"I See, I Understand, I Do" –
Enhancing Communication using Environmental and Visual Supports and Communication Strategies

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Visual Supports

Visual Supports

Visual Supports provide opportunities for increased ***independence to***…

- Learn more quickly
- Decrease aggression/frustration/anxiety
- Increase receptive/expressive communication
- Make choices
- Complete tasks
- Cope with changes
  - Transitions

Visual Supports (cont.)

- Read facial/bodily gestures
- Learn organizational skills
- Understand/interpret information
- Increase social awareness/ understanding
- Access general education curriculum
- Understanding work demands

AND…

- help ensure that the guiding principles (*order, structure, routine, predictability and consistency in all settings*) are properly implemented

Visual Supports include…

- Signs/gestures
- Actual Objects
- Photographs
- Pictures
- Line Drawings
- Symbols/Icons
- Written words

…anything visual

When developing visual supports…

…consider the following

Materials/Supplies

Visual materials

- Commercially published materials:
  - Boardmaker
  - Writing with Symbols
  - PECS Cards
- Objects
- Photos
- Picture/icons

Presentation of materials

- Three-ring binders of various size
- Folders
- Dry erase boards
- Large key rings
- Cardboard or stiff paper
- Laminating machine or contact paper
- Magnets, Velcro, sticky-tack, hot glue
- Photo albums or business card holders

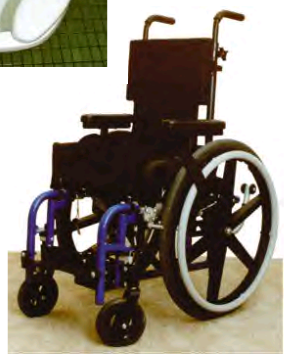
Commercial/Software…

Example of a variety of software available:

- ***Boardmaker:*** (black & white and color)
- ***Writing with Symbols:*** (black and white and color)
- ***Picture Exchange Communication Cards:***

  Picture cards are on heavy cardboard or plastic - used specifically with the PECS system

Picture This



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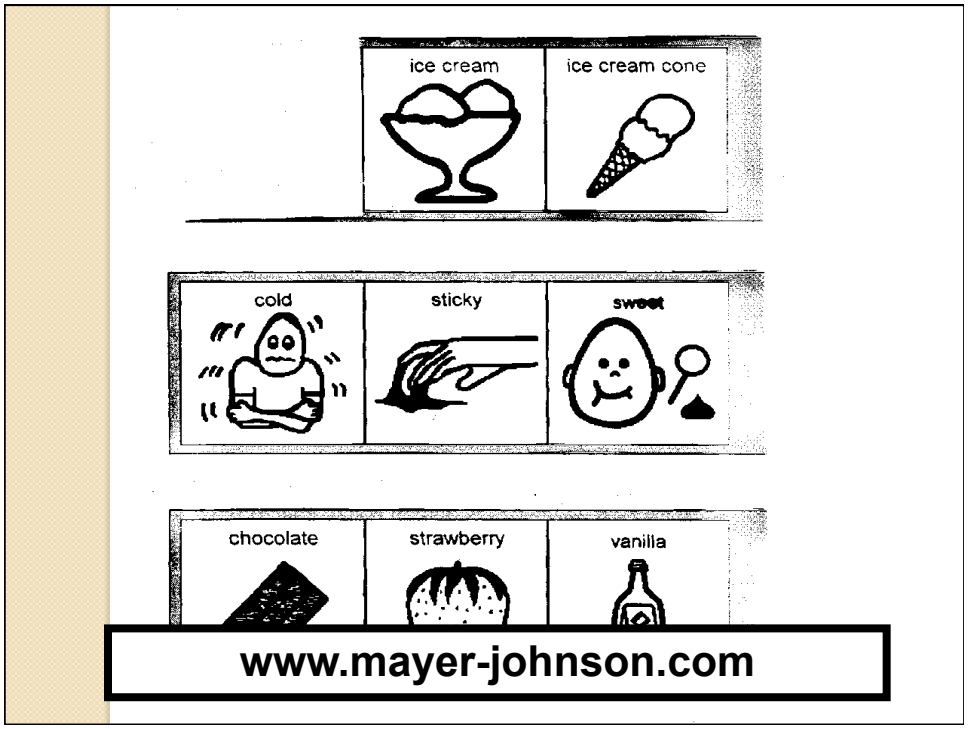
fax 888-777-0875


ice cream
ice cream cone
cold
sticky
sweet
chocolate
strawberry
vanilla
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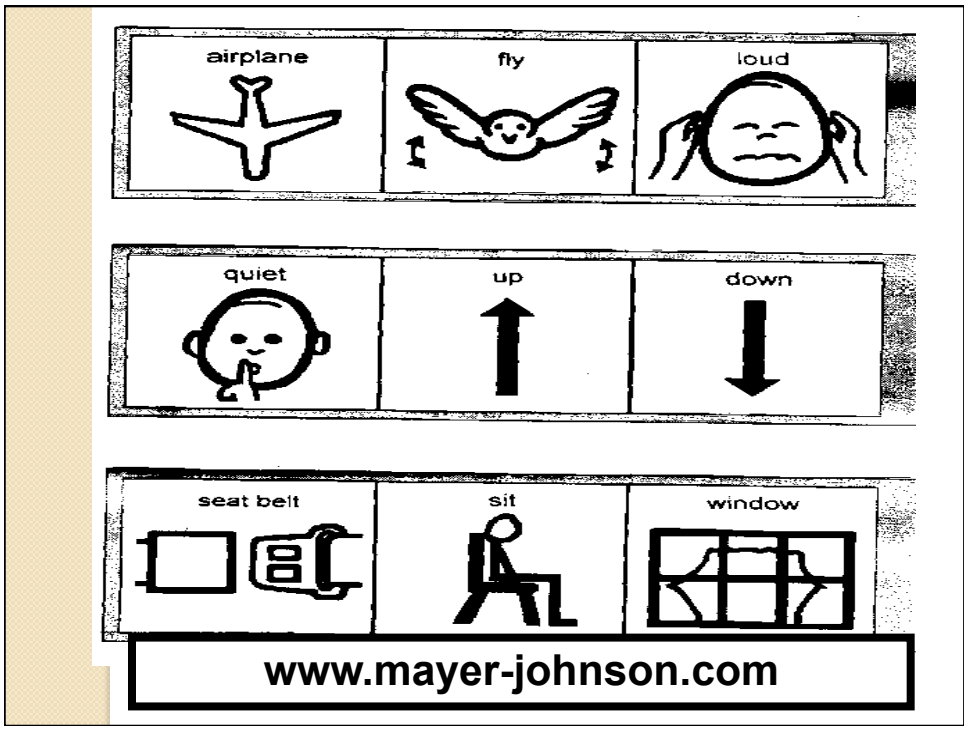
airplane
fly
loud
quiet
up
down
seat belt
sit
window
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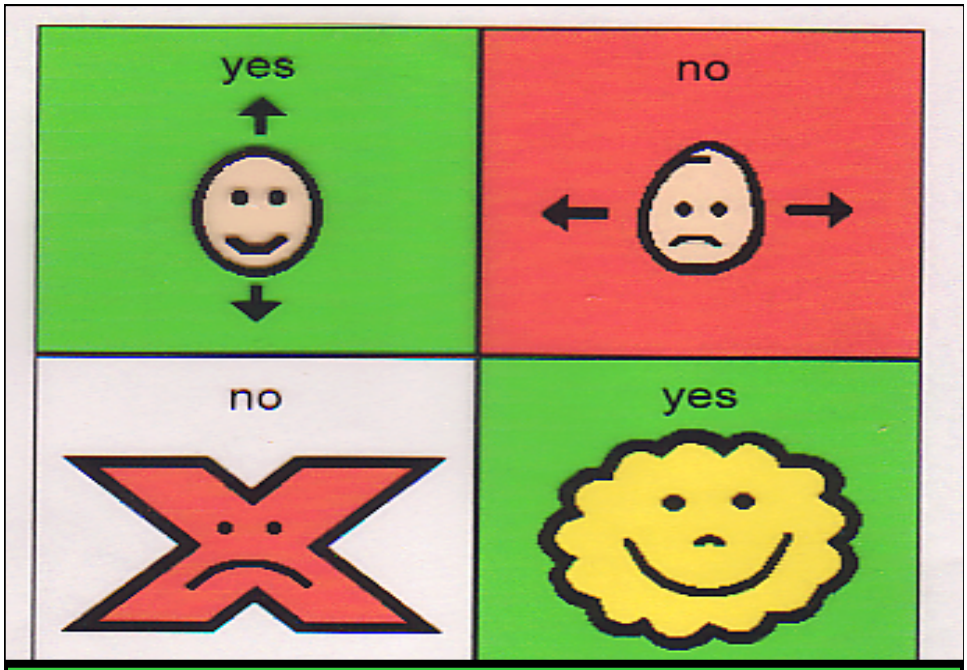

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KidAccess

6526 Darlington Road Pittsburgh, PA 15217 412-521-8552 jill@kidaccess.com

ACTIONS (1)

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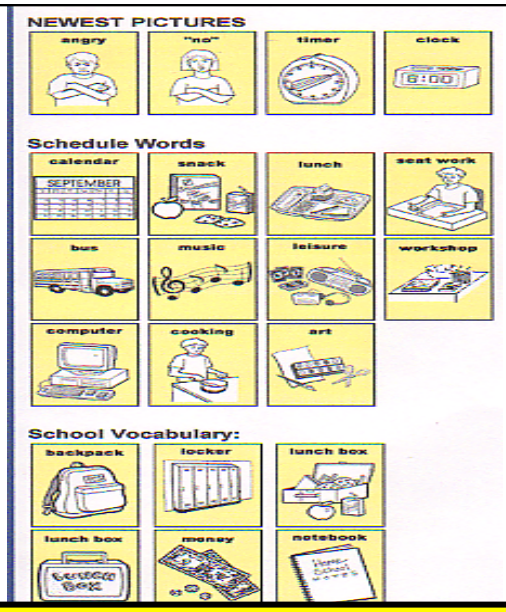
computer

Go Home

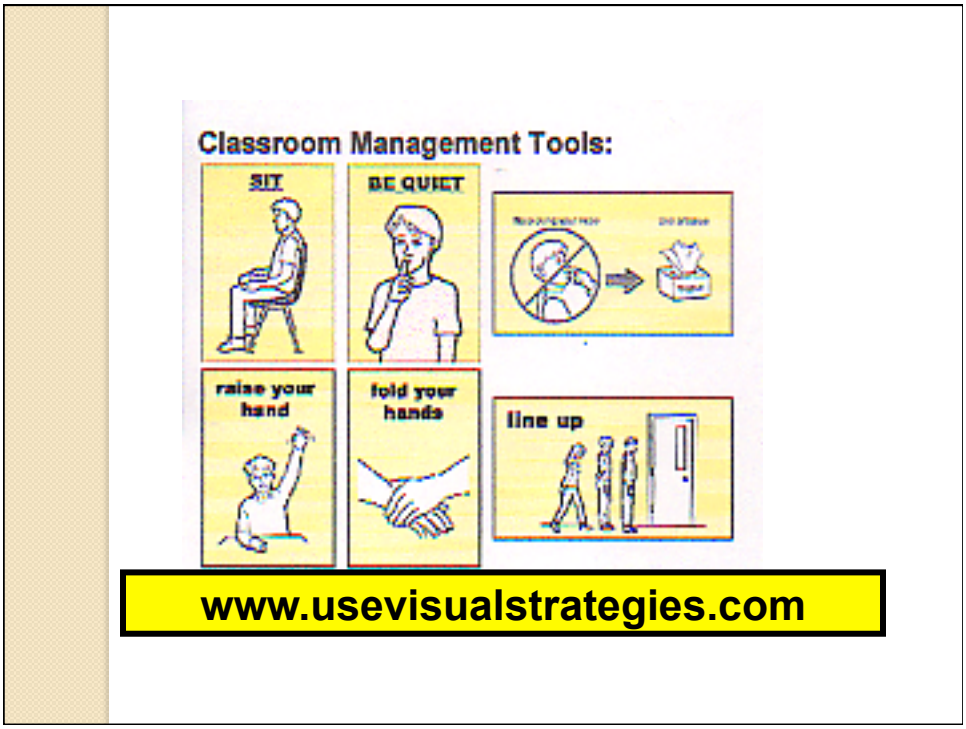
Math

Work Time

Clip- Art



www.usevisualstrategies.com


Classroom Management Tools:
SIT
BE QUIET
raise your hand
fold your hands
line up
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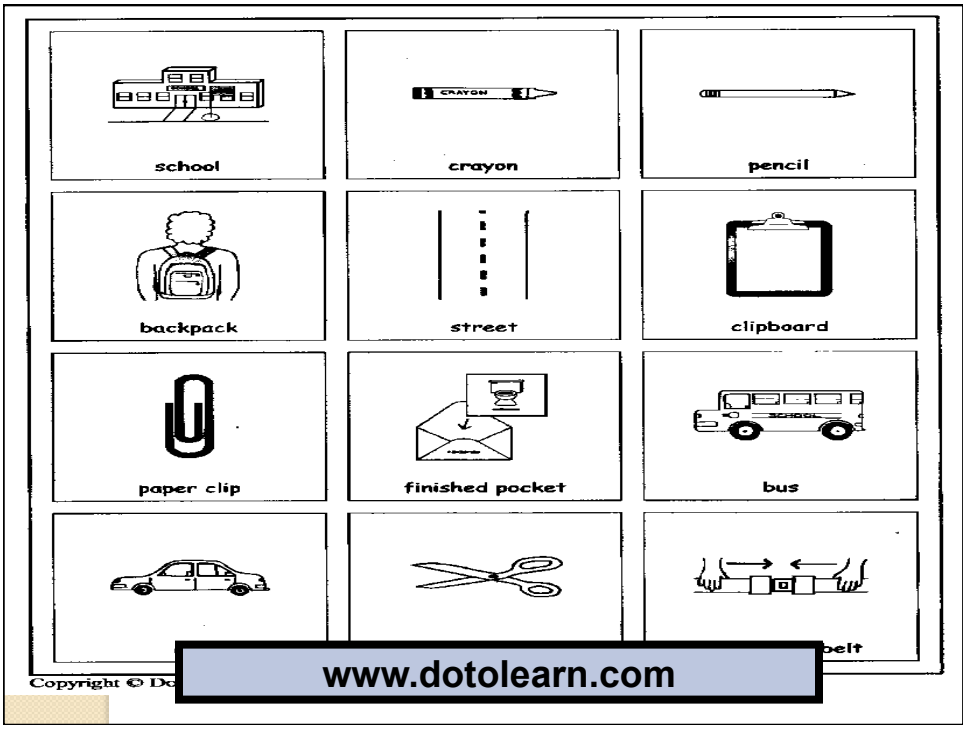
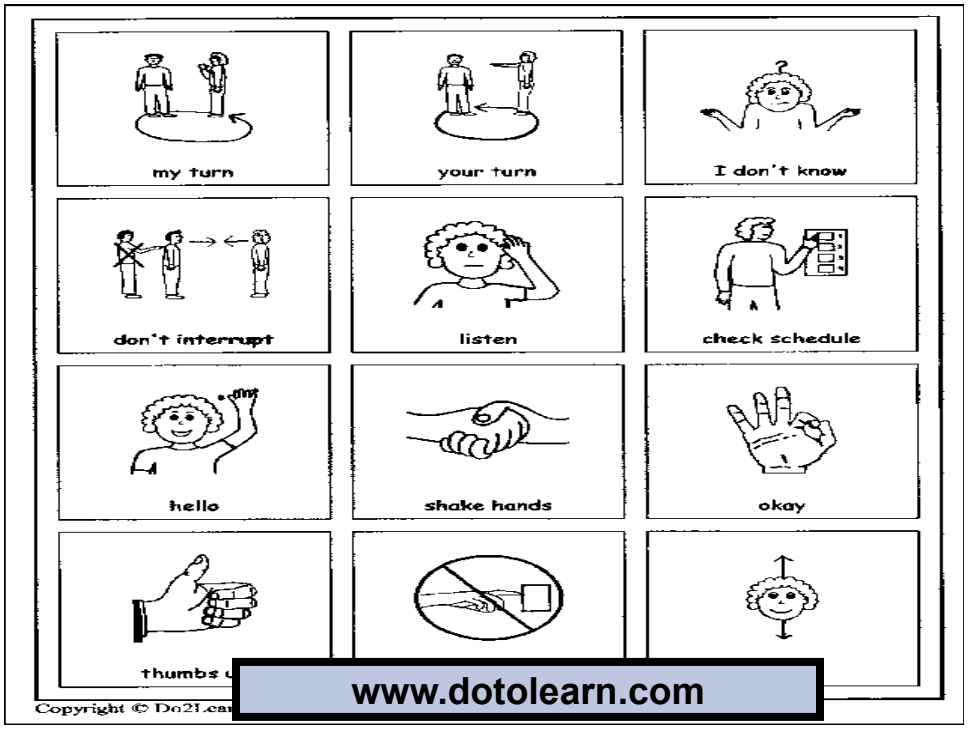

school
crayon
pencil
backpack
street
clipboard
paper clip
finished pocket
bus
www.dotolearn.com


my turn
your turn
I don't know
don't interrupt
listen
check schedule
hello
shake hands
okay
thumbs
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enough
no
Oh no!
Oh no!
I don't know
NO
yes
no
WAYS TO SAY "NO"
Be careful when choosing words

- A quick and easy solution to turn a metal surface into a display board for a visual schedule or a choice board

- Adhesive-backed magnet tape cuts easily with scissors to the desired length and attach it to the desired item (symbol, photograph, etc.)

- "Velcro" has become the most widely used material for holding picture icons on schedules, as well as for adhering visuals supports in a variety of other places.
- Some professionals have been successful in requesting grant funds to purchase large amounts of Velcro. Some have even been successful in receiving a "gift"of Velcro from the manufacturer!
- If you plan to use a large amount of Velcro, explore options that may allow you to access this exceptional product for a reasonable cost.

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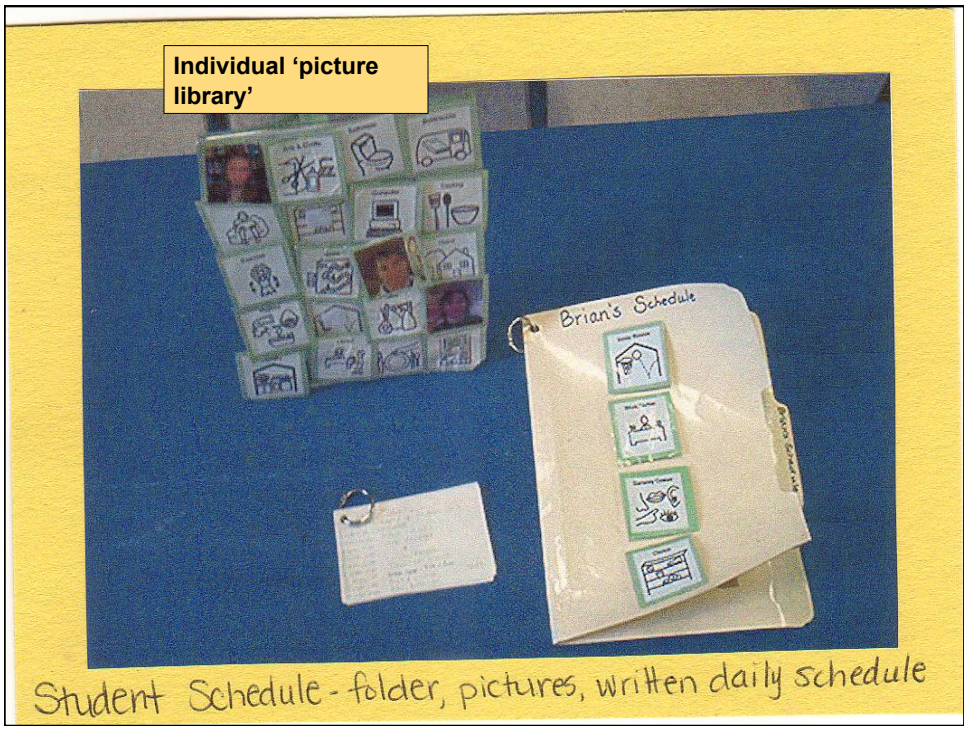
Be sure to 'organize all visual materials

…"Picture Library"

for easy and quick access


Individual 'picture library'
Brian's Schedule
Student Schedule - folder, pictures, written daily schedule

Types of Visual Supports

…Labeling
increases independence
…Locators
identifies where person(s) are
…Simple visual supports
provides simple 'what to do'
…Visual Schedules
indicates what is done where, when, with whom
…Activity Schedules
used to breakdown tasks/activities
…Choice Boards
empowers language
…Dry Erase Boards
for unexpected situations; last minute reminders

LABELING

- Help teach matching
- Help to function more independently
- Help to become more responsible with belonging and needs
- Help to easily locate needed items
- Help with a sense of security in the environment

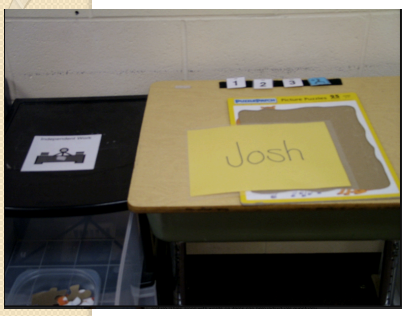
Strategies for Teaching Labels

- Develop items within the home, school or work environment
- Point out signs or labels when walking through school or community settings
- Teach the meaning of the label across a variety of settings.
- Be sure to use the same label on the individual's visual schedule as used to label the object, center, or activity.

