PEER ACCEPTANCE OF STUDENTS WITH AUTISM:  
A GUIDEBOOK FOR GENERAL EDUCATION  
ELEMENTARY SCHOOL TEACHERS

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PEER ACCEPTANCE OF STUDENTS WITH AUTISM;
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DEDICATION

I would like to dedicate this project to my parents, Heon-sub, Ha and Bun-ok, Choi, who have been constantly providing support and the encouragement for my success. I would not have made this project through without your support. I appreciate all of your love and support.

This project is also dedicated to my fiancé Yang Xiong. Thank you for all your help. Without your help, I could not have finished this project.
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ABSTRACT

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The Education for All Handicapped Children Act, EAHCA (PL 94-142), was established by law in 1975. It gave special needs students the opportunity to have class with non-special needs students in regular school (Heward, 2006). Mainstreaming has become one of the most popular subjects in the education field and the number of students who are participating in mainstreaming is increasing. However, general education teachers did not obtain enough training on teach student with autism in their classroom setting (Moore-Abdool, 2010). Moreover, student with Autism Spectrum Disorders (ASD) have difficulty developing peer relationships. Their lack of understanding of social cues, humors and communication skills bring out tough situations to make a friend (Laugeson, Frankel, Gantman, Dillon, & Mogil, 2012). Students with
ASD are often isolated from mainstreaming environments because general education teachers and students do not understand how to teach ASD students.

The purpose of this project is to provide a guidebook for general education teachers to support general education students so they can understand and accept students with autism in the classroom. This guidebook includes characteristic of student with ASD, instruction tips, 15 lesson plans, and useful resources. The lesson plans is recommended for elementary school general education teachers and it can provide support for junior high and high school teacher to obtain the main ideas about autism and awareness on the lesson plans.
CHAPTER I

INTRODUCTION TO STUDY

Background

The Education of All Handicapped Children Act (EAHCA) was enacted in 1975 giving students with special needs the right to attend classes with mainstream students. Parents have the right to integrate their children with special needs with non-disabled students in general education classes instead of segregated classes, a process referred to as “mainstreaming” (Heward, 2006). Students with special needs were able to obtain a public education with an Individualized Education Programs (IEP) specializing to their specific educational needs (Murdick, Gartin, & Crabtree, 2007). The EAHCA and other efforts increased the quality of special education for students with special needs.

Mainstreaming has become an issue in the education field due to the increase in parents wanting their children with special needs to participate in the mainstreaming process, yet general education teachers are not prepared to teach students with special needs (Moore-Abdool, 2010). Teachers usually have about 30 students and 1 or 2 students with special needs in their classroom. Students with special needs require professional teaching skills to teach them in their classroom because what works for non-disabled students may not work for students with special needs (Moore-Abdool, 2010). Another factor affecting mainstreaming is that non-disabled students do not understand students with special needs. Some students do not comprehend why students with special needs may exhibit abnormal behaviors (Han, 2003).
If teachers involved in mainstreaming are not properly educated and trained, then it is not truly mainstreaming because students with special needs are not properly integrated into the classroom setting. Students with special needs end up being placed in general education classrooms and it does not benefit them, non-disabled students, or teachers.

It has been found that some students with Autism Spectrum Disorders (ASD) have social deficits and have difficulty developing friendships with others. For example, students with autism have a hard time making friends and being around others because they often lack the understanding of social cues, have poor social communication skills, are overly verbose in conversation with peers, and fail to understand and use humor (Laugeson, Frankel, Gantman, Dillon, & Mogil, 2012).

The mainstreaming environment is a great opportunity to practice and learn how to build relationships with others. According to Jeong (2003), it is beneficial to integrate students with special needs with students without special needs at a young age. They can easily understand each other when they are young, so it is really important to have awareness programs during their elementary school years. For these reasons, general and special education teachers should collaborate together and continue to help general students and students with special needs understand, support, and accept each other in a mainstreaming environment.

This project created a small guidebook for general education teachers to learn specifically about students with autism, the method to make non-students with special needs understand autism, and a teaching plan for special education and general education students to learn together. It consists of an introduction of autism, 14 lesson plans with assessments, recourses, and a section on tips with strategies for general education teachers.
Purpose of the Project

The purpose of this project is to provide a guidebook for general education teachers to help general education students learn and accept students with autism in the classroom. This guidebook will help give teachers appropriate methods of understanding students with autism’s behaviors, support general education students to accept students with autism, and create a positive mainstreaming environment. Many general education teachers do not receive sufficient training to teach students with autism (Han, 2003). Many general education teachers do not understand characteristics of autism; therefore, the guidebook from this project will help explain and elaborate about characteristics of autism for teachers. There are also four instruction tips, visual support, transitioning, prompting and reinforcement, which current America and South Korea special educations teacher selected. The guidebook will help assist with some of those problems and how to collaborate some of those issues between general and special education teachers.

Designing this guidebook as a tool for general education teachers to comprehend behaviors of students with autism and understand general education students. It consists of 15 lesson plans with assessments, resources and a section on tips for general education teachers. This guidebook is particularly aimed towards general education teachers who work in elementary schools. This guidebook may also be applied to junior high and high school students, but it needs to be adjusted according to each student’s level of education.
Scope of the Project

The project is a guidebook for general education teachers who teach in elementary schools. The intended audiences of this guidebook are for elementary school general education teachers, special education teachers, and school administrators.

This guidebook is opened with information about characteristic of ASD. It will be helpful to do interventions when students with autism show characteristic traits from this guidebook after understanding autism characteristics. This guidebook, also, contains four instruction tips. I interviewed two current special education teachers who are working in California, USA, and Masan, South Korea. I selected four instruction tips via interview. The last part of the guidebook contains 15 lesson plans. It has a simple guide and small tips on teaching plans and methods for students. The components of teaching plan are: 1) title, 2) topic (main idea), 3) objectives, 4) materials, 5) activity, 6) assessment, 7) homework.

This guidebook cannot be replaced by the curriculum, however, it is able to assist in increasing general education teacher’s understanding about students with autism, and show a healthy relationship between general education students and students with autism may benefit from mainstreaming. The purpose of this guidebook is to inform and provide teachers with information about students with autism and how to build healthy relationships between general education students and students with autism in a mainstream classroom.

Significance of the Project

One of the main characteristics of students with autism is lack of social skills. They have a hard time maintaining eye contact with other students and sometimes
show inappropriate behaviors (Buron, & Wolfberg, 2008). Mainstreaming is a worldwide popular issue in the field of special education because children with special needs have to learn how to live with non-special needs children. Children with special needs have a legal right to take classes with non-special needs student instead of a segregated education (Murdick, Gartin, & Crabtree, 2007). Mainstreaming is the process of integrating students with special needs to become a part of mainstream community. Part of the process includes learning basic social skills such as eye contact, appropriate conversations, and appropriate behaviors in certain situations.

Children with special needs are often isolated from mainstream environments because general education teachers and students do not understand or are unable to accept children with special needs. Many general education teachers are aware that students with special needs will be in their classrooms, but they do not have the proper training to teach them. Teachers know they do not have the right skills to teach special needs children (Moores-Abdool, 2010). This project tries to achieve better quality of mainstreaming by providing a small guidebook to general education teachers so that they can become more knowledgeable about ASD.

Moreover, general education students recognize that students with autism’s behaviors are different compared to their behaviors. Even though they should build relationships and learn social skills from each other, general education students are unaware of students with autism’s behaviors and characteristics. General and special education teachers need to collaborate together and create awareness programs so general education students can understand and accept students with autism to be a part of their classroom. This guidebook contains specific skills and methods on how to get students involved in activities and better understand each other.
Limitations of the Project

This project creates how general education teacher’s assist general education students to understand and accept students with autism. Most of research studies are focused on how to help or teach students with autism so they can adapt in mainstream environments. The target of study is different compared to other studies therefore it was difficult to present valid research results to support the project.

Furthermore, all the teaching plans targeted students with autism who were still in elementary schools. Students with autism show their own unique social skills. This is a reason this project is narrowed down to ASD. Also, it demonstrates how students with autism struggled to build relationships with their peers during elementary, junior high, and high school. It is better to learn social relationship skills at a very young age, so it is targeted towards elementary school (Han, 2003). Narrowing down the target to elementary school, students with autism are not limited therefore it will also strengthen the research projects in that specific grade school.

Definition of Terms

Autism Spectrum Disorder (ASD)

Autism spectrum disorder (ASD) is defined 1) Persistent deficits in social communication and social interaction across multiple contexts, 2) Restricted, repetitive patterns of behavior, interests, of activities, 3) Symptoms must be present in the early developmental period, 4) Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning, 5) These disturbances are not better explained by intellectual disability of global developmental delay. Intellectual disability and autism spectrum disorder frequently co-occur; to make comorbid diagnoses of autism spectrum disorder and intellectual disability,
social communication should be below that expected for general developmental level. (Autism Speaks, n.d., DSM-5 Diagnostic Criteria, para. 3)

**Individualized Education Program (IEP)**

An IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject of course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations. The IEP is not a daily lesson plan itemizing every detail of the student’s education. (Ontario Ministry of Education, 2000, What is an individual education plans?, para. 1).

