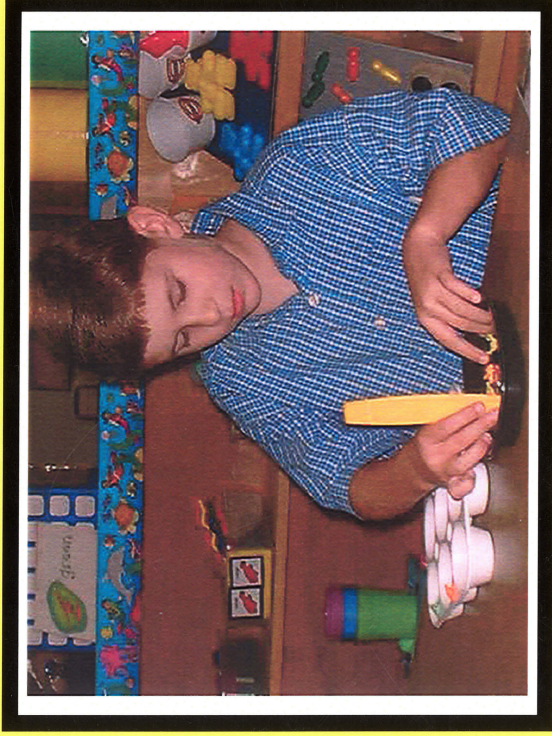


# Tasks Galore



- ❖ Creative ideas for teachers, therapists, and parents working with exceptional children
- ❖ Full-color pictorial series of multi-modal tasks, used in programs for children with autism
- ❖ Applicable to any early education or learning environment

Laurie Eckenrode

Pat Fennell

Kathy Hearsey

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**Tasks Galore**



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Raleigh, North Carolina  
USA

27616-5414



# Tasks Galore™

TM

- ❖ Creative ideas for teachers, therapists, and parents, working with exceptional children
- ❖ Full-color pictorial series of multi-modal tasks, used in programs for children with autism
- ❖ Applicable to any early education or learning environment

**Laurie Eckerd, Pat Fennell, and Kathy Hearsy**

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Edited August 26, 2003

# Acknowledgements

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## About the Authors

**Laurie Eckenrode**, is a veteran lead teacher in a self-contained program for young children with autism and serves as a trainer for Division TEACCH.

**Pat Fennell**, formerly a teacher, recently retired from Division TEACCH, where she was a psycho-educational therapist and trainer.

**Kathy Hearsey**, also formerly a teacher, works for Division TEACCH as a psycho-educational therapist and trainer. She also served as the director of supported employment for Division TEACCH.

**Laurie, Pat and Kathy** have all provided training across the U.S. as well as abroad. They have won many awards for their achievements in the field of special education. Together, Laurie, Pat and Kathy have over sixty years of experience working with exceptional children and adults.

Visit our website; [www.TasksGalore.com](http://www.TasksGalore.com)



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# Introduction

People, working with students who cope with learning challenges, such as autism, should keep in mind the features of structure that have proven useful in classrooms and programs for students of all ages. These features include the organization of physical space, scheduling, and teaching methods. The key to all of these features is individualization.

The mission of the *Tasks Galore* series is to help teachers, therapists, and parents design meaningful, individualized tasks with an emphasis on functional academics. All too often, children are left to attempt traditional pencil-and-paper tasks even when they are either incapable of doing the work or do not see the meaning of it. Teachers often are not quite sure how to present academic materials in a hands-on approach. Many students with special needs learn best using a multi-modal approach to learning. They require movement or sensory input while processing and learning new information. The task ideas in *Tasks Galore* will help lay a foundation for that learning.

One of the important factors in classroom structure is the process of setting up the teaching tasks. Receptive language difficulties often hinder the student's understanding of what is expected of him or her. Directions for tasks must be organized and systematic to be successful. Providing learning experiences that require physical movement or some sort of motoric manipulation can displace inattention and distractibility. Resistance to change and lack of motivation may be overcome by teaching to the child's strengths and interests. Above all, the teaching should take place at a student's level of understanding.

Like the manipulative, the visual component is important to each task. Teachers use *visual structure* to incorporate concrete visual cues into the task itself. Visual structure capitalizes on the aptitudes and strengths of visual learners. Some students may not be successful with schoolwork, because they are unable to understand the material when it is presented in a more typical way (i.e., through verbal explanations or demonstrations).



Other students may not become independent workers because they rely too heavily on the verbal or physical prompts used to teach them. Incorporating visual information, however, enables these students to look for the visual information and comprehend its meaning. They then use visual cues to tell them what to do with the materials. Students, thus, may rely on the visual cues to complete tasks independently, without depending on care providers, to be successful. Through the *Tasks Galore* series, the authors hope to share ideas for independent tasks that have clear beginnings and endings and may be performed by the student without any teacher intervention.

Completing a series of actions in a sequential manner is at the core of most tasks, whether in the creation of a concrete object or in the formulation of an idea. It is often difficult, however, for the student with special needs to organize his or her thoughts in such a step-by-step manner. It is also hard for that student to choose the relevant details needed to connect concepts. All too often, the student focuses on irrelevant details and fails to grasp the relationship between the parts and how they connect to form the whole. Making the task clear to the student through visual information helps ensure that he or she understands the sequence and the relevant details. Once the student has learned how to rely on these instructions, he or she likely will follow similar instructions in other settings. The primary goal is to teach independence and how to generalize information learned from one environment to another. This is accomplished by teaching the student to approach the environment and look for the visual information.

There are three key elements to visual structure:

1. Visual instructions
2. Visual organization
3. Visual clarity

*Visual Instructions:* Visual instructions provide the means for a student to understand what is expected of him or her. Such instructions vary considerably depending on the functional level of the child. The goal, however, is to ensure that the student can complete the task independently by employing a type of visual instruction that the student can comprehend. Instructions that often are used include the materials defining the task itself, cut out



jigs, visual outlining, color-coded written directions, written directions, color-coded self-correcting sorts, picture jigs, left-to-right sequences, top-to-bottom instruction jigs, and product samples.

*Visual Organization:* Organizing the sensory environment (the materials and space) modulates the sensory input to the student and helps him or her complete the task. One may use container organization, such as separate containers, pencil bags or backpacks. A self-contained task is the most structured way to organize materials, because the student sees the necessary components of the task as a unit.

*Visual Clarity:* Visual clarity helps the student discriminate among those details relevant to the completion of a task. Common techniques include highlighting the important information or relevant concepts and using color-coding or labeling. At the most basic level, visual clarity is achieved by limiting the materials to only the information needed to complete the task successfully.

In summary, here are some questions to ask when setting up the work area.

- What visual information does the student already understand?
- What visual information can the student understand through teaching?
- Is the student given enough information to complete the task independently?
- Do the physical setting and organization of materials help convey directions to the student?
- Are materials presented in an organized manner?
- Are there too many materials presented at a given time?

This new era of education promises to improve the educational opportunities for every student in the U.S. All educational settings should place the focus on instruction and methodologies that have been proven to work. To ensure the students' accomplishments, hopes are that one will teach, assess, restructure and teach again. It is important that these qualities for an exemplary classroom be incorporated for **ALL** students.

Classroom curriculum planning is based on knowledge of how young children learn and develop. They learn best by watching, handling and manipulating materials. When a young child enters a classroom, the teacher must gather information about the child's knowledge and capabilities. Parents can be the best possible resource for beginning



to plan an appropriate program for each child. It is important for the child to participate in a wide variety of learning experiences to bring about success in development of the "whole child".

*Tasks Galore* takes a look at developing tasks that address skills across curriculum areas, using the structures discussed earlier, and presents task ideas within the following categories:

- *Fine Motor Skills:* Pre-writing, writing, and computer skills
- *Readiness:* Matching and sorting skills
- *Language Arts:* Book, print and phonemic awareness, decoding and word recognition, comprehension, and vocabulary
- *Math:* Number sense, numeration, and numerical operations, spatial sense, measurement, patterns, relationships and functions
- *Reasoning:* Concepts as they relate to the student's environment: exploring materials, making predictions, generating attributes and using common objects
- *Play:* art, music, manipulatives, games and independent play

The goal of the *Tasks Galore* series is to provide assistance to teachers, therapists and parents in creating a fun, satisfying and meaningful collection of tasks that will aid in the successful educational careers of their students and children. The tasks pictured herein were designed for individual students, based on their unique strengths, interests, and IEP goals, and the authors hope the tasks will serve as a launching pad for the reader's own ideas.

Enjoy...explore...create...and share! If you have any ideas that you would like to share with others in future publications, please e-mail digital or scanned photos to us at [info@tasksgalore.com](mailto:info@tasksgalore.com)

Happy creating!!  
Laurie, Pat and Kathy

# Fine Motor

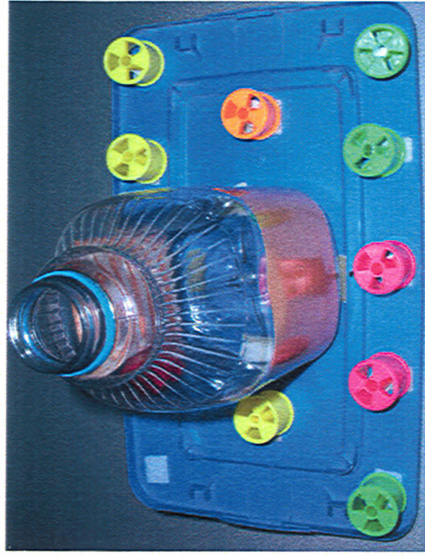
Concepts To Think About

Record Your Own Task Ideas Here

Reach, grasp, release	
Manipulation	
Bilateral Skills	
Pre-writing and writing	
Computer skills	



# Fine Motor - Put In



Pull from Velcro™ and  
insert into bottle



Pull and inset into cutout



Push into slotted opening



Drop chips into water



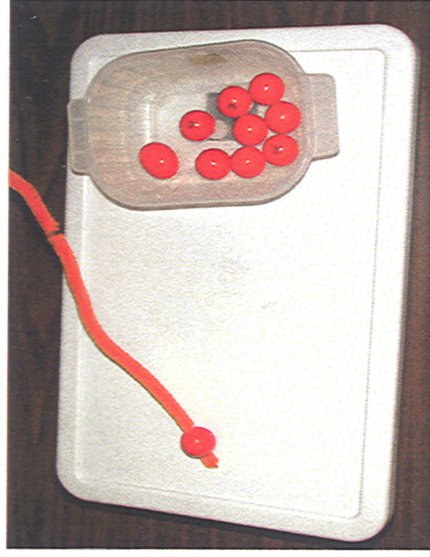
Push through opening  
with pointer finger



