

KOHL'S

Autism Awareness

Friends like YOU.
Friends like ME.

Discover
Similarities.
Appreciate
Individuality.



Children's
Specialized Hospital

KOHL'S
Autism Awareness

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Friends like ME.

This autism education program is made possible
by Children's Specialized Hospital
through the generosity of Kohl's Cares





Everyone
Needs
Friends

“ When teachers come up to me and say, ‘I don’t have enough training to deal with a kid with a disability,’ the way I answer that is, ‘Well, how would you know when you had enough training?’

And, after thinking about that for awhile, they usually say, ‘When my fear goes away.’

When you first walk into that class, the disability is 9/10 of who that kid is.

When you get to know that kid, the disability shrinks down. And yes, it is still there. But it is not the defining attribute of that kid.

As that disability shrinks down so does the fear.”

Norman Kunc

From the “Including Samuel” New England Inclusive Education Leadership Summit

Purpose

- encourage recognition of children's similarities
- reinforce desire to be accepted and have friends
- build awareness and demystify autism
(general, age-appropriate explanation of autism)
- encourage inclusion, respect, and friendship between children of all abilities in all facets of their lives
- support acceptance, increase empathy, and reduce intimidation and bullying

The background of the slide is a blurred photograph of a classroom. Several students are visible, with their hands raised in the air, suggesting an interactive or discussion-based activity. The text is overlaid on this image.

Engage in guided, age-appropriate, interactive discussions about

- **friendship**
- **similarities and differences**
- **abilities and disabilities**
- **interactions**
- **fairness**
- **acceptance**
- **understanding**

A photograph of two young girls smiling and hugging each other. The girl on the left has dark hair and is wearing a light blue shirt. The girl on the right has blonde hair and is wearing a white shirt with a colorful graphic. They are both wearing dark blue jackets. The background is a plain, light-colored wall.

Discuss “What is a friend?”

Some common answers...

- similar interests
- respect
- loyal
- patient
- helpful
- don't make fun
- encourage each other
- accept each other as they are
- trustworthy
- play with each other; hang out
- have fun
- support
- “got your back”
- appreciates what you do

