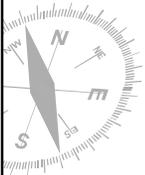


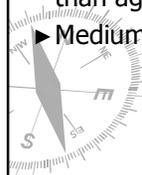
## Peer to Peer Support Programs for Students with ASD

July 11, 2008



## Today's Agenda

- ▶ Goals for Students with Autism
- ▶ The Story
- ▶ Using the autism with the student rather than against the student
- ▶ Medium of Exchange



## Goals for Students with Autism

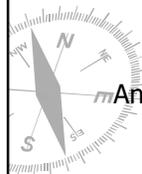
Socialization Skills

Independent Functioning



## The LINK Program

An Integrated Formula for Autistic Impaired Programming



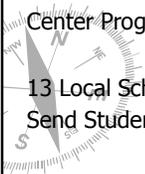
## Development of the Concept

Local School District - 7000 Students

40 Miles North of Detroit, Oakland County, Michigan

Center Program for Students with Autism

13 Local School Districts in Oakland County  
Send Students to the Autistic Program



## History of the Autistic Program

1987 - Elementary

1990 - Middle School

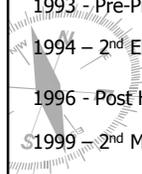
1992 - High School

1993 - Pre-Primary Program

1994 - 2<sup>nd</sup> Elementary

1996 - Post High School Program

1999 - 2<sup>nd</sup> Middle School



## Beginning Stages of Students with Students

- ▶ Letter, Number, and Color Games
- ▶ Balloon Game
- ▶ Common Goal for both sets of students
- ▶ Reinforcing to both students with autism and general education students
- ▶ In beginning stages use food as a motivator

## Evolution of the Clarkston Autistic Program

Reverse Mainstream >> Moderated Behavior

Integration >> Behavioral Systems

Integration >> Academic Systems

Integration >> Socialization Systems

Reverse Mainstream >> Curriculum Makeover

## The LINK Program

- ▶ 1990 – 17 Study Hall Volunteers
- ▶ 2002 – 800 General Education Students 72 Students with Autism
- ▶ Utilizing the Most Appropriate Resource in Public Education to Teach Social Skills to Students with Autism

## Post High School Vocational Placements

- ▶ Oakland University - Library
- ▶ ACO Hardware
- ▶ Independence Township Library
- ▶ Bank One - Clarkston
- ▶ Oakland University - Food Court
- ▶ Dunkin' Donuts
- ▶ Subway

## Post High School Vocational Placements

- ▶ F.Y.E. - Great Lakes Crossing
- ▶ Target
- ▶ OATS Horse Farm
- ▶ C.C.A.
- ▶ William Beaumont Hospital
- ▶ The Greenery
- ▶ Comcast Cable Company

## Philosophical Departures

1. If you exist - you have entry level skills.
2. Same aged/Cross Aged Peers moderate behaviors of students with autism.
3. Abandon existing educational technology.
4. General Education Curriculum - Partnering
5. Experimental Approach

## Statistical Information about Autism

Approximately 1 in 500

4 Times More Common in Males

Range of Severity

Affects all Social, Ethnic, and Racial Groups

Neurologically Based - Cause is Unknown

Diagnosis is Behaviorally Based - No Medical Test



## Autism and Idiosyncratic Behavior - Rain Man

▶ Gross over-reaction to changes of their schedule

▶ Personal Property is Valued/Obsession

▶ Objects/Material Organization may be more important than the Object/Material

▶ Communication with familiar or safe persons may include idiosyncratic speech

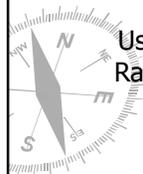


## Looking At ASD Differently



## ASD Opportunities

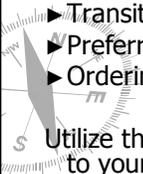
Using the ASD with the Student  
Rather than Against the Student



## How To Use The ASD with the Student and Not Against Them?

- ▶ Visual Continuity
- ▶ Sensory Preoccupations
- ▶ Pairing/Making Associations
- ▶ Verbal Fascinations
- ▶ Transition Issues
- ▶ Preferred Activities
- ▶ Ordering/Re-ordering

