



## Transition Workshops

October 25<sup>th</sup>

October 31<sup>st</sup>

November 1<sup>st</sup>

**Please contact Anna for more details and to register for the workshops**

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Welcome to the last term of the year.

I'm looking forward to this term. There is so much happening in the autism field and it's time for people to take advantage

of the great range of ideas that are out there. There are many people running short workshops on Asperger and autism in the classroom. I hope your principal has set aside some money for you to attend. Have fun!

## Book Review

Brotherly Feelings

*Me, My Emotions, and My Brother with Asperger's Syndrome*

Sam Frender and Robin Schiffmiller

JKP Publishing



Available through <book in hand> ph: 3885 8525

This is a wonderful book for siblings. It explores the emotions that siblings of children with AS commonly experience. It also helps siblings understand that their emotional responses are natural and OK. The book provides siblings with an opportunity to explore their feelings and talk about their experiences. Sometimes it can be difficult for them to explain their feelings regarding their brother or sister with Asperger/autism. As Sam says "I had a lot of feelings stuck inside me. Sometimes I thought that the feelings were bad, and that I was a bad person for having them." This book helps to reassure the children that they are not alone and that there are many others who share similar challenges. It also provides an opportunity to share these feelings with their mum or dad. The book is also great for a classroom to help them understand what it's like for a sibling when they have some one with Asperger at home or in the same school.

My son read the book and he wished that he could have had something like this to read when he was younger as it would have made him feel less isolated. This is a must have book in the school or home library.

## Strategies to Help Students Attend and Follow Instructions

- Use the students name prior to giving a direction or asking a question
- Tap gently on the students desk prior to giving instruction
- Provide students with questions in advance
- Combine verbal instructions with pictures, gestures and written instructions
- Use sensory toys to catch their attention

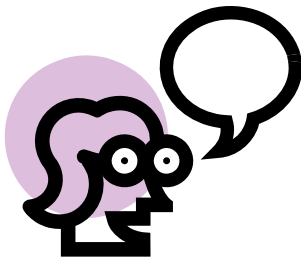


## *Simplify Language for Students with AS*

*Students with ASD are very literal. We must keep this in mind when we are giving information or instructions. We need to be specific when providing instructions and say exactly what we mean. Break down tasks into more simple components. Following are some suggestions...*

### *Instead of saying.....*

- “Clean up the classroom”
- “Work on your assignment”
- “Get out your maths book, turn to page 37, get your pencil and paper and do exercises ‘a’ through to ‘g’.”
- Write a report on Golden Retrievers



### *Say this.....*

- Put the books on the shelf and the writing books on the teachers table
- Write down all the resources you will need for your project
- Write these instructions on the blackboard or whiteboard and call the students attention to the instructions
- Have an outline of the report for the student to follow such as:
- Write a two page report on the breed of dog: Golden Retrievers
- You can find information on the internet or in the library
- Examples of an “A” grade and a ”B” grade report are in the red folder on my desk
- See previous newsletters for more information on how to break down an assignment.

## **Top 10 Table Manners Kids Need to Know**

These are table manners that you need to use when you visit a friends house

Excerpt taken from: Dude that's Rude by Pamela Espeland & Elizabeth Verdick

Available through <book in hand> ph: 3885 8525

1. Come to the table when you are called with clean hands.
2. Put your napkin in your lap, sit up straight with elbows off the table.
3. Wait to start eating until everyone at the table has been served.
4. Take small bites and chew with your mouth closed. Eat slowly and quietly. Don't gulp your drink or burp on purpose. Swallow your food before you speak.
5. Take part in the conversation at the table. Don't read or watch TV.
6. If you need to leave the table during the meal say: Excuse me for a moment.
7. If something is stuck in your teeth, excuse yourself and go the bathroom to clean it out or ask for a toothpick.
8. If you can't reach something you want, ask someone to pass it to you.
9. Say “thank you” at the end of the meal.
10. Help clear the table without waiting to be asked.

# Teaching Sequencing Skills

I find that using music and rhyme really help when it comes to teaching children sequencing skills. I've always loved the book and song: "There was an old woman who swallowed a fly", as this is a fun song with a logical sequence of events and it provides a visual reminder of the sequence as well. Most book stores sell copies of the book with the toys to put inside the old woman.

- Use the book as a visual guide and sing the song.
- Place each piece in the hand of the student who should then place it in the correct order as the song is sung. This gives a visual reminder of how a sequence works.
- Name each piece as you give it to the student
- Give the student time to name it as well
- After the student is familiar with the sequence I will give the student an incorrect piece. I make a very deliberate mistake so that he can correct me and demonstrate understanding of the sequence.

