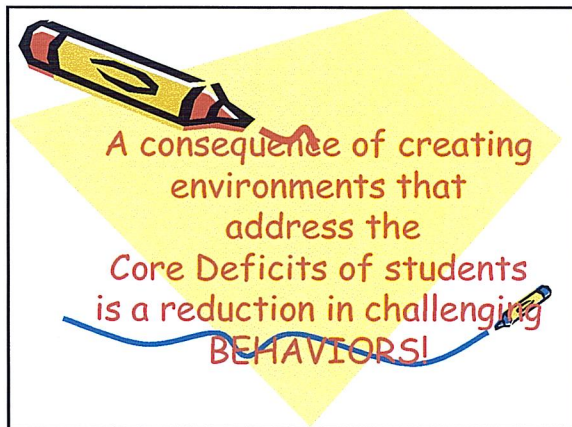
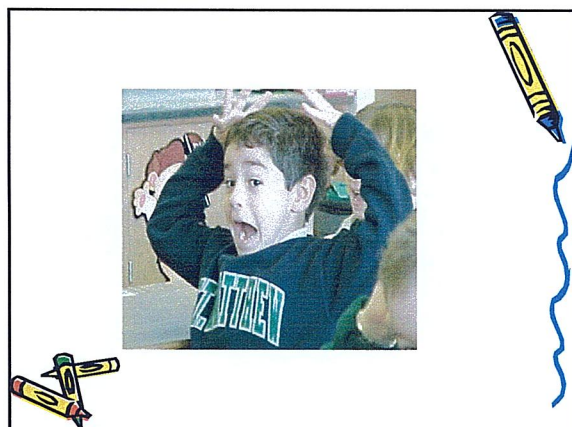


Incorporating Visual Strategies to Enhance Learning

Presented by:
Analee Kredel, Program Specialist-Autism
Orange County Department of Education

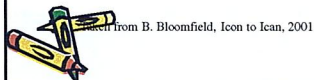


A consequence of creating environments that address the Core Deficits of students is a reduction in challenging BEHAVIORS!



Core Deficits of Individuals with Autism

- Concrete Learning Style
- Sensory Processing
- Communication
- Social Interactions
- Motor Planning



Relative Strengths

- Concrete Thinking
- Rote Memory
- Understanding of Visual-Spatial Relationships
- Rule Driven



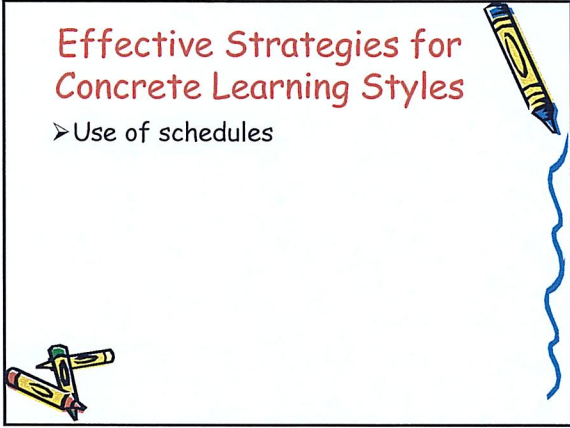
Concrete Learning Style

- Difficulty with change and transitions
- Organization
- Shifting Attention
- Abstract Thinking



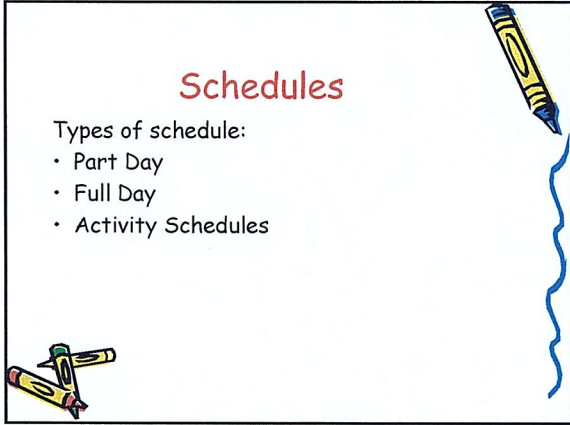
Effective Strategies for Concrete Learning Styles

