

Structuring the Environment Handouts

First-Then



What is the Purpose?

To visually teach the concept of time, order of activities, and multiple steps.

How Do I Use It?

1. Begin teaching this tool by using preferred activities or interests.
2. Identify which activity/event will come first, and the activity which follows.
 - Depending on the individual's needs, you may use written word, pictures, or picture symbols to represent the activity. Start teaching this skill by identifying 2 preferred activities, or having the 'then' activity be preferred.
 - Once the individual understands the concept of using a first/then and trusts that the events will occur, less preferred activities may be used and it can be transitioned to a schedule based communication tool.
3. Practice showing individual to look at the first/then board for reference to when they will have a preferred activity or what will occur in that moment. Put the current activity in the 'first' box. Put the next activity immediately following the current activity in the 'then' box.
4. When it is time for the current activity to be complete, refer to the first/then board, remove the activity in the 'first' box, say "(current activity) is all done". Move the activity in the 'then' box to the 'first' box. Say "Time for (next activity)".

Sample

First	Then
<p data-bbox="423 1255 532 1289">Laundry</p> 	<p data-bbox="1011 1255 1089 1289">Music</p> 

Blank Printable- First/Then

First	Then

First	Then

Rules




What is the Purpose?






Having clear expectations for behavior (what we want to see) can clarify how to behave in different situations. Rules keep control of the environment, provide structure, and help with predictability and structure.

How Do I Use it?

1. Identify individualized rules for that setting (no more than 6, can be for individual or group).
2. State what the expectation is, or what behavior we WANT to see as the rule.
3. Decide if the individual requires additional communication in the form of pictures.
4. Create the rules in an easily referenced way that is large enough to read from across the room. Post the rules in areas that are likely to need a reminder (such as the kitchen, bedroom, living room, etc.).
5. Review rules at the beginning of the day. Identify the natural positive outcomes that occur when the individual follows the rules.
6. Refer to the rules as necessary throughout the day, both to alert the individual when they are following the rules (don't forget to praise!) and to remind the individual of expected behavior when they are exhibiting challenging behaviors.
7. At the end of the day, review each rule and discuss or mark off whether individual performed that rule for the day. Praise rule following, and give specific examples!

Sample

Rules	
Keep Hands and Body to Self	
Have a Quiet Voice	
Stay With Group	

Rules	
	 <p><i>Insert Image Here</i></p>
	 <p><i>Insert Image Here</i></p>
	 <p><i>Insert Image Here</i></p>
	 <p><i>Insert Image Here</i></p>
	 <p><i>Insert Image Here</i></p>

Schedule











What Is the Purpose?

To visually teach the concept of time, order of activities.

How Do I Use It?

1. Identify the time frame the schedule will represent (specific activity, morning/afternoon, day, week, month, year).
2. Identify the order of events that will occur.
 - Depending on the individual's needs, you may use written word, pictures, or picture symbols to represent the activity.
3. Practice showing individual to look at the schedule for reference for what the day/time frame will look like. Review the order of scheduled events at the beginning of each time frame, and when the scheduled event changes.
4. Plan for how to represent when the scheduled activity will be complete (crossed off, moved to a 'finished/all done' location, etc.).

Sample

Time (Use number sequence for ASD Level 1. Use visual of a clock with time for ASD Level 2.)	Schedule	Picture (Optional for ASD Level 3)
1:00pm 	Exercise	
3:00pm 	Park	
5:00pm 	Dinner	
8:00pm 	Shower	
9:00pm 	Bed	

Blank Printable- Schedule

Time	Schedule	Picture

Sample Icons

What is the Purpose?

The sample icons below can be printed in color, cut out, and laminated for easy use to create visuals for any of the above visual aids, such as a schedule, choice board, rules, or first/then board. If the individual has trouble understanding the icons, actual photographs or objects that represent the activity may be helpful.

*Images found free at www.pixabay.com

				
Eat	Brush Teeth	Shower	Car	Bed
				
Milk	Drink	Drink	Shopping	Bank/Budget
				
Medication	Goals	Chores	Laundry	Restaurant
				
Happy	Sad	Mad	Doctor	Help
				
All Done	Music	TV	Outside	Tablet

				
Fruit	Vegetables	Books		
				
Arts & Crafts	Exercise	Swimming	Shoes	Phone
				
Garden	I Need a Break	Bus	STOP	GO
				
Wait	Work	Shirt	Pants	Socks
				
Underwear	Comb	Shave	Home	Computer
				
Toilet	Diaper	Game	Relax	Hurt