

World Autism Day

Secondary
Educator's Toolkit

AutismONTARIO

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Introduction to the Campaign

World Autism Day

Autism Ontario's World Autism Day campaign unites families, schools, communities, government, and professionals in recognizing World Autism Day, and brings to light the triumphs and struggles of people on the autism spectrum.

Autism Ontario is excited to have you participate and celebrate with us. Through this initiative, we are building stronger, more inclusive communities for people on the autism spectrum. We are highlighting ongoing work happening across the province, and the work that still remains to remove systemic barriers and help children, youth, and adults on the autism spectrum live their best life.

Thank you for being part of this important day and celebrating with us!

Celebrate the Spectrum

Celebrate the Spectrum is our theme for World Autism Day 2022 celebrations. It is an opportunity for positive action to provide spaces of support and advocacy for our diverse communities while learning about autism and how to make our communities better for people on the autism spectrum.

The campaign is flexible and there are lots of great ways to get your students involved, including:

- Hosting your school's own World Autism Day third-party fundraising event
- Entering the design your flag contest
- Writing an article for *Autism Matters* magazine
- Donating to Autism Ontario

Learn more at celebratethespectrum.com

Please take photographs and share your stories and celebrations with us using the hashtags #WorldAutismDay2022 and #CelebrateTheSpectrum.

What's Next?

Check out celebratethespectrum.com to find videos, supplementary activities, and information to help enhance your World Autism Day celebrations with Autism Ontario!

These resources are available in French and English and are suitable for elementary, secondary, and post-secondary students as an orientation to autism.

Don't forget to share your classroom or school experiences with us! Visit celebratethespectrum.com to learn how.

For More Information

If you have questions, comments, or feedback, connect with us at celebratethespectrum@autismontario.com.



Video Introduction

Video Presentation & Class Discussion Guides with Activities on Developing Healthy Relationships with Students on the Autism Spectrum

Autism Ontario has developed a video series for elementary and secondary school students as an orientation to autism. These guides have been created to help promote further classroom discussion on accepting and celebrating people on the autism spectrum.

Each video shares stories about autistic students who are affected in various ways by their autism. The students in these videos have close friendships and acceptance in their school community. This, however, is not always the case. Due to the nature of autism, it can be difficult for many people on the autism spectrum to make and keep friends. Sometimes, autistic students are isolated and not accepted by their peers.

These videos demonstrate how to get to know someone on the autism spectrum despite the negative social pressures of other peers. Through these presentations, students learn that social pressures are not exclusive to issues faced by young people on the spectrum; they also apply to many interpersonal issues all students deal with at some point in their life.

Please preview these videos with all school personnel and/or your parent council prior to showing them in the classroom setting.

Classroom Discussion Guide: *Experiencing Autism*

Initiating Student Dialogue on Accepting and Embracing Students on the Autism Spectrum

Experiencing Autism is a 17-minute video that can be viewed on its own, but to have the greatest impact, we suggest a class presentation with discussion time.

Experiencing Autism presents some of the behaviour we might see in someone on the autism spectrum. Although people on the autism spectrum can demonstrate similar behaviour or characteristics, which are things they have in common, not all children on the autism spectrum show the same behaviours. This is how children with autism are different from each other. Autism presents as a spectrum of behaviours requiring a variety of supports. *Experiencing Autism* will show you how some of these behaviours may look in a child on the autism spectrum.

The video has been structured as follows:

- Introductory session with information about autism from Former Toronto Raptors GM Rob Babcock. The Raptors' organization has been a great supporter of autism awareness.
- Five interactive games demonstrated by a group of students from Pope John Paul II in Bolton, Ontario, that you can try with your students in class.
- The video can be stopped at any of the above segments to allow for classroom discussion.
- The students' comments from the video and the following suggestions may help facilitate dialogue with your students.

Game 1: VLOCKNAR

1. Why did Lisa have trouble understanding VLOCKNAR?
2. What happened to help Lisa understand VLOCKNAR?
3. How else could you help a child on the autism spectrum when giving them a verbal instruction?

Game 2: Overload

1. Even though Domenico, Kristy, and Brandon are all on the autism spectrum, how do they differ from each other?
2. What happens when someone like Casey has too much or too little sensory input?
3. How do you think other autistic children behave when there is too much sensory information in their environment?

Game 3: No Reason at All

1. What is a meltdown and why does it happen?
2. What can we do if we see a person on the autism spectrum have a meltdown?





Game 4: Clear Language

1. Why is the statement “dogs taste better” hard to understand?
2. How can we communicate so students on the autism spectrum will better understand us?

General Discussion

1. What are some of the lessons you have learned from this video, and how can you apply them to other situations in your life?

Game 5: Social Rules

1. Name some social rules we have to follow at school.
2. How can we help our classmates on the autism spectrum learn these rules?

Additional Information on Autism

The Autism Ontario website features a range of resources that can benefit educators, administrators, support staff, care providers, families, and advocates of autistic individuals. Don't forget to share your classroom or school experiences with us!

Visit celebratethespectrum.com to learn how!



Classroom Discussion Guide:

A Chance to Be Me

Initiating Student Dialogue on Accepting and Embracing Students on the Autism Spectrum

A Chance to Be Me is a 22-minute video that can be viewed on its own, but to have the greatest impact, we suggest a class presentation with discussion time which could take up to an hour. This video is recommended for grades 7-10.

The video has been structured as follows:

- Introductory session with information about autism followed by a short responsive interview with students who were not previously aware of autism.
- Three segments which provide insight into autistic individuals with varying levels of need. Each segment is followed by responses from the student group.

The video can be stopped during any of the segments to allow for classroom discussion. Students' comments from the video and the following suggestions may help facilitate dialogue with your students.

Section One: First Impressions

1. When might a child show signs of autism?
2. What are the three most common areas that affect a person on the autism spectrum?
3. How would you feel if you saw someone behaving differently?
4. Do you think a person on the autism spectrum could be bullied in our class or school? How and why?

Section Two: Impressions of Chelsey

1. How does Chelsey show her feelings?
2. What kind of touching does Chelsey not like? How does she react?
3. What might other kids say about you if became friends with a person on the autism spectrum like Chelsey?
4. Do you think Chelsey's brother might be treated differently or teased? How do you think he would feel?

Section Three: Impressions of Sean

1. What is Sean's favourite interest?
2. What are some of the things that Sean can do?
3. How could you help be a friend of a person on the autism spectrum like Sean?
4. What are some examples of body language (ie. facial expression) or phrases that Sean may have difficulty understanding? How could you help a person on the autism spectrum like Sean understand these cues or words?



Section Three: Impressions of Brian

1. What are some of the signs of autism that Brian shows?
2. How can you have a conversation with someone who has difficulty with words?
3. What do you think would happen if a person on the autism spectrum like Brian moved to our school?
4. If you were to invite a person on the autism spectrum like Brian to participate in a school project or activity, how might you include him?

General Discussion

1. What are some of the lessons you have learned from this video, and how can you apply them to other situations in your life?
2. Look at our school community and the students on the autism spectrum who belong to it. What do we do well? What could we do better? What could we do differently?
3. How can we make people on the autism spectrum like Brian, Chelsey, and Sean feel included in our class and in our school?

Additional Information on Autism

The Autism Ontario website features a range of resources that can benefit educators, administrators, support staff, care providers, families, and advocates of autistic individuals. Don't forget to share your classroom or school experiences with us!

Visit celebratethespectrum.com to learn how!

Educator Resources from Autism Ontario: CommunityConnect

Autism Ontario has curated a selection of learning resources designed specifically for educators from our *CommunityConnect* portal to further promote autism acceptance.

If you'd like to access more information on autism, simply visit our website to search for learning resources. The site contains a series of brief, easy-to-understand documents that are relevant to the lives of children, youth, and adults on the autism spectrum and their families. The documents can be read online or printed, and address a variety of topics benefiting English and French-speaking people on the autism spectrum, families, caregivers, service providers, educators, administrators, support staff, and advocates.

