An Overview of the Learner with Asperger Syndrome: A Snapshot of Learner Characteristics

Brenda Smith Myles
www.asperger.net

Prevalence

- 1 in 91*
- 1 in 110**
- 4 or 5:1 male to female ratio

Prevalence

Starting Points

- A growing body of research suggests that autism can be accurately diagnosed by 2 years old
- American Academy of Pediatrics guidelines oppose a “wait and see” approach.

Cognitive Differences

Intelligence

- Average IQ
- No verbal/performance split
- 22% have IQs in the superior or very superior range
- Low comprehension scores may reflect poor social judgment, failure to take responsibility, immaturity, concrete thinking
IQ Diversity of Individuals with an ASD

Maturity
- Children with AS are generally considered to have the social maturity of someone 1/3 to 2/3 of their age.

Theory of Mind
- Difficulty in ...
  - Predicting
  - Reading intentions
  - Understanding emotions
  - Explaining own behavior
  - Perspective or reference
  - Reading and reacting to others’ interests
  - Understanding social interactions

Central Coherence
- Idiosyncratic focus
- Preference for the known
- Difficulty in choosing and prioritizing
- Difficulty seeing connections
- Lack of compliance

Attribution
- Attribution refers to how individuals attribute success and failure
- Students with AS generally attribute failure and success to external causes
- Negative attributions are related to depression levels

Focus on the wrong thing and you miss the big picture
Get the facts and draw the wrong conclusion
Problem Solving
- “One way of viewing a problem”
- Stuck thinking
- Sees facts instead of a whole
- Problems with cause and effect
- Does not see problems as having more than one option
- Problem solving is often literal

Pseudo-Logic
- Is extremely logical, but the logic is very unique based on that student’s perspective

Executive Function
- Difficulty in …
  - Perceiving emotions
  - Imitating others
  - Planning
  - Starting and stopping
  - Organizing (time, self, space)

Social/Communication

Language and Social Challenges
- Nonverbal communication
- Verbal communication
- Initiating and maintaining social interactions
- Literalness
- Perspective taking
- Hidden curriculum
- Cause/effect relationships
- Difficulty conveying own thoughts
- May not use social “niceties”
- FIRST LANGUAGE IS USUALLY VISUAL

Sound More Competent Than They Are
- Expressive language is most often more advanced than receptive language.
- Expressive language in children with AS, however, DOES NOT EQUAL comprehension.
- Many children with ASD will say something without knowing what it means.

Myles, 2010
Do Not Understand the Seemingly Obvious

- Expectations
- Assumptions
- Unstated social rules, mores, guidelines

This is often called the Hidden Curriculum

Filtering

What is in the head comes out of the mouth -- sometimes with disastrous effects

Restricted Patterns of Behavior, Interests, and Activities

Special Interests and Obsessions

- Narrow interests
- Not permanent
- Often appear “uncontrollable”
- Role of the interest: interest; fun; security, comfort; relaxation; stress reduction

Sensory

Tactile

- Expresses distress during grooming
  - Bathing
  - Combing hair
  - Getting hair cut
  - Tooth brushing
- Is sensitive to particular food textures/temperatures, fabrics
Tactile (cont)
• Has difficulty standing in line or close to others
• Expresses discomfort at dental work
• Has rigid rituals in personal hygiene

Vestibular (Movement)
• Seeks sedentary play options
• Poor endurance/tires easily
• Dislikes activities where head is upside down
• Rocks unconsciously during activities
• Becomes overly excited after a movement activity

Proprioception (Body Position)
• Seems to have weak muscles
• Tires easily especially when standing or hold a particular position
• Has a weak grasp
• Seeks opportunities to fall without regard for personal safety

Auditory
• Is distracted or has trouble functioning in noise
• Responds negatively to loud or unexpected noise
• Appears not to hear what you say

Visual
• Looks away from tasks to notice all actions
• Has a hard time finding objects in competing backgrounds
• Avoids eye contact
• Expresses discomfort at bright lights

Taste & Smell
• Avoids certain tastes/smells
• Routinely smells objects
• Shows preference for certain tastes

From Dunn, 1999; Dunn, Myles, & Orr, 2002; Rinner, 2000
Children with AS have more difficulties with modulation — knowing how to recognize and change behavior ...

