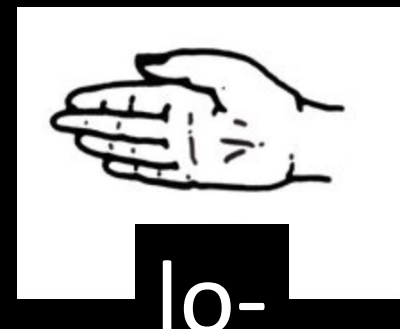
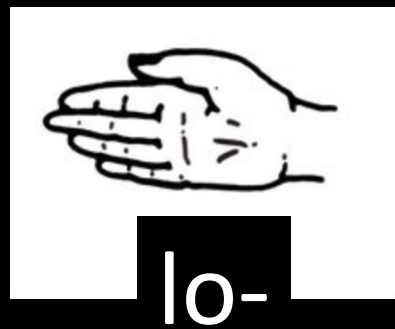


L O N G



# Using Visuals to Build a Community for Students with ASD



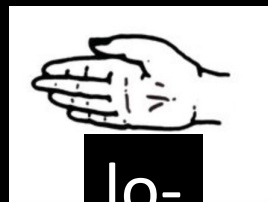




1.



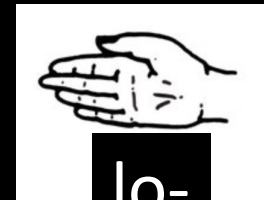
Hel-



lo-



Hel-



lo-



2.

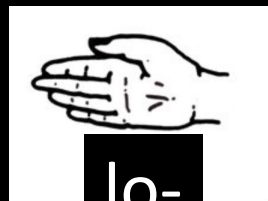
I'm so very glad to see you



3.



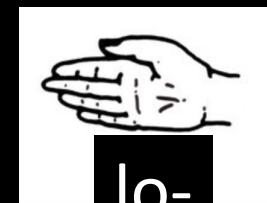
Hel-



lo-



Hel-



lo-



4.

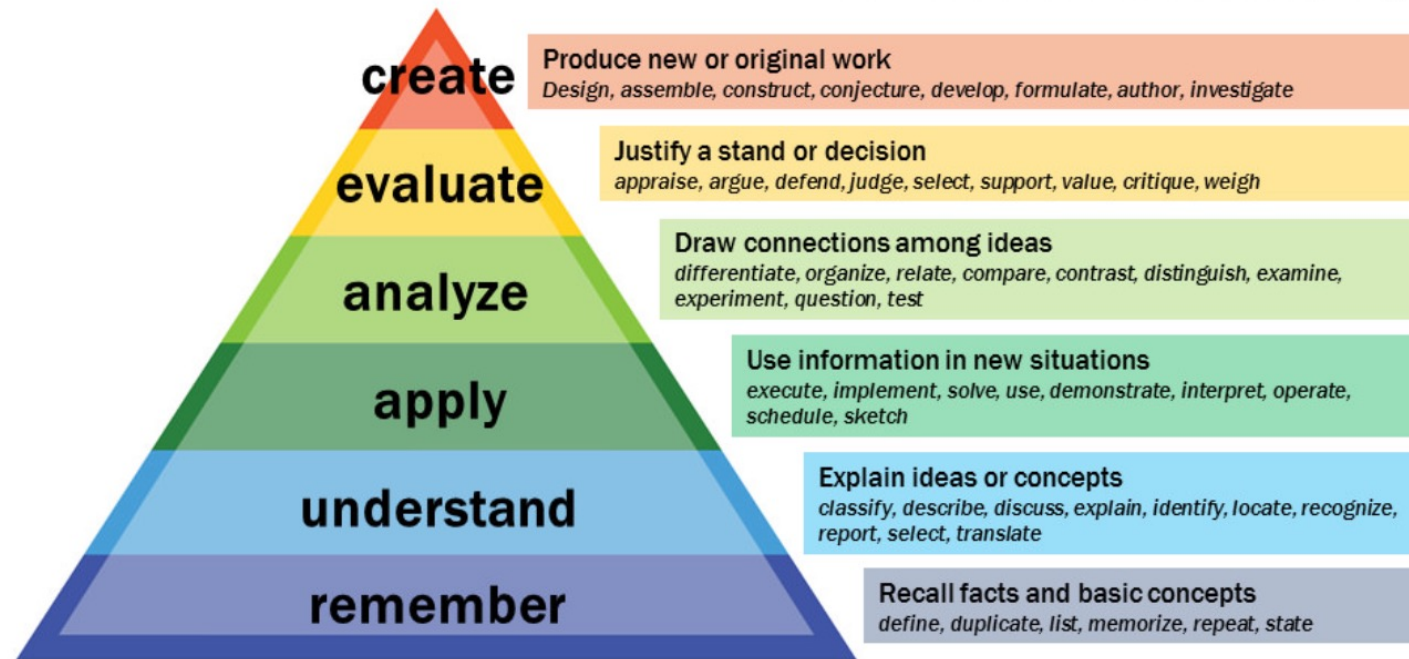
And we say Yahoo!




# Remember & Understand

---

## Bloom's Taxonomy







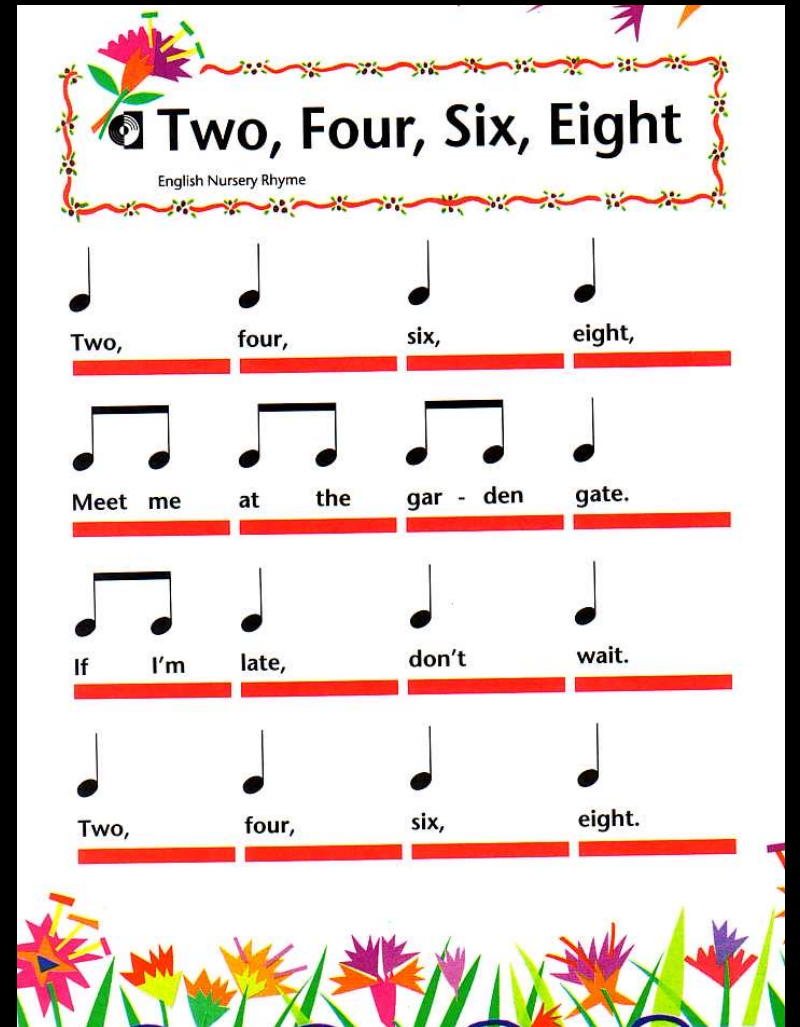
Samples of  
some of the  
visuals...

