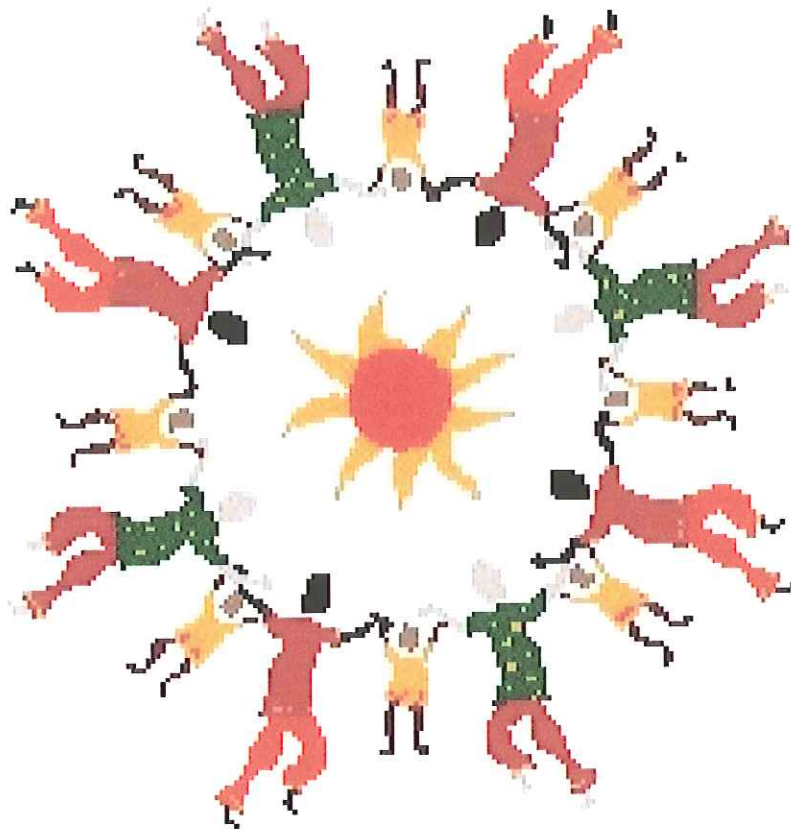


MAAPSS

MANUAL FOR ADOLESCENTS WITH ASPERGER'S PILOTING SOCIAL SUCCESS



COLUMBIA REGIONAL PROGRAM
Designed by Tamra Hass



2003-2004

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The Editors welcome your submissions, suggestions and questions. Please contact us at the address below.

EDITORS:

**Columbia Regional Program
Office of Special Education
Oregon Department of Education
Public Service Building
255 Capitol St. NE
Salem, OR 97310**

(503) 378-3598

www.ode.state.or.us

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Finally, a very special thanks to Tamra Hass who chaired the grant committee. She had the vision for this manual and spent many long hours creating, designing and organizing it. Without her passion, persistence and commitment to supporting adolescents with Asperger's, this project would not have been possible.

Visual Thinkers In An Auditory World

by
Tamra Hass

The man who invented the theory of relativity actually failed his high school language requirement. Yet Albert Einstein with his brilliance and unique thinking style, changed the face of modern science. Why is it Einstein changed the way everyone else thinks, but his own thinking style caused him to flunk high school?

Perhaps it was because Einstein was a visual thinker in an auditory world. In fact, the theory of relativity is based on Einstein's visual imagery of moving boxcars and riding along on light beams. Interestingly, Einstein's family history includes a high-incidence of autism along with high intellectual aptitude. Records suggest Einstein himself demonstrated various autistic-like characteristics

Interestingly, many of the students who benefit most from visual learning strategies are students with Asperger Syndrome/High Functioning Autism. "MAAPSS: The Manual For Adolescents with Asperger's Syndrome Piloting Social Success" focuses on four domains of learning and living: Social Connectedness, Communication, Organized Thinking, and Emotion (see enclosed materials). Each domain contains multiple mapping strategies allowing the student to visually relate to and understand abstract concepts associated with high-level thinking strategies. The activity webs are designed specifically to support the student's area of deficit learning. For example, Einstein had an aptitude for logical, concrete understanding, and numbers, but failed miserably with understanding abstract relations related to emotion and connecting to others, or information presented non-sequentially. MAAPSS contains activity sheets to visually explain abstract situations such as emotions and connecting with others and translates verbal non-sequential information into orderly visual representations. In addition, many folks with autism learn in "islands without bridges"—in other words, an individual may have difficulty understanding how existing information relates to new information (this is extremely important for generalizing skills to various environments). MAAPSS provides activity outlines to visually explain how one piece of information relates to another piece of information and includes an informal assessment tool to identify areas of learning which most impact the student's education.

Perhaps Einstein taught us more than the Theory of Relativity. Visual imagery unlocked his genius. For many of our students with autism, visual thinking strategies are key to opening untapped potential.



Tamra Hass

MS CCC SLP/Autism Specialist

Portland Public Schools

503-916-3400, 8468

ASPERGER'S SYNDROME AND THE REGULAR EDUCATION CLASSROOM

There are an increasing number of students who are identified with AS or High Functioning Autism participating in our educational settings. These bright, delightful and complex students present educators with a stimulating question: How do we meet this population's unique needs and tap their full potential? Meanwhile, our students with AS face a unique set of challenges relative to their same-age peers.

For the classroom teacher, educational strategies proven successful with most students may not be successful with students with AS. This can be extremely perplexing, if not frustrating, at times since the student seems so bright, yet she can not manage, for example, to turn her work in on time or loses the classroom syllabus every other week. Skills related to organization, social expectations, communication, individual learning style are often assumed to be well under way for students this age, therefore, it is often confusing to be presented with a student(s) with such unique needs, especially students who appear so bright.

Students with AS often struggle with following the unspoken expectations of classroom work, how best to access help, and exactly where they fit into the student/teacher relationship. Meanwhile, peer relationships become muddled in pre-adolescent mysteries and everyday attempts to "fit in" may be filled with unexpected twists and turns.

It continues to perplex not only the student with this syndrome, but also the researchers and specialists who continue to try and understand and study it. A review of the literature indicates a couple of dominant theories, but not one solid answer. Some say AS stems from deficits in "Theory of Mind" which primarily addresses students' lack of empathy and poor perspective-taking skills. In the meantime, another body of research may focus on underdeveloped areas of the brain responsible for understanding and responding to social perceptions.

Regardless of the WHY these students are, it is necessary to address HOW these students learn and HOW we support them.

This manual attempts to assist the teachers and staff working with this population by providing them with information and educational strategies to increase student independence with minimal adult guidance. We understand that this serves only a small part in addressing the students' overall needs, but it is our hope that you find it to be a quick and easy tool designed to help tap an individual student's full potential.

1

Overview

INTRODUCTION

There are an increasing number of students who are identified with Asperger's Syndrome (AS) or High Functioning Autism (HFA) participating in our educational settings. These bright, delightful and complex students present educators with a challenging question: How do we meet this population's unique needs and tap their full potential? Meanwhile, our students with AS face a unique set of challenges relative to their same-age peers.

For the classroom teacher, educational strategies that have proven successful with most students may not be successful for a student with AS. This can be extremely perplexing, if not frustrating, at times since the student seems so bright, yet he cannot manage, for example, to turn his work in on time or loses the classroom syllabus every other week.

Students with AS often struggle with following the unspoken expectations of classroom work, how best to access help, and exactly where they fit into the student/teacher relationship. Meanwhile, peer relationships become muddled in pre-adolescent mysteries and everyday attempts to "fit in" may be filled with unexpected twists and turns.

It is important to keep in mind that students with AS/HFA are neurologically impacted and present with a variety of social and cognitive deficits. Current research indicates that this population has significant difficulties with the right hemisphere of the brain (area in charge of processing nonverbal and performance-based information, including visual spatial organization, intuition, organization, evaluative, and gestalt or holistic processing functions (Thompson, 1997). "A Teacher's Map, A Student's Compass" provides activities and ideas to support students who have difficulty with abstract reasoning, organization, and social deficits. An extensive review of the literature related to these areas was conducted and presented throughout this program. We hope this provides educators with a time-efficient approach to examine curricula, sample goals, educational strategies, modifications and accommodations to support our students' individual academic and social needs.

This manual is designed to assist educators who work with students with AS and HFA who are fully included by:

- (1) Supporting teachers and special education staff by having a means to assess students' strengths and areas of need, providing examples of IEP goals that can be used for those students needing specially designed instruction, providing suggested accommodations that will assist students who need to work on generalizing emerging skills and listing a number of excellent resources that would be of assistance.
- (2) Increasing student independence by developing an individualized notebook to address the unique learning styles of this population. The student notebook might include information on social expectations, the communication process, understanding humor and people, self-knowledge and advocacy, personal learning style, stressors and emotions.

Now it's time to embark upon our journey. Use "The Teacher's Map, and the Student's Compass" to guide your team through identifying goals, prioritizing specially designed instruction, determining individual strengths and weaknesses, and promoting student independence.

Columbia Regional Program Autism Services welcomes suggestions and feedback. Please tell us what you find useful or what you would like to see included. Further, please consider the section on Frequently Asked Questions, and submit your own to add to our collection. Again, we are striving to share a tremendous amount of information, meanwhile, developing a concise and expedient system designed for busy regular and special education staff. It has you in mind and we encourage you to share your opinions on how we can improve it.

2

Administration & Scoring

PURPOSE OF THIS ASSESSMENT:

The MAAPSS (Manual for Adolescents with Asperger's Syndrome Piloting Social Success) is an informal assessment tool designed to identify strengths and weaknesses in middle-school aged students who are High Functioning and identified in the educational setting with Autism Spectrum Disorder. The goal of this assessment is twofold: (1) to aid teams in identifying potential areas to target for specially designed instruction, and (2) to support the student's ability to generalize emerging skills across environments.

HOW TO USE

The program is divided into four domains: (A) Social Cognition, (B) Social Communication, (C) Emotion, (D) Organized Thinking. Within each of these four domains, there are five subsets of skills which are considered essential for a student's academic and social success.

Each of the four domains are listed on the "Teacher's Map" and then plotted onto the "Student's Compass." The Compass provides the team and student with a visual representation of areas related to strengths and weaknesses. The student's IEP team completes the assessment by rating each of the five skills listed under the four major domains.

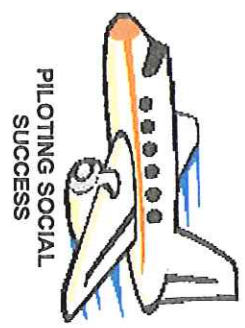
The examiner transfers scores from the Teacher's Map to the Student Compass which provides the team and student with a clear visual representation as to where the student's strengths and weaknesses lie. Areas representing scores of "1" or "2" may be considered by the team to be potential goals and objectives on the student's IEP. (Sample Goals and Resources are provided to the team). The program also includes "cheat sheets" designed to support the student in generalizing and strengthening emerging skills which are represented by scores of 3 or 4.

CONCLUSION

The goal of any educational program is to increase student independence by identifying and teaching the student about his own learning style. It is our hope that this tool will help your team to identify, organize, and prioritize specific skill sets necessary for your student's success.

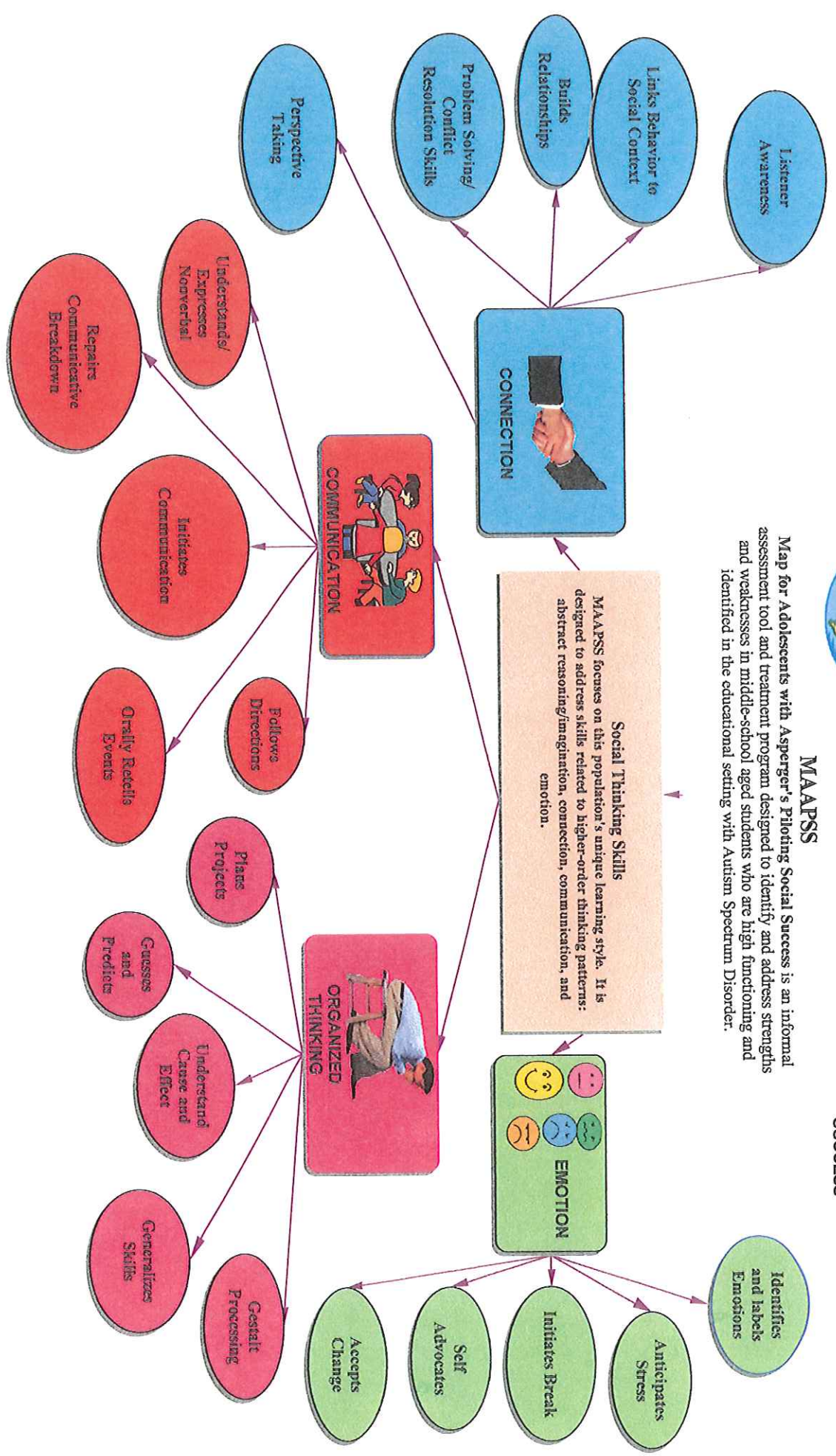
Note on viewing and printing

*This manual was designed for printing. It includes a combination of portrait and landscape page views. Some PDF viewers, such as Adobe Reader, provide a function to rotate the view, which makes viewing online easier. If you are using Adobe Reader and want to rotate the view, please go to the **View** menu, select **Rotate View**, then select **Counterclockwise** or **Clockwise**.*

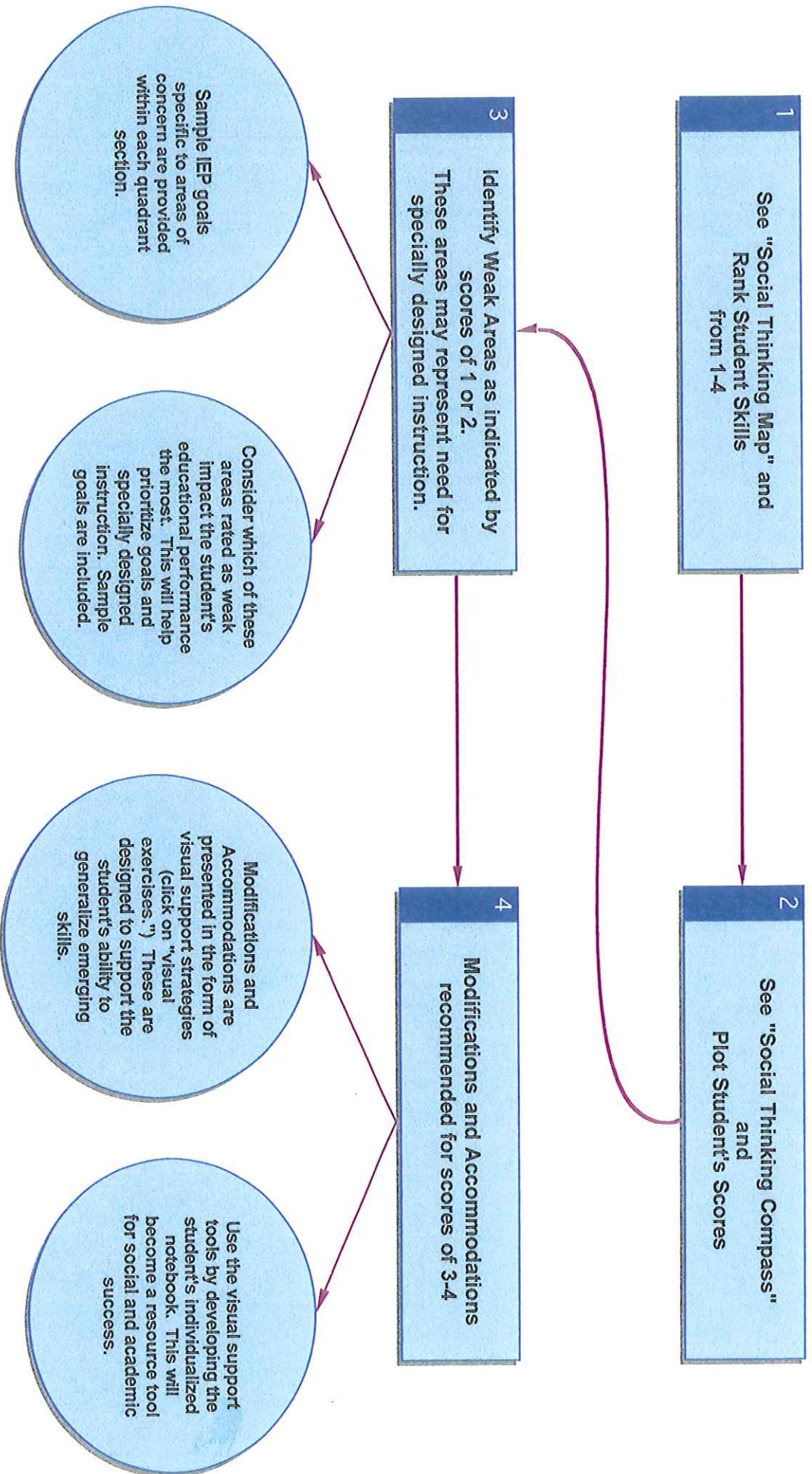


MAAPSS

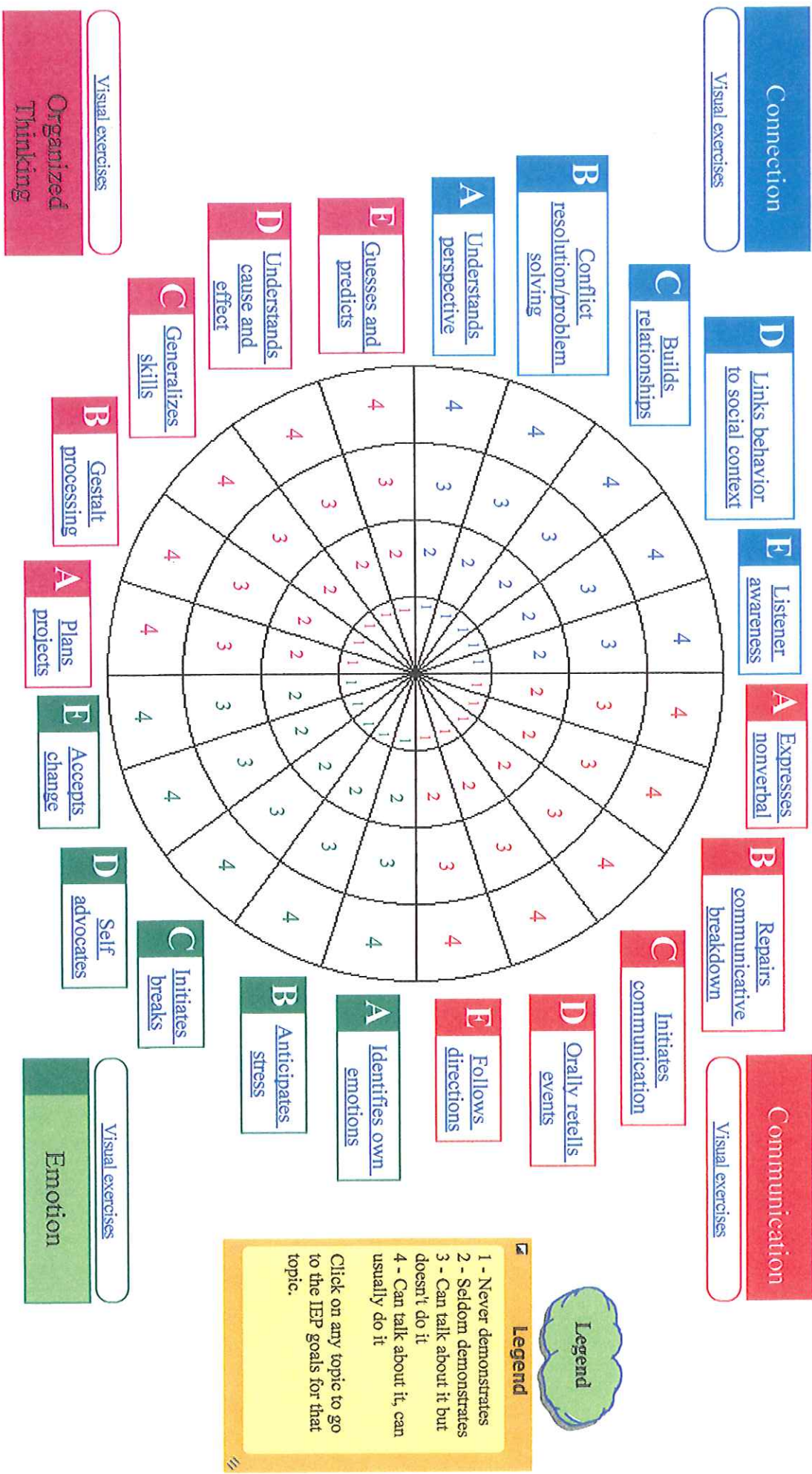
Map for Adolescents with Asperger's Piloting Social Success is an informal assessment tool and treatment program designed to identify and address strengths and weaknesses in middle-school aged students who are high functioning and identified in the educational setting with Autism Spectrum Disorder.



How To Use MAAPSS



Social Thinking Compass



Social Thinking Map



A. EXPRESSES NONVERBAL <i>Demonstrates appropriate eye gaze, body posturing, and proximity when engaged in 1:1 or group situations.</i>	1	2	3	4
B. REPAIRS COMMUNICATIVE BREAKDOWN <i>Provides clarification, registers and repairs misunderstanding/confusion, and gauges listener's level of background information/understanding and interest in topic, changes communication style to suit listener.</i>	1	2	3	4
C Initiates Communication: <i>Will appropriately initiate communicative interactions (body posturing, eye gaze, verbal greeting) with both peers and adults.</i>	1	2	3	4
D. ORALLY RETELLS EVENTS <i>Provides sufficient amount of information about an event (not too little, not too much) and clearly shares the main point, links social sequence and predicts plausible outcome.</i>	1	2	3	4
E. FOLLOWS DIRECTIONS <i>Personalizes and acts upon verbal directions given in large groups or classroom experiences.</i>	1	2	3	4

LEGEND

- 1 NEVER DEMONSTRATES
- 2 SELDOM DEMONSTRATES
- 3 CAN TALK ABOUT IT, BUT DOESN'T DO IT.
- 4 CAN TALK ABOUT IT, CAN USUALLY DO IT.

Social Thinking Map



A. Understands Perspective: <i>Appears to understand and respect another person's point of view (tolerates others' opinions, responds appropriately to praise, manages criticism or negative feedback).</i>	1	2	3	4
B. Conflict Resolution/Problem Solving: <i>Is able to use social language and flexible problem solving skills to appropriately share ideas and respect opinions of others, and recognizes the difference between antagonistic language and cooperative language.</i>	1	2	3	4
C. Builds Relationships: <i>Demonstrates the ability to maintain friendships and relationships with peers, inside school as well as outside the school day.</i>	1	2	3	4
D. LINKS OWN BEHAVIOR TO SOCIAL CONTEXT <i>Uses appropriate social behavior skills relative to social context/environment (i.e., quiet voice in library, raises hand in class, provides greetings, closures, code switches.</i>	1	2	3	4
E. LISTENER AWARENESS <i>Demonstrates awareness of the listeners' needs by initiating/shifting conversation to topics outside own interest area, maintains topic initiated by conversational partner, perceives when conversational partner is bored, confused, frustrated, or attempting to terminate conversation.</i>	1	2	3	4

LEGEND

- 1 NEVER DEMONSTRATES
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- 3 CAN TALK ABOUT IT, BUT DOESN'T DO IT.
- 4 CAN TALK ABOUT IT, CAN USUALLY DO IT

Social Thinking Map

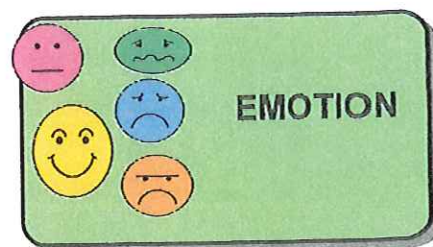


A. PLANS PROJECTS <i>Uses time organization strategies (i.e., time line, day planner, academic organizer) to breakdown big projects, events, activities, by accurately sequencing and plotting it out on a timeline.</i>	1	2	3	4
B. GESTALT PROCESSING <i>Uses gestalt thinking to grasp the entire idea, main point, "big picture", and sees how the segments or parts make up the whole.</i>	1	2	3	4
C. GENERALIZES SKILLS <i>Applies/transfers skills learned in one setting or curriculum to a novel or different experience/setting/curriculum.</i>	1	2	3	4
D. UNDERSTANDS CAUSE/EFFECT <i>Uses critical thinking skills to understand cause/effect relationships, implied meanings, and predict plausible outcomes.</i>	1	2	3	4
E. GUESSES AND PREDICTS: <i>Is able to follow a series of events and based on the sequence accurately guesses or predicts a plausible outcome.</i>	1	2	3	4

LEGEND

- 1 NEVER DEMONSTRATES
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Social Thinking Map



A. IDENTIFIES OWN EMOTIONS <i>Demonstrates self-awareness skills related to internal states, needs, wants and is able to act appropriately and accordingly.</i>	1	2	3	4
B. ANTICIPATES STRESS <i>Demonstrates enough self awareness to pre-identify settings and activities that may set him or her off.</i>	1	2	3	4
C. INITIATES BREAKS <i>Self initiates relaxation and sensory breaks prior to an outburst or over-stimulation in order to self regulate the nervous system.</i>	1	2	3	4
D. SELF ADVOCATES <i>Seeks comfort from those around him or her by self advocating for own sensory needs and regulation.</i>	1	2	3	4
E. ACCEPTS CHANGE <i>Applies flexible thinking patterns when routines, schedules, or activities are spontaneously changed.</i>	1	2	3	4

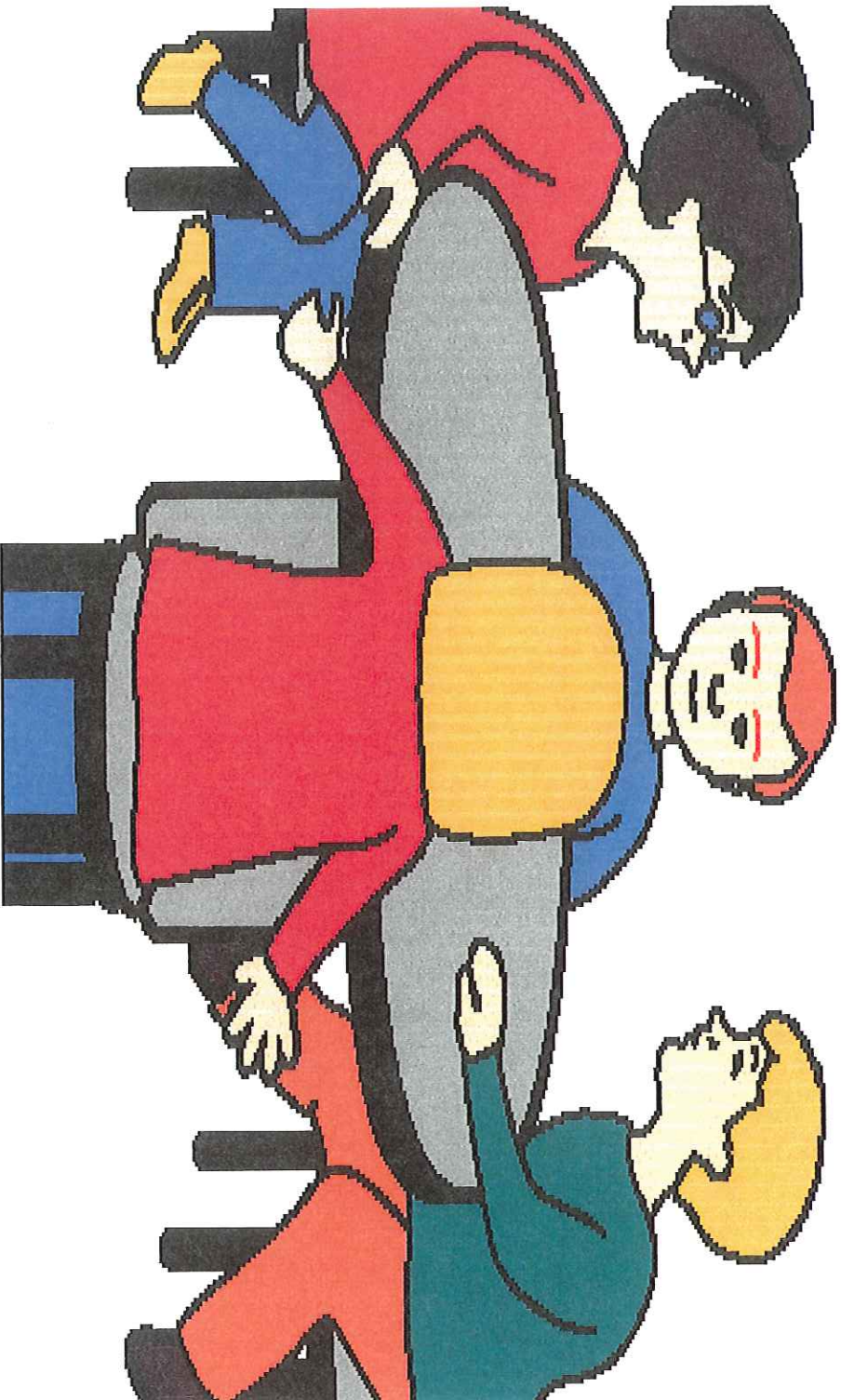
LEGEND

1. NEVER DEMONSTRATES
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3. CAN TALK ABOUT IT, BUT DOESN'T DO IT.
4. CAN TALK ABOUT IT, CAN USUALLY DO IT.

3

Communication IEP Goals

COMMUNICATION: IEP GOALS



COMMUNICATION



COMMUNICATION:
Expresses Nonverbal

Appropriate eye gaze, body posture, and proximity.

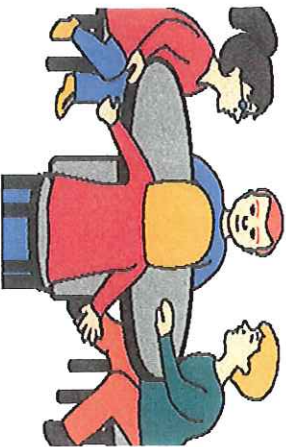


Will attend to the face of the conversational partner when speaking and listening.

Will use appropriate body language, gestures, and facial expressions when conversing.

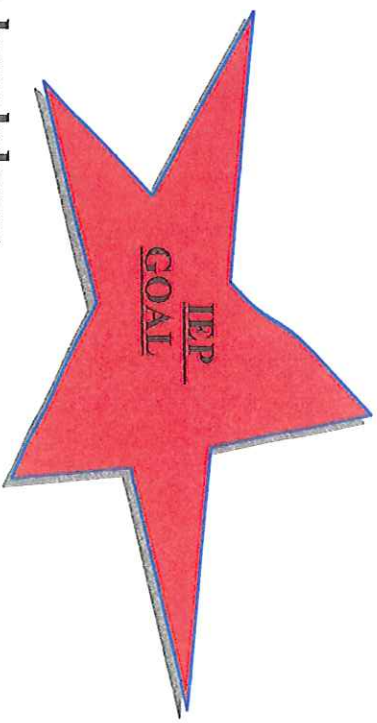
Will demonstrate appropriate body posture and proximity when conversing in small group or 1:1 (ie "arms length away").

Will show interest in an adult or object by using appropriate eye gaze, (ie "eyes have thoughts" concept)



COMMUNICATION: Repairs Communicative Breakdown

IEP Goals Repairs communicative breakdown



Will adapt the form and content of the message according to the needs of the listener (presupposition).

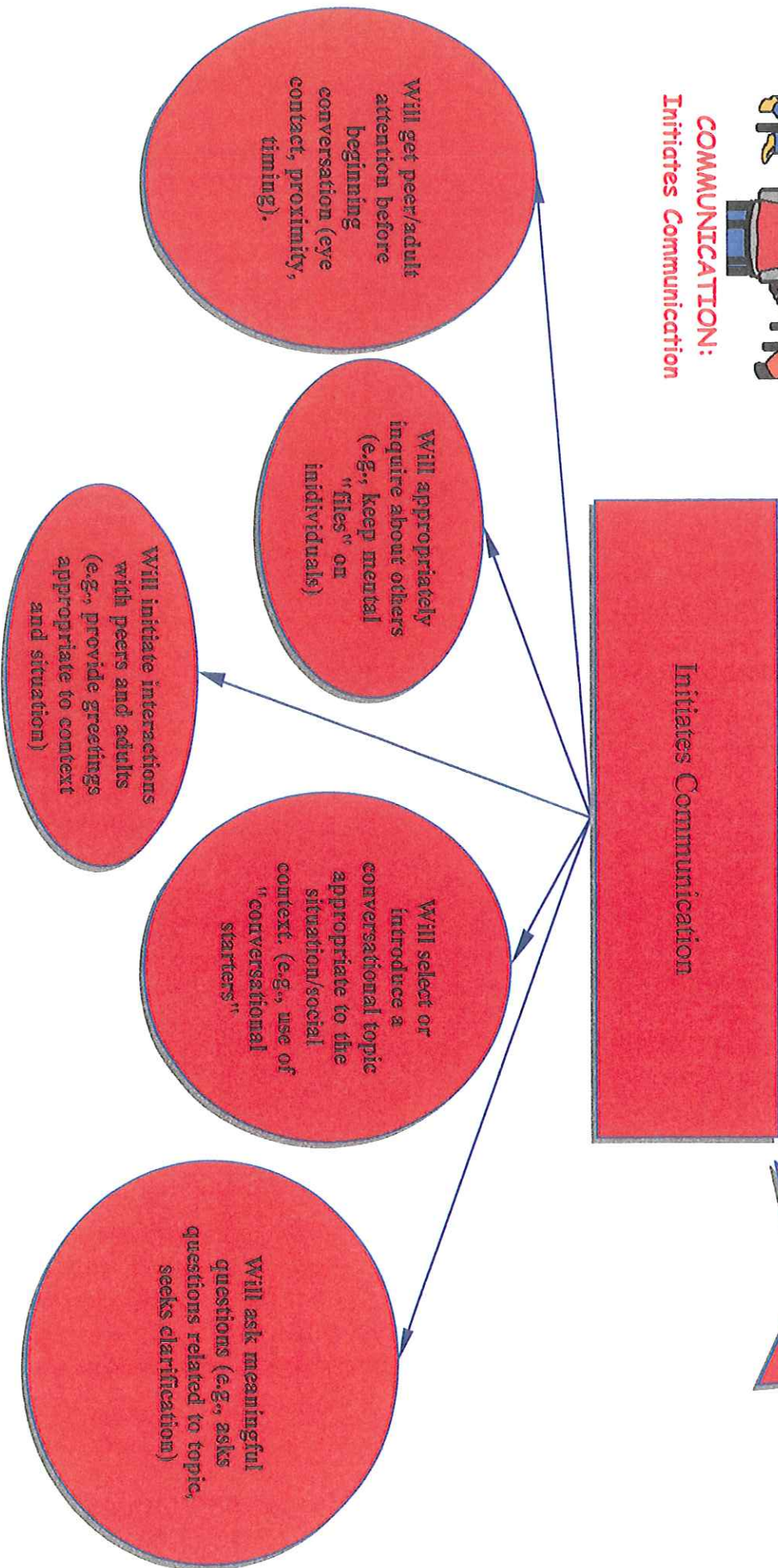
Will restate information (repair and revise).

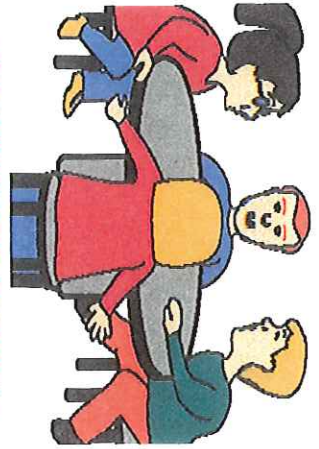
Will ask for more information to improve understanding.

Will interpret and use implied messages (indirectives and hints).



COMMUNICATION:
Initiates Communication





COMMUNICATION:
Orally Retells Events

Orally retells events,
stories, and sequences.

IEP GOAL

Will provide
accurate
descriptive
detail orally.

Will accurately tell a
story with a definite
beginning, middle,
and end.

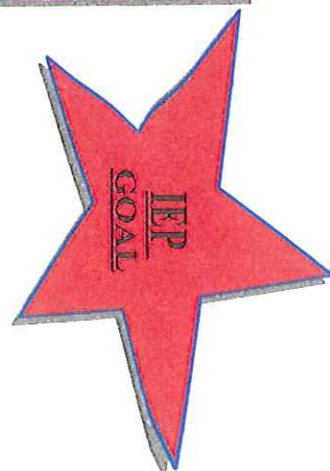
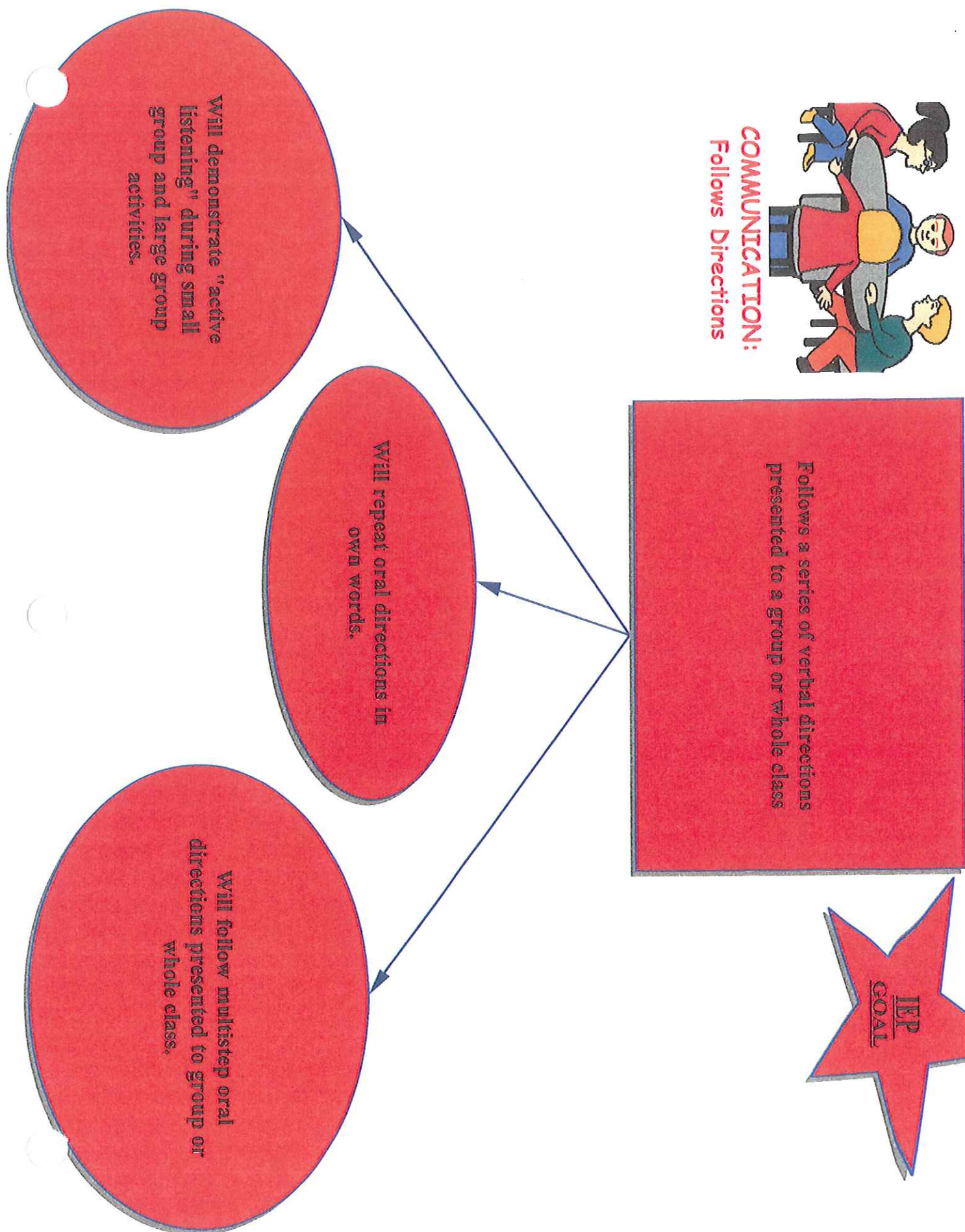
The student will
describe and retell
experiences, events,
and stories in correct
sequence.