Important Questions (Labeling)

- Does the individual understand the labeling system?
- Can the individual match objects or be taught to match objects so he can find what he needs?
- Is the system consistent and appropriate for the individual's functioning level?
- Is the system "user friendly' for each individual?

Visual Labels



Hluch's Classroom

- In my class I have the chairs labeled so everyone knows his or her place.

Boundaries

- At the beginning of the year, many individuals were going through my closets when ever they wanted. These simple signs stopped that very quickly.

Materials organized using words and pictures

More Labels

- I have two storage units in my classroom to store our supplies . I have found labeling them makes finding the supplies and clean up much easier.

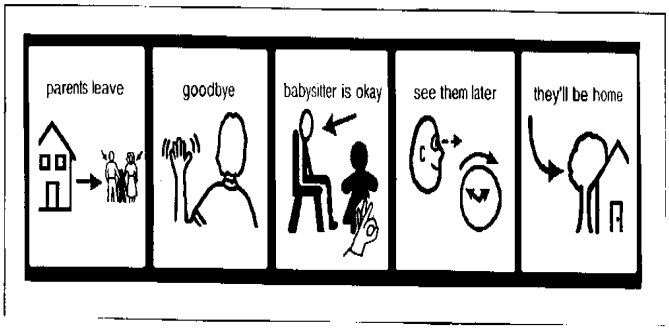
Using a combination of "drawers" and "folders" to store materials

Moveable "drawers" marked for each individual

Locators

Help to locate persons/places when 'out of sight'

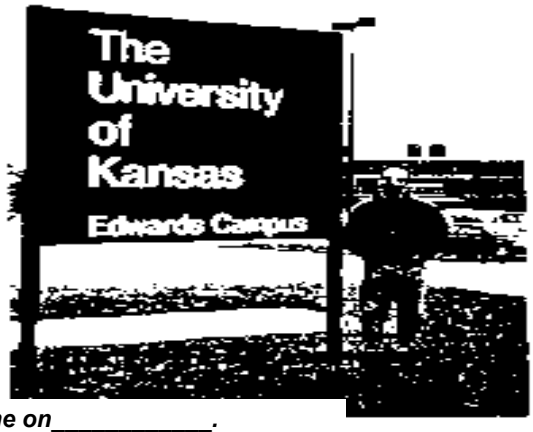
"Where's Daddy?"



Dad	home
Mom	horse show
Chad	work
Ralph	home
Carrie	horse show

My brother is at college

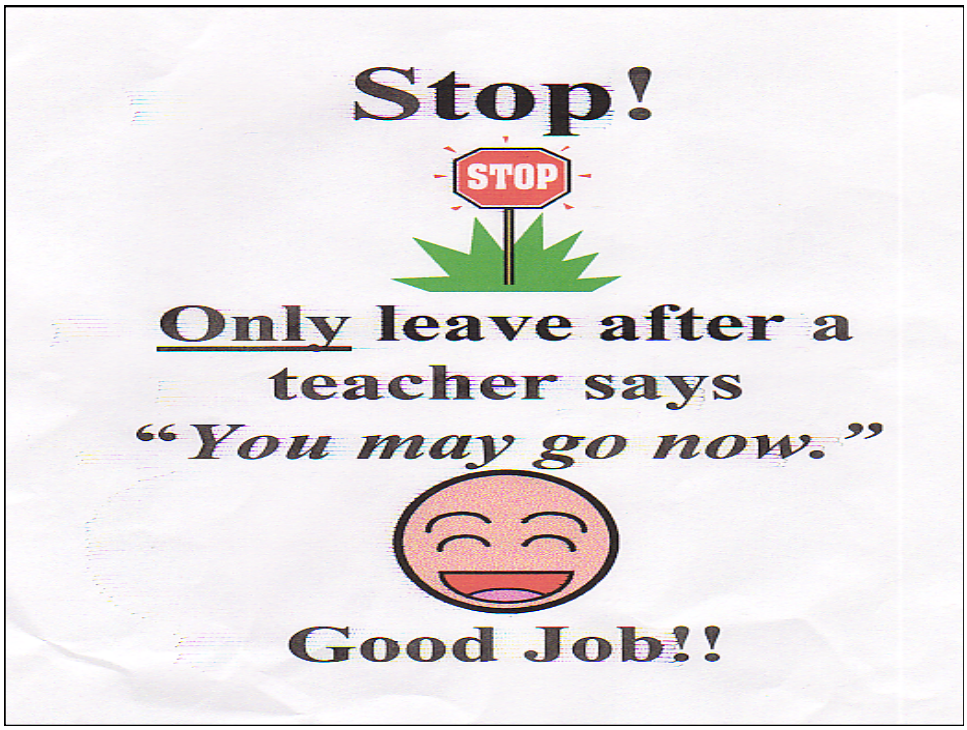
My brother is at college

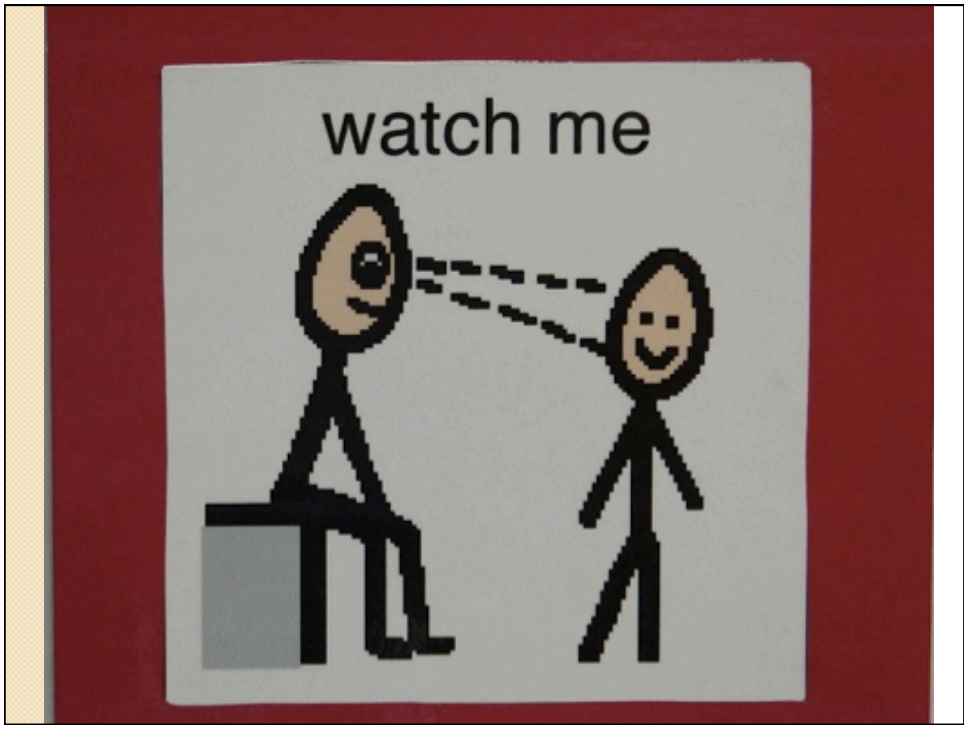


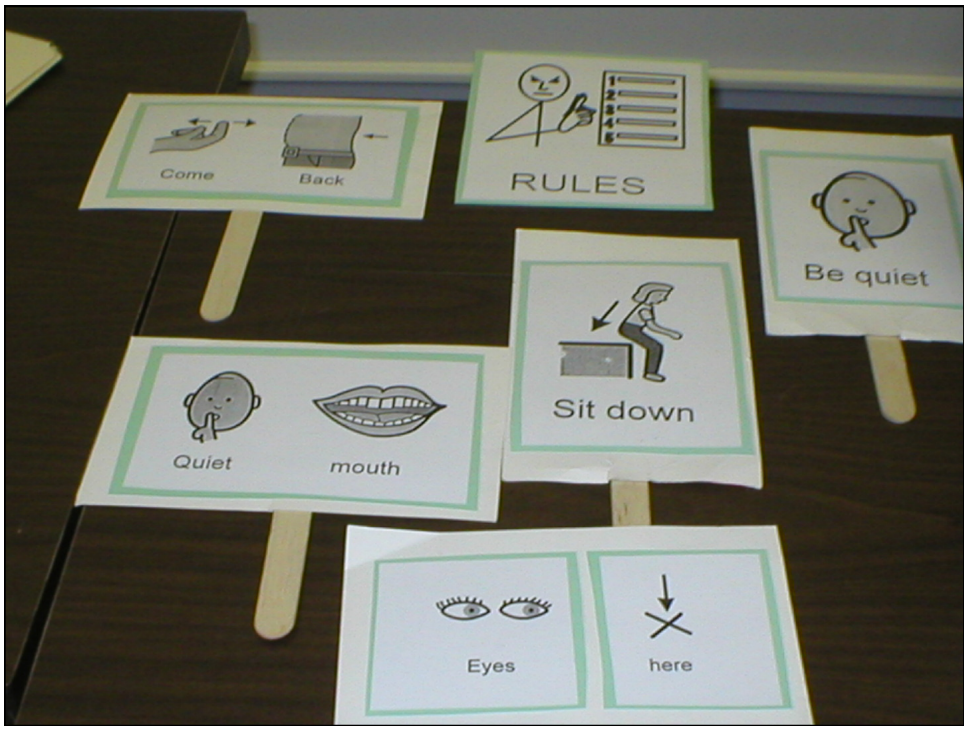
He will visit me on_____.

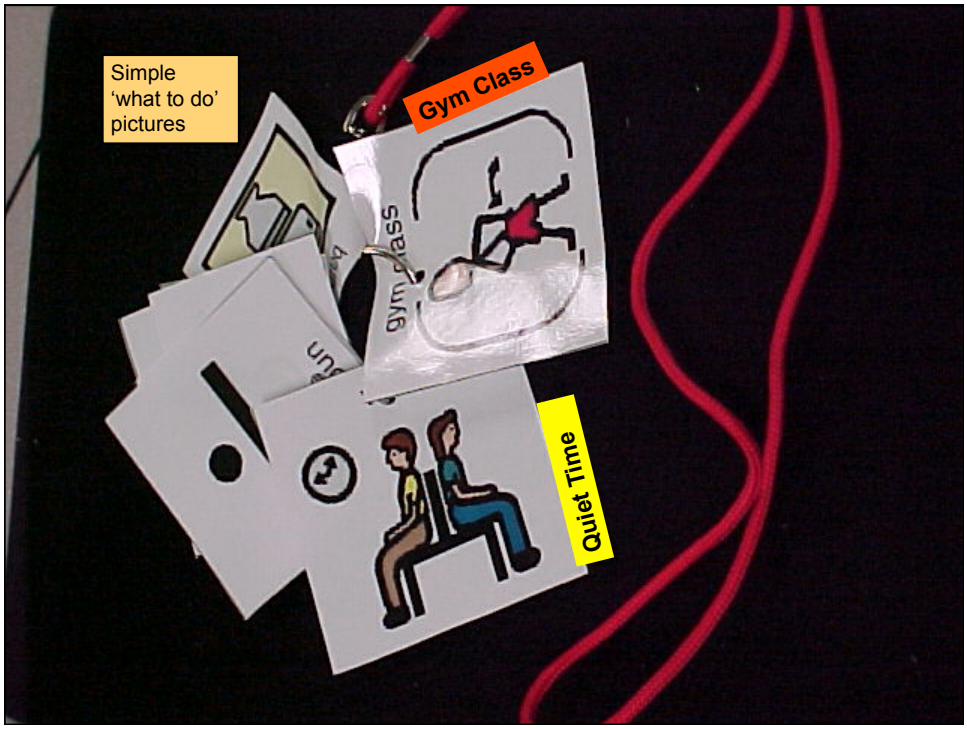
Simple visual reminders…

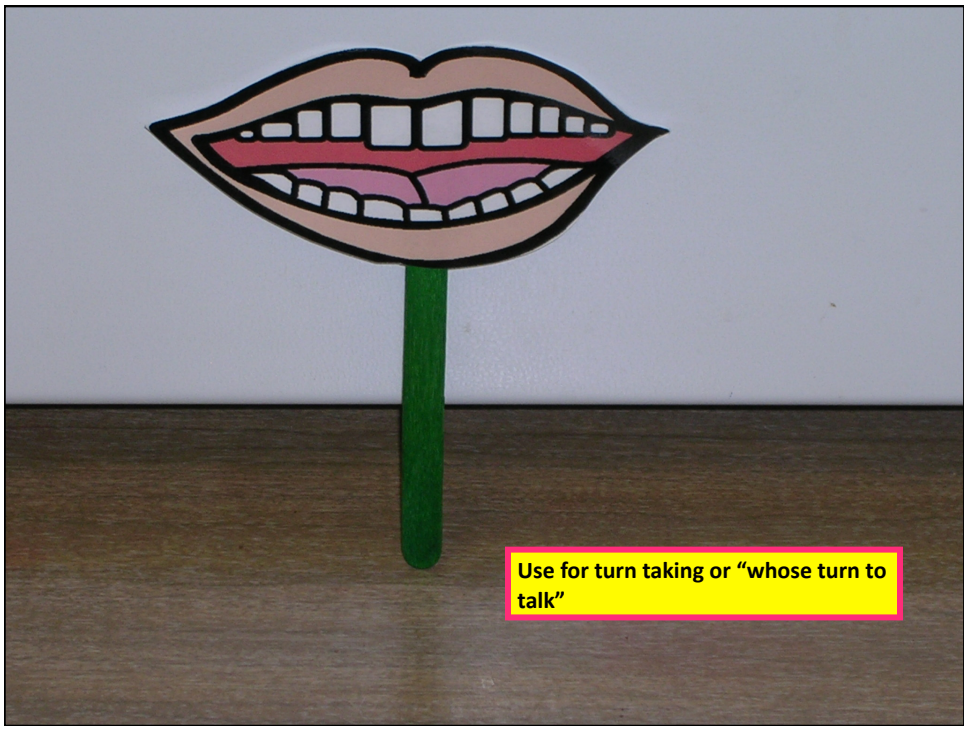
- Help to understand and remember behavioral/social expectations in specific situations and/or during specific activities



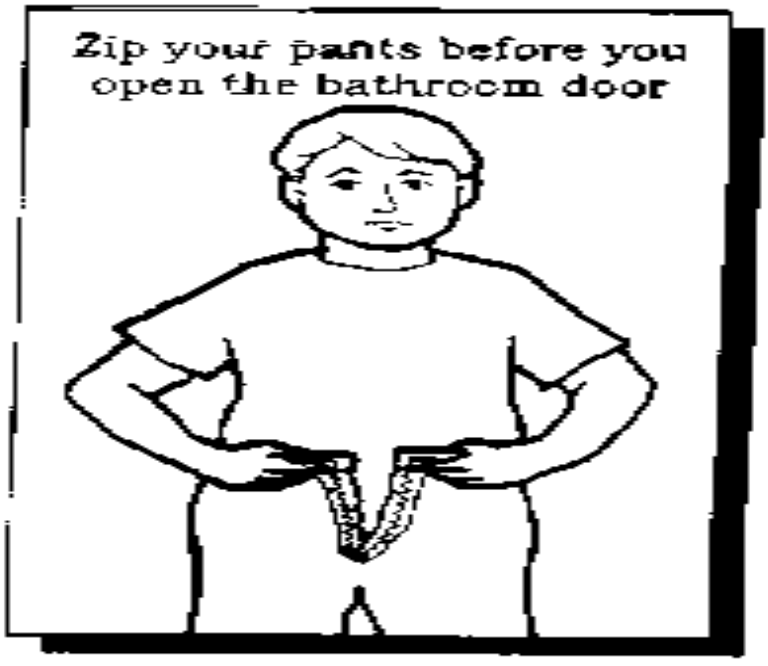

watch me

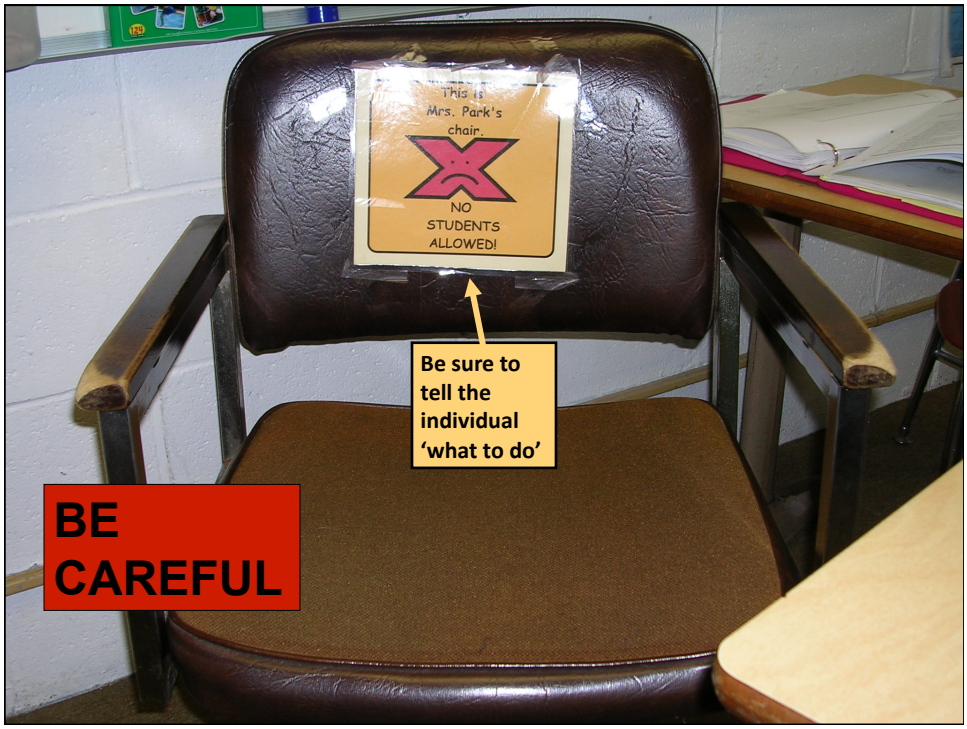

Come
Back
RULES
Be quiet
Sit down
Quiet
mouth
Eyes
here


Simple 'what to do' pictures
Gym Class
gym class
Quiet Time


Use for turn taking or "whose turn to talk"

Very simple visual support to help a person to remember what to do





Visual Schedule Guidelines

- **The key to designing a successful visual schedule is to *individualize* the schedule to the unique learning style of the person that the schedule is being designed to support**

Visual Schedules

Provide a clear understanding of what will happen

Provide a clear sequence of events

Provide a way for the individual to remember what will occur throughout the day

Important questions (visual schedules)

1. ***HOW does the individual understand what is happening in the environment?***

2. ***WHAT does the individual attend to in the environment?***

Important questions (visual schedules)

3. WHEN does the individual understand? WHEN is he/she confused?

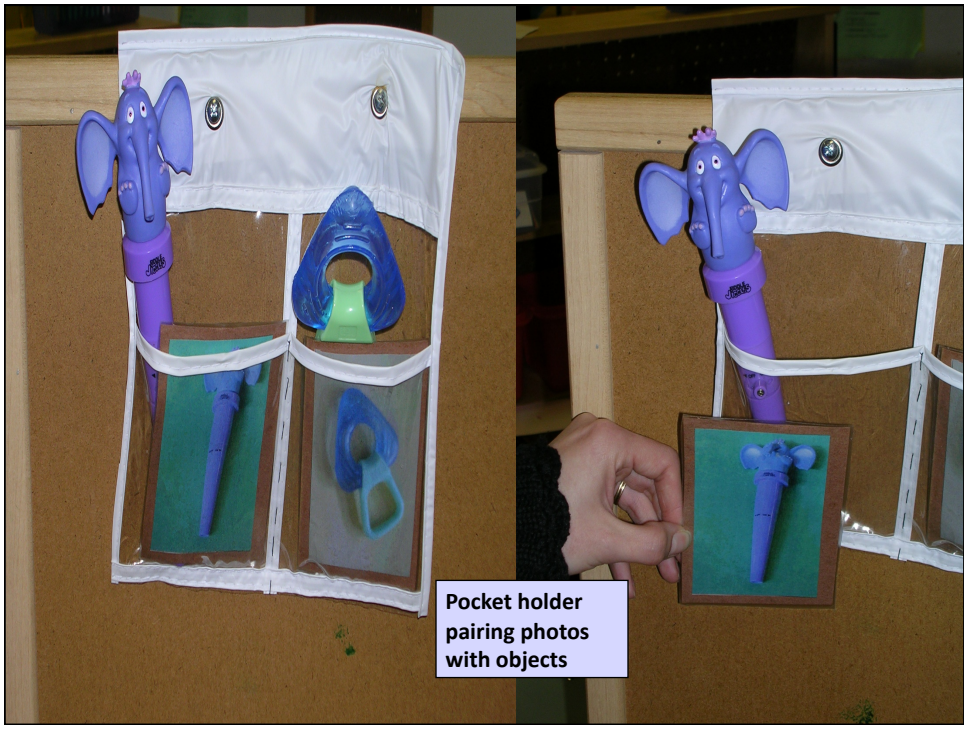
4. WHAT resources are available to create visual schedules?

