Oh EYE understand now!!

Mo Buti
- In the field of special education for over 29 years.
- Special education teacher
- Director of Autism and Intellectual Disabilities for the Chicago Public Schools.
- Director of Program Development for Neumann Family Services.
- Currently an Autism Educational Consultant and international presenter (www.AiepAutism.com).

Who are you??????
- OT?
- PT?
- Speech?
- Assistive tech specialist?
- Special education teacher?
- Social worker?
- Psychologist?
- Administrator?
- General education teacher?
- Parent?
- Para professional/ aide/ assistant?
- Who else?????????
### Objectives

- To use visuals and other supports effectively to increase the ability of children with autism to communicate, socialize, complete academics and live a more independent life.
- To be able to locate resources on the web or apps to be able to provide or create visual strategies and visual supports to improve behavior, social skills, communication, and academics.

### Speaker Disclosures

- **Mo Buti** has No Financial or Non-Financial Relationships to disclose.

I will share many different strategies and/or resources in which I have no affiliation with. These are strategies and tools I have used and found to be successful. I do not work for any of the companies.

With that said, since visual strategies is one of the evidenced based strategies we will be covering, Mo put together over 495 visuals that are mostly PDF and/or JPEG and placed them all on a CD that she typically sell as a great resource (that is usually $20) and she can sell today for $10 at the end of this session if you are interested.

### Autism...What is it really ?????

- A developmental disability that significantly affects verbal and nonverbal **communication** and **social interaction**.
- Involves engagement in repetitive activities and stereotyped movements.
- Demonstrates resistance to environmental change or change in daily routines.
- Demonstrates unusual responses to sensory experiences.
Characteristics

Many children have characteristics of autism without having the actual label of autism (or at least not yet). These children typically respond well to the same set of strategies.

Presented by: Mo Buti 2019

<table>
<thead>
<tr>
<th>Severe</th>
<th>Moderate</th>
<th>Mild</th>
<th>Physical</th>
<th>Autism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-contained</td>
<td>Pull-out</td>
<td>Push-in</td>
<td>Inclusion</td>
<td></td>
</tr>
</tbody>
</table>

I have found that all of my students I have come in contact with in my career—no matter what abilities or “disability” they have—they would benefit from one thing. That one thing would be.......

Visuacls

7/9/2019
Auditory information is fleeting. It is there...and then it is gone!

Visual information stays long enough for a student to see it, take in the information and respond to it.

"I am a visual thinker, not a language based thinker. My brain is like Google Images."

Temple Grandin
**Good Things About Visuals:**

- Easy to use
- Requires little training
- Inexpensive
- Individualized
- Increases independence

**Visuals are used for all of the following (and much more) as well!**

---

**Why are Visual Supports Important?**

<table>
<thead>
<tr>
<th>Communicate to</th>
<th>Use visuals to communicate what is happening, what is not happening, what is changing, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Help students gain a clear thinking understanding new day and planning increased independence</td>
</tr>
<tr>
<td>Monitor</td>
<td>Monitor and self-monitor behavior</td>
</tr>
<tr>
<td>Communicate</td>
<td>Provide choices/expand communication</td>
</tr>
</tbody>
</table>

---

**But...........
how do most teachers teach??????
We TALK.**

---
Let's look at some ways to increase the visual structure provided to our students throughout their school day.

First things first... Less Words and More Visuals!

Visuals start with how the environment is set up.
The classroom should be organized and clutter free

* Materials are labeled and organized.
* Materials are accessible for teachers and students.
* Materials are stored where they will be used.
* Similar materials are stored/grouped together.
* The room is attractive, clean, and clutter free.
* Distracting materials are out of sight.


Instructional items organized in bins. Bins labeled as to what is in them. Items are accessible.
Curtain used to cover distracting materials.

Paper used to cover distracting materials.

The classroom has clearly defined areas.

Classroom is clearly defined/segmented (tape, signs, labels, positioning of furniture) designated areas are apparent upon entry to room.
Physical Visual Boundaries

...should be clearly defined through the arrangement of any of the below.

- Carpet/ carpet squares
- Book shelves/ book cases
- Tape on the floor/ post-it notes on floor
- Tables
- Separate rooms
- Desks
- Chalk boards
- Display boards
- Hula hoop on floor
- Containers
- Room dividers/ office panels
- Study carrels
- File cabinets
- Placemats
- Curtains, shower curtain
- Tent

Individual Work Areas

Group Work Area

Dividers used to segment areas

Dividers used to segment areas

Areas defined.
The physical boundary of the tray helps child stay in their own space and focus in on just those items on the tray.
The magic of tape!!!!

