<table>
<thead>
<tr>
<th>Observation</th>
<th>Possible Sensory Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Covers Ears and can become upset with sounds.</td>
<td>• Sensitivity to certain types and amount of sounds. Can cause pain, confusion, anxiety and stress</td>
</tr>
</tbody>
</table>

- Determine the type and features of sounds are that cause the person difficulty or pain
  - Pitch?
  - Loudness?
  - Complexity?
  - Predictability?
  - Tone?
  - Everything?
- Limit exposure to the sounds that are the most difficult to tolerate.
- Help the person predict if possible when the sounds will occur in order to prepare
- Have the person engage in physical activity before needing to tolerate loud/noisy environments
- Offer space away from windows or doors
- Headphones – Noise reduction
- Ear-buds/earphones – Music
- Assist to access breaks away from noisy area to quiet, calm area
- Snug fitting baseball cap or a knit cap (even weighted cap)
- Chewing gum
- When unable to adjust for noise/sounds, reduce the auditory processing demands (provide visual communication, directions, information instead)
- Acknowledge that you understand how difficult it is for the person. Be Patient!
- **Refer to specialist for Sensory Assessment**
Covers Ears and can become upset with sounds

- Sensitivity to certain types and amount of sounds.
- Can cause pain, confusion, anxiety and stress
Covers Ears and Can Become Upset with Sounds

• Determine the type and features of sounds are that cause the person difficulty or pain

• Predict if possible when the sounds will occur in order to prepare

• Engage in physical activity before needing to tolerate loud/noisy environments

• When unable to adjust for noise/sounds, reduce the auditory processing demands (provide visual communication, directions, information instead)

• Acknowledge that you understand how difficult it is for the person. Be Patient!
<table>
<thead>
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<th>Observation</th>
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<tr>
<td>• Constantly pacing, moving,</td>
<td>Could be a variety of issues including:</td>
</tr>
<tr>
<td>jumping</td>
<td>• Needs movement/input to stay alert or focused.</td>
</tr>
<tr>
<td></td>
<td>• May be trying to avoid being touched.</td>
</tr>
<tr>
<td></td>
<td>• May be trying to calm sensory system.</td>
</tr>
<tr>
<td></td>
<td>• May be disorganized and unable to make decisions.</td>
</tr>
</tbody>
</table>

- Proactively place movement in the person’s day. Provide activities, tasks, jobs, etc. that involve movement.
  - Functional, purposeful movement activities are preferred. Avoid lengthy, aimless, intense pacing, jumping, spinning, etc. Create purpose.
- Pair ‘heavy work’ (lifting, pushing, push-ups etc.) with movement for calming and organizing.
- Provide optional seating that allows to move – therapy ball as chair, rolling stool/chair, rocking chair.
  - Consider ways to do the work, assignment or task by standing rather than sitting.
- Create regular movement activities as part of a health routine: Running, walking, swimming, bike riding, roller skating, trampoline, gymnastics, basketball, etc.
- Experiment with lighting. Some people respond well to low-lighting or indirect lighting such as lamps. These tend to be calming. Others prefer brighter lights. Many avoid fluorescent lighting.
- Trampoline with regular access. Place in schedule. Or, create a ‘jumping spot’ that is in a safe, preferred location.
- Use visual schedules that show the flow of the day. Include the sensory activities on the schedule and when they will occur.
- Unsure exactly what type of movement activity the person might need? Provide choice of activities. Provide them visually with pictures, words, photos.
- Place a movement activity BEFORE a task that requires concentration or is a difficult situation. **Do not make a person earn the movement activity** if they need it in order to be successful.
  - Consider the suggestions for ‘tactile defensiveness’
  - Refer to specialist for Sensory Assessment
Constantly pacing, moving, jumping

Could be a variety of issues including:
• Needs movement/input to stay alert or focused.
• May be trying to avoid being touched.
• May be trying to calm sensory system.
• May be disorganized and unable to make decisions.
Constantly pacing, moving, jumping

- Proactively place movement in the person’s day. Provide activities, tasks, jobs, etc. that involve movement.
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<td>• Difficulty focusing, attending, engaging, and responding</td>
<td>• May be overwhelmed and unable to focus and respond. OR • Alert state may be so low unable to engage</td>
</tr>
</tbody>
</table>

- Consider previous suggestions for embedding movement throughout day. The person may need that type of input to raise alertness.
- Add stretching routines to the day. Create tasks in a way that the person must stretch up and down to accomplish the task (ex: putting things on a high shelf, cleaning out a deep cupboard)
- Add music to the environment. Experiment with different types of music. Some may alert, some may calm.
- Consider fragrances. Some can alert, some can calm. Natural scents, such as lavender, vanilla, pine tend to calm. Scents such as citrus, peppermint and coffee tend to alert.
- Reduce the amount of verbal input and prompting and use the visual modality instead.
  - Provide information visually using pictures, objects, works, symbols, etc.
  - Try gestures and object cues (example: showing car keys when time to leave, handing the person a broom when time to clean up, pointing using no words)
- Give time to process. One direction/question and wait up to 10 seconds before repeating or changing request.
- Provide choices in a visual/simple manner.
- When speaking, reduce verbal information. Provide the most essential information and eliminate extraneous chatter.
- Use routines. Be predictable. Be prepared. Help the person know what to expect.
- Provide scripts for responding in frequently encountered situations. Practice. Video tape and have the person watch themselves or others use the scripts multiple times.
- On days when the person is having the most difficulty, reduce demands, increase support. For example, assist to complete several steps of a task and have the person finish... even though he/she is able to complete the entire task independently on the ‘good days’.
- Refer to specialist for Sensory Assessment
**Difficulty focusing, attending, engaging, and responding**

- May be overwhelmed and unable to focus and respond

OR

- Alert state may be so low unable to engage
Difficulty focusing, attending, engaging, and responding

- **Add stretching routines to the day.** Create tasks in a way that the person must stretch up and down to accomplish the task.
- **Add music to the environment.** Experiment with different types of music. Some may alert, some may calm.
- **Consider fragrances.** Some can alert some can calm. Natural scents, such as lavender, vanilla, pine tend to calm. Scents such as citrus, peppermint and coffee tend to alert.
- **Give time to process.** One direction/question and wait up to 10 seconds before repeating or changing request.
- **On days when the person is having the most difficulty, reduce demands, increase support.**
  - For example, assist to complete several steps of a task and have the person finish... even though he/she is able to complete the entire task independently on the ‘good days’.
The Spectrum of Communication Characteristics

- Difficulty expressing thoughts or feelings
- Immediate or delayed echolalia
- Little or not speech
- Difficulty asking for help
- Difficulty with rules of conversation
- Difficulty with humor/sarcasm
- Difficulty with both verbal and non-verbal communication
- Interprets words or conversations literally
- Difficulty starting, joining, and/or ending a conversation
Communicating

Verbal
Non-verbal

Body-Language
Facial Expressions

Subtle to Extreme Behavior

Behavior
Mood

Communication

Lifespan Transitions Center

EMPLOYMENT FIRST
Assistive and Mobile Technology

Visual Supports and Cues

Environmental Support

Instruction

Assessment! Recognizing and Responding to Communicative Attempts

Communication Supports and Facilitation

Use of words, intonation, body language
“Perspective Taking”

• Social Interactions require “Theory of Mind”
  – *The ability to take another person’s perspective*
  – *Cornerstone of successful socialization*

• Helps uncover the "Hidden Curriculum”
  – “*What everyone knows and no one is taught*”
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Refuses opportunities or does not participate in activities.</td>
<td>Now sure what to do.</td>
</tr>
<tr>
<td></td>
<td>Not sure how to do it.</td>
</tr>
<tr>
<td></td>
<td>Not sure what I was supposed to do.</td>
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<tr>
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<td>Did not want to do it.</td>
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<td>Wanted to do something else.</td>
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<tr>
<td></td>
<td>Do not feel good/upset/stressed</td>
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</table>

