

Slide 1

Increasing Academic Success and Well-Being in Students with Intellectual Disability AND Autism

Sue MacVicar-Stewart
BAsc BEd OCT MEd
suemacv3434@gmail.com
@SueMacV




SASED 2019

Slide 2

Today you will learn:


WHO: Learner with Intellectual Disability AND Autism (ID&ASD)
WHAT: Curriculum of functional academics (literacy and numeracy), communication, activities of daily living, motor skills, transitions and well-being
HOW: Best practices in classroom to support learner with ID and ASD to develop functional academic skills and support well-being of the learner; including Differentiating Instruction and Assessment



suemacv3434@gmail.com

Slide 3

HOW includes:
Documentation of Learning
Demonstration of Learning to parents /guardians and families
Hierarchy of Prompts and Hierarchy of Visuals
Resources for further Learning



Slide 4

Learner with Intellectual Disability

Intellectual Disability: DSM-5 diagnostic criteria

- A. Deficits in **intellectual functions** (reasoning, problem-solving, planning, abstract thinking, judgment, academic learning, learning from experience) [2] Confirmed by clinical assessment & individualized standardized IQ testing
- B. Deficits in **adaptive functioning** that result in failure to meet developmental & sociocultural standards for personal independence & social responsibility. Without ongoing support, the adaptive deficits limit functioning in one or more activities of daily life (e.g., communication, social participation, independent living) across multiple environments (e.g., home, school, work, community) [2] Limited functioning in ≥ 1 area requiring ongoing support; communication, social participation (limited awareness of others' cues, risk), independent living across multiple environments

https://www.ed.gov/ol.ca/eds/332/studentsupportservices/program/pdf/01_Guidance_Psych.pdf
Severity Rating: Mild, Moderate, Severe, Profound

Slide 5

Learner with Autism

Autism Spectrum Disorder (ASD), or Autism is a diagnosis characterized by **deficits in social communication and restricted, repetitive behaviours/interests**, that are present since a young age and persistent.

In the past, subtypes of ASD like Asperger's and Autistic Disorder were considered separate diagnoses, but the 5th Edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-v) removed these subtypes.

Now a severity level is included with an ASD diagnosis
Level 1: Requiring support, Level 2: Requiring substantial support and Level 3: Requiring very substantial support

<http://www.teachspced.ca/?q=node/667>

Slide 6

Associated Challenges

- An estimated one-third of people with autism are **nonverbal**.
- 31% of children with ASD have an **intellectual disability** (intelligence quotient [IQ] <70) with significant challenges in daily function, and 25% are in the borderline range (IQ 71–85).
- Nearly half of those with autism **wander or bolt from safety**.
- Nearly two-thirds of children with autism between the ages of 6 and 15 have been **bullied**.
- Nearly 28 percent of 8-year-olds with ASD have **self-injurious behaviors**. Head banging, arm biting and skin scratching are among the most common.
- **Drowning** remains a leading cause of death for children with autism and accounts for approximately 90 percent of deaths associated with wandering or bolting by those age 14 and younger.

<https://www.autismspeaks.org/autism-facts-and-figures>

Slide 7

Increase academic success in Functional Literacy and Numeracy

Foundation of literacy is **communication**

Foundation of numeracy is matching, sorting, sequencing, patterning which often relate to **Activities of Daily Living**

Motor skills are foundational to many literacy and numeracy skills

Through observation and assessment, we can determine what skills need to be taught

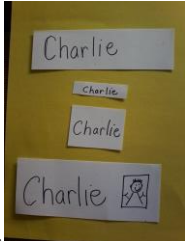
What can student already do, and what do they need to learn to do?
Consider whether skills being taught will be **useful in real world**

Teach same skill across different environments, and with different people, to **generalize the skill**

suemacv3434@gmail.com

Slide 8

Differentiate instruction and assessment
How might we sequence the order of the skills in this literacy task?



suemacv3434@gmail.com

Slide 9

Time to Kahoot!

