

Overview and Universal Supports for Students with Autism Spectrum Disorder



Statewide Autism Resources and Training

Grand Valley State University
And Huron Intermediate School District





Mission of START

**Giving professionals and parents
the knowledge and skills to
support individuals with autism
spectrum disorder in reaching
their greatest potential.**



Model of Service



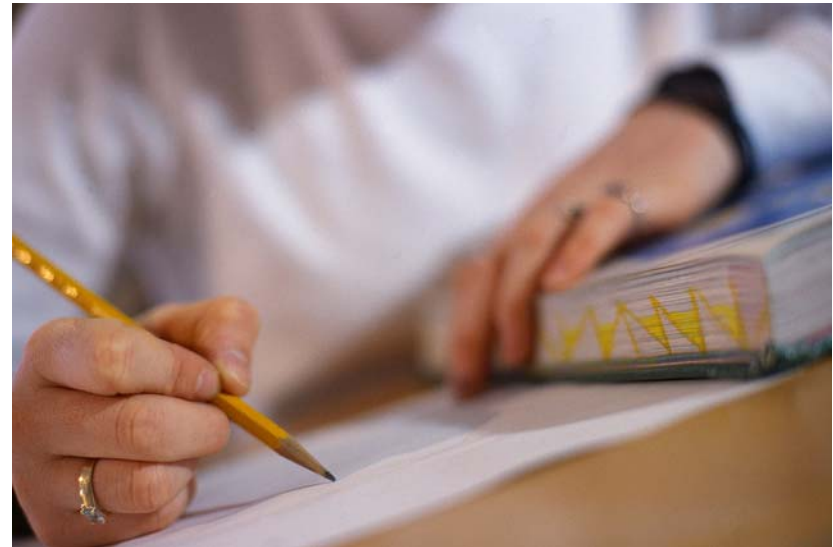


Policy

The START Program at Grand Valley State University will not lend its name to the endorsement of any specific program, practice or model offered for service to children with autism spectrum disorder. Instead, we support the use of current best practices.

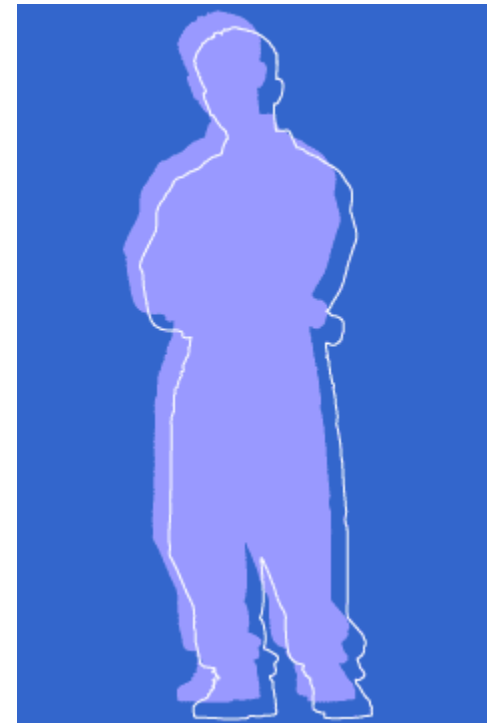
3 GUARANTEES

- Autism spectrum disorders are here to stay.
- Programming for students with ASD will not be trouble-free.
- WE are accountable!

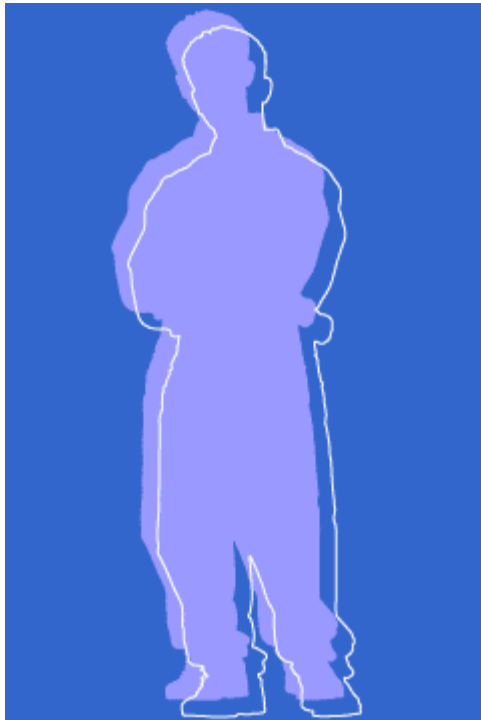


- He is in 5th grade
- He loves playing baseball and watching movies
- He has a dog he takes care of on his own
- He does homework for half an hour every night
- He enjoys socializing with people
- He lives with his mom during the week and his dad on weekends
- He likes to listen to music and use the computer
- He wants to be a baseball player when he grows up

Student A



Student B



- He has autism and moderate mental retardation
- He can read basic sight words
- He cannot add without using a calculator or a number line
- He doesn't know the values of coins and can't tie his shoes
- He gets lost in the school if he does not have someone to follow



Student AB

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Taking Perspective

- It is our perspective that determines our attitudes toward students with ASD
- Our attitudes can determine the success of students with ASD





Autism Spectrum Disorders: Characteristics

Section One: Introduction to Autism and Asperger's Syndrome

Defining Autism



- Identified in 1943 by Leo Kanner
- Neurological-based, developmental disability
- Characteristics are evident by the age of 3
- Occurs 4 times as often in males than in females
- Occurs in 1-3 per 500 (CDC, 2005)

