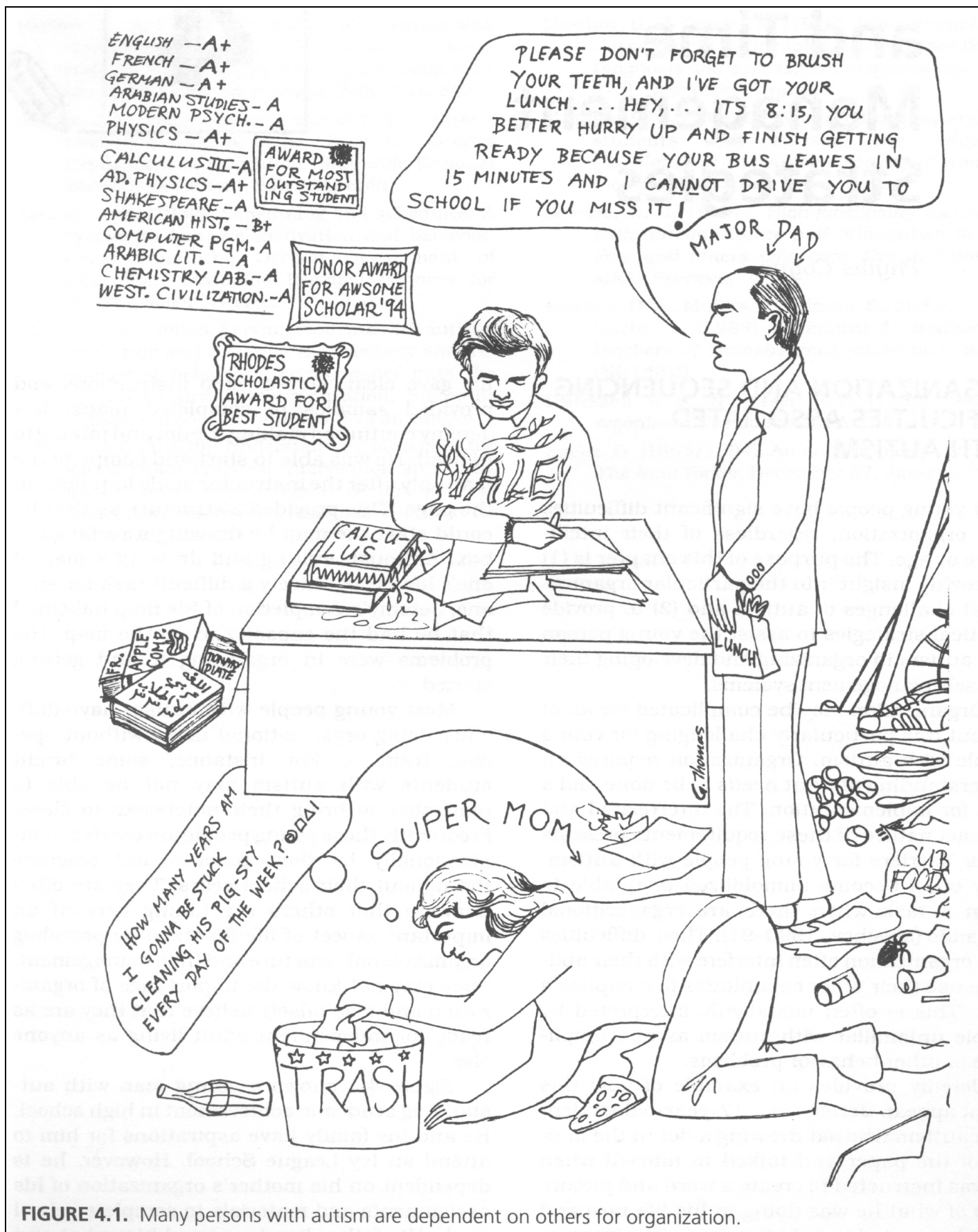


# CLASSROOM/VISUAL STRATEGIES



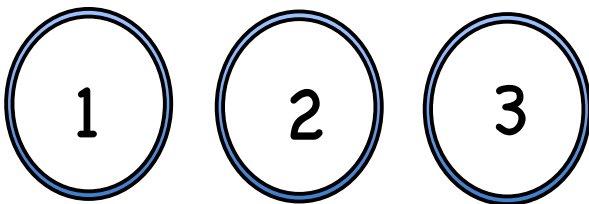
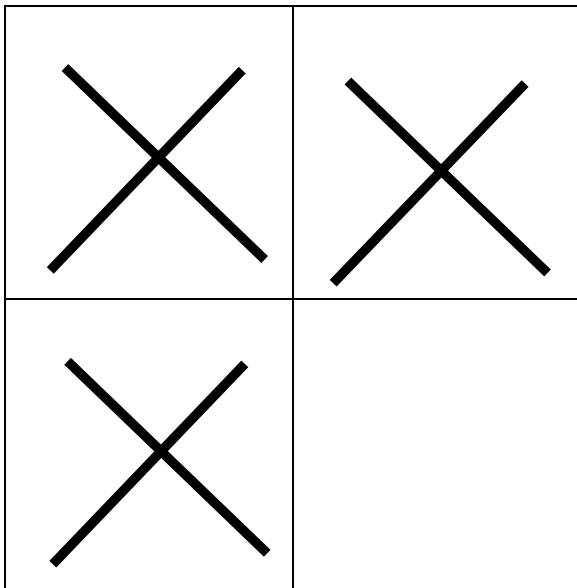
**FIGURE 4.1.** Many persons with autism are dependent on others for organization.

By Georgie Thomas in Higher Functioning Adolescents and Young Adults with Autism (1994), Ann Fullerton, Ed.

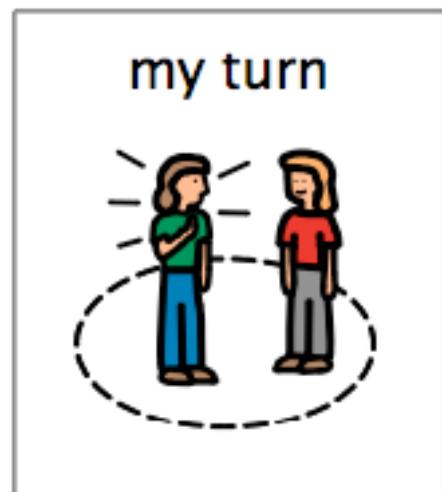
# Help show the social boundaries

“How many times can I talk about \_\_\_\_\_?”

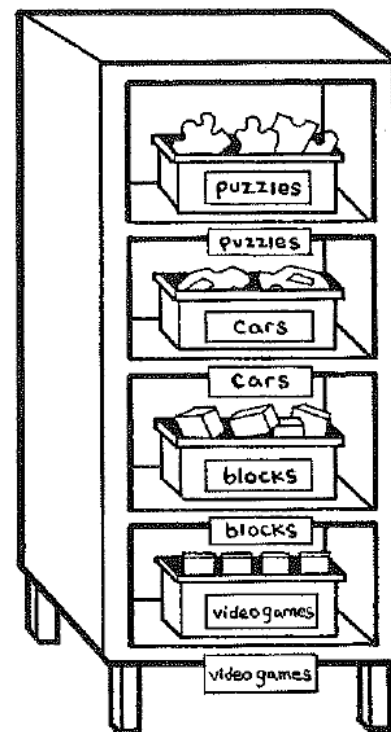
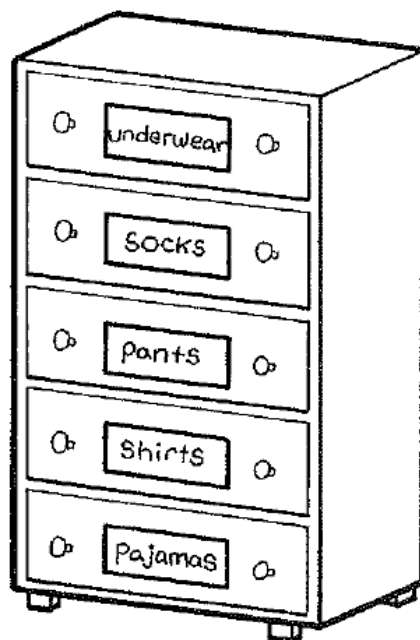
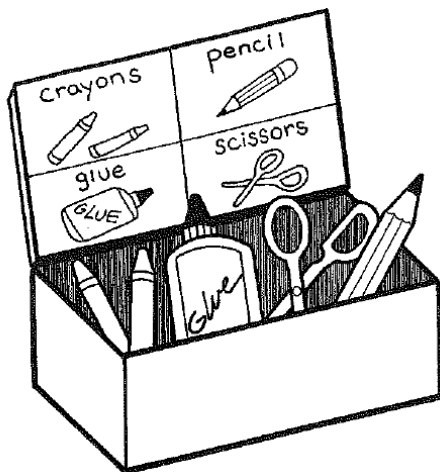
quiet hands



“When is it my turn?”



## "Where does it go?"

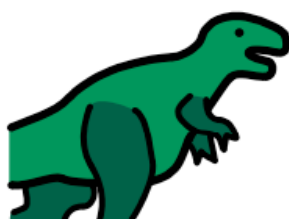


From" Hodgdon, L.A. (1996) Visual Strategies for Improving Communication: Volume 1. Michigan: QuirkRoberts Publishing.

## "How do I know what to clean up?"



dinosaur



playdoh, clay



Legos





break



# RELAX!

I need a break



1. Move to a quiet place



2. Sit on chair



3. Fold hands



4. Breathe five times



5. Count to 10



6. Talk about good plans



7. Turn the card to "be happy"

from: Adams, J. (1997) *Autism-PDD* Canada: Adams Publishing

When I get angry I can:

go for a walk



use the computer



jump on the trampoline



play with legos



play in the beans



Elizabeth Jepson

**STRESS**



1. Take three deep breaths

1

2

3

2. Think about being on a swing



3. Relax and keep calm



## Being Calm Means

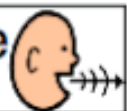
Deep Breaths



Calm Body



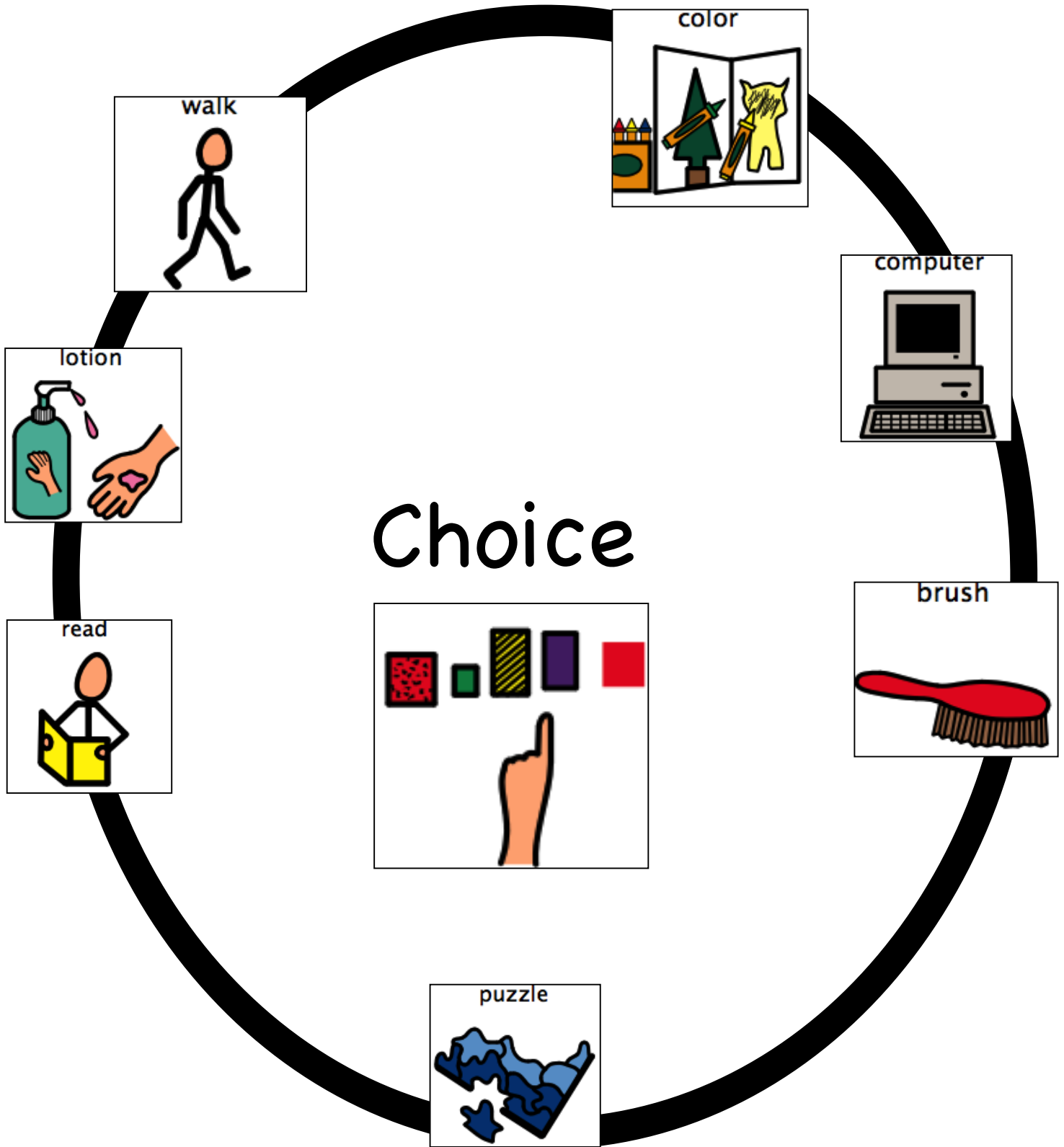
Calm Voice

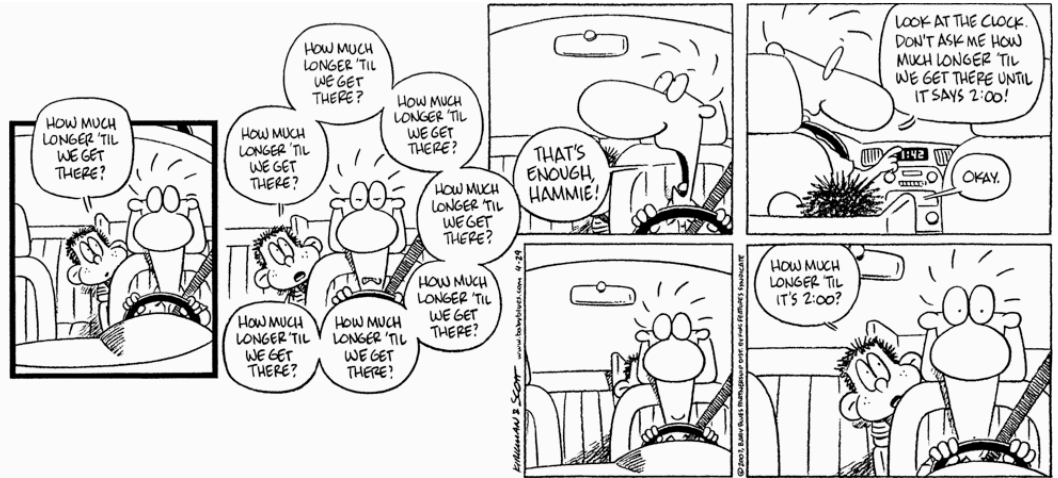
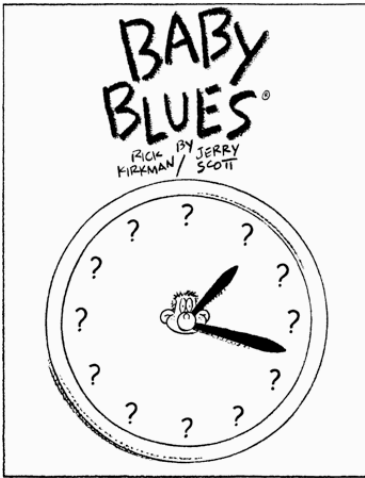


Dry Eyes



M. Hammel





The Time Timer. Available in 3", 8", 12" sizes and as a wrist watch.  
 The Time Timer visually shows elapsed time.  
 Available at <http://timetimer.com/>



