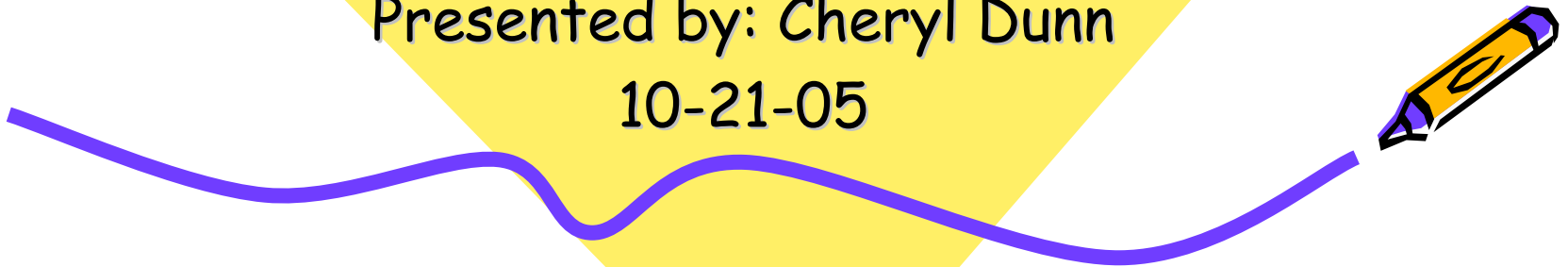




Utilizing Visual Strategies to Facilitate Successful Participation in Academic Settings