---





# Series books use beat lines



As we measure length of sound...



Rulers!



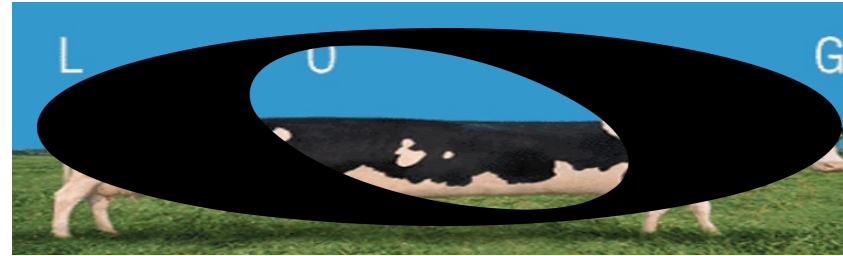
# More Rhythm...

---



Logically, which one is longer?





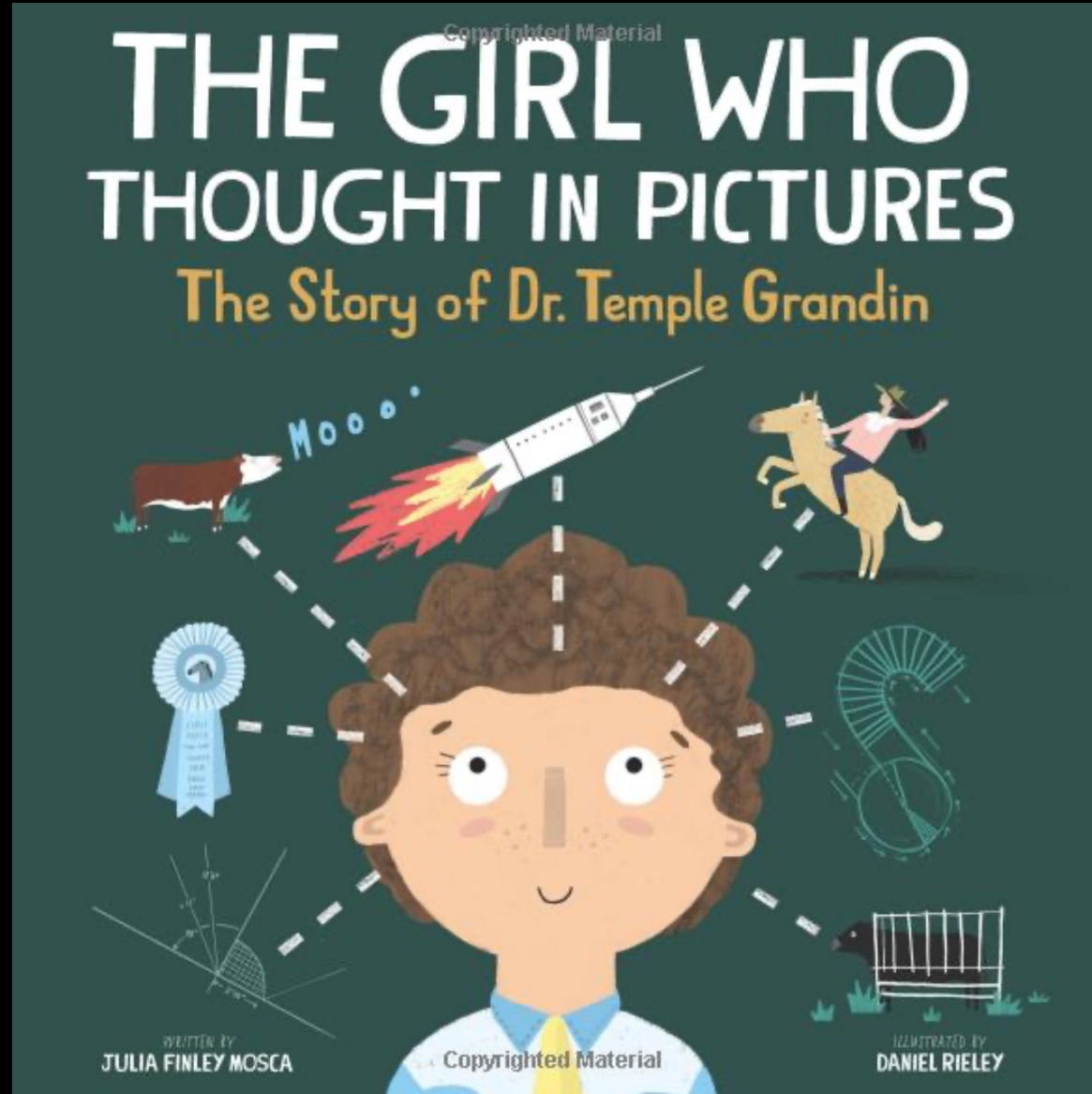
The sun is hot-----



Whole object that has 4 parts



Why do  
students on  
the Autism  
Spectrum need  
these visuals?



Good News!





Pictures help everyone remember and understand!



# Your turn

Describe or locate a picture to teach the concept of

Meter in 2-Heavy, Light

Meter in 3-Heavy, Light, Light

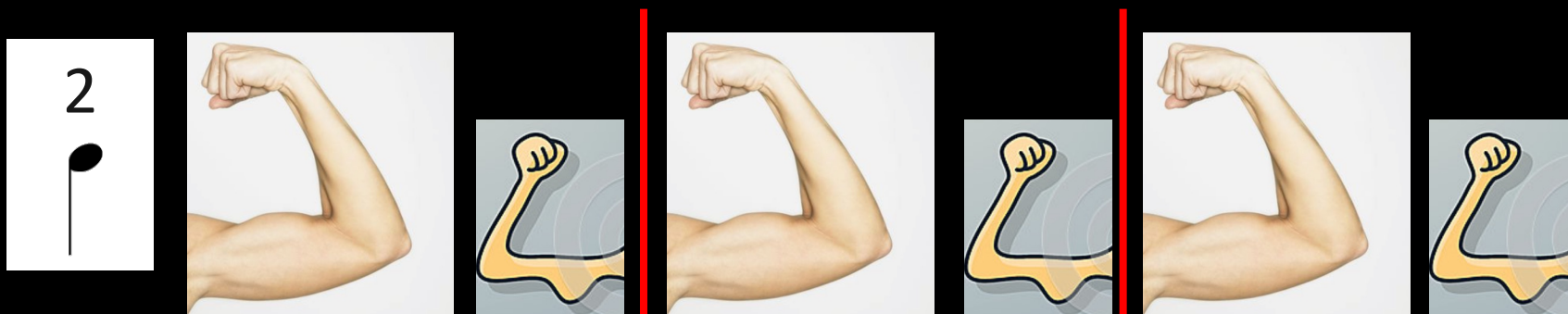
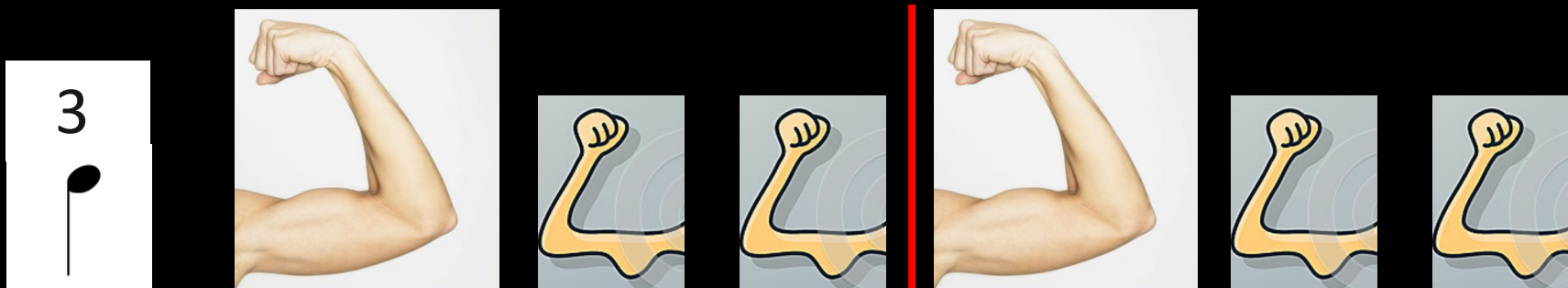
2

