

FIDE Pilot Project INFINITE CHESS.



Teaching chess to neurodiverse children with Autism

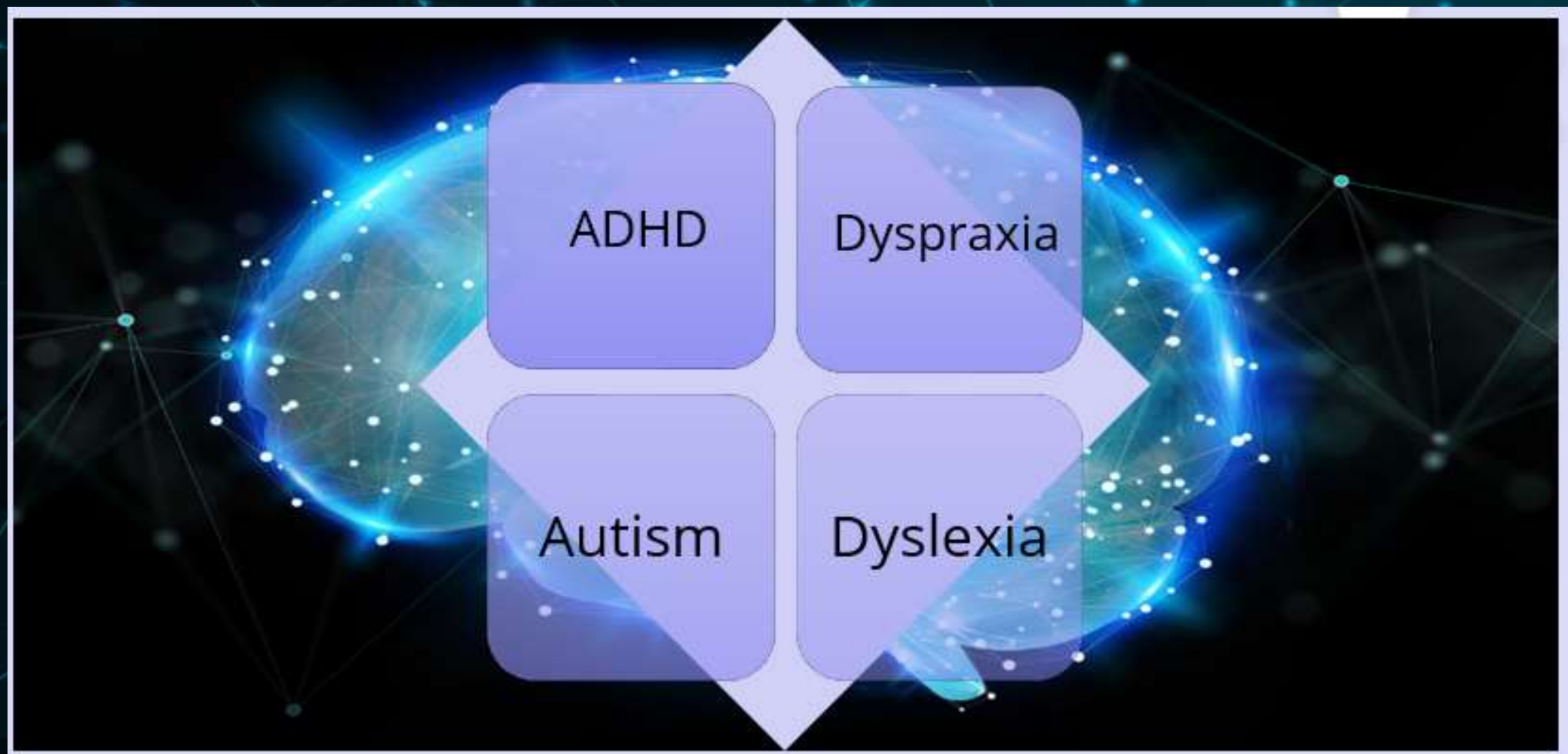
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Topics covered today:

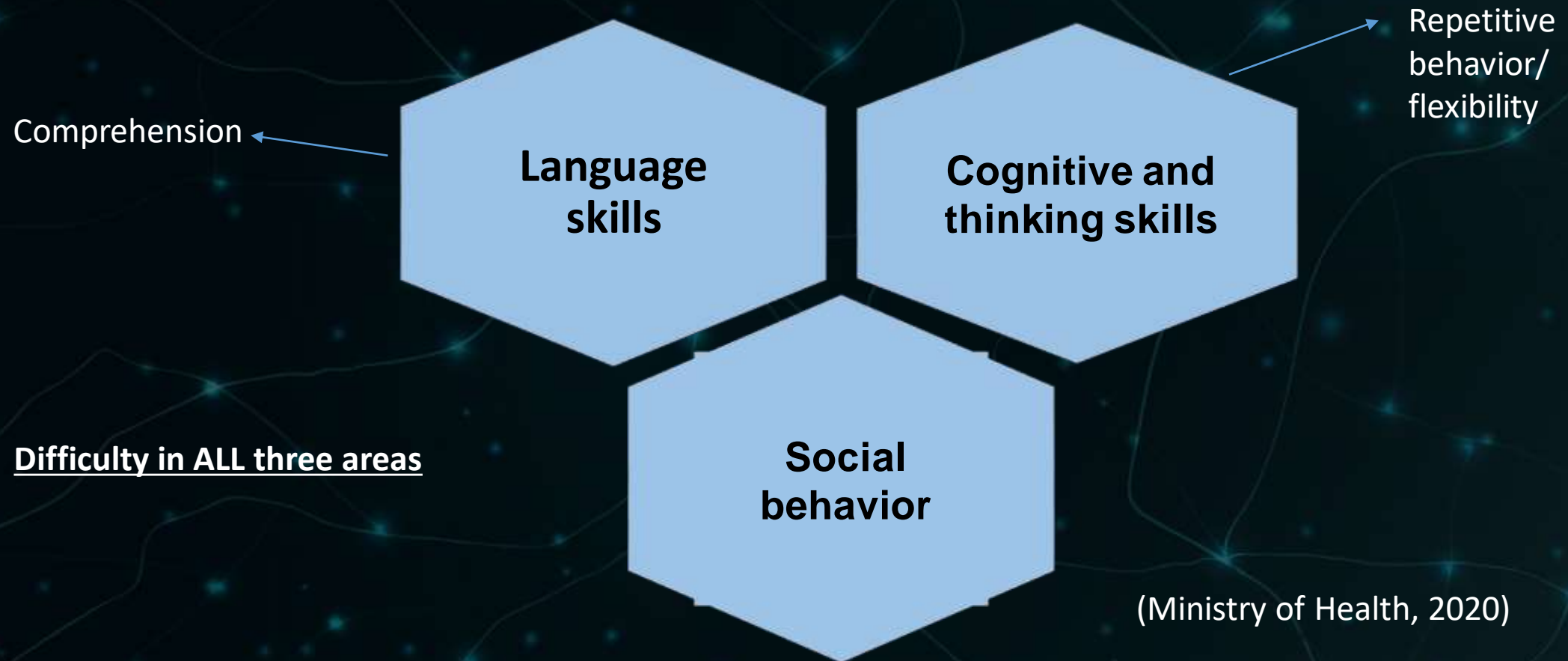
1. What is autism
2. Strong sides of autism
3. Things to take into consideration
4. Sensory needs
5. Trauma
6. Preparing for the student
7. Setting up the classroom
8. Summary