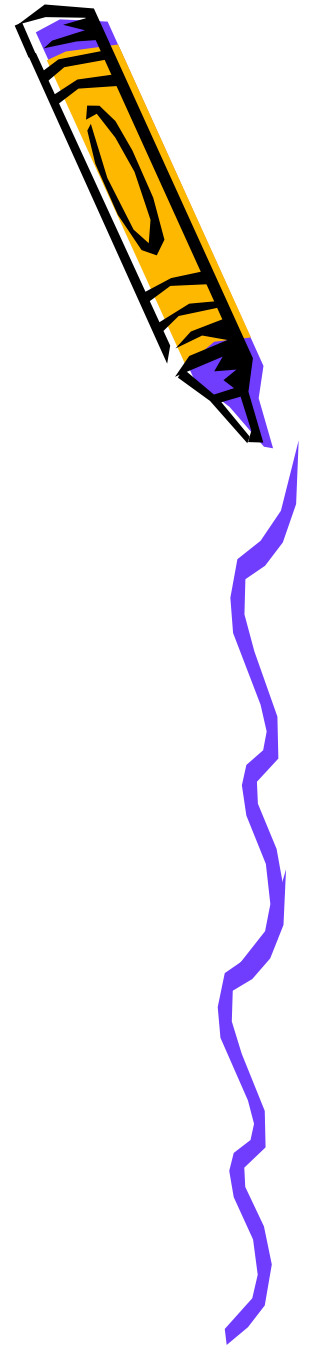
Presented by: Cheryl Dunn

10-21-05



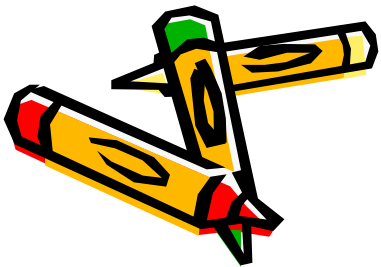
Guidelines for Success

- Make it - CONCRETE
- Present it - VISUALLY
- Give it - STRUCTURE



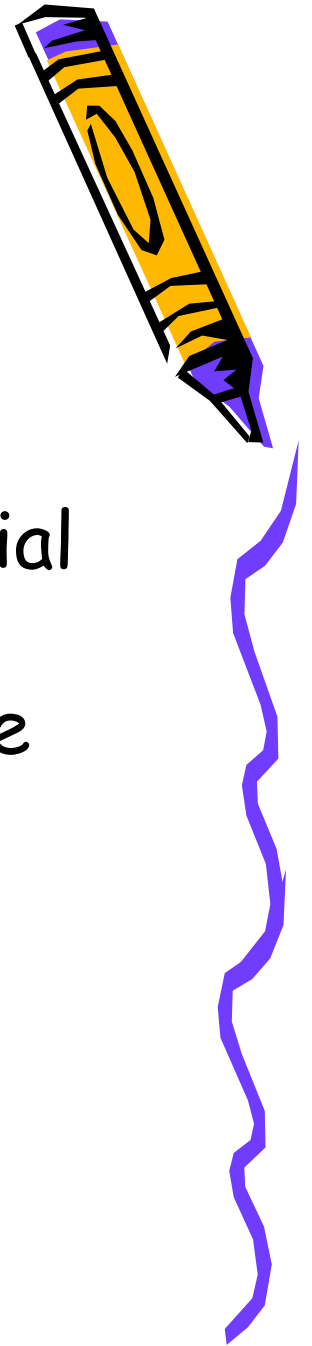
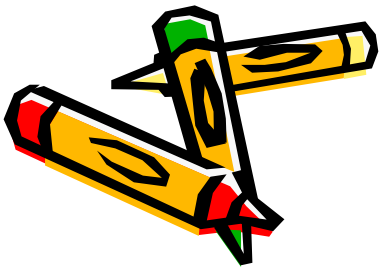
Problem: Motivation

- The student lacks motivation to complete work or participate in instructional activities.



Solutions

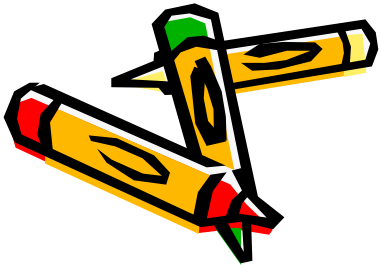
- Include elements of the child's special interest(s) in the instruction
- Introduce visual components into the printed material or presentation
- Provide visual structure for task completion in step-by-step format
- Use a visual reinforcement system



Problem: Imitation

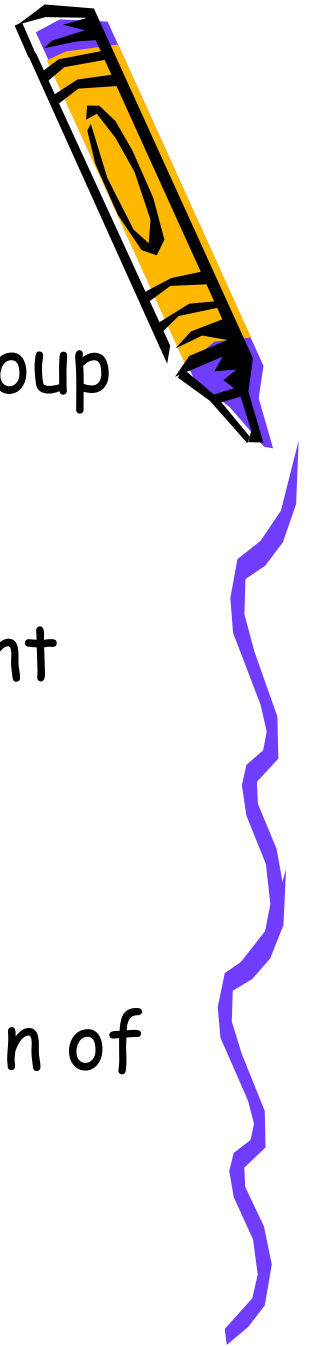
- The student does not work well in group situations.

He has difficulty imitating or taking direction from peers and negotiating roles to complete a group project.



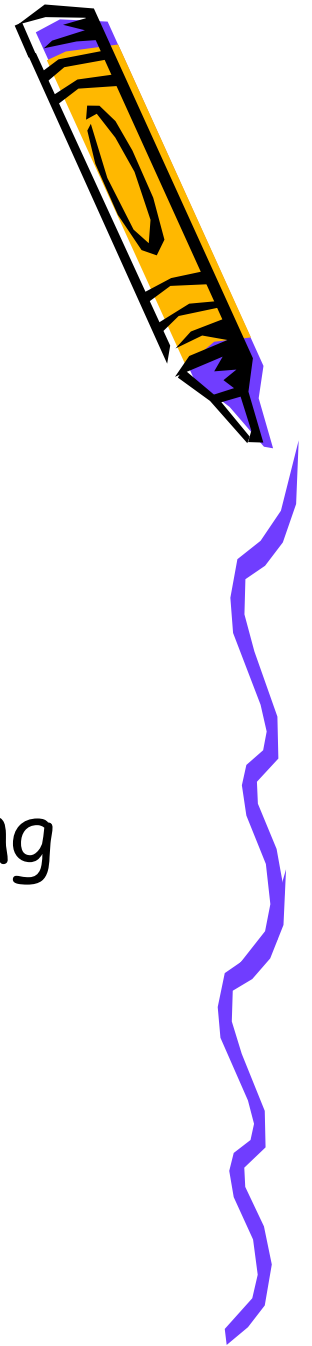
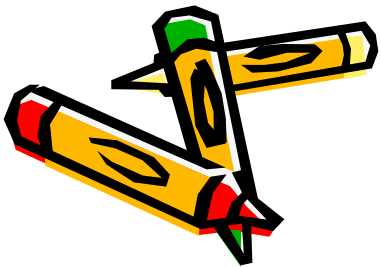
Solutions

