

"THE HIDDEN CURRICULUM"

Assisting Individuals with ASD to Navigate the Unwritten Rules of Various Environments



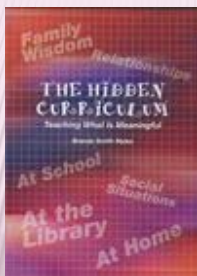
Margaret Hildebrandt
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WORKSHOP OUTCOMES

- ✗ To understand the scope and complexities of the "Hidden Curriculum"
- ✗ To consider how the **characteristics of Autism Spectrum Disorders** impact the development of social skills
- ✗ To consider the **factors involved in selecting appropriate social skills** to work on
- ✗ To become familiar with a variety of **techniques, strategies and resources** which are effective in assisting individuals with ASD to develop a better understanding of the Hidden Curriculum

TEACHING WHAT IS MEANINGFUL

Brenda Smith Myles



What is the Hidden Curriculum?

WHAT IS THE HIDDEN CURRICULUM:

“The set of rules or guidelines that are often not directly taught but assumed to be known.”

Myles, Brenda Smith. Trautman, Melissa L. Schelvan, Ronda L. *The Hidden Curriculum. Practical Solutions for Understanding Unstated Rules in Social Situations.* Swallow Mission, KS. Autism Asperger Publishing Co. 2004. p.g. 5

When is it OK to eat something off the ground?

NAVIGATING THE SOCIAL WORLD

Is like:

“trying to build a 1000 piece puzzle without a picture”

Ros Blackbury

WHAT IS THE HIDDEN CURRICULUM:

Includes:

- ❖ Guidelines for behaviour

SOCIAL SKILL FUNCTIONS

- ✕ Initiate
- ✕ Self-regulation
- ✕ Follow rules
- ✕ Provide positive feedback
- ✕ Provide negative feedback
- ✕ Obtain cues



SOCIAL SKILL FUNCTIONS

- ✕ Provide information/assistance
- ✕ Requests/accepts assistance
- ✕ Indicate preference
- ✕ Cope with negative
- ✕ Terminate

Ford, Schnorr, Meyer, Davern, Black, Dempsey. The Syracuse Community-Referenced Curriculum Guide for Students with Severe and Moderate Disabilities. Paul H. Brookes Publishing Co., Baltimore, Maryland. 1989. p.g. 175-177

WHAT IS THE HIDDEN CURRICULUM:

Includes:

- ❖ Guidelines for behaviour
- ❖ Idioms, metaphors and slang

FIGURATIVE SPEECH AND IDIOMS



WHAT IS THE HIDDEN CURRICULUM:

Includes:

- ❖ Guidelines for behaviour
- ❖ Idioms, metaphors and slang
- ❖ Facial expressions

(adapted from Myles, Brenda Smith, Trautman, Melissa L. Schelvan, Ronda L. *The Hidden Curriculum, Practical Solutions for Understanding Unstated Rules in social Situations.* Shawnee Mission, KS, Autism Asperger Publishing Co. 2004. p.g. 7)

FACIAL EXPRESSIONS

✖ EYES wide open	✖ Surprise, amazement
✖ EYES almost closed	✖ Disbelief, doubt
✖ EYES looking down	✖ Sadness, being ashamed
✖ EYEBROWS pulled close together and down	✖ Thinking, confused
✖ MOUTH open wide	✖ Surprise, shock
✖ MOUTH turned down	✖ Unhappy, disappointed
✖ CHIN lifted, pushed forward	✖ Proud, tough, defiant

WHAT IS THE HIDDEN CURRICULUM:

Includes:

- ❖ Guidelines for behaviour
- ❖ Idioms, metaphors and slang
- ❖ Facial expressions
- ❖ Body language

(adapted from Myles, Brenda Smith, Trautman, Melissa L. Schelvan, Ronda L. *The Hidden Curriculum, Practical Solutions for Understanding Unstated Rules in social Situations.* Shawnee Mission, KS, Autism Asperger Publishing Co. 2004. p.g. 7)

BODY LANGUAGE

✖ HEAD leaning to one side	✖ Thinking, listening, confused
✖ HEAD tilting up	✖ Frustration
✖ ARMS folded across chest	✖ Listening, unapproachable
✖ HANDS on hip	✖ Bored, frustrated, waiting for an answer
✖ FINGER pointing	✖ Threat, giving directions, getting in trouble
✖ BODY sitting forward in chair	✖ Listening, interested, nervous

WHAT IS THE HIDDEN CURRICULUM:

Includes:

- ❖ Guidelines for behaviour
- ❖ Idioms, metaphors and slang
- ❖ Facial expressions
- ❖ Body language
- ❖ Voice

THE HIDDEN CURRICULUM CHANGES

- ❖ Differs across age
- ❖ Differs across gender
- ❖ Differs across cultures
- ❖ Differs on who you are with
- ❖ Differs on how many people you are with
- ❖ Differs across environments

Adapted from Myles, Brenda Smith, Trautman, Melissa L, Scheivan, Ronda L. *The Hidden Curriculum, Practical Solutions for Understanding Unstated Rules in social Situations*. Shawnee Mission, KS. Autism Asperger Publishing Co. 2004. p.6

DO YOU ASK FOR A BATHROOM BREAK?



THE INTERNATIONAL CENTRE FOR BATHROOM ETIQUETTE

www.icbe.org

URINAL ETIQUETTE

- General Urinal Etiquette
- Kiddie-Sized Urinals
- Trough Urinals
- Urinals with Partitions
- Corner Urinals

AT HOME, AT WORK

- Bathroom Etiquette at Home
- Etiquette at Someone Else's House
- Workplace Bathroom Etiquette
- Seat Up, Seat Down

ETIQUETTE FOR SPECIAL SITUATIONS

- Women's Bathroom Issues I
- Women's Bathroom Issues II
- Email in the Bathroom
- Talking in the Bathroom
- You have to Pee **Really** Badly
- Hanging the Toilet Paper
- Talking On Your Cell Phone
- Fully Occupied Bathrooms

- Bathroom Etiquette in Poker
- Halftime at the Game
- Those One Person Bathrooms
- Stalls Without Walls
- Which Sink to Use
- East Coast vs. West Coast
- Masturbating in the Bathroom
- Using Opposite Gender Bathrooms

INTERNATIONAL BATHROOMS

- Australia
- Canada
- The Czech Republic
- England

- Germany
- Greece
- Iran
- Japan

VISUALILY/GUIDE-BATHROOM-ETIQUETTE

in General



Male Only

1

WASH YOUR HANDS!

2

DON'T LEAVE THE SEAT UP!

3

DON'T LEAVE AN EMPTY ROLL HANGING!

4

DON'T LEAVE WET TOWELS ON THE FLOOR!

5

DON'T WIPE MAKEUP ON THE TOWELS!

6

DON'T LEAVE A DIRTY BATH!

7


GIVE WAY TO EMERGENCY CASES

8

DON'T WASTE TIME IN THERE!



7




9 ALWAYS CLOSE THE DOOR
No one needs to see you doing your business!

10 STAND CLOSER TO THE TOILET
This isn't a time for target practise!

in Public

Depending on your location, there is additional etiquette which you should take into consideration:



1 NEVER MAKE EYE CONTACT!

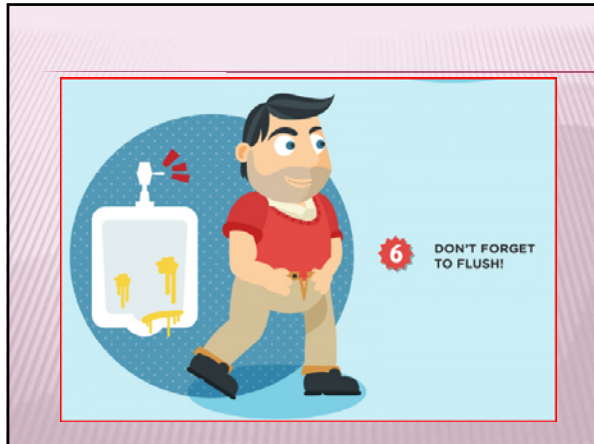
2 NEVER LOOK TO YOUR SIDE!

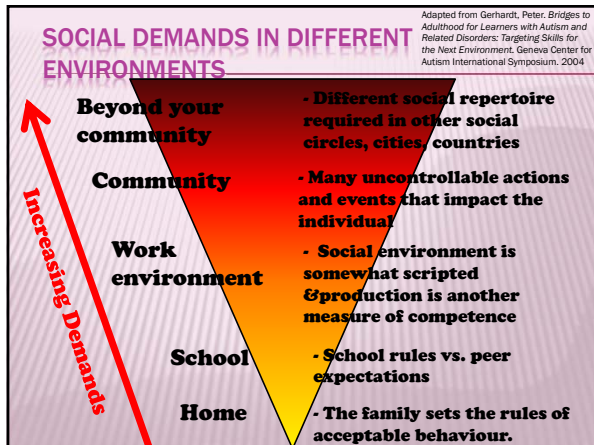
3 LEAVE AS MUCH SPACE AS POSSIBLE
When at a urinal!



