The "Best" 25 Strategies for Working With Twice Exceptional Children

Teacher developed lists,

From certification course,

Summer, 2010

Set One: Contributed by Michelle Ahrens (Accommodations for ADHD/GT Children)

- Sit the child close to me, near the front. This seems like something fairly basic but with constant seating changes, every 2 weeks, I haven't really done this too often. Many of the readings have suggested this accommodation.
- Give the student a secret cue to pay attention. This will be something that is agreed upon by the student and myself. It should be something that isn't easily picked up on by other students.
- Give instructions in writing especially if there are multiple steps – This can be done individually or as a class on the Smartboard. (Warshaw, 2002)
- Give them explicit instructions on how to organize. I will try to provide the student with different color papers to help organize a 3 ring binder only for Math class. With the help of the resource teacher, I'd like to check in with the student weekly on their organization of their binder. The binder should be emptied after each chapter. (Warshaw, 2002)
- Ask for their assignments daily. Most students turn in their assignments daily into the same bin. If the child is having difficulty completing assignments, I can individually ask the student to hand his/her assignment into me directly.
- Have the student write the assignments in their planner – have parents check this planner daily to make sure the student gets his/her homework done on time. This may include parent signatures as well as mine daily or weekly.
- Email parents with the weeks assignments and check in with parents on how the planner is going as well as how the child is doing with homework. Is it too long
- Allow the student to sit on an exercise ball. I have read how this helps students focus more especially in math classes, which just happens to be were most schools have tried classroom sets.
- Give the student a folder to keep in class to put their class work. Class work is only handed in once a month. I think this will help with some of the organizational issues the GT/ADHD child has. This would be implemented if we couldn't get the 3 ring binder to work.
- They should be free to choose the place in which they will do their work as long as they follow three simple rules:
  - Do not bother anyone while you are working, including the teacher.

    Do not call attention to yourself or the fact you are doing something different than other students.

  - Do the work you are supposed to do. (Winebrenner, 2003)

- Create a concept map of the chapter we're working on so that students can see how what we're learning fits together. They see the whole picture. This will be the first thing in their 3 ring binder. (Winebrenner, 2003)
- Create visual vocab. maps that the student can use during tests/quizzes. (Winebrenner, 2003)
- Student may take tests/quizzes in another room sometimes with the help of a special education teacher, possibly reading the test and maybe having some classical music playing in the background. (Winebrenner, 2003)

- When giving a project, provide the student with a checklist of items to complete and deadlines for those items. Check in consistently to see how the child is progressing. (University of Central Florida (2009, March 11).
- Allow the student to have something like a koosh ball in their hands while I'm lecturing or the class is discussing information.
- Make sure the student is challenged in the classroom. That may mean they do a different assignment or have different choices. Their assignment should be related to the child's interests if possible. This will be my biggest challenge.
- Help the child set short-term goals for the day or week with the help of the Special Education teacher.
- I have access to ipod touches. For some of the longer problems with multiple steps, I can create a short video of me solving an example problem that the student can watch, stop, start and manipulate as they are solving their own homework problems. These videos can also be accessed through my website if they need them at home or want to use them in their resource class. This also takes extra time which will be another challenge for me.
- Make sure student has the use of a graphing calculator. If the student can't afford one, s/he can check one out from the library. I will also need to teach them how to use it and ways to check their answers. I understand that will be difficult being that once they've completed it, they usually don't see a need to check it.
- In the last few minutes of class, allowing the student to organize their folders, books and assignment sheets so they are ready to go to the next classroom and they have a clear idea of what needs to be accomplished for that evening at home.
- Providing the student with an outline of the notes for the day so they can fill in the information or provide them with a copy of the notes after we have shown them in class. The Smartboard allows you to write on the notes and print a copy with work written on it. These can also be used on quizzes.
- Allow the student to be the "fun monitor". Assign child the role of "fun monitor" – in charge of planning a fun activity for others to do centered around ways to make regular activities more fun. Monitor is in charge of telling jokes, asking others to tell funny stories, putting on music, or providing entertainment (Karen Rogers powerpoint)
- Start with your top ten rules to be enforced at school, and let kids come up with punishments that "fit the crime". Could have a different top ten list each week – 10 best successes we celebrate, top ten ways to treat our friends, etc. with appropriate "rewards" to fit the behaviors…   I think I would start with the top ten rules to be enforced in my classroom and consequences/rewards when they are broken or followed. (Karen Rogers powerpoint)
- If the child is having an issue for that day focusing (so much that it is disrupting everyone else), find a place where s/he can go without punishing the behavior and still giving the student a chance to continue working on the class work.
- Creating a reward system seems keep coming up in different articles and books. This is something I struggle with on a philosophical level but much of the research seems to link the way the brain works and how this system truly helps

the GT/ADHD child. I think this will have to be something the student and I brainstorm together. This can be re-evaluated each trimester.

