STAR Autism Support

STAR Autism Support

FREE WEBINAR

Making Inclusion Powerful

Resources

- IRIS Center: Vanderbilt
- CAST
- Inclusive Schools Network
- Universal Design for Learning Implementation and Research Network
- Understood: Resources for Educators
- National Autism Center: National Standards Report on Evidence-Based Practices

Keep in touch:

- Sign up for our Newsletter!
- Check out the Autism Annex Podcast

SCAN ME
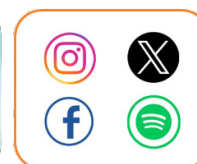
Creating a Visual Schedule

Visual schedules help learners know what to expect for the day and can be used at school, at home, and in the community. By identifying to the student what is happening next and where to go, schedules can build independence, reduce anxiety and undesired behaviors, and increase attention and flexibility.

1

Choose a schedule type for your learner.

- Use objects, icons, photos, words, or a combination depending on the learner's need.
- Decide between a static or portable schedule system. This depends on the learner's need and whether the student will travel a distance between locations with the schedule.
- Choose the system to use: Landing board, container system, checkmark system, notebook, etc.

2

Gather materials.

- Download or create photos, activity icons, check schedule icons, schedule template, etc.
- Print and cut materials as needed.
- Create landing strips, boards, or containers in each location of the classroom as needed.
- Gather additional materials for portable schedules (e.g., binders, folders, clipboards, etc.).

3

Laminate or use plastic pockets to protect visuals for repeated use.

- Laminate icons and add velcro.
- Use a dry-erase marker with a checkmark schedule (laminated or in a plastic pocket).
- These steps help to make schedule materials more durable, but they are not required!

4

Display the scheduled activities in order.

- Icons are typically displayed top-to-bottom or left-to-right.
- Written activities are typically displayed top-to-bottom.
- Determine how many activities to display at once depending on the learner's need (e.g., fewer icons for students with higher support needs).

5

Place the schedule in a consistent, easy-to-access location.

- Options for static schedules (e.g., in self-contained classrooms) include near cubbies, at each student's desk, or in a central classroom location.
- Portable schedules travel with the learner, but consider teaching the student to store it in a consistent location when not in use.
- Include each learner's name or photo when displaying multiple schedules simultaneously.
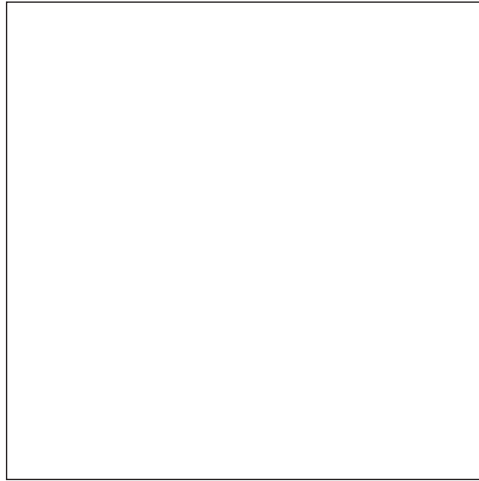
STAR Media Center subscribers can explore Routine Essentials for a variety of schedule supports!
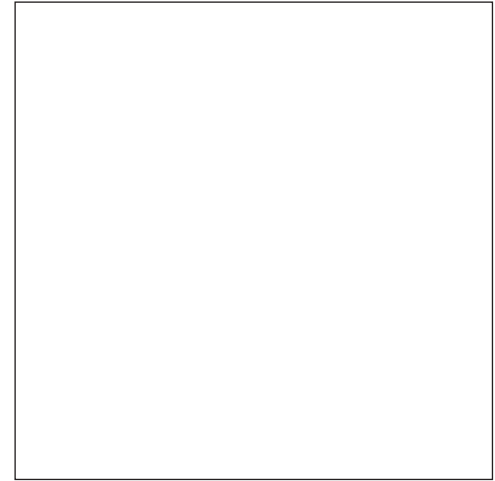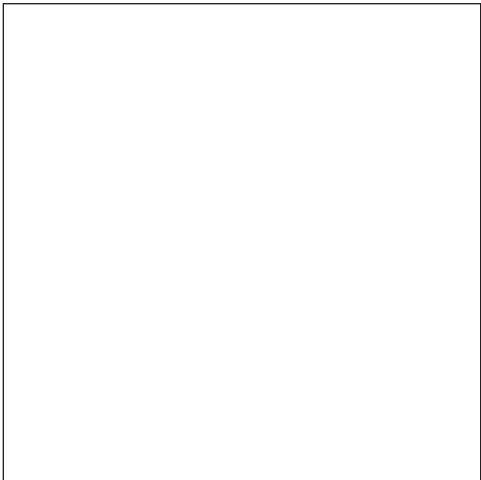
routine essentials™

