



Welcome to term 2

Hello everyone, here we are again all ready for a new term. Thank you to all those who have sent ideas for the newsletter. I will be using these in future

editions. Enjoy the term and remember to have fun with the students and the curriculum.



### Clean up time

Hi Anna

Thank you so much for your idea regarding how to get my son to tidy his room and study desk. The idea of placing a photo above his desk, of his desk and his room in a tidy state, has really helped him to be more organised and independent regarding cleaning up. I've stopped nagging him and I'm sure he appreciates in his own way that I'm not on his back every few days. I only need to say "please tidy your room: make it look like the pictures on your desk". It has taken a couple of weeks to start this routine but it is working. Thank you. *Janine, Canberra.*

### Tips for Parents – Build a Collaboration with Teachers

As a parent if you want to achieve the goals that you have set for your child then collaboration between you and the teacher is essential. It's important for you to try and see the situation from a teacher's point of view as well as your own. What you are aiming for is achieving the teachers support to work towards a mutually desirable goal for your child. See if you can adapt your ideas to the needs of the teacher. Ask their opinions before asking them to accept your idea. Two questions to consider are: "What do I want to achieve from this partnership?" and "What am I willing to give up without sacrificing my overall goal?". The answers to these questions will help guide you in building a good relationship with your teacher.

Excerpt from: *Working with Teachers* – Anna Tullemans

### *Thoughts from an Asperger person*

Having assignments and even class work set out rigidly is the simplest way to making learning (and indeed, life) easier. Ambiguous tasks, tasks with options about what to do (especially where none of the options are of special relevance to me), and tasks that aren't properly explained make it **very** difficult for me to proceed.

I always feel uneasy when an assignment isn't set out properly. Unless I can get the person who set the assignment to explain what they mean, I have immense trouble starting the assignment. When my mum has been kind enough to help me with an assignment that I don't understand, it has always seemed like she doesn't really know what is required, no matter how much she insists. - D

## Workshops

I'll be in Hong Kong for most of April and May, but am still contactable via email.

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## Assignments

In setting assignments what we must remember is that the process is more important than the final product especially when that person has an autism spectrum disorder.

### Successful Strategies

As most of our AS students are visual learners it's important to show them examples of successful previous assignments eg: show them examples of "A" grade.



<p style="text-align: center;"><b>Allow them to:</b></p> <ul style="list-style-type: none"> <li>♣ Follow the same format             <ul style="list-style-type: none"> <li>○ Same amount of pictures on page one and two etc</li> <li>○ Pictures placed in the same space</li> <li>○ Same headings</li> <li>○ Same sub headings</li> </ul> </li> </ul> <p style="text-align: center;"><b>Give them:</b></p> <ul style="list-style-type: none"> <li>♣ Specific Headings</li> <li>♣ Specific questions that need to be answered</li> </ul>	<p style="text-align: center;"><b>Some students may need:</b></p> <ul style="list-style-type: none"> <li>♣ Beginnings of paragraphs</li> <li>♣ Contents for each paragraph</li> <li>♣ Specific questions to be answered in the:             <ul style="list-style-type: none"> <li>○ Introduction</li> <li>○ Body</li> <li>○ conclusion</li> </ul> </li> <li>♣ Specific number of paragraphs for each of the above</li> <li>♣ Specific number of sentences for each of the above</li> </ul>
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### Successful Strategies

Using fewer words on an assignment sheet can help to keep the assignment from being so overwhelming. Break the assignment into three pieces, on three sheets of paper. Only one part of the assignment is to be completed by the student to begin with. Once all three parts are complete help the student put the three pieces together into an acceptable format.



### Academic Modifications

<ul style="list-style-type: none"> <li>♣ Reduce the number of assignments</li> <li>♣ Shorten the length of assignment</li> <li>♣ Ensure students have access to information that they understand eg simplified handouts</li> <li>♣ Outline in simple sentences what steps should be followed</li> </ul>	<ul style="list-style-type: none"> <li>♣ Give specific outlines</li> <li>♣ Present the information with fewer words</li> <li>♣ Give introduction only on one piece of paper</li> <li>♣ Follow with body on separate piece</li> <li>♣ Conclusion on separate piece</li> </ul>
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**Quick tip**

Remember to use the students' strengths such as a special interest when planning projects. This will help with their research of the subject.

## Assignment

Teachers Name and subject .....

Students name: .....

Due Date (must be finished by) .....

What is the assignment about?(main topic) .....

.....

These questions need to be answered:.....

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How many pages does it need to be? .....

How many pictures or diagrams? .....

What headings do I need to use?.....

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What subheadings do I need to use? .....

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How many paragraphs for each heading? .....

How many paragraphs for each subheading?.....

Who do I ask for help to get started? .....

When can I ask for help to get started?.....

Who can I ask for help to finish the assignment? .....

Where do I hand my assignment in?.....

Anna Tullemans

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# Book Review



1001 Great Ideas  
*for Teaching and Raising Children with Autism Spectrum Disorders*  
 Ellen Notbohm and Veronica Zysk  
 Publisher: Future Horizons Inc  
 (Available through Book in Hand 07 3885 8525)

Ellen and Veronica have covered many topics ranging from sensory integration to communication, behaviour, daily living skills, and social strategies. It is well set out and easy to follow. They have some really good ideas on using weighted blankets etc for those with proprioceptive difficulties (of course only under supervision by an OT). There are some really good tips for “the reluctant shampooer” eg wearing a swim suit during bath time to simulate water activities.

I love the ideas that they have generated. Some of these ideas I have seen in other books, but they have come up with some innovative ways of putting them into practice. I can see not all ideas are going to be practical for every child, but it does get your creative juices working and asking: “how can I make something like this work for my child?”

Highly recommended for parents, teachers, carers and others who are living, or working with an ASD person.



To order books please fill out this form and send with your cheque:

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- \$25.00 Talking to Family and Friends
- \$12.00 Working with Teachers
- \$ 6.00 Fun Side of Asperger
- \$18.00 Which School

Prices include postage and handling

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**\$.....Total**