

A classroom setting with a light blue wall. A large black chalkboard with a wooden frame is mounted on the wall. The word "AUTISM" is written in large, bold, yellow letters with a white outline. Below it, the words "SCHOOL SUPPORTS & SCHOLARSHIP PROGRAM" are written in smaller, yellow, sans-serif capital letters. In the foreground, there are several light-colored wooden desks and bright yellow plastic chairs. The floor is a greyish-blue tile.

AUTISM

SCHOOL SUPPORTS &
SCHOLARSHIP PROGRAM

Hickman & Lowder

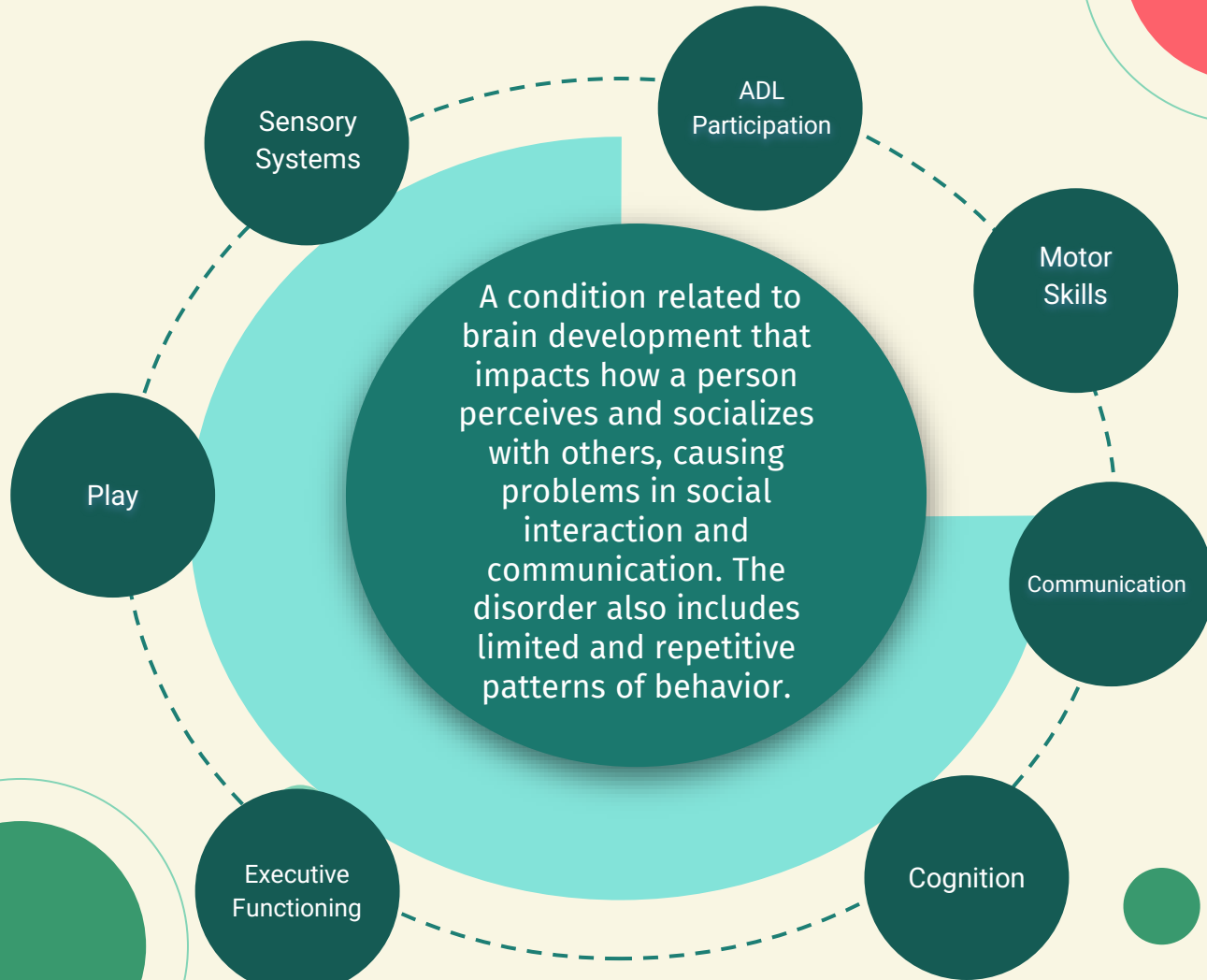
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Autism



Autism

1 in 44

Diagnosed in 2021

**Rapid
increase**

DSM vs is it more
common?