1

2

3

7
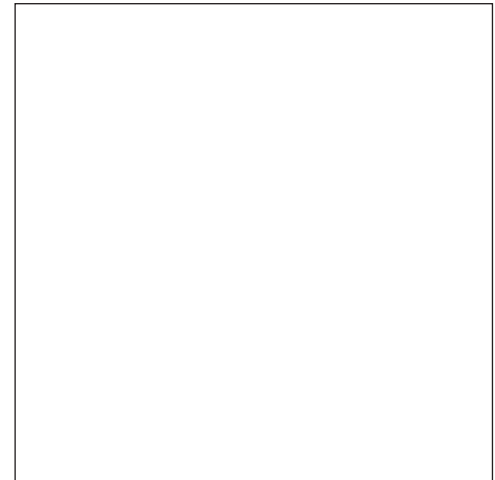
8

9

Attach other page here

Home Supports - Daily Visual Schedule Template
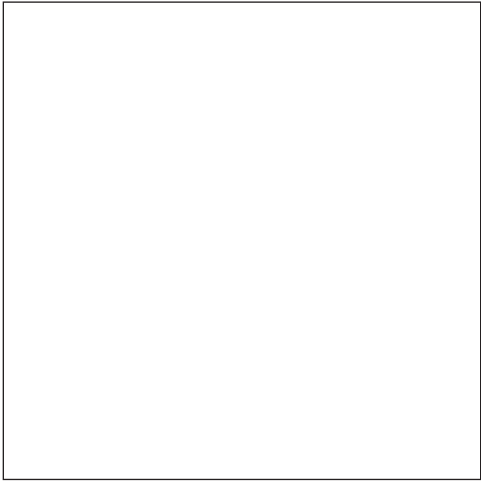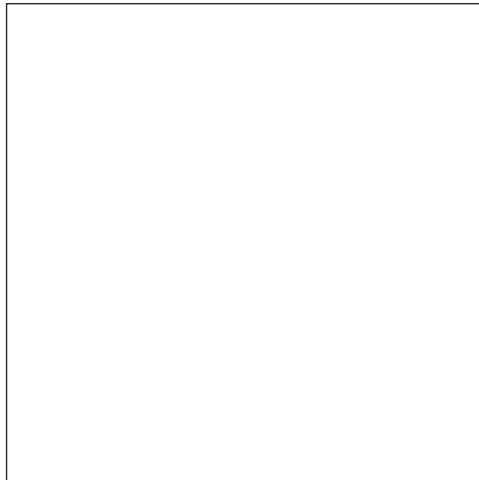
Schedule

