





**TASN**  
Autism and Tertiary Behavior Supports  
www.ksdetasn.org

SUPPORTING EDUCATORS SERVING STUDENTS WITH ASD  
AND COMPLEX NEEDS



2

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### Why is this topic important?

Supporting educators, especially those new to working with students with autism, accomplishes a couple of things:


- Increase Student Performance through collaboration:  
"Teacher collaboration requires leaders who are able to cultivate the capacity to collaborate about instruction, curriculum, students, and assessments, create and support instructional teams to maintain engagement in high-quality collaboration, and serve as an advocate of teacher collaboration."<sup>1</sup>
- Increase Retention:  
"...special educators say their jobs are also made difficult by factors that are well within school and district leaders' power to change. Those include a lack of support from principals, difficulty balancing competing priorities from various supervisors, ignorance (and sometimes disrespect) of the job from peers, and a workload that takes special educators away from what they really want to do: teach Children".<sup>2</sup>

<sup>1</sup> <https://learningforward.org/docs/default-source/jul-october-2015/high-quality-collaboration-benefits-teachers-and-students.pdf>  
<sup>2</sup> <https://www.edweek.org/ew/articles/2018/01/24/why-special-educators-really-leave-the-classroom.html>




### Introductions

Name	
Role	
Why are you here?	

**Our purpose as TASN ATBS** 


**Kansas State Board of Education Mission**  
 To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents.

**Evidence-Based Practices** 

**Why?**  
 Is this about compliance? Yes, however...


**Actual practice is:**  
 Doing what is right for students using taxpayer funds appropriately to do what is right for students.

KANSAS STATE DEPARTMENT OF EDUCATION | [www.ksde.org](http://www.ksde.org)

**Learning Objectives** 

Participants will ...

- ▣ Develop an understanding of autism in order to support educators
- ▣ Become familiar with a process to determine which Evidence-Based Practices (EBP) can, and should be used to promote positive student outcomes
- ▣ Identify the elements of Structured Teaching and how they support individuals with autism
- ▣ Identify ways to build capacity of staff to implement evidence-based practices to maximize student outcomes
- ▣ Design processes that result in sustained, improved outcomes for students

**Autism** 



## Criteria 1



Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently, or by history:

- Deficits in social-emotional reciprocity
- Deficits in nonverbal communicative behaviors used for social interaction...
- Deficits in developing, maintaining, and understand relationships...

## Criteria 2



Restricted, repetitive patterns of behavior, interests, or activities, as manifested by at least two of the following, currently or by history:

- Stereotyped or repetitive motor movements, use of objects, or speech
- Insistence on sameness, inflexible adherence to routines, or ritualized patterns of verbal or nonverbal behavior
- Highly restricted, fixated interests that are abnormal in intensity or focus
- Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment

## Criteria 3, 4, and 5



- Symptoms must be present in the early developmental period
- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning.
- These disturbances are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay.

## Based upon this information...




Turn to the person next to you and share two characteristics of a single student with whom you have worked and how those characteristic manifested themselves.

### **Kansas State Board of Education**

#### **Mission:**


To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training, and character development according to each student's gifts and talents.

**Autism and neurology** 

While we have covered the “definition” of autism, the reality of autism is this:


**People with ASD perceive the world in remarkably different ways.**

**CYCLICAL IMPROVEMENT FRAMEWORK**



**16** Identify local needs

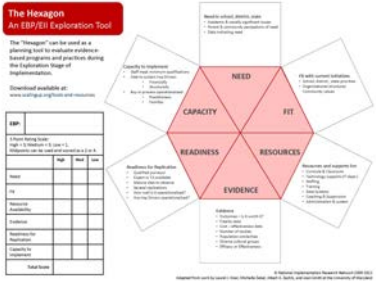
<https://www2.ed.gov/policy/elsec/leg/essa/essatitleipartaquidance.pdf>

**EBP Exploration** 

**The Hexagon: An EBP/EB Exploration Tool**

The “Hexagon” can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.


