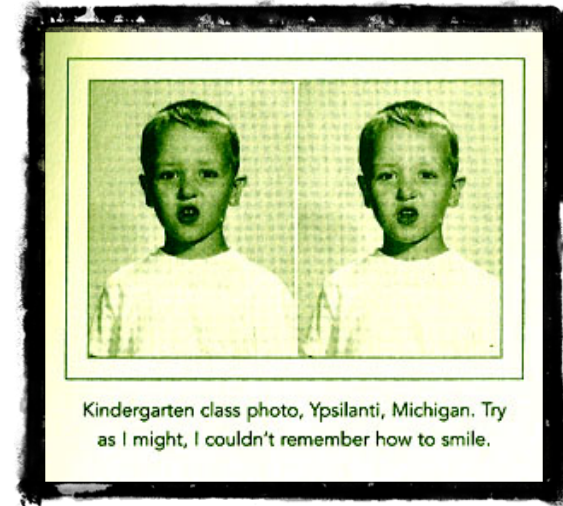




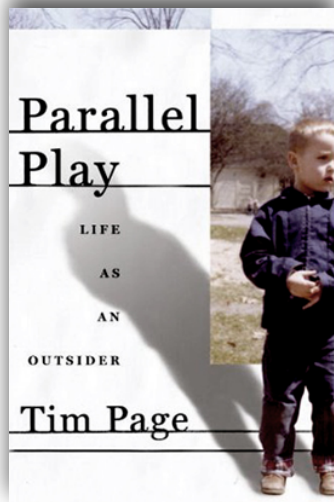
## The Autism Spectrum and classroom pedagogy

[www.autismpedagogy.com](http://www.autismpedagogy.com)

Craig Smith



Kindergarten class photo, Ypsilanti, Michigan. Try as I might, I couldn't remember how to smile.

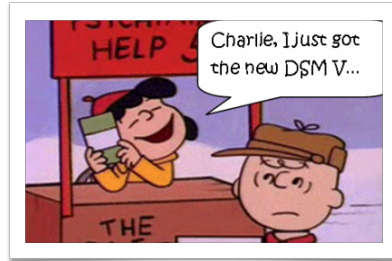


*My efforts have been only partly successful: after fifty-two years, I am left with the melancholy sensation that my life has been spent in a perpetual state of parallel play, alongside, but distinctly apart from, the rest of humanity.*

Well, we went to Boston through the town of Warrenville, Connecticut on Route 44A. It was very pretty and there was a church that reminded me of pictures of Russia from our book that is published by Time-Life. We arrived in Boston at 9:17. At 11 we went on a big tour of Boston on Gray Line 43, made by the Superior Bus Company like School Bus Six. We saw lots of good things. The tour ended at 1:05. Before I knew it we were going home. We went through Warrenville again but it was too dark to see much. A few days later it was Easter. We got a cuckoo clock.







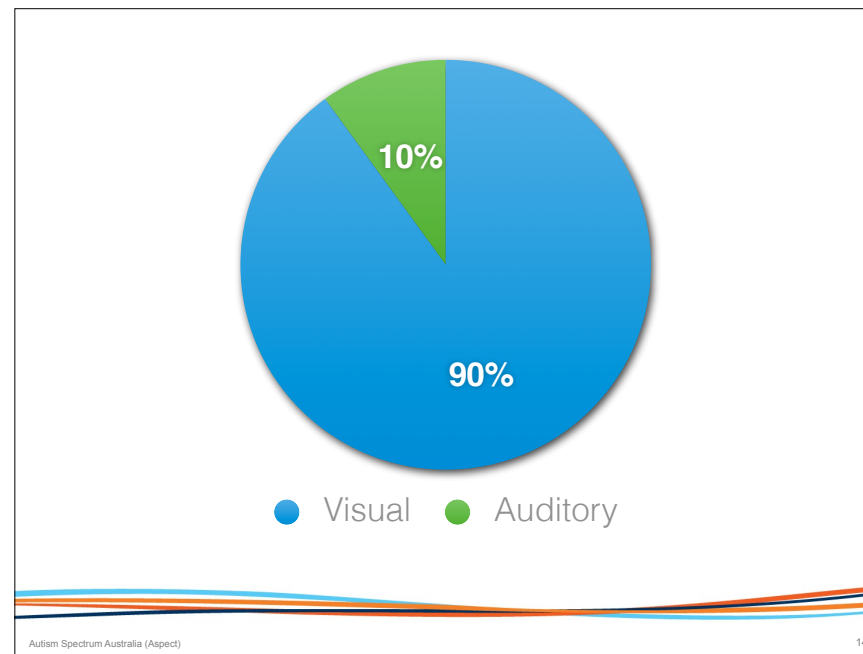
**1 in 68** (Centers for Disease Control and Prevention, 2014)

