

# HPD Parking Garage Pass

## Autism Summer Institute Conference

Thursday, June 13, 2019 and Friday, June 14, 2019



**8:30 A.M. – 3:30 P.M.**

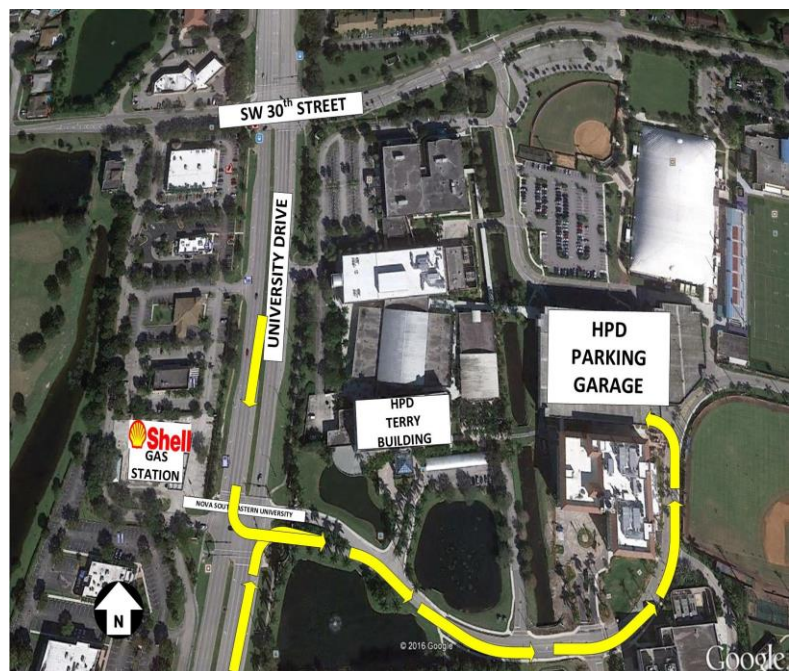
***DISPLAY THIS PASS ON THE DASHBOARD  
OF YOUR CAR WHEN YOU PARK***

### **Directions to Parking Garage and the HPD Building:**

From I-95, north or south, or Florida's Turnpike, north or south, take I-595 exit, westbound. Proceed on I-595 to University Drive; turn left and proceed southbound on University Drive to SW 30th Street; turn left onto SW 30th Street and proceed approximately 50 yards turn right and follow the road into the HPD Garage.

Place this pass on your dashboard to avoid being ticketed.

The HPD Building is west of the garage building.



UM-NSU CARD Autism Summer Institute  
June 13-14, 2019

Day 1: June 13, 2019

**You're Going to Love This Kid!**

**Description:** In this interactive session, participants will learn practical ways of supporting students with autism spectrum labels & other disabilities within a general education classroom. Topics addressed include listening to the voices of those with autism, creating more active and responsive lessons, providing opportunities for communication and social skill development and using fascinations and special interests as a support tool. You are sure to walk away with several ideas you can use with your students immediately!

**Learner objectives**

Participants will be able to:

1. Compare and contrast definitions of autism
2. Describe how some students with autism see and experience learning
3. Explain the benefits of inclusive schools for students with autism
4. Discuss at least 5 active learning techniques appropriate for K-12 classrooms
5. Describe how student fascinations, strengths and "favorites" can be used to teach, support, and inspire
6. List at least 10 ideas for adapting curriculum and instruction to meet the needs of learners on the autism spectrum
7. Discuss techniques for supporting the development of communication and social skills and competencies in inclusive classrooms

**Agenda**

9:00-10:15 Understanding & Reframing Autism; Seeing Inclusion as a Process  
10:15-10:30 BREAK  
10:30-11:30 Creating More Responsive Classroom; Building Communication Supports  
11:30-12:30 LUNCH  
12:30-1:45 Using Visuals & Video to Teach, Support, & Inspire  
1:45-2:00 BREAK  
2:00-3:00 Working with Fascinations; Resources & Closing Comments

UM-NSU CARD Autism Summer Institute  
Day 2: June 14, 2019

**From Text Maps to Memory Caps: Differentiating Instruction in K-12 Classrooms**

**Description:** This idea-filled, interactive workshop is focused on using teacher-created materials to meet the needs of all learners in inclusive schools. Educators will learn ways to engage, motivate, support, and inspire a diverse group of students by creating classroom games, study aids, visuals supports, teaching tools, and review materials. Participants will learn about strategies and adaptations and will have opportunities to try some of them out as well.

