

# Visuals and Structure Resource Pack

0 – 25 Service

Bristol Autism Team

Slide 1



# People with autism are most likely to respond to visual resources that support:

- Understanding of routines
- Communication
- Learning and development
- Social skills
- Understanding of social cues
- Independence
- Self-care
- Change
- Self-organisation

# Visual timetables:

**X's schedule:**

now	next

When each activity is finished, X removes the photograph/ picture of the activity and places it in his/ her 'finished' pot. Add regular drink and loo breaks to the schedule.

**X's schedule:**

Child's photo here

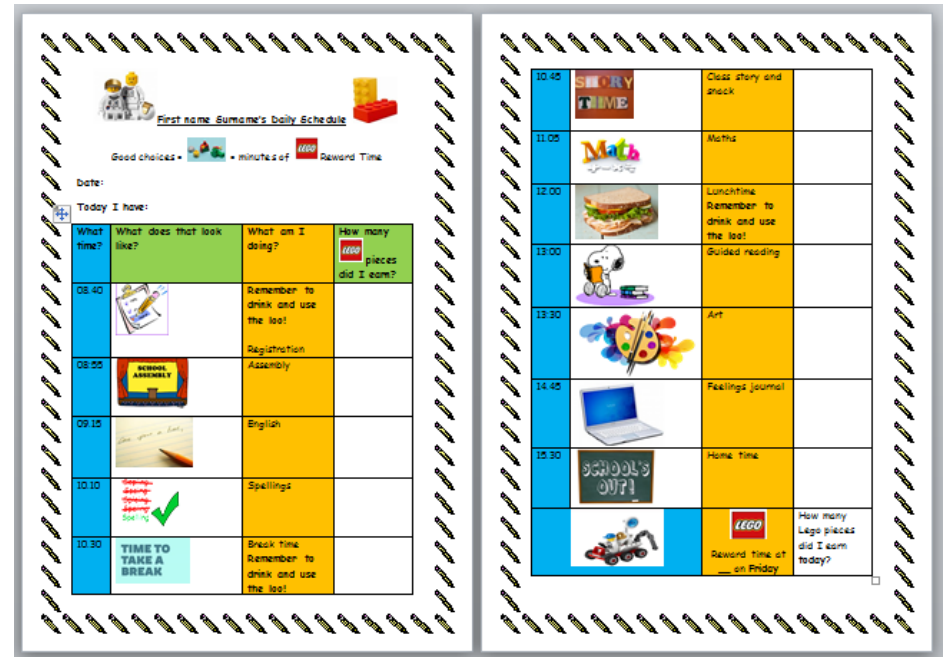
now	next	then

When each activity is finished, X removes the photograph/ picture of the activity and places it in her 'finished' pot. Add regular drink and loo breaks to the schedule.

# Visual timetables



# Visual timetables/ schedules:



# Visual timetables/ schedules:

X's photo here

X's Schedule

Date:

Time:	Activity name:	Completed: (✓ or X)
8.45	Silent reading	
08.50	Registration	
9.00	Literacy – Creative Writing	
10.00	Break and snack time – outdoor play <b>Remember to have a drink!</b>	
10.20	Maths - Measure	
11.15	Class story	
12.00	Lunch and outside play <b>Remember to go to Lego club!</b>	

## Thursday 8th April

### Morning

Circle time  
 Work 1 2 3  
 Play with Lego  
 Read "Where's Floppy"  
 Snack  
 Playtime  
 Painting  
 Number Sheet 1  
 Lunch

### Afternoon

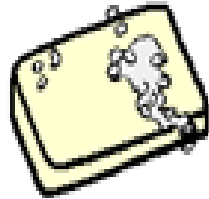
Circle time  
 History Sheet 3  
 Story time  
 Choosing time  
 Circle time  
 Home

