

# Creating Successful School Experiences for Children and Youth with Autism Spectrum Disorders

Brenda Smith Myles

[www.asperger.net](http://www.asperger.net)

# Theory of Mind

- Difficulty in ...
  - Predicting
  - Reading intentions
  - Understanding emotions
  - Explaining own behavior
  - Perspective or reference
  - Reading and reacting to others' interests
  - Understanding social interactions

# Language and Social Challenges

- Nonverbal communication
- Initiating and maintaining social interactions
- Literalness
- Perspective taking
- Hidden curriculum
- Cause/effect relationships
- Difficulty conveying own thoughts
- May not use social “niceties”

# Central Coherence

- Idiosyncratic focus
- Preference for the known
- Difficulty in choosing and prioritizing
- Difficulty seeing connections
- Lack of compliance

# Do Not Understand the Seemingly Obvious

- Expectations
- Assumptions
- Unstated social rules, mores, guidelines
- Get the facts and draw the wrong conclusion

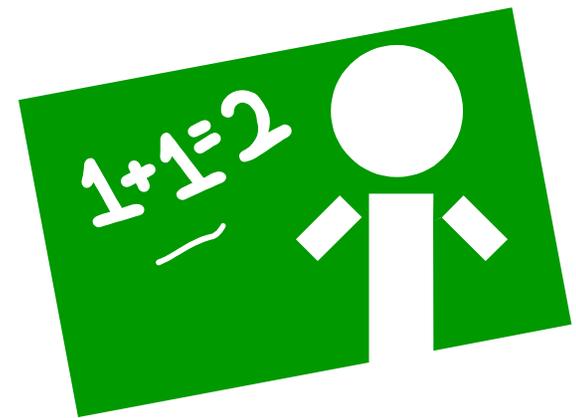
This is often called the Hidden Curriculum

# Problem Solving

- “One way of viewing a problem”
- Stuck thinking
- Sees facts instead of a whole
- Problems with cause and effect
- Does not see problems as having more than one option
- Problem solving is often literal

# Pseudo-Logic

- Is extremely logical, but the logic is very unique based on that student's perspective
  - Spencer and his exams



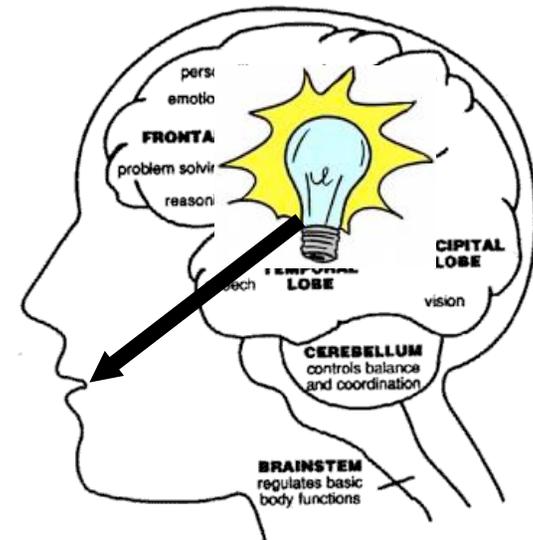
# Executive Function

- Difficulty in ...
  - Perceiving emotions
  - Imitating others
  - Planning
  - Starting and stopping
  - Organizing (time, self, space)

# Special Interests and Obsessions

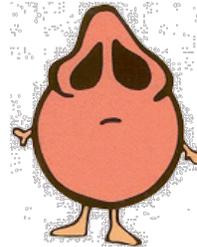
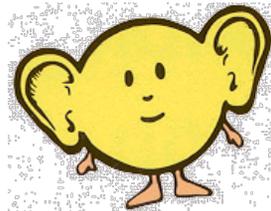
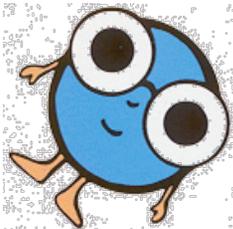
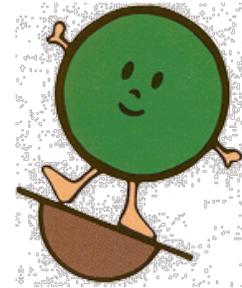
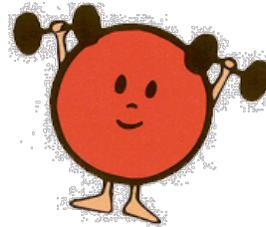
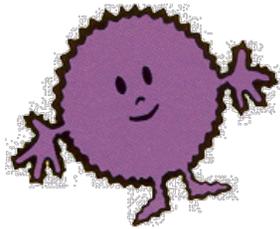
- Narrow interests
- Not permanent
- Often appear “uncontrollable”
- Role of the interest: interest; fun; security, comfort; relaxation; stress reduction

# Filtering



What is in the head comes out of the mouth -- sometimes with disastrous effects

# The Sensory Systems ... (it all starts here)



# Mirror Neurons & Imitation

- One of the most basic modes of learning
- Imitation is used across the lifespan and across environments
- Mirror neurons impact imitation
  - When attempting to engage in an activity by modeling
  - When observing someone engaging in an activity



Oppositional  
Volatile  
Inattentive  
Impulsive  
Oppositional  
Defiant  
Unpredictable

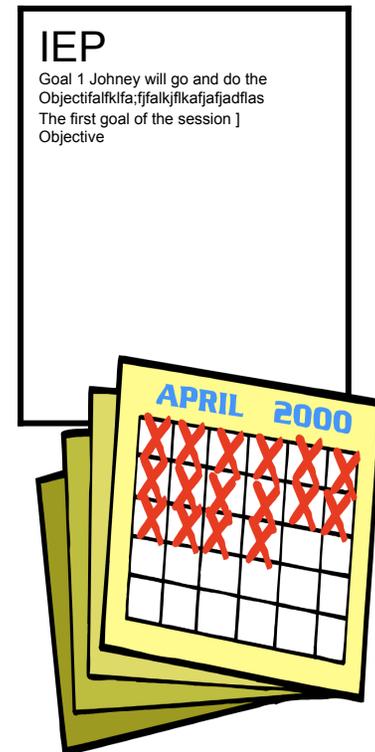
==

20040509250-M



# Why Was CAPS Developed?

- Teams were changing and training would be needed again each year
- During transitions knowledge was not shared
- Students often move
  - What works for the individual was not being shared
  - Reinventing the wheel is not fair to the student or educational team





