

Teaching Students With Autism Spectrum

**STRATEGIES & INSIGHTS**  
**TO INFORM YOUR**  
**TEACHING PRACTICE**

**WITH**

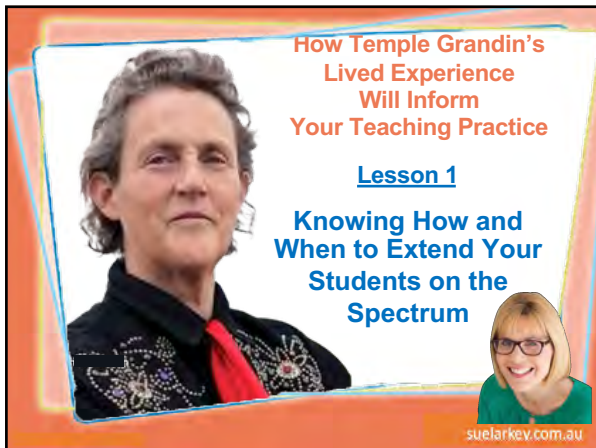
*Temple Grandin &*  
*Sue Larkey*

**HANDOUT**



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[elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)



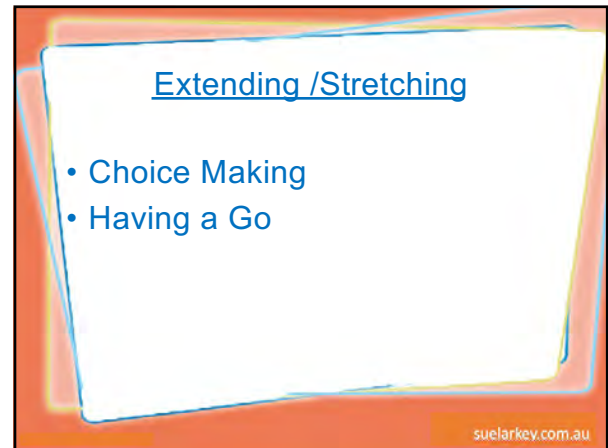
How Temple Grandin's  
Lived Experience  
Will Inform  
Your Teaching Practice

Lesson 1

Knowing How and  
When to Extend Your  
Students on the  
Spectrum

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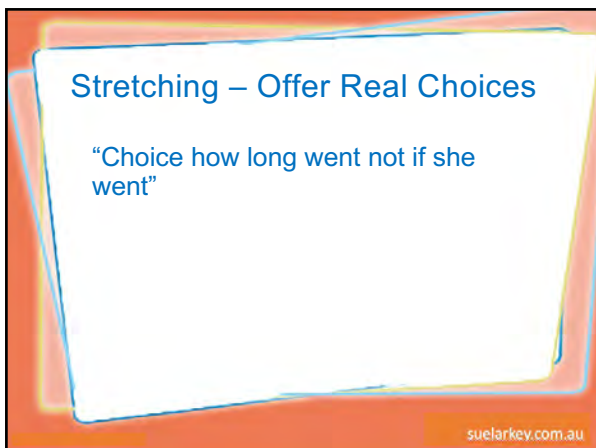


Extending /Stretching

- Choice Making
- Having a Go

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2



Stretching – Offer Real Choices

“Choice how long went not if she went”

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“If I hadn’t gone to my Aunts ranch, I wouldn’t be in the cattle industry”

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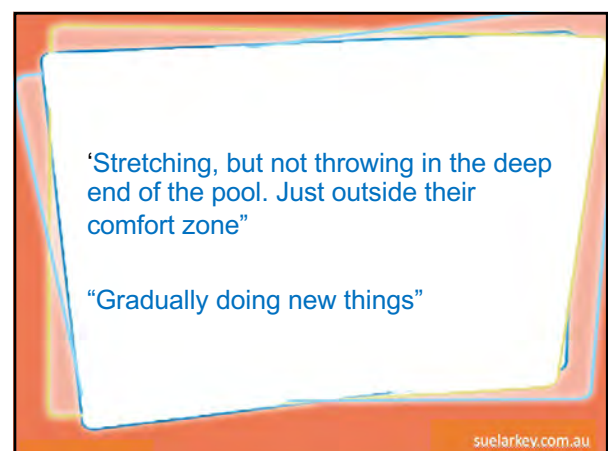
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I love the way the Mum say’s  
“Something is going to set her off”  
and her Auntie says  
“Don’t worry”

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‘Stretching, but not throwing in the deep end of the pool. Just outside their comfort zone’

“Gradually doing new things”

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### How does this inform teaching?

- Expose to a range of activities to find out what they love and what they despise. But you don't know until you try it.
- Her Mother made her do Piano for 6 months – How long give a go?

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### How does this inform teaching? Example of Camp

- Sleep over first
- Include Tip Sheet for Camps & Excursions
- Podcast Episode 19

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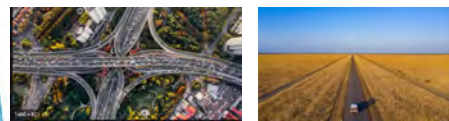
“When choosing to stretch them in something, don't make it where it requires too much multi-tasking”

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### How inform your teaching ?

How can you minimize multitasking with a new task?



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### How inform teaching?

- Small achievable steps. ie Driving= 20 minutes a day.
- Failing is okay. Temple failed her driving test first time. But she still went back to try again
- It is so important students know failing is part of learning.
- It is okay to fail

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11

“If I hadn't learnt to drive, that would have limited my career possibilities”

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12

“Mother wasn’t sure at first if was  
the right thing to do,  
but after it got done, she realised  
it was the right thing to do”

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13

“You never know unless you  
give it a go”

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14

“No Surprises, Surprises Scare”

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“Make it interesting,  
then not scary”

\*More about this in Lesson :  
Sensory Issues as a Barrier to Engagement &  
Participation.

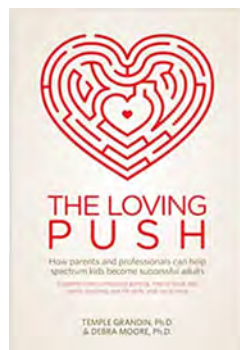
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Let Them Rebound  
and Grow pg 49

If you succumb to your own  
fear at this point – by either  
arguing or letting your child  
give up – you have reinforced  
their reaction and you have  
sabotaged hope.

“Stay strong; don’t let your  
child’s fears and setbacks  
detract from continuing to  
plan and take action.  
Regroup but keep going”



17

3 Things to Try –  
ah ha moments

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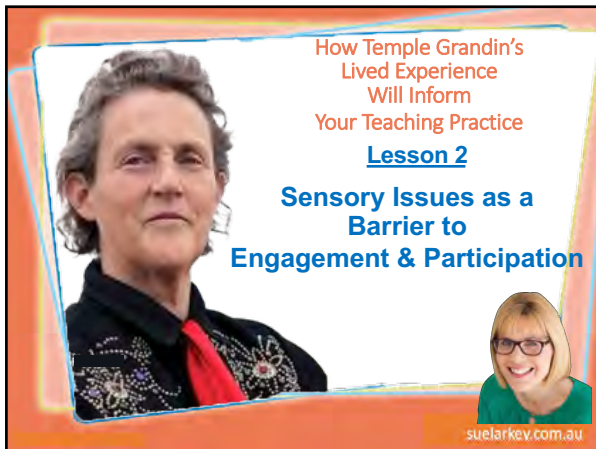
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# Ideas & Insights

