



Supporting students with Autism

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We would like to acknowledge the traditional custodians of the Kuringai and Darug people from whose land we are speaking to you from today. We also acknowledge the traditional custodians of the lands that each of you are living, learning and working from today.



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Overview

- Your experience
- Introduction
- Sensory systems
- Echolalia
- Visual supports
- Case study



YOUR EXPERIENCE WITH CHILDREN WITH AUTISM

Tell us in the chat!



Introduction to Autism

- Two distinct features:
 - impairment in social interaction and social communication
 - restrictive and repetitive behaviour, interests and activities

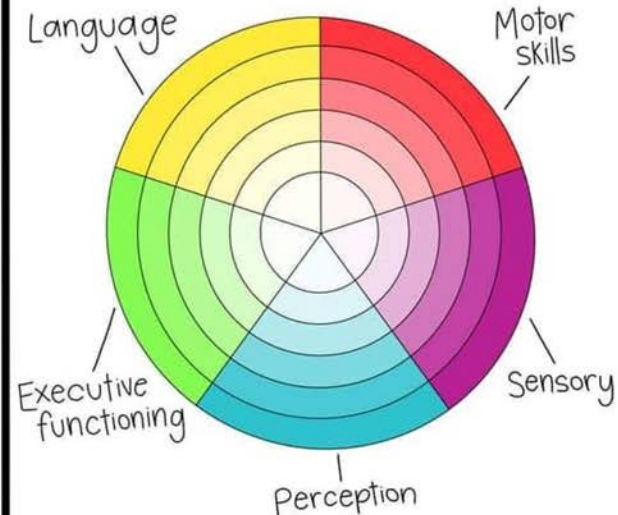


Understanding Autism as a circular spectrum

What People THINK
the autism SPECTRUM
LOOKS Like:



What it CAN
actually
LOOK Like:



SPEECH PATHOLOGY AND AUTISM



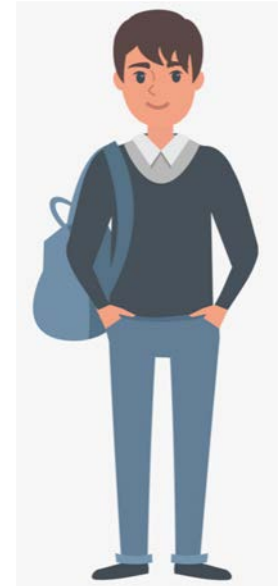
Speech Pathology and Children with Autism

- Goal - improve communication skills
- Social communication skills such as:
 - Understanding body language, facial expressions and tone of voice
 - Understanding emotions
 - Understanding from other people's perspectives

