

Autism 101: Characteristics and Strategies

Autism refers to a range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication, as well as by unique strengths and differences. The Centers for Disease Control and Prevention (CDC) estimates autism's prevalence as 1 in 68 children in the United States. As educators, we want to support all of our students. Join us to learn how to best meet the needs of autistic students in your school.

During this session, participants will develop an understanding of:

- ◆ Various facets of autism
- ◆ The implementation of various strategies for managing different behavioral needs
- ◆ Ways to modify classroom resources and curriculum to meet students' needs
- ◆ The importance of understanding individual student's needs
- ◆ Strategies for classroom management and dealing with other students' reactions to the autistic student's behavioral needs
- ◆ The importance of communication among all individuals involved with the student's service plan



Educators will leave this session with:

- ◆ Resources and strategies to implement immediately in their buildings
- ◆ A firm understanding of the Autism Spectrum and the common co-morbidities
- ◆ An action plan for individual students or classrooms



Date: Tuesday, November 13, 2018
Time: 8:30 a.m. Registration
9:00 a.m. - 3:00 p.m. Workshop Hours
Site: East Central ESC, 1601 Indiana Ave., Connersville
Audience: K-12 teachers and administrators, curriculum directors, school nurses, counselors, social workers
Cost: \$125 ECESC Members
\$250 Non-ECESC Members
(Includes morning refreshments and materials)
Register: <https://goo.gl/forms/7oZMN5whhqFiperH3>
Call (800) 669-3010 or send an email to
Questions: mbarbour@ecesc.k12.in.us



Amanda Rinehart majored in Elementary Education at I.U. Bloomington. Her Master's Degree is in Educational Leadership and Administration and in Applied Behavioral Analysis with a focus on autism. For 15 years Amanda has been an educator and administrator in urban settings.

As a Building Options Coordinator, Amanda worked to develop academic and behavioral plans that would help students attain higher achievement and stay in school, in lieu of suspension or expulsion. She was responsible for data collection, analysis, and reporting for the district. Amanda oversaw an elementary alternative school, offering data-driven strategies so that students could return to their boundary schools.

With strategies in hand, Amanda then became the middle and high alternative school interim principal. In this role she implemented behavior modification and management procedures that would lead to student academic growth and development.

