

Temple grandin assignment



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Her nanny spent many hours engaging with her, but also allowed her a little bit of time each day to engage in autistic behaviors that Grindin called 'calming' (Grindin, 2011, p. xvii). She says that through engaging with others she was able to learn many social skills although it was a process filled with much hard work. Ultimately, it was that hard work along with perseverance that led her to where she is today. She said, "there was a point when I realized that I had to do some things about my own behavior" (Grindin, 2011, p. xiii).

By taking responsibility for her actions she was able to propel herself into a successful career in animal science which has led to opportunities to work as a professor at Colorado State University, become a best-selling author, and consult for many Fortune 500 companies (Grindin, 2011, p. xiv). Aside from her academic and professional accomplishments, she has also become a beacon of hope for many children with autism and for their parents as well. She has shown that it is possible to overcome the negative aspects of autism. Her books and lectures have affected many people.

In her book, *The Way I See It*, Grindin presents a well-articulated personal account of autism alongside a scientific view of the disorder. She offers insight that could not have been previously imagined. Her life and work is a true testament to hard work and the abilities that each person has within them, regardless of labels or disorders. While reading the book for myself I was very impressed by her articulation of thought. There are many typical people who could not write about such a difficult topic in such a clear and concise manner.

In addition to this, she is able to explain many aspects of autism in a new light so that those who are not affected by it personally can better understand. She relates the information in a way that the reader is able to connect to the diagnosis. There are many aspects of autism, like the ensure issues, that thought understood, but after Grandson's insight I feel even better prepared to teach spectrum students. When viewing Temple Grandson's lecture I was very surprised at how well she spoke in front of an audience.

Public speaking does not come easily to any individual and she seemed comfortable where she was. Once again, the information she presented was clear and concise. Her body movements, particularly hand gestures, were something that could be observed of any person with autism, but she did not allow them to get in the way of her message. All in all, I am amazed that a person with so many things working against them could overcome all obstacles to become such a successful, well-adjusted member of society.

Part 2 Autism is referred to as a spectrum disorder because of the vast differences between each case.

Each and every person diagnosed With autism has a unique profile and personality that interacts with their disability. For this reason, autism manifests differently in each and every individual. Although there are uniting factors, particularly in the fields of social and behavioral development, there is an even greater diversity in functionality of people with autism. As a result of this, a nonverbal adult and an award-winning scientist may both have received a diagnosis on the autism spectrum (Grinding, 201 1 , Espalier's Syndrome is a milder diagnosis on the autism spectrum.

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The main difference between autism and Speakers is that many individuals with Espalier's show little to no delay in speech. They are often extremely intelligent, usually in one particular field. Despite this, individuals with Espalier's Syndrome typically struggle socially and have other sensory issues liken to autism. To the untrained eye Espalier's is less obvious than autism, but a professional can easily decipher the symptoms. Because it is less obvious, many children with Espalier's syndrome are not diagnosed until age eight or nine as opposed to children with autism who are usually diagnosed by age three or four.

Like autism, the label placed on an individual may change over the years because of improvements, but, like autism, it is also a life-long biomedical condition (Grinding, 2011, p. 8). Grinding believes that the most challenging aspect of autism is the sensory issue that comes with it. Sensory issues, whether it is related to touch, sound, or smell, are variable in nature and they vary on a case-by-case basis. Individuals with autism can be hyper or hypersensitive in any sensory area. One reason that Grinding believes this is the most problematic issue is because it is not well understood by those not affected by autism.

It is difficult to understand an alternate sensory reality for those that have not experienced it. For this reason, many people have chosen to ignore it because they simply cannot wrap their head around it. This makes it extremely difficult for people with autism to function normally when their sensory issues are not given credit by others (Grinding, 2011, p. 82). In addition to this, sensory issues often spur children to act out because of their discomfort. According to Grinding (2011), parents' most important qualities

of creating an intervention method are self-motivation and an unflinching desire to help their child (p. 3). With these qualities it is not necessary to find the most expensive intervention method, but the most effective for their child. The most important thing is that the child is receiving intensive one-on-one time in order to develop their language and behavior skills. The particular people selected to work with the child can either make it or break it. Whether it is a parent, grandparent, volunteer, or professional, their involvement should be intensive and consistent. In addition to this, school therapists can be a good resource for parents. However, their limited time with the child is not enough.

