

LIFE ON AND SLIGHTLY TO THE RIGHT OF THE AUTISM SPECTRUM

An Inside View Towards Success

Windhoek, Namibia

University of Namibia

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International Association of Special Education
12th Biennial Conference



AREAS TO CONSIDER FOR LIFELONG SUCCESS

Overview

What we are doing now that has implications for adult life

Interdependent Living

Biomedical

Residential

Behavioral/
Developmental/
Educational

Employment

Relationships (including sexual)

Continuing Education

Sensory

Self-Advocacy and Disclosure

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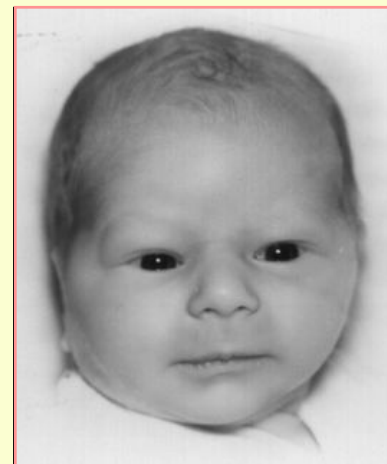
DESCRIBING AUTISM
• AN INSIDE VIEW •

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COMPARATIVE APPROACHES

Introduction

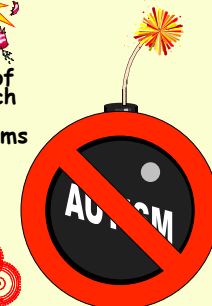
The Autism Bomb — NOT



Loss of speech & tantrums



Self-stims



Environmental withdrawal

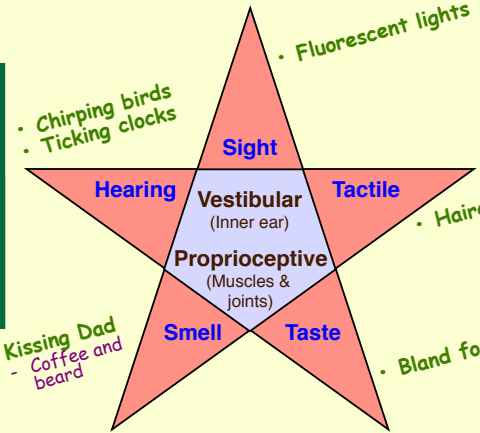
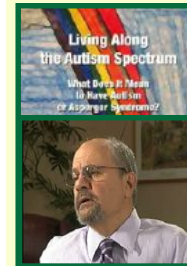
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SENSORY ISSUES AND STIMMING

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INNER AND OUTER SENSES

SENSORY VIOLATIONS



Vestibular: Hypo → Spinning/Hyper → Gravitational Insecurity
Proprioceptive: Deep pressure, Under mattresses, Weighted blankets
 Love airplanes but they mess w/Vest & Prop senses
 Brave little kids

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CHARACTERISTICS OF CHILDREN WITH AUTISM SPECTRUM CONDITIONS

Overly sensitive to loud noises...
 Difficulty with hair washing and brushing...
 Problems with handwriting...
 Always "on the go"...
 Only likes certain types of clothing...
 Clumsy...
 Picky eater...
 Bumps into people in line...
 Difficulty paying attention...

Adapted from Myles, Cook, Miller, Rinner & Robbins. (2000). *Asperger Syndrome and sensory issues: Practical solutions for making sense of the world*. Shawnee Mission, KS: Autism Asperger Publishing. P. 5.

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SENSORY ISSUES & STIMMING

SELF STIMULATORY BEHAVIOR

Official Definition

Repetitive nonfunctional behavior

Better Definition

Self-regulatory behavior

Most adults have learned socially acceptable stims

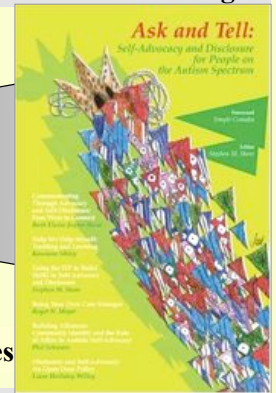
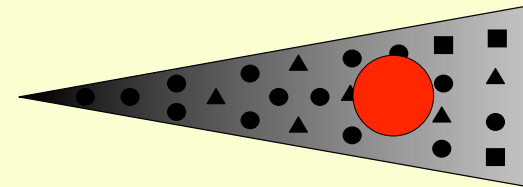
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TRAVELING THE AUTISM SPECTRUM

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THE AUTISM SPECTRUM

Severe Moderate Light



Increasing Variability of Pres

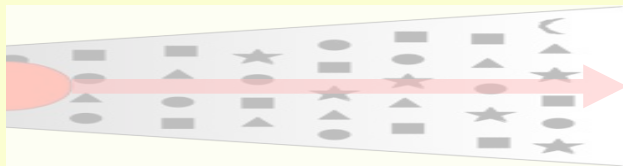
Kanner's PDD-NOS HFA/AS

Rosenn, D. (1997). "Rosenn wedge". From Aspergers: What we have learned in the '90s conference in Westboro, MA. Used with permission

Twice Exceptionality

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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 0



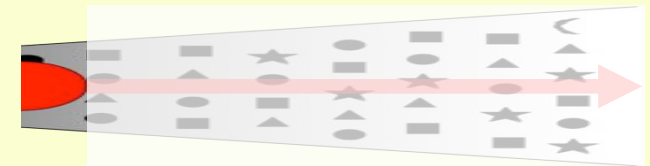
AGE 0 1.5 2.5 4 6 8

E Typical development
V Turn over at 8 days
E Rapid physical and
N motor development
T
S



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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 1.5



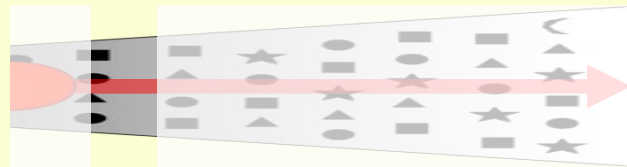
AGE 0 1.5 2.5 4 6 8 10 13 19

E Typical development
V Turn over at 8 days
E Rapid physical and motor development
N Autism bomb hits
T Withdrawal from environment
S Tantrums



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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 2.5



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic						
V	Turn over at 8 days	Withdrawal from environment	Early intervention from parents who refute recommendations for removal from home						
E	Rapid physical and motor development	Tantrums	Home-based EI emphasizing music, movement, SI, narration, and imitation.						

Zone of Intention (Miller)

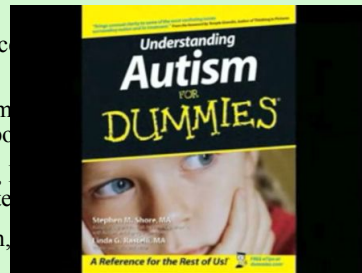
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MATCHING BEST PRACTICE TO NEEDS

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SOME PROMISING INTERVENTIONS

Lovaas (ABA): http://www.youtube.com/watch?v=ivCxCOLzqJw	Watson, Skinner, Operant conditioning, Shaping behaviors, Antecedent-behavior-consequence
TEACCH: http://www.youtube.com/watch?v=3dGLJ2r4rcw	Employs approaches based on the needs of a person's needs and emerging capabilities (Trehin, 1999).
Daily Life Therapy: http://www.youtube.com/watch?v=Pn884zZS710	Kito Kitihara, Platonic, Order of the physical, emotional and intellectual.
Miller Method: http://www.youtube.com/watch?v=AUReFlvYRTc	Miller, Developmental-Cognitive Systems, Elevation, Piaget, Vygotsky, Luria, Werner, Bertalanffy.
DIR (Floortime):	Greenspan, Developmental-Affective, Circles of communication.
Relational Development Intervention:	Gutstein, Experience relationships.
SCERTS:	Prizant, Social-Communication Transactional Support
Biomedical:	Medical-Chemical, imbalances, Persistence
Other:	Sensory integration, Power cards, CCT

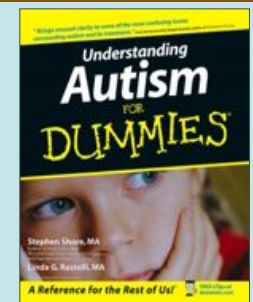


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SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

1. Size
2. Time
3. Level of Support
4. Input
5. Difficulty
6. Output
7. Participation
8. Alternate
9. Substitute Curriculum



Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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SOCIALLY BASED INCLUSIONARY TACTICS

Nine Educational Domains of Accommodation

Size

Adapt the number of items that the learner is expected to learn or complete.