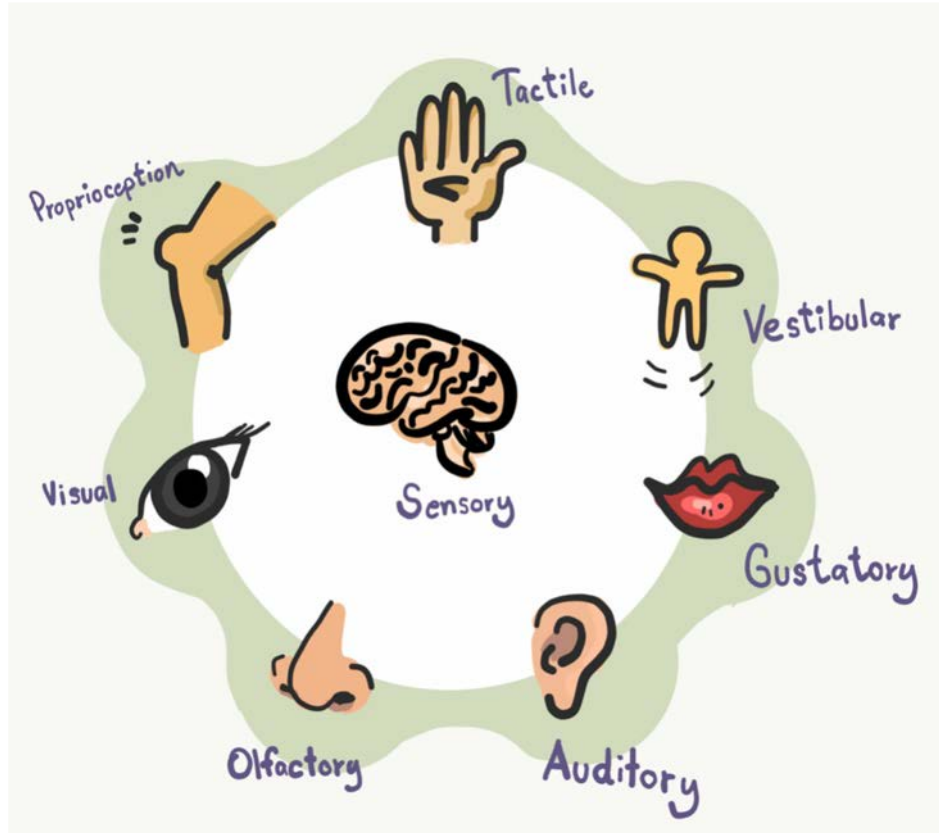


Our experience

- **2 year old boy**
 - Nonverbal
 - Used key word signs to support his communication
- **18 year old boy**
 - Worked on social communication
 - Understanding feelings through facial expression and gaze
 - Interpreting sarcasm and humour

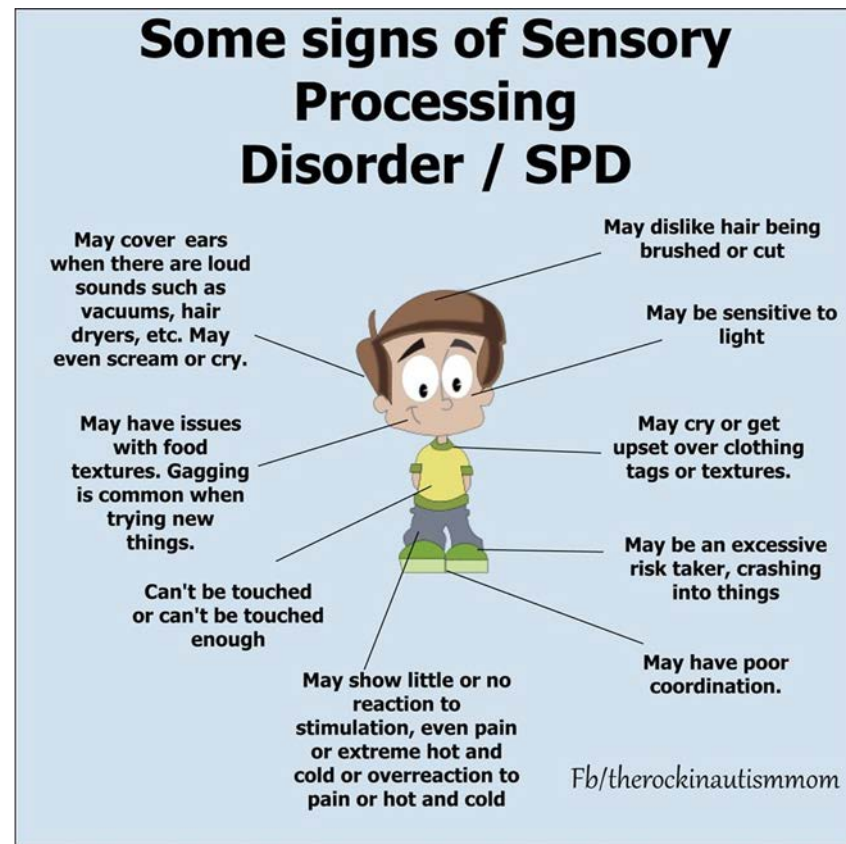


SENSORY PROCESSING AND AUTISM



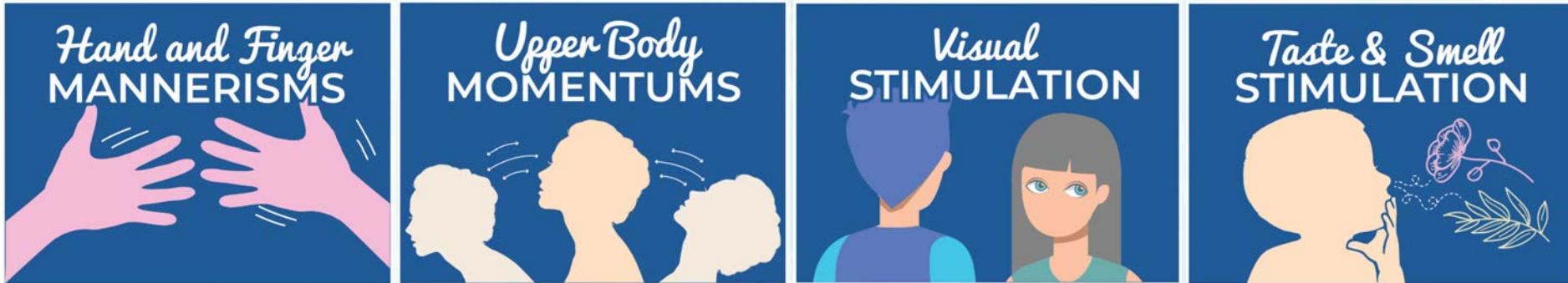
Sensory Processing Differences

- 69-95% of individuals with Autism experience difficulties
- Can be:
 - hypersensitivity (over-responsiveness)
 - hyposensitivity (under-responsiveness)



Sensory Regulation

- An individual with autism may use behaviours to self regulate
- These behaviours are usually repetitive or unusual body movement or noises



What should we do?

- These behaviours don't need to be controlled unless it's causing harm to themselves or others
- Keep the following in mind:
 - Eliminate or reduce the trigger
 - Provide a calming environment
 - Stick to a routine for daily tasks
 - Encourage more appropriate behaviours
 - Avoid controlling the behaviour



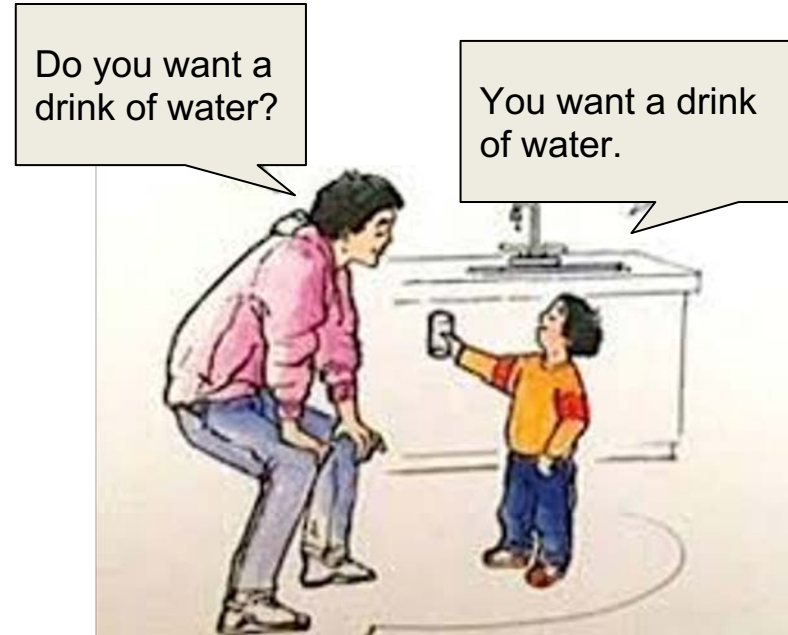
Sensory Processing Differences in the Classroom

- May affect a child's ability to engage in activities at school
- Where possible, make accommodations to a child's environment
- These can include:
 - minimising exposure to loud noises
 - using odourless markers
 - providing breaks for the children to move around
 - using more visual supports



ECHOLALIA AND AUTISM

- The rote and literal repetition of the speech of others
- Repeating the words or sentences of **familiar people** (parent or teacher) or repeating phrases from their **favourite TV Show**/something they have heard



Types of echolalia

- Immediate echolalia - repeating words or a phrase right after they hear them
- Delayed echolalia - repeating words or sentences at a later time
- Mitigated echolalia - can be immediate and delayed, involves a change in wording or intonation



Why do children with Autism use echolalia?

