

EXAMPLES OF WORK SYSTEMS



EXAMPLES OF WORK SYSTEMS



ROUTINES AND STRATEGIES

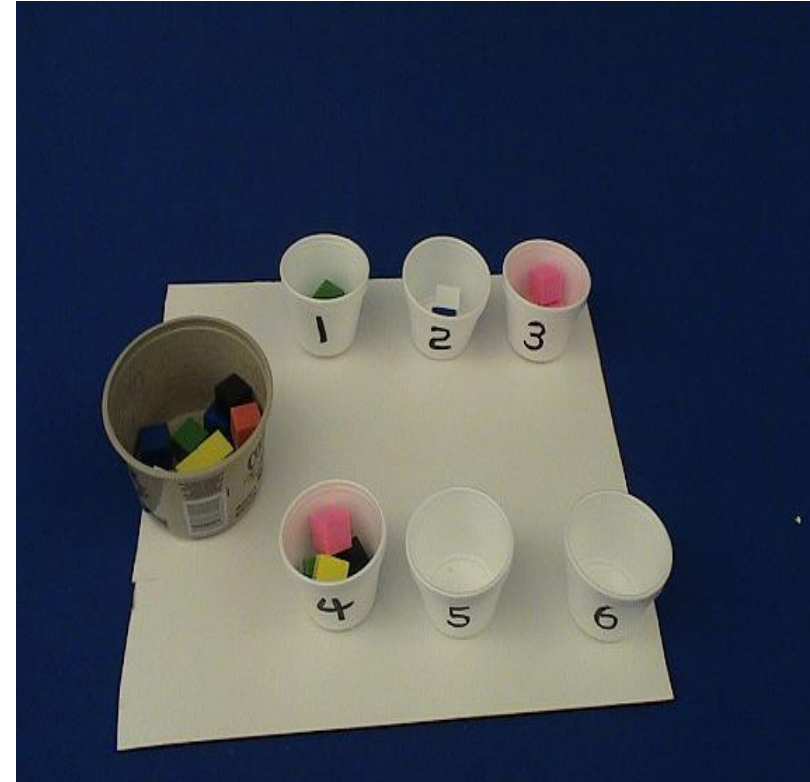
- People like routines. They create their own routines as a coping strategy to compensate for lack of understanding.
- Checking the schedule and following the work system are 2 powerful routines that build independence and flexibility.



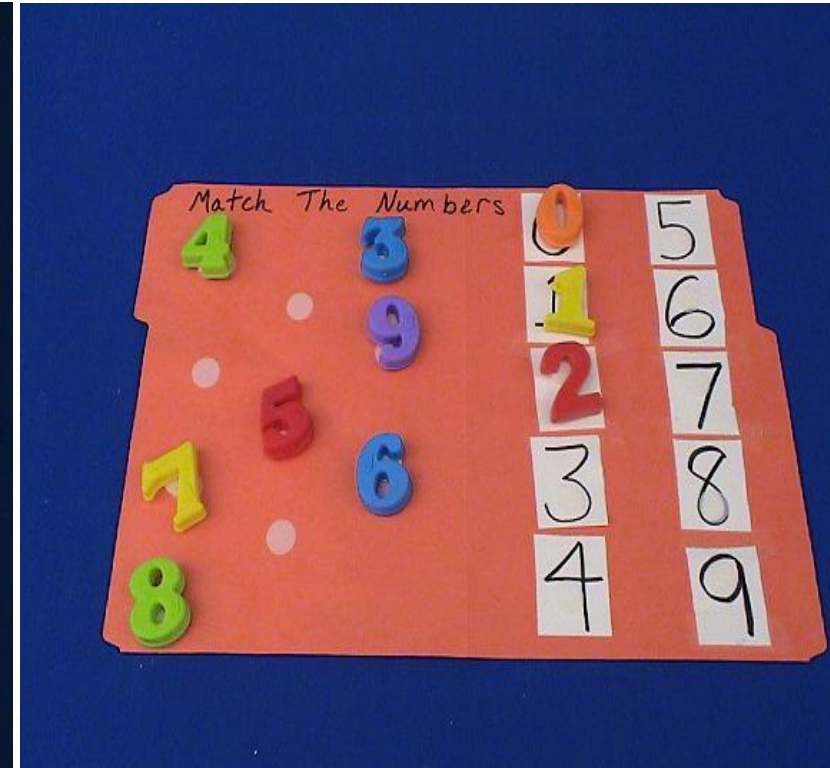
VISUAL SUPPORTS

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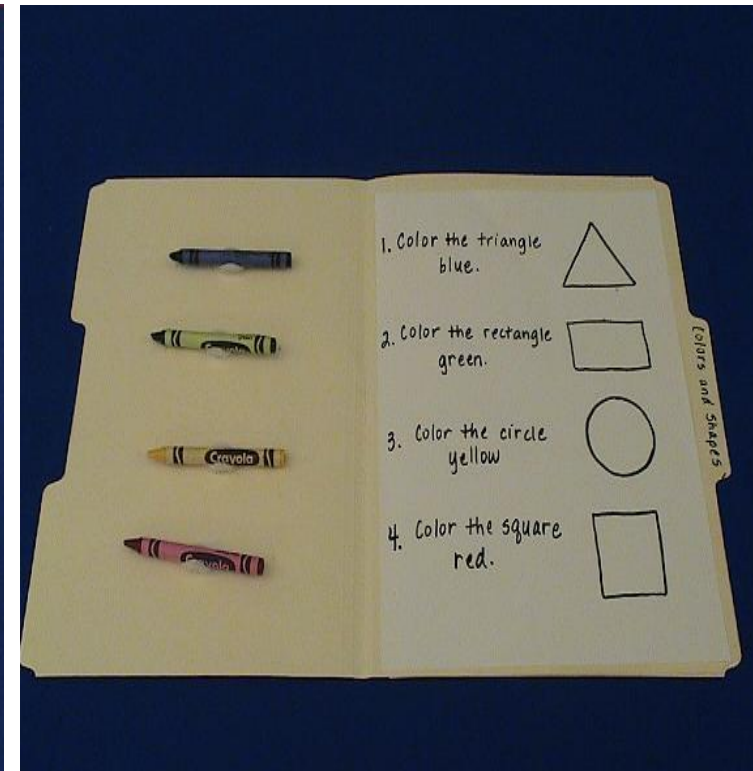
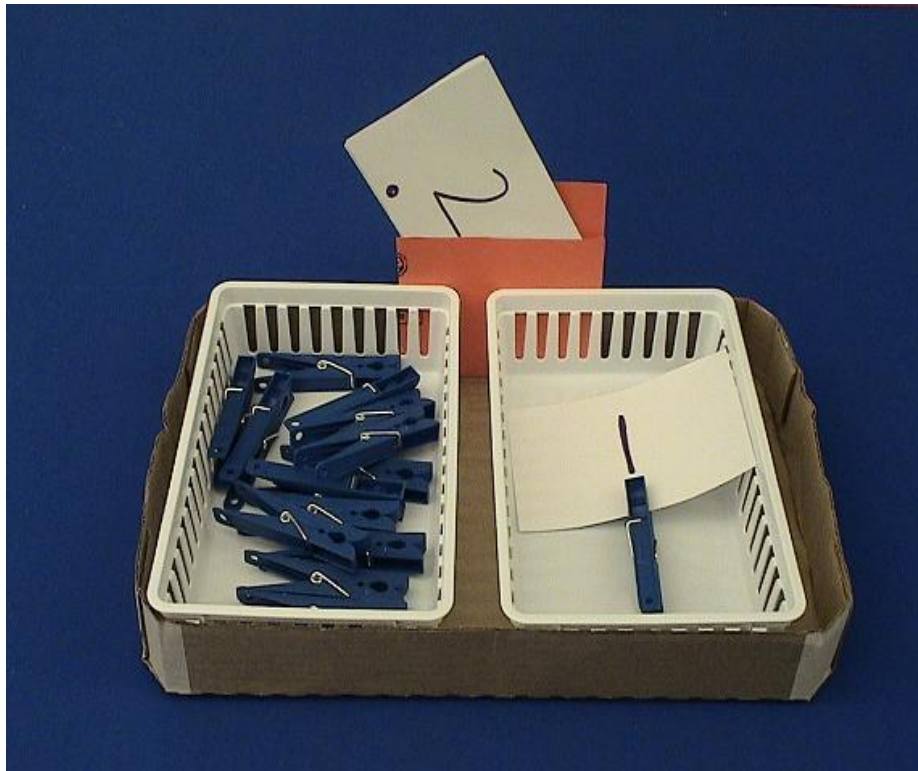
EXAMPLES OF VISUALLY STRUCTURED TASKS