<https://create.kahoot.it/kahoots/my-kahoots>

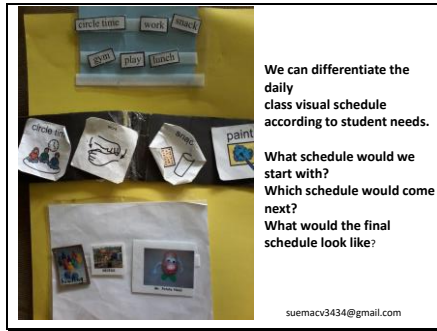
Go to Kahoot.com

Click on Enter Game Pin at the top of the screen, and enter Game Pin:

Slide 10



Slide 11



Slide 12



Slide 13



Slide 14

MATCH, POINT, NAME

All skills unfold in a similar sequence = match, point, name.
Regardless of where student is at in the developmental continuum of the skill, it can usually be taught to be a functional skill.

suemacv3434@gmail.com

Slide 15

Numeracy Skills:
Put the skills in the order that they typically develop

- Time** - sequence daily activities, tell time
- Shapes** - identify shapes
- Quantitative concepts** - understand big/little, full/empty, tall/short
- Numbers** - identify numbers, develops number concepts
- Colour** - identify colours
- Money** - identify money and money value
- Classifying** - classify animals, toys, clothes


suemacv3434@gmail.com

Slide 16

Numeracy Skills		
Colour	2.0 to 3.6	identify colours
Shapes	3.0 to 4.0	identify shapes
Money	2.0 to 7+	identify money and money value
Numbers	2.6 to 7+	identify numbers, develop number concepts
Quantitative concepts	3.0 to 5.6	understand big/little, full/empty, tall/short
Classifying	3.0 to 7+	classify animals, toys, clothes
Time	3.6 to 7+	sequence daily activities, tell time

From Brigance Inventory of Early Development 2, 2010
suemacv3434@gmail.com

Slide 17




Number concept, time, and money tasks. How could each task be made harder and easier tasks?

Remember: match, point, name.

suemacv3434@gmail.com

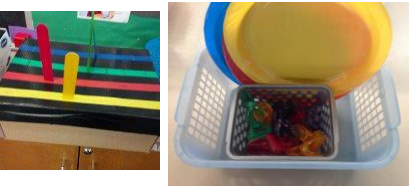
Slide 18



What numeracy skills are students demonstrating in each of these activities?

suemacv3434@gmail.com

Slide 19



What evidence of learning can these tasks demonstrate?

Slide 20

Depending on the task, student may demonstrate:

- Colour matching (match clothespin to plate)
- Colour pointing ("Give me red." with your hand outstretched)
- Colour naming ("What colour is it?")
- Motor skills (pincer grasp)
- Motor skills (hand-eye coordination)
- Independence (level of support student needs to be successful)
- Problem-solving (What does student do with the colour that does not have a match?)

Differentiate instruction by:

- Providing fewer items to match (2 sticks)
- Gradually add more items to match (6 sticks)
- Add in more colours
- Add in colour word
- Add in a colour that does not fit/match (and teach to group them together?)
- Add prompt to point to, or name the colour
- Hierarchy of prompts

Slide 21

How do we demonstrate learning?

"How do we know learning is happening?

How are we co-constructing and negotiating learning?

How are we documenting evidence of learning?