Visit autismontario.com.

Please check out the resources below to help make your classroom and school community a supportive environment for all students on the autism spectrum!

iPad Facts for Supporting Students with Autism Spectrum Disorder & Other Exceptionalities

With the launch of the iPad and the surge of apps continuously being developed for children, youth, and adults on the autism spectrum, the iTunes App Store (where iPad apps are purchased for classroom implementation) can seem overwhelming.

Check out the following article to see how this type of technology changes the way many learners on the autism spectrum can, for example, learn new skills and meet curricular expectations, etc. The following facts can help with building a strong entry-level foundation of professional knowledge and skills required to support students on the autism spectrum in the classroom using iPad-based technology.

autismontario.com/node/685

45 Ideas for Classroom-Friendly Fidget Toys

A fidget toy is an object that a student can use to get sensory input. Fidget toys can help improve concentration and attention to tasks by allowing the brain to filter out the extra sensory information.

Check out the following article to learn how you can support elementary students who may be easily distracted in the classroom and seeking sensation to stimulate or calm their nervous system.

autismontario.com/node/683

Understanding the Role of the Educational Assistant

This resource is designed to help support parents in navigating the role of their child's educational assistant, including team membership, communication, and key responsibilities.

autismontario.com/node/474

Educator Resources from Autism Ontario (continued)

Strategies for Effective Home/School Communication

Communication between a student's home and school can have a significant impact on their school experience, the ongoing development of skills, and the relationship between parents and teaching staff. Many parents report that they wait anxiously to read the communication book at the end of the day and that their emotional state can be considerably influenced by its content.

Check out these easy tips for setting up a successful home/school communication system.

autismontario.com/node/449

Depression in Adolescents on the Autism Spectrum

Depression is more common among teens on the autism spectrum than teens who are not autistic. Rates of major depressive disorder have been reported as high as 37% in adolescents on the autism spectrum compared to about 5% of adolescents in the general population.

Studies that measured parent reports of depressed mood have revealed a rate as high as around 50%. There is also emerging research showing an increased risk for suicidal thoughts and tendencies among teens with on the autism spectrum.

This means that parents and school staff play a critical role in being attuned to the signs of depression.

autismontario.com/node/488

Facing the Challenges of Post-Secondary Education: Strategies for Individuals on the Autism Spectrum

Post-secondary students are expected to take the lead when it comes to their education and family members are encouraged to be less involved than they may have been in previous years. By law and by the institution, students are considered adults; therefore, their written permission is needed before college or university personnel can communicate directly with a parent.

Students are responsible for knowing due dates for assignments and test dates, completing assigned work, evaluating whether they need help or support, and asking for it.

Although busy professors and instructors may be available for individualized student support, they may not initiate communication with students, even if they are not performing well.

The following information has been designed to support students with on the autism spectrum transitioning from secondary school into to post-secondary education.

autismontario.com/node/479

Model for an Autism Centre

A resource for educators on designing an Autism Centre for students in grades 7-12. The article describes a novel support model where the characteristics, associated features, and needs of students on the autism spectrum guide the activities with the goal of continually providing tools to the students in preparation for the eventual transition to adult life.

autismontario.com/node/487

Educator Resources from Autism Ontario: Webinars

Autism Ontario's Webinar Series is designed for parents and professionals supporting children, youth, and adults on the spectrum in the classrooms and out in their communities.

Accessing a webinar is easy! Simply fill out the required information to access the webinar at any time, in the comfort of your own home or office.

autismontario.com/programs-services/webinars

Everyday ABA: Using Behavioural Principles to Effectively Support People on the Autism Spectrum

In her Everyday ABA Webinar, Dr. Leslie Cohen provides an overview of the basic behavioural toolbox and explores some principles used to address challenging behaviour and techniques to help viewers to become more familiar with behavioural problem-solving strategies. Length: 60 minutes.

autismontario.com/node/463

Addressing Bullying in Youth on the Autism Spectrum: Research and Strategies

Jonathan Weiss, Ph.D., C.Psych., Chair of ASD, York University, explores different types and rates of bullying experienced by youth on the autism spectrum, best practices for counselling youth on the autism spectrum who have been bullied, and strategies for brief and effective consultations with families and schools to address bullying. Length: 60 minutes.

autismontario.com/node/445

The Science of Making Friends for Teens and Young Adults on the Autism Spectrum: The UCLA PEERS® Program

This lively and engaging webinar includes tips for parents, professionals, and educators on how to provide social coaching using concrete rules and steps of social behaviour derived from the widely popular PEERS® program.

