



A Different Drummer

Supporting Students with:
Asperger's Syndrome
High Functioning Autism
Other Social Cognitive Deficits

Columbia Regional Program Autism Services
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WHAT IS ASPERGER'S SYNDROME?



Asperger's Syndrome (AS) is a neurologically based autism spectrum disorder. It significantly affects social interactions, perceptions and nonverbal communication. Students with AS exhibit unusual patterns of behavior, interests, and/or activities that are restricted, repetitive, or stereotypic. They may respond in an unusual manner to sensory information in the environment. Students with AS look typical and have average to superior intellect, but lack the social awareness, judgment and skills to make connections in our world.

Students with AS have impairments in two-way social interaction. It can be difficult to carry on a conversation as they may only have interest in their own topics. Sometimes their speech is formal and pedantic. Their voice often lacks expression. Even though students with AS appear to have great vocabularies, they can have difficulty with idioms and words with double meanings. Very often they may take what we say in a very literal manner. For example, a first grade boy who had decoding skills above grade level pulled the fire alarm. The principal was ready to suspend him until she understood why he did it. He read the words on the fire alarm, "Pull Down", and he was just following the directions.

One of the most challenging aspects of living with AS is understanding social cues, nuances and situations. They often can feel overwhelmed by constantly trying to cope with approaches and the social demands of others. They lack strategies for developing and sustaining friendships. Individuals with AS have difficulty taking another person's point of view or "putting themselves in other people's shoes". Because they are unable to internalize social rules, many other people view them as rude and irritating. This lack of a social sense can lead to general social ineptitude, bullying by other students, lack

of understanding and misinterpretation of their behavior by significant adults in the school setting.

Understanding how individuals with AS try to make sense of the world can help school personnel provide appropriate learning environments. Students may resist change and insist on certain routines. Many times they can complete assignments if they can use their all-absorbing special interests as the content topic. They may be able to perform way above benchmark on assessments, but not understand how to organize their schoolwork or the school day.

Most people filter out environmental and sensory input so they can pay attention to important information. Many people with AS may have sensitivities such as, being uncomfortable in large crowds, a dislike of certain smells (e.g. perfumes, tar used for road repairs) or enclosed places. This should help[us be more understanding of sensitivities individuals with AS find distracting, anxiety provoking or actually painful. Students with AS have distortions in and hyper- or hypo- sensitivity to auditory, olfactory, tactile, gustatory, visual, proprioceptive or vestibular input. A sensory overload can result in shutdown. More obvious traits may include poor motor coordination, poor handwriting or an odd walking gait.

The perceptions, reactions and behaviors of these individuals can seem somewhat strange or unbelievable to the casual observer. Many people may think these individuals are too smart to act in the ways they do. Teachers may comment that the student is smart enough to know better. When people do not understand how these individuals view our world, many misinterpretations about them can be made.

The purpose of this manual is to help school personnel problem solve by understanding the unique learning style and characteristics of persons with AS. It provides helpful solutions for staff members to use in the school environment. As always, staff can request the technical assistance and consultation provided by Columbia Regional Program/Autism Services.

THE SIGNIFICANCE OF UNDERSTANDING THE CHARACTERISTICS OF AUTISM

Often teachers, parents and others misinterpret the behavior of students with autism. The following examples show how the behavior of a student may actually be a characteristic associated with autism even though it resembles behavior typically viewed as adolescence. For example, from time to time all high school teachers experience disinterest, disruptions or defiance in their students. It can be easy to interpret the behavior of the student with autism from this frame of reference as well.

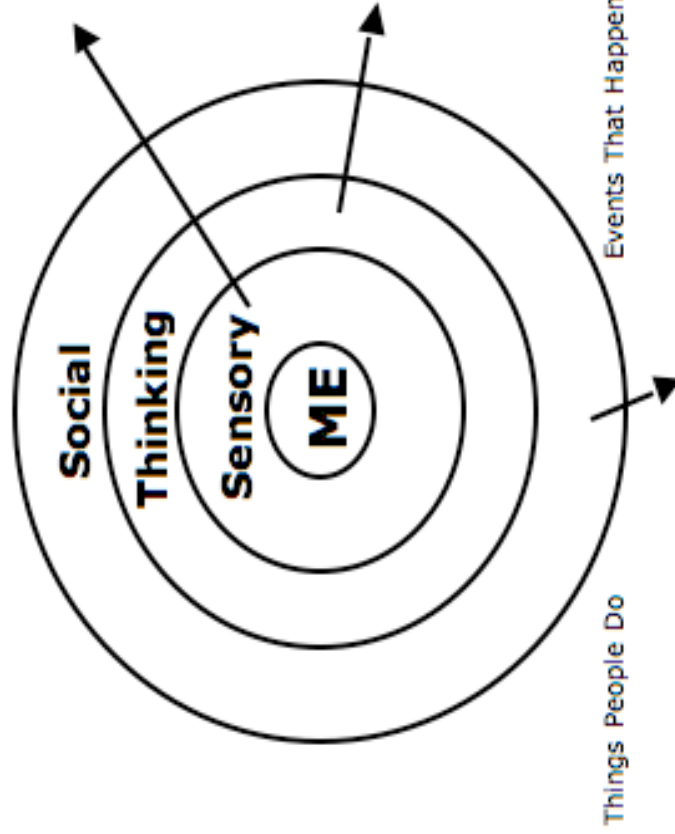
Examples of teacher misinterpretations

Student action:	Teacher thinks the student is:	What is actually happening:
Inattentiveness	Daydreaming	Student does not understand what to do and/or where to start.
Keeps asking the same question over and over.	Using attention-getting behavior.	Student is having difficulty understanding and may be confused.
Speaks out in class.	Using attention-getting behavior.	Student may not know which questions are meant for him or that other people may want to say something.
Calls others inappropriate names.	Does not like contact with other students.	Student feels threatened from teasing or some other source of discomfort.
Never turns in homework.	Will not do assigned work. Poorly motivated or stubborn.	Student does not know where to turn in work (so it never leaves the notebook).

From: Stratton, J. (1996) *Adapting Instructional Materials and Strategies*. In A. Fullerton (Ed.) Higher Functioning Adolescents and Young Adults with Autism: A Teacher's Guide. Texas: ProEd.

Sensory, Cognitive, and Social Experiences Young Adults with Autism Shared in a Self-determination Class

THE WORLD



Sensory Experiences

1. If there is too much stimulation, I shut down.
2. My Sensitivity to smell affects what I like to eat.
3. I can distinguish the separate smells in someone's breath.
4. I love tight spaces, if I am in control of them.
5. I am sensitive to light and to touch.
6. I have 'bionic' senses.
7. Sound sensitivity is the worst. I have pain or fear with some sounds.
8. I am color sensitive, hyper visual.

Cognitive Experiences

1. It's hard when two people tell me to do something at once.
2. I have a strong memory.
3. When too many words are spoken, I get lost, need to write it down!
4. I have to learn by myself, alone.
5. When a lot of information comes in at once it is hard to learn.
6. I am a visual learner.
7. I don't know double meanings, don't understand vague questions.
8. It's hard to make decisions.
9. It's hard to know where to begin.

Social Experiences

1. I have to move when I talk.
2. I can't look at people when I talk. Eye contact is hard.
3. It's hard to understand 'tone of voice'.
4. People [like me] need to know what jobs to avoid [given their own challenges].
5. It's hard to understand sarcasm.
6. I don't enjoy people coming to the house.
7. I am bored with what others are interested in.
8. Social situations can be distracting.
9. It is hard to know who to talk to about what.

10. How do you know when you are being a good communicator?
11. I need time to form what I want to say but this is not always available in a conversation.
12. I get distracted when people roll their eyes.
13. I have been told I interrupt, but I don't know when exactly I do this and how to diminish interrupting.
14. Sometimes when another person says something it sparks a thought of my own [and it is hard not to say it right then].
Another person's talking can activate my brain to talk.
15. It is difficult to hold information in my head long enough while the other person is talking.
16. It is hard to follow a conversation when people talk too fast, engage in what I call "machine gun talk".
17. People don't understand me, they misjudge me.



Helpful Strategies

For

Common Difficulties

In School



RESOLVING CONFLICT SITUATION APPROPRIATELY

Possible reasons due to ASD	Solutions
<p>Communication:</p> <ul style="list-style-type: none"> • Cannot tell people what the problem is about • Can't ask for help 	<p>Communication:</p> <ul style="list-style-type: none"> • Teach and role-play in social skills group about what to say to certain situations • Teach the appropriate words to use when student is angry or frustrated, etc. • Provide visual cues or Social Stories as visual supports • Have a visual reminder, "Help" card, and teach student to point to it or hand it to an adult
<p>Social:</p> <ul style="list-style-type: none"> • Has difficulty with understanding another person's perspective • May have difficulty knowing what to do or what to say in social situations • May have difficulty controlling and understanding their own emotions or the emotions of others 	<p>Social:</p> <ul style="list-style-type: none"> • Use visual supports to help understand two point of view or social situations such as mapping or cartooning, e.g., Comic Strip Conversations • Role-play situations in social skills groups, use Social Stories to explain situations and what to do, and use social scripts • Provide student with opportunity to work with appropriate peer model for interaction with others • Teach the meaning and non-verbal indicators of different emotions (making a social encyclopedia to use as a reference or visually explaining emotions on an emotion thermometer)

	<ul style="list-style-type: none"> • Identify "Expected" behavior and "Unexpected" behavior. Help student map out impact on self and others
<p>Sensory:</p> <ul style="list-style-type: none"> • May have difficulty with proximity to other students because of touch, smell, loudness, etc. but uses inappropriate way to communicate what is bothering him/her • May become over stimulated by certain activities 	<p>Sensory:</p> <ul style="list-style-type: none"> • Staff should be made aware of student's sensitivities and to think about the sensitivities when solving conflicts • Make certain that the student has a calm place to go and knows where to go in case of over-stimulation. Teacher may have to tell student to take a break.
<p>Academic:</p> <ul style="list-style-type: none"> • Has difficulty generating solutions to problem. Usually tried one solution (e.g., hitting others) for multiple problems because the solution has worked in the past 	<p>Academic:</p> <ul style="list-style-type: none"> • Use semantic mapping to provide visual support to solutions when problem solving <u>with</u> the student • Teach student problem solving skills: <ol style="list-style-type: none"> a) identify the problem b) identify goals and objectives c) develop strategies, and e) carry out the plan

PARTICIPATING IN GROUP DISCUSSIONS



Possible reasons due to ASD	Solutions
<p>Communication:</p> <ul style="list-style-type: none"> • Difficulties expressing ideas relevant to the discussion • Difficulties speaking in a group situation • Processing speed is lower 	<p>Communication:</p> <ul style="list-style-type: none"> • Work on exploring the topic before the group • Practice in a small group or 1:1 with speech therapist • Use cue cards or scripts as visual supports
<p>Social:</p> <ul style="list-style-type: none"> • Does not understand how to read social cues • Interrupts group discussion • Perseverates on topics 	<p>Social:</p> <ul style="list-style-type: none"> • Role play group skills before entering the group • Have student use turn taking cards • Set up a visual signal for turn taking • Practice self monitoring topic relatedness with speech therapist
<p>Sensory:</p> <ul style="list-style-type: none"> • Overstimulated by the activity or noise of the group • Difficulty sitting in a chair for long periods • Difficulty being in close proximity to a group of people sharing ideas 	<p>Sensory:</p> <ul style="list-style-type: none"> • Have designated seat at end of row • Scheduled breaks to stretch or leave the group • Start with practice in a small group or 1:1 situation • Use a weighted lap pillow
<p>Academic:</p> <ul style="list-style-type: none"> • May share too much or too little information • May not understand if information shared is relevant to the discussion • Usually good memory for facts but difficulty with abstract concepts or giving opinions 	<p>Academic:</p> <ul style="list-style-type: none"> • Practice priming (quick review) • Pre-teach on the subject with speech therapist • Share one or two facts on the topic written on cue cards

ACCEPTING CHANGES IN ROUTINE



Possible reasons due to ASD

Solutions

<p>Communication:</p> <ul style="list-style-type: none"> • Does not understand change • Slow to process change • Difficulties with time concepts and how long changes will last 	<p>Communication:</p> <ul style="list-style-type: none"> • Allow students to ask questions • Present the task in advance • Put changes in writing
<p>Social:</p> <ul style="list-style-type: none"> • Does not know appropriate ways to respond to change • Inflexibility of thought • Anxiety with unfamiliar situations 	<p>Social:</p> <ul style="list-style-type: none"> • Present change in the context of similar activities (e.g., have student complete a familiar math problem after trying a new idea or method) • Work with a peer buddy who will model acceptance of change • Increase monitoring by adult staff to assist in taking action on the change
<p>Sensory:</p> <ul style="list-style-type: none"> • Environmental factors make it difficult to focus on change • Stuck in previous routine • Heightened frustration and/or anxiety in a new location 	<p>Sensory:</p> <ul style="list-style-type: none"> • Reduce stimuli in the room • Introduce change in a different, quieter area • Set a timer to indicate when the change will take place
<p>Academic:</p> <ul style="list-style-type: none"> • Difficulties in learning alternative behaviors • Likes to do things in one way only • Perseveration on known tasks and methods 	<p>Academic:</p> <ul style="list-style-type: none"> • Reinforce strongly for attempting change • Establish predictable routines to support transitions to new activities Allow student to do task in the new way several times and then return to familiar routines