... and emotional reactivity — recognizing and changing emotional states -- when compared to their counterparts with autism

Modulation Problems
- Tactile
  - Defensive about others touching
  - Gags easily
  - Doesn’t notice when others brush or touch against

- Vestibular
  - Holds onto walls or banisters
  - Craves movements
  - Tires easily
  - May hug too hard
  - May not know how much pressure to use to open a door

- Proprioceptive
  - Less fluidity of movements
  - Locks joints to stabilize
  - Poor endurance
  - Tires easily
  - Props to support self

- Auditory
  - Overreacts to unexpected sounds
  - Easily distracted
  - Holds hands over ears
  - Cries about sounds
  - Seeks oblivion in an active environment
  - Makes sounds constantly

- Visual
  - Watches everyone in the room
  - Doesn’t notice when people come into the room
  - Trouble locating times in a drawer, on desk, on paper

Emotional Reactivity
- Displays emotional outbursts when unsuccessful
- Is stubborn or uncooperative
  - Often gets “stuck” in a situation
- Is overly sensitive
- Reacts overtly when sensory systems needs are not met
The Social Emotional Component

- Has difficulty making friends
- Has trouble “growing up”
- Has definite fears
- Seems anxious
- Has inefficient ways of doing things
- Has poor frustration tolerance
- Has difficulty tolerating changes

Sensory Issues that Impact Behavior

- Light
- Smells
- People
- Noise
- Hunger
- Boredom
- Frustration
- Temperature
- Illness
- Movement
- Emotions
- Touch
- Task Demands
- Anxiety

Common Signs of Overstimulation

- Screams
- Muscle tension
- Turns lights off
- Climbs
- Decreases attention
- Covers ears, eyes
- Attempts to hide
- Inflexibility
- Repetitive noises/ phrases
- Panic reactions
- Repeated “noncompliance”
- Aggression
- Withdrawal
- Tries to run away
- Self-stimulation

Motor

Motor Skills

- Fine motor
- Gross motor
- Visual motor
- Motor planning

Judy Endow (2010)

- I think the fluidity of access to various places in my brain is dependent upon neurological movement between places. I'm no scientist, but have always been able to "see" this inside of me. Sometimes my speaking is hindered, other times my thinking, and sometimes my physical movement. The hardest is when thinking is not working smoothly.
Judy Endow (2010)

- When that happens, I have to line up one thought at a time, like train cars. I like it much better when my thoughts do not have to be methodically lined up, but are more fluid with colors coming in and out and swirling into unique and beautiful patterns. (My thoughts are in pictures and sometimes moving colors).

Emotional Vulnerability

Behavior

- Anxiety and stress
- Depression
- Distractibility and inattention
- Tantrums, rage, meltdowns, and shutdowns
  - Internalized
  - Externalized
- Rigidity and lack of flexibility

Self-Regulation

- Individuals with ASD may have challenges in recognizing and changing their own emotional states
- Tantrums, rage, and meltdowns are not on purpose – often the only way they know to express their emotions
- Cannot discern minor from major concerns

Top 10 Situations that Trigger Insistence on Sameness

1. Annoying behavior
2. Activity interrupted
3. Losing a game
4. Object breaks
5. Event cancelled
6. Event delayed
7. Materials run out
8. Item misplaced
9. Sequence changed
10. Momentary separation

Parent Reports

- While schools report that the student is doing fine during the day (no behavioral outbursts, attending to task, appropriate social skills, good transitions), the parents report that the student “falls apart” at home (uncontrollable tantrums, verbal outbursts, aggressions against siblings).

Biological or Medical Factors

- Seizures
- Ear infections
- Gastrointestinal
  - Diarrhea
  - Constipation
  - Abdominal pain

Some Biological Factors

Some Comorbid Conditions

- Attention Deficit Hyperactive Disorder
- Oppositional Defiant Disorder
- Depression (including major depression)
- Obsessive Compulsive Disorder
- Tourette Syndrome
- Selective Mutism
- Bipolar Disorder

What Precipitates an Evaluation Request?

- Depending on age of the individual:
  - Disorganization
  - Depression
  - Perfectionism
  - Inattention
  - Home schooling
  - Multiple diagnoses
    - 2+ suspicious
    - ADHD, OCD, ODD, Bipolar Disorder

Assessment
What Precipitates an Evaluation Request?