Children with Autism learn language differently

Echolalia has a purpose

- Soothing and regulation
- Communicating to others:

To
request

To start an
interaction

To
comment

To
protest

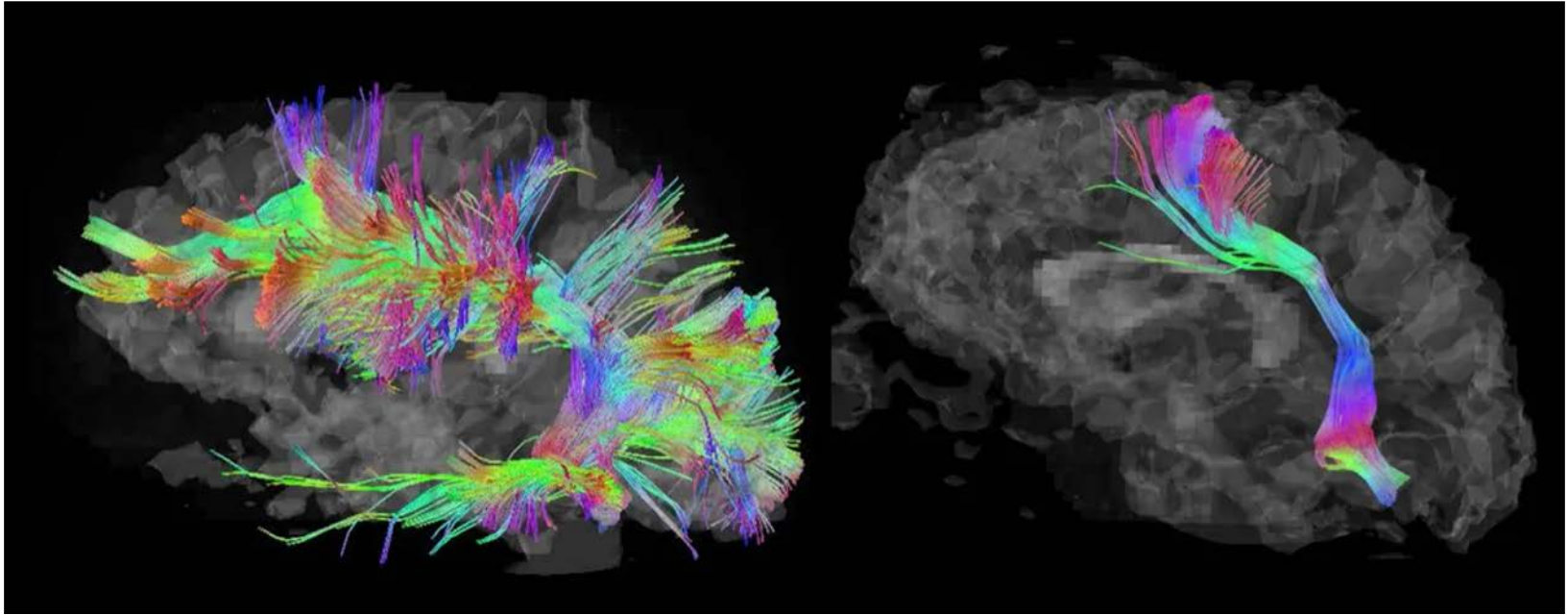
To answer

What should you do in the classroom?

- Echolalia is a positive sign of language development- don't aim to decrease it
- Respect echolalia as a conversational turn taking strategy
- To help interpret what your student is communicating, consider the context around what they have said
- Continue to model appropriate utterances

Echolalia automatically decreases when children learn more spontaneous language.

