

3rd FIDE Educational Seminar "Chess for children with an autism spectrum disorder. Learn & teach"



Special needs educational assistant, more than 18 years of
experience (Canada)

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Autism spectrum disorder (ASD) is a complex neurological and developmental disorder that begins early in life and affects how a person acts and interacts with others, communicates, and learns. ASD affects the structure and function of the brain and nervous system. Because it affects development, ASD is called a **developmental disorder**. ASD can last throughout a person's life.

Different people with autism can have different symptoms. For this reason, autism is known as a **spectrum disorder**—which means that there is a range of similar features in different people with the disorder.

Because autism is a spectrum disorder, each person with autism has a different set of strengths and challenges.
There is no cure for Autism.





TEACHING STUDENTS WITH AUTISM SPECTRUM DISORDER

- Comprehension.
- Poor nonverbal conversation skills.
- Understanding abstract language.
- Maintaining attention/changing focus rapidly.
- Auditory processing.
- Literal thinking.
- Limited vocabulary.
- Echolalia (repetition of words just spoken by another person).
- Improper use of pronouns, questions, statements.
- Unusual tone or rhythm of speech.
- Relating comments in appropriate situations.
- Turn-taking in a conversation.

Communication challenges

- High need for routines and predictability.
- Difficulties with changes and transitions.

A transition occurs when a student is required to change location, activity, environment or position.

- Difficulties with processing sensory information.
- Lack of functional use of objects.
- Unusual body movements or repetitive behaviors, e.g., rocking, flicking fingers.
- Limited coping strategies.
- Inflexible thinking.
- Specific interests.

Behavior challenges

- Dealing with unexpected events.
- Difficulties with changes and transitions.
- Adapting to a new situation.
- Understanding responses of others.
- Inability to express oneself.

Anxiety challenges

- Knowing how to initiate an interaction.
- Having difficulties with how to begin and maintain a conversation.
- Recognizing the presence of others.
- Understanding people's feelings and perspectives.
- Developing friendships.
- Understanding social rules.

Social interaction challenges

HOW TO SET UP AN AUTISM CLASSROOM

The background of the image is a gradient of teal and blue. It features a network of thin, white, wavy lines that intersect and form a complex, organic pattern. Scattered throughout this network are numerous small, glowing blue and white particles, some of which are larger and more prominent than others, creating a sense of depth and movement. The overall effect is reminiscent of a neural network or a microscopic view of a material.

Physical layout

Get rid of the clutter



Use visuals to define spaces

Use visuals to increase independence

Visual support can be pictures, photographs, drawings, objects, written words, schedules, timers, first-then, or body movements.

If you have a “runner” in your classroom, you may put a “STOP” sign on the door.





**A PICTURE IS WORTH
A THOUSAND
WORDS – SO USE
THEM**

Use visuals to increase independence

Visual schedules are created to match the individual needs of a student and may vary in length and form.

Ms. _____ Chess Classroom Rules



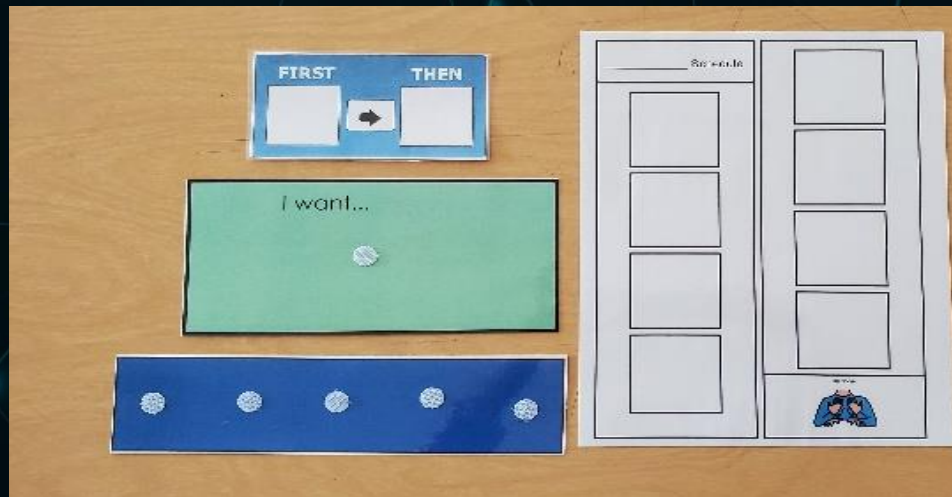
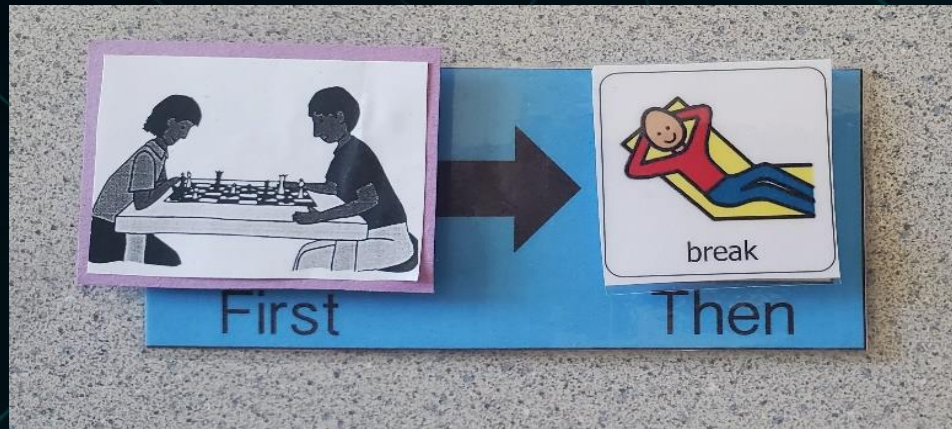
Quiet Voice



Hands to
yourself

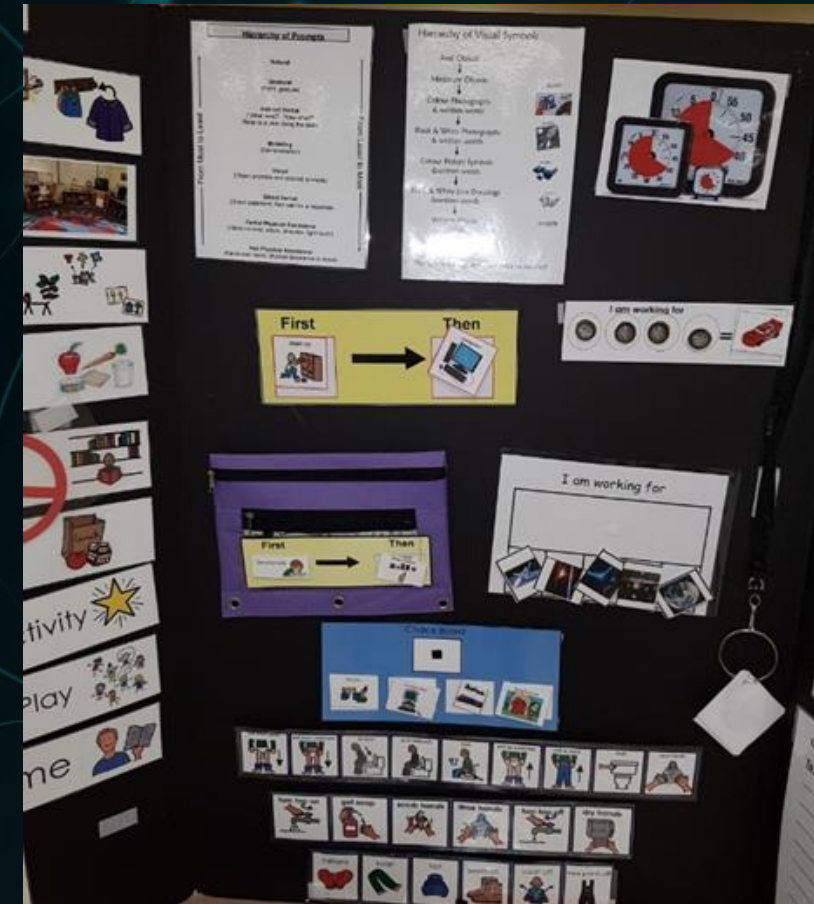
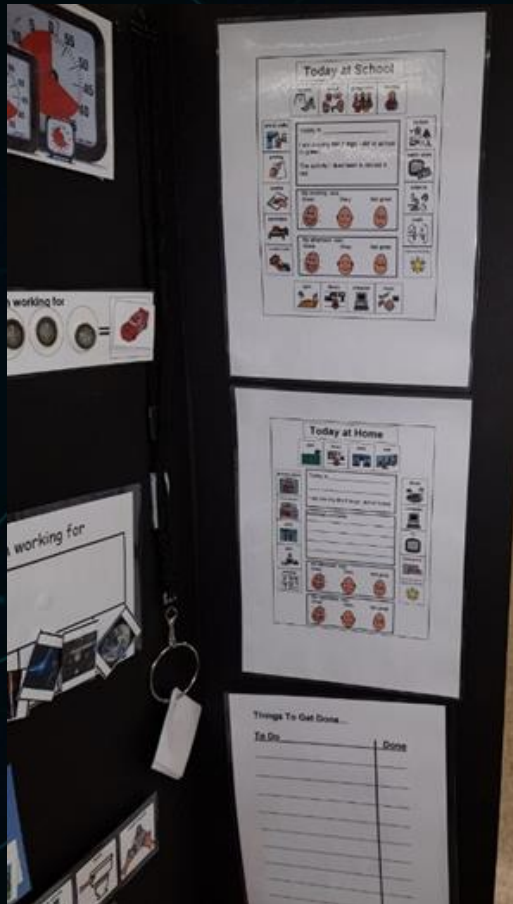