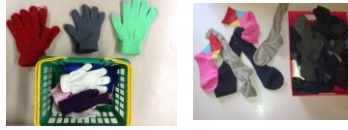
How do we communicate learning?"

http://www.edugains.ca/resources/KIN/OtherResources/PLF/DesigningOpportunities/Day2_Presentation.ppt

Slide 22

Daily living/play skills/ communication examples using colour

- <https://ecdn.teacherspayteachers.com/thumbitem/Potato-Head-Communication-Board-2526091-1500873472/original-2526091-1.jpg>



Slide 23

Oral word ---
written word with photo ----
written word with picture ----
written word with no picture cue-----

Written word in pencil, marker, chalk, IWB, magnetic letters, different fonts, large font, smaller font

suemacv3434@gmail.com

Slide 24



What order would you instruct and/or assess this grooming vocabulary in?

suemacv3434@gmail.com

Slide 31

Match word to photo with photo getting smaller and smaller

suemacv3434@gmail.com

Slide 32

photo to item photo to photo photo to picture

Differentiate task by developmental need

Literacy Skill Development for Students With Special Learning Needs: A Strength-based Approach, by Leslie Todd Brown, & Patricia DeWain

suemacv3434@gmail.com

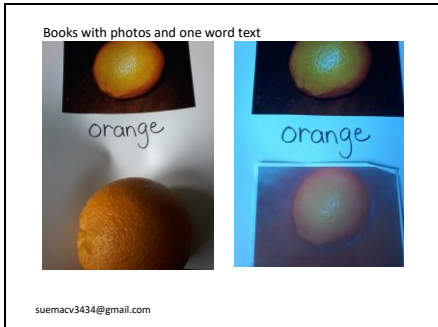
Slide 33

Match, point, name.....function!

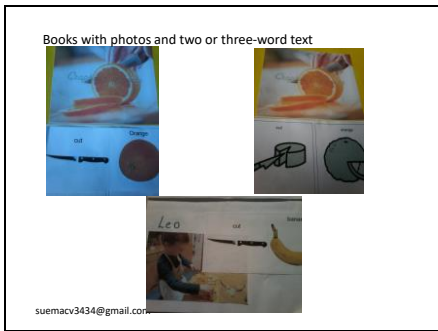
Work on grooming skills at the same time. Once they can read the word and/or identify the item, can they answer simple questions Related to function, i.e. "What do you brush your hair with?"

suemacv3434@gmail.com

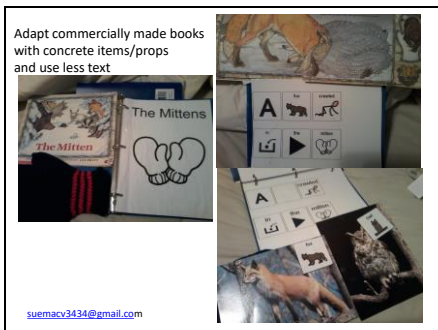
Slide 37



Slide 38



Slide 39



Slide 40

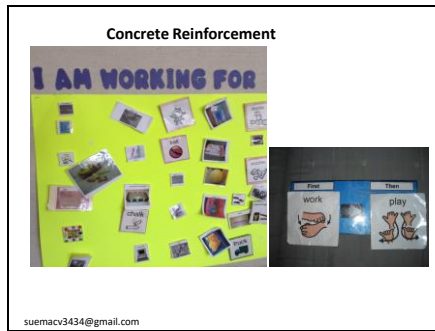
Key elements vital to supporting academic success and well-being:

- Concrete reinforcement ("I am working for.. board)
- Structured work systems
- Close-ended tasks
- Hierarchy of prompts (fade prompts) and time delay
- Generalize tasks to real world (success in community and Post-21)
- Differentiate instruction and assessment to meet learners' needs (concrete items, photos, pictures, and words)
- Limited choice (student voice)
- Analytical teaching

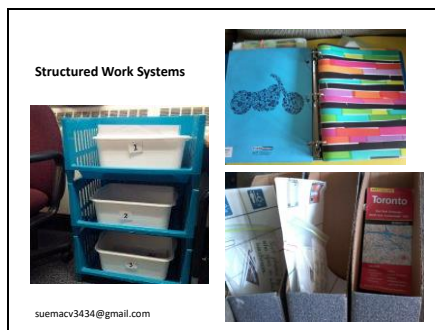
All above elements lead to academic success and well-being for students with ID&ASD. With these key components in their class, students with ID&ASD are better able to focus and attend, and therefore to learn.

suemacv3434@gmail.com

Slide 41



Slide 42



Slide 43



Slide 44

Structured task examples

How do you teach a child with autism to play?

