



CENTRE FOR AUTISM
MIDDLETOWN

Autism, Learning Style and the Impact of Visual Teaching Methods

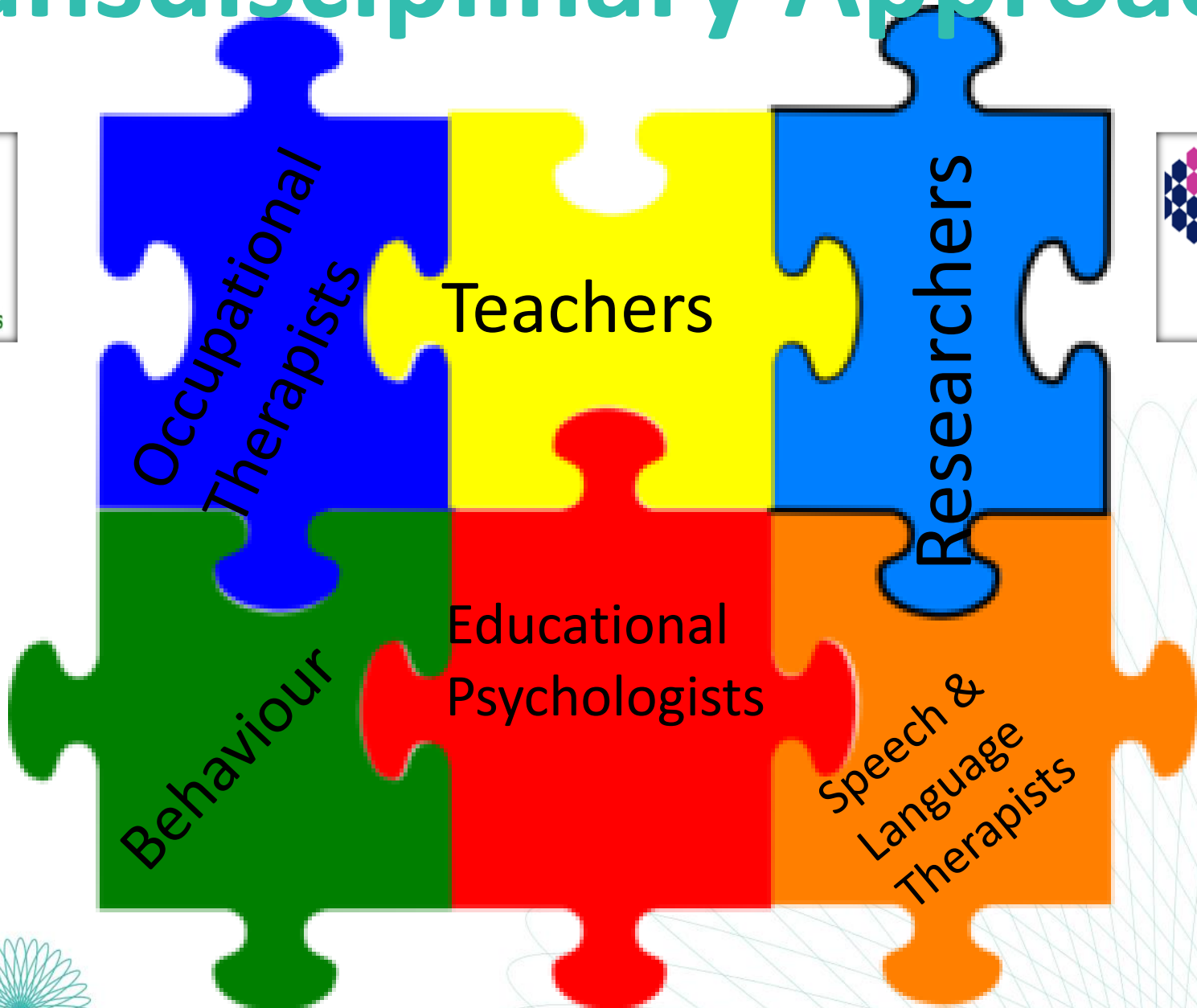
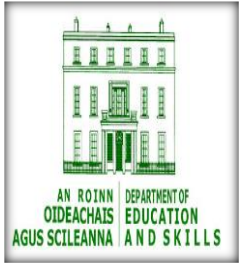
Lorna Fitzpatrick, Autism Trainer/Advisor

Centre for Autism Middletown

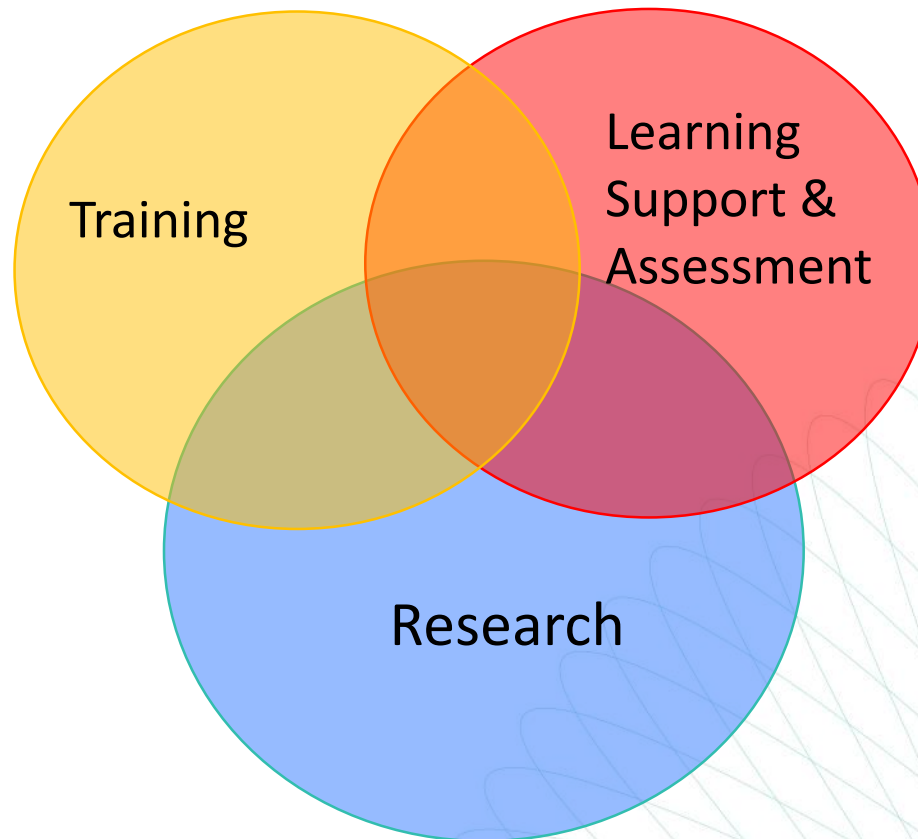


CENTRE FOR AUTISM
MIDDLETOWN

Transdisciplinary Approach



Three services



Research Bulletins

The Centre published a quarterly Research Bulletin which are developed to meet the needs of professionals working in education with children and young people with autism. Each Bulletin provides accessible summaries of relevant peer-reviewed articles. The summaries are structured to provide teachers with easy access to the key points from the research and implications for practice which teachers can consider integrating into their daily work.

www.middletonautism.com/research/



Autism and Relationship and Sexuality (Vol 2)

Date: 01/12/2017

Bulletin 22 covers the topic of Autism and Relationship and Sexuality (Vol 2) and commences with an interview by Sarah Hendrix

[Download Publication \(PDF\)](#)



Building Capacity

Date: 11/09/2017





What is Autism?

- [Prevalence of Autism](#)
- [Core Differences in Autism](#)
- [Strengths and Skills in Students with Autism](#)
- [10 Things Every Child With Autism Wishes You Knew](#)



Intervention Options

- [TEACCH](#)
- [Attention Autism](#)
- [Anxiety Management](#)
- [Sensory Processing](#)
- [Positive Behavioural Strategies](#)
- [Social Stories](#)
- [Differentiating the Curriculum](#)



Case Studies

- [Real life examples of the Centre's work with children and young people](#)



Links & Resources

- [Videos](#)
- [Recommended Reading](#)
- [Useful Websites](#)
- [Training for Parents](#)
- [Training for Professionals](#)
- [MCA Research Bulletins](#)

Sensory Processing Resource

All activities in life involve processing sensory stimuli. Having difficulty processing sensory stimuli can impact on an individual's ability to perform everyday activities.

The strategies recommended in this resource will not be suitable for every child and young person. Strategies should only be introduced after a period of assessment, and should be individualised to meet the unique needs of the child/young person.



Background

- [What is sensory processing?](#)
- [What are the senses?](#)
- [How does the brain process sensory stimuli?](#)
- [Examples of atypical responses to sensory stimuli](#)
- [Glossary](#)
- [References](#)



Strategies

- [Practical Tips for the Classroom](#)
 - [Sensory Audit for School and Classrooms](#)
- [General Sensory Strategies for All](#)
- [Setting up a Sensory Lounge](#)
- [Strategies According to Sense](#)
 - [Visual \(seeing\)](#)
 - [Auditory \(hearing\)](#)
 - [Tactile \(touch\)](#)
 - [Gustatory \(taste\)](#)
 - [Olfactory \(smell\)](#)
 - [Vestibular \(movement\)](#)
 - [Proprioceptive \(body awareness\)](#)



Case Studies

- [Real life examples of the Centre's work with children and young people with Sensory Processing differences.](#)

Learning Objectives

Parents/Carers will:

- Understand the importance of visual teaching methods in autism.
- Understand how visuals will improve learning and the experiences of the child at home.
- Develop some visual strategies that can be used to support the child.

