

"You're Going to Love This Kid" Including Students on the Spectrum

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PART I



Jay won't...

Jay refuses to...

Jay doesn't ...



Jay can't ...

check curriculum & interrogate instruction

- Is the student truly included in lessons?
- Is the instruction appropriately adapted?
- Is the work motivating? Interesting? Appropriately challenging?



Potential problems:

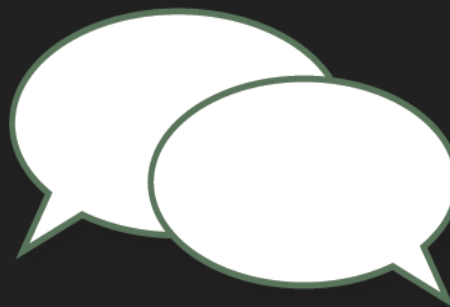
- curriculum that lacks variety
- curriculum that is not age-appropriate
- instruction that is a poor match for the individual's learning style
- not enough opportunities for communication, conversation & choice-making
- not enough social interaction &
- not enough fun or joy in the day

Kluth, P. (2010). *You're Going to Love This Kid*. Baltimore: Brookes.

Kluth, P. (2012). *"You're Going to Love This Kid": Teaching Students with Autism in the Inclusive Classroom*. Paul Brookes Publishing. DVD Professional Development Kit.



increase communication access, practice & supports



communication supports for inclusive classrooms

Kluth, P. (2010). *You're Going to Love This Kid*. Baltimore: Brookes.

- Use communication that is less direct (e.g., puppets).
- Teach AAC to ALL students (e.g., sign language).
- Give many communication opportunities (e.g., turn & talk).

...the apparent lack of interpersonal interest [...is not] due to a lack of concern...gaze avoidance] is a way to decrease an unpleasant excessive arousal stemming from overactivation in a particular part of the brain."



indirect communication: examples

- gaze avoidance
- singing/rhythmic language
- "microphone"
- puppets
- gestures vs. words



AAC for all: pass-the-device

Kluth & Chandler-Olcott, K. (2007). *A land we can share: Teaching literacy to students with autism*. Brookes.



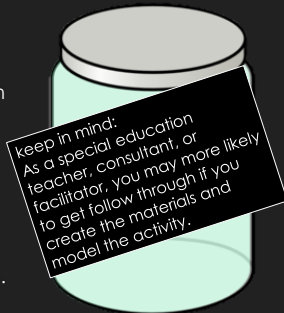
an immersion approach:

- raises the "status" of the technology
- moves AAC from the margins to the center
- provides opportunities to see & use systems

AAC for all: question jar

Kluth & Danaher (2010). *From Tutor Scripts to Talking Sticks*. Baltimore: Brookes.

- Stop 2-3 times during a lesson.
- Have students draw from the question jar:
 - What is the most important part of this lecture?
 - Give us two key terms from this lecture.
- Answer the selected questions or call on students to answer them.



Communication Opportunities Across the School Day

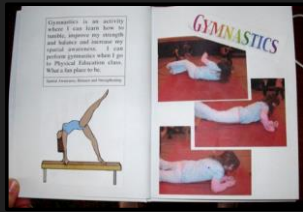
In order for a student's individual communication goals to be adequately addressed, teachers may need to increase the communication opportunities given in the inclusive classroom.

Instructions: Review the options in the left-hand column and decide which ones will work in your classroom. Then decide how often you can commit to using each technique and provide any notes regarding adaptations you may need to make, how specifically you will use it, or into which lessons or units you might integrate it.

Subject area _____

Techniques	How often?	Notes
News and Gossip: Every student shares one new or good thing that has happened recently.	Daily _____ Weekly _____ Monthly _____ Occasionally _____ Not _____	
Highs and Lows: Every student shares a high and a low of their day/communication break.	Daily _____ Weekly _____ Monthly _____ Occasionally _____ Not _____	
_____, (e.g., vocabulary word, fun fact, joke) of the day: A different student each day shares one.	Daily _____ Weekly _____ Monthly _____ Occasionally _____ Not _____	
Turn & Talk: Students turn to one another and share a comment or question.	Daily _____ Weekly _____ Monthly _____ Occasionally _____ Not _____	
15-20: Teacher lectures or holds a discussion for 15 minutes, then lets all students talk with a partner for 2 minutes. This repeats a second or third time until the lesson is completed.	Daily _____ Weekly _____ Monthly _____ Occasionally _____ Not _____	

