



Autism Classroom Magazine

Your Autism Classroom

Visual Supports in During Mealtimes

An excerpt of AutismClassroom.com's book [How to Set Up a Classroom for Students with Autism](#) by S. B. Linton

Visual supports of several types are needed to help students with autism in an effectively run autism classroom. Visual supports include any visual item that helps a child to understand or express language. They include, but are not limited to photos, icons, calendars, schedules, topic boards, single icons, written lists, written words, logos, and more. Students with autism benefit from the use of augmentative and alternative methods for communication. Mealtimes are a highly motivating time for many students. Although many students can indicate to us what it is they want during those times through pointing and leading us to the food, it is important to encourage symbolic forms of communication. The level of communication expected will vary with the child. However, visual cues can serve as a useful tool for many students with autism. To accomplish this, try having either food logos, wrappers, actual food items, photos or picture icons of the food that the child can choose from. Have them point to, give you, or tell you, the item before consuming it. At first, you may find that some students may protest. If you are consistent during mealtimes, they will eventually learn to use a more symbolic form of communication whether it be handing a picture icon, signing or using words.

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**Please feel free to copy, distribute or email this publication to other educators and family members of your child or student/students with autism.

Featured Article: PECS



PICTURE EXCHANGE COMMUNICATION (PECS)

By: Andrew Bondy, Ph.D.

Want to help your student's acquire the power of functional communication? Then you should consider using the Picture Exchange Communication System (PECS), an evidence-based alternative/augmentative communication system that is used around the world. It can be used with children under the age of 2 and has been effectively used with adults as well. PECS is very helpful in getting functional communication going with very young children who may have no means of communication and has also served to improve the complexity of language skills in those who have some speech. The protocol of PECS is based upon the work of BF Skinner in his account of language called *Verbal Behavior*. This approach looks at particular units of language and how they are functionally related to events in the student's life. This analysis can help everyone in the classroom - the SLP, the teacher, the paraprofessionals and other professionals as well- do what they'd like most to do- create more effective language lessons. The PECS protocol has been demonstrated to be readily learned and accurately implemented by all staff.

"Children who learn to communicate via PECS demonstrate many additional benefits."

How to initiate communication is a major difficulty for young children with autism, and thus PECS begins by first addressing this challenge. This is done in part by taking advantage of teaching them to request things or events they like. Two trainers are used for a short time to assure that the child does not become prompt dependent. After this initial phase the child is taught to use the system with different people- including peers!, in different locations, about different items and to persist through common issues such as the teacher being far away or paying attention to someone else. They become persistent communicators over varying distances and various situations. Then the child is taught to discriminate between pictures- often at first between an item that is highly rewarding versus something that is non-preferred. (To be honest, discrimination may be difficult for some children so we have developed a number of distinct but highly effective teaching strategies.) Next, children are taught to create simple sentences, (i.e., "I want pencil!") and expand vocabulary by adding various attributes- "I want blue pencil." In this way, many children learn to request by color, size, or shape before even learning to respond to "Give me the big pencil." Learning to request to get something desired is usually more motivating than learning to respond to an instruction. Children then learn to respond to simple questions before learning how to comment on things and events around them. Research also has shown that children can use their current set of pictures to improvise in order to ask for things even when they don't have the specific picture for that item.

Children who learn to communicate via PECS demonstrate many additional benefits. Many children almost immediately display fewer behavior management problems. Many show improvements of social approach and interaction, including with peers. There is mounting evidence that PECS helps in the acquisition and use of speech and has never been shown to interfere with speech development or use. Of course, no person or system can guarantee that a child who has no speech will acquire functional speech but PECS has been shown to help in this area for most children.

The effectiveness of PECS is attested to by over 85 publications from over 15 countries- most of these within the past 5 years. Pyramid Educational Consultants, Inc. with offices in nine different countries, is currently the only providers of certified training and provides the only means by which staff can become Certified PECS Implementers or PECS Supervisors. Pyramid also provides a variety of workshops about PECS and effective educational strategies, including behavior management, how to set up a functionally oriented classroom, as well as providing direct consultation to classrooms and programs. Pyramid also has created a wide array of materials that make life within the classroom easier for everyone- from durable PECS communication books, the CDs filled with pictures, to schedules that can be put up anywhere, to materials to help commenting and language expansion lessons. The consultants within Pyramid represent various areas including behavior analysis, psychology, special education, speech/language pathology and other areas that directly relate to classroom involvement.