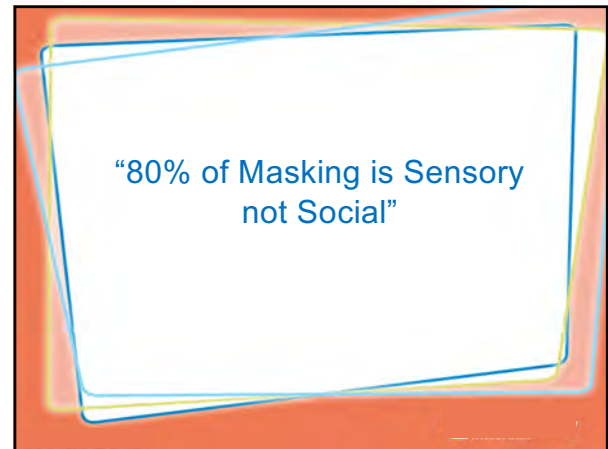
## IEP

Supports, Strategies, Adaptions

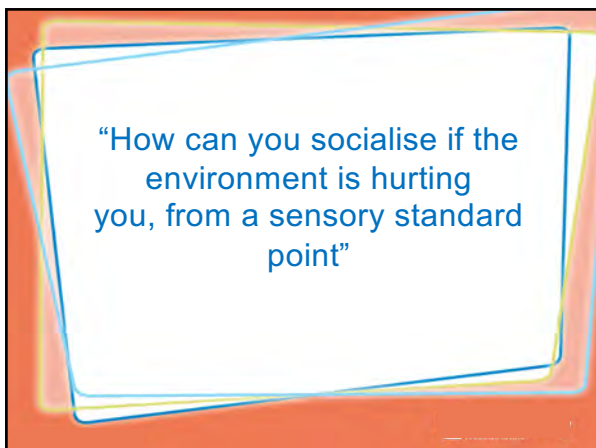




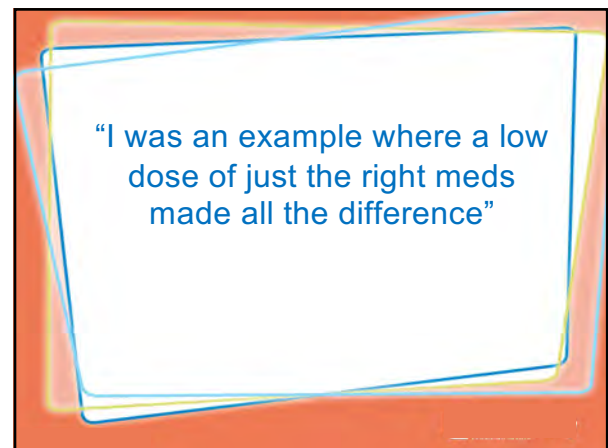
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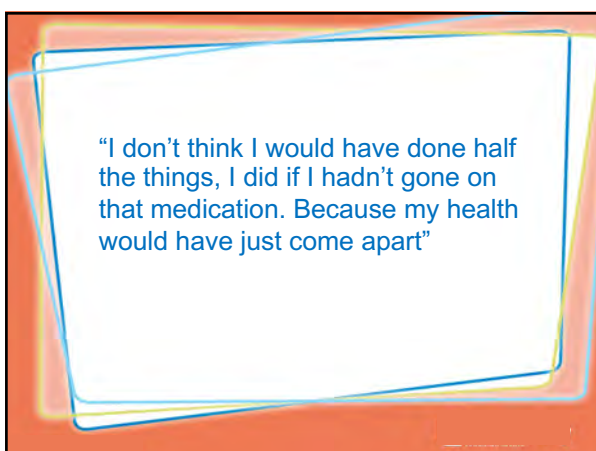
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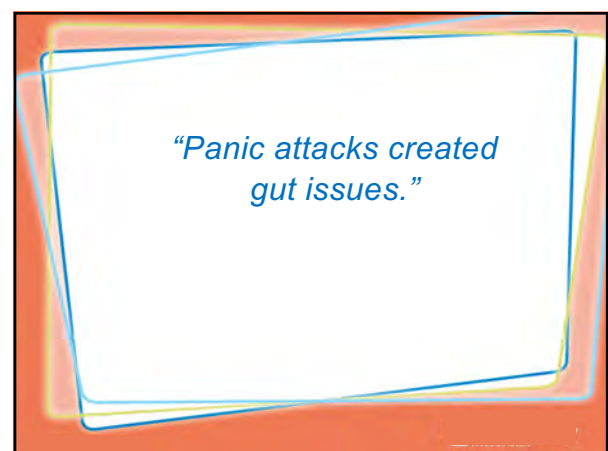
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"A drug when it is used right it  
doesn't sedate"

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"My nervous system was  
hyped up like it was in a jungle  
full of dangerous animals,  
for no reason"

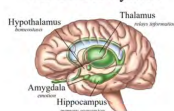
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"Amygdala three times  
larger than normal"

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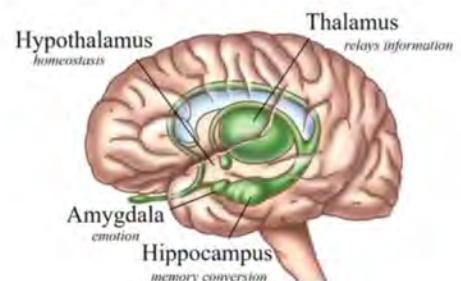
**Amygdala** – limbic structure involved in  
many brain functions, including emotion,  
learning and memory. It is part of a  
system that processes 'reflexive'  
emotions like fear and anxiety.

The Limbic System



11

## The Limbic System



12



How does this inform your  
teaching?

- Imagine you are in a heightened state of fear.
- Would you want routines, pre-warnings about change?
- Would you over react to noises, light, touch?
- Would you want to control your environment and need time on your own to calm from the increased anxiety?

13

What have you seen  
in your students?

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Sue Larkey  
FOUNDED 2012

14

“Exercise is really important.  
I do a hundred sit ups every  
night.  
I hate everyone of them.  
What I find is a burst of hard  
exercise.  
I will not sleep, if I don’t”

15

Research has found  
both  
exercise & sleep  
can improve your attention.

16

“I can’t hear if there is  
background noise. I am  
functionally deaf in a noisy  
restaurant”

17

“Problem is if you wear that  
headset all the time,  
your ears will get more  
sensitive”

18



“Sensory vary greatly”

19

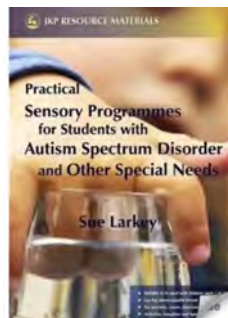
“Number one place for research  
as far as I am concerned is  
Sensory.”

“We’ve got to find some  
treatments”

20

“Environmental  
Enrichment”  
paper is below

- Stimulate 2 senses  
at the same time.
- Made a significant  
difference



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“Let them turn it on an off,  
if **they control it**,  
it will be much better tolerated.”

22

Go from something they  
fear to something they like

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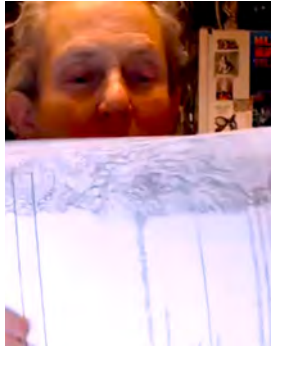
“I have been moving my hands the  
whole time I have been here. I’ve  
been playing with a binder clip like  
this, but I was doing was off camera.”



24

"Find them something, where they can move their hands."


"I have been doing lots of decorations on various papers, with doodling. I just need to have something to do with my hands"



25

EVEN IF I'M NOT LOOKING AT YOU...  
EVEN IF I'M FIDGETING...  
EVEN IF I'M DOODLING...  
I AM STILL LISTENING.  
I DO THESE THINGS SO  
I CAN LISTEN!

I CAN MENTEE (YEAR 8)



26

Podcast Episode 71



27

"The other problem with eye contact is that it is **multi-tasking**, when trying to hear at the same time. Then you get into the sensory **attention shifting problem**. I think too much emphasis on eye contact."