Listen to
teacher



Use visuals to increase independence

Visual schedules are created to match the individual needs of a student and may vary in length and form.



Keep in mind sensory stimulation

Try to minimize sensory stimuli
as much as possible.

Fluorescent lighting

Reduce noise



Have a calm down area

Once a student's feelings are escalating, they can no longer learn.



Sensory toys

When I Am MAD



Mad

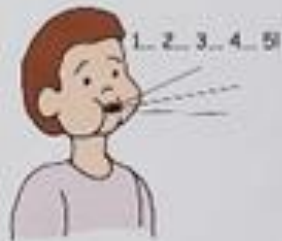
I will



Go to Calm Spot



Fold my hands



Take 5 breathes

1 2 3 4 5 6 7 8 9 10



Count to 10



Drink water

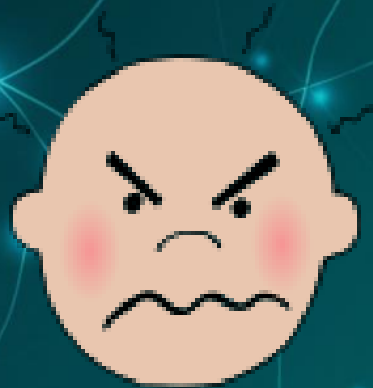


Return to work

WHEN I AM MAD

When I Am Upset

(not hitting)
Social Situation

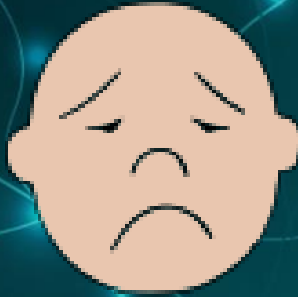


My name is _____.

My teacher is _____.

I am _____ years old and go to chess school.

**Sometimes at chess school I get upset.
When I am upset, I am NOT happy.**



**I find it hard to talk when I am upset.
Sometimes when I am upset, I might hit.
This can make my friends and teachers sad.**

I might be upset when:

**(add in what makes the child upset/sad/angry
e.g., end of break time/losing toys etc.)**

My teacher will help me when I am upset.

When I am upset, I can count to 10.

1 2 3 4 5 6 7 8 9 10



My teacher will help me with this.

Next, I can take 5 deep breathes.



1... 2... 3... 4... 5!

Slow in.... Slow out

Last, I can squeeze my hands together.



Squeeze ... relax
Squeeze ... relax
Squeeze ... relax

Counting, breathing, and squeezing my hands, make me feel relaxed.

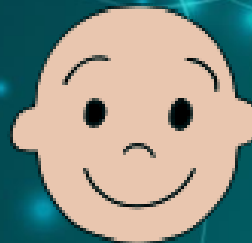
1-2-3...



1... 2... 3... 4... 5!

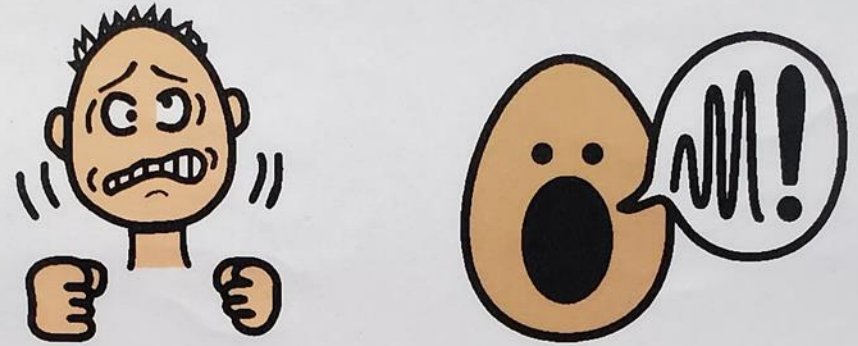


This is OK. Soon, I will feel better.





When I Don't Get
My Way



Sometimes I get mad when
I don't get my way!

When I'm mad, I might scream
really loud!



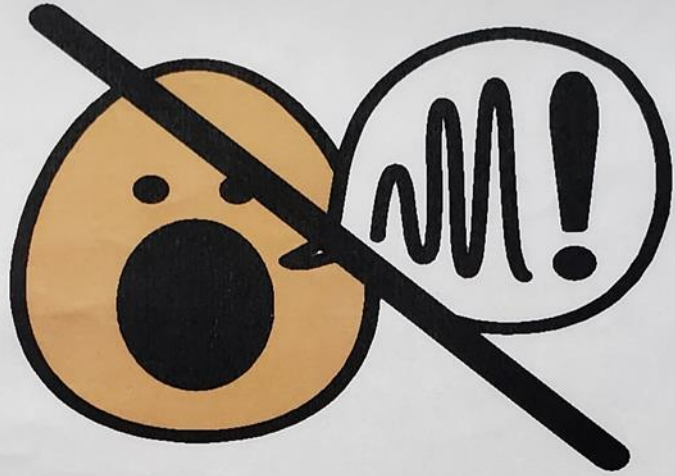
That's not a good way to say I'm upset.

It hurts other people's ears.

It makes it hard for my friends to listen to the teacher.

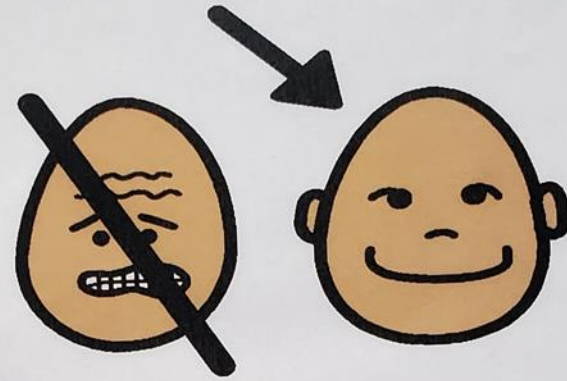


If I am mad, I can say "I'm mad" or I can ask the adult why I can't do what I want.

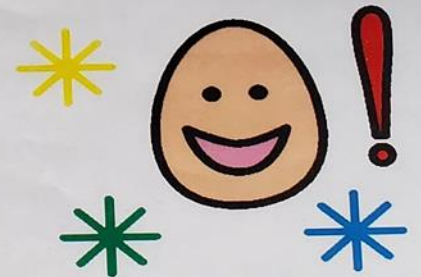


But screaming is NOT
OK!

I will try not to scream
when I am mad.



I will try to stay calm
and do what the teachers
want me to do. That way
I can learn and so can
my friends!



Use a timer. Timers are a visual support which helps students with autism "see" how time passes.



If your students have difficulty staying at their desk, you can use weighted products like a gel weighted lap pad or snake wrap.

Parents may create a social story to help their child make the transition easier and more predictable.

's

Daily Panner

I am going to chess school

My name is _____
and I am _____ years old.

Add the picture of the child.

**In September, I will start going to
chess school.**

This is OK.



You can add a photo of the building of the school.

**Starting chess school will be
fun!**

**On (day of the week, time),
(mom, dad, _____) will take
me to chess school.**

You can add pictures of a child and an adult who will take child to school.

