

Binoculars, Teachers and Thermostats: Supporting Students with HFA in Inclusive Environments

Monica E. Delano, PhD
University of Louisville
m.delano@louisville.edu

This hands on presentation will provide educators with an overview of how to support students with high functioning autism in inclusive classrooms. Participants will gain an understanding of how autism impacts learning and classroom performance. Promising practices for providing instruction in reading and writing will be described. Participants will identify strategies which support positive behavior and social development.

Learner Outcomes

- Participants will be able to identify critical characteristics of supportive instructional environments for students with HFA
- Participants will be able to provide a rationale for using strategy instruction to support academic, behavioral and social skills
- Participants will identify the steps of selected strategies for teaching academic, social and behavioral goals
 - Self-Regulated Strategy Development
 - Reciprocal Teaching
 - RECALL
 - Cognitive Strategy Instruction

NOTE: Please bring this handout to the session. After the session, you may request additional presentation materials via the e-mail address listed above.

Improving the writing skills of students with HFA

What do we know about writing and students with autism?

SRSD
(Graham & Harris, 2005)

What is SRSD?

Self-Regulated Strategy Development

What skills can I teach my students using SRSD? Let's learn how to do it!

- ✓ Self-Regulation of writing behavior
- ✓ Writing paragraphs
- ✓ Writing stories
- ✓ Writing essays
- ✓ Revising papers

What are the instructional stages of SRSD?

- ✓ Develop background knowledge
- ✓ Discuss it (Why should the student decide to learn the specific strategy)
- ✓ Model it
- ✓ Memorize it (easier than you think)
- ✓ Support it
- ✓ Establish Independent Practice

What's my plan?

Improving the reading comprehension of students with HFA

What do we know about Reading and students with autism?

Comprehension Strategy Instruction (Delano & Whalon, In Press)

What is Reciprocal Teaching (RT)?

How do I modify RT for my students?

What skills will my students learn?

- ✓ Predicting
- ✓ Clarifying
- ✓ Questioning
- ✓ Summarizing

How do I implement RT?

What's my plan?

What is RECALL?

Reading to Engage Children with Autism in Language and Learning (Whalon, Delano & Hanline, In Press).

Before I can implement RECALL I need to understand dialogic reading. (Zvenbergen & Whitehurst, 2003)

Step 1: Implementing PEER

Step 2: Implementing CROWD

Step 3: Modifications for learners with HFA

Anaphoric cuing and other possibilities....

But, what about behavior and social skills?!