



## An Open Letter To The Teacher From a Child With Autism

*My 13 year old son Louie, a child with autism, has decided to write an open letter to a teacher. He didn't know where to start, so I asked him what he likes and does not like about school. I asked him what a teacher should and should not do. I asked him how he feels in school and what type of help he needs. In the*



*communications between home and school, the student's voice is sometimes lost. But this is the most important voice. Louie was not always able to express his thoughts orally or on paper. That's why I feel honored to hear his voice now.*

### **Dear Teacher,**

Thank you for helping me learn. I love to go to school. When I go to school, I notice that you give me a smile. You say, "Hello," in a gentle voice. That makes me feel happy.

I need help focusing in class. My brain sometimes flops. Sometimes I feel tired and I don't know why. Sometimes I get distracted when people move around. Lights and noises sometimes distract me. I like it when you turn off the lights. You should use a gentle voice.

I work a lot. I feel like I am working all the time. Hard work makes me feel tired. I need a break to walk around.



You should always tell the truth. One time I had a teacher who liked to say, “Good job.” I tested her. I gave her wrong answers. She kept saying, “Good job.” She was not telling the truth. When I make a mistake now, you always say, “You have to try again.” That is telling the truth. I like it when you tell the truth.

I don’t like missing class to go to *Social Skills* or *Speech*. I like my regular schedule. I want to be with the other students in my class. I want to learn with the teacher.

I like Lunch Club. Lunch Club is part of my schedule. I do not have to miss class to go to Lunch Club.

I feel confused when I have to talk to other students. I like to be around other students. But I don’t know what to say.

Words can hurt me sometimes. When I was in preschool, I asked my teacher where Mom was. The teacher said, “Your mother is gone.” I felt scared. I like it when you tell me, “I like to work with you.” I like it when you look in my eyes. I like it when you answer my questions very carefully.

I like to try new things at school. I need someone to help me learn how to try. After I learn how, I can do it on my own. That means you are a good teacher.

**Your friend,**

**Louie**

**(Posted by Karen Wang)**

### **About the author**

The Friendship Circle is a blog that posted [“An Open Letter to a Child with Autism by the Therapist/Teacher.”](#) Karen Wang is a Friendship Circle parent. She is a contributing author to the anthology *“My Baby Rides the Short Bus: The Unabashedly Human Experience of Raising Kids With Disabilities”*. This letter was responded by many people in the Friendship Circle. Eg. Barnett Don wrote:

“A wonderful write-up. I was actually in tears as I imagined my son saying all of that. He is currently enrolled in a special needs school after we discovered his ASD two years ago. Thankfully, the school has been brilliant with their support and effort towards him, and the whole situation has improved drastically.”

### **Meanings in context**

autism	mental disorder that affects children
flops	stops
schedule	time table
distract	disturb

## Comprehension

1. Tick (✓) the features that represent Louie's nature.

- i. He does not make mistakes.
- ii. He feels shy when he is with other students.
- iii. He does not like strong lights.
- iv. He loves to be alone.
- v. He is confused when he has to talk to others.
- vi. He likes honest people.
- vii. He doesn't want people to look into his eyes.

2. Choose the correct options from the brackets and fill in the blanks.-

- Louie doesn't like to miss his .....( regular schedule / Social Skill classes)
- Louie likes the teacher speaking in ..... (low / gentle ) voice.
- Louie is distracted by .....(noises/cars).
- Louie is sometimes..... ( hurt /pleased) by words.

3. Indicate Louie's views on the following by putting a tick (✓) in the appropriate boxes.

	Likes	Dislikes
other students		
Lunch Club		
Noises and lights		
regular schedule		
Social Skills.		
speaking truth		
trying new things		
missing classes		
people moving around		

4. Answer the following questions.
- i. What problems does Louie have?
  - ii. Why does Louie need a break?
  - iii. Does Louie appreciate praise without doing anything? Comment.
  - iv. Why does not Louie want to go to 'Social Skills' or 'Speech'?
  - v. When did Louie feel scared?
  - vi. Why does Louie say the teacher is good?

### Vocabulary



Words can be used in more than one way.

Here are some examples.

He gave me a *present*. (gift)

Schools *present* books to all the children. (to give)

He was *present* in the class. (there/here)

The *present* school building is very big. (latest)

At *present* our football team is at Gandhinagar. (now)

1. Use the following words in your sentences to explain different meanings.

test, light, answer, help, look, notice, tie, break, play, cross, fly, show, book

eg.: I got good marks in the maths test. (examination)

I am going to test your blood. (to examine)

### Grammar



Use of 'while' and 'when'

"I get distracted when people move around"

"When I was in preschool, I asked my teacher where Mom was"

"When I make a mistake now, you always say, "You have to try again."

In these sentences both actions are short and are joined by 'when'

Now look at the following sentences.

It was raining **while** I was watching TV.

**While** I was bathing, the bell rang.

**While** she was talking, the dog was barking loudly.

**In these sentences both actions are long and are joined by 'while', showing one action taking place during another action. Consider that we use *while* to talk about two things that are happening at the same time.**

- I was sleeping when the mother finished cooking.
- Her brother was snoring while Meenu was watching a movie.

