

## SUCCESSFUL INCLUSION FOR STUDENTS WITH AUTISM

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## Listening to the Experts

- I see myself with autism as having gifts of great ability to read quickly and to hear perfect implications of nature and to be totally immersed in the question of life. The support of people appear to feel helpful in this active process that speaks to the heart.
- Jamie Burke

## Listening to the Experts

- Autism is a different way of existence. We have both challenges and special gifts. Quite a bit of energy is required when we have to kill autism in order to function, but we also derive pleasure from our gifts. We bring diversity and interest to the world. It would be boring if everyone were the same.
- Sue Rubin

Help teachers to get to know autism from an insiders perspective

- Share autobiographies written by Temple Grandin, Luke Jackson, Stephen Shore, Lianne Holiday Willey and many others
- Use:
  - Short quotes
  - chapters
  - documentaries
  - websites

Let people know the importance of learning about autism from people with autism.

## Getting to Know students with autism

- Strengths and Strategies ([www.paulakluth.com](http://www.paulakluth.com))
- Successful adaptation examples- Work samples that are good models for adaptations
- Technology profile-What is needed for academic success
- Behavior supports- What works during sticky times
- Technique or a routine for communication between school and home
- Brainstorm during times of struggle- Be optimistic
- Celebrate in times of success

## Strengths & Strategies For Nick

see [www.paulakluth.com](http://www.paulakluth.com)

### Strengths

- Loves to read
- Is a good reader
- Sense of humor
- Friendly and outgoing
- Knows ~~everything~~ about cars
- Great memory

### Strategies

- Make sure all literature is accessible- Kurzweil or at independent reading level
- Highlight key points in text using highlighter tape
- Pick out Big Ideas in content areas
- Pre teach points for him to share out loud
- Have students work in groups when possible

## Understanding Movement Differences

- It is known that sometimes people with autism have trouble moving their bodies. This is known as motor planning inability.  
Sometimes I have trouble making my body do what I want it to do. Jamie Burke
- Sometimes I like to move in odd ways because it makes me feel more comfortable, yet I have control of some movements. I am also consciously aware of my odd movements at times. Sometimes my movements make me think more clearly.

Steven Hinkle

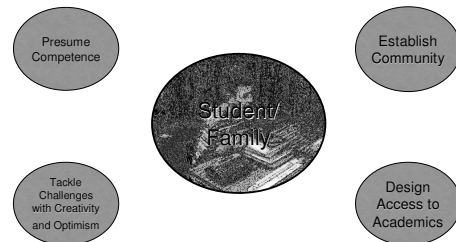
## Understanding Movement Differences

- "I sometimes suddenly make a noise and everyone stares or I suddenly hit myself in the head. I don't plan these things. They just happen."
- "I am sorry I did not mean to say, "Go Home." Awful echolalia, very embarrassing" Sue Rubin

## Supporting Students Movement

- Move with another person
- Physical Touch
- Use rhythm or music
- Use wait time
- Transition supports/ Visual cue or sound
- Transition Object

## A Model for Successful Inclusion



## Presume competence

Presuming Competence is...

An Educational Approach

A Lens in which others see a person with a disability

A Philosophy to Guide Practice

A Set of Strategies to Use

## Strategies for Presuming Competence

- Attitude: Practice saying, "How can this student be successful?"
- See Common Humanity in feelings, needs, desires
- Question your stereotypes: How someone looks, talks, or walks does not tell you about how they think and feel
- Speak to the person in an age appropriate tone and about age appropriate topics

## Strategies for Presuming Competence

- Learn to communicate using the person's preferred method of communication
- Listen openly while working to shed judgements
- Teach peers and others to learn how to interpret potentially confusing behavior
- Do not speak in front of someone as if they were not there

## Strategies for Presuming Competence

- Assume benefit from learning academic curriculum
- Look for evidence of understanding
- Support students to use their strengths
- Acknowledge the person with a disability's presence in the same way you would interact with anyone else

### Presuming Competence is...

Optimistic

Not Unrealistic

### Establish a Community:

All students are valuable

- Teachers must work to explain autism so that kids can connect

"David, come on! It is our turn to go to the writing center"

### Turn & Talk:

Topic: How to talk about Autism in the general education classroom

- Turn to a neighbor behind you or next to you
- Take a moment to share an idea for how parents and teachers can work together to share information about autism in the classroom
- Parents what tips do you have for teachers?
- Teachers what have you tried that has worked well?

### Establish a Community:

All students are valuable

- Teachers should call on students, acknowledge presence, and support opportunities to participate

"Jamie can you share your answer with me?"

## DEsign Access to Academics

- Universal Design principles help educators customize their teaching for individual differences. A universally-designed curriculum offers the following:
  - **Multiple means of input or presentation** to give learners various ways of acquiring information and knowledge
  - **Multiple means of expression** to provide learners alternatives for demonstrating what they know
  - **Multiple means of engagement** to tap into learners' interests, challenge them appropriately, and motivate them to learn

## Multiple Means of Input

- Use active visual models/technology
- <http://www.cellsalive.com/mitosis.htm>
- Use color coded visuals

## Multiple Means of Expression

- Let students create a power point
- Make a visual web on kidsperation
- Create a 3D model

## Multiple Means of Engagement

- Station or centers
- Cooperative learning groups
- Partners
- labs and experiments

## Access to Academics

- Supports that are efficient-- Easy to use and unobtrusive
- Supports that are meaningful--Provide access to academics

## Key Strategies for providing Access to academics

- Student should be seated with peers (unless they desire time away)
- Students must have access to communication at all times and in all places
- Model respectful interactions
- Provide wait time
- Act as an "Advance Agent"
  - "I'm going to call on you for number 4."
  - Sometimes give the student with autism the last questions first

### Key Strategies for providing Access to academics

- Provide an opening to assist with initiation
  - “Jason what do you think about that?”
  - “I think Leah has something to say.”
- Remember, sometimes the focus is on open-ended conversation and sometimes the focus is on demonstrating understanding of specific content
- Emphasize process and understanding
  - Don't worry if the final product doesn't look like everyone else's

### Design Access to Academics

- Use students fascinations and “specialty subjects”
- Use active learning structures to help students engage in curriculum and connect with peers
- Provide agendas, schedules, instructions, and clear expectations. Pair with pictures if helpful
- Allow for breaks and movement. Designate a place or a routine

### Design Access to Academics

- Use graphic organizers, brainstorms, word banks, sentence starters
- Technology- Co-writer, kidspration
- Support students to point to answers and show their understandings in new ways

### Materials to Always have on hand for quick adaptations

- Device (if necessary), charged and ready to go
- Laminated letter boards
- White board and markers
- Labels for classroom objects
- Visual supports for written text
- Sticky Notes/Index cards
- Quickboards with common responses

### Tackle Challenges with Creativity and Optimism

- Families and Teachers must problem solve together
- Brainstorm a list of possible strategies--Choose the top three to implement and then revisit
- Bring in people who know the child well to help with brainstorming
- Examine the schedule and find times of the day when the child is successful. Take a close look at what happens during times of success
- Be calm and optimistic

### final thoughts from Jamie Burke

- “Teachers must be willing to not just give me a desk and then leave me to fill the chair. I need to be asked questions, and given time for my thoughtful answers. Teachers need to become as a conductor, and guide me through the many places I may get lost.”