

MONTHLY TEACHER RESOURCES



Autism and Tertiary Behavior Supports
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May 2015

Helping Students with Autism Connect with Instruction

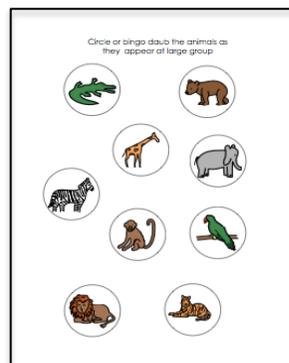
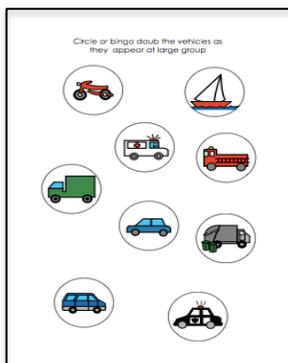
By: Lindy McDaniel, TASN-ATBS Early Childhood Coordinator

This month, we would like to share tips for helping students with Autism connect to instruction. There are many barriers for students with Autism. Overstimulation and heightened senses can make it difficult for students to listen and learn; they may be distracted by the humming of fluorescent lights or the smell of Chili cooking in the cafeteria. By using visual supports, we can draw attention to what is meaningful during instruction to support students in knowing what they should be looking at and learning from.



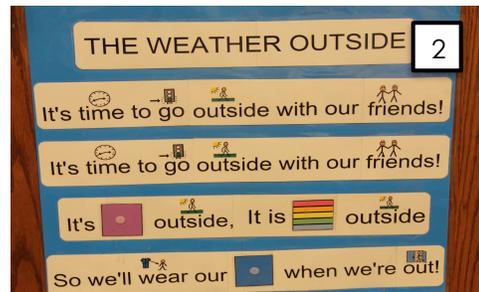
For example, by using this look icon attached to a retractable name tag, staff can put the icon in the student's line of vision and move it toward the screen or board the student is supposed to be looking at. This is a perfect prompt during group instruction, as you can prompt individual students visually without interfering with the verbal instruction you are giving to the whole class.

If the visual prompt is not enough, you can also add items of interest to your instruction to help the student train his/her eyes to look at what is meaningful for learning. For example, if you are using an Apple TV, Smart Board or Promethean board to project slides and you have a student who likes animals or vehicles you could add vehicles, animals or other items of interest to each slide to encourage the student to look at each slide and find the motivating picture to be circled or bingo daubed on a worksheet as shown below. Note: You can also do this during other large and small group activities by Velcroing pictures of interest beside each activity- calendar, weather, letter of the week, etc. These interest worksheets can be found as pdfs at the end of this resource. If you wish to edit them you can find them on boardmaker online at this link <https://www.boardmakeronline.com/Community/FriendsProfile/300366> . The worksheets print two per page to save paper and so they can be clipped to a mini clipboard during group time as shown below

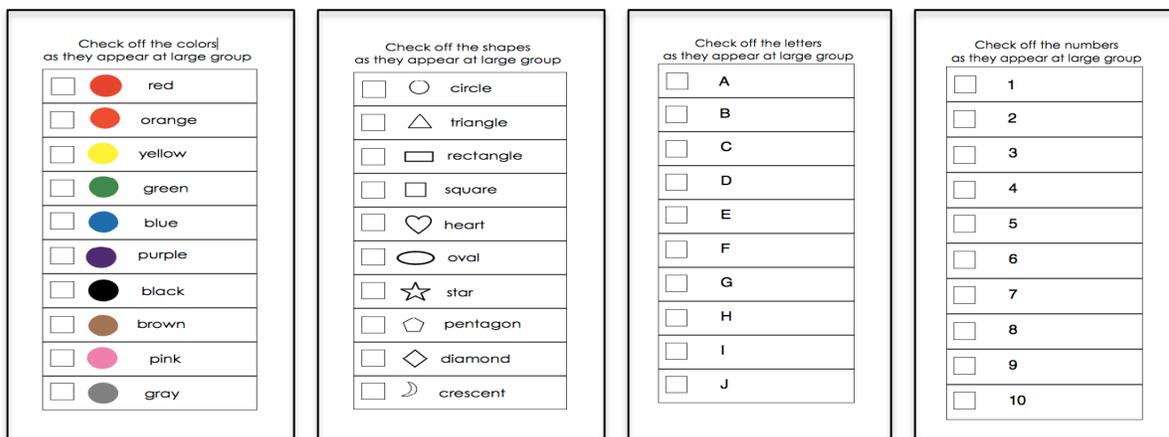


Sometimes it isn't about sensory overload or training the eye to look, it is about feeling anxious and uncertain as to how long group will be and/or what the expectations are during group time. One way to support students in knowing when group will be over is by labeling your activities with numbers, letters, shapes or colors and then creating a check off sheet for students to use to follow along.

