

# EDUCATOR'S GUIDE

## Experiencing Autism

### Video Presentation & Class Discussion on behaviours of autism spectrum

The video, **Experiencing Autism** shows five scenarios that will help students in elementary school understand the variety of behaviours associated with Autism Spectrum Disorder. Your students will meet Dominic, Kristy and Brandon – three children with autism. Children with autism demonstrate behaviours from three characteristic domains. The first domain is **impairments in social interaction**. A child with autism may show poor eye gaze, may not want to be touched or hugged, may not understand that other people are not thinking about the same things they are thinking about, and may not understand facial expressions. The second domain is **impairments in communication**. Children with autism may have limited verbal speech, or use words without an attached meaning. They may repeat words back to you (echolalia) and their language may not be used to convey meaning in a typical context. The third domain is **stereotyped behaviours**. A child with autism may engage in rocking, spinning, toe walking or hand flapping, may demonstrate hyper/hypo-sensitivity to sensory stimuli, and may adhere to strict routines.

**Experiencing Autism** demonstrates that some behaviours from each of the above three domains are characteristic of all children with autism. This is what makes them similar. However, children with autism do not all show the same behaviours in each of those domains. This is how children with autism are different from each other. Autism presents as a spectrum of behaviours from mild to severe. **Experiencing Autism** will show you just how these behaviours may look in a child with autism.

Please share the previewing of this video with all school educators and/or your Parent Council.



**Autism Ontario**  
1179A King St. W., Suite 004, Toronto, Ontario M6K 3C5 416-246-9592; 1-800-472-7789  
www.autismontario.com Charitable No. 119248789RR0001



**Together for Autism™**  
416-246-9592 ext. 240 or 241 www.togetherforautism.ca  
A Program of Autism Ontario

# Initiating Student Dialogue on Accepting Students with Autism

**Experiencing Autism** is 17 minutes in length and can be viewed on its own but, to have the greatest impact, a class presentation with discussion time is best.

The video has been structured as follows:

Introductory session with information about autism from Former GM of the Toronto Raptors, Rob Babcock.

5 interactive games demonstrated by a group of students from Pope John Paul II in Bolton, that you can try with your students in class.

The video can be stopped at any of the above segments to allow for classroom discussion.

The students' comments from the video as well as the following suggestions may help facilitate your dialogue.

## **Game One: VLOCKNAR**

Why did Lisa have trouble understanding VLOCKNAR?

What happened to help Lisa understand VLOCKNAR?

How else could you help a child with autism when giving them a verbal instruction?

## **Game Two: OVERLOAD**

Even though Domenico, Kristy and Brandon all have autism how do they differ from each other?

What happens when someone, like Casey, has too much or too little sensory input?

How do you think other children with autism behave when there is too much sensory information in their environment?

## **Game Three: NO REASON AT ALL**

What is a meltdown, and why does it happen?

What can we do if we see a child with autism have a meltdown?

## **Game Four: Clear Language**

Why is the statement "dogs taste better" hard to understand?

How can we communicate so children with autism will better understand us?

## **Game Five: SOCIAL RULES**

Name some social rules we have to follow in school.

How can we help children with autism learn these rules?

## **General Questions**

What are some of the lessons you have learned from this video, and how can you apply them to other situations in your life?

Look at the similarities and differences in children with autism.

## **Additional Information on Autism**

The Together for Autism website features a range of resources that can benefit educators, care providers, families and advocates of students with autism.

**Visit: [www.togetherforautism.ca](http://www.togetherforautism.ca)**



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