

Supporting Students with Autism Spectrum Disorders (ASD) In Grade 11 English – College Preparation (ENG3C)

Exceptionality

Autism Spectrum Disorders (ASD)

Pertinent Characteristics

Area of Need	The Student:
Social Skills	Demonstrates difficulties interacting with peers and adults, has difficulty reading and understanding social cues or situations, withdraws from or provides unusual responses in social situations, engages in play that is lacking in the imaginative qualities of social play
Communication	Has difficulty communicating thoughts and needs verbally and non-verbally, has difficulty with non-verbal communication such as use of gestures, pictures, eye contact, and facial expressions, uses speech that include repetitive, echolalic, or unusual language
Behavior	Displays obsessions or preoccupations with specific themes or objects, likes order and may line up toys repeatedly, engages in unusual behaviors such as rocking, spinning, or hand flapping, gets extremely upset with changes in routine or schedules
Responses to Sensory Stimuli	Reacts to sights, sounds, conversational buzz, the development of a crowd (e.g. as at recess or an assembly) in a way that varies dramatically from what would usually be anticipated in other students; responses may range from extremely acute to nothing at all and are often bizarre
Transitions	Often finds change of any type very difficult – modifications in classroom or school routine may be extremely upsetting and changes like shifting from group work to quiet work, dismissal times, and personnel changes can cause traumatic responses

Expectation from Curriculum

ENG3C - Reading and Literature Studies: Demonstrating Understanding of Content

1.3 Identify the most important ideas and supporting details in texts, including increasingly complex texts

Modified Expectation

Students with ASD will not require any modified expectations for this assignment, however the delivery and execution may necessitate some accommodations, based on the individual student and where s/he falls within the ASD spectrum. The assignment allows the flexibility for all students to work towards achieving section 1.3 of the Reading and Literature Studies strand.

Required Resources

- chart paper
- markers/crayons
- copies of *Macbeth* (also online: <http://shakespeare.mit.edu/macbeth/full.html>)
- copies of handout (see below)
- 1.25 class periods
- Students arranged in table groups of 4-6

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***Macbeth* Character Sketch**
(To be completed after performing Act I)

This assignment is designed for you to work with members of your table group.

- 1) Select a character by sending a representative from your table group to sign up on the board – any duplication will be settled by a skill testing question administered to your table group.

Macbeth Lady Macbeth Duncan Banquo The Witches Malcolm

- 2) Based on our exploration of Elizabethan culture and the information provided in Act I of *Macbeth*, create an image of the character you have selected on the chart paper provided.
- 3) Review Act I and select three quotations as follows:
 - i. Two quotations said BY the character
 - ii. One quotation ABOUT or RELATED TO the character
- 4) Explore and highlight the significance of these quotations as they relate to specific events within Act I.
- 5) Each group member will create an “I wonder..., I’m confused about..., this reminds me of...” chart that both relates to your character and to his/her upcoming role in Act II.

You have one class period to complete this assignment and may choose to work on it after school or during tutorial tomorrow morning should you require more time.

Table groups will present their sketches to the class tomorrow.

Additional Notes

This activity supports students with ASD in working towards achieving section 1.3 of the Reading and Literature Studies strand of ENG3C in the following ways:

- 1) Minimizes transitions in the class period and highlights clear timelines for completion
- 2) Provides an educational focus for social interactions with peers
- 3) Maintains the layout of the room - students work in table groups
- 4) Ensures student focus and reduces loud noises as teacher circulates through groups
- 5) Provides the opportunity for meaningful, relevant discussion to take place in the immediate area of the student without requiring specific feedback from him/her
- 6) Models the manner by which students can extract meaning from ideas and details in texts in a variety of ways