

Autism: How to avoid being the antecedent

Grenstitute Day

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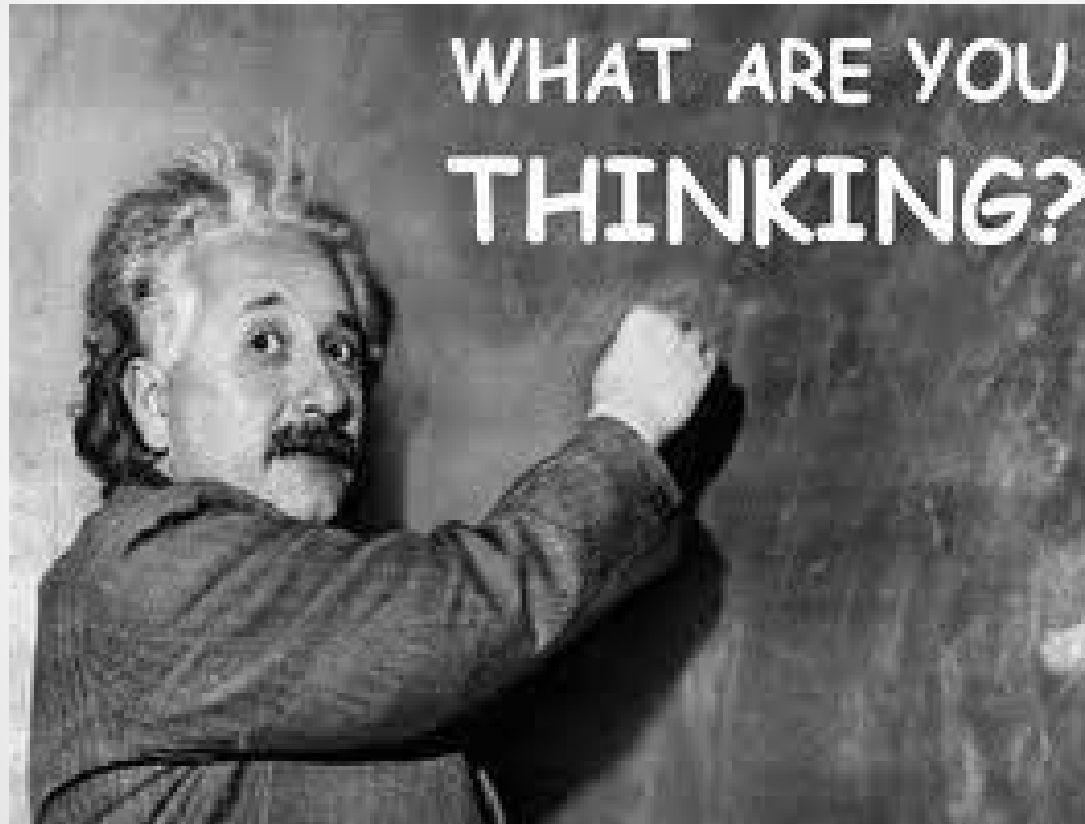
Goals

- Briefly describe features of ASD
- A day in the life of a student with ASD
- Interventions in the classroom
- Classroom collaborations
- Questions

What's This **Spectrum** Thing?