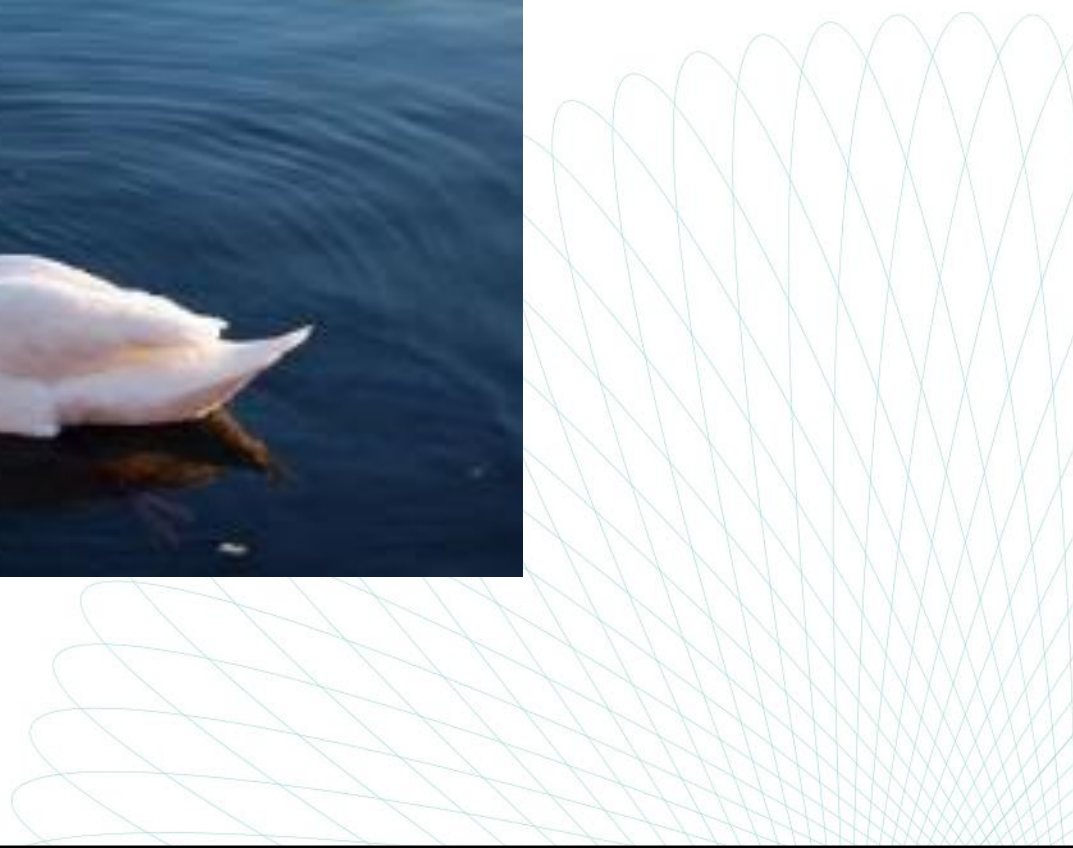


Autism is ...

- a neurologically based developmental disability
- pervasive - it is evident in all settings, although this may be variable.



What is autism?



Autism is ...

- **not** caused by family dynamics
- **not** caused by parenting style
- **not** caused by something a parent did or does

Autism is ...

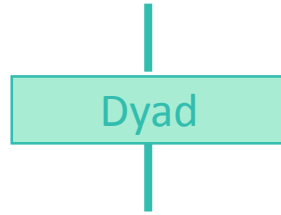
- not curable but **is treatable** with interventions
- Research shows: interventions can greatly improve a child or young person's development.



DSM-V (May 2013)

Dyad of core symptoms

Social Communication



Restricted Interests &
Repetitive Behaviours



Including: unusual sensory responses



Difficulties Experienced

Socialisation
interaction

Excessive Anxiety

Sensory
Processing

Theory of Mind

Repetitive
behaviours and
restricted
interests

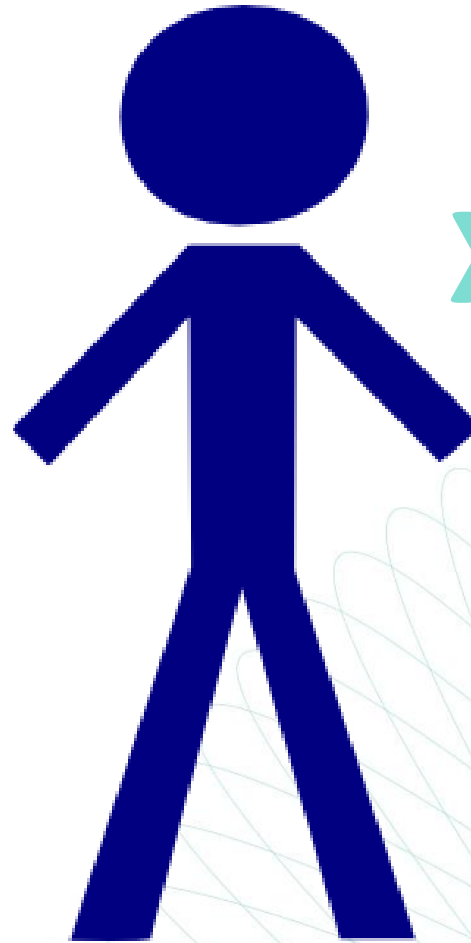
Exc
Function

Strong Impulses

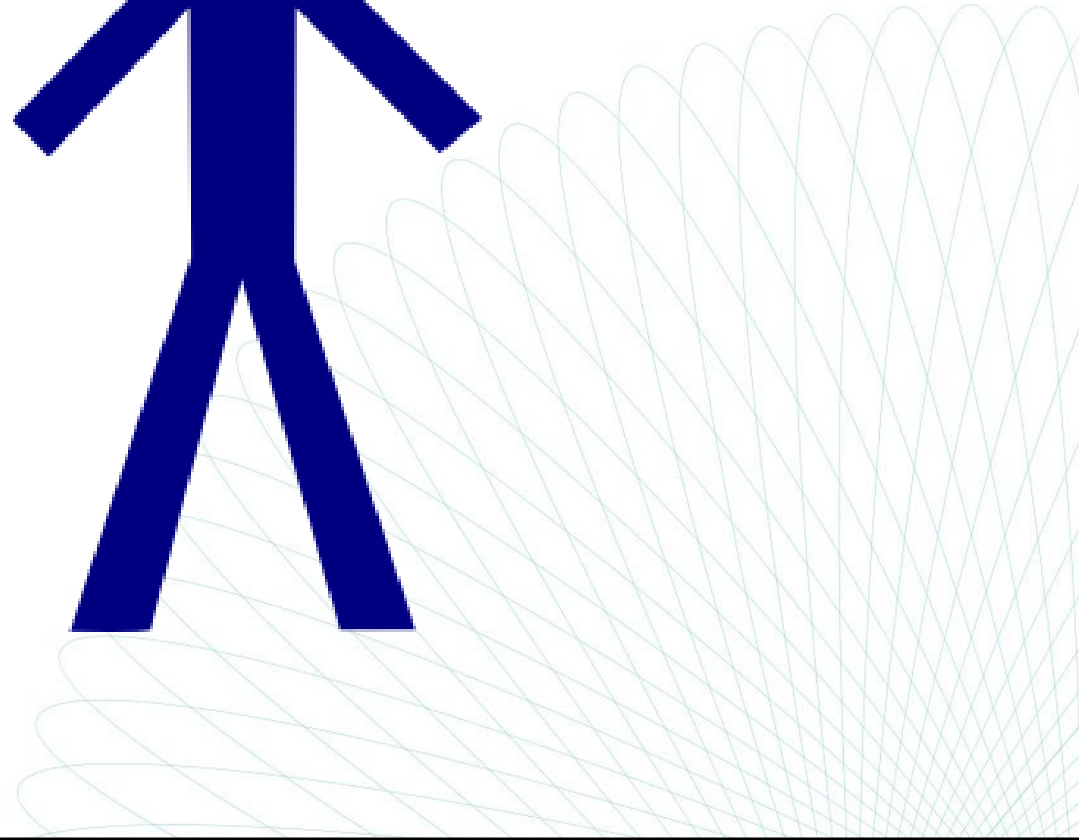
Communication
and Language

Motor skills

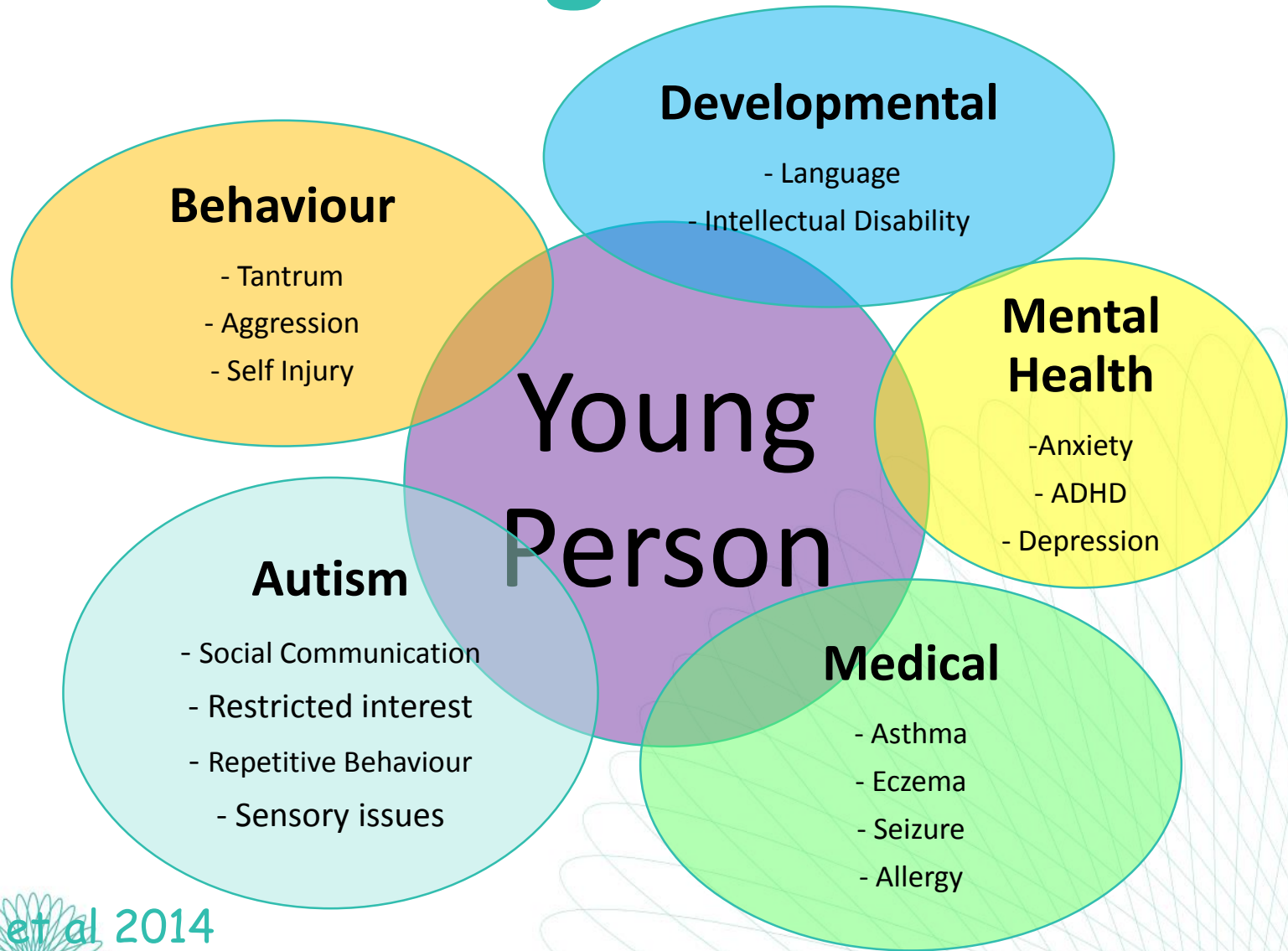
Autism and Girls



x5



Co-existing Conditions



Another co-existing difficulty...