Categories of Autism Spectrum Disorders

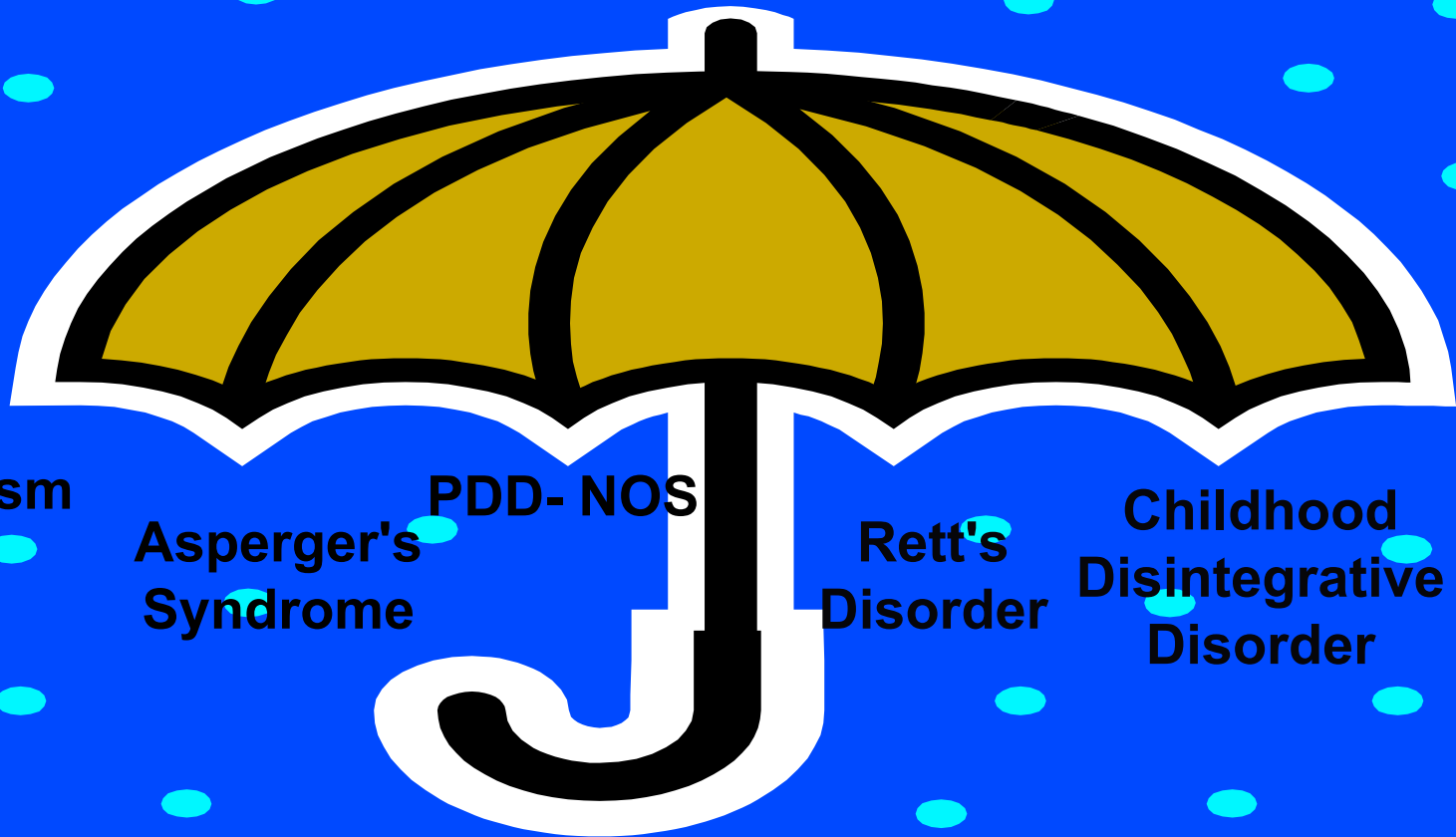
Autism

**Asperger's
Syndrome**

PDD- NOS

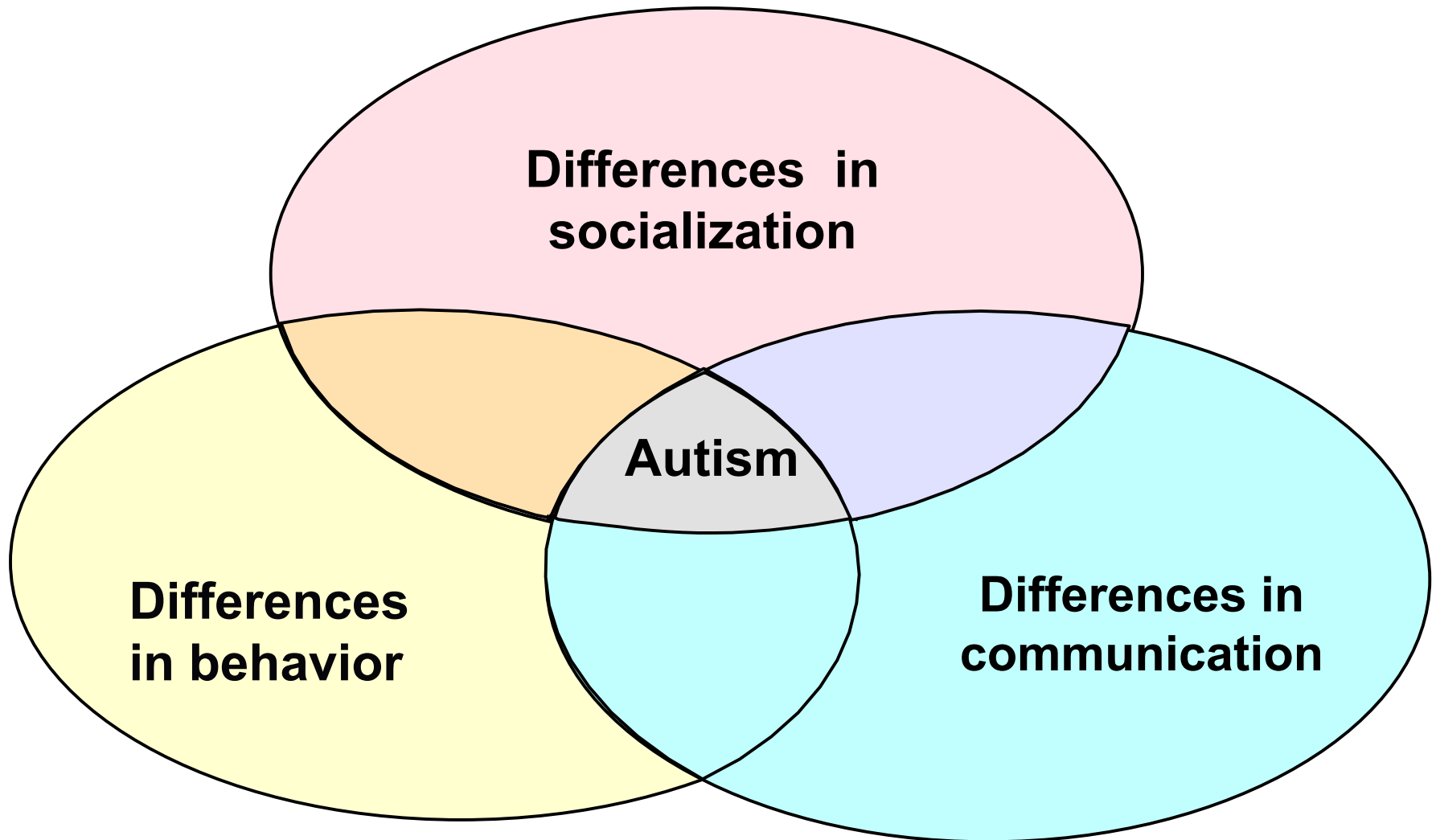
**Rett's
Disorder**

**Childhood
Disintegrative
Disorder**



The DSM-IV-TR Definition

<http://www.iidc.indiana.edu/irca/generalinfo/diagnost.html>



Socialization



- What may be different:
 - Eye contact
 - Gestures (pointing, leading, body postures)
 - Formation of friendships
 - Social-emotional reciprocity
 - Responding appropriately to another person's distress or happiness

Socialization

Impaired Perspective-Taking or Theory of Mind Deficits

- ***Theory of Mind*** - The ability to make accurate guesses about what another person is thinking.



- What I see is what others see.
- What I know is what others know.
 - What I feel is what others feel.
- What I believe is what others believe.



Communication

- **Language impairments range from:**
 - **No spoken language → Conversational language**
 - **However, individuals with speech may have poor ability to initiate or sustain conversation, especially if it does not relate to a preferred topic**
 - **May have unusual phrasing or inflection**

Communication

- **Other communication impairments may include:**
 - ☐ **Echolalia**
 - ☐ **Pronoun reversal**



Behavior

■ Rigid Thinking and Behavior

- ☐ Literal/ black and white thinking
- ☐ Difficulty with changes in routine
- ☐ Perfectionistic



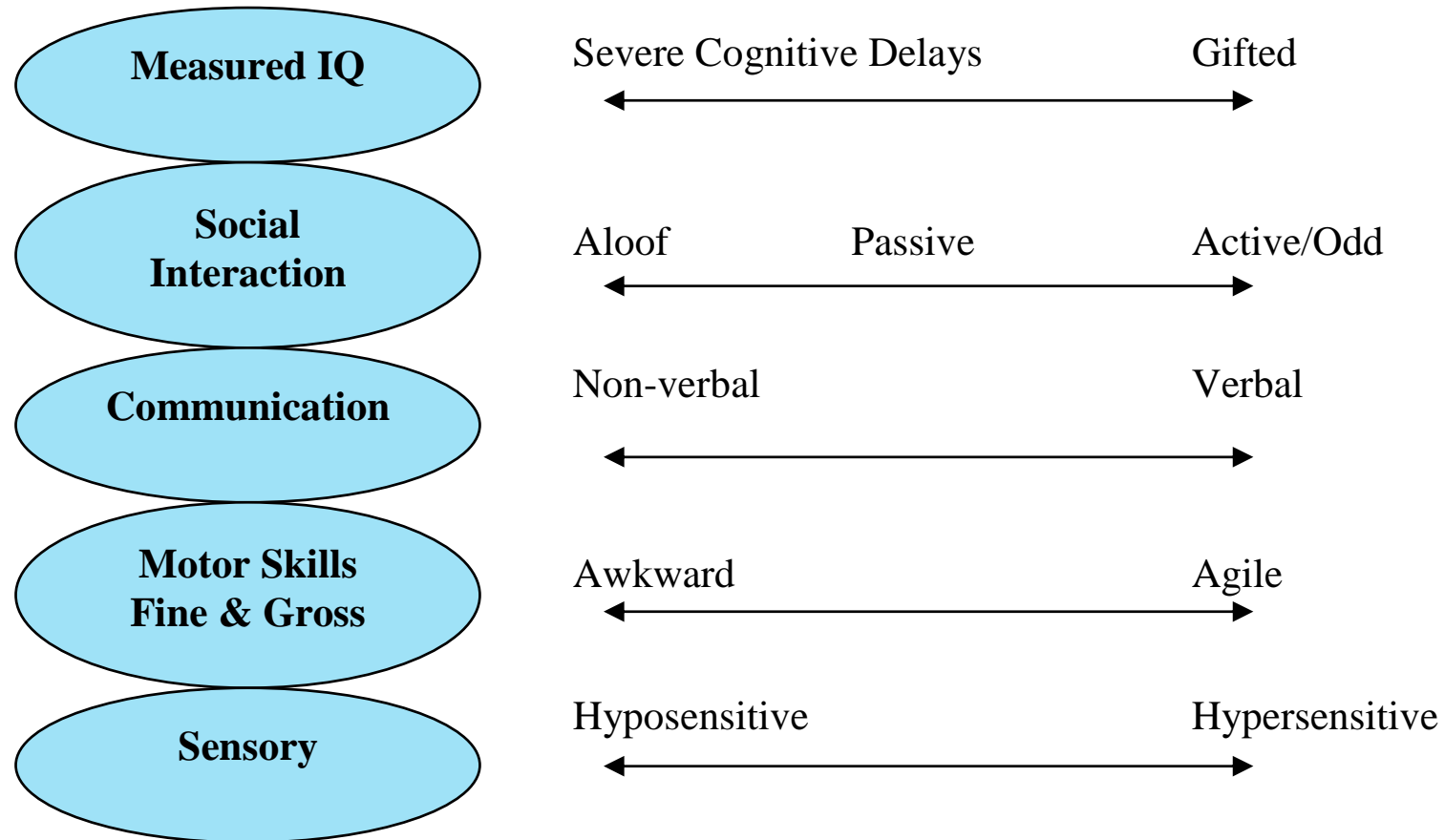
What happens
when the bus
is late?

