

# STAR Autism Support

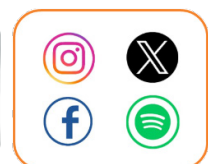


FREE WEBINAR

## Advocacy and Allyship: Creating Positive Learning Environments for Students with Autism

### Resource List

- **STAR Autism Support:** [Our Values and Approach to ABA](#)
- **STAR Autism Support:** [Autism Acceptance and Advocacy Newsletter](#)
- **STAR Autism Support:** [Autism Acceptance Month Discussion Story](#)
- **Autistic Self Advocacy Network (ASAN):** <https://autisticadvocacy.org/>
- **Book:** [Welcome to the Autistic Community](#)
- **YouTube Video:** [People First and Identity First Language](#)
- **Milestones Autism Resources:** [Recommended Reading List](#)
- **Autism Society:** [Children's Book List](#)
- **ASHA:** [Communication Bill of Rights](#)





# ROUTINE ESSENTIALS

THE POWER OF VISUAL SUPPORTS



Visuals help a wide variety of learners.



Visuals can be used across different environments and people.



Visuals help students focus on relevant information.



Visuals help students understand others' expectations.



Visuals allow time for language processing.



Visuals build independence.



Visuals help reduce anxiety.



Visuals provide permanent information.



Visuals help with transitions and change.



# ROUTINE ESSENTIALS

## REINFORCEMENT INVENTORY

### CONSUMABLE REINFORCERS

<b>Food</b> Examples: candy (note the type), chips, pretzels, crackers, fruit, etc.	<b>Drinks</b> Examples: water, juice, milk
<b>Note:</b>	

### ACTIVITY REINFORCERS

<b>Sensory stimulation</b> Examples: scented markers, rain sounds, swinging, water play, rocking	<b>Indoor activities</b> Examples: coloring, watching TV, playing board games, listening to music	<b>Outdoor activities</b> Examples: playing at the park, going for a walk, drawing with sidewalk chalk
<b>Note:</b>		

### TOY REINFORCERS

<b>Toys</b> Examples: bubbles, spinners, cars, farm animals, balloons, blocks	<b>Electronics</b> Examples: tablets, apps, websites, video games
<b>Note:</b>	

## TANGIBLE REINFORCERS

### Materials

Examples: string, bubble wrap, lotion, stickers

## SOCIAL REINFORCERS

### Attention

Examples: excited facial expressions, listening to music together, reading a book together

### Praise

Examples: "Good job," "Way to go," "Awesome"

### Tasks

Examples: helping teachers, taking a turn as class leader, completing preferred classroom jobs

### Note:

## FAVORITE MEDIA REINFORCERS

### Favorite media

Examples: movies, TV shows, video games

### Favorite music

Examples: songs, music artists, instruments

### Favorite characters


Examples: movie character, TV show character, video game character







### Note:


# IEP/ Transition Planning Tool - Student Interest Form (Essential/Intermediate)
































Student: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Year: \_\_\_\_\_ DOB: \_\_\_\_\_

**Instructions:** Please answer the following questions.

What do you **LIKE**  to do at these places? Circle all that apply.

