

# LIFE ON AND SLIGHTLY TO THE RIGHT OF THE AUTISM SPECTRUM

An Inside View Toward Lifelong Success

Sioux Falls, SD

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## DESCRIBING AUTISM • AN INSIDE VIEW •

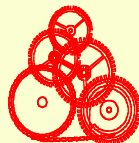
Autism Bomb → NOT!



Loss of speech  
&  
Tantrums



Environmental  
withdrawal



Self-stims

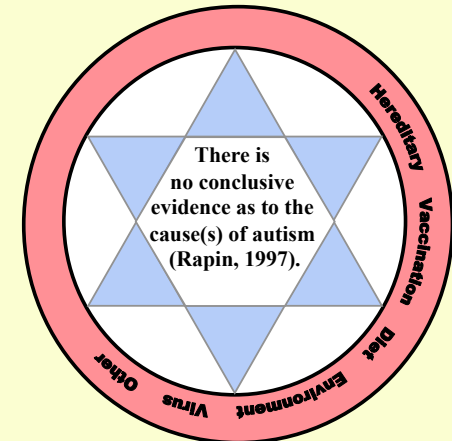
## WHERE DOES AUTISM COME FROM?

Where oh where  
did this Autism  
come from?

Oh where oh where  
can it be?

With mysteries cut  
long and eye  
contact cut short?

Oh where oh where  
can it be from?



Rapin, I. (1997). Classification and causal issues in autism. In J. Cohen and F. Volkmar (eds.) *Handbook of autism and pervasive developmental disorders*, (2nd ed). P. New York: John Wiley.

## WHAT IS AUTISM?

**ASA  
(2005)**

A complex developmental disability that typically appears during the first three years of life. Autism Spectrum Disorder results from a neurological condition that affects the function of the brain.

**DSM  
IV-TR  
(2000)**

Social interaction  
Communication (*but no significant*)  
Repetitive motions and restricted interests

**Miller  
(2000)**

Anything that interferes with the brain's ability to process information from the environment.

### Reframe

- Communication
- Socialization
- Restricted Interests



**OOPS!!!!**



WHAT ABOUT SENSORY INTEGRATION ISSUES?

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## SENSORY ISSUES AND STIMMING

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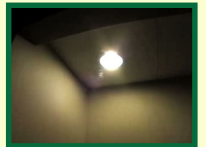
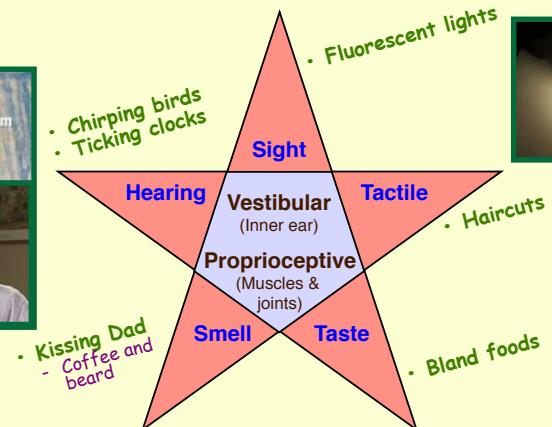
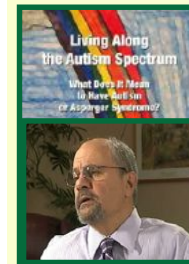
## CHARACTERISTICS OF CHILDREN WITH AUTISM SPECTRUM CONDITIONS



