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Hello educators and parents,
Welcome to the latest edition of ASES eNEWS. The year has flown by and we are in term 4! Looking forward to connect with educators and parents during this warm and sunny term.

My services include:

- Professional learning sessions
- Parent training sessions
- Individual parent coaching
- Education behaviour consultant

For more information contact me by phone or by email

Term 4 workshops

Introduction to Autism,
 Positive and practical strategies to support Behaviour, Learning and Social success

October 7 Mordialloc

October 11 Mulgrave

October 17 Warragul

October 25 Caroline Springs

Register for workshop at www.pd-online.com.au

All Sessions Meet Victorian Institute of Teaching's New Requirements.

The professional development sessions will be designed to meet the new Victorian Institute of Teaching's requirement for ALL teachers to undertake professional development in special education. All sessions will meet the following standards: **Australian Professional Standards for Teachers 1.5, 1.6 & 4.1.**

Email: educationasd@tpg.com.au Phone: 0416 67 99 88

Ways to Help Children Learn about Facial Expressions

Learning to read facial expressions is important for social interactions. When children are able to identify how a friend, classmate, sibling, parent, or person in the community feels, they can respond appropriately. This article includes ways to help children practice identifying feelings based on facial expressions.

From Understanding Faces and Feelings

1. Role Play - Role play is a fun way to practice identifying feelings. Role play can be a group activity or a one on one game. Write down a list of feelings or have pictures or drawings of people showing different feelings. Take turns picking a card and acting out the feeling paying special attention to facial expressions. Ask questions like, "How do your eyes look when you are angry?" "How is this different from what your eyes look like when you are surprised?" Discuss each feeling by asking questions like: "When have you felt angry?" "What do you do if a friend is angry?" "How do you calm down when you are angry?"

2. Use a Mirror - Make a game of identifying feelings by having children practice facial expressions in a mirror. Name a facial expression and have the child look in a mirror and make the expression. Point out how their eyes, eyebrows, nose, and mouth change shapes as they practice different facial expressions. Change roles and let them pick the emotions while you make the expressions. While making the facial expressions, change different facial features and ask questions like, "If I am making a surprised face should my eyes be large and round or should I squint?"

3. Use Natural Opportunities - Children see a variety of emotions at school, home, and in the community. These natural opportunities are invaluable learning experiences. Take time to talk to children about what is happening around them. For example, if a child is smiling as they go down a slide, ask how they feel and what facial clues your student or child noticed that led them to that conclusion. If you see an emotion like sadness or fear ask the child what they can do to help the other person and then offer assistance. Another natural opportunity is when watching television or movies. Pause the show or movie and discuss the character-s feelings and facial expressions.

4. Bring Out Their Creativity - Art is a fun way to learn about facial expressions. Children can draw or paint a picture showing people with different feelings. Another project is a collage of emotions. Assign each child or group a different feeling. Have children work in small groups or independently to find pictures of the emotion in magazines or print images from online. After the collages are finished have each child or group talk about the feeling and what facial cues they used to identify it.

5. Make a Game of Feelings - Cut out sets of eyes, eyebrows, mouths, and noses of people showing different emotions. Show only one feature at a time and discuss how this part of the face gives us clues about the feeling. After identifying different feelings based on individual parts of the face, put the face together and discuss times when people feel a specific emotion.

http://www.sandbox-learning.com/Default.asp?Page=191

Classroom Accommodations to Help Students With Executive Functioning Issues

What can help students with executive functioning issues? Here are some common accommodations teachers can make to pave the way to learning.

For Teaching

- Give step-by-step instructions and have the student repeat them back.
- Give the student an outline of the lesson.
- Say to the student, "This is important to know because…"
- Have a daily routine that doesn't change.
- Give a short review before teaching new skills.
- Check in frequently to make sure the student understands the work.

For the Classroom

- Post schedules and directions, and make sure the student sees them.
- Say directions, assignments and schedules out loud.
- Make written directions very simple and concrete.
- Highlight key words and ideas on worksheets.
- Give the student colored strips to place under sentences when reading.

For Organization and Time Management

- Keep a daily to-do list on the desk so the student can check off assignments.
- Create an assignment notebook for teacher and parents to check.
- Provide an extra set of books for the student to keep at home.
- Keep folders and baskets of supplies available.
- Break down big projects into smaller pieces with more deadlines.
- Create checklists of steps for complex assignments.