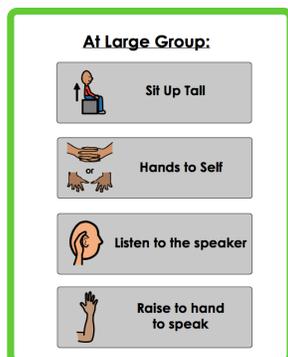
For example, in the picture to the right, I marked the weather as #2 and it is on blue poster board. For students that are following along with colors, they can mark off blue after completing the weather chart and for students who are following along with numbers, they can mark off #2. NOTE: You can also do this by making every page on your Smart Board or Promethean Board files a different color or by adding a number, letter or shape.



The letter, number, shape and color check off sheets as pictured below can be found at the end of this resource. They also print 2 per page to save paper. Depending on the student's skills, you can either have the concepts appear in large group in the same order they are listed or mix them up and have students find each concept.

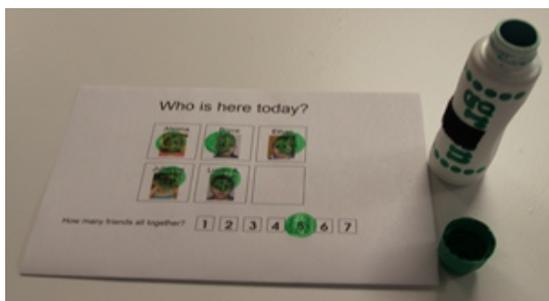
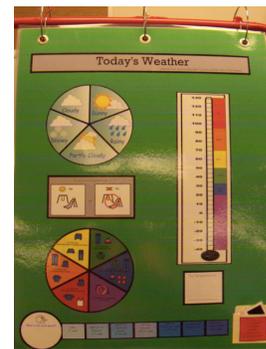
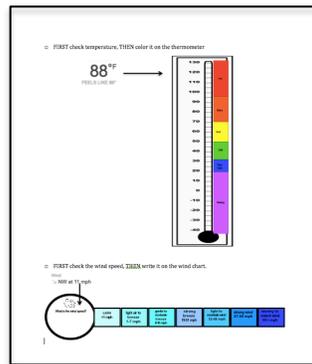
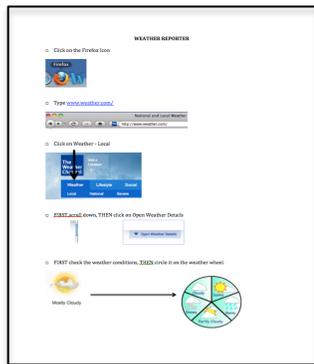


To support students in understanding the expectations at group time, it is important to display and review the expectations of the space with your students. Some students with Autism lack the ability to take cues from the environment around them. They may miss the cue that everyone is sitting criss-cross applesauce with their hands in their lap so they should be doing the same. By having visuals to support the behavior you would like to see, students can be more successful in a group and connect with instruction. Below is an example of large group expectations as well as a raise your hand and attention-getting visual to hold up as reminders in the moment that you ask a question for the group or need everyone to stop, look and listen. All three items can be found at the end of this resource or on our Boardmaker site.



But what if the group instruction is much too high or not high enough for a student? How can we support students with autism in being challenged at a level that is appropriate for them? It takes a little thinking outside the box, but there are always ways to individualize the curriculum just enough to make it more meaningful.

For example, here are weather instructions that were made for a student that was performing higher than the instruction given at morning calendar. To challenge her at a level appropriate for her age, the teacher had her check the weather on the internet and then report back to her peers. This was a perfect modification to keep her engaged and build her confidence as she shared the weather with her peers and filled out the weather chart as shown below on the right. (The weather instructions can also be found at the end of this document.)