Discuss similarities and differences of friends

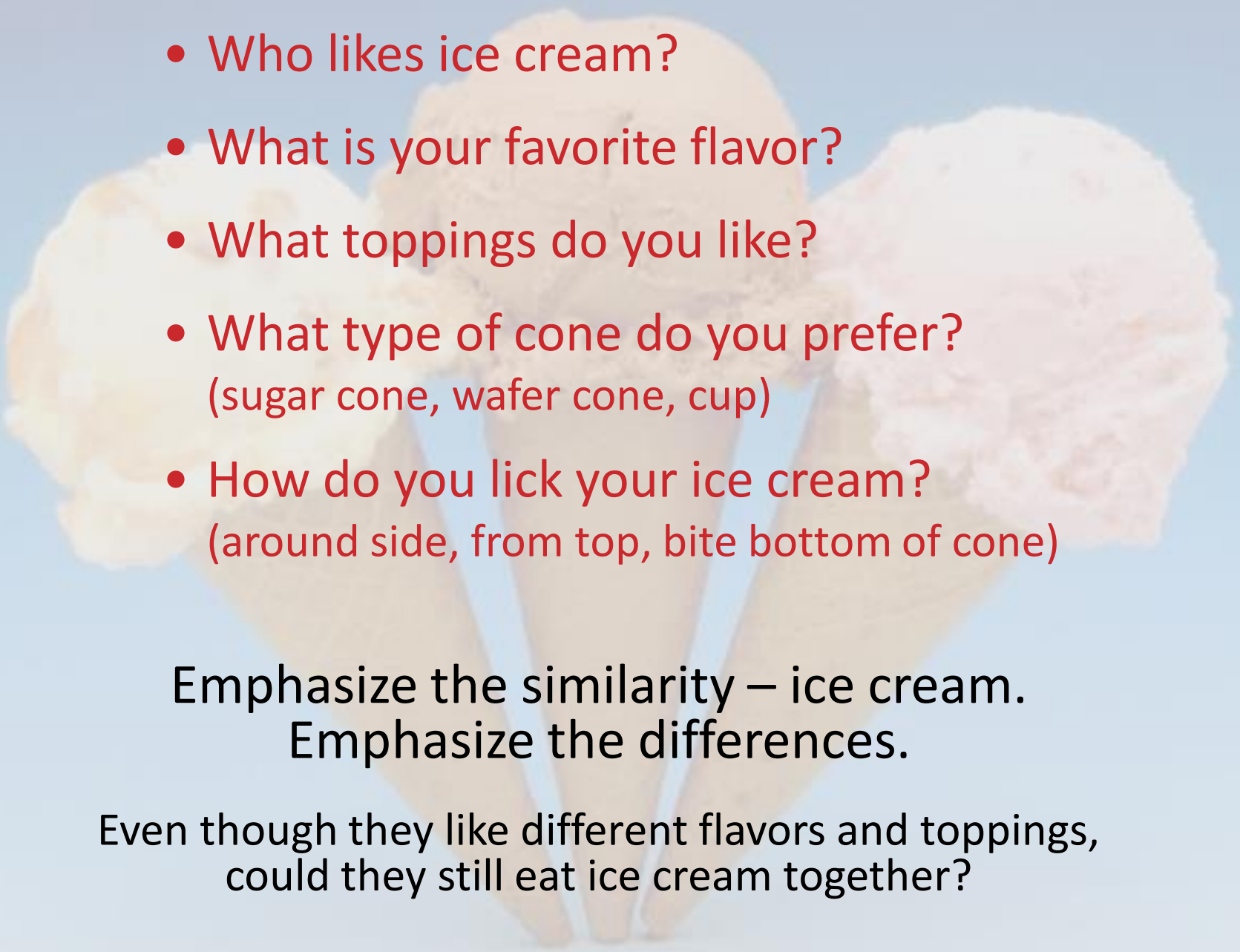
- Are you and your friends the same or different?
- What do you and your friends have in common?
- What makes them unique?
- What do you and your friends like to do together?

Some common responses...

- sports
- video games
- shopping
- movies
- hangin' out
- dancing



Let's talk about ice cream!

- 
- Three ice cream cones are shown against a light blue background. The cone on the left is light yellow with white chocolate chips. The middle cone is light brown with white chocolate chips. The cone on the right is light pink with white chocolate chips. All three cones are on waffle cones.
- Who likes ice cream?
 - What is your favorite flavor?
 - What toppings do you like?
 - What type of cone do you prefer?
(sugar cone, wafer cone, cup)
 - How do you lick your ice cream?
(around side, from top, bite bottom of cone)

Emphasize the similarity – ice cream.
Emphasize the differences.

Even though they like different flavors and toppings,
could they still eat ice cream together?

We can be the same AND different

Everyone is different.

Different is O.K.

Discuss strengths and weaknesses

- Are you and your friends good at the same things?
- What types of things are you really good at?
(sports, singing, art, video games, gymnastics, writing, puzzles, dancing, math, chess)
- What types of things are you not so good at doing?



The things we're
good at are called...

ABILITIES

When our mind or body
restricts us from doing the
things we need or want to do,
it is called a...

DISABILITY

Discuss ways to support others

If you broke your arm, what types of things might you not be able to do?

Some common responses...

- write or type
- carry books
- cut with scissors

How could friends help you?





If you break your leg, what types of things are available to help you to get around school?

- crutches
- wheelchair
- cane
- ramps
- elevators
- friends, etc.

Discuss various types of physical disabilities

Some examples...

- broken arm or leg
- cerebral palsy
- spinal injury
- amputated limb

- What is the name for the disability where a person is unable to see? If a person cannot see, how can he or she get around?

