

PROMOTING SOCIAL INCLUSION OF PEOPLE WITH AUTISM AND OTHER DISABILITIES

“Methodologies and Accommodations”

Sioux Falls, SD

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PRESENTED BY

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INTRODUCTION AND A LITTLE BIT ABOUT ME

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A LITTLE BIT ABOUT ME

Introduction



The Autism Bomb — NOT



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DIAGNOSTIC AND
STATISTICAL
MANUAL
OF MENTAL DISORDERS
IV-TR

American

Psychiatric

2000

Association

DIAGNOSTIC AND STATISTICAL
MANUAL OF
MENTAL DISORDERS
FOURTH EDITION

TEXT REVISION

DSM-IV-TR™

Reframe

- Communication
- Socialization
- Restricted Interests

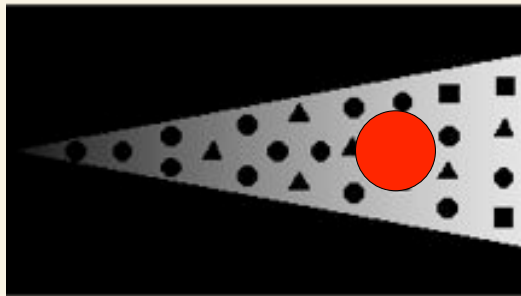
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THE AUTISM SPECTRUM

Severe

Moderate

Light



Increasing Variability of Pres

Kanner's

PDD-NOS

HFA/AS

Rosenn, D. (1997). "Rosenn wedge". From Aspergers: What we have learned in the '90s conference in Westboro, MA. Used with permission

Twice Exceptionality

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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — Adult

4 Enter Putnam Condition improves to
6 Kindergarten Social & academic
me baby food Yikes bike
Stephen Shore
Foreword by Temple Grandin

Paradigm shift from being advocated for to advocating for one's self

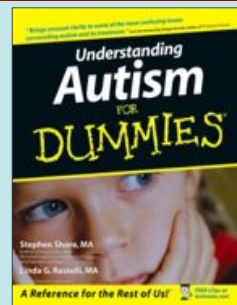
Sheltered Workshop for People with Asperger Syndrome

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SOCIALLY-BASED INCLUSIONARY TECHNIQUES

Nine Educational Domains of Inclusion

1. Size
2. Time
3. Level of Support
4. Input
5. Difficulty
6. Output
7. Participation
8. Alternate
9. Substitute Curriculum



Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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SOCIALLY-BASED INCLUSIONARY TECHNIQUES

Nine Educational Domains of Inclusion

Size

Adapt the number of items that the learner is expected to learn or complete.

Example

Reduce the number of **social studies**, or **science** terms, or **words to spell** a learner must learn at any one time.

Time

Adapt the time allotted and allowed for learning, task completion, or testing.

Example

Individualize a **timeline** for completing a task such as a final research paper for **science**; pace learning differently (increase or decrease) for some learners.

How can this be engineered to benefit the entire class?

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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SOCIALLY-BASED INCLUSIONARY TECHNIQUES

Nine Educational Domains of Inclusion

Level of Support

Increase the amount of personal assistance with a specific learner.

Example

Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.

Input

Adapt the way instruction is delivered to the learner.

Example

Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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SOCIALLY-BASED INCLUSIONARY TECHNIQUES

Nine Educational Domains of Inclusion

Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

Example

Allow the use of a calculator to figure **math** problem; simplify task directions; change rules to accommodate learner needs.

Output

Adapt how the student can respond to instruction.

Example

Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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Seeking Alternate Means of Demonstrating Knowledge

— Achieving Success in Geography for Elijah —

Today's weekly geography quiz is to locate India, South Africa, and Germany by indicating which other countries they border and in what direction. For example, Canada's placement would be described as being bordered by the United States in the South, etc.

However, Elijah, a high school student with high functioning autism sits frozen in fear as he just can't put into words where these countries are and fails this type of test... again.

Elijah exhibits difficulties in creative writing and mathematics. However when properly organized by his aide, performs at above grade level in drafting class and computer-aided-design.

- Please do the following...
 1. *describe* what may be causing Elijah such difficulty in class, and,
 2. *determine* if there may be a way to employ Elijah's strengths as listed above enabling him to achieve success for this quiz,
 3. *indicate* how the instructions might be modified to help Elijah and possibly other students in the class as well.

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SOCIALLY-BASED INCLUSIONARY TECHNIQUES

Nine Educational Domains of Inclusion

Participation

Adapt the extent to which a learner is actively involved in the task.

