Supporting a Student With Asperger’s Syndrome: Perspectives From the Student, Sibling, and Non-Familial Tutor

By Meghan Gilbert, Dylan Gilbert, and Amanda Carlson
Diagnosis Change

• Autism Spectrum Disorder vs. Asperger’s Syndrome

• Diagnostic and Statistical Manual
Stereotypes Developed by the Media

Max Braverman (Parenthood)
Sheldon Cooper (Big Bang Theory)
Abed Nadir (Community)
Adam Lanza (Sandy Hook Shooting)
Stereotypes

- No eye contact
- No emotions
- Not social
- No sense of humor
My World

[Image of two people covered in yellow powder with lights in the background]
Symptoms

- No eye contact
- No emotions
- Not social
- No sense of humor

http://www.youtube.com/watch?v=WzpOi2CUBMY
Learning Strategies

- Common Strategies

  - Self Management Skills

  Am I on Task?

  Date:
  Time: ___:___ to ___:___
  Interval: 5 mins

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Learning Strategies

• Common Strategies
  – Environment
  – Drawing it out
Learning Strategies

- Common Strategies
  - Organization
  - Color Coordination
  - Schedule Layout
Learning Strategies

• Amanda’s Strategies
  – Writing Notes
  – Affirmation
  – Insistence on Sameness
Learning Strategies

• Amanda’s Strategies
  – Reward System
  • Cooking
Learning Strategies

• Meghan’s Strategies
  – Distance
  – Headphones
  – Writing it out
  – Larger Reward System
Learning Strategies

• Dylan’s Perspective
  – Likes
  – Dislikes
Triggers

• Singing

• Laughing

• Words “Good Job”

• Touching
Coping Strategies

- Headphones
- Texting his “Safe Person”
- Going to a quiet place
Growth

• Academically
• Personally
Thank you for listening.

Are there any questions?
Want to hear more? Come visit us in the SURC Ballroom from 2:30 – 5:00

Learning strategies that demonstrate positive academic growth for a student with Asperger’s Syndrome: A family’s journey

Jamie Gilbert, B.S., B.A., Meghan Gilbert, Dylan Gilbert; Shu-Fei Tsai, PhD., Master of Education, Higher Education Program

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Abstract
Navigating the public school system can be detrimental to the mental health of a student with Asperger’s Syndrome (AS). Support from other students, teachers, and administration is limited for these students with AS, which coexists the student with Asperger’s Syndrome’s needs and behaviors, creating a huge need for the use of coping skills and learning strategies. The goal of this is to show how or why the student should be given the same attention as other students, and how the student can be given the same attention.

What is Asperger’s Syndrome?
According to the Center for Disease Control (CDC), Asperger’s Syndrome only is identified by issues with non-verbal behaviors, and thus difficulties lead the adolescent’s lack of eye contact, lack of facial expression, and peculiar body postures and social gestures (CDC-Diagnostic Criteria).

Recently, in the recent issue of the JSS-IU, the diagnosis of Asperger’s Syndrome was changed to Autism Spectrum Disorder. Since the student has yet to receive the new diagnosis, we used the title of Asperger’s Syndrome ("CDC-Diagnostic Criteria").

Community Partnerships/Resources
- Kittitas County Parent to Parent
- KIP programs offer emotional support and information about disabilities and community resources in parents of children with developing disabilities
- Mental Health Association
- Children’s Village
- Property Resources
- Partnerships for Action: Voices for Empowerment (PAVE)
- Support, allocation, and awareness training, and alternative resources to cope with family and community issues
- Gallery One Visual Arts Center
- Help students with special needs - after school and summer camps
- Central Washington University
- SAU
- 8th grade special needs
- Library
- Special education
- 7th grade special needs
- 6th grade special needs
- 5th grade special needs
- 4th grade special needs
- 3rd grade special needs
- Kittitas County Special Olympics
- 5th grade special needs
- Moore Creek Church
- Central Washington University
- 5th grade special needs
- 4th grade special needs
- 3rd grade special needs
- 2nd grade special needs
- 1st grade special needs

Behavioral Timeline
- **Feb. 11, 1997**
  - Born two weeks early
  - Traumatic Birth
- **April 6, 1998 (14 months)**
  - Rehospitalized due to life threatening flu (1 week stay)
- **Sept. 1998 (18 months)**
  - Started walking, but preferred crawling
- **Sept. 1998-Feb. 1999 (1-2 yrs)**
  - Night Terrors
  - More Skill Delays More Prevalent
- **1999-2000 (2-3 yrs)**
  - Taught himself how to read
  - Feared Crowds, Loud Noises, and Taste/obessed with ears
- **Feb. 2000 (3 yrs)**
  - Started to withdraw/isolate
- **Sept. 2002 (5 yrs)**
  - Started School
  - Lack of Social Cue Skills
  - Asthma Score- Almost Died
  - No Hand Eye Coordination
- **Sept. 2003 (6 yrs)**
  - Lack of Sense of Direction
  - Fearful of teachers
  - Obsesses with Superheroes
  - No sense of danger
- **Sept. 2004 (7 yrs)**
  - Swimming Lessons
  - Would start to grasp a concept, and then would forget it almost drown
  - Showing resistance to change
- **Sept. 2005 (8 yrs)**
  - Anxiety increased
  - Started getting kicked out of class
  - Officially diagnosed, but school refused to recognize it

Coping Strategies/Behavior Plan
- **JEP implemented along with occupational therapy (O.T)**
- **Sept. 2006 (9 yrs)**
  - Anxiety increased
  - Asthma Attacks increased
  - School still refused diagnosis and pulled his IEP
- **Sept. 2007-2009 (10-12 yrs)**
  - Parents Divorced
  - Asthma Attacks decreased
  - Anxiety in school increased
  - Started OT outside of school
  - Received IEP again in 8th grade
- **Sept. 2010 (13 yrs)**
  - Starts High School
  - Bullied by Teachers and Administrators
  - Assaulted by Student
  - Developed fear of public bathrooms
  - June 2011 (14 yrs)**
  - Withdrew him from local public education except for o.c. therapy, and looked for an alternative route
  - Sept. 2011 (14 yrs)
  - Enrolled him in Insight School of WA (Online Alternative)
  - Reduced Course Load
  - Started Enjoying Classes
  - Sept. 2012-2014 (15-17 yrs)
  - Grades improving
  - Made Honor Roll
  - Developing Coping Strategies
  - Attending extra-curricular activities
  - ABA Intervention Training
  - Brought to a Tutor
  - Started attending events on campus and socializing outside of home
  
References
- Gilbert, B.S., B.A., Meghan Gilbert, Dylan Gilbert; Shu-Fei Tsai, PhD., Master of Education, Higher Education Program
- Central Washington University

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