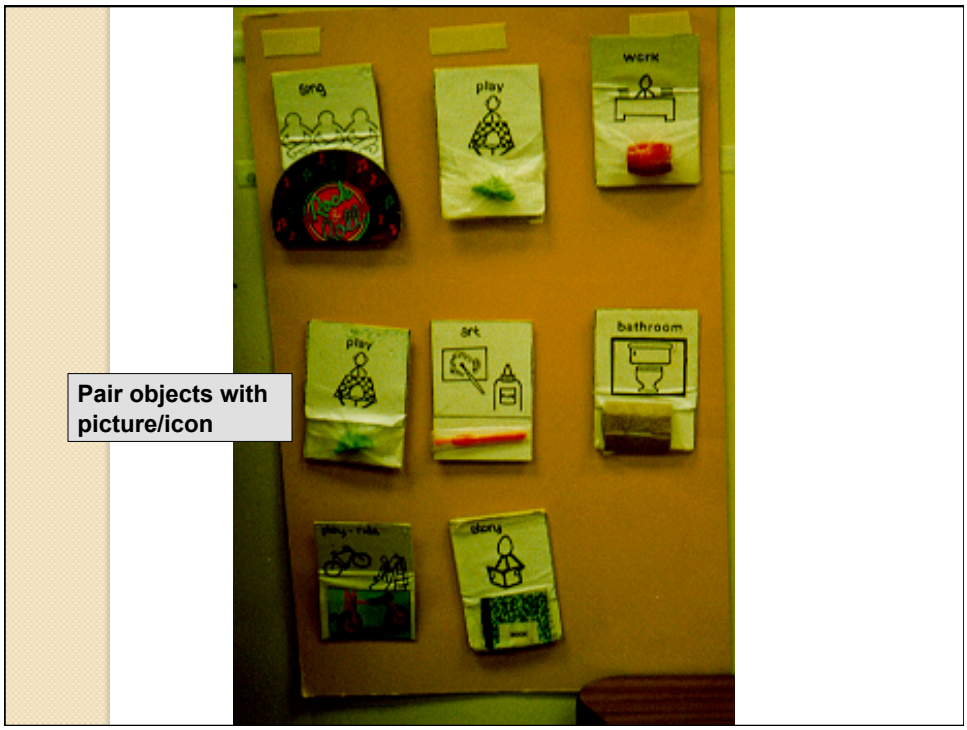
Utilize this information to decide what type of schedule to use

Types of Schedules -

- ***Object Schedule***
  - **Most concrete type of visual schedule**
  - **Uses actual items that represent what is occurring throughout the day**
  - **Use pieces of objects**
    - Toilet handle
    - Napkin
    - Spoon
    - Brush
  - **Texture/tactile cues**

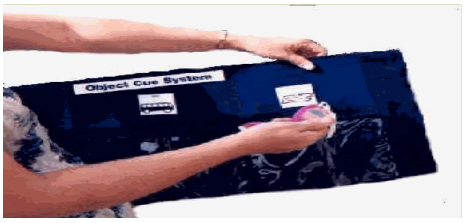
First Words


Pocket holder pairing photos with objects


Pair objects with picture/icon
sing
play
work
play
art
bathroom
story

Pairing objects with words

The Portacom Object Cue Schedule System allows maximum support for individuals requiring objects to schedule and communicate in their daily lives. This Portacom makes using objects easier by making the whole thing portable enough to fit in a regular sized shopping bag . (comes with its own bag)



With each of the four clear vinyl pockets measuring approximately eight inches by eight inches there is lots of room for full size or miniature objects. Above each pocket is a display space large enough for five inch by five inch symbols to aid the transition to symbols if applicable.

Made by Mom Creations -- The Portacom System
Box 179--1705 Hwy 33
Rock Creek, BC, Canada V0H 1Y0
Phone 250-446-2952
Fax 250-446-2981
http://www.portacom.bc.ca/page3.html

TYPE OF SCHEDULE

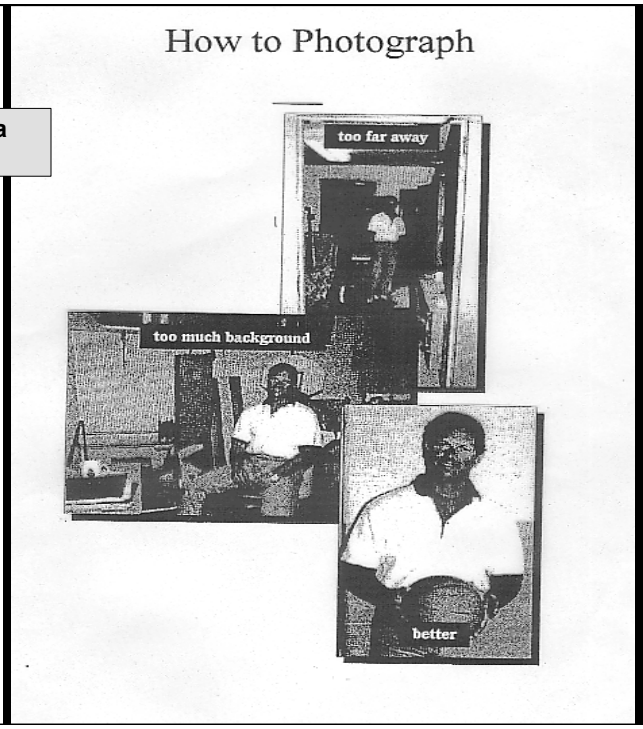
Photograph Schedule

- **Polaroid, digital camera or traditional camera**
- **Limit or no background clutter**
- **Focus on "critical element"**
- **Provide a "prop"**

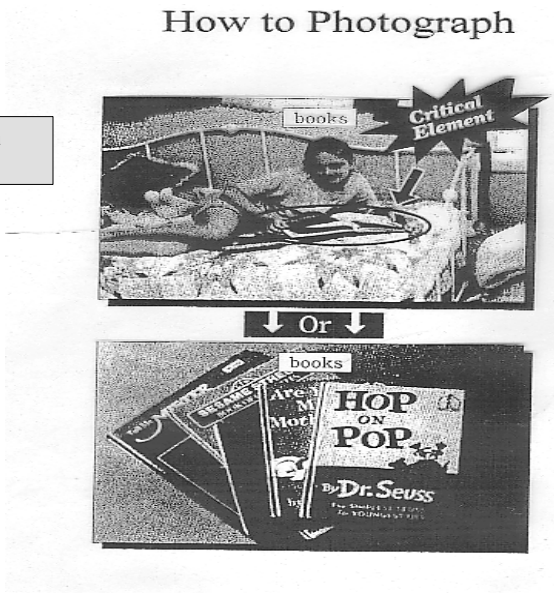
TYPE OF SCHEDULE

- **Use person's name on the photo**
- **Use photos that clearly indicate the exact location that each activity occurs**
- **Computer software provides photographs of common items**

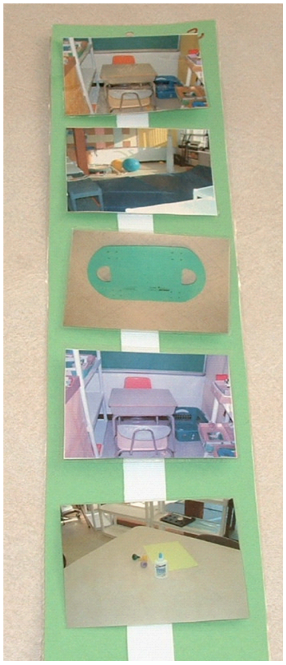
From Linda Hodgon



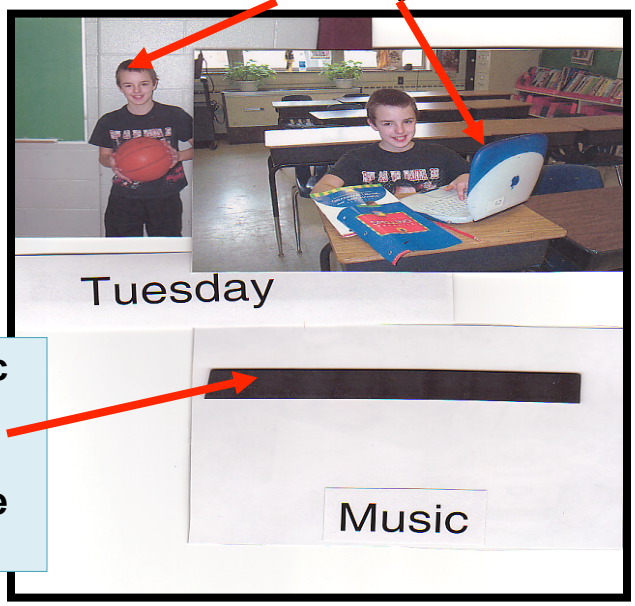
From Linda Hodgon



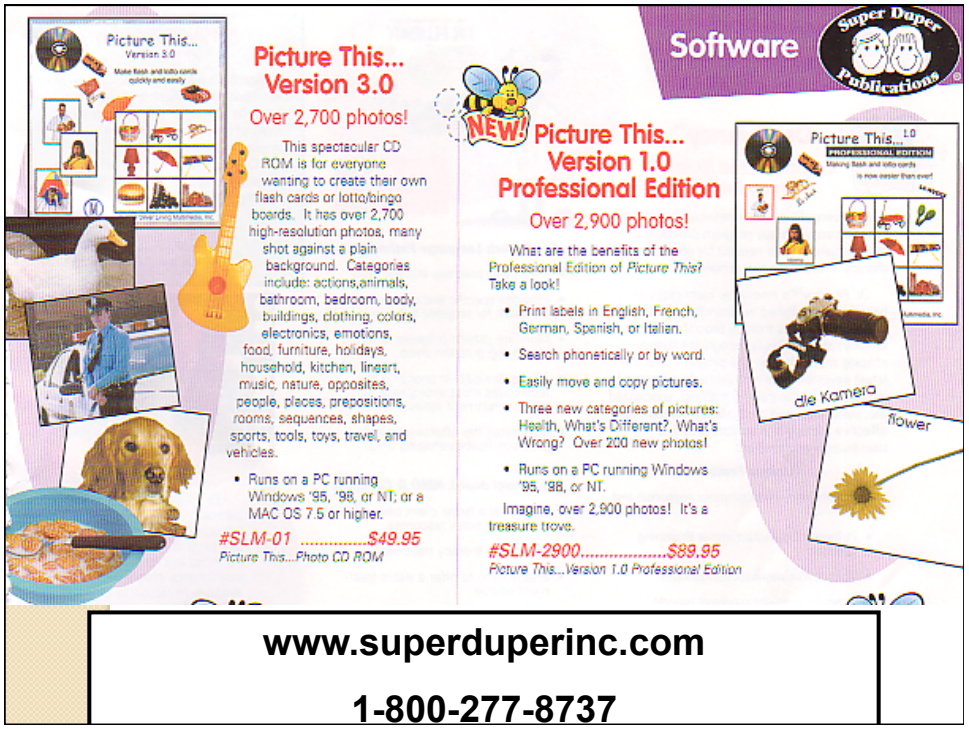
'actual' photos of each item/ area



Photographs of the individual involved in each scheduled activity



Magnetic Tape on back of schedule items


Software
Super Duper Publications
Picture This... Version 3.0
Over 2,700 photos!
This spectacular CD ROM is for everyone wanting to create their own flash cards or lotto/bingo boards. It has over 2,700 high-resolution photos, many shot against a plain background. Categories include: actions,animals, bathroom, bedroom, body, buildings, clothing, colors, electronics, emotions, food, furniture, holidays, household, kitchen, lineart, music, nature, opposites, people, places, prepositions, rooms, sequences, shapes, sports, tools, toys, travel, and vehicles.
• Runs on a PC running Windows '95, '98, or NT; or a MAC OS 7.5 or higher.
#SLM-01 .....$49.95
Picture This...Photo CD ROM
NEW!
Picture This... Version 1.0 Professional Edition
Over 2,900 photos!
What are the benefits of the Professional Edition of Picture This? Take a look!
• Print labels in English, French, German, Spanish, or Italian.
• Search phonetically or by word.
• Easily move and copy pictures.
• Three new categories of pictures: Health, What's Different?, What's Wrong? Over 200 new photos!
• Runs on a PC running Windows '95, '98, or NT.
Imagine, over 2,900 photos! It's a treasure trove.
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Picture This...Version 1.0 Professional Edition
die Kamera
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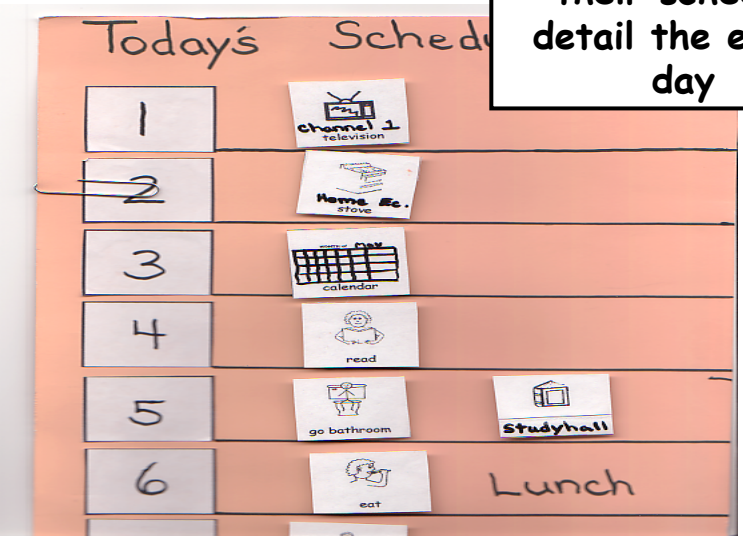
Picture This...
Version 3.0
Make flash and lotto cards quickly and easily

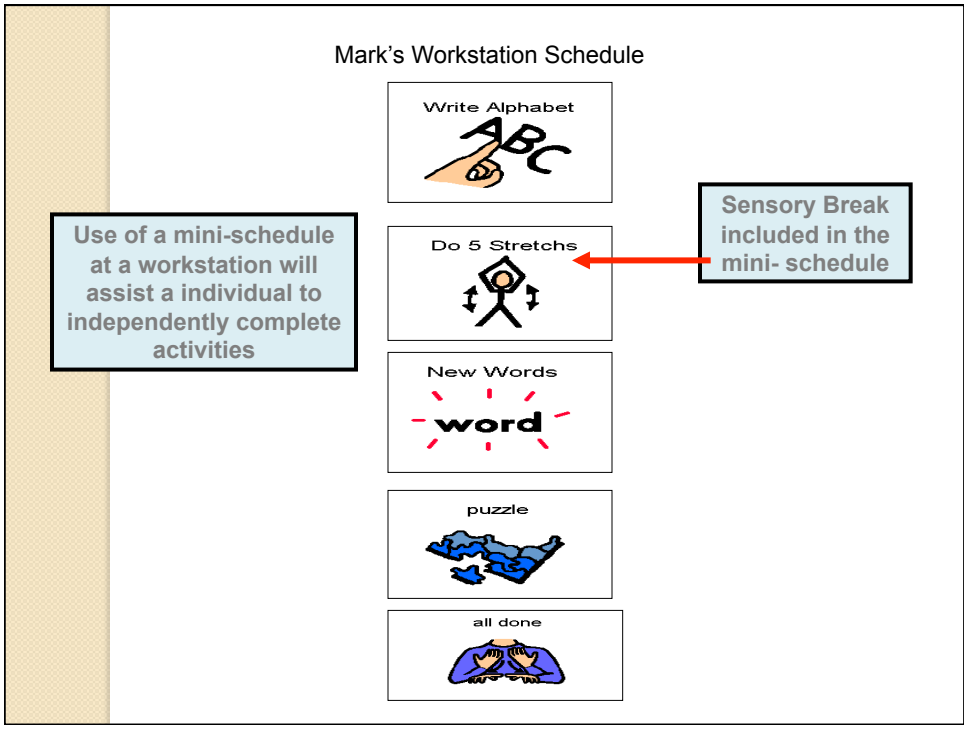
TYPE OF SCHEDULE

Picture Symbolic Schedule

- **Black and white or color**
- **Most popular way to create a visual schedule**
- **Use pictures that represent persons, activities, places, etc.**

Some individuals may need to have their schedule detail the entire day





TYPE OF SCHEDULE

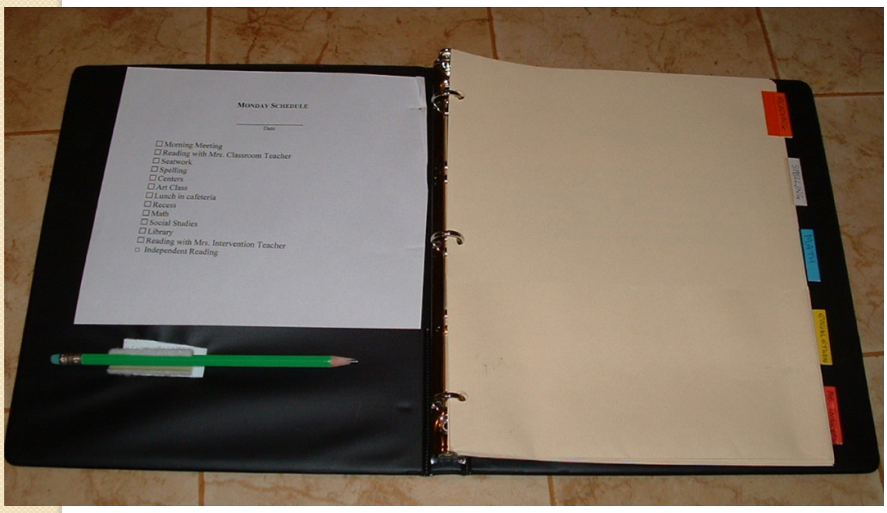
Written Word Schedule

- **Schedules are presented in written word format**
- **Use word(s) appropriate to the individual's reading level**