# Who Is Involved in CAPS?

- Suggested Team Members
  - Parents
  - General Education Teacher
  - Special Education Teacher
  - Para-professional
  - Speech Language Pathologist
  - Occupational Therapist
  - School Psychologist
  - School Based Administrator
  - Student



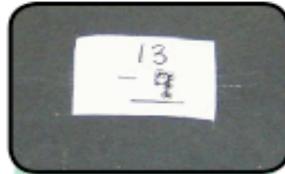
# COMPREHENSIVE AUTISM PLANNING SYSTEMS (CAPS)

(Henry and Myles, 2007)

Time	Activity	Skills/ STO	Structure/ Modifications	Reinforcement	Sensory Strategies	Social Skills/ Communication	Data Collection	Generalization

**CAPS is the framework tying the daily schedule to interventions**

# Strategies Embedded



## Comprehensive Autism Planning System (CAPS)

Child/Student: Ginny

Time	Activity	Targeted Skills to Teach	Structure/ Modifications	Reinforcement	Sensory Strategies	Communication Social Skills
8:05-8:20	Independent Morning Work	Independent work of mastered math problems	Visuals to breakdown task (1-5, raise hand, finished)	Complete 5 problems – get a break of her choice	Ginny needs black construction paper box around problem to write in box	Follow general education classroom rules
	Lunch Count Prep	Self-monitoring Review menu for lunch choices <i>Print legibly (ss)</i>  Charting lunch count <i>Collect and organize data (ss)</i> <i>Follow two- and three-step oral directions. (ss)</i>	Visual focusing aide Visual Schedule  Priming for lunch count Trained peer buddy	Social reinforcement from peers	Slant board with textured paper underneath for more feedback  Sticky string for lunch graphing sheet	Review lunch choices  Ginny will ask peers if they have one of the lunch choices by holding the choice up and saying the name (i.e. Hamburger, Home lunch)  Interpersonal skills (proximity to peer)



Data sheet for transitions

Using peers names throughout the school day





# Time and Activity

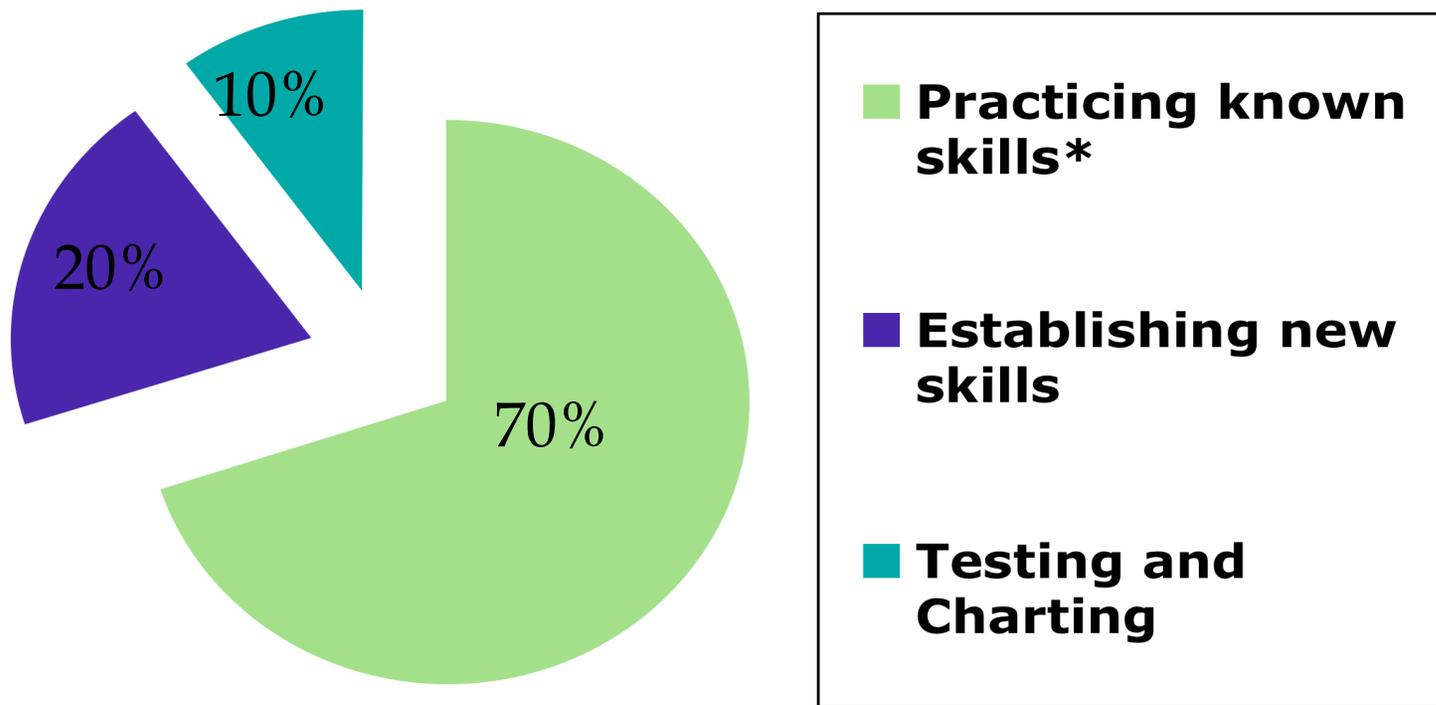
- This includes:
  - All classes
  - Transitions that require supports of any nature
  - Home bases built into the schedules



# Skills/STO

- Global academic subject matter to be mastered
  - May be IEP item
  - May be regular curriculum
  - May be modified curriculum
  - A skill or objective that will be worked on for an extended period of time
  - General curriculum standards

