



Illinois State Board of Education
Special Education Directors' Conference
July 21, 2011

Introductions

- Laurie Chern, former teacher, member of the Chicagoland Chapter of Autism Speaks' board of directors and mom to Dylan, Jane and Arielle
- Liz Klug, executive director of the Chicagoland Chapter of Autism Speaks





Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.



Goal for Today's Presentation

- To introduce many of the free resources that Autism Speaks offers to educators and families, including:
 - The 100 Day Kit for newly-diagnosed families
 - The High Functioning Autism/Asperger Syndrome Tool Kit
 - The School Community Tool Kit
 - The Transition Tool Kit



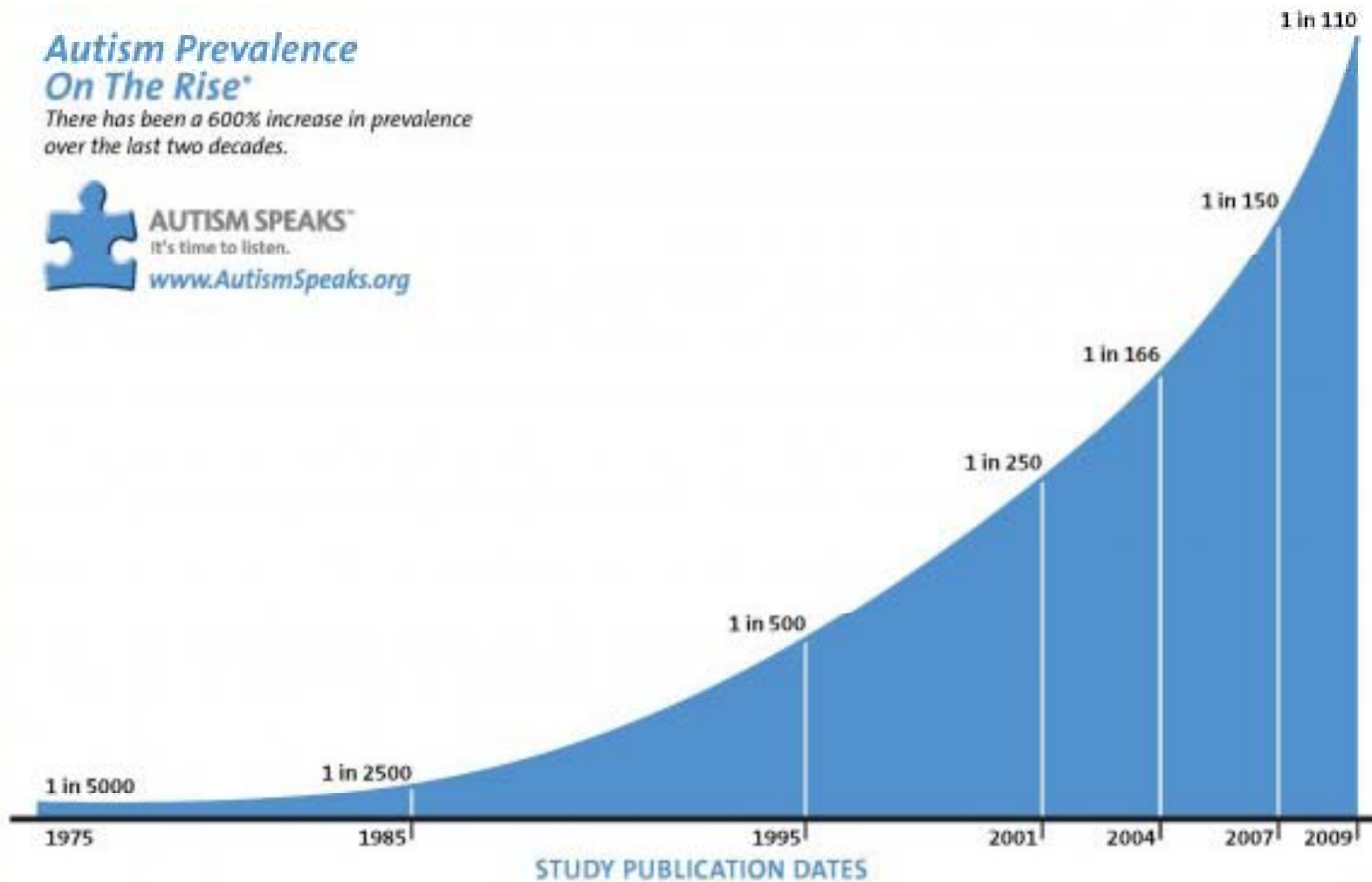
Autism Prevalence On The Rise*

There has been a 600% increase in prevalence over the last two decades.



