Teaching Youth with ASD

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The Information Society

- Information as driver of socio-economics
- Human capital is more important than material capital
- Technology increases speed, access, interconnectness of information globally
- Telecommunications and media are 1/6 of US economy
What Do Learners Need to Know and Do?

- Be information literate: access, evaluate, use
- Be a lifelong learner: pursue interests, read, generate knowledge
- Be socially responsible: uphold democracy, be ethical, cooperate
- 85% of today’s jobs involve tech
What Are They Doing?

- Social Producing
- Learning Social Rules
- Designing Profiles
- Exploring Identity
- Writing Blogs
- Writing Software Codes
- Sharing Producing Music
- Discussion Interests
- Social and Political Activism
- Keeping Friends
- Risk Assessment
What ELSE Are They Doing?

- Seeking Validation
- Competing Popularity
- Venting
- Showing Off
- Embarrassing Self
- Crowded Isolation
- Damaging Reputation
- Pulling Pranks
- Getting Even
- Threatening
- Harassing
- Bullying
Using technology
- Safely
- Responsibly
- Critically
- Pro-actively
The Digital World and Students with ASD

- Students are people first – and they explore the Internet
- Social skills may impact interaction
- Difficulties with figurative language or nuances
- Students with ASD are more likely than others to be cyberbullied
- Students with ASD may be “conned” by websites more than others
Advantages of Tech Aids

- Involves kinesthetics
- Provides a variety of input options and info formats
- Extends child’s attention span
- Facilitates non-verbal response
- Can be used repeatedly
- Can be highly structured with discrete stimuli or activities
- Can be very predictable and patient
- Usually doesn’t require high social skills
- Provides relative anonymity
The Community needs to know...
Instructional Design

- Outcomes
- Indicators
- Learners’ characteristics
- Prerequisite skills
- Instructional format
- Delivery: resources, time, space, groups
- Stages: awareness, model, practice
- Context
Step 1: Awareness

- Call learner’s attention to information – or need for information
- Elicit perceptions by surveys and focus groups
- Design instruction based on learner needs
Step 2: Engagement

- Learners must decode information “language”
- Instructors can scaffold learning to give students prerequisite skills
- Link information with intended task
- Use simple, one-concept, concrete examples to raise and solve issues
Step 3: Manipulate Information

- Processing skills: extract information, decide how to represent information, determine method of manipulating information, manipulate information
- Production: manipulate information representations
- Management of information
Step 4: Application

- Use for decision-making
- Make recommendations for the public
- Create products for the community
Universal Design

- Use accessible formats and methods, such as ADA-compliant web pages.
- Keep processes simple, clear, intuitive.
- Provide choice and flexibility in seating, resources, interaction, pacing.
- Encourage positive communication and learning environment.
Getting Started

- Collaborate!
- Address full scope of deficits.
- Remember developmental sequences of physical, communication, social skills.
- Keep child close to instructional area.
- Use speech and gestures.
- Be explicit and literal.
- Avoid libraryese and library idioms.
- Take advantage of teachable moments.
- Reduce behavior incompatible with learning.
Instruction for Youth with ASD That Applies to Digital Citizenship

- Break down processes into 1-2 steps; scaffold
- Monitor closely and intervene as needed
- Use concrete and literal examples
- Incorporate video and social stories
- Role-play appropriate social behaviors
- Reinforce a culture of responsibility
- Teach students to know when to ask for help
- Apply universal design for learning principles (multiple representations, expressions, engagement)
Tips for Teaching Students with ASD

- Create a safe place to share experiences and fears (e.g., cyberbullying)
- Create a walled “garden” (or intranet) to explore social media
- Teach what is safe to share, and what should be private
- Role-play digital citizenship behaviors
- Link students with other kinds of students using monitored social media (work through a partner teacher)
- Find/monitor websites where students can contribute positively
Ways that Students with ASD Can Share

- Review books, media, Internet sites
- Create online tutorials and guide sheets on subject matter of interest.
- Create websites for organizations of interest.
- Capture visual history, especially of community landmarks.
- Develop technology-based products that can be used to advance social causes.
K12 Digital Citizenship
This site provides k12 curriculum on digital citizenship and professional development for adults working with K12 students on digital citizenship.