**Adolescent/
Teenage years**

Can start from 8yrs



The 'Culture of Autism'

'Culture of autism' refers to the way autism is viewed.

Mesibov & Shea

A different brain not a damaged brain

- Similarities and Differences



Learning Style/Teaching Style



A different way of seeing the world



“It is essential to understand the nature of autistic conditions. People with these disorders,...cannot meet you half way. You have to make an imaginative leap and try see things from their point of view.”

Wing (1996)





Development stage





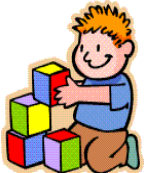




~~Chronological age~~



Learning style

Learning Styles

<p><u>Visual</u></p>  <p>* You prefer using pictures, images, and spatial understanding.</p>	<p><u>Musical/Auditory</u></p>  <p>* You prefer using sound and music.</p>	<p><u>Verbal</u></p>  <p>* You prefer using words, both in speech and writing.</p>	<p><u>Physical/Kinesthetic</u></p>  <p>* You prefer using your body, hands and sense of touch.</p>
<p><u>Logical/Mathematical</u></p>  <p>* You prefer using logic, reasoning and systems.</p>	<p><u>Social</u></p>  <p>* You prefer to learn in groups or with other people.</p>	<p><u>Solitary</u></p>  <p>* You prefer to work alone and use self-study.</p>	<p>What is your learning style?</p>

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Learning style of child with autism ?

✓ Visual



Parent's teaching style

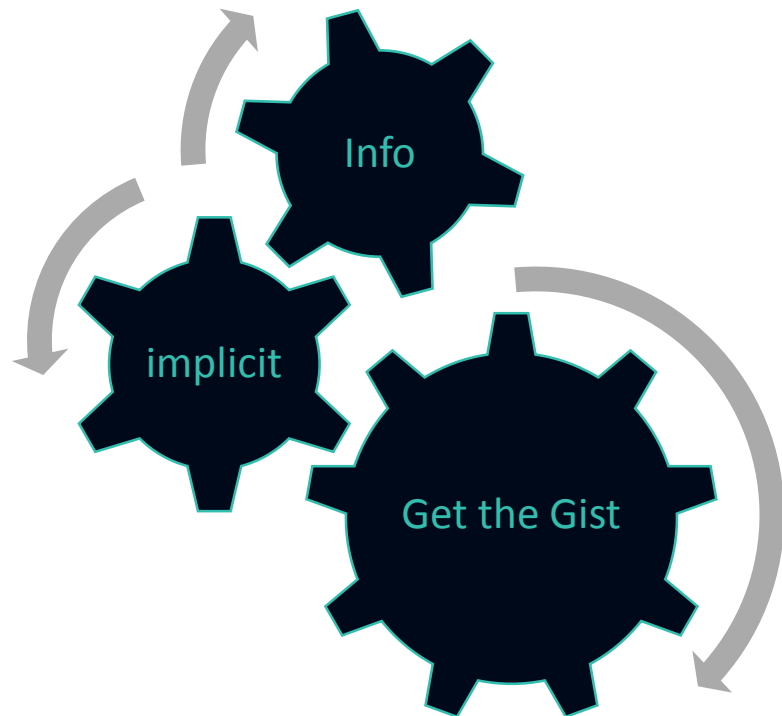
Implicit – v – Explicit ?



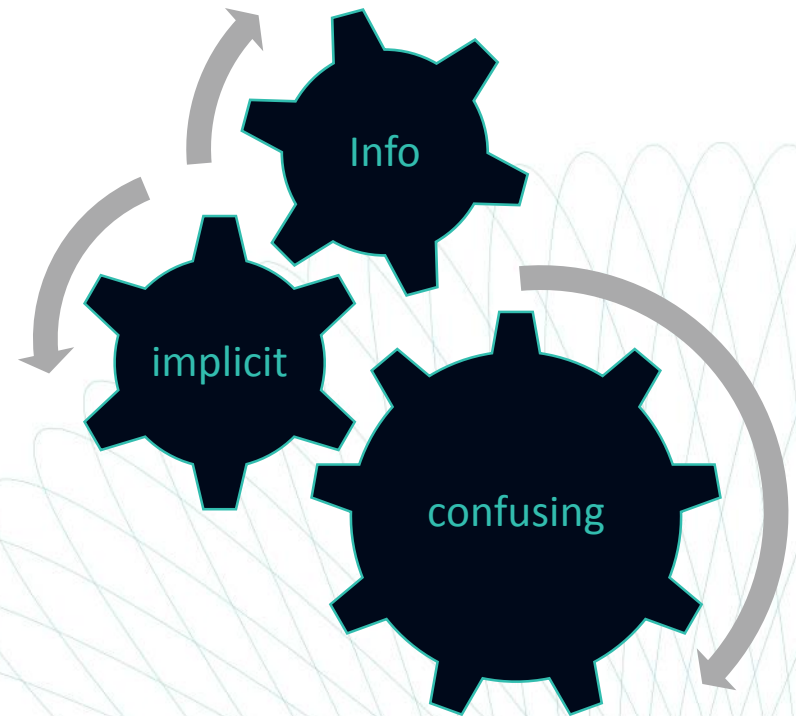
✓ **Explicit**

Autism and Learning

- Typically Developing



- Autism



Allow processing time



**Increased or decreased to meet
the needs of your son/daughter.**

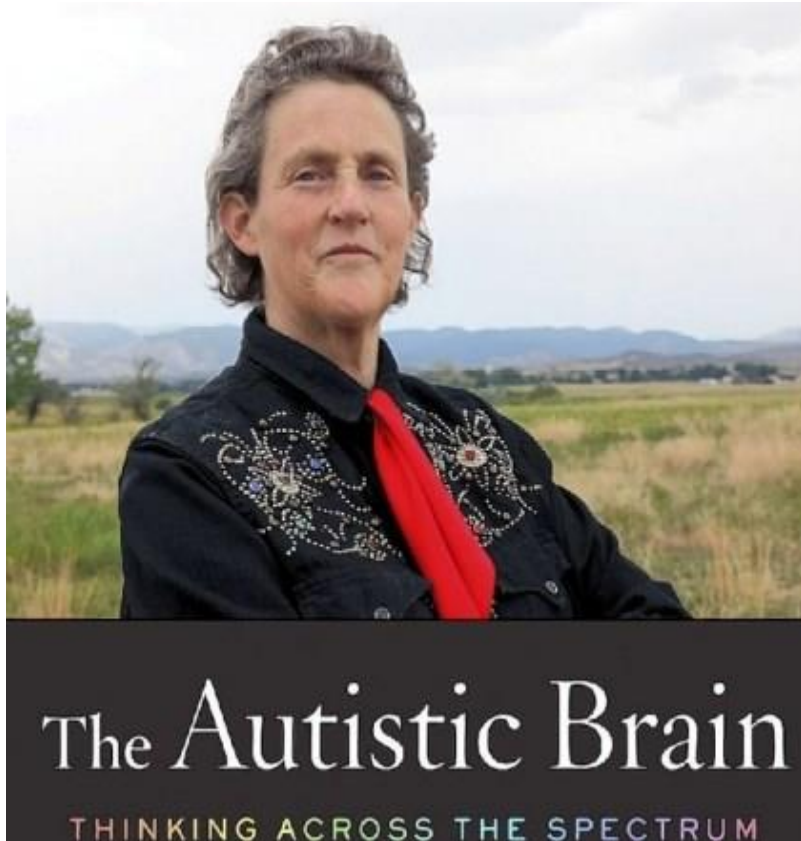
Verbal communication



Words only 7%

Verbal & Non Verbal communication must
be congruent.

Temple Grandin



"I think in pictures. Words are like a second language to me. I translate both spoken and written words into full-color movies, complete with sound which run like a VCR tape in my head. When somebody speaks to me, the words are instantly translated into pictures."



Visual Teaching Methods

(Visual Strategies)



TEACCH Philosophy

- Tried and tested - over 50 years
- Provides a framework for matching learning style and needs of the autistic child across settings and in all areas of life: school, leisure and self-care
- Focuses on recognition and acceptance of deficits



TEACCH Philosophy

- Teaching of a skill should start with assessment
- Structuring - environment and activity
- Using the child's strength (visual)
- Using special interests to engage the child in learning.



TEACCH Philosophy

- Parents/carers as co-educators along side professionals – best for child
- Parents/carers and professionals striving to empower the child to be as independent as possible
- Interventions should be individualized



Concerns parents have about using visual supports

- My child understands everything I say.
- He or she would not use it.
- My child is too highly skilled for visuals.
- My child is too old for visuals.
- He or she knows what to do... he/she has done it several times before.



Why use visual teaching methods?