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3 Things to Try –  
ah ha moments

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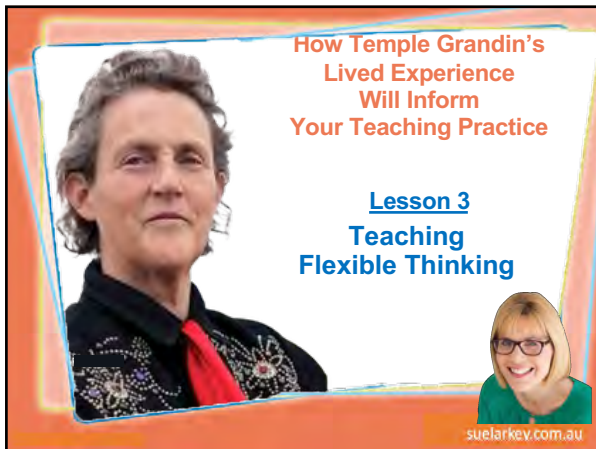
# Ideas & Insights

## IEP

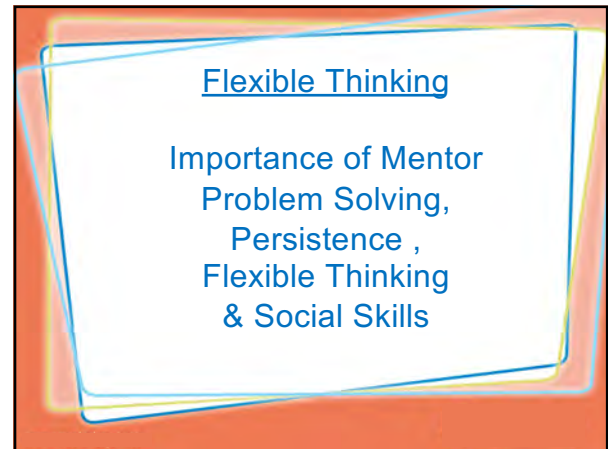
Supports, Strategies, Adaptions



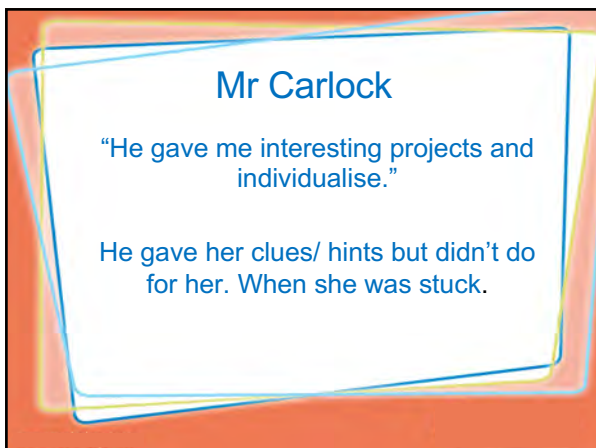




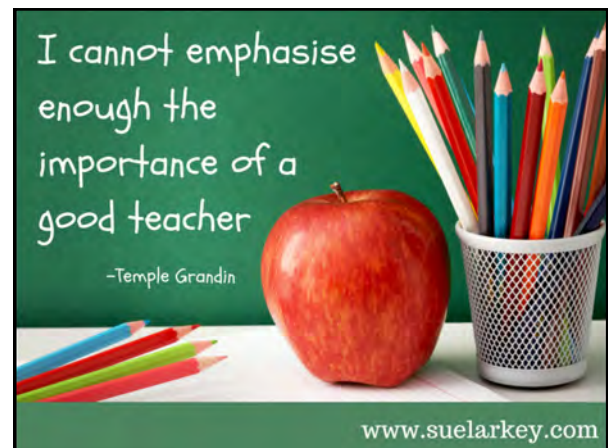
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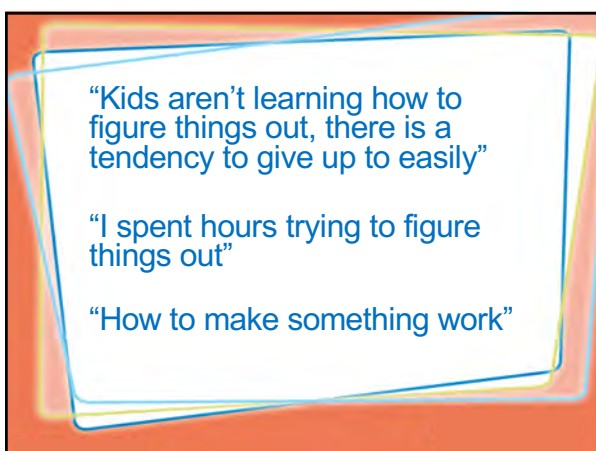
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Parachute = Getting the strings  
not to tangle



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## Kelly Lambert

Kelly Lambert : *Kelly Lambert is professor of behavioral neuroscience at the University of Richmond and author of*

[Well-Grounded: The Neurobiology of Rational Decisions](#)

8

Rats that had had to dig spent more  
time to open the impossible puzzle.

Rats that had to dig had lower  
stress hormones

**ie: Persisted longer & had lower  
stress hormones**

9

MY ADVICE IS: YOU  
ALWAYS HAVE TO  
KEEP PERSEVERING.

*Temple Grandin*

10

## Carol Gray Social Stories™

- Teaching Flexibility as part of social skills
- Use language like “usually”  
“sometimes”
- Social Scripts – My Cheat Sheet how  
to write (Podcast Episode 4)

11

“You have to learn how to  
**wait and take turns.**  
That is an important skill to  
teach”

12

Card Games / Boardgames

Waiting  
Turn Taking  
Winning / Losing

13

*"I had to learn  
don't be a  
sore loser"*

14

"You have to **learn** to ask for help"

"A big mistake student make  
they **don't ask for help sooner**"

15

**How will this inform your teaching?**

- How can you teach Social Skills?
- Can you introduce boardgames. Card games etc?
- What Social Scripts do they need?
- Are you using words like 'sometimes'?



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**How will this inform your teaching?**

- Can they ask for help?
- Do they need a tutor?

17

3 Things to Try –  
ah ha moments

18



# Ideas & Insights

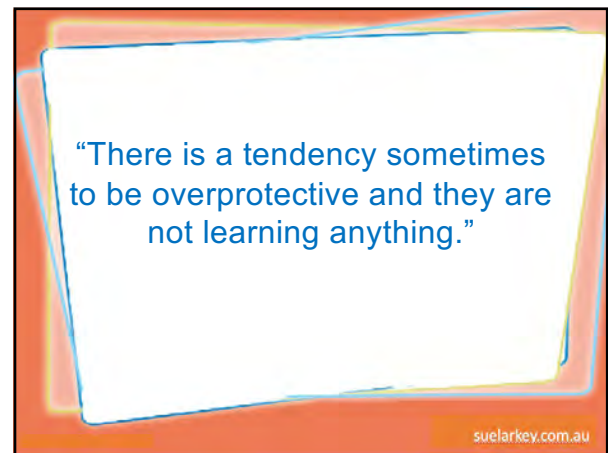
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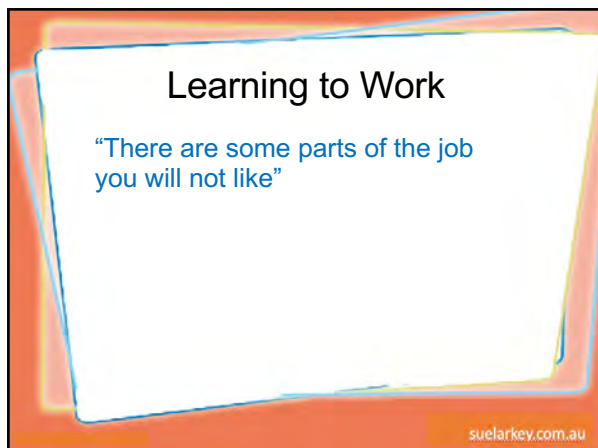




