

Objectives

- To be able to understand the importance of visuals for students with autism,

and

- To be able to adapt academic instruction to be more visual for students with autism,

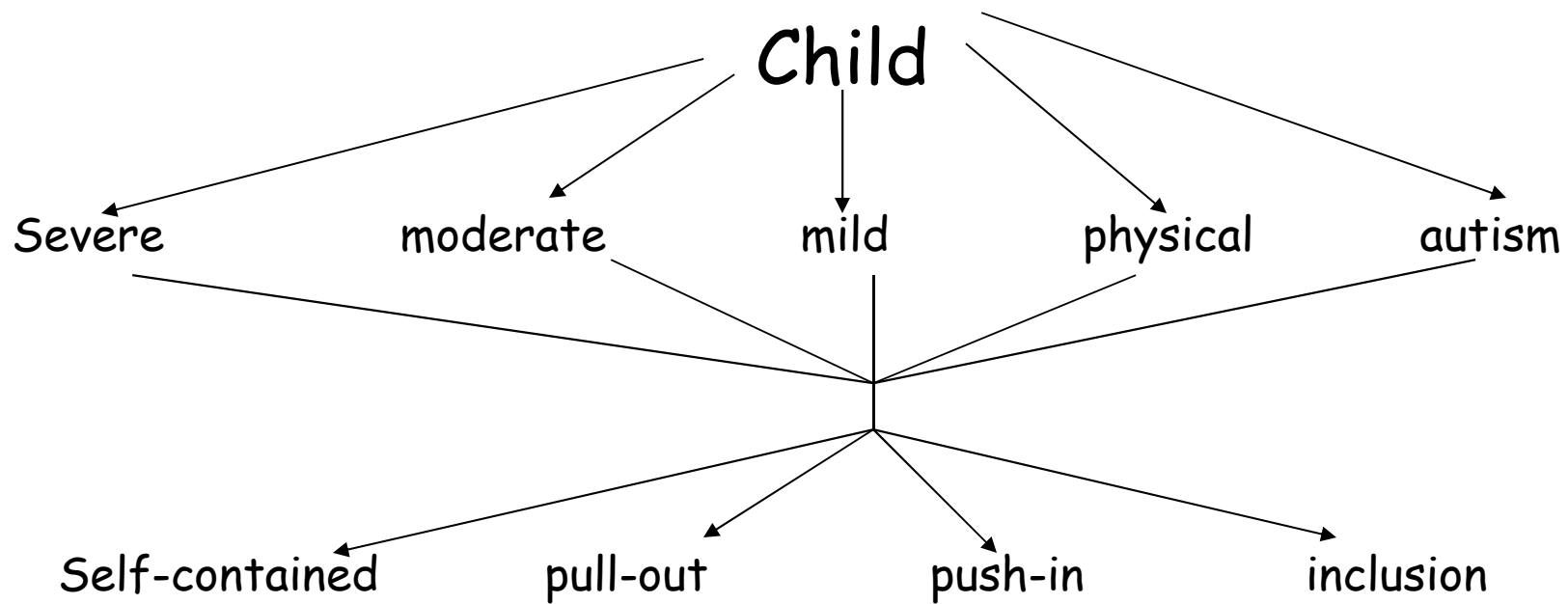
and

- To be able to locate multiple resources on the web to support academic instruction for students with autism,

and

- To be able to identify the importance of self regulation

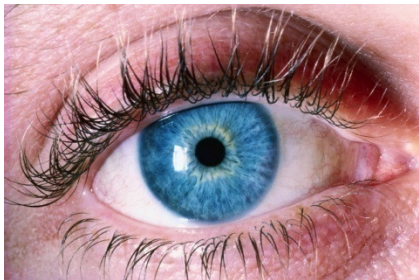
.....add to your bag of tricks!



I have found that all of my students I have come in contact with in my career- no matter what abilities or "disability" they have- they would benefit from one thing. That one thing would be.....



**Auditory information
is fleeting. It is
there....and then it is
gone!**



**Visual information stays
long enough for a student
to see it, take in the
information and respond
to it.**

- *With visuals a child can go back to it again and again if they need help understanding, taking it in, reviewing, responding and remembering. And they can even go back again and again if needed.
- *Too often teachers presume that students understand everything that is said to them.....frequently they do not...think of all of the visual cues that are there naturally occurring (gestures, body movements, facial expressions, other kids actions....).
- * It is important to understand a child's visual learning style and how they take in information, process information, and express understanding and then provide the extra visuals that these students need.

The Good Things About Visuals:

- ✿ Easy to use
- ✿ Requires little training
- ✿ Inexpensive
- ✿ Individualized
- ✿ Increases independence

Visuals are used for all of the following (and much more) as well!

- communication
- encourage and teach literacy skills
- teach independence
- assist with social skills
- teach self- monitoring
- organization skills and planning skills
- transitions
- motivation
- provide context and academics achievement
- schedules and sequencing
- share and receive information

But.....

how do most teachers
teach??????

We TALK.



**Let's look at some ways
to increase the visual
structure provided to
our students throughout
their school day.**

**(Also keep in mind the importance of visuals
throughout this presentation as we talk about
social and behavior)**

First things first...

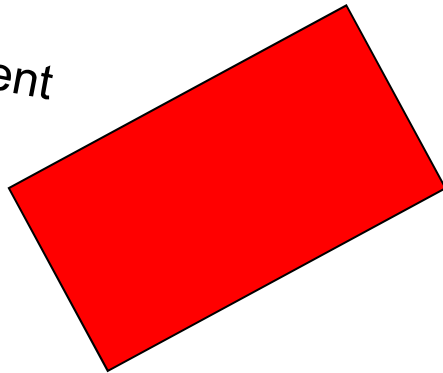
**Less Words
and More
Visuals!**

Visuals start
with how the
environment is
set up

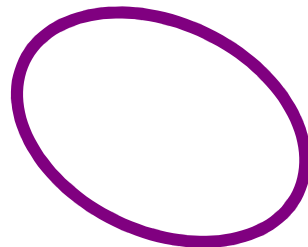
Physical Visual Boundaries

...should be clearly defined through the arrangement of any of the below.

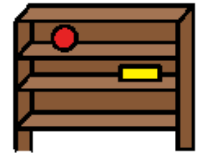
Segment areas



Reduce noise and movement.



- Carpet/ carpet squares
- Book shelves/ book cases
- Tables
- Separate rooms
- Desks
- Chalk boards
- Display boards
- Hula hoop on floor
- Containers
- Room dividers/ office panels
- Study carrels
- File cabinets
- Placemats
- Curtains, shower curtain
- Tent
- Gym mats
- Tape on the floor/ post-it notes on floor (next slide)



<http://www.bizchair.com/studycarrels.html>- many different study
carrels

<http://www.classroomproducts.com/study-carrels.html>- portable
study carrels

<http://www.packaginganddesign.com/studycarrels/> portable
carrels

Additional ways to minimize visual and auditory distractions so that your students can understand and be more successful in their environment.

- Paint environment a muted color
- Limit the amount of visual clutter
- Place sheets or curtains to cover shelves or materials, tv, computers
- Store things that aren't being used
- Turn off P.A. system or cover it with foam, clear contact paper or magnetic sheet covers to mute.
- Use headphones- computer use, tape players
- Ear plugs, musician ear plugs, shooters ear plugs



tricks

Seating- minimize distractions (visual and auditory)

-make sure desk/chair is at correct height.



-allow child to stand if needed.

-try variety of seating cushions

-talk to your OT/PT

- you can use a beach ball and blow up a little and use as a seat cushion.

-phone book taped up to put feet on so feet touch ground

-clear line of vision, can see body language & facial expressions

-Theraband or bungee cords on the chair legs

-tennis balls on 2 opposite legs of the chair



tricks

DESK ORGANIZER

Colored folders, colored binders, colored book covers
(same color for each subject)

Printer paper box top to hold everything.

Index cards in box.

Pencil case.

2 pocket folders- one side labeled "work" and one side
labeled "finished".

Label folders on the bottom of the folders.

Use of a "desk map".

A PLACE FOR EVERYTHING!!!!

(This also applies to a child's work area or cubby area)

Academics

Multisensory-
colors, visuals,
songs, rhythms, and
movement.

Why Technology?

All students learn in different ways. Some students respond best using technologies to be successful. Technology is a way that students can interact with information. Many students are extremely motivated by technology. There are many free resources on the internet. Let's check them out...

www.adaptedlearning.com now called
<https://www.boardmakershare.com/default>
(must have Boardmaker)

*1000s of pre-made resources in the following categories:

school/curriculum
life skills
communication
therapy tools
teacher tools
cognitive

*Grades from pre-k to adult

-
- <http://prekese.dadeschools.net/BMD/activityspecific.html> you must have Boardmaker to download pre-made activities
 - <http://prekese.dadeschools.net/swat.html>

Baltimore Public Schools

- http://lemmel.baltimorecityschools.org/Boardmaker/adapted_library.asp

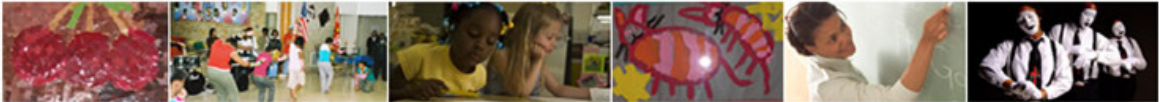
HOME ABOUT US NEWSROOM SCHOOLS SCHOOL BOARD DEPARTMENTS STUDENTS FAMILIES EMPLOYEES COMMUNITY

BALTIMORE CITY PUBLIC SCHOOLS

SEARCH: GO

GREAT KIDS GREAT SCHOOLS

Boardmaker Home Page
-Adapted Library
-Teacher & Parent Resources




Assistive Technology

Board Maker Files

On this website you will find books that have been adapted using the Picture Communication Symbols (PCS) and the Mayer-Johnson program BoardMaker (c). The Picture Communication Symbols (PCS) are typically used by individuals who have difficulty being understood verbally or have severe difficulty with reading and writing.

If you have your own copy of the book, we have files that allow you to print the symbols that we used to adapt the books. These PCS can be cut out and glued into your own book so that you can read the adapted book again and again to your child or students.



All files with symbols were created using Boardmaker Version 5.0.10 and require you to have that program loaded onto your computer in order to access these files. Funding for this project was provided by a grant under IDEA Assistive Technology, Part B, Maryland State Department of Education Grant #330965.

About Topic Boards

List All Books

Search for Books

Free IEP Bank: goals tied to the common core

<http://autismeducators.com/free-iep-goal-bank/iep-goals-math>

Home » Free IEP Goal Bank » Academic - Math

Academic - Math

Please select an IEP goal listed below to view all products associated with it.

Refine Search

▶ **Given a clock with a specific time indicated, A.M. and P.M. digital time, STUDENT will read the time and choose the correct answer in 4 out of 5 consecutive opportunities, by MONTH, YEAR.**

▶ **Given a counting mat and number cards to place manipulatives to determine part/part/whole up to 20 STUDENT will correctly place the manipulative in the correct area to get the answer, in 4 out of 5 consecutive opportunities, by MONTH, YEAR.**

Curriculum



<http://www.kansasasd.com/>

- Training Materials
- Social Narratives
- Visual Supports
- Visual Tasks
- Links & Resources
- Monthly Newsletters
- Archived Webinars
- iPad & iPod Touch
- Data Collection

Curriculum

- <http://exchange.smarttech.com/#tab=0>

Pre-made lesson plans for your Smart Board

- <http://www.monarchteachtech.com/>

The shared user library lets you search through thousands of pre-made, peer-reviewed lessons by subject, lesson type, grade level – even by their creator’s email, in case you find a specific author whose work works for you! Must have Vizzle. *Vizzle Gram**

- **Unique Learning Systems – standards/common core based and adapted curriculum -**
<https://unique.n2y.com/default.aspx>

Curriculum Enhancement

- <http://www.dotrythisathome.com/free-resources/>
a selection of QR Code enabled worksheets for primary teachers to use; either in class (if you have handheld devices like iTouches) or given as homework (where pupils can access the supporting teaching tutorial (video) via their parent's smart phone or view them on a desktop computer.
- <http://www.teacherspayteachers.com/> -
TeachersPayTeachers is the world's first open marketplace where teachers buy and sell original teaching materials. (is being updated currently)
- http://www.do2learn.com/disabilities/FASDtoolbox/learning_strategies/overview/instruction_overview.htm has
instructional strategies and supports for free in all academic areas.