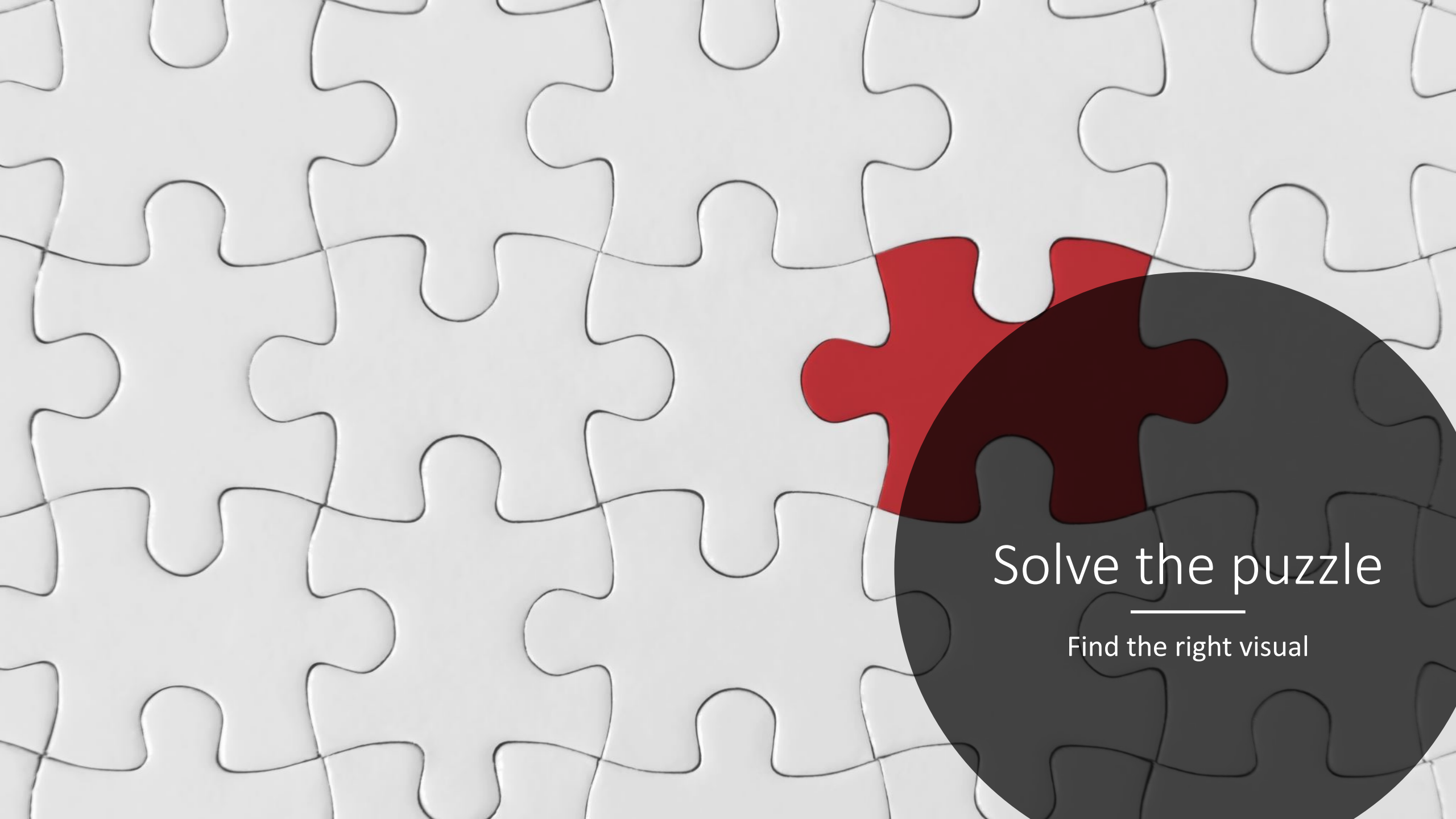


3



Or if you like strong and weak





Solve the puzzle

Find the right visual



Some Specific help for  
students with ASD



# Picture Exchange Communication System (PECS)

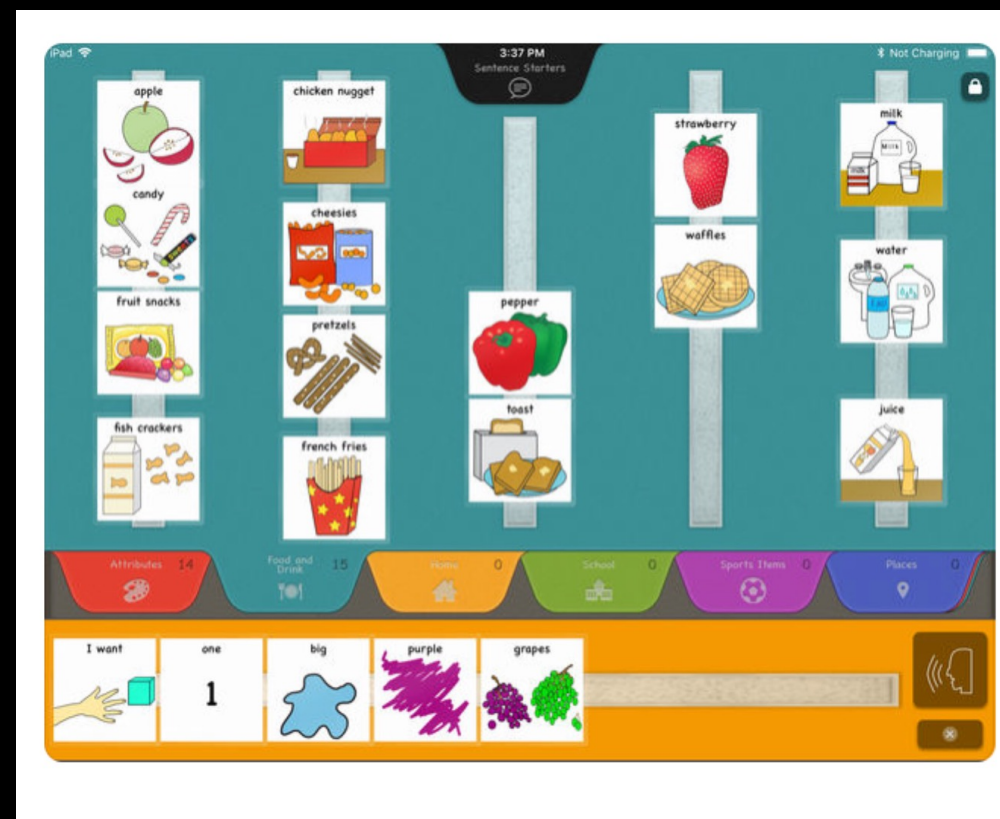


# PECS | Thinking in Pictures





## iPad App



Might need to collaborate with  
the Speech and Language  
Pathologist (SLP)



# Picture schedules (routine)



# Social Stories



Going to Music Class



Sometimes, the music teacher, Ms. Jones, asks us to take turns singing or playing an instrument.



