

**Success with Autism: Using our Strengths for Achieving a Full and Productive Life Just like Everyone Else**  
*Courage to Risk Conference*  
 Colorado Springs, CO  
 January 15, 2010  
**PRESENTED BY**  
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[www.AutismAsperger.net](http://www.AutismAsperger.net)

**COURAGE to RISK**

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**INTRODUCTION**

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**A LITTLE BIT ABOUT ME**  
 Introduction

**The Autism Bomb – NOT**

Loss of speech & tantrums  
 Self-stims  
 Environmental withdrawal

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**W H O A M I ?**  
Introduction

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**W H O A M I ?**  
Introduction – Adult

Finished a doctoral dissertation on comparative educational approaches for engendering success for people with autism and Asperger Syndrome

Sheltered Workshop for People with Asperger Syndrome

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**AREAS TO CONSIDER FOR SUCCESSFUL ADULTHOOD**  
Overview

What we are doing now that has implications for adult life

Biomedical	Interdependent Living
Behavioral/ Developmental/ Educational	Residential
Sensory	Employment
	Relationships (including sexual)
	Continuing Education
	Self-Advocacy and Disclosure

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# NAVIGATING THE SEA OF INTERVENTIONS

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### THE SEA OF INTERVENTIONS

#### Three Areas of Intervention

**Educational/Behav**

- DTT/ABA
- Daily Life Therapy
- TEACCH
- Miller Method
- DIR (Floortime)
- RDI
- SCERTS

**Sensory**

Occupational Therapy to Treat Imbalances of the Outer and Inner Senses

- Sight    • Touch
- Taste    • Smell
- Hearing
- Vestibular
- Proprioception

**Biomedical**

Treating chemical imbalances caused by internal and external factors

- Digestion
- Nutrition
- Chelation
- GFCF Diet
- Vaccines
- Dysbiosis
- Immunology
- Feingold Diet
- Mercury and other heavy metal toxicities [metallothionein & glutathione]

Stephen Edelson, personal communication, December, 2004

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### A POSSIBLE INTERVENTION PROFILE

#### Three Areas of Intervention

Stephen Edelson, personal communication, December, 2004

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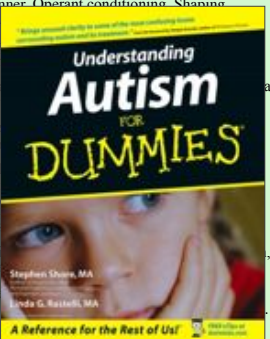
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**SOME PROMISING INTERVENTIONS**

<b>Lovaas (ABA):</b>	Watson, Skinner, Operant conditioning, Shaping behaviors, A
<b>TEACCH:</b>	Employs app needs and er
<b>Daily Life Therapy:</b>	Kito Kitihar and intellect
<b>Miller Method:</b>	Miller, Deve Piaget, Vyg
<b>DIR (Floortime):</b>	Greenspan, I communicat
<b>Relational Development Intervention:</b>	Gutstein, Ex relationships
<b>SCERTS:</b>	Prizant, Soc Transactiona
<b>Biomedical:</b>	Medical-Cha imbalances,
<b>Other:</b>	Sensory inte Power cards, CCI




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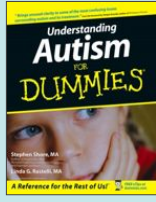
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**COLLABORATION MODEL FOR SOCIAL INCLUSION IN THE UNITED STATES**

Nine Educational Techniques

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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**COLLABORATION MODEL FOR SOCIAL INCLUSION IN THE UNITED STATES**

Nine Educational Domains of Accommodation

Size	Common Goal
Adapt the number of items that the learner is expected to learn or complete.	Meaningful involvement of the person with a disability in school, in the community, and in their residences.
<p><b>Example</b></p> <p>Reduce the number of <b>social studies</b>, or <b>science</b> terms, or <b>words to spell</b> a learner must learn at any one time.</p>	
<b>Inclusion is a Spectrum</b>	
<b>How can this be engineered to benefit the entire class?</b>	

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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**INTERDEPENDENT LIVING**  
**AND APPROPRIATE HOUSING**  
 Along with  
**COMMUNITY INVOLVEMENT**

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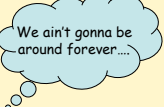
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**AREAS TO CONSIDER FOR SUCCESSFUL ADULTHOOD**

**Residential**



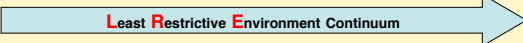


**Interdependent Living**

- Home/Apt.
- Roommates?
- Degrees of Supervision
- Minimal to Live-in

**Group Living**

- Shared Home/ Apartment/Institution
- Degrees of Supervision
- Part to Full-time



