

Autism Spectrum Disorder (ASD) & Teaching These Exceptional Learners

Lori Boll

www.loriboll.me



@loriboll

Today's Schedule

Autism
defined

My story

Classroom &
School Support

Your questions
answered

Always

Unique

Totally

Interesting

SOMETIMES

MYSTERIOUS

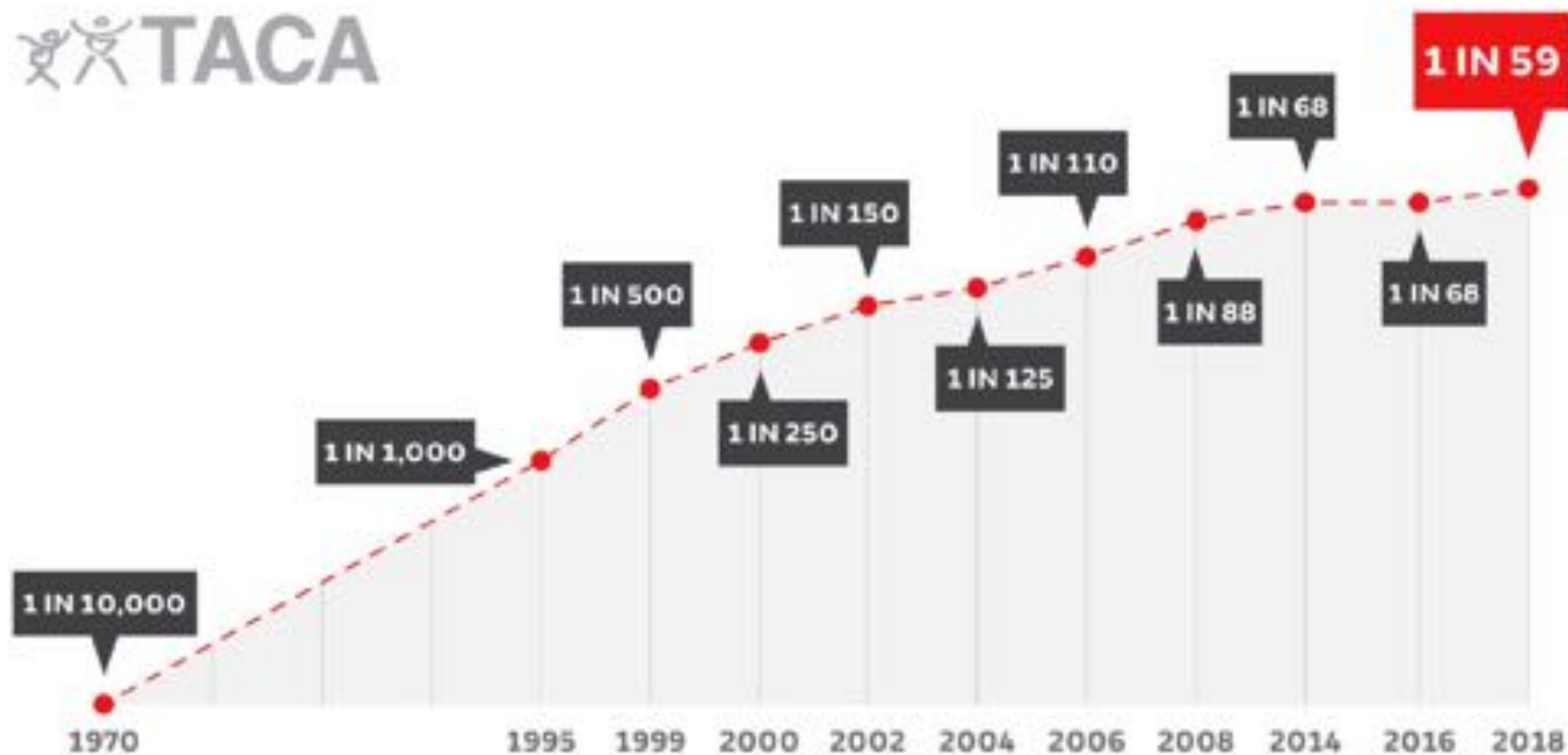


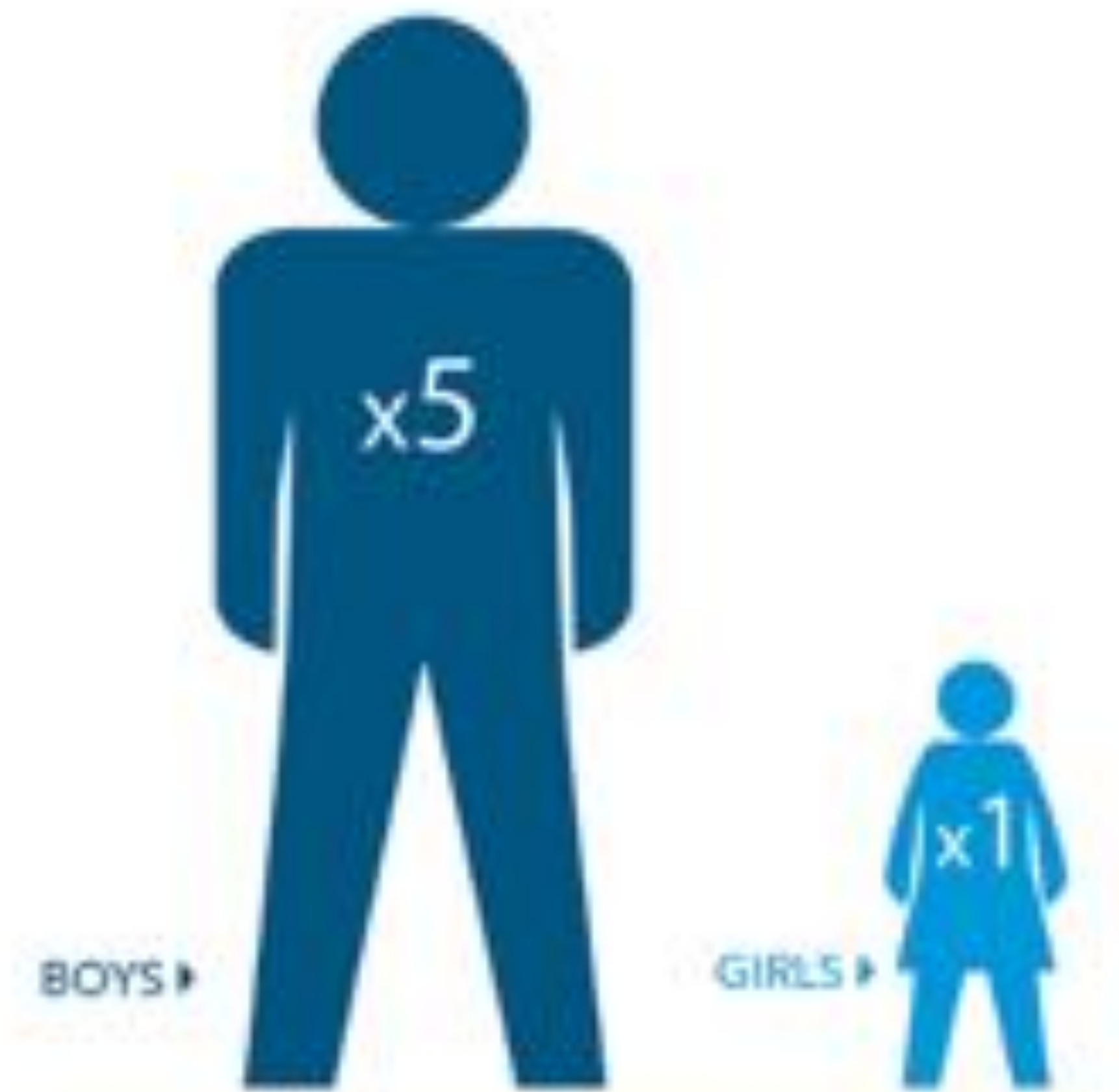


Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication.

11N59

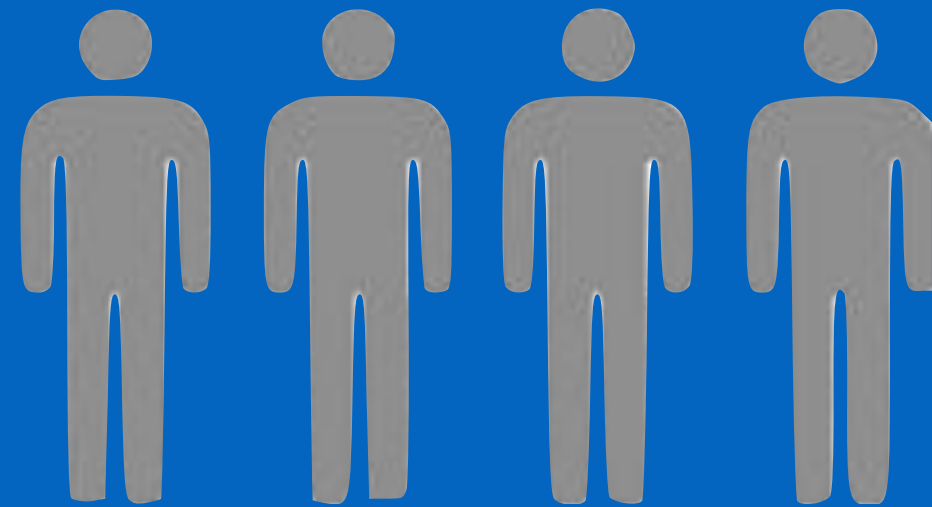






PREVALENCE OF AUTISM SPECTRUM
DISORDERS AMONG CHILDREN BY GENDER

Elementary:



Middle School:



High School:



DSM-V Diagnosis

2 categories:

- problems with communication and social interaction
- restricted or repetitive patterns of behavior or activities.

Communication/Social Interaction

* Must have all 3 for diagnosis

- Issues with communication, including difficulties sharing emotions, sharing interests, or maintaining a back-and-forth conversation
- Issues with nonverbal communication, such as trouble maintaining eye contact or reading body language
- Difficulties developing and maintaining relationships

Restricted/Repetitive Behaviors

*Must have at least 2 for a diagnosis

- Repetitive movements, motions, or speech patterns
- Rigid adherence to specific routines or behaviors
- An increase or decrease in sensitivity to specific sensory information from their surroundings
- Fixated interests or preoccupations

Different Types

- with or without accompanying intellectual impairment
- with or without accompanying language impairment
- associated with a known medical or genetic condition or environmental factor
- associated with another neurodevelopmental, mental, or behavioral disorder
- with catatonia

LEVELS OF SUPPORT ON THE AUTISM SPECTRUM

LEVEL 1

Requiring Support

- Traits
- inflexibility
 - poor organization & planning
 - some difficulty switching between activities
 - poor social skills & interaction

LEVEL 2

Requiring Substantial Support

- marked difficulties in verbal/nonverbal communication
- restricted repetitive behaviors
- noticeable difficulties in changing activities or focus

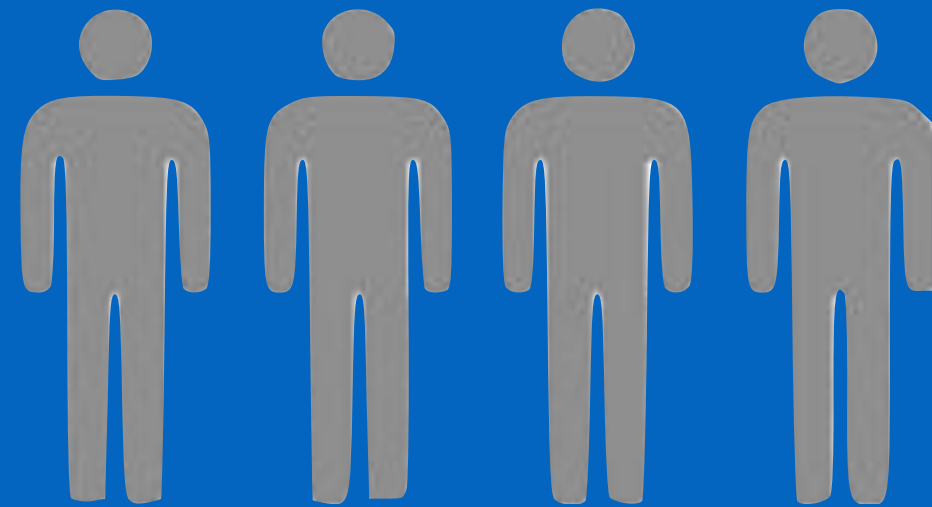
LEVEL 3

Requiring Very Substantial Support

- severe difficulties in verbal/nonverbal communication
- very limited speech
- odd, repetitive behavior
- many express basic needs only

Source: American Psychiatric Association; Diagnostic and Statistical Manual of Mental Disorders (DSM-5)

Elementary:



Middle School:



High School:



LEVEL 1

Requiring Support

Traits

- inflexibility
- poor organization & planning
- some difficulty switching between activities
- poor social skills & interaction

“National data indicates that the vast majority of adults with autism are either unemployed or underemployed, with estimates ranging to as high as 90%.”

