

# Autism Toolbox



**Quick & Easy Strategies for General Education**

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# **Difficulties a Student May Experience in the General Education Setting**

# **Difficulties May Include**

- Shifting attention  
(person to person, board to desk, teacher to book)
- Tolerating people in close proximity
- Coping with noise and activity level
- Needing to wait
- Processing verbally presented information
- Easily overwhelmed

## **Difficulties May Include (Cont.)**

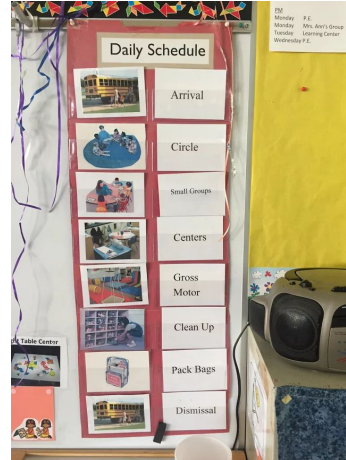
- Being expected to verbalize needs and ideas
- Understanding facial expressions and behavior of others  
(probably does not frequently look at others)
- Making frequent, quick transitions
- Remembering directions
- Getting started
- Others?

# **General Strategies for All Students**

# Classroom Schedule

**-Point out changes or have a cue or picture for “special activity”**

- Pictures for younger students or for those with limited reading skills
- Written for students who read
- Whiteboard can be helpful

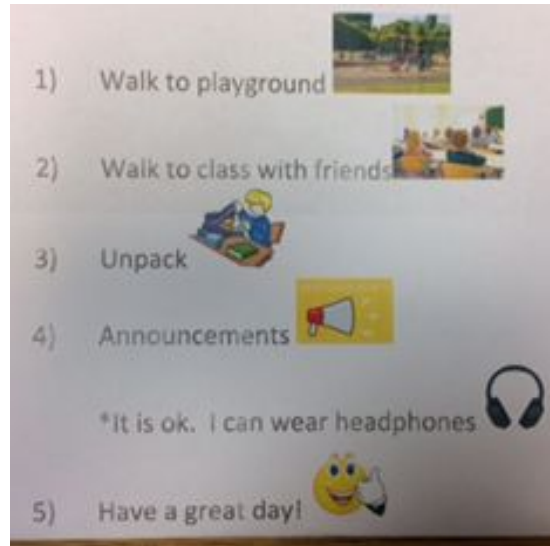


# Quiet area -Nothing fancy



# Task Lists

**-Write steps for a task or assignment (on classroom board, on individual whiteboard/post it) while explaining, or use pictures for younger students**

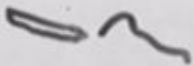
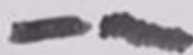


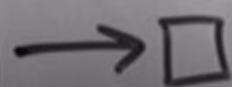




# Task List Examples

- Recess
- Line Up
- Unpack
- Morning Work
- Announcements

- Stations
- Reading Group
  - Listening Station
  - Independent Work
  - Free Choice

