

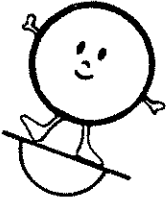



Table 5

CALMING AND ALERTING SENSORY ACTIVITIES

| Sensory Area | Calming Activities | Alerting Activities |
|---|---|---|
| <p>Tactile</p>  | <ul style="list-style-type: none"> • Wear weighted vests or ankle weights • Snuggle under blankets • Play with resistive putty | <ul style="list-style-type: none"> • Sustain light touch to the palm of the hand • Hold something cold • Gently and quickly rub the skin • Take a cool shower or wash face with cool washcloth • Receive a light back scratch • Pet a dog or cat • Handle fidget items |
| <p>Proprioceptive</p>  | <ul style="list-style-type: none"> • Push heavy furniture • Push a heavy cart to deliver library books or retrieve lunch trays • Carry boxes, laundry basket, or unload groceries • Vacuum the floor • Do "wheelbarrow walk" • Carry a weighted blanket • Wear a fanny pack • Carry a weighted backpack • Jump into a squishy pile of pillows | <ul style="list-style-type: none"> • Help by passing out papers, erasing the board, or delivering a message • Exercise, dance, wriggle |
| <p>Vestibular</p>  | <ul style="list-style-type: none"> • Jump on a trampoline or do jumping jacks • Swing on playground equipment • Rock in a rocking chair • Roll back and forth in a barrel • Take a break to do an errand • Swing in a hammock | <ul style="list-style-type: none"> • Jump on a trampoline or do jumping jacks • Hang upside down on a jungle gym • Ride a scooter down a ramp • Sit and bounce on a therapy ball • Stand and twirl in a circle • Bend over and place head between legs • Do somersaults and cartwheels |
| <p>Gustatory</p>  | <ul style="list-style-type: none"> • Chew or suck on mild flavors such as suckers, hard candy, or chew toys • Suck thick liquids through a straw • Drink from a sports water bottle • Chew/suck on a keychain or necklace • Chew/suck on a pen top • Play a musical instrument • Blow whistles, bubbles, feathers, balloons, cotton balls, etc. • Drink warm liquids, such as hot chocolate, cider, soup • Engage in eating chewing, sucking, and blowing activities • Engage in blowing activities paired with eye-tracking exercises (blow ping-pong ball with straw) | <ul style="list-style-type: none"> • Eat crunchy foods, such as pretzels, ice, carrots, celery, apples • Eat chewy foods, such as licorice, taffy, beef jerky, gum • Blow whistles, bubbles, feathers, balloons, cotton balls, etc. • Eat ice or popsicles • Keep a water bottle with cold water on desk • Eat crunchy, sour, chewy, salty, or cold foods • Engage in eating chewing, sucking and blowing activities |

PLEASE NOTE: These activities should not be incorporated into a student's schedule without consulting an occupational therapist who is well versed in sensory integration.

Adapted with permission from Learn to Move, Move to Learn! Sensorimotor Early Childhood Activity Themes by Jenny Clark Brack, 2004; Shawnee Mission, KS: Autism Asperger Publishing Company; and Sensation Station by Lisa Robbins and Nancy Miller, 2006. Shawnee Mission, KS: Autism Asperger Publishing Company.