-Autism Speaks

DID YOU KNOW?

People on the autism spectrum are especially vulnerable to bullying



**Nearly
two-thirds
have been
bullied**

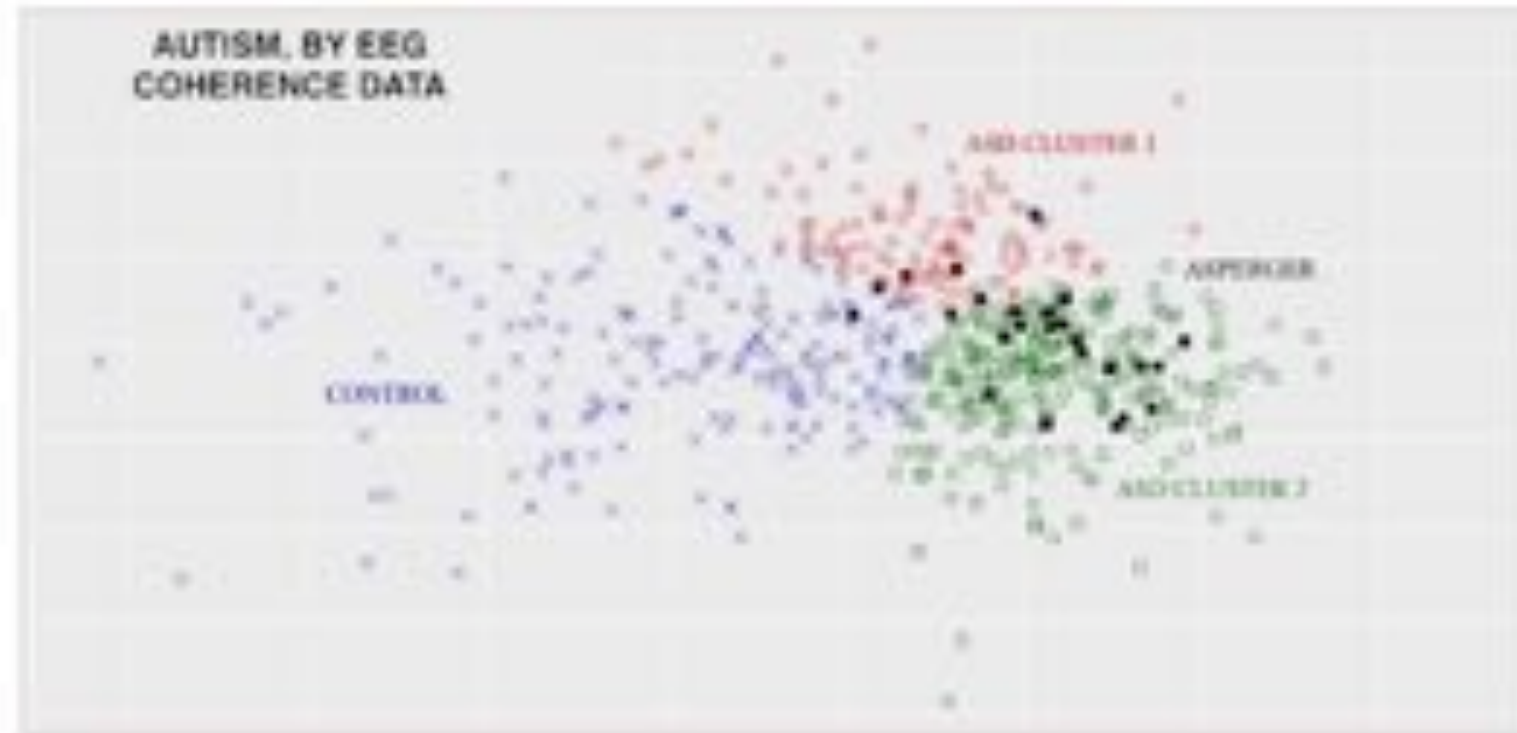


EEG data classify 'autism' into two distinct groups

Posted on February 26, 2019 by Nancy Plesler

Posted in Diagnostics, Science

More On: Department of Neurology, Department of Psychiatry, EEGs, Frank Duffy, Heidelberg Alt



[IMAGES FROM BMC NEUROLOGY (DOI 10.1186/s12883-019-1254-1)]

"If you just look at all autistic children as the same, you'll miss the fact that today's genetic finding may be associated with cluster 1, and tomorrow's with cluster 2," says Duffy. "There's probably something different in their brains, so the underlying causes of those two autisms might be different. Behavioral tests might have different results within one cluster or the other. So this is the beginning of an exploratory clinical research process."



Typical cognitive and language development



Conversations are long and one-sided



Doesn't appear to empathize with another's feelings



Pre-occupied with one or two topics of interest

Hagar the Horrible



Very literal...sometimes doesn't understand humor

Our Schedule	
8:00	Morning Work
8:30	Interactions
9:00	Science
9:40	Reading
10:40	Writing
11:30	Handwriting/ Grammar
11:45	Calendar
12:05	Recess/Lunch
12:15	Math
2:00	Games - Targeted concepts: 4-6 Thursday - Math Friday - Art
2:40	Recap/Fluency
3:10	Dismissal



Reacts negatively to any type of change in schedule



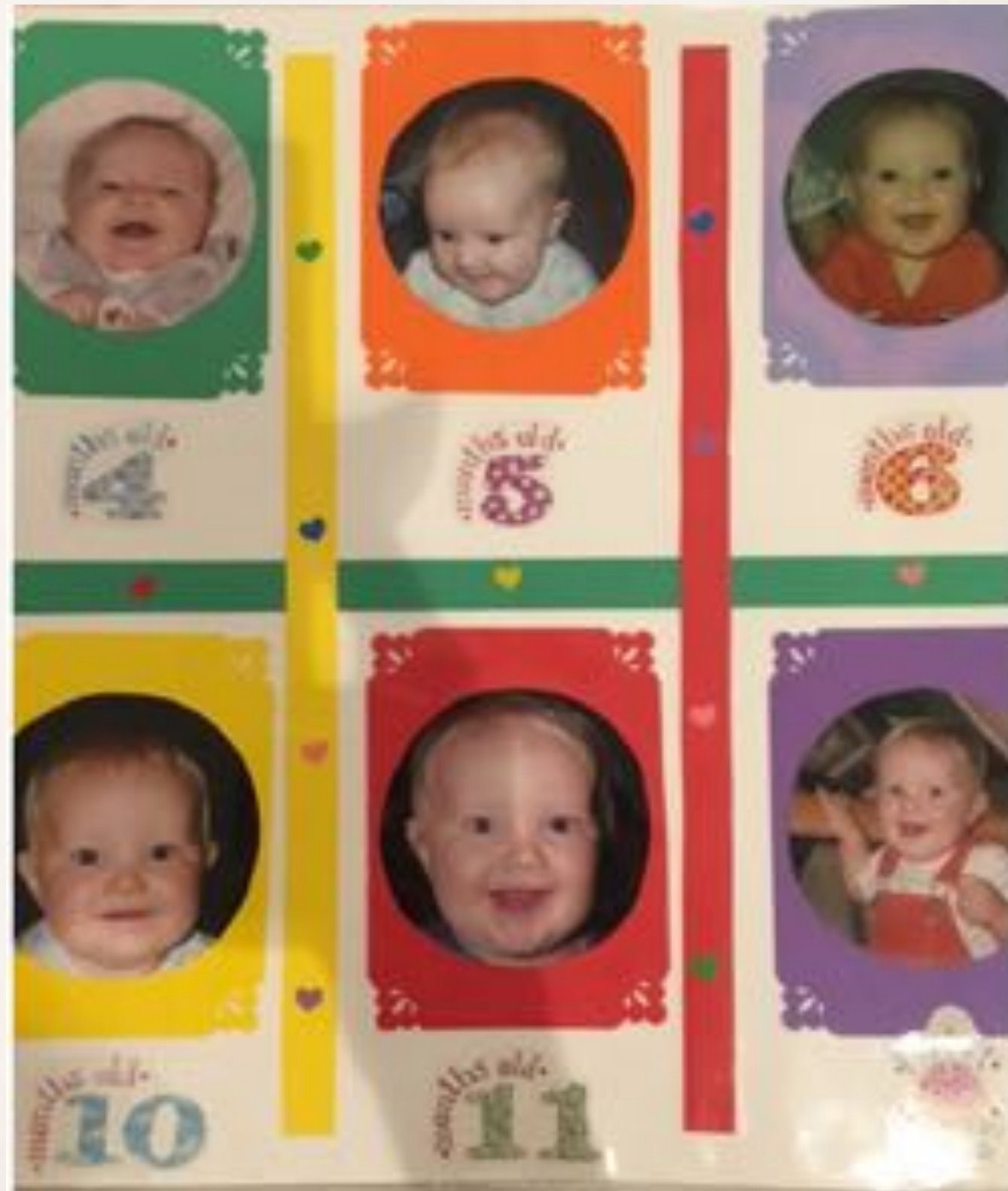
Speaks in monotonous, rigid, or unusually fast voice

Our Story





BRADEN









FREE Screening Test
Instant Scoring

 [LOGIN](#) [CONTACT US](#) [FAQ](#)

**Take the M-CHAT
Screening Test** 

Home

[Learn About M-CHAT](#)

[Take M-CHAT Test](#)

[What To Do Next](#)

What is the M-CHAT Test?

The Modified Checklist for Autism in Toddlers (M-CHAT) is a validated developmental screening tool for toddlers between 16 and 30 months of age. It is designed to identify children who may benefit from a more thorough developmental and autism evaluation.

[Learn about M-CHAT](#)

1

If you point at something across the room, does your child look at it? (FOR EXAMPLE, if you point at a toy or an animal, does your child look at the toy or animal?)

☐ Yes ☒ No

2

Have you ever wondered if your child might be deaf?

☒ Yes ☐ No

3

Does your child play pretend or make-believe? (FOR EXAMPLE, pretend to drink from an empty cup, pretend to talk on a phone, or pretend to feed a doll or stuffed animal?)

☐ Yes ☒ No

4

Does your child like climbing on things? (FOR EXAMPLE, furniture, playground equipment, or stairs)

☒ Yes ☐ No

Next >>

5

Does your child make unusual finger movements near his or her eyes? (FOR EXAMPLE, does your child wiggle his or her fingers to his or her eyes?)

☒ Yes ☐ No

6

Does your child point with one finger to ask for something or to get help? (FOR EXAMPLE, pointing to a snack or toy that is out of reach)

☒ Yes ☐ No

7

Does your child point with one finger to show you something interesting? (FOR EXAMPLE, pointing to an airplane in the sky or a big truck in the road. This is different from your child pointing to ASK for something [Question #6.]

☐ Yes ☒ No

8

Is your child interested in other children? (FOR EXAMPLE, does your child watch other children, smile at them, or go to them?)

☒ Yes ☐ No

[<< Prev](#)[Next >>](#)

9

Does your child show you things by bringing them to you or holding them up for you to see - not to get help, but just to share? (FOR EXAMPLE, showing you a flower, a stuffed animal, or a toy truck)

☐ Yes ☒ No

10

Does your child respond when you call his or her name? (FOR EXAMPLE, does he or she look up, talk or babble, or stop what he or she is doing when you call his or her name?)

☐ Yes ☒ No

11

When you smile at your child, does he or she smile back at you?

☐ Yes ☒ No

12

Does your child get upset by everyday noises? (FOR EXAMPLE, does your child scream or cry to noise such as a vacuum cleaner or loud music?)

☐ Yes ☒ No

[<< Prev](#)[Next >>](#)

13

Does your child walk?

☒ Yes ☐ No

14

Does your child look you in the eye when you are talking to him or her, playing with him or her, or dressing him or her?

