

SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDER

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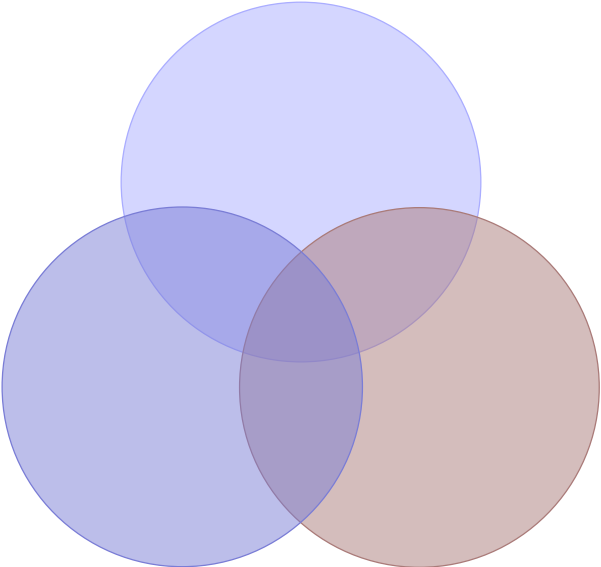
What are Autism Spectrum Disorders?

- Autism Spectrum Disorders are lifelong neurodevelopment disorders that affect how people behave, communicate and relate to others. The range and intensity of disability varies from mild to profound, but all people with ASD have difficulty in these three areas.

Communication

Socialization

Stereotypical
Behaviour



Student Programs



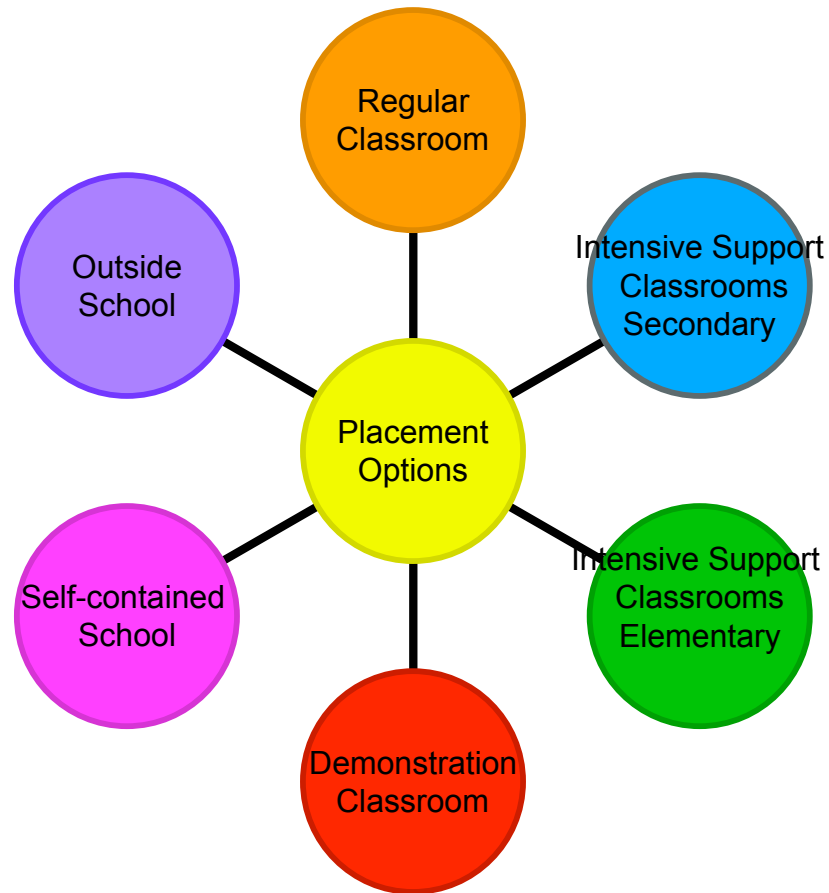
- A range of services, placement options and programs is required to support the widely varied and complex needs of students with ASD.
- Placement should be flexible, based on the changing needs of the student
- IEP is comprised of individual, child-specific learning goals from the Ontario curriculum and/or from an Alternative curriculum
- Program is based on and modified by results of ongoing assessment
- Progress is based on ongoing data collection and assessment

Student Programs



- Programming is based on:
 - Intensive teaching based on the principles of ABA
 - Communication programming that supports the development of spoken language, and may employ visual supports, augmentative communication systems and assistive technology
 - Social skills programming with opportunities for practice
 - Functional behaviour assessment
 - Modification of program

RDSB Placement Options



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- 5 Intensive Support Classrooms within secondary schools
- 7 Intensive Support Classrooms within elementary schools
- 2 Intensive Support Classrooms in self-contained school
- 1 Demonstration Classroom

Range of Placement RDSB

Criteria for placement in program

- Diagnosis of Autism given by Registered Professional
- Must be accepted by Admission, Revision, Demission committee
- Identified through the IPRC process

