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Teaching Autism Awareness with Harry Potter:
An Integrated, Fifth Grade, California
Common Core State Standards Unit

by

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Submitted in Partial Fulfillment of the
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Abstract

The prevalence of children being diagnosed with Autism Spectrum Disorder (ASD) has increased to 1 in 68 as of 2012. In 2013, only 39.7% of students with ASD spent 80% or more of their day within a general education class. ASD is the name for a group of developmental disorders which may not manifest in observable physical characteristics. With this substantial number of students being diagnosed with ASD, and with the disorder not being a visually obvious, it is important to create inclusive environments within the school setting based upon understanding and acceptance, to ease the transition for school districts attempting to increase the percentage of time individuals diagnosed with ASD spend within a general education class. Review of literature supports the efficacy of programs which provide education on the characteristics of target disabilities. A Common Core State Standards (CCSS) based autism awareness unit, entitled Advanced Friendship Making: The Magic of Awareness, has been created to educate 5th grade students on ASD using literary themes from the age-appropriate Harry Potter book series by J.K. Rowling.

Keywords: autism awareness, Common Core State Standards, disability awareness, Harry Potter, autism spectrum disorder, inclusive education

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Chapter One

Introduction

In San Diego County, public school districts are making the decision to move away from a model of special education services which utilize special day classes, to one upon an academic archetype which encourages students to participate in a general education classroom where their individual needs are met through environmental and curricular modifications and/or accommodations. With this change of educational model, both teachers and students are being introduced to school members of different abilities, with whom they may have had limited, if any, contact with previously. This unfamiliarity has the potential to pose obstacles in the inclusion process, hindering students both academically and socially.

Dr. Stephen Shore (n.d.) has been quoted by numerous outlets as saying, “if you’ve met one person with autism, you’ve met one person with autism.” This can be interpreted as meaning people with autism spectrum disorder (ASD) vary greatly in their ability levels, and it is inaccurate to generalize the disorder and expect every person diagnosed with ASD to be the same. Some students with ASD are fully capable of being contributing members in a general education classroom, thriving both academically and socially, without accommodations and modifications beyond those needed by their neurotypical peers. Nevertheless, students diagnosed with ASD maintain a low rate of inclusion within the general education setting. In 2013, only 39.7% of students with ASD spent 80% or more of their day within a general education class, with 8.8% of students educated in separate school settings (U.S. Department of Education, 2013). It is important to build a community of acceptance and understanding to better include students who have thus far been isolated from the general education community.

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Developing an autism awareness curriculum which helps facilitate inclusion, could aid in increasing the percentage of students that spend more than 80% of their day within a general education classroom. When students are exposed to classmates who have been diagnosed with ASD, they have greater knowledge of the disorder and have more positive cognitive attitudes and behavioral intentions towards their peers with ASD than children who did not have this kind of contact (Mavropoulou & Sideridis, 2014).

Teachers are a primary source of education for the students of their class. When a teacher presents information to students, predominantly 5th grade students, the impact tends to be greater than if it was presented to them by a parent (Morton & Campbell, 2008). If teachers were to use this influential role to integrate social skills training into their standards based lessons, they not only will be covering academic content relevant to the students' growth, but will also create a class of students who are more socially aware.

There is research present that encourages teachers to not only teach awareness to their students, but to incorporate literary pieces that discuss autism spectrum disorder. Through class read alouds and discussions of these texts, students are introduced to characters who exhibit empathy and acceptance towards students with ASD (Sigmon, Tackett, & Azano, 2016).

Purpose and Significance of Project

The purpose of this project is to provide 5th grade general education teachers with a variety of Common Core Standards based thematic lessons to better educate their students on ability awareness, predominantly in relation to ASD. This project aims to answer the question of how to effectively create an autism awareness program that promotes positive social interaction between neurotypical students (NTS) and students with ASD. Autism spectrum disorder refers to a range of conditions which can include engaging in repetitive behaviors, delayed development

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of social skills, and difficulty with speech and nonverbal communication. ASD is also known to be identified by unique strengths and differences for those individuals with the diagnoses (Autism Speaks, 2012).

Personal accounts from teachers and previous research done on this topic have validated the necessity of an autism awareness program. I have witnessed an Ability Awareness program in progress at a local Poway Unified School District elementary school. The teachers of the school communicated their admiration for the program, but were reluctant in expanding upon the event due to the impact it may have on instructional time. It is my plan to take what I learned from that experience and expand on it, investigating ways to better incorporate an autism awareness program into the academic aspect of school, rather than leaving it as a separate event that occurs for one week out of a whole school year.

I aim to expand upon existing autism awareness programs is to increase the level of engagement by incorporating a theme based upon age appropriate texts. The Harry Potter series, written by J.K. Rowling, is a collection of seven books which follow a young boy named Harry Potter. He is a wizard, raised by a non-magical family, who must learn the social protocols of properly navigating the magical community. With numerous connections to the importance of empathy and acceptance, as well as the books being written in a way that draws the attention of readers around the world, the Harry Potter series would be a great theme to use for an Autism Awareness program.

With the prevalence of ASD increasing (Center for Disease Control and Prevention, 2017), public school children are being exposed to students diagnosed with a disorder that has the potential to manifest in behaviors different from neurotypical students (NTS). An autism awareness thematic unit, integrated into the Common Core State Standards, will be academically

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and socially relevant to students. Children will have the chance to gain greater knowledge of ASD, which will assist in building a more inclusive school. Furthermore, the teachers utilizing the lessons will be learning more about a disorder held by students within their own classroom. They will be given the tools needed to differentiate lessons so that even the most hesitant and novice teachers may participate in the education process.

Definition of Terms

Ability Awareness Program: A program which helps foster a culture of respect, appreciation, and dignity for people of all abilities by better understanding others with differing cognitive and physical abilities.

Autism Spectrum Disorder (ASD): The name of a neurological and developmental disorder which includes a spectrum of symptoms, skills, and levels of disability. The disorder can affect how individuals act, communicate, learn, and interact with others.

Common Core State Standards (CCSS): Educational standards that outlines what kindergarten-12th grade students should know by the end of each academic year.

Neurotypical Students: Individuals who have not been diagnosed as having autism spectrum disorder.

Peers with Differing Abilities (PDA): People diagnosed with an impairment which affects their life activities.

Special Day Class (SDC): A self-contained classroom receiving special education services, intended to provide support to individuals with needs that are unable to be met within the general education environment.

Special Education Services: An educational service developed to assist the individual needs and differences of students facing difficulty within a general education classroom.

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Thematic Unit Lesson Plan: A collection of lesson plans with a common theme, such as Harry Potter.

Chapter Two

Literature Review

The purpose of this project is to develop a California Common Core State Standards (CCSS) based curriculum that uses examples from the Harry Potter series, by J. K. Rowling, to teach 5th grade students awareness of autism spectrum disorder (ASD). A spectrum disorder is, “a group of disorders each having symptoms that occur on a continuum and certain features that are shared along its spectrum but that manifest in markedly different forms and degrees” (Dictionary.com, 2017). Therefore, students diagnosed with ASD may exhibit a wide range of symptoms, traits, skills, and cognitive levels different from their neurotypical class peers.