☐ Yes ☒ No

15

Does your child try to copy what you do? (FOR EXAMPLE, wave bye-bye, clap, or make a funny noise when you do)

☐ Yes ☒ No

16

If you turn your head to look at something, does your child look around to see what you are looking at?

☐ Yes ☒ No

<< Prev

Next >>

17

Does your child try to get you to watch him or her? (FOR EXAMPLE, does your child look at you for praise, or say "look" or "watch me"?)

☐ Yes ☒ No

18

Does your child understand when you tell him or her to do something? (FOR EXAMPLE, if you don't point, can your child understand "put the book on the chair" or "bring me the blanket"?)

☐ Yes ☒ No

19

If something new happens, does your child look at your face to see how you feel about it? (FOR EXAMPLE, if he or she hears a strange or funny noise, or sees a new toy, will he or she look at your face?)

☐ Yes ☒ No

20

Does your child like movement activities? (FOR EXAMPLE, being swung or bounced on your knee)

☒ Yes ☐ No

[<< Prev](#)[Submit](#)





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5 SENSES



SIGHT



HEAR



SMELL



TASTE



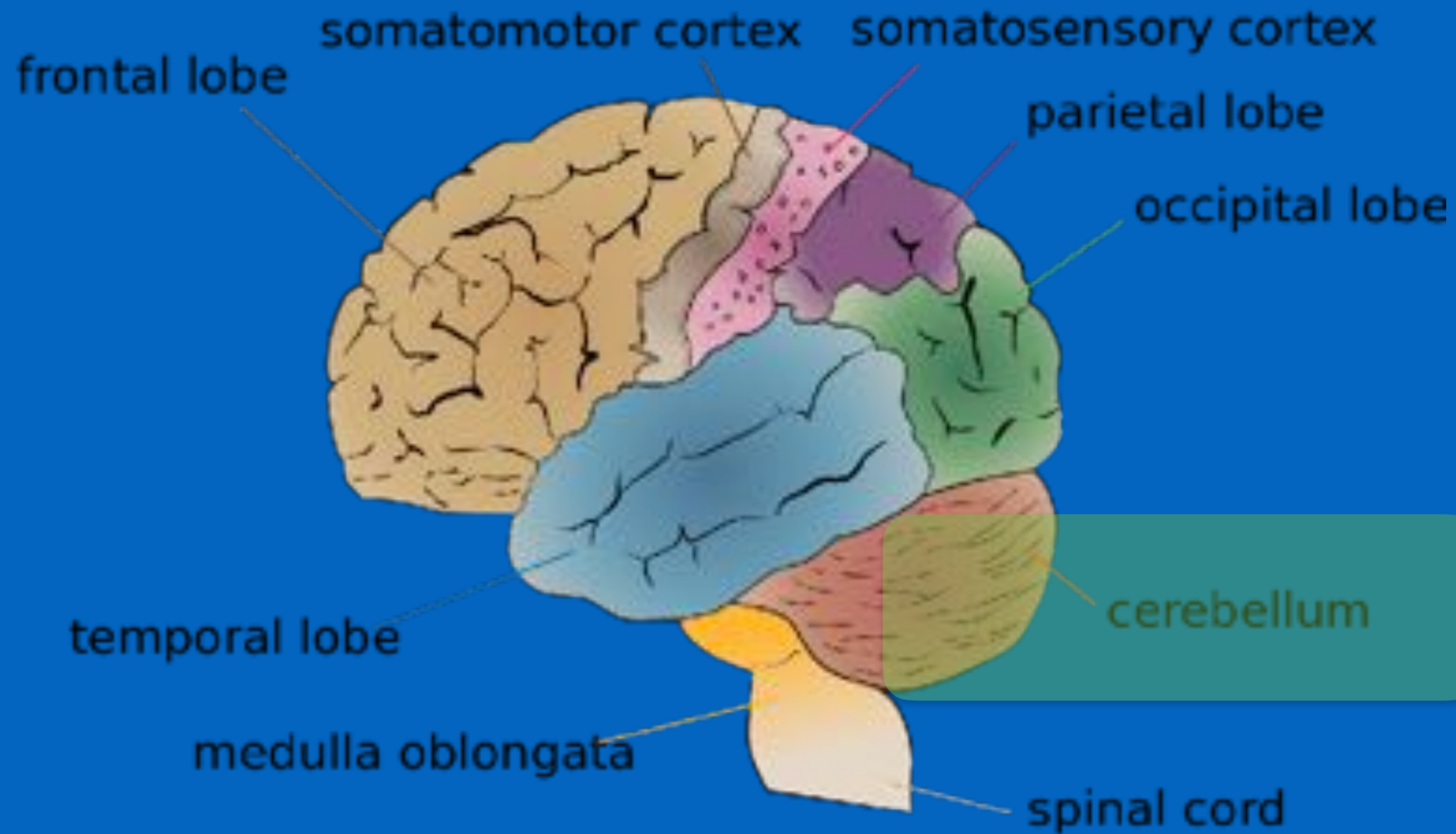
TOUCH

BUT WAIT



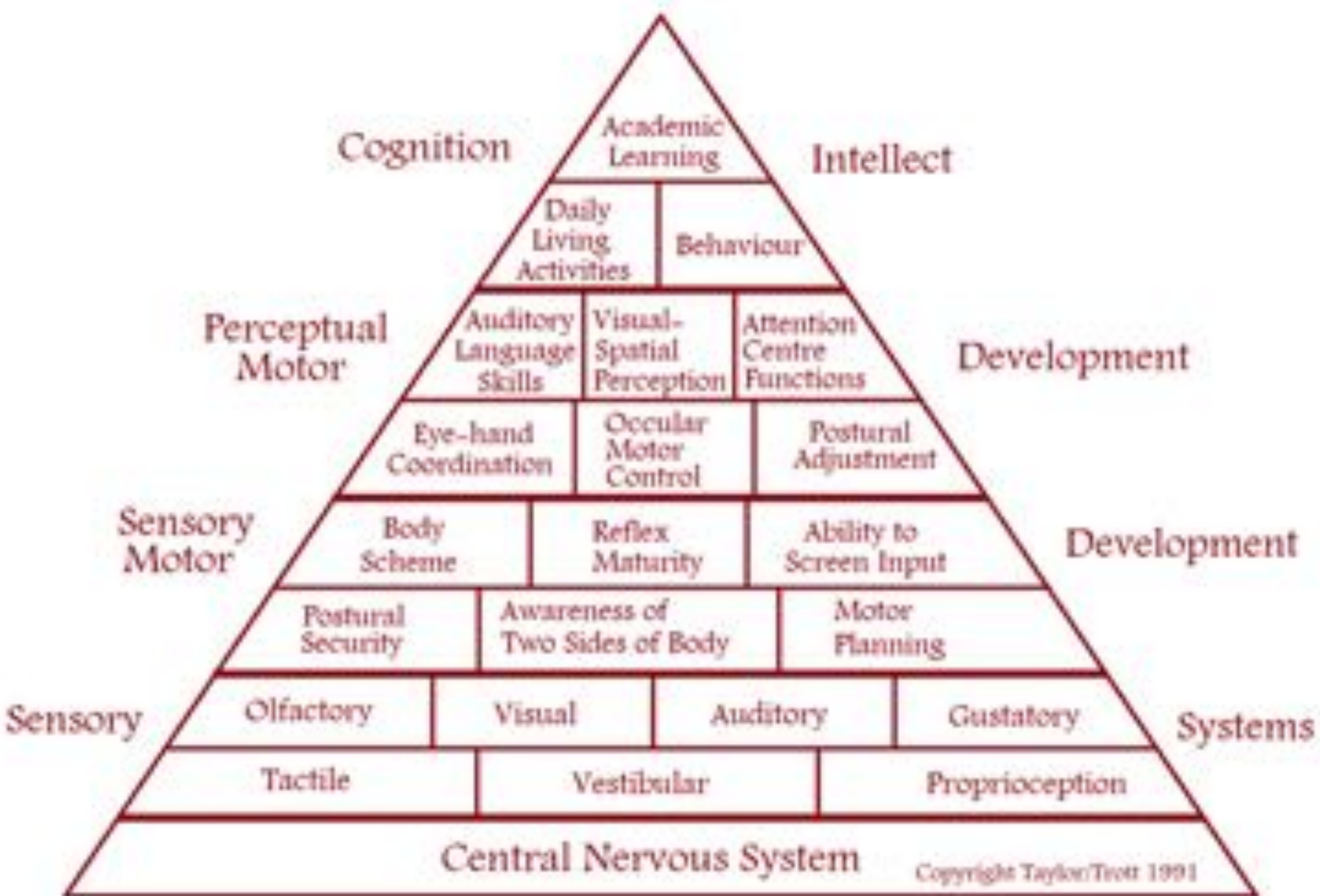
THERE'S MORE

Proprioception



Vestibular





WHAT IS SENSORY PROCESSING DISORDER?

Ways Children with SPD Respond to Sensory Input

- Sensory Avoider
- Sensory Seeker
- Sensory Under-Responder

Sight



Avoider	Seeker	Under-responder
Sensitive to light	Holds objects close to face to look at them	Unaware of changes made in room arrangements
Avoids eye contact	Stares at bright lights	Has difficulty catching a ball because of slow response
Closes eyes when object is thrown at her		

Sound



Avoider	Seeker	Under-responder
Puts hands over ears at loud sounds	Speaks loudly	Responds slowly or not at all to verbal requests
Expresses expressive emotion at sudden sounds	Turns up TV or iPod	

Smell



Avoider	Seeker	Under-responder
Objects to odors such as ripe banana, smoke, eggs.	Sniffs people or objects	Ignores strong smells
Cries in restaurants and complains of multiple smells	Seeks out strong smells (including offensive smells)	Doesn't notice overwhelming smells
Covers nose frequently with hands or arm		

Taste



Avoider	Seeker	Under-responder
Strongly objects to certain textures of food	Licks and tastes inedible objects	
May gag when eating certain foods	Prefers very spicy foods	

Touch



Avoider	Seeker	Under-responder
Overreacts to minor bumps or scrapes	Gets very close to others when playing	Unaware of messy / dirty face or body
Avoids messy activities	Puts objects in mouth	Doesn't seem to notice hot or cold
Complains about clothing	Touches others frequently	Slow to potty train
Responds inappropriately to a light touch		Slow to learn how to dress self



Vestibular

Avoider

Seeker

Under-responder

Fears swings, slides, heights, elevators

Constantly moving

Likes to sit, stand, or move around

Gets car sick easily even on short rides

Spins without getting dizzy

Does not appear as coordinated as others

Difficulty in learning to ride a bike

Runs instead of walks

Gets tired easily



Proprioceptive

Avoider	Seeker	Under-responder
Prefers not to move	Likes rough and tumble play	Unaware when others bump into him/her
Dislikes others moving his/her body	Enjoys crashing into others	Poor fine / gross motor skills
Avoids physical activities	Chews on shirt, pencils, toys	Doesn't cry when injured
	Stomps feet	Breaks toys easily

