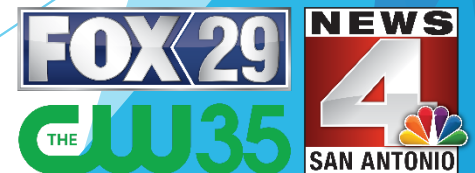




Summer Series Presents:

# Asperger Syndrome: From Diagnosis to Independence

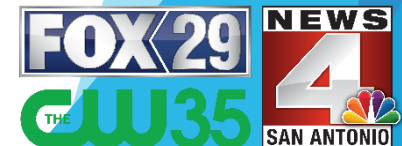




# Choices in Education

Summer Series Presents:

## Asperger Syndrome: From Diagnosis to Independence





Dr. Temple Grandin



# What is Autism / Asperger Syndrome?



# Asperger Syndrome

Asperger Syndrome is one of several previously separate subtypes of autism that were folded into the single diagnosis autism spectrum disorder (ASD) with the publication of the DSM-5 diagnostic manual in 2013.



# Possible Behaviors

The following behaviors are often associated with Asperger Syndrome. However, they are seldom all present in any one individual and vary widely in degree:

- limited or inappropriate social interactions
- "robotic" or repetitive speech
- challenges with nonverbal communication (gestures, facial expression, etc.) coupled with average to above average verbal skills
- tendency to discuss self rather than others
- inability to understand social/emotional issues or nonliteral phrases
- lack of eye contact or reciprocal conversation
- obsession with specific, often unusual, topics
- one-sided conversations
- awkward movements and/or mannerisms





Dr. Janessa Manning

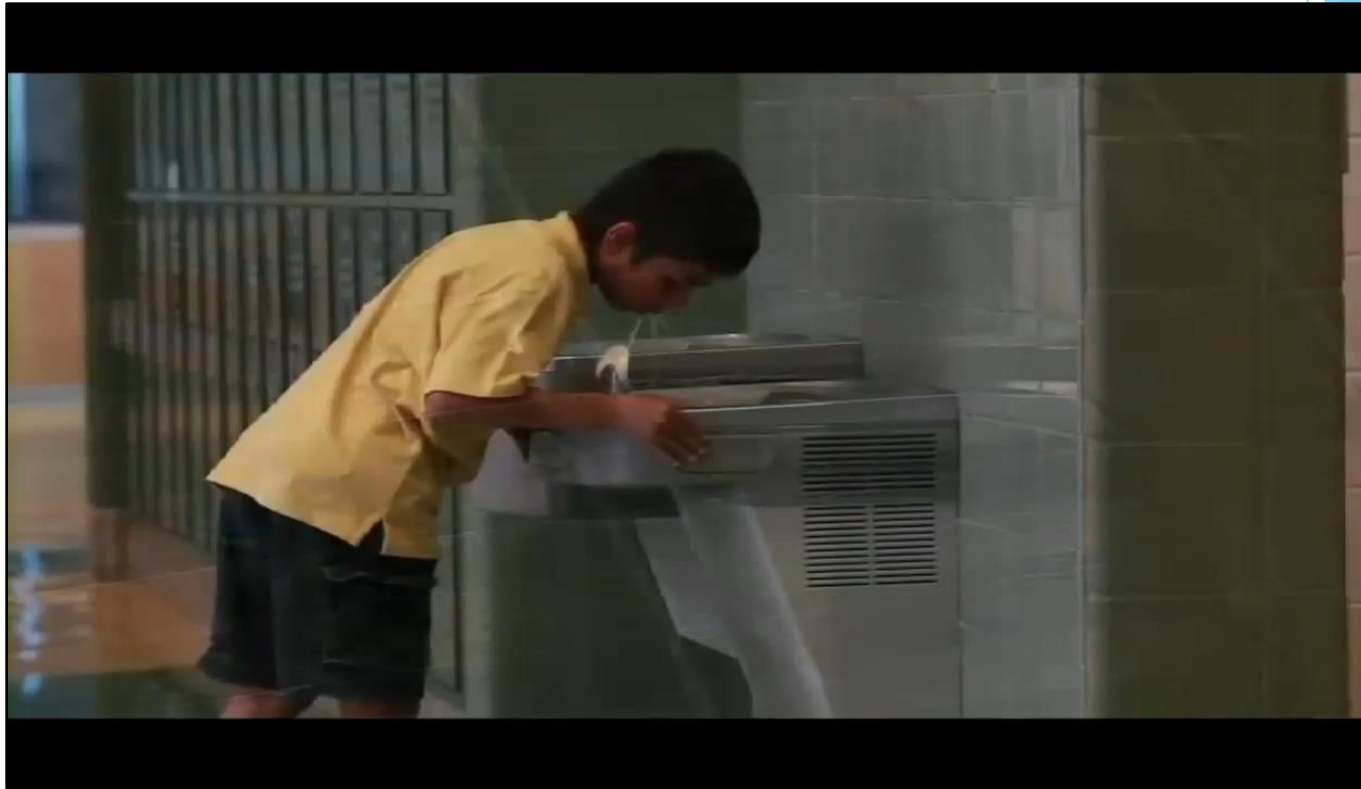
# Choices in Education





- Public School
- Homeschool
- Private School
- Charter School





# Public School

- Pros:
- \*Real-world environment that teaches life skills
  - \*Mainstreaming which challenges to excel
  - \*Social skills learned by observation
  - \*Prepares them for diversity critical for future neighbors & co-workers
  - \*Offers range of Special Needs Programs such as: Applied Behavior Analysis (ABA), sensory integration therapy, social skills training and a host of other interventions
  - \*Public school is free.
- Cons:
- \*Autistic children are often targets for bullying
  - \*Autistic children may find the sensory challenges of typical school to be overwhelming and upsetting.
  - \*You may not like the autism support program offered by your district



# Homeschool

- Pro's
- Tailor the schedule to fit your child's learning habits
  - You can focus on helping your child understand every aspect of a subject before moving on to the next.
  - You can maintain doctor's appointments or therapy services without missing any important lessons.
  - You can create a lesson at the playground, the grocery store, or the waiting room of the doctor's office. You can practice math, science or other skills almost anywhere, anytime.
  - You can incorporate sensory integration into your child's schedule.
  - You control meals and snacks, which is important if your child has food allergies, or if you are using a gluten and casein-free diet.
  - Lesson your fears of bullying by peers

- Con's
- Financial hardship by loss of extra income.
  - Challenges with teaching certain subjects
  - Difficulty keeping up with the demands of daily life and school life.
  - Children who are homeschooled tend to miss out on those leisure and fun activities that are a part of the public school system.
  - Your child may not want you as a teacher. Just as some children behave better when they are with people other than their parents, so might your child learn better when with a teacher rather than with you.



# Private School

## Pro's

- smaller class sizes
- more individualized teaching
- significant flexibility in terms of curriculum
- No standardized testing.
- Set up based on a specific therapeutic philosophy. May spend the majority of the day implementing behavioral intervention. There are others dedicated to teaching through Floortime and still others with the focus largely on Relationship Development Intervention.

## Con's

- Location - is not always close
- Costly - upwards of \$75,000/yr
- Unlikely to learn coping skills
- Few typical private schools hire teachers with specific special needs training.



# Charter School

Charter schools are considered “public schooling” and must abide by all state regulations.

## Pro's

- Specializes in an area of interest such as the arts or science & technology
- Smaller teacher-child ratio

## Con's

- Some may close due to lack of funding
- Oftentimes not as many special educational resources as at the larger mainstream public school





# SPECIAL EDUCATION IS A SERVICE NOT A PLACE!

-Lisa Rogers/Educating Diverse Learners



# School Accommodations & Modifications





**Accommodations** can be referred to as good teaching practices. Here are some common accommodations made for students with Asperger's, high functioning autism, and other related diagnosis.

- *Have a set routine.*
- *Extended time to complete the assignment or test.*
- *Physical arrangement of the classroom and preferential seating.*
- *Varying of activities.*
- *Allowing for different ways of responding.*
- *Format of materials is changed to meet the students' needs.*
- *Reinforcement provided.*
- *Varying forms of instruction delivery.*



Some students with Asperger's may require **modifications** to the course content in order to make adequate yearly progress. Here are some common modifications for students with Asperger's or high functioning autism and other related diagnosis.

- ***Materials are adapted.***
- ***Assignments are changed using lower reading levels.***
- ***Testing adaptations are used.***
- ***Reduction of classwork or homework.***
- ***Grading is subject to different standards.***



# Preparing the Educator for your Child





# Preparing the Educator for your Child

- Offer to meet with the teacher *prior to the start of the school year*
- Provide each teacher a list/short letter describing your child's challenges and motivators at the beginning of each school year
- Come to the ARD or parent/teacher meeting with an open mind to learn about your child. Remember the teacher is learning about your child but so are you.



# Special Education Referral Process



## PHASE ONE: Recognition

It is during this time that the teacher (or parent, administrator, or counselor) recognizes a consistent need or problem exhibited by the student. The recognition of a discrepancy in the student's academic, social/emotional, behavioral, and/or physical ability and his or her age may signal the need for additional academic or behavioral supports.

## PHASE TWO: Pre-referral

Pre-referral intervention is to identify, develop, and implement alternative education strategies for students who have recognized problems in the classroom before the student is referred to special education. **Whether the school uses pre-referral teams or the more formal RTI process, the intent is to provide interventions that will help the student achieve success without entering special education.**



### **PHASE THREE: Referral for Special Education Evaluation**

If, after interventions in the general education classroom, the student continues to experience difficulty, school personnel may refer the child for a special education evaluation. **The official referral begins the formal process of determining eligibility for special education services.**

### **PHASE FOUR: Special Education Evaluation**

The evaluation is to be conducted by a multidisciplinary team that will measure: Intelligence, Achievement, Behavioral, Disability-specific issues and Medical

### **PHASE FIVE: Eligibility (FAPE)**

If the team determines that the student is eligible for special education services, then a formal Individualized Education Program (IEP) team will be formed to develop a plan of special education services for the student.





### PHASE SIX: IEP Meeting (IEP and LRE)

The Individualized Education Program (IEP) is a *legal contract between the parents and the school district* that describes the special education services to be provided by the local education agency which is the local school district.

### PHASE SEVEN: IEP Implementation

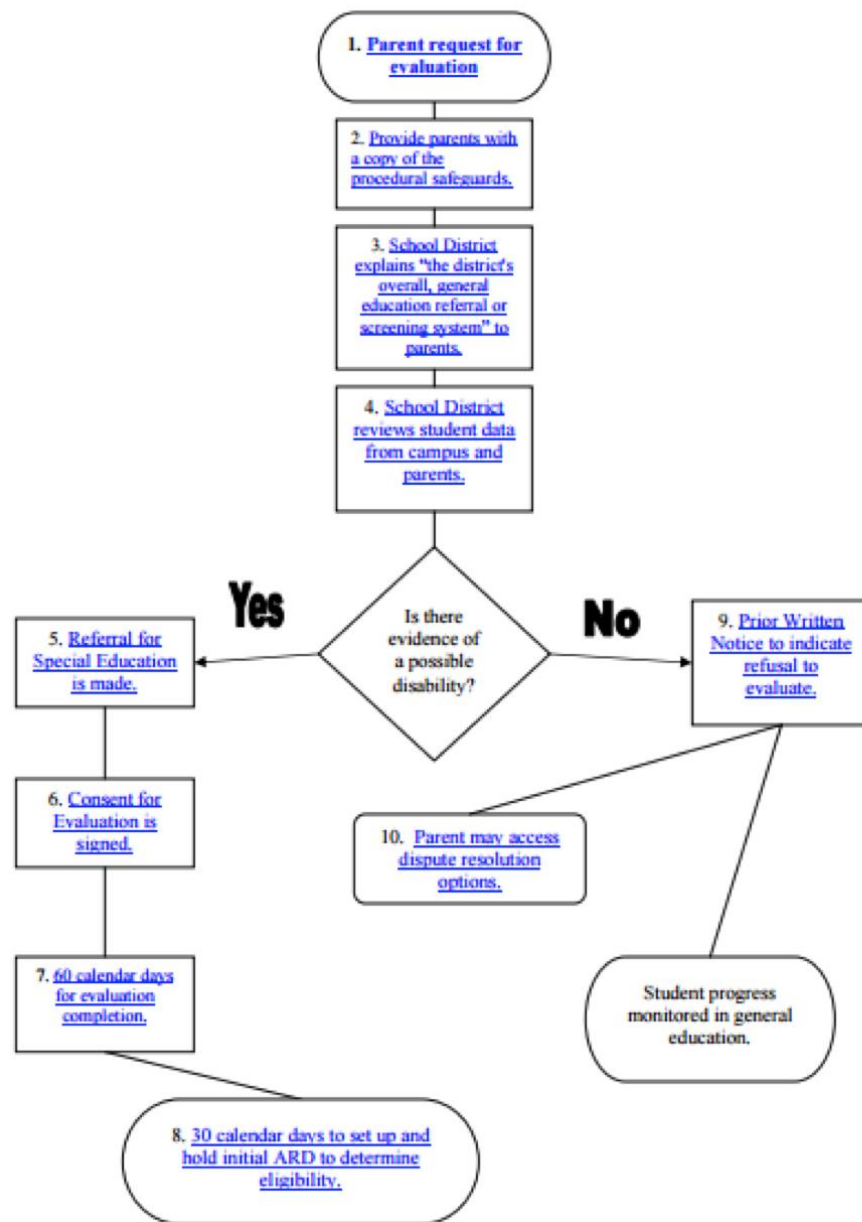
Once the IEP is developed and signed by members of the IEP team it is the responsibility of the entire IEP team to ensure that the IEP is implemented

### PHASE EIGHT: Reevaluation

Each year, the IEP team is required to meet for the dual purpose of evaluating the implementation of the current IEP and to develop the next annual IEP.



## Parental Request for Evaluation Flowchart



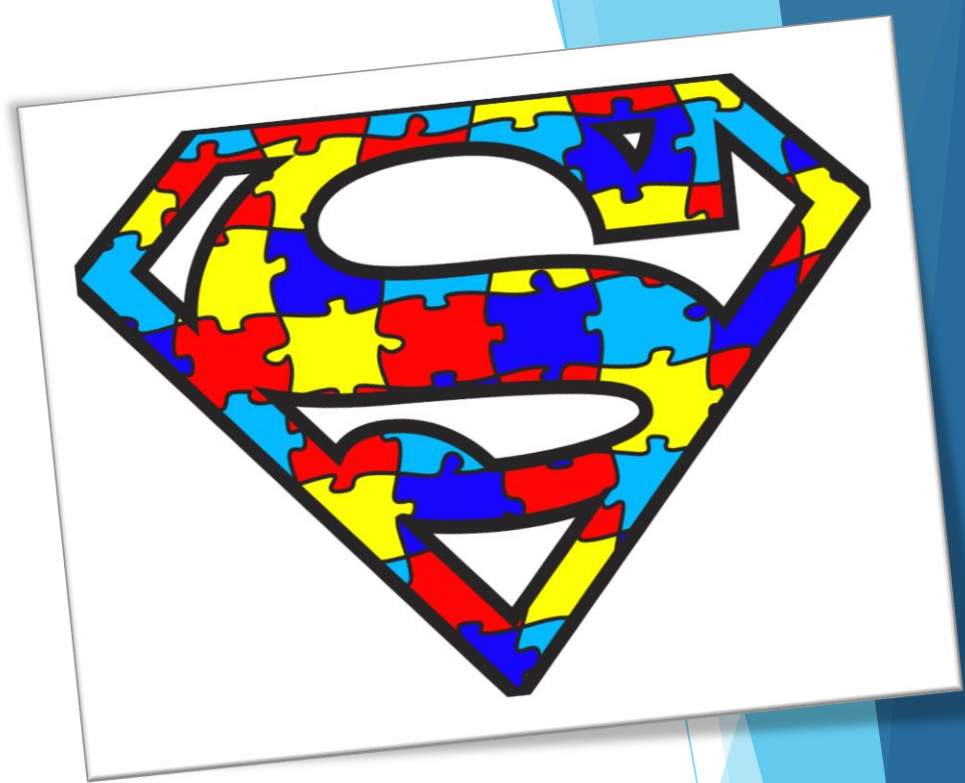
# Lisa Rogers

## Educating Diverse Learners




# AGENDA

- ❑ IEPs & Student Success
- ❑ Home & School Communication
- ❑ Social Skills
- ❑ Positive Behavior Supports



# IEP Resources

<http://www.parentcenterhub.org/iep/>



The screenshot shows a web browser window with multiple tabs open. The active tab is 'All About the IEP | Center for Parent Information & Resources'. The browser's address bar shows the URL 'www.parentcenterhub.org/iep/'. The website's header includes a navigation menu with links: Home, About, Resources, CPIR Webinars, Parent Centers, and Registered Users. The main content area is titled 'All About the IEP' with a date of 'Sep 8, 2010'. Below the title, there is a link to 'In Spanish | En español' and a note that it is a 'legacy resource from NICHCY'. The text explains that when a child receives special education services under the Individuals with Disabilities Education Act (IDEA), they must have an Individualized Education Program (IEP). A photograph of a diverse group of people, including parents and school staff, is shown. The page concludes with the statement: 'The IEP is an extremely important document in the educational lives of students with disabilities receiving special'.

Center for Parent Information & Resources

Home About Resources CPIR Webinars Parent Centers Registered Users

## All About the IEP

Sep 8, 2010

[In Spanish | En español](#)

A legacy resource from NICHCY

When a child receives special education services under the Individuals with Disabilities Education Act (IDEA), he or she must have an Individualized Education Program (IEP). This is a written document listing, among other things, the special educational services that the child will receive. The IEP is developed by a team that includes the child's parents and school staff.



The IEP is an extremely important document in the educational lives of students with disabilities receiving special



# IEP Resources

► <http://www.wrightslaw.com/>

The screenshot shows the Wrightslaw website homepage. The browser's address bar displays 'www.wrightslaw.com'. The website features a navigation bar with links to 'Home', 'Wrightslaw', 'Wrightslaw Way Blog', 'IDEA 2004', 'Store', and 'Yellow Pages for Kids'. A 'Select Language' dropdown menu is visible. The main content area includes a 'Print this page' link, a paragraph about the site's purpose, and a search bar. A 'Free Shipping on Orders over \$35' banner is present. A 'Hot Off the Press!' section highlights a book titled 'Special Education Legal Developments and Cases 2016' by Peter W.D. Wright and Pamela Darr Wright. A '2017 Training Programs' section lists dates and locations. A 'Special Education Legal News' section contains two 'Breaking News' items. A '\*\*New!' section mentions a Supreme Court decision. A 'Judge Neil Gorsuch: Nominee for the Supreme Court' article is also featured. The footer includes a 'SPERGERS101' logo.

Wrightslaw | Wrightslaw Way Blog | IDEA 2004 | Store | Yellow Pages for Kids

Home

Select Language

The Special Ed Advocate newsletter  
It's Unique ... and Free!

Enter your email address below:

Subscribe!

2017 Training Programs

July 30 - Aug 4 ISEA

Sept 15 - Houston, TX

Sept 19 - Albuquerque, NM

Oct 13 - Charleston, SC

Oct 20 - Columbus, OH

Oct 27-28 - Lawrence, MA

Print this page

Parents, educators, advocates, and attorneys come to [Wrightslaw](#) for accurate, reliable information about special education law, education law, and advocacy for children with disabilities.

Begin your search in the [Advocacy Libraries](#) and [Law Libraries](#). You will find thousands of articles, cases, and resources about dozens of topics

New Blog Posts | Hot Topics in Special Ed Law & Advocacy | Special Education Law & IDEA 2004 | Books, Training Downloads, DVDs, Websites

**Newsletter:** Subscribe to the free, weekly [Special Ed Advocate](#).

In [this issue](#) of the [Special Ed Advocate](#) you will learn how to prevent reading failure and the importance of implementing research based reading instruction. You will also find a comprehensive list of resources about how children learn to read.

**Special Education Legal News**

**Breaking News!** - On March 22, 2017, the Supreme Court in *Endrew v. Douglas County* unanimously rejects the "de minimis" standard (read the Decision) for one that "is markedly more demanding than the 'merely more than de minimis' test applied by the 10th Circuit." In his opinion, Chief Justice Roberts says "a student offered an educational program providing 'merely more than de minimis' progress from year to year can hardly be said to have been offered an education at all." [Click here](#) to see Pete's discussion and analysis of the SCOTUS decision.

**Breaking News!** - On February 22, 2017, the Supreme Court issued a unanimous decision for child and parents in *Fry v. Napoleon*. On October 31, 2016 after Oral Argument, Pete met the Fry family. For our discussion about the case, [click here](#).

**\*\*New! *M.C. v. Antelope Valley Union School District*.**\*\* First Court of Appeals decision since the Supreme Court issued the decision in *Endrew F. The M.C. v. Antelope Valley* will be a Wrightslaw **2017 Case of the Year**.

**Judge Neil Gorsuch: Nominee for the Supreme Court** by Pete Wright. Predicting that Judge Gorsuch would likely be the nominee, Pete looked at his record in special education cases.

Free Shipping on Orders over \$35

Hot Off the Press!

