

# The 4 A's of Autism

Awareness, Acceptance, and Appreciation to Action as a Pathway to Fulfilling and Productive Lives

THE HELP GROUP'S  
**VIRTUAL SUMMIT** 2021  
Advances and Best Practices in  
Autism · Learning Disabilities · ADHD  
Cutting Edge Conference Featuring Leading Experts

The Help Group because every child deserves a great future

**ACTION**

**APPRECIATION**

**ACCEPTANCE**

**AWARENESS**

15 Oct 2021

Live... from Boston...

Stephen Shore, Ed.D.

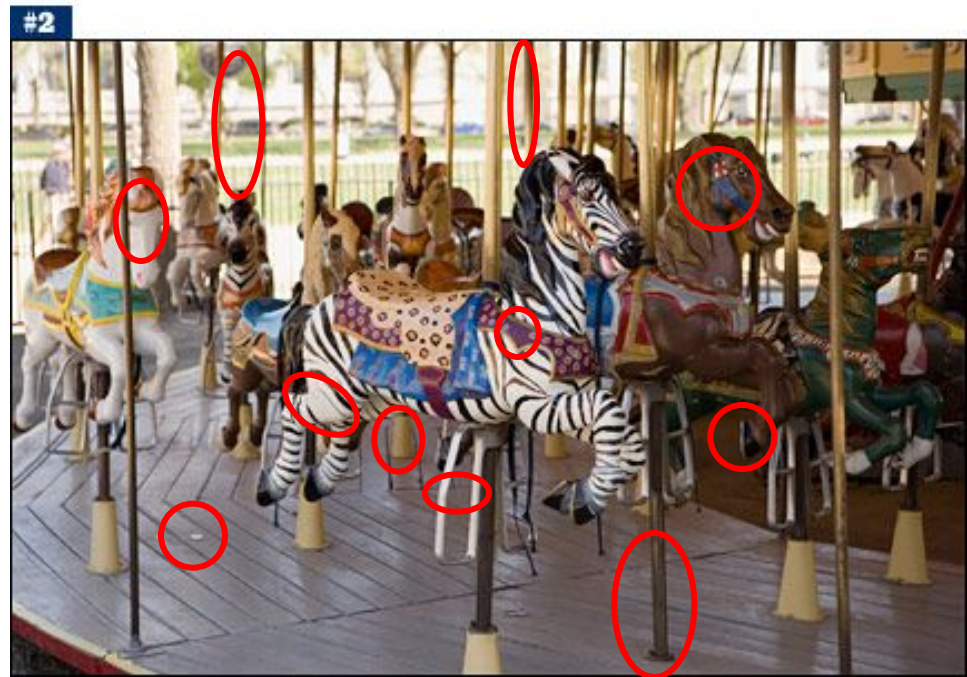
[sshore@adelphi.edu](mailto:sshore@adelphi.edu)

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

# Central Coherence - Hyperfocusing

What are the differences between the picture on the top from the one on the bottom?

- What is this a picture of?
- What is the animal in the foreground?
- What color is the animal behind the first one?
- How many animals are in the row closest to us?



# EXAMINING THE PARAMETERS

Questions to ask regarding possible areas of success

How does the s/he spend most of their time?

## Reframe

- **Communication**
- **Socialization**
- **Restricted Interests**

Abilities?

Interests?

Kind of Mind?

Characteristics?

Match to Ad/vocational Possibilities

# EXAMINING THE PARAMETERS

## Turning Lead into Gold

Thomas Armstrong, 1989, p. 128

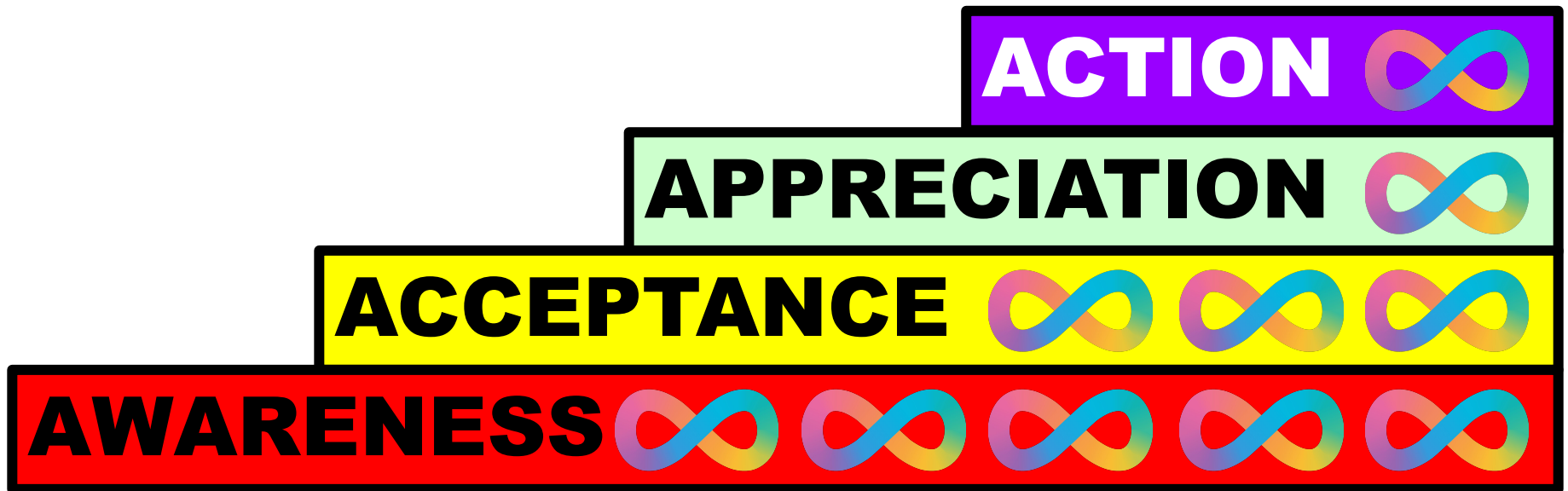
A child who is judged to be:      Can also be considered:

Learning disabled  
Hyperactive  
Dyslexic  
Aggressive  
Plodding  
Lazy  
Immature  
Phobic  
Scattered  
Daydreaming  
Irritable  
Preservative

Learning different  
A kinesthetic learner  
A spatial learner  
Assertive  
Thorough  
Relaxed  
Late blooming  
Cautious  
Divergent  
Imaginative  
Sensitive  
Persistent

# The 4 A's of Autism

What **Actions** will you take to climb the stairs of **Awareness**, **Acceptance**, and **Appreciation** of people with differences in your lives?