My teacher's name is

_____•

(Add the picture of the teacher)

**My teacher will teach me
how to play chess!**



**First, I will enter the classroom and say
“Hello!” to my teacher.**



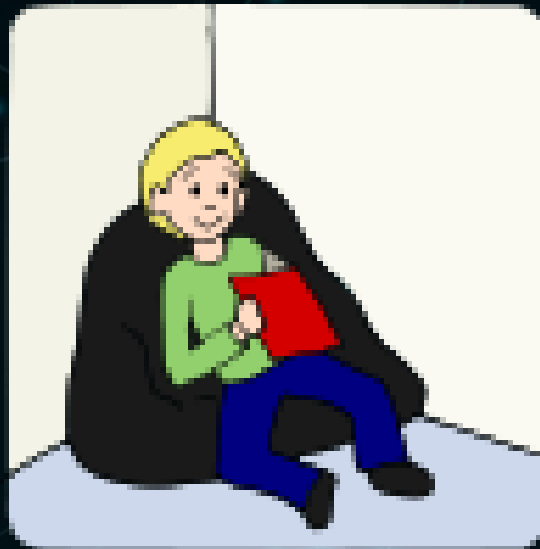
Then, I will go and sit at my desk.



I will be quiet and listen to my teacher.



After, I will have a break!



After the break I will go back and sit at my desk.



I will be quiet and listen to my teacher.



**When my chess class is finished, (dad,
mom, _____) will take me home again.
I will say “Goodbye” to my teacher and
friends.**



**I love to come to chess school.
It is fun!
I feel happy!**



Parents may provide the school with copies of the key information about their child's needs and share their concerns and expectations with the staff.

HOW DO I TEACH A STUDENT WITH AUTISM?

- Be positive.
- Get to know the child.
- Build positive relationship with the student.
- Be aware of individual differences, e.g., activity level, sensory needs, communicative and cognitive ability.
- Provide a predictable and safe environment.
- Minimize transitions.
- Offer a consistent routine.
- Keep language simple, concrete, and clear.
- Use visuals (gestures, signs, pictures, timers, social stories).
- Provide a break to allow for self-regulation.

PROMPTING

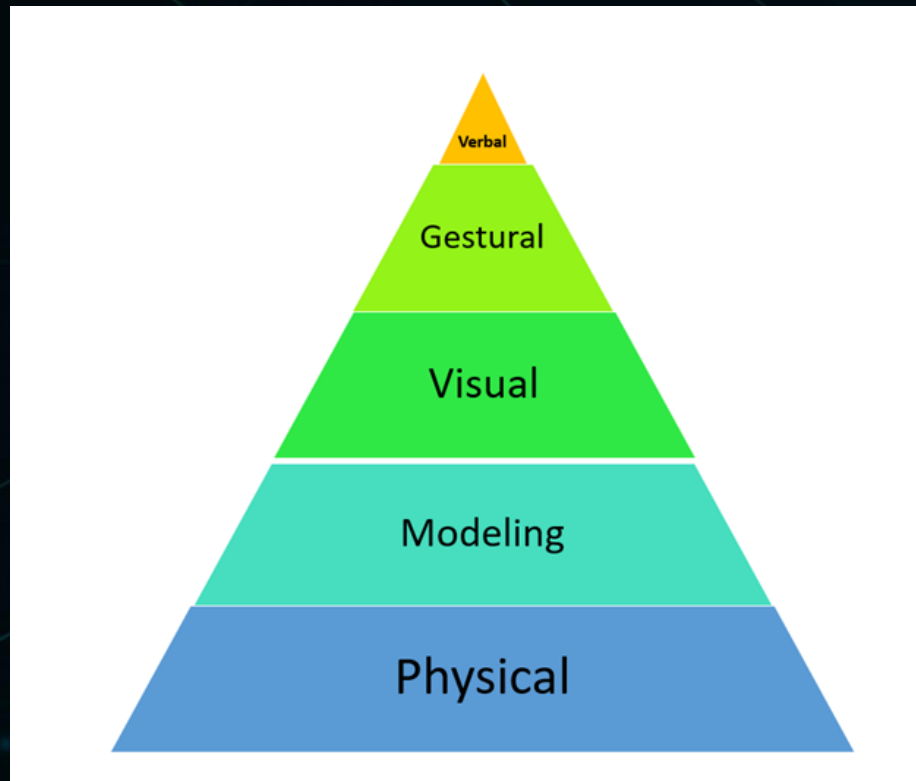
Prompting is a way of assisting students to perform a specific response after given instruction.

There are 5 types of prompts:

- Verbal (Indirect Verbal and Direct Verbal)
- Gestural
- Visual
- Modeling
- Physical

STRATEGIES

PROMPTING



STRATEGIES

REINFORCEMENT

An event that follows behavior and increases the probability of that behavior occurring again is a reinforcer.

Types of reinforcers:

- tangible
- social
- primary
- token

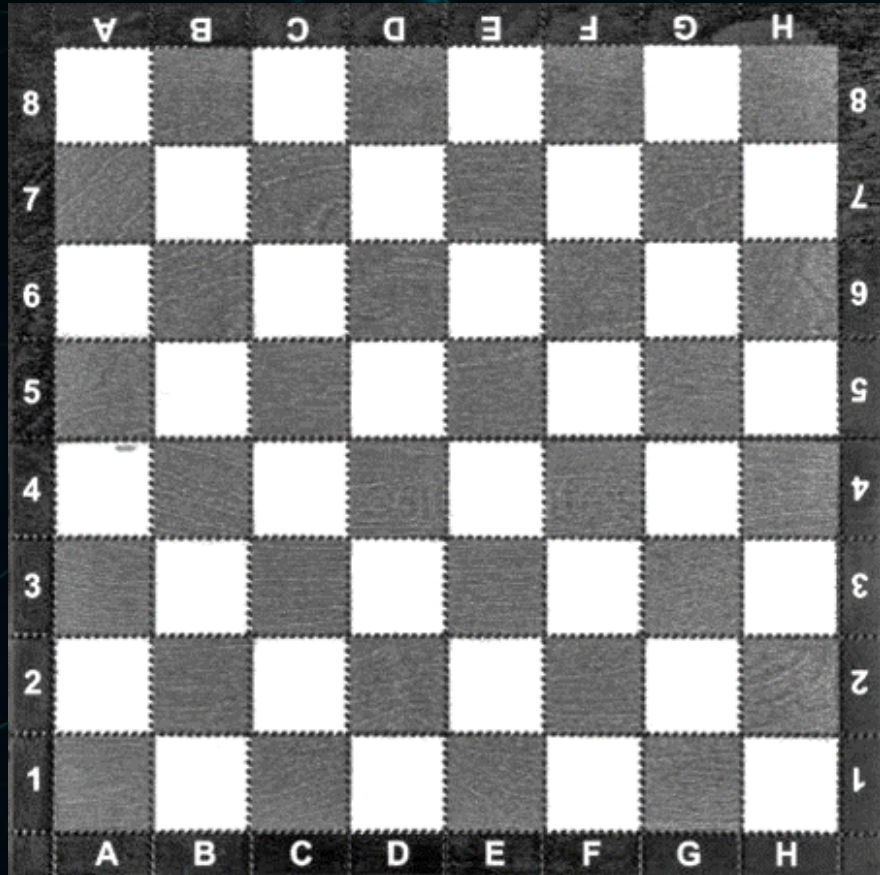
No one item is a “universal” reinforcer. Reinforcers are determined by their impact on behavior.

STRATEGIES

The background features a dark blue gradient with horizontal stripes of varying shades. Overlaid on this is a complex network of thin, glowing blue lines that intersect at various points, creating a web-like pattern. Small, bright blue dots are scattered throughout the image, some appearing at the intersections of the lines and others floating independently.

The teacher must set the goals depending on the student's age and functioning level

Lesson 1



Chess board



Demo board

SORTING

Activity.

Sorting colors (black and white).
Goal: Recognition of White (light color) and Black (dark color) squares on a chessboard.



Lesson 2

MATCHING

Sorting and matching activities help students to:

- improve concentration and increases attention to details.
- increase short-term memory and train visual memory.
- develop and improve fine motor skills.

Activity 1.
Sorting chess pieces.
Goal: Recognition of chess pieces.



Activity 2.

Sorting chess pieces based on color (black and white).