**Learner objectives:**

Participants will be able to:

1. Explain how to use instructional materials to differentiate instruction
2. Describe 3-5 active/collaborative learning structures appropriate for the inclusive classroom
3. Explain how to use materials for teaching/learning; providing study support; encouraging social interactions; supporting sensory needs and more.
4. Discuss how to adapt classroom materials to support a range of ages, needs, and interests
5. List ideas for integrating materials into daily instruction for the purpose of meeting academic standards and/or supporting individual learning objectives

**Agenda:**

9:00—9:45	A model for differentiated instruction
9:45—10:00	Differentiated instruction: Active learning
10:00—10:15	Differentiated instruction: Materials
10:15—10:30	BREAK
10:30—12:00	10 Ways to Differentiate Instruction in K-12 Classrooms: Communication and on asking/answering questions
12:00—1:00	LUNCH on your own
1:00—1:45	10 Ways to Differentiate Instruction in K-12 Classrooms: Studying & review
1:45—2:00	BREAK
2:00—2:45	10 Ways to Differentiate Instruction in K-12 Classrooms: Teaching & learning; Informal assessment
2:45—3:00	Relevant resources

## **"You're Going to Love This Kid": Teaching Students on the Spectrum in the Inclusive Classroom**

Paula Kluth, Ph.D.  
@paulakluth  
[www.paulakluth.com](http://www.paulakluth.com)  
2019



Jay refuses to...

Jay won't...

Jay doesn't ...



Jay can't ...

### **check curriculum & interrogate instruction**

- Is the student truly included in lessons?
- Is the instruction appropriately adapted?
- Is the work motivating? Interesting? Appropriately challenging?

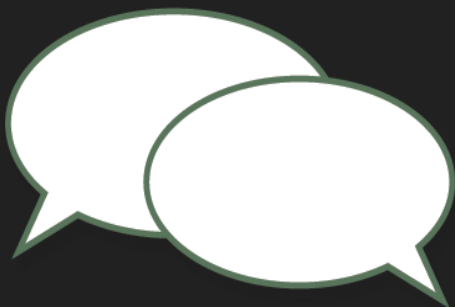


Potential problems:

- curriculum that lacks variety
- curriculum that is not age-appropriate
- instruction that is a poor match for the individual's learning style
- not enough opportunities for communication, conversation & choice-making
- not enough social interaction &
- not enough fun or joy in the day

Kluth, P. (2010). *You're Going to Love This Kid*. Baltimore: Brookes.

### **increase communication access, practice & supports**



### **communication supports for inclusive classrooms**

Kluth, P. (2010). *You're Going to Love This Kid*. Baltimore: Brookes.

- Use communication that is less direct (e.g., puppets).
- Teach AAC to ALL students (e.g., sign language).
- Give many communication opportunities (e.g., turn & talk).

...the apparent lack of interpersonal interest [...is not] due to a lack of concern...gaze avoidance] is a way to decrease an unpleasant excessive arousal stemming from overactivation in a particular part of the brain."



## indirect communication: examples

- gaze avoidance
- singing/ rhythmic language
- "microphone"
- puppets
- gestures vs. words



## AAC for all: pass-the-device

Kluth & Chandler-Olcott, K. (2007). *A land we can share: Teaching literacy to students with autism*. Brookes.



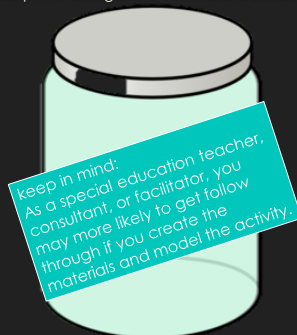
an immersion approach:  
raises the "status" of the technology  
moves AAC from the margins to the center  
provides opportunities to see & use systems

## AAC for all: question jar

Kluth & Danaher (2010). *From Tutor Scripts To Talking Sticks*. Baltimore: Brookes.

Stop 2-3 times during your lecture and have students draw from the question jar.