I need to follow the rules when I am at music. I will stay in my seat, have nice hands, and listen quietly.

# Social Story for Music Class





Music class is fun! I like music.



**When I follow the rules,  
time for sensory play**



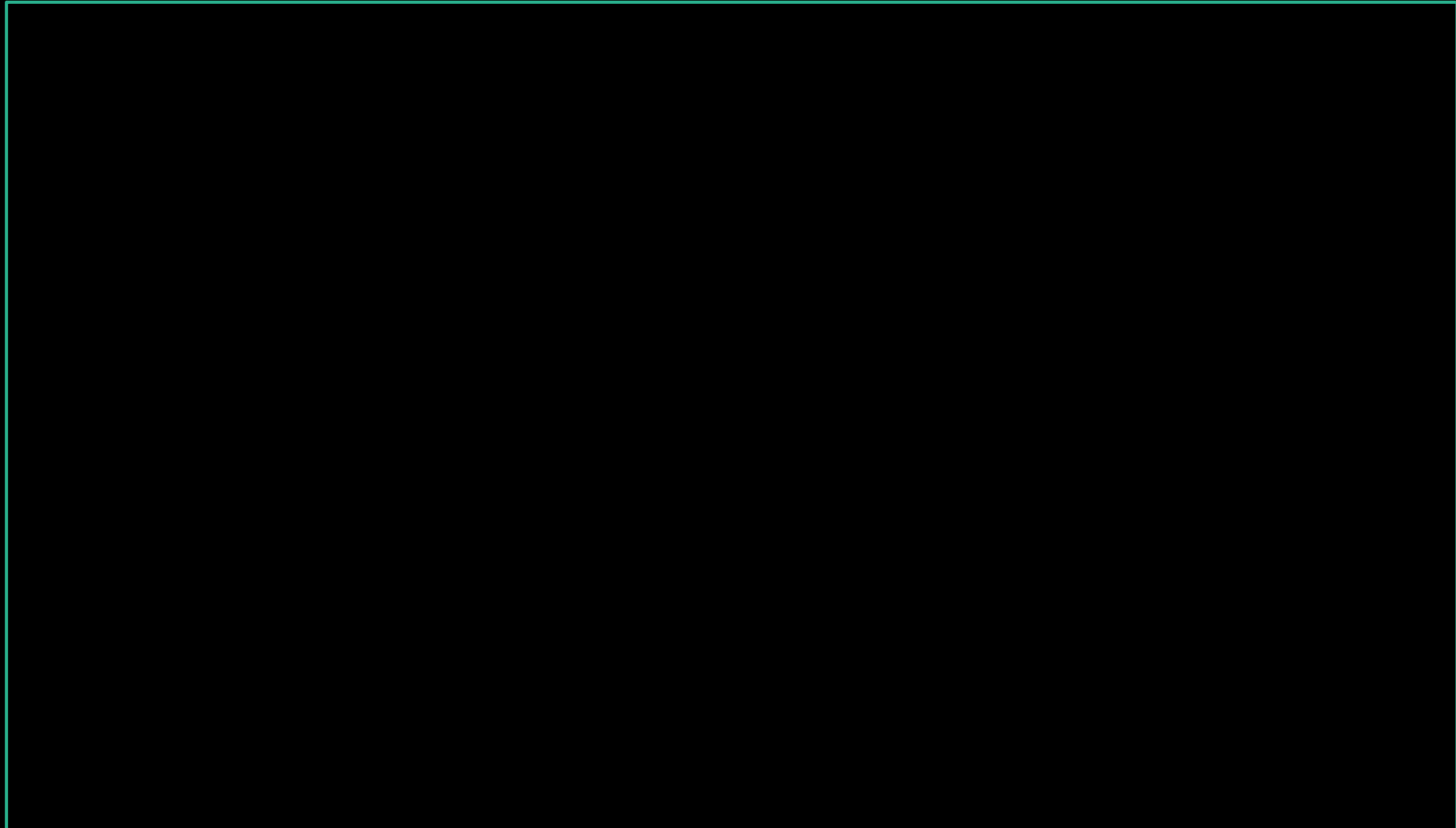
**If I do not follow the rules,  
NO time for sensory play**

# Social Story for Music Class

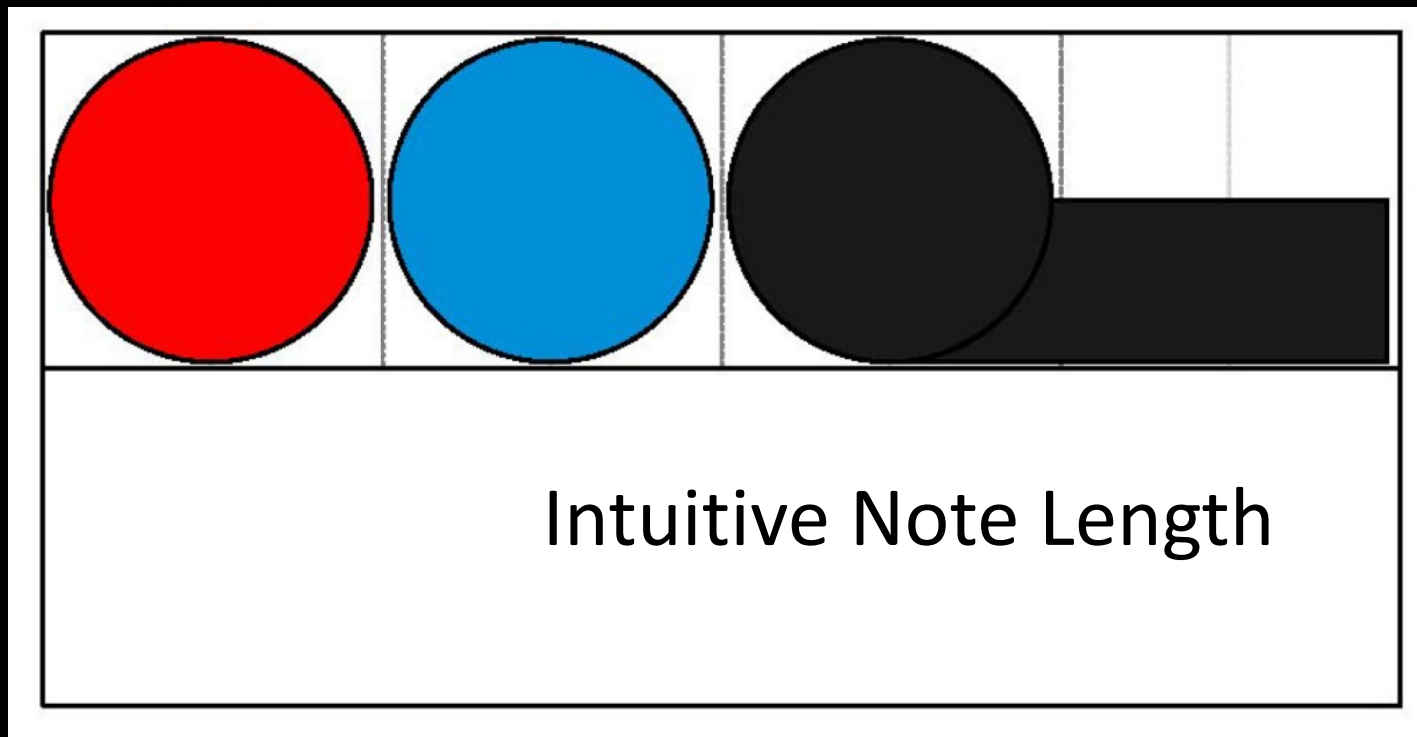
Do you have a situation or  
event that calls for a social  
story?

