

THE MORNING NEWS



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ACTION TEMPORARY SERVICES

LONG TERM - Temporary assignments available. Duties include screening calls, typing letters, memos and filing. Good hourly rate and incentive bonus program. Ask about our cash referral bonus.
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DELIVERY AND MAINTENANCE POSITION AVAILABLE — In our service department. Requires good driving record and excellent physical condition. We offer complete training and company benefits. Call for information, Kent Culligan, Inc.
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BUY/SALE - Cellular Phone System, 588-3544

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NORTHCOM PREMIER Orthodontic office. Someone to work in a team oriented setting. Send spd. dial, Intercom, come to: 2420 Burton, Grand Rapids, MI 49506. Call waiting, 12 hrs. Only good cond., 476-7782

Going to McDonalds
-Ryan Randolph

Leaving the Thermostat Alone
-Mike Everett

Going to the Movies
-Laurie Beverwyk

150 Ways to Describe Life

Other Things I Can Do Besides Playing Nintendo
-Vinh Do

Why and how people hug each other
-Sarah Cain

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Address all correspondence or orders to
Carol Gray or Maureen Dutkiewicz at the above address.
(Always make checks payable to Jenison Public Schools
when ordering materials. Thank you very much!)

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The Curriculum System Manual: A Brief Description and Order Form

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Welcome to *The Morning News*

We are thrilled to have the opportunity to come free to you for the 1992 - 1993 school year! We sincerely appreciate the letters you have sent us, and in future issues we hope to have room to print (with your permission) a few of them.

To those of you new to *The Morning News* mailing list - WELCOME! *The Morning News* shares experiences and ideas related to the education of persons with autism and developmental disabilities with parents, professionals, businesses, and students from the United States, Mexico, Canada, and Germany.

The Morning News enables us to share materials with others. For example, in this issue we've mentioned some books which may be of interest. Occasionally this newsletter contains Add-It pages (as this issue does) which update The Curriculum System manual. (An order form for the manual is included at the end of this issue. This is the last time we will print an order form for the manual in *The Morning News*.)

We welcome and encourage contributions from all subscribers- including students- to this newsletter. For example, last fall we ran an article by Susan McDowell about her daughter, Liesl. In our winter issue, Kris Copeland gave us a parent's perspective of facilitated communication. We would like to hear from you - send us photos, articles, pictures, etc. - GET CREATIVE - to the address at the start of this newsletter. We will return photos on request, (although please don't ask Susan McDowell how quickly we return photos.)

150 Ways to Describe Life

- Carol Gray

Lately I've discovered there are many things people do that defy explanation. While politics may come immediately to mind when contemplating why and how people do certain things - I am referring to the simple things. Why do we face front in an elevator? Why do we wait in lines for three hours to get into a small train which hurls us into space over found-no-where-else-in-reality hills (making the near sighted, far sighted, and vice versa) at top speeds for three minutes with a hundred screaming people? Why do we announce we will make dinner in "just a minute" when in fact we don't even know what we're *having* yet? Why do we tell someone we love the new tie they gave us which makes our eyes cross and matches nothing on the domestic or foreign markets, while we simultaneously plan to return it the next day? Miraculously, most of us can make sense of all this. Individually and collectively, we know what to do, and can recognize mistakes when we make them. Even those things we can't quite explain we have explanations for... "That's life," and "Life goes on."

For children with autism, I believe the questions may be more numerous, and the explanations harder to come by. Why did Mom and Dad leave? - Where did they go? - Who is this new person? - Why is she here? - When will she leave? Why must we stand by a screeching machine that blows hot air for 30 seconds rubbing our hands together - where are the towels? Why do kids draw lines on the sidewalk with chalk, only to yell "Oh no, I'm out!" when they jump on them? Why is it we can read aloud at home, but not in a library? Why do we put up a tree in the living room all of a sudden? Where is my teacher? - Who is this new person who doesn't know when Reading is, or that Todd takes the attendance to the office? - I'm supposed to listen to *her*? The moving steps flatten out and disappear forever under the second floor and you are absolutely certain that won't happen to us even if my - uh oh, it's not tied - shoelace gets caught?

It would be unfair to assume the questions. What we do know, is for some children with autism reading the answers - reading what we now refer to as "social stories" - is bringing some positive, immediate, and often dramatic results. Social stories are being used successfully by Joy Garand in Cincinnati to make inclusion of elementary students with developmental disabilities easier and smoother, and by Susan McDowell in Indianapolis with her daughter. Social stories have been effective teaching curriculum; rules to games; routines; appropriate behaviors; schedules (and changes in schedule) to some students with autism. They have also been effective in explaining commercial stories (what's fiction, what's not) and upcoming events. Until now, they have been written for individual students.