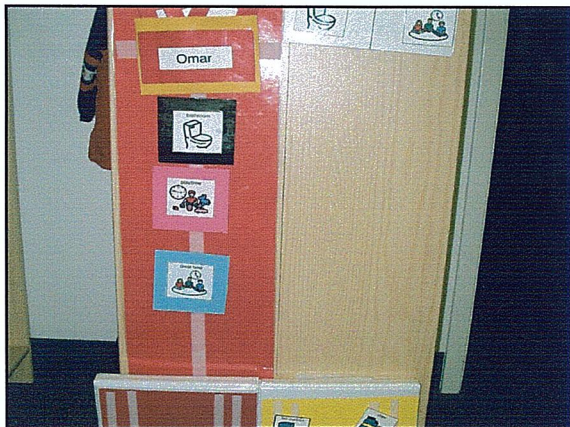
- Use of schedules

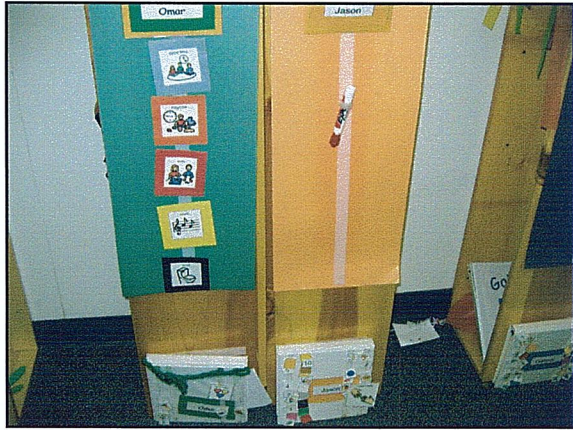


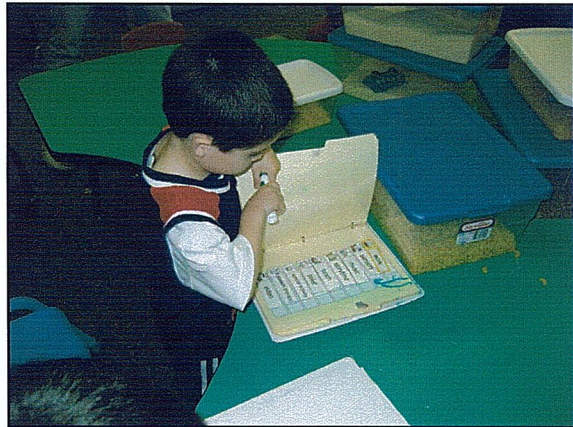
Schedules

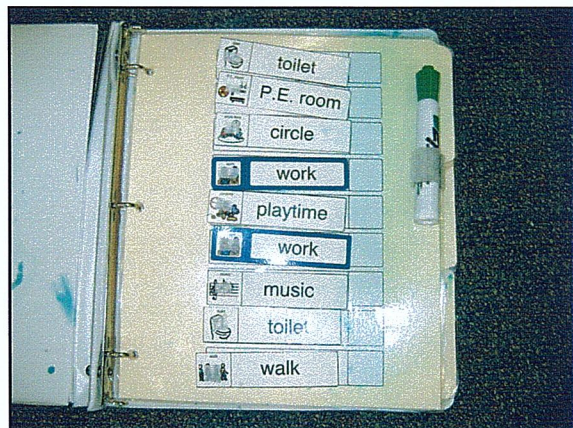
- Types of schedule:
- Part Day
 - Full Day
 - Activity Schedules