1 in 150

Diagnosed in 2000

Autism in Girls



4:1 → 3:1

Ratio of boys to girls with ASD – recent research is showing it's more like 3:1



Testing

Research suggests that tests are not tapping into the symptoms of girls



Skills

Have greater language skills and less repetitive behaviors

Autism Red Flags



Does not
respond to
name



Limited
eye
contact



Lining up
toys or
objects



Language
differences



Does not
follow
directions



Few to no
gestures

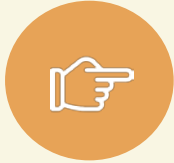


Does not
participate
in
interactive
games

Autism Red Flags



Does not
share
interest in
others



Does not
point



Does not
notice or
play with
others



Upset with
minor
changes



Obsessive
interests



Rigid in
routines



Flaps
hands,
spins, or
rocks

Signs there might be a problem

Receptive

Doesn't respond to name
Difficulty following
directions & answering
questions

Speech

Excessive difficulty with
understanding their
speech after age 3

Expressive

Limited use of gestures
Not using words by 2
Not speaking in
sentences by 4
Difficulty with grammar
and vocabulary

Typical Language Development Part 1

12-18 mo.

Vocabulary grows.
10-20 words. Can understand more than can say. Follows simple instructions

18-24 mo.

Starts putting 2 words together. Strangers will understand 25-50% of what they say

2-3 years

Speak in 3-4 words. Articulation becomes more clear. Strangers will understand $\frac{3}{4}$ of what they say

Typical Language Development Part 2

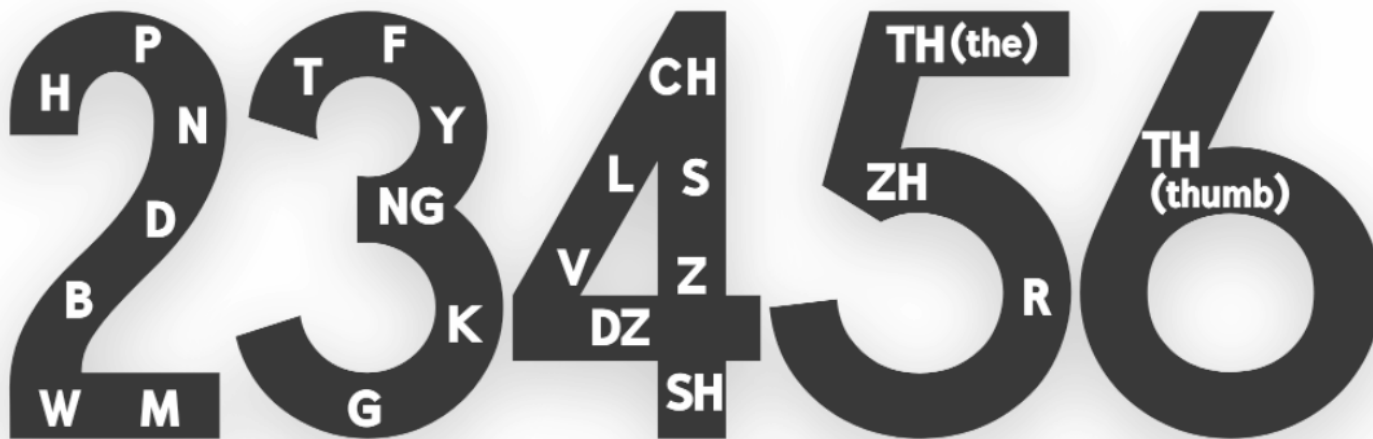
3-5 years

Longer, more complex conversations about thoughts & feelings.
Asks about people and places that aren't in front of them.
Uses wide range of topics and shows understanding of grammar

5-8 years

Starts to understand how sounds within language work together. Better storyteller.
By 8 will have adult-like conversations

Typical Speech Sound Development



NOTE Children can develop these sounds before these ages & many sounds have a time range of mastery.