Will explain the inter-
relationship of a sequence
of events.

Will accurately link a
series of past events.



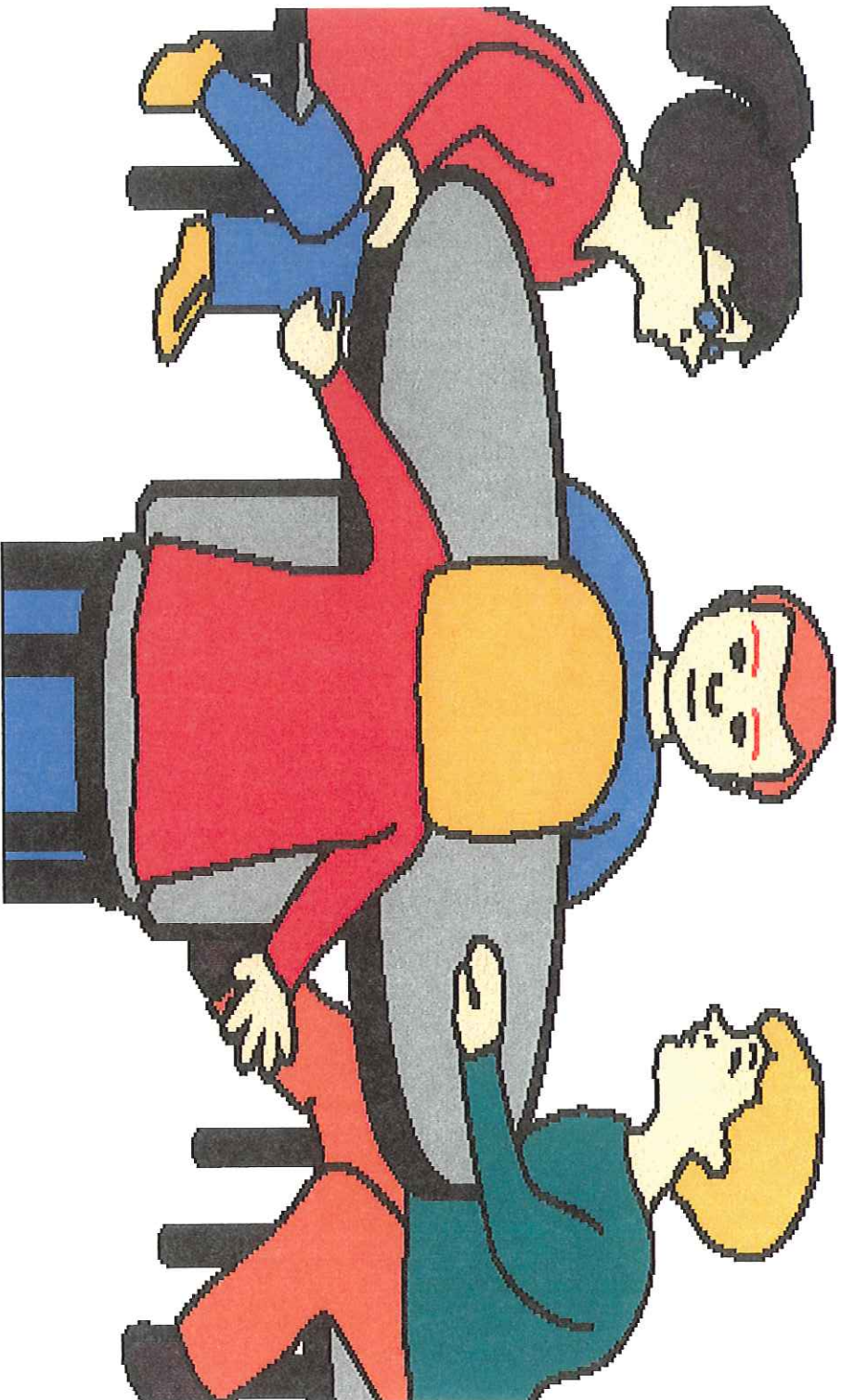
COMMUNICATION:
Follows Directions



4

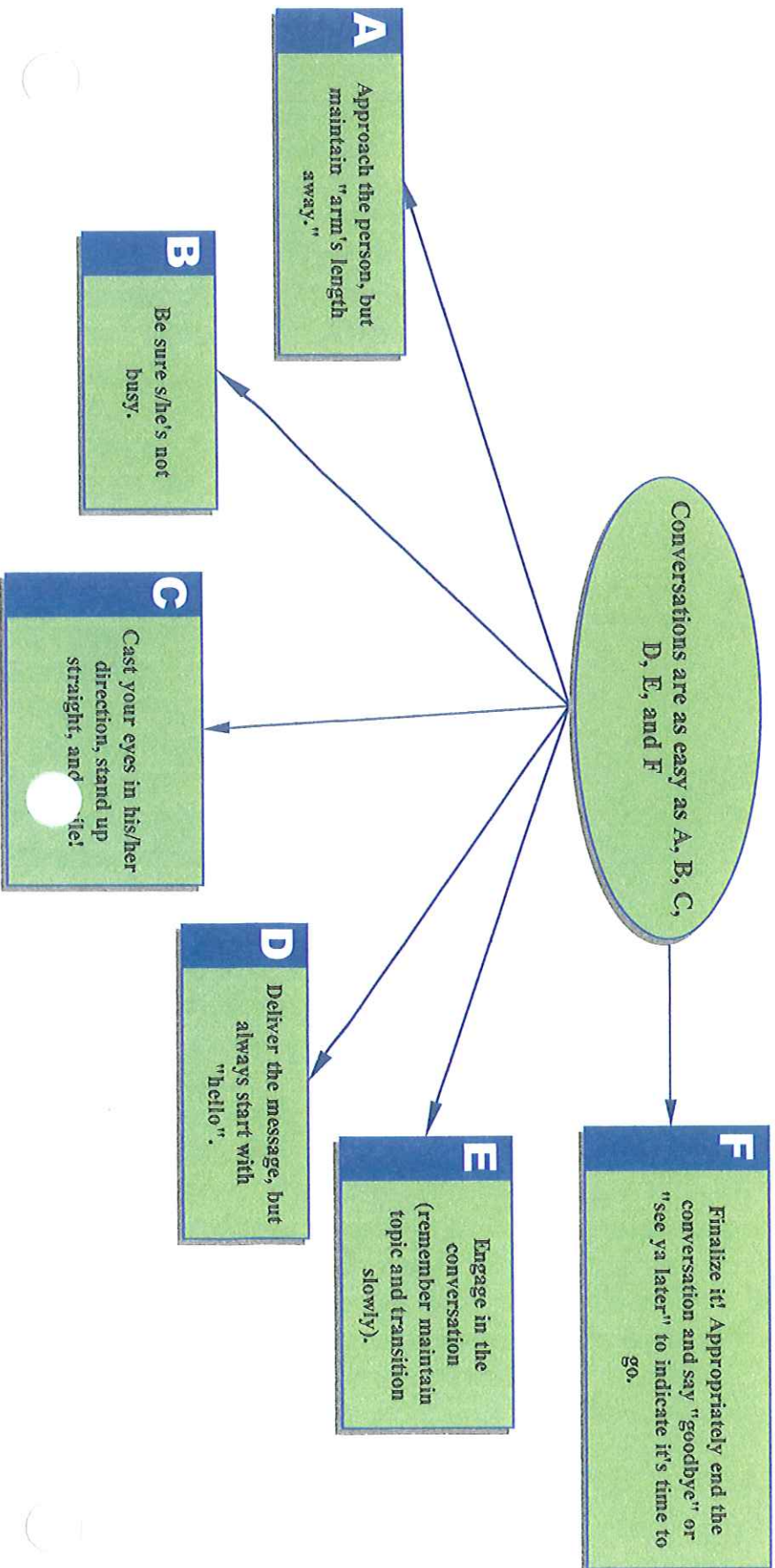
Communication Visual Exercises

COMMUNICATION: VISUALS

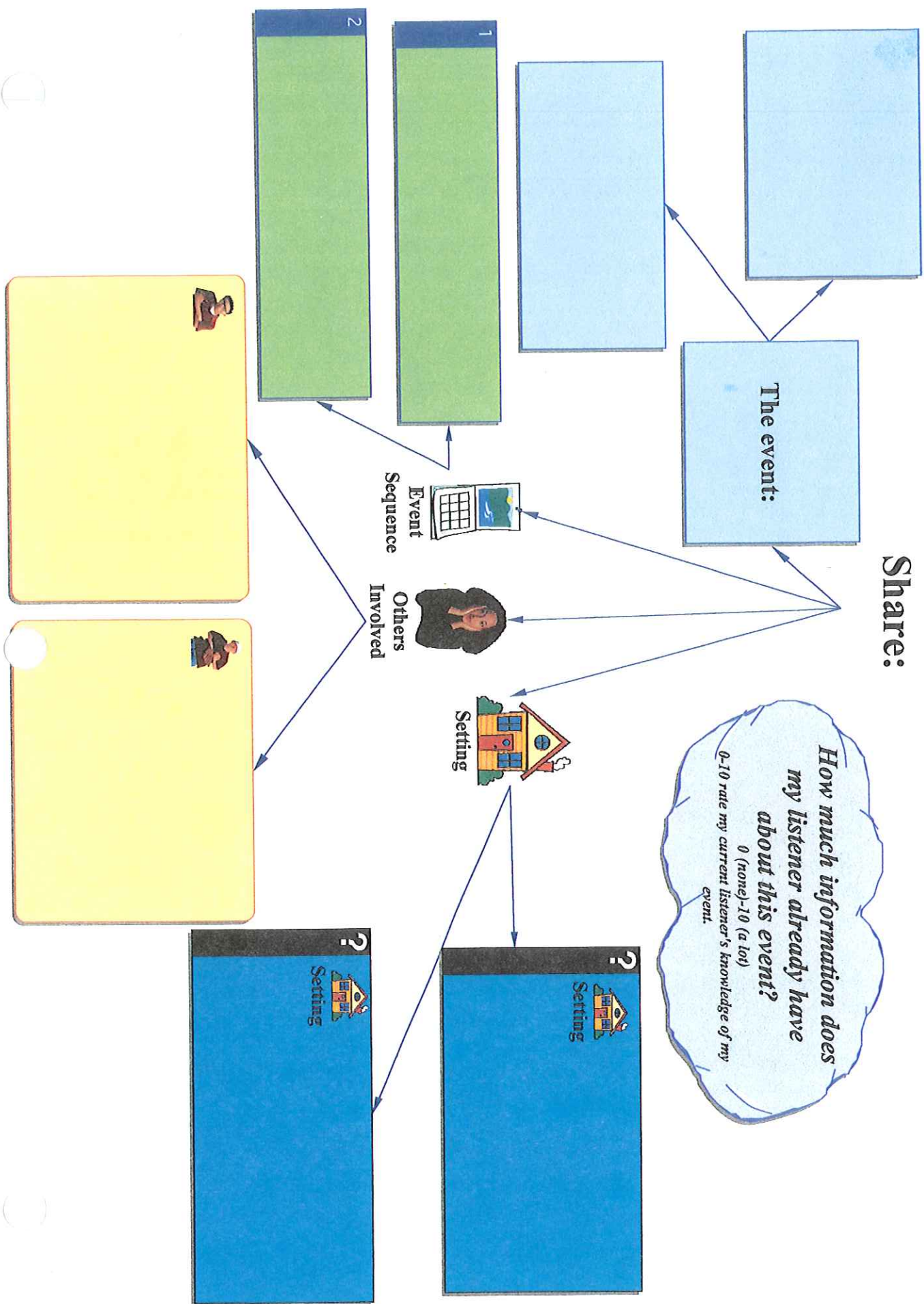


COMMUNICATION

Conversations are as easy as ABC...and DEF

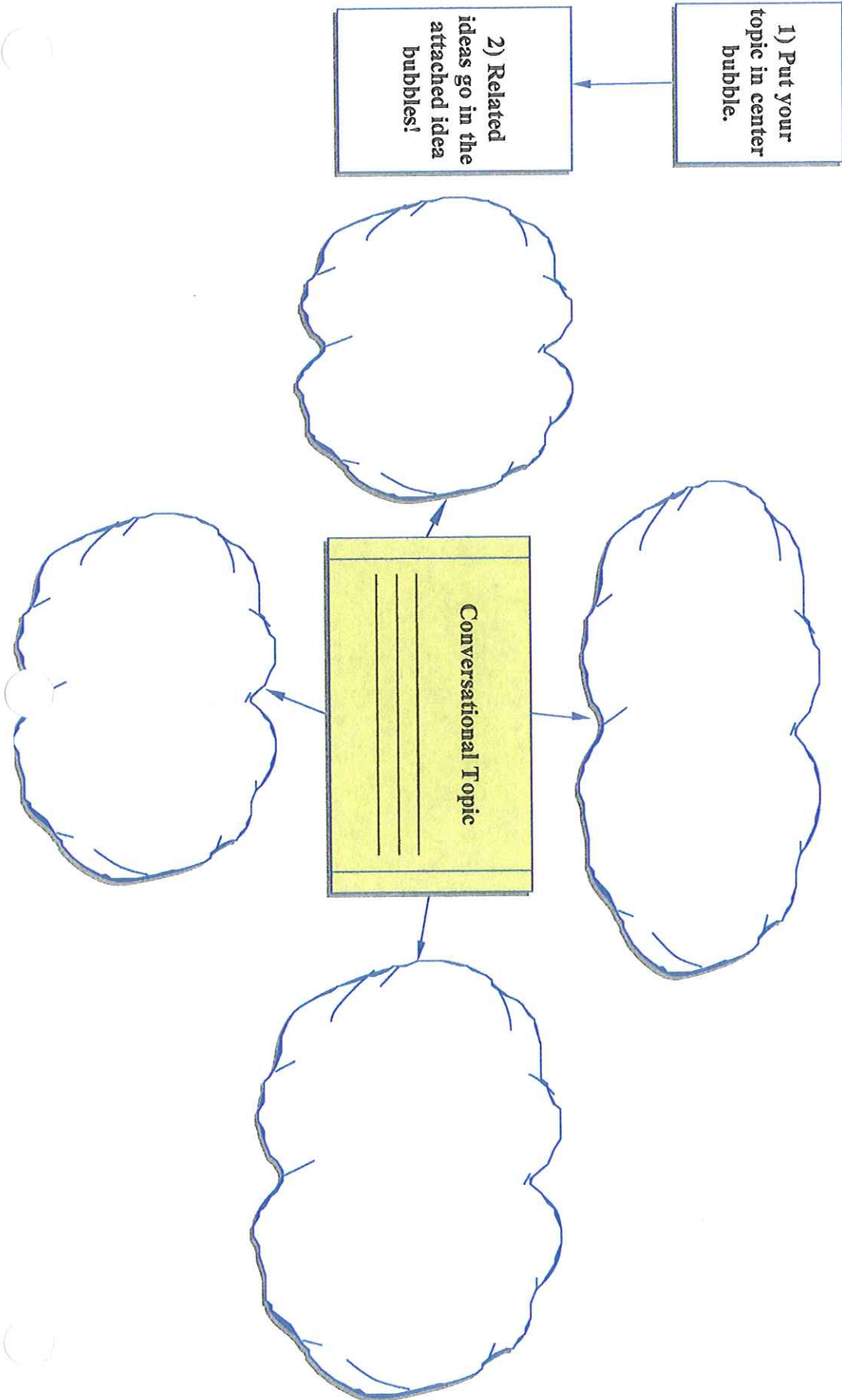


The Event I Want To Share:





Making Chatter Matter

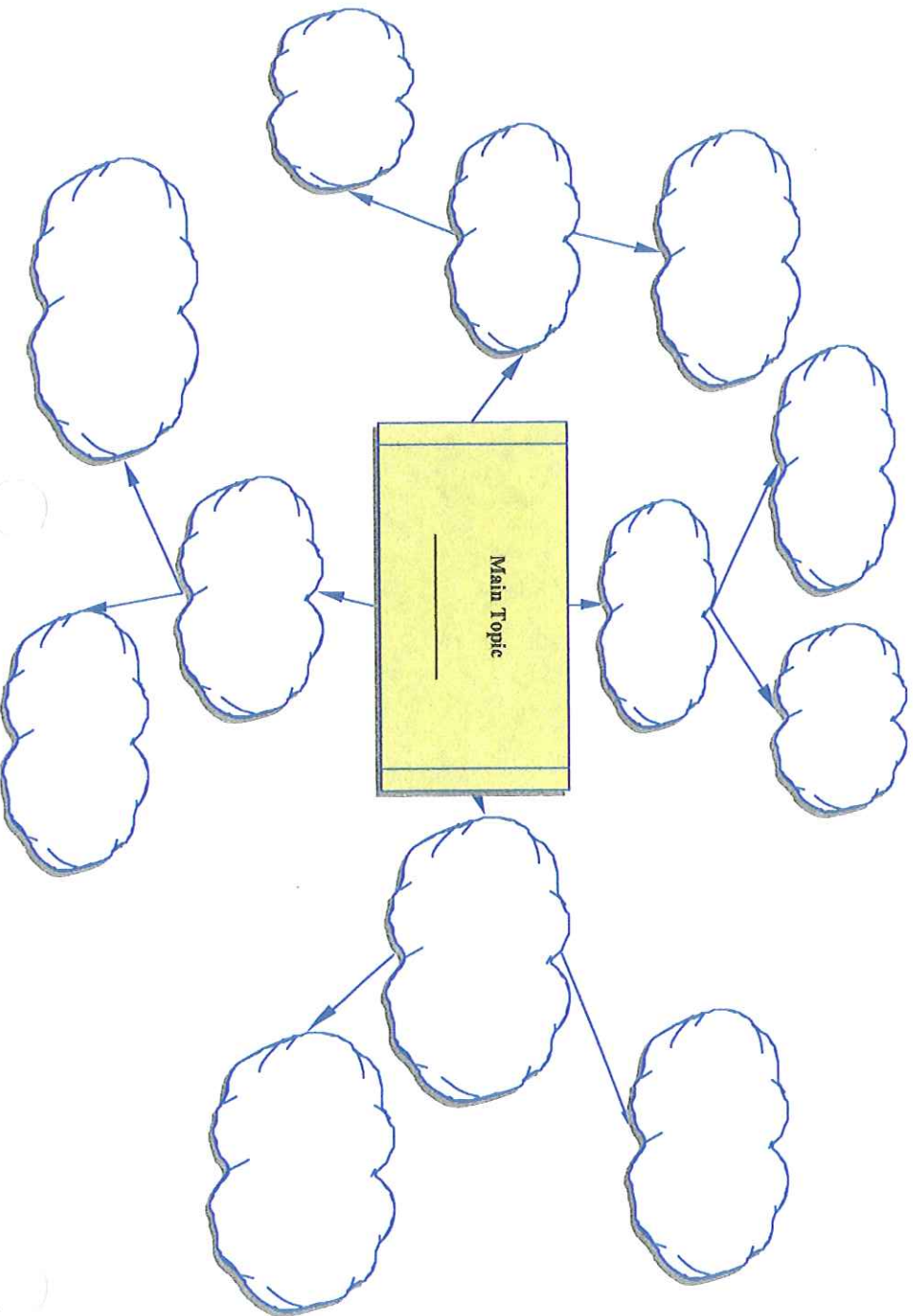




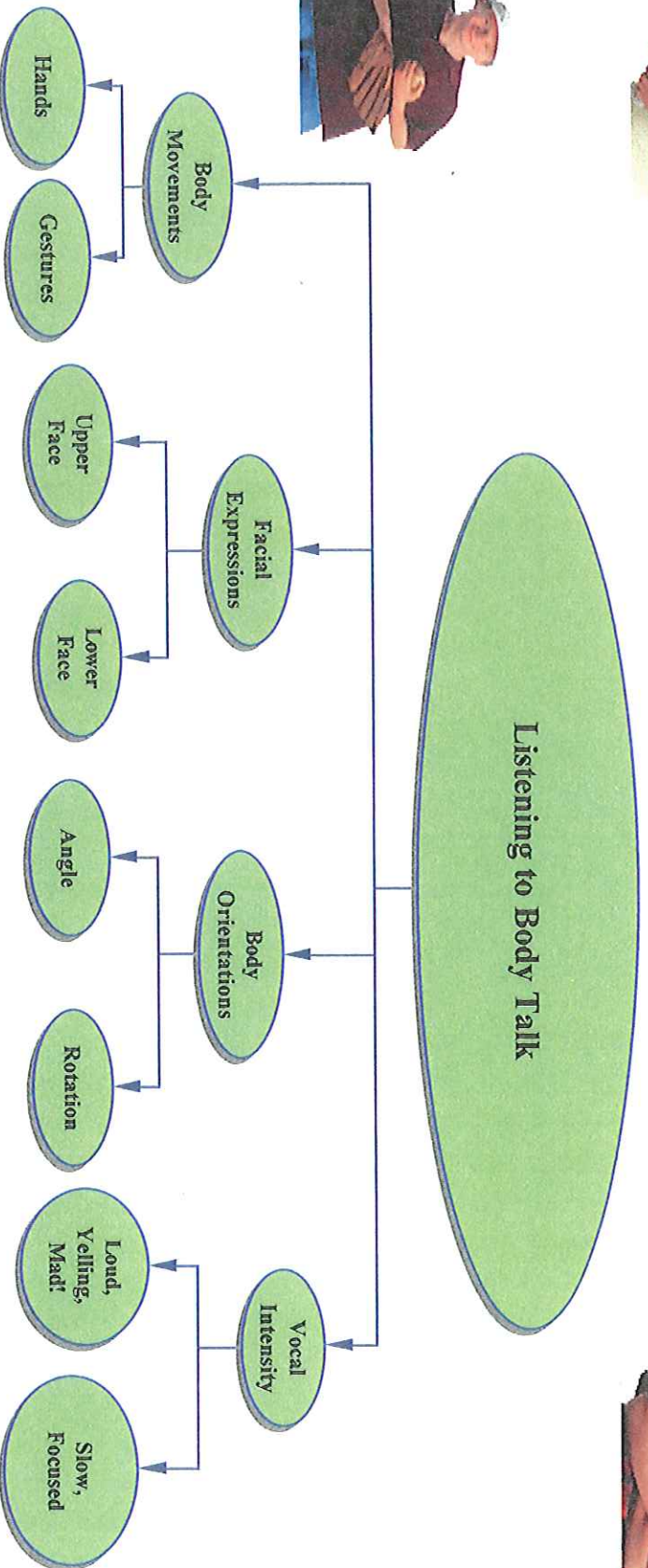
Making Chatter Matter

1) Put topic in
center bubble.

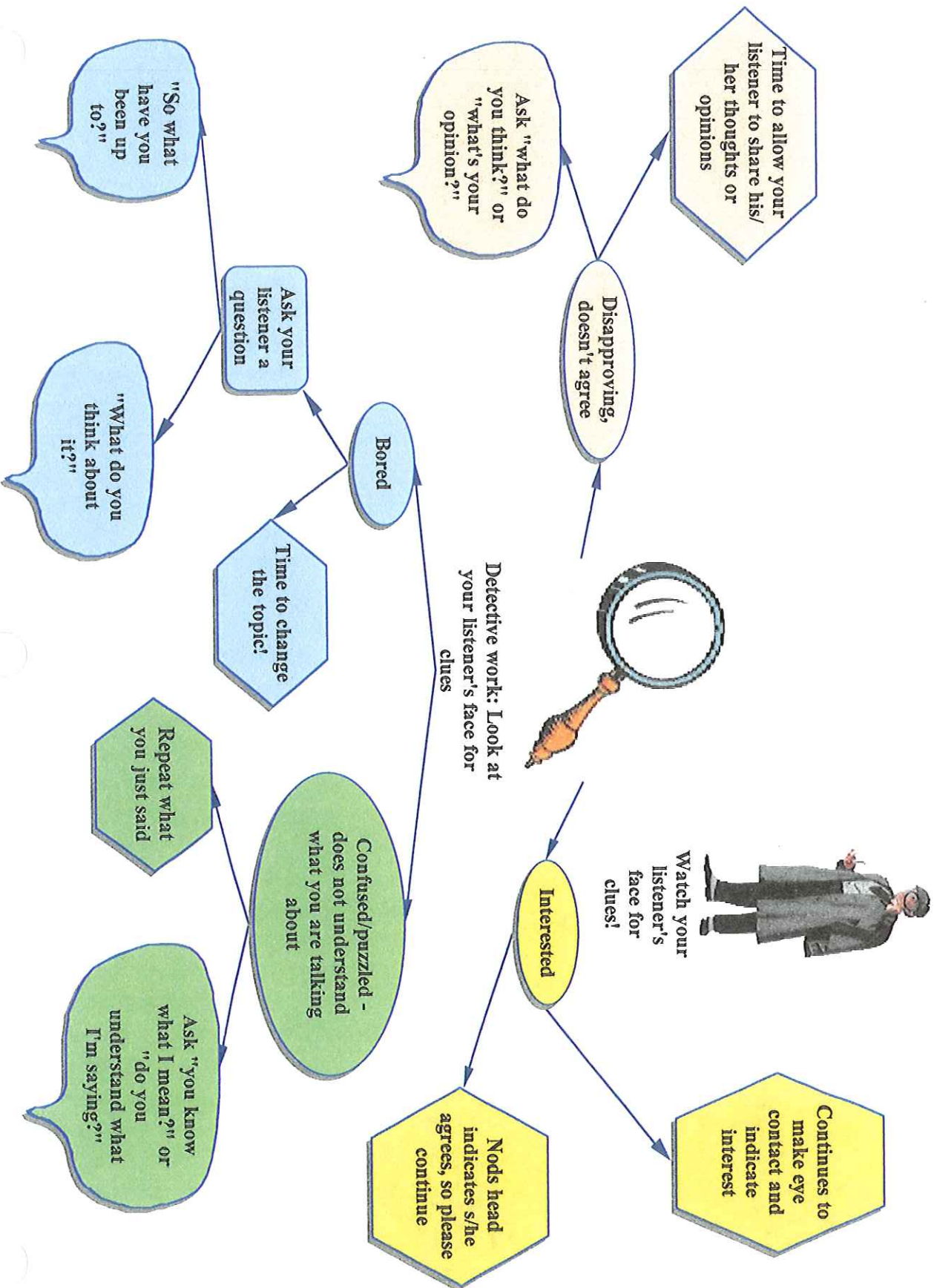
2) Related
ideas go in the
attached idea
bubbles!



BODY TALK

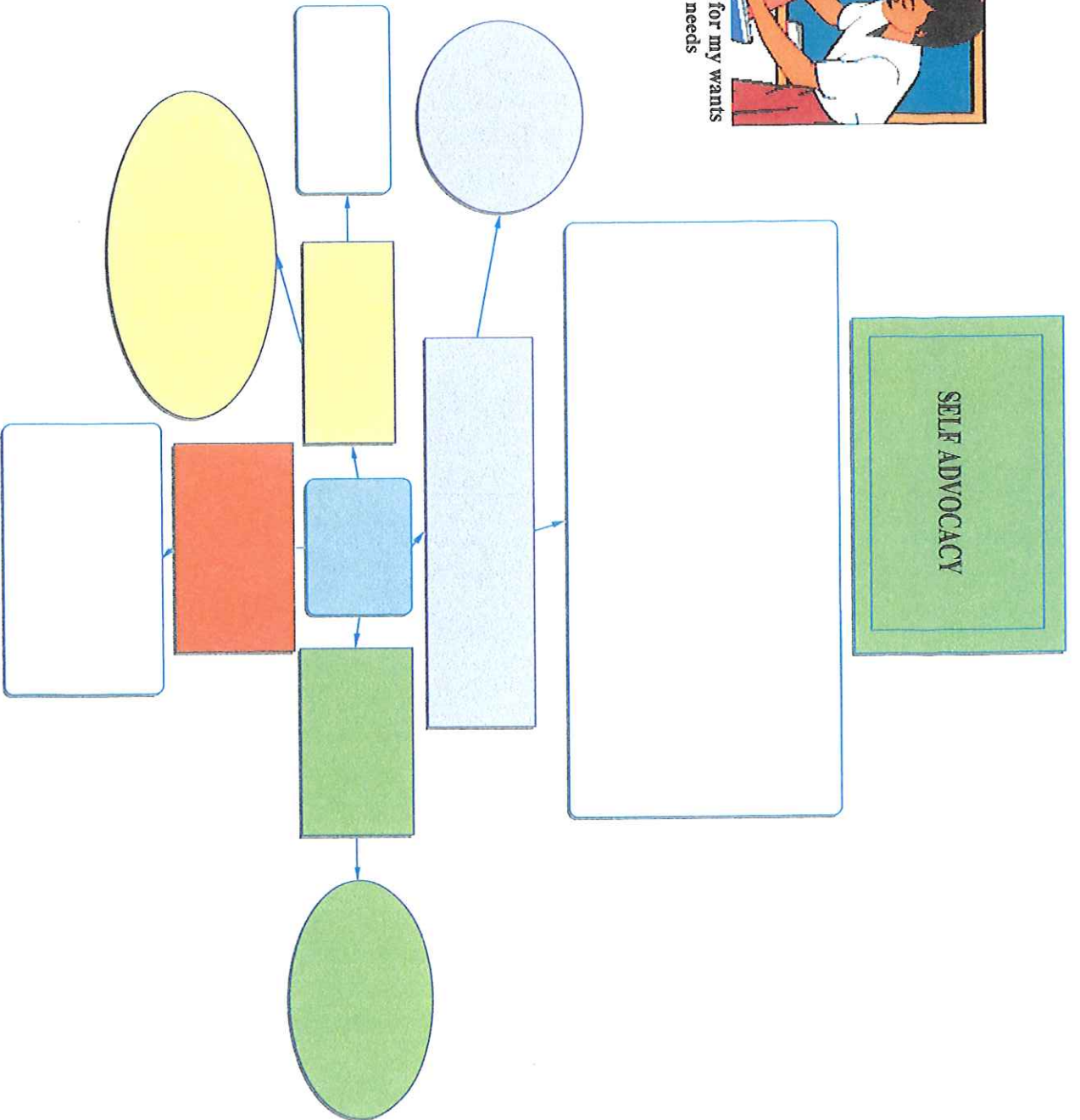


The Conversational Clue Search.





Advocating for my wants and needs

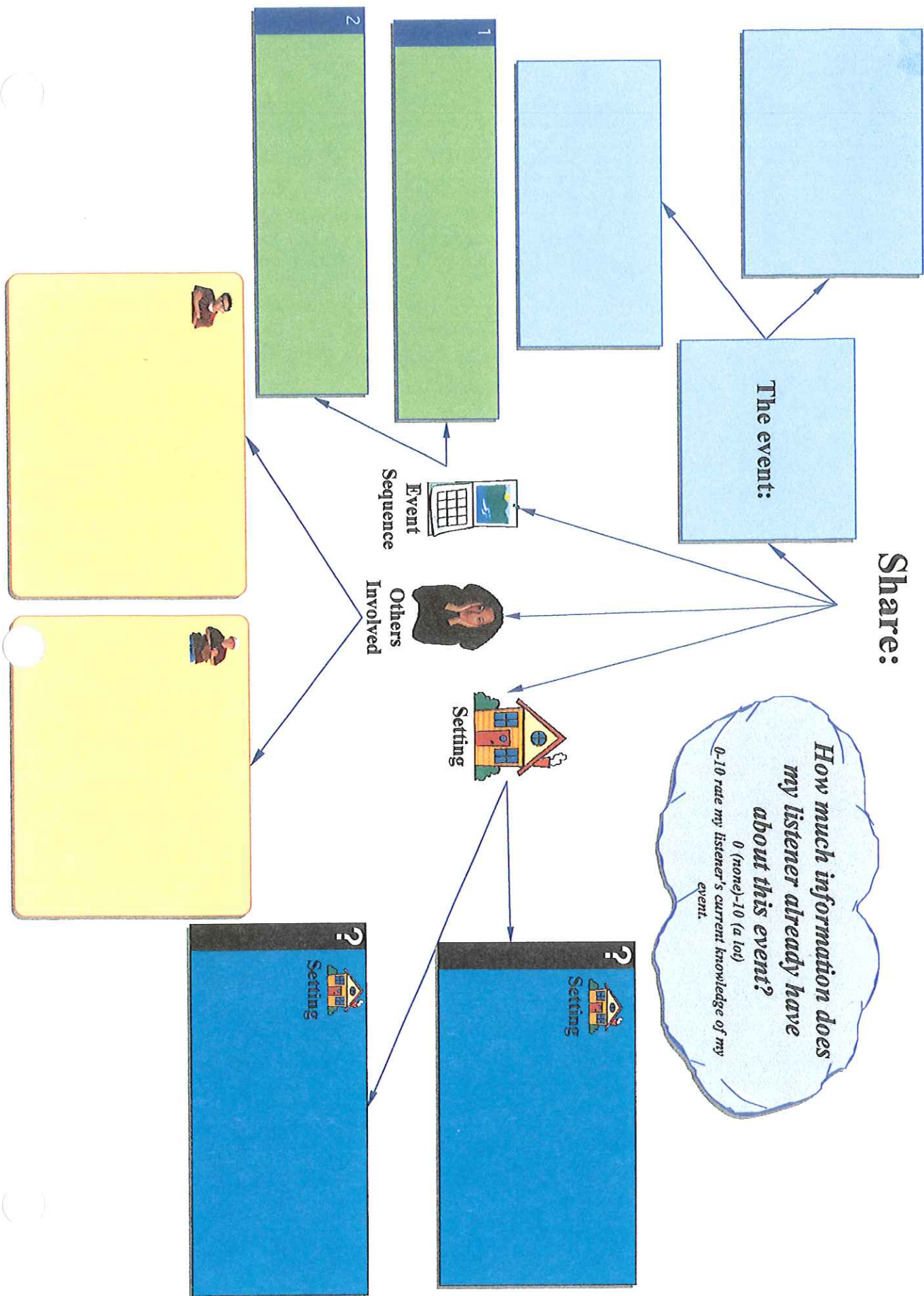


How to use this template

1. Enter what it is you want or need in the large white box at the top of the paper. Include what you plan to say.
2. Enter reasons for why it is you want or need it in the purple box. Think about the other person--"POV" (point of view).
3. Think of examples to support your wants and needs.
4. Consider opposing points of view. Enter this information into the yellow box.
5. Enter information about how you plan to defend your position or advocate for yourself in the green box/circle.

Benefits of using the Opinion Proof template
 A balanced position requires examination of supporting and opposing reasoning. This template helps students determine whether their position or needs are sufficiently well supported.

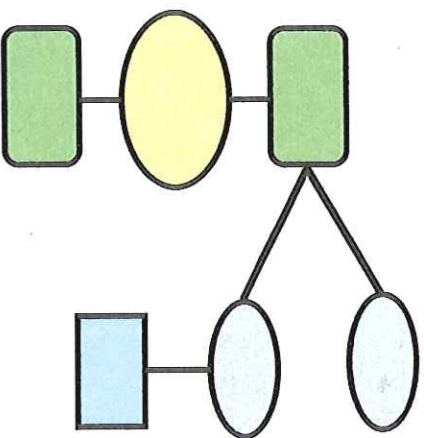
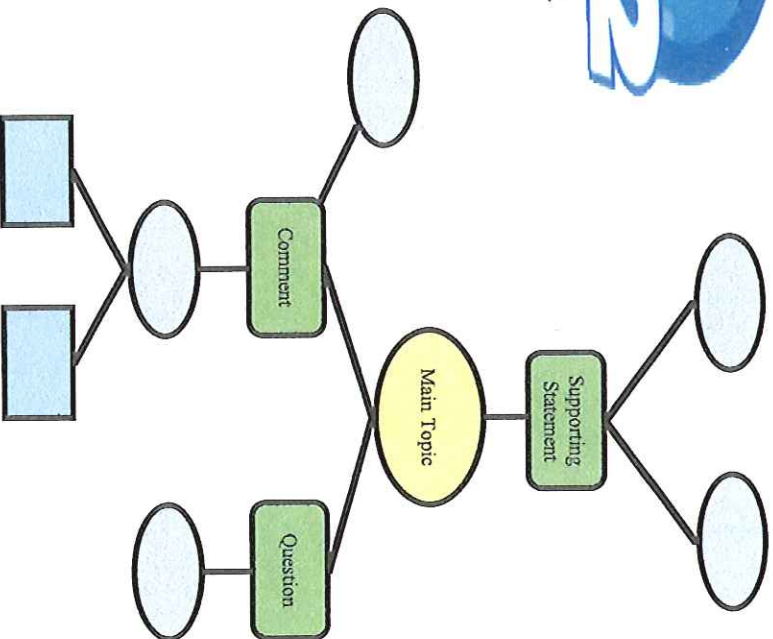
The Event I Want To Share:



THE MAIN IDEA



Know the Main Idea



How to use this template

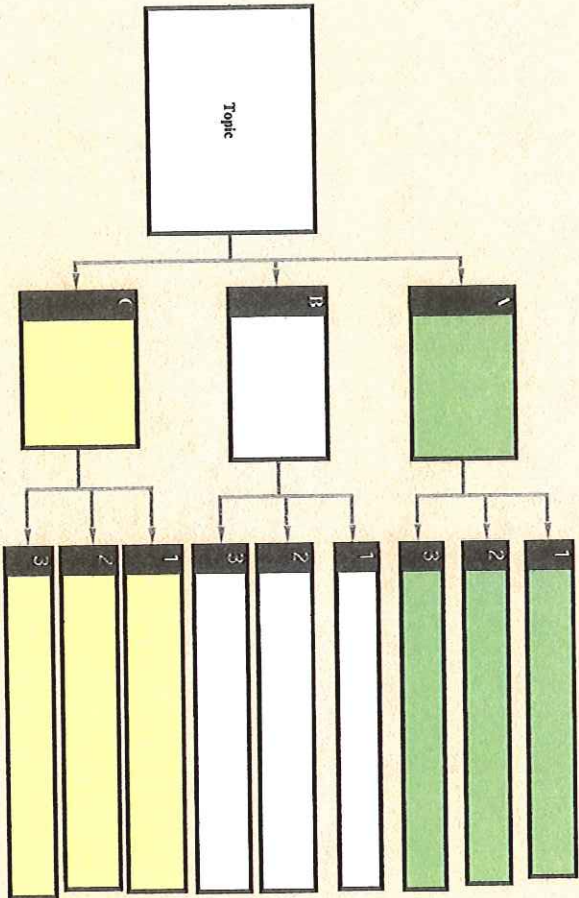
1. Think of a topic or main idea and visualize it.
2. Think of supporting or related topics.
3. Continue with the next levels of subtopics in the same way.

Benefits of using the Main Topic Power Map

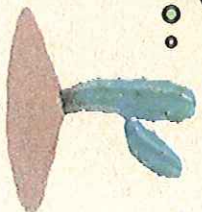
Unlike traditional outlining, power mapping allows you to see subtopics at the same level as equal in importance. When you relate your comments and questions to the main topic your listener is better able to "connect" with you and you begin to form a relationship.

Topic Maintenance and Organized Thinking

Benefits of using the Right Tree
template
Breaking complex ideas and
systems down into smaller, more
understandable parts allows
students to view whole/part
relationships, reinforcing skills in
hierarchical arrangements, and
overall conversational topic
maintenance.



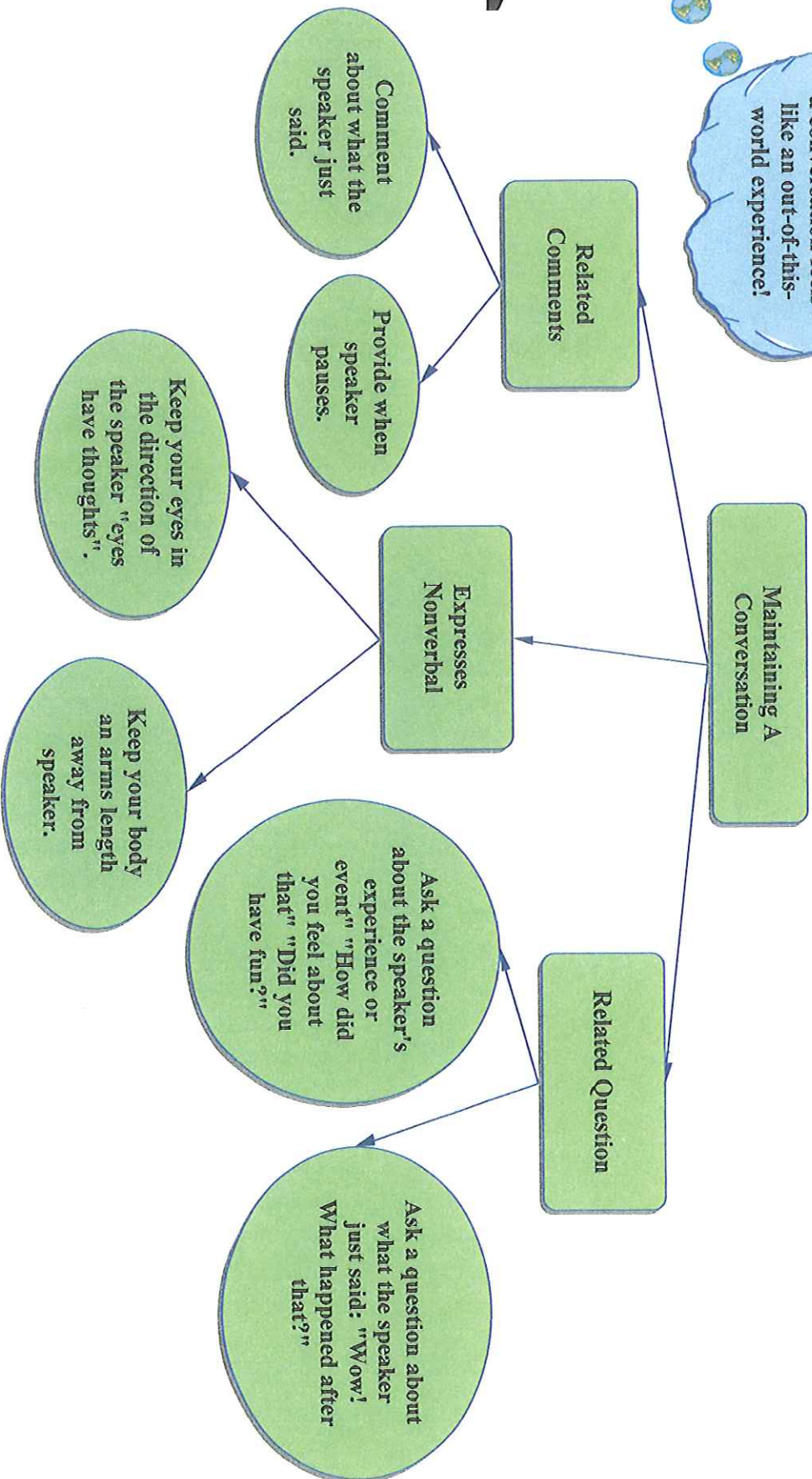
Prevent isolation
and dehydration!
Don't branch off by
yourself. Take your
conversational
partner with you!