“In autism, rules are fairly easy to learn, but not easy to modify or apply flexibly.”

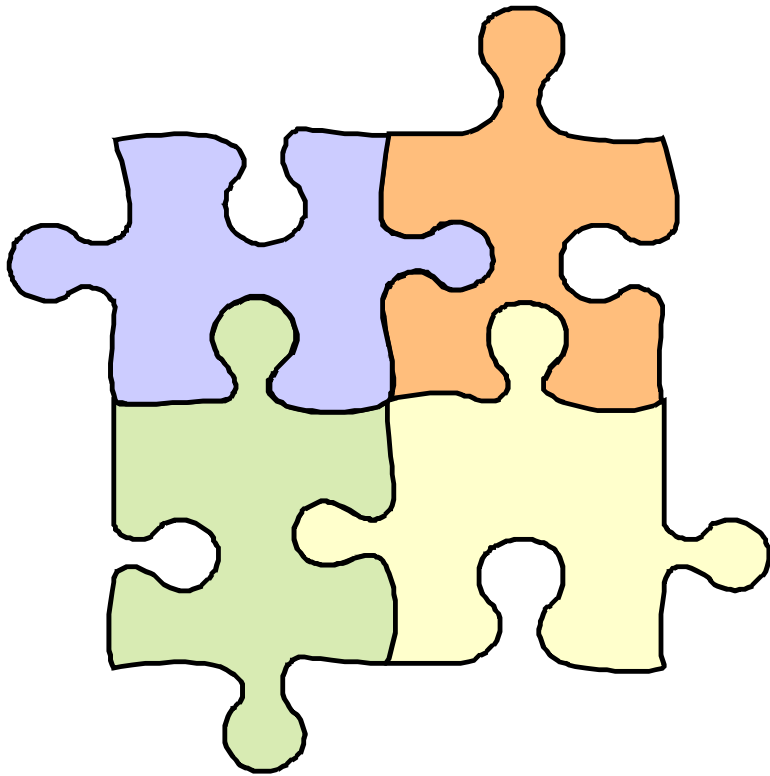
Janice Janzen



Continuum of Skills for Individuals with Autism



Other Characteristics



- **Good memory and visual-spatial skills**
- **Savant skills (5%) or hyperlexia**
- **Maladaptive behaviors (e.g., self-injurious behavior, aggression, tantrums)**
- **Learning problems (including problems with generalization, attention, overselectivity, motivation, abstract concepts)**



Defining Asperger's Syndrome

- **Identified by Hans Asperger in 1944**
- **Not recognized in the U.S. until around 1980's**
- **Diagnosis entered DSM-IV in 1994**
- **Characteristics generally not identified until later in childhood**
- **Initial normal speech development, marked with difficulty with pragmatics**



Asperger's Disorder

- **Occurs in 3-4 per 1,000 births**
- **Specific learning disabilities are common**
- **Increased motor difficulties**
 - **Gross motor – general clumsiness**
 - **Fine motor – usually difficulties with handwriting**
- **Some problem behavior in the form of emotional outbursts/tantrums, and aggression**



Asperger's Disorder

- **Normal language development**
- **Normal cognitive development**
- **No delay in self-help skills or adaptive behavior**

Asperger's Disorder

Social Impairments

- Poor peer relationships and play skills
- Poor empathy, extreme egocentrism
- Often inappropriate with peers





Asperger's Disorder

Social Impairments

Difficulties with social nuances

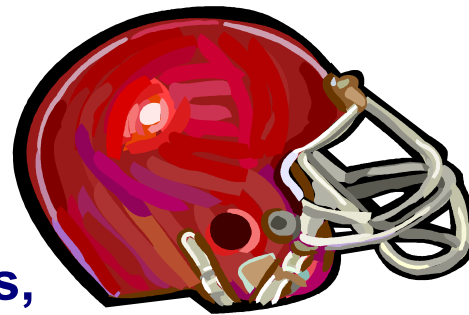
- May not respond to a person losing interest

May have an interest in others, but lack of skills

- Bossy and directive
- Rigid play

Asperger's Disorder Behavior

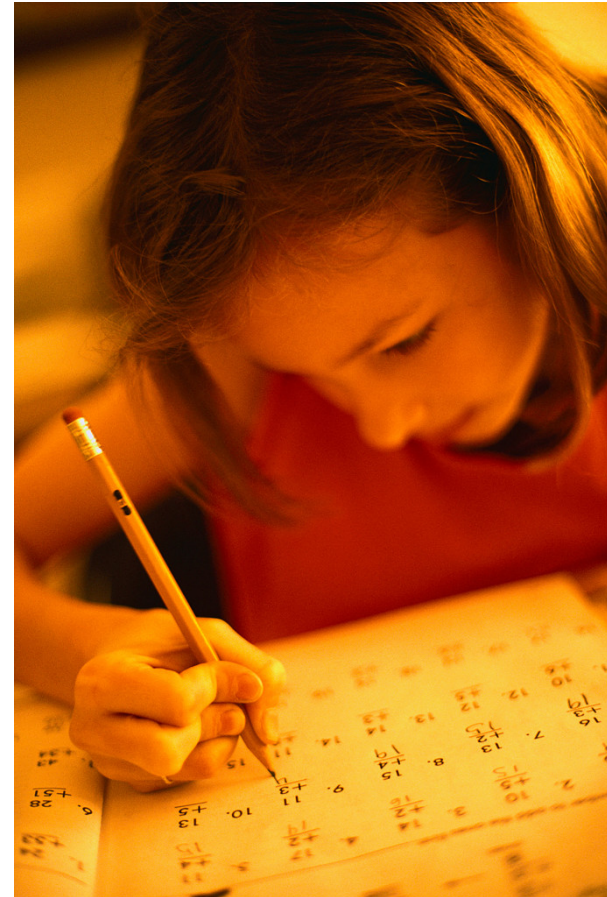
- Fascination with circumscribed interests/topics to the point of obsession
 - Examples: letters/numbers, sports trivia, computers, trains
- May see some mild stereotypical behaviors, especially at younger ages



Asperger's Disorder

Other Characteristics

- Poor gross & fine motor skills
- Poor judgment
- Obsessive-Compulsive Disorder-like characteristics
- Lack of attention to hygiene/appearance
- Secondary depression and anxiety
- Conflict with authority figures



Looking at ASD Differently

- **Need for Visual Continuity**
 - Assure visual continuity in environment
- **Need for Order and Predictability**
 - Assure environment is orderly and predictable
- **Preferred / Repetitive Activities / Fascinations / Sensory Preoccupations**
 - Allow controlled access to preferred and repetitive activities and fascinations / sensory preoccupations so they don't interfere with learning

Utilize the predisposed inclinations to the student's advantage. Remember the two big goal areas are independence and socialization.



Autism Spectrum Disorders

Other Characteristics

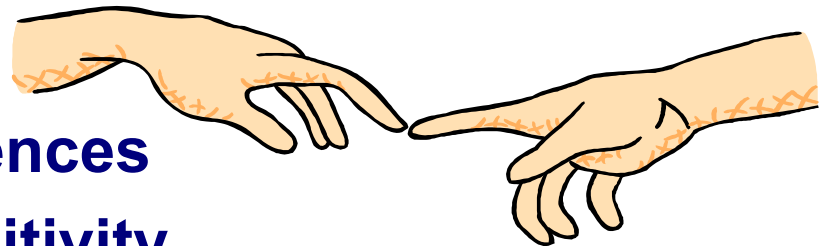
Etiology

Prevalence

Sensory Characteristics

- May exhibit degrees of sensory hypersensitivity or hyposensitivity such as:

- ☐ Tactile defensiveness
- ☐ Auditory problems
- ☐ Visual-perceptual differences
- ☐ Olfactory and taste sensitivity



- ☐ **Activity** <http://www.pbs.org/wgbh/misunderstoodminds/attention.html>

Sensory Characteristics



- “I could hear the blood whooshing through my veins.”
- “Rain sounded like gunfire.”
- “For people with autism it is difficult. Our senses lie to us. Zipping a coat or holding a pencil might be a source of pain for the child.”