INTERACTIONS WITH PEERS



Possible reasons due to ASD	Solutions
<p>Communication:</p> <ul style="list-style-type: none"> • Inability to respond to nonverbal cues • Literal and concrete interpretation of language • Misinterpretation of intent and meaning of language 	<p>Communication:</p> <ul style="list-style-type: none"> • Draw student's attention to the use of gesture, facial expression, eye direction, proximity in social interaction to convey attitudes and meaning • Identify peer to act as a model for student to imitate appropriate interactions with peers • Make sure student understands that interacting with peer is contingent upon appropriate interactions • Assess student's ability to use language socially and specifically teach skills to initiate a dialogue, listen to replies, follow up with appropriate response • Teach student appropriate words or phrases to use in situations of anger, stress and frustration • Be explicit when teaching social dialogue, don't assume context will make concepts clear
<p>Social:</p> <ul style="list-style-type: none"> • Student has difficulty taking the perspective of another individual • May have difficulty accepting the opinions, thoughts or feelings of others in they differ from his/her own. 	<p>Social:</p> <ul style="list-style-type: none"> • Establish social rules and routines (e.g., share materials, use quiet voice in building, walk indoors, ask for help) -Support the student with the use of visual cues, practice with role plays • Student will have to be taught that others have feelings, thoughts, beliefs and attitudes and to become aware of his/her

<ul style="list-style-type: none"> Does not comprehend the "hidden curriculum" or unspoken rules of social relationships -Will not necessarily understand intentions or reason for others' behavior 	<p>own thinking, feelings, beliefs and attitudes</p> <ul style="list-style-type: none"> Need to provide direct instruction in basic social skills of listening, not interrupting, pausing to allow others to have a turn, working in small groups, etc. Check in with student to ascertain level of awareness and understanding of social situations and social expectations
<p>Sensory:</p> <ul style="list-style-type: none"> Student may feel threatened by the close proximity of others Anxiety associated with social situations may prevent student from engaging in positive socially acceptable interactions May not attend to the physical and environmental cues embedded in social interaction 	<p>Sensory:</p> <ul style="list-style-type: none"> Relaxation techniques Teach students to "think" before acting (e.g., ask himself/herself "What is happening? What am I doing? What should I do or say?") Teach students to identify emotions as physical, visual, auditory expressions, but also in context, drawing attention to the emotional expressions of others Teach student to recognize the effect his/her actions or words have on others and to adjust behavior accordingly
<p>Academic:</p> <ul style="list-style-type: none"> Lack conceptual understanding of emotions and limited skill in social problem solving 	<p>Academic:</p> <ul style="list-style-type: none"> Provide ongoing feedback to student regarding social successes and difficulties Provide daily schedule of events which minimizes lag time to facilitate on-task behavior Reduce emphasis on competition Teach student problem solving skills: <ul style="list-style-type: none"> a- identify problem b- identify goals and objectives c- develop strategies d- develop a plan of action e- carry out plan

PERCEIVING EMOTIONS OF OTHERS

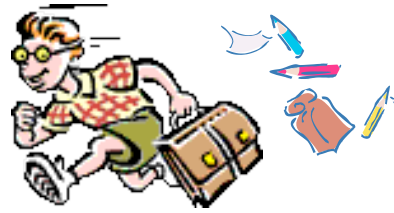


Possible reasons due to ASD

Solutions

<p>Communication:</p> <ul style="list-style-type: none"> • Impairment in ability to use nonverbal behaviors and gestures to regulate social interaction • Lack social language necessary or knowledge of how to use it appropriately 	<p>Communication:</p> <ul style="list-style-type: none"> • Teach vocabulary needed to identify emotions • Instruct student in applying appropriate verbal label to variety of emotional states • Provide student with visual and/or verbal reminders when missing environmental cues • Reinforce appropriate verbal responses
<p>Social:</p> <ul style="list-style-type: none"> • Impairment in the ability to read and understand social situations and to respond appropriately • Difficulty in synthesizing abstract information • Difficulty in attending to relevant social cues and shifting attention as necessary • Difficulty in reading nonverbal cues of others 	<p>Social:</p> <ul style="list-style-type: none"> • Involvement in social skills groups targeting specific skills and behaviors • Assign a peer to accompany the student and act as a model in teaching appropriate responses to environmental cues which occur during social situations • Identify expectations in different environments and different social situations -role play, use scripts and visual cues • Use social stories
<p>Sensory:</p> <ul style="list-style-type: none"> • Difficulty visually distinguishing among a variety of emotional states 	<p>Sensory:</p> <ul style="list-style-type: none"> • Establish routine to monitor self and others' emotional status. (e.g., How does my engine run?, anger thermometer)

<ul style="list-style-type: none"> • May have inconsistent or unexpected responses to sensory input • Unaware of nonverbal and verbal cues of others due to over-stimulating environment • May not focus on salient information presented in social exchange • May be overly focused on own interests and needs. Lacks an awareness of needs of others in relation to himself • Student's memory may be episodic and events may not be stored outside of the context of their occurrence therefore reactions are not generalized 	<ul style="list-style-type: none"> • Attempt to have student put themselves in the "place" of the other, (e.g., "How would you feel if someone. . .?") -use role plays, scripts, simulated experiences
<p>Academic:</p> <ul style="list-style-type: none"> • May have difficulty defining and differentiating amongst emotional states. Student may misinterpret cues • May have difficulty knowing when and how to respond 	<p>Academic:</p> <ul style="list-style-type: none"> • Provide direct instruction about different emotional states and related antecedent events • Use visuals, pictures, photos, video clips to illustrate concepts • Ask student to make a list of emotional states, what they look like, what they feel like and what might cause them for self and others - Student can use this information as a "cheat" sheet when interacting with others • Provide student with opportunities to generalize knowledge to a variety of situations and contexts



ORGANIZING MATERIALS, SELF, EXPERIENCES

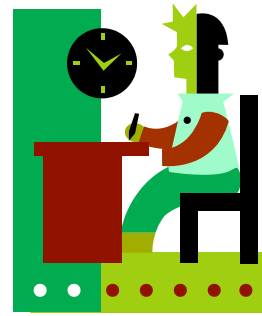
Possible reasons due to ASD

Solutions

<p>Communication:</p> <ul style="list-style-type: none"> • Slow auditory processing skills, delayed response to verbal directions • Exhibits difficulties in establishing temporal sequences 	<p>Communication:</p> <ul style="list-style-type: none"> • Provide extra time to respond and consult with speech pathologist to see if student can be taught to respond more quickly • Teacher monitors student comprehension to ensure understanding of expectations • Frequently provide student with verbal and visual reminders to prompt organizational skills • Provide clear and simple instructions
<p>Social:</p> <ul style="list-style-type: none"> • Either lacks internal structure and organizational skills requiring external support or adheres rigidly to specific expectations • Does not respond to social cues within environment to self-monitor behavior 	<p>Social:</p> <ul style="list-style-type: none"> • Specifically teach the student to make choices, set goals • Establish "buddy" relationship to provide peer model • Have student participate in social thinking group
<p>Sensory:</p> <ul style="list-style-type: none"> • Idiosyncratic focus of attention- student may not consider the key elements of a task (e.g., focus on preferred interest or one aspect of task) 	<p>Sensory:</p> <ul style="list-style-type: none"> • Break down tasks into manageable units • Reduce external distracting stimuli, e.g., preferential seating in front of class • Provide study carrel, quiet area (not to be seen as form of punishment) • Use of fidgets to help maintain focus,

<ul style="list-style-type: none"> • Student may perseverate on one aspect of activity or task, may not generate a gestalt or an overall goal for task 	<p>(e.g., koosh ball, small flexible plastic ball or toy)</p>
<p>Academic:</p> <ul style="list-style-type: none"> • Difficulty with time sequences and in apportioning adequate time segments to complete task 	<p>Academic:</p> <ul style="list-style-type: none"> • Make beginning and end points of tasks clear, e.g., using list of steps to task completion, a series of prompts, or visual cues diagram (see appendix) • Provide student with structure for all academic activities (e.g., specific directions, routine time format for tasks, time units, etc) - For example: color code notebook by subject, use two pocket folders set up with "To Do/Finished Work" designations for each subject • Practice routines for maintaining organized space, assignments, ideas • Provide an assignment notebook which not only includes the specific assignment but may offer an example of what it should look like - Teacher provides ongoing monitoring for effectiveness

STARTING OR STOPPING ACTIVITY



Possible reasons due to ASD

Solutions

<p>Communication:</p> <ul style="list-style-type: none"> • Auditory is weak • Difficulty processing language (literal interpretation, word meanings) • Unable to ask for help 	<p>Communication:</p> <ul style="list-style-type: none"> • Give extra time for auditory processing of language • Gain student's attention prior to giving verbal instructions • Teach student to ask for clarification or use a visual cue such as a help card or visual signal • Write visual instructions or steps of the task to enhance understanding • Use color coding or visual marker to indicate start and stop points • Try repeating directions to the student
<p>Social:</p> <ul style="list-style-type: none"> • May lack social understanding causing student to not realize teacher was talking to him/her • Doesn't attend to social cues (e.g., doesn't know when to pay attention to the teacher) 	<p>Social:</p> <ul style="list-style-type: none"> • Establish a signal to gain student's attention prior to giving task instruction (e.g., teach student to look for specific cue given to whole class or develop specific cue for student)
<p>Sensory:</p> <ul style="list-style-type: none"> • Visual distractions such as attending to visually interesting or enticing scenes in books, bulletin boards, out the window 	<p>Sensory:</p> <ul style="list-style-type: none"> • Reduce distracting stimuli (e.g., place student in front rows, provide a carrel or quiet place away from distractions)- This is used as a means of reducing stimuli and not as a form of punishment

<ul style="list-style-type: none"> • Auditory distractions due to heightened sensitivities to noise (e.g., attention to noise in hall, from light fixtures, other places in the classroom) • Tactile distractions (e.g., uncomfortable in seat, clothing tags cause discomfort, hangnails) • Olfactory sensitivities to scents in the room, perfumes • Overstimulated by task 	<ul style="list-style-type: none"> • Decrease amount of information on the page
<p>Academic:</p> <ul style="list-style-type: none"> • May lack ability to sequence steps of a task • Needs to know where to start and when he/she will be finished • May focus on irrelevant information • Perseverates on topic of interest rather than assignment 	<p>Academic:</p> <ul style="list-style-type: none"> • Shorten assignments (e.g., reduce a 25-problem math task to only requiring even numbered problems) - May shorten to lesser amount if needed (first five problems) -Increase number of problems required over time • Premack Principle: Follow less desired task with more desired task (e.g., student finishes task then has time to read about favorite topic, engage in drawing, legoz, or motivating activity) - Student can earn desired activity as soon as assignment is complete to enhance motivation • Provide student more time to complete class assignments - Give shorter periods of time to work on assignments throughout the day - can place unfinished work in "Work in Progress" file • Allow student to perform alternative assignments -Gradually introduce components of the regular assignments

	<p>until those assignments are routinely performed</p> <ul style="list-style-type: none">• Provide written visual instructions at a lower reading level• Provide formats for task such as outlines, fill in the blank, mapping, highlighting important information• Use timer to indicate beginning and ending of tasks (e.g., Time Timer™ or visual timer - See Appendix B)
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ATTENDING SCHOOL ASSEMBLIES

Possible reasons due to ASD	Solutions
<p>Communication:</p> <ul style="list-style-type: none"> • May not understand the function and structure for the assembly • May have difficulty attending to a speaker if the student is a visual learner 	<p>Communication:</p> <ul style="list-style-type: none"> • Review the purpose and structure of the assembly with the student ahead of time <ul style="list-style-type: none"> - The structure may be a generic assembly routine (see Appendix A) • Seat the student closer to the stage • Give a cue card or agree on a signal for the student to communicate needing a break • Seat student near an adult who can cue him/her to attend
<p>Social:</p> <ul style="list-style-type: none"> • May not understand the social rules related to the activity: for example, the need to be quiet and attend to the person(s) on stage 	<p>Social:</p> <ul style="list-style-type: none"> • Rehearse and/or review (e.g., use a social story) the social rules ahead of time • Seat student near an adult who can cue him/her if necessary • Teach stress reduction routines to help with anxiety • Desensitize the student by giving them a shorter time period to attend assembly • Staff needs to prepare a plan for student if s/he cannot handle the who time in an assembly - The plan can include visual supports for social rules, relaxation and increasing time of attending the assemblies

Sensory:

- May experience sensory issues; such as sensitivity to noise, visual stimuli (change in lighting if lights are dimmed or turned back up) and/or tactile sensitivity related to physical proximity to other students

Sensory:

- Rehearse the sensory aspects of the activity ahead of time with the student or prepare for sensory needs such as earplugs, headphones, and small tactile fidget items
- Seat student near an adult who can prepare him/her for sensory changes (e.g., lights up or down, applause, etc.)
- Allow student to sit one seat apart from other students
- Allow student to sit near an exit or leave the assembly if the experience is overwhelming



