

# Autism Spectrum Disorder NETWORKNEWS



Issue: 48

October 2020



Congratulations to Datevig Etyemezian, Consultant for Autism, who gave birth to a beautiful baby boy named Joseph on August 29, 2020. The whole family is thrilled and is doing well.

The ASD team is also pleased to introduce **new additions** to the team:

Jennifer Booth,  
Consultant for Autism

Jessica Davies,  
Consultant for Inclusive Education

Nathalie Mongeau,  
Consultant for Autism

Kim Segal,  
Consultant for Autism

Welcome  
aboard!

The Centre of Excellence for Autism at the Lester B. Pearson School Board is hosting an interactive webinar with **Dr. Amy Laurent** on

## Addressing Emotional Regulation in Children and Adolescents with Autism Spectrum Disorder.

Addressing Emotional Regulation in Children and Adolescents with Autism Spectrum Disorder Emotional Regulation, the maintenance of emotional states and energy is a significant challenge for many individuals on the spectrum. Difficulties staying well regulated can impact relationships, learning, daily activities and fun! The course will begin with a brief review of the core developmental challenges faced by autistic individuals at various stages in development (i.e., pre-verbal stages, emerging language stages, and conversational stages). This introduction of regulatory challenges and social communicative difficulties will then be followed by a discussion of the interplay between these areas and their impact on an individual's social communicative competence. This relationship will be addressed from both a developmental standpoint, as well as a situational one. This talk will explore the numerous factors that impact an individual's ability to be organized and engaged with others. Practical guidelines for prioritizing the support of emotional regulation for autistic individuals across a wide developmental range will be discussed. Emphasis will be placed on supports that can be used proactively and reactively.

Amy Laurent, Ph.D., OTR/L is a developmental psychologist and a registered pediatric occupational therapist. Currently in private practice, Amy specializes in the education of children with autism spectrum disorder (ASD) and related developmental disabilities. The SCERTS Model, of which she is a coauthor, along with differentiated instruction and developmental theory guide her practice.



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# Conference Details

This conference is accredited by l'Ordre des Psychologues du Quebec and approved to offer 5 hours of continuing education credits for psychologist.

## Time & Date

Time: 9:00 - 16:00  
Date: April 26, 2021

See her TED  
talk here:

Click here



## Cost

\$45.00

## Intended Audience

Professionals, teachers, educators,  
families & individuals with ASD.

# REGISTER NOW!

FUSION

# SPOTS ARE LIMITED



Behavior  
**TIP**

An equitable and inclusive approach toward students by teachers and support staff is one of the most important contributors to a positive school climate. Inside the classroom, this means offering learning environments, instructional materials, and teaching practices that reflect the diverse needs of all learners. This can feel like an impossible standard to achieve for teachers who have students with behavioural presentations that are routinely disruptive to the functioning of the class. An interdependent group contingency is a behaviour management procedure in which all members of the group access the same reward for meeting a certain behavioural criterion. If this is applied to a classroom setting, an example might be that all students in Ms. Jennifer's class earn extended recess for having washed their hands before and after lunch. An advantage to this type of behavioural approach is that it promotes the achievement of a common goal, capitalizing on group cohesiveness and peer collaboration. Students with ASD often have their own individual behaviour management plans which, in some cases, can be isolating and stigmatizing. Class-wide contingencies leverage peers as models and agents of change and encourage the inclusion and socialization of students who might otherwise struggle to meet a certain behavioural goal. A class contingency can also be a time saver when the simultaneous implementation of many individual behaviour plans is not practical. A common disadvantage of group or class contingencies is the possibility of negative reactions from classmates if the goal is not met. However, this risk can be minimized by ensuring that the group goal is attainable for the target student(s) and by teaching peers to encourage and support each other to reach it.

Reference:

Cooper, J. O., Heron, T. E., &  
Heward, W. L. (2007). Applied  
Behavior Analysis (2nd ed.).

Columbus, OH:  
Merrill Prentice Hall.