---

## Figure Notes

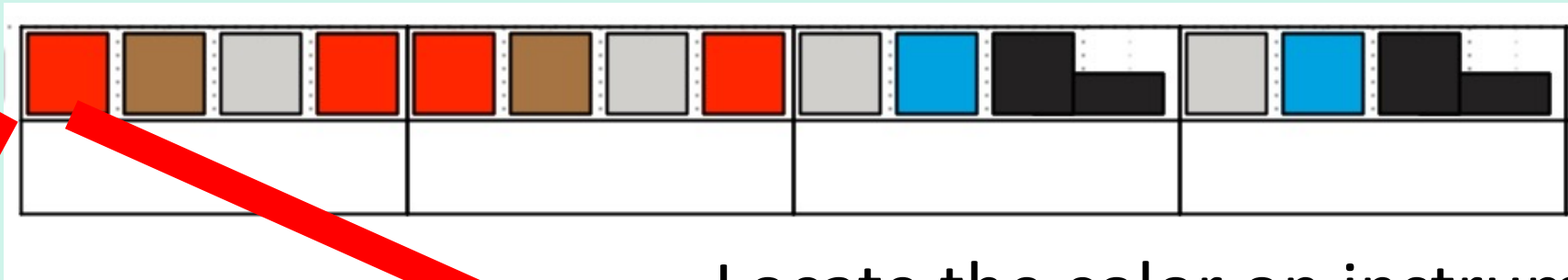


## Figure Notes

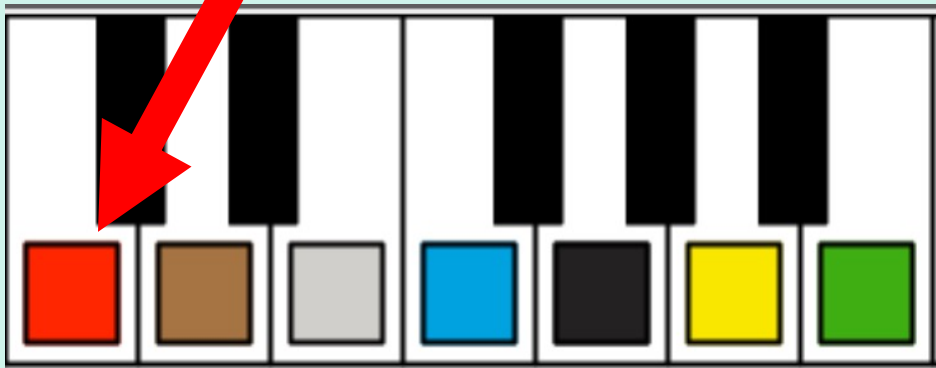


# Match colors to the keys on a piano or an Orff xylophone

See these

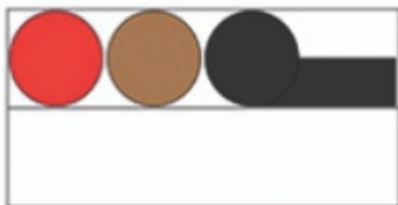


Locate the color on instruments

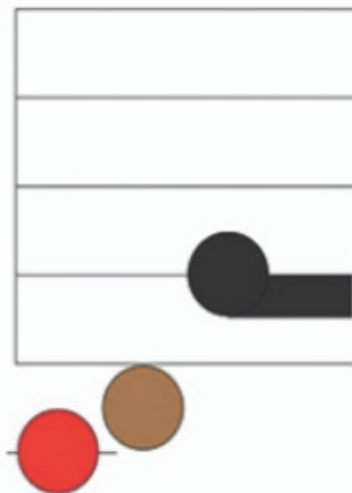


Designed to help students progress  
to traditional notation...*or not*

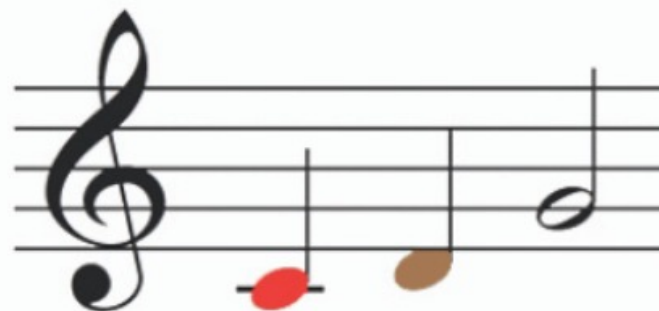
1.



2.



3.



## Tonic solfa syllables—Pre Music Staff

Do	Re	Mi	Do	Do	Re	Mi	Do	Mi	Fa	Sol		Mi	Fa	Sol	

## Letters—Pre Music Staff

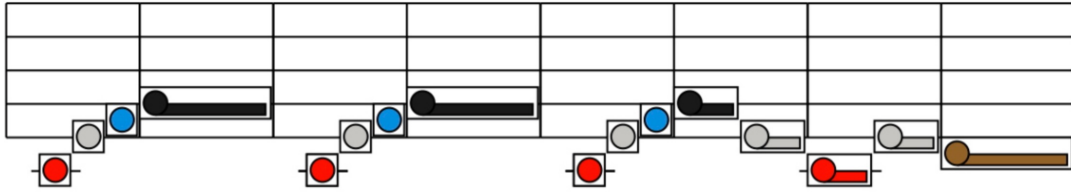
C	D	E	C	C	D	E	C	E	F	G		E	F	G	

## Letters and/or lyrics—Pre Music Staff

B	B	B	E		B	B	B	E	
The	sun	is	hot		the	cows	are	lost-	

## Stage 2

Figure notes on the staff. You start to see the shape of the melody and where notes will lie



## Stage 3

Coloured noteheads.

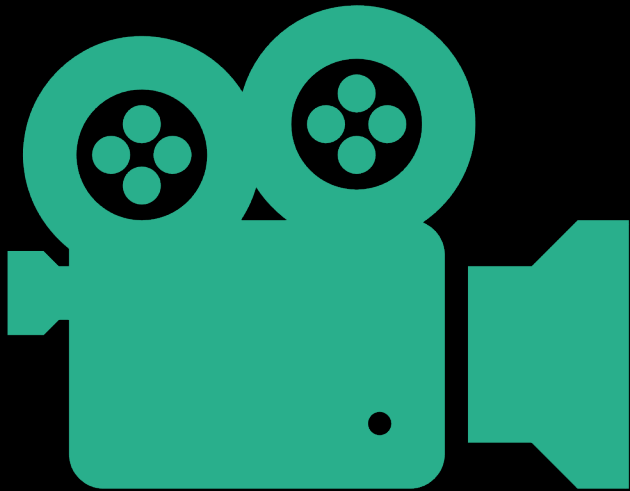


Then you take the colours away and you are reading conventional notation!