■ Thomas McKean

Sensory Characteristics



- **When I was a child, large noisy gatherings of relatives were overwhelming, and I would just lose control and throw temper tantrums.**

- Temple Grandin

- **“Sound came through as color, while touching my face produced a soundlike sensation.” (Example of Synaesthesia)**

- 27 year old man with ASD



Activity: Attention in the classroom

■ Activity -

<http://www.pbs.org/wgbh/misunderstoodminds/attention.html>

How well do you hear with auditory distractions?



Promoting Success

- **You are a student with ASD. What do you experience in your classroom? What do you see? Hear? How do you feel?**

Think about:

- ☐ **Sounds/ noise level**
- ☐ **Lighting**
- ☐ **People**
- ☐ **Seat location**
- ☐ **Routines/ organization**
- ☐ **Other factors?**



Learning Characteristics

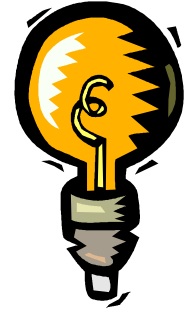
- **Uneven skill development**
- **Difficulty generalizing skills/information**
- **Difficulty learning through observation**
- **Poor motivation and short attention span**
- **Tendency to focus on only one aspect (wheels instead of the train; one feature of a person versus the whole individual)**

Learning Characteristics

- **Difficulty with abstract concepts and seeing the “big picture” or “getting the gist”**
 - **Difficulty interpreting idiomatic language.**

“Did the light bulb go on yet?”

“Killing two birds with one stone.”



- **Difficulty recognizing important or critical features**

Can recite the names of all 14 characters in the book read for English class, but can't identify the main character.

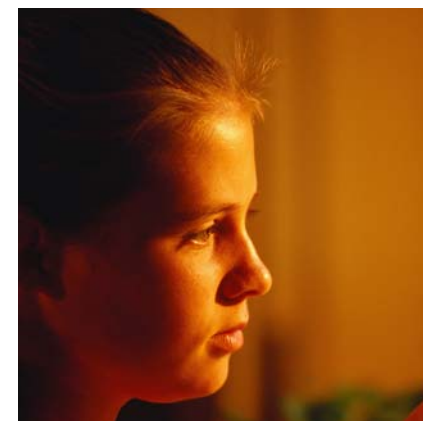
- **Understand the words literally, but not the tone of voice that changes the meaning**

“Yes, that was a great choice.” (stated with sarcasm)

Strengths

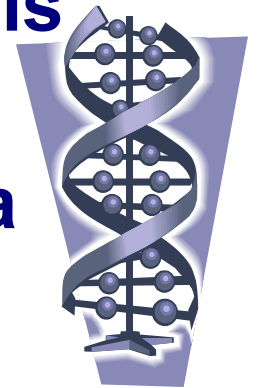
- Capture our interest and compassion
- Unique
- Honesty/forthrightness
- Interesting personalities
- Topical knowledge
- Good long-term and rote memory
- Good visual-spatial abilities

**We are intrigued by
individuals with ASD**



Current Theories & Research

- Research in the area of *genetics*
 - Strong evidence for some hereditary link
 - No single gene mechanism responsible; multiple genes implicated
 - Concordance between identical twins is about 60%
 - Of individuals with autism, 25% have a relative with a language delay



Current Theories & Research

■ Additional areas of investigation:

- ☐ Prenatal and perinatal exposure to neurotoxins
- ☐ Viruses and gastrointestinal abnormalities
 - Little research in this area, but increased interest
- ☐ Exposure to environmental chemicals
- ☐ Metabolic imbalances
- ☐ Immunizations



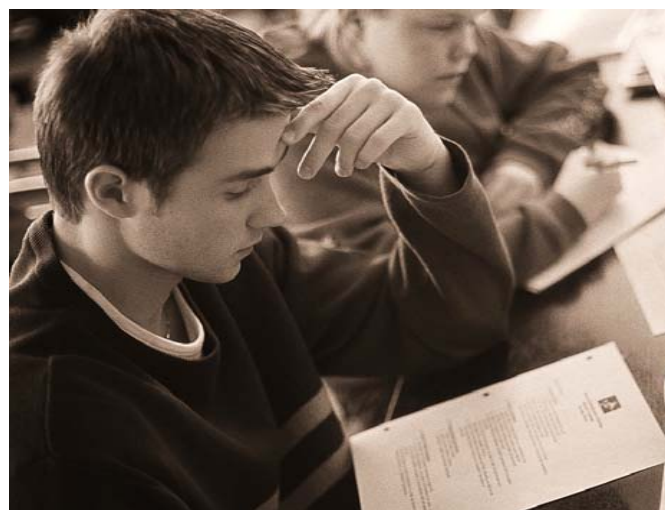


Supports for Students with ASD

Section Two: Universal Interventions

Establishing Supports

Students with ASD often do not attend to and interact in social and academic environments without specific strategies and supports that address their unique needs.



To meet these needs, we must establish foundational, classroom and individualized supports.



Ultimate Goals for Students with ASD

- **Regular or special education classes in the home school district**
- **Development of language and communication system(s)**
- **Appropriate peer relationships**
- **Minimal behavior problems**
- **Age appropriate self-help skills**
- **Highest level of independence possible**



What Are Universal Supports?

- 1. Visual Strategies**
- 2. Consistent Behavior Programming**
- 3. Functional Communication System**
- 4. High Quality Curriculum**
- 5. Problem-Solving Approach (School and Family Team Using Data-Based Decision Making)**
- 6. Personnel Support (staff and peers)**
- 7. Modifications and Accommodations**

REVEREND FUN

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I DON'T KNOW ABOUT YOU ... BUT I'VE ONLY
FOUND A COUPLE THAT WORK FOR ME

Legal Foundation



- **IDEA (1997) and the Reauthorization of IDEA (2004) ensure many opportunities for students with ASD including:**
 - ☐ Opportunities for inclusion
 - ☐ Access to the general education curriculum
 - ☐ Positive behavior support plans, where appropriate
- **In addition, No Child Left Behind (2001) ensures that there is accountability for student outcomes, and use of instructional methods that are validated by scientific research**
- **These laws indicate the increasing need for a general and special education partnership**



1. Visual Strategies

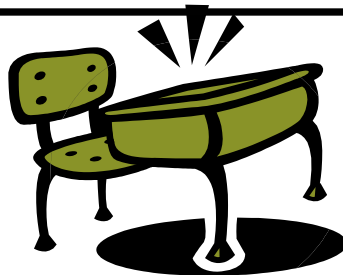
Promoting Success

Promoting success in the general education classroom involves providing:

- **Predictability**
- **Preteaching and precorrecting**
- **Visual and auditory cues**



Hang up backpack



Sit at desk



Take out reading book













Types of Visual Supports and Strategies








- **Visual Organization of Environment**
- **Routines / Schedules and Transitions**
 - Schedules / Sub-schedules (pervasive / mobile)
 - Transition Cards
- **Communicating Expectations**
 - First / Then Cards
 - Visual Prompts of Expectations/Behavior Cues
 - Social Stories/Social Scripts
 - Choice Cards
- **Detailing Tasks**
 - Increase Independence
 - Work Systems
 - Cues for academic success – accommodations and modifications
- **Self-Monitoring**
 - Break Card

Organize the work space

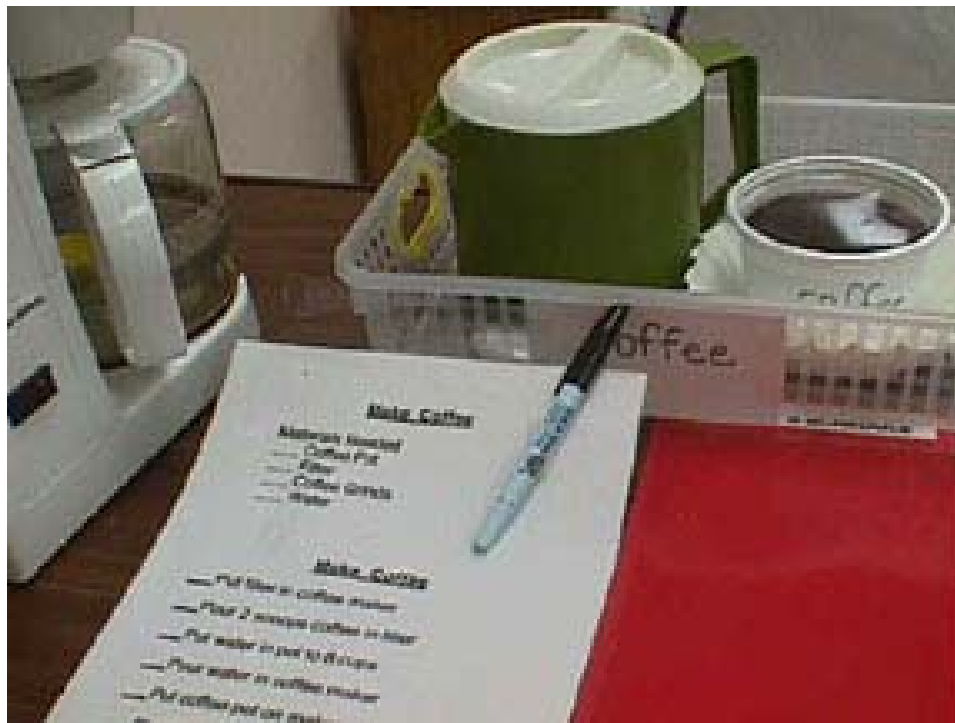


Schedule formats
vary based on
student age, ability
and need.

