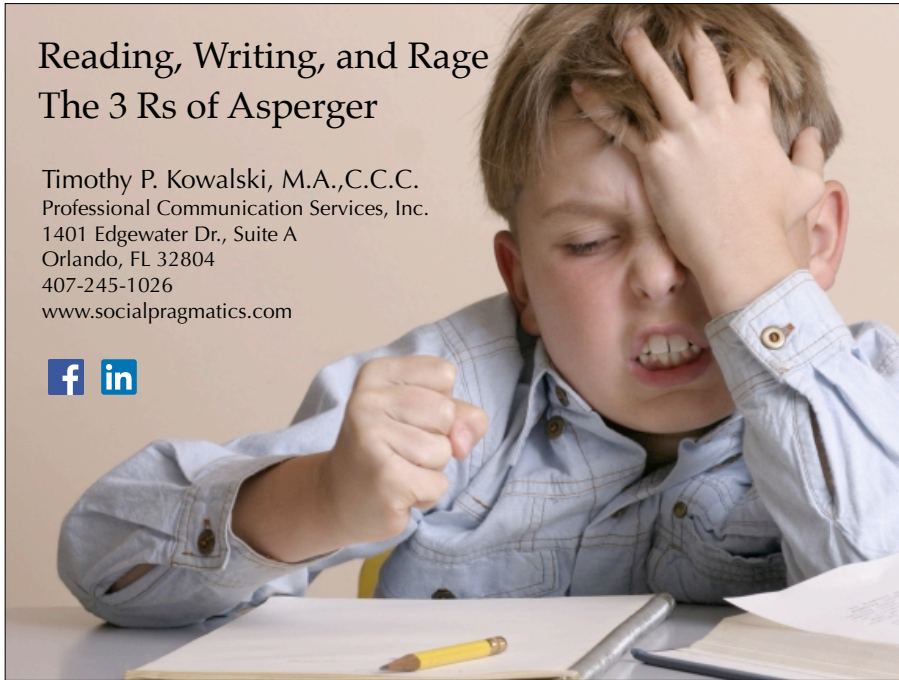


Reading, Writing, and Rage The 3 Rs of Asperger

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1

Disclosure

- ✦ I declare that aside from materials I have authored, I, or my family, do not have any financial relationship in any amount with a commercial interest whose products or services are discussed in my presentation. Additionally all Planner's involved in today's presentation do not have any financial relationship.
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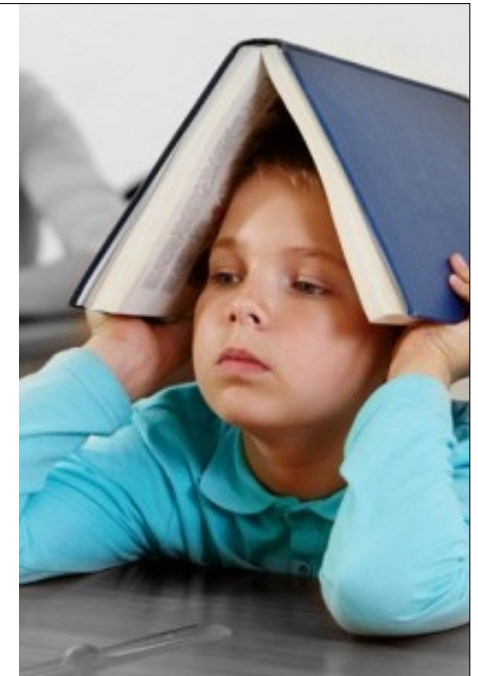
2

My Books



3

Reading



4

Word attack skills are typically excellent
but comprehension is the problem

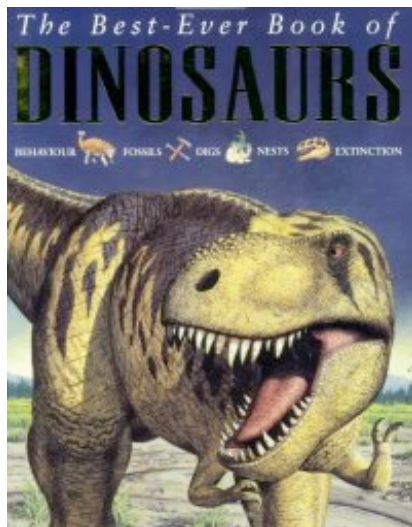
...or is it?

