

# FIDE INFINITE CHESS PROJECT

Asian Educational Seminar

”Chess for children with ASD. Learn and teach”.

Day 1



# Seminar Program

## DAY 1

- Introduction to Autism Spectrum Disorder
- Statistics
- Treatment and early intervention
- Challenges children with ASD face
- How to set up Autism classroom



**Autism is not  
a disability  
it is a different  
ability**

**-Stuart Duncan-**

**Autism spectrum disorder (ASD) is a complex neurological and developmental disorder that begins early in life and affects how a person acts and interacts with others, communicates, learns, and behave.**

## STATISTICS

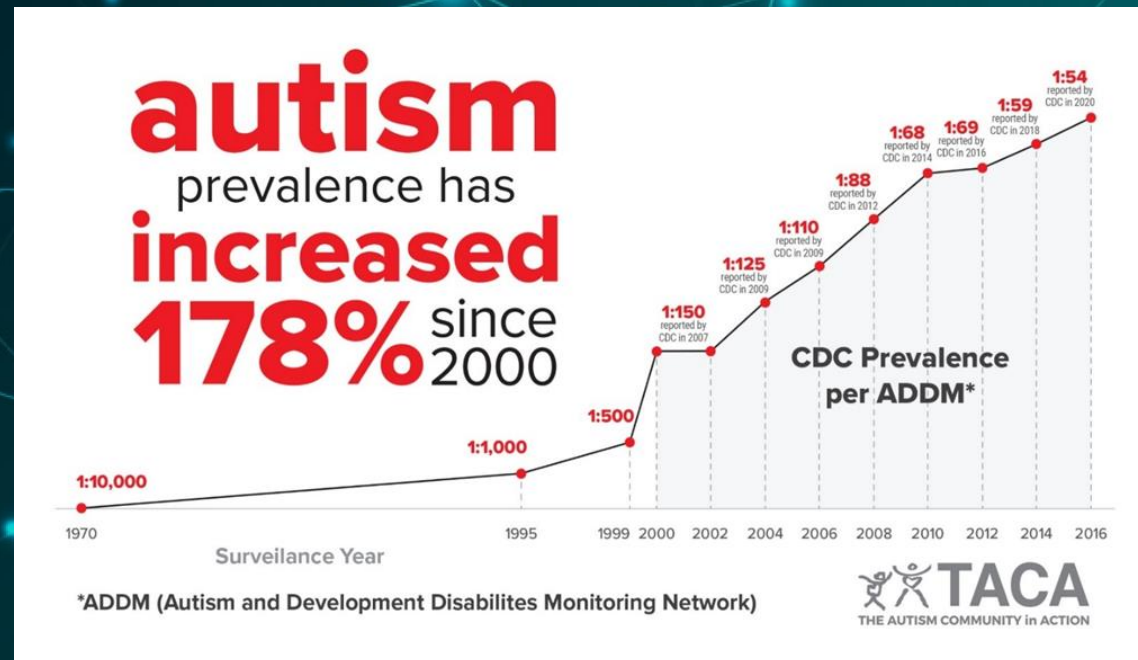
Around **75 million people** have autism spectrum disorder, that's 1% of the world's population.

**Global Autism Prevalence Among Children**  
**Autism Prevalence Among Children in US**

**1 in 100**

**1 in 36**

Autism prevalence has increased **178% since 2000**.



- Boys are 4 times more likely to be diagnosed with autism than girls.
- An estimated 40 percent of people with autism are nonverbal.
- Nearly 80% individuals with ASD have some form of intellectual disability.
- Up to 1/3 of people with autism also have anxiety.
- It is estimated that 1 in 10 children with autism are also diagnosed with attention deficit hyperactivity disorder (ADHD).
- About 1/3 of people with autism have extraordinary talents in areas such as mathematics, art, or music.
- Autism affects all ethnic and socioeconomic groups.
- Minority groups tend to be diagnosed later and less often.

