

Special Ways and Techniques (SWAT)

Academic Inclusionary Strategies for Social Inclusion

An Inside View



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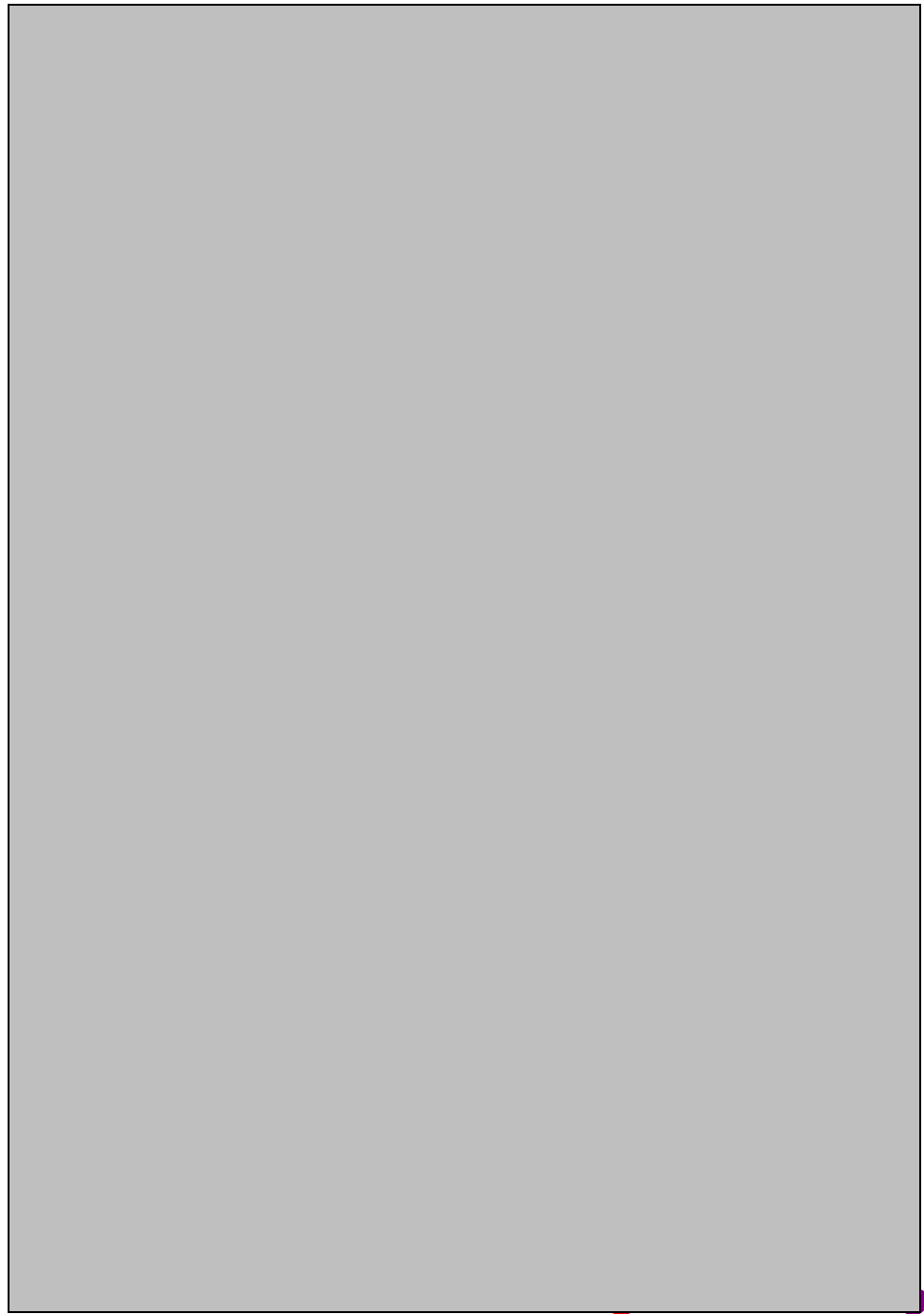


ISRAEL



Central Coherence - Hyperfocusing

What are the differences
between the picture on the
top from the one on the
bottom?



EXAMINING THE PARAMETERS

Questions to ask regarding possible areas of success

How does the s/he spend most of their time?

Reframe

- Communication
- Socialization
- Restricted Interests

Abilities?

