Help!
Napoleon Dynamite
Is In My Class
(Academics and Asperger's Syndrome)

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History of
Asperger's Syndrome

The History of AS

- Hans Asperger
- Leo Kanner
- Lorna Wing
- Tony Attwood
- 1993
- 1994

What is Asperger Syndrome?

How do we define A.S.?

- Diagnostic criteria systems
  - Diagnostic and Statistical Manual of Mental Disorders (DSM)
  - International Classification of Disease (ICD)
  - Gillberg's Criteria

Diagnostic and Statistical Manual of Mental Disorders

DSM-IV TR

A. Qualitative impairment in social interaction as manifested by at least 2 of the following:

- Marked impairment in the use of multiple nonverbal behaviors such as eye-to-eye gaze, facial expression, body postures, and gestures to regulate social interaction

- failure to develop peer relationships appropriate to developmental level
- a lack of spontaneous seeking to share enjoyment, interests, or achievements with other people
- a lack of social or emotional reciprocity

B. Restricted repetitive and stereotyped patterns of behavior, interests and activities, as manifested by at least 1 of the following:

- encompassing preoccupation with one or more stereotyped and restricted patterns of interest that is abnormal in intensity or focus

- apparently inflexible adherence to specific nonfunctional routines or rituals
- stereotyped and repetitive motor mannerisms
- persistent preoccupation with parts or objects

C. The disturbance causes clinically significant impairment in social, occupational, or other important areas of functioning

D. There is no clinically significant general delay in language

- There is no clinically significant delay in cognitive development or in the development of age-appropriate self-help skills, adaptive behavior (other than social interactions), and curiosity about the environment in childhood
- Criteria are not met for another specific Pervasive Development Disorder or Schizophrenia.

International Classification of Disease

ICD 10

A. There is no clinically significant general delay in spoken or receptive language or cognitive development. Diagnosis requires that single words should have been developed by 2 years of age or earlier and that communicative phrases be used by 3 years of age or earlier. Self-help skills, adaptive behavior and curiosity about the environment during the first 3 years should be at a level consistent with normal intellectual development. However, motor milestones may be somewhat delayed and motor clumsiness is usual (although not a necessary diagnostic feature). Isolated special skills, often related to abnormal preoccupations are common, but not required for diagnosis.

B. Qualitative impairment in reciprocal social interaction are manifest in at least two of the following areas:

- failure to adequately use eye-to-eye gaze, facial expression, body posture, and gesture to regulate social interaction

- failure to develop (in a manner appropriate to M.A. and despite ample opportunities) peer relationships that involve mutual sharing of interests, activities and emotion
- lack of spontaneous seeking to share enjoyment, interests, or achievements with other people (e.g. lack of showing, bringing or pointing out to others)

C. The individual exhibits an unusually intense, circumscribed interest or restricted, repetitive and stereotyped patterns of behavior, interests and activities manifest in at least one of the following:

•an encompassing preoccupation with stereotyped restricted patterns of interest that are abnormal in content or focus; or 1 or more interests that are abnormal in their intensity and circumscribed nature though not in the content or focus

•apparently compulsive adherence to specific, non-functional routines or rituals

- stereotyped and repetitive motor mannerisms that involve either hand/finger flapping or twisting, or complex whole body movements
- preoccupations with part-objects or non-functional elements of play materials (such as the color, the feel of their surface, or the noise/vibration they generate)

D. The disorder is not attributable to the other varieties of pervasive developmental disorder:

- simple schizophrenia
- schizo-typal disorder
- obsessive-compulsive disorder
- anankastic personality disorder
- reactive and disinhibited attachment disorders of childhood

Gillberg's Criteria

(I. Gillberg and C. Gillberg, 1989; C. Gillberg, 2002)

Social impairment with extreme egocentricity

- inability to interact with peers
- poor appreciation of social cues
- inappropriate social and emotional responses

Limited interests and preoccupations

- more rote than meaning
- exclusive of other interests
- repetitive adherence
- imposed on self
- imposed on others

Repetitive Routines or Rituals

- imposed on self
- imposed on others

Speech and language peculiarities

- delayed early development possible
- superficially perfect expressive language
- odd prosody
- impaired comprehension especially with literal and implied meanings

Nonverbal communication problems

- limited use of gestures
- clumsy body language
- inappropriate facial expression
- difficulty with physical proximity

Motor clumsiness

- may not always be seen

Comparison of the 3 major classification systems for Asperger's Syndrome

Please refer to addendum for chart

The Underachieving Student

The diagnostic rating scales do not provide educators with an adequate description of the characteristics that often are seen in the academic setting.

