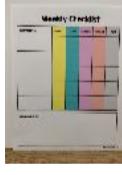
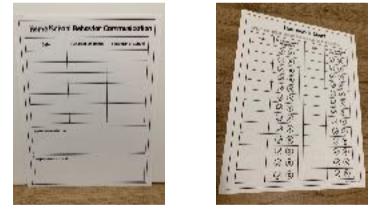


The
Ultimate Packet of
BEHAVIOR
MANAGEMENT
Visuals for Children with
Autism



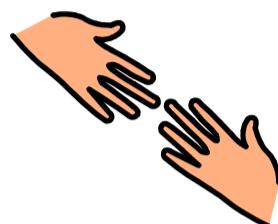
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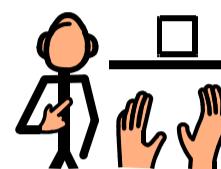
Page	Description	Picture
	<p>"I need help" Visuals: Laminate and cut out. Post in an area that is accessible for all students. Prompt students to use the visuals when they need help instead of engaging in an inappropriate response. There are variety of types of visuals included based on the level of the students using these resources.</p>	
	<p>Break Visuals: Laminate both pages. Put hard velcro in the blank boxes and soft velcro on the back of the blue break pieces. Each time the student wants a break they hand you a break card. Once the student runs out of break cards, he cannot take any more breaks. This helps clarify how many breaks the student can take.</p>	
	<p>Good/Bad Choices Charts: For some kids (both with and without disabilities) understanding social cues can be difficult. Some children benefit from a visual representation of what is and is not appropriate behavior. Use these charts in your classroom as a reminder that can be used preventatively as well as after a behavior occur.</p>	
	<p>Time Out Visual: This is a great visual to use for behaviors that have an attention function. That means the student is engaging in the targeted behavior to gain attention (positive or negative - negative attention such as yelling or reprimands can still count!). In addition to working on an appropriate alternative behavior to gain attention, sometimes an additional intervention can be useful as well. A short time out can serve as an appropriate punishment because it removes attention and the targeted disruptive behavior no longer works at gaining attention. The visual here is a 3 strike policy. Each time the student engages in the disruptive behavior, you remove a strike. Once 3 strikes are removed, the student goes to time out. The strike pieces are velcro-ed on top and pulled off to reveal the time out visual underneath. Put extra velcro on the back to store the strike pieces once you have pulled them off.</p>	
	<p>Star Chart:(Must have in any classroom! I included a 5 start and 3 star option. Laminate all pieces, put hard velcro on the squares on the "I am working for..." card and soft velcro on the back of all the stars. I put a strip of hard velcro on the back of the "I am working for..." card also to store the stars (that was a big life saver!). These are mini token systems. The child can pick what they are working for - either use visual pictures, write in the name of the item, or even just have the item present. Add the star tokens contingent on good behavior, correct responding, task completion, etc. Whatever you are working on!</p>	
	<p>Weekly Checklist: (p 12) This is a checklist that can be easily adapted for a variety of target behaviors. The things you work with students can change from week to week and there is nothing better than materials that can be easily adapted! I hate having to remake things when I don't have too. Laminate this board and write on it with dry erase markers. Post in center of room and deliver stars or points for the targeted behaviors.</p>	
	<p>Home/School Communication: These two forms are for home/school behavior management. Sometimes the contingencies at school can allow for better behavioral control or vice versus. It is always better for home and school to be on the same page. The first page is for students who have difficult behavior at home who would benefit from school related consequences. Sometimes school can have powerful consequences - both reinforcing and punishing that the home environment cannot provide. On this form the parent can sign to confirm that only appropriate behavior occurred at home. The second form is a homework chart for the teacher to check in everyday to increase homework completion.</p>	
	<p>Social Narratives Work proactively on behavior change with these social stories.</p>	



When you need help, you can raise your hand or come tap a teacher on the shoulder. You can say, "Excuse me. I need help, please." Then wait for the teacher to respond.



I need help, please.



I want



help



I need help, please.

Asking for help.

YES



Raise hand.

NO



Yelling.



Shouting out.



Copying from someone else.



1

Wait quietly.



Crying and whining.

Steps for asking for help.

- I. Raise hand quietly.**



- 2. If you have waited for a while, say, "Excuse me."**



- 3. Wait until an adult calls on you.**



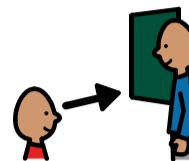
- 4. Explain what you need help on.**



When you should ask for a break...



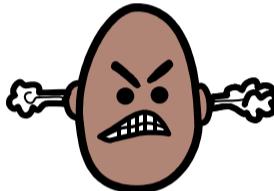
It's getting too loud.



I am having a hard time paying attention.



I feel overwhelmed.



I am starting to feel angry.



My body can't stop moving.

Steps for asking for a break.