| Alerting Activities | Calming Activities | Sensory Area |
|--|---|--|
| <ul style="list-style-type: none"> • Use scented lotion or soap between activities • Spray a citrus room deodorizer before academic activities • Use scented materials in projects • Receive scratch-and-sniff stickers as a reward | <ul style="list-style-type: none"> • Burn a vanilla scented candle (if child, under adult supervision) • Smell potpourri in the classroom • Incorporate preferred scents within academic tasks (e.g., writing with a scented pen) • Use scented crayons or markers |  <p>Olfactory</p> |
| <ul style="list-style-type: none"> • Listen to music with varied pitch, sound loudness or uneven/fast beat • Speak with animated high and low voice • Enjoy frequent opportunities to examine novel sound-producing toys (e.g., chimes, squeeze toys, rain stick) • Use sound-producing materials to complete classroom projects (e.g., talking calculator books on tape, Yak Back [Yes! Entertainment Corp.; 1-925-847-9444] for verbal directions) • Prepare in advance for loud/strange noises | <ul style="list-style-type: none"> • Listen to quiet music with slow, even beat • Listen to soft singing or humming • Cover ears when a loud or unexpected noise happens • Work in a quiet environment • Use headphones to shield from noise |  <p>Auditory</p> |
| <ul style="list-style-type: none"> • Work in bright lights • Use a flashlight to point or highlight important information • Use brightly colored paper • Use a highlighter to underline important text • Use colored chalk • Use a slant board to place materials at an angle • Use bright lights or colors | <ul style="list-style-type: none"> • Work in dim light or with lights turned off • Block distractions by using a screen, room divider, or study carrel • Wear sunglasses • Provide visual materials such as a glitter wand, oil and water toys, fish tank • Work at distraction-free desk • Work in soft or limited light and pastel colors • Work in natural rather than artificial light |  <p>Visual</p> |

Table 6

VISUAL SUPPORTS FOR MIDDLE AND HIGH SCHOOL STUDENTS WITH AS/HFA

| Type of Support | Purpose | Location | Brief Description |
|--|--|--|--|
| Map of school outlining classes | <ul style="list-style-type: none"> To assist the student in navigating school halls | <ul style="list-style-type: none"> Taped or velcroed™ inside locker Velcroed inside back cover of textbook or folder/notebook | To help orient and structure the student. This map shows the student where her classes are, the order in which they take place and times to visit her locker. |
| List of classes, room numbers, books and other supplies needed | <ul style="list-style-type: none"> To aid the student in getting to class with needed materials | <ul style="list-style-type: none"> Taped or velcroed inside locker Velcroed inside back cover of textbook or folder/notebook | This list works well with students who have difficulty with maps. It lists the class, room number, supplies needed and when to go to the class. |
| List of teacher expectations and routines for each class | <ul style="list-style-type: none"> To help the student understand the environment | <ul style="list-style-type: none"> Velcroed inside front cover of textbook or folder/notebook Placed on a key ring that is kept in pocket or on backpack | To reduce anxiety associated with routines and lack thereof, this visual support details the routine that is to be followed in the classroom (such as what the student is to do upon entering class and when and where to turn in homework, what the student is to do upon entering class, etc.) and outlines particular characteristics that can help the student get along in class (such as Mrs. Johnson does not permit talking with neighbors and likes both feet on the floor at all times; Mr. Thomas allows students to bring a bottle of water to class). |
| Schedule of activities within the class | <ul style="list-style-type: none"> To prepare the student for upcoming activities as well as assist in transitioning between activities | <ul style="list-style-type: none"> Listed on the chalkboard or whiteboard | This list simply details what activities will occur during a given class. As each activity is completed, it can be erased, crossed out, or checked off. |

Table 6

VISUAL SUPPORTS FOR MIDDLE AND HIGH SCHOOL STUDENTS WITH AS/HFA (CONT.)

| Type of Support | Purpose | Location | Brief Description |
|----------------------------------|---|--|---|
| Outlines and notes from lectures | <ul style="list-style-type: none"> To facilitate the student's understanding of content material | <ul style="list-style-type: none"> Prepared by teacher in advance and placed on student's desk Notes taken by peer during class using carbon paper or photocopied and handed out at the end of class Tape recording of lecture with tape recorder placed near teacher and tape discreetly provided to the student at the end of class | <p>Many students with AS/HFA have fine-motor challenges that make it difficult for them to take notes. Others cannot take notes and listen at the same time. These supports alleviate these challenges and allow the student to focus on understanding the content.</p> |
| Sample models of assignments | <ul style="list-style-type: none"> To help the student understand exactly what is required | <ul style="list-style-type: none"> Prepared in advance by the teacher and given to the student discreetly. This can be a copy of an actual assignment that received an "A" grade | <p>A model of assignments helps students be visually aware of format requirements. They can then concentrate on the content.</p> |
| List of test reminders | <ul style="list-style-type: none"> To ensure that the student knows when a test occurs and what material will be covered | <ul style="list-style-type: none"> Prepared in advance by the teacher and given to the student to allow sufficient time to study Final reminder given the day before the test. Often presented on a colorful piece of paper and placed in the student's folder A schoolwide homework hotline is helpful. If this is not available, a peer can serve as the homework hotline | <p>A study guide that lists content and textbook pages covered in the test is helpful. This guide should include a timeline for studying and outline content to be studied each night and the approximate time required to do so. The teacher assumes responsibility for developing it, but then works with the student to complete the task independently.</p> |