- What is the most important part of this lecture?
- Give us two key terms from this lecture.



## AAC for all: story kits

Kluth & Chandler-Olcott, K. (2007). *A land we can share: Teaching literacy to students with autism*. Brookes.

Helpful for learners with disability

- to remember
- to communicate
- in a real world
- to give a choice of writing topics
- adaptation for those w/o reliable communication (e.g., "What should we write about next?")



show  
vs.  
tell



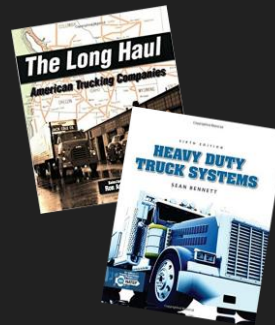
Many people with autism are visual thinkers. I think in pictures. I do not think in language. All my thoughts are like videotapes running in my imagination. Pictures are my first language, and words are my second language.

-- Temple Grandin

## creative uses of video models & video supports

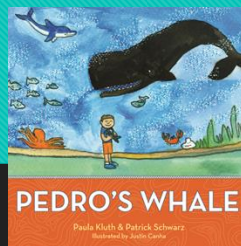
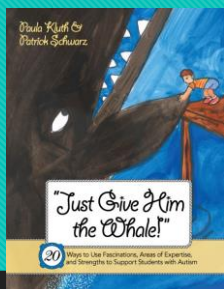
McGinnity, Hammer, & Ladson, 2011: Lights! Camera! Autism!

- help with routines
- help with participation in classroom activities
- help to learn a new skill
- help with speech & communication



- Change language & practices too.
- Use interests to support, teach, inspire, calm & more.

**exploit interests**



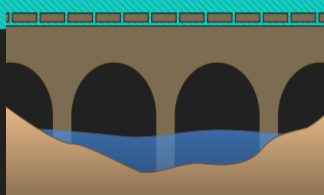
## We are "special interest" snobs!

Frith (1991) noted that the response...to an depends largely on *how acceptable the SIA feels to the observer*:



"A child who talks about electricity pylons all the time is more likely to be thought oddly fixated than one who talks about horses or football teams."

It's not about "giving in"...



