

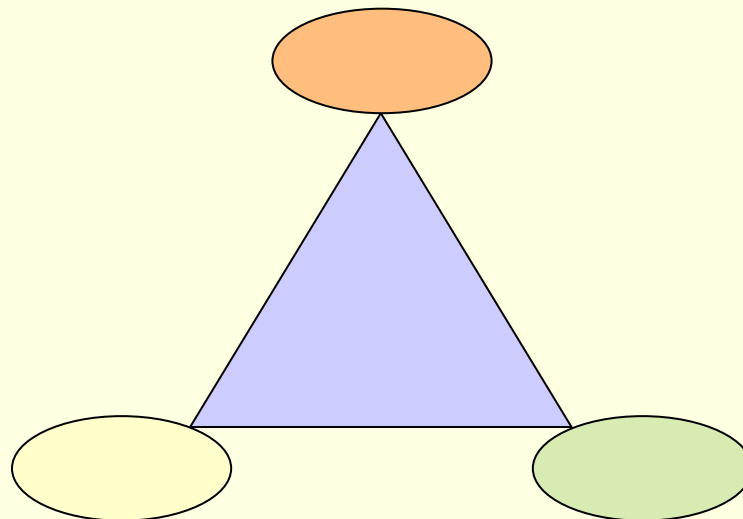
# Supporting Behavior for Students with HFA and AS

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# TRIAD Of Difficulties

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- 1- restricted social interests
- 2- verbal and nonverbal communication differences
- 3- restricted range of imaginative activities



# characteristics

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- Good language- poor communicator
- Poor social skills
- Engrossing interests
- Have a mix of learning problems
- Differences in nonverbal expression

# In the classroom

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- Difficulty with social relationships
- Distractibility
- Uneven pattern of skills
- Possible anxiety or aggression
- Trouble applying skills
- Limited organizational skills



# School wide issues

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- Understanding ASD , AHFA, AS
- Acting as buffer for student – bullying
- Providing needed social experiences
- Working with outside providers
- Balancing needs of student



# Profile

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- Pragmatic language therapy
  - Limited understanding of nonverbal skills
  - [poor vocal tone
  - Limited topics of interest
  - Difficulty with inferential/abstract information
- Fine/gross motor delays
- Poor organizational skills
- Average to above average IQ
- Language development on time

# Social issues

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- Poor eye contact
- Peer interaction
- Making/keeping friends
- Invade personal space
- Reading social cues
- Inappropriate affect
- Taking/understanding another person's perspective - ToM

# Restrictive interests

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- Over focus
- Problems with change/transition
- Poor coping skills
- Low tolerance
- Egocentric





# Low frustration tolerance

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- Limit time spent on perseverations
- Use positive reinforcement
- Limit questions – tokens
- Teach calming strategies
- Structure free time
- Use high interest to scaffold learning

# What to do when upset???

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- Limit verbal interaction
- Limit eye contact
- Have a plan in place!!!



# Positive reinforcers

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- Know the student
- Likes –
  - Talk time
  - Reading self selected books
  - Legos, fidget item
- Dislikes –
  - Hallways
  - Loud noises
  - smells

# Relaxation

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- Deep breathing techniques
- Take a “break” – card or visual in place
- Take a walk
- Safe place
- fidgets



# Sensory issues

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- Pre-assess – change what you can
- Gradual introduction
- Safe place – get away- under their control
- Self regulation
  - How Does My Engine Run?
  - Incredible 5 point Scale

# Group time = Make a plan

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- Safe place that will work in your school
- Discuss relaxation techniques that you employ
- Present one plan (relaxation or safe place) per group



# Educate/Advocate

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- Peers
- Staff
- Faculty
- Administration



# Educate Yourself

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- Professional reading
- Have comprehensive “picture” of student needs – document in IEP
- Teach strategically
- Be PROACTIVE!



# Bullying

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- Understand disorder
- Supervise/mentor unstructured time
- Educate peers
- Teach social skills
- Teach mediation/conflict resolution skills
- Intervene early
- Misinterpret cues/actions???

# Social Skills training

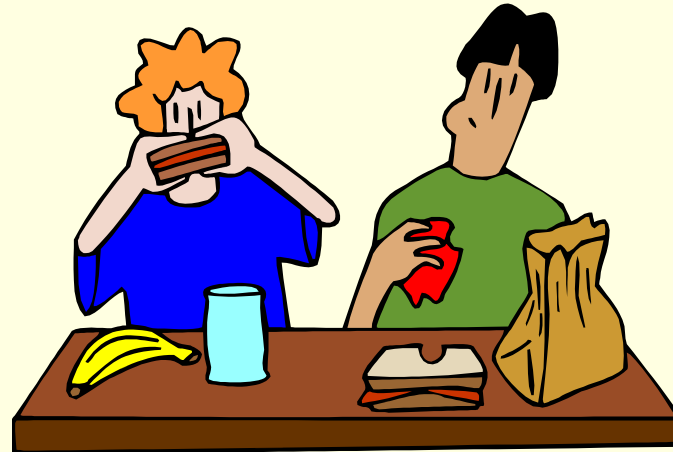
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- Weekly/biweekly/daily
- Inform team of topic
- Use reinforcement
- Teach directly, practice with peers and move to natural environment