**Least Restrictive Environment (LRE)**

Least Restrictive Environment (LRE) is based on the assumption that the preferred placement for students with disabilities is the regular classroom. Other placements on the continuum of alternative placements should only be accessed when success in the regular class cannot be achieved without significant alterations. (Murdick, Gartin, & Crabtree, 2007, p. 27)

**Mainstreaming**

This term has generally been use to refer to the selective placement of special education classes. Mainstreaming proposes generally assume that a student must earn his or her opportunity to be mainstreamed through the ability to keep up with the work assigned by the teacher to the other students in the class. This concept is closely linked to traditional forms of special education service delivery. (Rogers & Phi Delta Kappa, 1993, p. 1)
Peer Acceptance

Peer acceptance is the ability to make and maintain friendships, and their participation in larger peer networks. (Gifford-Smith & Brownell, 2003, p. 235)

Public Law (PL) 94-142

The Education of All Handicapped Children Act of 1975, renamed the Individuals with Disabilities Education Act (IDEA) when it was reauthorized in 1990. This is the first law to guarantee a free and appropriate education to children with disabilities. (Buron, & Wolfberg, 2008, p. 373)

Social Learning

Learning to understand others’ perspectives and to behave in ways that others will consider socially appropriate. (Buron, & Wolfberg, 2008, p. 375)
CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Mainstreaming is a worldwide movement in the education field in which students with disabilities are able to get the appropriate education service. IDEA guarantees all special needs students the same rights and privileges, as students with non-special needs. The least restrictive environment was emphasized to give students with special needs an opportunity for mainstreaming. Mainstreaming is defined as providing students with special needs the same opportunities to an education as general education students. Students with special needs who are temporarily taking classes with students with non-special needs are more likely to develop their social skills (Han, 2003). More than 49.9% of exceptional students are in mainstreamed classrooms because many parents want their child with special needs to attend a regular school (Han, 2003). Parents hope their child will be able to take the same classes with others who are not special needs (Han, 2004).

However, finding the appropriate least restrictive environment for students is more important. Mainstreaming is not the least restrictive environment for every student. Of course, mainstreaming can provide so many benefits to students, but teachers and parents should carefully evaluate their students’ level of education and to better understand which classes are suitable for them to take. Sometimes students with special needs are just placed in a mainstreaming classroom. Some general education teachers’ lack of knowledge about special education can prohibit students with special needs’ appropriate education level. Many students with special needs are integrated into general education classes, but most teachers are not prepared to teach at two
different levels (Robertson, Chamberlain, & Kasari, 2003).

Moreover, how many students with special needs can understand their peers is the important part. Peer relationship can bring out remarkable differences in the general and special educational student body. (Han, 2003).

Special Education History in America and South Korea

Students with special needs in America received the right to a public education after several cases of litigations. Before the 1970s, students with special needs were segregated from general education students and learned in segregated schools or different classrooms. Some states allowed schools to reject students with special needs from attending their schools. (Heward, 2006). An awareness of students with special needs has been slowly recognized so they are able to participate in school and society.

The Education for All Handicapped Children Act, EAHCA (P.L. 94-142) was established by law in 1975. This law has affected the education field and is considered as one of the most important laws in the history of education. EAHCA, P.L. 94-142, let’s all children with disabilities afford a free, appropriate public education in the least restrictive environment and ensured the rights of children with disabilities and their parents are protected (Murdick, Gartin, & Crabtree, 2007). EAHCA contained six basic principles and these principles are continued in the Individuals with Disabilities Education Improvement Act, IDEIA (P.L. 108-446). The six principles are zero reject, nondiscriminatory assessment, procedural due process, parental participation, least restrictive environment, and individualized education program (Murdick, Gartin, & Crabtree, 2007).
Zero Reject allows any child with disability children from K-12 to go to school. When the child becomes a student of the school, the child must go through some testing that will measure deficit that the child has (Murdick, Gartin, & Crabtree, 2007). Students’ diagnostics scores are brought to school officials to view and see if there are any progresses and developments in each student. The school and parents are involved with the student’s way of studying and are at equal level of participating in the child’s education (Murdick, Gartin, & Crabtree, 2007). The need for parental participation is a must because parents or guardians are a big impact in student education. Least Restrictive Environment comes in to play, because it gives the child a comfortable place to study or if he is ready to move into mainstreaming classes with other general education students (Murdick, Gartin, & Crabtree, 2007). An IEP is an overall of the students learning course. The IEP breaks down and measures from accomplishments in classes and goals (Murdick, Gartin, & Crabtree, 2007).

In 2004, the Individuals with Disabilities Education Improvement Act (IDEIA) was established. It contains the same component with EAHCA, but there are five changes that affected special education field (Heward, 2006). The five changes include:

1. Definition of highly qualified special education teachers and the requirement that all special education teachers be highly qualified. 2. Provisions for reducing paperwork and other non-educational activities, including a pilot paperwork reduction program. 3. Major changes in compliance monitoring to focus on student performance, not just compliance with procedures. 4. Revised state performance goals and requirements for children’s participations in state and local assessments aligning the requirements with those of ESEA of 1965. 5. Authority for Local Education Agencies (LEAs) to use local IDEA grant monies for early intervening services aimed at reducing or eliminating the future need for special education for children with educational needs who do not currently qualify for IDEA (Murdick, Gartin, & Crabtree, 2007, p.31-32).
IEDA is be connected with No Child Left Behind Act (NCLBA) in 2001, and it is coming into force now (Murdick, Gartin, & Crabtree, 2007).

The process of development special education in Republic of Korea is able to divide four periods: the Quickening period (1870-1948); the Foundation period (1949-1976); the Developmental period (1977-1993); and the Take-off period (1994-present) (Lee, 2005). Some scholars maintain different development period, but the foregoing period is the common view to look the process of special education development in Republic of Korea. The quickening period is separated by three sub stages; Civilized nation stage (1870-1910), Japanese occupation period (1911-1945), and American military administration (1946-1948) (Lee, 2005). Special education during the civilized nation stage has been associated with Christian missionaries (Hwang & Evans, 2011). Rossetta Sherwood Hall, who is an American missionary and physician, created Korean braille based on New York braille and established Pyeung Yang Girls’ School for students with blindness in 1898 (Hwang & Evans, 2011). People acknowledged the need of special education at this time. During the Japanese occupation period, there were few special education schools established and it was primarily focused on vocational education. There was no course for training special education, so general education teachers taught students with blindness. This was the first time special education was provided to students from governmental authority (Lee, 2005). After World War 2, American military administration period made the foundation of democratic education in South Korea. By the guarantee of the law from US army military government office, students with special needs were able to have an equal opportunity at attaining an education (Hwang & Evans, 2011).
The elementary education was prescribed for compulsory education during the foundation period. The government tried to expand the range of compulsory education for students with special needs. Also, they revised the law that special education school contains secondary education courses (Lee, 2005). Dankuk University, Korean industrial sociological University, and Ewah Women’s University opened up a special education major and trained professional special education teachers. Because of the shortage of special education teachers, government fostered and offered better benefits to special education teachers. Furthermore, special education schools use the same curriculum as the general education. Special education school created their own curriculum or they just used general education curriculum. Therefore, government published special school curriculum based on students with special needs exceptionality. They were focused on vocational education, which are massages and acupunctures. Government endeavored to increase the percentages of school attendance (Lee, 2005).

There were many positive changes during the development period. Students with special needs have been provided free education from kindergarten to high school. In addition, vocational courses have been established for students with special needs after they graduate high school to increase their educational opportunities. Special education curriculum has been revised to narrow down each to adjust for the abilities of students with special needs (Lee, 2005). Special education had increased opportunities and improved the quality of education for students with special needs.

Finally, the Take-off period, elementary and middle school education turned to compulsory education; kindergarten and high school are not enforced, but is provided for free. Itinerant education was implemented to students who found it difficult to come to school. Moreover, universities performed special admission for
students with disabilities to serve higher education. Government propelled the policies, Special Education Improvement Act; individualized education program, vocational education, parents’ education, and transition plan improved the quality of special education teachers and therapeutic education (Lee, 2005). Students with special needs are guaranteed to get the right of learning and high quality of inclusive education, individualized education, and therapeutic education with well-trained special education teachers.

General Education Teacher’s Lack of Understanding

IDEIA guaranteed all students with special needs the same rights, and privileges, as non-students with special needs. The least restrictive environment was emphasized to give students with special needs an opportunity to be in mainstreaming. Students who have been mainstreamed will enhance their social skills and positive behaviors since they can learn and adapt to non-students with special needs’ behaviors that fit to their age group (Bailey & McWilliam, 1990). Mainstreaming has some positive benefits for non-students with special needs also, such as a positive awareness, understanding on social relationships, and responsibility related to students with special needs (Han, 2004).

Mainstreaming provides so many helpful aspects to special and non-students with special needs; however, mainstreaming has not been prepared to its full potential. The U. S. Centers for Disease Control (CDC) reported the rate of autism. The rate of autism spectrum disorders (ASD) were approximately 1 out of 150 students in 2000; however, the rate of ASD changed to 1 out of 88 students in 2008 (2008). It is a huge increase of children with ASD. According to Moores-Abdooll (2010), the U.S. GAO mentioned the possible reason for this big increase of children
with ASD: “(a) improved diagnoses, (b) broader array of conditions falling within the range of autism, and (c) increased rates of autism in the general population.” The rate of children with ASD is increasing and most of them will be educated in general education classrooms. The relationship between general education teacher and children with ASD is becoming extremely important. On the other hand, many general education teachers said they are not prepared to teach students with ASD (Robertson, Chamberlain, & Kasari, 2003). According to Robertson, Chamberlain, and Kasari (2003), eighty-three percent of general education teachers had never taught a student with ASD before in their class and it is more astonishing to know that none of the teachers who participated in the research has gotten training in special education. Cakir states that nowadays, teacher training only pay attention to the aspect of academic knowledge of teaching, but the most important thing is how to apply the knowledge in the real environment (MELEKOĞLU, 2013). Students with ASD require more special education services than general education students.

