

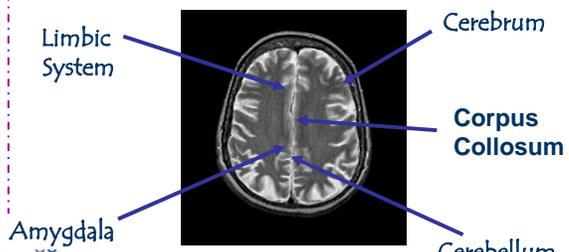
**Asperger Syndrome**

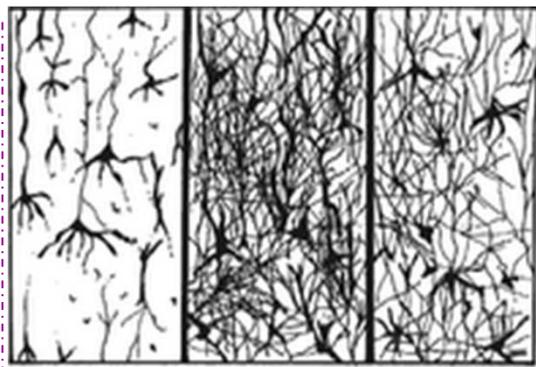
**Rethinking the Glass House Rule**




Progression of Etiological Theories

BRAIN research . . . Looking at brain differences





at a child's birth    at 7 years of age    at 15 years of age



**Attribution Theory**

- Every day we must guess how people will act, often from small shreds of evidence.
- We do this through a form of social cognition called attribution.
- As we observe others, we make inferences about them. We attribute people's behavior to various causes.
- *Whether we are right or wrong* about the causes of their behavior, our conclusions affect how **WE** act.



## Fundamental Attribution Error (It IS human nature!)

- Attribution Theory
- Erroneous cognitive tendency
- Over-value dispositional-based explanation for behaviors of others
- Under-value potentiality of situational explanations for behavioral motives of others

We predominantly presume that the actions of others are indicative of the "kind" of person they are, rather than the kind of situations that compel their behavior.



An attribution is an inference about why an event occurred. More generally, "attribution is a process that begins with **social perception**, progresses through a **causal judgment** and social inference, and ends with **behavioral consequences**"

(Crittenden 1983)

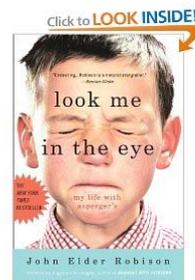


## Michigan Definition to Determine Eligibility for ASD

- Qualitative Impairments in Reciprocal Social Interactions: 2 of 4 areas
- **Qualitative Impairments in Communication: 1 of 4 areas**
- Restricted, Repetitive and Stereotyped Behaviors: 1 or 4 areas



## Look Me in the Eye - Communication



### Pragmatic Language (Social Communication)

- Pedantic, formal
  - In this economy...
  - Calculate my percentage...
  - When in a rare conflict...
- Difficulty with relinquishing conversational turn-prompts
- Limited understanding of conversational partner (interest, cues, topic appropriateness)
- Tone of voice (often perceived as disrespectful)
- Literal use of Language



### Michigan Definition to Determine Eligibility for ASD

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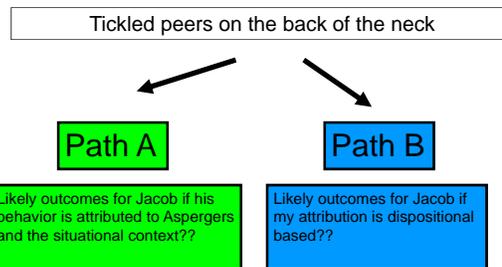


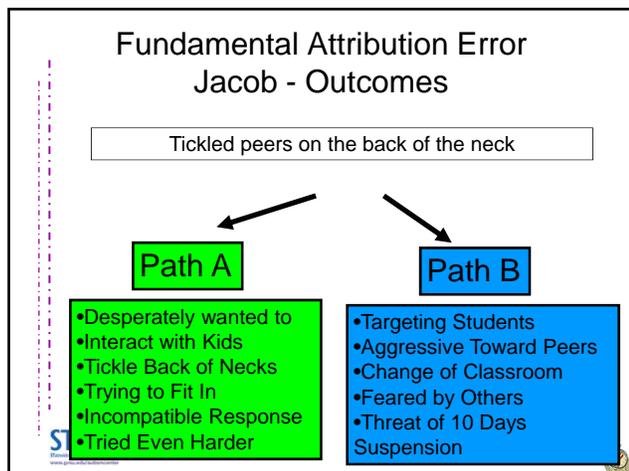
### What Do You Attribute the Student's Social Skill Differences To?