Example

In **geography**, have a student hold the globe, while others point out locations. Have a student with ataxia in **physical education** class **cheer** from the stands.

Alternate

Adapt the goals or outcome expectations while using the same materials.

Example

In **social studies**, expect a student to be able to locate just the states while others learn to locate capitals as well.

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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Meaningful Inclusion of Val in Chorus - Case Study

— Success in Music —

A student with autism, Valerie is included in senior chorus. Despite intensive support from an aide and a well-planned behavioral program, Valerie moans continuously at a low pitch without regard to whether her section is singing or not. That is when she is even able to stand in place. However, you have noticed that when pacing around the room Valerie does not make a sound.

The music director is deeply concerned of the possible negative effect this behavior will have for the year end concert of international music.

How might you help the music director while keeping Valerie meaningfully included in the chorus rehearsals and the performance?

- Please do the following...
 1. *indicate* what may be causing Valerie to behave in this manner, and,
 2. *determine* how Valerie's behaviors might be employed to meaningfully included her in the remaining rehearsals and performance, and,
 3. *describe* how this might look during the performance.

SOCIALLY-BASED INCLUSIONARY TECHNIQUES

Nine Educational Domains of Inclusion

Substitute Curriculum

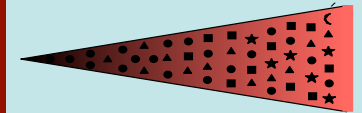
Provide different instruction and materials to meet a student's individual goals yet still aligned with the curriculum.

Example

During a **writing** test, one student is learning computer skills such as keyboarding in the computer lab enabling completion of writing assignments.

Common Goal

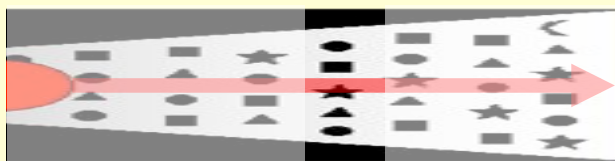
Meaningful involvement of the person with a disability in school, in the community, and in their residences.



Inclusion is a Spectrum

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 8



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development	Enter Putnam	Kinder-garten	Cracking rocks			
V	Turn over at 8 days	Withdrawal from environment	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Condition improves to "neurotic"	Social & academic difficulties	Special interests in astronomy and weather			
E	Rapid physical and motor development	Tantrums	Early intervention from parents who refute recommendations for	The wonderful world of watch motors	Discovered making a mess of my room	Teacher concerns for reading and math difficulties			
N				Echolalia and	Engen				
T				and	gen				
S				ations for	oved cats				

Interests and Strengths

SPECIAL INTERESTS

An interest of such great intensity that it interferes with daily functioning¹.

SOME SPECIAL INTERESTS²

airplanes	astronomy	bicycles	earthquakes
medicine	chemistry	mechanics	electricity
electronics	computers	hardware	tools
psychology	music	rocks	geology
geography	locks	cats	dinosaurs
watches	shiatsu	yoga	autism

1. Attwood, A. (1998). *Aspergers Syndrome*. London: Jessica Kingsley Publishers.
2. Shore, S. (2001). *Beyond the wall: Personal experiences with autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.

Harnessing the Power Driving a Special Interest

— Expanding Adam's World —



1. *indicate* what may be causing Adam to behave in this manner, and,
2. *determine* how this passion might be employed addressing Adam's curriculum needs, and,
3. *describe* an example of how this might look in an educational setting.

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THE HIDDEN CURRICULUM - COMMUNITY

Peter Gerhardt (personal communication, April 2004)



THE HIDDEN CURRICULUM

Practical Solutions for Understanding Unstated Rules in Social Situations

Brenda Myles
Melissa Trautman
Ronda Schelvan

Autism Asperger Publishing Company

Sam arrives after **Bob**. What two rules did he break?

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SOCIAL NARRATIVES AND OTHER TECHNIQUES

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SOCIAL STORIES – by Carol Gray

Using vignettes to describe how social interactions work employing...