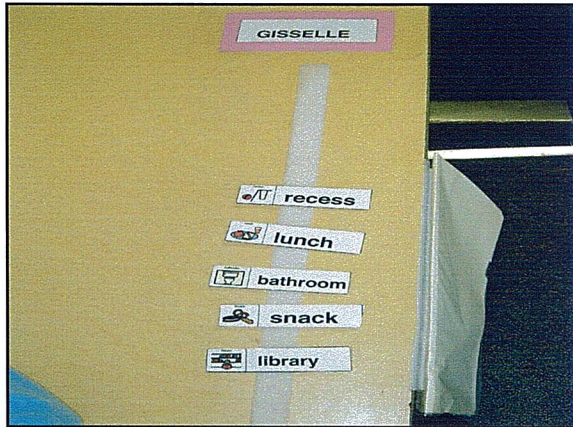


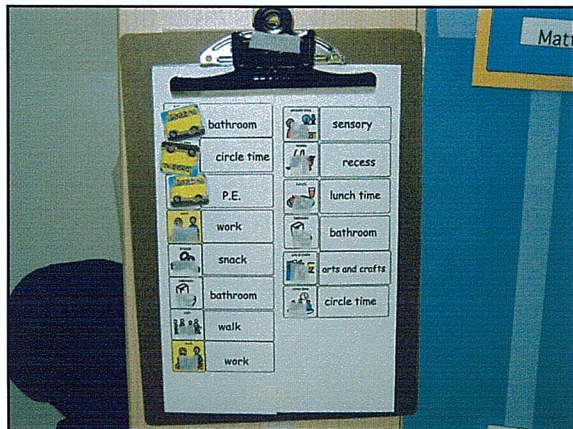


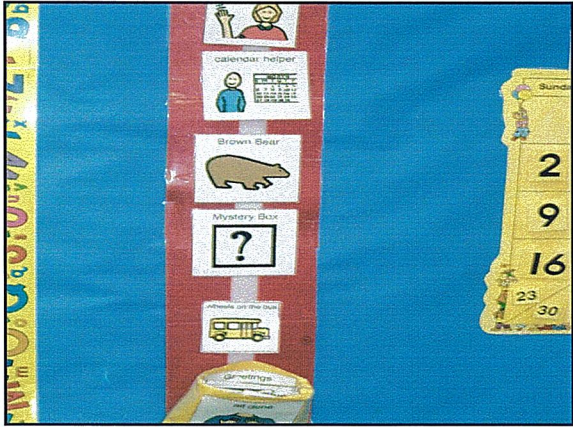
















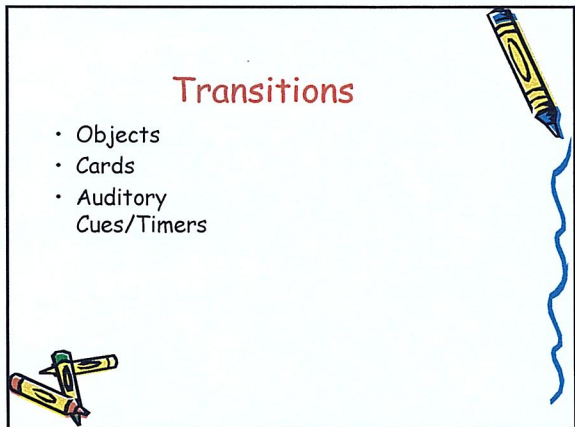
Effective Strategies for Concrete Learning Styles

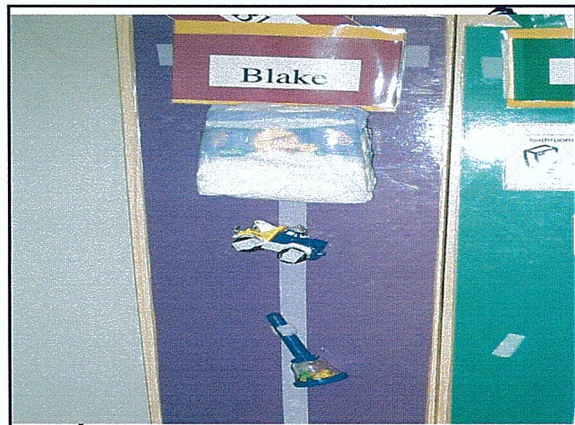
- ✓ Schedules
- Transitions

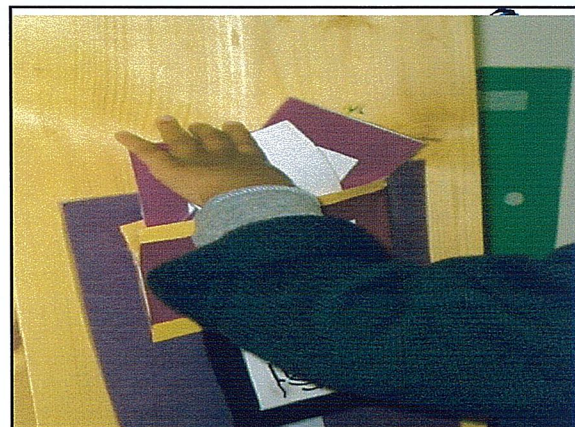


Transitions

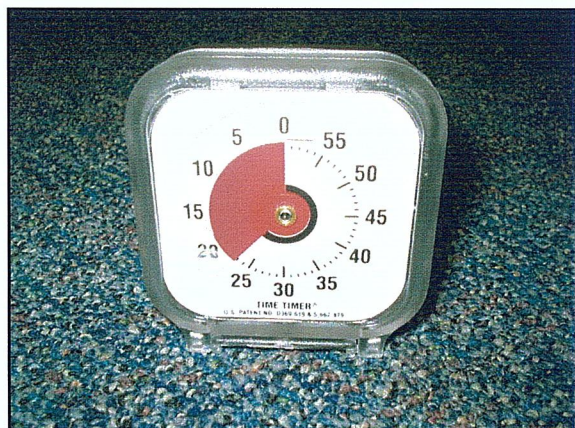
- Objects
- Cards
- Auditory
- Cues/Timers





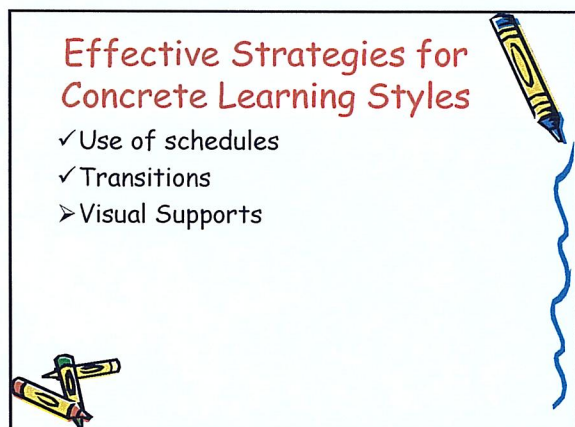






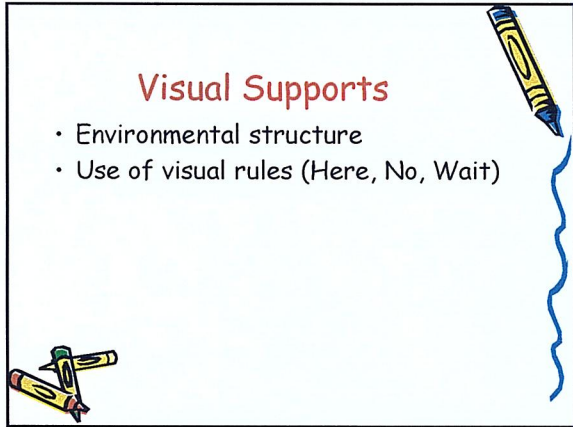
Effective Strategies for Concrete Learning Styles