# Lunch Bunch/Breakfast Clubs

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- Plan a time
- Plan space
- Train peers
- Plan instruction
- Implement
- Revise



# Peers

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- Choose with care
- Give support to peers
- Look for some similarities
- Work to keep group consistent



# Be proactive

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- Provide direct instruction in social skills
- Give choices
- Teach negotiation
- Individual behavior contracts
- Social stories
- Cartooning

# Communication errors

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- Provide pragmatic language therapy
- Role play with peers
- Videotape and self rate
  - Ex. Fire drill, conversation
- Explanation and example of appropriate skill
- Review “what went wrong?”

# Group work = Social Skills lesson

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- Develop a lesson plan for teaching one discrete social skill
- Report out one idea to large group



# Managing Behaviors

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- Know stress signs for individual students
- Teach de-stress strategies
- Pick your battles and pass info onto all teachers
- Modify environment – Positive Behavior Supports



# Anxiety in HFA and AS

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- Changes in routine
- Sensory issues
- May be anxious all the time
  - Increased sensitivity
  - Irrational
  - Rigid thinking or acceptance

\* Use Social Stories, Comic Strip Conversations

# Review Crisis strategies

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- Do not
  - Step into their space
  - Get in their face
  - Demand they follow a command
    - Tie shoe
    - Say thank you



# Problem Solving

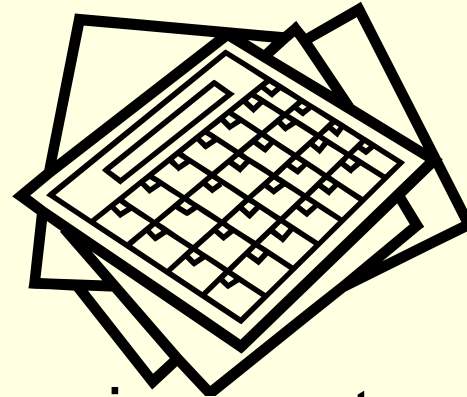
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- Language
  - Short, concise directions
  - No sarcasm, idioms
- Use visual strategies
- Allow processing time
- What does your data say?
- Use strong motivators – check frequently
- Friends – support group

# Visual Supports

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- Daily schedule
- Checklists for routines
- Highlight relevant info
- Provide warnings
- Provide a model of the assignment



# Daily Routine

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- Minimize transitions
- Predictable environment
- Avoid surprises
- Peer buddy - seating
- Avoid self-selection of groups
- Preferential seating
- Do not assign silent lunch

# Structure

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- Daily assignment notebook
- Point sheet
- Priming
- Minimize transitions
- Home base

# Independence

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- Direct instruction in organizational skills
- Teach student to recognize stress level
- Monitor need for safe place/home base



# Group work – organizational plan

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- Develop plan for large long term project
- Develop homework plan
- Report out one plan to large group



# Communicate with adults

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- Teachers
  - Be sincere – like the student
  - Respect differences
  - Give space to person
  - State rules – they like that
  - Listen to complaints but redirect

# continued

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- Staff and faculty
- Do not confuse lack of tact as rudeness
- Recognize student as easily lead on
- Provide rationale for all activities
- Use unemotional time of voice

# Parent/teacher interaction

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- Communicate across settings
- Ask about idiosyncratic behaviors
- Develop communication system
- Be consistent
- Present as a team
- Communicate positives



# Group activity = communication

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- Write letter to content area teacher introduce student and inform him/her about student's specific needs.

# Putting it all together

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- Social needs
- Organizational needs
- Advocate

# resources

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- You're Welcome: 30 Innovative Ideas for the Inclusive Classroom
  - Patrick Schwartz and Paula Kluth
- The Incredible 5-Point Scale
  - Kari Dunn Buron and Mitzi Curtis
- "Just Give Him the Whale!"
  - Paula Kluth and Patrick Schwarz
- Practical Solutions to Everyday Challenges for Children with Asperger's Syndromes
  - Haley Morgan Myles

# resources

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- Understanding Asperger's Syndrome – Fast Facts by Burrows and Wagner
- Aspergers Syndrome and Difficult Moments by Myles and Southwick
- When My Worries Get Too Big by Kari Dunn Buron
- Social Stories by Carol Gray
- Visual strategies books by Linda Hodgdon