EXAMPLES OF VISUALLY STRUCTURED TASKS



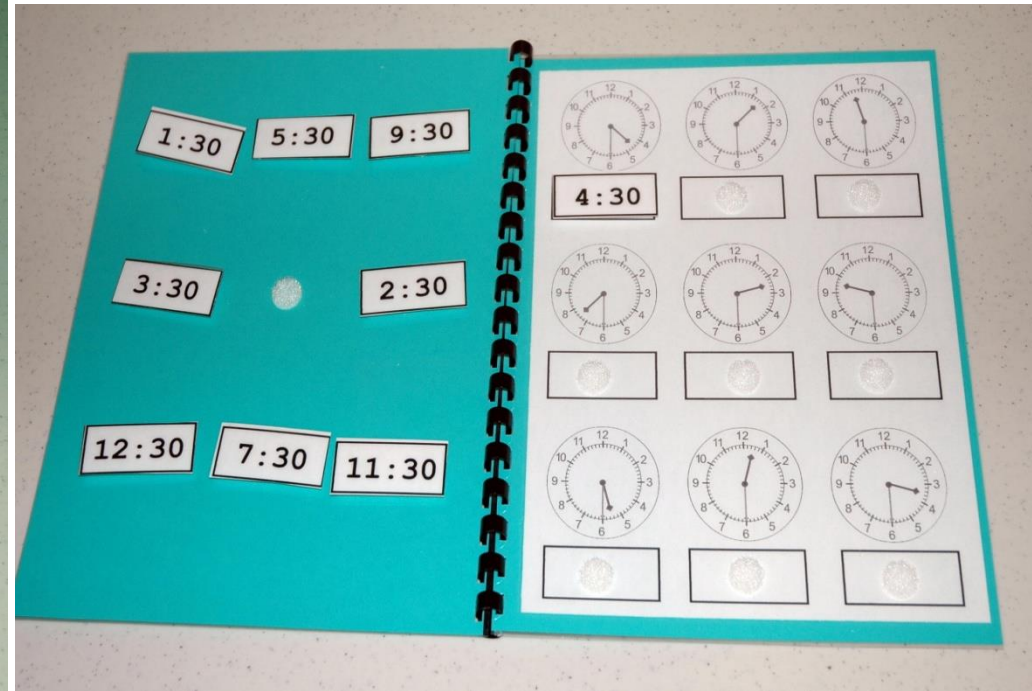
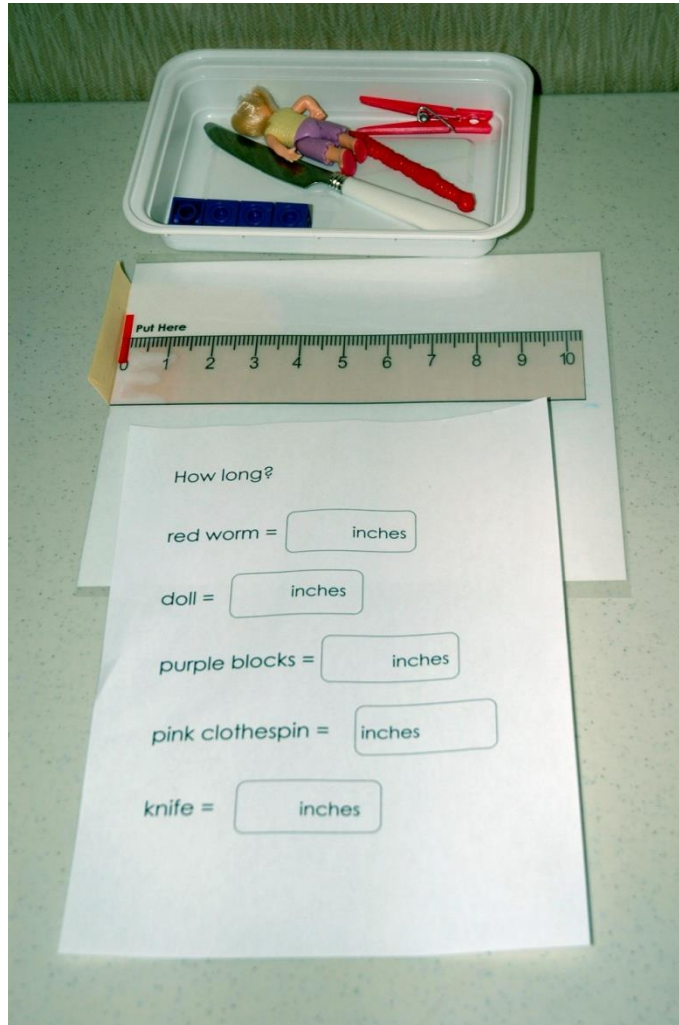
EXAMPLES OF VISUALLY STRUCTURED TASKS



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EXAMPLES OF VISUALLY STRUCTURED TASKS

Using a Table of Contents

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From: Skills/Study & Research 6-8th

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Using Table of Contents

Directions: The table of contents is taken from a book called Learning To Learn by Gloria Frender.

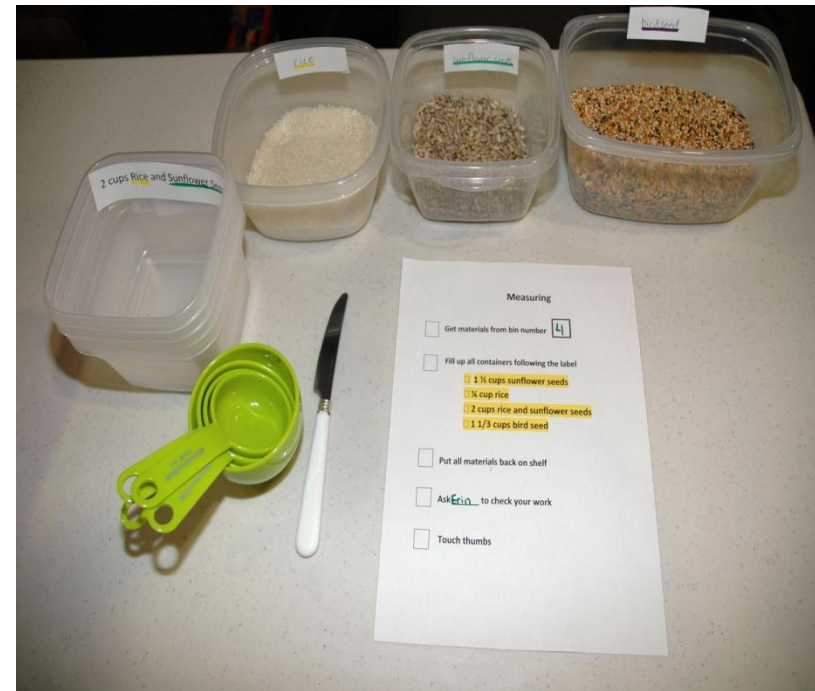
- Read the questions below.
- Put the page number of where you could read about this topic on the space provided.

- If you wanted to identify the strengths and weaknesses of your **study habits**, what page(s) would you choose to read? 33
- If you have problems **remembering** what you study, on which page(s) would you find advice? 150-151
- You never know whether or not to **guess on test** questions. Which page(s) might answer this question? 196
- Whoops! You had a dental appointment and **missed** almost a 1/2 day of school. You've got a test coming up and an **assignment** due. You do not have the information you need. What page(s) might help? 43
- It's hard to pay attention when the teacher lectures a long time. you are supposed to **take notes**, but how do you now **what's important**?
Help is on page 71.
- Your teacher lectures a long time. How can you **listen** so long?
Help is on page 77.

