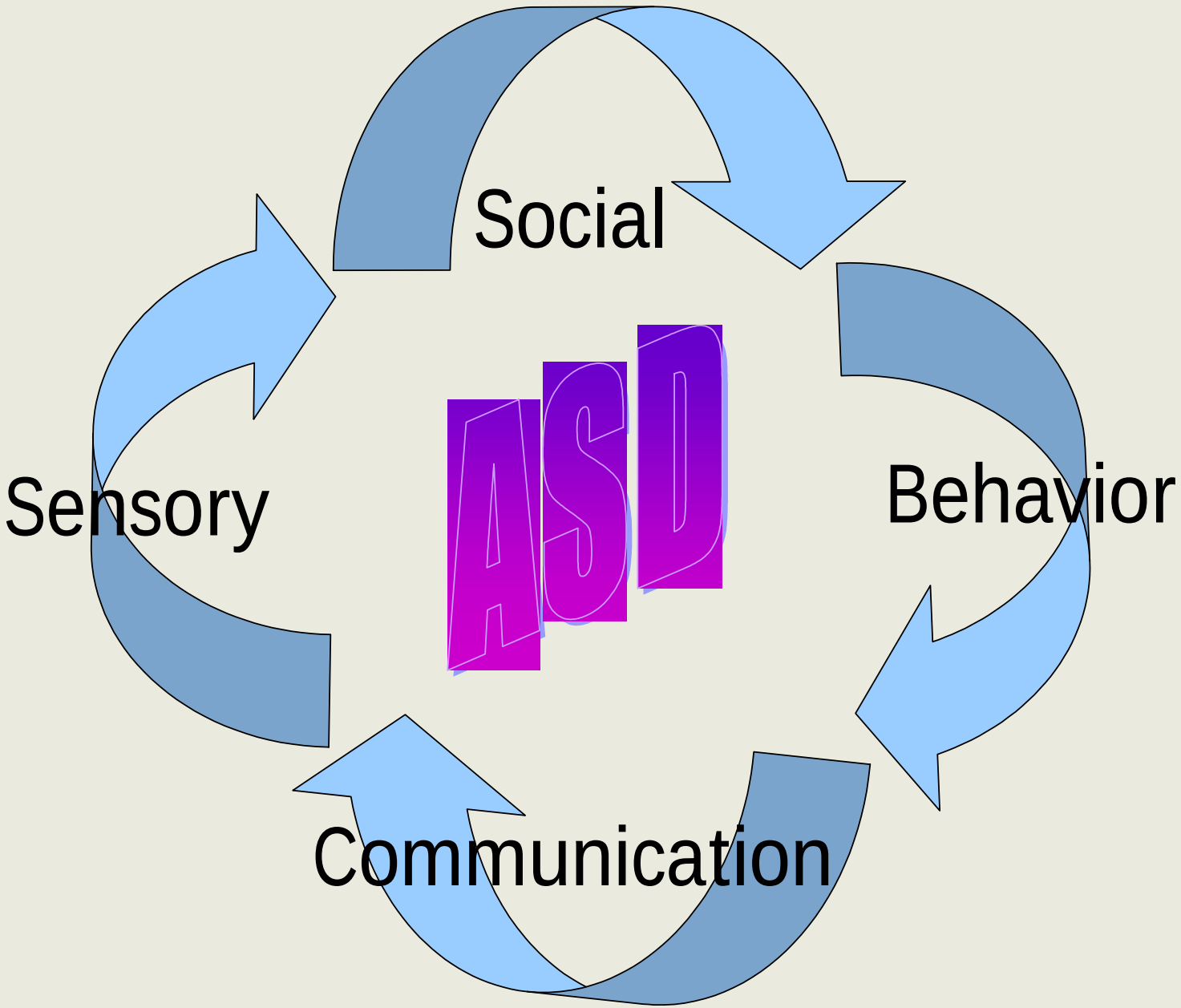

Social
Behavior
Communication
Sensory
ASD

# Autism Spectrum Disorder is....

A neurobiological disorder of development that causes discrepancies or differences in the way information is processed. The information-processing differences affects the ability in the following areas:

***Language,***

***Relating to people and the environment,***

***Sensory stimulation, and***

***Perspective taking***

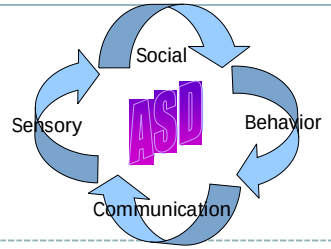
# Peer-to-Peer Support Program

**Why do we need mentors?**

Children often make fun of what they do not understand. Telling the general education students about the students with special needs allows for successful interactions. Knowledge is power.