4

5

6

10

11

12
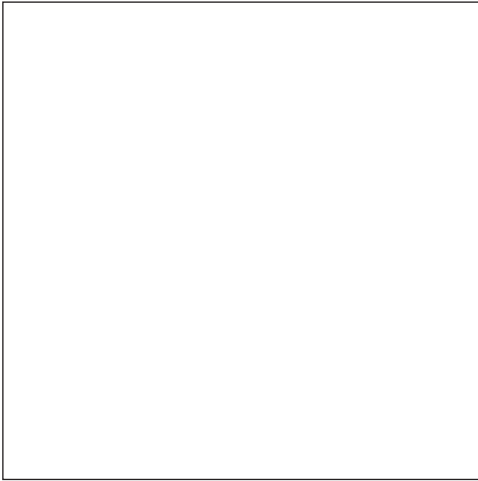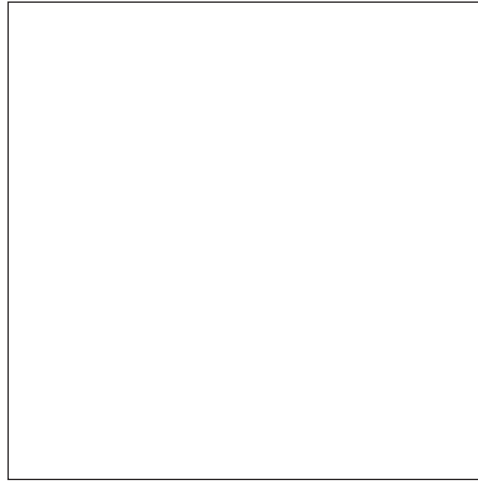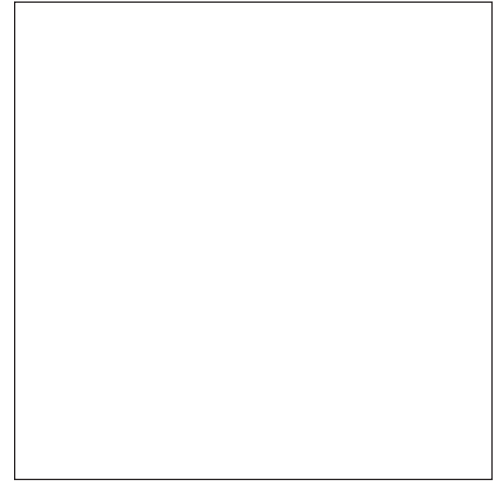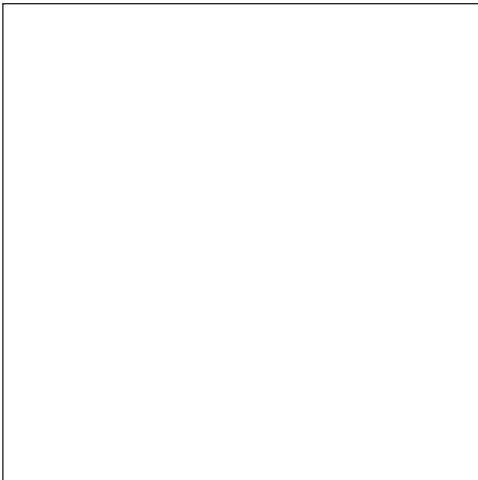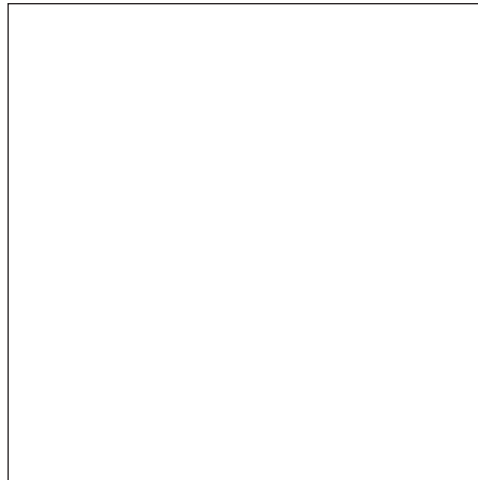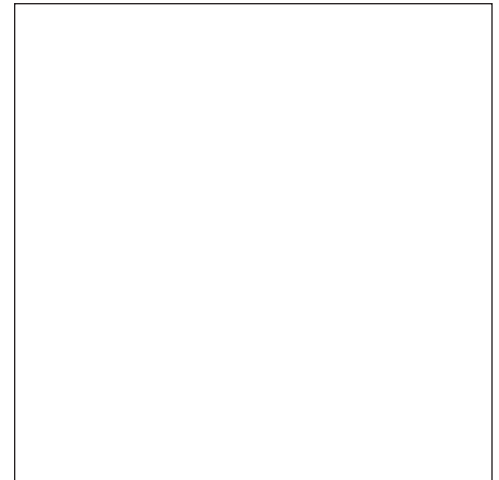
Bathroom	**Bedtime**	**Breakfast**
Lunch	**Dinner**	**Snack**
Playtime	**Chores**	**Get dressed**
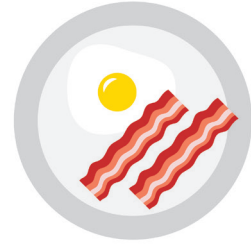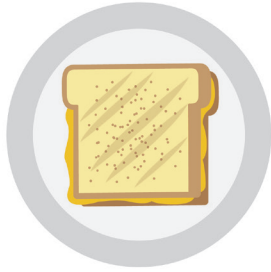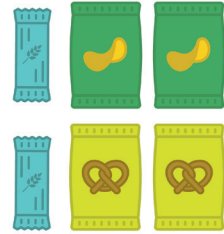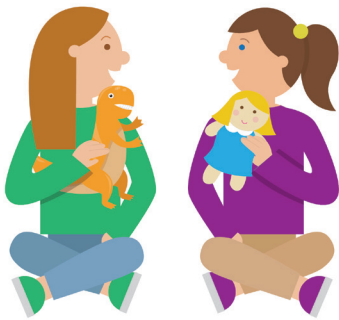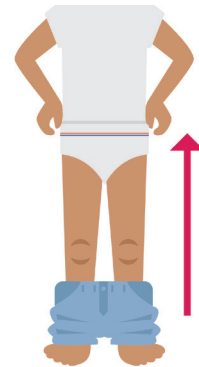
Outdoors

Special event

Homework
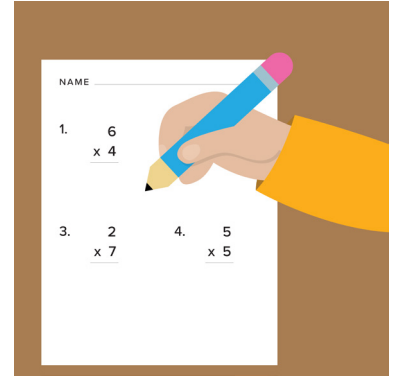
Go to school
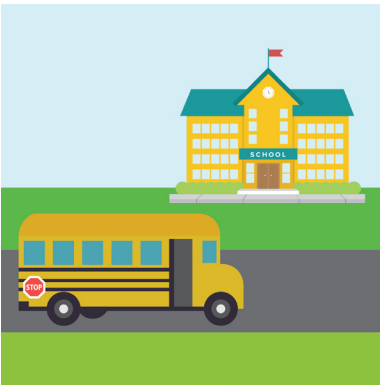
Outings - car

