Great Public Schools for Every Student

Working with Students with Autism Spectrum Disorder

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.

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 Research


### Resources

#### Videos

9-year-old's heartfelt video on life with autism

What It’s Like To Have Autism Video Lets You Experience Sensory Overload For Yourself
[https://www.youtube.com/watch?v=5Zo8lzPIUbU](https://www.youtube.com/watch?v=5Zo8lzPIUbU)

Autism Angel — Carly Fleischmann
[https://www.youtube.com/watch?v=34x0YwLPyvw](https://www.youtube.com/watch?v=34x0YwLPyvw)

#### Tools

Antecedent-Behavior-Consequence (ABC) Chart
[http://www.specialconnections.ku.edu/?g=behavior_plans/functional_behavior_assessment/teacher_tools/antecedent_behavior_consequence_chart](http://www.specialconnections.ku.edu/?g=behavior_plans/functional_behavior_assessment/teacher_tools/antecedent_behavior_consequence_chart) on 7/17/2018

Student Reinforcement Survey
[https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/361/positive%20behavior/tier%20i/t2%20resources/Stu](https://achieve.lausd.net/cms/lib/CA01000043/Centricity/domain/361/positive%20behavior/tier%20i/t2%20resources/Stu) on 7/16/2018

Best Opportunity for Learning Plan Template
[https://docs.google.com/document/d/1J9pZ3n9v3kZqVZWtRsedN9-qteI1on6Q5nHJ6LJw/edit?usp=sharing](https://docs.google.com/document/d/1J9pZ3n9v3kZqVZWtRsedN9-qteI1on6Q5nHJ6LJw/edit?usp=sharing)

### Submission Guidelines & Evaluation Criteria

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

#### Part 1. Overview Questions

250 - 500 words

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 at 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?
- Who are the stakeholders involved with the student(s) that are necessary to building a successful plan for your student(s)?
- What do you hope to gain by participating in this micro-credential?
Part 2. Work Examples / Artifacts

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 issues, 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.

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<th>null</th>
<th>Proficient</th>
<th>Basic</th>
<th>Developing</th>
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<tbody>
<tr>
<td><strong>Artifact 1: ABC Chart</strong></td>
<td>All sections of the chart are complete and contain factual, specific, and non-biased or non-opinionated information. Time of observation is sufficient and occurs across multiple settings.</td>
<td>Most sections of the chart are completed. Information is specific and devoid of bias or opinion. Time of observation is adequate but may occur in only one setting. Consequence and/or function sections may be incomplete.</td>
<td>Chart lists minimal amount of information completed over a minimal amount of time, or in a single setting. Information may be biased or opinionated. Some sections of the chart may not be completed.</td>
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<tr>
<td><strong>Artifact 2: Reinforcement Survey</strong></td>
<td>Surveys are completed by all or most members of the team and other significant individuals to the student. Both parts of the survey are</td>
<td>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.</td>
<td>One or minimal surveys are completed. Both parts of surveys may not be complete, or are minimally completed.</td>
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Reflection

300 - 500 words

Please answer the following reflective questions. 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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