Pyramid Educational Consultants is a company with heart, on a global mission to improve the lives of those with autism, other related developmental disabilities, and the families and professionals who work with these individuals. In a very short time, Pyramid Educational Consultants has helped thousands of families, professionals and learners of all ages. It is looking forward to continued growth in the coming years and the opportunity to help even more people worldwide. www.pecs.com

By: Lauren Stafford

Using teaching materials rich with visual supports

has become one of the few non-controversial, universally lauded methods of teaching children with autism. Research described in books like Howard Shane PhD's *Visual Language in Autism* (Plural Press, 2008) has proven that the majority of children with autism benefit from visual supports used throughout the day to improve communication, help organize daily experiences, and improve school performance.

Dr. Shane, director of the Center for Communication Enhancement at Children's Hospital Boston, showed that using visual supports (tools like schedules, token boards, timers, visually supported lessons for instruction like stories for social learning, or supports for expressive language like topic boards) is highly effective for individuals with ASD. Visuals help no matter where the individual falls on the spectrum, and enhance every evidence-based educational paradigm for ASD (e.g. ABA, TEACCH etc.).

What is less well known but also well documented is that the way those visual supports are presented makes a big difference in their effectiveness. In one particularly eye-opening study, children on the ASD spectrum were attentive to a computer-generated lesson 97% of the time (learning 74% of the targeted nouns) but attentive to a teacher-directed lesson only 62% of the time (learning 41% of the targeted nouns) (Moore & Calvert, 2000).

What most parents and teachers will anecdotally attest to has been well documented: Children with ASD are more attracted to, and engaged by, visual materials presented interactively on a computer. The majority choose to spend more time with electronic media than with all other forms of play combined (Shane & Albert, 2008). It only makes sense then to take advantage of this affinity in the autism classroom.



Students on the ASD spectrum practice important social skills as well as learning academics when they play group educational games on electronic whiteboards

Photo: Jeff Richards



Playing lessons interactively on computers or whiteboards takes advantage of the typical ASD student's natural affinities and improves engagement

Photo: Jeff Richards

“Investments in technology like computer stations, laptops or electronic whiteboards for the autism classroom can pay huge dividends in improved outcomes.”

Investments in technology like computer stations, laptops or electronic whiteboards for the autism classroom can pay huge dividends in improved outcomes—but they, “Are really only as good as the materials presented on them,” said Melissa Baker MS CCC-SLP, the Speech Therapy Department Supervisor at The Monarch Center for Autism in Shaker Heights, OH, a school for children on the ASD spectrum where much of Dr. Shane’s research was conducted. “We’ve tried and still occasionally use many different programs like Teach Town, the various Boardmaker products, SmartTools, TLC, Attainment and even websites like Starfall to find the content we need. But VizZle® has become our primary source.” She estimates that the SLPs in her department use the web-based software about 80% of the time to present and create materials for their students—compared to 20% for the rest combined.

A Web-based visual learning program originally developed with the Monarch school staff through an affiliate organization, Monarch Teaching Technologies Inc, and now available to anyone with an internet connection (at www.monarchtt.com), VizZle was designed specifically to present and create interactive, visuals-based materials for students on the ASD spectrum. Dr. Shane says “We know ubiquitous use of individualized, meaningful visual supports for organization, expression and instruction is very effective with this population. Presenting those supports interactively on a computer or electronic whiteboard makes them even more effective.”

About the Author:

Lauren Stafford is a former Intervention Specialist with over ten years of experience in the field of Autism. She has worked with students in public and private school settings in Virginia and Ohio. Ms. Stafford worked as an Intervention Specialist for Monarch School, where she also served as an Academic Supervisor for 4 years. She currently serves as the Director of Instructional Design for Monarch Teaching Technologies where she works with Dr. Howard Shane, Monarch staff, and software developers to create innovative web based programming that is driven by visual language.