Lift from dowel and  
place into slot



# Fine Motor - Assembly



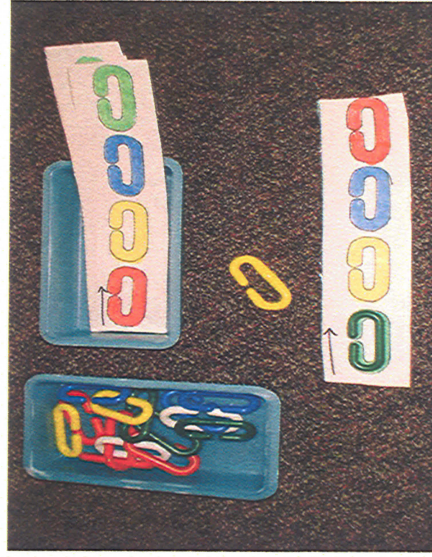
Slide beads off  
pipe cleaner



Bead stringing sequence



Interlocking people



Colored link assembly



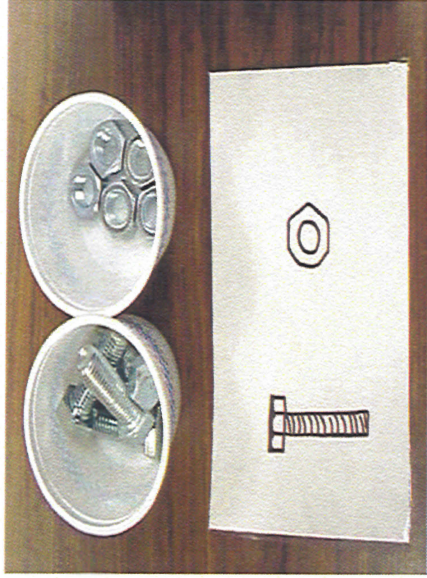
TinkerToy™ assembly



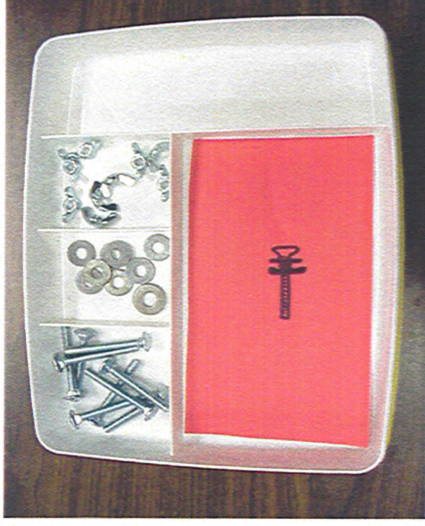
Match cassette and case



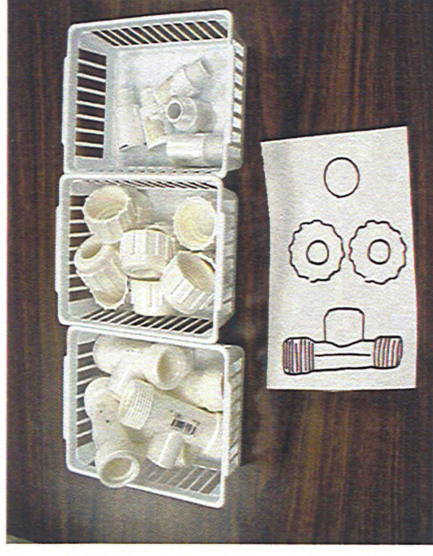
# Fine Motor - Assembly



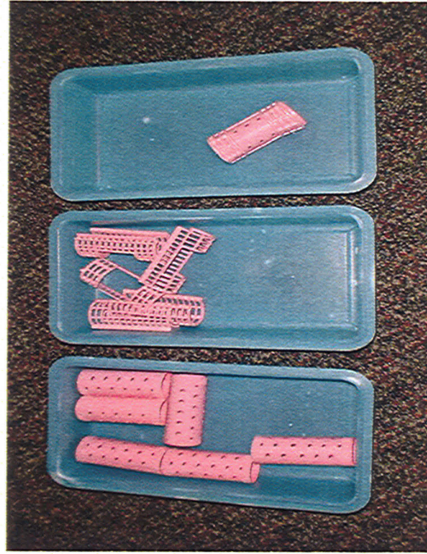
Two-piece nut and bolt



Three-piece nut and bolt



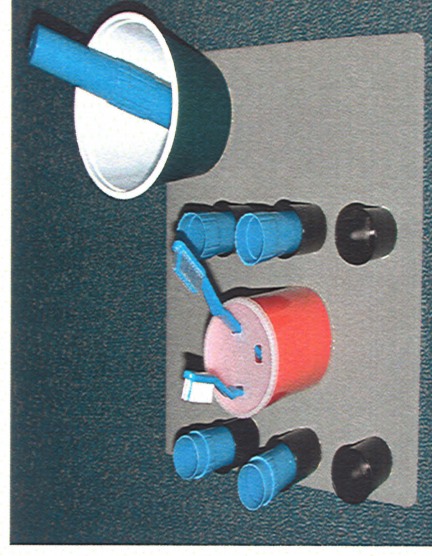
Plastic pipe assembly



Snap hair roller



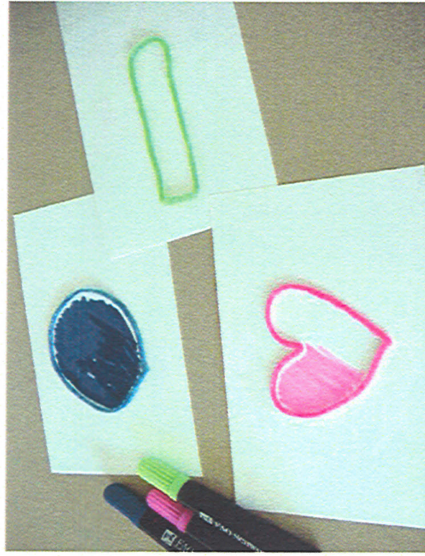
Flashlight assembly



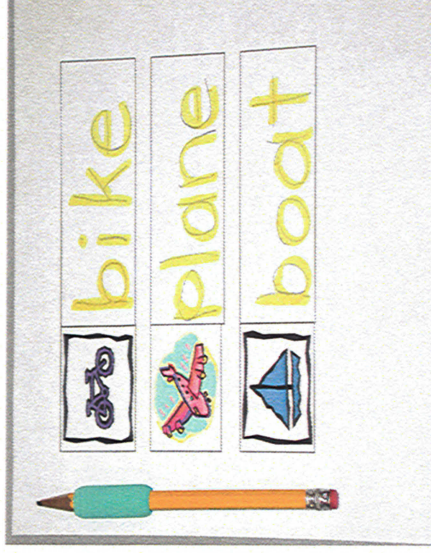
Put toothbrush into holder



# Fine Motor - Writing



Color within boundary



Trace highlighted word



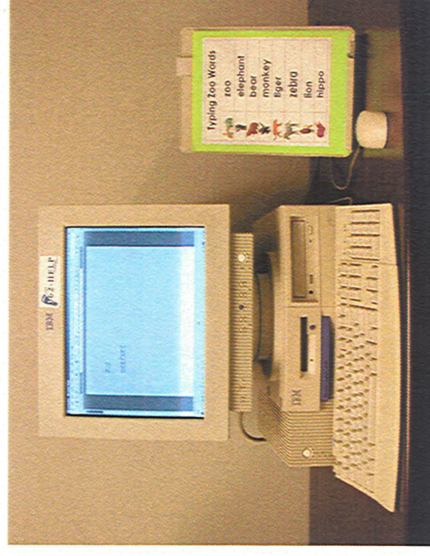
Trace color-dotted words



Lift for wrist support



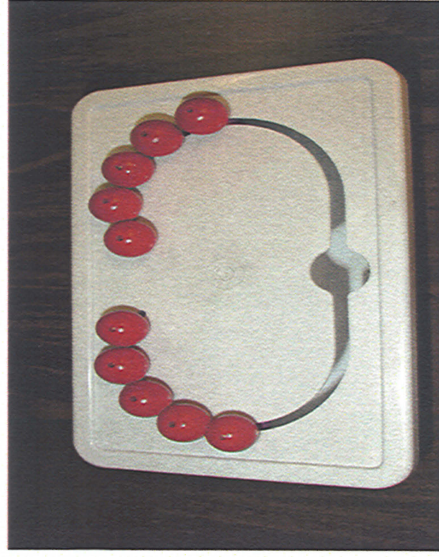
Copy words from dictionary



Type from list



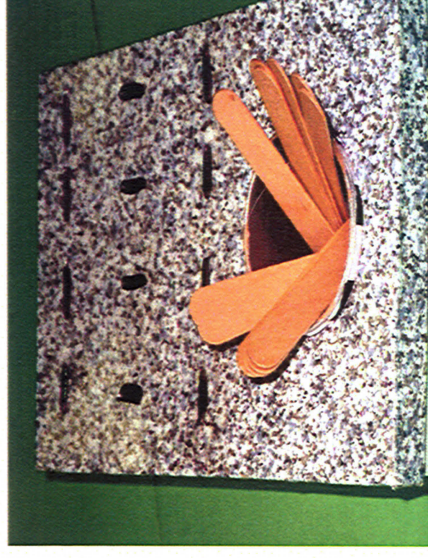
# Fine Motor - Other



Thread into cut out



Pincer grasp



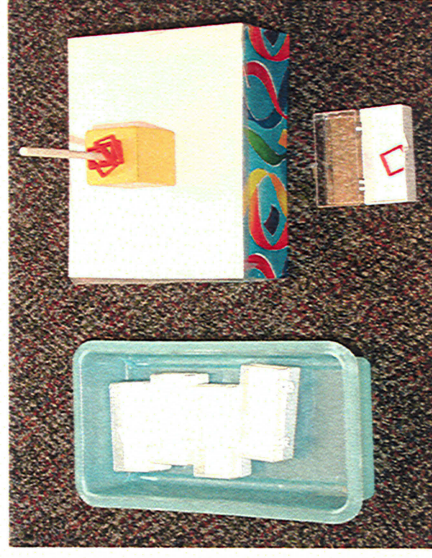
Put into slot using  
wrist rotation



Hammer into slot



Pick up and place  
with tongs



Lift rings from dowel and  
place into box



# Readiness

Concepts To Think About

Record Your Own Task Ideas Here

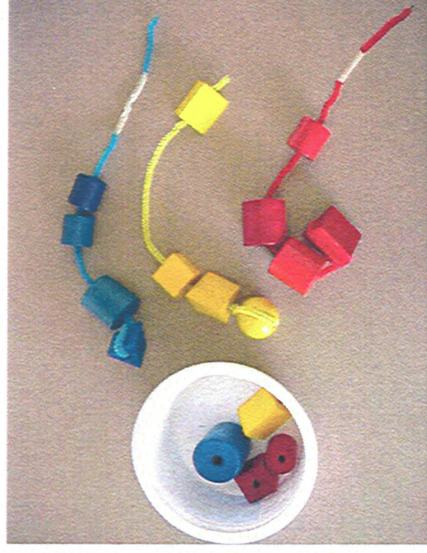
Matching skills	
Sorting skills	



# Readiness - Color Concepts



Simple color sort



Match colored beads to  
pipe cleaners



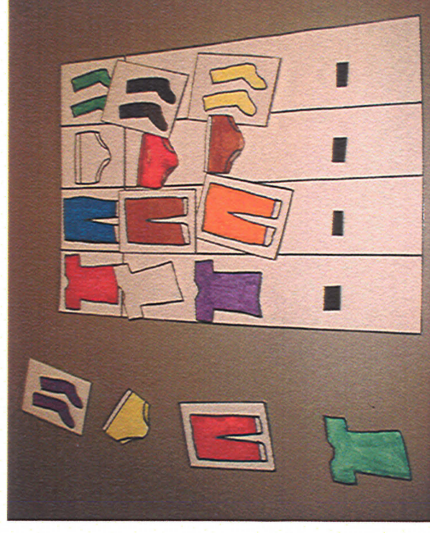
Match colored  
clothespins to paper



Colored button sort



Match colored paper to  
large clips



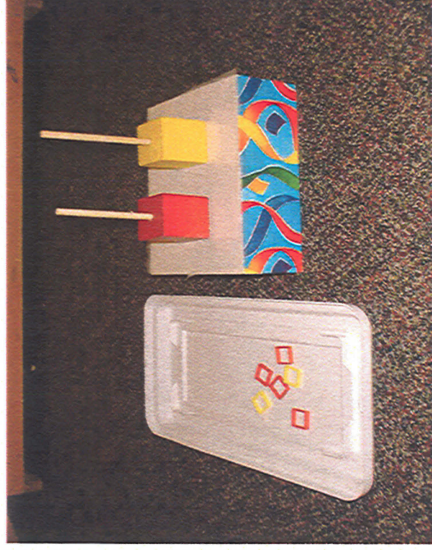
Sort colored clothing



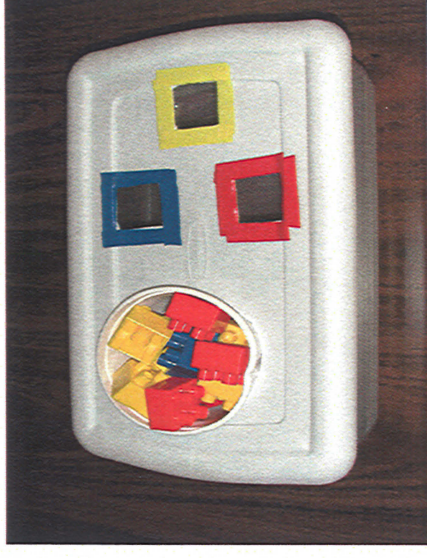
# Readiness - Color Concepts



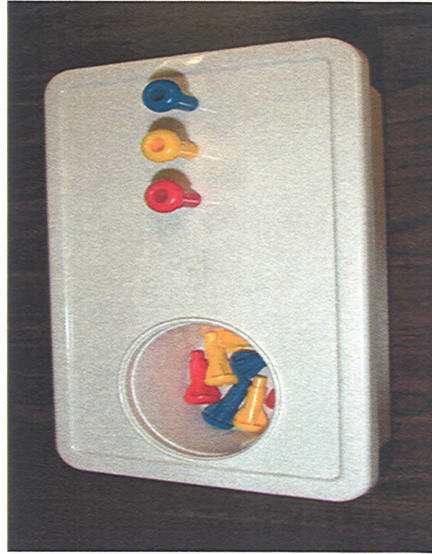
Place foam shapes onto colored pegs



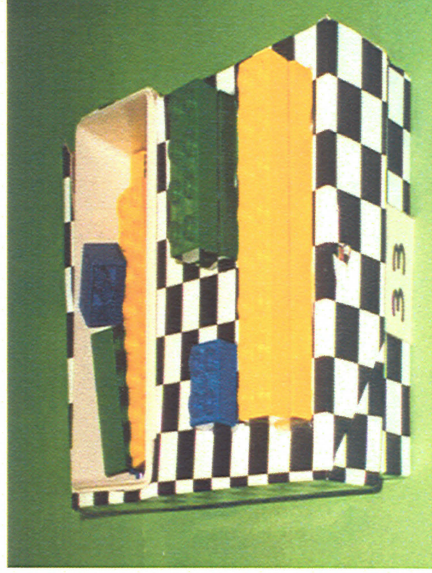
Color sort onto dowels



Color sort into cutouts



Sort and stack by color



Sort colored Duplos™



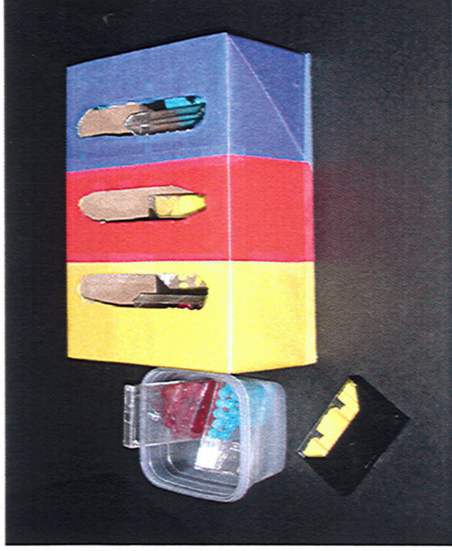
Color sort dowels



# Readiness - Color Concepts



Sort colored floppy disks



Self-contained colored  
cassette sort



Sort colored fuzzies



Gingerbread man sort



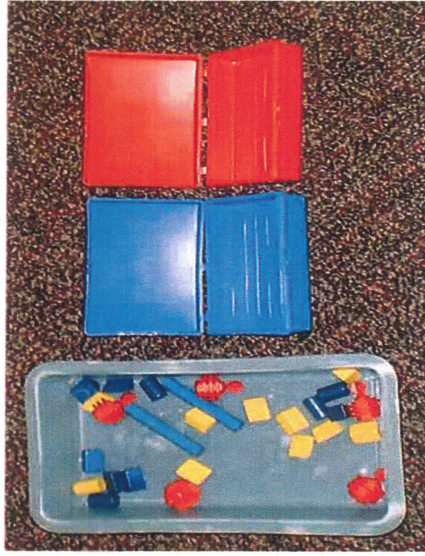
Match erasers and papers  
with colored pegs



Match by bowtie  
color



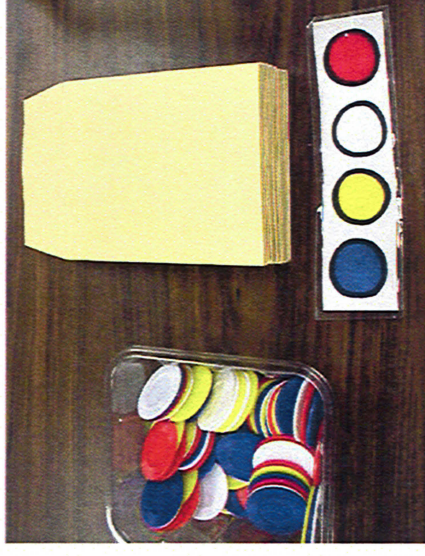
# Readiness Color - Concepts



Color sort into  
soap containers



Package colored fish



Package colored chips



Package colored clothespin:



File pictures behind  
corresponding color tabs



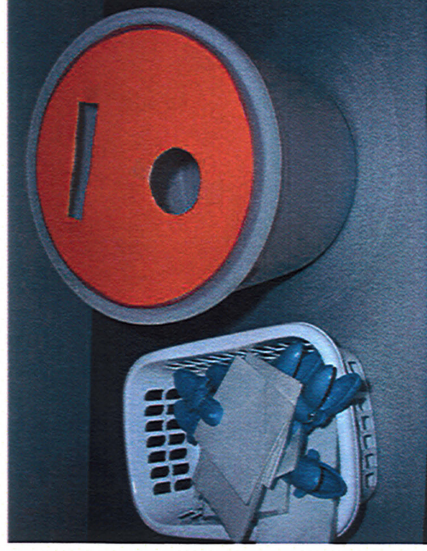
Match clothing by color



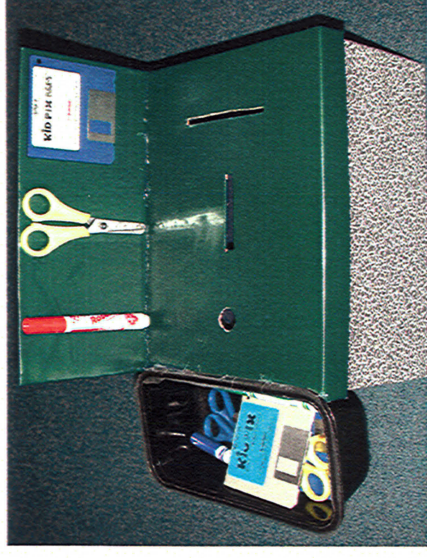
# Readiness - Object Sort



Take apart and sort



Self-correcting  
take apart and sort



Self-contained  
object sort



Cup sort and stack



Sort objects of  
same color



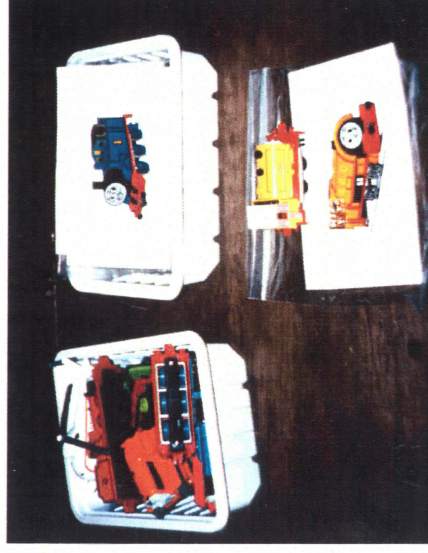
Sort objects regardless  
of color



# Readiness - Match Object to Pictures



Object-to-picture match



Match Thomas the Tank® to pictures



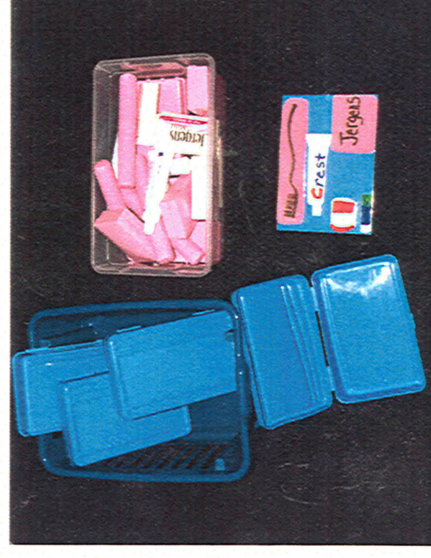
Match animals to pictures in boxes



Sort bugs to black and white pictures



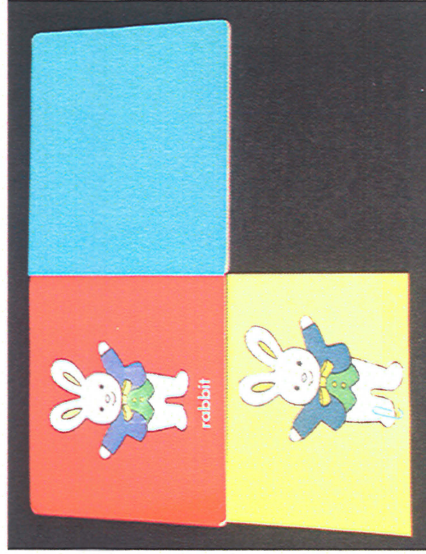
Package school supplies by pictures on bags