The outside attention is essential to development. The program should be well defined and strictly enforced, but, most importantly, it should be child-focused. Ultimately, just like a typical child, they will amount to what is expected of them. Grinstead (2011) says that any child "can learn and succeed when others around them believe in their abilities and hold high expectations for them" (p. 3). An intervention method is only as effective as the attitude of the people working with the child. Regressive autism differs from classic autism mainly in the area of language acquisition.

Children with regressive autism lose language skills that they previously had. Children with classic autism typically have delayed language development as well as delayed social and motor skills. They are affected by their disorder from birth onward. On the contrary, children with regressive autism develop like typical children up until around eighteen to twenty-four months of age. At that point they begin to lose these skills. The reason why this occurs has

yet to be determined, but regressive autism has been studied and documented by numerous autism researchers (Grinding, 2011, p. 9).

Many children with autism must be taught how to generalize. It is not something that comes naturally to them. Autistic minds operate specific to general, in a “ bottom-up” approach. In order to understand a generalization, spectrum children must be exposed to many specifics that fall beneath that category. They may need to experience many examples of dogs before they can store away each of those images in order to reach a generalization of what a dog is (Grinding, 2011, p. 47). Common sense does not come naturally to people with autism and Espalier’s. Teaching common sense begins with teaching flexibility.

Spectrum children should not be confined to a particular schedule. They are predisposed to rigid behavior and thinking. Because of this, it is necessary for caregivers to sometimes change the plan (Grinding, 2011, p. 43). This will teach the child how to adjust to change that may occur in the future. Another option for teaching flexibility is to illustrate how categories can change. Different objects often fit into more than one category. Playing category-forming games can be beneficial to these children (Grinding, 2011 , p. 46). By working through this with a child with autism they will better grasp the concept of flexibility.

Along with flexibility and commonsense, abstract thinking must be taught to children with autism. Each of these concepts must be taught with many specific examples. Over time the specific examples of an abstract idea will help form the concept itself. It is a process that takes time and repetition in

order to be successful (Grinding, 2011 p. 49). Motivation can also be challenging for spectrum students. Many children with autism or Espalier's have areas of specific interest in which they are highly motivated, but they may not take as much initiative in subjects outside of their area of interest.

In order to teach motivation to children with autism it is important to first emphasize their special interest. Many spectrum individuals receive great value and motivation from their particular interest. Parents and teachers can piggyback off of this motivation by explaining to the child that in order to further themselves in that area they must also complete other courses to progress in their education (Grinding, 2011, p.1 It should not be forgotten that an obsession or fixation has motivation potential for the child (Grinding, 2011, p. 59). It is up to the caregiver to determine how to use this to their advantage.

In addition to this, in order for spectrum children to gain interest in a certain subject they must be exposed to it in some form. By visiting different offices and exploring different careers, they may be able to find something in which they are interested. As a result of this, they will have a career aspiration and will be motivated to continue their education (Grinding, 2011, p. 52).

Teaching problem-solving skills should be started at an early age and should be a part of daily life. It is best to begin with concrete projects and gradually transition into abstract problem solving (Grinding, 2011, p. 9). Parents and teachers should challenge students to improve their problem-solving skills by guiding them without actually explaining how to complete the process (Grinding, 2011, p. 68). Temple Grinding (2011) calls herself " a strong proponent of sensory integration" (p. 97). The purpose of sensory integration

is to either calm a child with hypersensitivity or excite a child with hypersensitivity so that they will be at their optimal state for learning. Because of this, many occupational and speech therapists are conducting joint sessions.

