

STAR Autism Support



FREE WEBINAR

**Supporting Specials:
PE, Art, and Music For All**

Resources

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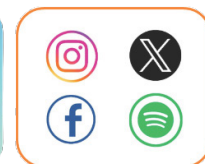
Learn More About our Curricula and Resources:

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Curriculum Overview Flyers for Caregivers:

English: [STAR Program](#) | [Links Curriculum](#) | [SOLER](#)

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ROUTINE ESSENTIALS

COMMON LANGUAGE POSTER

Attending

Come here
Walk with me
Stop
Wait
Sit down / Stand up
Hands down
Look at me
Look at X [object or name]

Social / Requesting

Model if needed.

Hi, X [name] / Bye, X [name]
Want X [object, activity, or name]
I want X [object, activity, or name]
No [object, activity, or name]
Help / Help, please
Want help

Following Directions

Give direction, pause, and give the student time. If needed, provide gestural or physical prompting.

Do this (Say, "Do this," and model routine step.)
My turn / Your turn
Pick it up
Put it in
Put it here
Get X [object] and give it to X [name]
Go to X [location] and get X [object]
Give me X [object or a number of objects]

Answering Questions

Ask the question, pause, and give the student time to respond. If needed, provide visual or verbal prompting.

What is this?
Who is this?
What is X [name] doing? (Actions)
How does X [name] feel? (Emotions)



ROUTINE ESSENTIALS

PROMPTING STRATEGIES

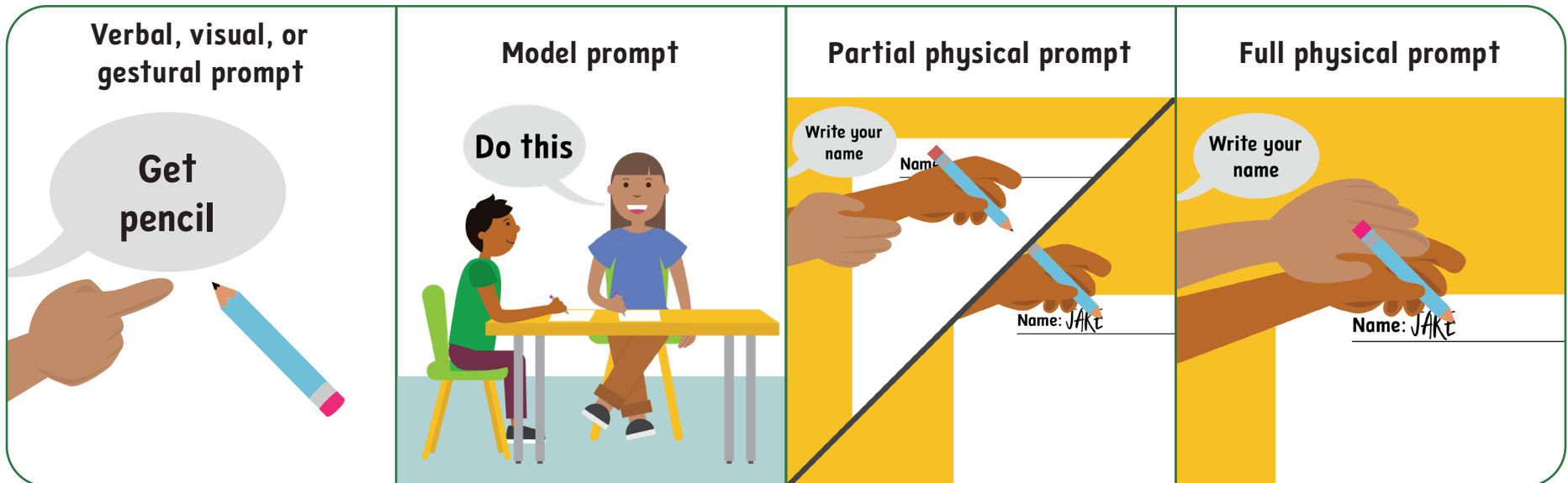
USING PROMPTS DURING ROUTINES

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.



