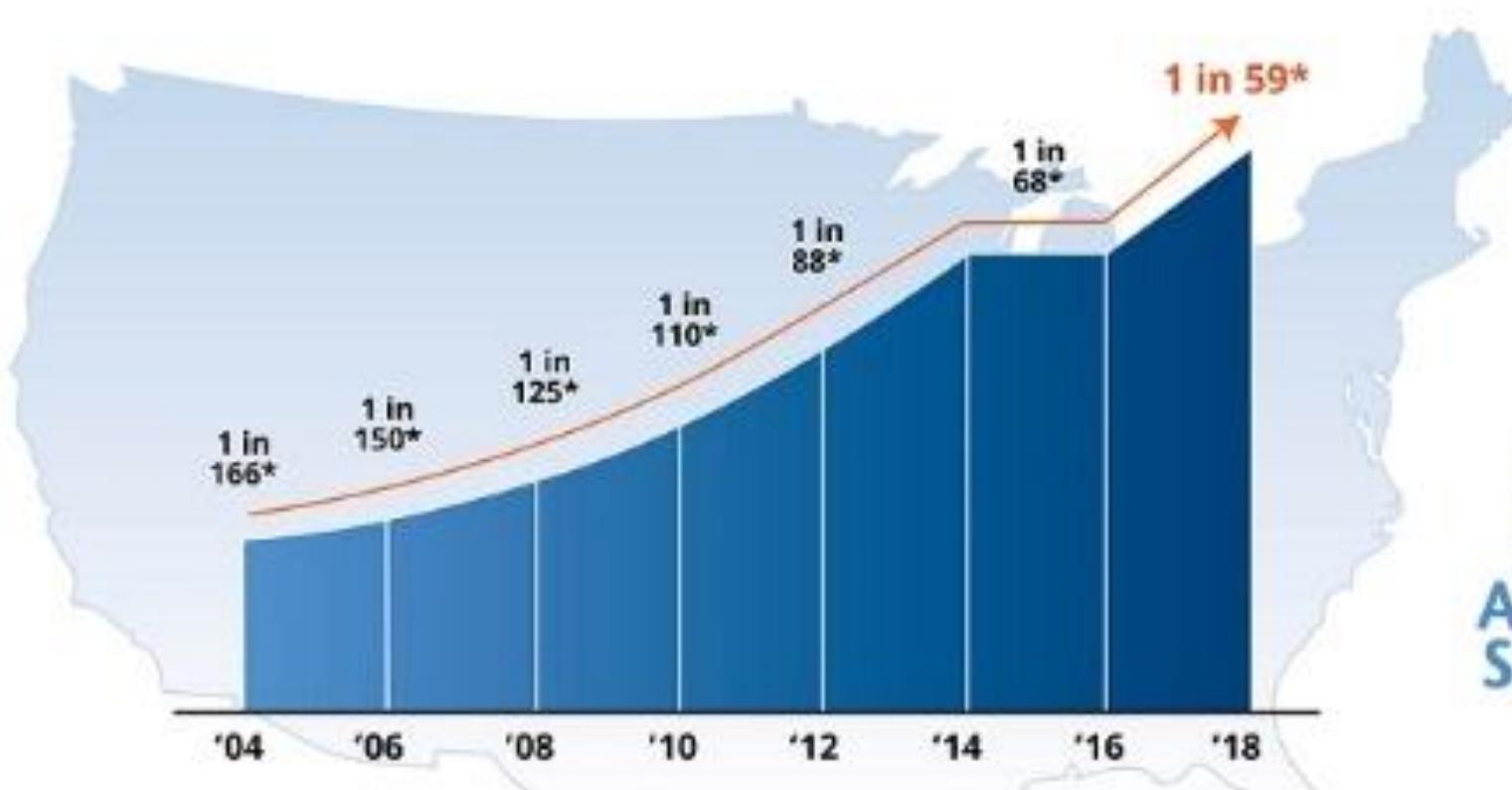


# Supporting Students with Autism in Our Classrooms

Patrick Mulick BCBA NBCT

# Estimated Autism Prevalence 2018

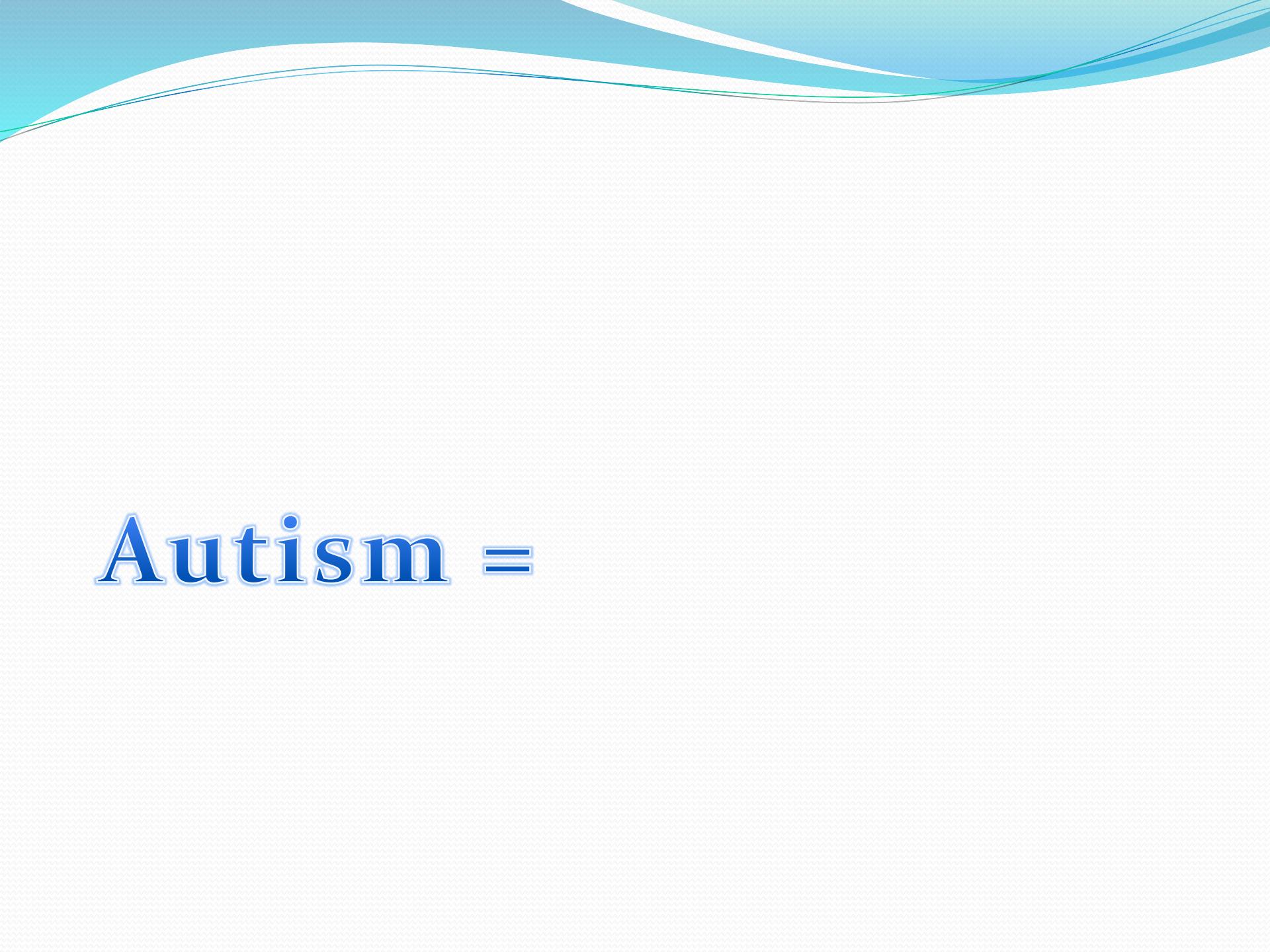


\* Centers for Disease Control and Prevention (CDC) prevalence estimates are for 4 years prior to the report date (e.g. 2018 figures are from 2014).