Even if a teacher received the training about special education it is hard to teach in the appropriate way to students with ASD because each student with ASD needs a different intervention. If students with ASD are located in an untrained general education teacher’s class, the students are likely to receive poor education from the teacher. They are just physically mainstreaming in the classroom. Besides, the relationship between teacher and student with ASD is able to affect other classmates in mainstreaming classroom. Depending on how the teacher’s attitude toward students with ASD, they can get different treatment from their peers in the classroom (Robertson, Chamberlain, & Kasari, 2003). For these reasons, teachers should try to keep positive relationship with students with autism. Also, paraprofessionals usually help all students in classroom and support general and
It will aid students with autism and make it easier and faster to adapt to mainstreaming (Robertson, Chamberlain, & Kasari, 2003). However, it also is able to interrupt students with special needs’ peer interaction and to make them segregated from general education students. Therefore, general education teachers need to collaborate on making new strategies for students with autism to teach social skills and to help them in a better way to be included in the classroom environment. Also, paraprofessionals need to get trained to know students with special needs’ needs and they should share the information with general education teachers and have a good relationship with them (Robertson, Chamberlain, & Kasari, 2003).

The Republic of Korea is in the same situation. Following the statistic of special education 2013 (Ministry of Education, 2013), the number of students with autism is increasing. There were 6.2% students with autism at 2009; nonetheless, it jumped to 10.1% in 2013. Special education, especially mainstreaming, demand is increasing; on the other hand, the school system is not ready to provide the proper education to students with ASD. Teachers sometimes ignore students with special needs’ specific educational requests and because of that, they can be neglected in regular education classrooms. This aspect of mainstreaming can bring a negative effect for students with special needs (Kim, 2001).

There are four problems from a general education teachers’ perspective (Han, 2003). First, general education teachers do not understand students with special needs’ characteristics and could be prejudiced against students with special needs. Second, general education teachers have accepted students with special needs in their class without having a talk with the principal. Third, general education teachers may not know what to do when students with special needs show a different side of their
behavior. They may feel the need for teacher in-service training. Fourth, general
education teachers may present passivity when it comes to collaboration with students
with special needs’ parents and special education teachers. Overall, Lee (2003)
remarks the biggest problem on mainstreaming is that students cannot get an
appropriate education, so they are easy to end up alone by themselves in the
classroom.

Most of the teachers did not have training for students with special needs.
They are in charge of students with special needs, but do not have the right training or
the knowledge for special education (Kim, 2001). The lack of knowledge bring out
the above four problems. In a sense, it was predictable that mainstreaming was going
to work and there were hard times for collaboration between general and special
education teachers. General education teachers need to take more training during the
vacation and to share more background information about students with special needs
with special education teachers (Han, 2003). General education teachers should
realize that students with special needs and non-special needs require different types
of support and they should collaborate on what to do with that.

Teachers commented on the improvement plan in regards to the collaboration.
There were many concerns about too much paper work, less teacher training in
special education, and the number of students in each classroom (Han, 2003). They
announced that there was too much paper work to prepare for teaching. Teachers need
some time to exchange their teaching plan, and student’s characteristics; however,
they have too many things to do besides teaching the class. Also, teachers are needed
in service training about special education. Most of the teachers did not have training
for students with special needs. They are in charge of students with special needs, but
do not have the right training or the knowledge for special education (Kim, 2001). In
a sense, it is hard for general and special educational teachers to collaborate on mainstreaming because of the tasks and papers work they are doing.

The biggest problem to disturbance mainstreaming with collaboration is the number of students in general education classrooms. Han (2004) also said this is the biggest problem. Considering the results, the mainstreaming does not work well for the educational field. Mainstreaming cannot be successful without teacher’s collaboration, however, paperwork, little knowledge about special education, and the number of students interrupts teacher-to-teacher collaboration (Kim, 2001). School environment needs to be change to bring better quality of mainstreaming in school.

Peer acceptance

The ultimate goal of special education is that supporting students with special needs to acquire social relationship skills, therefore they can manage their life independently as part of society (Park, 2004). Sun said mainstreaming provides opportunities to have a time with students with special needs and general education students together. It makes students with special needs can get the social adaptation ability and general education students are able to know about students with special needs (Jeong, 2003). Mainstreaming encourages special needs and general education students’ interaction and it will help to achieve the goal of special education.

Student with autism has unique and different characteristics compared to other disorders. Student with intellectual disorder shows the significant problems on intellectual functions; however, one of the typical characteristics of student with autism is social interactions and communication (Carter, Sisco, Chung, & Stanto-Chapman, 2010). Autism student’s social behavior problems are having a difficult
time going to school and getting a job after graduation even if the students had good achievement in school. Autism students’ sometime show the behaviors ignore, and no reaction to other people, and it cause the difficulty of social interaction. They have little ability to understand other people’s emotions and thinking, also they do not know the social norm guidelines. At times, students with autism talk about inappropriate topics in the wrong place and wrong time (Buron & Wolfberg, 2008). They cannot distinguish the subject or idea depending on the situation. Moreover, eye contact is one of their major difficulties too. They have a hard time to maintaining eye contact with other people, which leads to less social interaction (Park, 2004). Because of these social behaviors, autism students are usually isolated in the classroom or do not have many friends. According to Daniel and Billingsley, autism students are not likely to reach out and make friends but other are likely to be the first to initiate a conversation and build a relationship with them. As some autism students continue their education through college, some are used to others initiating the first conversation and building a relationship but peer acceptance is not likely to occur from other students on campus. Another reason shy autism students may not have the motivation to interact with other friends is because parents are involved of meeting their kids with others and hope they will build a strong relationship from there (Daniel & Billingsley, 2010).

Stereotypes that people create about autism and other behaviors can affect the relationship between students without autism and those students that do have autism (Carter, Sisco, Chung, & Stanto-Chapman, 2010). Kim said there is still discrimination, neglect, and prejudices toward students with special needs in South Korea, and if this negative awareness is not removed, the true students with special needs’ social inclusion is impossible. In South Korea, the general education students
do not want to be around with autism students because they are awkward and creepy (Jeong, 2003). The reason general education students may have those feelings about autism students because they do not know about students with autism Jeong(2003) studied general education students who had students with special needs in their class before had higher awareness on feeling and physical looking than students who did not have students with special needs in their class before. Students who have higher understanding are more likely to accept students with special needs as a part of their classmates and friends.

Carter, Sisco, Chung, & Stanto-Chapman (2010) mentioned that there are many previous reviews about successful stories on social interactions with peers, on the other hand, they did not study what grades students has the most positive results. Comparing attitudes between elementary and junior high school general education students toward autism students, there were more positive effects starting from elementary school age. Mainstreaming is better if used at an early age and will continue to have a strong affect on autism and general education students (Jeong, 2003). This result shows that it is better for students to start at a very early age. Peer acceptance about autism students is a long-term plan (Jeong, 2003). General education and special education teachers need to create the well-structured special needs student awareness curriculum program. They should be concern of each student’s age characteristics and instruction methods.

Emphasizing about special education, there are a variety of interventions created for student with autism. According to Wong et al. (2013), there are 24 Evidence-Based Practices (EBP) which are antecedent-based interventions, task analysis, differential reinforcement, discrete trial training, pivotal response training, functional behavioral assessment, and all that sort of things. However, these
Interventions are created based on traditional education way, which consist of teacher-student interaction. Most of the traditional education methods are focused on reducing the disruptive behaviors in student with autism (McCurdy, & Cole, 2013). On the other hand, peer-mediated intervention is enacted between students-peers. Students with autism are able to learn from peers. They can copy their peer’s behaviors and aid it to foster maintenance and generalization of positive behavior changes (McCurdy, & Cole, 2013). This show the importance of an awareness program is needed. Students with autism can learn many things if their peers are able to spend more time together. If general education students do not take a peer awareness program, they will not understand the meaning of autism and will feel uncomfortable to be with autistic students.

Strategy for mainstreaming

General education teachers need to learn how to teach students with ASD in their classroom. The inclusion classroom is getting popular; therefore, general education teachers have more possibilities to face students with ASD in their classroom (Leach & Duffy, 2009). Leach and Duffy provide three types of strategies to support general education teachers to construct the successful inclusive education setting. Three types of strategies are preventive supportive and corrective. General education teacher can apply social stories, visual schedules, or environmental arrangements strategy to make students with ASD calm and motivated via social stories before starting the main topics. During class, teachers can use graph, charts, or story maps to support students’ understanding. It can be used to support learning across the school day as a supportive strategy. In corrective strategy, teacher can give
differential reinforcement to students (2009). This is simply a good strategy for general education teacher to understand the concept and teach students with ASD.

Students with ASD usually have a transition problem when they are place in general education classroom; Moreover, they struggle to communicate or socialized with other and it often cause problem behaviors when they have an unexpected change on their regular schedule (Banda, Grimmett, & Hart, 2009). According to Schreibman et al. from Banda, Grimmett, & Hart’s article, transitions problem may bring tantrums, verbal and physical aggression, noncompliance, and self-injury (2009). There are many strategies to decrease transition problems. For examples, incorporating preferred activities, choice making, high-probability strategies, using behavioral momentum, and reinforcing appropriate transition behaviors (Banda, Grimmett, & Hart, 2009). Rao and Gagie said visual support can help students reduced their anxiety and expressed their thoughts (2006). Activity schedules, which are part of visual support system, are educational strategy to aid transition of students with autism (Banda, Grimmett, & Hart, 2009). General education teachers will have no problem using this strategy to reduce transition problems. Activity schedule is combining with many visual support systems such as images, or drawing in a sequential format, and teachers need to adjust to the students’ day (Banda, Grimmett, & Hart, 2009). Visual support are very simple to use in school environment so general education teachers should try to improve their inclusion classroom setting.

Some students with ASD have sensory problems. Some students have low registration of sensory processing, on the other hand, the other student have sensitivity sensory processing (Buron, & Wolfberg, 2008). Each student with ASD has different sensory processing, and it can be a difficult at school. MaAllister and Maguire remark students with ASD’s learning environments should fulfill the lights,
sound, and colorings that students can feel relax and work. Besides, students need an appropriate amount of their personal space to feel comfort. Lastly, the learning environment is demanded area of high interest to show the specific interest (MaAllister, & Maguire, 2012). The ASD classroom design kit states environment for students with ASD are poorly designed and it can distance them from learning (MaAllister, & Maguire, 2012). Changing students’ location of table, or making classroom brighter can change behavioral of students with ASD. Little change of school classroom setting can also lead to the successful mainstreaming environment.