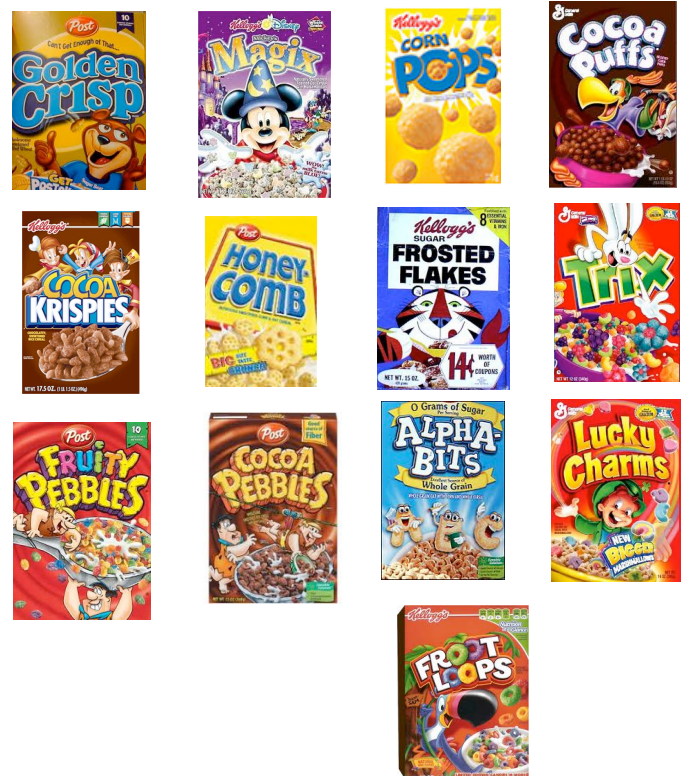
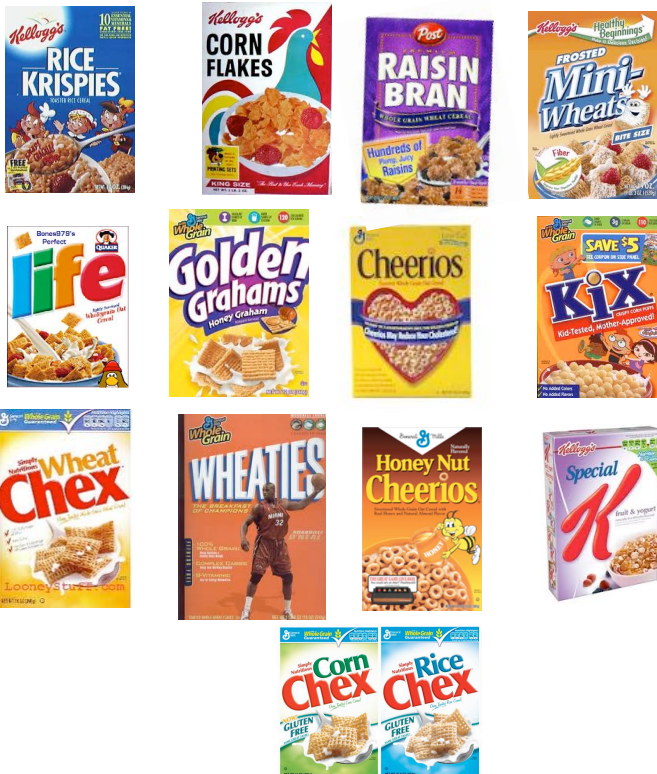
# T-charts help clarify expectations

Making good choices at breaktime	
Yes	No
Computer	Running
Reading a book	Going outside
Playing with blocks	Talking to teacher
Coloring a picture	Eating food

Recess choices	
OK to do	Not OK to do
Play with friends	Play in water
Play with balls	Play with sticks
Play in sand	Play with rocks

## Healthy

## Sugar





# More T-charts

Whose Responsibility is it?



mine



Teachers & Assistants

Sharpen my pencils.

Get my book.

Get me paper, pencil, crayons, or markers.

Follow along when it is not my turn.

Do the assignment myself.

Show me how the assignment is done.

Help me if I get stuck.

Tell someone when they are breaking a rule.

Help other students while I am working.

Debby Greene

Showing affection at School



Okay



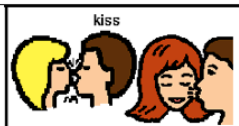
Not Okay



High Five



shake hands



kiss

arm around shoulders  
(side hug)



hold hands



hug



grab



wave



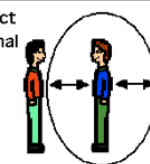
thumbs up



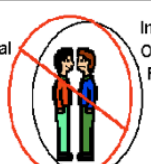
blow a kiss



Respect  
Personal  
Space



Invade  
Personal  
Space



In  
Others'  
Faces

## Safe People

yes

no

police officer



bus driver



stranger



boy



firefighter



mail carrier



woman



?



doctor



nurse



teenager



man



waitress



clerk



girl



old man



Movie Toys

Yes

No

Slinkies



Aunt Trina's rock



Koosh balls



Balloon snake



Flashlights



Beads



Ring



Troll



Stretchy toys



Noisy toys



Balls



Cars



Tops



Yo-yos



Games



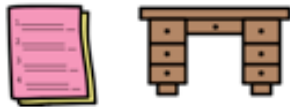
M. Hammel

# Visual Routines help decrease dependence on adult reminders

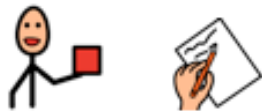
## Morning Routine



1. Hang up backpack and coat



2. Notes on teacher's desk



3. Show and Tell on table and sign up



4. Take Flouride



5. Work at your desk

Sarah Peters/Marci Hammel

## Getting Ready to Leave

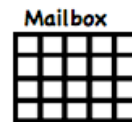
1. Get work ready for tomorrow.



2. When your table is called get coat and backpack.



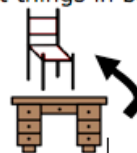
3. Get things out of mailbox.



4. Go to desk and put things in backpack.



5. Put your chair up.













6. Line up in bus order.



# Routines

## Nighttime Routine

<input type="checkbox"/>		wash hands and face
<input type="checkbox"/>		brush teeth
<input type="checkbox"/>		close curtains
<input type="checkbox"/>		pajamas on
<input type="checkbox"/>		put clothes in hamper
<input type="checkbox"/>		unfold blanket
<input type="checkbox"/>		get books
<input type="checkbox"/>		take pills
<input type="checkbox"/>		go to the bathroom
<input type="checkbox"/>		bedtime

Marci Hammel/Sarah Peters

## Getting Ready for Lunch

1. Put away work



2. Wash your hands



3. Get your lunch or ticket



4. Get your coat











5. Line up by lunch choice

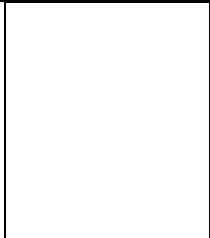
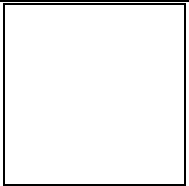
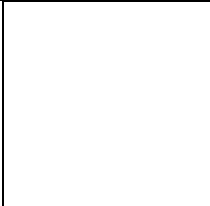
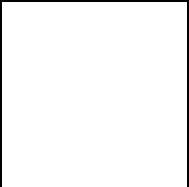
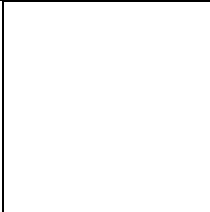
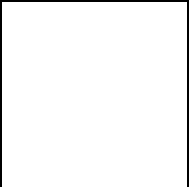
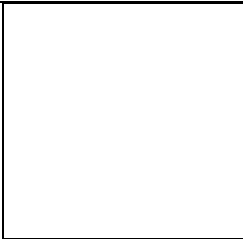
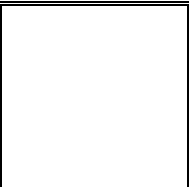