1. Raise hand quietly.



2. If you have waited for a while, say, "Excuse me."



3. Wait until an adult calls on you.



4. Say, "I need a break."



Things to do in a break:



head down on desk



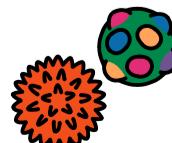
take deep breaths



drink of water



day dream

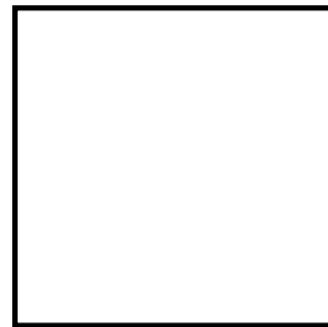
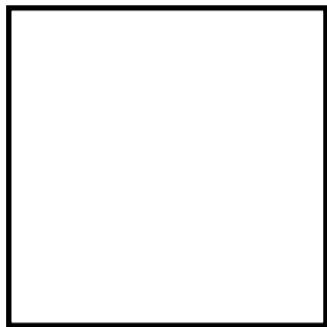
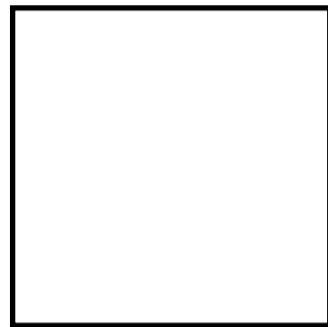
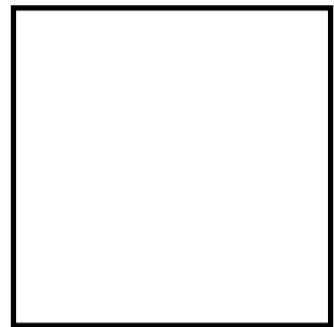
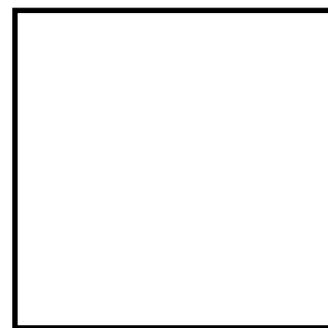
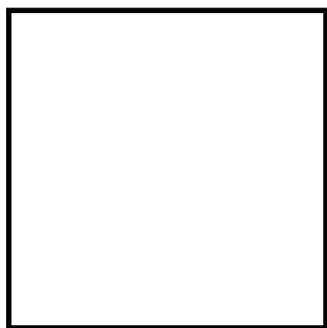
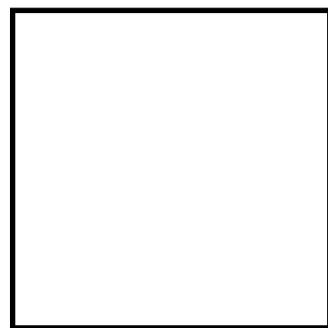
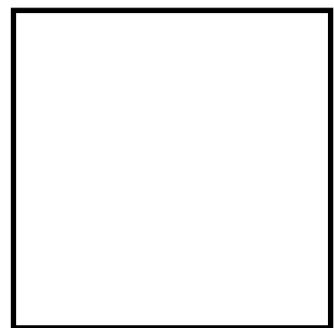


use a fidget toy

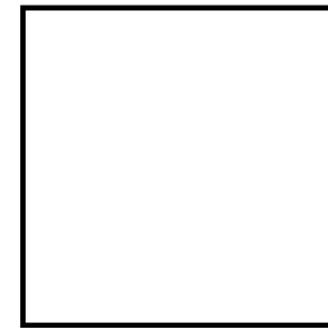
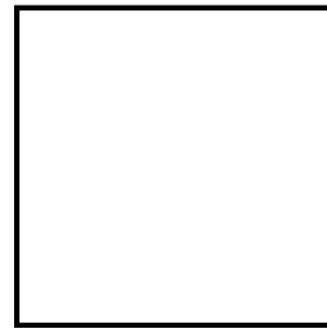
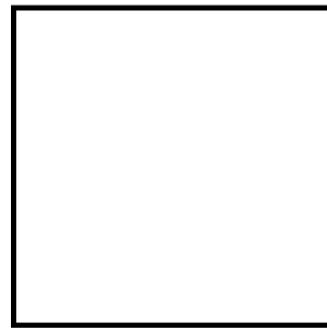
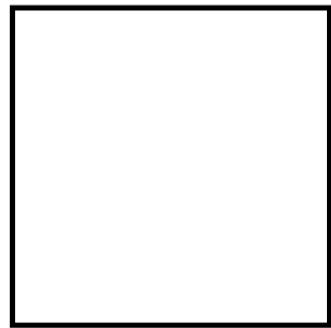


bounce on ball

Need a break?



Need a break?



break



break



break



break



break



break



break



break



break



break



break



break



Good Choice

DO YOUR WORK.

ASK FOR HELP.

LISTEN.

SIT IN CHAIR.

ASK FOR A BREAK.

RAISE YOUR HAND.

WAIT IN LINE.



