

Understanding Autism

Professional Development Curriculum:

Characteristics and Practices for Challenging Behavior

Use this sheet to keep track of your work during the activities throughout this presentation.



Think about either a person you know with ASD or what you've heard about people with ASD.

Write down 3 ways that their ASD is apparent to you or 3 things that you know about ASD in general:

1. _____

2. _____

3. _____

Share these in a small group, noting the differences and similarities between your answers.



What “social rules” exist in your school that may be hidden from students with ASD (e.g. juniors and seniors don’t eat at the tables in cafeteria)?

What help is available for students to learn these rules?

How could you and others help your students to learn these rules?

3.

Reflect on a student with particularly challenging behaviors:

What are his or her rumbling signs?

What have you/are you doing when he or she starts rumbling?

What, if anything, would you like to change about your plan?

4.

Reflect on a student with particularly challenging behaviors.

What is the current plan for managing his/her meltdowns?

What, if anything, would you like to change about the plan?

5.

Reflect on a student with challenging behavior:

What is the current plan for helping this student recover from a meltdown?

What, if anything, would you like to change about the plan?