 <b>Home</b>	 <b>School</b>	 <b>Work</b>
<div data-bbox="121 586 197 662"></div> Video games <div data-bbox="420 586 495 662"></div> Books <div data-bbox="121 678 197 755"></div> Sports <div data-bbox="420 678 495 755"></div> Computers <div data-bbox="121 771 197 847"></div> Movies/TV <div data-bbox="420 771 495 847"></div> Pets <div data-bbox="121 863 197 940"></div> Music <div data-bbox="420 863 495 940"></div> Chores	<div data-bbox="735 586 810 662"></div> Computers <div data-bbox="1037 586 1113 662"></div> Math <div data-bbox="735 678 810 755"></div> Friends <div data-bbox="1037 678 1113 755"></div> Science <div data-bbox="735 771 810 847"></div> Lunch <div data-bbox="1037 771 1113 847"></div> Fine arts <div data-bbox="735 863 810 940"></div> P.E. <div data-bbox="1037 863 1113 940"></div> Schoolwork	<div data-bbox="1356 586 1432 662"></div> Sales <div data-bbox="1650 586 1726 662"></div> Cleaning associate <div data-bbox="1356 678 1432 755"></div> Cooking <div data-bbox="1650 678 1726 755"></div> Ticket attendant <div data-bbox="1356 771 1432 847"></div> Server <div data-bbox="1650 771 1726 847"></div> Recycling/garbage collector <div data-bbox="1356 863 1432 940"></div> Office administrator
 <b>Neighborhood / Community</b>	 <b>Fun with friends and family</b>	 <b>Fun on my own</b>
<div data-bbox="121 1096 197 1172"></div> School <div data-bbox="420 1096 495 1172"></div> Park <div data-bbox="121 1188 197 1265"></div> Shopping <div data-bbox="420 1188 495 1265"></div> Work <div data-bbox="121 1281 197 1357"></div> Video games <div data-bbox="420 1281 495 1357"></div> Movies <div data-bbox="121 1373 197 1450"></div> Sports	<div data-bbox="735 1096 810 1172"></div> Shopping <div data-bbox="735 1188 810 1265"></div> Sports <div data-bbox="735 1281 810 1357"></div> Books <div data-bbox="735 1373 810 1450"></div> Pets	<div data-bbox="1356 1096 1432 1172"></div> Books <div data-bbox="1356 1188 1432 1265"></div> Video games <div data-bbox="1356 1281 1432 1357"></div> Music <div data-bbox="1356 1373 1432 1450"></div> Pets

What do you **NOT LIKE**  to do at these places? Circle all that apply.

 <b>Home</b>	 <b>School</b>	 <b>Work</b>	 <b>Neighborhood/ Community</b>
 Watering plants	 Schoolwork	 Sales	 School
 Making beds	 Computers	 Cooking	 Shopping
 Cleaning	 Friends	 Server	 Video Games
 Cooking	 Lunch	 Office administrator	 Sports
 Sweeping	 P.E.	 Cleaning associate	 Park
 Garbage	$2 \times 2 = 4$ Math	 Ticket attendant	 Work
	 Science	 Recycling/garbage collector	 Movies
	 Fine arts		

## Education



What is your school?



What do you like at school? Circle all that apply.



Writing



Math



Learning about people



Science



Art



Music



Reading

Other:



What do you want to do after school?



Work at a job



Volunteer



Go to a day center



Go to school

Other:



What are you good at in school? Circle all that apply.



Being a good friend



Math



Reading



Writing



Science



Art



Cooking



Social studies/history

Other:



What do you need help with at school?



Turning in assignments on time



Group activities



Working in a group



P.E.



Using computers



Using the library



Free time



Working alone

## Career (Work)



What job do you want?



Building



Working at a store



Greeting



Putting things together



Taking care of pets



Cleaning



Cooking



Movie theater



Office

Other:

How do you like to work?



Alone



With others

What do you want to do after school?



School



Job shadowing



On-the-job training

Other:

What do you want to know about?



Supported work



Competitive employment



Community-based work

































Education/training



Jobs I can do

Other:



Living Arrangements/ Independent Living	Where do you want to live when you are an adult?							
		With friends	With my family	On my own	In a supported home			
Communication	What kinds of things do you need to learn to meet this goal?							
		Cleaning	Laundry	Cooking	Transportation	Hygiene	Money	Safety
	How do you communicate with others?							
		Words	Pictures	Words and with a device	With a device	ASL		
	I can tell others what I need.							
		Yes	No	With help				
	I want to learn how to:							
	Talk to friends	Talk to family	Talk to co-workers	Use a device				
Where can you communicate? Circle all that apply.								
	School	Store	Restaurant	At the park	Doctor's office	Airport	Work	
Other:								

## Social Interaction



How do you feel when you are with friends?



Happy



Nervous



Excited



Scared

Other:

Do you have friends?



Yes



No

Are you able to solve problems?



Yes



No

## Recreation and Leisure



What do you like to do for fun at home?



Read



Play with pets



Watch TV



Watch movies



Draw



Spend time alone



Cook



Clean

Other:



What do you like to do outside?



Go for a walk



Ride a bike



Go camping



Play sports



Go swimming

Other:

## Health and Medical



Do you take medication?