Bad Choice

SWEARING



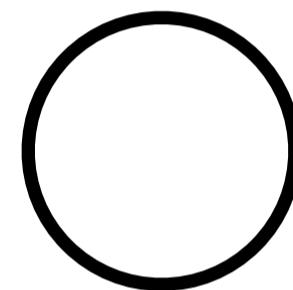
YELLING

WHINING

HITTING OTHER PEOPLE.

TOUCHING OTHER PEOPLE.

THROWING THINGS.



Good Talking

Answer questions.

Say hi to your friends.

Ask questions.

Read aloud.

Comment in conversations.

Offer help.

Bad Talking

Swearing.

Making really loud noises.

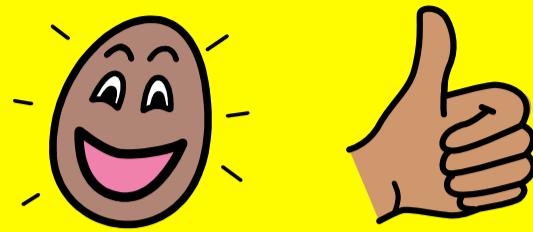
Yelling.

Saying mean things.

Whining.

Talking rudely or disrespectfully.

Good Choices



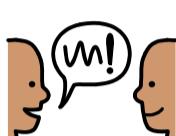
hands to yourself



work together



use your best voice



listen



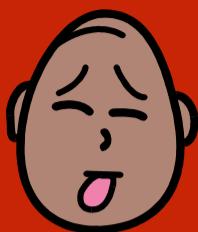
try hard



follow schedule



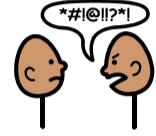
Bad Choices



hit



fight



bite



swear



yell loudly



whine



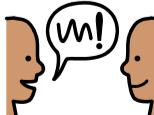
Classroom Expectations



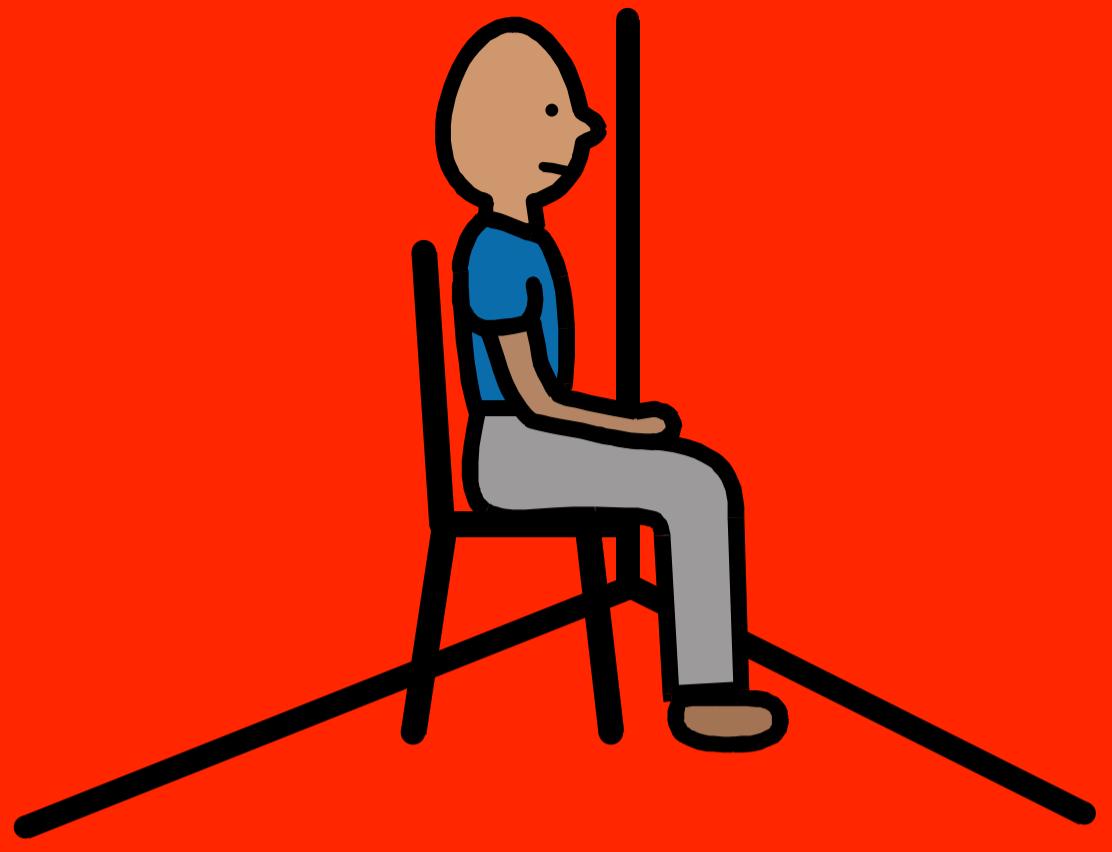
Listen to the teacher. If you don't understand something, ask a question. Follow directions right away.



