



#### Special points of interest:

25 Reasons to Use Visual ...  
Pgs. 1-3

Visual Supports....  
Pgs. 4-7

KidsAbility Visual Supports...  
Pgs. 8-14

Visuals....  
Pgs. 14-15

#### Also In this issue:

Book Reviews **16-17**

Visuals **18**

Autism Consultant Contact **18**

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# Autism Agenda

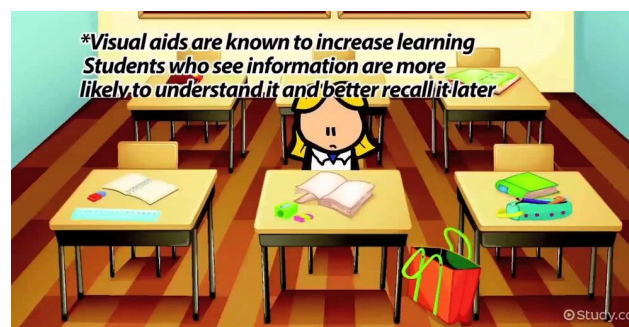


Linn Benton Lincoln ESD-Cascade Regional Autism Program

## 25 REASONS TO USE VISUAL STRATEGIES WITH STUDENTS WITH AUTISM

Parents and teachers working “in the trenches” with individuals on the autism spectrum know that the expressive and receptive communication challenges these kids typically have can impair learning. Whether it’s social conversation, understanding a written assignment, or being able to decipher more figurative language we all tend to use, if effective communication is our goal, we need to use more than our voices with this population. We need to use visual strategies too! What are visual strategies? They are anything you can SEE that can help a child better understand the world. Photographs, drawings, a tangible object, a sign or label, a gesture, written notes, or a clock are all visual tools. Why use them? We use visual tools to accomplish a purpose, and we can use different tools for different purposes. Perhaps we use something visual to help a student understand a situation. Maybe we provide a visual prompt so a student can accomplish a task more independently. Or be more organized. Defining the need guides the decision about what kind of visual tool to use. Identifying the purpose helps us know how to use it. Is your school or home environment a visual-friendly place?

Here are 25 functional areas in which visual tools can help the student with autism or Asperger’s Syndrome.



Continued on page 2.

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## 25 REASONS TO USE VISUAL STRATEGIES CONTINUED....

- 1- **Establish Attention** Looking helps students establish attention better than just listening. Once they have focused their attention, the rest of the communication message can get in.
- 2- **Give Information** How do students get information to answer the who, what, why, where, when questions?
- 3- **Explain Social Situations** The social world can be confusing. People are moving, changing, and often unpredictable. Sharing social information through written as well as verbal avenues helps students process and understand.
- 4- **Give Choices** How do students know the available options? What choices they have? How about options that are not available ?
- 5- **Give Structure to the Day** Telling what is happening or what is not happening. Sharing the big picture tends to reduce anxiety.
- 6- **Teach Routines** Following multiple steps in a routine will be easier when the student can see the steps. They will learn a routine faster when they don't make a lot of mistakes guessing or trying to recall what comes next.
- 7- **Organize Materials in the Environment** Where are the things we need? Is it clear where to put supplies away when it is clean-up time?
- 8- **Organize the Space in the Environment** Can the student identify his or her own space to work, play or sit? Which parts of the environment can he use and which parts are "off limits"?
- 9- **Teach New Skills** Learning to operate a new toy or piece of equipment. Learning a new task or academic skill.
- 10- **Support Transitions** Stopping one activity to start another. Moving from one environment to another. Anything that involves a shift or change.
- 11- **Stay on Task** Remembering what the current activity is and staying involved with it until it is completed. Seeing what constitutes 'finished.'
- 12- **Ignore Distractions** Help students consciously focus their attention on desired activities or interactions.
- 13- **Manage Time** How long is five minutes or one hour? How much time is there before a transition in the schedule? Time is invisible. Timers and clocks turn time into something students can see, something concrete and visual.
- 14- **Communicate Rules** People presume students know the rules. That is often not true. Perhaps they don't remember. Or they don't understand. Or they get too impulsive or excited.
- 15- **Assist Students in Handling Change** Prepare for something that is going to change. Preparing students for situations where something will be different from what they normally expect can prevent many problems from occurring.

## 25 REASONS TO USE VISUAL STRATEGIES CONTINUED....

- 16- **Guide Self-Management** Students need to learn how to manage themselves when they get anxious or encounter a problem.
- 17- **Aid Memory** Remembering what to do or when to do it. Remembering the name of an object or a person. (Think about how many ways you provide cues for yourself for this one!)
- 18- **Speed Up Slow Thinking** Some students have lots of information in their brains, but it takes them a very long time to access it. Visual cues can speed that process.
- 19- **Support Language Retrieval** Did you ever have an experience where you know someone's name but you just can't remember it? Or you know what something is but can't recall the word? Then once you hear it or see it you instantly remember. (The older we are, the worse it becomes!) Students can experience the same challenges in remembering and word retrieval.
- 20- **Provide Structure** Structure means organized and predictable. Many students function better in environments where changes are minimal. Strive for an environment that provides visual organization and information.
- 21- **Learn Vocabulary** Create a personal dictionary with pictures and words of items important in the child's life: peoples' names, favorite toys or videos, activities or places. Students learn information better when they can access it over and over.
- 22- **Communicate Emotions** Students demonstrate a variety of emotions with their actions. Translating those responses into pictures or written language gives an opportunity to explain, clarify or validate their experience.
- 23- **Clarify Verbal Information** What I understood might not be what you meant. Making it visual helps clarify our conversation. It eliminates confusion.
- 24- **Organize Life Information** Think of phone numbers, calendars, cooking instructions, shopping lists, social security numbers, appointments, etc.
- 25- **Review & Remember** One of the greatest benefits of making something visual is that you can keep it. Verbal language flies away. It disappears. Keeping visual information to review over and over helps students remember and understand.

Giving information to students with autism/AS in a concrete visual form helps them handle the many happenings during a day that can cause confusion or frustration. It gives them the structure necessary to better handle situations that are difficult for them, and helps them participate more independently in their life activities. Best of all, visual strategies are not just helpful for individuals on the autism spectrum – they're beneficial for all kids and adults. Visual tools reinforce verbal instruction and provide a second channel for learning and retention. Now, that's how I spell S-U-C-C-E-S-S!

Linda Hodgdon is the author of two best selling books, *Visual Strategies for Improving Communication and Solving Behavior Problems in Autism*. She is featured in the award winning *Visual Strategies Workshop–Video Program*. Linda is a popular presenter both nationally and internationally. For more information visit [www.LindaHodgdon.com](http://www.LindaHodgdon.com)

*This Article is from The Autism Digest, August 21, 2009 Issue*

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## VISUAL SUPPORTS FOR CHILDREN WITH ASD

# Visual Supports for Children with ASD

A Parent and Caregiver Resource

Parent Home Training Program

Autism and Other Developmental Disabilities Division

### What are Visual Supports?

A visual support is a strategy for communicating with your child using pictures and drawings instead of using words. Visual supports take information that you might think to convey with language (e.g., asking your child "Do you want juice or milk?") and instead present the information visually (e.g., holding up a choice board that has a photograph of orange juice and a photograph of milk for your child to choose from.) Visual supports convey a lot of information in a manner that is easy for children with language delays to understand. However, they are not just helpful for children with language delays. We all use similar kinds of visual supports in our day-to-day lives because sometimes a visual representation of information is the best way for us to process information. We rely upon street signs to tell us where to go, calendars to keep track of appointments, lists at the grocery store, and online videos when we need to fix something around the house. Each of these strategies is a kind of a visual support.

advantage of how children with ASD naturally prefer to communicate and can reduce their frustration. The second reason why visual supports are so effective is that processing language quickly is hard to do for some children with ASD. When you say a word or a sentence to a child, the words are available only for the brief moment they hang in the air. For children with difficulty processing language, that moment may not be enough time to make sense of the message or hold on to the message in order to use it. However, when you present information visually it can be there for as long as the child needs it. This means that holding up a visual STOP or NO sign when you are cooking on the stove can be more effective than saying "STOP!" or "No!", which you may have to say over and over.