# How Learner Should Spend Time



\*generalization and fluency

# Intervention Categories for Student with ASD

- Structure
- Modifications
- Reinforcement
- Sensory
- Social Skills
- Communication





**Time Tracker Tower**



**Time Timer**  
(Audible)



**Wrist Timer or  
Watch Plus**



# Strategies to Balance the Agenda

- Begin the day with a favorable activity, including a calming activity
- Alternate difficult and less difficult activities
- Build in down time before and/or after a stressful activity
- Use “simple errand running” to give the student a break
- Ask an OT to identify calming and alerting activities



# Manage the Environment

- Establish routines for all tasks in the classroom
- Write them down
- Videotape them
- Take still pictures of the routines
- Model the routines



[Click to view](#)



[Click to view](#)



[Click to view](#)

[Close Window](#)

# Routines That Need to Be Directly Taught

- How to ask for help
- When and what to throw away and where
- How to obtain school supplies when the student forgets to bring them
- How and when to hand in work
- How to pass out papers
- How to organize materials so that they are accessible in desk, locker, backpack, cubby
- How to make up missed work
- How to line up for lunch, recess, music, etc ...
- How to walk down the hall with other students

# Routines That Need to Be Directly Taught

- How to get ready to move to another activity that is within the same class
- How to get ready to move to another activity that is in a different class
- How to get ready for recess
- How to get ready to go home
- What to do during free time
- How to navigate lunchtime
- What to do if you are bullied
- Where to go to take medication
- How to ask to go to the bathroom -- *BTW*



## Bjango



### Matches

Category: Education

Updated Oct 26, 2009

Current Version: 1.11 (iPhone OS 3.0 Tested)

Seller: Marc Edwards

© 2009 Bjango

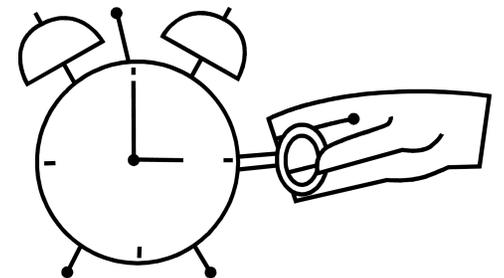
3.6 MB

Free [GET APP](#)

Rated 4+

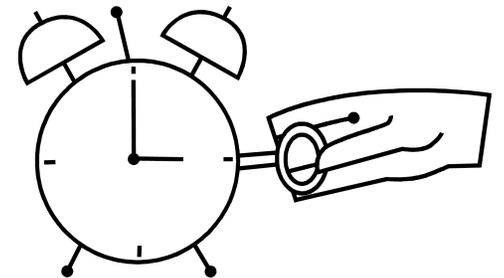
# Operate on ASD Time

- Individuals with ASD have a unique internal clock
  - One speed
  - The time allocated should adjust to the individual; the individual cannot adjust to the time in most cases
  - Twice as much time, half as much done



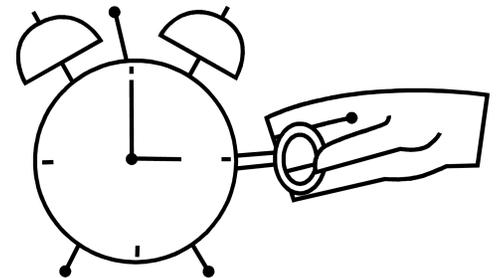
# Extra Time is Needed

- Take out and organize books, paper, materials on desk
- Put away materials
- Find homework
- Turn in homework
- Move from class to class
- Pack, unpack, and organize backpack
- Eat lunch
- Dress out in physical education
- Get ready to go home



# Strategies for ASD Time

- Reduce the number of problems
  - Tear the worksheet into smaller sections
  - Fold in half
  - Circle problems to be completed
  - Masking the problems that should not be done

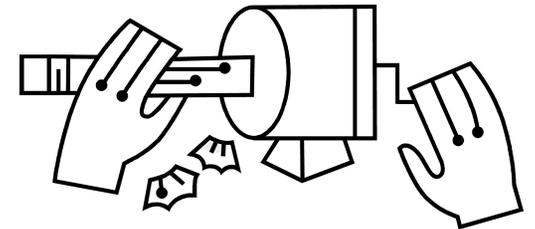


# Handwriting

- Alignment, formation, size, and spacing significantly different than in same age peers
- No significant difference in these handwriting factors across age
- *IF YOU WANT THE STUDENT/CHILD TO SHOW YOU WHAT SHE KNOWS, DO **NOT** PUT A PENCIL IN HER HAND!*

# Home Base

- A place where the student can go to escape the over-stimulation of the classroom
  - Not time-out
  - Not a punishment
- Work goes with the student to Home Base
- May be scheduled or occur on an as-needed basis
- May be used for completing assignments or taking tests



# Reading Websites

- [Antistudy.com](http://Antistudy.com)
- [Sparknotes.com](http://Sparknotes.com)
- [Cliffnotes.com](http://Cliffnotes.com)
- [Teachnology.com](http://Teachnology.com)

# Prereading Strategies

- Before reading:
  - Define vocabulary
  - Identify purpose for learning.
  - Link to prior knowledge.
  - Discuss headings.
  - Review questions at the end of the chapter.
  - Look at figures, charts, photographs and their captions.
  - Discuss the point of view of the author.



# Anaphoric Cuing

- After reading a paragraph, ask the reader to identify the person that each pronoun (i.e., he, she, it, they) refers to.



# Reciprocal Questioning

- After reading a paragraph, have the reader ask the teacher questions about the paragraph.
- When the teacher responds, have him model clarifying the question. Provide reinforcement for questions.
- Then exchange roles and have the teacher question the reader. Provide reinforcement for answers.
- Gradually extend to page, section, 43 chapter.