Yes



No



Do you need help with medicine?



Yes



No



How will you get to the doctor?



My family will take me



I will take public transportation

I want to know about:



Medical care



Dental care



Nutrition



Cooking healthy meals



My body



Safety rules



Emergency care



Exercise

What do you need from others to be healthy?

## Money Knowledge



Do you know how to buy things with money?



Yes



No



Do you know how to count money?



Yes



No

Which of the following things do you know about? Circle all that apply.



Counting change



Buying groceries



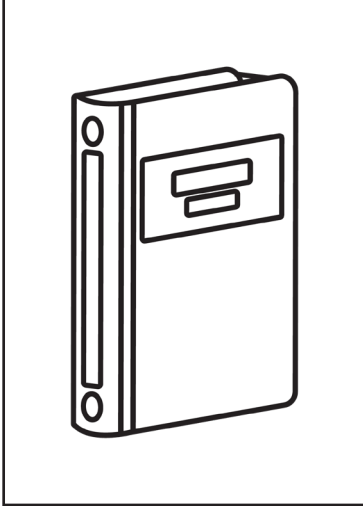
Paying tips at restaurants



Buying items from the vending machine

Other:

# All About Me



## My Facts

My name is \_\_\_\_\_.

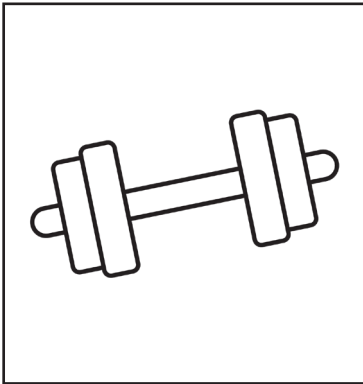
I like to be called \_\_\_\_\_.

I am in \_\_\_\_\_ grade and I am \_\_\_\_\_ years old.

I communicate best by (circle all that apply)

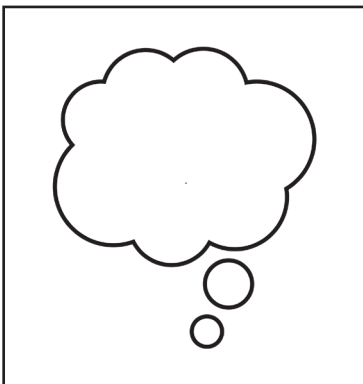
Talking   Using Pictures   Using a Device   Writing   Texting

Other: \_\_\_\_\_



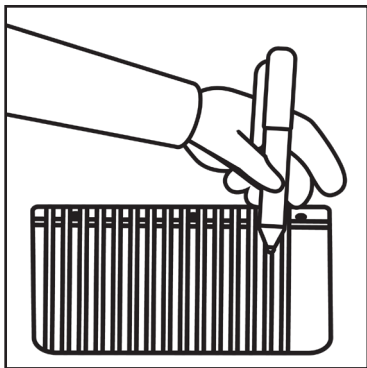
## My Strengths

_____	_____
_____	_____
_____	_____



## My Interests

_____	_____
_____	_____
_____	_____



## What Helps me learn

You can help me learn by

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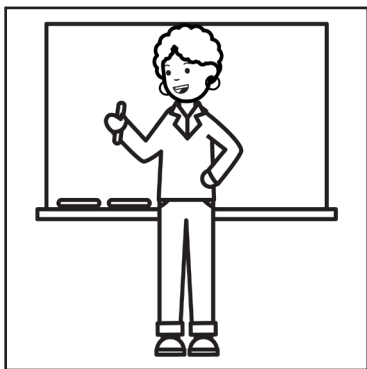
## Challenges

Some things that are challenging for me are

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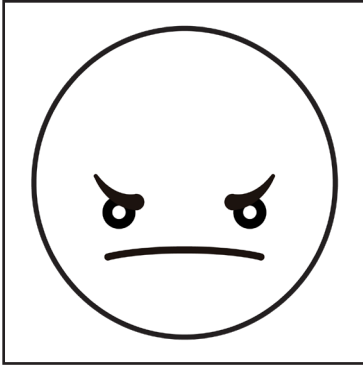
## Help Me