SELF MONITORING

Possible reasons due to ASD	Solutions
<p>Communication:</p> <ul style="list-style-type: none"> • Lack of vocabulary to express emotional states • Unable to organize thoughts to express the problem area • Difficulty initiating asking for help or clarification of task 	<p>Communication:</p> <ul style="list-style-type: none"> • Build an emotional vocabulary through scripting and role play • Teach the student ways to gain teacher attention • Meet with the student to problem solve and practice phrases to express needs
<p>Social:</p> <ul style="list-style-type: none"> • Doesn't pay attention to social cues • Unexpected response to peers • Unaware of their impact on others 	<p>Social:</p> <ul style="list-style-type: none"> • Teach the student problem solving skills • Use social stories to explain different situations
<p>Sensory:</p> <ul style="list-style-type: none"> • Experiences sensory overload • Under-active sensory system 	<p>Sensory:</p> <ul style="list-style-type: none"> • Build in regular break times • Teach relaxation techniques • Designate times in the classroom to meet sensory needs, (e.g., fidgets or sensory toy box) - work with occupational therapist to accomplish this
<p>Academic:</p> <ul style="list-style-type: none"> • Easily overwhelmed by tasks without visual supports • Easily overwhelmed by length of tasks • Easily overwhelmed by the steps in a long term project 	<p>Academic:</p> <ul style="list-style-type: none"> • Use visual aids such as outlines, charts, and story maps to assist with comprehension • Decrease the amount of information on the page • Color code notebooks • Use visual checklists to organize tasks



TRANSITIONS BETWEEN ACTIVITIES OR PLACES

Possible reasons due to ASD

Solutions

<p>Communication:</p> <ul style="list-style-type: none"> • May not have ability to sequence events • May not know where to go or how to ask for help • May not understand basic concepts (e.g., directionality, prepositions, homonyms) • May interpret language in a literal manner 	<p>Communication:</p> <ul style="list-style-type: none"> • Provide visual schedule of events (daily schedule sequence- it is not necessary to have times listed) • Have a visual reminder "Help" card and teach student to point to it or hand it to an adult -Provide a map of the school with classes and/or routes marked for students who change classes -Color code or designate classroom areas with visual clarity (separating areas with furniture, rugs, tape on floor, symbols or colors to designate what activities happen in each area) • Teach basic concepts giving visual/written definitions, practicing through role-play and simulations in the real environment • Provide clear visual directions
<p>Social:</p> <ul style="list-style-type: none"> • Doesn't know who to ask for help or clarification when confused • May not have the social skills to understand and participate in peer interaction 	<p>Social:</p> <ul style="list-style-type: none"> • Use a volunteer peer buddy to help student find next activity or place until the individual knows where to go • Help student to establish relationships with key adults in the school (counselor, secretary, janitor, etc.) • Use social stories, scripts, and cue cards

<p>Sensory:</p> <ul style="list-style-type: none"> • May have difficulty with noise, touch or proximity to others (dislikes being bumped, takes longer to transition because the student waits for peers to move and settle before moving) 	<p>Sensory:</p> <ul style="list-style-type: none"> • Allow student to transition before or after other students • Allow student to sit on the outside edge of the group or in a chair rather than on the floor if that is where s/he is most comfortable • Assign specific places for the student to be or go in the hall, in group activities and in the classroom
<p>Academic:</p> <ul style="list-style-type: none"> • May have difficulty stopping an unfinished task • Doesn't know what materials are needed or how to be prepared for next activity 	<p>Academic:</p> <ul style="list-style-type: none"> • Provide a place (basket, folder) for "work in progress" and to indicate when on the student's schedule s/he can get back to it • Use visual reminders, containers or lists of needed materials



SOCIALIZING DURING LUNCH OR RECESS

Possible reasons due to ASD

Communication:

- May lack effective skills in receptive communication skills such as being able to join in a conversation of another's choosing and/or listen to others without interrupting
- May lack effective skills in non-verbal communication such as being able to read a peer's "body language" and respond appropriately
- May become frustrated with peers and they with him/her due to above deficits -Some students with AS tend to withdraw when they experience frustration

Social:

- May not know what to do to effectively interact with peers
- May have experienced failure in social interactions with peers in the past
- May have been teased or avoided by other students in the past
- May have issues with personal habits such as grooming or not

Solutions

Communication:

- Develop age-level conversational skills (e.g., how to wait for a pause in others' conversation before asking a question or making a statement) through direct instruction
- Practice conversational skills with one or more peers in another setting
- Use visual strategies such as Comic Strip Conversations to clarify conversational skills

Social:

- Teach age-level social skills in a formal social skills group
- Give opportunities to practice how to "hang out" with peers in another setting ("what's hot and what's not")
- Teach age appropriate games taking the student's interests into consideration
- May benefit from being paired with a

<p>chewing with their mouth closed</p>	<p>peer buddy</p> <ul style="list-style-type: none"> • Offer a structured "lunch bunch" activity one time a week to practice learned games and social skills in a small group
<p>Sensory:</p> <ul style="list-style-type: none"> • May have significant sensory issues that may be exacerbated during lunch/recess environments (e.g., sensitivities to noise level, visual stimulation, physical proximity or inadvertent physical contact for others leading to withdrawal on the student's part) 	<p>Sensory:</p> <ul style="list-style-type: none"> • Teach specific stress-reduction/calming strategies to help counteract the sensory discomfort • Offer an alternative, quieter location for lunch/recess
<p>Academic:</p> <ul style="list-style-type: none"> • Anxiety or failure in unstructured settings may cause problems related to self-esteem and confidence that may appear in academic settings 	<p>Academic:</p> <ul style="list-style-type: none"> • Staff cannot consider unstructured time as "down time" - Students with AS needs a specially designed program and/or modifications in order to be successful throughout the school day • Designate activities for "down time" always considering the student's interests



APPENDIX A

In order for many of the following interventions and supports to be effective, the student will require direct instruction on the effective application of these visual tools.

The role of the class teacher	<p>Particular areas on which the class teacher will focus are:</p> <ul style="list-style-type: none"> • Creating a calm working environment • Ensuring that the structure of the classroom is clearly laid out • Modifying tasks to harness and build on the child's strengths • Making sure the child understands what is expected of him • Introducing choice gradually, encouraging decision making • Grading tasks, gradually increasing demands on the child • Directing the child's attention at an individual level, rather than relying on whole class instructions • Accessing available training • Planning IEPs • Recoding and monitoring progress • Evaluating intervention strategies • Working closely with the available support network • Establishing and maintaining home/school links
The role of the support teacher	<p>The effective support teacher will have:</p> <ul style="list-style-type: none"> • A thorough understanding of Asperger Syndrome and its educational implications • Experience of working with children with Asperger Syndrome across a range of settings • The ability to see the world from the child's point of view, and to interpret that view to others • The sensitivity to understand the class teacher's perspective, and the factors which may constrain her • Skills in assessing the child in his particular context • The ability to advise on ways of manipulating the classroom environment so that it suits the child's learning style • An open-minded positive attitude, and the ability to remain calm • Skills in delivering INSET (Inservice Education of Teachers) • Knowledge of ways in which the curriculum may effectively be differentiated • The ability to foster good relationships with parents, school staff and other professionals, recognizing the need for reassurance
The role of the support assistant	<p>The classroom support assistant has a role in relation to the child with Asperger Syndrome which differs from the approach to a child with learning difficulties. Very often, children with Asperger Syndrome are more comfortable when carrying out learning tasks than when playing.</p> <p>The routine and clear structure of a learning task can be easier to cope with, as long as social interaction with other children is not essential.</p> <ul style="list-style-type: none"> • Understanding the child's limited ability to interpret social cues • Interpret situations for the child

<p>The role of the support assistant (cont.)</p>	<p>The routine and clear structure of a learning task can be easier to cope with, as long as social interaction with other children is not essential.</p> <ul style="list-style-type: none"> • Understanding the child’s limited ability to interpret social cues • Interpret situations for the child • Show the child what is expected of him • Help in the teaching of appropriate social interaction skills, such as turn-taking • Guide peers in how to interact with the pupil, engaging their help • Understand the subtle difficulties of language and communication • Listen to the child’s pattern of language use and be alert to difficulties of interpretation • Explain, show and make clear to the child when confusion occurs • Help the child to develop appropriate language use, and to develop awareness • Understand the sources of rigidity and obsessionality in the child’s behavior • Anticipate what will cause anxiety, and make changes accordingly • Analyze and break down situations or activities which are causing alarm • Make task procedures clearly visible, using visual and pictorial cues • Support the child in physical activities if clumsiness is a problem • Assist in making writing tasks easier • Be prepared for periods of anxiety with appropriate stress-reducing activities • Regularly evaluate the potential for increasing the child’s independence • Identify gaps in the development of self-help skills in areas such as dressing and washing. Incorporate these into the child’s program • Identify any organization difficulties and produce practical and visual aids to help the child • Support home-school liaison and recording of progress • Offer appropriate rewarding strategies within individual programs • Know when and how to ask for help from teaching and specialist support staff • Liaise regularly with the class teacher, school SENCO (Special Education Needs Coordinator) and specialist teaching support staff (if available) • Develop and maintain useful monitoring, evaluating and recording systems <p>In addition, the support assistant will need to be:</p> <ul style="list-style-type: none"> • Calm • Positive • Consistent <p>And will preferably have a good sense of humor!</p>
---	---

Top tips for support assistants

Communication

- Simplify your language
- Give one instruction at a time, not a sequence
- Keep facial expression and gestures simple and clear
- Give the child time to respond
- Use additional visual cues to help the child understand
- Be sensitive to the child's attempts to communicate
- Set up situations which will encourage the child to attempt to communicate

Social Interaction

- Understand that the child may feel threatened by the close proximity of others – especially those his own age
- Allow for solitariness
- Go at the child's pace when trying to develop interaction –you may need to 'move down' developmentally
- Identify what the child likes and dislikes socially –use this knowledge when planning activities
- The child is more likely to interact with familiar people, so give him time to get to know you, and don't confuse him with many changes of personnel

Behavior

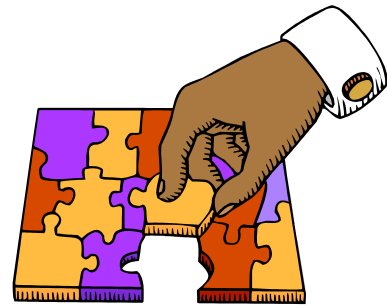
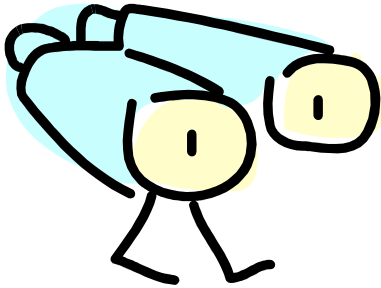
- Offer maximum consistency of approach
- Help the child understand what is expected of him by having clear, predictable routines
- Introduce any changes gradually
- Help explain changes by giving visual clues
- If the child becomes agitated, understand that the usual strategies for calming a child (e.g. trying to sit him on your knee) may have the opposite effect, and wind him up even more
- If the child has an obsession, don't try to stop it. In time, you may be able to limit it- in the meantime use it positively

General

- Results and progress can be slow- don't give up! (It often takes a long time to form a relationship)
- Every child is different- what works for one may not work for another
- Every child is variable- so if the child is having a 'bad' day, don't feel that it is your fault
- If all else fails, leave alone. Tomorrow is another day!

Because the long-term aim is for the child with Asperger Syndrome to function independently, the best support assistant is the ones who does herself out of a job!

Cumine, V., Leach, J., Stevenson, G (1998). *Asperger Syndrome A Practical Guide for Teachers*. London: David Fulton Publishers



VISUAL STRATEGIES AND ORGANIZATION

SAMPLES:

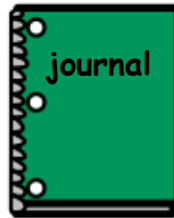


FOLLOWING DIRECTIONS

Sample Visual Instructions to Assist with Following Directions

Getting Ready to Leave

1. Get work ready for tomorrow.



2. When your table is called get coat and backpack.

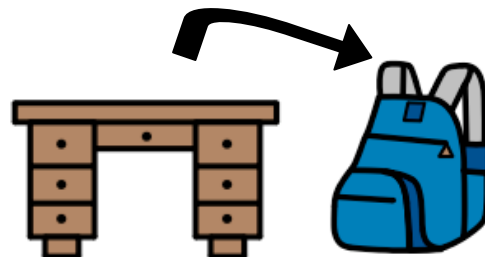


3. Get things out of mailbox.

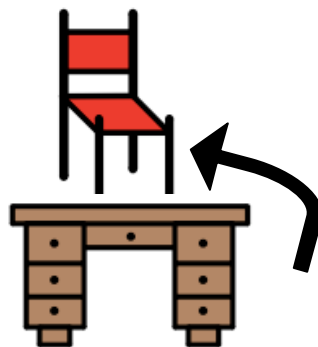
Mailbox



4. Go to desk and put things in backpack.



5. Put your chair up.

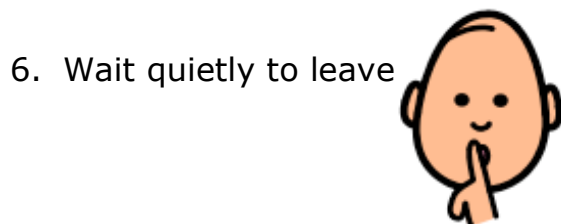


6. Line up in bus order




Sample Visual Instructions to Assist with Following Directions

Getting Ready for Lunch




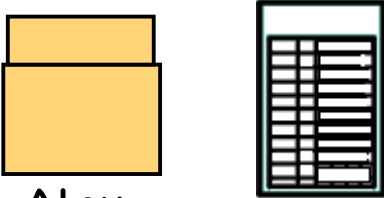
Sample Visual Instructions to Assist with Following Directions


Checking Out Books

1. 
Card out of book

2.  Alex

3. 
Go to notebook



4. 
Alex
Card in pocket

5. 
Read Book

Following Directions

- 1. Draw  stem.