# Use Books on Tape

- [www.getaudiobooksonline.com](http://www.getaudiobooksonline.com)
- [www.booksontape.com](http://www.booksontape.com)
- [www.simplyaudiobooks.com](http://www.simplyaudiobooks.com)
- [www.audiobooks.com](http://www.audiobooks.com)
- [www.amazon.com](http://www.amazon.com)
- [www.learnoutloud.com](http://www.learnoutloud.com)
- Itunes (including some free applications)

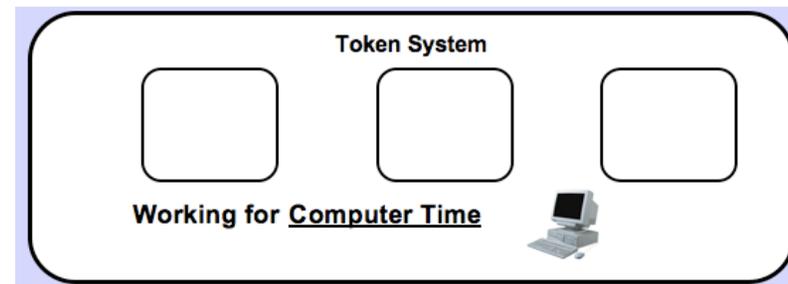
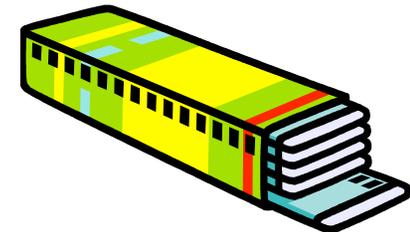
# Priming

- Preparing the student for daily activities
  - Can occur
    - At home for the next day
    - The morning of in school
    - At the end of the school day for the next day
- Overview of schedule changes, assignments and activities



# Types of Reinforcement

- Natural
- Social
- Activity
- Tangible
- Token





# Ways to Incorporate Special Interests

- Special interest-designed stickers
- Color, cut, paste
- Write a report
- Make a speech
- Read book
- Design an art project
- Identify music that could match a special interest
- Conduct research using the Internet

# Sample Activities Around Dinosaurs

Area	Activity
Reading	Read <i>The Complete Guide to Prehistoric Life</i> (Haines & Chambers, 2006)
Writing	Research and write a paper on the Apatosaurus
Spelling	Learn to spell names of dinosaurs or write words in a sentence about dinosaurs
Speech	Present life of paleontologist, George Simpson, Ph.D.
Math	Write math word problem about consumption of millions of tons of leaves by Triceratops
Science	Research the Asteroid Cretaceous Extinction Theory

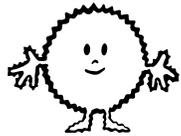
# Sample Activities Around Dinosaurs

Area	Activity
Art	Design and build a clay or paper mache model of the Stegosaurus
Internet Skills	Research the Smithsonian Paleontology Wing (Washington, DC) Consult with paleontologists online

# Sensory Diet

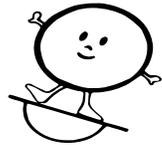
- A planned and scheduled set of activities designed to meet individual needs
- Incorporates naturally occurring opportunities for children to get the sensory stimulation they need

# How Long Does it Last?



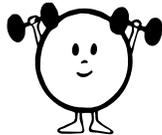
Tactile:

1 to 1 1/2 hours



Vestibular:

4 to 8 hours



Proprioception:

Up to 1 1/2 hours



Auditory, Gustatory,

Transitory

& Olfactory:

# The Secret of School Success

- Want your kids to master books? First they need to master themselves. Fortunately, new research is finding that self-control can be taught.

Laura Vanderkam

# The Secret of School Success

- ... one of several findings in the growing body of research on “self-regulation” -- people’s ability to stop, think, make a plan and control their impulses. ... it turns out that “these are really the same skills you need to do well in school” and potentially in life.

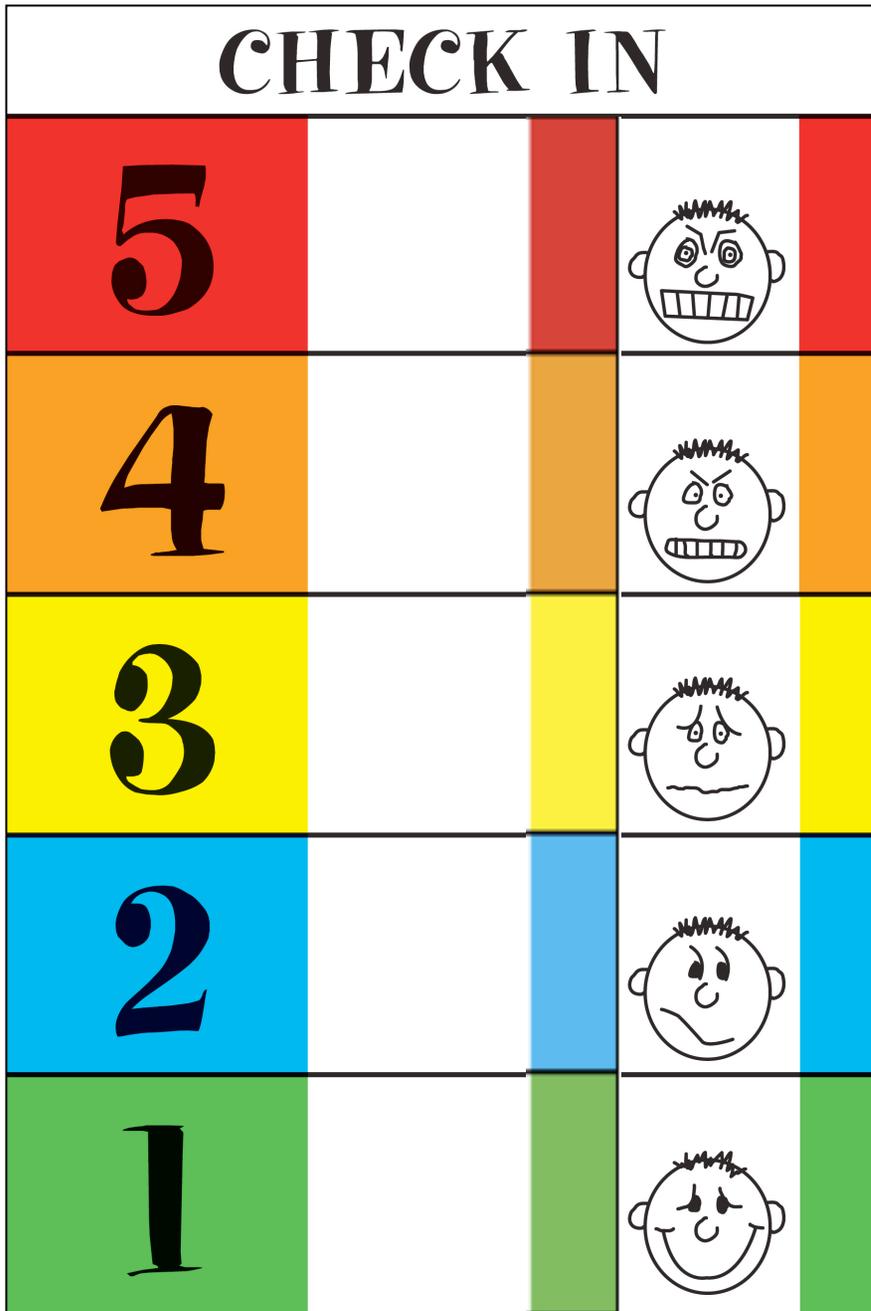
Professor Megan McClelland  
Oregon State University