Least-to-most prompting hierarchy



Library

Specials – “Library” Book

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My class is going to the library!

Specials – “Library” Book

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When my teacher says, "It's library time," I get my library book and line up with my friends.

2

Specials – "Library" Book

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I walk with my friends in the hallway. I use a quiet voice.

3

Specials – "Library" Book

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In the library, I see the Book Return sign. I put my old library book in the return bin.

4

Specials – "Library" Book

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Sometimes the librarian reads a book to the class. I sit on the carpet or at a table and keep my hands and feet to myself.

5

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I can listen to the librarian
read the book and look at the
fun pictures!

6

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When it is time to look for
a new book, I go to an area
with books I like. I see one!

7

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If I pick up a book I don't like, I put it back on the bookshelf or on the book cart. Then I can look for a different book.

8

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When I find a book I like, I take it to the checkout counter. The librarian scans my book into the computer.

9

Specials – "Library" Book

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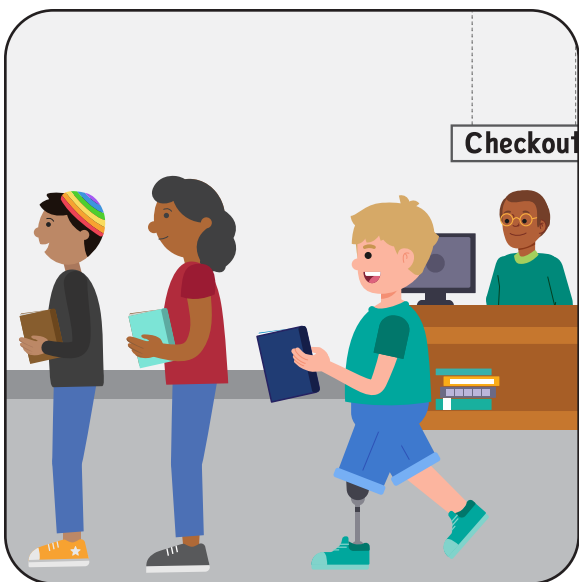


I can read my book while waiting for the rest of my class to find their books.

10

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My teacher will tell me when library time is over. I line up with my friends and walk quietly back to class.

11

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I am happy that I can use the library to check out books!