Descriptive Sentences: Background of situation

Directive Sentences: Suggests action and decode meanings

Affirmative Sentences: Suggests commonly shared values or opinions

- In order to keep your teeth healthy people need to visit the dentist every 6 months. *Descriptive*
- It can be hard for the dentist to do his or her work if you move around too much in the chair. *Descriptive*
- Having clean teeth is important for having a good smile. *Affirmative*
- When it hurts too much or gets too loud I will give the dentist a “cut” sign indicating I need a short break. *Directive*
- The dentists may talk to me or ask me questions during the cleaning but I only have to answer with an “uh huh” or “uh uh”. *Descriptive*
- Getting my teeth cleaned may be uncomfortable but hopefully it will become easier with each passing visit. *Descriptive*

Adapted from Gray, C. *The new social story book*. Future Horizons

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POWER CARDS - Gagnon, E. (2001). AAPC

Strategizing using these characteristics

1. The hero or role model: Motivating, build on relationship
2. Special interest: Motivating, nonthreatening

Components of these strategies

1. Brief scenario using hero or special interest and the behavior or situation that is presenting difficulty plus a relevant picture or graphic.
 - A. ¶ 1 — Attempts solution to problem and succeeds.
 - B. ¶ 2 — Solution presented in 3-5 manageable steps for the student to try.
2. The Power Card (size of a trading card, bookmark, or business card).
 - Aids in generalization.

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Preparing David to Remain Calm

Power Card

Scenario: Before pulling into the dentist office, 7 year-old David starts whimpering and banging the doll of Chuck Yeager into the car door. His mother drags him into the waiting room. However, upon hearing the sound of the dentist drill from down the hall, he throws himself onto the floor and has a meltdown rivaling the explosion of Mt. Vesuvius. The appointment is rescheduled... again.

Task: Develop a Power Card to address David's tantrum.

Analysis: Behavior "Rumbling" behaviors in car followed by meltdown.
Possible cause Anticipation of discomfort in the dentist's office.

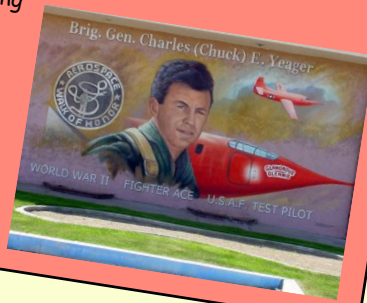
Motivator: Special Interest/Hero
Chuck Yeager

Preparing David to Remain Calm

Power Card

Pilot Chuck Yeager wants you to remember to choose one of the following ways to help calm yourself when you start getting nervous about your visit to the dentist.

1. Take 5 deep breaths exhaling slowly after each breath.
2. Close your eyes and slowly count from 1 to 20.
3. Play a round of "Mario" on your Gameboy.
4. Ask to take a short break.



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Seek... to understand all aspects of the hidden curriculum

Observe... what people are doing and NOT doing

Listen... to what people are saying and NOT saying

Vocalize... questions and check for understanding

Educate... teach and learn... knowledge is power

Adapted from Myles, B., Trautman, M., & Scheivan, R. (2004). *The hidden curriculum: Practical solutions for understanding unstated rules in social situations*. Shawnee Mission, KS: Autism Asperger Publishing Company.

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Stop... what you are doing in order to...

Observe... what people are doing and NOT doing in order to...

Deliberate... to determine the next step of...

Act... based on the information you now have.

Adapted from Bock, M. A. (2001). SODA strategy: Enhancing the social skills of youngsters with Asperger Syndrome. *Intervention in School and Clinic, 36*(5), 272-278.

SOCSSS

Situations — Options — Consequences — Choices — Strategies — Simulation

Adapted from Jan Roosa (1995) in Myles, B., Trautman, M., and Schelvan, R. (2004). The hidden curriculum, Shawnee Mission: AAPC. p. 22

Situation

Who: Sarah and Kassi

When: During math class

What: Kassi pokes Sarah when the teacher is writing on the board. When Sarah pushes Kassi away is when the teacher turns around to see Sarah acting out.

Why: Kassi seems to like the way Sarah wiggles when poked.

Options	Consequences	Choice
Ignore Kassi's poking.	Kassie could continue with her poking. Kassie might stop poking Sarah.	
Punch Kassi in the nose.	Kassie might stop but Sarah might also get into trouble for fighting in class.	
Tell Kassie to stop; if she doesn't, tell the teacher.	The teacher would tell Kassie to stop. The teacher would tell Sarah to ignore her.	✓

Strategy - Plan of Action

The next time Kassie pokes Sarah, Sarah will tell her to stop. If Kassie doesn't stop, Sarah tells the teacher.