1 in 42 boys      1 in 189 girls

**Autistic Disorder**  
**Asperger's Disorder**  
**PDD-NOS**

**Autism Spectrum Disorder**

STUDENT **WON'T** DO  
versus  
STUDENT **CAN'T** DO



Top 5 Visual Supports

Autism Spectrum Australia (Aspect) 15

1

Autism Spectrum Australia (Aspect) 16



1

1st Session	2nd Session	3rd Session
Morning Notes & Fruit Break Yoga Spelling Test Toxic Readers	<p style="text-align: center;"><b>Lunch</b></p> <p>11:00 11:50</p> Tai Chi Drama Maths Fresh Air Break Science	<p style="text-align: center;"><b>Recess</b></p> <p>1:50 2:15</p> Journal Pack Bags Reward Time Home

## Comprehensive Autism Planning System (CAPS)

Student: Tom

Time	Activity	Targeted Skills to Teach	Structure / Modifications	Reinforcement	Sensory Strategies	Communication Social Skills	Data Collection	Generalisation Plan
9:00	English	Listening to instructions Handwriting	Visual instructions Scaffold Template	Star Chart	Vibrating Cushion Weighted Blanket Funny Fingers	Receptive Processing	Work Sample	Reduce scaffold template with mastery
10:00	Sport	Physical coordination Cooperative play	Practice cross lateral ball skills Explicit cooperative play instruction	Star Chart iPad to record sport after Tom's turn is finished	Warm up with gross motor skill practice	Cooperative play skills Being able to win / lose appropriately	Checklist	Increase independence by reducing explicit cooperative play instructions



ChoiceWorks



2

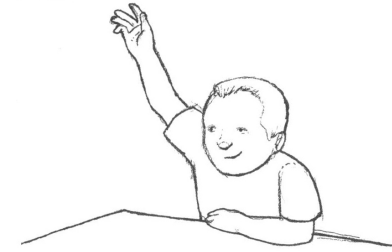
2

**Listen to the Teacher**

**Complete all your Work**

**Ask if you need Help**

2



**Ask if you need Help**



Listen and Follow Directions






Raise Your Hand Before  
Speaking or Leaving Your Seat




**Teach Everything**

Respect Your Classmates  
and Your Teachers




Keep Hands, Feet, and  
Objects To Yourself

**3**




 News	 Maths	 Art	 Lego
			





When I finish an activity at school, I get a star on my chart.


  


When I get three stars, I get to play with Lego for 5 minutes.


  

It is fun when I finish all my activities!

1	write	
2	cut	
3	paste	
4	finish	
5		

1. Read the spelling words 

2. Type the spelling words 



Spelling

1. Date e.g. 19/5/13

2. Fold page

3. Copy words

News and talking

1. Look 

2. Listen 

3. Talk 


Writing

1. Listen


2. Date


3. Write













4. It is okay if you do not finish your story.




**Monday**


Listen to all instructions 


Put hand up to speak 

Period 1:		<input type="checkbox"/>		<input type="checkbox"/>
Period 2:		<input type="checkbox"/>		<input type="checkbox"/>
Period 3:		<input type="checkbox"/>		<input type="checkbox"/>
Period 4:		<input type="checkbox"/>		<input type="checkbox"/>
Period 5:		<input type="checkbox"/>		<input type="checkbox"/>
Period 6:		<input type="checkbox"/>		<input type="checkbox"/>

**Desk Checklist**

Pen 

Chair tucked in 

Listening to the teacher 

4

4

**Asking friends to play**

1. WHAT to play
2. WHO to play with
3. LOOK at the person
4. TALK in a clear voice
5. ASK them to play.

**Saying "hello" & "goodbye"**

1. Use a friendly talking voice



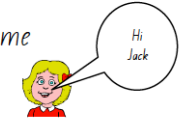
2. Look at the person



3. Smile



4. Use the persons name (If you know it)





When I'm angry these are things I can do!

