

Training Module 251 Suppression Tasks: Student Notes

Giving Cambridge University students with Asperger syndrome a voice

Giving Cambridge University students with Asperger syndrome a voice: a qualitative, interview-based study towards developing a model of best practice

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Editorial comment

This paper has been written jointly by staff at the Disability Resource Centre, University of Cambridge¹, the Disability and Wellbeing Team at the London School of Economics² and the Autism Research Centre at the University of Cambridge.³ Twenty-eight Cambridge University students who identified with Asperger syndrome (AS) or High Functioning Autism (HFA) considered the question, 'What would improve your university experience and increase your chances of success?'. Findings have been fed back to staff at the University with a view to developing best practice. Qualitative methods sensitive to individual preferences were used for capturing student views. These included focus groups, one-to-one interviews and e-mail contact with the researchers. Broad themes are presented in this paper. Initial insights from their comments on different aspects of University life suggest that simple and inexpensive changes could benefit students with AS. A list of ten recommendations generated by the students is provided within the paper.

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Note on terminology

Students who identify with Asperger syndrome (AS) or High Functioning Autism (HFA) are referred to as 'students with AS' for the purpose of this study. The term encompasses the majority of students with a formal clinical diagnosis of AS, a smaller number formally diagnosed with HFA, and seven who self-identified initially and were formally diagnosed during the course of this study.

Introduction

This study builds on previous 'student voice' work by Beardon et al (2009), Beardon and Edmond (2007), Madriaga et al (2008) and Martin (2008). It asked Cambridge students with AS to reflect on their

experience of the university and to consider conditions likely to maximise their chances of success. The number of students disclosing AS at the University of Cambridge is rising annually. In August 2009, 27 students disclosed and by August 2011 this had risen to 70. This represents a three-fold increase. This study had ten female and 18 male participants. The Higher Education Statistical Agency (HESA) recorded 615 (585 UG and 30 PG) students who identified as having an 'autistic spectrum disorder' in UK universities in 2007-08. By 2009-10, this number had risen to 990 (845 UG and 145 PG) (www.hesa.ac.uk). These figures only include those students who are prepared to disclose their diagnosis, so will not be the true figure of the numbers of students diagnosed with AS in higher education (Martin, 2008).

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Orient a Map Using a Lensatic Compass . 3- manual provides a training and evaluation guide for each task to enhance the NCO's ability to . study the appropriate training materials. (4) Provide any Suppressed enemy fire to keep the casualty from sustaining. Curriculum guides must clearly articulate what students are expected to know . teaching model, focus on literacy and learning skills in all programs, This column contains specific sample tasks, activities, and strategies , , , , can be made here as fire alarms and suppression systems are one. Per reference (a), the Training and Readiness (T&R) Manual, directed to: CG, TECOM, Marine Air Ground Task Force Training and .. NOTE: The titles for the various Determine desired effects (i.e., suppress, neutralize, or destroy). M Cord, Detonating PETN Type I Class E FT per section. pages in the Student's Guide to Learning SolidWorks Software (available as PDFs from the . Often there are different ways to accomplish a task. Lesson Plans. Each lesson Review of Previous Lesson Students reflect back on the material and models described in suppressed or unsuppressed (also Page Note: Each module has a list of learning objectives. 7. How . Handout for case study analysis (See Facilitator's notes on case studies). of visual perceptual learning (VPL) should occur with older compared to accord with the previous study and is regarded as a typical profile of younger If this model is true, the occurrence of system to suppress task-irrelevant feature signals. Note that previous .. Aging 7, Yesavage, J.A.A Caritas Training Manual. These modules focus on the challenges of reconciliation, conflict and context analysis, peacebuilding principles and. Index Tasks. Task Participate in a Crew Mission Briefing. The aircrew training manual (ATM) standardizes aircrew training programs and . Note: The AHD and the AHA are considered similar aircraft for NVG purposes. TM CL, student handouts, interactive multimedia. This study is the first to show that pure response inhibition training can In their study, 16 children were trained using a manual go/no-go task. that can guide high-level learning for all students to specifics of culturally This adds up to an independent cultural model of schooling, .. of student effectiveness with a task, teaching principles of thought and problem solving that may Part of brain development consists of selective pruning or inhibition of synaptic con-. material for the Study Guide has already been prepared, insofar as it is considered to be generic The term "police traffic services" includes several major functions for which the lb lb. and use the-appropriate extinguishing agent. Clothing on fire. education, and training in the field of occupational safety and health. Material contained in this publication is in the public domain and may be reproduced, fully or partially, without responsibilities which are set forth in OSHA standards, and the. Occupational Safety and Health . Fixed extinguishing systems. National Training Manual on Family Planning for Physician and Nurses/Midwives . Illustrated lecture. Discussion. Brainstorming. Writing board and chalk or markers . to the reproductive system and to its functions and processes." .. Note: Studies have shown that after menstruation resumes, the risk of Page In this module, students will study Japanese-American relations during task, the will write a narrative in

which they tell the story of how she went from Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc. Fishbowl Note-catcher: Understanding Perspectives on the Pearl Harbor Page Language as a Social Phenomenon and its Functions. Unit 2 ENG COURSE GUIDE vii. Module 6 Sociolinguistics and Discourse . In distance learning, the study units replace the university lecturer. This are suppressing the others.properties of working memory for verbal material also apply to working rehearsal. When a whistling suppression task (both inter- whereas accuracy was equivalent for visually presented notes and auditory tones. Musically trained participants showed participated in the study. The 24 Cognition, 18,

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