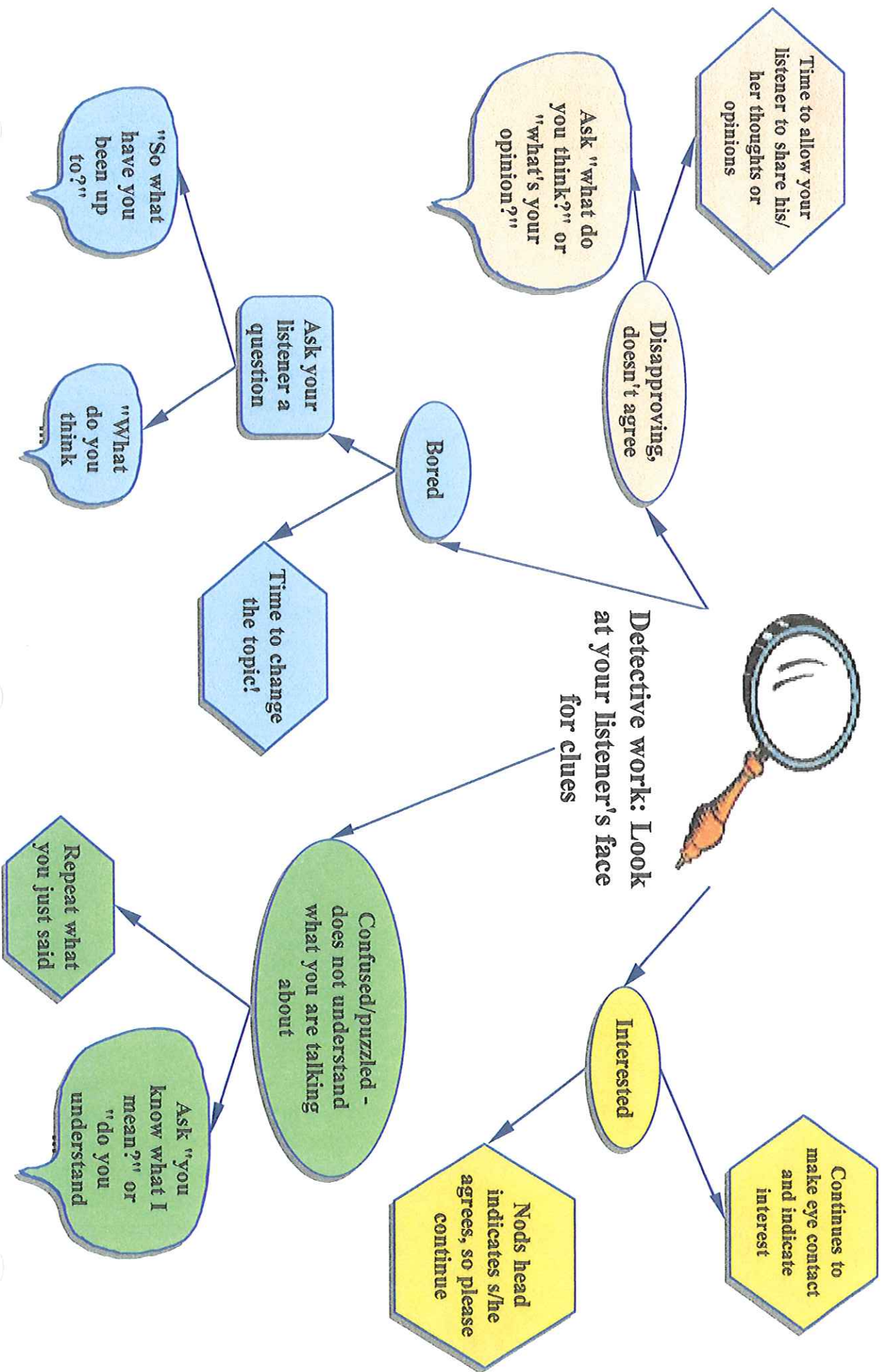


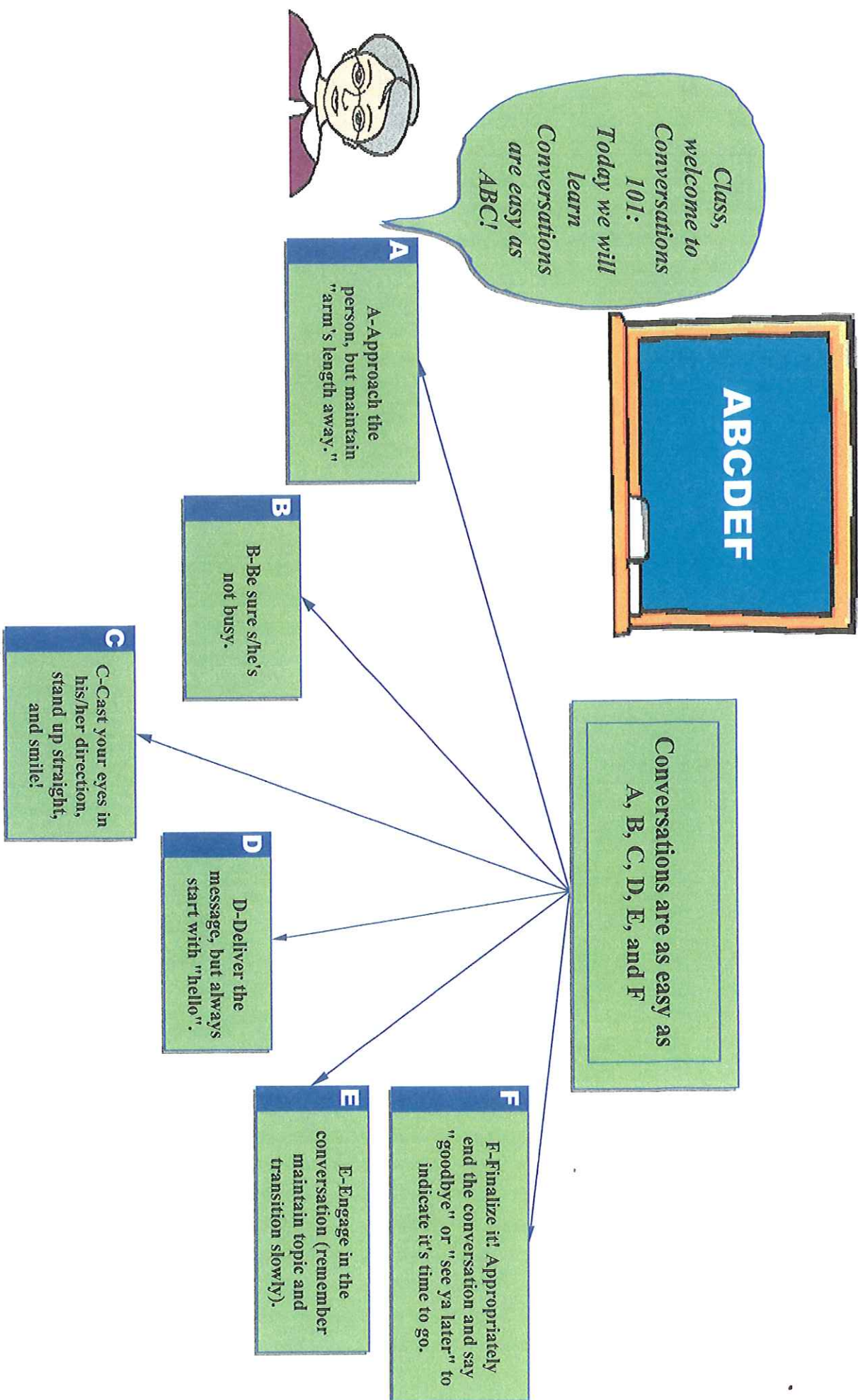
The Alien Space Ship Bubble

"Sometimes holding a conversation feels like an out-of-this-world experience!"



Investigating Facial Clues





Class,
welcome to
Conversations
101:
Today we will
learn
Conversations
are easy as
ABC!

ABCDEF

Conversations are as easy as
A, B, C, D, E, and F

A - Approach the
person, but maintain
"arm's length away."

B - Be sure s/he's
not busy.

C - Cast your eyes in
his/her direction,
stand up straight,
and smile!

D - Deliver the
message, but always
start with "hello".

E - Engage in the
conversation (remember
maintain topic and
transition slowly).

F - Finalize it! Appropriately
end the conversation and say
"goodbye" or "see ya later" to
indicate it's time to go.

Mind Your Manners!



Mind Your Manners!

Make comments and ask questions about the OTHER person's topic or interest!

"How'd you feel about that?"

"Wow!"

"Really!"

"Sounds like a lot of fun!"

Keep your eyes in their direction to let them know your thinking about him/her.

Nod your head to indicate you're interested or supportive.

Wait your turn before you speak. Do not interrupt!

Make interjections only when speaker is pausing (quiet).

"Speaking of which"

Wait for the pause! To change topic and/or connect new topic to old topic, use phrases like:

"Did you know"

"Ya know, that reminds me."

Name_____

Date_____

COOL COMMENTS FOR COOL FRIENDS

COMMENTS I CAN SAY TO MY FRIENDS:

1.

2.

3

QUESTIONS I CAN ASK MY FRIENDS:

1.

2.

3.

COMPLIMENTS I CAN GIVE MY FRIENDS:

1.

2.

3.

WHY???? DO WE DO THESE THINGS WHEN WE TALK TO OTHERS????

1.

2.

3.

Adapted from: Garcia-Winner, Michelle (2000) Inside Out: What Makes A Person With Social Cognitive Deficits Tick

5

Connection IEP Goals

CONNECTION: IEP GOALS



CONNECTION



CONNECTION:

Understands Perspective

Understanding Others' Perspective

IEP
GOAL

When talking about personal events in the student's daily life, s/he will use at least 3 different emotional terms to describe her/his reaction/perspective of the events.

While participating in group setting, will self monitor the impression s/he is making

Will describe what behaviors s/he needs to modify to meet her goals, using the concepts of self awareness, self control, and self monitoring.

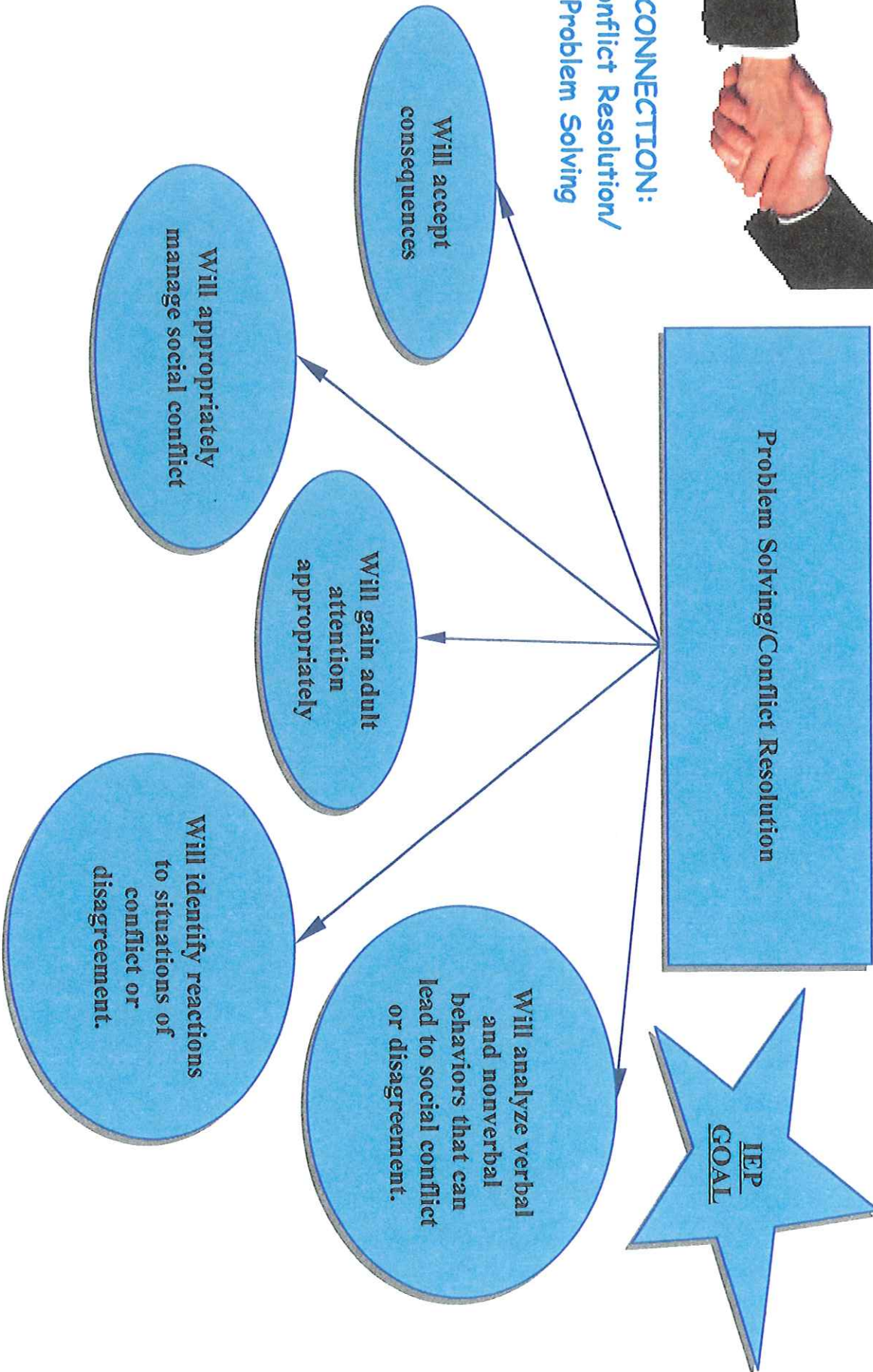
Will increase and use skills related to understanding others' perspective.

Will describe the intent of a person's communicative interaction when shown video clips both from movies or videotaped interactions in the clinic.

Will use graphic organizers completing the various sections to explore the key indicators that help to form a concept about a character's intent.

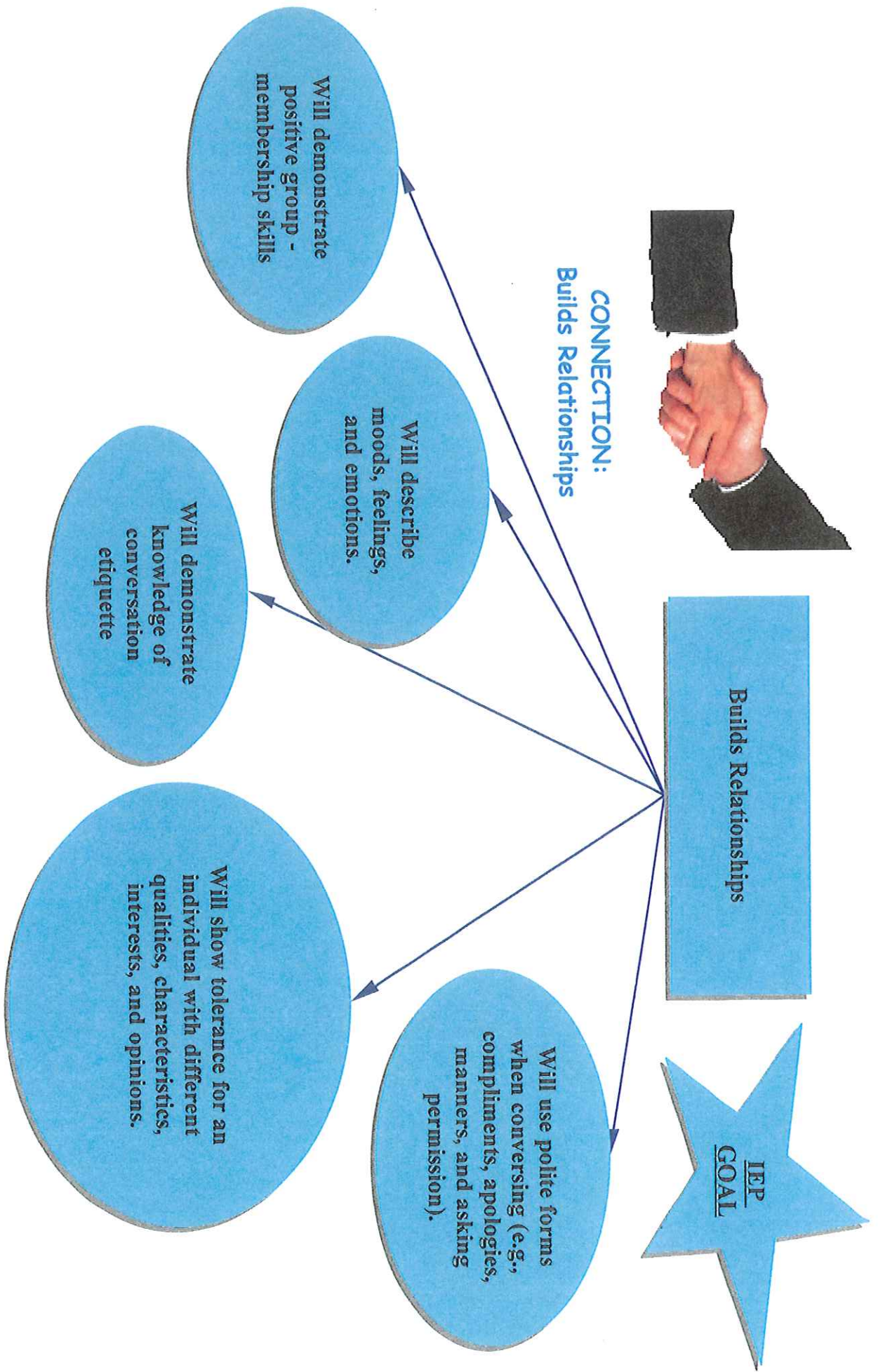


CONNECTION:
Conflict Resolution/
Problem Solving





CONNECTION:
Builds Relationships





CONNECTION:

Links Behavior to Social
Context

Modifies and recognizes vocal tone,
volume, and content according
to social context.

IEP GOAL

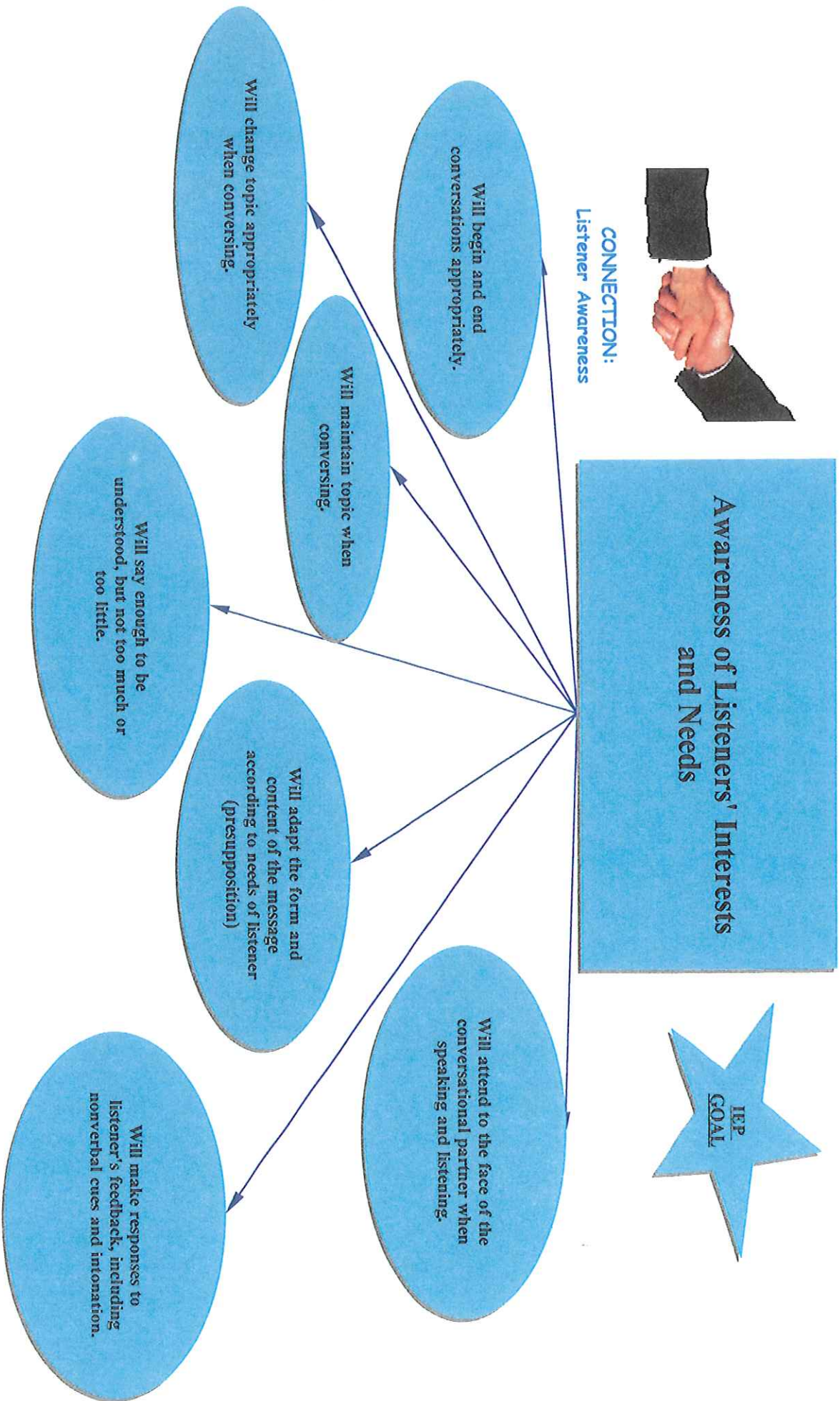
Will use appropriate content and
language depending on
conversational partner(s) (e.g.,
peer, teacher, parent, group,
1:1).

Will use appropriate appropriate
tone and volume level according to
conversational needs (e.g., peer vs.
adult; group vs. 1:1).

Will use vocal volume level
appropriate to the situation/social
context (e.g., library vs. lunch
room; classroom discussion vs.
dyadic interaction)



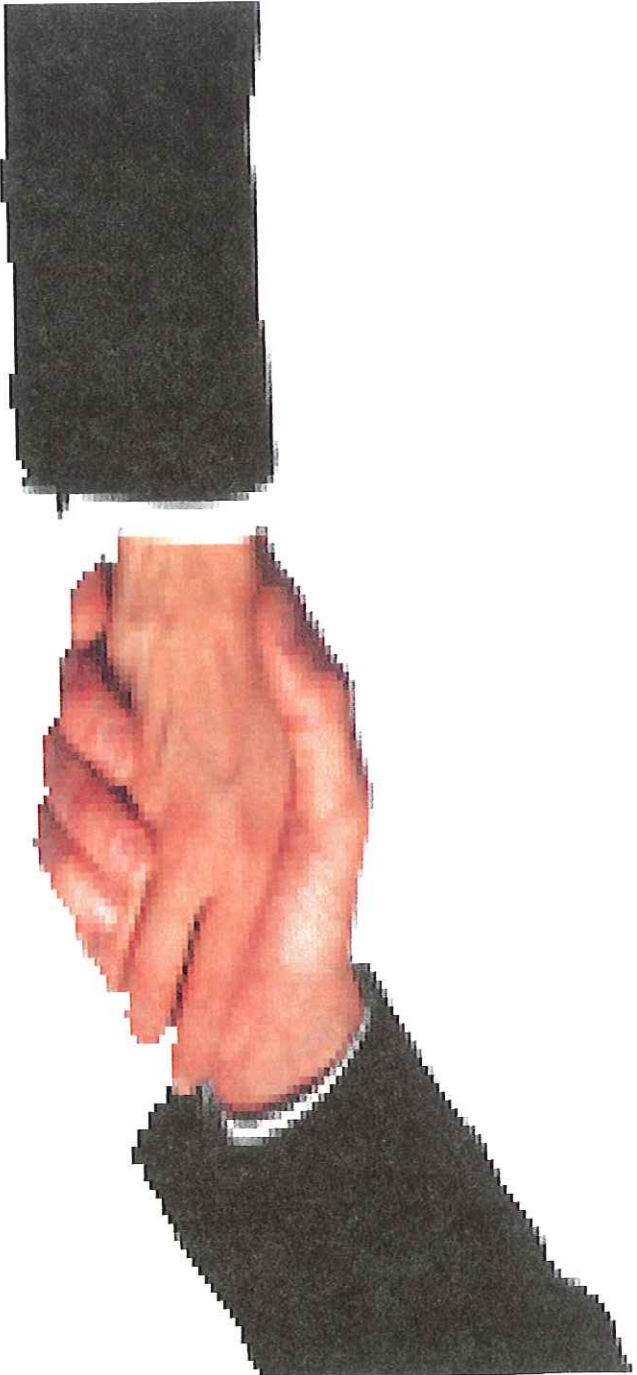
CONNECTION:
Listener Awareness



6

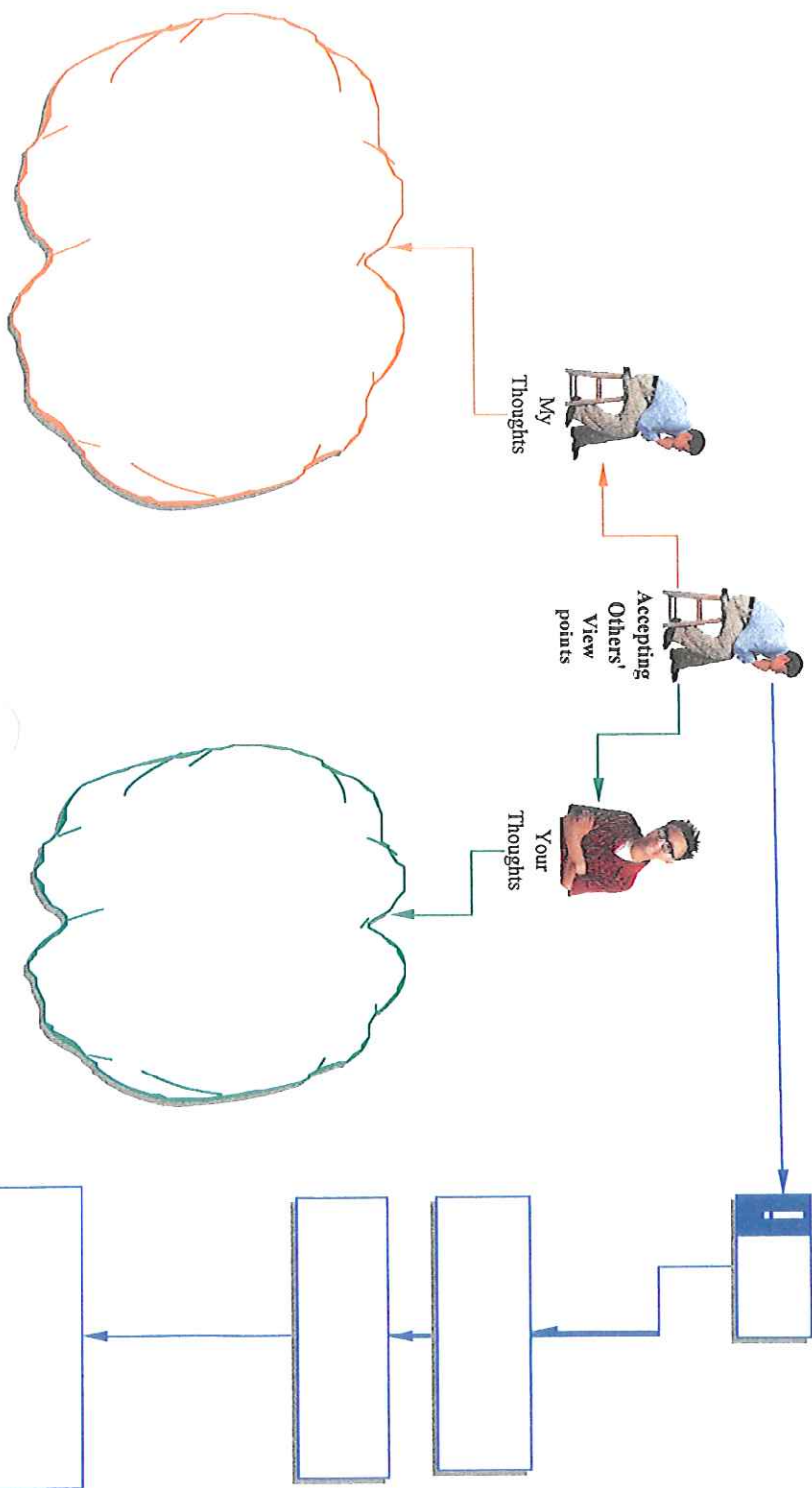
Connection Visual Exercises

CONNECTION: VISUALS

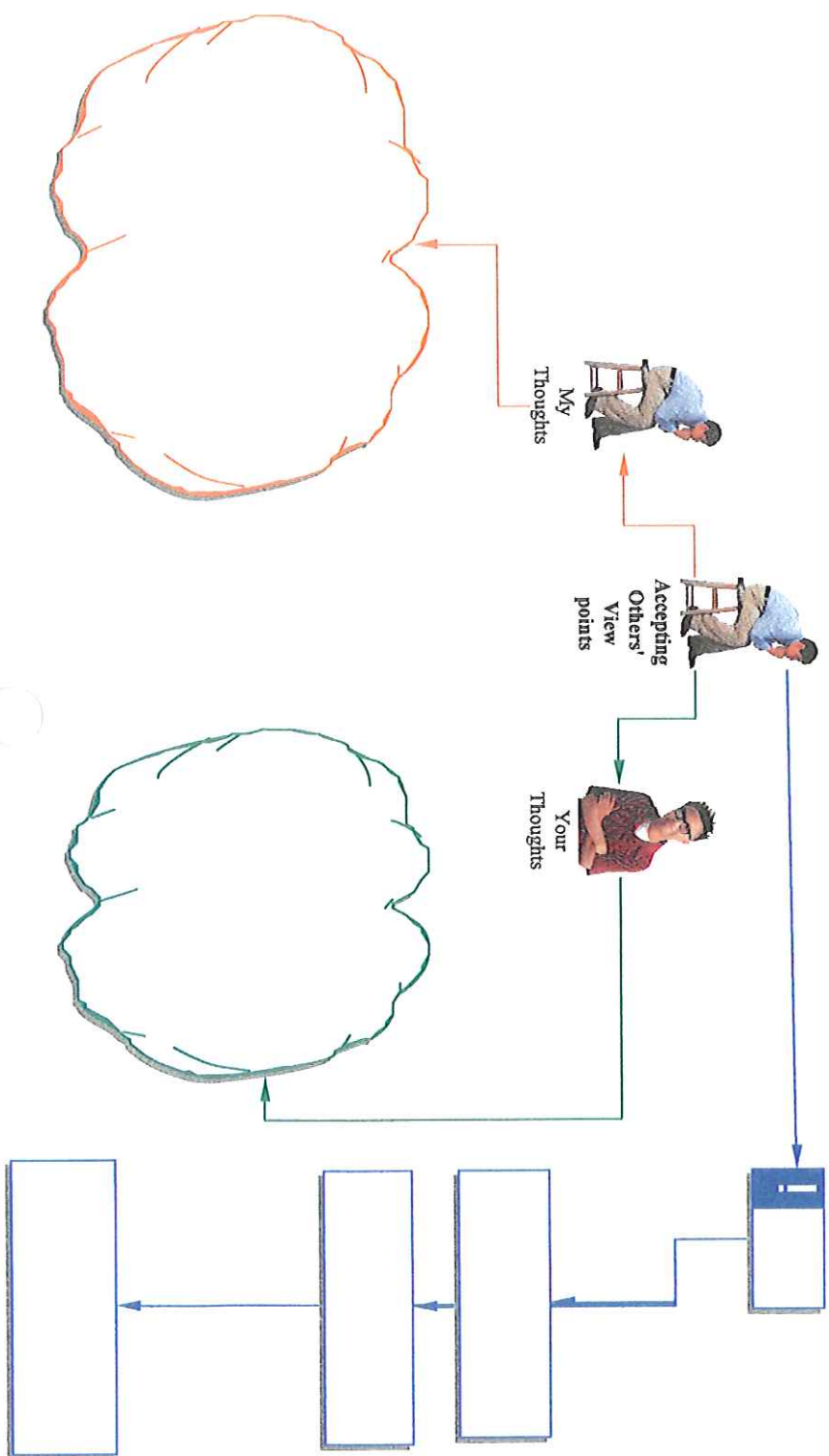


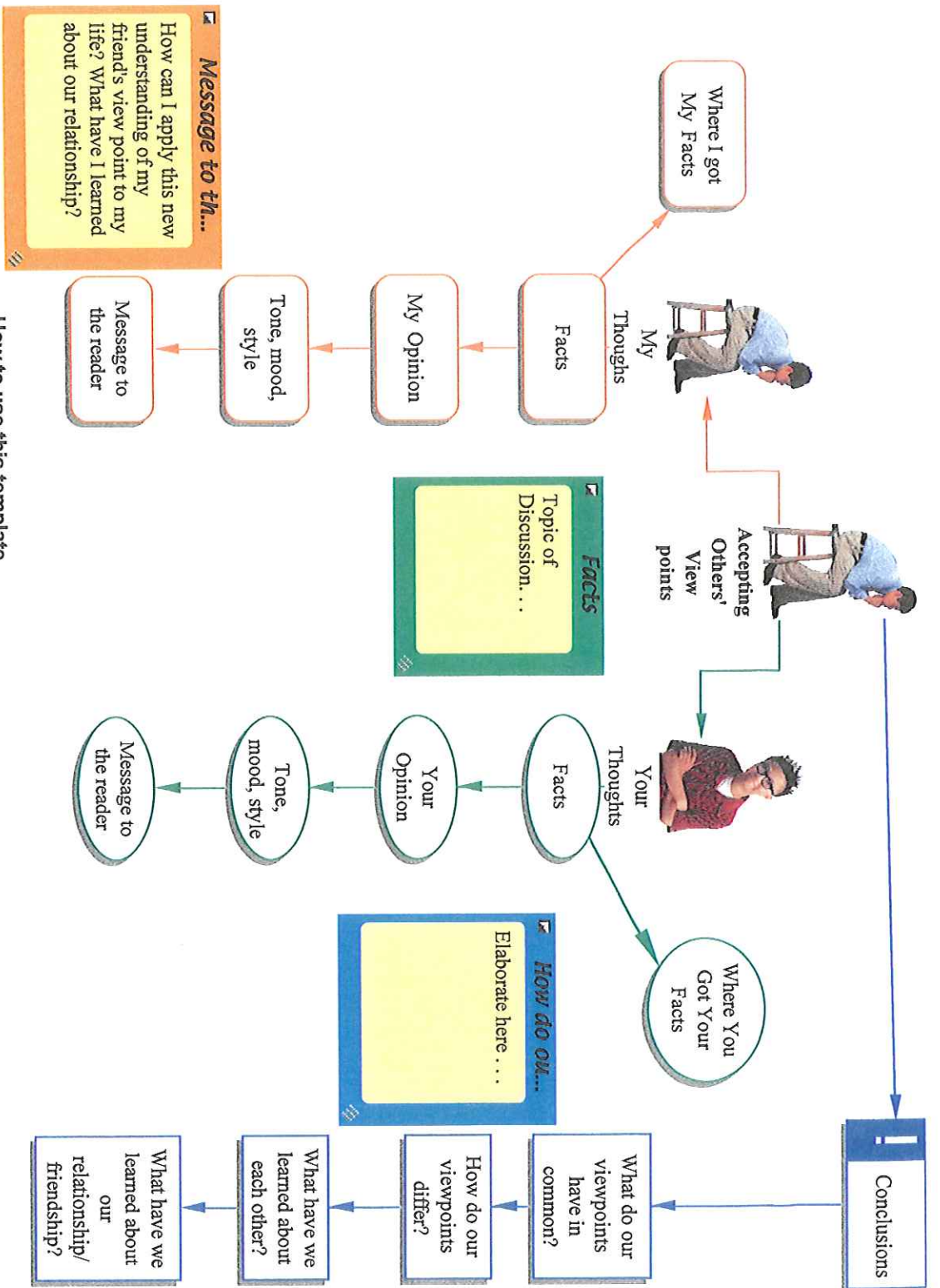
CONNECTION

MY VIEW, YOUR VIEW... WE MAY DIFFER, BUT THAT'S OK!



**MY VIEW, YOUR VIEW... WE MAY
DIFFER, BUT THAT'S OK!**



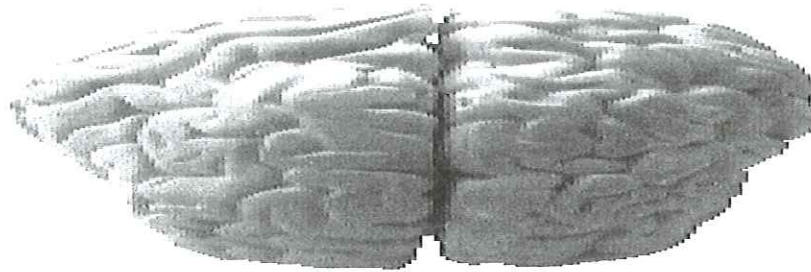


How to use this template

1. Enter the viewpoints being compared into the appropriate symbols.
2. Fill in the remaining symbols with information from each person's perspective's/opinions and how each came to develop his/her point of view.
3. Enter additional information into the note associated with each symbol.
4. option: Switch to Outline View to begin drafting a comparative points.

Benefits of using the Point of View Comparison template

Point of View comparisons can take many forms, but often students are given the chance to learn about one another and how to manage and accept other's viewpoints. The Point of View Comparison template not only helps them visualize and keep track of information, but also reminds them that friends may see many likes and dislikes, yet may differ on opinions and points of view. This is OK. Listening to other's viewpoints is a way of accepting people and friends.



**People think, I think,
You think, they think.....**

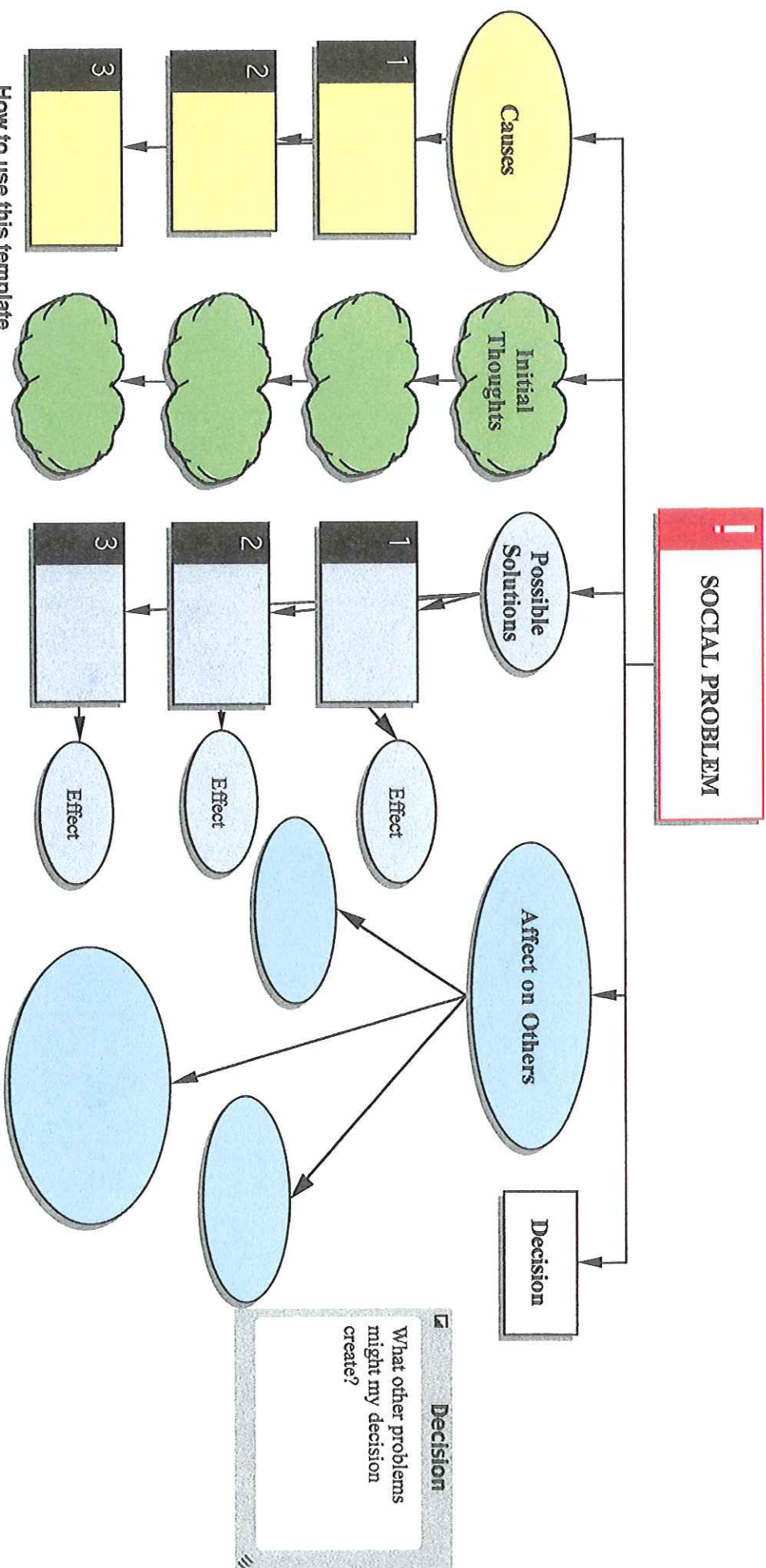
What are the differences????

