INTRODUCTION AND A LITTLE BIT ABOUT ME

A LITTLE BIT ABOUT ME

Introduction

The Autism Bomb

- Loss of speech
- Tantrums
- Self-stims
- Environmental withdrawal
**DIAGNOSTIC AND STATISTICAL MANUAL OF MENTAL DISORDERS**

**IV-TR**

American Psychiatric Association 2000

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**THE AUTISM SPECTRUM**

Increasing Variability of Presentation

Kanner's PDD-NOS HFA/AS

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**INNER AND OUTER SENSES**

SENSORY VIOLATIONS

- Hearing
- Vestibular (Inner ear)
- Proprioceptive (Muscles & joints)
- Smell
- Taste
- Vestibular
- Proprioceptive

- Chirping birds
- Ticking clocks
- Fluorescent lights
- Kissing Dad
- Brains, Coffee and Beard
- Bland foods

Hypo -> Spinning/Hyper -> Gravitational Insecurity
Deep pressure. Under mattresses, weighted blankets
Love airplanes but they mess w/Vest & Prop senses
Brave little kids

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**Reframe**

- Communication
- Socialization
- Restricted Interests

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Twice Exceptionality
CHARACTERISTICS OF CHILDREN WITH AUTISM SPECTRUM CONDITIONS

- Difficulty paying attention
- Overly sensitive to loud noises
- Difficulty with hair washing and brushing
- Problems with handwriting
- Only likes certain types of clothing
- Difficulty paying attention
- Bumps into people in line
- Difficulty with hair washing and brushing
- Overly sensitive to loud noises
- Problems with handwriting
- Only likes certain types of clothing
- Difficulty paying attention


A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM – 4

AGE 0 1.5 2.5 4 6 8 10 13 19
E Enter Putnam
Y Condition improves to “neurotic”
M The wonderful world of watch motors
E Echolalia and return of speech
T Eating baby food
S Self Awareness

S U C C E S S W I T H A U T I S M

Set the Stage for Self-Determination

Acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference (Wehmeyer, 1994).

Condition improves to “neurotic”
The wonderful world of watch motors

Which Sets the Stage for Disclosure...
A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 6

AGE
- 0
- 1.5
- 2.5
- 4
- 6
- 9
- 10
- 13
- 19

E
- Early
- Development

V
- Vocalization

E
- Early
- Eating

N
- Normal

T
- Typical

S
- Social

Disclosure

10

DISCLOSURE FOR PEOPLE WITH AUTISM

C H A L L E N G E

What about the Autism Spectrum makes it particularly challenging to disclose?

12
DISCLOSURE

The issue of disclosure begins...

...As soon as it is known that a person has a difference in their way of being

LIVING IN TODAY’S WORLD

REALITY CHECK

Most people are busy with living

Most people are not in the mindset of accommodating people with differences

FOUR STEPS TO DISCLOSURE

Self-Determination -- > Disclosure -- > Self-Advocacy

1. Make the child aware of their strengths and challenges through verbal, pictorial, and other communication.

2. “Rack up” strengths and challenges.

3. Non-judgementally compare characteristic with other role models.

4. Present the label summarizing a condition rather than a name for a set of deficits.

5. Making ones needs known in a way that others can understand and comply; hopefully in a proactive manner.
SELF-ADVOCACY FOR
PEOPLE WITH AUTISM

SELF-ADVOCACY DEFINED

Self-advocacy involves knowing when and how to approach others in order to negotiate desired goals, and in order to build better mutual understanding, fulfillment, and productivity.

Successful self-advocacy often involves an amount of disclosure about oneself that carries some degree of risk, in order to reach a subsequent goal of better mutual understanding.

A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 13

<table>
<thead>
<tr>
<th>Age</th>
<th>Interests, Relationships &amp; Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Middle and high school</td>
</tr>
<tr>
<td>15</td>
<td>Female getting it together but still in left field</td>
</tr>
<tr>
<td>17</td>
<td>Discovering the band room</td>
</tr>
<tr>
<td>19</td>
<td>Time to focus more on people and less on bikes</td>
</tr>
</tbody>
</table>
Sam arrives after Bob. What two rules did he break?


A Person Who Can Interpret Evaluation Results
School System Representative

Student as appropriate to their ability

Student’s IEP Team

Special Education Teacher(s)

Regular Education Teacher(s)

Others with Knowledge or Special Expertise about the Child

Transition Services Agency Representative(s)

Parents

A Guide to the Individualized Education Program
Office of Special Education Programs. 6 June 2002.
http://www.ed.gov/offices/OSERS/OSEP/Products/IEP_Guide
INFORMATION ABOUT ME
Note: This form is not required by IDEA
My Name____________________
Date____________________
My disability is…
My strengths are…
I have difficulty with…
I learn best…
I would like to learn about…
Accommodations I need and will use are…

MY STRENGTHS AND NEEDS
Note: This form is not required by IDEA
My Name_________Date_____
Class:_____________________
Teacher___________________
What I do well?
What helps me do my best?
What do I need to do even better?

