

The  
**Ultimate** Packet of  
**BEHAVIOR**  
**MANAGEMENT**  
Visuals for Children with  
**Autism**

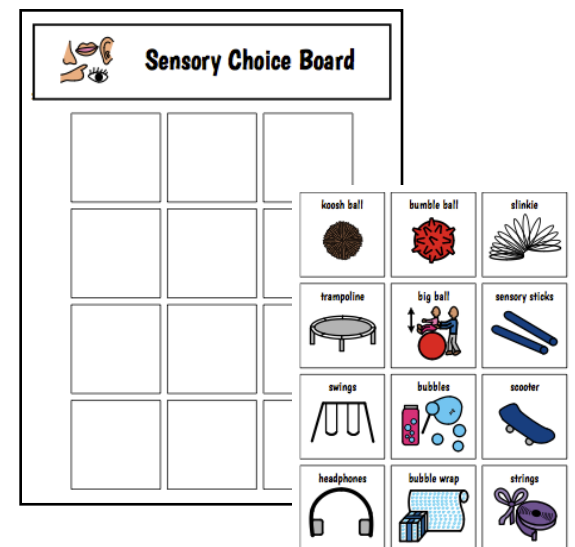
by: Sasha Hallagan [theautismhelper.com](http://theautismhelper.com)

**SET TWO**

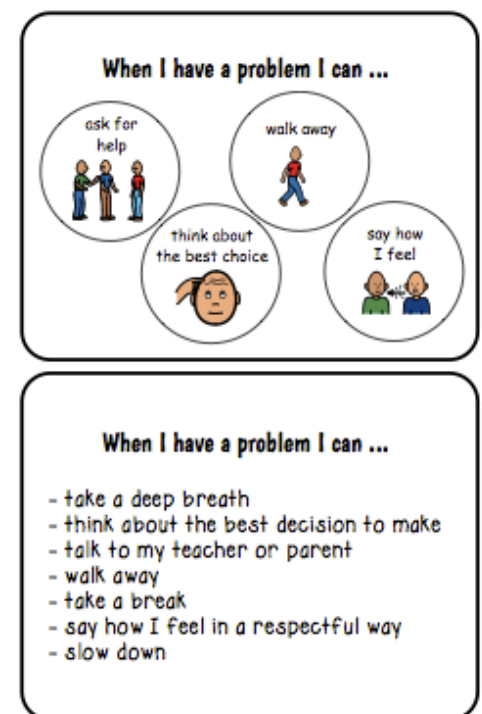
# The **Ultimate** Packet of BEHAVIOR MANAGEMENT Visuals for Children with **Autism** SET 2

Table of Contents & Instructions: There are a range of resources included in this packet to work on a variety of common behavioral issues. The following few pages contain mini images of each resources, instructions for setup, and directions on how/when to use. Follow the coordinating page numbers when printing.

**Sensory Choice Board:** (p 6-7) Laminate both pages. Put hard velcro in each of the blank squares. Cut out the choice options and put soft velcro on the back of each piece. Put all of the options on the board. During a scheduled sensory break, time of heightened anxiety or behaviors, or as a reinforcer option - offer choice board to student. Giving visual options will allow students with low language skills to requested the type of sensory stimulation they need.



**When I have a problem, I can...** : (p 8) Laminate and cut out. Post in an area the student frequently views such as their work binder or locker. Two levels are included - one with pictures and one without. Select the best level for each student. This can be utilized in a few different ways. You can use this preventively and review the problem solving options on a regular basis. This will allow the student to have this options mastered when a problem does occur. This intervention can also be utilized when a behavioral trigger occurs. Discuss with the student or show the options on what the next steps can be.



Anger Check In and Quick Check In: (p 9) Laminate and cut out. Put the larger rating scale within the classroom or in a student binder. Post the quick check in locations where you need to be less intrusive - an inclusion class, desk, or student backpack. You can also put the small check in on your visual necklace and utilize throughout all environments. The idea is that you can use the larger anger check in to review how a student is feeling and where their anger is at. Identifying their own emotions is very difficult for some children with special needs. The mini check in and can be used throughout the day when you don't have time for a long discussion. During lunchtime or in the middle of class you can quickly assess and have your student self assess the level of his emotions.