The Home Link

Autism Product Spotlight



FUNCTIONAL BEHAVIOR ASSESSMENTS

This electronic book discusses how to conduct a Functional Behavior Assessment and how to write Behavior Intervention Plans. The book is a quick read at 14 pages long. This e-book will examine the beginning stages of the process for conducting a Functional Behavior Assessment and writing a Behavior Intervention Plan. It will get you off to a good start. It is only 1.00 and available at the AutismClassroom.com Bookstore or at the following link: http://www.autismclassroom.com/home/index.php?option=com_content&task=view&id=116&Itemid=94



The on the go Schedule Board from Pyramid Educational Consultants, INC. is the perfect size for use in schools, home or the community. It can be used to support students during transitions in school. It can also be used in the home environment as well. The small size of the schedule also makes it a great resource while traveling. Find them on Page 9 of the products section of AutismClassroom.com's bookstore.

Visually Supported Self-Help Skills

(An excerpt of AutismClassroom.com's book [How to Set Up a Work Area at Home for a Child with Autism](#) by S.B. Linton)

Self-help skills and daily living skills can be enhanced by visual supports during routine activities that your child might do each day. This area is especially important, since some children may have trouble with recall, sequencing and organizing. They may need some assistance in remembering.

Sample Routine Support Checklist for a Child who Reads (use pictures for non-readers):

- | |
|--|
| 1. Take off your backpack. |
| 2. Take off coat. |
| 3. Hang up coat. |
| 4. Take out lunch bag and put it in the kitchen. |
| 5. Take out homework folder and put it on the table. |
| 6. Put backpack in the closet. |

AutismClassroom.com's [How to Set Up a Work Area at Home for a Child with Autism: A Manual for Parents, Families and In-Home Support Providers](#) \$12.95



PARENTINGAUTISM

Two Steps to Combat Bullying

By: Angela MacDonald-Timpone

In the July column of Parenting Autism, I discussed teasing and how-to teach your child with autism spectrum disorder (ASD) to navigate that social minefield. Similar to other childhood lessons like picking-yourself-up after falling off your bike, teasing can be an unfortunate necessity of growing-up. One that needs to be learned (not teasing, but deflecting, walking away, or blowing it off) to successfully travel through adult life with difficult co-workers, demanding bosses, and/or intimate relationships. Practice, practice, practice is my motto when it comes to dealing with other types of people who blurt-out all the wrong things like "Nice color shirt" or "What did you do to your hair?"

But when the comments and/or actions become more targeted toward only one child, contain groups of children attacking your child, and/or go beyond the socially awkward comments of most children, it is time to get the school and sometimes the local police involved. Unfortunately, kids with ASD often don't even know when they are being bullied; the meanness radar sometimes has to be taught in our children. The first step to combating bullying is to teach your child when people are not playing nice.

For us, our training, in "pointing-out mean behavior", began in kindergarten when I noticed that Tristan would continue to tell his classmates about a favorite T.V. show, *Pushing Daisies*, well after the kids would say, "that's stupid" or "Tristan— stop talking". Right there, not later, I would comment to Tristan (loud enough for the other kids to hear... a good lessons for them, too), "look at their faces, listen to their words, that girl is not being nice to you". OK, I admit, I became a little blunt, but I need my child to know when others are being hurtful to him.

Second, get your child involved in something whether it is baseball, tennis, or chess club; help your youngster find their niche. According to the experts, if your kid finds their "people" and has a social group then they are less likely to be bullied. Tristan loves to swim, well more accurately— he loves floating under the water. Anyway, Tristan joined the local swim team, took-up some private swim lessons, and competed in his first swim meet last week. For the first time Tristan feels a part of a group outside of his school class and his self-esteem and social interactions have improved this summer. Even though Tristan and I might have the occasional early morning argument about attending swim practice, during every practice, he is just another kid practicing his stroke and trying to master his dive with his teammates.

For more information on bullying

<http://www.stopbullyingnow.hrsa.gov/adults/best-practices.aspx>

About the Author:

When not chasing after her three boys, Angela writes and lectures about autism spectrum disorder and parenting. To learn more about Angela, and Parenting Autism (her company), visit www.parenting-autism.org. angela@parenting-autism.org

TIPS

Administrator Tips

3 Things to look for in the autism classrooms in the building...

REAL CLASSROOMS



"Visual Supports can be made using a digital camera and help from your students. This support shows how to wipe hands and throw away the paper towel."