Conclusion

All students with special needs have the right to an education like other students, but general education teachers or general education classroom settings are not ready to support appropriate education to students with special needs. They are physically inclusive in general education classroom, and this is not an appropriate education to students with special needs.

Since 1970, mainstreaming was spread to guarantee students with special needs’ living sphere (Park, 2004). Mainstreaming is one of the topics in special education and many people expect the results of mainstreaming to be effective. Students with special needs go to regular education school every day and their parents expect big improvements. Nevertheless, mainstreaming contains so many problems and many duties are carried out by teacher’s not understanding special education and larger class sizes bring more stress to teachers in education and special education (Han, 2003). The biggest problem is the general education teachers have not been trained to teach students with special needs (Kim, 2001). Many students with special needs are taking mainstreaming classes and it is possible to guess they will teach
students with special needs in their class. Conversely, when general education teachers are getting their credential, they did not get enough training to understand and teach students with special needs (Robertson, Chamberlain, & Kasari, 2003). In South Korea, it is urgently needed to add a subject about special education in the general education teachers’ credential program. In addition, special education teachers also should try to work paraprofessionals with general education teachers (Robertson, Chamberlain, & Kasari, 2003). Special education teachers should send student’s characteristics and background information, also if general education teachers request teacher aid to assist students with special needs, special education teacher need to support as much as they can (Han, 2003).

In the mainstreaming classroom, the role of general education teachers is very important, but the classmate’s behaviors are also important. The peer relationship is one of the important factor to make effective mainstreaming. Appropriate peer relationship is able to affect to special needs student’s psychological adjustment too (Park, 2004). Jeong (2003) said students who took the awareness program have higher score to understand students with special needs. Peer awareness about autism students is able to bring out big differences. Social interaction and communication are students with autism’s typical social behavior problems (Carter, Sisco, Chung, & Stanto-Chapman, 2010). They need to be inside their peer and should learn how to hang out together, or how to communicate together, but if peer cannot patient students with autism’s lack of eye contact or inappropriate sorties, autism students will be very hard to learn social interactions. General and special education teachers should create a peer awareness program and help general education students understand why autism students show certain behavior to them and it does not have any negative purposes. There is not too much technology to develop students with autism’s social skills in
South Korea, so they need to make a time to collaborate general and special education students all together (Park, 2003).

All students with special needs should live as a part of society. They cannot segregate anymore. This is a reason mainstreaming is on the rise. Students with special needs have to learn social skills to prepare their independent life after graduating high school. General education students need to learn to accept students with special needs as part of their classmates. There are many different types of people in the world and students with special needs are one of those.
CHAPTER III

METHODOLOGY

Goals and Objective

The creation of this project is to provide general education teachers basic information of students with autism spectrum disorder. For review of literature, the author realized there are many general education teachers who are not trained to teach students with ASD in their classroom in the United States and South Korea. The number of students with ASD is increasing, but schools are not prepared to teach them. She can understand it is very difficult to retrain all general education teachers right now; even so, she does not agree to the remaining of this educational problem. Even if general education teachers did not have enough knowledge of students with ASD, they should try their best to understand students with ASD’s behavioral. These authors’ beliefs lead this author to create an “curriculum guide book for elementary school general education teachers”.

Methods

The author used four methods to create this curriculum guidebook. To provide general information about students with ASD’s characteristic, she researched journal articles and education publications. There are five sub categories to explain characteristic of student with autism, which are assessment for identification, cognitive differences, language and communication, social skills functioning and programing, and sensory differences. Also, she provides four tips for general education teachers to teach students with autism. She interviewed Han-Bit, Kang who is teacher in Hyerim special education school at Changwon, South Korea, and Molly
Lex working at Willows high school in California for special education teacher. She interviewed about what special education teacher thinks about mainstreaming, and what can general education teacher help to teach autism students in their classroom. Based on interview and academic journal, the author chose visual support, transitioning, prompting, and reinforcement for instructional tips to general education teachers. She believed it was an appropriate method to understand both teachers opinion and collaborate together. The author also visited a special education classroom in Willows, CA, USA, and in Seoul, South Korea. Based on the classroom observation, she developed 15 lesson plans under the four subcategories; Autism awareness, Physical education, Mathematics, and Ability awareness lesson plans.

Organization

This guidebook contains five sections, and the explanations of each section are as followed:

**Section One: Overview of Guidebook**

Section one mentioned that why the author created this guidebook, how to use the guidebook, and key of success. This section can help general education teachers to use this guidebook effectively.

**Section Two: Characteristics of students with ASD**

Section two included the brief characteristics of students with ASD. Many general education teachers were not trained to teach students with ASD; therefore, this section two can provide some information about autism so that general education teachers can prepare to understand students with ASD’s behavioral. There are five sub categories, which are assessment for identification, cognitive differences, language and communication, social skills functioning, and sensory differences.
Section Three: Instruction tips

This section contained four instruction tips that are visual support, transitioning, prompting, and reinforcement for general education teachers. It also provide two current special education teachers case for example. General education teachers are able to get knowledge about how to teach autism students in their classroom.

Section Four: Lesson Plans

Section four included four subcategories, which are autism awareness lesson plans, physical education lesson plans, mathematics lesson plans, and ability awareness lesson plans. The lesson plans created for K-1 to K-3 students.

All the activities are easy to adjust depending on students’ academic level, and the author also remarked extension ideas for students with ASD and assessment ideas. Furthermore, these lesson plans are able to use at elementary school in the United States and South Korea.

The lesson plan compositions listed bellows

1. Time: the length of instruction
2. Focus: the main points of this lesson
3. Class: grade
4. Resources: materials for this lesson
5. Goals: Expectation that teacher wants students to learn from this lesson plan
6. Objectives: the work student will do in this lesson
7. Introduction: starting of class
8. Procedure: main activities are contained in this step
9. Closure: reviewed what they learned
10. Assessment
11. Extension

Lesson plan is created as an introduction-procedure-closure step and activities are under the procedure steps. Assessment is subdivided into general education student, mild/moderate, and severe students, thus teachers are able to use different standard to assess their students. In addition, there is a tip for general education students to teach different level of students under the extension.

The topics each lesson plan are followed;

**Autism awareness lesson plan**
1. My classmates
2. What is autism?
3. Same thing? Different thing?

**Physical education lesson plan**
4. Ball playing
5. Cross the bridge
6. Protective Dodge ball

**Mathematics lesson plan**
7. Number 1 to 9
8. Find my partner
9. Addition (Single digit)
10. Subtraction (Single digit)

**Ability awareness lesson plan**
11. Communication
12. Conversation
13. Personal space
14. Eye contact
15. Independent skill

When teachers use activities, they need to adjust the level of difficulty depending on students’ levels and assessment.

Section Five: Useful resources

The author wrote many resources she found to create this guidebook. These resources support general education teachers to find more diversity of information to teach students with ASD in their classroom.

Overall, the author hopes that many general education students who have students with ASD in their classroom are able to get effective information from this guidebook.
CHAPTER IV
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The population of autism spectrum disorder (ASD) is rapidly increasing, and the U.S. Centers for Disease Control (CDC) reported the rate of ASD is 1 out of 88 students in 2008 (2008). More and more students are required to take special education service and mainstreaming because of the popular education settings. However, there are many different opinions on mainstreaming. Jeong (2003) remarked that mainstreaming supports the social adaptation ability to student with autism and has more of positive aspects than negative.

Many general education teachers have a challenging time to teach student with ASD in their classroom. They understand that they did not get enough training to teach student with ASD when they got their credential (Robertson, Chamberlain, & Kasari, 2003). General education teachers need to study about students with ASD, and need to collaborate with special education teacher to understand students with autism (Han, 2003). According to Higginson and Chatfield (2012), teachers need to take professional development to be successful including students with ASD.

Not only general education teacher’s knowledge of ASD, but also general education classmate’s acceptance with student with ASD is important to create successful mainstreaming. Students with ASD are able to copy their classmate’s behaviors and they can generalize their behavior in a positive way (McCurdy, & Cole, 2013). Peer acceptance of student with ASD shows positive result when they are starting from elementary school (Carer, Sisco, Chung, & Santo-Chapman, 2010).
Teachers need to provide autism awareness program to general education students so that they can understand autistic students’ behaviors.

The guidebook is created for general education teachers who want to get information about students with ASD and the method to teach them. There are chapters for introducing a student with ASD’s characteristic, and instruction tips to teach general education students. Teachers can develop their understanding on student with ASD and teach other students who are unaware of this behavior. Moreover, four instruction tips, visual support, transitioning, prompting, and reinforcement, practically support their teaching. These instruction tips are useful to general education students, not only students with ASD. There are 15 lesson plans that are written for effect of successful mainstreaming and teachers can adjust the lesson depending on the student’s current academic level. Lesson plan contains awareness programs; therefore, general education students can understand students with ASD. School administrator, parents who has autism child and special and general education teachers can read this guidebook to work cooperatively together to progress the educational success of the students.

Conclusion

There are many requests about mainstreaming from not only special needs students but also many other students like bilingual students. It is easy to find the resources just for special education or general education; however, there is not too much information about mainstreaming information for general education teachers. The purpose of this project is to provide a guidebook to general education teachers to help general education students accept students with autism in the classroom. There are 15 lesson plans and each of lessons contains a detailed plan from goals to
assessment and extensions. These are created for general education teachers to teach general and special education students based on the author’s experience.

It is necessary for all students to improve during mainstreaming environment. Since the number of students with ASD is increasing, there are enormous interest about mainstreaming from parents who has autism child. All students do not learn in a same way, so that teachers should study to recognize about each student’s characteristic. The author created the guidebook to support teachers to provide a better quality of education to general and special education students, so that they can live together and be a part of society.