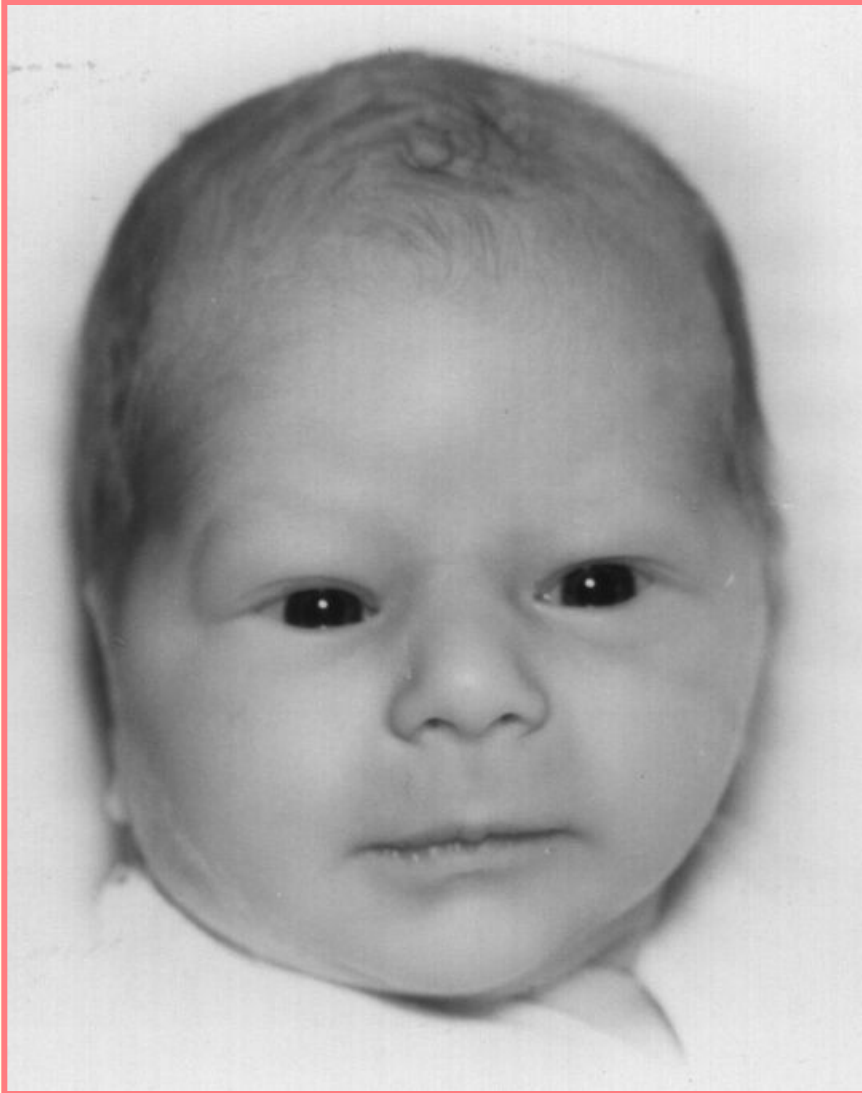




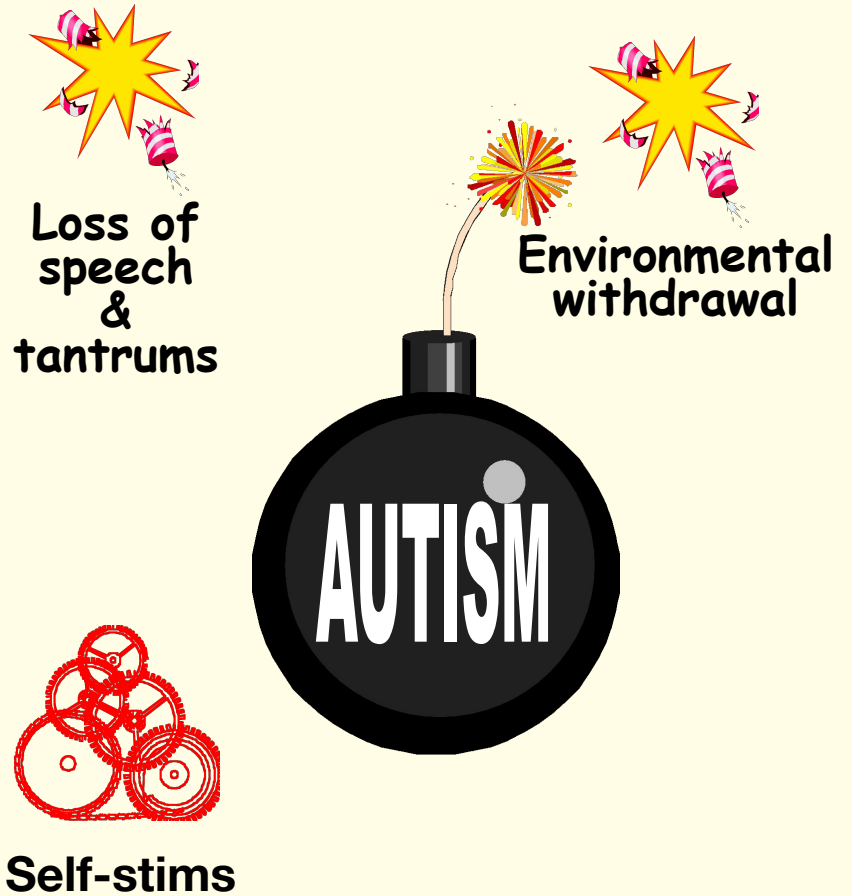
**A little  
about me...**

# A LITTLE ABOUT ME

## Introduction

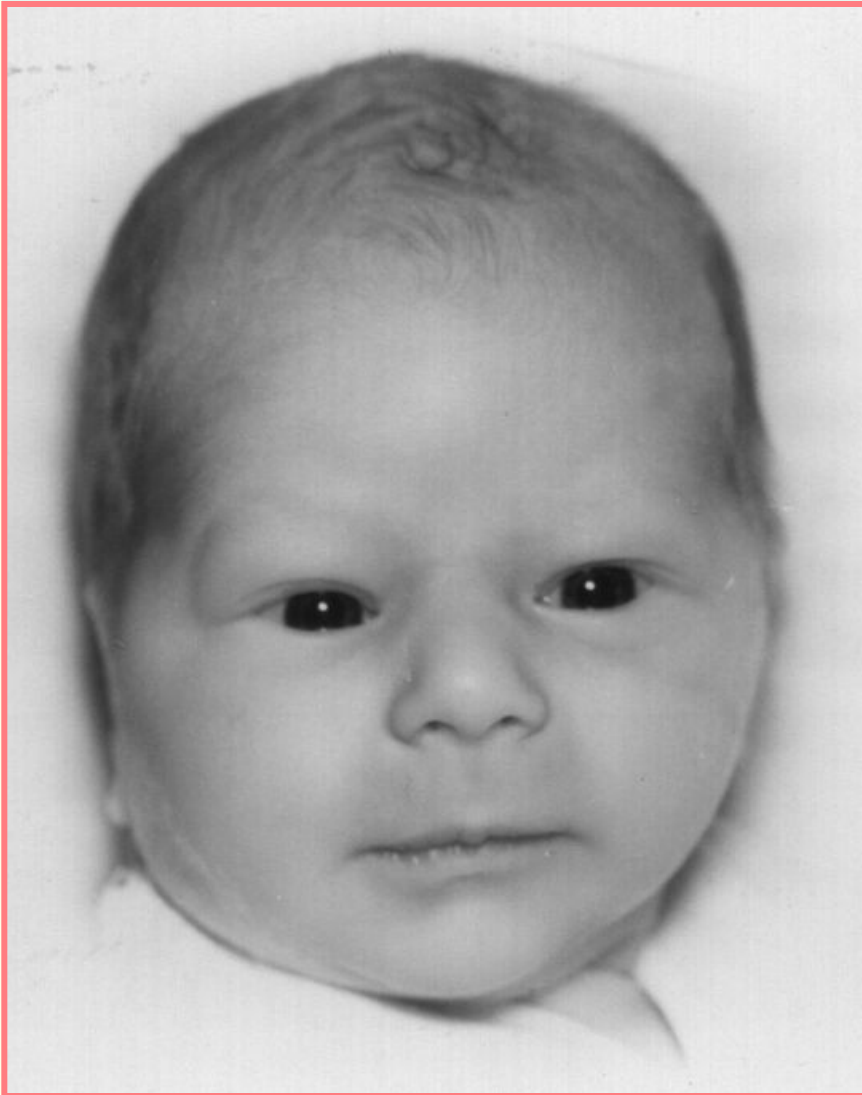


## The Autism Bomb



# A LITTLE ABOUT ME

## Introduction



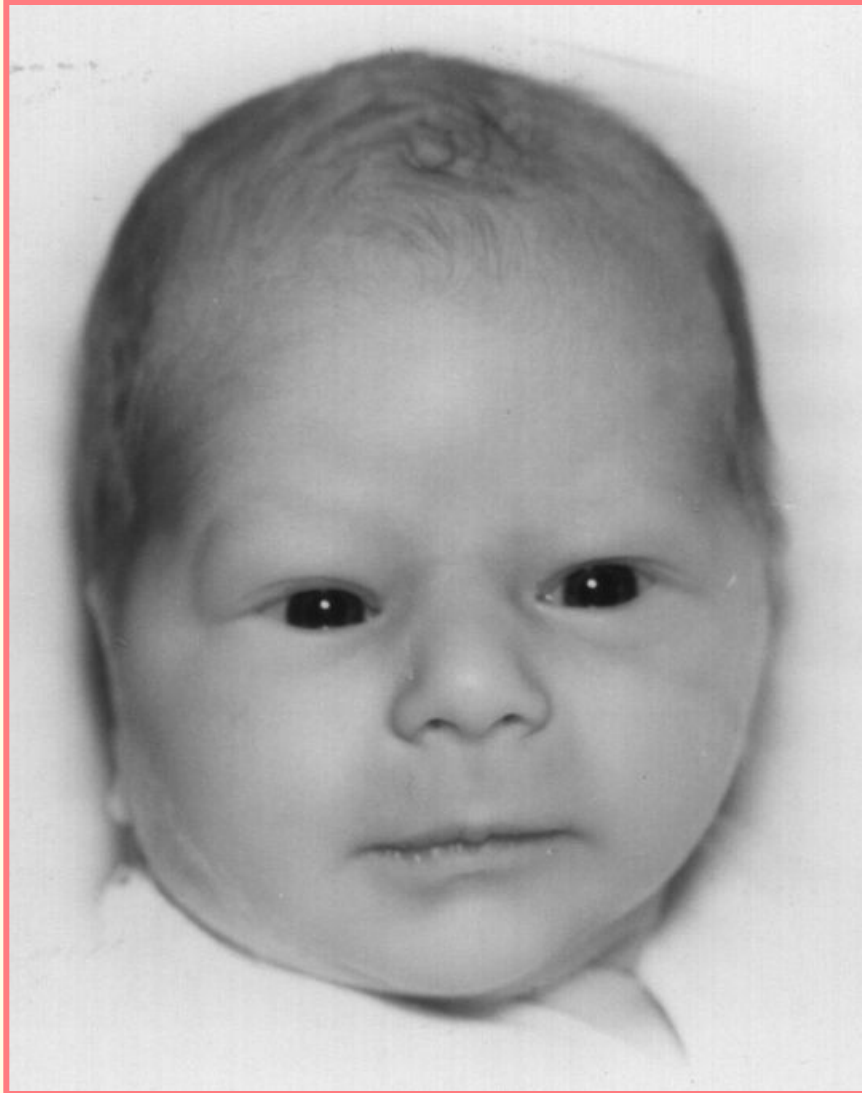
## The Autism Bomb





# A LITTLE ABOUT ME

## Introduction



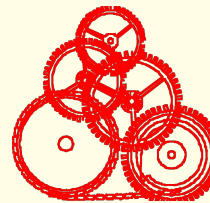
### The Autism Bomb — NOT



Loss of  
speech  
&  
tantrums



Environmental  
withdrawal



Self-stims



# Reframing Characteristics — Looking for Strengths

**Robert** – Transportation information to lost patrons at Penn Station

## Characteristics

## Employment Implications

### Communication

Detailed, factual, data-driven, truthful, repetitive, repetitive, repetitive

### Social Interaction

Limited and predictable

### Restricted Interests

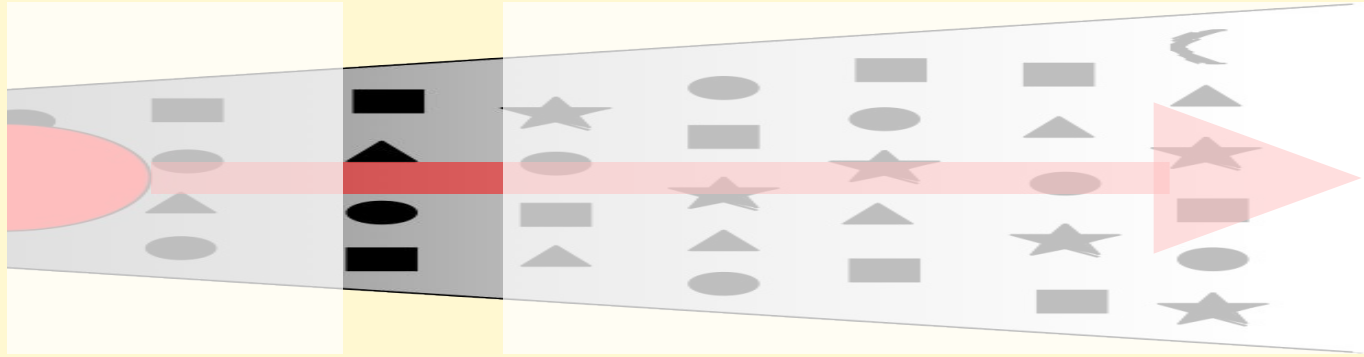
All information is memorized – his coworkers need references

**Because this individual has autism...**

*He outperforms his typical coworkers*



# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM – 4



**AGE**      0                      1.5                      2.5                      4                      6                      8                      10                      13                      19

**E**      Typical development

**V**      Turn over at 8 days

**E**      Rapid physical and motor development

**N**

**T**

**S**

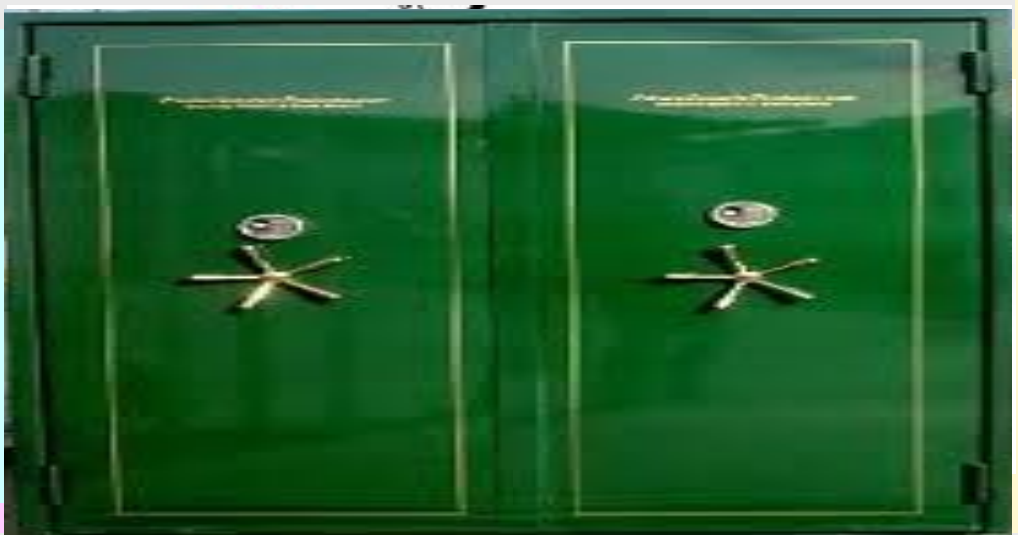
Autism diagnosis

Withdrawal from environment

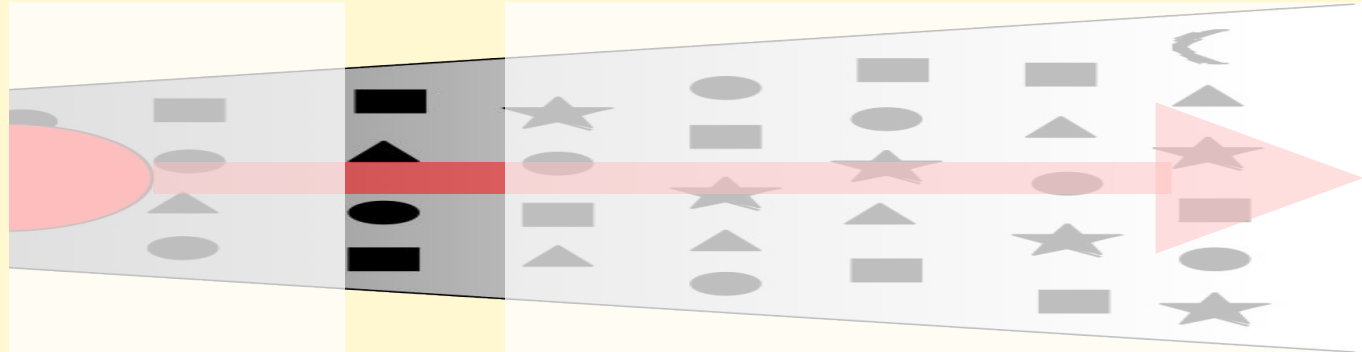
Tantrums

Early evaluation of atypical development, strong autistic tendencies & psychotic

Early intervention from parents who refute recommendations for removal from home



# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM – 4



AGE

0

1.5

2.5

4

6

8

10

13

19

E  
V  
E  
N  
T  
S

Typical development  
Turn over at 8 days  
Rapid physical and motor development

Autism diagnosis hits  
Withdrawal from environment  
Tantrums

evaluation of atypical development, strong autistic tendencies & psychotic  
Early intervention from parents who refer to specialist  
recognition of data from



**Self Awareness**

# Greg the Ball Thrower

## —Addressing Challenging Behavior

If there is a ball anywhere in the room, Greg, an elementary school preverbal child with autism will find and throw it. Attempts to remove the ball or keeping it away from him results in a catastrophic meltdown lasting at least a half an hour. Curiously, this behavior happens only with balls.

Although written in Greg's educational plan that all balls be kept out of sight, his teachers are not always successful doing so. As a result of Greg's behavior around balls he is considered as one of the school must difficult students.

Please do the following...

1. *indicate* how you would go about determining the functions behind these behaviors,
2. *suggest* a plan that allow Greg to successfully be in the same room as a ball.
3. *describe* what you might do as Greg's teacher to implement this plan.
4. *Consider* how Greg's fascination with balls can be used to **increase** social interaction.

# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM – 6



**Disclosure & Advocacy**

# WHEN DOES TRANSITION TO ADULTHOOD BEGIN?

14?

16?

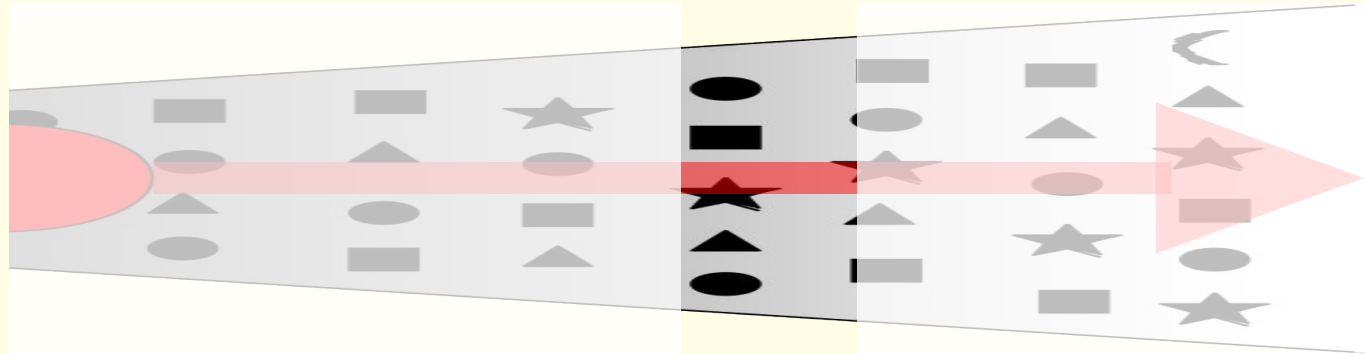
Other?

**Federally  
mandated  
transition  
age:**

**6**



# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM – 8



AGE	0	1.5	2.5	4	6	8	10	13	19
<b>E</b>	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks			
<b>V</b>	Turn over at 8 days	Withdrawal from environment	Early intervention from parents who refute recommendations for removal	Condition improves to "neurotic"	Social & academic difficulties	Special interests in astronomy and weather			
<b>E</b>	Rapid physical and motor development	Tantrums	The wonderful world of watch motors	Discovered making a mess of myself	Teacher concerns for reading and math difficulties				
<b>N</b>			Echolalia and retelling of stories	loved cats					
<b>T</b>									
<b>S</b>									

**Interests and Strengths**



# Arvind the Artist

## —Addressing Challenging Behavior

A middle school student with limited speaking ability, Arvind spends hours drawing shapes using crayons on big pieces of paper. Even as a toddler, attempts to remove the drawing material in hopes for getting him to engage with the class and others, Arvind screams, kicks, bites the back of his hand, and exhibits other challenging behaviors.

Unable to achieve success in getting Arvind to join his classmates, Arvind's teachers now permit him to while away the day with his crayons and paper.

Please...

1. *suggest* a plan employing Arvind's desire to draw as a path towards greater social interaction, and,
2. *describe* what you might do as Arvind's teacher or parents to implement this plan.

# SPECIAL INTERESTS

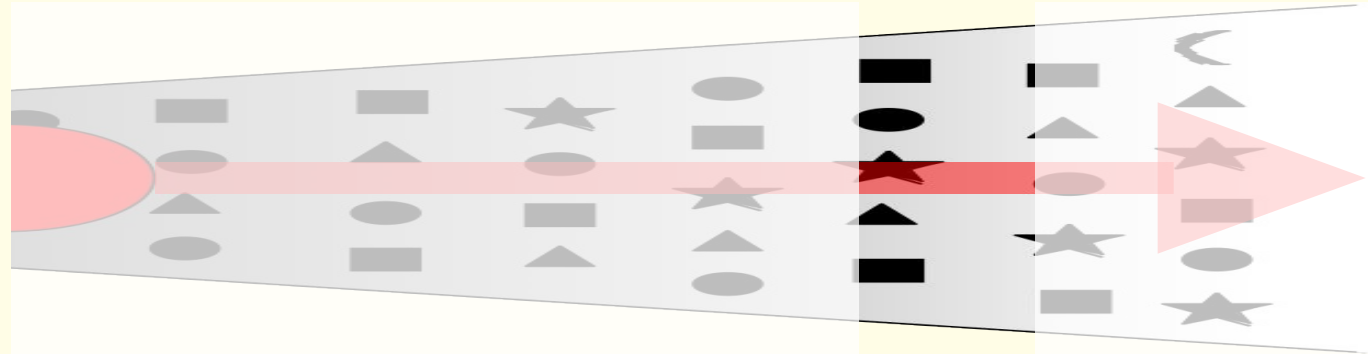
An interest of such great intensity that it interferes with daily functioning<sup>1</sup>.

## SOME SPECIAL INTERESTS<sup>2</sup>

airplanes	astronomy	bicycles	earthquakes
medicine	chemistry	mechanics	electricity
electronics	computers	hardware	tools
psychology	music	rocks	geology
geography	locks	cats	dinosaurs
watches	shiatsu	yoga	autism

1. Attwood, A. (1998). *Aspergers Syndrome*. London: Jessica Kingsley Publishers.
2. Shore, S. (2001). *Beyond the wall: Personal experiences with autism and Asperger Syndrome*. Shawnee Mission, KS: Autism Asperger Publishing Company.

# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM – 10



AGE	0	1.5	2.5	4	6	8	10	13	19
<b>E</b>	Typical development	Autism bomb hits	Putnam evaluation of atypical development, strong autistic tendencies & psychotic	Enter Putnam	Kindergarten	Cracking rocks	Concern about dropping the letter “e.”		
<b>V</b>	Turn over at 8 days	Withdrawal from environment	Early intervention from parents who refute recommendations for removal from home	Condition improves to “neurotic”	Social & academic difficulties	Special interests in astronomy and weather	My friend says “he feels like a pizza” and I argue with him that he does not look like a pizza and probably does not feel like one either		
<b>E</b>	Rapid physical and motor development	Tantrums		The wonderful world of watch motors	Discovered making a mess of myself while eating BBQ chicken wings	Teacher concerns for reading and math difficulties			
<b>N</b>				Echolalia and return					
<b>T</b>									
<b>S</b>									

**Literal Thought**

# WHAT IS THE HIDDEN CURRICULUM?

## Explanations

- Set of assumed knowledge not directly taught... considered as universally known and understood.
- Often remains hidden until a social blunder

## Implications

- Usually not found in written material such as a student code of conduct, employee handbook, etc.

## *THE HIDDEN CURRICULUM*

*Practical Solutions for Understanding Unstated Rules in Social Situations*

*Brenda Myles  
Melissa Trautman  
Ronda Schelvan*

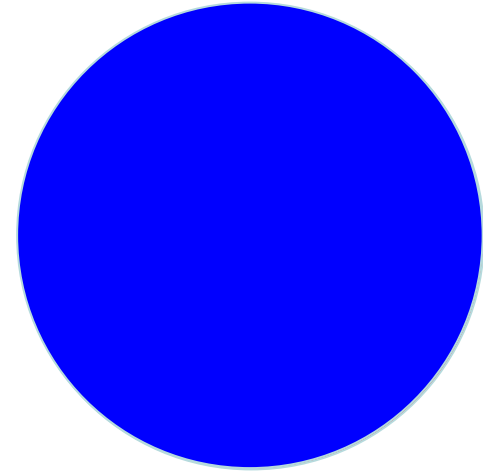
**Autism Asperger Publishing Company**

# HOLD THE DOOR PLEASE?



Laura Jekel, 12/2000

I'll get to  
your question  
in a minute...



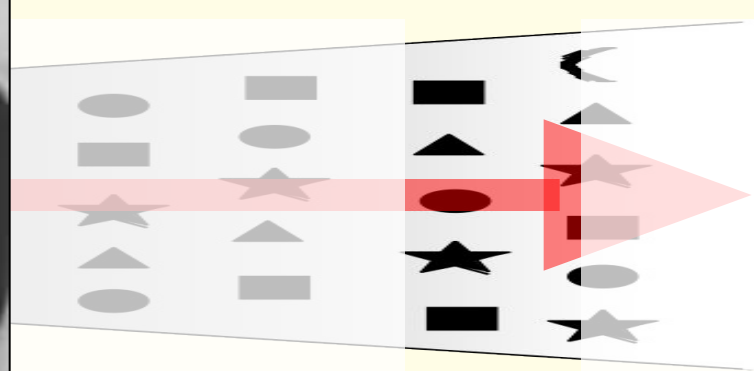
**BLACK**

**&**

**WHITE**

**THINKING**

# A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM — 13



19

Cracking rocks  
Special interests in astronomy and weather  
Teacher concerns for reading and

Concern about dropping the letter "e."  
My friend says "he feels like a pizza" and I argue with him that he does not look like a pizza and probably does not feel like one either

Middle and high school  
Finally getting it together but still often in left field  
Discovering the band room  
Time to focus more on people and not their bicycles

N  
T  
S

**Interests,  
Relationships &  
Community**



# Learning to Play an Instrument



# Robert the Wayfinder

## —Addressing Change in Routine

A young Autistic (level 1) adult, Robert revels in his job that perfectly matches his deep interest in trains and urban transportation systems. For the past four years, he has flawlessly provided lost patrons with detailed schedules and transfer connections as needed.

While his instructions are spot on, some patrons have expressed frustration when Robert rattles off directions faster than they are unable to keep up.

Please...

1. *suggest* a plan employing Robert's desire to share direction information at a slower speed, and,
2. *describe* what you might do as Robert's supervisor to implement this plan.

**SOMETIMES AN ENDEAVOR DOES NOT WORK OUT**



**AND A CHANGE IN PLANS IS REQUIRED**



# Does Your Bike

## Need Repair?

### Call Stephen at 555-1212

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Fix my bike  
555-1212

Fix my bike  
555-1212

Fix my bike  
555-1212

Fix my bike  
555-1212

Fix my bike  
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Fix my bike  
555-1212

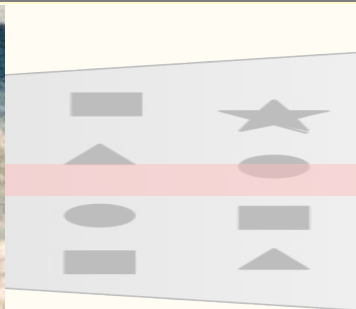
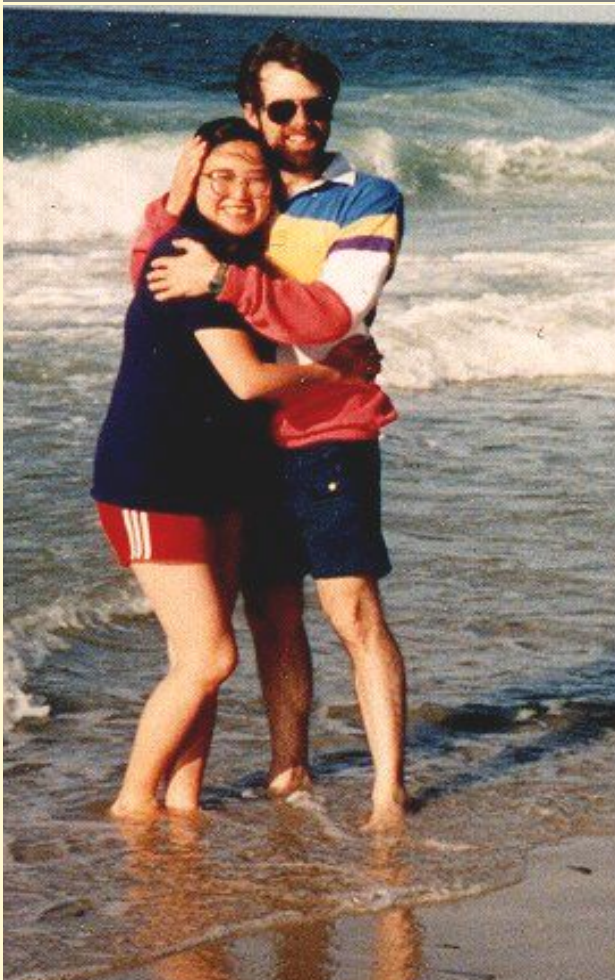
# ACHIEVING EMPLOYMENT SUCCESS

## Matching Needs to Possible Positions

<u>Personal Characteristics</u>	<u>Preferred Job Attributes</u>	<u>Possible Positions</u>
Challenges in verbal and nonverbal communication	Few communication requirements	Stock shelves
Challenges in socialization	Limited contact with public, more solitary job duties	Filing, sorting, paper shredding, stapling, after-hours cleaning
Unusual response to sensory stimulation	Provider of preferred sensory input, ability to avoid noxious sensory stimulation	Hanging clothes, washing cars (for those enjoying that type of tactile input)
Difficulty with change and transition	Few changes, stable work environment, little staff turnover, same work task all day	Small business, family business, assembly line

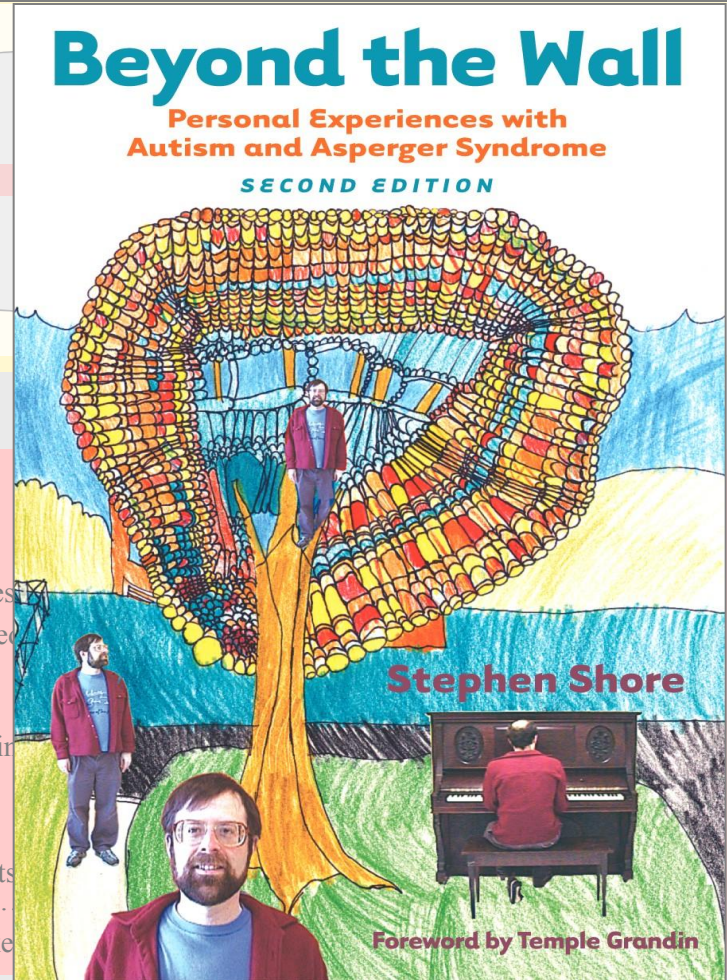
# SUCCESS WITH AUTISM

## A CLOSER LOOK AT MY PLACEMENT ON THE AUTISM SPECTRUM – ADULT



8      10      13

on	Enter Putnam	Kindergarten
cal	Condition improves to "neurotic"	Social & academic difficulties
men	The wonderful world of watch motors	Discovered making a mess of myself while eating BBQ chicken wings
s	Echolalia and return of speech	Loved cats but dogs..
ies	Eating baby food	Yikes bike
otic		
tion		
who		
end		
or		
me		



Sheltered Workshop for People with Asperger Syndrome

**Is autism a series of deficits, disorder, and disability or a set of abilities?**

**How will you transform a weakness or challenge into a strength?**

**CHALLENGE**

**STRENGTH**

Everything must be in exact order.

Assembly line inspector making sure each widget is perfectly formed, positioned, and in the right color.

Extreme need for routine.

At work on time every day. Never calls in sick.

Hypersensitive to sound.

Audio engineer.

?

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# TURNING AWAY FROM CLOSED DOORS TO OPEN