# Visual systems teach the sequencing of specific activities:

turn on tap



rub in soap



wash hands



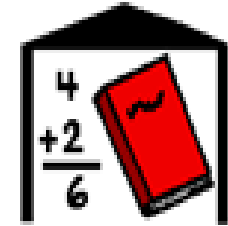
turn off tap



dry hands



back to class




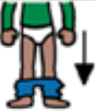








# Photographic sequencing:





# Visual systems teach the sequencing of specific activities:

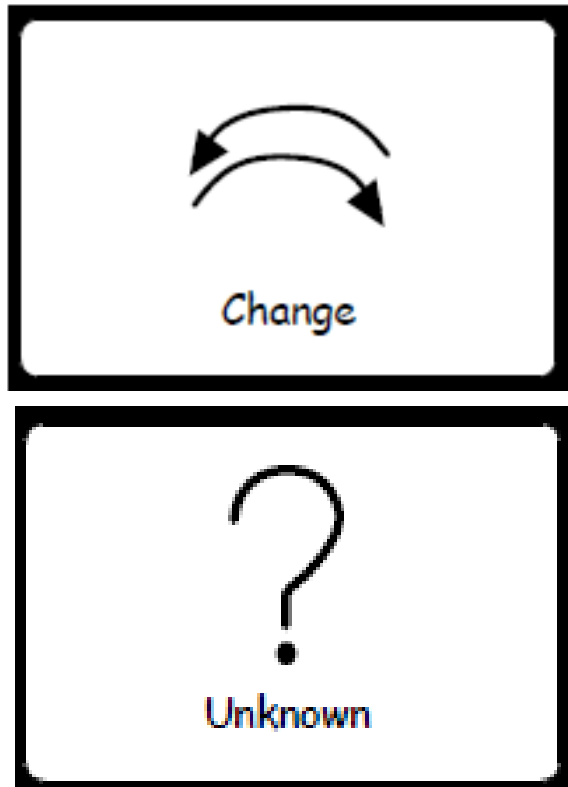
		
		
		
		
		
		
		
		

 Coat on peg	 Sit at desk
 Unpack bag	 Read
 Lunch box on lunch trolley	 Listen for teacher
 Homework in tray	
 Choose book	

# Visual jigs:



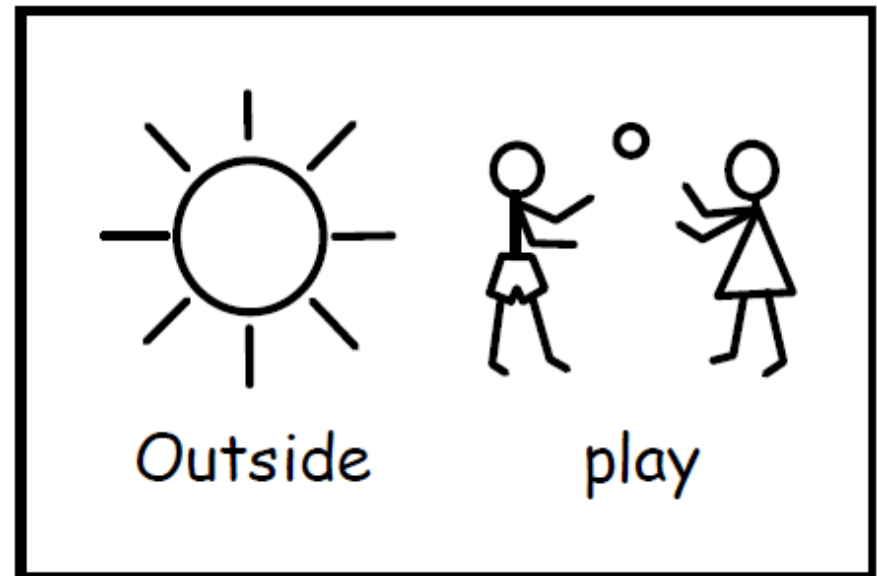
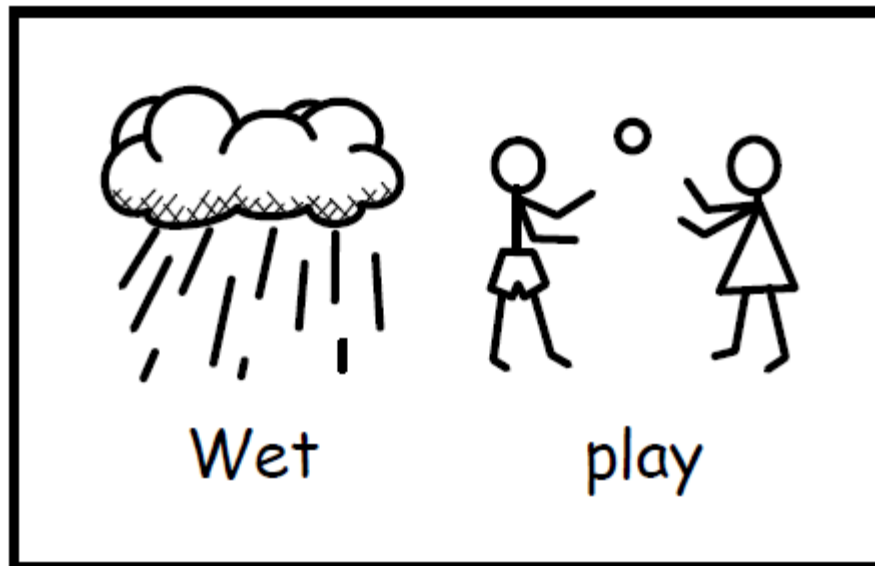
# Visual systems that support the concept of 'change':



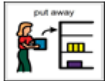
Tuesday  
Su M **T** W  
Th F Sa



# Visual systems that support the concept of 'change':



# Visual systems that support the concept of change and taking responsibility:

It is time for X to Tidy Up! 