Using colored tape to color code which books go where.

The color coded key for the library.
Areas defined with tape.
Can use dry erase marker to segment space

A place to pace
Color code books with folders for each subject. Or color code types of books the same color.
ABC visual, visual model of his name, number.

Visual cues of rules on desk.

*This is my friend's son. I have permission to have his name used.

Cut out window.

Understanding when things will happen.

- Calendars
- Visual Schedules
- Mini Schedules
- First-Then Boards
The purpose is to teach:
- Flexibility
- Top to bottom and left to right progression (numbers)
- Aid in transitions
- Provide predictability
- Reduce anxiety
- Establish a routine
- Concepts of first/then and finished
- Accommodate receptive language deficits
- Independence
- Motivation
Schedules are not crutches which need to be gradually weaned off.

Think of a schedule as something that is needed just work on making them more sophisticated and age appropriate as the child gets older.

Making a Schedule

- Divide day into segments
- Give each segment a name
- Represent it (word, picture, line drawing, etc)
- Select a format (group or individual)
- Select where and how it will be displayed (wall, desk, teacher carries, student carries, etc)

*Use schedule to show WHAT IS HAPPENING and WHAT IS NOT and WHAT ARE THE CHANGES and WHAT IS THE SEQUENCE OF EVENTS.

*Make a schedule for the student’s “hardest” day.

(Use more visuals that the student would need if having a difficult day)
How much is too much?

- ½ day
- Full day
- Too many things child likes that are shown can be distracting. May have to limit how much is shown at once.

Methods of Manipulating the Schedule

Finished! Done!
Next: I can now move on. What is next? X
Over! Completed! No more!
Check your schedule

This will help the child become more independent.

Put the schedule where the routine occurs

No, not today, canceled, not a choice.......

58

59

60
These cues can be used to show change. They can be a visual warning that something is going to be different.

Thunder tube at www.scientificonline.com
Individual Schedule

Each child’s schedule is a different color and some kids even had their pictures as an extra visual.
Simple 1,2,3 Schedule

www.miniatures.com — this website has miniature objects that you can use for an object schedule.

Individual Schedule
The use of mini schedules are helpful as well. These help with tasks that have multiple steps that a child may need help remembering all the steps.

A mini schedule that is posted in a child’s locker.

Mini schedule for a child’s morning routine.
Where can you get visuals?

- Boardmaker
- Lesson Pix
- Google image search
- Clip art
- Photographs
- Line drawings
- Actual items or miniature items

A task analysis is the process of breaking a skill into smaller, more manageable steps in order to complete the skill.

Task Analysis--Getting Dressed
Circle Time

Classroom rules

Classroom rules

Our Class Rules:
- We raise our hands to speak.
- And work quietly at our seats.
- We keep hands to ourselves.
- And use voices soft and even.
- We are helpful to our friends.
- And we keep our places neat!
Classroom rules

> Use your indoor voice
> Listen to the teacher
> Hands to yourself

Our Class Rules

- Looking Eyes
- Listening Ears
- Quiet Mouth
- Helping Hands
- Walking Feet

Classroom Rules

1. Hitting
2. Kicking
3. Pushing
First work

then tray

David

Song book

Post-it note magic

Victoria
Reinforcements

Reassess often

SING

S= satiation (get too much)
I=immediacy (wait too long)
N= not enough
G= get it anyway

91

92

93
A visual for a student who asks for help before trying on his own first.

<table>
<thead>
<tr>
<th>Try on my own</th>
<th>Ask for help</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Deep Breathing Strategy Visuals

Smell the flowers
Blow out candles
Classroom transitions should be appropriately structured for student’s needs (transition items used, first-then language and visuals used, cues, etc).

*Students should be prepared for transitions (predictability, timers, visuals, etc.).

*Transitions should occur quickly without wait time.

**The majority of the school day should be devoted to instruction**

Transitions should be short and structure and not excessive.
This visual is helpful for children who need advanced warning to complete an activity.

Timed timer, time tracker, Polder timer, timed timer watch, potty watch, cooking timer, sand timer, stop and go light timer (Lake Shore)
“THE SUSPENSE IS KILLING ME!”

