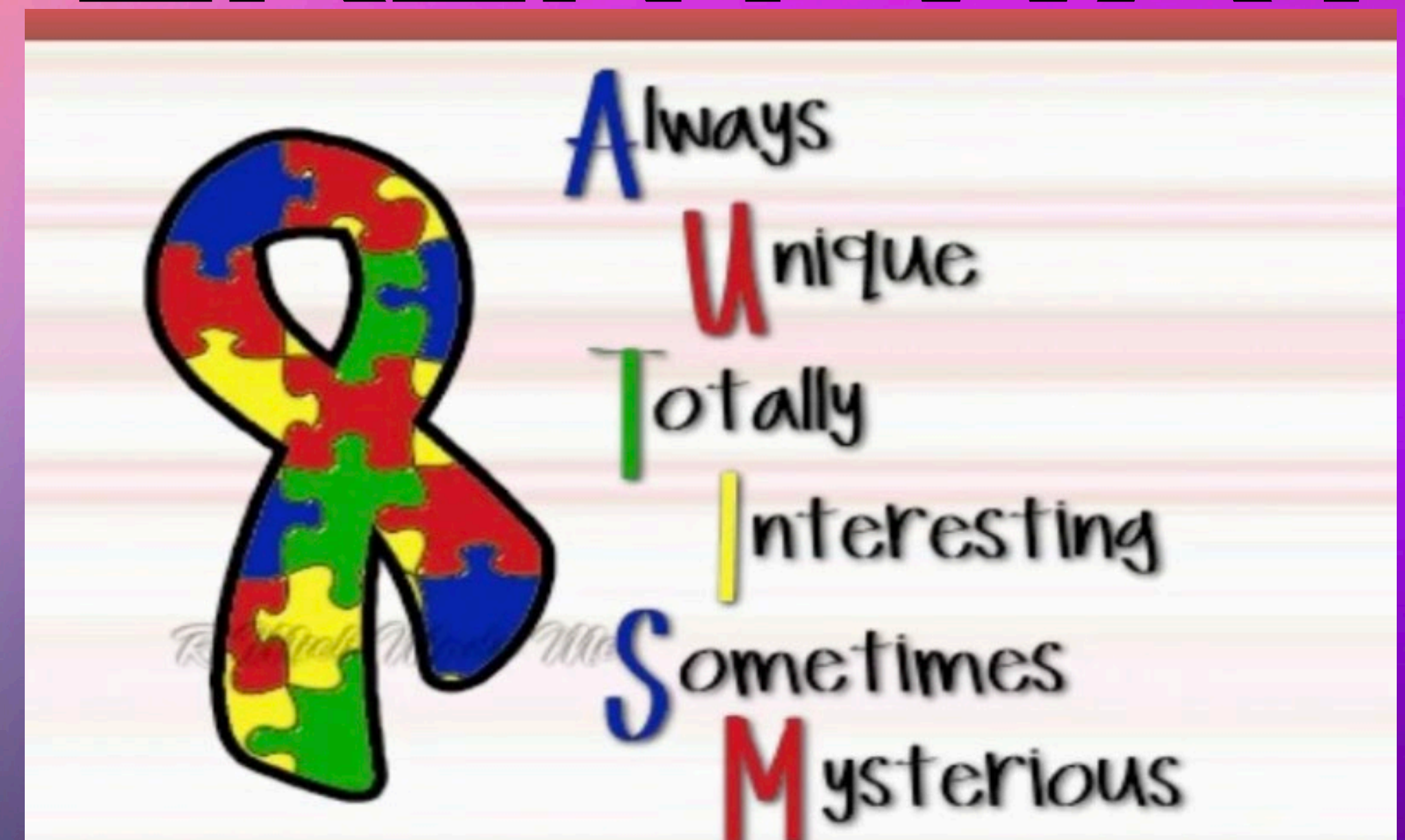


AUTISM : A DIFFERENT WAY OF LEARNING



COMMUNICATION

NON VERBAL



VERBAL

WRITTEN



NON VERBAL

USE OF VISUAL COMMUNICATION SYSTEMS

PECS

TEEACH



