

A Demonstration of Receptive Language Sensory Processing Impairment

On average, according to international research studies, children with autism comprehend and “process” only about 1/3 of the words spoken to them by their parents and teachers. To help a friend understand how this form of SPI feels, read these word sequences slowly and clearly to your friend. In each case they are every third word of the first line of a famous song. Read only the word sequences and ask your friend to tell you from what song they are taken. From how many of these ten word sequences can your friend identify the song from which they are taken?

Because individuals with autism often have disturbed auditory sequencing, an even closer analogy to an autism-like form of receptive language impairment is to read these word sequences backwards, from right to left.

Camptown Races	ladies song doo race miles doo goin’ all to day
Shortnin’ Bread	little on two and most for and say children bread
Home on the Range	oh a the and and play is discouraging the not day
Twinkle Twinkle Little Star	little I you above so a the twinkle how what
Silent Night	night all all round mother holy tender sleep peace heavenly
Bill Bailey	won’t home won’t home the long the I’ll rent I’ve wrong
I Want a Girl	want just girl dear she pearl only Daddy
On Top of Old Smoky	on old covered I true accountin’ for pleasure is false is a
The Star Spangled Banner	oh you the light proudly at last broad bright the
Oh Susannah	rained the left it the hot to don’t oh you me

The Eight Sensory Tasks of Note-Taking

1. Sustained attention

Keep listening to the teacher for long periods of time despite distractions. For example, the teacher says: “The most important battle and what is generally regarded as the turning point in the Civil War was the Battle of Gettysburg, Lee’s first and, it turns out, final thrust into territory claimed by the North.”

2. Auditory decoding

Understand the meaning of what was spoken, including individual words (“thrust,” “territory”), phrases (“Civil War” “turning point”), and groups of words (“claimed by the North,” “most important battle”).

3. Verbal encoding

Summarize complicated groups of words into a few words (“Gettysburg was the turning point”).

4. Long-term visual and auditory memory

Recall how to spell and print “Gettysburg was the turning point.”

5. Visual planning

Decide where to print the words on the page and how large to print them.

6. Eye-hand coordination

Grip the pen correctly and print the words accurately and legibly.

7. Immediate auditory memory

While printing “Gettysburg,” be aware that the next word is “was”; be aware that “the” comes next while printing the word “was,” and so on throughout the entire word series “Gettysburg was the turning point.”

8. Integration of the first three tasks

While printing the word series “Gettysburg was the turning point,” sustain attention, auditorily decode and verbally encode new words the teacher says.

By John F. Taylor, Ph.D. Permission to photocopy granted.

Timed Spelling Test

1.

2.

3.

4.

5.

6.

Houseplants, in decreasing order of air-detoxifying ability

The best are at the top, and those near the bottom are about half as efficient

Boston fern
Florist's mum
Gerbera daisy
Dwarf date palm
Janet Craig
Bamboo palm
Kimberly queen fern
Rubber plant
English ivy
Weeping fig
Areca palm
Corn plant
Lady palm
Schefflera
Dragon tree
Warnecke
Lily turf
Dendrobium orchid
Dumb cane (Exotica)

My Calm-Down List

1. Social

- Talk with a friend or trusted adult
- Play with a friend or pet
- Walk away
- Get hugs from a parent
- Get a blanket wrap from a parent

2. Physical

- Punch a punching bag
- Run around a safe "course"
- Do jumping jacks (rebounder or mat)
- Ride a bicycle or tricycle
- Take a brief refreshing walk
- Pull weeds

3. Expressive

- Play a musical instrument
- Write down feelings and thoughts
- Compose a poem or song about feelings or thoughts
- Draw a picture of how you feel and what you want
- Work with soft-textured, pliable materials
- Develop an expressive dance

4. Centering

- Pray
- Read scriptures or inspirational literature
- Take a shower or bath
- Take a nap
- Listen to soothing, inspirational, uplifting music
- Read a soothing, inspirational, uplifting book
- Listen to a soothing, inspirational, uplifting audio CD
- Watch a soothing, inspirational, uplifting DVD or video
- Do deep breathing
- Meditate
- Do Yoga positions
- Rest in a comfortable, relaxed body position
- Engage in positive visualization
- Lie down in a sleeping bag

The Taylor Classroom Problem Events Form

Description of the event

Immediately before the event (antecedents)

During the event

Immediately after the event (aftermath)

Intensity: **Borderline** **Mild** **Moderate** **Severe** **Profound**

Duration: _____ minutes altogether (sum of event & aftermath times)

_____ event itself

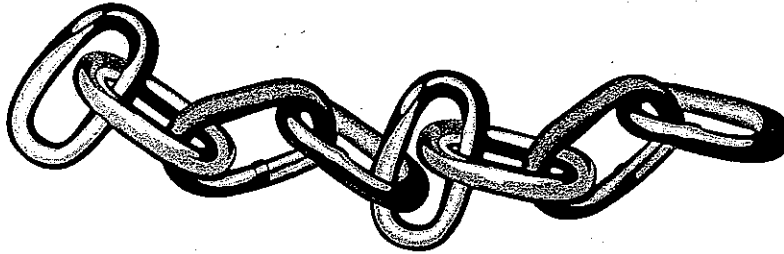
_____ aftermath delay in resuming full class participation

Comments:

Considerations for the future:

The Homework Chain

Which links are weak or broken?



