



AUTISM TRAINING AND TECHNICAL
ASSISTANCE PROJECT

How to Navigate Change: Summertime Fun with ASD

Presented by
Dr. Aime'e Julian and Tanner Crawford

The Autism Training and Technical Assistance Project

The Autism Training and Technical Assistance Project (ATTA) develops and presents resources that assist individuals with autism in their transition from secondary education to postsecondary education or employment.

ATTA provides training and support to important stakeholders as they work to provide an equitable experience for individuals on the spectrum.

The Illinois Center for Specialized Professional Support

The Illinois Center for Specialized Professional Support (ICSPPS) creates, supports, and delivers professional development for education professionals across Illinois. ICSPPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners. ICSPPS was founded in 1977 at Illinois State University and is housed in the Educational Administration and Foundations department in the College of Education.





Autism Training and Technical Assistance Project (ATTA)

www.autismcollegeandcareer.com

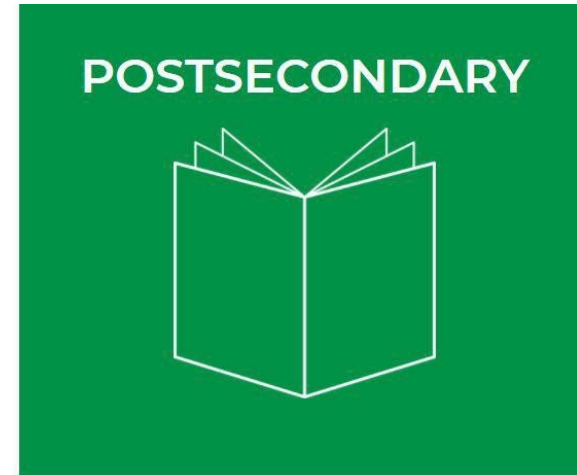
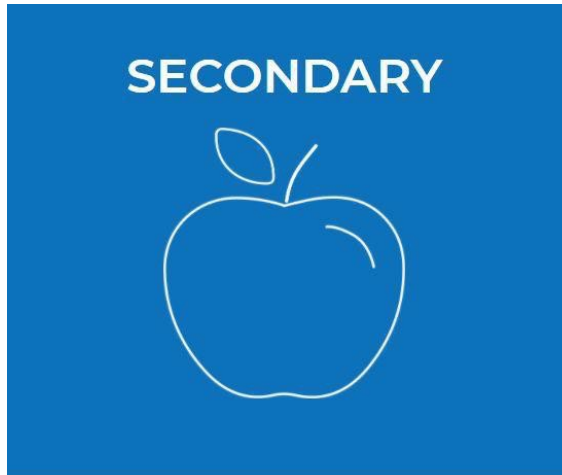


Illinois
State Board of
Education

icsps impacting
educational
equity

Illinois Center for Specialized Professional Support,
Illinois State University, College of Education

Which ATTA Stakeholder do you Represent?



Presenter Information






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Objectives

-  Define Autism Spectrum Disorder (ASD)
-  Helpful Hints for the Transition to Summer
-  Schedules, Choice Boards, and other Visual Aids
-  New Skills and Locations
-  Safety Tips for Travel

Autism Spectrum Disorder (ASD)