Obviously, writing stories for individual students takes time. So, in response to requests for "generic" stories we've recruited some help. We asked 150 Psychology students to each take a topic, and write a story. The result? The start of a Social Story Book, which we will make available at cost this year. Some Psychology students are very interested in social stories and persons with autism. They have agreed to keep writing and working to make this book as comprehensive as possible. Together, they form Jenison High School's *Social Story Committee*.

We would appreciate your help. We'd like for you to send us TOPICS by completing the form for that purpose in this issue. We are looking for situations which are difficult for persons with autism. To give you an idea of what may be a possible topic, we've listed some examples of topics we already have stories for:

Using a hand dryer
Going to the grocery store
Using an escalator
Taking turns
The morning routine
Getting ready for bed
Thunderstorms
Riding the school bus
Changes in school bus routes
etc. etc. etc.

Topics may be specific to pre-school, early elementary, late elementary, or secondary interest level. For each completed topic form we receive, we will send a complimentary copy of the handout, "How to Write Social Stories." We will also recognize - with permission - those who send us topics by listing their names on a special page in the Social Story Book. We have a goal: a book comprised of many stories which collectively describe life to persons with autism for not-a-lot-of-money. Please take a few minutes to send your topics to us at the address at the start of this newsletter. THANKS!

If you don't have topic ideas, but would like a copy of the book reserved in your name, fill in your name and address, and check the blank on the topic form to reserve a book. Reserved books will be held for one month after an order form for the book appears in *The Morning News*. As we will be printing a limited number, reservations will help us estimate how many to print. THANKS!

On the next page is a sample social story written by Amy Schmucker, a Jenison High School Psychology student. (The format here is changed slightly from the suggested format to save space in this newsletter. Titles and authors of other social stories appear on our cover.) Below Amy's story is the form we would like you to use to send us topics, and/or to reserve a social story book.

BABYSITTERS

- by Amy Schmuker

My parents love me. They spend a lot of time with me and take good care of me. Sometimes Mom and Dad like to go out and do grown up things.

Mom and Dad want me to be safe. When they go away, a babysitter comes. The babysitter stays with me. Sometimes, I might go to their house. I could have many different babysitters while I am growing up.

A babysitter can be my friend. They are there to protect me and care for me. We might play games or read books.

My parents will return home again soon. They did not forget about me. Sometimes they will come home while I am sleeping. Sometimes they will come home while I am awake.

I will be good for my babysitter. My Mom and Dad will be pleased that I was good.

.....
Possible Topics for the Social Story Book

Please print

Name _____ Phone(_____) _____

Address _____

_____ Zip _____

Consider these topics for the social story book (list additional ideas on back):

Please sign your name here to indicate your permission to list your name, city, and state in a list of topic contributors:

Check here to reserve a copy of The Social Story Book _____
This is not an order form. There is no obligation to purchase.

The Syndrome of Hyperlexia?

We would sincerely appreciate hearing from anyone with information or experiences with the syndrome of Hyperlexia. The information we have is from a conference announcement, which states the symptoms are an advanced ability to read and disturbances in language and social development. We cannot attend the conference which is being held on November 16 & 17 in Oak Brook, Illinois, but would appreciate hearing from anyone who does attend. For more information contact: Center for Speech and Language Disorders, 479 Spring Road, Elmhurst, Illinois. An article on Hyperlexia will appear in the next *Morning News*. Thanks!

The ASA Conference in Albuquerque

-Carol Gray

Whenever I think of the ASA conference last summer, many images come to mind. The first is how authentically "old-west" the word "Albuquerque" looked on the airport from the plane. We had just landed, I looked through the plane window and judging from the "Albuquerque" sign fully expected to find only Rent-A-Horse companies inside. I mean that as a genuine compliment. While some cities try to be western, Albuquerque never forgot it's past or stepped out of character. That quality held true throughout the conference, with the theme "Old Wisdom - New Ideas."

Among several great presentations, one "pulled it all together". The keynote address by Dr. Gary B. Mesibov focused on the importance of parent-professional collaboration. While recognizing the wide diversity among parents and professionals - which may challenge efforts to work effectively together - Dr. Mesibov pointed out the alternatives: either negotiate differences, or enter into adversarial relationships. Dr. Mesibov's message was positive, and underscored once again the importance of working together for student success.

In addition to the presentations, I found many ideas in the conference bookstore. Two books that may be of interest to siblings of children with autism: *Kristy and the Secret of Susan*, by Ann M. Martin (The Baby-Sitters Club Series #32) and *Inside Out*, by Ann M. Martin. (Both are Apple Paperbacks, by Scholastic Inc., New York). I have not had time to read them, though they came recommended by fellow ASA bookstore shoppers. I have not seen many books written for children about children with autism or other developmental disabilities. If you have others you would recommend, let us know - we will pass on the information.