This webinar explains easy-to-use strategies to assist teens and young adults in making and keeping friends and handling peer conflict and peer rejection, including research-supported strategies for managing bullying. Length: 60 minutes.

youtube.com/watch?v=3Wr9HIM19MI

Transition to Adulthood: It's About YOU!

**Transition is about YOU, the young adult who is on the journey to adulthood.
You are the most important person in the transition plan!**

Now is the time to start exploring who you are. What do you love to do? What do you not like to do? What makes you happy? What are you good at? Is there something you want to learn how to do? Regardless of who is helping with planning, You - the person who the transition plan is for - has to be the centre of the plan. Decisions should always be made by or with YOU!

With your Team

Your team is the circle of people around you who helps you to achieve your goals, provides support, and lends a hand when needed. It is important for you and your parents/caregivers to take the time to build relationships and establish a team who will be there to support you during your transition to adulthood.

Your team should include:

- People close to you that you feel safe with and that you are able to be open with
- Good friends that you'd share a coffee or have a shared interest with
- Acquaintances including school and work colleagues
- Paid professionals such as support workers, teachers, therapists, etc.

Putting Things in Place

Transition includes completing forms and paperwork. You will need to complete the same legal documents that all youth do - Ontario Health Card, Ontario ID card, possibly a driver's license.

You and/or your parents/caregivers may also need to complete other forms required by the government to access additional funding/supports.

Other forms for you or your parents/caregivers to consider include: registering with Developmental Services Ontario (DSO), registering for the Ontario Disability Support Program (ODSP), applying for a Canada Disability Tax Credit, opening a Registered Disability Savings Plan, and considering Guardianship vs. Power of Attorney and Henson Trusts.

Going Step by Step

Transition is a journey. It doesn't happen all at once. Focus on one thing at a time or group similar items and work on them together. Plan ahead, set goals, know deadlines, and stick to your plan.

Having a plan can help prevent you from getting overloaded or being overwhelmed with too many things at the same time.

Hint: avoid information overload. Make sure you have the information you need and then stop looking!



Building on your Strengths

There are many different activities you might choose to do as part of your transition journey.

These may include assessing and building on your interests, academic skills, social skills, vocational (job) skills, independent living skills, and identifying supports for independence

This might include formal assessments such as vocational or educational assessments. Or you may prefer informal assessments like creating lists of skills, interests, and things you want to learn. Or both!

These assessments can help identify the skills you already have and the skills you want to learn or improve in order to meet your future goals.

Connecting to your Community

Community involvement helps you to connect with local supports, identify your strengths and interests, and connect to people that might help you now or in the future. It may also open doors to volunteering, employment, and new friendships!

Look for chances to get involved in your community. Check out community groups and activities. Consider local volunteer opportunities and/or a school co-op placement. Learn how to use your local transit.

Autism Ontario has seven regions that offer community-based activities. This can be a great starting place in your community!

Moving into YOUR Future

Transition is about a forward focus. You can never start to plan too early. In fact, most transition plans recommend looking at least 10 years ahead!

Think about: What do you hope life will look like 10 years from now? Where do you hope to be living? What do you hope to be doing? Who do you hope will be a part of your life?

The period from youth to adult is a vast unknown that can overwhelm anyone, but transition does not have to be hard or scary. Working with your parents/caregivers, you can find the information and resources you need to achieve your goals.

The transition to adulthood is a time to try new activities, explore your community, embrace life, and CELEBRATE your future!