1. Take deep breathes



2. Tell someone who can help



3. Clench and relax the fist



4. Take some time alone

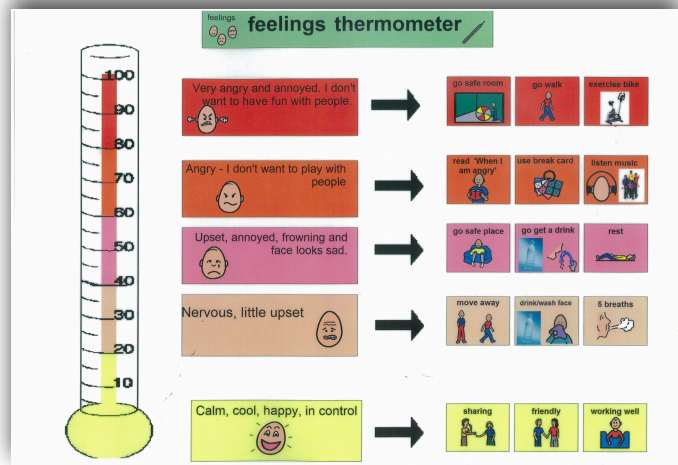


5. Take a walk.



5

5



### The ZONES of Regulation®

<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

# THE ZONES OF REGULATION®

**BLUE ZONE**  
Calm, Good, Proud  
Tools: Stretch

**GREEN ZONE**  
Calm, Good, Proud  
Tools: Drink water

**YELLOW ZONE**  
Neutral, Worried, Excited  
Tools: Deep breaths

**RED ZONE**  
Angry, Mad, Frustrated  
Tools: Take a break

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## ZONES Check-In

I feel

I'm in the  Zone.

**BLUE**

**YELLOW**

**RED**

**GREEN**

Autism Spectrum Australia (Aspect) 38

### I'm feeling angry!!!

I can choose to -

 Draw with a teacher.	 Rest on the mat.
 Make a 'Sonic Story'.	 Walk outside.