The guiding questions throughout my literature review are: Does current research support the need for an autism awareness programs to better promote positive relationships among neurotypical students and their peers with different abilities? What are the benefits of integrating CCSS with socially relevant topics? How is the Harry Potter book series relevant to building positive social relations amongst students? The term peers with differing abilities (PDA) is defined in this paper as students who have been diagnosed with ASD and/or other clinical diagnoses which result in manifestations of physical and/or behavioral characteristics outside those considered socially *normal*. This is a review of literature to examine the current barriers to successful inclusion of PDA within the general education environment, the effects of teaching autism awareness to NTS on their perceptions of PDA, and the benefits of integrating socially relevant content into CCSS lessons. Articles and sources were selected based on various aspects deemed essential to better understand what is needed for a successful awareness curriculum, and by the years they were published as autism and special education services are ever-growing fields with new research created on a regular basis.

Promoting Positive Perceptions Through Awareness

The formation and preservation of friendships is a vital element in the development of social skills, and an absence of said personal connections leads to a higher risk of adjustment problems later in life (Lindsay & McPherson, 2011). Miller, Chen, Glover-Graf, and Kanz (2009) wrote that one of the major obstacles to the formation of intimate relationships by people with disabilities, is the negative attitudes and stereotypes held by those individuals without existing disabilities. For students with disabilities, there is a feeling that peers lack understanding about differences, preventing them from empathizing as to why a person may act or move differently. Children have expressed the importance of increasing exposure and understanding of various disabilities to minimize potential social exclusion (Lindsay & McPherson, 2011).

When students have consistent weekly interactions with students diagnosed with ASD, neurotypical students (NTS) have more accurate perceptions of their peers in comparison to same-aged children without regular contact (Mavropoulou & Sideridis, 2014). This same notion was discussed as a possible uncontrolled variable by Rillotta and Nettelbeck (2007). Although they found more positive attitudes reported by students who received disability awareness training versus those who did not, they believe that a higher rate of interaction with PDA may have contributed to the results. Creating an autism awareness program that not only discusses the disorder, but also encourages interaction for students of all ability levels would increase the chances for success. Furthermore, the more students learn about a variety of disabilities during a structured disability awareness unit the more accepting students become (Williamson, 2014). A formal autism awareness program aims to limit negative attitudes and stereotypes, which accompany the label of various disorders, to increase the likelihood of positive social interactions with NTS.

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Although Campbell, Ferguson, Herzinger, Jackson, and Marino (2004) found no difference in perceptions of autism by individuals given descriptive and explanatory information on the disorder, as opposed to those that did not receive the information, they did notice there was a difference with groups actions. Groups that received descriptive and explanatory information on autism showed more interest in engaging with children diagnosed with autism in comparison to those who only received descriptive information. Campbell et al. (2004) posited that having the extra layer of understanding may have contributed to a greater understanding of children with autism. This could be beneficial to a successful program to not merely list characteristics of disorders, but to give a more thorough explanation and deeper insight into the thought process of PDA. A deeper explanation is especially true for understanding autism, a neurological disorder which may lack physical identifiers.

Although physical self-stimulatory behaviors and various other visible behavioral actions may manifest from the disorder, autism on its own is not characterized by the same observable features identifiable as people with genetic or physical disabilities. Children have been reported to be positive towards the notion of inclusion of students with disabilities, but they exhibit greater misunderstanding towards peers with disorders that are not plainly visible (Magiati, Dockrell, & Logotheti, 2002). Creating an autism awareness program which incorporates both explanatory and descriptive information may appropriately counter misunderstandings of disorders which lack physical manifestations.

With research supporting the need for a thorough, consistent program to increase the positivity of NTS towards PDA, the manner of implementation must meet the needs of the students. Fifth grade student actions are greatly determined by the social risk of such actions, thus, when information is presented to this age group to change behaviors, it is important that a

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figure of high importance present the material. Fifth grade students have been shown to have more willingness to befriend a PDA when awareness information is presented by a teacher or a doctor, rather than a parent (Morton & Campbell, 2008). It was discussed that if an action is deemed socially unacceptable, students may feel more comfortable in validating their actions with information presented by a mutually respected authority figure. Furthering the importance of teacher intervention, Simpson (2013) discovered the need for direct teacher intervention to increase social interactions of students with low-functioning autism and NTS. Through class wide peer-mediated intervention, the social interactions between NTS and students with low functioning autism increased.

Integrating Disability Awareness into Common Core State Standards

To raise the practicality of implementing a lesson not based upon CCSS, integrating autism awareness into CCSS content is a must. Teachers at Adobe Bluffs Elementary in San Diego, California reported their willingness to teach autism awareness in their classrooms. However, these teachers also admitted that they felt limited in their ability due to the strict allotment of time currently available to teach CCSS (personal communication, June 12, 2017). The standards agenda in America has caused teachers to be concerned for the way they are perceived from members in society. Although there is a willingness to teach social content that branches beyond the CCSS, such as autism awareness, societal pressures lead teachers to feel constrained to solely teach academic content (Brown, & Manktelow, 2015). By integrating autism awareness into CCSS, teachers will be able to address societal concerns as well as provide a holistic education to their students which encompasses both academic and social content.

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Curriculum integration allows children to make real-world connections among the various disciplines to add relevancy to the matter as well as to strengthen understanding (Busick & Mann, 2001; Duran, Duran, & Wolch, 2009). For students attending schools with a diverse population, which includes an array of physical and cognitive abilities, an autism awareness unit would allow for easy person-to-content connections be made. Students will have an easier time making personal connections to the content being taught as they are in regular contact with PDA.

Although the theory of curriculum integration is ideal, teachers accustomed with a more structured and routine oriented delivery method are hesitant in adopting a new style of teaching which involves a large amount of planning (Vars, 2001). Although these hesitations exist, standards integration can be quite easy. When selecting content to address Literacy standards, teachers may choose books with a focus on awareness of diversity and various disabilities (Maich & Belcher, 2011). By incorporating literature that promotes awareness into the regular routine of the classroom, stereotypes and negative perceptions held by NTS towards PDA can be reduced (Sigmon, Tackett, & Azano, 2016).

To date, there is no research to investigate the success of a standards-based integrated autism awareness program for elementary aged students. Literature exists to provide lessons for disability awareness (Adcock & Remus, 2006), and Laura Ellman (2012) created a standards-based unit to combat ableism as it relates to blindness, but there is no evidence to suggest the same has been created for ASD.

Relevance of Harry Potter to Social Awareness

With the franchise worth \$25 billion (Meyer, 2016), the seven book Harry Potter series, by J.K. Rowling, is possibly one of the most recognized book titles published. The series has been printed into 68 languages, distributed to over 200 territories, and has sold over 400 million

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copies across the world (Scholastic, n.d.). Recognizing the influence Harry Potter has on their students, Teachers have harnessed this influential tool and have found ways to incorporate the book into their classroom to teach a multitude of content areas. Articles have been written about the pedagogical benefits the series has provided to teachers (Johnson, 2015; Musić & Agans, 2007), and books have been published outlining lessons to integrate into everyday classroom activities (Belcher, 2016; Frankel, 2013). The Harry Potter series is a creative means to provide teachers with countless methods for instruction.