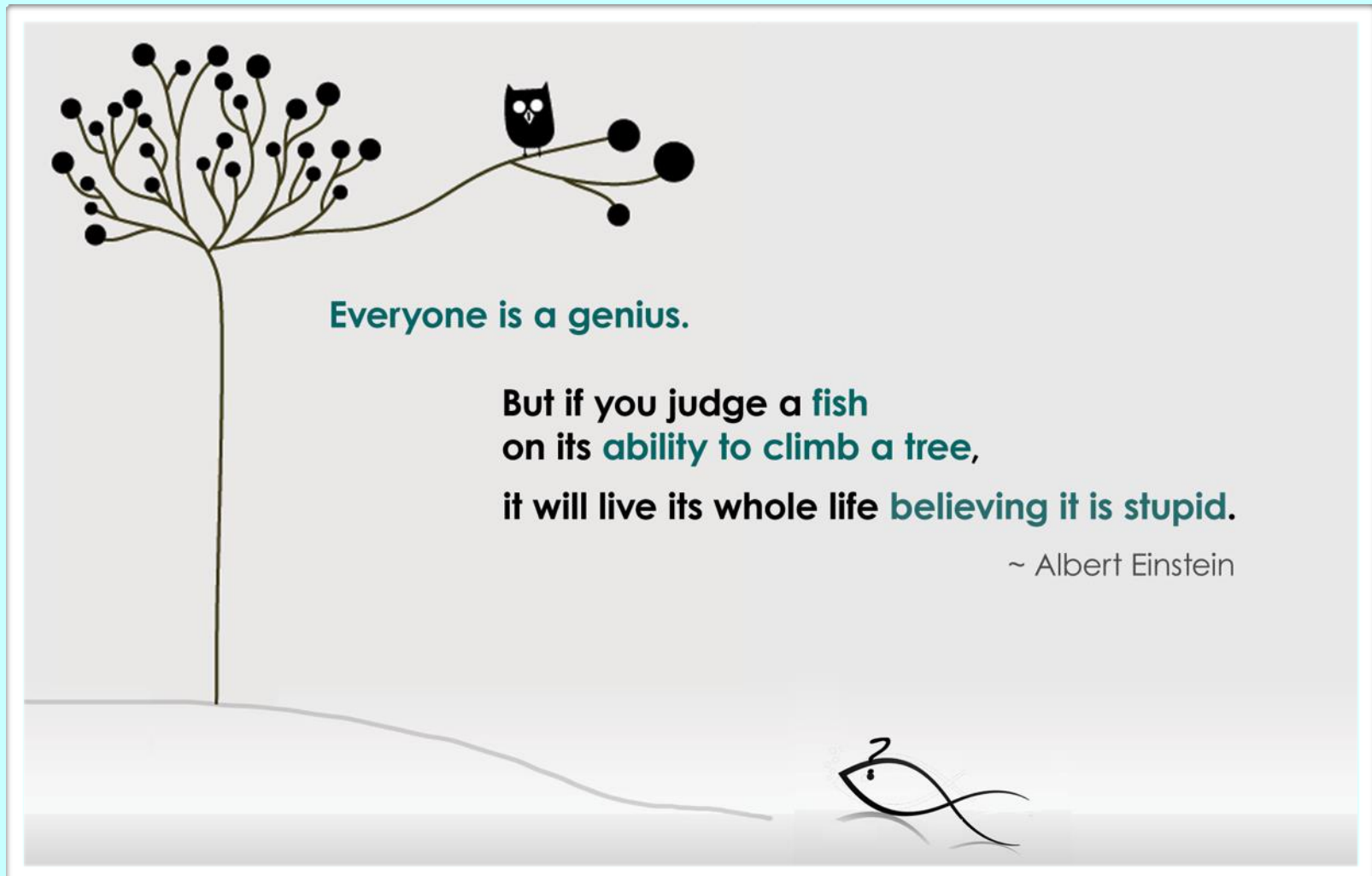
Interests?

Kind of Mind?

Characteristics?