Crowe, K., & Mcleod, S. (2020). Children's English Consonant Acquisition in the United States: A Review. *American Journal of Speech-Language Pathology*, 1-15. doi:10.1044/2020_ajslp-19-00168



Diagnosis

Who can give the diagnosis?

Pediatrician, Developmental Pediatrician, Psychologist,
or Neurologist

What do you need for a diagnosis?

ADOS- can be administered by someone other than your
doctor

Autism Diagnostic Interview-Revised- Interview for
caregivers

Notes

It can take many months to get in to see a provider, we often
recommend you try to get testing done before your appointment to
expedite diagnosis process

Other Considerations/ Diagnoses



ADHD

Lack of attention or hyperfixation



Apraxia

Motor planning disorder—lips, tongue and jaw all work appropriately BUT has inconsistent errors in speech productions



Sensory Processing Disorder

No longer considered a diagnosis in the DSM. Can affect any 8 of the sensory systems

Senses



Touch



Smell



Taste



Vision



Hearing

Additional Sensory Systems



Vestibular

Change of position, direction, and speed 2-3 15 minute breaks regulate typical child

May seek input by spinning, running, jumping, and crashing



Proprioception

Where your body is in space

May use too little or too much force, rough play, bumping into things



Interoception

Sense of internal body—hunger, thirst, heart rate, etc

Affects self-awareness, problem solving, social understanding, flexible thinking, intuition, and emotional regulation and recognition

Feeding

Eating and drinking is one thing within child's control

Oral motor skills



Cup Drinking



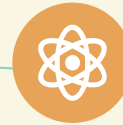
Trauma



Food hoarding



Sensory



Treatment

Feeding therapy

Include child in food activities/play/ prep

What services/ supports are available?



Occupational Therapy

Sensory

Processing, integration and desensitization



Emotional Regulation

Understanding, identifying emotions. Developing coping strategies



Fine Motor

Functional hand skills, writing



Social Skills

Turn taking, making appropriate choices with peers, regulating in peer activities, personal space



Speech Therapy

Speech

Articulation; Phonological



AAC

High and low tech, finding best fit for child

Language

Comprehension and Expression



Social Skills

Initiating and making appropriate conversation

Physical Therapy

Milestones

Help reach gross motor milestones



Balance

Standing, walking, stairs, etc.

Strengthening

Strengthen muscles to in order to participate in tasks



Postural stability

Core strength to hold body up

Other Services

ABA

Assess the functional relationship between the behavior, the person, and the environment.



Counseling

Navigating emotions, any anxieties, and identifying as autistic,

Music Therapy

Many children are drawn to music and it helps promote communication



Aquatic Therapy

Water provides increased sensory input and is also a way to help increase communication & interaction

Parent Resources

School Advocates

Usually listed in your school districts staff directory



Milestones.org

Has a list of resources for services, family support groups

Check for local funding and grants!

Parent Counseling and Coaching

It's important to take care of yourself so that you can best take care of your child