Filled with dynamic characters, magic, mythical creatures, and moments of humor, the Harry Potter series creates an addictive story for many who read it. School aged youth are provided with relatable moments through Harry Potter's feelings about school and, for some, his abusive relationship with his extended family (Gibson, 2007). J.K. Rowling writes her stories in a manner which not only provides superficial themes for young readers to understand, but there are many underlying themes which go unnoticed by juveniles, allowing for teachable moments.

The magical world of Harry Potter is brimming with social hierarchy and blatant prejudices. Characters are targeted with racial slurs and threats to their life based upon stigmas placed upon their birth status. "Mudblood's a really foul name for someone who is Muggle-born- you know, non-magic parents. There are some wizards- like Malfoy's family- who think they're better than everyone else because they're wat people call pure-blood" (Rowling, 1998, p. 115-116). For students who have already bonded with the main character and developed a fondness for his friends, reading a passage which outlines the reason for a verbal attack, as well as the emotional ramifications for the victim, can provide insight into the importance of limiting actions based upon stereotypes and stigmas. When the biases towards immigrants held by Italian fifth-grade elementary students was analyzed, results provided evidence to the effectiveness of

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reading stories of Harry Potter. The study concluded that when students read passages from the Harry Potter series, they showed improved attitudes towards immigrants, a group with negative social stigmas (Vezzali, Stathi, Giovannini, Capozza, & Trifiletti, 2014). Utilizing a popular literary theme to subtly teach important social lessons can be a valuable tool. This project aims to outline lessons based on the Harry Potter series to guide students in making connections to relevant to an effective autism awareness program.

Chapter Three

Methodology

The number of children identified as having autism has grown a great deal in recent years, with prevalence increasing from 1 in 150 children being identified in 2000, to 1 in 68 in 2012 (Center for Disease Control and Prevention, 2017). Autism is a spectrum disorder which can sometimes be observed by physical behavioral characteristics. For neurotypical students with little exposure to autism, or little education on autism, these characteristics may further expand a social divide with their peers, limiting the chances for positive social interactions.

To better facilitate positive social interactions, it was deemed necessary to create an awareness unit, focused on autism, that would be both engaging for students as well as educational. Chapter three outlines the design of this thematic unit, the population this unit was designed to benefit, and the procedures taken to ensure relevance and validity of the lessons created.

Design

The 5th grade, standards integrated, thematic autism awareness unit, Advanced Friendship Making: The Magic of Inclusion, was designed to provide a less intrusive and blatant approach to educating students on autism awareness. After informal interviews with educators, parents of students with autism, and examination of relevant empirical resources, I discovered a need for an awareness program which harnesses the interest of 5th grade students, and addresses CCSS, to better facilitate a socially inclusive school environment. Lessons include:

Charms Class, is to combat negative attitudes towards individuals with ASD based upon the mindset of thinking accommodations are unfair as well as understanding the frustrations which may arise from a disability. Students will be restricted in their ability to participate in a

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group activity designed around creating a structure to solve a problem. Charms within the Harry Potter book series are often used to assist magical persons while navigating everyday ordeals. This lesson aims to instill the importance of empathy towards others and an understanding of equitable education for all students.

The Weasley Code of Friendship, which looks at how a family of wizards by the name of the Weasleys, accepted Harry Potter for who he was and instead of insulting his social incompetence, they educated him on the social norms of the Wizarding world. In contrast to the Weasley's, there are characters throughout the series who interact negatively towards those they deem unworthy of respect. This lesson is designed to raise awareness towards the consequences of actions and how the reversal of attitudes may drastically alter the way individuals interact.

The Sorting Hat aims to teach students to not judge others based upon a label they may have been assigned. Many of the characters in the Harry Potter series either work, attend, or have attended a school named Hogwarts. This school is meant to teach magical children the history and methodology behind various aspects of magic. On the very first day of entering this school, students are sorted into four different houses based upon common characteristics. These houses become their new identity. Rivalries are inherited, social stigmas are assigned, and friendships are created based upon where these students end up. This project aims to draw comparisons between the effects of labeling within the text, and the effects of labeling individuals in the real world.

Help Like an Elf, to educate students on the concept of *attack of help* (Van der Klift & Kunc, 2017) and how what they may see as beneficial by the helper can be creating a greater burden on the helped. In the book, a creature named Dobby tried to save Harry Potter's life, but in doing so, often placed him in even greater danger. This follows the principle of *Attack of help*

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where people have an inert desire to help, but when they try to help people of different abilities, they may be disrupting a lifestyle adjustment that does not require assistance or modification.

Advanced Potions provides social interaction and problem-solving situations. The book has a potion called Felix Felicis. This potion is liquid luck; a potion that, when consumed, provides the person with a perfect day. Students will work together to develop a carnival event for others at their school. The carnival will consist of modified games and activities developed by students to allow for full participation in hopes of making the day as good as taking a bottle of liquid luck. Extension activities include students developing ways in which they may ensure that other students at their school always have the best day possible. These may include asking friends to play, asking each other how their day is going, sitting with peers that normally sit alone, creating social clubs, and so on.

Audience and Setting(s)

This unit was designed to provide 5th grade general education teachers with a set of lessons which utilize grade appropriate literature to teach autism awareness, and awareness of other disabilities as appropriate, to students in their classroom. Although the lessons were designed to educate neurotypical students, teachers will also be provided with accommodation and modification suggestions to better include students of various cognitive abilities. With elementary ending at 5th grade in most school districts, it was the purpose of this project to educate the students before they transition to middle school, an environment which is paired with a large amount of social and biological changes for children. Not only was it deemed necessary to educate the children before their transition, 5th graders have been reported as benefiting the most from awareness programs, having more accurate knowledge of Autism Spectrum Disorder (ASD) than their grade school peers (Mavropoulou & Sideridis, 2014).

Procedures for Developing the Project

This project is based upon Ability Awareness Day, a program witnessed at Adobe Bluffs Elementary School, in Poway Unified School District. On this day, speakers of various physical and cognitive abilities were invited to the school to speak with the students. Guest presenters included individuals with varying disabilities including: autism, quadriplegia, physical impairments, and intellectual disabilities. Students rotated around stations where they would listen to the guest presenters share their experiences in a positive manner. Reports from parents, teachers, and the students were very positive about the learning experience of the day. Teachers and parents would speak of the positive effects Ability Awareness Day had on the school community. Students were witnessed as being more accepting of behaviors exhibited from students with autism, and even more willing to engage in reciprocal friendships with their peers who had autism.

Further investigation into the area of disability awareness education and its effects on peer perceptions showed the benefits of an awareness program for 5th grade elementary students. My own personal fondness with the Harry Potter book series, as well as discussions with young family members and previous students, inspired me to incorporate references from the book series to better engage students in the learning process. Lessons developed were inspired in part by those presented in *Activities for a Diverse Classroom: Connecting Students Second Edition* (Katz, Sax, & Fisher, 2003). The text provided a variety of lesson outlines for building rapport amongst students which were easily adapted and modified to focus more on topics relevant to autism awareness.

In developing the unit, several concerns were brought to my attention. First, with the theme being based upon magic and witchcraft, a concern for diverse religions was

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acknowledged. Students from certain faiths may be uncomfortable with engaging in lessons which, although they do not promote witchcraft, are created around that theme. Another concern would be exposure to the literary content. Although the purpose of the unit is not to be a close read of the book series, there are many references and links to the books that are utilized throughout the unit.