AUTISM SPEAKS™
It's time to listen.

www.AutismSpeaks.org



*Recent research has indicated that changes in diagnostic practices may account for at least 25% of the increase in prevalence over time, however much of the increase is still unaccounted for and may be influenced by environmental factors.

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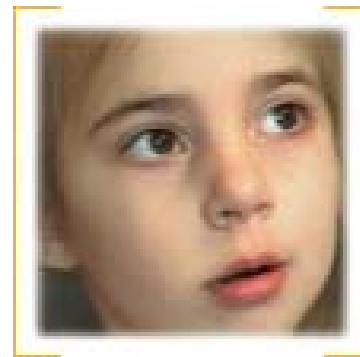
Huge impact on schools and communities!

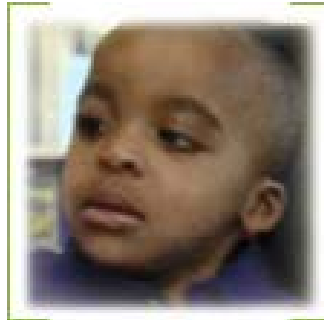
What is autism?

Autism is a neurological disorder that affects the way a person perceives the world.

There is difficulty with:

- Communication
- Social interaction
- and may have*
- Repetitive behaviors or intense interests.





It is often said if you have met one person with autism, you have met one person with autism



Every person presents differently - even though they have the same diagnosis.

Autism Speaks' Mission

We are dedicated to **funding global biomedical research** into the causes, prevention, treatments, and cure for autism; to **raising public awareness** about autism and its effects on individuals, families, and society; and to **bringing hope** to all who deal with the hardships of this disorder. We are committed to raising the funds necessary to support these goals.



WWW.AUTISMSPEAKS.ORG

Family Services

Meeting the needs of those living with autism across the lifespan

Newly Dx'd/Young Kids



100 Day Kit
Autism Video Glossary
Snip-Its Haircutting Guide

School Aged Children



School Community Tool Kit
Asperger/HFA Tool Kit
Dental Health Guide
Transition Tool Kit

Young Adults/Adults



Autism in the Workplace
Defining the Future DVD
*Advancing Futures for
Adults with Autism*



Autism Response Team
Resource Guide
Resource Library
Community Connections
Autism Safety Project

100 Day Kit for Newly Diagnosed Families

www.autismspeaks.org/community/family_services/100_day_kit.php

Support for Parents of Newly Diagnosed Children



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Families whose children have been diagnosed in the last six months may request a personalized copy of the 100 Day Kit or the Aspergers Syndrome/High Functioning Autism Tool Kit.

E-mail familyservices@autismspeaks.org or call 888-AUTISM2 to request a personalized copy. Kits are available in English and Spanish and are offered free-of-charge thanks to the generous support of donors, including Campbell for Kids and the Chicago Blackhawks Charities.



WWW.AUTISMSPEAKS.ORG/COMMUNITY/FAMILY_SERVICES

Visit us online to view many other resources and tools. Let us help with your journey.

- 8,000 kits personalized and distributed; nearly 600 here in IL, just in 2010
- Personal follow-up with families 3 months later
- Spanish version ("Manual de los 100 Días") launched in September, 2008
- Version 2.0 launched last year



"I just want to say a great big thank you for my son's kit. It is absolutely wonderful. It was as if you all looked in my head to see what I needed. I have two with autism and I am just really pleased to know that your group cares. I especially like the lists I could use for phone numbers and appointments. This will leave me feeling less overwhelmed. Thank you so very much from the bottom of my heart."