### Why Are Visual Supports Important?

There are two main reasons why visual supports can be so helpful for children with Autism Spectrum Disorder (ASD). First, most children with ASD are visual learners, meaning that they learn best by looking and watching. This is true of the vast majority of children with ASD, even those who seem to understand and use auditory information well. It is very common for a child with ASD to be very good at puzzles, like to make patterns, or prefer to watch videos over and over. Part of the reason many children enjoy these activities is because they are using their visual strengths. Using visual information to communicate with your child is taking

### Will Relying on Visual Supports Prevent My Child From Later Using Language?

No! We know using visual supports regularly does not interfere with a child's ability to later use or understand language. In fact, research consistently suggests the opposite is true. Many children with ASD begin to use more language soon after their parents or teachers start to use visual supports. This is because most parents and teachers naturally pair the visual support with language. Some children will then pick up the words faster because they are hearing them paired alongside visuals they easily understand.

Continued on page 5.



## VISUAL SUPPORTS FOR CHILDREN WITH ASD CONTINUED....

### A Note on Visual Supports & Augmentative and Alternative Communication

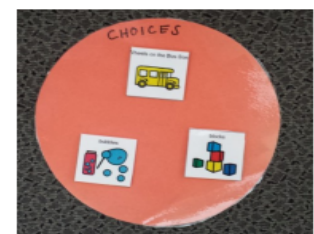
An Augmentative and Alternative Communication (AAC) system is a special type of visual support. An AAC system is a specific way for your child to communicate their wants, needs, and thoughts **to you** without using speech. Children with ASD who are having trouble learning to use speech to communicate often use AAC strategies. Families of young children with ASD sometimes receive a recommendation to speak with a speech/language pathologist about AAC methods. There are numerous AAC strategies that children can learn to use such as sign language, pointing to or giving pictures, or an electronic device that produces speech. Selecting the right AAC method is an important and difficult task. You should speak with a speech/language pathologist (SLP) if you are considering using AAC. The visual supports discussed in greater depth in this resource tend to focus on strategies for **you to communicate information to your child about something rather than for your child to communicate with you**. SLPs are also great at helping out with troubleshooting the various types of visual supports that we discuss in this resource.

### Other Types of Visual Supports for Young Children

1. Transition Objects are real or toy objects to show it is time to transition (e.g., a spoon for meals, a blanket for nap time, or backpack for 'time for school')
2. Choice Boards display available options
3. Visual Schedules show the steps of an activity or the activities of the day
4. "No" (or Not Available, STOP) Signs to display unavailable items or unsafe places
5. Visual Countdown Timers show how long something is going to last
6. Visual Positive Reinforcement Systems display what needs to be done to earn a reward
7. Visual Labels show where things should be (e.g., picture of trains on train storage box or picture of child on chair)
8. Visual Boundaries show where things should take place (e.g., brightly colored rug in living room to show where to play)
9. Work Systems that use matching skills to show how to do something
10. Finished or All Done containers to show when an activity is over
11. Pictures to show a child how to behave (e.g., social narrative card that depicts the steps to ask a child to play)

### Choice Boards

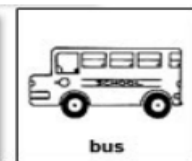
Choice Boards are a great way to introduce visual supports to a child with ASD. A Choice Board is a visual representation of the choices that are available at a given time. You can use a Choice Board to display options for a snack, options for a play activity, or toys that are available to play with. Initially, while children are learning to make a choice, we suggest that a Choice Board only offer two or three choices. Once your child has learned to make a choice, then you can begin to offer more and more choices. Also, it is recommended that the first choices offered be for things that your child really likes. Over time, you can begin to use Choice Boards for harder choices such as picking out their clothes or choosing the color of a marker for a craft activity.



## VISUAL SUPPORTS FOR CHILDREN WITH ASD CONTINUED...

### Visual Schedules

Visual Schedules are picture representations of what is going to happen next. They help children understand and anticipate the future and they can teach children how to complete a task that has many steps. Many children do best when they first learn to use the simplest form of a visual schedule: the FIRST—THEN Board. The FIRST—THEN Board displays only the next two things that are going to happen (e.g., FIRST put on shoes, THEN go outside). Other children may be ready for a more complex schedule that shows several things that are going to happen such as the schedule for the day (e.g., eat breakfast, get dressed, put on shoes, go to school, . . .) or the steps to an activity like getting dressed (e.g., put on underwear, put on pants, put on shirt, put on socks, . . .). You can use a visual schedule to tell children about an unusual event that is going to happen in their day so that they are not surprised when it happens. If you normally go to the park every day after preschool, but today you are going to the doctor's office, you can use a visual schedule to show your child about the change and prepare them for it.



