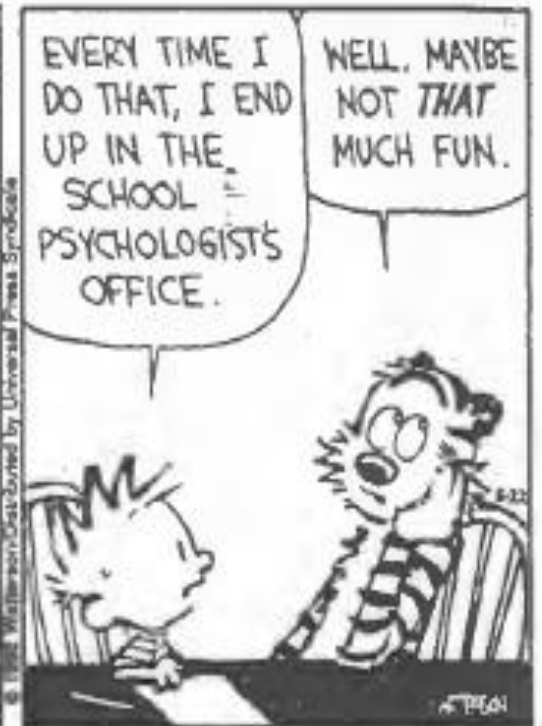
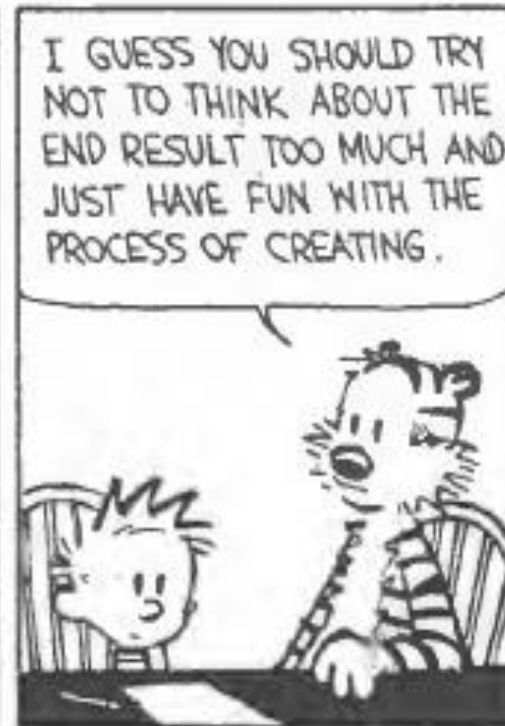
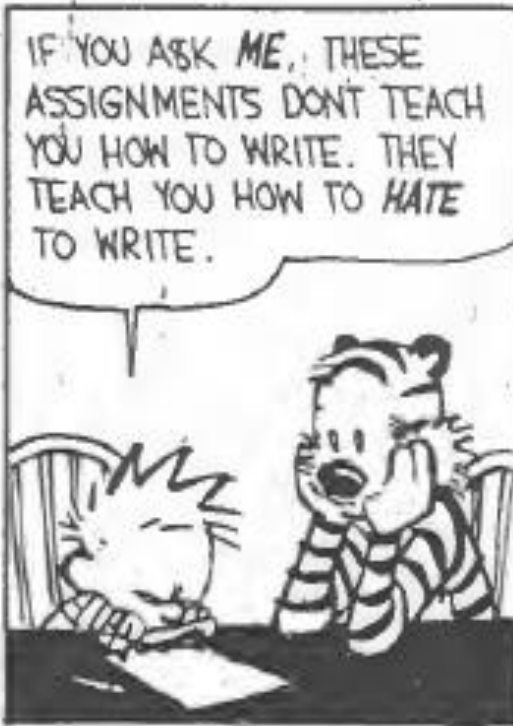


Understanding and Supporting Students in the Classroom

Robert E. Friedle, Ph.D.

CALVIN AND HOBBS



Putting Ourselves in Their Shoes



**They are not
functioning in our
world.**

**We are functioning
in theirs.**

That's how they see it.

Putting who in
who's shoes?!!

Brant Hansen

Blessed are the Misfits



Topics for Today

Insight:

Characteristics

Evaluation

When – ASAP

Our Job now

EBD vs. Autism

Stories from the
classrooms

2,432,902,008,176,640,000

Clinical
diagnosis
describes just
two areas

Eye contact

Honesty

Humor

Curiosity

Creativity

Visual-Spatial

Motor skills





Should every child
have an IEP?

Absolutely!!



Preschool

ADOS-2

MIGDAS-2

Play-based Assessment

- During first months they prefer faces and focus their attention on the other person's eyes, and smile when they see a friendly face.
- Between 2 and 5 months they actively participate in face-to-face encounters, learn to take turns, form expectations, and respond distinctly if their expectations are being violated.
- Between 9 and 12 months they learn to follow the gaze direction and pointing gesture of other people.
- By 12 months they coordinate their attention with other people to share an interest. This includes the use of pointing.
- Between 12 and 24 months they respond to others' emotional cues, and take active steps to alleviate the distress of another person.

What we know about infants

Studies from Warren Jones and Ami Klin 2013. Emory University and Marcus Autism Center, Atlanta

Why Wait!



Kindergarten



Anxiety, Depression, Anger,
and Aggression when shown,
seem excessive.



Incapable of manipulating



Don't know the art of persuasion.



Not able to
Manipulate You!!



2nd Grade

Autism and EBD

ADHD, OCD, Sensory, Language

Medications

Executive functioning: SLP measures,
CAS-2, Tower of London, DKEFS,
NEPSY, MIGDAS-2, Category Test,
Trail Making Tests, Marching Test



3rd Grade

ADOS-2

MIGDAS-2

Tower of London

CAS-2

Self-Report

The 500 most used words in the English language have over 14,000 different meanings.

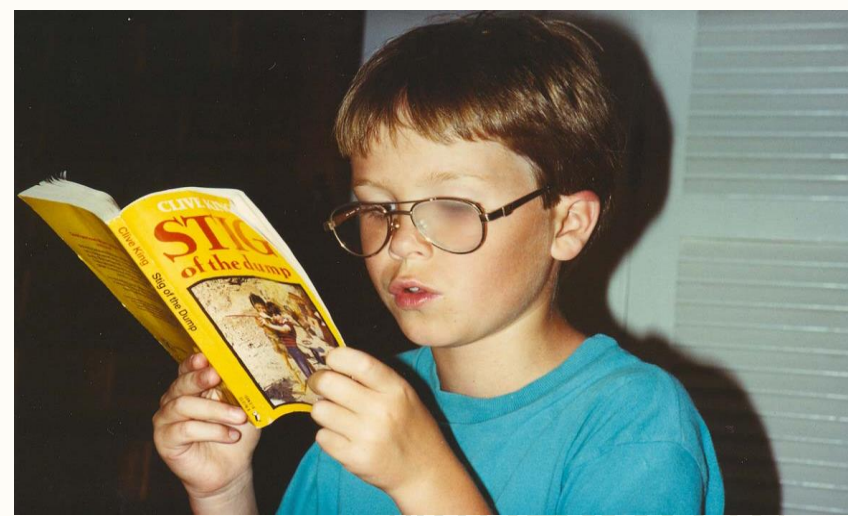
Words like: place, back, part, work, water, down, and side.

The difficulty
being so
literal.



They need to decide that there is a **PURPOSE** for doing something.

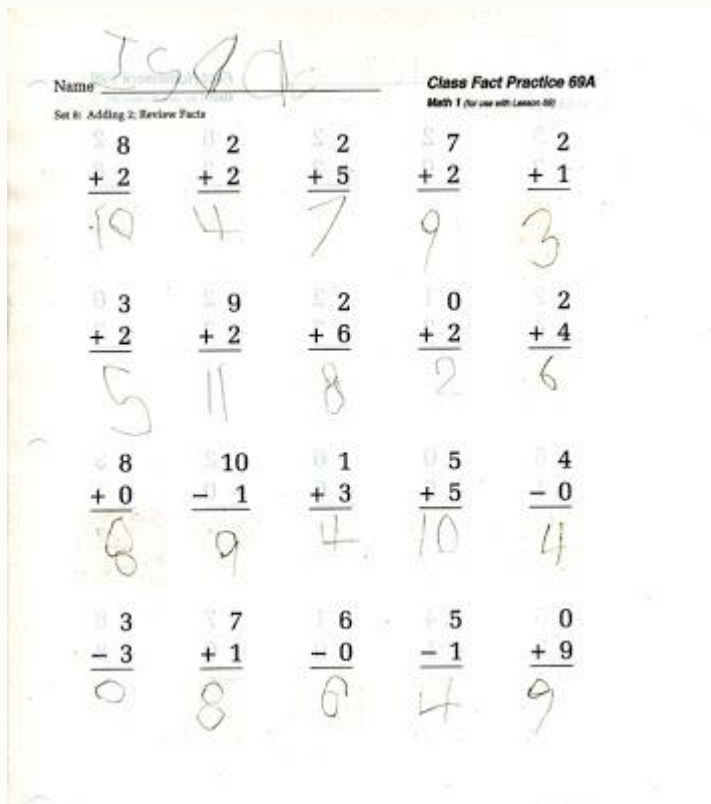
And many times it is not the purpose you propose.