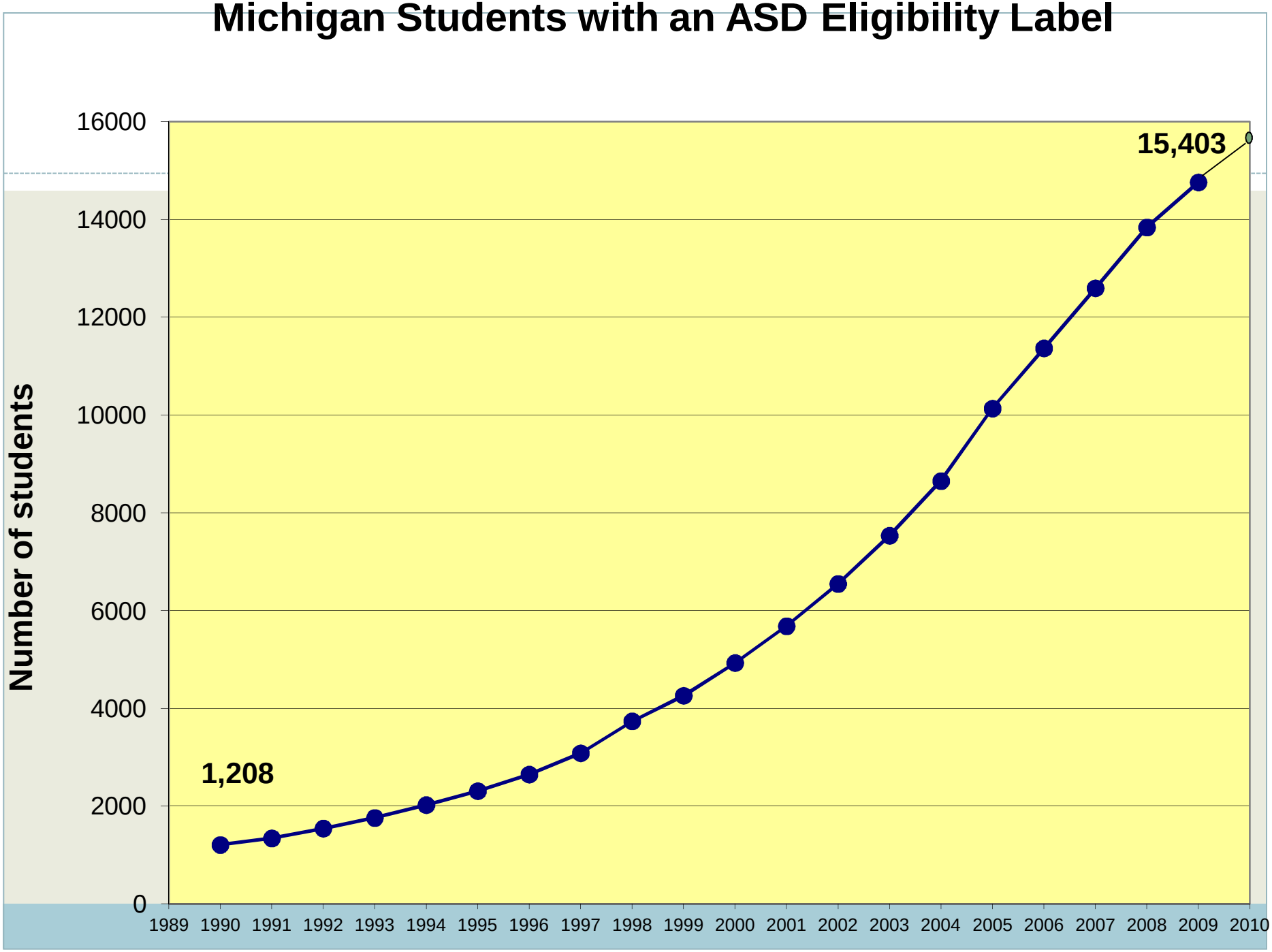
90% of students with ASD are bullied!

# Facts and Statistics




- 1 in 88 children has been identified with an autism spectrum disorder (ASD) according to estimates from the CDC (Center for Disease Control and Prevention).
- ASD is reported to occur in all racial, ethnic, and socioeconomic groups
- ASD is almost 5 times more common among boys (1 in 54) than among girls (1 in 252). ASD can and does exist with and without cognitive impairment and other disabilities.
- ASD is not contagious.
- 1992-2003-All disabilities grew 31% - ASD grew 805% - under IDEA

# Michigan Students with an ASD Eligibility Label



# Autism Prevalence

- By way of comparison, this is more children than are affected by diabetes, AIDS, cancer, cerebral palsy, cystic fibrosis, muscular dystrophy or Down syndrome, combined

# No matter how hard you try -

## You will never be a 13 year old boy.

Please decode the following:

LVM 2 TELL U MUSM. NOW LMAO @ U - MLIA

Left voice mail to tell you miss you so much. Now I'm laughing my a** off at you. My life is awesome!