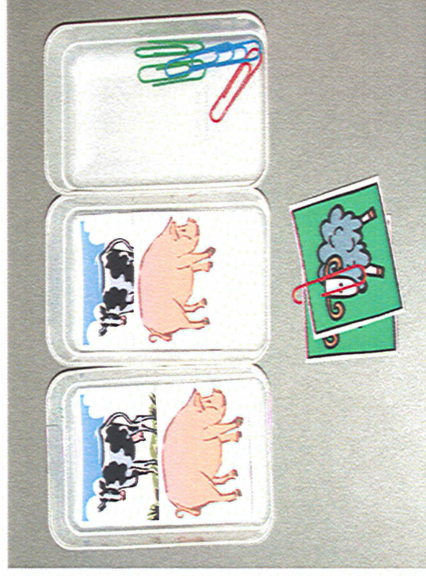
Package hygiene supplies by smaller picture



# Readiness - Match Pictures



Match characters



Match animal pictures



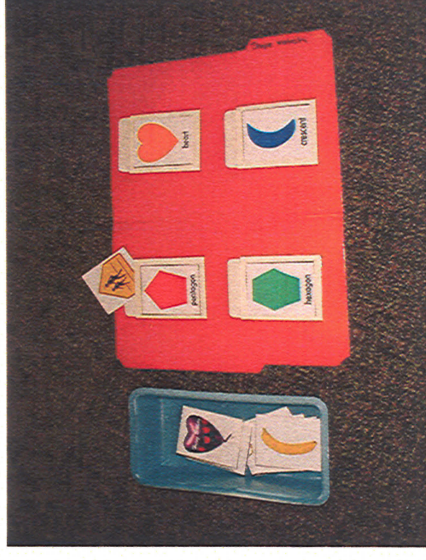
Match school supply pictures



Match photographs



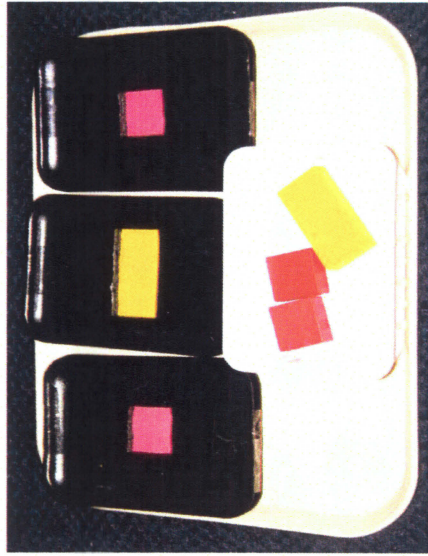
Sort clothing pictures



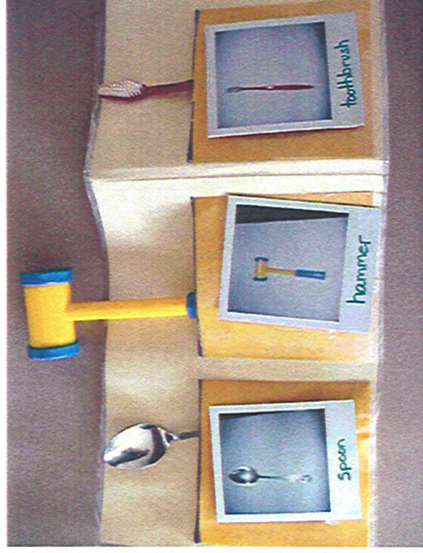
Sort shapes regardless of color



# Readiness - Matching by Visual Cue



Match blocks with colored cutouts



Match objects by photo pockets



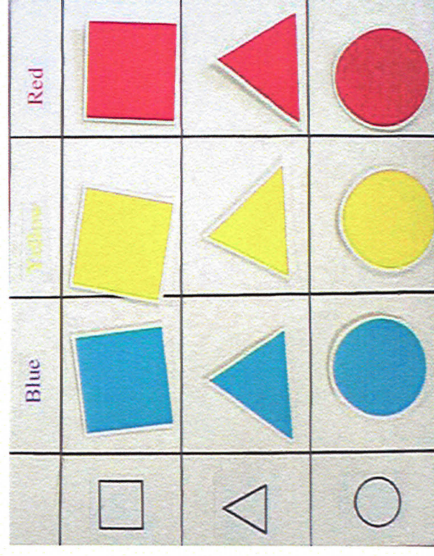
Match objects by photos



Match object with colored pictures



Match objects with colored pictures



Match by color and shape



# Language Arts

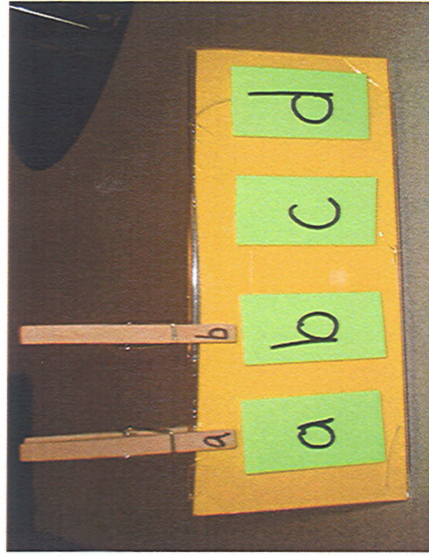
Concepts To Think About

Record Your Own Task Ideas Here

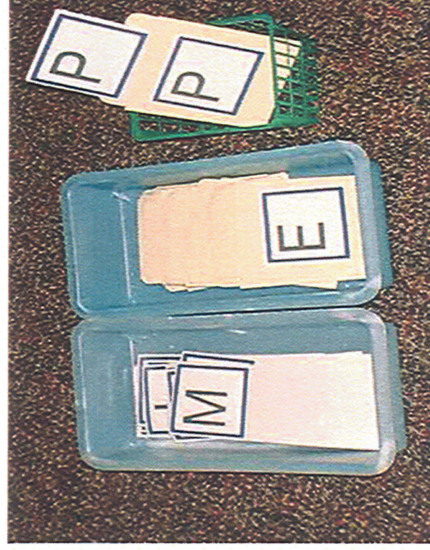
Book and print awareness	
Phonemic awareness	
Decoding and word recognition	
Comprehension	
Vocabulary	



# Language Arts - Alphabet



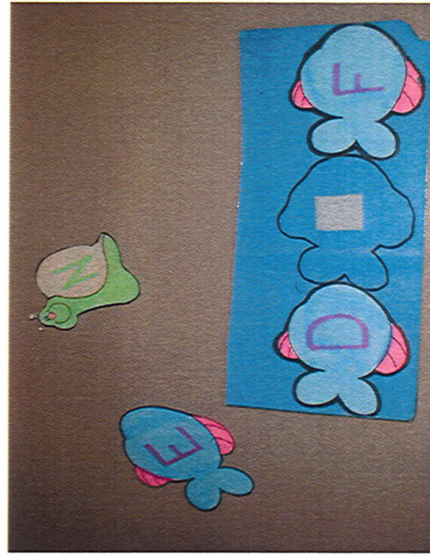
Match alphabet with clothespins



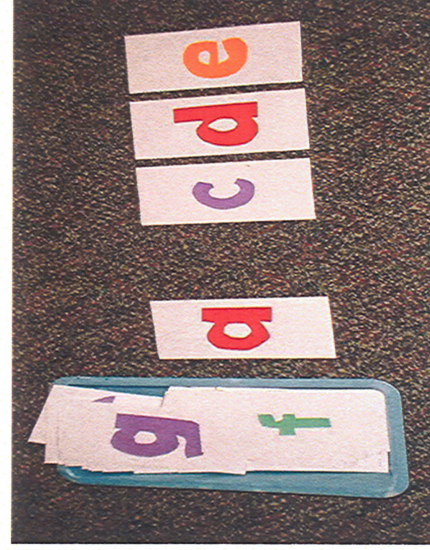
Place matching letters into pockets



Sequence clusters of alphabet



Velcro™ missing letters



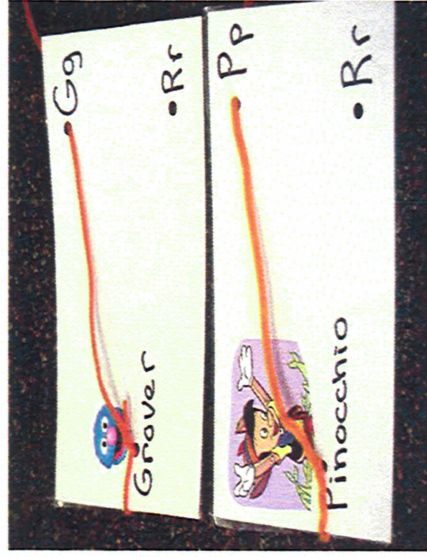
Sequence alphabet cards



Sequence alphabet snap blocks



# Language Arts - Letters and Sounds



Match beginning sound  
with letters using string



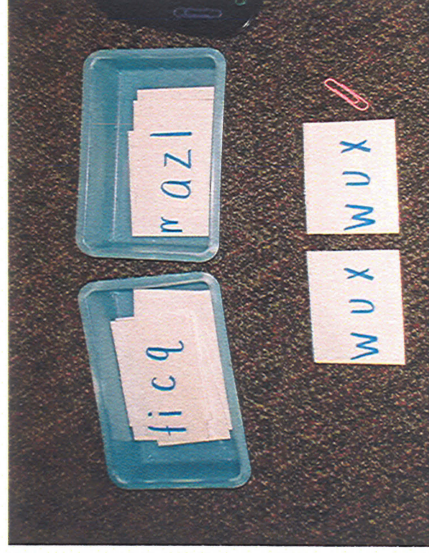
Match picture with the  
beginning sound



Match object with  
beginning sound



Match upper case with  
lower case using string



Match letter patterns



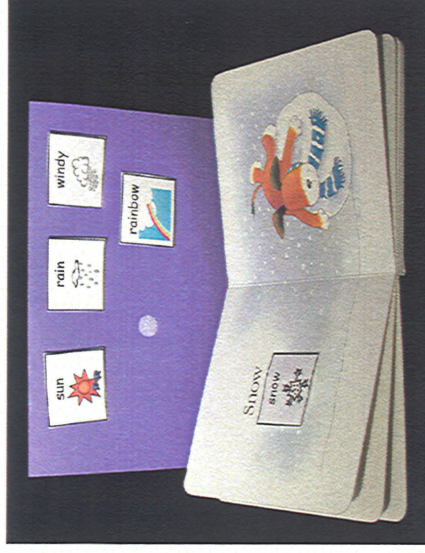
Rhyming words



# Language Arts Adapted Books



Adapted counting book



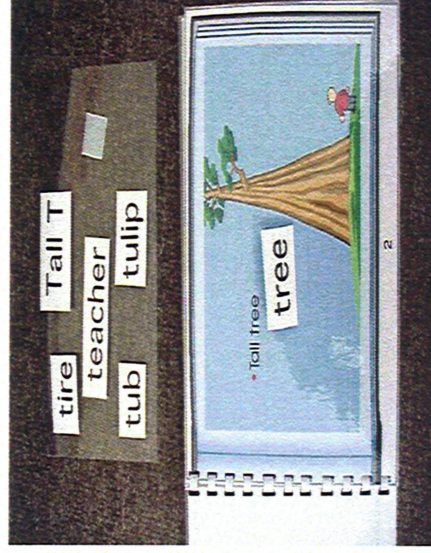
Adapted picture book



Adapted pictured word book



Adapted word book



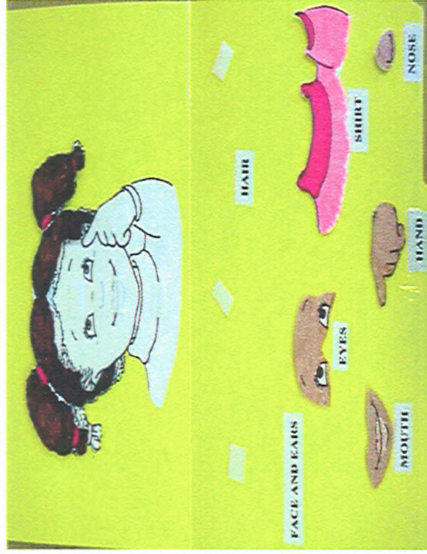
Adapted word book



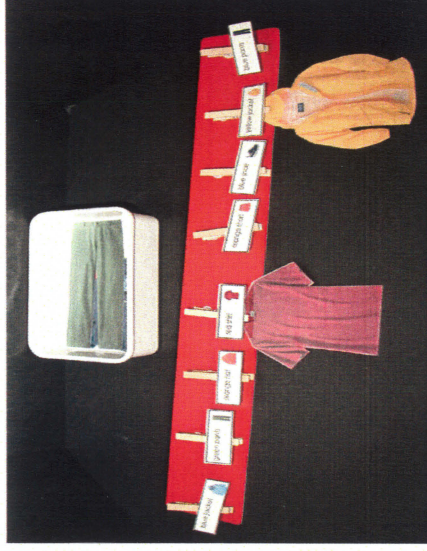
Adapted pictured word book



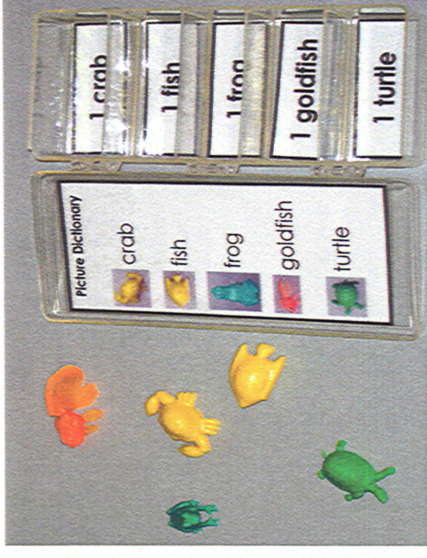
# Language Arts - Vocabulary



Match body parts  
with words



Clip clothing items to  
written words-pictures



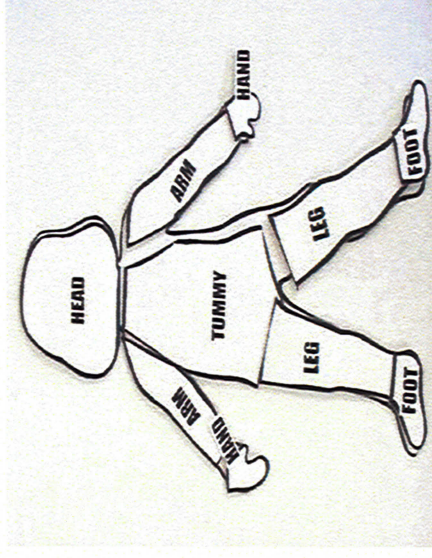
Match objects to words  
using picture dictionary