(assistive devices, walking cane, service dog, etc.)

- What is the name for the disability where a person is unable to hear ? If a person cannot hear, how can you communicate with him or her?

(pictures, sign language, service animal, written words, gestures, lip reading, augmentative communication device, etc.)

Discuss various types of “invisible” disabilities

Some examples...

- learning disabilities
- hearing loss
- visual impairments
- allergies
- attention-deficit/
hyperactivity disorder
(ADD/ADHD)
- mental illness
- autism
- depression
- asthma
- diabetes

A young man with short brown hair, wearing a dark blue zip-up jacket, is holding a red basketball with both hands. He is looking down at the ball with a slight smile. The background is a blurred outdoor setting with trees and foliage.

Autism Spectrum Disorder

Discuss characteristics of autism spectrum disorder

● Communication

Some kids...

- can talk
- have difficulty speaking
- may say things out of context
- repeat things they've heard (echolalia / scripting)
- may not be able to understand some expressions

That's Cool.

What's Up?

Get Real.

Come over my house.

That's hard.

Get a hold of yourself.

Lend me a hand.

Know it all.

Put your best foot forward.

Discuss unique forms of expression

When you are angry, how do you express your feelings?

When you are upset, how do you calm yourself down?

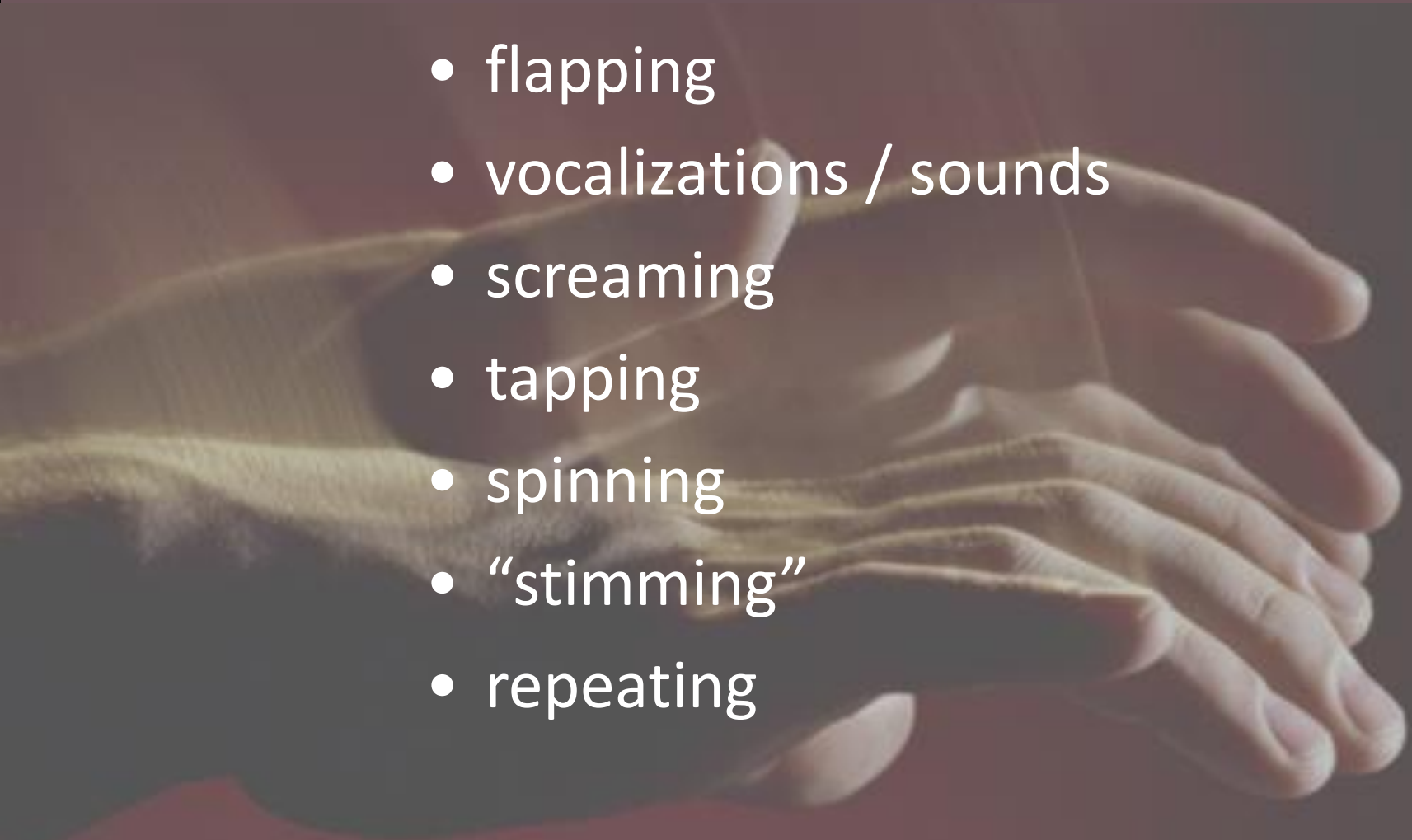
What do you do when you are frustrated?