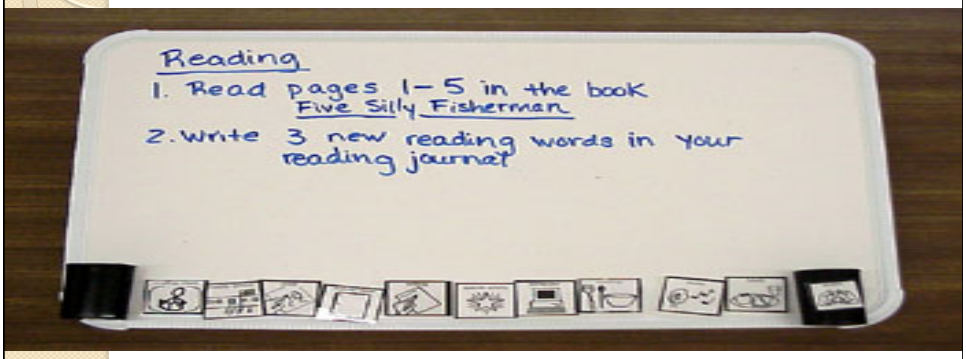
Consider :

- **Size of the print**
- **Color of the print**
- **Consistent use of words**

Bathroom
Brush
Gross Motor
Work
Work
Lunch
Playground
Kindergarten
Work Time
Bathroom
Snack
Centers
Bus

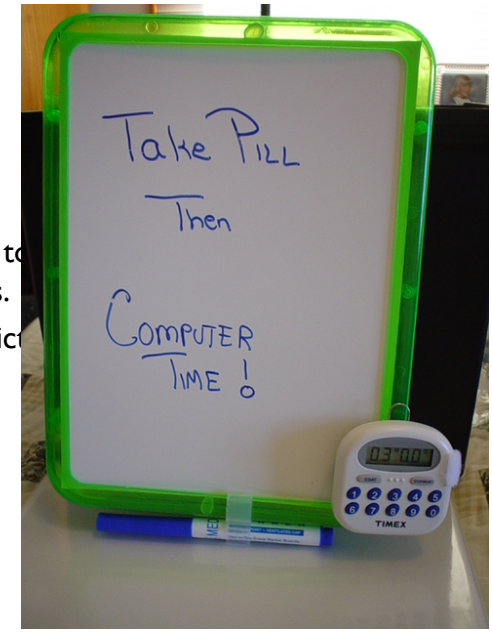

MONDAY SCHEDULE
Morning Meeting
Reading with Mrs. Classroom Teacher
Seatwork
Spelling
Centers
Art Class
Lunch in cafeteria
Recess
Math
Social Studies
Library
Reading with Mrs. Intervention Teacher
Independent Reading

Dry Erase Board (deb)



Combination of Icons/ Words

- Use the dry erase board to list the order of activities.
- Timer can be used predict "wait time'



More Examples of Visual Schedules

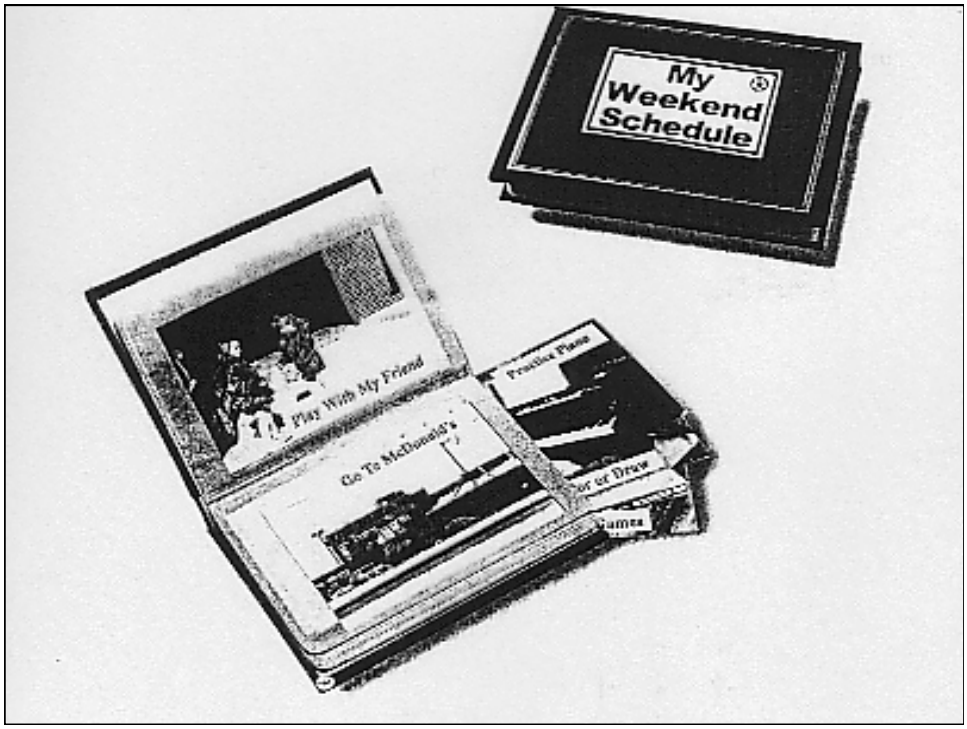
…low and high functioning

For individuals…

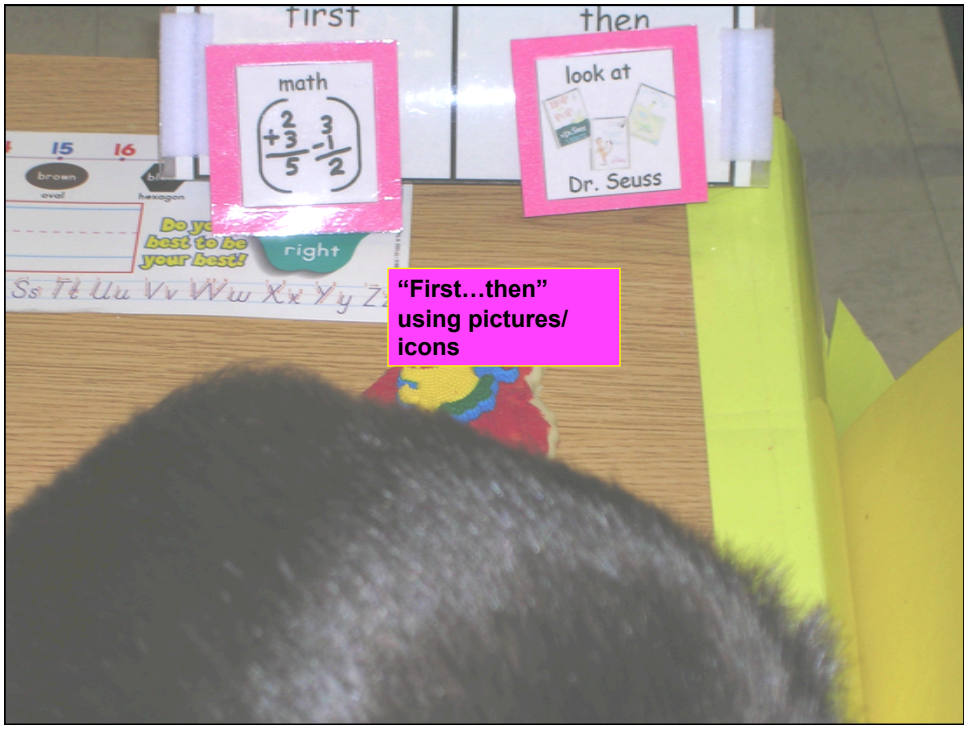
…low-functioning
non-verbal
young children

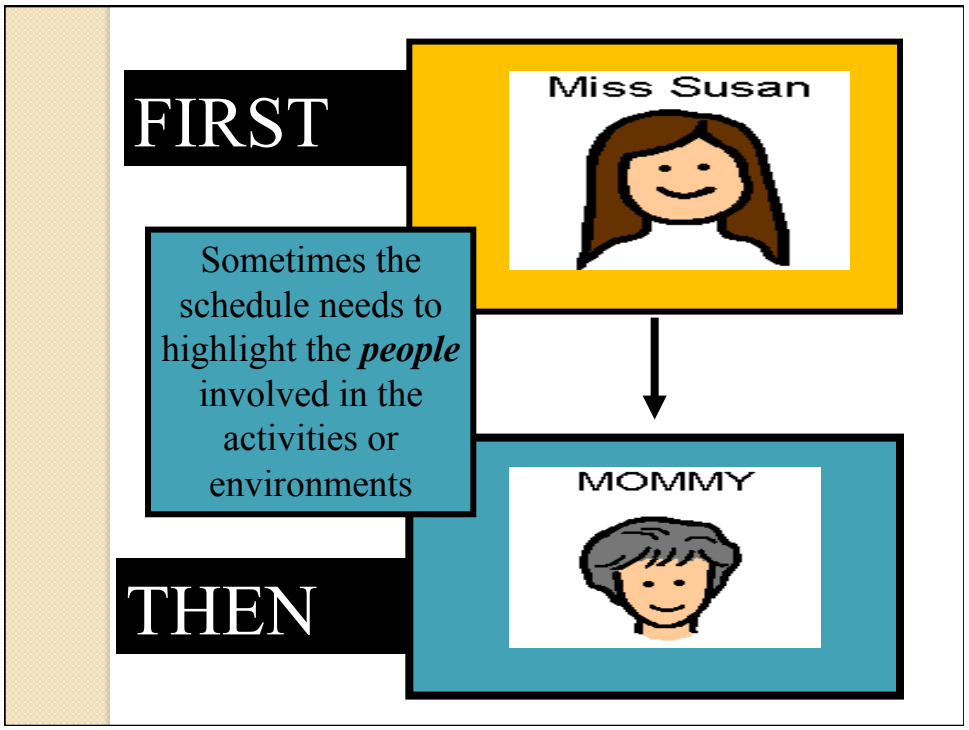
First	Then

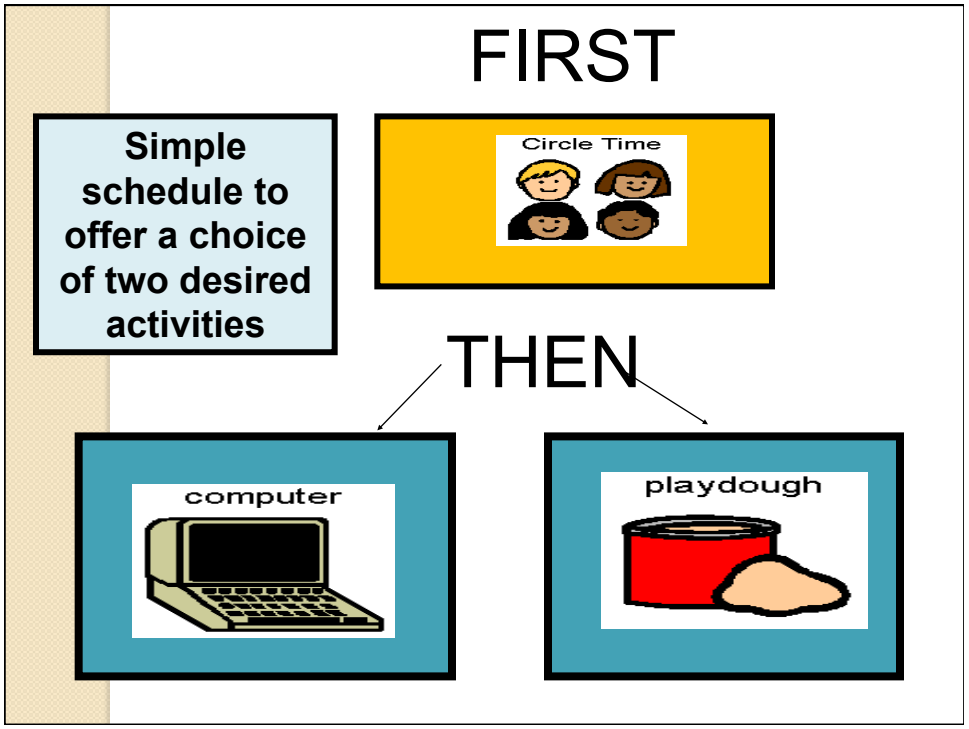
What did you do today?
Using objects
What did you do today?
Music

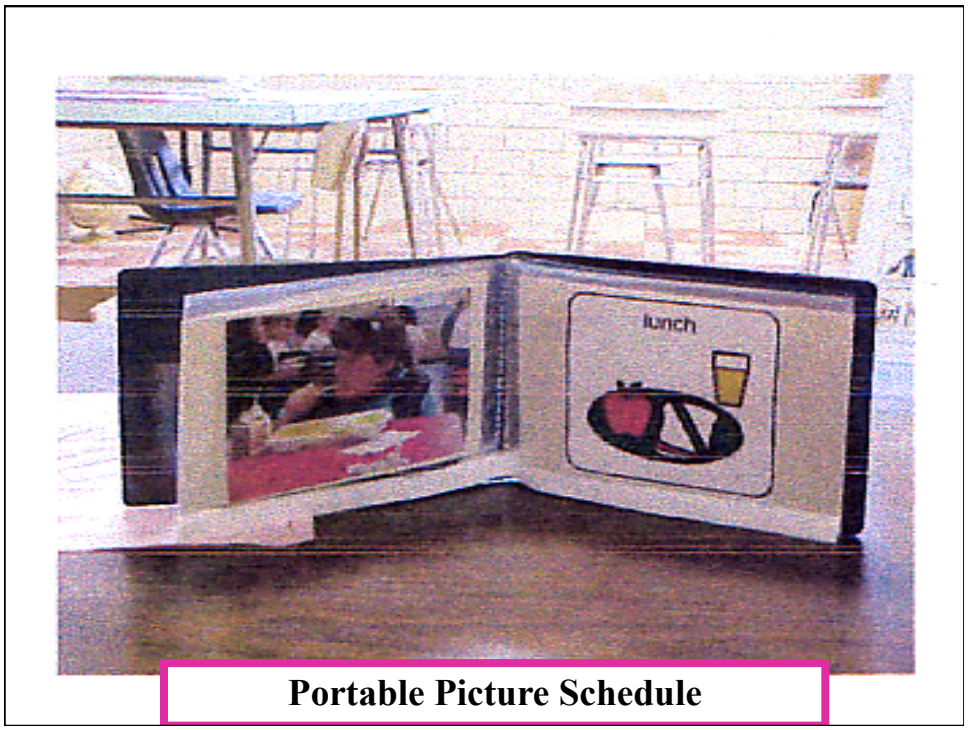


First-Then


first
math
right
then
look at
Dr. Seuss
"First…then" using pictures/ icons


FIRST
Miss Susan
Sometimes the schedule needs to highlight the *people* involved in the activities or environments
THEN
MOMMY