12

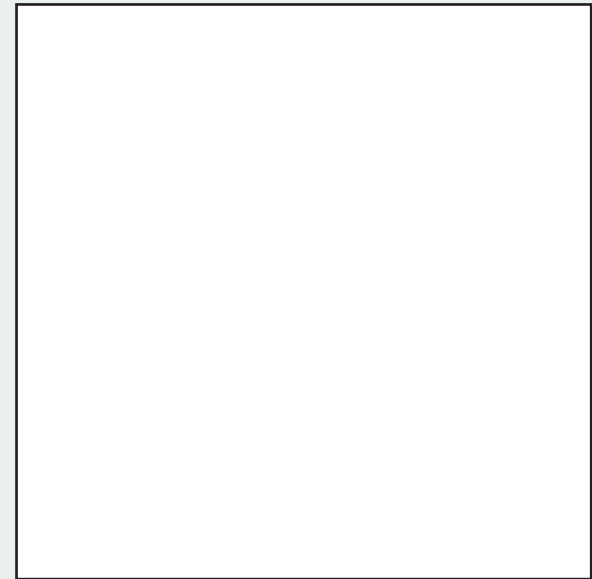
Specials – “Library” Book

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Specials – “Library” Book

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Today's special is





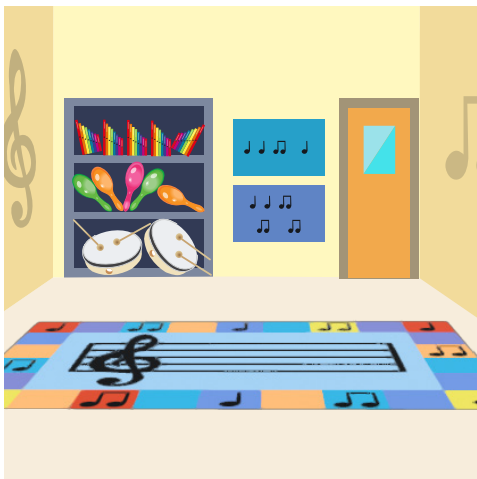
art



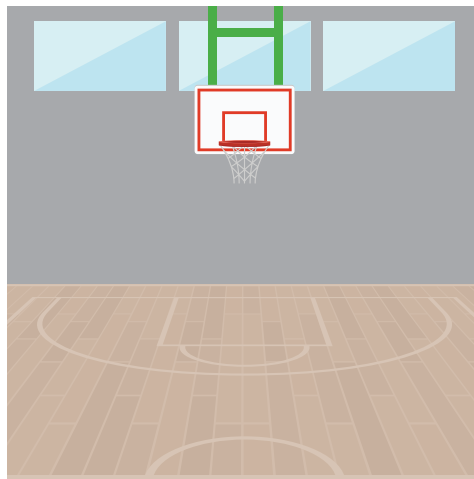
library



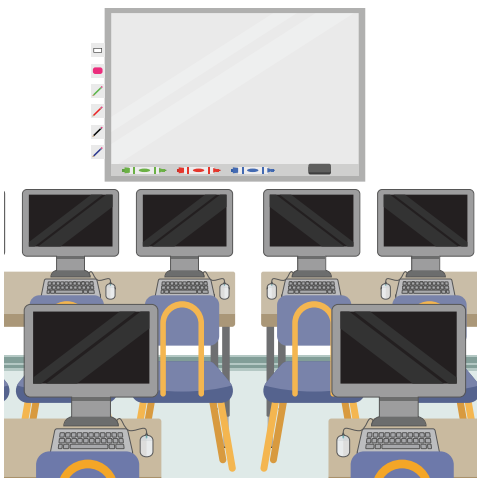
music



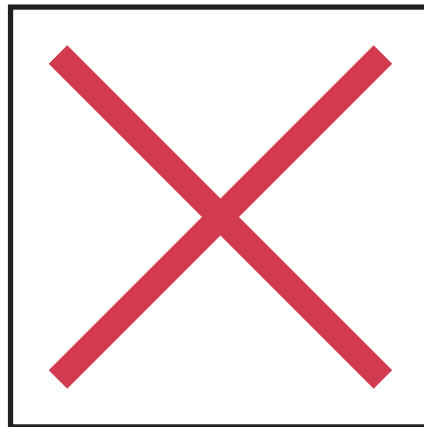
PE



technology



none



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!

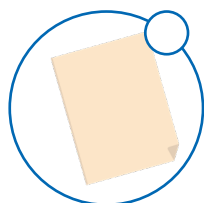
- ☐ Teach your buddy to look at you by saying, "Hi" and, "Goodbye" frequently. Remember to get their attention and wait for a response.
- ☐ If you have difficulty understanding your buddy when they are speaking, give your buddy two choices to select from, relying less on talking.
- ☐ You may be given 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!"



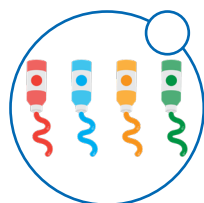
Art: Tape Resist Painting

4 materials

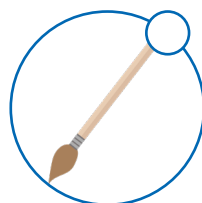
 Draw a check mark beside each of the materials that you gather for the project.