Directions: Use Microsoft Word to complete the following tasks.








- ☒ Open Word document labeled Ohio River.
- ☒ Type your name at the bottom of the page and make it bold.
- ☒ Use spell check to check and correct the spelling in the paragraph.
- ☒ Check and correct capitalization of the paragraph.
- ☒ Check and correct punctuation of the paragraph.
- ☒ Import a picture of a river from clip art.
- ☒ Save your work.
- ☒ Get back.

EXAMPLES OF VISUALLY STRUCTURED TASKS








VISUAL SUPPORTS

Solve a Story Problem


1. Read the problem		
2. Underline or highlight key words Underline the question ?		
3. Draw pictures to help you think 		
4. Check your word list.	+ -	
5. Make number sentence or a plan	$\frac{3}{5} \div \frac{3}{5}$	
6. Solve the problem	 	
7. Label the answer	 <u>apples</u>	



Writing Goals




 I will think about my story before I begin writing.	
 I will use my tools to help me write.	<div>Daniela</div> <div>DAVID Raniya</div>
 I will say words slowly and listen for the sounds.	<div>Trayshad</div> <div>Cajiel</div>
 I will read my writing to see what comes next.	<div>Barley</div>
 I will put spaces between my words.	<div>Gabriel</div> <div>Amarie</div> <div>Aden</div> <div>Karedyn</div>
Begin a sentence with uppercase. <u>My</u> dog is cute.	<div>Ariyanna</div> <div>Stephen Eric</div> <div>Aiden</div>

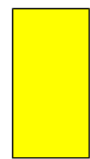
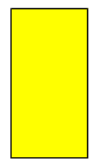
WRITING CHECKLIST W/ VISUAL SUPPORTS


Writing Checklist



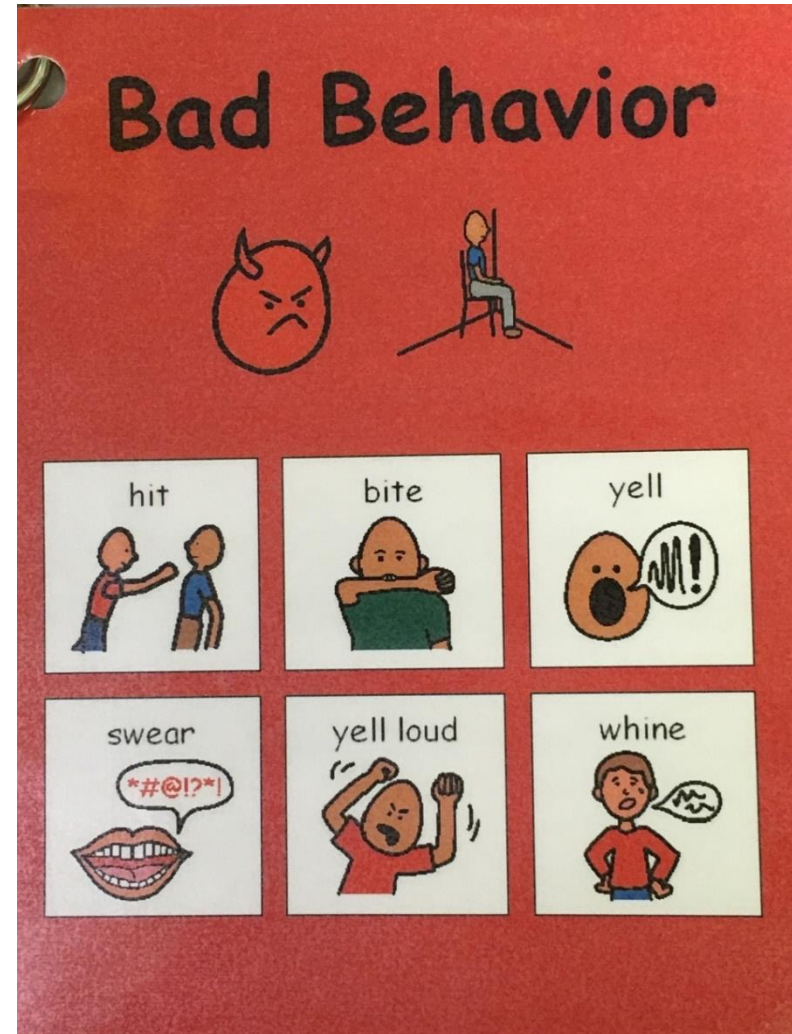
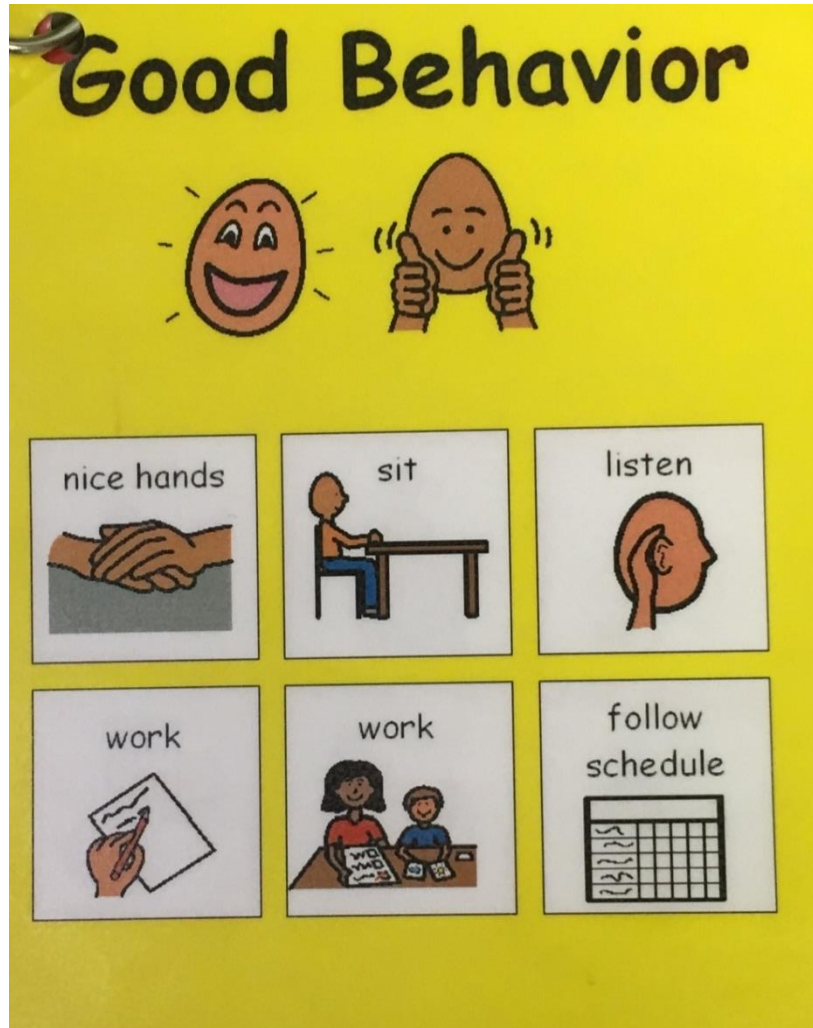
1. I see you .   ☐

