

# How to Teach Children with Special Needs



# Autism Spectrum Disorder

## Diagnosis

### Dimensional Descriptions of Symptoms in DSM-5

<b>SOCIAL-COMMUNICATION (all 3)</b>	<b>Range of expression and examples</b>
<b>Deficits in social-emotional reciprocity</b>	<ul style="list-style-type: none"><li>• abnormal social approach and failure of normal back and forth conversation</li><li>• reduced sharing of interests, emotions, affect, and response</li><li>• failure to initiate or respond to social interactions</li></ul>
<b>Deficits in nonverbal communicative behaviors used for social interaction</b>	<ul style="list-style-type: none"><li>• poorly integrated verbal and nonverbal communication</li><li>• abnormalities in eye contact and body language or deficits in understanding and use of nonverbal communication</li><li>• total lack of facial expression or gestures</li></ul>
<b>Deficits in developing and maintaining developmentally appropriate relationships</b>	<ul style="list-style-type: none"><li>• difficulties adjusting behavior to suit different social contexts</li><li>• difficulties in sharing imaginative play and making friends</li><li>• absence of interest in people</li></ul>

# Autism Spectrum Disorder Diagnosis

## Dimensional Descriptions of Symptoms in DSM-5

<b>REPETITIVE (at least 2)</b>	<b>Range of expression and examples</b>
<b>Stereotyped or repetitive motor movements, use of objects or speech</b>	<ul style="list-style-type: none"><li>▪ motor stereotypies</li><li>▪ lining up or flipping objects</li><li>▪ echolalia</li><li>▪ idiosyncratic speech</li></ul>
<b>Insistence on sameness, inflexible adherence to routines, or ritualized patterns of behavior</b>	<ul style="list-style-type: none"><li>▪ extreme distress at small changes</li><li>▪ difficulty with transitions</li><li>▪ rigid thinking patterns</li><li>▪ greeting rituals</li><li>▪ insistence on same route or food</li></ul>
<b>Highly restricted fixated interests abnormal in intensity or focus</b>	<ul style="list-style-type: none"><li>▪ strong attachment to/preoccupation with unusual objects</li><li>▪ excessively circumscribed or perseverative interests</li></ul>
<b>Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment</b>	<ul style="list-style-type: none"><li>▪ indifference to pain/temperature</li><li>▪ adverse response to sounds/textures</li><li>▪ excessive smelling/touching objects</li><li>▪ visual fascination with lights/movement/objects</li></ul>

# Autism Spectrum Disorder Diagnosis

DSM-5 Severity Level	Social Communication	Repetitive Behaviors
<b>Level 3: Requiring very substantial support</b>	Severe deficits in function: very limited social initiations, minimal responses to others' initiations	Inflexible behavior (IB), extreme difficulty coping with change, or RRBs markedly interfere with functioning in ALL spheres
<b>Level 2: Requiring substantial support</b>	Marked deficits even with supports in place: limited social initiations, reduced or abnormal responses to others' initiations	IB, difficulty coping with change, other RRBs appear frequently enough to be obvious to casual observer and interfere with functioning in variety of contexts
<b>Level 1: Requiring support</b>	Without supports, deficits cause noticeable impairments. Difficulty initiating social interactions, clear examples of atypical or failed responses. May have decreased interest in social interactions	IB causes significant interference in one or more contexts. Difficulty switching between activities. Problems of organization and planning hamper independence

# ASD Behaviors

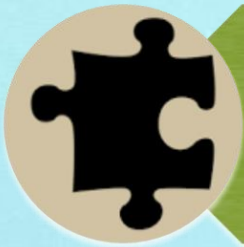
- Types of Behaviors
  - Tantrum
  - Aggression
  - Property destruction
  - Self-injurious behavior
  - Non-compliance
  - **Self-stimulatory behavior** (also known as stimming behavior)
  - **Mouthing**
  - **Pica**
  - **Elopement**
  - **Echolalia**
  - **Communication** (verbal, non-verbal, social)



# Know Your Students



Are there any behaviors you should be aware of?



Is the child allergic to certain foods and/or on a special diet?



