

UNIVERSITY OF
LOUISVILLE®

KENTUCKY AUTISM
TRAINING CENTER 

Simple Strategies for the Home

The mission of the Kentucky Autism Training Center is to strengthen our state's systems of support for persons affected by autism by bridging research to practice and by providing training and resources to families and professionals. KATC is committed to improving the quality of life for those affected by ASD.

KATC Resources

- KYAUTISM Listserv
 - Informative Website
 - Amanda L. King Resource Library
 - Services and Supports Directory
 - Family Guide 2nd Edition
 - Autism Internet Modules (AIM)
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Training

- Annual Institute
 - Regional Workshops
 - Professional Development Workshops
 - Workshops for Family Groups
 - Partnership with the National Professional Development Center for ASD
-

Support

- Family Support Group Network
 - Special Education Cooperatives
 - Networking Educators
-

Home and School are Inherently Different

School

- Structured
- Perhaps artificially structured
- Often ignores human differences

Home

- Structured Routines
 - Often a place of freedom
 - A place of self-direction
-

Using Visual Tools at Home

- Resources for giving information
 - Providing structure and organization
 - Managing behavior
 - Supporting communication
-

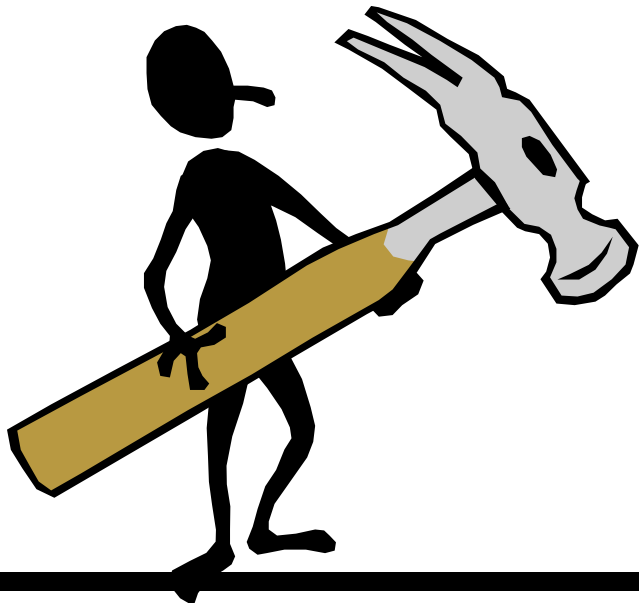


"When I see it, then I understand"

When should I use visual supports at home?

- Ask yourself
 - Does the current routine work?
 - Does everyone understand expectations?
 - Are there problems when a routine changes?
 - Dad is late from work
 - Company interrupts bedtime routine
 - Does my child have difficulty communicating wants and needs to me?
-

“If it’s not broke, don’t fix it.”



Simple Ideas for Home

- Use the refrigerator as a communication center
 - Place daily schedule/calendar on refrigerator
 - Place communication choices on refrigerator
-

Snack Choice Board



Create a family information center

Calendar with pictures

- Where family members are
 - Who may be late
 - When regular events occur (school, scouts, sports, etc.)
 - When special events occur
 - When company is coming over
-

Use a Family Calendar

- When someone is coming for a visit
 - When family will be taking a trip
 - When child is staying away
 - Doctor's appointments
 - When sitter is coming
 - Special events –holidays and birthdays
 - Regular Events
-

November

Sunday 	Monday 	Tuesday 	Wednesday 	Thursday 	Friday 	Saturday 
Sunday 	Monday 	Tuesday 	Wednesday 	Thursday 	Friday 	Saturday 
Sunday 	Monday 	Tuesday 	Wednesday 	Thursday 	Friday 	Saturday 
Sunday 	Monday 	Tuesday 	Wednesday 	Thursday 	Friday 	Saturday 
Sunday 	Monday 	Tuesday 	Wednesday 	Thursday 	Friday 	Saturday 

Monthly Schedule for Special Classes

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	1 Speech	2 Music	3 Art	4 Speech Music	5 P.E.	6
7	8 Speech	9 Music	★ 10 Art	11 Speech	12 P.E.	13

Using Daily Schedules

- Concrete Representation of large chunks of the day
 - Objects
 - Pictures
 - Drawings
 - Written
-

Picture Schedule



After School Routine

Object Schedule



Curtain Page



Mini-Schedules

- Break up events into smaller pieces
 - Going to the bathroom
 - Morning routine
 - Getting ready for school
 - Getting ready for bed
 - Getting ready to eat
-