- Draw 
- Color 
- Cut 
- Glue 
- Drying Rack 

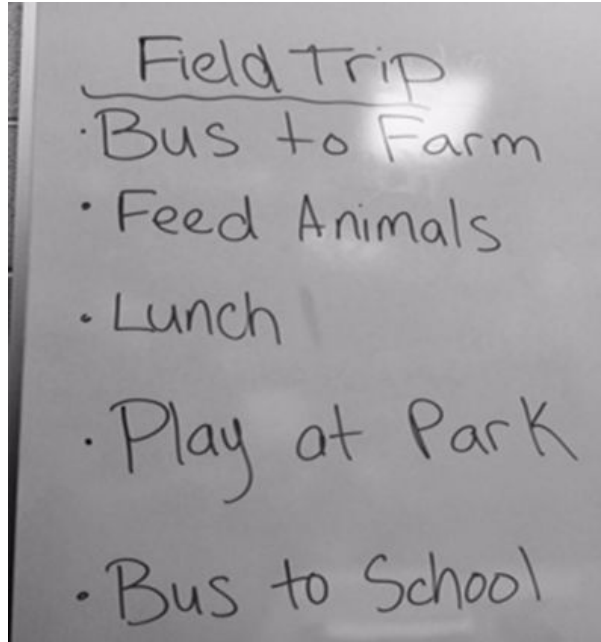
# Timers



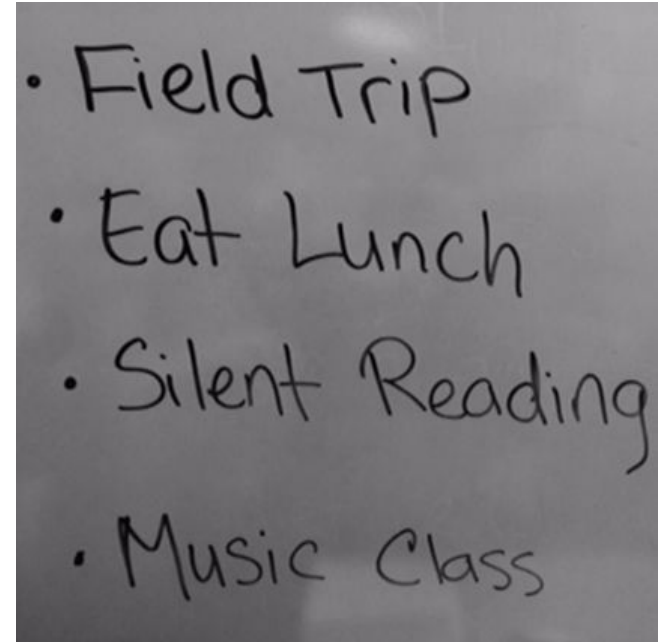
# Prep for New Activities

## **-Review steps in advance of new activities (field trip, assemblies)**

What's happening during event:



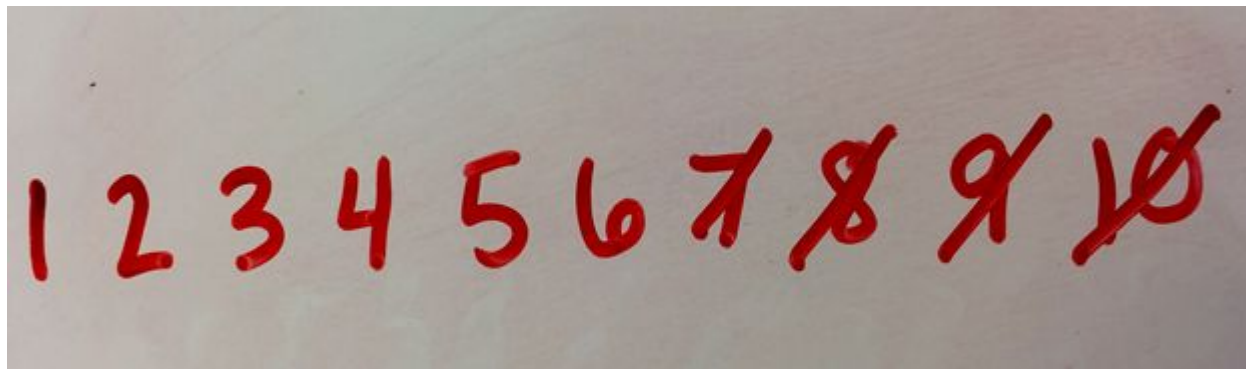
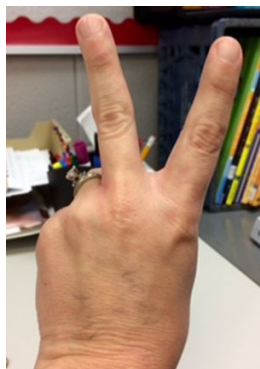
What's happening after event:



# Transitions



# Count Downs



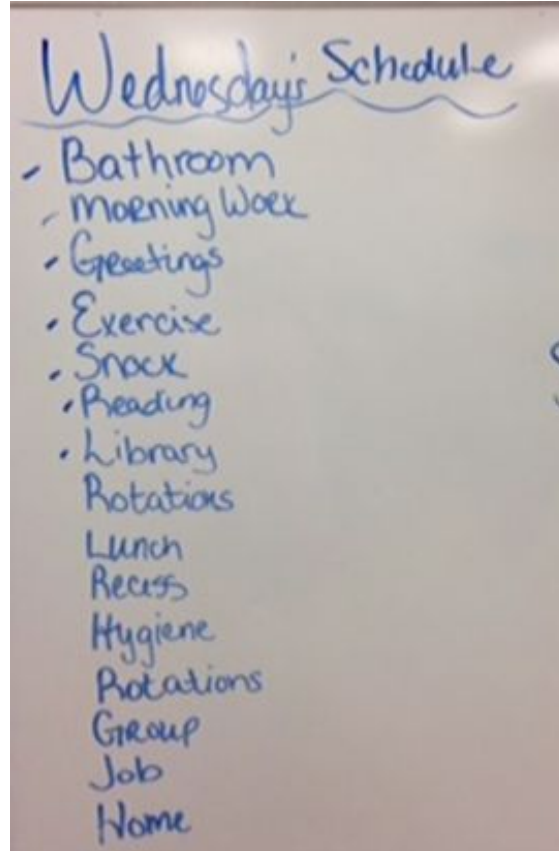
# Transition Objects

- Picture of next activity
- Favorite item -provide choice of 2
- Item needed during the next activity
- Item to deliver to someone (e.g. note)



# Schedules

## Class/Daily Schedules



calendar



special activity



star of the day



art



Terrific Tuesday



spelling



journal



word packet



CATCH



go home



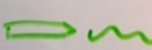


## Minischedules

- For activities within the larger classroom schedule.
- Ex. Specials, Lessons, Projects




### Social Studies

- read pg. 56
- answer questions 10-15
- quiet reading

### Art Class

- color 
- cut 
- glue 

### PE Class

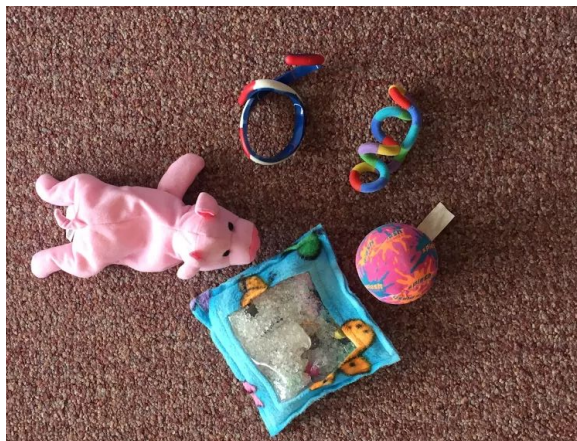
- walk 
- Basketball 
- Dance 



# **Sensory Supports**

# Fidgets

- Use as a fidget, not a “toy” or distraction
- Offer choices
- Doodling
- Velcro on desk



# Movement

- Short walk (delivery, drink)
- Stand or sit
- Movement break -song with motions
- Allowed to pace at back of room
- Other ideas?



# Seating

- Standing/sitting
- Lap pad
- Various seating options/ cushions
- On end of a row -less crowding
- Facing instruction
- Near teacher/quiet area



# **Peer Interaction**

# **Find Common Interests with Other Students**

**Use special interests in positive ways.**

*\*It is OK to put limits on special interest topics/activities.*

- Star Wars
- Dinosaurs
- Pokemon
- Origami
- Geek Club



# Peer Helpers/Buddies

- During transitions
- During classroom tasks, lessons



# **When Student has Unexpected Behaviors**

## **-Think about...**

- Is it dangerous?
- Is it overly disruptive?
- Can it be ignored?
- When peers ask, “Why is he/she doing that?”
- When to request help from other staff

***\*Maintain a neutral reaction***



# **Academic Difficulties**

# **It is OK for Student to Have Modified Assignments**

- Not necessary to “do what everyone else does”
- Think about concepts that are priorities for the student
- Review the IEP... ask questions

# **Modify Assignments**

- Shorter -even or odd numbers, fewer items
- Reduce visual information/distraction on the page
- Reduce written language requirements (one sentence vs. a paragraph?)
- Multiple choice answers
- Is the priority written language or understanding content?