- Social interaction problems
- Lack of understanding of the environment/hidden curriculum
- “Cluelessness”
- Overactivity
- Stress/anxiety
- Fears
- Sensory challenges
- Problems with regulation

Evaluation Measures

- Autism Diagnostic Interview (ADI)
  - Lord et al.
- Autism Diagnostic Observation Schedule (ADOS)
  - Lord et al.
- Gilliam Asperger Diagnostic Scale
  - Gilliam
- Australian Scale for Asperger’s Syndrome
  - Atwood

Evaluation Measures

- The Autism-Spectrum Quotient
  - Baron-Cohen et al.
- Autism Spectrum Screening Questionnaire
  - Ehlers et al.
- Asperger Syndrome Diagnostic Scale
  - Myles et al.

ASDS

- Ages 5 to 18
- 50 items rated observed/nonobserved
  - Language 9 items
  - Social 13 items
  - Maladaptive 11 items
  - Cognitive 10 items
  - Sensorimotor 7 items
  - ASQ

ASQ

- > 110 Very likely
- 90 - 110 Likely
- 80 - 89 Possibly
- 70 - 79 Unlikely
- ≤ 69 Very unlikely

Language Subscale

- Speaks like an adult in an academic or bookish manner and/or overly uses correct grammar
- Talks excessively about favorite topics that hold limited interest for others
- Uses words of phrases repetitively
- Does not understand subtle jokes
- Interprets conversations literally

Myles, 2010
Language Subscale

- Has peculiar voice characteristics
- Acts as though he understands more than he does
- Frequently asks inappropriate questions
- Experiences difficulty in beginning and continuing a conversation

Social Subscale

- Uses few gestures
- Avoids or limits eye contact
- Has difficulty in relating to others that cannot be explained by shyness, attention, or lack of experience
- Exhibits few or inappropriate facial expressions
- Shows little or no interest in other children

Social Subscale

- Prefers to be in the company of adults more than peers
- Has few or no friends in spite of desire to have them
- Has little or no ability to make or keep friends
- Does not respect others' personal space

Social Subscale

- Displays limited interest in what other people say or what others find interesting
- Has difficulty understanding the feelings of others
- Does not understand or use rules governing social behavior
- Has difficult understanding social cues

Maladaptive Subscale

- Does not change behavior to match environment
- Engages in inappropriate behavior related to special interest
- Displays antisocial behavior
- Exhibits a strong reaction to a change in routine

Maladaptive Subscale

- Frequently becomes anxious or panics when unscheduled events occur
- Appears depressed or has suicidal tendencies
- Engages in repeated, obsessive, and/or ritualistic behavior
- Displays behaviors that are immature and are similar to those of a much younger child
Maladaptive Subscale

- Frequently loses temper or has tantrums
- Frequently feels overwhelmed or bewildered, especially in crowds or demanding situations
- Attempts to impose narrow interests, routines, or structures on others

Cognitive Subscale

- Display superior ability in restrict area of interest while having average to above-average skills in other areas
- Displays an extreme or obsessive interest in a narrow subject
- Functions best when engaged in familiar and repeated tasks
- Has an excellent rote memory

Cognitive Subscale

- Learns best when pictures or written words are present
- Has average to above average intelligence
- Appears to be aware that he or she is different from others
- Is oversensitive to criticism
- Lacks organizational skills
- Lacks common sense

Sensorimotor Subscale

- Display an unusual reaction to loud, unpredictable noise
- Frequently stiffens, flinches, or pulls away when hugged
- Overreacts to smells that are hardly recognizable to those around him or her
- Prefers to wear clothes made of only certain fabrics

Sensorimotor Subscale

- Has a restricted diet consisting of the same foods cooked and presented in the same way
- Exhibits difficulties with handwriting or other tasks that require fine motor skills
- Appears clumsy or is uncoordinated

ASDS Scores

- Raw score
- Percentile ranks
- Derived standard scores (mean 10; standard deviation 3)
- ASQ (mean 100; standard deviation 15)
  - Non AS (mean 74; standard deviation 20)
Reliability

- Internal consistency reliability .83
- Test-retest reliability .87
- Interrater reliability .93

Predicted Group Membership

- Correctly predicted group membership with 85% accuracy

Interview Parents/Caregivers

Ask the parent about...

- Sensory issues
- Friendships
  - Does he always want to be the leader? How does he get along with peers? If, he has friends what do they do together? Does he boss or interact?
- Organization
- Long and short-term memory
- Anxiety/stress
- Problems related to change or unanticipated events
- Self-calming

Ask the parent about ...  