**TOYS !
TOYS !
TOYS !**

<http://www.discoverytoyslink.com/esuite/home/bridgetpinkney>



[BETTER PLAYGROUNDS.BETTER WORLD](http://www.betterplaygrounds.com)
www.playsi.com

Leadership Skills

Planning

Planning is crucial to succeeding in teaching children with autism. This school year strive to plan out each portion of the school day with a structured activity that is language based. Some activities may require daily planning, while others could have a general planned procedure for how you would like them to be run. For example, lunch may not require a true lesson plan, however at the beginning of the year, you will have to write out your expectations for lunch. For example, do you want the students to get their own lunch in the cafeteria? Will they be required to ask for each item in order to build communication? Will you clean up their trash or will they work on self-help skills? Structured teacher directed lessons will need specific plans. Don't be afraid to share the planning with your classroom team. Ask team members to pitch in with the lesson planning for activities they will be implementing.

Tip of the Month:

Visual Supports are a simple way to help students with autism organize and recall information an expectations. Visual supports can be as simple as a three step direction written on an index card or a post-it™ note for a child who can read, but happens to get off track when the teacher walks away. Or visual supports can be a series of pictures explaining the day's lesson. Whichever supports you choose, make sure the supports fit the needs of your students!

Para-professional's Corner

PORTABLE VISUAL BEHAVIOR SUPPORTS RING-

This set of visual supports can be easily placed in a pocket and transported to any place the adult goes. The picture or written directions state the behavioral expectations of the child. When in the middle of a situation where intervention is needed, the adult can add an effective visual directions instead of, or in addition to verbal directions.

How to do this- Use 2 inch by 2 inch squares to place words, icons, photos or objects on. Have each square represent a behavior expectation you have for the child (ex. stand up, walk in line, listen). Hole punch a hole in the top left corner of each. Place a silver ring or a lanyard through the holes. Carry the ring with you and use the support ring as needed.

BABYSITTING TIPS FOR WATCHING CHILDREN WITH AUTISM

BY: THE AUTISM SITTER

1. During snack time, you can make a visual support by placing the snack food item or its log from the box, in snack size zippered baggies. Then have the child choose or point to their preferred snack.
2. Teach the child you babysit to grocery shop using the with the store flyer as a visual support and grocery list. Or pretend shop as a play activity.
3. Learn Sign Language as an extra visual support.

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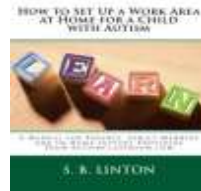
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ORDER FORM

for AutismClassroom.com's books

How to Set Up a Classroom for Students with Autism & How to Set Up a Work Area at Home for a Child with Autism

School Purchase Orders Welcomed!
Special discount for **school system purchase orders** placed between August 7th–August 27th. 25% off of the list price per book!!! Buy one for each member of the team.



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Name of Item -Description	Quantity	Unit Price	Total Price
How to Set Up a Classroom for Students with Autism: A Manual for Teachers, Para-professionals and Administrators list price \$20.95			
How to Set Up a Work Area at Home for a Child with Autism: A Manual for Parents, Families, and In-Home Support Providers list price \$12.95			

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Thank you!

CONSULTATION STATION



The issue: I am starting in a classroom with autistic students. What should I be thinking about to get myself ready for the school year?

Consulation Station

(A close look at a classroom issue, student concern or educator's question, followed by recommendations and strategies.)

AutismClassroom.com's response:

This is a great checklist we received from a teacher, Debbie P., in Maryland. It is the perfect answer to the question regarding the beginning of the school year. Debbie put together a list of questions for a special educator to ask yourself and your classroom team before the first day of school. The list is below.

Autism Class First Day of School Organizer

I wonder...

Morning Routine

Where will the students keep their personal things?

Where will I keep their home/school communication books?

Where will I direct the students to go upon arrival?

What activity will they do there?

Will they be able to do it independently?

How many staff will be available to assist them?

Who will take attendance? Would a student be able to take the attendance to the office? What supports would be needed?

Breakfast/Lunch

Will all the students go to breakfast?

