

Visual Supports at Home

PHPS Early Learning

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TEACCH Tip #1 Visual Schedule

TEACCH TIP #1




TEACCH TIP #1 is to use a visual schedule to explain what daily activities will be happening and where they will occur. Showing an individual with autism a daily schedule visually helps them to understand the sequence of activities throughout their day, including play time, school activities, meals, clean up, and other daily tasks. You can use objects, pictures, or written words, whichever method the individual best understands.

OBJECTS

First 	Then 
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First bathroom, then legos

PICTURES

WRITTEN

Sally's Morning Schedule

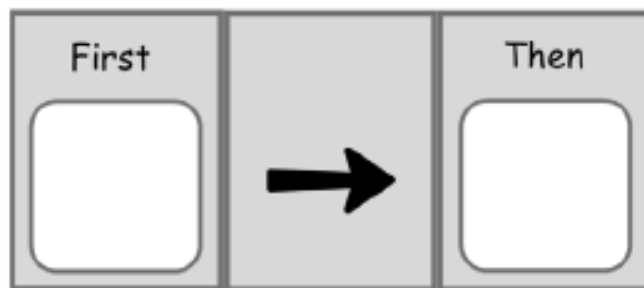
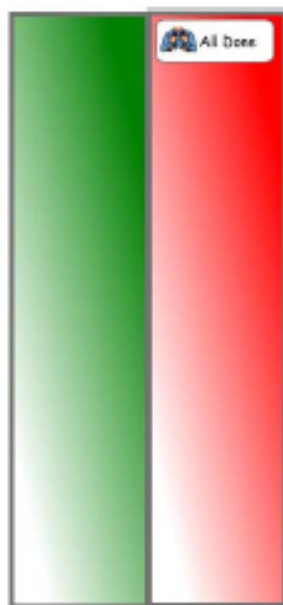
- Breakfast
- Yoga
- Math at table
- Playtime
- Lunch

Helpful Hints

- Show them what's been done and what is still left to be done by removing or crossing off the activities once they're finished.

- Use the individual's specific interests in order to help them understand exactly when they will get to do their most favorite activity! This helps them to complete the other parts of their day, knowing when they will get to do their favorite things.

In times of uncertainty, everyone benefits from predictability!



(PHPS 2019)

TEACCH Tip#2 Relaxation strategies & routines

TEACCH TIP #2

TEACCH TIP #2 is about relaxation strategies and routines.

During times of change and uncertainty, emotions can run high and it can be difficult to calm down. When we're stressed, we all benefit from having strategies we've learned and practiced to help us cope. For individuals with autism, we can use their strength in visual learning to teach them ways to calm both their minds and bodies. Each individual is unique, so use their interests and preferences to choose which activities to include within a calming routine.

ACTIVITIES TO CALM YOUR MIND

Think about your favorite topics (ex: trains, animals, etc.)

Draw

Color

Read jokes or preferred books

Count to 20

Sing a song

Mindfulness/Meditation

Writing/Journaling

ACTIVITIES TO CALM YOUR BODY

Squeeze a squeeze ball

Smell the flower, blow out the candle (*see example below*)

Blow pinwheels

Use sensory fidgets or materials (*touch, hear, see*)

Yoga and movement

Deep pressure or squeezes

Heavy work

Exercise



Pick 3 or 4 activities and visually show what order to complete them in. You can do this by laying items out in the order you'd like for the individual to complete them, using post-it notes with pictures and writing, or making a list. This lets the individual know exactly what they need to be doing during "relax time."

Helpful Hints

- There is no "one right way" to make a calming routine- find what is really relaxing for the individual and use that!
- Teach and practice the routine the same way each day, especially when calm.
- Practice the routine in the same place each day. This place should be quiet and as free from distractions as possible.
- Do the routine as a family so that the individual can learn from you and you can do something fun together!

In times of uncertainty, everyone benefits from predictability!