- Identify and define roles for each group member
- Carefully select partners
- Coach peers who will work with student
- Develop a social story for group work
- Teach imitation, negotiation and compromise in social skills group
- Structure turn-taking for contribution of ideas



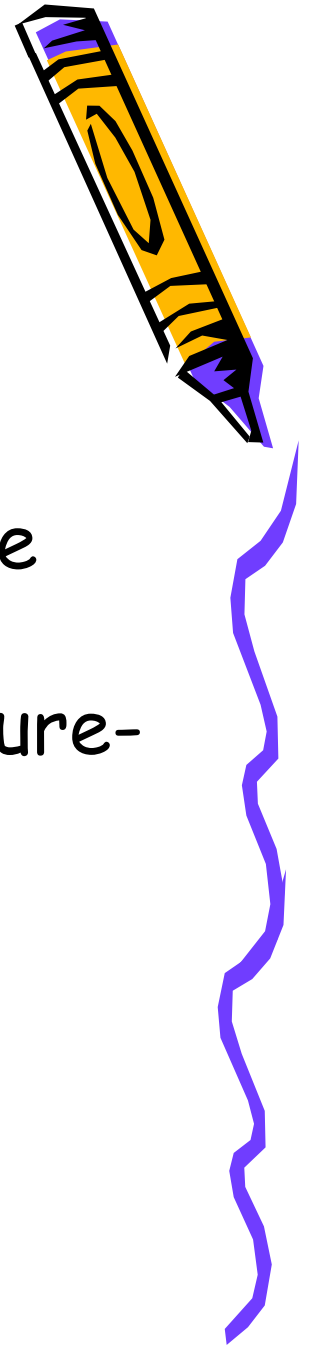
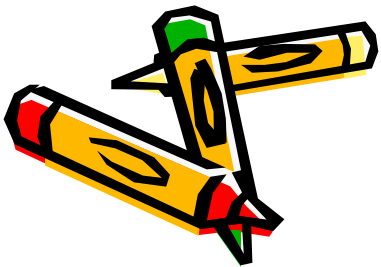
Problem: Perception

- The student's ability to think imaginatively is impaired, leading to problems in creative writing



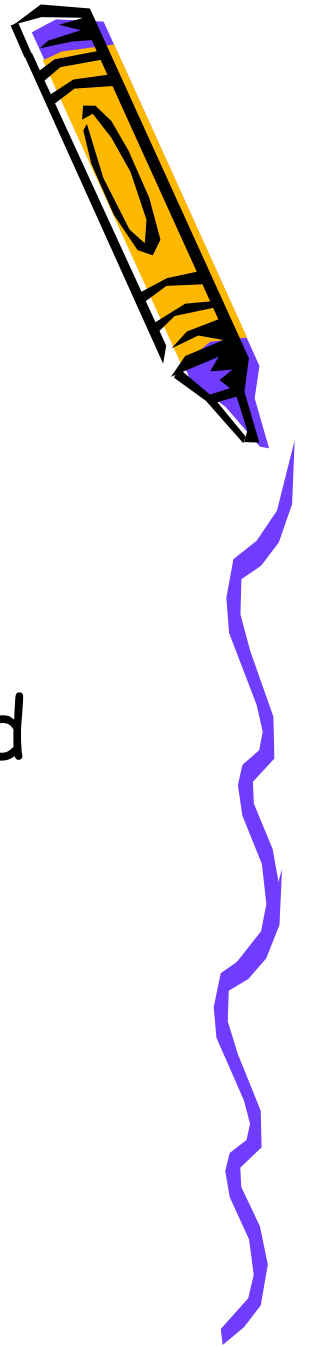
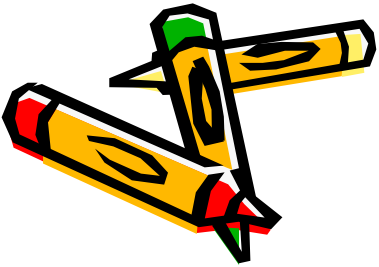
Solutions