Special Education Legal Developments and Cases 2016

Peter W.D. Wright  
Pamela Darr Wright

Order PDF from Wrightslaw - Immediate Download

About the Book

Wrightslaw Store

# IEP Resources

## Texas Education Agency

<http://tea.texas.gov/>

The screenshot shows a web browser window with multiple tabs. The active tab is titled "Guidance on Procedural". The address bar shows the URL: [tea.texas.gov/Academics/Special\\_Student\\_Populations/Special\\_Education/Parent\\_and\\_Family\\_Resources/Guidance\\_on\\_Procedural\\_Safeguards\\_Production\\_and\\_Required\\_Dissemination/](http://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Parent_and_Family_Resources/Guidance_on_Procedural_Safeguards_Production_and_Required_Dissemination/). The website header includes a navigation bar with links: Popular Applications, AskTED, ECOS For Educators, Grant Opportunities, TEA Secure Applications, TEAL Login, TEASE Login, and TSDS. Below this is the TEA logo and a search bar. A secondary navigation bar contains links: A - Z Index, Contact, Sign Up for Updates, and TEA Correspondence. A third navigation bar features icons and labels for: About TEA, Academics, Finance & Grants, Reports & Data, Student Testing & Accountability, Texas Educators, and Texas Schools. The main content area has a breadcrumb trail: Home / Academics / Special Student Populations / Special Education / Parent and Family Resources. The title of the page is "Guidance on Procedural Safeguards Production and Required Dissemination". To the right of the title are social media icons for Facebook, Twitter, YouTube, and two others. The text below the title states: "The [Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities](#) (Procedural Safeguards) explains parents' specific rights and responsibilities under the Individuals with Disabilities Education Act (IDEA). The Procedural Safeguards fulfills the current legal requirements for the federally prescribed content of this notice. When districts distribute this guide, other than adding local contact information in the designated space, they must not change the wording and format of the document." Below this, it mentions a companion document: "A companion document to the Procedural Safeguards is [A Guide to the Admission, Review and Dismissal Process](#) (ARD Guide). The ARD Guide contains information that parents need to effectively participate in an ARD committee meeting for their child. The ARD Guide is not a".

# IEP Resources

## Texas Project First

► <http://www.texasprojectfirst.org/>



The screenshot shows a web browser window with several tabs open: 'AOL - News, Weather, En...', 'AOL Mail (4)', 'Building Environments T...', 'TEA Guidance on Procedural...', and 'home | Texas Project FIR...'. The address bar shows 'www.texasprojectfirst.org'. The website itself has a blue header with the 'Texas Project FIRST' logo on the left, which features a map of Texas with a white star and the text 'Texas Project FIRST' in yellow and red. To the right of the logo is the text 'Texas Project FIRST' in white. Further right are zoom controls (-, A, +) and a search bar with the text 'search this site'. Below the header is a navigation menu with links: 'Home', 'Age Range ▼', 'SPED Process ▼', 'TX SPED ▼', 'Learn More ▼', 'Resources ▼', and 'Contact ▼'. Below the navigation menu is a blue bar with the word 'home' in white. To the right of this bar are links: 'en Español • Print • Share'. Below these links is the text 'Created by parents, for parents.....'. At the bottom of the page is a photo of a family: a man, a woman, and a young boy.

www.texasprojectfirst.org

**Texas Project FIRST**

search this site

Home Age Range ▼ SPED Process ▼ TX SPED ▼ Learn More ▼ Resources ▼ Contact ▼

home

en Español • Print • Share

*Created by parents, for parents.....*

*A project of the Texas Education Agency committed to providing accurate and consistent information to parents and families of students with disabilities.*





# Home & School Communication

- ❑ My child's strengths are . . .
- ❑ My child's challenges/needs are . . .
- ❑ My child's interests are . . .
- ❑ Other very important things you should know:
  - ❑ Communication
  - ❑ Medical
  - ❑ Behavioral Triggers
  - ❑ Sensory Needs



**Parent  
+  
Teacher**

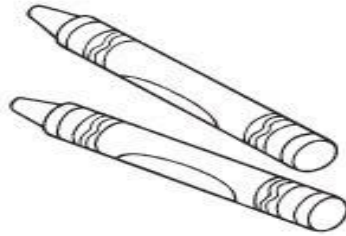
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**Educated  
Child**

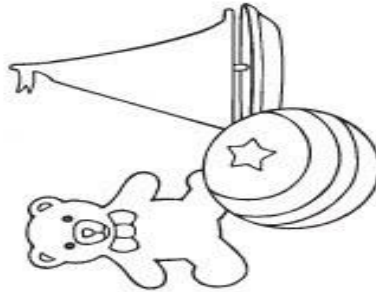
# The Sharing Cube

#1: Teach to  
**PREVENT!!!**

I will share crayons.



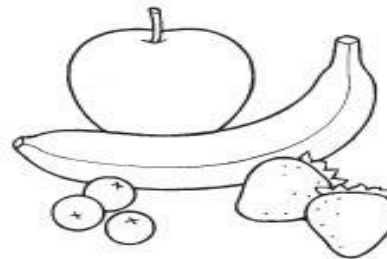
I will share toys.



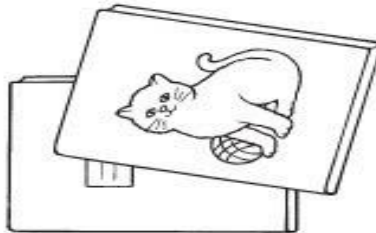
I will share smiles.



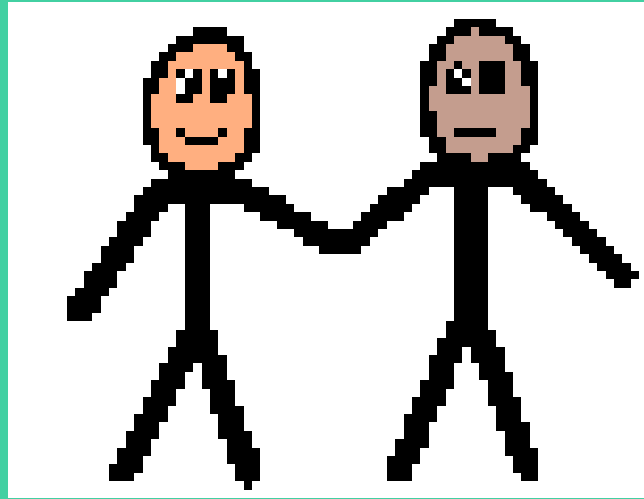
I will share food.



I will share books.



## I Will Share



**My Turn**

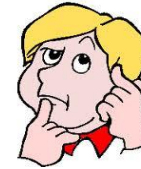
**Your Turn**

School is a  
No Cursing Zone



I will try to be safe at school and  
do one of these things instead:

**Say it in my head (think it)**



**Write it**



**Mouth it (without sound)**



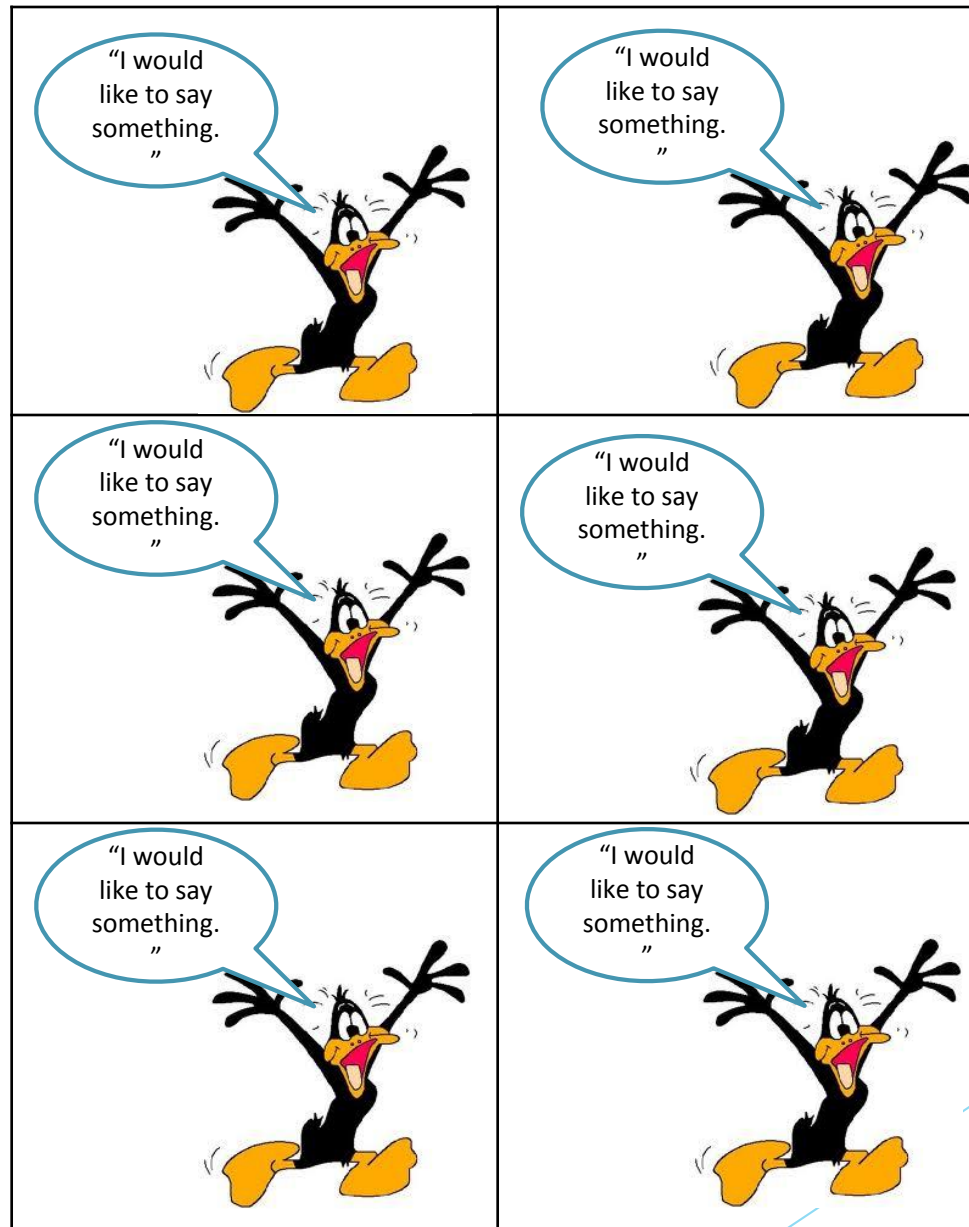
**Whisper it**



**Use a T-chart word**



## Blurt Out Cards



# My T-Chart

## Nice Words



Holy Shrimp  
Holy macaroni  
and cheese

Holy plankton

## Bad Words



F\_\_\_\_\_

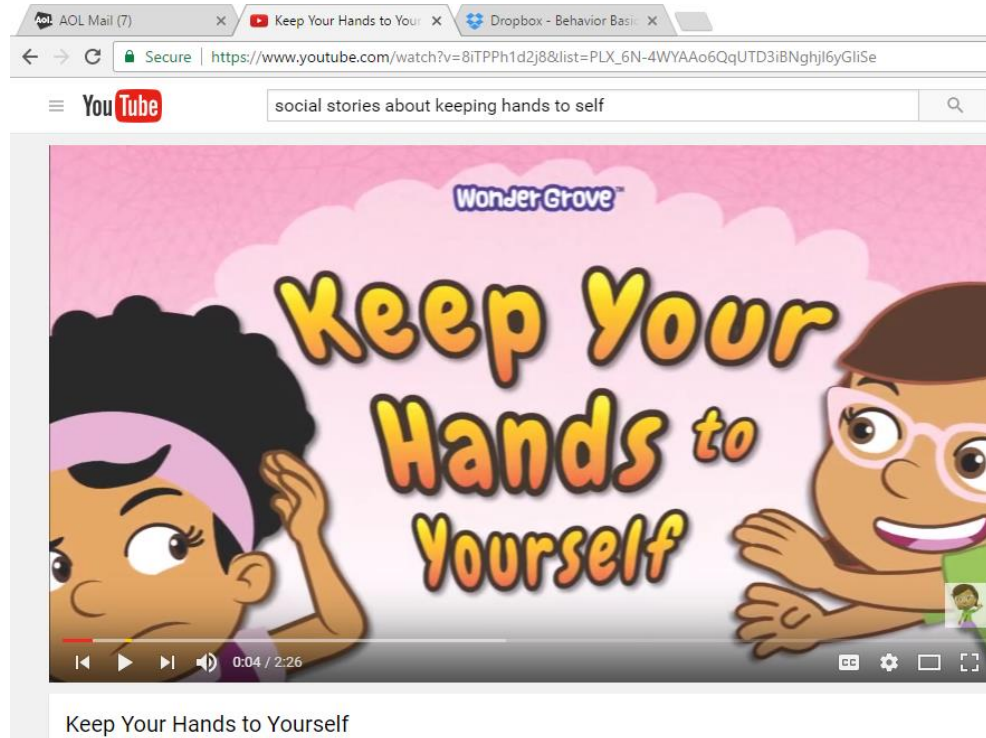
S\_\_\_\_\_





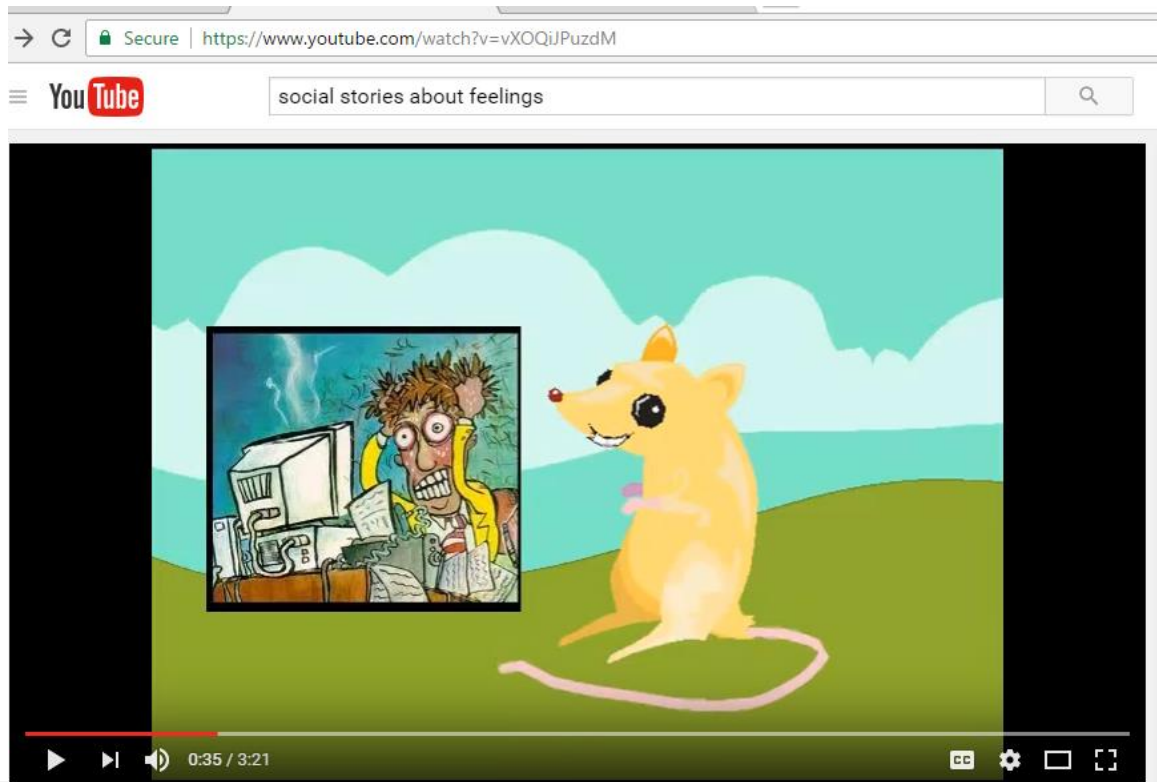
# Videos for Social Skills

[https://www.youtube.com/watch?v=8iTPPh1d2j8&list=PLX\\_6N-4WYAAo6QqUTD3iBNghj16yGliSe](https://www.youtube.com/watch?v=8iTPPh1d2j8&list=PLX_6N-4WYAAo6QqUTD3iBNghj16yGliSe)



# Videos for Social Skills/ Behavioral Instruction

► <https://www.youtube.com/watch?v=vXOQiJPuzdM>



Getting Rid of Frustration: A Social Story





# Lindsey's Teacher Helper



ERGERS101



Sometimes there are changes at school and home .



# Sometimes changes are necessary...

- ▶ People may need to move to a different town
- ▶ They may become ill and need to stay home from work
- ▶ They may have family responsibilities that take them from their job at school
- ▶ They may be needed in a different position to help another child










**Mrs. Bailey has been with me this school year at Athens Middle School . Last year Mrs. Koehler was with me at Athens Intermediate School**





I sometimes need help from people at school.



Lindsey's Chart of Feelings 1 to 5		
	How I feel	What I can do
5	<p>I need some help!</p> 	<input type="checkbox"/> Compressions <input type="checkbox"/> Burrito <input type="checkbox"/> Tunnel with ball squish <input type="checkbox"/> Hammock –swing (slow) <input type="checkbox"/> Quite <input type="checkbox"/> Pandora classic <input type="checkbox"/> Burrito roll in motor lab
4	<p>I'm really upset.</p> 	<input type="checkbox"/> Tunnel with ball squish <input type="checkbox"/> Hammock –swing (slow) <input type="checkbox"/> Quite <input type="checkbox"/> Pandora classic <input type="checkbox"/> Motor lab (M.L.)
3	<p>I've got a problem.</p> 	<input type="checkbox"/> Thera putty <input type="checkbox"/> Ball bath <input type="checkbox"/> Painting-drawing how I feel
2	<p>Things are pretty good.</p> 	<input type="checkbox"/> Breathe 5 7 7 <input type="checkbox"/> Do some work <input type="checkbox"/> compressions on fingers, hand elbow, arms and legs ( push- pull- push)
1	<p>Feeling Great!</p> 	<input type="checkbox"/> Do my work <input type="checkbox"/> Stay seated with my cushion <input type="checkbox"/> Focus <input type="checkbox"/> Follow my schedule <input type="checkbox"/> Participate in class

When I am anxious or stressed I may need help from an adult.





When I am not quite focused I may need help.



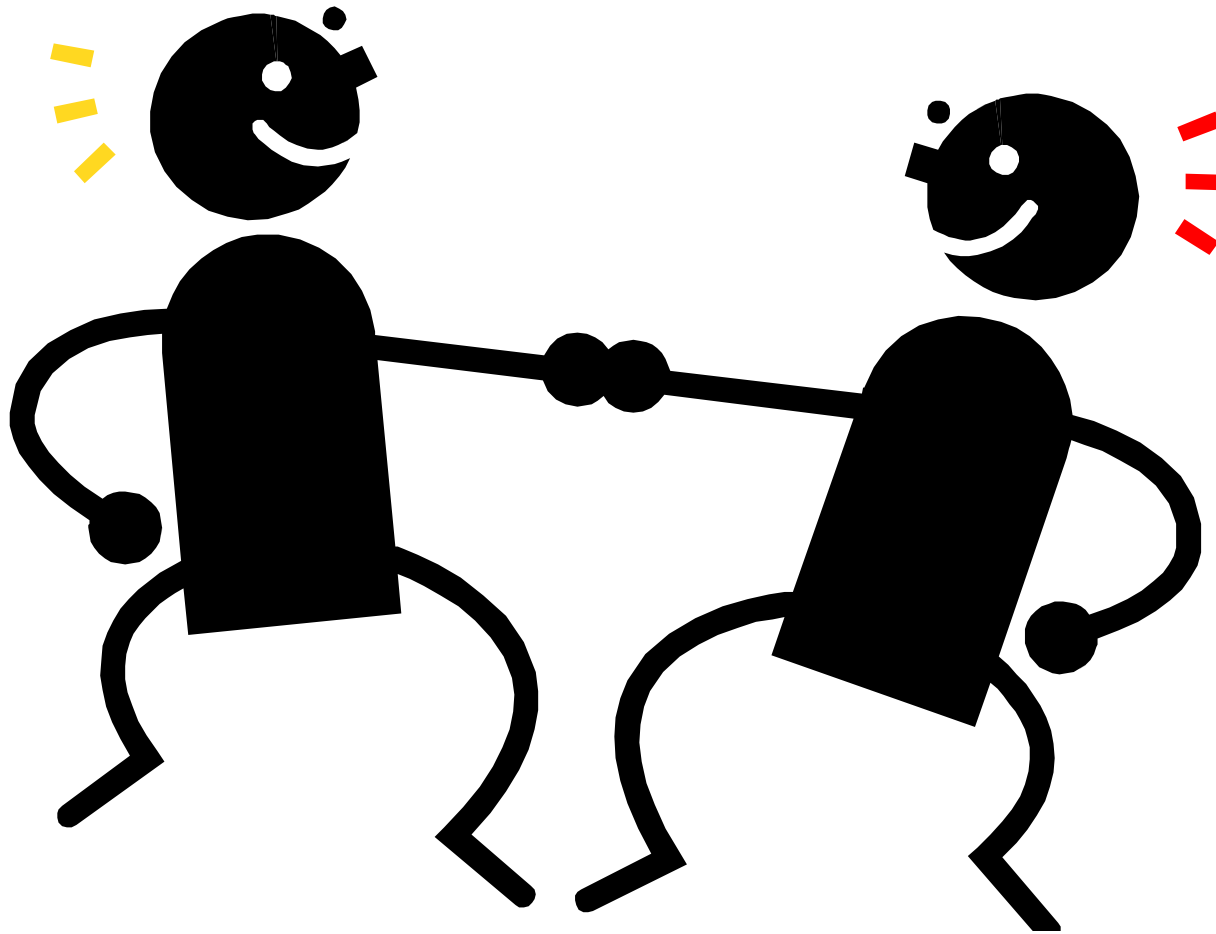




My teachers are happy to help me in the motor lab and in the classroom .