morning AM 	afternoon PM 
breakfast 	story time 
work 	work 
recess 	music 
circle time 	computer class 
lunch 	time to go 

History 	English 	Math $X^2+3=$	Lunch 	Study Hall 	Science 	Shop 	Pep Rally 

Routine or Procedure Boards



snowpants on



boots on



jacket on



hat and
mittens on



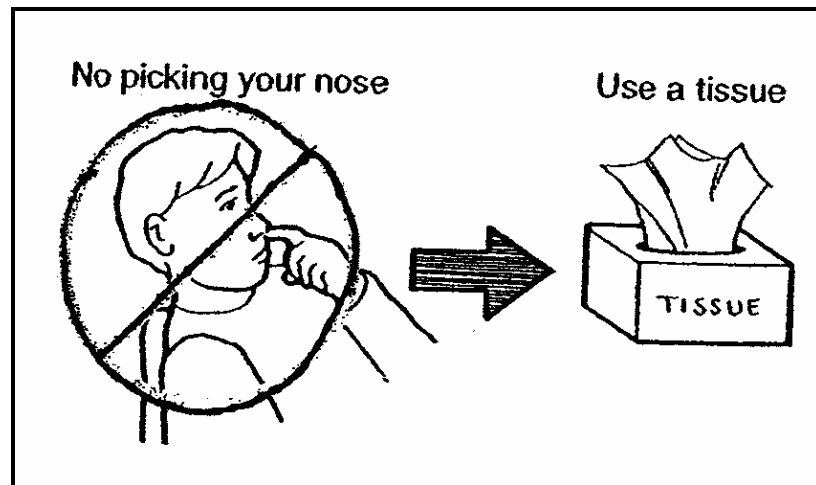
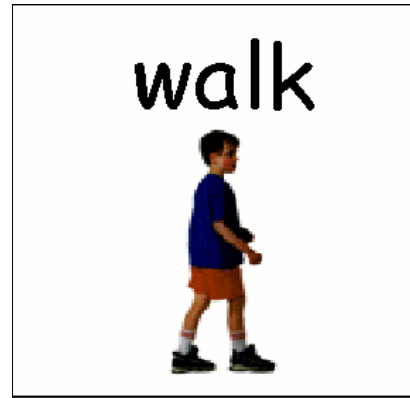
wait for teacher

wait

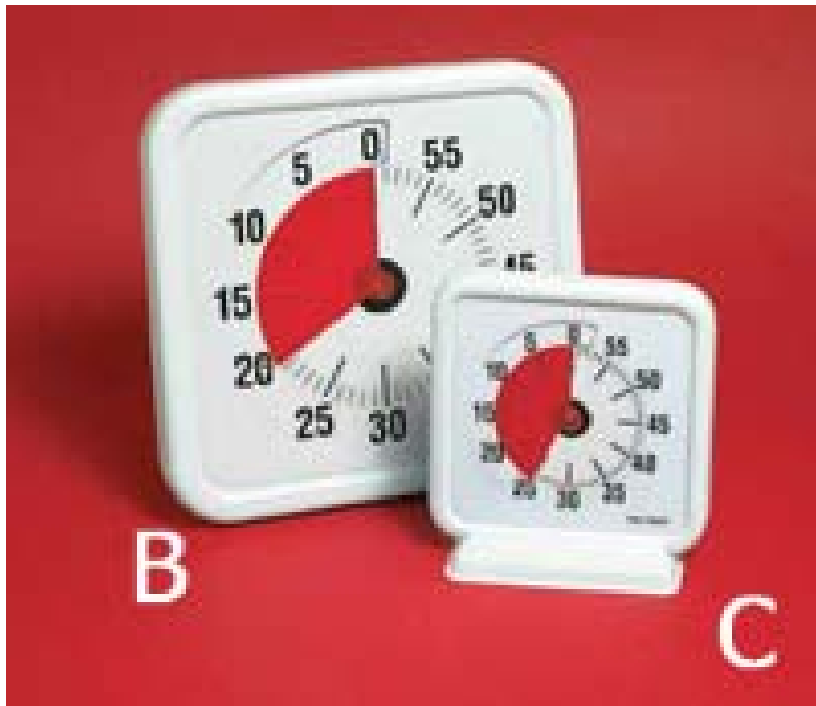
Routine or Procedure Boards



Behavior Cues



Visual Cues for Beginning and Ending Activities



Choice Board

Which Snack?



Home-School Schedule



Daily Schedule – Young Child



Social Story



Getting everything right

At school, my teachers give me assignments. Usually I have to read a story or do a worksheet or write something. I like to do well on my assignments. This is good. Sometimes I worry that I have to do it perfectly. Sometimes I get upset if I get something wrong on a paper or test. My teacher likes it when I work hard but, my teacher knows that all kids get answers wrong sometimes. It is OK to get some answers wrong. When I get something wrong, I will try not to get upset. I will try to do my best work even if it is not perfect.

Power Card



Sponge Bob Square Pants is one COOL guy.

Sponge Bob goes to school, along with his best friend Patrick. There are a lot of great things to learn about at school and time to spend with friends. Sometimes Sponge Bob gets frustrated at school. The work can be hard at times and things aren't always the way he wants them to be. When Sponge Bob thinks, "That's it! I'm out of here!" he takes a short break. He goes to a safe place to calm down. Sponge Bob never runs out of a building, he always uses the bathroom or an empty room. Sponge Bob always tells an adult when he is going to take a break.

Sponge Bob wants everyone to know that it's OK to need a break at school. He wants you to remember these rules:

Take a break in the bathroom or an empty classroom.

Never run outside of the school.

Tell an adult that you need a break before you leave.



2. Consistent Behavioral Programming



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Positive Behavior Support

Strategies should:

- Eliminate environmental factors that predict failure
- Teach behavioral alternatives to support success:
 - ☐ Communication
 - ☐ Social Skills
 - ☐ Coping
 - ☐ Independence
- Reinforce appropriate skills



Positive Behavior Support (PBS) vs. Traditional Behavior Management

Behavior Management	Positive Behavior Support
Views the PERSON as the problem	Views the ENVIRONMENT & LACK OF SKILLS as the problem
Attempts to FIX the child	Changes the ENVIRONMENT & TEACHES SKILLS
Emphasizes REDUCING Problem Behavior	Emphasizes INCREASING appropriate behavior
Relies on NEGATIVE consequences	Primarily relies on POSITIVE approaches
Expectations of a QUICK fix	Focus on LONG TERM results
Designed by an EXPERT	Designed by a TEAM, including parents
Objective: MANAGEMENT	Objective: TEACHING



Behavior as Communication

■ Have you ever:

- ☐ Snapped at a family member or friend about something insignificant when you're in a bad mood
- ☐ Sat in a meeting with arms and legs folded when upset
- ☐ Stuck out your tongue at a rude driver (or worse)
- ☐ Given someone the "silent treatment"

What does your behavior really mean?



