

GETTING A HAIRCUT



Sometimes I need to
get my hair cut.



Some people get their hair cut at home and some go to a salon.



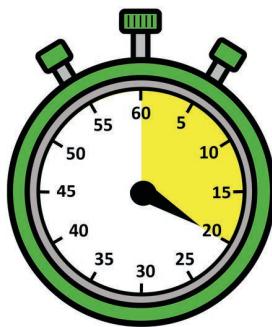
At the salon, there are some things I might see and hear.



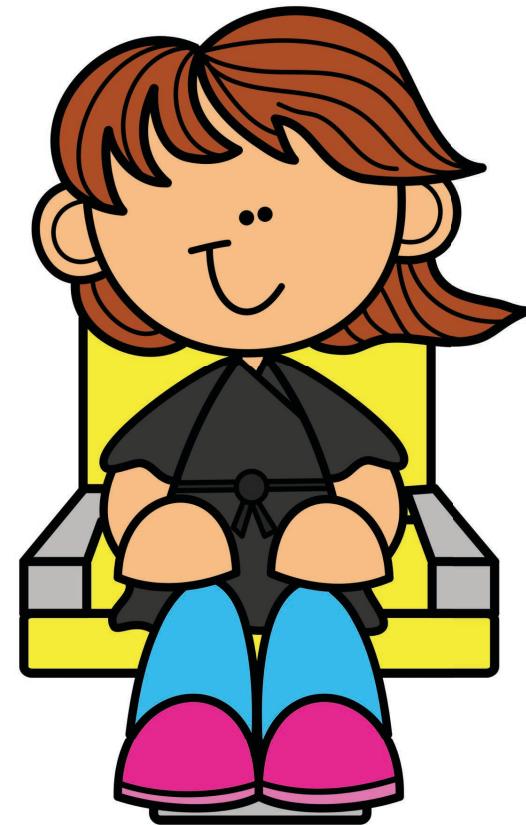
I might hear hair dryers.



I might see other people
their getting their hair cut.



Sometimes I need to wait for a few minutes when I get there.



Then, I will go sit in the salon chair and put on an apron.



The apron might feel strange at first, but it will keep hair off my clothes.



Next, the hair stylist will get my hair wet or wash it.



I will need to lay back in the chair and rest my head on the edge of the sink to get my hair washed



Then, the stylist will rinse my hair with water and dry it with a towel.



The hair stylist has
different tools to use.

They will use a scissors and
maybe a clipper.



The stylist will use
scissors to cut my hair.



It will not hurt, but I should
try my best to sit still.



The hair stylist might
use a clipper.



Clippers make a buzzing sound.
This might sound strange, but
clippers do not hurt.



The stylist will dry my hair with a hair dryer.



Hair dryers can be kind of loud.



The adult will pay for the haircut, and we can leave.

ALL DONE



Now my haircut is done!

FREE RESOURCE TERMS OF USE

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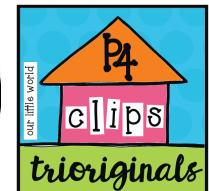
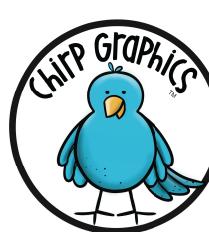
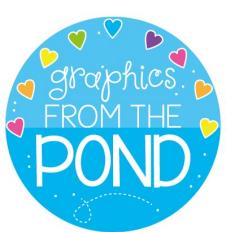
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- Share this resource by providing the link to the free product to your friends and colleagues or emailing it to parents
- Email me pictures of this resource in use at autismlittlelearners@gmail.com to be featured on my social media posts!

YOU MAY NOT...

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- Modify and sell this resource to others
- Post as your own

CLIPART CREDIT...

Thank you to these amazing clip artists for their talent!



INFORMATION

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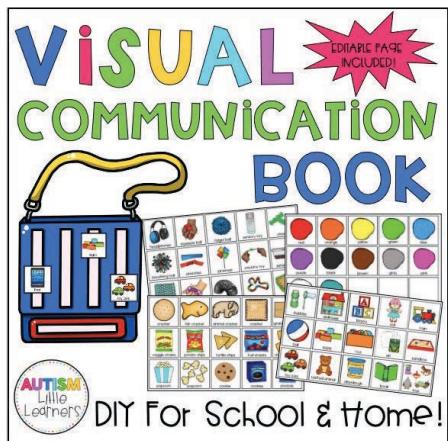
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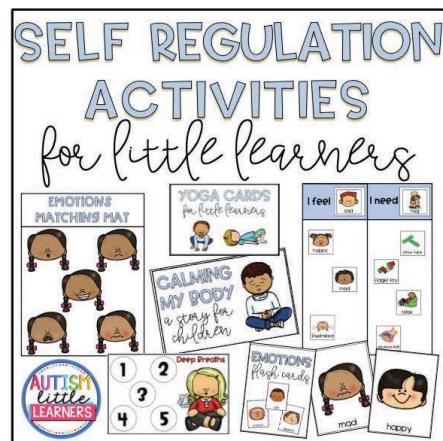
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THANK YOU!
I'm so appreciative
of your support!



taraTUCHEL
Speech/Language Pathologist

INFORMATION

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

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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.

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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, para, 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. Often times, 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.

Self Regulation

If a child is dysregulated, they aren't going to be in a position to take in or 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.

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 that be amazing? But, the reality is that we often 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 not at the beginning of the school year, YAY! If most utilized "systems" in your classroom. For me, it would be: visual schedules, all done bucket, wait mat, star chart, and the 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 packet for your paras. Be sure to include a sentence or two about why you are using each support.

Then, as you model it during "on the job training", they have some background information first. This will also help these important ones 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.

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INFORMATION

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

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