- 2. Draw  pumpkin draw  face

- 3. Cut  pumpkin  cut  face

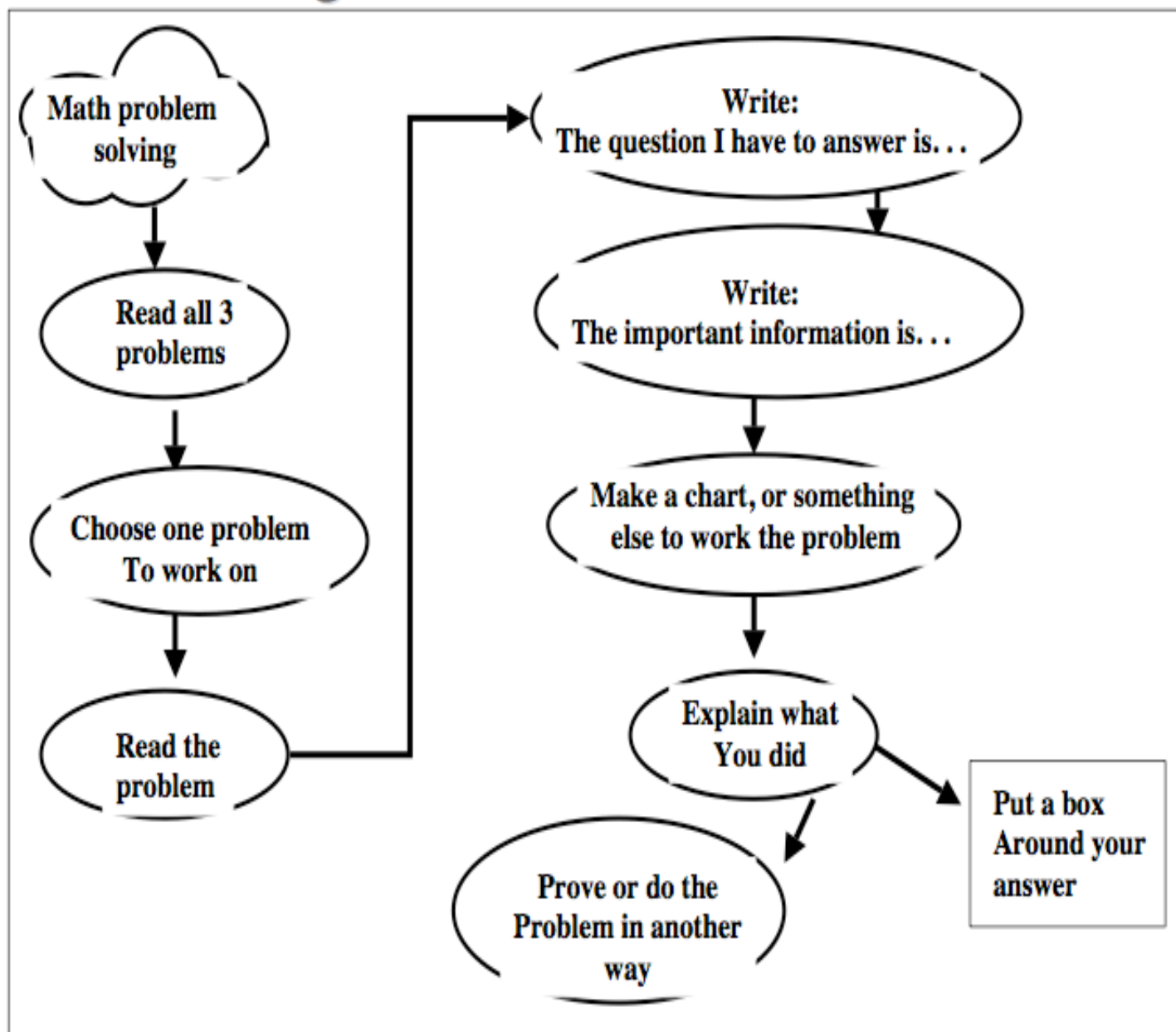
- 4. Glue face on pumpkin

- 5. Write name on back.



SPeters 1998

Following Directions



Sample Clear Directions to Assist With Completing Assignments

Alphabet Work



1. Pencil

2. Name



3. Write Words

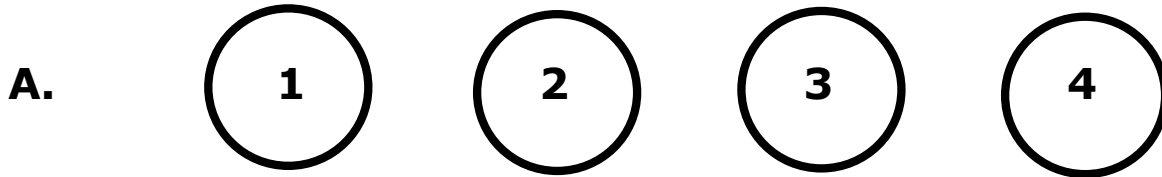
4. Underline



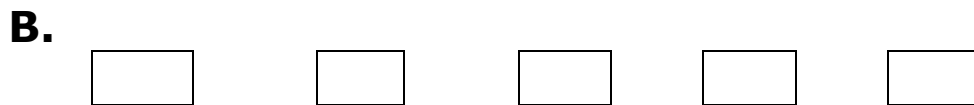
5. Finished Box

Sample Clear Directions to Assist With Completing Assignments

Visual Markers And Self Management Aids



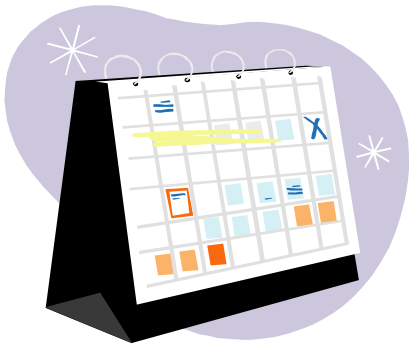
Mark off as completed



Check off one box for each completed

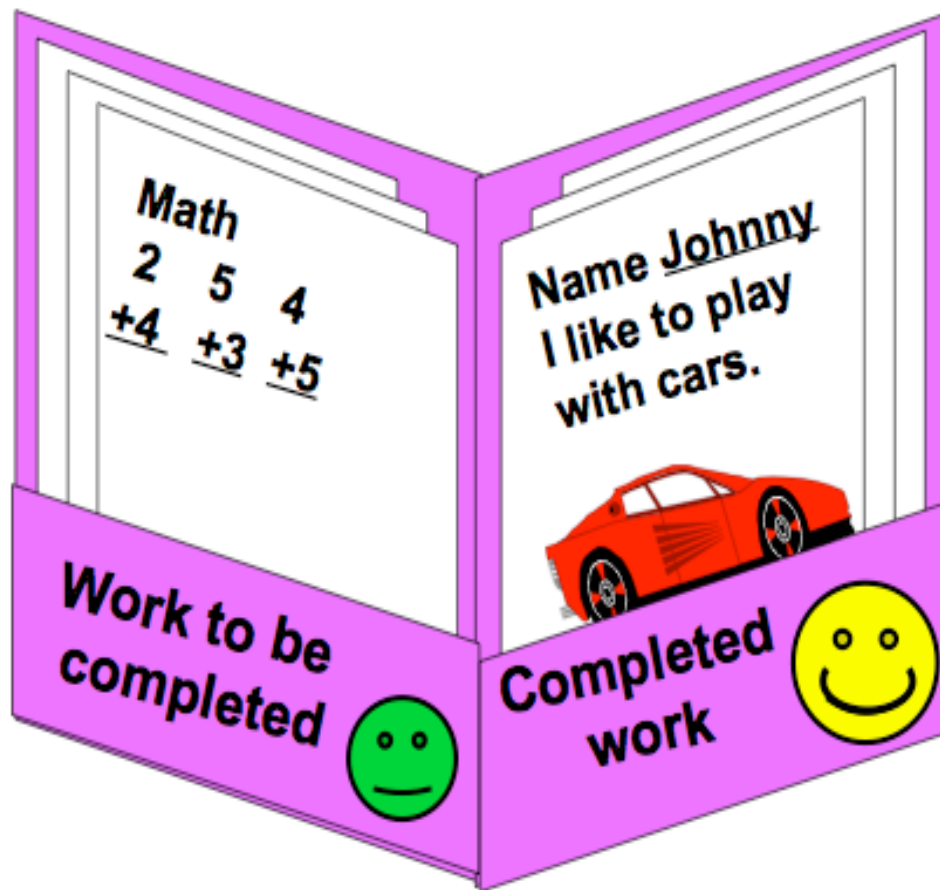
c. Checklist

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
deodorant							
clean clothes							
shave							
brush teeth							
comb hair							
mirror check							



ORGANIZATION/TIME MANAGEMENT

Sample Organization/Time Management for Assignments: Elementary



Adapted by DGreene 2000 from: Coyne, P. (1996) Organization and Time Management Strategies. In A. Fullerton (Ed.) Higher Functioning Adolescents and Young Adults with Autism: A Teacher's Guide. Texas: ProEd.

Sample Organization/Time Management for Assignments

Sample Assignment Sheet

Subject: <u>Math</u> Assignment: <u>Chapter 4 & 5</u> _____ _____	Due Date: <u>3/28</u> Materials Needed: <u>Math Book</u> <u>Worksheet</u> <u>Pencil</u> <u>Eraser</u>
Type: _____ Paper _____ Project _____ Test/Quiz Prep _____ <input checked="" type="checkbox"/> Worksheet _____ Other	
Work Location: _____ <input checked="" type="checkbox"/> Study Hall _____ Library _____ Class _____ Home _____ Other	
Place to Put Completed Assignment: <u>Folder on Mrs. Ali's desk</u>	
Subject: <u>Civics</u> Assignment: <u>Test Chapter 6-8</u> _____ _____	Due Date: <u>4/1</u> Materials Needed: <u>Civics Book</u> <u>Notes</u> <u>Highlighter</u>
Type: _____ Paper _____ Project _____ <input checked="" type="checkbox"/> Test/Quiz Prep _____ Worksheet _____ Other	
Work Location: _____ Study Hall _____ Library _____ Class _____ <input checked="" type="checkbox"/> Home _____ Other	
Place to Put Completed Assignment: <u>Folder on Mrs. Ali's desk</u>	
Subject: <u>Biology</u> Assignment: <u>Lab Journal</u> _____ _____	Due Date: <u>4/5</u> Materials Needed: <u>Journal</u> <u>Pencil</u> <u>Calculator</u> <u>Worksheet</u>
Type: _____ <input checked="" type="checkbox"/> Paper _____ Project _____ Test/Quiz Prep _____ <input checked="" type="checkbox"/> Worksheet _____ Other	
Work Location: _____ <input checked="" type="checkbox"/> Study Hall _____ Library _____ Class _____ Home _____ Other	
Place to Put Completed Assignment: <u>Box by door</u>	

From: Coyne, P. (1996) Organization and Time Management Strategies. In A. Fullerton (Ed.) *Higher Functioning Adolescents and Young Adults with Autism: A Teacher's Guide*. Texas: ProEd.

Sample Organization/Time Management for Assignments

MONTH OF October

Schedule for Civics Paper

Review/Exam Schedule

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Civics Class 1:05-2:12 Finalize Topic	3	4 Study Hall 8:00-9:00 Review Civic Notes	5 At home 7:00-8:30 Review Civic Notes	6	7
8	9 Study Hall 8:00-9:00 Library Research	10 Public Library 7:00-8:00 Library Research	11 Study Hall 8:00-9:00 Write Out general outline	12 At home 7:00-8:30 Review Civic Notes	13	14
15	16 Study Hall 8:00-9:00 Library Research	17 Public Library 4:00-6:00 Library Research	18 Study Hall 8:00-9:00 Write out detailed outline	19 At home 7:00-8:00 Review Biology Notes	20 Study Hall 8:00-9:00 Review Biology Notes	21 At home 9:00-11:00 Review Biology Notes
22	23 Study Hall 8:00-9:00 First Draft Civics Class 1:05-2:12 1st draft	24 At home 4:00-5:00 First Draft	25 Study Hall 8:00-9:00 First draft	26 At home 7:00-8:00 Review Math Notes	27 Study Hall 8:00-9:00 Review Math Notes	28 At home 9:00-11:00 Review Math notes
29	30	31				

Sample organization/time management for assignments

John's Daily Schedule: Tuesday

Done? (X)	Subject	What do I need to do?	When am I done?
	Health 1 st period- last half	Get worksheets from left side of Health folder. Highlight the words in the text that are missing.	Place completed worksheets in the right pocket of Health folder.
	Writing 1 st period	Write 4 sentences or correct previous day's writing.	Save writing to disk. Print a copy and place in right pocket of Writing folder.
	DeGrassi Video 2 nd period	Listen carefully and follow the story and discussion. You may do a quiet activity, including computer if you still listen. Read the key vocabulary words that are given and try to think of an example in the video.	Be observed being quiet and listening. Work is done when the group discussion is finished.
	Math 3 rd period - last half	Get worksheet from left side of Math folder. Follow instructions. (With permission, you may play one game of Math on the computer instead).	Place completed worksheet in right pocket of Math folder. (Or have teacher observe you finishing Math Blaster game).
	Break 3 rd period	Play game or talk with friends appropriately	At the end of 3 rd period
	Relaxation 4 th period	3 Deep Belly Breaths 2 Shoulder Shrugs 2 Waist Twists 2 Neck Stretches 2 Yawns 2 Tongue Push-ups	When EA has observed you doing all the listed exercises.
	Total	6 X's = Being able to go to the Computer Lab (If Lab is available.	