Example

Reduce the number of **social studies**, or **science** terms, or **words to spell** a learner must learn at any one time.

Participation

Adapt the extent to which a learner is actively involved in the task.

Example

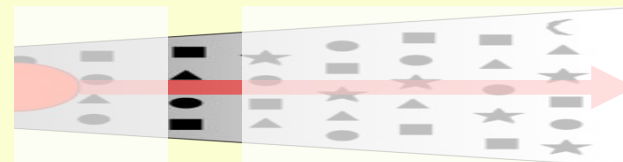
In **geography**, have a student hold the globe, while others point out locations. Have a student with ataxia in **physical education** serve as a cheerleader from the stands during the game.

How can instruction be engineered to benefit the entire class?

Adapted from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.

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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 4

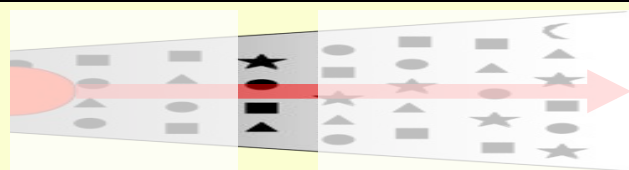


AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development	Enter Putnam	Condition improves to "neurotic"				
V	Turn over at 8 days	Withdrawal from environment	From environment	Condition improves to "neurotic"	The wonderful world of watch motors				
E	Rapid physical and motor development	Tantrums	Early intervention from parents	Echolalia and return of speech	Eating baby food				
N									
T									
S									

Self Awareness

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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 6



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development	Enter Putnam	Kindergarten	Social & academic difficulties			
V	Turn over at 8 days	Withdrawal from environment	From environment	Condition improves to "neurotic"	Condition improves to "neurotic"	Discovered making a mess of myself while eating BBQ chicken wings			
E	Rapid physical and motor development	Tantrums	Early intervention from parents	Echolalia and return of speech	Echolalia and return of speech	Loved cats but dogs...			
N						Yikes bikes!			
T									
S									

Disclosure

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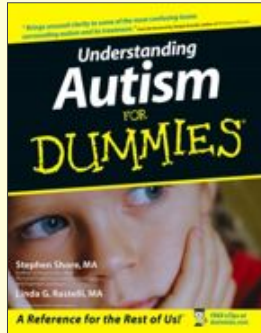
DISCLOSURE

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S U C C E S S F U L T R A N S I T I O N

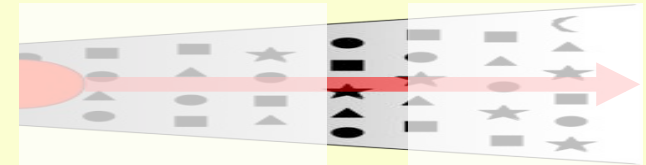
Self-Determination → Disclosure → Self-Advocacy

1. Make the child aware of their strengths and challenges through verbal, pictorial, and other communication.
2. “Rack up” strengths and challenges.
3. Non-judgementally compare characteristic with other role models.
4. Present the label summarizing a condition rather than a name for a set of deficits.
5. Making ones needs known in a way that others can understand and provide support.



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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 8



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks			
V	Turn over at 8 days	Withdrawal from environment	Early intervention from parents who refute recommendations for	Condition improves to “neurotic”	Social & academic difficulties	Special interests in astronomy and weather			
E	Rapid physical and motor development	Tantrums		The wonderful world of watch motors	Discovered making a mess of myself while eating BBQ chicken	Teacher concerns for reading and math difficulties			
N				Echolalia and return					
T									
S									

Interests and Strengths

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S P E C I A L I N T E R E S T S

An interest of such great intensity that it interferes with daily functioning¹.