- Classroom Management
 - Classroom Environment
 - Arousal Regulation/Attention
 - Behavior in the Classroom
 - Social Interactions
- Learning Strategies
 - Overview
 - Problem Solving
 - Reading
 - Mathematics
 - Study Skills
- Education Resources
 - Resource Center
 - Games & Activities

Letter Recognition

Efficient letter recognition is a necessary early literacy skill. Research has indicated that young children who demonstrate difficulties with letter recognition often struggle to learn to read as they progress through school.

Letter Recognition

Young children need to develop the insight that sounds are represented by a letter or by letter combinations in text.

- **When introducing letters, begin with the most common.** Try to sequence introduction of letters or patterns that do not look alike or sound similar to avoid confusion. For example, do not introduce /f/ and /th/ together.
- **Play matching games** and concentration games to match letters and combinations.
- **Play Go Fish for Letters.** On separate index cards, write a capital letter and its lower case match on another card. The players take turns asking if the other players have the match for a letter in their hand. Keep playing until all the upper case and lower case letters have been matched. **This**



1) Free app- JogNog search grade level and different topics to take pre-made quizzes, time them and score

2) Great website with free resources linking to common core activities
<http://www.internet4classrooms.com/>

3) Pinterest site for work tasks to be used for core academics:
<http://www.pinterest.com/drchrisreeve/autism-work-tasks/>

Curriculum Enhancement

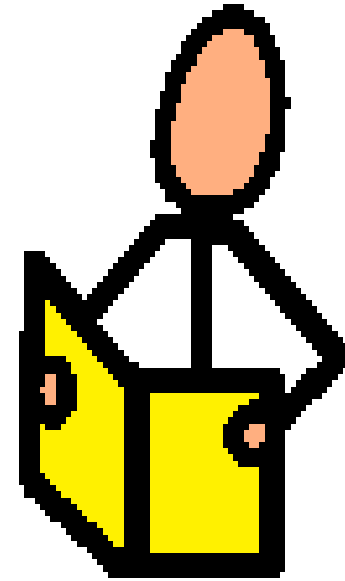
Free educational videos

<http://www.watchknow.org/> - free  educational videos for k-12 students

<http://www.meetmeatthecorner.org/>
Virtual Field Trips for Kids takes you to meet fascinating people from all over the world.

Reading

- ▶ Provide a print-rich environment
- ▶ Cut out window
- ▶ Highlighting and color coding
- ▶ News-2-You
- ▶ Underlining- main ideas or new concepts
- ▶ Mayer Johnson picture symbols/ Boardmaker
- ▶ Pre-read information prior to learning
- ▶ Diagrams
- ▶ Computers, power point stories and books on tape.
- ▶ Use of notes or hand-outs of topics being taught
- ▶ Use of a pointer, eye ball popsicle stick, novelty martini stick, Halloween scary finger.
- ▶ Larger font
- ▶ IPOD use with books on tape



- <http://www.starfall.com/> *Pre-K - 2nd grade online activities that promote literacy*
- <http://literate.com/Home/index.asp> *interactive primary reading activities* and printable activities. Reading material for pre-school, kindergarten and grade 1 students available online.
- <http://www.auburn.edu/%7Emurrage1/bookindex.html> decodable books in power point version
- <http://www.storylineonline.net/> Listen to stories read by Screen Actors Guild members - follow along with the text. Each book includes activities and lessons.
- www.Bcps.k12.md.us/Boardmaker/ - 830 books you can download if you have Boardmaker. (<http://www.baltimorecityschools.org/>)



- <http://staff.prairiesouth.ca/%7Ecassidy.kathy/browserbooks/level1.htm> This website was created to allow **beginning readers** to read books on their web browser. Readers can click on the triangle in the lower right-hand corner of each page to turn the pages. If they are unsure of a word, they can click on it to hear a child's voice read the word to them.
- <http://reading.ecb.org/> *Excellent reading comprehension resource - using prior knowledge, making connections, questioning, visualizing, inferring, summarizing, evaluating and synthesizing. K-4*
- <http://www.planetebook.com/> Free classic literature to download (middle school and up)
- <http://storybird.com/categories/animals/>


- www.tarheelreader.org over 40,000 Electronic books. You can change voice that books are read by and color back ground.



- <http://www.route66literacy.org/> Route 66 Literacy An online, instructional literacy program for adolescent & adult beginning readers. Based on research-proven pedagogical methods, Route 66 pairs beginning readers side-by-side with more literate teacher-tutors who guide the interaction with the computer.(1yr-\$140)

- <http://www.manythings.org/> a site for ESL students. Many great supports children with disabilities can use as well.

- <http://www.montgomeryschoolsmd.org/departments/hiat/websites/reading.shtm> lists many websites that support the instruction of reading and writing.

- <http://bookbuilder.cast.org/explore.php> free online tool for creating digital books with embedded prompts.
- <http://teacher.scholastic.com/activities/storystarters/storystarter1.htm> Story Starters is a bank of writing prompts. Student spins the lever to get a writing prompt. To allow for even greater creativity, the student can spin wheels to change any part of the prompt 
- In Word, press the Alt tab + mouse click within a word to access the Research pane. When you are online, you will instantly get a definition of the word.

Tricky Word Strategies

S-S-Sound it out!



Pictoria Penguin says
use the pictures to help



Cluey Kangaroo...use
the clues to help



Skippy Frog hops
over the tricky
words and
finished then
goes back to
figure it out.



Chunky Monkey looks
for familiar word
chunks



Free Text To Speech

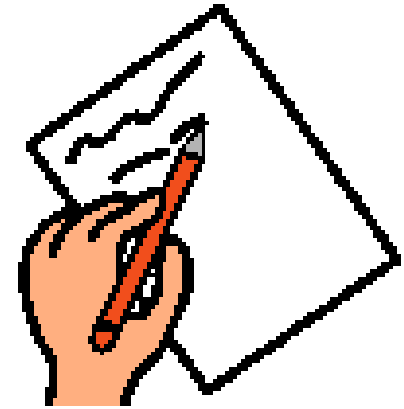
Essential for struggling readers and it supports writing process.

- <http://www.wordtalk.org.uk/Home/> a free text-to-speech program for the PC that works within WORD and Outlook and highlights each word that is read. Includes a talking spell checker and a talking thesaurus
- <http://www.naturalreaders.com/> free text-to-speech software program which converts any written text to speech (Word, pdf, websites, emails)
- <http://clickspeak.clcworld.net/> free Firefox extension that reads the Internet and highlights phrases and sentences as it reads (multiple languages)
- <http://fullmeasure.co.uk/powerstalk/> free text-to-speech for PowerPoint presentations
- <http://www.readplease.com> free and for PC Reads any text you see on your screen - all purpose text-to-speech software

The **Brain Gym** program is based on the claim that learners carrying out specific Brain Gym movements prior to a learning activity can improve stability, mobility, and/or sensorimotor coordination. In turn, these motor skills support ease of learning. The 26 Brain Gym activities are claimed to foster eye teaming, spatial and listening skills, hand-eye coordination, and whole-body flexibility, and so activate the brain for optimal storage and retrieval of information. The Brain Gym activities have been incorporated into many educational, sports, business, and seniors programs throughout the world.

Writing

(the motor skill)



- Boxes for letters, boxes for words
- Cut out window
- Reduce sizing- paper, sentence strips, post-it, labels, boxes for letters
- Different widths of lined paper
- Create customized lined paper using the Line tool within the Drawing toolbar within Word. Give students the choice of lined paper within your classrooms including mid-lined paper.
- raised lines and/or margins (sewing tracing wheel, glue, wicky sticks)
- skipping lines, color in skipped line
- color coded lines and/or margins, highlighting

- Spacers- spaceman, stickers (fade sticker from paper to finger for spacing), stamps, key, dashes, post-its strips, small candies, color space in, graph paper
(<http://www.printfreegraphpaper.com/>)
- Dots where to begin a letter
- Use a label maker to type out a short answer
- Typing (type writer, computer, Alpha Smart)
- Slant board, paper on wall, on binder, raise legs of desk
- Trace words with colored pens, markers or crayons, or highlighters

- Styrophone ball on pencil like a pencil gripper (2nd and 3rd finger on ball)
- Wrap a wicky stick or Bendaroos around the end of pencil to create a pencil grip (<http://www.bendaroos.com/>)
- Triangular crayon- Crayola, dry erase crayons
- Broken short crayons/ pencils
- Shiny paper plates.....are like erase boards
- Colored hair gel in a plastic bag and practice writing.
- Shaving cream on table to write letters in.
- Sand paper under paper to provide more input while writing or thin packing sheet under paper for those who press too hard
- Alpha beats- video modeling for handwriting
- Hot glue, glitter glue or colored glue on small write boards for tracing
- www.typetolearn.com (jr.)
- **Dance Mat typing:** <http://www.bbc.co.uk/schools/typing/>
- Letter School App

-startwrite.com

-Redi Space Paper

-Stage Rite Writing Paper

-Handwriting Without Tears

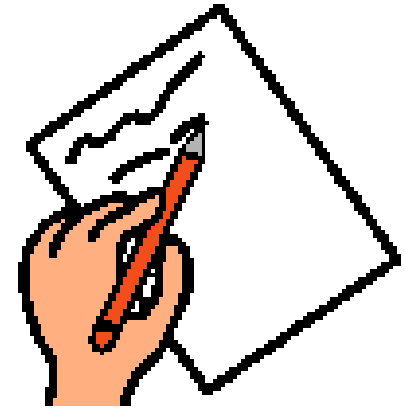
-Greenbean Products

-Treetop Publishing- line guides and line templates

Writing

(The creative process)

- ▶ graphic organizers
- ▶ charts
- ▶ highlighting
- ▶ mapping
- ▶ checklists
- ▶ drawing pictures/ Mayor Johnson pictures/WWS/Picture It/ Symbolate
- ▶ Computers
- ▶ Dictation
- ▶ Ample space for all answers. May need space to have a boundary.



- <http://www.writingfun.com/>
interactive, online, structured writing tool to help elementary age students write descriptions, narratives, poetry, explanations, procedures, etc.
- <http://ourstory.com> create a timeline story with pictures and text
- <http://www.readwritethink.org/classroom-resources/student-interactives/> These tools help students with the critical steps that come between research and writing.

Introduction (3 sentences)

Body (4 sentences)

Conclusion- restate ideas (3 sentences)

Free graphic organizer websites



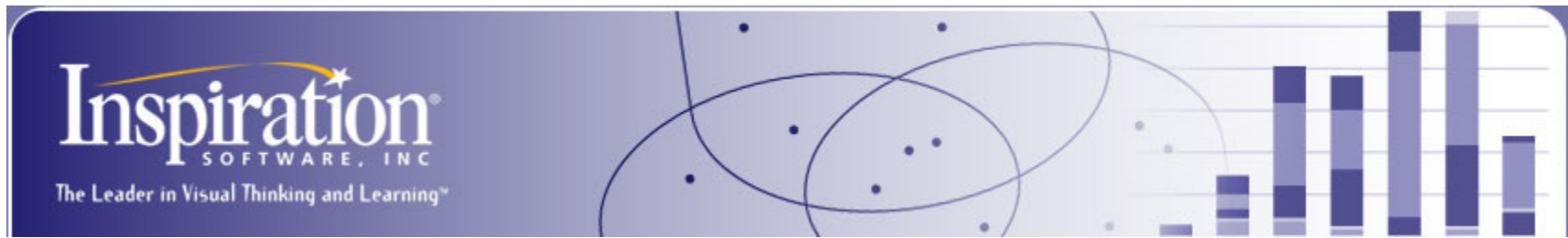
- <http://www.bubbl.us/> free brainstorming and organizing tool and creates concept maps
- <http://mywebspiration.com/> free, beta graphic organizer tool by Inspiration and maps out ideas, organize with outlines and collaborate online with teams or colleagues.
- <http://www.mindomo.com/> online mind-mapping tool, easily share with others (free version and \$6 a month version)
- <http://www.learnalberta.ca/content/ssass/html/graphicorganizers.html> 40 downloadable templates to use in a word processing program
- http://freemind.sourceforge.net/wiki/index.php/Main_Page mind mapping
- <http://www.readwritethink.org/materials/storymap/>

www.eduplace.com/graphicorganizer/

Help your students children classify ideas and communicate more effectively. Use graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming. This web site allows you to select various graphic organizers to print.

www.teachervision.fen.com/graphic-organizers/printable/6293.html

This website has hundreds of downloadable graphic organizers.