- Use visual modalities to show what to do, what is to occur, sequence of events
  - Words, Icons, Pictures, Photos, Objects
  - Ways to display can be low tech such (as dry erase boards to items velcroed on a board) to high tech (such as Apps on a mobile device or AAC device)
- Offer choices of what to do, the order, or time
  - Visual and Verbal
  - From Object Choices to Picture Choices, to Use of Apps
- Offer communication support to express feeling or emotions
  - Words, Icons, Pictures, Photos, Objects
  - Low tech such (as dry erase boards to items velcroed on a board) to high tech (such as Apps on a mobile device or AAC device)
- Instruct how to recognize stress and emotion and how to express
  - Use visual scales (example: 5-Point Scale or Emotion Thermometer)
  - Direct Instruction
- Pace your language.
- Use meaningful words
- Allow time to process. 5-10 seconds of wait time before repeating
- Acknowledge Attempts. Communicate that **you** are aware the person is trying to tell you something.
Refuses opportunities or does not participate in activities

• Now sure what to do.
• Not sure how to do it.
• Not sure what I was supposed to do.
• Did not want to do it.
• Wanted to do something else.
• Do not feel good/upset/stressed
Help the Person Understand!

- Use visual modalities to show what to do, what is to occur, sequence of events
- Offer choices of what to do, the order, or time
- Offer communication support to express feeling or emotions
- Instruct how to recognize stress and emotion and how to express
- Pace your language.
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- Allow time to process. 5-10 seconds of wait time before repeating
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<td>Does not read body language</td>
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<tr>
<td>Same subjects.</td>
<td>Wants to engage, but does not know how</td>
</tr>
<tr>
<td>Apparently unaware that others are not interested.</td>
<td>Has limited knowledge of subjects to communicate about</td>
</tr>
<tr>
<td></td>
<td>Stressed and trying to calm</td>
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- Use Social Narratives (example: Social Stories) to explain how others may feel about or interpret his/her continual chatting. This is teaching a ‘Hidden Curriculum” item.
- Use Video to show and teach facial expressions
- Use video modeling to teach conversation ‘rules’ and techniques
- Role Play/practice interactions and conversation.
- Provide Social Scripts to use to interact with others.
- Teach new topics or information so the person has other ‘go to’ conversation. Provide visual cues to remind them of these topics. On cards, smartphone, or other available methods.
- Teach how to begin, continue and end a conversation.
- Create a ‘conversation rule’. Use of questions, comments, listen. Length of time.
- Be Patient and Tolerant. Recognize the desire to interact and acknowledge.
- Prompt new subjects by use of words, comments, pictures, objects, etc.
- Create subtle cues that you can use with the person to prompt when it is time to listen, wait or end the conversation.
Person talks continually. Same subjects. Apparently unaware that others are not interested.

- Does not read body language
- Wants to engage, but does not know how
- Has limited knowledge of subjects to communicate about
- Stressed and trying to calm
Teach and Help Remember

• Use Social Narratives to explain how others may feel about or interpret his/her continual chatting. This is teaching a ‘Hidden Curriculum” item.
• Use Video and video modeling
• Role Play/practice interactions and conversation.
• Provide Social Scripts
• Teach new topics or information Provide visual cues to remind
• Teach how to begin, continue and end a conversation.
• Create a ‘conversation rule’.
• Be Patient and Tolerant. Recognize the desire to interact and acknowledge.
• Create cues that you can use with the person to prompt when it is time to listen, wait or end the conversation.
Teach the “Hidden Curriculum”

• “The set of rules or guidelines that are often not directly taught but are assumed to be known.”

• Phrases associated with hidden curriculum:
  – “I shouldn’t have to tell you but …”
  – “Everyone knows that …”
  – “It’s obvious …”

(Myles, et al., 2004)
When the Boss says “Don’t you have something to do”, he means, “You should be working”

Hidden Curriculum of the Job

Examples

Saying “Good Morning” is nice thing to do...but not if you interrupt a conversation or meeting in order to do it!