It is nice to have a person to offer a helping hand.



Other students need help as well..



Mrs. Mayfield is needed in the Life Skills room to help students.



Mrs. Mayfield will still care about me .  
I will see her when I go to the motor lab. I  
will be able to visit with her sometimes  
when I see her on campus



It will be fun to have a new teacher and still see Mrs. Mayfield.



Mrs. Baldwin will be a great teacher.

This will be a good change and a great opportunity for everyone.





# Kansas Technical Assistance System Network (TASN)

► <https://www.ksdetasn.org/>

The screenshot shows a web browser window with multiple tabs open, including AOL News, AOL Mail, Building Environments, TEA Guidance on Procedural, and KSDE TASN. The address bar shows the URL <https://www.ksdetasn.org>. The website features a blue header with the TASN logo (a sun icon) and the text "Kansas Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices." A "Login" link is in the top right. A dark blue sidebar on the left contains a list of links: REQUEST ASSISTANCE, CURRENT PROVIDERS, CALENDAR OF EVENTS, RESOURCES, JOIN TASN NEWSLETTER, EMERGENCY SAFETY INTERVENTIONS RESOURCES, CONFERENCE MATERIALS, CONFERENCE PRESENTATIONS BY TASN, and CURRENT KANSAS APR REPORTS (LOGIN REQUIRED). The main content area has a large blue banner with the text "Making connections to improve outcomes." and a prominent blue button labeled "REQUEST ASSISTANCE". Below this, it states: "We provide technical assistance to support school districts' systematic implementation of evidence-based practices. How can we help you?". At the bottom, there is a section for "Upcoming Professional Development Opportunities" for "JULY 2017", featuring a "Kansas CAN" logo and a "Future Conference Dates" box. A "2017 Summer" box is also visible at the bottom right.

**TASN**

**Kansas Technical Assistance System Network (TASN)**  
provides technical assistance to support school districts' systematic implementation of evidence-based practices.

Login

**REQUEST ASSISTANCE**

Making connections to improve outcomes.

**REQUEST ASSISTANCE**

We provide technical assistance to support school districts' systematic implementation of evidence-based practices. How can we help you?

**Upcoming Professional Development Opportunities**

**JULY 2017**

**Future Conference Dates**

**2017 Summer**

- ▶ Click on “Resources”






## ► Check and Click on “Social Narratives”

AOL - News, Weather, En X AOL Mail (5) X Building Environments T X TEA Guidance on Procedural X KSDE TASN X

Secure | https://www.ksdetasn.org/search/resources




### START YOUR SEARCH FOR WEBINARS, TRAININGS, DOCUMENTS, AND MORE.

Search for a topic and get learning!

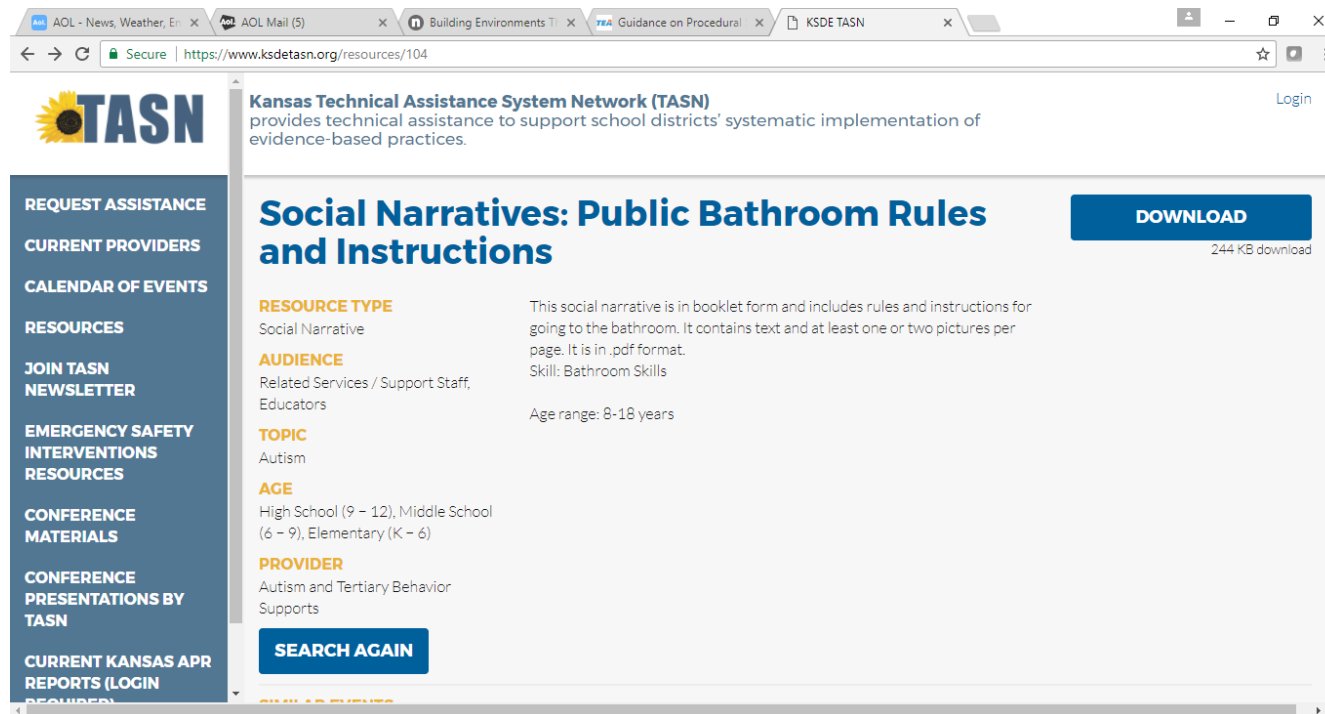
#### + ADVANCED SEARCH

RESOURCE TYPES	AUDIENCES	TOPICS	AGES	PROVIDERS
<input type="checkbox"/> Article / Report	<input type="checkbox"/> Administrators	<input type="checkbox"/> APR Indicator Data Collection	<input type="checkbox"/> All Ages	<input type="checkbox"/> InfiniTEXT
<input type="checkbox"/> Book Study	<input type="checkbox"/> Educators	<input type="checkbox"/> Accommodations & Modifications	<input type="checkbox"/> Early Childhood (Birth - K)	<input type="checkbox"/> Families Together, Inc.
<input type="checkbox"/> Brief / Fact Sheet / Tip Sheet	<input type="checkbox"/> Family / Community	<input type="checkbox"/> Assessment	<input type="checkbox"/> Elementary (K - 6)	<input type="checkbox"/> Kansas Teachers of Students who are Blind or Visually Impaired and Certified Orientation and Mobility Specialists
<input type="checkbox"/> Classroom Support Materials	<input type="checkbox"/> MIS Data Clerks	<input type="checkbox"/> Autism	<input type="checkbox"/> High School (9 - 12)	<input type="checkbox"/> Preparation and Mentorship
<input type="checkbox"/> Family / Community Resource	<input type="checkbox"/> Related Services / Support Staff	<input type="checkbox"/> Behavior	<input type="checkbox"/> Middle School (6 - 9)	<input type="checkbox"/> Kansas CHAMPS & DSC Training Cadre
<input type="checkbox"/> Newsletter	<input type="checkbox"/> Students	<input type="checkbox"/> Career & Technical Education		<input type="checkbox"/> Kansas Recruitment & Retention
<input type="checkbox"/> Presentation Slides / Handout		<input type="checkbox"/> Co-Teaching		<input type="checkbox"/> General Supervision, Timely and Accurate Data
<input type="checkbox"/> Self-Guided Training		<input type="checkbox"/> Coaching		<input type="checkbox"/> Kansas State Department of
<input checked="" type="checkbox"/> Social Narrative		<input type="checkbox"/> College/Career Ready Standards		
<input type="checkbox"/> Statute / Regulation / Guidance		<input type="checkbox"/> Compliance/Guidance		
<input type="checkbox"/> Tools / Forms		<input type="checkbox"/> Curriculum		
<input type="checkbox"/> Video / Webinar / Podcast		<input type="checkbox"/> Early Childhood Transition		
<input type="checkbox"/> Virtual Strategies		<input type="checkbox"/> Emergency Safety Interventions		

REQUEST ASSISTANCE  
CURRENT PROVIDERS  
CALENDAR OF EVENTS  
RESOURCES  
JOIN TASN NEWSLETTER  
EMERGENCY SAFETY INTERVENTIONS RESOURCES  
C  
M  
CONFERENCE PRESENTATIONS / TASN  
CURRENT KANSAS APR REPORTS (LOGIN REQUIRED)



# Download the Social Narrative and Print



The screenshot shows a web browser window with multiple tabs open. The active tab is 'KSDE TASN'. The address bar shows the URL 'https://www.ksdetasn.org/resources/104'. The website header includes the TASN logo and a description: 'Kansas Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices.' A 'Login' link is in the top right. A left sidebar contains a menu with items: 'REQUEST ASSISTANCE', 'CURRENT PROVIDERS', 'CALENDAR OF EVENTS', 'RESOURCES', 'JOIN TASN NEWSLETTER', 'EMERGENCY SAFETY INTERVENTIONS RESOURCES', 'CONFERENCE MATERIALS', 'CONFERENCE PRESENTATIONS BY TASN', and 'CURRENT KANSAS APR REPORTS (LOGIN REQUIRED)'. The main content area features the title 'Social Narratives: Public Bathroom Rules and Instructions' with a 'DOWNLOAD' button indicating a '244 KB download'. Below the title, details are listed: 'RESOURCE TYPE' (Social Narrative), 'AUDIENCE' (Related Services / Support Staff, Educators), 'TOPIC' (Autism), 'AGE' (High School (9 - 12), Middle School (6 - 9), Elementary (K - 6)), and 'PROVIDER' (Autism and Tertiary Behavior Supports). A 'SEARCH AGAIN' button is at the bottom of the details section.

**Kansas Technical Assistance System Network (TASN)**  
provides technical assistance to support school districts' systematic implementation of evidence-based practices.