Another example to support a student who was functioning lower than his peers, was having the him watch attendance time at large group and then Bingo daub who was there for the day. This helped him build awareness of his peers and gave him a much needed break in the middle of group time because after filling it out, he went to the office to deliver it. This worksheet can be found on our boardmaker site to add your student's photographs to.

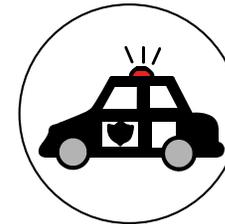
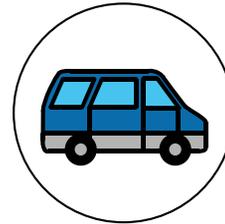
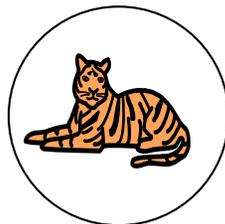
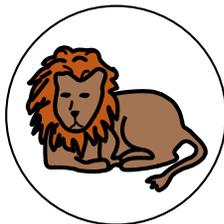
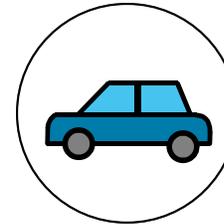
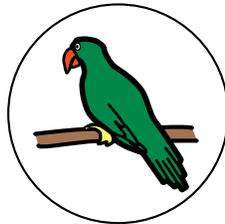
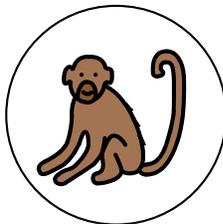
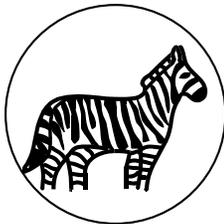
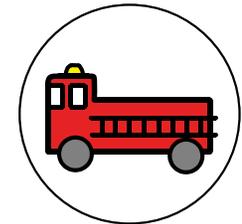
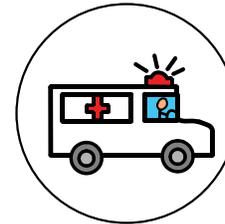
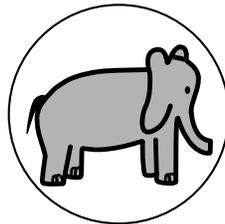
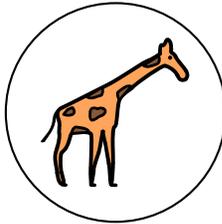
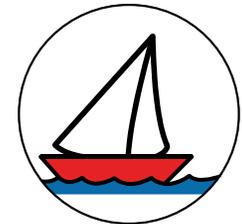
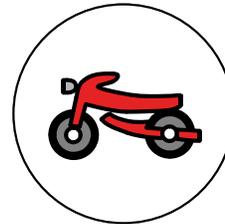
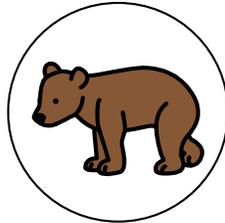
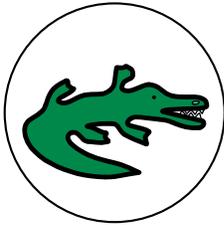
Sometimes it is not only about creating an activity that is at the student's level, but also about helping the student make connections. Why do we discuss the weather every day? Knowing what the weather will be like helps us know what we should wear for the day. To connect with instruction and support life long learning, we can help students use this worksheet to begin understanding what type of clothes we should wear for what weather. You can also find this worksheet at the end of this resource or by going to our Boardmaker online site.



There you have it, multiple ways to help students with Autism connect to instruction. Each one with its own underlying reason, the first to train students to look, the second to motivate students to look, the third to reduce anxiety by helping the student know how much work he/she has to do, the fourth reducing anxiety by teaching and displaying visual expectations, and the fifth, sixth and seventh to support students with learning that is at their level or just slightly above to encourage engagement through challenging instruction.

Circle or bingo daub the animals as they appear at large group

Circle or bingo daub the vehicles as they appear at large group



Check off the colors
as they appear at large group

<input type="checkbox"/>		red
<input type="checkbox"/>		orange
<input type="checkbox"/>		yellow
<input type="checkbox"/>		green
<input type="checkbox"/>		blue
<input type="checkbox"/>		purple
<input type="checkbox"/>		black
<input type="checkbox"/>		brown
<input type="checkbox"/>		pink
<input type="checkbox"/>		gray

Check off the colors
as they appear at large group

<input type="checkbox"/>		red
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<input type="checkbox"/>		green
<input type="checkbox"/>		blue
<input type="checkbox"/>		purple
<input type="checkbox"/>		black
<input type="checkbox"/>		brown
<input type="checkbox"/>		pink
<input type="checkbox"/>		gray

Check off the numbers
as they appear at large group

1

2

3

4

5

6

7

8

9

10

Check off the numbers
as they appear at large group

1

2

3

4

5

6

7

8

9

10

Check off the letters
as they appear at large group

A

B

C

D

E

F

G

H

I

J

Check off the numbers
as they appear at large group

A

B

C

D

E

F

G

H

I

J

Check off the shapes as they appear at large group



circle



triangle



rectangle



square



heart



oval



star



pentagon



diamond



crescent

Check off the shapes as they appear at large group



circle



triangle



rectangle



square



heart



oval



star



pentagon



diamond

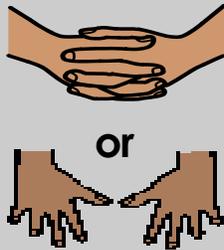


crescent

At Large Group:



Sit Up Tall



Hands to Self



Listen to the speaker



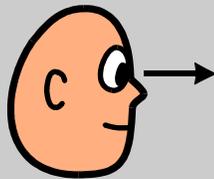
**Raise to hand
to speak**



Give Me Three. . .



Stop



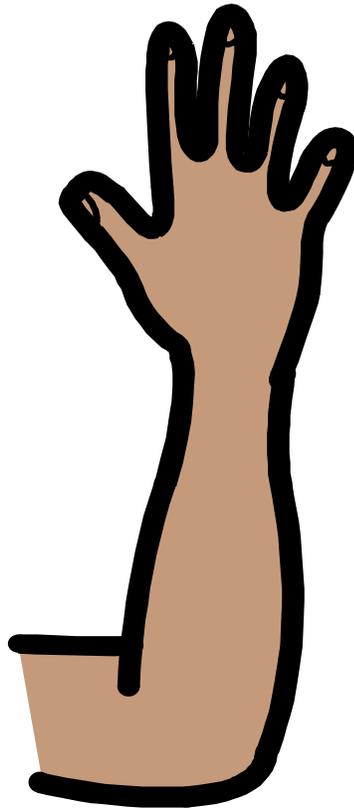
Look



Listen

cut out, laminate and attach a tongue
depressor for easy use.