Outings - subway

Quiet time

Family time

Tablet time

DAILY SCHEDULE

	✔	ACTIVITY	REMEMBER
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
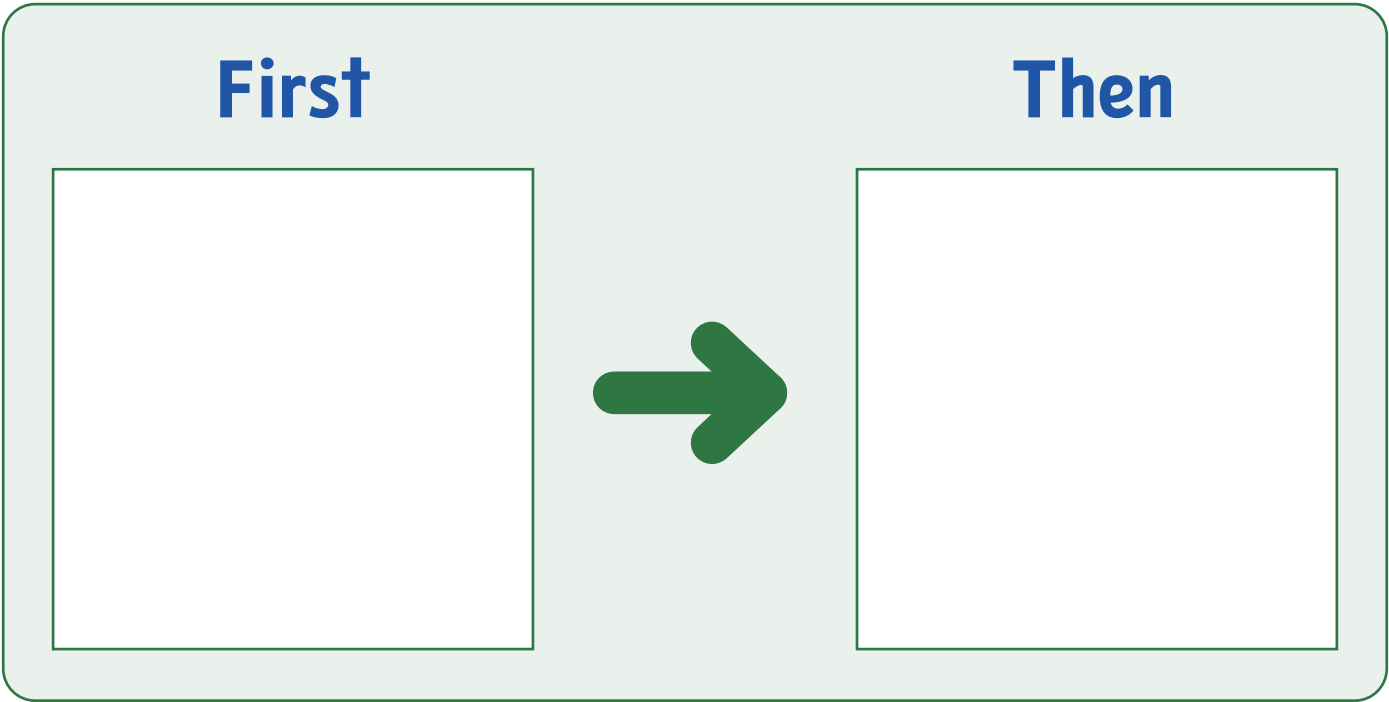
First → Then

First → Then

Turn on water	Put soap on hands	Scrub hands	Rinse hands

Bathroom/Self-Care – Washing Hands Sequence Strip

Turn off water	Get paper towel	Dry hands	Throw away paper towel
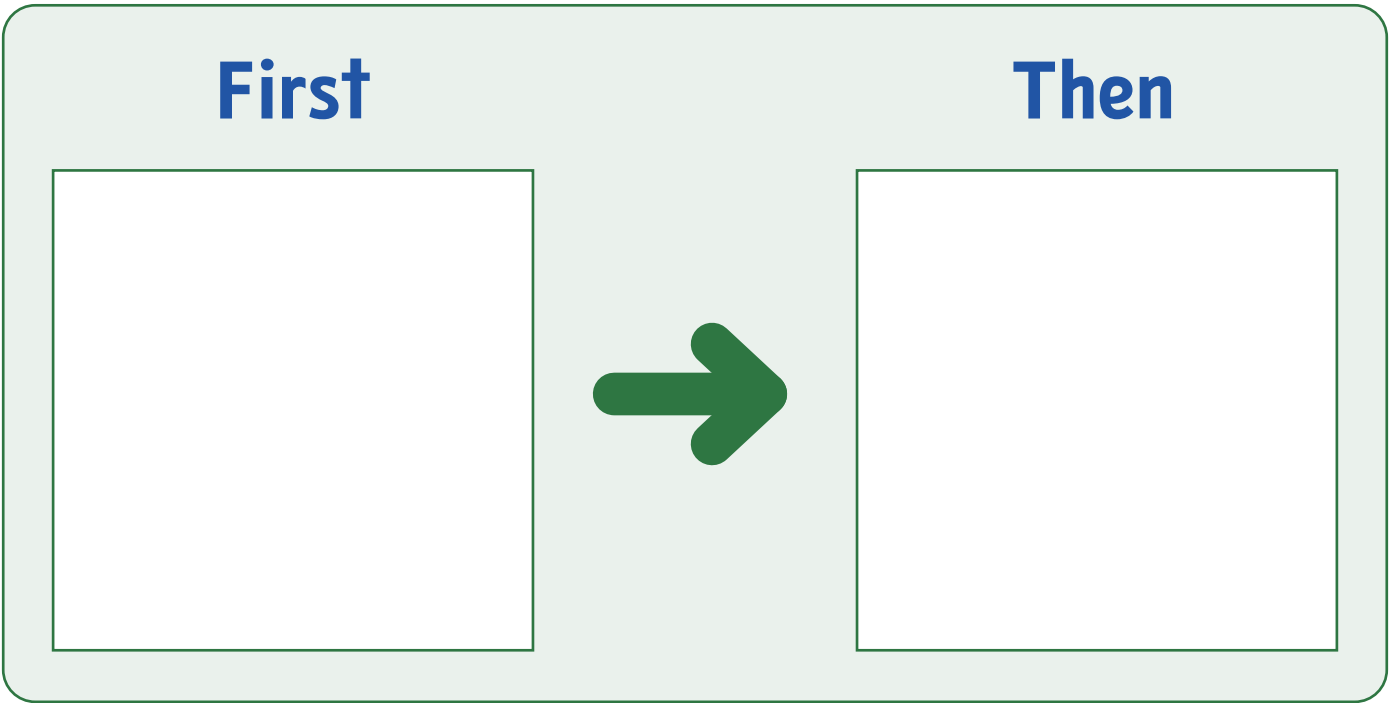
© STAR Autism Support 2024. Routine Essentials.