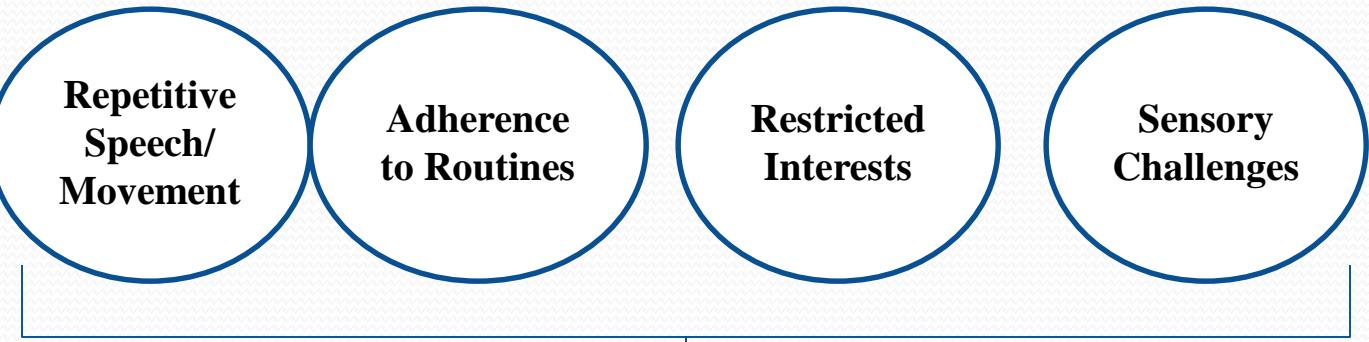
DO NOT LITTER  
LITTER CONTROL  
1000' TO 2 MILES