**WHILE:** Usually we use *while* when there are two long actions.

**WHEN:** Usually we use *when* if one action is long and the other is short.

**I washed the dishes *when* my daughter was sleeping.**

**I washed the dishes *while* my daughter slept.**

**Now complete the following sentences with *while* or *when*.**

- He was talking on the phone.....I arrived.
- She was cooking .....I was finishing my homework.
- I washed the dishes .....my daughter was sleeping.
- We will go to lunch ..... you come to visit us.
- .....he was waiting for the bus he read the paper.
- .....the speech ended, he went to meet him.

## Writing

This is a letter in reply to Louie's letter. **Complete the letter using the expressions / sentences from the hints given below.**

Dear Louie

Thank you for .....I know you don't like noises . Nobody likes them. Speech & skill classes will help you , so .....Well, I will try to change the timings so .....& your friends . Your classmates are your friends and..... They will also like if .....& speak . Just remember we all love you a lot .

With love

Your teacher

Mary

- you have to attend them
- you won't miss the regular classes
- you look into their eyes.
- such a lovely letter
- would like to help.



## Study Skills

Look at the following advertisement and answer the questions.

**कर्मचारी राज्य बीमा निगम**  
(श्रम एंव रोजगार मन्त्रालय, भारत सरकार)  
**EMPLOYEES' STATE INSURANCE CORPORATION**  
(Ministry Of Labour & Employment, Govt. Of India)

**क्षेत्रीय कार्यालय**

107, राम नगर रोड, कोटा,राजपुर(छ.ग.) – 492010

Phone/Fax : 0771 - 2254569



**REGIONAL OFFICE**

107, Ram Nagar Road, Kota, Raipur(C.G.)-492010

E-mail : rd-cgarh@esic.in, Website : www.esic.nic.in

**SPECIAL RECRUITMENT DRIVE FOR FILLING UP THE POST UNDER PWD CATEGORY OF  
UDC & MTS IN CHHATTISGARH REGION, ESI CORPORATION**

**LAST DATE FOR RECEIPT OF APPLICATION IS 31.10.2015**

*Applications in prescribed proforma appended below along with requisite documents/certificates etc. are invited from candidates belonging to PWD (Person with Disabilities) Category for filling up the post of UDC & MTS in Chhattisgarh Region on regular basis by Direct Recruitment under Special Recruitment Drive for PWDs. The detail of vacancies is as under:-*

**A. POST & VACANCIES**

POST	Pay Band	Grade Pay	No. of Vacancies under Person with Disabilities category (PWDs)				Suitability and Physical requirement for Persons with Disability (VH/OH/HH)
			OH	HH	VH	TOTAL	
UPPER DIVISION CLERK	PB-1 (Rs.5200-20200/-)	Rs. 2400/-	1	0	0	1	1.Categories of Disabled suitable for the job:- OA,OL,BL,OAL,B,L,V,HH  2.Physical Requirement- S,ST,W,MF,SE,RW,C
MULTI TASKING STAFF		Rs.1800/-	0	0	1	1	1.Categories of Disabled suitable for the job:- OA,OL,OAL,BL,B,L,V,LL,C  2.Physical Requirement- S,ST,BN,W,SE,H,RW,C
<b>Abbreviations used:-</b>							
S-SITTING	ST-STANDING	W-WALKING	L-LIFTING				
MF-MANIPULATION BY FINGERS	SE-SEEING	RW-READING AND WRITING	H-HEARING				
C-COMMUNICATION	BN-BENDING	(A-ONE) ARM	OL-ONE LEG				
BL-BOTH LEG	OAL-ONE ARM AND ONE LEG	B-BLIND	LV-LOW VISION				
HH-HEARING IMPAIRED							

- The candidates appointed under PWD and Ex-Servicemen quota will be adjusted against the vacancy of respective categories of SC/ST/OBC/Unreserved (UR).
- Above vacancies may increase or decrease depending upon the actual requirement.

**Imagine that you are visually handicapped and wish to apply for the post of a Multi-tasking Staff. Answer the questions below according to the advertisement .**

1. How many posts are available for you?
2. What is the grade pay for this post?
3. Where should you send your application?
4. By which date should your application reach there?
5. What are other physical requirements for this post?
6. Who is the issuing authority of this advertisement?

## Project Work

### Social Interaction Checklist

Directions: Find out your status of social interaction. Place a tick (✓) in the column to identify your answer.

S.no.	Social Interaction	Always	Sometimes	Never	Total
1.	I do social work.				
2.	I attend a class or classes				
3.	I spend time with family and friends				
4.	I talk on the phone or write letters				
5.	I attend religious services				
6.	I am friendly				
7.	I say nice things about others				
8.	I listen well				
9.	I wait until my turn before speaking				
10.	I think about how others might feel				
11.	There are people who will help me				
12.	I have friends to interact with				
13.	I feel good about myself				
14.	I trust my friends				
15.	I feel my family cares about me				
<b>Grand Total</b>		<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	= <input type="text"/>

**Scoring:** Give 2 points for always, 1 point for some and 0 point for never.

**Grading :** Upto 6 Major need for social interaction

7 - 12 Below balance in social interaction

13 - 18 Balanced level of social interaction

19 - 24 Above balanced level of social interaction

25 - 30 High level of social interaction

