

<b>Course Title:</b> Supporting Students with Autism in the General Ed Classroom	
<b>Number of Content Modules:</b> 5	<b>Grade Levels:</b> PreK-12
<b>Questions:</b> 1-855-498-4400 <a href="mailto:PD@TeachnKidsLearn.com">PD@TeachnKidsLearn.com</a>	<b>TKL Catalog:</b> <a href="https://teachingknowledgeLoop.com/external-catalog">https://teachingknowledgeLoop.com/external-catalog</a>

### Course Description

According to the CDC, about 1 in 36 children have autism spectrum disorder, or ASD. Before teachers can engage students with autism in the classroom, they must first fully understand the challenges and barriers to learning that having autism may cause and understand how to use student strengths to enhance learning.

This comprehensive instructional course provides you with proven methods to assist you in understanding autism spectrum disorder (ASD) and the impact that having autism has on students, their families, the classroom, and the school community. You will explore a variety of factors and attributes that influence learning and student achievement, such as race, gender, personal differences, learning preferences, and unique upbringings. You will learn how to help students, no matter where they are on the autism spectrum, be more productive and successful.

This course will teach you practical ways to create a structured, focused environment to reduce stress and anxiety, as well as methods to help your students become more flexible in coping with change and unplanned events. You will also learn methods to help students develop functional social skills, improve classroom behavior, and improve overall academic achievement. Finally, you learn ways to create a positive, affirming environment that supports equitable learning for all students, with and without disabilities.

## Course Objectives

- CO.1:** Understand the prevalence of autism spectrum disorder in the United States and know that autism manifests differently depending on where individuals fall on the autism spectrum. (Danielson Component 1b, 1e, 2a, 2b, 3a, 3c, 3e, 4a, 4d)
- CO.2:** Structure a predictable, welcoming, affirming, and inclusive learning environment to reduce stress/anxiety, and provide equitable access to learning for students with autism spectrum disorder. (Danielson Component 2a, 2b, 3c, 4e)
- CO.3:** Distinguish how student identity, along the diversity dimensions of learning exceptionalities, learning preferences, race, gender, ethnicity, and cultural background, influence learning. (Danielson Component 1b, 2b, 3c, 4e)
- CO.4:** Evaluate how teachers' personal identities, cultural backgrounds, and biases influence equitable teaching practices and learning opportunities for students from historically underserved and marginalized groups. (Danielson Component 1b, 2a, 4e)
- CO.5:** Apply techniques for teaching self-management and self-regulation to students with autism spectrum disorder to promote adaptive behavior and minimize distractions in the classroom. (Danielson Component 2a, 2d, 3c)
- CO.6:** Use culturally responsive strategies that help students with autism spectrum disorder direct their attention and sustain focus on relevant learning tasks. (Danielson Component 1a, 1b, 2a, 2b, 3c, 4e)
- CO.7:** Create a culturally responsive, supportive classroom environment to help students with ASD reduce stress, anxiety and the potential for sensory overload in the school environment. (Danielson Component 1b, 2b, 2c, 3d, 3e, 4e)
- CO.8:** Apply culturally responsive protocols and strategies for increasing flexibility, self-efficacy, and independence and in learners with autism spectrum disorders. (Danielson Component 1b, 2a, 2d, 3c, 4e)
- CO.9:** Use culturally responsive classroom strategies and supports to strengthen communication skills and peer relationships, and meet the individual social, emotional, and academic needs of students with autism. (Danielson Component 1b, 2a, 2b, 2d, 3a, 3c, 3e, 4a, 4d, 4e)
- CO.10:** Create successful home-school partnerships using asset-based, culturally responsive approaches. (Danielson Component 1b, 2a, 3a, 3c, 4c, 4e)
- CO.11:** Reflect in brave learning spaces to a) center experiences and perspectives of non-dominant groups, b) surface and interrogate beliefs, norms, assumptions, and practices that contribute to inequity, and c) reflect on the influence of socialization, identity, and culture on teaching and learning. (Danielson Component 4a, 4d)

# Course Outline

## Course Introduction Module

### Module Topics

In this module, you will learn about the course set-up and expectations for learning and collaborating in a brave learning context, meet your colleagues, reflect on your social identities, and activate your prior knowledge about teaching students with autism.