**QUICK CHECK IN** how are you feeling?

1

2

3

4

5

**ANGER CHECK IN**  
how are you feeling?

1  
Feel good, nothing is bothering me

2  
not bad but not perfect

3  
mad, there are things bothering me

4  
mad, a lot of things are bothering me

5  
so mad I feel like I could hurt someone, blood is boiling

Ready to Talk: Laminate and cut out. (p 10) You can paste back to back so you can flip this card back and forth or switch out the options. It can be difficult for students with special needs to pick up social cues and identify when a teacher is available to talk and when she is not. Use a visual can be very effective to clarify this. When the teacher is working with other students or talking to another teacher - post the red visual. When the teacher is ready to talk, switch it. This is effective in the inclusion setting, early elementary classes, and special ed rooms. It really helps me manage my students and decrease interruptions in an easy way!

## READY TO TALK

You may come up and ask questions or ask for help.

## BUSY RIGHT NOW

Right now I am busy with something else. You need to wait to ask me a question or talk to me.

Good work = less work: (p 11) Laminate or print and copy. For students who engage in inappropriate behaviors in order to get out of work, a successful intervention is making less work contingent on good behavior. So if the student does good work and has no bad behaviors, the reinforcer is escaping other work. It can be very, very effective but sometimes difficult to explain to students. This visual will help illustrate the intervention in a way that is easy to understand.

**Good Work = Less Work**

This work might be hard and maybe you don't want to do it.

But, if you do a good job on the first of this work.

You will not have to do this part of work.

But, if you have bad behavior - you will have to do all of it.

Anger is Okay: (p 12-13) These two written scripts and rules are effective for students who are higher functioning who have issues with anger. The first page explicitly details what they cannot do when they are angry and the second page gives options on what they CAN do when they are angry. This intervention has been effective with students with cognitive disabilities, Aspergers, and behavior disorders. Writing out the options helps provide boundaries and options.

Anger is okay. Violence is not.

No hitting, punching, kicking, or pushing other

Do not destroy property or break things.

Keep language appropriate. No swearing.

No scratching, pinching, or hair pulling.

Do not spit.

No throwing things or knocking things over.

Never run away or hide.

Anger is okay.  
But what should I do?

I should take a deep breath.

I can put my head down on my desk.

I can go for a walk and get drink of water.

I will ask for help.



I can say how I'm feeling in a respectful way.

I can walk away.


I should count to 5 before talking.


I should ask for a break.


I feel angry Visual Choices: (p 14-15) Laminate both pages. Put hard velcro on each blank square. Cut out the choice pictures and put soft velcro on the back. Post in a central location in the classroom. During times when the student is not angry, remind the student of the choice board and the options they have. When the student begins to get angry or show signs of behavioral issues, prompt them to choose something from the board. This intervention is very successful with students who are nonverbal or have language difficulties.





I feel angry and need a break.


drink of water  


walk  


lie down  


bean bag  


sit  


play in the gym  


Reflect and Learn: (p 16-17) Use these activities after an episode of inappropriate behavior. These activities will help students to identify behavioral triggers, consequences of their behaviors, and other choices they could have made. Having students reflect back on a behavioral issue will allow the occurrence to be used as a learning experience. Having students identify their wrong decision and negative consequences will further lead to the aversive nature of a punishment and help identify that no reinforcement came from their response.

Reflect and Learn

Before my behavior, this happened...

My bad behavior...

Reflect and Learn

What was my bad behavior?

What should I have done instead?

