

Second edition

# ASPERGER SYNDROME

A practical guide for teachers

A David Fulton Book

Val Cumine, Julia Dunlop and Gill Stevenson

# Asperger Syndrome

This fully revised new edition is a clear and concise guide to effective classroom practice for teachers and assistants supporting children with Asperger syndrome. Written for use in mainstream schools and other non-specialist settings, the book provides accessible information on the latest developments in this area.

With examples of innovative strategies and approaches to facilitate progress in learning, this new edition:

- outlines the underlying impairments and their educational implications;
- explores the process of assessment and diagnosis in Asperger syndrome;
- offers practical strategies for effective and realistic classroom intervention, including access to the National Curriculum;
- considers the behavioural challenges the child with Asperger syndrome may pose;
- shows how transitions can be supported.

*Asperger Syndrome: A Practical Guide for Teachers* informs professionals meeting a child with Asperger syndrome for the first time and equips them with effective educational and behavioural intervention strategies. This new edition is also updated with reference to Every Child Matters, the Disability Equality Duty and Access Inclusion Planning.

This book is essential reading for professionals in mainstream schools, educational psychologists and INSET providers (including initial teacher training), as well as for parents and carers.

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*With illustrations by Sally Leach*

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# About the authors

**Val Cumine** first encountered autism when completing her Masters at Nottingham Child Development Research Unit in the 1970s. She has retained an enduring interest since. Having worked as an educational psychologist and senior pre-school specialist, Val led the county-wide Autism Research Project for Lancashire in the 1990s. She is currently the county's Senior Specialist EP for Autism Spectrum Disorders, contributing to multi-agency assessment and intervention for early years and school-age children. Val is also a Regional Tutor for the Birmingham University Autism Distance Learning M.Ed and offers independent training and consultancy. Advances made in our understanding together with wonderfully innovative teaching and support strategies for children and young people on the autism spectrum have provided some of the most exciting and rewarding aspects of Val's career. It is a pleasure to once again promote awareness of these in the new edition of this practical guide to Asperger syndrome.



**Julia Dunlop** (formerly Leach) was, for 20 years, a teacher working in both special and mainstream schools. For eight years, she worked as part of a multi-agency assessment team in a child development centre. She first linked up with Val Cumine and Gill Stevenson in 1992 when they formed Lancashire's Autism Research Team. Qualifying as an educational psychologist in 1997, Julia is currently Senior EP in Blackpool, where she specialises in both early years and autism. She is delighted to be collaborating once again with Val and Gill in revising and updating their best-selling books.



**Gill Stevenson** taught in mainstream and special schools before becoming an advisory teacher for children on the autism spectrum. She currently manages an integrated team within Blackburn-with-Darwen Children's Services, who work with children and young people aged 0–19 who have complex needs and their families. The fascination with autism which began with the establishment of Lancashire's Autism Research Team has endured in the continuing working relationship with Val and Julia.





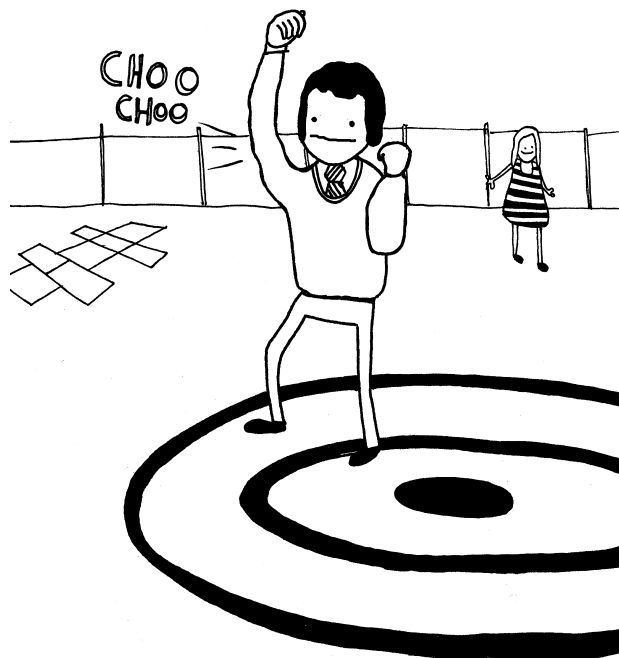
# Preface

The first edition of this book stemmed from the authors' involvement in a three-year project, researching autism and Asperger syndrome in Lancashire. During that time, the authors met over 100 children with Asperger syndrome, in a variety of settings.

The content of this second edition draws on this previous and subsequent experience of working with children with Asperger syndrome in three local authorities in the north west of England.

The anecdotes in the book are all based on real children, but names have been changed for reasons of confidentiality.

The authors have met many parents of children with Asperger syndrome, but one deserves a special mention: Lynda Bannister, mother of John, who has written so eloquently and positively of her son's strengths and difficulties. We are pleased to again have the opportunity to quote directly from her writings. Lynda stands as a representative of all the parents and children from whom we have learnt so much.



**Figure 0.1** Sebastian loves to follow the lines on the playground making the sound of a steam engine