- *Learn About It!* Course Navigation and Methodology
- *Learn About It!* Course Description
- *Learn About It!* A Transformative Approach to Education
- *Learn About It!* Expectations and Community Agreements for Engaging in Brave Dialogue
- *Reflect on It!* Community Building Circle: Course Story
- *Reflect on It!* Course Objectives

## Module 1: Understanding Autism Spectrum Disorder (ASD)

### Module Topics

In this module, you will learn about the prevalence of autism in children in the United States. You will practice using culturally relevant practices to shift beliefs and change practices that contribute to learning inequities. You will also learn to incorporate inclusionary practices to improve self-esteem and academic performance in students with ASD.

#### Section 1: Characteristics of Autism Spectrum Disorder

- *Reflect on It!* How Beliefs and Assumptions About Autism Shape Practice
- *Reflect on It!* Introduction to Autism Spectrum Disorder
- *Learn About It!* How Autism May Impact Different Students
- *Learn About It!* The Influence of Culture on Teaching and Learning
- *Reflect on It!* Critical Consciousness, Race, and Equity
- *Reflect on It!* Implicit Bias in the Classroom
- *Learn About It!* Prevalence and Types of Autism
- *Master It!* Applying What You Have Learned

#### Section 2: Creating an Inclusive and Equitable Classroom

- *Learn About It!* Your Role as an Educator in an Inclusive Classroom
- *Practice It!* Getting Ready for Students with ASD
- *Reflect on It!* Creating a Welcoming and Affirming Environment for Learning
- *Reflect on It!* Culturally Responsive Teaching Practices
- *Reflect on It!* Strategies for Culturally Competent Educators
- *Learn About It!* Understanding the Needs of Students with ASD
- *Learn About It!* Successful People with Autism
- *Reflect on It!* Working with Students on the Spectrum
- *Practice It!* Your Role as an Educator in an Inclusive Classroom

## Module 2: Fostering Classroom Success for Students with ASD

### Module Topics

In this module, you will learn how to help students with autism spectrum disorder reduce the stress and anxiety that students with autism can experience. You will also learn why increasing student executive function skills helps students improve important skills such as planning, organization, self-regulation, and flexibility that increase student success in the classroom.

#### Section 1: Helping Students with Autism Reduce Stress and Anxiety

- *Learn About It!* Decoding Anxiety in Students with ASD
- *Learn About It!* Setting Predictable Rules and Routines
- *Reflect on It!* Creating Classroom Norms
- *Reflect on It!* Providing Visual Schedules
- *Practice It!* Applying What You Have Learned
- *Learn About It!* Helping Students with ASD Cope with Change
- *Reflect on It!* Creating Sensory-Friendly Classroom Spaces
- *Learn About It!* Creating Strong Teacher-Student Relationships
- *Reflect on It!* Building a Sense of Belonging in Students with Autism
- *Reflect on It!* Preventing Bullying in the Classroom
- *Practice It!* Student Observation Activity

#### Section 2: Enhancing Executive Function in Students with ASD

- *Learn About It!* What is Executive Function?
- *Reflect on It!* Executive Function for Elementary Students
- *Reflect on It!* Executive Function for Secondary Students
- *Learn About It!* Strengthening Flexibility in Students with ASD
- *Reflect on It!* More on Increasing Flexibility
- *Learn About It!* Developing Organization Skills
- *Reflect on It!* Executive Function and Self-Regulation
- *Master It!* Creating a Student Plan

## Module 3: Developing Communication and Social Skills

### Module Topics

Students with autism often struggle with language, communication, and social skills. In this module, you will learn how to help students improve their communication skills and become better at making friends and interacting with others in socially appropriate ways.