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## INNER AND OUTER SENSES

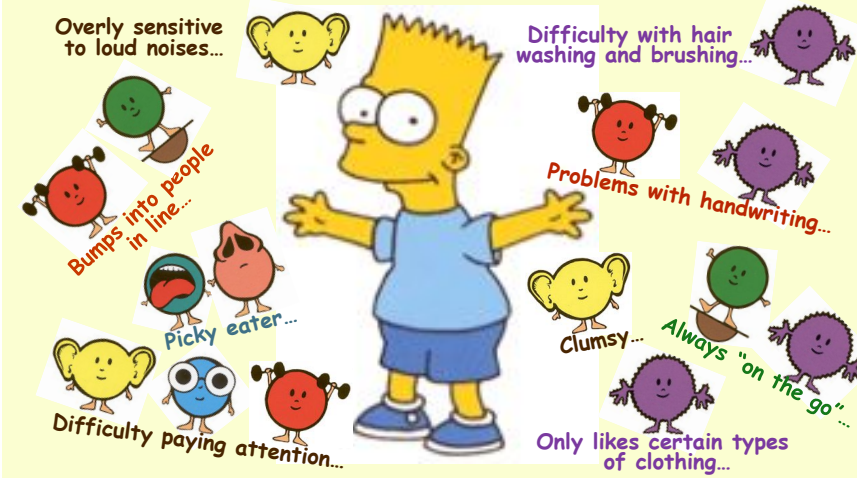
### SENSORY VIOLATIONS



**Vestibular:** Hypo → Spinning/Hyper → Gravitational Insecurity  
**Proprioceptive:** Deep pressure, Under mattresses, Weighted blankets  
 Love airplanes but they mess w/Vest & Prop senses  
**Brave little kids**

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## CHARACTERISTICS OF CHILDREN WITH AUTISM SPECTRUM CONDITIONS



Adapted from Myles, Cook, Miller, Rinner & Robbins. (2000). *Asperger Syndrome and sensory issues: Practical solutions for making sense of the world*. Shawnee Mission, KS: Autism Asperger Publishing. P. 5.

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## SENSORY ISSUES & STIMMING

### SELF STIMULATORY BEHAVIOR

#### Official Definition

Repetitive nonfunctional behavior

#### Better Definition

Self-regulatory behavior

Most adults have learned socially acceptable stims

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## TRAVELING THE AUTISM SPECTRUM

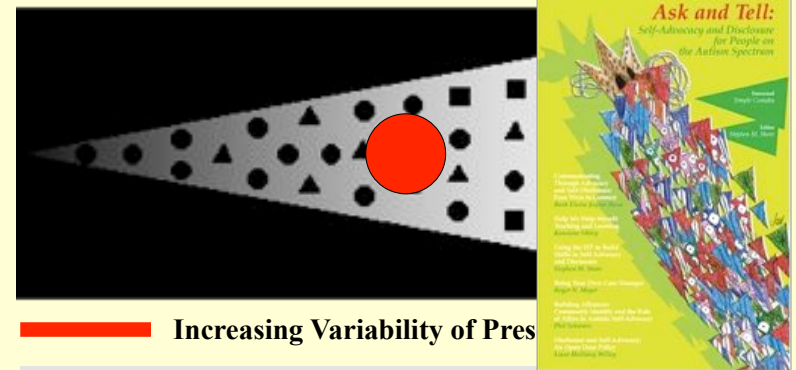
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## THE AUTISM SPECTRUM

Severe

Moderate

Light



Kanner's

PDD-NOS

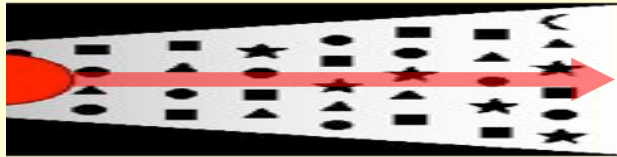
HFA/AS

Rosenn, D. (1997). "Rosenn wedge". From *Aspergers: What we have learned in the '90s conference in Westboro, MA*. Used with permission

Twice Exceptionality

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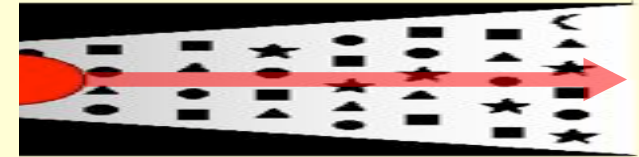
## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks	Concern about dropping the letter "e"	Middle and high school	College
V	Turn over at 8 days	Withdrawal from environment		Condition improves to "neurotic"	Social & academic difficulties	Special interests in astronomy and weather	My friend says "he feels like a pizza" and I argue with him that he does not look like a pizza and probably does not feel like one either	Finally getting it together but still often in left field	More friends
E	Rapid physical and motor development	Tantrums	Early intervention from parents who refute recommendations for removal from home	The wonderful world of watch motors	Discovered making a mess while eating BBQ chicken wings	Teacher concerns for reading and math difficulties		Discovering the band room	Dating
N				Echolalia and return of speech	Loved cats but dogs... Yikes bikes!			Time to focus more on people and not their bicycles	Others really do think differently
T				Eating baby food					Utopia!
S									

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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 0



AGE	0	1.5	2.5	4	6	8
E	Typical development					
V	Turn over at 8 days					
E	Rapid physical and motor development					
N						
T						
S						



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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 1.5



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits							
V	Turn over at 8 days	Withdrawal from environment							
E	Rapid physical and motor development	Tantrums							
N									
T									
S									