- Keep in mind the following Bill of Rights.

Bill of Rights for Misunderstood Kids

Bill of Rights for Children with ADD

HELP ME TO FOCUS... Please teach me through my sense of touch. I need "hands-on" and body movement.

I NEED TO KNOW WHAT COMES NEXT... Please give me a structured environment where there is a dependable routine. Give me an advance warning if there will be changes.

WAIT FOR ME, I'M STILL THINKING... Please allow me to go at my own pace. If I'm rushed, I get confused and upset.

I'M STUCK, I CAN'T DO IT...! Please offer me options for problem solving. If the road is blocked, I need to know the detours.

IS IT RIGHT? I NEED TO KNOW NOW... Please give me rich and immediate feedback on how I'm doing.

I DIDN'T KNOW I WASN'T IN MY SEAT...! Please remind me to stop, think, and act.

AM I ALMOST DONE...? Please give me short work periods with short-term goals.

WHAT...? Please don't say "I already told you that." Tell me again, in different words. Give me a signal. Draw me a symbol.

I KNOW IT'S ALL WRONG, ISN'T IT...? Please give me praise for partial success. Reward me for self-improvement, not just for perfection.

BUT WHY DO I ALWAYS GET YELLED AT...? Please catch me doing something right and praise me for the specific positive behavior. Remind me--and yourself--about my good points when I'm having a bad day!

{Author Unknown}

Discovered in Jan Zeiger's article at *TeachersNet.Gazette*

Found on the website: http://adhd.kids.tripod.com/

Set Two: Contributed by Natalie Giese

Accommodations for Asperger's

1. Social Story-short story with think-aloud processing on given situations.
2. Peer Buddy- an assigned 'mother hen' type individual to help child in classroom.
3. Peer Helping- a time to help others who are younger or have developmental needs. Or, a time after school or at lunch to help me in my classroom.
4. Handbook- have child create a handbook of how they perceive the rules/norms of our classroom. Have child share them (when appropriate), and discuss.
5. Sob session- give student a scheduled time to air their concerns or things that they are concerned about.
6. Dear diary- give student a special notebook or space that they can write down things that are bothering them.
7. Blurt tracker- three tokens to use for students who have a hard time with blurting. Teacher takes the token away on desk when student blurts, student takes a time-out when all three tokens are gone.
8. Little professor- if students are especially skilled in an area, give them an opportunity to help teach others.
9. Plan it- use planner to help map out class hour/week. If a known-schedule change is about to happen, write in planner, so students know and can see when the change is going to happen.
10. Study buddy- if organization is a problem, have a buddy (who is not peer buddy) write in planner and help organize student's materials.
11. Joke book- have student create a joke-book or have them start a joke-of-the-day in class!
12. Note buddy- get a copy of another student's notes. It is expected that the student with Asperger's try to get what information he/she can, but a complete copy of notes will be copied after lecture.
13. Today I am feeling- create a little chart as a check-in for student. The student can signal how his/her day is going at the beginning of class, and then teacher/student can check in if/when necessary.
14. Alphasmart/ipad- use of technology (I think we're getting a few ipads this year) to help organize and type for students with a hard time writing.
15. Take a break- a designated spot in the school where he/she can go if he/she is feeling overwhelmed.
16. Lend me an ear- a peer buddy or teacher can take a dictation, when necessary of student's thoughts or what is necessary to complete an assignment.
17. Figit- student can carry and/or keep a special figit if necessary to help with some of the anxious behaviors in class.
18. ET Phone home- daily check-in with parent via phone/email to rate the student's day/behavior, and or address concerns.

19. Origami-when appropriate, student may paper fold to help relieve stress/anxiety.
20. Preferential seating- depending on student's needs, a student may choose where he/she sits in the classroom where he/she would best learn (research would say near front).
21. Pass-outta-class- to help with transition times, students may leave one minute early to get a jump start on hallway behavior/noise/touching.
22. Recording/video of lecture- students may access some lectures/lessons on ipods/or computers to help review key information.
23. Stop- when necessary, student will be allowed to talk/share information. There will be a time limit/timer set to help adhere to keeping class flowing.
24. Task/time sheet- when given student work time, student and teacher will set goals and reasonable time frames to accomplish goals. Teacher/student will check in throughout class to make sure student is accomplishing them and staying on task.
25. Wrap it up- at the end of class, student will get a little extra time to write in planner, put materials away, and get ready to get to next class.

Set Three: Contributed by James Eich

25 CLASSROOM STRATEGIES for Students with Asperger's Syndrome

1. Write the "plan for the hour"/agenda on the board. At the beginning of the class, direct all students to the board and go through the plan for the day so that the Asperger's student knows exactly what is going to happen for the hour.

2. Allow the student to keep his or her supplies for my class in my room so that he or she doesn't have to spend the time at his or her locker finding materials. Often the short transition time between classes produces extra stress.

3. If the child appears to be getting agitated or headed for a "melt-down," it may be due to stress from the particular situation or frustration. I should avoid situations that might produce sensory overload for the child, and by all means either watch or pull the student out of the situation before the melt down occurs. If it is too late and the meltdown has already started, attempt if I can to remove the student from the classroom and let them have their meltdown in the hallway where it is private. If the student has the meltdown in the classroom, just let the student have the meltdown. Attempting to get the student out of the room often creates more stress.

4. If the child engages in constant questioning that interferes with classroom instruction, I can try instructing the child to write the question down and meet with him after class to answer his question. I could also give the student three tickets. If he asks a question, he uses one of his tickets. Teach the child over time to use the tickets (to ask questions) sparingly.

5. If the child is getting overwhelmed, I should help the child make a calm exit to go to some other place that we've agreed upon where they can relax and calm themselves for a while. If at all possible, avoid the meltdown. That means I need to pay attention to the child's actions and words because often they cannot monitor themselves.

6. I should provide clear expectations and rules for behavior. I should post them and remind students of them frequently. I should conference with the Aspergers student, if necessary, to ensure that he or she knows the rules and expectations. Often reviewing expectations before a certain activity helps the student, such as going to the library, doing group work, writing a story with a partner.

7. Allow time for cleaning out and organizing lockers. Give explicit instructions. Actually help the child clean his or her locker.

8. I should stick to the daily routine. Consistent routine and structure reduces stress for the child and the organization and consistency of your classroom environment is one of the key factors in managing the child's deficits.

9. I should use verbal instructions that are short, direct, step by step by step, and concrete.

10. When I am presenting multi-step directions, I should pause between instructions on multi-step tasks and check for comprehension.

11. After and/or before an activity (group or partner work, for example) I could give the child a rating chart and ask them to rate their stress level.

12. As much as possible, I should try to stick to a structured routine. Wherever possible I should prepare the child for potential changes or transitions. I can do this by saying, "Five minutes until we move on to our next activity" to the whole class or to the student individually.

13. I should watch for to peer rejection and bullying. I may need to insure that there is added adult supervision in settings like the cafeteria, on the school bus, and in the halls.

14. I should pre-plan with the child what s/he will say or do in particular situations if I expect that they will be difficult for her/him, and then quickly review with her/him afterwards how her/his plan worked.

15. I could ask the student (or all students in order to not draw attention to the student) to rate their mood/attitude when they enter the class or at the beginning of the class. Stressed, stressed but heading toward calm, calm, calm but heading toward stressed.

16. Because many children with Aspergers have handwriting deficits, I should allow

extra time for handwritten work and explore the use of word processors.

17. I should be aware that behavior modification plans may work well for some behaviors and some children, but it may engender some rigid behaviors that the child rejects or clings to too severely if I ask them to do something different from routine.

18. I should not expect skills learned in one setting to generalize to another setting. I may have to teach the skill and rehearse it in classroom even if I know the child has learned it in another classroom.

19. Eye contact is difficult for many children with Asperger's, and on some level, it may be meaningless to them if they don't derive as much information from looking at me as their non-Asperger's peers do. If I do want them to look at me, rather than cueing or demanding eye contact, I could try holding a prop in my hand when I'm speaking to the class. If I change props or what I'm holding, the child will be more likely to look at me.

20. I can foster social skills by direct instruction and teach the child how to interact through social stories, modeling and role-playing. This may require me to take the student out of the classroom and do a five minute quick conference.

21. Because abstract thinking is challenging, I should incorporate visual cues and graphics organizers for written expression tasks

22. I should remember that children with Aspergers may have difficulty interpreting tone and facial expressions, so a sarcastic "Oh, that was great!" may inadvertently positively reinforce an inappropriate behavior. I also shouldn't count on them understanding that I'm giving them one of those "meaningful looks" that work so well with their non-Asperger's peers. If the child is doing something inappropriate, I should not bother asking them *why* they are doing it. Rather, I should tell them in clear, short statements what they *should do*.