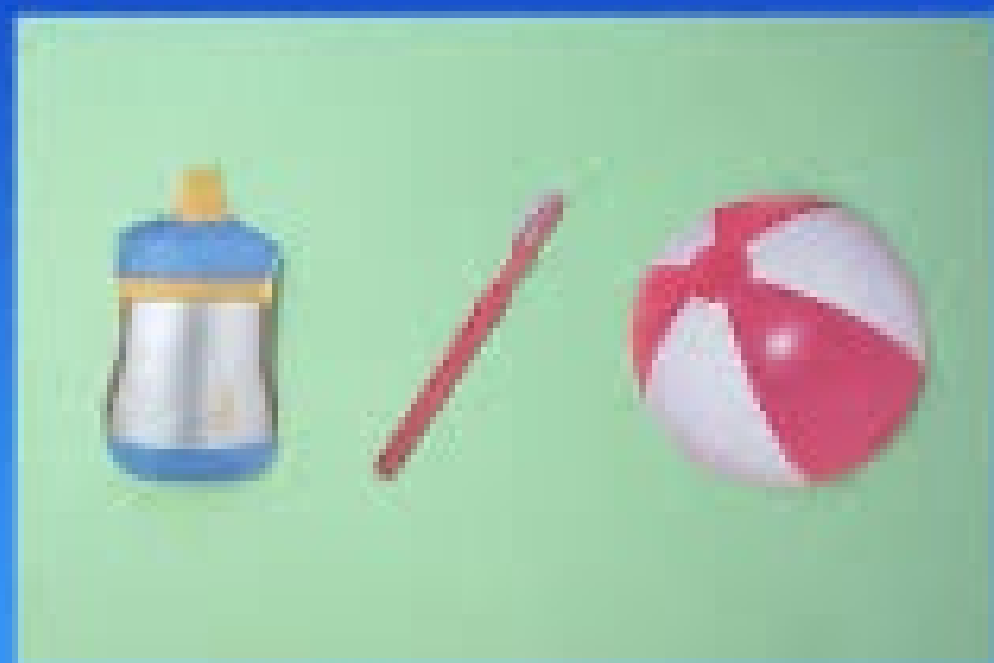
THREE LEVELS OF VISUAL COMMUNICATION

LEVEL 1 OBJECT

LEVEL 2 PHOTOGRAPH

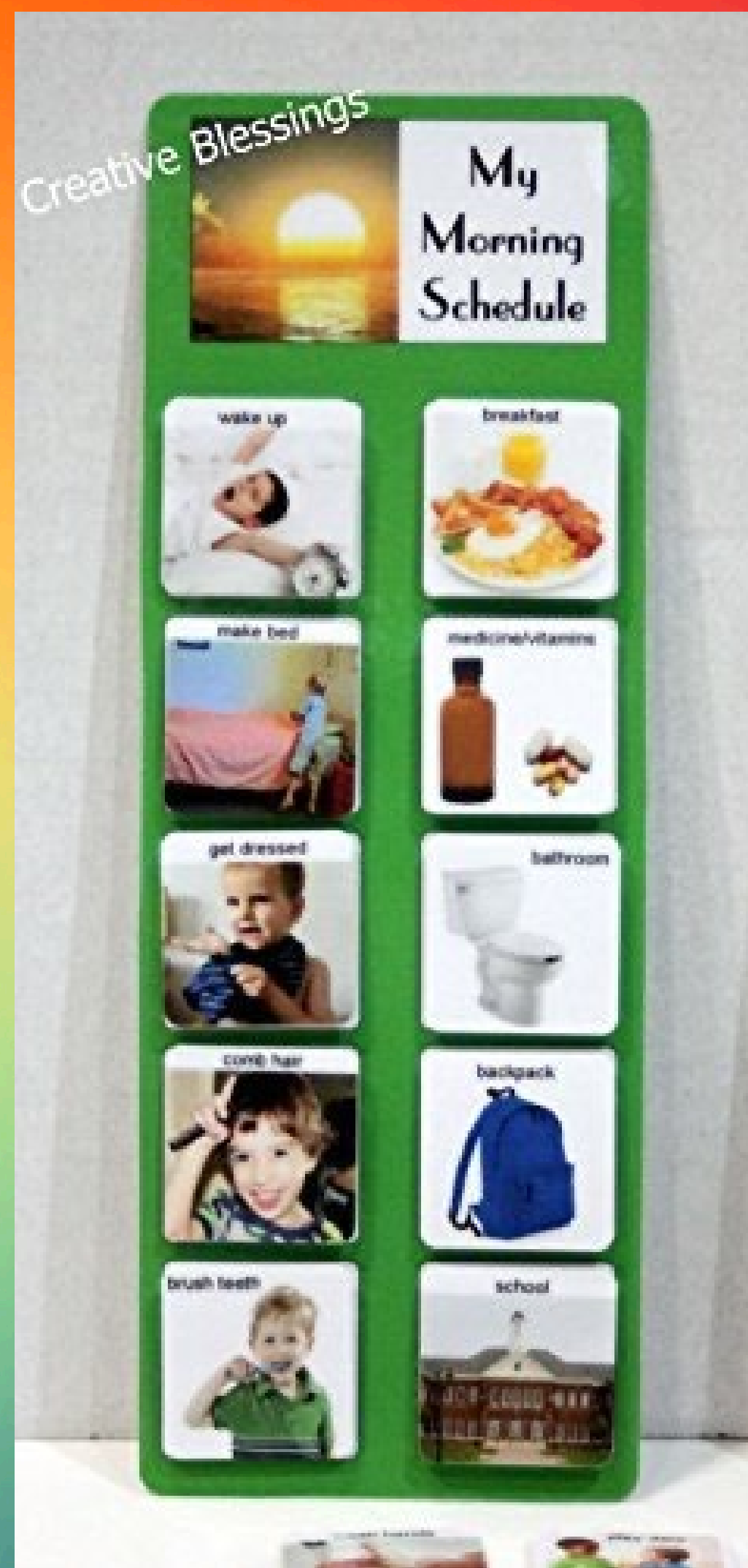
LEVEL 3 DRAWING

Schedule: TOBIs



1

2