- Academic strengths and weaknesses
- Handwriting
- Life skills/adaptive behaviors
  - Taking showers, brushing teeth, combing hair
  - Answering the phone
  - Making change
  - Ordering at restaurants

Ask the parent about ...

- Areas of interest
- Naivety/cluelessness
- Problem solving
  - What does he do if he can’t find something?
  - What if the bus left him at the wrong stop?
- Sharing
- Friendliness (appropriateness/inappropriateness)
- Special interests
Believe the Parents

• Imitation of gestures, facial expressions
• Use of language
  • To share feelings, experiences
  • To communicate needs
  • To discuss special interests

Believe the Parents

• Ask:
  • How was the child as a baby (easy to please, required nonstop attention, etc …)?
  • How did he play as a toddler? Did he want you to play with him all of the time? Did he always want to play alone? What happened if you tried to change his play activities? Was the play creative?
  • How easy was she to calm? Or settle down after being startled?

Observation of Child

Professionals Should Not Trust Their Instincts

• In a one-on-one setting
• In an office
• In a structured visit

Do Not Trust Your Instincts

• Children and youth with Asperger Syndrome often appear to have little difficulties/challenges when talking with adults. In interviews, adults tend to focus on (a) intelligent conversation, (b) above average vocabulary, (c) interesting topic of discussion, and (d) adult-manner. Affect and eye contact may appear normal.

In the office, follow this protocol ...

• Language
  • Let him talk. Is he too formal?
  • Can you follow what he is saying or is sequence and presumed knowledge difficult?
  • Does he follow your conversational lead?
  • Does he understand subtle jokes?
  • Ask what he can tell about you from personal effects in your office.

Ketty Gonzalez

Myles, 2010
In the office, follow this protocol ...

- Language
  - Does he speak too loudly or too low?
  - Does he understand proximity?
  - Does he understand what you are saying or does he ask you to repeat it again?

In the office ...

- How hard did you have to work to establish rapport?
- Did he seem overly anxious?
- Does he change topics voluntarily?
- If he becomes excited does he (a) act like a much younger child or (b) have trouble calming down?

cont

Your best bet ...

observe on the playground or other natural environment and compare with a same age, same gender peer

In School

- In class, compare with others (same age, same gender peer) ...
  - Interactions with others
  - On/off task behavior
  - Odd or silly behaviors
  - Help needed by peers and teacher
  - Ease in transition between classes/activities
  - Lunch, recess, PE behaviors

Think About Assessment in Another Way!!!
Barry Grossman and Ruth Aspy
texasautism.com

Underlying Characteristics Checklist
Barry Grossman and Ruth Aspy
texasautism.com
Social

- Has difficulty recognizing the feelings and thoughts of others (Mindblindness)
- Uses poor eye-contact
- Has difficulty maintaining personal space, physically intrudes on others
- Lacks tact or appears rude
- Has difficulty making or keeping friends

Social

- Has difficulty joining an activity
- Is naive or easily taken advantage of
- Tends to be less involved in group activities than most same age individuals
- Has difficulty understanding others’ nonverbal communication
- Has limited understanding of own emotions

Social

- Has difficulty understanding jokes
- Other

Restricted Behaviors/Interests

- Expresses strong need for routine or “sameness”
- Expresses desire for repetition
- Has eccentric or intense preoccupation/absorption in own unique interests
- Asks repetitive questions
- Seems to be unmotivated by customary rewards

Restricted Behaviors/Interests

- Displays repetitive movements or paces
- Has problems handling transition and change
- Has strong need for closure or difficulty stopping a task before it is completed
- Other

Communication

- Has difficulty with rules of conversation (e.g., interrupts others, asking questions)
- Has difficulty starting, joining, and/or ending a conversation
- Has difficulty asking for help
- Makes irrelevant comments
- Has difficulty expressing thoughts and feelings

Myles, 2010
Communication
• Speaks in an overly formal way
• Gives false impression of understanding more than actually does
• Talks incessantly
• Uses an advanced vocabulary
• Speech sounds “unusual” (mechanical, sing-song, etc.)
• Has difficulty following instructions

Communication
• Has difficulty with multiple meanings such as idioms or humor
• Has difficulty talking about others’ interests
• Other

Sensory Differences
• Displays significant differences in response to sounds such as sudden unexpected noises, high-pitched continuous sounds, or complex/multiple noises
• Displays significant differences in response to pain (overreacts, or seems unaware of an illness or injury)

Sensory Differences
• Displays significant differences in response to taste (e.g., resists certain textures, flavors, brands, etc.)
• Displays significant differences in response to light or color (e.g., focuses on shiny items, shadows, reflections, shows preference or strong dislike for certain colors)

Sensory Differences
• Displays significant differences in response to temperature
• Displays significant differences in response to smells
• Seeks activities that provide touch, pressure, or movement (e.g., swinging, hugging, pacing, hand flapping, etc.)

Sensory Differences
• Avoids activities that provide touch, pressure, or movement (e.g., resists wearing certain types of clothing, strongly dislikes to be dirty, resists hugs, etc.)
• Other
<table>
<thead>
<tr>
<th>Cognitive Differences</th>
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<tbody>
<tr>
<td>• Has narrow interests</td>
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<tr>
<td>• Displays poor problem-solving skills</td>
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<tr>
<td>• Has poor organizational skills</td>
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<tr>
<td>• Withdraws into complex inner worlds/fantasizes a lot</td>
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<tr>
<td>• Is easily distracted by unrelated details—has difficulty knowing what is relevant</td>
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<thead>
<tr>
<th>Cognitive Differences</th>
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<tr>
<td>• Displays weakness in reading comprehension with strong word recognition</td>
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<tr>
<td>• Knows many facts and details but has difficulty with abstract reasoning (weak central coherence)</td>
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<td>• Has difficulty applying learned skills in new settings</td>
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<table>
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<tr>
<th>Cognitive Differences</th>
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<tr>
<td>• Has academic skills deficits</td>
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<tr>
<td>• Has attention problems</td>
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<tr>
<td>• Displays very literal understanding</td>
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<tr>
<td>• Has difficulty understanding the connection between behavior and consequences</td>
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<td>• Memory seems to be inconsistent (seems to forget previously learned information)</td>
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<td>• Other</td>
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<table>
<thead>
<tr>
<th>Motor Differences</th>
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<tbody>
<tr>
<td>• Has balance difficulties</td>
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<td>• Strongly resists handwriting</td>
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<tr>
<td>• Has poor handwriting</td>
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<tr>
<td>• Motor coordination is poor (e.g., accident prone, difficulty using fasteners, etc)</td>
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<tr>
<td>• Writes slowly</td>
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<td>• Has athletic skills deficits</td>
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<table>
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<tr>
<th>Motor Differences</th>
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<tr>
<td>• Displays an awkward gait</td>
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<tr>
<td>• Other</td>
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<tr>
<th>Emotionality Vulnerability</th>
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<tr>
<td>• Is easily stressed – worries obsessively</td>
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<tr>
<td>• Seems to be depressed or sad</td>
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<tr>
<td>• Exhibits rage reactions or “meltdowns”</td>
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<tr>
<td>• Has difficulty tolerating mistakes</td>
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<td>• Has low frustration tolerance</td>
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<tr>
<td>• Has low self-esteem, makes negative comments about self</td>
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Emotionality Vulnerability

- Has difficulty identifying, quantifying, expressing, and controlling emotions (e.g., can only recognize and express emotions in extremes)
- Has a limited understanding of own and others’ emotional responses
- Has difficulty managing stress and anxiety
- Other

From the wonderful book

The Ziggurat Model
By
Barry Grossman and Ruth Aspy
www.asperger.net

Reading Sample Components

- Comprehension
- Phonics
- Sight words
- Listening capacity
- Sequencing
- Fluency
- Rate

Diagnostic Sequence in Reading, Mathematics, and Written/oral Language Areas

Reading - Upper Elementary Students

- Informal reading inventory (silent and oral)
  - Commercial
  - Curriculum based
- Miscue analysis
- Listening capacity
- Cloze procedures
- Categorization

Reading - Upper Elementary Students

- Levels of comprehension
  - Factual
  - Inferential
  - Main idea
- Predicting outcomes
- Drawing conclusions
- Fact vs fantasy
- Vocabulary
- Sequencing

At recognition and recall levels

At recognition and recall levels

cont
**Reading - Lower Elementary Students**
- Informal reading inventory (silent and oral)
  - Curriculum based
  - Commercial
- Miscue analysis
- Listening capacity
- Phonics measures
  - In isolation
  - Within words