Inspiration and Kidspiration
programs to help think,
brainstorm, organize, analyze
and write.

Kidspiration

Free to be used with firefox. It highlights, cuts and pastes on a separate page. These can be used as notes. There is also a sort capability.

the Awesome Highlighter >> Highlight text on web pages - Mozilla Firefox

File Edit View History Bookmarks Tools Help

http://www.awesomehighlighter.com/

Most Visited Getting Started Mozilla%20Firefox.Ink Latest Headlines

the Awesome Highlighter >> Highlig...

THE AWESOME HIGHLIGHTER login register

Show them what's important - Highlight!

Awesome Highlighter lets you highlight text on web pages and then gives you a small link to the highlighted page.

http:// Highlight Page

insert a web address, or just [try it](#)

Why?

- To show others the important part of an article
- Reduce confusion about a sent link
- Save time for the reader
- Save the parts of the pages you find interesting

How?

1. Insert a web page address above and click "highlight page"
2. Select the text you want to highlight on the next page
3. Click "Done" when you're finished
4. Copy & paste the short url, or email your highlights

Done

Firefox TOSHIBA (E) SOS (Compatibility bag of tricks (Comp 8:52 PM

<http://www.freetech4teachers.com/2010/02/awesome-highlighter-is-awesome.html>

This website has details on the awesome highlighter and many other free resources.



math

- ▶ Graph paper helps with lining up numbers or turn paper side wards
- ▶ Highlighting
- ▶ Color coding
- ▶ Number the problems and then circle the numbers
- ▶ Manipulatives
- ▶ Graphing/ charting
- ▶ Diagrams
- ▶ Flash cards
- ▶ Number lines
- ▶ Number charts
- ▶ Ample space for all answers. May need space to have a boundary. Fold paper into 4 sections.
- ▶ Calculator, see and solve calculator
- ▶ Touch Math and Touch Money and Green Bean Math

$$\left(\begin{array}{r} 2 \\ + 3 \\ \hline 5 \end{array} \right) \left(\begin{array}{r} 3 \\ - 1 \\ \hline 2 \end{array} \right)$$

- <http://www.oatsoft.org/Software/NumberNavigator> program that assists those with fine motor problems to set out columnar arithmetic, without the need for a spreadsheet
- <http://nces.ed.gov/nceskids/createagraph/default.aspx> free program to create graphs and charts
- <http://www.mathplayground.com/> excellent site for Math activities for K - 8, make sure to explore the Mathcasts. Mathcasts allow students to review math when THEY need to.
- <http://mathfactcafe.com/> pre-made or create your own math worksheets, \$, clocks and facts.

Math

- <http://www.mathtrain.tv> 
Free online resource of math tutorial videos created by students for students- video based
- http://www.mathtv.com/videos_by_topic# 
Videos of teaching various math problems. Can be used for video modeling or instruction.
- <http://www.webmath.com/>
Online tool that helps students solve math problems from general math through calculus
- www.conceptuamath.com their tools are free

Math

- <http://www.oatsoft.org/Software/NumberNavigator> program that assists those with fine motor problems to set out columnar arithmetic, without the need for a spreadsheet
- <http://nces.ed.gov/nceskids/createagraph/default.aspx> free program to create graphs and charts
- <http://www.mathplayground.com/> excellent site for Math activities for K - 8, make sure to explore the Mathcasts. Mathcasts allow students to review math when THEY need to.
- <http://www.khanacademy.org/> a library of over 2,600 videos covering everything from arithmetic to physics, finance, and history and 207 practice exercises.
- <http://mathfactcafe.com/> pre-made or create your own math worksheets, \$, clocks and facts
- <http://www.worksheetfun.com/>

Free App= MyScript Calculator



Use your finger to draw a math problem and it will switch it to text and solve problem

Science/ social studies

- ▶ Highlighting
- ▶ Underlining main ideas and new concepts
- ▶ color coding
- ▶ graphic organizers and diagrams
- ▶ mayor-Johnson picture symbols
- ▶ Pre-read information prior to learning
- ▶ Use of notes or hand-outs (prior) of topics being taught
- ▶ Charts, maps, time lines
- ▶ News-2-You and Unique
- ▶ Use colored pens when taking notes
- ▶ Computers
- ▶ Ample space for all answers. May need space to have a boundary.



Curriculum Commercials

Use students' visual strength
and interest in movies and
create small video clips of
subject matter

- <http://clickspeak.clcworld.net/> - to be used with firefox.
Free down load to read text
- <http://www.printfreegraphpaper.com/> can create
maps
- <http://www.studystack.com/> create interactive web-based flashcards or use ones that are already created. There are also games to use to study as well.
- <http://www.flashcardmachine.com/> create interactive web-based study flash cards
- <http://www.flashcardexchange.com/> large online library of flashcards. Create your own, study online or offline. Can be downloaded to Word, & Excel
- <http://www.awesomehighlighter.com/> tool that highlights text on a web page; save the URL or email it (use in chrome)
- <http://animoto.com/education> create fully customized videos of user-selected images and music almost instantaneously. The web application does all the work once you select your images and audio

- <http://www.readwritethink.org/classroom-resources/student-interactives/> Got research questions? These online tools can help students develop and answer them. Got research questions? These online tools can help students develop and answer them.

<http://www.discoveryeducation.com/>

Created by the Discovery Channel, we engage students through dynamic curricular resources like Discovery Education *streaming* Plus and Discovery Education Science, support teachers through customized professional development and assessment services, and ultimately improve student achievement.

Behavior

I am going to break this into multiple parts

- Reinforcement systems
- Emotional regulation
- Sensory regulation
- Social skills

You will see many strategies and references repeated throughout the next few sections due to the carry over of behavior, emotions, sensory and social skills.

Behavior??????

- What is function of behavior?
 - Attention, escape, tangible, sensory, avoidance
- Is this just “junk behavior”?
 - may be annoying but not harmful to others or to property.
- Is this sensory?
- Is this non-functional behavior? Self regulating?
- Is this misunderstood communication? Does the student have a means to communicate????

Challenging Behaviors

- When a behavior is challenging over time it is “working” for this child. It is reinforcing therefore there is no reason to change.
- Research found that every year a behavior has been “working” = to 1 month of consistent intervention in order to change
- **< (increase) communication and social interactions and it will > (decrease) aggressive behaviors**
- Non-compliance VS non-comprehension

It would be nice to have activities geared so they end before the student becomes frustrated-though that is not always possible. Instead you may need to:

- *Provide reinforcement systems to help manage behaviors.

- *Work on reading behaviors and not taking them personally.

- *Realize that most behavior are communicating something.

- *Know that when a child visually knows what is expected of him/her and when it is expected- then the chances that the child will perform that are higher.

- *Know that many behaviors are misunderstood behaviors or misunderstood communication.

First work



then tray



David

Song book



Post-it note
magic



Victoria

Reinforcements

Reassess often

SING

S= satiation (get too many or it)

I=immediacy (wait to long to get)

N= not enough

G= get it anyway

Subject: _____ Date: _____

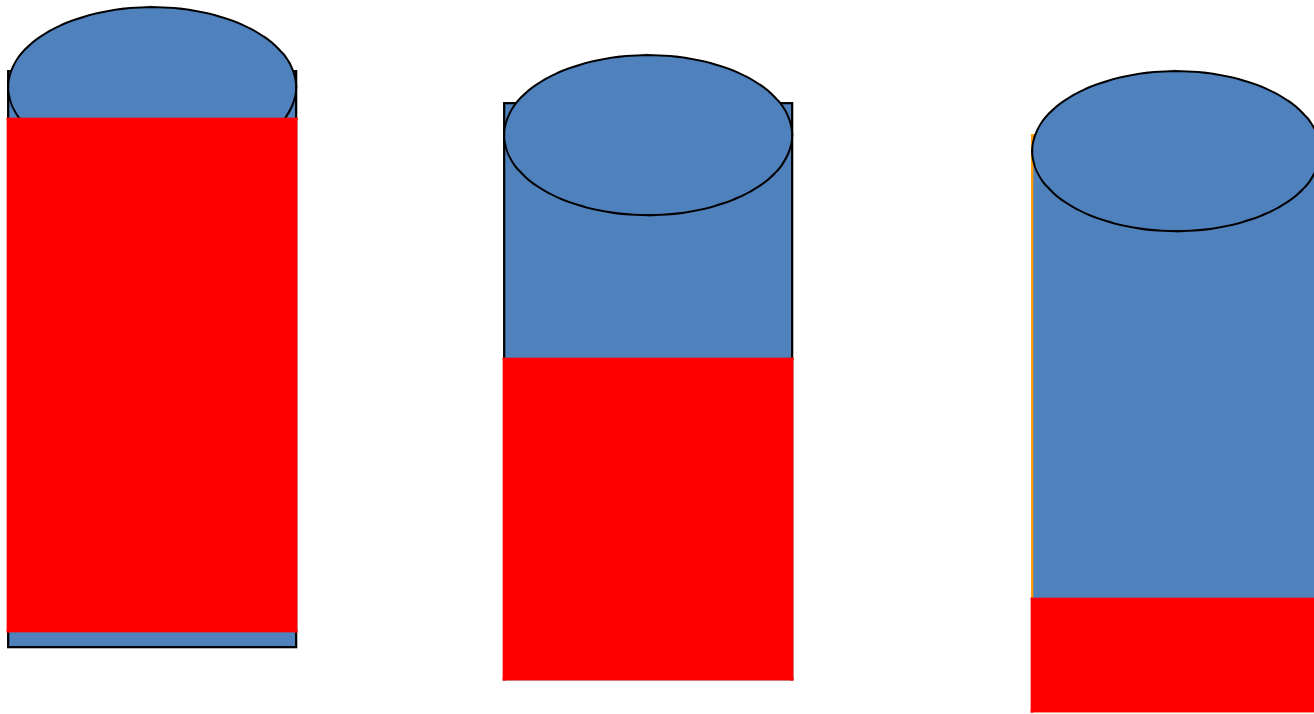
Drew Hamilton

To Do List

	When finished	
<p>1. Sit quietly in seat.</p> <p>1. Hands are working.</p> <p>2. Eyes on teacher or work.</p> <p>3. Head is up.</p> <p>4. Mouth is quiet!</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<p>2. The Meeting.</p> <p>Calendar <input type="checkbox"/></p> <p>Number of the Day <input type="checkbox"/></p> <p>Temperature <input type="checkbox"/></p> <p>Counting <input type="checkbox"/></p> <p>Today's pattern <input type="checkbox"/></p> <p>Time <input type="checkbox"/></p> <p>Problem of the day <input type="checkbox"/></p> <p>Money <input type="checkbox"/></p>		<input type="checkbox"/>
<p>3. Do work.</p> <p>1. Fact Practice & Fact homework</p> <p>2. The lesson & Master</p> <p>3. Guided Practice & Guided Practice Homework</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<p>4. Is this good work?</p> <p>1. Check work or read again.</p> <p>2. Neat writing.</p> <p>3. Name and date on paper.</p>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> =		

Made by: Karen Barineau

Is your cup overflowing?



-3, -2, -1, 0, 1, 2, 3

* * * * *

please wait



No talking.



Gather materials.



Move on.



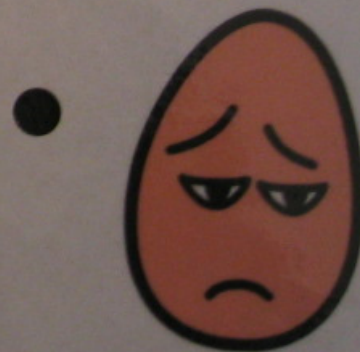
Brain

● Break

good choice



bad choice



crying issue



non-crying issue



Deep Breathing Strategy Visuals



Smell the flowers



Blow out candles

- <http://www.time-for-time.com/swf/myclox.swf>

Online analog clock, can manipulate clock and show digital time equivalent. Great for Interactive WhiteBoards or touchscreen monitors



Have a home base or safe spaces/places where children know they can go within the school when they need to.