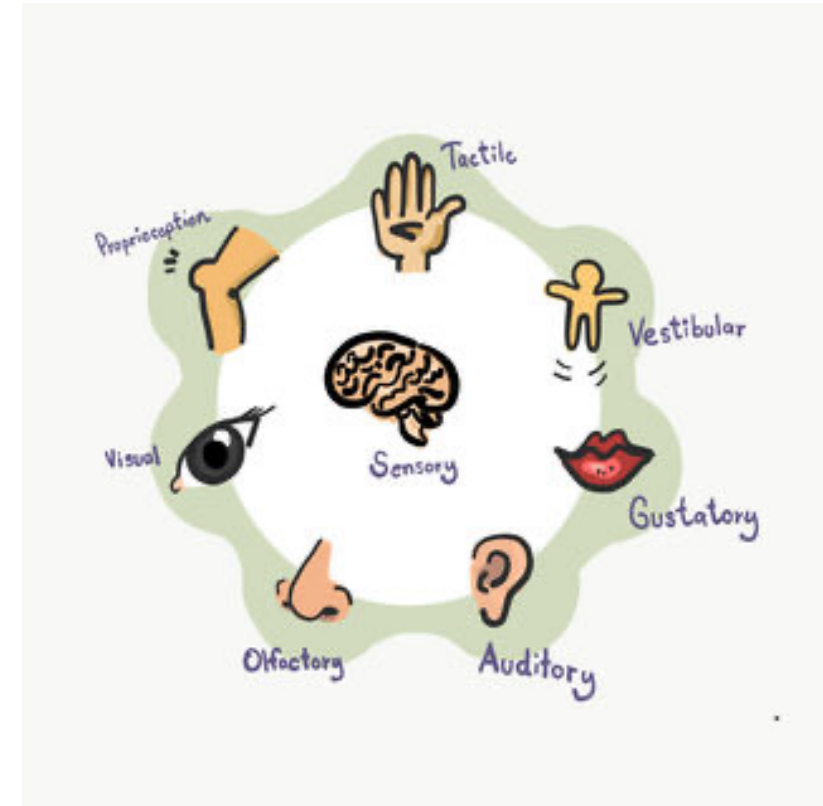
Definitions, Facts, and Stats

- ASD is a neurological and developmental disorder that affects how folks interact with others, communicate, and learn.
- ASD does not discriminate- it is present in all types of people, regardless of race, ethnicity, gender, socioeconomic status, etc.
- ASD is very individualized. No two people with autism experience it the exact same way.
- ASD Prevalence: 1 in 54 children
[\(https://www.cdc.gov/\)](https://www.cdc.gov/)

Autism Spectrum Disorder (ASD) contd.

Common Experiences for Folks with ASD

- Sensory Overload- “A person who finds it difficult to process everyday sensory information can experience sensory overload, or information overload. Too much information can cause stress, anxiety, and possibly physical pain. This can result in withdrawal, distressed behavior or meltdowns.” (<https://www.autism.org.uk/>)



Autism Spectrum Disorder (ASD) contd.

Common Experiences for Folks with ASD contd.

Many autistic people...

- Must follow a specific routine
- Feel distressed by minor changes
- Experience senses much more intensely than others
- Repeat words and phrases over and over (echolalia)



Helpful Hints for the Transition to Summer

Make a plan and start preparing yourself and the individual on the spectrum prior to the end of the school year.

1. Start talking to the individual about the upcoming changes a few weeks before they happen.
2. Answer any questions they may have about the change truthfully.
3. Utilize graduated exposure.

What is graduated exposure?

- Graduated Exposure: the process of exposing an individual slowly and methodically to more and more aspects of a situation.
- Graduated exposure helps the brain slowly adjust to new/different situations.
- It is used very commonly in therapy for individuals on the spectrum.



Day 1



day 3



Eventually

Helpful Hints for the Transition to Summer contd.

4. Set up a schedule for the summer.

- Folks on the spectrum often thrive with a fixed routine. They will be losing schedule from school, so creating a summer one to replace it can help a lot with the transition!
- Make sure the schedule/calendar is presented in a way that is easy for the person on the spectrum to process. **Visual aids** can help with this!
- Make sure to include the person when creating the schedule. This gives them the chance to contribute and to be aware of the changes before they occur!

Why Use Visual Aids?

Visual Aids...

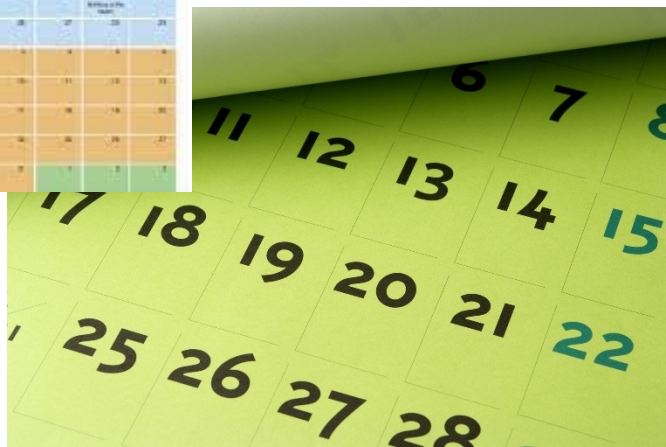
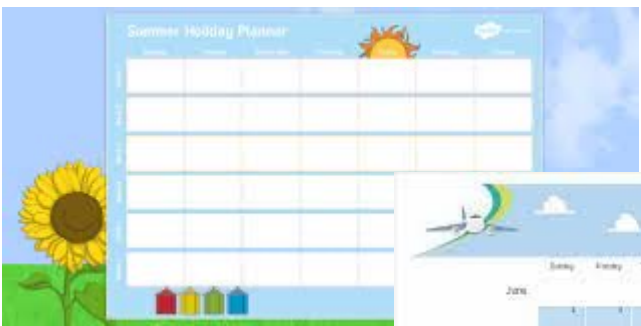
- Are effective for all age ranges and cognitive levels
- Increase engagement
- Assist with processing
- Encourage social interactions
- Reduce sensory overload
- Increase independence
- Introduce and develop new language

Suggested Uses for Visual Aids

- Convey rules
- Show schedules/calendars
- Show routines
- Teach a new task or skill
- Alleviate anxiety about a new situation
- Support a calming strategy

