**Chapter 10**

1. Explore the evolution of Autism Spectrum Disorder at the following sites. Prepare a descriptive timeline as a visual representation of significant milestones of its evolution.

[www.autismnow.org](http://www.autismnow.org)

[www.webmd.com/brain/autism/history-of-autism](http://www.webmd.com/brain/autism/history-of-autism)

[www.nimh.nih.gov/health/topics/autism-spectrum-disorders-pervasive-developmental-disorders](http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-pervasive-developmental-disorders)

[www.autismspeaks.org/what-autism/diagnosis/dsm-5-diagnostic-criteria](http://www.autismspeaks.org/what-autism/diagnosis/dsm-5-diagnostic-criteria)

Chapter 10 Learning Objective: Describe the evolution of the definition of autism spectrum disorders.

CEC Standard(s): Standard 1: Learner Development and Individual Learning Differences

 1.0: Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic I: Understanding Exceptionalities

B. Characteristics of students with disabilities

1. Determine the process for writing social stories by searching the following websites. Review also the information provided in Chapter 10. Select a topic and prepare a social story that you can share with your classmates.

[www.thegraycenter.org/social-stories/what-are-social-stories](http://www.thegraycenter.org/social-stories/what-are-social-stories)

[www.pbisworld.com/tier-2/social-stories](http://www.pbisworld.com/tier-2/social-stories)

[www.thewatsoninstitute.org/teacher-resources2.jsp?pageId=2161392240601226415747290](http://www.thewatsoninstitute.org/teacher-resources2.jsp?pageId=2161392240601226415747290)

[www.educate.autism.com/social-stories.html](http://www.educate.autism.com/social-stories.html)

Chapter 10 Learning Objective: Describe instructional strategies often used with students with autism spectrum disorders.

CEC Standard(s): Standard 5: Instructional Planning and Strategies

 5.1: Beginning special education professionals consider an individual’s abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic III: Delivery of Services to Students with Disabilities

A. Background knowledge

3. integrating best practices from multidisciplinary research and professional literature into the educational setting

1. Search the following websites to determine the behavioral, social and communication characteristics of individuals with Autism Spectrum Disorder. Organize your findings in a graphic organizer that can be used as a quick reference guide.

[www.nichcy.org/disability/specific/autism](http://www.nichcy.org/disability/specific/autism)

[www.cdc.gov/ncbddd/autism/signs.html](http://www.cdc.gov/ncbddd/autism/signs.html)

[www.autismspeaks.org/what-autism/symptoms](http://www.autismspeaks.org/what-autism/symptoms)

Chapter 10 Learning Objective: Outline the behavioral, social, and communication characteristics typically associated with individuals with autism spectrum disorders.

CEC Standard(s): Standard 1: Learner Development and Individual Learning Differences

 1.2: Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic I: Understanding Exceptionalities

B. Characteristics of students with disabilities

1. Search your state department of education website to determine the following information:
* The prevalence of students with ASD in your state
* The number of individuals with Asperger syndrome
* Services/resources available to individuals with ASD and to the parents of individuals with ASD

 For example:

 [www.wvde.state.wv.us/osp/autism.html](http://www.wvde.state.wv.us/osp/autism.html) (West Virginia)

 [www.education.ohio.gov/Topics/Special-Education/Students-with-disabilities/resources-for-autistic-children](http://www.education.ohio.gov/Topics/Special-Education/Students-with-disabilities/resources-for-autistic-children) (Ohio)

Chapter 10 Learning Objective: Summarize services for individuals with autism spectrum disorders.

CEC Standard(s): Standard 6: Professional Learning and Ethical Practice

 6.2: Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

PRAXIS II: Education of Exceptional Students: Core Content Knowledge

* Topic II: Legal and societal Issues

C. Historical movements/trends affecting the connections between special education and the larger society