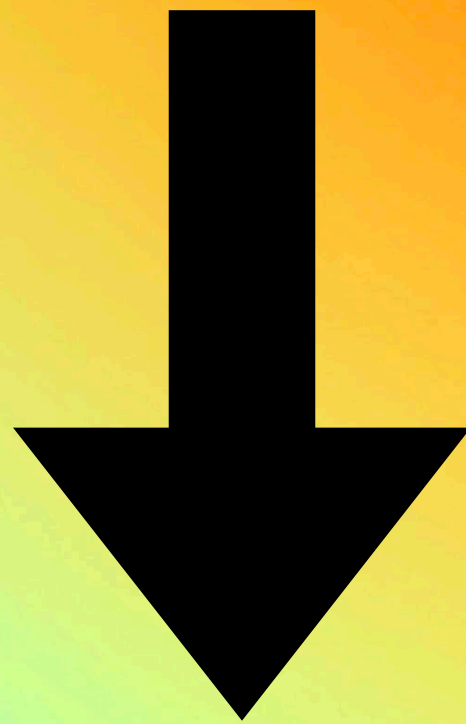


3

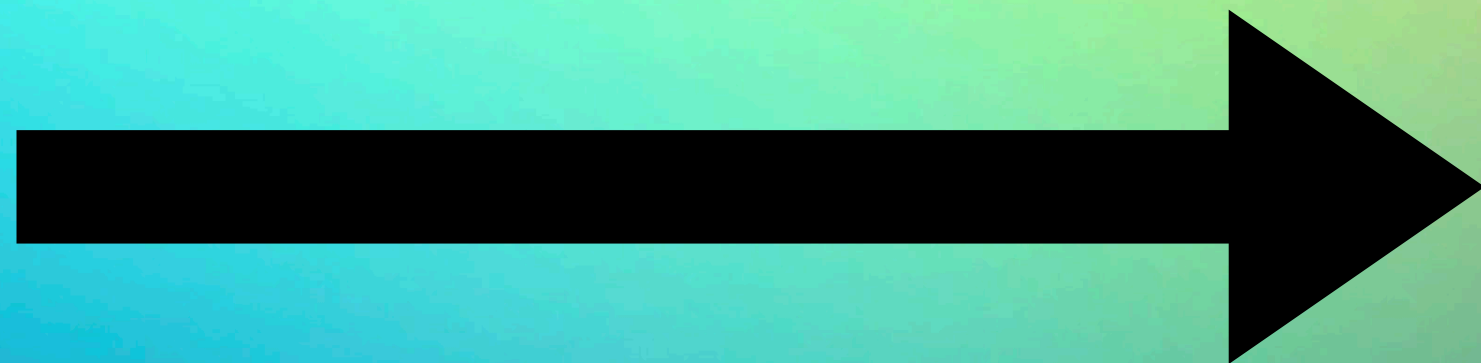
Unpack Routine










SCHEDULES : THESE GO FROM TOP TO BOTTOM

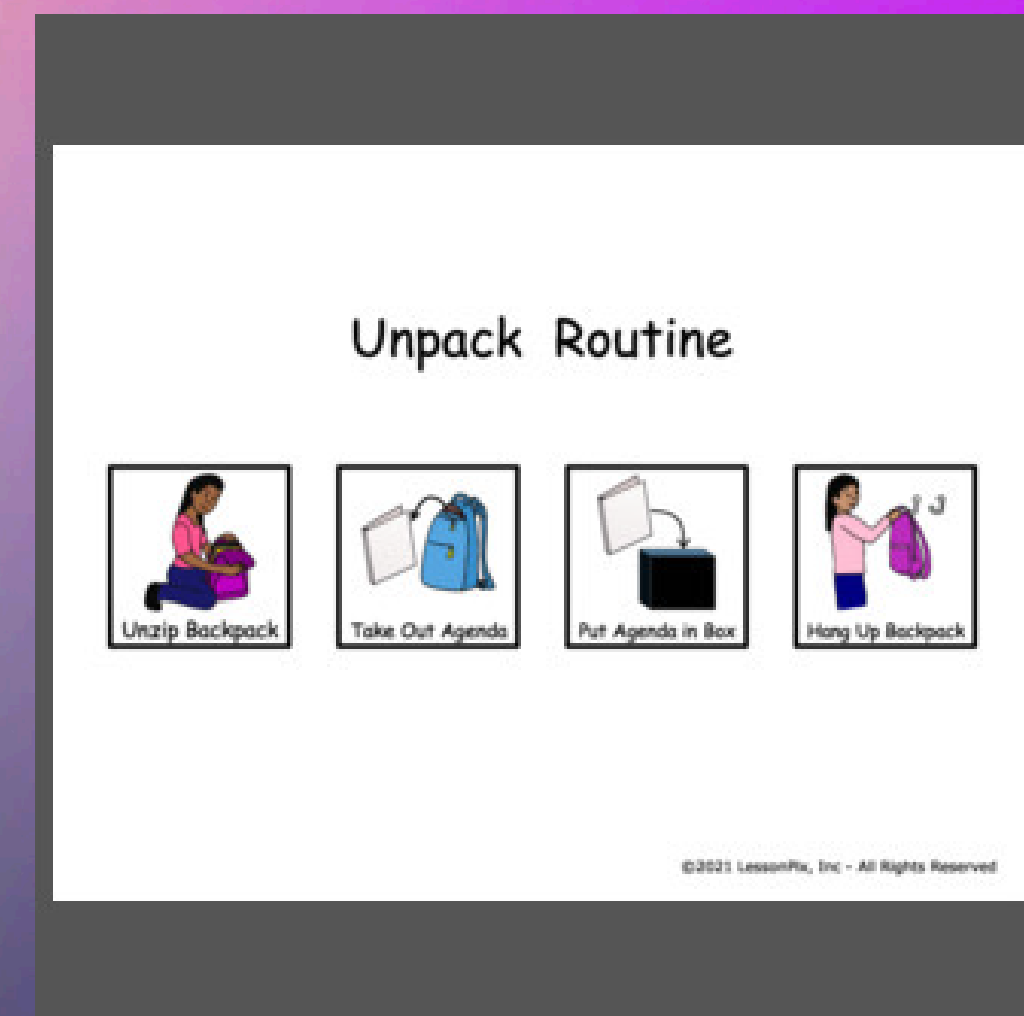


ROUTINES OR ACTIVITIES GO FROM LEFT TO RIGHT



MRS. DAVIS 2020-2021 CLASS SCHEDULE

	8:00	Reading
	9:00	Writing
	9:30	SPECIALS
	10:30	Recess
	11:00	Social Studies/Science
	12:00	Math
	2:00	DISMISSAL