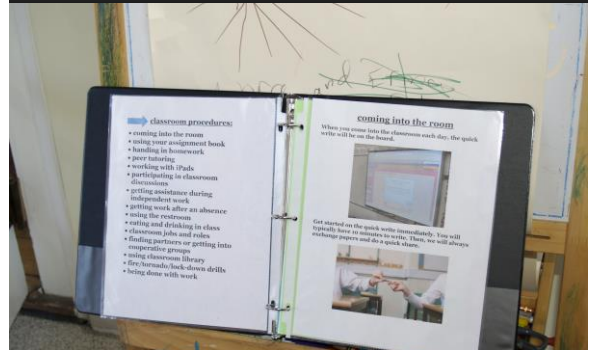
show vs. tell



- Many learners on the spectrum are visual learners.
- When in doubt, stop telling & start showing.
- Use visuals to teach & include.

protocol book

Kluth, P. & Danaher, S. (2013). *From Text Maps to Memory Caps*.



visual directions

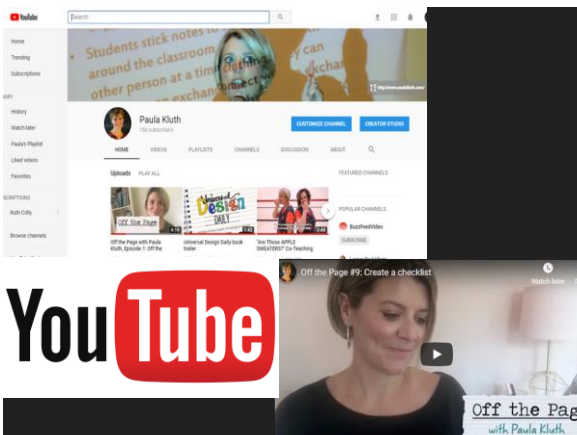
Kluth, P. & Danaher, S. (2010). *From Tutor Scripts to Talking Sticks*.



Inventor/Innovator Project

Did you include:

- ✓ an interesting title?
- ✓ a table of contents?
- ✓ an introduction?
- ✓ 4-5 pages of typed (double-spaced) text on your inventor/innovator?
- ✓ 3 citations (or more)?
- ✓ 1-2 images of the innovation/invention (images must be referred to in the body of the paper)?
- ✓ a bibliography?
- ✓ feedback form from your peer reviewers?



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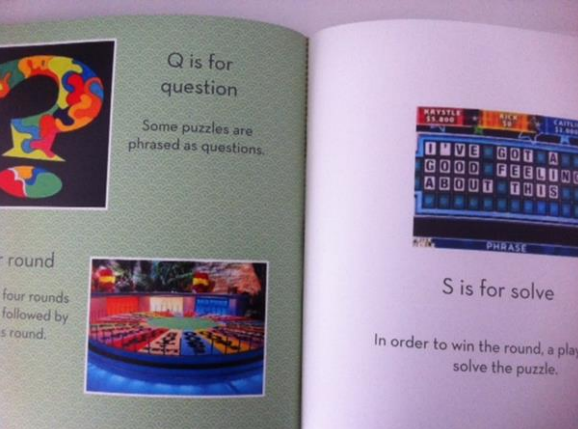
PART II





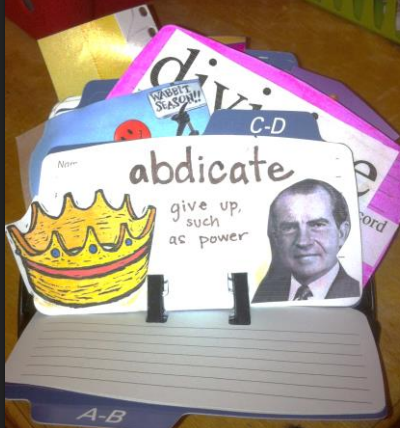
- Change language & practices too.
- Use interests to support, teach, inspire, calm & more.


exploit interests




rolodex reader

Kluth, P. & Danaher, S. (2013). *From Text Maps to Memory Caps.*

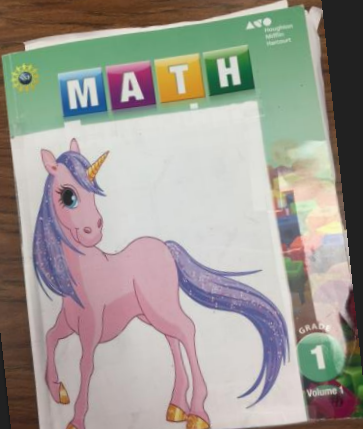




James White had 3 rushing plays during the game. On one play he lost 4 yards. On another play, he gained 29 yards. On the third play, he gained 2 yards. How many yards did James White gain during the game?




he gained a total of 18 yards. How many total yards after contact did James White have in the game?