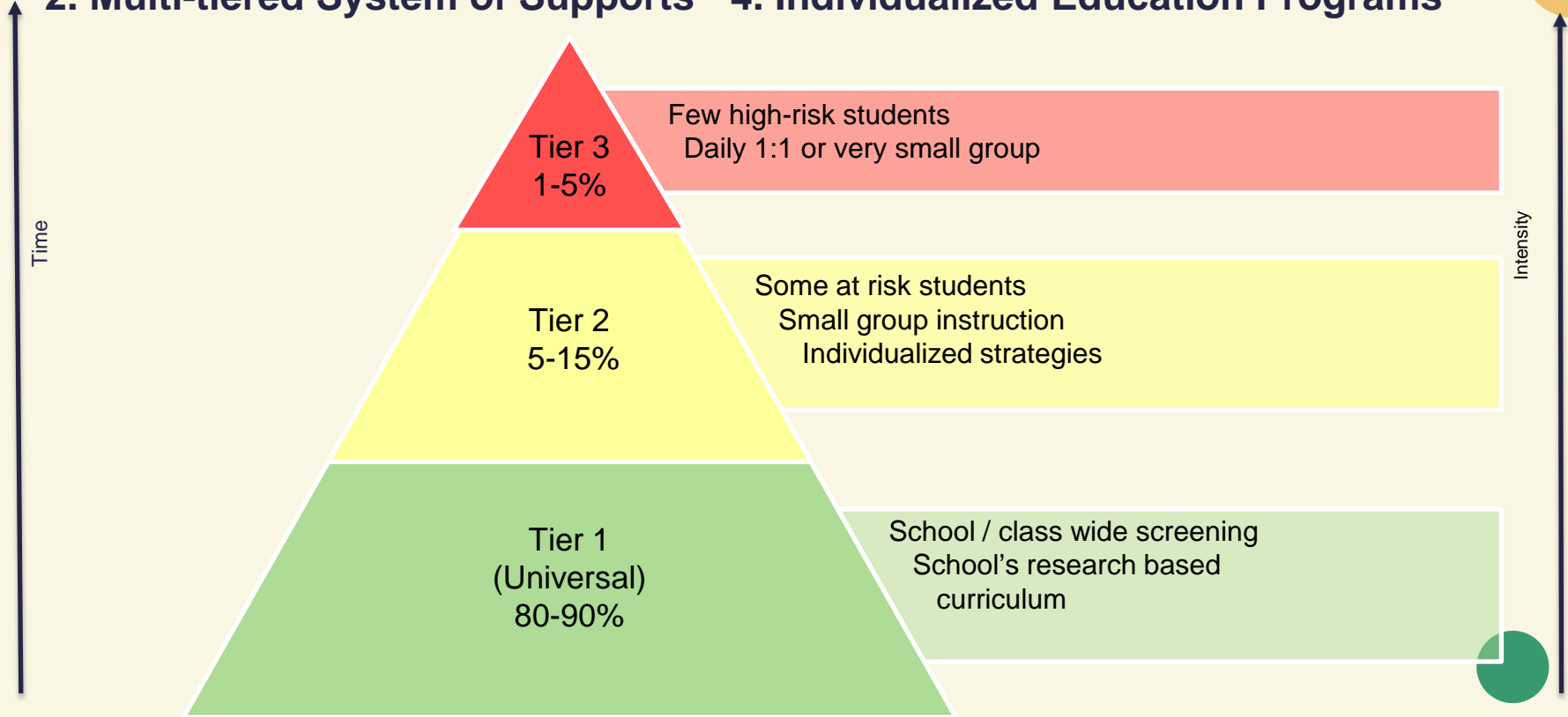


Social Media

There are tons of groups on Facebook

School Supports

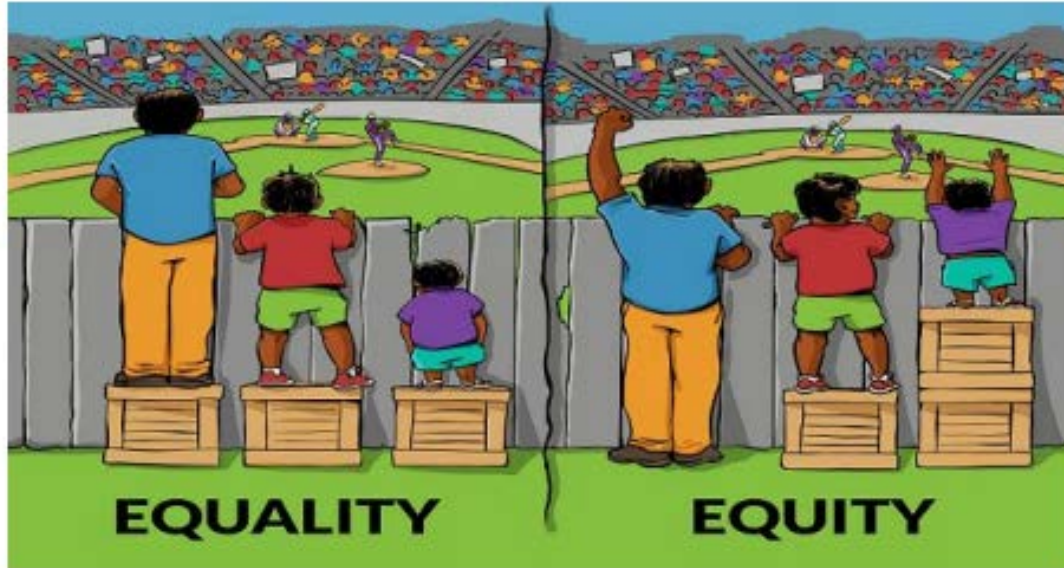
1. Differentiation in the classroom
2. Multi-tiered System of Supports
3. Section 504 Plans
4. Individualized Education Programs