Recommendations

Many students with ASD are not receiving the appropriate education in current education system. To ameliorate this situation, many researchers are studying about mainstreaming, however, more needs to be done to provide desirable education to students with ASD. The author recommends the further study and suggestions in the following area:

1) Depending on the student’s level of academic performance, teachers need to adjust the contents. General education teacher should talk with special education teacher to get information about student’s academic achievement, characteristics, and special needs.

2) Teacher can use the lesson plan from the author’s guidebook, however, many high quality of journals are published so teacher can also refer to the journal articles.

3) If general education teacher show an attitude of indifference to students with ASD in classroom, other general education students can have the same
attitude as teacher to students with ASD; therefore, teacher should always be aware about their attitude.

4) General education teacher should share the information with special education teacher to collaborate together; also, if general education teacher needs instructional aide for a student with ASD in his/her class, they can talk with special education teacher.

5) The beginning of each semester, general education teacher and special education teacher need to have conversation to recognize student’s characteristic, and to set the Individualized Education Program (IEP) goals.

6) Teacher should encourage student with ASD to participate some lesson; nevertheless, students who may have some difficulty can follow the lesson, he/she need to exchange their idea with special education teacher to find the method to support student.

7) If student with ASD have some difficulty of transition, teacher can use visual support, or task analyze to help student’s transition.

8) When student is doing their group work, teacher needs to pay attention to the student with ASD if they are participating well in the group work. If student need help, teacher can provide suggestion or ask instruction aide to help student.

9) There are awareness plans in the guidebook. This guidebook is aimed for elementary school students, however, teacher also apply to kindergarten, junior high, and high school students with small modification of the contents.

10) The last recommendation of this project is for all educators, and parents that they can recognize the important of mainstreaming, and try to create
better environment for all students. We as educators should encourage ourselves to learn to provide appropriate education to all students.
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REFERENCES


Han, O.R. (2003). *Degree and strategies of cooperation improvements between integration class teachers and special class teachers for the promotion of inclusive educations* (Master’s thesis). Kong-ju National University, South Korea.


APPENDIX A
Peer Acceptance of Students with Autism: A Guidebook For General Education Teachers

Jiyeon Ha
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Overview of Guidebook

This guidebook is for general education teachers, who have students with Autism Spectrum Disorder (ASD) in their classroom and educators, or parents who may want to know more about students with ASD. The purpose of this guidebook is to support and create a better mainstreaming environment. General education teachers were not trained to teach students with ASD in their classroom and cause some difficulties during class, moreover, general education students have no knowledge about autism. Students with ASD are not able to take an appropriate education because of this education situation.

This guidebook is self-explanatory and has some of the main ideas of ASD. This guidebook chapter 1 and 2 is written about student with ASD’s characteristic and instruction tips. This guidebook is also for teachers who did not receive any training to teach students with ASD. Furthermore, all the lesson plans contain goals and assessments with worksheets, so that teachers can easily apply the lesson plans to their class.

To use this guidebook effectively, teachers need to observe and check on student’s current performance level. After checking student’s performance level, teacher should adjust the lesson for students.
Characteristic of student with ASD

1. Assessment for Identification
2. Cognitive Differences
3. Language and Communication
4. Social Skills function
5. Sensory Differences
1. Assessment for identification

According to the Center for Disease Control and Prevention (CDC) (2014), autism syndrome disorder (ASD) happens to 1 out of 68 children in the U.S. ASD can occur before the age of two and it can be identify and provide treatment for the child. Psychologist, pediatricians, and neurologists would conduct assessments on ASD (Aspy, & Grossman, 2008). ASD is a developmental disorder, so that students with ASD have more than one area of functioning problem (Aspy, & Grossman, 2008). ASD students need to take an comprehensive assessment to evaluate their standard. The assessment should include the functions of social, communication, sensory, emotional, and cognitive areas, moreover, students with ASD need to evaluate the area; the child’s developmental history, observations, direct interaction, parent interview (Aspy, & Grossman, 2008).

2. Cognitive Differences

There is a small percent of ASD individuals who consist of savant characteristics and there are those who have unstable cognitive functioning. Some of the cognitive functions involves in producing language, problem solving and decision-making. ASD individuals may have many difficulties in producing language or understanding how another individual may feel (Aspy, 2012). The three cognitive models are theory of mind, executive function and central coherence. The theory of mind is the ability to predict the actions of others and understand through mental states, including thought, beliefs, intentions, desires, perceptions, and feelings. Executive functioning is categories of cognitive processes, which include behavior inhibition, mental flexibility, task initiation,
planning, and self-regulation. Lastly, central coherence can either be strong or weak. A strong central coherence usually integrates information in order to gather meaning to create a meaningful whole. A weak central coherence is when one has difficulty incorporating pieces of information into the larger context in order to understand higher-level meaning (Aspy, 2012).

Cognitive differences in students with ASD impact their academic performance. They only participate in activity that they are interested because they have a short attention span (Aspy, 2012). Also, they have a hard time to generalize their skills. For example, students with ASD can add the number in math questions, but they cannot count the money in the store, therefore, educator should reflect these cognitive differences in their lesson plans.

Individual with ASD also has the cognitive strengths. They are good at visual spatial processing, and rote memory. They also have some skills to remember detail information (Aspy, 2012).

3. Languages and Communication

Students with autism have three core symptoms: Social impairments, communication impairments, and repetitive behaviors. Communication characteristics of Individual with ASD have a hard time to use nonverbal communication such as eye gazing, facial expression and gestures, and maintain reciprocal interaction (Quill, 2011). Students with ASD also have impaired ability to maintain a conversation. They only talk about the topic that they are interested in, or use ritualized language to interact with others (Howard, 2006). They try to interact with others, but it looks very different from typical interactions.
Students with ASD usually have the language impairments because of cognitive and motor impairments (Quill, 2011). Language characteristics commonly related with autism for receptive language, and expressive language. Individuals with ASD have poor comprehension of abstract social concepts so they sometime give inappropriate answers to people. They also have literal comprehension problem. The meaning of the sentence can be changed depending on speaker’s intention, voice, or emotion, however, individual with ASD only understand in a literal way.

Echolalia is the repetition other people’s speech after listening or hearing (Haward, 2006). According to Boucher from Quill’s article (2011), Boucher said at least 85% of students with ASD obtain speech via echolalia. When individuals with ASD try to interact with others or when they get nervous, they often occur verbal rituals (Quill, 2011).

4. Social Skills Functioning

Individuals with ASD commonly show social skill difficulties, which are nonverbal communication, social initiation, social reciprocity, and social cognition (Bellini, 2011).

Individuals with ASD should learn to recognize nonverbal cues and express their opinions, feelings, and intentions including body language and gestures (Bellini, 2011). It will help develop student’s nonverbal communication skill. Moreover, individuals with ASD have difficulties starting social initiation. Some interrupt other’s conversation, trying to get their point across and ask repetitive questions that they only are interested in (Bellini, 2011). Individual with ASD also engage in one-sided interaction, so that they have social reciprocity problem
Their deficit of joint attention can affect their language, and social skill development (Haward, 2006). Lastly, some cannot understand social norms, customs, and values because they have deficiency in social cognition (Bellini, 2011).

5. Sensory Differences

Sensory processing is the ability to accept the sensory events that happen both external and internal during everyday life (Rogers, & Short, 2010). Many individuals with ASD have sensory problems. Sensory problem can be divided hypersensitive and hyposensitive to sensory stimuli, and individual with ASD who has sensory problem needs less sensory input or high sensory input (Haward, 2006). Students with ASD, who have hypersensitive sensory level, cannot accept certain sound, smell, or feeling. Examples of hypersensitive behaviors may remove socks and shoes frequently, or complains about typical indoor lighting (Roger, & Short, 2010). On the other hand, hyposensitive people need more than average sensory input to respond. Their neurological threshold is high and sometimes do not show any reaction, or seek out activities that consist of moving to fulfill their sensory request (Roger, & Short, 2010).
Instruction Tips

for general education teachers

1. Visual Support
2. Transitioning
3. Prompting
4. Reinforcement
I interviewed two special education teachers at two different school, Molly Lex teaches at Willows High School in Willows, California and Han-Bit Kang who teaches at Hyerim Special Education School in Masan, South Korea. I had asked them what kind of methods would help general education teachers support students with ASD in their classroom, and I was able to pick four different methods that consist of visual support, transitioning, prompting, and reinforcement. Receiving the information from this chapter and applying it to the student’s current standard.

1. Visual Support

Visual support is simple to use in the classroom setting. Visual aids can hold a student’s attention, and help students to reduce their anxiety. According to Koyama, Wang, and Twachtman-Cullen from Smith’s article (2008, Defining visual support, para2), “visual supports enable to learn a learner to keep track of daily activities and to develop and understanding of time and sequences”. The examples of visual supports are picture, gestures, words, visual schedules, visual boundaries, and maps (Smith, 2008).

i. Visual boundaries (Smith, 2008).

   - Step 1, Define the need

      a. Some autism students do not have a set of clear boundaries that they need to follow. These students may be angry because their having a hard time transitioning to different activities and setting up a concrete boundary may help them more in the future.

   - Step 2, Define the boundary
a. To define a boundary in the classroom or in an office, you must set up concrete boundaries that can be easily seen. You can start by dividing the classroom into different sections and set color tapes on the ground to close off the different sections. This needs to be done because some autism students may not have the thought of imaginary boundaries that can help guide them. These visual and concrete materials will help guide them.

- Step 3, Teach the boundary

a. If a student is walking in and out of the boundary with a toy or a book that only belongs in that section. Modeling would be great way to show what the student can do and can’t do. You are not only teaching them how to do it but by using reinforcement, you encourage them to use the right behaviors when in the boundary.

- Step 4, Evaluate success

a. When the student stays in the boundary for certain period of time and by appraising them for doing a great job, you can increase the time span for being in the boundary. There are other behaviors they may increase which are transitions to different stations easily, being independent, and understanding that nothing leaves the boundary.

