

FIDE INFINITE CHESS PROJECT

Asian Educational Seminar

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

DAY 2



Seminar Program

DAY 2

- Needs of kids with ASD
- How to teach kids with ASD
- Strategies and Resources
- Lessons

Many individuals with autism benefit from structured and predictable environments in which they understand the rules and routines.

Rules and routines must be established for a student to follow.

SENSORY PROCESSING DISORDER (SPD)

UP TO 90% OF CHILDREN DIAGNOSED WITH AUTISM ALSO HAVE SENSORY PROCESSING DISORDER (SPD).

I have Sensory Processing Disorder

I don't like to brush my teeth

I can be sensitive to loud sounds

I don't like to brush, wash or cut my hair

I don't like bright lights

Some smells really bother me

I like to smell people and objects sometimes

I am a picky eater

I don't like tags on my clothes

I can be clumsy and fall over things sometimes

I don't like to wear clothes

I have poor gross motor skills

I enjoy being squeezed, I like pressure

Sometimes I don't like to be touched

I don't want my hands dirty

I like wearing the same clothes

I have poor fine motor skills

I lose my balance

I get overstimulated and meltdown

I crave fast spinning

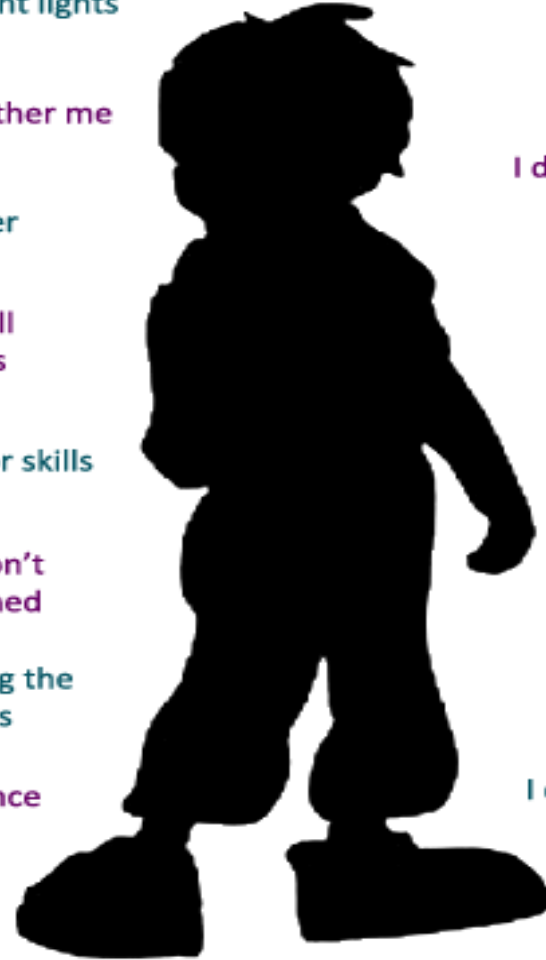
I get fearful and anxious sometimes

Poor body awareness

I overreact to minor scrapes and cuts

I cling to adults I trust

I sometimes walk on my toes



SPDPS

Can you make it to the end?



The story of Carly Fleishmann



How do I teach a student with autism?

- Be positive.
- Get to know the child.
- Build positive relationships with the student .
- Talk to parents/guardians, previous teachers, consultants.
- Be aware of individual differences, e.g., activity level, sensory needs, communicative and cognitive ability.
- Find the strengths and needs of student, make a list of likes and dislikes.

How do I teach a student with autism?

- Arrange a predictable and safe environment.
- Offer a consistent routine
- Minimize transitions.
- Provide accurate, prior information about the changes.
- Allow break for self-regulation.

How do I teach a student with autism?

- Teach skills in a clear and detailed manner, leaving no room for confusion or doubt.
- Avoid using terms like “later”, “maybe”, “why did you do that?”
- Avoid idioms, double meanings, and sarcasm.
- Be concrete and specific.
- Keep language simple and clear.
- Pause, listen, and wait.
- Watch and listen to attempts to respond.
- Allow time to respond.
- Do not take responses personally.
- Respond positively to attempts.
- Check for understanding.

How do I teach a student with autism?