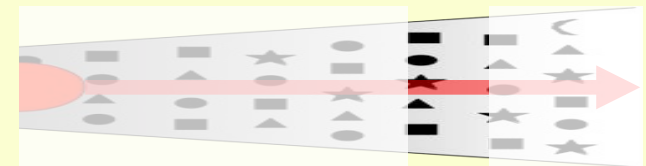
SOME SPECIAL INTERESTS²

airplanes	astronomy	bicycles	earthquakes
medicine	chemistry	mechanics	electricity
electronics	computers	hardware	tools
psychology	music	rocks	geology
geography	locks	cats	dinosaurs
watches	shiatsu	yoga	autism

1. Attwood, A. (1998). *Aspergers Syndrome*. London: Jessica Kingsley Publishers.
2. Shore, S. (2001). *Beyond the wall: Personal experiences with autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.

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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 10



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks	Concern about dropping the letter “e.”		
V	Turn over at 8 days	Withdrawal from environment	Early intervention from parents who refute recommendations for removal from home	Condition improves to “neurotic”	Social & academic difficulties	Special interests in astronomy and weather			
E	Rapid physical and motor development	Tantrums		The wonderful world of watch motors	Discovered making a mess of myself while eating BBQ chicken	Teacher concerns for reading and math difficulties			
N				Echolalia and return					
T									
S									

Literal Thought

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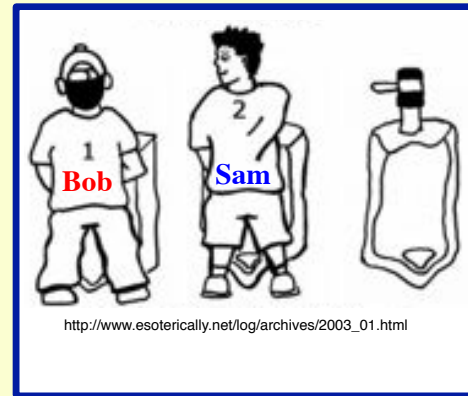
HOLD THE DOOR PLEASE?



Laura Jekel, 12/2000

THE HIDDEN CURRICULUM - COMMUNITY

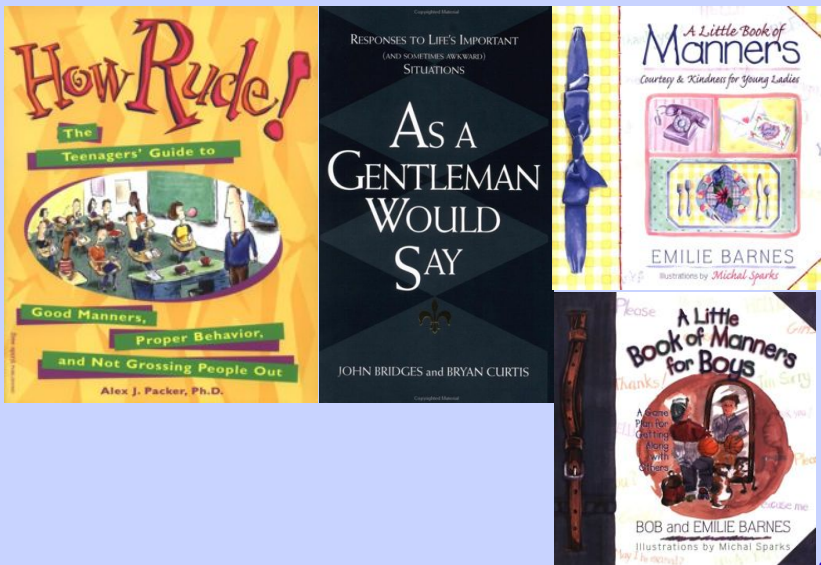
Peter Gerhardt (personal communication, April 2004)



Sam arrives after Bob. What two rules did he break?