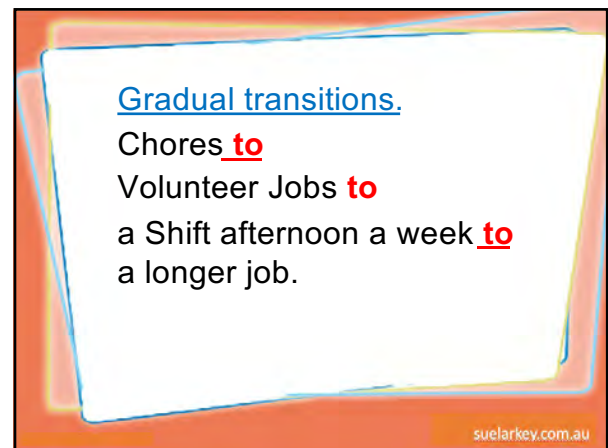
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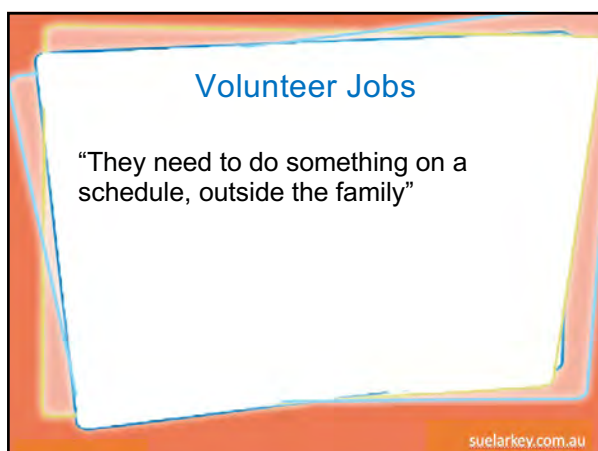
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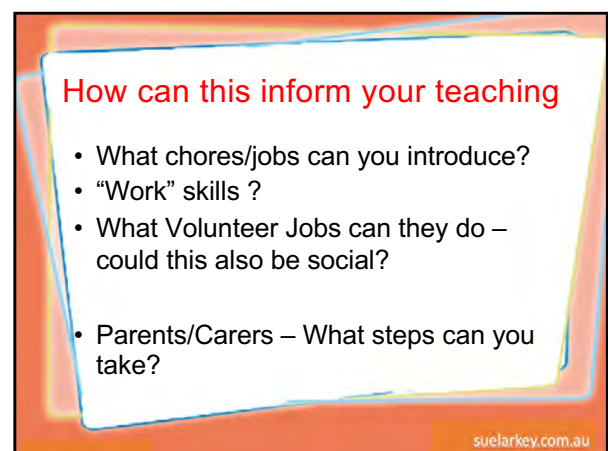
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“We need to find something to  
replace paper routes”

- Walk Dogs
- Fix Technology Fix phones
- Find a service other people want

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7

### How find a job?

- “Too much emphasis on interviewing. Let’s look at the backdoors”
- “Lots of door to opportunity people don’t see”
- “Half of all good jobs are gotten through connections for everybody”
- “What resources are right in your neighbourhood”

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### Getting & Retaining a Job

- Be careful with multi-tasking
- Slow Transitions
- Surprises is an issue – pre-warn about changes
- Long strings of verbal instruction is an issue

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- Podcast Episode 74: Yenn Purkis Discusses ‘The Wonderful World of Work’



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### Hygiene

- Choices of things to use.  
(ie Sensory)

“You can be eccentric,  
but you can’t be a dirty, filthy  
slob”

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### Golden Globe Awards!



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12



## How can this inform your teaching?

- Can we find 'back doors' to jobs in our community?
- Are there personal skills they need to develop (Hygiene, Clothing, other)?
- Someone had to show Temple – who can show and support your student?

13

## Things to Try – ah ha moments

14

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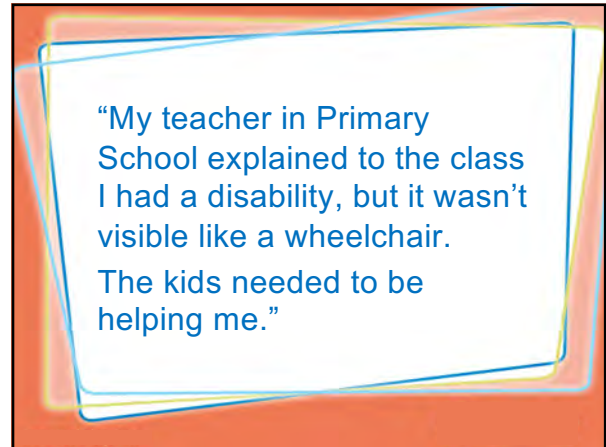


How Temple Grandin's  
Lived Experience  
Will Inform  
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**Lesson 5**  
**Friendship & Bullying**

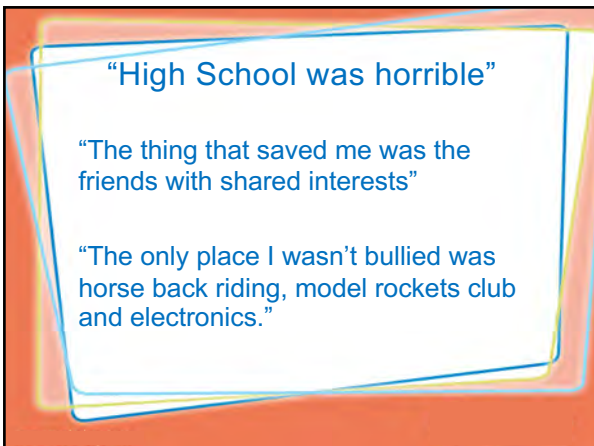
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"My teacher in Primary School explained to the class I had a disability, but it wasn't visible like a wheelchair. The kids needed to be helping me."

2



"High School was horrible"

"The thing that saved me was the friends with shared interests"

"The only place I wasn't bullied was horse back riding, model rockets club and electronics."

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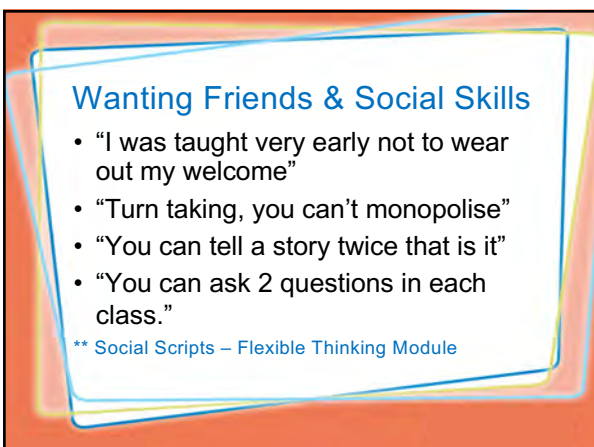


Friends through shared interested

- Star Wars Club
- Cooking
- Podcast Episode 106: How to Create a Lunchtime Club to Build Friendships & Develop Social Skills



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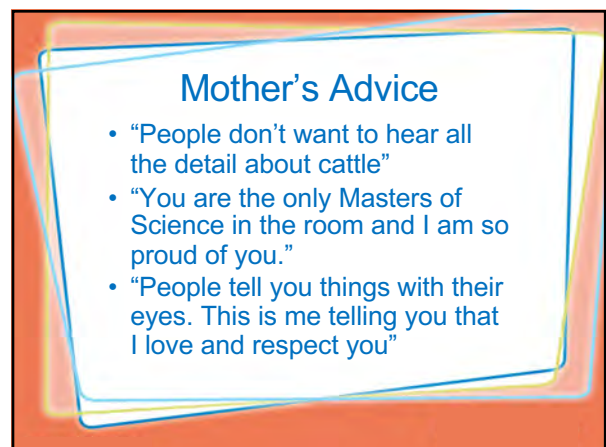


Wanting Friends & Social Skills

- "I was taught very early not to wear out my welcome"
- "Turn taking, you can't monopolise"
- "You can tell a story twice that is it"
- "You can ask 2 questions in each class."