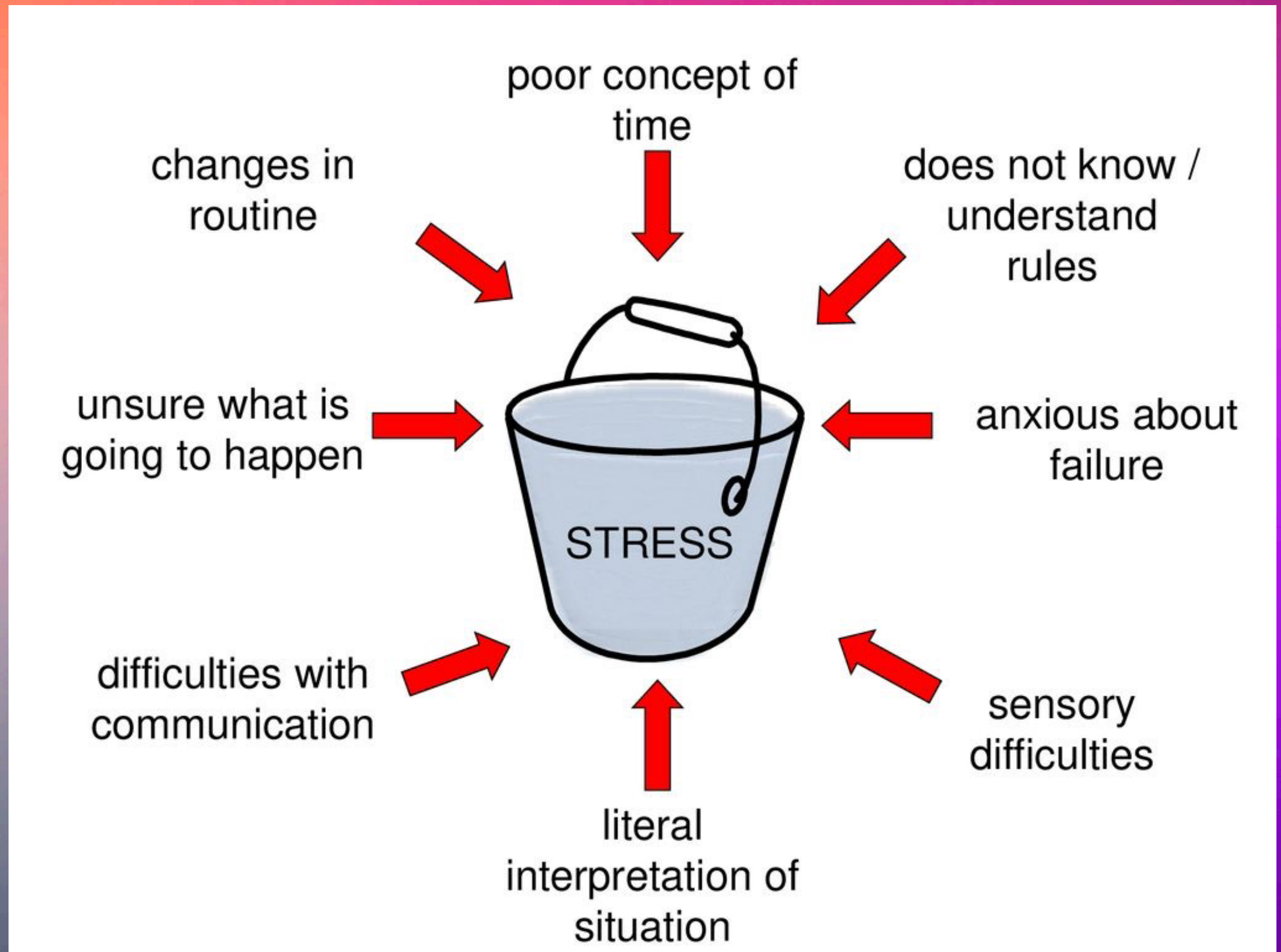
ASD CHILDREN NEED THE FOLLOWING QUESTIONS TO BE ANSWERED

WHAT (ROUTINE / ACTIVITY)

WHERE (WORK STATION OR AREA WITH COLOURED DOT)

HOW DO I KNOW WHEN I HAVE **FINISHED**
(ALL DONE ICON)

WHAT DO I DO WHEN FINISHED. **NEXT**
(TRANSFER OBJECT)



ASD

EXAMPLE OF ALL DONE ICONS



COMMUNICATION IF NOT HANDLED CORRECTLY CAN LEAD TO MANY MISSES

MISUNDERSTANDINGS

MISCOMMUNICATIONS

MISCONCEPTIONS



WRITTEN COMMUNICATION

MUST BE PRECISE AND NON AMBIGUOUS!!!!

ASD & Education

3. Find x.

4 cm

3 cm

Here it is

PTZAM.com

Centre for autism services ALBERTA

ASD & Education

Write the following words in alphabetical order
(the order they come in the alphabet)

! A B C D E F G H I J K L M N O P Q R S T U V W X !