Try this

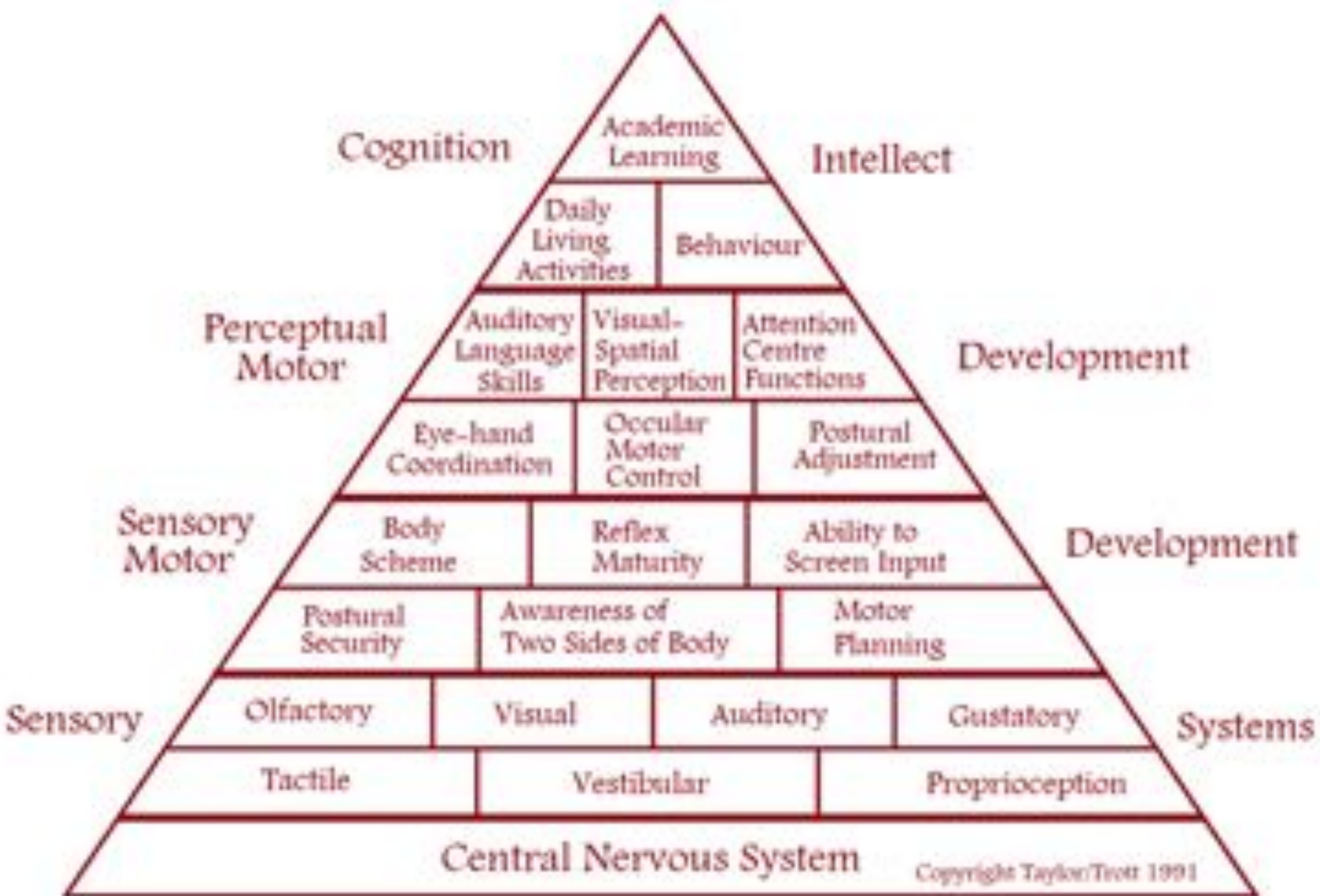
Break into groups of 4:

Person 1: Read a page silently.

Person 2: Lightly tickle Person 1's neck with index card

Person 3: Stand very closely to person 1 and look him/her directly in eyes

Person 4: Tell a story about your life very loudly next to Person 1



A hand-drawn speech bubble with a thick, white, irregular outline. The bubble is elongated horizontally and has a small tail pointing towards the bottom-left corner. The background is a solid black color.

HOW CAN I
HELP?

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Over Sensitivity to Sound & Light



Noise Cancellation
Headphones



A Hat Indoors

Calming Strategies



Heavy Work



Fidgets

Lap-buddy



Comfortable Enclosure

Alerting Strategies



Chewy or Crunchy
Snacks



Push-ups

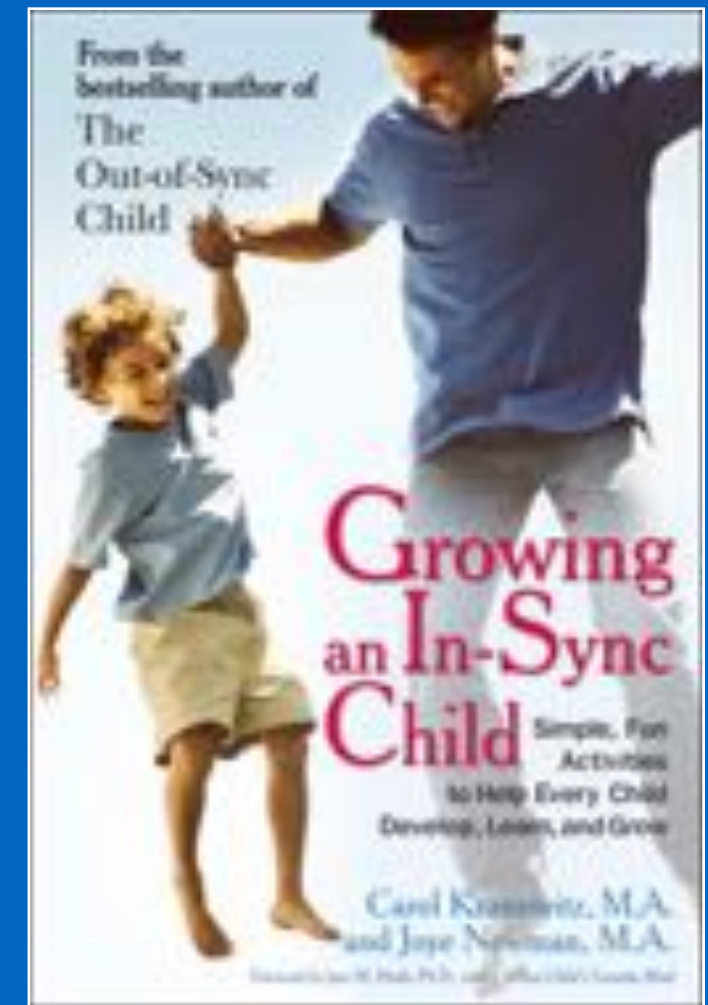
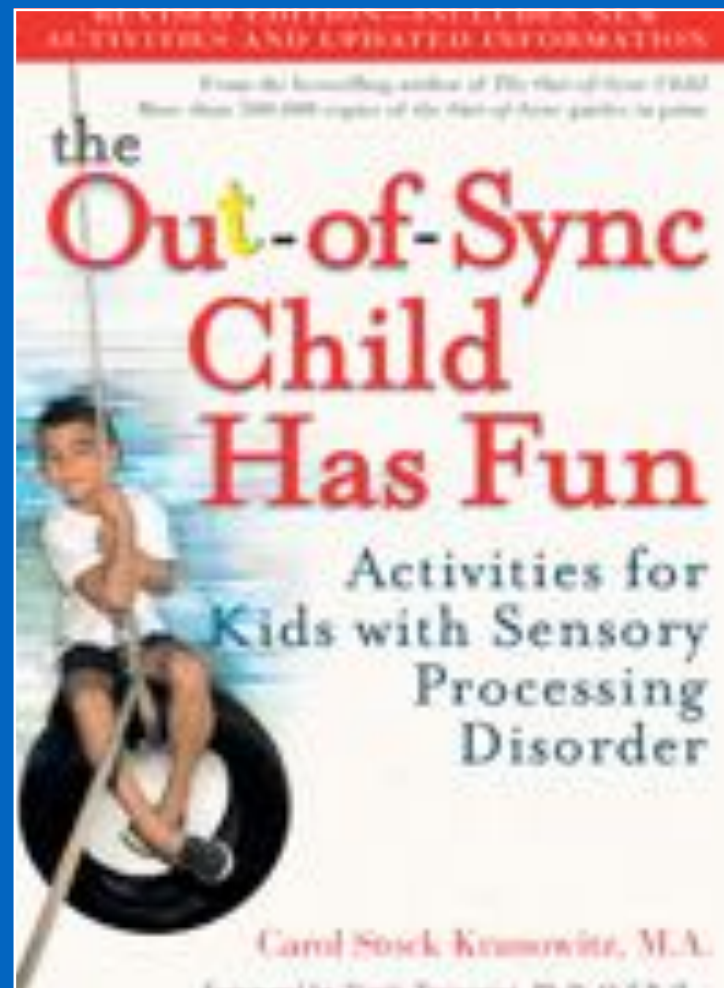
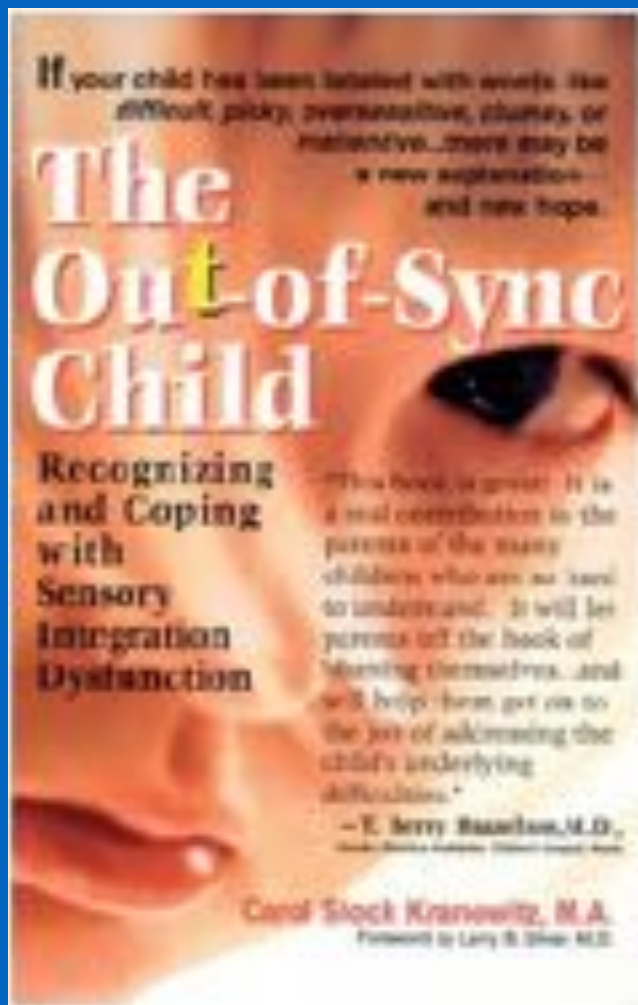