2.  I like dogs.  We like school.  ☐

3. I  use  spaces . ☐

4.  read again ☐

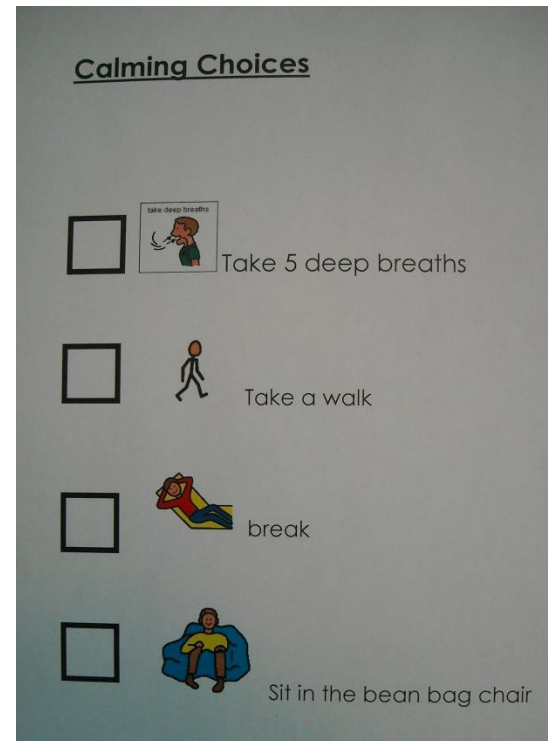
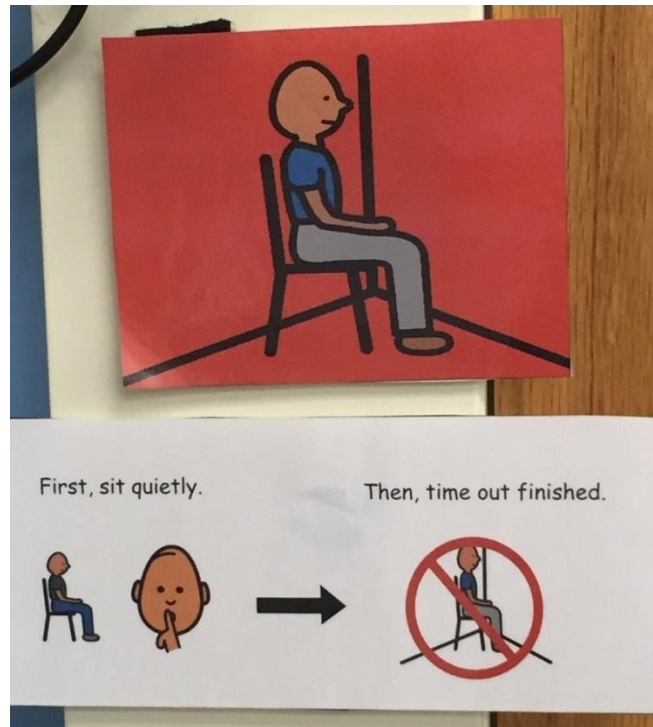
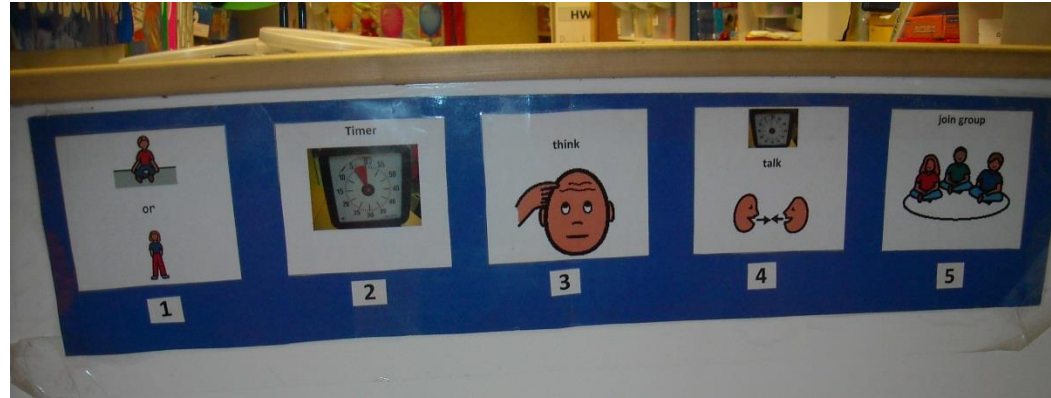
VISUAL SUPPORTS FOR EMOTIONS



