

Simple Strategies

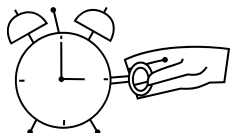
Note: Not all slides are in your handout

Brenda Smith Myles, Ph.D.
www.ocali.org



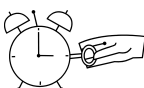
Strategy 1: Operate on Autism Spectrum Disorders (ASD) Time

Antecedent based strategy, Behavioral package,
Modeling, Structured teaching, Technology based
treatment



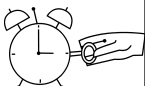
Operate on ASD Time

- Individuals with ASD have a unique internal clock
 - One speed
 - The time allocated should adjust to the individual; the individual cannot adjust to the time in most cases
 - Twice as much time, half as much done
 - Add time or reduce demands



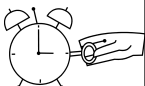
Extra Time is Needed

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



Strategies for ASD Time

- Hand out "a bit" at a time
- Reduce the number of problems
 - Tear the worksheet into smaller sections
 - Fold in half
 - Circle problems to be completed
 - Masking the problems that should not be done



Name: _____ Date: _____

SuperKids® Math Worksheet

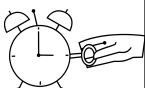
Addition using 2 and values between 1 and 10

Do problems in square

$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$
$\begin{array}{r} 8 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$
$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 2 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +2 \\ \hline \end{array}$
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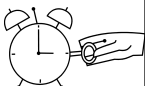
Strategies for ASD Time

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



Strategies for ASD Time

- Reduce overall handwriting demands
- Questions to ask:
 - What is the purpose of the assignment?
 - Is it to show academic competence?
 - Is it to illustrate handwriting ability?
- The handwriting of children and youth with ASD is often labored and difficult to read.



Strategies for ASD Time

- Provide transition reminder
 - 1, 2, 3, 4, 5 countdown
 - Provide a warning
 - Use a visual timer



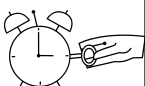
Time Tracker Tower



Time Timer

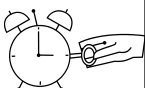


Wrist Timer or Watch Plus



Strategies for ASD Time

- Provide early or late release between classes or class periods
 - Including a peer creates additional social opportunities



Strategy 2: Create a Balanced Agenda That Conserves Energy

Antecedent based intervention, Behavioral package,
Multi-component intervention, Visual supports



Balanced Agenda to Conserve Energy

- It takes great effort for a child or youth with ASD to get through the day
- Constantly attempting to **interpret and cope with** the world around them
 - Social interactions
 - Changes and lack of predictability
 - What others are saying and their intentions
 - What they are supposed to do
 - What to ignore and what to attend to



Balanced Agenda to Conserve Energy

- It takes great effort for a child or youth with ASD to get through the day
- Constantly attempting to **fend off elements** of the world around them
 - Too much incoming stimuli
 - Noises
 - Smells
 - Touch
 - Bullies



Balanced Agenda to Conserve Energy



When My Worries Get Too Big! Biggs, 2004

- Individuals with ASD have a limited energy reserve
- Need to prevent the child or youth from being overwhelmed.
- Do not inherently know how to calm self



Balanced Agenda to Conserve Energy

- Need a balance of low-stress, high pleasure activities incorporated throughout the day
- Activities that are enjoyable and not stressful for neurotypical students are stressful for those with ASD
 - "Free time"
 - Recess
 - Lunch
 - Specials
 - Bus rides
 - Cooperative groups



Strategies to Balance the Agenda

- Begin the day with a favorable activity, including a calming activity
- Alternate difficult and less difficult activities
- Build in down time before and/or after a stressful activity
- Use “simple errand running” to give the child a break
- Ask an OT to identify calming and alerting activities



Strategy 3: Offer Structured Flexibility

Antecedent based intervention, Multi-component intervention, Naturalistic teaching strategies, Visual supports



Structured Flexibility

- Having a plan in place helps the individual with ASD understand and cope with the environment.
 - Develop a routine
 - Identify a specific place, time, and format for activities
- However you need to be ready to change the plan as necessary.