Sometimes people are a few minutes late to work. It is the boss’s job to tell them if it is OK or not OK.

If the boss tells you to do something in a certain way, it is not OK to tell him that is a bad decision.

Your co-workers do not necessarily want you to explain to them how they can do their jobs better

Your co-workers do not necessarily want you to explain to them how they can do their jobs better
There are more women than men at OCALI, so we will greet you a lot!

Sometimes the recycle bins are empty and that is ok

If the doors are shut, it is OK to come in and get recycle from desks (don’t just skip it)

Singing to yourself is OK as long as you are the only one that can hear it

It is OK to excuse yourself from the office birthday celebrations....no one will be mad.
HC Employment

- Provides insights, strategies and processes to assist those on the spectrum to “navigate” some of the challenges.
Social Instruction: Teach Expectations

Video Modeling

• Integrate video clips of “modeled behavior”
• Allows person to see and ‘study’ desired behavior
• Studies promising

How?
• Flip Video Camera
• Cell Phone Video
• Tablet Camera
• YouTube
Social Instruction: Teach Expectations

This is the best way to respond when a supervisor tells you that you have made a mistake. The employee uses a calm tone of voice. He says, “I’m sorry,” and he asks for help so he will do his job the right way from now on.

This is not an appropriate way to respond when a supervisor tells you that you have made a mistake. The employee’s tone of voice sounds rude and disrespectful. Even though this employee believes that he knows a better way to do things, it is not okay for him to say it in this way.

This is the wrong way to respond when a supervisor tells you that you have made a mistake. The employee’s tone of voice sounds rude. He argues with his supervisor (which is not okay) and he blames the mistake on someone else (Samantha). Even if it is Samantha’s fault, it is not okay to say it in this way.
Picture This...
Silverlining Multimedia, 2001
Shower and Wash Hair

- Showers are Good for You
- Showers make You Clean
- Wash Body and Hair
- Friends Like You to Smell Clean
Should I Take a Shower with Soap and Wash my Hair?

**YES**
- Yes
  - Smell Good to Sandy and Fred
  - They will sit next to me and may ask me to the movie

**NO**
- No
  - I will smell unclean and bad to Sandy and Fred
  - They will avoid me. They will not want to go out with me.
Cartooning

- Simple drawing between 2 or more people
- Illustrate a situation that occurred
- Show speech and thought bubbles
- Can use colors to represent emotions
Comic Strip ‘Bubbles’
Can help people understand what to **say** (green bubble) and and what to **think** (‘Stays in your thought bubble’)

Julie, you look really nice today!

Julie...you are HOT
Social Instruction:
Communicate Expectations

JobTIPS

Key Points - What to Wear - MEN

If you need to dress “business casual” (e.g., a librarian, office worker, teacher)

1. No t-shirts please (instead, wear a shirt with a collar or a sweater).
2. No shorts either (instead, wear long pants).
3. No hats.
4. Tuck in your shirt.
5. Wear a belt.
6. Make sure your belt is the same color as your shoes.
7. No flip flops (instead, wear close-toed shoes).
8. No low-hanging pants.

JobTIPS

Key Points - What to Wear - WOMEN

If you need to dress “business casual” (e.g., a librarian, office worker, teacher)

1. Make sure your shirt covers your stomach and your back. Try these tests: Reach up to the ceiling. Does your stomach show? If not, you’re ready to go! If it does show, try to find a shirt that is long enough to cover your stomach.
2. Reach down to touch your toes. Does your shirt still cover your back? If it does, you’re ready to go! If not, try to find a shirt that is long enough to cover your back.
3. Make sure your shirt is not low-cut. You should not show cleavage in any work setting. Try this test: Stand in front of a mirror and lean forward. Can someone see down your shirt? If so, wear a different shirt.
4. No shorts or skirts that fall several inches above the knee (instead, wear knee-length or longer skirts, pants, or Capri pants).
5. No flip flops (instead, wear sandals or flats).