Goal: Recognition of white (light color) and black (dark color) chess pieces.



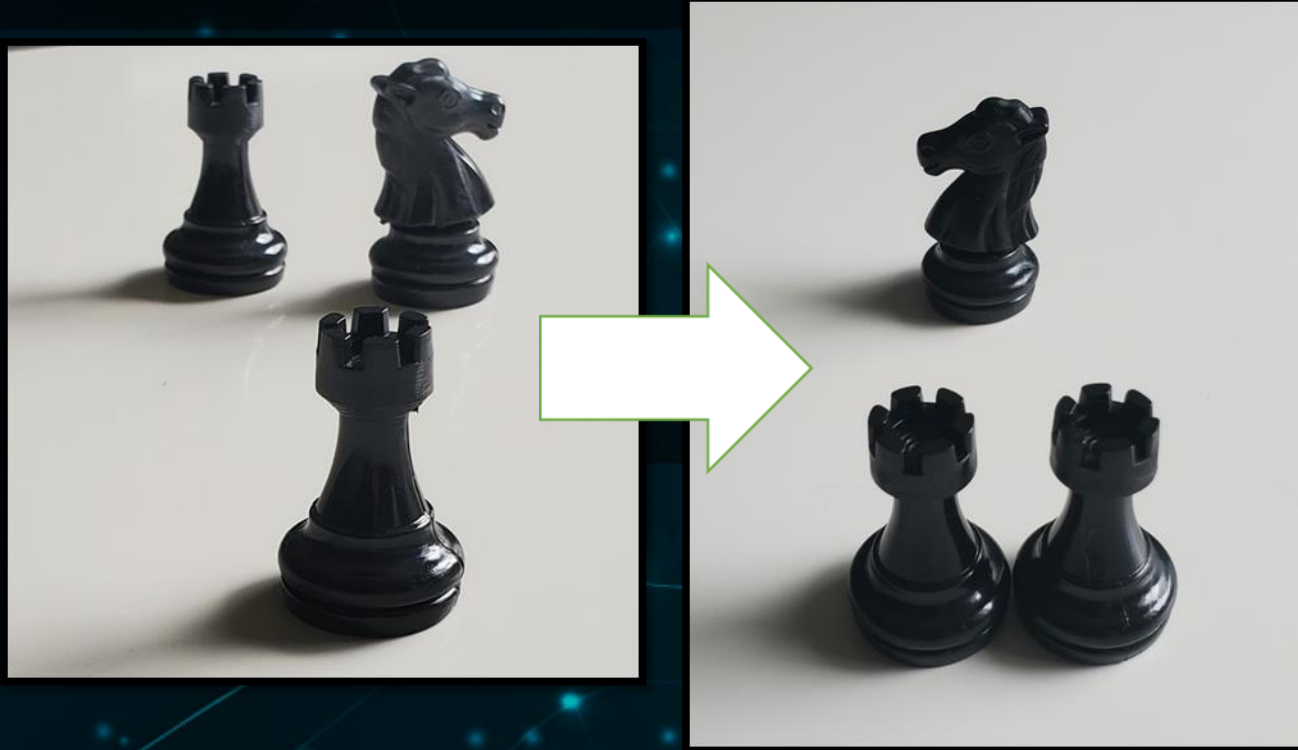
MATCHING

Activity 1.

Object to object. 3D to 3D matching.

Matching Chess Pieces

Goal: Recognition of 3D chess pieces and their names.



Start with one color



MATCHING

Activity 2.

Object to picture matching.

Matching 3D chess piece to the picture card with the symbol of the chess piece.

Goal: Recognition of 3D chess pieces, their symbolic representation, and their names.

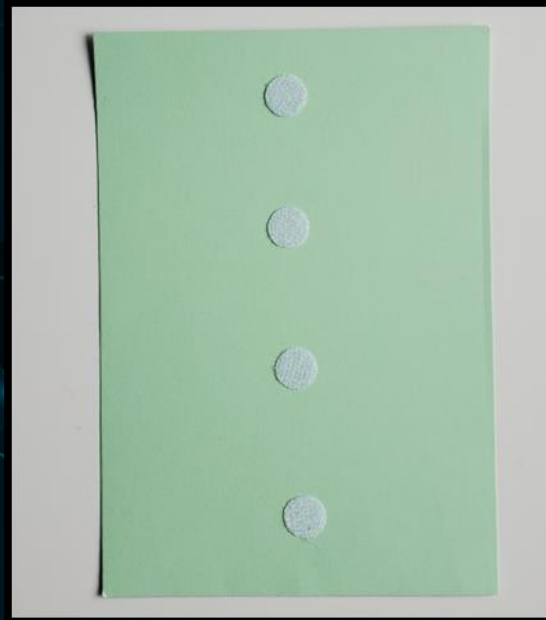
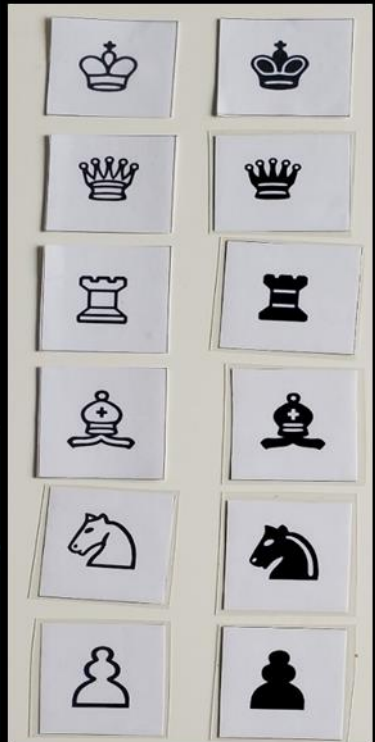


MATCHING

Activity 3.

Picture to object matching.

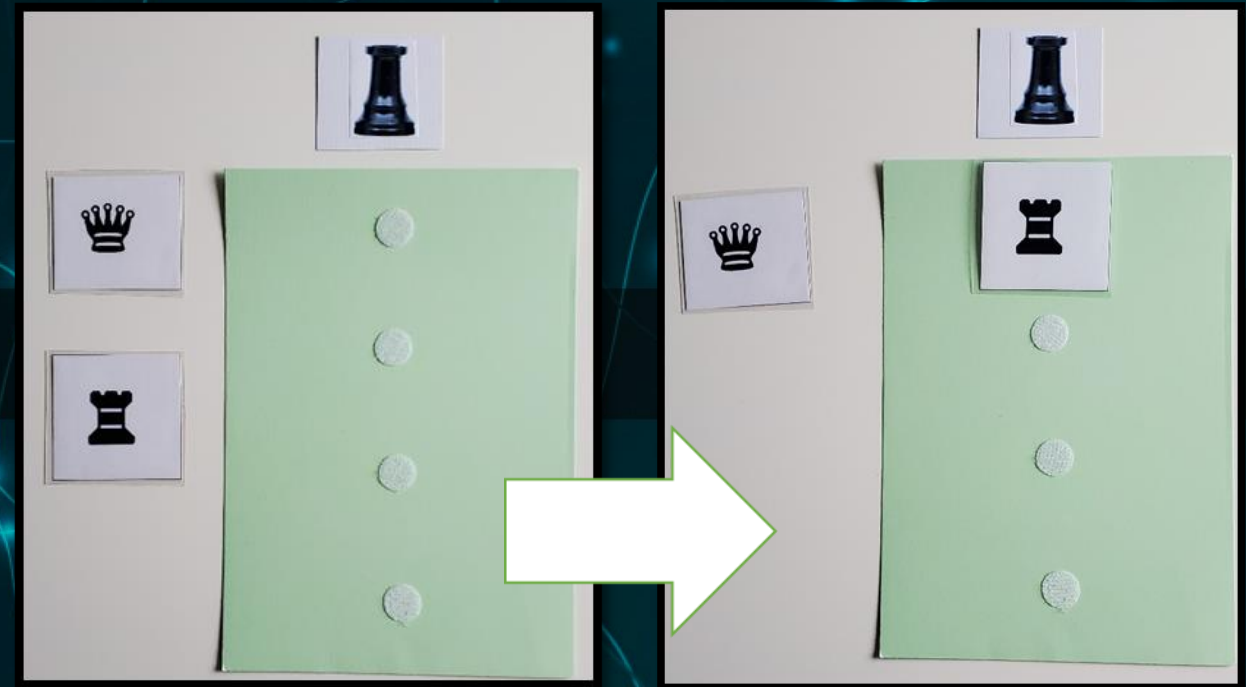
Matching the picture card with the symbol of the chess piece to the 3D chess piece.
Goal: Recognition of 3D chess pieces, their symbolic representation, and their names.