Limitations to this project were also noticed. One would be the specific age group. Although CCSS are anchor standards, which are relatable to almost all grades, they are still grade specific. Both the standards and the level of the literary theme are based upon 5th grade and would not be appropriate for younger grades, such as 1st grade. Another limitation is the primary focus on autism. With 14% of total public-school enrollment being serviced under the Individuals with Disabilities Education Act (IDEA), only 9% of that population is diagnosed with autism (NCES, 2017). Further projects will aim to expand beyond only autism awareness, to include the various other disabilities serviced under IDEA.

Summary of Chapter

A 5th grade, standards integrated, thematic autism awareness unit was designed to better facilitate positive social interactions amongst PDA and NTS. Although connections will be made to inform students about a range of ability levels and disorders, due to the increased prevalence, the focus will be on autism spectrum disorder. Lessons will address a range of topics commonly taught in ability awareness programs: general overview of the disorder, the importance of modeling social norms, education on how to respectfully and appropriately interact with PDA, an overview of common sensory concerns commonly paired with ASD, and finally a student-based community building activity to promote positive social interactions.

Chapter Four**Results***Advanced Friendship Making:**The Magic of Awareness**By:**Kyle Luciani*

Introduction

This collection of lesson plans is designed to provide 5th grade general education teachers with a variety of Common Core State Standards based thematic lessons to better educate students on ability awareness, predominantly in relation to Autism Spectrum Disorder (ASD).

ASD refers to a range of conditions which can include engaging in repetitive behaviors, delayed development of social skills, and difficulty with speech and nonverbal communication. ASD is also known to be identified by unique strengths and differences for those individuals with the diagnoses (Autism Speaks, 2012). It is important to remember that people with ASD vary greatly in their ability levels, and it is inaccurate to generalize the disorder and expect every person diagnosed with ASD to be the same.

Educators should be aware of how lessons are perceived and interpreted by students and should be accommodated based upon the needs and reactions of the class engaging in lessons. For more information on curriculum adaptations, please contact your school Special Education Department. Educators are also advised to consider the cultural views of classroom families towards literary themes revolving around magic prior to the implementation of these lessons.

These lessons were not designed to be taught and forgotten, but are meant to open the minds of the students who participate in them. How does each lesson affect their own lives? How do their actions affect those around them? This unit should not merely be used as a means of teaching a few lessons, but should be used to help students discover a new manner of interacting with one another.

WARNING: Confidentiality is of the utmost importance and no student should be at risk of having their confidentiality violated.

“It is our choices, Harry, that show what we truly are, far more than our abilities.”

— J.K. Rowling,

Harry Potter and the Chamber of Secrets,

p. 33

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The Sorting Hat

Paired Literature

- Harry Potter and the Sorcerer's Stone, by J.K. Rowling, p. 99, paragraphs 7-10
- Harry Potter and the Order of the Phoenix, by J.K. Rowling, p. 204-207

Overview and objectives

In the Harry Potter series, students are sorted into school houses based upon common character traits. Gryffindor students are meant to be brave, Ravenclaws are meant to be intelligent and witty. Slytherin students are meant to be cunning and determined, and finally Hufflepuffs are loyal and caring. These labels control the social order of the school. Prejudices exist among students purely based upon their house label. Although some aspects of this classification system may hold true, the label does not purely define the student.

This lesson aims to teach students to not judge others based upon a label they may have been assigned. Also, it is important to not feel limited in their own ability based upon a label someone else has placed upon them.

Standards addressed

CCSS.ELA-Speaking.and.Listening.5.1

CCSS.ELA-Writing.5.4

Materials and Preparation

- One “The Sorting” survey per student (Appendix A)
- Notecards so each person has as many as there are groups. (Example: if there are 7 groups, each student will have 7 notecards)

Activity Sequence

- Teacher will distribute “The Sorting” survey to all students and ask them to complete at

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least one day before teaching lesson.

- Teacher will organize students into 4 arbitrary groups based upon at least one common answer on the survey.
- Teacher may use the school house groups identified in the Harry Potter series, or may create alternative house names. Alternative group names and characteristics ideas are:
 - Hawktalon members favor the athletic and brave. They are very competitive and sometimes struggle with defeat. (Incorporate an interest from the survey as well as some unfavorable traits)
 - Serpentine members are intelligent and witty. They are creative in their search for more knowledge, but can sometimes forget to be respectful to others who may not know as much as themselves. (Incorporate an interest from the survey as well as some unfavorable traits)
 - Rowanwood are loyal and dedicated. They are selective when choosing friends, but hold strong to their relationships. (Incorporate an interest from the survey as well as some unfavorable traits)
 - Choldmondeley students are cunning and resourceful. They enjoy a good puzzle and find any means to solve them. (Incorporate an interest from the survey as well as some unfavorable traits)
- Allow students to discuss their new identity as a group. Incorporate art by allowing them to design their own crest based upon the characteristics given.
- Assign students with the task of creating an event company. As a group, they must create a campaign describing the good qualities of their group, those which go beyond the description given to them. Allow for time to brainstorm, discuss, and consolidate ideas

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(1-2 schedule blocks)

- Students will write a multi-paragraph response to the task:
 - Intro paragraph explaining the description given to them.
 - One paragraph providing evidence as to why those characteristics do not fully define them.
 - One paragraph explaining other qualities not highlighted they have which will enable them to be great at planning an event.
 - A concluding paragraph
- Teacher will monitor conversations while students plan. It is normal for competitive speech among students. Take note of comments made as they will be useful for the post lesson discussion.
- Allow each group to present, one member introduces the group while each of the remaining members read one paragraph.
- While students present, remaining class members will listen to groups presenting, making comments on one card per group of how they presentation made them feel.
- Post lesson discussion topics:
 - Did the traits of your house fully describe you?
 - When planning your event, how did you feel towards other groups? Did the characteristics explained encourage a preference towards the other groups or encourage dislike?
 - Did any members attempt to speak with individuals from the other groups to see if it really defined them?
- Teacher will read the paired literature pages from the Harry Potter series and discuss

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how these pages may relate to their project.

- Teacher will ask students if they know any other labels students may be identified with.

Further explain that just because they may have a label, even if it is a classroom (i.e. students who are taught in different classrooms based on their ability level), the label does not fully identify the person.

Possible Adaptations

- Allow a peer to read the survey aloud to classmates.
- Survey may be uploaded to a digital device which has a text reader installed.
- For written response, consider using: graphic organizers, sentence frames, word banks, previous student work samples of expected quality of writing.

Extension Activities

CCSS SocialStudies.5.3

Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers and how labels helped with group identity, but also hindered relationships.

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Charms Class

Paired Literature

Empathy element

- Harry Potter and the Sorcerer's Stone, by J.K. Rowling, p. 35, paragraphs 1-4
- Harry Potter and the Sorcerer's Stone, by J.K. Rowling, p. 72, paragraphs 2-6
- Harry Potter and the Deathly Hallows, by J.K. Rowling, p. 83, paragraphs 7-8

Equity element

- Harry Potter and the Deathly Hallows, by J.K. Rowling, p. 494, paragraphs 1-3
- Harry Potter and the Order of the Phoenix, by J.K. Rowling, p. 794, paragraphs 11
- Harry Potter and the Prisoner of Azkaban, by J.K. Rowling, p. 132, paragraph 4- page 137, paragraph 5
- Harry Potter and the Deathly Hallows, by J.K. Rowling, p. 391, paragraph 8- p. 392, paragraph 9

Overview and objectives

There are many instances within the Harry Potter series where individuals are written to be misunderstood due to a factor beyond their own control. Young wizards are described to have large amounts of power building up within them, waiting for an outlet. Due to the lack of training in the art of wizardry and witchcraft, emotion drives their magic resulting in magical events which include animal cages disappearing in a zoo, releasing dangerous animals to roam among the guests; relatives blowing up like a balloon and floating into the air; and in severe cases, the injury of those close to them. In addition to children, older wizards and witches are occasionally judged based upon their performance. On occasion, individuals are deemed inept in the art of spell-casting and potion-making, but their struggle is only a result of their use of

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another's wand. Wandlore, the study of wands, describes a deeper force which prevents a magical person from reaching their full potential unless using a wand whose allegiance belongs to them. These individuals may very well have the potential for greatness within them, but while using a wand the same as all others, they may never reach their full potential unless the wand belongs directly to them.

Just as the Harry Potter series teaches readers the importance of empathy in understanding magical outbursts, and how we should always be mindful of equity while interacting with others, we must also teach these concepts to students. Equity is different than equality, in that whereas equality focuses on the idea that individuals have the same tools, equity focuses on the concept of providing individuals with only the tools required for them to have the same access as others. This lesson aims to use Next Generation Science Standards (NGSS) to teach students the importance of empathy for an individual's learning style and required support system, as well as the reasoning behind modifications to ensure equitable education.

Standards addressed

NGSS.3–5-ETS1-1

Materials and Preparation

- Newspaper
- Masking Tape (1-2 rolls per group)
- Scissors
- Straws cut into 2-inch pieces
- Spell Books (i.e. textbooks wrapped in paper bags and labeled as various themed books such as: Advanced Spells, Divination, Magical Beasts, Advanced Potions, Novice Broom Riding)

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- Students will benefit from having prior exposure to the scientific method and engineering design process (i.e. identifying the problem, researching a solution, planning and/or designing a solution, building based upon the plan developed, and finally testing the structure)
- Red, blue, yellow, and green colored notecards so that each group of 4 will get one of each (colors may vary, and these could be construction paper cut into parts)
- Wizarding Design Process (Appendix E)
- Approximate time: 2 hours

Activity Sequence

- Prior to lesson, Teacher will organize students into 4 different categories to ensure heterogenous grouping later. Groupings may include, but are not limited to:
Academically high performing students, students classified as ELL, students with IEP services, and students performing at grade level. Each grouping will be assigned a color.
- Teacher will distribute cards to students, appearing to be at random. Students will be allowed to choose their own groups, but must have a representative from each color within their group.
- Teacher will provide students with “Wizarding Design Process” worksheet.
- Teacher reviews the steps listed on the worksheet with class and informs them that the task will be to create a structure together to solve a problem.
- The task will be “Your wands have been broken by a backlashing spell during dueling practice. You must design a structure out of non-magical newspaper that can hold the most weight at least six inches from the ground.
- Teacher will assign limitations to each color (i.e. no written or verbal communication

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allowed, hands must be behind the back throughout the activity, eyes must be blind folded throughout the activity, not allowed to touch building materials, etc.)

- Each team will be provided with a flyer, giving instructions for the project. All instructions must be the same:
 - Students are to create a structure to support the weight of a spell book.
 - Structure must be free standing. No levitation or permanent sticking charms allowed
 - The weight must be held at least 6 inches from the ground.
 - The weight must be carried for a minimum of 30 seconds.
 - Groups may only use 20 sheets of newspaper. No duplication charms allowed.
 - With all time stopping necklaces destroyed, students will only have 60 minutes total to complete the project.
 - Groups may use as much tape as needed while their group supplies last.
 - Newspaper may be cut.
- Each group will be given one accommodation for a member of the group, but each group will have a different accommodation and they will not be allowed to share with other groups. Accommodations include, but are not limited to: students not allowed to touch building materials may access classroom technology to research appropriate engineering designs, students blind folded may ask a teacher for one hint, students limited from verbal or written communication may view the work of two other groups, students with hands behind the back may collect up to 5 pieces of 2-inch straws (only 1 piece may be used per newspaper rod).
- In addition to an accommodation, each member will have a group role. Roles include, but are not limited to: Time keeper, material gatherer, cheerleader, and quality controller.

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- Teacher will release students to begin their group work, monitoring progress and discussions throughout the activity.
- Upon completion, teacher will lead a discussion of similarities and differences between the structures.
- Teacher will ask groups to share the most challenging aspects of the activity and how they felt about both the restrictions in their access and the level of accommodations given to each group. Did they think it was fair others received different help/different access?
- Teacher will ask how students felt to be limited in their ability to access the activity and how they felt about having access to the additional resources.
- Further discussion options include, but are not limited to:
 - How might additional resources help students in school?
 - What might those additional resources be?
 - Have the students witnessed any adaptations in the community which may help individuals access daily life more easily? (i.e. voice recorded cross walks, curb cuts on streets, lever handles on doors, etc.)
- Teacher may further summarize the activity by reading the paired literature outlined earlier in this lesson. A discussion may be had about the story was relevant to their experience in the activity.

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Weasley Code of Friendship

Paired Literature

- Harry Potter and the Sorcerer's Stone, by J.K. Rowling, p. 96-99, 123-127, 135-136
- Harry Potter and the Deathly Hallows, by J.K. Rowling, p. 134, final paragraph-p. 135, paragraph 10

Overview and objectives

From the very first book, Harry Potter and the Sorcerer's Stone, the non-magically raised main character, Harry Potter, is befriended by wizard reared boy, Ron Weasley, and his family. From their first encounter, the Harry and Ron realize there are many differences in their knowledge of social norms and their understanding of each other's worlds. Rather than ridicule Harry for his lack of knowledge of magical sports, stories, history, and general knowledge, Ron and his family choose to put aside their differences and build a relationship off their common interests. Meanwhile, another character, Malfoy, has been raised to reject all that is not magical. Instead of getting to know a person for who they are, he judges them based upon their magical blood status and the manner in which that person interacts with non-magical persons.

The lesson aims to teach students about perspective taking and understanding how to accept others for who they are and to build upon common interests.

Optional Standards to Incorporate into Course

CCSS.ELA.RL.5.3

CCSS.VAPA.5.Theatre.2.3

Materials and Preparation

- Compare the Wizards worksheet (Appendix D)
- Students should have exposure to writing dialogue in a play format

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- Various costumes and props
 - Robes
 - Witches hats
 - Stuffed owls, cats, toads
 - Wands may be used by molding salt dough around chop sticks and painting them once dried.

Activity Sequence

- Teacher will read the pages outlined of social interactions between characters in the Harry Potter series.
- Using the Compare the Wizards worksheets, students will compare the interactions (i.e. verbal communication made, possible internal thoughts held)
- Students will be split into groups of 3-4 to compare worksheets and discuss ideas.
- Class will be invited back together to discuss answers.
- Teacher will assign a character to each group and it will be their task to create a 5-minute scene where the characters will reverse their stance on social interactions (i.e. for a wizard that was positive and encouraging of differences, they will now interact negatively, and vice versa)
- Allow students time to discuss, plan, and create their 5-minute scene.
- Students will perform for the class.
- For each performance, groups will be presented with a visual representation (i.e. projected digital slide, print outs for each table, written on the instructional board, etc.) of the following prompts to discuss after:
 - Identify either an expected interaction or an unexpected interaction.

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- How did that interaction make others feel?
- How did that interaction make the person responsible feel?
- What were the consequences of that action?
- Post discussion: Teacher will have students share examples of positive and negative interactions witnessed with the skits.
- Discussion questions may include, but are not limited to:
 - How would this affect the friendship between ____ and ____?
 - How do you think this made ____ feel?
 - Do you think this change in mood and actions helped or hurt the relationship between ____ and ____?
- Bring the focus back to the school. Now that they have reviewed interactions between the two fictitious characters, how may they alter their interactions with peers at their school to make sure the consequences and feelings are positive versus negative?

Lesson Adaptation Options

- Word banks for compare and contrast activity
- During performance, students could perform at their ability level (i.e. programming a communication device, memorizing a song with a repeated tone paired with visuals, have the group create a visual prop and have student hold it, allow a student to have their lines written on a notecard if needed, pre-recorded responses to be initiated at the appropriate moments, etc.)

Extension Activities

Incorporate the social mapping into classroom incidences. The same terminology may be used to reflect upon expected behavior and unexpected behavior.

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Helpful House Elves

Paired Literature

- Harry Potter and the Chamber of Secrets, by J.K. Rowling, p. 176-177

Overview and objectives

It is natural to want to help people perceived as being in need, but the results are not always what the helpers expected. Sometimes, the helped are not in need of assistance and are only burdened by the disruption it causes to an already sufficient lifestyle adjustment. Also, there is an emotional component involved which may occur where the helped feel a socially constructed sense of helplessness when they allow others to perform tasks for them.

This lesson aims to teach students the importance of appreciating different ability levels and to promote self-esteem in the celebration of individual strengths. Similar to a house elf being relieved of their duty by being given an article of clothing, students will relieve themselves of the stigmas of their struggles and can rejoice in the freedom of their strengths.

Standards addressed

CCSS.ELA-Literacy.W.5.4

CCSS.ELA-Literacy.W.5.6

Materials and Preparation

- Four sock cutouts per student (Appendix B)
- One small basket or bucket per group
- One copy of “Avoid the Caretaker” story per group (Appendix C)

Activity Sequence

- Teacher reads the two pages from Harry Potter and the Chamber of Secrets to the class.
- Teacher leads a discussion about the intentions of Dobby for all the harm it caused.

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- Students will share with a partner when they have experienced a time when helping turned into hindering.
- Teacher leads a class discussion. Build off the stories shared by students and lead towards how sometimes we jump to a desire to help before understanding if a person really requires the help.
- Teacher divides class into groups of 4-5 students.
- Teacher asks students to write on their four individual socks. Three abilities of theirs that they are proud of (i.e. good at bowling, tell great jokes, good at math, etc.).
- On the final sock, students will be instructed to write something they have difficulty with, or are fearful of.
- Students place all socks in the basket in the middle of their table.
- Students will coral read “Avoid the Caretaker” story.
- Each group member will take turns picking a sock out of the basket until five have been picked.
- Teacher will instruct the students to use the 5 socks to avoid the caretaker.
 - Example: Rupert loves to read and can look up where hidden chambers are in the castle. Hillary is great at field hockey and can help be a distraction for the caretaker to chase after. Hans is great at strategy games so can help devise a plan.
 - A card with sentence/discussion starters may be placed on group tables to assist students in beginning the discussion process.
- When the group reads a sock, which describes a fear or struggle, the group will work together to decide how the collective strengths might help to lessen the impact.
- To increase the level of awareness needed to help someone, the teacher will give an

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example of the prompting hierarchy, which ranks prompts from most to least invasive.

****Note:** Visual of prompting hierarchy may be found via an Internet search engine.

- Full physical prompt- hand over hand assistance or fully supporting movement
 - Physical prompt- minor physical adjustments (i.e. turning shoulder to point in right direction of desired movement)
 - Model- another person performs the desired task, so the subject individual can replicate the movement
 - Gesture- another person makes an action to indicate the next step of the desired task (i.e. pointing)
 - Verbal- verbally coaching a person how to perform a task
 - Visual- an object next to the desired task is visible for a person to follow
 - Natural cue- a natural preceding step to a desired task (i.e. saying “good morning” to receive a response back)
- Students will create a narrative using the solutions they planned, and staying aware of the levels of prompting to incorporate the least intrusive method of assistance.
 - Teacher will hold a discussion about what the students learned from working together.
 - Teacher brings back the idea of how the group overcame obstacles and asks what may have happened if another group tried to alter the plans they worked so hard to organize.
 - Teacher closes with reminding students to fully understand a situation before jumping in and helping.

Optional Integration of Technology

- If students have difficulty with handwriting, allow them to use dictation software or be the scribe and type up the group product.

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- Allow students to work with classroom technology, utilizing a web-based document editing software for each member. They can create a slide show using images and other graphics.

Extension Activities

CCSS SocialStudies.5.2

Students complete the activity taking on the persona of an early explorer. In place of “Avoid the Caretaker” have students plan a voyage through the routes of the major land explorers of the United States.

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Felix Felicis

Paired Literature

- Harry Potter and the Half Blood Prince, by J.K. Rowling, p. 187 & 477

Overview and objectives

Within the Harry Potter series, spells and potions are regularly infused in the lives of magical persons. Spells and potions are used to complete regular house work, mend wounds, defend against dangers, and sometimes create a steady stream of lucky situations. One potion labeled Felix Felicis is designed to allow the drinker to experience the luckiest life so long as the potion stays active within their body.

Like drinking a delicious bottle of liquid luck, students will be presented with the opportunity to mix up a potion from ingredients found at your school. Students will work in small groups to develop an inclusive carnival-style event for another class/group of students. This activity can help bring awareness of modifying games to allow for all ability levels to participate.

Standards addressed

NGSS.5-ETS1 Engineering Design

Materials and Preparation

- Two colors of Sticky notes
- About one medium cardboard box per student, but amount will vary per small group
- Heavy-duty scissors
- Duct and packaging tape of various colors
- Poster markers
- Various items which may be used for the carnival style games (i.e. plastic cups, ping

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pong balls, rolls of twine, etc.)

****Note:** Limit items brought from home by the students to reduce the influence of socioeconomics.

Activity Sequence

- Read the two pages from J.K. Rowling's Harry Potter and the Half Blood Prince.
- Have a student distribute sticky notes, 2 colors per person.
- Direct the students to write down what they would do if they had the opportunity to drink Felix Felicis while at school on one color of a sticky note. On the other, have them share a moment they did not have a great day at school.
- Have students discuss notes in small groups.
- Guide a class discussion, allowing students to share to the whole class
- Teacher will place students into groups of 2-3, and present each group with a goal they must address later.
- Goals may include, but are not limited to:
 1. Object of game must be to identify letters of the alphabet
 2. This game must allow participants to use tweezers to pick items up
 3. Students must throw an object at least 5 feet away to a target
 4. Object of the game must be to match same colors
- Suggested modifications may include, but are not limited to:
 1. Make letters black with a yellow background for students with visual impairments.
 2. Provide different sizes of tweezers items to be picked up to better accommodate for various levels of fine motor skills

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3. Supply participants with various sizes of balls to throw of different weights to accommodate for muscle strength
- Inform students they will be creating a carnival style game which will be played by other students at their school in hopes of giving them a fun-filled, lucky day.
 - Discuss and write down for a visual reminder the restrictions of using only the materials presented to them, unless given approval from the teacher, that all members must have a role in the creation of the game, and they must design the game to resolve the goal given to them previously.
 - Students should be given time to develop a plan and get approval from the teacher.
 - Monitor participation and discussion.
 - Schedule a date with the teacher of attending students.
 - After the event, hold a discussion with the students regarding attendee participation and if their game could be accessed by all students. Ask what could be done differently to ensure a lucky day if they were to repeat the task.