## Defining Success

If you are productive and fulfilled with your life you are probably successful

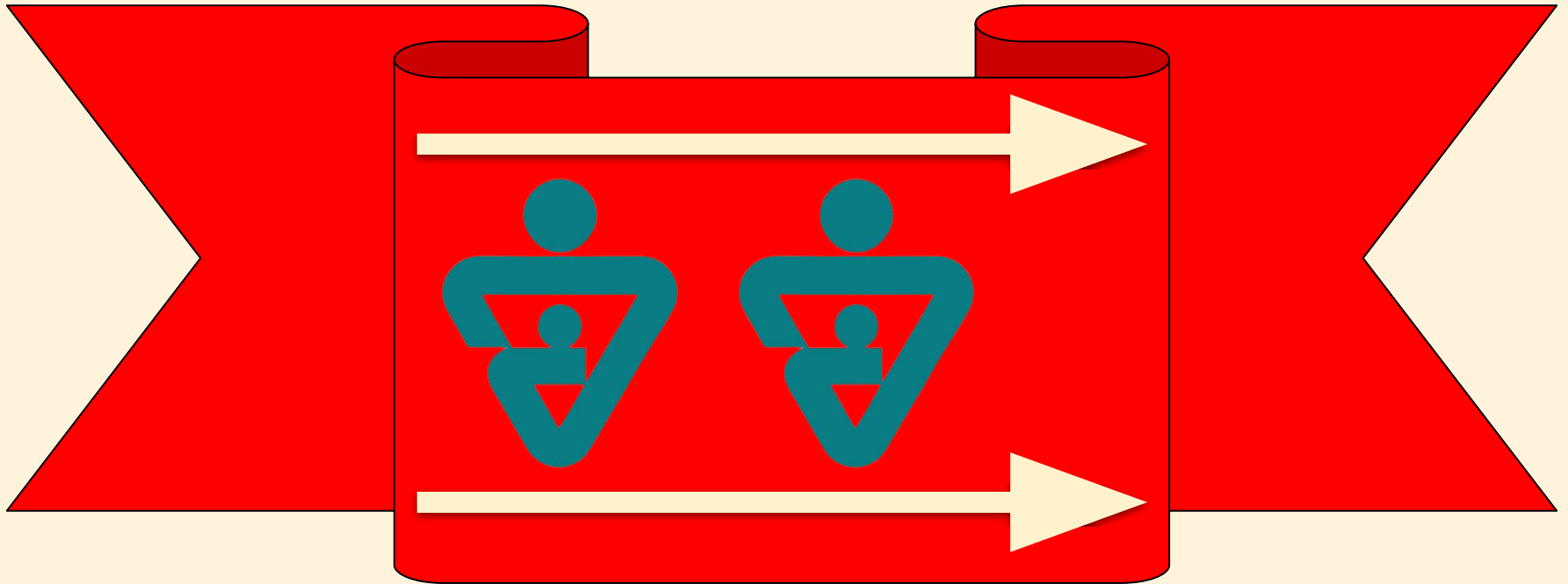
*s all in the  
journey*

*You are exactly where  
you need to be **right**  
**now***





# Thanks for your participation!

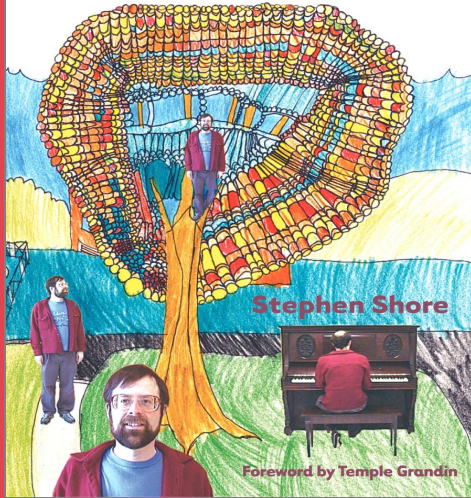


**Stephen Shore**

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

# Beyond the Wall

Personal Experiences with Autism and Asperger Syndrome  
SECOND EDITION



Stephen Shore

Foreword by Temple Grandin

# 破牆而出

我與自閉症、亞斯伯格症共處的日子

著：史帝芬·蕭爾 (Stephen Shore)  
譯：丁凡

這座牆是怎麼阻隔我與世界的溝通；  
知識的、情感的、實體性的障礙，終於可以對我公平一點。  
這座牆在是我與世界的隔牆，它永遠是與我對峙的。但  
這座牆的阻隔，讓我牆上探尋與對峙的感觸  
與故事另一種存在……

Beyond the Wall  
Personal Experiences with Autism and Asperger Syndrome

正統出版  
王淑威、楊思敏、張正芬、蔡昆瀾  
策劃  
江新股份有限公司 李佩珍  
財團法人台灣資訊自閉症基金會

スティーブン・ショア

Stephen Shore  
森由美子 [訳]

# 壁のむこうへ

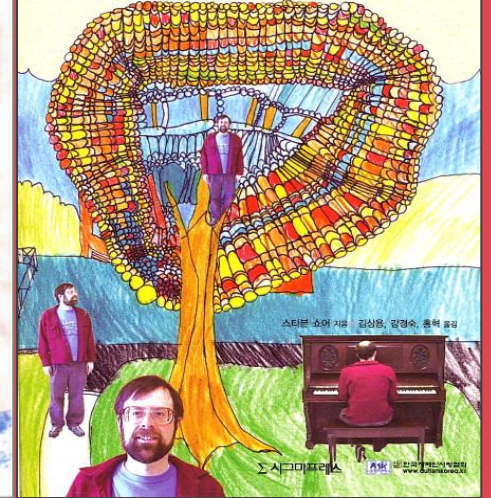
自閉症の私の人生  
Beyond the Wall  
Personal Experiences with Autism and Asperger Syndrome  
(SECOND EDITION)

[学研]



# 벽을 넘어서

행복을 찾은 어느 자폐인의 이야기



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시공아카데미

••••• [www.drstephenshore.com](http://www.drstephenshore.com) •••••

# Ask and Tell: Self-Advocacy and Disclosure for People on the Autism Spectrum



"Brings unusual clarity to some of the most confusing issues surrounding autism and its treatment." - from the foreword by Temple Grandin, Author of Thinking in Pictures

# Understanding Autism FOR DUMMIES



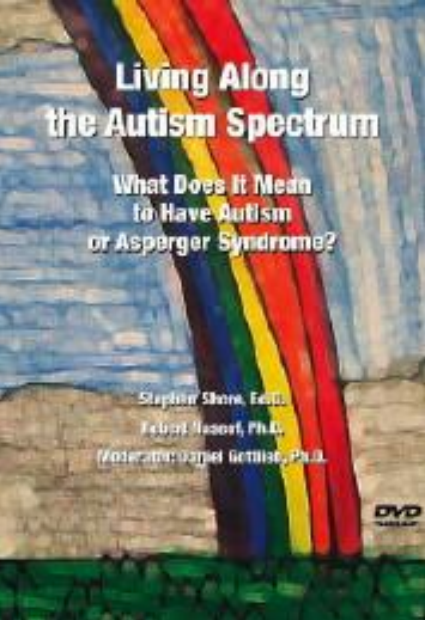
Stephen Shore, MA  
Author of *Beyond the Wall: Personal Experiences with Autism and Asperger Syndrome*  
Linda G. Gastelli, MA  
Foreword by Temple Grandin

A Reference for the Rest of Us! FREE eTips at dummies.com

# Living Along the Autism Spectrum

What Does It Mean to Have Autism or Asperger Syndrome?

Stephen Shore, Ed.D.  
Federal Jacobs, Ph.D.  
(Foreword: Daniel Goleman, Ph.D.)



# Ask and Tell: Self-Advocacy and Disclosure for People on the Autism Spectrum

# 自閉症スペクトラム 生き方ガイド

自己権利擁護と障害表明のすすめ  
スティーブン・ショア 著 森由美子 訳 荒木穂積 監訳



クイズ  
がらび