raise your hand



WEATHER REPORTER

- Click on the Firefox Icon



- Type www.weather.com/



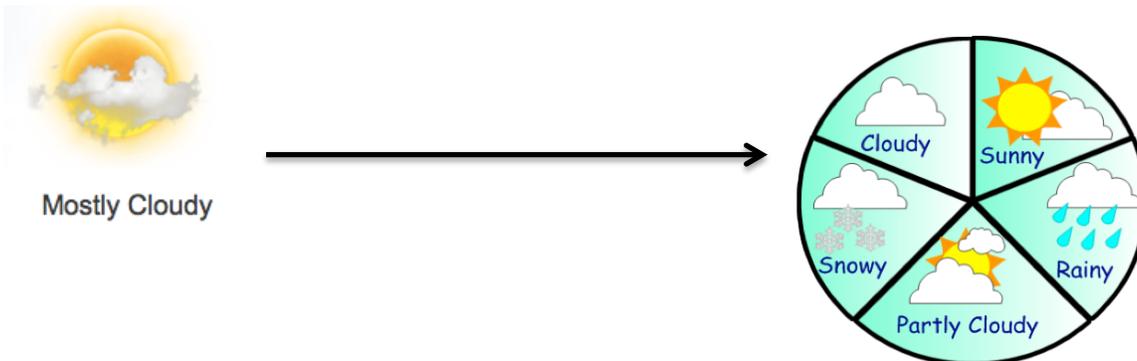
- Click on Weather - Local



- FIRST, scroll down, THEN click on Open Weather Details

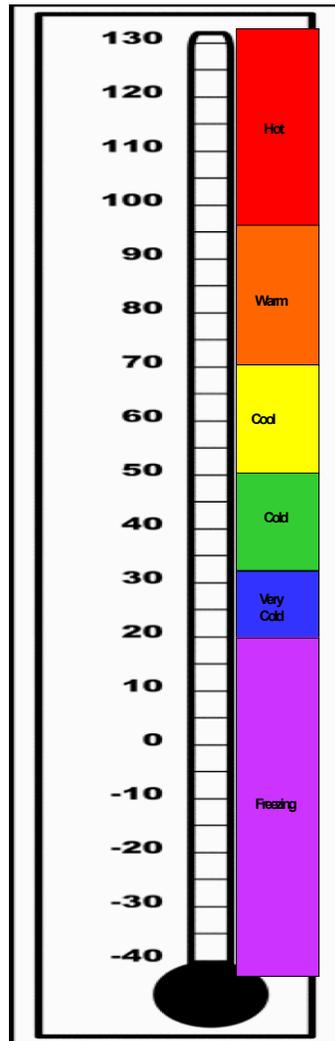


- FIRST check the weather conditions, THEN circle it on the weather wheel.



- FIRST check temperature, THEN color it on the thermometer

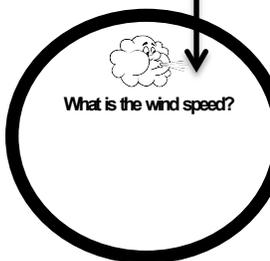
88°F
FEELS LIKE 86°



- FIRST check the wind speed, THEN write it on the wind chart.

Wind:

NW at 11 mph

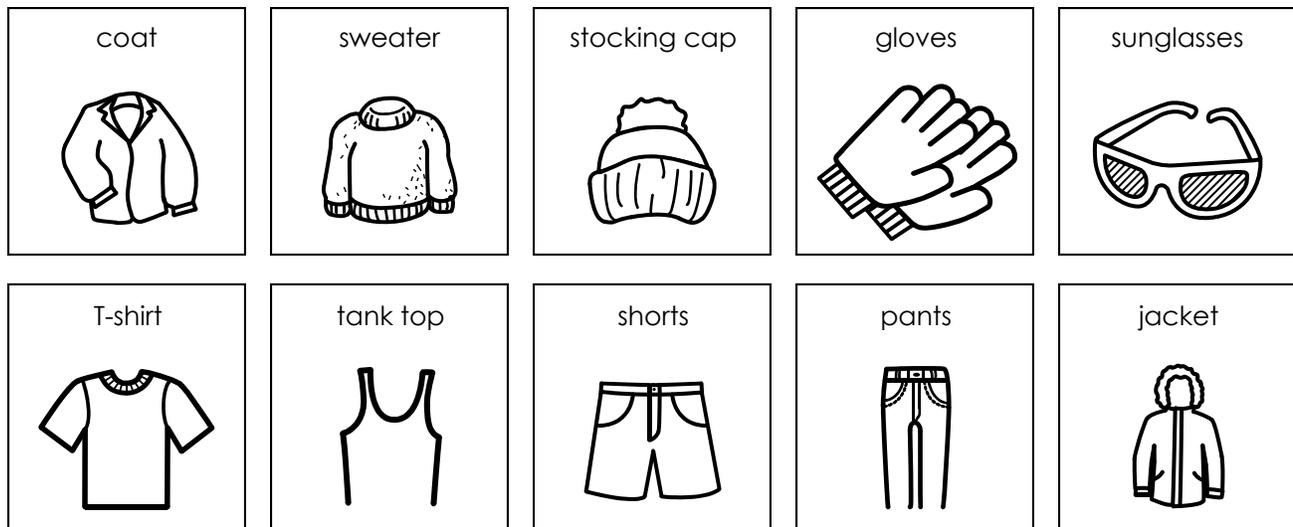


calm <1 mph	light air to breeze 1-7 mph	gentle to moderate breeze 8-18 mph	strong breeze 19-31 mph	light to moderate wind 32-46 mph	strong wind 47-54 mph	stormy to violent wind 55+ mph
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What should I wear for today's weather?



What should I wear for today's weather?



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