

# High Functioning Autism and Asperger Syndrome Essentials for Educators - Session 1 - Participants' Page

Pretest	Strongly Disagree	Disagree	Agree	Strongly Agree
I can name three underlying characteristics of autism.	1	2	3	4
I can name three interventions that may commonly be used to help students with autism spectrum disorders succeed in the school setting.	1	2	3	4
I can identify three resources for more information on teaching students with autism spectrum disorders.	1	2	3	4
Totals				

**Activity I: Two Children.** Please list basic characteristics or skills you observed from watching the two children and listening to the narration.

Child One

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Child Two

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Compare your answers with those of another member of your group.

**Activity II:** Please list characteristics from the High Functioning Autism/Asperger checklist that might be applicable to students you know.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# High Functioning Autism and Asperger Syndrome Essentials for Educators - Session 2 – Participants' Page

## Examples of Strategies

1. Compensate for a weakness by maximizing a strength
  - Use visual supports to assist with organization of materials and assignments
  - Provide a written schedule
  - Provide a visual menu of relaxation strategies
  - Use video modeling to teach missing skills
  
2. Find a Different Means to Accomplish the Same Result
  - Incorporate interests into tasks to increase motivation
  - Allow breaks and more time when taking tests
  - Allow the student to use alternatives to handwriting
  - Warn the student about changes in the daily schedule
  - Highlight directions, provide an example of the completed task
  
3. Directly Teach a Missing Skill
  - Create social narratives for teaching classroom rules
  - Explicitly teach the purpose for an activity
  - Directly teach the *Hidden Curriculum*
    - How close to stand to people
    - Which urinal to use in a restroom
    - What topics you can discuss with whom



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Building a Framework for Student Success

**Activity I:** Handwriting Activity. (See directions in Facilitator’s Guide)

**Activity II:** With a partner, share one strategy that might be used with a student with high functioning autism or Asperger Syndrome from each category.

Compensate \_\_\_\_\_  
 Different Means \_\_\_\_\_  
 Directly Teach \_\_\_\_\_

Posttest	Strongly Disagree	Disagree	Agree	Strongly Agree
I can name three underlying characteristics of autism.	1	2	3	4
I can name three interventions that may commonly be used to help students with autism spectrum disorders succeed in the school setting.	1	2	3	4
I can identify three resources for more information on teaching students with autism spectrum disorders.	1	2	3	4
Totals				