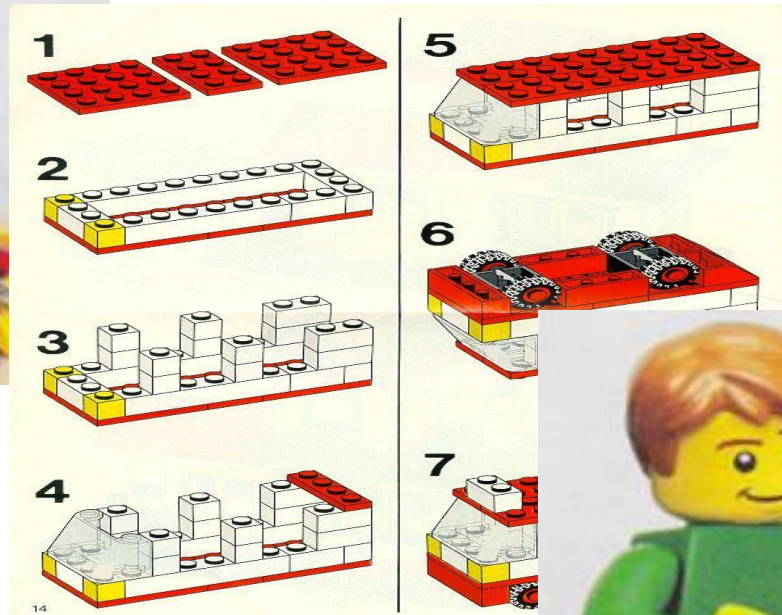
- To use their learning strengths
- To address their autism
- Visual information is non-transient
- To give meaning to the environment
- To help organise behaviours around specific contexts
- To manage sensory stimulation
- To help reduce their anxiety
- **Fosters independence**

How can visuals help my child?

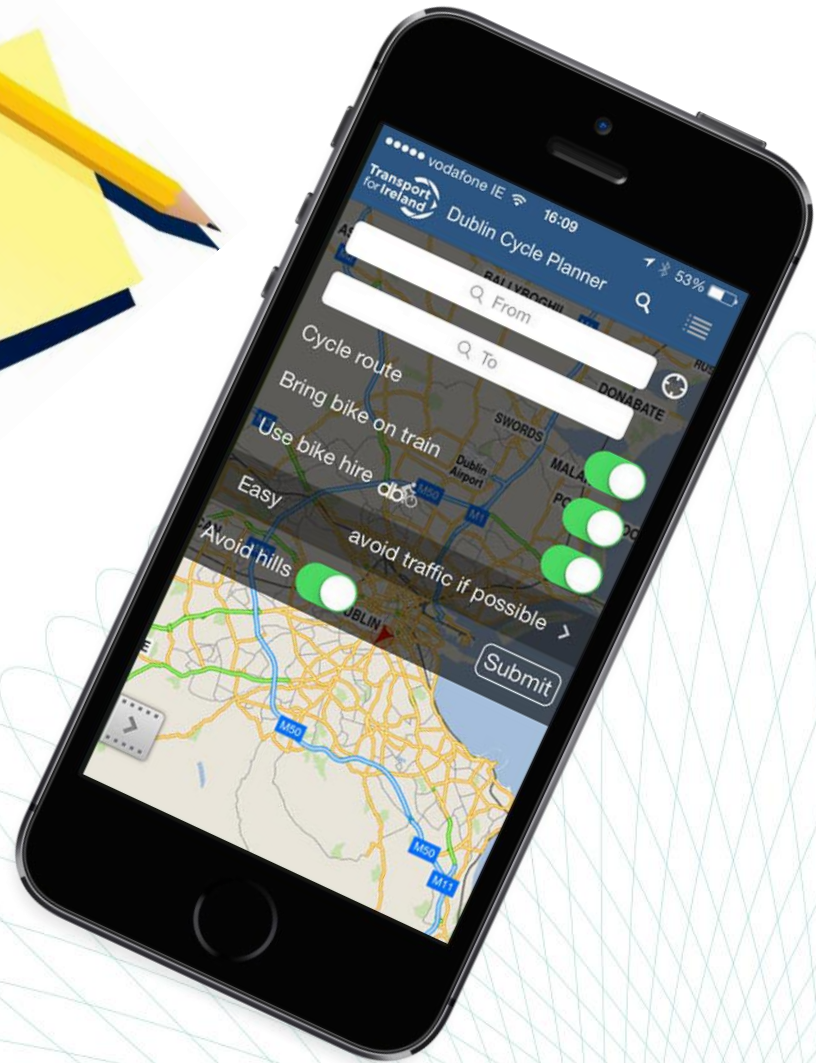
- Organisation of task
- Follow directions
- Transitions
- Flexible thinking
- Communication
- Social situations
- Understand expectations
- Understand own emotions



Provide Meaning & Clarity



We use visual strategies daily!



Today's Specials
are.....



Today's Specials

- Beef stroganoff
- Pan fried chicken in a white wine sauce
- Cornish Smoked Salmon Parcel
- Chargrilled Prime Rib Steak
- Glazed duck with plum sauce
- Pork Fillet Strips with Tarragon Shallots

Learning Style

Using visual strategies respects your child's learning style:

- Need for visual clarification
- Strong visual skills
- Love of order
- Preference for routine



Visual Strategies

- Some children will internalise the visual system others will need to use them for ever.
- Can be modified/adapted as needed (not removed)
- Help your child be more independent.



A visual method should be used because it suits and meets the **individualised** need of your autistic child.



“If you’ve met
one person
with autism,
you’ve met
one person
with autism”

Dr. Stephen Shore



Five aspects:

1. Environment (Physical structure)
2. Timetables (Daily schedule)
3. Activity System (Work system)
4. Abstract concepts made concrete
5. Flexible thinking



Five aspects:

1. Environment (Physical structure)
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Environment/Physical Structure



Use the area for the intended purpose



Glasses





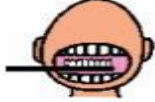

Cups



Sauce





<p>brush teeth</p> 	<p>toothbrush</p> 	<p>toothpaste</p> 	<p>put toothpaste on brush</p> 	<p>brush teeth</p> 	<p>rinse mouth</p> 
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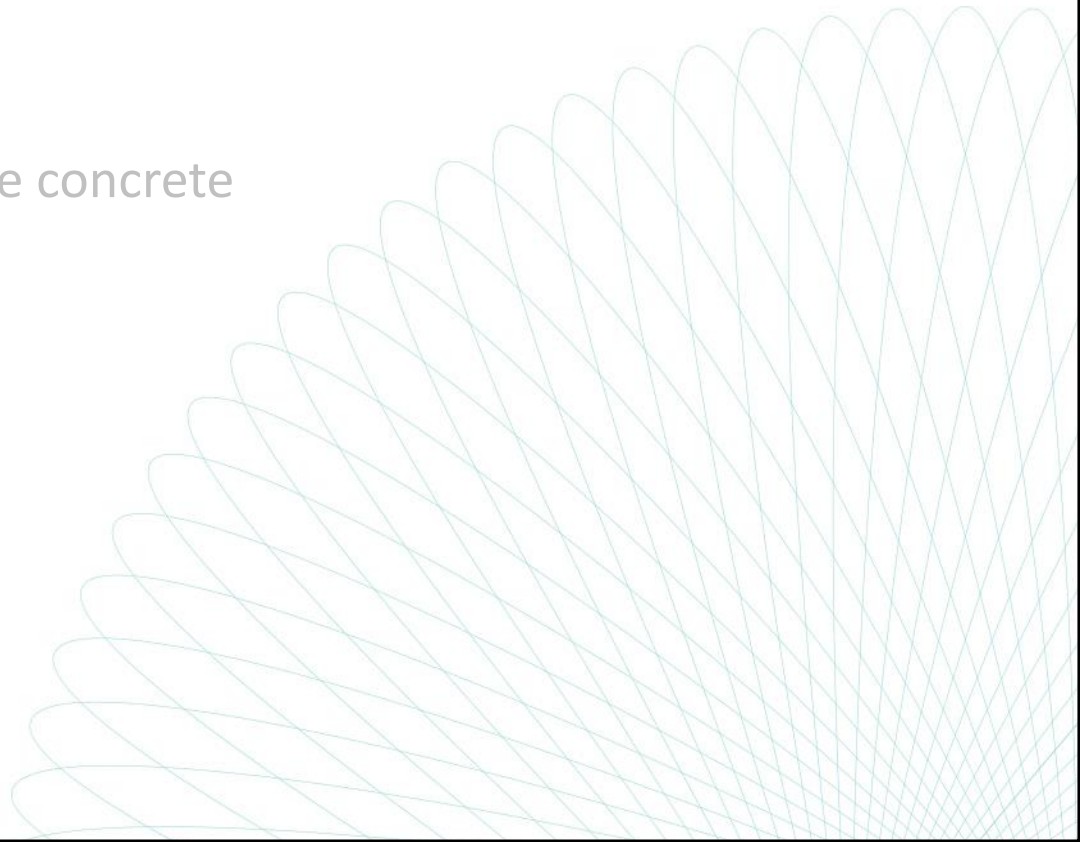




Use labels
and/or
images
to identify
where items,
including
special
interest
Items,
are stored

Five aspects:

1. Environment (Physical structure)
2. Timetables (Daily schedule)
3. Activity System (Work system)
4. Abstract concepts made concrete
5. Flexible thinking



Daily schedule





Must be
personal to
your child

You set the
schedule

Your child must
interact and
manipulate it

Daily Schedule

Functional

Understood
by the child

Development
Stage

Suit
communication
style

Personalised/
Individualised



Terminology clarification

Routine – e.g. morning/bedtime routine; happen at specific times in a day. These create an activity.

Order – not the same order every day - ensure activities happen in different order each day. This teaches flexible thinking.