MATCHING

Activity 4.

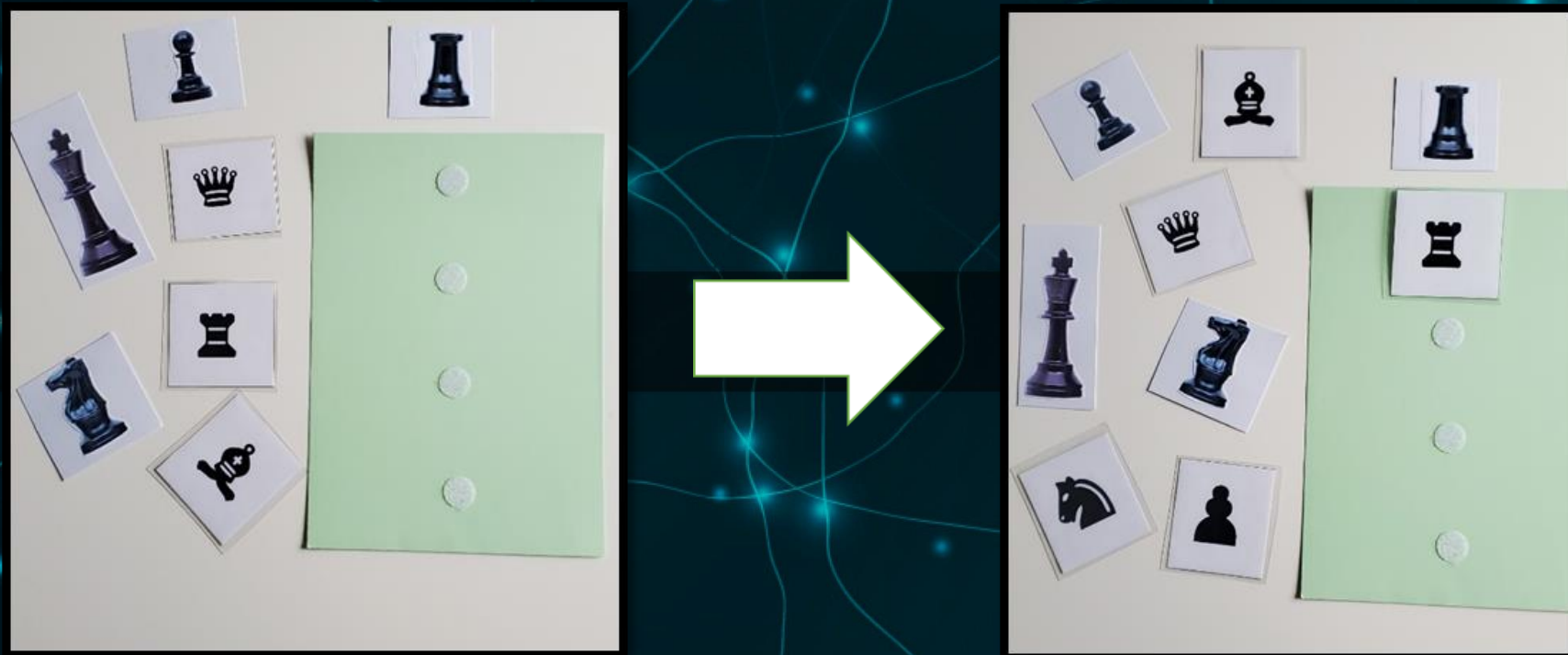
Picture to picture matching. Matching the picture card with the image of the real chess piece to the picture with the symbol of the chess piece.
Goal: Recognition of symbols representing chess pieces.



MATCHING

Activity 4.

Picture to picture matching. Matching the picture card with the image of the real chess piece to the picture with the symbol of the chess piece.
Goal: Recognition of symbols representing chess pieces.



MATCHING

Activity 5.

Picture to picture matching. Matching the picture card with the image of the actual chess piece and the picture with the symbol of the chess piece to the card with the word/text card representing the piece.

Goal: Recognition of chess piece symbols and their word representation.



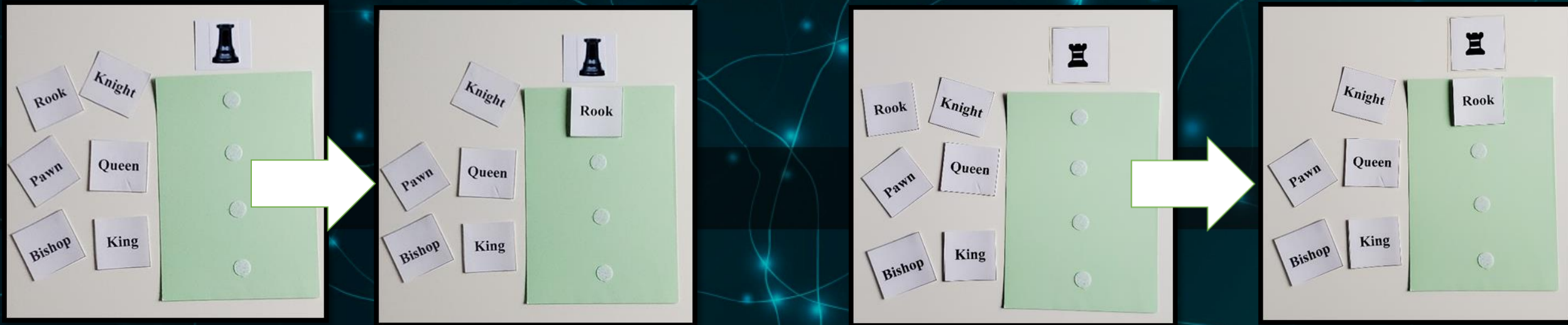
MATCHING

Activity 5.



MATCHING

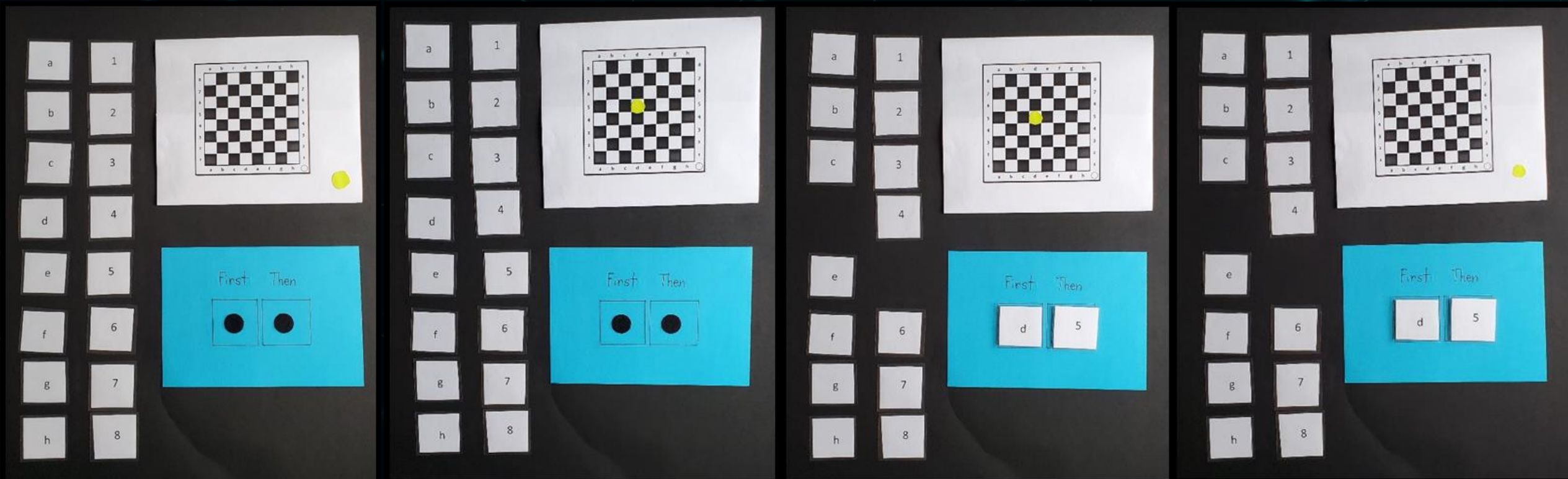
Activity 5.