bridges vs. carrots

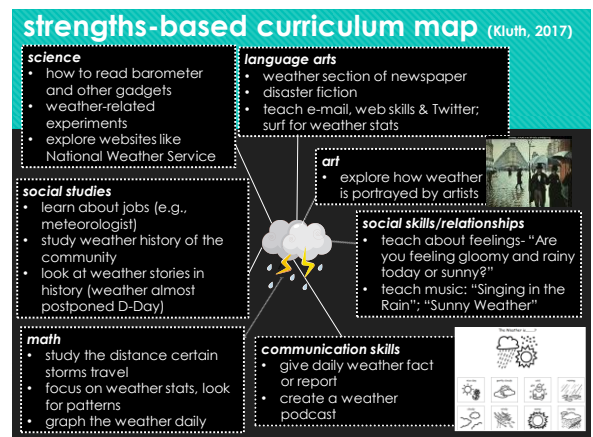
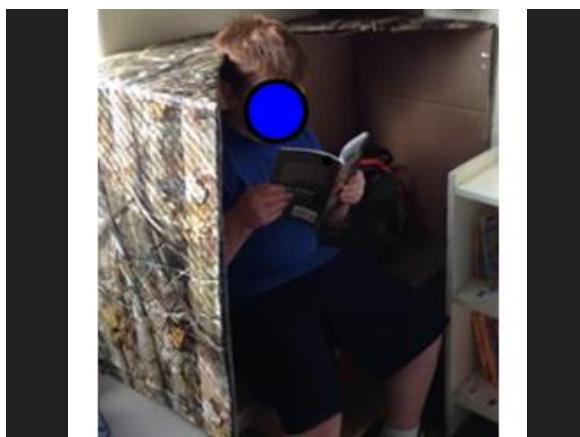
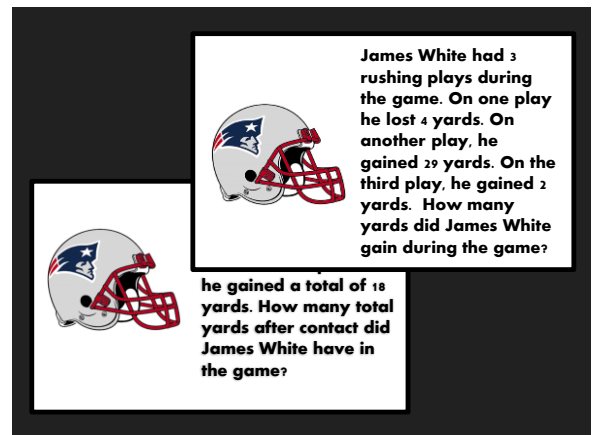
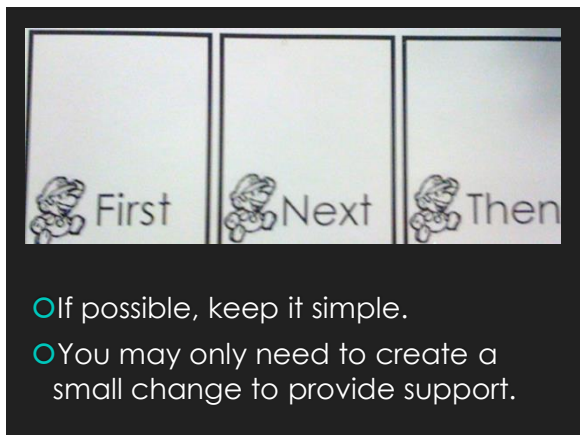
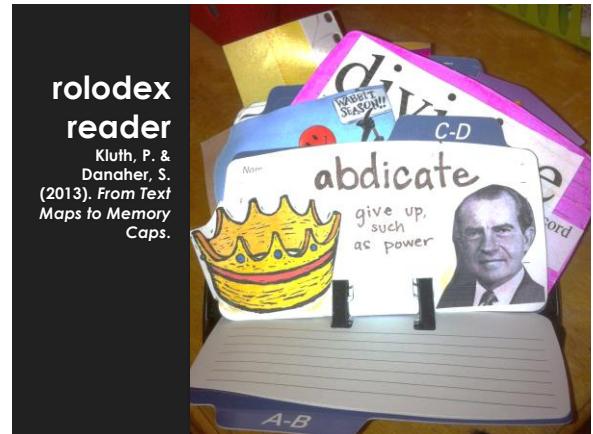
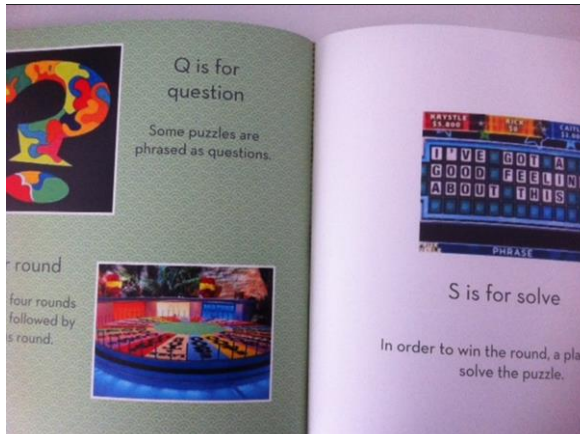
## Emeril as inclusion facilitator

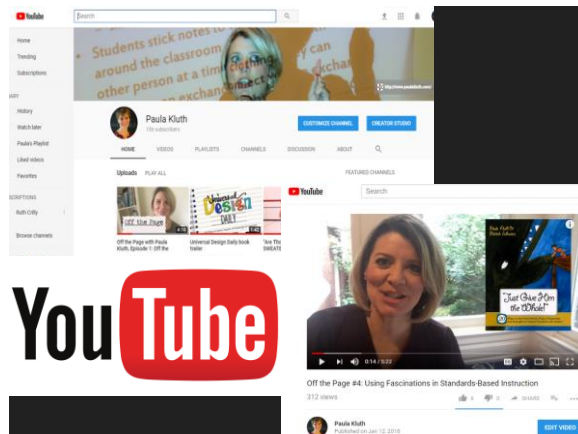
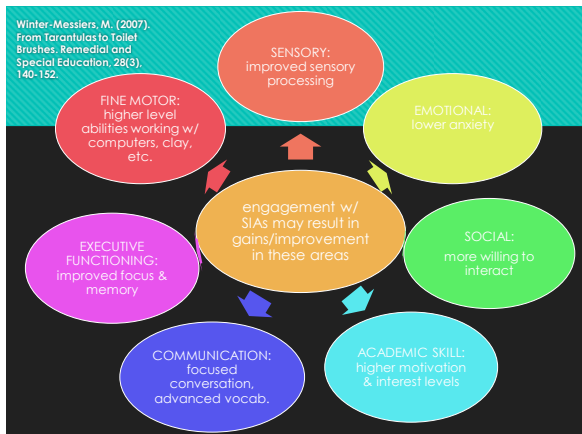
- menu vs. schedule
- chef hat & "bam"
- desk Emeril,
- cooking-related lessons
- Emeril recommends: (Kid's Cook, Garden Fun)
- Pampered Chef writing supports