5

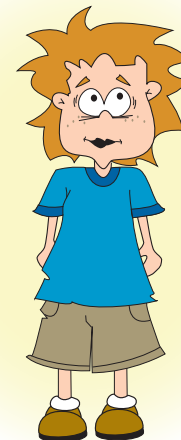


6

If the topic is an area of
interest, do you think
they will read it?



7



Huh?

But they don't understand fiction...

...or do they?

8

Did you ask him
to read a high
interest novel?

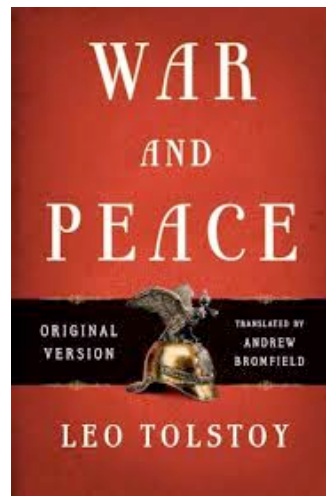


9

But what if it's not of interest?

10

How many of
you enjoy a good
Russian novel?



11

Why?

Nonfiction does not require the understanding
of emotions and intent

12

- ❖ children with AS referred to desire and made few references to thought and belief

Ziatas, Durkin, and Pratt (2003). Asperger syndrome, specific language impairment and normal development. *Developmental Psychopathology*. 15: 73-94.

- ❖ AS children have significant difficulty attributing mental states in context and need more prompts to solve questions Kaland, Moller-Nielsen, Callesen, et al. (2002). A new advanced test of theory fo mind: Evidence from children and adolescents with Asperger syndrome. *Journal of Child Psychology and Psychiatry*. 43: 517-528

- ❖ this creates...

13



14

Deficits Related to ToM

B. Myles and J. Southwick. (1999). *Asperger Syndrome and Difficult Moments*. Shawnee Mission, KA: Autism Asperger Publishing Co.

- ❖ difficulty explaining one's own behaviors
- ❖ difficulty understanding emotions
- ❖ difficulty predicting the behavior and emotional states of others
- ❖ problems understanding the perspectives of others

15

- ❖ problems inferring the intentions of others
- ❖ lack of understanding that behavior impacts how others think and/or feel
- ❖ problems with joint attention and other social conventions
- ❖ problems differentiating fiction from fact

16



Executive Functions

17

Executive Functions

- ❖ Definition: how you process, plan, and carryout a procedure to complete a task
 - ❖ Example: Time Management
- ❖ Requires 4 significant skill areas:

18

1. Flexibility of Thought

- ❖ Definition: the ability to determine the best option for a task
- ❖ How does AS impact flexibility of thought?
 - ❖ thought shifting
 - ❖ changing an idea
 - ❖ hyper-focus on a specific area (OCD)

19

2. Identification of Relevance

- ❖ Definition: determining what is important and not important to the task at hand
- ❖ How does AS impact identifying relevance?
 - ❖ detail oriented
 - ❖ fail to see the global picture

20

3. Experiential Learning

- ❖ Definition: the ability to learn from and draw upon past experiences
- ❖ How does AS impact experiential learning?
 - ❖ identifying what works and what doesn't
 - ❖ applying a skill to a new situation
 - ❖ difficult to see similarity of old situation and how to apply "old" skills to "new" situation

21

4. Goal Focus

- ❖ Definition: the ability to remain focused and on-task, despite presence of competing information
- ❖ How does AS impact goal focus?
 - ❖ getting stuck in details
 - ❖ getting distracted