THE HIDDEN CURRICULUM
Practical Solutions for Understanding Unstated Rules in Social Situations
 Brenda Myles
 Melissa Troutman
 Ronda Schelvan
 Autism Asperger Publishing Company

INCIDENTAL HIDDEN CURRICULUM BOOKS



SUCCESSFUL TRANSITION

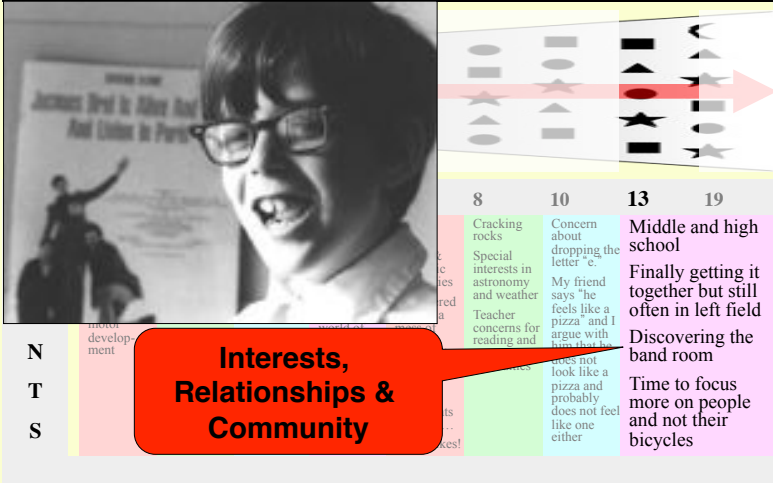
"Brings unusual clarity to some of the most confusing issues surrounding neurotypical disorder and its treatment."

Understanding Neurotypicals FOR DUMMIES

- Learn to decode nonspectrum behavior
- Educate children on radical acceptance of differences
- Successfully communicate without eye contact

A Reference for the Rest of Us!

A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 13



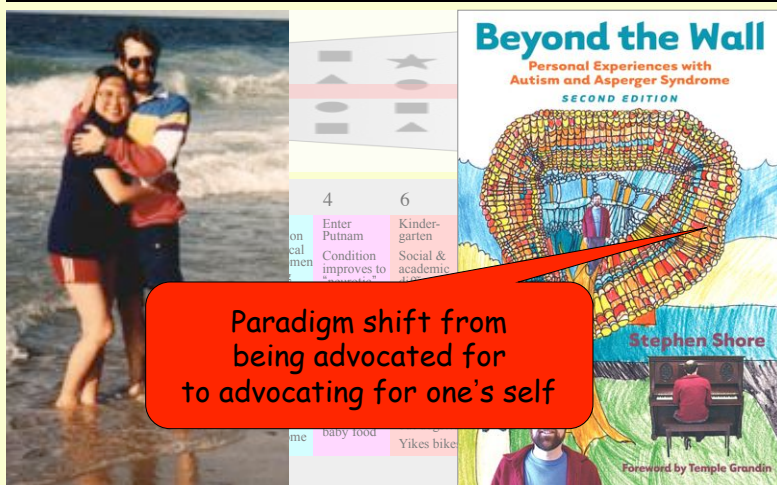
Interests, Relationships & Community

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TELESCOPING TO ADULTHOOD

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A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — Adult



Paradigm shift from being advocated for to advocating for one's self

Sheltered Workshop for People with Asperger Syndrome

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WHAT MIGHT BE LIKE TO HAVE AUTISM?

Let us find out...

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DISABILITY IN THE CLASSROOM

Now... Let's tell a story in a round-robin fashion

Instructions:

All you need to do is relate your sentence to the previous person's sentence.

Adapted from: Lavoie, R. (1989). *Understanding Learning Disabilities: How difficult can this be?* (Videotape) Greenwich, CT: Peter Rosen Productions.

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DISABILITY IN THE CLASSROOM

Now... Let's tell a story in a round-robin fashion again
EXCEPT

- This time... no words can contain the letter "n"
 - No "n" at the beginning, middle, or end

Adapted from: Lavoie, R. (1989). *Understanding Learning Disabilities: How difficult can this be?* (Videotape) Greenwich, CT: Peter Rosen Productions.

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SUCCESS WITH AUTISM

Definition

If you are productive and fulfilled with your life you are probably successful

It's all in the journey

You are exactly where you need to be **right now**