23. I should remind Asperger's students to advocate for themselves. I will do my best to monitor them and help them, but *they* need to know when they are getting frustrated or stuck or defiant and take the necessary steps to bring themselves back to a calm spot where they can learn and I can teach.

24. Let the student select his or her own seat. Before I create a new seating chart, ask him or her where she would like to sit. If the student desires, let him or her sit away from the rest of the class. Do not insist that they be a "part of the class" in order to foster "community." Often students prefer the space and it prevents them from getting distracted or distracting other students.

25. Break assignments into sections. Help students see parts they need to accomplish rather than the whole. Help them manage their time to accomplish the sections and to prioritize. Don't overwhelm them right at the beginning. Help them

to see how they are going to finish a larger assignment *right away* so that they are not immediately overwhelmed.

Bibliography

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Set Four: Contributed by Gloria Hankins

Designing Accommodations for a 2X Child with ASD—Focus: Research ProjectsEducational Strategies and Interventions:

Decrease the required amounts to avoid repetition and busy work

-We require students to have four topics with each topic having at least three subtopics. Within each subtopic, the students have to have 4-6 informational facts/sentences. Modifications for the ASD student would include decreasing the number of required topics so they are still familiar with the research process.

Give more choices in product expectations

-The finished project is a PowerPoint slide show with a definitive number of slides required using a standardized format. For the ASD student, I would give more flexibility for the format and also decrease the number of slides required.

Sources:

Asperger Syndrome: Guide For Teachers
http://aspergersyndrome.org/Articles/Asperger-s-Syndrome-Guide-For-Teachers.aspx

Asperger Syndrome: Educating the Student with Asperger Syndrome

http://aspergersyndrome.org/Articles/Educating-the-Student-with-Asperger-Syndrome.aspx

<u>Socially Appropriate Coping Methods:</u>

<u>Allow student(s) with ASD to collaborate with a peer with similar interests on assignments typically done independently</u>

-Fifth grade students are required to complete an expository research project independently using the research process taught in grades three and four. The student with ASD would gain more social competence when given the opportunity to work with a classmate.

<u>Stop at allotted times throughout work period using a self-timer</u>

-Work periods for this assignment are 50 minutes long. The student with ASD may get frustrated during this working period, so I plan to be proactive and regulate breaks prior to the student(s) reaching frustration.

<u>Schedule visits with an adult to aid in independent practice</u>

-An adult will meet with the student with ASD periodically to help narrow the content of the search to fulfill the requirements of each subtopic.

<u>Pair a classmate to guide with organization</u>

-When students are putting their materials away for the day, this classmate will help the student with ASD organize his materials appropriately.

<u>Present project in a small group instead of whole group</u>

-The expectation is that fifth grade students present completed PowerPoint to the entire class. The student with ASD will have the opportunity to present in front of a small group of students.

<u>Schedule visits with an adult to aid in presentation preparation</u>

-The student with ASD will have additional time to prepare the presentation and practice with an adult before presenting to the small group.

<u>Sources:</u>

Asperger Syndrome: Guide For Teachers
http://aspergersyndrome.org/Articles/Asperger-s-Syndrome-Guide-For-Teachers.aspx

Asperger Syndrome: Educating the Student with Asperger Syndrome

http://aspergersyndrome.org/Articles/Educating-the-Student-with-Asperger-Syndrome.aspx

Asperger Syndrome: Considerations in Teaching More Advanced Students with Autism, Asperger Syndrome and Other Pervasive Developmental Disordershttp://aspergersyndrome.org/Articles/Considerations.aspx

From: *Understanding Our Gifted, 14*(2), Winter 2002. Open Space Communications
Giftedness and Asperger's Syndrome: A New Agenda for Education
http://www.hoagiesgifted.org/eric/fact/asperger.pdf

Coping with Planning and Organization Difficulties:

Provide individualized visual instructions

-When teaching the research project, I model the process using step-by-step directions and instructions for students' independent practice. These instructions are then displayed in the classroom for students to refer to during the independent practice. For the student with ASD, I will print a copy for him/her to have at his/her workstation.

Color-coordinate the steps of the research process into sections

-Choosing a specific research question and creating the topics and subtopics that go with it could be colored green. Creating the bibliography and requirements fornumber of sources could be colored pink. The note taking directions could be colored blue and the sorting directions could be colored orange.

