

# Learning & ASD Characteristics

## SIMULATION ACTIVITY



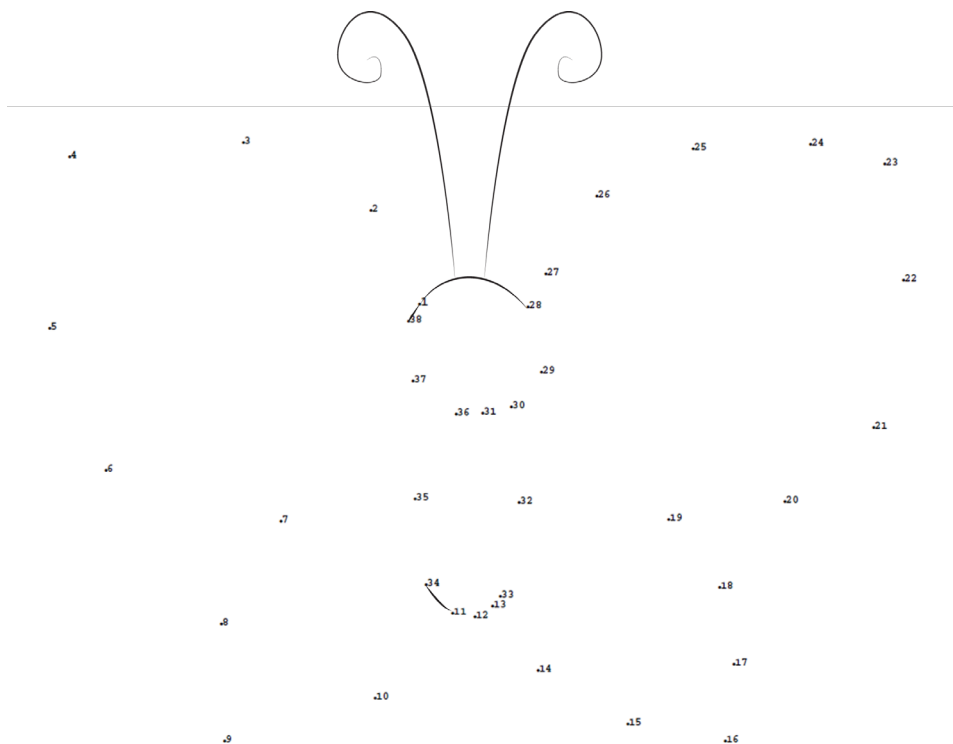
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Individuals with ASD can and do learn; however, the characteristics and learning styles associated with the disorder should be taken into consideration when approaching both teaching and proactive supports to maximize the successes and potential for growth for each individual student. As you complete the following activities, imagine the impact these sensory systems have upon a student as they are partaking in daily activities ranging from learning about science to reading a passage in English to navigating the lunch line. The flood of information that comes in for each of us at any given moment may seem manageable to most people but for an individual with ASD may be completely overwhelming without the right supports and skills.

### Visual Motor/Perception

Attempt to complete the dot-to-dot pattern by looking in the mirror.



Also, check out...

How-To Series  
Kid's Corner Series  
Life with ASD Series  
Academia Series  
Strategy in Practice  
e-Learning Options  
Practical Pointers for Families,  
Educators, Medical Providers,  
and Individuals with ASD

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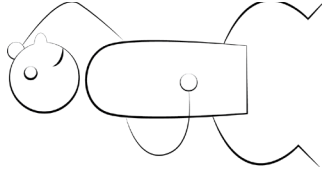
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### Auditory/Communication

Play "charades" with your group. Assign one member of your group to be the actor and that person should pick an action to non-verbally act out. The other member(s) of the group should try to guess what action the actor is doing. Examples of actions: playing soccer, throwing a football, icing a cake, pouring a cup of juice, sewing a blanket, etc.

## Oral, Sense & Smell

Place a piece of candy in your mouth and close your eyes. With the candy in your mouth, perform the following directions:



Pat your head while rubbing your stomach.

Count by 3s to 27.

Recite the following tongue twister & answer the question:

A flea and a fly in a flue  
Said the fly "Oh what should we do"  
Said the flea" Let us fly  
Said the fly "Let us flee"  
So they flew through a flaw in the flue

*Who flew through the flue?*

Read the text below and recall it from memory:

*The purple cow ran past the yellow barn 100 yards down the road before heading into the little field packed full of large green watermelons surrounded by blue daisies by the creek.*

Activity adapted from Bundy, A., Lane, S., Murray, E. (2002). Sensory integration: Theory and practice. Philadelphia, PA: F. A. Davis Company.

## Motor Planning

Copy this sentence in cursive using your non-dominant hand:

*The quick brown fox jumps over the lazy dog.*

With your arms outstretched in front of you, cross your arms, latch your hands, and bring your hands under and toward your chest. Have someone point to a finger but not touch the finger. Try to move that finger.

## Tactile

Close your eyes and reach into your bag. Find an object within your bag and determine what object it is by feeling the shape, texture, and size of the object.

## Proprioception

Do 10 chair pull-ups by placing your hands on each side of the chair and pulling up on the chair while remaining seated. Close your eyes and feel how your body pushes down into the chair noting the compression that is felt within your joints as you are pulling.