Lesson 3

Activity 1.

Goal: Understanding of chess notation which uses a single letter and number to name each square of the chessboard.

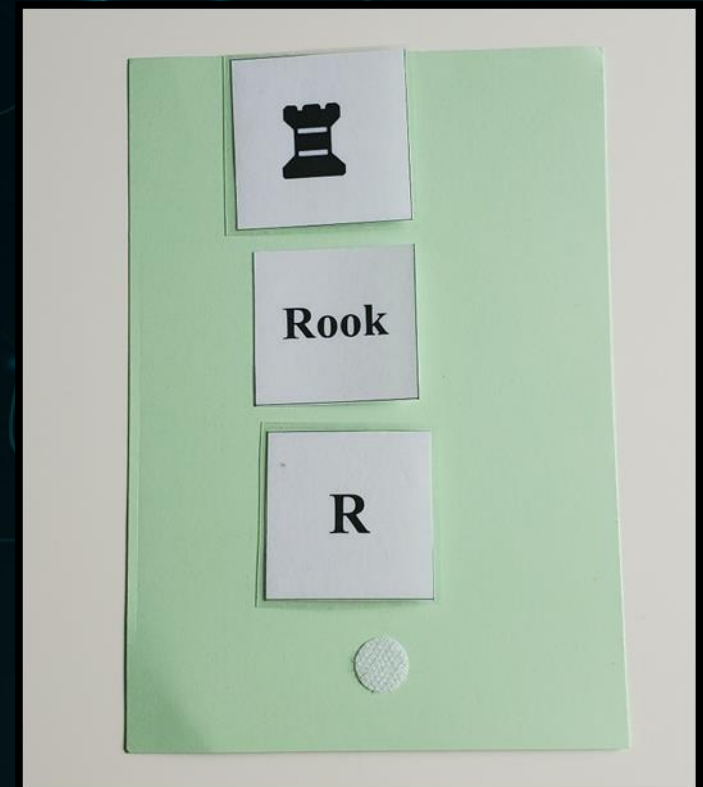
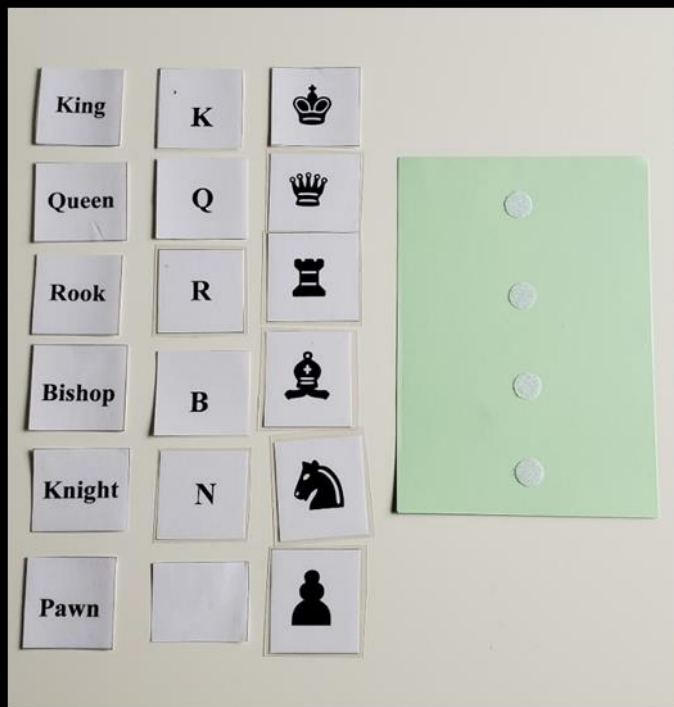


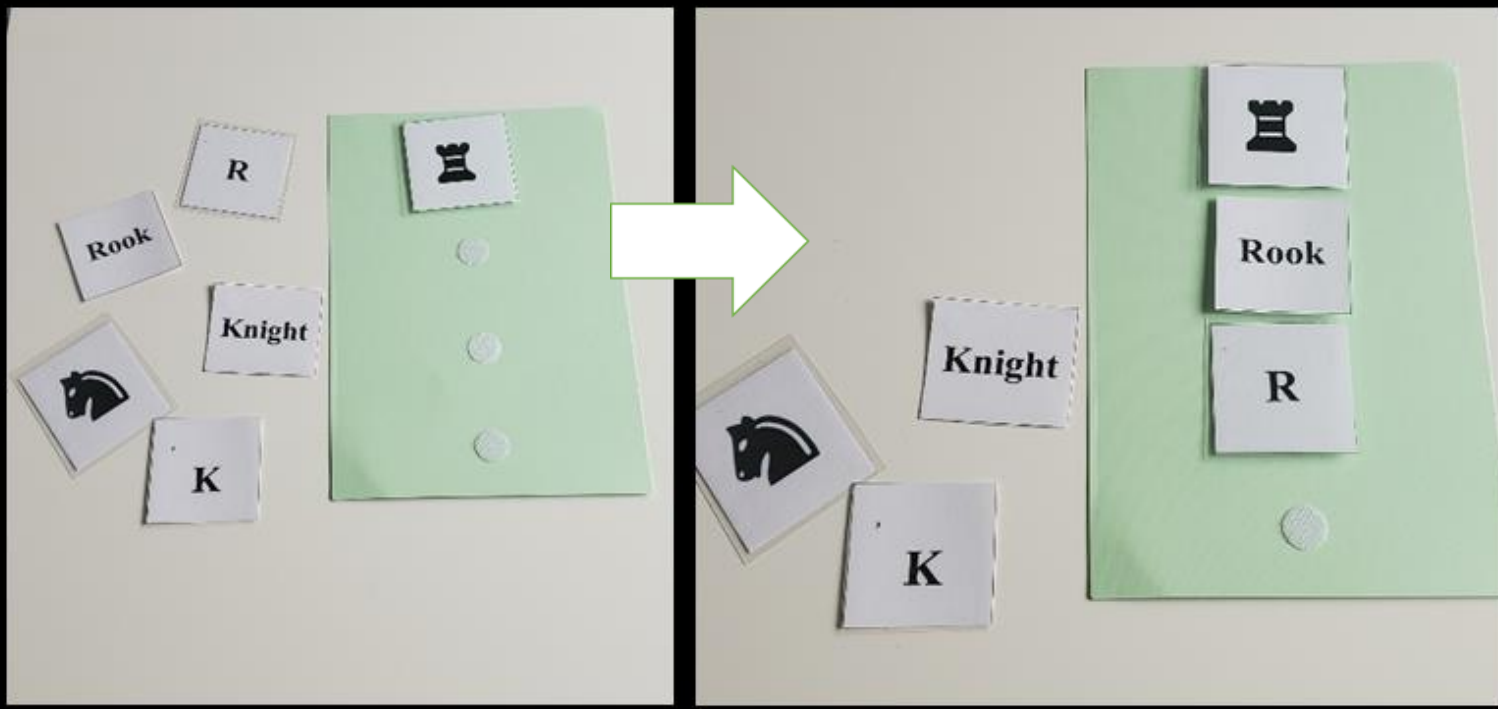
Lesson 3

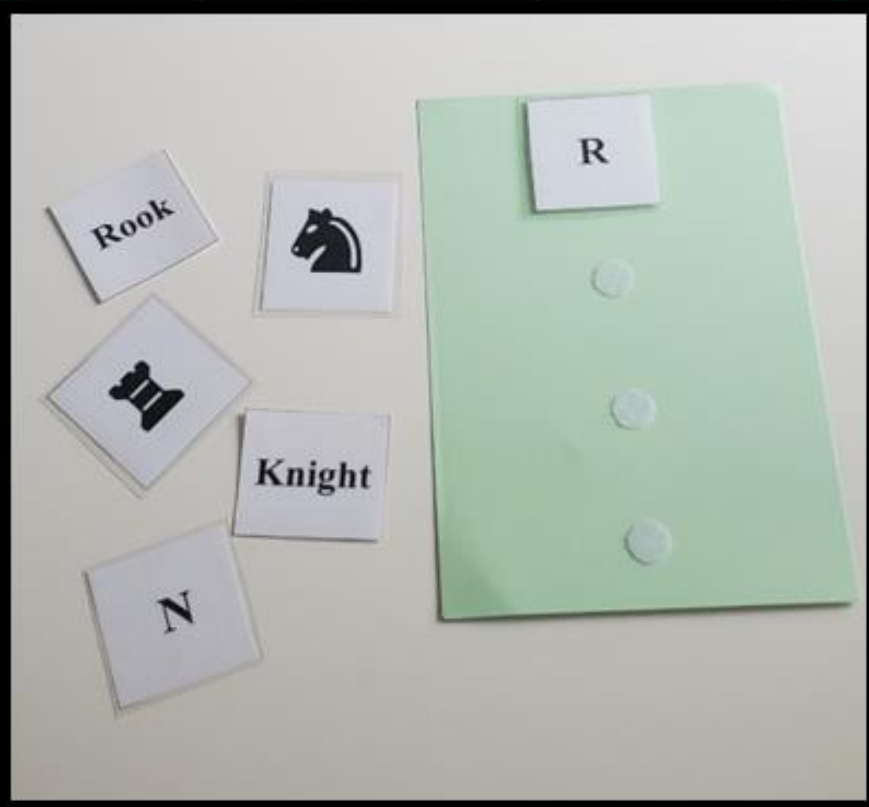
Activity 2.