Neurodiverse



Ministry of Health in New Zealand

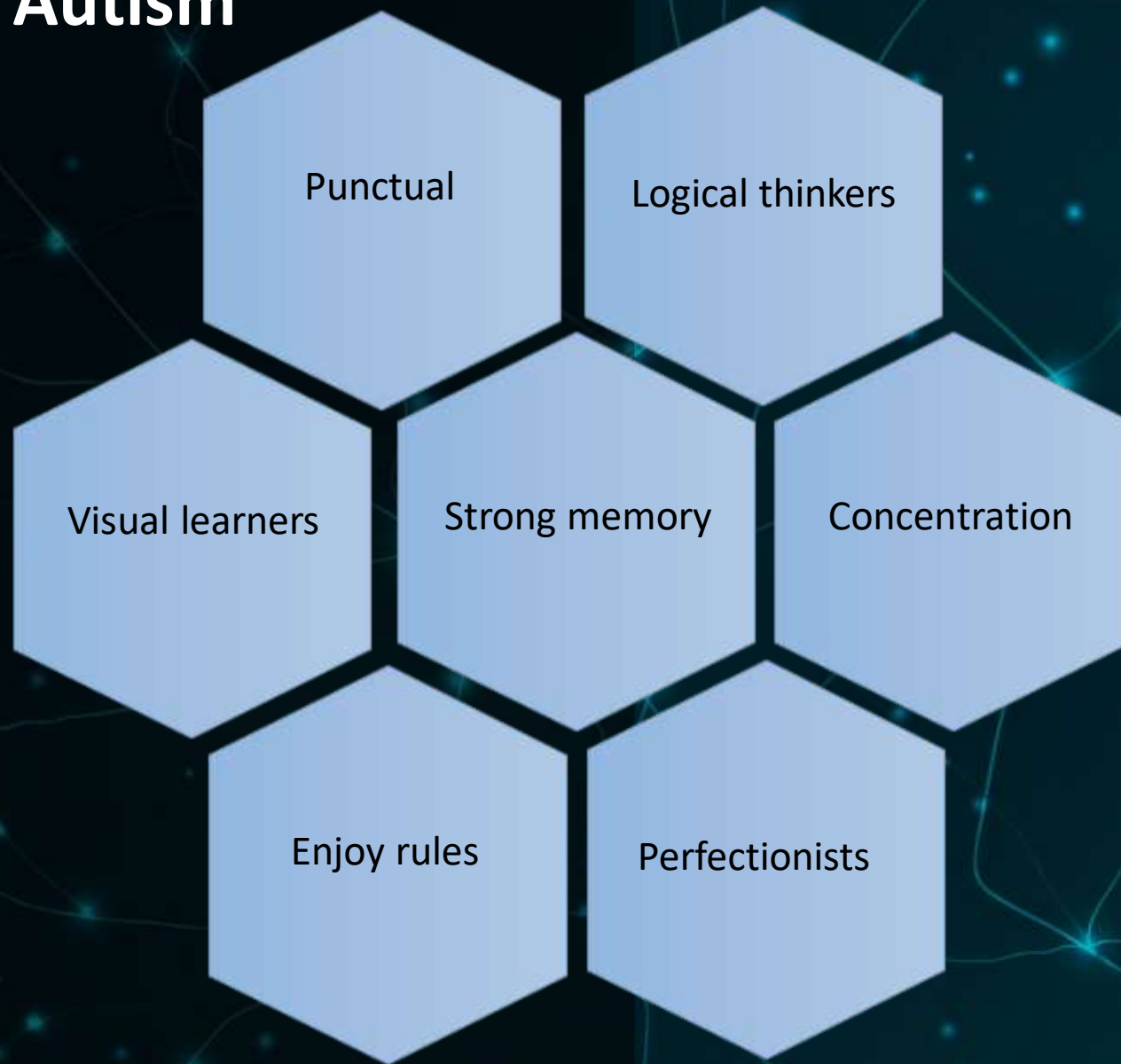




(CNN, 2014)

Dr Temple Grandin

Strong sides of Autism



(Altogether Autism Takiwātanga, 2020)

Playing Chess involves..