### Countdown Timers

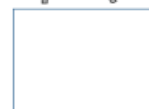
It is challenging for young children to understand how long activities or events are going to last. A Countdown Timer is a visual representation of time that can be used instead of saying "five more minutes until the TV gets turned off". It can tell your child how long they have to wait for their turn with their favorite toy or how long until they are going to have to give up their turn with their favorite toy. Using a Countdown Timer can prevent frustration caused by not knowing exactly when something exciting is going to happen or being surprised when they have to give up a preferred activity. A basic Countdown Timer has a series of tokens that you remove one by one until they are all gone and it is time for a change. Each time you remove a token, show your child that the number of tokens is getting smaller. After a child sees the timer used a few times, they will begin to understand what removal of the tokens means.



### Visual Positive Reinforcement System

A Visual Positive Reinforcement System displays what needs to be done before a child can earn positive reinforcement. Positive reinforcement is a strategy used to increase certain behaviors by giving access to preferred activities, toys, or foods after completing that desired behavior. If you are working on your child's ability to share toys with their sibling, you can use a Visual Positive Reinforcement System to help with motivation. You begin by having your child select a reward using a Choice Board or some other method that captures what they want. Then, show your child using the system that they have to earn 3 or more tokens and then they will receive their reward. The Visual Positive Reinforcement System is a visual reminder of what they are working for and also displays how many times they need to do something such as share with their sibling before they get access to their reward.

I am working for:





## VISUAL SUPPORTS FOR CHILDREN WITH ASD CONTINUED...

### Tips for Success

1. **Simple and low tech is usually best.** There are a number of complex visual support systems available for purchase online, but we have found that the ones that you can make at home work just as well. The visual schedule that you draw on a piece of construction paper can be just as effective as the fancy one designed by complex program for a tablet because the only thing that really matters is creating a clear visual message for your child. Plus, when you make your own visual support, it can be easily personalized for the needs of your child.
2. **Remember that teaching will be needed.** Like any new concept, using a visual support is something that you will need to teach your child. Most of the time, you will need to show your child the visual support and guide them through the steps of using it many times. Only then, will a child begin to understand what is going to happen when you show it to them. If your child is not familiar with using a Choice Board, you may need to initially physically prompt your child to point to an option. Then, you give them the choice that they pointed to. You may need to practice this several times before they will begin to make a choice on their own. Try not to get frustrated if the visual strategy does not work on the first try or if your child seems frustrated during the first few times you walk them through the visual. This is common and should reduce over time. If you have been trying for some time and the strategy is not working, talk to your PHT consultant or a speech/language pathologist familiar with your child.
3. **Be consistent.** Use the visual support in the same way each time, especially when you are first demonstrating what the visual support means. That way, your child knows that the visual carries the same message each time you present it.
4. **Pair with language but keep your language short and sweet.** Using visual supports can have the bonus for your child of learning new words faster because you pair your language with an easily understood visual image. For this to be most effective, use the smallest number of words necessary to describe what the visual support depicts. For example, instead of saying "FIRST, we are going to take a bath upstairs and THEN we are going to get the bubbles out" you may wish to just say "FIRST bath, THEN bubbles".

### Some Useful Resources on Visual Supports

***Visual strategies for improving communication: Practical supports for school and home***

by Linda Hodgdon

***Autism Internet Modules: Visual Supports***

[www.autisminternetmodules.org](http://www.autisminternetmodules.org)

***More Than Words*** by Fern Sussman

**Do2Learn Website** [www.do2learn.com](http://www.do2learn.com)

For more information about this resource or to inquire about the Parent Home Training Program call (505) 272-1852 or 1-800-270-1861.



