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| **BIG IDEAS** | | | | | | |
| **Autism spectrum disorders are social and communication disorders** | **Autism is a spectrum disorder – each individual is unique and the expression of ASD may be very different from one person to another** | **Many people with ASD struggle to understand social cues, norms, and interactions** | | **Many students with an ASD will require support for language processing and abstract thinking, and/or conceptual understanding** | ***Identify an additional Big Idea and Question*** | ***Identify an additional Big Idea and Question*** |
| **BIG QUESTIONS** | | | | | | |
| ***What is an Autism Spectrum Disorder?*** | ***What are the similarities and differences amongst students with ASDs?*** | ***How can you support students with an ASD to make connections with peers and develop a sense of belonging?*** | | ***How can you discover students’ strengths and challenges within the academic realm?*** |  |  |
| **CURRICULAR COMPETENCIES**  **General teaching strategies to include learners with an ASD**   * Provide concrete and visual experiences to develop concepts and aid with language processing * Developing some routines and schedules will be supportive * Hold high expectations – students with ASD can learn to read, write, and understand academic curriculum, but may need alternative modalities to do so * ***Add at least three more and their sources:***   **Learning Environment Considerations for learners with an ASD**   * Be aware of sensory overload * Design activities in ways that allow the student to meaningfully contribute to the learning of their peers * ***Add at least three more and their sources:***   **Ways to Respond to Behavioral Challenges**   * Recognize behavior as communication, often meaning “I’m frustrated”, “I don’t understand”, “I’m overwhelmed and want to escape” * Provide support for cooperatve group work skills to the student with an ASD ***AND*** their peers! * Provide positive reinforcement for what you do want, not punishment for what you don’t, as students with ASD may not differentiate between positive and negative attention * ***Add at least three more and their sources:***   **Ways to promote good collaboration with clinicians:**   * Observe, document, and share when the student is successful (e.g. do they work better in groups or on their own, are they able to communicate their understanding) * Discuss co-teaching possibilities throughout the year * ***Add at least 3 more and their sources:***   **Resources to learn more about including learners with ASD**   * Connect with your district’s teacher of students with ASD * Coonect with the provincial outreach team for ASD * <https://www.autismbc.ca/> * ***Add at least three more reputable resources:*** | | | **CONTENT AREAS**   1. Impact of an ASD on learning and instructional needs    1. Difficulty with abstraction and social inferencing    2. ***Add two more*** 2. Impact of an ASD on families    1. Relational challenges    2. Communication breakdowns    3. ***Add two more*** 3. Augmented and alternative communication systems    1. PicSyms    2. Voice to text    3. ***Add two more*** 4. Supporting peer relationships and a sense of belonging    1. Students may struggle to communicate    2. Students with ASD have difficulties assessing non-verbal language and other people’s feelings    3. ***Add two more*** 5. Promoting Self-Determination, SEL, mental health    1. Students with an ASD have far higher rates of mental health challenges    2. Students with an ASD need to develop the ability to independently make decisions    3. ***Add three more*** 6. Connections between climate, environment, and student behavior and engagement    1. Sensory needs of students with ASD    2. Social demands of the classroom    3. Students with ASD may demonstrate inappropriate behaviors because they misread the social context    4. Anxiety plays a significant role in behavioral challenges    5. ***Add at least three more:*** | | | |