**Reading - Lower Elementary Students**
- Sight words
  - Flashed
  - Analysis
- Categorization
- Language Experience
  - Reads own stories
  - Reads own words on flash cards
  - Comprehends story

**Reading - Lower Elementary Students**
- Levels of comprehension
  - Factual -- Drawing conclusion
  - Inferential -- Predicting Outcomes
  - Main idea -- Fact vs fantasy
  - Vocabulary -- Sequencing
- Sequencing of visual material and relating story

**What We Know About Reading and Students with AS**
- Very little!
- Comprehension during oral reading is higher than silent reading
- Word recognition is higher than comprehension
- Inferential responses were answered at a lower level than literal responses

**Mathematics Sample Components**
- Readiness skills
  - One to one correspondence
  - Sets
- Numerical recognition
- Conservation
- Math language
- Computation
Mathematics Sample Components

- Math application
  - Place value
  - Properties
- Reasoning
  - Estimation
  - Generalization
- Fractions

Mathematics Sample Components

- Graphing
- Problem solving
  - Word problems
  - Strategies

Furniture and Clocks!

Mathematics - Upper Elementary Students

- Overview of skills
  - Number/notation
  - Mathematical language
  - Ordinality
  - Geometric concepts
  - Measurement
  - Mathematical applications
  - Word problems

Mathematics - Lower Elementary Students

- Overview of skills (based on Piaget’s levels of concrete, semi-concrete and abstract)
  - Numeration
  - Measurement
  - Geometry
  - Computation
  - Fractions
  - Conservation of sets
  - Graphs

Mathematics - Lower Elementary Students

- Word problems
  - Presented orally only
  - Presented pictorially
- Math facts
  - Flash
  - Analysis
- Place value

Mathematics

- Survey measures
- Curriculum based measures
- Diagnostic/informal measures
  - Clinical math interview
  - Error pattern analysis
  - Information math inventory
What We Know About Math and Students with AS

- Very little!
- General difficulties with math
  - Wide variance exists
  - Tendency to have more problems with application than rote skills

Written/Oral Language Sample Components

- Grammar
- Spelling
- Handwriting
- Expressive language
- Receptive language

Written/Oral Language Sample Components

- Handwriting
  - Manuscript
  - Cursive
  - Physical aspects of writing (pencil grip, posture)
  - Organization (margins, alignment)

  Handwriting is generally problematic!

Written/Oral Language Sequence for Upper Elementary Children

- Oral language sample
  - With brainstorming/without brainstorming
  - With outlining/without outlining

- Written language sample
  - With brainstorming/without brainstorming
  - With outlining/without outlining

- Capitalization and punctuation in contrived sample

Written/Oral Language Sequence for Upper Elementary Children

- Spelling of known words (look for organization)
  - Rule based
  - Predictable
  - Unpredictable

- Words missed at recognition level

- Following multi-step directions
  - Written
  - Oral

Myles, 2010
Written/Oral Language Sequence for Upper Elementary Children

- Idioms
- Synonyms
- Antonyms
- Categories
  - Identifying category for a group of words
  - Identifying words for particular categories
- Mathematics, reading, academic terms
- Near/far point copying

Written/Oral Language Sequence for Lower Elementary Children

- Oral language sample
- Language experience story
- Written language sample (one sentence from story or story creation)
- Writing alphabet (from memory and from model if reversals or other difficulties appear)
- Writing personal information

Written/Oral Language Sequence for Lower Elementary Children

- Spelling of known words
  - Words missed at recognition level
- Following multi-step directions
  - Written
  - Oral
- Idioms, synonyms, antonyms
- Academic subjects language
- Near and far point copying

What We Know about Written Language and Students with AS

- Very little!
- Students with AS scored within the average range on the TOWL similar to neurotypical peers
  - Spelling
  - Capitalization
  - Punctuation
  - Word usage

An informal analysis revealed differences in the number of:
- Morphemes
- t-units
- Words
- Elaborations
- No differences in the number of sentences produced

Analysis of handwriting revealed differences from peers in:
- Legible letters
- Legible words
- Alignment
- Spacing
- Letter formation
- Letter size
Potential

- Individuals with ASD have limitless potential
- Their potential is limited by our ability to teach