What do you do when you are scared?

What do you do when you are confused?

Explain common behaviors or expressions of people with ASD

- flapping
- vocalizations / sounds
- screaming
- tapping
- spinning
- “stimming”
- repeating



● Behaviors

Some kids may...

- not respond when you call their name
- have a hard time shifting from one activity or place to another
- have difficulty sitting still
- get upset when there's a change in routine
- over-react to common or unexpected experiences
- act unexpectedly

● Social Interactions

Some kids have a difficult time...

- understanding rules of a game
- taking turns
- sharing
- understanding ownership
- identifying facial expressions
- understanding others' feelings
- expressing feelings/opinions appropriately
- finding the right words
- with social rules

Discuss understanding of social rules

What is a social rule when you are in a library?

What is a social rule when your teacher asks a question in the classroom?

What is a social rule on the playground?

What is a social rule in a restaurant?

● Sensations

Some kids may be...

- sensitive to touch
- unaware of personal boundaries
- unable to gauge gentle from rough
- sensitive to certain sounds (too loud – fire drill; hypersensitivity – hear airplane before others)
- unable to tolerate certain foods
- sensitive to some smells
- sensitive to different visual stimuli (bright or flashing lights)
- have challenges with movement / perception
- challenged with balance / stability



Learn more information about
autism spectrum disorder at

www.KohlsAutismAwareness@childrens-specialized.org

Share an age-appropriate book about a child with autism or other disability



Helps to connect the children with characters and feelings in the story

Commonly asked questions...

“Why do they want to be alone?”

“Does someone with autism have it for their whole life?”

“Can a person with autism get better when they get older?”

“Can I catch it?”


“How do I know if he likes me?”

“How do I play with someone who has autism?”

“How does a person get autism?”

“What kind of schools do kids with autism go to?”

“Are all kids with autism really smart?”



Emphasize the importance
of inclusion and adapting
common recreation and
leisure activities to include
friends with differences

Help children be proactive to include others of any ability

If I'm in a wheelchair can I go bowling with my friends?

How can a person who is deaf play softball on your team?

Do you know if the basketball team assistant would like the chance to play?

What if game rules were difficult to understand?