For Work and Test-Taking

- Provide a rubric that describes what a successful assignment contains.
- Allow different ways to answer questions, such as circling or saying them.
- Give the student the test format ahead of time so he can focus on content.
- Grade based on work completed, not points off for work not completed.
- Use computer speech-to-text software for writing.
- Use organizers and mind-mapping software.

Understood
for learning & attention issues

For more tips and resources, go to
understood.org

https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-executive-functioning-issues

Why Saying 'Calm Down'
To Your Kids Doesn't Actually Work

http://themommyview.viewsfromastepstool.com/index.php/2016/07/06/saying-calm-down-doesnt-actually-work/

Why to avoid saying "calm down" to upset or angry children

The word calm means 'not showing or feeling nervousness, anger, or other emotions.' Helping kids calm down is wonderful, teaching them the tools so that they can achieve calm on their own is even better, but simply telling them to "calm down" isn't teaching them anything. It's saying, "you are not allowed to experience anger or other emotions at the moment, stop." Granted, there are certain times where that is exactly the point we are trying to make, a more useful tactic would be to help them achieve calm, rather than asking them to do so on their own. And, not saying it, IS HARD. I would be lying to you if I said I did all of this every time my spirited one gets upset. But, teaching him coping skills and how to calm himself, without simply telling him to 'calm down', is always on the forefront of my mind.

One of my favourite pieces of parenting advice that I learned from my mom as a child (and that was later reinforced in multiple psychology classes) is **to tell a child what you want them to do rather than what not to do.** A basic example of this is when a toddler hits, to say "keep your hands to yourself" rather than "no hitting". Why? Because by telling a child exactly what you want of them, there isn't any assuming, figuring, or processing of language that needs to take place before the action. By saying, keep your hands to yourself; the child understands exactly what you are asking of them. Similarly, **when saying "calm down", the phrase requires a lot of language processing in addition to the prerequisite knowledge of how to physically achieve calm.** What are some alternatives to the phrase 'calm down' and how can you use them?

Alternatives to the phrase "calm down":

1. I see that you are having a difficult time, let me help you.
2. Take a deep breath.
3. If you need to hit something, hit this pillow.
4. That can be so frustrating, let's figure this out together.
5. I see that you are so mad, how does that feel in your body?
6. Count to 10.
7. Want to squeeze my hand?
8. How about a big hug.
9. Tell me about it.
10. Use an indoor voice.
11. Let's take a minute by ourselves to calm our anger.
12. Your face is red, try taking a breath to help your heart slow down.
13. I hear what you are saying but I don't like to be yelled at.
14. Let's focus on fixing the problem together.
15. If you are feeling sad, you can tell me about it.

A Plan of Action in 5 Steps:

1. **Acknowledge the feeling and name it**. "I see you are mad."
2. **Stop any disruptive or destructive behaviour**. "Close the door gently please."
3. **Offer an alternative.** For example: "Take a deep breath, and scream into a pillow if you need to."
4. **Encourage communication**. "Do you want to tell me why that made you so mad?"
5. **Plan for next time.** "How can we make it better next time?" or "If that happens again, what can you do instead of throwing something?"

EFFECTIVE EDUCATIONAL PRACTICES FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS - A RESOURCE GUIDE

http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.pdf

TOOLS & TECHNIQUES

See Chapter 4:
65. Social Scenario
66. My Morning Routine

Strategies to Facilitate Social Understanding

Social Scripts

For the child with ASD, the use of social scripts can play an integral role in the development of social skills. Scripts can be written to target the various situations in which a student regularly participates in order to teach what an individual should say and do in particular situations. They are used to clarify and provide a model of the language and processes of social interaction. Social scripts break down social situations into steps and clearly outline expectations, such as the rules or guidelines for social behaviour and good manners.

TIPS FOR TEACHERS

Tips for Composing Scripts

- Write a social script much like the script of a play, the words guiding the action and interaction. For example, a social script might be written on what to say when asking a peer to play a game.
- Rehearse over and over again until the student is confident about the conversational or action routine. It can then be embellished through natural, but directed, occurrence.
- Read the script with the student in various settings and at different times of day. Students need to be able to go through the conversational routine of the script without prompting; therefore, they may need to repeat particular conversations.

- Introduce the routine of the script without using the printed copy.
- Gradually add new components to the script, if possible without adding them to the printed copy. Make the new components as small as necessary. As the script is "played out" in different environments, add elements that are particular to the specific environment.
- Work for mastery of one script at a time.
- When the student is ready and a situation warrants, prepare a new script. If possible, use some of the words from previous scripts (controlled vocabulary).
- Create a "script book" in which the conversations are collected. Review them regularly.

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RESEARCH

ScienceDaily® Common brain changes found in children with autism, ADHD and OCD

MRI study shows shared brain biology is linked to symptoms that occur across different conditions

Date: July 27, 2016
Source: Centre for Addiction and Mental Health

A team of Toronto scientists has found similarities in brain impairments in children with autism spectrum disorder, attention deficit hyperactivity disorder (ADHD) and obsessive compulsive disorder (OCD).

The study, published this month in the *American Journal of Psychiatry*, involved brain imaging of white matter in 200 children with autism, ADHD, OCD or no diagnosis. White matter is made up of bundles of nerve fibers that connect cell bodies across the brain, and enable communication between different brain regions.

"We found impairments in white matter in the main tract connecting the right and left hemispheres of the brain in children with either autism, ADHD or OCD, when compared to healthy children in the control group," says Dr. Stephanie Ameis, first author on the study and clinician-scientist at the Centre for Addiction and Mental Health's (CAMH's) Campbell Family Mental Health Research Institute. This particular white matter tract, the corpus callosum, is the largest in the brain and among the first to develop.

The research team, from CAMH, the Hospital for Sick Children and Holland Bloorview Kids Rehabilitation Hospital, also found children with autism and ADHD showed more severe impairments affecting more of the brain's white matter than those with OCD. This finding may reflect the fact that both autism and ADHD typically have an onset at a much younger age than OCD, and at a time when a number of different white matter tracts are going through rapid development, says Dr. Ameis.

Autism, ADHD and OCD have common symptoms and are linked by some of the same genes. Yet historically they have been studied as separate disorders. Together, these three neurodevelopmental disorders affect roughly 15 per cent of children and youth.

The study is part of a major Ontario initiative, the Province of Ontario Neurodevelopmental Disorders Network (POND) that is examining various childhood brain-related disorders collectively, to better understand their similarities and differences, and develop more effective and targeted therapies.

Brain-behaviour link

Many of the behaviours that contribute to impairment in autism, ADHD, and OCD, such as attention problems or social difficulties, occur across these conditions, and differ in severity from person to person. The researchers found that the brain's white matter structure was associated with a spectrum of behavioral symptoms present across these diagnoses.

Children with greater brain impairment also had higher impairments in functioning in daily life, regardless of their diagnosis, said Dr. Ameis, who is also appointed at the Hospital for Sick Children.

This finding has implications for our understanding of the nature of brain-related disorders, notes senior author Dr. Evdokia Anagnostou of Holland Bloorview Rehabilitation Hospital and head of the POND Network. By providing biological evidence that brain structure relates to a spectrum of behavioural symptoms that cut across different developmental conditions, it highlights the shared biology among such conditions. And it points to the potential that treatments targeting a spectrum of behaviours may be relevant for all three conditions.

Journal Reference:

1. Stephanie H. Ameis, Jason P. Lerch, Margot J. Taylor, Wayne Lee, Joseph D. Viviano, Jon Pipitone, Arash Nazeri, Paul E. Croarkin, Aristotle N. Voineskos, Meng-Chuan Lai, Jennifer Crosbie, Jessica Brian, Noam Soreni, Russell Schachar, Peter Szatmari, Paul D. Arnold, Evdokia Anagnostou. **A Diffusion Tensor Imaging Study in Children With ADHD, Autism Spectrum Disorder, OCD, and Matched Controls: Distinct and Non-Distinct White Matter Disruption and Dimensional Brain-Behavior Relationships**. *American Journal of Psychiatry*, 2016; appi.ajp.2016.1 DOI: 10.1176/appi.ajp.2016.15111435

Graphic Organizers to Help Kids with Writing By Jenn Osen-Foss

https://www.understood.org/en/school-learning/learning-at-home/encouraging-reading-writing/download-graphic-organizers-to-help-grade-schoolers-with-writing

Graphic organizers are simple yet powerful tools that can help kids with dysgraphia, executive functioning and other issues that can cause trouble writing. A graphic organizer not only helps break an assignment into smaller steps. It also can help kids organize their thoughts in a very visual way.

There are many different kinds of graphic organizers. The five downloadable ones here are commonly used in grade school, but they can help kids through high school. Each one also comes with an example of what the graphic organizer


looks like when it's filled in.