Then I will feel better 😊

Autism Spectrum Australia (Aspect) 39

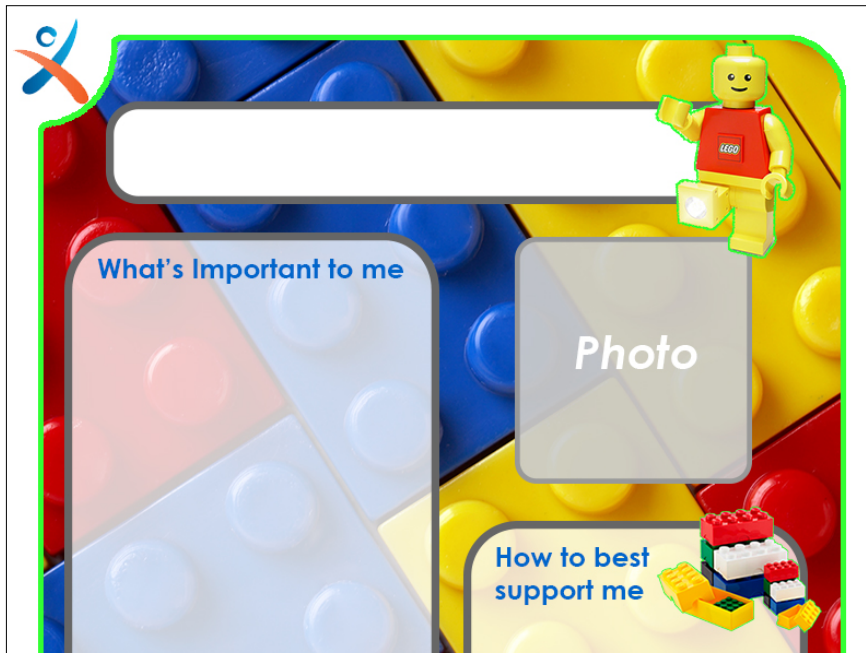
**What's Important to me**

**Photo**

**How to best support me**

**What people like and admire about me**

Autism Spectrum Australia (Aspect) 40



## Positive Behaviour Support (PBS)

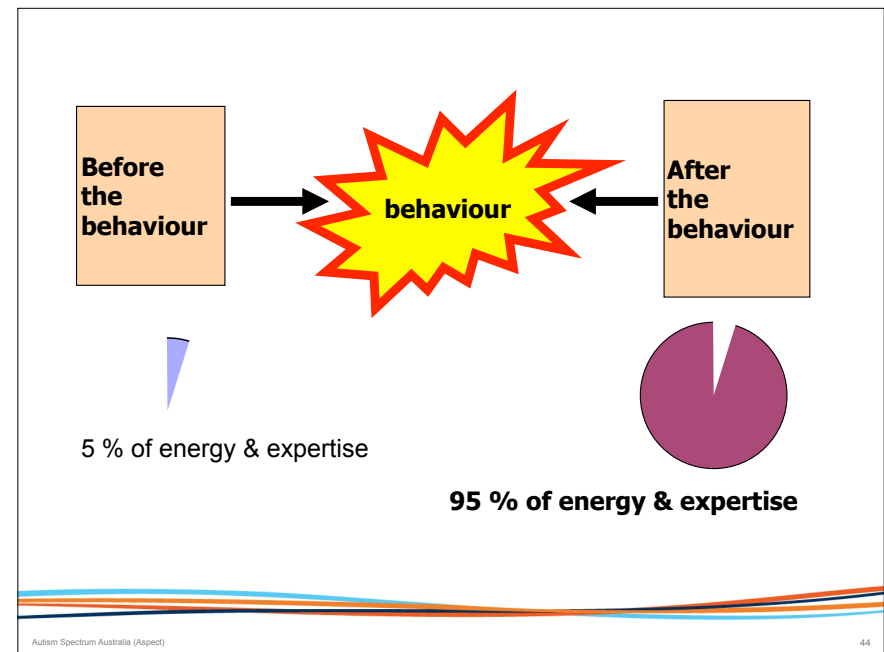
**Behaviour = Communication**

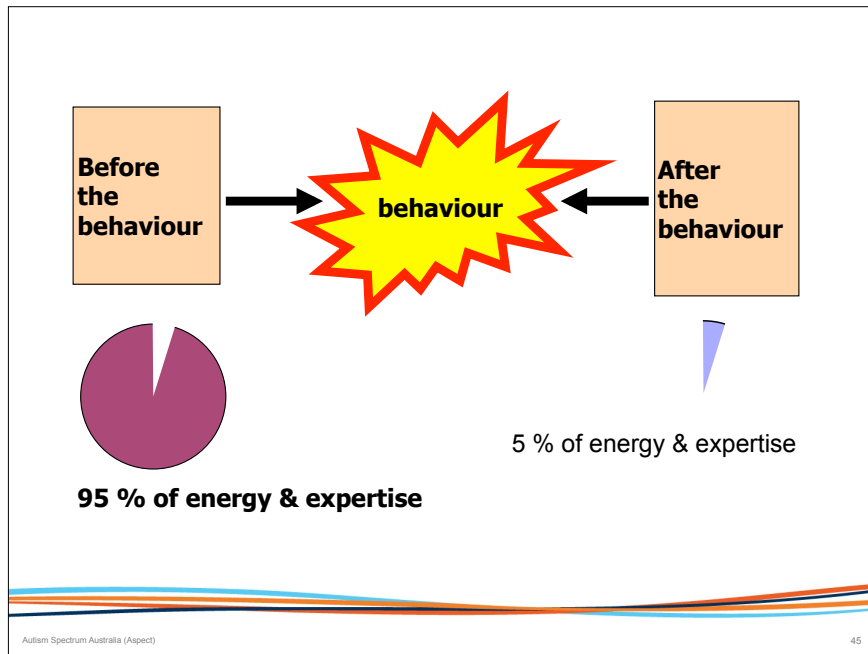
- Students communicate in the most effective and efficient manner available to them at the time, given their limited repertoire of skills
- Some students have no way to communicate except through overt behaviours
- Some students may have alternative ways to communicate but nobody listens to them unless they use overt behaviours