**Autism =**

# Autism =



**At least 2 of these**

# Autism =

**At least 2 of these**



**Both of these**

**Social  
Interaction  
Deficits**

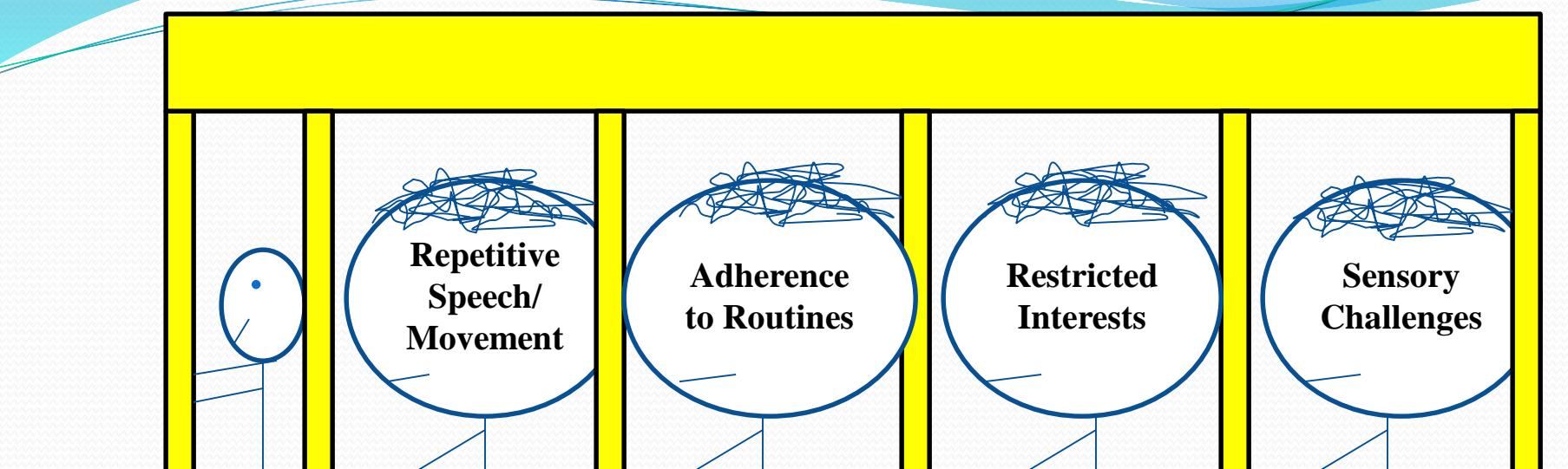
**Repetitive  
Speech/  
Movement**

**Adherence  
to Routines**

**Restricted  
Interests**

**Sensory  
Challenges**

**Social  
Communication  
Deficits**



# AUTISM

**Social  
Interaction  
Deficits**

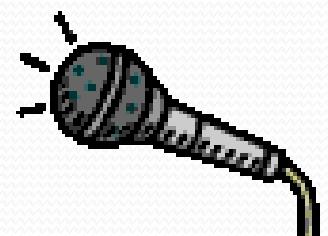
**Social  
Communication  
Deficits**

# Characteristics of Autism

- Deficits in Social-Emotional Reciprocity



- Abnormal Social Approach



- Failure of back and forth conversation

- Total lack of initiation



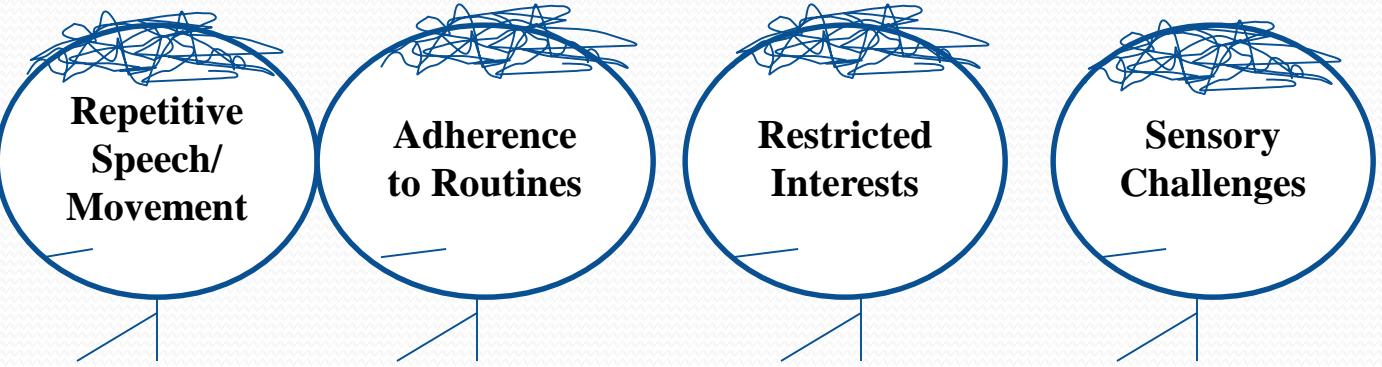
A photograph of a woman with dark hair, wearing a blue V-neck t-shirt. She is pointing her right index finger directly at the viewer with a stern, questioning expression. Her mouth is wide open as if she is shouting or yelling. A large, hollow speech bubble originates from her mouth and extends towards the upper right corner of the frame.

Hey! What have  
you been up to?



Hey! What have  
you been up to?





**Repetitive  
Speech/  
Movement**

**Adherence  
to Routines**

**Restricted  
Interests**

**Sensory  
Challenges**

# Characteristics of Autism

- Stereotyped or repetitive speech, motor movements, or use of objects
  - Echolalia
  - Hand Flapping
  - Spinning
  - Rocking



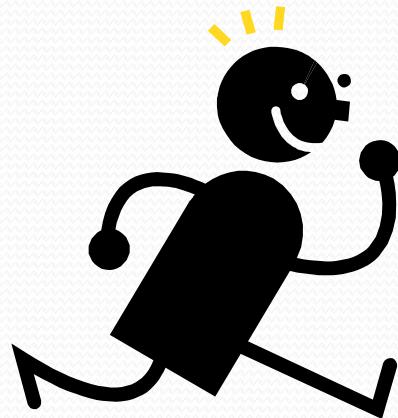
# Characteristics of Autism

- Highly restricted, fixated interests that are abnormal in intensity or focus



# Characteristics of Autism

- Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment





- “*You don’t know what it feels like to be me, when you can’t sit still because your legs feel like they are on fire or it feels like a hundred ants are crawling up your arms.*”