4 NO FOOD OR DRINK!
Don't go taking your burger in with you.

5 DON'T LINGER
People will think you are weird.





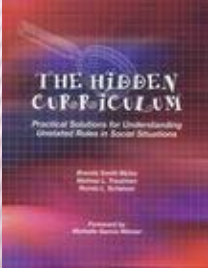
COMPLEXITY OF THE HIDDEN CURRICULUM

Unwritten Rules of Social Relationships
Decoding Social Mysteries Through the Unique Perspectives of Autism

Dr. Temple Grandin
Sean Barron

What Dr. Temple Grandin and Sean Barron Say

HIDDEN CURRICULUM AT SCHOOL



The Hidden Curriculum Practical Solutions for Understanding Unstated Rules in Social Situations

Brenda Smith Myles
Melissa L. Trautman
Rhonda L. Schelven

EXPERIENCING AUTISM. AUTISM ONTARIO



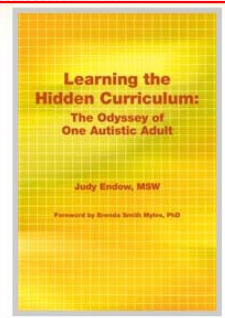
CATEGORIES OF SOCIAL RULES

- × Courtesy Rules
- × Illegal But Not Bad
- × Really Bad Things
- × Sins of the System (SOS's)



× Grandin, Temple. Barron, Sean. Unwritten Rules of Social Relationships. Future Horizons Inc., Arlington, Texas. 2005. p.g. 130m-132

LEARNING THE HIDDEN CURRICULUM BY JUDY ENDOW



- ❖ Written by a 50+ person on the spectrum"
- ❖ Talks about how she learned the hidden curriculum
- ❖ Provides hidden curriculum items which pertain to most areas of adult life
- ❖ Presents a framework for developing the ability to quickly assess a situation and take steps to avoid making social blunders BEFORE they are committed

IMPACT OF NOT KNOWING THE HIDDEN CURRICULUM

- ✗ May be prone to being bullied, made fun of, misunderstood or ignored
- ✗ May have few friends and therefore few opportunities for social development
- ✗ May get in trouble with teachers at school
- ✗ May be seen as being rude

IMPACT OF NOT KNOWING THE HIDDEN CURRICULUM

- ✗ May lead to being taken advantage of
- ✗ Expectations that the code of ethics, values etc. of a workplace will be mastered in a short period of time
- ✗ May have difficulty getting assistance
- ✗ May have difficulties with the legal system



IMPACT OF ASD IN LEARNING THE HIDDEN CURRICULUM

"There is the world of neurotypicals and the world of the person on the autism spectrum. Our perspective and understanding – indeed our very thinking process – is so different than yours, yet we are required to conform to your set of rules. For you social understanding

IMPACT OF ASD IN LEARNING THE HIDDEN CURRICULUM

Asking me to define the unwritten social rules that help or hinder us in forming relationships is like asking me to write a book about the unwritten rules of the people of France. I'm not French; I wasn't born into the culture and I don't know their rules. The same logic applies

IMPACT OF ASD IN LEARNING THE HIDDEN CURRICULUM

Neurological Challenges

- ✖ Cerebellum/ perkinjie cell loss – issues with attention and focusing which are needed to learn social skills
- ✖ Fusiform gyrus – effects ability to recognize faces, focus on objects/activities instead
- ✖ Amygdala issues – causes unusual fears therefore not likely to explore environment

IMPACT OF ASD IN LEARNING THE HIDDEN CURRICULUM

Communication Challenges

- ✗ Receptive language – difficulty understanding language, paraverbal language
- ✗ Expressive language – doesn't always deliver the message in an appropriate way
- ✗ Kinesics – difficulty reading body language



WHY ARE TRANSITIONS DIFFICULT



Sensory Challenges

- ❖ May affect tactile (touch), hearing, vision, gustatory (taste), olfactory (smell), proprioception (spacial awareness) and vestibular (balance) systems
- ❖ Can fluctuate between hypo (craves it) and hyper (wants to escape it)
- ❖ Eliciting stimuli can be unpredictable



IMPACT OF ASD IN LEARNING THE HIDDEN CURRICULUM

Behavioural Challenges

- ✗ Compulsion to engage in certain movements
- ✗ Compulsion to follow certain routines
- ✗ Narrow range of interests
- ✗ Intense emotions
- ✗ High anxiety



IMPACT OF ASD IN LEARNING THE HIDDEN CURRICULUM

“Autism is the inability to single out people as special, separate, unique entities - different from bits of the furniture, different

I have to work out theoretically all the things that you just land yourselves instinctively.”

Ris Blackburn, LOGICALLY ILLOGICALLY Information and Insight into Autism, Geneva Centre for Autism International Symposium, 2006

IMPACT OF ASD IN LEARNING THE HIDDEN CURRICULUM

Theory of Mind (Baron-Cohen 1995)

- ✖ The ability to take someone else's perspective
- ✖ The ability to understand how other people feel and think
- ✖ All people on the spectrum have some degree of “mindblindness”



MOST IMPORTANT SOCIAL SKILL LESSONS

- ✖ Learning social skills is a lifelong process with many opportunities to practice.
- ✖ There are consequences to all of our choices and behaviours.
- ✖ Everyone is responsible for their own actions.

Grandin, Temple. Barron, Sean. Unwritten Rules of Social Relationships. Future Horizons Inc., Arlington, Texas. 2005. p.g. 37

SELECTING HIDDEN CURRICULUM TO WORK ON

Step 1 – Collect information about the individual's strengths and challenges

- ❖ Help the individual to recognize their assets
- ❖ Help the individuals to see their challenges as areas for instruction to reach their goals

SELECTING HIDDEN CURRICULUM TO WORK ON

Step 1 – Collect information about the individual's strengths and challenges

Look at general abilities :

- ❖ Academic Skills
- ❖ Behaviour/Emotional Skills
- ❖ Sensory Issues
- ❖ Motor Skills

SELECTING HIDDEN CURRICULUM TO WORK ON

Step 1 – Collect information about the individual's strengths and challenges

Look at social skills areas:

- ✕ Recognition of nonverbal cues and body language
- ✕ Dealing with anger and frustration
- ✕ Dealing with anxiety
- ✕ Conversation skills
- ✕ Building and maintaining friendships

SELECTING HIDDEN CURRICULUM TO WORK ON

- ✕ Dating
- ✕ Dealing with school and family demands
- ✕ Employment skills
- ✕ Functional life skills
- ✕ Dealing with emergencies

Baker, Jed. Preparing for Life – The Complete Guide for Transitioning to Adulthood for Those With Autism and Asperger's Syndrome. Future Horizons. Arlington, Texas. 2005

SELECTING HIDDEN CURRICULUM TO WORK ON

Categories of Social Skill Deficits

- ✖ **Skill Deficit** – the individual has never learned the appropriate skill
- ✖ **Performance Deficit** – the individual may be able to tell you what has to be done but doesn't do it
- ✖ **Self-control Deficit** – the individual needs support to inhibit impulsive, disruptive or aggressive behaviour because he lacks adequate self-control

Gresham, 1981

SELECTING HIDDEN CURRICULUM TO WORK ON

Step 2– Collect information on the individual's social opportunities

- ✖ **What** activities does or could the individual participate in?
- ✖ **Where** do these activities take place?
- ✖ **With whom** does the individual spend his or her time?

SELECTING HIDDEN CURRICULUM TO WORK ON

Step 3 – Gain an understanding of the hidden curriculum embedded in the activities

Consider :

- ❖ The Social Skills Functions
- ❖ Temple Grandin's "Most Important Social Skill Lessons"
- ❖ Temple and Barron's "Cornerstones of Social Awareness"
- ❖ The 'seemingly obvious'

SELECTING HIDDEN CURRICULUM TO WORK ON

Step 4– Identify the priority skills for the individual

- ❖ Combine information from step 1, 2 and 3
- ❖ Help the individual to determine their goals and which skills they need to reach those goals

SELECTING HIDDEN CURRICULUM TO WORK ON

Step 4– Identify the priority skills for the individual

Ask:

- ❖ Is this skill a critical step towards reaching a goal or participating in a priority activity?
- ❖ Will this skill work towards strengthening peer relationships?
- ❖ Can this skill be generalized to various environments and activities?
- ❖ Can you use the individual's strengths to build up skills in other areas?

Ford, Schnorr, Meyer, Davern, Black, Dempsey. The Syracuse Community-Referenced Curriculum Guide for Students with Severe and Moderate Disabilities. Paul H. Brookes Publishing Co., Baltimore, Maryland, 1989.