Picture to picture matching.

Goal: Recognition of chess pieces symbols, their word/text representation, and their abbreviations.

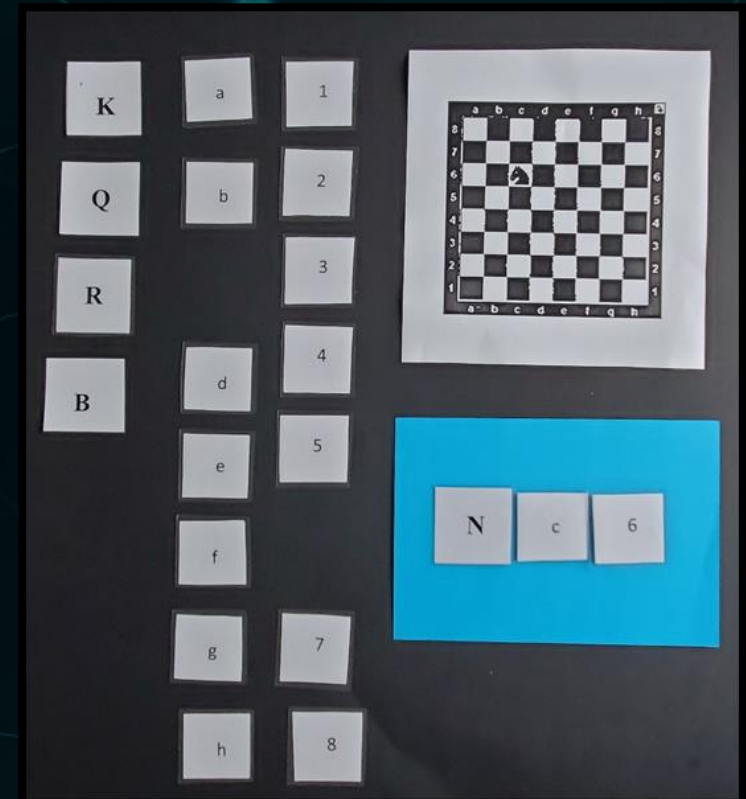
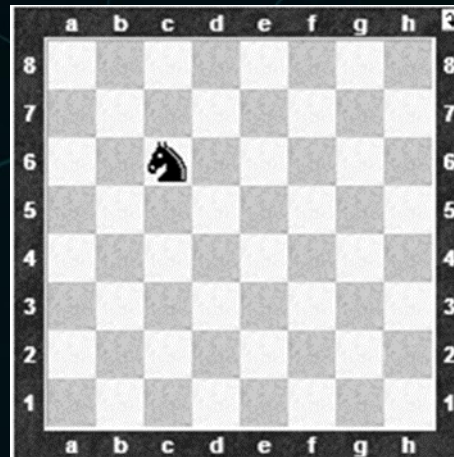
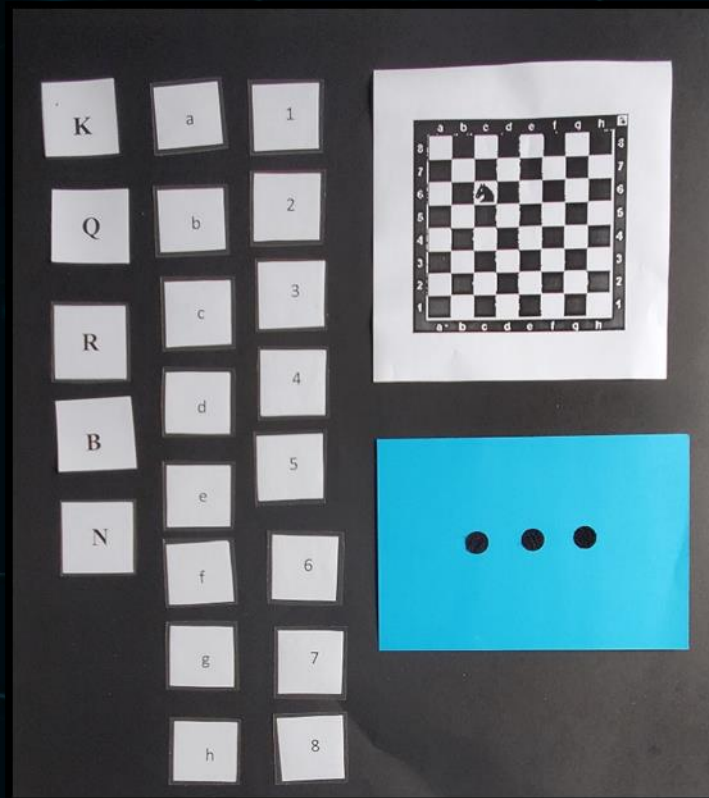