2. Transitioning (Between activities)

i. What are transitions (Hume, 2008)?

- A transition happens to everyone, it requires a person to switch over to different settings, events, or subjects that are being taught in class.
ii. When transition strategies are used, individuals with ASD:

“1. Experience a reduction in the time needed to transition. 2. Increase appropriate behavior during transitions. 3. Rely less on adult prompting. 4. Participate successfully in school and community outings” (Hume, 2004, Overview, para3.).

iii. Why do we use transition strategies?

- When students with ASD are moving to different classroom or playing in the playground, they may have difficulties understanding when to switch class or verbal explanations (Hume, 2004).

- Molly Lex is a special education teacher at Willows High School. She said that her students do have a hard time transitioning but she has found a way to help her students understand the transitions.

iv. Transitions strategies (Visual Support)

- Visual schedules consist of many strategies but they are cues that help a student understand that there will be a transition to a different activity or class. There may be a visual aid that is handed to the student that shows them where to go next (Hume, 2004).

- Visual timer is a clock that is set up close to let the person know when she needs to stop what she is doing and switch to a different activity (Hume, 2004).

3. Prompting

i. Who can use prompt?
- General Education Teacher, Special Education Teacher, Therapist, and Classroom Assistant (Neitzel, & Wolery, 2010).

ii. What age is effective for prompting?

- Regardless of cognitive level, evidence shows that it works from age 3 to 22 effectively (Centers for Disease Control and Prevention [CDC], 2014)

iii. Types of prompts

- **Gestural prompts** give learners with ASD information about how to complete target skills or tasks by using gestures. Teacher makes some kind of gesture to prompt the learner to use the target skill (Neitzel, & Wolery, 2010, Types of prompts, para2).

- **Verbal prompts** range in intensity level from least to most restrictive and include any verbal assistance given learners to help them use target skills correctly (Neitzel, & Wolery, 2010, Types of prompts, para3).

- **Visual prompts** are often incorporated into teaching activities to help learners with ASD acquire target skills. Checklists, pictures, and classroom schedule can be visual prompts (Neitzel, & Wolery, 2010, Types of prompts, para4).

- **Model prompts** is that teacher demonstrates or models the target skill to help student with ASD use target skills correctly (Neitzel, & Wolery, 2010, Types of prompts, para5).

- **Physical prompts** are used when students with ASD do not respond to less restrictive prompts. Full physical prompt is that teacher provide full physical assistance to ensure correct use of the target skill, on the other hand, partial physical prompt is teacher provides minimal physical assistance to help the students (Neitzel, & Wolery, 2010, Types of prompts, para6).
iv. Tips for using prompts effectively (Neitzel, & Wolery, 2010).

- Give minimal amount of prompt to student
  - Observe student and find the amount of the least restrictive prompt needed
- Try not to give full physical prompting
- Remove the prompt as quickly as possible
  - Longer prompt can bring the results in prompt dependence

4. Reinforcement

Reinforcement is the part of an evidence-based practice, and it supports students to increase target behaviors and skills (Neitzel, 2010).

i. Three principles for using reinforcement

Reinforcement should provide immediately after the target behavior, and it need to appropriate to students with ASD and to relate with the target behavior. Lastly, reinforcement shows more effective results when it applies multiple times to students (Neitzel, 2010).

ii. What is positive reinforcement?

- When there is a target behavior that you want to see more often, you would give a primary or secondary reinforce to see more of the target behavior (Neitzel, 2010). An example of positive reinforcement; If a teacher wants to keep one of his student from walking around the classroom during class time. He would have to praise him when he is sitting down, which would encourage him to sit down more often. It will not happen right away but it will eventually lessen with positive reinforcement.
iii. What is token reinforcement?

- Token reinforcement is very similar to positive reinforcement but not using primary or secondary reinforce. The token system is a way to received tokens by using target behaviors (Neitzel, 2010). The student then collects these tokens and when they have enough tokens, they can exchange the tokens in the prize box.

iv. What is negative reinforcement?

- Negative reinforcement is the elimination of a stimulus, which is something, students with ASD want to avoid after they use a target behavior or skill (Neitzel, 2010). This, negative reinforcement, makes students with ASD work hard to escape from something they are not preferred (Neitzel, 2010). “The difference between the two is that negative reinforcement is used to increase the target behavior, whereas punishment is used to decrease a behavior” (Neitzel, 2010, Negative Reinforcement, para 3). For example, a teacher wants to keep one of his students from walking around the classroom during class time. when student is sitting down (target behavior), teacher tell him that he do not need to go see principal (remove something that is aversive to the student).
1. My classmates

2. What is autism?

3. Same thing? Different thing?
Lesson 1: My classmates

Time: 40 minutes

Focus: This lesson will help students know their classmate’s name and their background during the first week of school. General education students and autism students are able to participate together.

Class: 2nd

Resources: Crayons, Papers

Goals: To enable the child to:

1) Gain awareness of classmates’ name, feature, and characteristic.
2) Develop an acceptance of everyone in the class.
3) Present their classmates.
4) Accept students with autism as a class member.

Objectives: The student will:

1) Draw their partner’s face on the paper.
2) Discuss with the partner what kind of things they like and what they are good at.
3) Explain their partner to other classmates.

Introduction

- Teach them how to say “hello” to their classmates
- Provide the activity objectives to the class

Procedure

- Activity 1
  - Make a partner and draw each other’s face.
  - Draw partner’s face on the paper.
- Talk with partner and ask what one of their favorite things to do is or what they are good at. Write down some brief information about their partner on the paper.

- Activity 2
  - Walk around the classroom and ask them to talk about their partner to the class.
  
  Ex) This is my friend, John. His seat is next to the window. He likes to ride his bicycle and he is good at drawing pictures.

**Closure**

- Talk to students and make sure that they know their classmate.

- Students can put their pictures on the wall so they can remember their classmates.

**Assessment:** The teacher will:

1) View each student’s drawing to check if they are participating in class work.

2) Observe the general education students and autism students to see if they are working together.

3) Observe the students and ask them if they can talk about their partner to other classmates.

**Extension**

If the students need a guideline to talk about their partner, the teacher should provide a guideline. It is possible to post on a power point or to hand it out. Also, if the student with autism needs additional help to draw the picture or talk with their partner, teacher aide is able to help autism students’ work. The point of this lesson is so that general education students can accept autism students to be a part of the class.
Guide Line

This is my friend (name).

He likes to do (activities).

His favorite color is (color).

He is good at (activities).

Blank Face
Lesson 2: What is autism?

Time: 40 minutes

Focus: This lesson will provide information about autism spectrum disorder to general education students.

Class: 2nd

Resources: Glue

Goals: To enable the child to:

1) Gain an awareness of autism spectrum disorder.
2) Understand about autism students’ behaviors.

Objectives: The student will

1) Discuss about autism.
2) Watch the video “My name is David”.
3) Complete the autism awareness ribbon worksheet.

Introduction

- Show the autism awareness ribbon and gather students’ attention.
- Provide the activity objective to the class.

Procedure

- Discuss about autism
  - Ask students about autism
    : What is autism? , Do you know any autism people around you? , What is the reason they may have different behaviors?
- Activity 1
  - Watch the 5 minutes length of video clip titled My Name is David.

Youtube URL: http://www.youtube.com/watch?v=C_O0vRTkaaY
- After watching the video, talk about the new things they learned about autism.

- Activity 2
  - Tell them about the meaning of autism awareness ribbon and give out the puzzle worksheet.
  - Provide the puzzle pieces and original paper so that they can put the puzzle together.

**Closure**

- Provide the summary of information about autism to students.

- Students can put their pictures on the wall.

**Assessment:** The teacher will:

1) Give the questions to the students after watching the video and listen to their thinking about autism.

2) Observe the students and understand their classmates who may have autism.

**Extension**

It is important to check general education students’ opinion about autism after watching the video. Teacher needs to provide enough information on why autism students have certain kind of behavior, which is different from others. Moreover, if autism awareness ribbon puzzle is difficult to students, teacher can provided colored original paper so that students can complete their worksheet. If autism students are having a hard time on the worksheet then they can do coloring.
Lesson 3: Same thing? Different thing?

**Time:** 30 minutes

**Focus:** This lesson will support students to think about similar and different things between them with autism students.

**Class:** 2nd

**Resources:** Pencils, Crayons

**Goals:** To enable the child to:

1) Develop an idea about the book titled “My Brother Kevin has autism”.

2) Understand autism students’ sensory problem.

**Objectives:** The student will:

1) Read the book titled “My Brother Kevin has Autism”.

2) Discuss about students with autism sensory problem.

3) Draw the mind map about themselves and autism and find something in common.

**Introduction**

- Listen to the high pitch sound and talk about their feelings.

- Provide the objective to the class of students.

**Procedure**

- Activity 1

  - Read the book, “My Brother Kevin has Autism.”


  - Discuss about Kevin from the book.

  - Share about students’ story what they felt after reading.

- Activity 2
- Draw the two mind maps about characteristics of themselves and students with autism.

- Compare two mind maps and make a circle that they have something in common.

- Present in class about their findings.

**Closure**

- Provide a brief summary of the class.

**Assessment:** The teacher will:

1) Evaluate how much students understood about the book during the discussion.

2) Check their mind map and see what kind of common things they found.

**Extension**

When students discuss about the book, the teacher needs to point out on the sensory problems. Also, in activity 2, it is very important to share about their findings so the teacher should well manage the time to do activity 2. When students present about their findings, the teacher can write down all the common things on the blackboard.
Student with Autism
Student's Name
Physical Education
Lesson Plans

4. Ball playing

5. Cross the bridge

6. Protective dodge ball
Lesson 4: Ball playing

Time: 40 minutes

Focus: This lesson will support general education students and students with autism to work together.