**Country with the Highest Autism Rates**

**Qatar**

**Country With the Lowest Autism Rates**

**France**

Autism Rates by Country 2023 of current and potential countries of "Infinite Chess" Project

<https://worldpopulationreview.com/>

Rates from lowest to highest

<b>France</b> 1 in 144	<b>Spain</b> 1 in 137	<b>Latvia</b> 1 in 131	<b>Taiwan</b> 1 in 130	<b>UK</b> 1 in 128
<b>Malaysia</b> 1 in 123	<b>Mongolia</b> 1 in 122	<b>Puerto Rico</b> 1 in 122	<b>Maldives</b> 1 in 121	<b>Nigeria</b> 1 in 121
<b>Brazil</b> 1 in 121	<b>South Africa</b> 1 in 120	<b>Albania</b> 1 in 120	<b>Botswana</b> 1 in 119	<b>Gambia</b> 1 in 119
<b>New Zealand</b> 1 in 117	<b>Turkey</b> 1 in 114	<b>India</b> 1 in 113	<b>United Arab Emirates</b> 1 in 89	



## **What Causes Autism?**

Research suggests that autism develops from a combination of genetic and nongenetic, or environmental, influences.

## **Is there a cure for Autism?**

There is no cure for Autism.

# Young people explain autism



Autism is defined by impairments in 3 areas:

➤ Communication

➤ Socialization

➤ Behavior

- **Nonverbal** (*not involving or using words or speech*)
- **Receptive** (*willing to consider or accept new suggestions and ideas*)
- **Expressive** (*how a person communicates his/her wants and needs with others*)
- **Logical interactions** (*autistic people having problems with thinking logically*)

## Communication challenges

- Comprehension.
- Poor nonverbal conversation skills.
- Understanding abstract language.
- Maintaining attention/changing focus rapidly.
- Auditory processing.
- Literal thinking.
- Limited vocabulary.
- Echolalia (repetition of words just spoken by another person).
- Improper use of pronouns, questions, statements.
- Unusual tone or rhythm of speech.
- Relating comments in appropriate situations.
- Turn-taking in a conversation.

# Communication challenges

# Young people with Autism explain communication challenges



- **High need for routines and predictability.**
- **Difficulties with changes and transitions**

*A transition occurs when a student is required to change location, activity, environment or position.*

- **Difficulties with processing sensory information.**
- **Stimming – or self-stimulatory behaviour – is repetitive or unusual body movement or noises.**
- **Lack of functional use of objects, i.e. lining up toys, spinning wheels.**
- **Limited coping strategies.**
- **Inflexible thinking.**
- **Specific interests**

# **Behavior challenges**

# Young people with Autism explain Stimming





- Dealing with unexpected events.
- Difficulties with changes and transitions.
- Adapting to a new situation.
- Understanding responses of others.
- Inability to express oneself.

Anxiety  
challenges

# Young people with Autism explain meltdowns



- Knowing how to initiate an interaction.
- Having difficulties with how to begin and maintain a conversation.
- Recognizing the presence of others.
- Understanding people's feelings and perspectives, for example showing empathy.
- Developing friendships.
- Understanding social rules.

# Social interaction challenges

The accommodation and support students with ASD receive in a chess classroom will depend on what the individual student requires to be successful.

A properly organized classroom can improve skill achievement and independence, and lower stress and anxiety.

# How to set up an autism classroom

## Physical Layout

- Get rid of the clutter
- Use visuals to define spaces



# Use visuals to increase independence

*Visuals help students learn effective communication, positive behavior, and appropriate social interaction.*

Visual support can be pictures, photographs, drawings, objects, written words, schedules, timers, first-then, or body movements

If you have a “runner” in your classroom, you may put a “STOP” sign on the door.






# A picture is worth a thousand words – so use them

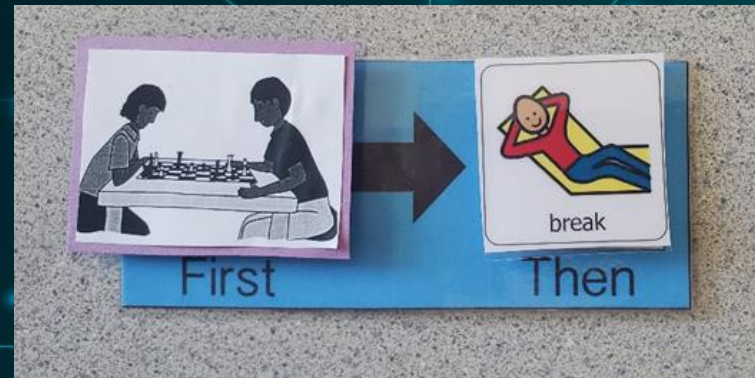
Have a schedule, written & visual.

