

IEP MAKEOVERS FOR NEURODIVERGENT CHILDREN: PART 2

Therapist Neurodiversity Collective International

• Therapy • Advocacy • Education •
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Before an IEP goal is accepted, determine if all possible supports, modifications and accommodations are implemented and actually being used for the student.

Then consider which of the two, either A or B, the IEP addresses:

- A) Access to education, communication access/AAC, language development for educational purposes, functional ability, fine/gross motor skills, self-determination, self-advocacy, equitable access?
- B) Correcting or masking Autistic 'deficits' (differences) as compared with neuromajority peers?

DEFICIT/PATHOLOGY MODEL

When talking with others, student will look at the person, use a pleasant voice, ask questions when appropriate, and not interrupt the other speaker.

When talking with another person, student will maintain an appropriate voice tone by looking at the person, listen to the level of voice tone the other person is using, and speak slowly and calmly.

When student wants to join a conversation, he will look at the people who are talking, wait for a point when no one else is talking, make an appropriate comment that relates to the conversation, choose words that are not offensive, and give other people a chance to participate.

Respond to teasing from peers appropriately.

Under the following conditions: when given scenarios of social conflicts, the student will independently demonstrate problem-solving skills by

- a) identifying the problem and then
- b) generating at least one socially appropriate solution/response.

The student will initiate and begin a back and forth conversational exchange on a topic of a peer's choosing (for example, greeting and asking previously rehearsed questions learned during role-play) for 5 minutes.

Student will refrain from interrupting others in conversation.

Student will turn-take in a conversation on a peer's chosen topic for 5 minutes, maintain eye contact and ask relevant questions in a pleasant tone of voice.

The student will appropriately acknowledge an interaction initiated by others by giving an appropriate response, either verbal or non-verbal.

When student needs to wait for his turn, he will sit or stand quietly, keep his arms and legs still, avoid whining or begging, and engage in activity when directed to do so by adult.

NEURODIVERSITY MODEL

Student will describe what personal boundaries may look like when they do not conflict with her boundaries or others (such as what kinds of information to share with other people, phone safety, physical touching, friendships, peer pressure to do things that are against the rules, morally or ethically wrong, or harmful, bullying):

- a) Describe her own personal boundaries (physical and emotional).
- b) Describe what other's boundaries may look like.
- c) Describe "safe people" when it comes to sharing personal or confidential information.

After watching a video or listening to a passage student will a) predict or anticipate the reaction of the character independently, using emotion words to describe, and b) state how she might feel in a similar situation, and c) state how she might react, or what she might say in a similar situation and why.

When provided with difficult hypothetical social situations as encountered in role-playing with speech services, in videos, movies, short stories, and literature sources, student will:

- a) Identify the social problem (breakdown in communication, misunderstanding, conflicting communication styles, disagreement, etc.)

B) Self-identify how they feel about the situation (label emotions and accompanying physical sensations).

- b) Generate a communication response to solve the problem which would be socially acceptable to most audiences, without sacrificing self-determination and self-advocacy.
(A socially acceptable response could include not engaging at all until the student is in a self-regulated state, and then, only if or until the student feels safe.)

In order to develop perspective-taking skills, student will self-generate possible responses or outcomes to a social situation or problem, including communicative initiations by others, and consider:

- a) which response or outcome may be most positively received for the situation, and state why.
- b) which response or outcome may be most negatively received for the situation, and state why.
- c) state certain situations when generating a negatively received outcome might be appropriate, (turning down a dance, a date, compliance with something that makes her feel uncomfortable, infantilized, or unsafe).