**Different types of people expect different things from you,
and you expect different behavior from different types of people as well.**

**What do you expect from...
TEACHERS FRIENDS PARENTS**

**What do they expect from you...
TEACHERS FRIENDS PARENTS**

*Adapted from Michelle Garcia-Winner, "Inside Out:" What Makes A
Person With Social Cognitive Deficits Tick?"*



How to use this template

1. Enter a problem into the symbol labeled "Problem."
2. List elements of the cause under the symbol labeled "Causes."
3. Discuss the problem and enter details from the discussion under the symbol labeled "Initial Thoughts." Enter probable outcomes into the symbols labeled "Effect."
4. Decide on possible solutions. Enter these into the symbols associated with this category. Enter probable outcomes into the symbols labeled "Effect."
5. Discuss the problem and various solutions again. Enter details from the discussion under the symbol labeled "Analysis."
6. Formulate a statement that represents the results of this process and enter it into the symbol labeled "Decision."
7. Use the Note tool to add notes and record explanatory information.

Benefits of using the Problem Solution template

Often times solving a problem calls for a process in which various solutions can be tried and then refined. This template can be applied to classroom or interpersonal problems, or form the basis of discussion in mock United Nations or city council projects.



*Put out the fire,
before it is out of
control!*

Name _____

Date _____

SOLVING PROBLEMS BEFORE THEY BECOME PROBLEMS

1. What is the problem? _____

2. What choices do you have to solve the problem?

1. a bad choice:

2. a good choice:

3. a good choice:

3. Write in possible consequences of each choice:

1. 2. 3.

1. What choice or choices are best to pick?

2. When are you going to start to solve your problem? (List time and/or date)

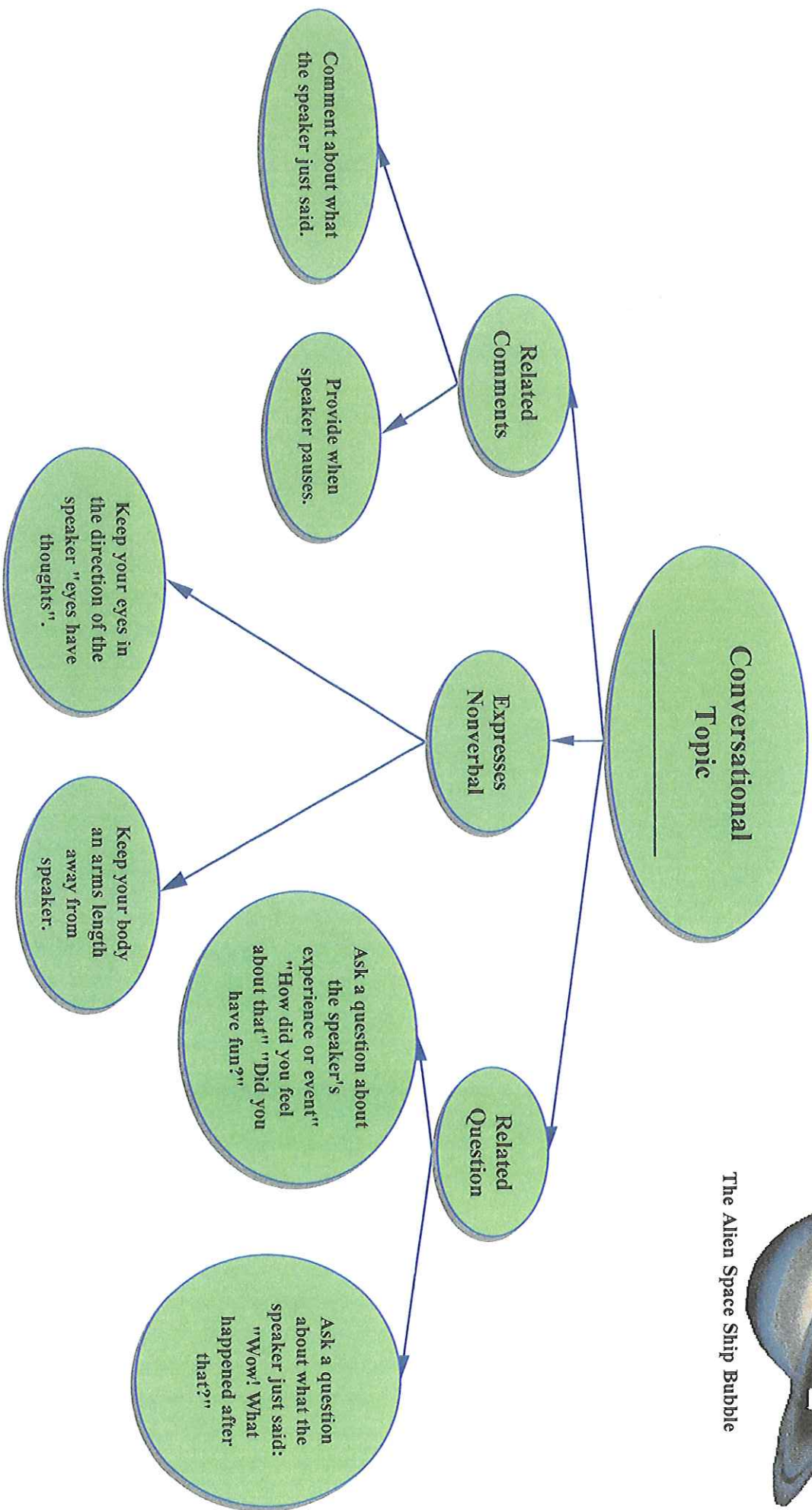
3. Where are you going to do this? (Location) _____

4. Who do you need to talk to, to help (Person) _____

5. What are you going to say or ask? _____

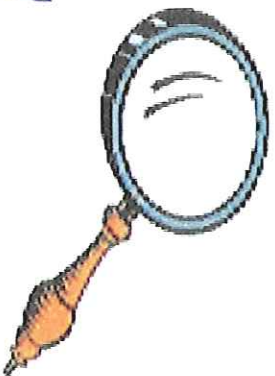
Adapted from Garcia-Winner, Michelle (2000) Inside Out: What Makes A Person With Social Cognitive Deficits Tick?

Connection Visual Exercise

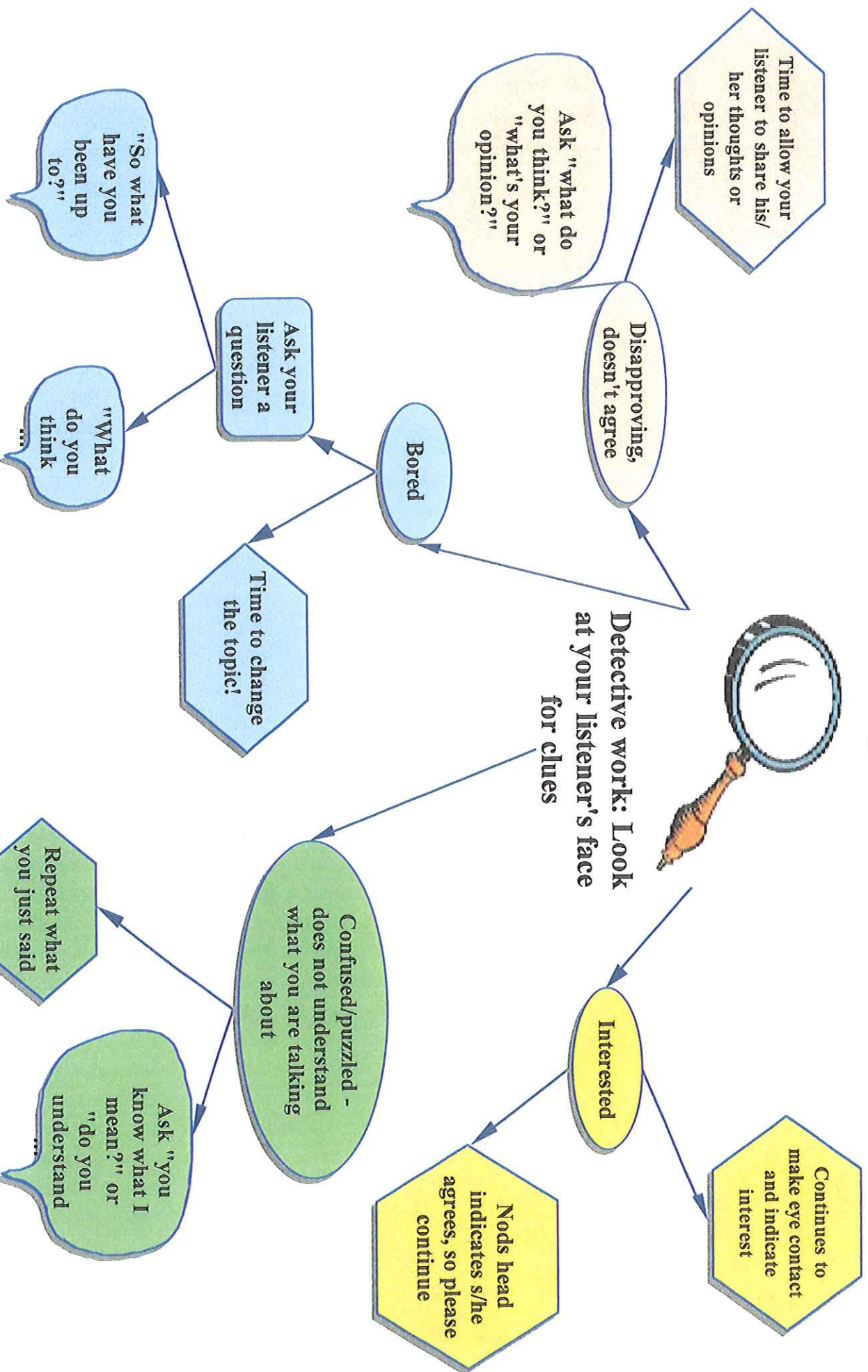


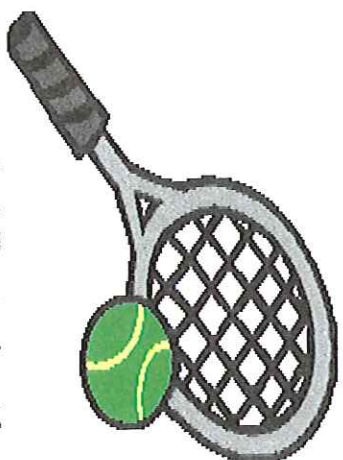
The Alien Space Ship Bubble

Take the mystery out of facial expressions!

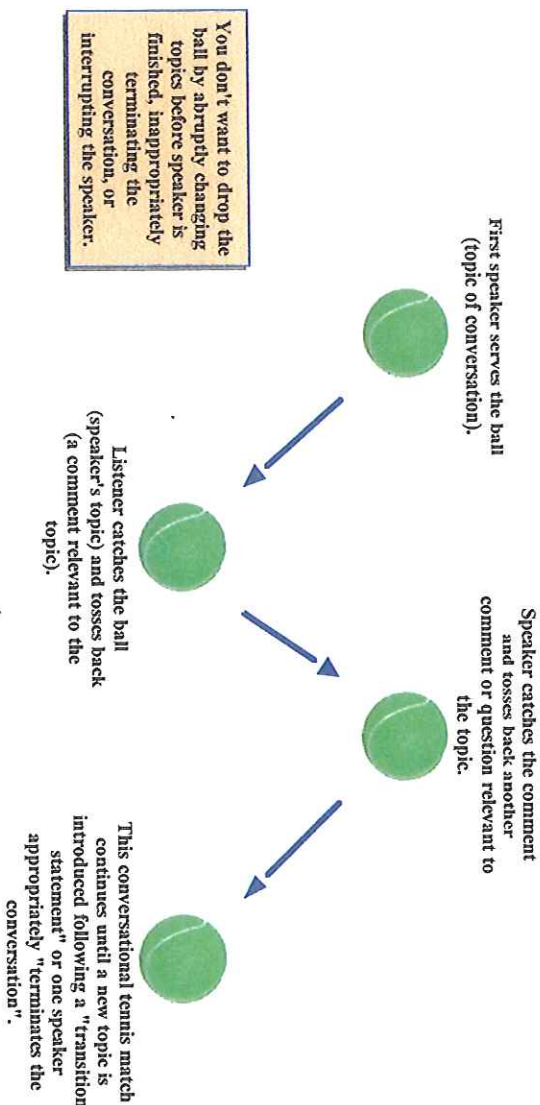


Detective work: Look at your listener's face for clues





A conversation is like a tennis match.



1. Did you feel like your partner was talking to YOU ("hitting" the ball to you)?

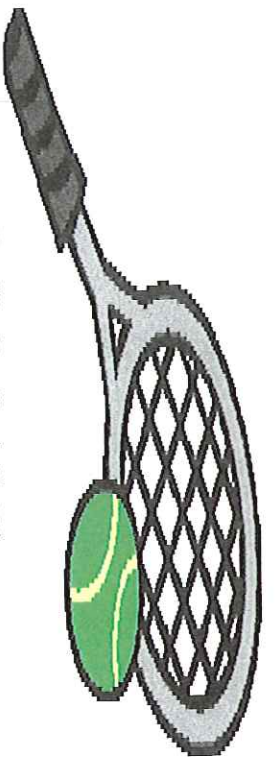
2. Did you listen to your partner's words and respond to them? (Or did you just talk?)

3. Did you have a hard time talking with your partner (did the conversation flow?)

4. How would you rate this conversation?

Score Board:

- 1-Good Match!
- 2-Missed A Couple Balls
- 3. Missed Half the Balls
- 4. Missed Most The Balls
- 5. Missed Them All.

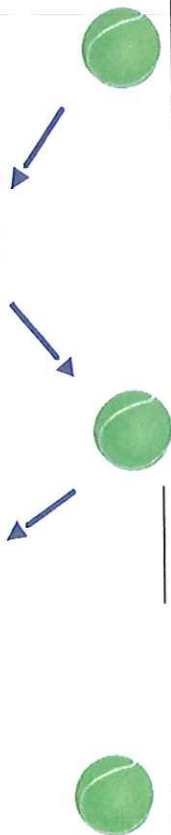


How Was Your Tennis Match?

1st Comment:

3rd Comment:

5th Comment:



2nd Comment:

4th Comment:



You don't want to drop the ball by abruptly changing topics before speaker is finished, inappropriately terminating the

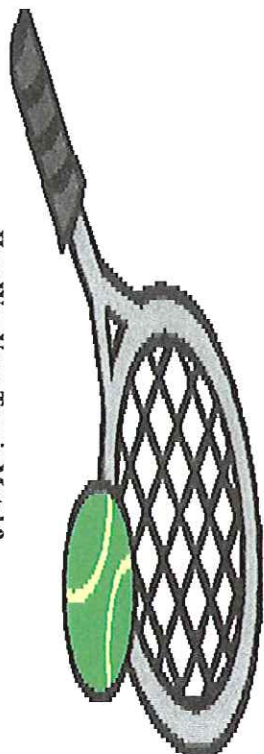
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<p>Score Board:</p> <p>1-Good Match!</p> <p>2-Missed A Couple Balls</p> <p>3. Missed Half the Balls</p> <p>4. Missed Most The Balls</p> <p>5. Missed Them All.</p>



How Was Your Tennis Match?

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5th Comment:

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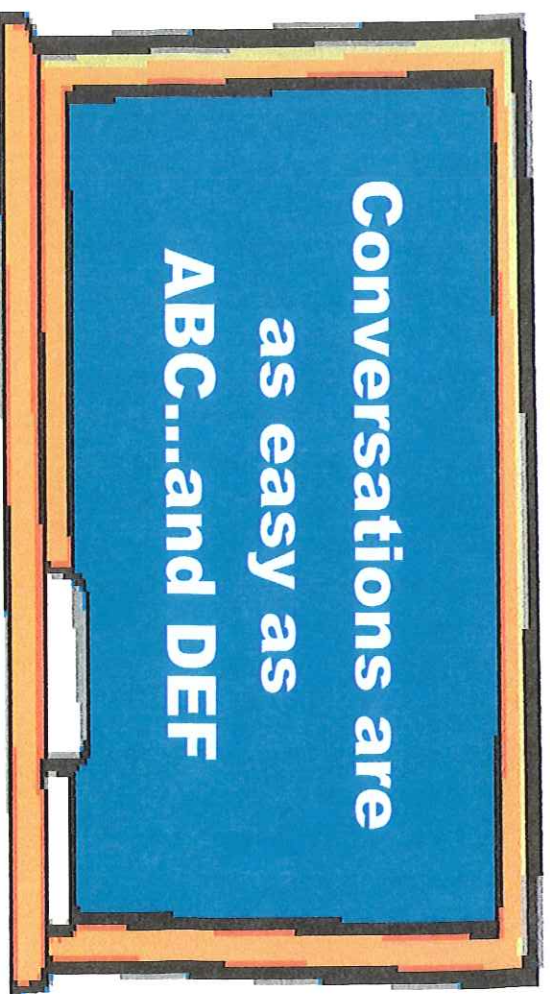
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3. Did you have a hard time talking with your partner (did the conversation flow?)

4. How would you rate this conversation?

- Score Board:**
- 1-Good Match!
 - 2-Missed A Couple Balls
 - 3. Missed Half the Balls
 - 4. Missed Most The Balls
 - 5. Missed Them All.



Conversations are as
easy as
A, B, C, D, E, and F

F
Finalize it! Appropriately end the conversation and say "goodbye" or "see ya later" to indicate it's time to go.

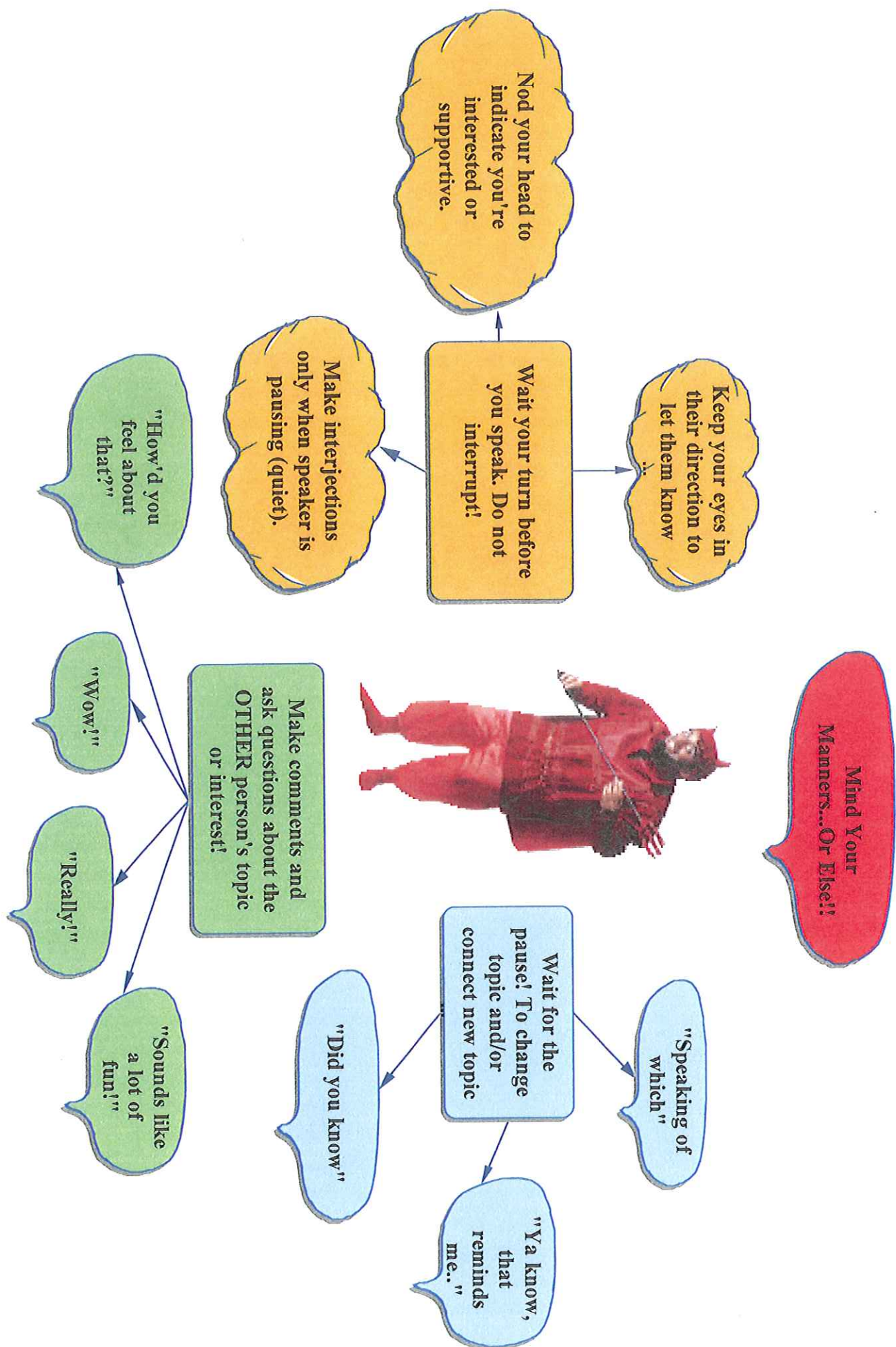
E
Engage in the conversation (remember maintain topic and transition slowly).

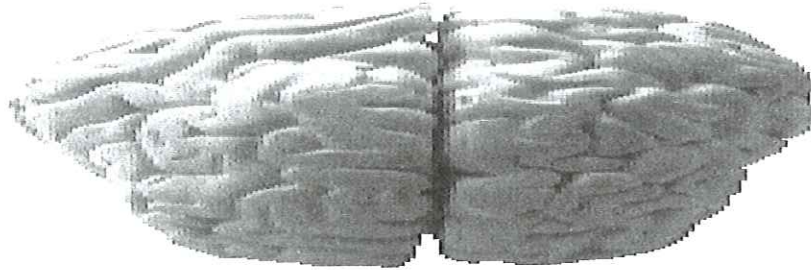
D
Deliver the message, but always start with "hello".

C
Cast your eyes in his/her direction, stand up straight, and smile!

B
Be sure s/he's not busy.

A
Approach the person, but maintain "arm's length away."





**People think, I think,
You think, they think.....**

What are the differences????

**Different types of people expect different things from you,
and you expect different behavior from different types of people as well.**

**What do you expect from...
TEACHERS FRIENDS PARENTS**

**What do they expect from you...
TEACHERS FRIENDS PARENTS**

*Adapted from Michelle Garcia-Winner, "Inside Out:" What Makes A
Person With Social Cognitive Deficits Tick?"*

People think, I think, You think, they think.....

What are the differences????

Different types of people expect different things from you, and you expect different behavior from different types of people as well.

What do you expect from...

TEACHERS	FRIENDS	PARENTS

What do they expect from you...

TEACHERS	FRIENDS	PARENTS

Adapted from Garcia-Winner, Michelle (2000) Inside Out: What Makes A Person With Social Cognitive Deficits Tick?



Name _____

Date _____

What are the needs of my group?

Groups of people...

Groups of needs....

What are the needs of the members of this group?

1. Your needs?

2. Needs of other students in the group?

3. The teacher's needs?

If we aren't meeting the needs of all the folks in the group, then we have a problem.

Problems need to be solved and we will have to take the time to fill out a problem solving worksheet and then follow through on it.

Fair? ...I think so!

Adapted from Garcia-Winner, Michelle (2000) Inside Out: What Makes A Person With Social Cognitive Deficits Tick?

Name _____

Date _____

What are the needs of my group?

Groups of people...

Groups of needs....

What are the needs of the members of this group?

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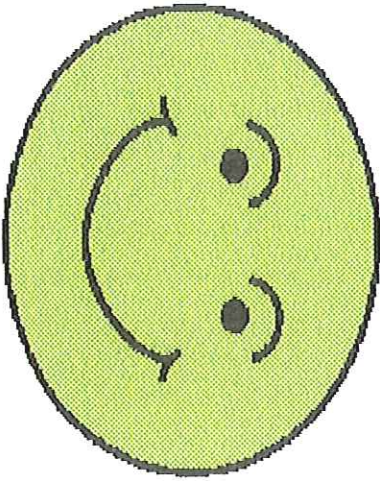
Fair? ...I think so!

Adapted from Garcia-Winner, Michelle (2000) Inside Out: What Makes A Person With Social Cognitive Deficits Tick?

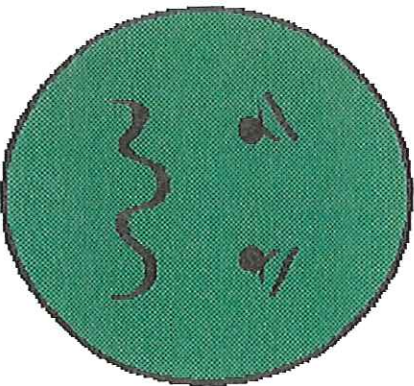
7

Emotional IEP Goals

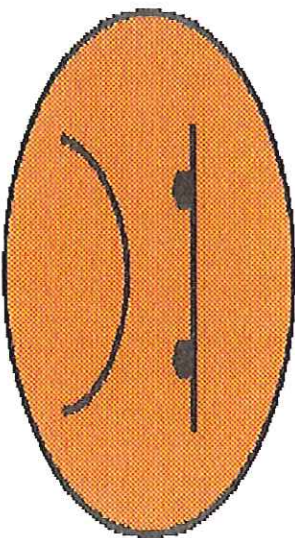
EMOTION: IEP GOALS



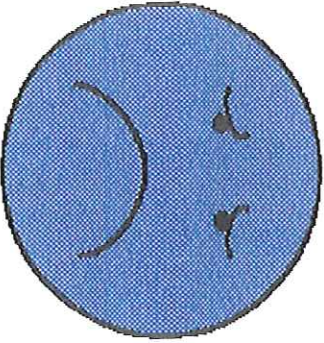
HAPPY



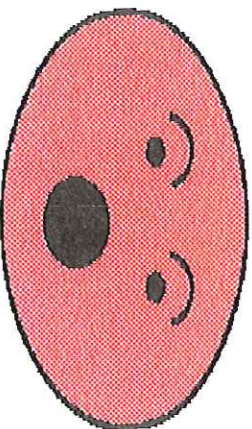
NERVOUS



MAD

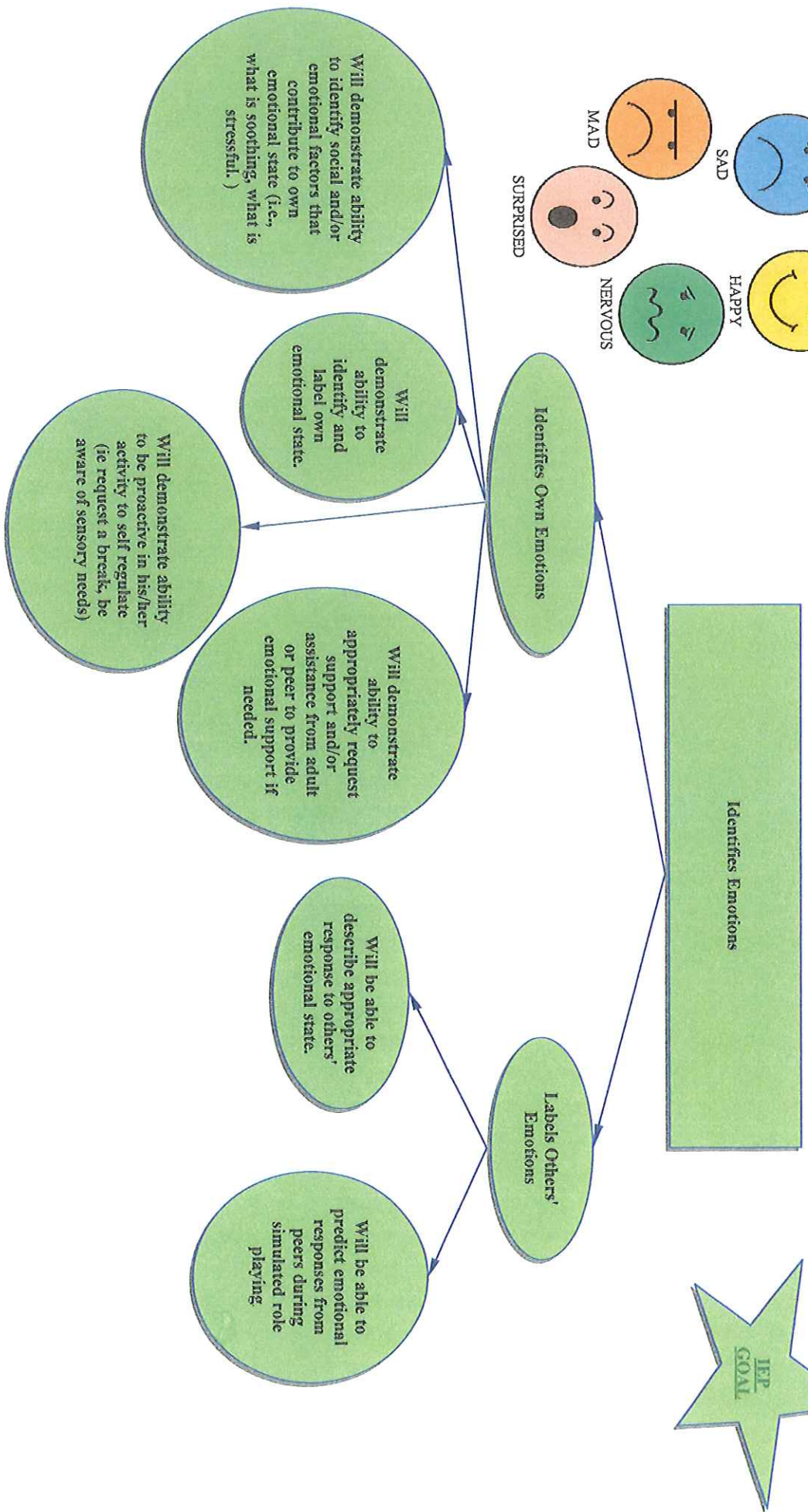
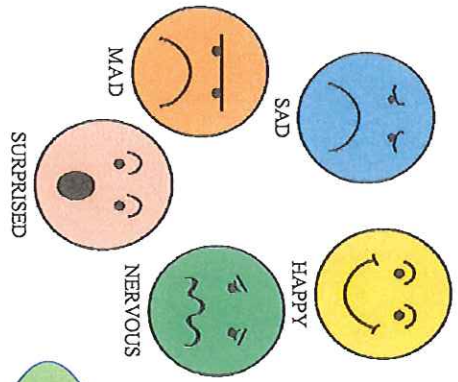


SAD



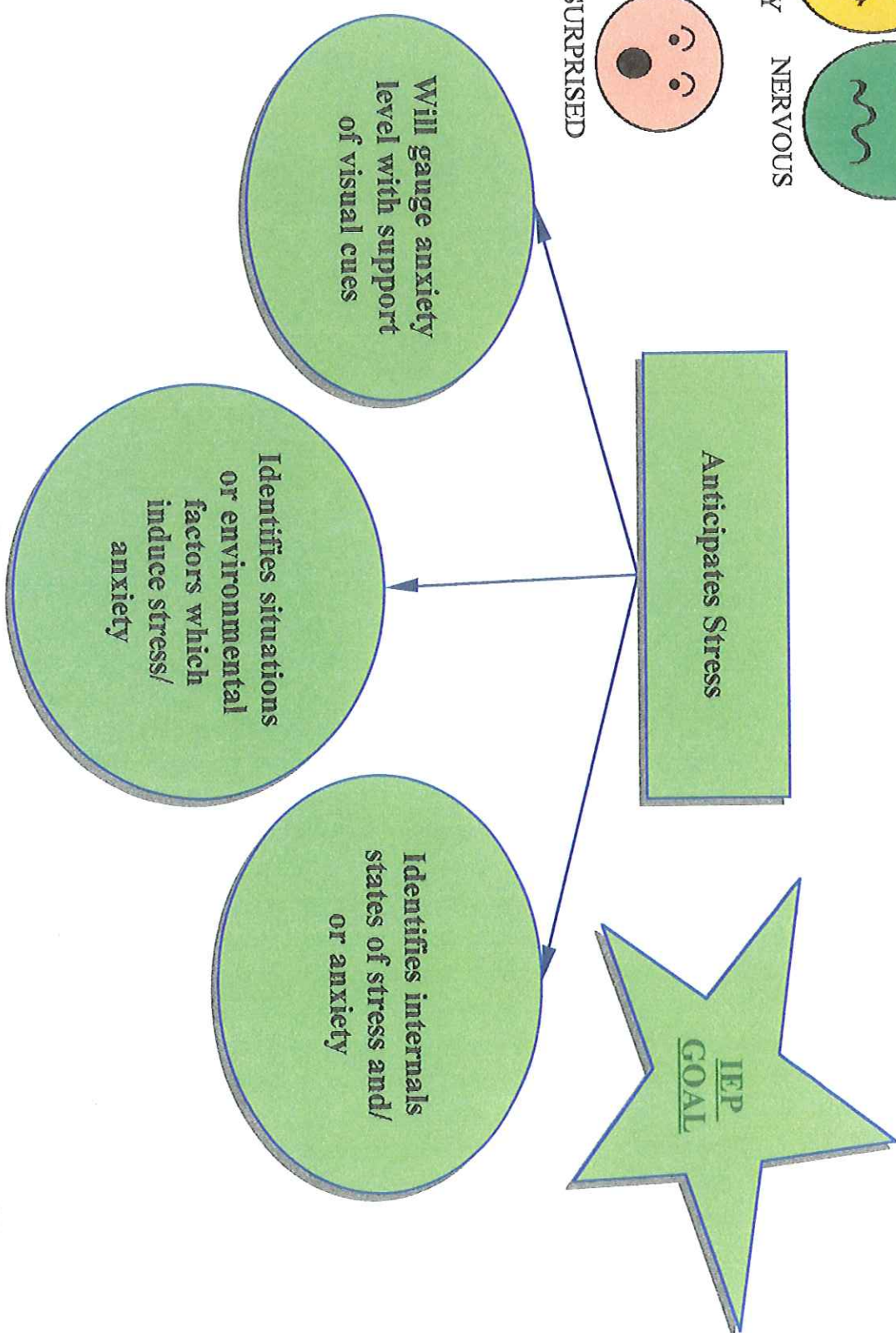
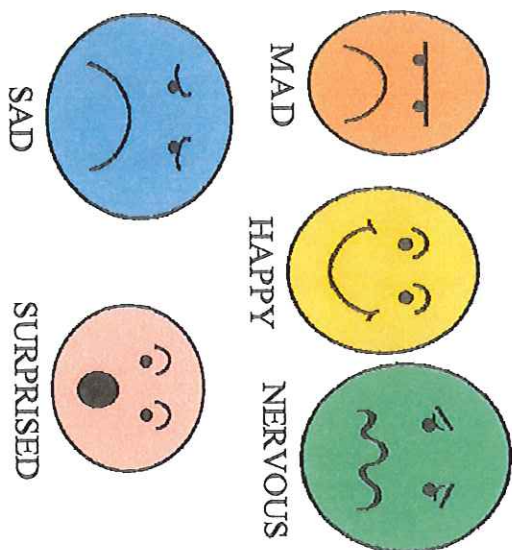
SURPRISED

EMOTION:
Identifies Emotion



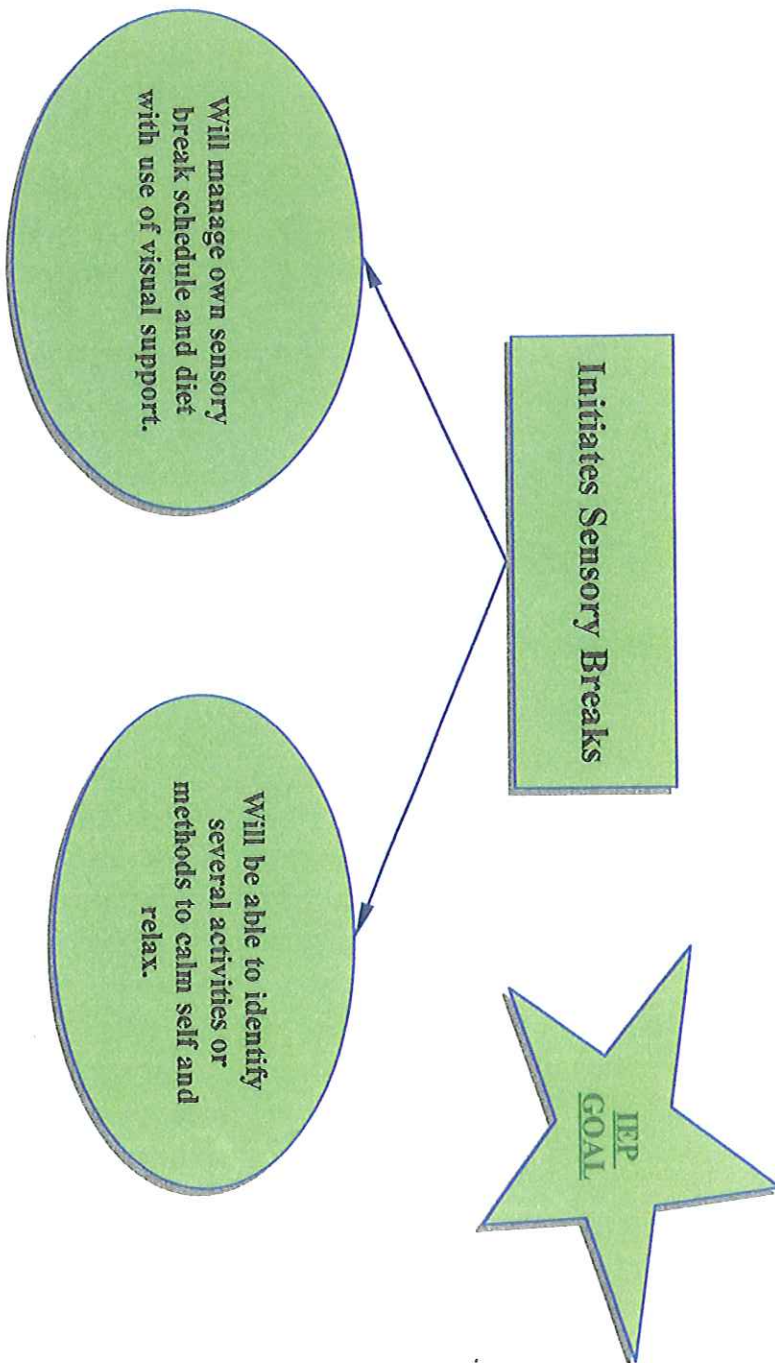
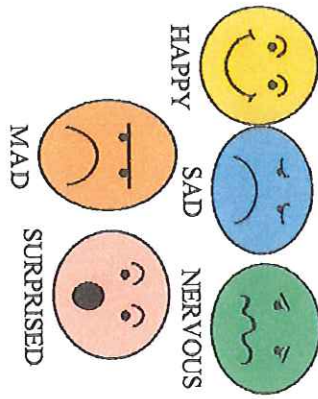
EMOTION:

Anticipates Stress



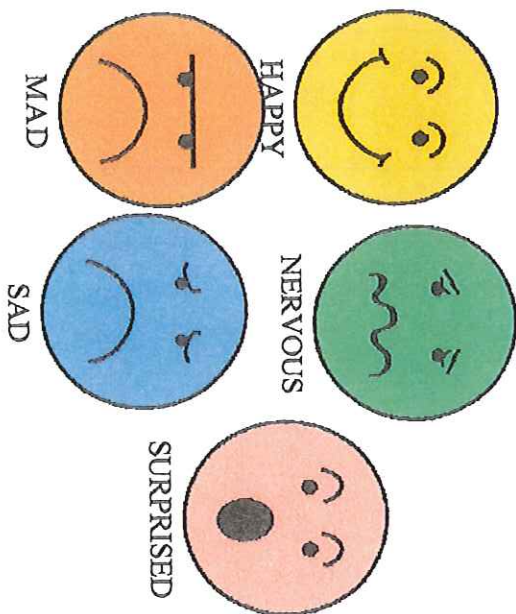
EMOTION:

Initiates Break



EMOTION:

Self Advocates



Self Advocates

Will make
appropriate choices
when seeking self -
regulatory activities

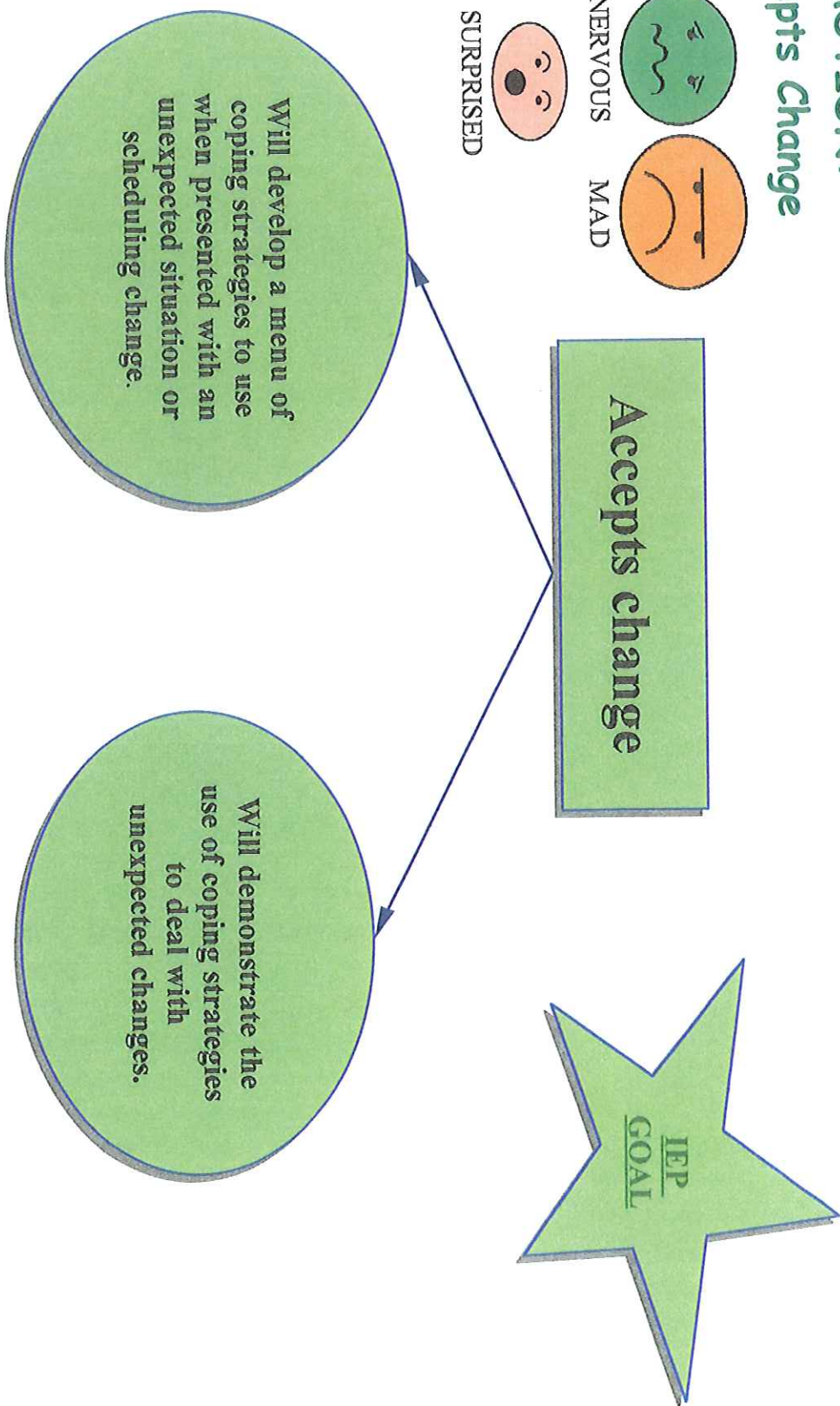
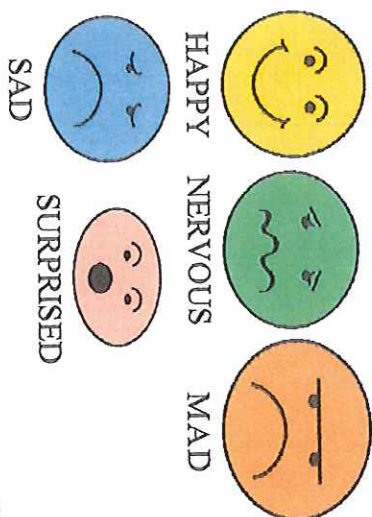
Will appropriately
advocate for own
sensory and regulatory
needs by accessing or
requesting sensory
support

Will demonstrate
ability to recognize
when in need of
adult or peer
assistance

IEP
GOAL

EMOTION:

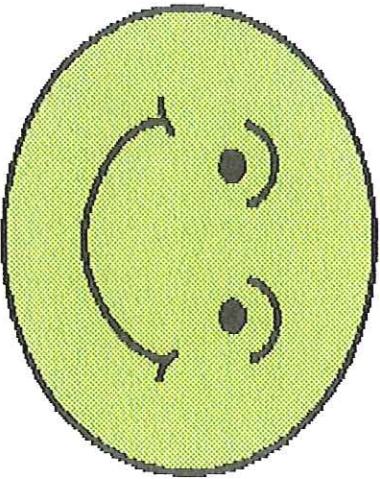
Accepts Change



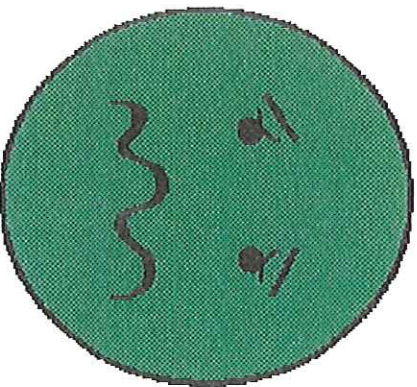
8

Emotional Visual Exercises

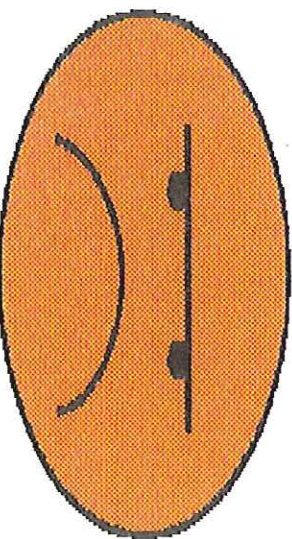
EMOTION: VISUALS



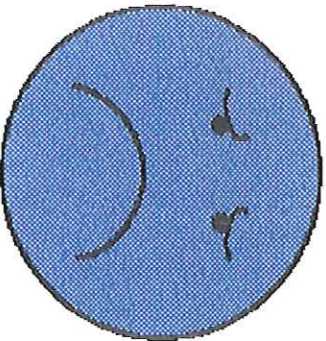
HAPPY



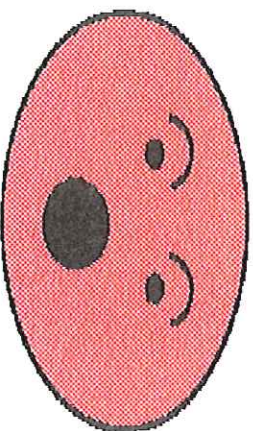
NERVOUS



MAD

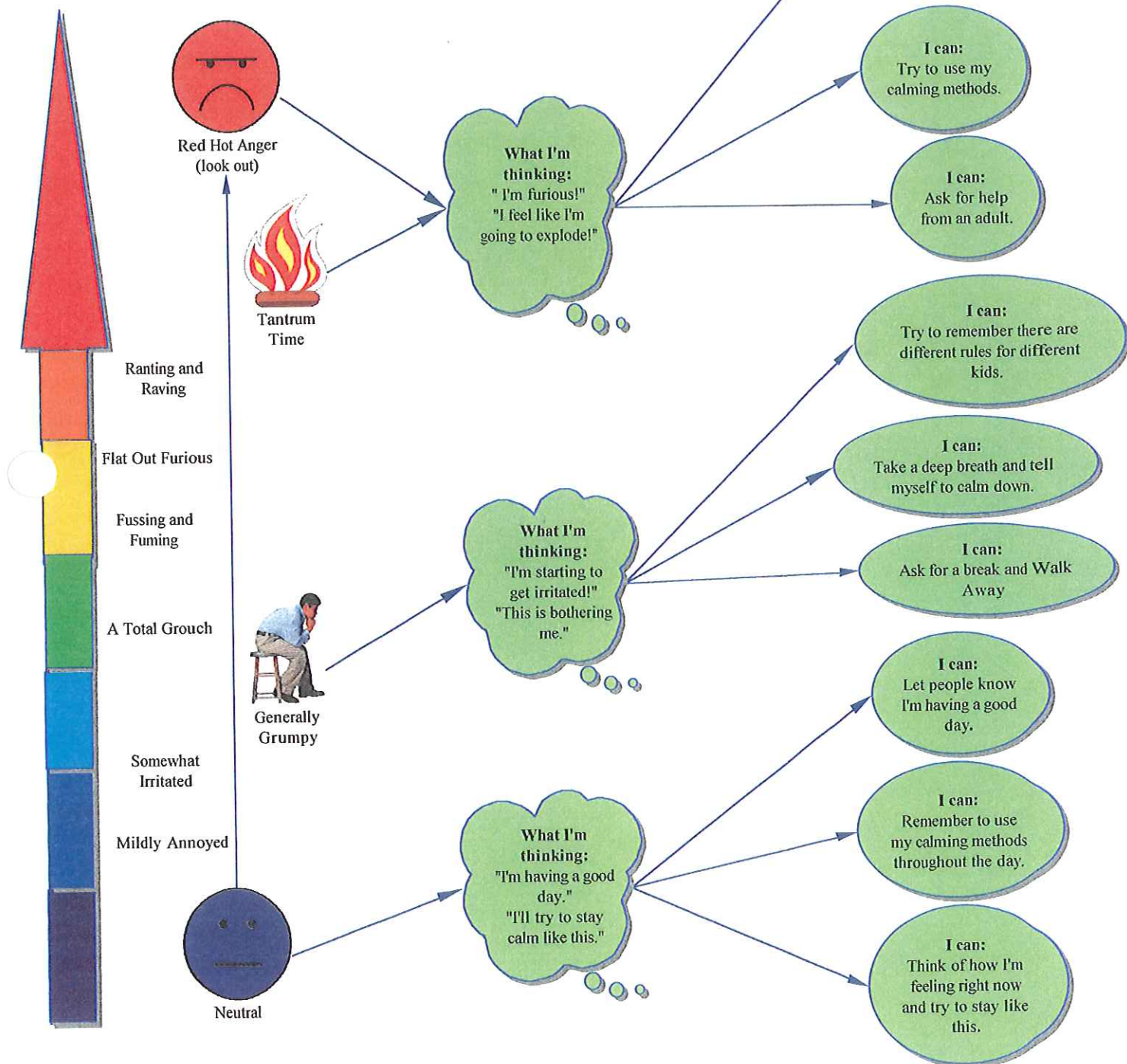


SAD

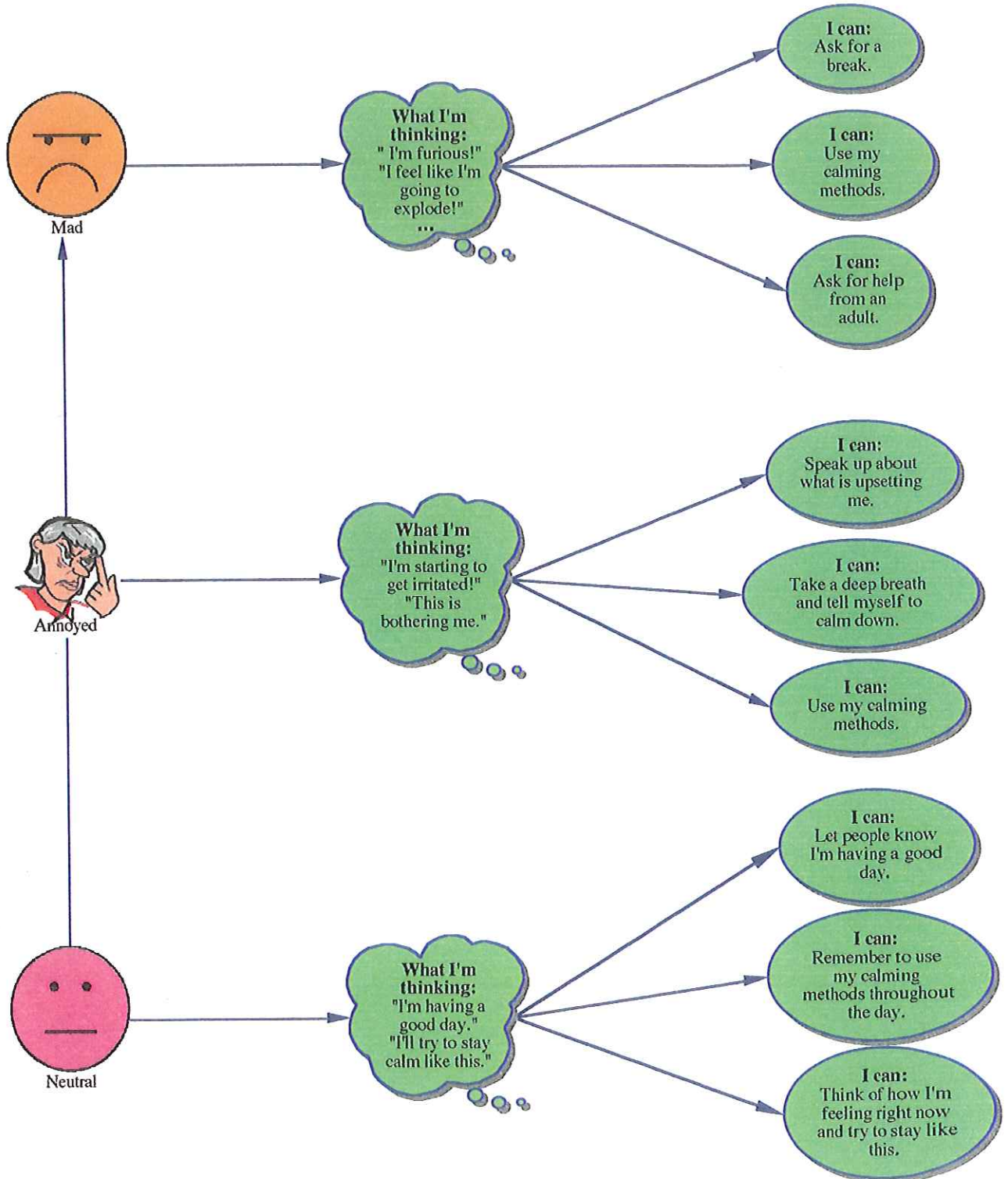


SURPRISED

Rage Gauge



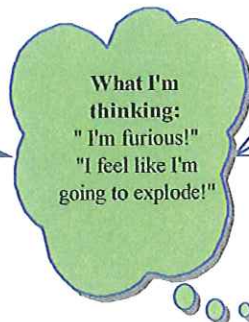
Mad Thermometer



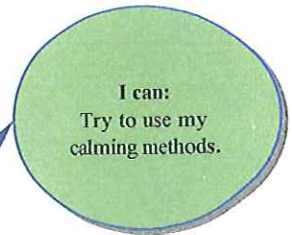
Stress Thermometer



Red Hot Anger
(look out)



What I'm
thinking:
"I'm furious!"
"I feel like I'm
going to explode!"



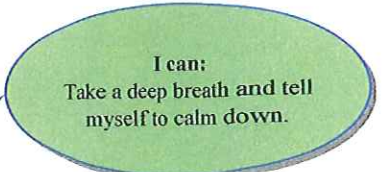
I can:
Try to use my
calming methods.



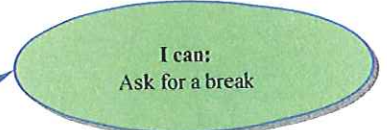
I can:
Give my
BREAK CARD



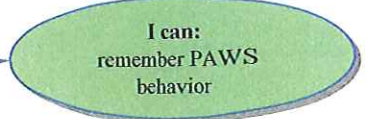
I can:
leave with an
adult to go cool
off.



I can:
Take a deep breath and tell
myself to calm down.



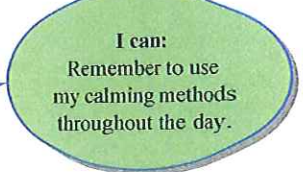
I can:
Ask for a break



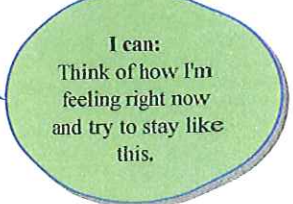
I can:
remember PAWS
behavior



I can:
Let people know
I'm having a good
day.



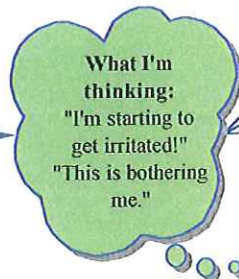
I can:
Remember to use
my calming methods
throughout the day.



I can:
Think of how I'm
feeling right now
and try to stay like
this.



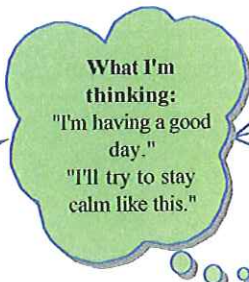
Annoyed



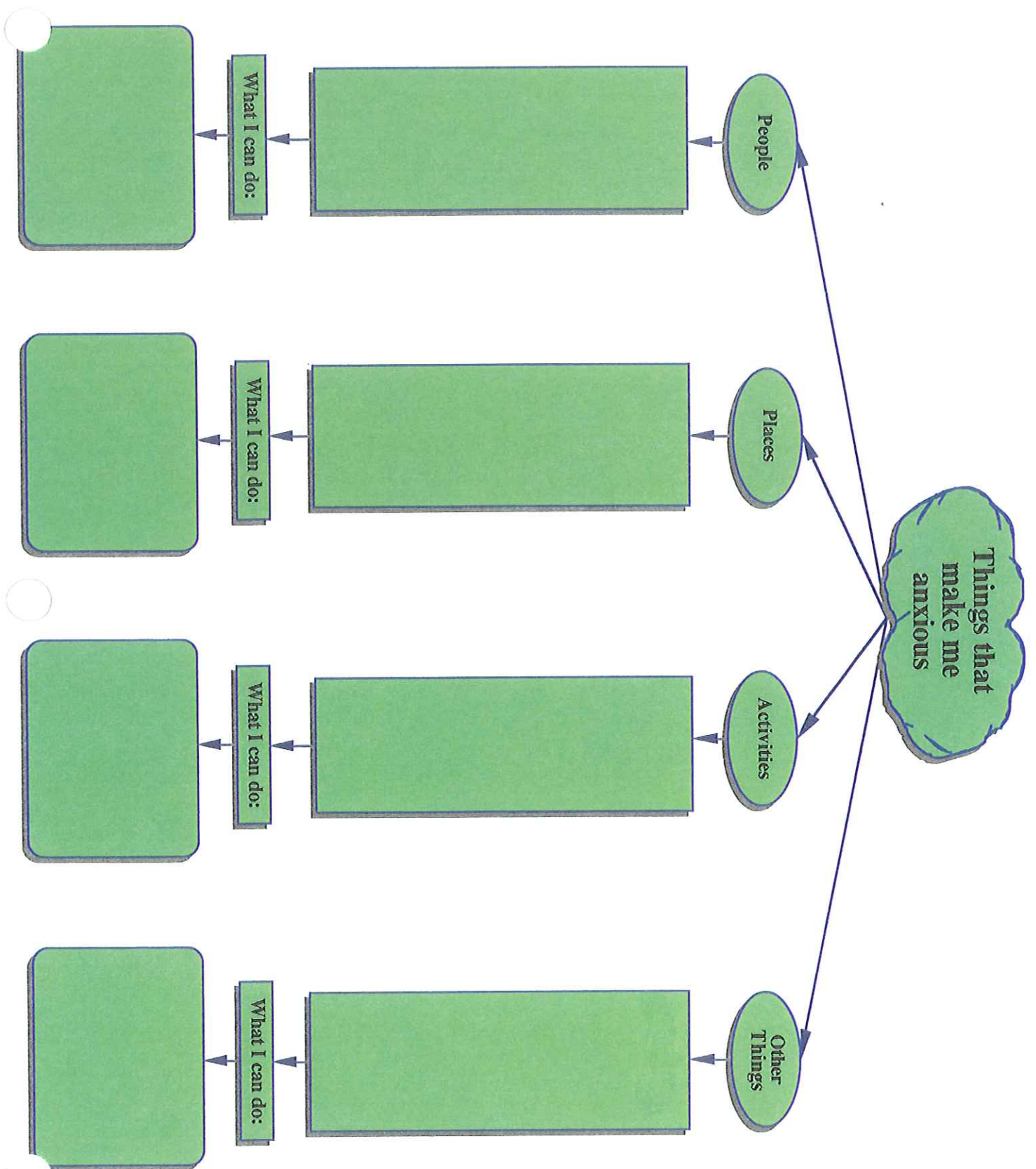
What I'm
thinking:
"I'm starting to
get irritated!"
"This is bothering
me."

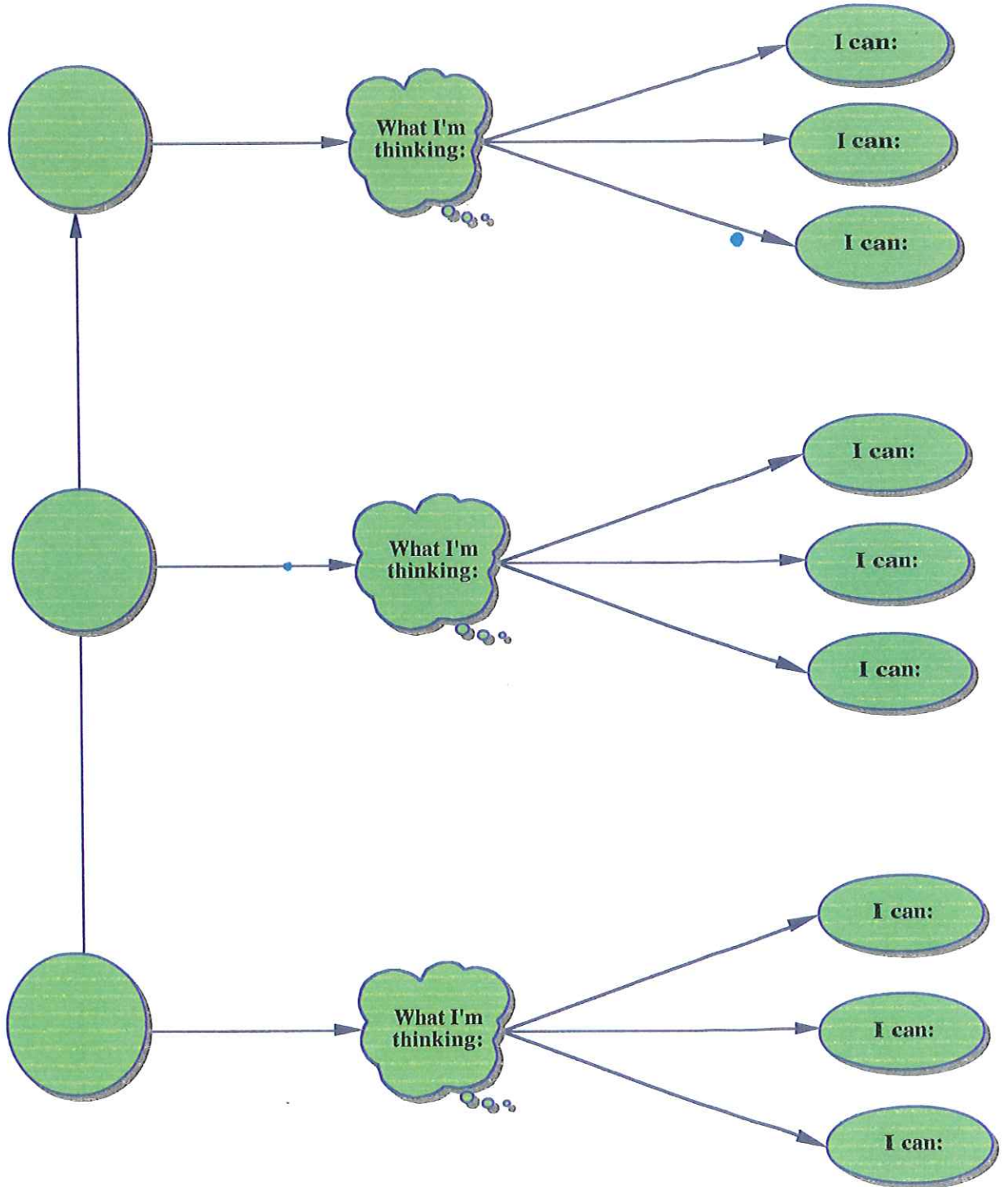
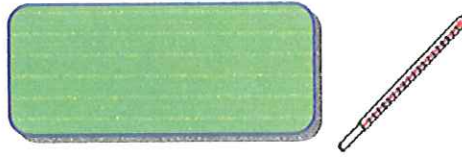


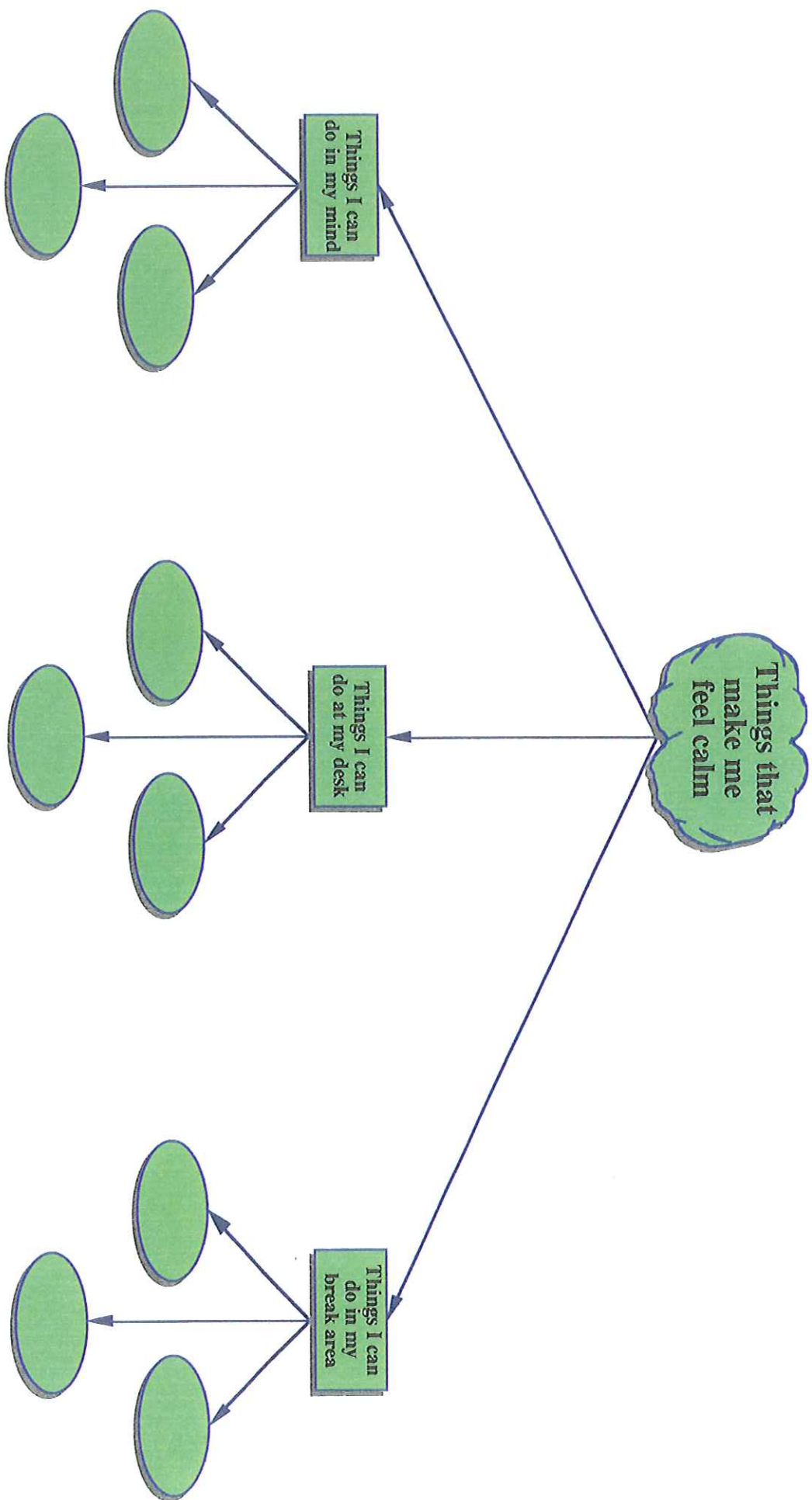
Neutral

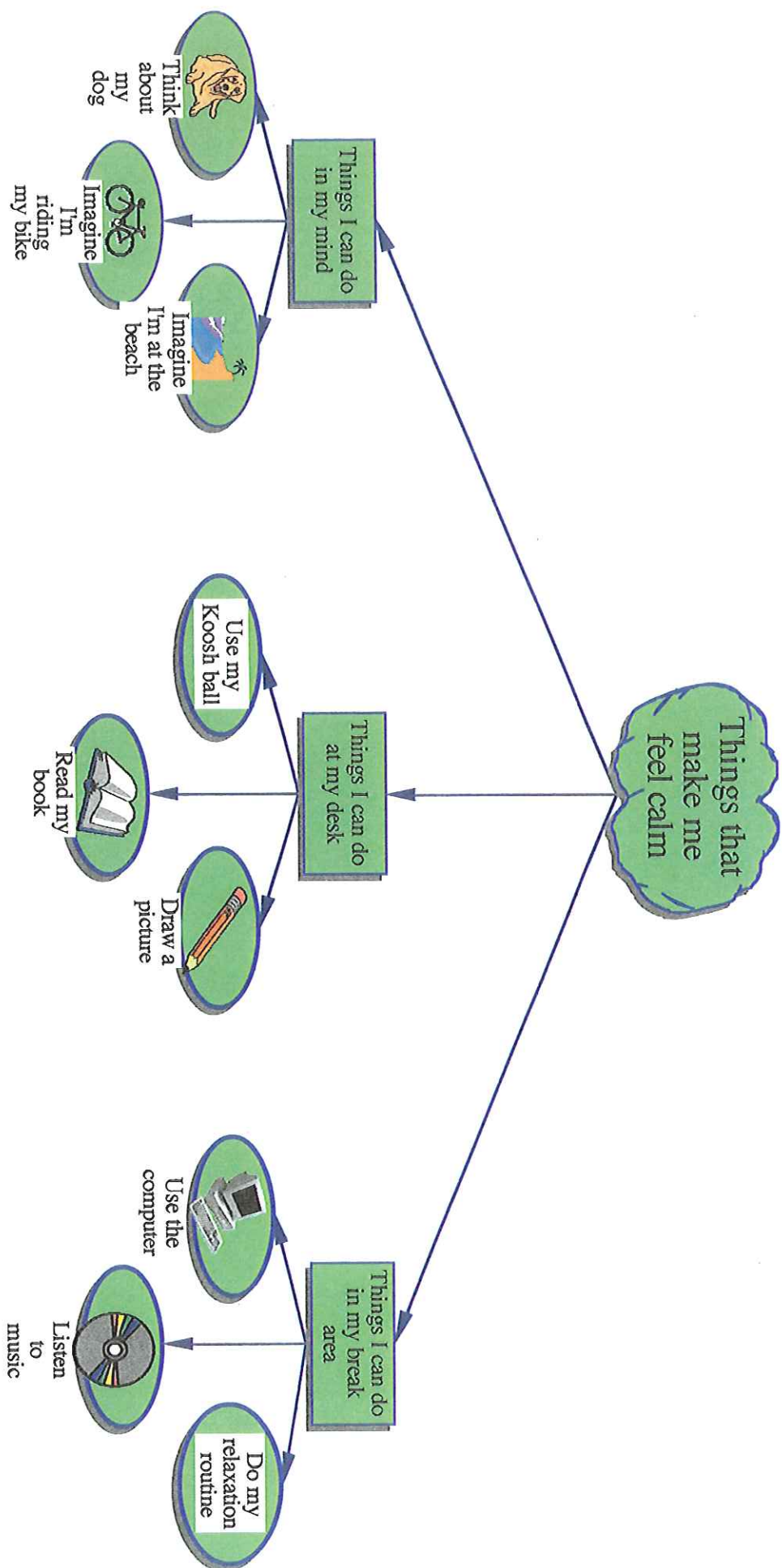


What I'm
thinking:
"I'm having a good
day."
"I'll try to stay
calm like this."

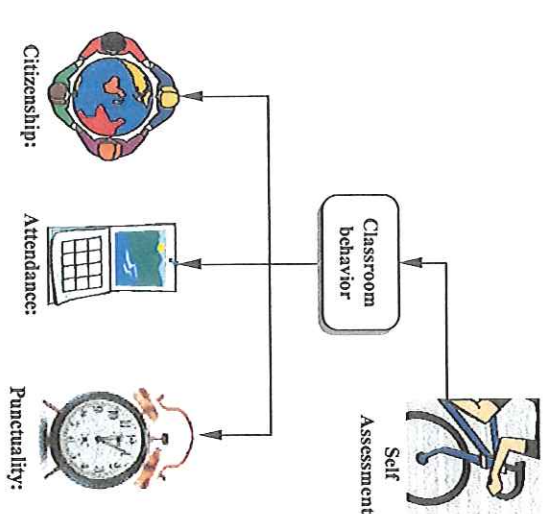








Self Assessment of my Classroom Behavior

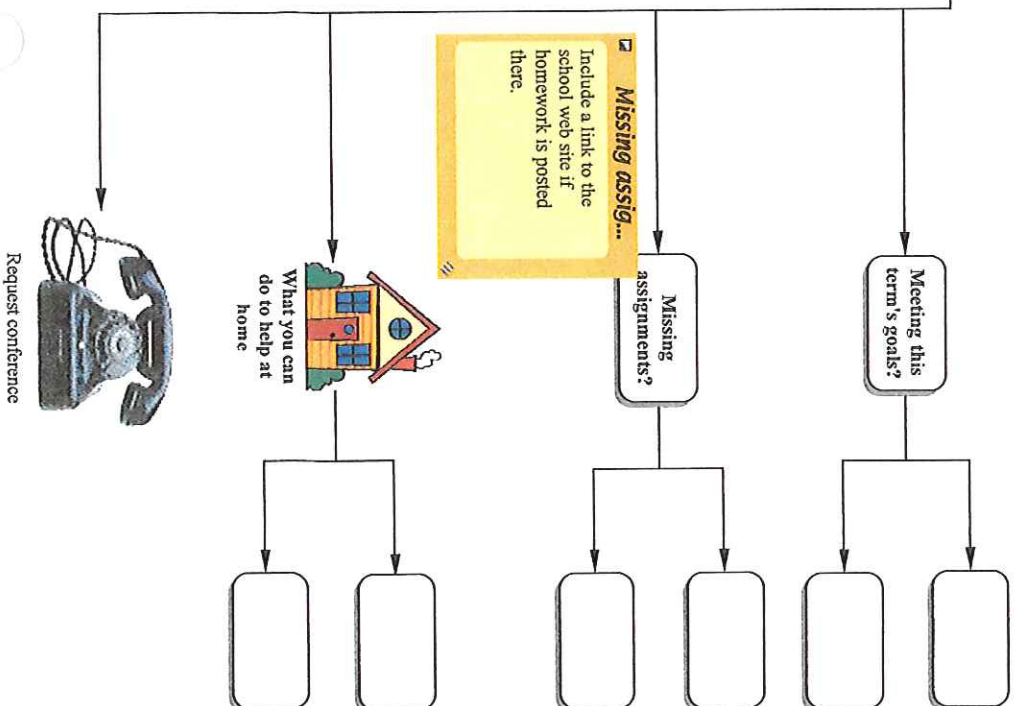


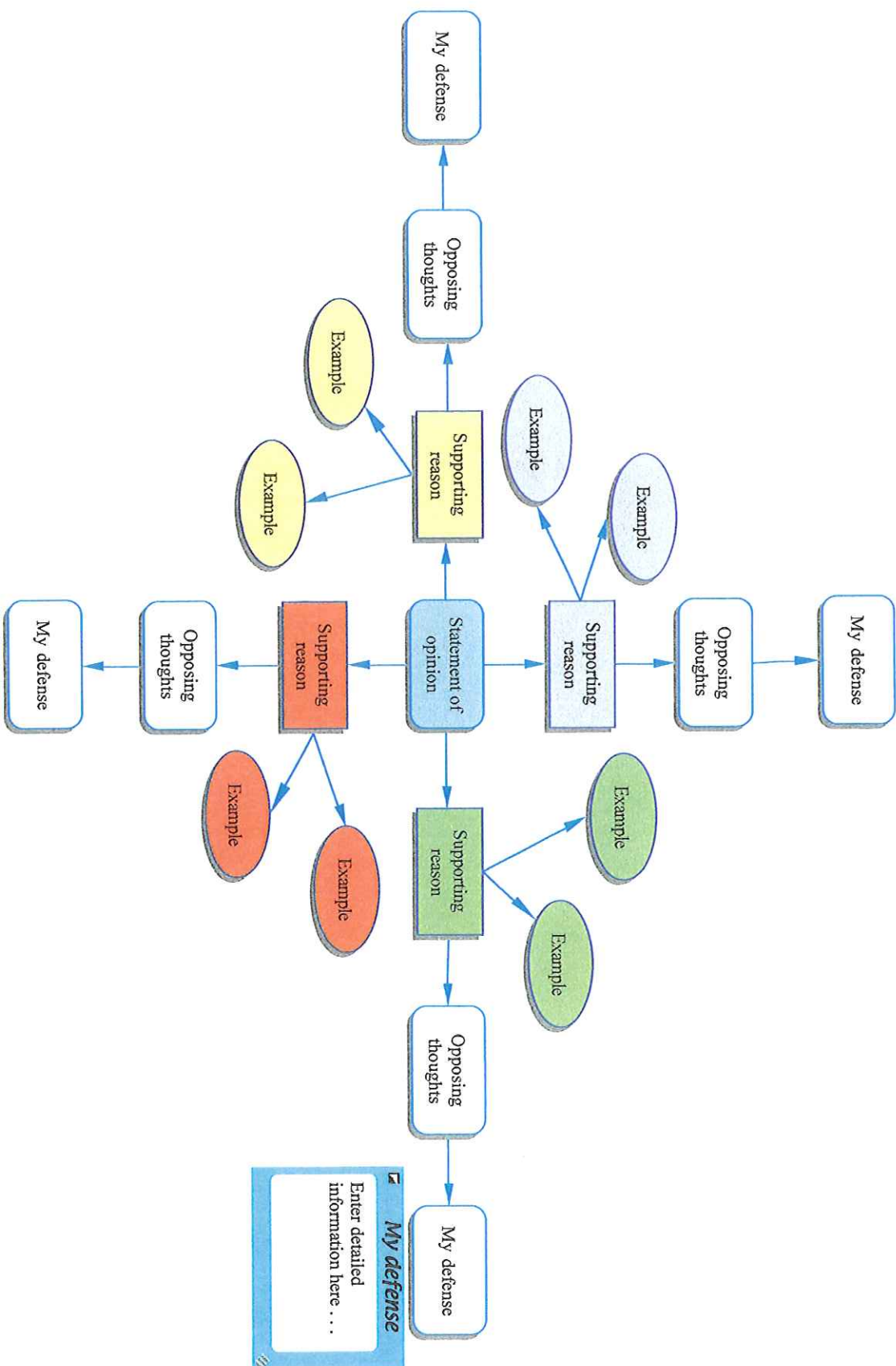
How to use this template

1. Enter the student's name into the symbol labeled "Progress report for."
2. Describe student behavior in the appropriate symbols associated with "Classroom behavior."
3. Describe student's progress in meeting goals in the symbols associated with "Meeting this term's goals?"
4. Copy descriptions of missing assignments from your lesson plans and paste into the appropriate symbols. You may wish to add a hyperlink to the [Makeup Work](#) template.
5. Suggest ways parents can help in the symbols associated with "What you can do to help at home."
6. Add symbols as necessary using the Create tool.
7. Use the Note tool to add notes and record explanatory information.
8. Indicate whether a conference is necessary.

Benefits of using the Progress Report template

Progress reports are useful for both parents and students to determine ways in which goals can be met and behavior modified. Using this template in conjunction with the [Goal Setting](#) template will provide students with strategies for improvement.