- Give additional opportunities to write about real things or experiences
- Provide visual prompts: photos, picture-symbol, props
- Use sentence or paragraph starters
- Use graphic organizers: webs, Inspiration, Kidspiration



Problem: Perception

- The student fails to understand the impact of his actions or words on others



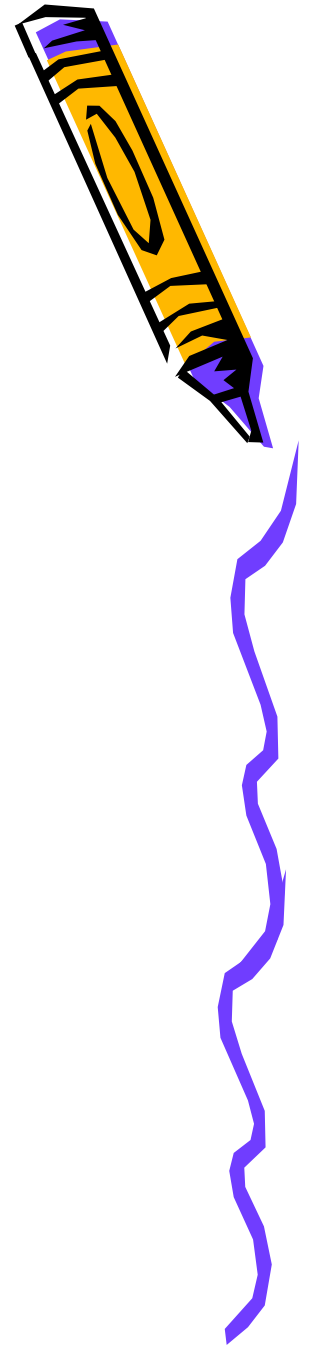
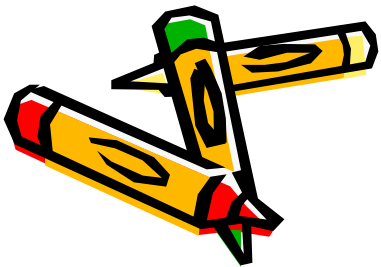
Solutions

- Use social stories involving actual and potential situations
- Involve the student in small-group social skills instruction
- Identify, define, and demonstrate emotions and reasons for responses
- Role play and practice appropriate interactions



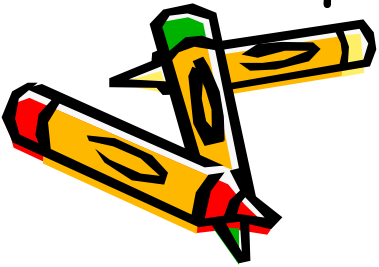
Problem: Attention

- The student asks the same questions over and over - interrupting the lesson, frequently off topic