*-Carly Fleischmann*











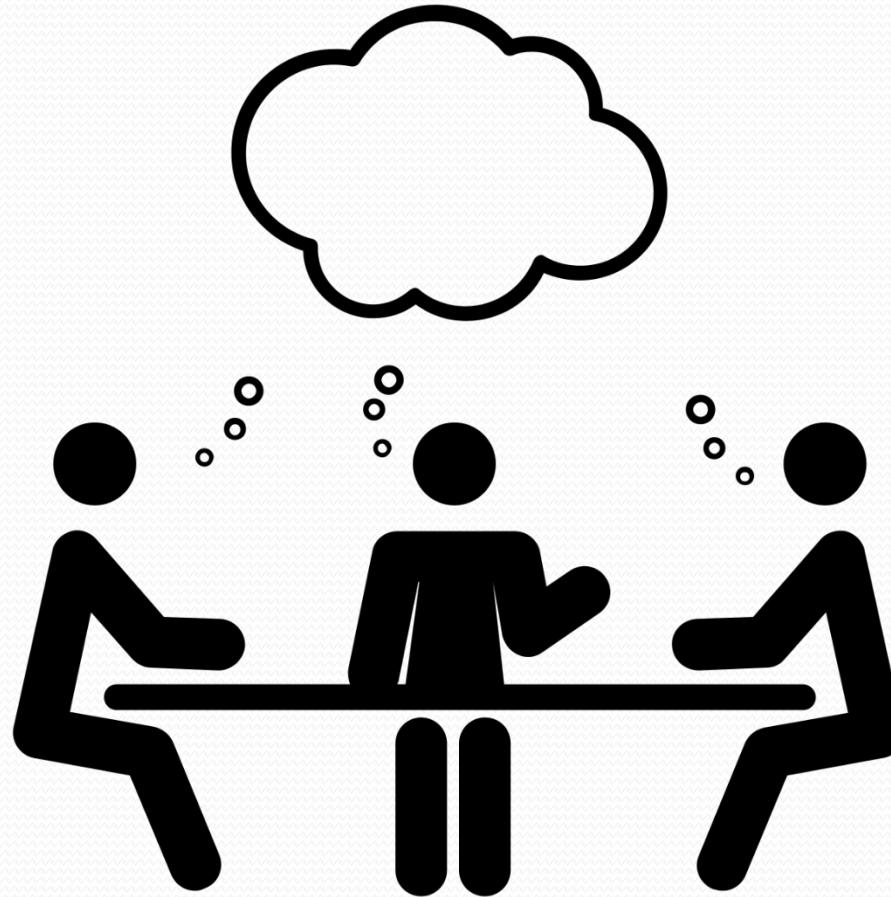
# The Autism Experience

# Famous people with Autism

- Daryl Hannah
- Dan Aykroyd
- Courtney Love
- Albert Einstein
- Susan Boyle
- Temple Grandin



# 1. Partner with your Special Education Staff

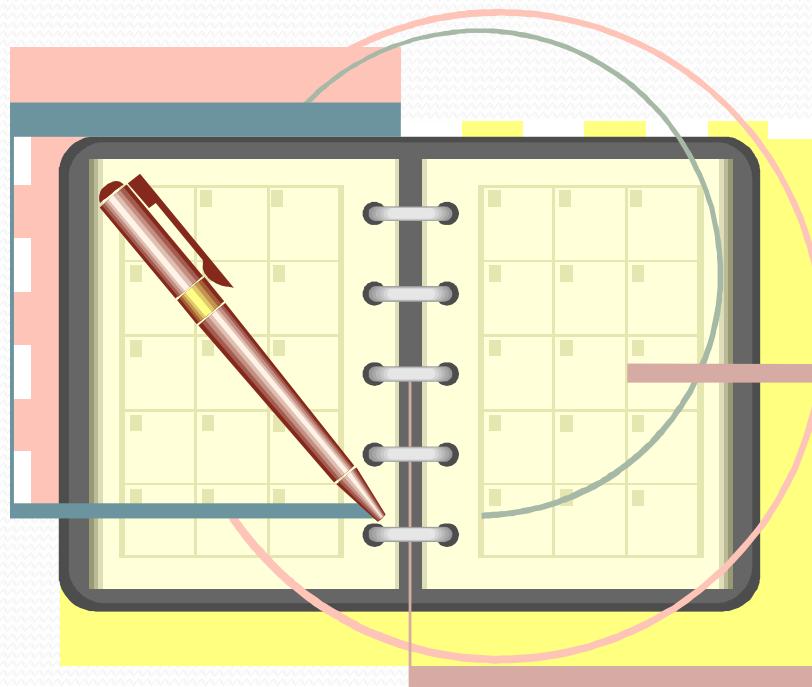


## 2. Engage with Them

- Don't assume they understand all of what you say
- Speak in short, clear, concise sentences. Use specific language.
- Ask clear, concise questions
- Ask clarification questions to ensure understanding
- Use repetition
- Give plenty of time to process
- Use visual examples as needed