# Figure Notes – Adapted Notation Program

- Matching Colors or Letters, Note Length – a scaffold to notation
- Download from Drake Music Scotland  
<https://drakemusicscotland.org/figurenotes/>
- Around \$45 US



Video

take pictures a step further...



Video Modeling  
Examples...

# Video Model



# Types of Video Modeling

- Basic – video of anyone
- Self – catch the student meeting the standard
- Point of View – Previous Example
- Prompting – Previous Example



Point of View  
and  
Video  
Prompting  
-allows  
student  
to imitate



# Benefits of Video Modeling

- Students can watch outside of class-many times
  - Might need to set a limit
- More time-can provide the video before the rest of the class begins this phase of instruction or before school begins in the fall- as a tier 2 or 3 accommodation for a particular student who needs more time
- Guided practice-video prompting
- Teachers/practitioners fade the use of prompting to encourage independent use and to promote maintenance of the target behaviors. – important for students who become too dependent on others



# Benefits of Video Self-Modeling

## Proof of your abilities

- Music Performance-Can splice together several best sections so student can watch a continuous target performance.
- Student can see themselves in the situation.
- If they are anxious in a large group, you can video them in those calm moments.
  - Outside of class (at home) they can watch the proof that they are able!



Equipment to think about



A top-down photograph of various musical instruments arranged on a grey surface. In the upper half, a portion of a piano keyboard is visible. To the right, an acoustic guitar with a dark wood finish and a circular sound hole is positioned. On the left, a large brass cymbal and a snare drum with two wooden drumsticks are shown. In the center, a black tambourine with metal jingles and a black microphone with a silver grille are placed. The text "Making Music with ThumbJam" is overlaid in the center in a white, sans-serif font.

# Making Music with ThumbJam



4:33 PM Tue Jan 11

88%

Sound

Trombone

Loop

# b

ARP

+

Span

+

Oct

-

D#4

C#4

B3

A3

G#3

F#3

E3

D#3

C#3

B2

A2

G#2

F#2

Pan: X Axis

Vibrato: Finger

Tremolo: Finger

Edit

Major

F2

Prefs

Why is ThumbJam a recommended app  
for students with ASD?



# ThumbJam App

- \$8.99
- Ipad and Iphone
- <https://apps.apple.com/us/app/thumbjam/id338977566>

Visuals are necessary  
for students who think  
in pictures!

---



Drawbacks

It takes time



# Advantages!

All students will benefit!



# My contact information

- [Christine.Lapka@UCF.edu](mailto:Christine.Lapka@UCF.edu)
- Cell: 309.224.1472





Additional Music Visuals...

Tell me about the pictures

Make Conscious

Play an example and see if students can tell which one  
your are playing,  
then ask why

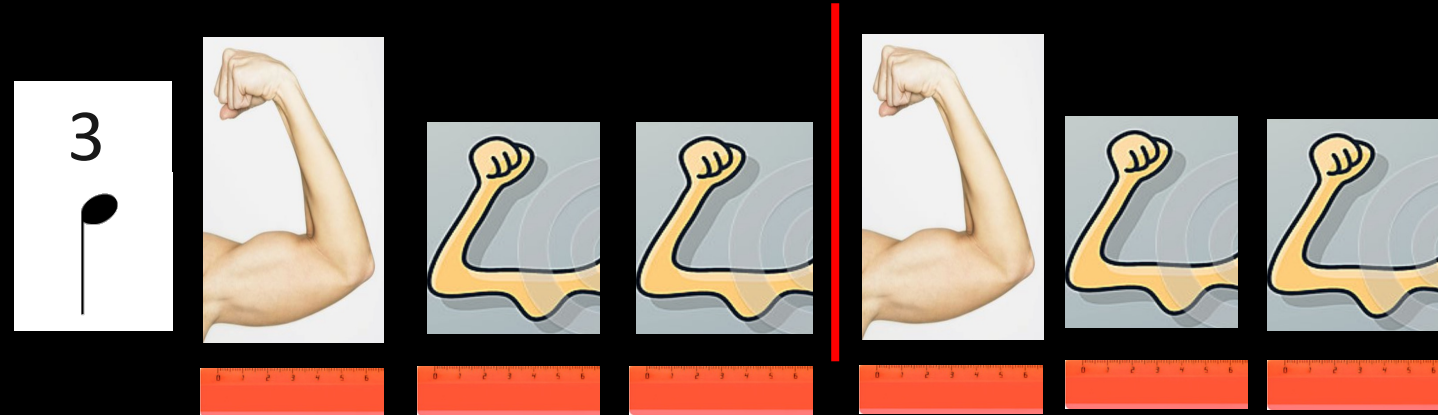
Example 1.



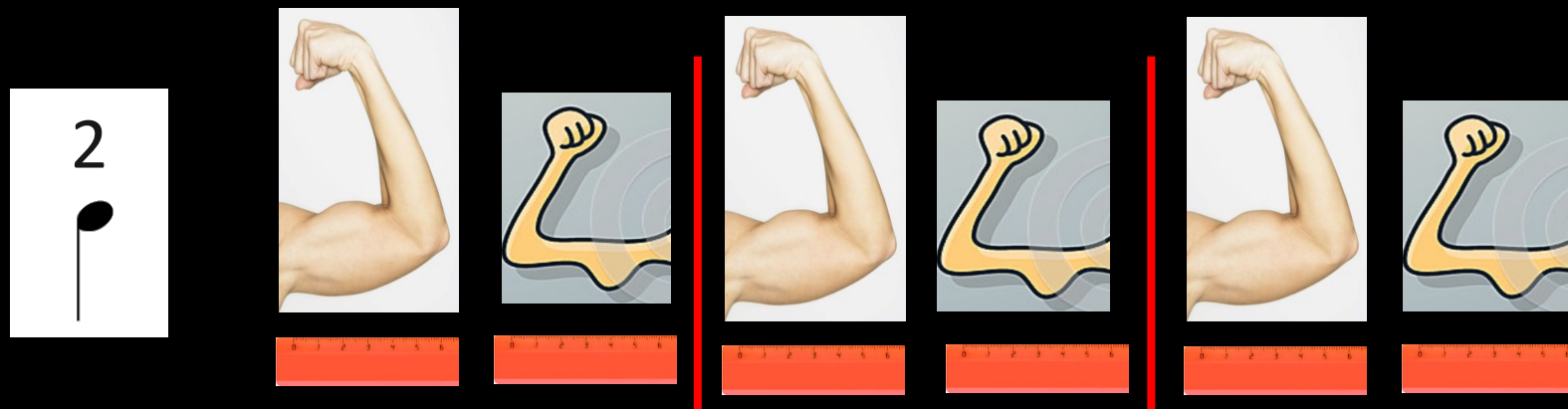
Example 2.