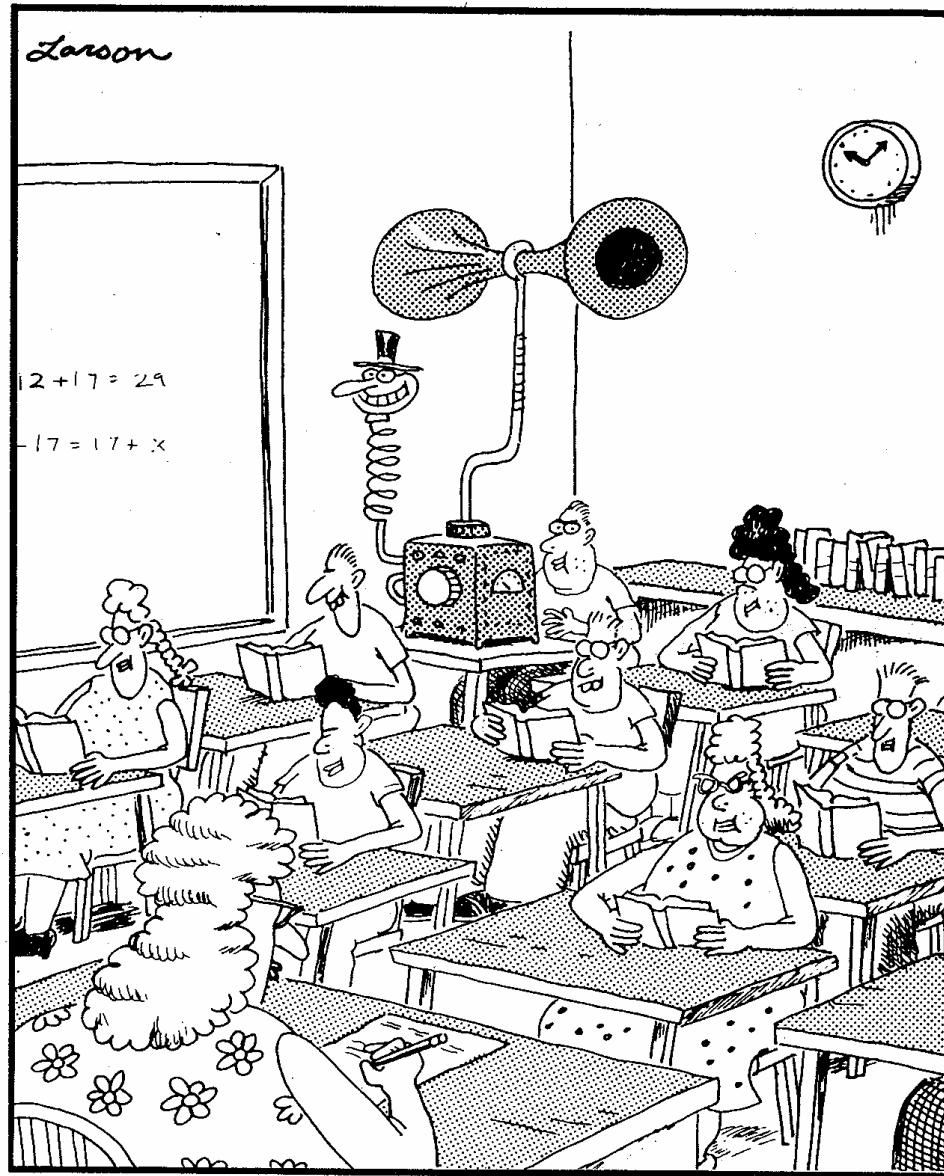
Behavior as Communication

- You have speech and the ability to communicate feelings and emotions.
- Consider students with ASD - how do they communicate their needs, wants, frustrations?
 - ☐ They may not have speech
 - ☐ They may not have a communication system
 - ☐ They may have sensory sensitivities
 - ☐ They may not understand what they're being asked to do
 - ☐ They may not be able to express emotions

They need methods to communicate and manage their environment.

Responding Consistently to Errors Behavior Change Sequence

- **Systematic, Organized, Consistent Response to Student Behavior**
- **Non-Punitive, Non-Verbal, Non-Emotional**
- **Objective Criteria**
 - ☐ **for Students**
 - ☐ **for Staff**
- **Time Away Area to Protect Dignity**



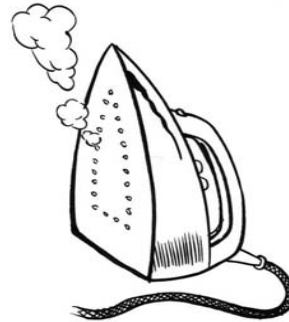
The class was quietly doing its lesson when Russell, suffering from problems at home, prepared to employ an attention-getting device.

If, ____ then, ____ contracts

- How do you force yourself to complete aversive tasks?



Calling the insurance
company

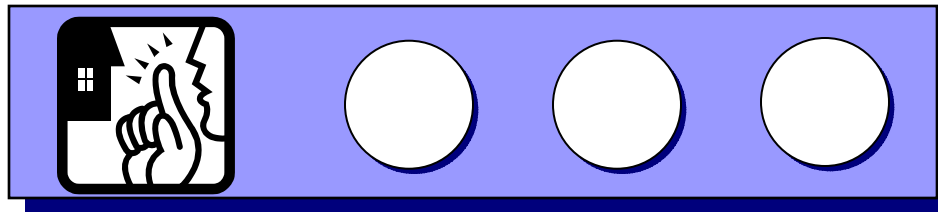


Ironing

Ordering of activities (behavioral momentum or the Premack Principle)



Token Strip





3. Functional Communication Systems



Why is a FUNCTIONAL COMMUNICATION SYSTEM Universal?

- **Communication impairment is one of the core features of ASD.**
- **Having functional communication increases learning opportunities:**
 - ☐ **Reduces behavior problems.**
 - ☐ **Increases choice-making opportunities**
 - ☐ **Increases interaction opportunities**
 - ☐ **Allows for independent requesting**

Communicative Forms

- **Inappropriate Behavior**
 - ☐ Aggression / SIB
 - ☐ Tantrum
 - ☐ Crying / Whining
- **Adult as Tool**
- **Echolalia / Repetitive Language**
- **Gestures / Pointing**
- **Yes / No Responding (gesture/visual/words)**
- **Single Words (visual or verbal)**
- **Phrases**
- **Complex Communication**

Considerations for the Development of a Functional Communication System

- **FUNCTIONAL**
- **PERVASIVE / MOBILE**
- **Promotes INDEPENDENCE**
- **Works WITH the student's autism**
- **Encourages INTERACTION with peers**

TEACH the Student to use it ! !

Communication systems MUST be explicitly TAUGHT

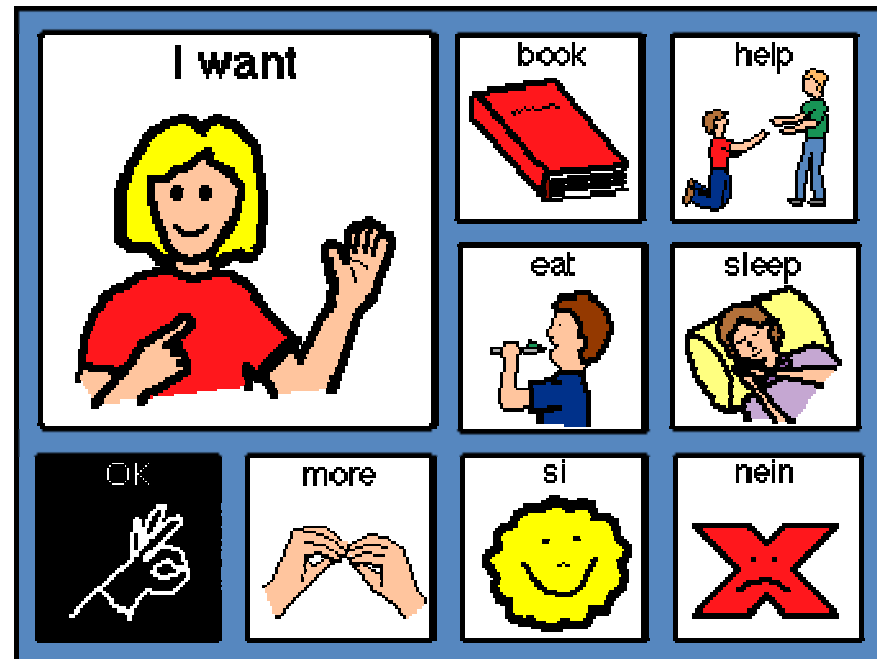
■ HOW?

- ☐ PAIR with currently used behaviors
- ☐ Target **REQUESTING** (only communication that is under the student's control)
- ☐ **MAXIMIZE OPPORTUNITY**
 - Preferred choices
 - **OTHERS?**
- ☐ Use **CONSISTENTLY** in every **ENVIRONMENT**



Communicative Purposes

- **Request**
 - ☐ Object/Food/ Event
 - ☐ Adult to Act
 - ☐ OUT of Activity/Task
 - ☐ Help
- **Choices**
 - ☐ Person/ Activity/Object
- **Protesting:**
 - ☐ Change in Routine
 - ☐ Adult Action
- **Indicate:**
 - ☐ Pain / Affection
- **Share Information**
- **Initiate Interaction w/ Peers**
- **Initiate Interaction w/ Adult**
- **Respond Appropriately (e.g. to a greeting/ question)**
- **Sustain Interaction (turn-taking for at least 2 exchanges)**





4. High Quality Curriculum

General Education Access

■ Placement versus Belonging

- ☐ The student with ASD should be supported to be an active participant in the regular education classroom
- ☐ We are ALL responsible for meeting the student's needs
- ☐ Special education is no longer a place.



What is an “Appropriate” and “Motivating” Curriculum

■ Appropriate:

- Uses general education curriculum / environment with accommodations / modifications to teach skills / address goals.
- Focuses on areas of need (communication, social, behavior) to support socialization and independence skills.