Situations that often produce AS symptoms not typically present in the diagnostician's office

- spontaneous interactions with peers
- non-predictable routines & environments
- inconsistent structure
- presence of sensory stressors
- new & novel situations

typical school stressors

- substitute teacher
- interruptions to regular schedule
  - assembly
  - testing
- given an assignment with no idea how to complete it
- group activities with minimal monitoring
- recently teased and/or bullied
- recent emphasis on good grades

Social Skills Ranked High by Educators

Kowalski, 2008

- demonstrate self-control
- use appropriate touch
- respond to teacher requests
- recognize another's feelings
- recognize "personal space"
- express one's own emotional state
- recognize another person's viewpoint
- obtain teacher's attention appropriately

Strengths benefitting general education placement

- normal to gifted IQ
- high degree of motivation to associate with peers
- excellent rote memory skills

Academic Issues

- difficulty with assignments and homework may be related to:
  - lack of interest
  - perceived as "busy work"
  - too difficult
  - excessive completion time
- organizational difficulties

Organizational Issues at School

- didn't get proper instructions
- eye-hand difficulties
- all information is equally important
- can't remember information
- has only part of the information
- too much information presented

Organizational Issues at Home

- doesn't understand his instructions
- missing instructions
- doesn't have necessary items
- highly distractible
- difficulty initiating work
- focuses on unimportant information

- inefficient note taking -- why?
  - requires one to:
    - attend to the information
    - consider its message
    - rank order based on importance
    - determine how to best record the information for recall

- educators are often perplexed as to why someone with 150 IQ has difficulty with:
  - completing homework
  - completing multi-task directions
  - sudden schedule changes
- it's related to Executive Functions

Executive Functions are comprised of 4 basic areas:

1.flexiblity of thought:
- hard to shift ideation
- hyper focus on interest area
- refuses to change thinking style

2. identification of relevance
   - hyper focused on details
   - doesn't see how one thing relates to another
   - can't rank order based on importance

3. experiential learning
   - can't identify what works and what doesn't
   - can't apply a skill to a new situation
   - can't recognize how an "old" skill can relate to a "new" skill

4. goal focus
   - details rule
   - distractible

- frequently talk off task
  - "Did my response answer your question?"
    - usually limits lengthy responding
    - allows teacher to prompt for detail
    - teach him that questions are positive signs of independence and NOT signs of failure

- is difficulty a function of confusion?
  - be specific with questions:
    - NO: "I don't understand."
    - YES: "Please explain how you got from step 3 to 4."
  - which strategy is needed for success?
    - repetition
    - revision
    - explanation

- difficulty with oral presentations?
  - recognize effects of hyper-anxiety
  - stress need for note cards
- difficulty coping with "stupid stuff"
  - "being right" is completely different than "getting it right"

- daydream
- disorganized
- poor self-monitoring skills
- poor time management
- poor reading comprehension

- often "ignore" new information due to reduced:
  - attention
  - auditory processing
  - verbal retention
- more so if content is of low interest

- clumsy
- poor eye-hand coordination
- avoid group sports
- IQ: normal to gifted
- abstract reasoning skills are poor

- planning, organizing, and problem solving are difficult
  - increases stress
  - student often gets bogged down in details
  - more so when topic is of little interest
  - require many more prompts

- extremely literal
  - AS thinking style frustrates neurotypicals
    - "If it's good here, it's good everywhere."
    - May take instructions too literal

Typical instruction	AS interpretation	Suggested change
"Do this worksheet"	• What do I do with it? • When do I do it? • Do I have to complete it now?	"Here's a math sheet. I expect you to finish some but you don't have to do all right now.
"Put your thinking cap on."	• I don't own one. • I don't wear hats. • No hats allowed in school.	"Do you remember the process to solve problems? What do we do first?

- erratic performance
- perfectionists: hate making mistakes
- hyperlexia is common

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"One of the reasons why so many of us do not end up in the high-level jobs we are capable of holding is because we are so inflexible during the trajectory towards achieving that goal. People like us tend to waste a lot of time on trying to get people to change their ways if we think those ways are not right. We argue endlessly about all sorts of things that may be important in themself but are not very relevant to achieving that ultimate goal we set ourselves."