- ☐ (1) Realize an assignment is being given
- ☐ (2) Understand the assignment
- ☐ (3) Record the assignment accurately
- ☐ (4) Understand how to perform the assignment correctly
- ☐ (5) Check to bring correct books home
- ☐ (6) Arrive home with materials and the homework assignment
- ☐ (7) Begin the homework time
- ☐ (8) Complete all homework
- ☐ (9) Check that it is complete, accurate, and neat
- ☐ (10) Set completed homework in a special place
- ☐ (11) Take completed homework to school
- ☐ (12) Arrive at class with completed homework
- ☐ (13) Turn completed homework in on time



Repairing the Homework Chain

by John F. Taylor, Ph.D.

From *Answers to A.D.D.: The School Success Tool Kit* (video)

(1) Realize an assignment is being given

(2) Understand the assignment

(3) Record the assignment accurately

SOLUTIONS:

The organized notebook

The five L's of notetaking

Helper who checks that the student has copied the assignment correctly

Helper who writes the assignment for the student

Helper can be:

a "Docile Dora,"

a pal

the teacher

(4) Understand how to perform the assignment correctly

SOLUTIONS:

Helper who checks that the student understands

Prearranged signal that indicates a request for clarification

(5) Check to bring correct books home

(6) Arrive home with materials and the homework assignment

SOLUTIONS:

An extra copy of every textbook at home

Bring all books home every day

Come straight home

The organized notebook

Teacher-supplied lesson plans at home each week



(7) Begin the homework session

SOLUTIONS:

One-half hour after arriving home from school

Between 3:00 and 6:00 is ideal

A refreshing "break" and nourishing snack during the one-half hour

(8) Complete all homework

SOLUTIONS: "SIMPLE"

S: Sequencing: choose one or the other

PROGRESSIVE DIFFICULTY method

Do hard items last

"If you can't solve it in two minutes stop and try it again later"

"If after the second try you still can't solve it in two minutes, seek help before trying further"

ROTATION Method:

Set a timer for within the student's ordinary attention span (e.g. 10 minutes)

Student changes study subjects at every buzzer or bell

I: Insulation from

The telephone by taking messages

People by doing homework in a quiet location

Sounds by having "white noise" available

M: Materials: Two bins and a well-lit desk

Desk always ready for student use

Access to computer and encyclopedia

Three P's: Pens, Paper, and Pencils in a bin

Other needed supplies in a second bin

P: Position: Sitting erect

L: Lighting: Bright and from two directions

E: Energy break: Student moves around, gets a drink of water, etc.

Every thirty minutes, or

Ten percent of on-task time



(9) "CAN" the homework: make sure it is ready to present
SOLUTION:

Student or parent checks for:

Completeness

Accuracy

Neatness

Keep feedback as advice, not enforced as a matter of discipline

(10) Set completed homework in a special place
SOLUTION:

Homework pocket in the organized notebook

(11) Take completed homework to school
SOLUTIONS:

Obstacle at the door; the notebook is:

Attached to or next to the student's shoes or jacket

Blocking the door on a chair

In a basket or mailbox mounted at eye level on the wall next to the door

(12) Arrive at class with completed homework

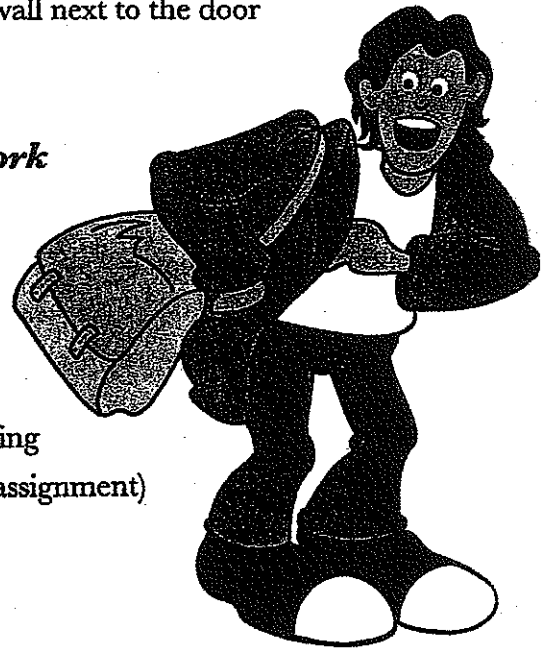
(13) Turn completed homework in on time
SOLUTIONS:

The organized notebook

Special helper

The Five L's of simplified note taking

Peel-off stickers on notebook cover (1 per assignment)



From *Answers to A.D.D.: The School Success Tool Kit* (video)

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