\*\* Social Scripts – Flexible Thinking Module

5



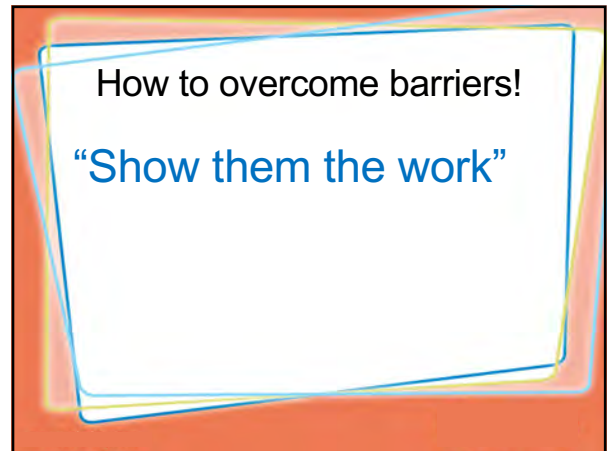
Mother's Advice

- "People don't want to hear all the detail about cattle"
- "You are the only Masters of Science in the room and I am so proud of you."
- "People tell you things with their eyes. This is me telling you that I love and respect you"

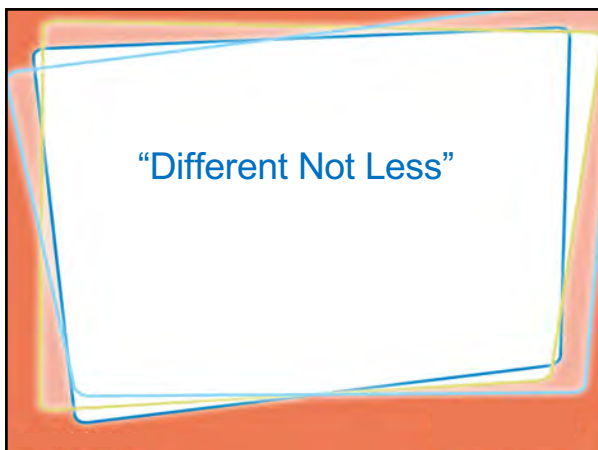
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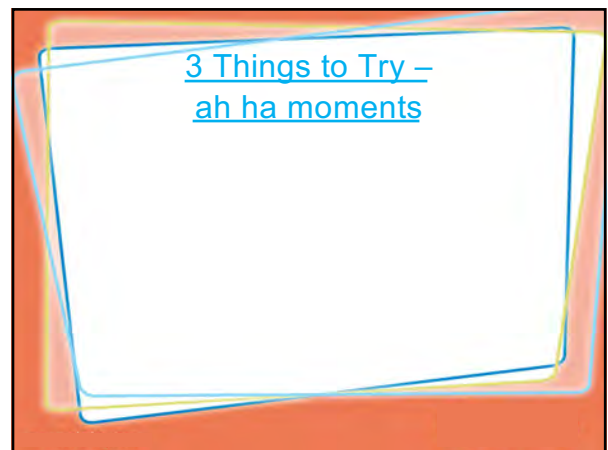
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# Ideas & Insights

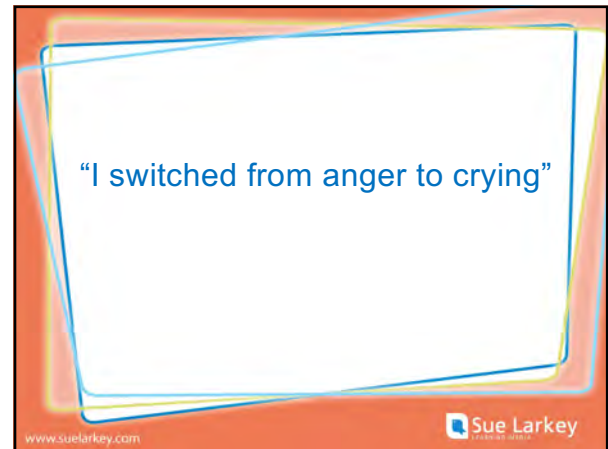
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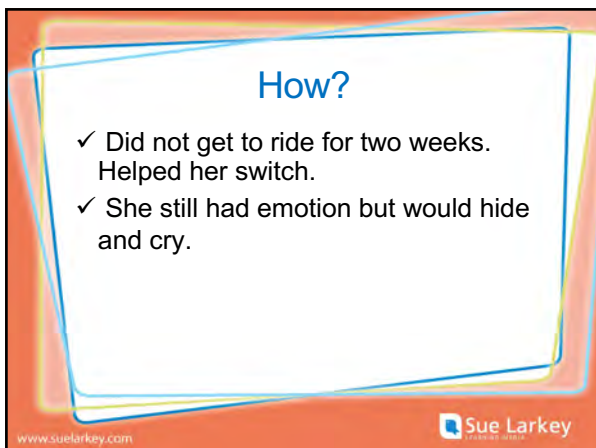




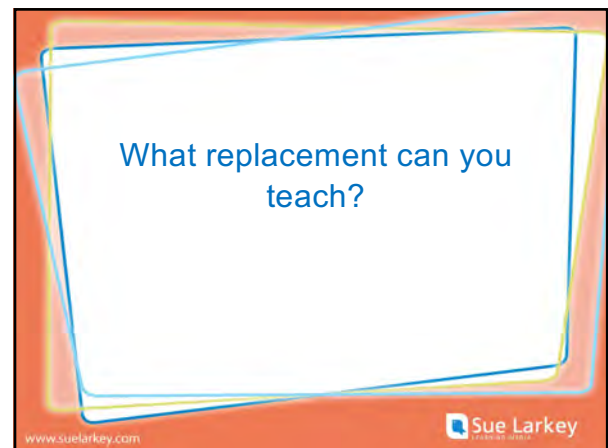
1 Warning: this lesson makes a brief reference to suicide and self-harm



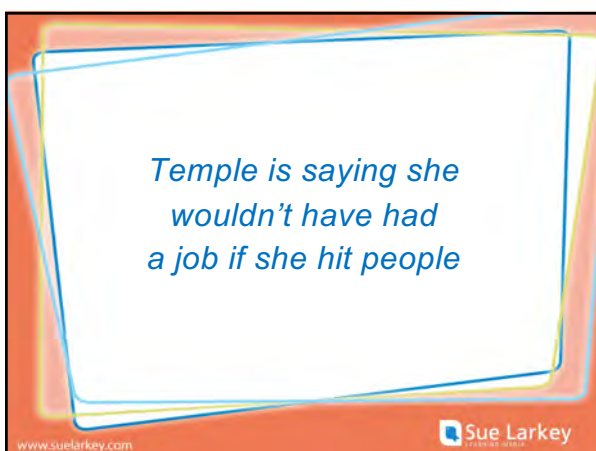
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**Best thing to do when completely overwhelmed**

"Just put them somewhere can quite down."

"You can't teach when having a meltdown"

"It is going to take at least half an hour to calm down"

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Her Mum waited until all quiet and **calmly** told consequence

"You know the rule, **no TV tonight**"

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**Calm & Consistent.**  
**Same at Home and Same at School.**

We need to **work together** to know what is working.

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**Behaviour**

You have to figure out what is causing it.

You have to figure out cause - it is Biology or Behavioural.

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"I remember the huge frustration of not being able to communicate."

**Everything has a reason**

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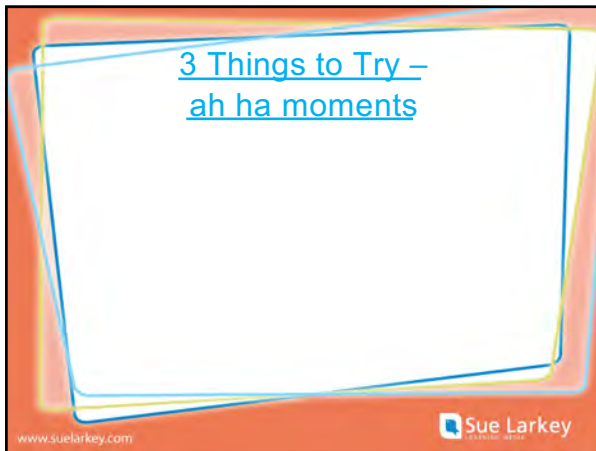
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**How can this inform you teaching?**

- Have you got a calm place they can go when overwhelmed?
- How can you use clear consequences?
- How can you pre-warn about consequences?
- Can you figure out the cause of behaviour?