# 3. Share the Agenda



<b>1<sup>st</sup> period</b>	<b>Anxiety Level</b>	<b>Anxiety Antidote</b>	<b>Expected Agenda</b>	<b>Homework</b>
<b>2nd period</b>	<b>Anxiety Level</b>	<b>Anxiety Antidote</b>	<b>Expected Agenda</b>	<b>Homework</b>
<b>3<sup>rd</sup> period</b>	<b>Anxiety Level</b>	<b>Anxiety Antidote</b>	<b>Expected Agenda</b>	<b>Homework</b>
<b>4<sup>th</sup> period</b>	<b>Anxiety Level</b>	<b>Anxiety Antidote</b>	<b>Expected Agenda</b>	<b>Homework</b>

# Simplify



# Warn them of Changes

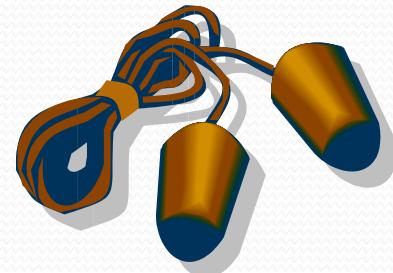


**If it is routine, then it is predictable. If it is predictable, then it is reliable. If it is reliable, then it can be trusted. If it can be trusted, then it is safe. If it feels safe, then your student with autism will have a much easier time.**



# 4. Be Accommodating

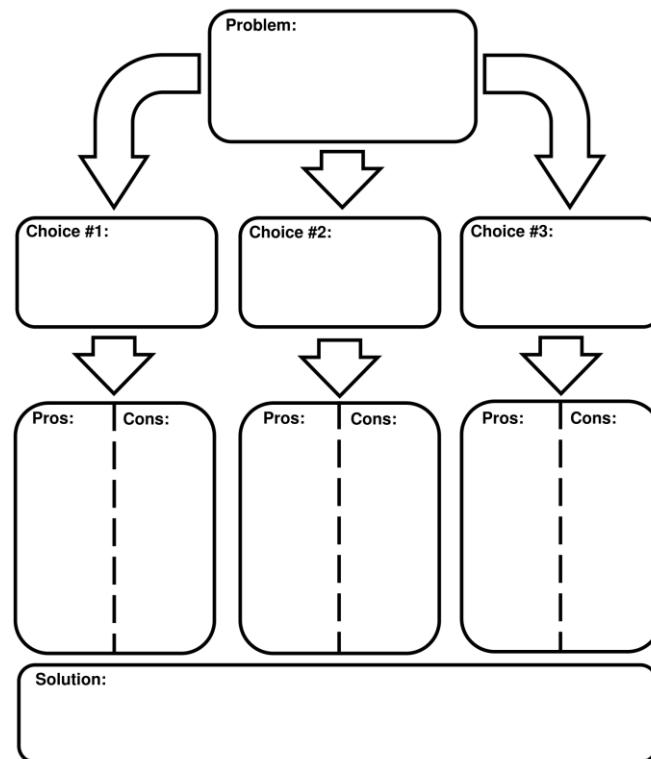
-Think different, not less



# Explore Different Ways to Demonstrate Work

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Graphic Organizer: Problem Solution



Date: \_\_\_\_\_

1 <sup>st</sup> period	Homework due <input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Scale			On-Task Scale		
		 HUSKIES		40-79%	 80-100%	 HUSKIES	40-79%
2 <sup>nd</sup> period	Homework due <input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Scale			On-Task Scale		
		 HUSKIES		40-79%	 80-100%	 HUSKIES	40-79%
3 <sup>rd</sup> period	Homework due <input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Scale			On-Task Scale		
		 HUSKIES		40-79%	 80-100%	 HUSKIES	40-79%
4 <sup>th</sup> period	Homework due <input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Scale			On-Task Scale		
		 HUSKIES		40-79%	 80-100%	 HUSKIES	40-79%
5 <sup>th</sup> period	Homework due <input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Scale			On-Task Scale		
		 HUSKIES		40-79%	 80-100%	 HUSKIES	40-79%
6 <sup>th</sup> period	Homework due <input type="checkbox"/> Yes <input type="checkbox"/> No	Noise Scale			On-Task Scale		
		 HUSKIES		40-79%	 80-100%	 HUSKIES	40-79%

## 5. Be their Cheerleader



# Thank you!