Maintaining attention



Learning the value of pieces



Position of pieces



Be able to follow rules



Turn taking



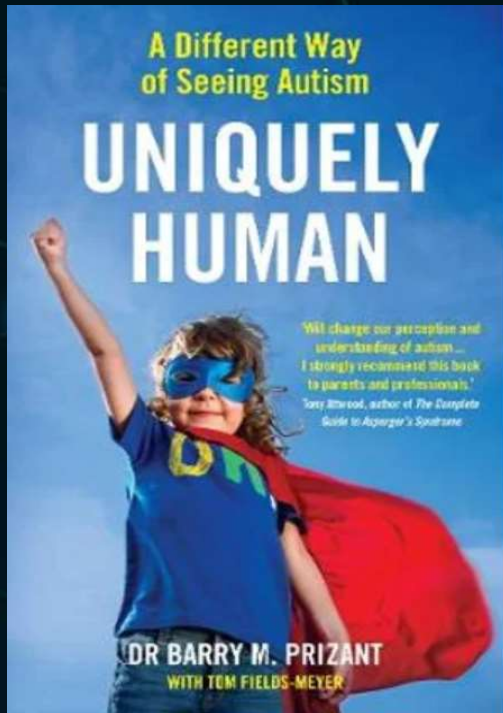
Memorizing a large number of patterns



Evaluating plans



Making a move



“Instead of trying to change how a person with autism reacts to us, we need to pay close attention to how we react to the person”

- Dr Barry M. Prizant, Uniquely Human: A different Way of Seeing Autism

(Prizant, 2015)

Things to take into consideration when teaching:

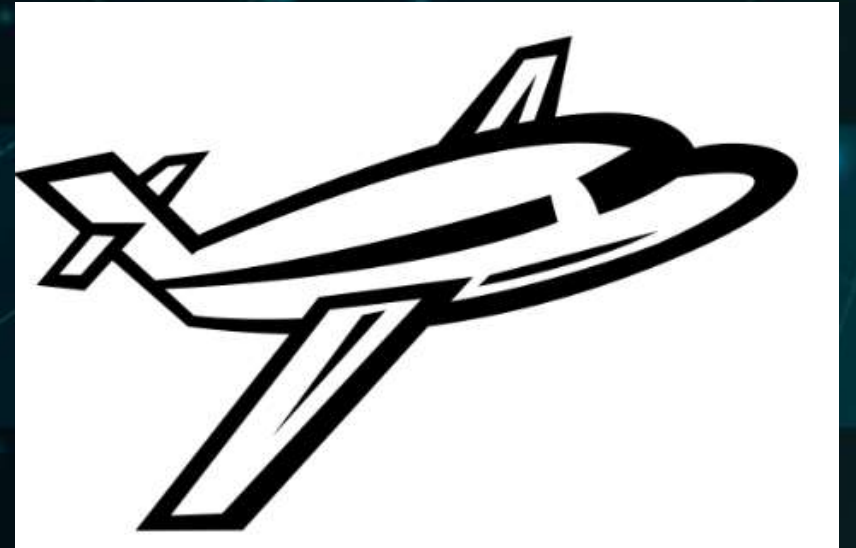
Difficulty sequencing events

Take things literally

Understanding multiple step instructions

Linking past events to an object

Hearing



Vision

Wears glasses?

Can't distinguish images e.g too many lines

Difficulties

1. Giving instructions

2. Preventing meltdowns



Classroom observation

1)How the class staff/parent talk to the student

2)What are the triggers – sensory needs

3)Is there are behavior management plan for the student

4) How the child understands instructions



Diagram illustrating a network of concepts:

- Medication
- Behavior management plan
- Emergency contact
- Likes
- Dislikes
- Motivation
- Triggers

Likes

Medication

Dislikes

Behavior management
plan

Motivation

Emergency contact

Triggers

Sensory input



**WHY DO
AUTISTIC PEOPLE
COVER
THEIR EARS?**



(Loren Snow, 2019)

Chewy toys

Classroom observation:

Swing



Class Equipment

Weighted
blankets

Fidgeting toys

Trampoline

Developmental trauma



(Beacon House, 2019)

Typical way of regulating emotions

1) Notify

2) Identify emotions

3) Express it

4) Manage



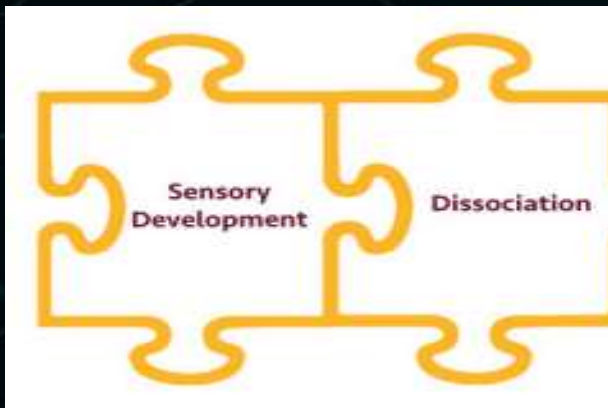
(Beacon House, 2019)