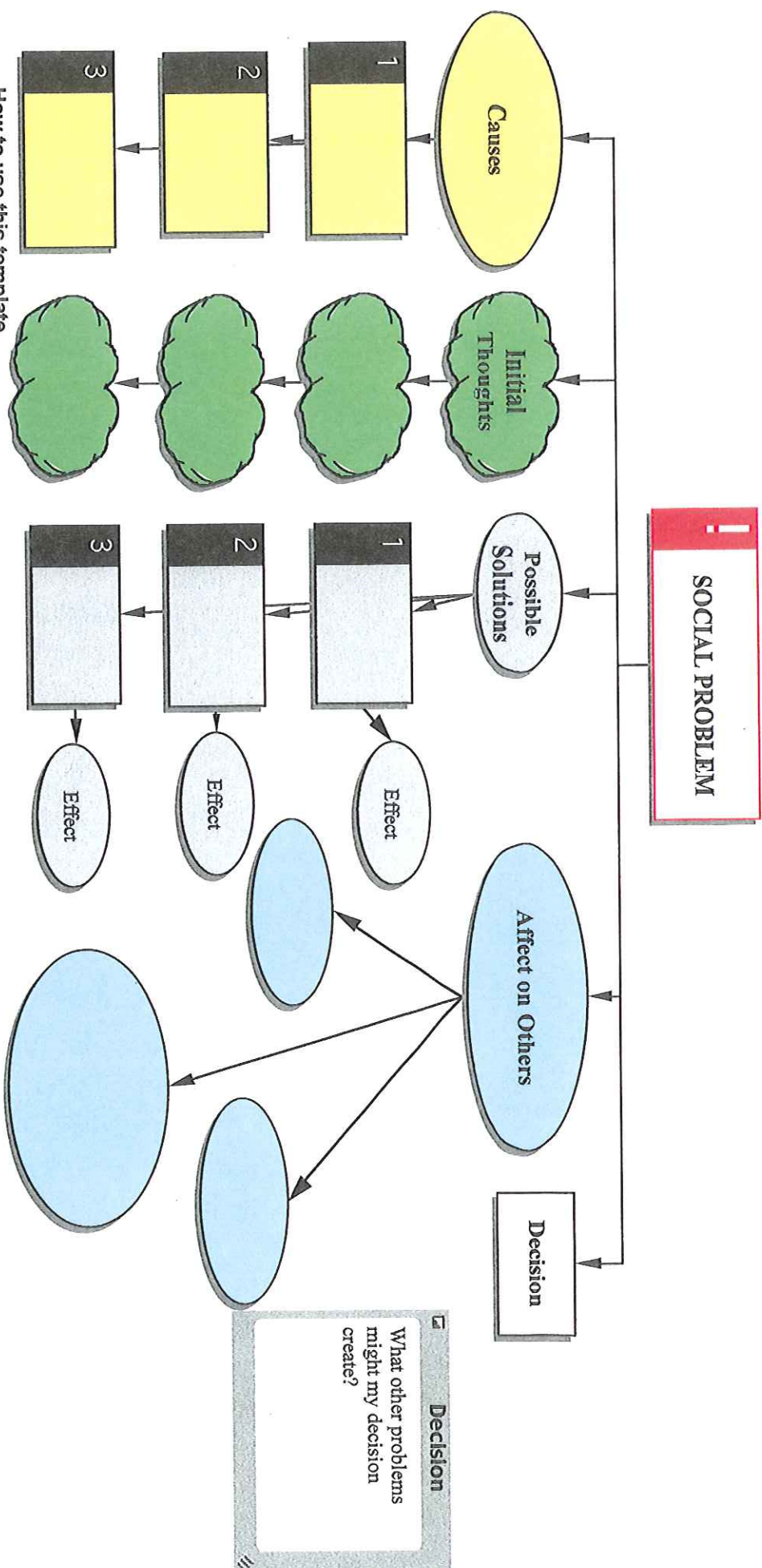


How to use this template

1. Enter an opinion into the symbol labeled "Statement of opinion."
2. Enter reasons for holding this opinion into the symbols labeled "Supporting reason."
3. Think of examples to support your reasons and enter them into the appropriate symbols.
4. Research opposing points of view. Enter this information into the symbols labeled "Opposing thoughts."
5. Enter information about how you plan to defend your position against these opposing thoughts into the symbols labeled "My defense."
6. Use the Note tool to add notes and explanatory information.

Benefits of using the Opinion Proof template

A balanced paper requires examination of both supporting and opposing reasoning. This template helps students determine whether the opinions are sufficiently well supported, and whether there is more writing and thinking left to do before the argument is truly convincing.

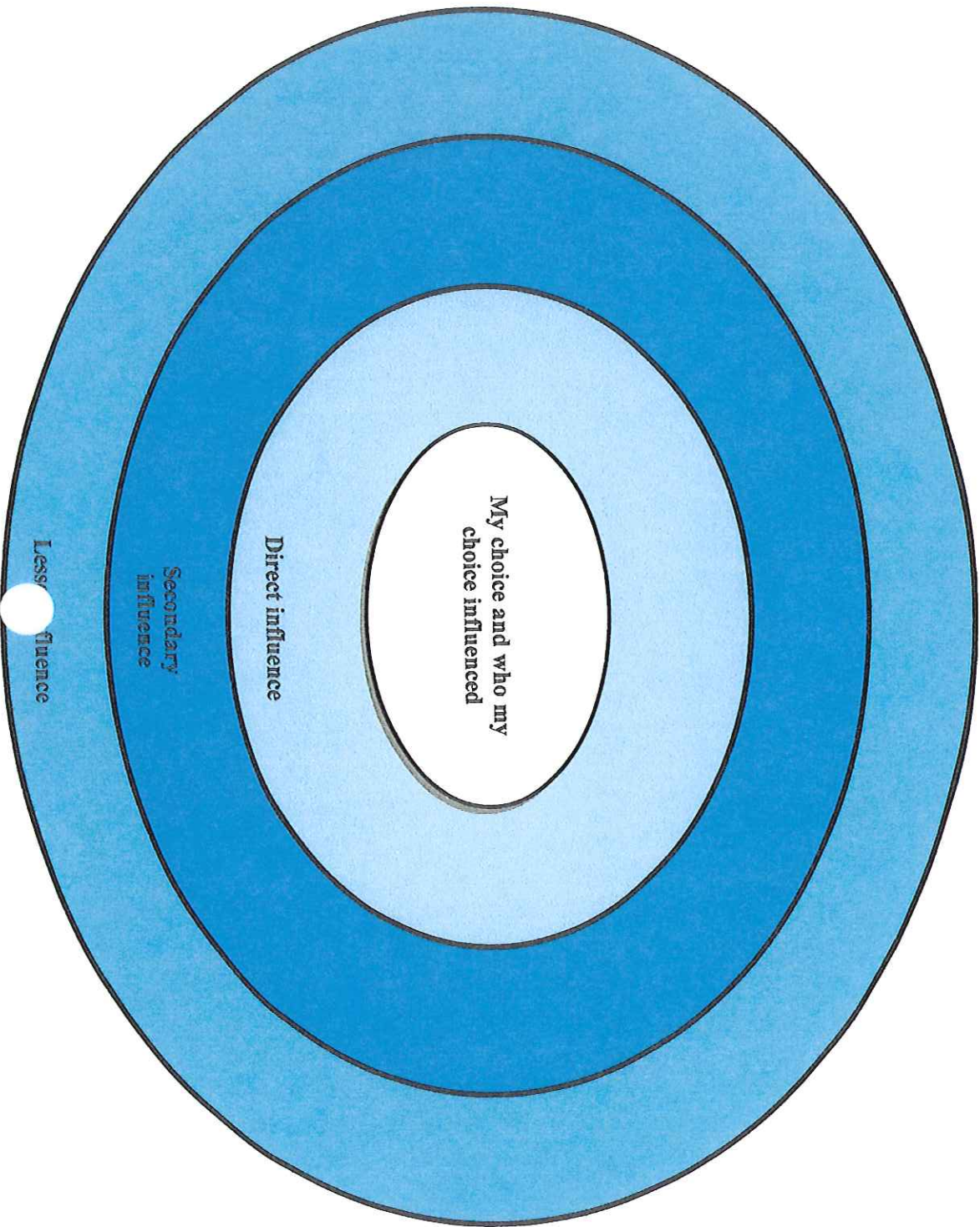


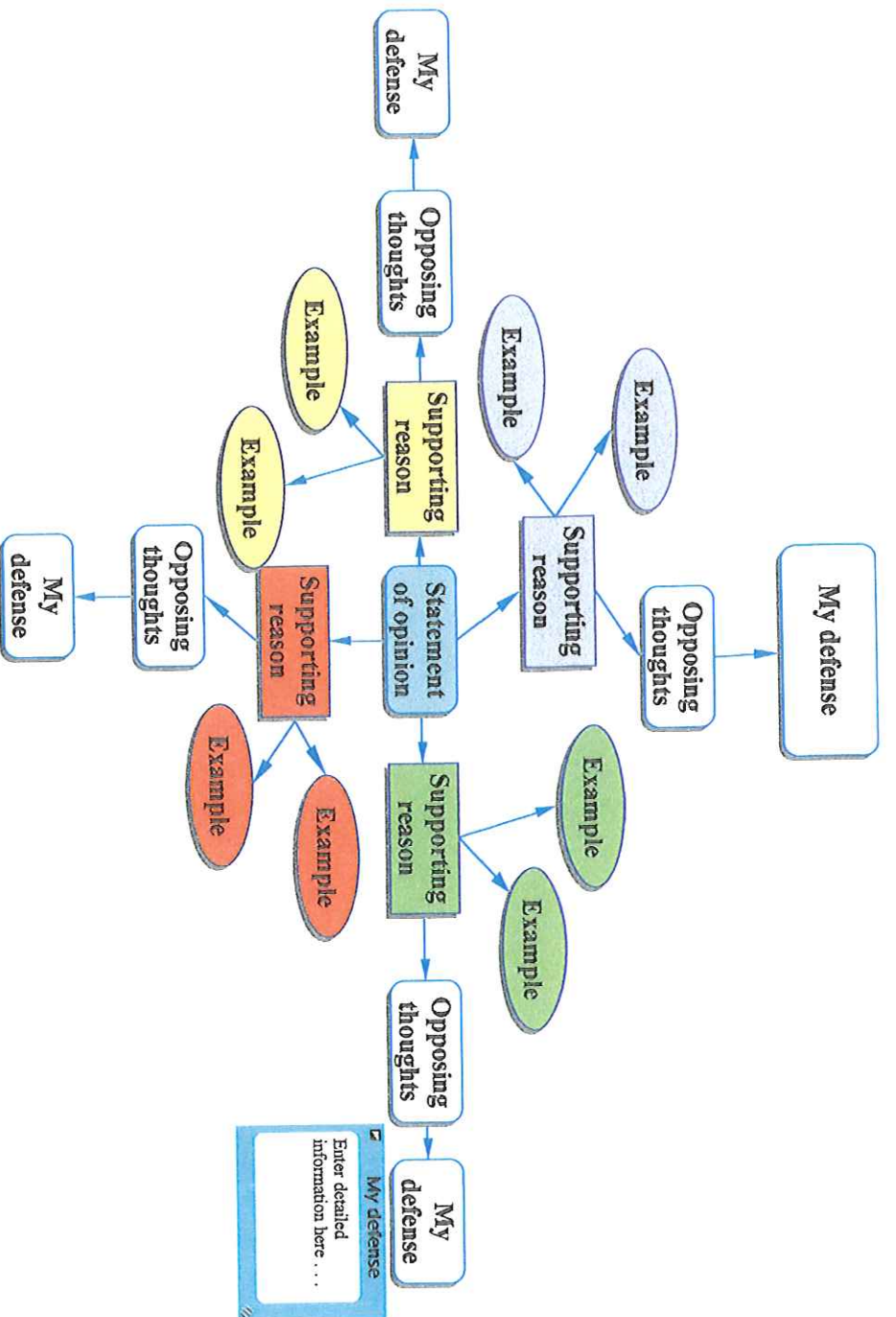
How to use this template

1. Enter a problem into the symbol labeled "Problem."
2. List elements of the cause under the symbol labeled "Causes."
3. Discuss the problem and enter details from the discussion under the symbol labeled "Initial Thoughts."
4. Decide on possible solutions. Enter these into the symbols associated with this category. Enter probable outcomes into the symbols labeled "Effect."
5. Discuss the problem and various solutions again. Enter details from the discussion under the symbol labeled "Analysis."
6. Formulate a statement that represents the results of this process and enter it into the symbol labeled "Decision."
7. Use the Note tool to add notes and record explanatory information.

Benefits of using the Problem Solution template

Oftentimes solving a problem calls for a process in which various solutions can be tried and then refined. This template can be applied to classroom or interpersonal problems, or form the basis of discussion in mock United Nations or city council projects.





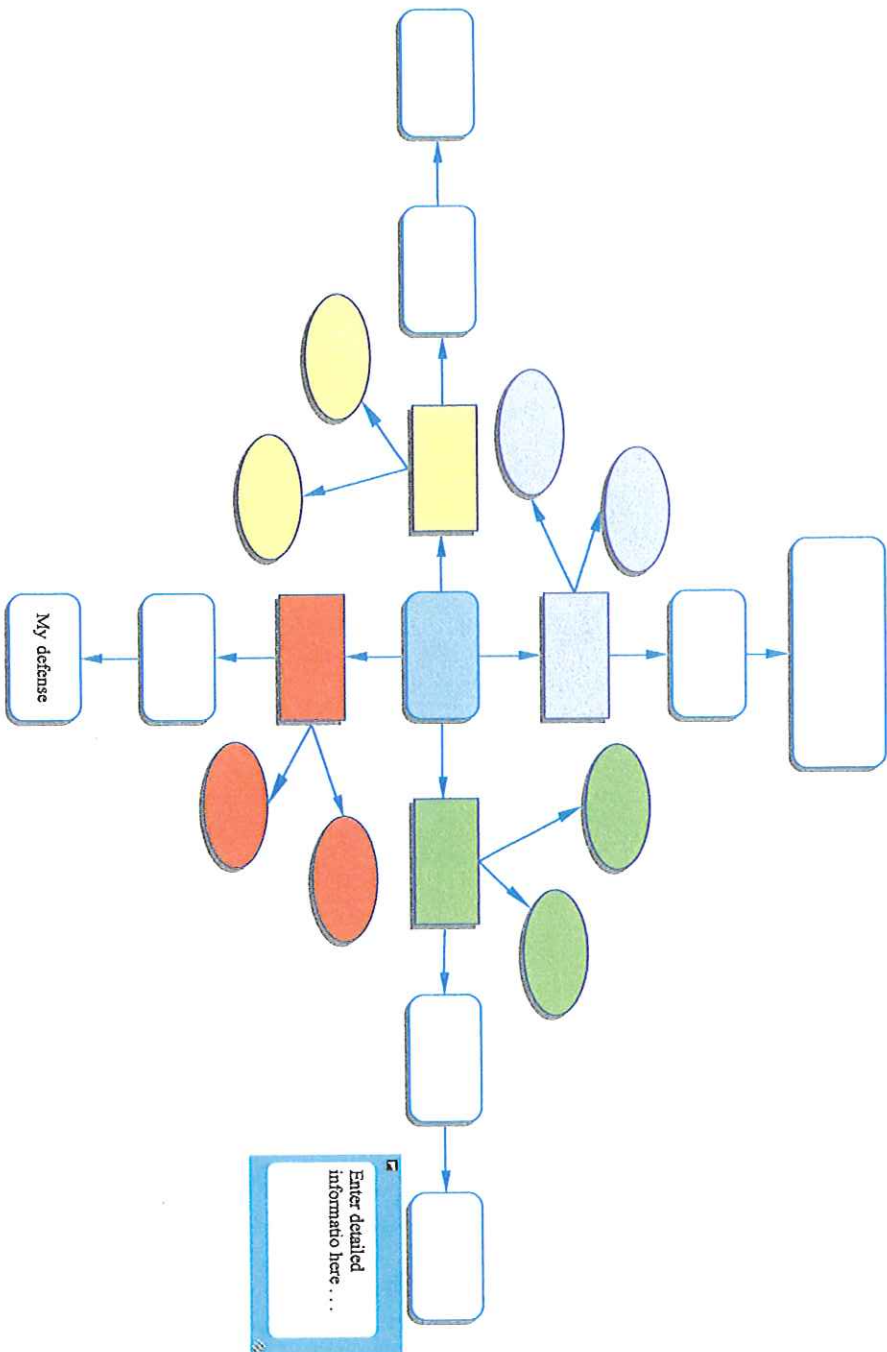
How to use this template

1. Enter an opinion into the symbol labeled "Statement of opinion."
2. Enter reasons for holding this opinion into the symbols labeled "Supporting reason."
3. Think of examples to support your reasons and enter them into the appropriate symbols.
4. Research opposing points of view. Enter this information into the symbols labeled "Opposing thoughts."
5. Enter information about how you plan to defend your position against these opposing thoughts into the symbols labeled "My defense."
6. Use the Note tool to add notes and explanatory information.

Benefits of using the Opinion Proof template

A balanced paper requires examination of both supporting and opposing reasoning. This template helps students determine whether the opinions are sufficiently well supported, or whether there is more writing and thinking left to do before the argument is truly convincing.

SELF ADVOCATING



How to use this template

1. Enter what you wish to advocate.
2. Enter your reasons.
3. Think of examples to support your reasons.
4. Research opposing points of view. Enter this information into the symbols labeled "Opposing thoughts."
5. Enter information about how you plan to defend your position against these opposing thoughts into the symbols labeled "My defense."
6. Use the Note tool to add notes and explanatory information.

Benefits of using the Opinion Proof template

A balanced point or position requires examination of both supporting and opposing reasoning. This template helps you determine whether the opinions are sufficiently well supported, or whether there is more writing and thinking left to do before the argument is truly convincing.

SELF ASSESSMENT



Classroom behavior



Citizenship: Attendance: Punctuality:

How to use this template

1. Enter the student's name into the symbol labeled "Progress report for."
2. Describe student behavior in the appropriate symbols associated with "Classroom behavior."
3. Describe student's progress in meeting goals in the symbols associated with "Meeting this term's goals?"
4. Copy descriptions of missing assignments from your lesson plans and paste into the appropriate symbols. You may wish to add a hyperlink to the [Makeup Work](#) template.
5. Suggest ways parents can help in the symbols associated with "What you can do to help at home."
6. Add symbols as necessary using the Create tool.
7. Use the Note tool to add notes and record explanatory information.
8. Indicate whether a conference is necessary.

Meeting this term's goals?

Missing assignments?

What you can do to help at home

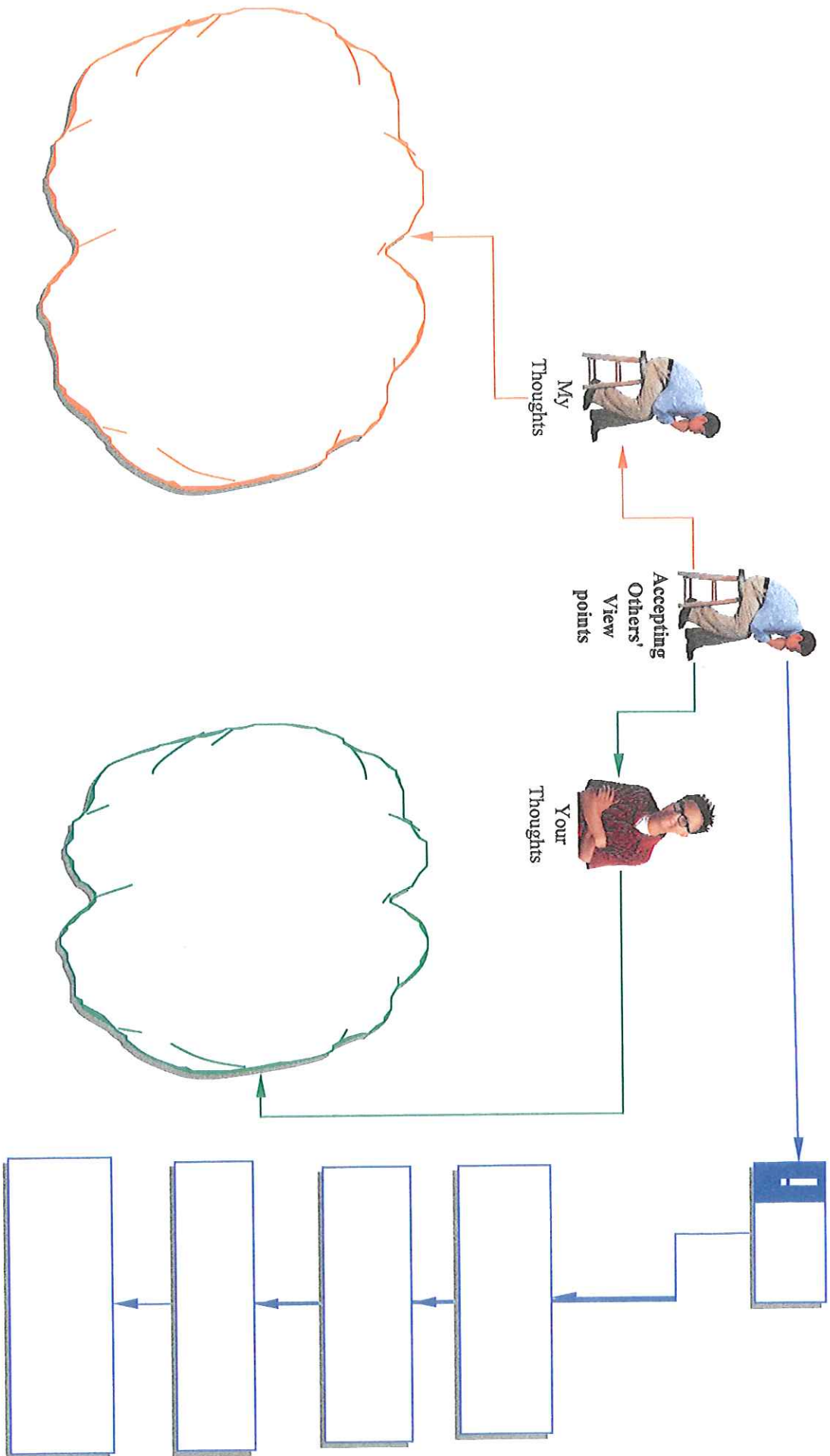
Request conference



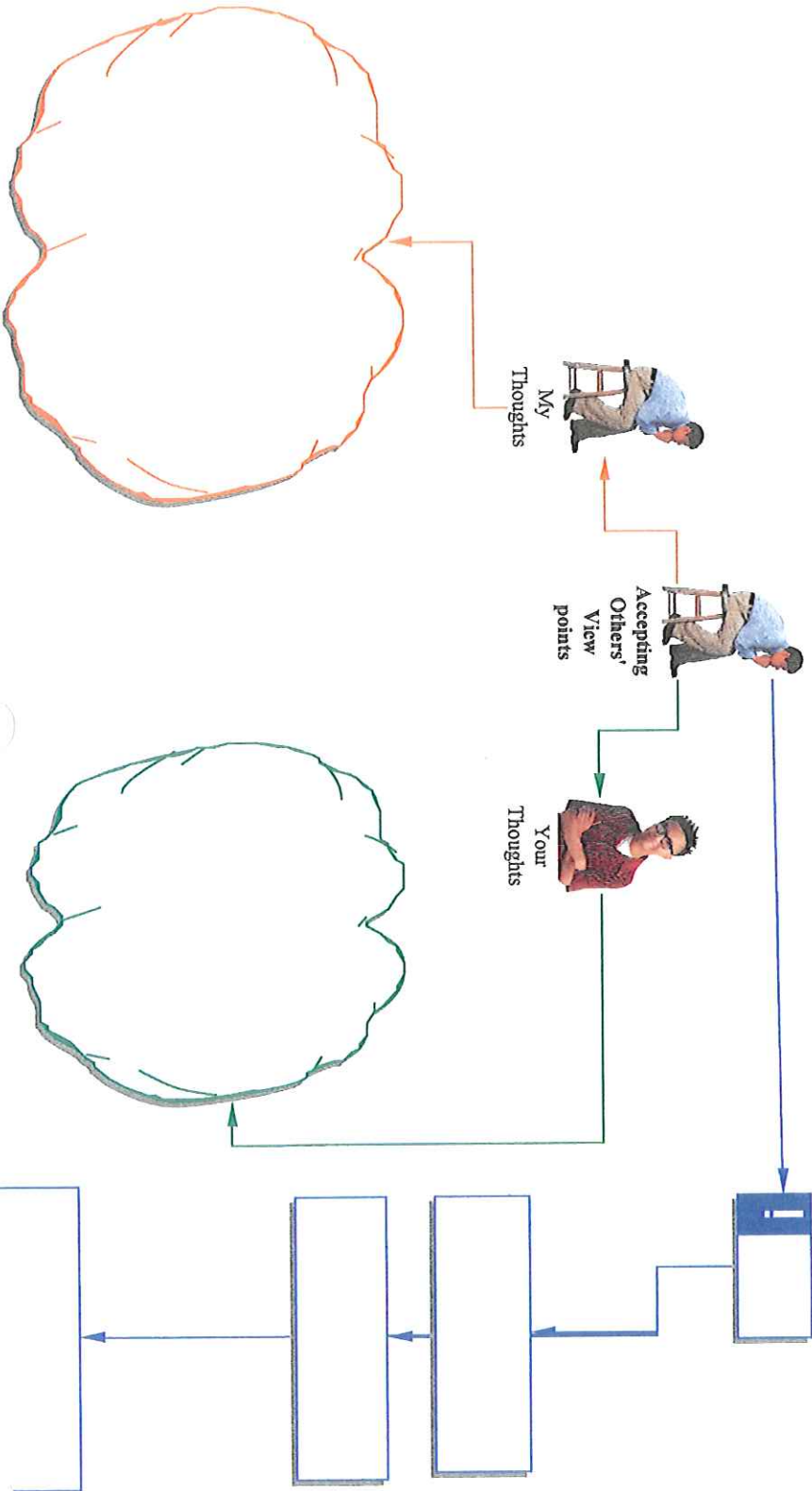
Missing assign...

Include a link to the school web site if homework is posted there.

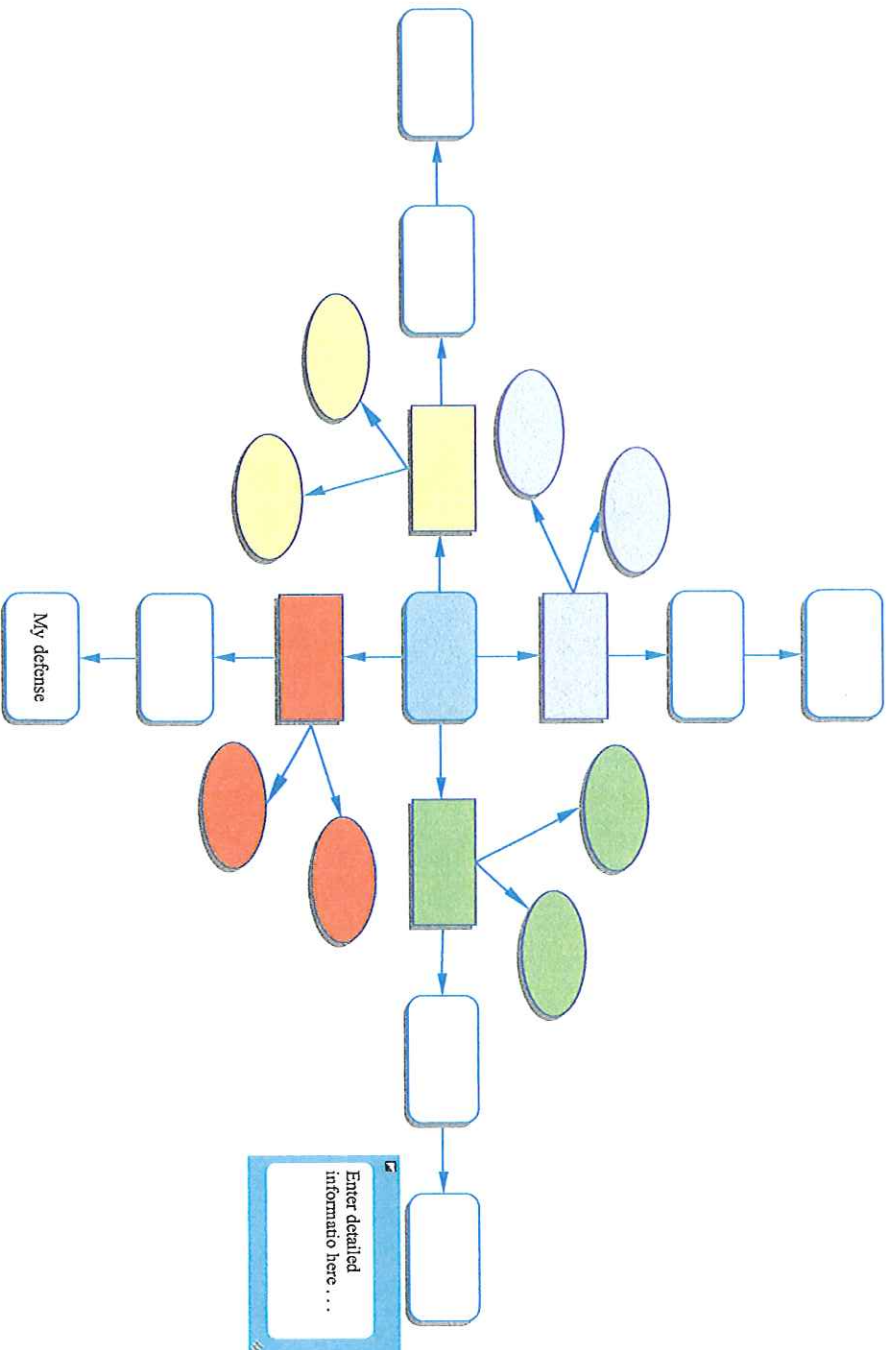
Benefits of using the Progress Report template
Progress reports are useful for both parents and students to determine ways in which goals can be met and behavior modified. Using this template in conjunction with the [Goal Setting](#) template will provide students with strategies for improvement.



MY VIEW, YOUR VIEW...THEY MAY BE
DIFFERENT, BUT THAT'S OK!



Me and My needs!



How to use this template

1. Enter what you wish to advocate.
2. Enter your reasons.
3. Think of examples to support your reasons.
4. Research opposing points of view. Enter this information into the symbols labeled "Opposing thoughts."
5. Enter information about how you plan to defend your position against these opposing thoughts into the symbols labeled "My defense."
6. Use the Note tool to add notes and explanatory information.

Benefits of using the Opinion Proof template

A balanced point or position requires examination of both supporting and opposing reasoning. This template helps you determine whether the opinions are sufficiently well supported, or whether there is more writing and thinking left to do before the argument is truly convincing.

9

Organizational IEP Goals



IEP GOALS:
ORGANIZED
THINKING

ORGANIZED
THINKING



Plans Projects

Plans Projects

IEP
GOAL

Will use a planner or
calendar to keep
track of assignments
and due dates.

Using a daily planner,
will identify the steps
necessary to complete
an assignment and
plot out a timeline for
completion.

Will plan, complete and
turn in assignments on
time.

ORGANIZED
THINKING



GESTALT
PROCESSING

Sees the "big picture" and
how details interrelate.

IEP
GOAL

Will identify missing
segments from sequences of
one of his or her own
activities.

Will identify recurring
patterns or ideas in
material and describe how
these relate to overall
theme of the assignment.

During literacy based
activities, will make
inferences and draw
conclusions about how the
development of character,
plot and setting contribute
to the overall impact of the
selection.

Will sequence information
(from stories, own
activities).

Will synthesize and
summarize information and
express understanding of
overall ideas, concepts and
details by retelling the
information (either orally or
in writing).

ORGANIZED
THINKING



GENERALIZES
SKILLS

Generalizes Skills and Information

IEP
GOAL

Will prioritize and organize
tasks both at home and
school by using a personal
daily schedule.

Will use knowledge, skills and
experience to begin
identifying vocational
interests.

Will use knowledge, skills,
experience, and interests to
identify and pursue
constructive leisure-time
activities (e.g., a sport,
hobby, join a club)

Will demonstrate the ability to
use an acquired skill across
environmental settings (e.g., the
use of a daily planner within a
variety of settings).

Will describe how knowledge,
skills, and interests relate to
various aspects of daily living
(leisure-time activities,
community-based activities, future
vocation).

ORGANIZED
THINKING



Understands
Cause and Effect

Understands
Cause and Effect
Relationships

IEP
GOAL

During literacy-based activities, will explain how one event led to another and how sections of the story inter relate.

Will identify how a series of events interrelate.

Will identify cause and effect relationships during literacy-based activities by accurately answering "WHY" questions (e.g., "why did he run from the house?" "Why do you think she felt scared?")

ORGANIZED
THINKING



GUESSES AND
PREDICTS

Guesses and Predicts Plausible Outcome

IEP
GOAL

Will role play social scenarios and
predict or guess how a
conversational partner may feel,
react, or say following a specific
social behavior.

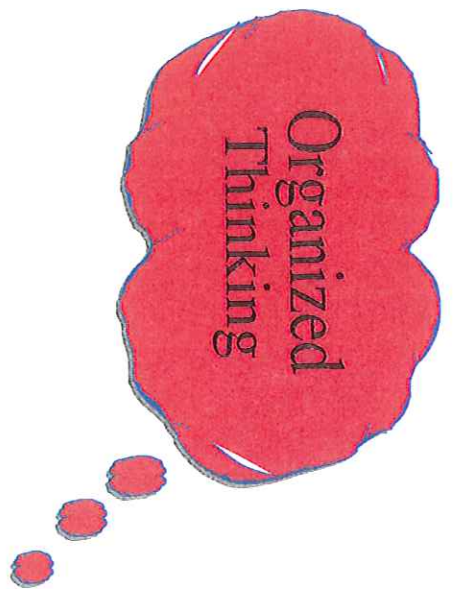
Will predict or guess how a person
is feeling or what s/he is thinking
based on his or her nonverbal
expressions (e.g., eye gaze, facial
expressions, posture)

Will guess, predict, and draw
conclusions during literacy -
based activities.

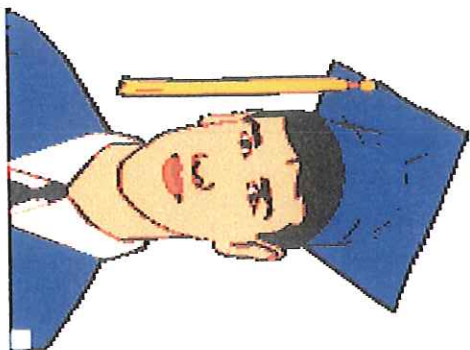
Will analyze information and ideas
presented in a literacy-based
activity then guess what may
happen next and/or predict a
plausible outcome.

10

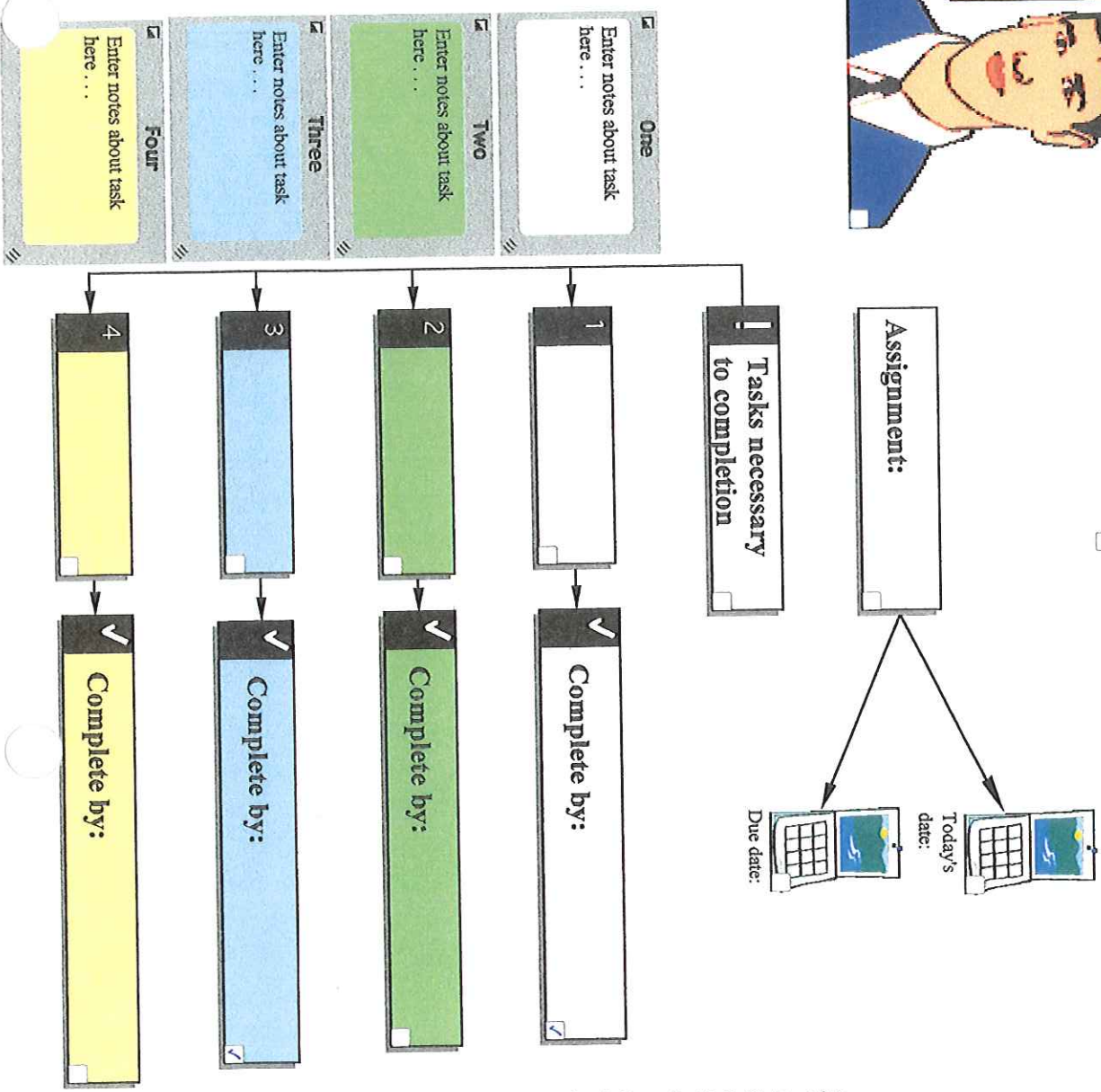
Organizational Visual Exercises



VISUALS:
ORGANIZED
THINKING



"Those who
succeed,
PLAN!"

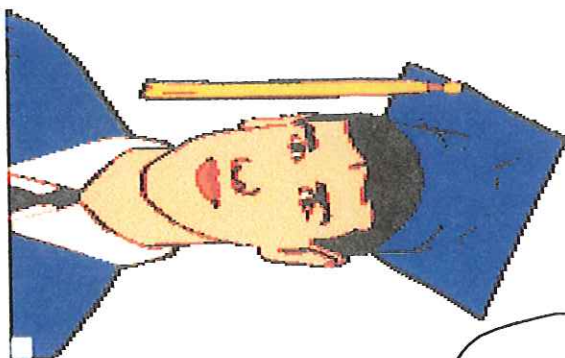


How to use this template

1. Enter an assignment into the symbol labeled "Assignment."
2. Enter today's date and the date the assignment is due.
3. Think about what has to be done to complete the assignment on schedule. Enter each task into one of the numbered symbols. Add symbols as necessary using the Create tool.
4. Enter the completion dates into the appropriate symbols. The date for the last step should be the same as the assignment due date.
5. Track progress using the check boxes.

Benefits of using the Assignment Plan template
Visualizing tasks and time frames helps students meet the demands of completing long-term assignments such as research papers. They can also plan how to complete missed assignments or meet the requirements of a specific grade.

"Those who succeed, PLAN!"



Assignment:

Today's date:

Due date:

Tasks necessary to completion

One

Enter notes about task here ...

1

Complete by:

Two

Enter notes about task here ...

2

Complete by:

Three

Enter notes about task here ...

3

Complete by:

Four

Enter notes about task here ...

4

Complete by:

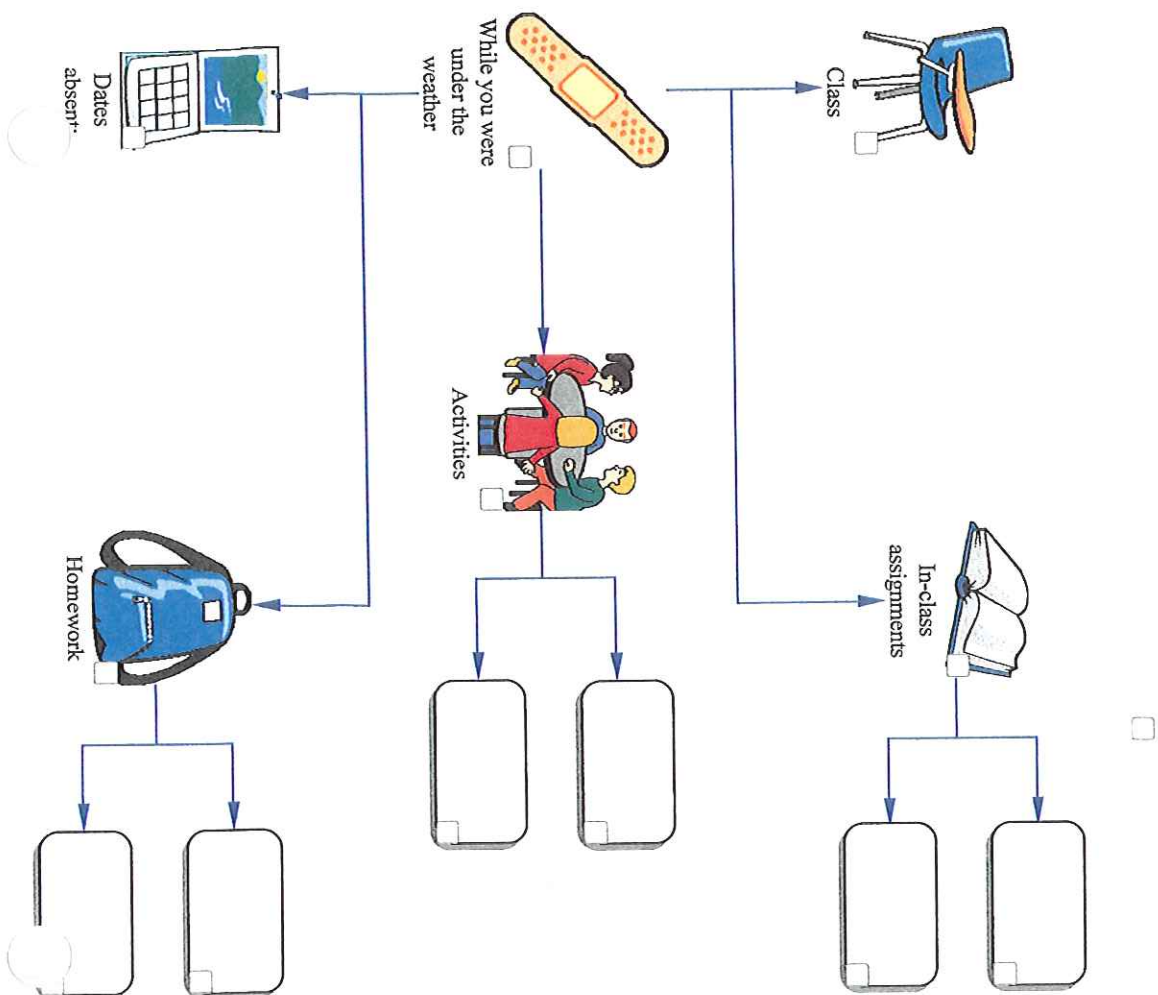
MAKE UP WORK

How to use this template

1. Enter the student's name and the dates of absence into the appropriate symbols.
2. Transfer in-class and homework assignments and information on activities from your lesson plans into the associated symbols.
3. Use the Note tool to add notes and record details or comments.
4. Add symbols as necessary using the Create tool.
5. Encourage students to track progress by using the check boxes.