Child's photograph here

Photograph of resource to tidy

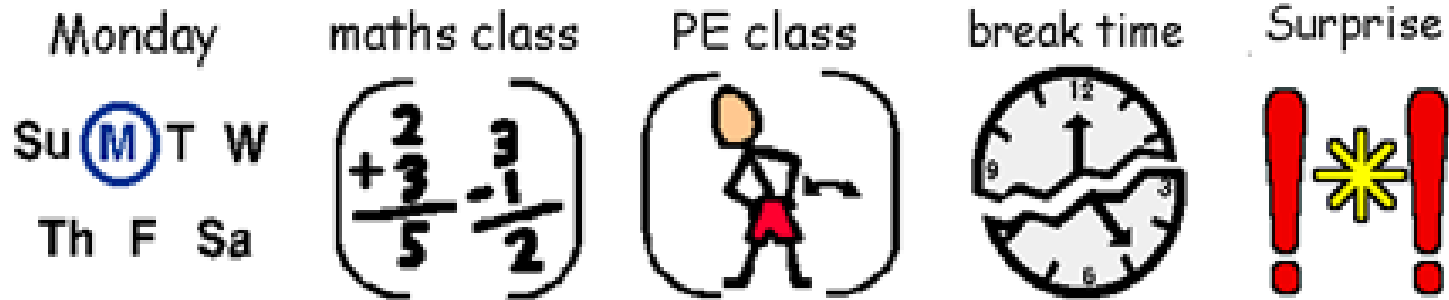
Photograph of resource to tidied up in its container

Photograph of where the resource lives in the classroom

It is time for Mia to Tidy Up! 

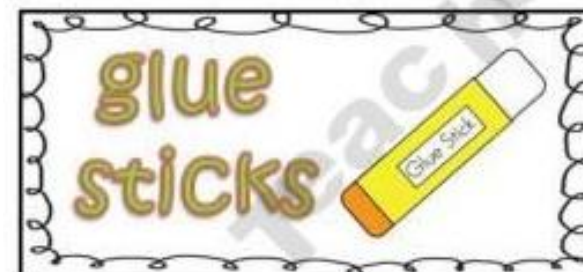


# Visual systems to develop flexibility:






# Visual work systems and checklists:

Independent English work	Independent Maths work
1	1
2	2
3	3
Adult check	Adult check
Finished	Finished






# Visual work systems and checklists:


What do I need for this task?	Tick when you got this
Pencil 	
Ruler 	
Literacy book 	

**X's photo here**

**X's Task Checklist**

**Lesson:**

 Listen to the Teacher or Teaching Assistant.

 Look to the Teacher or Teaching Assistant.

What do I need to do first?

What do I need to do next?

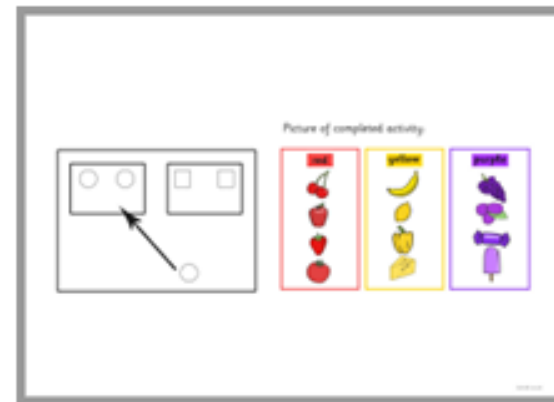
What do I need to do then?

What do I do when I have finished?