What is digital citizenship?
Using technology
- Safely
- Responsibly
- Critically
- Pro-actively to contribute to the digital society
Learning Websites for Children with Autism

The following websites are wonderful resources for your children, especially the ZAC browser, the first web browser developed specifically for children with autism. Special thanks to Suzanne Prestigiacomo, a parent who helped me put this list together.

www.zacbrower.com - ZAC is the first web browser developed specifically for children with autism, and autism spectrum disorders such as Asperger syndrome, pervasive developmental disorders (PDD), and PDD-NOS. We have made this browser for the children - for their enjoyment, enrichment, and freedom. Children touch it, use it, play it, interact with it, and experience independence through ZAC.

www.sensoryworld.org - Interactive place learning that is fun, stimulating, relevant, appropriate and responsive.

www.videoplaylist.org - Perfect for parents and caregivers of autistic children as it allows you to create your own playlist from available youtube videos that launches from your own webpage supplied by them - adfree webpage! Then you can simply click on the link on the left and the video plays.

www.babybumblebee.com/company/freebies.cfm - Many free printables including number and alphabet posters and cards. Handwriting sheets, color flash cards, vocabulary builder flash cards, printable books.

www.do2learn.com - Games, songs, communication cards, print visuals, Make a schedule, activities and more resources.

www.avenscorner.com - Games for children with special needs, but can be enjoyed for children of all ages.

www.starfall.com - Where children have fun learning to read. ABC, picture stories, fun reading learning games.

www.treehouse.tv - Games and video.

www.funbrain.com - Games, math, reading, playground, web books, comics, videos.


www.pecsplace.com - PECS PLACE is a game, it's meant to be fun and rewarding, and yet at the same time... can be used by parents, habititators, and therapists alike, to be another tool to help teach your child!
How Could We Live Without the Internet?
09/17/2010

Have you ever thought what life was like before the Internet arrived? The Internet is how most of us keep in touch with our colleagues, friends, and family, write IEPs for children in our classrooms, do research for school, find homework support for our children, research a cool place to visit, find out what movie is playing near you, check our children’s grades, or find out the latest news. The list could go on and on.

Of course, the Internet is home to millions of places you can and should visit. Like an infinite library, the Web can take you around the world with the information it contains. Almost anything you can think of has a website (or a thousand of them) about it. And it’s not just websites — blogs, videos, podcasts, articles, forums, and more.

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Archives
- February 2011
- September 2010

Categories
- All
- Cyberbullying
- Internet Safety

RSS Feed
"My son is 15. Some kid at his high school has posted a hate page on Facebook. I reported it 2 days ago but it has not been removed. It's obviously created by high scholars so I don't know why not. A few kids signed on to it. My son would not have told me about it but his friend told me. He said my son said he would be suicidal if people signed on to a hate page and there it was. I don't think he is suicidal. I know he and his friends are having a hard time with adolescence. I have seen these boys through their growing years and seen many instances of bullying among them -- which I have challenged them to change. My son says the kid who made the page wants to date..."
DO-IT Pals

Who can be a DO-IT Pal?

Are you a teenager with a disability?

Do you want to attend college?

Are you interested in pursuing a challenging career?

Would you like to meet other teens with disabilities who have similar goals? Get tips for success from college students and other adults with disabilities?

Do you want to learn about scholarships, internships, and other opportunities?

Can you get access to a computer and the Internet?

*If you’ve answered yes to these questions, YOU would make a great DO-IT Pal!*

What do DO-IT Pals do?

Mentoring

Frequent email and personal contacts with Mentors support DO-IT Pals’ academic, career, and personal goals. Mentors are college students, faculty, and practicing engineers, scientists, and other professionals. Many DO-IT Mentors have disabilities themselves. Experienced DO-IT Pals also develop and practice communication and leadership skills by acting as peer mentors for incoming DO-IT Pals. They make friends and motivate each other to achieve their goals.

Internetworking

DO-IT Pals use the Internet to explore academic and career interests. It is their door to the information and resources they need for success.
...Because students are our future!