BEFORE TEACHING HIDDEN CURRICULUM

Identify a "Safe Person"

- ✗ Someone the individual can go to when they have questions
- ✗ Parent, sibling, teacher, paraprofessional, friend, mentor, job coach

Baker, Jed. Preparing for Life – The Complete Guide for Transitioning to Adulthood for Those With Autism and Asperger's Syndrome. Future Horizons. Arlington, Texas. 2005. pg.19, 20

BEFORE TEACHING HIDDEN CURRICULUM

“Safe Person”

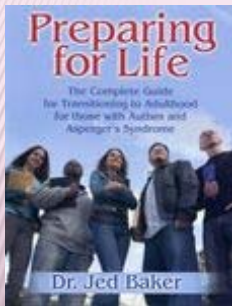
Must be able to:

- ✖ understand the individual's characteristics and perspectives
- ✖ be an active listener
- ✖ knows problem solving techniques
- ✖ can set boundaries

BEFORE TEACHING HIDDEN CURRICULUM

Teach the Individual How to Phrase Questions/Get Information:

- ❖ What does _____ mean?
- ❖ Help me understand.
- ❖ When (a person) says/does _____, what do (they) mean?
- ❖ Show me a better way to.....



Preparing for Life – The Complete Guide for Transitioning to Adulthood for Those With Autism and Asperger's Syndrome.

Baker, Jed.

TEACHING HIDDEN CURRICULUM

Baker, Jed. Preparing for Life – The Complete Guide for Transitioning to Adulthood for Those With Autism and Asperger's Syndrome. Future Horizons. Arlington, Texas. 2005

Step 1 :Explain

- ❖ the rationale for the skill – why it is important and how it may affect the behaviour of others
- ❖ what to do and how to do it

Step 2 :Model

- ❖ the skill and ask for feedback

Step 3 :Role Play

- ❖ the skill to practice

TEACHING HIDDEN CURRICULUM

Step 4 :Generalize

- ❖ develop visuals for the individual to assist them in using this skill in other environments
- ❖ prime the individual before they go into the social situation

Step 5 : Facilitated Practice

- ❖ coach others to set up practice situations in natural environments

Step 6 : Review

- ❖ with the individual, his/her performance

TEACHING THE HIDDEN CURRICULUM – STRATEGIES - SOCIAL NARRATIVES

Stories which:

- ❖ Describe a social situation
- ❖ Describe the relevant social cues in the situation
- ❖ May explain how people feel, and/or think
- ❖ Explain why people act the way they do
- ❖ Describe the appropriate responses to the situation

**TEACHING THE HIDDEN CURRICULUM -
STRATEGIES - SOCIAL NARRATIVES**

Stories which:

- ❖ Are written in the language of the individual, usually in the first person
- ❖ Often includes sensory markers
- ❖ Often includes photographs, drawings, clip art

TRANSITION STRATEGY - SOCIAL NARRATIVES



Playing With My XBox

I love playing with my XBox. I want to do it all the time.

When someone tells me I have to stop and do something else I get mad



and want to yell and throw things. That makes other people scared. I also might break things. I might break my XBox or the TV.

PLAYING WITH MY XBOX

I can't play Xbox all the time because there are many other things I need to do to stay healthy and learn. I need to go to school, eat, play outside and sleep.

When I am told I have to turn the Xbox off, I will close my eyes and do my square breathing 5 times.



When I open my eyes I will stay calm and say "I will play again soon".

I know that I will get to play again soon. That makes me happy.



TEACHING THE HIDDEN CURRICULUM - STRATEGIES - SOCIAL SCRIPTS

- ❖ A "To Do" list
- ❖ Breaks a social situation down into steps
- ❖ Uses simple language
- ❖ Often uses pictures
- ❖ May include a number of choices
- ❖ Does **not** teach social understanding

EXAMPLE OF A SOCIAL SCRIPT

SUN.	MON.	TUES.	WED.	THURS	FRI.	SAT.
	1	2	3	4	5	6
7	8	9	10	11	12	13 ★
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			


On Saturday,
May 13 I am
going to
Grandma's
house.




Grandma is picking me up in her car. We
will drive to her house.

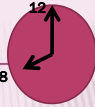


I will have dinner with Grandma.




Then we will watch TV.





Close to 8 o'clock Mom and Dad will pick me up in their car and take me back to our house.



TEACHING THE HIDDEN CURRICULUM - STRATEGIES - VIDEO MODELING

The individual watches a video/DVD of him/herself engaging in a task or activity in order to learn a skill set such as a social skill.

Video Self-modeling

The individual is recorded engaging in a desired behaviour and then views the videotape/DVD as a review or reminder of appropriate behaviour.