6. Wait quietly to leave

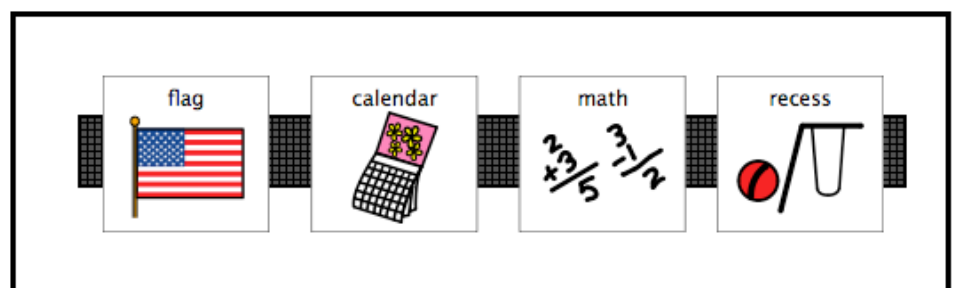


**Use daily schedules and mini schedules to help students understand the order of events, expectations, and to increase independence**

Time (around)	Picture/Word
	flag salute 
	calendar 
	Daily Oral Language 
	Silent Reading 










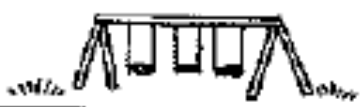



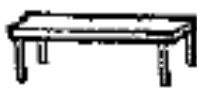
Picture/Word	Completed
	
	
	
	

**Schedules should be individualized for each child**





## Organization/Time Management

Daily Schedule : <b>Tuesday</b>		
	8:00	Circle Time 
	8:30	Play Time 
	9:00	Story Time 
	9:30	Snack 
	10:00	Outdoor Play 
	10:30	Music 
	11:00	Learning Centers 

From" Hodgdon, L.A. (1996) Visual Strategies for Improving Communication: Volume 1. Michigan: QuirkRoberts Publishing.

# Organization/Time Management

## Bell Schedule – page 1









- ☐ Locker
- ☐ Buy lunch tickets, if necessary
  
- ☐ 8:30 a.m. first bell, go to ADVISORY
  
- ☐ 8:35-9:03 PERIOD 1 – ADVISORY
  
- ☐ 9:08-9:49 PERIOD 2 – ELECTIVE CLASS
  
- ☐ 9:54-10:35 PERIOD 3 – LANGUAGE ARTS
  - ☐ Get workbox. Take to desk
  - ☐ Set up work area. Put schedule under clip.
  - ☐ Take out your RED folder and journal
  - ☐ Read your program sheet (put in peachee)
  - ☐ Check off your program sheet: Homework? ☐ yes ☐ no
  - ☐ Clean up your area. Put materials in folder.
  - ☐ Turn in folder to finished box
  - ☐ Check your schedule
  
- ☐ 10:40-11:21 PERIOD 4 – MATH
  - ☐ Take out your PURPLE folder
  - ☐ Read your program sheet (put in peachee)
  - ☐ Check off your program sheet: Homework? ☐ yes ☐ no
  - ☐ Clean up your area. Put materials in folder.
  - ☐ Turn in folder to finished box
  - ☐ Check your schedule
  - ☐ Take your help and break cards to lunch
  
- ☐ PERIOD 5 LUNCH/RECESS Be a friend
  - ☐ Put your help and break cards in the desk pocket
  - ☐ Check your schedule – Go to page 2 of schedule

DGreene/CRP

# Organization/Time Management

Done? (X)	Subject	What do I need to do?	When am I done?
	Health 1 <sup>st</sup> period last half	Get worksheets from left side of Health folder. Highlight the words in the text that are missing.	Place completed worksheets in the right pocket of Health folder
	Writing 1 <sup>st</sup> period	Write 4 sentences or correct previous day's writing.	Save writing to disk, print a copy and place in right pocket of Writing folder
	DeGrassi Video 2 <sup>nd</sup> period	Listen carefully and follow the story and discussion. You may do a quiet activity, including computer, if you still listen. Read the key vocabulary words that are given and try to think of an example in the video.	Be observed being quiet and listening. Work is done when the group discussion is finished.
	Math 3 <sup>rd</sup> period last half	Get worksheets from left side of math folder. Follow instructions. (with permission you may play one game of Math on computer instead).	Place completed worksheets in the right pocket of Math folder. (or have teacher observe you finishing Math Blaster Game).
	Break 3 <sup>rd</sup> period	Play game or talk with friends appropriately	At the end of 3 <sup>rd</sup> period.
	Relaxation 4 <sup>th</sup> period	3 Deep Belly Breaths 2 Shoulder Shrugs 2 Waist Twists 2 Neck Stretches 2 Yawns 2 Tongue push-ups	When EA has observed you doing all the listed exercises.
	Total	6 X's = being able to go to the Computer Lab if Lab is available!	

# **"When are we going . . .?"** **Now you can answer "check the calendar."**

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 	5 
6 	7 	8 	9 	10  home 	11	12

From" Hodgdon, L.A. (1996) Visual Strategies for Improving Communication: Volume 1. Michigan: QuirkRoberts Publishing.