# Teach Self-Calming/Self-Regulation

- Individuals with ASD often cannot tell when they are becoming upset or overly excited
- They don't know how to self-calm

Rating	Description	Setting
5	Screaming	Emergency only
4	Outside voice	Recess, ball game
3	Talking voice	Classroom, lunchroom
2	Soft voice/whisper	Library
1	No talking	When someone is talking to me, movies

Buron, K.D., & Curtis, M. (2003). *The Incredible 5-Point Scale*. Shawnee Mission, KS: AAPC.



Poster-size, 2-sided, laminated  
Check In/Anxiety (Burton, 2009)

## MY CALMING SEQUENCE



This is when I need to fight back!  
First, I can squeeze  
my hands together.



Next, I can take three really slow,  
deep breaths. Slow in – slow out,  
slow in – slow out, slow in – slow out.



Then I can sit down, rub my legs and  
close my eyes. Now I feel more  
like a 3 or a 2.



I can think about happy things, like my  
dog or my stuffed lion, or our family  
cabin in the summer. Now I am at a 1.

When My  
Worries Get  
Too Big  
By Buron

# Animal AGENTZ



HOME PRODUCTS ABOUT BUY LOGON NEWSLETTER FAQ TESTIMONIALS CONTACT



**Breathing skills**

Aids with:  
sleep  
anger  
tantrums  
frustrations



**Distraction skills:**  
focus, break cycles



**Relaxation:**  
Anxiety  
reduction



**Guided imagery:**  
Dream you  
can do it!



**Positive  
statements:**  
"I can do it!"

[www.animalagentz.com](http://www.animalagentz.com)

# Paul's Train and How It Runs

## Starting Out

Something unplanned happens

Something is done differently than the way it is usually done

Too many things going on at the same time

Appears irritated

Appears overwhelmed

## Picking Up Steam

Blaming

Absolute statements

Black-and-white thinking

## Point of No Return

Profuse arguing without let-up, often not making sense

Incorporates non-relevant ideas that spin into new arguments

If you agree, he switches sides and keeps arguing

Swearing and name-calling without let-up

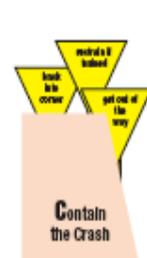
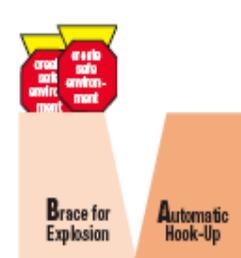
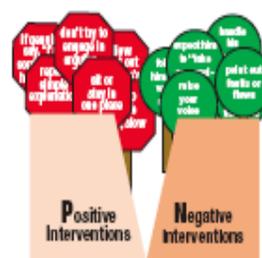
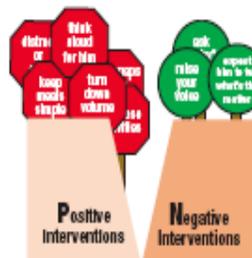
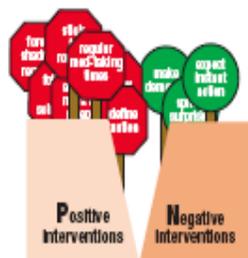
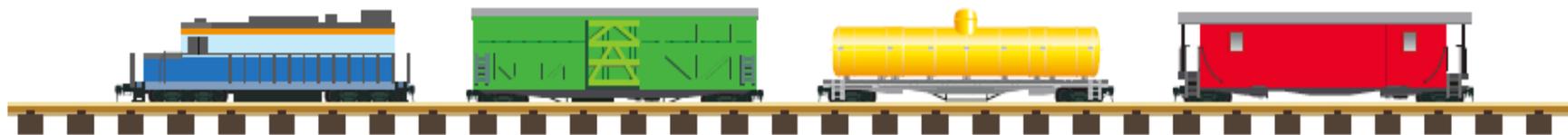
## Explosion

Opens car door to jump out, even though car is moving

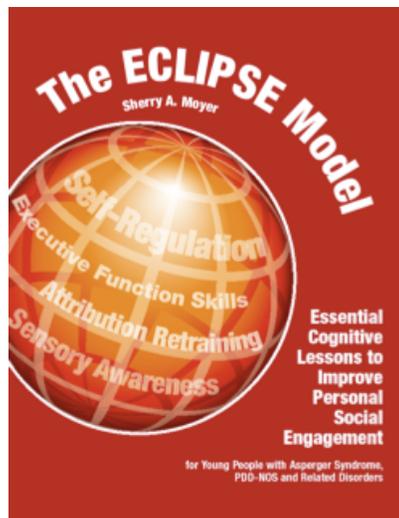
Escapes through door or window (not to run, but to get away)