22



23

Traits of Weak Central Coherence

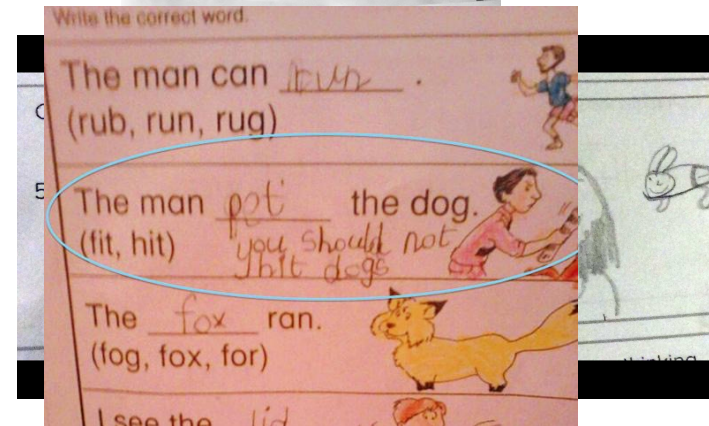
- ❖ hyperliteral
 - ❖ "Hop over here to the scale."
 - ❖ "You always..."
 - ❖ Principal's comment "Anything else I can do for you?"

24

- ❖ overwhelming emphasis on details
 - ❖ “But I don’t do that!”
- ❖ difficulty outlining
- ❖ difficulty summarizing
- ❖ tendency to ramble

25

some classic examples



26

Emotional Intelligence

- ❖ The ability to perceive, identify, and manage emotions on a personal and social level.



27

Factors Limiting the Ability to Recognize Emotional States in AS

- ❖ excessive concrete reasoning
- ❖ overuse of literal interpretation
- ❖ limited analytic skills
- ❖ limited flexibility
- ❖ limited perspective taking
- ❖ focusing on one aspect and not the whole

28

Things to think about...

- ❖ Language skills are critical to interpret, comprehend, and organize information needed to regulate behavior in children Gallagher, T. (1999). interrelationships among children's language, behavior, and emotional problems. *Topics in Language Disorders*. 19: 1-15.
- ❖ When they get upset, children stop processing information Dolcos, F. and McCarthy, G. (2006). Brain systems mediating cognitive interference by emotional distraction. *Journal of Neuroscience*. 26: 2072-2079.

29

Emotions help...

- ❖ structure perception
- ❖ direct attention
- ❖ give access to memories
- ❖ bias judgment



30

Typical Coping Strategies

- ❖ social regression
- ❖ fear reaction
- ❖ somatic complaints (hypochondriasis)
- ❖ paranoid thoughts &/ or feelings
- ❖ depression

31

- ❖ clowning to hide inefficiencies
- ❖ poor self image
- ❖ passive aggression to elicit anger
- ❖ impulsivity

32

Bloom's Taxonomy

L. Anderson and D. Krathwohl (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

		Cognitive Process Dimension					
		Remember	Understand	Apply	Analyze	Evaluate	Create
Knowledge Dimension	Factual						
	Conceptual						
	Procedural						
	Meta-Cognitive						