Utilize the Inclinations they are Predisposed to your Advantage

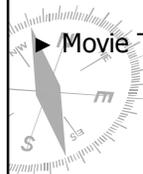


## Visual Continuity

▶ Token Removal - Alex

▶ Visual Schedule - Anthony

▶ Movie Theater - Ian



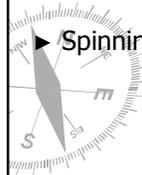
## Visual Continuity

- ▶ The majority of Students with ASD use vision as their primary modality
- ▶ Use their visual strengths to their advantage
- ▶ Find a strategy that works with students with ASD – USE IT
- ▶ Must confront our peers who chose not to use visual strategies with students
- ▶ Professional Responsibility



## Sensory Preoccupations

- ▶ Spitting - Brian
- ▶ Head Position - Ryan
- ▶ Spinning Objects – Russell



## Sensory Preoccupations

- ▶ Complicated
- ▶ Internally driven
- ▶ The student is going to do it
- ▶ Make the behavior more socially acceptable
- ▶ Typically requires pairing the behavior
- ▶ Where and when do you want the behavior to occur?
- ▶ Isolate the behavior so it occurs in one area or with one material



## Silent Fall

- ▶ Investigate what the student is getting
- ▶ Use the interest area to develop student understanding of the expectations of the environment
- ▶ Don't fight the ASD. Use the ASD to make the student more successful



## Pairing/Making Associations

- ▶ Determine the behavior
- ▶ Pair a material or place with the behavior
- ▶ Practice the pairing until the association is made
- ▶ Once the association is made reduce the size of the material or the opportunity to have access to the place where the behavior can occur



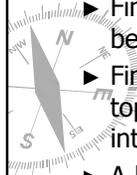
## Examples of Pairing

- ▶ Break Card
- ▶ Spitting – Terrance



## Verbal Fascination

- ▶ Verbal Students
- ▶ Need to talk about what they want to talk about
- ▶ Find a venue for their interest area to be shared
- ▶ Find others who are interested in the topic area the student with ASD is interested
- ▶ A lot of people have unusual interest



## Verbal Fascinations

- ▶ Greetings - Robert
- ▶ Weather Channel - Anthony
- ▶ WRIF - Stump the Staff - Dan



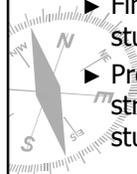
## Verbal Fascinations – Duck Pond – Rain Man

- ▶ Mismatches in Communication
- ▶ Non-Interactive
- ▶ Find the Connection with the Person and Make it Work Toward the Goal



## Transition Issues

- ▶ Difficult for Students with ASD
- ▶ Organize the transition by using the student's need for order
- ▶ Find strategy that works to assist the student through transition
- ▶ Professional responsibility to ensure strategy is used by those working with student



## Transition Issues

- ▶ Ian – Lunch Room – Laid on Floor – Forgot to check/wasn't on Schedule
- ▶ Matt – Eating Lunch in Order



## Transition Issues Rain Man – Hotel Room

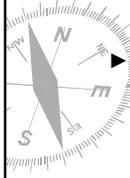
- ▶ Visual Order
- ▶ Reliance on Sameness
- ▶ Some People are Safe
- ▶ Allowing Behavior Creates a Smooth Transition



### Preferred Activities



- ▶ Patra – Door Handles



- ▶ Drew – Unifix Cubes

### Drew's Schedule

Things to Do	All Done
Seat Work	<input type="checkbox"/>
Unifix Cubes	<input type="checkbox"/>
Music	<input type="checkbox"/>
Unifix Cubes	<input type="checkbox"/>
Math	<input type="checkbox"/>

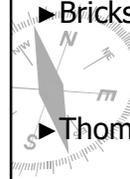
### Preferred Activities

- ▶ Preferred Activities throughout the Student's Schedule to Enhance Student Participation with the Schedule
- ▶ Preferred Activities to Manage Obsessive Behaviors
- ▶ Preferred Activities to Meet the Internal Drive of the Student



### Ordering and Reordering

- ▶ Harry Potter Series
- ▶ Bricks in the Hallway – Brittany
- ▶ Thomas the Tank – Drew



### Ordering and Reordering

- ▶ Anxiety reduction
- ▶ Socially isolating – doesn't require another person
- ▶ Benefits – escape and reward
- ▶ Management of ordering
- ▶ Utilize for instructional and social opportunities



### When Working with Students with ASD...

You must care for the student and respect the disability

