



SPECTRUM

Life Strategies

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Inclusion: Successful Strategies

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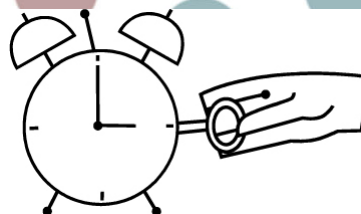
www.spectrumlifestrategies.com

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Operate on ASD Time

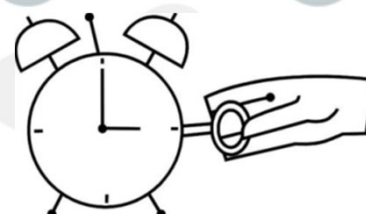
Twice as much time, half as much done = a successful day

- Modify requirements
- Reduce/eliminate handwriting
- Avoid rushing

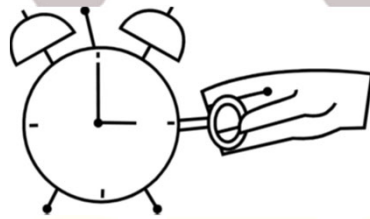


Extra Time is Needed

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

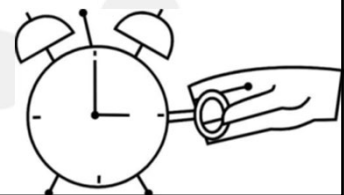


However, there is never **EXTRA** time
To compensate, add time to
the schedule or reduce or
change demands



Handwriting

- Provide an alternative response mode:
 - Dictate answers to a scribe, peer, or recorder
 - Type answers
 - Change short-answer questions to true-false or multiple choice questions
- This reduces time and cognitive demands



Share the Agenda

- Schedules, routines, & transition
- Give information on
 - What is going to happen
 - When it's going to happen



Science Class Rules

- Place all of your belongings under your desk or on the cabinet shelf behind you.
- Raise your hand if you need the teacher's assistance.
- You may quietly get up and sharpen your pencil when needed.

Use Visual Supports

- Not readily noticeable
- Easily accessible

Class routines
Map of school
Books needed
Home base card

Science Class

- Get out red science folder & turn in homework on homework tray.
- Get out science book & science spiral notebook.
- Check board for instructions (top right).
- Complete Chapter Questions.
- Use Computer #2 & continue gathering information on Jupiter.

Place in Backpack

Binder



History book



Math book &
Worksheet



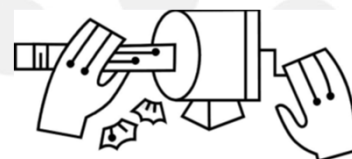
Lunch Box



Manage the Environment

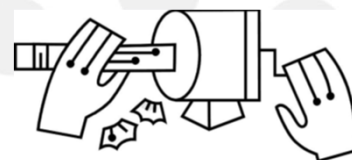


- Teach Routines
- Prepare for Change
- Build in Relaxation
- Provide Choices
- Build in Adult Support



Routines that Need to be Taught

- How to get ready to go to a different class
- How to turn in homework
- How to go through the lunch line
- What to do when finished eating
- What to do during free time
- Where to go to take medication
- How to ask to go to the bathroom
- How to get ready for PE
- What to do if you are being bullied



Prepare for Change

- Prepare the child for the change by discussing it in advance, developing a social narrative, such as a Social Story™ (created by Carol Gray) on the change, or showing a picture of the change.
- Prepare the child for novel experiences.

• Sample - Airline Travel

www.Miami-airport.com/miaair.asp

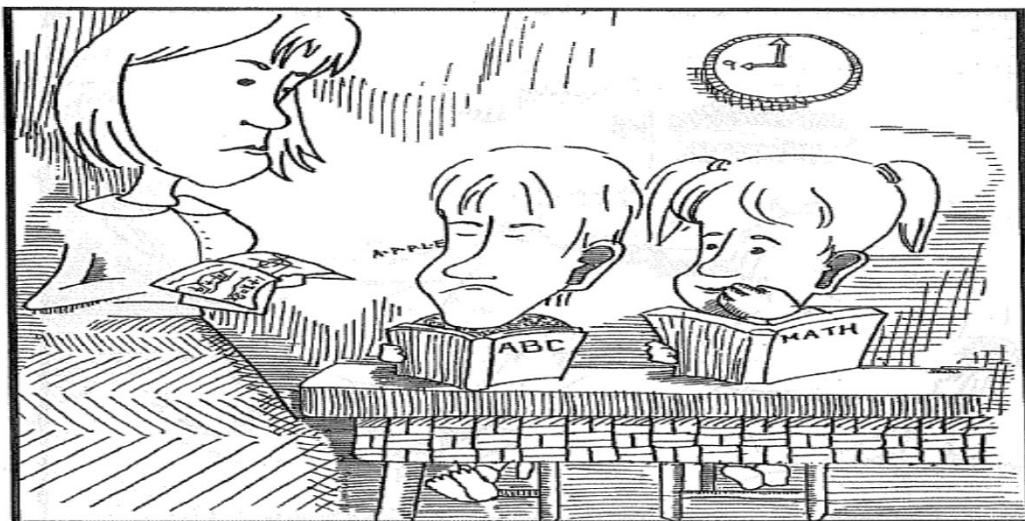
• Gray Center for Social Understanding

www.thegraycenter.org



Any Change Can Increase Stress & Increase Rigid/Inflexible Behavior

- Classroom physical structure changes
- Seating changes
- Small schedule changes
- Time changes
- Activity location changes
- Teacher/parent/friend absent
- Anticipation of an event or activity
- Cancellation of an event or activity



We have a substitute teacher today. I hate substitutes because they never know what to do. At 9:00 o'clock she told us to get out our math books. Everyone knows that 9:00 o'clock is spelling time so I refused to get out my math book. Last night Mom made meat loaf. I like meat loaf but I refused to eat because Monday is spaghetti night.