Table 6

VISUAL SUPPORTS FOR MIDDLE AND HIGH SCHOOL STUDENTS WITH AS/HFA (CONT.)

| Type of Support | Purpose | Location | Brief Description |
|------------------------------|--|--|--|
| List of schedule changes | <ul style="list-style-type: none"> To ensure that the student is prepared for change | <ul style="list-style-type: none"> Written on the chalkboard or whiteboard Prepared in advance by the teacher (at least one day prior to activity) and given to the student to place in notebook. If the activity is one that the student is not familiar with, the list should also include his behavioral responsibilities | <p>This prompt helps students prepare for a change in routine. Including the responsibilities of the student in the activity helps her complete the activity with minimal stress/anxiety.</p> |
| List of homework assignments | <ul style="list-style-type: none"> To assist the student in understanding requirements so that he can complete homework independently | <ul style="list-style-type: none"> Prepared in advance and given to the student discreetly. This homework support should include all relevant information such as due date, items to complete, format, etc. | <p>Students with AS/HFA need written details of homework. Teachers often write on the board or the overhead the basic elements of homework and supplement them verbally as students write down the assignment. This is not sufficient for students with AS/HFA.</p> |
| Cue to go to home base | <ul style="list-style-type: none"> To prompt the student to leave class to lower her stress/anxiety level | <ul style="list-style-type: none"> A small card, approximately the size of a business card, is carried by the teacher, who discreetly places it on the student's desk when home base is needed | <p>Students with AS/HFA often do not recognize that they are entering the cycle for a tantrum, rage, or meltdown. When the teacher recognizes the behaviors associated with the start of the cycle, she can use this card to prompt the student to leave the room.</p> |

Watch for Literalness

Many students with AS/HFA have difficulty understanding metaphors, idioms and sarcasm, or knowing what is meant when only nonverbal communication such as facial expressions or gestures is used. Further, these students don't understand generalities. For example, when Susan's mother asked Susan if she had science homework Monday and Tuesday night, Susan said no even though she had a science test on Thursday. From a literal standpoint, Susan would not have homework in science until Wednesday night – the night before the test. Unfortunately, responses like this are often misinterpreted as being noncompliant. Therefore, it is important to probe for understanding and comprehension.

When clarifying language, specificity is important – “Say what you mean and mean what you say.” General instructions, such as “Clean out your desk,” may not be specific enough for a student. He might interpret it as sharpening pencils and pushing all the books inside his desk while his teacher had in mind a very different sort of cleaning.

Many students with AS/HFA have characteristics similar to those of individuals with attention deficit hyperactivity disorder (ADHD). As a result, they have particular difficulty attending to group directions. The following clarifying strategies may help students attend to lectures and follow directions.

Table 7

STRATEGIES TO HELP STUDENTS ATTEND TO LECTURES AND FOLLOW DIRECTIONS

- Use the student's name prior to giving a direction or asking a question.
- Tap gently on the student's desk prior to giving a direction.
- Provide the student with questions in advance.
- Combine verbal instructions with pictures, gestures, demonstrations, and written instructions.
- Have the student demonstrate that she understands or paraphrase what she is to do. Do not rely on yes/no responses to indicate comprehension.