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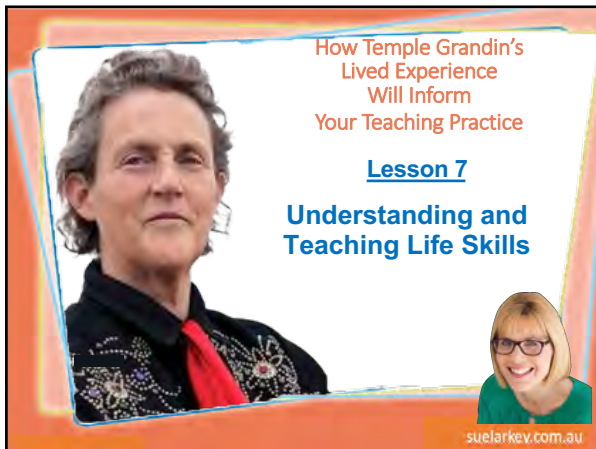
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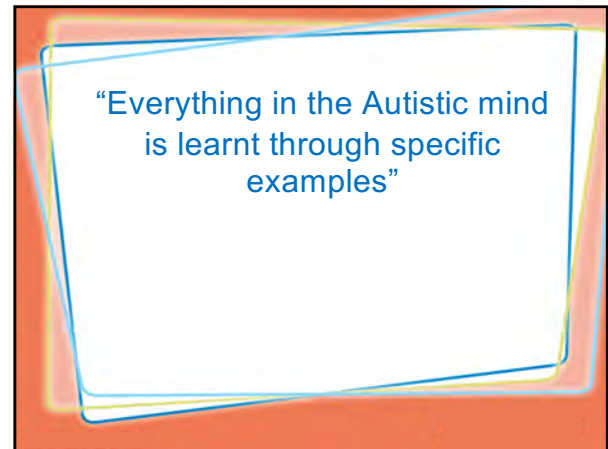
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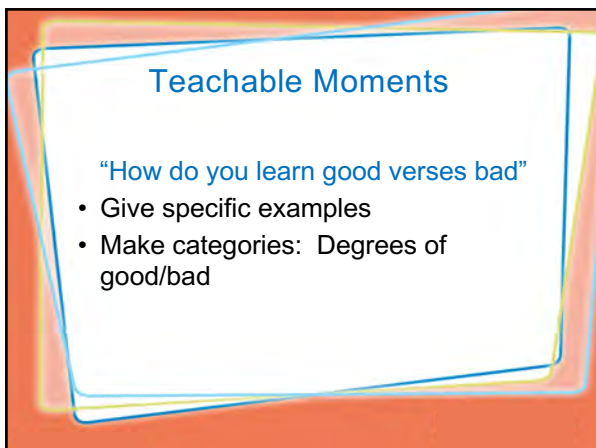




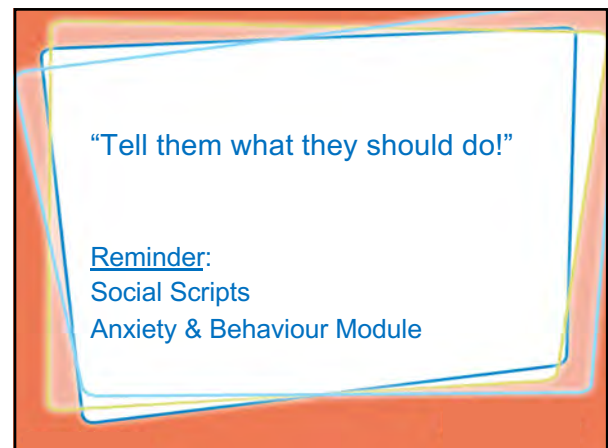
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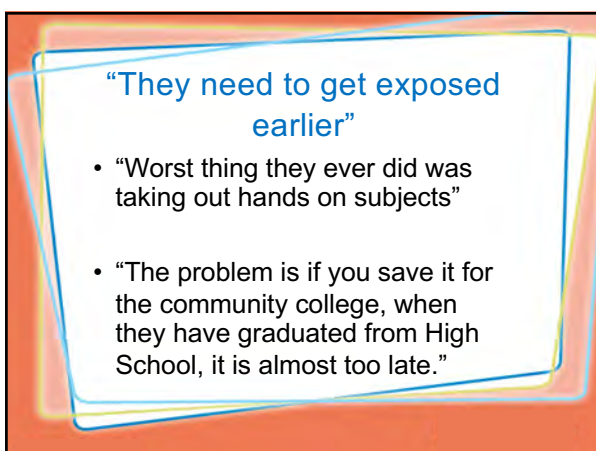
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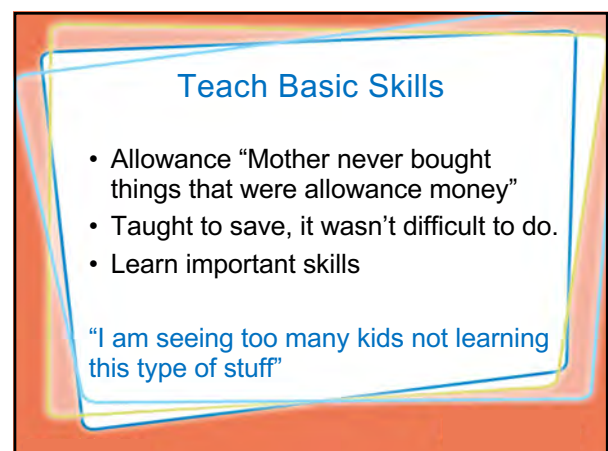
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### Delayed Gratification

“Saving for fair taught important skills”

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### How can this inform your teaching

- How use specific examples?
- Teachable moments?
- What can you expose to earlier?
- Can you introduce Money Skills?

8

Things to Try –  
ah ha moments

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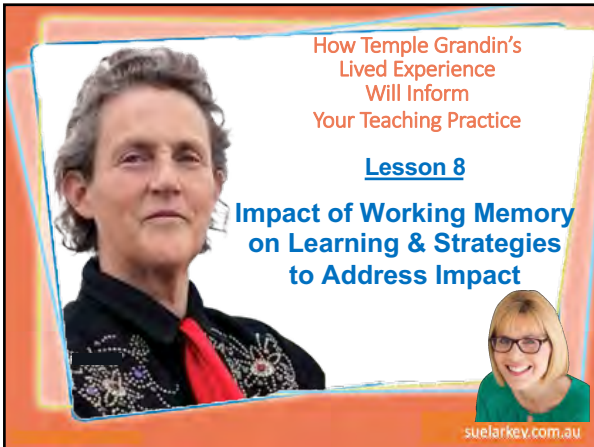
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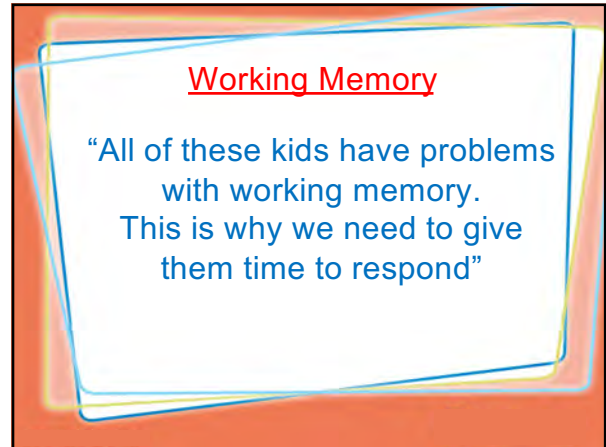
How Temple Grandin's  
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**Lesson 8**