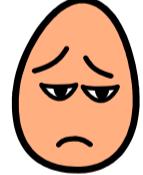
Try hard on your class work. Work quietly. Ask for help if you need it. If something is hard, do your best. Check your work. Always write your name on your paper.



Be a good friend. Say hi to your friends when they walk in the room. Ask and answer questions. Offer help. Use your best voice.



**bad
choice**



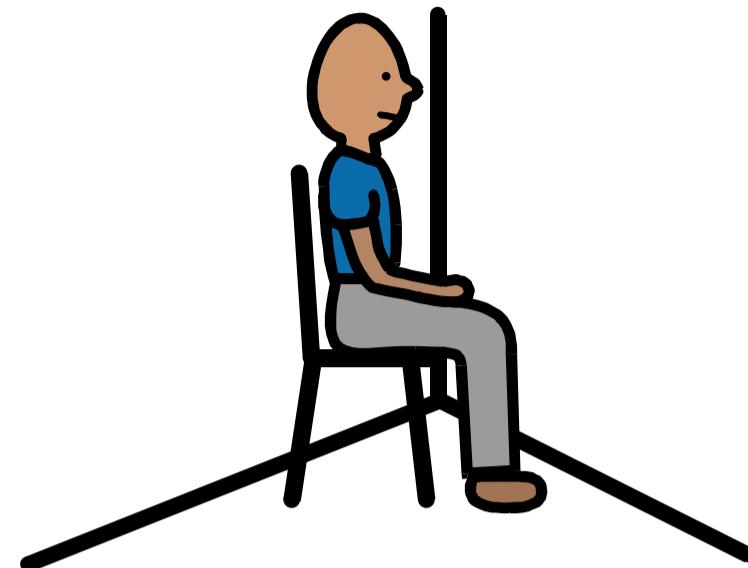
**bad
choice**



**bad
choice**



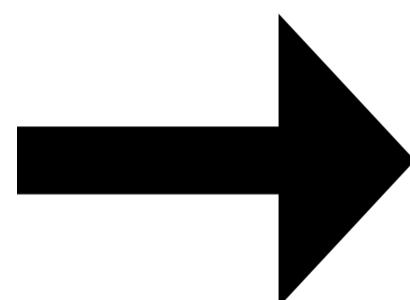
time out



first, sit quietly



then, time out finished



In time out...



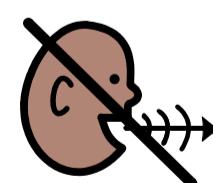
SIT



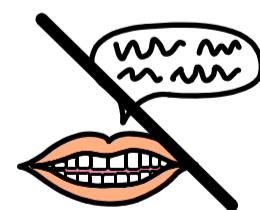
BE QUIET



WAIT



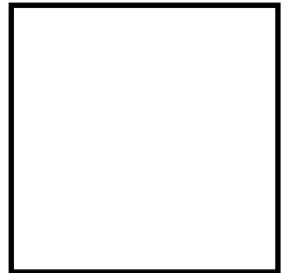
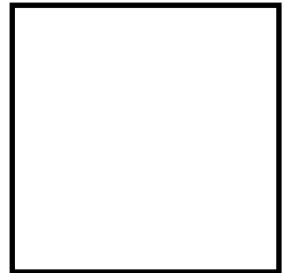
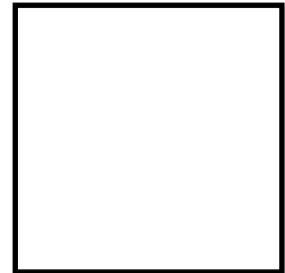
DON'T YELL



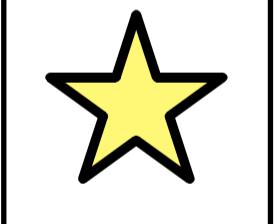
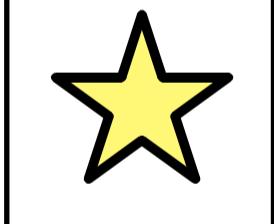
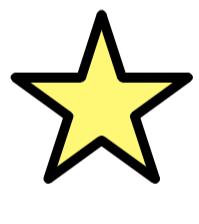
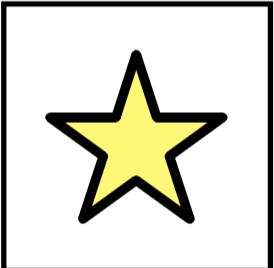
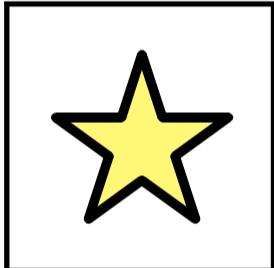
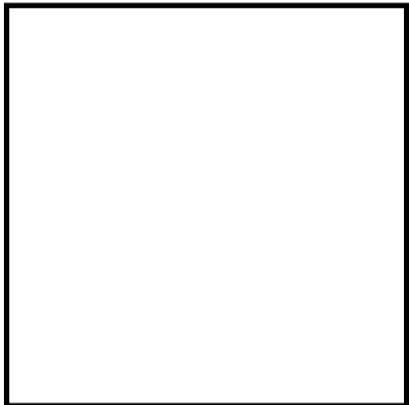
DON'T SWEAR