- ✓ Use of schedules
- ✓ Transitions
- Visual Supports

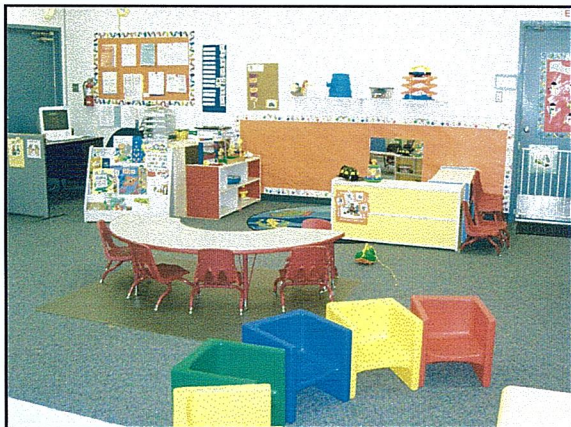


Visual Supports

- Environmental structure
- Use of visual rules (Here, No, Wait)

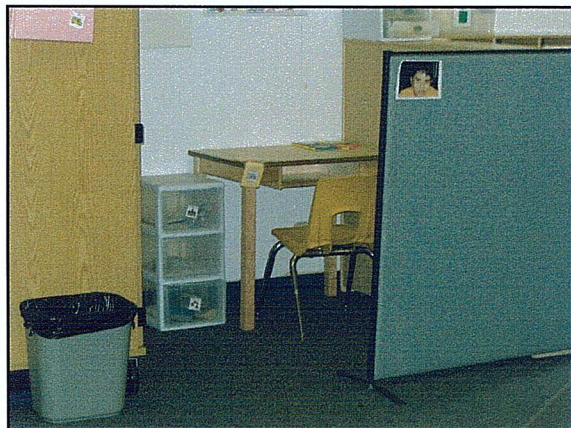


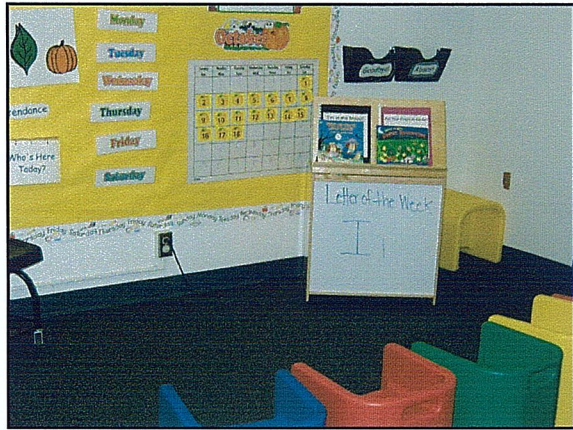




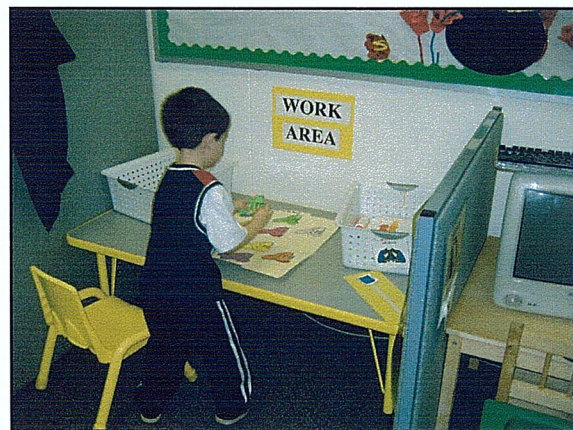


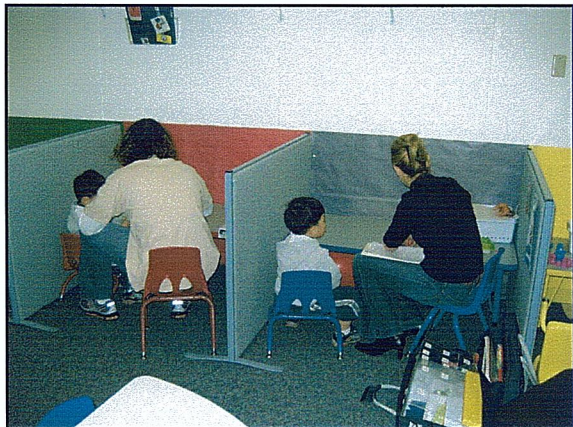