HELPING STUDENTS DEVELOP THEIR IEPs
Partial Table of Contents
• Laying the Foundation
• Introductory Work with Students
• Introducing the IEP
• Writing the IEP
• Getting Ready for the IEP Meeting
• During the IEP Meeting
• After the Meeting

A STUDENT’S GUIDE TO THE IEP
Partial Table of Contents
• What is an IEP?
• How do I develop my IEP?
• What to do before the IEP meeting
• Writing the IEP
• Getting ready for the IEP meeting
• Participating in the IEP meeting
• After the IEP meeting

www.cec.sped.org
www.nichcy.org
### Self-Initiated Individual Education Plan (Cont.)

**Accommodation Menu**

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Used?</th>
<th>Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preferential seating</td>
<td>✓</td>
<td>4</td>
</tr>
<tr>
<td>Small group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>✓</td>
<td>5</td>
</tr>
<tr>
<td>Reduced paper/pencil tasks</td>
<td>✓</td>
<td>2</td>
</tr>
<tr>
<td>Extended time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sensory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lighting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hat with visor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standing at desk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: This form is not required by IDEA

**Student:** Somebody
**Teacher:** Anybody
**IEP Manager:** Everybody

**Date:** 10/28/07


### Self-Initiated Individual Education Plan (Cont.)

**MY ADULT LIFE**

**Student:**
**Date:**

**Goals**

**Current Accommodations**

**Future Accommodations**

- Recreation and Leisure
- Home/Independent Living
- Community Involvement/Volunteer Work
- Postsecondary Education/Training


### SIX STAGES TO SELF-ADVOCACY

1. **Planning and Modeling:** After involvement with the planning for their own self-advocacy, the person observes the partner engage in the act of advocating.

2. **Facilitation and Confidence Building:** Facilitator serves as a guide for the self-advocacy process and remains ready to step in as needed.

3. **Partnering and Letter Writing:** Equal sharing of advocacy responsibilities. Advocate takes the lead as facilitator offers strong guidance, moral support while the person does most of the advocating. Letter writing.

Self-Initiated Individual Education Plan

To my IEP Team,

I like the way Mr. Dowd teaches math. He makes it fun and easy for me. Mrs. Sugarman's English class is very difficult. I don't understand when she diagrams sentences on the board and the scratching of the student pencils during writing time makes it very hard for me to concentrate.

Truly yours,

Joey

SIX STAGES TO SELF-ADVOCACY

4. Moral Support: Partner continues to assist with the preparation. The advocate does most of the talking with the partner nearby to assist if needed.

5. Taking the Lead: The advocate leads the entire process with assistance from the facilitator but only under the self-advocate's direction.

6. Independent Self-Advocacy: The advocate undertakes all the preparation, presentation, and evaluation in a completely independent manner.

Helping a Samantha Advocate for Herself - Case Study

A 13-year old student in an inclusive classroom, Samantha has been coming home crying for the past week. Observation you see that some students take great fun in watching Samantha squirm as they lightly touch her, strike out... and get blamed for starting a fight. Previously, you would have intervened by talking with Samantha’s homeroom teacher about how others are taking advantage of her tactile hypersensitivity. As part of Samantha's team you realize that it is time to work on self-advocacy.

— Six Stages of Self-Advocacy —

• Choose one of the six self-advocacy and...
  A. describe how you will prepare Samantha for her self-advocacy effort,
  B. describe what the self-advocacy effort will look like.

• Perfect Targets — ads for Self-Advocacy and modeling, self-confidence building, spelling and letter writing, self-lead

— Independent self-advocacy —
THE ADULT YEARS

A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — Adult

Paradigm shift from being advocated for to advocating for one's self

Professor of Special Education at Adelphi University

DON’T LET THIS HAPPEN...

Special Education is ALL DONE!!
I want to be just like EVERYONE ELSE
OOPS!!!!!!!
Well...
Maybe I DO need to find the Office of Student Support

Paradigm Shift From Being Advocated for to Self-Advocacy
DEVELOPING A SELF-ADVOCACY PLAN

MY ADVOCACY PLAN
Name ____________________

SCAN: Where is the challenge?
1. Sensory
2. Cognitive
3. Socio-emotional

ADVOCACY: Explaining your needs

DISCLOSURE: Giving the reason why

SCAN: What is causing the difficulty?

ADVOCACY: Explaining your needs

DISCLOSURE: The reason

Partial – Note specific characteristic affecting a situation only

Full – Diagnosis

SCAN: Perception of the environment

ADVOCACY: How we think

DISCLOSURE: Social cues and how we feel

ADVOCACY: Explaining your needs

DISCLOSURE: The reason

Partial – Note specific characteristic affecting a situation only

Full – Diagnosis

SCAN: Perception of the environment

ADVOCACY: How we think

DISCLOSURE: Social cues and how we feel

ADVOCACY: Explaining your needs

DISCLOSURE: The reason

Partial – Note specific characteristic affecting a situation only

Full – Diagnosis
Success with Autism

Definition

If you are productive and fulfilled with your life you are probably successful

It’s all in the journey. You are exactly where you need to be right now.

In Closing...

SUCCESS WITH AUTISM

Understanding Neurotypicals for Dummies

If you are productive and fulfilled with your life you are probably successful