Transitioning to Employment

Written by: Sarah Southey, MSW, RSW, and affiliate of The Redpath Centre. Sarah is a doctoral student at Wilfrid Laurier University in the Faculty of Social Work. She has over 14 years of experience working with adolescents and adults on the autism spectrum, ADHD, learning disabilities, and mental health issues. Sarah uses solution-focused, trauma-informed, and cognitive behavioural therapy techniques in her sessions.

For more information, visit sarahsouthey.com.

Despite being significantly qualified for work, autistic individuals remain unemployed or underemployed. In Ontario, most autistic adults (58%) rely on the Ontario Disability Support Program as their primary source of income.

Transition planning for those on the autism spectrum needs to start sooner to help ease the shift to adulthood! Students on the autism spectrum may need more help in the following areas related to employment:

- Social interactions with colleagues, organizational skills, and sensory challenges.
- Making work activities adequately challenging, rewarding, and/or meaningful.
- Understanding different roles/careers – people on the autism spectrum often struggle to take perspective and envision what someone else’s experiences would be like (this is called Theory of Mind).
- Organizational skills – knowing how to approach and break down tasks
- Preparing for and attending an interview—difficulties managing anxiety, reading social cues, and/or communicating appropriate information is often challenging.
- Self-advocating - sharing information about personal needs and accommodations.
- Mental health - ensuring stability to be workplace ready. Many people with autism also live with related mental health conditions such as anxiety or depression.

Due to a lack of general awareness, employers may not understand how to create inclusive work environments that will enable autistic staff members to thrive. It is important that employers continue to educate themselves to best support diverse workers needs. There are also many ways schools can be proactive to ensuring autistic students future workplace success.



Ideas for Schools

- Enroll students in co-operative education (co-op) opportunities in the community to help them explore their interests.
- Educate co-op supervisors on cultivating talents and preferences of students on the autism spectrum. Ensure that there is a training plan in place that matches the individual's learning style.
- Support volunteer roles for people on the autism spectrum by actively offering opportunities and helping to ensure the individual is prepared for the role.
- Make career planning and regular transition meetings mandatory. Students on the autism spectrum may require more time to contemplate and understand different career options. Additional meetings will help guide the individual to their career path.
- Identify the individual's strengths, skills, interests, talents, and cognitive style through career assessment tools provided in schools across Ontario.
- Connect with local community transition programs, colleges, and employment services.
- Ensure that the young adult contributes to their Individual Education Plan (IEP).

Ideas for Individuals and Families

- Participate in chores and regularly structured responsibilities in the home. Allowance or other rewards given for task completion is likely to be motivating.
- Volunteer in the community and seek out summer employment to gain experience in a variety of settings.
- Enroll in programs that focus on employment, life skills, and social skills to prepare for adult independence.
- Connect the individual on the autism spectrum to family and friends they can interview to gather information about specific jobs or careers.
- Engage the person in job-shadowing opportunities.
- Develop strong self-advocacy skills so that personal strengths and needs can be effectively communicated to the employer.
- Identify the person's strengths, skills, interests, talents, and cognitive style.
- Make use of psycho-vocational testing and assessments.
- When self-employment is viable, evaluate the individual's talents, whether they have a product or service that has the potential to be sold, strengthen the individual's entrepreneurial skills, and look for small business training and mentoring.

REFERENCES:

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Baron-Cohen, S. Leslie, A.M. & Frith, U. (1985). Does the Autistic Child have a "Theory of Mind"? *Cognition*. 21(1): 37-46.

Stoddart, K.P., Burke, L., Muskat, B., Manett, J., Southey, S., Accardi, C., Burnham Riosa, P. and Bradley, E. (2013) Diversity in Ontario's Youth and Adults with Autism Spectrum Disorders: Complex Needs in an Unprepared System. Toronto, ON: The Redpath Centre

Debate Activity: That's Debatable!

Purpose

Students will debate key issues affecting many people on the autism spectrum throughout their lives. This activity is meant to encourage critical thinking and help students gain both a deeper understanding of what living on the autism spectrum is like and a greater sensitivity towards autistic people and their families.