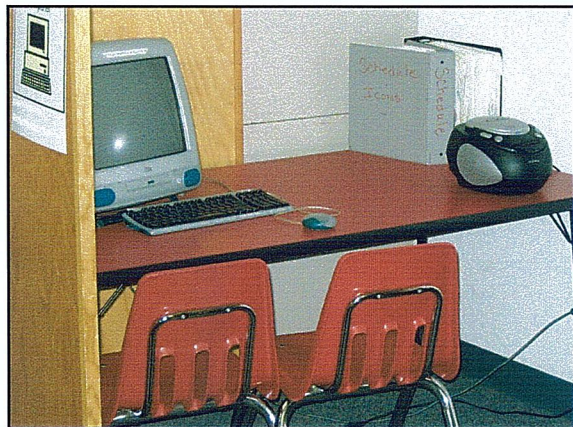


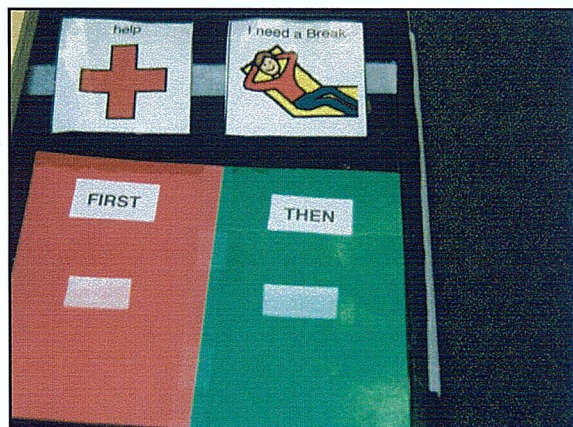


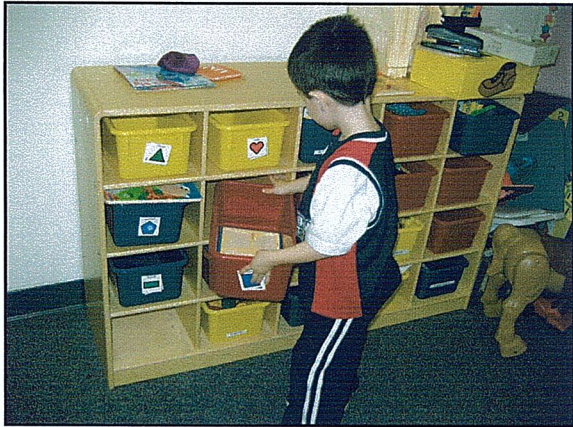


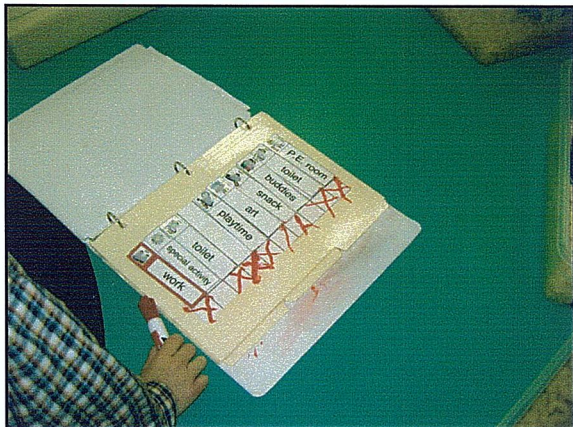






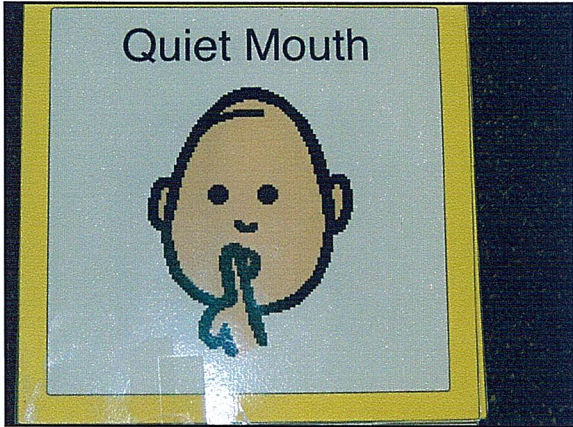


















Sensory Processing

- Oral motor/Feeding issues
- Food textures
- Tactile defensiveness
- Olfactory issues
- Sensory seeking



