Best Practice Teaching for Students with ASD and Moderate ID: A Whole Class Case Study

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aspect
practice
autism practice that works
Outline

• Background
• Aspect’s Comprehensive Approach to Education (ACAE)
• Meet Class 7
• Student Profile
• Key elements of ACAE in relation to Class 7 - Practical application of the model.
Children with ASD have ID up to 70% of the time (Matson & Goldin, 2013; Bryson et al, 2008)

Children with ASD and co-morbid intellectual disability have different needs to those with ASD alone (Matson & Shoemaker, 2009)

More difficulties with adaptive behaviour, poorer prognosis (Matson & Shoemaker, 2009), more difficulties feeding and sleeping (Mannion & Leader, 2013)

Modified content and instruction is often needed, with environmental supports (Wakeman et al 2013)

Expectations should be varied, small successes celebrated
Aspect’s ACAE

Aspect uses a comprehensive approach to education (ACAE) (Aspect, 2012)

- Comprehensive - drawing from a number of different evidence informed approaches
- “no one size fits all”
- Many elements involved in successful education for students with ASD
Aspect Comprehensive Approach for Education

- Curriculum
- Individualised Planning
- Environmental Supports
- Structured Teaching Approaches
- Positive Behaviour Support
- Supported Transition & Inclusion
- Professional Development
- Learning Support Team
- Family Involvement & Support

KEY
- Student Focus
- Systems Focus

Aspect, (2012)
Meet Class 7
Student Profile

**Aidan**

- **Name:** Aidan
- **What's important to me:** I love the **fit ball**
- **What people like and admire about me:**
  - I'm good at art
  - I can sign
  - I can follow routines
  - I can go back to class when the bell rings
  - I can match

**Student Input**
• Parent input and collaboration
• Goals in core competency areas - communication, social, behaviour, sensory
• Masato will follow his individual timetable during morning session with physical prompts, visual prompts, verbal prompts, gestural prompts, independently five times a week over five consecutive weeks.

• Aidan will tolerate an adult touching his hair three times per week during the ‘looking after myself’ lesson over five consecutive weeks.

1. Individualised Planning

<table>
<thead>
<tr>
<th>Personal Development, Looking After Myself</th>
<th>A</th>
<th>P</th>
<th>M</th>
<th>G</th>
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<tbody>
<tr>
<td>Wipes face independently using a wet wipe</td>
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<td>Remains seated while a sponge is squeezed over their head and allows a small amount of water to run down their face</td>
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<td>Brushes hair independently</td>
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2. Curriculum

- Starts with the students, their individual needs and their Autism Spectrum Disorder (ASD) Core Competencies integrated into the Board of Studies set curriculum.

  - Social
  - Communication
  - Behaviour
  - Sensory

- Sensory: All Key Learning Areas (KLA)
- Communication: Main focus for literacy lessons, covered in all KLAs.
• Physical Setting
• Checklists for requirements
   Visual supports
   Routines
   Structure
   Choice
   Positive behaviour supports

3. Environmental Supports

Monday

Tuesday

Wednesday
4. Structured Teaching

- Structured activities and tasks
- Explicit instruction
- Facilitating independence, engagement, attending
- Carefully planned
- Repetition, repetition, repetition
- Based on the TEACCH approach (Mesibov et al, 2004)

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<th>Monday</th>
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<tr>
<td>FPP</td>
<td>Full Physical Prompt</td>
<td>I – Independent</td>
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<tr>
<td>PPP</td>
<td>Partial Physical Prompt</td>
<td>M – Mouthing</td>
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<tr>
<td>GP</td>
<td>Gestural Prompt</td>
<td>RD – Redirected</td>
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<tr>
<td>VP</td>
<td>Verbal Prompt</td>
<td>R – Rocking on chair</td>
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5. Family Involvement and Support

“Going to the Doctor”

“After the school program, Mack was able to tolerate the doctor checking his ears and tummy. Previously, it was a two parent job holding him down”
6. Positive Behaviour Support

Communication Supports

Sensory Supports

- Picking face, arms, legs and back
- Extreme distress
- Functional Behaviour Analysis
- Data Collection
- Home and School Functions
  - Attempts to communicate with staff
  - Tactile input - hands
Classroom Sensory Activities

- Consultation
- Occupational therapy: life skills, motor skills, sensory support
- Speech Pathology: expressive and receptive communication
- Psychology: family support, psychometric testing
- Coordinators (Teachers)
- Behaviour Support

7. Learning Support Team

Classroom Sensory Activities

Proloquo2go
Conclusion

• One example of the ACAE in practice for students with ASD and moderate ID who are non verbal

• Many elements from many theories

• Many challenges

• Be reflective, creative, collaborative and strengths based

• Be consistent and persistent
References


Thank you

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