Treatment Strategies for Academic Issues

- educate the prospective student as to the "style" of the educational setting as it impacts AS differently
  - lecture
  - lab
  - tutorial
  - small group
  - independent learning

- use direct language
  - avoid slang, sarcasm, analogies, etc.
  - use caution with jokes
    - often student won't "get it"
    - creates increased anxiety
  - recognize impact auditory comprehension has on student
    - rephrase frequently
    - don't assume his ability to restate implies comprehension

Identify the Issue

- exam taking
- initiating work
- motivation
- attention
- curriculum adaptation
- academic modifications
- reading comprehension
- cognitive processing

Exam Strategies

- stress exams are inevitable
- focus on test anxiety strategies
  - preparation is important
    - cramming creates anxiety

- personalize the information to aid in memory recall
- be aware of “context environment”
  - definition: the inability to generalize info learned in one environment into another
  - strategy: study in multiple locations

- test study strategies:
  - class type: detail driven or concept building?
  - department: data or conceptual?
  - teacher’s style: states/writes it, then learn it

- get an old test and use it as a guide for how the prof “thinks”
  - frequently done in sororities and fraternities
- ask previous students about the teacher’s style of testing
- “teach” a fellow student
  - have him ask questions of you

- use Meta-cognitive strategies:
  - “What’s my goal?” - passing course
  - “Am I on target?”
- use “filters”
  - if this is what he wants, fine

- stress self-calming strategies
  - get your name down first
  - scan the questions and reassure that the material is what you studied
  - rescan for the “easy” questions
    - use “easy” ones for “hard” ones

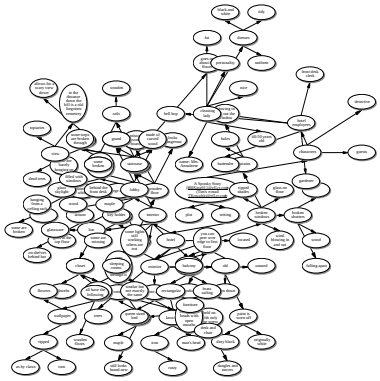
- purposely break a pencil point and go sharpen it
  - the walk helps
  - but don’t overutilize!
- use progressive relaxation techniques
- think about the reward you will give yourself for finishing the test!

- develop strategies for type of test
  - objective tests
    - central coherence and executive functions
    - True or False: “Some mammals live on land.”

- essay tests
  - deficits related to central coherence
    - understand and state the global picture then support via details
    - use Inspiration software

Writing Clinic

- step #1: brainstorm ideas visually using Inspiration software



- step #2: change view to outline format
- step #3: develop an introductory sentence from a pattern guide
- step #4: embellish it using M/S Word readability stats.
- step #5: choose the best one

- pattern guide for developing an introductory sentence:
  - use an active verb
  - ask a question
  - use an exclamatory sentence
  - open with an adverb
  - open with a prepositional phrase
  - put the verb before the subject

- Use an active verb:
  - Basic sentence:

    "He sees the hotel."
  - Embellished sentence:

    "He glimpses the hotel through a cluster of tangled green vines extending out on an unused rusted gate."

- Ask a question:

  "How could he get through this tangled cluster of green vines extending out on an unused rusted gate?"

- Use an exclamatory sentence:

  "While walking along the dirt road, he suddenly glimpses the hotel through a cluster of tangled green vines extending out on an unused rusted gate!"

- Open with an adverb:

  "Carefully trying not to cut himself, he hacks his way through a cluster of tangled green vines extending out on an unused rusted gate and glimpses the hotel off in the distance."

- Open with a prepositional phrase:

  "Before pushing open the rusted gate covered with a cluster of tangled green vines, he thinks to himself how could he possibly get through to the other side?"

- Put the verb before the subject:

  "Pushing the tangled cluster of green vines off the unused rusted gate, he glimpses the hotel off in the distance."

The Hotel that was Meant to Be

Carefully trying not to cut himself, young Blake hacks his way through a cluster of tangled green vines extending out on an unused rusted gate and glimpses the hotel off in the distance. Earlier he had been walking for what seemed like miles along a forgotten dirt road that came to a dead end where the tangled vines seemed to hide something. Pushing the gate open, he now sees a small hill with a hazardous looking narrow wooden bridge crossing what appears to be a withered moat. Too narrow for today's cars, the bridge was probably built in the late 1800s. Leading up the hill towards the hotel are large stumps and dozens of dead trees whose bare branches are swaying in the wind creaking and cracking with every breeze. The dark, long, chilling shadows cast from the setting sun made him skittish and he could sense the goose bumps popping out throughout his body.

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- arrive early to choose your seat
- use "concept bank" before looking at test
  - jot down key words, theories, equations
  - gets rid of "thought clutter"

- make sure the question is understood
  - tangential reasoning leads to great work that doesn't address question
  - read question twice
- use positive thinking
  - "This is only one of many tests to come."

