



Lauren Ratway

- 2 years working in an inclusive environment
- Certifications:
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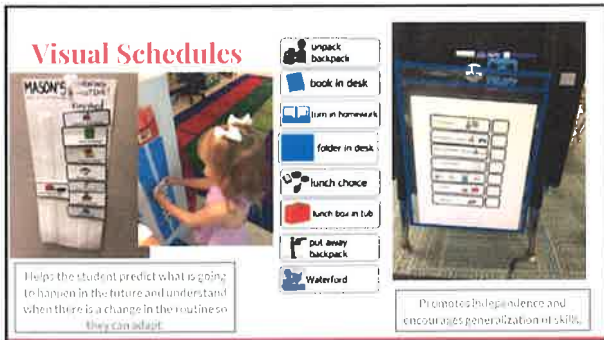
Melissa Ellis

- 18 years teaching Special Education
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Why use Visually Cued Instruction?

- Teaches students to become more independent
- Increases communication skills and reduces negative behaviors
- Allows students access to their environment
- Develops school and life skill sets

Visual Schedules



MASON'S

- unpack backpack
- book in desk
- turn in homework
- folder in desk
- lunch choice
- lunch box in tub
- put away backpack
- Waterford

Helps the student predict what is going to happen in the future and understand when there is a change in the routine so they can adapt.

Promotes independence and encourages generalization of skills.

Positive Behavior Reinforcement Charts




I am working for...

I am working for...

I am working for...

- Individualized reward systems
- Break into small, manageable time frames
- Use more positive than negative

Other Behavioral Supports




Fidgets

Chews & "Chewelry"

This slide features two columns of images. The left column shows various fidget toys such as colorful balls, rings, and putty. The right column shows a child sitting at a table with several colorful pushpins, a red chew necklace, and other chewable items.

Sensory Breaks

Sensory breaks are a way for a child to reset the blood flowing back into their brains. We all know that children learn best through movement so giving them breaks throughout their day allows their brains to rest and reset.

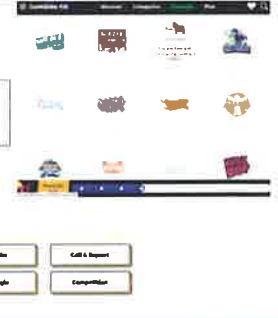


The "Red Bag"

The slide includes a photograph of a young girl in a red dress carrying a red bag, which is a sensory tool used for movement breaks.

GoNoodle.com

- Free and Easy to Use
- Great for Brain Breaks or Calm Down




GoNoodle.com interface showing various activity icons and a filter menu for Movement Types.

Movement Types

Animal Dance	Beats	Breaks	Call & Support
Build-up	Parent Tip	Prerough	Competition
Endurance			

Safe Place for Overstimulation


Have a designated cool down area when stimulation becomes too much and the student needs a break.




I will take 5 deep breaths



Academic Supports



Individualized work spaces




- Small group instruction
- Chunk assignments
- Offer choices and frequent breaks


Academic Supports



Hands on Learning



Visual Timers



It's important to remember to...

- Be Patient
- Be Positive
- Be Open-Minded
- Be a Team Player
- Be Flexible

<p>Kindergarten Morning Routine</p>	<p>Walk in Mrs. Decker's Classroom and Work Area</p> <p>Sit at Circle</p> <p>Unzip Backpack</p> <p>Take out Blue and Red Folder. Put in Desk on table.</p> <p>Put lunch choice or put lunch box on bench</p> <p>Put backpack on shelf. Get blue box and put on table.</p> <p>Get book or write them all down at table.</p>	<p>First Grade Morning Routine</p> <p>unpack backpack</p> <p>book in desk</p> <p>turn in homework</p> <p>folder in desk</p> <p>lunch choice</p> <p>lunch box in tub</p> <p>put away backpack</p> <p>Waterford</p>
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Social Stories

Social stories are meant to help children understand social situations, expectations, social cues, new activities, and/or social rules. They are brief descriptive stories that provide accurate information regarding a social situation.

When writing Social Stories:

- Communicate behavior in a positive way
- Write the story slightly below their reading level
- Write in first person, as though the student is describing the event
- Use terms like "sometimes" and "usually"
- Programs like boardmaker are really helpful in creating social stories with pictures/ visuals

Social Story Examples

at school and the community

There are no biting or hitting.

I can:

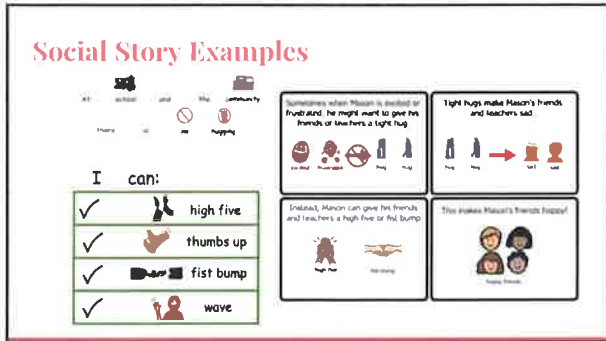
- ✓ high five
- ✓ thumbs up
- ✓ fist bump
- ✓ wave

Sometimes when Mason is sad or frustrated, he might want to give his friends or teachers a light hug.

Tight hugs make Mason's friends and teachers sad.

Instead, Mason can give his friends and teachers a high five or fist bump.

This makes Mason's friends happy!



Social Stories Examples

When Mason feels sad or frustrated, Mason can use his sensory ball and sensory mat. First

Mason can feel the ball, touch the mat and squeeze the sensory ball. Then Mason can use the ball to play on the mat. This helps Mason feel better.

Mason can use the ball to play on the mat. This helps Mason feel better.

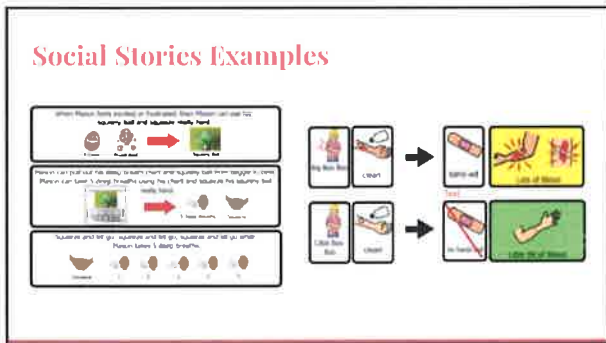
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Mentor Texts

Teach your students that if we are all unique in our own way!



Peer Mentors

- Classroom/Hallway Buddies
- Peer Tutors



Most Importantly...

Be Organized
Communicate
Collaborate

Be Organized



Parent Involvement

	Parent	Teacher
Availability		
Responsibility		
Resources		
Interest		
History		
Family Structure		

Websites

- www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx
- www.boardmakeronline.com
- www.online-stopwatch.com
- www.pbisworld.com
- www.gonoodle.com
- www.do2learn.com

Apps

- Too Noisy Pro
- Class Dojo
- Padlet
- SeeSaw
- Remind

Think Sheet

Name:

Date:

What did I
choose to do?

Why did I make
this choice?

Who did I bother
or disrespect?

Two things I
could have done
instead

My Signature

My Parent's Signature

Name: _____

Date: _____

Weekly Communication Log

	Parent:	Teacher:
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday & Sunday		

Additional Notes:
