

## Resources

<http://www.autismspeaks.org/whattodo/index.php>

<http://www.vesid.nysed.gov/specialed/autism/autism.htm>

<http://www.autismweb.com/sensory.htm>

**A Parents' Guide to Autism and Pervasive Developmental Disorder (PDD)**

<http://autismneighborhood.org/>

Welcome to AUTISM NEIGHBORHOOD

We are committed to increasing public awareness regarding autism and its effects through a series of candid and compelling interviews with experts and professionals in the field as well as those individuals and families with autism.

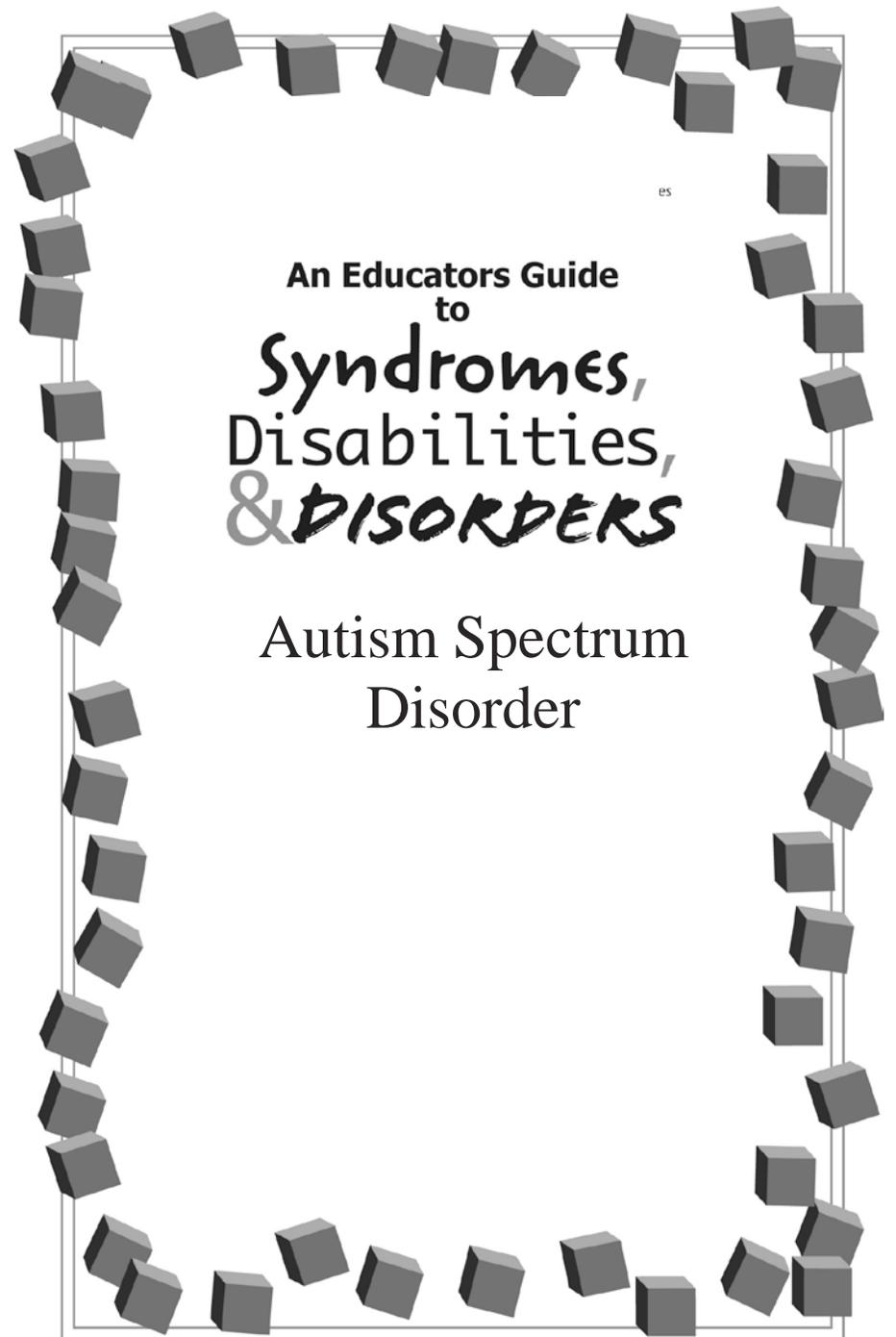
<http://www.asquarterly.com/about.html>

*Autism Spectrum Quarterly* (ASQ) is a Magajournal® that combines the best of a high-quality magazine with the substance and depth of a professional journal. Its mission is to serve as an information leader for, and bridge between the research and general autism communities.

<http://www.autism-society.org/site/PageServer>

ASA, the nation's leading grassroots autism organization, exists to improve the lives of all affected by autism. We do this by increasing public awareness about the day-to-day issues faced by people on the spectrum, advocating for appropriate services for individuals across the lifespan, and providing the latest information regarding treatment, education, research and advocacy.

<http://www.nimh.nih.gov/health/publications/autism/complete-publication.shtml>



### *Symptoms or Behaviors*

Autism is diagnosed by a medical doctor rather than through educational testing. The term is used to categorize severe communication/language and interpersonal skill deficits. As a group, students with autism may display a wide range of intensity in some of the following areas: speech and communication disabilities, sensory deficits, tantrums, self-stimulation, inappropriate social behavior, inappropriate play or unconventional use of toys, and inappropriate emotions.

Some students with autism may not be able to:

- Establish or maintain relationships with peers and teachers
- Show appropriate behavior under normal circumstances

Some students with autism may:

- Relate to people, object, or events very poorly
- Lack communication skills
- Prefer an unchanging environment
- Demonstrate repetitive movement or sounds
- Show slow development or lack physical, social, language, or learning skills
- Have an inability to learn that can't be explained by intellectual or health reasons.

### *Instructional Strategies and Classroom Accommodations*

- Provide structure in routine and classroom environment
- Break instruction down into small steps

- Change instructional materials. Change seating to continue with an activity.
- Try to distract or stop self-stimulating behavior if it is interfering with learning; otherwise, ignore it.
- Describe concrete actions, because feelings and verbal descriptions may not be understood
- Try reinforcing positive behaviors.
- Teach appropriate social skills
- Improve communication skills (verbally or with the use of assistive devices or a computer).

This list of instructional strategies is rather general and short. The problem is that each case is unique; thus, it's hard to describe general procedures. The best advice is to ask for direction from the team, find out what has worked in the past and what hasn't worked. Ask for suggestions on what to try, and document the child's response to those tries. Since these students like structure, give an intervention or suggestion enough time. Once will not be enough! Ask the parents what works. Also, make sure you are aware of the educational goals and objective for this student.