Be specific when providing instructions to ensure that the student knows what to do, how to do it, and when to do it. Be clear and clarify as needed. This includes keeping language concise and simple, saying exactly what you mean, telling the student specifically what to do, breaking down tasks into components, and teaching nonliteral language (i.e., metaphors, idioms). Table 8 overviews some examples of how to simplify language for the student with AS/HFA.

Table 8

EXAMPLES OF HOW TO SIMPLIFY LANGUAGE FOR STUDENTS WITH AS/HFA

| Instead of Saying ... | Say or Do This Instead ... |
|---|--|
| "Clean up the science lab." | "Put the microscopes back on the shelf." |
| "Work on your project." | "Write down all the resources you will need for your social studies paper." |
| "Get out your literature book, turn to page 37, get out your pencil and paper." | Write the instructions on the whiteboard and call students' attention to them. |
| "Remember, when you go to the library, you can catch more flies with honey than vinegar." | "Remember, when you go to the library, you can catch more flies with honey than vinegar. That means you are more likely to get what you want or need if you are polite." |
| "Write a report on HIV by next Friday." | <p>Write on the whiteboard and say to student:</p> <ul style="list-style-type: none"> • Write a two-page report on HIV. • The report is due on Friday, March 15. • Reports should be neatly handwritten or typed. • Grammar, spelling, and organization of the report will all be counted when assigning a grade. • Examples of two reports that received an "A" and "B" are in the red folder on the health table. <p>Also include a timeline (see Table 6).</p> |

SAMPLE ITEMS FROM THE HIDDEN CURRICULUM FOR SCHOOL

- **Locker Room:** If there are people taking showers or changing their clothes, do not stare at them or make comments about their bodies.
- **Recess and PE:** If you are throwing a ball to someone in the gym or at recess, say her name out loud and wait until she looks and has her hands out before throwing it.
- **Lockers and the Hallway:** You may get bumped in a crowded hallway. It is usually an accident.
- **Lunchroom:** Never throw food in the lunchroom, even if other students do.
- **Assignments:** It is inappropriate to comment on other students' work quality, unless the entire class is discussing how they can improve their work.
- **Rules When Talking to the Teacher:** If you disagree with what a teacher is saying, politely say what you think and wait for an answer. If you still disagree, let it go.
- **Classroom Rules:** Limit yourself to approximately five questions during a class period. If you continue to ask questions, it may bother the other students and the teacher.

Table 10

STRATEGIES TO HELP STUDENTS FEEL CONFIDENT AND COMPOSED

- Provide a daily schedule and refer to it frequently. For example, at the end of math class, tell the student and the class that math is ending and that reading will begin in 5 minutes.
- Instead of a traditional clock, use a time timer (timetimer.com) or other visual timer in class. This will allow students to see the passage of time.
- Teach nonliteral language associated with time. For example, let the student know that expressions such as “just a second” or “in a minute” do not refer to exact time segments. Rather, they indicate that assistance will be forthcoming, but will not be immediate. “Wait a minute” does not mean stopping and counting to 60; it means waiting a short period of time until told otherwise.
- Break tasks into segments and communicate how long each task is expected to take.

BREAK DOWN THE TASK INTO SMALLER STEPS AND PROVIDE ONGOING FEEDBACK

When Mr. Bueller told his students to write three paragraphs about the current event they had brought to class, he told them they had 30 minutes to complete the task. He suggested that they spend approximately 5 minutes thinking about the structure, 5 minutes outlining the brief paper, and 10 minutes working on each section. In addition, he handed each student a checklist showing the steps, and while circulating around the room, he quietly announced the time of each designated sequence. Chris, a student with AS/HFA, typed his assignment following Mr. Bueller’s timeline. Mr. Bueller checked on Chris frequently, letting him know that he was progressing as expected on the assignment and offering other feedback as appropriate.