Where will we eat meals?

How will students communicate during meals?

Which students will need help?

What will students who finish early do?

Do any of my students have food allergies or medical concerns that impact mealtime?

Do any students take medication around meals?

Toileting

How will we handle the toileting routine?

How many can go at one time?

Which bathroom will we use?

Which students will need help?

Are there visual supports for toileting, hand washing, and other personal care activities posted?

What will the students who are waiting to use the bathroom or waiting for their classmates to be finished be doing?

Are their data sheets available in the area to record toileting data?

Morning Circle

How will we handle our morning circle or opening routine?

Who will lead the activity?

What will the format look like?

Opening Activity Books? Visually represented songs?

Power Point Presentation? Other engaging format?

Where will the lesson materials be stored?

Where will the support staff be sitting?

How can I arrange the area to facilitate student engagement?

Will we have an activity schedule posted?

Transitions

How will we handle transitions?

How will students transition from one activity to another?

How will the students use their individual visual schedules?

Where will the materials be stored?

Who will be responsible for setting the schedules daily?

How will we communicate schedule changes?

Academic Large Group Lessons

Who will prepare and plan for the lessons?

What supporting materials will be used?

How will the students demonstrate understanding?

What visual supports will be needed?

Where will the materials be stored?

Who will lead the lessons?

How will the staff support the students?

How long will the students be expected to sit?

Can I incorporate some movement?

How will reinforcers be used?

Can the students help distribute the materials?

What will be the best seating arrangement?

Small groups

Where will the centers be located?

How will the students know which center to go to?

Who will lead each center?

Who will prepare the materials?

Where will materials be stored?

Who will rotate? *Staff or students?*

Structured Play/Recess/Rec-Leisure

What will the students do?

Where will the materials be stored?

How can students communicate what they want?

What supports will students need to use materials appropriately?

How much supervision will they require?

How will the students put things away when they are finished?

What supports for sharing and turn taking will be needed?

In Class Library Time

Which books can the students use?

Will there be a group read aloud or can the students use the books independently?

What supports will need to be in place?

Will the teacher use this time to write notes home to parents?
How will support staff assist the students during this time?
What visual supports will be needed?

Classroom Management

Do any of my students have Behavior Intervention Plans?

Do I have all needed materials, including data sheets, ready to go?

Does everyone who works with the student understand how to use the plan?

Do I have classroom rules posted visually?

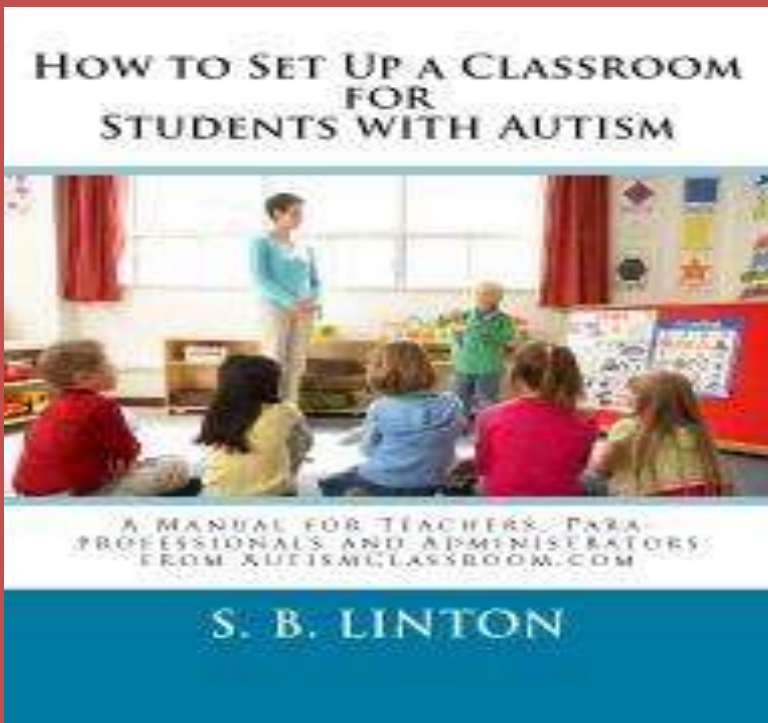
Where?