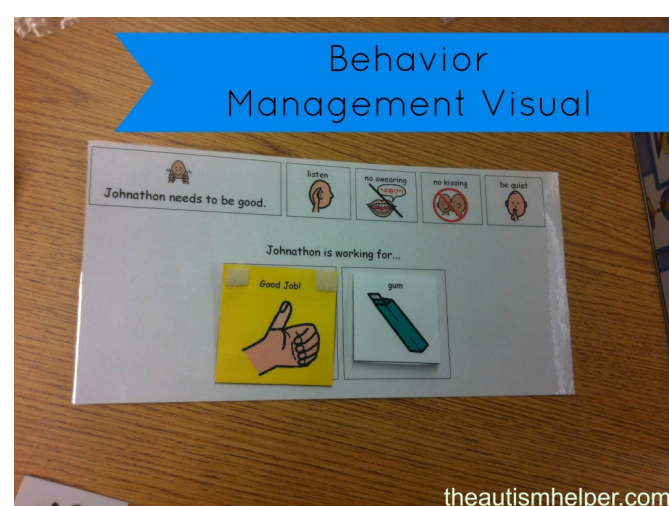
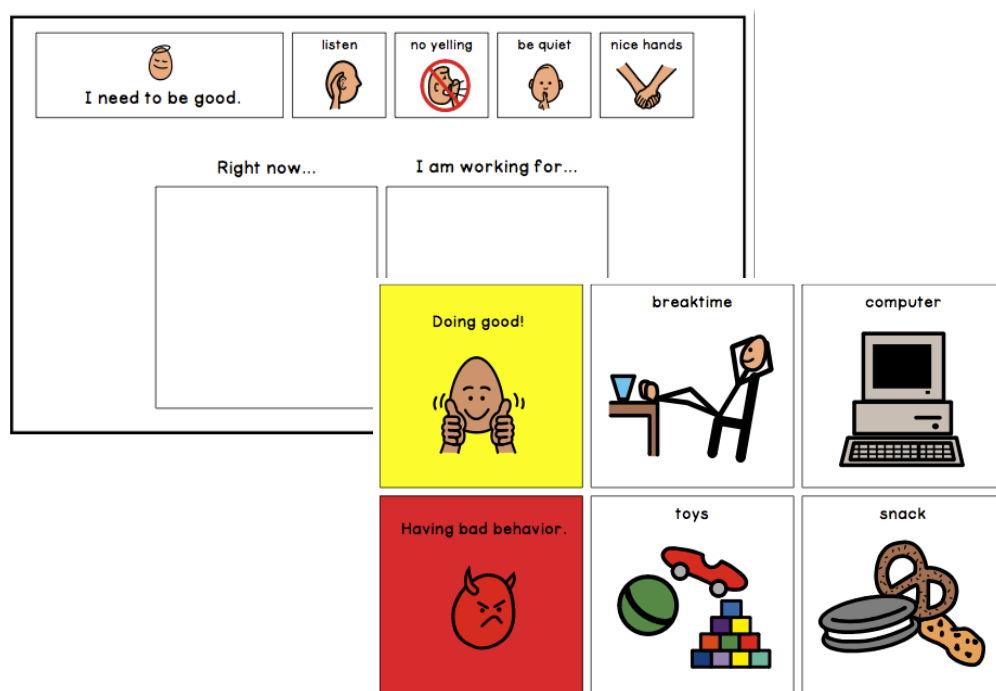
Next time, I will...



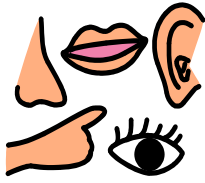
What is your volume: (p 18) Laminate and post in classroom. I love this visual because it gives our students so much information. This visual is used to provide a name (the number) and color code to range of voice levels. This helps us when we talk about where are volume should would be. If we add names and teach students what each level sounds like, we can clarify expectations. Ie. "Right now you should be at a one." Versus "right now you should be talking quietly." The visual helps illustrate this. The additional visual to the right shows students where each type of volume is appropriate. This is very successful in my classroom!



Behavior Mash-Up: (p 19-20) I call this intervention a behavior mash up because it's a little bit social story, a little bit incentive board, and a little bit visual cue. Laminate both pages. Put hard velcro in the middle blank square on the right. Put hard velcro in corners of the blank square on the left. Cut out the pieces. Tape or paste the yellow and red squares back to back. Put soft velcro on the corners of both side. Put soft velcro on the back middle of the other pieces. See picture for more information on setup. Student will select what they are working for. I used board category items. Review the visual rules on the top for good behavior. Whenever the student is displaying the good behaviors put the cue on the yellow. Whenever they are displaying bad behaviors flip to the red. This intervention is effective to help students self identify bad and good responses. Depending on the student, choose when and how you give the reinforcer. It can be time based, work based, or when they have stayed on the 'yellow' (good behavior) side for a certain time period.

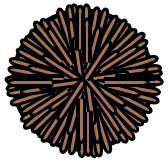


for any questions email me @ [sasha.theautismhelper@gmail.com](mailto:sasha.theautismhelper@gmail.com)