#### Section 1: Strengthening Communication Skills in Students with Autism

- *Reflect on It!* Building a Sense of Belonging in Students with Autism
- *Reflect on It!* Strategies for Culturally Competent Educators
- *Learn About It!* Communication Skills in Students with ASD
- *Learn About It!* Tools for Students Who Need More Support
- *Practice It!* Creating Communication Resources for Students with Autism

#### Section 2: Building Social Skills

- *Reflect on It!* Social Communication Challenges
- *Reflect on It!* Teaching Social Communication Skills
- *Learn About It!* Learning to Make Friends for Students with Autism
- *Reflect on It!* Helping Elementary Students with Autism Make Friends
- *Reflect on It!* Helping Secondary Students with Autism Make Friends
- *Master It!* Understanding Communication and Social Skills in Students with Autism

## Module 4: Supporting Emotional and Behavior Management

### Module Topics

In this module, you will learn how to help students with sensory or emotional overload by using culturally responsive practices and calming strategies to self-regulate their emotions and behavior when emotional overload happens. You will also learn how to handle emotional meltdowns when they do happen so that students can regain control and understand how to handle emotional situations in the future.

#### Section 1: Emotional Regulation for Students with Autism

- *Learn About It!* Promoting Social Interactions Between Peers
- *Learn About It!* Wandering or Running Behaviors
- *Reflect on It!* The Importance of Emotional Regulation
- *Learn About It!* Helping Elementary Students with Emotional Regulation
- *Learn About It!* Helping Secondary Students with Emotional Regulation
- *Learn About It!* Methods of Emotional Regulation (Elementary)
- *Learn About It!* Methods of Emotional Regulation (Secondary)
- *Reflect on It!* Valuing Personal Identity with Culturally Competent Practices
- *Practice It!* Planning for Student Emotional Needs

#### Section 2: Behavior Management for Students with ASD

- *Learn About It!* Understanding Meltdowns and Disruptive Behavior
- *Reflect on It!* Emotional Meltdowns in Students with ASD
- *Learn About It!* Planning Coping Strategies to Calm Emotions
- *Learn About It!* Fostering Empathy and Social Awareness in Peers
- *Practice It!* Mastering Emotions and Behavior Management

## Module 5: Building Success and Collaborating with Families

### Module Topics

In this module, you will learn how to create a positive, inclusive classroom that provides differentiation and academic support systems to maximize academic learning for students on the autism spectrum. You will also learn how to foster academic success for students with autism while building collaborative partnerships with families to make a difference in student's lives.

#### Section 1: Supporting Classroom Success

- *Learn About It!* Learning in the Inclusive Classroom
- *Learn About It!* Supporting Literacy in Students with Autism
- *Reflect on It!* Visual Note-Taking for Students with Autism
- *Learn About It!* Teaching Math as a Social Activity
- *Reflect on It!* Differentiated Learning and Goal Setting for Students with ASD
- *Reflect on It!* Academic Support Systems for Inclusive Classrooms
- *Learn About It!* Using Technology for Learning
- *Reflect on It!* Refocusing Learning for Neurodiverse Students
- *Practice It!* Creating an Anti-bias Classroom
- *Master It!* Redesigning My Classroom for Students with ASD

#### Section 2: Collaborating with Families

- *Learn About It!* Collaborating with Parents for Students with Autism
- *Reflect on It!* The Difference Teachers Can Make
- *Reflect on It!* The Difference Teachers Can Make
- *Learn About It!* Racial Bias and Access to Healthcare
- *Learn About It!* Involving Parents in Supporting Students at Home
- *Learn About It!* Using Success Charts and Building Relationships
- *Reflect on It!* Beliefs and Assumptions About Autism Shape Practice
- *Master It!* Planning for the Needs of a Student with Autism

## Course Wrap-Up Module

### Module Topics

In the Course Wrap-Up Module, you will reflect on your learning from the course and your mastery of the course objectives.

#### Section 1: Summative Reflection

- *Reflect on It!* Summative Reflection
- *Reflect on It!* Course Evaluation and Reference List