Simulation - Practice

A. Visually B. Verbally

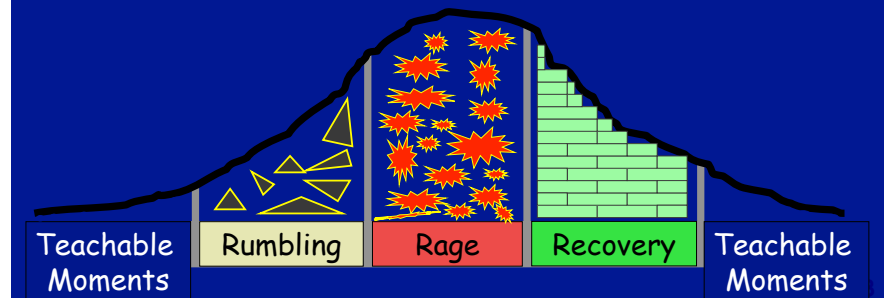
C. Role-playing

Hidden Curriculum

—What unspoken rule did Adam break?—



THE RAGE CYCLE



THE RAGE CYCLE

STAGE	COMMON BEHAVIORS		
Rumbling	Increased verbal behaviors such as swearing, nonsense noises, unusual changes in vocal volume, or making threats	Increased stereotypical behavior such as grimacing, fidgeting, rocking, flapping, tearing paper, or tapping foot	Increased movement, including pacing, walking in circles, or leaving the room
Rage	Verbal behaviors such as screaming	Emotional expressions such as explosive impulsiveness and rage at self	Physical behaviors such as destroying property, biting, hitting, kicking, and self-injury
Recovery	Sleeping	Denial of rage behaviors and withdrawal into fantasy	Apologizing

Adapted from Myles, B., & Southwick, J. *Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns*. Autism Asperger Publishing Company

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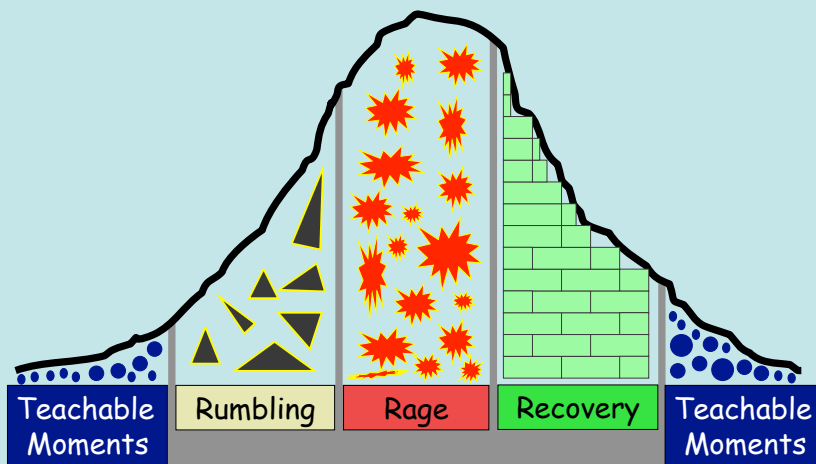
THE RAGE CYCLE

STAGE	POSSIBLE INTERVENTIONS
Rumbling	Antiseptic bouncing Quiet room with work Walk and no talk
Rage	Keep child, other and possessions safe Keep child, other and possessions safe
Recovery	Keep demands very low Favorite activity Not a time for social autopsies or other discussions of behavior

Adapted from Myles, B., & Southwick, J. *Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns*. Autism Asperger Publishing Company

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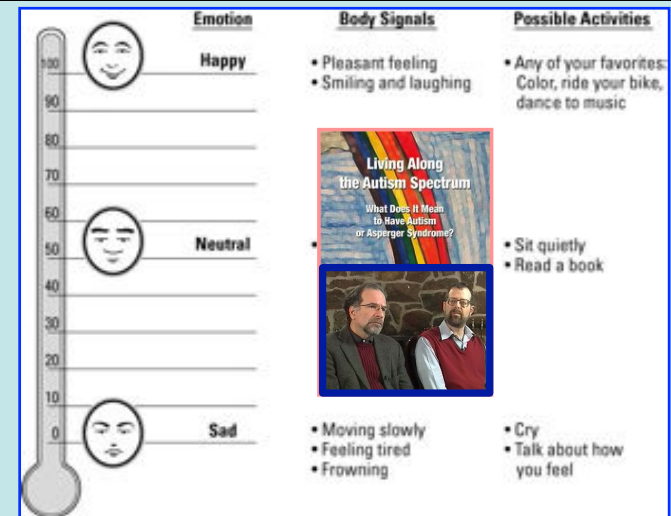
THE RAGE CYCLE