# Sensory Choice Board

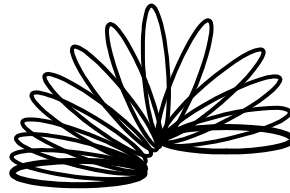

**koosh ball**



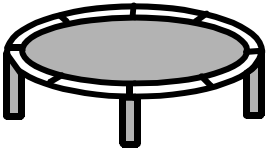
**bumble ball**



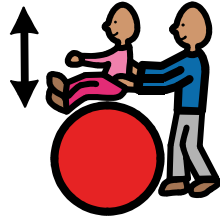
**slinkie**



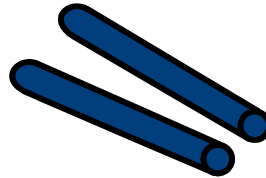
**trampoline**



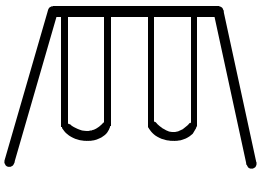
**big ball**



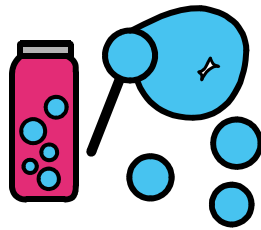
**sensory sticks**



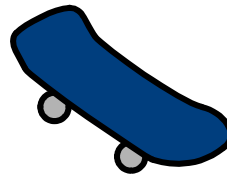
**swings**



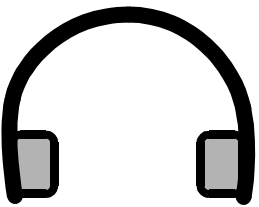
**bubbles**



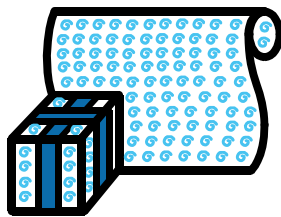
**scooter**



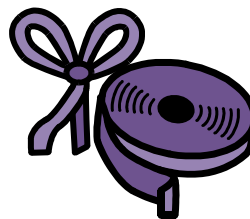
**headphones**



**bubble wrap**

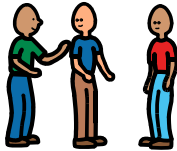


**strings**



## When I have a problem I can ...

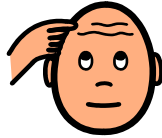
ask for  
help



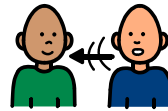
walk away



think about  
the best choice



say how  
I feel



## When I have a problem I can ...

- take a deep breath
- think about the best decision to make
- talk to my teacher or parent
- walk away
- take a break
- say how I feel in a respectful way
- slow down



## ANGER CHECK IN

how are you feeling?

**1**

Feel good, nothing  
is bothering me

**2**

not bad but not  
perfect

**3**

annoyed, there are  
a few things  
bothering me

**4**

irritated, a lot of  
things are bothering  
me a lot

**5**

so mad I feel like I  
could hurt someone,  
blood is boiling

## QUICK CHECK IN

how are you feeling?

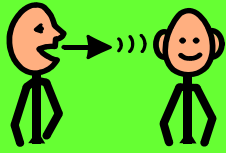
**1**

**2**

**3**

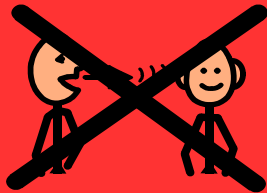
**4**

**5**



# READY TO TALK

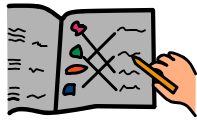
You may come up and ask questions or ask for help.



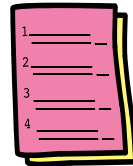
# BUSY RIGHT NOW

Right now I am busy with something else. You need to wait to ask me a question or talk to me.

# Good Work = Less Work



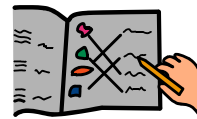
This work might be hard and maybe you don't want to do it.



But, if you do a good job on the first of this work.



You will not have to this part of work.



But, if you have bad behavior - you will have to do all of it.

# Anger is okay. Violence is not.

No hitting, punching, kicking, or pushing others.

Do not destroy property or break things.

Keep language appropriate. No swearing.

No scratching, pinching, or hair pulling.

Do not spit.

No throwing things or knocking things over.

Never run away or hide.

# Anger is okay. But what should I do?

I should take a deep breath.

I can put my head down on my desk.

I can go for a walk and get drink of water.

I will ask for help.

I can say how I'm feeling in a respectful way.

I can walk away.

