



Teacher Guide

My Friend Eddie

Eve Pollard Lawrence

Using The Series In Your Classroom

As a teacher, I understand how difficult it is to fit additional teaching moments into an already busy day. Here are a few ideas on how to incorporate

***Remember this book does not have to be read in order and each page does not have to be read. Read the situations that relate to your classroom or that you want to discuss.**

- If you are a teacher that works with exceptional children make sure to introduce these books at the start of the school year. This will help to promote understanding and foster positive peers relationships with your students from the beginning.
- You may also introduce these books as the situation presents itself during the school year. Such as with students that have transferred, students with new individual education plans, students that are being served under section 504, or students that share similar characteristics of ASD or PDD.
- Use similar situations from the book during those teachable moments throughout the day and school year. Refer back to the story and discuss how the characters in the book acted and reacted and how this integrates into your classroom.
- Use the book during whole group lessons or part or a small group reading lesson.
- When teaching social skills or classroom rules in both whole group and small group sessions, refer back to the books to encourage students to discuss challenging behaviors or feelings

Extension Discussion Topics

* Suggested terms and definitions are in orange.

Autism is a group of neurobiological disorders that can affect a child's ability to interact, communicate, relate, play, imagine, and learn.

Scenario 1

- Discuss similarities of students in your classroom. Examples, same hair color, book bag, shirts, shoes, smiles, etc. Use these similarities to build connections.

Scenario 2

- Ask students if they have ever lost something that they really like. What was it? What did they do? How did they find it?
- Ask students how they feel when they lose something they really like. Discuss how it would be different if they had trouble finding the words to tell others how they feel in this situation.
- Emotional regulation is a child's ability to notice and respond to internal and external sensory input, and then adjust his emotions and behavior to the demands of his surroundings.

Scenario 3

- Discuss different foods that the students like. Ask if they would like to bring it everyday. Find similarities and make connections.
- Take this time to discuss textural difference in food and liquids and how this can be unappealing to some.
- Over reactivity to sensory input is abnormal sensitivity or hyper responsiveness. This is the state of feeling overwhelmed by what most people would consider common or ordinary stimuli of sound, sight, taste, touch, or smell.
- Insistence on sameness refers to a rigid adherence to a routine or activity carried out in a specific way, which then becomes a ritual or nonfunctional routine.

Scenario 4

- Ask students if they have ever accidentally hurt someone while they were playing. How did they feel? How do they think the other person felt? Speak with your students about using their words and speaking with others in these situations.
- Many children with ASD are over reactive to ordinary sensory input and may exhibit sensory defensiveness, a strong negative response to a sensation that would not ordinarily be upsetting. Tactile defensiveness is specific to being touched or touching something or someone.
- Hypo responsiveness is abnormal insensitivity or under reactivity to sensory input. A child who is under reactive to sensory input may have a high tolerance to pain, may be sensory-seeking, craving sensations, and may act aggressively, or clumsily.

Scenario 5

- Talk about greetings. Discuss the many different ways there are of saying hello or speaking to one another. Explain how this can look different for everyone.
- Eye gaze is looking at the face of others to check and see what they are looking at and to signal interest in interacting. It is a nonverbal behavior used to convey or exchange information or express emotions without the use of words.
- Communication is the use of nonverbal (eye gaze, facial expression, body posture, gestures) and verbal (speech or spoken language) behavior to share ideas, exchange information, and regulate interactions.
- Echolalia is the repetition of words, phrases, intonation, or sounds of the speech of others.

Scenario 6

- Discuss your classroom rules. Talk about how a student or teacher knows when a rule is not being followed. Take the time to teach students how you want to be approached about rules that are not being followed.
- Explain how some students thrive on routine and do not do well with change.

- Insistence on sameness refers to a rigid adherence to a routine or activity carried out in a specific way, which then becomes a ritual or nonfunctional routine. Children with ASD may insist on sameness and may react with distress or tantrums to even small changes or disruptions in routines.

Scenario 7

- Discuss the rules of listening to instruction and how that looks in your classroom. Talk about situations where this may happen and what the class should look like when this occurs. This is up to you as the instructor and how you handle this in your classroom. Examples could be, ignoring the behavior, redirecting, peer helpers, non-verbal cues, verbal cues, etc.
- Engaging in interaction with adults and peers refers to a child's interest in being with and interacting with adults or other children. A child with ASD may show more interest in objects and toys than engaging in interaction with people.

Scenario 8

- Talk to the students about meeting new people. (Many times in inclusion classrooms there are a lot of people in and out, OT, PT, Speech, Specialists, etc.) How do you feel? How do you react? What should we do?

Scenario 9

- Discuss with the students what they do when they are excited about something. Make connections. Talk about how everyone responds in a different way and likes various ways.
- Self-stimulating behaviors or "stimming" are stereotyped or repetitive movements or posturing of the body. They include mannerisms of the hands (such as hand flapping, finger twisting or flicking, rubbing, or wringing hands), body (such as rocking, swaying, or pacing). These mannerisms may have significance for the child, such as providing sensory stimulation, communicating to avoid demands, or request a desired object.

Scenario 10

- This is a chance to bring up any drill and emergency procedures. Discuss how these situations make the students feel and how they react. Talk about how to sooth others when they are worried or upset during these times.
- Sensory input includes both internal (e.g., heart rate, temperature) and external (e.g., sights, sounds, tastes, smells, touch, and balance) sensations. A child's response to sensory input depends on his ability to regulate and understand these stimuli and to adjust his emotions to the demands of his surroundings.

Scenario 11

- This is a scenario that may not happen often, if at all, but if it does it is important to discuss with the students what your expectations are of them if this situation arises. Please discuss your plan with your students and let them know how they can help.
- Emotional regulation is a child's ability to notice and respond to internal and external sensory input, and then adjust his emotions and behavior to the demands of his surroundings.
- Over reactivity to sensory input is abnormal sensitivity or hyper responsiveness. This is the state of feeling overwhelmed by what most people would consider common or ordinary stimuli of sound, sight, taste, touch, or smell.

Scenario 12

- Discuss with the students how everyone's work area may look different. Each student has a different way of learning and a variety of tools that can help him or her to do their best. Make connects and describe how this looks in your classroom.

Scenario 13

- This is the perfect page to help continue a discussion about acceptance and inclusion of everyone. Discuss how we all have similarities and differences and how to celebrate those and learn from each other.
- At this time ask if there are any questions about situations or characteristics that were talked about in the book.
- Ask what connections the students made to their lives or classroom environment.
- Task the students with finding one way for each of them to be kind to someone else everyday. Discuss examples and what that may look like.

Thank you for helping to spread awareness and promote acceptance inclusion of all students by sharing a book from The My Friend Series.

I hope that this teacher guide has been useful. For more information about other books in the series please visit www.themyfriendseries.com

If you like our product we would love to hear how you shared it with your class and others. Please leave any feedback or pictures on The My Friend Series Facebook page or leave a review through one of the following outlets

Facebook, Barnes and Noble, Amazon, Teachers Pay Teachers, Google.

Any questions, comments, or concerns? Please feel free to email me, Eve Lawrence
Themyfriendseries@gmail.com