JobTIPS
www.do2learn.com/JobTIPS/
Mobile Technology and Apps

Smartphones
Tablets

The wave of the future **today**!

Useful as a support in many environments and to address many needs
www.ohioemploymentfirst.org
‘Resources ➔ Provider Support’
‘Mobile Technology’
A Spectrum of Apps for Students on the Autism Spectrum

### Communication

<table>
<thead>
<tr>
<th>ICON</th>
<th>LINK</th>
<th>DESCRIPTION</th>
<th>COST</th>
<th>FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1.png" alt="Icon" /></td>
<td>Proloquo2Go</td>
<td>AAC software with natural-sounding speech, a 7,000 word symbolta vocabulary and option of adding photos and voice. Includes a message window and text-to-speech typing with word prediction.</td>
<td>$199.99</td>
<td>Compatible with iPhone, iPod touch, and iPad. Requires iOS 4.2 or later.</td>
</tr>
<tr>
<td><img src="image2.png" alt="Icon" /></td>
<td>TransTalk HD</td>
<td>AAC software for the iPad. Messages are spoken with a voice synthesizer or recorded voice. Includes 10,000 symbols, a message window and text-to-speech typing with word prediction. Four page sets included.</td>
<td>$149.99</td>
<td>Compatible with iPad. Requires iOS 3.2 or later.</td>
</tr>
<tr>
<td><img src="image3.png" alt="Icon" /></td>
<td>Valibii</td>
<td>A text-to-speech program with frequently used words/phrases and word prediction to make composing messages faster than typing. There are three keyboard layouts and the choice of a male or female voice.</td>
<td>Free</td>
<td>Compatible with iPad. Requires iOS 3.2 or later.</td>
</tr>
<tr>
<td><img src="image4.png" alt="Icon" /></td>
<td>Sonja &amp; Friends</td>
<td>Visual scenes with messages embedded in the pictures. Import your own photos and add voice recordings and video clips into the scene. Use Widget symbols to add messages at the bottom or on hotspots of the scene.</td>
<td>$49.99</td>
<td>Compatible with iPad. Requires iOS 3.2 or later.</td>
</tr>
<tr>
<td><img src="image5.png" alt="Icon" /></td>
<td>MyVoice Communication Aid</td>
<td>Customizing limited in Free Edition; unlimited in Plus Edition. Has text-to-speech function with male/female voices. In Place Mode, vocabulary pops up based on location. Sync with website to save and add content.</td>
<td>Free; Plus Edition $29.99</td>
<td>Compatible with iPhone, iPod touch, and iPad. Requires iOS 4.0 or later.</td>
</tr>
<tr>
<td><img src="image6.png" alt="Icon" /></td>
<td>Sims Fine Line</td>
<td>A fully featured communication app with core and topic vocabularies. Add photos or use SymbolStix icons. Choose boy/girl or man/woman voices. Create messages in message window and tap to speak entire sentence.</td>
<td>Free; $29.99</td>
<td>Compatible with iPhone, iPod touch, and iPad. Requires iOS 4.0 or later.</td>
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www.ocali.org
‘document archive’
Observation
• Person’s behavior escalates to a level of concern when told “no”, “stop”, “don’t”.

Possible Communication Interpretation
• Person has not had the experience of others respecting their wishes.
• Has little or no control of their life
• Limited enjoyments in life and has strong reactions to not having those available
• Has little means of communicating except with behavior
• Others do not pay attention to other types of communication