Sample Assignment Sheet

Date	Class	Assignment	Finished Work (Where it goes)	Done
9/18	Math	Problems 1-10, page 32	Box on teacher's desk	✓
9-18	Literature	Read chapter 2 In Moby Dick	Nothing to turn in	✓
9-19	Health	Pick topic & write outline for oral report	Blue folder -top shelf	✓
9-19	Band	Practice song #3 -5 times	Nothing to turn in	
9-20	Science	Read ch. 3 & answer questions at the end	Box by class door	

DGreene 1999

Sample for Homework Assignments

Subject	Assignments	Date Due	Turned in
<input type="checkbox"/> Reading			
<input type="checkbox"/> English/ Lang. Arts			
<input type="checkbox"/> Spelling			
<input type="checkbox"/> Math			
<input type="checkbox"/> Science			
<input type="checkbox"/> Social Studies			

Things to take home:

1. _____
2. _____
3. _____
4. _____
5. _____

Things to bring to school:

1. _____
2. _____
3. _____

Messages

Sample for Homework Assignments:

Class	Did I turn in homework?	Is there a new assignment?	Homework directions
PE Gym 10:55-11:35 class was: normal <input type="checkbox"/> short <input type="checkbox"/> cancelled <input type="checkbox"/>	Yes <input type="checkbox"/> None due <input type="checkbox"/> ↓ What did I turn in?	Yes <input type="checkbox"/> No <input type="checkbox"/> ↓ When is it due?	Title: _____ Instructions: _____ _____ _____ Amount of help at home? _____
English & Social Studies Mr. Molloy Room 123 12:23-2:30 class was: normal <input type="checkbox"/> short <input type="checkbox"/> cancelled <input type="checkbox"/>	Yes <input type="checkbox"/> None due <input type="checkbox"/> ↓ What did I turn in?	Yes <input type="checkbox"/> No <input type="checkbox"/> ↓ When is it due?	Title: _____ Instructions: _____ _____ _____ Amount of help at home? _____
Are there any special events to remember? _____ Other things to remember? _____			



SEMANTIC MAPPING/THINKING MAPS

Story Frame (Identifying Problem/Main Areas)