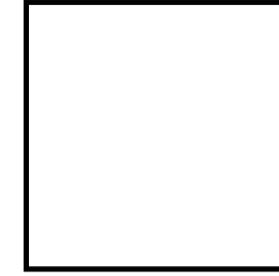
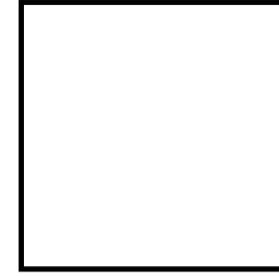
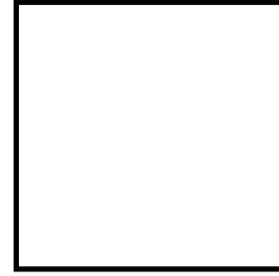
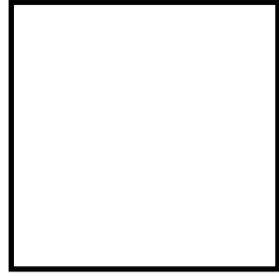
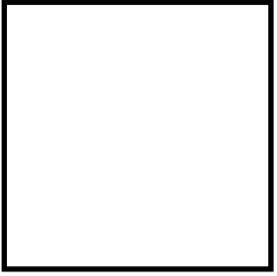


DON'T HIT OR PUSH

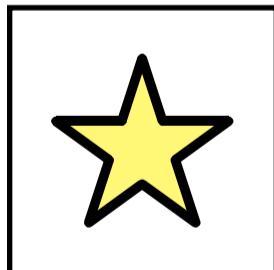
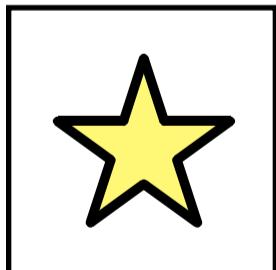
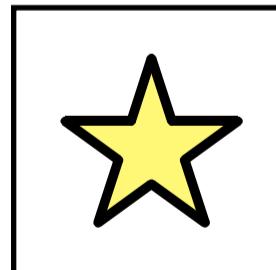
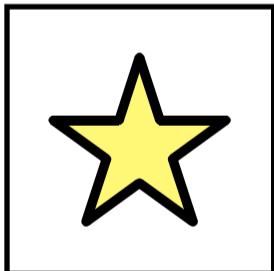
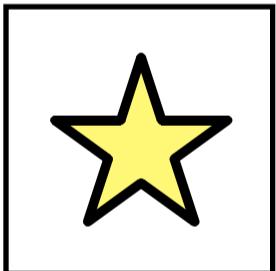
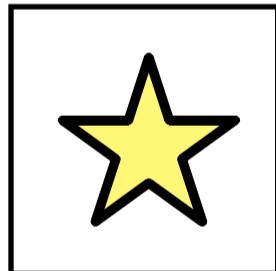
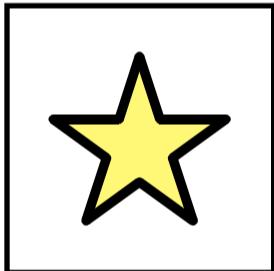
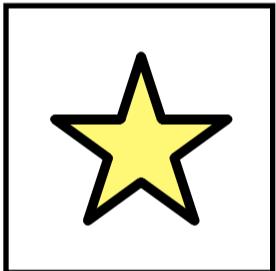
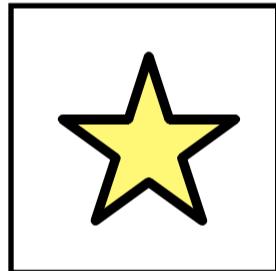
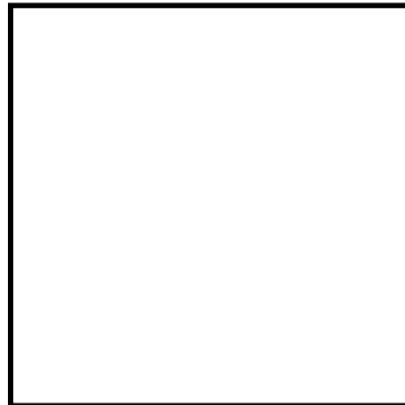


I am working for...