Autism Spectrum Australia (Aspect) 42

STUDENT **WON'T** DO  
versus  
STUDENT **CAN'T** DO

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# Motivational Assessment Scale

Durand and Crimmins (1992)

Autism Spectrum Australia (Aspect) 46

QUESTIONS
1. Would the behaviour occur continuously, over and over, if the person was left alone for long periods of time? (For example several hours)
2. Does the behaviour occur following a request to perform a difficult or unfamiliar task?
3. Does the behaviour seem to occur in response to you talking to others in the room?
4. Does the behaviour ever occur to get a favourite object, food, or activity that the person has been told that he or she can't have
5. Would the behaviour occur repeatedly in the same way for very long periods of time if no one was around? (For example rocking back and forth for over an hour).
6. Does the behaviour occur when <i>any</i> request is made of the person?

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ANSWERS						
NEVER 0	ALMOST NEVER 1	SELDOM 2	HALF THE TIME 3	USUALLY 4	ALMOST ALWAYS 5	ALWAYS 6
NEVER 0	ALMOST NEVER 1	SELDOM 2	HALF THE TIME 3	USUALLY 4	ALMOST ALWAYS 5	ALWAYS 6
NEVER 0	ALMOST NEVER 1	SELDOM 2	HALF THE TIME 3	USUALLY 4	ALMOST ALWAYS 5	ALWAYS 6
NEVER 0	ALMOST NEVER 1	SELDOM 2	HALF THE TIME 3	USUALLY 4	ALMOST ALWAYS 5	ALWAYS 6
NEVER 0	ALMOST NEVER 1	SELDOM 2	HALF THE TIME 3	USUALLY 4	ALMOST ALWAYS 5	ALWAYS 6
NEVER 0	ALMOST NEVER 1	SELDOM 2	HALF THE TIME 3	USUALLY 4	ALMOST ALWAYS 5	ALWAYS 6

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SCORING

	SENSORY	ESCAPE	ATTENTION	TANGIBLE
	1. 1	2. 5	3. 2	4. 3
	5. 1	6. 4	7. 1	8. 3
	9. 0	10. 5	11. 0	12. 3
	13. 1	14. 6	15. 1	16. 4
<b>TOTAL SCORE</b>	3	20	4	13
<b>MEAN SCORE</b>	.75	5	1	3.25
<b>RANKING</b>	4	1	3	2

Sensory

Attention

Escape

Tangible

Sensory



- teach student more appropriate ways to gain sensory feedback
- teach student relaxation skills
- teach student to communicate desire for sensory input or to request that a sensory experience be terminated
- employ redirection/distraction to direct the student's attention away from the sensory feedback

Attention



- employ planned ignoring
- reinforce appropriate attention seeking
- teach student to seek attention in more appropriate fashion
- use redirection when warning signs are observed

## Escape



- teach student to indicate their desire to end an activity
- employ task variation
- utilize picture schedules so that student knows when preferred activities will be presented
- provide choices whenever possible
- provide reinforcement for task completion

## Tangible



- ensure that the student is no longer reinforced for misbehaving (i.e., extinction)
- provide the desired tangible reward when the student engages in appropriate behaviour
- teach student to communicate their desire for specific items or activities