Match to Ad/vocational Possibilities

Changing the Paradigm: A Strength- Based Approach

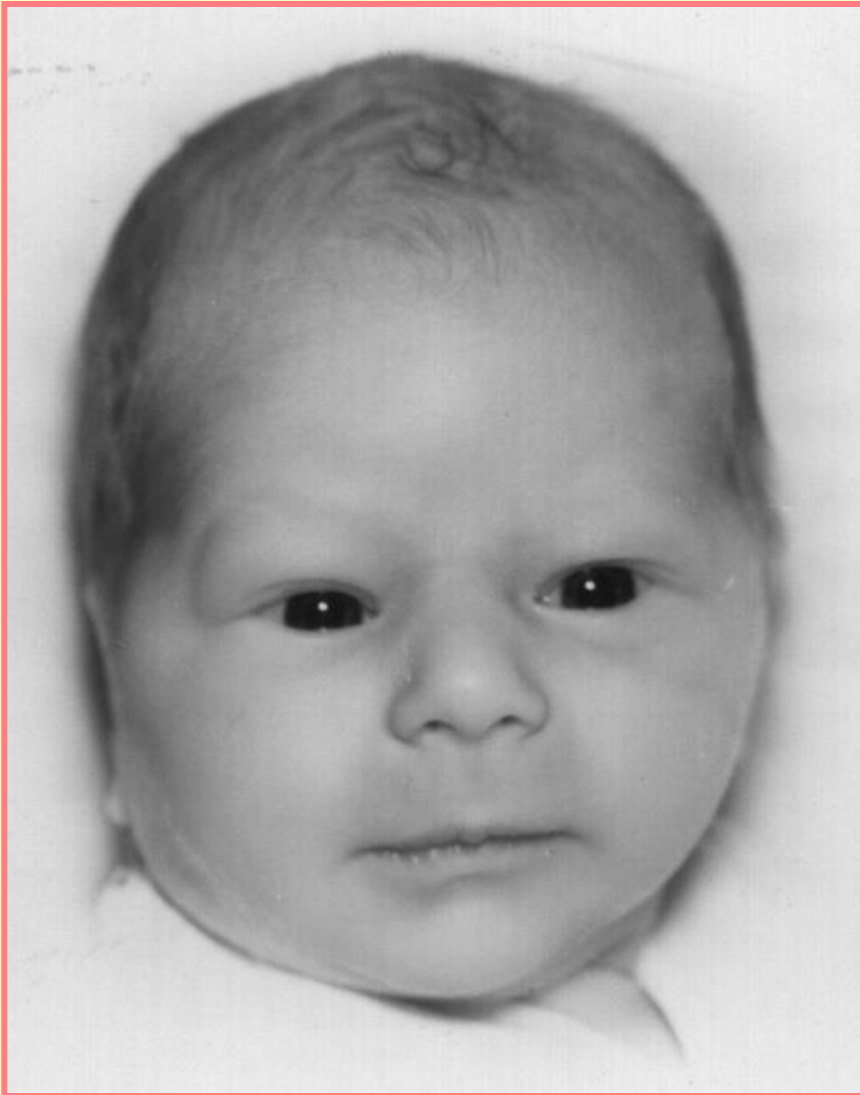




**A little
about me...**

A L I T T L E A B O U T M E

Introduction



The Autism Bomb — NOT



al
l

Reframing Characteristics — Looking for Strengths

Robert – Transportation information to lost patrons at Penn Station

Characteristics	Employment Implications
Communication	Detailed, factual, data-driven, truthful, repetitive, repetitive, repetitive
Social Interaction	Limited and predictable
Restricted Interests	All information is memorized – his coworkers need references

Because this individual has autism...

He outperforms his typical coworkers

EXAMINING THE PARAMETERS

Turning Lead into Gold

Thomas Armstrong, 1989, p. 128

A child who is judged to be: Can also be considered:

Learning disabled
Hyperactive
Dyslexic
Aggressive
Plodding
Lazy
Immature
Phobic
Scattered
Daydreaming
Irritable
Preservative

Learning different
A kinesthetic learner
A spatial learner
Assertive
Thorough
Relaxed
Late blooming
Cautious
Divergent
Imaginative
Sensitive
Persistent

Randy the Artist

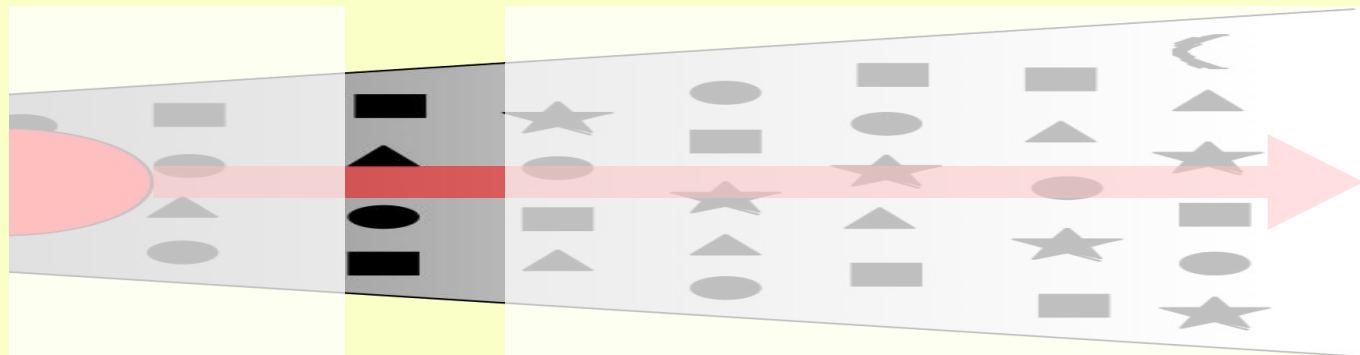
—Addressing Challenging Behavior

A middle school student with limited verbal ability, Randy spends hours drawing shapes using crayons on big pieces of paper. Even from when he was a toddler, when teachers or others remove the drawing material hoping to get him to engage with the class, Randy screams, kicks, bites the back of his hand, and exhibits other challenging behaviors.

Unable to achieve success in getting Randy to join his classmates, his teachers now permit Randy to while away the day with his crayons and paper.

- Please do the following...
 1. *indicate* how you would go about determining the functions behind these behaviors,
 2. *suggest* a plan that would help Randy's keep himself properly regulated,
 3. *describe* what you might do as Randy's teacher to implement this plan.

A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 4



AGE

0

1.5

2.5

4

6

8

10

13

19

E
V
E
N
T
S

Typical develop-
ment
Turn over at
8 days
Rapid
physical and
motor develop-
ment

Autism
bomb hits
Withdrawal
from
environment
Tantrums

Putnam
evaluation of
atypical
development,
strong autistic
tendencies &
psychotic
Early
intervention
from parents
who refute
recommen-
dations from