Video Instruction

Someone else demonstrates the desired behaviour and the individual views it.

EVERYDAY SOCIAL SKILLS HD APP

Topics Include:

- ❖ Walking
- ❖ Using the Restroom
- ❖ Waiting in Line
- ❖ Asking for Directions
- ❖ Asking for Information/Help
- ❖ Joining the Group



INITIATING SOCIAL SKILLS HD - WORKPLACE APP



Topics Include:

- ❖ Ask for Help/Assistance/Feedback
- ❖ Give Directions
- ❖ Join Others In a Group
- ❖ Apologize/Excuse Self
- ❖ Give Compliment
- ❖ Make a complaint

PERSONAL SOCIAL SKILLS HD - WORKPLACE APP



Topics Include:

- ❖ Be Dependable
- ❖ Take Responsibility
- ❖ Accept Consequences
- ❖ Maintain Hygiene, Grooming and Dress
- ❖ Be Polite and Courteous
- ❖ Tell Truth

RESPONDING TO SOCIAL SKILLS- WORKPLACE AP



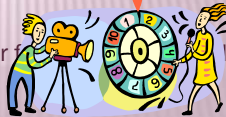
View in iTunes
\$0.99
Category: Education

Topics Include:

- ❖ Follow Directions
- ❖ Understand the Feelings of Others
- ❖ Handle Criticism
- ❖ Respond to Peer Pressure
- ❖ Problem Solving
- ❖ Deal with Angry Person

TEACHING THE HIDDEN CURRICULUM - STRATEGIES - ROLE PLAYING IDEAS

- ✗ Act out a scenario showing the right and the wrong way
- ✗ Use celebrity characters in your scenarios
- ✗ Use areas of the individual's special interest in the scenario
- ✗ Use a game show format such as *Jeopardy*, *Wheel of Fortune* or *Who Wants to be a Millionaire* to review the skill
- ✗ Include peers, siblings, other friends in the role playing



TEACHING THE HIDDEN CURRICULUM - STRATEGIES - POWER CARD STRATEGY

The Script

- ✗ A brief story written at the individual's comprehension level
- ✗ Use the individual's special interest
- ✗ Outlines a problem the character has which is a similar problem to what the individual experiences
- ✗ Has a statement about why a positive behaviour is needed
- ✗ Outlines a 3-6 step strategy

**TEACHING THE HIDDEN CURRICULUM -
STRATEGIES - POWER CARD STRATEGY**

The Power Card

- ✖ Size of a trading card
- ✖ Has a picture of the special interest character
- ✖ Can be carried in a pocket or velcroed inside a book, binder, locker
- ✖ Can be reviewed easily before the situation (priming)

**TEACHING THE HIDDEN CURRICULUM -
STRATEGIES - POWER CARD STRATEGY**

Sidney Crosby loves playing hockey. He has to travel a lot with his team from city to city to play hockey. That means he often stays in hotels to sleep. Sometimes Sidney wants to visit with his team mates or has a question to ask them. When he wanted to visit he used to go straight into their room without knocking. This made his team mates mad because they wanted their privacy. Once he went into a team mate's room when no one was there. His team mate thought Sidney was going to take something that didn't belong to him. Sidney also made his parents and sister mad at home because he would go into their rooms without permission.



**TEACHING THE HIDDEN CURRICULUM -
STRATEGIES - POWER CARD STRATEGY**

Sidney doesn't want to make his team mates or family mad. He realizes that you need to respect other people's privacy so now he remembers these rules when going wanting to visit someone in their room:

1. Use your knuckles to knock on the door 5 times and count to 20.
2. If there is no answer, knock 5 more times and count to 20.
3. If there is still no answer, leave and try again in 30 min. or more.
4. If the person answers the door, look at them briefly and say hello.
5. Tell them what you want by saying "May I visit with you." or "I have a question to ask."
6. If the person says you cannot visit or they will talk to you later you should leave .


TEACHING THE HIDDEN CURRICULUM - STRATEGIES - POWER CARD STRATEGY

Power Card

Example

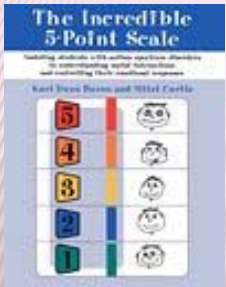
Sidney Crosby wants you to respect other people's privacy and remember these rules about going into someone else's room:

1. Use your knuckles to knock on the door 5 times and count to 20.
2. If there is no answer, knock 5 more times and count to 20.
3. If there is still no answer, leave and try again in 30 min. or more.
4. If the person answers the door, look at them briefly and say hello.
5. Tell them what you want by saying "May I visit with you." or "I have a question to ask."
6. If the person says you cannot visit or they will talk to you later you should leave.