- Pick Student: To what do you attribute social skill differences?
- [Worksheet](#)
- Jacob – Student attention



### Fundamental Attribution Error Jacob - Outcomes





An attribution is an inference about why an event occurred. More generally, "attribution is a process that begins with **social perception**, progresses through a **causal judgment** and social inference, and ends with **behavioral consequences**"

(Crittenden 1983, p. 426).



### Problems with Reciprocity (ToM)

- Difficulty explaining own behaviors
- Difficulty understanding emotions
- Difficulty predicting how others feel or think
- Problems understanding the perspectives of others
- Problems inferring the intentions of others
- Failure to understand that behavior impacts how others think and/or feel
- Problems with social conventions such as turn-taking, politeness, and social space



### Reciprocity

- Use of nonverbals (eye gaze, gestures, modulation of voice)
- Understanding emotions of self and others
  - “G Force”
  - “I feel lonely when I’m lonely. How can I describe it further?”
  - Getting tissues for boys
- Shifting back to own topic (Anyways, Guess what?)



At their core, they want to fit in and have friends

- Try to orchestrate the relationship with others
- Do what they want to do
- Others do not make sense
- Swearing/authority issues
- Vulnerable
- Isolating
- Social injustice



Continuous Failure in...

- Trying to follow the rules
- Trying to get others to follow the rules
- Trying to understand nuances
- Generalizing information
- Making friends
- Leads to behavior or worse



All educational transactions have to be done with the affect "Turned Off". The teacher must never become angry nor should he aim to become loved. The teacher must, at all costs, be calm and collected and must remain in control.

Hans Asperger, 1944



Are you sure he's not EI??

Does it matter?

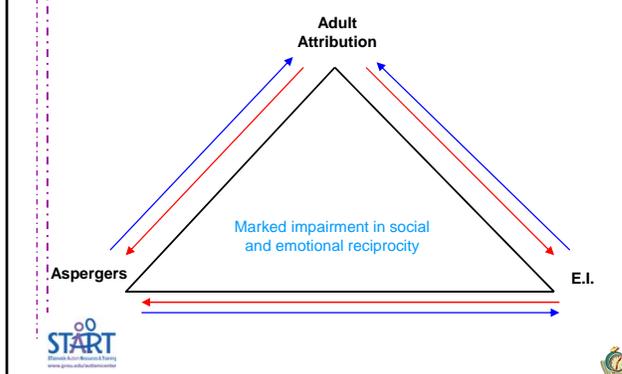
Why does it?



## MI Eligibility

ASD	Emotional Impairment
<p><u>1. Qualitative impairment in social interactions</u></p> <ul style="list-style-type: none"> <li>Marked impairment in use of nonverbal...</li> <li>Failure to develop peer relationships.</li> <li>Marked impairment in sharing/showing.</li> <li>Marked impairment in social and emotional reciprocity</li> </ul> <p><u>2. Qualitative impairment in communication</u></p> <p><u>3. Restricted, repetitive, stereotyped behaviors</u></p>	<ul style="list-style-type: none"> <li>(a) Inability to build or maintain satisfactory interpersonal relationships within the school environment.</li> <li>(b) Inappropriate types of behavior or feelings under normal circumstances.</li> <li>(c) General pervasive mood of unhappiness or depression.</li> <li>(d) Tendency to develop physical symptoms or fears associated with personal or school problems.</li> </ul>

## Bermuda Triangle of Eligibility



## Identifying the Function of Behavior

- What is the student getting out of the behavior?
- What is the motivation?
- Why is the student engaging in this behavior?



## Functions of Behavior

### GET Something (we like)

INTERNAL	EXTERNAL
Relaxation	Attention
Self-Stimulation	Choice
Justice/Fairness	Objects/\$
Sensory Input	Praise
Enjoyment	

### AVOID Something (we don't like)

INTERNAL	EXTERNAL
Failure	Task
Embarrassment	Sensory Input
Boredom	Peers/Teacher
Anxiety	Homework
	Chores



Adapted in part from Addressing Student Problem Behavior—Part II: Creating Positive Behavioral Intervention Plans and Supports (Center for Effective Collaboration and Practice, 2009)

## FUNCTIONS?

Blame the Student? / Absolve Staff from

- Manipulative Accountability?
- Non-compliant
- Must be sensory
- Get my attention
- Not motivated
- Can't get what he wants
- Doesn't WANT to do it



## Avoid Fundamental Attribution Errors

### Avoid:

"Tony always pushes because he is so angry."  
 "Carson is so manipulative because you know he is an only child and is used to getting his own way."