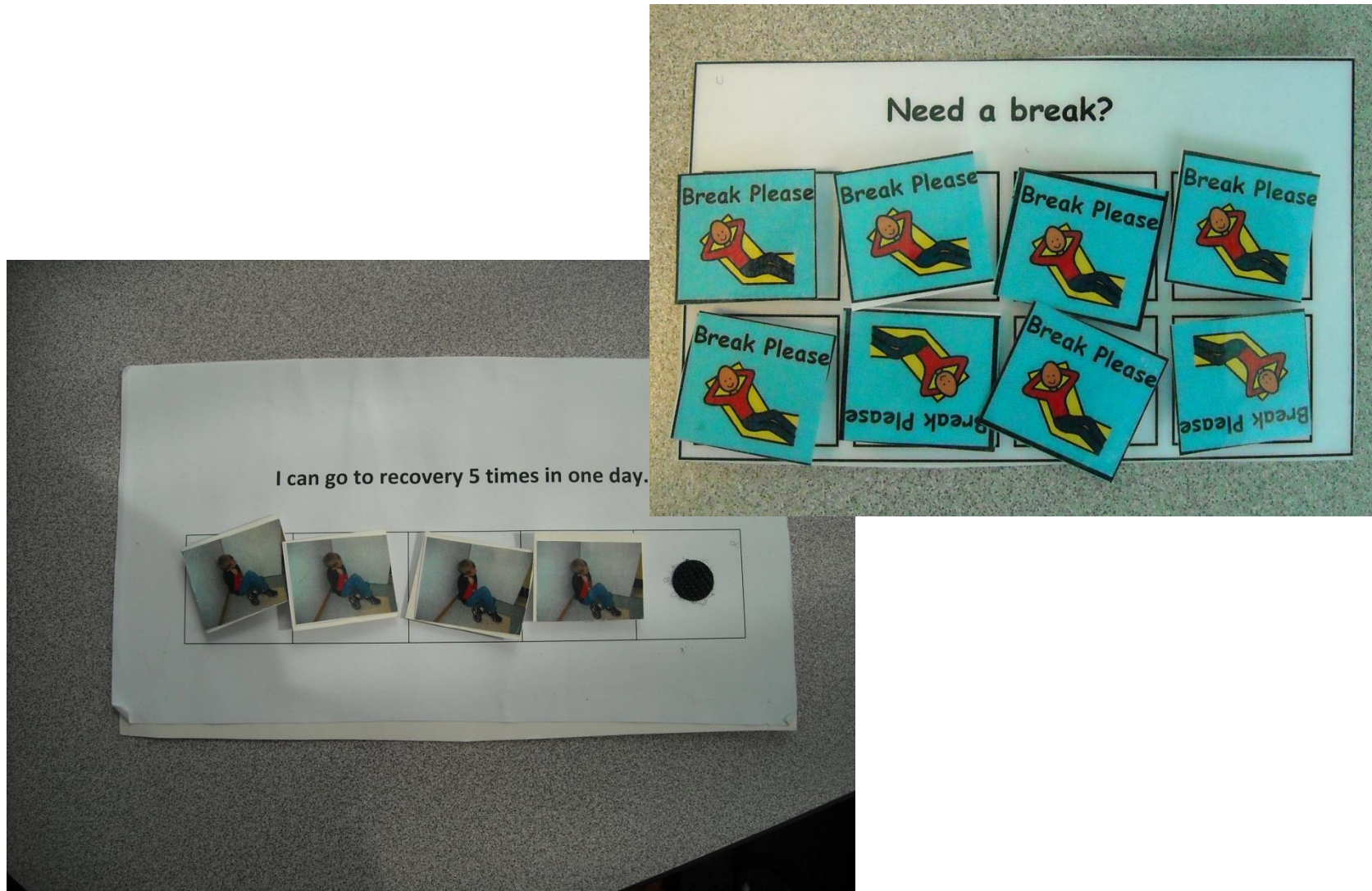
VOICE CHART



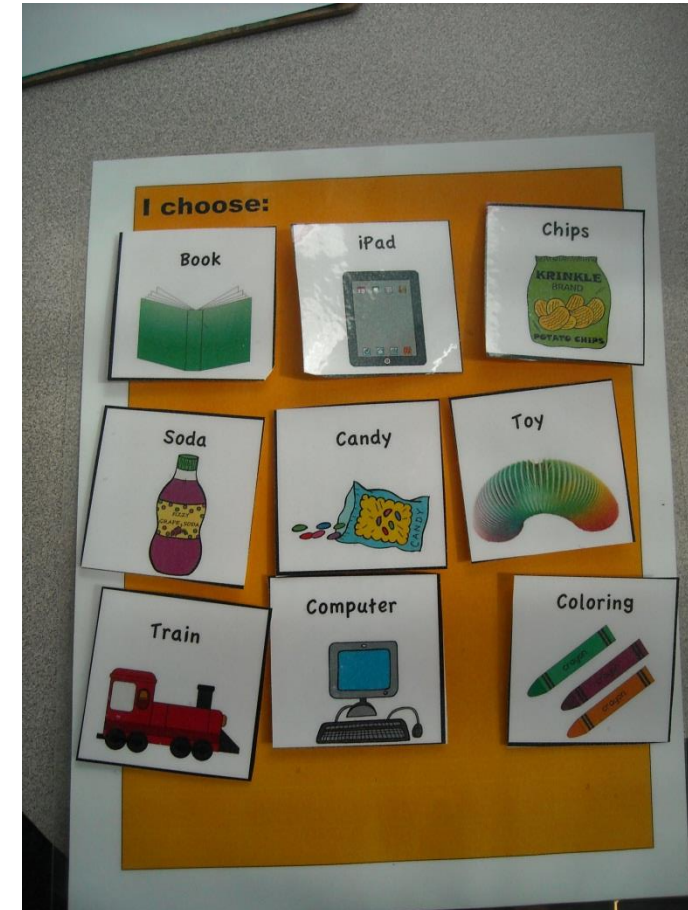
TIME OUT EXPECTATIONS



SETTING LIMITS



OTHER VISUAL SUPPORTS



OTHER VISUAL SUPPORTS



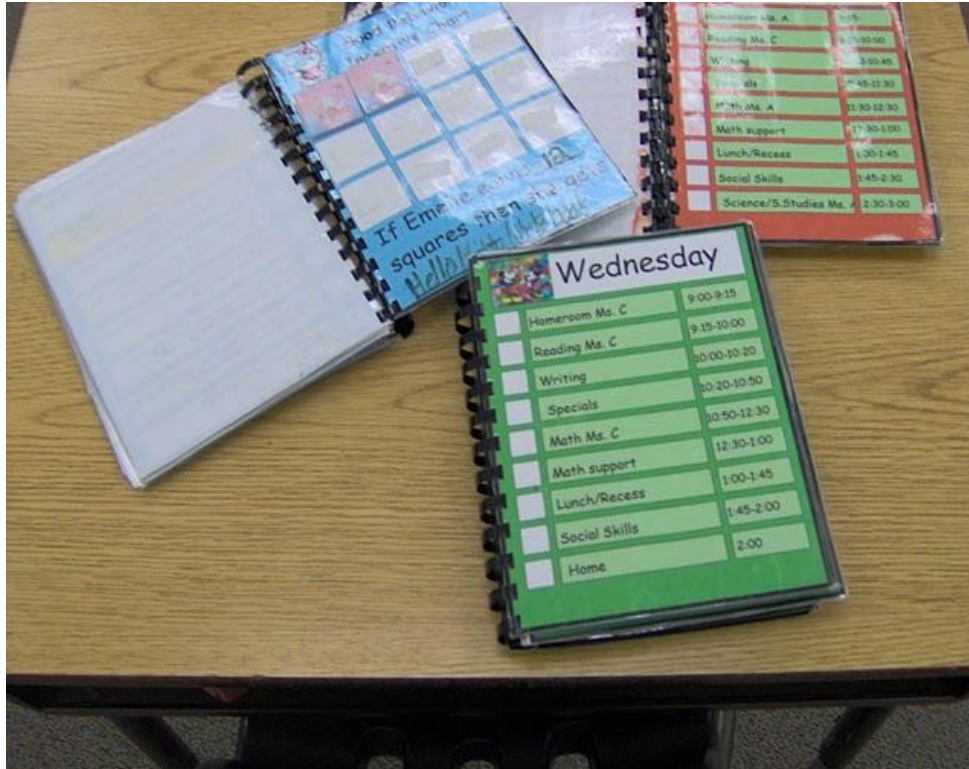
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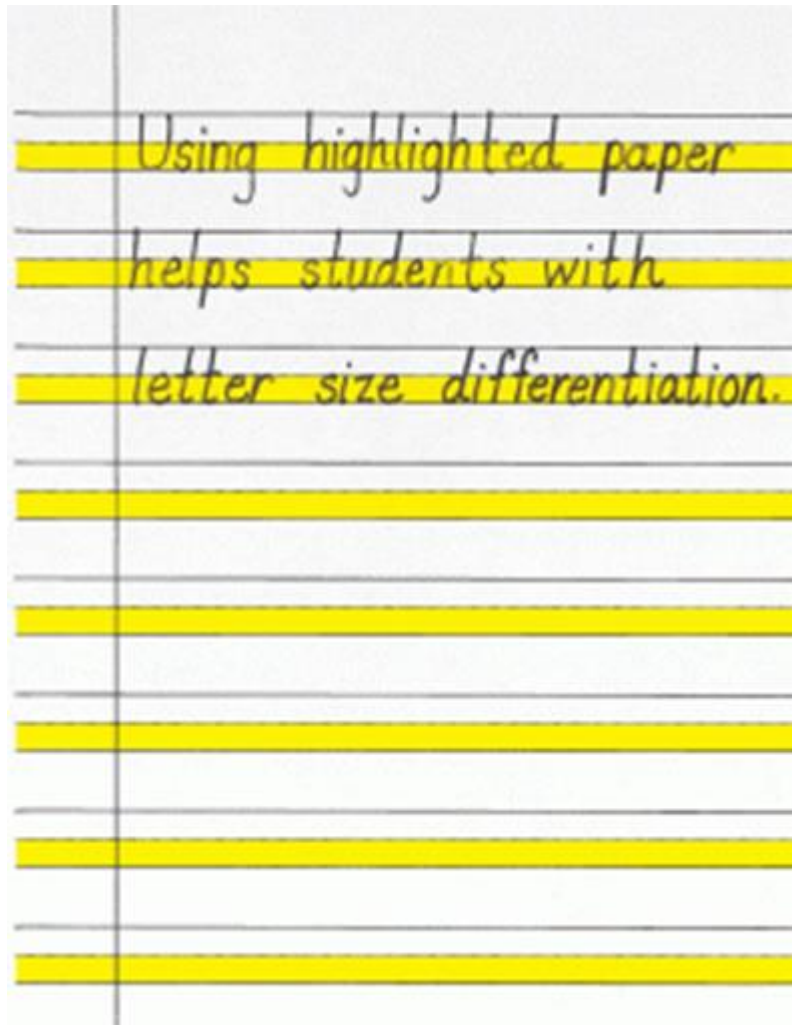
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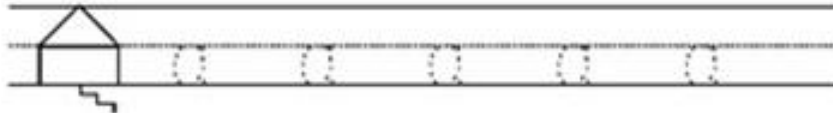
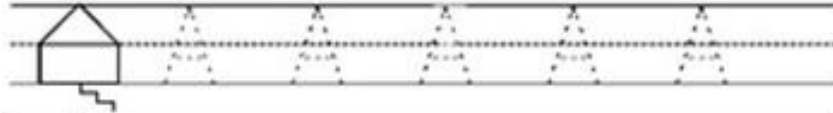
OTHER VISUAL SUPPORTS

Orton Gillingham

Name: _____



Trace each letter A and a below.