Sunday	Monday	Tuesday	Wednesday	Thursday
5 <u>No School</u> Grandma's House	6 School  Swimming	7 School  Tia to Scouts To store	8 School  McDonald's	9 School

October 1997						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6 Go home early	7	8	9	10	11
12	13	14	15	16 School pictures	17	18
19	20	21	22 Field Trip to Pumpkin Patch	23 No Sarah at school	24 Grandparents Day	25
26	27 Go home early	28	29	30	31 Halloween	 Sarah Peters

# Applying visual structure to a non-routine event:

## Trip to Coos Bay

Friday March 15, 2002

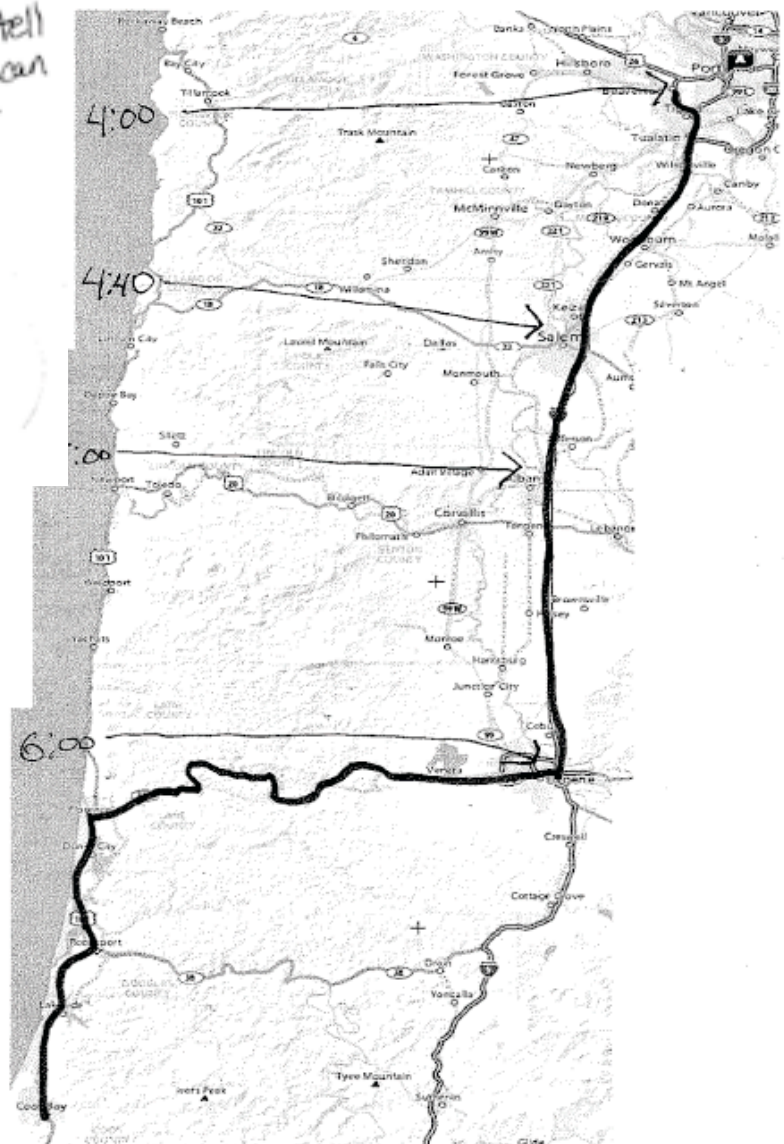
X	empty backpack
X	eat snack/pills
	go to bathroom
	get in car-go to Coos Bay
	drive to Eugene
	stop somewhere in Eugene and get dinner
	Keep going on trip
	Michael go to sleep
	Moms wake Michael at hotel
	go to bed at hotel with Mom
	new schedule in morning!



If I need to go to the bathroom tell mom so she can find one  
😊

Let's have fun!

Speters 03/02



How much do I have to do? What work needs to be done? What does finished look like/where do I put it? What happens next?

Name \_\_\_\_\_

**start**

**go** 4 **go** 17 **go** 30 **go to**  
 $\begin{array}{r} 4 \\ +2 \\ \hline \end{array}$   $\begin{array}{r} 17 \\ +5 \\ \hline \end{array}$   $\begin{array}{r} 30 \\ -10 \\ \hline \end{array}$  **next line**

45 **go** 50 **go** 105 **Wait**  
 $\begin{array}{r} 45 \\ +12 \\ \hline \end{array}$   $\begin{array}{r} 50 \\ +6 \\ \hline \end{array}$   $\begin{array}{r} 105 \\ +21 \\ \hline \end{array}$  Have teacher  
 Check work  
**then go to**  
**next line**

36 **go** 13 **go** 45 **Finished**  
 $\begin{array}{r} 36 \\ +12 \\ \hline \end{array}$   $\begin{array}{r} 13 \\ +23 \\ \hline \end{array}$   $\begin{array}{r} 45 \\ +7 \\ \hline \end{array}$  **stop**

Adapted by DGreene 2000 from:  
 Hedi Bayles Cascade Regional Autism Program

J. Davidson

## Alex's Journal

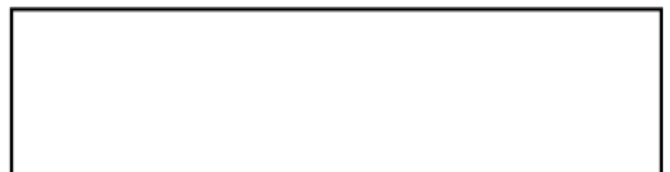
Finish 2 sentences about Dad

1. Dad and I like to \_\_\_\_\_

2. Dad goes to \_\_\_\_\_



Draw a picture of what Alex and Dad like to do.



Draw a picture of where Dad goes.

**+ Add**

- How many
- How many in all
- How many all together
- Add the items
- Total number
- Do they have enough
- Is there enough
- The sum of

**Subtract -**

- How many left
- How many left over
- How many more
- How many less
- How many fewer
- Find the difference
- Have left
- How many remaining

**Read the problem.**

1. What do they want to know? **HINT:** (look in the last sentence)
2. Is it an addition or subtraction problem?
3. Draw (show) what you know.
4. Solve the problem. Be sure to use number sense.
5. Check for a reasonable answer.
6. Can you do it another way?
7. Is there extra information?

**SPeters 4/00**

9 lilypads are in the pond  
2 frogs are on each lilypad

How many frogs are there?

