

MONTHLY VISUAL SUPPORT



September 2013

Tips for Parents: What You Should See in the Classroom

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Difficulties with generalization of skills are a well-known characteristic in individuals with autism spectrum disorders (ASD). These difficulties often mean that generalization will not just occur, but rather, will need to be explicitly programmed and planned for in educational settings, therapeutic settings, at home and in community settings.

For a skill to be considered to be generalized, it must occur across various settings, people and stimuli as well as over time. This is a crucial component of skill acquisition and if generalization is not occurring then a skill should not be considered mastered.

What Parents Should See in the Classroom

- ★ Structured physical space so the student can clearly see where to find materials and can identify what activities are to take place.
- ★ Consistent classroom routines to reduce anxiety and increase independence.
- ★ Visual instructions, rules and schedules specific to the student. This can include daily schedules, procedures, etiquette, social narratives and task instructions.
- ★ A plan in place to proactively identify and address high anxiety levels, sensory difficulties or emotional regulation.
- ★ Visual rules and expectations. Visual supports for communication, behavior and social skills.
- ★ Student specific interests are used in teaching new or difficult tasks.
- ★ Transition activities are supported with visual reminders of time passing.
- ★ Student has the means to communicate wants and needs.
- ★ Daily communication between school and parents.
- ★ Individualized modifications of curriculum.
- ★ If applicable, an active transition plan.

How Parents Can Help At Home

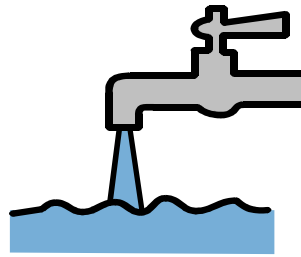
- ★ Provide the child with a home schedule (digital pictures or google images are great ways to make a schedule at home).
- ★ Provide visual instructions for self-care routines.
- ★ Communicate daily with teacher about child's evening/morning.
- ★ Structure scheduled homework time with a specific time and place. Provide the child with a visual way to understand "First Homework, Then TV".
- ★ Consider how you can support your child's skills across people, places, locations, language and materials.
- ★ Encourage your child to use his communication system at home and in the community.

For strategy samples, please see attached files.