Visual Meters
Visual Volume Tools https://bouncyballs.org/

Once the sticks are gone ........ then no more.
Consistent!
Same voice, same words, same intonation, same body movements every time.

Where can you get video? Camera, flip camera, Vado camera, video camera, cell phones, youtube.com, teachertube.com and videojug.com, and movies.

Movies/videos

Why videos? Many children with autism (and other disabilities) respond well to videos. A video has the same voice, same body language, same intonation, same actions, etc. every time it is viewed. A student can watch it over and over again until they get all the details needed. It can be stopped, rewound, and reviewed for missed details.

Presented by: Mo Buti 2019
(a) selecting and expressing one's emotional state, (b) considering the intensity of that emotion, and (c) comparing the emotional event to other events that evoked a similar reaction. Additionally, children are provided with an easy reference guide for (d) selecting appropriate coping strategies that coincide with their ever-changing emotional states.

How big is your problem?
Other examples of ways to incorporate color coding. This one works with the “How Does your Engine Run?” system.
Color coding

SELF RATING BY A STUDENT

Presented by: Mo Buti  2019

127

Color Coding

Presented by: Mo Buti  2019

128

Make your visuals interactive and not static. Use the visuals throughout the day to reinforce concepts.

Presented by: Mo Buti  2019

129
A Zone System

Green
Red

Blue

Academics

Multisensory-colors, visuals, songs, rhythms, and movement.
Reading

► Provide a print-rich environment
► Cut out window
► Highlighting and color coding
► News-2-You, Unique, Vizzle
► Underlining - main ideas or new concepts
► Mayer Johnson picture symbols/ Boardmaker
► Pre-read information prior to learning
► Diagrams
► Computers, power point stories and books on tape.
► Use of notes or hand-outs of topics being taught
► Use of a pointer, eye ball popsicle stick, novelty martini stick, Halloween scary finger.
► Larger font
► IPOD use with books on tape, power point books

Follow along with your “eyes” sticks
Different colors can mean different things. You can use the child’s favorite color to be more motivating.

http://www.highlightertapes.com
Tricky Word Strategies

S-S-Sound it out!  Pictoria Penguin says use the pictures to help

Cluey Kangaroo...use the clues to help

Skippy Frog hops over the tricky words and finished then goes back to figure it out.

Chunky Monkey looks for familiar word chunks

Idea from: David Fischer

Visually Teach Pronouns

Cut a window out of a piece of paper. This can be used during reading, doing math problems on a worksheet, during a test, or any other activities where you want to minimize distractions from the rest of the paper.

Seeitrigh.com Colored overlays
Writing (the motor skill)

- Boxes for letters, boxes for words
- Cut out window
- Reduce sizing- paper, sentence strips, post-it, labels, boxes for letters
- Different widths of lined paper
- Create customized lined paper using the Line tool within the Drawing toolbar within Word. Give students the choice of lined paper within your classrooms including mid-lined paper.
- raised lines and/or margins (sewing tracing wheel, glue, wicky sticks)
- skipping lines, color in skipped line
- color coded lines and/or margins, highlighting

Spacers- spaceman, stickers (fade sticker from paper to finger for spacing), stamps, key, dashes, post-its strips, small candies, color space in, graph paper (http://www.printfreegraphpaper.com/)
- Dots where to begin a letter
- Use a label maker to type out a short answer
- Typing (type writer, computer, Alpha Smart)
- Slant board, paper on wall, on binder, raise legs of desk
- Trace words with colored pens, markers or crayons, or highlighters

- Shiny paper plates…….are like erase boards
- Colored hair gel in a plastic bag and practice writing.
- Shaving cream on table to write letters in.
- Sand paper under paper to provide more input while writing or thin packing sheet under paper for those who press too hard
- Alpha beats- video modeling for handwriting
- Hot glue, glitter glue or colored glue on small write boards for tracing
- www.typetolearn.com (jr.)
- Dance Mat typing: http://www.bbc.co.uk/schools/typing/
- Letter School App
• First Strokes Multi-Sensory Handwriting Program—taught according to their "first strokes" such as a circle, short lines, tall lines and leaning letters
• Styrophene ball on pencil like a pencil gripper (2nd and 3rd finger on ball)
• Wrap a wicky stick or Bendaroos around the end of pencil to create a pencil grip (http://www.bendaroos.com/)
• Triangular crayon—Crayola, dry erase crayons/crayon rocks
• Broken short crayons/pencils
• Handwriting without Tears
• Poke a Dot—books that work on isolating your first finger.