# Visual Supports

- Highlight items or sections to be completed
- Highlight important words
- Chunk and/or number sections
- Color code
- Graphic organizers

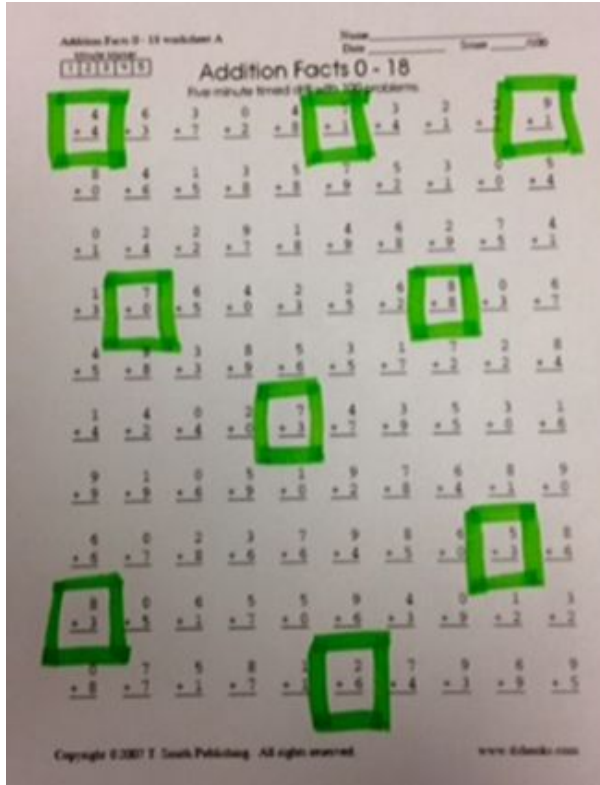
Student Name: \_\_\_\_\_ Score: \_\_\_\_\_

Add two digit numbers - Vertical

1	2	3
$\begin{array}{r} 34 \\ + 12 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ + 67 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ + 21 \\ \hline \end{array}$
$\begin{array}{r} 16 \\ + 32 \\ \hline \end{array}$	$\begin{array}{r} 46 \\ + 97 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ + 80 \\ \hline \end{array}$
$\begin{array}{r} 50 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ + 14 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ + 19 \\ \hline \end{array}$
$\begin{array}{r} 18 \\ + 22 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ + 68 \\ \hline \end{array}$	$\begin{array}{r} 28 \\ + 80 \\ \hline \end{array}$
$\begin{array}{r} 99 \\ + 47 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ + 23 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ + 88 \\ \hline \end{array}$
$\begin{array}{r} 12 \\ + 67 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ + 30 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ + 12 \\ \hline \end{array}$
$\begin{array}{r} 15 \\ + 73 \\ \hline \end{array}$	$\begin{array}{r} 78 \\ + 31 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ + 44 \\ \hline \end{array}$

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# More Examples of Visuals Supports



**Critical Thinking Corner**

**Estimation** closest  
Circle the most reasonable answer.  
Explain your thinking.

3.  $472 - 68$  is about \_\_\_\_.

4.  $236 - 87$  is \_\_\_\_.

200  
400  
800

greater than 200  
about 200  
less than 200

# Motivation

***\*An opportunity to tie in special interests.***

# "Working For" or Star/Penny Board

Name \_\_\_\_\_ Date \_\_\_\_\_ Grade \_\_\_\_\_

Vocabulary: Science Vocabulary Review

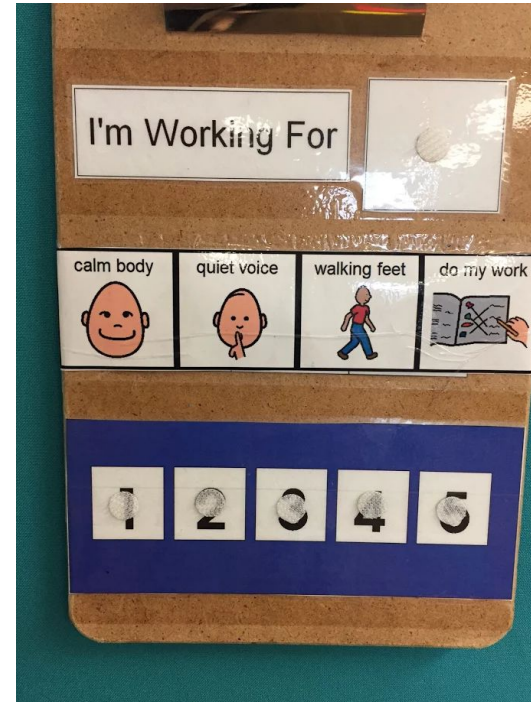
Match each term with its definition. Write the letter that matches the definition with the term.