Bathroom/Self-Care – Washing Hands Sequence Strip

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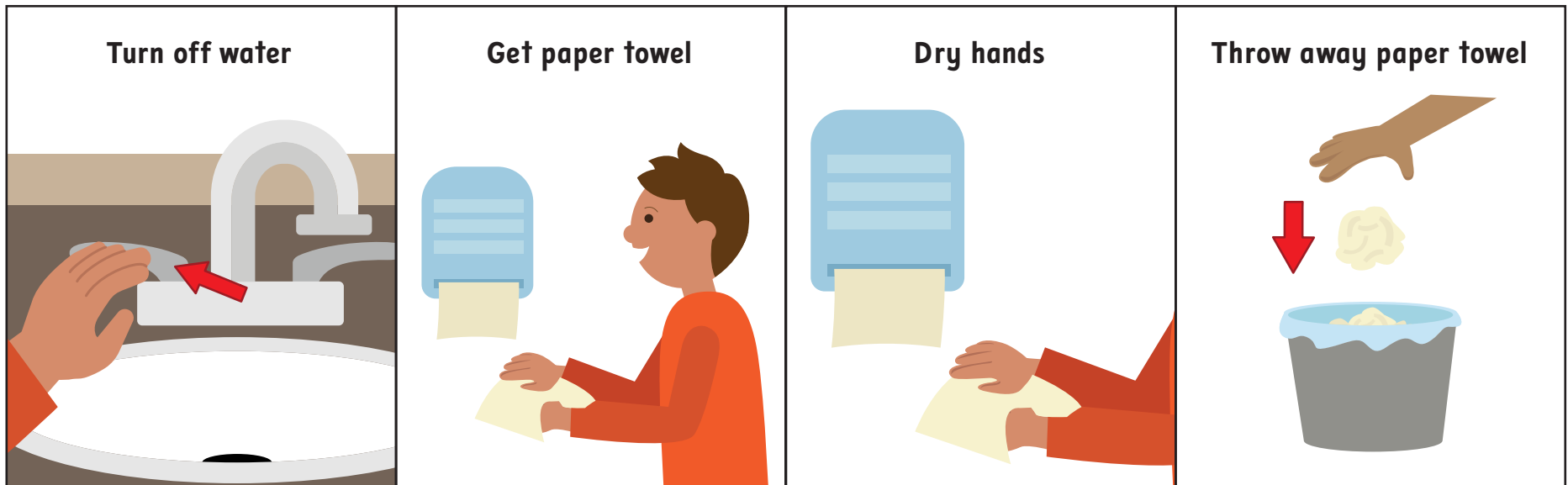
I Can Use My Listening Skills!

Use a quiet voice
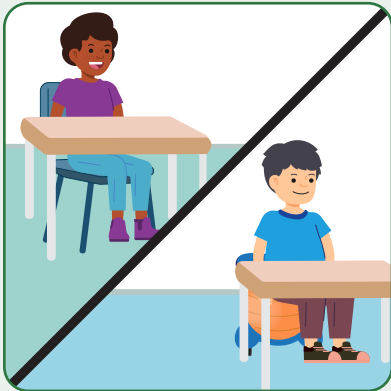
Stay in my learning space
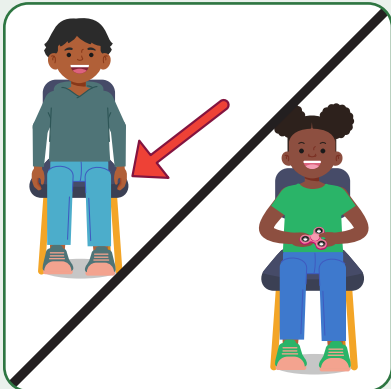
Keep my hands to myself

