

Support Students with Autism Spectrum Disorder

Office of Special Education

Overview

Autism spectrum disorder (ASD) is a neurological and developmental disorder that affects how people interact with others, communicate, learn and behave. Although autism can be diagnosed at any age, it is described as a "developmental disorder" because symptoms generally appear in the first two years of life. According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-V), a guide created by the American Psychiatric Association that health care providers use to diagnose mental disorders, people with ASD often have: a) difficulties with communication and interaction with people, b) restricted interests and repetitive behaviors, and c) symptoms that affect their ability to function in school, work, and other areas of life.

Autism is known as a "spectrum" disorder because there is a wide variation in the type and severity of symptoms people experience. People of all genders, races, ethnicities, and economic backgrounds can be diagnosed with ASD. Although ASD can be a lifelong disorder, interventions and services can improve a person's symptoms and daily functioning.



The national rate is 1 in 44 children identify with ASD.



New Jersey reports 1 in 35 children identify with ASD.

Promising Practices

1

Focused Interventions as Evidenced-Based Practices (EBPs)

To improve the outcomes of students with ASD, educators should implement evidence-based practices. Many interventions exist for ASD. Yet, scientific research has found only some of these interventions to be effective. The interventions that research have shown to be effective are called evidence-based practices (EBPs). The Individuals with Disabilities Act (IDEA, 2004) require that schools use programs, curricula, and practices based on "scientifically based research."

The National Professional Development Center on Autism Spectrum Disorder (NPDC, 2014) used rigorous criteria to classify 27 focused interventions as EBPs. The 27 identified EBPs have been shown through scientific research to be effective when implemented correctly, for students with ASD. research."

2

Universal Design for Learning (UDL) for Learners with Autism Spectrum Disorder

UDL is a framework that can be adapted and used to promote learning in all learners in a classroom. When designing lessons, educators need to move beyond just providing access to content towards providing access to quality learning experiences- those that help all learners achieve their full potential. When the curriculum is designed in a way that removes barriers and minimizes irrelevant demands, learners with ASD can and do learn and progress in the general education curriculum.



New Jersey Partnership for Student Success

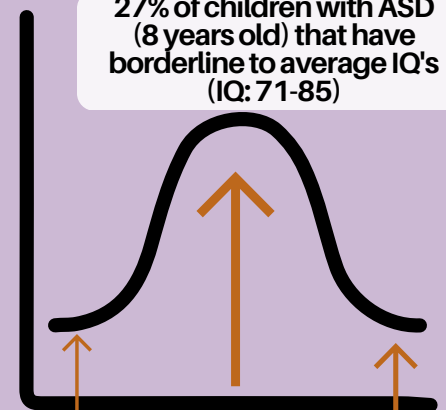


Learning Acceleration (NJDOE)

Data and Statistics

(CDC, 2021)

27% of children with ASD (8 years old) that have borderline to average IQ's (IQ: 71-85)



35% of children identified with ASD have an IQ below 70.

38% have above average IQ Scores (IQ > 85)



Autism Spectrum Disorder (NJDOE)



There was no significant difference in the prevalence of ASD among White, African American, Hispanic and Asian or Pacific Islander children identified in New Jersey



Universal Design for Learning (NJDOE)