Mini-Schedules

- Provide a concrete way to teach concepts including time, sequence, cause/effect
 - Supplement the daily schedule
 - Direct Sequence of Activity within an activity
-

Bedtime Routine/Mini- schedule



brush teeth



take clothes off



bath



put on pajamas



story



sleep



Homework Checklist

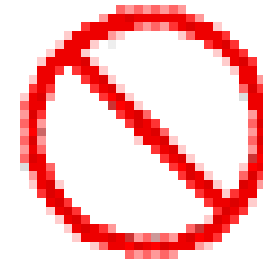
1 inch daily form

MAY 3, 2000

CLASS	HOMEWORK	FINISHED
Reading	chapter 3 answer questions 1-5	✓
Writing	rewrite rough draft of book report	✓
Math	1) fraction worksheet 2) 10 minutes flashcards	
Science	study Chapter 12 for Quiz	
History	Define "industrial revolution" and give 5 examples	
Keyboarding	Type worksheet	

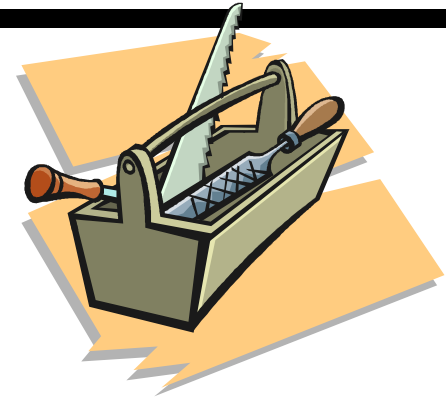
Communicate on the Go

- Create pictures of frequently visited places
- Keep in a mini-album in the car
- Tell child where you are going by using the pictures
- Communicate ,”no” with



Other Helpful Tools

- Communication Boards
- Choice Boards
- No Symbol
- Social Stories
- Task Analysis


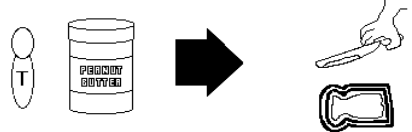
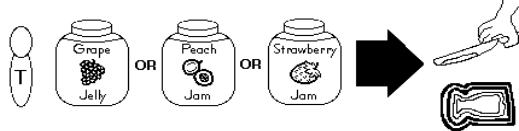
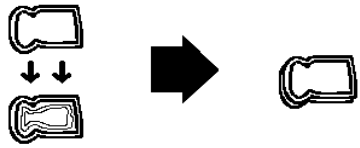


Task Analysis: Tooth Brushing

- Pick up toothpaste and toothbrush
- Apply toothpaste
- Turn on water
- Wet toothbrush
- Brush teeth
- Spit
- Rinse toothbrush
- **Put away materials**



Task Analysis for PB&J

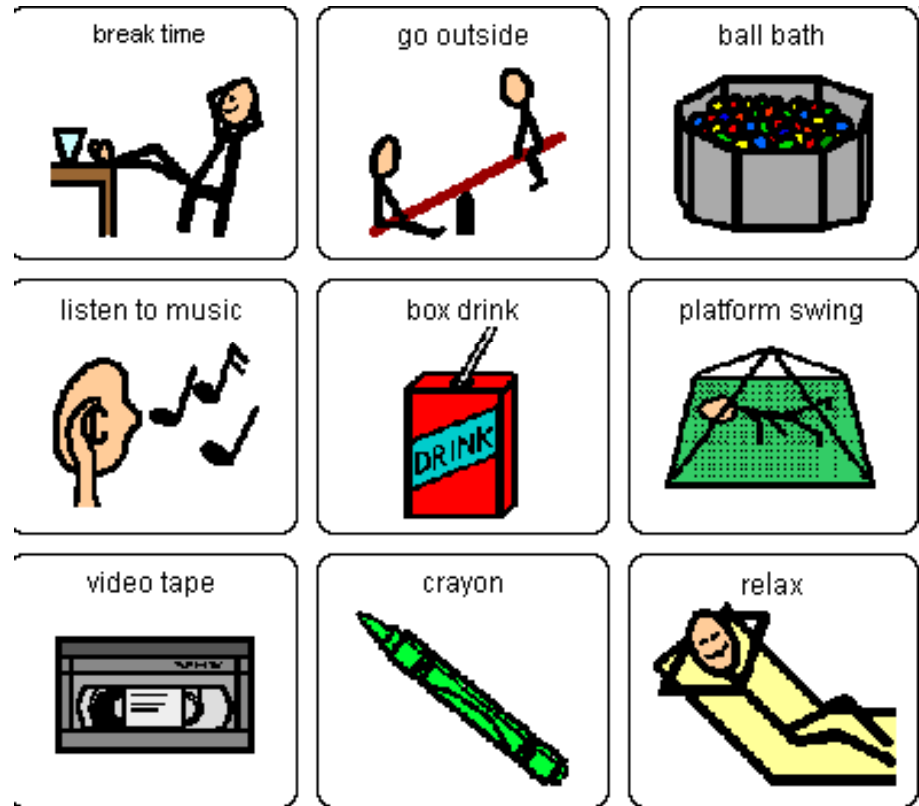
Peanut Butter and Jelly Sandwich	
1.	2 - 
2.	3 - 
3.	2 - 
4.	
ENJOY!	
<small>By Back Matter 2000</small>	