Write A and a at least 5 times each.



COMMUNICATION

25

RECEPTIVE VS. EXPRESSIVE LANGUAGE

- Receptive Language:
 - Our ability to receive and understand language.
- Expressive Language:
 - Our ability to produce understandable language.
 - Not always verbally! There are many ways we can express things nonverbally.



POTENTIAL INDICATORS OF A RECEPTIVE LANGUAGE DELAY

- Not seeming to listen when they are spoken to
- Appearing to lack interest when books are read to them
- Unable to identify pictures or understand concepts
- Inability to understand complicated sentences
- Inability to follow verbal directions
- Difficulty comprehending text

POTENTIAL INDICATORS FOR A EXPRESSIVE LANGUAGE DELAY

- Difficulty putting words and sentences together to express thoughts
- Word recall difficulty
- Limited use of vocabulary: “stuff”, “thing”
- Incorrect grammar such as pronouns (she/her), tense (goed/went), plurals (mouse/mice)
- Spoken language is simpler than peers
- Difficulty retelling stories or relaying information in an organized manner

PRAGMATIC LANGUAGE

- **Using language** for different purposes: (greetings, informing, commenting, requesting)
- **Changing language** according to the listener/situation: (talking to a baby vs. adult, giving background info to unfamiliar listener)
- **Following rules** for conversations and storytelling: (taking turns, introducing topics, rephrasing when misunderstood, nonverbal signals).

POTENTIAL INDICATORS FOR A PRAGMATIC LANGUAGE DELAY

- Core deficit area in students with Autism
- Difficulty initiating, maintaining, terminating conversations.
- Observe more solitary play
- Lack of eye contact
- Narrow range of communicative intents
- Lack of understanding of speaker-listener roles

HELPFUL TOOLS TO SUPPORT LANGUAGE IN THE CLASSROOM

- Expanding Expression Tool (EET)
- Story Grammar Marker (SGM)
- Cueing Hierarchy
- Social Stories
- Contingency Maps

EXPANDING EXPRESSION TOOL (EET)

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EXPANDING EXPRESSION TOOL (EET)

WWW.EXPANDINGEXPRESSION.COM

- Oral expression
- Written expression
- Vocabulary comprehension
- Defining and describing
- Making associations
- Stating functions of objects
- Categorization
- Similarities and differences
- Students quickly learn each symbol and consistently describe and define objects and items providing 6-7 details in an organized manner.
- It allows students to quickly progress from word to phrase to paragraph to multi-paragraph levels.

EET

Expanding Expression Tool (EET) General Descriptions		
	GREEN - GROUP	What group does it belong to?
	BLUE - DO	What do you do with it? What does it do?
	WHAT DOES IT LOOK LIKE?	What size, shape, and color is it?
	WHAT IS IT MADE OF?	What is it made of or come from?
	PINK - PARTS	What are its parts? What parts?
	WHITE - WHERE	Where do you find it? Where would you use/see it?
	WHAT ELSE DO I KNOW?	Prior knowledge Fun facts

EET MANIPULATIVES



EET STUDENT EXAMPLES

- Before:
 - Banana: you can eat it, you can peel it. (Student described 1 element)
 - Dog: a pet, a terror. (Student described 1 element)
- After:
 - Banana: It is a fruit, you eat it, it is yellow/green, it has a peel, you find it in a grocery store. (Student described 5 elements)
 - Dog: It is an animal/pet, it barks, it can be any color (not really), it has a tail. (Student described 4 elements)

DESCRIBING WITH THE EET: TURKEY



CATEGORIZING: GREEN GROUP



MAKING ASSOCIATIONS: WHITE WHERE



MAKING ASSOCIATIONS: BLUE DO



PRE-WRITING ORGANIZER

I am describing _____.

Name: _____

Date: _____

	What group does it belong to?	
	What does it do? What do you do with it?	
	What does it look like?	
	What is it made of? What does it come from?	
	What parts does it have? What parts go with it?	
	Where do you find it?	
	What else do you know?	

WORDS TO SENTENCES TO PARAGRAPH

Christmas in Australia

Group: Holiday
Do: open gifts, swim
Look like: Hot, sunny
Parts: tradition, food, candles
Where: Australia, December
What else do you know? Put pudding on fire, Pavlova

Christmas in Australia

In Australia, Christmas is a holiday and a tradition. People in Australia open gifts and eat seafood. You will see Christmas bushes and trees. They have carols and candles.


seafood, cold meats, salad, pavlova, carols, candles, Santa, Christmas, swirl hot

USE TO ENCOURAGE DETAILS IN PICTURE DRAWINGS FOR YOUNGER STUDENTS

I am describing _____.

Name: _____

Date: _____

Group	
Do	
	
Made of	
Parts	
Where	
?	

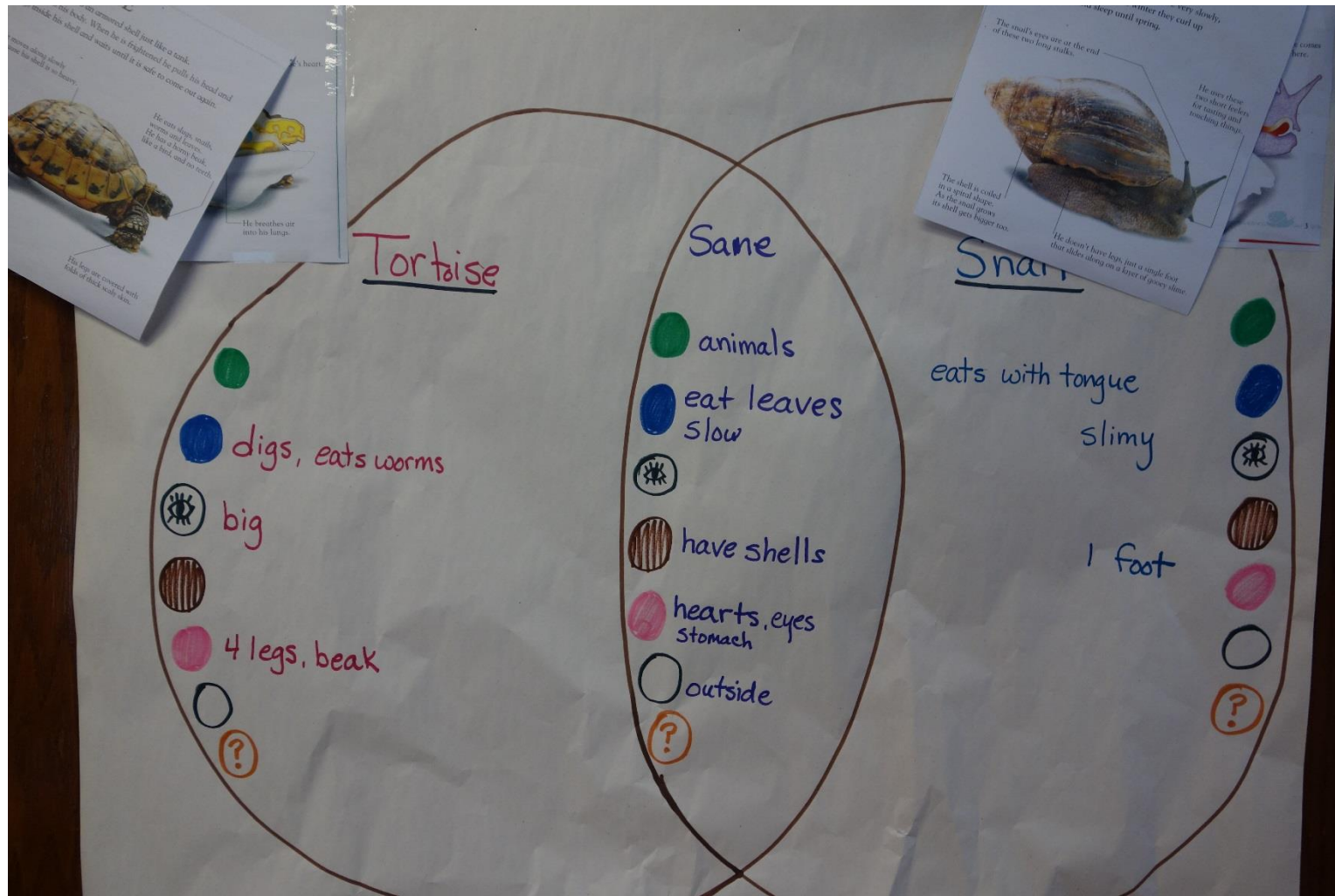
VENN DIAGRAM

Name: _____ Date: _____

Compare & Contrast

The diagram consists of two large overlapping circles. The central area where they overlap is labeled Same. Each circle has a horizontal line at the top for a title. Below the title line, each circle contains five horizontal lines for writing. On the left circle, there are colored dots (green, blue, grey, brown, pink, white) and an orange question mark on the lines. The right circle has identical markers.

