



## Asperger's Recommendations

1. Asperger's children are best handled by economical, concrete communication. Using an authoritative and direct approach, both teachers and parents should engage them in a firm way. The child is enmeshed in their own world. Face-to-face contact will be necessary.
2. In the meantime, this youngster will perform better in the classroom if they are assigned their own desk. They will be temporarily averse to group activity. School officials should begin a desensitization process where they are gradually moved into a group, perhaps with a smaller amount of children at first.
3. Role play should be intensely used to teach social skills, chore compliance, and on-task behavior. One hour following the experience of inappropriate behavior, an appropriate role-play should be engaged as many as three times, in an effort to teach the youngster to learn by doing. School officials and parents must be creative in employing this technique. Asperger's children benefit from repetition of learned skills.
4. Please remember the following guidelines in communicating with the child:
  - a) remember courtesy and respect in communication.
  - b) be economical with your words (in other words do not say, "come and sit down over here near me dear," but rather "sit down."
  - c) don't preface a command with would you like to—just give the command.
  - d) always allow for a receptive lag.
  - e) make sure you have eye contact before you talk (which may require you calling their name or touching them).
  - f) be positive in directions, rather than negative, it's much better to say, "do this" rather than "don't do that" or when correcting the child you could ask a question "what is the right way to have handled this?"
  - g) always address the child in the same way (not nicknames).
  - h) be aware of their best modality for receiving communication (i.e. eyes vs. ears).
  - i) keep your voice pleasant and firm, not colorful or exciting.
5. Environmental recommendations including the classroom:
  - a) minimize transitions.
  - b) offer consistent daily routine.
  - c) avoid surprises.
  - d) prepare child thoroughly in advance for special activities, altered schedules and other changes no matter how minimal.
  - e) remove them from stressful situations and let their tantrums expire.
  - f) provide personal space in a resource room for relaxation.
  - g) reduce distractions and sensory overloads when possible.



6. Teach social interaction patterns by role playing, teaching and practicing plus modeling. Such examples include:
  - a) turn taking.
  - b) complimenting.
  - c) negotiating.
  - d) waiting.
  - e) responding.
  - f) joining.
  - g) accepting answers.
  - h) handling joking and teasing.
  - i) following the ideas of others.
7. The following teacher recommendations are known to be helpful for students with auditory processing deficits and Asperger's Disorder:
  - a) Make sure to establish eye contact with the child.
  - b) Slow the manner of presentation.
  - c) Be direct and use simple sentences.
  - d) Reduce background noise when possible.
  - e) Place the student in the front of the room.
  - f) Communicate information by previewing it (announcing its content) then review it after it is presented (summarize the events).
8. Contact local support groups for Asperger's.
9. A bibliography including Parenting Your Asperger's Child was given.
10. Should the student be delinquent in certain behaviors such as dressing, play-acting techniques should be used to address this. For instance, on a Saturday the youngster can receive "dressing practice" several times so that the skill can be mastered.
11. Parents and teachers should remember that this child would benefit from visual displays to go alongside verbal commands or verbal directions. Certainly in a classroom setting they will channel information better through the visual sphere.
12. This child should not be indulged as to their rigid habits. For instance, if they prefer a particular restaurant, this treat should only occur occasionally. Child must learn to eat in other restaurants; otherwise their habits will become too enmeshed of coping with the real world.



13. Asperger's children often "do not get it", meaning that they are delayed in their conceptual abilities. Explanations often fall on deaf ears. Asperger's children also have difficulty reading the subtle needs of their parents, peers, or teachers. Hence, this child will not know instinctively what course they should take.

Hence, Asperger's children must be taught what others learn naturally!

14. Teaching Aspergers' children means that tasks should be presented singularly, in that they will be unable to multitask. Social skills should be handled by role-playing. It will be appropriate to "prompt" the child before they enter certain situations as to the right thing to say. In other situations, should they be socially inappropriate, role-play can be used to teach them new skills.
15. Raised voice discipline and other traditional disciplinary techniques will not be productive for this youngster. This child will require a firm and repetitive approach. Asperger's children are often caught in their own world. Hence parents must force themselves into the child's world so that they tune into their demands.
16. Due to limited ability to read others, they must be directly taught empathy. This means regularly asking them what another person might be thinking, and then coaching them to help read faces or intonations.
17. Asperger's children must be taught social skills and logic in a step-by-step logical fashion, as one would teach math in a math class or French in a French class. Hence, they must be taught to assemble their observations so that they begin to see the forest from the trees. The ability to read people and social skills can be taught by looking at facial expressions.
18. The youngster struggles with understanding his or her own internal feelings. They do not see sensitivities coming on or anger beginning to build. Parents can begin to teach this by helping them understand where in their body feelings start. This information can then be used to head off eruptions.
19. Teacher and parents must be aware that this child is more comfortable communicating visually or by actions. They easily lose long strings of auditory information. Hence, teachers must slow their manner of presentation as well as recheck whether she has comprehended directions. On the other hand, the child must be trained to ask when they do not understand.
20. Due to the severe learning disabilities, this youngster becomes easily frustrated with schoolwork. Parents and teachers should work on helping them understand their internal feelings so as they will anticipate when frustration is building to the point of giving up. At that point alternatives can be taught.



21. Another major teacher goal would be to help her decipher paragraphs. The youngster should be taught mechanical structures to break paragraphs down into their component parts so that she may weigh which aspects are more important.
22. Both at home and at school setting this child needs active discipline. Discipline emphasizing withdrawal, such as loss of a game or loss of a privilege, will be less effective. Recommendations might include work detail, e.g. scrubbing a pot.
23. Another appropriate consequence for child is to practice appropriate behavior. This can occur after a consequence is meted out for inappropriate behavior. Should they inappropriately violate a boundary and ask someone inappropriate questions, the role-play would be about how to ask such a question appropriately. Such role-plays should be repeated several times until the youngster gets it correct. The benefit of additional role-play is also in part to act like a consequence so that the child's time is occupied.