**Social Narratives: Public Bathroom Rules and Instructions**

**DOWNLOAD**  
244 KB download

**RESOURCE TYPE**  
Social Narrative

**AUDIENCE**  
Related Services / Support Staff,  
Educators

**TOPIC**  
Autism

**AGE**  
High School (9 - 12), Middle School  
(6 - 9), Elementary (K - 6)

**PROVIDER**  
Autism and Tertiary Behavior  
Supports

**SEARCH AGAIN**





**Remember . . .**

**We must  
decrease  
the stress!**

# Decrease Stress & Increase Success

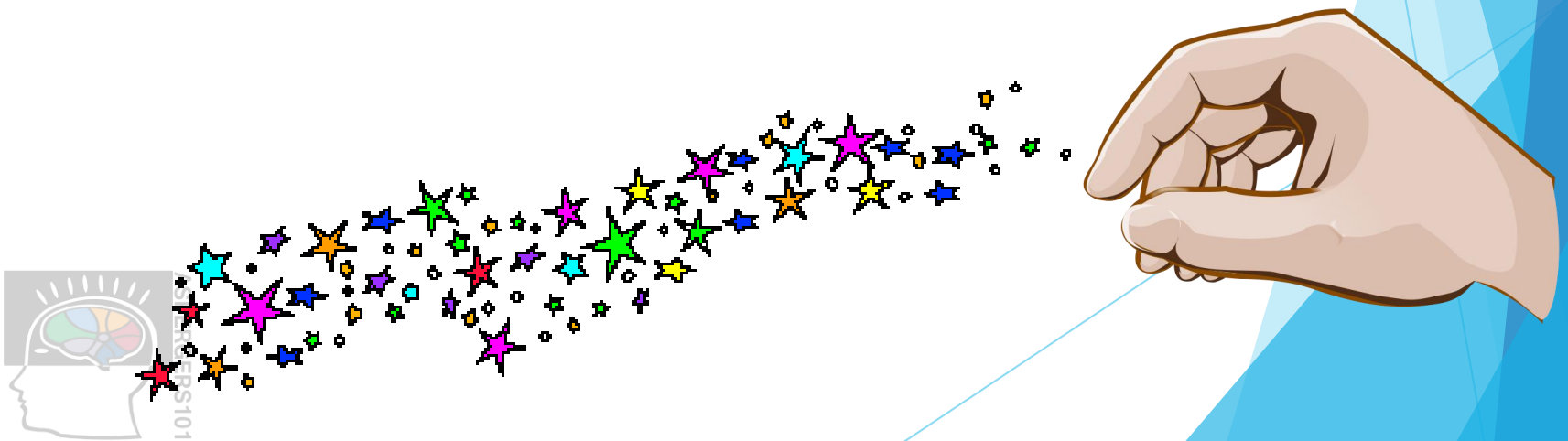


- ❑ **Break it down into smaller chunks**

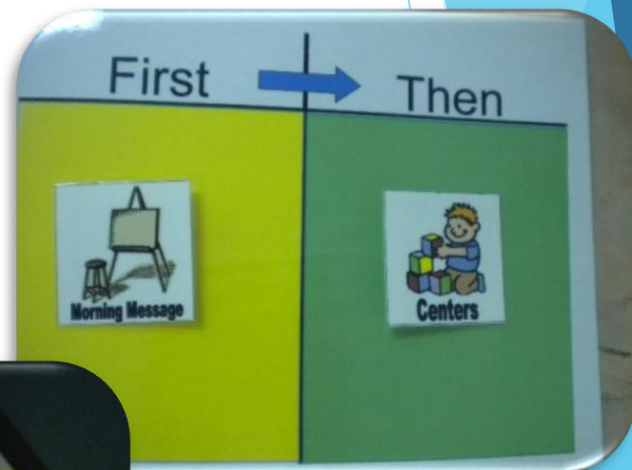
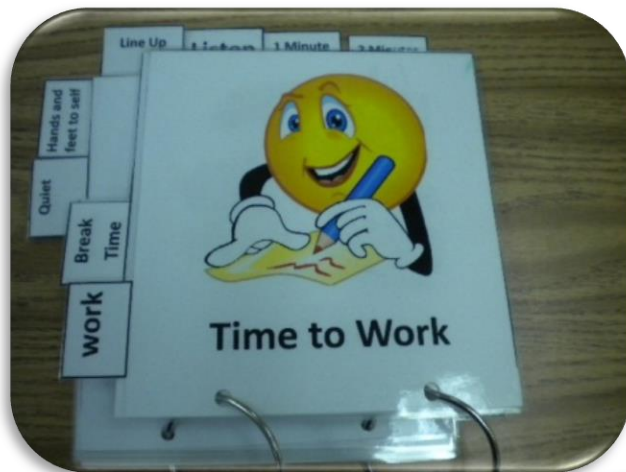
- ❑ **Make it visual**