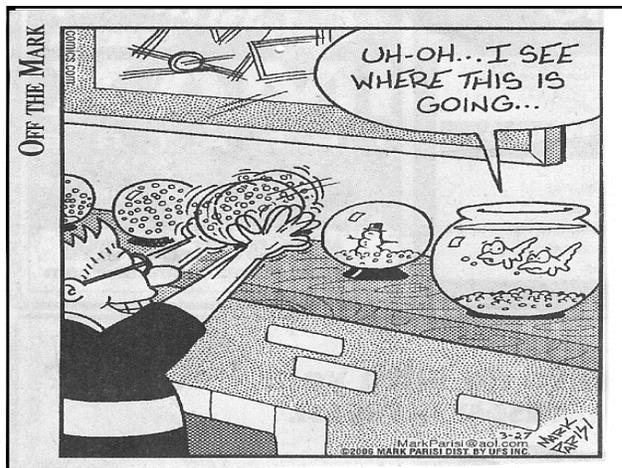
### Instead:

"When peers do not answer Tony, he pushes them until they respond to him."  
 "Carson argues and uses profanity when he is told that he can't do what he would like to do."



## Behavior of Students with Asperger Syndrome and Emotional Impairment can look similar

- Misunderstanding of the Intent of the Behavior
- What is the student getting out of the behavior?
- Social awareness in Emotional Impairment - Funny to others
- Lack of social awareness in Asperger Syndrome
- Repeated misunderstanding of the context of which the behavior occurs – Asperger Syndrome





Look through your ASD  
glasses...



## Understanding Behavior

### Positive Behavior Intervention Support Perspective

- Behavior is COMMUNICATION
- Behavior serves a FUNCTION
- Behavior is influenced by:
  - internal events such as physiological condition (e.g., earache)
  - emotional state (e.g., anxious, scared)
  - factors outside the immediate context, including relationships, activity patterns, and lifestyle issues.
- Behavior is related to and governed by its CONTEXT:
  - ENVIRONMENT



Horner, R., 2000



## Possible Function?

When peers try to talk to her, **Mariah turns away, does not respond verbally, and pulls her sweater over her head**; peers move away.

When the teacher gives her corrective feedback about her work, **Mariah turns away, does not respond verbally, and pulls her sweater over head**; the teacher sits next to her, rubs her shoulders and says comforting words.



♦ **Marci was observed grabbing toys and objects from others**

**Marci was observed tickling peers under the chin while giggling, moving from one peer to the next. None of the children appeared to be enjoying this**

♦ **Marci was observed pulling at girls' ponytails and accessories;**

**Marci was noted to state, "I want to poke her in the eye" and "I want to kick her"**

What would be your response to this behavior?



Marci was observed grabbing toys and objects from others and appeared unaware that the other child was using or playing with the object. Marci was observed tickling peers under the chin while giggling, moving from one peer to the next. None of the children appeared to be enjoying this, but Marci did not seem to recognize their displeasure.

Marci was observed pulling at girls' ponytails and accessories; Marci has not been noted to pull hair other than in pony/pigtails or when there are accessories present. Marci was noted to state, "I want to poke her in the eye" and "I want to kick her" in a very unemotional manner not directed at anyone. Despite her statement, Marci has not attempted to do the things that she says.



What would be your response to this behavior?



Marci was observed grabbing toys and objects from others, while yelling, "I had it first!" and pushing peers away. Marci was observed tickling peers under the chin while giggling, moving from one peer to the next. None of the children appeared to be enjoying this, but Marci kept saying, "Am I bugging you yet?" and "Isn't this so funny?"

Marci was observed pulling at girls' ponytails and accessories; she will say, "I don't like your hair like that-it looks stupid." Marci was noted to state, "I want to poke her in the eye" and "I want to kick her" while being redirected from an argument with a peer. Marci has previously shoved, kicked and poked this girl when she doesn't do what Marci wants her to do.



What would be your response to this behavior?



### What gets Educators in trouble? Only have Path B in their pocket

- Misunderstanding of the Intent/Function
  - Asperger – Repeat the Topic
  - Emotional Impairment – Switch topics to get a different response
- Reward System – No Reciprocity
  - Asperger – No Effect (Jedi Code)
  - Emotional Impairment – Will Respond



### My Next Steps...

- Acceptance of the Asperger/ASD identification
- Responsibility to reduce attribution errors
- Privilege to be a positive impact in a life

a

The 3 things that I will change in my relationship and interactions with the student are...

b

The 3 things that I will do to help others understand the student are...



Thanks For Your Time!