Crab Walk

GoNoodle



Recommended Reading



Use Visuals



Today's Schedule

8:15



Reading

9:00



Math

9:45



Writing

10:30



Recess

11:15



Lunch

12:00



Social
Studies

12:45



Music

1:30



Science

2:30



Gym

A daily schedule
will help
students feel
“in control” &
helps to
relieve
anxiety





turn on water



liquid soap



rub hands



rinse hands



turn off water



dry hands





FIRST

Non-preferred
Activity

THEN

Preferred
Activity

FIRST

lesson plans



THEN

wine





Give breaks

I want



big wheel



golf



trampoline



bubble blower



sand and water table



sidewalk chalk

Allow choice

I am working for

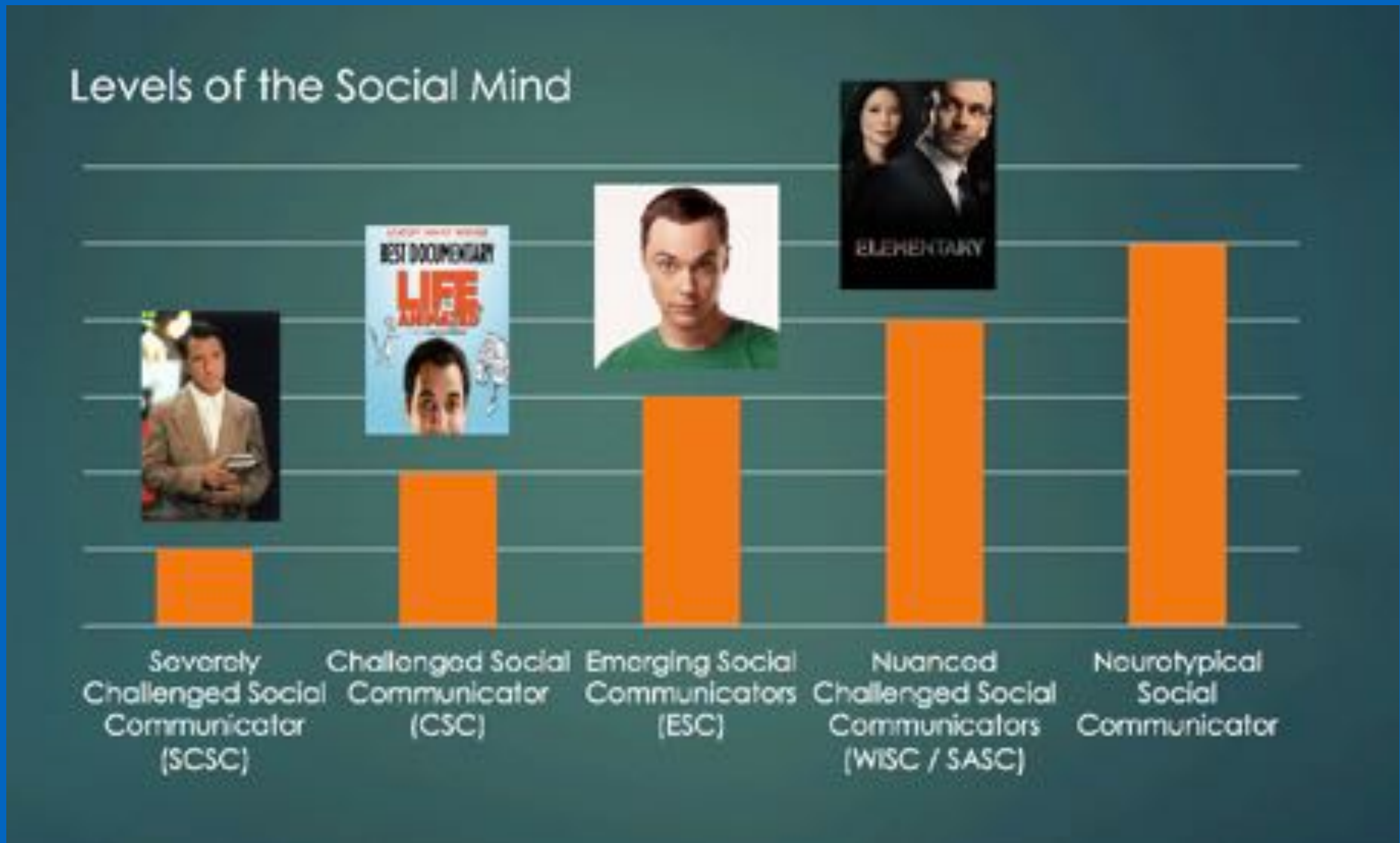


Individualized, visual reward system





Social Thinking Social Communication Profile



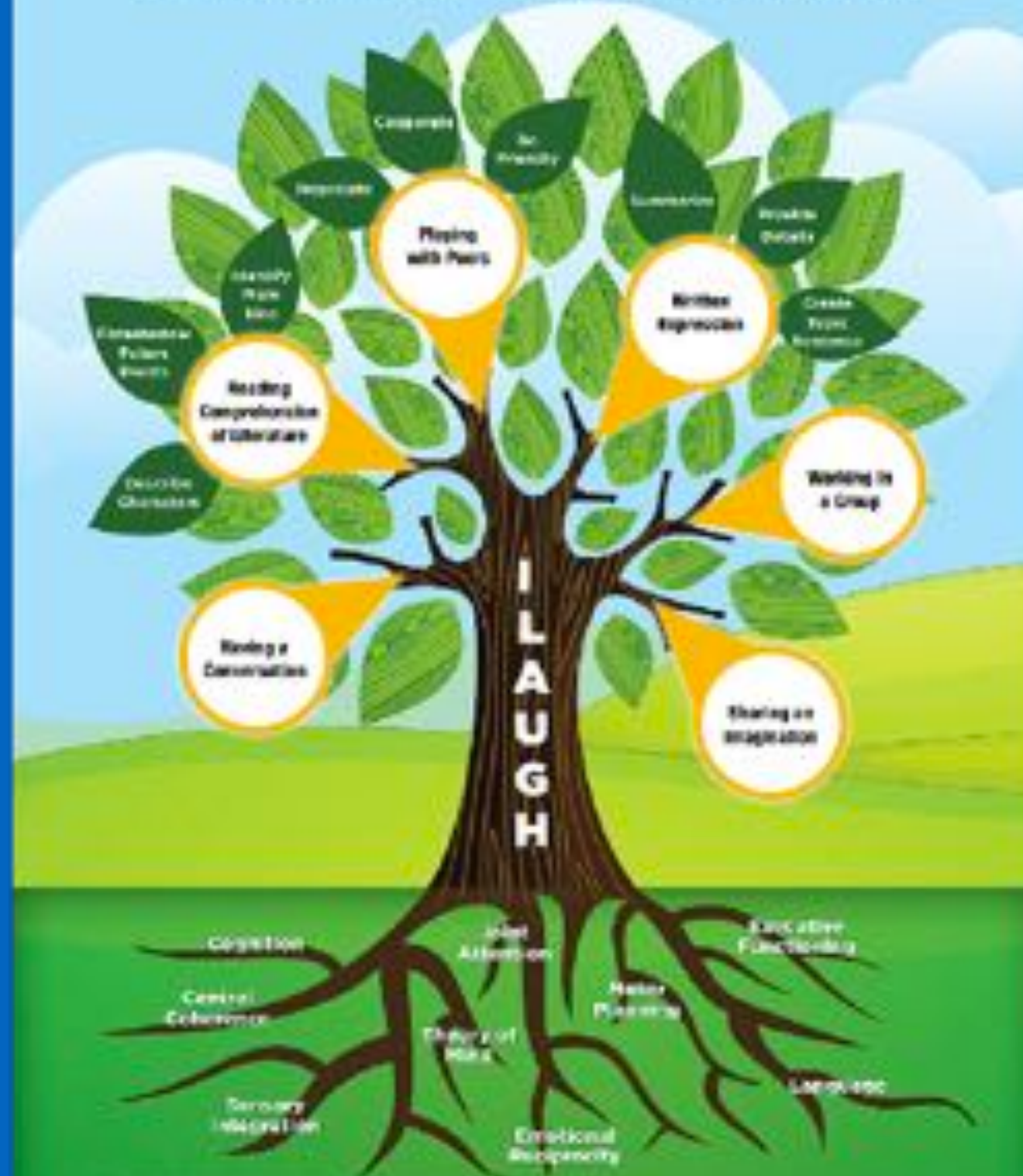
“There is no such thing as a ‘mild’ social
issue.”

- Michelle Garcia Winner

“National data indicates that the vast majority of adults with autism are either unemployed or underemployed, with estimates ranging to as high as 90%.”

-Autism Speaks

Social Thinking® Social Learning Tree



The Social Learning Tree is a conceptual model of the skills that are necessary for social competence. The tree is divided into three main sections: the canopy, the trunk, and the roots. The canopy represents the skills that are most visible to others, such as playing with peers, written expression, working in a group, sharing an imagination, reading comprehension of literature, and finding a conversation. The trunk represents the skills that are necessary for the canopy to function, such as social attention, higher level thinking, executive functioning, and linguistic skills. The roots represent the skills that are necessary for the trunk to function, such as cognition, central coherence, theory of mind, and emotional reciprocity.

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Social Thinking® Social Learning Tree







Initiation

Listening with Eyes and Brain

Abstract and Inferential

Understanding Perspective

Gestalt - Getting the big picture

Humor and Human Relatedness

Initiation – High School



NOT KNOWING WHAT WORDS TO
SAY / NOT KNOWING WHEN TO
SAY THEM



WHO ARE YOU GOING TO SPEAK TO?
WHEN ARE YOU GOING TO SPEAK TO
THEM?
WHERE ARE YOU GOING TO SPEAK
TO THEM?
WHAT ARE YOU GOING TO SAY?



IT'S ONE THING TO
CONCEPTUALIZE OR TO TALK
THROUGH IT WITH A TEACHER; IT
IS A WHOLE DIFFERENT TASK TO
FOLLOW THROUGH,

Initiation - 3 Types of blurting

Fail to monitor the social structure and talk when the mood strikes.

Don't pick up on cues:

Is it a Lecture

Is it a discussion

Difficulty realizing that the teacher is not speaking to them alone.

The teachers exists solely for me attitude.

Students whose mind wanders among concepts discussed;

Tangential thinking that is loosely related - throws the class off track.

Initiation – High School

— Written Expression

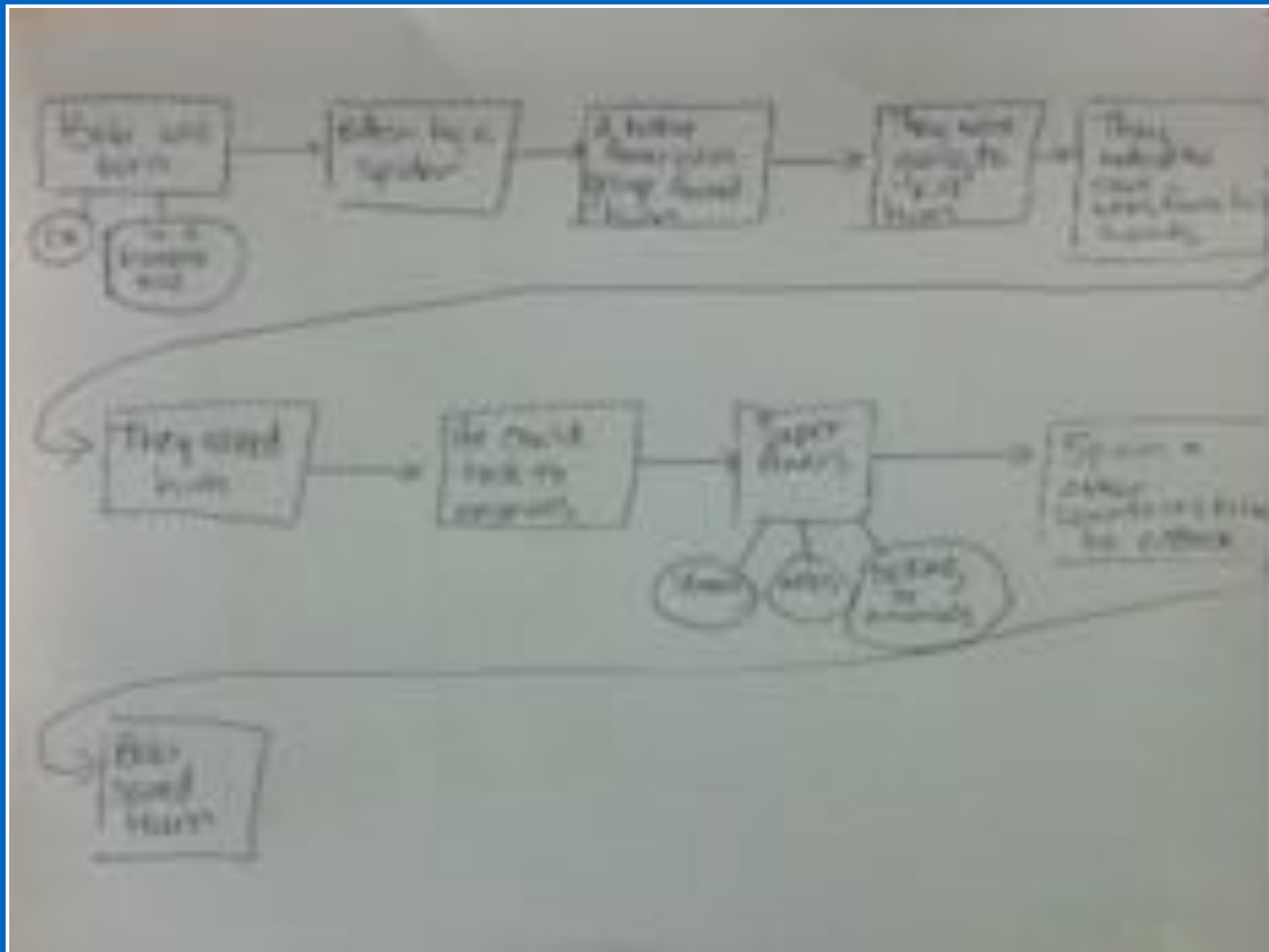
The writing process involves skills in language, organization, motor control and planning, and sensory processing

How do I even start? What do I need to do to get to the next level?

Be explicit about what would make their writing improve on the rubric.

[Writing Challenges](#)

In 1955 there was a boy born his mom
called him Bob. Nobody knew what he was
he looked like a spider.



Singer, Bonnie. "Architects For Learning." *Architects For Learning*. N.p., n.d. Web. 17 Mar. 2012. <<http://www.architectsforlearning.com>>

Once upon a time there was a boy named Ishi-born in California in 1885. He was born in a banana that was bitten by a spider. Native American groups were collecting food and they were about to eat his head but then stopped because the baby in the banana shot itself out of his hands as the Native American couldn't eat the banana.