The TO may stimulate the child by using a swing and the speech therapist works with the child when they are able to learn best (Grinding, 2011, p. 98). A mono-channel learner is one that cannot learn from more than one input at once. They can process audio or visual content, but not both at one time. For some students it is best that they receive oral testing as opposed to the traditional written test (Grinding, 2011, p. 104). Many students on the picture could perform much better on standardized tests if they were adjusted to meet the needs of the students.

Clipping occurs when an individual with autism makes time to switch from one task to another and subsequently does not process the first part of what is being said to them. To avoid this problem parents and teachers should start with an introductory phrase like “ I have something to tell you. ” That way if there are instances of clipping, it does not affect the valuable information presented after the introductory phrase (Grinding, 2011, p. 111). Grinding stated that all behavior is communication. This is especially true of nonverbal individuals because using their words is not an option.

For many children with autism, screaming is the only way they know how to communicate when they are upset. They may throw wild temper tantrum because of something that could easily be remedied. For this reason, it is important for parents and educators to detect why the child is acting in such

a manner (Grinding, 2011, p. 129). Like any typical child, their actions have a meaning. The Theory Of Mind (TOM) is acknowledging that each person has their own perspective. Many children with autism have a difficult time differentiating their own thoughts and experiences and those of others.

They may not be able to relate to how another person feels if they are not experiencing a similar emotion. The Theory of Mind is important in education because it is often used to teach children abstract concepts like the Golden Rule. However, when instructing children on the spectrum, this is not the best strategy. They require many specific examples as opposed to an abstract concept, like the Golden Rule (Grinding, 2011, p. 169). Working on social rules is an important part of equipping children with autism and Espalier's.

It is essential for their integration into society. Because individuals with autism think literally, it is often difficult for them to comprehend social rules. For this reason, many social rules that a typical person would be expected to abide by, would not be understood or obeyed by an individual on the spectrum (Grinding, 2011, p. 177). It is necessary for their teachers, parents, and caregivers to carefully explain social cues and norms. In addition to this, the individual can learn about social rules from being a part of a classroom or other group setting.

Many times the best way to learn is through personal experience. ART 3 As a future educator, I learned many different approaches to autism and specific examples of how to accommodate spectrum students from Grandson's book. First and foremost, it is most important for a teacher to believe in each Of

their students, which is also addressed in the Scholar-practitioner Tenet 3. When discussing this topic Grindling (2011) said, “ people with SAD can learn and succeed when others around them believe in their abilities and hold high expectation of them” (p. 23).

I believe that this extremely important for any student, but especially for students with autism. Unfortunately, not everyone will be sympathetic to his or her disability, but the classroom should be a safe, welcoming place for everyone. Another strategy that stuck with me was individualizing. It will require extra time and energy, but it is important that students with autism and Espalier's receive individualized focus, even in mainstream classrooms. Grindling (2011) says, “ parents should identify which way their child learns best and then use that method” (p. 56).

This can also be extended to teachers. It will ease the workload of the educator as well as the student if they are accommodating the learning style of the individual with autism. In addition to this, this quote also emphasizes the importance of collaboration between parent and educator. The process of education cannot be the sole responsibility of the parent or teacher when the child spends their time divided between the two. Communication is of the utmost importance. The parents and teachers can combine their skills and knowledge to provide a well-rounded, individualized approach to education.

When addressing learning styles it is necessary to detect which of the student's senses are working best. If a student with autism struggles to listen to directions, it may be that they simply need written instructions. Grindling

2011) says that classrooms today are “based on visual and auditory sharing of information” (p. 108). Fortunately, most SAD students learn best using one of these senses. However, there is a portion that learns best using their sense of touch. These particular students may need accommodations in order to reach their optimal ability within the classroom.