33

Cognitive Process Dimension

Remember	Understand	Apply	Analyze	Evaluate	Create
Definition: the ability to retrieve relevant knowledge from long-term memory	Definition: the ability to construct meaning from messages	Definition: the ability to use a procedure	Definition: the ability to break info. into parts & determine relationship	Definition: the ability to make judgments based on criteria and standards	Definition: the ability to put elements together to form a whole, a new pattern, or structure
Requires the ability to: <ul style="list-style-type: none"> Recognize Identify Recall Retrieve 	Requires the ability to: <ul style="list-style-type: none"> Interpret Give examples Infer Compare Explain 	Requires the ability to: <ul style="list-style-type: none"> Execute Implement 	Requires the ability to: <ul style="list-style-type: none"> Differentiate Organize Provide attribution 	Requires the ability to: <ul style="list-style-type: none"> Check Critique 	Requires the ability to: <ul style="list-style-type: none"> Generate Plan Produce
AS impact: typically strong areas for students with AS	AS impact: <ol style="list-style-type: none"> EF <ul style="list-style-type: none"> flexibility relevance ToM CC EQ <ul style="list-style-type: none"> self-awareness 	AS impact: <ol style="list-style-type: none"> Anxiety EQ <ul style="list-style-type: none"> self-awareness self-regulation self-motivation 	AS impact: <ol style="list-style-type: none"> EF <ul style="list-style-type: none"> flexibility relevance goal focus CC EQ <ul style="list-style-type: none"> self-regulation social skills 	AS impact: <ol style="list-style-type: none"> EF <ul style="list-style-type: none"> flexibility relevance goal focus CC ToM EQ <ul style="list-style-type: none"> self-motivation social awareness social skills 	AS impact: <ol style="list-style-type: none"> EF <ul style="list-style-type: none"> flexibility relevance goal focus CC ToM EQ <ul style="list-style-type: none"> self-regulation self-motivation social awareness social skills

34

Cognitive Process Dimension: Remember

Definition	Requires the ability to...	AS impact
the ability to retrieve relevant knowledge from long-term memory	<ul style="list-style-type: none"> Recognize Identify Recall Retrieve 	typically strong areas for students with AS

35

Cognitive Process Dimension: Understand

Definition	Requires the ability to...	AS impact
the ability to construct meaning from messages	<ul style="list-style-type: none"> Interpret Give examples Infer Compare Explain 	<ol style="list-style-type: none"> Executive Functions <ul style="list-style-type: none"> flexibility relevance Theory of Mind Central Coherence Emotional Intelligence <ul style="list-style-type: none"> self-awareness

36

Cognitive Process Dimension: Apply

Definition	Requires the ability to...	AS impact
the ability to use a procedure	<ul style="list-style-type: none"> • Execute • Implement 	1. Anxiety 2. Emotional Intelligence <ul style="list-style-type: none"> • self-awareness • self-regulation • self-motivation

37

Cognitive Process Dimension: Analyze

Definition	Requires the ability to...	AS impact
the ability to break information into parts & determine their relationship	<ul style="list-style-type: none"> • Differentiate • Organize • Provide attribution 	1. Executive Functions <ul style="list-style-type: none"> • flexibility • relevance • goal focus 2. Central Coherence 3. Emotional Intelligence <ul style="list-style-type: none"> • self-regulation • social skills

38

Cognitive Process Dimension: Evaluate

Definition	Requires the ability to...	AS impact
the ability to make judgments based on criteria and standards	<ul style="list-style-type: none"> • Check • Critique 	1. Executive Functions <ul style="list-style-type: none"> • flexibility • relevance • goal focus 2. Central Coherence 3. Theory of Mind 4. Emotional Intelligence <ul style="list-style-type: none"> • self-motivation • social awareness • social skills

39

Cognitive Process Dimension: Create

Definition	Requires the ability to...	AS impact
the ability to put elements together to form a whole, a new pattern, or structure	<ul style="list-style-type: none"> • Generate • Plan • Produce 	1. Executive Functions <ul style="list-style-type: none"> • flexibility • relevance • goal focus 2. Central Coherence 3. Theory of Mind 4. Emotional Intelligence <ul style="list-style-type: none"> • self-regulation • self-motivation • social awareness • social skills