The Problem in this story was _____

It started when _____

After that _____

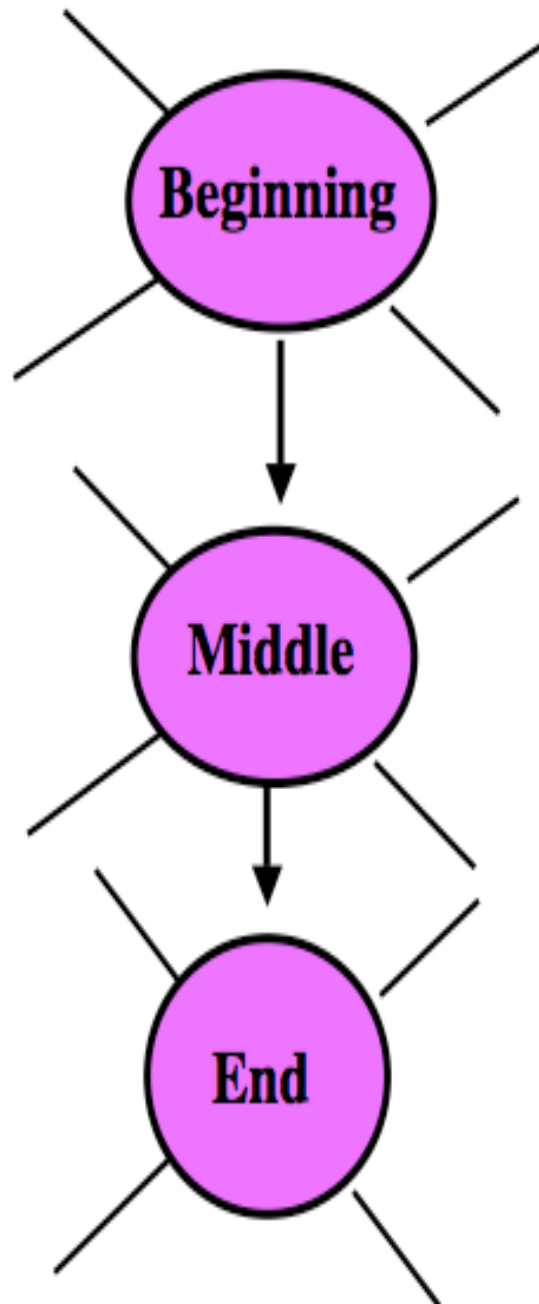
Then _____

The problem is solved when _____

The story ends _____

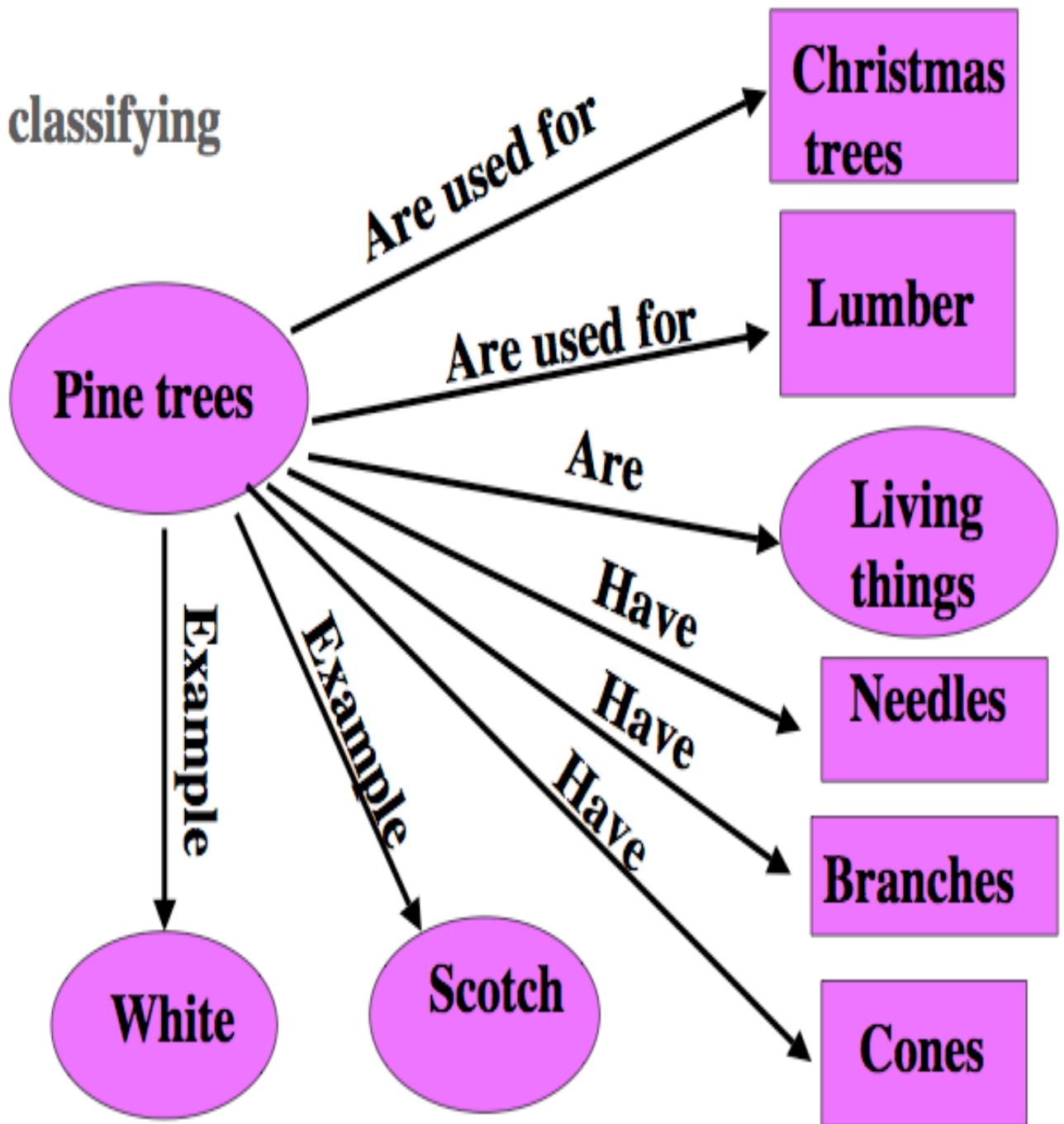
Semantic Mapping/Thinking Maps

A. sequencing



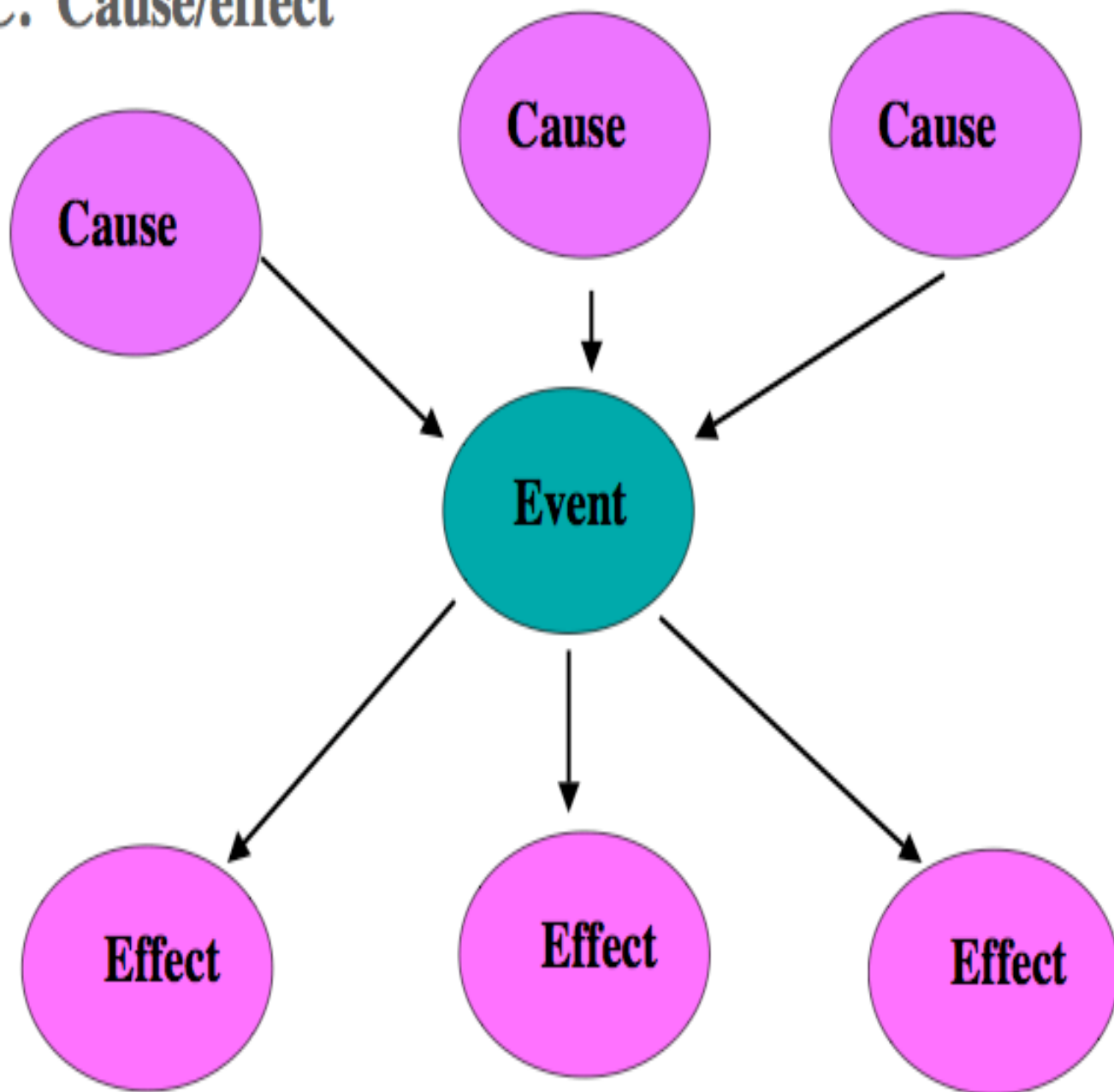
Semantic Mapping/Thinking Maps

B. classifying



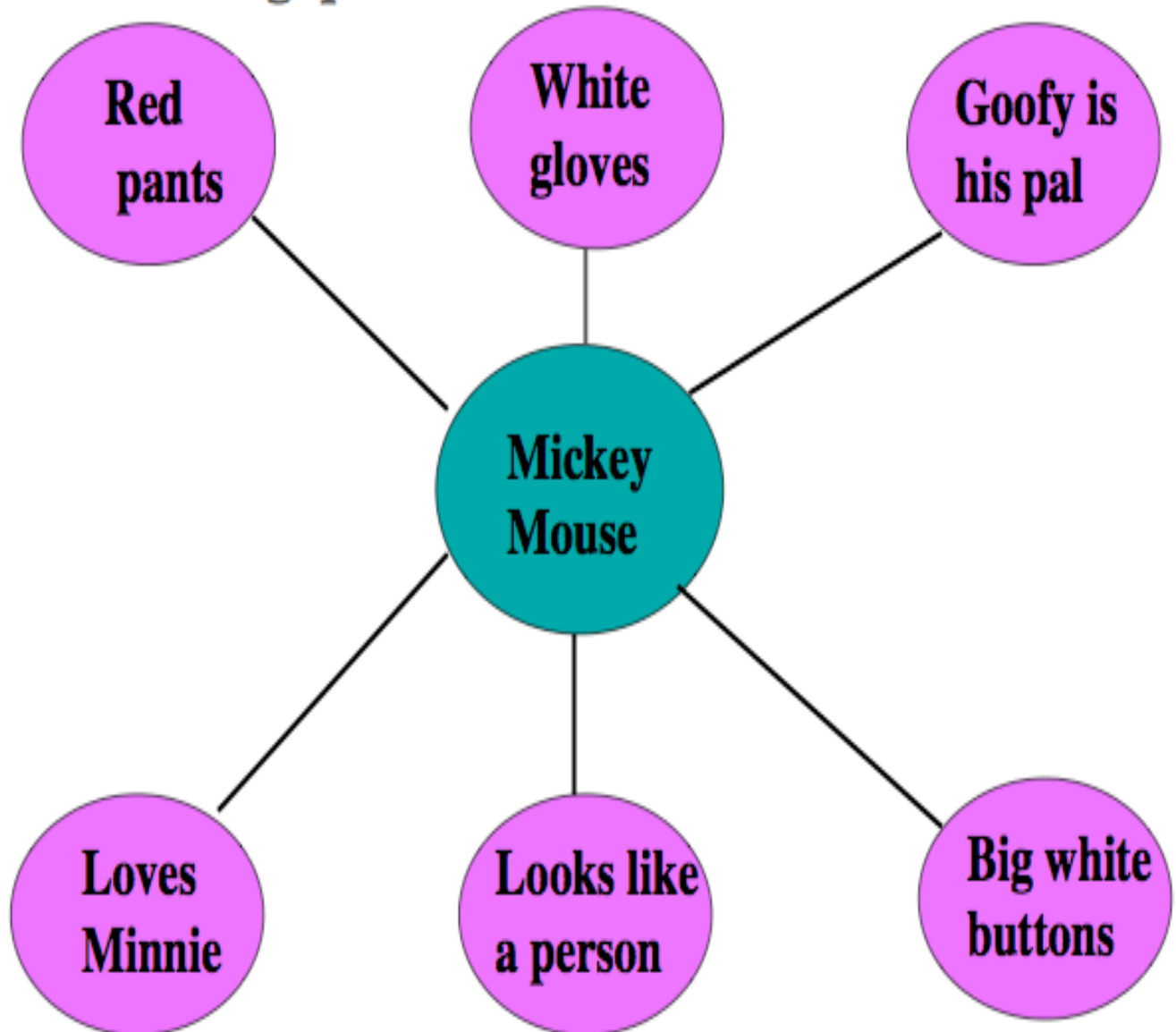
Semantic Mapping/Thinking Maps

C. Cause/effect



Semantic Mapping/Thinking Maps

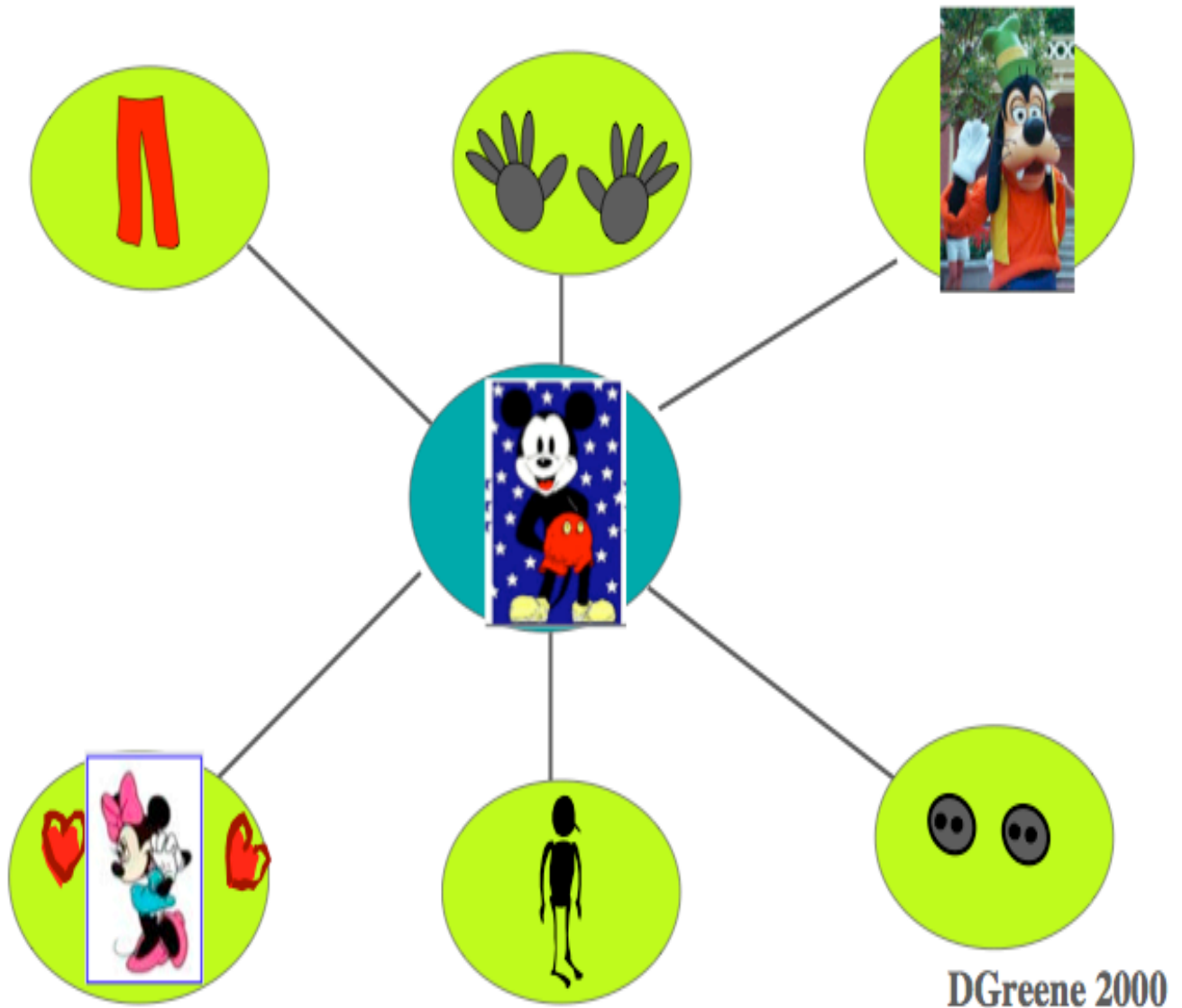
D. Describing qualities



DGreene 1998

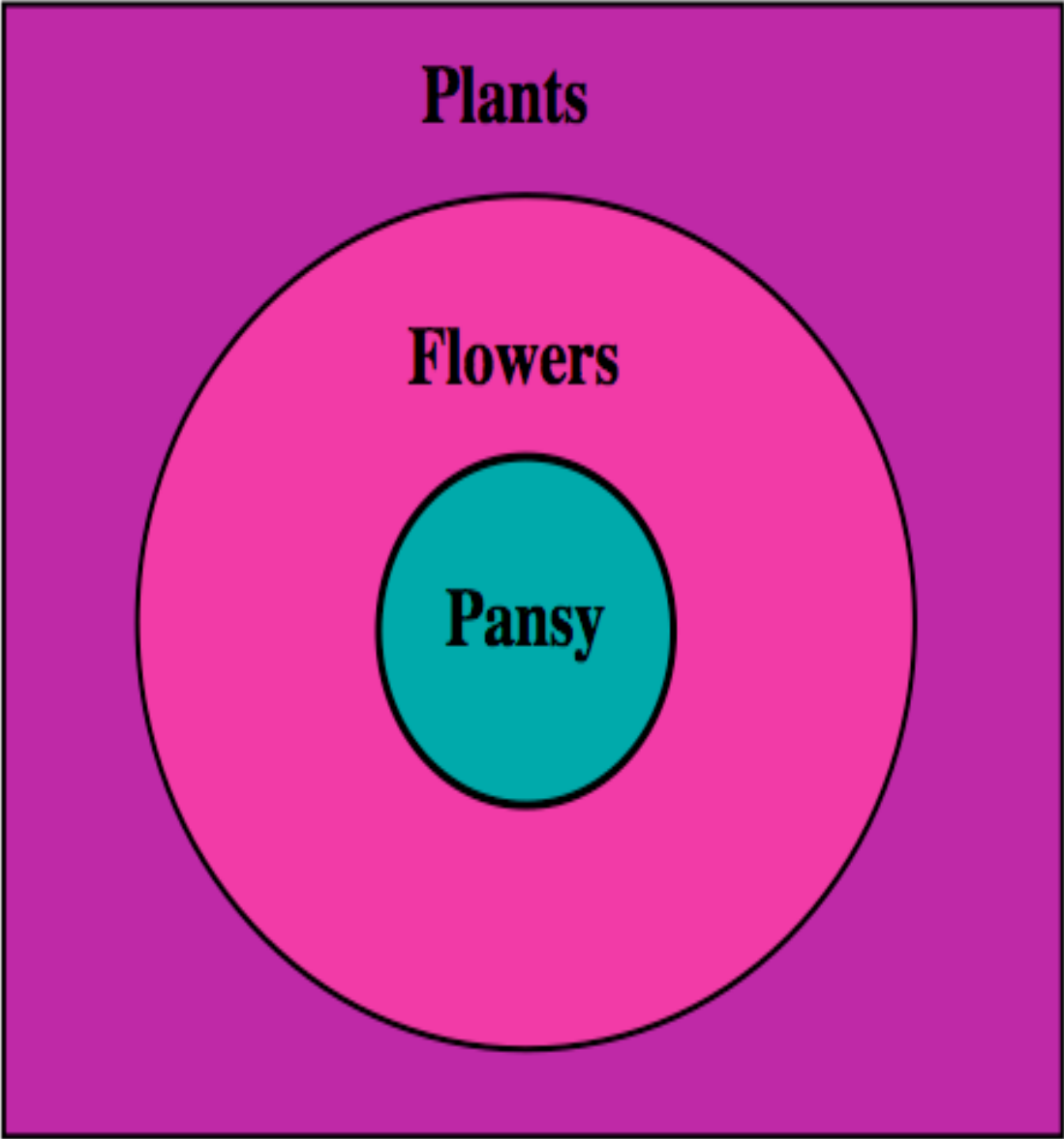
Semantic Mapping/Thinking Maps

D. Describing qualities (picture version)



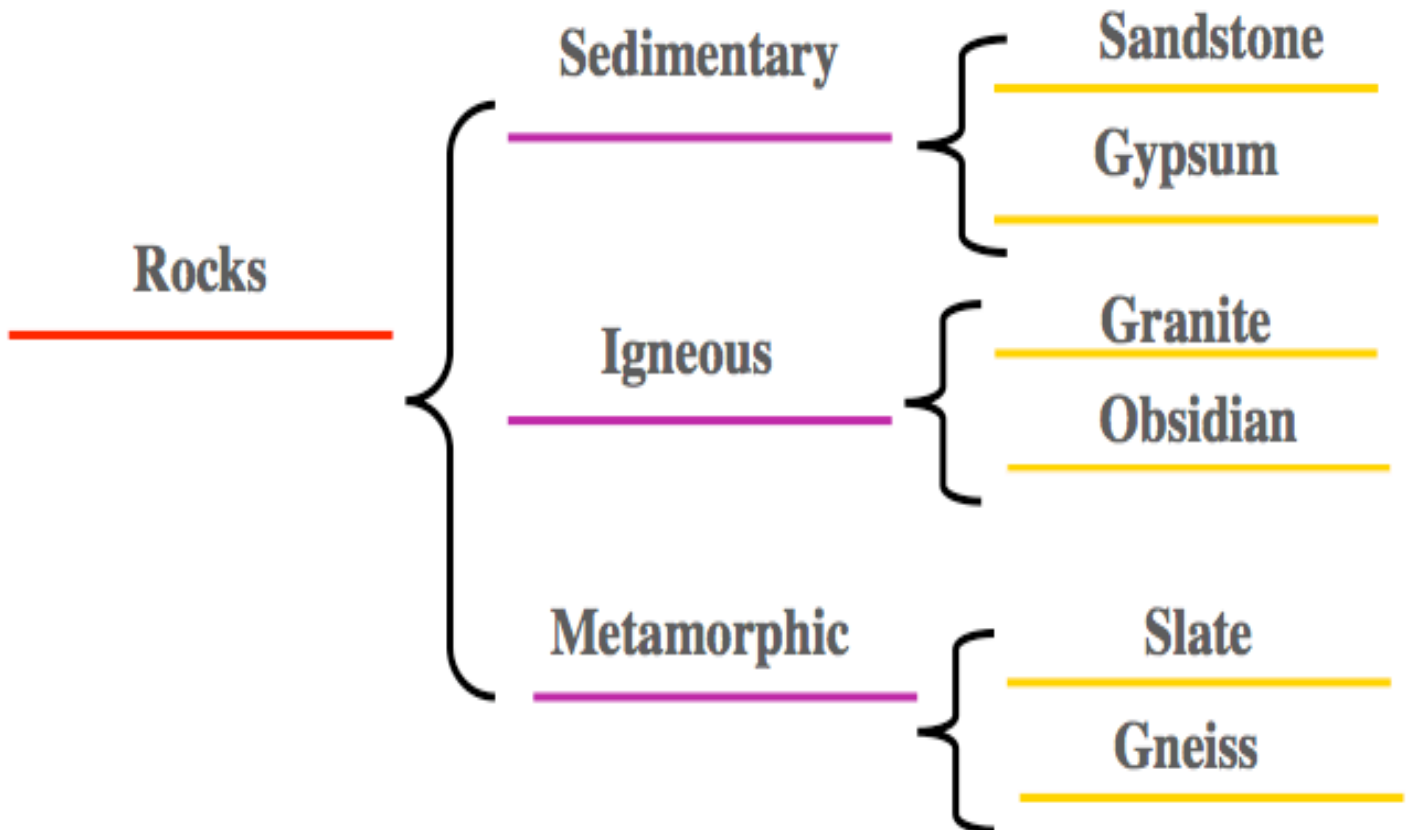
Semantic Mapping/Thinking Maps

E. Defining in context



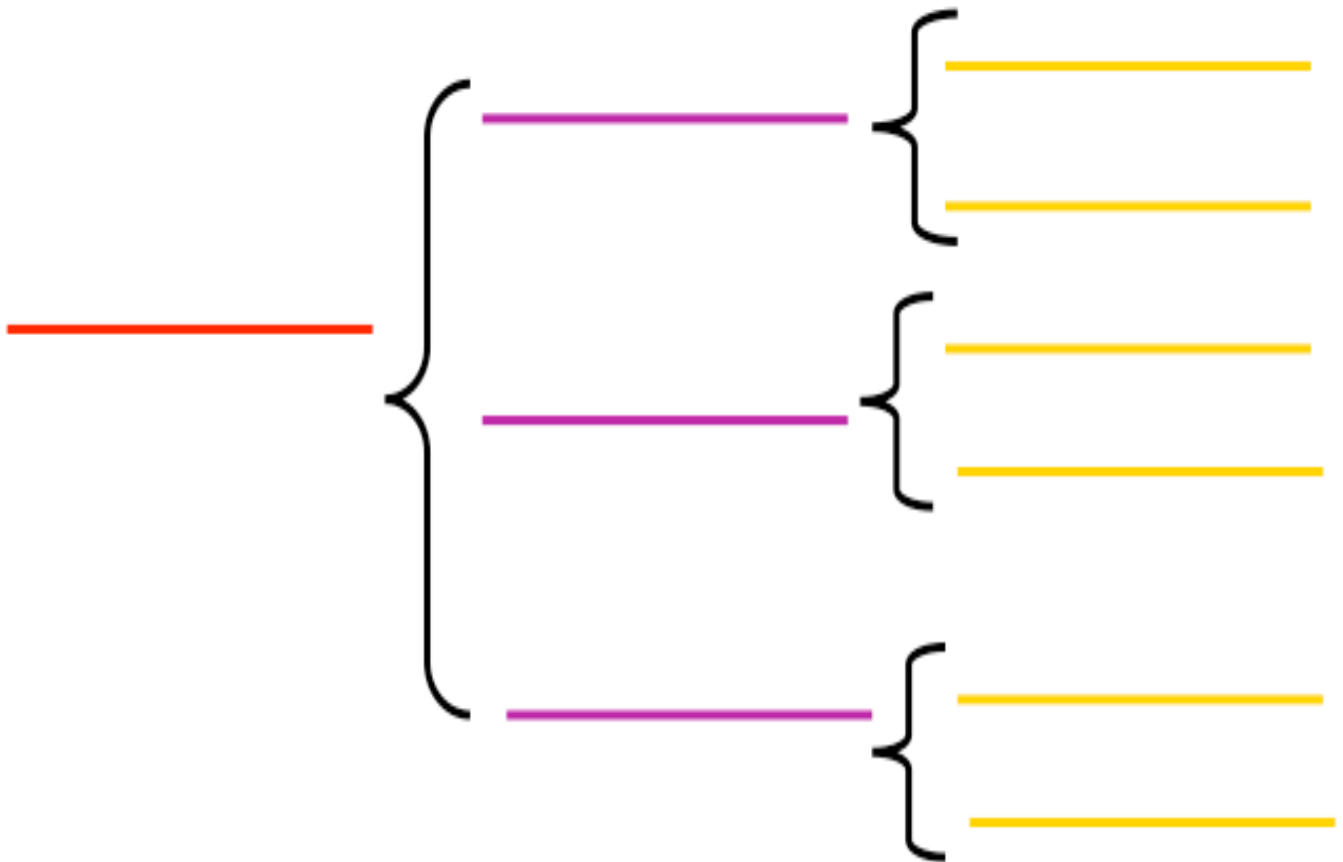