Download available at: [www2.ed.gov/elsec/leg/essa/essatitleipartaquidance.pdf](http://www2.ed.gov/elsec/leg/essa/essatitleipartaquidance.pdf)



EBP	IMP	IMP	IMP
1. Evidence-based practice			
2. High-quality evidence			
3. Researcher or provider			
4. Researcher or provider			
5. Researcher or provider			
6. Researcher or provider			
7. Researcher or provider			
8. Researcher or provider			
9. Researcher or provider			
10. Researcher or provider			

<https://www.pbis.org/Common/Cms/files/pbisresources/NIRN-Education-TheHexagonTool.pdf>

**CYCLICAL IMPROVEMENT FRAMEWORK**



**18** Selecting Approach

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleipartaquidance.pdf>

Where can we find EBP Information?

**TASN**  
Autism and Family Behavior Supports  
www.kidstasn.org

- AFIRM- NPDC  
<https://afirm.fpg.unc.edu/afirm-modules>
- AIM Modules  
<https://autisminternetmodules.org>
- Thompson Center for Autism & Neurodevelopmental Disorders  
<https://thompsoncenter.missouri.edu/autism-training/online-training-modules/>

20 **Structured teaching**

Definition, goals & components

Structured teaching and autism

**TASN**  
Autism and Family Behavior Supports  
www.kidstasn.org


Structured teaching is a framework that leverages the relative strengths of individuals with autism.

- Visual organization
- Limiting sensory stimulation
- Structuring repetitive activities into routines (pattern of behavior) to free up cognitive capacity
- Capitalizes on strengths and interests of students as a way to increase engagement

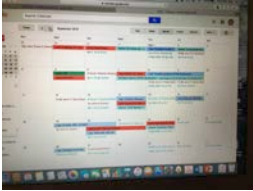


Using the elements of structured teaching can benefit many individuals.

"Many of the characteristics observed in ASD are also seen in other developmental disabilities and psychiatric conditions. What separates ASD from other disabilities are the number, severity, combination, and interactions of characteristics" (Mesibov, Shea, Schopler, 2005).


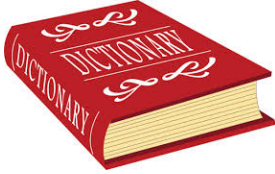
**"Appropriate for all - essential for some"**



23

**Structured teaching**


...is a visually based approach to creating highly structured environments that support individuals with autism in a variety of educational, community, and home/living settings (Mesibov, Shea, & Schopler, 2005).

**Characteristics and manifestations that indicate the need for Structured teaching**




Differences in thinking	Differences in learning	Differences in neurobehavioral patterns
<ul style="list-style-type: none"> <li>• Fails to orient to others</li> <li>• Difficulty joining an activity</li> <li>• Difficulty maintaining personal spaces; physically intrudes on others</li> <li>• Difficulty waiting</li> <li>• Difficulty following instructions</li> <li>• Communicates wants and needs through behaviors</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty with attention</li> <li>• Strengths in processing visual information</li> <li>• Difficulty starting or completing</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulty transitioning from a preferred activity or stopping an activity when it is not complete</li> <li>• Responds in unusual manner to sounds, lights, or color</li> <li>• Poor motor coordination, accident prone, awkward gait or unusual body postures/movements</li> <li>• Anxious or easily stressed</li> </ul>

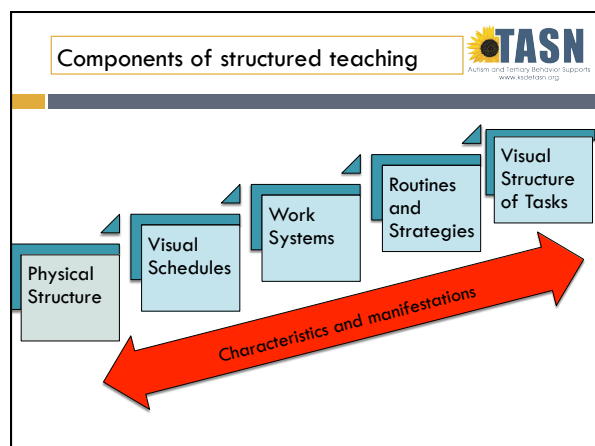
**Benefits**



- Provides meaning and understanding within the environment
- Provides feelings of calm and comfort
- Makes learning possible by eliminating unnecessary stimuli, focusing attention on relevant information
- Provides visual systems and supports so student can learn and then generalize skills and appropriate behaviors
- Promotes independence

(Mesibov & Shea, 2008); <http://www.teach.com/whatis.html>





### Physical Structure

...using visual supports such as furniture, labels, icons, etc., to create visual boundaries that make environments comprehensible and manageable.