It is the responsibility of the educator to detect which sense is best and to adjust their lessons to accommodate students with disabilities. Medications can be very helpful for some children with autism and Espalier's. At the same time, medications can cause some issues in the classroom. When a student is first placed on a medication it can take some time to become accustomed to it. This is another situation that requires communication between parents and teachers. In the opinion of Grindling (2011), the use of medication should be assessed in a “logical, methodical manner” (p. 198).

It is important to be understanding during the transition period and to ensure that any medication needed throughout the day is distributed. Finally, what found most interesting in regards to teachers was Grandson's (2011) observation that “the person actually doing the teaching is often a more important part of the equation than is the method” (p. 17). Ultimately, good teachers use the same methods and they adapt to what their students need. Student-focused teaching is much more valuable than any method or strategy that could be used. I hope to relate to my students in a way that will allow me to effectively influence their lives.

PART 4 There were many aspects of Grandson's book that found interesting. Much of the new information stuck with me and will affect the way I view

students with autism in the future. One aspect of autism I find very interesting are the sensory issues. Because it is not something that can personally relate to, mind the physical aspect of sensory issues fascinating. Grinding (2011) says these issues are “ more a matter of degree than being either present or absent in people” (p. 81 Determining the level of sensory issues is important for teachers because it is their responsibility to create a comfortable learning environment.

Another strategy found interesting was to avoid multi-tasking (Grinding, 2011, p. 83). Personally, I am a huge fan of multi-tasking. If I can get more than one thing done at once then will. However, this teaching strategy would cause distress for an individual with autism. They often need quiet, distraction-free zones in order to focus on their assignments. Will do my best to provide an environment that will cultivate learning. On this matter Grinding (2011) says, “ very simple interventions can have amazing effects” (p. 84). Because of this, it is important for teachers to pay close attention to the needs of spectrum students.

In relation to multi-tasking, it is difficult for a student with autism to switch gears quickly. They need time to prepare their minds for the next task. In relation to the typical mind Grinding (2011) uses the comparison of “ dial-up rather than high-speed internet connections” (p. 111). Because attention shifting is slow for spectrum students, teachers should use strategies to prepare students for the shift. A good way to do this is with verbal warnings. Informing a student before changing activities can mentally prepare them. Another autistic tendency that I found interesting is the eye movements.

For a typical person in conversation it is natural to look their companion in the eyes, but this is not the case for individuals with autism. They usually look at the mouth of their companion. There are many reasons for this. One reason is because they are often hard of hearing. When speaking of her personal experiences Grindling (2011) says, “ looking at the mouth of the person talking makes hearing the correct word easier” (p. 175). Another reason for this behavior is because they often do not understand the use of the eyes in communication (Grinding, 2011, p. 175).

For this reason, it would not be the most effective for a teacher to use facial expressions or eye movements when communicating with spectrum students. Something that I was not previously familiar with is the use of specialized diets, particularly with children diagnosed with regressive autism (Grinding, 2011, p. 200). It makes sense to me that a biomedical approach could be effective. Grindling (2011) says, “ I would recommend trying some of the biomedical treatments first” (p. 200). A non-invasive method, like a diet change, should be attempted before medication.

A specialized diet could benefit the spectrum individual with many facets of their disability, including depression and anxiety (Grinding, 2011, p. 202). In addition to these concepts, the article about savants was interesting to me. Research shows that individuals with autism excel in certain areas that typical brains do not (Grinding, 2011, p. 241). There is evidence that savant skills are related to an individual's direct access to the visual or musical parts of the brain. These connections can give the individual with autism an advantage when compared to a typical mind.

Of savants Grindling (2011) says, “ I have always thought that genius is an abnormality’ (p. 241). It is amazing that autism can manifest in savant skills for one child while producing unbearable sensory issues for another. I would definitely recommend Grandson’s book to other future educators.

Grandson’s first-hand experience of autism is unlike any other literature I have encountered on the subject. I feel more knowledgeable after reading The Way See It. I also feel that the book equipped me with practical ways to teach and are for a child with autism or Speakers.