When challenges come up, you can help me by

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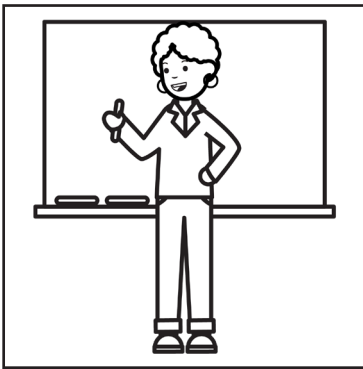
## Frustrated

When I am frustrated, you might see my body

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## Help Me

When I am frustrated, you can help me by

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**Here are more things that I want you to know about me:**



# Culturally Responsive Classroom Practices Checklist

- ☐ Are the images and videos used in your classroom inclusive of the students you serve?
- ☐ During DT sessions, are the pictures you use representative of your students?
- ☐ During PRT sessions, are toys typical of what students encounter in the context of their home and culture? Are toys gendered or inclusive of all?
- ☐ During snack and lunch routines, are you offering food and utensil choices that are consistent with students' cultural cuisine and mealtime practices?
- ☐ During circle time, are the books representative of your students and various cultures? Do they contain a variety of characters, points of view, ethnic backgrounds, and cultural identities and expressions?
- ☐ Does the music in your classroom reflect a variety of genres and include songs in students' first languages?
- ☐ What vocabulary do you use to refer to the adults in your students' lives? The default terms are often "mother," "father," and "parents," but many children live with other adults who provide daily care. "Caregiver" may be a more appropriate term in some cases—learn more about your students' home lives to better understand their family dynamic.
- ☐ Is your team utilizing resources for additional development in culturally responsive teaching practices? Are you familiar with and confident in applying culturally responsive teaching competencies in your classroom? Use this [guide](#) as a resource for examples.

## Culturally Responsive Teaching Competencies

Jenny Muñiz, policy analyst with the Education Policy program at New America, researches and reports on policies and practices that impact English learners, teacher diversity, and culturally responsive education. She outlines 8 competencies for culturally responsive teaching:

1. Recognize and redress bias in the system
2. Draw on students' culture to shape curriculum and instruction
3. Bring real-world issues into the classroom
4. Model high expectations for all students
5. Promote respect for student differences
6. Collaborate with families and the local community
7. Communicate in linguistically and culturally responsive ways
8. Reflect on one's cultural lens

Source: Muñiz, Jenny. *Culturally Responsive Teaching: A Reflection Guide*. Washington, DC: New America, 2020.



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

# 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)

Pointing to pictures

Augmentative  
Communication  
System

Repeating words

Words and sentences

Example: \_\_\_\_\_

### Getting started with your buddy

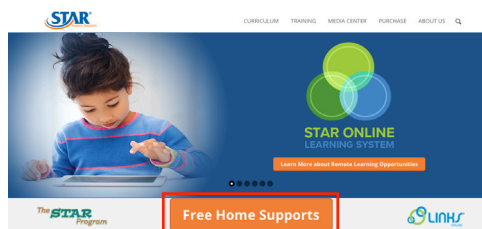
- ☐ Get your buddy's attention before talking to them. You can:
  - Say their name.
  - Tap their shoulder.
  - Ask them to look at you.
  - Try again if they don't respond to you the first time.
- ☐ Give compliments/praise to your buddy such as "I like your picture," "Nice taking turns," or give a high 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!"

# FREE HOME SUPPORTS

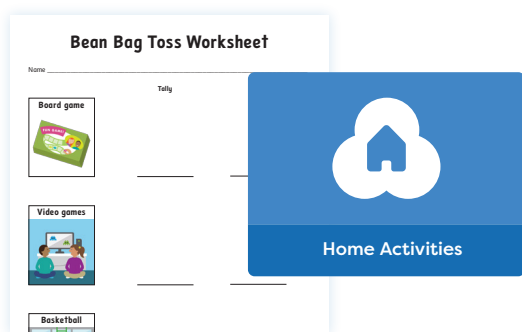
Presented by STAR Autism Support



Go to our website and click on Free Home Supports. **It's the orange button!**

**Website:**

[www.starautismsupport.com](http://www.starautismsupport.com)



**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.



**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!**