Require a more definitive focus for topics and subtopics prior to starting research

-Typically students choose their topics and make a list of possible subtopics for each they may find information on when doing their research. After completing the research, students organize the notes into definite subtopics based on the information they found. For the student with ASD, we would help them to develop their definite subtopics to limit the search and focus their outcome.

Limit the sources required for completing research

-Fifth grade students are expected to have at least one book, encyclopedia, online encyclopedia and website listed on their bibliographies. For the student with ASD, I would let him choose the medium that works best for him and not specify a required number of sources.

Change the research process to fit the individual format created

-Typically, students would take all their notes before organizing them into the subtopics. The student with ASD would be able to do the organizing first so he could sort as he was researching.

Allow student to skip parts of the process when able

-Students are expected to identify and chart key words from sources. The next step is to change those key words into sentences of their own. The student with ASD may be able to create unique sentences without having to chart the key word, thus eliminating frustration of busy work.

Limit components of end project

-From their notes, students cut and sort into categories. They are then expected to rewrite in paragraph format. The student with ASD could paste the cut sentence strips onto construction paper without taking the step of having to rewrite the sentences.

Provide extra organizational strategies

-Students sort their notes into envelopes for the four topics chosen. Because the student with ASD has already specified the subtopics, he would be able to sort them immediately into envelopes labeled by subtopic.

Provide a separate workstation for individual subjects

-Student with ASD could keep all of his research materials in an extra desk to pull out when needed.

Create individualized rubric

-Students in the classroom are given specific points for each step of the research process as well as the end product. The student with ASD would be given an individual rubric based on individualized expectations.

Provide use of materials such as a computer for the individual

-For the student with ASD, some of the paperwork could be eliminated by allowing him to complete graphic organizers, etc. electronically.

Sources:

From: *Understanding Our Gifted, 14*(2), Winter 2002. Open Space Communications

Giftedness and Asperger's Syndrome: A New Agenda for Education
http://www.hoagiesgifted.org/eric/fact/asperger.pdf

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Asperger Syndrome: Considerations in Teaching More Advanced Students with Autism, Asperger Syndrome and Other Pervasive Developmental Disorders
http://aspergersyndrome.org/Articles/Considerations.aspx

Following Through Tasks and Projects:

Provide a checklist of individualized requirements

-Give student with ASD a copy of the rubric prior to beginning research and teach him to check off completed tasks.

Provide an individualized calendar of due dates for each step of process

-Student with ASD will have more time to complete each component of the process.

Have individual meetings with student to score each component of end product as completed

-Typically, the fifth grade students will receive a score at the end of the project. The child with ASD will get his score for each component with the opportunity to make changes if necessary.

Model all steps of process at the beginning to provide the big picture

-The process typically done for the class is to model each step as the previous one is completed. For the student with ASD, I will model the entire process before beginning and repeat steps as needed.

Sources:

 Asperger Syndrome: Guide For Teachers
http://aspergersyndrome.org/Articles/Asperger-s-Syndrome-Guide-For-Teachers.aspx

Asperger Syndrome: Considerations in Teaching More Advanced Students with Autism, Asperger Syndrome and Other Pervasive Developmental Disorders

http://aspergersyndrome.org/Articles/Considerations.aspx

Sensory Integration Behavior Difficulties:

Allow student to wear headphones

-While researching, student with ASD will be able to wear headphones to help concentrate.

Provide an alternate study area

-To avoid distractions, student with ASD will be able to use the extra office room across the hall to do research when needed.

Sources:

Asperger Syndrome: Considerations in Teaching More Advanced Students with Autism, Asperger Syndrome and Other Pervasive Developmental Disorders

http://aspergersyndrome.org/Articles/Considerations.aspx

Asperger Syndrome: Educating the Student with Asperger Syndromehttp://aspergersyndrome.org/Articles/Educating-the-Student-with-Asperger-Syndrome.aspx

Professionally Speaking, the magazine of the Ontario College of Teachers: Use More Than Your Wordshttp://www.oct.ca/publications/professionally_speaking/march_2008/non-verbal.asp

Managing Special Interests:

Allow student to incorporate special interest when possible

-The class will be given a broad topic for research. The student with ASD will be allowed to incorporate his special interest if possible when choosing the research topic.