Communication Tools













- Sign Language
 - Verbal
 - Objects
 - Picture exchange
 - Written
 - Language Boards
-

Example

Choice versus
Interactive Boards

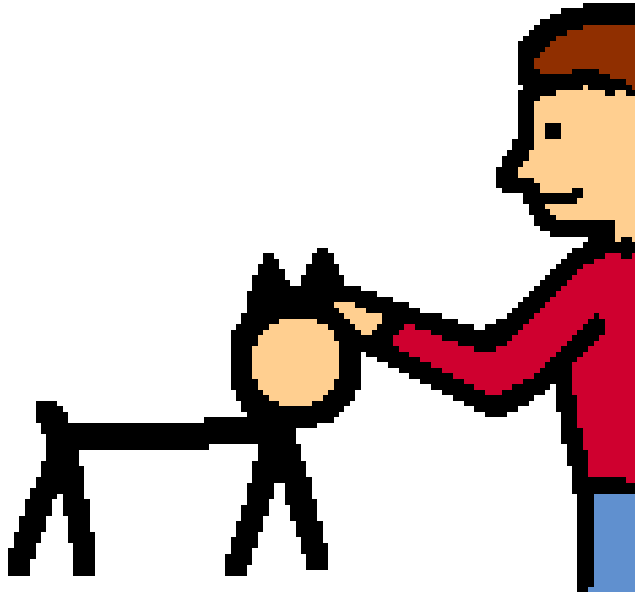


Choice Board - Interactive Style

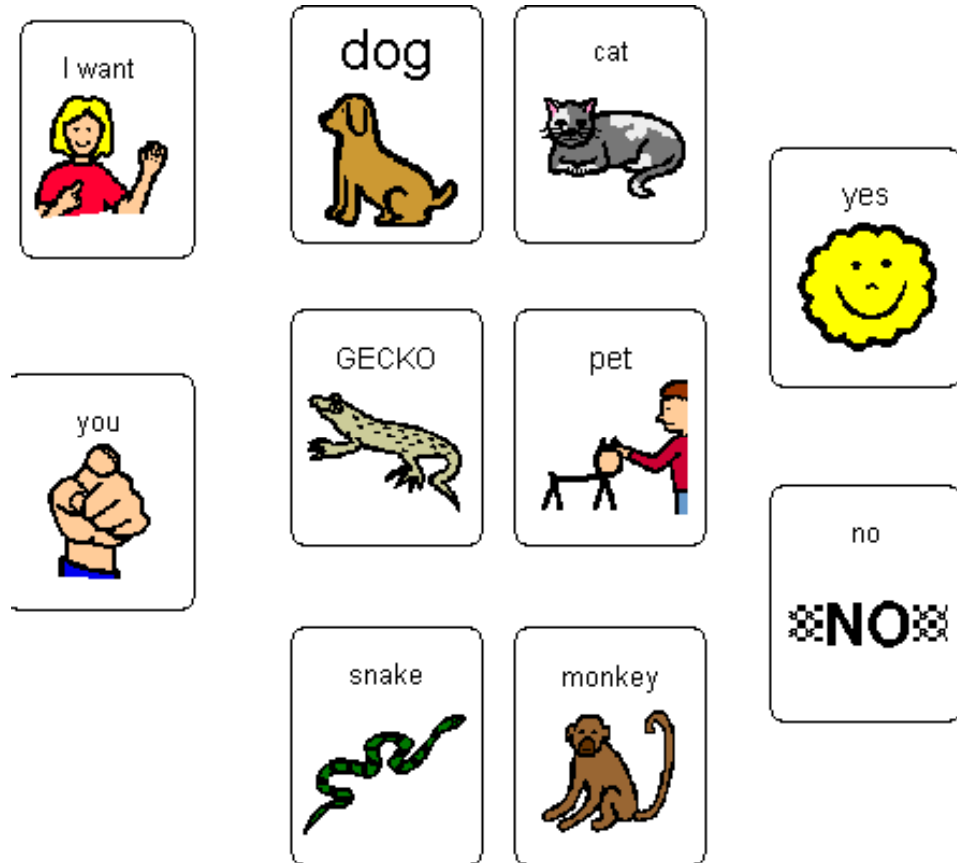
<p>break time</p> 	<p>go outside</p> 	<p>ball bath</p> 
<p>you</p> 	<p>box drink</p> 	<p>platform swing</p> 
<p>I</p> 	<p>crayon</p> 	<p>video tape</p> 
<p>yes</p> 	<p>no</p> 	<p>happy</p> 