Charge your iPad tonight!







## turn to the experts

- Consult creatively with families & students.
- Listen to your learners.

Dear Ms. Van Bortel & Ms. Rhee,

I would like to be in Chess Club and Chess Scholars. I would also like to propose a Chess Challenge Group for after school (see me for ideas on this).

I don't like going to Spanish because the room is really HOT!!! That needs adjusting.

Can we find a way to get more Ozzie in the day?

--- Rocco

Kluth, P. (2010). You're going to love this kid. Baltimore: Brookes. [letter to IEP team: p. 289]

Want to learn more about inclusion, collaboration & UDL? Visit me on social media or on my website...

**www.paulakluth.com**

**Blog**

Differentiation Hack: All-about-me Now Available!

Content from this presentation comes primarily from these texts:



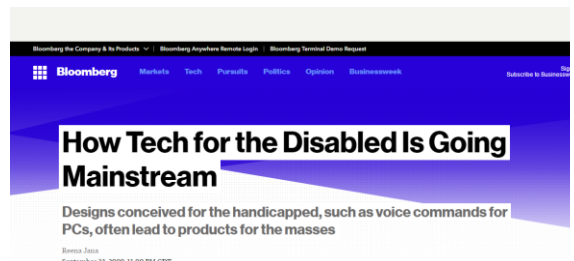


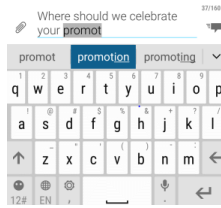
# From Text Maps to Memory Caps

Teaching  
& Supporting All

Paula Kluth, Ph.D.  
@paulakluth

[www.paulakluth.com](http://www.paulakluth.com)  
[www.differentiationdaily.com](http://www.differentiationdaily.com)



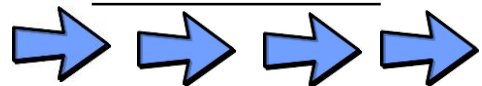


Creating classrooms for all may mean making changes in:

- lesson formats (e.g., lecture, simulations, discussion, debate, cooperative learning)
- instructional arrangement (e.g., small group, pairs)
- teaching strategies (e.g., cues, whispering, repetition)
- personal support (e.g., peer tutors, paraprofessional)
- goals/assessments (e.g., adapted standards/report cards/objectives)
- environment (e.g., change seating/lighting)
- **materials (e.g., adapted books, models, manipulatives, artifacts, technology, board games)**

Udvari-Solner, A. (2007).  
Co-designing responsive curriculum. In Giangreco & Doyle (Eds).  
*Quick guides to inclusion. Ideas for educating students with disabilities.*

to create opportunities  
for movement



- students need to move to learn
- movement breaks can happen inside classrooms
- materials can inspire movement (if you are supporting gen. ed, keep this in mind)

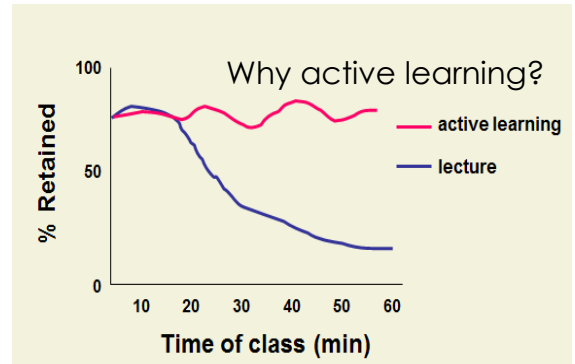
## break jar

Kluth, P. & Danaher, S. (2013).  
From Text Maps to Memory Caps.