How often will they be reviewed?

Are they stated clearly and positively so that students know exactly what is expected of them?

Do I have the 3 Step Prompting Guide posted?

Do all staff know how and when to use the procedure?



Some highlights of the book include:

- Detailed instructions about classroom set up
- Listed on Autism Speaks Resource page for books
- Ideas for collaborating with others
- Data collection strategies
- Behavior intervention plan development
- Support for those working with students with autism via the AutismClassroom.com website and the Ask.AutismClassroom.com questions & answer page

Available at Amazon.com or AutismClassroom.com



A SOCIAL SKILLS MAGAZINE?

A new publication called The Social Times is now available for children and teens with autism. The articles and other features in The Social Times apply to almost all children who need to work on social skills, self-understanding, and emotional and sensory regulation. For more information about our affiliate, click on the AAPC link above.

Picture your student communicating!

Pyramid Educational Consultants, Inc., is the exclusive home of the Picture Exchange Communication System (PECS) and the Pyramid Approach to Education.

Pyramid offers trainings as well as a wide range of consulting services and products for educators and parents of children and adults with autism and related disabilities. Pyramid is a consortium of highly trained professionals dedicated to providing the highest quality service.



"Basically, PECS has allowed individuals with autism to effectively communicate when other means of communication training have failed. The significance of this fact cannot be overstated."

-Laura Schriebman, Ph.D., Professor of Psychology, University of California, San Diego

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For a full listing of 2010 workshop schedule, to register for a workshop or to order products please visit us at www.pecs.com or call (888) 732-7462. We look forward to hearing from you!

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TouchMath: An Effective Solution to Teaching Math to Students on the Autistic Spectrum

By: Michael Soria

Suppose there was a math program that generated outstanding results for students with an autistic spectrum disorder? What if the method was easy for teachers, tutors and parents to learn and teach? There is — TouchMath!

Teaching math to students with any learning challenge, especially students with autism, can be a daunting task. While some of us take learning math for granted, it is a very abstract subject that requires learning one skill before moving on to the next skill. The TouchMath method of instruction helps to reinforce each skill by seamlessly bridging the gap between abstract and concrete concepts. Instead of giving the student limited opportunities to master a skill, the TouchMath Program gives the student multiple, meaningful repetitions to truly understand the concept. TouchMath also incorporates the strategy of scaffolding (using supports to promote learning) so that the student can have success with math immediately without feeling frustrated.

Research has proven the TouchMath method effective, particularly with autistic students, for more than 35 years. With the use of its signature TouchPoints on the numerals 1–9, TouchMath allows students to make the connection between numerals and their quantities — laying the foundation for understanding critical math concepts. There is a direct correlation to the program's use of TouchPoints and the increase in students' test scores. Since TouchMath is the ONLY system that uses TouchPoints, one study found this to be the key to math success with students on the spectrum.

As more Special Education departments nationwide incorporate TouchMath as their comprehensive math program, TouchMath continues to create new manipulatives and adaptations to reach a wider range of student needs and challenges. The new *TouchMath Tutor Software* and *Touch2Learn Math Fans* were designed with the autistic student in mind. Many of the new programs from TouchMath are compatible with Interactive Whiteboards, and all are extremely hands-on; giving students the ability to incorporate movement while learning new concepts and completing tasks — a vital component in effective learning for autistic students.

"TouchMath immediately clicked with Danny. It's a reliable and revolutionary program for approaching mathematics. In teaching children with autism, you have to break down learning into the smallest steps. TouchMath offers a sequential process to follow. It's so intuitive that I'm not afraid of teaching him, and it's definitely a stress reliever for me."

- Susan Aherns, mother of an autistic child

About Innovative Learning Concepts Inc. (TouchMath)

TouchMath is an award-winning, multisensory math program that has helped raise test scores in classrooms around the world for more than three decades. For pre-k, kindergarten, first, second and third grades, special education and intervention, the step-by-step approach covers dozens of critical math concepts, from counting through pre-algebra and fractions. With its comprehensive line of products, TouchMath is often referred to as "the alphabet of mathematics." TouchMath supports the program with specialized professional development and classroom training. Learn more at www.touchmath.com.