Label the “safe zone” areas so that children know where they are.

Have things in these areas that could be calming for the children that may be using them.



Behavior



The behaviors we

see:

- Screaming
- Running away
- Work refusal
- Whining
- Spitting
- Hitting

What we do not see:

- Sensory
- Anxiety
- Communication
- Processing
- Dysregulation
- Academic
- Emotional

Behaviors

- Interferes with learning of the student and peers
- Affects LRE placement
- Restricts or disrupts activities
- Negative school experience
- What gets noticed-what most meetings are about
- Behavior- academic issues vs behavior

We have the same goals for all students.....

- To improve student achievement
 - To be able to socialize & have friendships
 - To have mental wellness
 - To be happy
 - To be employable post schooling
-
- To thrive in their environment- SCHOOL

State of regulation

- All of our goals depend on our student's ability to
 - Start....
 - Stay
 - Return to a clam state
- Behavior=lack of self regulation
(In order to live a fulfilling life, you need to be able to regulate your emotions and behavior)

Chloe Rothschild.....an amazing friend with autism.....advocate and presenter...says...

- It is important to regulate before it gets to the “point of no return” where it can not be controlled and then you have to wait it out.
- Sometimes when people feel so dysregulated they may hit themselves in the head because they don't like the way their body feels and the other things they were doing aren't working.
- Self injurious behaviors could be the child's attempt to self regulate, while that is not a good strategy or a safe one, a more appropriate one can be taught.

Behavior?

- Sensory?



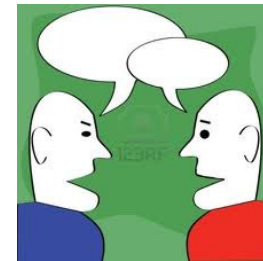
- Emotional?



- Social?



- Communication



Multiple Strategies/programs

- ✓ Alert Program- “how does your engine run”?
 - ✓ StickKids
- ✓ Social Thinking- Michelle Garcia Winner
 - ✓ Brain Works
- ✓ The incredible 5 point scale-1-5 Kari Dunn Buron (and the app)
 - ✓ Visual strategies/schedules
 - ✓ Video modeling

Multiple Strategies/skills

- ✓ Teach to identify emotions and feelings
(emotional state)
- ✓ Teach to identify own emotional state
 - ✓ Teach to color code
- ✓ Teach strategies to adjust emotional state-
what are sensory needs
- ✓ Consistency in all environments throughout
day

✓ Teach to identify emotions and feelings (emotional state)

- Pictures
- Videos
- Real life
- Multiple environments/multiple people

✓ Teach to identify emotions (using pics)

- **Apps**

- ABA- emotions (alligator apps)
- Emotions (grasshopper apps)

- **Website**



Do2learn.com/games/facialexpressions/face.htm

(afraid, interested, sad, ashamed, disgusted, surprised, happy, angry)

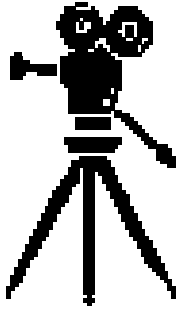
- **Photos**

ABA- emotions (alligator apps)

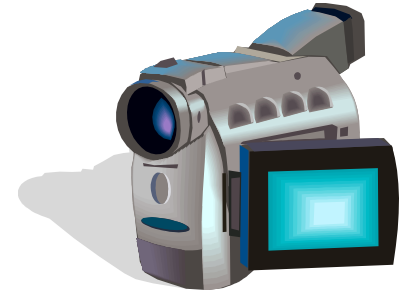
Sound can be turned on or off. The timing can be changed. The play mode can be changed: words then flash cards, words then images, images then words, words only, and images only. There are also 4 different games that can be played. Flashcards can be customized. Font and color can be changed. This is awesome! There are lots of features!

Emotions (grasshopper apps)

The sound, label and animation can be turned on or off. The concepts being taught can be chosen. Multiple can be chosen at once. A hint can be turned on or off. Maximum or minimum number of choices can be indicated. Customize pictures. You can record your own voice. each time the child gets three correct in a row then it goes to the next level of difficulty. When the child gets the answer incorrect for 2 consecutive then it goes down a level. The pictures are real people.



Movies/videos



Consistent!

Same voice, same words, same intonation,
same body movements every time.

Where can you get video? Camera, flip camera,
Vado camera, video camera, cell phones,
youtube.com, teachertube.com and
videojug.com, and movies.

Videos

Why videos? Many children with autism (and other disabilities) respond well to videos. A video has the same voice, same body language, same intonation, same actions, etc. every time it is viewed. A student can watch it over and over again until they get all the details needed. It can be stopped, rewound, and reviewed for missed details.

Real life situations

Observe students at school (in class, in cafeteria, on playground, etc) and discuss the various emotions of students and identify why and what to look for etc.

(multiple environments and multiple people)

✓ Teach to identify own emotional state

Books

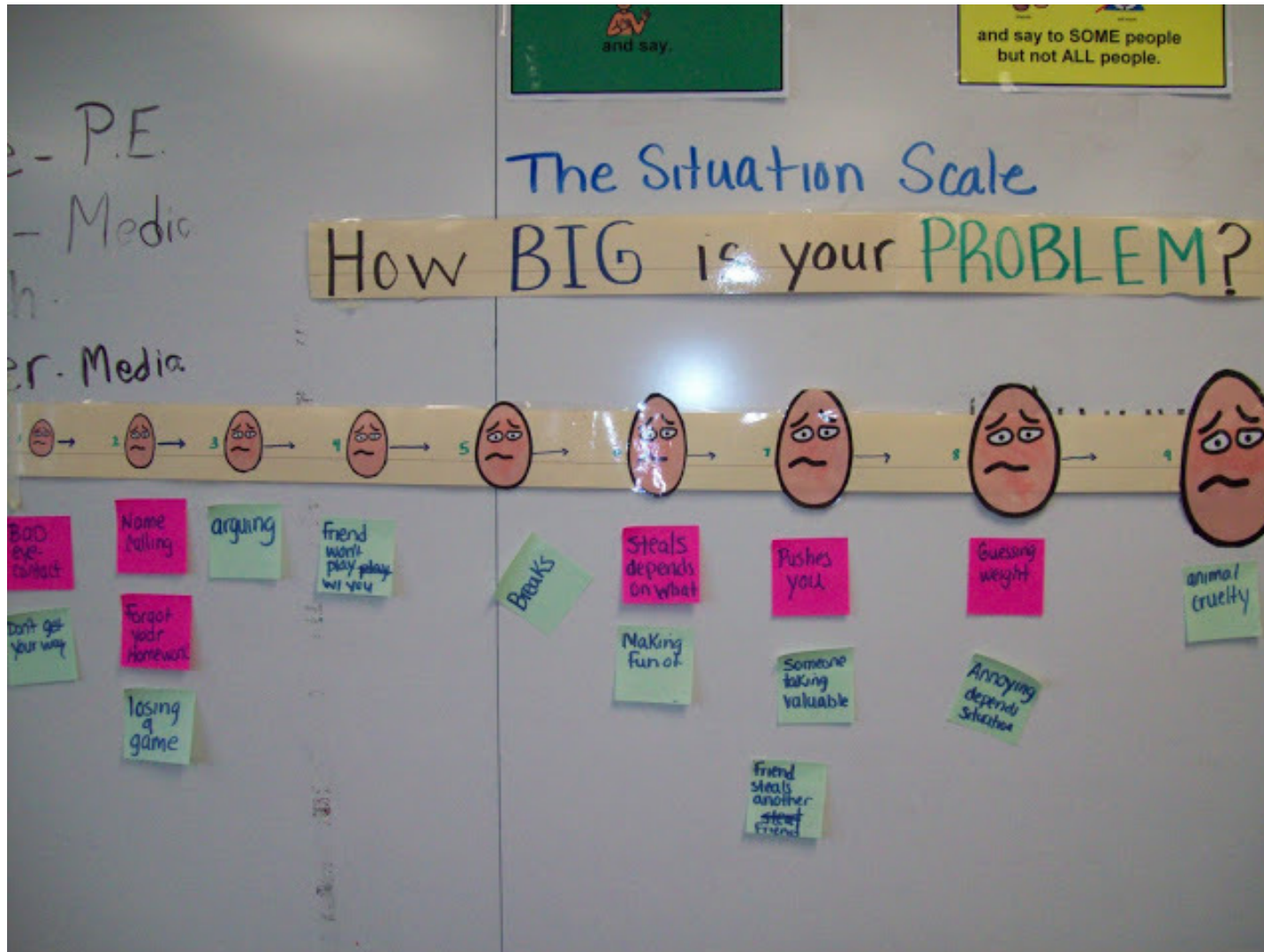
Post-it note strategy /How big is the issue

Video modeling

Role playing

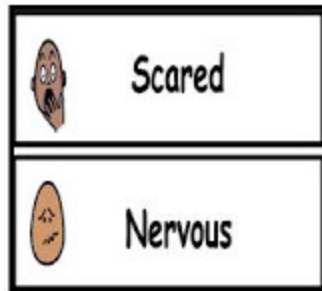
0-5 point color coded feeling scale

How big is your problem?

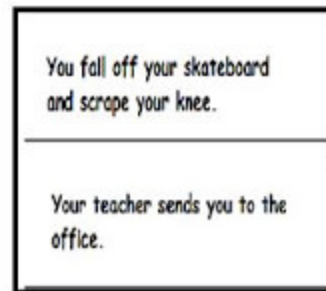


Activity

FLOOR FEELINGS

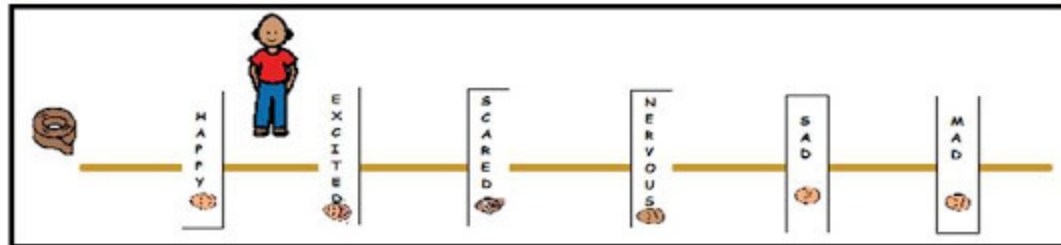


Place emotion cards on the floor. You can use velcro to help it stick



Read the scenario and have the child guess the emotion

✓ Tape a line across the floor. Place the emotion cards on the line. Then read a scenario and have the student move the emotion that matches the scenario.



Video modeling/role play

We discussed earlier why videos are successful with students.

Video modeling/role play can be used to help a child match their emotions to their actions.

✓ Teach to color code- pick a system or create your own

Incorporate colors into a previous system used to identify their own emotional state.

