

**Loss, Learning, and Children with ASD:
From Kid•tastrophe to Cooperation**

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Understanding

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Gray's Guide
to Loss:
Helping
Children with ASD
Learn from Life's
Setbacks

Jenison Autism
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**The Theory
& the Questions**

1. Is it possible to be sensitive to the perspective of those with ASD without losing our own routines and need for peace and predictability in the process?
2. If we can't determine why a child is so upset, is there any way to console or help him regain the calm that enables problem-solving?
3. ...Is it possible to negotiate a reasonable route with problem-solving and a solution that is equally comfortable for all parties?

**The social
impairment
in autism is
shared.**

**The Lion's Den
of autism
spectrum
disorders:
a collision of
social
perspectives**

Loss in Childhood
from *Lost & Found*, Gellman & Hartman

1. All childhood losses are important.
2. Loss is an opportunity for learning
3. Losses can form a personally tailored life long curriculum



Day to Day Losses:

Common setbacks ranging from a misplaced crayon stub to a friend moving out of town; in other words, all losses except loss of life.

1. Lost stuff
2. Performance and competitive losses
3. Loss of control
4. Loss via sharing
5. Loss of ation
6. Loss of opportunity
7. Loss of Routine
8. Loss of Health, ability
9. Social losses
10. Emotional losses

Regardless of their severity, size, or form, losses come wrapped in change and require some form of accommodation, adaptation, or resolution to get around, over, or most effectively, THROUGH them.

Loss & Children with ASD

- Loss at the center of many struggles
- Sometimes a loss is perceived similar to other peers
- Similar in content, different in intensity
- Opposite in content – genuinely unique!

**INTENSE
responses
to loss**

**UNIQUE
responses
to loss**

Appreciating the Differences

- Quickly, accurately assessing a social event
- recalling past experience that may be helpful in the current context
 - Prioritize information
 - Determine what others know, feel, believe
 - Put it all together to determine next step
 - Who can help if we fail?
 - It's an amazing catalog of experience...

**CENTRAL
COHERENCE**

Uta Frith, as cited in Happe', 1995
Happe', F. (1995). Autism: An introduction to psychological
theory. Cambridge, MA: Harvard University Press.

people
gender
objects
weather
age
etc. etc. etc.
place
emotion
time
season
CONTEXT

**EXECUTIVE
FUNCTION**

Russell, 1997

Russell, J. (Ed.) (1997). Autism as an executive disorder.
Oxford: Oxford University Press.

**THEORY OF
MIND**

Baron-Cohen, Tager-Flusberg, & Cohen, 1993
Baron-Cohen, S., Tager-Flusberg, H., and Cohen, D.J. (Eds.) (1993).
Understanding other minds: Perspectives from autism.
Oxford: Oxford University Press.

~~"Instinctive Mind"
Theory of Mind~~

- Ros Blackburn

Lose means...

- 1) To be deprived of or cease to have, esp. by negligence or misadventure.
- 3) ...become unable to find; fail to keep in sight or mentally follow..." or
- 4) ...let or have pass from one's control or reach.

(Oxford University Press, 1999)

Accommodations & Analogies (example):

Our own Rescue Attitudes & Phrases

1. We're a team...
2. On a lifelong *Information Expedition. Together.*
3. Is there some information missing?
4. a) Am I missing some information?
5. b) Are you missing some information?
6. That's new information for me. I have some questions. Let's talk (draw) about that.
7. I didn't know that about you. Help me learn...

Accommodations & Analogies (example):
Watch out! Loss Vocabulary

1. The keys are lost.
2. Your team lost the game.
3. Winnie the Pooh is lost.

Very can be **very** helpful!

- Dan is sick.
- Dan is **very** sick with the flu.
- Dan is **very very** sick with pneumonia.
- Dan is **very very very** sick with cancer.
- Grandpa became **very very very very very** sick and died.

4. Affirm Feelings

Affirm Feelings: Jason's Scale

1. I can easily do it.
2. I may feel a little uncomfortable, but I can probably do it on my own.
3. I may feel a little uncomfortable, and may need a little assistance as I work.
4. I feel very uncomfortable and need assistance to get started, and may need help throughout the assignment.
5. Has never been done by man to date.

5. Associations
between related past, present,
and future experiences.

**Strategies to Demonstrate
the Cumulative
Links of Human Experience**

1. Solutions Notebook
2. Photo Albums (enhanced by a Social Story™ that notes similarities, differences, etc.)
3. Life Scrapbook

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