Look toward the person talking

How to Do My Work Checklist
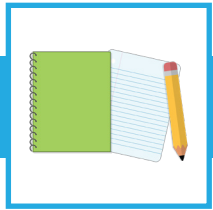
Step 1

☐
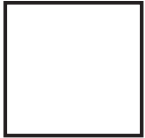
Choose your work
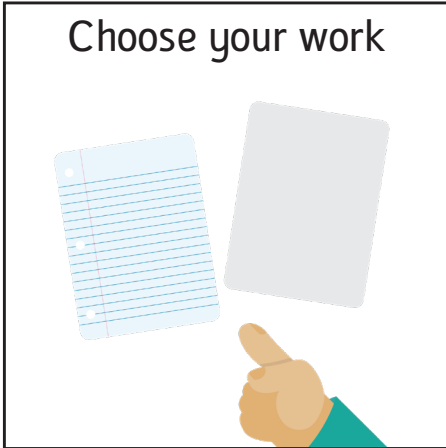
Step 4

☐

Get to work
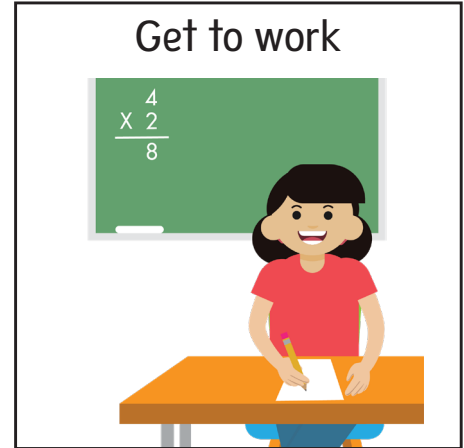
Step 2

☐
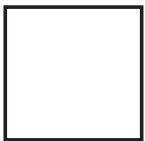
Get your materials
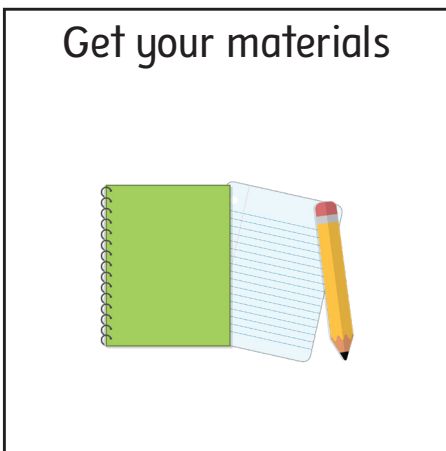
Step 5

☐

Check off each step on your list as you finish it
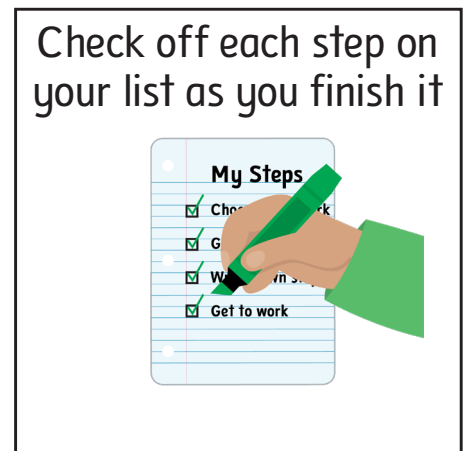
Step 3

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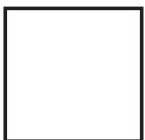
Write down the steps needed to finish your work
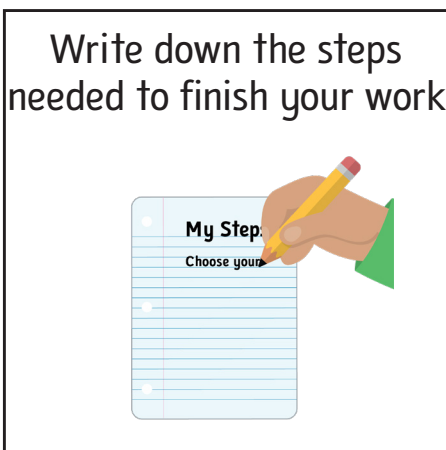
Step 6

☐

Take a break after you are finished

USING PROMPTS DURING ROUTINES

1. Gain the student's attention, and give the cue one time.
2. Give the student a chance to respond (e.g., wait 5–10 seconds).
3. Respond to the student's attempt:
   - Correct response: Provide positive feedback
   - Incorrect response: Repeat the cue, provide the least restrictive prompt needed to complete the step of the routine, and then provide positive feedback
4. Go to the next step of the routine. Repeat Step 3 as needed throughout the routine.

TIPS TO AVOID PROMPT DEPENDENCE

1. Start with the least restrictive prompt.
2. If that prompt is unsuccessful, use the next restrictive prompt, moving up the prompt hierarchy from least-to-most as needed.
3. Allow the student a chance to respond correctly before prompting.
4. Fade your prompts as quickly as possible.