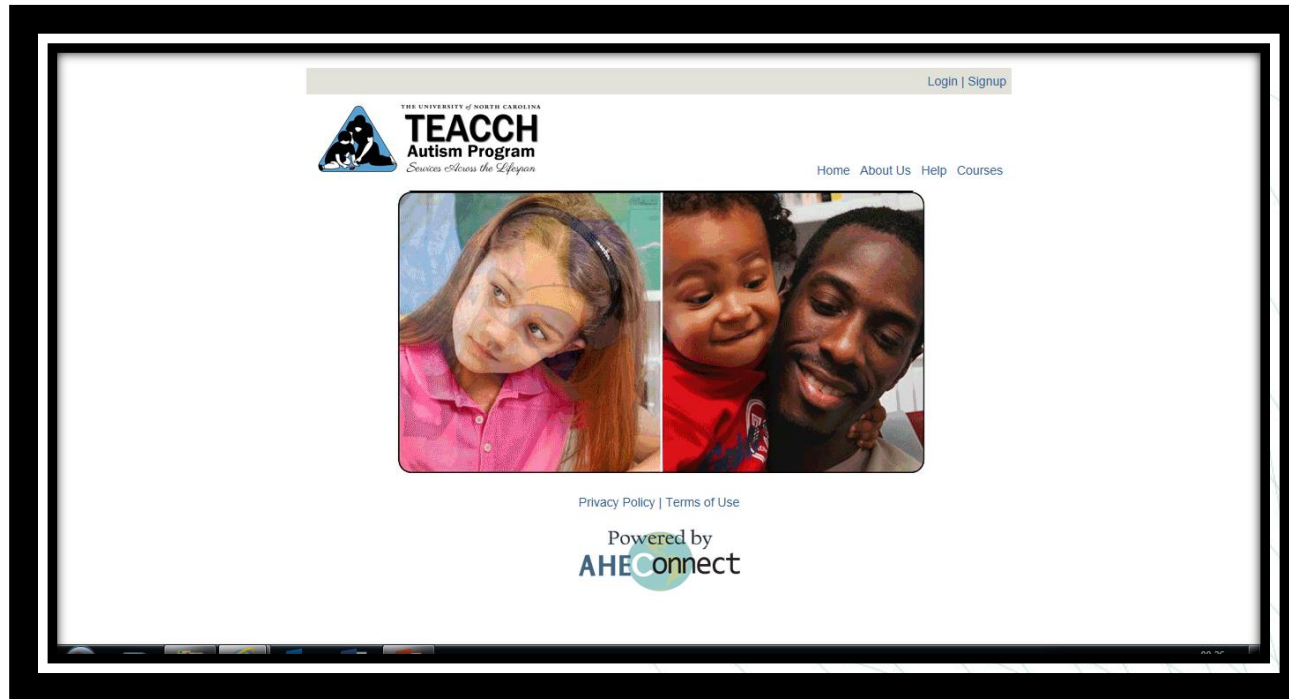
Golden Rules

- Teach your son/daughter how to use it.
- Show the passing of time for the child
- Show what has been completed and what is still to be completed.
- Include time for preferred or pleasurable/fun activities.
- Must be used consistently across settings



Online course: Using visual schedule

www.aheconnect.com/teacch



Daily Schedule

Think about:

- Location
- Length – how many items & how long will each activity last
- Cue to use it - how will child know to use it
- Manipulation – child must engage with the schedule, finish/all done pocket beside schedule

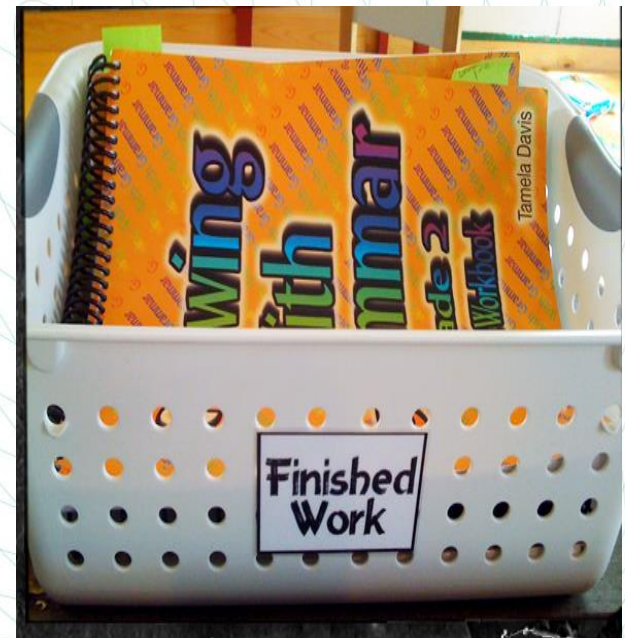


Change

- The schedule allows you to teach your child about change.
- Change from an undesired activity to a highly motivating activity.
- This teaches that change can be for a positive reason.
- Your child will learn to cope with change.

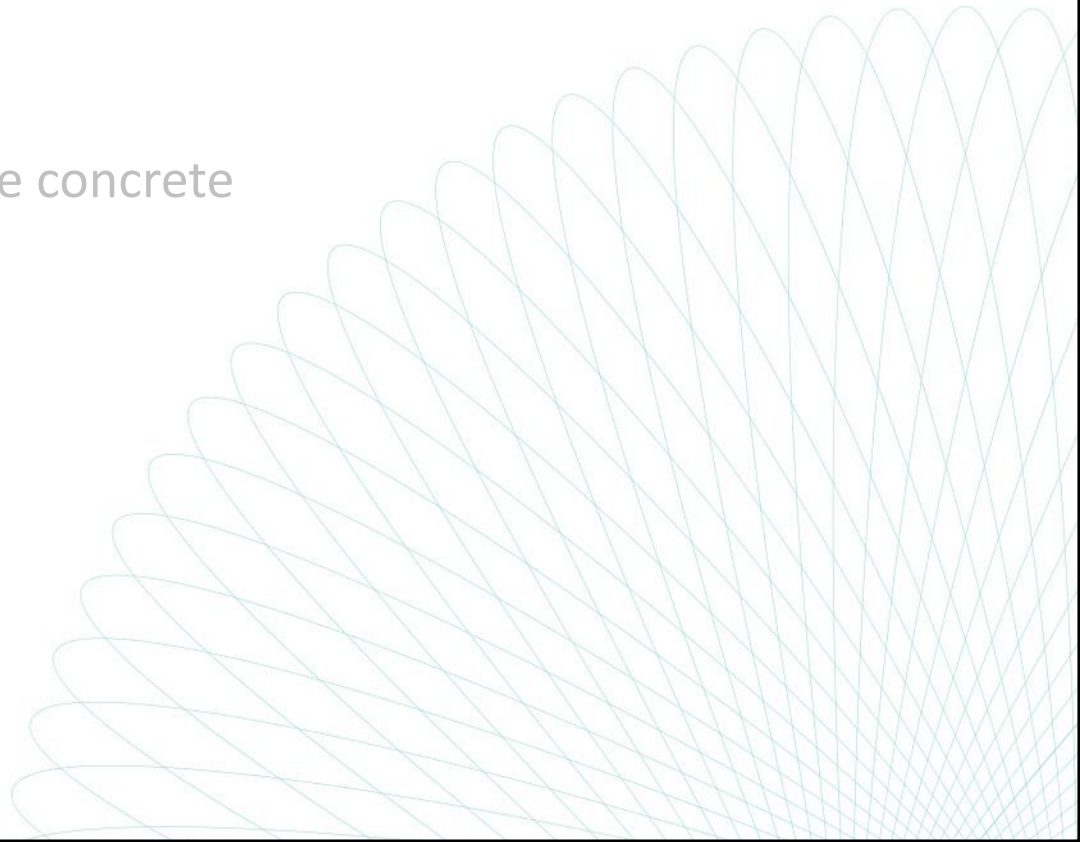


All done - Finished



Five aspects:

1. Environment (Physical structure)
2. Timetables (Daily schedule)
3. **Activity/Task System (Work system)**
4. Abstract concepts made concrete
5. Flexible thinking



Skills needed to complete Activity/Task (work)

Memory recall
Problem solving
Planning/sequencing
Motor coordination



Children with autism have
difficulty with these skills



Activity/Task (work)

- A. What activity?
- B. How much?
- C. How will your child know when they are finished the activity?
- D. What happens next?



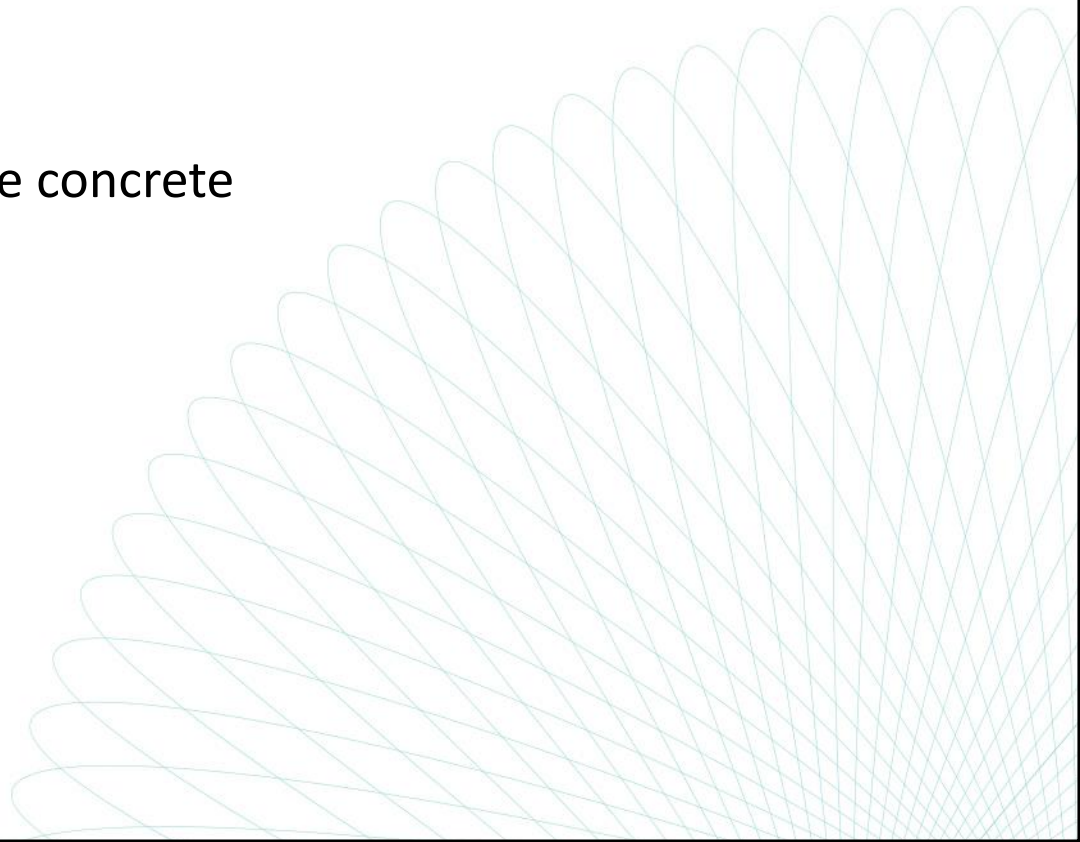
Activity/Task (work)

- ❖ Visually communicate these four elements to your child.
- ❖ Demonstrate/Model - teach



Five aspects:

1. Environment (Physical structure)
2. Timetables (Daily schedule)
3. Activity/Task System (Work system)
4. **Abstract concepts made concrete**
5. Flexible thinking



Trust is crucial

- Don't add on more work; don't punish the great worker by increasing the workload
- Do stick to the time.