- Create breaks that can work for various periods of time.
- Color code your sticks depending on the length you need (e.g., 1 minute, 2 minutes, 5 minutes).

[www.brainbreaks.blogspot.com](http://www.brainbreaks.blogspot.com)  
[www.jlcbrian.com](http://www.jlcbrian.com)  
[www.differentiationdaily.com](http://www.differentiationdaily.com)



From: McKeachie, W. (1998). *Teaching tips: Strategies, research and theory for college and university teachers*. Houghton-Mifflin.

Freeman et al (2014). *Active learning increases student performance in science, engineering, and mathematics*. Proceedings of the National Academy of Sciences.

### The final word on active learning?

225 studies/undergraduate STEM teaching methods [meta-analysis]:

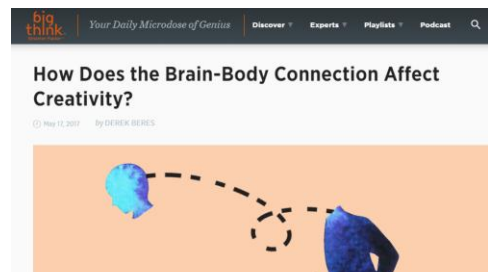
- Students in a traditional (vs. AL) classes are 1.5 times more likely to fail.
- Students in AL consistently outperform those in traditional classes on identical exams. AL boosts scores by almost one-half a standard deviation (e.g. B- to B).

"Active learning differentially benefits students of color and/or students from disadvantaged backgrounds and/or women in male-dominated fields. It's not a stretch to claim that lecturing actively discriminates against underrepresented students."

"The impact of these data should be like the Surgeon General's report on "Smoking and Health" in 1964—they should put to rest any debate about whether active learning is more effective than lecturing."

exercise is a research-based practice for students on the autism spectrum

- It can be used effectively to address behavior, school-readiness, academic and motor skills.
- It has been effective for preschoolers to middle school-age learners.



- Movement helps divergent thinking (e.g., generating creative uses for objects).
- Benefit was present during walking or after walking.
- Participants experienced an impressive boost in creativity (60%)

## walk-it-to-know-it

Kluth & Danaher (2010). *From tutor scripts to talking sticks*. Baltimore: Brookes

- This structure is an effective tool for helping students memorize, retain, and review content.
- To prepare for this structure, teachers or students design flow charts (⇒□⇒□ ⇒□ ⇒□ ⇒□) or series-of-events chains on paper and then transfer each square to a separate piece of poster board or butcher paper.
- The squares are then laid out on the classroom floor and all students walk through the sequence.



## move it, move it (Kluth, 2015)

- Distribute a few toys in the classroom.
- Put music on and instruct students to toss the toys to classmates while the song plays.
- When the music stops, ask the students holding toys to share an answer to a question.
- Add one different toy (different color) to the mix. Give the student who catches that one a different task (e.g., building on a comment already shared).



## to enhance learning

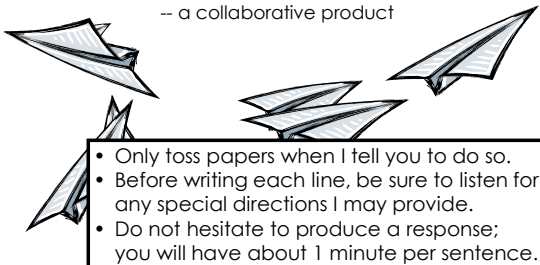
- move from abstract to concrete
- increase comprehension by making more relevant or interesting
- materials provide an opportunity to use a different mode of input/output



## toss an idea/question/story

Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning*. Corwin Press.