Color coding sensory needs:

(One possibility- Stickids color coding system)

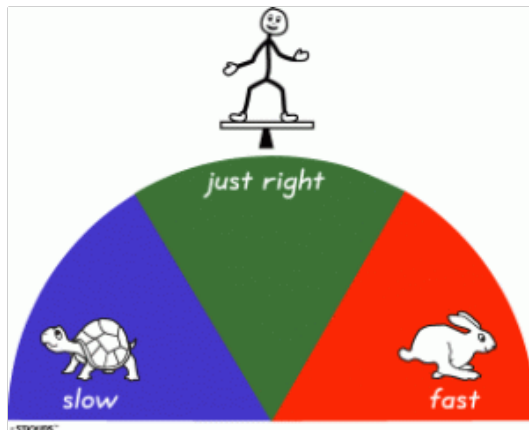
Green=just right

Red=too fast, hyper, anxious, need vestibular or motor

Blue=too slow, need tactical, need deep pressure

Stickids Supplies Guidelines to Alert Regulation Levels

- **SticKids** provides self regulation program with “**SticKids** critter meter”
- Each activity has “effect icons” to give an indication as to what the activity will do for the child



Turtle Speed



Bunny Speed



Just Right



Caution

Teach to color code- pick a system or create your own

Incorporate colors into a previous system used to identify their own emotional state

Color coding sensory needs:

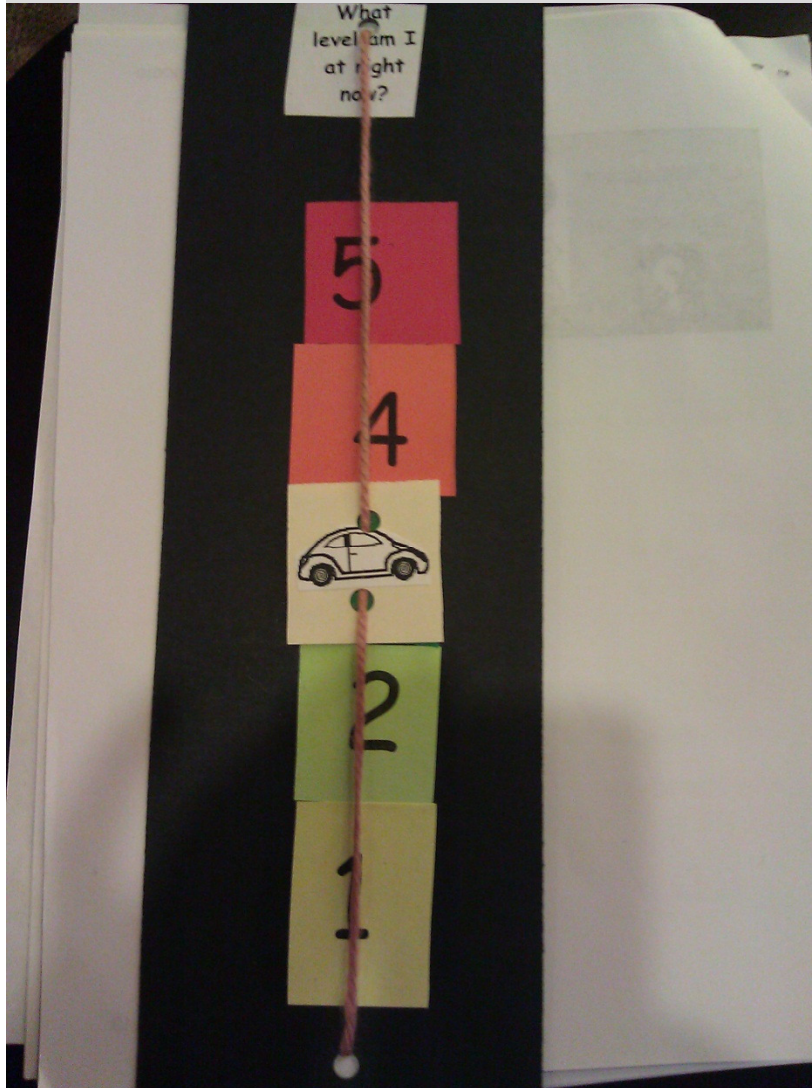
(One possibility- Brain Works or Alert Program)

Green= Brain is on go. Moving quick, engine too fast, can be overstimulated

Red=Brain is on stop, feeling sluggish and sleepy

Yellow= Brain is alert and focused- just right

Color coding



Other examples of ways to incorporate color coding. This one works with the “How Does your Engine Run?” system.

Color coding



✓ Teach strategies to adjust emotional state/color coding

Photos from Brain Works



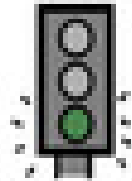
Red = calming- proprioceptive/heavy work activities. Organizing to the brain and body to improve attention and focus. Sound/sight/smell activities to promote sensory modulation.

Yellow - Just right- Vestibular activities. Fast and arrhythmic movement activities are alerting, slow and rhythmic movement are calming. Taste/Oral- proprioceptive input to the mouth and are calming and organizing.

Green – Alerting- Tactile/ touch activities. Light touch tends to be alerting, deep touch/pressure tends to be calming. Organizing the brain and body to improve attention to take



Gears are fine -
good speed for
now.

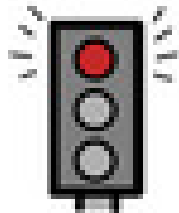


I am putting on
my brakes.

I am changing gears
and slowing down.



I need to Stop and
wait. I am in
control and I
am safe because I
stopped and I am
waiting.



What Can I Do?



Stop in a safe
place & Wait -
cool off my engine



Slow Down:
Put on the brakes
adjust speed









Keep it up!
Safe speed.

Name: _____

Date: _____

Taking Charge of My Feelings and Behaviors

Taking Charge: I am checking how I feel right now. 	 feel really good- I feel excited! <input type="checkbox"/>	 feel good - I am calm and satisfied <input type="checkbox"/>	 feel different - I feel like something is changing around me <input type="checkbox"/>	 feel bad: My muscles are getting tighter <input type="checkbox"/>	 feel really bad: My heart is beating fast and muscles are getting tighter <input type="checkbox"/>
Do I need to do something to help me feel O.K. or be safer? <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
How do I feel now? <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

write down my thoughts   ask for a _____  give teacher my, "I need a break" card  ask for help

sit and count to 20  **What will make me feel better or safer?**  wait

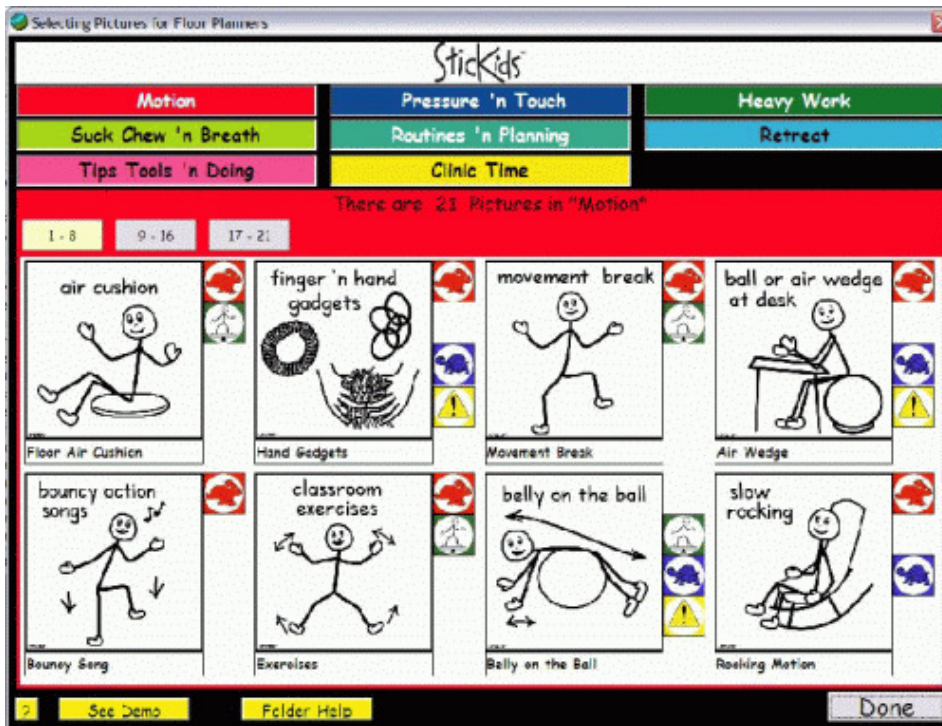
think about a safe place    help a friend

think about my strengths (what I do well)   squeeze my hands  breathe in and out slowly  stretch my body

put my hands down   draw a picture  squeeze my hands  breathe in and out slowly  stretch my body















squeeze or press down on something 

Now an Overview of Groups/ Folders within StickKids



- 8 groups with over 125 activity pictures
- Activities in each group progress from small / tight space activities, to activities requiring larger spaces

Weekly Planner & Tracker

child's name _____ date _____		 Muscles, Motion 'n Touch Weekly Planner													
therapist _____	teacher _____			parent _____											
location _____															
For your child this week, try to build in 2 new sensory diet activities from each group. If a group is not used often, try to increase its exposure.															
 belly on the ball	M	T	W	T	F	S	S	 air cushion	M	T	W	T	F	S	S
Motion															
 mini pushes desk, chair or wall	M	T	W	T	F	S	S	 heavy weight vest, backpack, lap pillow	M	T	W	T	F	S	S
Pressure 'n Touch															
 climbing	M	T	W	T	F	S	S	 exercise band session	M	T	W	T	F	S	S
Heavy Work															
 mouth chewies or gum	M	T	W	T	F	S	S	 straw sucking	M	T	W	T	F	S	S
Suck Chew 'n Breath															
 prewarn in 5 minutes	M	T	W	T	F	S	S	 self talk planner	M	T	W	T	F	S	S
Routines 'n Planning															
 Retreat (special place)	M	T	W	T	F	S	S	 it's all too loud, bright 'n busy	M	T	W	T	F	S	S
Retreat															
		Community Therapy Associates Inc.		stickkids@stickkids.com		www.stickkids.com									

- Select 2 activity pictures from several folders to create a planner to focus on throughout the week at home or at school
- Allows the child, assistant, parent to track their activities each day

Summary Planner & Tracker

child's name _____ date _____		 Muscles, Motion 'n Touch Summary Planner		
therapist _____	teacher _____			parent _____
location _____				
Motion These activities most often alert and organize the mind and body, but they can also over alert. To avoid over alerting, follow up with Pressure or Heavy Work activities.				
     				
Pressure 'n Touch These activities act as a "magic pill" as they calm and settle the child's nervous system and behavior. Use as a get ready, regrouping, or transition strategy. Often used after Motion activities.				
     				
Heavy Work In Heavy Work activities the push, pull and pressure is calming, and the Motion is alerting; resulting in a nice mix. Heavy Work activities involve muscle effort.				
     				
Suck Chew 'n Breath These activities both alert and calm the child helping to organize the mind and body. They will also help the child to listen and focus. These activities are easy to forget, but are a primary stabilizer.				
     				
Routines 'n Planning These activities calm by building in familiarity and predictability. They promote positive behavior by supplying boundaries, consistency and consequences. Cognitive motor planning strategies and routines, improve motor skills acquisition.				
     				
Retreat These activities calm the sensory sensitive child by reducing sensory overload: too bright, too loud and too busy. Retreat activities help create and control a quieter, less overwhelming environment for the child.				
     				
		Community Therapy Associates Inc. stickids@stickids.com www.stickids.com		

- Great to attach to reports or as an overview of activities to learn
- Pick visuals for tight spaces to large sites, for school to home
- Customize instructions specific to each child
- Pick 6 pictures from 6 folders

Stickids Organized Around Sensory Diet Groups

 <p>jumping mini tramp or tramp</p>	<h2>Motion</h2> <p>Most activities alert & organize the mind & body</p>
 <p>desk pushup chair pushup wall push off</p>	<h2>Pressure 'n Touch</h2> <p>Calms & settles. Get ready, regrouping or transition strategies</p>
	<h2>Heavy Work</h2> <p>Motion & deep pressure for alerting & calming</p>
 <p>"blowing" bubbles, whistle, recorder</p>	<h2>Suck, Chew 'n Breathe</h2> <p>Organize & alert to help listen & focus</p>
 <p>quiet down time place</p>	<h2>Retreat</h2> <p>Reduce sensory overload (visual, auditory & physical)</p>

The program is designed to help children recognize and expand the number of self-regulation strategies they use in a variety of tasks and settings

The Alert Program provides another high-low chart with "before" and "after" labeled on the chart. This chart is used to help students identify their engine levels before and after activities or sensory choices are made. The chart can be used in two ways; it can be placed on the board if the teacher is using the program with the entire class, or on the desk of the individual student.

Choosing strategies

It is important to have multiple tools and strategies in your self-regulation toolbox. Sometimes a strategy or tool will work for a while, and then stop working. When this happens, put the tool/strategy away in your toolbox for a later date. Months down the road, the strategy can be tried again. Sensory preferences change over time, therefore, something that helps calm an individual and regulate them one day, may not work the next.

Choosing strategies

- What are some calming activities you use or see that works for each student?
- What are some alerting activities you engage in with each student or they seek?
- What appears to disorganize your students?