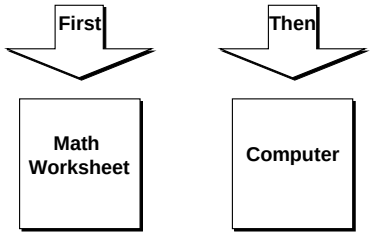
Initiating Work Assignments

- remain calm
- always use a positive attitude
- use southern vernacular "We all..."
- demonstrate expectations
  - reduces anxiety
  - be sure to differentiate "good/bad"

- build upon successes
- difficulty with independent study?
  - stress organization
  - stress self-monitoring

- use timed work sessions
  - digital timers and paranoia
  - Time-Timer
  - draw a line and jot current time

- use contingency statements



- refusal to tackle a task is often seen as defiance when in fact the student is simply overwhelmed
  - stress organizational skills:
    - planning
    - organizing
    - problem solving

Time Management through W.A.D.E.

Morgenstern & Morgenstern-Colon, 2002

- W: write down information that must be completed in a planner
- A: account for the completion time (might need to sub-prioritize tasks)
- D: determine each task's completion (prioritize based on importance)
- E: execute the plan

Management of Environmental Space through S.P.A.C.E.

Morgenstern & Morgenstern-Colon, 2002

- S: sort and group similarities
- P: purge unnecessary duplicates
- A: assign storage space
- C: containerize appropriately
- E: equalize by adding/decreasing as one's interests change over time

- grading should always start off easy and gradually get harder
  - prove to him that he CAN do the task
    - many have false expectations
- segment workloads

- when difficulties occur, explain and demonstrate to reduce frustration
  - student often “freezes” and can’t use problem solving skills
  - consider executive functions
- anticipate anxiety producing situations and modify accordingly

- assignment notebook
  - critical for success
  - be sure a routine is followed and have parent/teacher check it
  - many students need assistance
    - have paraprofessional complete
    - use stickers for usual assignments:
      - worksheets
      - read pages ____
    - teacher provides completed page

Increasing Motivation

- difficulty with class lectures?
  - stress organization
  - recognition of important/unimportant
  - use note taker
    - NCR/carbonless paper
  - use digital tape recorder or counter
  - get photocopies of notes

- use a buddy system
- alternate verbal/physical prompts
- alternate preferred with non-preferred tasks
  - reinforce using social and tangible means
- use visual prompts:

1. task lists
   - purpose is to emphasize:
     - verbally presented material
     - assumed knowledge
   - examples:
     - typical routines

2. option cards:
   - used when student is having difficulty participating or remaining on task
   - help calm student by giving options
   - use index cards (or smaller)
     - identify problem: “Room Too Loud”
     - give options:
       - noise cancelling earphones
       - read a book

3. check lists
   - helps students remain focused by providing predictability and structure
   - color code per class
   - key to success is detail
   - examples:

a.teacher expectations:
   - how to work in a group
   - how to walk in the hall

b.routines:
   - turning in homework
   - hanging up coats
   - morning/afternoon procedures

c. completion steps:
   - how to solve a problem
   - how to edit written work

d. reminders:
   - what to bring for outing
   - $ for book fair

e. choices:
   - options when finished ahead of class
   - will work for ...

e. schedule changes:
   - substitute teacher
   - rain necessitates indoor recess

f. assignments:
   - current to do
   - expectation of completion

- use schedules to:
  - highlight class schedule
  - detail activities in a given class
    - always include a bold disclaimer "subject to change"
    - be aware that some students will OCD on schedule

- schedule tests during optimum times
  - always think of stressors
- use preferential seating
  - front center may not be best
  - peer buddy
  - despised individual
  - consider aisle or against wall
  - try a different room

- activity plans
  - pro-active
  - small booklets that allow the student to gain independence and confidence
  - provide student with:
    - what is needed to participate in an activity
    - steps required to be engaged in it
    - when to stop (task completed or time allotted is over)

- use a Travel Card
  - purpose:
    - increase on-task behavior
    - facilitates teacher involvement
  - procedure:
    - SpEd teacher develops card
    - hands to student
    - classroom teachers complete
    - SpEd teacher monitors

	Follow Class Rules?	Participate in Class?	Complete Assignments?	Turn in Homework?	Teacher Initials
Reading					
Science					
Social Studies					
Math					
Spanish					

Go to safe person immediately after getting off bus?	
Has assignment book?	