Clip color words to  
matching sailboats



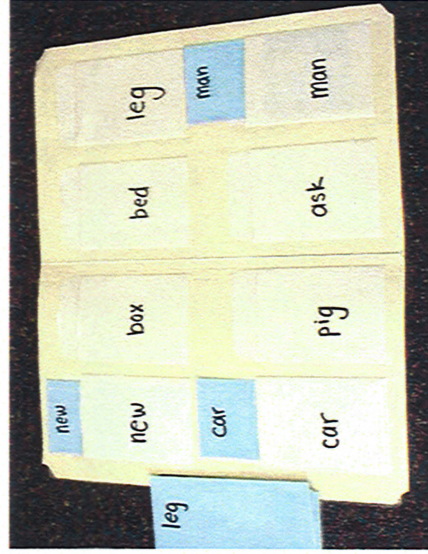
Clip clothing item to  
written words



Body parts puzzle



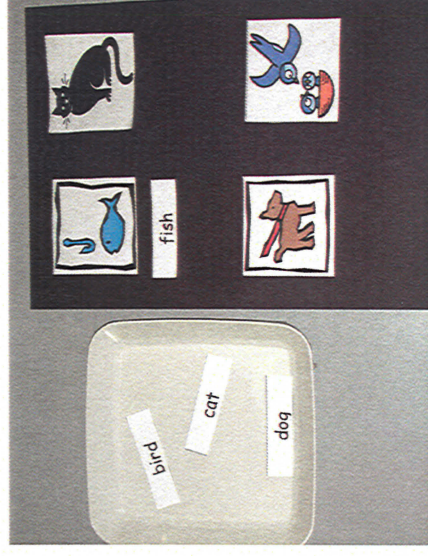
# Language Arts - Vocabulary



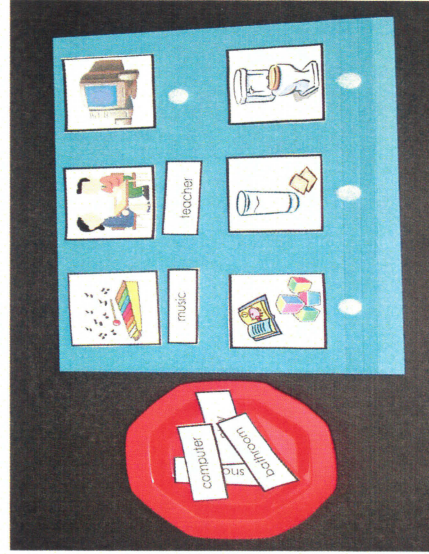
Match word with word



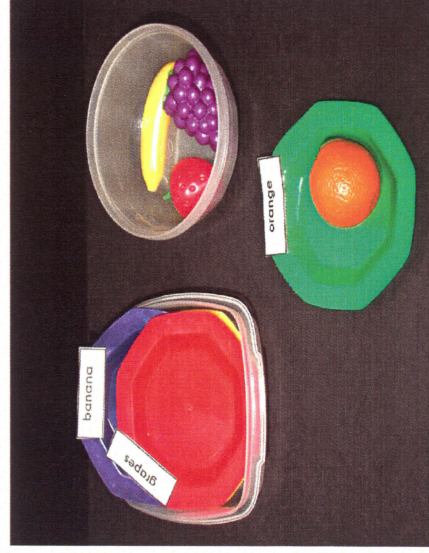
Match days of the week



Match words with pictures



Match schedule words with pictures



Match food with written words



Beach vocabulary with clothespins



# Language Arts - Color Words



Color word dictionary



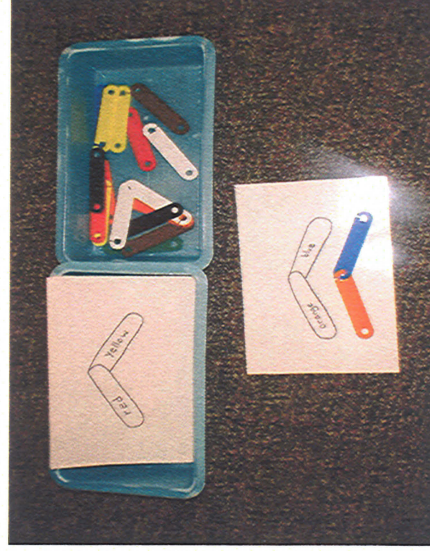
Colored word sort



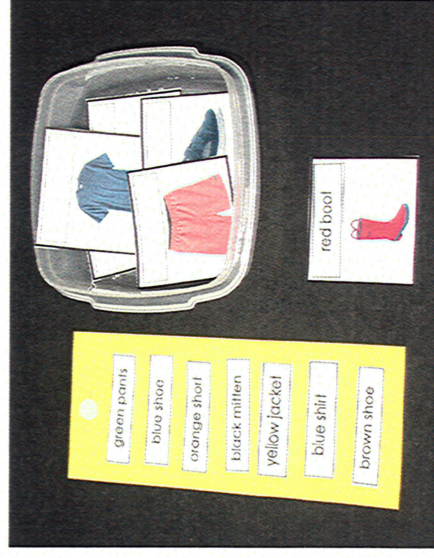
Colored word package



Color words written  
with color cues



Colored word assembly



Colored word attribute



# Language Arts - Number Words



Number dictionary



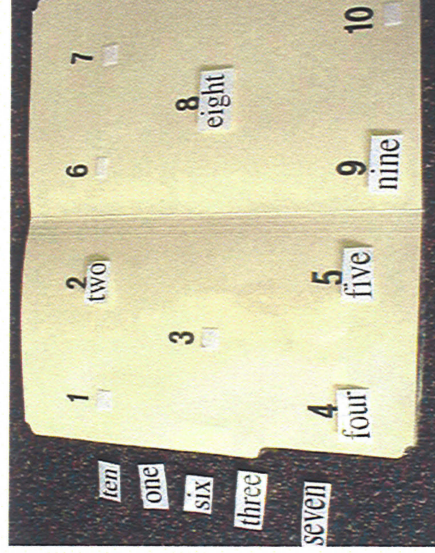
Match numbers with written words



Match written numbers with sets



Match numerals to words



Match words to numerals



Number word package



# Language Arts - Spelling



Magnetic letter spell  
with matching outline



Magnetic letter  
spell-match



Spell with clothespins



Bead spell



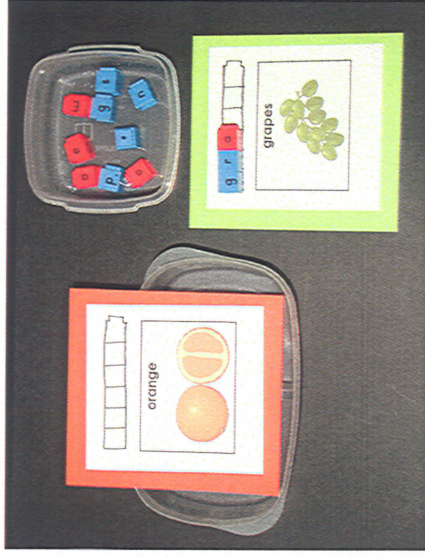
Name spell with  
Velcro™ letters



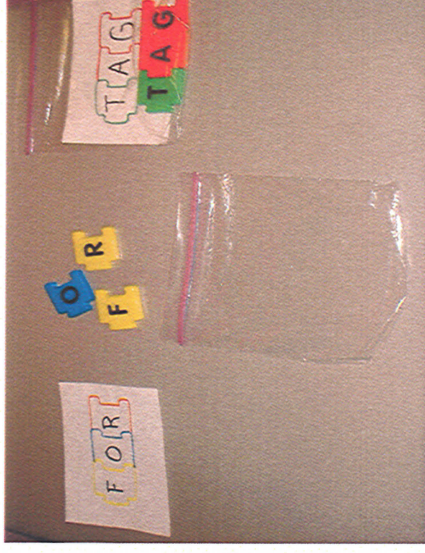
Bead spell and package



# Language Arts - Spelling



Spell words with  
Unifix© cubes



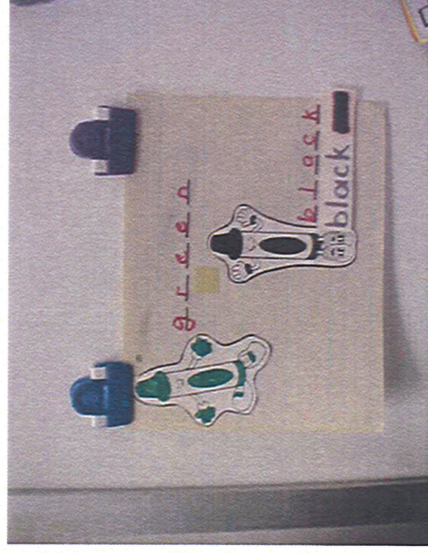
Spell words with  
snap blocks



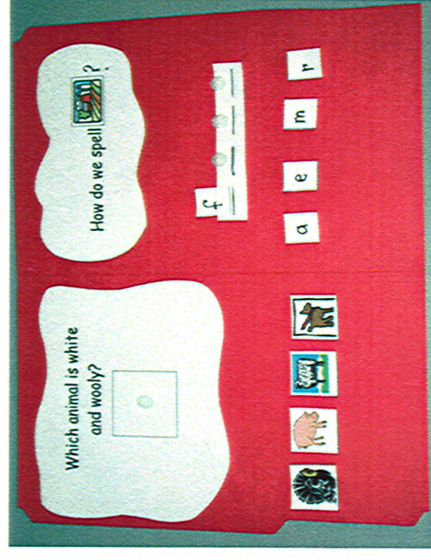
Animal name bead spell



Weather spell with  
Velcro™ letters



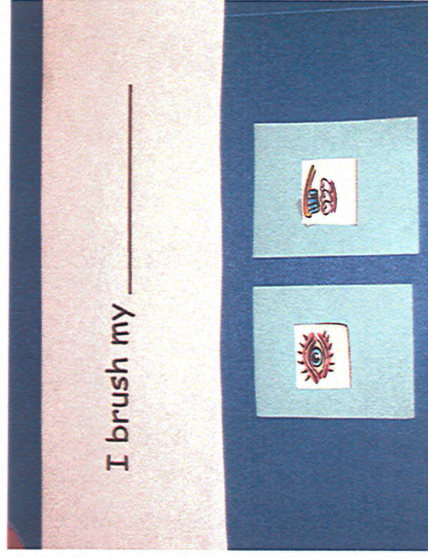
Write color words



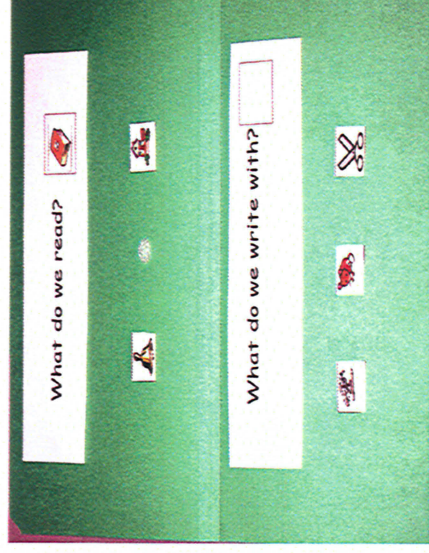
Spell words with  
comprehension



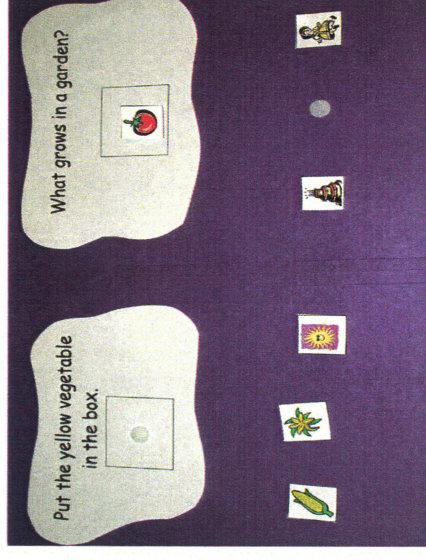
# Language Arts - Function and Concepts



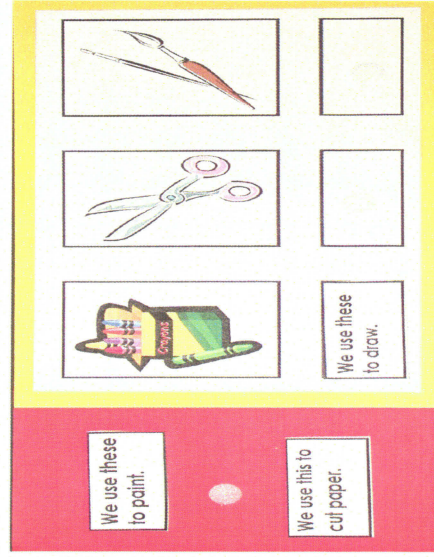
Fill in sentence  
with picture



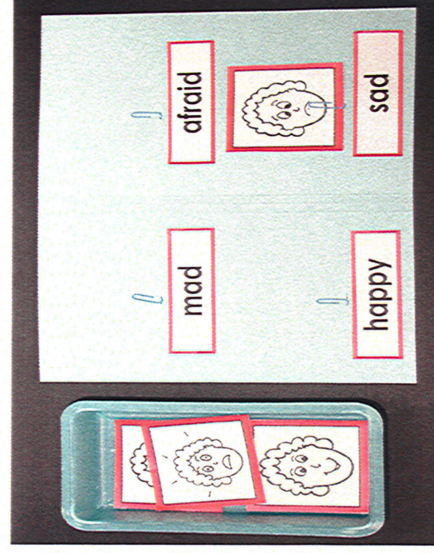
Answer questions with  
Velcro™ answers



Answer question  
with picture



Match functions  
with pictures



Match pictures  
with emotions



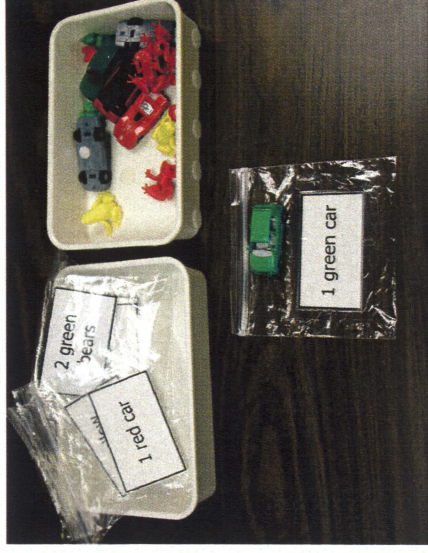
Match pictures  
with prepositions



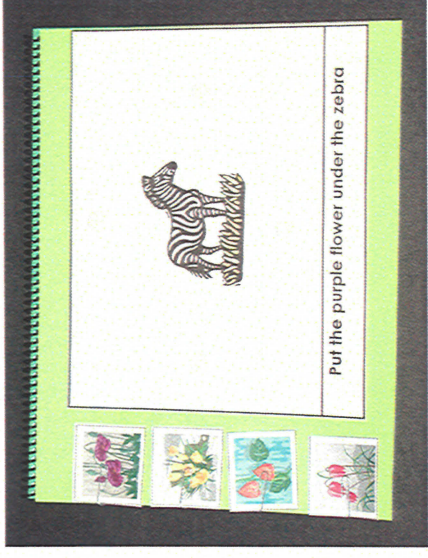
# Language Arts - Comprehension



Read with pictures



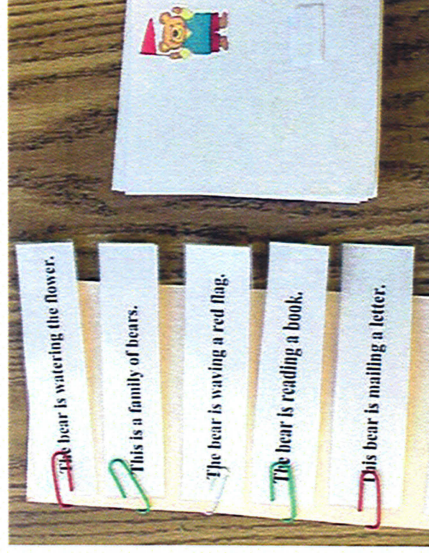
Multiple attributes



Follow  
written directions



Match pictures  
with descriptions



Match description  
with picture



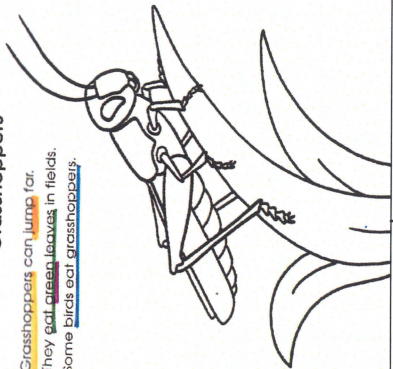
Retell in  
sequential order



# Language Arts - Worksheets

### Grasshoppers

Grasshoppers can jump far.  
They eat green leaves in fields.  
Some birds eat grasshoppers.