Duration: 30-60 minutes

Appropriate Age Range: 14+

Number of students: 2 teams needed; works best when the whole class is involved

Instructions

1. Divide the group into two teams who will debate opposing sides of the statement(s) below. One group will debate for the statement, and one will debate against it.
2. Discuss group expectations (taking turns, respecting each other's opinions, no name calling). Instruct the class that the teacher's role is as moderator and facilitator.
3. Have each group determine who will: A. present their opening argument; B. present a rebuttal to the other team; C. give the closing statement.
4. Choose one of the debate topics and present it to the class.
5. Give teams 10 minutes to prepare their opening argument (research on the topic is allowed and encouraged).
6. Opening Argument: Students will have a maximum of 2 minutes to present their arguments with the For side going first.
7. Give teams 5 minutes to prepare a rebuttal.
8. Rebuttal: Students will have a maximum of 2 minutes to present their rebuttals.
9. Give teams 5 minutes to prepare their closing statements.
10. Closing Statement: Students will have a maximum of 1 minute to present their closing statement.
11. Optional: Have the class vote on who won the debate!

Debate Topics



Students on the autism spectrum learn best when they are placed in segregated classrooms with only other autistic students as opposed to being in an inclusive class with their neurotypical peers.



The government should provide additional supports for adults on the autism spectrum who are seeking employment. This should include job training and mandating that employers adjust their hiring practices to be more "autism friendly" (e.g., provide a quieter workspace for employees on the autism spectrum, allow people with autism to take short "sensory breaks" more often, and respect decisions to not attend huge social events or to attend for shorter periods of time).



People on the autism spectrum struggle with relationships more than their peers; the likelihood that they will fall in love, get married, and have a family is low.



Autistic people have a right to be themselves and not be forced to "be like everyone else".

Creative Writing: A Supportive and Inclusive School Means

Summary

One of the goals of the World Autism Day campaign is to get students thinking about the many ways they can make their schools more supportive and inclusive environment for students on the autism spectrum. This discussion often has the added benefit of fostering positive spaces in which students become more accepting, understanding, and tolerant of all differences.

Activity Length

30 minutes (depending on length of dicussion)

Objectives

The objective of this creative writing activity is to engage your class in a discussion about what a supportive and inclusive school means to them. Invite students to think about some of their unique differences and how they are supported and included by their friends, peers, and teachers. How about other students' unique differences? Are they recognized, supported, and included? Or are they ridiculed? How does that make them feel? Is it fair? Is it right? What are some of the things that could be done to change attitudes about differences in school? How would you make your school a more supportive and inclusive place for students on the autism spectrum? What do you think the impact might be for the entire school?

Additional Information on Autism

The Autism Ontario website features a range of resources that can benefit educators, administrators, support staff, care providers, families, and advocates of autistic individuals. Don't forget to share your classroom or school experiences with us!

Visit celebratethespectrum.com to learn how!

Announcement Activity

Your school can use the days leading up to World Autism Day to get the entire school community thinking about autism and how to Celebrate the Spectrum. A great way to get students, teachers, administrators, and support staff thinking is to ask them what they know about autism. Get everyone involved in the conversation!

Announcement One

This year, our school is participating in Autism Ontario's Celebrate the Spectrum campaign for World Autism Day. World Autism Day is a historic day in Canada for the autism community because it brings to light the struggles and triumphs of people on the autism spectrum and unites families, schools, communities, government, and professionals to make Ontario a more supportive and inclusive place for people on the autism spectrum.

How many years do you think Canada has been officially celebrating World Autism Day? Stay tuned for the answer tomorrow...

Answer: On April 2, 2012, Canada joined 192 other United Nations members who agreed that World Autism Day would bring autism, a neurological difference that affects an increasing number of families around the world, to the attention of all. Our school is helping to celebrate the spectrum!

Announcement Two

Currently autism affects 1% of the population. If autism affects 1% of the population, how many people are living with autism in Ontario right now? Stay tuned for the answer tomorrow...