This is Asperger Syndrome.

Build in Relaxation

- When I'm feeling upset I can
 - Take a deep breath
 - Slowly (count in your mind) 1, 2, 3
 - Exhale

The Incredible 5 Point Scale



K.D. Buron, 2006

Provide Choices



Build in Adult Support

- Consider hand-picking the teacher.
- Sometimes in ASD, we think **structure, structure, structure.**
- However, often our kids don't do particularly well with rigid teachers.
- Think structured, but **flexible, flexible, flexible.**

Build in Adult Support

- Five minutes to talk about favorite interest
- Consistent & friendly greetings
- Manage peer's interactions in groups
- Don't allow student to be picked last
- Highlight things the student does well



Create a Balanced Agenda That Conserves Energy

When Possible, follow less preferred activities
with preferred activities



Home Base

- Supportive, not punitive
- Scheduled after stressful subjects or environments
- May be used to start and/or end the day
- Allow as needed
- Addresses sensory needs

FIRST



THEN



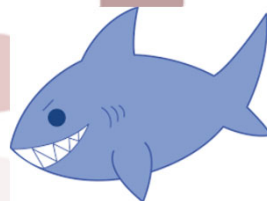
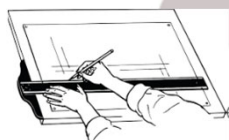
Balance the Agenda if there is a Change

Notice: Field trip to the Science Museum is **CANCELLED**:
Instead you can

Watch the movie on sharks

Draw or

Read a book



Simplify Language

Instead of

"Clean up the science lab."

"Work on your project."

"Remember, when you go to the library, you can catch more flies with honey than vinegar."

Say

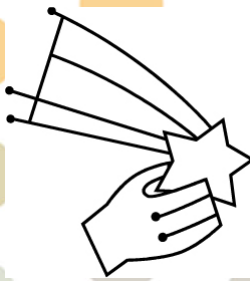
"Put the microscopes back on the shelf."

"Write down all of the resources you will need for your social studies project."

"Remember, when you go to the library you can catch more flies with honey than vinegar. This means that you are more likely to get what you want or need if you are polite."

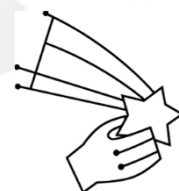
*Say What You Mean and
Mean What You Say*

Be Generous with Praise



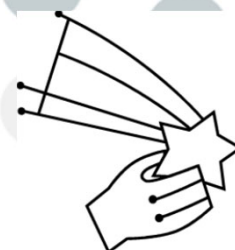
Positive Reinforcement

- Should be immediate
- Reinforce a behavior that is closer to what you want
- Reinforce while working
- Often need to pair a concrete reinforce with praise
- Be very specific with your praise



Incorporate Student's Interests

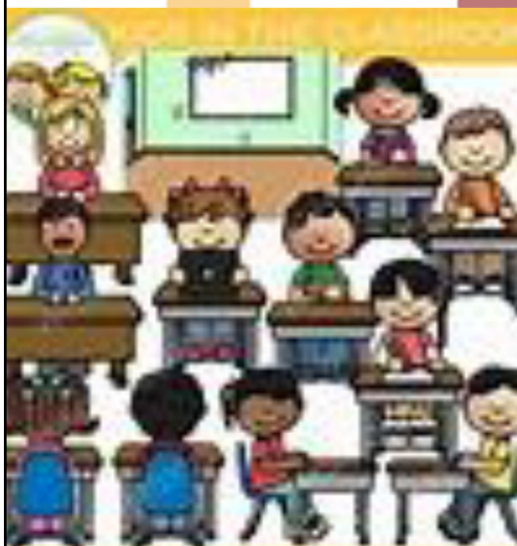
- Dallas Mavericks
- Insects
- Dinosaurs
- Movies
- Favorite Books
- Pokeman
- The Civil War
- Favorite TV Shows
- Dolphins
- Music
- Space Exploration



Tips for Reinforcement

- Catch them being good.
- Catch a moment when they seem receptive to doing something, tell them to do it, & reinforce them.
- Catch them at the beginning when they start to do something you want & reinforce them.
- Reinforcement while they are doing something you want; not only when they are finished.
- Pair concrete reinforcement with specific praise.

Inclusion Strategies



- Operate on ASD Time
- Share the Agenda
- Manage the Environment
 - Teach Routines
 - Prepare for Change
 - Build in Relaxation
 - Provide Choices
 - Build in Adult Support
- Create a Balanced Agenda that Conserves Energy
- Simplify Language
- Be Generous with Praise

References

- Myles, Adreon & Gitlitz (2016). *Simple strategies that work! Helpful hints for all educators of students with Asperger Syndrome, high-functioning autism, & related disabilities*. Shawnee Mission, KS: Autism Asperger Publishing.

Thank you!