TEACHING THE HIDDEN CURRICULUM - STRATEGIES - 5 POINT SCALE

The Incredible 5-Point Scale



The Incredible 5-Point Scale
Kari Dunn Buron and Mitzi Curtis

- ❖ Visual 5-point scales which reduce abstract ideas to simple numbers
- ❖ Often combined with a social narrative

TEACHING THE HIDDEN CURRICULUM - STRATEGIES - 5 POINT SCALE

Voice Scale

The Incredible 5-Point Scale, Buron, K. Curtis, M. Autism Asperger Publishing Company, Shawnee Mission, Kansas. 2003. p.g. 8

- 5 Screaming/ emergency only
- 4 Recess/ outside voice
- 3 Classroom voice/ talking
- 2 Soft voice/ whisper
- 1 No talking at all

TEACHING THE HIDDEN CURRICULUM – STRATEGIES – 5 POINT SCALE

My Control Scale

The Incredible 5-Point Scale, Buron, K. Curtis, M. Autism Asperger Publishing Company, Shawnee Mission, Kansas. 2003. p.g. 29

	Looks Like	Feels Like	I Can Try To
5	Kicking or hitting	My head will explode	Go to my room and hit my pillow
4	Screaming Almost hitting	All nervous inside	Listen to calming music on ipod
3	Rude talk	Grumpy	Stay away from people I don't like
2	Not weird Regular kid	Great	Enjoy it while it lasts
1	Riding my bike	Calm and free	Stay that way

TEACHING THE HIDDEN CURRICULUM – STRATEGIES – CARTOONING

- ❖ A visual strategy which enhances social understanding and makes the abstract more concrete
- ❖ Can be used to introduce the social rules in an upcoming situation or review what happened in a past situation
- ❖ Thought bubbles help the individual to understand other people's perspectives

TEACHING THE HIDDEN CURRICULUM – STRATEGIES – CARTOONING

Steps:

- ❖ Either the individual or the facilitator draws about a given situation as it is discussed
- ❖ The facilitator give their perspective often putting that perspective into thought bubbles
- ❖ Summarize the situation/cartoon
- ❖ Identify new solutions

Myles, Brenda Smith, Trautman, Melissa L. Schelvan, Ronda L. The Hidden Curriculum, Practical Solutions for Understanding Unstated Rules in social Situations. Shawnee Mission, KS. Autism Asperger Publishing Co. 2004. p.g. 5

DEVELOP A CARTOON

One person be the facilitator and one be the individual with ASD.

Develop a cartoon to help Alex understand the perspective of others when he approaches them in this manner and a more appropriate way to meet others.

Or

Develop a cartoon relating directly to a behaviour that your individual with ASD is challenged by.

TEACHING THE HIDDEN CURRICULUM - STRATEGIES - SOCCSS

- ❖ Teacher directed
- ❖ Puts social and behavioural issues into a sequential form
- ❖ Helps individuals understand cause and effect
- ❖ Helps individuals understand that they have choices in most social situations

TEACHING THE HIDDEN CURRICULUM - STRATEGIES - SOCCSS

Situation – who, what, where, when, why

Option – brainstorm all options that could have been chosen

Consequences – outcomes are identified for each option

TEACHING THE HIDDEN CURRICULUM – STRATEGIES – SOCCSS

Choices – option/consequence pairs are prioritized numerically or with yes/no

- individual chooses the top pair that (s)he feels they can carry out to obtain the desired result

Strategies – involves developing a plan to carry out the chosen option/consequence

Simulation –practice through writing out steps, role playing, cartooning, drawing a picture, discussing with others

TEACHING THE HIDDEN CURRICULUM – STRATEGIES – SOCCSS

Situation – Options – Consequences – Choices – Strategies – Simulation

Situation:
Who : *Jerry and Raja*
When: *lunch*
Where : *lunchroom*
What : *Jerry was sitting beside Raja at the table in the lunchroom. Raja was eating a curry dish. Jerry screamed “OOO that stinks!” and gave Raja a shove. The lunchroom supervisor gave Jerry a detention.*
Why: *Jerry is very sensitive to smells.*

Options	Consequences	Choices
Get up and move to another spot.	There may not be a spot for me to move to.	
	I might get in trouble.	
Grab the curry dish and throw it out.	Raja might punch me.	
	I might get in worst trouble.	