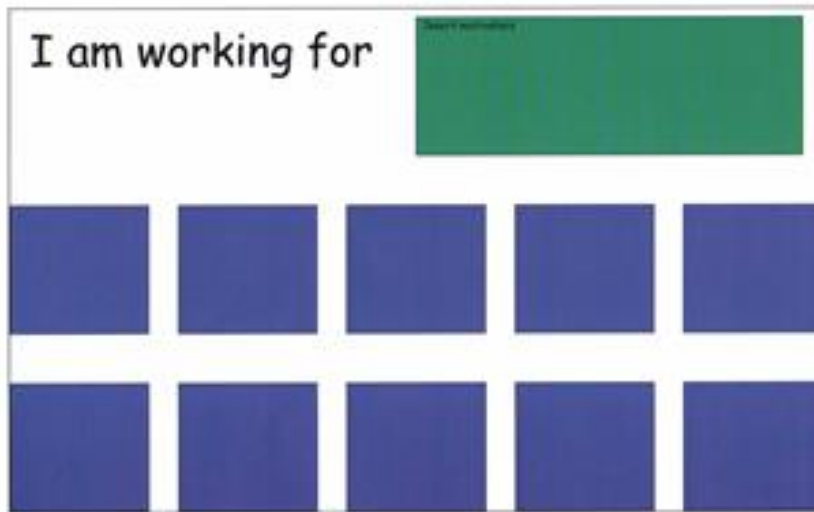
# Examples of visual structured tasks:



Word	Build	Write
with	<b>with</b>	with
to	<b>to</b>	to
they		



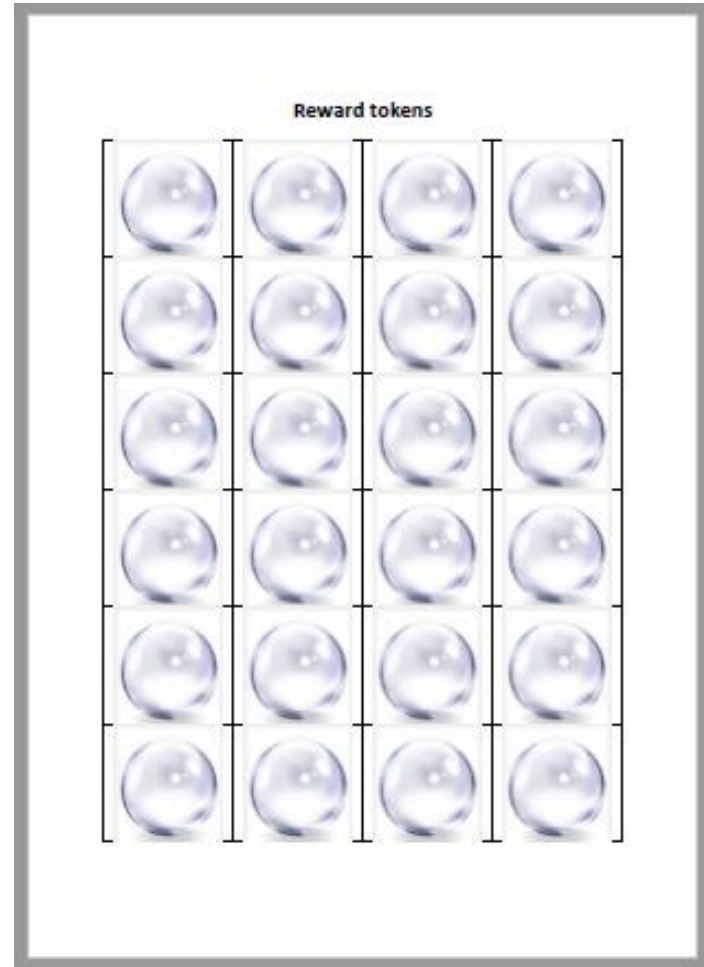
# Visual reward systems:



# Visual reward systems:

Zach is working for:

Picture of reward in here

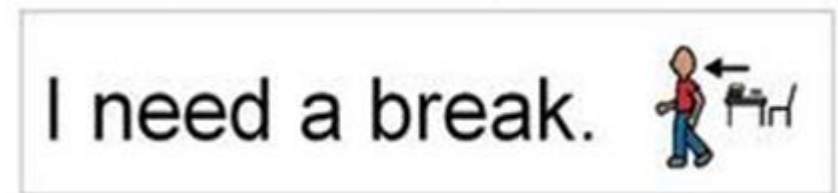
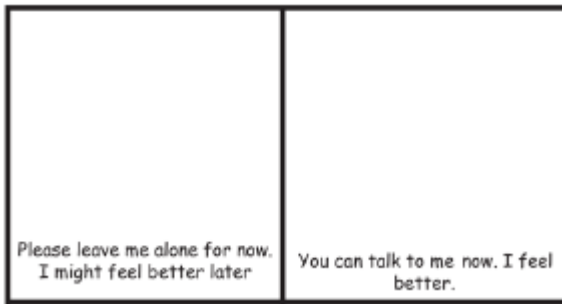
# Visual target boards:



# Visual systems to communicate the need for help:

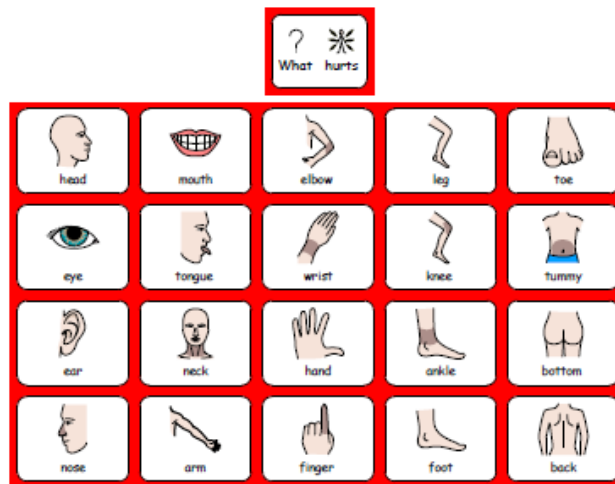
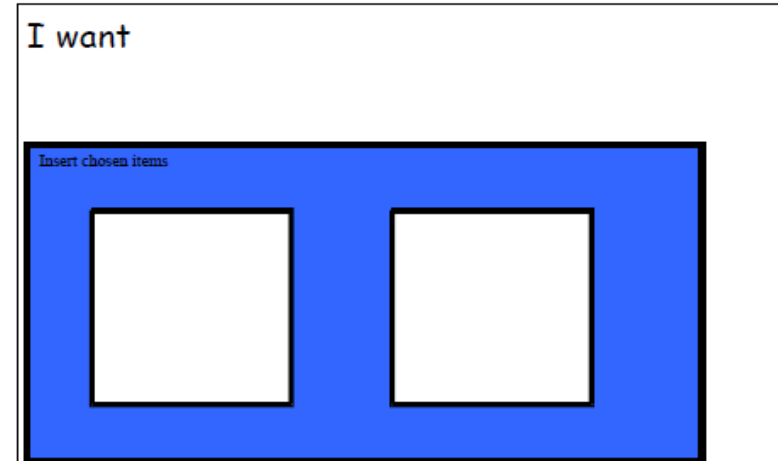


