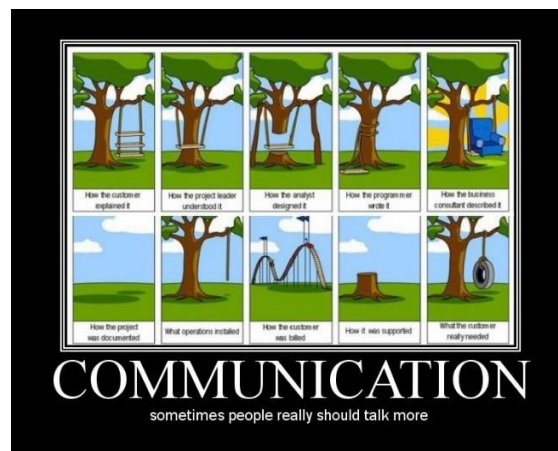


Communication and Supporting Students with ASD Outline

1. Introduction
 - a. Many supports and stakeholders within the school system
 - i. Downfalls:
 1. Communication
 2. Continuity
 3. Consistency
 - ii. Perks:
 1. Different viewpoints
 2. Delegation
 3. Student advocates
2. Purpose of presentation
 - a. Clarify items such as
 - i. What information needs to be shared about the student
 - ii. Who receives the information
 - iii. Whose role is it to share specific information
 - iv. Student involvement in advocacy and communication
 - v. How to ensure everyone feels informed and included
3. Attention Getter
 - a. Show graphic about communication



David Graham ePortfolio. (2016).

- i. *How many of us can relate to this graphic? (check for raised hands or comments)
- ii. *Anyone ever played the game “Telephone”? (start a quick 2 minute game to see if the communication was successful making it back to the last person)
- iii. *These depict how overwhelming and confusing it can be to collaborate with so many stakeholders when working with students with ASD.

4. Productivity Strategies for Communication

- a. Set clear roles and responsibilities, including a team lead
 - i. Groups will already be in 3-4 people; have them practice setting norms and delegating roles in a role play situation (5 minutes)
- b. Common use of communication platforms (safe ways to share electronically without breach of confidentiality)

<https://www.vocantas.com/solutions/emergency-communications/>

*explore this and other sites/apps to use
- c. Pre-determined schedule for meetings
- d. Active listening activities
 - i. Do “Dream Vacation” and “Loud Brain” activities from Trevor Muir <https://www.trevormuir.com/blog/active-listening>
- e. Debrief why active listening is so key in all communications with students and adults, but also non-verbal communication

5. Collaboration Strategies for Communication

- a. Align team goals so working toward a common resolution
 - i. <https://thecmo.com/marketing-strategy/team-alignment/>
 - ii. View the chart and compare aligned vs. misaligned teams
- b. Communication strategies for working with students with ASD
 - i. Go over evidence-based practices for communicating

1. <https://www.iidc.indiana.edu/irca/articles/evidence-based-practices-for-effective-communication-and-social-intervention.html>
 2. I will create a visual/slide to explain what each strategy means and looks like
 3. Groups will be assigned one strategy and they have to effectively communicate to others in the training what it is, when it might be most effective, and demonstrate/give an example of this strategy for real-world purposes.
6. Trends Within the Classroom
 - a. Structured Teaching Strategies
 - b. Fostering positive peer interactions
 - c. Self-advocacy
7. Conclusion
 - a. Q & A

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