<https://cdd.health.unm.edu/autismportal/wp-content/uploads/2019/10/Visual-Supports-for-Children-with-ASD.pdf>

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## KIDSABILITY VISUAL SUPPORTS



# Visual Supports

### What Are They?

Visual supports are pictures or words used to assist with understanding activities or instructions. Verbal instructions can be fleeting and vary quickly. Visuals are helpful as they allow your child to refer to them as often as needed when following their daily routine.

### Why Use Visuals?

(Visual Strategy Kit)

- Provides instructions in a more concrete manner
- Breaks down a task into smaller components
- Decreases reliance on verbal prompting

## Visual Strategies

### Choice Board

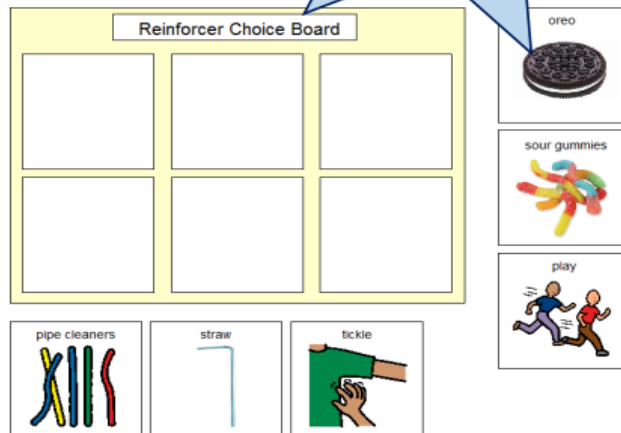
#### Why Is it Useful?

Choice boards are pictures of a variety of preferred foods, toys, or games that your child is interested in. It allows the child to see what is available in each environment/at any given time.

Children may have a preference, but may have difficulty expressing it. Having a visual showing the varying available options can assist your child in choosing an item/activity. The child express this choice by pointing or by removing the picture and giving it to the parent.

Choice boards are also beneficial because they can change to accommodate what is available in specific environments. School may have some items, while at home there will be different items available.

Free App  
ChoiceBoard  
Creator



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## KIDSABILITY VISUAL SUPPORTS CONTINUED...



### Visual Schedules

#### Why Is it Useful?

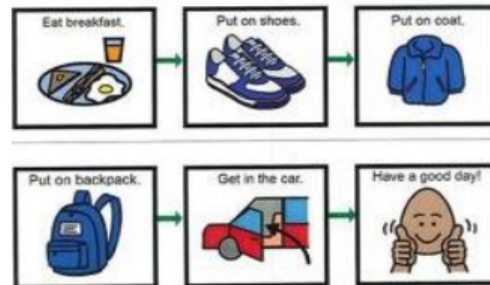
Visual schedules can be used for one child, or multiple children in a group setting. There are visual schedules for: **Dressing, Daily Routine, School activities, etc.**

Typically they are on a strip of Bristol board with Velcro and the pictures can be removed when the activities are completed. Once completed, the child puts the picture in an "all done" envelope at the bottom of the schedule.

These schedules allow the child to see what is coming up next, and the child can also be involved with completing an activity or transition by putting the pictures in the "all done" envelope.

(i)

#### Morning Schedule



(iii)



(ii)



**Free Android Apps**  
-PictogramAgenda  
-Visual  
Schedule



## KIDSABILITY VISUAL SUPPORTS CONTINUED...



### First-Then Board

#### Why Is it Useful?

A “First/Then” board can be a useful strategy so your child can see what activity they are completing currently and what activity will occur next (Hume, 2008).

The pictures can be attached using Velcro so they can be changed when necessary.

First-Then boards are useful because they:

- Provide predictability
- Reward completion of an undesired task
- Breaks down a larger schedule

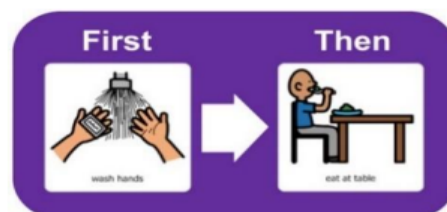
(Visual Strategy Kit, Thames Valley Children’s Centre)

First-Then boards are useful for children with **non-compliance** when completing a non-preferred activity or task.