---

Picture----

---

Math Problem---

---

Sentence---

---

---

---

**Outline Format for Visual Clarity**

**Name** \_\_\_\_\_

**Subject of Study** \_\_\_\_\_

**I. Topic:** \_\_\_\_\_

\_\_\_\_\_

**A. Subtopic** \_\_\_\_\_

\_\_\_\_\_

**B. Subtopic** \_\_\_\_\_

\_\_\_\_\_

**C. Subtopic** \_\_\_\_\_

\_\_\_\_\_

**II. Topic:** \_\_\_\_\_

\_\_\_\_\_

**A. Subtopic** \_\_\_\_\_

\_\_\_\_\_

**Sequencing Worksheet**

**First** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Then** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Next** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Last** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## **Example of Instructions**

### **Group work in health class**

1. Write a 3 page paper with 3 other kids in class.
2. Mrs. Smith will tell you who you will work with.
3. Your group will:
  - decide what your paper will be about.
  - meet for 30 minutes each day this week from 10:15 to 10:45.
  - write the paper on Friday and turn it in to the basket on my desk.
4. Check your goal card each day before you start.

### **Example of goals for a student while in a group that is developing a class presentation:**

1. Tell your 3 ideas.
2. Say one thing about each idea.
3. Let the other group members talk about your idea.
4. Talk to everyone in the group at least one time.  
Remember to look at them.
5. It's ok if the group does not want to use your ideas.

### **A 3" X 5" card for the student to keep during group**

By Joyce Stratton in Higher Functioning Adolescents and Young Adults with Autism (1994), Ann Fullerton, Ed.

## **Vacations**

3 things I like about vacations are:

- 1.
- 2.
- 3.

3 things I think are interesting about vacations:

- 1.
- 2.
- 3.

### **Examples of a "tell me" approach:**

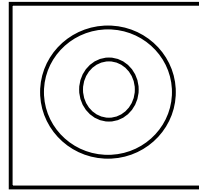
- "Tell me about the work the President of the United States does."
- "Tell me about how the blood vessels help your body."
- Tell me about \_\_\_\_\_."
- Tell me what \_\_\_\_\_."
- "Tell me how \_\_\_\_\_."

By Joyce Stratton in Higher Functioning Adolescents and Young Adults with Autism (1994), Ann Fullerton, Ed.

Semantic mapping helps with sequencing, cause an effect, describing the relationship between items, and making things more visually clear