Adapted from Myles, B., & Southwick, J. *Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns*. Autism Asperger Publishing Company

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IMPROVING SELF-ASSESSMENT



Adapted from Myles, B., & Southwick, J. *Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns*. Autism Asperger Publishing Company

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The Rage Cycle – Averting a Meltdown

—Helping Dino Manage Change—

A middle school student, Dino kept asking “what time is math scheduled for today?” Although usually scheduled for 1:30pm, the class was cancelled due to a school assembly. Rather than telling Dino about the change in plans and risking a tantrum, the teacher responded to the repeated queries with “math will meet later today,” figuring that she could help Dino deal with the schedule change after gym class.

As Dino’s repeated requests were continually answered with “later today” by the teacher he became more and more agitated, started pacing, flapping his hands, and talking loudly.

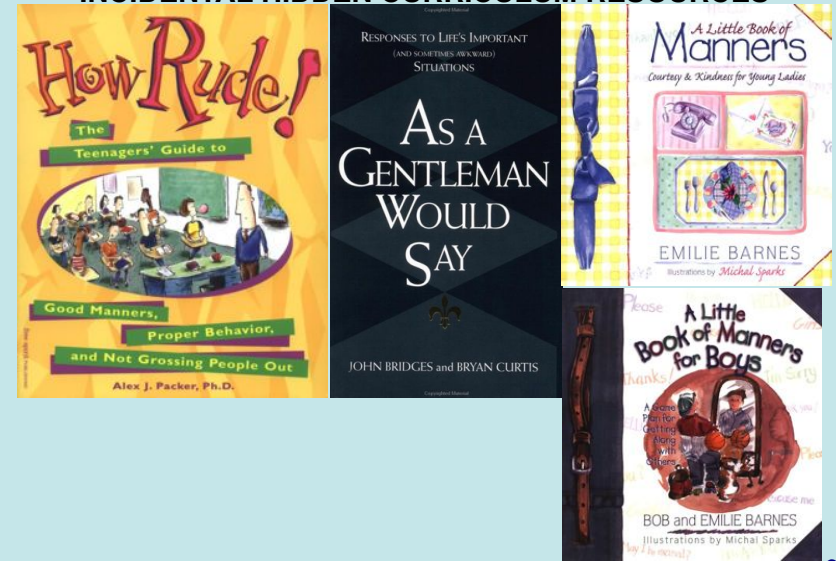
Later that period Dino’s mother was called to remove him from school because he had bitten a teacher and was having a major meltdown on the classroom floor.

• Please do the following...

1. *describe* what parts of the **Rage Cycle** Dino experienced, and,
2. *indicate* how the meltdown might have been averted once the **Rumbling** stage started, and,
3. *suggest* what might have been done at the beginning of class to prevent today’s events.

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INCIDENTAL HIDDEN CURRICULUM RESOURCES



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S U C C E S S F U L T R A N S I T I O N

“Brings unusual clarity to some of the most confusing issues surrounding neurotypic disorder and its treatment.”

Understanding Neurotypicals FOR DUMMIES

- Learn to decode nonspectrum behavior
- Educate children on radical acceptance of differences
- Successfully communicate without eye contact



A Reference for the Rest of Us!

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TELESCOPING TO ADULTHOOD

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SUCCESS WITH AUTISM

Definition

If you are productive and fulfilled with your life you are probably successful

It's all in the journey

You are exactly where you need to be **right now**



A collage of various resources related to autism. The top row features four items: 'Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome' (2nd edition) by Stephen Shore; '破壁而出' (Breaking Through the Wall) by Stephen Shore; '壁のむこうへ' (Beyond the Wall) by Stephen Shore; and '벽을 넘어서' (Beyond the Wall) by Stephen Shore. The bottom row features four items: 'Ask and Tell: Self-Advocacy and Disclosure for People on the Autism Spectrum'; 'Understanding Autism FOR DUMMIES' by Stephen Shore, MA and Linda G. Russell, MA; 'Living Along the Autism Spectrum: What Does it Mean to Have the Son of Asperger Syndrome?' by Stephen Shore, MA; and 'Ask and Tell: 自閉症スペクトラム 生き方ガイド' (Ask and Tell: Self-Advocacy and Disclosure for People on the Autism Spectrum) by Stephen Shore, MA and Linda G. Russell, MA. A central banner reads 'www.autismasperger.net'. A small number '3' is in the bottom right corner.