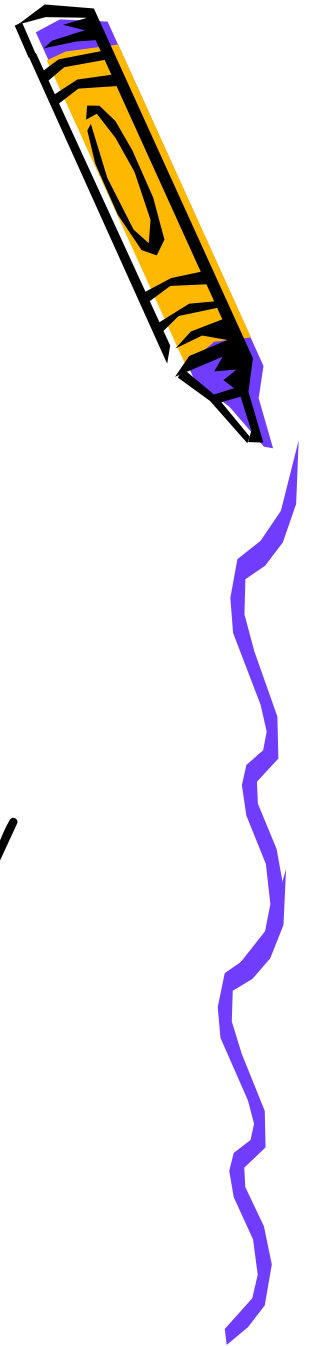
Solutions

- Set clear rules for asking questions during a lesson
- Support the rule visually for the class and/or individually for the student
- Set up an individual procedure for the student to ask questions
- Set aside time for the student to ask his questions



Problem: Memory

- The student has difficulty answering questions - especially "Why" questions



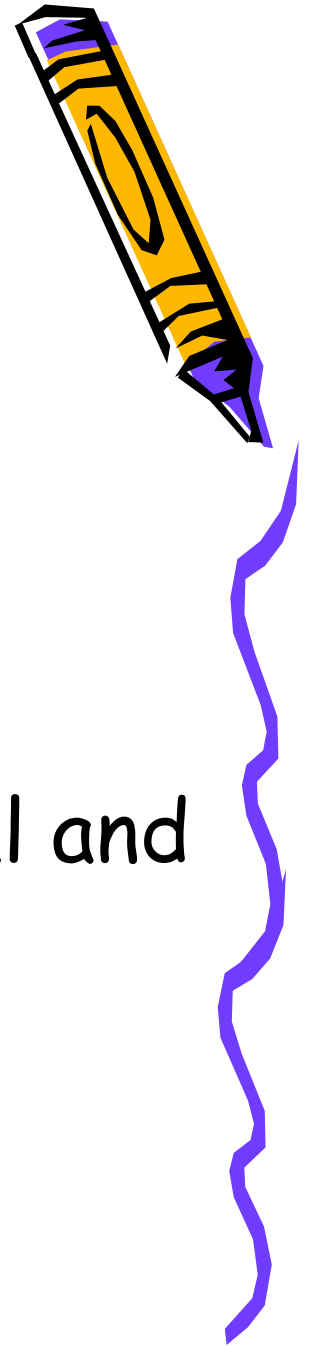
Solutions

- Turn questions into statements with a gap for the student to fill in
- Use fill in the blank format for tests
- Provide choices for both verbal and written questions: word banks, multiple choice



Problem: Sequencing

- The student has difficulty understanding multi-step verbal and written instructions.



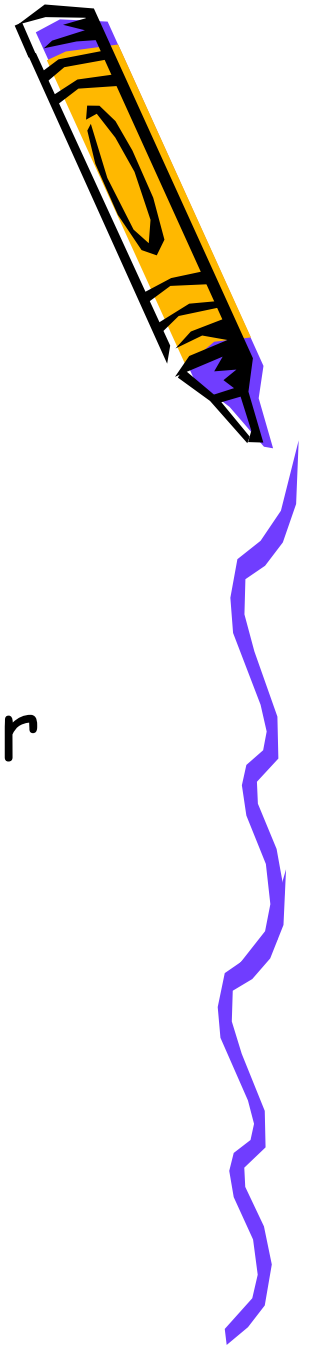
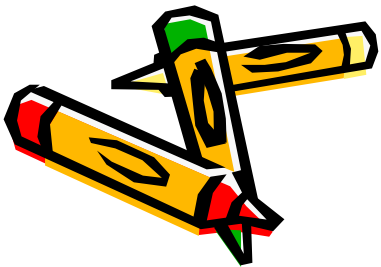
Solutions