IEP Plan v. 504 Plan

	Individualized Education Program	Section 504 Plan
Law	Special Education Individuals with Disabilities Act (IDEA)	Civil Rights Rehabilitation Act of 1973
Department	Department of Education	Office of Civil Rights
Eligibility	1) Has one of 13 disabilities 2) Significantly impacts educational performance, and 3) Requires specialized services	Has a disability that significantly impacts a major life function
What is included	Accommodations Related services Modified assignments or curriculum Specialized education services	Accommodations Related services Modified assignments
Age Limits	12 th grade or until student turns 22	No age limits
Discipline	Manifestation Determination Review if suspended more than 10 days Determine if the behavior was a manifestation of the student's disability	

Section 504 Plan



- Physical / mental impairment that substantially limits one or more major life activity
- Caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working
- AND need is determined

District MUST

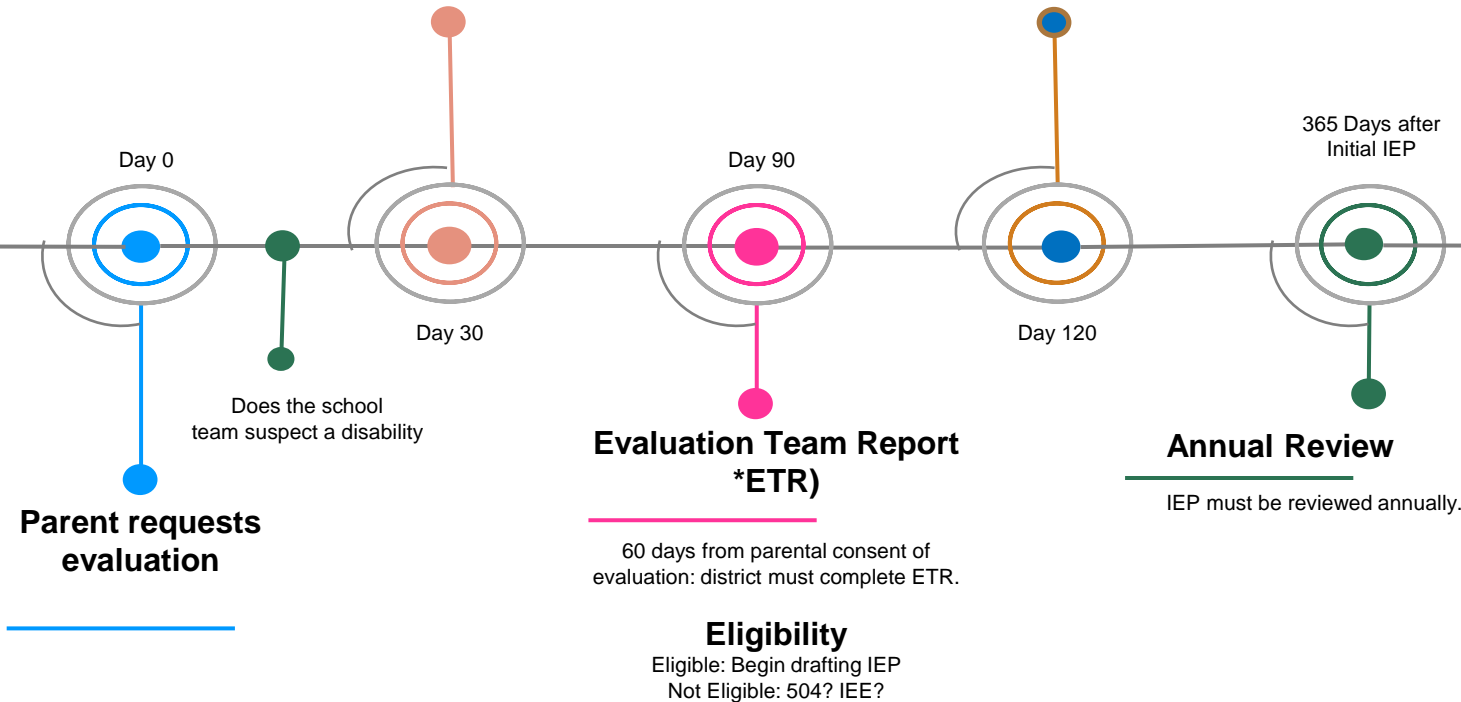
1. Refuse to evaluate and send parent PR-01 OR
2. Agree to evaluate and hold evaluation planning meeting