GENERAL ACCOMMODATIONS FOR STUDENTS WITH SENSORY IMPAIRMENTS

Vision

- Place the student away from the glare-not facing a window.
- Use yellow chalk to reduce glare.
- Say the words as you write them on the board.
- Use black print handouts whenever possible.
- Put visual material at student's eye level whenever possible.
- Use taped text, records, or large print materials obtainable from Library for the Blind, 1050 Murphy Avenue, Atlanta, Georgia, 30310, and from Recording for the Blind, 215 East 58th Street, New York, New York, 10100 or call 1-800-221-4792.
- Emphasize auditory means of presenting information and obtaining answers from the student.
- Avoid worksheets, which call for matching data unless they are well spaced.

Hearing

- Seat student close to the front so that he/she can see the teacher's mouth. Teacher needs to restrict his/her own mobility so that the student with a hearing impairment is in good visual proximity of the teacher at all times.
- Provide a buddy to check with the student to be sure directions are understood or to work on an example of a problem with the student.
- Use an overhead projector to outline points, which you are making in classroom presentations.
- Have an area, which minimizes interfering noises where students with hearing problems can work.
- Abbreviate verbal instructions. Speak clearly and avoid long-winded verbalizations when possible.

Nine types of adaptations for students with disabilities

Size

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

For example:
Reduce the number of social studies terms a learner must learn at any one time.

Time

Adapt the time allotted and allowed for learning, task completion, or testing.

For example:
Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support

Increase the amount of personal assistance with a specific learner.

For example:
Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.

Input

Adapt the way instruction is delivered to the learner.

For example:
Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.

Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:
Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Output

Adapt how the learner can respond to instruction.

For example:
Instead of answering questions in writing; allow a verbal response; use a communication book for some students; allow students to show knowledge with hands-on materials.

Participation

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

For example:
In geography, have a student hold the globe, while others point out locations.

Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

For example:
In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.

Substitute Curriculum

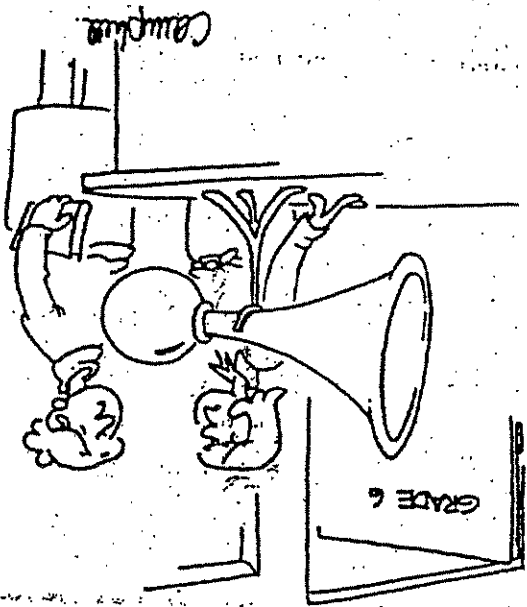
Provide different instruction and materials to meet a learner's individual goals.

For example:
During a language test one student is learning computer skills in the computer lab.

Modification Options for the Regular Classroom

- headsets to muffle noise
- seat child near a good role model
- time out area
- group for cooperative learning
- give both oral and written directions
- ask frequent questions
- change question level
- change response format (for example, from saying to pointing)
- use manipulatives
- provide functional tasks that relate to the child's environment
- reduce the number of items on a task
- highlight relevant words/features
- use picture directions
- provide more practice trials
- change reinforcers
- increase wait-time
- use specific praise
- have a peer-tutor program
- provide frequent review
- adapt test items for differing response modes
- use behavioral contracts
- use timers to show allocated time
- provide more visual cues
- tape record directions
- provide an essential fact list
- assign only one task at a time
- provide daily and weekly assignment sheets
- post daily/weekly schedule

- establish rules and review frequently
- shorten project assignments into daily tasks
- incorporate current popular characters into assignments for motivation
- color code place value tasks
- provide lesson summaries



"First, you have to get their attention."



"It's great how Mr. Watson's able to communicate with kids on their own level!"