

DIFFERENT ROADS  
TO LEARNING

Autism  
Spectrum  
Disorders

Lester B. Pearson  
School Board

Commission Scolaire  
Lester-B.-Pearson

Autism Spectrum Disorder Newsletter  
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Lester B. Pearson

## The Autism Spectrum Disorders Team

This team of professionals assist school staff who work with students identified as having an autism spectrum disorder (ASD). In addition to the Student Services professionals assigned to your school, your school resource team may request the support of a professional from the ASD Team. The team includes two consultants for autism, Holly Barlow and Jade Lawsane, who work with students identified with an ASD. The team is coordinated by Karen Zey and Phil Clavel, consultants for special needs and also includes Helene Packman, speech and language pathologist, and Joelle Hadaya, occupational therapist. They assist school teams in planning and implementing best practices, such as adapted curriculum, visual strategies, Applied Behavior Analysis, Discrete Trial Training, social scripts, sensory accommodations, transitioning planning, etc... The team works together to plan on going professional development, problem solve challenging cases, continue to build our knowledge and resources, and collaborate with outside organizations.

To inquire about support from the Autism Spectrum Disorders Team, please contact the team co-ordinators Karen Zey, local 4437 or Phil Clavel, local 4436.

## Center of Excellence

The MEQ continued to recognize our Boards commitment to the inclusion of students with an ASD, and awarded LBPSB as a Center for Excellence for the second year. The recognition came with a grant that will allow us to continue to provide quality professional development to our aides, teachers and other professionals.

Also, as the Center for Excellence in Autism, we are offering a variety of opportunities to share our resources with other educators in the province.

## Intervention Planning for Developmental Behavioral Challenges

This is a five part in-service for teachers of targeted students with an ASD, in Kindergarten and year one of Cycle One. School teams in twenty schools have been released to participate and the first session took place on June 7<sup>th</sup>, 2002 and the second on September 10<sup>th</sup>, 2002, which focused on the learning needs of students

with atypical development, possible causes of challenging behavior, and intervention strategies. Small group planning sessions to help develop IEPs took place by sector for half days on October 2<sup>nd</sup> and 3<sup>rd</sup>. Participating school teams will have in-school release for IEP follow-up in November and January.

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## QUOTE

Children's learning styles vary widely, especially children on the autism spectrum. For one type of child the teacher can "yank open their front door"; for the other type of child the teacher must "sneak quietly in their back door".

Temple Grandin

## ABA Clinics

We just finished our third, and most successful ABA clinic yet. It was a very smooth week, and the weather was fabulous this time!  
Jade Lawsane and Holly Barlow led 8 integration aides into the

overwhelming world of discrete trials and target behaviors. The aides surpassed all our expectations. The students responded well to the big changes that they faced each day and reinforced the notion that these tried and true behavioral techniques can work for any child. Looking forward to clinic number four!

### Reinforcement

**Q. What is negative reinforcement?**

**A. The term refers to the effect of removing a disliked experience or event following a behavior to strengthen the behavior.**

Next time: What is extinction?

Coming Soon  
Geneva Centre  
International  
Symposium on

## Autism

A Global Perspective  
Presented by:



October 23 - 25, 2002  
Metro Toronto  
Convention Centre  
255 Front Street West,  
Toronto, Canada

This three day convention is packed with worthwhile seminars and workshops. Some of the key guest speakers

include, Dr. Tony Attwood, Carol Gray (author of Social Story Books), Dr. Temple Grandin, and Dr. Kathleen Quill (presented in Pointe-Claire last year).

You may attend all three days or just one. For more information email, [www.autism.net](http://www.autism.net), call (416)504-4500, fax (416)504-4505 or by mail, Geneva Centre Symposium 2002 c/o Congress Canada, 49 Bathurst St., Suite 100, Toronto, ON Canada M5V 2P2.

### ASD Website

Visit our Website at [www.lbpsb.qc.ca](http://www.lbpsb.qc.ca) and scroll down to Autism Spectrum Disorders Network. On the Library page, you'll find a listing of 34 recently acquired books on the educational implications of the ASDs. These books are available for loan. Click on the Contact page to see the Centre of Excellence team of professionals who are available for consultation via-phone, e-mail or school visits. Click on Links for access to numerous English- and French language sites.

### Library

We have been accumulating many new books. The following are four new ones that are available to you by contacting one of the ASD Team members.

- 1) *Higher Functioning Adolescents & Young Adults with Autism*
- 2) *Simple Augmentative Communication, Being Creative & Effective*
- 3) *Power Cards: Using Special Interests to Motivate Children & Youth with Asperger Syndrome & Autism*
- 4) *Asperger Syndrome, A Practical Guide for Teachers*

We have also accumulated a substantial number of articles and games on specialized topics, such as, sex education, social skills and language development.

### Speech and Language tip of the month.

Pay attention to the number of questions you ask your student during the day. How many are you asking? Are you asking questions that you already know the answer to? Questions hinder conversation (especially ones you already know the answer to) and students may become prompt (question) dependent. Instead of asking a question try:

- 1) Making a comment about what the student is doing. (e.g. "You colored the hat yellow" and wait for a similar comment from the child.
- 2) Making a comment about something you see. (e.g. "Look, I see a red leaf") Wait for a similar comment from the student by looking at them expectantly.

### Centre of Excellence Team

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