He was raised by the Native Americans and was taught to shoot arrows and use spears to hunt, but when he was old enough to hunt he hunted a different way. Instead of finding the animals, he called animals to him and then killed them.

Later on in his life the Native American group found out that he had super powers. He became big in the Native American group but other Native American groups did not like him because it was harder to steal food and take over villages from that village. When he was about a year older Native Americans from another tribe tried to shoot him with arrows. He didn't notice until one hit right in front of his face. He looked at a tree and the tree looked back at him. He picked it up from the ground and threw it at the Native Americans. Later on that evening he walked back to his village with the dead bodies and that night they had a feast. Over time they learned that he had many super powers such as shooting webs, super strength and ability to talk to animals. When explorers from Spain tried to take over the tribe's land he made guns and bullets out of webs and he picked up trees that looked dead and boulders that were dead and threw them at the ships. They finally retreated. After the news got to Spain and other countries they all learned up. They all attacked at once. He told his Native American tribe to stay back. He went up to their ships and climbed aboard. When

444

the ship captain saw him, he froze in fear and peed his pants and the rest of them jumped overboard and were eaten by man-eating sharks. Then he did that to another ship which was the command ship and they all froze in place and peed in their pants. Then he went one by one and pushed them into the ocean and they were all eaten by sharks. When the news got back to Britain that they got defeated he went with all his army to Africa and he went up to

Banana boy

Once upon a time there was a boy named Bob born in California in 1585. He was born in a banana that was bitten by a spider. Native American groups were collecting food and they were about to eat his head but then stopped because the baby in the banana shot webs out of his hands so the Native American couldn't eat the banana.

He was raised by the Native Americans and was taught to shoot arrows and use spears to hunt. But when he was old enough to hunt he hunted a different way. Instead of finding the animals, he called animals to him and then killed them.

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Initiation

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Listening with Eyes
and Brain

Eyes are like
arrows;
They point to
what we are
thinking
about.



Brain and Body in the Group

Leah Llamzon, Senia 2019



Initiation

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Abstract or Inferential Language

- Students Do Not- Infer meaning from social cues or from words or language
- Inferencing- (verbal and non verbal)
- Abstract Language - Sarcasm, metaphors, Similes
- **Language formulation -**
 - **Organize thoughts**
 - **Determine word choice**
 - **Apply them grammatically**
 - **Create coherent verbal thoughts or paragraphs.**
- Comprehending non verbal components





Focus on mouths vs focus on eyes



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Say what
you mean

Limit your
use
of idioms





“In brief, what most students ‘pick up’ in the first couple of days is what should be taught to the students who do not understand the hidden curriculum, such as...

- Which teachers will tolerate lateness?
 - What students should be doing when the bell rings.
 - The daily schedule”
- Richard LaVoie (Bieber, 1994)



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— Understanding Perspective - considering the needs and thoughts of others as well as one's own

- This is a dynamic and synergistic process.



Thinking and saying are two different things!

Kevin
= 10/10

looking
for an
answer

Mr. Esley
asked me
to sit down
in my spot

Mumbled
What?

Mr. Esley
heard

Kevin
Kicked out
of class
today

Sat outside
of class +
did work

Why is he saying
"What"? is he
disrespecting
me?

- Next time
- I won't mumble
 - I will come prepared to class

The Risk of Ego isn't
Exchange
If you give up?



Yesterday [redacted] was playing with therapy Ms. Lori set the timer for 4 minutes



When the timer went off, [redacted] did not put away the potty. He kept playing. Ms. Lori took away the therapy.



[redacted] felt mad! [redacted] laid on [redacted] tried to kick the ground and Ms. Lori [redacted] tried screamed to hit Ms. Lori. [redacted] tried to bite Ms. Lori. Ms. Lori felt afraid.



[redacted] threw a chair.



[redacted] tried to throw a table.

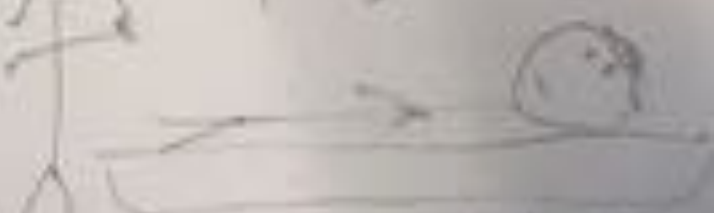


[redacted] bit Ms. Lori's hand. Ms. Lori felt hurt.



[redacted] calmed down in the O.T. room. [redacted] felt better.

Ms. Lori's head hurt very very bad.



Tantrums do not help [redacted] solve his problems.

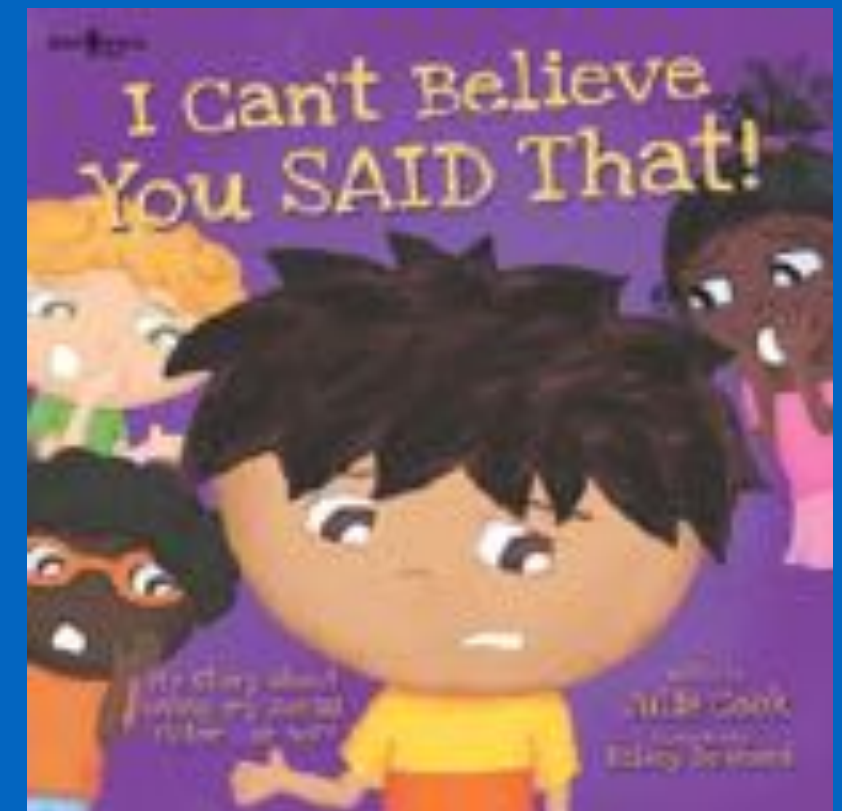
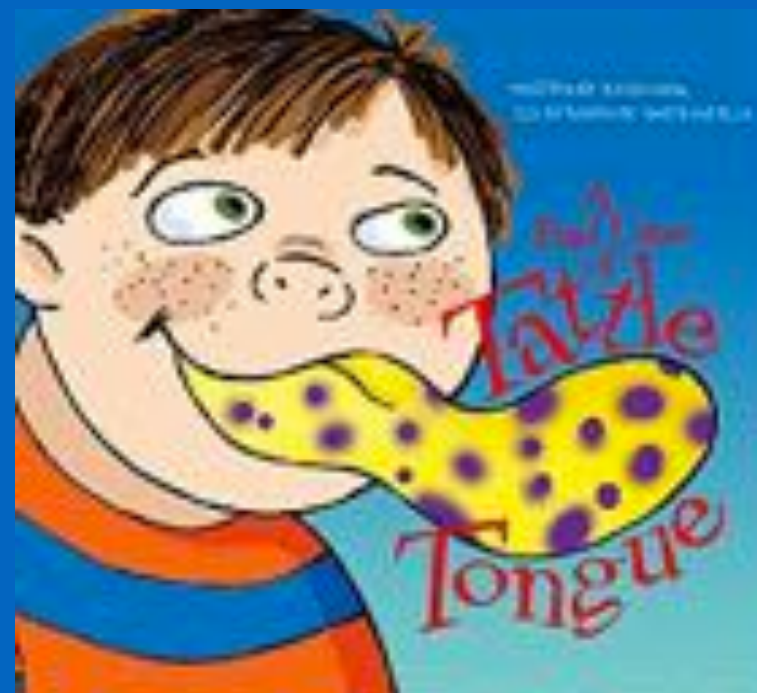
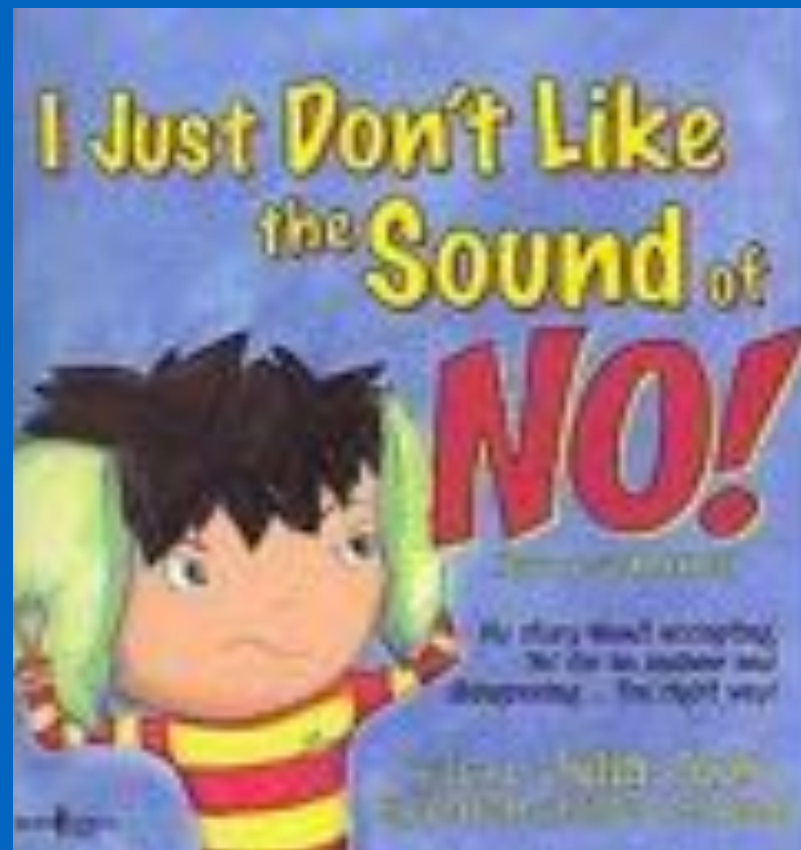
Social Behavior Map

Behaviors That Are EXPECTED For...