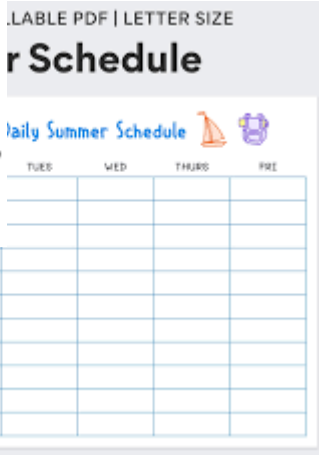
Types of Visual Aids

Calendars and Schedules



Daily Schedule

before 9:00 AM	Wake up!	Make your bed, eat breakfast
9:00-10:00	Outdoor Time	Family
10:00-11:00	Academic Time	No Electronic Reading
11:00-12:00	Creative Time	Creative play, drawing
12:00-12:30	LUNCH	
12:30-1:00	Home Chores	Clean rooms, put away
1:00-2:30	Quiet Time	Reading
2:30-4:00	Academic Time	Electronics OK! Educational games, online activities, virtual museum tour
4:00-5:00	Outdoor time	Family walk or outdoor play
5:00-6:00	Dinner time	Family dinner, help with clean up and dishes
6:00-7:00	Bath time	Bath or shower
7:00-8:00	Reading/TV time	Relaxing before bedtime



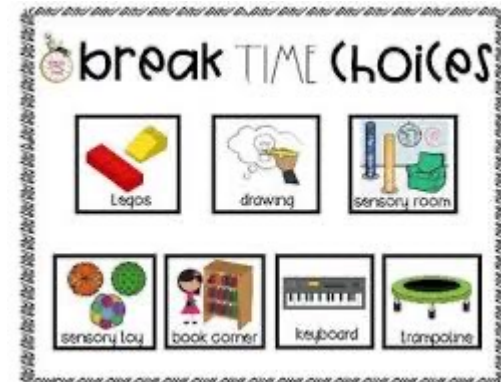
Types of Visual Aids

Choice Boards

- **Choice Board:** a visual representation of items/activities that are available for an individual to choose from.

They are used to...

- Encourage communication
- Encourage independent decision making
- Provide a visual reminder of the available choices



Types of Visual Aids

Social Stories

Social Stories explain appropriate social behaviors in the form of concrete visual cues (photos of the specific situation) that make information more digestible for folks who cannot visualize an image from verbal descriptions

WHEN I AM AT THE PLAYGROUND:



1 Everyone can play at the playground.



2 If someone is on the swing, I don't push them off.



3 I can say, "Can I sit on the swing next?"



4 Other kids like the swing too.





5 I will try to wait for my turn.

Types of Visual Aids

Social stories should be...

- In first-person language
- At their reading level
- Focused on one item or event
- Detailed and step-by-step

<p>At my school, students eat lunch in the cafeteria.</p>  <p>p. 1</p>	<p>The cafeteria can be very crowded at lunch.</p>  <p>p. 2</p>
<p>When I go to the cafeteria, I get my tray and stand at the end of the line. I stay in line and wait with everyone else to get my lunch.</p>  <p>p. 3</p>	<p>When I have to wait I can think of other things. I can think of a song or my favorite book.</p>  <p>p. 4</p>
<p>Soon it will be my turn and I can choose my lunch.</p>  <p>p. 5</p>	<p>Waiting in line is hard but I try my best to wait calmly. Everyone feels good when people wait their turn.</p>  <p>p. 6</p>

If I feel angry, I can

 <p>Take 5 deep breaths</p>	 <p>Tell teacher, "I need a break"</p>	 <p>Play with soft toys</p>
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GOING TO COLLEGE SOCIAL NARRATIVE

<p>Going to College</p>  <p>© Teaching Autism 2011</p>	 <p>I may feel anxious about going to college.</p> <p>© Teaching Autism 2011</p>
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New Skills and Locations

New Skills

- New skills can be taught with the use of graduated exposure and more visual aids.
- Some visual aids that may help are social stories, task lists, and video modeling.

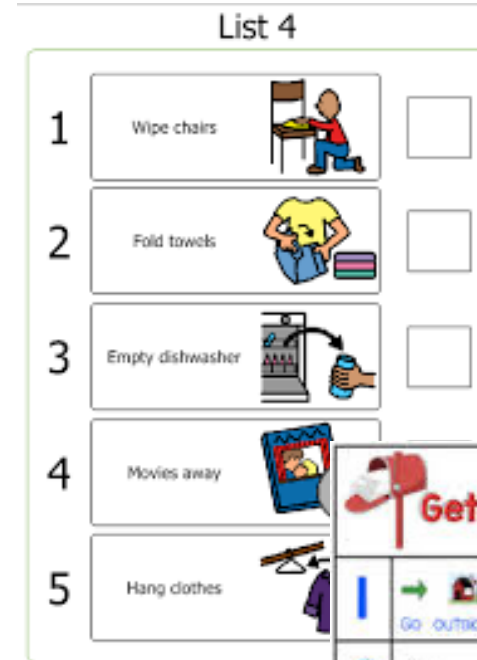


New Skills

Task Lists

Task Lists...