(Beacon House, 2019)



(Beacon House, 2019)

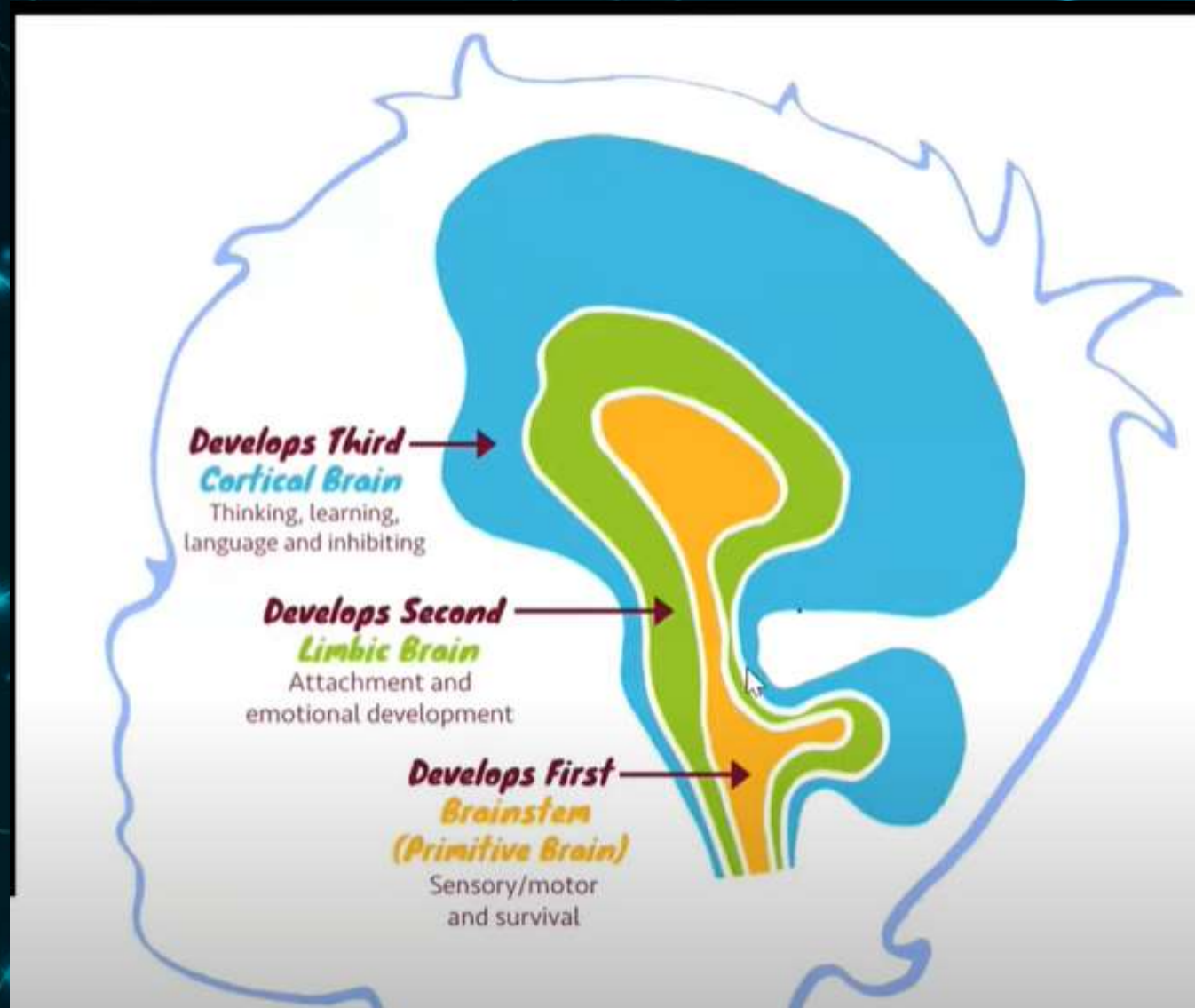


Brainstem

Fight

Flight

Freeze



17-year-old having a
3 years old ability to
regulate emotions



Triggers



Loud noise

New environment

Smell

Not getting the
object of interest

Giving space

Meltdowns

Redirecting

Rhythmic activity e.g swing



Preparing for the class:

Building connection

Preparing student

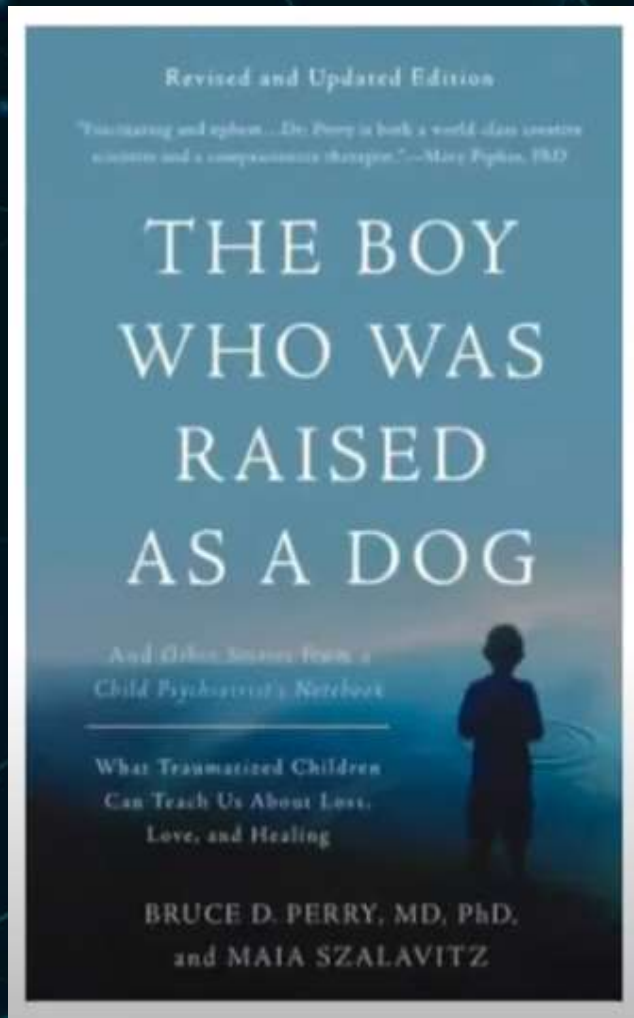
Visual schedule/ Social narrative

Sensory needs

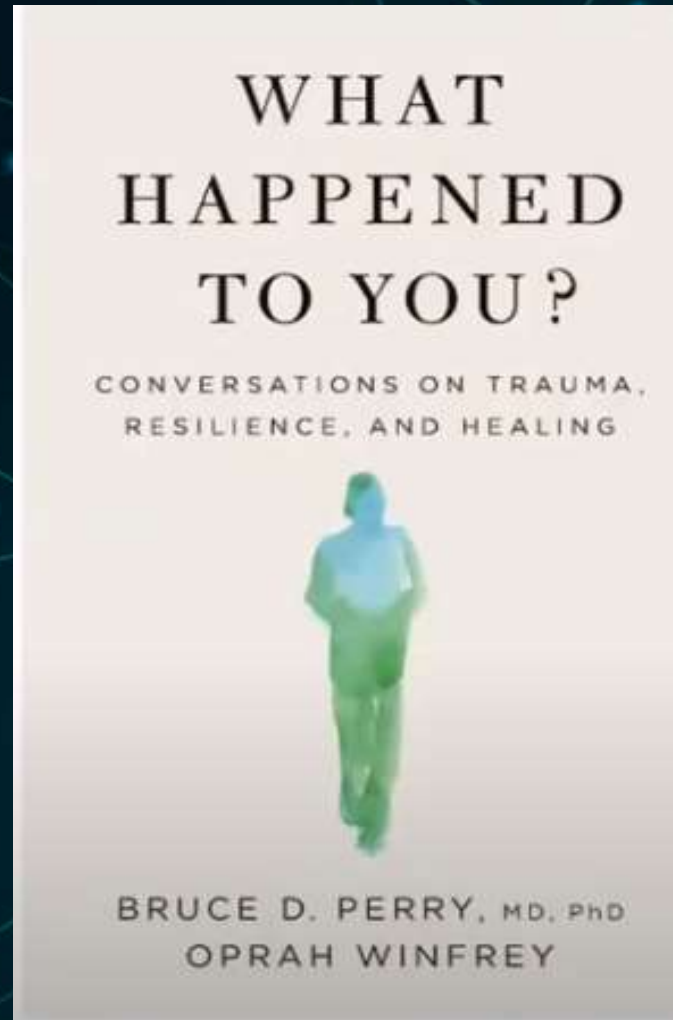
Activities that would help
regulate the child