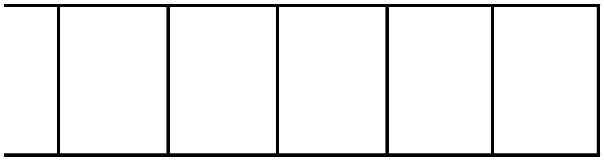
Portable Picture Schedule

For individuals…

…Higher-functioning Aspergers

Visual Schedule Templates
- Vertical or Horizontal -

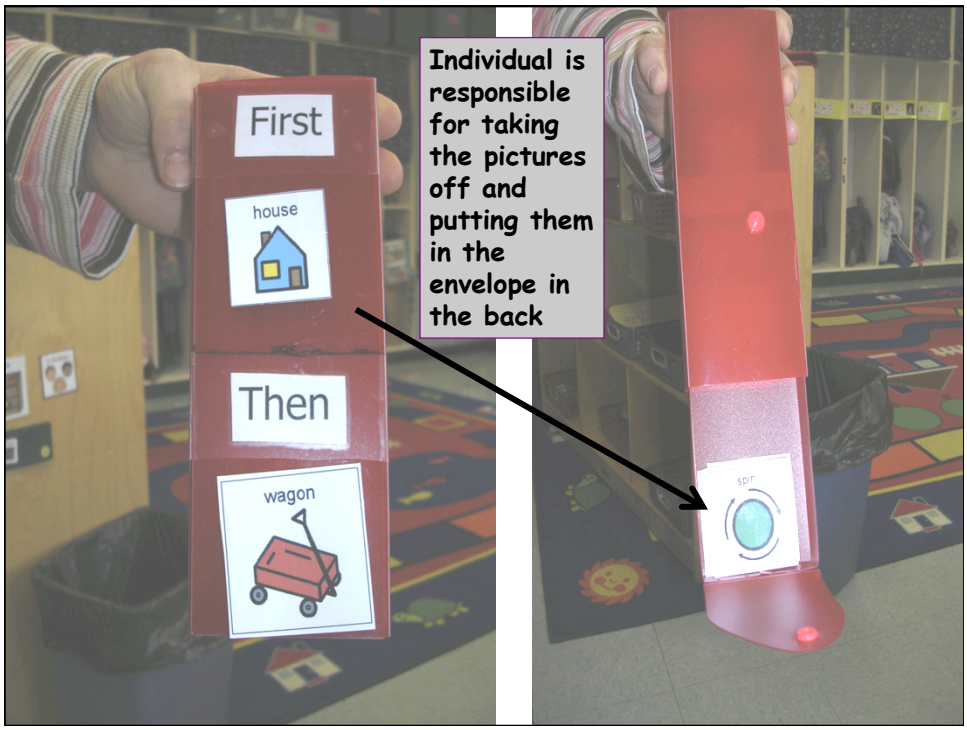
Schedule



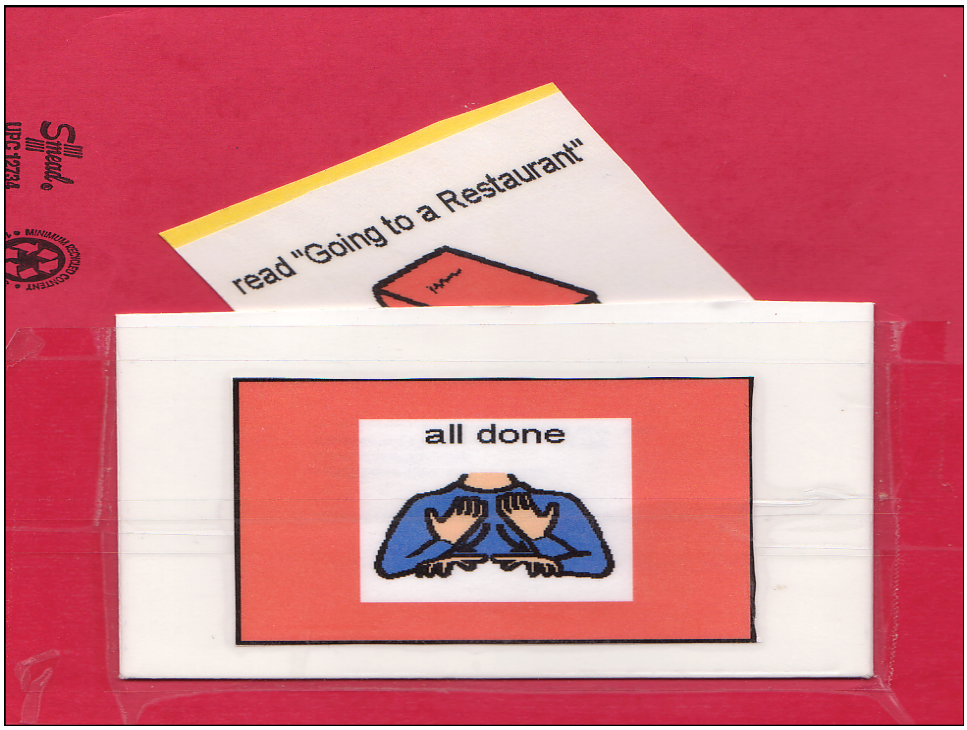
Schedule

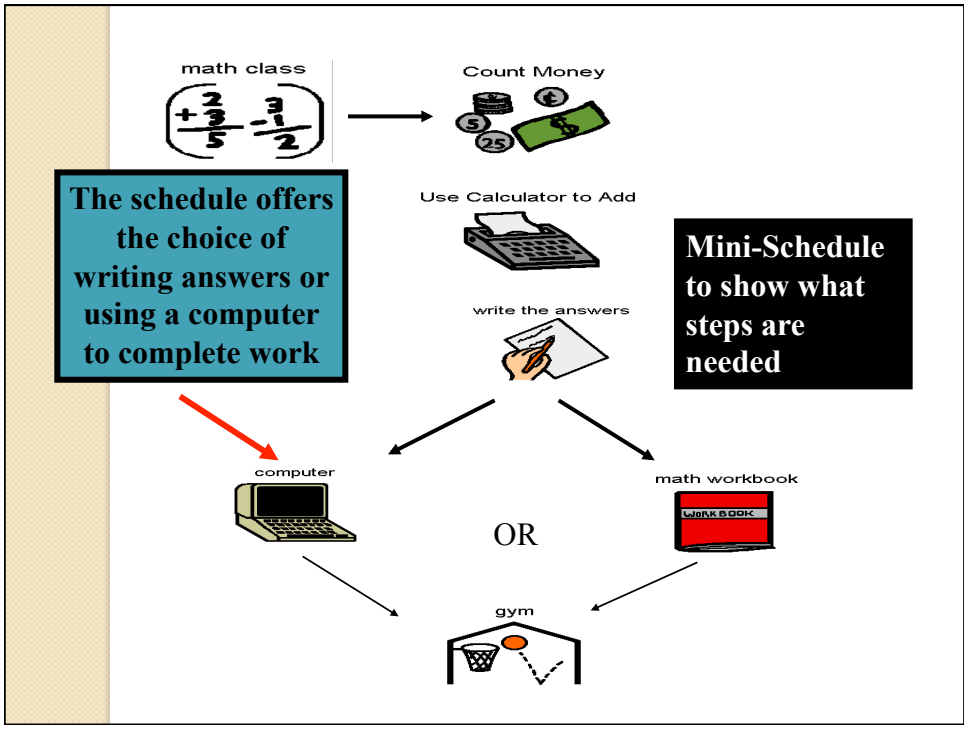
Schedule

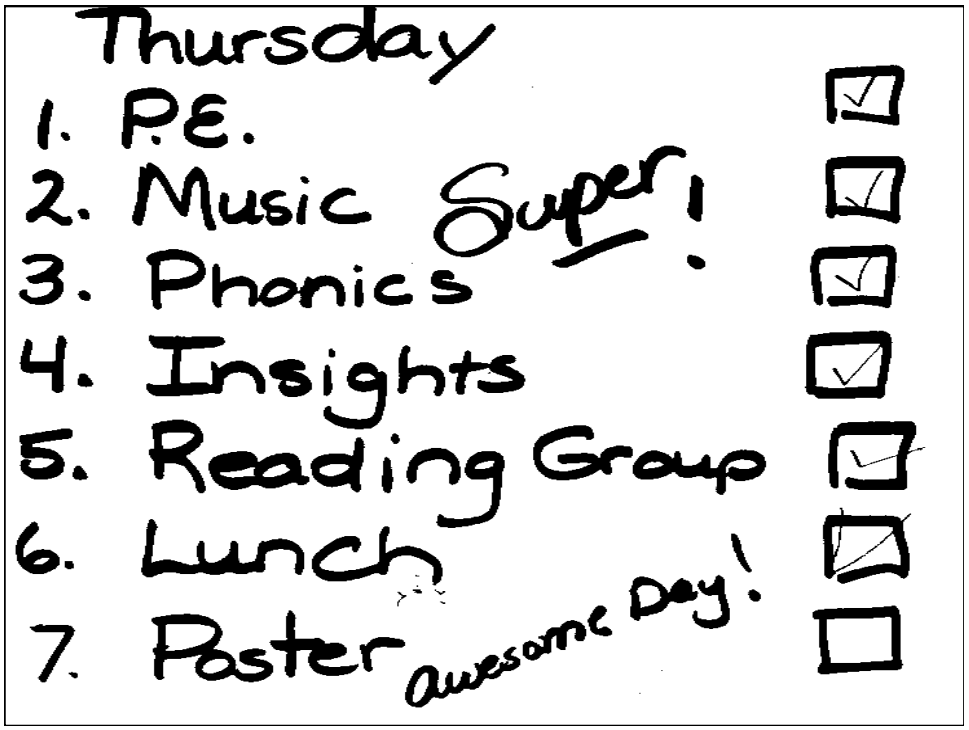
Increase the number of picture/icons presented at one time



Folder Schedules
Business Card Holder that is adhesive
read "Going to a Restaurant"


read "Going to a Restaurant"
all done


math class
Count Money
The schedule offers the choice of writing answers or using a computer to complete work
Use Calculator to Add
Mini-Schedule to show what steps are needed
write the answers
computer
math workbook
OR
gym


Thursday
1. P.E.
2. Music
3. Phonics
4. Insights
5. Reading Group
6. Lunch
7. Poster
Super!
Awesome Day!

Schedule for Brian
_____(date)

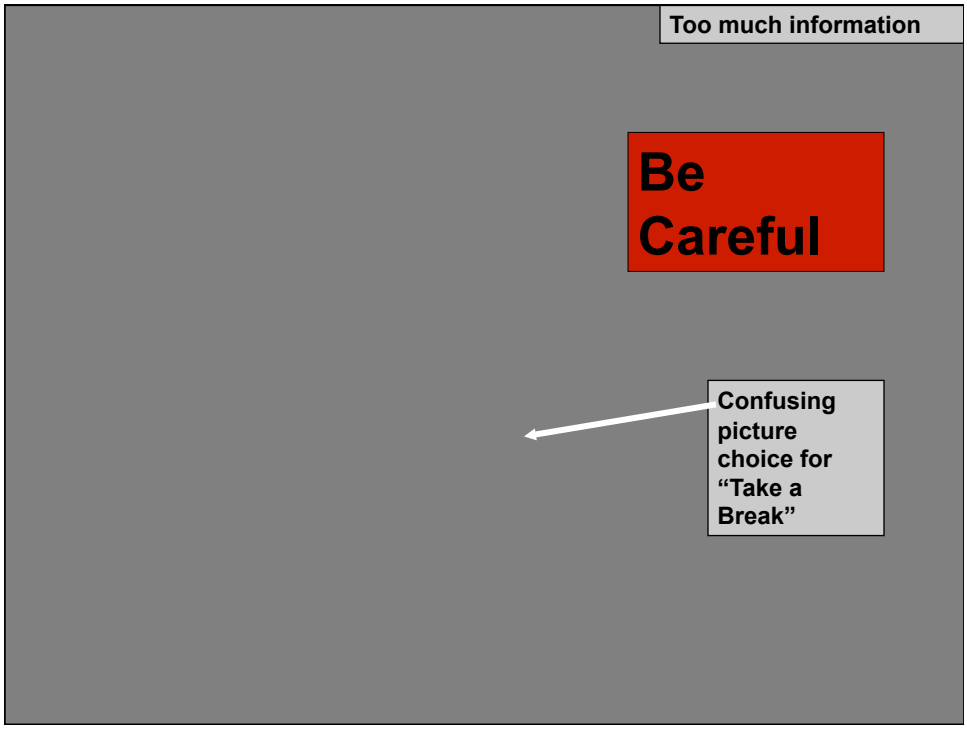
Portable and Accessible

Time	Symbol	Room	Class	
8:05-8:15	HR.	200	Homeroom	
8:15-9:00	G.	gym	Gym	Remember gym clothes
9:05-9:50	A.	221	Art	$2.00 for project by 5/30
9:55-10:40	M.	204	Math	HW. Pg. 291 (1-15)
10:45-11:30	L.	200	Language	HW. List 30-10 times each
11:35-12:05	Ca.	café.	Cafeteria	Bring lunch money
12:10-12:55	R.	203	Reading	Bring your book
1:00-1:45	S.	200	Science	HW. Pg. 172 (1-5)
1:50-2:35	H.	200	History	Bring book, paper, pencil
2:40	G.m.	200	Get materials together to leave	
2:45	Bye.	200	Bell rings to go home	

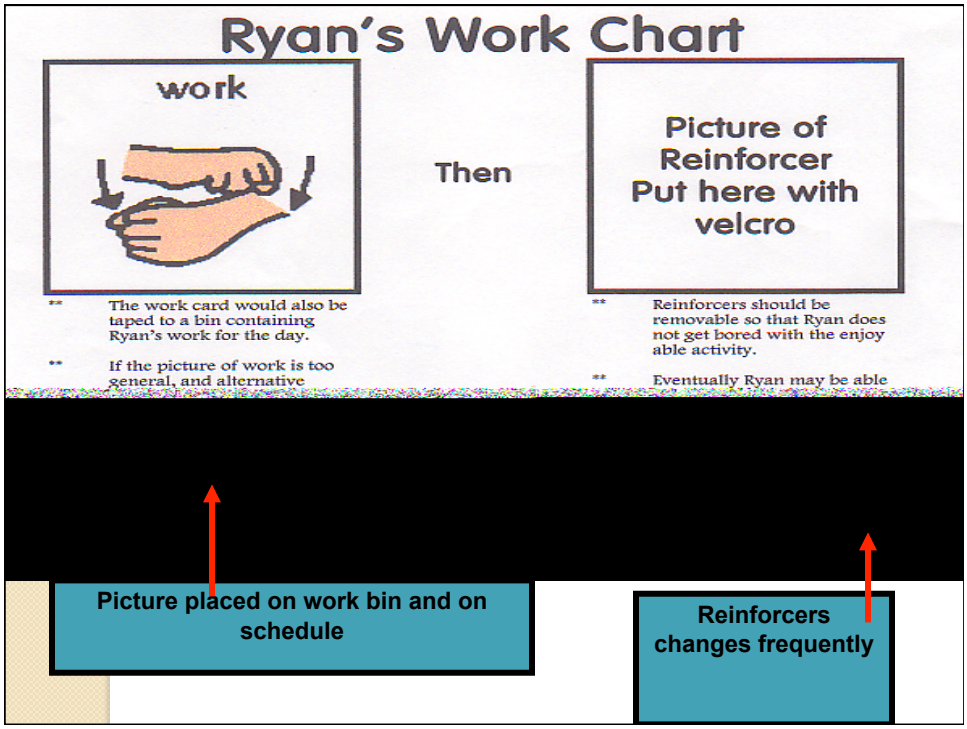
This schedule was for a high-functioning middle school individual that needed to know what would happen and when. It provides additional information about the class or activity, as well.

Monday

Prepare for the day	Hang up coat Empty book bag Book bag in locker Bring school materials to desk Turn in homework Copy assignments from board
Journal writing	Dialogue journal Pencil
Reading	Book Reading Response Journal Pencil
Science	Book Science Folder Pencil
Recess	
Lunch	Lunch
Spelling	Dictionary Scrap paper Pencil
Handwriting	Clean paper Pencil
Math	Book Math Journal Pencil
Social Studies	Book Social Studies Folder Pencil
Health	Health book Pencil



Other visual schedule options…


Ryan's Work Chart
work
Then
Picture of Reinforcer Put here with velcro
** The work card would also be taped to a bin containing Ryan's work for the day.
** If the picture of work is too general, and alternative
** Reinforcers should be removable so that Ryan does not get bored with the enjoy able activity.
** Eventually Ryan may be able
Picture placed on work bin and on schedule
Reinforcers changes frequently

Natalie
Meredith

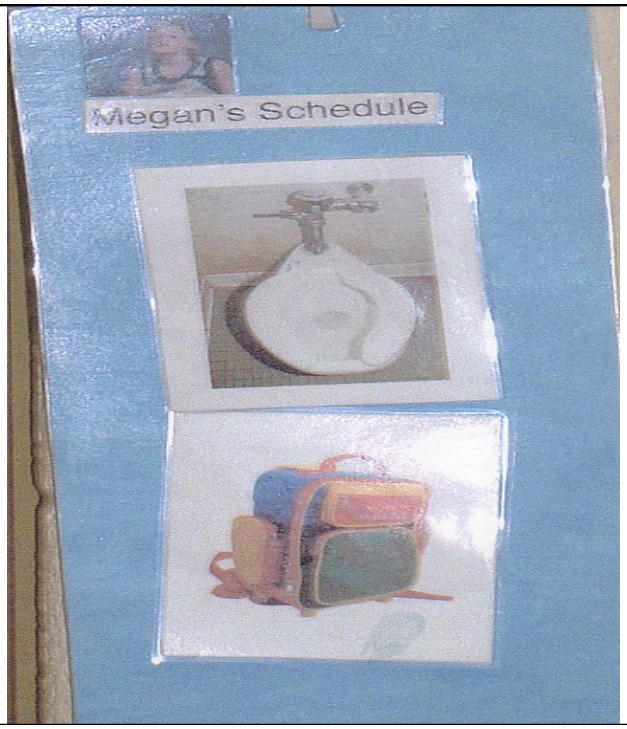
Color coded

Schedule and Mini-schedule Format

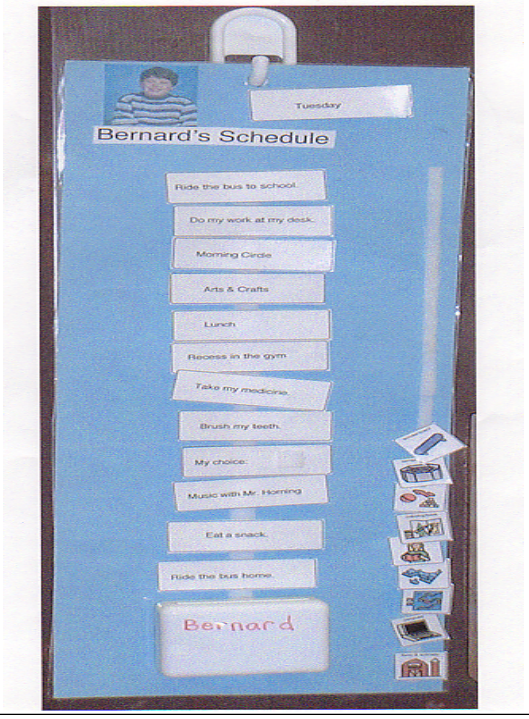
MAIN SCHEDULE		Paul's MINI-SCHEDULE	Mary's MINI-SCHEDULE
8:30	arrival	coat lunch box notes to teacher bathroom play	
8:45	greetings		
9:00	academics	make shopping list work on computer bathroom	make shopping list cut coupons get money ready
9:30	snack	set table	make juice put away food clean up
10:00	shopping		
11:00	cooking	make French toast	set table get out condiments prepare dessert
11:30	lunch		
12:15	grooming	take medication bathroom brush teeth wash face	

Mini Schedule embedded in a Main Schedule

Support 'all' individuals in classroom regardless of cognitive level



EDDIE'S SCHEDULE
In the afternoon...
computer
choice
music
home arts
snack
bus

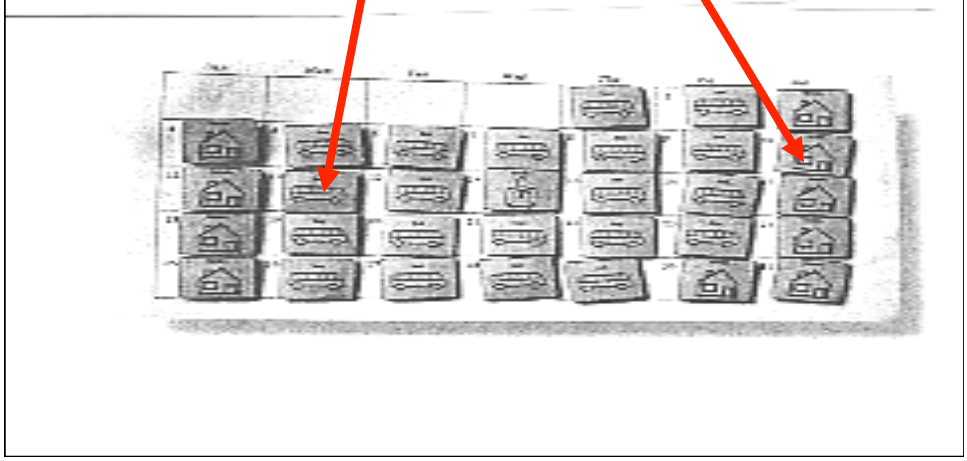

Tuesday
Bernard's Schedule
Ride the bus to school.
Do my work at my desk.
Morning Circle
Arts & Crafts
Lunch
Recess in the gym
Take my medicine.
Brush my teeth.
My choice:
Music with Mr. Horning
Eat a snack.
Ride the bus home.
Bernard

Week long schedule…

Week of August 28, 2000

Monday 28	Phase I notes – measures of central tendencies take class survey talk about survey questions
Tuesday 29	Lesson 1 Class Survey activity page 7 in textbook HOMEWORK: pg. 36
Wednesday 30	Go over HW HW check #1 Lesson 2 mean/median Name activity HOMEWORK: pg 37
Thursday 31	
Friday 1	Go Over HW HW Check #2 Make flashcards MINI QUIZ HOMEWORK: pg. 38
Saturday 2	Have a wonderful weekend!!!
Sunday 3	NO SCHOOL ON MONDAY!!!

Calendars…



Pat is going to Daddy's House for 6 nights (when he goes to mommy)

Pat is going to go to school.

Angie is going to come play with Pat after school.

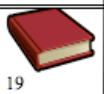
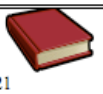
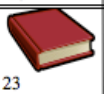
This is the calendar.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
22 X	23 X	24 X	25 X	26 X	27 X	28 Daddy House
29 Daddy House	30 1. School 2. Angie 3. Daddy House	31 1. School 2. Angie 3. Daddy House	1 1. School 2. Angie 3. Daddy House	2 1. School 2. Angie 3. Daddy House	3 1. Daddy 2. Angie 3. Mommy	4 Mommy

Work/Vacation

Work Calendar: Library

Month: MAY Employee: Jacob

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	 19	20	 21	22	 23	24
25	26	27	28	29	30	31

April

	1	2	3	4	5	6
7	8	9	10	12	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27

'Points to Remember' -Visual Schedules-

- Create a visual symbol for "something new" or "special" to indicate a change in routine
- Create a visual for special changes that occur weekly or monthly (e.g. Specials)
- Create a visual to indicate a cancellation:
  - Use the universal sign for "NO"
  - Use a large red "X
- May include "clock time" but be *cautious* -
  - Events or activities occur at consistent times of the day and are unchanging
  - Analog, digital or combination may be used

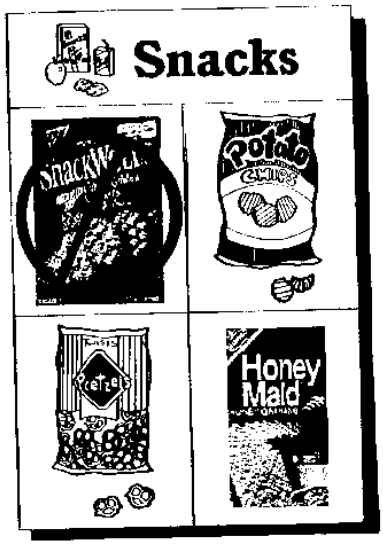
Don't Forget Special Days and Activities

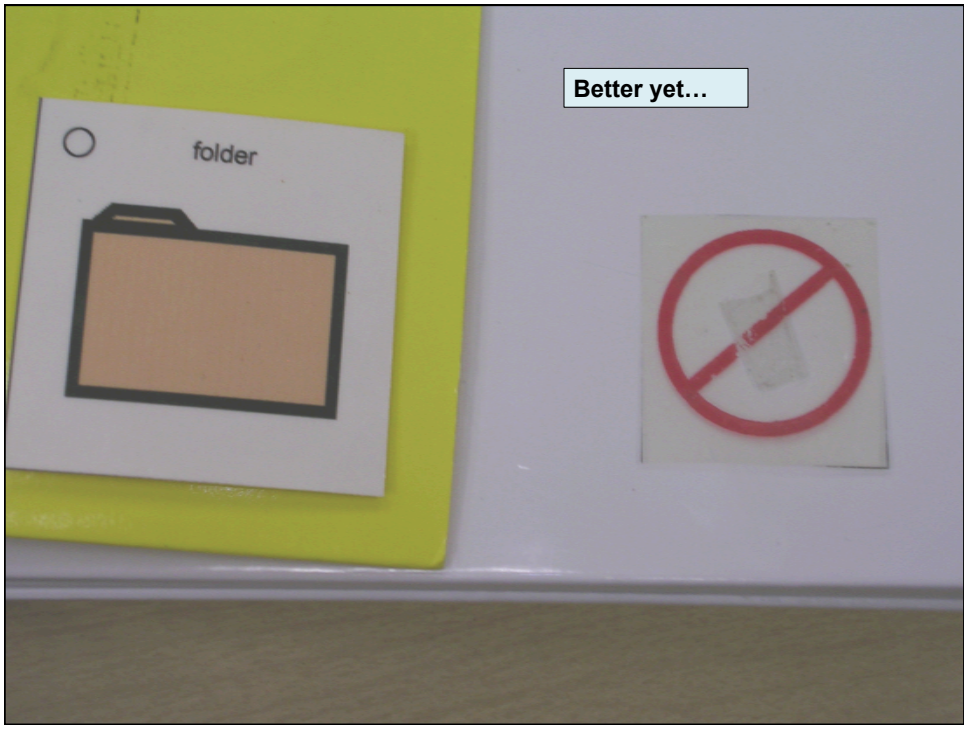
Don't forget party days, field trips, and any other unusual days.