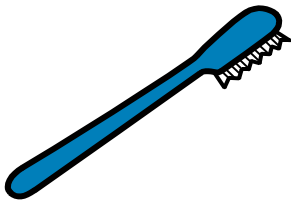
Brushing Teeth



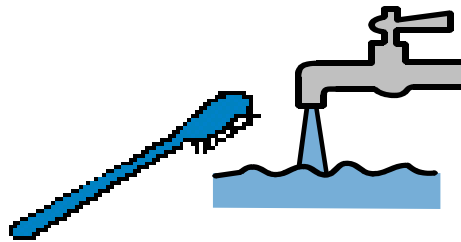
Turn on water



Get toothbrush



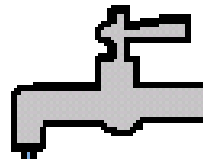
Get toothbrush
wet



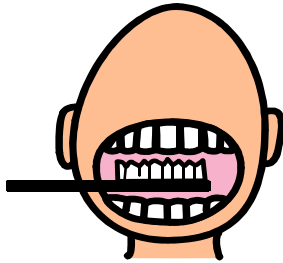
Put toothpaste on
brush



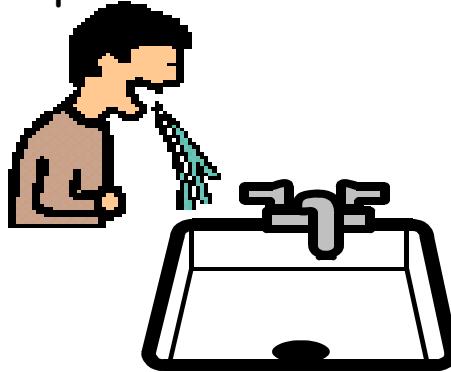
Turn water off



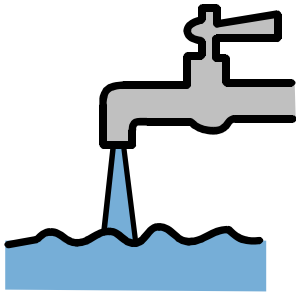
Brush teeth



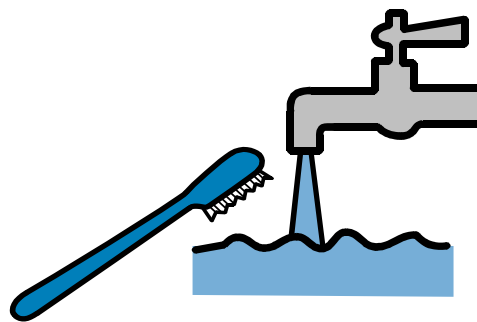
spit out water



Turn water on



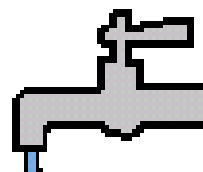
rinse toothbrush



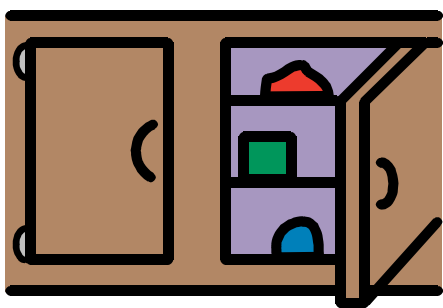
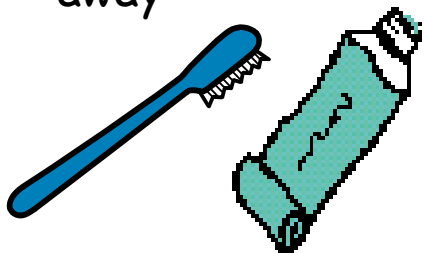
put water in mouth



turn water off



Put toothbrush
and toothpaste
away



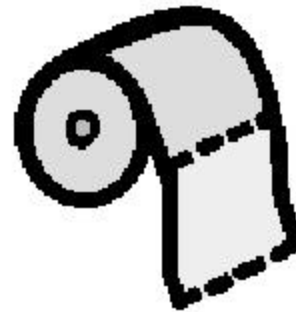
Turn on light
Shut door



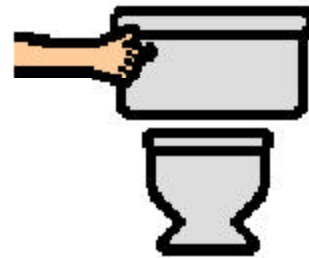
Sit on toilet



Wipe with
toilet paper



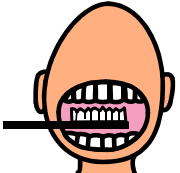


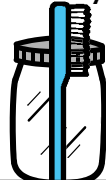

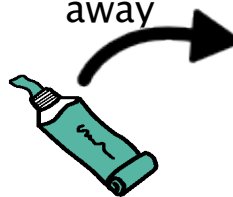
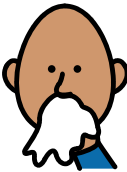

Flush toilet



Wash hands

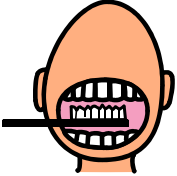





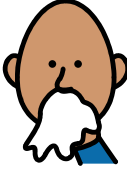


turn on water 	wet hands 	get 1 pump of soap 
get 1 paper towel 	dry hands 	throw paper towel away 
rub hands 	rinse hands 	turn off water 

brush teeth 	put toothpaste on brush 	brush teeth 
put toothbrush away 	put cap on toothbrush 	put toothpaste away 
wipe mouth 	wipe hands 	

pink	yellow	pink	yellow	pink	yellow
green	green	green	green	green	green
blue	blue	blue	blue	blue	blue
purple	grey	purple	grey	purple	grey
orange		orange		orange	

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get 1 paper towel 	dry hands 	throw paper towel away 
rub hands 	rinse hands 	turn off water 

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