Write Here!

1. What can jump far?  
grasshoppers

2. What do grasshoppers eat?  
leaves

3. What color are the leaves?  
green

4. What do some birds eat?  
\_\_\_\_\_

5. Color the grasshopper's legs.

Color code for reference  
Grasshopper worksheet

Name \_\_\_\_\_ Date \_\_\_\_\_ Form 10

### Word Referents II, her, them, us

★ Ben asked Mary to skate with him.  
Ben asked her today.  
X Mary \_\_\_\_\_ the skates  
\_\_\_\_\_ Ben

2. Amy is not in the library.  
I can't find her anywhere.  
\_\_\_\_\_ the library  
\_\_\_\_\_ Amy  
\_\_\_\_\_ I

4. Dan likes the oranges in the box.  
Dan wants to eat all of them.  
\_\_\_\_\_ Dan  
\_\_\_\_\_ the oranges  
\_\_\_\_\_ the box

5. Max and I got some books.  
Dad gave the books to us.  
\_\_\_\_\_ the books  
\_\_\_\_\_ library  
\_\_\_\_\_ Max and I

1. 'Ask Milton to get the ball.  
Milton can put it in the house.  
\_\_\_\_\_ the house  
\_\_\_\_\_ Milton  
\_\_\_\_\_ the ball

3. Lupe said she likes Maria and me.  
Today Lupe said she likes us.  
\_\_\_\_\_ Lupe  
\_\_\_\_\_ Maria and me  
\_\_\_\_\_ she







5. Max and I got some books.  
Dad gave the books to us.  
\_\_\_\_\_ the books  
\_\_\_\_\_ library  
\_\_\_\_\_ Max and I

2. Amy is not in the library.  
I can't find her anywhere.  
\_\_\_\_\_ the library  
\_\_\_\_\_ Amy

4. Dan likes the oranges in the box.  
Dan wants to eat all of them.  
\_\_\_\_\_ Dan  
\_\_\_\_\_ the oranges  
\_\_\_\_\_ the box


Segment and frame  
Comprehension

Beach Vocabulary  
Draw a line to the opposite.

 hot	 cold
 big	 little
 day	 night

Create worksheet with  
vocabulary words

## Cowboy



Outline in color



# Math

Concepts To Think About

Record Your Own Task Ideas Here

Number Sense	
Numeration	
Numerical operations	
Spatial sense	
Measurement	
Patterns	
Relationships and Functions	



# Math - One-to-One Correspondence



1:1 With golf tees



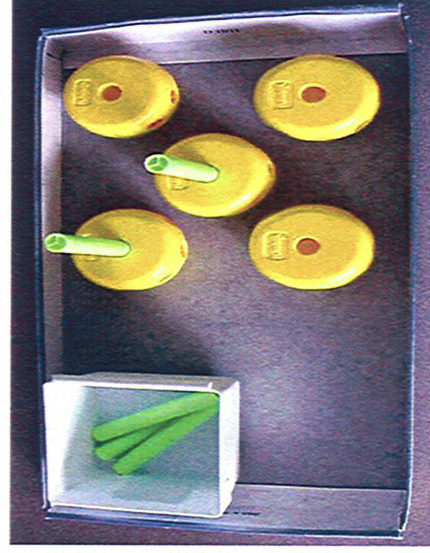
1:1 Bottles into carton



1:1 Pegs into  
film canisters



1:1 Teddy bears into ice  
cube tray compartments



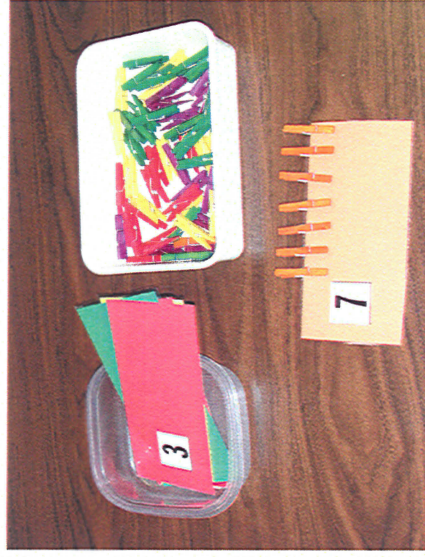
1:1 Tinkertoy™ parts



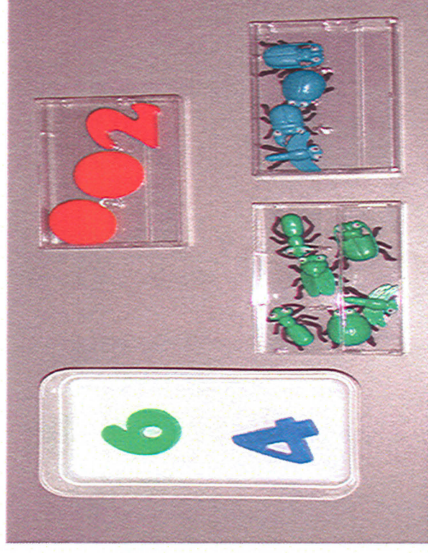
1:1 Button and top  
per jar



# Math - Matching Sets to Numerals



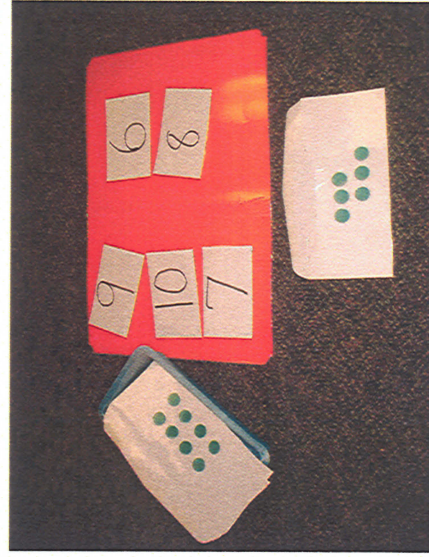
Place clothespins corresponding to numbers



Match magnetic numbers with sets



Package objects with counting jig



Match sets by number pockets



Match sets by number pockets



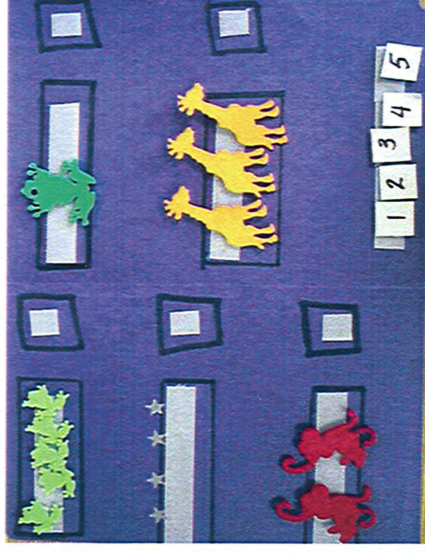
Match sets by numerals on baggies



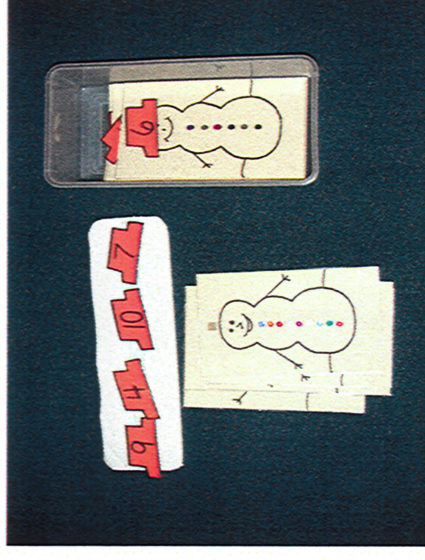
# Math - Matching Numerals to Sets



Matching numerals to  
sets of objects



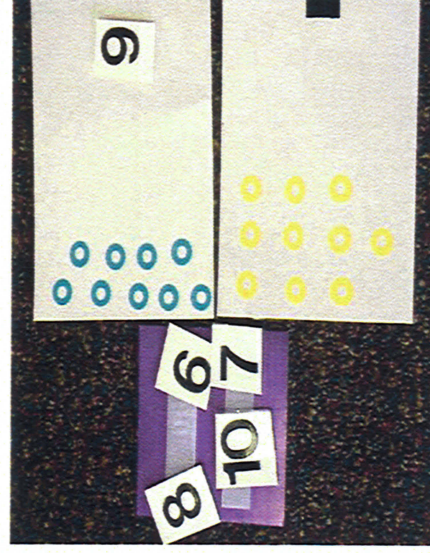
Velcro™ answers beside  
sets of animals



Count buttons and match  
corresponding hat



Adapted counting book



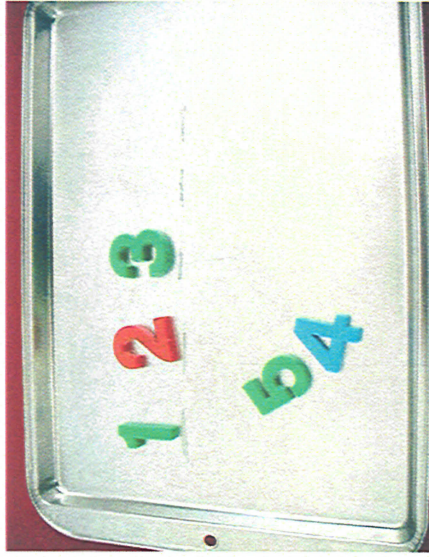
Velcro™ answer to set



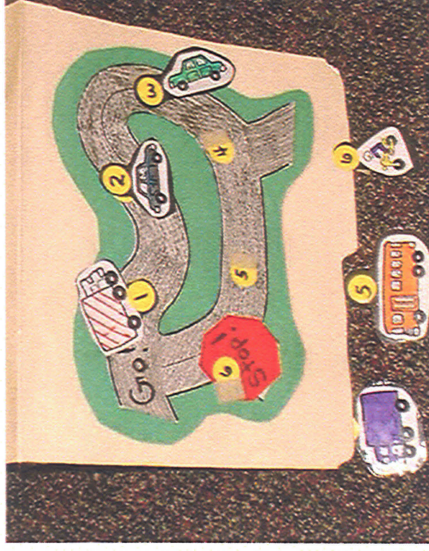
Inventory fruit in  
bag and write amount



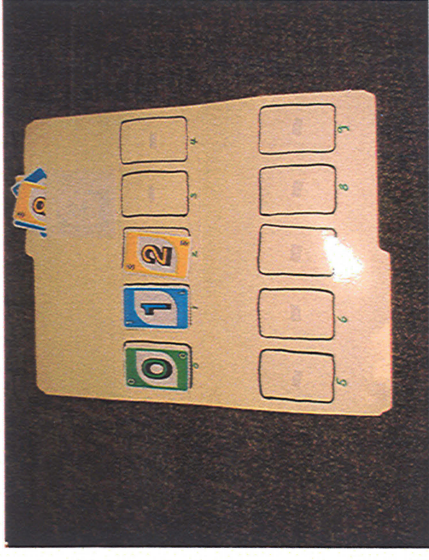
# Math - Sequencing Numbers



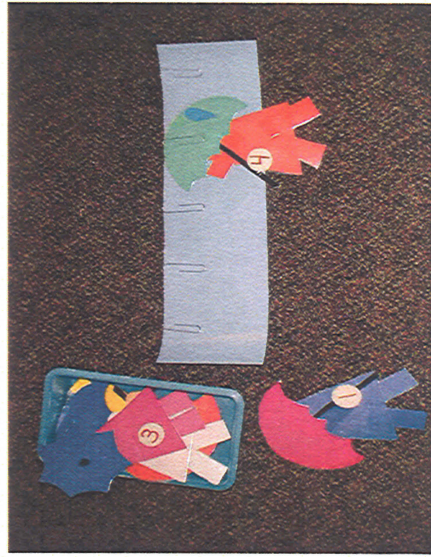
Sequencing magnetic numbers



Sequencing numbered vehicles



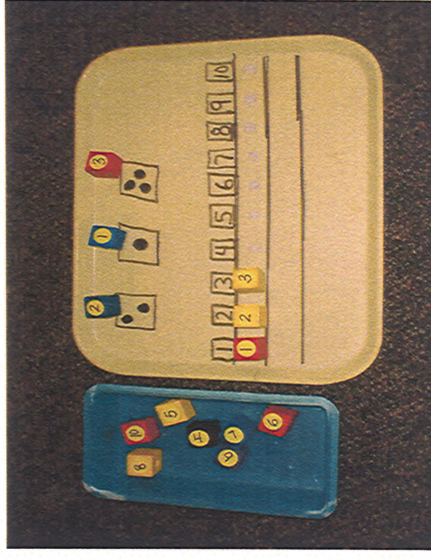
Sequencing UNO® cards



Sequencing numbered umbrellas with paperclips



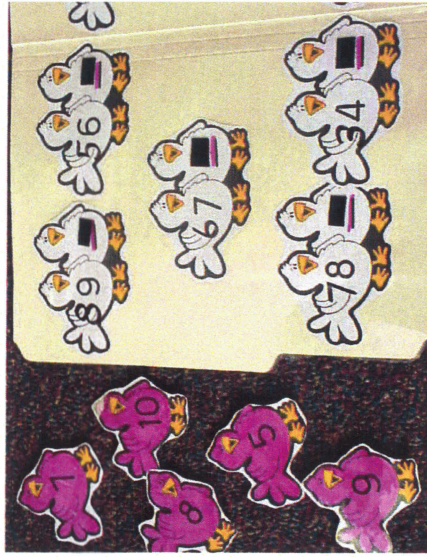
Sequencing numbered snap blocks



Sequencing numbered blocks to a match



# Math - Sequencing Numbers



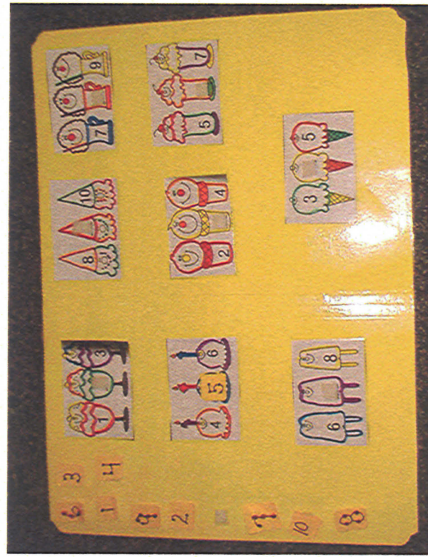
Velcro™ missing number  
folder activity