A.	Scientific tool used to measure temperature
B.	Condition of life
C.	Book that gives astronomical information
D.	Small bits of rock
E.	Piece of iron, steel or ore that attracts other pieces of iron, steel or ore
F.	Smallest particle of a substance
G.	Supports leaves and flowers
H.	Quality of energy transferred from one system to another
I.	Lacking activity
J.	Move from one region/climate to another

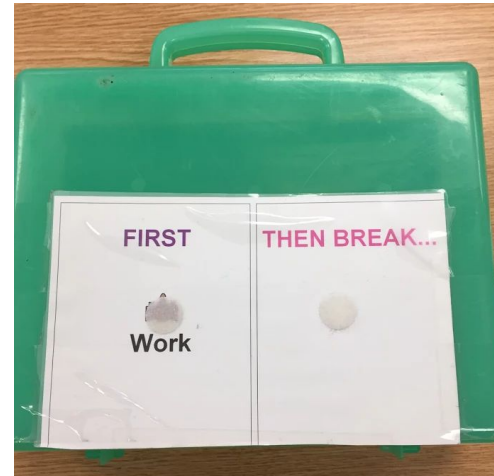
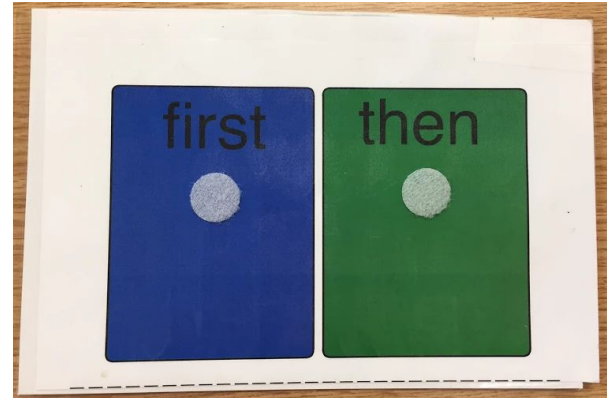
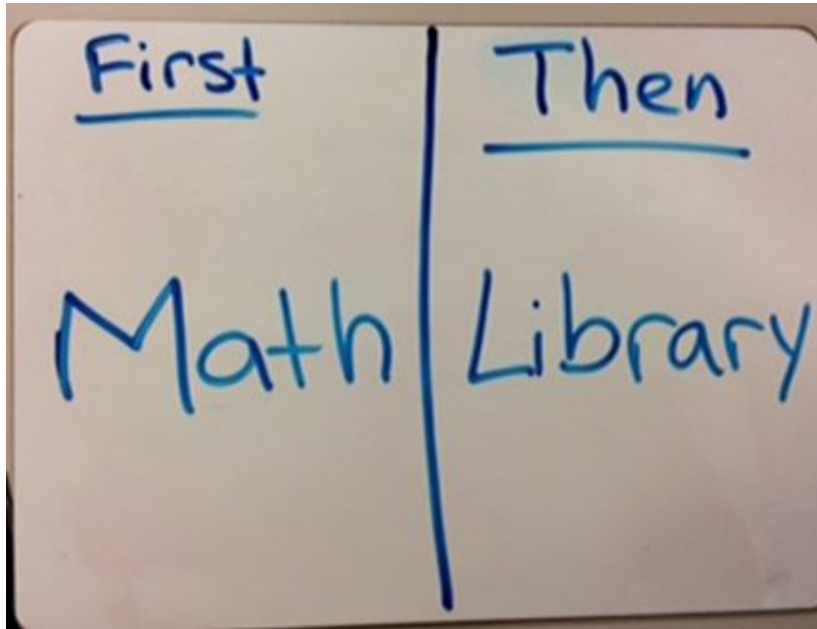
  