**Impact of Working Memory  
on Learning & Strategies  
to Address Impact**

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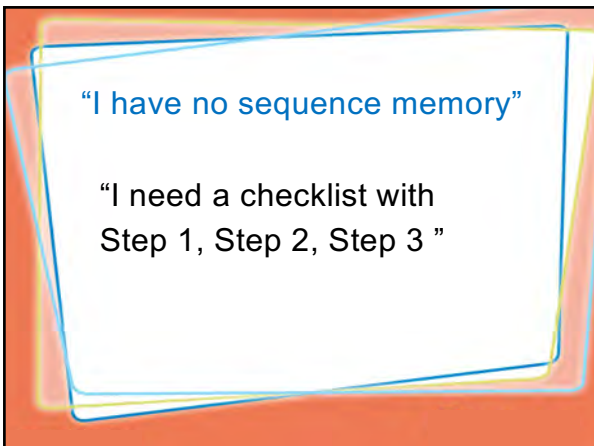
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Working Memory

"All of these kids have problems  
with working memory.  
This is why we need to give  
them time to respond"

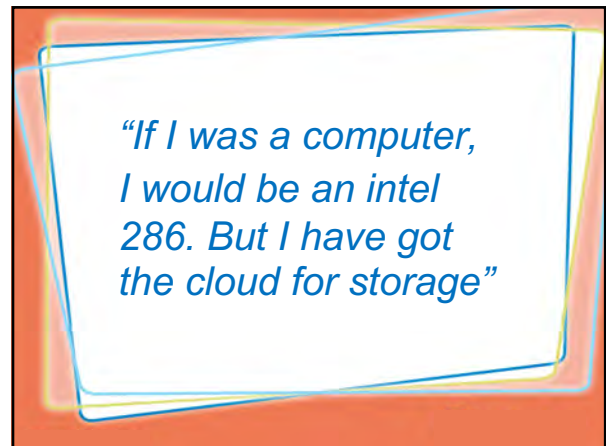
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"I have no sequence memory"

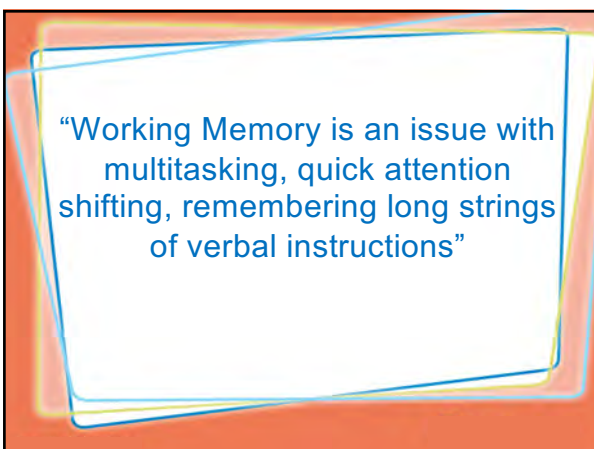
"I need a checklist with  
Step 1, Step 2, Step 3 "

3



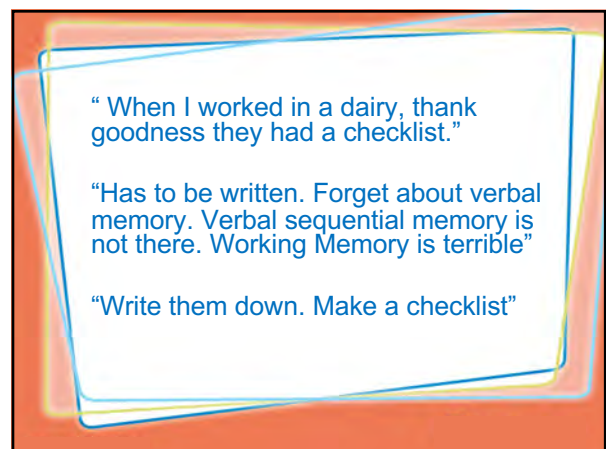
*"If I was a computer,  
I would be an intel  
286. But I have got  
the cloud for storage"*

4



"Working Memory is an issue with  
multitasking, quick attention  
shifting, remembering long strings  
of verbal instructions"

5

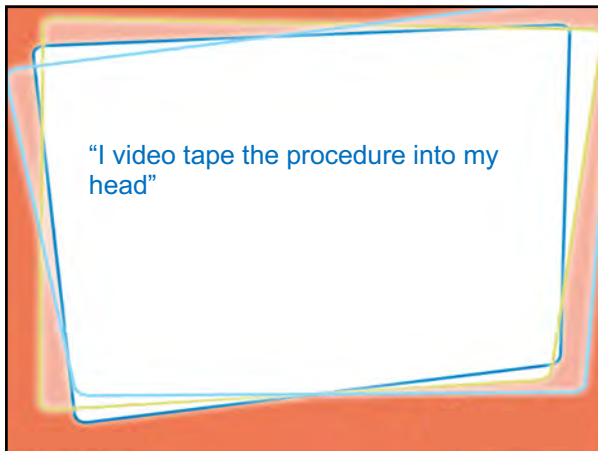


" When I worked in a dairy, thank  
goodness they had a checklist."

"Has to be written. Forget about verbal  
memory. Verbal sequential memory is  
not there. Working Memory is terrible"

"Write them down. Make a checklist"

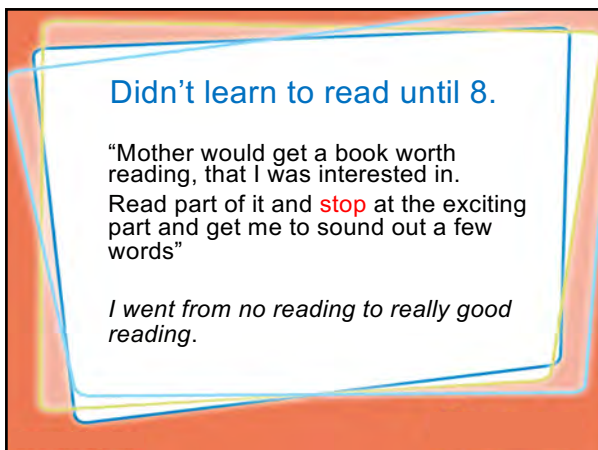
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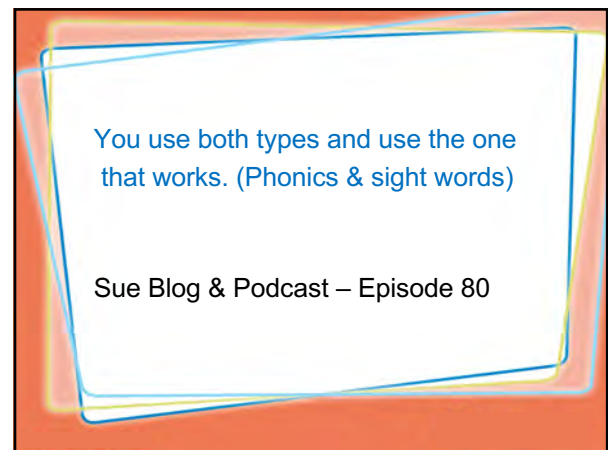
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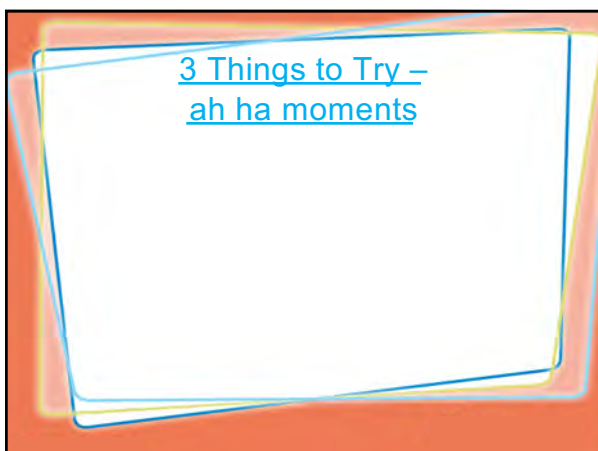
8