- ❑ **Sprinkle an interest when possible**

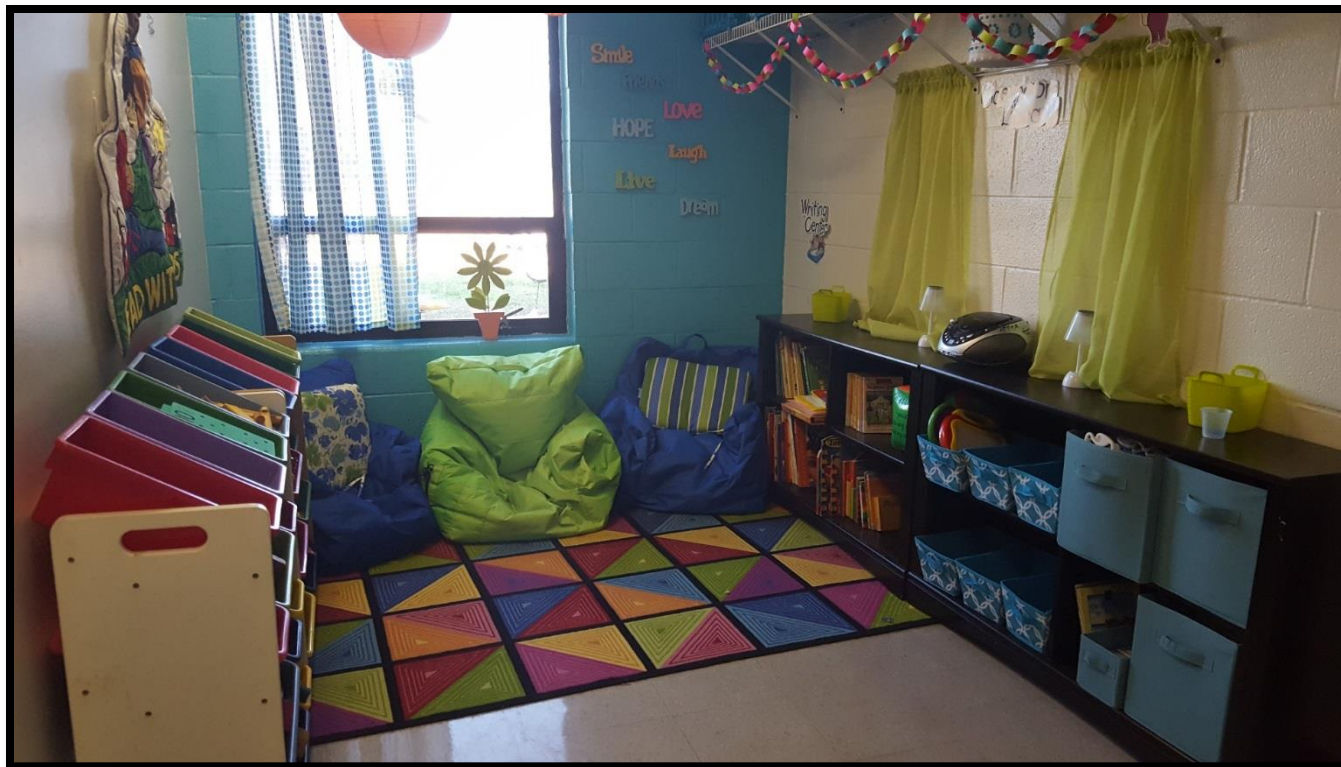


# Visual Supports





# Break Area



# Break Cards



**2 Minutes**



**2 Minutes**



**2 Minutes**



**5 Minutes**



**5 Minutes**



**5 Minutes**



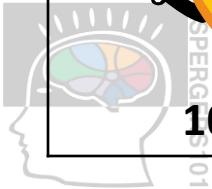
**10 Minutes**



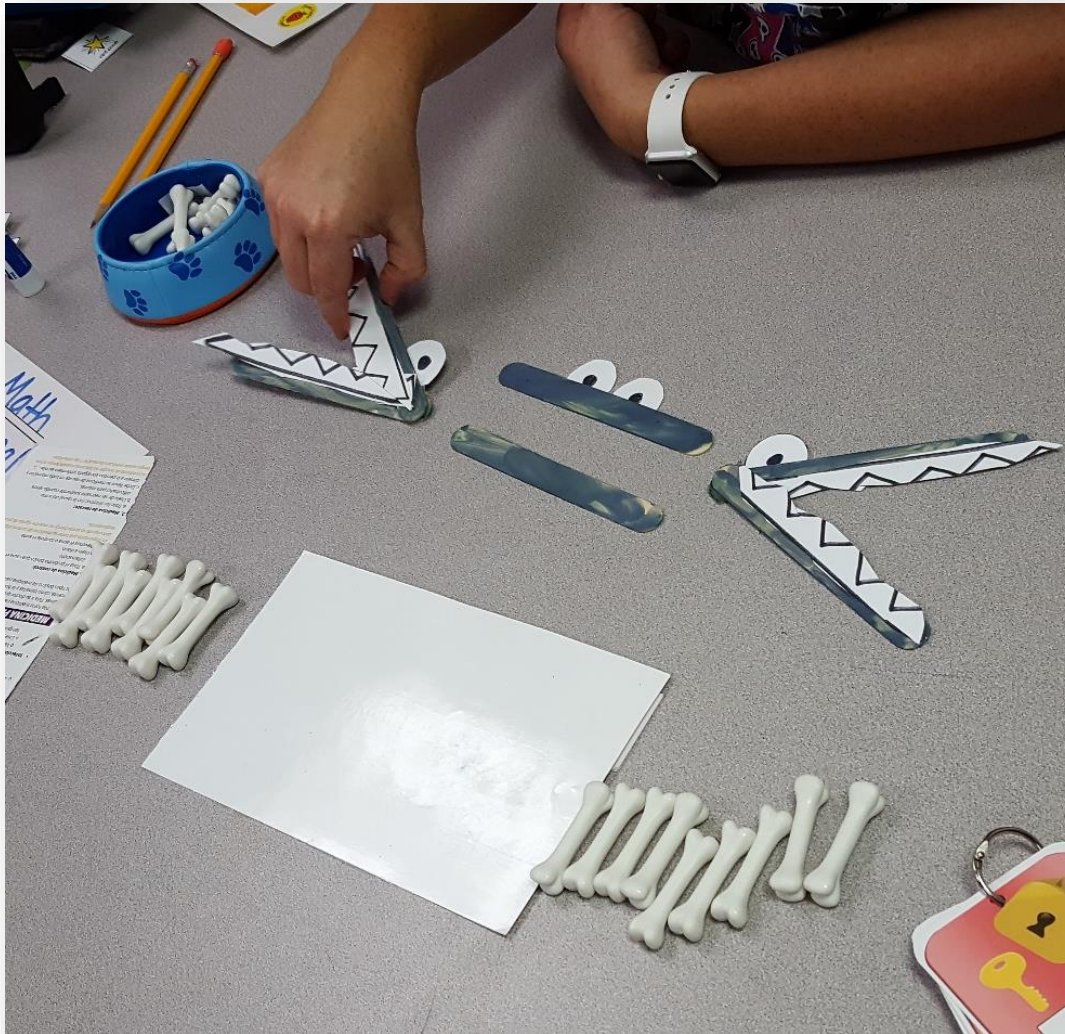
**10 Minutes**



**10 Minutes**



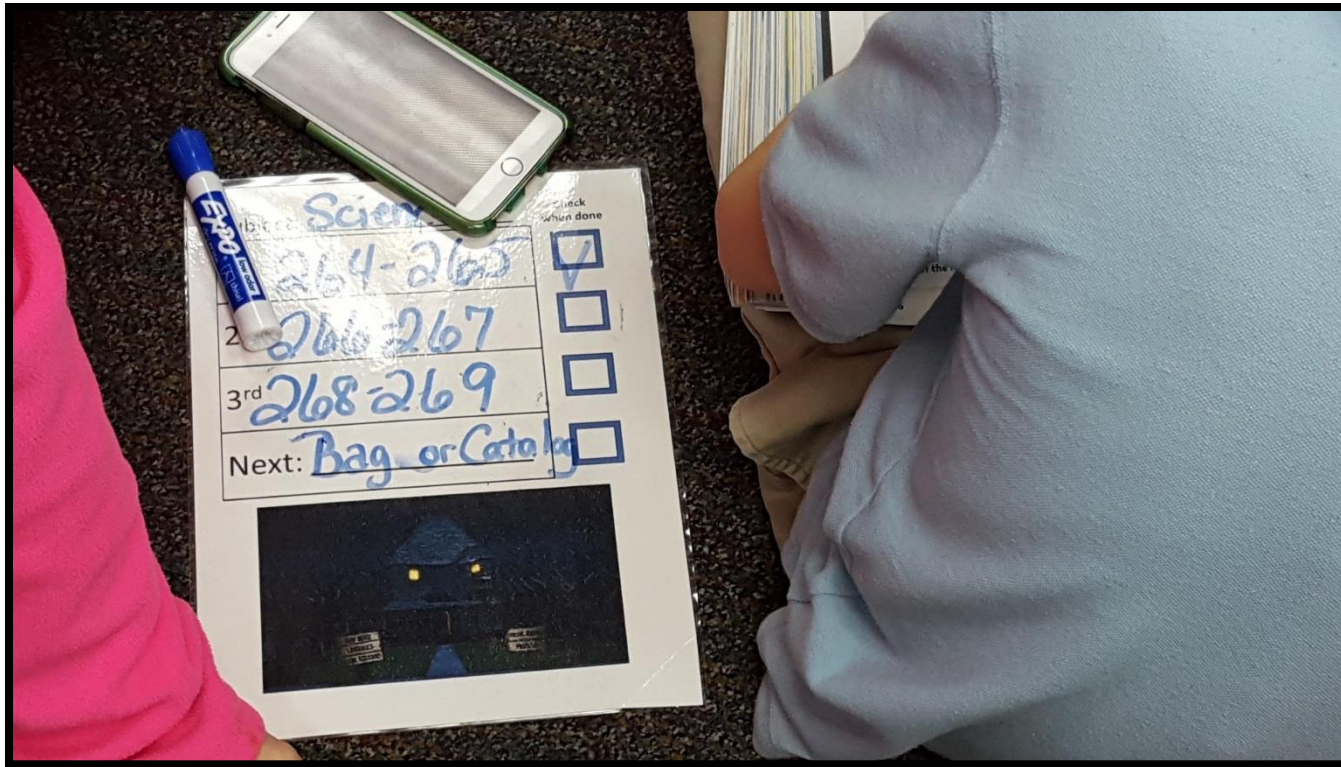
# TEKS: Greater Than, Less Than or Equal To *Manipulatives*



This use of manipulatives has been proven to be effective in supporting concepts across content areas.



# General Education Science









# Too Long . . . Too Much!!!





Subject \_\_\_\_\_

		Check when done
1 <sup>st</sup> Finish Show		<input checked="" type="checkbox"/>
2 <sup>nd</sup> Break (out)/class		<input type="checkbox"/>
3 <sup>rd</sup> Magnets		<input type="checkbox"/>
4 <sup>th</sup> Video		<input type="checkbox"/>
Next: Break		<input type="checkbox"/>

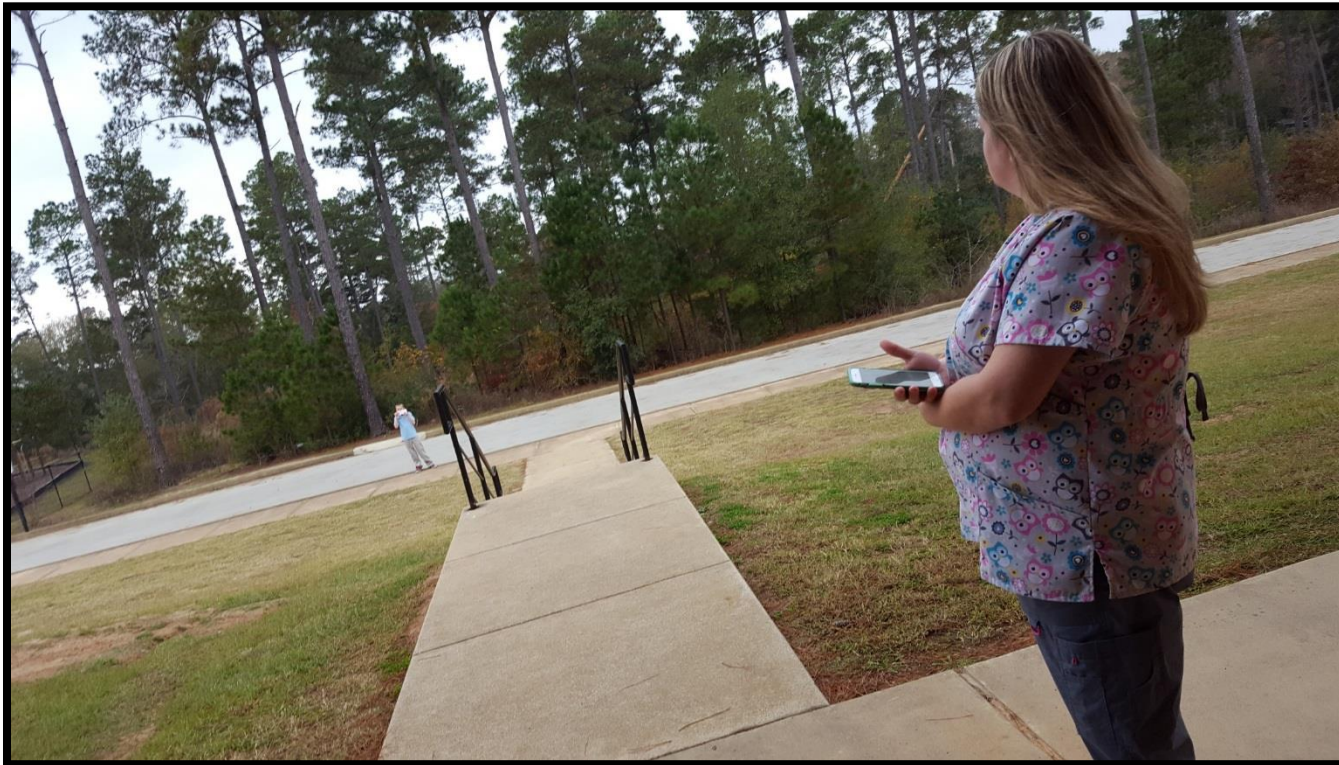


Break . . . . .

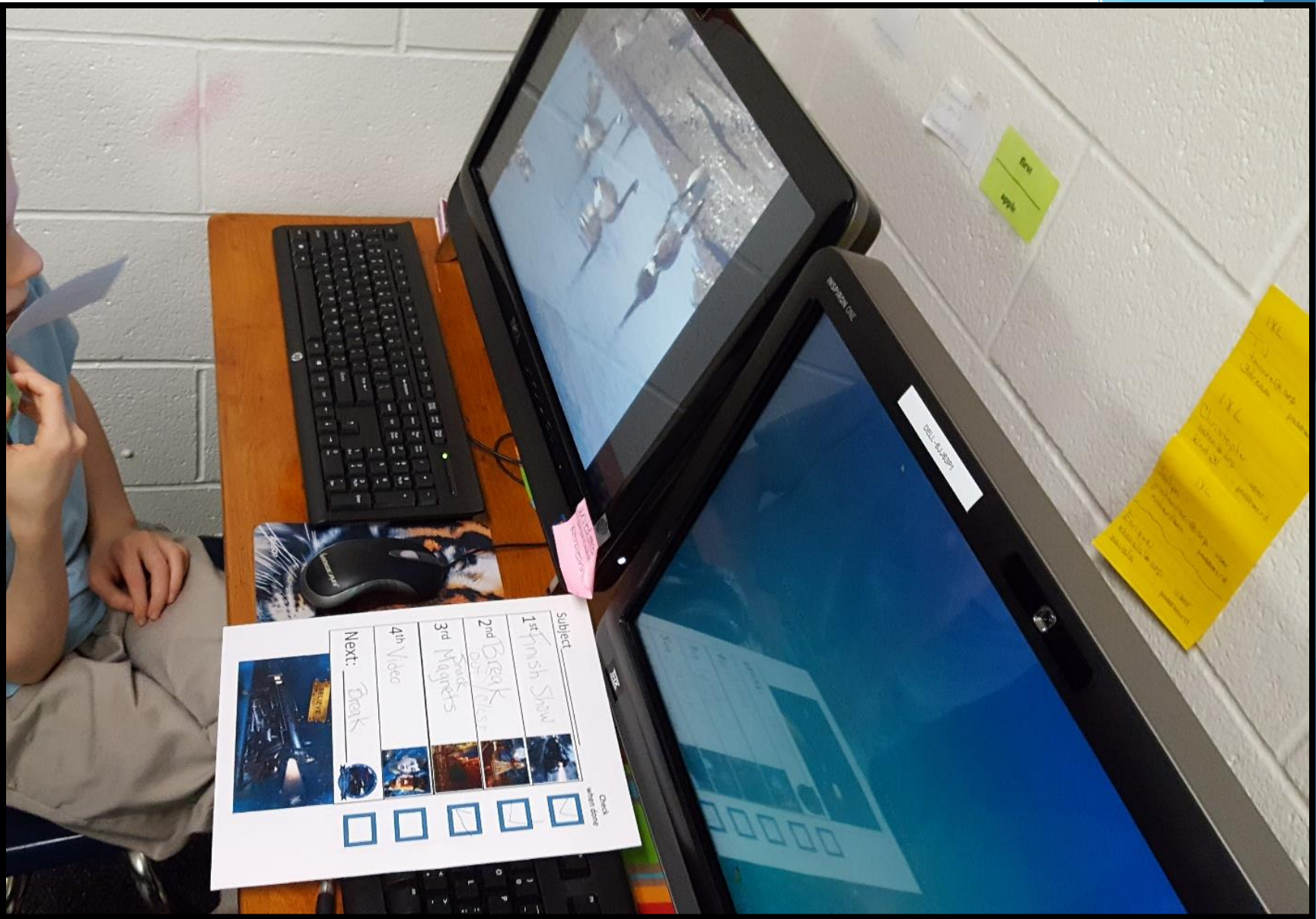
Make it . . .

Sprinkle an . . .

# Timer















Subject	
1st Finish Show	<input checked="" type="checkbox"/>
2nd Break/Rest	<input checked="" type="checkbox"/>
3rd Migrants	<input checked="" type="checkbox"/>
4th Video	<input type="checkbox"/>
Next: Break	<input type="checkbox"/>

Check when done

Christopher performed with his 4<sup>th</sup> grade peers for the first time.








## Nick's Monster Truck Chart

	5	 Mad Truck	 Kick Balls  Taco Roll
	4	 Collision Course	 Cars  Computer
	3	 Revving Up	 Take a walk
	2	 Pretty Chill	
	1	 Cool	

Safe Place

Box  
Decorated as  
a Monster  
Truck

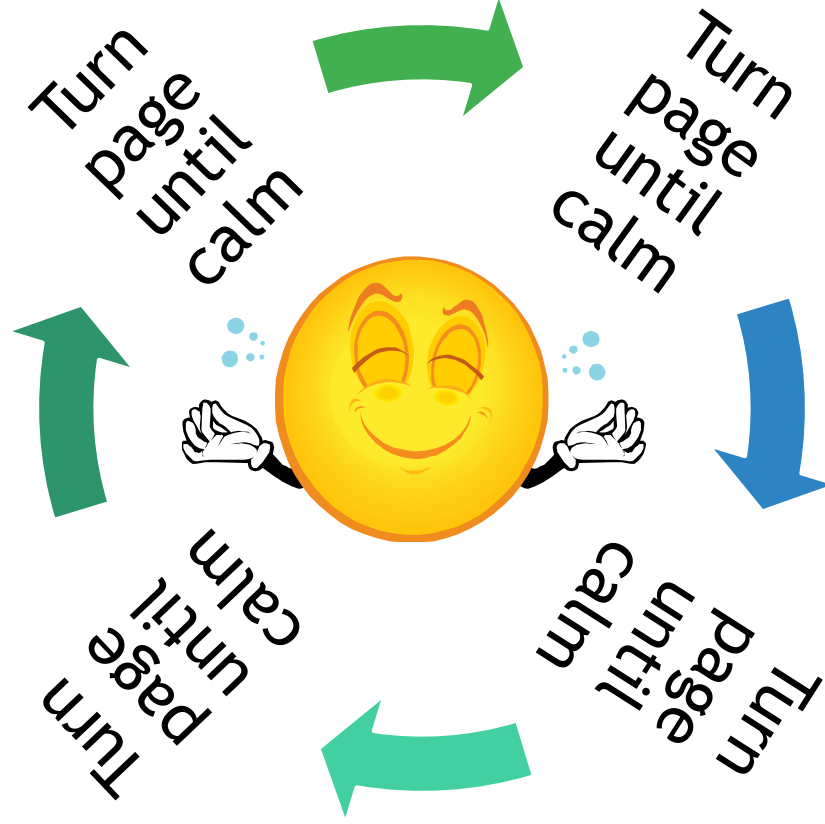
# Calm Down Chart

Describe		How I feel	What I can do
	5	 I need some help!	
	4	 I'm really upset.	
	3	 I've got a problem.	
	2	 Things are pretty good.	
	1	 Feeling great!	



Breathe in—Breathe out—Breathe in—Breathe out

Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10



Count 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Breathe in—Breathe out—Breathe in—Breathe out



Special Education  
is a SERVICE not  
a PLACE!



Thank you  
for joining  
us today!

# Finding the 'blocks' right from the start



## Sensory Issues

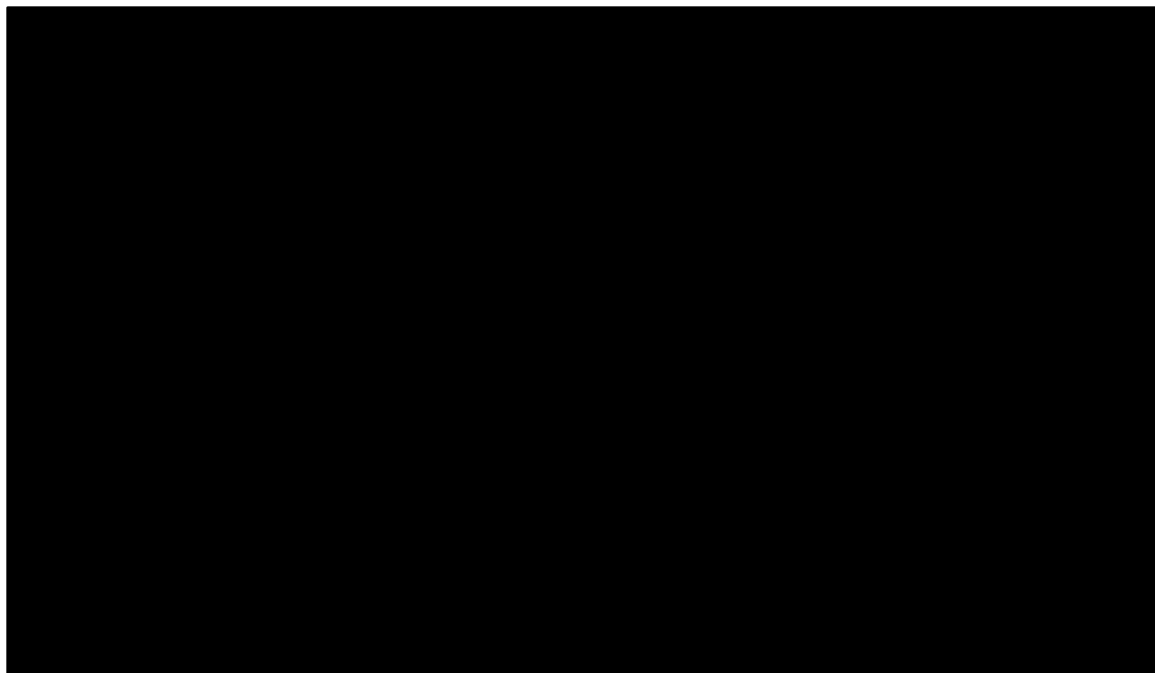
- Polyester in their clothes
- Clothes & shoes fitting too tight
- Loud and abrupt sounds
- Disruptive classmates
- Smells from cafeteria
- Classmates getting 'off topic' - oftentimes painful
- Tags in clothing
- Clocks ticking
- Overpowering perfumes





# Meltdowns & Avoidance Techniques

Remember the 3 “D”s





# What Not to Do

When I finally lose it, people are shocked to see me act so “autistic.” I cry, scream, break things, flap my hands, and pound my fists against my head. I haven’t found the perfect remedy for my meltdowns, but I do know what makes them far worse.

**DO NOT become angry with me or raise your voice.** Autistic meltdowns may be frightening to observers, but at their most intense, they are nothing less than pure psychological torture for the person experiencing them. I feel as if I am caught in a war zone, terrified for my very life. My senses are on fire and I have very little control over myself. I may feel threatened by intense emotional displays. This is very dangerous.

**DO NOT attempt to restrain me.** I understand that my tantrums are scary, but you must remember that I am far more frightened than you are. I would never intentionally hurt anyone, but if you approach me in a hostile manner, or attempt to use any force without my permission, I may lose the last bit of self-control I have.

**DO NOT ask me what is wrong.** Trust me, when I’m banging my head into the wall I do not want to discuss my emotional triggers. Most importantly, **DO NOT** tell me to “snap out of it.” I would if I could. Don’t patronize or belittle me by acting as if I could control myself if I only tried harder. This is a good way to make the situation ten times worse.





# What TO DO

- **During a meltdown a child most needs the opportunity to relax.**

Therefore, you should respond patiently and compassionately as you support this process. Offer choices of relaxing activities, perhaps through the use of a choice board. If the person is not able to make a choice, then simply present a pre-determined calming activity. Often, this might be an activity that incorporates a strong interest [e.g. video of SpongeBob or favorite song/music].

- **In some cases, it might be best to offer a way out of the situation through escaping the current stimulation of the environment.** Again, a pre-determined location might be another room or other safe place [e.g. chill zone, motor lab, etc.]. However, it might be difficult for the individual to transition to another location if the meltdown is at its peak.

- **If there are others in close proximity, then it should be part of the plan to move them to a safe place.**

- **Most importantly, do everything possible to keep the individual safe from him or herself.** If they engage in head banging, protect their head by placing a pillow or bean bag between them and the floor or wall. As you can see, there is little to really do during a meltdown. Again, all efforts should be made to prevent a meltdown.



# School Bullying & Your Legal Rights





## U.S. Department of Education Office for Civil Rights



A complaint of discrimination can be filed by anyone who believes that a school that receives Federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group.

Information about how to file a complaint with OCR is at <http://www2.ed.gov/about/offices/list/ocr/complaintintro.html> or by contacting OCR's Customer Service Team at 1-800-421-3481.



# Higher Education



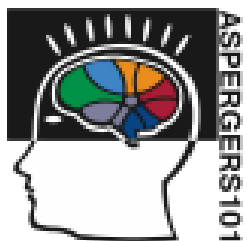


- Traditional 4-year College
- Community College
- On-line Education
- Apprenticeship/On-site Career Training

## Jennifer's Take:

1. Listen and observe your child - know them. Then you can remove the barriers and propel them toward their gifts when selecting a method of education
2. Develop your 'team' for your child's education
3. Pick your battles
4. Notice skillset/interests and find activities & studies to prepare them for future employment
5. Develop and implement your plan





# Q & A

## Panel of Experts:

Lisa Rogers, Director of Educating Diverse Learners

Dr. Berenice de la Cruz, Ph.D., BCBA-D, Chief Operating Officer Autism Community Network

Dema Stout, MA, PCC, CPCC, Greatness Coaching

Janet Enriquez, Autism Education Specialist, Region 20

Dr. Ghia Edwards, Psy.D., Behaviorist

Samuel Allen, A.A., College Student diagnosed with Asperger Syndrome, Recipient TCASE Student of the Year

Jennifer Allen, Founder & CEO Aspergers101, Parent of a child with Autism, Author

Message your questions to:



WOAI-TV

KABB-TV

Aspergers101







Thank you for attending

# Asperger Syndrome: From Diagnosis to Independence

This evening has been recorded and will be made available to all online  
at: [www.aspergers101.org/summerseries](http://www.aspergers101.org/summerseries)