Semantic Mapping/Thinking Maps

F. Part-whole



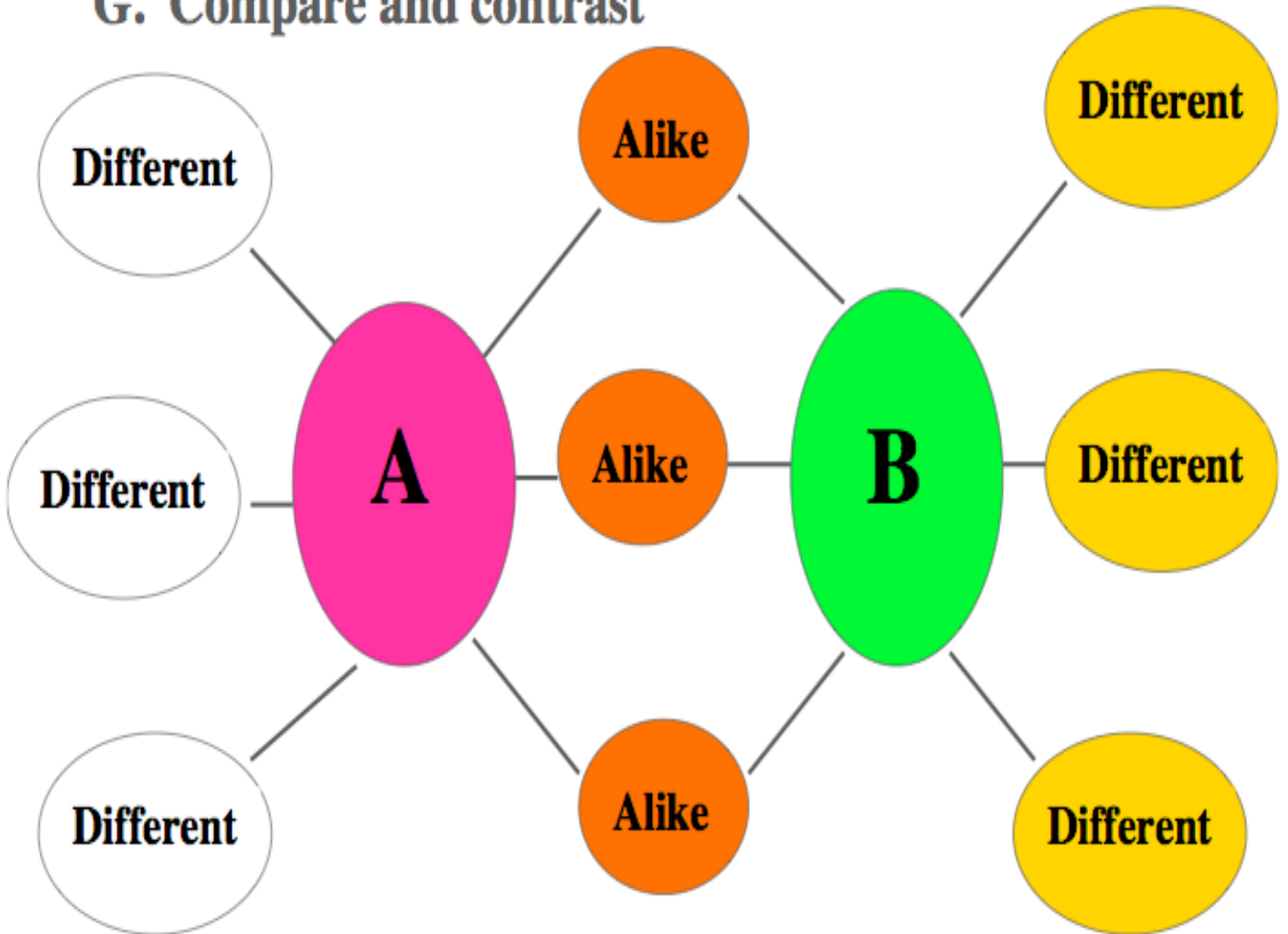
Semantic Mapping/Thinking Maps

F. Part-whole

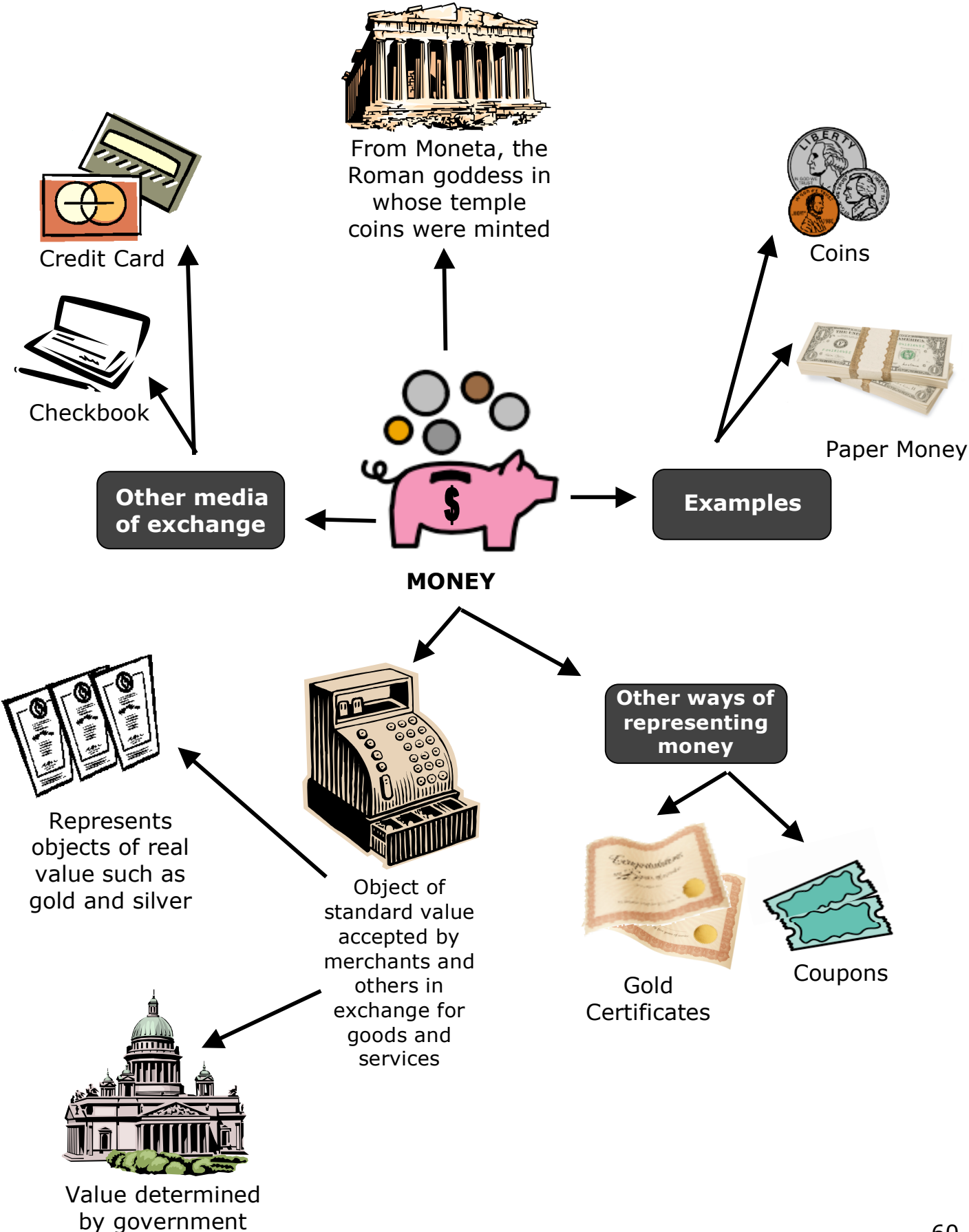


Semantic Mapping/Thinking Maps

G. Compare and contrast



Sample: Semantic Mapping/Thinking Maps



Sample: Content Development

Study Guide

Date _____

1. Today we will study about:

-
-
-
-

2. New words:

-
-
-

3. We will do these activities:

-
-
-

4. Materials needed:

5. Summary of concepts:

6. Homework assignment:

The first four sections of this study guide are completed prior to distributing it to the learner with autism (or to all the students in the class). You may use a transparency of the guide to introduce the lesson, and again at the end of the class to summarize the concepts and review the homework assignment for all students.