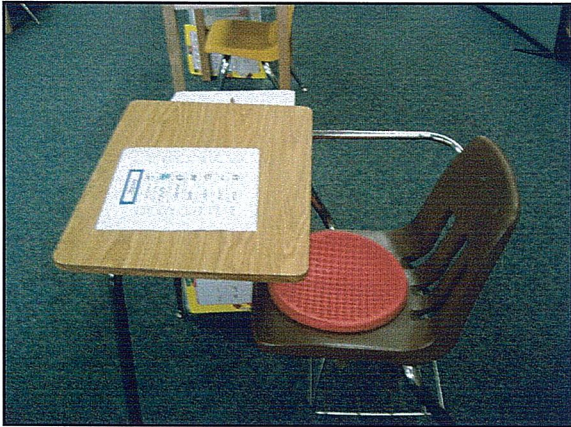
Strategies for Sensory Processing Deficits

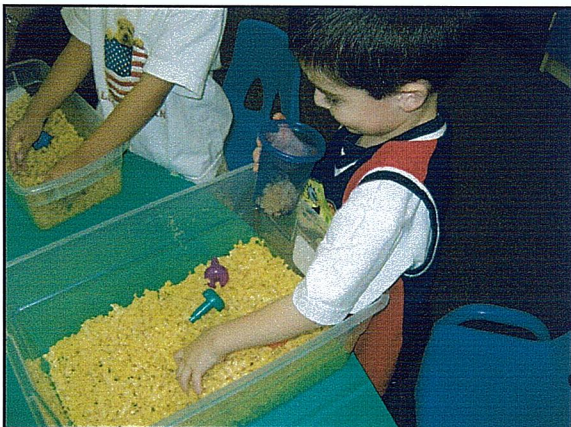
➤ Sensory Diet

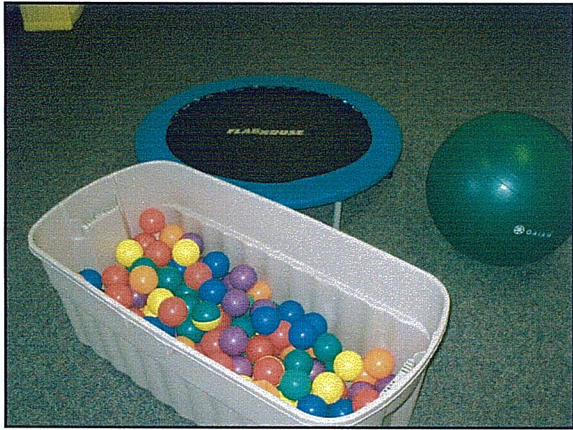


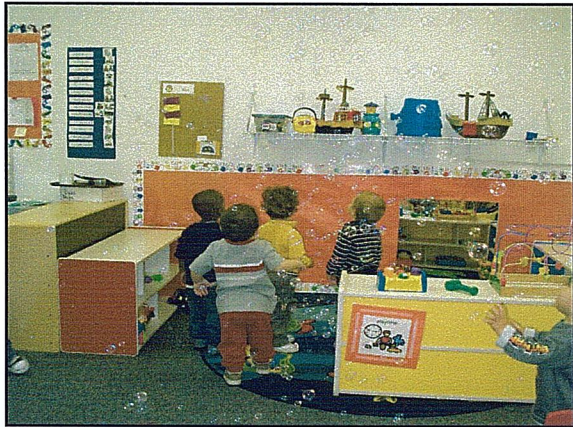


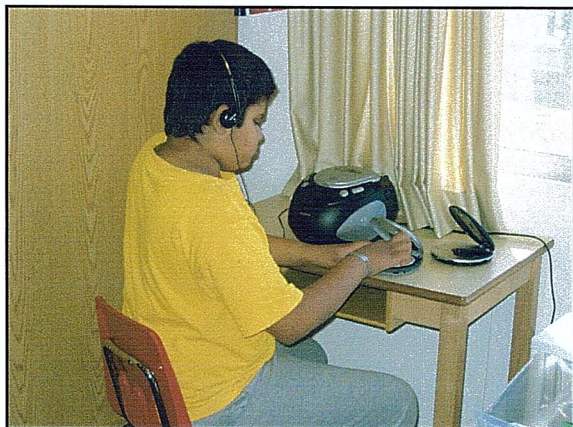


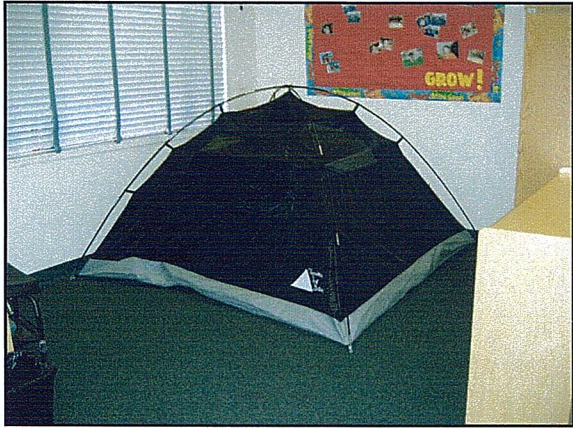


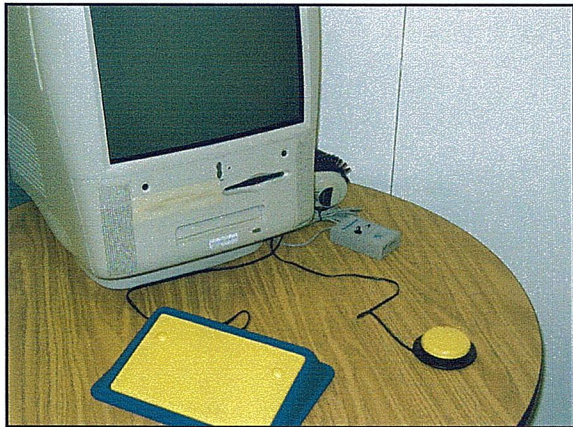






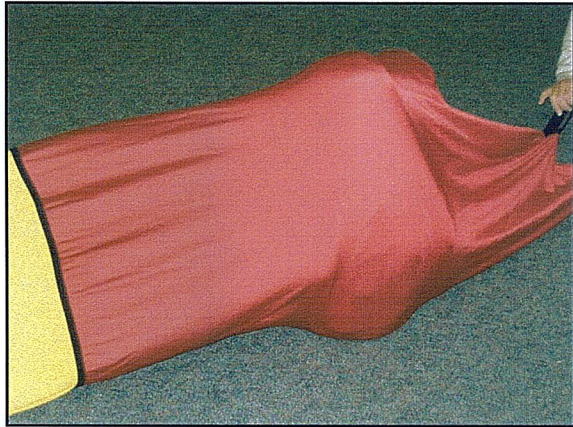














Communication

- Auditory-verbal processing deficits
- Difficulty with Expressive & Receptive Language