The "spaceman" stick

Cut out window as big as you want the written word.
-startwrite.com
-Redi Space Paper
-Stage Rite Writing Paper
-Handwriting Without Tears
-Keyboarding without tears
-Greenbean Products
-Treetop Publishing- line guides and line templates

http://www.assistivewritingsolutions.com/

► graphic organizers
► charts
► highlighting
► mapping
► checklists
► drawing pictures/ Mayor Johnson
pictures/WWS/Picture It/ Symbolate
► Computers
► Dictation
► Ample space for all answers. May need space to have a boundary.
Concept mapping or webbing is a great way to help students organize thoughts. In addition mapping assists with comprehension and studying. Color coding makes the web even more organized.
Free to be used with firefox. It highlights, cuts and pastes on a separate page. These can be used as notes. There is also a sort capability.

http://www.freetech4teachers.com/2010/02/awesome-highlighter-is-awesome.html

This website has details on the awesome highlighter and many other free resources.

A visual worksheet like this will help with comprehension. A child can fill it out as they are reading, after they are reading, or along with a test to help organize their answers.
Graph paper helps with lining up numbers or turn paper side wards
Highlighting
Color coding
Number the problems and then circle the numbers
Manipulatives
Graphing/charting
Diagrams
Flash cards
Number lines
Number charts
Ample space for all answers. May need space to have a boundary. Fold paper into 4 sections.
Calculator, see and solve calculator
Touch Math and Touch Money and Green Bean Math

http://www.printfreegraphpaper.com/
This website allows you to print a variety of graph paper for free.
Visual to teach “dollar more” strategy

Presented by: Mo Buti 2019
Visual to teach “dollar more” strategy
Visuals in the Community

Presented by: Mo Buti 2019

Free App= **MyScript Calculator**

Use your finger to draw a math problem and it will switch it to text and solve problem

App- mod math
App- little digits

Social

Social interaction requires shifting back and forth from person to person. You must rapidly established attention and shift attention. Many students have difficulties accomplishing these skills at speed necessary to participate in social interactions. Auditory information disappears before some students have chance to respond. They may also miss some of the important information being communicated. Making social situations visual can help with this.
Social deficits can include:

**Social avoidance** - shy away from or escape social situations.
- Could also be over stimulation (sensory?)
- May not see the need to socially interact

**Social indifference** - do not actively seek interactions nor avoid.

**Social awkwardness** - try hard to gain friends though lack reciprocity in conversation and interests.
- May not understand social cues or rules.
- May not understand how or why to socially interact.
- May come across as rude or blunt.
- May have difficulty decoding language or facial expressions.
- May have difficulty problem solving.
- May have difficulty with group/team work.
- May be physically awkward.

---

Social skills need to be taught and exercised in a rote fashion much like teaching a foreign language.

---

*Visual cues
*Schedule social interactions into routine
*Social stories
*Scripting (teacher provided or child makes)
*Writing notes
*Watch videos/movies
*Make videos
*Practicing in front of the mirror
*Role playing
*Practice partners in talking/peer mentors
*Visual bridges
*Physical activity
**Use of visuals**

- Read a story and have pictures of characters that are in the story and have the child draw in the face expressions.

- Newspaper reporter/interviews - start by asking questions, then can be additional probing questions that may be more complex.

- Visuals in lunch box.
- Show and tell visual
- Topic cards
- One person says something and the other person writes on the thought bubble white board

---

**Thinking and Saying Thoughts**

- Your breath stinks!
- You’re a cool kid!

---

**Conversation**

- Look at the person
- Talk or ask question
- Listen
- Talk to the person

---

187

188

189
Schedule social interactions right into a student’s schedule:

- Showing completed work to the teacher
- A certain number of greetings required before beginning an activity
- Use of a schedule of the order of what to play on when out on recess.
- Passing things out in class and having to say something to each child
- Sabotage the environment.

**When peers are involved make sure that they have an understanding of autism.**

Schedule in greetings

One side schedules when he has “friend time” and “me time”

The other side has a cue of what he can say during “friend time.”
**Social Stories**

- A tool for teaching social skills.
- Provides accurate information about situations that may be found difficult or confusing.
- Describes the situation, the social cues, and what is expected and why.
- Increases understanding, helps with comfort level and suggest appropriate responses.
- Helps understand theory of mind...understanding other people’s thoughts, feelings, reactions and expectations.