Attacks: hits, bites, kicks, chokes, throws objects, chases w/weapon in hand

Throws furniture, tries to bash in locked doors, breaks whatever is at hand



# Modulation Chart



	<b>Situation</b>	<b>My Response</b>	<b>More Positive Response</b>
<b>1</b>	Bumped in hallway at school by a friend	Call the person a bad name	Ignore it or say "excuse me."
<b>2</b>	Hit bare toe on a door frame	Slam the door and yell	Rub my foot, get ice, ask Mom for help
<b>3</b>	Missed school bus, late for school	Cry, throw books on the ground, blame Mom	Wake up earlier, watch clock closely in the morning
<b>4</b>	Ask a girl on a date and she turns you down	Become depressed, think you are stupid, get angry at the girl	Try to understand her reason, hide in room all weekend
<b>5</b>	Get fired from first job	Scream at the boss, hate yourself, give up trying to work	Understand what happened, improve work habits, find another job

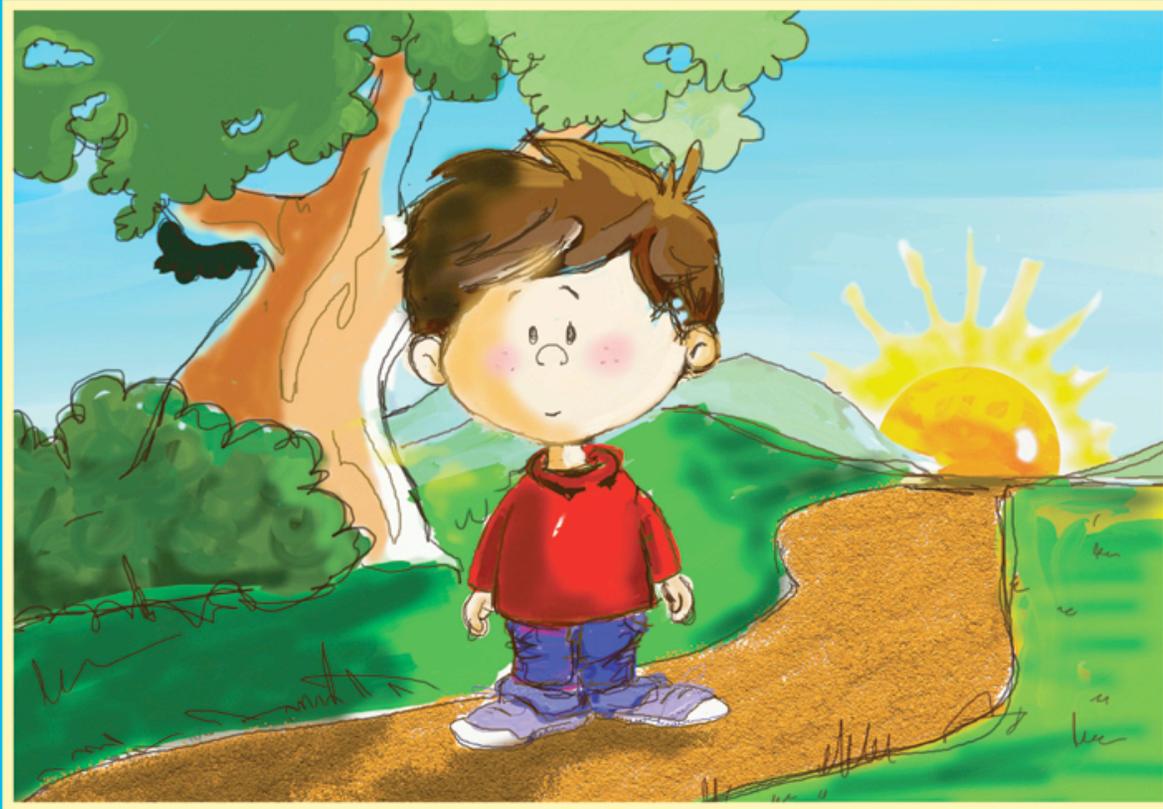


# Research Shows That ...

- Individuals with “soft skills”, including good social skills, sociability, good work habits, punctuality, conscientiousness and those who participated in extra curricular activities are more likely to make more money, be employed, and attain high levels of education than those with good grades and high standardized test scores.

University of Illinois at Urbana-Champaign (2009, March 26). Social Skills, Extracurricular Activities In High School Pay Off Later In Life.

# What Does Happy Look Like?

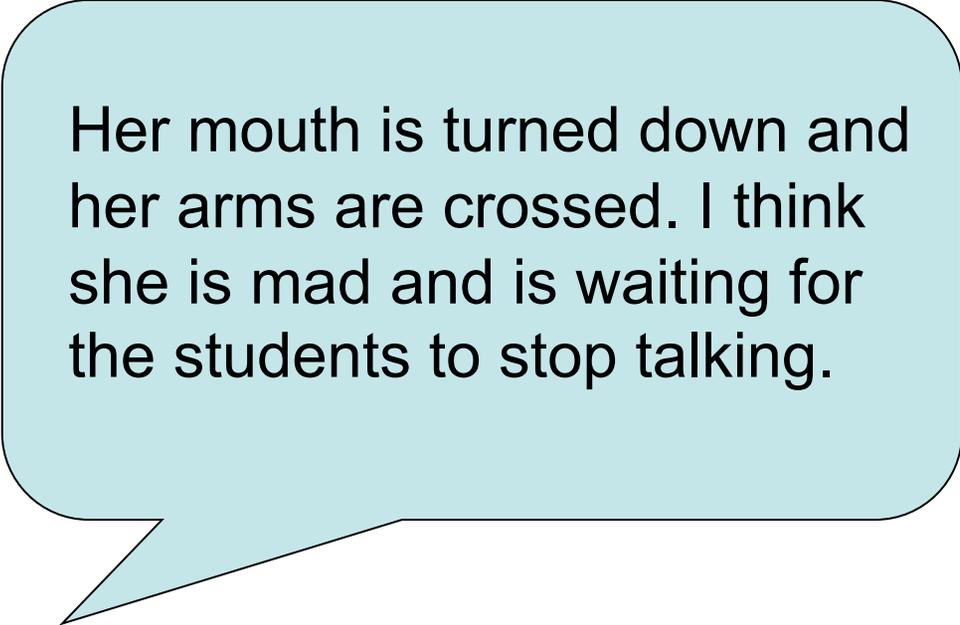


Written by Joseph and Silvana Karim • Illustrated by Joseph Karim

# Drawings

- Combines words with simple drawings in order to explain a simple concept
  - Cartooning
  - Comic Strip Conversations™ (Gray)
  - Pragmaticism (Arwood)