<https://www.youtube.com/watch?v=YBTcbLo9T2o>

Slide 45

Last opportunity to Kahoot!

Slide 49

Generalize skill to real word: family, home, community
Greet one familiar person
Greet more than one familiar person
Greet one unfamiliar person
Greet more than one unfamiliar person

Shoot hoops in familiar gym at gym time
Shoot hoops outside at recess
Shoot hoops at local community centre
Shoot hoops at unfamiliar school ground

Shoot hoops with classmates (familiar)
Shoot hoops with kids outside of class (less familiar)
Shoot hoops at community centre with unfamiliar people

suemacv3434@gmail.com

Slide 50


Share ways that learning can be demonstrated by your students for these tasks:

Seesaw app other apps (what do you use?)
<https://www.youtube.com/watch?v=tlw-tUKvNc&feature=youtu.be>

<https://www.youtube.com/watch?v=Ph4Qg5HLG8E>
(video modeling vs, video reinforcement)

Google Drive- folder for each student:

- Video clips,
- photos,
- samples of his work,



Slide 51

A Triangulation of Assessment Data

Making Thinking/Learning Visible

Doing
Observation

Pedagogical Documentation


Conversation
Saying

Product
Representing

LEARNING ABOUT LEARNING: LEADING IMPLEMENTATION K-2 PPT
Curriculum And Assessment Policy Branch, Early Years Division

Slide 52

Saying	Doing	Representing
Anecdotal notes of student vocalizations as he/she does the task	Notes to observe how student does task	Photograph of the task
Notes written as to answering questions about colour.	Video of student doing the task	Screen shot of completed task on Interactive Whiteboard
Notes as to when student uses colour words functionally	Notes/checklist as to responses for "Give me red."	Checklist of words matched correctly



Slide 53

Assessment of above skills:
- checklist (teacher created or commercial)
- Video or photos
- work samples

Clothing word assessment/checklist for

Skill task: Match clothing item to clothing item (concrete)

Date:					
skates					
helmet					
boots					
hat					
mittens					
coat					
Snow pants					

Slide 54

Digital Resources for Teaching Students with Intellectual Disability AND Autism

Do2Learn activities and visuals
<http://www.do2learn.com/>

Samples of visuals
<http://elearning.autism.net/visuals/main.php>

Collection of downloadable visual supports
www.setbc.org/pictureset

A wealth of resources and visuals
<http://connectability.ca/category/kids/>

suemacv3434@gmail.com

Slide 55

Video clips to help extend our Professional Learning:

Independence is Precious
<https://www.youtube.com/watch?v=LvRBVdlv7CA>

How do you teach a child with autism to play?
<https://www.youtube.com/watch?v=YBTcbLo9T2o>

Independent work systems
https://www.youtube.com/watch?v=f_6py77hNLQ
<https://www.youtube.com/watch?v=Qfm2sXl7UkA>

suemacv3434@gmail.com

Slide 56

Books to support an effective classroom program:

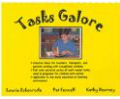
"Tasks Galore For the Real World" L Eckenrode, P. Fennell, K. Hearsey, 2004. Tasks Galore

"Tasks Galore: Let's Play" L Eckenrode, P. Fennell, K. Hearsey, 2009. Tasks Galore

"Tasks Galore: Making Groups Meaningful" L Eckenrode, P. Fennell, K. Hearsey, 2005. Tasks Galore

"Tasks Galore" L Eckenrode, P. Fennell, K. Hearsey, 2003. Tasks Galore


Excellent resources for meaningful Professional Learning Communities (PLC's)



suemacv3434@gmail.com

Slide 57

Additional Valuable Resources to Support Professional Learning of Educators:



suemacv3434@gmail.com