VENN DIAGRAM TORTOISE - SNAIL



CLASSROOM LEADER ELECTION SPEECH



Green Group: What grade are you in?



Blue Do: What do you do in the classroom or school to show leadership?



Look Like: What are your physical characteristics that help you show leadership? (Since I am strong, I can push my friends on the merry-go-round. I am tall so I help reach things up high for others.)



Made of: What is your character made up of? (Personality: honest, kind, helpful, brave, smart)



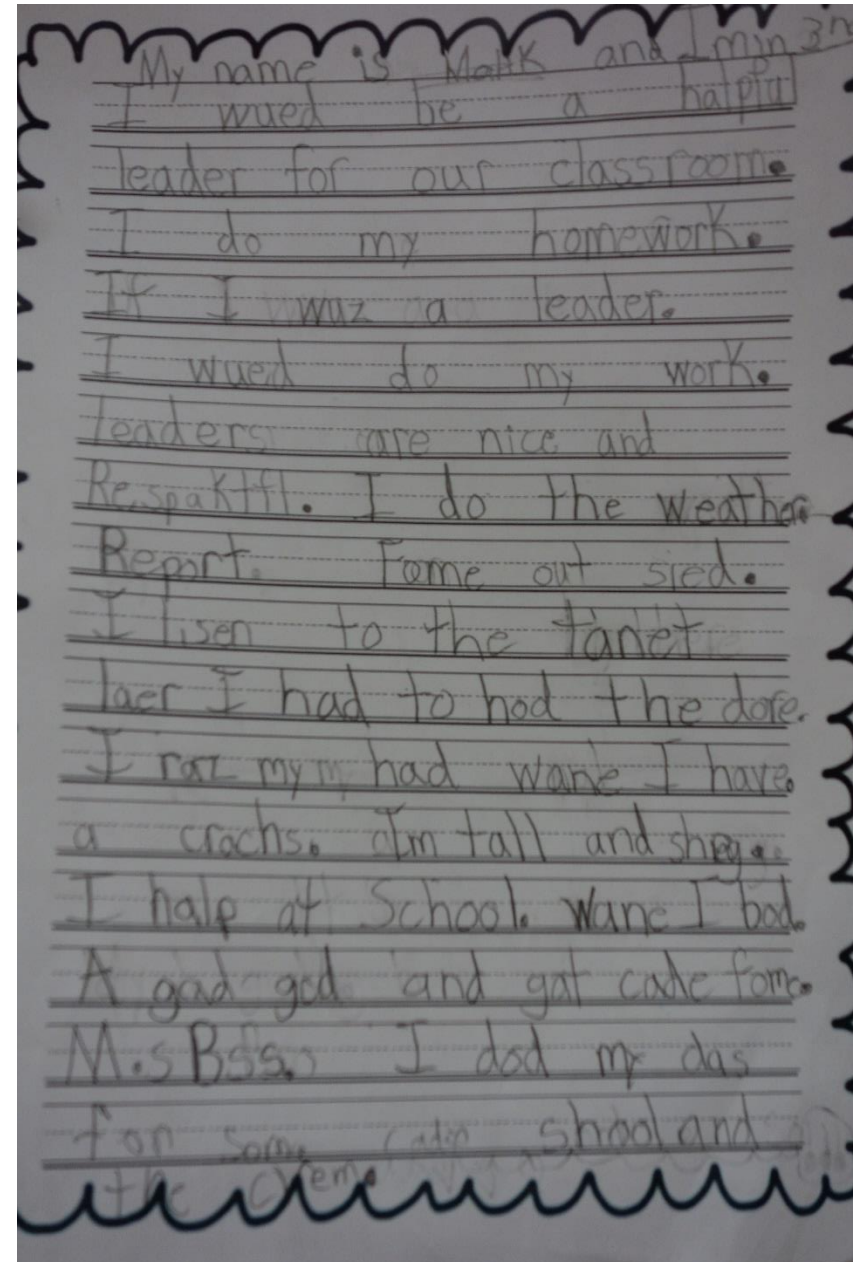
Pink Parts: What important parts do you do in the classroom or school?



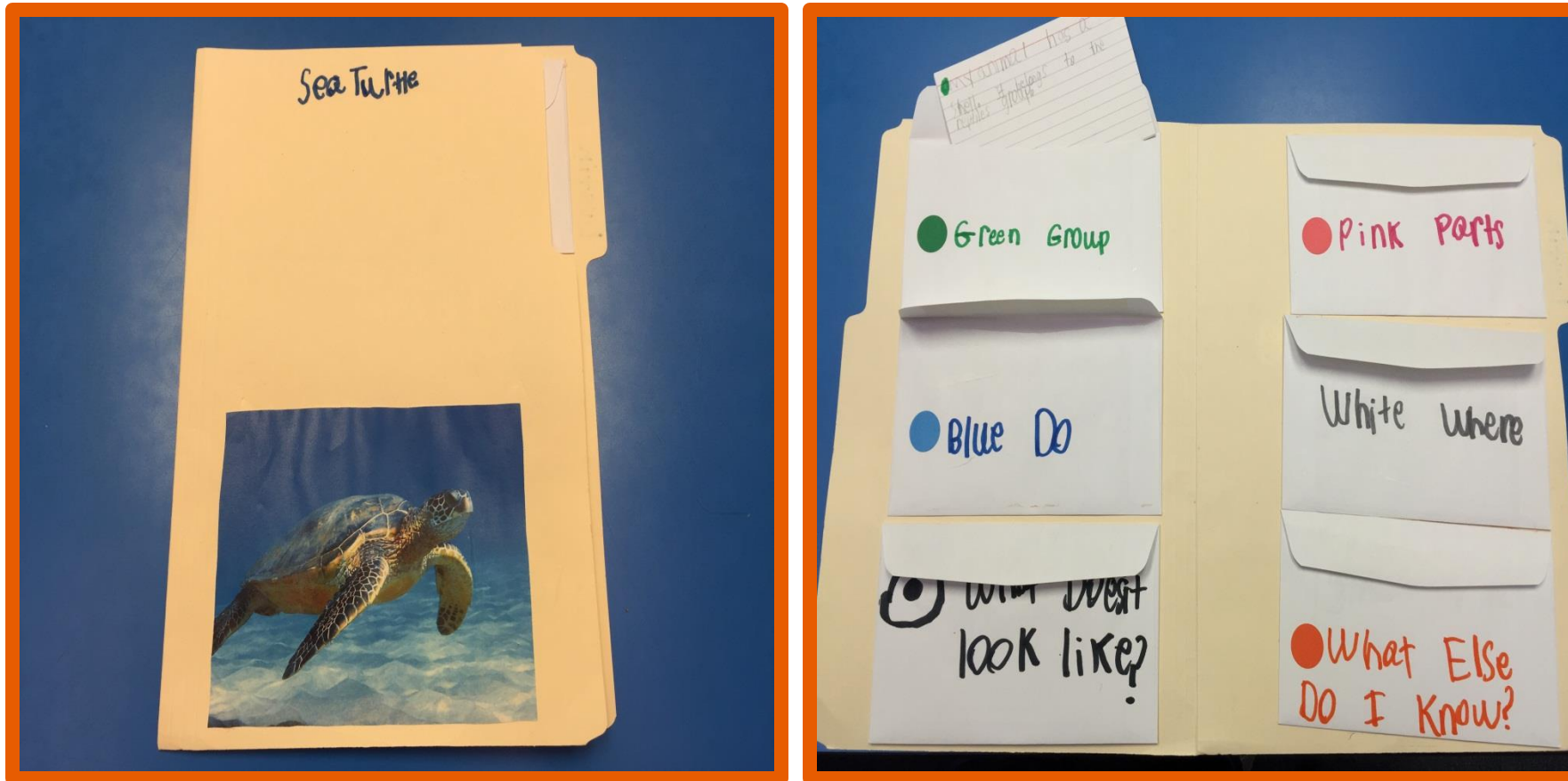
White Where: Where do you need to make changes on your paper? Go back to your writing and make corrections.