Class: 1st

Resources: Music CD and player, Balls, Basket, PE clothes

Goals: To enable the child to:

1) Throw the ball at the target.
2) Follow the directions and rules.
3) Catch and throw the ball back to the partner.
4) Play with students with autism.

Objectives: The student will:

1) Throw the ball into the basket.
2) Throw and catch the ball with their partner.

Introduction

- To start warming up with some stretches with music.
- Provide the activity objective to the class.

Procedure

- Activity 1
  - Make four people in one group.
  - Wait their turn and throw the ball into the basket.

- Activity 2
  - Two people stand together and the other two people stand two yards across from them.
  - Throw the ball far enough that partner can catch the ball.
Closure

- Ask students to clean the ball they used.
- Provide the next session activity.

Assessment: The teacher will:

1) Count how many times they got the ball into target basket.
2) Observe students with autism working together with general education students.
3) Check if the students are able to throw the ball correctly.

Extension

The teacher needs to check if student with autism are throwing the ball correctly to general education students. Also, if this activity is too easy, then they can throw the ball over their head and through their legs. If students with autism cannot throw the ball far enough to reach their partner, the teacher can ask them to stand closer to their partner.
Lesson 5: Cross the bridge!

Time: 40 minutes

Focus: This lesson will support students’ sense of balance.

Class: 3rd

Resources: Music and CD player, Balancing beam, Mat, PE clothes

Goals: To enable the child to:

1) Maintain their balance on the beams with many different positions.
2) Maintain the balance while walking cross the balancing beams without support.

Objectives: The student will:

1) Stand on the balancing beams.
2) Walk cross the balancing beams.
3) Stand on the balancing beams in different positions.

Introduction

- To start, warm up with some stretches while the music is playing.
- Provide the activity objective to the class.

Procedure

- Activity 1
  - Stand on the balancing beams more than five seconds.
  - Stand on the balancing beams and stretch the arm to the sides like airplane.
  - Stand on the balancing beams with one foot and flap their arms like a bird.

- Activity 2
  - Slowly walk cross the balancing beams while holding the teacher’s or classmate’s hand.
  - Walk cross the balancing beams without support.
Closure

- Ask students to clean the balancing beams and the mat they used.
- Provide the next session activity.

Assessment: The teacher will:

1) View each student crossing the balancing beams.
2) Observe students while they balance on the beams.

Extension

Students with autism may have sensory problems, so if a student said he/she does not want to do it, do not force them to try it. The teacher can provide around 5 inch (teacher can adjust depending on student’s level) wide line on the ground, and then follow the class activity. Furthermore, they can help other general education students across the beam.
Lesson 6: Protective Dodge Ball

Time: 20 minutes

Focus: This lesson will support students to handle the ball, and build friendship.

Class: 3rd

Resources: Music and CD player, Volleyball, PE clothes

Goals: To enable the child to:

1) Gain the skills to handle the ball.

2) Develop the skill to catch and throw the ball.

Objectives: The student will:

1) Protect their Queen on their team.

2) Throw the ball and hit other team member to win

3) Catch the ball when opposing team members throw the ball.

Introduction

- To start warming up with some stretches while music is playing.

- Provide the activity objective to the class.

Procedure

- Activity 1

  - Divide into two teams and select the Queen from each team.

  - Throw the ball to opposing team members especially other team’s Queen.

  - Protect own team’s Queen and try to get the ball to hit the other team’s Queen.

  - The team that throws and hits the team’s Queen first, wins.

Closure

- Ask students to clean the ball after using it.

- Provide the next session activity.
Assessment: The teacher will:

1) Observe if the students have good teamwork.

2) Observe students if they can throw and catch the ball correctly.

Extension

Student with autism can be the Queen on the team, or the teacher can give autism students special ability such as they can never die in the game so that they can be involve in the game. If student with autism say that they are scare to play, then they can stand outside of line and help his/her team members from outside.
Mathematics
Lesson Plans

7. Number 1 to 9

8. Find my partner

9. Addition (single digit)

10. Subtraction (single digit)
Lesson 7: Number 1 ~ 9

Time: 40 minutes

Focus: This lesson will support students to receive knowledge on basic number concept. This lesson will be base of advance mathematic class so it is very important.

Class: 1st

Resources: Crayon, Pencil, Clips, Worksheets, Blue and red paper cups

Goals: To enable the child to:

1) Understand the concept of number and they can apply that concept into real life.
2) Gain the knowledge and connection between number of materials and number.

Objectives: The student will:

1) Use clips to count number.
2) Find how many pencil sharpener, white board marks, flags, .. etc., they have and be coloring on the worksheet same amount of he/she have.
3) Complete the worksheet to check their understanding.

Introduction

- Show the student’s birthday cake picture and ask them how many candles they need to put on.

- Provide the objective of class to students.

Procedure

- Activity 1

  - Show to students number card between 1 ~ 9.

  - Take out clips from red paper cup and move to blue paper cup the amount of number teacher provided.
- Activity 2
  - Ask question to students such as “How many pencil sharpeners are in the classroom?”
  - Answer the question and do coloring on the worksheet1 the same amount of they counted.
- Activity 3
  - Do worksheet 2

Closure

- Ask students to clean the crayon they used.
- Provide the number card and read the number together.
- Provide next lesson information.

Assessment: The teacher will:

1) View students who are able to count the number in real life.
2) Observe students that can answer the question during the class.
3) Observe students that can connect the number with the number of materials.
4) Check the worksheet 2 to evaluate students’ understanding of numbers.

Extension

The teacher needs to ask students “Count how many flowers are in the classroom and move the clips the same amount” instead of “Move five clips”. If a student with autism cannot follow the class lesson, they can do number coloring paper, or write numbers with help.
Worksheet 1
### Worksheet 2

**Color the correct number of objects**

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Lesson 8: Find my Partner

Time: 40 minutes

Focus: This lesson will provide information on figures, which are rectangle, triangle, pentagon, and octagon. This lesson also places an emphasis on developing the basic knowledge of geometry.

Class: 1st

Resources: Craft stick, Glue, Paper, Worksheets

Goals: To enable the child to:

1) Understand how many sides each figure has.

2) Understand how many corners each figure has.

Objectives: The student will

1) Listen the lecture about each figure’s name and characteristic.

2) Use a craft stick to make the figure on the paper.

3) Complete the worksheet to check their understanding.

Introduction
- Show the picture that consists of figures and ask them what kinds of figures are in the picture.

- Provide the objective to the class.

Procedure
- Activity 1
  - Provide short lecture to explain each figure’s characteristic.

  - Must give information about each figure’s name and how many sides and corners they have.

- Activity 2
  - Give students time to prepare craft sticks to make figures on the paper.
* Teacher should prepare 3 red craft sticks for triangle, 4 orange craft sticks for rectangle, 5 yellow craft sticks for pentagon, and 8 green sticks for octagon.

- Teachers should help students to make each figure by using craft sticks.

- Activity 3

- Do the worksheet

**Closure**

- Ask students how many sides and corners each figure has.

- Provide next lesson information.

**Assessment:** The teacher will:

1) Observe students and can create figures using craft stick with understanding of figures.

2) Check to see if students have the concept of figures sides and corners.

3) Check the worksheet to evaluate student’s understanding of each figure’s characteristics.

**Extension**

The teacher needs to check students who are using the same color of craft sticks to create one figure. If student with ASD cannot understand lesson, the teacher can provide the paper that already has the dotted lines on it, so that students need to put the sticks on the line. Moreover, if students reject to useing the glue because of their sensory problems, teacher can offer tape.
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*Worksheet*
Lesson 9: Single digit addition

Time: 30 minutes

Focus: This lesson will help students understand the basic single digit addition process. This is the basic step of mathematics, so it is very important to lead them to the correct answers but also get them interested in mathematics.

Class: 1st

Resources: Pencil, Number card (1 to 9, five pairs), Crayon, Worksheet

Goals: To enable the child to:

1) Develop the concept of addition.
2) Contain the interest on this subject.

Objectives: The student will:

1) Listen to the teacher’s questions and think together to get answers.
2) Work with group members to open the two number cards and add numbers.
3) Complete the worksheet and check their understanding.

Introduction

- Review what they learned last time and remind them of the method to add numbers.
- Provide the objective of class to students.

Procedure

- Activity 1

  - The teacher posts story on the screen, and reads together with the students.
    ex) There were three apples in Julia’s basket and her mom gave her five more apples. How many apples does Julia have?
  - Draw a picture to help students have a better understanding and explain how to do addition.
- Activity 2
  - Make a group with six people and the teacher will give them the number cards. Group members open two number cards and add those two numbers.
  - The teacher helps students to work together with their peers.

- Activity 3
  - Do the worksheet

Closure

- Check to see if the students finished their worksheet.
- Provide next lesson information.

Assessment: The teacher will:

1) Observe students if they can understand the method of addition.
2) Observe students and make sure they are participating in their group work.
3) Check the worksheet to evaluate student’s understanding of single digit addition.

Extension

Teacher needs to prepare number cards for each group. If students with ASD do not know how to do addition, use the concrete material to help students understand.
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Lesson 10: Single digit subtraction

Time: 30 minutes

Focus: This lesson will help students understand the basic single digit subtraction process. This is a basic step of mathematics, so it is very important to lead the students to the correct answers but also get them interested in mathematics.

Class: 1st

Resources: Pencil, Pictures (attach with velcro), Velcro board, Worksheet

Goals: To enable the child to:

1) Develop the concept of subtraction.
2) Contain the interest on this subject.

Objectives: The student will:

1) Listen to the teacher’s questions and think together to get answers.
2) Complete the worksheet to check their understanding.

Introduction
- Review what they learned last time and remind them about the method of subtract numbers.
- Provide the objective to the class.

Procedure
- Activity 1
  - The teacher will use the Velcro pictures to teach students how to solve subtraction questions. Switch the number and keep working on questions.
  
  ex) There are seven apples on the tree and three apples fell down.