Benefits of using the Makeup Work template

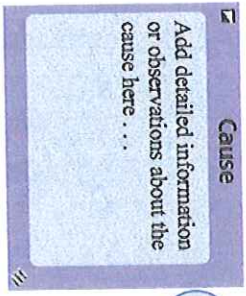
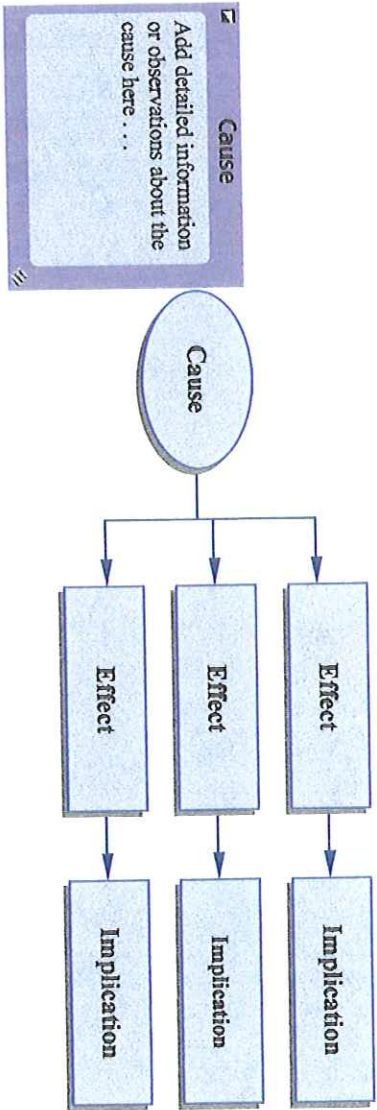
Keeping track of assignments and other work missed by students takes a great deal of time that could be spent more fruitfully. Copying and pasting assignments and information from the [Lesson Plan](#) template into this template not only saves time, but also ensures accuracy and consistency. Displaying makeup work in this way also gives students a comprehensive overview and aids them in remembering to do their assignments.



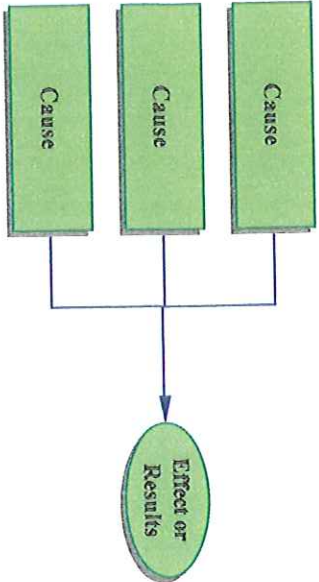


ONE ACT CAN HAVE SEVERAL EFFECTS

One cause can have several effects,



or several causes can lead to one effect.

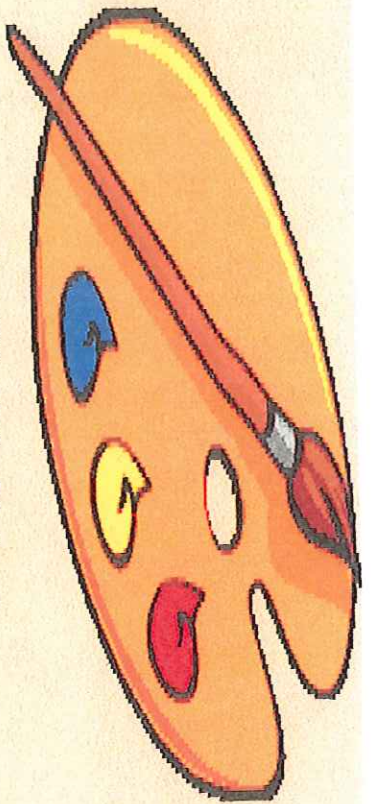


How to use this template

1. Enter any event into the oval symbol labeled "Cause."
2. Enter the initial effects of the event into the symbols labeled "Effect."
3. Enter any implications of the effects into the symbols labeled "Implication."
4. If multiple causes lead to one effect, enter the causes into the rectangular symbols labeled "Cause."
5. Enter the effect or result of those causes into the oval symbol labeled "Effect or Results."
6. Add symbols as necessary using the Create tool.
7. Use the Note tool to add notes and record detailed information and observations.

Benefits of using the Cause and Effect template

This approach can be used across the curriculum. In social studies, use this template to show the causes and effects of war, economic trends and crises, political movements, and so forth. It is also a valuable assessment tool to determine if students understand various aspects of the history curriculum, such as causes and effects of the Civil War. In the sciences, use this tool to illustrate chemical reactions, animal adaptation, or changes in migration patterns. Examination of cause and effect relationships in language arts helps students understand plot in fiction writing, examine life events for personal essays and autobiographies, or analyze information for essays.



Paint The Big Picture

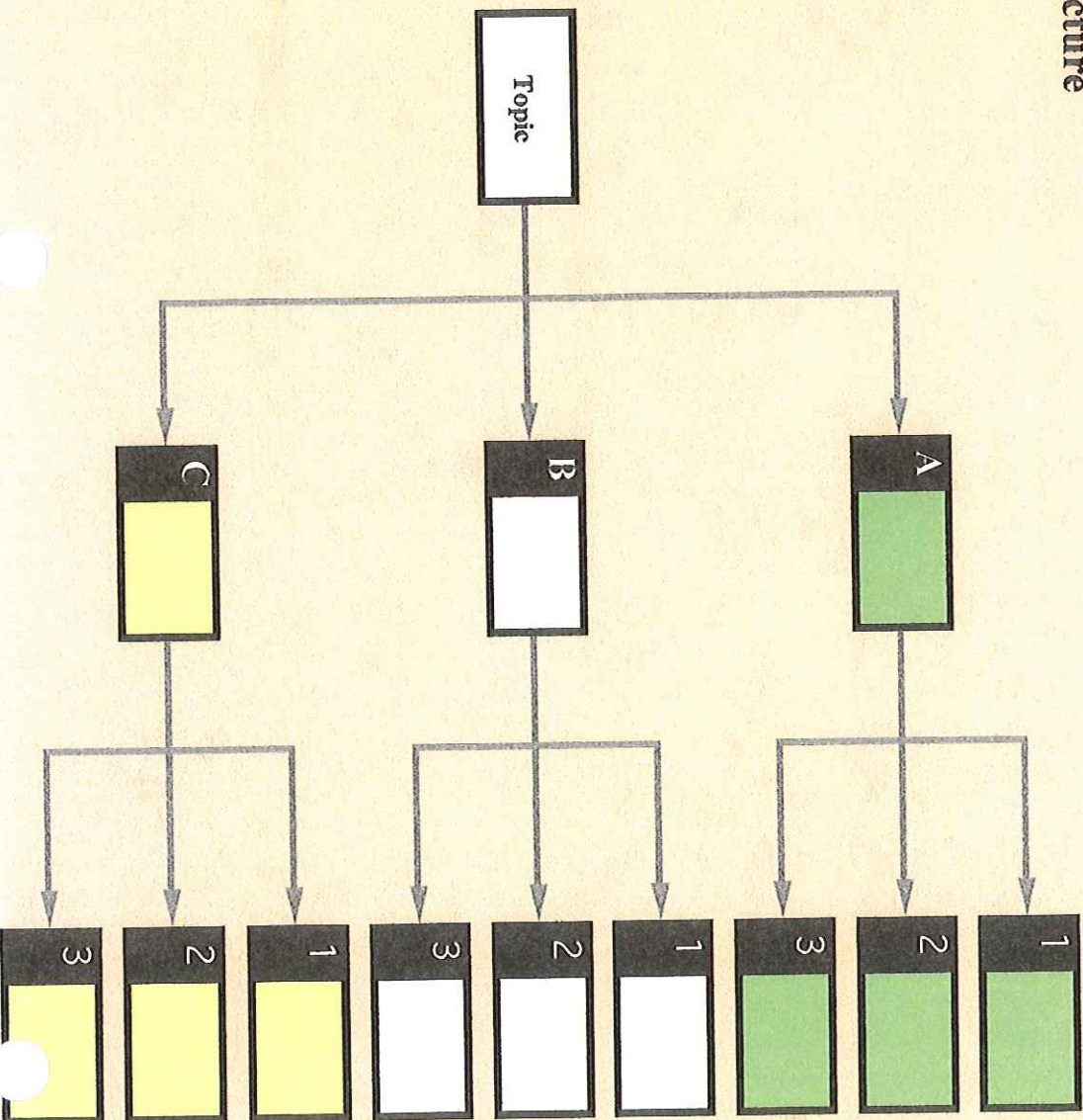
How to use this template

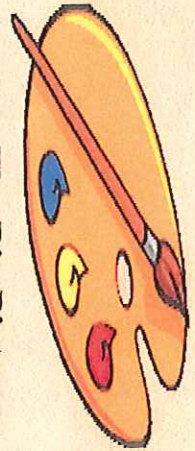
1. Enter the object or concept to be analyzed into the symbol labeled "Topic."
2. Enter secondary components into the symbols labeled with letters.
3. Continue to break down each of the secondary components into parts using the symbols labeled with numbers.
4. Add further levels of analysis as necessary using the Create tool or the RapidFire™ tool.
5. After adding additional symbols, use the Arrange tool to arrange the diagram into a Right Tree.

Benefits of using the Right Tree template

Breaking complex ideas and systems down into smaller, more understandable parts allows students to view whole/part relationships, reinforcing skills in hierarchical arrangements.

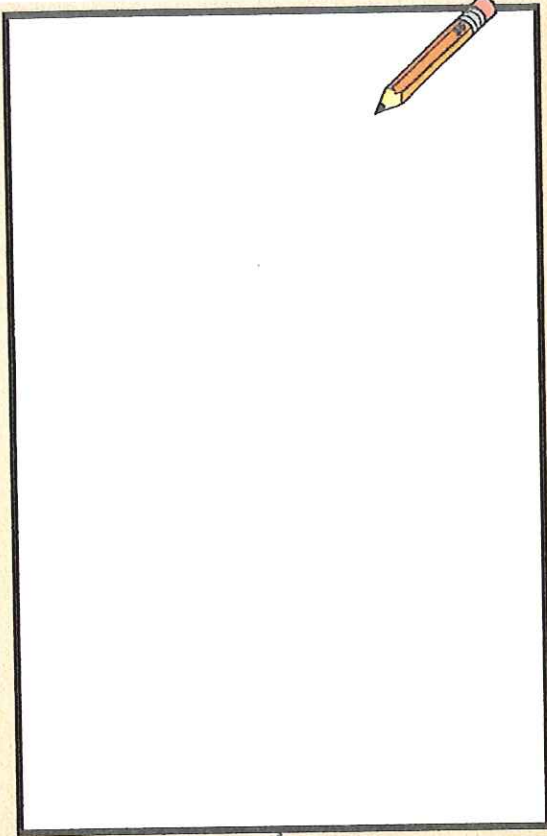
Then Break It Down



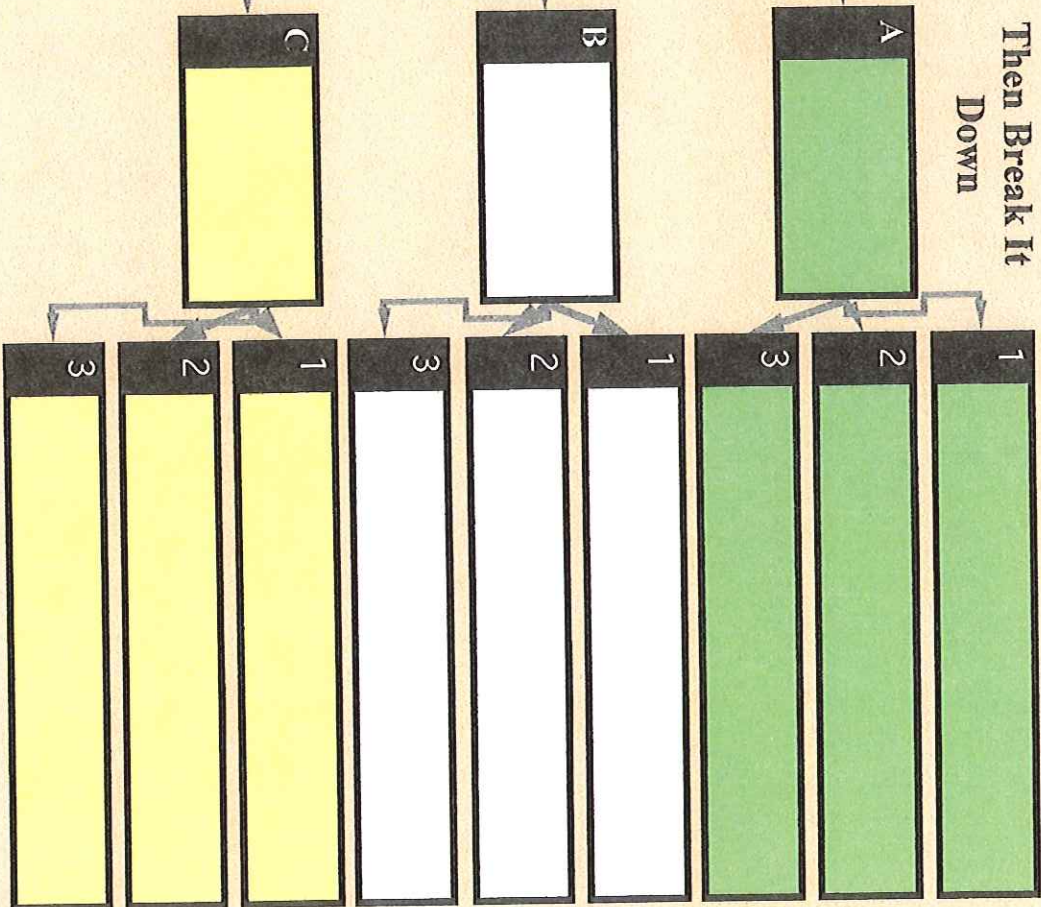


Paint The Big Picture

THE BIG PICTURE



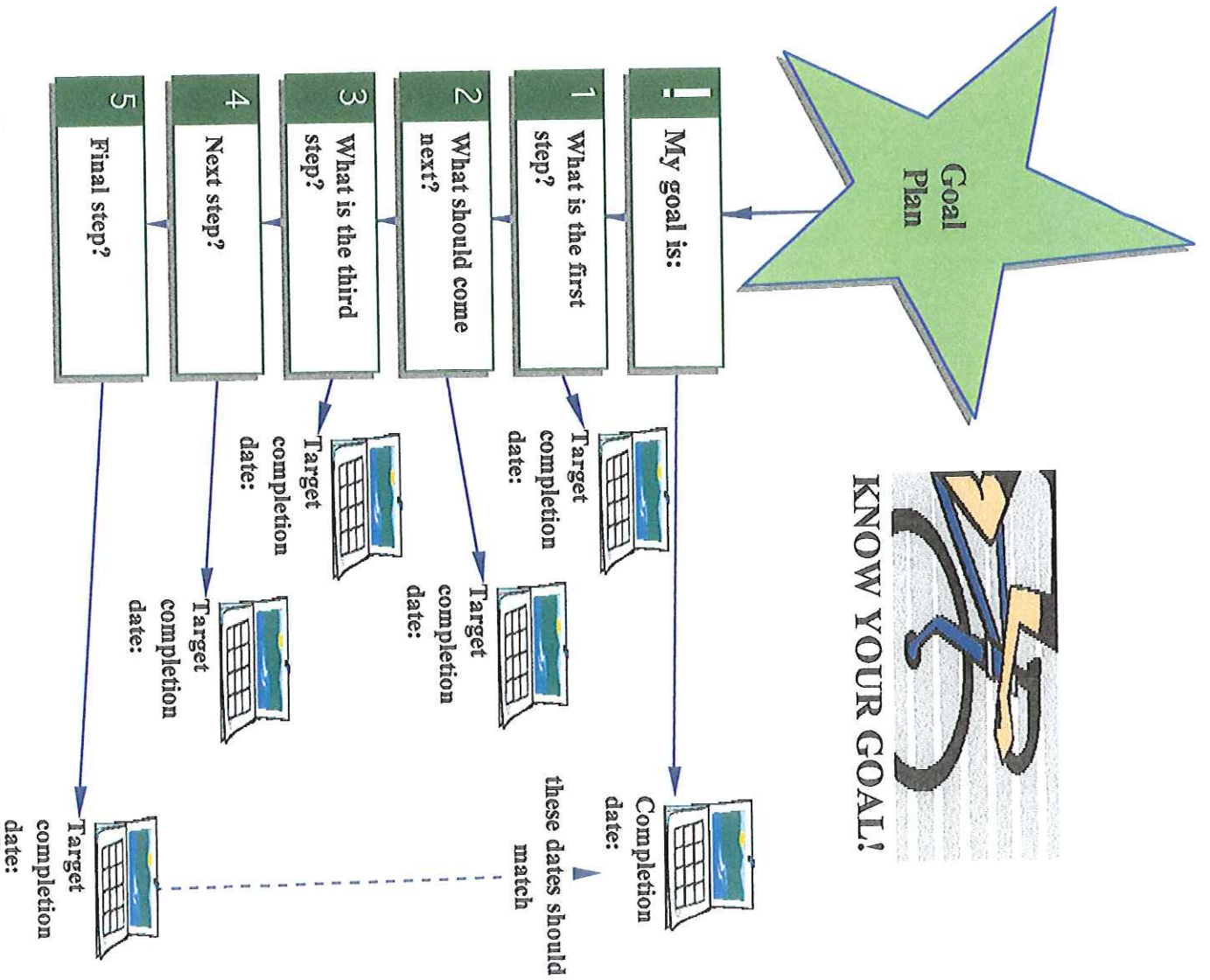
Then Break It
Down

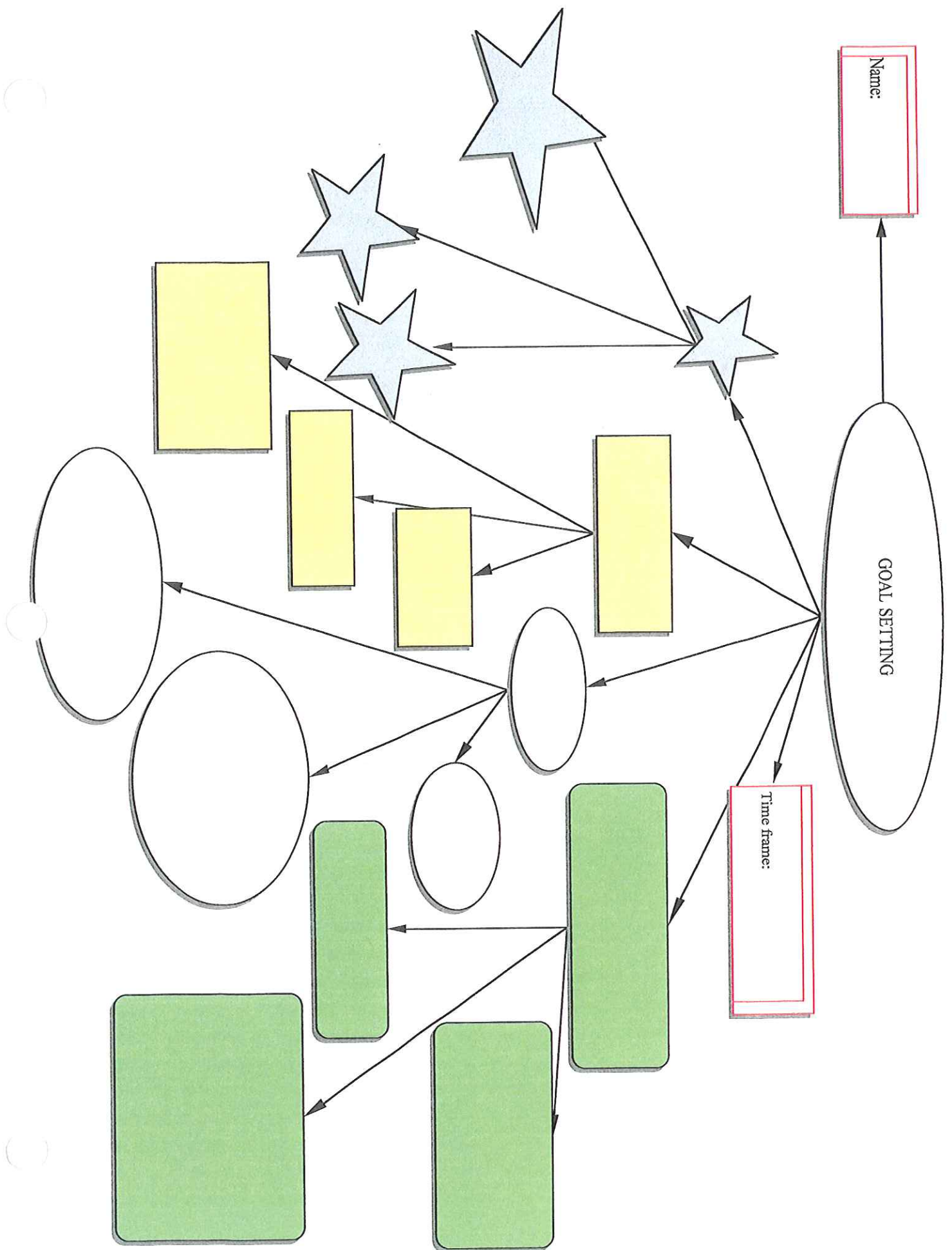


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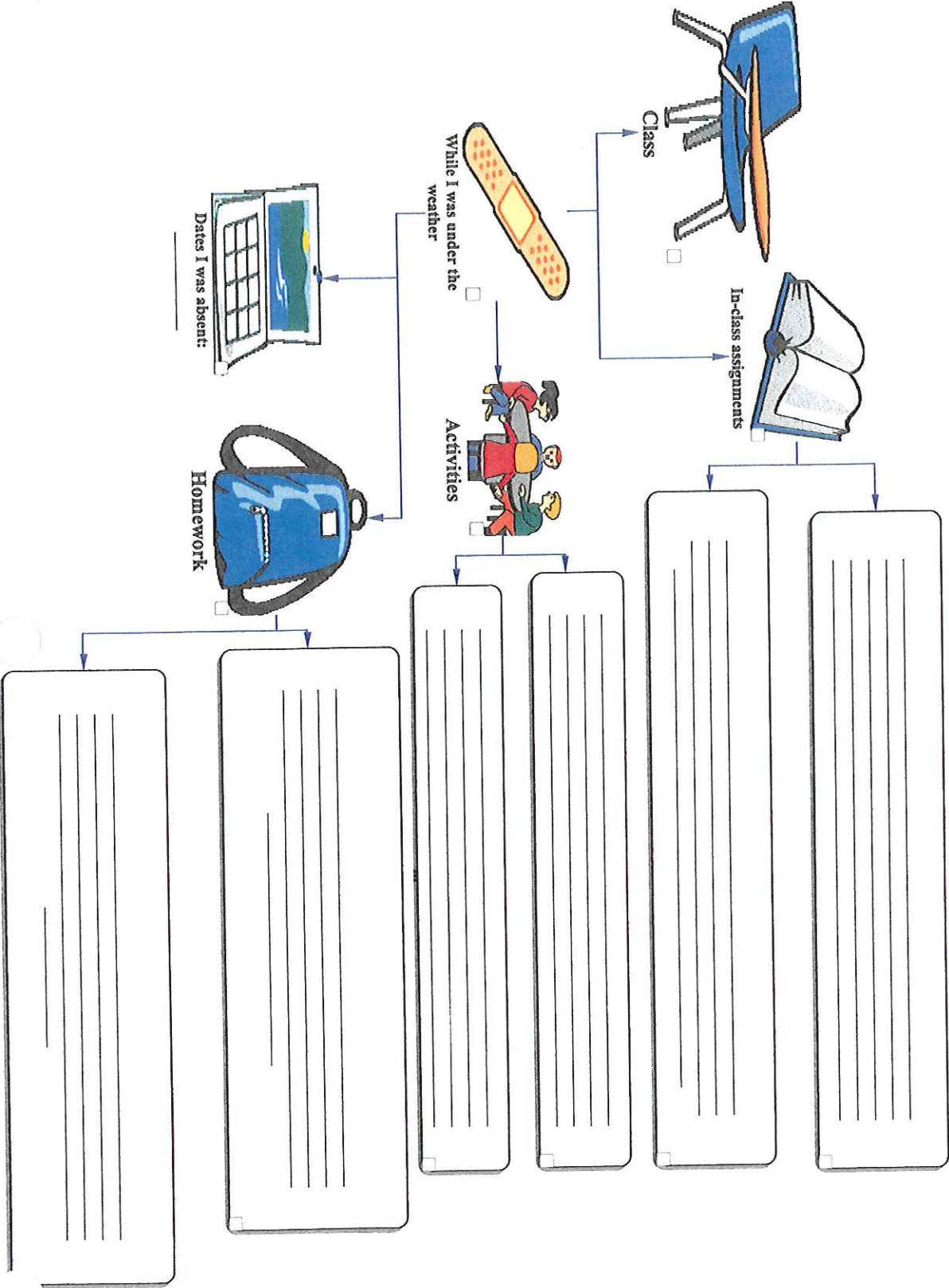
My goal is:

Enter details here ...

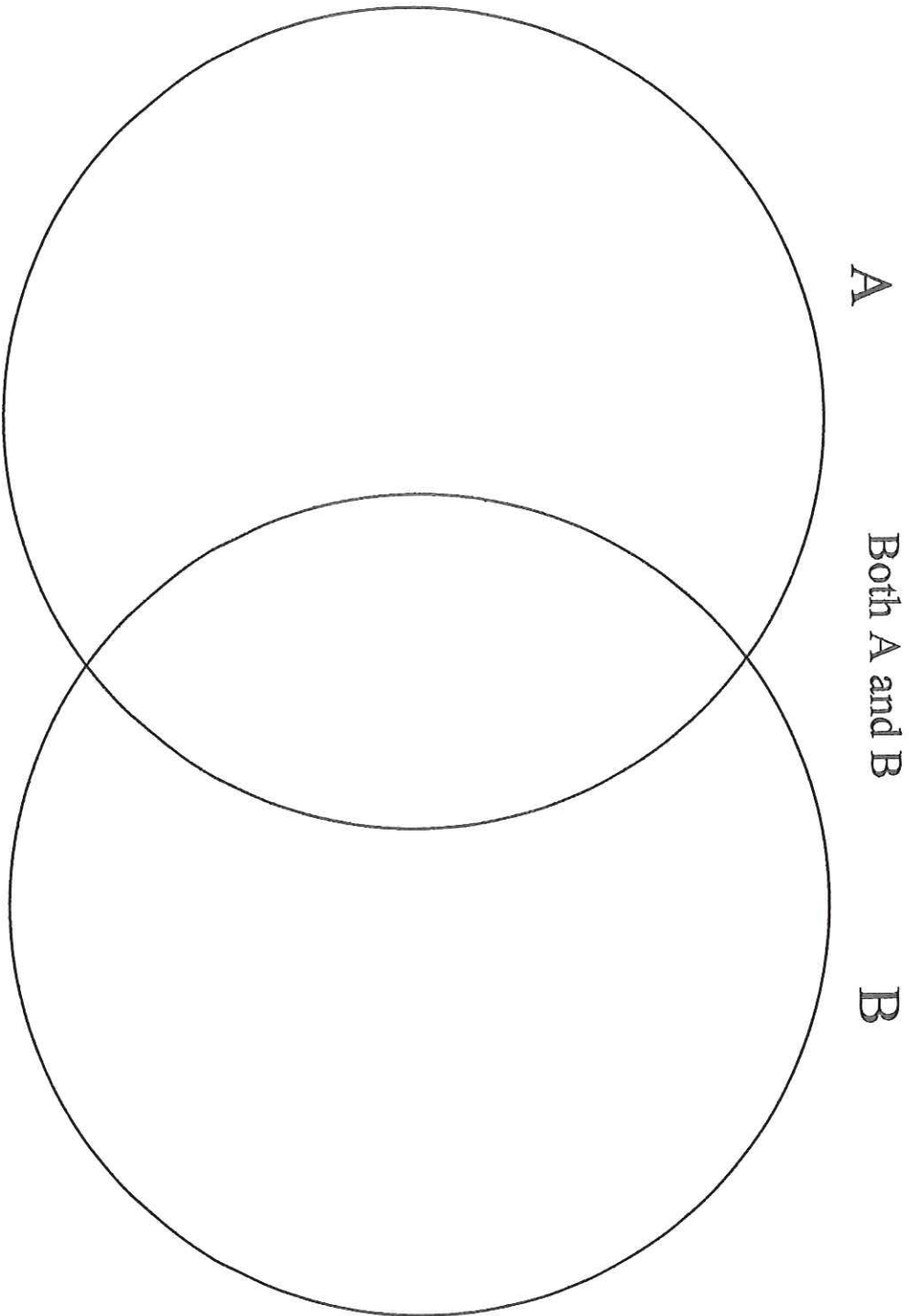




MAKE UP WORK

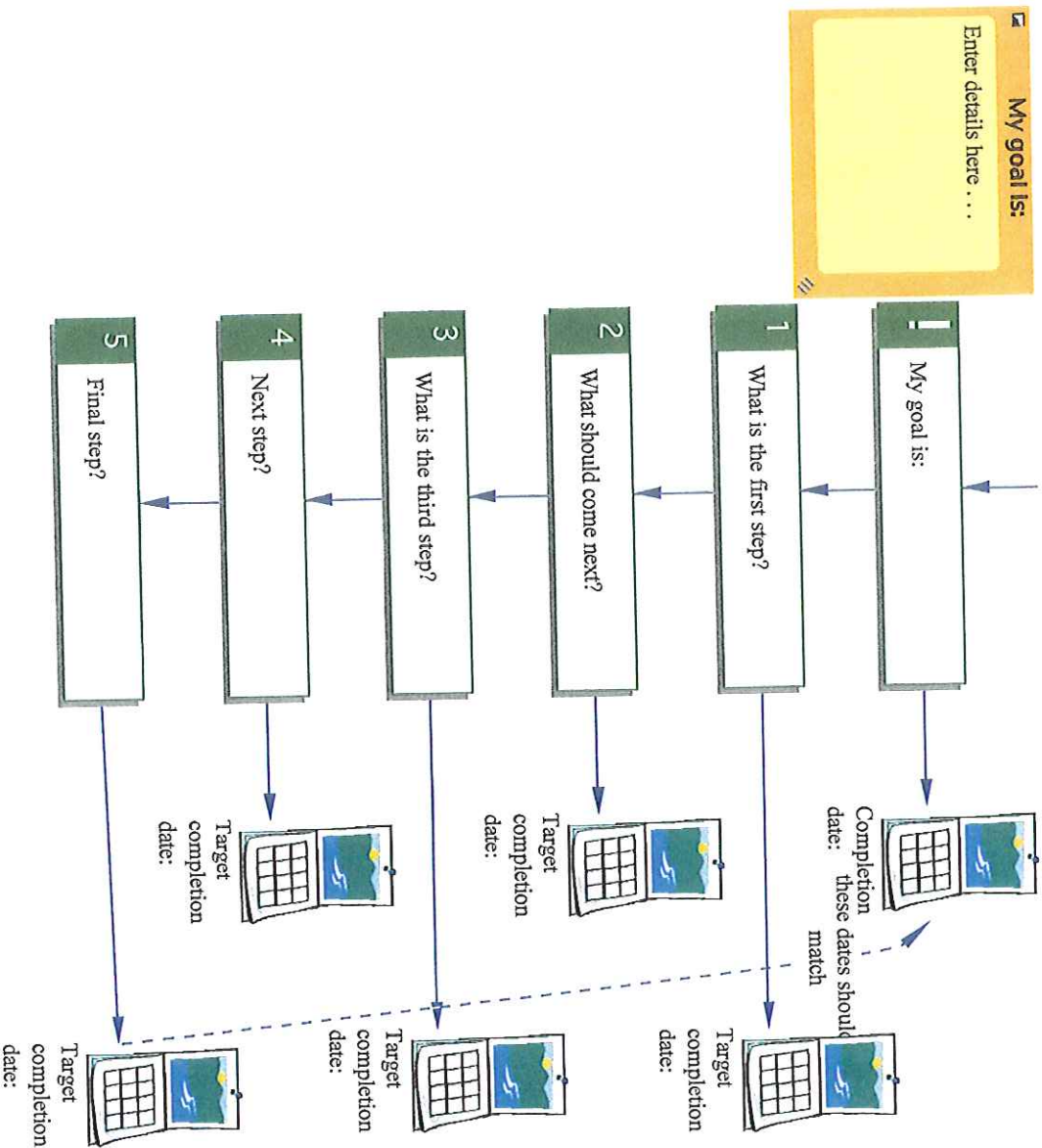


Venn Diagram



BREAKING DOWN TASKS

Goal Plan

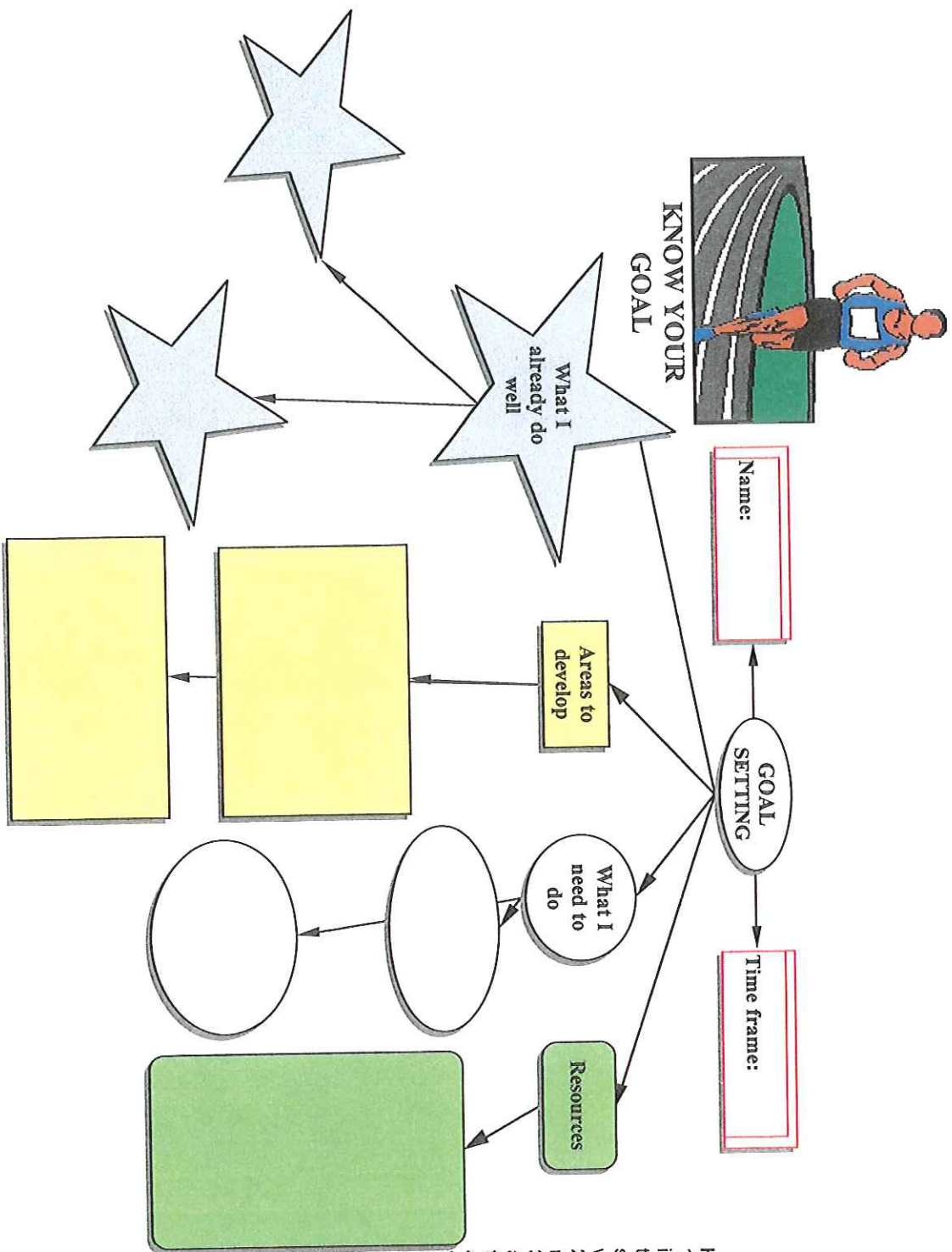


How to use this template

1. Enter a goal into the symbol labeled "My goal is."
2. Use the Note tool to add notes and record details, directions, and other information.
3. Enter the proposed completion date into the symbol labeled "Completion date."
4. Consider the steps involved in addressing the goal and enter them into the numbered symbols. Add symbols as necessary using the Create tool.
5. Enter target completion dates in the appropriate symbols. The target date corresponding to "Final step" should be the same as the date in the "Completion date" symbol.
6. Adjust dates and steps as necessary to allow for reasonable deadline completion.

Benefits of using the Goal Plan template

Naming and dating the steps involved in meeting a goal lends concreteness to the process, and increases the likelihood of accomplishing tasks.

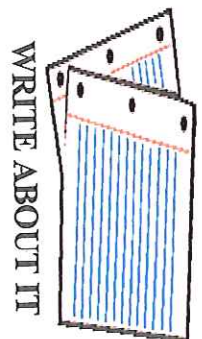


How to use this template

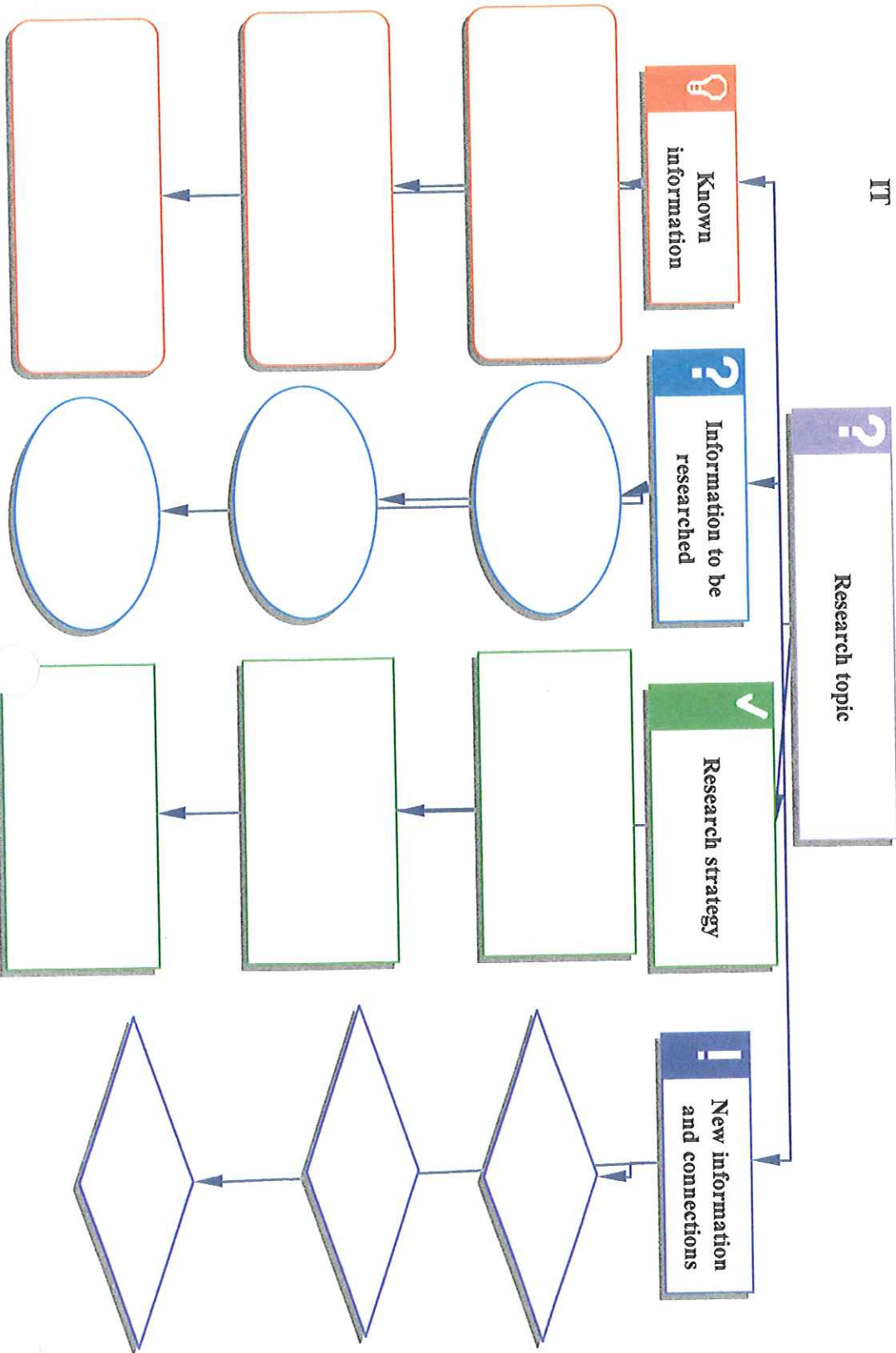
1. Fill out this template in conference with individual students. Prompt them to list things they do well and enter this information into the symbols associated with "What I already do well."
2. Repeat with "Areas to develop" and "What I need to do."
3. Help students determine where they can find assistance for each problem and list them in the symbols associated with "Resources."
4. Add symbols as necessary using the Create tool.
5. Use the Note tool to add notes and record detailed information.

