

FOREVER STUDENTS ASSIGNMENT 2

15 Minute PowerPoint Presentation and 10 Page Overview

Because your "primary audience will be parents, therapists, and educators of children who exhibit various symptoms of ASD, Your second assignment and first field experience will look at how parents of children with ASD cope, how their lives change, how families persevere and adjust to their circumstances and what support groups are available to assist. Your group will use a minimum of five new resources per group member (total 20 additional per group) to investigate the current research studies that looked at families and children who overcame ASD:

- How effective is early diagnosis in treatment and cure,
- What are the earliest warning signs identified by parents,
- Are there early indications of success for some children while not for others,
- Do researchers know why some respond successfully to treatment while others don't,
- Do some children regress after progressing, if so why,
- Look at ASD from the family's perspective (what changes),
- What support services are available for parents and siblings,
- How should families modify their lifestyle when faced with a child with ASD?

Article your review

http://www.nytimes.com/2014/08/03/magazine/the-kids-who-beat-autism.html?_r=0

FOREVER STUDENTS ASSIGNMENT 3

15 Minute PowerPoint Presentation and 10 Page Overview

Because your "primary audience will be parents, therapists, and educators of children who exhibit various symptoms of ASD, Your third assignment and second field experience will look at how educators and teachers work with children with ASD and how the media portrays children with ASD. Your group will use a minimum of five new resources per group member (total 20 additional per group) to examine how media (print, visual) views and portrays children and adults with ASD (negative and positive). You will also investigate ways that public school educators label, teach, integrate, and/or isolate students with ASD:

- How does the media portray ASD (as one ailment or in various forms) (positive/negative),
- Does the media sensationalize some such as aspersers and ignore other symptoms,
- Are various forms of ASD more acceptable to the public than others (why),
- Federal laws for special education indicates, least restrictive environment, how does that rule work for ASD secondary children,
- Are all ASD students placed in special education classrooms,
- What are successful tools used by classroom teachers to assist ASD students reach learning goals,
- Should ASD students be in regular classrooms,
- What are the in school support systems for ASD students,
- How is the IEP for ASD students developed and monitored?

Helpful Kentucky Website

<http://chfs.ky.gov/ccshcn/autism.htm>

FOREVER STUDENTS FIELD EXPERIENCE 1

Visit a local middle/secondary school's special education classroom that has some students with ASD. Observe students, student/teacher interactions, student/student interactions, and student engagement in the learning process. Interview the teacher on teaching tools and techniques for ASD students. If available, observe ASD students in regular class or during lunch.

FOREVER STUDENTS FIELD EXPERIENCE 2

Attend the Lexington/Bluegrass ASBG meeting, last Monday on October 26. Observe and discuss with ASD with families and therapists. Tell them your research topic and ask what they would like to see from you. <http://asbg.org>

FOREVER STUDENTS FINAL PROJECT

Develop a family and teacher handbook with resources, contacts, tools, and strategies on identifying ASD, what to expect with various forms of ASD from infancy to adulthood, adapting family life to living with ASD children, educating siblings, working with your child, available public education, and options for adults with ASD. Final class presentation should include a power-point with an overview of your handbook.