Total +		Total -	

- difficulty with group tasks:
  - teamwork takes a team!
    - realize needs of group in addition to yours
    - failure = alienation
  - identify how your strengths can relate to project

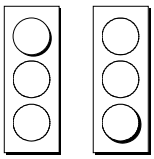
Increasing Attention

- use nonverbal prompts to redirect
- always be aware that information may be distorted by personal opinion
- arrange tasks by hierarchy
- limit distractions

Consider using a
Video Tape Social Autopsy

- video tape for social autopsy:
  - are you working on task here?
- use words and pictures

- use traffic signals for guides
  - for the “savvy student” use traffic signals
  - for the “non-savvy student” use stop signs



- use visual prompts
  - arrows
  - *italics*
  - highlighting
  - boxes

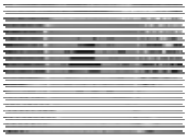
fruit veggies

- schedules
  - enhances understanding of expectations
  - reinforces orally presented material in a visual manner

- get attention first before providing instructions
  - just saying his name may not produce desired results
  - use a visual cue
    - desk tap
    - prompt card
  - use a specific statement free of ambiguity
    - be blunt
  - write it out no matter how “good” his auditory skill appears

- use extended time wisely
  - be aware of procrastinators
  - don’t enable procrastination
- use study guides
  - 1st one may be actual test
  - strive for “normalcy”

- use Time-Timer (timetimer.com)



- use watch-timer to help with independence
  - audible message
  - text message

Adapting the Curriculum

- use an easier curriculum
  - be aware that many use multiple hypotheses and AS will not have flexibility of thought to explore alternate options

- modify curriculum to capitalize on current interest
  - "A train leaves New York..."
  - greater chance of compliance when confronted with difficult tasks (e.g. main idea, key points, etc.)
  - decreases anxiety

- simplify abstract lessons:
  - consider vocabulary
  - use one-step commands
  - pair objects and visuals

Academic Modifications

- academic alterations designed to address a student's
  - strengths
  - challenges
  - interests
  - goals
  - learning style

- priming:
  - preparing a student for upcoming activities to ensure success and accommodate need for predictability
  - decreases stress
  - increases compliance
  - no "work" is involved -- just show the student what he will be working on in the upcoming class
  - should be close to when target activity is to occur

- use support personnel
- provide information prior to rest of class
- shorten the assignment
- use outlines instead of essays
- use real-life situations for math

- adapt the number of items in task
- adapt the time allotted
- adapt student's participation
- adapt presentation mode
- provide more direct assistance

- be specific: "I want you to remember the 3 following items..."
- paraphrase information
- fraction calculator
- speaking calculator
- coinculator

- competency measures need to consider:
  - individualization
  - format
  - completion
  - follow-up

- **individualization**
  - allows students to demonstrate their abilities using their skills
  - think Gardner's "Multiple Intelligences"
  - consider their limitations:
    - fine motor deficits
    - planning
    - organizing
    - literal thinking
    - problem solving

- **format**
  - impacts all aspects of an assignment
  - length:
    - AS often overwhelmed by length
    - consider fine motor and processing speed
  - layout:
    - be precise
    - be aware of distractions

- question type:
  - how much handwriting will be required?
  - clarity of content often impacted by:
    - literal thinking
    - inflexible thinking
    - multiple meaning words

- **completion**
  - AS students often require additional steps beyond that required for NTs
  - preparation
    - use priming
  - contracts
    - helps by providing structure
    - uses visual support
    - include lists for completion check-off

- **follow-up**
  - Use the Asperger 3-Rs:
    - Reinforce
    - Reinforce
    - Reinforce

- model
  - show what is expected
  - reduces anxiety
  - provides structure
  - allows one to concentrate on end result not “how” to do it
  - show constitutes an “A” or a “C”

- teach the format
  - teach how one completes the assignment
  - typically assumed by teachers that all their students already know how to do this

- determine what supports may be needed
  - quiet, non-distracting room for testing
  - slant boards for writing
- reinforce progress
  - check-off completion to-do’s
  - social praise
  - tangible reinforcers

- monitor progress
  - imperative to monitor activity throughout task
- monitor understanding
  - be sure student comprehends task by explaining or paraphrasing expectations

- allow for breaks
  - AS students won't recognize when stress is building
  - encourage breaks to aid in stress management

- homework
  - use caution
  - 3 big concerns:
    - getting the assignment home
    - getting the assignment completed
    - turning in the assignment
  - often negatively impacted by:
    - degree of writing required for completion
    - need for "cool-down" time after "holding it together" in school
  - need to consider the following:

- question type:
  - how much handwriting will be required?
  - clarity of content often impacted by:
    - literal thinking
    - inflexible thinking
    - multiple meaning words

- use maps of campus
  - provide structure
  - helps orientation and remembering of people and places
  - put them on locker door, binder...
- math strategy
  - use lined paper landscape style

Improving Reading Comprehension

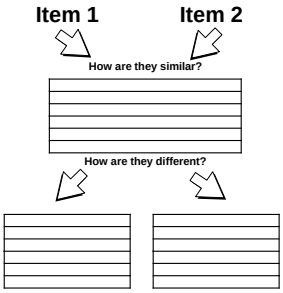
- use colored overlays
- change background color on word processor
- color code words to emphasize without distortion
- highlight main idea

- use transparent colored tape
- increase word spacing
- use "find-replace" feature
- teach predictive ability
  - "What's happening here? What do you ***THINK*** will happen next?"
- allow for visualization of information
- remain constant for closer examination
- capitalize on visual strengths

- use graphic organizers
  - compare/contrast
  - interval graphs
  - transitive order
  - flowcharts
  - central idea graphs
  - branching diagrams
  - class relationships
  - matrix diagram

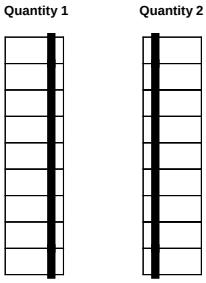
Compare/Contrast Diagrams

- used to examine:
  - 2 people
  - 2 solutions
  - 2 things
  - 2 organisms
  - 2 places
  - 2 cultures
  - 2 stories
  - 2 ideas



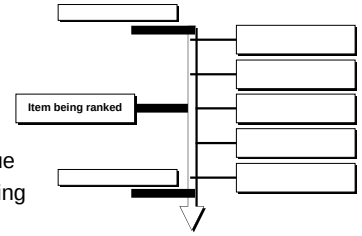
Interval Graph

- used to examine:
  - chronological order
  - number value
  - parallel events*
  - graph information



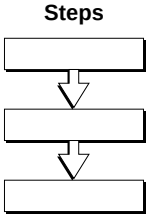
Transitive Order Graph

- used to examine:
  - people
  - events
  - number value
  - critical thinking
  - objects
  - decision making



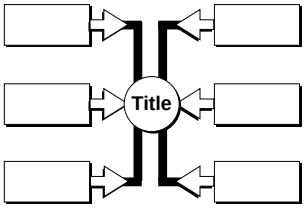
Flowchart Diagrams

- used to represent:
  - sequential events
  - processes*
  - critical thinking
  - decision making



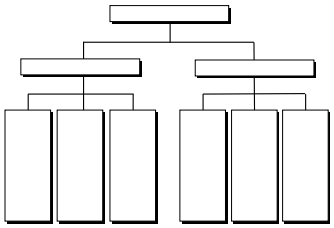
Central Idea Graphs

- used to describe:
  - people
  - places
  - things
  - events
  - stories
  - decision
  - ideas
  - culture



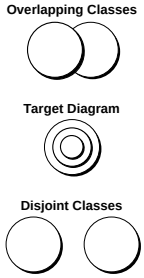
Branching Diagrams

- used to depict:
  - family trees
  - systems
  - organizational charts
  - class/subclass
  - hierarchical relationships



Branching Diagrams

- used to illustrate:
  - logical reasoning concepts
  - class relationships
  - comparison relationships
  - mathematics concepts



Matrix Diagram

- used to organize:
  - schedules
  - data for retrieval
  - comparisons by multiple criteria
  - deductive reasoning

- discuss the purpose and goals for each reading assignment
- teach main components of story (such as character, setting, etc.)
- teach how to draw plausible conclusions to a story:
  - prediction
  - anticipating multiple outcomes

Improving Cognitive Processing

- capitalize on good memory skills
- use mnemonics
  - for memory: HOMES
  - for organization: COPS
- be aware of classroom layout
- use visuals
- be consistent with location of items in room
- simplify oral language

- repeat directions
- teach abstract thought
- teach logic problems

- teach inferential reasoning
- teach "unwritten rules"
  - which bathroom to use
  - who not to talk to
  - time and place for jokes

QuickTime™ and a decompressor are needed to see this picture.

