

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 that emphasize concepts over data
Outlines of textbook material
Cued materials (color/underlining)
Physically reorganized worksheets.

M.E. Nielson, 2001

Online Resources

<http://aspie.freesevers.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:
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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.

Program/Service Needs of Gifted/AS Students.

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

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.