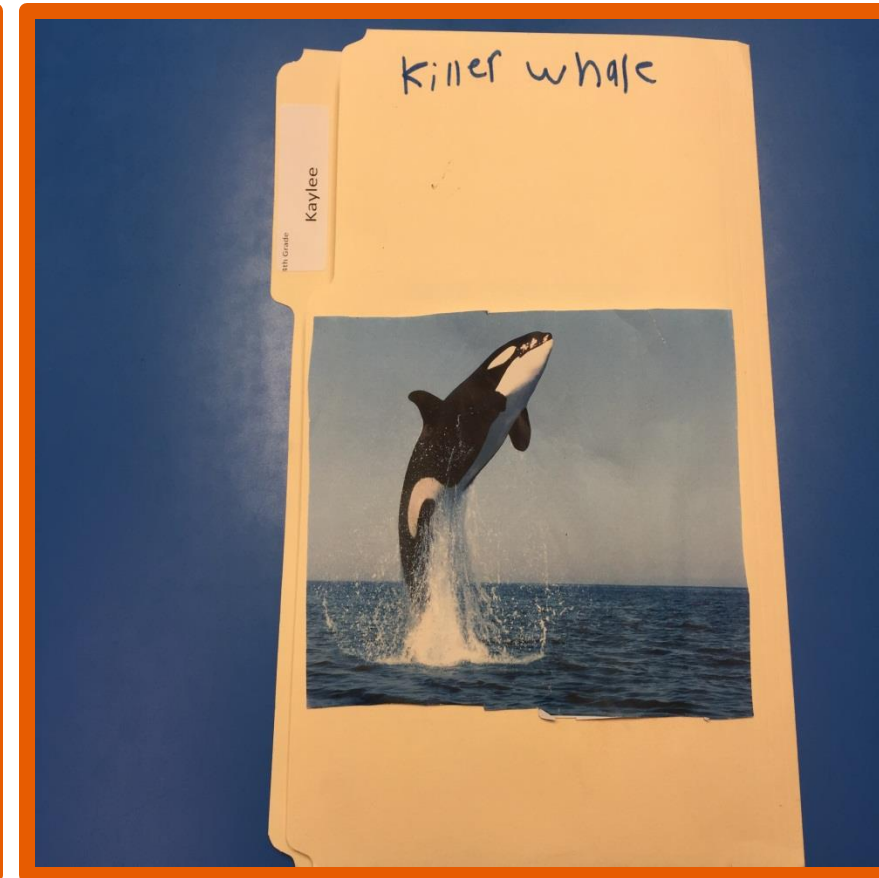
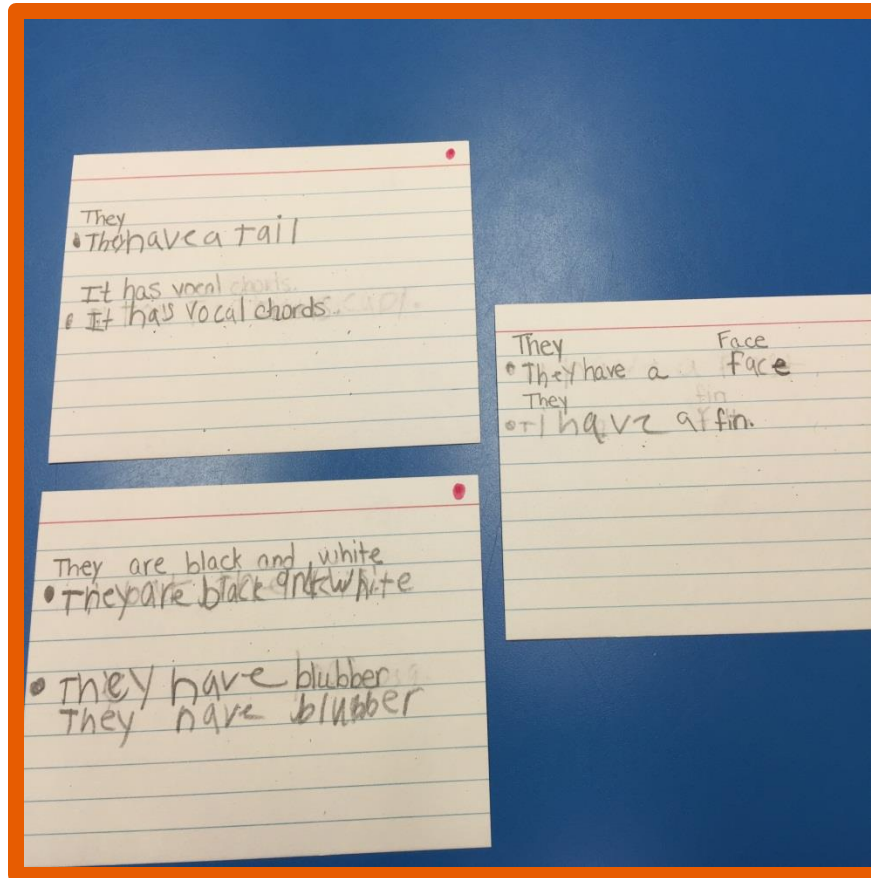
What else do I know?: Is there anything else you need to add? Provide a closing sentence.




EET FILE FOLDER STUDENT EXAMPLE



EET FILE FOLDER STUDENT EXAMPLE



GENERAL DESCRIPTIONS USING INFORMATIONAL TEXT



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News
My Weekly Reader

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March 2013 • Edition 1
Go to www.scholastic.com/wr
for spring videos and
Common Core activities.

It's Spring at the Swamp!

That means dragonflies are flying. They make great meals or hungry frogs! Those are just two of the animals that you can find at the swamp in the spring.

Student Organizer III
General Descriptions and Using Informational Text
Name: marissa
Date: 3-27-20

Green Group: What group does it belong to?
Swamp is in the habitat for frogs.

Blue Group: What do you do with it? What does it do?
Animals swim in the swamp.
Snapping turtle eat plants, fish, frogs.
Muskrat hibernates in the winter.
mallard duck egg egg in their nest.

The Swamp Springs to Life








The warm sun melts the icy ponds. Green plants peek out of the mud. It's springtime at the swamp!

A **swamp** is a wet place with soft, muddy ground. It is a habitat for many animals.

Spring is a good time for animals at the swamp. The weather is warm. There is a lot of food to eat.

Let's look for animals! If we don't see them, we may see their tracks in the mud.

A Guide to Swamp Animals

	Mallard Duck This bird builds a nest in grasses by the water. The nest is hard to see. The mother duck lays eggs in the nest. Soon, ducklings hatch. They swim behind their mom.	
	Muskrat In the winter, this furry animal stays warm in its lodge . The lodge is its home. In the spring, the muskrat comes out. It walks, swims, and eats plants.	
	Snapping Turtle This turtle hibernates in the winter. In the spring, it wakes up and lays eggs. Snapping turtles spend a lot of time under the water. They eat plants, fish, and frogs.	
	Spring Peeper This tiny frog hibernates in the winter too. In springtime, it wakes up and peeps, peeps, peeps! Its throat makes a bubble when it peeps.	