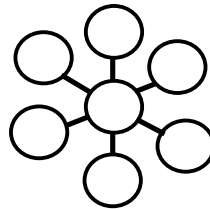
DEFINING IN  
CONTEXT

Circle  
Map



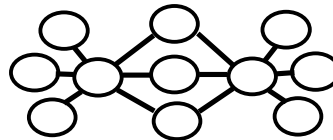
DESCRIBING  
QUALITIES

Bubble  
Map



COMPARING  
and  
CONTRASTING

Double  
Bubble  
Map



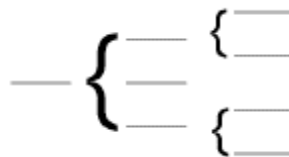
CLASSIFYING

Tree Map



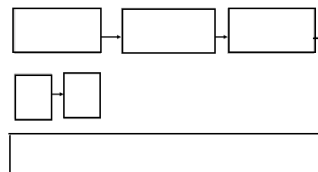
PART-WHOLE

Brace  
Map



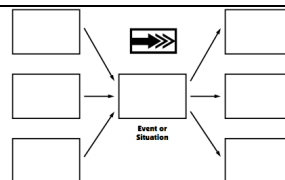
SEQUENCING

Flow Map



CAUSE and  
EFFECT

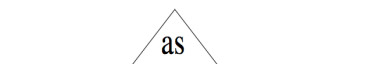
Multi-  
Flow Map



SEEING  
ANALOGIES

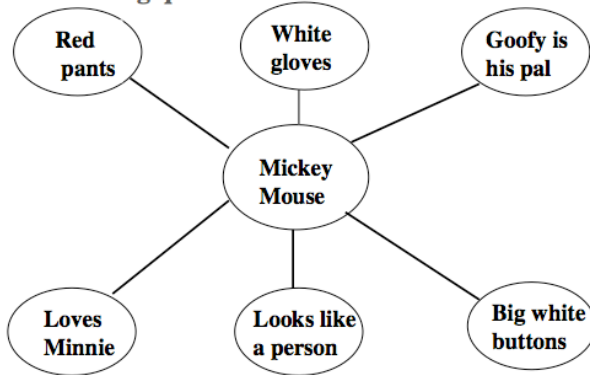
Bridge  
Map

RELATING  
FACTOR



## Semantic Mapping/Thinking Maps

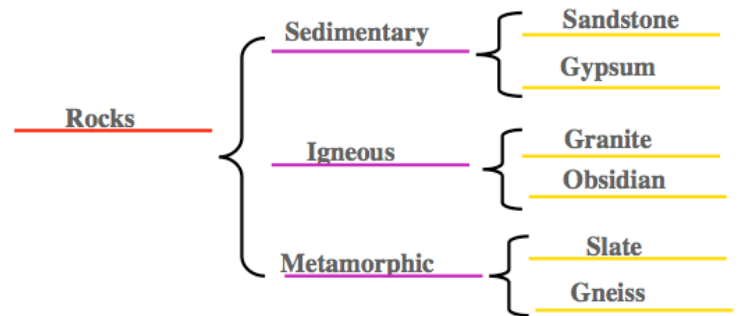
### D. Describing qualities



DGreene 1998

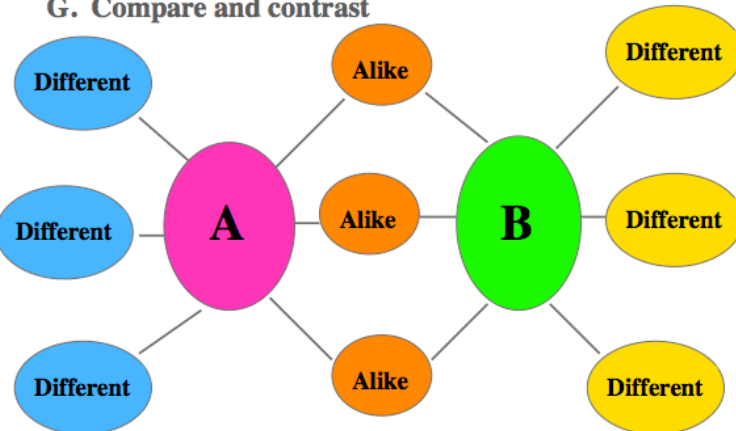
## Semantic Mapping/Thinking Maps

### F. Part-whole



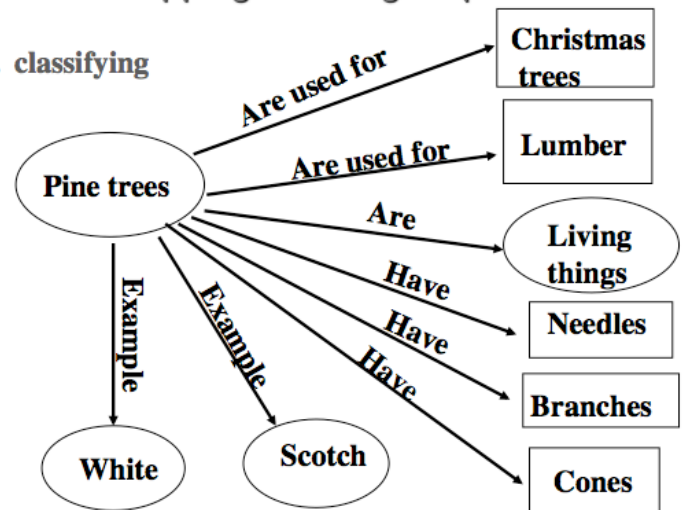
## Semantic Mapping/Thinking Maps

### G. Compare and contrast



## Semantic Mapping/Thinking Maps

### B. classifying



## Editing Check List

Writer's Number \_\_\_\_\_ Title of Work: \_\_\_\_\_

Check off each step after it has been completed.

\_\_\_\_\_ 1. Read the paper backwards one word at a time. Circle all possible spelling errors in RED, RED, RED.

\_\_\_\_\_ 2. Trace the first word of each sentence and the end punctuation of each sentence in BLUE, BLUE, BLUE. This will give you a visual representation of sentence lengths. If a sentence looks too long, it could be a RUN-ON SENTENCE.

\_\_\_\_\_ 3. Look at your BLUE markings that indicate the first word of each sentence. Make sure that no more than FOUR sentences begin with the same word in your paper.

\_\_\_\_\_ 4. Use BLACK, BLACK, BLACK to mark the beginning of each paragraph with the paragraph symbol. Aim for at least 4-5 sentences in each paragraph.

\_\_\_\_\_ 5. Use GREEN, GREEN, GREEN to add DETAILS. Add adjectives, sentences and lengthen paragraphs. I'll be looking for a lot of GREEN marks on your rough draft!!!!

\_\_\_\_\_ 6. HIGHLIGHT all \$500 ADJECTIVES. Make sure you have at least SEVEN!!

\_\_\_\_\_ 7. Have you used commonly mixed pairs of words correctly?  
EXAMPLES: they're, their, there / your, you're / are, our / to, too, two /  
a, an

\_\_\_\_\_ 8. Did you stay in the present or past tense throughout the entire paper?  
EXAMPLES: PRESENT – have, has, are, is PAST - had, were, was

\_\_\_\_\_ 9. Did you stay in FIRST PERSON (I, me, my, we, our) or THIRD person (he, she, they, them, their) throughout your paper?

\_\_\_\_\_ 10. Check your COMMAS. Are they only used for:

- Compound sentences (joined by and, but, or) – I love kittens, but I don't like cats.
- A list of items or adjectives – I loathe squirmy, slimy, earth-covered creatures.
- Introductory word or phrase – Although I'm tired, I still want to stay up late.
- Direct address – Dear Abby,
- Setting off interruptions (interjections) - Billybob, my best friend, is ten years old.
- Dates or in between cities/states & cities/countries – Jan. 1, 1999 / Salem, Oregon

\_\_\_\_\_ 11. Most important Step: I have read through my FINAL TYPED copy to catch any errors, especially typing errors!!!

**Figure 6. Sample Planning Chart**

	Month/Week	Project: Civics Paper	Review/Exam Schedule
Month 1	Week 1	Finalize topic (1 hr.)	Review civic notes (3 hrs.)
	Week 2	Initial library research (2 hr.) General outline (1 hr.)	
	Week 3	Detailed library research (3 hr.) Detailed outline (1 hr.)	Review biology notes (4 hr.)
	Week 4	First draft (4 hr.)	Review math notes (4 hr.)
Month 2	Week 1	Second draft, spellcheck, proof (6 hr.) Independent proof (1 hr.)	Review civics notes (3 hr.)
	Week 2	Type final draft, proof (3 hr.)	Review biology notes (4 hr.)
	Week 3	Turn in project	Review math notes (4 hr.)

By Joyce Stratton in Higher Functioning Adolescents and Young Adults with Autism (1994), Ann Fullerton, Ed.

Name \_\_\_\_\_

Month October

Schedule For  
Civics Paper

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Civics Class 1:05-2:12 Finalize Topic	3	4 Study Hall 8:00-9:02 Review Civics Notes	5 At home 7:00-8:30 Review Civics Notes	6	7
8	9 Study Hall 8:00-9:02 Library Research	10 Public Library 7:00-8:00 Library Research	11 Study Hall 8:00-9:02 Write out general outline	12 At home 7:00-8:30 Review Civics Notes	13	14
15	16 Study Hall 8:00-9:02 Library Research	17 Public Library 4:00-5:00 Library Research	18 Study Hall 8:00-9:02 Write out detailed outline	19 At home 7:00-8:00 Review Biology Notes	20 Study Hall 8:00-9:02 Review Biology Notes	21 At home 9:00-11:00 Review Biology Notes
22	23 Study Hall 8:00-9:02 First Draft Civics Class 1:05-2:12 First Draft	24 At home 4:00-5:00 First Draft	25 Study Hall 8:00-9:02 First Draft	26 At home 7:00-8:00 Review Math Notes	27 Study Hall 8:00-9:02 Review Math Notes	28 At home 9:00-11:00 Review Math Notes
29	30	31				

Mary Lou Vandenberg /CRP