Student Assessment



- Regular, accurate and comprehensive assessments of students with ASD form the foundation for effective programs, services and professional development.
 - Multiple areas of functioning must be assessed including intellectual, communication, behavioural, functional and academic
 - Profile of strengths and weaknesses
 - Adaptive behaviour measures
 - Social assessments

Student Services



- A student's program must be developed by a multi-disciplinary, collaborative team.
 - Parents
 - Teacher and administration
 - Psychologist
 - Educational Consultant
 - Behavioural Consultant
 - Speech-Language Pathologist
 - Occupational Therapist
 - Physiotherapist
 - Representative of IBI Team

Student Services RDSB

- School psychologist
- Three psychometrists
- Three Speech-Language Pathologists
- Special Education Consultant
- Special Needs Training and Program Officer
- Regional ASD Leader

Outside Agency Collaborators

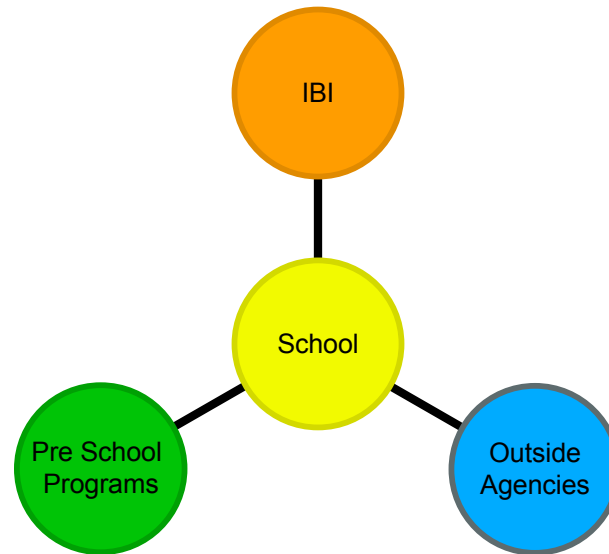
- Ministry of Health:
 - Pediatricians
 - Occupational Therapists from CCAC
 - Physiotherapists from CCAC
 - Speech/Language Pathologists from CCAC
- Ministry of Children and Youth Services
 - Clinical psychologist (member of the Minister's Reference Group)
 - ASD School Support Consultants
 - IBI Therapists
 - IBI Transition Coordinator

Transition Supports



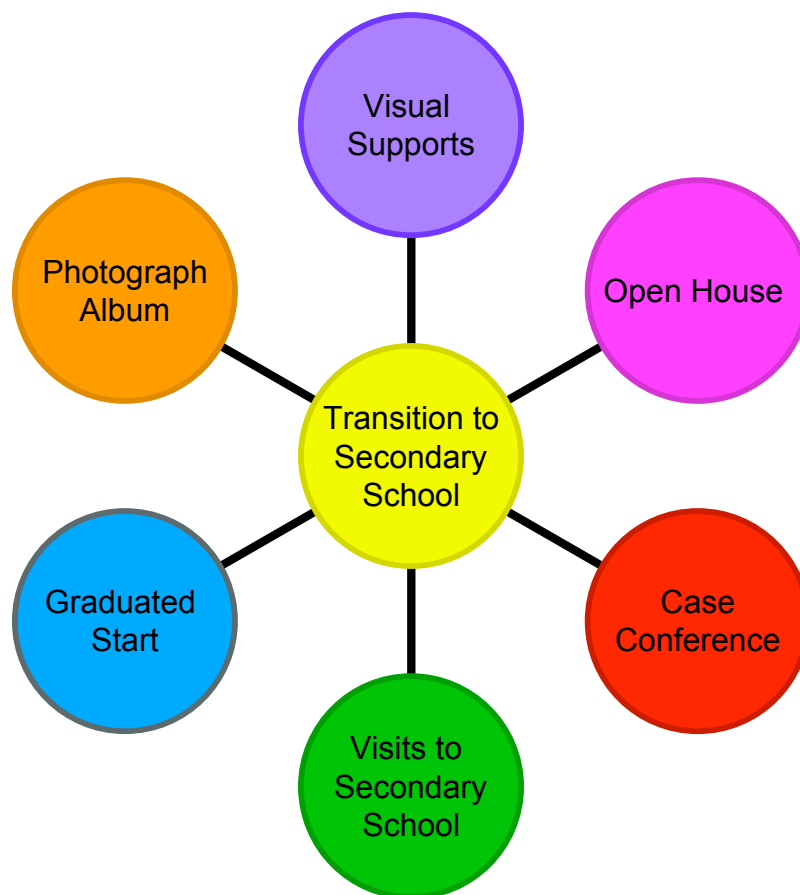
- Transition planning is an important process for all children, but especially for children with ASD, due to the complex nature of their learning needs.
 - Entry to school
 - Transition between activities, classrooms and settings
 - Transitions between grades
 - Moving from school to school or from outside agency to school
 - Transition from elementary to secondary school
 - Secondary school to adult life

Supporting the Transition to School



- Transition period: Overlap of staff
- Visits for parents and students to classrooms
- Visits for school staff to pre-school programs
- Case Conferences
- IBI continued on school site (where space permits)
- Visual supports

Supporting the Transition to Secondary School



Questions?