

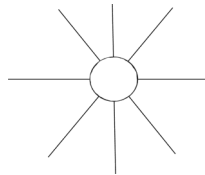
## Examples of Graphic Organisers or Writing Frames for Lessons



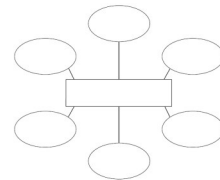
## AUTISM FRIENDLY LESSONS

- Recalling
- Grouping
- Summarising
- Classifying

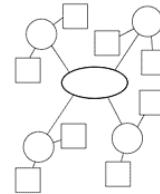
Spider Diagram



Cluster Web



Concept Map

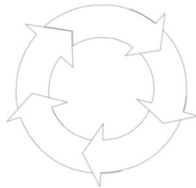


Mind Mapping

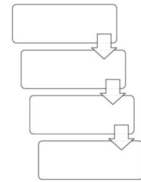


- Sequencing
- Time Mapping
- Ordering Ideas

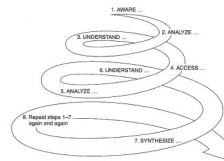
Cycle



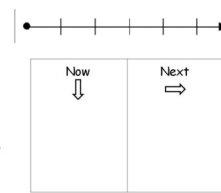
Flow Chart



Twister

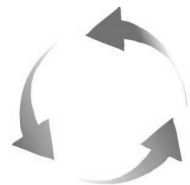


Time Lines



- Linking
- Cause & Effect
- Consequences

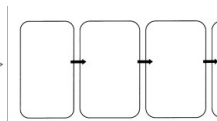
Vicious Circle



Fishbone



Flow Chart

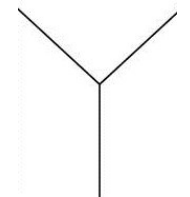


Colour Scale

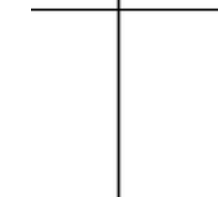


- Analysing
- Grouping

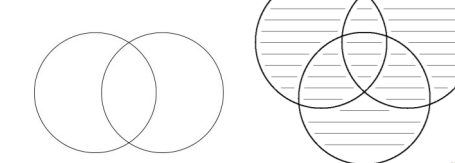
Y Chart



Columns

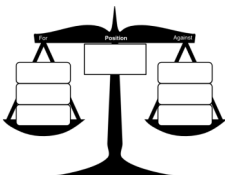


Venn Diagram

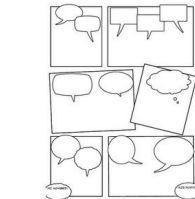


- Planning
- Decision Making
- Reviewing
- Concluding

Scales



Comic Strip



Graph



Choice Board



## Structure



Structure makes life feel more predictable, accessible and safer. So it's important to make sure that the structure of the day and smaller sections of the day, like lessons, breaks and transitions are clear.

Visual information helps support structure. All pupils, especially autistic pupils and those prone to stress, are best supported with visuals. Visuals also aid personal autonomy and independence by reducing dependence.

# AUTISM FRIENDLY LESSONS ARE WELL STRUCTURED LESSONS

## Well Structured Lessons

When structure is supported by visuals, pupils are more likely to:

- be better organised
- more motivated to learn
- clear about what you need them to know
- be able to filter out extraneous detail
- relate the learning in the lesson to the whole topic
- retain what is being taught
- be less anxious about tackling complexity
- be more willing to try new skills
- have a greater capacity when combining academic learning with a social expectation



A wide range of items can be used as visual supports in the classroom:



- Tactile objects of reference
  - Photographs
  - Short videos
- Miniatures of real objects
  - Coloured pictures
    - Line drawings
      - Symbols
        - Written words

## Visual Supports for Individuals

**Personalise**—What works for one person may not work for another. Use images that relate to the pupil's special interests and hobbies. You might be able to design the visual in the shape of a well-loved character or sports equipment.

**Help Generalise**—Remember that some autistic people have difficulties generalising. For example, they may not realise that a Kit Kat packet symbolises all chocolate biscuit snacks.

It can sometimes be helpful to use more than one type of visual support, but always introduce visual supports gradually. Start off with one symbol and then build up a collection.

**Be Consistent**—Ask family members and friends to use the visuals as well so that the child or young person is using them consistently.