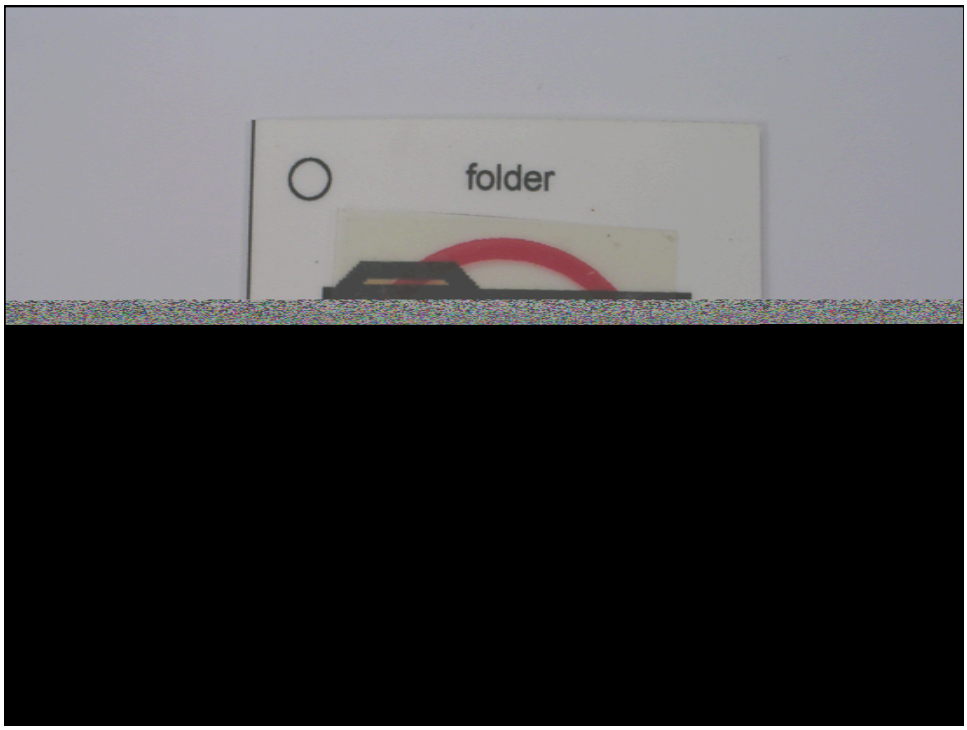
For those unexpected activities which can occur any day it is handy to have a "surprise" card (i.e,. a solid pink card) which can be put on the schedule to signal a change.

You will find that a change in schedule is usually OK if the student is prepared.

Choice Board Indicating What is NOT a Choice




Better yet…
folder


folder

- Once the individual knows the daily routine, **keep the visual schedule available to…**
  - Allow the individual to glance at the schedule to assure them that nothing has changed
  - Notify the individual of changes
  - Transition support

Visual schedule is not a "crutch" but a tool to build *independence*

- When needed, make modifications to the visual schedule:
  - Smaller
  - Use more words or more visuals
  - Portable
  - Created and maintained by individual

Remember to make changes slowly and gradually!

Activity Schedules

Activity Schedules provide information that assist with independent task/ activity completion

Important questions (activity schedules)

- **Does the individual…**
  - …have difficulty initiating/maintaining/ completing tasks/activities?
  - …respond to cue/prompts and what type?
  - …understand the sequence of the activity/task?
  - …have difficulty completing activities or tasks with more than one or two steps?

Important questions (activity schedules)

- **How many steps does the individual tolerate during a task or activity before additional supports/prompts/cues are required?**
- **What environments are most difficult?**
- **Who does the individual work with best?**
- **Does the individual understand "parts to whole"?**

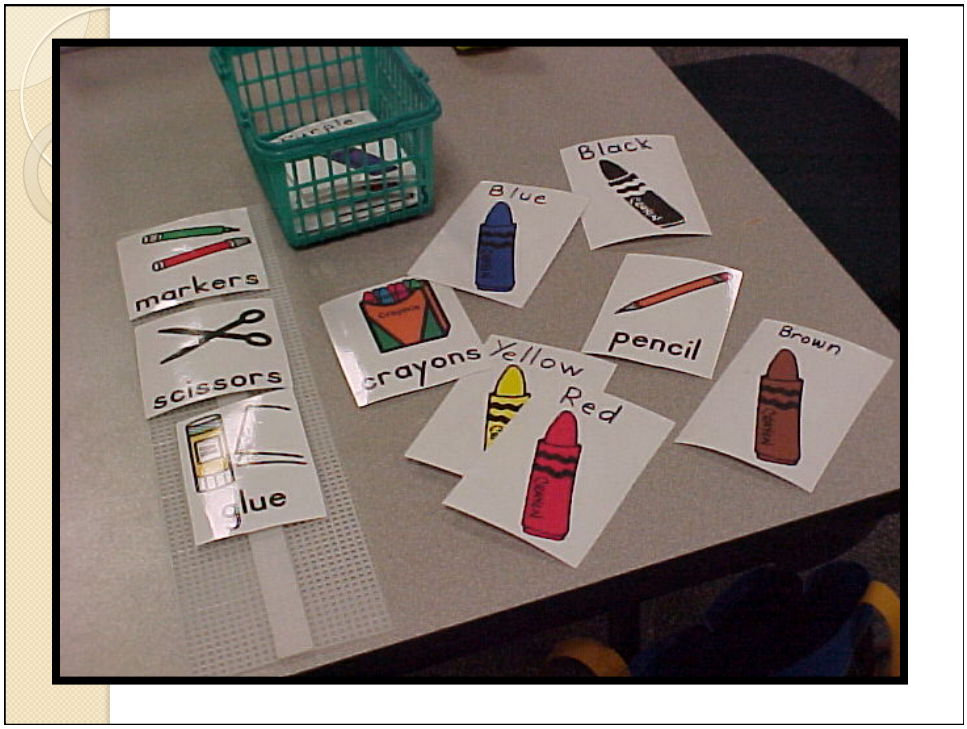
Examples of…

…Activity Schedules

For individuals…

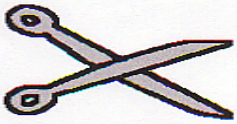
...low functioning
non-verbal
young children

Toys Put Away
Dirty Clothes in Basket
Chest Clean
BRETFORD


markers
scissors
glue
crayons
Blue
Black
pencil
Yellow
Red
Brown

Task Organizer

1. color



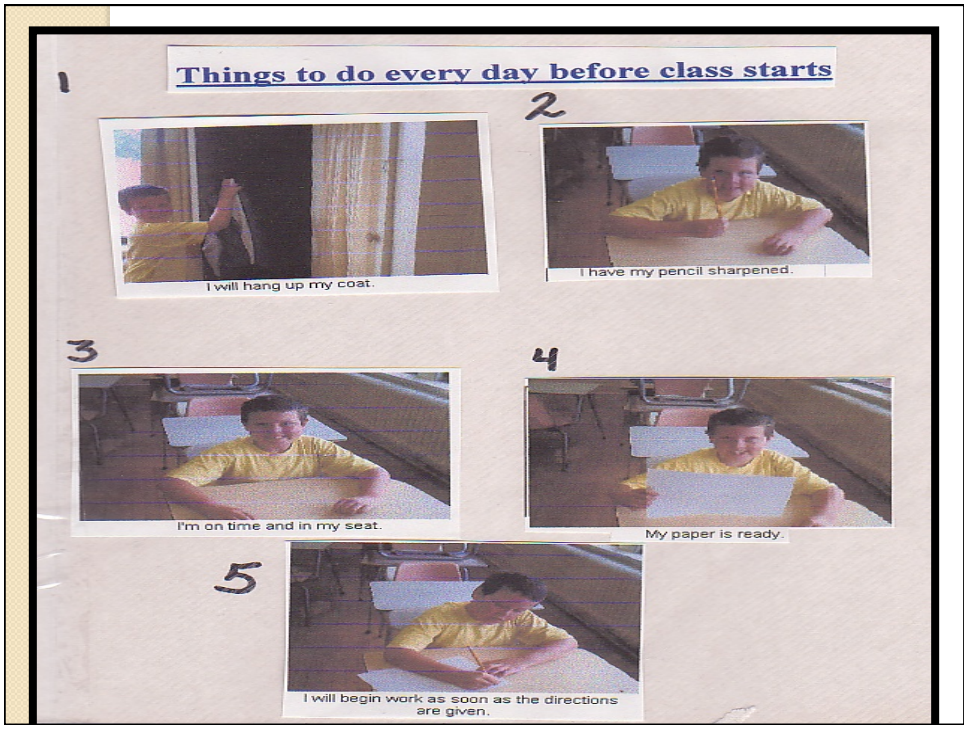
2. cut

3. glue

Used for activities that occur daily

For individuals…

…High functioning Aspergers


Things to do every day before class starts
1
I will hang up my coat.
2
I have my pencil sharpened.
3
I'm on time and in my seat.
4
My paper is ready.
5
I will begin work as soon as the directions are given.

Get Materials Ready
Take off Clothes and Put in Hamper
Turn On and Adjust Water Temperature
Use Soap and Shampoo Rinse Off with Water

Washing Hands

[redacted]

This activity schedule was made to help a individual remember this sequence.
It was placed in a plastic sleeve to protect it from getting wet.

GET READY

Morning Checklist

Shower
___ Wash my body
___ Wash my hair
___ Get out and dry off well
___ Put on my robe

Get Ready

___ Wash my face
___ Brush my teeth
___ Use deodorant
___Blow dry and style my hair

Get dressed
___ Put on underclothes
___ Put on shirt
___ Put on pants
___ Put on belt (if needed)
___ Put on socks
___ Put on shoes

NOT READY

READY

Watering Plants

_____ Check student planner

_____ Go to 351B

_____ Get watering can and key

_____ Take watering can and key to Mrs. Border's room

_____ Fill watering can with cold water

_____ Take filled can to each room
- Mrs. Latessa
- Mrs. Miller
- Mrs. Borders
- Mrs. Provitt
- Mrs. Kennedy

_____ Count to 5 when watering each plant

_____ Refill empty can in Mrs. Border's room

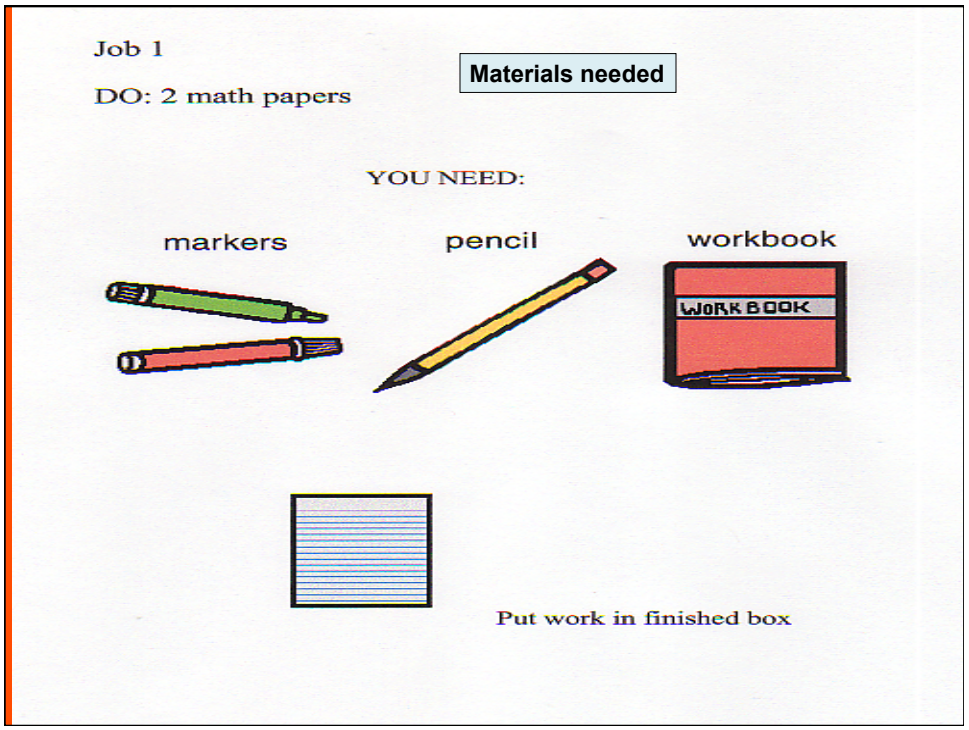
_____ Check off on chart when plants are watered

_____ Return key and watering can to Mrs. Latessa's room

Points to Remember
-Activity Schedules-

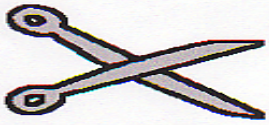
- Arrange the visuals in sequential order
- Review the activity schedule each time the task/activity is presented
- Once learned, fade verbal and/or physical prompts
- Use positive reinforcement to promote independence

- **Embed *Activity Schedules* into main/mini schedule(s)**
- **Incorporate 'materials to use' for each activity**
- **Use international "no" symbol to represent a step that will NOT occur**
- **Use "clock time" to indicate 'how long'**



Task Organizer

1. color



2. cut

3. glue

Materials needed and in what order

Choice Boards

"Teaching an individual to make choices empowers them with the ability to indicate needs, wants, desires, and feelings. This is the beginning of understanding how to communicate with others."

Important questions (choice boards)

- **How does the individual recognize items, activities, people?**
- **How does the individual currently make choices?**
- **Does the individual use pictures or symbols to indicate needs and wants?**

Important questions (choice boards)

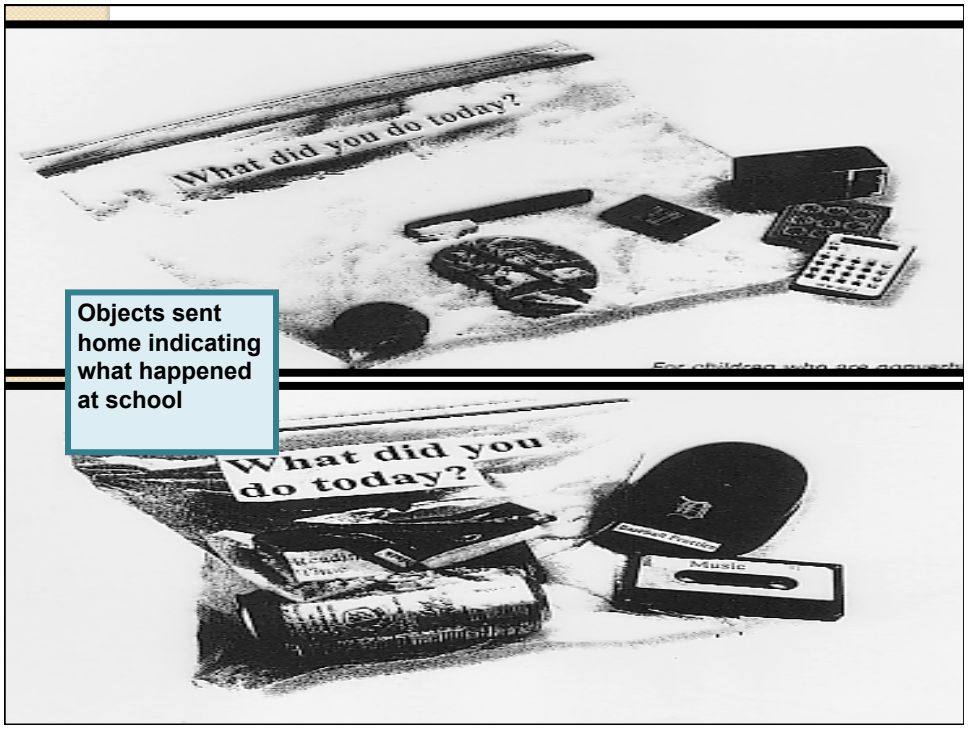
- **Does the individual read?**
- **How many choices are too many choices?**
- **What motivates the individual to make a choice?**

Examples of…

…Choice Boards

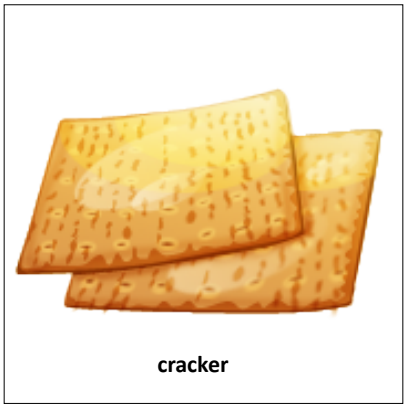
For individuals…

…low functioning
non-verbal
young children



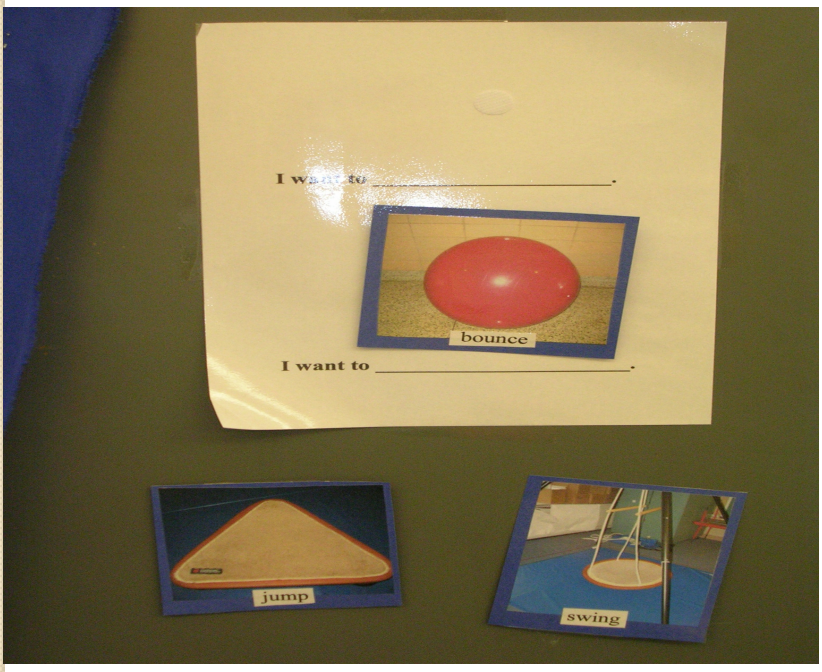
Objects sent home indicating what happened at school