Repetition of an activity is OK

Stick to the agreed length of time!



Stating, agreeing or setting a time forms trusting a contract.

Would you be happy if your employer added on time to your contract?



Activity/Task (work)

- ❖ Break the activity down into smaller parts - (think instruction sheet with DIY furniture!)
- ❖ Sequence the parts
- ❖ Visually represent each smaller part.



Activity/Task (work)

Teach recognised work order:
Left to right



Top to bottom



Use visuals for teaching you child how to ask for ...

Help
&

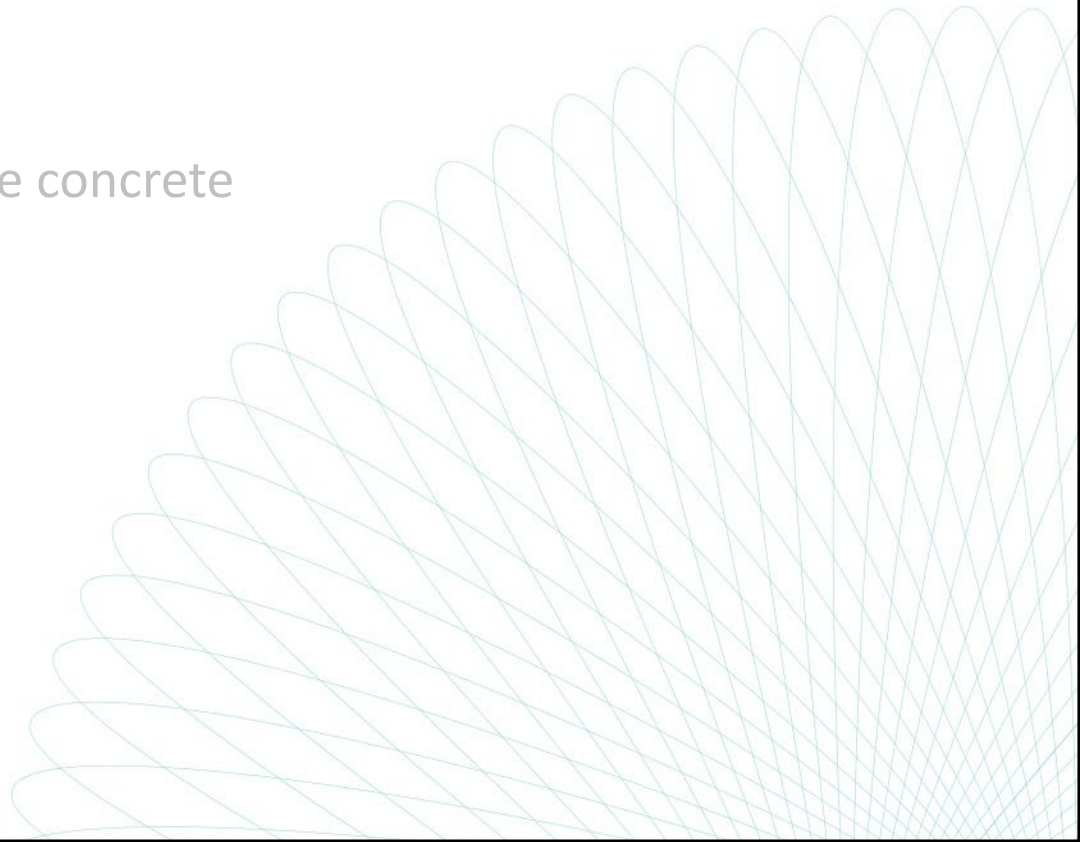
I need a break ...

(partnership with school)



Five aspects:

1. Environment (Physical structure)
2. Timetables (Daily schedule)
3. Activity/Task System (Work system)
4. Abstract concepts made concrete
5. **Flexible thinking**



Clarify expectations





Time management



- Lets the child know how long is left/when something is nearly over
- Reduces stress and likelihood of behavioural outburst
- You, the adult, are in control of it.



Count Down Strip

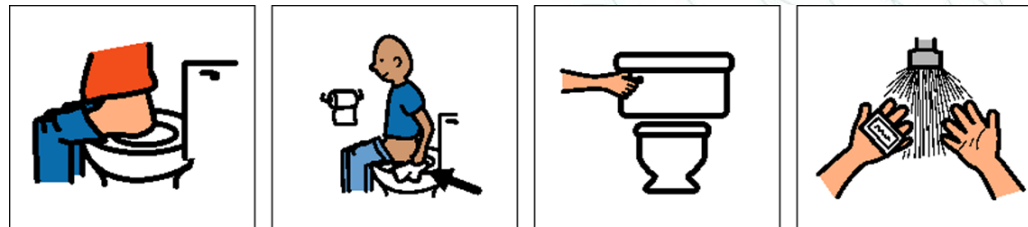
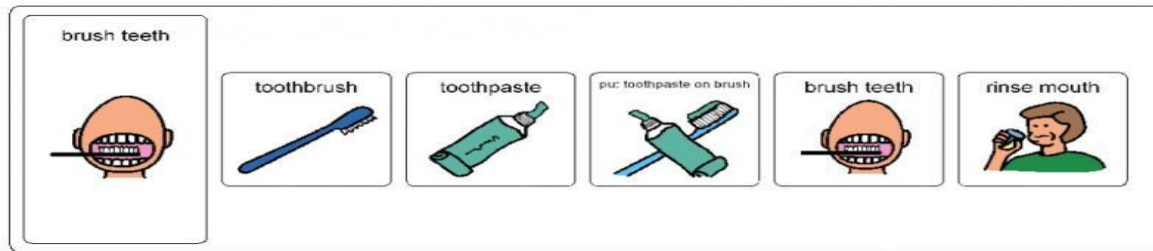


Emotions



Activity system – personal care

By providing pupils with an accessible, visual reference you improve independence and decrease or eliminate adult prompting.



Showering Schedule

1



2



3



4



5



6



7



8



9



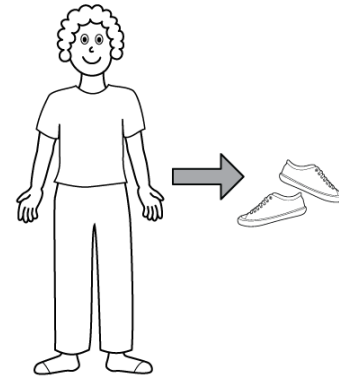
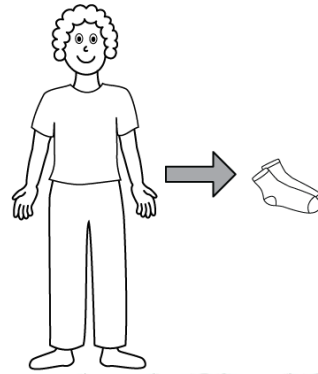
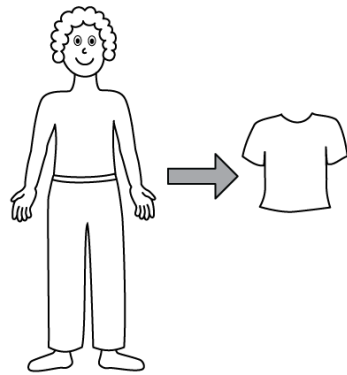
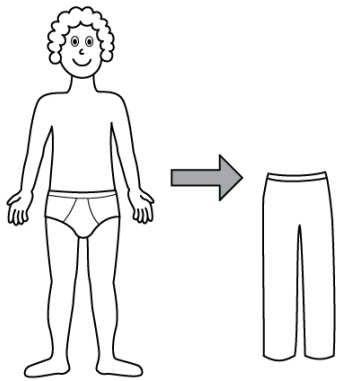
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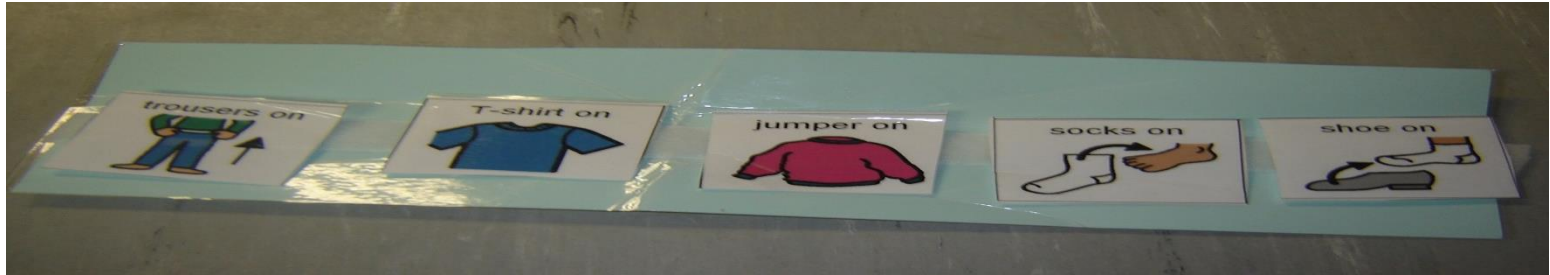
11



Dressing



www.dotolearn.com



Store clothing choices on an open shelf.



- Fold: Use a template to teach folding skills
- Matching socks: tuck one sock into other using a plastic cup



Household chores



Sorting laundry





Setting the table



Theory of Mind

(mind reading – reading yours!!!)



Is it ...