Answer: Visit Statistics Canada's website for the most recent statistics on the population of Ontario and multiply by 1-2% to calculate the approximate number of people in Ontario that live with autism. Autism doesn't go away; children on the autism spectrum grow up to be adults on the autism spectrum, so it is really important that schools like ours and communities are able to support the needs of students on the spectrum so they can live productive and meaningful lives.

Announcement Three

Just because someone can't use words to communicate doesn't mean they aren't able to understand. Think about all the ways we communicate with each other without using words. Think of three ways to communicate with the person beside you. Do they understand? How does it feel if they don't?

Announcement Four

We are working hard to make our school an inclusive and supportive place, not only for students on the autism spectrum, but for everyone. Some of the ways we can do that is to show understanding and be inclusive. What are some of the ways we can show understanding of one another? What are some of the ways we can include one another? Where can we do these things? Stay tuned for some answers tomorrow...

Answer: Classroom suggestions can be recorded, submitted, and reviewed, and then read aloud.

Celebrate the Spectrum

April 2 is World Autism Day! We are celebrating the spectrum because when we talk about autism, we are working together to make our school community a more understanding, inclusive, and welcoming environment for everyone.

Welcome to Autism Ontario

Autism Ontario and its regions support people on the autism spectrum and their families across the province. We offer information and resources and support autism research while implementing programs and services for the autism community. Here are some examples of services we offer:

Service Navigation Program

The Service Navigation Program is a free service open to anyone looking for information or guidance about autism services in their community. We provide direct support to families who are accessing or are interested in accessing the OAP by helping them :

- Understand and make informed choices about their services options in the OAP
- Make informed choices on how to receive funding
- Find and select a qualified service provider
- Complete and submit required documentation and reconcile invoices
- Feel supported in connecting to available support and services in their local communities

autismontario.com/servicenavigation

CommunityConnect

CommunityConnect is a centralized community portal home to our service listings, learning resources, and events. You can search for autism services, and Autism Ontario resources and events.

autismontario.com/communityconnect

Family Events

Designed for children, youth, and adults on the autism spectrum and their families and caregivers, these events provide easy access to a supportive environment in local communities. From movie mornings to recreational and social programs, they allow time for families to come together and connect in autism-friendly environments within the community.

autismontario.com/events

Provincial Newsletter

A free online newsletter in English and French to stay connected with Autism Ontario.

autismontario.com/newsletter

To learn more about the programs and services offered by our provincial office or our local regions, please visit our website: autismontario.com

Thank You

Dear Students, Teachers, Administrators, and Support Staff:

On behalf of Autism Ontario and the thousands of people on the autism spectrum across Ontario, we would like to thank you for participating in this year's Celebrate the Spectrum campaign in celebration of World Autism Day. Without your school's participation and commitment to making Ontario a more supportive and inclusive place for students with autism, World Autism Day could not have been such an outstanding success.

Together, we were able to promote awareness and increase understanding about autism, which are critical first steps in creating more supportive environments for autistic people in the classroom and in communities across the province. By participating in World Autism Day, we have started a collective conversation about the importance of community, inclusion, and understanding in classrooms across Ontario. Our hope is that this conversation will continue both inside and outside the classroom and throughout your lives.

We also want to thank you for your commitment to fundraising on our behalf. Your dedication to raising funds for Autism Ontario is a testament to your school's investment in the work we do in the community and across the province through awareness campaigns such as World Autism Day. Please feel free to contact celebratethespectrum@autismontario.com if you have any questions.

With the campaign drawing to an end, we would also like to encourage you to share your stories and experiences with the World Autism Day campaign. This is the best way that we can spread the word about your school mobilizing to create a more supportive environment for students on the autism spectrum.

Visit autismontario.com or connect with us on Twitter, Facebook, Instagram, LinkedIn, and YouTube to share your experiences and read other inspiring stories about autism in Ontario.

With your support, we are one step closer to creating a more inclusive Ontario.

Sincerely,



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