

1. Record Nr.	UNINA9910970417103321
Autore	Lawrence Clare
Titolo	How to make school make sense : a parents' guide to helping the child with Asperger syndrome // Clare Lawrence
Pubbl/distr/stampa	London ; ; Philadelphia, : Jessica Kingsley Publishers, 2008
ISBN	9781283904865 1283904861 9781435686083 143568608X 9781846428340 1846428343
Edizione	[1st ed.]
Descrizione fisica	1 online resource (130 p.)
Disciplina	371.94
Soggetti	Autistic children - Education Education - Parent participation Asperger's syndrome in children
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di contenuto	FRONT COVER; How to Make School Make Sense: A Parents' Guide to Helping the Child with Asperger Syndrome; Contents; Foreword; Preface; Chapter 1 Where Do We Start? What You Can Doby Yourself as Parent(s); 1.1 Get involved; 1.2 Provide organization help for your child; 1.3 Make the school aware of your child's home-based strengths; 1.4 Make the teacher aware of what motivates your child; 1.5 Form a group with other parents of pupils with AS -within school or in your area; 1.6 Involve specialists; 1.7 Share responsibility for your child's learning; 1.8 Be involved fully in reviews 1.9 Share home or school information 1.10 Find out about visits (both to school and out of school); 1.11 Discuss the issue of homework; 1.12 Provide continuity during holiday times; 1.13 Invite members of staff home, especially the class teacher; 1.14 Be aware of the school's anti-bullying policies,and be prepared to become involved quickly if issues arise; Chapter 2 Looking for Help Within the Classroom; 2.1 Talk to the teacher about classroom look and layout; 2.2 Provide specifics that

already work; 2.3 Be imaginative about TA support; 2.4 Provide or suggest a whole range of visual cues and clues
2.5 Ask that break-time rules be made explicit 2.6 Agree on rules of etiquette to avoid 'rudeness'; 2.7 Request differentiation to avoid problems; 2.8 Reproduce work to be done in a more accessible format; 2.9 Provide a laptop; 2.10 Discuss provision of a workstation; 2.11 Build a quiet area in class; 2.12 Work with the teacher on the use of language; 2.13 Ask that the learning goals of each session be made explicit, preferably in visual form; 2.14 Encourage peer support; 2.15 Value the work done by the class teacher and the TA; Chapter 3 Whole-school Solution; 3.1 Request explicit rules
3.2 Create a quiet space 3.3 Create break-time zones; 3.4 Draw together shared expertise and work on transitions; 3.5 Request a pupil 'incident log'; 3.6 Bells!; 3.7 Create occupational therapy sessions before ordering school; 3.8 Look at identification or directions around school; 3.9 Request social skills groups; 3.10 Have a whole-staff philosophy (including non-teaching staff); 3.11 Look at representation of pupils with AS; 3.12 Ask the school to provide a forum to put parents in touch with one another; 3.13 Educate or inform peers and peers' parents; 3.14 Consider siblings
3.15 Review sex education policy 3.16 Consider teacher personality; 3.17 Facilitate school-wide communication; Chapter 4 Quick Reference: What to Do when Things go Wrong; 4.1 Provide 'space'; 4.2 Do not punish the behaviour; 4.3 Treat the cause, not the effect, and provide an alternative response; 4.4 Don't reinforce the wrong behaviour; 4.5 Be your child's 'AS interpreter'; 4.6 Locate the trigger; 4.7 Check level of understanding; 4.8 Check that you are clear about what you want; 4.9 Consider giving up...; INDEX

Sommario/riassunto

Every child's education relies on a partnership between parents, professionals and, of course, the child. This book gives parents of children with Asperger syndrome (AS) practical advice on how to make the most of this important partnership and work with schools to ensure their child's needs are being met.