Asperger Syndrome Tool Kit

www.autismspeaks.org/community/family_services/100_day_kit.php



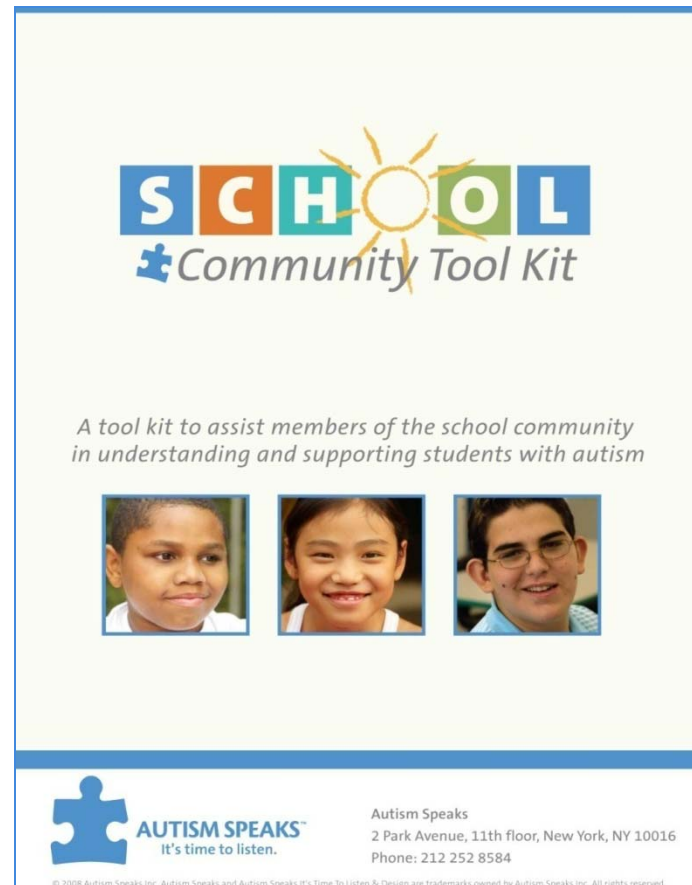
- Launched March 2010.
- Created in response to feedback from families who received the 100 Day Kit.
- Assists families in getting the critical information they need in the first 100 days after an Asperger Syndrome or High Functioning Autism diagnosis.
- Contains information and advice collected from trusted and respected experts on Asperger Syndrome/HFA, parents and affected individuals.



School Community Tool Kit

www.autismspeaks.org/community/family_services/school_kit.php

- Launched in August 2008 for Back to School
- 267 pages including:
 - Introduction
 - What is autism?
 - How might a child with special needs be a part of our school?
 - General strategies for Intervention
 - For specific members of the School Community
 - Resources
 - Appendix
- Available by download only



For Specific Members of the School Community

- Bus Drivers and Transportation Supervisors
- Custodial Staff
- General Education and Special Area Teachers
- Lunch and Recess Aides
- Office Staff
- Paraprofessionals
- Peers
- School Administration, Principals, Interdisciplinary Team Members
- School Nurses
- School Security



Bus Drivers & Transportation Supervisors

Things to consider:	Strategies:
<ul style="list-style-type: none">• The need for a routine may result in anxiety (and behavior)	<ul style="list-style-type: none">• Reduce anxiety surrounding changes to the route, substitute drivers, seat changes, etc. by communicating with the student and/or caregiver in advance, using visuals whenever possible
	<ul style="list-style-type: none">• Adjust the route (shorten or use preferential drop-off/pick-up situations) to reduce anxiety
<ul style="list-style-type: none">• Students with autism are not socially savvy; therefore if a student is being bullied or tortured quietly, he is likely to react or respond	<ul style="list-style-type: none">• Consider the communication difficulties of a student with autism and make every attempt to fully understand the elements of a situation before reaching judgment regarding fault or behavior



General Education & Special Area Teachers

Things to consider:	Strategies:
<ul style="list-style-type: none">• Multi-step directions and activities are often challenging for students with autism• Verbal directions can present challenges	<ul style="list-style-type: none">• Utilize teacher training on multi-modal instruction. Find ways to teach and reinforce by expecting your student to learn not only by hearing, but also seeing (pictures, maps, diagrams, patterns), doing (movement and hands-on activities) saying (repeat after me...) and even singing.
<ul style="list-style-type: none">• Group instruction, because it involves social skills, is often challenging for students with autism	<ul style="list-style-type: none">• Teach understanding & acceptance (see resources section for ideas)• Pair the student with positive role models• Be aware that students with autism may become isolated within the classroom—work with the student & paraprofessional to support social exchange among peers