Evaluation Planning Mtg

1. Which categories to consider
2. Which evaluations
3. Get parent consent for evaluations

IEP

30 days after evaluation deems student eligible: Initial IEP must be in place



Parent requests evaluation

Does the school team suspect a disability

Day 30

Evaluation Team Report *ETR)

60 days from parental consent of evaluation: district must complete ETR.

Eligibility

Eligible: Begin drafting IEP
Not Eligible: 504? IEE?

Annual Review

IEP must be reviewed annually.

Day 0

Day 90

Day 120

365 Days after Initial IEP

Eligibility Determination

4. ELIGIBILITY

ELIGIBILITY DETERMINATION

It is the determination of the team that:

The determining factor for the child's poor performance is not due to a lack of appropriate instruction in reading or math or the child's limited English proficiency. For the preschool-age child, the determining factor for the child's poor performance is not due to a lack of preschool pre-academics. YES NO

The child meets the state criteria for having a disability (or continuing to have a disability) based on the data provided in this document. YES NO

The child demonstrates an educational need that requires specially designed instruction. YES NO

If the response is **NO** to any question, then the child is **NOT** eligible for special education.

If the response to all three questions is **YES**, then the child **IS** eligible for special education.

The child is eligible for special education and related services in the category of:

BASIS FOR ELIGIBILITY DETERMINATION: (or Continued Eligibility)

Provide a justification for the eligibility determination decision, describing how the student meets or does not meet the eligibility criteria as defined in OAC 3301-51-01 (B)(10)(Definitions) and OAC 3301-51-06 (Evaluations). **Include** how the disability affects the child's progress in the general education curriculum.

13 Disability Categories

Developmental Delay (2-10)

1. Specific learning disability (SLD)
2. Other Health Impairment (OHI)
3. Autism Spectrum Disorder
4. Emotional Disturbance
5. Speech or language impairment
6. Visual impairment

7. Deafness

8. Hearing Impairment
9. Deaf-blindness
10. Orthopedic impairment
11. Intellectual disability
12. Traumatic Brain Injury
13. Multiple Disabilities

IEP Structure

1. Profile
2. Annual Goals
 - Present Level of Performance
 - Measurable Goal
 - Method for Measuring Progress
 - Measurable Objectives
3. Specially Designed Instruction
4. Related Services
5. Accommodations
6. Modifications
7. Placement / Least Restrictive Environment
8. Extended School Year



Accommodations, Services and Modifications

Example Accommodations

Pre-teach materials	Allow oral responses
Shorten assignment	Extended time
Extra cues or prompts	Small group testing
Chunk assignments	Preferential seating
Visual schedule	Reduce visual distractions
Calendar or journal	Larger print
Breaks / movement breaks	

Related Services

OT, PT, Speech
Counseling, Gym

Modifications

- **Assignment**
 - Different home, test questions
 - Alternative projects or assignments
- **Curriculum**
 - Different material
 - Different grade or test standard

Autism Scholarship Program

IEP with autism disability category

IEP serving autism needs

Private diagnosis of autism