Purpose!

Does it facilitate their functioning, add to their knowledge, or apply to their interests.

Control.

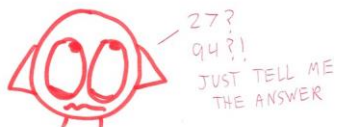


4th and 5th grade

Higher-Order Thinking requirements

Comprehension - reading to learn

3. Why do kids hate
word problems?





I didn't say you stole my money.



Middle School

Interests





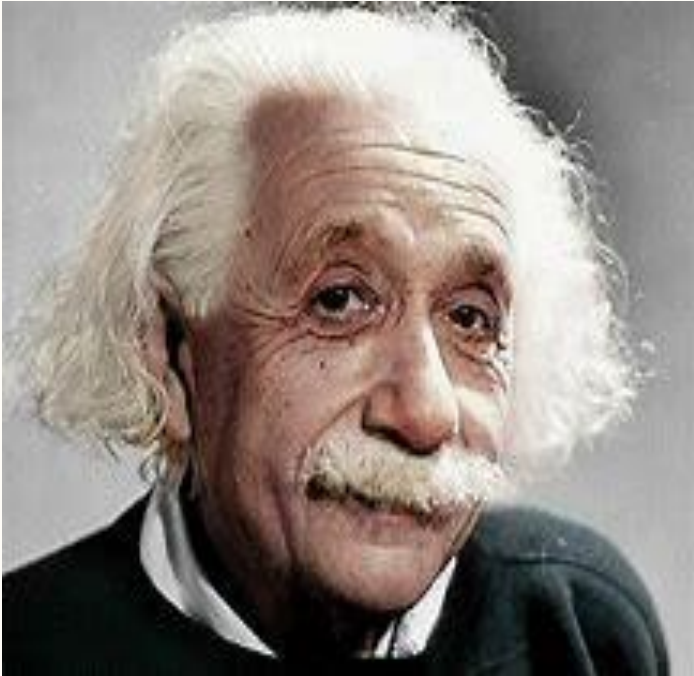
High School

Cell Phone

Interests

Girlfriends





Adults

**They did their
thing regardless
of others.**

- A psychologist walked around a room while teaching stress management to an audience. As she raised a glass of water, everyone expected they'd be asked the "half empty or half full" question. Instead, with a smile on her face, she inquired: "How heavy is this glass of water?"

After pausing, she replied, "The absolute weight doesn't matter. It depends on how long I hold it. If I hold it for a minute, it's not a problem. If I hold it for an hour, I'll have an ache in my arm. If I hold it for a day, my arm will feel numb and paralyzed. In each case, the weight of the glass doesn't change, but the longer I hold it, the heavier it becomes."

She continued, "The stresses and worries in life are like that glass of water. Think about them for a while and nothing happens. Think about them a bit longer and they begin to hurt. And if you think about them all day long, you will feel paralyzed – incapable of doing anything."

Is this how any of your students feel everyday in school?

In the
classroom, is
the glass
already heavy?



**They are not
functioning in our
world.**

**We are functioning
in theirs.**

**That's how they will
always see it.**

Putting who in
who's shoes!!

The best support
comes from
understanding.



- Currently, or by history, must meet criteria A, B, C, and D
- A. Persistent deficits in social communication and social interaction across contexts, not accounted for by general development delays, and manifested by all 3 of the following:
 - 1. Deficits in social-emotional reciprocity
 - 2. Deficits in nonverbal communication behaviors used for social interaction.
 - 3. Deficits in developing and maintaining relationships.
- B. Restricted, repetitive patterns of behavior, interests, or activities as manifested by at least two of the following:
 - 1. Stereotyped or repetitive speech, motor movements, or use of objects.
 - 2. Excessive adherence to routines, ritualized patterns of verbal or nonverbal behavior, or excessive resistance to change.
 - 3. Highly restricted, fixed interests that are abnormal in intensity and focus.
 - 4. Hyper-or hypo-reactivity to sensory input or unusual interest in sensory aspects of the environment.
- C. Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities).
- D. Symptoms together limit and impair everyday functioning.

DSM – 5 Criteria

Focus is “deficits”, “abnormal” characteristics that “limit and impair everyday functioning”.

Tell that to Einstein, Hansen.

What about ADHD productivity.