Verbal, visual, or gestural prompt — Get pencil

Model prompt — Do this

Partial physical prompt — Write your name

Full physical prompt — Write your name
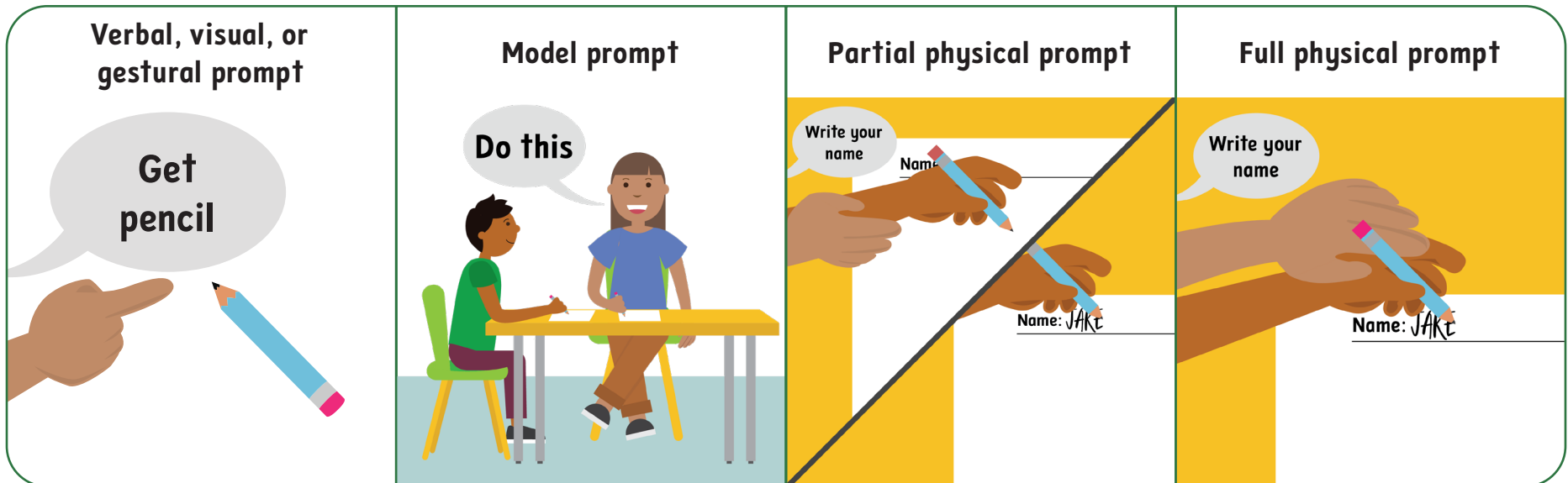
Least-to-most prompting hierarchy

PEER POWER

Tips For A Successful Time with Your Peer Buddy

Student's name: _____ communicates by:

Teacher: Circle the communication mode

Gestures (sign language, waving, eye contact)

Repeating words

Pointing to pictures

Words and sentences

Augmentative Communication System

Example: _____

Getting started with your buddy

☐ Get your buddy's attention before talking to them. You can:
- Say their name.
- Tap their shoulder.
- Ask them to look at you.
- Try again if they don't respond to you the first time.

☐ Give compliments/praise to your buddy such as "I like your picture," "Nice taking turns," or give a high five. You might be asked to give them a token or stickers. Tokens and stickers are a way to tell your buddy they are doing a good job at the activity.

☐ Provide help to your buddy if needed, but not too much help! Give the least amount of assistance that your buddy needs in order to participate or complete the game or activity.

☐ Sit close to your buddy. If your buddy moves away from you, follow and encourage them to return. If your buddy doesn't return, ask for help from an adult.

☐ If your buddy gets frustrated or has problems participating, ask for help from an adult.

Now that you have had some time with your buddy, here are more ideas to have fun and help your buddy learn new things!

☐ Teach your buddy to look at you by saying, "Hi" and, "Goodbye" frequently. Remember to get their attention and wait for a response.

☐ If you have difficulty understanding your buddy when they are speaking, give your buddy two choices to select from, relying less on talking.

☐ You may be given pictures to use so your buddy can point to what they want. Pictures are a good way for your buddy to communicate with you.

☐ You may be asked to use a sequence strip to help your buddy know what is next. Use the sequence strip by pointing to the picture on the strip.

☐ Show your buddy what "to do." Examples include:
- If you want your buddy to match cards, show them by matching the card first and then wait for their response.
- If you want your buddy to copy you while jumping, model jumping and then wait for your buddy to jump. You may need to model jumping 2 or 3 times.

☐ Tell your buddy about what you are doing using a few words. Examples include:
- When playing with dinosaurs you can say, "I have a big dinosaur!"
- When sharing toys with your buddy say, "Your turn."
- During snack time say, "Yum!"

Inclusion Support Checklist

Inclusion Supports

Consider the student's participation in various components of an inclusive setting to determine where they might need additional support to improve the quality of their inclusive experience. Use the *Inclusion Support Recommendations* to generate ideas that will help you meet individual needs within the general education environment.