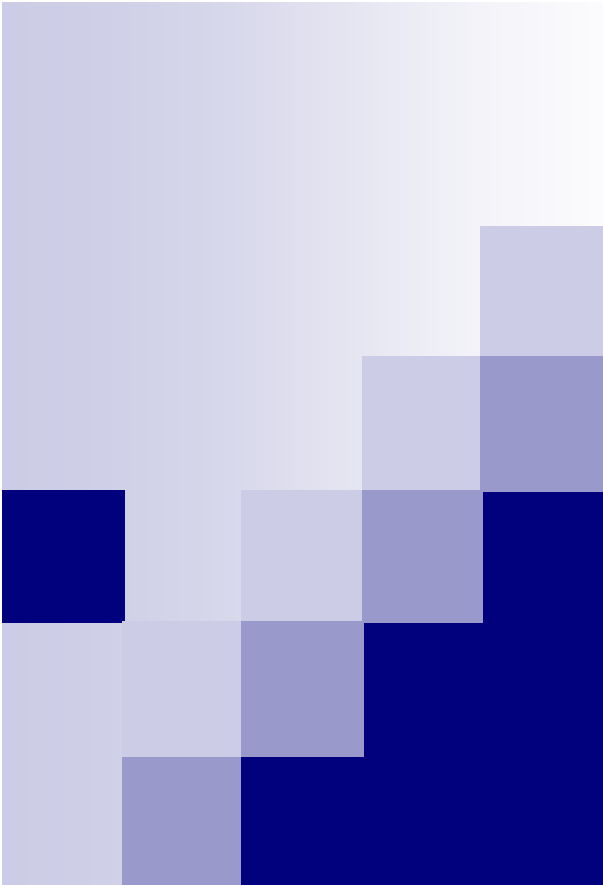
■ Motivating:

- Uses unique preferences, interests, and preferred activities to maximize engagement.
- Provides choice-making opportunities to maximize engagement.

Learning Characteristics of Students with ASD

Considerations for Programming

- Low motivation: **Increase Level of Motivation**
- Limited reinforcement repertoire: **Increase response to variety of reinforcers**
- Short attention span: **Break tasks into small, measurable steps.**
- Easily distracted: **Reduce auditory / visual distractions**
- Learn more slowly: **Maximize Opportunities**
- Poor differentiation between relevant and irrelevant stimuli: **Focus attention / present *only* the stimulus considered essential.**



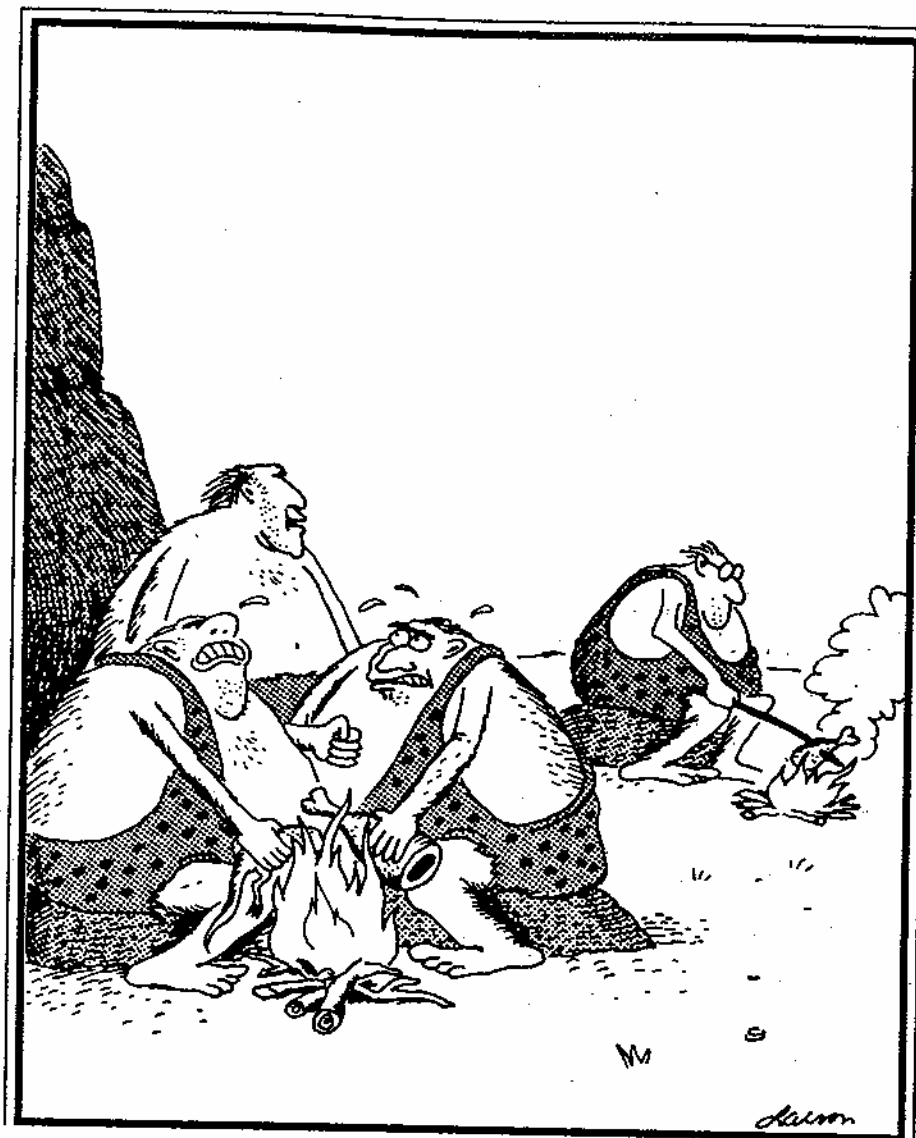
5. Problem-Solving Approach (School and Family Team Using Data-Based Decision Making)

Team Process




Working as a team allows for a variety of perspectives and skill sets. This helps to:

- **Accurately identify student strengths and needs**
- **Identify effective interventions**
- **Implement effective interventions**
- **Enhance accountability for outcomes**



"Hey! Look what Zog do!"

 Good Team Process		Poor Team Process
<ul style="list-style-type: none"> ■ Open communication is allowed and encouraged ■ Problem solving process is implemented 	<p>T Talk</p>	<ul style="list-style-type: none"> ■ Focus is on complaining ■ Brainstorming is discouraged – new ideas ‘shot down’
<ul style="list-style-type: none"> ■ Everyone contributes and is responsible for outcomes ■ Everyone brings their own unique perspective to the task 	<p>E Expertise</p>	<ul style="list-style-type: none"> ■ Only the autism “expert” and authority figures speak ■ Only one individual is responsible for implementation (teacher consultant, special educator, etc.)
<ul style="list-style-type: none"> ■ Action plans are clearly developed and distributed to all team members ■ All team members know “The Next Step” 	<p>A Action Oriented</p>	<ul style="list-style-type: none"> ■ Members walk away from the meeting saying “What did we accomplish?”
<ul style="list-style-type: none"> ■ Set meeting times & an agenda are established ■ Team members have established roles 	<p>M Meeting Mechanics</p>	<ul style="list-style-type: none"> ■ Meetings are inconsistently planned and poorly attended ■ Key players are not always in attendance, leading to inability to make decisions

Family Involvement

- Children live in a family system that is dynamic – it is constantly changing
- Focus on family strengths and accept their differences
- Families need resources: financial, emotional, physical... If a family struggles, so will the child
- Families need skills and knowledge
- Families have skills and knowledge
- Families will search for answers and direction
- Family-centered collaboration is necessary and leads to more effective teaming and planning





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HOME PROGRAMMING
COLLIDES WITH
HOME REALITY!

- Personnel Support
(staff and peers)



Paraprofessional Supports

Examples of Paraprofessional roles from
"How To Be a Para Pro"

(Twachtman-Cullen, 2000)

- **Parrot para** -

Repeats teacher's words, uses many verbal prompts

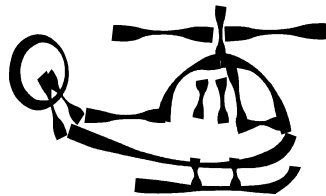


- **Traffic cop para** - Takes full charge of social situations, answers for the student; all social interactions must first go through the traffic cop paraprofessional

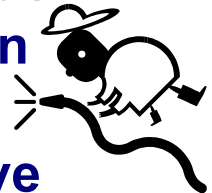


- **Helicopter para** -

Hovers over the student, is overly-attentive; student often becomes prompt dependent



- **Fire fighter para** - Attends to the student only when behavioral outbursts occur; misses preventive opportunities, focuses on reactive procedures





Paraprofessional Roles

- **Support the student in interacting effectively with the environment:**
 - ☐ **Material/desk organization**
 - ☐ **Academic accommodations / modifications**
 - ☐ **Socialization systems**

- **Provide additional learning opportunities:**
 - ☐ **Prompts**
 - ☐ **Behavioral systems**

- **Assist the student in learning systems or using tools that allow for optimal participation in the school environment:**
 - ☐ **Visual Schedules**
 - ☐ **Communication systems**

Assumptions / Principles of Paraprofessional Support

- **The intent of paraprofessional support services is to promote independence, not dependence. 1:1 paraprofessional support can prevent opportunities for interaction between the students with ASD and general education students.**
- **Paraprofessional support should only be provided when the student needs direct academic, behavioral or social support.**
- **Supervision / monitoring of paraprofessionals must be ongoing.**

Peer Supports

- **Benefits of peer supports**
 - **Peers model age-appropriate behavior and skills**
 - **Students with ASD are often more motivated to learn from peers than from adults**





WHY is Peer to Peer Support Universal?