- a question
- a reminder
- a collaborative product



## Writing intervention for third graders

(Eckert et al., 2006)

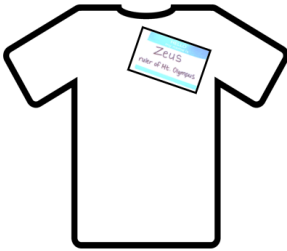
- 1x/week- 8 weeks
- Story stems: "I never dreamed that the door in my bedroom would lead to. . . ."
- Before they began drafting, they received individual feedback sheets listing the following: 1) the number of words they produced during the previous week's writing session, 2) the number of sentences they wrote during the previous session, and 3) the number of correctly spelled words from the previous session.
- Each of the numbers was accompanied by an arrow symbol (up or down from the previous week).

Statistically significant gains in both fluency & spelling when compared to the performance of students who received a similar writing task but no instructor feedback.



Hello! My name is \_\_\_\_\_.

Kluth & Danaher (2010) *From Tutor Scripts to Talking Sticks*. Baltimore: Brookes.



- Use for a lesson, a week, or an entire year.
- Teach content directly or indirectly.
- Use across content areas (e.g., world capitals, square roots, endangered species).



## text maps

<http://www.textmapping.org/index.html>

- a scrolls-based graphic organizer technique that can be used to teach reading comprehension and writing skills, study skills, and standards-based content
- use to introduce annotation
- useful for diving into complex informational text

## memory caps

Kluth & Danaher (2013). *From Text Maps to Memory Caps*. Brookes.

This game:

- is great for partner work
- can be used as a tool for creating flexible groupings
- can be used by tutors (including peer tutors)
- is easy to design for groups needing different levels of complexity (change up picture matches, ...)



mystic & adviser to the Romanovs

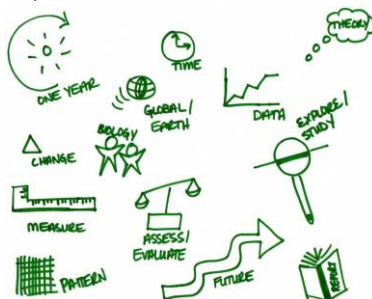
## doodle notes

Kluth & Danaher (2010). *From Tutor Scripts to Talking Sticks*. Baltimore: Brookes.

- coloring book creations
- graffiti notes



If students don't know how to represent ideas visually, provide some examples & time to practice.



## to motivate

- materials can help classrooms feel safer, more comfortable & more welcoming
- easy way to teach to interests & make learning relevant





## poetry dice

Kluth & Danaher (2013). *From Text Maps to Memory Caps*. Brookes.

- Variety/choices = easy ways to differentiate.
- The tool provides opportunities to try new skills/structures.
- Novelty is often welcome in routine lessons.
- Use beyond poetry; students might roll:
  - an equation
  - a short story subject/character
  - a research topic/format
  - an element & a way to teach someone else about it



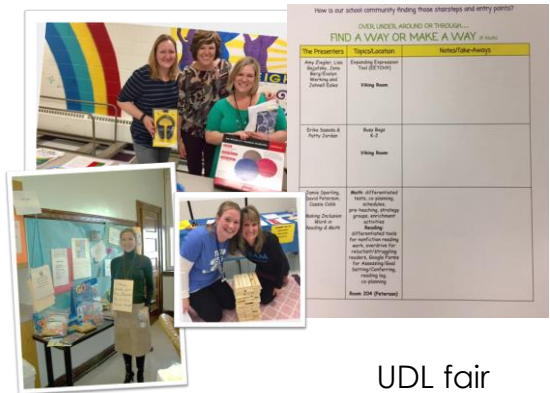
## human billboard

Udvari-Solner, A. & Kluth, P. (2008) *Joyful Learning*. Corwin Press.

- Use to remind students of important images, facts, vocabulary words, ideas, quotes, etc.
- Find regular times to wear your billboard (e.g., every morning, an hour a day, on Mondays).



# resources & ideas for implementation



UDL fair

**EDUCATIONAL LEADERSHIP**

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February 2009 | Volume 66 | Number 5  
How Teachers Learn Pages 70-72

### Come to the Fair!

Sheila Danaher, John Price and Paula Kluth

At one school's celebration of differentiation, teachers learned that sometimes the expert is in the very next classroom.

