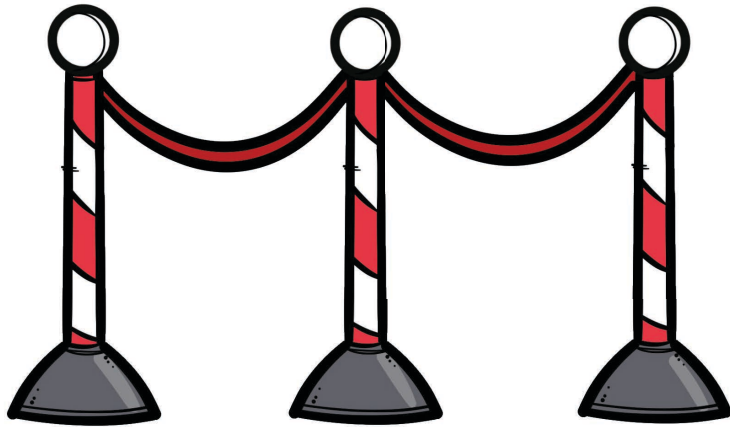


# GOING TO SEE SANTA



I am going to visit Santa!



I might need to wait in line when I visit Santa.



Santa usually has helpers with him.



When it's my turn, I can sit on  
Santa's lap or stand by him.



I can give Santa my letter.



Sometimes Santa's helper will take pictures. I can try to smile!

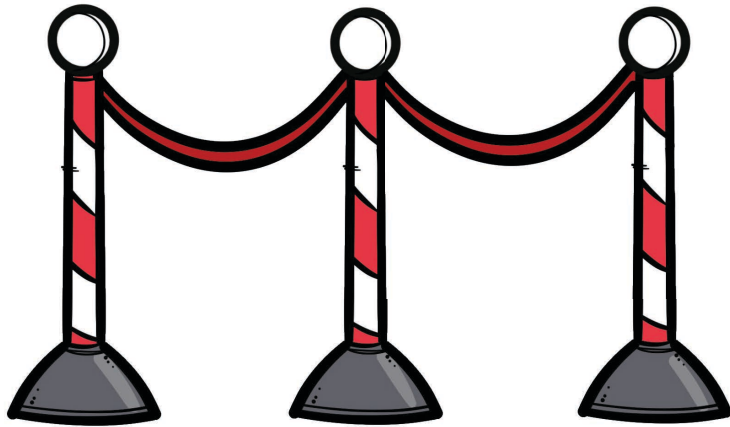


When I'm all done, I can say goodbye to Santa!

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# FREE RESOURCE TERMS OF USE

## YOU MAY...

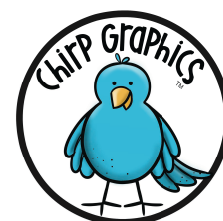
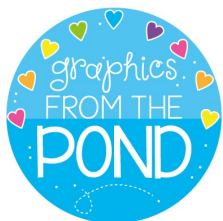
- Use this item and make copies for your own students & families on your caseload
- Share this resource by providing the link to the free product to your friends and colleagues or emailing it to parents
- Email me pictures of this resource in use at [autismlittlelearners@gmail.com](mailto:autismlittlelearners@gmail.com) to be featured on my social media posts!

## YOU MAY NOT...

- Post this resource online as a pdf for others to download without including a link to the Autism Little Learners website or store
- Modify and sell this resource to others
- Post as your own

## CLIPART CREDIT...

Thank you to these amazing clip artists for their talent!



**AUTISM** little **LEARNERS**  
Resources and ideas for families and educators

# INFORMATION

## CONNECT WITH ME...



## EARN CREDITS...

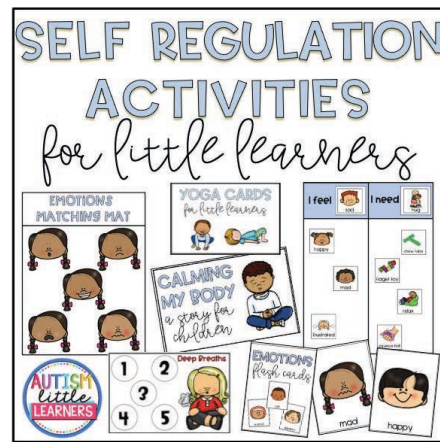
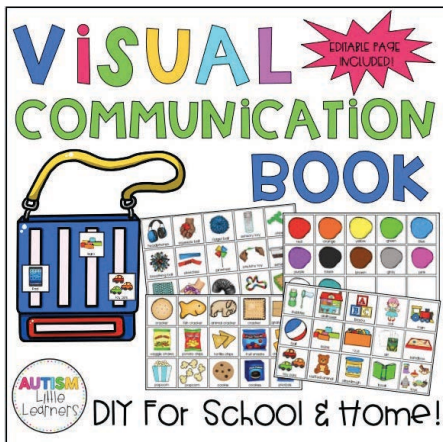
Don't forget to leave feedback in order to receive credits for further TPT purchases! I absolutely love hearing from you!