*A visual schedule communicates the sequence of upcoming activities or events .*

Visual schedules are created to match the individual needs of a student .

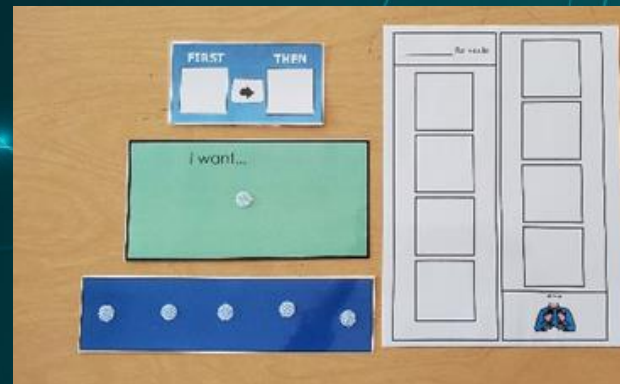
Ms. \_\_\_\_\_ Chess Classroom Rules

	Quiet Voice
	Hands to yourself
	Listen to teacher



First: Chess (illustration of two children playing chess)

Then: Break (illustration of a child relaxing on a lounge chair)




FIRST: I want... (green box)

THEN: (blue box with icons)

for walk (white box)

Visuals for Independent Schedule and Activities Pg. 1

coat area	circle time	calendar	washroom
story time	work with teacher	group work	independent work
clean up	computer lab	library	quiet time
outdoor play	activity centres	snack	gym
walk	listening centre	play centre	computer



Hierarchy of Prompts

Hierarchy of Visual Symbols

First → Then

I am working for

activity

play

me

# Keep in mind sensory stimulation

- Try to minimize sensory stimuli as much as possible
- Fluorescent lighting
- Reduce noise



In a quieter classroom, students can concentrate better and progress quicker.





**Once a student's feelings are escalating,  
they can no longer learn**

# Young people with Autism explain shutdowns

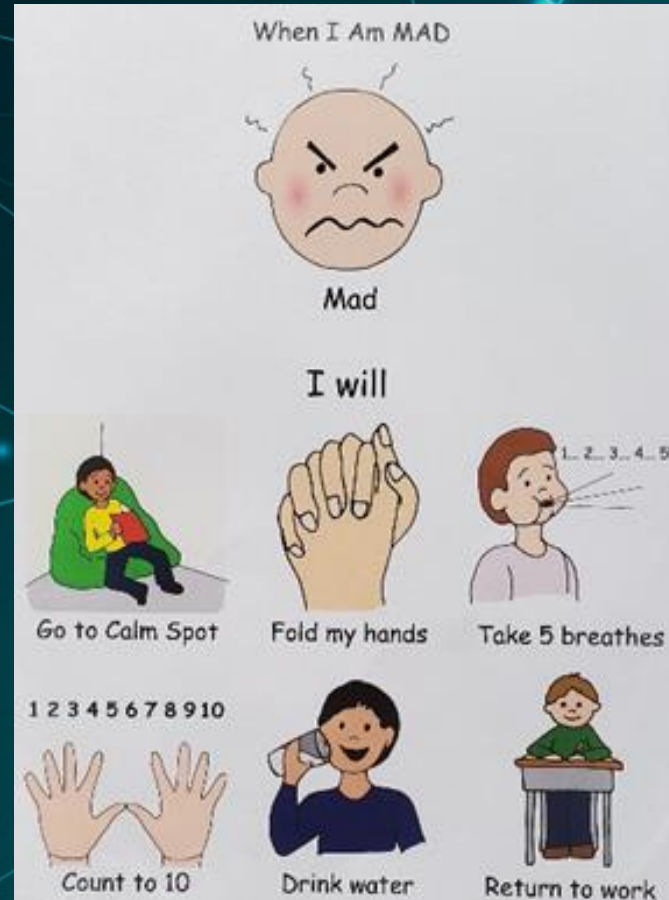


# Have a calm down area



The calming area should never be used as a form of punishment.