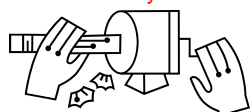
Structured Flexibility

- Shortening an activity
- Leaving an activity early
- Having the child run an errand
- Providing a break
- Incorporating a special interest



Strategy 4: Manage the Environment

Antecedent based intervention, Behavioral package, Multi-component intervention, Modeling, Visual supports, Social narratives, Task analysis



Manage the Environment

- Children with ASD
 - Do not have the organizational or planning skills to navigate the day successfully
 - Do not inherently understand or follow routines
 - Experience stress and anxiety when they do not understand what to do
 - Thrive on a structured environment



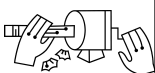
Manage the Environment

- Establish routines for all tasks in the classroom
- Write them down
- Videotape them
- Take still pictures of the routines
- Model the routines



Routines That Need To Be Directly Taught

- | | |
|--|--|
| • How to ask for help | • How to organize materials so that they are accessible in desk, locker, backpack, cubby |
| • When and what to throw away and where | • How to make up missed work |
| • How to obtain school supplies when the student forgets to bring them | • How to line up for lunch, recess, music, etc ... |
| • How and when to hand in work | • How to walk down the hall with other students |
| • How to pass out papers | |



Routines That Need To Be Directly Taught

- | | |
|--|------------------------------------|
| • How to get ready to move to another activity that is within the same class | • What to do during free time |
| • How to get ready to move to another activity that is in a different class | • How to navigate lunchtime |
| • How to get ready for recess | • What to do if you are bullied |
| • How to get ready to go home | • Where to go to take medication |
| | • How to ask to go to the bathroom |



Manage the Environment

- Change, even change that might be considered *fun*, is almost always never welcome
- Prepare for all changes -- good or bad; preferred or not preferred



Waiting or Down Time

- These terms are almost always associated with “potential problems”
- Keep an emergency kit of things a waiting student can do
 - Markers and pad
 - Handheld game
 - Favorite fidget
 - MP3 player
 - Anything related to a child’s special interest



Build in Relaxation Time

- Home base
- Calming strategy
- Incredible 5-Point Scale
- Choice



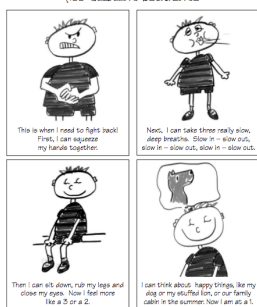
Home Base

- A place where the student can go to escape the over-stimulation of the classroom
 - Not time-out
 - Not a punishment
- Work goes with the student to Home Base
- May be scheduled or occur on an as-needed basis
- May be used for completing assignments or taking tests



Calming Strategy

MY CALMING SEQUENCE



Buron, 2006

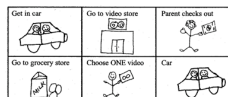
Voice Volume

Rating	Volume	Where? When?
5	Screaming	Emergency on a roller coaster Other ideas:
4	Telling/talking loudly	Ball game getting someone's attention; outside Other ideas:
3	Talking	Hallway; gym; cafeteria; when a teacher asks a question; at a restaurant Other ideas:
2	Whispering	In class when talking to another student; library when other people are working Other ideas:
1	Silence	When the teacher is talking; during a concert; watching a movie Other ideas:

Social Times, Buron, 2012

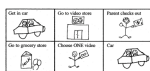
Strategy 5: Incorporate Priming

Antecedent based intervention, Behavioral Package,
Multi-component intervention, Visual supports, Social
narratives, Structured teaching



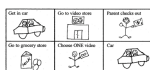
Priming

- Preparing the student for daily activities
 - Can occur
 - At home for the next day
 - The morning of in school
 - At the end of the school day for the next day
- Overview of schedule changes, assignments and activities



Priming: Explanation

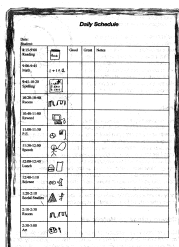
- Get the child's attention
- Tell the child what is going to happen
- Be brief yet thorough
- Show no panic or fear!



Sakai, 2005

Priming: Schedule

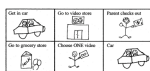
- **Be visual**
- Use a timeline
- Stick to it
- No last minute changes
- Consider this step as a trust-builder



Sakai, 2005

Priming: Reward

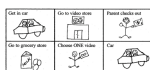
- Tell or negotiate
- Expect and communicate reasonable compliance
- “Going with the program”



Sakai, 2005

Priming: Predicting

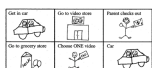
- Make the schedule clear
- What might happen?
- Examine all variables
- What has happened in the past
- Ask the child questions to check for comprehension
- With the child, think of possible alternatives ... just in case



Sakai, 2005

Priming Plus: Predicting

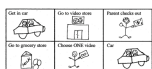
- Brainstorm and include the child in the process
- Ask “What if”?
- Write it down
 - Paper
 - Post-it



Sakai, 2005

Priming: Countdown

- Time needed varies by activity and location
- Be prepared
- Do not use seconds
- Don't say “just a minute” unless you mean 60 seconds



Sakai, 2005

Priming: Wrap-Up

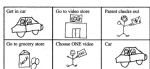
- Present the facts
 - Not a time for scolding or making judgments
 - A play-by-play listing of what occurred
- Make sure the child is calm before you wrap-up