- Break down skills into small, manageable tasks
- Show completion of each step
- Should be matched to learning style
- Encourage fading of prompts



New Skills

Video Modeling

Video Modeling:
watching a video of
someone modeling a
behavior or skill



Video Modeling Tips:

- Use the actual child/person or one close to their age
- Talk through the video using the same language as the task list
- Show the video anytime throughout the day, immediately before trying the new task, and after doing the task
- Eventually fade supports or prompts

New Skills

Suggested Activities- Outdoor

Outdoor

1. Go for a walk
 - a. At the park*, around the neighborhood
2. Fine and Gross Motor Tasks
 - a. Sidewalk chalk
 - b. Kick or throw a ball
 - c. Water play
3. Swimming pool
 - a. Public* or backyard
4. Playground
 - a. Backyard or park*



New Skills

Suggested Activities- Indoor

Indoor

1. Fine and Gross Motor Tasks
 - a. Drawing
 - b. Play-Doh
 - c. Board games
2. Music
 - a. Relaxing or stimulating movement
3. Movement or exercise
 - a. Stretching, yoga
 - b. Walking, running
4. Sensory Activities
 - a. Calming or stimulating



New Locations

Best Practices

- **Graduated exposure**
- Drive by the location (if possible)
- Utilize internet resources such as photos and virtual tours- either at home or at your local library
- You can also check out books about the location (if available) at your local library
- Go to the location with absolutely no expectations.
- Use step/task lists
- Time frames- let the individual know ahead of time how long you will be at the location and what you will do there.

Sensory Play and Activities

Sensory play...

- Teaches sensory regulation skills
- Can be relaxing or stimulating activities



Did you know?

Sensory overload/dysregulation is a leading cause of meltdowns in folks on the spectrum.

Sensory play/activities help to prevent this kind of distress.

Sensory Play and Activities

Potential Activities

Relaxing

- Calm music
- Swinging
- Drawing/chalk
- Outside play
- Yoga
- Breathing exercises



Stimulating

- Upbeat music/dancing
- Swinging
- Outside play-running, trampoline
- Obstacle courses

Travel Safety Tips

- Travel is similar to a major change for the individual on the spectrum.
- **Plan ahead-** explain the plan to your loved one, give them information such as travel time and when food/restroom breaks are.
- Utilize visual aids such as **schedules/calendars** and **social stories**.
- Show the individual **pictures** of the place you are visiting and the things you will see.
- Be sure to bring familiar toys or **comfort items**, as well as sensory regulation toys/items.
- TSA Cares

TSA Cares

“TSA has a special helpline for individuals who travel with autism and medical conditions called “TSA Cares.” The TSA Cares helpline provides travelers with disabilities, medical conditions and other special circumstances additional assistance during the security screening process. It is recommended that individuals call 72 hours prior to traveling with questions about screening policies, procedures and what to expect at the security checkpoint. (855) 787-2227 or Federal Relay: 711. The helpline is available weekdays from 8 a.m. to 11 p.m. ET and on weekends and holidays from 9 a.m. to 8 p.m. ET.”

Other Ideas for Skill Development this Summer

Independent Living Skills

Sleeping

- Bedtime routine-chooses a bedtime, bedtime routine, and goes to sleep on their own
- Morning routine- wakes up on own, get dressed, eat breakfast, brush teeth, etc.



Meal Planning

- Table manners, hand washing
- Grocery* list for a meal- compare prices, look at ingredients, local ads and specials, coupons
- Follow task list to make sandwich step-by-step, etc.



Household Chores

- Clean floors
- Laundry
- Make the bed
- Take out the trash
- Change lightbulbs/ batteries
- Clean bathroom



Other Ideas for Skill Development this Summer

Restaurant Skills

- Restaurant communication- ordering food, keeping conversation with those at the table, speaking politely to the waiter/waitress
- Independence- ordering on one's own, using the restroom alone (if age and cognitive level appropriate)
- Table manners
- Handling money- paying for the meal, calculating the waiter/waitress' tip, calculating the amount of change they should receive, etc.



What We Covered Today...

- ✓ Define Autism Spectrum Disorder (ASD)
- ✓ Helpful Hints for the Transition to Summer
- ✓ Schedules, Choice Boards, and other Visual Aids
- ✓ New Skills and Locations
- ✓ Safety Tips for Travel



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Questions and Discussion