- Simplify language (use concrete language)
- Give instructions one step at a time
- Use objects and pictures to support understanding
- Create charts and checklists
- Use calendars for long-term assignments



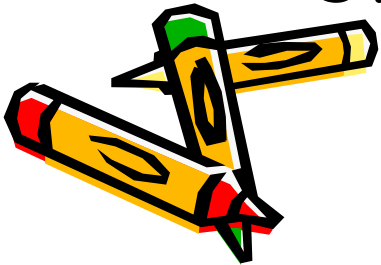
Problem: Problem-solving

- The student is unable to ask for help when he/she needs it.



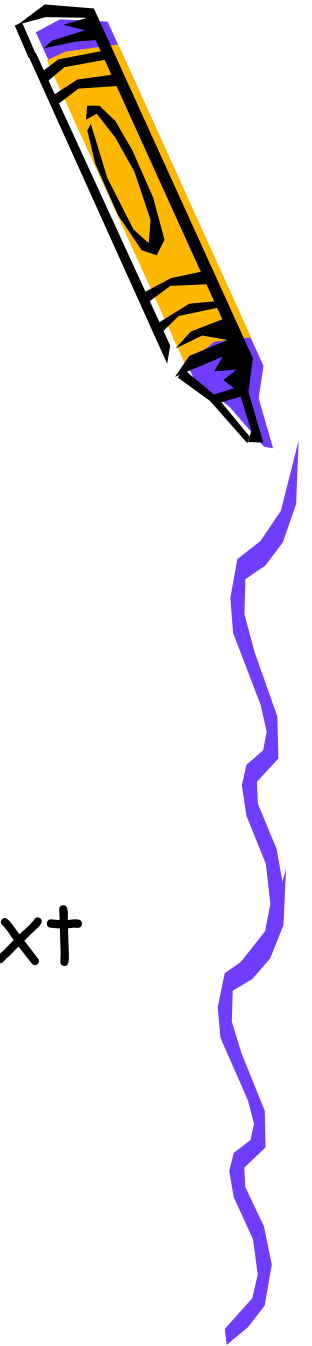
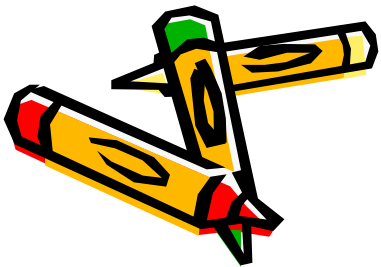
Solutions

- Teach him to recognize that he is "stuck"
- Identify the resources for each possible difficulty
- Role play and practice strategies
- Use peers in role play
- Develop social stories with the student



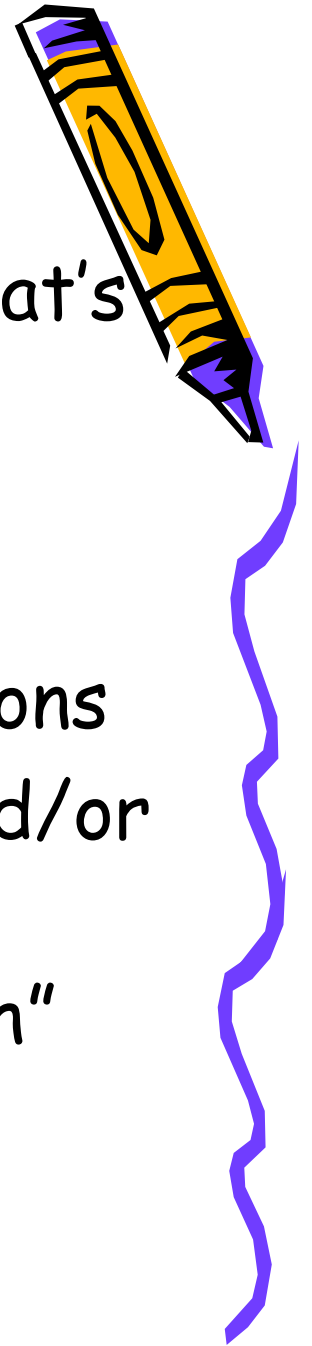
Problem: Language Processing

- The student may be a skilled reader-can decode words-but doesn't fully understand the text (poor comprehension)



