Accommodations for Students who are Gifted and who have Asperger’s Syndrome

TEACHING ACCOMMODATIONS
Advanced organizers
Visual, auditory, and tactile methods of input
Direct instruction spaced over time.

COMPENSATORY TECHNIQUES/TOOLS/TECHNOLOGY ACCOMMODATIONS
Keyboard instruction
Computers, spell check, calculator
Graph paper, small paragraphs and written instructions.

TESTING AND GRADING ACCOMMODATIONS
Credit for oral or physical participation/contributions
Mastery Learning
Spelling, penmanship, reversals, etc., indicated but not graded.

ASSIGNMENT AND HOMEWORK ACCOMMODATIONS
Homework as time completion NOT work completion
Contract assignments
Alternative assignments and products

TEXTBOOK AND WORKSHEET ACCOMMODATIONS
Materials the emphasize concepts over data
Outlines of textbook material
Cued materials (color/underlining)
Physically reorganized worksheets.

M.E. Nielsen, 2001

Online Resources
http://aspie.freeservers.com/main.html
Asperger’s Syndrome Parent Information Environment (ASPIE).

http://www.aspennj.org
Asperger Syndrome Education Network (ASPEN R)

http://www.thegraycenter.org
Carol Gray’s trademark Social Stories. Examples and instructions how to write short scenarios to directly teach appropriate social skills and responses.

http://www.udel.edu/bkirby/asperger/
Online Asperger Information and Support (OASIS)

http://staff.washington.edu/chudler/asp.html
Brain research into causes and characteristics of Asperger’s syndrome in children.

http://www.aspergerssyndrome.net/
High functioning Asperger’s Syndrome in children - social skills training.

http://www.fyiaspergers.com
A gateway to a myriad of related sites. (For Your Information)

http://aspergernauts.proboards28.com/
Primarily for children, helpful suggestions about friends, hobbies, etc. Discussions/requests for help from others with same profile.

Teaching Students who are Gifted and have Asperger’s Syndrome

Brochure compiled by: Diana Matter

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**Characteristics of students who are Gifted and have Asperger’s syndrome**

- **SPEECH PATTERNS** are often pedantic, and delivered with a flat affect, but the content may be very pertinent. **CHANGES IN ROUTINE** are not well tolerated. The child may become agitated or aggressive. **ATTENTION INTERRUPTION** is usually from within, rather than from external disturbances. **PERSONAL HUMOR AND WORD PLAY** is often displayed; however, gifted/Asperger students do not usually engage in back and forth banter with others in their social group. **PHYSICAL CLUMSINESS** is observed in the vast majority of G/AS students. **FLAT OR INAPPROPRIATE AFFECT** or response is nearly always present. **INSIGHT** and nuance is markedly absent. **REPETITION** or hyper-concentration on a small detail or action is often noticed. **GROUP SOCIALIZATION** is not sort, and the lack of group interaction is not noticed by the student. **READING** is often a favorite, all-consuming solitary interest.

- **Daily interaction** with their twice-exceptional peers. **Appropriate emotional**, social and cognitive activities. **Instruction** that utilizes advanced organizers. **Qualitatively differentiated curricular based on abstract ideas.** **Integrative, interdisciplinary curriculum opportunities.** **Hands-on, problem based learning (discovery and Inquiry).** **Individualized instruction** in reading, writing, and/or mathematics (remedial to address deficit areas, accelerated to address areas of giftedness). **Opportunities to learn and apply the process of conduction research.** **Encouragement to develop autonomy.** **Sophisticated methods of looking at and developing personal futures.** **Direct ancillary services** support and instruction as needed (occupational therapy, adaptive physical education, speech and language therapy, counseling, etc.).

**L.D. Higgins, 2003**

**Program/Service Needs of Gifted/AS Students.**

**Strategies for Differentiating Instruction for Gifted/AS students**

- Directly teach social skills through scenarios and role playing. **Provide** a consistent environment with smooth changes throughout the day. **Teach**, and model, how to cope with conflict and anger in their daily lives. **Provide** opportunities for discussion of self-awareness. Recognizing situations, and others’ reactions. **Remediate** through student’s strength and personal interests and passions. **Provide** interdisciplinary curriculum, generalizing ideas from one area to another. **Use higher-level**, hands-on concepts such as simulations and self-chosen projects. Provide support and opportunities for research using higher-level technology. **Use open-ended questions and assignments** to support skills in creative and critical thinking, problem solving and decision-making. **Use mini-lessons** to reinforce individual skills for individual students. **Use acceleration and remediation** wherever and whenever it is most appropriate. **Provide** and encourage interaction with advanced literature.