- Use visuals (gestures, signs, pictures, timers, social stories).
- Simplify instructions.
- If necessary for understanding, break a task down into smaller steps that students can accomplish successfully.
- Use modeling and demonstrations with verbalization.
- Deliver reinforcement that is individualized, immediate, concrete.

PROMPTING

Prompting is a way of assisting students to perform a specific response after a given instruction.

There are 5 types of prompts:

- Verbal (Indirect Verbal and Direct Verbal)
- Gestural
- Visual
- Modeling
- Physical

STRATEGIES

Verbal prompt provides verbal instructions on what students are to do.

An indirect verbal prompt provides a cue that something is expected of the student, but very little information is given.

Example: "What do you do next?"

A direct verbal prompt is more specific and tells students what is expected.

Example: "Put the chessboard on the desk".

Gestural prompts can include such things as pointing, looking at, motioning toward, or moving closer, or touching an item or area to indicate a correct response.

Example: The teacher points to the chess piece symbol and then to the demo board gesturing what is expected.

Visual prompts include objects, pictures, drawings, or symbols that cue students of what is expected.

When giving a **model prompt**, the entire action may be modeled or only a relevant portion of it.

Example: The teacher may demonstrate how students should take the chess piece symbol and place it on a demo board.

Students will learn through demonstration:

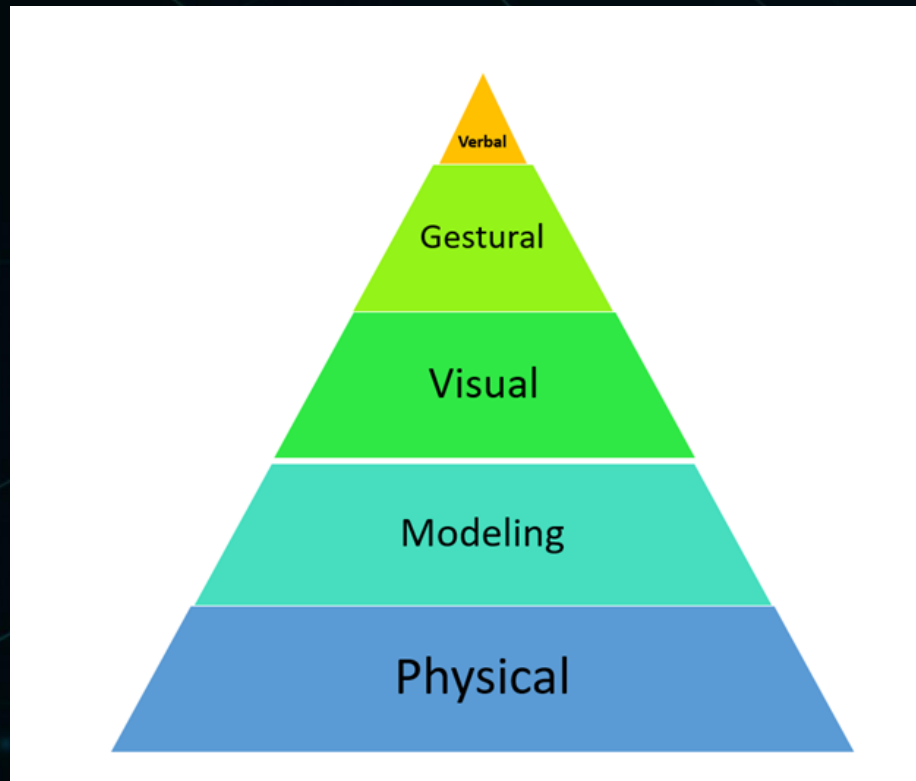
Do, undo, tell students to do it, if wrong, stop and do it again.

Physical prompts include partial and full physical prompts.

A partial physical prompt might be for the teacher to gently tap the student's elbow as a prompt to place the chess piece on the board, or the teacher may guide the student's elbow to support placing the chess piece on the board.

The most intrusive type of full physical assistance would be to take the students' hands and physically guide them to place the chess piece on the board to complete the skill (Hand-over-hand).

PROMPTING



STRATEGIES

REINFORCEMENT

An event that follows behavior and increases the probability of that behavior occurring again is a reinforcer.