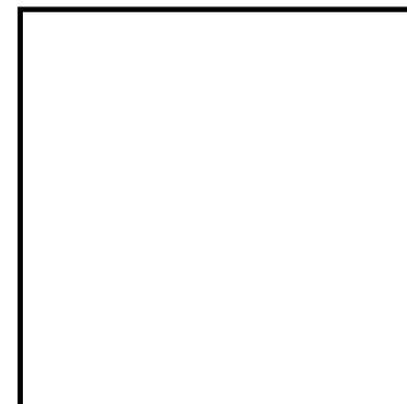
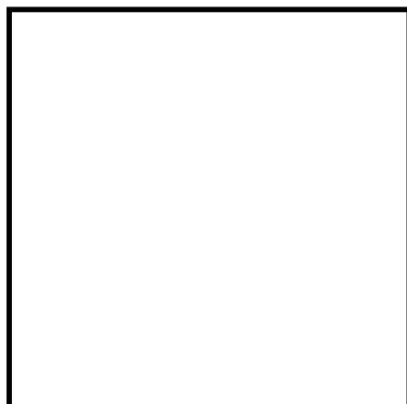
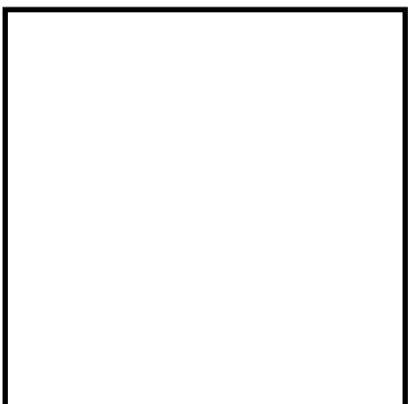
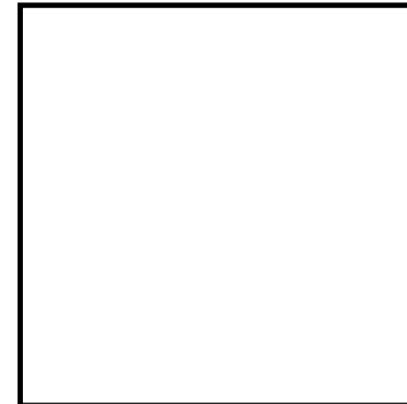
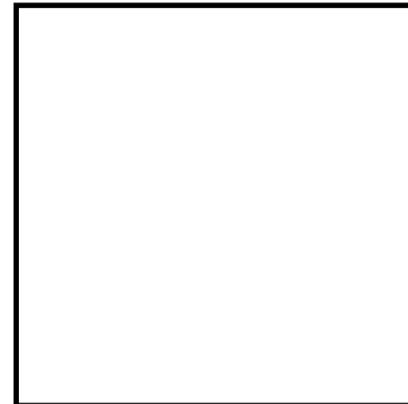
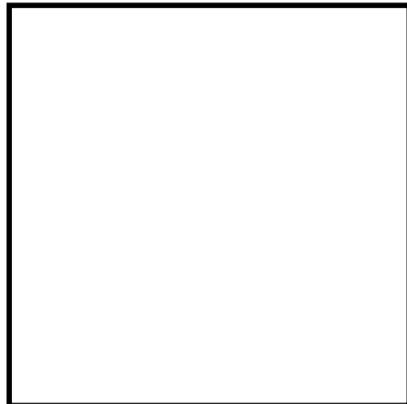
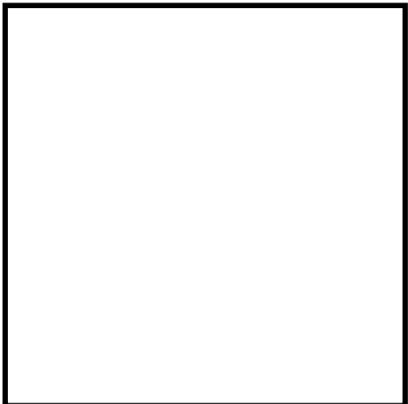




I am working for...



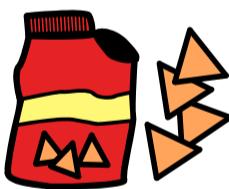
Choice Board



toy car



chips



action figures



iPad



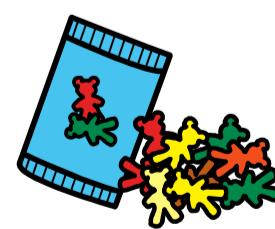
ball



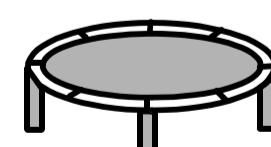
headphones



gummy candy



trampoline



Weekly Checklist

EXPECTATIONS:	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

REINFORCEMENT:

Home/School Behavior Communication

Date	Behavior at Home	Behavior at School

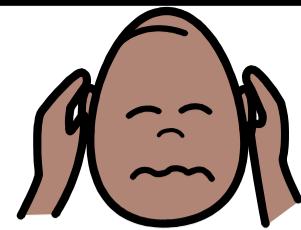
expectations at home:

expectations at school:

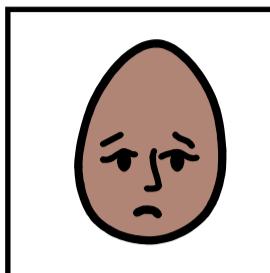
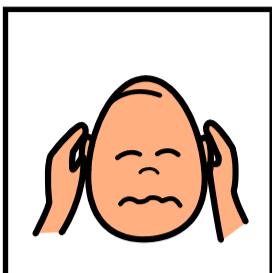
Homework Chart

COMPLETE YOUR HOMEWORK EVERYDAY. TRY HARD AND ASK FOR HELP IF YOU NEED IT.

