



Working with Students with Autism Spectrum Disorder

Competency

Educator addresses the needs of students identified with Autism Spectrum Disorder and works collaboratively with stakeholders to provide quality instruction and support transition needs.

Key Method

The educator uses research-based methodologies, systems of rewards, communication, and interventions to create a Best Opportunity for Learning Plan for a student identified with autism spectrum disorder.

Method Components

Communication, Determining Triggers, and Interventions: Autism is considered to be a social communication disorder. Therefore, the student's style of communication or lack of communication can support or impede his/her learning success.

ABC Chart

Success for a student with autism can depend significantly on their triggers (antecedents) and responses (consequences) to interventions. It is important to accurately identify antecedents (A), behaviors (B), and consequences (C) that will then be useful to modify behavior. This is often done in a chart format.



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Reinforcement Survey

Once the ABC chart has been completed, it is necessary to identify reinforcements/rewards that motivate the student to change. A reinforcement survey can be used to identify items, situations, activities, and social situations that are helpful in shaping student behavior.

Development of Best Opportunity for Learning Plan

Students with autism learn best in environments and situations that are consistent and predictable. Given that there are many different environments, activities, and individuals that impact a student with autism daily, it is important to have a plan developed that will afford the student with the best opportunity for learning.

Supporting Rationale and Research

Banda, D. R., & Grimmer, E. (2008). Enhancing Social and Transition Behaviors of Persons with Autism through Activity Schedules: A Review. *Education and Training in Developmental Disabilities*, 324-333. Retrieved from https://www.jstor.org/stable/23879794?seq=1#page_scan_tab_contents

Bauminger, N. (2002). The Facilitation of Social-Emotional Understanding and Social Interaction in High-Functioning Children with Autism: Intervention Outcomes. *Journal of Autism and Developmental Disorders*, 32(4), 283-298. Retrieved from: <https://pubmed.ncbi.nlm.nih.gov/12199133/>

Biklen, D., & Schubert, A. (1991). New words: The Communication of Students with Autism. *Remedial and Special Education*, 12(6), 46-57. Retrieved from <http://journals.sagepub.com/doi/abs/10.1177/074193259101200607>

Boyd, B. A., Baranek, G. T., Sideris, J., Poe, M. D., Watson, L. R., Patten, E., & Miller, H. (2010). Sensory Features and Repetitive Behaviors in Children with Autism and Developmental Delays. *Autism Research*, 3(2), 78-87. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/aur.124>

Cai, R. Y., Richdale, A. L., Uljarević, M., Dissanayake, C., & Samson, A. C. (2018). Emotion Regulation in Autism Spectrum Disorder: Where We Are and Where We Need To Go. *Autism Research*. doi:10.1002/aur.1968 Retrieved from <https://onlinelibrary.wiley.com/doi/full/10.1002/aur.1968>



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Scott-Van Zeeland, A. A., Dapretto, M., Ghahremani, D. G., Poldrack, R. A., & Bookheimer, S. Y. (2010). Reward Processing in Autism. *Autism Research*, 3(2), 53-67. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1002/aur.122>

Thiemann, K. S., & Goldstein, H. (2001). Social Stories, Written Text Cues, and Video Feedback: Effects on Social Communication of Children with Autism. *Journal of Applied Behavior Analysis*, 34(4), 425-446. Retrieved from <https://onlinelibrary.wiley.com/doi/abs/10.1901/jaba.2001.34-425>

Resources

Videos

[9-year-old's heartfelt video on life with autism](#)

[What It's Like To Have Autism: Experience Sensory Overload For Yourself](#)

[Autism Angel — Carly Fleischmann](#)

Tools

[Antecedent-Behavior-Consequence \(ABC\) Chart](#)

[Student Reinforcement Survey](#)

[Best Opportunity for Learning Plan Template](#)

Submission Guidelines & Evaluation Criteria

To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient score for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(250- to 500-word limit)

Please answer the following contextual questions to help our assessor understand your current situation. *Please do not include any information that will make you identifiable to your reviewers.*

- What is your position in your school and what role do you have when working with students with Autism Spectrum Disorder?
- How are the needs of the student(s) being met or not met?



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- Who are the stakeholders involved with the student(s) that are necessary to building a successful plan for your student(s)?
- How do you plan to use the knowledge that you gain from participating in this microcredential?

Passing: Response provides reasonable and accurate information that justifies the reason for choosing this micro-credential to address specific needs of both the teacher and the student. Educator includes a goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

Artifact 1: ABC Chart

Submit a completed ABC chart on a student with autism. See link in Resources section.

Artifact 2: Reinforcement Survey

Submit completed reinforcement surveys completed by all stakeholders (student, parent(s), classroom teachers, at a minimum, and other adults with whom the student has a significant relationship). See link in resource section.

Artifact 3: Best Opportunity for Learning Plan

Submit a Best Opportunity for Learning Plan that melds all issues and concerns that affect the student's ability to learn, including:

- Environment(s)
- Communication methods and concerns
- Transition methods and concerns
- Reinforcements/rewards that will support the student's ability to learn on a daily basis
- Handling of disruptive behavior(s)
- Interventions/methods of communications that are NOT appropriate.

You may use the template in the Resources section or create your own document with the above bulleted sections clearly labeled.

Part 2. Rubric

| | Proficient | Basic | Developing |
|--|-------------------|--------------|-------------------|
|--|-------------------|--------------|-------------------|



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|--|---|---|---|
| <p>Artifact 1: ABC Chart</p> | <p>All sections of the chart are complete and contain factual, specific, and non-biased or non-opinionated information.</p> <p>Time of observation is sufficient and occurs across multiple settings.</p> | <p>Most sections of the chart are completed.</p> <p>Information is specific and devoid of bias or opinion.</p> <p>Time of observation is adequate but may occur in only one setting.</p> <p>Consequence and/or function sections may be incomplete.</p> | <p>Chart lists minimal amount of information completed over a minimal amount of time, or in a single setting.</p> <p>Information may be biased or opinionated. Some sections of the chart may not be completed.</p> |
| <p>Artifact 2: Reinforcement Survey</p> | <p>Surveys are completed by all or most members of the team and other significant individuals to the student. Both parts of the survey are completed thoroughly.</p> | <p>Surveys are submitted by some but not all or most team members. Both parts of the survey are completed but with minimal or nonspecific information.</p> | <p>One or minimal surveys are completed. Both parts of surveys may not be complete, or are minimally completed.</p> |
| <p>Artifact 3: Best Opportunity for Learning Plan</p> | <p>All sections of the plan are completed thoroughly with examples attached.</p> | <p>Some sections of the survey are left incomplete and/or examples are not provided.</p> | <p>Sections are incomplete and minimal information is provided. No examples are provided.</p> |

Part 3 Reflection

(300-500 word limit)
 Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:



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[How Do I Write a Good Personal Reflection?](#)

Please do not include any information that will make you identifiable to your reviewers.

1. Reflect on your experiences while completing the student reinforcement survey and the ABC chart, and identify roadblocks you may have encountered and how you resolved them.
2. What challenges were presented during the development of the Best Opportunity for Learning Plan, and how did you overcome them?
3. How has this project affected your ability to teach and interact with students with autism, and in what ways might you change your current practices?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific, actionable steps that demonstrate how new learning will be integrated into future practices.



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