

Facilitator's Guide

High Functioning Autism & Asperger Syndrome

Essentials for Educators

Session 1- Characteristics of Autism

Facilitator Preparation:

- Download an example of the Underlying Characteristics Checklist - High Functioning (UCC-HF) for reference (this document is copyright protected, please do not print).
<http://www.texasautism.com/CaseExample.html>
- Go to <http://www.updc.org/autism/> Download “Autism: Essentials for Educators - Participants’ Pages”
- Please ask participants to take the **pretest** before beginning the session.

20 minute Participant Preparation: Before attending Session 1, please register and log on to the Utah Essential Educator at <http://essentialeducator.org/> Registration is free. Go to Categories - Disabilities Categories - Autism and Asperger - Article “The Underside of the Iceberg - Underlying Characteristics of Students on the Autism Spectrum” by Cathy Longstroth.

Objective: Participants will be able to name several common characteristics of students on the autism spectrum that affect their educational/social performance.

1. DVD and Activity I (15 Minutes): Watch the DVD “High Functioning Autism and Asperger Syndrome - Essentials for Educators,” Chapter 1, Introduction. Pause the DVD after the section that compares the typical child and the child with an autism spectrum disorder. Do **Activity I**- “Two Children” from Essentials for Educators - Participants’ Page.

2. High Functioning Autism or Asperger Syndrome Checklist (10 minutes): The basic differences in the children observed in the video result in predictable differences in behavior as the children grow. It’s helpful for teachers to be aware of some of these differences. Read items from a high functioning autism or Asperger Syndrome checklist that is available in your school or from the sample UCC-HF (see Facilitator Preparation above).

Activity II: Ask participants to indicate which characteristics they have seen in students with whom they work. Allow them to share observations with a partner.

3. Discussion (10 minutes): As we teach students on the spectrum, why is it helpful to know what behaviors result from the unusual neurodevelopment of autism and what behaviors do not? How can consultation with parents, the students themselves, colleagues, school psychologists and counselors, and autism specialists, as well as our personal research help us decipher this puzzle? What web sites are most helpful?

Session 2 - Strategies for Teachers

Facilitator Preparation:

- Download “The Puzzle of Autism” published by the National Education Association www.nea.org/assets/docs/autismpuzzle.pdf
- Print booklet pages 6 & 7 (PDF pages 12 and 13) for participants.
- Have a 3x5 card for each participant.
- Under Autism Internet Modules (see below), go to the Incredible 5-Point Scale module. Under the “documents” tab, download copies of “The Stress Scale Example” for each participant.
- Please ask participants to take the **posttest** at the end of your session.

Participant Preparation (20 Minutes):

Go to <http://www.autisminternetmodules.org/> Please register and log in. The site is free. Please go to the module on The **Incredible 5 Point Scale** and go through the sections ‘Introduction,’ ‘Overview,’ ‘Designing a 5-Point Scale,’ ‘Teaching the 5-Point Scale,’ and ‘Other Suggestions for Using the 5-Point Scale.’

Objective: Participants will be able to name one intervention in each category.

1. DVD (25 Minutes): Watch the DVD “High Functioning Autism and Asperger Syndrome: Essentials for Educators,” Chapter 2 - Strategies. Pause the DVD after the “Different Means” section on handwriting (Melisa Genaux) and do the activity below.

2. Activity I (5 Minutes): Ask each participant to write the name of a favorite book on the 3X5 card without looking at what they are writing. (While they are writing, tell why you liked your favorite book.) Have them pass the card to another person and ask that person to see if he/she can read it. Next, have them place the 3X5 card on their foreheads with the blank side facing out and hold it there with their dominant hand. Ask them to write the name of a favorite film on the card with their non-dominant hand. (Tell why you liked your favorite film.) Have them pass this card to the same person. Can they read it? Can they recall as much in the second case about what you were saying? What might this mean for handwriting and listening simultaneously for our students on the spectrum?

3. Activity II (10 Minutes): Have participants read through the strategies from The Puzzle of Autism, pages 6 and 7. On the top of page 7, the authors refer to a “visual menu of appropriate classroom behaviors that should be used when they become agitated or overwhelmed.” The **Incredible 5-Point Scale** that you read about in the participant preparation is an example of this scale. Share with a partner, one strategy that might be used with a student with autism from each category. Discuss other resources that are available to assist teachers in determining and utilizing different strategies to help in meeting the needs of their students on the spectrum.

Recommended Websites:

Utah Personnel Development Center: [http://www.updc.org/autism/Utah Parent Center](http://www.updc.org/autism/Utah%20Parent%20Center): <http://www.utahparentcenter.org/>

Autism Internet Modules: <http://www.updc.org/autism/>

National Professional Development Center on Autism Spectrum Disorders: <http://autismpdc.fpg.unc.edu/>

Autism Speaks: <http://www.autismspeaks.org/>

Autism Society of America: <http://www.autism-society.org/site/PageServer>

Autism Council of Utah: <http://autismcouncilofutah.org/>

Asperger Disorder Homepage: <http://www.aspergers.com>

Tap Dancing in the Night (Downloadable book): <http://www.mkdowney.com/TDITN70605.pdf>

Learning Port Autism Websites: http://www.learningport.info/topics/?topic_id=1261

ADEPT learning modules <http://media.mindinstitute.org/education/ADEPT/Module1Menu.html>

Recommended Books:

Asperger Syndrome and Difficult Moments: Brenda Smith Myles and Jack Southwick

The Comprehensive Autism Planning System (CAPS): Shawn Henry and Brenda Smith Myles

Starting Points – The Basics of Understanding and Supporting Children and Youth with Asperger Syndrome: Jill Hudson and Brenda Smith Myles

Asperger Syndrome – A Practical Guide for Teachers: Val Cumine, Julia Dunlop and Gill Stevenson

Simple Strategies That Work – Helpful Hints for All Educators of Students with Asperger Syndrome, High-Functioning Autism, and Related Disabilities

Visual Supports for People with Autism: Marlene J. Cohen and Donna Sloan

Drawing a Blank – Improving Reading Instruction for Readers on the Autism Spectrum: Emily Lland

Learning with a Visual Brain in an Auditory World – Visual Language Strategies for Individuals with Autism Spectrum Disorders: Lucan Arwood and Carole Kaulitz

The Incredible 5-Point Scale: Kari Dunn Buron

Superheroes Social Skills: Dr. Bill Jenson

You're Going to Love This Kid: Paula Kluth

Information on Asperger Syndrome and workshop time/locations by Melisa

Genaux and Kathie Keeler <http://aspergerworkshop.com/asperger-strength-audio-program>

The Ziggurat Model: Ruth Aspy, Ph.D., and Barry Grossman, Ph.D.