## ABC Chart



autism spectrum  
AUSTRALIA

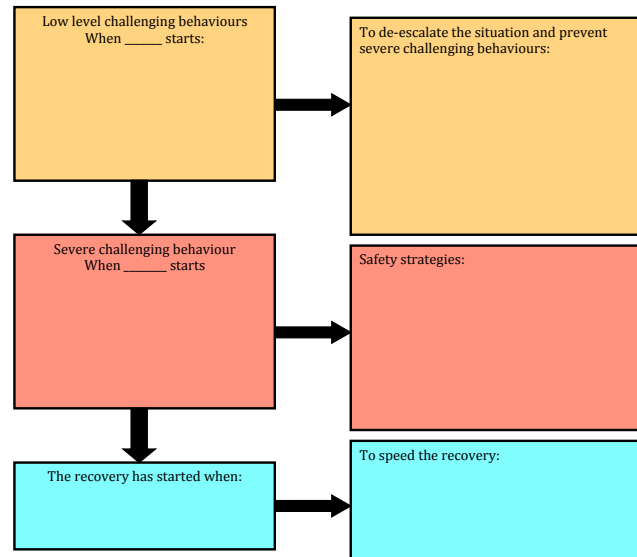
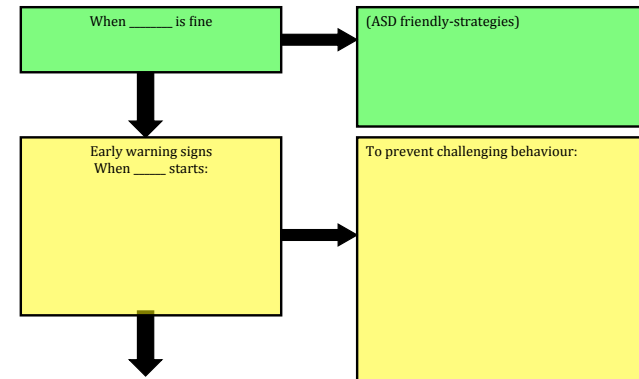
### UNDERSTANDING THE BEHAVIOUR – CHECKLIST

Date completed: \_\_\_\_\_ Name of Person with behaviour: \_\_\_\_\_  
Date and time of incident \_\_\_\_\_ Person Completing checklist: \_\_\_\_\_

ANTECEDENT (BEFORE)	BEHAVIOUR (DURING)	CONSEQUENCE (AFTER)
------------------------	-----------------------	------------------------

ANTECEDENT (BEFORE)	BEHAVIOUR (DURING)	CONSEQUENCE (AFTER)
DESCRIBE WHAT OCCURRED BEFORE THE INCIDENT:..... ..... .....	DESCRIBE WHAT THE PERSON DID DURING THE INCIDENT ..... ..... .....	DESCRIBE WHAT HAPPENED AFTER THE INCIDENT..... ..... .....
POSSIBLE TRIGGERS: (circle)	BEHAVIOURS: (circle)	THINGS THAT HAPPENED AFTER: (circle)
New person    Change in routine    crowded place Teasing    bullying    excluded    new activity Expressing a need    noise    lack of choice smell	Offensive language    off-task confrontation Run away    upset    demanding sexual	Punished    Excluded    Time-out Suspended    Sent away    Mediate Removal of desired object/activity    Ignore Peer approval    victimised    attention
Room temperature    weather    assembly time	Not following directions    physical withdrawal self-injure    hurt others stimming	Re-direction    rule review    left alone Receiving desired object/activity    verbal chastise
Other: .....		

<b>WHERE DID THE BEHAVIOUR OCCUR?</b> (circle)		Rocking objects	damage objects	throw	Self Injury	injured others	damaged property		
Own room	other room	classroom	library						
Playground centre		backyard	shopping						
Vehicle		friends place							
<b>WHO WAS PRESENT?</b> .....		Pacing starting	lining up/ordering objects		Other: .....				
<b>WAS THE PERSON PREVIOUSLY AGITATED?</b>		Fearfulness	vomiting	touch defensive	<b>CHANGE IN PERSON:</b> (circle)				
Yes	No	extremely upset	yelling/screaming		Happy	upset	indifferent	angry	aggressive
How long?		echolalia			Withdrawn	nervous	isolated/distant		
		Other: .....			Agitated	Other: .....			
		<b>DURATION OF BEHAVIOUR?</b>							
		Low			Medium				
		High							



  
 autism  
 spectrum  
 AUSTRALIA  
 Thank You