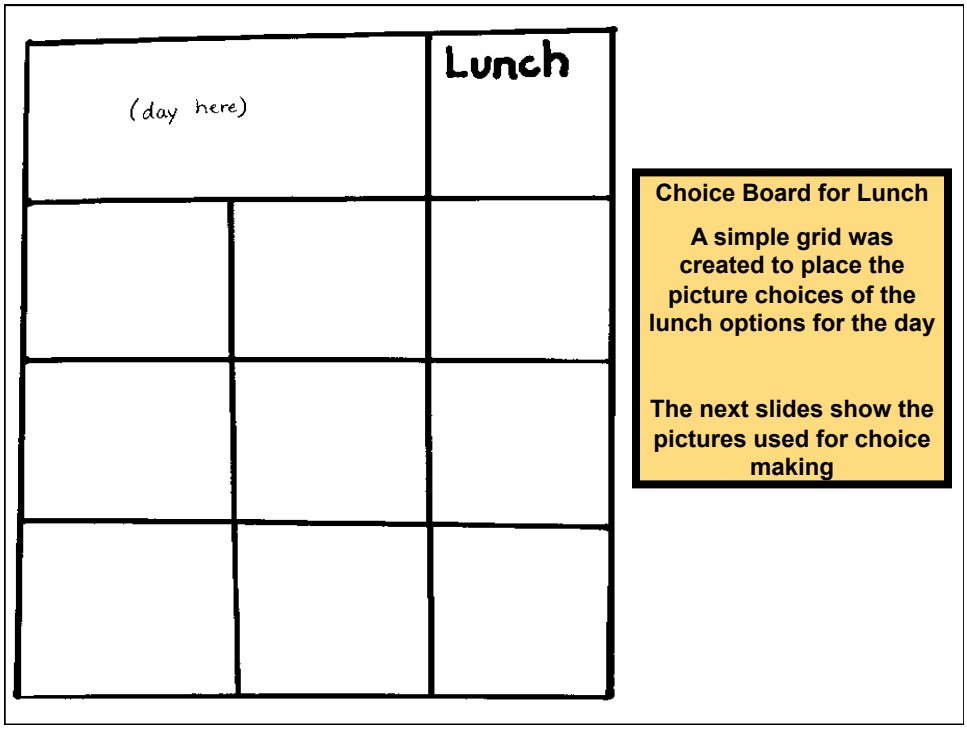
A simple picture to request a 'snack'



cracker

Snacks

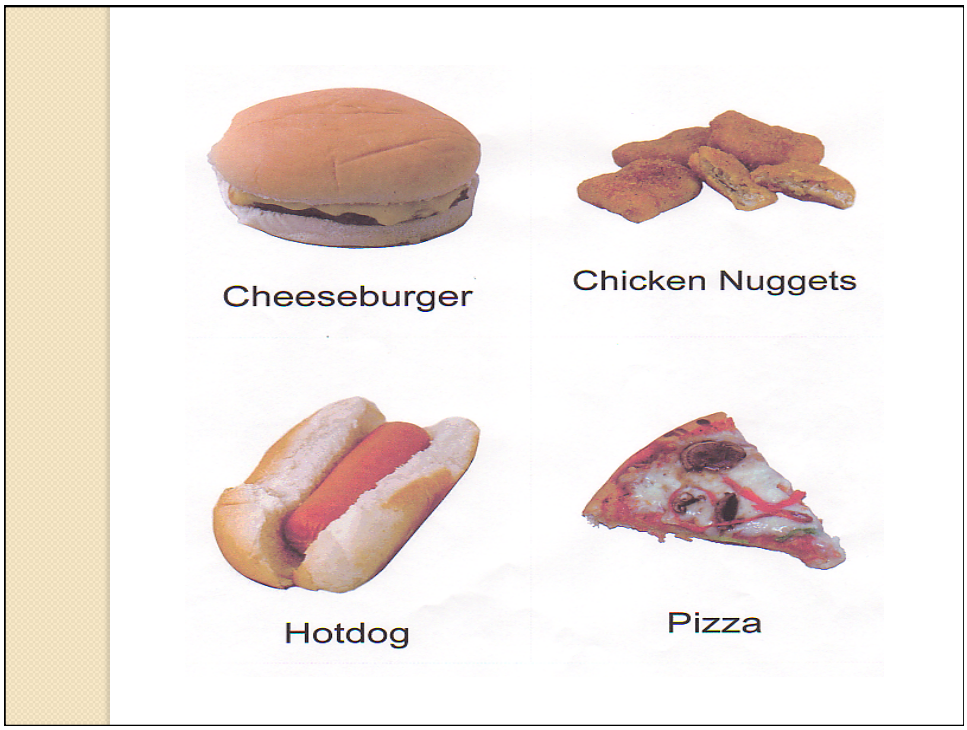


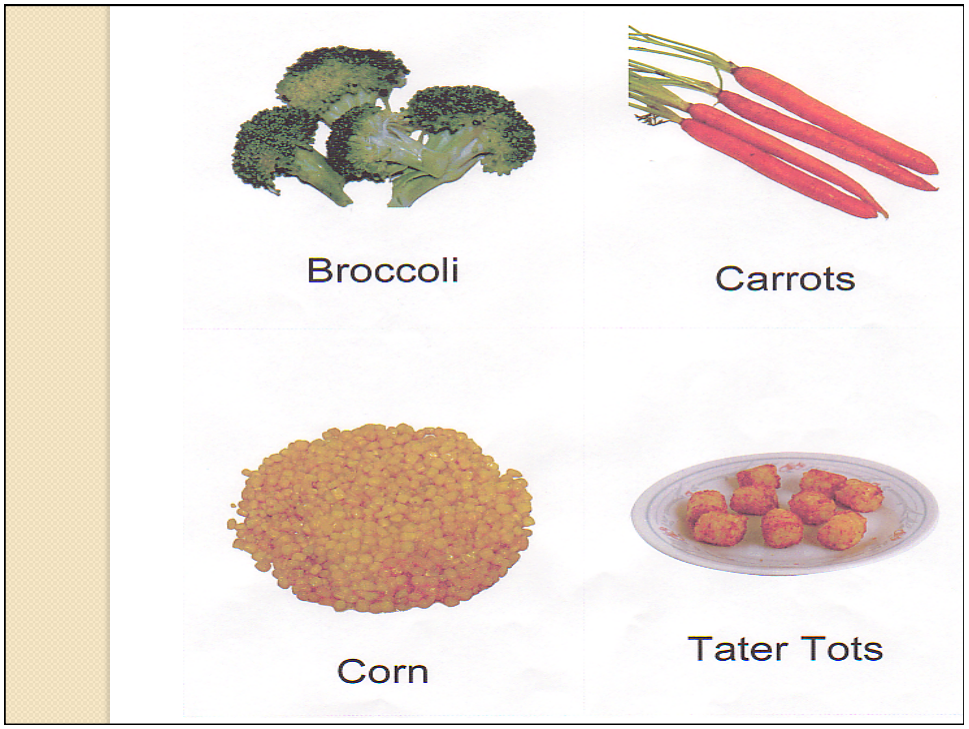


Choice Board for Lunch

A simple grid was created to place the picture choices of the lunch options for the day

The next slides show the pictures used for choice making



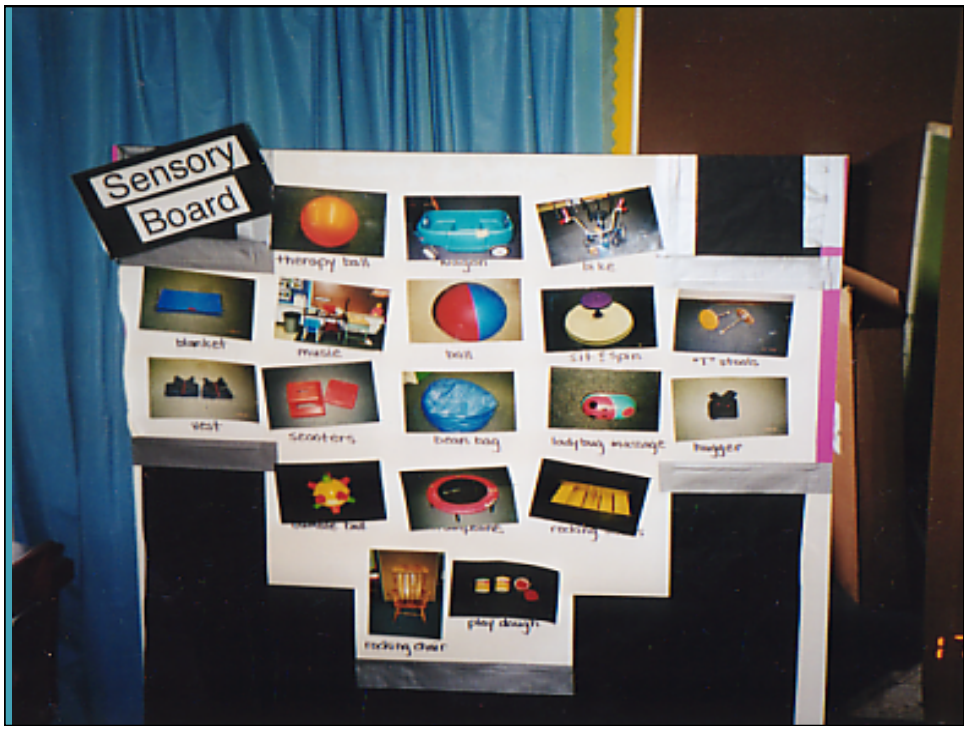


For individuals…

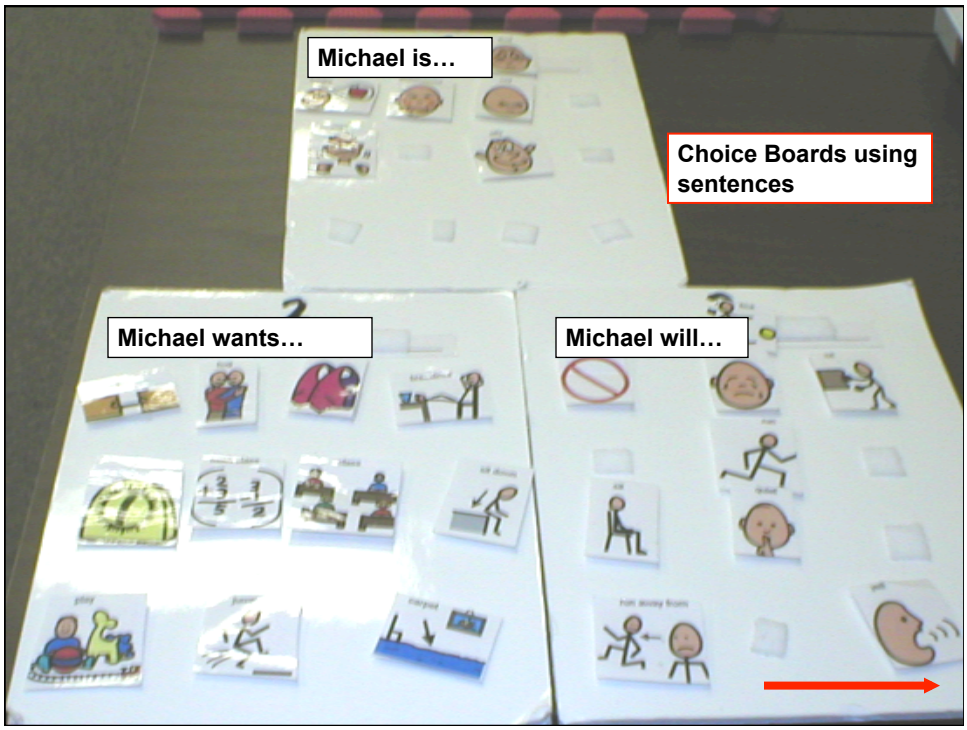
…High functioning Aspergers

Things to say to people

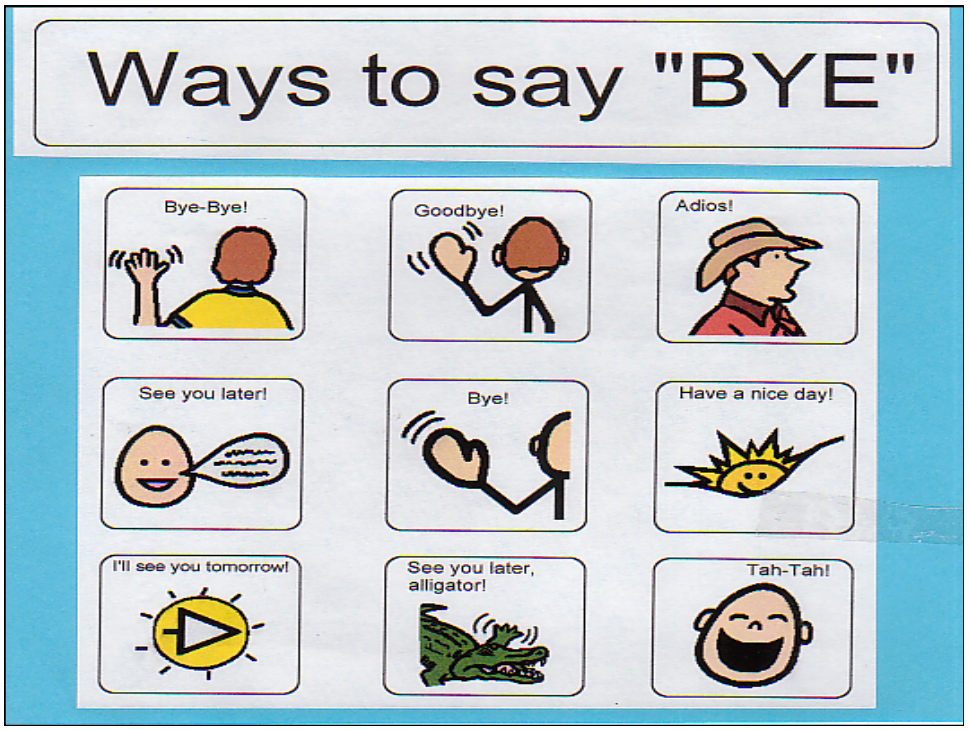
1. Hi
2. How are you?
3. What's happening?
4. What's up?
5. Give me five!

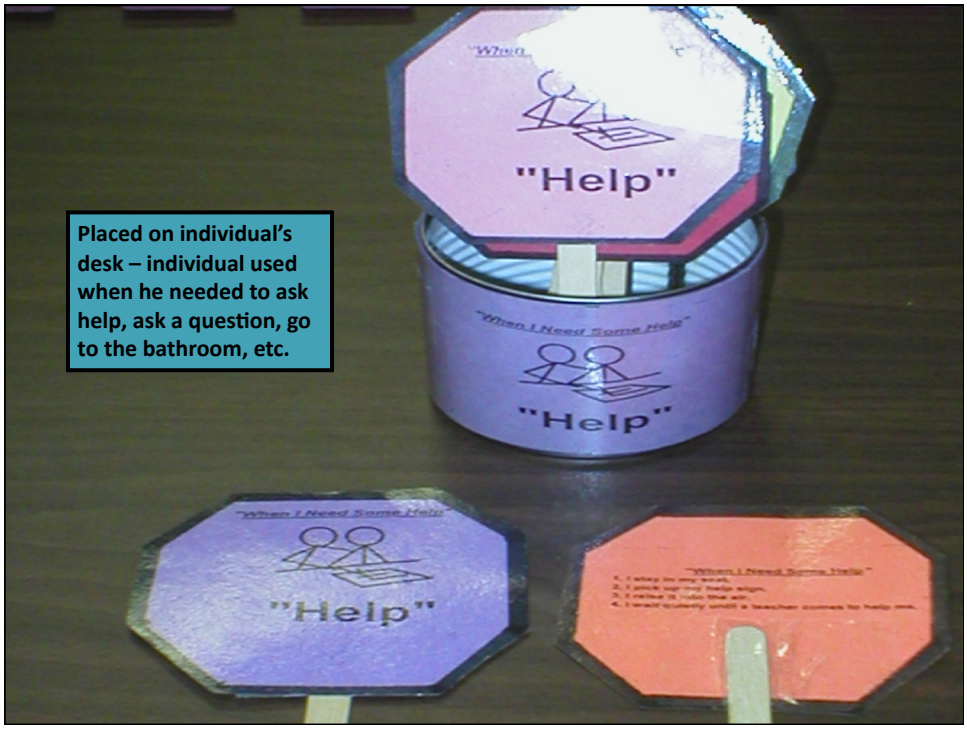


Sensory Break Choice Boards
Sensory Corner


Michael is…
Choice Boards using sentences
Michael wants…
Michael will…

Ways to say "Hi"
Hi!
Hello!
Howdy!
How are you today?
Hello There!
Good Morning!
Good Afternoon!
Hey There!
What's up?


Ways to say "BYE"
Bye-Bye!
Goodbye!
Adios!
See you later!
Bye!
Have a nice day!
I'll see you tomorrow!
See you later, alligator!
Tah-Tah!



Placed on individual's desk – individual used when he needed to ask help, ask a question, go to the bathroom, etc.

Points to Remember -Choice Boards-

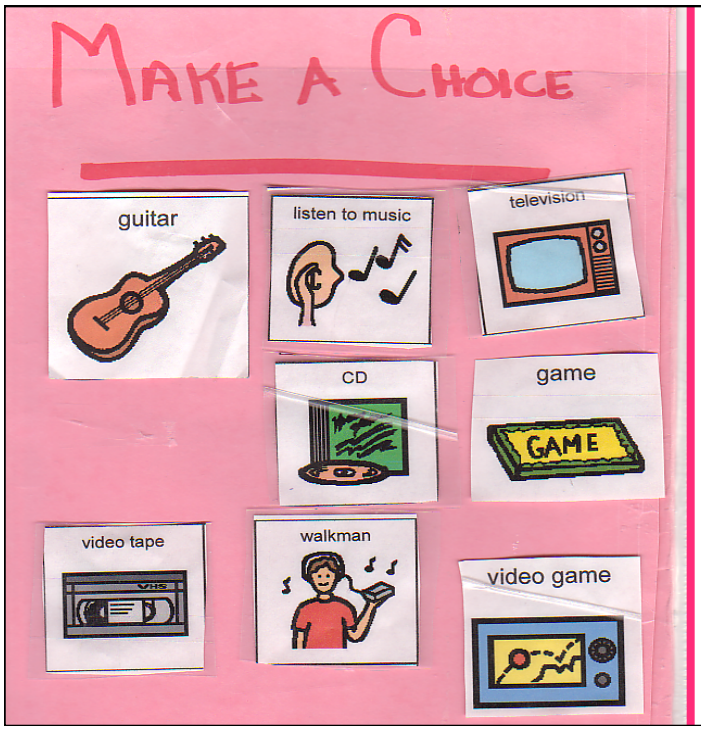
- **Determine how the individual makes a choice**
  - Pointing to actual objects
  - Pointing to pictures
  - Speaking
  - Eye gaze
  - Sign language

  -Once a choice is made, move quickly-
- **Teaching choice making is based on what motivates the individual -**
  - Food
  - Toys or objects
  - Activities
  - People

***don't forget about 'discrimination'

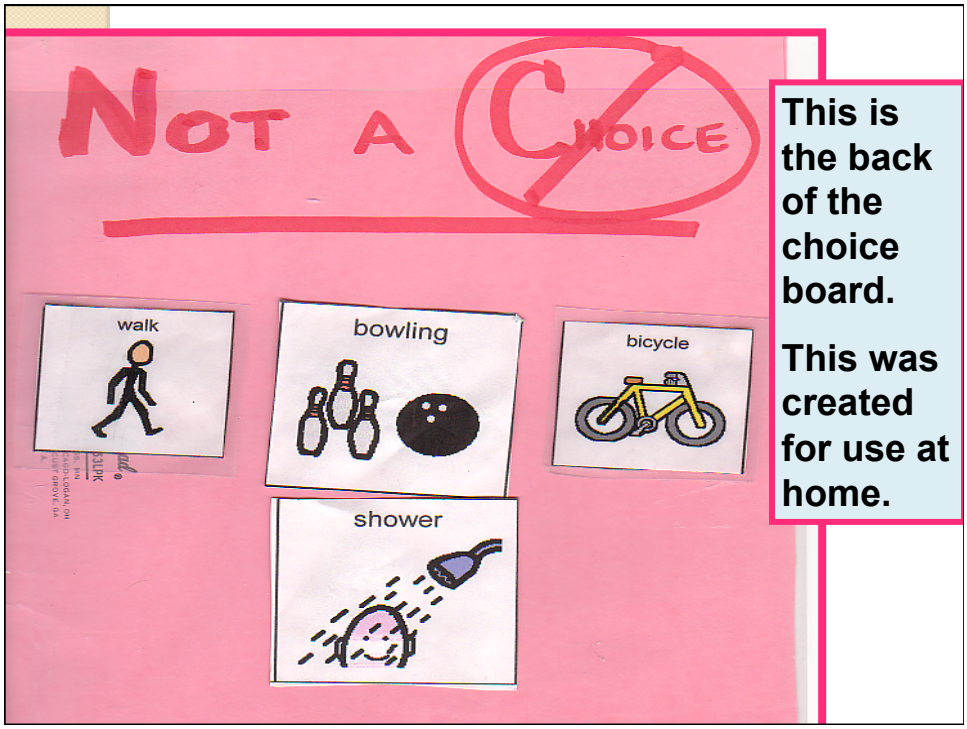
Points to Remember
-Choice Boards-

- **Start when the individual is calm and able to focus**
  - Don't try to teach when the individual is upset/angry
- **Gain the individual's attention and then present the choice board**
- **Don't forget when it is *not* a choice**
- **Provide highly motivating choices that compliment the activities going on in the classroom**



This is the front of the Choice Board.