- teach story summary using your hand (1-5-3-2-4)
- teach critical thinking
  - rephrase "Why" questions into fill-in-the-blank statements
  - what else could have happened?
  - Cornell Critical Thinking Test

- Level X can be used to teach:
  - inductive reasoning
  - deductive reasoning
  - credibility and
  - identification of assumptions
- Level Z is much more difficult

Criticalthinking.com

Bloom's Taxonomy

L. Anderson & D. Drathwohl, 2001

	Cognitive Dimension						
Knowledge Dimension		Remember	Understand	Apply	Analyze	Evaluate	Create
	Factual						
	Conceptual						
	Procedural						
	Meta-Cognitive						

Cognitive Process Domain:

Remember

- ability to retrieve relevant knowledge from long-term memory
- employs the ability to:
- recognize and identify
- recall and retrieve

Cognitive Process Domain:

Understand

- the ability to construct meaning from messages
- employs the ability to:
  - interpret
  - provide examples
  - infer
  - compare
  - explain

Cognitive Process Domain:
Understand

- the ability to construct meaning from messages
- employs the ability to:
  - interpret
  - provide examples
  - infer
  - compare
  - explain

Cognitive Process Domain:
Apply

- the ability to use a procedure
- employs the ability to:
  - execute
  - implement

Cognitive Process Domain:
Analyze

- the ability to break material into its constituent parts and determine how they relate to one another based on purpose and structure
- employs the ability to:
  - differentiate
  - organize
  - provide attribution

Cognitive Process Domain:
Evaluate

- the ability to make judgments based on criteria and standards
- employs the ability to:
  - check
  - critique

Cognitive Process Domain:
Create

- the ability to put elements together to form a whole, a new pattern, or structure
- employs the ability to:
  - generate
  - plan
  - produce

Knowledge Dimension:
Factual Knowledge

- the information a student must know
- employs the ability to:
  - use terminology
  - use details
  - use elements

Knowledge Dimension:
Conceptual Knowledge

- the inter-relationships elements have to function together
- employs the ability to:
  - classify and categorize
  - use principles and generalizations
  - use theories, models, and structures

Knowledge Dimension:
Procedural Knowledge

- the ability to know how to do something
- employs the ability to have:
  - subject-specific skills
  - subject-specific techniques/methods
  - knowledge of when to use these skills

Knowledge Dimension:
Meta-Cognitive Knowledge

- the ability to know about cognition and the awareness and knowledge of one's own cognition
- employs the ability to:
  - have strategic knowledge
  - know about cognitive tasks
  - have self-knowledge

- teach idioms
- use simple word problems during computational tasks
  - caution with multiple-meaning words
    - "multiply" and "times" may not be perceived as rapidly as others

- translate math word problems
  - find the total = add or multiply
  - what's the difference = subtract
  - make a comparison = subtract
  - find the missing number = multiply, then divide
  - how many containers = divide
  - find the average = add, then divide

Sensory Issues

Sensory Process

- Registration: our awareness fluctuates throughout the day
- Orientation: we begin to focus on the sensory item
- Interpretation: we make sense of it
- Organization: we realize a response is required
- Execution: we respond or ignore it

Sensory Characteristics

B. Myles, W. Dunn & S. Orr, 2000

- Multi-sensory: 86%
- Touch: 85%
- Vestibular: 55%
- Oral: 50%
- Vestibular: 38%

Sensory Profile Summary

B. Myles, W. Dunn & S. Orr

- emotionally reactive: 95%
- inattention/distractibility: 83%
- low endurance: 81%
- oral sensory sensitivity: 76%
- poor registration: 76%
- sensory seeking: 61%

Fine Motor Skills

Fine Motor Issues

- horrible penmanship:
  - excessively large letters
  - illegible handwriting
  - excess completion time
  - dislike handwriting
  - refusal to complete tasks using handwriting
  - often incorrectly perceived as noncompliant behavior

- pencil grasp fatigue
- hand cramping
- dexterity issues
  - "all thumbs"
- issues related to sensory integration
  - especially noise

- often handwriting activities fail to tap what a student with AS actually knows
  - impacted by:
    - fine motor deficits
    - anxiety
    - stress

Intervention Strategies for Fine Motor

- encourage cursive instruction
  - doesn't require the degree of precision found in block letters
  - no textbook is written in cursive
- write only key words not complete sentences in response to questions

- use breaks to reduce fatigue and frustration
- consider oral responses instead of written
- tape record responses
- 1st produce a list of key points to be included in an essay
  - Inspiration software

- use extended time to complete tasks
- be aware of procrastination
- use pencil grips
- grades initially based on content, not legibility

- use raised paper
  - allows for tactile feedback for letter formation
- use literacy lined paper
  - allows for visualization of descenders
- use slant boards