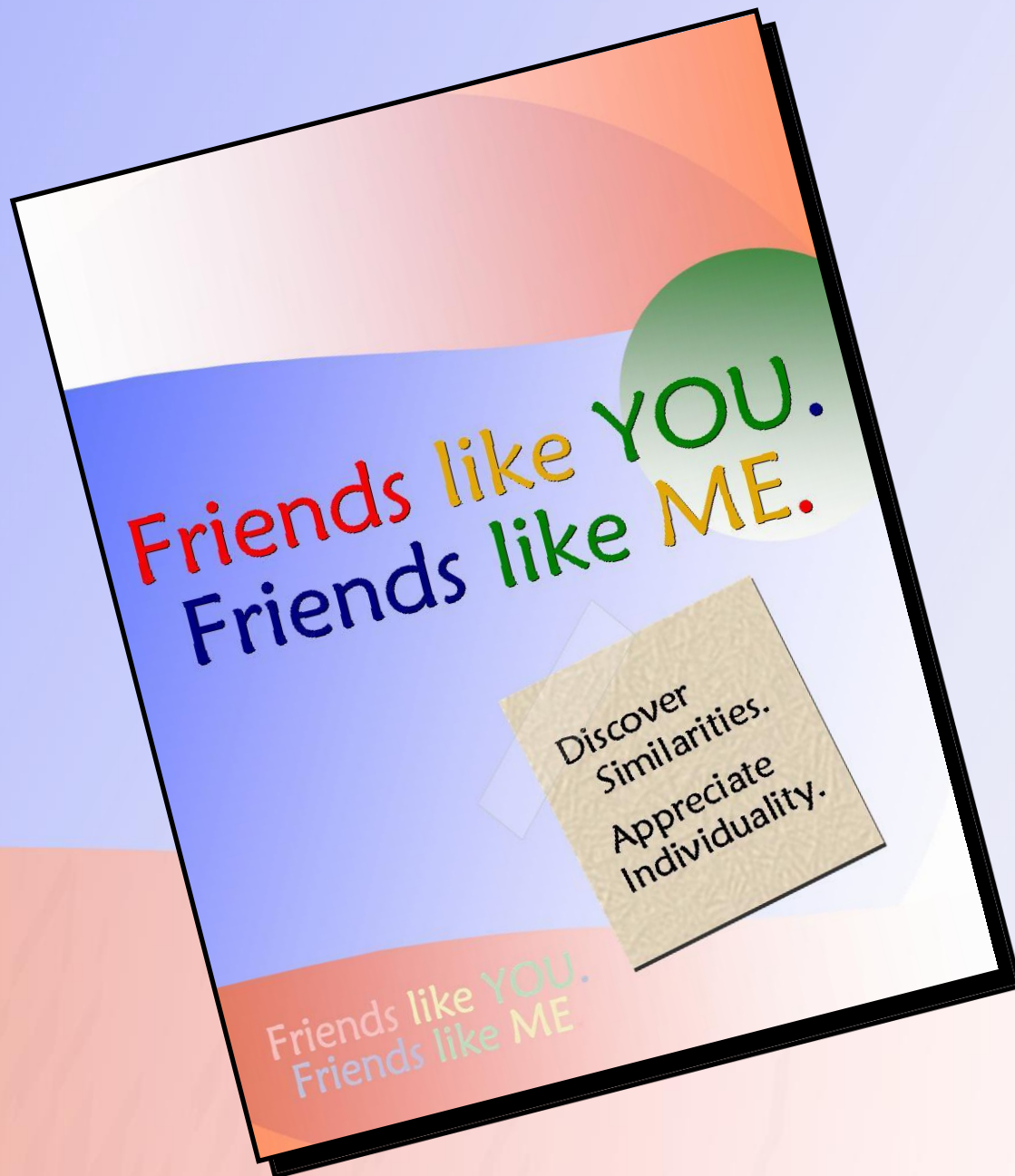
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Autism Awareness

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Free, downloadable materials to
support inclusive peer relationships