Strategies-Calm Down, Slow Down, Relax

Rocking Chair

sippy cup/bottle

Squeeze Box

stroller ride

study place

swaddling- wrap in a blanket

Swing

Tent

Tortilla time (wrap in a blanket)

visual tools (sunglasses)

weighted blanket- 7-12 pounds. Only if child demonstrates adequate awareness of body temp & motor skills to get out from under when wanted

Strategies-Calm Down, Slow Down, Relax

Bean Bag Chair- the heavier the better. Calming.

calming music

Cozy Corner

Deep Pressure- calming

Hand Exercises

head phones- noise reducing

heavy work- a milk crate filled with books or a cart with heavy objects- school jobs

Lap and Shoulder Weights- 4-6 pounds

Strategies-Calm Down, Slow Down, Relax

Lava Lamp- calming

Pressure Garments- any tight fitting under garment

Pressure roller

Rocking Chair

Weighted Vest- on 20-30 minutes and then off 2-3 hours

Wrist and Ankle weights- will provide more proprioceptive input to the arms and legs

Strategies-Just Right, Focus, Pay Attention

aroma- drop oils on friendship bracelet.

ball pit

belly breathing- Lay on back and place something light on tummy and watch it go up and down while breath.

biking

Blowing bubble or blowing (straws)-Playing games with straws such as blowing feathers, pom poms, and ping pong balls.

*Cutting the straws in half may make it easier for your child to blow and point at a target

board writing- provides proprioceptive and vestibular input through standing and using large joints in upper body

chair wedge- good for low muscle tone or poor posture.

changing positions (sitting on chair backwards/standing up)

Strategies-Just Right, Focus, Pay Attention

chew tools/toys- provide proprioceptive input to the muscles of the mouth and jaw.

crashing play- into large beanbag or pillow

crawling (tunnel)

cuddle (hugs)

desk theraband- theraband tied to legs of desk or chair gives wiggly legs something to push or pull against

Drinking with straws

exercise band

exercise equipment- treadmill, stair machine, bike fan

fidgets- squish ball, squishy animals, slinky

Strategies-Just Right, Focus, Pay Attention

gum

gymnastics or classroom exercises

hands and knees

manipulatives- pop-apart beads, rapper snapper, small toys that require the work of both hands.

Metronome- 60 BPM resting heart rate

mouth vibration

music (just right)

net swing or disk swing

Strategies-Just Right, Focus, Pay Attention

obstacle course

peppermint

play ground

pressure pushes (pushing hands together at chest)

push toys - like a shopping cart

rocking toys

scented marker and pencil

scooter board or scooter

scrub brush- Wilbarger brushing

sensory shaker

sensory table

sit disk

Strategies-Just Right, Focus, Pay Attention

stability ball- can be used in place of a chair

Stretch and tugging- like a tug of war

swimming- pool toys, noodles

Swinging on tummy- platform swing

t stool

trampolines

vibration

visual toys- hats, sunglasses, etc

wall push ups/regular

weight lifting

wheel barrow walk

wrist and hand toys-spiky glove, wrist rattles, chewable bracelets-
can be easily used without dropping, and can distract from biting
wrist

Strategies-Get Going, Perk Up, Be Alert

action songs

dancing

Happy ball (sit and bounce ball)

jumping- jump rope, hop scotch, jumping contest

mini trampoline

mouth tools -foam tooth brush, tooth brush, nuk brush,
textured chew toys

Pool toys (water gun, rings, beach ball)

super man

tummy time

Student that put things in their mouth:

- Eat crunchy food: pretzels, popcorn, apple, nuts (precaution if nut allergies).
- Eat chewy food: gum (check school policies for gum chewing), raisins, bagels, chunk of cheese.
- Eat sour foods: pickle, sour candy, lemon.
- Eat sweet food: fruit or candy (some schools are sugar-free schools).
- Drink from a sports bottle or suck through a straw such as a milkshake or slurpie.

Students who need movement: (Student should try moving before doing seatwork)

- Do a wall push-up.
- Run in place.
- Run some errands for the teacher.
- Dance, do jumping jacks, or trampoline.
- Use a therapy ball.
- Play on playground equipment.

Students who crave touch.....

- Play fidget ball, or with a paper clip or putty.
- Rub gently or vigorously on skin or clothes.
- Hold a stuffed animal or bear hug oneself.

Look/Visual Input:

- Put bright lights on in the room if you are in low speed.
- Dim the lights if you are in high speed.
- Clear off the table you are working on if it is distracting.

Students who may need auditory input.....

- Listen to a classical type of music (even slow beat).
- Listen to music with drum beats.
- Avoid loud, noisy places if you are on high speed or it affects your concentration.

Sensory

www.onestopsensoryshop.com

and

www.toystoolsandtreasures.com

- Sound:
 - Tennis balls on end of chair legs
www.precuttennisballs.com & www.tennisballcutter.com
 - Sound cancelling head phones, ear plugs,
- Lighting:
 - Lamp light, dim lighting, non-florescent lighting
- Fiddle/fidget objects:
 - Koosh balls, beaded balls, play dough
- Seating options:
 - Tie-on cushions, rocking chair, exercise ball, sit-n-move cushions, half blown up beach ball, standing



Sensory Profile

Author(s): by Winnie Dunn, Ph.D.,

- Understand the complexities of their sensory processing
- Gather critical sensory information related to home, school, and work
- Design strategies for managing daily life

Chloe Rothschild

....For example, lets pretend that I was walking on a crowded street in New York City, and it was very loud with a lot of people. Since I don't like either of these things and would struggle to self regulate, I might yell at the people around me to "shut up and get away from me!" I might do other inappropriate things to help me out of the situation. This is not considered to be an appropriate response, and is likely to make people around me think bad thoughts about me, as well as have unwanted consequences.

Examples of a more appropriate responses she might do would be to:

- Put on ear plugs or noise reducing headphones,
- Listen to music via headphones to help block the loud city noises,
- Sit down on a bench and take a break from the crowd,
- Take a few deep breaths
- Focus on counting how many steps until getting out of the crowd

Another example of what it might feel like without being regulated.....

Like being in a dark maze where you do not know what to expect ever time you turn a corner.

Additional Pointers

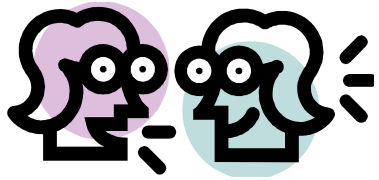
- Make sure everyone is using the same uniform language and color coding system for the individual student.
- Use consistently.
- No value judgments for engine speeds.
- Take data and use it to make decisions.
- Be a private detective.....watch student's responses to a variety of sensory inputs.
- Develop student's communication.

Bottom Line!

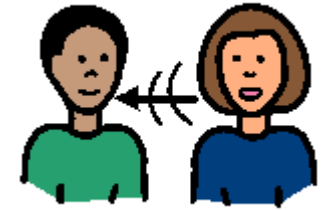
Once a person learns how to self-regulate, their life will become a lot easier and more productive!

Choosing strategies- be sensory investigators

- What are some calming activities you see that works for each student?
- What are some alerting activities you see that work for each student?
- What appears to disorganize your students?



Social



Social interaction requires shifting back and forth from person to person. You must rapidly establish attention and shift attention. Many students have difficulties accomplishing these skills at speed necessary to participate in social interactions. Auditory information disappears before some students have chance to respond. They may also miss some of the important information being communicated. Making social situations visual can help with this.

Social deficits can include:

Social avoidance- shy away from or escape social situations.

Could also be over stimulation (sensory?)

May not see the need to socially interact

Social indifference- do not actively seek interactions nor avoid.

Social awkwardness- try hard to gain friends though lack reciprocity in conversation and interests.

May not understand social cues or rules.

May not understand how or why to socially interact.

May come across as rude or blunt.

May have difficulty decoding language or facial expressions.

May have difficulty problem solving.

May have difficulty with group/team work.

May be physically awkward.

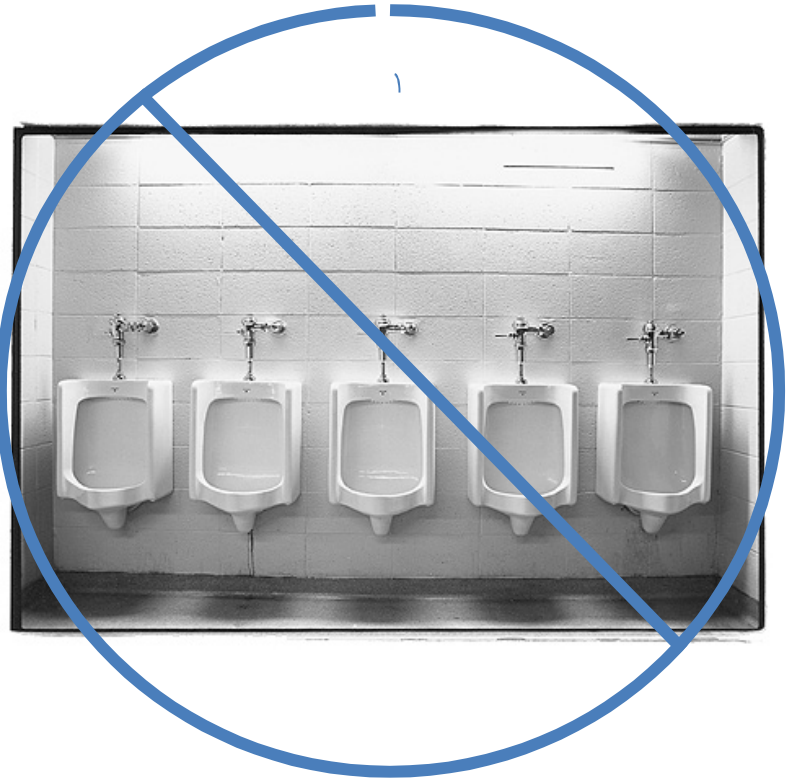
Social skills need to be taught and exercised in a rote fashion much like teaching a foreign language.



Good teachers taught
him to:

- *smile
- *make eye contact
- *how close to stand to someone
- *how to introduce yourself

Good teachers did not
teach him:



- Remember there is not 1 set of social rules to teach. There is a different set of rules for different groups
 - Boys vs girls
 - Rich vs poor
 - Fat vs skinny
 - etc

Social Rules

"Your son will end up
in an *institution*"

What they meant to say was
"a HIGHER institution of
learning"!

"Welcome to my world!"

*Visual cues

*Schedule social interactions into routine

*Social stories

*Scripting (teacher provided or child makes)

*Writing notes

*Watch videos/movies

*Make videos

*Practicing in front of the mirror

*Role playing

*Practice partners in talking/peer mentors

*Visual bridges

*Physical activity

Use child's special interest
when planning these.

Use of visuals

*Read a story and have pictures of characters that are in the story and have the child draw in the face expressions.

*Newspaper reporter/interviews- start by asking questions, then can be additional probing questions that may be more complex.

*Visuals in lunch box.

*Show and tell visual

*Topic cards

*One person says something and the other person writes on the thought bubble white board

Websites/ Products

*<http://www.jkp.com/mindreading/>

Mind reading- you can explore different emotions- you can see and hear them.
Must purchase.

*www.sandbox-learning.com

(customized social stories and news letter)



The below websites and great for teaching reading and understanding of emotions. This is important for behavior and social.

*Do2learn.com/games/facialexpressions/face.htm

(afraid, interested, sad, ashamed, disgusted, surprised, happy, angry)

*Do2learn.com/games

(multiple choice emotion game)

Schedule social interactions right into a student's schedule:

- Showing completed work to the teacher
 - A certain number of greetings required before beginning an activity
 - Use of a schedule of the order of what to play on when out on recess.
 - Passing things out in class and having to say something to each child
 - Sabotage the environment.
- **when peers are involved make sure that they have an understanding of autism******

Social Stories

- A tool for teaching social skills.
- Provides accurate information about situations that may be found difficult or confusing.
- Describes the situation, the social cues, and what is expected and why.
- Increases understanding, helps with comfort level and suggest appropriate responses.
- Helps understand theory of mind....understanding other people's thoughts, feelings, reactions and expectations.

Social Stories/ Social Scripting

Use text, Boardmaker, Writing With Symbols, pictures, or a memo format.