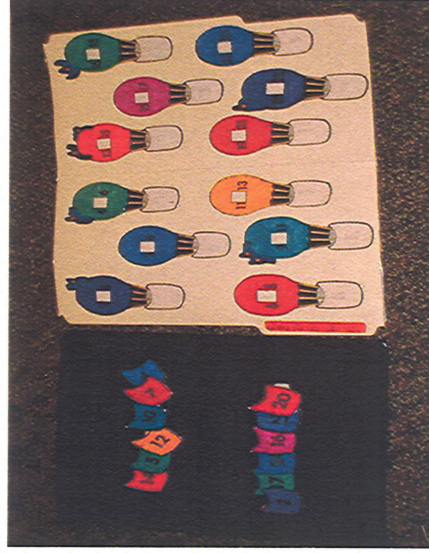
Velcro™ missing number  
flip book



Velcro™ missing number  
from sequence of three



Velcro™ missing number  
folder activity



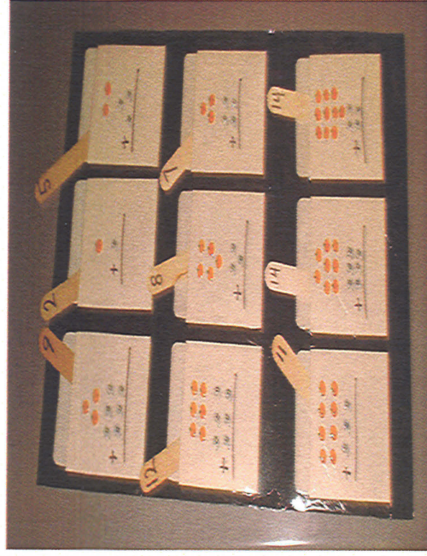
Place number from  
middle of sequence



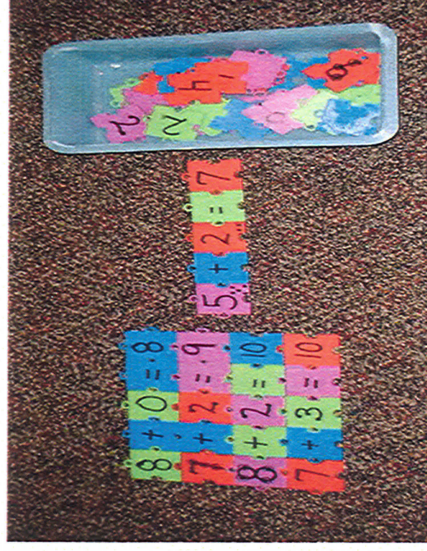
Dot to dot with  
color cues



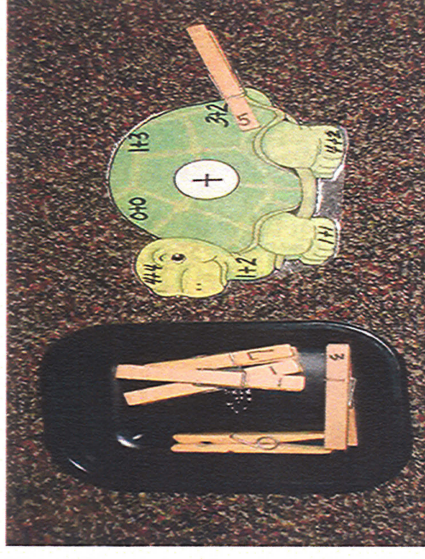
# Math - Addition



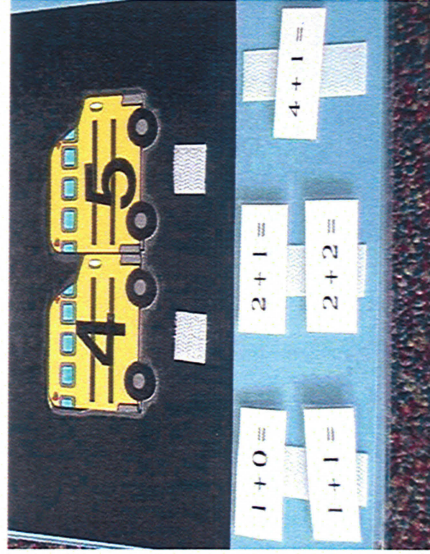
Addition using icons



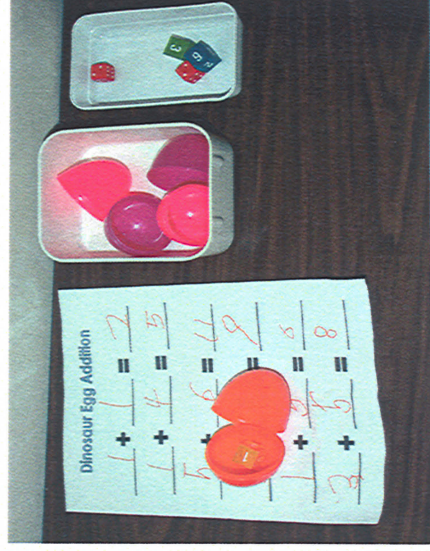
Addition with snap blocks



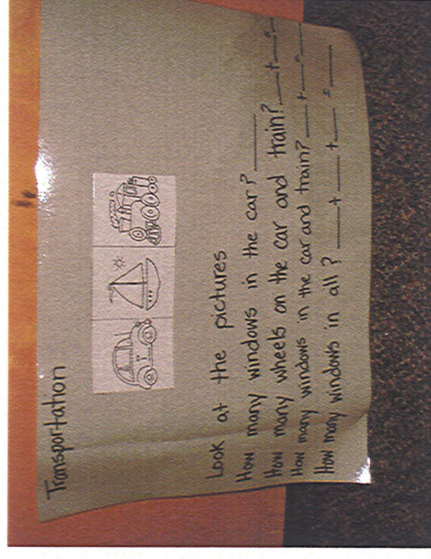
Addition with clothespin answers



Match problem with corresponding answer



Addition with dice inside plastic eggs



Addition word problem



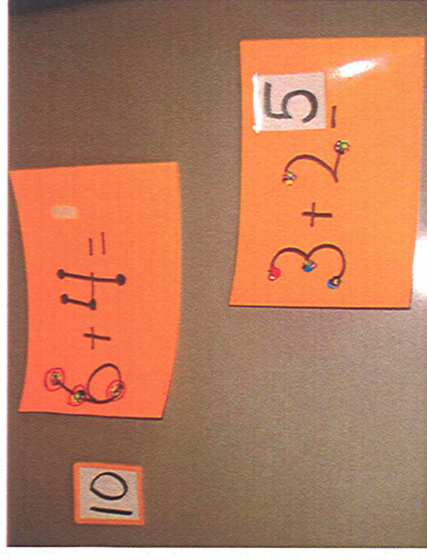
# Math - Addition and Subtraction



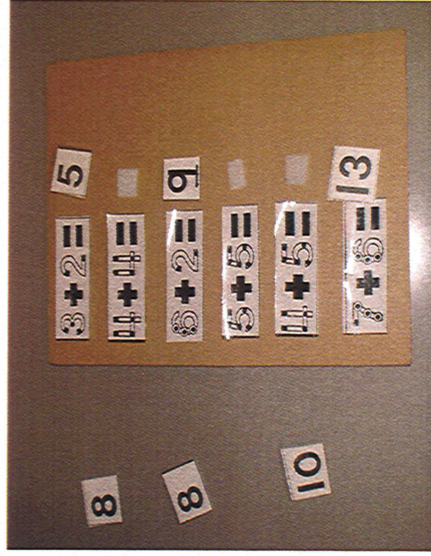
Addition with counters



Addition with counters



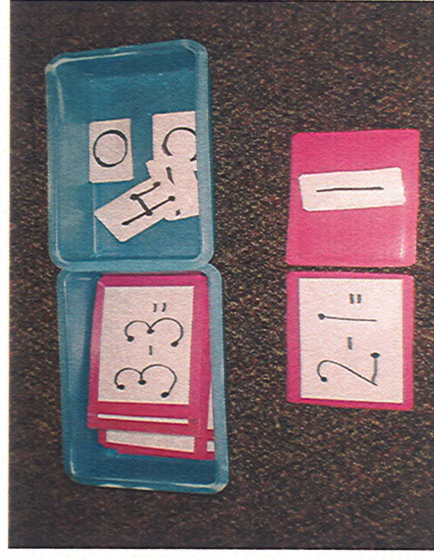
Addition with  
Touch Math®



Addition with  
Velcro™ answers



Addition answers  
into pocket



Subtraction using  
Touch Math®



# Math - Money



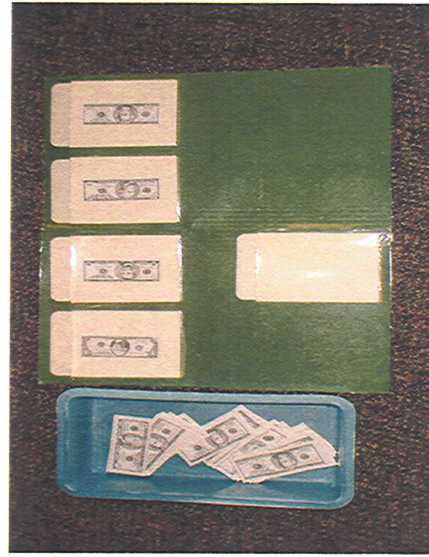
Sort coins by pictures



Match coins with pictures and package



Match coins with pictures and package



Sort dollar bills



Package dollar bills into wallets



Sort coins and dollars



# Math - Money



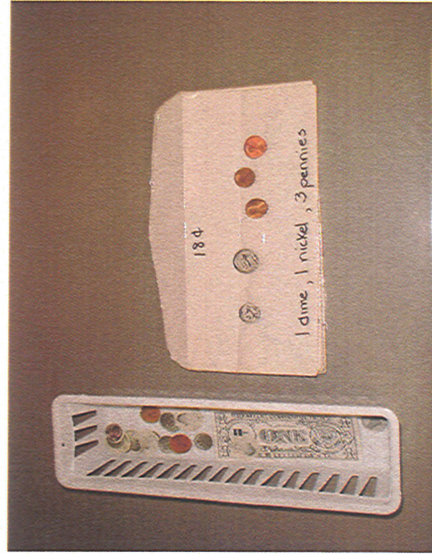
Match coins with values



Sort coins by value



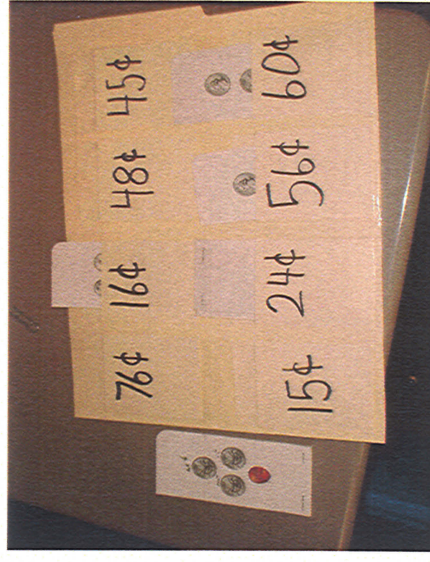
Match coins by value or picture cues



Match coins with written quantity



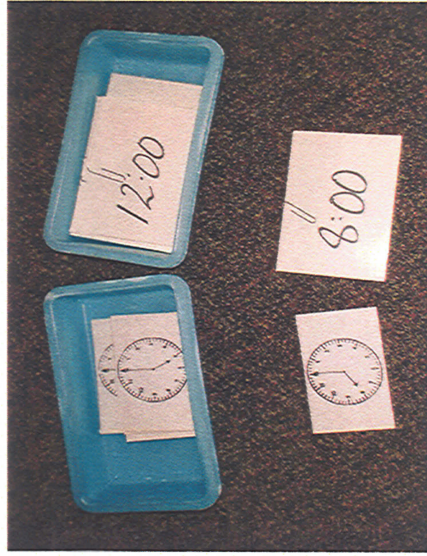
Match number amount with written value



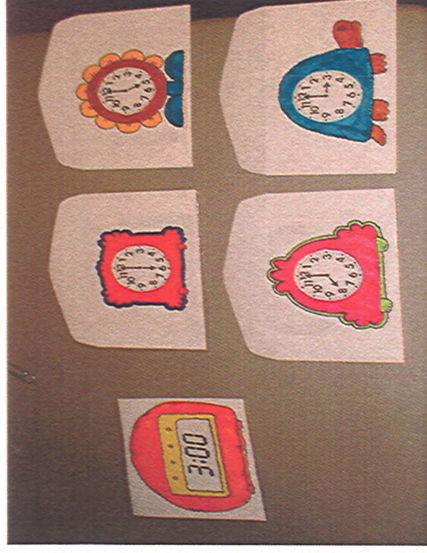
Match coin combinations with total value



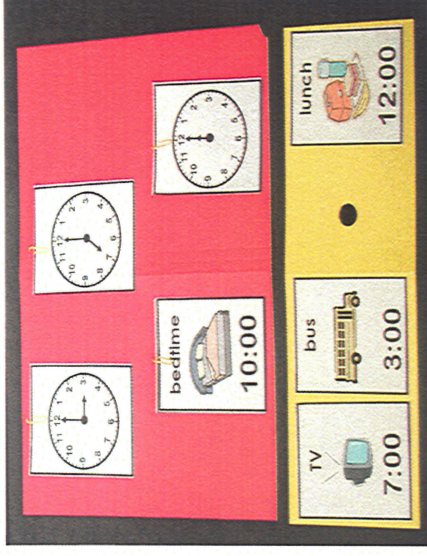
# Math - Time and Measurement



Match clock face with written time



Match digital time with clock face



Match activity and digital time with clock face



Measure with ruler



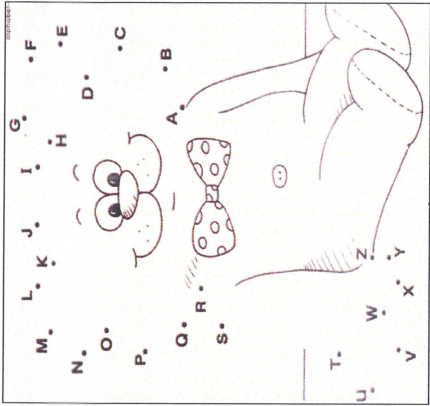
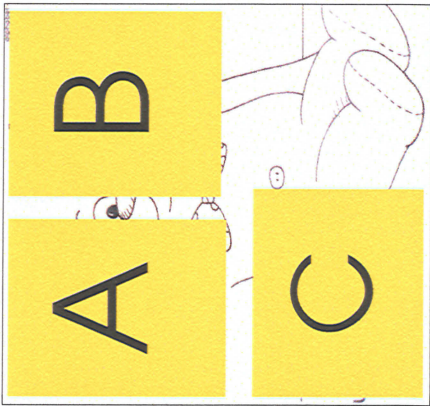
Graphing