VISUALS AND AUTISM



Temple Grandin's brain compared to someone without Autism



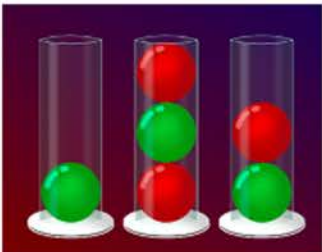
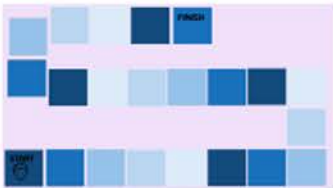

Visual Supports

- Visuals can support understanding of the world around us
- Promote language development
- Helps support processing time
- Helps children transition between tasks
- Provides structure and displays expectations
- Helps to teach new skills
- Support behaviour

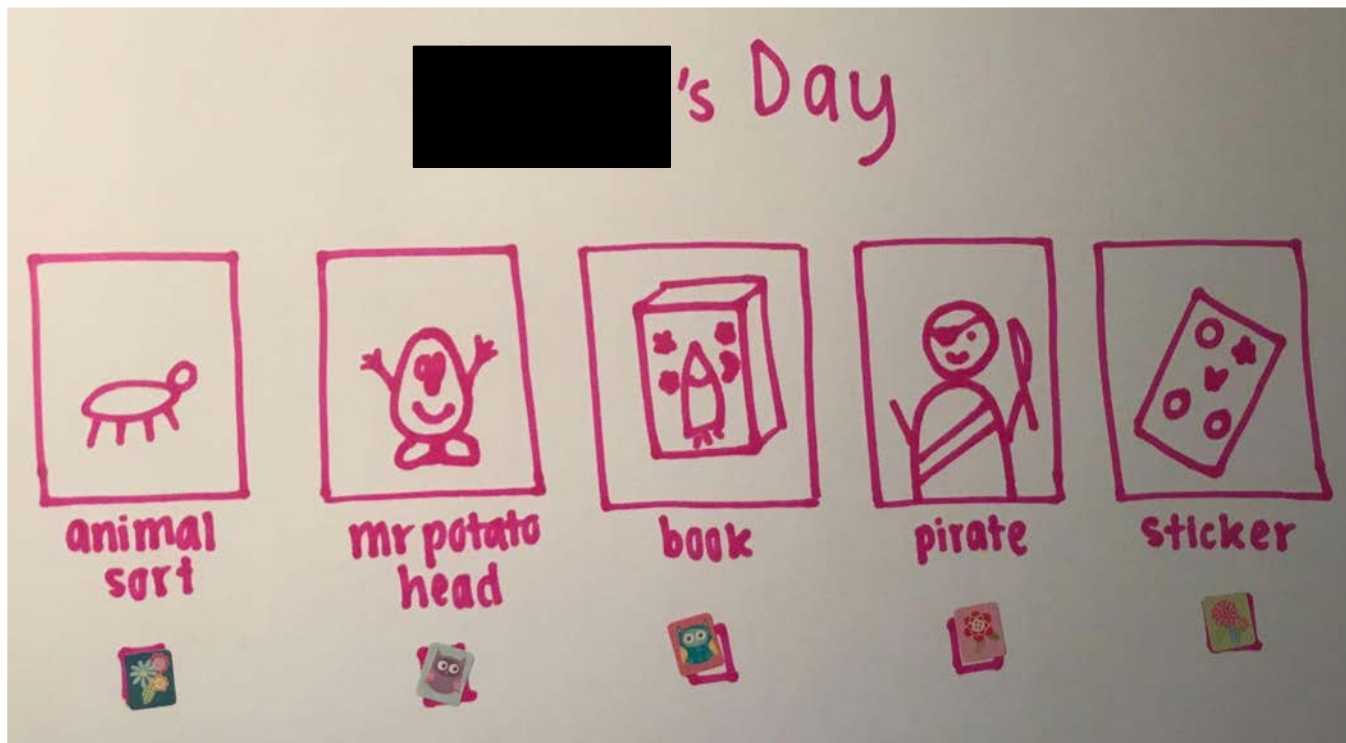
Visual Timetables



■■■■'s Session

				
Story	Questions	Ball Sort	Word Game	Pictures

Visual Timetables



First, Then chart

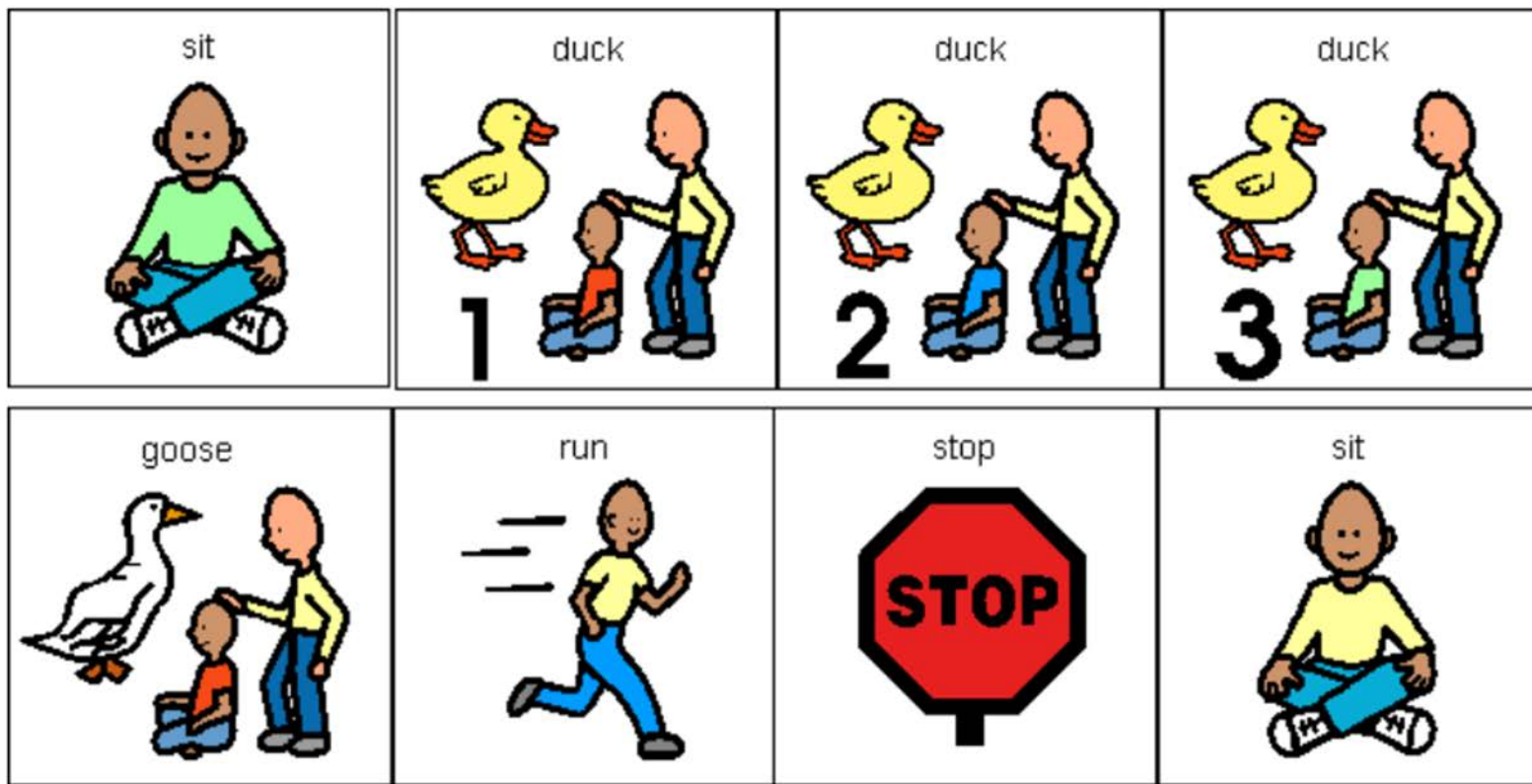
First



Then

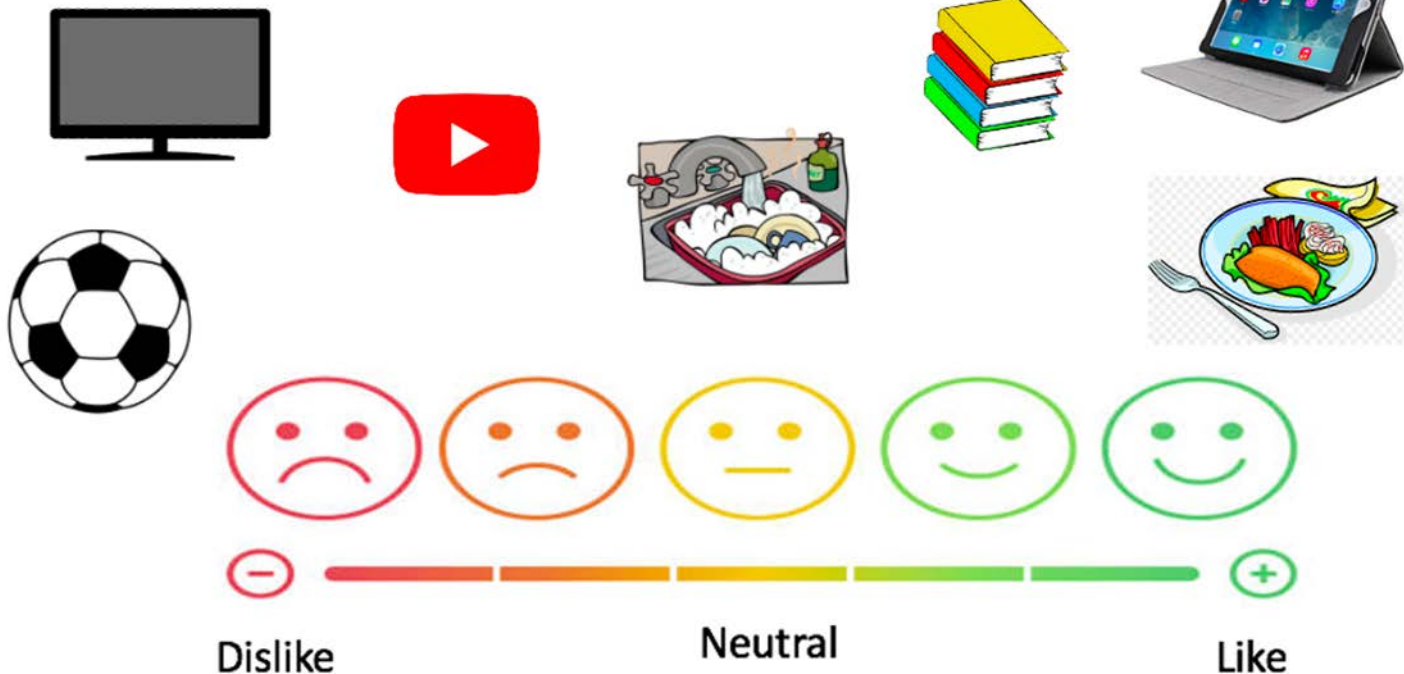


Visual explicit teaching



Aid to verbal production

What do you like to do at home?



Case Study - Putting It All Together

- **Background information**
 - Natalie is a 7 year old girl with Autism in Year 2
 - She loves Disney movies and likes to tell others about her favourite characters
 - When her class changes activities in the classroom, she gets upset and cries
 - At recess and lunch, when Natalie's peers are playing in the playground, you notice her constantly covering her ears



Breakout Room Discussion

- What parts of the school day Natalie is finding difficult?
- What strategies can you use to support her?



ANY QUESTIONS?