- Script out what you want/or think the student might want to say
- Script out what the student and the other person involved in social interaction would say. Practice it. Rehearse it.
- Write repetitive lined stories on how to act in certain social situations.
- Use pre-printed social stories by Carol Gray
- Use first-person, present-tense, and information filled, positive language.

?

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Social Stories

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“Social Stories address social confusion by requiring parents and professionals to first stop and consider a situation from the perspective of the child or adult with ASD, and second to identify and share information that may be missing with a Social Story.”

(Gray, 1994)

How to write an individualized Social Story

- Start with the target behavior or area of need.
- State the story in a positive, clear, concise manner using words familiar to the child and that are used in the classroom.
- Provide visual supports along with the story
- Some need auditory as well- can add sound and/or video.

Social Story Modifications

- Power point books
- <http://thebehaviorguy.com/social-stories-skills/> pre-made social power point social stories
- <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.msp> you will be amazed at how quickly you can create slide shows or movies from your class photos. Upload your photos in seconds, easily add music and you have a year end presentation of your class activities.
- <http://photopeach.com/> even easier than Photo Story and it's online so it doesn't matter what computer platform you are using. Import photos, write captions, add music, done!
- <http://animoto.com/education> create fully customized videos of user-selected images and music almost instantaneously. The web application does all the work once you select your images and audio

Example

The bell rings when recess is finished. The children stand in line by the door. They wait for the teacher to come. When the bell rings, I will try to stop what I am doing. I will stand in line. I will wait for my teacher. My teacher will be happy to see all the children in line.

“My name is John. We have circle time at school. The kids sit on the carpet with the teacher. The kids sit and watch the teacher. Sometimes we sing and read at circle. I will sit on the carpet with my friends at circle time. I will look at the teacher in circle. My teacher is happy when I sit at circle!”


Comic Strip Conversations

- *Use of speech bubbles and thought bubbles
- *Can work on what people might say, do or think

Comic strips- fill in bubbles of what to say or drawing in facial expressions

- <http://plasq.com> — minimal charge
- www.comicstripcreator.org - free
- <http://www.toondoo.com/toondoo/Home.toon> -free
- <http://www.makebeliefscomix.com/Comix/> - free and
now has a free app

Comic Strips

- <http://www.makebeliefscomix.com/> 
 - Can change emotions, can change direction of characters, can create talk bubbles, can create thought bubbles, etc.
 - Can be used for social stories, social scripts, and in language arts.
- Toontastic – app free

Power Cards

Power Card Strategy involves including special interests with visual aids to teach and reinforce academic, behavioral and social skills to individuals with Autism Spectrum Disorders.

Examples next slides

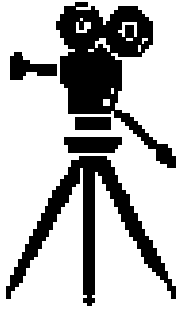
Power Cards



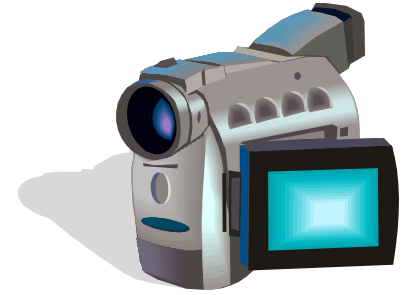
When Justin Timberlake wants to say Hello he waves and says, “Hello”.

Justin does not touch someone when he says hello.

Justin uses a quiet voice when he says hello to someone.



Movies/videos



Consistent!

Same voice, same words, same intonation,
same body movements every time.

Where can you get video? Camera, flip camera,
Vado camera, video camera, cell phones,
youtube.com, teachertube.com and
videojug.com, and movies.

Purchased products:

* <http://www.modelmekids.com/> (videos demonstrate social skills by modeling peer)

* <http://www.socialskillbuilder.com/>
(video sequences of real-life social scenarios)

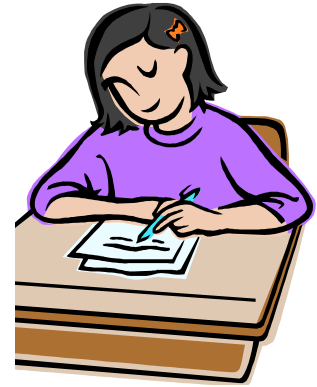
• <http://www.watchmelearn.com/>
(video based lessons)

<http://autismbrainstorm.org/world-cafe/2012-07-25-21-26-59/social-network/87-mary-beth-rochin-palo/videos/video/48-brett-s-recent-dive-learned-from-video-modeling?groupid=0>





Writing Notes



- *Slows down the social interaction process.
- *Allows student to use their visual strength.
- *Allows time to process information.
- *Turn taking is made more obvious and balanced.

Note writing modifications:

- Dictate what to write.
- Pick from choices of what to say.
- Fill in the blanks.
- Draw pictures
- Email (www.ebuddies.org)
- Type

Using Photos to Teach Conversation Skills

- *motivating way to engage children in conversation
- *provides a bridge to better conversation and social interactions
- *can close the gap of what other children may talk about and what some children with autism may talk about

1- Practice or rehearse what to say

2-Write down information about a picture and can post on the back.

3-Teach student how to hold the pictures for others to see.

Question #1



18 year old with autism-
asked 3 questions

ABCs



Tell a story

123s

Collections



How many children do you know who collect things? Collections increase social opportunities. You can talk about your collections with others. You can show your collections to others. You can trade, give or get items for your collection. This creates many opportunities for social interactions that may not have been there if it weren't for a collection. how many items there were. This is an easy, age appropriate and fun way to facilitate social interactions



Visual Bridges

A form of homework

- Connects 2 environments (home and school)
- Visual tools to help student to communicate information about themselves and their lives to other people in other environments.
- Help student to share life experiences (this information is what friendships and relationships are built on)
- Teaching student to share, tell, ask, and remember information.

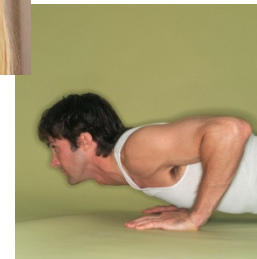
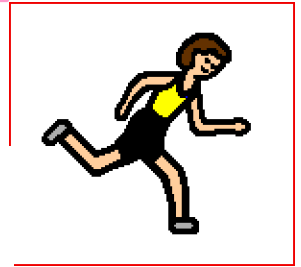
Physical Activity???

*Coordination

*Fine and gross motor skills

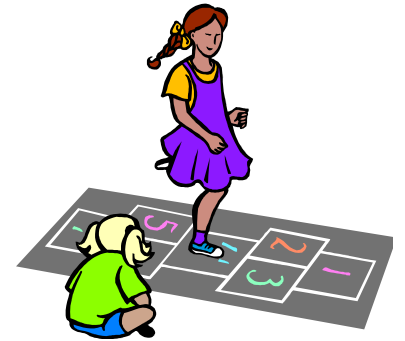
*Spatial awareness

*Physical fitness





Friends???



*Why friends are good?

*How a friend acts

*How to share

*How to play

*How to cooperate



*Lunch bunch/ fun lunch/lunch and learn

*Recess groups

*Speech therapy social groups

*Social work social groups

Circle of Friends

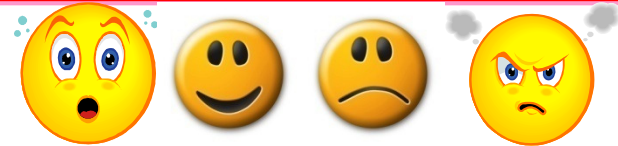
The Circle of Friends is not a mere social skills group; it goes beyond that to a more specific focus, developing friendships and providing a quality education for a child with special needs, one that includes learning about social skills through peer relationships and direct instruction.

Decoding Language

and



Facial Expressions??



*Need to be taught idioms, oxymorons and sarcasm

*What facial expressions mean

*What body language means

*What gestures mean

*"Let's Make Faces" by Gerard Emerson Langelier

*Floor feelings game- emotion cards on floor, read scenario, stand on the correct emotion.

<http://www.transporters.tv/index.html>

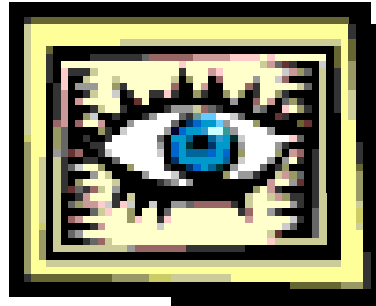


18 year old with autism-
Question #2

Eye Contact

Is often avoided:

- to avoid interaction
- because they are looking somewhere else
- may not look like they are looking though they know what is going on.
- can not look and listen at the same time (too much information or can't integrate the 2 senses)



Important for social interaction:

- makes a connection
- can see body language
- lets people know you are listening
- can learn new behaviors
- shows an interest
- is socially accepted

What to teach:

- to do it in a natural way
- orient to the person you are talking to
- act like a listener
- watch other people



18 year old with autism-
Question #3

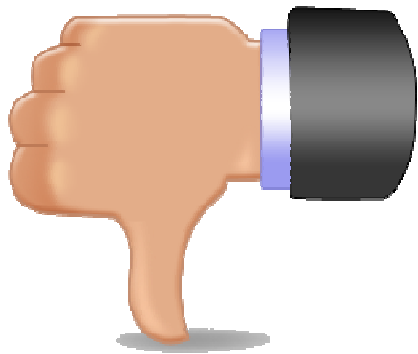
Social Tips

Organize and closely monitor unstructured social environments (lunch, free play and recess)

Maximize and utilize student's strengths:

- *create a social role for student based on strengths
- *teach social skills with predictability and routine
- *rehearsal and repetition
- *remember student need to be concrete and literal
- *provide visuals

Use Sequential Language



You will get to watch TV
after you clean your
room.



First clean your room.
Then watch TV.



- **"Brain Buttons"** This exercise helps improve blood flow to the brain to "switch on" the entire brain before a lesson begins. The increased blood flow helps improve concentration skills required for reading, writing, etc.
- Put one hand so that there is as wide a space as possible between the thumb and index finger.
- Place your index and thumb into the slight indentations below the collar bone on each side of the sternum. Press lightly in a pulsing manner.
- At the same time put the other hand over the navel area of the stomach. Gently press on these points for about 2 minutes.

BRAIN BUTTONS



Organization!

This is not necessarily neatness or cleanliness- it can be much more to do with patterns of activities- such as structure, habits, routine, systems, patterns, and schedules.

Schedules

<http://www.child-autism-parent-cafe.com/visual-schedules.html>

Has articles and ideas of how and why to use schedules

Schedules can...

- *make a child's day predictable. When a child can anticipate what happens next it can reduce anxiety.
- *increase the understanding or processing oral language
- *motivate a child work through a less favorable activity to get to a more motivating activity that may be next.
- *increase independence.
- *teach sequencing, adding, and #'s
- *allow students to feel comfortable and confident and competent as they move through their day.
- *make transitions easier for children

MAKING A SCHEDULE

- Divide day into segments
- Give each segment a name
- Represent it (word, picture, line drawing, etc)
- Select a format (group or individual)
- Select where and how it will be displayed (wall, desk, teacher carries, student carries, etc.)
- How will student use/ how will teacher use?

***Use schedule to show WHAT IS HAPPENING and WHAT IS NOT and WHAT ARE THE CHANGES and WHAT IS THE SEQUENCE OF EVENTS.**

***Make a schedule for the student's "hardest" day.**

(Use more visuals that the student would need if having a difficult day)

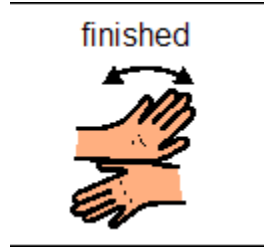
How much is too much?

- $\frac{1}{2}$ day

- Full day

- Too many things child likes that are shown can be distracting. May have to limit how much is shown at once.

Finished!



Done!

Next.

I can now move on.

What is next?