40

Knowledge Dimension

Factual	Conceptual	Procedural	Meta-Cognitive
<i>Definition:</i> the information a student must know	<i>Definition:</i> the inter-relationships with which elements have to allow them to function together	<i>Definition:</i> the ability to know how to do something	<i>Definition:</i> the ability to know about cognition and the awareness and knowledge of one's own cognition
<i>Requires the ability to use:</i> <ul style="list-style-type: none"> • Terminology • Details • Elements 	<i>Requires the ability to have:</i> <ul style="list-style-type: none"> • Classify • Categorize • Use principles & generalizations • Use theories, models & structures 	<i>Requires the ability to have:</i> <ul style="list-style-type: none"> • Subject specific skills • Subject specific techniques • Knowledge of when to use these skills 	<i>Requires the ability to:</i> <ul style="list-style-type: none"> • Strategic knowledge • Knowledge of cognitive tasks • Self knowledge
<i>AS impact:</i> typically strong areas for students with AS	<i>AS impact:</i> <ol style="list-style-type: none"> 1. EF <ul style="list-style-type: none"> • flexibility • relevance • experiential learning • goal focus 2. ToM 3. CC 4. EQ <ul style="list-style-type: none"> • self-awareness 	<i>AS impact:</i> <ol style="list-style-type: none"> 1. EF <ul style="list-style-type: none"> • flexibility • relevance • experiential learning • goal focus 2. ToM 3. CC 4. EQ <ul style="list-style-type: none"> • self-awareness • self-regulation • social-awareness • social-skills 	<i>AS impact:</i> <ol style="list-style-type: none"> 1. EF <ul style="list-style-type: none"> • flexibility • relevance • experiential learning • goal focus 2. ToM 3. CC 4. EQ <ul style="list-style-type: none"> • self-awareness • self-regulation • self-motivation • social-awareness • social-skills

41

Knowledge Dimension: Factual

Definition	Requires the ability to...	AS impact
the information a student must know	<ul style="list-style-type: none"> • Terminology • Details • Elements 	Typically strong areas for students with AS

42

Knowledge Dimension: Conceptual

Definition	Requires the ability to...	AS impact
the inter-relationships with which elements have to allow them to function together	<ul style="list-style-type: none"> • Classify • Categorize • Use principles & generalizations • Use theories, models & structures 	<ol style="list-style-type: none"> 1. Executive Functions <ul style="list-style-type: none"> • flexibility • relevance • experiential learning • goal focus 2. Central Coherence 3. Theory of Mind 4. Emotional Intelligence <ul style="list-style-type: none"> • self-awareness

43

Knowledge Dimension: Procedural

Definition	Requires the ability to...	AS impact
the ability to know how to do something	<ul style="list-style-type: none"> • Subject specific skills • Subject specific techniques • Knowledge of when to use these skills 	<ol style="list-style-type: none"> 1. Executive Functions <ul style="list-style-type: none"> • flexibility • relevance • experiential learning • goal focus 2. Central Coherence 3. Theory of Mind 4. Emotional Intelligence <ul style="list-style-type: none"> • self-awareness • self-regulation • social-awareness • social-skills

44

Knowledge Dimension: Metacognitive		
Definition	Requires the ability to...	AS impact
the ability to know about cognition and the awareness and knowledge of one's own cognition	<ul style="list-style-type: none"> • Strategic knowledge • Knowledge of cognitive tasks • Self knowledge 	<ol style="list-style-type: none"> 1. Executive Functions <ul style="list-style-type: none"> • flexibility • relevance • experiential learning • goal focus 2. Central Coherence 3. Theory of Mind 4. Emotional Intelligence <ul style="list-style-type: none"> • self-awareness • self-regulation • self-motivation • social-awareness • social-skills

45

At what level on Bloom's Analysis is he functioning?

- ❖ typically it will be the lower end:
 - ❖ answer rote questions
 - ❖ sequence

46

Higher order Bloom's

- ❖ easier on subject material that is of high interest
 - ❖ RNRI (restricted narrow range of interest)
 - ❖ IDGAS ("I don't give a")

47



48

If writing becomes labor intensive, students may...