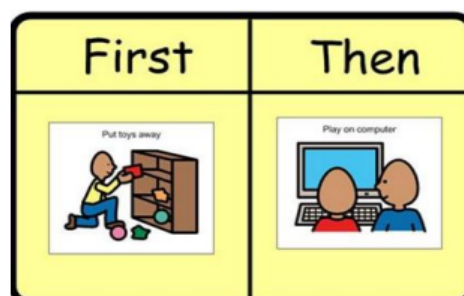
They are also useful for children who have **trouble transitioning** from activity to activity or room-to-room. First-Then boards help the child transition to an activity or location that is not preferred, because the child can visually see that a preferred activity is coming next.

A First/Then board is **portable** and move with the child as he/she transitions (Hume, 2008).

(iv)



(v)



The “**First**” is usually a non-preferred activity.

The “**Then**” is a preferred activity/toy that the child enjoys.

**Free Android App**  
“First-Then”



## KIDSABILITY VISUAL SUPPORTS CONTINUED...



### Token Board

(Visual Strategy Kit, Thames Valley Children's Centre)

#### Why Is it Useful?

Token boards are visuals that specify the number of tasks a child must complete in order to gain a reward- an activity or toy that is highly motivating.

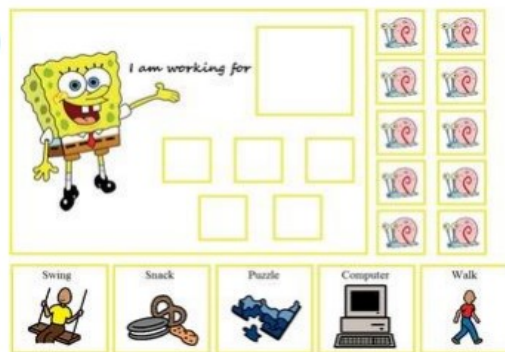
Each time a task is completed, a token is placed on the board. When the child has finished the specified number of tasks, they receive the reward.

The tokens can be stars, checkmarks, or pictures customized to the child's interests (E.g. pictures of Dora)

#### Token Boards:

- Teach the child to wait longer before they receive a reward
- Increase motivation to complete undesired tasks
- Represents the amount expected from the child visually

(vi)



(vii)



#### Free Android Apps

- My Token Board
- EasyKidTokens

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## KIDSABILITY VISUAL SUPPORTS CONTINUED...



## Social Stories/Narratives

(Hodgdon, 1995)

### Why Is it Useful?

Social stories are an individualized short stories that are used to model an appropriate social interaction, behavior or skill by describing a relevant social context to the child who is struggling.

#### Social Stories:

- Break down the challenging social situation by providing the child with other people's perspectives and an appropriate response to the situation
- The goal of the story is to improve the child's understanding of the social situation, which may lead to a change in behavior and appropriate decision making in future events similar to the story.

(viii)

Sometimes I feel frustrated  
or upset.



It's OK to feel frustrated but

I need to stop and calm down.



My work doesn't need to be  
perfect. I just need to try  
my best.



When I am frustrated or upset

I can tell Mrs. Ashley  
or Mrs. Holbrook and they can



### Social Stories Can Help Prepare Children For:

- School field trips
- Grocery shopping
- Getting a hair cut
- Going to the doctor
- Going on an airplane
- Moving

#### Free Apps

- Social Story Creator
- Library (Touch Autism)

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## KIDSABILITY VISUAL SUPPORTS CONTINUED...



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(iv) Retrieved from: <https://iris.peabody.vanderbilt.edu/module/asd1/cresource/q2/p06/first-then-picture-boards/> (2018)

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## EXAMPLES OF VISUAL CHECKLISTS