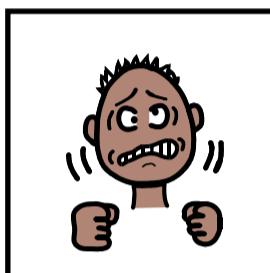
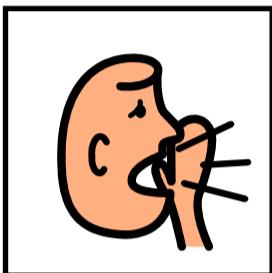
Loud Noises



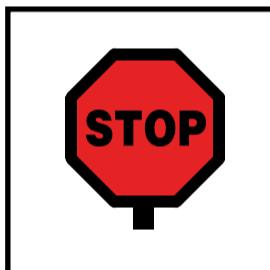
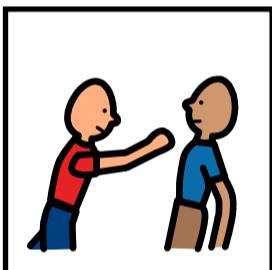
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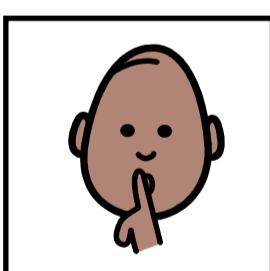
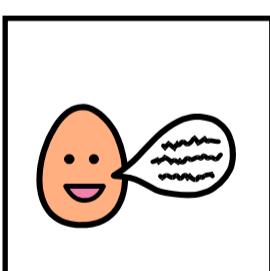
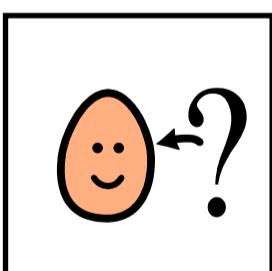
I hate to hear loud noises. It hurts my ears and my head.



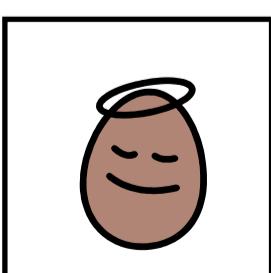
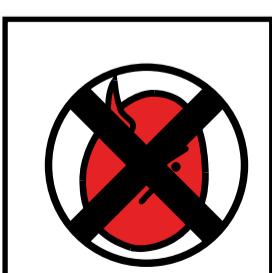
When people are loud, I get mad at them.



I want to hit them and yell at them to get them to stop.



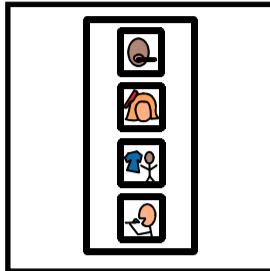
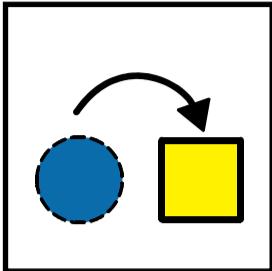
Instead, I need to use my words. I can ask them, "Can you please be quiet?" I can tell an adult to ask them to be quiet.



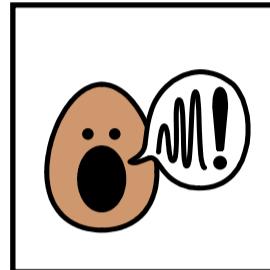
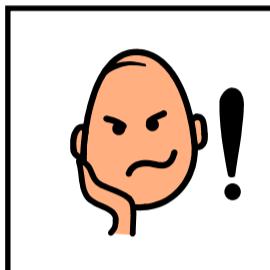
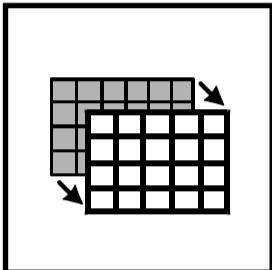
Sometimes loud noises happen. I will not make a bad choice. I will be respectful and ask nicely.