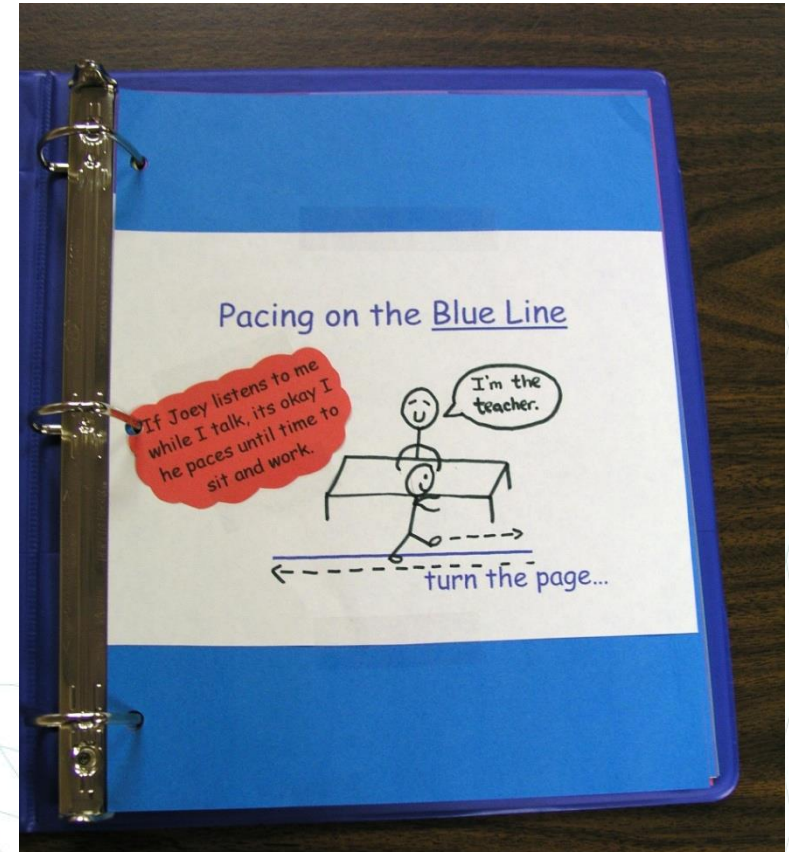
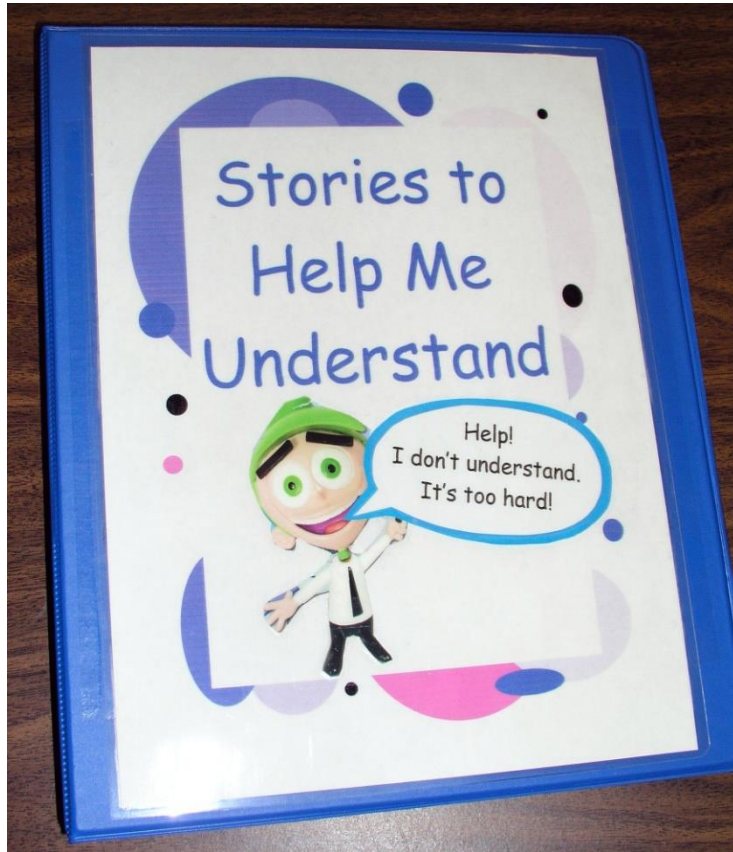
- Reduced understanding of the motivations, beliefs or experiences of another person
- Severe difficulty recognising when someone is annoyed, hurt or distressed

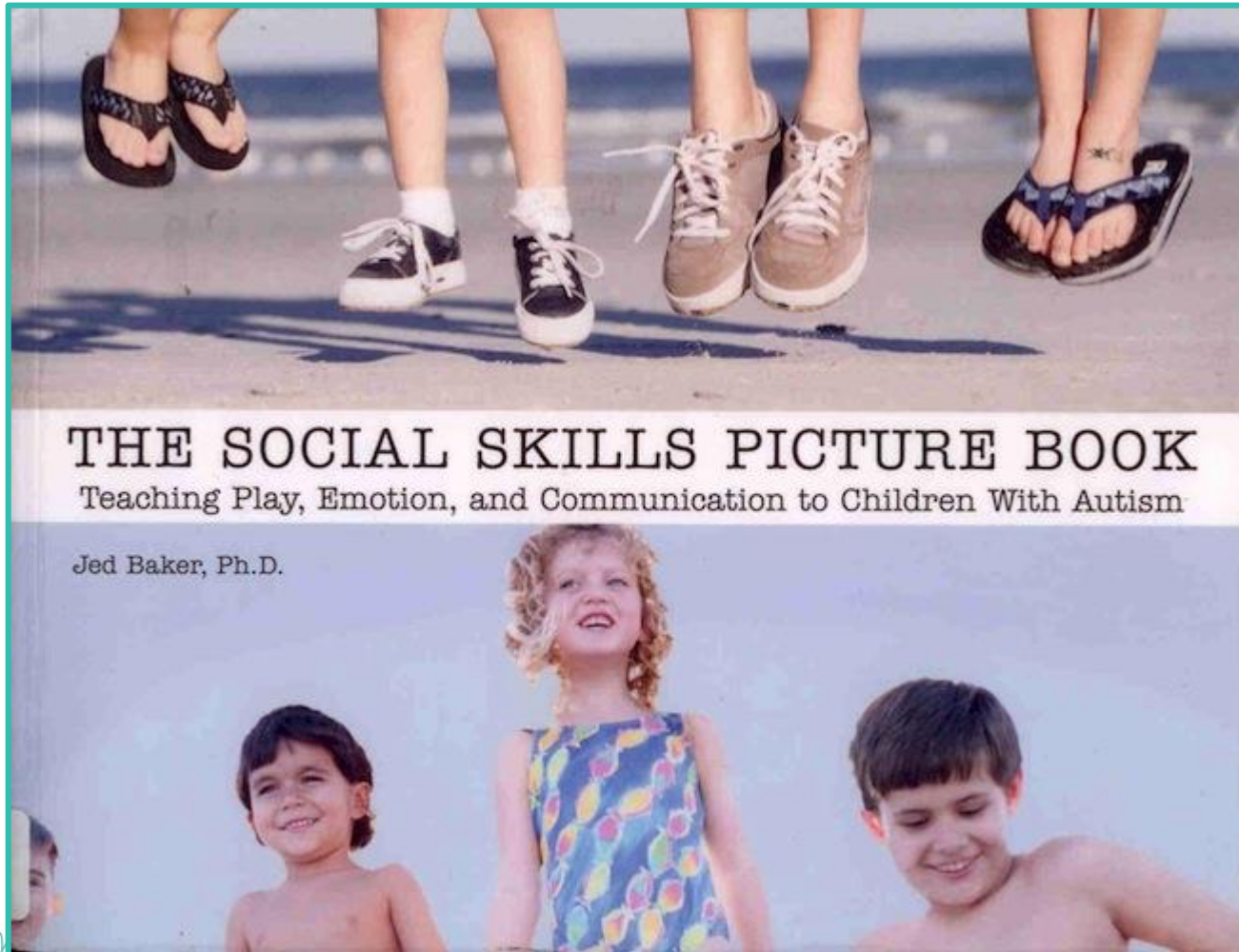
Or is it...

- Difficulty expressing - Social Interaction



Help your child understand social situations





THE SOCIAL SKILLS PICTURE BOOK

Teaching Play, Emotion, and Communication to Children With Autism

Jed Baker, Ph.D.

Earning a Reward

Earning a Reward

Everybody enjoys being rewarded. Rewards encourage people to do things better. To encourage me to do better in my work, my teachers reward me with pennies each time I do something well.

When I get a penny, it means that I have done something well and I can be proud of myself. I can tell myself "well done, Joey!" or "I am proud of myself". It also means that my teachers are pleased with my hard work.

I can put the penny into the Penny Box.

I can open the Penny Box to count the pennies I have collected after lunch. I can also check with the Reward Menu to see if I can exchange these pennies for something that I want.

I enjoy earning rewards!

Working for ... chart

How long?

Rewards must be within reach!

Reward charts can be adapted for older children
e.g. time on favourite game etc.

I Can Do It!

I'm working for:

My name:

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www.KensonParenting.com
Made in the USA

School - visual daily timetable

History	
Maths	
English	
French	
Music	
Home Economics	
Geography	
Citizenship	
Science	
R.S.	
Technology	
Art	
Employability	
Form Period	
Personal Development	
I.T.	
P.E.	



Homework
schedule



Executive Functioning difficulties

- Making decisions and choices e.g.
 - Selecting which clothes to wear
 - Selecting food/drink
- Planning, sequencing and organising tasks e.g.
 - Completing work independently
 - Dressing
- Problem solving
 - Difficulties adapting skills when the environment, materials or task change

Making choices

By presenting choices visually, it not only allows the autistic child to become involved in decision making, it helps them become more independent.



Teach your child how to play games etc.



© Alamy

Turn taking

Illustration of two people taking turns.

Yellow-haired person

Black-haired person

Yellow-haired person

Black-haired person

Yellow-haired person

Black-haired person

all done

Illustration of two people taking turns.

Blue square

Green triangle

Blue square

Green triangle

Blue square

Green triangle

all done

Illustration of two people taking turns.