• Assess how often the person is told “yes”, “sure”, “OK” compared to “no”, ‘stop”, “don’t”. “Yes” should heavily outweigh “no”! If this is not the case, the team should create opportunities for the positives.
• Identify additional activities, people, situations, and experiences that interest the person.
• Use words other than the triggers.
  • “Not Now” instead of “No”. “Let’s do this...” Instead of “Stop”. Tell what “To Do”
• Provide visual schedules to show when favorite activities (and other things) will occur
• Offer visual choices of what a person might be able to do.
• Provide alternative ways for a person to communicate anger, sadness, confusion, disappointment, frustration, fear, etc.
  • Provide visual methods such as pictures, words, icons.
  • Use technology such as Tables, Smartphones as well as dry erase boards and picture boards.
• Gain a person’s respect and trust. Then work on helping them accept the disappointments that can occur.
• Use less verbalizations and more visual methods if a person is upset.
• Provide visual cues and reminders of how to calm (Example: 5 Point Scale). Reinforce for using these methods
• Do not try to reason with, or convince a person, that he is irrational when upset. This is generally NOT the teachable moment. Debrief and teach when calm.
Person’s behavior escalates to a level of concern when told “no”, “stop”, “don’t”

- Person has not had the experience of others respecting their wishes.
- Has little or no control of their life
- Limited enjoyments in life and has strong reactions to not having those available
- Has little means of communicating except with behavior
- Others do not pay attention to other types of communication
Modify your Approach and Support

• Assess how often the person is told “yes”, “sure”, “OK” compared to “no”, ‘stop’, “don’t”. “Yes” should heavily outweigh “no”!

• Use words other than the triggers.
  • “Not Now” instead of “No”. “Let’s do this...” Instead of “Stop”. Tell what “To Do”

• Provide visual schedules to show when favorite activities (and other things) will occur. Offer visual choices of what a person might be able to do.

• Provide alternative ways for a person to communicate anger, sadness, confusion, disappointment, frustration, fear, etc.

• Gain a person’s respect and trust.

• Use less verbalizations and more visual methods if a person is upset.

• Do not try to reason with, or convince a person, that he is irrational when upset. This is generally NOT the teachable moment. Debrief and teach when calm.
A FEW VISUAL SUPPORTS FOR A VARIETY OF NEEDS
“Not Now..”..But When?

Timers and Clocks
<table>
<thead>
<tr>
<th>I want:</th>
<th>Wine</th>
<th>Beer</th>
<th>Starbucks</th>
<th>Juice</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Wine" /></td>
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<td><img src="image" alt="Starbucks" /></td>
<td><img src="image" alt="Juice" /></td>
<td></td>
</tr>
</tbody>
</table>
Hi Holly,
It was great to see you... We think we are making a big swing on behavior the last two weeks, let's keep our fingers crossed. He has become much more verbal in the last several months...

Amy
crazywilliamsonwindsream.net
Object Schedules
On Wednesday Adam works at

First Adam gets the purple key chain

Then Adam goes out to unlock the bin
Portable Picture Word Schedules
### Detailed Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Symbol</th>
<th>Room</th>
<th>Class</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:05-8:15</td>
<td>HR.</td>
<td>200</td>
<td>Homeroom</td>
<td></td>
</tr>
<tr>
<td>8:15-9:00</td>
<td>G.</td>
<td>gym</td>
<td>Gym</td>
<td>Remember gym clothes</td>
</tr>
<tr>
<td>9:05-9:50</td>
<td>A.</td>
<td>221</td>
<td>Art</td>
<td>$2.00 for project by 5/30</td>
</tr>
<tr>
<td>9:55-10:40</td>
<td>M.</td>
<td>204</td>
<td>Math</td>
<td>HW. Pg. 291 (1-15)</td>
</tr>
<tr>
<td>10:45-11:30</td>
<td>L.</td>
<td>200</td>
<td>Language</td>
<td>HW. List 30-10 times each</td>
</tr>
<tr>
<td>11:35-12:05</td>
<td>Ca.</td>
<td>café.</td>
<td>Cafeteria</td>
<td>Bring lunch money</td>
</tr>
<tr>
<td>12:10-12:55</td>
<td>R.</td>
<td>203</td>
<td>Reading</td>
<td>Bring your book</td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>S.</td>
<td>200</td>
<td>Science</td>
<td>HW. Pg. 172 (1-5)</td>
</tr>
<tr>
<td>1:50-2:35</td>
<td>H.</td>
<td>200</td>
<td>History</td>
<td>Bring book, paper, pencil</td>
</tr>
<tr>
<td>2:40</td>
<td>G.m.</td>
<td>200</td>
<td></td>
<td>Get materials together to leave</td>
</tr>
<tr>
<td>2:45</td>
<td>Bye.</td>
<td>200</td>
<td></td>
<td>Bell rings to go home</td>
</tr>
</tbody>
</table>
Checklist Schedule