When using this visual tool you are actually teaching a number of concepts at the same time:

- How to take a turn
- Where to take a turn
- When to take a turn
- That, it is OK to make a mistake and this is how we fix it ( by putting the piece in the correct order)

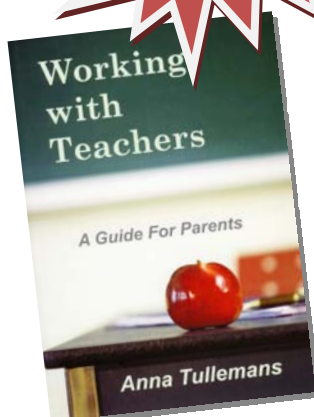
Remember to keep it fun, fun, fun!!



**FEEDBACK...** "I just wanted to let you know that your newsletters have been a great resource and I have shared some of your insights and strategies with the families I meet (giving credit of course!) and they have found them useful. Thanks!"

*David - Toowoomba*

**New**



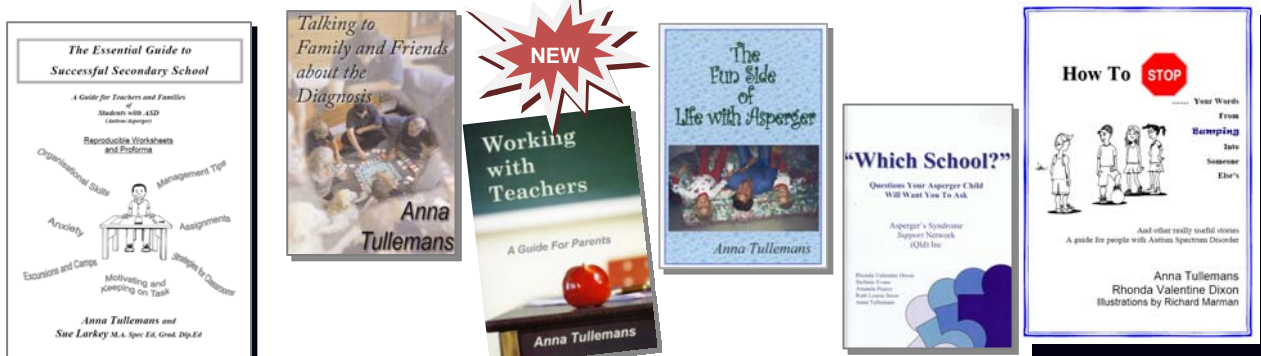
It has finally arrived! The new and expanded version of my popular book: "**Working with Teachers**". It now covers subjects such as:

- ✓ Collaborating with teachers
- ✓ Creating a positive relationship
- ✓ Establishing a team approach
- ✓ Building blocks of an effective partnership
- ✓ Being assertive not aggressive
- ✓ When collaboration becomes difficult
- ✓ Rules to use in win/win situation

## Developing a concept of time

Many people with ASD have a poorly developed concept of time. This can create difficulties such as being late for appointments and missing deadlines. There are some key experiences which will support the learning of this concept if they are practiced regularly and consistently.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>♣ Stopping and starting an action on signal</li> <li>♣ Planning and completing what was planned</li> <li>♣ Describing and representing past events by writing, drawing, photographs etc</li> <li>♣ Talking about future events and making appropriate preparations such as noting it on a diary</li> <li>♣ Experiencing and describing different rates of movement eg cars versus trains, versus buses, versus walking</li> <li>♣ Using conventional time units when talking about past and future events such as morning, yesterday last week</li> <li>♣ Comparing time periods, short, long, new, old, a little while, a long time.</li> </ul> | <ul style="list-style-type: none"> <li>♣ Observing that clocks and calendars are used to mark the passage of time. Use these to plan daily, weekly and monthly programmes</li> <li>♣ Observing seasonal changes and using this knowledge to plan activities such as holidays, visiting friends</li> <li>♣ Comparing two different but simultaneous activities</li> <li>♣ Recalling and predicting a series of events</li> <li>♣ Using clocks, timers and calendars to observe the passage of time, to measure time and to anticipate events</li> </ul> |
|---|--|



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

Name .....

Address .....

If you would like to receive the newsletter via email:                      Post Code .....

Email .....

**ABN: 44 458 927 927**

- \$50.00 The Essential Guide to Successful Secondary School
  - \$29.00 How To stop Your Words From Bumping
  - \$25.00 Talking to Family and Friends
  - \$25.00 Working with Teachers
  - \$ 6.00 Fun Side of Asperger
  - \$18.00 Which School
- Prices include postage and handling

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

Please make cheques payable to:  
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