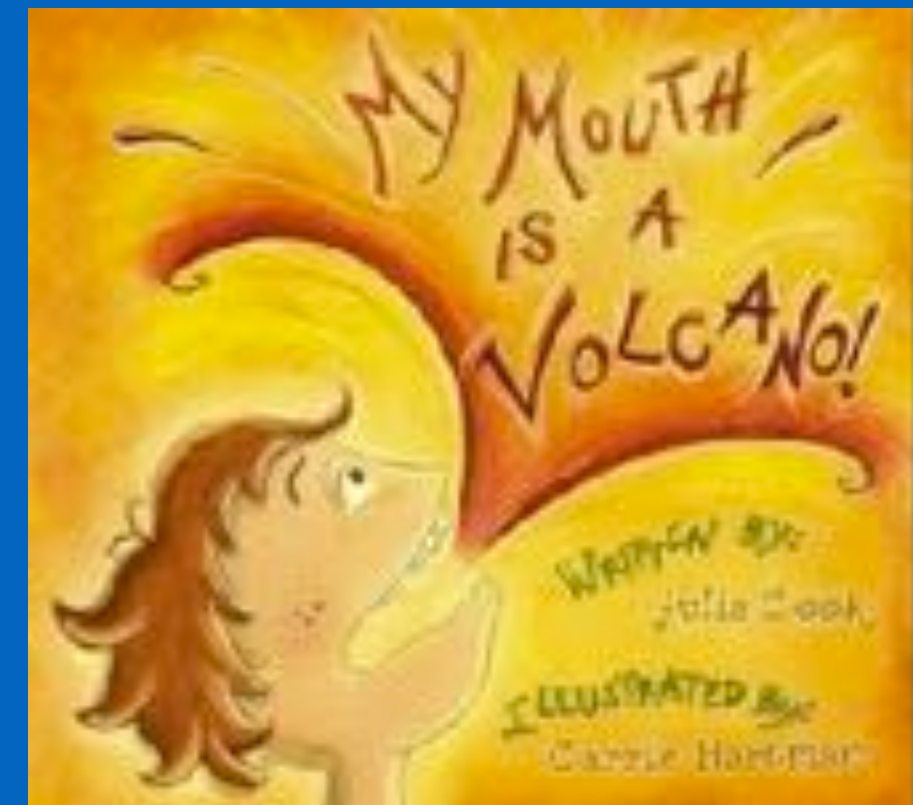
Expected Behaviors	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself

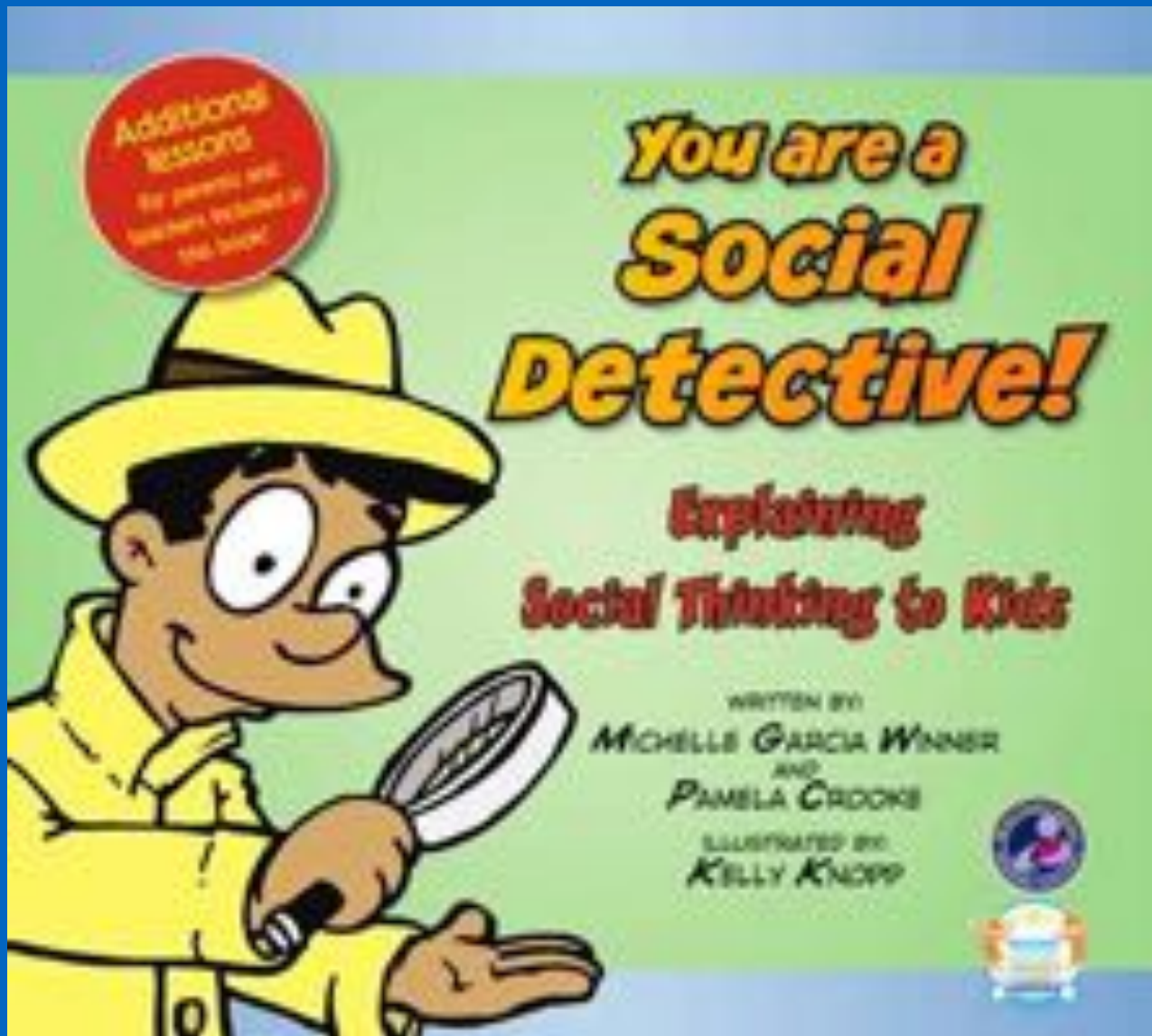
Behaviors That Are UNEXPECTED For...

Unexpected Behavior	How They Make Others Feel	Natural Consequences You Experience	How You Feel About Yourself

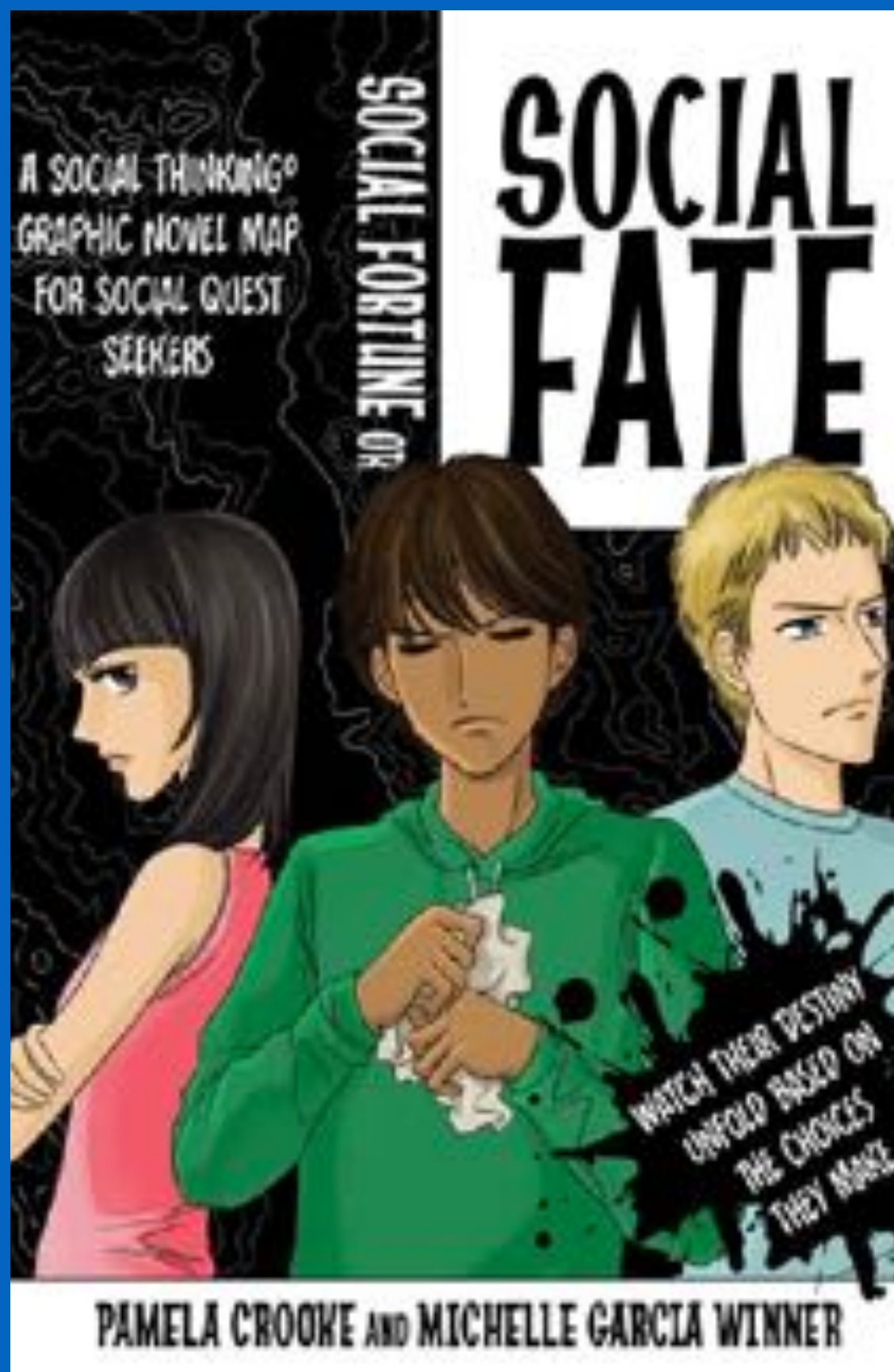


Julia Cook









Size of My
Problem



Size of My
Reaction

My Problem

Big:
Adults
need to
solve

10 10



9 B
8 I
7 G
6

What I did

Emotion Words

Really...
Scared
Hurt
Upset
Worried

Medium:
Someone
needs to
help me
(often
adults)

7 7



6 M
5 E
4 D
3 I
2 U
1 M

Worried
Frustrated
Confused
Sad
Mad

Small:
I can
solve
myself

4 4



3 S
2 M
1 A
1 L
1 L

A little...
Worried
Annoyed
Sad

Slow
Toaster



Initiation

Listening with Eyes and Brain

Abstract and Inferential

Understanding Perspective

Gestalt - Getting the big picture

Humor and Human Relatedness

Gestalt (Getting the Whole Picture)

An organized whole that is perceived as more than the sum of its parts.



Gestalt - Organization and Prioritizing

Thinking prior to organization



Organized Thinking



Prioritized thinking





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Humor and Human Relatedness

Humor and Human Relatedness

“A person needs to be able to relate affectively before he can grow cognitively” Dr. Greenspan, 1998)



DID YOU KNOW?

People on the autism spectrum are especially vulnerable to bullying



**Nearly
two-thirds
have been
bullied**



“The more disabled a person is, the greater the forgiveness.”

–Leah Llamzon, 2019

Bullying based on a student's disability may be considered harassment. The Office for Civil Rights (OCR) and the Department of Justice (DOJ) have stated that bullying may also be considered harassment when it is based on a student's race, color, national origin, sex, **disability**, or religion.