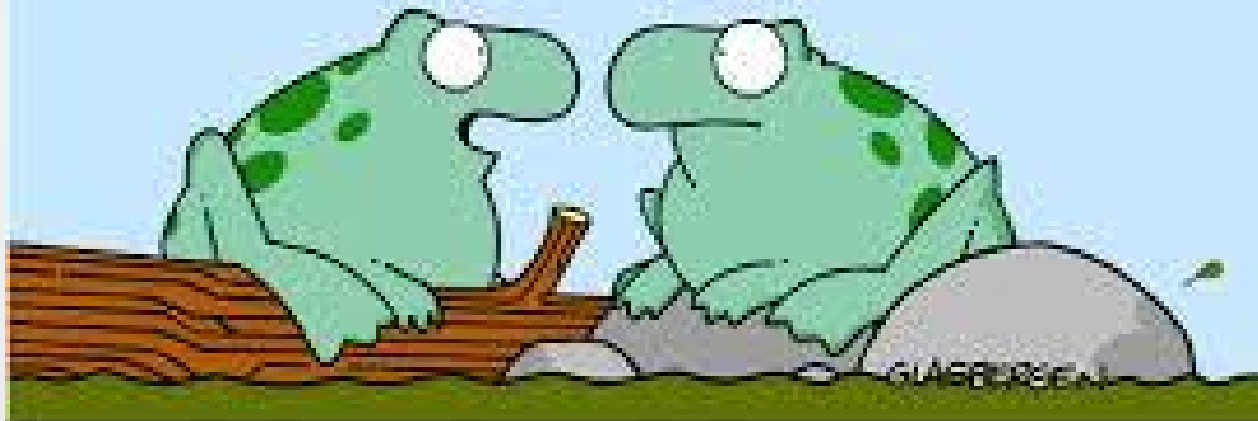
- Autism = impairment in social thinking, social engagement, and social reciprocity
- Spectrum = Ranging in degree from mild to severe

Stop and Think



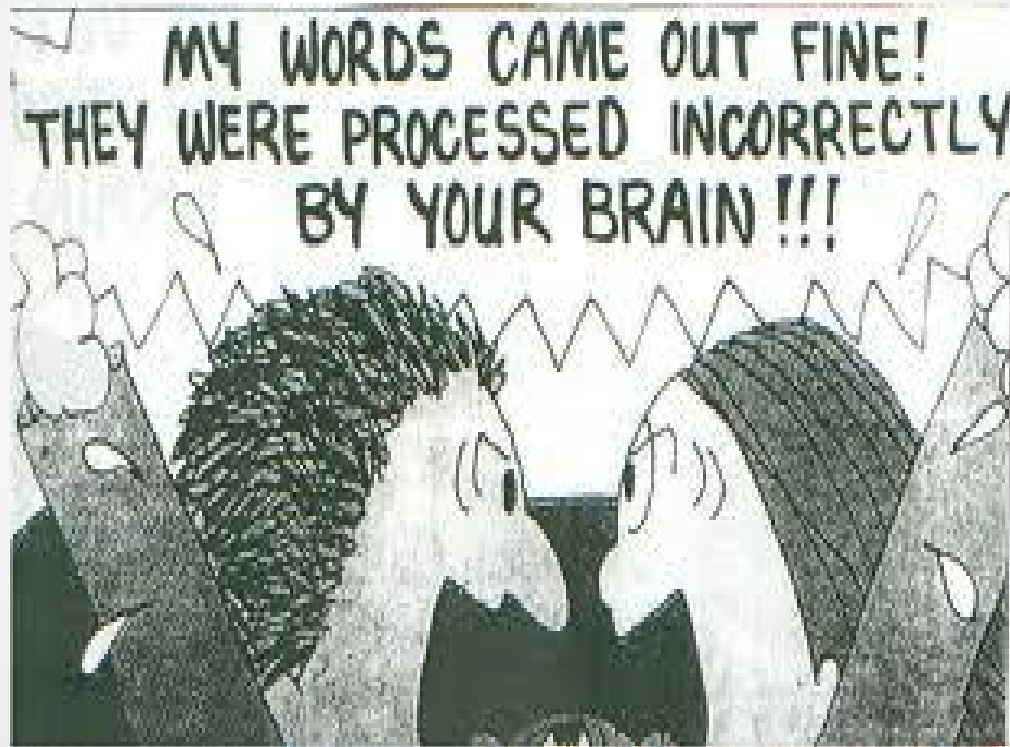
In The Classroom

Classroom Management ~ A Positive Approach ~



"Looks aren't everything. It's what's inside you that really matters. A biology teacher told me that."

Off Topic Comments



Off - Topic Remarks

1. First utterance → Let it go
2. Second utterance → “We’re talking about X now.”
3. Third utterance → “ I need you to be quiet now, and please raise your hand to talk”
4. If student raises their hand ask them if the comment is about the topic. If he/she responds “yes” let student speak, if he/she responds “no” tell student to wait until later.

Single TopicKer



Love of a Single Topic

What do you (the participants) love to do?

- work out?
- see movies?
- watch the Cardinals?
- garden?
- watch Dexter?
- be with your children/grandparents ?



Love of a Single Topic

1. See if there is a connection to class topic.
2. Tell student he/she is off topic.
3. If student persists, say “Please stop.”
4. Think about leaving 2 minutes at the end of a class to give any student the chance to present on an interest or about self.



Unexpected Physical Boundaries



Physical Boundaries

a.k.a Too Touchy Feely

Speak directly to the behavior, weaving in the concept of “respectful space.”

For Ex: Student touching another’s hair

1. Directly state, “ you must not touch a part of a person’s body because it is disrespectful.”
2. Then demonstrate the expected distance from person to person. This is one arm length.
3. Leave 2 minutes at end of class for students to reiterate respectful physical boundaries.

Gotta Keep Movin'



Unexpected Motor Activity

a.k.a. Ants in Their Pants

Signals a need for a “sensory break”

So.....

1. Provide options that fit the classroom moment:

a. During instruction → fidgets, chew gum, rub velcro, etc

b. “Lab” → bathroom, water fountain, deliver something to somewhere in building

The Picking of the Nose



Picking Nose, etc

1. Tell him/her “stop picking your nose.”
2. Then send them to the bathroom to wash his/her hands.

The same applies to masturbation.

Here's Looking at You



Eyes on Me Please!?!

It's okay if a student is not always looking at you.

It's not okay if he/she never looks at you.

(Lots of EGHS teachers have great strategies) i.e

1. Eyes to the voice
2. Track the speaker
3. Follow the stuffed thingy

“Your eyes say ‘I’m listening.’”

Did I Say Something Funny?



Laughing and Giggling

...when it's not funny

1. Say nothing and hope it goes away in 10 seconds or less.
2. Address it directly by saying “please stop.”
3. If he/she is unable to stop tell him/her directly to step outside and stop laughing.
4. Don't forget to bring the student back into the classroom.

What About Smiling?



1. 9 times out of ten, the student doesn't know that she/he is smiling.
2. Ignore it.

The smile on his/her face doesn't always mean she/he is happy. The facial expression may not have any correlation to his/her feelings at the time.

Speakers before Thinkers



DANGER

**MOUTH OPERATES
FASTER THAN BRAIN**

Blurting

Why does a student blurt?

1. Social awareness is impaired (neurological)
2. Unable to inhibit oral response (neurological)
3. Haven't fully developed turn-taking (learned)
4. Impatient - unable to wait (learned)

Blurting

- 5. Difficulty holding the taught inside
- 6. Student is unable to make the conventional connection between teacher's eye-gaze and waiting to speak

What to Do?

1. Ask yourself: Do you want a free-wheeling discussion among students or do you want students to raise hands, be called upon, and then speak?
2. Tell students first what kind of a discussion this is going to be
3. If free-wheeling - students need to know that only one person can be speaking at a time

Blurting

In other words - you are going to have to teach turn taking

Blurt → Hold up hand as in stop position → “I’m looking at (name other kid), I’m thinking about (same).”

Blurt continues → repeat above

You may want to consider giving a sticky note and asking student to write comments so you can address them later.

The Repeater



Repeating You

Is there an echo in the room?

1. Repetition is the students way of remembering or comprehending. A student who repeats is unable to respond directly to your question or comment.
2. When you hear something important, you verbally repeat it to yourself internally. This student is unable to inhibit the processing of information and speaks it aloud.

Don't be fooled into thinking that the repetition of your question rather than the expected answer means the student doesn't know or doesn't understand

What to Do?

Provide a starter portion of a phrase that the student can finish:

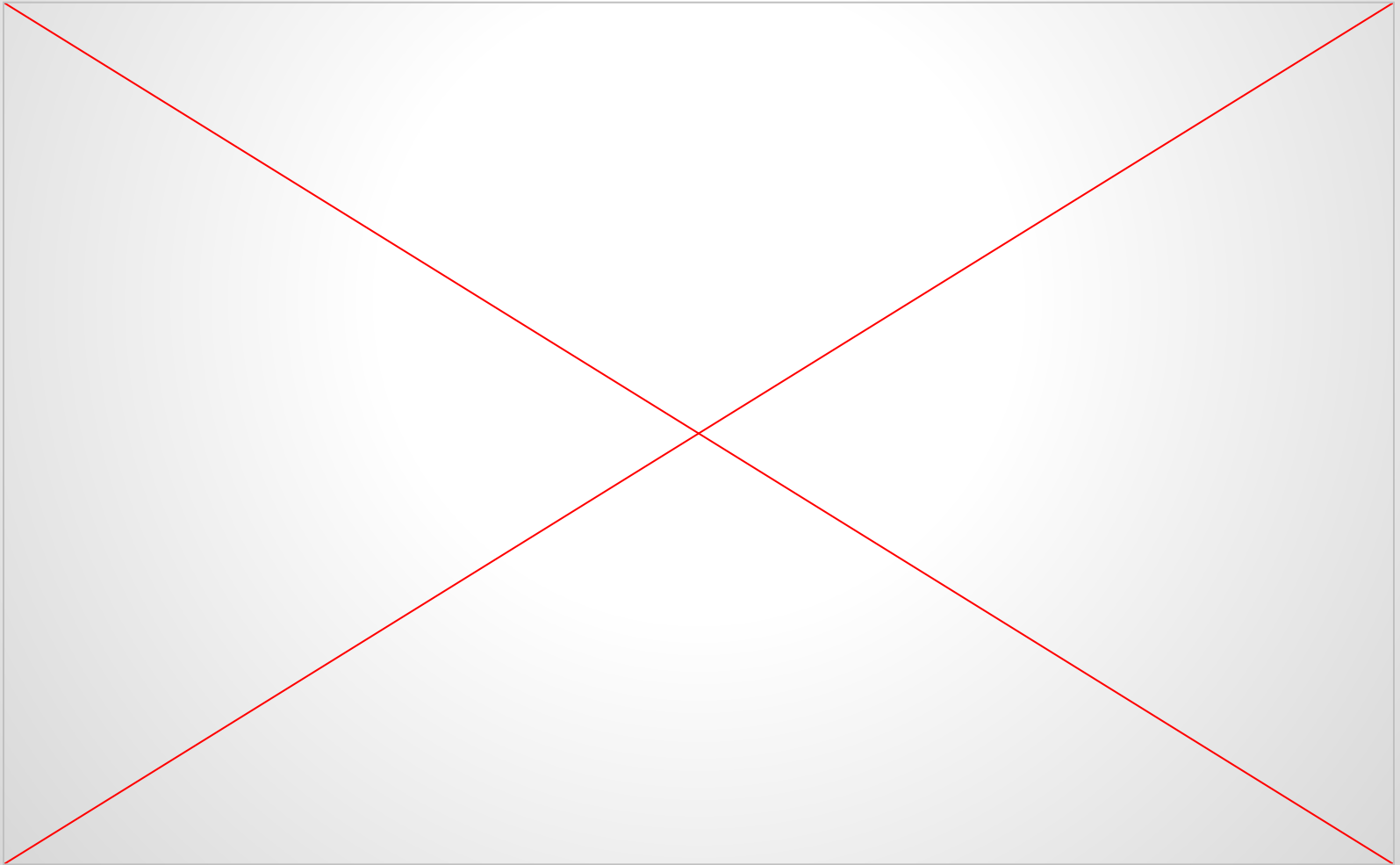
For Example:

In World War II, the bad guys were _____

or provide 2 choices as responses:

The bad guys were Nazis or The bad guys were pilgrims?

What's Going on at EGHS



Questions??