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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 2.5



AGE	0	1.5	2.5	4	6	8	10	13	19
E	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic						
V	Turn over at 8 days	Withdrawal from environment							
E	Rapid physical and motor development	Tantrums	Early intervention from parents who refute recommendations for removal from home						
N			Home-based EI emphasizing music, movement, SI, narration, and imitation.						
T									
S									

Zone of Intention (Miller)

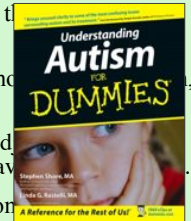
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# COMPARING APPROACHES & SOCIALLY-BASED ACADEMIC ACCOMMODATIONS

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## SOME PROMISING INTERVENTIONS

<b>Lovaas (ABA):</b>	Watson, Skinner, Operant conditioning, Shaping behaviors, Antecedent-behavior-consequence
<b>TEACCH:</b>	Employs approaches based on the needs of a person's needs and emerging capabilities (Trehin, 1999).
<b>Daily Life Therapy:</b>	Kito Kitihara, Platonic, Order of the physical, emotional and intellectual.
<b>Miller Method:</b>	Miller, Developmental-Cognitive Systems, Elevation, Piaget, Vygotsky, Luria, Werner, Bertalanffy.
<b>DIR (Floortime):</b>	Greenspan, Developmental-Affective, Circles of communication.
<b>Relational Development Intervention:</b>	Gutstein, Experience sharing rather than relationships.
<b>SCERTS:</b>	Prizant, Social-Communication, Emotional Transactional Support.
<b>Biomedical:</b>	Medical-Chemical, Diet (GFCF), Adrenal imbalances, Persistent measles, Heavy metals
<b>Other:</b>	Sensory integration, PECS, Inclusion Power cards, <b>CCT</b>

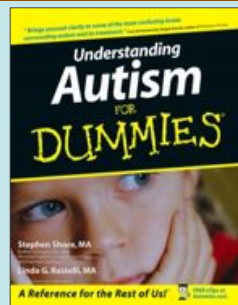


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## COLLABORATION MODEL FOR SOCIAL INCLUSION IN THE UNITED STATES

### 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

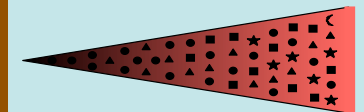
Adapt the number of items that the learner is expected to learn or complete.

#### Example

Reduce the number of **social studies**, or **science** terms, or **words to spell** a learner must learn at any one time.

#### Common Goal

Meaningful involvement of the person with a disability in school, in the community, and in their residences.



**Inclusion is a Spectrum**

**How can this be engineered to benefit the entire class?**

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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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 4



AGE	0	1.5	2.5	4	6	8	10	13	19
<b>E</b>	Typical development	Autism bomb hits	Putnam evaluation of atypical development	Enter Putnam					
<b>V</b>	Turn over at 8 days	Withdrawal from environment	Tantrums	Condition improves to "neurotic"					
<b>E</b>	Rapid physical and motor development		Tantrums	The wonderful world of watch motors					
<b>N</b>			Early intervention from parents	Echolalia and return of speech					
<b>T</b>				Eating baby food					
<b>S</b>									

**Self Awareness**

## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 6



AGE	0	1.5	2.5	4	6	8	10	13	19
<b>E</b>	Typical development	Autism bomb hits	Putnam evaluation of atypical development	Enter Putnam	Kindergarten				
<b>V</b>	Turn over at 8 days	Withdrawal from environment	Tantrums	Condition improves to "neurotic"	Social & academic difficulties				
<b>E</b>	Rapid physical and motor development		Tantrums	The wonderful world of watch motors	Discovered making a mess of myself while eating BBQ chicken wings				
<b>N</b>			Early intervention from parents	Echolalia and return of speech	Loved cats but dogs...				
<b>T</b>				Eating baby food	Yikes bikes!				
<b>S</b>									

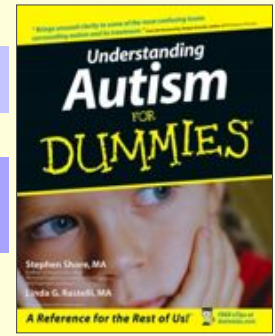
**Disclosure**

# DISCLOSURE

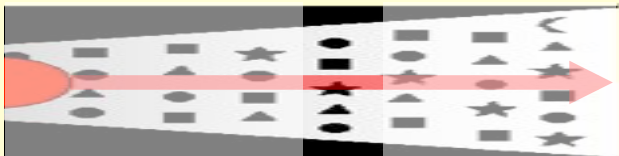
## SUCCESSFUL TRANSITION

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. Making ones needs known in a way that others can understand and provide support.



## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 8



AGE	0	1.5	2.5	4	6	8	10	13	19
<b>E</b>	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks			
<b>V</b>	Turn over at 8 days	Withdrawal from environment	Condition improves to "neurotic"	Condition improves to "neurotic"	Social & academic difficulties	Special interests in astronomy and weather			
<b>E</b>	Rapid physical and motor development	Tantrums	Early intervention from parents who refute recommendations for	The wonderful world of watch motors	Discovered making a mess of myself while eating BBO chicken	Teacher concerns for reading and math difficulties			
<b>N</b>			Echolalia and return	Echolalia and return	Echolalia and return				
<b>T</b>			removal from home	removal from home	removal from home				
<b>S</b>									

Interests and Strengths

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## SPECIAL INTERESTS

An interest of such great intensity that it interferes with daily functioning<sup>1</sup>.

### SOME SPECIAL INTERESTS<sup>2</sup>

airplanes	astronomy	bicycles	earthquakes
medicine	chemistry	mechanics	electricity
electronics	computers	hardware	tools
psychology	music	rocks	geology
geography	locks	cats	dinosaurs
watches	shiatsu	yoga	autism

1. Attwood, A. (1998). *Aspergers Syndrome*. London: Jessica Kingsley Publishers.
2. Shore, S. (2001). *Beyond the wall: Personal experiences with autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.

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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 10



AGE	0	1.5	2.5	4	6	8	10	13	19
<b>E</b>	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks	Concern about dropping the letter "e."		
<b>V</b>	Turn over at 8 days	Withdrawal from environment	Condition improves to "neurotic"	Condition improves to "neurotic"	Social & academic difficulties	Special interests in astronomy and weather			
<b>E</b>	Rapid physical and motor development	Tantrums	Early intervention from parents who refute recommendations for removal from home	The wonderful world of watch motors	Discovered making a mess of myself while eating BBO chicken	Teacher concerns for reading and math difficulties	My friend says "he feels like a pizza" and I argue with him that he does not look like a pizza and probably does not feel like one either		
<b>N</b>			Echolalia and return	Echolalia and return	Echolalia and return				
<b>T</b>			removal from home	removal from home	removal from home				
<b>S</b>									

Literal Thought

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## HOLD THE DOOR PLEASE?



Laura Jekel, 12/2000

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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 Myles  
Melissa Trautman  
Ronda Schelvan

Autism Asperger Publishing Company

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

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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 13

	8	10	13	19
Cracking rocks	Concern about dropping the letter "e"	Middle and high school		
Special interests in astronomy and weather	My friend says "he feels like a pizza" and I argue with him about it	Finally getting it together but still often in left field		
Teacher concerns for reading and	Does not look like a pizza and probably does not feel like one either	Discovering the band room		
		Time to focus more on people and not their bicycles		

**Interests, Relationships & Community**

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## TELESCOPING TO ADULTHOOD

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## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — Adult

	4	6
Enter Putnam	Kindergarten	
Condition improves to	Social & academic	

**Beyond the Wall**  
Personal Experiences with  
Autism and Asperger Syndrome  
SECOND EDITION

Stephen Shore

Foreword by Temple Grandin

**Paradigm shift from being advocated for to advocating for one's self**

Sheltered Workshop for People with Asperger Syndrome

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# WHAT MIGHT BE LIKE TO HAVE AUTISM?

Let us find out...

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## DISABILITY IN THE CLASSROOM

Now... Let's tell a story in a round-robin fashion

Instructions:

All you need to do is relate your sentence to the previous person's sentence.

Adapted from: Lavoie, R. (1989). *Understanding Learning Disabilities: How difficult can this be?* (Videotape) Greenwich, CT: Peter Rosen Productions.

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## DISABILITY IN THE CLASSROOM

Now... Let's tell a story in a round-robin fashion again  
**EXCEPT**

- This time... no words can contain the letter "n"
  - No "n" at the beginning, middle, or end

Adapted from: Lavoie, R. (1989). *Understanding Learning Disabilities: How difficult can this be?* (Videotape) Greenwich, CT: Peter Rosen Productions.

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## SUCCESS WITH AUTISM

Definition

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

It's all in the  
journey

You are exactly where  
you need to be  
now right





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