The slide features a text box on the left and a photograph on the right. The photograph shows a brightly lit room with several tables and chairs. There are various visual supports, including labels and icons, placed around the room to create a structured environment.

### Rationale

Physical structure is used to:

- Promote independence
- Segment the environment into meaningful parts
- Add contextual cues to provide an idea of expectations in that area
- Provide clear visual and physical boundaries to help student understand where he is supposed to go
- Reduce stimulation and minimize visual and auditory distractions (TEACCH, 2016).

The slide uses an iceberg metaphor. The tip of the iceberg above the water line is labeled "Physical Structure" and lists its characteristics and evidence-based practices. The much larger part of the iceberg below the water line is labeled "Underlying characteristics and manifestations that indicate the need for physical structure" and lists a specific characteristic.

**Might look like:**

- inattention
- "melting down"
- "stimming"

**Physical Structure:**

- limits distractions
- creates environments that:
  - promote engagement
  - prevent challenging behaviors


**Evidence-based practices:**

- prompting
- reinforcement

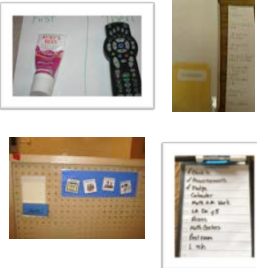
**Underlying characteristics and manifestations that indicate the need for physical structure:**

- responds in unusual manner to sounds, light, or color


## Individual Schedules



A visual/concrete method used to tell a person which activities will make up their day and the order in which they will occur.




## Rationale



32

- Teaches flexibility and routines
- Capitalizes on the the visual processing strengths of most individuals with autism
- Aids in transitions
- Provides predictability
- Teaches concept of first/then and finished
- Decreases student anxiety
- Promotes independence

(Davies, 2008)



**Might look like:**

- non-compliance when instructed to stop an activity
- "melting down"
- agitation

**Individual Schedules:**

- provides predictability
- decreases anxiety
- promotes independence


**Evidence-based practices:**

- prompting
- reinforcement
- modeling


**Underlying characteristics and manifestations that indicate the need for individual schedules:**

- difficulties handling transitions and change

## Work Systems




...are a systematic and organized presentation of tasks and materials used to provide opportunities to practice previously taught skills, concepts, or activities (Schopler, Mesibov, & Hearsey, 1995).






## Work systems




Answer these four questions:

- What work?
- How much work?
- When is the work finished?
- What comes next?



## Rationale



- Focus on important details
- Maintains attention to tasks
- Reduces anxiety by providing predictability
- Generalizes skills to new settings
- Promotes independence

**Might look like:**

- non-compliance when instructed to end a task/assignment
- not completing or turning in assignments
- reliance on adults

**Work Systems:**

- provide a system to ensure completion of tasks
- teach a system that can be used across environments
- promote independence


**Evidence-based practices:**

- prompting
- reinforcement
- modeling
- self-management

**Underlying characteristics and manifestations that indicate the need for work systems:**


- **poor organizational skills**

## Routines




Strategy for understanding and predicting the order of events

- Involve breaking large tasks into smaller, more manageable parts. These parts are chained or link together.
- Routines detail the steps required for carrying out certain actions.



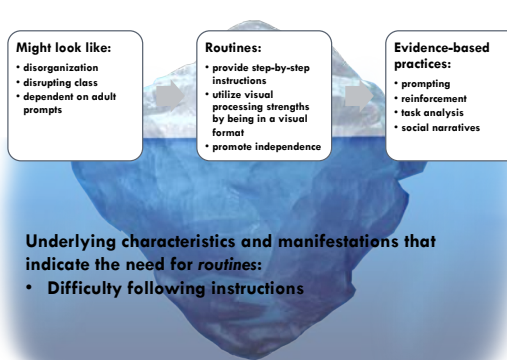
### Entering the Classroom

	Enter quietly.
	Put away backpacks.
	Move clothes pin.
	Copy routine on board.
	Put homework and planner out.
	Do morning work.
	If finished, read or do a challenge sheet.
	Leave quietly.