Paraprofessionals

Things to consider:	Strategies:
<ul style="list-style-type: none">• If you know one person with autism, you know one person with autism.	<ul style="list-style-type: none">• Be proactive about learning about the student—ask questions, request to take part in meetings and trainings, know the strategies to be employed, etc.
<ul style="list-style-type: none">• Many of the 'behaviors' of autism are also recognized signs of stress or anxiety.	<ul style="list-style-type: none">• Carve out a quiet spot in the school, if necessary, for when the student needs time to regroup



School Administration, Principals, Interdisciplinary Team Members

Things to consider:	Strategies:
<ul style="list-style-type: none">• The best support for students with autism employs a team approach.	<ul style="list-style-type: none">• Provide introductory and on-going staff training and awareness, ranging from raising the skill levels of special education staff, to supporting general education teachers, specials providers, bus drivers, lunch aides, etc. in their understanding and knowledge of autism and their students
	<ul style="list-style-type: none">• Support the exchange of information and promote collaboration among departments and staff, as this is essential for supporting a student across settings.
<ul style="list-style-type: none">• Students with autism rely upon consistency.	<ul style="list-style-type: none">• Prepare for transitions. Invite the student to view a new classroom or school prior to the first day so that he has time to take in the new surroundings (and staff, if possible) without overwhelming sensory stimuli.



Also Included in the Toolkit

- Also included is information on a child's right to public education, LRE, special education services and the many types of instructional methods used in teaching students with autism
- General strategies for intervention are provided, including:
 - A discussion of "team approach"
 - Strategies to support communication
 - Strategies to help improve social interaction and development
 - Promoting socially-appropriate behavior



Professional Development

- This past school year, Autism Speaks conducted several professional development workshops with CPS to bring the School Community Tool Kit to life.
- We met with more than 500 educators in the 2011-2012 school year, and welcome the opportunity to visit your schools!
- Contact the Chicagoland Chapter at 224-567-8573 for further information.



Autism Speaks Transition Tool Kit

Available in hard copy free-of-charge for families with a child preparing for the transition process by calling the ART or requesting online.



125 pages including information on:

- Self-Advocacy
- Why Do We Need A Transition Plan?
- Community Living
- Employment and Other Options
- Post-Secondary Educational Opportunities
- Housing
- Legal Matters to Consider
- Health
- Internet & Technology
- Getting Organized
- Resources





- Our hope is that this kit will serve as a guide that can provide individuals on the spectrum and their families with options to think about and explore as they begin to plan for adulthood.
- The guiding principle that was used in developing this kit is that all individuals with autism, regardless of the level of support needed, should be able to live lives filled with purpose, dignity, choices, and happiness.
- With this in mind, the development of self-help and self-advocacy skills is highlighted throughout this kit.



Ten Things Every Child with Autism Wishes You Knew

by Ellen Notbohm from the book *Ten Things Every Child with Autism Wishes You Knew* (2005, Future Horizons, Inc.)

1. I am first and foremost a child. I have autism. I am not primarily “autistic” .
2. *My sensory perceptions are disordered* .
3. Please remember to distinguish between *won't* (I choose not to) and *can't* (I am not able to).
4. I am a concrete thinker. This means I interpret language very literally.
5. Please be patient with my limited vocabulary .
6. Because language is so difficult for me, I am very visually oriented.
7. Please focus and build on what I can do rather than what I can't do .
8. Please help me with social interactions.
9. Try to identify what triggers my meltdowns.
10. Love me unconditionally.

And finally, three words: Patience. Patience. Patience. Work to view my autism as a different ability rather than a disability. Look past what you may see as limitations and see the gifts autism has given me.



Autism Speaks is Here for You

- Resources: www.autismspeaks.org/community/family_services
 - Tools for newly-diagnosed families, families of school-aged children and young adults/adults
 - Autism Response Team—trained Autism Speaks staff members who respond to questions can be reached by calling 888-AUTISM2 or by e-mail at midwestART@autismspeaks.org
- Be empowered—join us!
 - Professional Development
 - Volunteering/Community Service Hours
 - Student Clubs
 - *Light It Up Blue* for World Autism Awareness Day on April 2nd
 - Autism Votes
 - *Walk Now for Autism Speaks* teams/volunteers



Q&A



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