~~apple~~ pumpkin log river fox pond

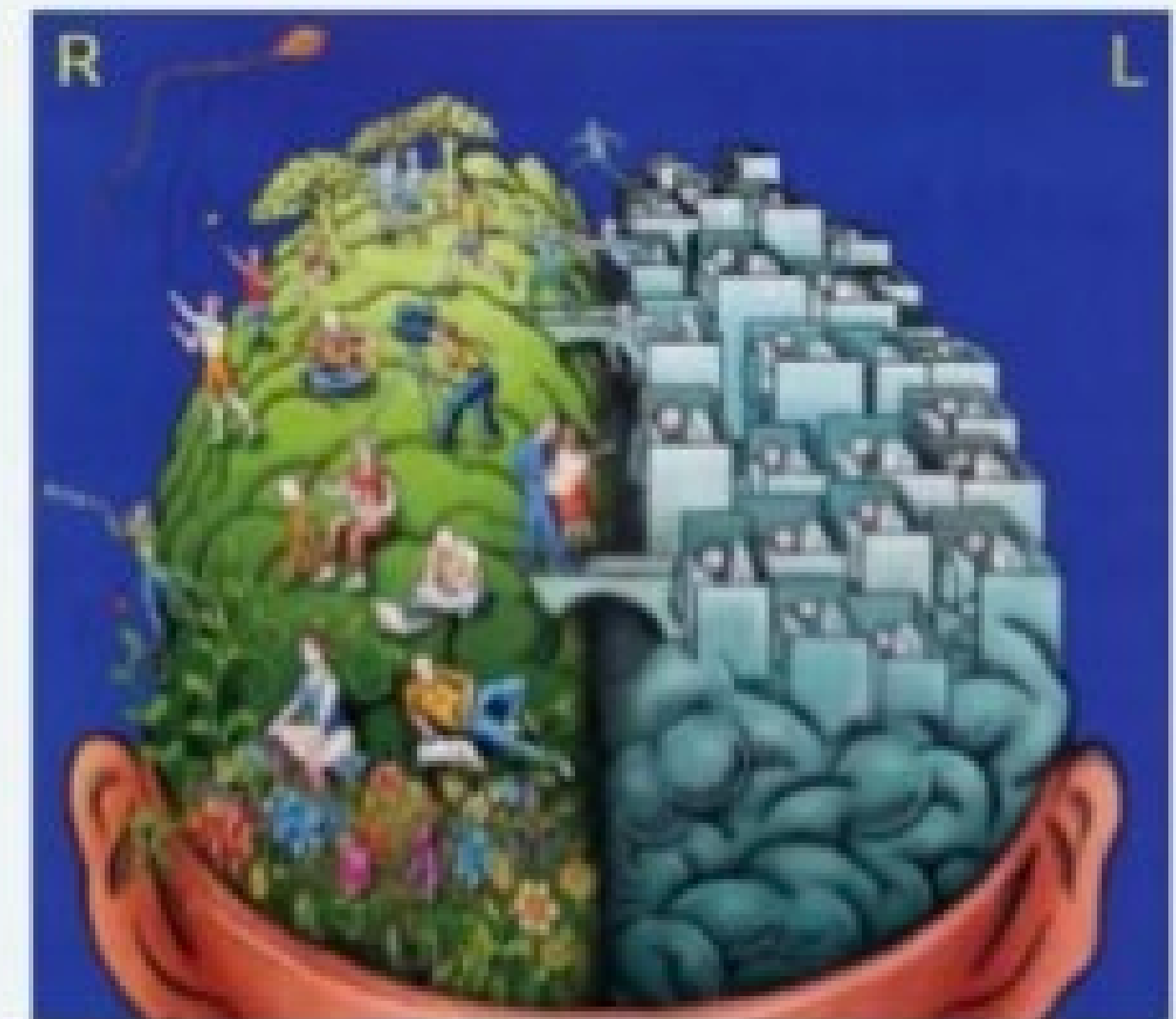
1. apple
2. ikmnpqu
3. gb
4. river
5. fox
6. chop

