

Module 1

Introduction



There are two types of activities: Think about it! And apply it! Each activity will be marked by an icon and a specified color as you can see below:



Think about it!

The Think about it! activities are intended for you to think about what you have learned and apply concepts to given case studies and questions posed.



Apply it!

The Apply it! activities are intended for you to apply the information you have learned to the classroom setting in which you work.

*As you go through this course and complete the Think about it! and Apply it! activities, you will be encouraged to share your responses with your supervisory teacher. These activities are excellent ways to foster communication and identify areas of need you may have as you support students with ASD.

We hope that you enjoy the lesson and the activities!

Module 1: Characteristics



Think about it!



View the two videos in the presentation. As you view them, pay attention to the communication abilities and characteristics of the students.

Then, answer these questions:

1. In the first video, what expressive communication characteristics did you observe? What receptive communication characteristics did you observe?
2. In the second video, what expressive communication characteristics did you observe? What receptive communication characteristics did you observe?
3. How were these students similar? How were they different?

Module 1: Characteristics



Thoughts!



In the first video you should have observed the student using expressive language stating that it's okay. He was seeking reassurance from the individual sitting next to him and may have also been a method he used to self soothe. If you listen closely you can hear the instructor say his name and tell him to be quiet at which time he looks in her direction and stops speaking demonstrating receptive communication as he was able to follow a simple direction.

In the second video you will notice the student has a good command of both expressive and receptive communication as he is able to have a communication exchange with the person speaking to him in the video. He used gestures and made facial expressions as he talked and listened.

4. Describe the restrictive, repetitive and stereotyped patterns of behavior you have observed.

5. List ways these characteristics have impacted the student. How has it impacted his or her learning? How has it impacted his or her ability to interact with peers?

Module 1: Dignity and Respect



Think about it!



PERSON FIRST LANGUAGE

Let's practice using person first language!

Below you will see a list of incorrect ways to describe a student with a disability. Write down the correct way to refer to the same person using person first language.

- Wheel chair bound: _____
- Autistic boy: _____
- Dyslexic girl: _____
- Learning disabled: _____

Thoughts!



Module 1: Dignity and Respect



Here are some potential answers to your “Think about it!” questions:

- Wheel chair bound: A person who uses a wheelchair
- Autistic boy: A boy with autism
- Dyslexic girl: A girl with Dyslexia
- Learning disabled: A person with a learning disability

Module 1: Dignity and Respect



Thoughts!



JEROME

Jerome is a nine year old boy with autism. He is nonverbal and uses a communication device to communicate. The device has nine pictures on it. Each picture is of something he enjoys such as a cookie, slide, and computer. You are supporting Jerome while he is in the cafeteria. While in the cafeteria he has to go through the lunch line. He has to order and pay for his food. He sits with his classmates at a table in the back corner of the room.

Here are some potential ways you would want to presume competence in the areas of communication for Jerome.

1. Jerome could order his food using his communication device
2. Jerome could answer questions from his classmates using his communication device
3. Jerome could answer yes/no questions about what he wants to eat
4. Jerome could ask his peers a question using his communication device
5. Jerome could ask for help with opening his food containers from either an adult or his peers
6. Jerome could let people know when he was done eating
7. Others...