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10



11

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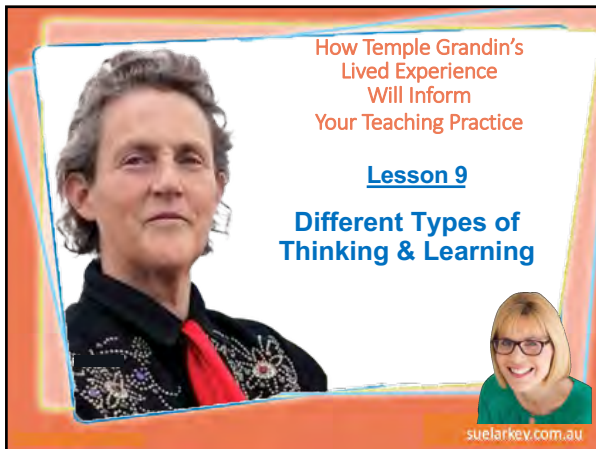


# Ideas & Insights

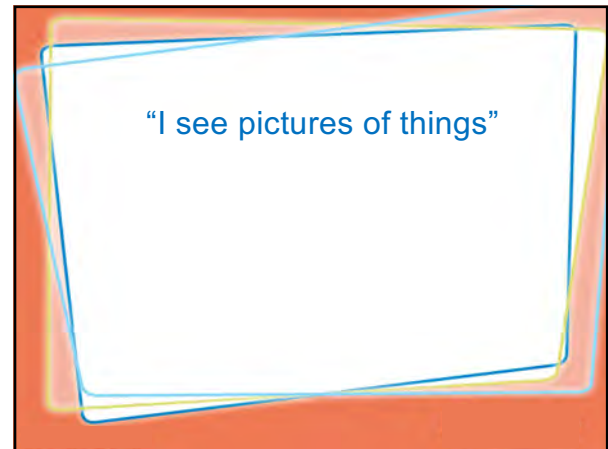
## IEP

Supports, Strategies, Adaptions

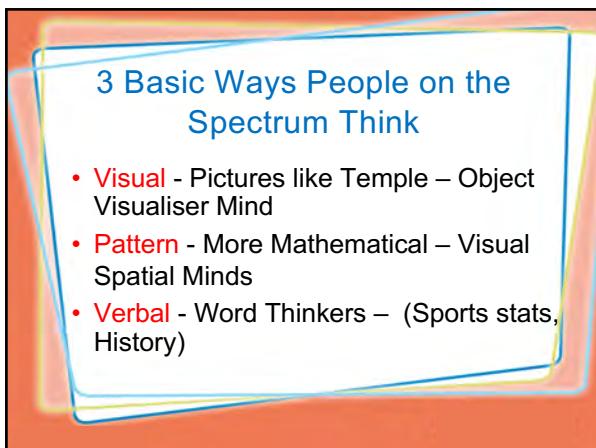




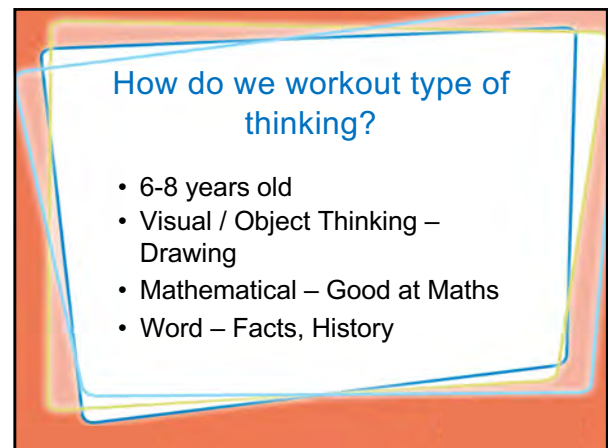
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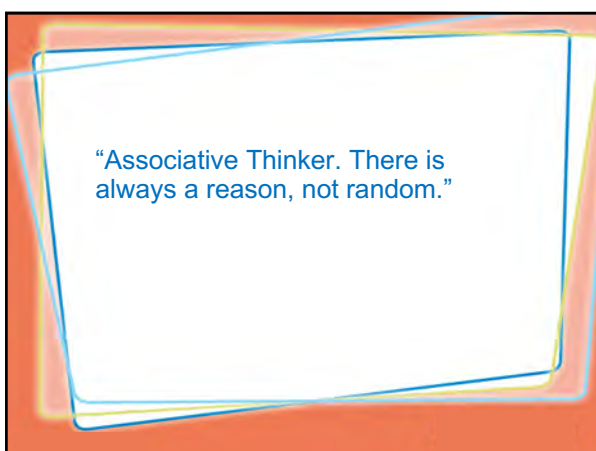
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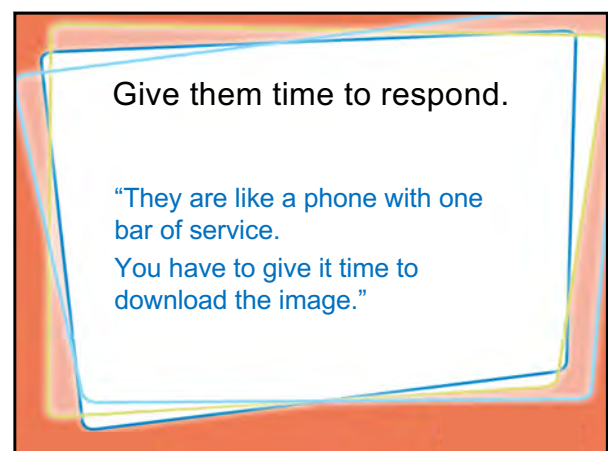
3



4



5



6

How can this inform your teaching

- What type of thinker / learner?
- How long do they need to process – how do you know processing?

7

"We need all different kinds of minds"

8

Things to Try –  
ah ha moments

- How can you take their strength and broaden?

9

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# TEMPLE GRANDIN

## — RESOURCES —

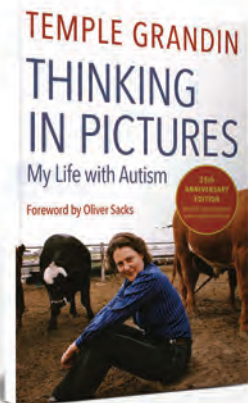


### TEMPLE GRANDIN DVD

An accurate portrayal of Temple Grandin's life which chronicles Temple's early diagnosis; her turbulent growth and development during her school years, and illustrates through mentoring and sheer will how a young autistic woman succeeds against the odds.

### THE WAY I SEE IT (2ND EDITION)

Temple offers helpful do's and don'ts, practical strategies, and try-it-now tips, all based on her "insider" perspective and a great deal of research.

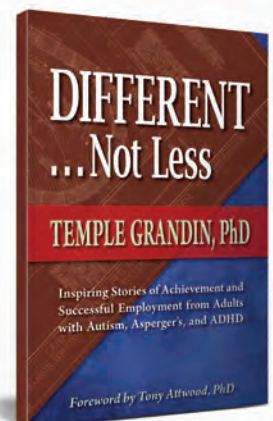


### THINKING IN PICTURES

Here, in Temple Grandin's own words, is the story of what it is like to live with autism, to be among the few people who have broken through many of the neurological impairments associated with autism.

### DIFFERENT NOT LESS

In these pages, Temple presents the personal success stories of fourteen unique individuals that illustrate the extraordinary potential of those on the autism spectrum.



### THE LOVING PUSH

Dr Temple Grandin joins psychologist and autism specialist Dr Debra Moore in spelling out what steps you can take to restore your child's hope and motivation, and what you must avoid.