# Adding a visual in a calm down area



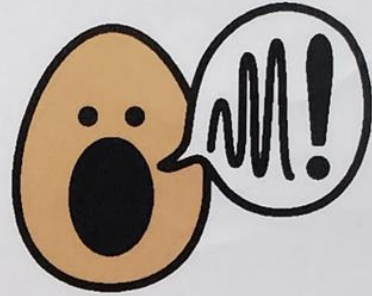
Add a visual in a calm down area to help student to understand how she or he is feeling.



Social story  
“When I don’t get my way”

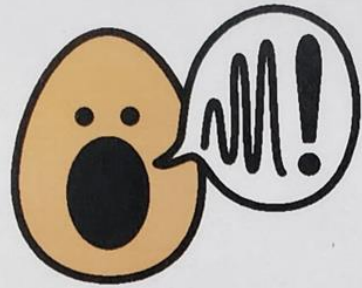


When I Don't Get  
My Way



Sometimes I get mad when  
I don't get my way!

When I'm mad, I might scream  
really loud!



That's not a good way to  
say I'm upset.

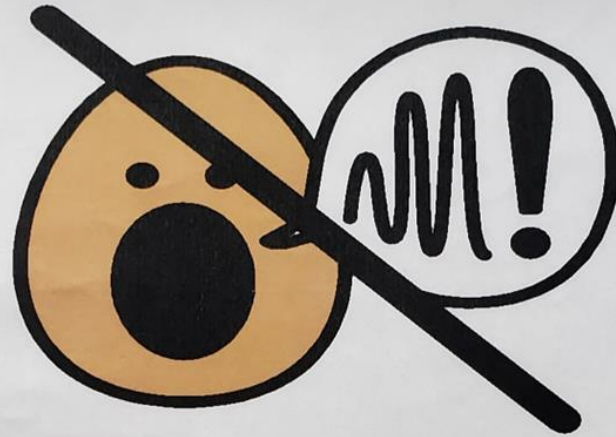
It hurts other people's  
ears.

It makes it hard for my  
friends to listen to the  
teacher.



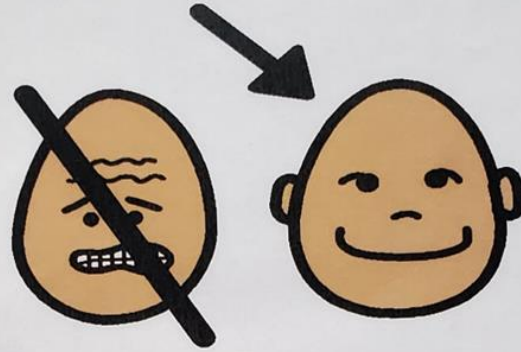


If I am mad, I can say "I'm mad" or I can ask the adult why I can't do what I want.

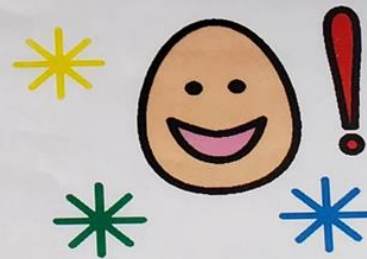


But screaming is NOT  
OK!