**Monarch Center for Autism**  
A Division of Bellefaire JCB

### Conversation Checklist

✓

1.	 <small>eye contact</small>	<b>Make eye contact.</b>	<input type="checkbox"/>
2.	 <small>"Hello"</small>	<b>Begin the conversation appropriately.</b>	<input type="checkbox"/>
3.	 <small>topic</small>	<b>Stay on topic.</b>	<input type="checkbox"/>
4.	 <small>voice</small>	<b>Use appropriate voice volume.</b>	<input type="checkbox"/>
5.	 <small>questions</small>	<b>Ask questions about the other person.</b>	<input type="checkbox"/>
6.	 <small>comments</small>	<b>Make comments.</b>	<input type="checkbox"/>
7.	 <small>take turns</small>	<b>Take turns.</b>	<input type="checkbox"/>
8.	 <small>listen</small>	<b>Listen carefully.</b>	<input type="checkbox"/>
9.	 <small>personal space</small>	<b>Demonstrate appropriate personal space and be respectful.</b>	<input type="checkbox"/>
10.	 <small>enjoy</small>	<b>Enjoy the conversation.</b>	<input type="checkbox"/>
11.	 <small>"Goodbye"</small>	<b>End the conversation appropriately.</b>	<input type="checkbox"/>

Visuals provided by VizZle™ ([www.govizzle.com](http://www.govizzle.com))

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[www.monarchcenterforautism.org](http://www.monarchcenterforautism.org) \* [www.facebook.com/monarchcenterforautism](https://www.facebook.com/monarchcenterforautism) \* [www.twitter.com/monarchohio](https://www.twitter.com/monarchohio)

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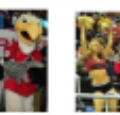






## EXAMPLES OF VISUAL CHECKLISTS CONTINUED...

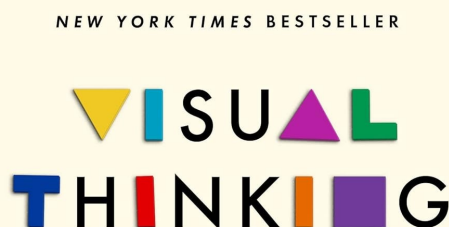
### Activity Visual Schedule / Checklist (Detailed)

#### Attending a Sports Game



- |     |   |   |                          |
|-----|---|---|--------------------------|
| 1.  |    | Gather some things to bring to the game (e.g., headphones). | <input type="checkbox"/> |
| 2.  |    | Drive to the sports game.                                   | <input type="checkbox"/> |
| 3.  |    | Park and walk into Sports Arena.                            | <input type="checkbox"/> |
| 4.  |    | Wait in line to show our bags and tickets.                  | <input type="checkbox"/> |
| 5.  |    | Find our seats.   | <input type="checkbox"/> |
| 6.  |   | Watch the game.   | <input type="checkbox"/> |
| 7.  |  | Have a snack.   | <input type="checkbox"/> |
| 8.  |  | See the mascot and dancers.                                 | <input type="checkbox"/> |
| 9.  |  | See lots of people and hear lots of noises.                 | <input type="checkbox"/> |
| 10. |  | If needed, request my headphones or take a break.           | <input type="checkbox"/> |
| 11. |  | Watch the game.   | <input type="checkbox"/> |
| 12. |  | Drive home.   | <input type="checkbox"/> |

## BOOK REVIEWS



NEW YORK TIMES BESTSELLER

THE HIDDEN GIFTS OF PEOPLE  
WHO THINK IN PICTURES,  
PATTERNS, AND ABSTRACTIONS

TEMPLE  
GRANDIN

"A vivid recognition of the full breadth of human ingenuity."  
—THE WALL STREET JOURNAL