Booklet
for kids
and teens

Classroom Activity Ideas

Provides ideas
for classroom
assignments,
projects and
activities

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- Ask students to create an artistic representation of the same thing (e.g. a flower, ball, hand, etc.) Encourage the use of different art mediums. Discuss/compare the similarities, differences, appeal, and uniqueness of the works of art. Emphasize that there is no measure or standard in artistic expression.
- Compare and contrast figurative and literal language. Discuss how people with autism may get frustrated because they might not understand meanings of common expressions (e.g. "Put a sock in it." "Get out of here." "I have butterflies in my stomach.")
- Use person-first language. Help children understand that children are children, first. A disability is not who the person is.
- Create fictional stories to help students connect with feelings and interactions related to people with developmental disabilities. Use these stories to help illustrate various scenarios like working through differences, finding similarities, and supporting others. These stories can help students identify, connect with, and share such feelings as fear, pity, anger, loneliness, frustration, empathy, understanding, and acceptance. Older students can develop their own imaginative stories based on personal experiences.
- Describe how people see, hear, and feel things differently. Engage students in an interactive project that helps illustrate different sensitivities, aversions and preferences in sensations.
- Discuss common misconceptions that influence the general public's understanding of people with autism. Students can present the facts about each one.
- Discuss similarities and differences in people (physical, emotional, developmental, personalities). Offer exercises to help identify similarities and develop mutual interests.
- Each person has something about them that is impressive (e.g. a smile, writing ability, flexibility, sense of humor, organization skills, etc.) Help students identify other students' positive attributes.

Ways to Help Friendships Grow

Provides ways to encourage positive peer interactions in subtle ways

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Many children with autism do not have the necessary social skills needed for socialization to play with peers. They do not learn naturally how to be spontaneous, interpret social action, pretend play, or play organized games. These skills need to be directly taught. As a result, it is often difficult for these children to join their peers in shared leisure activities.

Teachers can encourage positive peer interactions in subtle ways and discourage children with autism from being excluded from valuable peer activities. In the classroom, peer pals can help children with autism to interpret social cues, provide clear direction, and help encourage shared activities with other children. Peers may imitate the teacher's model of how to interact with students who have autism.

Shared play with typical peers is beneficial in the overall development of social behaviors including communication, understanding feelings, resolving conflicts, and sharing mutual interests. All of which support the development of meaningful friendships.

- Always convey a positive attitude when speaking about a child with special needs. Be conscious of how you react or respond to irregular behaviors. Children observe and model a teacher's approach and interactions. A teacher's exchanges and tone provide students with clues about how they should act. Demonstrate that each student is a valued part of the class.
- Children with autism may not be aware or may lack effective strategies to recognize and protect themselves from teasing and bullying. Research indicates only fifteen percent of bullying incidents are observed and many of those are treated as isolated incidents.
- Develop story boards or cartoons to help illustrate social interactions and feelings.
- In order to facilitate positive interactions, encourage activities that link students' capacities, and social skills. Look for shared common interests to pair peer pals who can assist or champion for their classmates with special needs. These pals can ease transitions, help other students understand sensitivities and mannerisms, and clarify appropriate social behaviors.
- Help guide the social atmosphere during transition periods (e.g. class changes, before school begins, walking to the playground, during assemblies, etc.) Initiate a topic of shared interest; invent a simple, fun game that can be shared by all; invite student suggestions for imaginative ways to change an activity.
- Help students understand and be responsive to social boundaries and sensitivities. Some children have difficulties with surprise interactions, close proximities, being touched, or large crowds.
- Help students understand different forms and tempos of communication. Provide practice to wait for responses and be attentive to alternative forms of expression.

Resources for Friendship and Inclusion

Provides references
to books, websites,
and articles

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Best Practices in Promoting Friendship Development for Students with ASD

Lesley Craig-Unkefer (Impact Newsletter)

Friendships are among the most intimate and important relationships in our lives. They affect all areas of a person's well-being. For students with Autism Spectrum Disorders (ASD), development of friendships is important and can be a challenge.