- **Impairments in social development is one of the core features of ASD.**
- **Programming for social needs is critical for students with ASD.**
- **Reciprocal social interactions and other appropriate social behavior in integrated settings should be targeted.**
- **Access to peers supports the acquisition and generalization of appropriate social behavior.**



Peer Supports

Creating Opportunities for Peer Interactions:

- Provide peers with information about the student with ASD
- Identify the setting opportunities (general education classroom, reverse mainstreaming)
- Provide medium of exchange opportunities
 - What is the medium of exchange? Any material, task, prop, interest area, etc. that connects a student with autism to a general education peer



7. Modifications and Accommodations



Academic Modifications and Accommodations

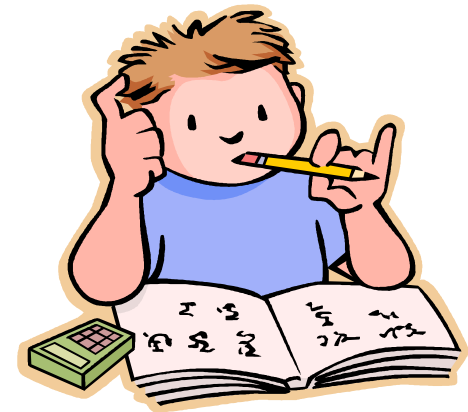
- **What are they? How do they differ?**
- **What can they do for the student?**
- **Who does them?**
- **How can you learn more about making them?**

Differentiating Instruction

All students need different levels of instruction.

■ **For students with ASD, accommodations and modifications may be made to:**

- ☐ **Goals for participation**
- ☐ **Amount of work completed**
- ☐ **Quality of work completed**
- ☐ **Speed of completion**
- ☐ **Expected levels of participation**



All will be individualized!!



How would you help this student?

- **Spelling Test Activity**

Social-Communication Goals

- Embed numerous opportunities to practice social and communication skills throughout the day
- Opportunities must occur with multiple people in multiple environments
- Involve peers
- Social-communication goals may be most easily achieved in the general education setting



Individualizing


Recognizing Uniqueness:

- Understand the disorder
- Re-label “oddities” as “uniqueness”
- Focus on potential
- Respect choices and preferences



Sample Academic Accommodations

Name _____

 Learning Page .com

B b

Bat bat

B B

B B


b b

b b

Bb

<http://www.learningpage.com>

Name _____

 Learning Page .com

B b

Bat bat

B B

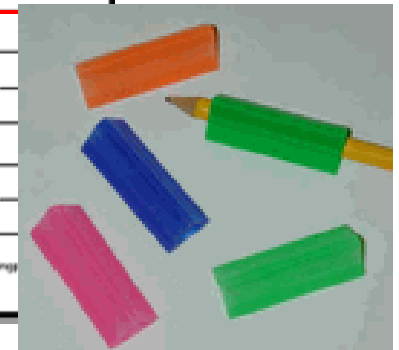
B B

b b

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Bb

<http://www.learningpage.com>



Academic Samples

Name _____

Find the following insect and spider words in the word-find puzzle below.



BEEHIVE	BUTTERFLY	KATYDID
ANT	JUNE BEETLE	PRAYING MANTIS
WASP	BEETLE	EARWIG
SPIDER	BLACK WIDOW	CRICKET
LADYBUG	COCKROACH	MOTH

B	E	E	H	I	V	E	W	A	S	D	P
U	U	B	T	J	A	D	G	H	P	R	R
F	V	L	O	U	J	I	U	T	I	B	A
E	K	A	M	N	G	S	B	B	D	U	Y
R	T	C	Q	E	U	M	E	L	E	T	I
T	E	K	L	B	B	Z	E	A	R	T	N
P	K	W	M	E	Y	F	T	C	N	E	G
H	C	I	E	E	D	G	L	K	T	R	M
D	I	D	Y	T	A	K	E	Y	I	F	A
D	R	O	Y	L	L	N	Q	P	S	L	N
L	C	W	H	E	D	F	T	S	E	Y	T
T	Y	C	O	C	K	R	O	A	C	H	I
U	I	O	P	A	E	A	R	W	I	G	S

Name _____

Find the following insect and spider words in the word-find puzzle below.



BEEHIVE		
	JUNE BEETLE	PRAYING MANTIS
	BEETLE	EARWIG
SPIDER		
	COCKROACH	MOTH

B	E	E	H	I	V	E	W	A	S	D	P
U	U	B	T	J	A	D	G	H	P	R	R
F	V	L	O	U	J	I	U	T	I	B	A
E	K	A	M	N	G	S	B	B	D	U	Y
R	T	C	Q	E	U	M	E	L	E	T	I
T	E	K	L	B	B	Z	E	A	R	T	N
P	K	W	M	E	Y	F	T	C	N	E	G
H	C	I	E	E	D	G	L	K	T	R	M
D	I	D	Y	T	A	K	E	Y	I	F	A
D	R	O	Y	L	L	N	Q	P	S	L	N
L	C	W	H	E	D	F	T	S	E	Y	T
T	Y	C	O	C	K	R	O	A	C	H	I
U	I	O	P	A	E	A	R	W	I	G	S

Year 7 – Angles test – May 2001

- 1) Draw a pair of axes ranging from -5 to 5 .
On your graph draw the line $y=x+1$ with the aid of a table.
Now, without using a table draw the line $y=x+2$.
- 2) Solve the following equations: (SHOW WORKING, NOT JUST A SOLUTION)

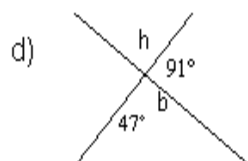
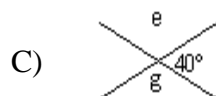
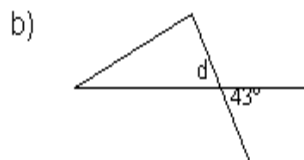
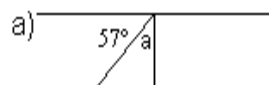
a) $2x=6$

b) $2x+1=7$

c) $9x-2=25$

d) $5x+1=2x+7$

e) $6x-7=4x+8$
- 3) Calculate the missing angles:



Year 7 – Angles test – May 2001

- 1) Draw a pair of axes ranging from -5 to 5 .
On your graph draw the line $y=x+1$ with the aid of a table.

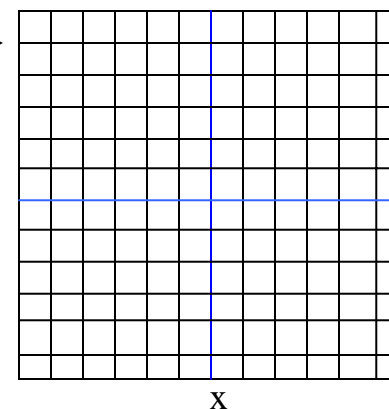
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a) $2x=6$

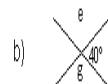
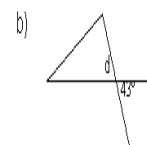
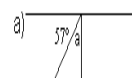
b) $2x+1=7$

$2x=6$

$2x+1+7$



- 3) Calculate the missing angles:



a) $57^\circ + (a) = 90^\circ = 180^\circ$

b) $45^\circ = (d)$

c) $40^\circ + 40^\circ = 80^\circ - 360^\circ =$
 $(e + g) / 2$

d) $b = 91^\circ + h = 47^\circ$



Summary

What Are Universal Supports?

- Visual Strategies
- Consistent Behavior Programming
- Functional Communication System
- High Quality Curriculum
- Problem-Solving Approach (School and Family Team Using Data-Based Decision Making)
- Personnel Support (staff and peers)
- Modifications and Accommodations



Application

- **Complete the self-assessment
“Appropriately Supporting Students
With Autism”**
- **What are your areas of strength?**
- **What are your areas of weaknesses?**

Your PD goals

- Based on those results, what are your needs for professional development?
- What training opportunities and other resources are available to you?
- Evaluation and feedback:
Please take the time to tell us how we can help and what your needs are!





Thanks!