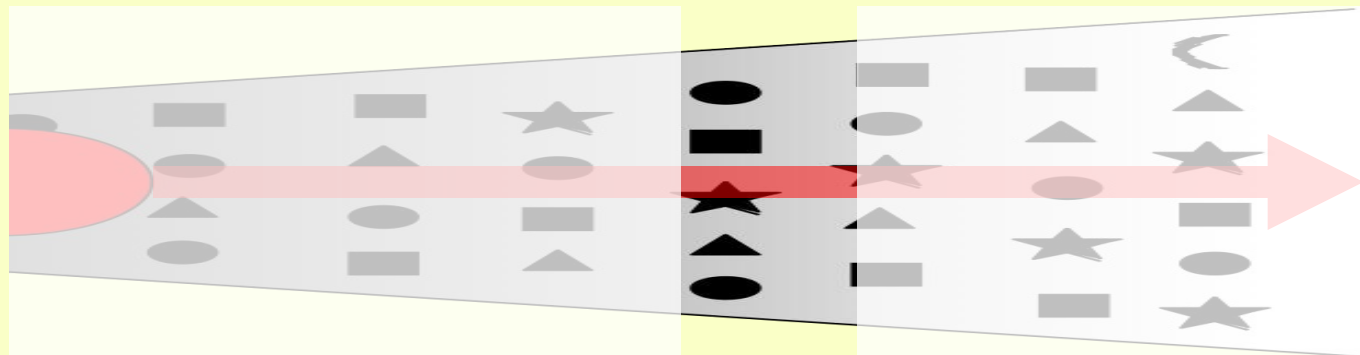
Self Awareness



A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 6



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, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks			
V	Turn over at 8 days	Withdrawal from environment	Early intervention from parents who refute recommendations for	Condition improves to "neurotic"	Social & academic difficulties	Special interests in astronomy and weather			
E	Rapid physical and motor development	Tantrums	The wonderful world of watch motors	Echolalia and repetition of words	Discovered making a mess of myself	Teacher concerns for reading and math difficulties			
N									
T									
S									

Interests and Strengths



S P E C I A L I N T E R E S T S

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.

S_{pecial} W_{ays} A_{nd} T_{echniques}

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

1. Size

2. Time

3. Level of Support

4. Input

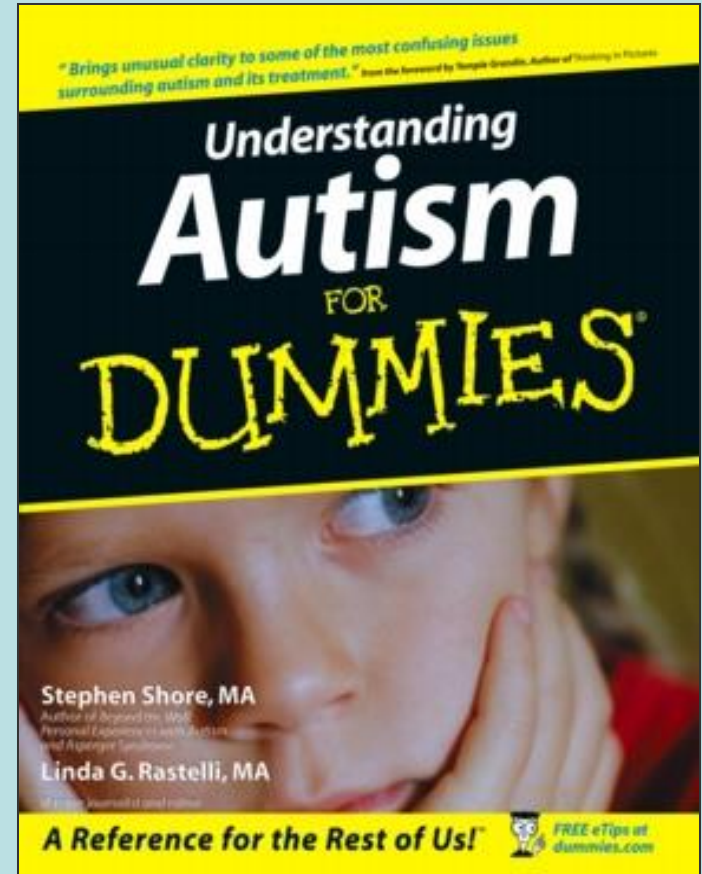
5. Difficulty

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.

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

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.

How can instruction 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.

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

Time

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

Example

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

How can instruction 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.

Accommodating Edward – or Universal Design?

—Success in Writing a Term Paper—

One assignment in your course is a 5-10 page paper using at least 5 sources. A conscientious educator, much time is spent in the first few days detailing how to choose a topic, conduct research, develop outlines, and handing in a rough draft a week before the final paper is due.

Most of your students perform up to, and a few exceed expectations. However, there's always one or two who just don't seem to manage their time efficiently and do poorly.

This year Edward, a student with autism, is included in your class. Although engages in class discussion well, one of his accommodations is to provide an advance organizer for all class sessions and for any long term assignments.

Being truly interested in helping Edward, and perhaps some other students in your course, you wonder if there's a way to rework your instruction to accommodate Edward as part of the general instruction to the class.

- Please do the following...
 1. *indicate* how you might plan to accomplish this goal,
 2. *determine* what you would need to do in terms of instructing the class, and,
 3. *describe* how this might look when you discuss this assignment with the class.

Topic
Sentenc

The cause of
earthquakes

Sammy

Explaining the
seasons

José

Why tides
occur

Igor

Sources

Author (date)

Title...

Denise

Author (date)

Title...

Sammy

Author (date)

Title...

Boris

Outline

1. xxxxx

A. yyyy

B. zzzzz

Laura

1. xxxxx

A. yyyy

B. zzzzz

Igor

1. xxxxx

A. yyyy

B. zzzzz

Yulia

Rough
Draft

Title

The phases
of the Moon...

Igor

Title

The theory
of Evolution...

Boris

Title

On all
continents...

Sammi

Final
Draft

Tides

The phases
of the Moon...

Igor

Humankind

The theory
of Evolution...

Boris

Earthquakes

On all
continents...

Sammi

How can instruction be engineered to benefit the entire class?