Benefits of using the Goal Setting template

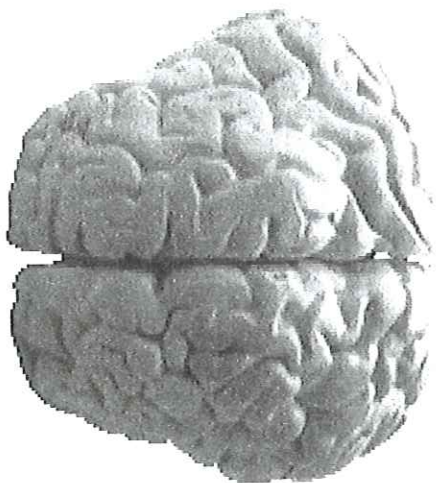
As students verbalize strengths, weaknesses, and strategies for improvement, they are able to easily focus their energies and set priorities.



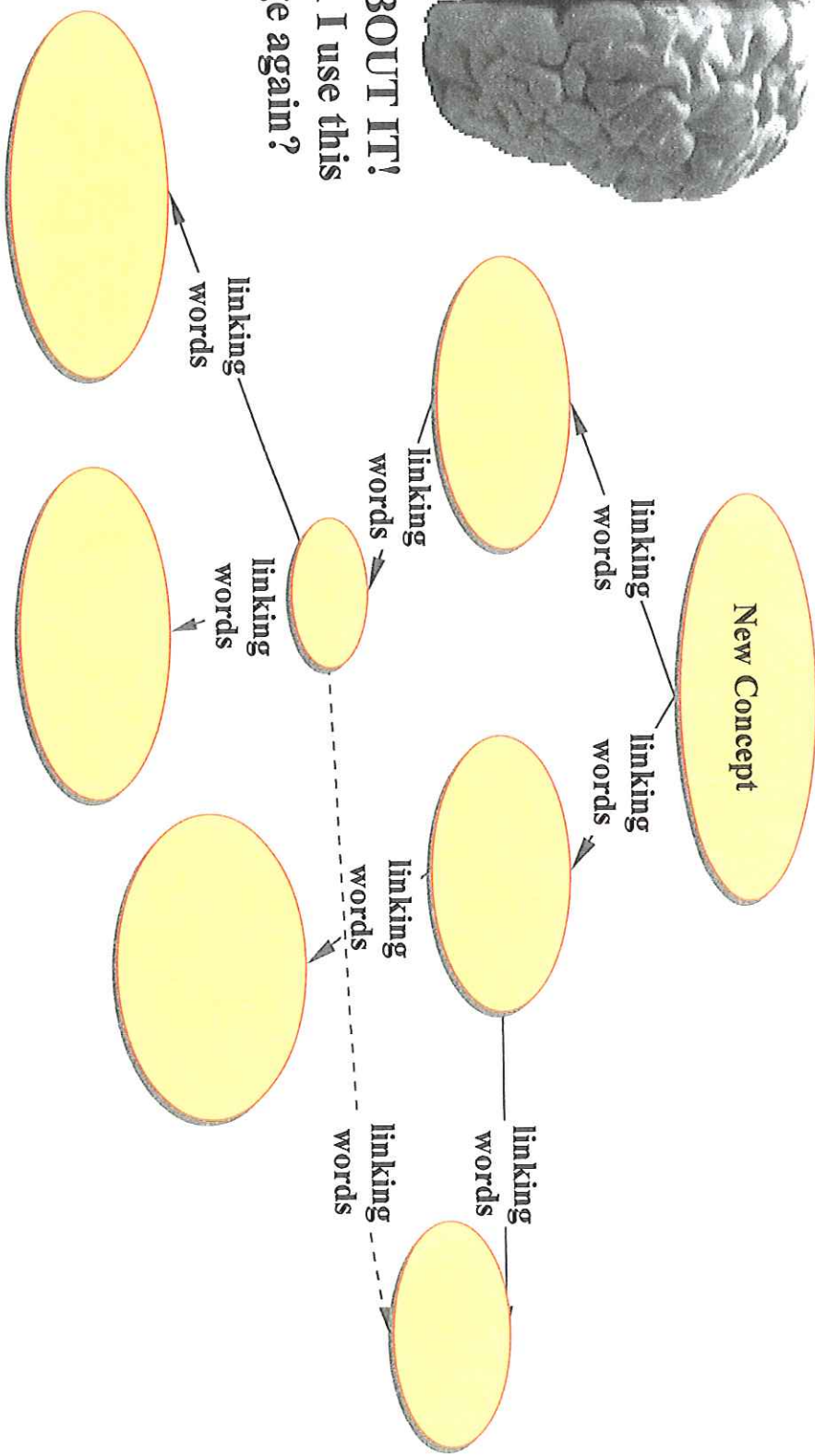
RESEARCHING A TOPIC



GENERALIZES NEW SKILL OR CONCEPT



THINK ABOUT IT!
Where will I use this
knowledge again?

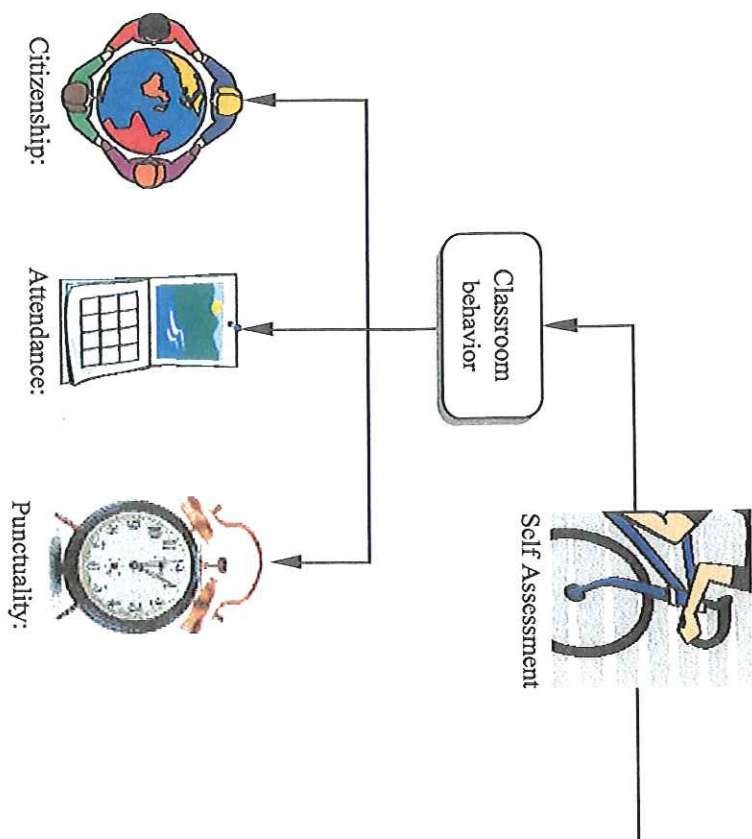


How to use this template

1. Enter the concept to be mapped into the symbol labeled "New Concept."
2. Use point and type to add new symbols to record all you know about the subject.
3. Use the Link tool to connect related concepts.
4. In each link's associated text box, enter words that explain the connections between the ideas.
5. Use the Note tool to add notes and record explanatory information.

Benefits of using the Concept Map template

Concept maps show relationships between ideas. They are used in any discipline to help analyze information, chains of events, systems, subsystems, and so forth. Concept maps connect symbols syntax so meaning can be constructed, understood, and remembered, both ally and verbally.

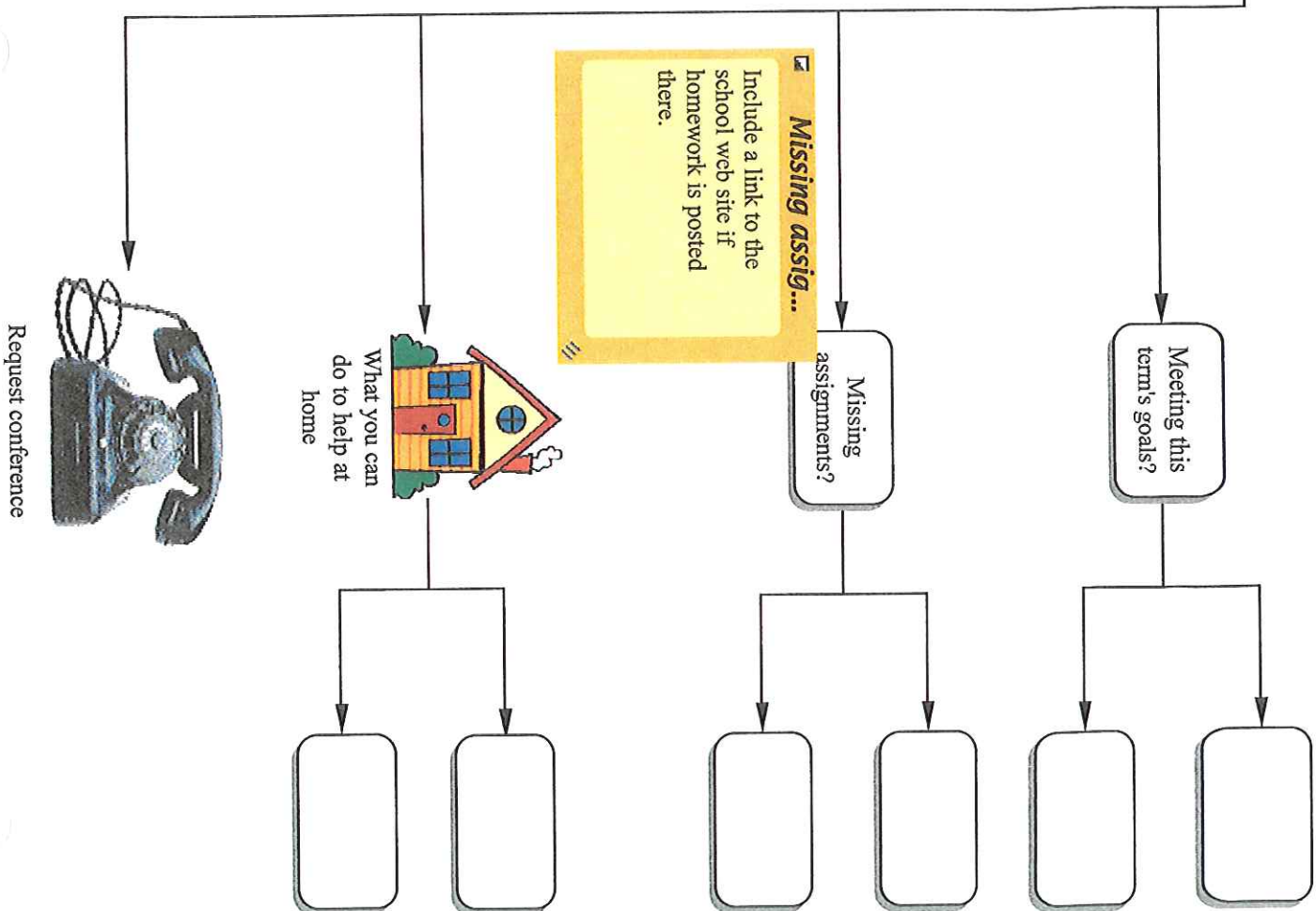


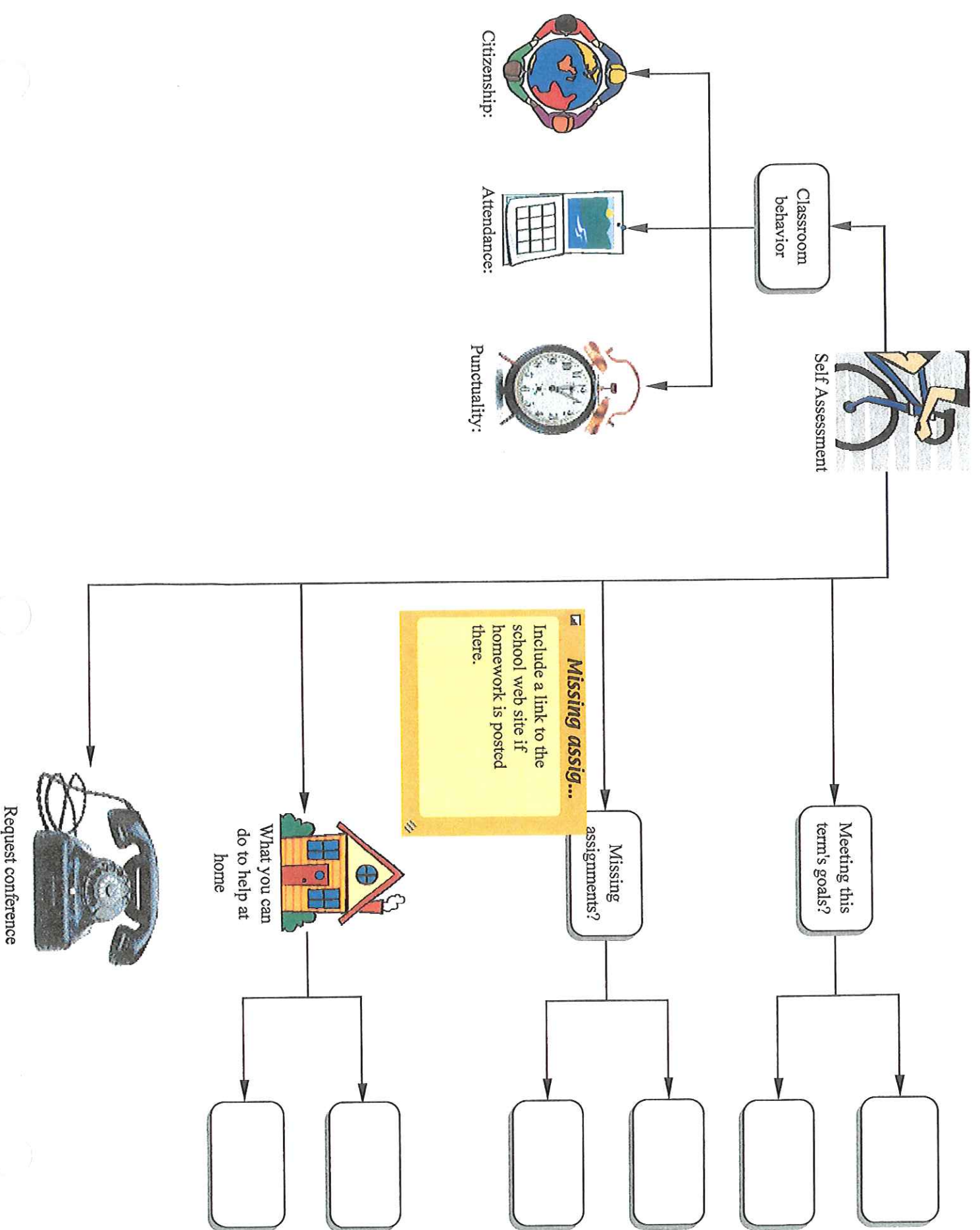
How to use this template

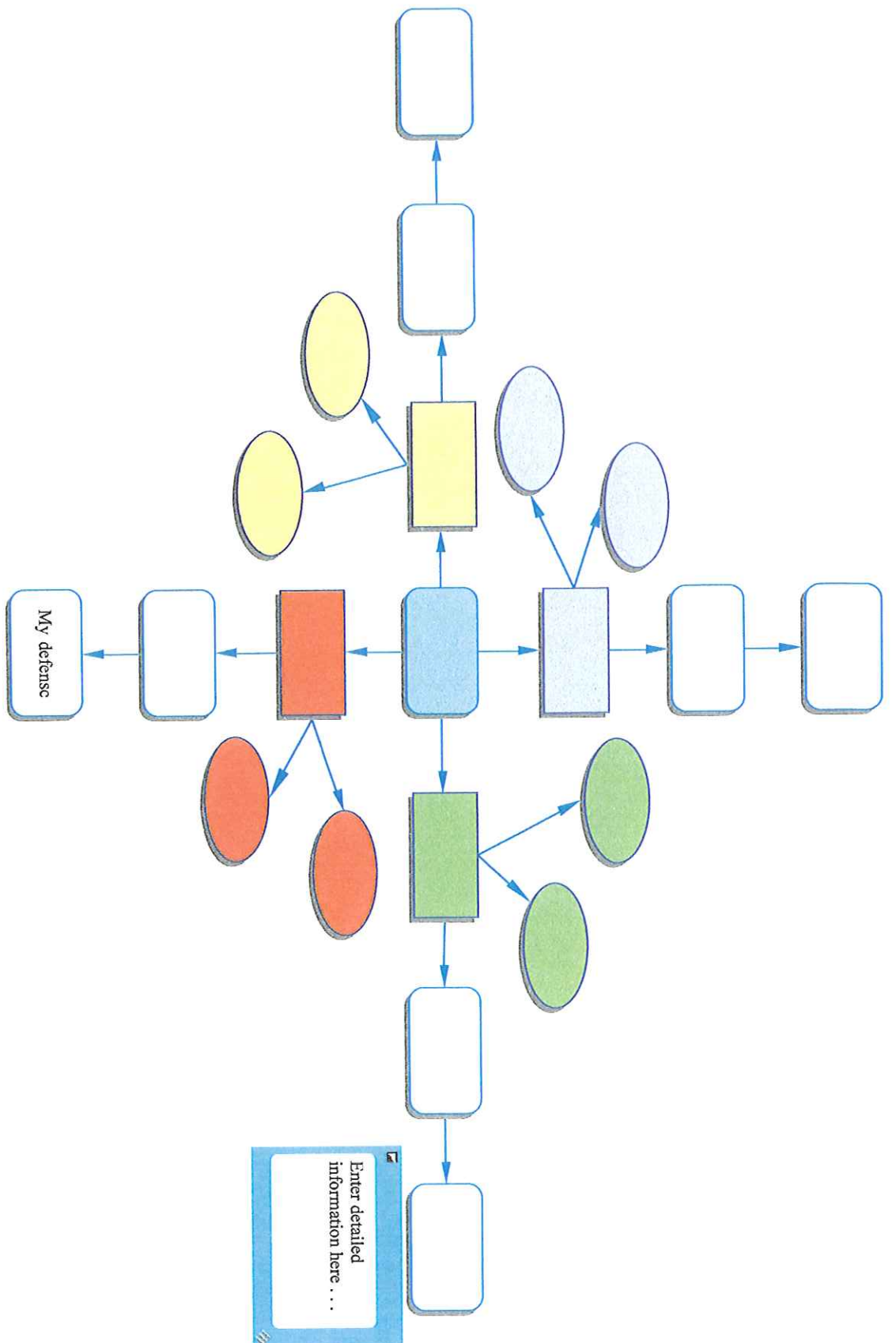
1. Enter the student's name into the symbol labeled "Progress report for."
2. Describe student behavior in the appropriate symbols associated with "Classroom behavior."
3. Describe student's progress in meeting goals in the symbols associated with "Meeting this term's goals?"
4. Copy descriptions of missing assignments from your lesson plans and paste into the appropriate symbols. You may wish to add a hyperlink to the [Makeup Work](#) template.
5. Suggest ways parents can help in the symbols associated with "What you can do to help at home."
6. Add symbols as necessary using the Create tool.
7. Use the Note tool to add notes and record explanatory information.
8. Indicate whether a conference is necessary.

Benefits of using the Progress Report template

Progress reports are useful for both parents and students to determine ways in which goals can be met and behavior modified. Using this template in conjunction with the [Goal Setting](#) template will provide students with strategies for improvement.







How to use this template

1. Enter what you wish to advocate.
2. Enter your reasons.
3. Think of examples to support your reasons.
4. Research opposing points of view. Enter this information into the symbols labeled "Opposing thoughts."
5. Enter information about how you plan to defend your position against these opposing thoughts into the symbols labeled "My defense."
6. Use the Note tool to add notes and explanatory information.

Benefits of using the Opinion Proof template

A balanced point or position requires examination of both supporting and opposing reasoning. This template helps you determine whether the opinions are sufficiently well supported, or whether there is more writing and thinking left to do before the argument is truly convincing.

Name_____

Date_____

Organization and Time Management

Figure 3. Format for learning environment form.

My Ideal Learning Environment		
How I receive information best:		
_____ Orally	_____ Visually	_____ Manually
In the classroom, I should:		
_____ Concentrate on taking notes	_____ Concentrate on listening	
_____ Ask for structured outline of topic		
_____ Sit in front	_____ Sit in back	_____ Sit near window or door
Where I study best:		
_____ At home	_____ In the library	_____ Study hall
_____ Somewhere else: _____		
_____ At desk	_____ At table	_____ At study carrel
Other: _____		
When I study best:		
_____ In the morning	_____ Evening	_____ Afternoon
_____ Before dinner	_____ After dinner	
How I study best:		
_____ Alone	_____ With a friend	_____ With parent or teacher help
_____ With music	_____ In front of a TV	_____ In a quiet room
How I find work materials best:		
_____ In desk	_____ In box by desk	_____ On bookshelf
Other: _____		
When I need to take a break:		
_____ Every 30 minutes or so	_____ Every hour	_____ Every 2 hours
_____ Every _____ hours		

Name _____

Date _____

LEARNING STYLE

THINGS THAT HELP ME BE ALL I CAN BE

SUMMARY SHEET

Write down the things that you have found that help you. Many of these things use your strengths to help you overcome the things that are difficult for you. Everybody learns to find things that help them. Everyone has strengths that help them overcome their weaknesses.

THINGS THAT HELP ME WITH MY SCHOOL WORK:

- 1.
- 2.
- 3.

THINGS THAT HELP ME GET ALONG WITH PEOPLE AND MAKE FRIENDS:

- 1.
- 2.
- 3.

THINGS THAT HELP ME KEEP MY COOL AND NOT GET ANGRY:

- 1.
- 2.
- 3.

HERE ARE SOME THINGS I WISH PEOPLE UNDERSTOOD ABOUT ME. IT WOULD HELP IF THEY WOULD DO THESE THINGS:

- 1.
- 2.
- 3.

Name_____

Date_____

SOLVING PROBLEMS BEFORE THEY BECOME PROBLEMS

1. What is the problem?

2. What choices do you have to solve the problem?

A. <u>A bad choice:</u>	B. <u>A good choice:</u>	3. <u>A good choice:</u>

3. Write in possible consequences of each choice:

--	--	--

1. What choice or choices are best to pick?

2. When are you going to start to solve your problem?

(List time and/or date_____)

3. Where are you going to do this? (Location)

4. Who do you need to talk to, to help? (Person)

6. What are you going to say or ask?

Adapted from Garcia-Winner, Michelle (2000) Inside Out: What Makes A Person With Social Cognitive Deficits Tick?

Project Planning Guide

Lay these questions out on pages with room for the student to fill in the answer in an organized format. This is generally the part of the project that the student needs the most help on! This is also the most important part of the project since it focuses on organizing time and space.

1. What is the project?
2. When is it due?
3. When is the rough-draft due?
4. Do you have an outline that the teacher gave you about this project?
5. What information needs to be included in the project? (list contents)
6. What do I need to do to find the information? (Internet, library, encyclopedia?).
List your resources.
7. When will I gather my resources? List days on the calendar for research.
8. Who do I need to talk to, to get more information?
9. What will I say to them?
10. Where will I talk to them?
11. When will I talk to them?
12. I will write down what they said when they answer my questions.
13. I think it will take me _____ days to complete this project.
14. I will work on it _____ hours a day.
15. I will put this into my schedule by doing it working on it the same part of each day. I will plan to do it _____
(name which part of your daily routine you will build this into).
16. I will plan my time day by day ... listing if I am doing research or writing information on the paper directly into my daily planner (calendar). This gives me a chance to map out all the work I am to do, so I can see what I need to do each day.
17. During the final part of my project I have to combine all my information into a table of contents, bibliography, etc... This means I really have to be organized and think about how each section hooks to the next section of the paper.
18. Finally I am just about done. Now I have to look at the paper I am about to turn in and decide if it will look nice to the teacher who is going to read it. If not, I should go back and fix any little mistakes. If it looks nice, turn it in!
19. Congratulations!

Adapted from Garcia-Winner, Michelle (2000) Inside Out: What Makes A Person With Social Cognitive Deficits Tick?

Name _____
Create the outline with a visual organizer:

Date _____



Topic Sentence and general information:

- 1.
- 2.
- 3.



Describe what you like about it:

- 1.
- 2.
- 3.



Describe who you go with and what they like about it

- 1.
- 2.
- 3.



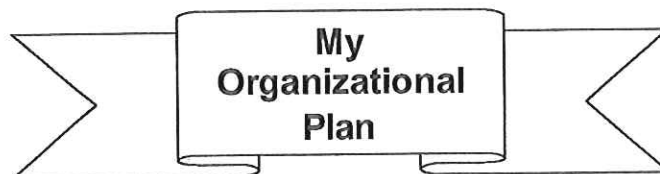
Summary: Describe how you all feel:

- 1.
- 2.
- 3.

Adapted from Higher Functioning Adolescents and Young Adults with Autism by Fullerton, Coyne, et al.

Name _____

Date _____



Site: School _____

My Desk:

My Locker:

My Notebook:

My Schedule:

Adapted from: I'm Experiencing Technical Difficulties by Kimberly Raines-Schmeltzer, Karen Jordan,
Annette Skowron-Gooch

PRIORITIZE YOUR EVENTS!!!!

1. _____
2. _____
3. _____

Now that you have chosen some activities, you have to think through...

1. **Which one should I do first? (Often we pick the one we least want to do first just to get it over with!)**
2. **How long should each activity take? This helps you to form a schedule in your head so time does not just slip away.**
3. **What special tools or equipment do I need to do this? What are they?**
4. **Do I need to buy something at the store since we don't have it at home? If so, do I need to talk to my parents about money or transportation?**
5. **Is there a friend I could do this with that would make it more fun? Who should I call? When?**
6. **If the activity will take more than one day, what is the next time/day I can get back to it?**

Adapted from Garcia-Winner, Michelle (2000) Inside Out: What Makes A Person With Social Cognitive Deficits Tick?

Name _____

Date _____

Self-Monitoring Form

Rate each area with a 1, 2, 3, 4, 5

1 (very well), 2 (well), 3 (okay), 4 (poor), 5 (very poor)

Organizational Area:

1. My system worked: 1 2 3 4 5

2. I was able to keep doing my system: 1 2 3 4 5

These things worked well: _____

These things did not work well: _____

Organizational Area:

1. My system worked: 1 2 3 4 5

2. I was able to keep doing my system: 1 2 3 4 5

These things worked well: _____

These things did not work well: _____

Adapted from: I'm Experiencing Technical Difficulties by Kimberly Raines-Schmeltzer, Karen Jordan,
Annette Skowron-Gooch

Name _____

Week of _____

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					

Adapted from Garcia -Winner, Michelle (2000) Inside Out: What Makes A Person With Social Cognitive Deficits Tick?

11

Frequently Asked Questions

FREQUENTLY ASKED QUESTIONS INDEX

1. Questions About Which Behaviors to Target.....1-5
2. Questions About Social Relationships.....6-15
3. Questions About Academics.....16-20
4. Questions About Sensory Integration.....21-27

1. Question: How do I choose which behavior(s) to begin targeting?

Answer: Start by identifying those behaviors, which are likely to be easy to change, rather than putting an excessive amount of time and resources into the behaviors that are resistant to change. Key Concept: "It is more effective and practical to build upon the strengths of some characteristics, as opposed to directing excessive amounts of effort toward changing behaviors that are merely an expression of autism." (Treasure Chest). We may want to start with the following areas to target:

- ☐ Limited repertoire of appropriate social behaviors
- ☐ Difficulty initiating social interactions
- ☐ Limited imitation
- ☐ Limited or no understanding of reciprocal interaction (including turn taking)
- ☐ Limited flexibility in choosing appropriate responses
- ☐ Difficulty adjusting responses to fit situations
- ☐ Difficulty adjusting responses to fit the behavior of others
- ☐ Increased anxiety
- ☐ Low tolerance of frustration
- ☐ Limited self help, including personal hygiene and grooming

2. Question: How do I determine which social skills to target as IEP goals?

Answer: Identify the student's social strengths and weaknesses. Providing a narrative statement accompanied by a simple social skills assessment tool can do this. Refer to the Teacher Guide's "Teacher Checklist" and/or the "Teacher/Staff Skillstreaming Checklist," both taken from Incorporating Social Skills in the Classroom by Moyes. These tools can serve as pre and post information data and guide IEP goal writing.

3. Question: How do I prepare for the IEP meeting?

Answer: Observe your student and be prepared to provide both qualitative and quantitative evaluation of her classroom social performance.

4. Question: Are there accommodations and modifications that can be used to support the student in the classroom environment?

Answer: Absolutely! Depending on the individual student's strengths and weaknesses, modifications and accommodations are frequently used and listed on the student's IEP. Also, encourage the student to become aware of his/her own learning style by identifying which tools he finds necessary and that match his learning style.

5. Question: Are there activities, lessons, curricula that can be used by IEP team members to provide specially designed instruction related to social skills in a small group setting?

Answer: Yes. It is best practice to include social-behavioral goals on the IEP if the student is demonstrating a need for it. To learn a new skill in a quiet, focused, structured, small group setting and then support generalization of this goal in a classroom environment is ideal.

6. Question: What can I do as a teacher to accommodate my student's characteristics that are integral to autism but clearly impact social behavior?

Answer: Teachers can support their student by providing him or her with the following tools (from the ...Treasure Chest...):

- ☐ Incorporate routine and ritual into the new social skills being taught.
- ☐ Teach the student how to recognize and manage sensory overload when in social situations.
- ☐ Incorporate strategies for minimizing the impact of motor planning difficulties in a way that allows for maximum independence.

We want to teach the skills to increase the frequency of successful peer social interaction, and this may mean modifying the environment to compensate for those characteristics inherent to autism.

7. Question: How do I begin teaching socially appropriate behaviors?

Answer: Whenever we teach any new skill, we need to get some baseline information by identifying the student's present level of performance or functioning level. (Pull Quill Appendix) (Social Skills Assessment, Social Skills Checklist.)

Consider to what extent the student is able to do the following (Treasure Chest):

- ☐ Understand and follow unwritten social rules
- ☐ Direct and sustain interaction
- ☐ Participate in positive social experiences
- ☐ Maintain an acceptable level of hygiene and grooming?

In order to effectively teach social rules, consider the following:

- ☐ Directly present the rules in a very clear, concrete manner;
- ☐ Present rules in a visual manner;
- ☐ Use a highly structure, systematic approach;
- ☐ Provide many opportunities for practice;
- ☐ Build social rules into the student's daily routines; and
- ☐ Allow for literal interpretations of language.

8. Question: Why does he seem to not care about how others perceive him?

Answer: Perspective-taking is an area of communication related to pragmatics. Since autism is a communication disorder, it is no surprise that these students may not appreciate how others perceive them. Students with AS are profoundly impacted in their ability to derive meaning from the social world.

9. Question: Why does she have so many problems socially interacting with peers?

Answer: Students with AS have a very literal interpretation of language. They experience significant difficulty with sarcasm and are often accused of being extremely blunt with, and disinterested in, peers and adults because of frequent interrupting, leaving conversations midstream, and not respecting the opinions and perspectives of others. In addition, these students may require direct instruction on manners and the basic structure of conversations.

10. Question: He seems to have so few friends. How do I encourage him to initiate more interactions with his peers?

Answer: Students with social disorder often find it difficult to initiate interactions with others. For this reason they become very isolated. We must remember that for a student with AS to initiate a conversation in an appropriate manner, and then be expected to carry on the conversation, is extremely difficult. It requires them to use the area of the brain responsible for "social cognition". It is similar to asking a right-handed person to hand-write a letter to her boss using her left hand. It is an uncomfortable, unnatural experience.

11. Question: What can I do as a teacher to help my student improve his/her peer relationships?

Answer: Begin by identifying the social behaviors that are interfering the most with your student's social interactions. A key concept in helping the student to learn appropriate social skills is to keep in mind that the "primary focus for change is teaching skills which promote effective social interactions, instead of simply eliminating problem behaviors" (Treasure Chest). In other words, since our students with autism do not inherently understand and pick up on social appropriateness, we must directly teach the appropriate social behavior, instead of focusing on what is not appropriate. The student needs to learn what he/she IS supposed to do.

Multiple characteristics common to students with AS contribute to deficits in social interaction.

12. Question: Why is my student constantly saying comments and engaging in behaviors inappropriate to the situation?

Answer: Students with autism have significant difficulty with understanding unwritten social rules, such as appropriate physical proximity, dialogue, humor, negotiating, and sustaining a topic of conversation. The abstract, subtle, and context-specific nature of social interaction is an extremely difficult area of communication for students with autism to grasp.

13. Question: Why does he frequently get in confrontations with his peers?

Answer: Students with AS often demonstrate significant difficulty with controlling their emotions, understanding nonverbal communication, and perspective-taking skills.

14. Question: She is extremely literal. Why does she have so much difficulty knowing when a joke is a joke, and detecting sarcasm?

Answer: Students with AS often interpret language literally. It is extremely difficult for them to decipher the real meaning behind the words. This is an integral part of their disorder.

15. Question: What are some ways I can support social skills in my classroom?

Answer: Effective classroom strategies for teaching social skills may include:

- 1) Increase the student's repertoire of pro-social behaviors. Teach a variety of relevant, meaningful, social skills that increase available choices for a response. (Teach Me Language, Navigating the Social World—copies of maps, charts)
- 2) Use direct instruction to teach social skills. Social skills, similar to academic skills, must be taught through direct instruction. Use small steps and instructional sequences.
- 3) Model the appropriate skill.
- 4) Match a skill to the situation then perhaps role-play with peers and student.
- 5) Practice in real situations that are meaningful and functional.

- 6) Increase opportunities for practice.
- 7) Use social stories and books.
- 8) Incorporate cueing procedures to increase independence (chapter 6 Treasure Chest).
- 9) Provide consistent and predictable social interactions on a daily basis.
- 10) Use peer buddies and mentors.

16. Question: She is so bright. Why does she frequently receive poor grades, often for incomplete work?

Answer: Students with AS, although bright, are confronted with an array of social confusion, communication deficits, and sensory sensitivities. This is further impacted by an inherent need for predictability and feelings of anxiety. It is essential, therefore, to organize her physical environment and incorporate activities with predictable routines, using structured teaching procedures. In general, the student's level of organized behavior typically correlates with her level of comfort. The first way to increase academic success is to integrate organizational supports into the learning environment. By this age, we want the student to begin advocating for and understanding his own organizational needs. This level of self-awareness will be essential for life-long independence.

17. Question: What can I do to help my student to independently organize her classroom work projects?

Answer: Provide as much visual support as possible. For example, semantic webs and charts, flow charts, structured pre-reading tasks, etc. Initiating and organizing are extremely difficult for students faced with this syndrome. Tapping their visual modality is often the best way to allow them to initiate and organize their work product.

18. Question: Why does my student keep making the same mistake over and over?

Answer: Students with AS have a learning style called "one trial learning". This is both a strength and a weakness in school. It means that they can learn something the first time and remember it just that way, seemingly forever. Unfortunately, if they mislearn the concept, that too can be remembered, seemingly forever. Students with this learning style do not learn from their mistakes; rather, they include the mistake and consequence into the concept, part and parcel. Modifying the mistake is dependent on the student's cognitive flexibility. Some students, with individual instructional strategies, can understand and self manage

changes. Other students need teaching strategies that are more intrusive and attempt to start back from the beginning to recreate the learned tape of information minus the errors.

Consider the following:

- ❑ Being independent and organized with the work system;
- ❑ Written direction knowing what is important;
- ❑ Free time, know more about free time, rules;
- ❑ Homework and good grades;
- ❑ design visual adaptations;
- ❑ use visual instruction strategies, and
- ❑ organize and structure verbal information.

19. Question: My student appears to understand everything I say but doesn't stop doing _____. Isn't she just doing it for attention or to bug me?

Answer: First read the information as noted above. Many times students continue negative behaviors as part of routines, accepting the punishment or consequences as part of the package. They fail to generate appropriate or novel ideas to escape any negatives. But one of the most disconcerting aspects of autism or AS is the lack of social awareness. These students frequently give direct eye contact and may even smile as they continue the negative behavior and/or experience your reprimand. Analyzing the emotional states of situations, understanding the ownership of causing others' distress, and modifying their behavior to socially please is a very complicated process that breaks down in AS students. These students must be taught the individual steps, frequently in each different social situation. Consider the information in the student notebook that visually attempts to create a sequence from interpreting the negative, generating alternatives and reaching a change of emotional status. These skills can be learned but must be taught directly. Try not to personalize their reactions. These students are really not malicious or mean; rather, they are lost in a sea of confusing senses, emotions, and thinking patterns.

20. Question: What can I do to help my student manage his emotional state?

Answer: Students with autism often find it difficult to manage and label their own emotions. We can help by providing them with words and descriptions to label emotions and methods to manage escalated emotional states. Social stories, descriptors, and visuals may serve to increase the student's ability to monitor his emotional state.

21. Question: What does “sensory integration” or “sensory diet” mean?

Answer: Sensory Integration refers to the central nervous system’s ability to pick up, interpret, and respond to information. It involves touch, smell, taste, sight, hearing, balance, and body awareness. These systems must not only accurately “sense” the incoming information but also interpret it and organize it as useful information. Many times students with AS are hyper or hypo sensitive to incoming messages but still struggle with the interpretation and organization. These experiences of sensory processing ebb and flow throughout the day, depending on the activity, stress, and even how they feel that day. A “diet” provides consistent routines to regulate the sensory system throughout the day, which in turn helps keep the student more balanced in dealing with experiences. For further information, consider:

22. Question: Other kids have the “fidgets” or are “sensitive”. Why must I treat the AS child different?

Answer: AS students “fidget” for a different neurological reason than other students, such as ADHD. In those cases, the impulsive, chemical changes are impacting the ability for the system to regulate and modulate the information. In the case of the student with AS, the central nervous system has not been able to pick up accurate information and/or interpret it. Many times this crease an overriding need for the student with AS to focus on their sensory concerns rather than the task at hand. In the end, observable behavior appears as lack of attention or uncontrolled impulses, but actually stems from a different misprocess of information.

23. Question: Why can’t my AS student just let it go? He/she keeps upsetting himself/herself by talking about a past incident or worrying about a future event?

Answer: Most students with AS are considered gestalt or visual thinkers. The mind creates pictures of events or sometimes videotapes. Unfortunately this process does not include editing tapes and can become “stuck” on the whole picture or tape if there is a part of the event a student questions or doesn’t understand. Special consideration must be given to teaching the student how to stop the tape at the very beginning. Strategies would include:

- 1) Ensure the student has a correct perspective of the event by reviewing it through written/visual means. Look for indications of unresolved questions or concerns.

2) Offer a new routine that is incompatible with getting stuck on the tape, e.g., request they engage in another activity that distracts them. Be careful you don't simply make the tape longer, but truly interrupt them at the beginning, before the tape takes off, with an activity that offers a different picture in their mind.

24. Question: Why does my student react so strongly and act out in front of other kids? Don't they know they are embarrassing themselves?

Answer: No. Students with AS have a very difficult time reading the social situation and understanding the impact their behavior has on others. (See social development chapter in the notebook.) First, the student must find more appropriate ways to deal with regulating his frustrations. See the resources listed below and discuss it with your occupational therapist. The interpretation of emotions must pass through that sensory processing. Many times it is set on hyper level. Regulating and modulating the emotions starts at the sensory level. Then, the student must begin to recognize the social, behavioral impact. Videotaping or other observations that assist the student in viewing himself may be helpful.

25. Question: Why does my AS student insist on her way, e.g. reading all the posters in the hall every time we walk by them? She's seen them everyday, sometimes 4-5 times a day.

Answer: AS students struggle continuously in understanding not only the sensory input around them, but also the social expectations, abstract rules of behavior, and complex communication rules. Many times in order to deal with the bombardment, the student creates routines that she can repeatedly use for comfort and safety. Unfortunately, these routines, once established, can become almost obsessive rather than continue to serve their comforting purpose. Consider using their strength of routines to teach rules, such as how to walk in the halls. The difficulty is recognizing the need to teach flexible routines by not being stuck hard and fast on the sameness. For example, the rules of walking in the hall are different in an emergency evacuation than going to music. Grab the Autism Specialist if you need help reviewing new routines.

The other piece of this issue is the obsessive type of behavior that can happen with routines. Some students can be negotiated with and will modify their routines; for example, you might tell the student, "only on the way to P.E., may you look at all the items on the boards in the hall." These students are capable of flexible cognition and just need some clear boundaries. Other students are more challenging in changing their routines. Teachers must plot and plan what the new routine should be,

then take the time to insist the student learn the new routine. It is time consuming and will be frustrating for the student, so call in reinforcements. Remember, though, the students will learn the new routines after a period of frustration. In the case of the hall walker, it would be easiest to scramble his routines by spending a week taking different routes to the same school locations. While disrupting the old patterns, have someone walk him quickly and directly with the group to the designated location, explaining to him the expectation. One class went to music via the parking lot for a week!

26. Question: My student started out having temper tantrums. Now he has adjusted. Do I still need to have him keep a sensory diet?

Answer: Yes! Unless you know how to create a world that lacks change and is constant. Remember that the skills we are teaching the AS student are for life, not just the year in your room. The student may indicate less need for the sensory diet, but talk with the occupational therapist and discuss modifying the time to be shorter or changing some of the exercises. Ideally, the student begins to recognize and take responsibility for ongoing regulating of his system.

27. Question: Sometimes he has a "spontaneous meltdown" and neither he nor I can figure out what triggered the episode. How can I help reduce the frequency of these upsets?

Answer: Noise, visual distracters, open space, movement, depth perception, smells and touch can contribute to a student melting down for "no apparent reason". Although most can manage sensory variables, students with AS find themselves in a severely uncomfortable setting. The ability to communicate is already severely compromised; therefore, effectively communicating under stressful circumstances is extremely difficult. At this point, a meltdown is bound to occur. Getting to know your student and his personal needs is important. This requires your student to get to know HIS own sensory system, strengths, and weaknesses.

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