Behavior management plan

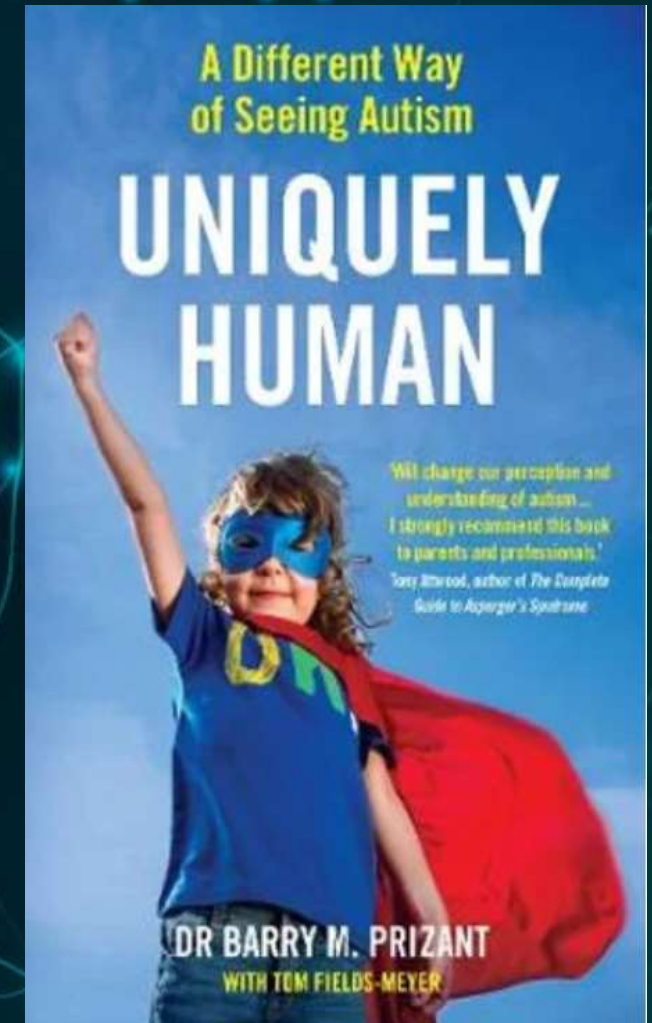




(Perry & Szalavitz, 2006)



(Perry, 2021)



(Prizant, 2015)

Summary

Understanding the child

Developmental trauma

Sensory needs

Setting up the class



References:

Altogether Autism Takiwātanga. (2022). *Strengths and abilities in autism*.

<https://www.altogetherautism.org.nz/strengths-and-abilities-in-autism/>

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Perry, B. D., & Szalavitz, M. (2006). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love and healing*. Basic Books.

Prizant, B. M., & Fields-Meyer, T. (2015). *Uniquely human: A different way of seeing autism*. Simon & Schuster.

The background is a gradient of teal and blue, transitioning from a darker shade on the left to a lighter, brighter shade on the right. It is decorated with a network of thin, white, wavy lines that intersect at various points. At these intersection points and scattered throughout the background are numerous small, bright blue dots, some of which have a soft, glowing halo effect.

Thank you for listening