Extension Activities

CCSS.ELA-Literacy.W.5.4:

- Present a writing prompt to students-Brainstorm and produce a multi-paragraph plan of how you can make sure that other students at your school can always have the best day possible. Look around during recess, and lunch to see if there are better ways to help others feel included and a part of your school. Build upon what you have learned during the Felix Felicis Carnival.

CCSSMathematics.5.NBT.5, 5.NBT.6, 5.NBT.7:

- Assign material prices and incorporate game tickets into the activity. Students will have

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to calculate their profits from the carnival after deducting the cost of their materials.

Chapter Five

Discussion

The prevalence of children being diagnosed with Autism Spectrum Disorder (ASD) has increased to 1 in 68 as of 2012. In 2013, only 39.7% of students with ASD spent 80% or more of their day within a general education class. ASD is the name for a group of developmental disorders affecting a person's social interactions, communication skills, and learning process. ASD is a condition which may not manifest in observable physical characteristics. With this substantial number of students being diagnosed with ASD, and with the disorder not being a visually obvious, it is important to create inclusive environments within the school setting based upon understanding and acceptance, to ease the transition for school districts attempting to increase the percentage of time spent within a general education class.

Review of literature supports the efficacy of programs which provide education on the characteristics of target disabilities. Awareness of a disorder improves the perceptions held by neurotypical individuals towards their peers diagnosed with ASD. To account for the limited time teachers must teach Common Core State Standards (CCSS) to mastery, it is beneficial to imbed lessons focused on promoting positive social interactions with grade level standards.

A CCSS based autism awareness unit, entitled Advanced Friendship Making: The Magic of Awareness, has been created to educate 5th grade students on ASD using literary themes from the age-appropriate Harry Potter book series by J.K. Rowling. It is the purpose of this project to increase positive perceptions of neurotypical students towards their peers diagnosed with ASD to increase authentic relationships and create an environment which promotes inclusive behaviors.

Limitations include availability of additional educators to collaborate, the age specific design for the project, and the availability of this resource to be access by schools. Future work

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with this project will seek to investigate the efficacy of this curriculum on NTS perceptions towards students diagnosed with ASD, as well as broadening the target audience as to not be limited to a single grade.

This project provided me with insight into the need for Autism Awareness programs embedded with CCSS. Although the design of lessons which both address complex content and modify them to be accessed to juveniles is difficult, the process and end results are rewarding to witness. With the increasing numbers of students being diagnosed with ASD enrolling in public schools, it is important to create an environment of inclusive mindsets to welcome all levels of achievers.

Limitations of Project

The first limitation of this project, which I hope to address while developing the next edition, is the quantity of educators available to collaborate and design the lessons. *Advanced Friendship Making: The Magic of Awareness* began development during the summer and continued through to the beginning of the academic school year. Many educators were unavailable during their time off and were busy organizing their class for the upcoming school year. As with many aspects of education, the best results come when there are multiple minds participating in the development. Ideally, this project should be developed by a team of educators and passionate individuals who have a variety of experiences and expertise with Common Core State Standards (CCSS), working with individuals diagnosed with ASD, and understand the importance of creating an inclusive atmosphere.

The second limitation is the grade specific design. Although CCSS have continuous elements across grade levels, the level of depth increases with each grade. Ideally, building off the previous limitation of less than ideal number of collaborators, a team of kindergarten through

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5th grade teachers could would together to design lessons which are suitable to all students. This may include choosing various age appropriate literature for thematic purposes and altering the expectations of each element of the autism awareness program to fit the skill level of those participating.

The third limitation is my limited involvement with autism awareness programs. Although my review of literature supports the need for an awareness program, and my personal involvement with one school's annual Ability Awareness event has resulted in visible positive effects, I would have preferred to attend a multitude of programs across diverse school populations. If presented with this opportunity, I feel that I would have been able to create a program which targets key elements which current literature may not address.

Finally, a limitation is the availability for implementation of this thematic unit. Although it is available to those who search the key words via the Cal State University of San Marcos library and Scholar Works, it is not being publicized. I have spoken with two elementary schools, one with an annual Ability Awareness program and one who is interested in creating one, and both have expressed interest in utilizing this resource. It is my goal to trial its use at these two schools before attempting to advertise its use on a larger scale.

Next Steps

I currently teach a Special Day Class with seven 4th graders and one 3rd grader, which is outside of the target population for this project. My ideal environment for this unit would be for it to be taught within a general education classroom where students receiving special education services, either placed in or out of the general education classroom, would participate alongside their neurotypical peers. Until the day I have a 5th grade population to teach, I will work on

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building relationships with the 5th grade team of educators. Currently, one 5th grade teacher is interested in utilizing this project.

Beyond this project, I would love to turn this into a study which analyzes the effects of the project on social interaction and perceptions of individuals with ASD. My current school of employment, where a third of the student population receives special education services, does not have a formal autism awareness program. Over the next two years, I hope to build relationships with the school community to more successfully begin a formal awareness program during my third year. Once I organize and implement an autism awareness program, I would like to look at the effects this lesson has on a student population previously unexposed to such lessons compared to a school where they have had an annual autism awareness program throughout their entire primary education.

Lessons Learned and Educational Implications

The biggest lesson learned from this project is how difficult creating an autism awareness unit is. Not only must lessons be designed in a way to teach complex material taught in colleges to 5th grade students, but it must be done in a way as to not blatantly identify students they interact with. Lessons were designed to teach the general concept of autism awareness, but it is far from enough. This unit on its own will not be enough to create a community based upon inclusive mindsets, but it can be a start.

The next lesson I learned was how important more research into this subject is. Currently, there is a limited amount of research existing on the efficacy of autism awareness programs for elementary aged youth. A quick search on Google could pull up a plethora of literature based upon the themes of inclusive educations and social skill building, but there is barely anything revolving around a curriculum dedicated to embedding awareness into all aspects of academics.

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I feel this project provides a foundation for schools to build upon. As mentioned previously, teaching autism awareness is a complex task. It is important to be mindful of the terminology used and to avoid using stereotypical language. To better prevent a sudden rush of information, this unit should be spread out throughout the year and accompanied by additional lessons. Guest speakers telling their life story, literature selected with inclusive undertones, and much more may be added to the school schedule as to continue lessons learned in this project.

