AutismPro[®] Resources

Resources for Individual Education Plans (IEPs)



Your Challenges:



- Does your staff struggle to find resources to support the implementation of IEPs?
- Does your staff need assistance developing and implementing Individual Education Plans (IEPs) for children with autism and other special needs?

Your Solution: AutismPro Resources

Bring AutismPro Resources into your district to give staff the resources they need to teach children with autism. AutismPro Resources will give your teachers, paraprofessionals and support teams the practical tools they need to save time and reduce stress.

Expert-Authored Resources

Staff can access expert-authored resources to complement your IEPs. Choose from over 300 objectives, 3500 activity plans and dozens of strategies for teaching activities and supporting the student. The AutismPro curriculum meets No Child Left Behind standards.

Individualized Education Plans (IEPs)

AutismPro Resources gives teachers and autism teams access to thousands of lesson plans, strategies and behavioral supports which can be used to quickly and easily to complement Individualized Education Plans (IEPs).

Prevent Problem Behaviors

Users can access hundreds of support strategies to demonstrate how to prevent each student's challenging behaviors.

Combine with AutismPro Workshops

AutismPro Resources is the companion to AutismPro Workshops and provides the "practical" application of the "theory" learned in AutismPro Workshops. When you combine AutismPro Workshops and AutismPro Resources, you benefit from a complete training and resources package for delivering educational programming to children with autism and other special needs.



AutismPro Workshops offers 30-plus hours of professional development workshops divided into 6 Courses.

Each of these workshops are delivered using user-friendly language, student case studies, and video and graphic examples.

Print.		😮 Class
tob		Lineared for VECING Resources text account
AutismPro	Activity	
Shadow Danci	ng	Helpful Strategies Include:
Objective	Repeats his/her own action when imitated by an adult	Enapperated Affect (Developmental) Reinforcement (Developmental, Successes)
Developmental Area		 Shared Commerca (Developmental)
Method	Developmental	
Category	Dramatic Play	
Curriculum Level	Basic Addrected	
Setting	Adut-Child Lamo: Cleared wall	
prateriels	Lang; cieared wall	
Introduction		
Set up a lamp, or other child's day (i.e., before	light source behind you, and face a deared wall where you and the chi bed).	ild can dearly see your shadows. Perform this activity at the end of the
Activity Proce	dure	
1. Stand in front of	the wall next to the child and point out the shadows.	
2. If the child does	not attend or start moving, show him/her how moving affects the shad-	ows (e.g., jumping, move your arms).
3. Wait for the child	to display an action (e.g., jumping, marching).	
4. As soon as the o	hild displays an action, repeat it with exaggerated affect and comment-	on it (e.g., 'Look at our shadows jump!').
5. Wait to see if the	a child copies the action you imitated. If the child does, generously grais	re him/her (e.g., 'Nice jumping').
6. If the child does	not copy the action you imitated, repeat the action and playfully direct t	the child to do the same.
If the child still d make the action	oes not repeat the initiation, pently use a physical prompt to guide the independently.	child to make the desired action. Fade back prompts as the child begins to
8. Continue to play	with the child, initiating his/her actions.	
	AutismPro Activit	
	© 2008 Virtual Expert (All brand or product and their content mentioned in this product	

Activity Plans

3,500 plans to support children between the ages of 0 and 7 developmentally



Teaching Strategies

Specific methods for teaching a child with autism



Support Strategies 400 practical supports for challenging behaviors

"As a fellow educator who has delivered programming for students with autism, I know that AutismPro will give your staff the expertise they need to help their students and reduce everyone's anxiety."

Judith Melville-Bennoch, Central Coordinator for Autism Services, Toronto District School Board (retired)

AutismPro[®] Resources

Using AutismPro Resources: Christine's Case

Christine has a child with autism in her class of 28. After reviewing the IEP that she and the autism team leader have prepared, Christine signs into AutismPro Resources to access resources to help her supplement and carry out the IEP.

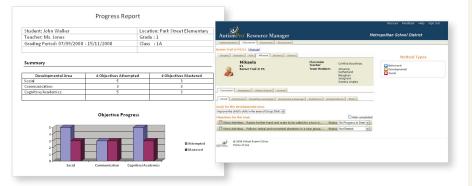
Christine selects from over 300 AutismPro learning objectives that align with her IEP and the district's curriculum. Once the objectives are selected, Christine quickly picks from over 3500 Activity Plans to use with her student.

She also reviews the Teaching Strategies, which help her understand how to teach students with autism based on her teaching method preference (behavioral, developmental, or social).

Her student, John, repeatedly bites other children. Christine quickly finds Support Strategies which she uses as practical guidance to help her deal with John's problem behavior.

Upgrade to AutismPro Resource Manager

AutismPro Resource Manager provides access to the thousands of teaching resources in AutismPro Resources and adds progress tracking, automatic report generation, team collaboration tools, and options for administrative oversight.



Want to try AutismPro Resources?

Contact us to learn how!

United States:

MAXIMUS **Toll Free:** 888.205.1080 E-mail: AutismProInfo@maximus.com Direct Telephone: 506.462.0991 Website: www.maximus.com/ educationalservices

Canada and International: AutismPro Toll Free: 866.462.0991 E-Mail: info@autismpro.com Website: www.AutismPro.com



Professional Advisory Board

Dr. Kathleen A. Quill

The Autism Institute, Essex, MA Director, Professional Advisory Board, **AutismPro**

Dr. Brenda Smith Myles

Professor of Special Education University of Kansas

Dr. Pamela J. Wolfberg

Assistant Professor of Special Education San Francisco State University

Dr. Cathy Pratt

Director, Indiana Resource Center for Autism Indiana Institute on Disability & Community Indiana University

Margaret Spoelstra

Executive Director Autism Ontario

Dr. Diane Twachtman-Cullen ADDCON Center Higganum, CT

Paula Aquilla

Pediatric Occupational Therapist Toronto, ON

Dr. Michael J. Cameron

Director of Graduate Programs in **Behavioral Education** Associate Professor, Department of Education Simmons College, Boston, MA

Neil Walker

Program Director Geneva Centre for Autism

Theo Peeters Director Opleidingscentrum Autisme (OCA) Antwerp, Belgium

"As a fellow educator who has delivered programming for students with autism, I know that AutismPro will give your staff the expertise they need to help their students and reduce everyone's anxiety."

Judith Melville-Bennoch, Central Coordinator for Autism Services, Toronto District School Board (retired)