<http://ici.umn.edu/products/impact/193/over13.html>

Beyond the Crayon

The website promotes authentic inclusion in schools and communities.

www.beyondthecrayon.com

Children's Friendship Training

Fred D. Frankel and Robert J. Myatt Publisher: Routledge ISBN: 1583913084

This empirically validated treatment integrates parents into the therapy process to ensure generalization to school and home. Step-by-step interventions are provided to help children develop the skills to initiate mutually satisfying social interactions with their peers. Clinical and empirical rationales, illustrative case examples and parent handouts that educate parents and give specific guidelines for homework assignments are presented for each treatment module.

Dr. Paula Kluth website

This website is dedicated to promoting inclusive schooling and exploring positive ways of supporting students with autism and other disabilities. Dr. Kluth's work involves collaborating with schools to create environments, lessons, and experiences that are inclusive, respectful, and accessible for all learners.

www.paulakluth.com

FRIENDS WHO CARE Curriculum (Easter Seals; Friendly's)

Designed to help children better understand what it means and how it feels to be a young person with a disability. This educational program gives students the opportunity to learn what is involved when someone has a disability and how they adapt to live life, go to school, or work as independently as possible. The goals of the program are to encourage typically developing children to accept their peers with disabilities as people first and to find ways to include everyone in school and after-school activities.

www.easterseals.com/site/PageServer?pagename=ntl_friendswhocare_downloads

Growing up Together

Autism Society of America; Indiana Resource Center for Autism; Easter Seals Crossroads

A pamphlet that teaches children that they can have fun with friends who have an autism spectrum disorder.

http://www.bridges4kids.org/pdf/Growing_Up_Booklet.pdf

Discover More About Friendship

Children's reading list of books related to autism and friendship

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Discover
more about
friendships...

A Friend Like Simon

Kate Gaynor; Special Stories Publishing; ISBN 0956175120 *Elementary Readers*

A is for Autism , F is for Friend: A Kids' Book for Making Friends with a Child who has Autism

Joanna Keating-Velasco; Autism Asperger Publishing Company; ISBN 1931282439;
Elementary / Teen Readers

Adam's Alternative Sports Day: An Asperger Story

Jude Welton; Jessica Kingsley Publishers; ISBN 1843103001; *Elementary Readers*

All About My Brother

Sarah Peralta; Autism Asperger Publishing Company; ISBN 931282110; *Young Readers*

Amazingly... Alphiel! Understanding and Accepting Different Ways of Being

Roz Espin; Autism Asperger Publishing Company; ISBN 1931282536; *Young Readers*

Andy and His Yellow Frisbee

Mary Thompson; Woodbine House; ISBN 0933149832; *Elementary Readers*

Are You Alone on Purpose

Nancy Werlin; Speak; ISBN 0142407771; *Teen / Young Adult Readers*

Autism Acceptance Book: Being a Friend to Someone with Autism

Ellen Sabin; Watering Can Press ISBN 0975986821; *Elementary / Teen Readers*

Autism Through A Sister's Eyes: A Young Girl's View of Her Brother's Autism

Emily Hecht; Future Horizons; ISBN 1885477716; *Elementary Readers*

Autistic Planet

Jennifer Elder; Jessica Kingsley Publishers; ISBN 1843108429; *Elementary Readers*

Can I Play, Too?

Mo Willems; Hyperion Book CH; ISBN 1423119916; *Young / Elementary Readers*

Can I tell you about Asperger's Syndrome?: A guide for friends and family

Jude Welton; Jessica Kingsley Publishers; ISBN 1843102064; *Elementary Readers*

The Crayon Box That Talked (can be used to support appreciation of differences)

Shane Derolf; Random House Books for Young Readers; ISBN 679886117; *Young Readers*

Different Like Me: My Book of Autism Heroes

Jennifer Elder; Jessica Kingsley Publishers; ISBN 1843108151; *Elementary Readers*

Do You Understand Me?

Sofie Koborg Brsen; Jessica Kingsley Publishers; ISBN 1843104644; *Teen Readers*

“Even though someone has autism
he or she can still be my friend.”

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