### Rationale

- Addresses difficulties with distractibility
- Supports challenges with time management and sequencing
- Helps maintain consistency in instruction across instructors
- Teaches meaning in an environment
- Increases independence
- Prevents the likelihood of individuals developing their own routines (without explicitly taught routines, individuals with autism may develop their own- which may not be adaptive or effective (Mesibov, Shea, & Schopler, 2005).



**Might look like:**

- disorganization
- disrupting class
- dependent on adult prompts

**Routines:**


- provide step-by-step instructions
- utilize visual processing strengths by listing in a visual format
- promote independence

**Evidence-based practices:**

- prompting
- reinforcement
- task analysis
- social narratives



**Underlying characteristics and manifestations that indicate the need for routines:**

- Difficulty following instructions




### Visual Structure of Tasks

The process of incorporating visual cues into a task or activity.


## Rationale



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- Promotes use of visual strengths
- Increases meaning and understanding of activities and tasks
- Increases attention and engagement
- Allows for incorporation of student interests and motivation
- Decreases reliance on prompts
- Increases independence

(Mesibov, Shea, & Schopler, 2004)




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When we present information verbally, the words are available for a brief moment.



When we present information visually, it can be there for as long as the student needs it.



**Might look like:**

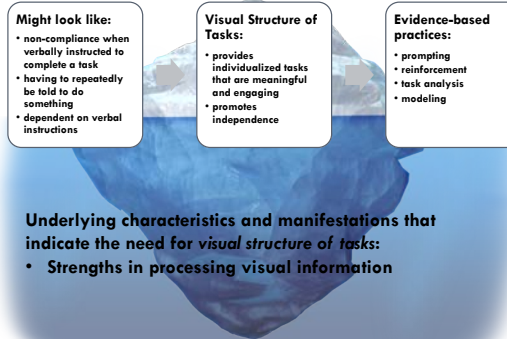
- non-compliance when verbally instructed to complete a task
- having to repeatedly be told to do something
- dependent on verbal instructions

**Visual Structure of Tasks:**

- provides individualized tasks that are meaningful and engaging
- promotes independence