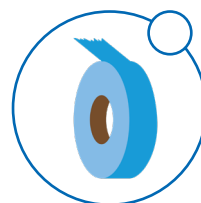
paper or canvas



paint



paintbrush

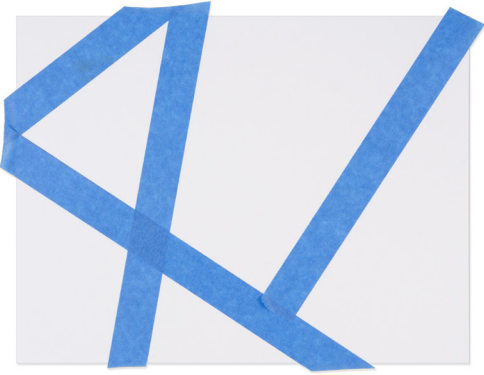


tape strips

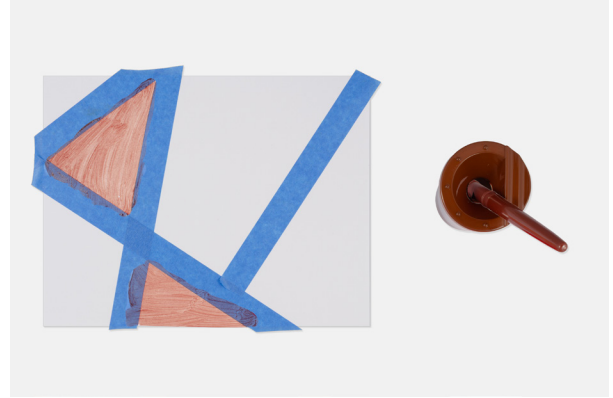
Art: Tape Resist Painting

Step-by-Step Guide

- 1** On a piece of thick paper, use strips of tape to create different shapes or designs.



- 2** Pick a paint color. Use the paintbrush to paint on your paper. Put the paintbrush back in the matching paint.



- 3** Pick another color and paint more of your paper.



- 4** Pick a third color and paint any sections that are left on your paper.




- 5** Before the paint is fully dry, remove each strip of tape to reveal your art.



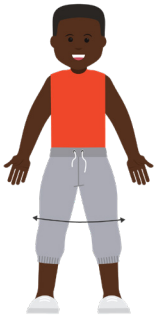
Let's Dance Schedule



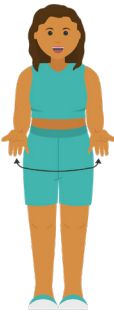
	
	
	
	



The Clap



The Slide



The Twist



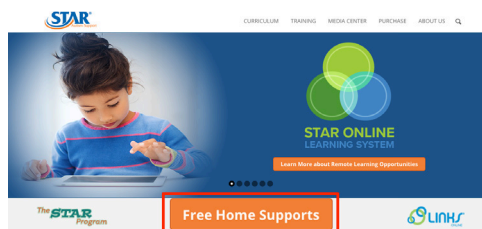
Bop Your Shoulders



The Roll

FREE HOME SUPPORTS

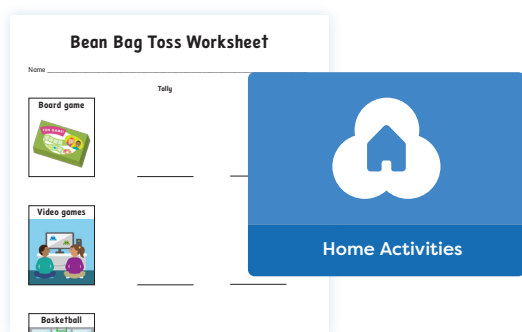
Presented by STAR Autism Support



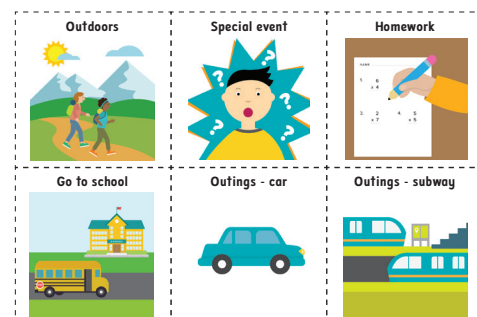
Go to our website and click on Free Home Supports.
It's the orange button!

Website:

www.starautismsupport.com



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!**