It is a busy December morning at the John J. Audubon School, a K-8 public school in Chicago, Illinois. Students have not yet arrived, but their teachers are already busy. They are moving quickly between their classrooms and the staff lounge, most with their hands full of teaching materials. One is hauling posters used to teach fractions, another is carrying a huge box of picture books, and still another is dragging a life-size Albert Einstein puppet. A special education teacher is running through the hallway wearing a sign around her neck that reads "Come to the fair!" All of this commotion can only mean one thing—the kickoff of the school's annual celebration of differentiation.

During a summer school meeting in 2006, our leadership team outlined a plan to renew our commitment to meeting the needs of diverse learners. We began by planning workshops on inclusive schooling.

Twitter Facebook LinkedIn Plus

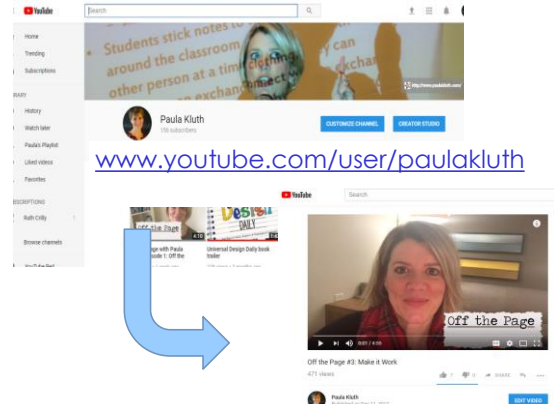
## staff lounge visual support

Comal School District: TX



Do you pineapple?

[www.learningforward.com](http://www.learningforward.com)



Want to learn more about inclusion & UDL? Visit me on social media or on my website...



[www.paula Kluth.com](http://www.paula Kluth.com)



catch

Udvari-Solner & Kluth, P. [2018]  
Joyful Learning. Corwin.



- Print phrases or questions on a beach ball and ask those who catch it to respond in some way to the text they are touching (e.g., "Answer the question under your right hand").
- Then, have students stand in a circle and toss the ball to one of them.
- After one student has responded to a question, have him/her toss it to another student.
- Repeat until several students have answered.

The content from this workshop comes from these two resources:



# Toss-a-Story

Udvari-Solner, A. & Kluth, P. (2008). *Joyful Learning*. Corwin Press. [adapted from TOSS-A-QUESTION]



The robber was dressed in

\_\_\_\_\_.

-----

She entered the bank carrying nothing but a

\_\_\_\_\_.

\_\_\_\_\_ and a \_\_\_\_\_.

-----

The robbery began when she turned to the

\_\_\_\_\_ and

said, " \_\_\_\_\_

\_\_\_\_\_."

-----

This robber was no professional. The first  
mistake she made was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_.



# Brain Break Ideas (Kluth, 2013)

- do the chicken dance/twist/hand jive
- 1, 2, 3 [hand clap/shout/twist]
- active voting
- do 25 jumping jacks
- countdown [5/4/3/2/1]
- Great Wind Blows
- touch all 4 walls in the room and come back to your seat
- take a 3 minute walk & talk with a partner (in classroom or outside)
- design a 4-step handshake with a partner and teach it to 3 people
- dance the YMCA
- run in place
- pretend to surf [play Hawaiian music or theme from Hawaii 5-0]
- body spell your name/spelling words/non-sense words
- play telephone
- yoga poses
- limbo
- stand and tell a collaborative story [sit when you share a sentence, move quickly]
- play a few rounds of rock, paper, scissors
- play Simon Says
- 25 “high knees”
- try some pattern claps
- 1-2 item scavenger hunt [find an example of symmetry; find something green]
- line up without talking by birthdays, number of siblings, address number
- do the wave (regular speed, then fast, then slow motion)
- dance party to any short song
- have a ‘snowball fight’ with scrap paper
- arm circles
- act like “it” [fusion, autumn leaf, a run-on sentence, a cobra, Gold Rush]
- act out vocabulary words
- draw math facts, geometric shapes, or words in the air
- charades in small groups
- dance the Macarena
- no-hands hot potato [keep a balloon in the air without using hands]
- beach ball toss [anyone who catches the ball has to share a fact/name/example/fact]
- “Rockin Robin”/“Who Let the Dogs Out”/“Under the Sea”
- chair aerobics
- conga line
- play cards [assign exercise to ea. suit & then flip cards having students engage in the exercises as you flip cards—suit is the exercise/number is the # of reps]