(PHPS 2019)

TEACCH Tip#3 Daily living routines

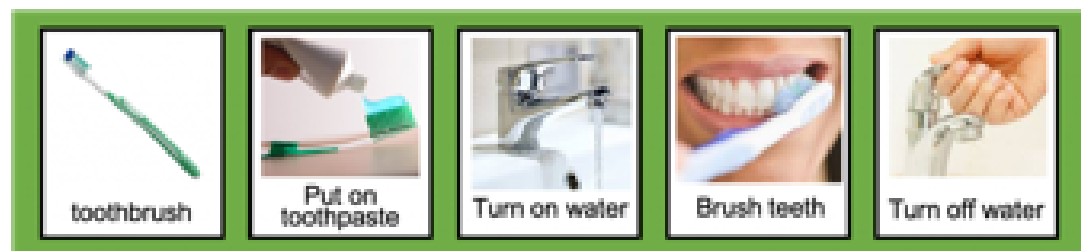
TEACCH TIP #3

TEACCH TIP #3 is about daily living routines.

Welcome to the TEACCH Tip of the Day, providing you with ideas on how to support individuals with autism during times of change. Today's tip: daily living routines

Now that many of us are spending a lot more time at home, there may be more time to focus on the routines that happen every day, like ~~toothbrushing~~ dressing, and bathing. What seems like second nature to some of us is really a complex sequence of individual steps. For individuals with autism, who often have trouble sequencing, these tasks can be a ~~real~~ ~~challenge~~. When we encounter challenging, multi-step sequencing, having each step defined visually can be a real help!

Think about when you're following a new recipe or setting up a new program on your computer- visuals help give you a way to reference back to what it is you need to be doing. We can do this for our learners with autism as well in order to make these tasks easier to understand. Try making a visual, ~~step-by-step~~ sequence breaking down one task (like ~~toothbrushing~~ shown below) or create a visual sequence to help someone remember multiple tasks they need to complete before engaging in free time.



- Fold laundry
- Put folded clothes in dresser
- Hang shirts in closet
- Snack and free time

Helpful Hints

- You can use this strategy for fun multi-step activities too, like building a Lego House or doing an art project.
- If the individual seems to get stuck on one step of the sequence, you may need to break it down even further:
 - For example, if they get to “brush teeth” and only brush one tooth, you can break that step down into “brush top teeth, brush bottom teeth, brush side teeth, brush other side teeth.”

In times of uncertainty, everyone benefits from predictability!



TEACCH Tip#4 visual countdowns and time limits

TEACCH TIP #4

TEACCH TIP #4 is about visual countdowns and time limits.

Welcome to the TEACCH Tip of the Day, providing you with ideas on how to support individuals with autism during times of change. Today's tip: visual countdowns and time limits

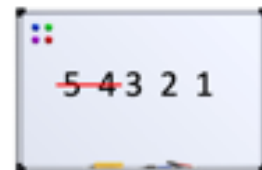
During times of change, we are all trying to adjust to different schedules and routines. You may find yourself looking for ways to help your individual with autism engage in a variety of tasks, not just preferred ones all day long. Or, you may be hoping to help your individual play independently for a period of time so that you can also get something done. Some activities and routines have a clear beginning and end, such as a puzzle or brushing your teeth. But, other activities do not have a clear end. For example, playing a video game or playing outside could go on for an indefinite amount of time – there is no clear end. In order to help an individual with autism understand the passage of time and concept of "finished," you can show the individual an activity is almost done by using a visual countdown. Just like with visual schedules, you can use objects, pictures, or written words to match the individual's level of understanding.



Take one Lego off the top of the tower to show the passage of time. When all the Legos are gone, playtime is done.



Remove one post it note at a time. When they are all gone, the activity is finished.



Cross numbers off to show the individual how much time is left or how long they have to keep working.

Helpful Hints

- The person setting the countdown should be the only one to remove the objects or post-its or to cross off the numbers, not the individual with autism.
- You can use a stopwatch timer if you'd like. However, the benefit to using visuals that you can physically manipulate, like post it notes or crossing off numbers, is that you control the time between when the individual starts and finishes the activity.
 - - If you need an activity to last a bit longer you can wait to take off the last post-it until you're absolutely ready for the individual to move on to what's next.
 - If you need to move on to something quickly, you can take the last few post-its off quicker than the first few.

In times of uncertainty, everyone benefits from predictability!



Remove one star at a time. When they are all gone, the activity is finished. (PHPS 2019)



THANK YOU

Dear Visuals,
I ♥ you.
That's all.