

Educating Children with Autism Spectrum Disorder



The following goal areas are identified to guide educational planning for children affected by autism spectrum disorders, and identify those core challenges common to the condition. They aren't meant to replace particular goals in IEPs; instead they represent a "goal blueprint" to provision of fair and appropriate education to children with autism. They are designed to stay with a child throughout his education unless otherwise agreed upon by families and educators.

1. Develop social skills to enhance participation in family, school, and community activities (e.g., imitation, social initiations and response to adults and peers, parallel and interactive play with peers and siblings)
2. Develop expressive verbal language, receptive language, and non-verbal communication skills
3. Develop functional symbolic communication system
4. Increase engagement and flexibility in developmentally appropriate tasks and play, including the ability to attend to the environment and respond to an appropriate motivational system
5. Develop fine and gross motor skills used for developmentally appropriate functional activities
6. Develop cognitive skills (to include basic concepts and symbolic play, as well as academic skills)
7. Replace challenging behaviors with more productive, (satisfying, meaningful) and appropriate behaviors
8. Develop independent organizational skills and other behaviors that underlie success in classrooms (e.g., completing a task independently, following instructions in a group, asking for help)

*Adapted from **Educating Children with Autism (2001)** authored by the Commission on Behavioral and Social Sciences and Education (CBASSE)*

This document is created by Northwest Autism Center as a service to families affected by autism spectrum disorders and their providers. We are a non-profit organization serving the Inland Northwest.