VERBAL COMMUNICATION

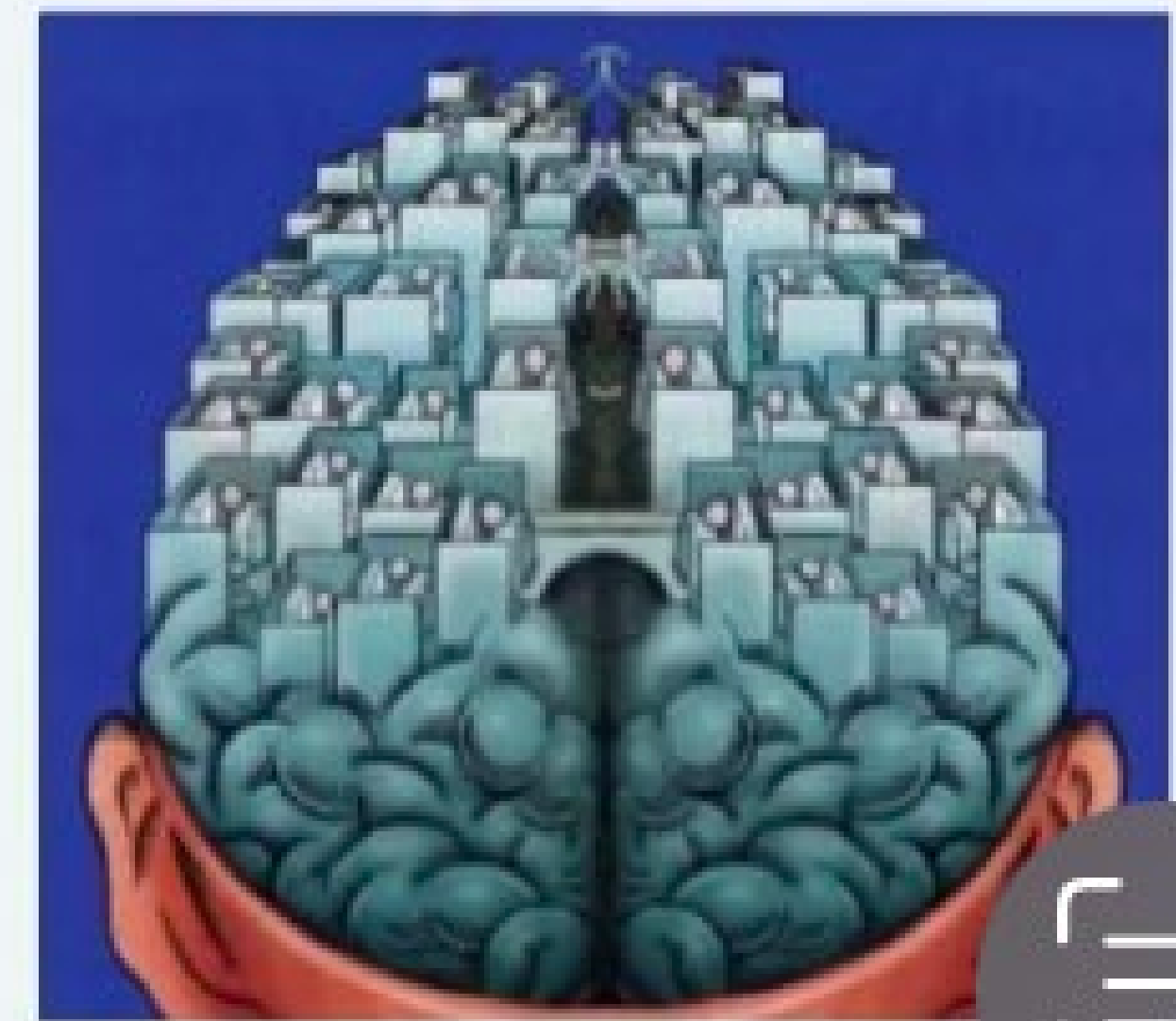
- **Short and simple**
- **Make sure you have child's attention**
- **Information carrying words**
- **Vocabulary is known**
- **Repeat rephrase recheck**
- **Ensure child is listening and not just hearing!**



Different brain structure
and activity



Neuro-typical



ASD?





Questions to Ask Parents/Carers

Does your son engage better in large or small groups?

Does your child use any form of communication system?

Does your child have sensory issues?

What are your child's interest areas?

Can your child express his/her feelings?



Questions to Ask Parents/Carers

Does your child use a calming object?

Does your child use a transference object?

What is your child's calming routine?

How does your child indicate he/she is becoming unsettled or anxious?

Does your child use a visual schedule?



Taken from BBNI Autism Toolbox for Leaders
CMillar Disability Consultant BBUK

Rewards
Stickers don't work for all

Rewards include
Sorting
Classifying
Sensory toy
Computer game
Put in trays



Are they lost in our world or are we lost in theirs?

“Imagine a world

where Autism was the norm,

and non-autistics or neuro-typicals were the minority.

Let's try it:

Those who feel the need to constantly be with a variety of friends

are considered

fickle.

Those with no propensity for computers and

science are called ***geeks.***

Those with no special interest are thought to be

ungrounded

and lost.

Those without obsessive focus

have to take classes to cultivate it.”

– Rudy Simone



Kenneth Hall
Asperger's
Wrote this book aged 8 .

**“ God made me autistic why
do people want me to
change !”**