**Social Stories / Social Scripting**

- Use text, Boardmaker, Writing With Symbols, pictures, or a memo format.
- Script out what you want/or think the student might want to say.
- Script out what the student and the other person involved in social interaction would say. Practice it. Rehearse it.
- Write repetitive lined stories on how to act in certain social situations.
- Use pre-printed social stories by Carol Gray.
- Use first-person, present-tense, and information filled, positive language.

“Social Stories address social confusion by requiring parents and professionals to first stop and consider a situation from the perspective of the child or adult with ASD, and second to identify and share information that may be missing with a Social Story.”

(Gray, 1994)
How to write an individualized Social Story

• Start with the target behavior or area of need.
• State the story in a positive, clear, concise manner using words familiar to the child and that are used in the classroom.
• Provide visual supports along with the story
• Some need auditory as well- can add sound and/or video.

“My name is John. We have circle time at school. The kids sit on the carpet with the teacher. The kids sit and watch the teacher. Sometimes we sing and read at circle. I will sit on the carpet with my friends at circle time. I will look at the teacher in circle. My teacher is happy when I sit at circle!”

Comic Strip Conversations

*Use of speech bubbles and thought bubbles
*Can work on what people might say, do or think
Using Comics for Social Stories

Comic strips - fill in bubbles of what to say or drawing in facial expressions

- [http://plasq.com](http://plasq.com) – minimal charge
- [www.comicstripcreator.org](http://www.comicstripcreator.org) – free
- [http://www.makebeliefscomix.com/Comix/](http://www.makebeliefscomix.com/Comix/) - free and now has a free app

Comic Strips

  - Can change emotions, change direction of characters, can create talk bubbles, can create thought bubbles, etc.
  - Can be used for social stories, social scripts, and in language arts.

- Toontastic – app free
Power Cards

Power Card Strategy involves including special interests with visual aids to teach and reinforce academic, behavioral and social skills to individuals with Autism Spectrum Disorders.

Examples next slides
Power Cards

- When Justin Timberlake wants to say hello, he waves and says, "Hello."
- Justin does not touch someone when he says hello.
- Justin uses a quiet voice when he says hello to someone.

Consistent!
Same voice, same words, same intonation, same body movements every time.
Where can you get video? Camera, flip camera, Vado camera, video camera, cell phones, youtube.com, teachertube.com and videojug.com, and movies.

Purchased products:

* http://www.modelmekids.com/ (videos demonstrate social skills by modeling peer)
* http://www.socialskillbuilder.com/ (video sequences of real-life social scenarios)
* http://www.watchmelearn.com/ (video based lessons)

Writing Notes

*Slows down the social interaction process.
*Allows student to use their visual strength.
*Allows time to process information.
*Turn taking is made more obvious and balanced.

Note writing modifications:
• Dictate what to write.
• Pick from choices of what to say.
• Fill in the blanks.
• Draw pictures
• Email (www.ebuddies.org)
• Type

Using Photos to Teach Conversation Skills

*motivating way to engage children in conversation
*provides a bridge to better conversation and social interactions
*can close the gap of what other children may talk about and what some children with autism may talk about

1- Practice or rehearse what to say
2- Write down information about a picture and can post on the back.
3- Teach student how to hold the pictures for others to see.
The Circle of Friends is not a mere social skills group; it goes beyond that to a more specific focus, developing friendships and providing a quality education for a child with special needs, one that includes learning about social skills through peer relationships and direct instruction.

If a picture paints 1000 words, why settle for just one?

If you have a student who is deaf... wouldn't you learn and use sign language?

If you have students that are autistic, non-verbal or visual learners...
Thank you!

Mo Buti
mobuti@hotmail.com
Twitter: @themobuti
312-316-2884

AiepA:
Advocate and Instructional Expert for People with Autism
www.aiepautism.com

---

Thank You for Attending EDU-20

- Session Evaluation
  - Help us improve the quality of our conference by completing your session evaluation form in the mobile app.

- CEUs
  - Search session availability in the mobile app. Find out about application information and deadlines here (www.atia.org/ceus) or at the Information Desk.
    - ASHA and ACVREP forms must be submitted before departing the conference. AOTA and IACET forms may be submitted online.

- Handouts
  - Handouts shared by the speakers are available for 3 months after the conference ends. Find handouts here (www.atia.org/orlandohandouts).