# TRY THIS

As children and adolescents adjust to a new normal, returning to school will look and feel different for each of them. Every student will adjust and adapt in their own way and at their own pace. Their frame of mind will have either a positive or negative impact on their school day. In order to set our students up for success, it is important to determine how our students are reacting; are they sad, anxious, stressed, calm, happy, and are they available to learn?

Try to provide your students a few minutes each day to reflect and evaluate how they are feeling. This simple intervention is a fast and effective way to begin to gauge their state of mind. While the following link is one way to perform a self check-in, check-ins can be done in various ways depending on the age and level of comprehension of your students, as well as on how capable they are of identifying and exploring their feelings. Check-ins can range from a simple thumbs up or thumbs down to a collaborative classroom approach to individual worksheets.

Click [here](#) for an example of a self check-in worksheet.

An advantage to having students intentionally self-reflect is that it promotes self-awareness, a key component required in emotion-regulation and socialization. Students with ASD often notice and express only a very limited range of emotions. Providing them opportunities to identify their feelings in various ways throughout their day can help to develop their emotional vocabulary and enhance their ability to identify and express their feelings.

This  
simple intervention  
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way to begin  
to gauge  
their state of mind.

self-reflect  
socialization self-awareness  
key component  
express emotion-regulation  
opportunities  
emotional vocabulary



# CORNER



# Visual Reminders Help Everyone

COMMUNICATION

As we headed back to school this fall, our daily school routines looked a little different. Teachers and parents placed time and emphasis on personal safety. Everyone needed to learn how to navigate the school environment while complying with all of the new safety measures that have been put in place. Our schools were busy placing visual markers throughout the school so all students and staff could easily follow all of the new rules. Many schools have placed footsteps and arrows on the floors and sidewalks so that students know where to walk. There are lines to help keep social distancing rules. Reminders about frequent hand washing and to wear masks adorn the walls. These visual markers are helpful for all of us but are essential for our students with ASD. Just pointing to the visual marker on the ground or wall will help students quickly correct their behaviour. A picture replaces 1000 words and will help to reduce the need to lecture students when they forget the new rules.

A class schedule posted daily and reviewed each morning with the whole class is a strategy to help everyone feel calm as they navigate their day. Reviewing the schedule primes all students about what will be happening throughout the day, as well as about the order of activities. Knowing what the day looks like will help all students stay on track. If an unexpected change happens, it is easy to show the students what needs to be postponed until another time and the reason behind the change.

These easy to implement strategies are good for all students but are essential for our students with ASD.

## ASD TEAM MEMBERS

**Andrew Bennett**  
CoE Coordinator/Psychologist

**Katie Cohene**  
CoE Coordinator/Consultant for Autism

**Patty Cloran**  
CoE Coordinator/Consultant for Autism

**Jade Lawsane**  
Consultant for Autism

**Sabrina Gabriele**  
Consultant for Autism

**Datevig Etyemezian**  
Consultant for Autism

**Patricia Assouad**  
Consultant for Autism

**Jennifer Booth**  
Consultant for Autism

**Ilana Loggia**  
Consultant for Autism

**Kim Segal**  
Consultant for Autism

**Natalie Mongeau**  
Consultant for Autism

**Jessica Davies**  
Consultant for Inclusive Education

**Helene Packman**  
SLP



Read  
ALL  
about it!

In order to create a positive school climate for students with Autism Spectrum Disorders it is essential that students be included in the classroom with their teacher and peers. *You're Going to Love This Kid* by Paula Kluth (2010) explores strategies for teachers and school teams to foster inclusive and positive learning environments at the elementary and high school levels. Written by someone who taught at both the elementary and secondary levels, this book provides educators and school teams with a variety of strategies to support the inclusion of students with ASD in academic and social domains. Practical suggestions on developing lesson plans, ideas on how to create safe classroom environments, guidance on ways to provide communication opportunities, and strategies for managing challenging behavior are provided throughout the book using examples from the author's own school-based experiences.