**Evidence-based practices:**


- prompting
- reinforcement
- task analysis
- modeling



**Underlying characteristics and manifestations that indicate the need for visual structure of tasks:**

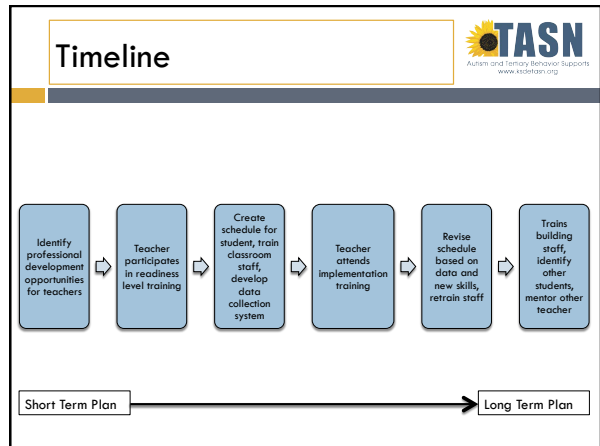
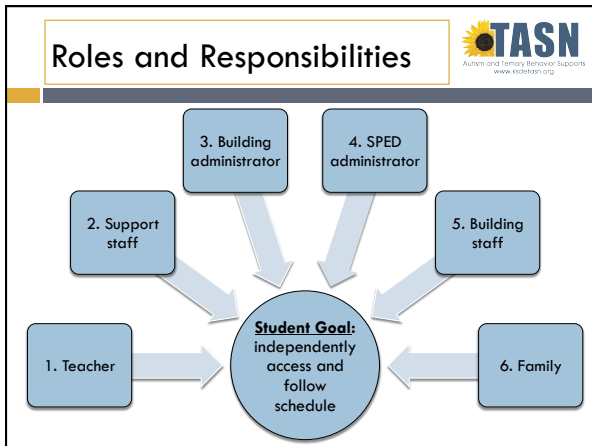
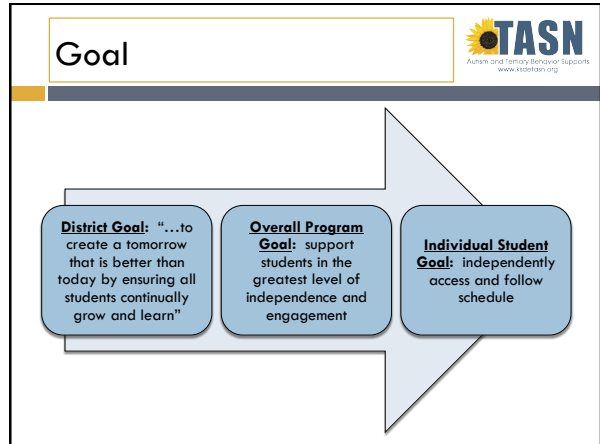
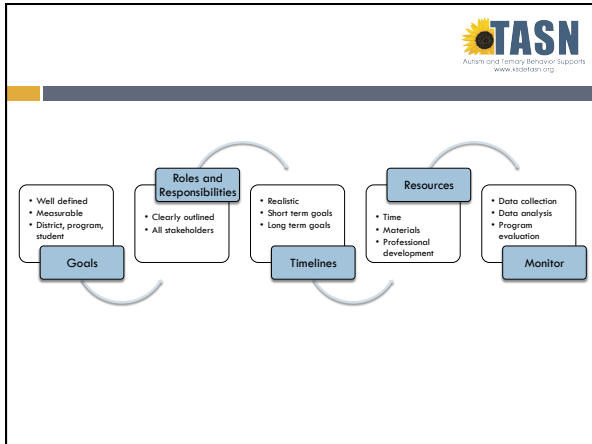
- Strengths in processing visual information

### CYCLICAL IMPROVEMENT FRAMEWORK



46

Plan



## Resources

## Monitor

Collect Data

Analyze Data

Evaluation

## Collect Data

**Schedule**

Week of: \_\_\_\_\_  
Transition Date: \_\_\_\_\_

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturdays	Sundays
1-1-1-1-1-1-1-1							
2-2-2-2-2-2-2-2							
3-3-3-3-3-3-3-3							
4-4-4-4-4-4-4-4							
5-5-5-5-5-5-5-5							
6-6-6-6-6-6-6-6							
7-7-7-7-7-7-7-7							
8-8-8-8-8-8-8-8							
9-9-9-9-9-9-9-9							
10-10-10-10-10-10-10-10							
11-11-11-11-11-11-11-11							
12-12-12-12-12-12-12-12							
13-13-13-13-13-13-13-13							
14-14-14-14-14-14-14-14							
15-15-15-15-15-15-15-15							
16-16-16-16-16-16-16-16							
17-17-17-17-17-17-17-17							
18-18-18-18-18-18-18-18							
19-19-19-19-19-19-19-19							
20-20-20-20-20-20-20-20							
21-21-21-21-21-21-21-21							
22-22-22-22-22-22-22-22							
23-23-23-23-23-23-23-23							
24-24-24-24-24-24-24-24							
25-25-25-25-25-25-25-25							
26-26-26-26-26-26-26-26							

1-1-1-1-1-1-1-1  
2-2-2-2-2-2-2-2  
3-3-3-3-3-3-3-3  
4-4-4-4-4-4-4-4  
5-5-5-5-5-5-5-5  
6-6-6-6-6-6-6-6  
7-7-7-7-7-7-7-7  
8-8-8-8-8-8-8-8  
9-9-9-9-9-9-9-9  
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20-20-20-20-20-20-20-20  
21-21-21-21-21-21-21-21  
22-22-22-22-22-22-22-22  
23-23-23-23-23-23-23-23  
24-24-24-24-24-24-24-24  
25-25-25-25-25-25-25-25  
26-26-26-26-26-26-26-26