# Cartoons



Her mouth is turned down and her arms are crossed. I think she is mad and is waiting for the students to stop talking.

# Scripts

- Provides verbatim or near verbatim structure
- Uses child/adolescent-friendly language
- Targets one social situation
  - Increases predictability
  - Decreases stress

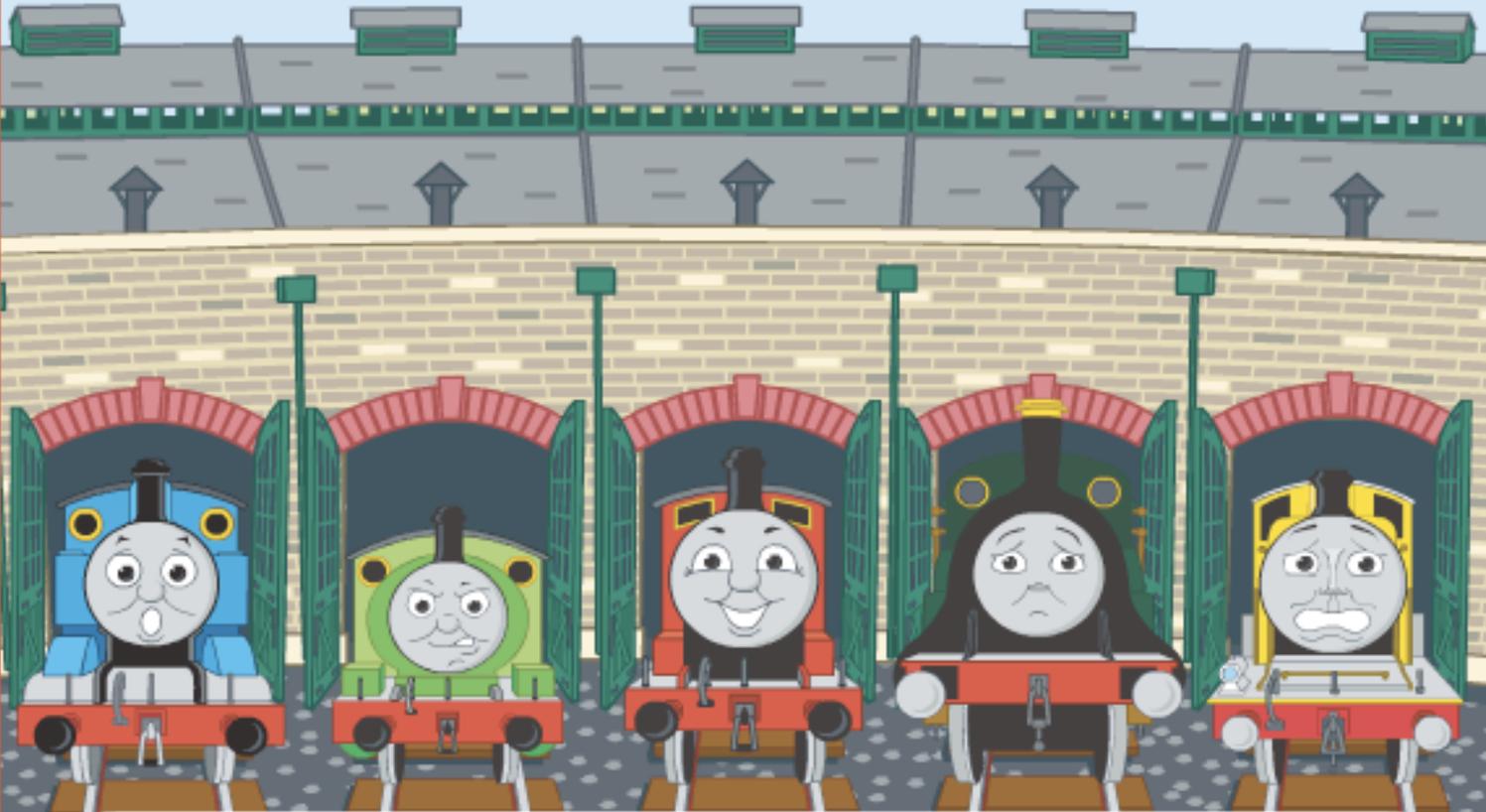
# Conversation Starters

- List of topics generally discussed by peers
  - Eavesdropping
    - In hall, between classes, at lunch, at recess
  - Asking high status peers
- Generally written on a card the size of a business card or trading card
- Can be overtly displayed when used

# Multi-Media

- Watch videos and television and pause to discuss how people are feeling and how you can tell
- Draw pictures of faces and label emotions
- Keep an emotions dictionary of people
- Complete the Mindreading program, Modelmekids, Videojug
- Look at pictures in magazines
- Videotape and analyze

## Emotions Game



**Click on the surprised train!**

[http://www.autismspectrum.org.au/index.php?option=com\\_content&view=article&id=435](http://www.autismspectrum.org.au/index.php?option=com_content&view=article&id=435)

