

AUTISM SPECTRUM DISORDERS

This course provides a wealth of information and skills to assist students with autism. It gives factual information to dispel the many myths that abound in this field, and emphasizes the relationship between communication and behavior. It prepares paraeducators to make and use visual supports, to structure tasks and the environment, and to provide appropriate supports for social skills instruction.

Module A: Overview and History of Autism (3:0 hours)

The paraeducator will:

1. Distinguish myths from factual information about autism
2. Know the history of how autism has been identified and defined over the years
3. Recognize the common characteristics of autism spectrum disorders
4. Distinguish between research-based and unproven interventions

Module B: Communication (3:0 hours)

The paraeducator will:

1. Differentiate between communication and speech
2. Demonstrate low-tech and high-tech systems to build communication skills
3. Explain the relationship between communication and behavior
4. Demonstrate the use of a communication device that provides a replacement for dangerous or unacceptable behavior

Module C: Visual Supports (3:0 hours)

1. Explain why visual supports are used with students with ASD.
2. Identify the functions visual supports may serve
3. Illustrate a variety of visual supports for each function
4. Describe how visual supports are used with students.
5. Explain the paraeducator role in making visual supports for students

Module D: Structured Teaching (3:0 hours)

The paraeducator will:

1. Identify key features of structured teaching.
2. Demonstrate how to use physical structure to address student needs.
3. Explain how work systems provide structure
4. Demonstrate discrete trial instruction using all levels of prompting.

Module E: Social Skills (3:0 hours)

The paraeducator will:

1. Identify the types of social skills that need to be taught
2. Identify opportunities to teach social skills in naturalistic settings
3. Demonstrate use of social stories, rule cards, power cards
4. Demonstrate how to document student use of social skills