- use Wikki-Stix
  - great for tactile feedback
  - caution: produces "flying" letters that don't "hang" properly
  - caution: do NOT let him see box cover

- use cardstock templates for specific tasks:
  - envelope writing
  - forms fill-in
- use labels to reduce repetitive tasks:
  - headings on paper
  - homework planner

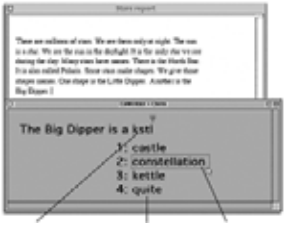
- use objective testing rather than essay
  - True-False Test
    - difficult due to faulty semantic processing
    - often focus on less important word
      - Example: "Some mammals live on land."

- Multiple Choice Test
  - best option
  - be careful if responses have to be transferred to an answer sheet
    - transposes letters
    - forget which answer they're on
- Fill-in-the-Blank Test
  - use word banks
    - reduces time spent discovering ALL the possibilities
    - reduce writing demand by using numbers

- underline/highlight answer in text rather than write it out
- use a scribe
- use spell checkers with handwriting animation to teach penmanship
- use graph paper for printing
  - useful for letter/number spacing
  - especially good for math computation

- PDAs
  - cheap
  - easy to use
  - more features than lap top
    - touch screen interface
    - audio record/playback
    - small size
  - can be used to complete homework assignments

- word-prediction software
  - limits need for key strokes
  - examples:
    - Co-Writer 400
    - EZ Keys
    - WordQ



- speech recognition software

- visual brainstorming software
  - available for computer and PDA

- use word processors
  - full featured computer laptops
  - limited feature systems
    - Alpha Smart
    - QuickPad
- Refer for Occupational Therapy

Dealing with Rage

When I'm in a state of rage, I take myself to a quiet place;
And when I'm in my quiet place I fight off angry dragons.
And when those dragons are gone I can Come out of hiding.

Cory, 2005

Behavioral interventions to reduce escalation of rage cycle

1. Antiseptic bouncing

- designed to allow a student to "walk off" steam in a non-punitive way

2. Proximity control

- teacher simply moves closer to student
- doing so can be a calming agent
- doesn't interrupt any class activity

3. Signal interference

- designed to redirect student to a more positive activity
- procedure:
  - teacher recognizes precursor
  - teacher uses non-verbal signal to indicate she is aware of situation
  - student responds by using pre-determined stress reducing task

4. Use of routines

- redirect to visual schedule
- especially useful when student is provided with contingency visual
  - 2 more problems then read Star Wars!

5. Redirection

- teacher directs student to focus on something other than the upsetting activity
- offer student opportunity to cartoon situation to help in determining appropriate options

6. Use of cool zone

- a predetermined location to allow student to escape stress
- should be quiet and free of distractions
- NEVER considered a time-out, punishment, or escape from class assignments

7. Acknowledge difficulty

- simply acknowledging that a task is difficult can be reassuring
- focus student on steps required for task completion

8. Go for a walk

- student and adult go for a walk
- adult listens with NO visual emotion
- child is allowed to rant without punitive measure from adult

9. S.O.C.C.S.S.

Situation-Options-Consequences-Choices-Strategies-Simulation

- Situation:
  - after the event, teacher identifies
    - who (were involved)
    - what (happened)
    - where (did it occur)
    - when (did it occur)

- Options:
  - teacher and student brainstorm variety of options
  - do not rule out any inappropriate responses
    - "shoot him, stab him..."
  - initially teacher may need to facilitate responses

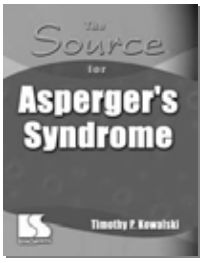
- Consequences:
  - for every option, develop list of consequences
    - shoot him = go to jail

- Choices:
  - prioritize or Y-N rank
  - have student determine best option based on:
    - accomplishing goal
    - social appropriateness

- Strategies:
  - Student decides how to implement the plan the next time the situation occurs
- Simulation:
  - Practice using
    - Visual imagery
    - Role playing
    - Writing out the plan
    - Talking it out

You can find more about
Asperger's Syndrome
in my book

LinguiSystems, Inc
www.linguisystems.com
800-Pro-Idea



It is hoped that you...

- learned something today that you didn't know before
- feel more confident and are more willing to work with Asperger's Syndrome-ish type individuals
- will try and make their chaotic world more sensible

Thank you
for attending.