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Web: www.touchmath.com



Michael Soria, TouchMath's Executive Director of Education, brings his background of curriculum expertise in special education along with a personal story of having a son who is non-verbal autistic to the company. He, along with Creator/Owner, Jan Bullock, and Product Development Manager, Joan Moon, now look at all new products with the autistic spectrum student in mind. In addition, TouchMath seminars, which have trained educators in thousands of school districts around the globe, focus on training teachers who have a diverse student population and provide adaptations to the program for those on the spectrum.

Need Help Ordering Materials?

Are you building an Autism Classroom?

Contact us for an email consultation at autismchatboard@aol.com

Or check out our list of catalogs with supplies helpful in creating
Special Education classrooms:

[http://autismclassroom.com/home/index.php?option=com_content&
task=view&id=165&Itemid=72](http://autismclassroom.com/home/index.php?option=com_content&task=view&id=165&Itemid=72)

Virtual Consulting available...

Consultative Support Services are offered, for a fee, via the telephone and email. The month long consultation discussion will focus on setting up the learning environment, improving teacher planning, team building and other topics needed to set up an effective classroom. Contact us at autismchatboard@aol.com. The consultation services include the following:

- The *How to Set Up a Classroom for Students with Autism* Manual
- Four 1/2 hour telephone conference consultation meetings (one per week)
- Four detailed written reports including the strategies discussed and the implementation plans based on each 1/2 hour teleconference
- Unlimited email support



We believe all kids are created equal.

Inclusive play should meet the needs of all children on the playground in a variety of ways. That means we must focus on the thousands of kids typically overlooked on the playground—those with autism and sensory processing deficiencies. By focusing on sensory play, we will create a higher level of inclusive play. Learn more about sensory play at playlsi.com/ad/inclusive-play.



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Building Communication Skills

Augmentative and Alternative Communication supports are such a big part of communicating with individuals with autism because we know that many students with autism are visual learners. Visual supports help them to better understand the language used by the adult. Many times the adult will say something, but it will take a few seconds for that message to register with the child. By that time, the adult is onto the second part of the message and the child is still trying to figure out the first part. By using visual supports, the message can still be there even after the adult has said it, thus giving the child time to register the message.



TEACHER MUST HAVES

✓ THIS ELECTRONIC BOOK:

[Functional Behavior Assessments and Behavior Intervention Plans \\$1.00](#)
This e-book from AutismClassroom.com gives the reader a quick introduction to Functional Behavior Assessments and practical ideas for writing a Behavior Intervention Plan. A short read, at 14 pages, this is perfect for the teams dealing with challenging behaviors.

✓ STUDENT SCHEDULES:

Student schedules are needed especially at the beginning of the school year to help ease anxiety about what the school day will bring. Having a schedule and seeing when activities will start and end is comforting to all of us (ex. bus schedules, tv schedules, event schedules, etc.) and especially to our kids.

✓ VELCRO™:

This helps keep items that are laminated stay in place. Be sure to always use the same side for items that will be stationary and the opposite side for items that will move around. It can be ordered through some educational catalogs or purchased at an office supply store.

Social Thinking and Autism

Michelle Garcia Winner is author of numerous books on the topic of Social Thinking. Her website is filled with information to help teachers and parents learn more about the way that children with autism may view the world. She provides practical solutions for families and school teams about Social Thinking. See one of her articles at the link below:

<http://www.socialthinking.com/what-is-social-thinking/-social-thinking-at-school>

The Autism Novice:

<http://www.pppst.com/index.html>

What is it?- A website with pre-made PowerPoint lessons.

What does it do?- Provides various lessons and interactive PowerPoints for teachers and parents to use with their children.

Will it help me if I am new to this?- It is not geared specifically for children with autism, but it is a good resource for fun and exciting learning opportunities.

AutismClassroom.com

P.O. Box 3234
Catonsville, MD 21228
autismchatboard@aol.com

Question. Discuss. Learn.

Find us on the Web:
www.autismclassroom.com/home



<http://www.pecs.com>




A Resource for Parents

[How to Set Up a Work Area at Home for a Child with Autism: A Manual for Parents, Families and In-Home Support Providers](#)



Cool Sites

Email AutismChatboard@aol.com for details.