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**SUCCESS IN SOCIALIZATION**

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**THE HIDDEN CURRICULUM - COMMUNITY**

Peter Gerhardt (personal communication, April 2004)



**THE HIDDEN CURRICULUM**

*Practical Solutions for Understanding Unstated Rules in Social Situations*

Brenda Miller  
Melissa Trautman  
Ronda Schaban

Autism Asperger Publishing Company

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

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**SOCSSS**

*Situations – Options – Consequences – Choices – Strategies – Simulation*

Adapted from Jan Pooza (1995) in Myles, B., Trautman, M., and Schaban, R. (2004). The hidden curriculum. Shawnee Mission, AAPC, p. 22

**Situation**

**Who:** Sarah and Kassie

**When:** During math class

**What:** Kassie pokes Sarah when the teacher is writing on the board. When Sarah pushes Kassie away is when the teacher turns around to see Sarah acting out.

**Why:** Kassie seems to like the way Sarah wiggles when poked.

Options	Consequences	Choice
Ignore Kassie's poking.	Kassie could continue with her poking. Kassie might stop poking Sarah.	
Punch Kassie in the nose.	Kassie might stop but Sarah might also get into trouble for fighting in class.	
Tell Kassie to stop; if she doesn't, tell the teacher.	The teacher would tell Kassie to stop. The teacher would tell Sarah to ignore her.	✓

**Strategy - Plan of Action**

The next time Kassie pokes Sarah, Sarah will tell her to stop. If Kassie doesn't stop, Sarah tells the teacher.

**Simulation - Practice**

A. Visually B. Verbally  
**C. Role-playing**

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**SOCIAL STORIES – by Carol Gray**

Using vignettes to describe how social interactions work employing...

**Descriptive Sentences:** Background of situation

**Directive Sentences:** Suggests action and decode meanings

**Affirmative Sentences:** Suggests commonly shared values or opinions

- When the teacher asks a question, many students would like to provide an answer. *Descriptive*
- It's hard for a teacher to hear when several students try to answer at once. *Descriptive*
- Students in a classroom need to take turns talking. *Affirmative*
- When I want to answer a question that the teacher asks in class, I will try to sit quietly and raise my hand. *Directive*
- The teacher may call on me to answer or the teacher may give another student a turn at answering the question. *Descriptive*
- If the teacher does not call on me this time maybe next time she will ask me to answer her question. *Descriptive*

Adapted from Gray, C. *The new social story book*. Future Horizons

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**Madeline Teaches Becca How to Remain Calm**  
Power Card

Madeline wants you to remember to choose one of the following ways to help calm yourself if you get frustrated when you have difficulty answering a question. If one of the ways does not work try another. If you need help to answer the question this time, perhaps next time you can do it all by yourself.

1. Take 5 deep breaths exhaling slowly after each breath.
2. Close your eyes and slowly count backwards from 10 to 1.
3. Get a hug from Mommy.
4. Take a short break.



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**IMPROVING SELF-ASSESSMENT**

Emotion	Body Signals	Possible Activities
 <b>Happy</b>	<ul style="list-style-type: none"> <li>• Pleasant feeling</li> <li>• Smiling and laughing</li> </ul>	<ul style="list-style-type: none"> <li>• Any of your favorites: Color, ride your bike, dance to music</li> </ul>
 <b>Neutral</b>		<ul style="list-style-type: none"> <li>• Sit quietly</li> <li>• Read a book</li> </ul>
 <b>Sad</b>	<ul style="list-style-type: none"> <li>• Moving slowly</li> <li>• Feeling tired</li> <li>• Frowning</li> </ul>	<ul style="list-style-type: none"> <li>• Cry</li> <li>• Talk about how you feel</li> </ul>

Adapted from Myles, B., & Southwick, J. *Asperger Syndrome and Difficult Moments: Practical Solutions for Tantrums, Rage and Meltdowns*. Autism Asperger Publishing Company

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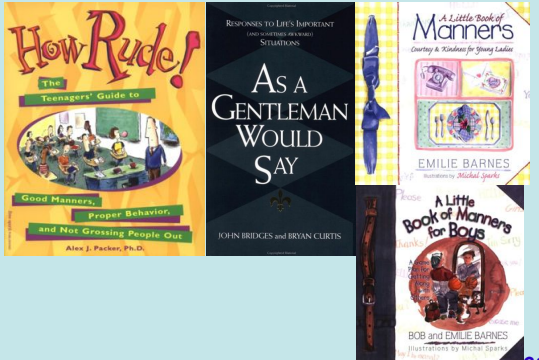
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**INCIDENTAL HIDDEN CURRICULUM BOOKS**



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**WORK? WHERE? WHAT? HOW?**

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**REAL WORLD OF WORK**

Defining Work – Adding Meaning to Life

Work is more than just a livelihood or paycheck; it is the key to a satisfying and productive life. For many on the autism spectrum, it is the glue that keeps our lives together in an otherwise frustrating and sometimes confusing world. Certainly, my life would not be worth living if I did not have intellectually satisfying work.

