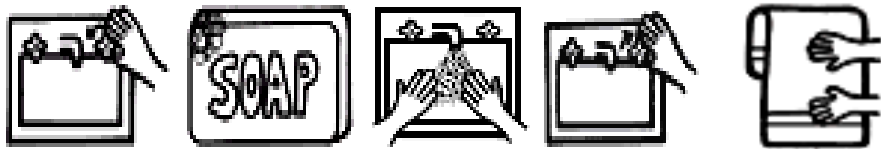


Demonstrating steps within a skill



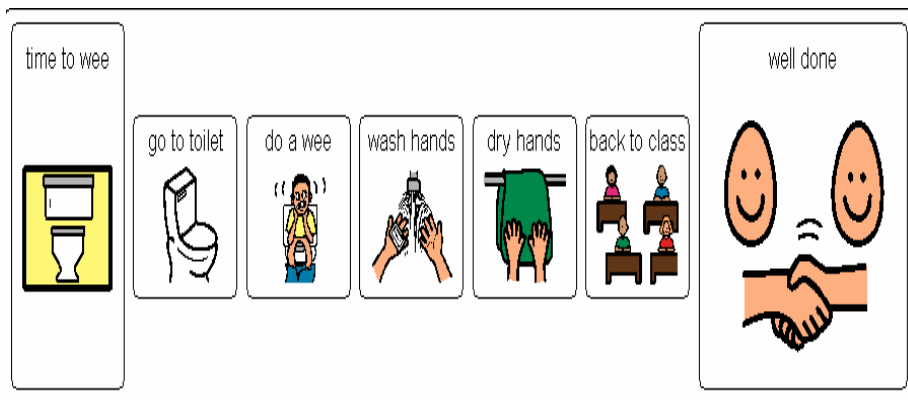
Why break learning skills into steps?

- Children on the autism spectrum can have problems remembering what to do even if it is something they do every day, such as going to the toilet, washing or dressing.
- They can need the sequence of events to be broken down into 'steps' and visually ordered.
- This helps them to remember and be independent

How to use

Think in 3 stages:-

- *What does the child need to know in advance?* Think through the steps they will need to go through and make a visual strip for the child with pictures / words to show what has to be done.
- *How can he check out himself that he's done what's required?* Put the strip somewhere that is accessible for the child to look at and physically near to where they are to perform the task.
- *What to do the next time when he forgets?*
 - Say exactly what needs to be done and go through the picture strip.
 - Check the child has understood.
 - Model what has to be done if necessary.



Where next?

- Increase the opportunities for use of the visual breakdown of tasks into a number of situations to encourage generalisation of the skill. For example, if the child can use a washing hands strip at the bathroom sink in nursery, can it be introduced at the sink used after art activities? Consider using portable strips so they can be used in any circumstance, for example, school trips.