Time**Tuesday, April 2, 2017****Weather**

08:00-08:15

Opening Circle



08:15-09:00

Reading



09:00-09:45

Music



09:45-10:00

Snack



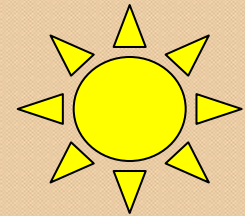
13:15-14:00

Math

$$1 + 2 = 3$$

14:15-14:30

Busses

**20****How can instruction be engineered to benefit the entire class?**

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

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.

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

EXPERIENCING AUTISM

COMMUNICATION — Complexity of Phonemes for Reading and Comprehension

Phoneme translation key	
<u>When you see</u>	<u>Pronounce as</u>
q	d or t
z	m
p	b
b	p
ys	er
a, as in bat	e, as in pet
e, as in pet	a, as in bat

EXPERIENCING AUTISM

COMMUNICATION — Complexity of Phonemes for Reading and Comprehension

Read the passage out loud below

We begin our trip at a familiar place, a body like yours and mine. It contains a hundred trillion cells that work together by design. And within each one of these many cells, each one that has DNA.

The DNA code is exactly the same, a mass-produced resume. So the code in each cell is identical, a remarkable but valid claim. This means that the cells are nearly alike, but not exactly the same. Take, for instance, the cells of the intestines; that they're vital is certainly plain.

Now think about the way you would think if those cells were the cells in your brain.

Excerpt from "Journey into DNA" on the "Cracking the Code" Web site, NOVA Online.

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

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.*

EXPERIENCING AUTISM

DIFFICULTY UNDERSTANDING INSTRUCTIONS

Use the addition table and sample equations below to solve the following problems

Addition Table

0	1	2	3	4	5
1	2	3	4	5	10
2	3	4	5	10	11
3	4	5	10	11	12
4	5	10	11	12	13
5	10	11	12	13	14

Addition Problems:

1.
$$\begin{array}{r} 11 \\ +11 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 21 \\ + 3 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 223 \\ + 15 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 4,522 \\ +2,540 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 5,230 \\ +3,423 \\ \hline \end{array}$$

Adapted from "The misunderstood mind" <http://www.pbs.org/wgbh/misunderstoodminds/experiences> on 24 February 2009

DIFFERENT WAYS OF PROCESSING INFORMATION

Word Contrasted with Photo-Realistic Thinking

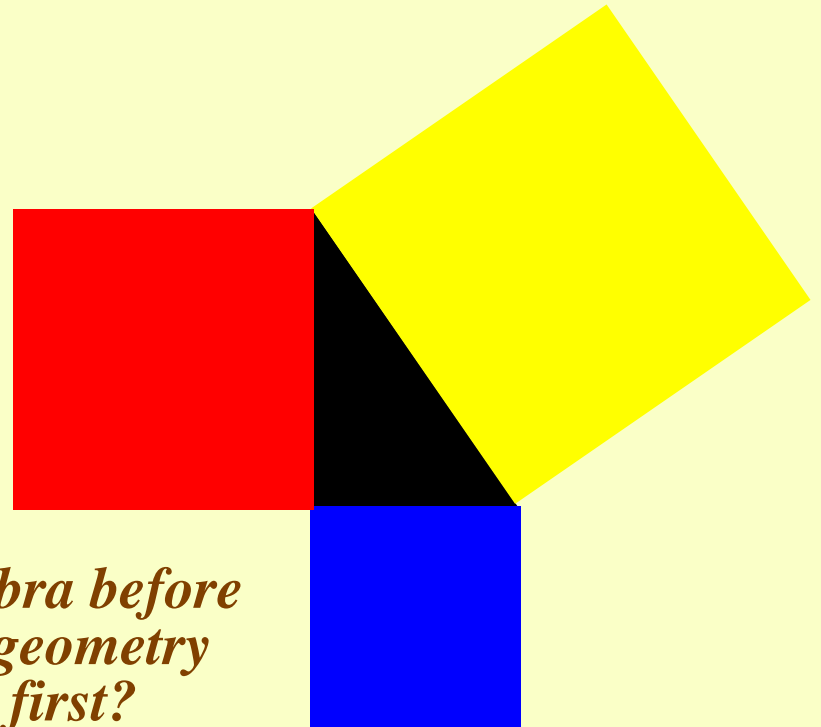
Algebraists

Think this formula

$$a^2 + b^2 = c^2$$

Geometrists

Visualize this figure



*Why require algebra before
geometry when geometry
was invented first?*

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

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.