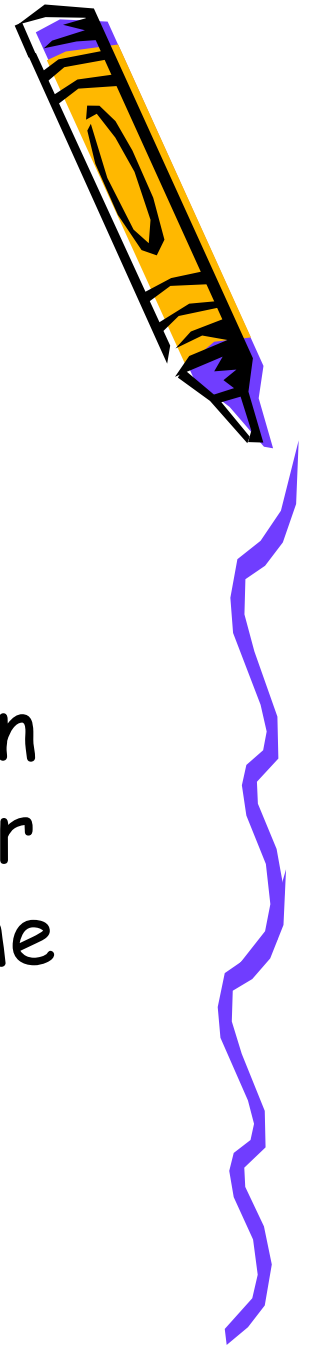
Solutions

- Draw attention to illustrations: "What's happening in the picture?"
- Provide visual cues to aid in comprehension
- Make connections to real-life situations
- Allow reading in areas of interest and/or realistic/non-fiction topics
- Teach structured re-telling using "wh" questions



Problem: Language Processing

- The student has difficulty when words have multiple meanings or when different words have same meaning



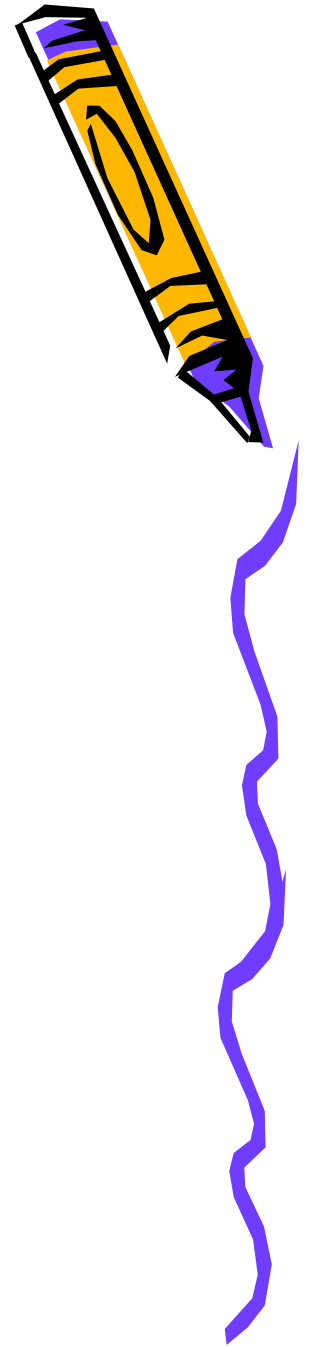
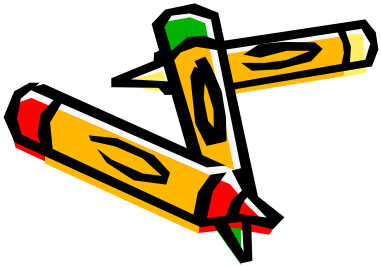
Solutions

- Use concrete and practical examples to help the words make sense
- Use visuals to support explanations
- Create word banks and dictionaries for student's personal use
- Use multiple-choice format when testing for comprehension
- Teach multiple meanings of words and how to make inferences