Changes are Okay

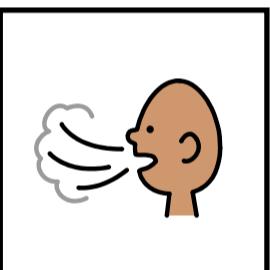
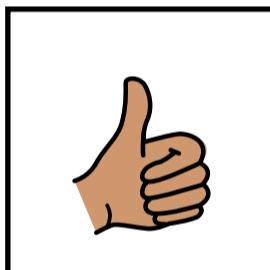
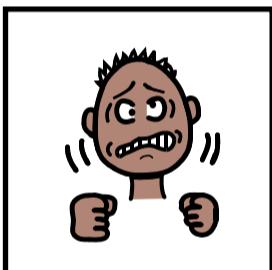
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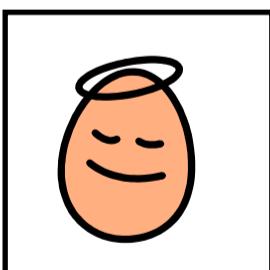
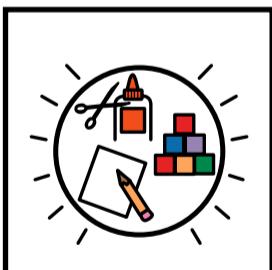
Sometimes there are changes to my schedule.



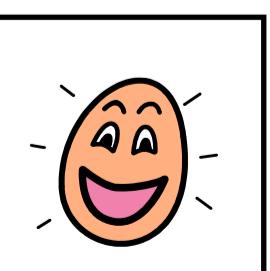
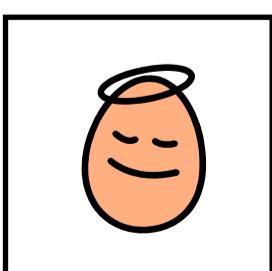
I don't like changes. When there are changes, I may get upset. I want to yell, say "NO", or run away.



Even though changes may make me feel frustrated, I can make a good choice. I take a deep breath. I can ask for help. I can take a break.



I do the change. It is okay. I am okay.

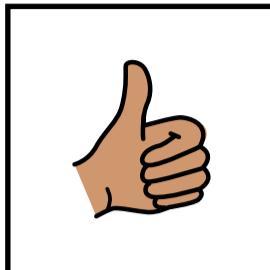
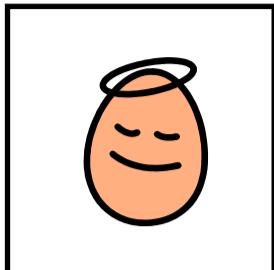


When I handle changes well, my teachers are happy. I am happy.

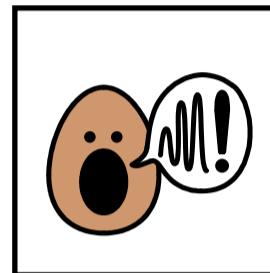
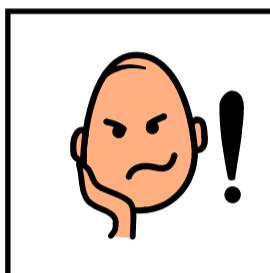
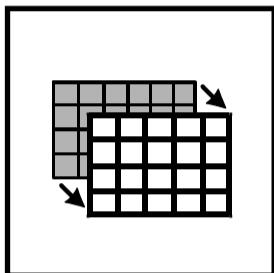
Making Good Choices



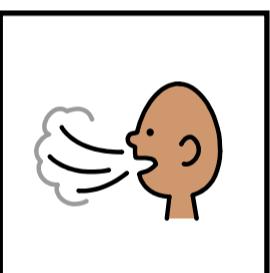
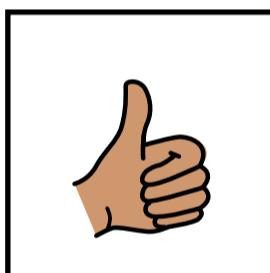
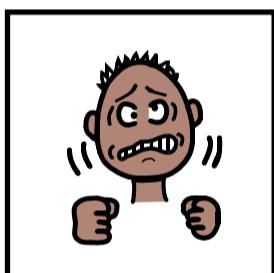
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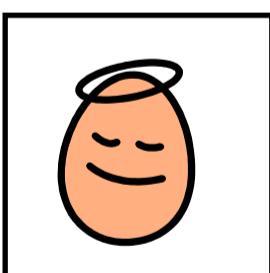
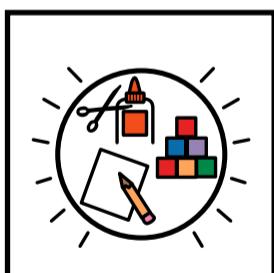
In school, we need to make good choices.



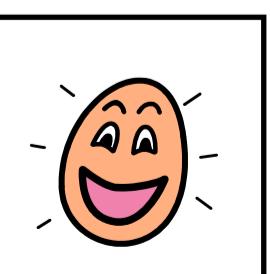
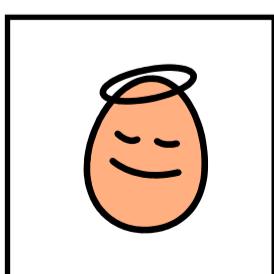
Some good choices I can make are following my schedule, doing my work, asking for helping, and waiting in line.



I should use my best voice. That means saying hi to my friends, asking for help, answering questions, and saying nice things.



Every day at school, I try hard to make good choices.

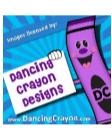


When I make good choices at school, my teachers are happy. I am happy.

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