

Math Strategies for General and Special Education Students with Autism OBJECTIVES:

1. Review characteristics of ASD that impact learning in the six areas of the educational description of autism that impact math content
2. Clarify Asperger's Disorder "needs" and autism "needs" in areas of cognitive thinking and accommodations in general classroom curriculum
3. Identify strategies to support understanding the language of math that relate to problem solving as well as simple operations. Strategies will relate to standards and benchmarks (extended) for 3-5 year olds and school aged students K-Middle School.
4. Opportunities for free cue cards, some with schema based instruction supports, (for general education staff, supplemental/intensive instruction, or provision of special education) relative to concrete language and "thinking" needs that impact participation and academic progress of this ASD population

COME SEE HOW

- VISUALS and
- USING CONCRETE LANGUAGE

CAN SUPPORT THE CONCEPTS OF MATH

Sponsored by:
The Regional Autism Services Program
Child Health Specialty Clinics
The University of Iowa Health Care
A Collaborative Program with the
Iowa Department of Education
FREE Inservice over ICN!



All registrations will be confirmed via e-mail; No phone in, fax, mail, or e-mail registrations are accepted. Register deadline is Jan.24/26 to accommodate mailing of registration and certificates.

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TARGET AUDIENCE:
General Education and Special Education teachers in K-Middle School, paraprofessionals, Autism Resource Team members, interested personnel supporting students with Autism or Asperger's Disorder K-Middle School.

Do you want tips on teaching one to one correspondence?

Do you struggle with teaching comparative concepts like more than and less than?

Can your students perform addition and subtraction problems but do not understand the meaning or application of these concepts?

Does your student with Asperger's have difficulty with estimation, working cooperatively in a group, or thinking flexibly in problem solving?

Would you like to try cue cards for teacher/associate and for students that guide language modifications and thinking modifications for math problem solving instruction?

**Register for the free two hour ICN!
Hear how math strategies have been piloted, and perhaps modified, for success!**