Also, if you attended the ASA conference in Albuquerque, or any conference, and found a presentation to be especially helpful, we'd love to hear from you. Please write us to share new ideas which you have tried and found to be successful. Thanks!

ADD-IT PAGE #2

-Carol Gray

This issue of *The Morning News* contains the second ADD-IT page for *The Curriculum System* manual. It is a sample of the first page of a simplified *Evaluation of Student Performance* form developed by Dale Ranson to meet the needs he had for community based instruction. The biggest revision is that the prompting section is eliminated, and staff members simply record whether the skill was completed with or without assistance, *By Myself* or *With Help*. In addition, less information is required at the top of the form.

This simpler *Evaluation of Student Performance* form works as easily as the original with the rest of *The Curriculum System*. Both the original and the new simpler *Evaluation of Student Performance* form can be developed from objectives contained in *The Bank*. The simpler form works as effectively as the original with the rest of *The Curriculum System*. Guessworks may still be built into any activity. Completing the *Summary of Student Performance* form is the same with either format. Those of you using *The Curriculum System*, especially teachers working with students first-hand, may find this format just as effective as the original, and easier to use.

In the vocational training sites, we still use the original format which provides me with the detailed information I need. With limited opportunities to observe or work with students directly, the information I get from the original form is very helpful.

For a copy of the first ADD-It Page, send a stamped, self-addressed envelope with a short note requesting Add-It Page #1 to the address at the beginning of this newsletter.

* * *

IN OUR NEXT ISSUE: A follow-up article by Susan McDowell on her daughter, Liesl, an article on Hyperlexia (help us write this one!), Dale Ranson on Life Centered Career Education, and more!

Send us ideas to share!!

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If you would like to receive *The Morning News*, please complete this form and send it to the address at the beginning of this issue. Please

Name _____
Address _____
City _____ Zip _____



PAST THE 'USE BY' DATE.
Information and/or forms in this section are no longer accurate or usable. Please disregard.

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ADD-It Page #2

Below is a sample first page of a simplified Evaluation of Student Performance form. Use print size and vocabulary appropriate for student's ability.

The Curriculum System: SHOPPING

Student Name: _____

Site: _____

Observer: _____ By Myself: _____

Today's Date: _____ Time: _____

	By Myself	With Help
(GS11) I will enter the store.....	_____	_____
(GS1) I will read the written shopping list	_____	_____
(GS5) I will match the aisle numbers to the correct aisle.....	_____	_____
(GS6) I will find the correct aisle to match the items on my list.....	_____	_____
(GS7) I will find the item.....	_____	_____
(GS2) I will find and read the price of each item.....	_____	_____
(GS3) I will guess or add the cost of items	_____	_____
(GS7b) I will place each item in the cart...	_____	_____
(GS8) I will find a store employee if I need help.....	_____	_____
(GS9) I will ask a store employee for help if I need it.....	_____	_____
(GS10) I will push the shopping cart safely.	_____	_____

The Curriculum System:
Success as an Educational Outcome

The Curriculum System is a manual describing principles, processes, instructional techniques, and educational materials to use to develop a strong transition curriculum for secondary students with developmental disabilities. The manual begins by identifying habits and principles associated with success. These habits are applied to every aspect of the curriculum. For example, The Curriculum System defines how decisions are made regarding each student; establishes program standards which define professional, parent, and student roles in the educational process; develops one strong curriculum whose forms, processes, and instructional techniques are applicable to any learning environment; and teaches successful habits (visualization, goal setting and self-evaluation) along with traditional skills (vocational, social, applied academics, etc.) to students with developmental disabilities. Many ideas in the manual are applicable to elementary students with developmental disabilities.

The manual is 200 pages long and arrives as a filler for a three ring notebook, with a tagboard cover page to insert in notebooks with clear plastic pocket covers. Purchase of a manual places your name on The Morning News mailing list - a free newsletter which contains information to update the manual.

The Curriculum System: Success as an Educational Outcome

ORDER FORM

Please print plainly

Name _____) _____

Street Address _____) _____

City _____ Zip _____

Please enclose _____

(check one):



PAST THE 'USE BY' DATE.
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- _____ 1 manual filler, packaging & postage
- _____ 2 manual fillers, packaging & postage
- _____ 3 manual fillers, packaging & postage
- _____ 4 manual fillers, packaging & postage
- _____ or 5 manual fillers, packaging & postage

and send to: Green Dutkiewicz, Atten: Manual Request
Jenison Public Schools, 8375 20th, Jenison, MI 49428

_____ I do not want to order a manual, but would like to receive The Morning News (it's free!).

*All manuals must be sent to one address for price to apply.