

Autism Intervention Services

The Autism Interventionist provides services to those children identified as having Autism. These services are provided in the school building that the student attends. The Autism Interventionist will consult with the teacher and staff and other service providers according to the time designated on the student's IEP. Direct services may be provided to the student within that student's educational environment, but more emphasis is placed on consultation and also modeling specific strategies with and for the appropriate staff in order to ensure that the student is successful in his or her current placement. The Autism Interventionist will also conduct observations of the student in order to determine the student's progress and possible suggestions for addressing any concerns.

The Autism Interventionist utilizes input from the student, staff, parents, and other service providers to develop programs that address social, communication, and other needs that impact the student's education. The Autism Interventionist works closely with staff, parents, and other service providers to develop schedule boards and other visual materials to address each student's individual needs.

The Autism Interventionist also can serve in the capacity as in-service provider. In-Service can be given to peers, staff, and other service providers in order to ensure that all have an understanding of the student's individual needs, thus ways to address these needs.

The Autism Interventionist will work closely with staff to complete a Functional Analysis of the student's behavior and a Behavior Management Plan if the IEP team determines that such a plan is needed. For students with Autism, behavior is considered communication, thus different approaches may be used with children with Autism than with children with Emotional Disturbance.

The Autism Interventionist works closely with primary- and related- service providers, such as the regular education teacher, special education teacher, speech-language pathologist, occupational therapist, physical therapist, hearing teacher, vision teacher, etc. Individual progress on IEP goals and objectives is monitored through on- going tracking. The teacher and other service providers will complete and send home a Quarterly Progress Report for each quarter. These reports will be sent home on the same schedule as the District sends home grade cards. An annual review meeting will be conducted to review your child's progress on individual goals and objectives then to determine goals and objectives for the next year.

Websites:

Learn more about autism:

<https://www.autismspeaks.org/what-autism>

http://www.ninds.nih.gov/disorders/autism/detail_autism.htm

<http://www.autism-society.org/>

Autism Commercial Resources:

<http://www.nationalautismresources.com/autism-school.html>

Book Resources – Free

<http://www.iristhedragon.com/bookstore.html> - “I Can Fix It” book about autism for kids

Websites for children with autism

<http://www.autismgames.com.au/index.html> - games to teach skills

<http://zacbrowser.com/>

Resources for teaching children with disabilities about their bodies

<http://kc.vanderbilt.edu/healthybodies/files/HealthyBodies-Girls-web.pdf>

<http://kc.vanderbilt.edu/healthybodies/files/HealthyBodies-Boys-web.pdf>