Source:

Asperger Syndrome: Educating the Student with Asperger Syndrome
http://aspergersyndrome.org/Articles/Educating-the-Student-with-Asperger-Syndrome.aspx

Set Four: Contributed by Kristine Matulka

The child I have chosen to focus on is No Name, a little boy I had in my classroom last year. In my 16 years of teaching this is the first child I have had that was diagnosed with Asperger's Syndrome. When I heard that I had a child with AS I actually didn't know what to expect. I had spoken to many teachers who had had children in their classrooms with AS and they all had different stories to tell. A few were positive and some were just the opposite. I was prepared for anything that came my way, at least I had hoped I was.

Below are 25 possible strategies to use with a child with the diagnosis of Asperger's Syndrome. As noted many of the strategies were used with No Name during the school year and were found to be quite successful. No Name was not what I would call an "extreme case" of a child with AS. Though diagnosed he had some aspects of AS but they were on the "lighter" side and therefore all of the strategies that might be needed for other AS children were not necessarily needed for No Name.

1. In-vivo Teaching - incorporating evidence-based teaching methods in simulated settings, such as behavior therapy, counseling sessions, classrooms, peer group sessions, and social skills classes and in natural community setting.
*This was found to work well with No Name as he met weekly with a small social group. The teacher he worked with commented on his progress with his group as the year went along and I noticed the improvement in the classroom.

2. Teach discrete aspects of social competence, such as joint attention, emotion recognition, and theory of mind abilities.

3. If significant motor and visual-motor deficits are present the individual should receive physical and occupational therapies. They should not only focus on traditional techniques designed to remediate motor deficits, but should also reflect an effort to integrate these activities with learning of visual-spatial concepts, visual-spatial orientation, and body awareness.

4. As individuals with AS are usually self-described as loners despite an often intense wish to make friends and have a more active social life, there is a need to facilitate social contact within the context of an activity-oriented group. Many individuals with AS enjoy the opportunity to meet others with similar problems and may develop relationships around an activity or subject of shared interest.
*I really like this strategy and would be very interested to see how No Name would interact with another child that has Aspergers.

5. Take inventory to determine sounds difficult for the student to listen to.
*No Name never had any issues with sound but I do have a boy coming to my class next year who is quite interesting and I have been told he has some issues with sounds and with volume. This strategy and the next one listed will be strategies I will try with him.

6. Allow the student to listen to soft music with headsets during class times including excessive noise. Earplugs are another solution suggested.

7. Minimize transitions and insure the environment is predictable to the student. When there are changes in the routine prep the student ahead of time so excessive anxiety will not arise.

8. Researchers recommend a "transition-planning meeting" be scheduled prior to new grade level or school transitions taking place. This meeting allows the previous instructor to educate the incoming teacher on successful strategies as well as provide general education on the characteristics of AS. The student should be orientated as well.
*I met with No Name's teacher twice before he began the school year with me and I also spent some time with No Name so he would feel comfortable on his first day.

9. Visual instructions and schedules help the student to feel more secure and less stressed so the mind can direct its attention to learning.
*I used this strategy for the first four months of school. When No Name didn't seem to need the charts any longer I asked if he wanted me to take them down and he said he didn't need them any longer.

10. Maximize the student's strengths.

*No Name was very outgoing and felt very comfortable in front of his peers. I gave him many opportunities to act out poems and take the larger parts in classroom plays. He thoroughly enjoyed this and the children begged for him to do more. It really helped to foster a positive self-esteem for No Name.

11. Provide the child with enough **time to respond**, in order to allow for possible auditory processing difficulties, before repeating/rephrasing the question/directive.

12. Teach lessons that increase the child's comprehension of figurative language skills, such as idioms, multi-meaning words, jokes, teasing, etc., through the use of visual supports.
*I find this to be an important strategy but one I did not have to use with No Name. In fact he usually understood figurative language better than his peers. He also understood jokes that many students didn't get.

13. *Help to provide a routine with strategies for possible changes.*
*No Name was very picky about what he ate for lunch so when he didn't like what was served in the cafeteria his mother would send in some chicken nuggets and a bun that I would heat up in the microwave. After lunch No Name would hand it to me and I would heat it up in the classroom. The other children questioned it at first but after explaining the situation once there were no more questions. Our lessons would begin and No Name would eat his lunch without a disturbance to the class.

14. *To avoid sensory overloading transitions allow the child to transition a few minutes earlier or later than the rest of the students.*
* I used this strategy with No Name during the first few weeks of school. It helped as our transition time was often short.

15. *Use a visual calendar at both home and school which will give the child information regarding up-coming events/activities. When the child asks when a particular event will occur, he/she can easily be referred to the visual calendar, which presents the information through the visual mode, which the child can more readily understand.*
*No Name's parents and I found that it worked best for me to check his agenda before he left at the end of the day to make sure he wrote down all of his assignments and to make sure he had all of the materials he needed for those assignments in his backpack. His parents did the same in the mornings before he left for school.