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

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

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.*

Seeking Alternate Means of Demonstrating Knowledge

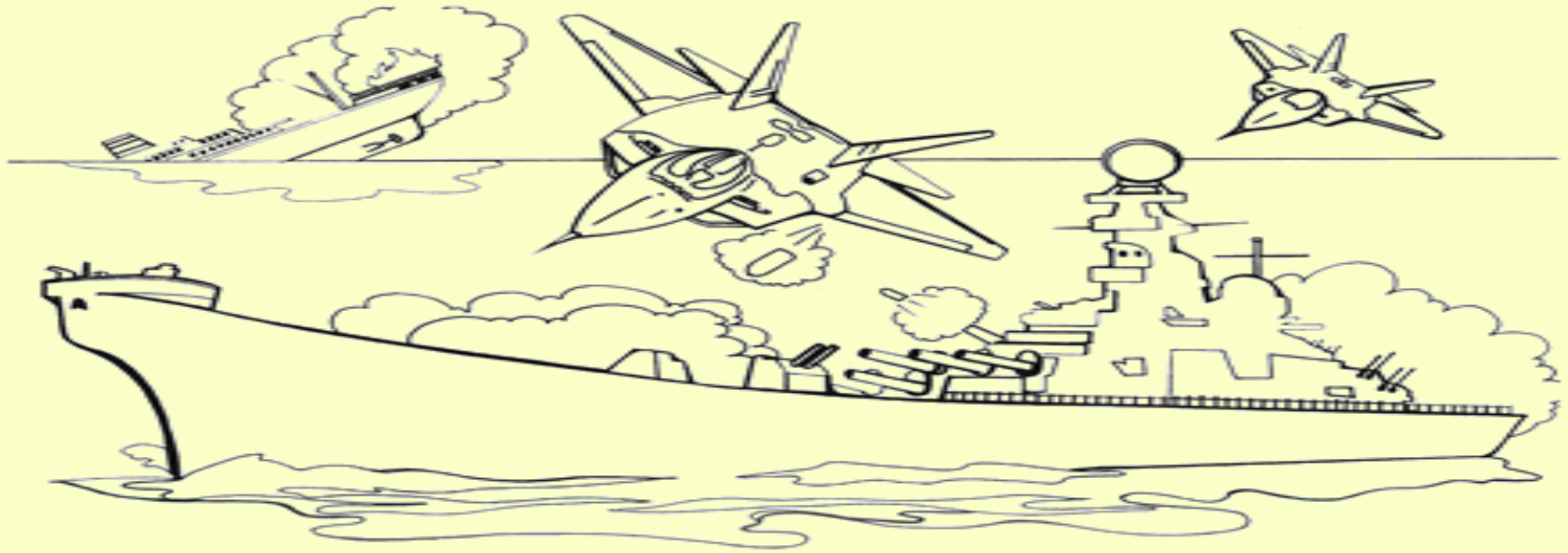
—Achieving Success in Geography for Elijah—

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, an elementary 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.



I've got enough ADD to sink a battleship...

I may as well take the F now...

What would you do to ensure this student's success?

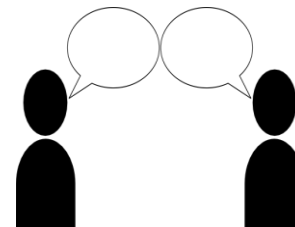
1. *Indicate* the obstacle.
2. *Describe* the strength.
3. *Suggest* a plan maximizing chances for success.
4. *Explain* the implications for assessment.

Please write a five paragraph essay of your favorite activity done during your summer vacation and bring it for sharing with the class next week.

How can instruction be engineered to benefit the entire class?

Please choose one of the following ways to describe one of your favorite activities done during your summer vacation and bring it for a class presentation next week.



Naturalist
Verbal-Intelligence
Musical
Logical-Mathematical
Visual-Spatial
Interpersonal
Bodily-Kinesthetic
Intrapersonal



Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books

How can instruction be engineered to benefit the entire class?



Please choose one of the following ways to describe one of your favorite activities done during your summer vacation and bring it for a class presentation next week.

Intelligence-Learning Focus	Related Images	Directions
Verbal-Linguistic (words)		Write a story or script out a monologue
Mathematical-Logical (numbers)		Relate to numbers or calculations involved in doing your activity

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books

How can instruction be engineered to benefit the entire class?


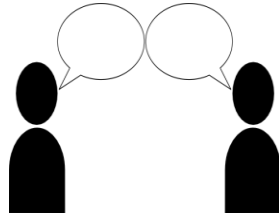
Please choose one of the following ways to describe one of your favorite activities done during your summer vacation and bring it for a class presentation next week

Intelligence-Learning Focus	Related Images	Directions
Music (music)		Discuss a song you heard during your activity or compose and perform a song
Visual-Spatial (pictures)		Draw or paint in the style of a graphic novel, make a collage or poster

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books

How can instruction be engineered to benefit the entire class?



Please choose one of the following ways to describe one of your favorite activities done during your summer vacation and bring it for a class presentation next week

Intelligence-Learning Focus	Related Images	Directions
Bodily-Kinesthetic (movement)		Show using movement
Interpersonal (communication)		Write a play or pretend news story to be delivered by you and one other classmate

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books

How can instruction be engineered to benefit the entire class?

Please choose one of the following ways to describe one of your favorite activities done during your summer vacation and bring it for a class presentation next week

Intelligence-Learning Focus	Related Images	Directions
Intrapersonal (self)		Present a journal or diary describing any changes of behavior, habits, or greater self-understanding
Naturalist (nature)		Describe what you learned about nature and caring for plants and/or animals

Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books

How can instruction be engineered to benefit the entire class?

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

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** serve as a cheerleader from the stands during the game.

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

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 TACTICS

Nine Educational Domains of Accommodation

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.*

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

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.

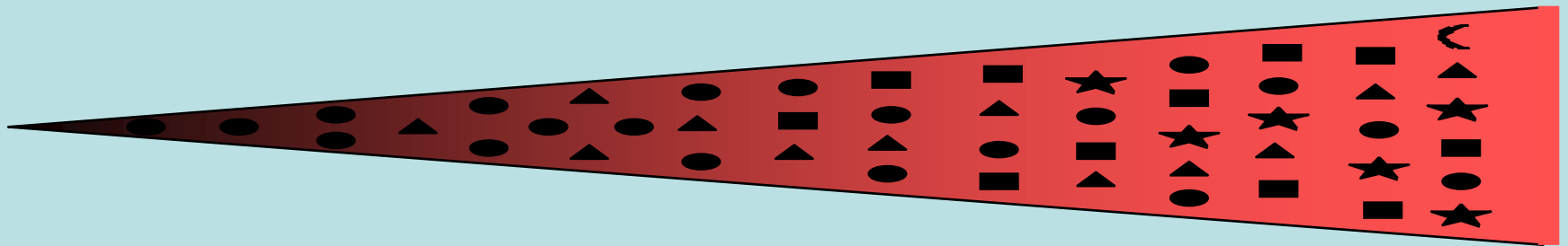
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SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

Common Goal

Meaningful involvement of the person with autism in school, in the community, employment, 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.