## Visual Thinking: The Hidden Gifts of People who Think in Pictures, Patterns and Abstractions

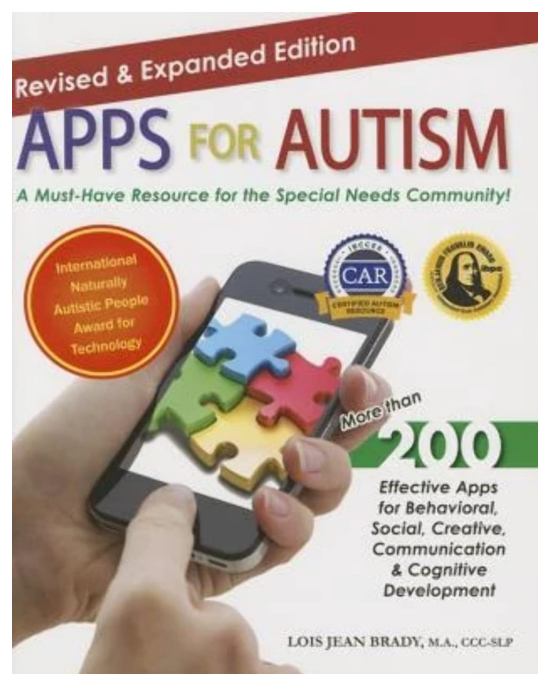
by Temple Grandin

With her genius for demystifying science, Grandin draws on cutting-edge research to take us inside visual thinking. Visual thinkers constitute a far greater proportion of the population than previously believed, she reveals, and a more varied one, from the photo-realistic "object visualizers" like Grandin herself, with their intuitive knack for design and problem solving, to the abstract, mathematically inclined "visual spatial" thinkers who excel in pattern recognition and systemic thinking. She also makes us understand how a world increasingly geared to the verbal tends to sideline visual thinkers, screening them out at school and passing them over in the workplace. Rather than continuing to waste their singular gifts, driving a collective loss in productivity and innovation, Grandin proposes new approaches to educating, parenting, employing, and collaborating with visual thinkers. In a highly competitive world, this important book helps us see, we need every mind on board.

## Apps for Autism

by Lois Jean Brady

Actually, there are more than 200 apps for autism. This book will guide you through them, so you can confidently utilize today's technology to maximize your child or student's success! Speech Language Pathologist Lois Jean Brady wrote this book to educate parents, teachers, and other professionals about the breakthrough method she calls "iTherapy"—the use of Apple products (iPhone, iPad, iPod Touch) and various apps to meet students' individual educational goals. Lois believes that all persons on the spectrum can learn how to use technology in a way that is relevant to them. She shares important tips on how to use apps responsibly and effectively by maintaining a child centered, team approach to teaching and learning. Her approach takes into account the individual's interests, strengths/challenges, vision, motor planning, attention, sensory processing, memory, cognitive ability, environment, and access to tools. Lois also coaches adults on how they can use prompting and reinforcement techniques to help establish and generalize skills learned, until students are able to consistently demonstrate the skills in various environments (home, school, etc.). But what about apps that have been released since this book was published? Again—Lois has you covered! Just visit this book's companion website AutismApps dot org for reviews of new apps that made the grade.



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## ADDITIONAL RESOURCE LINKS

**Teacher Pay Teacher has a Free At Home Visual Supports:**

<https://www.teacherspayteachers.com/Product/FREE-At-Home-Visual-Supports-5377700>

**Autism Little Learners has a Free Visual Support Starter Set:**

<https://autismlittlelearners.com/free-visual-supports/>

**Able 2 Learn offers some free and some for purchase supports:**

<https://able2learn.com/>

**Autism Parenting Magazine has free visual supports:**

<https://www.autismparentingmagazine.com/benefits-of-autism-visual-supports/>

**Do2Learn:**

<https://do2learn.com/>

**Autism Speaks:**

<https://www.autismspeaks.org/sites/default/files/2018-08/Visual%20Supports%20Tool%20Kit.pdf>

**Reading Rockets Visual Supports Free:**

<https://www.readingrockets.org/topics/autism-spectrum-disorder/articles/visual-supports-students-asd>

**National Professional Development Center on Autism Spectrum Disorders**

[https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VisualSupports\\_Complete.pdf](https://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VisualSupports_Complete.pdf)

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## VISUALS



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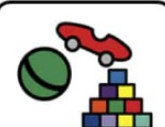
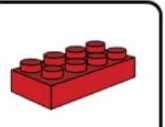



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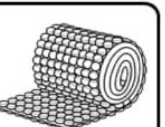
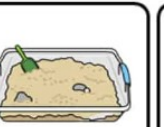


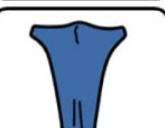











### Leisure

 play	 ball	 outside	 listen to music	 watch TV
 arts and crafts	 draw	 game	 read	 computer
 toys	 Lego	 video game	 puzzle	 iPad



### Sensory

 bubble bath	 bubble wrap	 sensory box	 swing	 guess the smell
 body sock	 headphones	 slime	 sensory bag	 brush
 weighted blanket	 string	 trampoline	 bean bag	 water play

Additional visual supports can be found on the following website: [Supporting autistic children using a visual scheduling tool - THE EDUCATION HUB](#)