*Developing Talents: Careers for Individuals with Asperger Syndrome and High-Functioning Autism, Temple Grandin*

**However...**

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**REAL WORLD OF WORK**

Gearing Work Towards Interests

Interest/strength	Implications for Career
Subway maps and computers	Design maps for web pages of a public transit authority
Horses and medicine	Equestrian veterinarian
Hypersensitive sense of smell and engineering	Airplane engine trouble shooter

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## REAL WORLD OF WORK

Determining Career Matches – Possible Employment Structures

- **Competitive employment**
- **Full-time employment**
- **Part-time employment**
- **Permanent employment**
- **Short-term jobs**
- **Seasonal jobs**
- **Self-employment / Micro-enterprise**

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## SELF-ADVOCACY & DISCLOSURE

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The road to successful self-advocacy starts by accurately assessing your circumstances.

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## SUCCESSFUL TRANSITION

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. Make ones needs known in ways that others can understand and provide support.

**MY ADVOCACY PLAN** Name \_\_\_\_\_

**SCAN:** Where is the challenge?

1. Sensory	Perception of the environment
2. Cognitive	How we think
3. Socio-emotional	Social cues and how we feel

**ADVOCACY:** Explaining your needs

**DISCLOSURE:** Giving the reason why

<b>SCAN</b> Challenge What is causing the difficulty?	<b>ADVOCACY</b> Explaining your needs providing greater understanding and in a way the other can provide assistance	<b>DISCLOSURE</b> The reason <b>Partial</b> - Some specific characteristics affecting a situation only <b>Full</b> - Diagnosis
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## Self-Initiated Individual Education Plan (Cont.)

**Who must we get on board?**

- Student
  - Student's Guide to the IEP
  - Helping Students Develop Their IEP [www.nichcy.org](http://www.nichcy.org)
- Parents
- Special Education Teacher
- Regular Education Teacher(s)
- Administrators
- Others

A Guide to the Individualized Education Program  
Office of Special Education Programs, 16 June 2002.  
<[http://www.ed.gov/offices/OSE/OSIEP/Products/IEP\\_Guide/](http://www.ed.gov/offices/OSE/OSIEP/Products/IEP_Guide/)>

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## Self-Initiated Individual Education Plan (Cont.)

### Accommodation Menu

Note: This form is not required by IDEA

Student: Somebody Date: 10/28/10

Teacher: Anybody IEP Manager: Everybody

Effectiveness		Accommodation	Effectiveness		Accommodation
Used?	(1-5)		Used?	(1-5)	
✓	4	<b>Placement</b> Preferential seating Small group	✓	2	<b>Sensory</b> Lighting Hat with visor Standing at desk
✓	5	<b>Assignments</b> Reduced paper/ pencil tasks Extended time	✓	5	<b>Other</b> - Outline with due dates for assignments

Adapted from McGhee et al. (2001). *Student-led IEPs: A guide for student involvement*. Arlington, VA: Council for Exceptional Children in Shore (Ed). (2004) *Ask and tell: Self-advocacy and disclosure for people on the autism spectrum*. Shawnee Mission, KS: Autism Asperger Publishing Company, P.91.

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## Telescoping Forward to the Future

MY ADULT LIFE	
Student: _____	Date: _____
Employment	
<b>Goals</b>	
<b>Current Accommodations</b>	
<b>Future Accommodations</b>	
Recreation and Leisure	
Home/ <b>Inter</b> dependent Living	
Community Involvement/Volunteer Work	
Postsecondary Education/Training	

Adapted from Shore (Ed), (2004). *Ask and tell: Self-advocacy and disclosure for people on the autism spectrum*. Shawnee Mission, KS: Autism Asperger Publishing Company. P. 92.