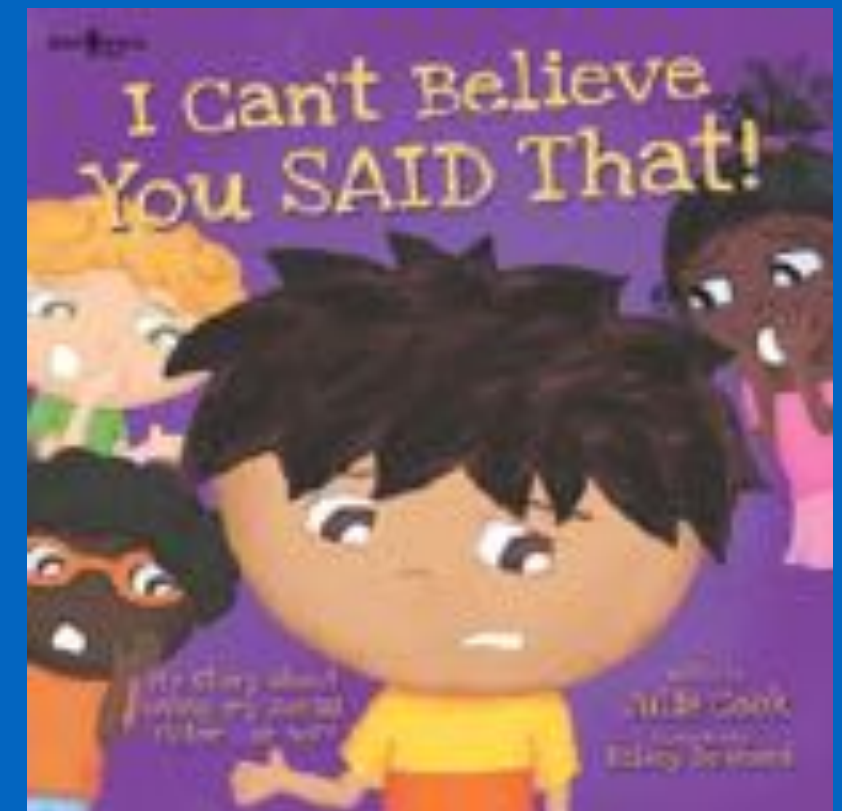
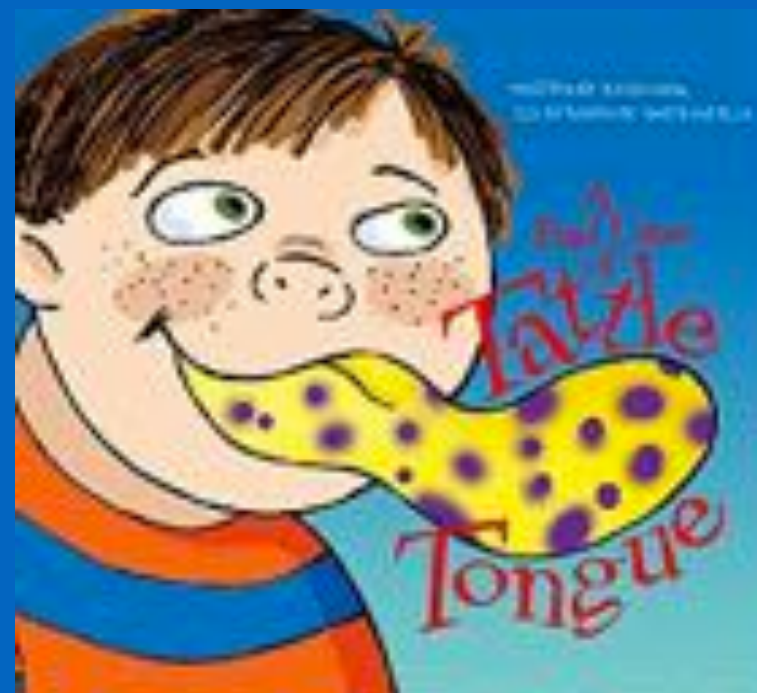
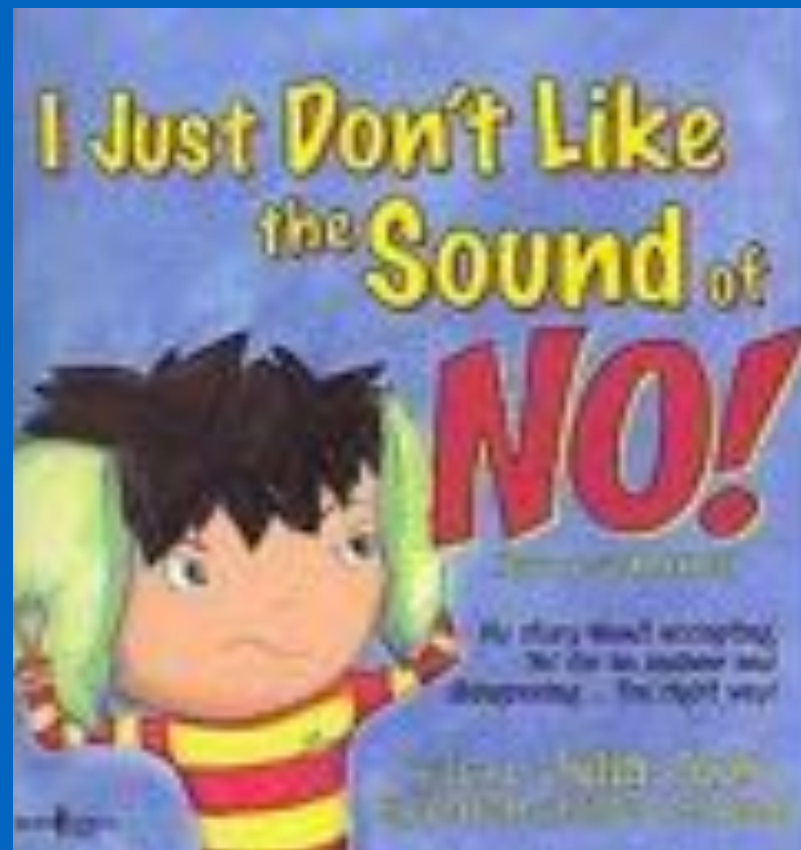
Teachers & Peers

Importance of Self Advocacy

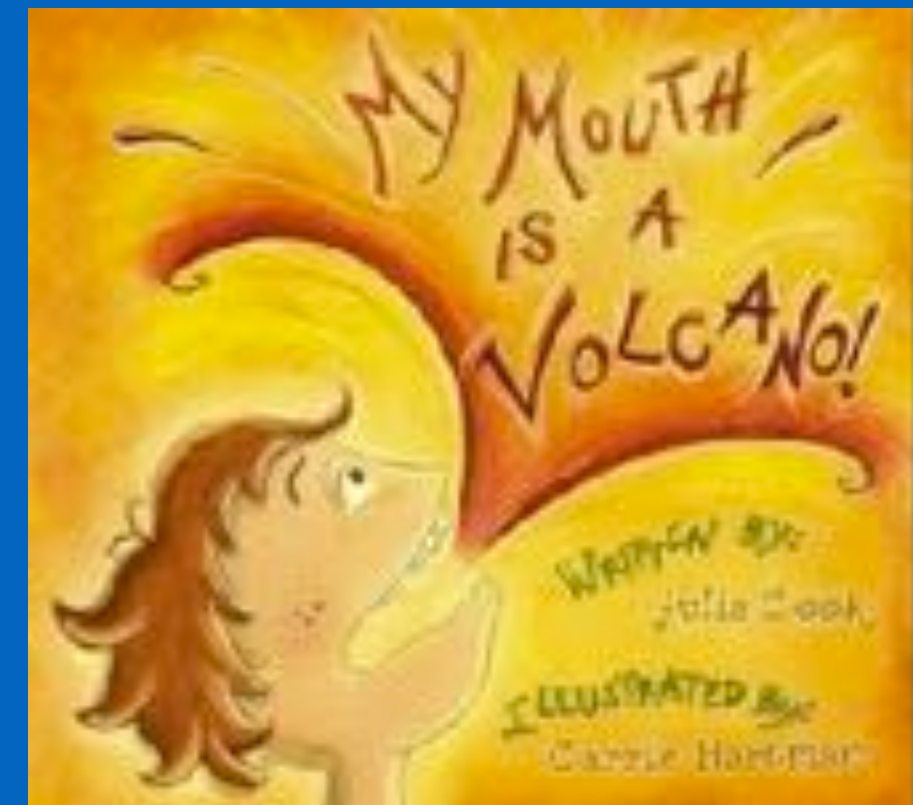


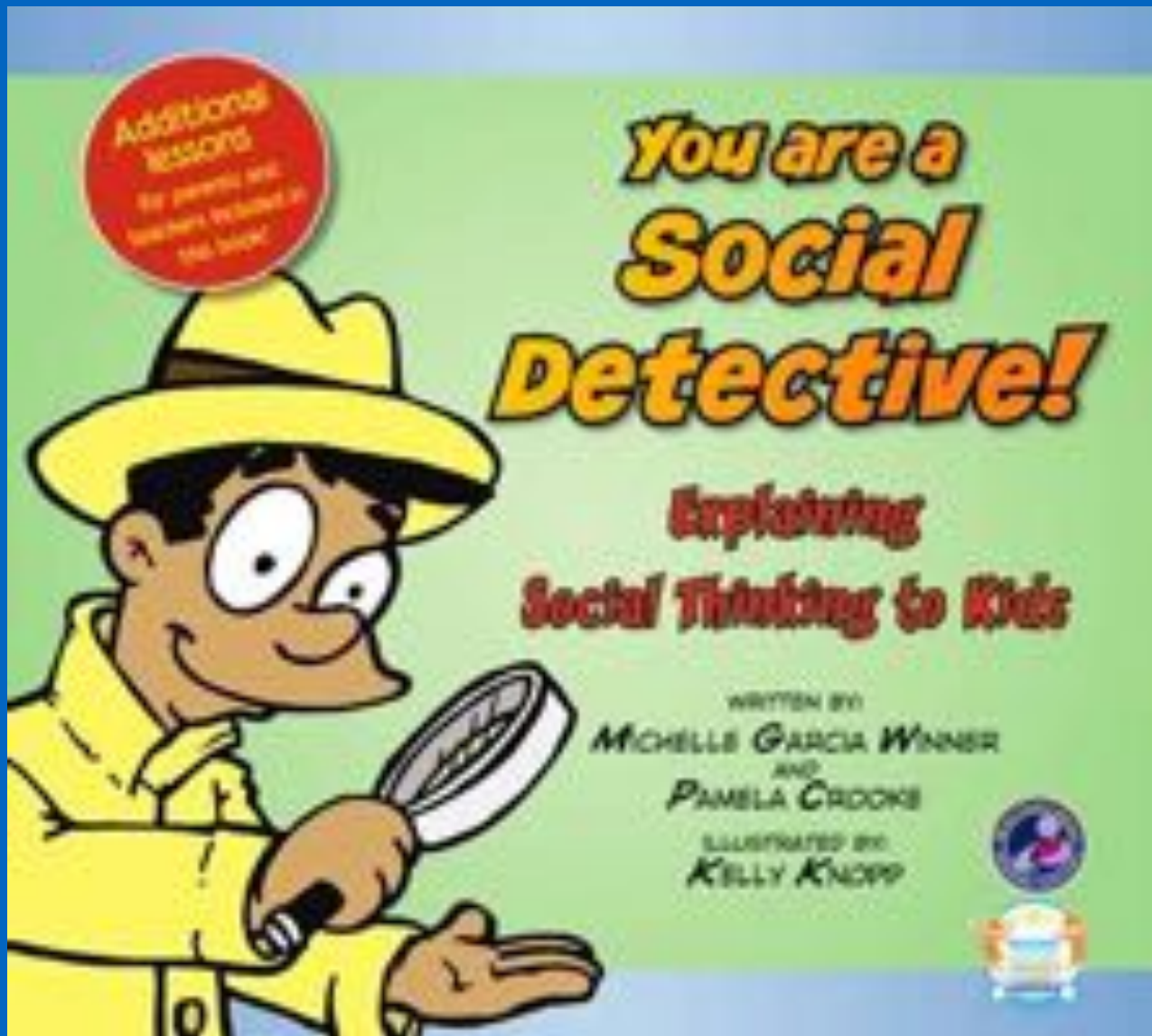
10 things teens on the autism spectrum wish you knew





Julia Cook









When I'm Frustrated

by: Sasha Hallagan

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Sometimes I get really frustrated and mad.



I want to throw things, hit people, yell, and cry.



If I act that way I can get in trouble and people won't want to be my friend.



When I am frustrated, I need to take a deep breath. I can ask for a break, take a walk, get a drink of water, or put my head down.



I tell people around me, "I am frustrated right now." I use my words. Soon I will feel better.

Yesterday [redacted] was playing with therapy Ms. Lori set the timer for 4 minutes



When the timer went off, [redacted] did not put away the potty. He kept playing. Ms. Lori took away the therapy.



[redacted] felt mad! [redacted] laid on [redacted] tried to kick the ground and Ms. Lori [redacted] tried screamed to hit Ms. Lori. [redacted] tried to bite Ms. Lori. Ms. Lori felt afraid.



(P.D) ✓

[redacted] threw a chair.



[redacted] tried to throw a table.

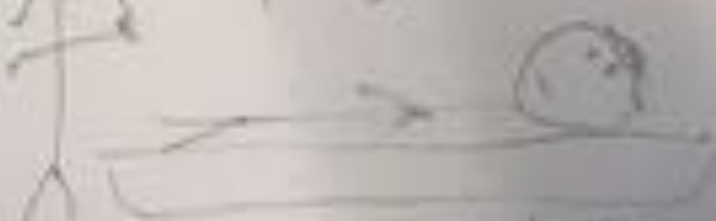


[redacted] bit Ms. Lori's hand. Ms. Lori felt hurt.



[redacted] calmed down in the O.T. room. [redacted] felt better.

Ms. Lori's head hurt very very bad.



Tantrums do not help [redacted] solve his problems.

“There is no such thing as a ‘mild’ social
issue.”

- Michelle Garcia Winner

Now & Then

19 years With Autism



There's a Triathlete in the House

📅 December 5, 2018

Now Braden competed in a Triathlon today! Yes, you read that right. Swim Bike Run A Triathlon. Then Braden has been swimming since he was about a year old. When [...]



He's a Working Man



I AM Lucky

📅 November 4, 2018

A short blog post to explain my absence... more to come soon. It's been quite a while since I've updated this blog. Watching Braden turn 18 has been extremely difficult for [...]