Transition 1: \_\_\_\_\_  
Transition 2: \_\_\_\_\_  
Transition 3: \_\_\_\_\_

Date: \_\_\_\_\_  
Time: \_\_\_\_\_  
Staff's Name: \_\_\_\_\_

Individual Completing Check \_\_\_\_\_

1. Were all the materials ready? Y N
2. Did staff gain students attention before giving directive? Y N
3. Was Least to Most prompting used? Y N
  - a. Initial Verbal
  - b. Gesture
  - c. Physical Prompt
  - d. Hand over Hand
4. Was praise given during task? Y N
5. Was praise given upon completion of task? Y N

Total Steps completed \_\_\_\_\_ out of 5 = \_\_\_\_\_ %

## Analyze Data

### Julie's Work Completion

Lane, K. L., Weisenbach, J. L., Ellis, M. A., Phillips, A., & Wehby, J. (2006). Illustrations of function-based interventions implemented by general education teachers: Building capacity at the school site. *Education and Treatment of Children, 29*, 549-672.

## Evaluate




**Collaborative Support Guide**

Phase 1: Application  
Phase 2: Informal  
Phase 3: Building

Supporting Implementation Through Conversation

Putting it all together to support students with autism and the staff that teaches them.


The Collaborative Support Guide (CSG) is a tool that can be used by most educational professionals in identifying barriers, seeking strategies and/or creating the supports needed with students. The purpose of the CSG is to identify individual student practices that are currently being implemented and identify where that, if used by contributors, can increase access to the curriculum and improve student outcomes.

It is not appropriate to use the CSG as a tool to evaluate teachers. Creating environments that are conducive to learning for students with autism is an ongoing and ever-changing process. It calls for flexibility and flexibility will be a part of the success of application, informal understanding and building capacity to guide their progress through these phases. Teachers can use this tool to identify their strengths and target the next steps for implementing evidence-based practices. Implementation can and will be better understood for much of students with autism and the staff that works with them.

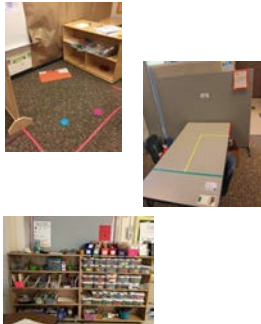
**How to Use:**

- Check out the CSG. Identify the best of the information for your setting, practice, and staff roles.
- Use the information to create a plan for the next steps in the process.
- After the information use the CSG as a tool to identify the best of the information for your setting, practice, and staff roles.
- Use the information to create a plan for the next steps in the process.


## Elements of physical structure




- Areas are clearly and visually defined. Physical/visual boundaries are used to help clarify activity areas.
- Daily activities consistently occur in designated areas.
- Materials are well organized.



## Elements of Individual Schedules




- Created based upon individual strengths, needs, and interests of students.
- Age-respectful.
- Used within classroom activities as well as other school settings.

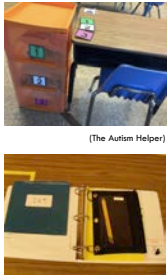


(Indiana Resource Center for Autism)

## Elements of work systems




- Developmentally appropriate and age-respectful
- Set up and ready to go prior to student arriving in work area




(The Autism Helper)


### Elements of visual structure




- Task materials are appropriate for student's age and ability level
- Tasks are individualized and incorporate special interests
- Tasks are created for a variety of settings (general education, school jobs, CBI, etc.)




### Elements of Routines



- Task analysis used to determine steps of the routine
- Routines are in visual format; individualized to specific student strengths and needs




### CYCLICAL IMPROVEMENT FRAMEWORK



61 Implement

### Questions to consider...



**Implementing**

- Is the implementation plan being followed as designed? If not, why not? Are changes necessary?
- What information will be collected to monitor the quality of implementation? Is additional information needed to understand how the implementation is working?
- What does the information being collected suggest about the success of the implementation?
- Are more resources required?
- Do resources need to be realigned or timelines adjusted?
- Are stakeholders being regularly engaged about implementation? How do they think implementation is working?
- What are unforeseen barriers to successful implementation?
- How is implementation working among other existing efforts?
- Is the intervention ready to be scaled to more students or educators?
- How were the decisions informed by consultation? How is the information being conveyed to stakeholders?
- How will stakeholders be included in all implementation phases, including the initial announcement, to ensure smooth implementation?