- ❖ focus more energy on the handwriting process and not the quality of the content
- ❖ produce the bare minimum
- ❖ become habituated to think in fewest words possible

49

Motor difficulties exist

- ❖ research documented
- ❖ neuroanatomical differences exist in cerebellums
 - ❖ cellular and structural levels
 - ❖ may contribute to motor difficulties

50

2 primary difficulties in ASD

- ❖ hypotonia
- ❖ apraxia
- ❖ both impact the individual's ability to hold and use tools for writing

51

Macrographia exists

- ❖ impedes performance
- ❖ research suggests it is correlated with cerebellar anatomical abnormalities

52

Having to engage in handwriting is the most significant and serious impediment to academic participation for students with autism spectrum disorders in schools in North America today

(Dr. Richard Simpson, from a presentation at the ABA Conference on Autism, Boston, February 2007)

53

- ❖ graphomotor skills are significantly lower for students with ASD regardless of age or IQ
- ❖ impacts written expression

54

Deficits impact all areas of academic participation

- ❖ fear of failure increases anxiety & stress
 - ❖ escalation of inappropriate behavior
- ❖ concentration moves from content to task
 - ❖ documented via PET scans
 - ❖ blood & O₂ are reduced

55

- ❖ many can perform other fine motor skills with ease
 - ❖ musical instruments
 - ❖ manipulating toys
- ❖ Why?
 - ❖ different neural pathways are involved

56

Reasons for not wanting to use a computer

- ❖ it's not fair
 - ❖ ADA requires equal access
 - ❖ not all students need one
- ❖ high cost
 - ❖ only need word processing
 - ❖ used computer works fine
 - ❖ Alpha Smart

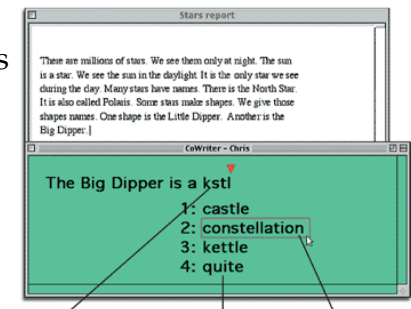
57

❖ word-prediction software

❖ limits need for key strokes

❖ examples:

- ❖ Co-Writer 400
- ❖ EZ Keys
- ❖ WordQ

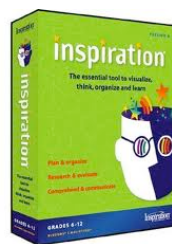


58

❖ speech recognition software



❖ visual brainstorming software



59

❖ he needs to know how to print

❖ does he?

- ❖ only need to write name, address, phone
- ❖ digital text is the norm for society

❖ too time consuming

- ❖ fluency is not the immediate goal
- ❖ software programs teach QWERTY

60

Literacy is not dependent upon handwriting

- ❖ handwriting is a means of using a visual symbol system to convey a meaning to others
- ❖ literacy is linked to the thought process

61

What's more important?

- ❖ to write the answer?
- ❖ to know the answer?

62



63

2 Main Behavioral Concerns

- ❖ antecedent events
- ❖ consequent events

64

Don't Create Escalation

- ❖ for many individuals with social-pragmatic deficits, some actions can actually escalate the situation:
 - ❖ raising your voice
 - ❖ confrontation
 - ❖ sarcasm
 - ❖ being emotional
 - ❖ use of physical restraint

65

Behaviors that Reduce Countercontrol

- ❖ allowing student to perceive he has a choice
- ❖ allowing for understanding of why they are learning specific skills
- ❖ including area of interest into curriculum

66

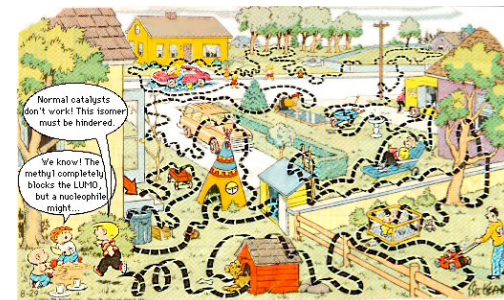
Behavioral interventions to reduce escalation of rage cycle

B. Myles and J. Southwick (2005). *Asperger Syndrome and Difficult Moments*. Shawnee Mission KS: Autism, Asperger Publishing Co.