# Social Competency Research

- The more traditional approaches to teaching social skills have not been highly effective as indicated in a meta analysis conducted by Bellini et al., (2007).
- Efforts to successfully teach social skills to students with ASD can be undermined by problems with generalization to new settings, people, and materials (Parsons & Mitchell, 2002; Zager & Shamow, 2005).
- The National Research Council report (2001) recommended that students with ASD be taught skills in natural contexts.

# Peer-to-Peer LINKS

- A Peer-to-Peer support program utilizes regular education students as positive role models for a student with ASD.
- The peer will attend a class with the student offering assistance for learning social and academic expectations.
- The peer will use skills and strategies learned through the peer-to-peer curriculum and case conference meetings to support the student with ASD.

# Evidence Based Practice Acknowledged by Pupil Accounting

- **Pupil with ASD – Peer-to-Peer Students model typical academic and social behavior in educational environments.**
- **Pupil with ASD – Improvements in academic competence (Cushing & Kennedy , 1997; Hunt, Staub, Alwell, & Goetz, 1994).**
- **Peer-to-Peer Student – Progressive knowledge regarding awareness and understanding of disabilities (Carter, Hughes, Copeland & Breen, 2001)**

# Evidence Based Practice Acknowledged by Pupil Accounting

- P2P **Student** – **Experience an increase in skills: organization, responsibility, problem-solving, decision making and accountability (Koppang, 2003).**
- P2P **Student** – **Improvements in academic competence (Cushing & Kennedy , 1997; Hunt, Staub, Alwell, &Goetz, 1994).**
- P2P **Students At Risk** – **Demonstrate increased grades and attendance (Cushing & Kennedy, 1997)**

# Benefits of Peer-to Peer supports for general education students

- Increases socialization
- Improves responsibility
- Facilitates respect
- Develops awareness and insight into individuals with Autism Spectrum Disorder.
- Builds friendships
- Teaches patience, tolerance and acceptance.
- Recognizes common interests
- Develops leadership qualities
- Provides another meaningful elective to choose from
- Changes the culture of the school setting
- Reduces bullying
- Increases experiences with those with differences
- Increases attendance

# Benefits of Peer-to-Peer supports for students with Autism

- Improves socialization skills
- Develops skills to interact with others
- Indentifies social cues in a natural setting
- Develops friendships
- Increases independence
- Enhances communication skills
- Increases academic output
- Recognizes common interest
- Integration into school culture
- Improved attendance
- Increased involvement in extracurricular activities
- Improved organizational skills
- Decreases student anxiety

# Benefits of Peer-to-Peer

- Essential Learning Outcomes for a student with ASD
  - 53 GLCE's related to social skills K-12
  - Multiple curricular areas
  - Example: Grade 5 L.CN.05.02 - Listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g. Eye contact, attentive, supportive) in small and large group settings.

# Duties of staff

- Classroom teachers
  - Provides feedback to the teacher of record
  - Responsible for the learning of the ASD student
  - Provides all instruction, direction, and discipline

- Teacher of record- Special Education Teacher
  - Attendance
  - Monitors progress and online curriculum of LINKS students
  - Problem solving
  - Case Conferences
  - Monitors communication blogs
  - Solicits feedback from classroom teachers

# Cost

- Established curriculum for the LINKS program
  - http://www.autisminternetmodules.org/user_mod.php
- Approved by the state board of education
- Available online
- FREE of cost to any participating district
- Consultation by KRESA, ASD Teacher Consultant

# LINKS Resources

**P2P Support overview:**
http://www.gvsu.edu/autismcenter/peer-to-peer-supports-388.htm
**Paul's Personal Blog on LINKS:**
http://helpingeducators.edublogs.org/
**Link to LINKS curriculum:**
http://gvsu.edu/autismcenter/comprehensive-curriculum-for-link-program-392.htm
**Another way to access the curriculum:**
1.Go to:
helpingeducators.edublogs.org
1.Right-hand column
2.Click on "Internet Training Modules"
3.Click on "Master Planning Document 2.4
**Autism Modules for curriculum through website:**
http://www.autisminternetmodules.org/index.php
**Link to Pupil Accounting rules for LINKS program:**
http://gvsu.edu/autismcenter/pupil-accounting-rules-390.htm
**Link to videos from LINKS programs:**
http://gvsu.edu/autismcenter/peer-to-peer-videos-401.htm
**Paul Miller's Edublog regarding LINKS:**
http://millep.edublogs.org/
**Application to request support establishing a LINKS program at your school:**
http://www.gvsu.edu/autismcenter/applications-273.htm

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