<p>AutismClassroom.com The place where teachers learn. www.autismclassroom.com/home</p>	<p>Discovery Toys Check out our great finds for kids with autism. http://www.discoverytoyslink.com/esuite/home/bridgetpinkney</p>
<p>Vizzle Software for visual learners. www.monarchteachtech.com</p>	<p>TOUCHMATH The alphabet of mathematics. www.touchmath.com</p>
 <p>Better Playgrounds. Better World. www.playlsi.com</p>	 <p>Picture Exchange Communication Picture your student learning. www.pecs.com</p>
<p>Follow us on Twitter</p> 	<p>Follow us on Facebook two ways...</p> <p>http://facebook.com/#!/pages/Autism-Classroom/30958373294?ref=ts or search for us "AutismClassroom Web"</p>
<p>NEW!!!--Ask Autism Classroom Questions and Answers Page (Your Response is Needed) www.ask.autismclassroom.com</p>	<p>ADVERTISE WITH US Contact: AutismChatboard@aol.com</p>

[E-book: Functional Behavior Assessment and Behavior Intervention Plans](#)

JUST \$1.00

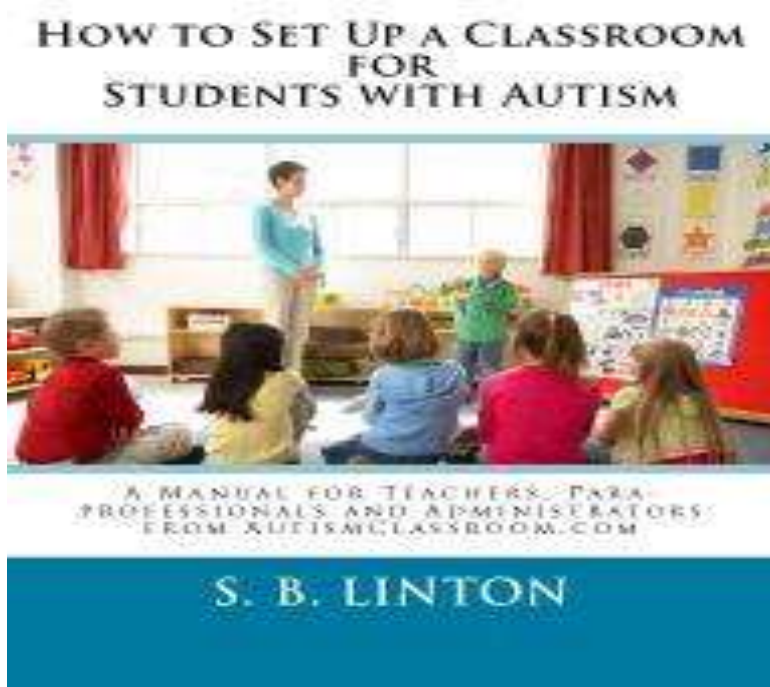
http://www.autismclassroom.com/home/index.php?option=com_content&task=view&id=116&Itemid=94

www.autismclassroom.com/home

Please spread the word about autism to your friends, family, and co-workers. (Forward this Autism Classroom Magazine please!) Information is power and the more we have, the better we can support and encourage the people in our lives that have autism. If you like the resources we offer, start here at AutismClassroom.com by referring a friend, family member or co-worker to join our mailing list today!

How to Set Up a Classroom for Students with Autism: A Manual for Teachers, Para-Professionals and Administrators \$20.95

This 80-page manual is for teachers, paraprofessionals, related service providers and administrators new to working with students with autism or for professionals who would like to enhance their current autism classroom set-up. The manual is easy to read and is full of great ideas for setting up your autism classroom. With items such as detailed instructions about classroom set up, ideas for collaborating with others, data collection ideas and behavior intervention plans, this manual is sure to be a major support for any professional working in a classroom for students with autism!



Some highlights of the book include:

- Detailed instructions about classroom set up
- Listed on Autism Speaks book Resources page
- Ideas for collaborating with others
- Data collection strategies
- Behavior intervention plan development
- Support for those working with students with autism via the AutismClassroom.com website and the Ask.AutismClassroom.com questions and answer page

Available at Amazon.com or AutismClassroom.com