Sequencing

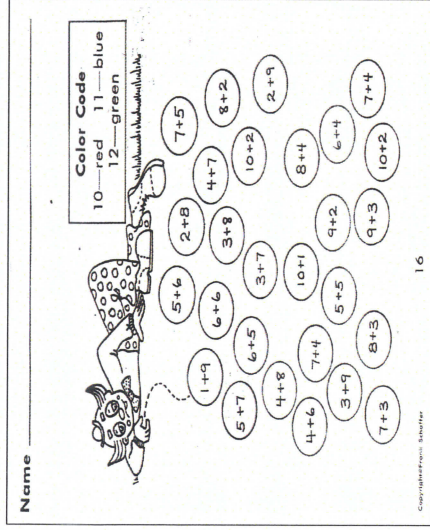
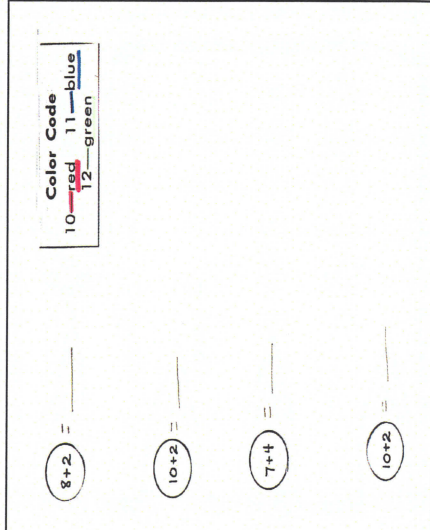


# Math - Worksheets

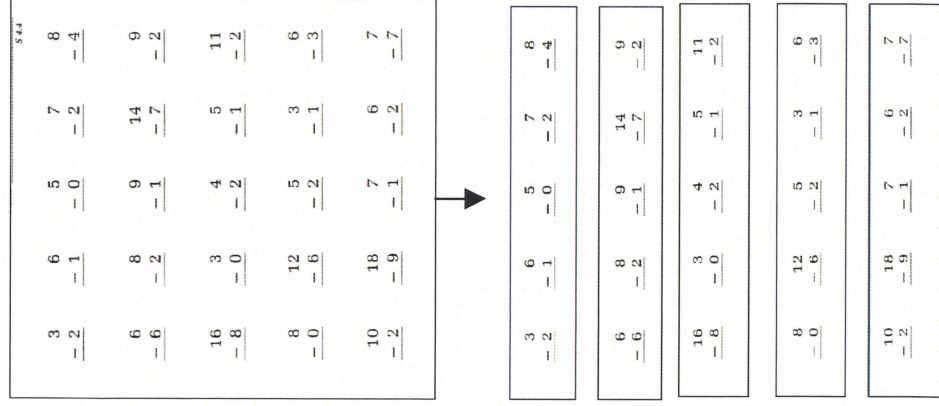
Limit and sequence

Alphabet dot to dot

Limit and color code

Subtraction problems



$$\begin{array}{r} 3 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -4 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 14 \\ -7 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 16 \\ -8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ -0 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ -6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ -1 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ -3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ -9 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -1 \\ \hline \end{array}$$

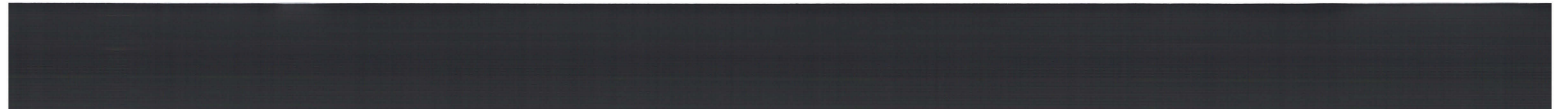
$$\begin{array}{r} 6 \\ -2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ -7 \\ \hline \end{array}$$

Segment and separate

Subtraction problems





# Reasoning

Concepts To Think About

Record Your Own Task Ideas Here

Concepts relating to the student's environment	
Exploring materials	
Making predictions	
Generating attributes	
Uses of common objects	



# Reasoning - Categorization



Categorize by season



Sort grocery items



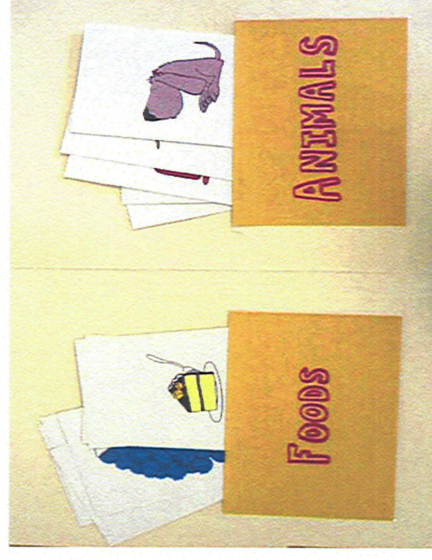
Fruits and vegetables



Animals, clothes or food



Dogs or cats



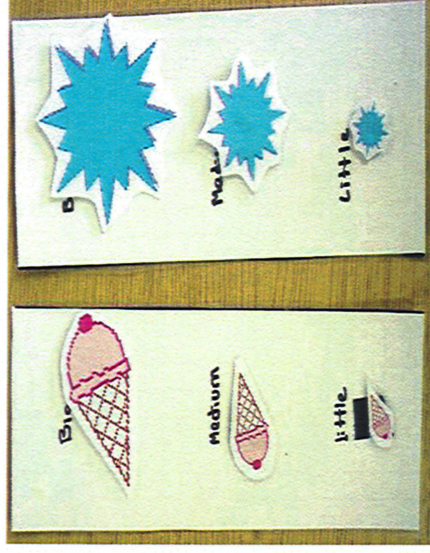
Foods or animals



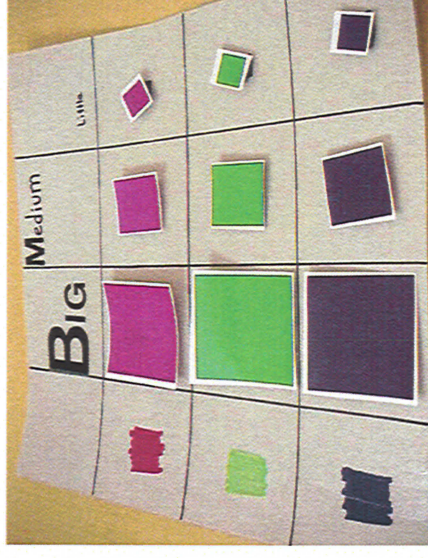
# Reasoning - Sizes and Sequencing



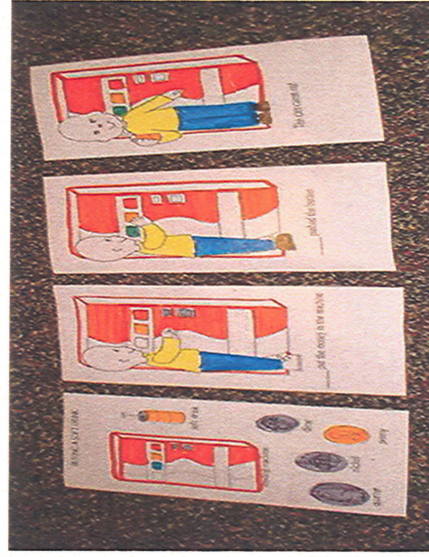
Sort objects by size



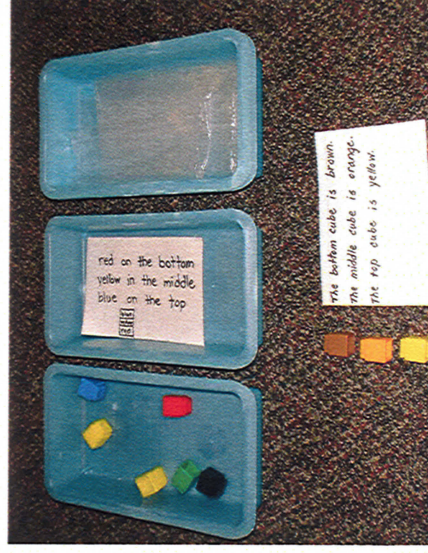
Big, medium and little



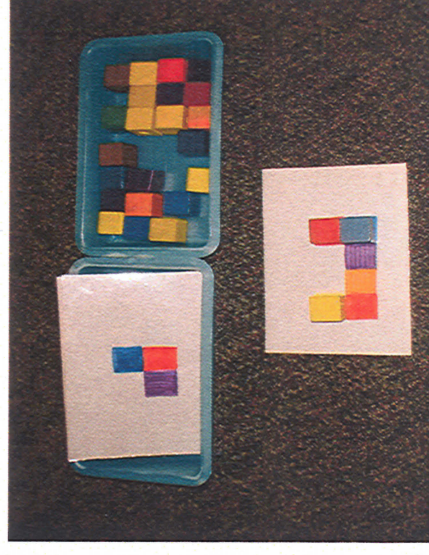
Big, medium and little



Sequencing an activity



Place items by location



Block pattern match



# Reasoning - Parts and Wholes



Four- piece puzzle



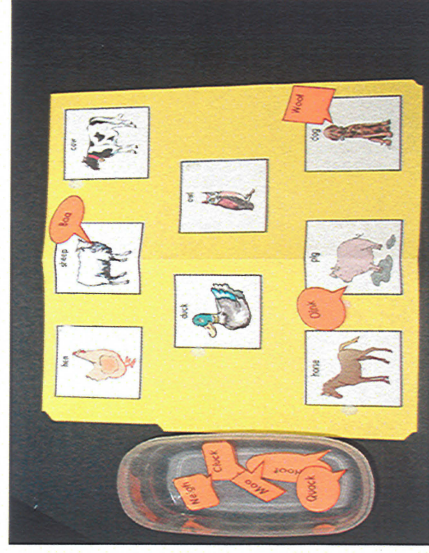
Corresponding parts



Corresponding parts



Half to whole



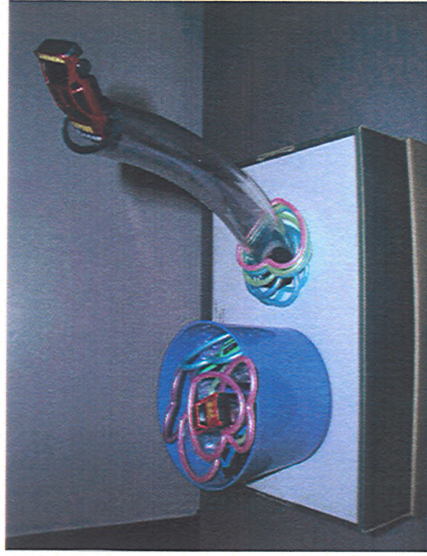
Match sound to  
its animal



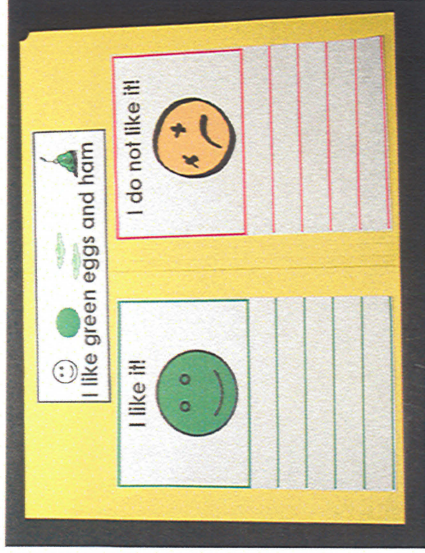
Match animals to  
their homes



# Reasoning - Opposites



Inside or outside



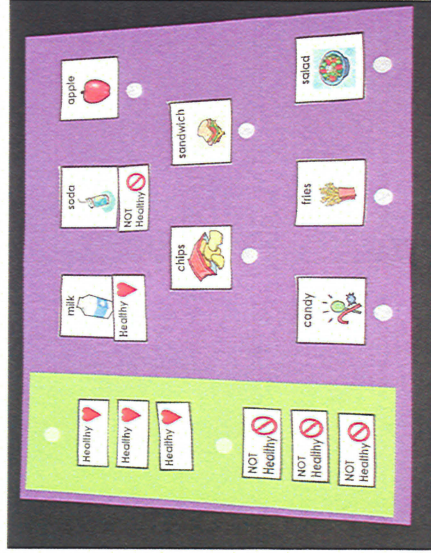
Likes or dislikes



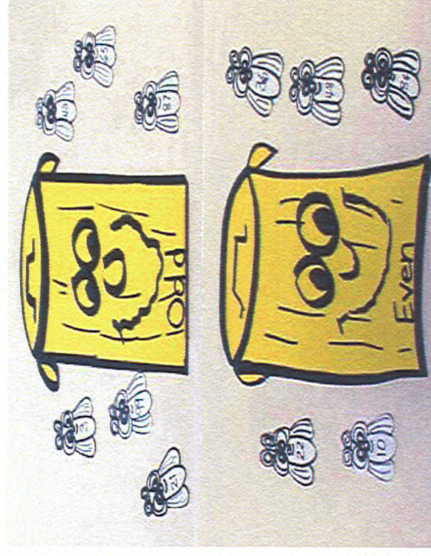
Happy or sad



Fun or not fun



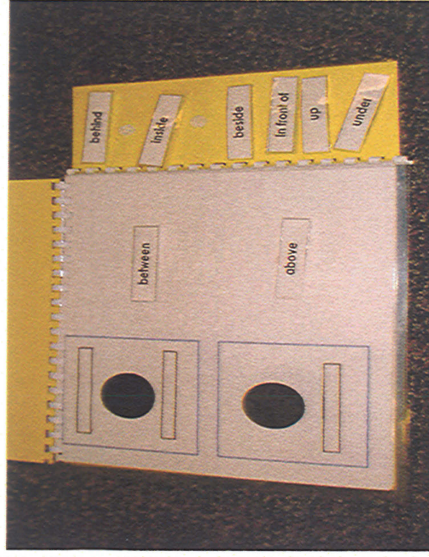
Healthy or not healthy



Odd or Even



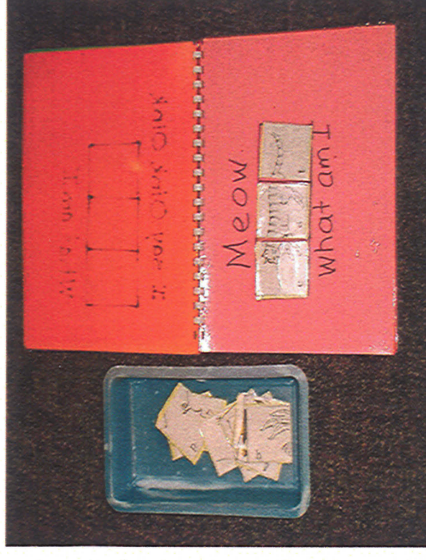
# Reasoning - Language Concepts



Prepositions



Which is different?



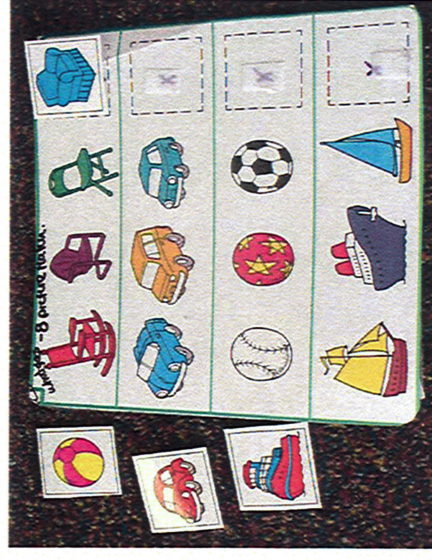
Animal... "What am I?"