# Place the bar lines after 3 beats



# Place the bar lines after 2 beats





A



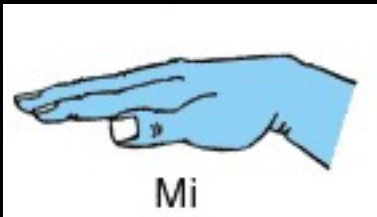
B



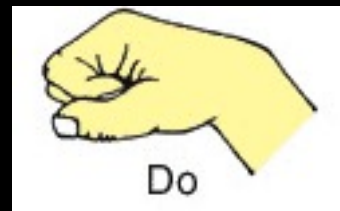
A



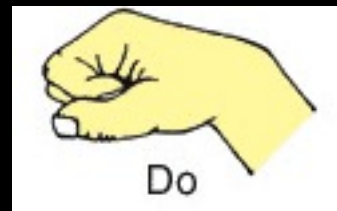




Mi



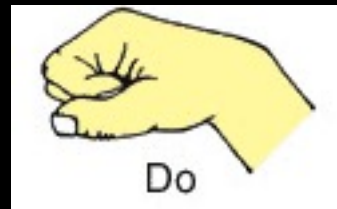
Do



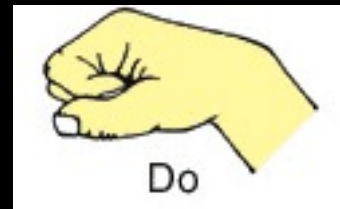
Do



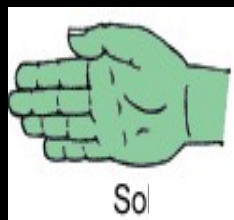
Mi



Do



Do



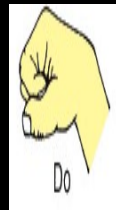
Sol



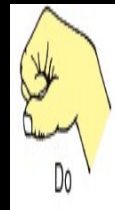
La



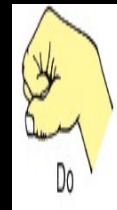
Do



Do



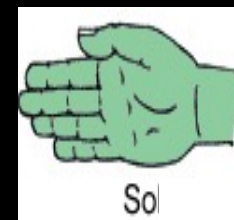
Do



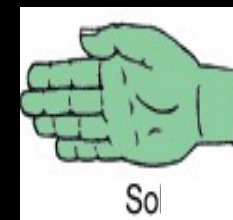
Do



La



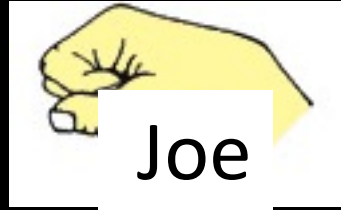
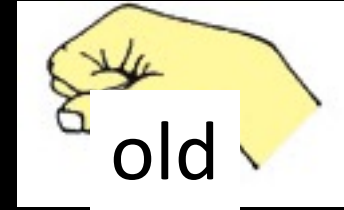
Sol



Sol



Show hand signs and then have the words  
appear over the top



Free Social Stories and other resources  
<https://www.andnextcomesl.com>



When Things are Too Loud - Social Story

I love going to  
music class or to a  
concert.  
Sometimes, though,  
these places can get  
busy and loud.

---





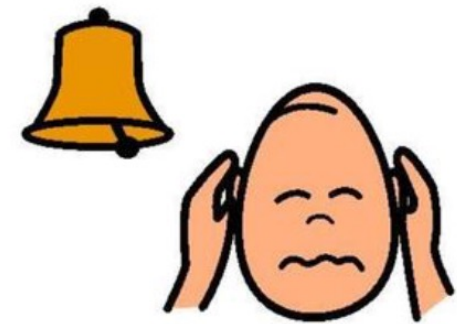


Sometimes the loud noises are too much for me to handle and I begin to feel overwhelmed. The loud noises may even hurt my ears and make me feel upset, frustrated, or angry.

It's okay to feel upset and/or overwhelmed when things get too loud, but I need to remember to keep my body and my voice calm. I need to use one of my coping strategies instead of yelling, hitting, crying, running away, or shutting down.