STRATEGIES

Types of reinforcers

- **TANGIBLE**



- **SOCIAL**



- **PRIMARY**



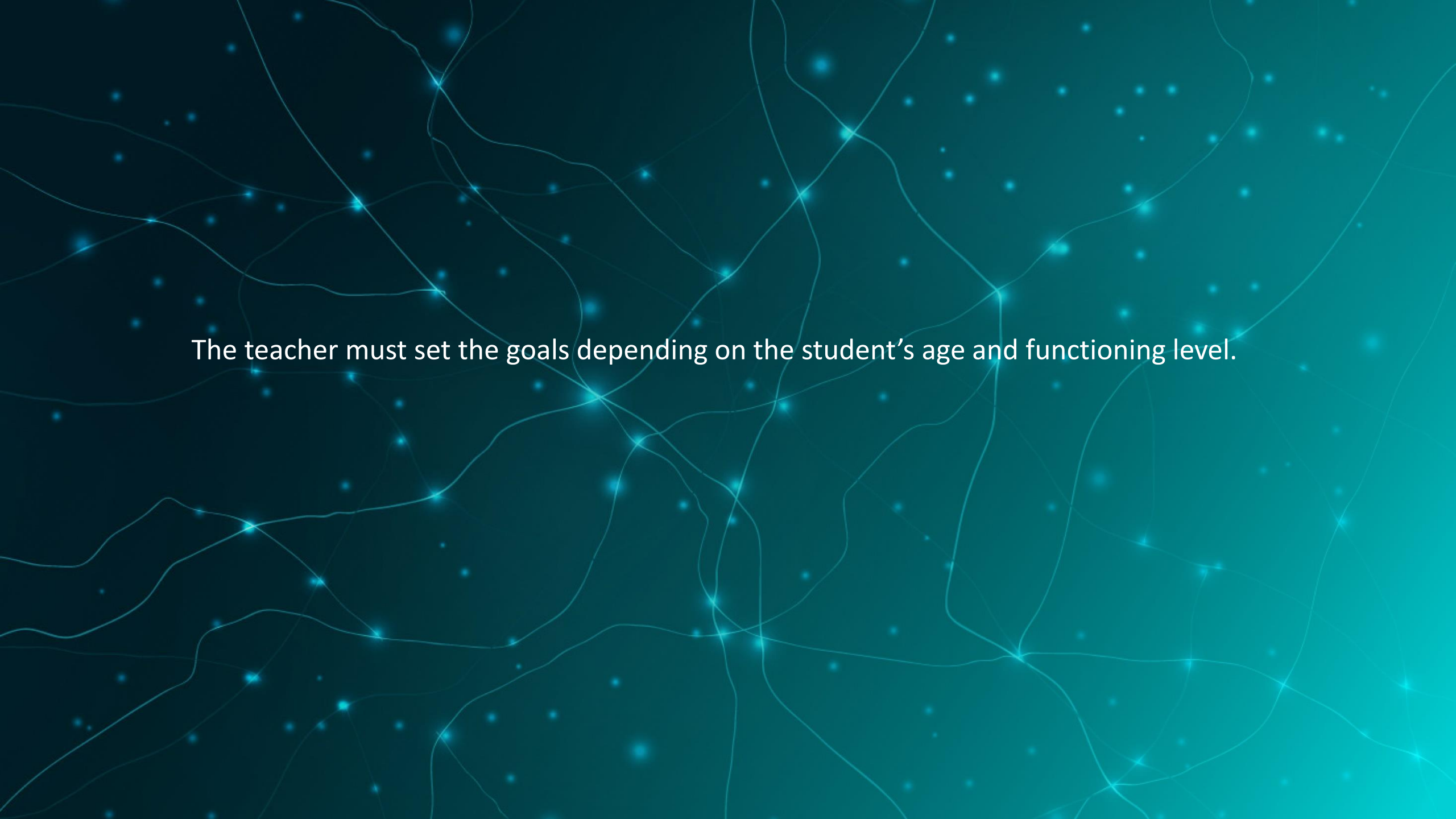
- **TOKEN**



No one item is a “universal” reinforcer. Reinforcers are determined by their impact on behavior.

When choosing a reinforcer, pick something you are prepared to give every time you see the behavior and are prepared to withhold when the behavior doesn't occur.

You can't use lunch, snacks, or other necessities of life as reinforcers.



The teacher must set the goals depending on the student's age and functioning level.

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