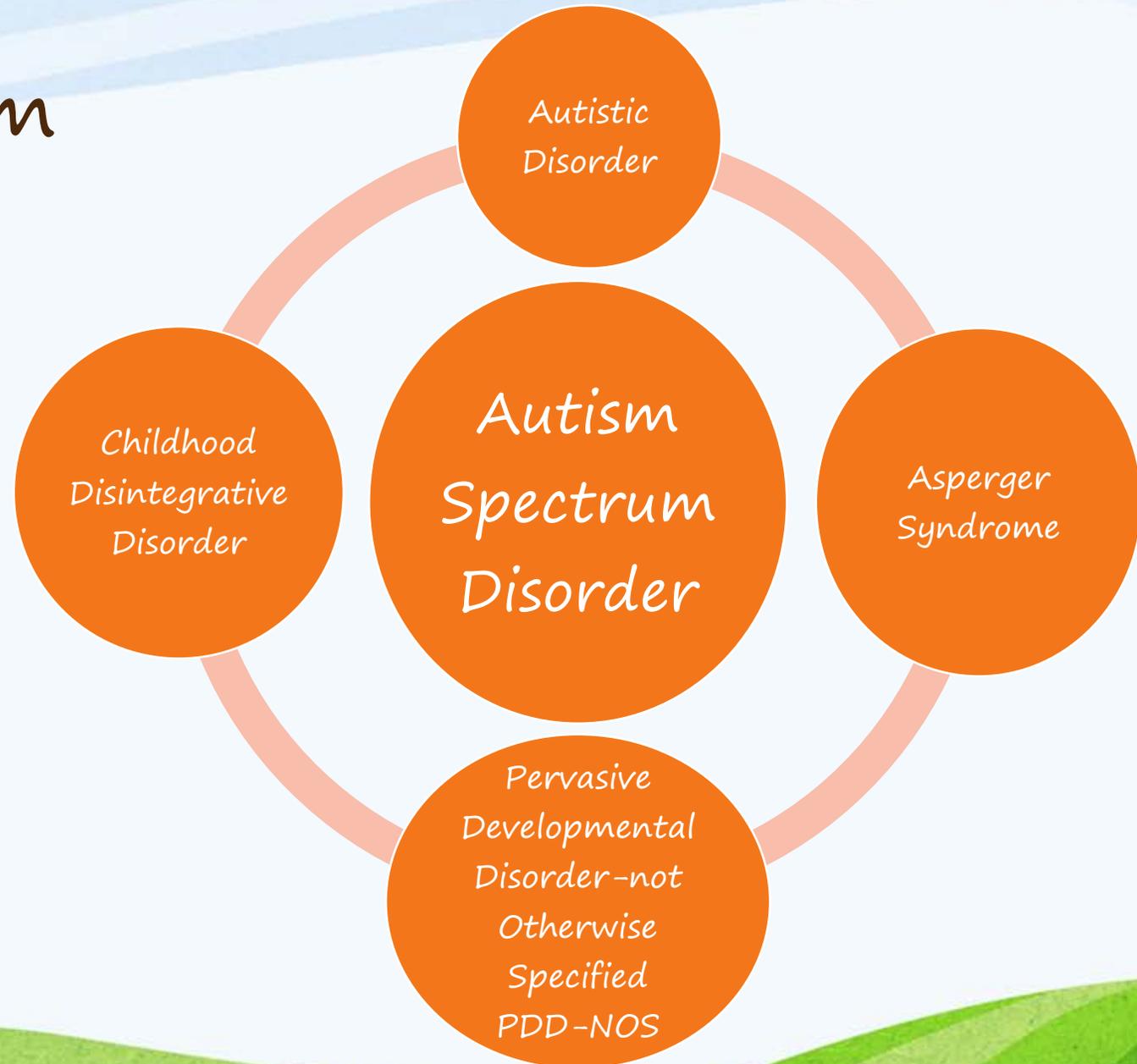
What Is Autism

Complex brain disorder which may impact an individual in the following areas:

Social Interactions

Verbal and Nonverbal communication

Repetitive Behaviors



Individual Disability

While there are many similarities to individuals who have autism, each person's disabling conditions are unique

May have/display deficits in the following areas:

Cognitive disability

Social Interaction Issues: language

Motor coordination: fine motor

Sensory Processing Issues

Attention

Personal well-being/Hygiene

Repetitive Behaviors

Splinter skills

Team Approach

General Educator

Special Educator

Parent

Administrator

Counselor

Speech Language Pathologist

Occupational Therapist

Student, if applicable

IEP Necessities For Autism

Autism – behavior (may be more social in nature) based disability so the IEP must address:

Behavior Impedes Learning

1. Describe the specific behaviors the student displays
2. Specify what the teacher/staff will do (positive support strategies)
3. What positive reinforcements will be used and under what conditions they will be given

Goals derived from identified strengths and needs in evaluation

Special Education service time for behavior

IEP To Address

Since each persons disability impacts him/her differently, IEP plans must be individualized to each specific student

Early intervention is key to positive future outcomes

Social interaction is HIGHLY important for students on the Autism Spectrum

Elementary Needs

Social Stories

Academics

Structure and Routine

Early level transitions

Literal Thinkers

Sensory diet

Middle School Needs

Intermediate Transitions (multiple teachers, multiple rooms)

Peer mentoring

Early onset of pre-employment skills

Deeper academic knowledge

Social skills

Organization

Hidden Curriculum

High School Needs

Social skills

Employment skills

Organization

Hidden Curriculum

Independent Living (if applicable)

Post-secondary

Peer mentoring

Possible Triggers To Consider

Tags in clothes

New shoes/article of clothing

Changes in diet

Auditory stimulation

Scents

Change of season

Health change

Schedule change

New routine

Interpersonal relationships

Handbag Of Tricks

Movement breaks

Timer

Fidget toys

Chunking assignments

Headphones to limit noise

Sensory tools

Electronic means to written assignments

Heavy work/weighted items
(work with occupational therapists)

Space

Oral work (necklace/bracelet)

Programming Considerations

Teaching social skills

Creating schedules (visual)

Teaching self-regulation and de-escalation strategies

Self-advocacy

Independence

Where To Turn For Help

School Psychologist

Behavioral Interventionist

Counselor

Special Education Teacher

Parents

Possible websites for more information:

www.doe.sd.gov

www.cec.sped.org



Questions

*Thank you and have a great end to a
successful year!*