strengths-based curriculum map (Kluth, 2017)

science <ul style="list-style-type: none"> • how to read barometer and other gadgets • weather-related experiments • explore websites like National Weather Service 	language arts <ul style="list-style-type: none"> • weather section of newspaper • disaster fiction • teach e-mail, web skills & Twitter; surf for weather stats
social studies <ul style="list-style-type: none"> • learn about jobs (e.g., meteorologist) • study weather history of the community • look at weather stories in history (weather almost postponed D-Day) 	art <ul style="list-style-type: none"> • explore how weather is portrayed by artists
math <ul style="list-style-type: none"> • study the distance certain storms travel • focus on weather stats, look for patterns • graph the weather daily 	social skills/relationships <ul style="list-style-type: none"> • teach about feelings: "Are you feeling gloomy and rainy today or sunny?" • teach music: "Singing in the Rain"; "Sunny Weather"
communication skills <ul style="list-style-type: none"> • give daily weather fact or report • create a weather podcast 	





eParent
@EparentConnect

Following

It is amazing what feeling your dreams can help you accomplish! #EPconnect #DreamBig #AutismAwareness #accomplished



Boy with autism builds world's largest Lego Titanic replica

The world's largest Lego replica of the doomed Titanic liner was built over 700 hours -- 11 months -- by a 10-year-old boy from Reykjavik, Iceland, who is on the autism

PSYCHOLOGY SPOT

Being obsessed with dinosaurs enhances kids' intelligence



Charlie is a 10 year old boy, lives in Essex and has a great passion: the dinosaurs. A few months ago, his parents took him and his brother to spend the night at the Natural History Museum in London.

Winter-Messiers, M. (2007). From Tarantulas to Toilet Brushes: Remedial and Special Education, 28(3), 140-152.

FINE MOTOR:
higher level
abilities working w/
computers, clay,
etc.

SENSORY:
improved sensory
processing

EMOTIONAL:
lower anxiety

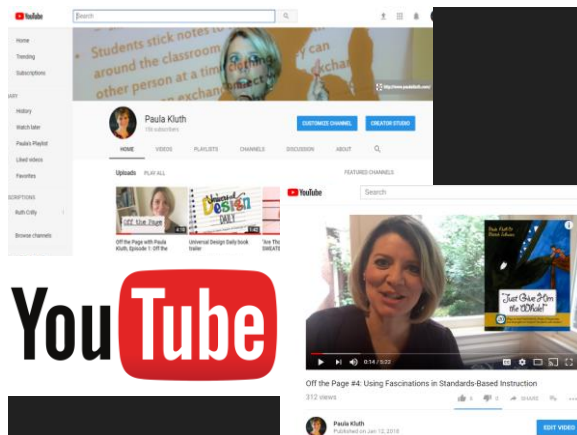
engagement w/
SIAs may result in
gains/improvement
in these areas

EXECUTIVE
FUNCTIONING:
improved focus &
memory

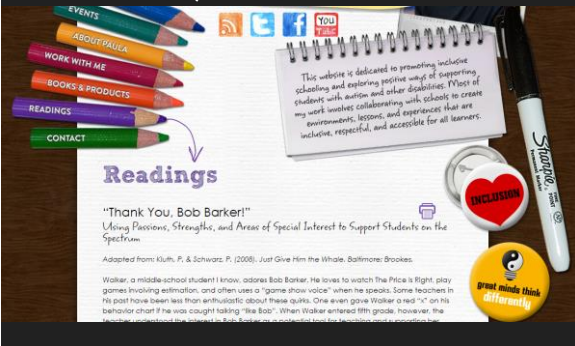
ACADEMIC SKILL:
higher motivation
& interest levels

COMMUNICATION:
focused
conversation,
advanced vocab.

ACADEMIC SKILL:
higher motivation
& interest levels



"Thank You, Bob Barker!"



find a safe space (prevention not punishment)

- study area
- alternative space [hallway]
- another room if needed



turn to the experts

- Consult creatively with families & students.
- Listen to your learners.

Dear Ms. Van Bortel & Ms. Rhee,

I would like to be in Chess Club and Chess Scholars. I would also like to propose a Chess Challenge Group for after school (see me for ideas on this).

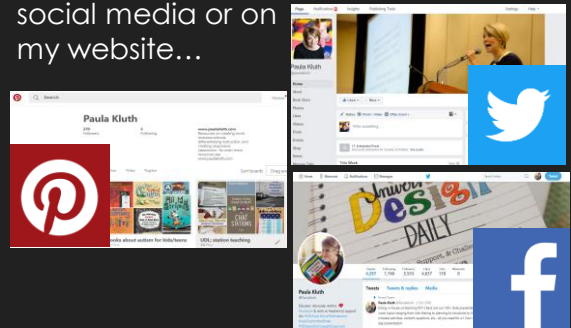
I don't like going to Spanish because the room is really HOT!!! That needs adjusting.

Can we find a way to get more Ozzie in the day?

--- Rocco

Kluth, P. (2010). *You're going to love this kid*. Baltimore: Brookes. [letter to IEP team: p. 289]

Want to learn more about inclusion, collaboration & UDL? Visit me on social media or on my website...



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Content from this presentation comes primarily from these texts:

