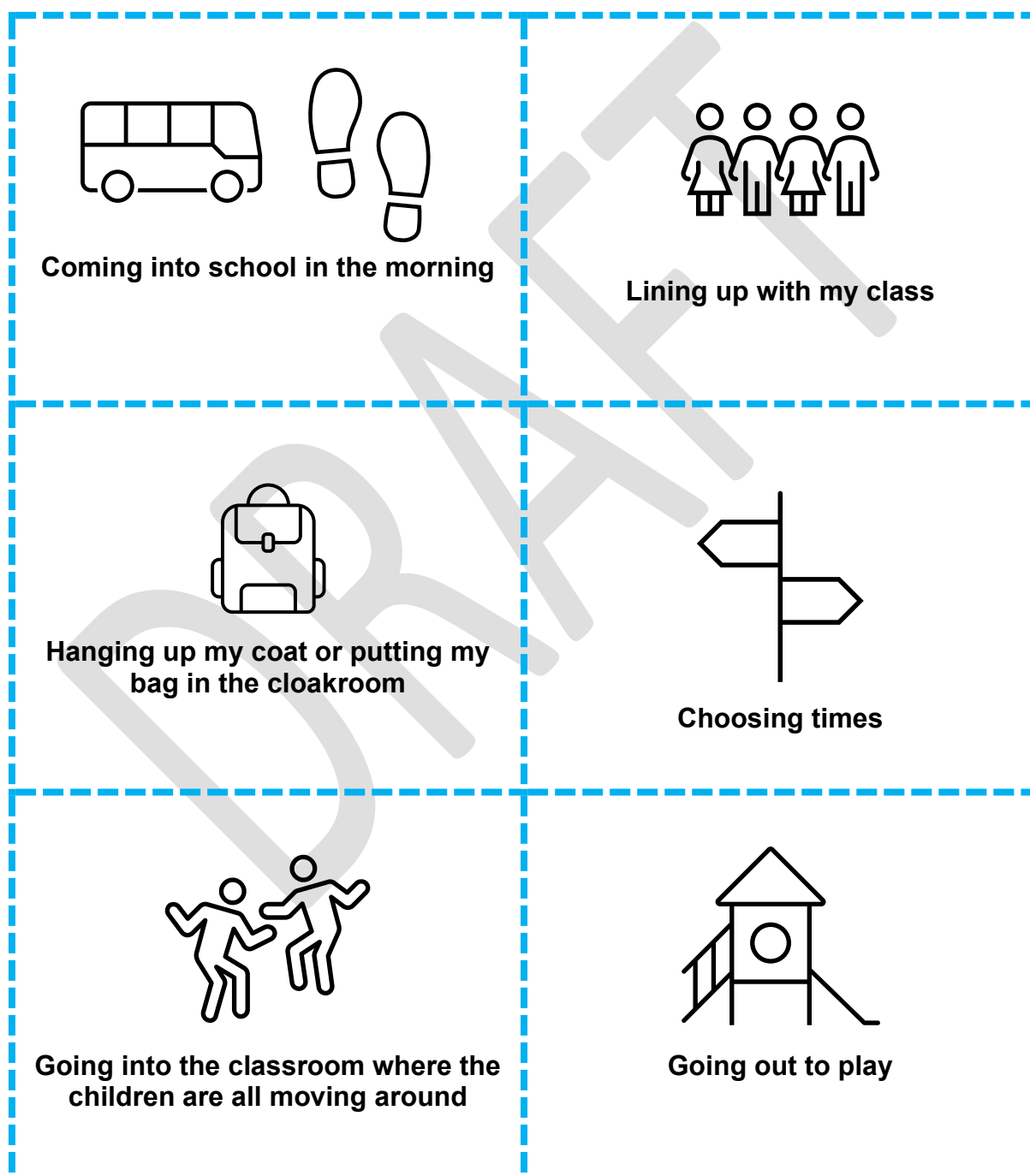


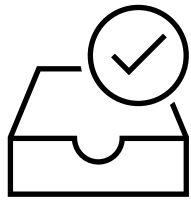
Mapping the Landscape of Your School – Primary Version

These visual cards have been developed from The ‘Mapping the Landscape of Your School’ questionnaires within the ‘Autism from Diagnostic Pathway to Intervention’ book by Kate Ripley (2015).

Social Environment Cards



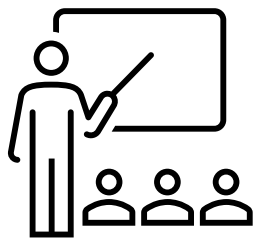
These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.



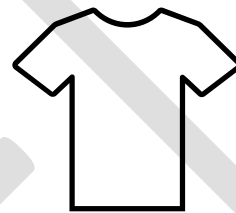
Finding my job to do when I come in



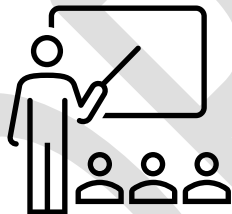
Sitting in the dining hall with other children



Finding a place where I can sit



Changing for PE



Carpet times



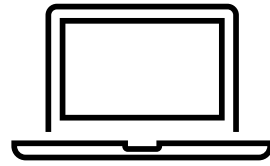
Joining in with games, PE, dance

Working in Class Cards

These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.



Answering questions in class



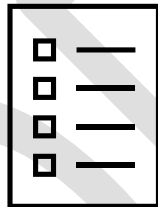
Using the computer to record what I have done



Listening when the teacher explains what we are going to do



When the teacher tells off other children



Following instructions



When the teacher is marking my work



Knowing what to do to start a task

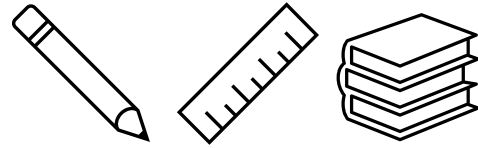


When I go into class and my usual teacher is not there

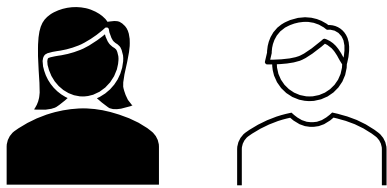
These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.



Working on my own



Making sure that I have all the books and equipment I need for the task



Working with a learning partner



When I have an LSA supporting me in class



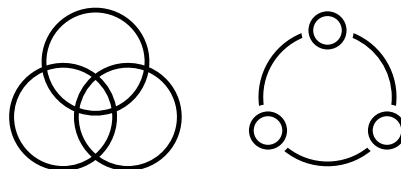
Working in a group



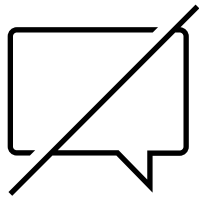
When I have to stop what I am doing before I have finished



Asking a teacher for help when I have not understood something



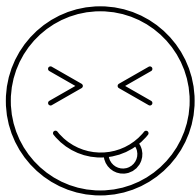
When the teacher uses pictures, diagrams, videos, etc to help to explain things



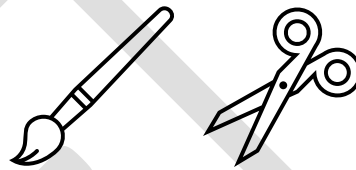
Working in a quiet class



Homework



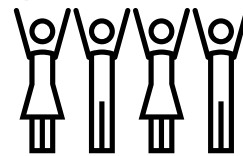
**Working when other children are
messing about**



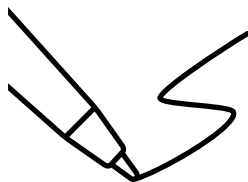
**Sharing equipment in practical
lessons, e.g. art or DT**



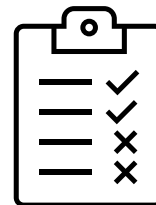
Reading aloud in class



**When other children try to distract
me**

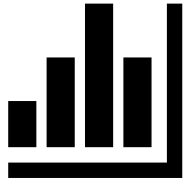


Written work – handwriting



Class tests and assessments

These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.



Recording what I have done in
pictures, diagrams or graphs

The Learning Environment Cards



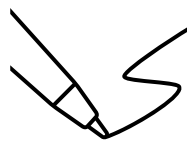
Science



ICT

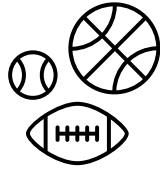


Reading



Writing

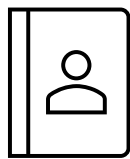
These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.



PE / Games



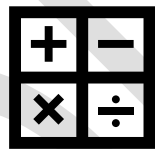
Drama



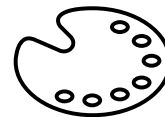
Topic Work



RE



Maths



Art



Design Technology



Geography

These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.



French



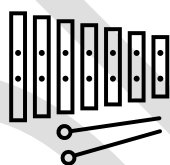
Spanish



Other Languages



Dance



Music

These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.

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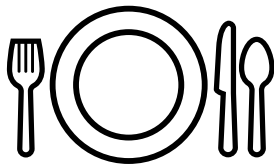
Mapping the Landscape of Your School – Secondary Version

These visual cards have been developed from The ‘Mapping the Landscape of Your School’ questionnaires within the ‘Autism from Diagnostic Pathway to Intervention’ book by Kate Ripley (2015).

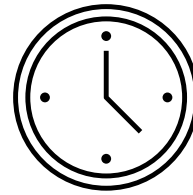
Social Environment Cards



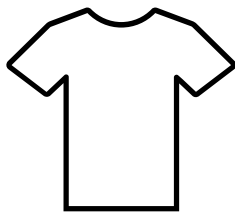
These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.



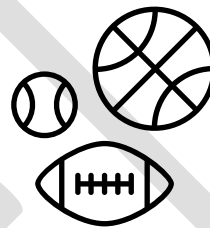
Sitting in the canteen



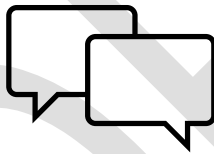
**Break times when I have to go out
with the other students**



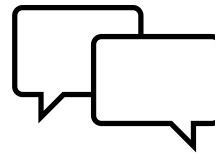
Changing for PE



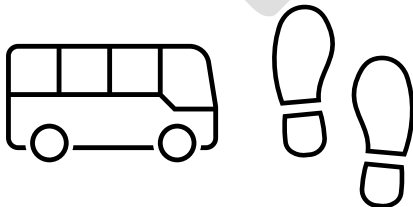
Taking part in PE, games



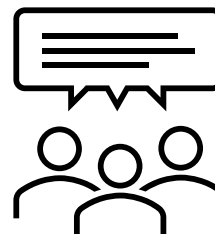
Talking to subject teachers



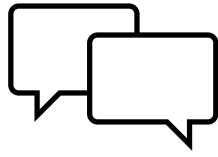
Talking to support staff/ staff in RP



**Getting to school and home from
school (walk, bus or taxi)**



**Talking to other students in my tutor
group**

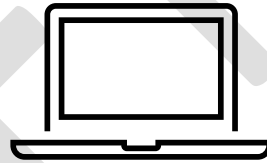


Talking to classmates

Working in Class Cards



Answering questions in class



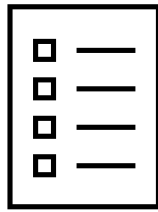
Using the computer to record what I have done



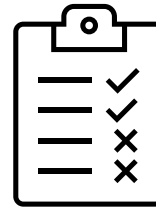
Listening when the teacher explains what we are going to do



When the teacher tells off other students



Following instructions



When the teacher is marking my work



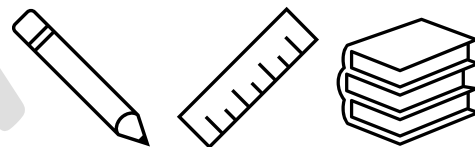
Knowing what to do to start a task



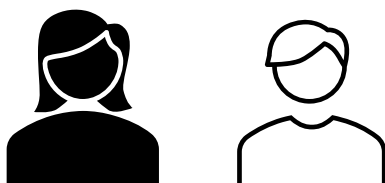
When I go into class and my usual teacher is not there, but a cover



Working on my own



Making sure that I have all the books and equipment I need for the class



Working with a learning partner



When I have an LSA supporting me in class

These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.



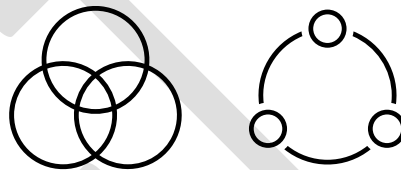
Working in a group



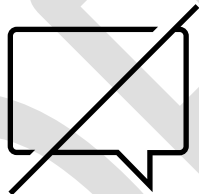
**When I have to stop what I am doing
before I have finished**



**Asking a teacher for help when I
have not understood something**



**When the teacher uses pictures,
diagrams, videos, etc to help to
explain things**



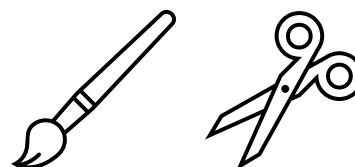
Working in a quiet class



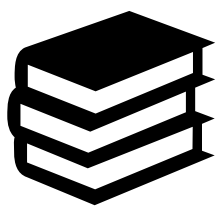
Homework



**Working when other students are
messaging about**



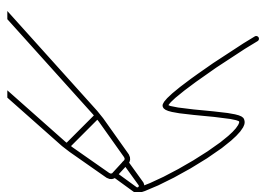
**Sharing equipment in practical
lessons, e.g. art or DT**



Reading aloud in class



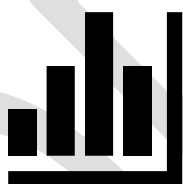
When other students try to distract me



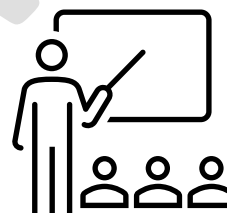
Written work – handwriting



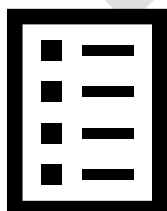
Class tests and assessments



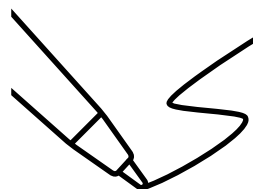
Recording what I have done in pictures, diagrams or graphs



When our class has been moved to a different room



Writing down homework so that I can understand what to do when I get home



When the teacher writes down what we have to do as well as telling us



When the teacher introduces a new topic I know little or nothing about



When the teacher is giving back our homework

The Learning Environment Cards



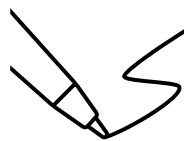
Science



ICT

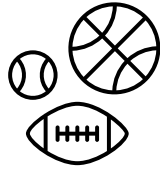


Reading



Writing

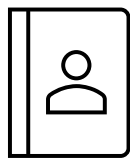
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PE / Games



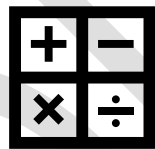
Drama



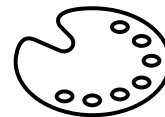
Topic Work



RE



Maths



Art



Design Technology



Geography

These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.



French



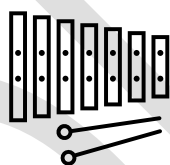
Spanish



Other Languages



Dance



Music

These cards are based on the Lancashire questionnaire, based on Kate Ripley's questionnaire.

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