Green train

Blue train

Green train

Blue train

Green train

Blue train

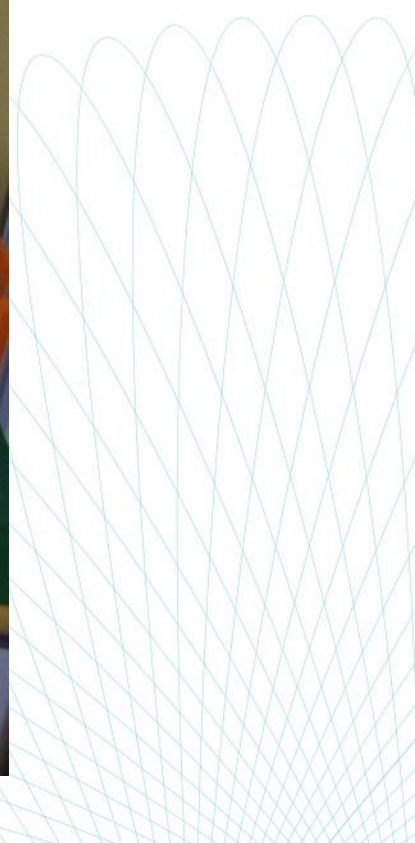
all done

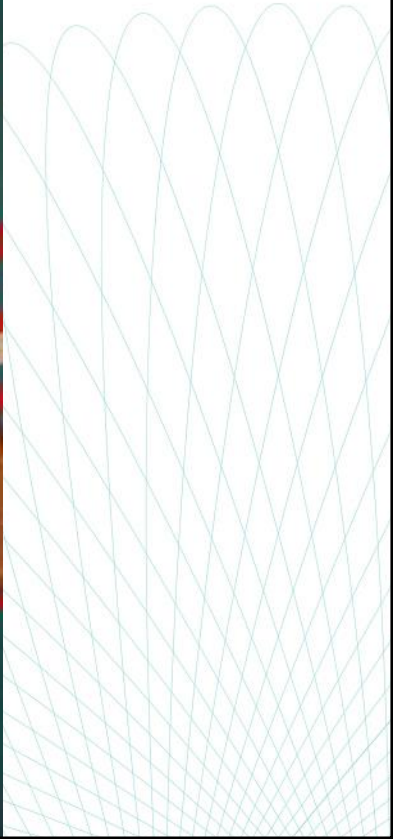
Structure activities



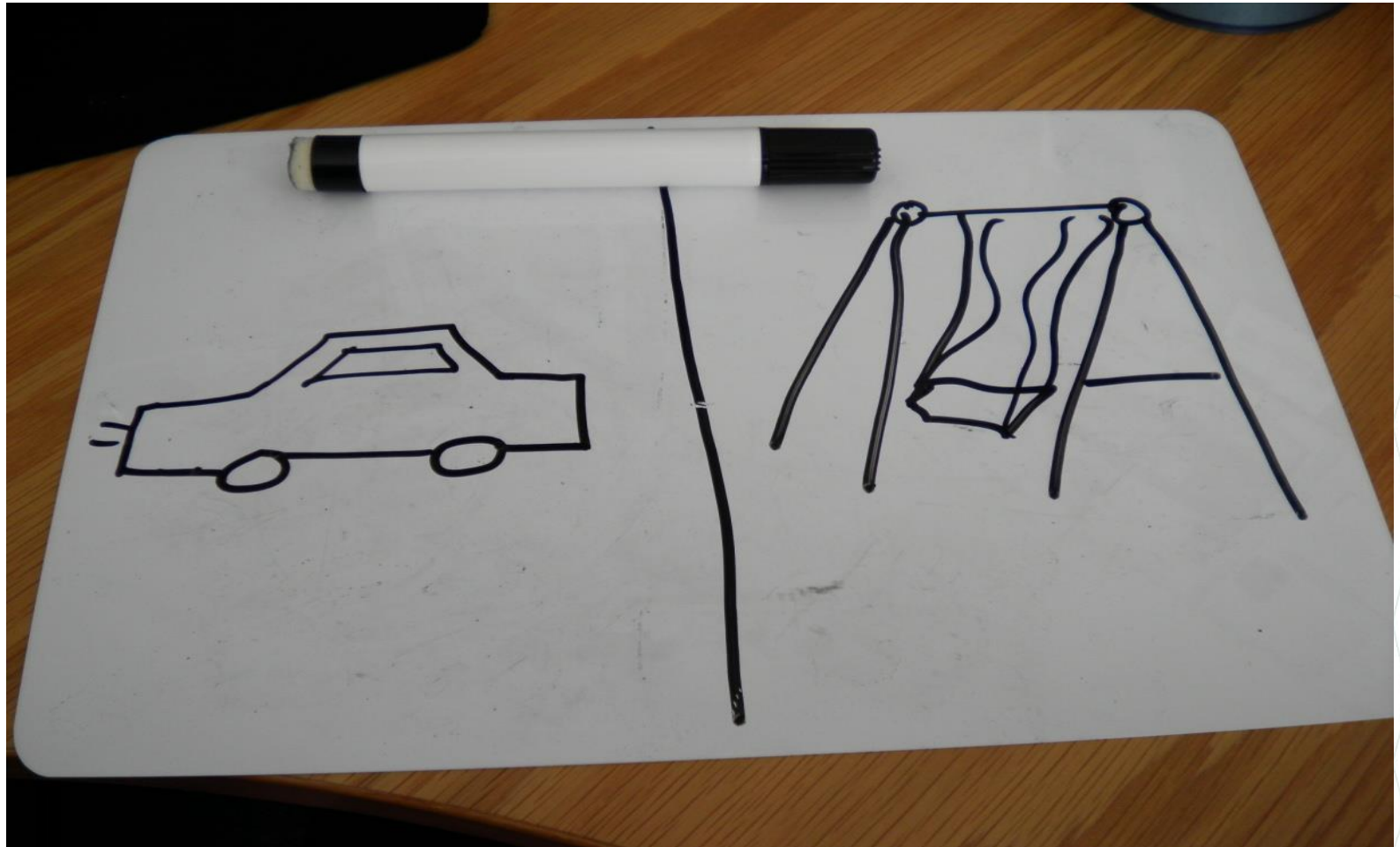
Teaching Play







Never be without a visual



DO NOT REMOVE !!

Modify

Reduce in size



Where Do I Go From Here?

How would you feel without your daily visual supports?

- Don't be tempted to stop using the visual when success has been mastered.
- You can reduce the visual support when you feel your pupil has internalised the concepts and can generalise it.
- Modify/enhance



Steps to implement visual support

1. Identify the purpose for using a visual support.
2. Identify the type of visual support.
(Visual schedule, visual sequencing of a task, visual rule reminder etc.)
3. What type of visual representation.
(object, photograph, line drawing, list etc.)



Steps to implement visual support

4. Create the visual support.
5. Teach your pupil how to use the visual.
6. Assess and adjust/modify the visual.

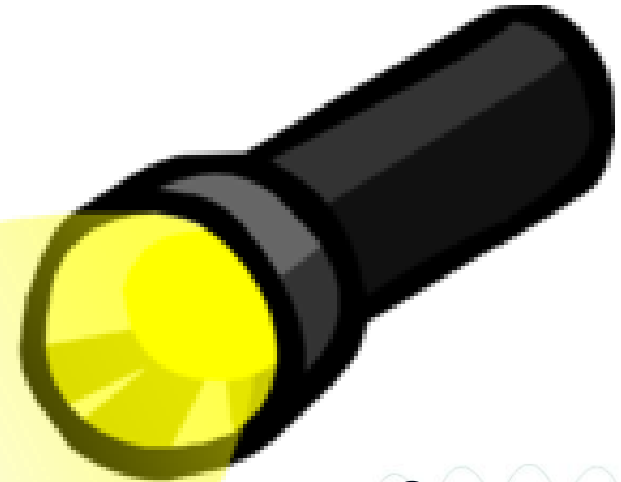
If the visual is not achieving the desired goal, adjustments and modifications should be made.
(Meadan et al, 2011)



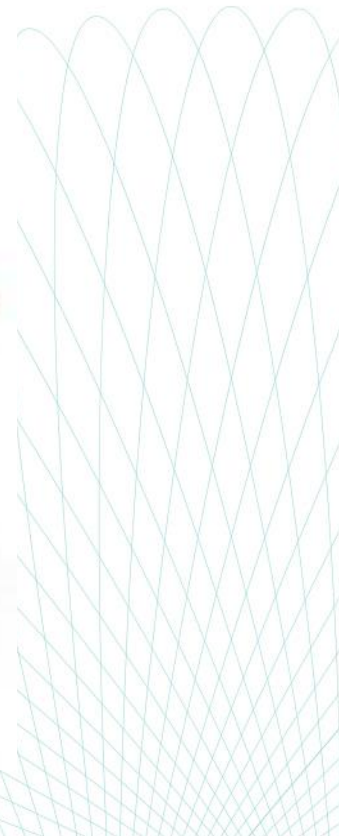
Visual learners but...

...may not scan the environment for the visual support.

Show your child where the support is.



Consistency is key



How will I know if a visual is working?

- What can your child now do that they could not do before?
(small changes matter!)
- Are there signs of change in your child's behaviour?
- Are you asking/reminding and doing less?
- Is your child doing things independently?




Keep in mind that the concept of visual support and structure does not require elaborately prepared tools. Once your 'visual mind set' is established you will see lots of little things that will help.

Putting yourself under pressure to produce elaborate systems may create more stress that it solves.

Linda Hodgson





A Picture
is Worth
1,000
Words



Learning Objectives Revisited...

Parents/Carers will:

- Understand the importance of visual teaching methods in autism.
- Understand how visuals will improve learning and the experiences of the child at home.
- Develop some visual strategies that can be used to support the child.



Resources

Websites you may find useful

www.sandboxlearning.com

www.do2learn.co.uk

www.UseVisualStrategies.com

www.parentsintouch.co.uk



Resources

Helping Children with Autism Learn

Bryna Siegel

Planning to Learn

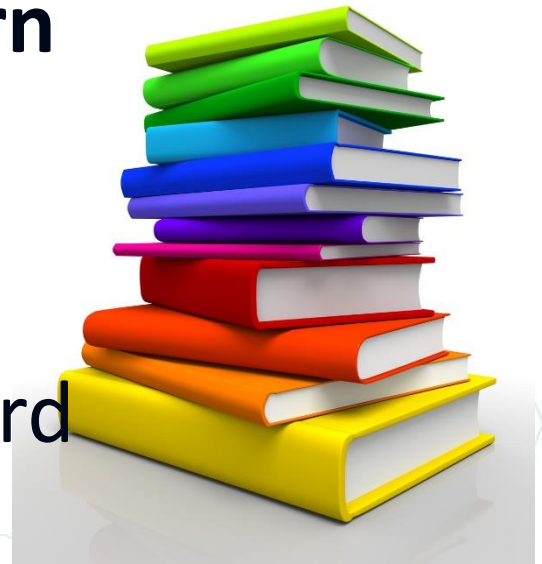
Keely Harper-Hill and Stephanie Lord

Visual Strategies for improving communication

Linda Hodgdon

Making visual supports-strategies for Individuals with ASD

Jennifer L Savner and Brenda Smith-Myles



References

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