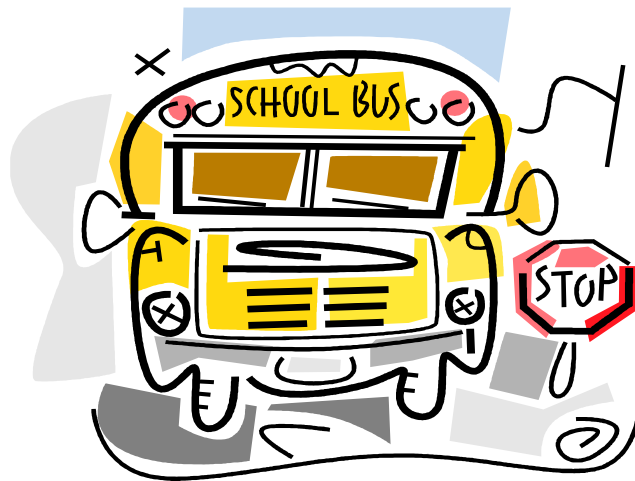


# Strategies for Students with Autism

Ideas that work for the bus



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## UNDERSTAND THE CHARACTERISTICS of AUTISM

# Iceberg Model

The tip of the iceberg represents the observable behaviors such as outbursts, tantrums, or violent behavior. Below the water line represents possible motivation that may be driving the behavior.

## Behaviors of Autism

### **Social Relatedness**

Joint attention and Reciprocity

### **Communication**

Expressive deficits  
Problems with intent as well as means  
Receptive deficits  
Problems with meaning and processing

### **Sensory Processing**

Integration and modulation of inputs

### **Difficulty with Change and Behavior Patterns**

Limited interests, repetitive behavior, rigidity

### **Cognitive Style**

Problems with organization & sequencing and planning  
Problems with attention & relevance  
Problems with abstraction & generalization

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# When Behaviors Get Serious

**Consult with parents and the behavior expert in your district**

**Determine the function of behavior**

**Analyze the escalation cycle**

**Follow a behavior plan**

**Teach a replacement behavior**

**Have a reasonable bottom line**

# Five Powerful Strategies

## Visual Supports–

**Driver/Aide and Route Schedules – including anticipated changes**

**Daily and Weekly Schedules – including changes, reinforcements**

**Transition Schedules – home/bus/school**

**Bus Rules**

**Task completion skill cards – steps required to complete the task including how to know when the task is finished.**

**Social Stories – Stories written in the first person to increase students’ understanding of problematic situations. Begin with the child’s understanding, develop the story by describing what is happening and why, how people feel and think. See Appendix for Examples**

**Scripting - suggests ways for student (and adult) to respond.**

**Structure - increased understanding of situations and what is expected.**

**Cognitive Picture Rehearsal – Cartoon drawings or pictures on cards combined with positive reinforcement principles. Always include the antecedent, the targeted desired behavior, and a positive reinforcer. See Appendix for Examples**

**Choice Board – Depicts available choices of behavior, reinforcement, activity**

**Power Cards – Connects desired responses with student’s interest. See Appendix for Example**