67

1. Antiseptic bouncing

- ❖ designed to allow a student to “walk off” steam in a non-punitive way



68

2. Proximity control

- ❖ teacher simply moves closer to student
- ❖ doing so can be a calming agent
- ❖ doesn't interrupt any class activity

69

3. Signal interference

- ❖ designed to redirect student to a more positive activity
- ❖ procedure:
 - ❖ teacher recognizes precursor
 - ❖ teacher uses non-verbal signal to indicate she is aware of situation
 - ❖ student responds by using pre-determined stress reducing task

70

4. Use of routines

- ❖ redirect to visual schedule
- ❖ especially useful when student is provided with contingency visual
 - ❖ 2 more problems then read Star Wars!

71

5. Redirection

- ❖ teacher directs student to focus on something other than the upsetting activity
- ❖ offer student opportunity to cartoon situation to help in determining appropriate options

72

6. Use of cool zone

- ❖ a predetermined location to allow student to escape stress
- ❖ should be quiet and free of distractions
- ❖ NEVER considered a time-out, punishment, or escape from class assignments

73

7. Acknowledge difficulty

- ❖ simply acknowledging that a task is difficult can be reassuring
- ❖ focus student on steps required for task completion

74

8. Go for a walk

- ❖ student and adult go for a walk
- ❖ adult listens with NO visual emotion
- ❖ child is allowed to rant without punitive measure from adult

75

9. S.O.C.C.S.S.

Situation-Options-Consequences-Choices-Strategies-Simulation

- ❖ Situation:
 - ❖ after the event, teacher identifies
 - ❖ who (were involved)
 - ❖ what (happened)
 - ❖ where (did it occur)
 - ❖ when (did it occur)

76

- ❖ Options:

- ❖ teacher and student brainstorm variety of options
- ❖ do not rule out any inappropriate responses
 - ❖ “shoot him, stab him...”
- ❖ initially teacher may need to facilitate responses

77

- ❖ Consequences:

- ❖ for every option, develop list of consequences
 - ❖ shoot him = go to jail

78

- ❖ Choices:

- ❖ prioritize or Y-N rank
- ❖ have student determine best option based on:
 - ❖ accomplishing goal
 - ❖ social appropriateness

79

- ❖ Strategies:

- ❖ develop a plan of action

80

- ❖ Simulation:

- ❖ practice!
- ❖ implement problem-solving procedure
 - ❖ imagery
 - ❖ talking with another person about the plan
 - ❖ writing it down
 - ❖ role-playing

81

Increase the Use of the Language of Emotions

82

1. Expressing Feelings

- ❖ everyone has feelings
- ❖ some ways of showing feelings only escalates the problem
- ❖ how do some of our students express emotions
 - ❖ pro-social
 - ❖ anti-social

83

2. Controlling Anger

- ❖ many individuals react because of how they feel
- ❖ try to get students to understand that their desire is not necessarily a demand
 - ❖ e.g. "Joe should not talk when I'm watching a movie" needs to be changed to "I'd appreciate it if Joe would not talk when I'm watching a movie."

84

3. Sense or Nonsense?

- ❖ have student write their thought down that's making them angry
- ❖ have student ask himself the following:
 - ❖ is it true?
 - ❖ am I exaggerating?
 - ❖ is it the end of the world?

85

4. Stop the Spiral

- ❖ recognizing when the spiral of negative thinking is happening allows one an opportunity to redirect
- ❖ get student to realize HE controls his emotions
- ❖ have him think of something he does well and DEFLECT his thoughts

86

5. Managing Accusations

- ❖ think about why you were accused
- ❖ what was the accuser thinking? (ToM)
- ❖ if true, admit it
- ❖ if not, explain
- ❖ don't place blame

87

The key to success involves continually monitoring the student's emotional state and providing supports to make school successful

And now for something completely different...

88

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on some
students!

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