  How many apples are on the tree right now?
- Activity 2
  - Show students how to solve the worksheet.
- Give the worksheet paper to students.

Closure

- Check to see if students have finished with their worksheet.

- Provide next lesson information.

Assessment: The teacher will:

1) Observe students to see if they can understand the method of subtraction.

2) Observe students and make sure they are participating in lecture.

3) Check the worksheet to evaluate student’s understanding of single digit subtraction.

Extension

When the teacher does the lecture, he/she needs to give a chance to answer all of the students answers. Students with ASD can be isolated during the lecture, so teacher should give them time to answer or to count how many pictures on the screen.
* Apple pictures (Point out and attach the Velcro in the back)
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Ability Awareness

Lesson Plans

11. Communication
12. Conversation
13. Personal space
14. Eye contact
15. Independent skill
Lesson 11: Communication

Time: 20 minutes

Focus: There are many different ways to communicate which consists of oral, written, and body language to communicate with other people. This lesson will develop student’s understanding of communication, especially body language.

Class: 1st

Resources: White board, Marker

Goals: To enable the child to:

1) Understand there are many methods to communicate.

2) Develop the concept of body language.

Objectives: The student will:

1) Listen to the lecture about communication methods.

2) Look at the teacher’s body language and try to understand it.

3) Listen to the teacher’s comments and show body language.

Introduction

- Teacher tries to explain the objectives to the class without talking. Use body language, word or picture cards, and writing a note to send information to students.

- Ask the students to see if were able to understand what the teacher had said.

Procedure

- Activity 1

  - Teacher explains many different communication methods, which are oral, written, and body language. Narrow down to body language, teachers can give them information about people and understand their feeling through facial expressions.
- Activity 2
  - Teacher shows them many different facial expressions.
    Ex) angry, happy, sad, confuse, surprise, tired.. etc
  - Give the word to students and students should act it out.

Closure
- Ask students about communication methods and their opinion about each method.
- Provide the next lesson information.

Assessment: The teacher will:
  1) Observe students’ participation in the class.
  2) Check students’ understanding about communication methods.

Extension
This lesson does not require many resources, so it is easy to apply it in class.
The teacher needs to pay attention that student with ASD to check they are participating in class or not. The teacher needs to encourage all students in class to work together.
Lesson 12: Conversation

Time: 30 minutes

Focus: This lesson will provide the manner of conversation. Conversation skills are a very important aspect to develop social relationship. Not only students with ASD but also general education students sometime do not know about conversation manner. Students can learn conversation manner through this lesson to have better peer relationship in school.

Class: 2nd

Resources: Pencil, Glue, and Scissors

Goals: To enable the child to:

1) Understanding about basic manner of conversation.

2) Develop the concept of chronological order.

Objectives: The student will:

1) Watch the short role-playing and share their thinking about play.

2) Work together with partner to find the right speech bubble to put dialog card.

Introduction

-Show SpongeBob’s (fast talking) video and ask students if they were able to understand. Teacher can explain to them that there is an appropriate speed to talk with other people.

Youtube URL: http://www.youtube.com/watch?v=brNjSX127Js

- Provide the objective of class to students.

Procedure

- Activity 1
- Teacher asks two students to volunteer to do role-playing. Teacher gives a mission that one student to ask what kind of food the other student ate for breakfast this morning, on the other hand, teacher asks the other friend only answers back “I watched the movie Spiderman and it was awesome!”.

- After finishing the role-playing, teacher asks students what they are thinking about their conversation.

- Activity 2

  - Teacher asks students to pair up, and give them a worksheet.

  - Explain how to do the worksheet. Students will read sentence cards and put on the speech bubble in chronological order.

**Closure**

- Check to see if students are finished with their worksheet and explain to them that they need to listen to their partner while they are talking. Make sure they are using the appropriate speed.

- Provide next lesson information.

**Assessment:** The teacher will:

1) Observe students to see if they can explain their opinion about conversation manner.

2) Observe students if they are working together with their partner.

3) Check the worksheet to evaluate student’s understanding of conversation following chronological order.

**Extension**

In the introduction, teacher should adjust the length of video. Also, teacher need to pay attention when students are using the scissors and to check students with
ASD is working well with their partner. If they need help, instructional aide can support their activity.
Lesson 13: Personal Space

Time: 20 minutes

Focus: This lesson will help student’s understanding of personal space. They can recognize personal space and learn what is an appropriate amount of personal space.

Class: 2nd

Resources: Personal space guideline, computer, and screen

Goals: To enable the child to:

1) Understanding about personal space.

2) Maintain other people’s personal space when they talk.

Objectives: The student will:

1) Watch the YouTube video about personal space; social story.

2) Go inside personal space line with the partner, and find out the most comfortable distance to talk with partner.

Introduction

- Say hello to students, stand right in front of students, and provide the objective to the class.

- Share the idea about their feeling when teacher stands right next to students and talk.

- Provide the objective to the class.

Procedure

- Activity 1

  - Watch the Youtube video ‘Special Education – Personal Space’.

  Youtube URL; http://www.youtube.com/watch?v=MGQzDfbwWko

  - Teacher ask questions to students what is personal space and what is appropriate distance for personal space.

- Activity 2
- Teacher provides semicircle shape personal guideline to students.

- Help students find their comfortable personal space.

Closure

- Sharing their activity 2.

1) What was your comfortable distance to talk with your partner?

2) How did it feel when you got too close to your partner?

3) How did it feel when you got too far from your partner?

- Provide next lesson information.

Assessment: The teacher will:

1) Listen to the student’s opinion about personal space, and check if they understand about personal space.

2) Observe student’s activity 2 and check to see if students can maintain their personal space with their partner.

Extension

If teacher does not have enough time to make semicircle shape personal space line, they can just put the sticker each distance. Also, if all the students do the activity 2 at the same time, it can be crowded so teacher can use instructional aide or half of students can do activity first and other students can do after first group is done.
* Semicircle personal space guideline

TOO FAR

PERFECT

TOO CLOSE
Lesson 14: Eye contact

Time: 20 minutes

Focus: This lesson will support the development of student’s eye contact skills and concentration. Eye contact is one of the important things to improve social relationship skills. This lesson is not created for eye contact between other people. While students are doing their activity, they can train their eye contact skills.

Class: 2nd

Resources: Target board made with Velcro felt, Ping pong ball covered with three different colored Velcro

Goals: To enable the child to:

1) Throw at the ping-pong ball to the target.

2) Gaze a the ball until it hits the target and recognize the color.

3) Follow the rule to do the group activity.

Objectives: The student will:

1) Throw the ping-pong ball to the target.

2) Recognize the color from the target that the ping-pong ball is attached to.

3) The target should be the same color and then give the ping-pong ball to the next person in line.

Introduction

- Show students the target board and ping-pong balls have three different colors.

- Explain how to do this activity

1) Gather six people to make a group and each group will have one target board and ten of each: red, yellow, and blue ping pong Velcro balls.

2) Line up in front of the object and throw the ball to the target.

3) Continuously look at the ball and check where the ball is attached.
4) If ball is attached on red section of the target, student can pick the red ball and give it to next person in line.

Procedure

- Activity 1
  - Throw the Ping-Pong ball to the target.
  - Target has three different color sections, so keep staring at which color section the ball is attached.
  - Pick up the same color ball as the target students hit before, and give it to the next person in line.
  - Teacher should verbally promote to help students keep looking at the ball.

Closure

- Sharing their idea about activity.
  1) How was the activity? Was it hard to do it or easy to do it?
  2) Did you looked at the ball until it hit the target?

- Provide next lesson information.

Assessment: The teacher will:

  1) Observe if students are participating well in the activity.
  2) Observe students to make sure they are looking at the ball until it hits the target.
  3) Check to see if the students gave the right color ball to the next person in line.

Extension

This lesson will not show the dramatic improvement of eye contact between their peers, parents, or teachers; however, this game makes students keep looking at
the ball and it will train their eye contact skills. Teacher should encourage students to keep staring at the ball during the activity.
* Example of Target
Lesson 15: Independent skill

Time: 20 minutes

Focus: This lesson will provide basic skill for independent life. Teacher encourages student to follow the direction and rules because it will be part of the classroom.

Class: 1st

Resources: Youtube video, computer, and screen

Goals: To enable the child to:

1) Recognize the necessary use of independent skill.
2) Apply rules they learned in their classroom.

Objectives: The student will:

1) Watch the video ‘Understand The Basic School Rule’.
2) Share the idea with classmates.
3) Practice rules they learn in the school.

Introduction

- Ask students what kind of rules they need to follow in a classroom.
- Provide the objective of class to students.

Procedure

- Activity 1

  - Watch the Youtube video ‘Understand The Basic School Rule’.
  Youtube URL: http://www.youtube.com/watch?v=RyLzsQKFpB0
  - After watching the video, share the idea with classmates: Discuss about school rules they need to know.
  Ex) Cleaning their cubbies, Making a line before going to the cafeteria, do not run in the classroom…etc
Closure

- Provide next lesson information.
- Ask students to clean their cubbies.

Assessment: The teacher will:

1) Observe if students follow the school rules.
2) Observe if students are trying to follow the rules when not being told to.

Extension

This lesson will help students to adapt on schoolwork. Not only provide them verbal direction, if teacher give them visual support materials, it would help students get used to following the rules.
Useful Resources
Autism Internet Modules (AIM)
http://www.autisminternetmodules.org/

Centers for Disease Control and Prevention (CDC)
http://www.cdc.gov/

National Dissemination Center for Children with Disabilities
http://nichcy.org/

Autism Treatment Center of America
http://www.autismtreatmentcenter.org/

Korean Association for Persons with Autism (KAPA)
http://www.autism.or.kr/

Sonohkong's special education
http://speedu.cafe24.com/

Korea National Institute for Special Education (KNISE)
http://www.knise.kr/
REFERENCES
References