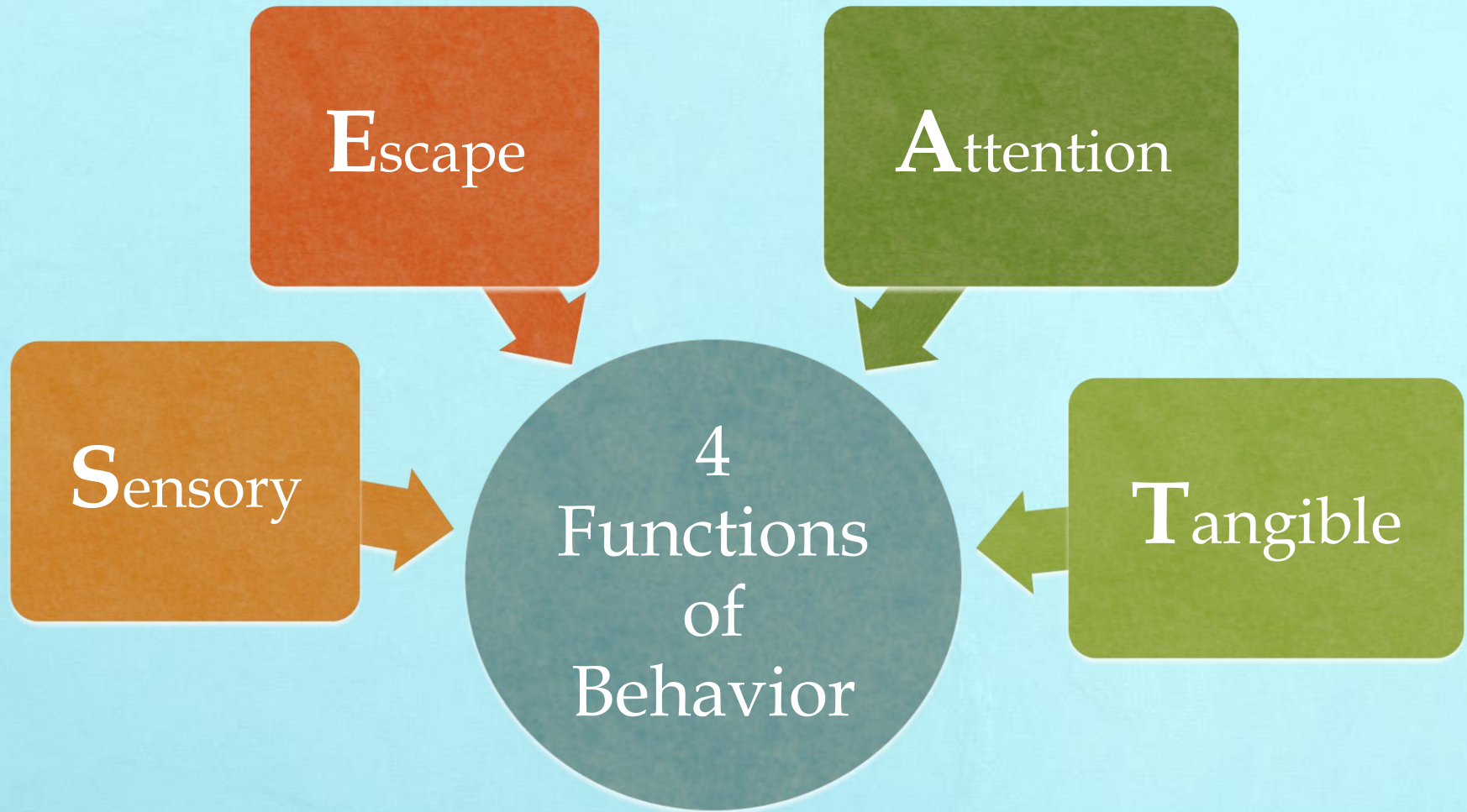
Is the child verbal or non-verbal?

# Non-verbal Students

- AAC device or speech tablet
- PECS booklet
- Sign Language
  - ✓ Bathroom
  - ✓ Break
  - ✓ Eat
  - ✓ Drink
  - ✓ Tired
  - ✓ All done
  - ✓ More
  - ✓ No
  - ✓ Yes
  - ✓ Mom/Dad
  - ✓ Hurt
- Pointing/gesturing



# Functions of Behaviors





# Teaching in the Classroom

- Tip 1: *How to teach the gospel*
  - Repetition, repetition, repetition!
    - ✓ Word of God
    - ✓ Games
    - ✓ Worksheets
    - ✓ Videos
  - Visuals
    - ✓ Felt pieces
    - ✓ Lots of pictures (i.e., books, worksheets)
    - ✓ Videos
  - Think outside the box
  - Use positive reinforcement

# Teaching in the Classroom

DAILY VISUAL SCHEDULE		
	Wake up	<input type="checkbox"/>
	Brush teeth	<input type="checkbox"/>
	Breakfast	<input type="checkbox"/>
	Go to school	<input type="checkbox"/>
	Lunch	<input type="checkbox"/>
	Read a book	<input type="checkbox"/>
	Play toys	<input type="checkbox"/>
	Dinner	<input type="checkbox"/>
	Bed time	<input type="checkbox"/>

*Tip 2: Be willing to make simple changes or adaptations to the classroom to set up the children for success*

## Schedule

1. Fellowship
2. Worship
3. Lesson
4. Worksheet
5. Home

- Visual schedule
- Provide sensory needs
  - ✓ Noise canceling headphones
  - ✓ Large bean bag
  - ✓ Wiggle seat
  - ✓ Fidgets box
- Timers/verbal countdowns
- Classroom set up

# Teaching in the Classroom

- Tip 3: *Love like Jesus*
  - **Ephesians 4:12** (Equipping the Saints)
  - **Mark 10:13-15, Matthew 19:13-15** (Jesus Loves the Children)
  - **1 Cor. 13:13** (The Greatest Gift)

# Helper Role

Maintenance

- Help maintain and guide the environment of the room

Message

- Assist the teacher in getting the message to the children

Partnership

- Know who you serve with

# Modules: Practice

<https://afirm.fpg.unc.edu/afirm-modules>

# Contact Information

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