- Pragmatic challenges
- Problems with initiation



Strategies for Communication Deficits

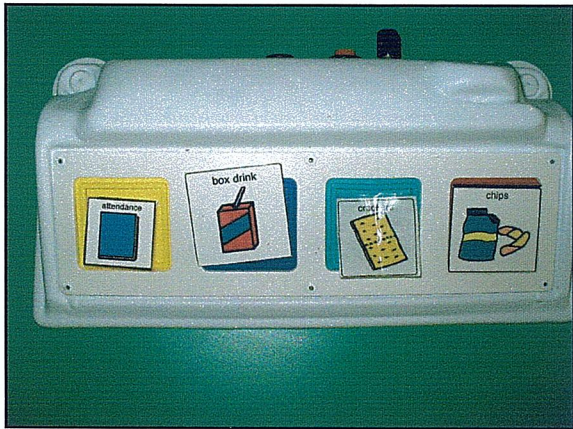
- Picture Exchange Communication System (PECS)
- Augmentative Communication Devices
 - high tech vs. low tech

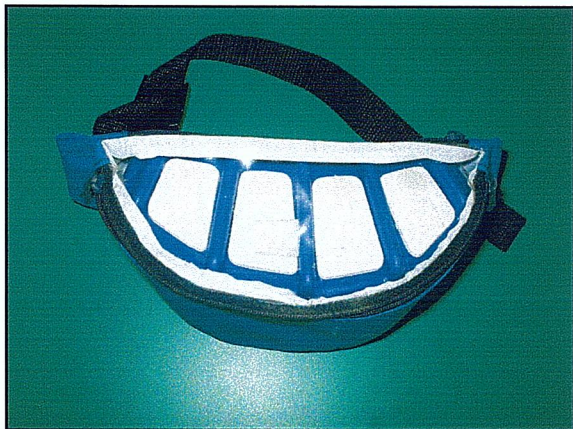






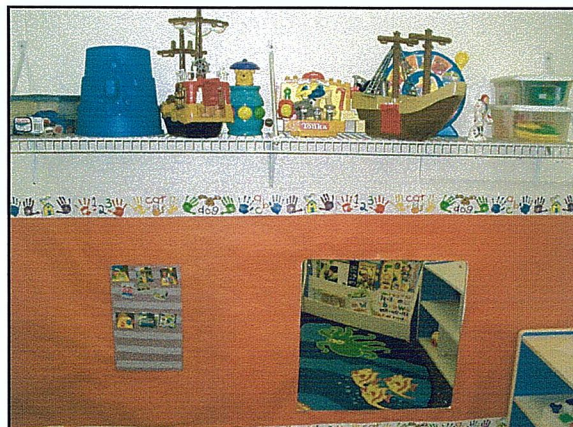













Social Interactions

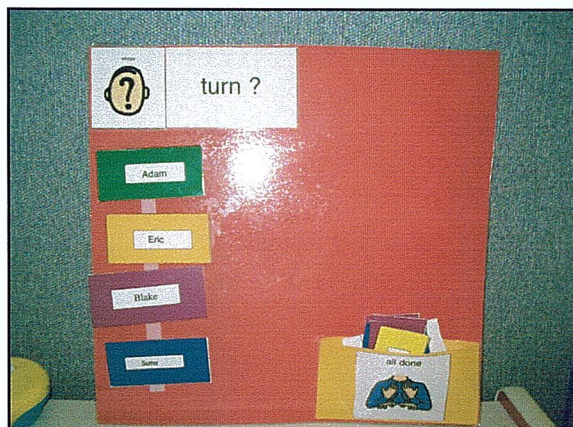
- Socially passive
- Lack social need and reciprocity
- Theory of Mind (perspective taking)
- Rigid interactions



Strategies for Improving Social Interactions

- Language Scripting
- Supportive Peer Play/Peer Training Program
- Role playing



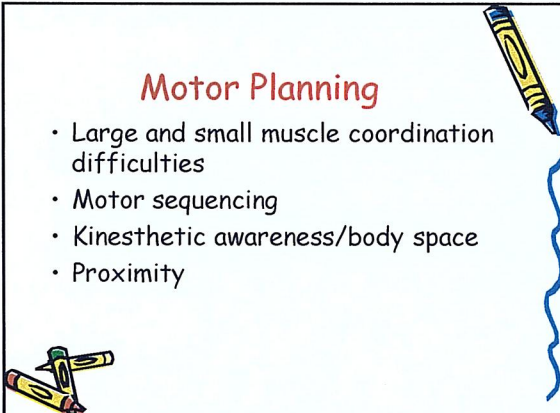






Motor Planning

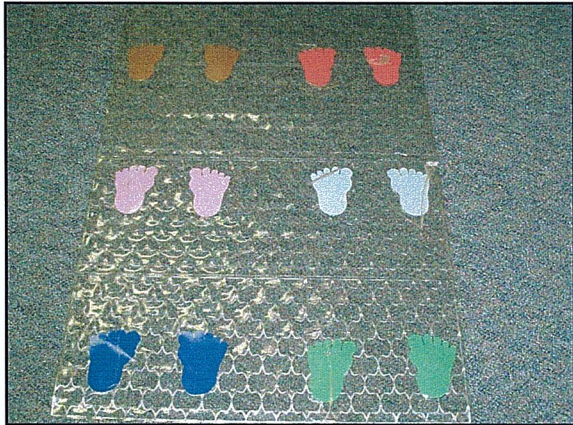
- Large and small muscle coordination difficulties
- Motor sequencing
- Kinesthetic awareness/body space
- Proximity



Strategies for Motor Planning Deficits

- Pre-organizing motor activities - visually
- Role playing rules regarding space and proximity issues

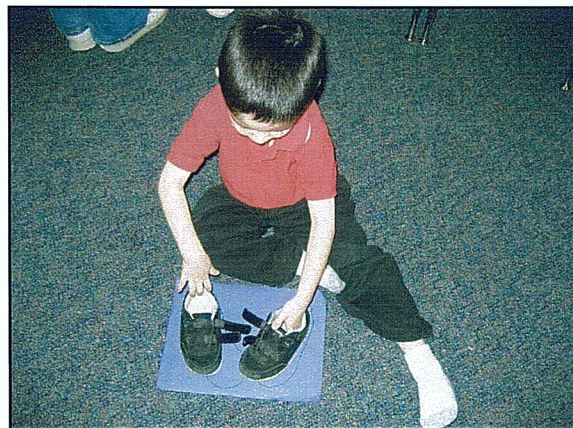






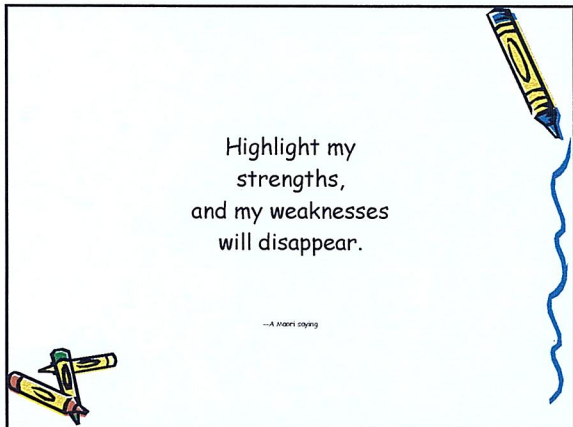






Highlight my strengths,
and my weaknesses
will disappear.

—A. Albert saying



Resources

- Bloomfield, B. & Ryan, M., *Icon to I can: A Visual Bridge to Independence Presentation/Manual*
- Bondy, A., & Frost, L., *Picture Exchange Communication System (PECS)*
- Hodgdon, L., *Visual Strategies for Improving Communication, Practical Support for Home & School*
- Mayer-Johnson *Picture Communication Symbols Boardmaker*
- Mesibov, G., Cox, R. & Schopler, E., *Division TEACCH (Treatment and Education of Autistic and Related Communication Handicapped Children)*
- *Intensive Behavioral Intervention (IBI) Training, O.C.D.E.*
- *Various S.U.C.S.E.S.S. Project Presentations, O.C.D.E*
- *And classrooms throughout O.C.D.E.*