_____	1. thermometer
_____	2. work
_____	3. magnet
_____	4. molecule
_____	5. living
_____	6. stem
_____	7. dormant
_____	8. gravel
_____	9. almanac
_____	10. migrate

★ Star Wars book



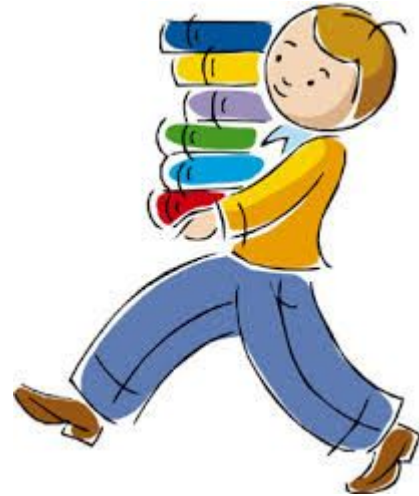
# First/Then Visual





# Opportunities to Help

- Classroom jobs
- You can make up jobs
- Ideas from the group



# Communication



## **No Need to Respond to Everything Student Says**

**-May be scripting or reassuring self**

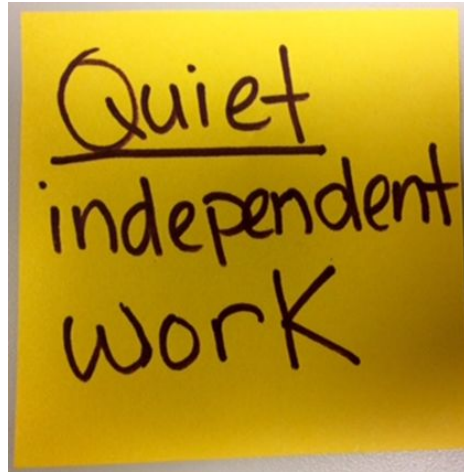
## **May Not Understand Humor or Sarcasm**

**-Be concrete**



# Nonverbal Cues are Best

**-Cue for “quiet” is best given nonverbally**



# Use Clear, Simplified Language

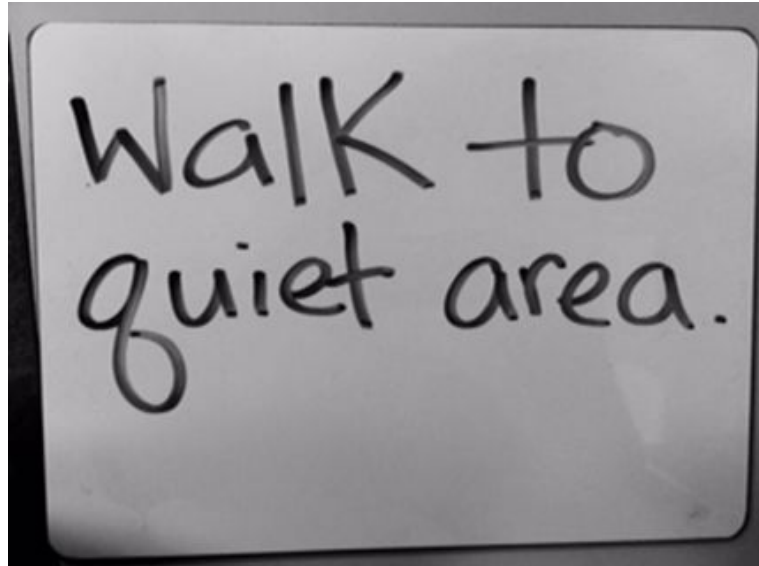
## **\*Reduce Language Use When Student is “Upset”**

- Gestures
- Visuals/pictures
- One or two-word directions
- ***Give wait time before repeating directions***

# White Board/Post Its

-To write or draw messages

**\*Especially helpful when student is upset**



# **Materials to Keep on Hand**

# Keep on Hand

- Whiteboard & dry erase markers
- Post-its
- Fidgets
- Back pack for items needed for a certain child  
(break items, fidgets, incentives, visuals, sensory,  
items for “wait time”)
- Highlighters



**Questions?**