** State Special Education Advisory Committee (SSEAC)
 Autism Resources for Parents, Professionals and Support Staff**

* Current statistics and basics of autism: <http://www.cdc.gov/ncbddd/autism/index.html>

**Ages 1-5**

* VDOE’s ASD guidance document, “Guidelines for Educating Students with Autism Spectrum Disorders”: <http://www.doe.virginia.gov/special_ed/disabilities/autism/technical_asst_documents/autism_guidelines.pdf>
* New Path, The Support Network for Families Receiving Early Intervention Services, The Arc of Virginia:  [www.thearcofva.org/newpath/](http://www.thearcofva.org/newpath/)
* Virginia’s “Guidance document for Autism Early Intervention Services”: <http://infantva.org/documents/pr-PartC-ASD-Guidance.pdf>

**School Age/Adulthood**

* Autism Society of America’s Virginia Chapters-Parent support groups that assist in providing advocacy and training for the autism community in Virginia. Chapters: Richmond - [www.asacv.org](http://www.asacv.org/); Northern VA - [www.asanv.org](http://www.asanv.org/); Norfolk - [http://tidewaterasa.org](http://tidewaterasa.org/) Arc of the Tidewater
* Commonwealth Autism Service-Provides and maintains services to the autism community including but not limited to, Information and Referral services, Autism Actions Groups, Public Safety Workgroup, Trainings and a Statewide Conference each year. <http://www.autismva.org>
* National Professional Development Center- Promotes the use of evidence-based practice for children and adolescents with autism spectrum disorders. <http://autismpdc.fpg.unc.edu/>
* OCALI Autism Internet Modules-Content from experts on ASD across the nation on topics including assessment and identification, characteristics, evidence-based practices and interventions, transition to adulthood, and employment. <http://www.autisminternetmodules.org/>
* VDOE Training and Technical Assistance Centers (TTAC’s)- A statewide system emphasizing collaboration in the planning and provision of services to meet state and local staff development needs. <http://www.ttaconline.org>
* VDOE’s “Autism Spectrum Disorders and the Transition to Adulthood”- Tools for educators, administrators and parents working to improve services for students with ASD transitioning to adulthood. <http://www.doe.virginia.gov/special_ed/disabilities/autism/technical_asst_documents/autism_transition.pdf>
* VDOE’s “Models of Best Practice in the Education of Students with Autism Spectrum Disorders” - Tools for educators, administrators and parents working to improve services for students with ASD. <http://www.doe.virginia.gov/special_ed/disabilities/autism/technical_asst_documents/autism_models_of_best_practice.pdf>
* Virginia Autism Council’s “Skill Competencies for Professionals and Paraprofessionals in Virginia Supporting Individuals with Autism across the Lifespan”- A list of competencies for professional and paraprofessional staff in all fields of service delivery that are specific, unique, and/or critical to successfully serving individuals with ASD. <http://www.autismtrainingva.org/competencies/>
* Virginia Commonwealth University’s Autism Center for Excellence- Online training for parents, professionals, paraprofessionals and supports staff as well as news of activities occurring across Virginia. <http://www.vcuautismcenter.org/index.cfm>
* Virginia Department of Behavioral Health and Developmental Disabilities (DBHDS)- Resource information on Intellectual Disability Medicaid Waiver and Person Centered Practices. [www.dbhds.virginia.gov/ODS- default.htm](http://www.dbhds.virginia.gov/ODS-%20default.htm)
* Virginia Department of Medical Assistance Services- Resource information on the Developmental Disability Waiver and Elderly and Disabled with Consumer Direction Waivers. [www.dmas.virginia.gov](http://www.dmas.virginia.gov)
* Virginia Department of Aging and Rehabilitative Services (DARS)- Employment Services, Assistive Technology Services [www.dars.virigina.gov](http://www.dars.virigina.gov)

**Compiled by the Virginia Autism Council for the State Special Education Advisory Committee May 2013**

**What You Need to Know About Me: A Student with Autism**

Developed by the Virginia Department of Education Training and Technical Assistance Centers’ Autism Network, 2012

I am a student first. Like all other students, I have things I like and don't like. I'm good at many things. But because I have an autism spectrum disorder, certain things might be really hard for me, including

Understanding what people say,

Knowing what to say, and

Knowing how to interact with others.

**Keep In Mind, I Might….**

* Need more time to respond
* Be a literal thinker
* Need structure and boundaries
* Not understand sarcasm and/or jokes
* Learn better when I know the routine
* Need simple and clear instructions
* Not respond to sights, sounds, smells and touch the way you would expect
* Experience anxiety and frustration
* Not make friends easily, but with your help I can

**You Can Help Me By…**

* Supporting me to become independent
* Respecting me as an individual
* Advocating for me
* Talking less and showing me more
* Talking with me, not about me
* Giving me clear expectations
* Being consistent
* Giving me choices
* Offering me visual supports
* Developing a schedule that I can understand and use
* Preparing me for transitions and changes
* Supporting me to make friendships
* Preparing me for employment and adulthood

**Teach Me By Using…**

* Visual Supports - I need visual tools to support me as I move throughout the day. These might include written words, labels, pictures, objects, boundaries, or schedules.
* Communication -I need communication supports to help me better understand what you and others are saying to me, and help me better express what I want to say. This might include using lists, scripts, pictures, objects, or speech generating devices. You might need a speech and language pathologist to help with this.
* Reinforcement- I learn best when you are consistently positive about what I do. To improve my communication, academics, and behavior, you can give me praise, give me items as a reward, or take away things I don't like. It will be helpful to both of us if you discover what is uniquely reinforcing to me.

**Don’t Take My Behavior Personally**

Before you get frustrated with my behaviors, remember I have delays in language and communication. I might use unusual behaviors to convey my thoughts, needs and desires.

My behaviors all happen for a reason (i.e., the function):

* I might want to avoid or escape something
* I might want attention
* I might have sensory needs
* I might want to get or do something

When I try to talk, the words do not always come out the way I want. This frustrates me, and what makes it worse is that I often can't explain my frustration.

**I need you to believe in me and focus on what I can do. I learn best when people use supports.**