Options	Consequences	Choices
Quietly tell the lunchroom supervisor that the smell really bothers me and ask if I could move.	The LR supervisor will help me find another spot.	
	If the LR supervisor doesn't help me find a spot I could ask someone I know if I could switch places and tell the LR supervisor	
Try to ignore the smell.	The smell will make me feel ill.	
	I might get used to the smell	

Options	Consequences	Choices
Quietly tell the lunchroom supervisor that the smell really bothers me and ask if I could move.	The LR supervisor will help me find another spot.	X
	If the LR supervisor doesn't help me find a spot I could ask someone I know if I could switch places and tell the LR supervisor	
Try to ignore the smell.	The smell will make me feel ill.	
	I might get used to the smell	

SOCSSS ROLE PLAYING

Decide with your partner what the chore is.
or
Choose a situation that happened with your individual.

One of you be the indiv. with ASD and the other the facilitator. Use the SOCSSS form to practice using this strategy.

EMPOWERMENT STRATEGY

24 The Hidden Curriculum

Step 1

SOLVE Strategy

S	Seek	Seek to understand all aspects of the hidden curriculum.
O	Observe	Observe what people are doing and NOT doing.
L	Listen	Listen to what people are saying and NOT saying.
V	Vocalize	Vocalize ... ask questions, check for understanding.
E	Educate	Educate ... teach and learn. Remember: knowledge is power.

❖ Helps individuals become more aware of the hidden curriculum.

Myles, Brenda Smith. Trautman, Melissa L. Schelvan, Ronda L. The Hidden Curriculum. Practical Solutions for Understanding Unstated Rules in Social Situations. Shawnee Mission, KS. Autism Asperger Publishing Co. 2004. pg. 24

STRATEGIES FOR LEARNING HIDDEN CURRICULUM RULES

<http://special-ism.com/how-adults-with-autism-can-continue-learning-social-skills-and-hidden-curriculum-rules/4/>

- Be aware key phrases others use which signal hidden curriculum information.
- Watch for facial cues that others are confused or disgusted.
- Wait and see if your understanding matches that of the other people.
- Laugh with the others.
- Look for other hidden curriculum in repeated experiences.



Judy Endow

THE TEN UNWRITTEN RULES OF SOCIAL RELATIONSHIPS

- "RULE #1** Rules are not absolute. They are situation-based and people-based.
- RULE #2** Not everything is equally important in the grand scheme of things.
- RULE #3** Everyone in the world makes mistakes. It doesn't have to ruin your day.
- RULE #4** Honesty is different than diplomacy.
- RULE #5** Being polite is appropriate in any situation.

THE TEN UNWRITTEN RULES OF SOCIAL RELATIONSHIPS

- RULE #6** Not everyone who is nice to me is my friend.
- RULE #7** People act differently in public than they do in private.
- RULE #8** Know when you are turning people off.
- RULE #9** "Fitting in" is often tied to looking and sounding like you fit in.
- RULE #10** People are responsible for their own behaviours."

Grandin, Temple. Barron, Sean. *Unwritten Rules of Social Relationships*. Future Horizons Inc., Arlington, Texas. 2005. p.g. 119

BEING AN AUTISTIC'S FRIEND

Words from Smith, Joel. *This Way of Life*. 2007.
www.thiswayoflife.org

"I am extremely thankful for the friendship that I've found in a handful of special people. I'm not an easy person to know, but these

Autistics want the same things that others want in their friendships. We want to have friends who are loving, honest, and kind."

What can you do to be a good friend?

TO BE AN AUTISTIC'S FRIEND REMEMBER:

- ❖ To be Clear
- ❖ We don't always understand social rules
- ❖ We don't like crowds
- ❖ Don't be easily offended
- ❖ Sometimes we just want to be alone
- ❖ You are strange to us

TO BE AN AUTISTIC'S FRIEND REMEMBER:

- ❖ I can see and hear fine
- ❖ Let us be autistic
- ❖ Help me when I ask
- ❖ Answer our questions
- ❖ Ask us questions
- ❖ Allow us alternate forms of communication

TO BE AN AUTISTIC'S FRIEND REMEMBER:

- ❖ Let us be silent
- ❖ Don't ignore us
- ❖ Don't pry into our past
- ❖ Forgive us

Smith, Joel. *This Way of Life*. 2007. www.thiswayoflife.org

I Built a Bridge
by Jim Sinclair

**Thank you
Margaret
Hildebrandt**