# Visual systems to communicate the need for time alone or a break:

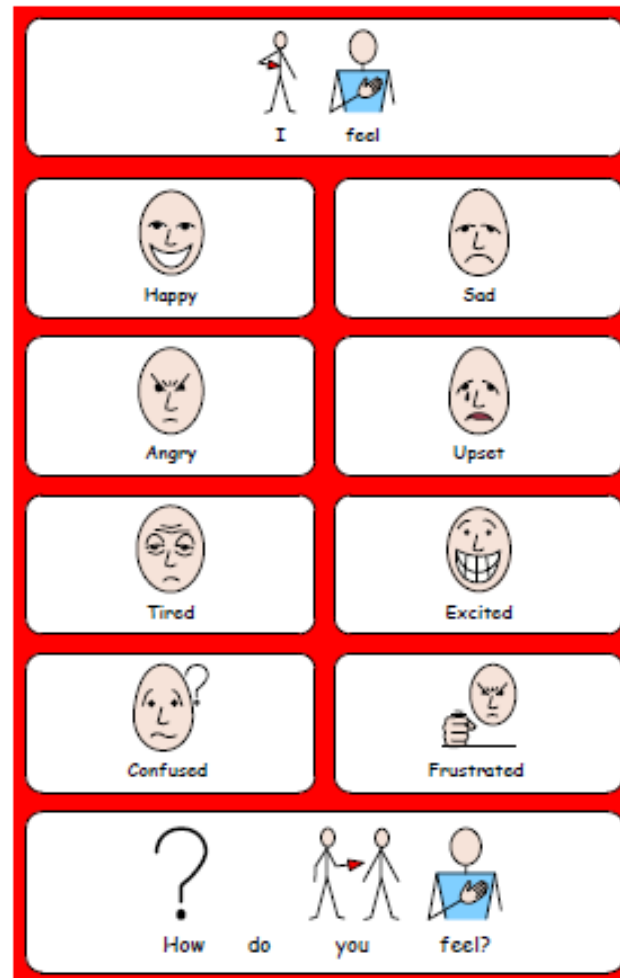




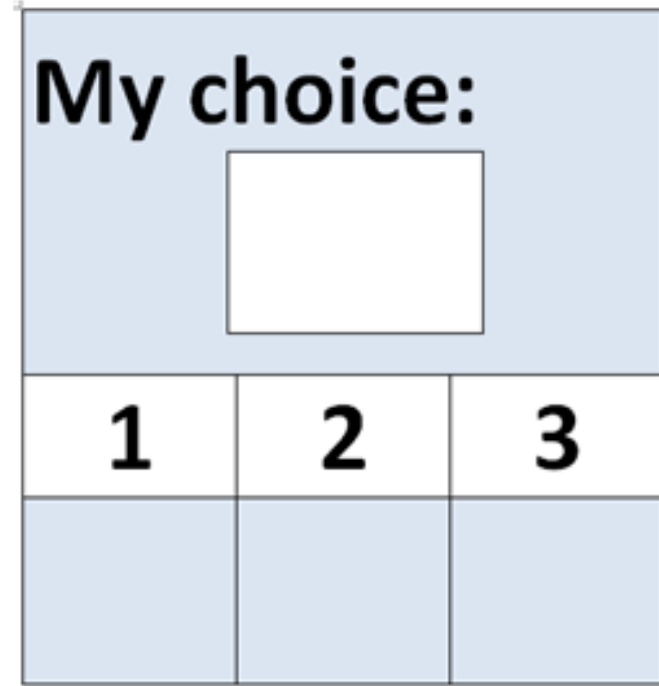
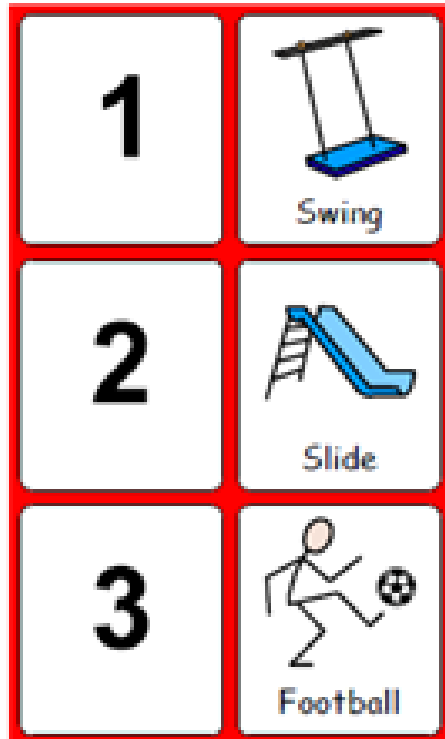
# Visual systems to communicate needs:



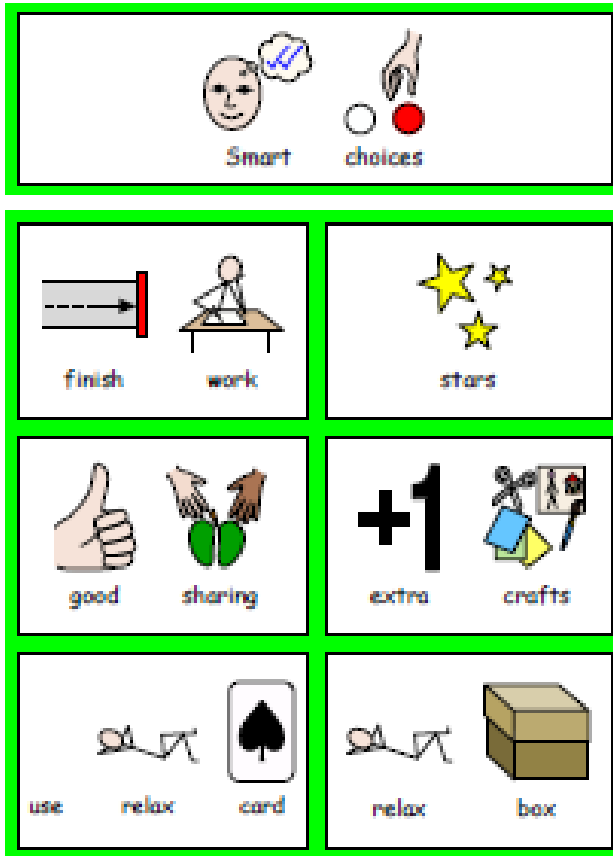
# Visual systems to communicate feelings:



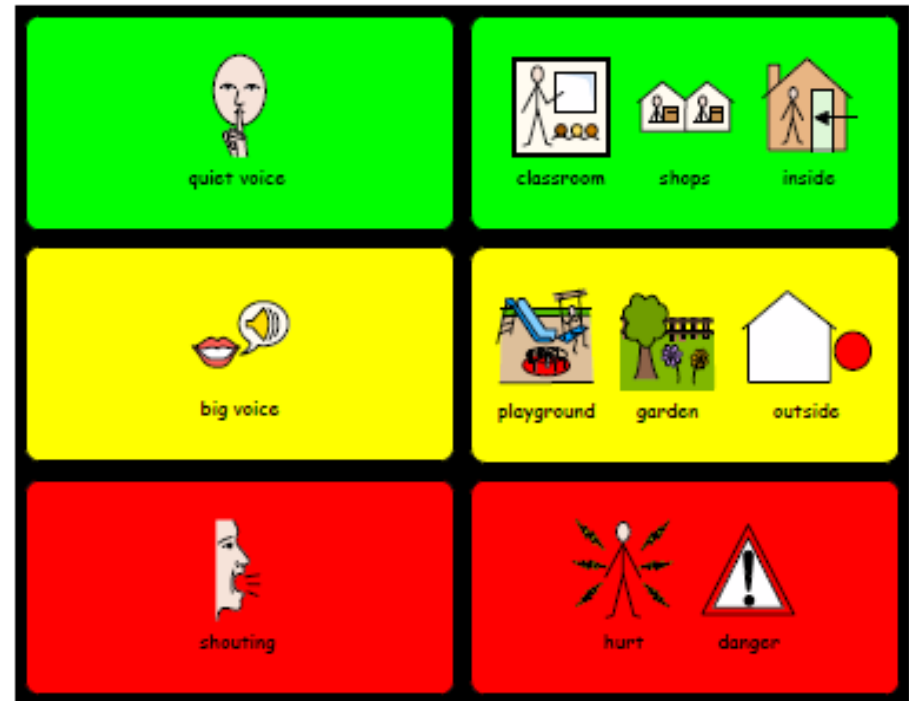
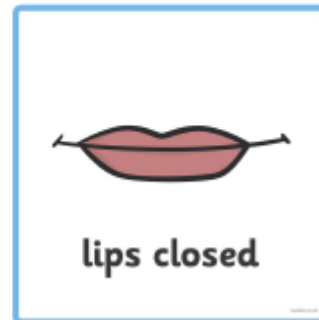
# Visual systems to support making choices:



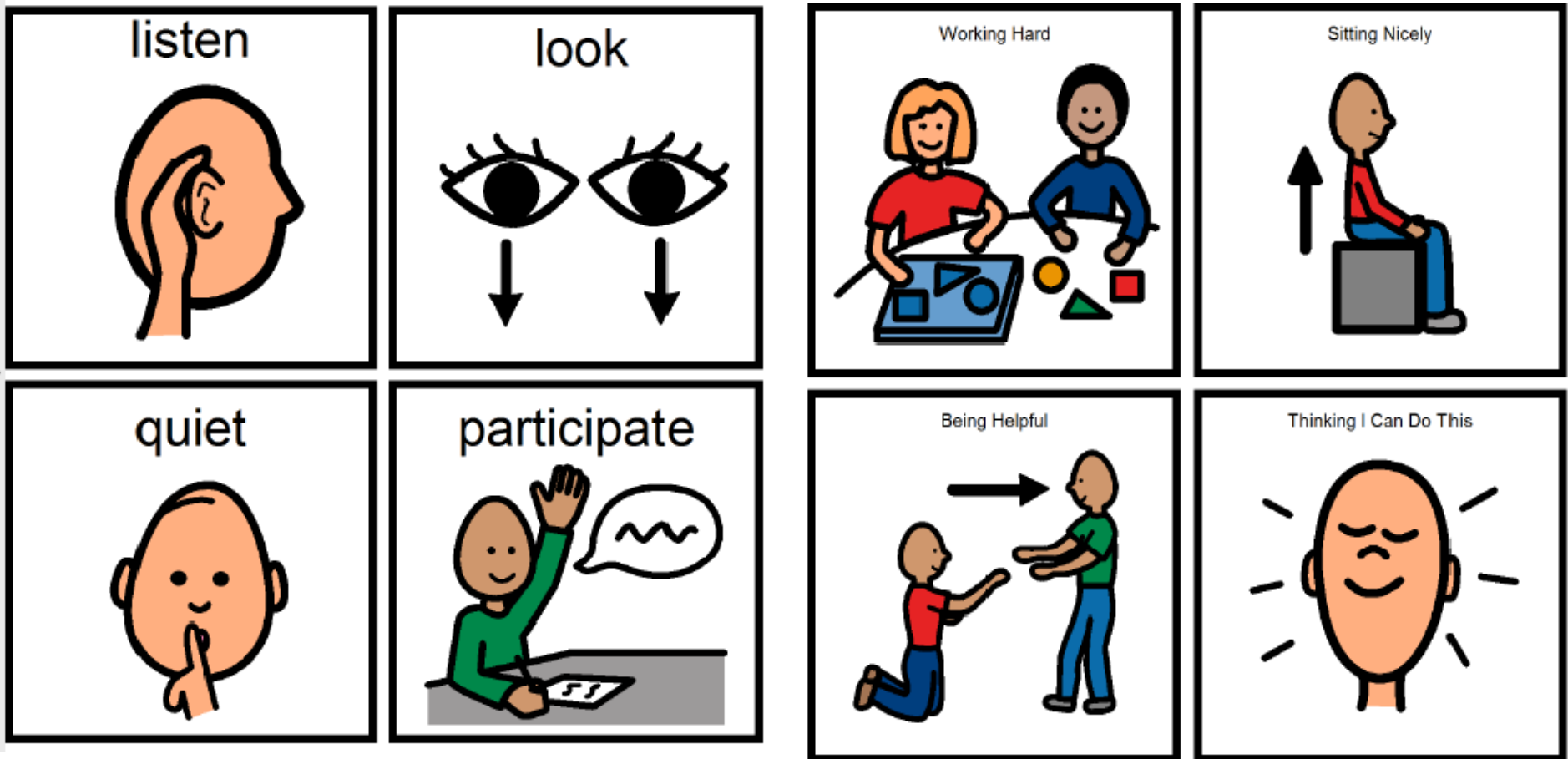
# Visual systems to support choices and consequences:



# Visual systems to reinforce expectations:



# Using visuals to reinforce expected behaviour:



# Visual systems to reinforce rules:

**School Rules**

Listen to adults

Good sitting

Good waiting

Good taking turns

Be kind to other children and adults

If you feel worried or upset, tell an adult

**Lunch time Rules**

Sit down when eating

Be polite to staff and friends



Use cutlery when needed


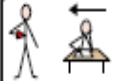



Don't touch other peoples food

Eat with your mouth closed





# Structures to support pupil evaluation and review:

Place photo of pupil here		
	<u>Magic</u>	<u>Moments</u>

Name:		Date:	
 Today is			
 I worked hard in			
 I did well in			
 I like my work	 I don't like my work		



# Behaviour/ Anxiety Escalation Summary Chart

Logo here			
First name Surname's 'Behaviour Escalation Summary Chart' (DD/MM/YY)			
Behaviour Scale:	Looks like and Feels like: (Pupil's voice – parent/carer and key staff to contribute)	Specific useful/helpful strategies:	Approaches that have been unhelpful in the past:
7: Debrief (Behaviour displayed during discussion about events at a later date)	*	*	*
6: Depression (Behaviour displayed post-incident when signs of remorse may be apparent)	*	*	*
5: Recovery (Behaviour displayed when starting to show signs of calming down/ self-regulation)	*	*	*
4: Crisis (Behaviour displayed during when maximum upset is apparent) 	*	*	*
3: Defensive (Behaviour displayed during increase in unsettled behaviour)	*	*	*
2: Anxious (Behaviour displayed during initial signs of feeling unsettled)	*	*	*
1: Happy and settled 	*	*	*

Please ensure a copy of this Behaviour Escalation Summary Chart is available to pupil's name and all the adults that work with him/her (delete as applicable) at home and in school.  
Talk to **First name** in terms of numbers on the scale: 'I think you're at a three, **First name**. What do you need to do/ how can I help you to get back to a one?'

- Identifies the subtle signs of anxiety escalation
- Input from the whole team around the child, and the child – where appropriate
- Ensures consistency in behaviour/ anxiety management
- Introduces self-regulation

# Five Point Scale

Level of anxiety:	Looks like: (Child's voice)	Feels like: (Child's voice)	I can.... (Self-regulation strategies)
5  Meltdown			•
4			•
3			•
2			•
1  Usual presentation			•

- Develops child's self-regulation skills
- Input from the child, as well as other key people
- Talk in terms of numbers on the scale. E.g. *'James you look a bit worried, you're at a two. What do you need to do to get yourself back to a one? Look at what is says on your chart.'*