S_{pecial} **W**_{ays} **A**_{nd} **T**_{echniques}

OR...

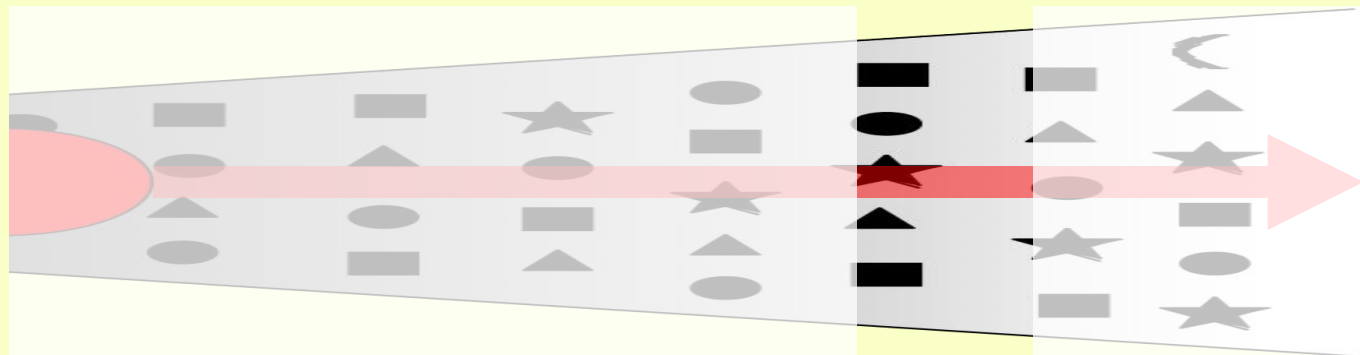
Merely extensions of good teaching practice

SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

Fairness

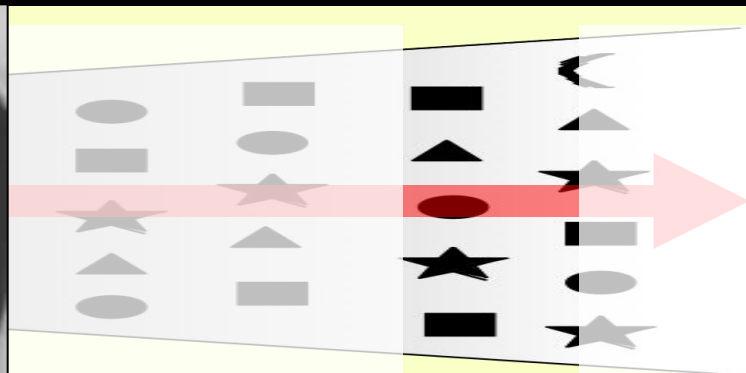
A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 10



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks	Concern about dropping the letter "e."		
V	Turn over at 8 days	Withdrawal from environment	Early intervention from parents who refute recommendations for removal from home	Condition improves to "neurotic"	Social & academic difficulties	Special interests in astronomy and weather	My friend says "he feels like a pizza" and I argue with him that he does not look like a pizza and probably does not feel like one either		
E	Rapid physical and motor development	Tantrums		The wonderful world of watch motors	Discovered making a mess of myself while eating BBQ chicken	Teacher concerns for reading and math difficulties			
N				Echolalia and return					
T									
S									

Literal Thought

A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 13



8

10

13

19

Cracking rocks

Special interests in astronomy and weather

Teacher concerns for reading and

Concern about dropping the letter "e."

My friend says "he feels like a pizza" and I argue with him that he

does not look like a pizza and probably does not feel like one either

Middle and high school

Finally getting it together but still often in left field

Discovering the band room

Time to focus more on people and not their bicycles

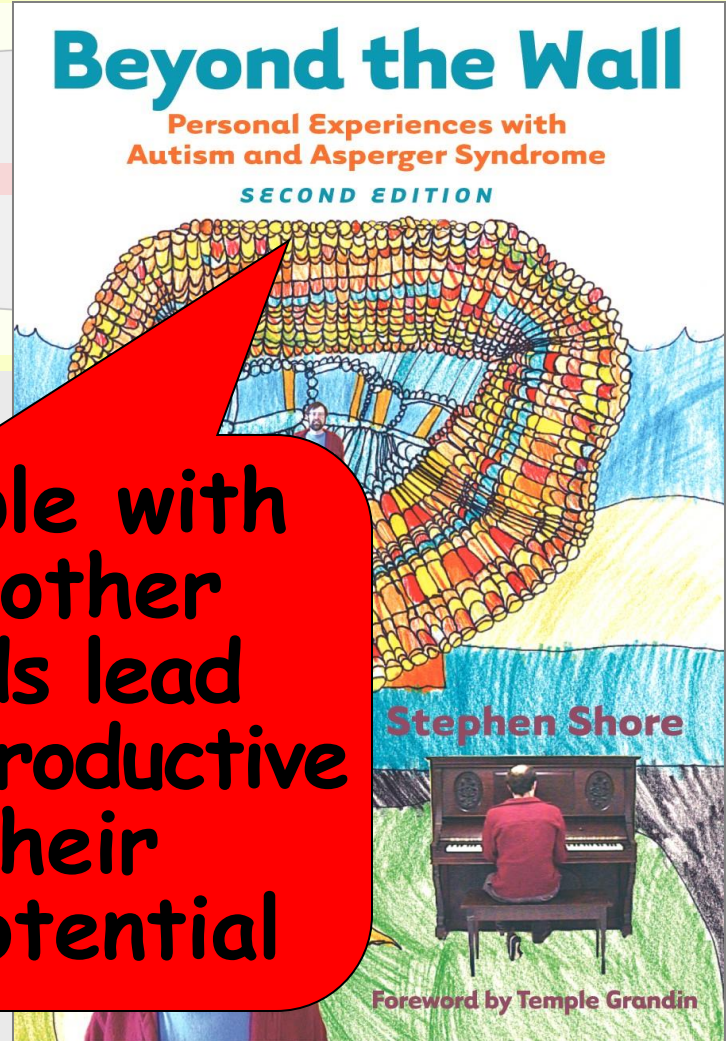
N

T

S

**Interests,
Relationships &
Community**

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



Helping people with
autism and other
special needs lead
fulfilling and productive
lives to their
greatest potential

Sheltered Workshop for People with Asperger Syndrome

WHAT MIGHT BE LIKE TO HAVE AUTISM?

Let us find out...

DISABILITY IN THE CLASSROOM

Now... Let's tell a story in a round-robin fashion

Instructions:

All you need to do is relate your sentence to the previous person's sentence.

Adapted from: Lavoie, R. (1989). *Understanding Learning Disabilities: How difficult can this be?* (Videotape) Greenwich, CT: Peter Rosen Productions.

DISABILITY IN THE CLASSROOM

**Now... Let's tell a story in a round-robin fashion again
EXCEPT**

- This time... no words can contain the letter “n”
 - No “n” at the beginning, middle, or end

Adapted from: Lavoie, R. (1989). *Understanding Learning Disabilities: How difficult can this be?* (Videotape) Greenwich, CT: Peter Rosen Productions.

S U C C E S S W I T H A U T I S M

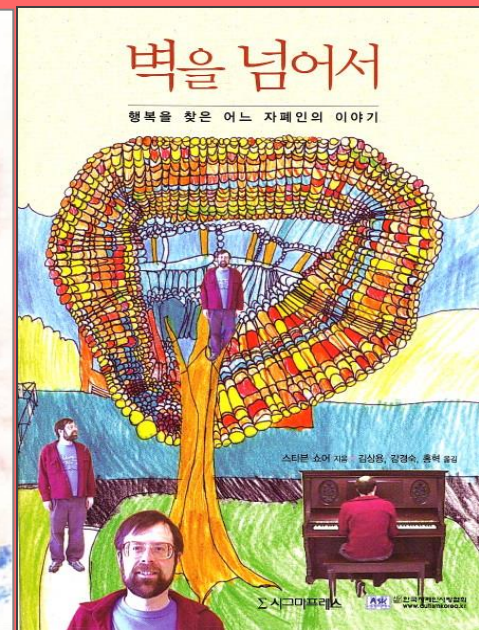
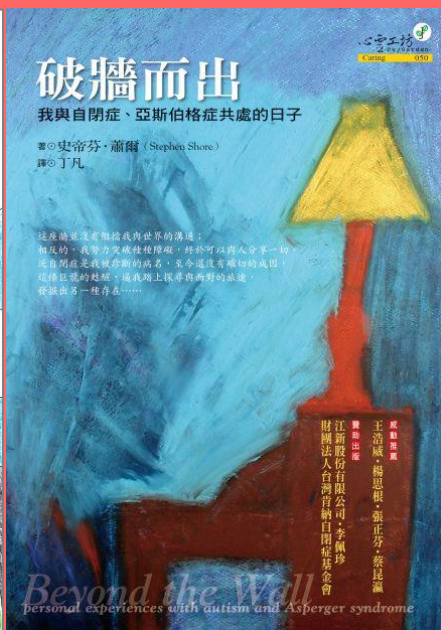
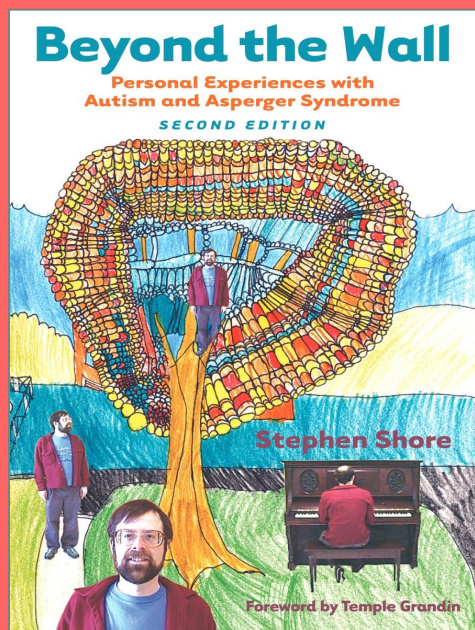
Definition

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*





www.autismasperger.net