From: Jantzen, J.E. (1996) Understanding the Nature of Autism: A practical guide. Texas: ProEd.

Study Guide

Name: _____

Date: _____

1. Today we will study about:

a. _____

b. _____

c. _____

2. New vocabulary words:

a. _____

b. _____

c. _____

3. We will do these activities

a. _____

b. _____

c. _____

4. Materials needed:

5. Words I didn't know:

a. _____

b. _____

c. _____

Research Center

Name _____ Date _____

I learned about _____ today. I found out that

Here is a picture:

Visual Clarity: Seatwork

Name _____

start
go

$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$ **go** $\begin{array}{r} 17 \\ + 5 \\ \hline \end{array}$ **go** $\begin{array}{r} 30 \\ - 10 \\ \hline \end{array}$ **go to next line**

$\begin{array}{r} 45 \\ + 12 \\ \hline \end{array}$ **go** $\begin{array}{r} 50 \\ + 6 \\ \hline \end{array}$ **go** $\begin{array}{r} 105 \\ + 21 \\ \hline \end{array}$ **Wait** Have teacher Check work **then go to next line**

$\begin{array}{r} 36 \\ + 12 \\ \hline \end{array}$ **go** $\begin{array}{r} 13 \\ + 23 \\ \hline \end{array}$ **go** $\begin{array}{r} 45 \\ + 7 \\ \hline \end{array}$ **Finished**
stop

Adapted by DGreene 2000 from:
Hedi Bayles Cascade Regional Autism Program

Math Story Problems

+ Add

- How many
- How many in all
- How many all together
- Add the items
- Total number
- Do they have enough
- Is there enough
- The sum of

Subtract -

- How many left
- How many left over
- How many more
- How many less
- How many fewer
- Find the difference
- Have left
- How many remaining

Read the problem.

- 1. What do they want to know? HINT: (look in the last sentence)**
- 2. Is it an addition or subtraction problem?**
- 3. Draw (show) what you know.**
- 4. Solve the problem. Be sure to use number sense.**
- 5. Check for a reasonable answer.**
- 6. Can you do it another way?**
- 7. Is there extra information?**

SPeters 4/00

Sample: Specific Directions for Essay Work

- “Tell me about the work the President of the United States does.
- “Tell me about how the blood vessels help your body.”
- “Tell me about _____.”
- “Tell me what _____.”
- “Tell me how _____.”

Vacations

3 things I like about vacations are:

- 1.
- 2.
- 3.

3 things I think are interesting about vacations are:

- 1.
- 2.
- 3.



STRESS REDUCTION

Sample: Visual Prompts to Reduce Stress by Asking for Help: T-chart

When I am:	I can:
<ul style="list-style-type: none">• Confused• Upset• Need help	<ul style="list-style-type: none">• Ask my teacher for help• Take a break• Raise my hand

Sample Visual Support for Stress Reduction Plan

STRESS



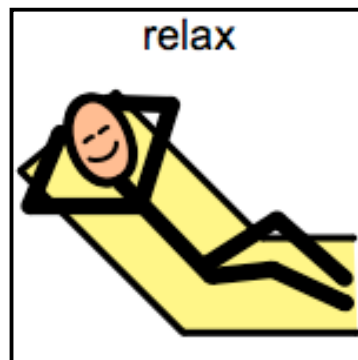
1. Take three deep breaths



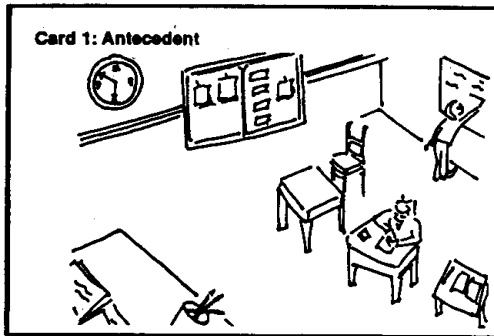
2. Think about being on a swing



3. Relax and keep calm



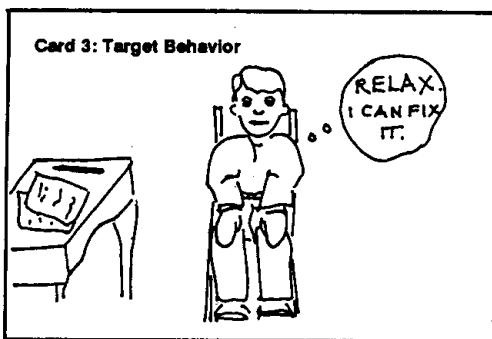
Sample Visual Support for Stress Reduction Plan (Cognitive Picture Rehearsal)



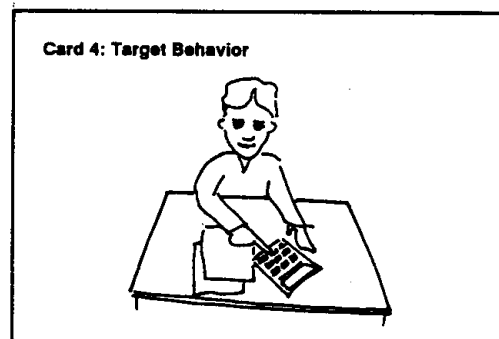
You're at your desk working on addition.



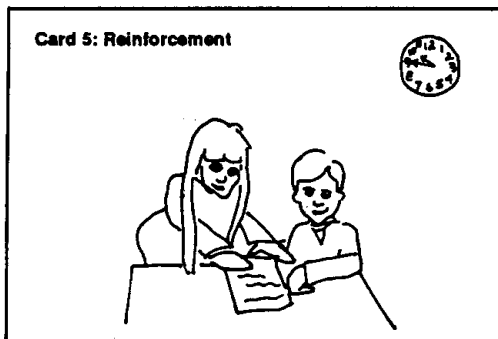
The teacher looks at your paper and says, "Tom, check the last problem. That's not the right answer."



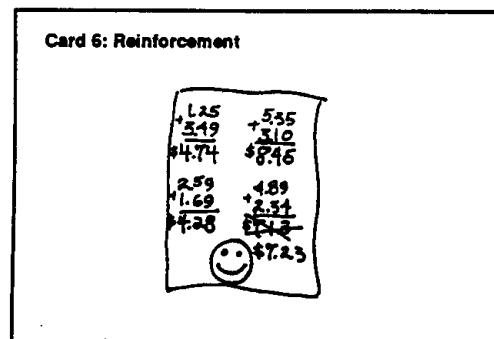
You take a deep breath, relax your arms. You breathe out slowly and say, "No big deal, I can fix it."



You use your calculator and do the problem again.



Now you have the right answer; you feel good about that. You tell the teacher.



She smiles and puts a sticker on your paper. You're happy. You can't wait to show Mom when you get home today.

Sample Visual Support for Stress Reduction Plan

Using My Break Area

1. I can take a break when:
 - It says take a break on my schedule
 - I hand my break ticket to an adult and they say yes.
 - The teacher says I can take a break
 - I need to use my relaxation routine
2. In the break area I can:
 - Follow my relaxation routine
 - Listen to my tape
 - Rock in the rocking chair
3. Break will be over when:
 - The timer rings
 - The teacher hands me a “check your schedule” card.

Sample: Making Good Choices

Making good choices at <u>breaktime</u>	
Yes	No
Computer	Running
Reading a book	Going outside
Playing with blocks	Talking to teacher
Coloring a picture	Eating food

Recess choices	
OK to do	Not OK to do
Play with friends	Play in water
Play with balls	Play with sticks
Play in sand	Play with rocks

Sample Visual Support for Involvement in Class Groups/Discussions

Talk to friends:

- “What should we talk about?”
- “Do you want to talk about this class?”
- “Do you want to talk about computer games?”
- “Do you want to talk about electronics?”
- “I like _____. What do you like?”

Sample Visual Support for Involvement in Class Groups/Discussions

Problem Solvers:

Problem	To Do	To Say
Difficulty doing work	<ol style="list-style-type: none">1. Keep trying2. Raise hand & wait	"I need help please"
No directions or materials	<ol style="list-style-type: none">1. Raise hand & wait2. Locate teacher3. Do what others are doing.	"I need help please" "Is this what I should do?"
Not enough materials	<ol style="list-style-type: none">1. Borrow from friends or teachers	"Could I use that please?" "Thank you for sharing"
Your area is full	<ol style="list-style-type: none">1. Find a different area -or- ask >>>	"Can I share this area?"



APPENDIX B

RESOURCES

World Wide Web Sites of Interest

Below is a list of internet sites that you might find of interest. This list is meant of informational use only and is not meant to be a comprehensive list. It is meant to be a helpful place to being your search for current information related to autism. The ASA provides referrals for information purposes only. This should not be construed as an endorsement of any professional services or facilities.

Note: When typing the website address, unless otherwise specified, be sure to add the standard http:// before the www.

WEBSITES

<p>Autism Society of America www.autism-society.org/ see our website for links to many ASA Chapters</p>	<p>Geneva Center for Autism www.autism.net</p>
<p>Autism Research Institute www.autism.com/ari</p>	<p>MAAP (More Advanced Individuals with Autism, Asperger' s Syndrome and Pervasive Developmental Disorder) http://www.maapservices.org/</p>
<p>O.A.S.I.S. (On line Asperger's Syndrome Information and Support) www.udel.edu/bkirby/asperger/</p>	<p>Inclusion http://coefaculty.valdosta.edu/modules/ http://ericir.syr.edu/</p>
<p>National Alliance for Autism Research (merged with Autism Speaks) http://www.autismspeaks.org/index.php</p>	<p>Aspergers Syndrome Resources: www.asperger.net www.kandi.org/aspergers/index2.html www.aspergers.com/</p>

<p>Autism Network International</p> <p>http://ani.autistics.org/</p>	<p>Autism Resources</p> <p>www.autism.org/links.html</p> <p>http://autism-resources.com/links/index.html</p> <p>http://www.autism-pdd.net/</p> <p>http://www.autism-info.com/</p>
<p>Yale School of Medicine/Child Study Center: Asperger's Syndrome</p> <p>http://childstudycenter.yale.edu/autism/aspergers.html</p>	<p>NICHCY -National Information Center for Children and Youth with Disabilities</p> <p>http://www.nichcy.org</p>
<p>Center of Positive Behavioral Interventions and Support</p> <p>http://www.ed.gov/offices/OSERS/IDEA/memo.html</p>	<p>Research and Training Positive Behavior Support Site</p> <p>http://www.pbis.org</p>



Columbia Regional Program

*Autism Services, Orthopedic Services, Deafblind Services,
Deaf/Hard of Hearing Services, Blind/ Visually Impaired Services*

833 N.E. 74th Ave., Portland, Ore. 97213

Phone: (503) 916-5570 FAX: (503) 916-5576 TTY: (503) 916-5577

AUTISM SERVICES

Program Description

Columbia Regional Program Autism Services offers assistance to school districts and Early Intervention/Early Childhood Special Education Providers with a focus on staff training and technical assistance. Some of the training topics offered include: basic autism spectrum disorder, learning styles, communication, behavior management strategies, teaching strategies, social skills, and relaxation/self-management.

Technical assistance to staff includes on-site demonstrations/modeling and consultation regarding the implementation of specific teaching and behavior management strategies. In addition, planning and problem solving with the school team can be provided. Technical assistance may also include furnishing the team with recommendations concerning the development/modification of teaching materials and helping the team develop a transition plan for students.

In addition to trainings and technical assistance, autism specialists may provide the following:

- * Participation in the evaluation process, including the eligibility determination meeting.
- * Participation in the development of the IEP/IFSP which may include consultation with the team prior to the meeting or attendance at the meeting.
- * Assistance in implementing IEP/IFSP goals and objectives.



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Newsletters:

MAAP. (More Able Bodied Autistic Persons) <http://www.maapservices.org>

The Morning News. a publication of Jenison Public Schools, Jenison, Michigan
<http://www.autism.org/mnews>

Our Voice. Newsletter of Autism Network International (ANI),
<http://ani.autistics.org/>