Visual Supports

https://www.iidc.indiana.edu/pages/visualsupports

This collection of visual supports and other resources provides examples of various strategies that can be used to support students on the autism spectrum, as well as others with and without disabilities. Some of these visuals have also been used as part of a school's Response to Intervention (RTI) or as part of School-wide Positive Behavior Supports (PBIS). Many of the visuals can also be used with families to assist their son/daughter at home. Others may benefit adults on the spectrum, as well
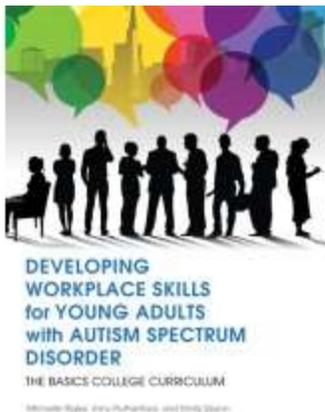
BOOKS
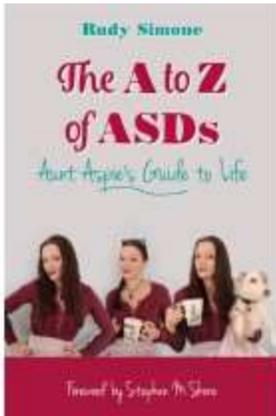
The A to Z of ASDs

Aunt Aspie's Guide to Life

Rudy Simone. Foreword by Stephen M. Shore

Aunt Aspie's A to Z of sassy, no-nonsense advice covers all the topics adults on the autism spectrum need to know about. Delivered with humour, this book discusses dating and diets and talks about trust and travel. The array of topics in this book leave no issue unexplained.

Developing Workplace Skills for Young Adults with Autism Spectrum Disorder

The BASICS College Curriculum

Michelle Rigler, Amy Rutherford and Emily Quinn

This practical college curriculum helps students with Autism Spectrum Disorder (ASD) to enter into working life with confidence. Suitable for independent or guided study, it teaches young people strategies for managing the stresses and challenges of employment
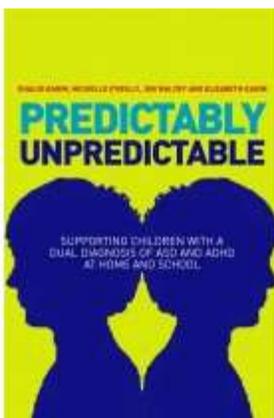
Predictably Unpredictable

Supporting Children with a Dual Diagnosis of ASD and ADHD at Home and School

Khalid Karim, Michelle O'Reilly, Jen Maltby and Elizabeth Karim

Children with the dual diagnosis of Autism Spectrum Disorder (ASD) and Attention Deficit Hyperactivity Disorder (ADHD) can be resistant to many of the strategies used for children who have only ASD or ADHD. This book provides resources and management strategies for supporting these children in home and school environments

Resources

http://www.victoriesnautism.com/

Victories and Autism

Victories 'N Autism- Uniquely Connected
The purpose of this site is to introduce strategies and information to help individuals with ASD reach their potential. An easy to remember acronym, VICTORIES, has been created to assist with understanding relevant factors which have scientific evidence of being instrumental in increasing skills, appropriate behaviors, generalization of skills and decreasing inappropriate skills for many individuals with an ASD.

Understanding Autism:
A Guide for Secondary School Teachers DVD

http://www.researchautism.org/resources/teachersdvd.asp
The DVD, a key component of the "Autism in the Schoolhouse" initiative, is designed to provide general education teachers with strategies for supporting their middle and high school students with autism.
It was produced by the Organization for Autism Research (OAR) in collaboration with Fairfax County (VA) Public Schools.
Watch and download these informative videos.
Segment One: Characteristics (18:34) http://www.youtube.com/watch?v=4yAAOI6JUsM
Segment Two: Integrating Supports in the Classroom (15:28)
http://www.youtube.com/watch?v=veQKDDE9C_w
Segment Three: Practices for Challenging Behavior (17:47) http://www.youtube.com/watch?v=LK5Pr9h10BY
Segment Four: Effective Use of Teacher Supports (12:00) http://www.youtube.com/watch?v=X4GdaD2Izxc

Do2learn

http://www.do2learn.com/
Do2learn provides thousands of free pages with social skills and behavioral regulation activities and guidance, learning songs and games, communication cards, academic material, and transition guides for employment and life skills. In addition, we offer premier products including View2do, JobTIPS, FACELAND, books, and apps for purchase.