Match picture with description



Match object with outline



Category



# Play

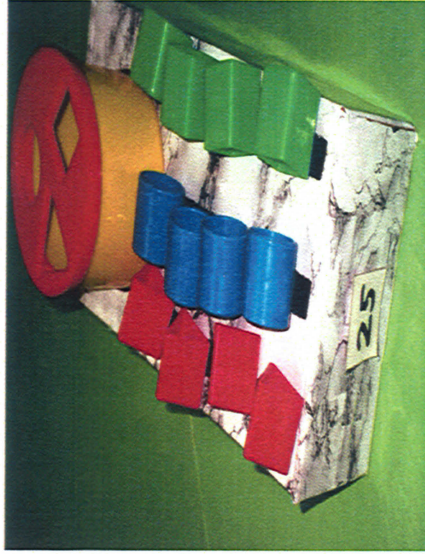
Concepts To Think About

Record Your Own Task Ideas Here

Art and music	
Manipulatives	
Games	
Independent play	



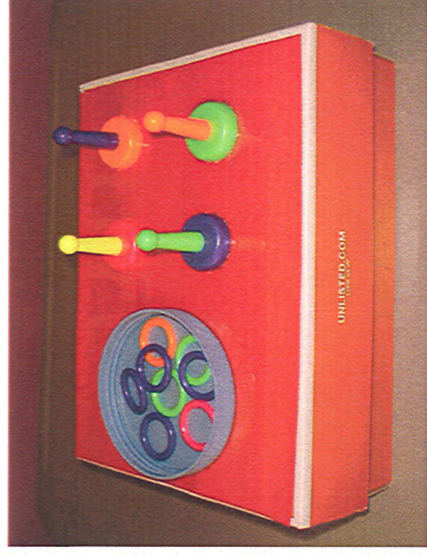
# Play - Manipulatives



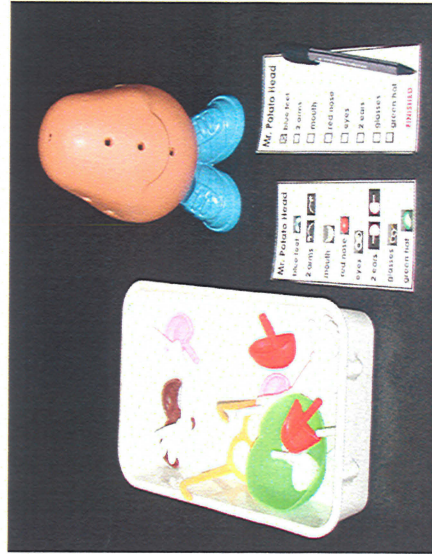
Shape sorter



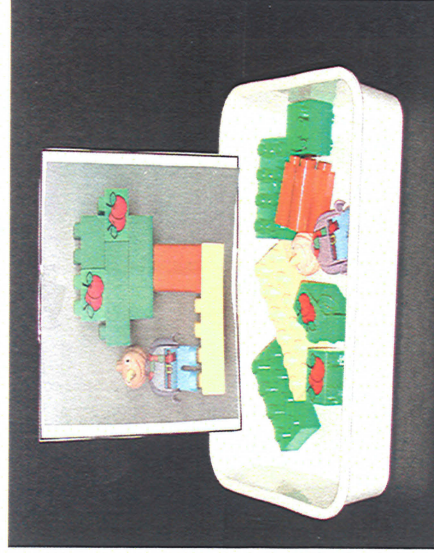
Color-coded puzzle assembly



Structured ring toss



Mr. Potato Head™



Duplo™ assembly by photo



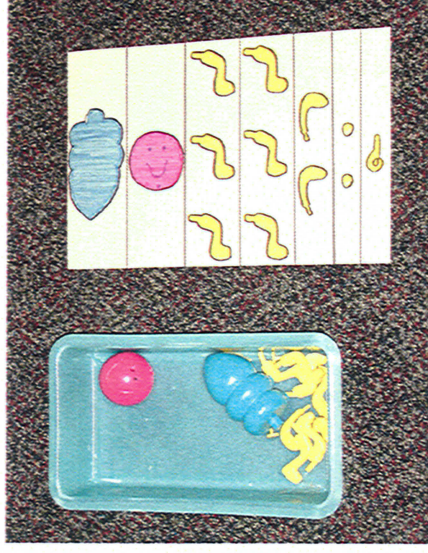
Bristle block jig



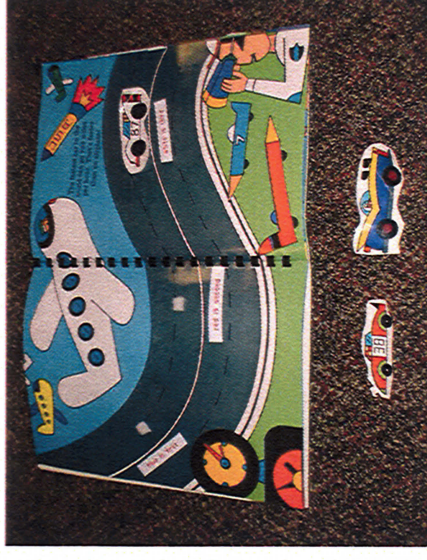
# Play - Independent



Beads into tube



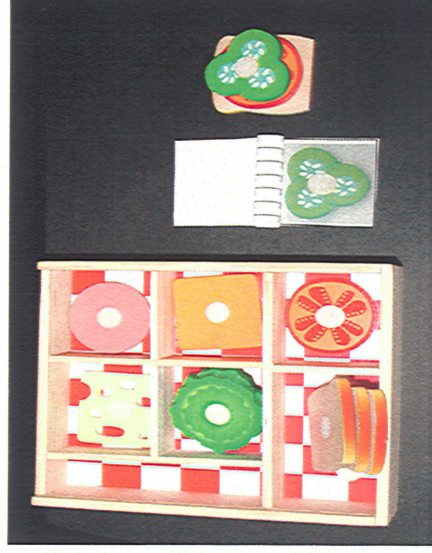
Cootie Bug™ picture assembly



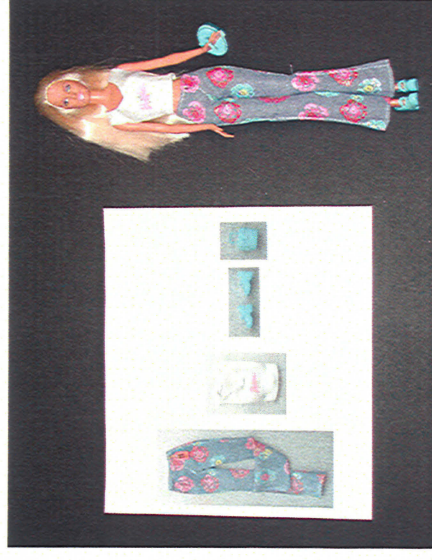
Adapted sticker book



Magnetic farm animals



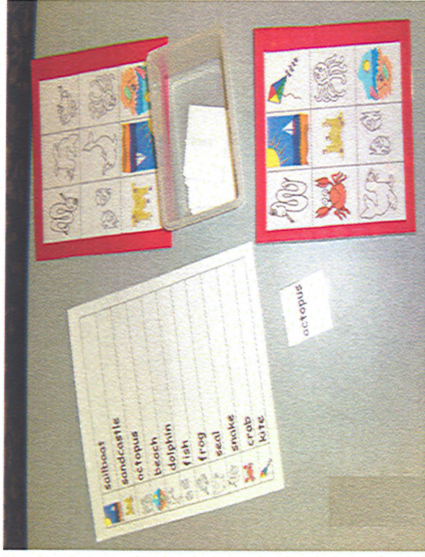
Making a play sandwich



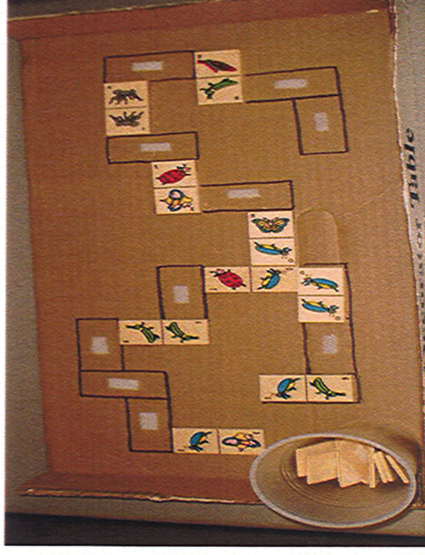
Dressing Barbie™



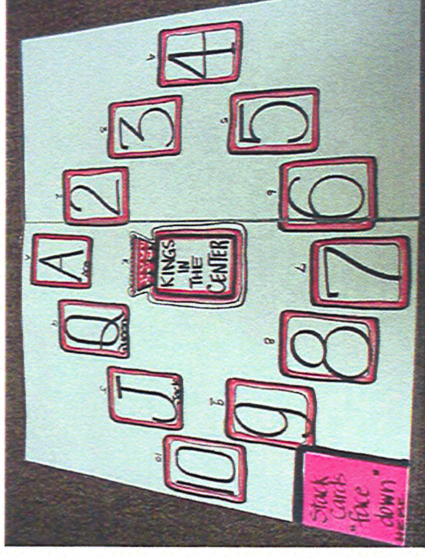
# Play - Games



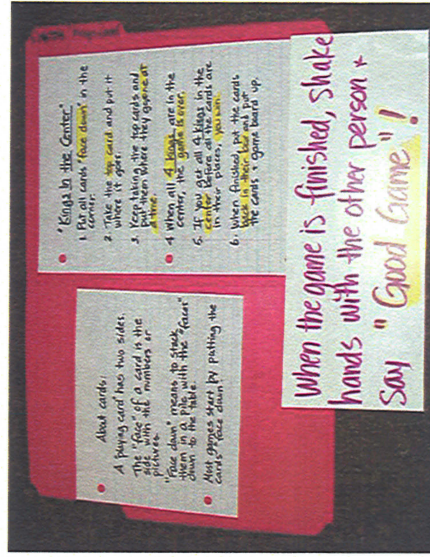
Unit-based LOTTO



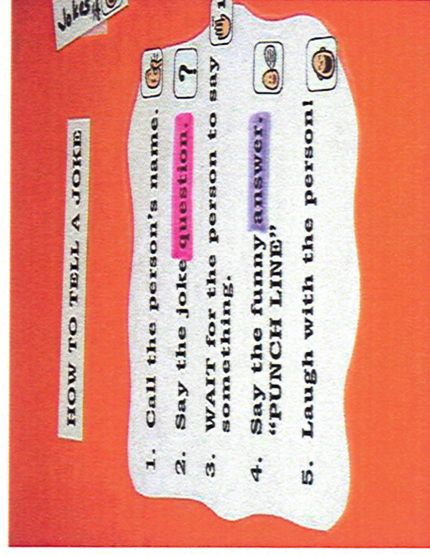
Stabilize dominoes



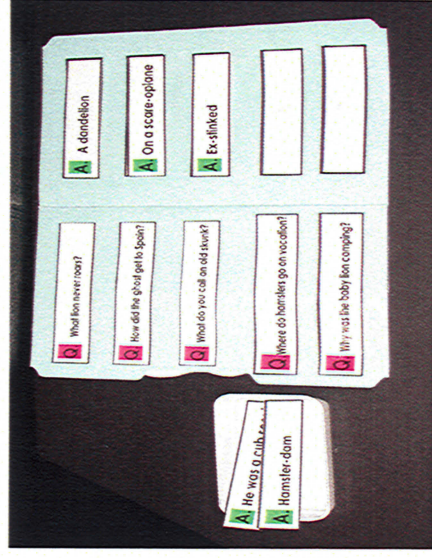
Layout for card game  
"Kings in the Center"



Unit-based LOTTO



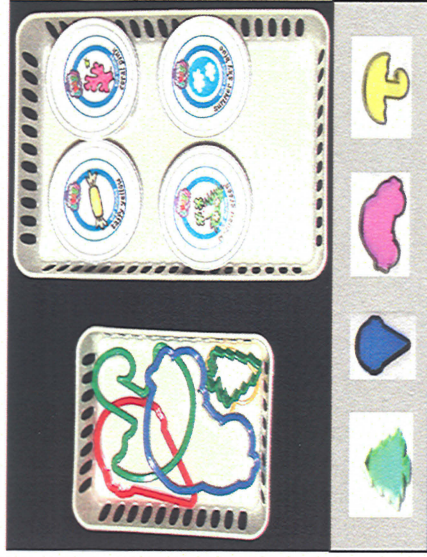
Structure for  
"How to Tell" a joke



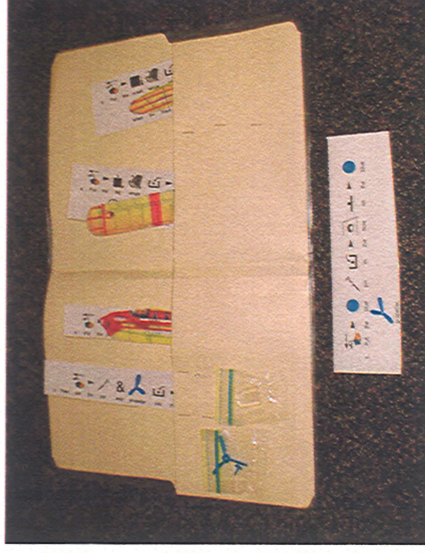
Color-coded jokes  
and answers



# Play - Art and Music



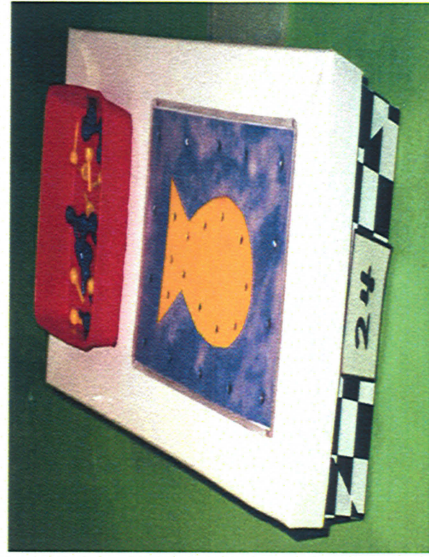
Playdoh™ picture jig



Step-by-step  
airplane assembly



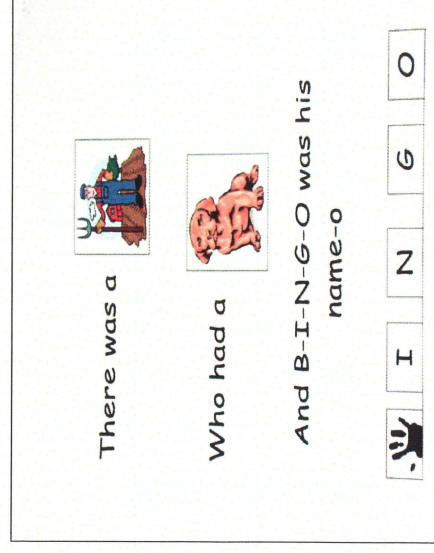
Left-to-right spin art



Pegboard



Making a card



Structure for song



## References

### Division TEACCH

*Treatment and Education of Autistic and related Communication handicapped Children (TEACCH)* is a Division of the Department of Psychiatry of the School of Medicine at the University of North Carolina at Chapel Hill. It is the nation's first statewide program for the treatment of children and adults with autism and similar developmental disorders.

For information about attending TEACCH trainings offered in North Carolina, please visit [www.TEACCH.com](http://www.TEACCH.com)  
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## Other References

### Shoebox Tasks

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