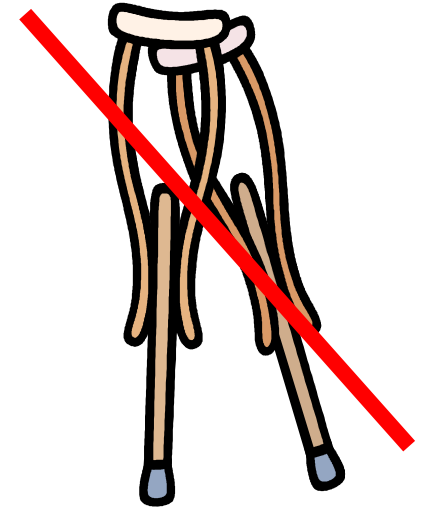


Over!

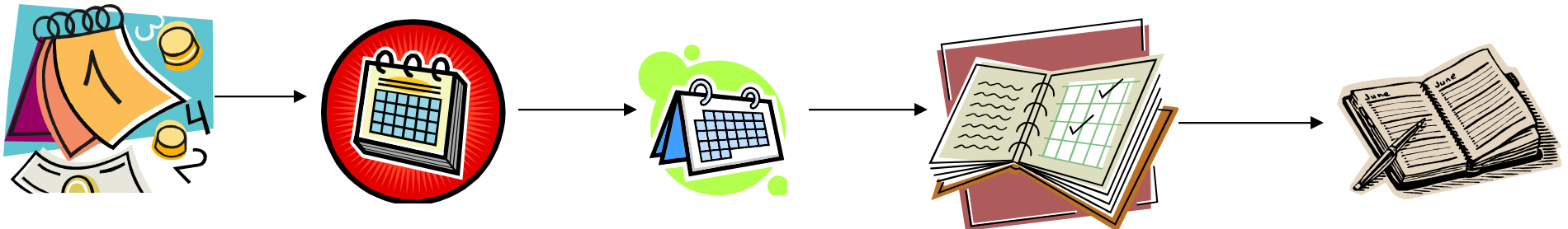
Completed!

No more!

Schedules are not crutches which need to be gradually weaned off.

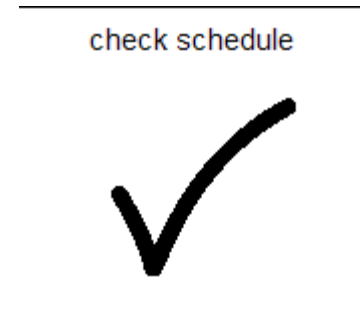
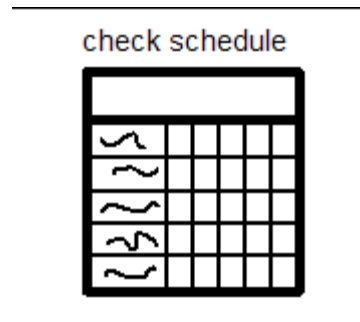
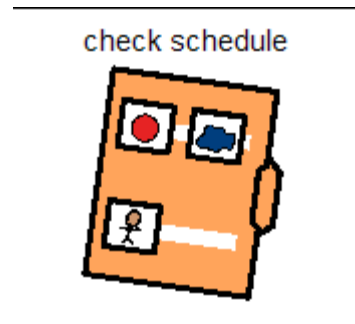
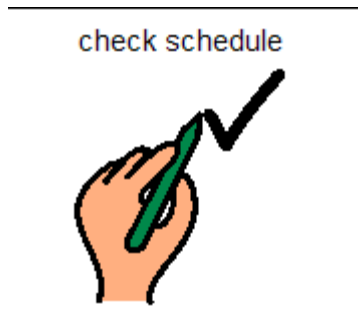


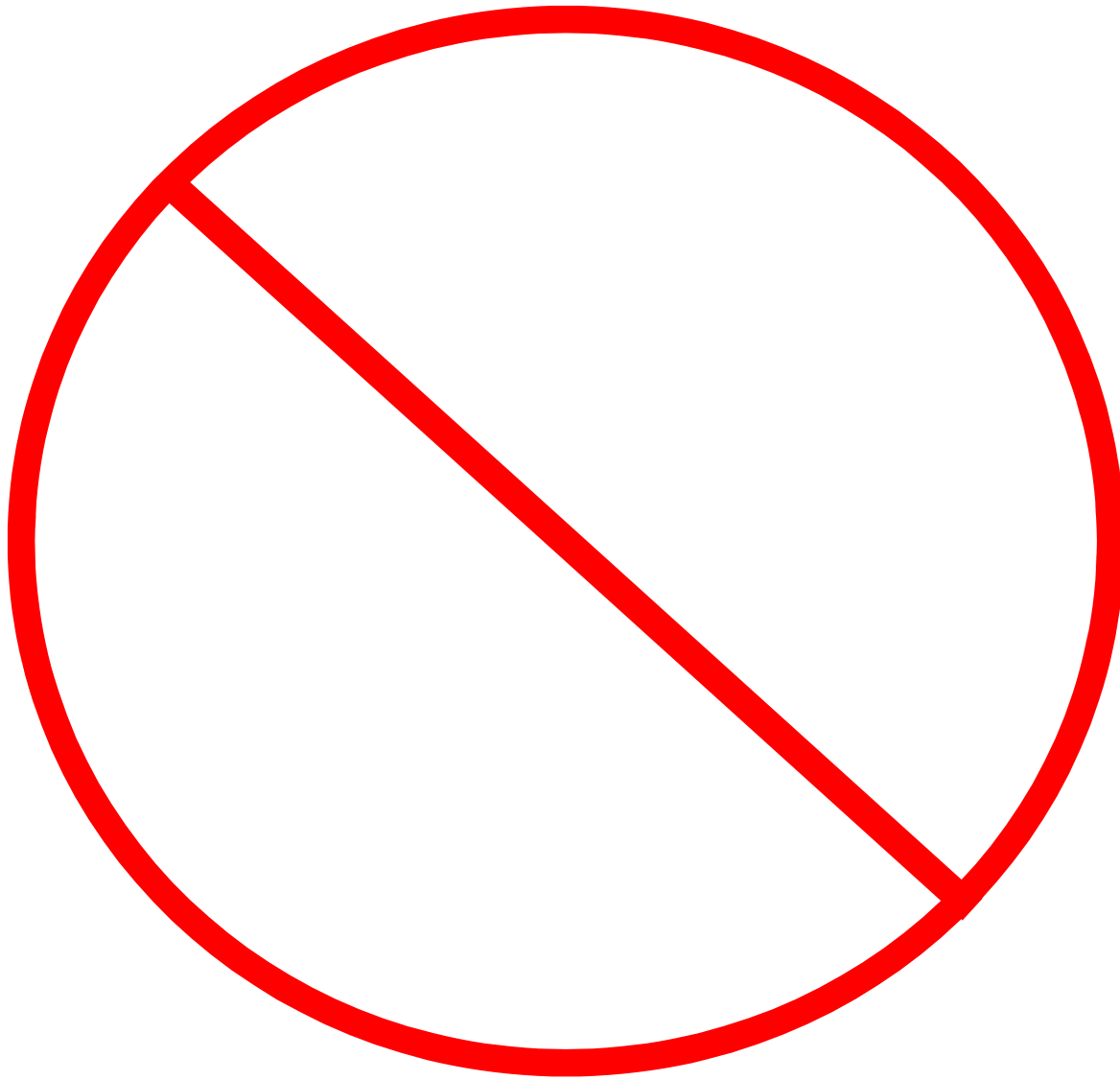
Think of a schedule as something that is needed.....just work on making them more sophisticated and age appropriate as the child gets older.



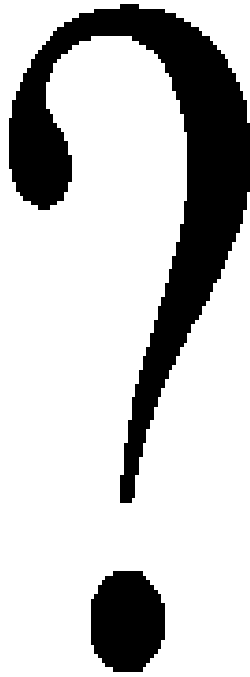
Check your schedule.

This will help the child become more independent.

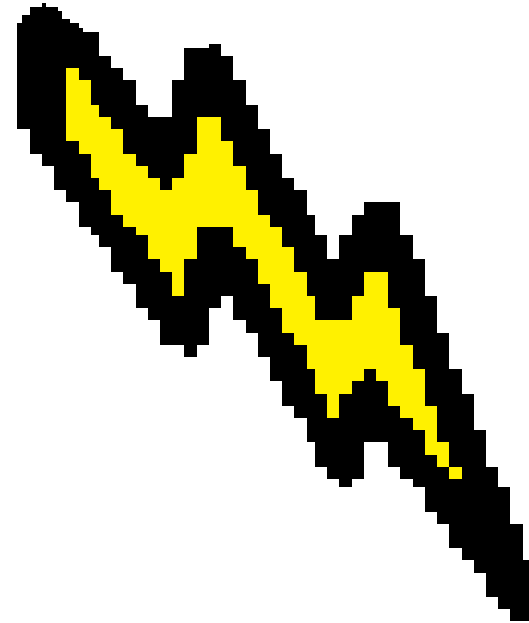




**No, not today,
canceled, not a
choice.....**



or



These cues can be used to show change. They can be a visual warning that something is going to be different.



Thunder tube at

www.scientificonline.com

Morning Schedule

1. **Wash face.**



2. **Brush teeth.**



3. **Comb hair.**



4. **Put on deodorant.**



5. **Get dressed.**



6. **Eat breakfast.**



7. **Get back pack and coat.**



8. **Wait for bus.**



Mini schedule for a
child's morning
routine.

Free App= Worksystem

scheduling system

- <http://www.dltk-cards.com/chart/> -free website to create your own schedule. Pick from themes or create your own theme. Chose the schedule format.
- <http://www.pics4learning.com/> - can use pictures for schedules
- Google images can be used for schedule pictures

Where do
all of these visuals



go
without
being too
distracting??????

Storage

Store visuals where they are being used!

To be used in:

Store in:

Kitchen → Kitchen

Bathroom → Bathroom

Recess → By door on the way outside

Calendar → Front of classroom

Computer → Computer

Can visuals stay in one place?

- Permanent?

- Permanent/ multiple?

- Moveable?

- Usage?

Display them

- Picture frames
- Magnetic picture holder
- Hooks
- CD holder (visor)
- Tempo loop material
- Velcro
- Book tape
- Clipboard

Store them

- 3 ring binders
- Books with Velcro pages
- Photo albums
- File card boxes
- Portable file boxes
- Hooks
- Plastic baggies
- File folders

Data

- Make sure data taken is meaningful.
- Take baseline data.
- Keep data collection materials near setting.
- Involve everyone in data collection (therapist, parents, children, assistants, other students).
- Examine and share the information to make program changes.
- Use technology (cell phone cameras, digital cameras, video).
- Schedule in specific times to take data.
- Note form of modifications needed (these can be adjusted).

Data Tricks

- Use Post-it notes.
- Keep tokens or pennies in your left pocket and every time the skill or behavior you are monitoring occurs then move one to the right pocket. They can be counted and recorded later.
- Keep hard copies of children's work samples.
- Put a piece of masking tape on leg and make slash marks every time the behavior was performed.
- Use of a clicker or golf counter or knitting timer

DATA

- <http://www.behaviordocor.org/> Behavior website with professional development presentation handouts. A whole section of behavior data sheets.
- <http://www.freebehaviorcharts.com/charts/> A variety of behavior charts for data

If you have to say a command
more than 2 times.....

then use a
visual!

**If a picture
paints 1000
words, why
settle for just
one?**

If you have a student who is deaf....wouldn't you learn and use sign language?

If you have students that are autistic, non-verbal or visual learners.....

Use Visual Strategies!

Free App= i.AM Search

- Marvelous search engine for apps for children with special needs and their parents and educators. You can search using specific skill sets (communication skills, executive functioning, repetitive behaviors, self-assessment, self-determination, and social skills) and different abilities. Set up a profile (can set multiple profiles). Save, share, email, rate, etc.
- (will be expanding to include researched based and other web-based resources)
(<https://vimeo.com/63082839>)

Thank you!

Mo Buti

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<http://mobuti.wikispaces.com/>

Twitter: @themobuti

312-316-2884

<http://www.livebinders.com/edit/index/280290>