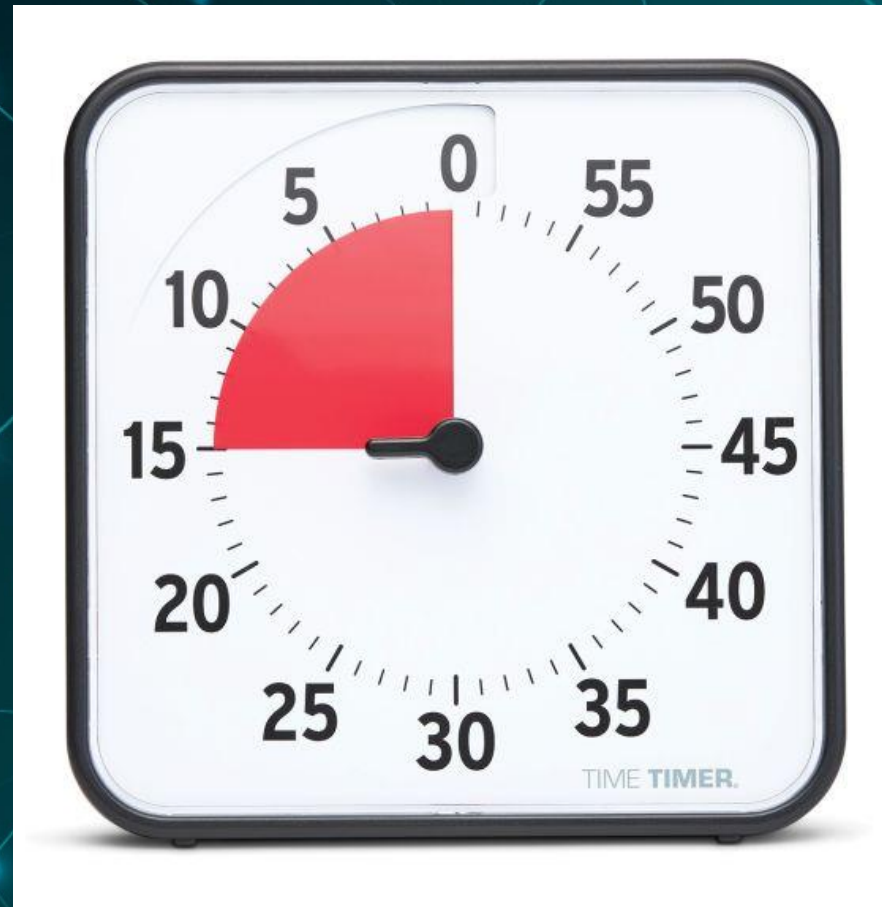
I will try not to scream  
when I am mad.



I will try to stay calm  
and do what the teachers  
want me to do. That way  
I can learn and so can  
my friends!



Use a timer. Timers are a visual support which helps students with autism “see” how time passes.



If your students have difficulty staying at their desk, you can use weighted products like a gel weighted lap pad or snake wrap.



These kinds of products provide calming sensory input and comfort, improve attention and concentration, increase body awareness, and have calming benefits.

Visit the school and classroom prior to the start of the program.

Parents may create a social story to help their child make the transition easier and more predictable.



SOCIAL STORY  
“Going to Chess School”

**’s**  

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**Daily Panner**

**I am going to chess school**



**My name is \_\_\_\_\_**  
**and I am \_\_\_\_\_ years**  
**old.**



*Add the picture of the child.*

**In September, I will start going to  
chess school.**

**This is OK.** 

*You can add a photo of the building of the school.*

**Starting chess school will be  
fun!**

**On (day of the week, time),  
(mom, dad, \_\_\_\_\_) will take  
me to chess school.**

*You can add pictures of a child and an adult who will take child to school.*

**My teacher's name is**

\_\_\_\_\_•

*(Add the picture of the teacher)*



**My teacher will teach me  
how to play chess!**



**First, I will enter the classroom and say “Hello!”  
to my teacher.**



**Then, I will go and sit at my desk.**



**I will be quiet and listen to my teacher.**





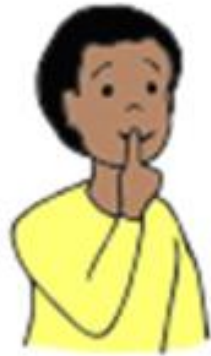
**After, I will have a break!**



**After the break I will go back and sit at my desk.**



**I will be quiet and listen to my teacher.**



**When my chess class is finished, (dad, mom, \_\_\_\_\_) will take me home again. I will say “Goodbye” to my teacher and friends.**



**I love to come to chess school. It is fun!  
I feel happy!**