Conclusion

The prevalence of children being diagnosed with Autism Spectrum Disorder is increasing. Students and teachers are interacting with a growing population which they may have had little to no experience prior. This project aims to promote positive perceptions of individuals with ASD, through increasing awareness. *Advanced Friendship Making: The Magic of Awareness* explores how autism awareness can be embedded with CCSS. Incorporating the Harry Potter book series is not only utilized to meet the interests of the target age group, but it is also a series of literature which are based upon relevant social themes.

Dr. Ingrid Flores said, “It’s not what we cover, it’s what we discover” (personal communication, September 1, 2015). This project was not designed to be taught and forgotten, but it was meant to open the minds of the students who participate in it. How does each lesson affect their own lives? How do their actions affect those around them? This unit should not merely be used as a means of teaching a few lessons, but should be used to help students discover a new manner of interacting with one another.

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Appendix A



The Sorting



Name: _____

1. Which animal do you like the most?
 - a. Owl
 - b. Snake
 - c. Tortoise
 - d. Rabbit
2. Which ability would you like to have?
 - a. Super strength
 - b. Super knowledge
 - c. Flying
 - d. Mind control
3. Which flavor of flavored jelly beans would you like best?
 - a. Chocolate
 - b. Pizza
 - c. Cotton candy
 - d. Super sour
4. What would you do if you saw someone had an illegal dragon?
 - a. Help raise it
 - b. Tell the head of school
 - c. Act like you don't know
 - d. Tell the authorities
5. What is your best quality?
 - a. Confident
 - b. Hard working
 - c. Smart
 - d. Loyal friend
6. Who would you turn into a toad?
 - a. A sibling
 - b. A strict teacher
 - c. Your best friend
 - d. Anyone you get the chance to
7. What magical job would you most want?
 - a. President of Magic
 - b. Professional broom sport player
 - c. A magical professor
 - d. A dark magic fighter
8. Which magical entrance do you think is most secured?
 - a. Password protected portrait
 - b. A riddle solving door knocker
 - c. A joke telling statue
 - d. Invisible door
9. Which magical class would you most like to learn?
 - a. Herbology
 - b. Potions making
 - c. Magical charms
 - d. Care of magical creatures
10. Which game would you play?
 - a. Magical chess
 - b. Wizard dueling
 - c. Exploding jacks
 - d. Broom riding racing

Appendix B



Appendix C

Avoid the Caretaker!

It was a dark and stormy night on the school grounds. No student could sleep as the thunder clapped outside and the sleet pounded the dorm room windows. With the inability to sleep on such a loud and stormy night, five brave students named ____, ____, ____, ____, and ____ decided to go on a late-night adventure.

The five children slid out the secret doorway of their dorm and out into the empty hallway illuminated only by candles and the occasional flash of lightening. Slowly they snuck through the halls and navigated the ever-moving staircases, finally landing on the seventh-floor corridor which was home to a magical room which transformed into anything desired!

After an hour of fun playing magical chess, eating extraordinary candies, and practicing their defensive spells, they heard footsteps outside the door! It was the ever-angry caretaker and his devoted pet cat. If they were caught out past curfew, their freedom would come to a quick end. The students knew that the school rules stated being out past curfew would lead to detention in the Dark Forest. Although they had a great fondness for the grounds keeper who oversaw the detentions, the Dark Forest was a place of immense dangers.

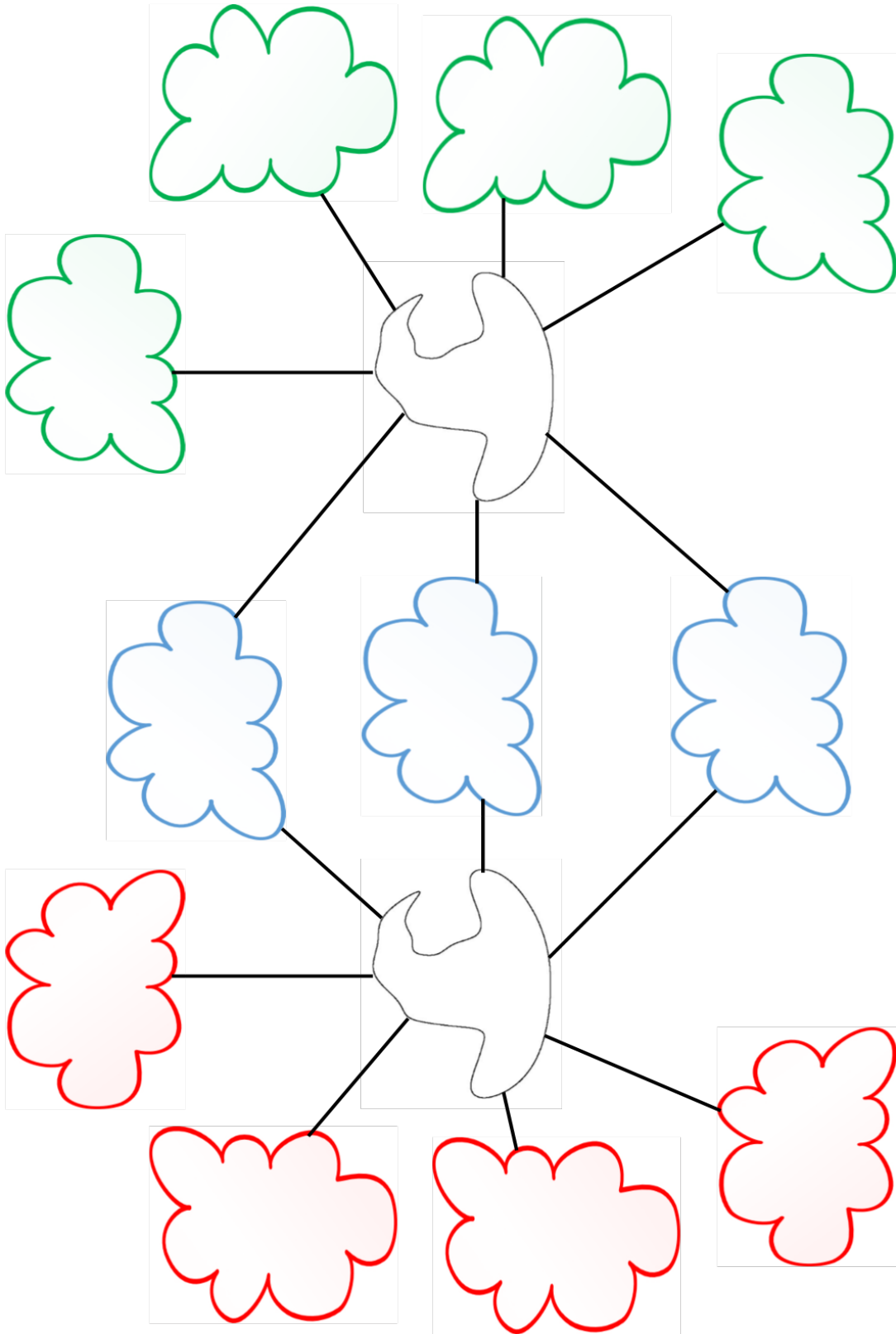
Somehow, the students had to avoid the caretaker and find their way back to the secret doorway entrance. They knew the only way they could escape would be if they worked together. They needed to make a plan.

How will your group avoid the caretaker? Use all the strengths your group must plan the perfect strategy of returning to your dorm room without getting caught.



Appendix D

Name _____



Appendix E