Wednesday

• Play
• Work
• Work
• Snack
• Outside
• Work
• Work
• Lunch
• Bathroom, brush teeth
• Wash the table
• Work
• Work
• Go Home
File Folder Schedules

- Independent Seat Work
- Language Master
- Group Game
- Reading with Mrs. Roper
Visual Routine

RE: Today I would like for you to:
1) Map the OSL MARK
2) Put labels on bookmarks
3) Tear up papers

Thank you
Mr. Kitty
Visual Support: Steps of Task Checklist
3. Lat Pull
   Set 30 pounds
   Do 15 times

IF this machine is busy go to next number - then come back to this machine

4. Leg Extension
   Set 50 pounds
   Do 15 times

If this machine is busy go to next number - then come back to this machine

5. Crunches
   a. Lay on back with knees bent
   b. Use arms to touch knees - eyes look at light
   c. Do 10 crunches
1) Pat goes to stapler and picks up finished books.

2) Take books to work area

3) Count books to make stack of 10

4) Put stack in box.

5) Go back
Don’t Forget Calendars

<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>28</td>
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<td>30</td>
<td>31</td>
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Month: MAY
Employee: Jacob
http://singleparents.about.com/od/getorganized/tp/weekly_planner_and_more.htm

TO DO LISTS and PLANNERS
Schedules for Cleaning/Chores

<table>
<thead>
<tr>
<th>Kitchen/Dining Room</th>
<th>Bathrooms</th>
<th>Bedrooms</th>
<th>Living Room/Laundry Room</th>
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</thead>
<tbody>
<tr>
<td>Empty fridge and wipe down</td>
<td>Wash rugs</td>
<td>Clean cobwebs</td>
<td>Remove cobwebs</td>
</tr>
<tr>
<td>Microwave</td>
<td>Wash baseboards</td>
<td>Clean walls</td>
<td>Clean windows</td>
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</table>

<table>
<thead>
<tr>
<th>Chores</th>
<th>Owner</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
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<tr>
<td>Laundry</td>
<td>Casey</td>
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<td>/</td>
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</tr>
<tr>
<td>Make grocery list</td>
<td>Casey</td>
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<td>/</td>
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<tr>
<td>Grocery shop</td>
<td>Casey</td>
<td>/</td>
<td>/</td>
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<td>/</td>
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<tr>
<td>Go through paperwork/bills</td>
<td>Adam</td>
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<tr>
<td>Mirrors</td>
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<td>Bathroom counters</td>
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<tr>
<td>Tubs</td>
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<td>Showers</td>
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<tr>
<td>Dust</td>
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<td>Vacuum carpets</td>
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<tr>
<td>Mop</td>
<td>Adam</td>
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<td>Deep clean kitchen/dining room</td>
<td>Adam</td>
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<tr>
<td>Deep clean bathrooms</td>
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<td>Deep clean bedrooms</td>
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<tr>
<td>Deep clean living and laundry rooms</td>
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<tr>
<td>Check smoke detectors</td>
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<tr>
<td>Yardwork</td>
<td>Adam</td>
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</tbody>
</table>
Other Visual Supports that Communicate
“What To Do and How”
Task Organization: “Jig” to visualize task completion
Visual Organization. Which helps you understand?
Visually Organized Environments
Teach to Use Natural Supports

Store Signs and Shelf Organization
The Magic!

Knowledge of Autism Spectrum Disorder

Information about the Person + Information about the Demands = Individualized Support Plan

- Information about the Person
- Information about the Demands
- Individualized Support Plan

- Knowledge of Autism Spectrum Disorder