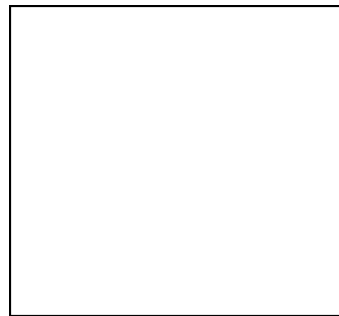
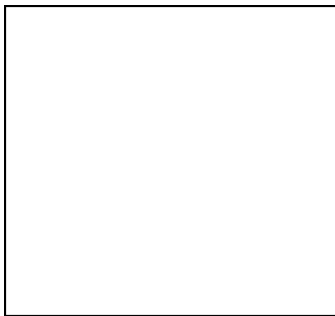
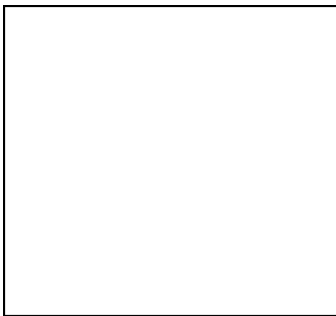
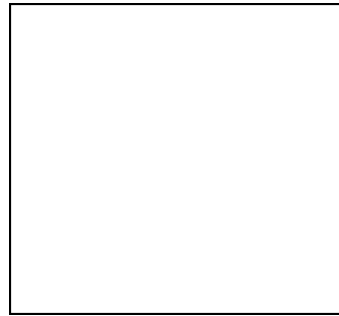
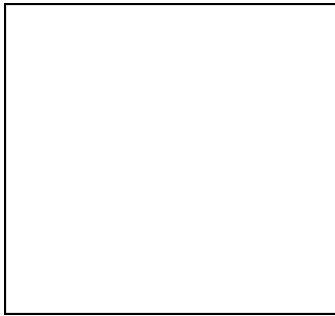
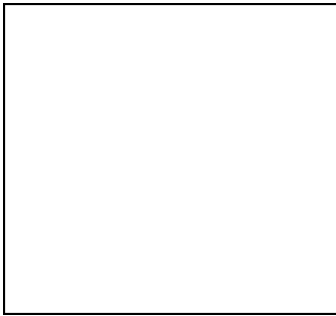
I should count to 5 before talking.

I should ask for a break.





I feel angry and need a break.



drink of water



walk



lie down



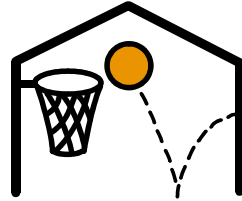
bean bag



sit



play in the gym



# Reflect and Learn

What was my bad behavior ?

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---

What should I have done instead?

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---

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Next time, I will...

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---

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# Reflect and Learn

Before my behavior, this happened...

---

---



My bad behavior...

---

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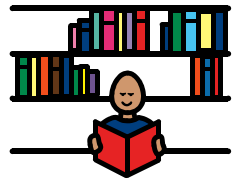

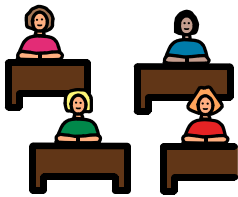
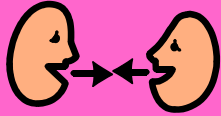
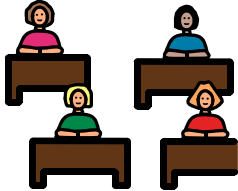
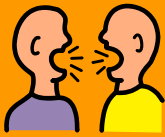
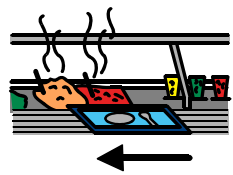
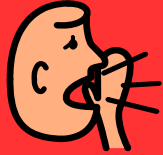
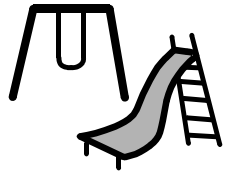


After my behavior, this happened...

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# What is your volume?

<b>0</b>	no talking, quiet		
<b>1</b>	whisper, quiet talking		
<b>2</b>	talking to people nearby, not too loud but not too quiet		
<b>3</b>	loud talking, talking to someone across the room		
<b>4</b>	yelling, screaming		





I need to be good.

listen



no yelling



be quiet



nice hands



Right now...

I am working for...

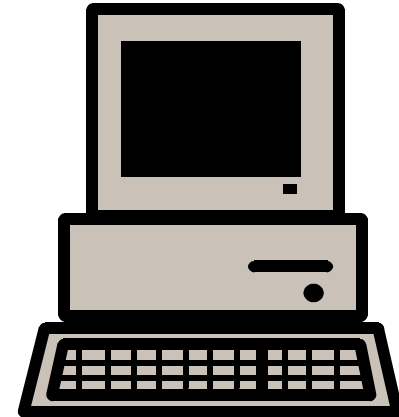
Doing good!



breaktime



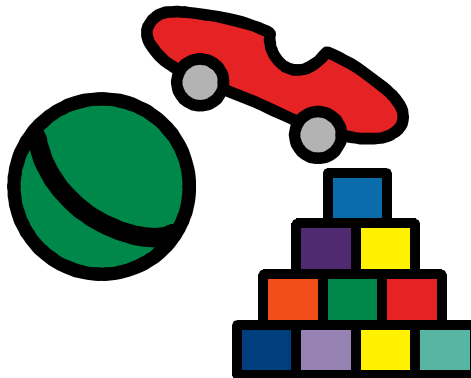
computer



Having bad behavior.



toys



snack



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