Example

pet

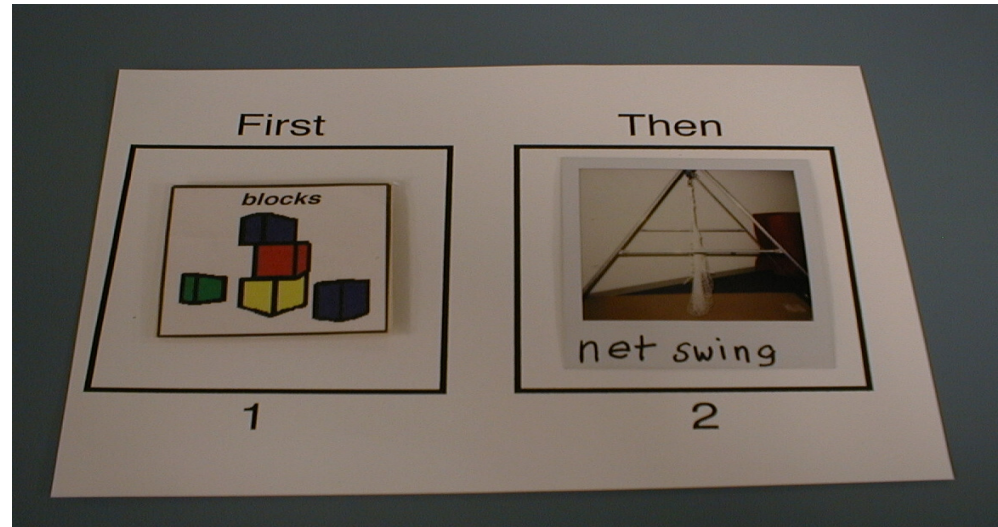


What kind of pet
Do you want?



IMPORTANCE of Arranging
Board.