Sakai, 2005

Sample Priming Activities

- Look at a worksheet
- Look through a book
- Overview a test
- Show the visual schedule
- Practice with art supplies
- Talk about and show a finished project
- Show a work sample



Simple Strategy 6: Simplify the Language

Behavioral package, Modeling, Multi-component package, Naturalistic Interventions, Social interventions, Social narratives, Task analysis, Schedules



Simplify the Language

- Students with ASD often appear to understand than they actually do
- Many students can repeat back what they hear without understanding
- Verbalization does not equal comprehension
- The answer to "Do you understand what you are supposed to do?" is almost always, "Yes". The meaning may be "No".



Simplify the Language

- Use student's name to obtain attention
- Ask questions in different ways
- Have student paraphrase
- Tape gently on the desk prior to asking a question
- Have student demonstrate understanding

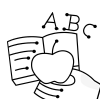


Simply the Language

- Communicate clearly
 - Use simple and concise language
 - Use visuals
 - Use environmental cues

Simply the Language: Use Visual Supports for Communication

- To request an action or object
- To express needs and wants
- To explain/share an experience
- To give information
- Use task analysis



Simplify the Language: Which Supports Will Help the Entire Class?

- Help card
- Travel Card (Carpenter)
- Asking for help
- What I need
- Reading bookmark



Travel Card
Student Name: _____

Date: _____

Key: ==Yes 0=No NA=Not Applicable

	Did student follow class rules?	Did student participate in class?	Did student complete assignments?	Did student turn in homework?	Teacher's initials
Reading					
Science					
Social Studies					
Study Skills					
English					
Spanish					

Bonus Points: _____ Has assignment book? _____

Total: + _____ 0

Teacher Comments/Suggestions/Announcements:

Laura Carpenter

Setting up Classroom Spaces That Support Students With Autism Spectrum Disorders

Susan Kolbert, Ed.D., CCC-SLP, and
Christina Reeve, Ph.D., BCBA-D
Foreword by to come



Visual Supports

The OCALI library at
www.ocali.org

Strategy 7: Motivate and Reinforce

Antecedent based intervention, Behavioral package, Multi-component intervention, Visual supports, Structured teaching



Reinforcement

- Reinforcement is simply a process that helps ensure that a behavior will occur again
- Many children and youth on the spectrum do something “right” by accident or without knowing
- It is challenging for students with ASD to learn what we consider to be “basic skills”



Reinforcement

- Children respond to extrinsic motivation
- Positive reinforcement is especially strong when using a special interest
- It creates a positive atmosphere and cooperative environment
- The most powerful reinforcer is the student's special interest



Ways to Incorporate SIA

- SIA-designed stickers
- Color, cut, paste
- Write a report
- Make a speech
- Read book
- Design an art project
- Identify music that could match an SIA
- Conduct research using the Internet



Strategy 8: Teach the Hidden Curriculum

Antecedent based intervention, Behavioral package, Multi-component intervention, Visual supports, Structured teaching



Teach the Hidden Curriculum

- The set of unwritten rules that no one has been directly taught, but everyone knows. Violations of these rules can make an individual a social outcast.
- Phrase associated with hidden curriculum:
 - “I shouldn’t have to tell you but ... “
 - “Everyone knows that ... “
 - “It’s obvious ... “



Bieber, Jackson, Kanpol, Myles et al., Endow

The Hidden Curriculum

- Differs across
 - Age
 - Gender
 - Culture
 - Environment
- Applies to
 - School
 - Community
 - Home
 - Workplace
 - And so forth

Hidden Curriculum Examples

- You may get bumped into in the hallway. It is almost always an accident. It is best to keep walking or say, "Excuse me" if you think it might be partially your fault.
- If you are throwing a ball at recess or PE, call the person's name out first to make sure they are paying attention before throwing it.

Hidden Curriculum Examples

- Never throw food in the cafeteria, even if others do.
- It is inappropriate to comment on the the quality of other students' work unless the entire class is discussing how to improve their work.
- Limit yourself to three questions per class period. If you continue to ask questions, it may bother other students and the teacher.

Hidden Curriculum Examples

- Teachers are in charge of students; principals are in charge of teachers *and* students. This is not negotiable.
- If someone does something nice for you, it is polite to say, "thank you", even if you would have done it differently.
- If you put your fists up, people might think you are going to fight. You might get hit or in trouble, even if you never intended to hit any one.

Resources to Teach the Hidden Curriculum



The OCALI Library at www.ocali.org

Strategy 9: Have Fun!

Also evidence-based strategies should be firmly ground in enjoyment!