16. *Consistently use an assignment notebook.*
*No Name used his every day.

17. *Use an "Assignments to be Completed" folder as well as a "Completed Assignments" folder.*

18. *Teach the rest of the class to understand the child's difficulties.*
*No Name was very open about having Asperger's Syndrome. At the beginning of the year the children in the class, and more specifically the children at his table area, watched and noticed the coping difficulties he often displayed. They watched how I dealt with No Name and would help No Name when he broke down or had difficulty with something. They really were quite protective of him.

19. If a child is doing something wrong, tell him/her what he/she should be doing instead.
*No Name had a habit of releasing gas after lunch while we sat as a class and I read from a book. It became quite distracting and disruptive as you can imagine. He didn't do it on purpose and was embarrassed by it. I pulled him aside and asked him try this approach to the problem. When he felt the need to pass gas he was to simply get up, open our classroom door, aim his back side outside and release the gas while still watching/listening to the lesson. This approach worked wonderfully and he used it in all of the specials classes too.

20. Pair the child with another as a sort of buddy system.
*This worked well with No Name but he took on the leader role. His buddy was quite passive and this gave No Name a feeling of helping out someone else and being a leader.

21. Try to seat children with AS at the front of the class so the teacher can instruct them directly and regularly. Since concentration is often a problem, develop a system of nonverbally reminding them to pay attention, such as a pat on the shoulder.
*I always placed No Name at the front of the class to minimize any problems with concentration during lesson instructions. I was amazed to find, though, that while I may be reading a book to the class he could be reading quietly to himself and could recall everything I said. He always had 3-4 books in his desk ready to sneak out if the lesson topic was not something of interest to him.

22. Assist the child in keeping belongings organized.
*No Name struggled with keeping his desk organized even though as a class we would have desk checks (desk clean-up and organization) every Friday. The children sitting at No Name's table area would volunteer to help him organize his desk belongings. He always felt such relief when finished and quite often found some piece of missing work he hadn't been able to locate.

23. Try to avoid escalating power struggles. AS children often do not understand rigid displays of authority or anger and will themselves become more rigid and stubborn if forcefully confronted.
*No Name definitely had a stubborn streak to him and I found that when a power struggle did arise I simply had to speak 'matter-of-factly' and continuing to use a calm voice and manner. This really helped No Name to

calm down and the power struggle ended quickly.

24. Insure that school staff such as physical education teachers, bus drivers, cafeteria monitors, librarians, etc., are familiar with the child's manners and needs and have been given sufficient training in management approaches.
*This was done before No Name made the transition to our school.

25. Recognize that some change in manner or behavior may reflect building anxiety.
*When No Name's eyebrows would narrow and lower I knew that he was feeling some anxiety and to quickly help him remedy whatever it was that was causing the anxiety. This was difficult at first but as the year went along, and I got to know No Name better, I could help him quickly and he would move on.

Set Five: Contributed by Colleen Heck

Separate page with matrix has been attached.

Autism Spectrum Disorders (ASD), while once very rare in my classroom, have become commonplace. It is now unusual to have a classroom *without* one or more ASD students. With this growing population in mind, I went in search of strategies designed to best serve these exceptional children in my classroom.

Research supporting the thirty-one strategies found in the above chart came from multiple sources. The target behaviors were developed through information gleaned from the Lovecky and Webb texts as well as characteristics of ASD students found in an article by Marks, Shaw-Hegwer, Schrader, Longaker, Peters, Powers and Levine entitled "Instructional Management Tips for Teachers of Students with Autism Spectrum Disorder (ASD)" in Teaching Exceptional Children March/April 2003. The names of others connected with specific target behaviors are included in each category of the chart.

Additionally, the National Autism Center's website was used. In fact, the main bulk of the research base for these strategies came from the results of the National Autism Center's National Standards Project.