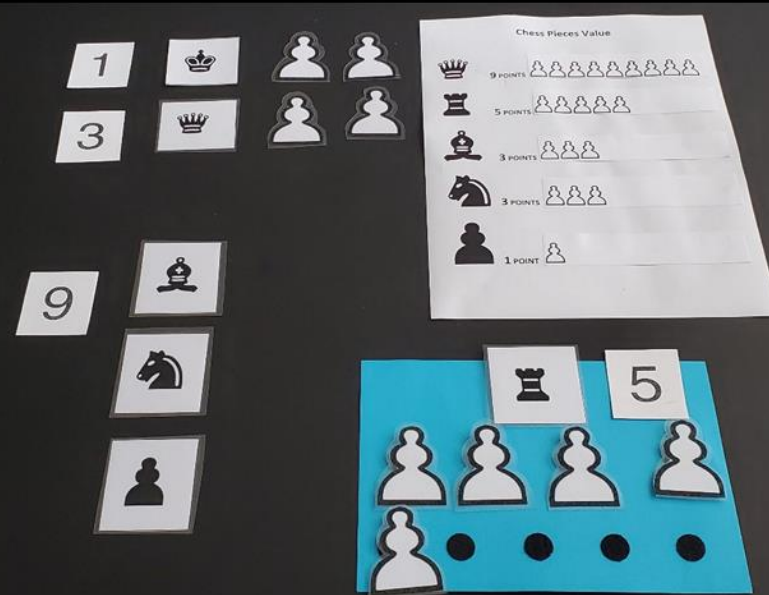
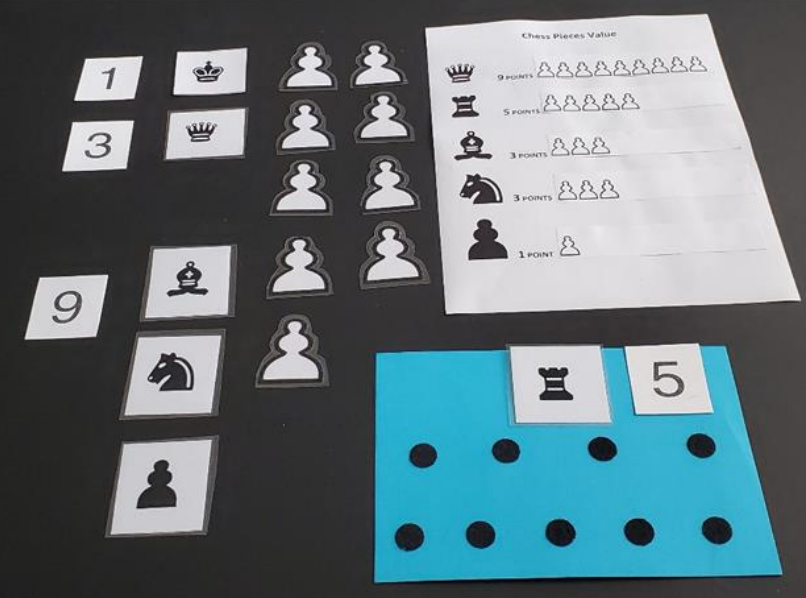
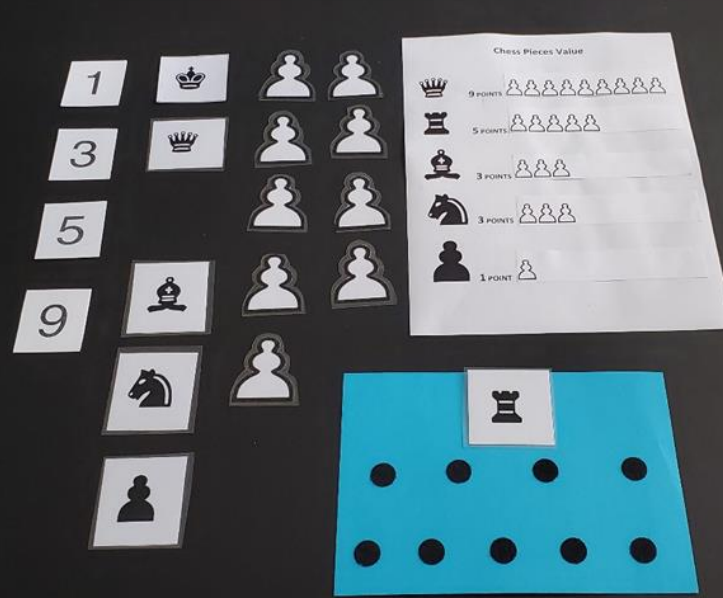
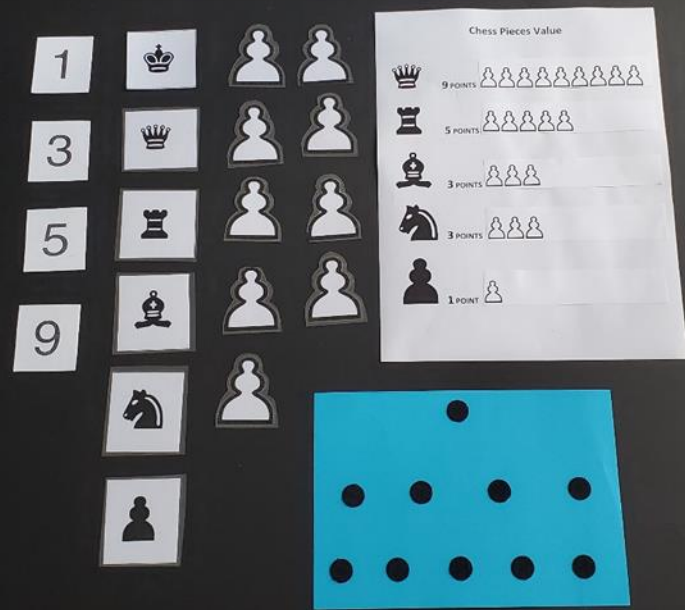
Activity 3

Goal: Understanding chess notation.



Lesson 4

Activity 1. Goal: Understanding chess piece values.



FIDE Educational Seminar "Chess for children with an autism spectrum disorder. Learn & teach"



A close-up photograph of a chessboard with several dark wooden chess pieces standing upright. In the foreground, a light-colored chess piece is lying on its side. The background is softly blurred, showing a warm, bokeh light effect. The text "CHESS GAME PLAYING RULES AND ETIQUETTE" is overlaid in a large, white, sans-serif font, and "SOCIAL STORY" is written below it in a smaller, similar font.

CHESS GAME PLAYING RULES AND ETIQUETTE

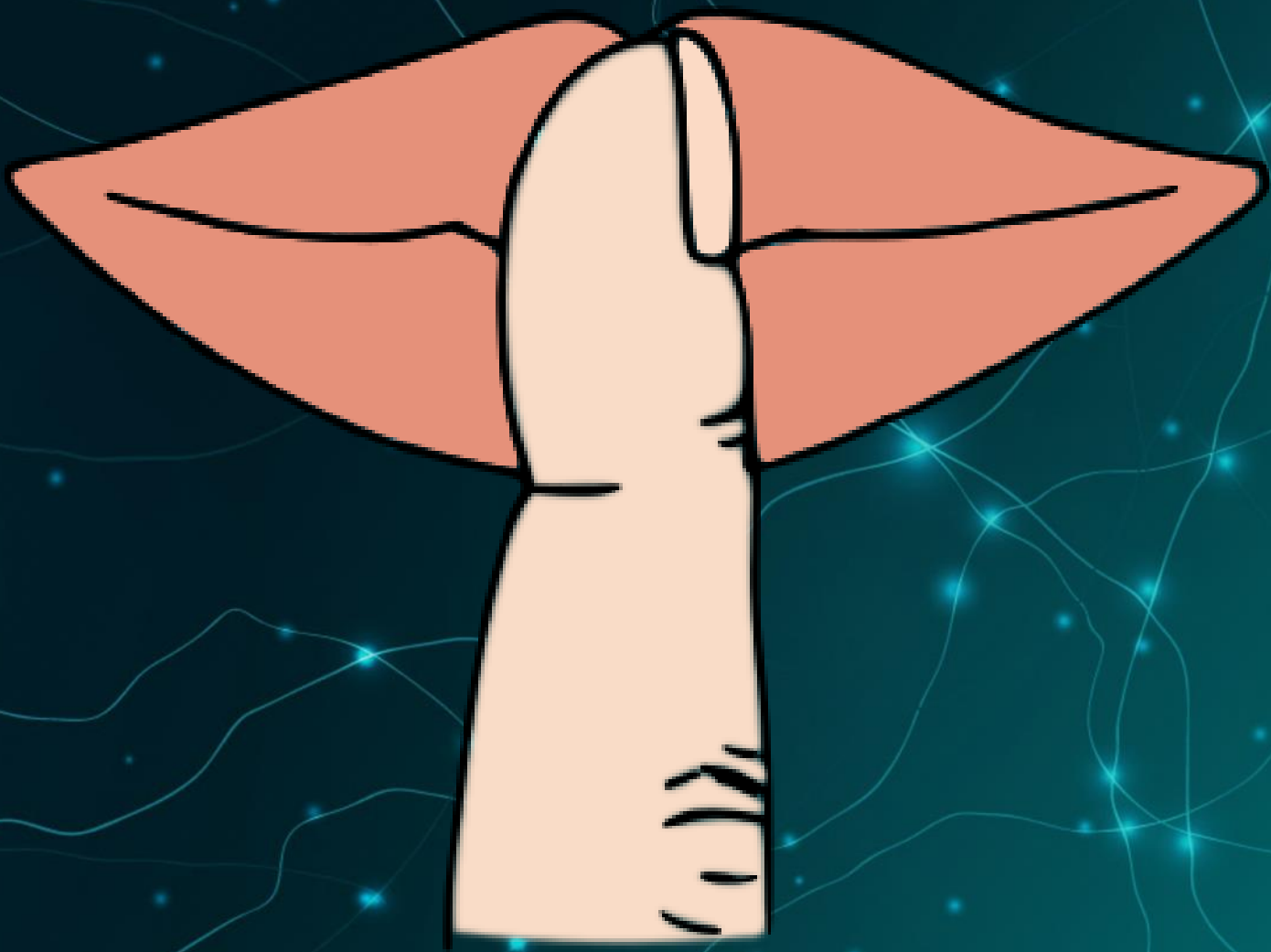
SOCIAL STORY



Today you will
play a game
of chess.



Before the game begin,
shake hands, and say
“Good luck!”.



During the
chess match
remain quiet
and concentrate
on your game.



THINK
BEFORE YOU
TOUCH!



If you touch one
of your own
pieces, then you
MUST move it.



Remember!
Each move must
be made with one
hand only.



If you want to touch a piece because your piece fell down or it was moved from its square, tell your opponent “I adjust”.



During the game you will use a chess clock. EVERY move, you will press the button on the clock on your side. When your opponent makes a move, he will press the button on his side.

You must press your clock with the same hand with which you made the move.



At the end of the game
shake hands and
say "*Good game!*".