## FOLLOW ME...

Follow the Autism Little Learners store on TpT to get notified about the latest resources!

★ Tap the green star to follow! ★

## YOU MAY ALSO LIKE THESE...



## THANK YOU!

I'm so appreciative of your support!



♥ taraTUCHEL  
Speech/Language Pathologist

# INFORMATION

## THE AUTISM CLASSROOM GUIDE GIVES YOU 10 ESSENTIALS FOR SETTING UP A SELF CONTAINED CLASSROOM FOR AUTISTIC CHILDREN.

Click on the picture below to sign up to get your free copy emailed to you!

### Autism Classroom Guide

TOP 10 TIPS FOR SETTING UP AN EFFECTIVE SELF CONTAINED CLASSROOM

Creating a classroom that supports neurodiverse learners at the early childhood level is crucial. Make sure you have all of the key elements that will help meet your student's needs, and improve their independence.

[WWW.AUTISMLITTLELEARNERS.COM](http://www.autismlittlelearners.com)

### Positive Relationship

“Fostering a positive relationship with your autistic students is vital. I’ll say it a little louder for those in the back. Build a Positive Relationship! This holds true for teachers, paras, therapists...everyone. You need to reach the child before you can teach the child.”

Take some time at the beginning of the school year to work on relationship building. Oftentimes, in a self-contained classroom, you don’t have to follow a set curriculum that needs to be started on day one. This gives you the flexibility to schedule in a lot of play and activities that will grow your relationship with your students.

If you are able to (over weeks) introduce (simultaneously) this work to teach the visual supports, the classroom, a couple of idea relationships:

- find out (from songs, toys & activities) what your students like
- Instead of “come to the table with you and me” try “let’s go to the table with you and me”
- Follow the lead of the students
- Push them and connect

### Self Regulation

If a child is dysregulated, they aren’t going to be in a position to take in a learn new things. We know that autistic children often struggle with interoception, which is the ability to sense the internal state of the body. If the ability to sense the internal state of the body is impaired, it can affect self-regulation, managing emotions, sleeping, toileting, experiencing pain, and identifying symptoms when sick.

Co-regulation is typically where we need to start at the early childhood level. Co-regulation is defined as warm and responsive interactions that provide the support, coaching, and modeling children need to “understand, express, and modulate their thoughts, feelings, and behaviors” (Murray et al. 2015). The next step would be moving on to self regulation.

MY CHECK IN

I feel I need

CALMING SEQUENCE

### Para Training

I wish we had a full week to train our paras and connect as a team before the start of each school year. Wouldn’t it be amazing? But, the reality is that we only have a couple of hours (if that) each year. I’m not going to tell you how important and necessary this is...you already know.

If you are able to provide a formal training at the beginning of the school year, YAY! If not, I challenge you to make a list of the most utilized “systems” in your classroom. For me it would be: visual schedules, done bucket, wait mat, star chart, and all use of a timer (these are all part of my free Visual Support Starter Set).

ALONE WE CAN DO SO LITTLE. TOGETHER WE CAN DO SO MUCH.

- Helen Keller

Once you make your list, do a quick little write up about how you use it. You can print these instructions and make a little sentence or two about why you are using each support.

Then, as you model it during “on the job training”, they have some background supports and systems stand out as the important ones for your classroom.

If you are able to find 30-60 minutes to meet as a team at least once a month, you will be able to talk through any issues, behaviors, or new goals for students. Finding this time is difficult, but it is essential for creating a team that works like a well-oiled machine. Think outside the box and talk to your supervisor to find ways to make this happen.

# INFORMATION

THIS VISUAL SUPPORT STARTER SET HAS EVERYTHING YOU NEED TO GET STARTED USING VISUAL SUPPORTS AT SCHOOL OR AT HOME!

Click on the picture below to sign up to get your free copy emailed to you!