<https://www2.ed.gov/policy/elsec/leg/essa/essatitleipartaquidance.pdf>

## Barrier Walk

- Identify barriers
- Visit each barrier
- Record solutions

## CYCLICAL IMPROVEMENT FRAMEWORK

64

Examine and reflect

## Questions to consider...

Examining and Reflecting

- What are reasonable expectations of success and how can success be measured?
- What are interim progress and performance milestones that can be tracked?
- Is there the need and/or the capacity to examine the effectiveness of an intervention (i.e., a study that would produce strong or moderate evidence under ESEA section 8101(21)) or would a correlational study (e.g., a study that would produce promising evidence under ESEA section 8101(21)) or use of performance data suffice?
- Are the necessary data being collected and examined at the right frequency to monitor performance and make needed adjustments? Are the data high quality?
- What have participants (i.e., students and educators) in the intervention shared about their experience and how the intervention was implemented?
- How could knowledge about this intervention be shared with others and incorporated into decision-making? Who needs to be briefed and how can information be made more accessible to them?
- What do stakeholders think the information suggests about how to improve going forward?
- Do the data or evaluation results suggest that the intervention should continue being implemented as is, that the intervention should be modified, or that another approach should be identified?

<https://www2.ed.gov/policy/elsec/leq/essa/essatitleipartguidance.pdf>

## Deeper Self-Reflection

[https://gtlcenter.org/sites/default/files/Monitoring\\_Tool.pdf](https://gtlcenter.org/sites/default/files/Monitoring_Tool.pdf)



## Reflection/Action Plan





- Stop
- Continue
- Start


## Support and Resources





<https://www.ksdetasn.org>

## Support and Resources



Professional Development Opportunities

- [Autism Internet Modules](#)
- [Autism Spectrum Disorder \(Part 2\): Evidence-Based Practices](#)
- [Evidence-Based Practice and Autism in the Schools: An Educator's Guide to Providing Appropriate Interventions to Students with Autism Spectrum Disorder 2nd Edition](#) (Must fill out a form to receive the free pdf).


## Support and Resources



Professional Development Opportunities

- [National Professional Development Center](#)
- [Overview of Structured Teaching](#)

## Support and Resources



**TASN ATBS Trainings by Title 2018 - 2019**

**It's All About Your Using Behavior Analysis and Instructional Strategies to Improve Student Outcomes**  
 July 01 - August 01, 2018 @ Santa Fe  
 October 01-03 & November 01-03, 2018 @ Santa Fe

**Best Career Interview Training on ASB and Verbal Behavior Programming for Classroom Teachers**  
 July 01 - 04, 2018 @ Santa Fe  
 December 01 - 03, 2018 @ Phoenix

**Verbal Behavior Milestones Assessment & Placement Program (VB-MAPP)**  
 July 01, 2018 @ Santa Fe  
 September 01, 2018 @ Phoenix  
 February 01, 2019 @ Denver

**Establishing Basic DBS Sets for Students with Autism - Manual Training**  
 Phoenixville, PA Camp  
 April 29-30, 2018 @ PA

**Coaching 101**  
 Santa Fe, 2018  
 September 14, 2018 @ Santa Fe  
 March 1, 2019 @ Phoenix

**Summer Institute 2018**  
 Santa Fe - 05, 2018

**Verbal Competencies**  
 Santa Fe, 2018  
 September 27-28, 2018 (1 & 2), November 01, 2018 (Day 1 & 2)  
 @ Santa Fe  
 February 01-02, 2019 (Day 1 & 2), April 11, 2019 (Day 1 & 2) @ Phoenix

**Book of Record Training**  
 Phoenixville, PA Camp  
 October 01, 2018 @ PA

**Autism Interdisciplinary Team (AIT)**  
 October 04, 2018



**Current Topics in ASD**  
 April 25, 2018

**Autism Research**  
 April 30 - 01, 2018

**Better Together**  
 July 06-08, 2018  
 April 26, 2019

**Midwest Regional Autism Conference (RCA Symposium - 4th Edition)**  
 October 04, 2018 @ KC


**Registered Behavior Technician (RBT) Training**  
 November 01, 2018 - May 01, 2019  
 March 01, 2019 - September 01, 2019  
 Updated: 4-20-18

## Thank you!



## References



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