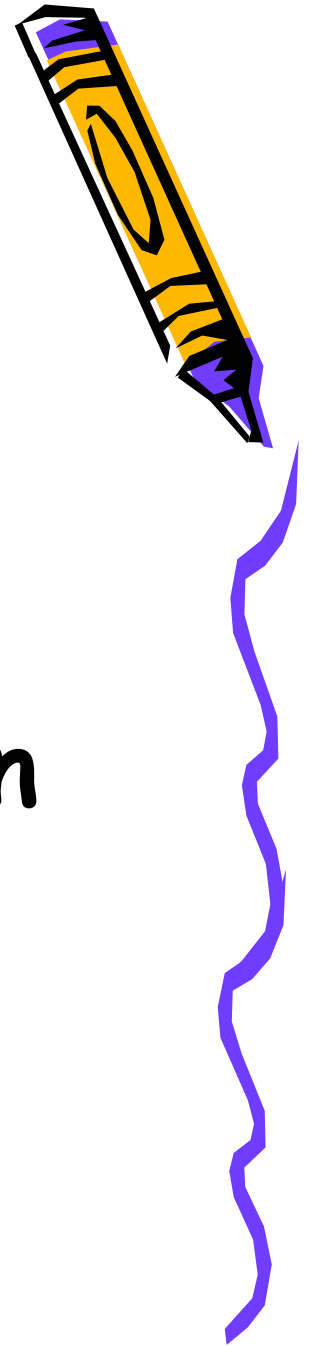
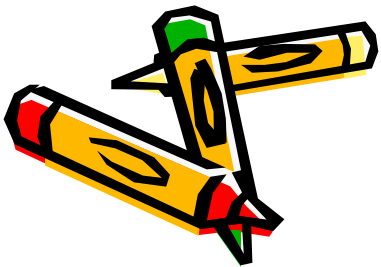
Consistency through Programming

- Planning!
- Planning!
- Planning!

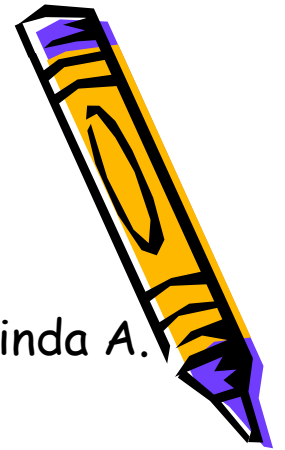


Positive Behavioral Supports

Do everything you can to
make them successful, then
REINFORCE
the heck out of them.



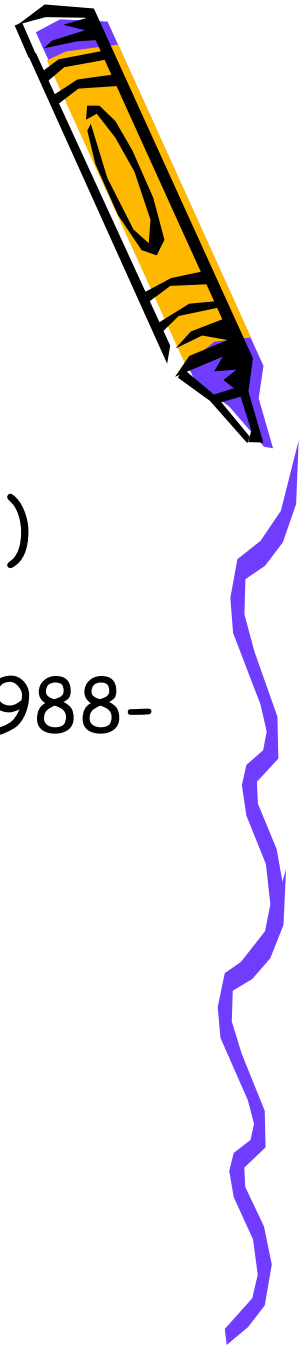
Recommended Resources



1. **Visual Strategies for Improving Communication**, written by Linda A. Hodgson
2. **Solving Behavior Problems in Autism**, written by Linda A. Hodgson
3. **The New Social Story Book**, written by Carol Gray
4. **Teaching Children with Autism, Strategies to Enhance Communication and Socialization**, edited by Kathleen Quill
5. **Behavioral Interventions for Young Children with Autism**, written by Catherine Maurice
6. **Inclusive Programming for Elementary Students with Autism**, written by Shelia Wagner, M. Ed.



Catalog Resources



1. Future Horizons - (800) 489-0727
2. Autism Society of North Carolina - (919) 743-0204
3. Autism Resource Network, Inc. - (952) 988-0088
4. Generation - (513) 561-2599
5. Intellitools - (800) 899-6687
6. Mayer-Johnson - (800) 588-4548