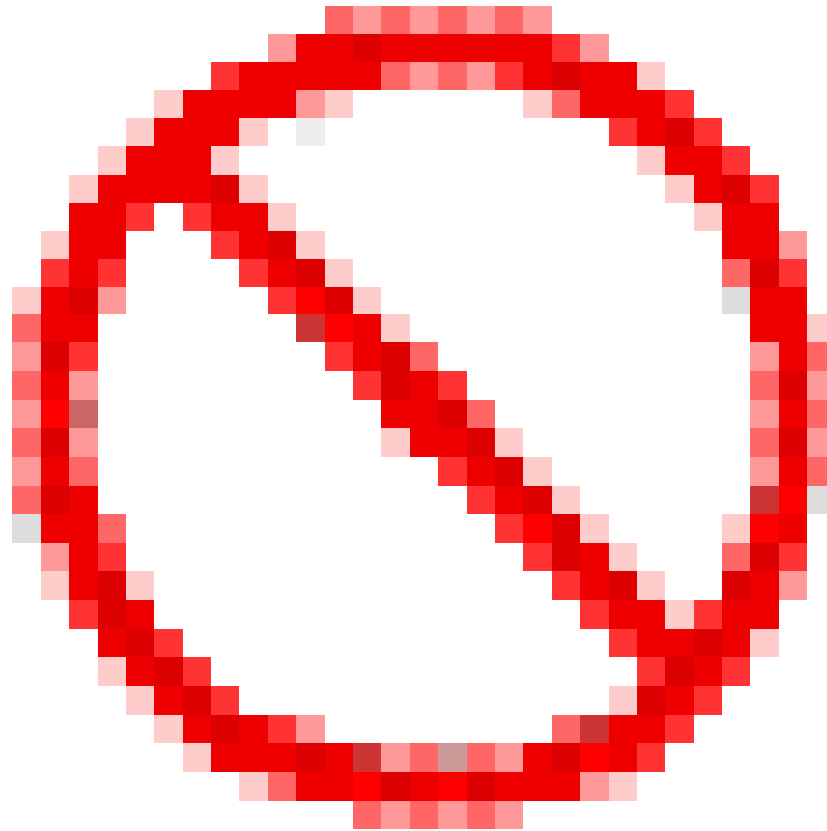
First/Then Board

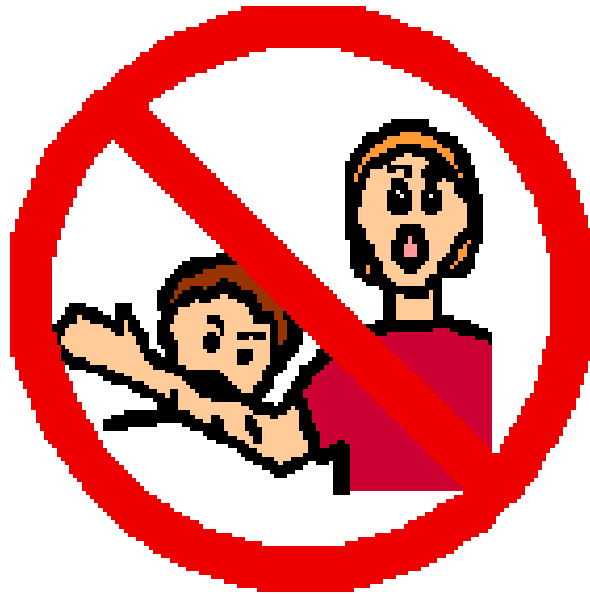


Visual Cueing System: Transitions



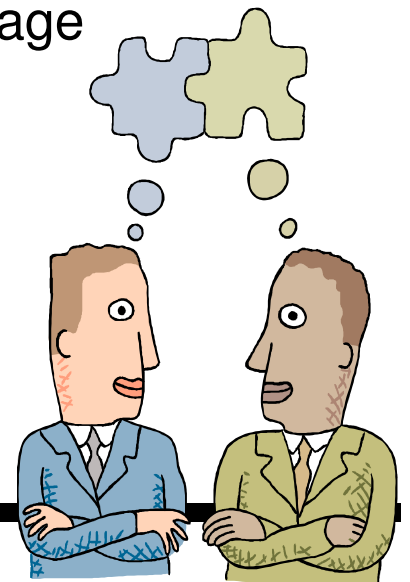
Communicating “NO!”





Difficulties in Reading Social Information

- Reading social information allows us to know what is expected of us in different environments and situations
- Persons with autism have difficulty recognizing and interpreting social cues, such as facial expressions and body language



Social Stories

Social stories describe social situations in terms of relevant social cues, and often define appropriate responses...Social information is presented as clearly as possible, with limited interference from the social interactions involved in traditional teaching.

--Carol Gray

The New Social Story Book

Social Stories: Types of Sentences

- Descriptive--define the “where, who, what and why”
 - Perspective--describe reactions and feelings
 - Directive--individualized statements of desired responses. (“I will try...)
-

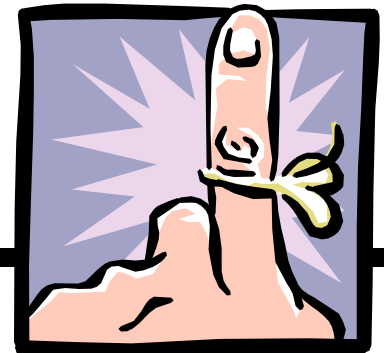
Recipe for Social Story

1 Difficult situation

- 2-5 Descriptive Sentences
 - 2-5 Perspective Sentences
 - 1-2 Directive Sentences
 - 1-2 Control Sentences – optional
 - 1 Cup positive statements
 - A dash of flexibility
 - Photographs of stick figure drawings
-

Remember

- School and home are different
- Needs are different in each setting
- Home may have routines that don't need extra support
- Children may need supports away from home that they can handle when at home (visiting Grandma)
- These strategies are not a cure, just a helpful tool
- Start simple: choose 1 difficult time & start there





- Hodgdon, L.Q. (1997). *Visual strategies for improving communication: Practical supports for school and home*. Troy, MI: QuirkRoberts Publishing.
- <http://card.ufl.edu/visual.html>
- <http://www.bry-backmanor.org/picturerecipes.html>
- <http://www.dotolearn.com/>

Questions?

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<https://louisville.edu/education/kyautismtraining>

