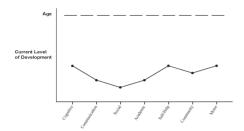
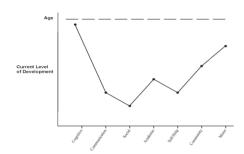
MCEC 2021	
Planning for the Student with ASD	
www.edu.gov.mb.ca/k12/specedu/index.html	
Manitoba 🐆	
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AUTISM SPECTRUM DISORDER (ASD)	
•ASD IS A COMPLEX NEUROLOGICAL DISORDER	
THAT AFFECTS THE FUNCTION OF THE BRAIN	
High-Risk Inflant with increased Extra-Avral CSF, Decreased with ACC of 2011	
UNUSUAL RESPONSES TO SENSORY STIMULI	
A C MA	

ASD and Intellectual Developmental Disability



Autism Spectrum Disorder





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Possible Communication Profiles

- •Has not acquired spoken language/AAC
- •Unusual aspects to language
 - •Echolalia, pronoun use, concrete/literal
 - •Repetitive or idiosyncratic
 - •Disconnect between expressive and receptive abilities
- Difficulty with pragmatics
 - •Experiences difficulty adjusting speech in response to listener feedback, cues of approval, amazement, disbelief or boredom

Difficulties with Social Thinking (brain based)

- •How a person understands other people
- •How a person seeks assistance from other people
- •How a person repairs interactions
- •The level of comfort one has in social settings
- •Challenging behaviour that can result from social confusion and social anxiety
- Theory of mind









Behaviours and Interests

- •Restricted interests with unusual focus or intensity
- •Non-functional routines/rituals
- •Stereotypy (repetitive movements)
- •Preoccupation with parts or attachment to objects
- •Repetitive play



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Chall	lenge
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Uncertainty

Novelty

Choices





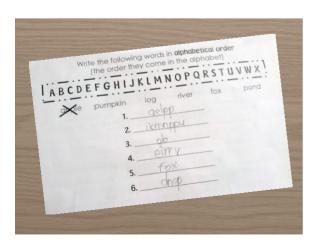


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Implications of ASD for Learning

- Distractibility
- •Over focus on irrelevant details
- •Sequencing difficulties
- •Difficulty with generalization
- Unique motivations
- •Perseverations / gets-stuck
- •Retrieving information
- Processing problems
- •External locus of control







Strengths

Intellect
Creativity
Very visual(-spatial)
Focus on details
Good memory
Practical/Logical



Thrives on Structure and Routine
Understand and use concrete information and rules
Take in chunks of information quickly
Concentrate on narrow topics of specific interests

Learning Preferences

- · Neat and Orderly
- Predictable
- · Clear and Specific
- Meaningful
- Familiar

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Visual Schedul	es	
	Example of a group schedule	
Example of a weekly schedule	Schedule Schedule	Example of a simple
Taris Week 2 3 4 5 6 7 6	11400	visual schedule to support arrival routine
Example of a daily schedule Daily Schedule: Tuesday	Example of a visual chore chart	
O Boo Circle Time A A A O Story Time A D III O Story Time A D II O Story Tim	The I pers I men on the layer I men of the layer I men on the layer I men of the layer I	THE STATE OF THE S

know the student and maintain a list of strengths and interests

to highlight information

schedules

post classroom rules

prompt hierarchies

use concrete examples and hands-on activities

choice-making tools

organize teaching materials and situations

introduce new tasks in a familiar environment when possible

task analysis

plan for transitions

use meaningful reinforcement

pace tasks at student's level

highlight important information

provide opportunities for choice

provide precise, positive feedback

develop talent and interest areas break verbal instructions into small steps

encourage independent effort and incorporate proactive measures to reduce

discrete trial methods

potential prompt dependence

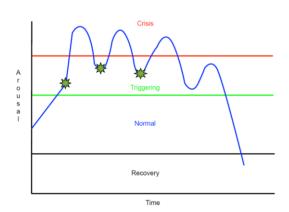
use consistent cues or routines to signal transitions



Better Proximity, Better Support:

- •Fade as students gain skills
- •Places adult support at the end of a continuum
- •Develops new
- competencies and learning new skills
- •Facilitates small group work
- •Frees up time for other activities
- •Makes work in classrooms more manageable and enjoyable





Affect is Contagious