Component of Inclusive Setting	Expectations	Needs Support
Routines (e.g. snack, lunch, recess, arrival, departure)	Participates in most routines independently or with minimal teacher assistance (e.g. one verbal reminder sometimes)	
Attention/Following directions	Follows teachers' directions independently most of the time	
Social communication	Engages in conversation with peers following appropriate social conventions (taking turns, sharing ideas, etc.) most of the time	
Play and peer interaction	Initiates play interactions with peers; Plays cooperative games; Shares materials to make collaborative projects and/or takes turns during play	
Group instruction	Sits with peers and engages in the activity independently most of the time	
Academic activities	Participates in most or all academic or pre-academic activities independently (using environmental cues only)	
Transitioning between activities	Transitions between activities in the general education classroom independently (using environmental cues only)	
Working independently	Works on independent tasks with the same environmental supports provided to general education students	

Strategies for Meaningful Inclusion of All Students

Cafeteria:

- Collaborate with cafeteria staff. Arrange for environmental supports that encourage independence (e.g. visuals for where to stand in line, visual menu, etc.).
- Schedule a mini field trip to the cafeteria. Have students practice standing in line, going through the lunch line, paying for food, etc.
- To prepare for the visit, obtain pictures of staff, and review with students during circle time.
- Practice the lunch routine using a classroom simulation.
- Teach social and communication strategies such as asking for help, communicating with peers, saying "no" to undesired food. etc.
- Create or volunteer for a committee to discuss inclusive menu items representative of cultures, dietary restrictions, etc.

Picture day:

- Prepare a "Picture Day" simulation in the classroom. Practice standing in line, waiting, sitting/standing on the "X" appropriately, responding to cues to smile during the photo, etc.
- If class photos are being taken, coordinate with general education teachers to ensure that your students are included with peers.
- Have a peer buddy assist your students while they are preparing for photos.
- Provide visuals of behavior expectations. Reinforce desired behaviors.

### Specials (e.g. music class, P.E. art, etc.):

- Collaborate with general education staff to provide environmental supports for all students. Consider supports for physical modifications, social and behavioral expectations, structure for classroom routines, language and/or cultural considerations, etc.
- Provide visual sequence strips for routines during specials or special events. Have sequence strips be available for all students.
- Train peer buddies to provide social and communication support to students. Refer to the "Peer Buddy Guide" in Routine Essentials: Recess Routine.
- Have an assistant or other adult provide modeling of expectations, visual reminders, or reinforcement.

Field trips:

- Ensure that students in your classroom attend field trips available to their peers. Arrange for any medical or physical accommodations to ensure all students can actively and meaningfully participate.
- Prepare for field trips by practicing community outing routines such as riding on a bus, crossing the street, ordering from a menu, etc.
- Teach safety skills such as: "walk with me," "stop," finding a safe location/adult, identifying community symbols, etc.
- Coach caregivers prior to attending field trips and provide strategies for managing behavior in a community location.
- Provide an emergency and information packet.
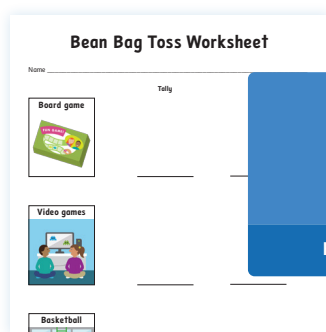- Provide visuals of behavior expectations. Reinforce desired behaviors.

FREE HOME SUPPORTS

Presented by STAR Autism Support
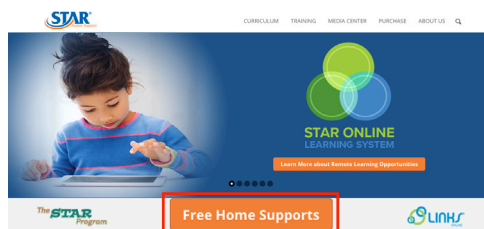
Go to our website and click on Free Home Supports. **It's the orange button!**

Website:
www.starautismsupport.com

SCAN ME

Looking for materials and resources to help your child practice skills at home? These activities and worksheets are available to download or print. REELs are interactive presentations that will guide you through appropriate activities for your child.

Home Activities
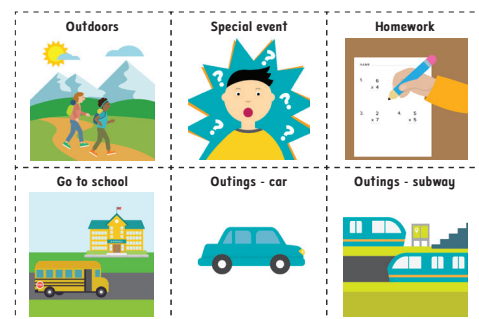
Visual supports can help your child learn what to do in social situations or help them handle transitions better at home or in the community. Click on Home Visual Supports for access to visual supports for behavior, staying safe and healthy, learning from home, social skills, family routines, community skills, and current events.

Want to learn some quick strategies for teaching your child routines or motivating them at home? Click on Home Support Webinars for access to six short informational sessions. These include information on:

Routines • Motivation • Schedules • Visual supports Prompting • and more!

Home Support Webinars