The National Standards Project provided an extensive amount of research-based studies supporting a variety of classroom adaptations to benefit ASD students. These adaptations were classified in eleven different categories:

◄◄ Antecedent Package

◄◄ Behavioral Package

◄◄ Comprehensive Behavioral Treatment for Young Children

◄◄ Joint Attention Intervention

◀◀ Modeling

◀◀ Naturalistic Teaching Strategies

◀◀ Peer Training Package

◀◀ Pivotal Response Treatment

◀◀ Schedules

◀◀ Self-management

◀◀ Story-based Intervention Package

       The strategies I selected fell mainly into six of those categories: Antecedent, Modeling, Peer Training, Schedules, Self-management and Story-based Intervention, with a strong emphasis on antecedent adaptations. These categories are matched with each of the strategies in the chart. The ideas in the antecedent package alone are based on ninety-nine research studies. Other categories have less; however, all together, the six areas I targeted for my classroom strategies are based on over 200 research-based studies. The National Standards Project is a wealth of information on ASD with many ideas applicable to the classroom. Two-thirds of the studies came from behavioral literature such as applied behavioral analysis, behavioral psychology, and positive behavioral supports. Additional research came from speech/language pathology as well as special education. Overall, I feel confident that the strategies (and their underlying foundations) I have included in this project are well-researched and have been proven effective.

       Rationale for these strategies involves a mixture of feasibility in the classroom, experience for what has worked in the past, and a sense of excitement in trying something new. For example, in the first column, I include ideas such as providing step-by-step directions and showing a finished model at the beginning of a project. These strategies have worked well in the past, and I will continue them in the future. However, I have not tried summarizing key points of lessons on index cards or compiling summary sheets before beginning a concept. Time will tell on the feasibility of this for all subjects. However, I am willing to try it out, and work together with the student to see what is most effective to help break down larger projects and concepts.

       The strategies in the second column have to do with helping the student focus on key details while still seeing the larger picture. These are adaptations I have done before in some form but not necessarily to this degree. For example, I have provided outlines and graphic organizers in the past; however, the student has been responsible to completing them. I see the value in giving an ASD student a completed outline at the onset of a new concept, and I am interested in trying that this year. Another new strategy is the idea of suggesting related books and/or

videos for upcoming units. I can see how that extra degree of preparedness for the ASD students could go a long way to alleviate frustration over new ideas. I have, however, provided extra text books for students in the past, and it has made a huge difference in organization for them.

The need for choice in assignments is something I recognize and have accommodated for in my classroom. I have used all the strategies listed before and found them effective. Some work better than others depending on the individual and their unique needs. However, without exception, I have found that my ASD students relax and participate more if they know their learning style and preference will be honored and allowed in the classroom.

Difficulty in attending may be my biggest challenge with ASD students. If the topic being discussed is outside their interest area, keeping their attention is not easy. I especially like the idea of creating a list of key words to listen for during a class lecture or discussion. It would be like a word scavenger hunt and give a sense of focus to topics they might otherwise find lacking purpose. Additionally, the strategy would reinforce key ideas the student may need later for tests or written work. All of the strategies listed in this section of the chart are feasible and have potential to be quite effective depending on the student. The wide variety of ideas gives me an opportunity to better adapt to the needs of the individual.

The strategies related to transitioning are a mix of tested techniques and new ideas. Visual schedules and clear beginnings and endings have been a part of my classroom in the past. I have found both to be extremely helpful in reducing anxiety in ASD students. In addition, I am excited to try the other strategies such as the 'work basket' and daily plastic clips to keep track of work in progress. Since ASD students may have trouble moving on from, or resuming, an ongoing activity, these adaptations can help focus what is expected. The 'work basket' can make it clear how much of a project is left to do while the plastic clips can help the student better resume work from a previous day. These methods seem to bring a sense of the concrete to what may appear very uncertain to an ASD child.

The final category of my chart includes strategies for improving social interactions. This is an area of need that is recognizable across the autism spectrum to one degree or another. It is also an area I would like to emphasize more in the coming year. I have taught social skills for several years; however, I feel the need to be much more consistent and intentional about it in the future. Namely, I would like to implement strategies that target individual ASD students and their unique needs. This is why I include these specific strategies in my chart. For example, teaching specific social rules as the need arises and using social stories are both strategies I would like to implement to a further degree this year. In addition, the idea of using a peer as a model for appropriate social skills is intriguing and seems to have potential. Of course, the effectiveness would depend on the ASD student and his/her willingness to learn from a peer as well as the presence and willingness of an appropriate peer model. Training would be involved, and I would want the

assistance and guidance of the special ed. department as well. However, peer coaching is an option that should not be discounted.

Overall, the strategies I have included in my chart are there either because they have been tried and found effective, or I see the potential in new methods that are based on the unique needs of ASD students. Not all strategies will work for all students; however, that is the benefit in having different options from which to choose. In the end, it is the unique needs, personalities, and strengths of these exceptional children that will guide my instruction and focus my choices in order to serve them the best I can.