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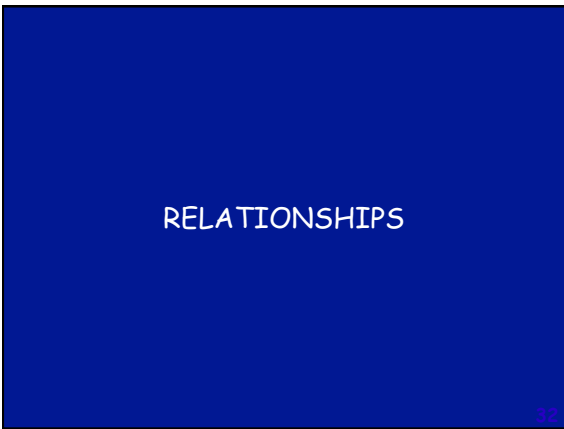
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RELATIONSHIPS	
Talking About Sex - Myths of Sexuality - Peter Gerhardt	
<p style="text-align: center; font-weight: bold; margin: 0;">Common Myths</p> <ul style="list-style-type: none"> <li>• Persons with autism...</li> <li>- have little to no interest in sex</li> <li>- are hypersexual</li> <li>- are solely heterosexual</li> </ul>	<p style="text-align: center; font-weight: bold; margin: 0;">But the Truth is...</p> <ul style="list-style-type: none"> <li>• Persons with autism are as diverse sexually as everyone else</li> <li>- and, sexuality education is complicated by challenges in language, communication, and social differences.</li> </ul> <p style="font-size: x-small; margin: 5px 0;">While sexual feelings and interest may be high, a primary information source is usually not available – non-spectrum teens (Volkmar &amp; Wiesner, 2003).</p> <ul style="list-style-type: none"> <li>- With proper support people with autism can have relationships; often with a person having a difference.</li> </ul>
<p style="font-weight: bold; margin: 0;">So... How can we help people on the autism spectrum deal with this important part of life?</p>	

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# RELATIONSHIPS

Talking About Sex – Resources

- Aston, M., *The other half of Asperger Syndrome.*
- Hénault, I., *Asperger's Syndrome and sexuality: From adolescence through adulthood.*
- Lawson, W., *Sex, sexuality and the autism spectrum.*
- Mesibov, G., *The TEACCH approach to autism spectrum disorders.*
- Newport, J. & Newport, M., *Autism-Asperger's and sexuality: Puberty and beyond.*
- Shore, S., & Rastelli, L., *Understanding autism for dummies.*
- Sicile-Kira, C., *Autism spectrum disorders: The complete guide to understanding autism, Asperger's Syndrome, pervasive developmental disorders, and others ASDs.*
- Wrobel, M., *Taking care of myself: A hygiene, puberty, and personal curriculum for young people with autism.*

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# CONTINUING EDUCATION

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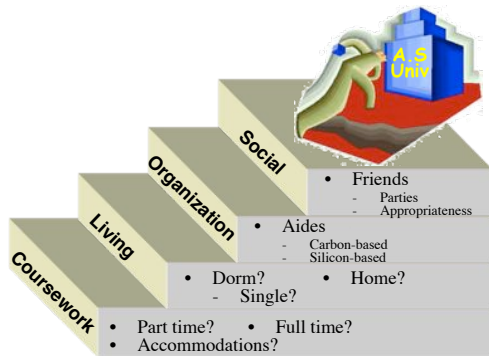
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# SOME STEPS FOR A SUCCESSFUL COLLEGE EXPERIENCE



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

*"Brings unusual clarity to some of the most confusing issues surrounding neurotypic 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!*

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**A U T I S M   &   S U C C E S S**

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**S U C C E S S   W I T H   A U T I S M**

**Some Examples...**



**Zack**  
"a guck goo..."



**Kassiane**  
AAU tumbling state champion; 3rd national  
(Special Interest)

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**S U C C E S S   W I T H   A U T I S M**

**Some Examples...**



**Sarah**  
Teacher of and seller of  
beads  
(Special Interest)



**Laura**  
A study in synesthesia

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**S U C C E S S   W I T H   A U T I S M**

**Some Examples...**



**David**  
Finishing a master's in  
meteorology  
(Special Interest)



**Shawn**  
1<sup>st</sup> place ribbon in  
State Science Fair  
(Special Interest)

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**S U C C E S S   O N   T H E   A U T I S M   S P E C T R U M**

**Some Examples...**



**Valerie**  
Founder of school for  
children with AS  
(Personal Experiences)



**Takamimori**  
Sumo Wrestler  
[www.youtube.com/watch?v=ajQWQxm1hc](http://www.youtube.com/watch?v=ajQWQxm1hc)  
(Special Interest)

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**Definition**

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

*It's all in the journey*

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

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**Thanks for your participation!**

**Stephen Shore**  
[www.autismasperger.net](http://www.autismasperger.net)

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[www.autismasperger.net](http://www.autismasperger.net)

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