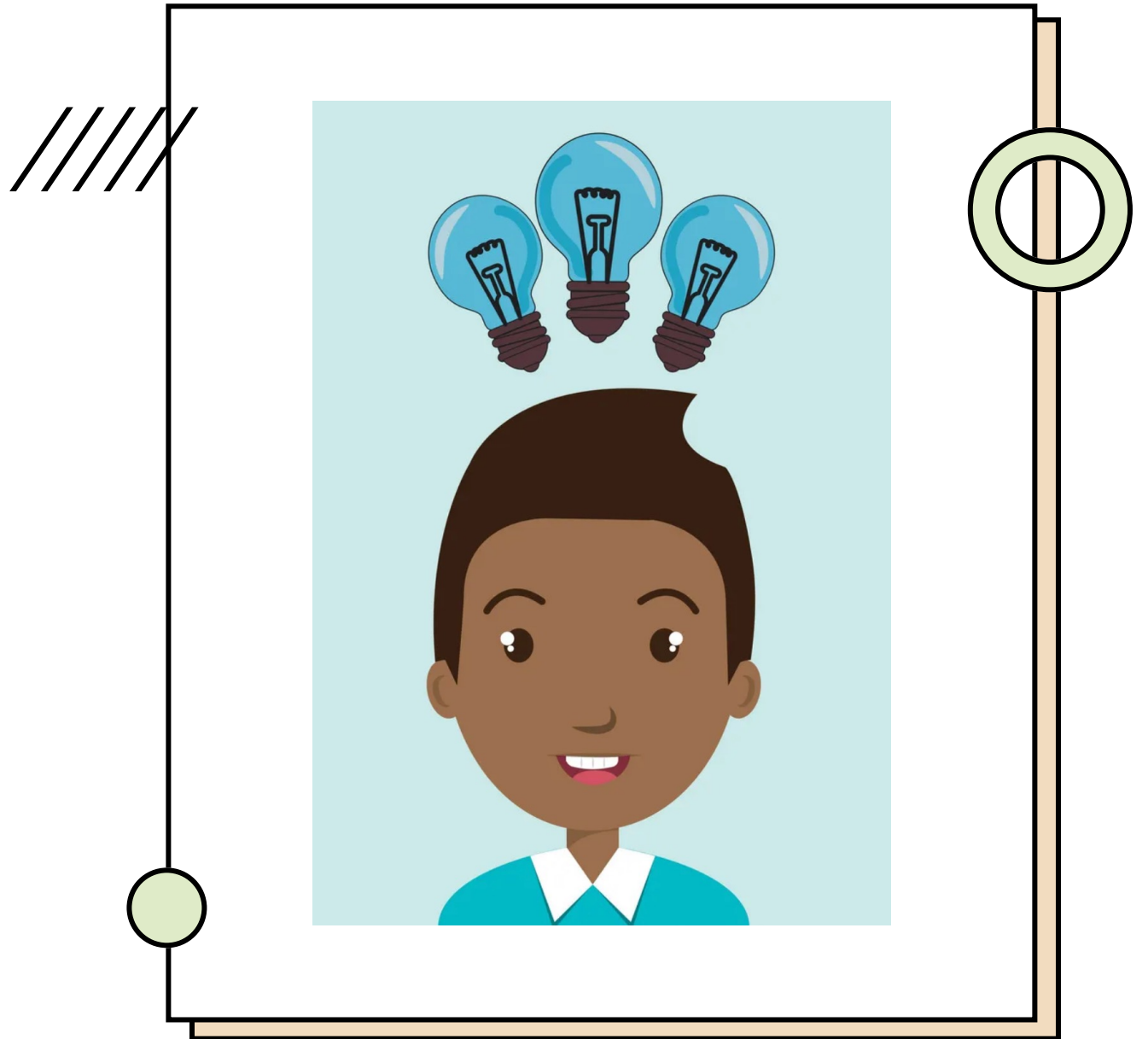


**When things are  
too loud**





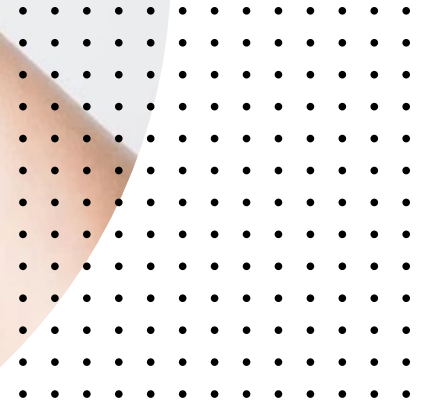
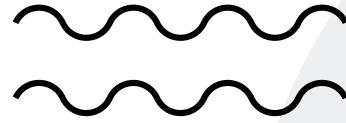
I can use a  
coping strategy!



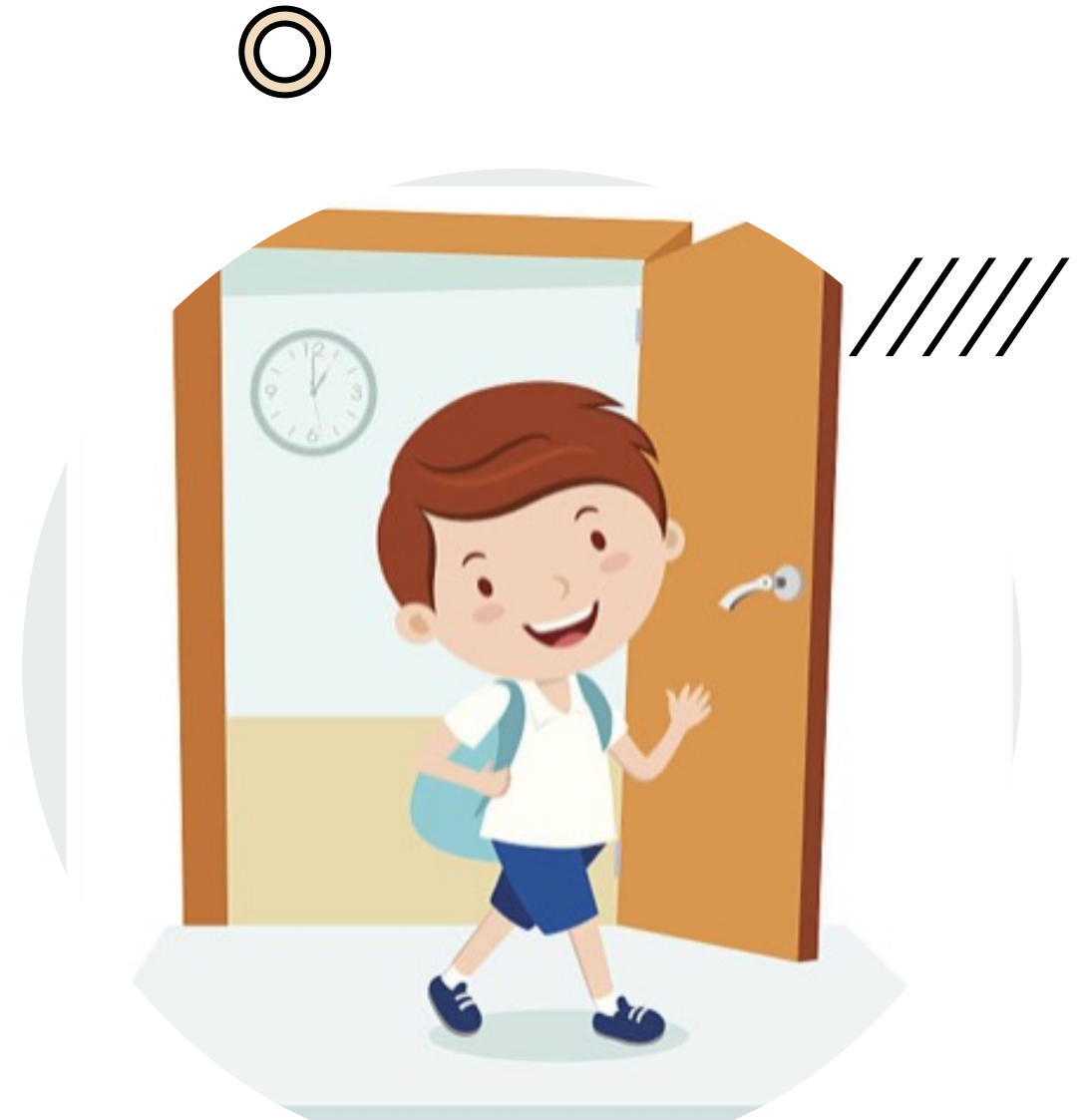
One thing I can do is cover my ears with my hands. This strategy will help block out some of the sounds.



Another thing I can do is wear headphones or earplugs. This idea will also help reduce the noise level.



I can also tell an adult  
that I need a break. I can  
say, "It's too loud. I need  
a break."







Sometimes things get too loud for me, but I know it will all be okay  
if I use one of my coping strategies.



# Video Modeling Equipment

- AILUN Phone Tripod Holder Head 1/4" Screw Adapter, Rotatable Digital Camera Bracket, Selfie Lens Monopod, Adjustable Ring Light, Compatible Camcorder iPhone X/XR/Xs Max, 8/7/6/6s Plus, Galaxy S9+S8/S7 \$6-\$7
- Action Mount Female Design Chest Mount Adapter for Smartphone, Operable with Any Smartphone. More Comfortable Design for Female Body Type. Use a Phone, or GoPro. Comfortable Fit for Lady, or Man. Amazon \$19.99
- AmazonBasics 60-Inch Lightweight Tripod with Bag \$21.00



# “Hunt the Cows”

## Hunt the cows

Jean Ritchie

• = 120

Voice

Wake up you sleep-y head and go and hunt the cat - tle,

Wake up you speep-y head and go and hunt the cows.

The first line of music is in 4/4 time, starting on a treble clef with a key signature of two flats (Bb and Eb). It begins with a quarter note on G4, followed by an eighth note on A4, and then a series of eighth notes: Bb4, C5, D5, E5, F5, G5, A5, Bb5. The second line of music is in 3/4 time, starting on a treble clef with a key signature of two flats. It begins with a quarter note on G4, followed by an eighth note on A4, and then a series of eighth notes: Bb4, C5, D5, E5, F5, G5, A5, Bb5. The lyrics are written below the notes.

5

The sun is - hot the cows are lost,

9

I think I'll rest, till they come home.

The third line of music is in 4/4 time, starting on a treble clef with a key signature of two flats. It begins with a quarter note on G4, followed by an eighth note on A4, and then a series of eighth notes: Bb4, C5, D5, E5, F5, G5, A5, Bb5. The fourth line of music is in 4/4 time, starting on a treble clef with a key signature of two flats. It begins with a quarter note on G4, followed by an eighth note on A4, and then a series of eighth notes: Bb4, C5, D5, E5, F5, G5, A5, Bb5. The lyrics are written below the notes.



Enjoy the  
hunt for the  
right visual!