# Communication Systems Should Travel with the Child

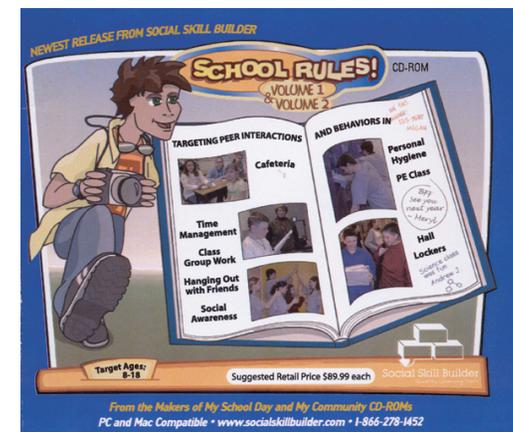
Proloquo2Go: AAC in Your Pocket





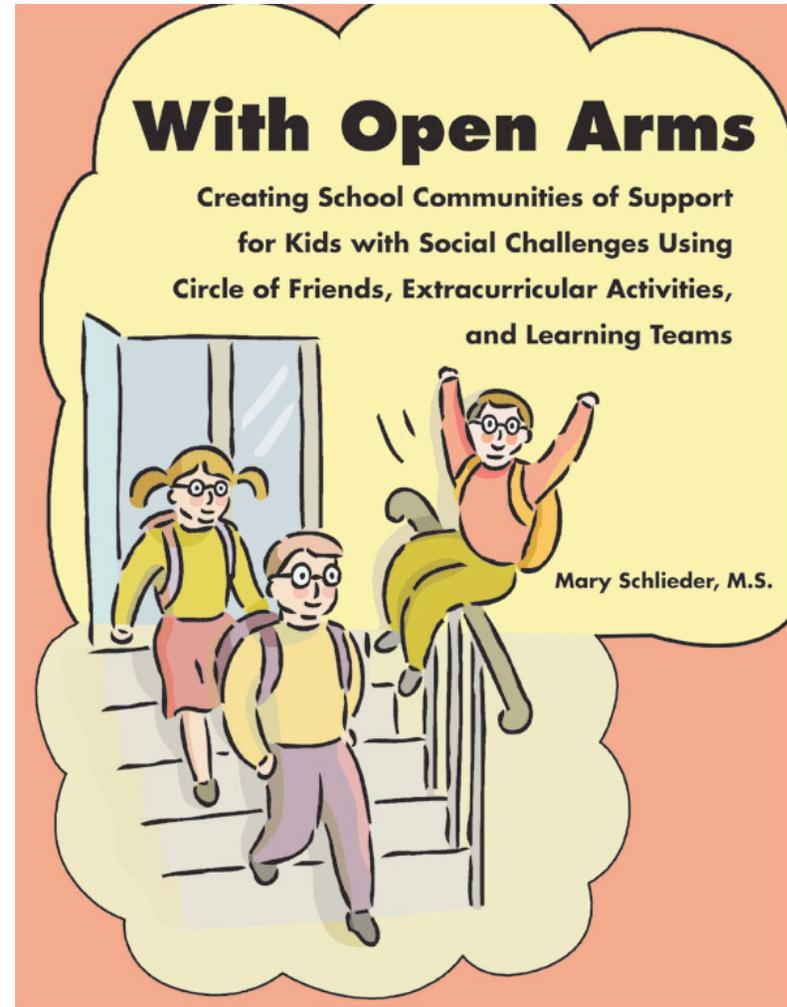
# Video Modeling

- Video self-modeling
- Peer videomodeling (let's see how it is done)
  - Commercial
  - Home made



# Trained Social Peer Group

- Develop “lunch bunch” with chosen peers
- Define new skill for student (i.e. topic maintenance, giving compliment)
- Demonstrate how peers can encourage and demonstrate social skills during “lunch bunch”
- Generalize skills throughout day



# Social Narratives

- Social scripts
- Power Cards
  - Gagnon
- Social Stories™
  - Gray

## POWERCARD

When I feel I am getting angry, I can:

1. Count to 10 in my head and tell the adult I would like to negotiate.
2. Write my feelings in my special journal while the adults gives me my space.
3. Tell the adult I need a break. I can get a drink of water and chill until I am ready to work again.



# Clean Out Your Desk

- Put all graded papers in your backpack
- Put all books on the bottom shelf
  - Make sure the binders are facing out
  - Make sure you can read the titles
- Put pencils, pens, erasers, crayons in your school supply box
- If you have other items, please ask the teacher what to do with them



# Let's Go to Music



# Time for Lunch

- Time to get ready for lunch
- Put your workbooks in your desk
- If you've brought your lunch, go get your lunch box
- Sandy is the line leader today
- Line up at the door

# Literalness

## Students with an ASD

- Interpret words literally
- Do not know to ask if there is an alternate meaning
- Need to be directly taught idioms, metaphors, slang -- all nonliteral language terms



# Hidden Curriculum Items

- If one small incident occurs and the teacher corrects you, it does not mean the entire day is bad.
- You should talk to teachers in a pleasant tone of voice because they will respond to you in a more positive manner. They also like it if you smile every once in a while.

# More Hidden Curriculum ...

- When your teacher gives you a warning about behavior and you continue the behavior, you are probably going to get in trouble. If you stop the behavior immediately after the first warning, you will probably not get in trouble.
- Do not tell other students they smell and need to wear deodorant.

# More Hidden Curriculum ...

- When a teacher tells another student to stop talking, it is not a good idea to start talking to your neighbor since the teacher has already expressed disapproval of that action.
- When hearing someone speak using incorrect grammar, do not correct him every time, especially in a critical manner.

# Hidden Curriculum On The Go!

Most of the time when something is labeled "adult," it means pornographic. This is NOT the case with this application!



Will this item be useful to me?

yes



no



Fav's



Email



# Hidden Curriculum On The Go!

Fair means that everyone gets what everyone needs. It does not mean that everyone gets the same thing. Equal is when everyone gets the same thing. Fair is when everyone gets what he or she needs.



Will this item be useful to me?

yes



no



Fav's



Email





# Data Collection



- How to determine if the adult is doing well on the job
  - May include weekly or daily meetings, notes, job evaluations, etc..