It is in a plastic sleeve



This is the back of the choice board.

This was created for use at home.

Points to Remember
-Choice Boards-

When individual is unable to make a choice

- Say their name and wait for a response
- Decrease number of choices
- Provide one highly motivating item/activity
- Re-assess environmental conditions
- Provide support by saying, "I see you're looking at ___." "It is _____."
  - Avoid asking, "Do you want this?"

Communication Hygiene: Developing 'Healthy' Communication Tools for Adults

Denise Sawan Caruso, MA CCC-SP
Speech/Language Pathologist
Education/Parent Consultant

Even the most verbal individual with special needs has difficulty with some aspect of communication

Neurological challenges will affect communication…

- Slower processing time
- Difficulty shifting attention
- Difficulty filtering information – affects processing multiple stimulus
- Difficulty with short term memory
- Difficulty building a 'rich' receptive language vocabulary
- Limited expressive communication
- Verbal but inappropriate

Specifically…

Challenges to *receptive communication* include…

- **Difficulty understanding word meaning(s)**
  - Concrete vs. Abstract
- **Difficulty processing information**
  - Difficulty storing information
  - Difficulty retrieving information
- **Difficulty understanding multiple words together**

Challenges to *expressive communication* include…

- **Difficulty expressing needs, wants, desires accurately and appropriately**
  - **Difficulty expressing inner language**
  - **Inappropriate protesting**
    - Verbally
    - Physically
  - **Difficulty asking for help**
  - **Difficulty understanding social demands**

Adults interacting with individuals with special needs should…

…develop a variety of strategies that are used by all adults…

- Consistently
- Frequently
- In all environments

That is…

…*We* need to *change our communication behaviors* and understand how to *support communication with individuals who are communicatively challenged*

'Healthy' Communication Tools

include the following…

1. One person talking at a time
2. Protocols
3. Maintaining eye contact
4. "Waiting time"

5. Decreasing question asking
6. Increasing commenting/describing
7. Use 'what to do' words
8. Provide substitute/replacement communication

9. Understanding how and why to 'negotiate'

10. Use statements with embedded choices to replace question asking with embedded choices

11. Choice making

12. Acknowledgement of feelings

13. 'Freeze Frame Face'

14. Visual Supports

15. "How's It Working for You?" – Dr. Phil

1. One Person Talking at a Time

One Person Talking at a time
(IN THE CLASSROOM)

- Directions/instructions should be ***first* initiated by one adult** (usually the teacher (general education or resource room) **or family member –**
  - If it is the teacher…
    - Supports individual's awareness of 'role of the teacher'
    - Reduces sensory 'overload'
    - All other adults in classroom remain verbally quiet
- Other adult in classroom **prepares visual supports** based on teacher direction instruction
  - Written
  - Other visuals
- Teacher/paraprofessional develop a **sign/gesture** to indicate when 'help' is neede
  - Used when additional support for individual is needed
    - Should be part of 'Plan for Independence'
    - To reduce auditory distractions
    - To develop attention to adult(s)
    - To support the teacher's role in the classroom

One Person Talking at a time – (AT HOME)

If it is a family member…

- Provide individual with one person to focus their attention
- Reduce multiple input from too many adults (or siblings)
- Give clear message of 'what to do'
- Begin to develop 'safe person'

2. Developing "Protocols"

Developing "Protocols" (cont.)

- **Helps to establish eye contact**
- **Helps to ensure attention to person and/or task and activity**
- **Decreases 'speed' of adult interactior**

I. Protocol for Interactions

(for individuals who actively avoid interactions with others)

- **Be conscious of social distance**
- **Limit body movements**
  - hands behind back
  - hands down at side
- **Use soft, calm and even voice**
- **Introduce self by name**
- **Tell individual why you are there and what you are going to do**
  - "commenting/describing"
- **Wait ten seconds for response before further interaction**
  - Responses – verbal, eye contact, body/facial gestures

II. "Protocol to Gain Attention"

1. Position self at child's eye level
2. Say child's name
   - First and/or last name
3. Wait ten seconds
   - If individual responds, move to "Protocol when giving directions/instructions/requests/asking questions"

Protocol to Gain Attention (cont)

If child does not respond..

Repeat steps 1 through 3 only one more time

If the individual does not respond add either a *visual support* or a *sensory support*

- **Visual support** can include –
  - Object – toy or object of interest
  - Photograph – of child
  - Picture/icon – of boy or girl
  - Written – child's name
- **Sensory support** can include –
  - Tactile – deep pressure touch
  - Auditory – tapping visual support
  - Visual – a gesture

How do you determine which "protocol" to use?...

…Know the individual's abilities

- strengths
- challenges

How do you know when to add additional supports?...

...Use the 'two direction' rule

- present information *only* two times

Once "attention is gained"...

III. "Protocol When Giving Directions/Instructions/ Making Requests/Asking Questions"

- Get eye level
- Give direction/instruction/request/ask question
- Wait Ten Seconds
- No response...repeat one more time
- No response...CHANGE or ADD...
  - Verbal interaction style
    - Words
    - Rate and vocal quality
    - vocabulary
  - Visual support (object,photo,picture/icon,written)
  - Gesture
  - Rhythm/Music
  - Sensory Supports
  - Environmental Stimuli

FINALLY, reevaluate what you are asking the individual to do…

…Is the task/activity (curriculum) too hard, too easy, too repetitive, too boring…in other words…

Not *meaningful, relevant, useful, purposeful or functional*

3. Maintaining Eye Contact During Interactions and Activities

Maintaining eye contact during interactions/activities

- Wait for **visual acknowledgement before continuing** to present verbal information
- Move on with an activity ***only*** **if individual is attending** to that activity
  - Using hand-over-hand support –
    - Position yourself at the individual's eye level
    - Stop the activity until the individual is looking/attending to the activity

4. 'Waiting Time'

'Waiting Time'

- **Assess** how long individual needs to process information
- Based on assessment, determine **length of 'waiting time'** between directions, instructions, making requests and asking questions
- **Share 'waiting time' with all adults** working with individual
- Develop a **sign/gesture for adults** as a reminder

5. Decrease Question Asking

Decrease Question Asking (cont.)

- **Questions challenge individual's language abilities…affecting both…**
  - Receptive language
  - Expressive language

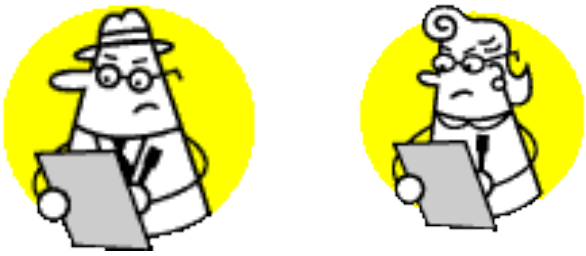
Paired with…

6. Increase Commenting/ Describing

Increasing Commenting/Describing (cont.)

- Provides verbal information on **'what is happening'** – describe…
  - ***Environment***
  - ***Other's Actions***
  - ***Other's Emotions***
  - ***The Individual's Actions***
  - ***The Individual's Emotions***
- **80% commenting/describing**
  20% question asking

7. Use 'what to do' words



Use 'what to do' words (cont.)

- Supports **development of receptive language**
- Ensures that individual **understands 'what to do'**
- **Replaces (or adds to) 'stop/no'** words

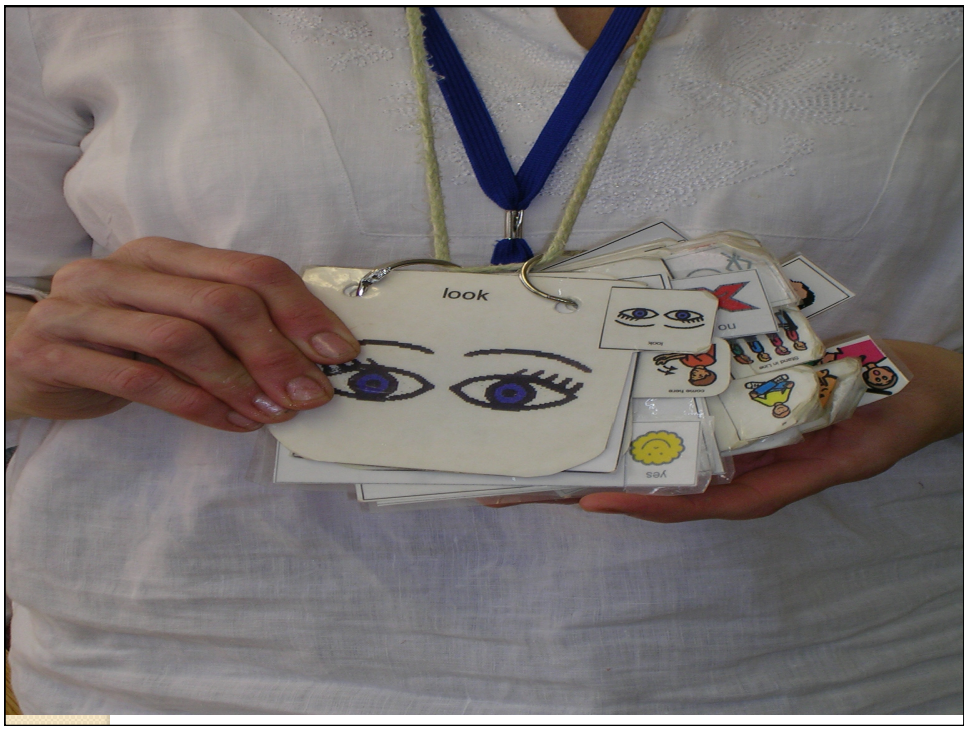
Be sure to pair 'what to do' language with…

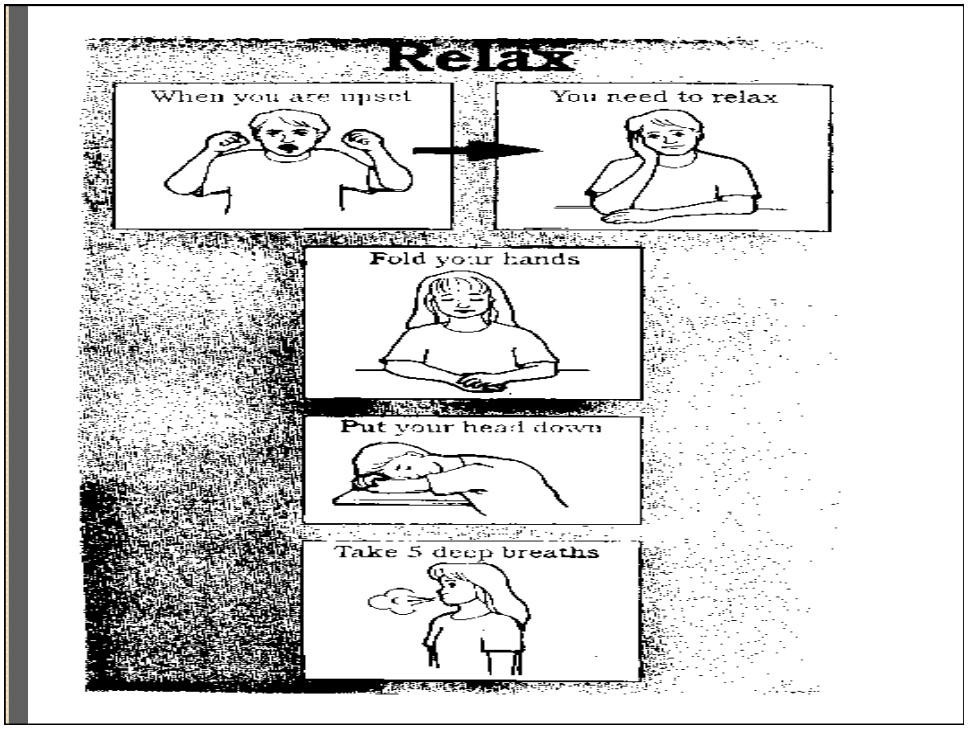
…visual supports

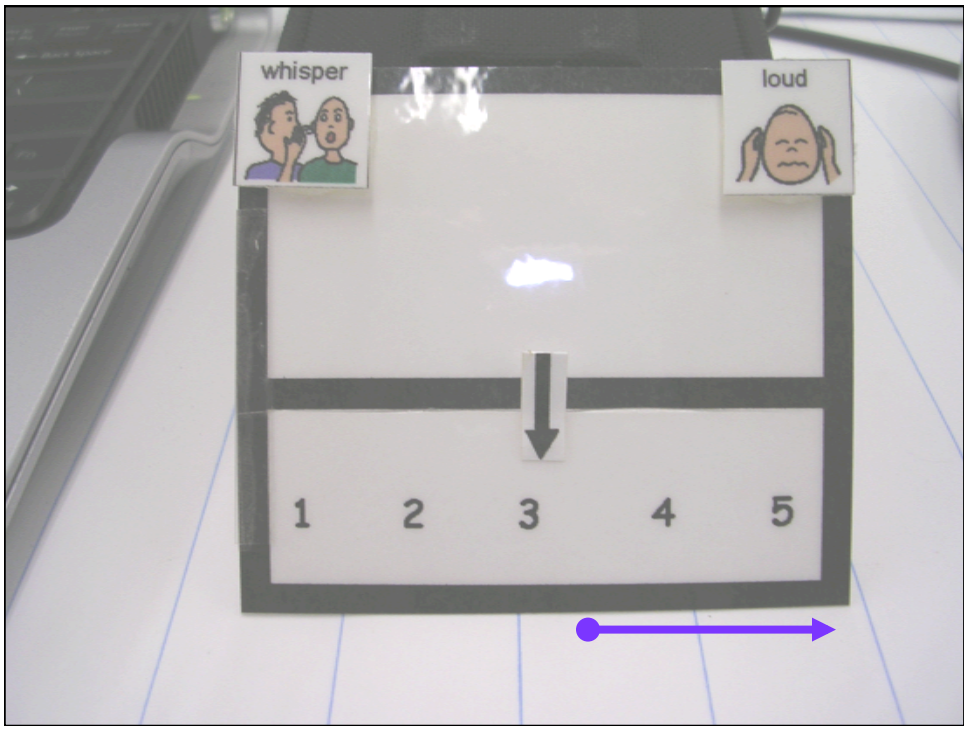
- ensures that individual understands 'what to do'
- doesn't just rely on verbal information

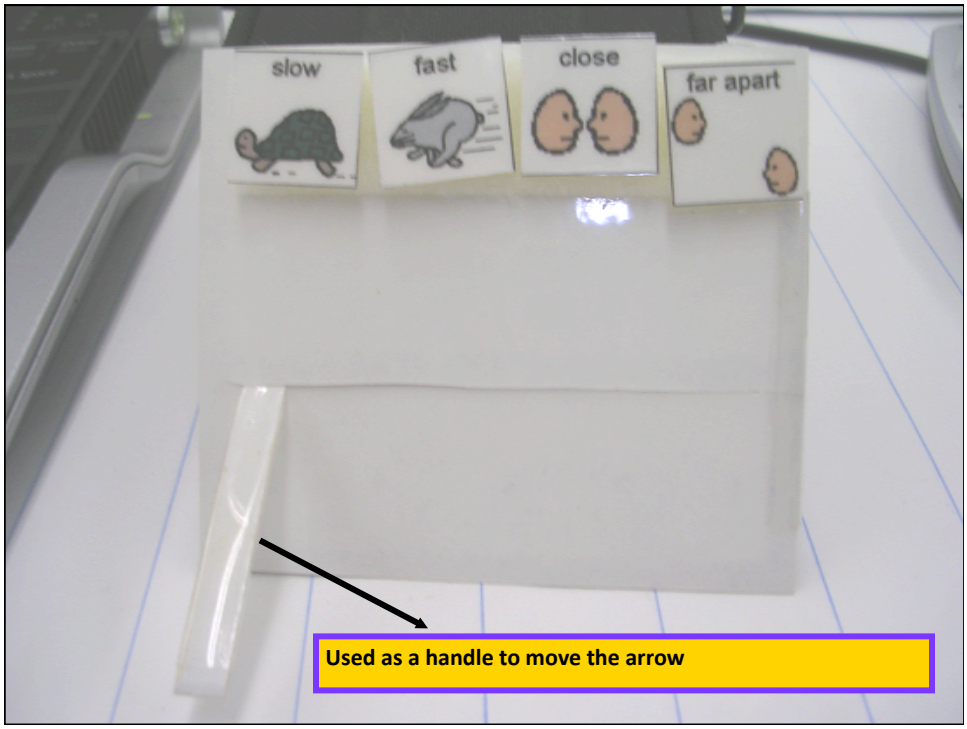
Examples of 'what to do' using visual supports…

sit
come here
Safe Hands


look


Relax
When you are upset
You need to relax
Fold your hands
Put your head down
Take 5 deep breaths


whisper
loud
1
2
3
4
5



"Rules of the Room"…

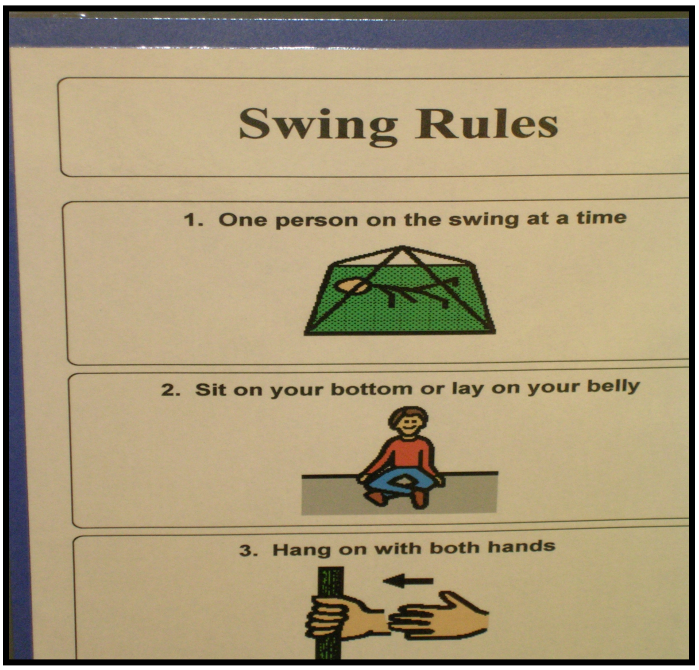
…also provide 'what to do'

Bathroom

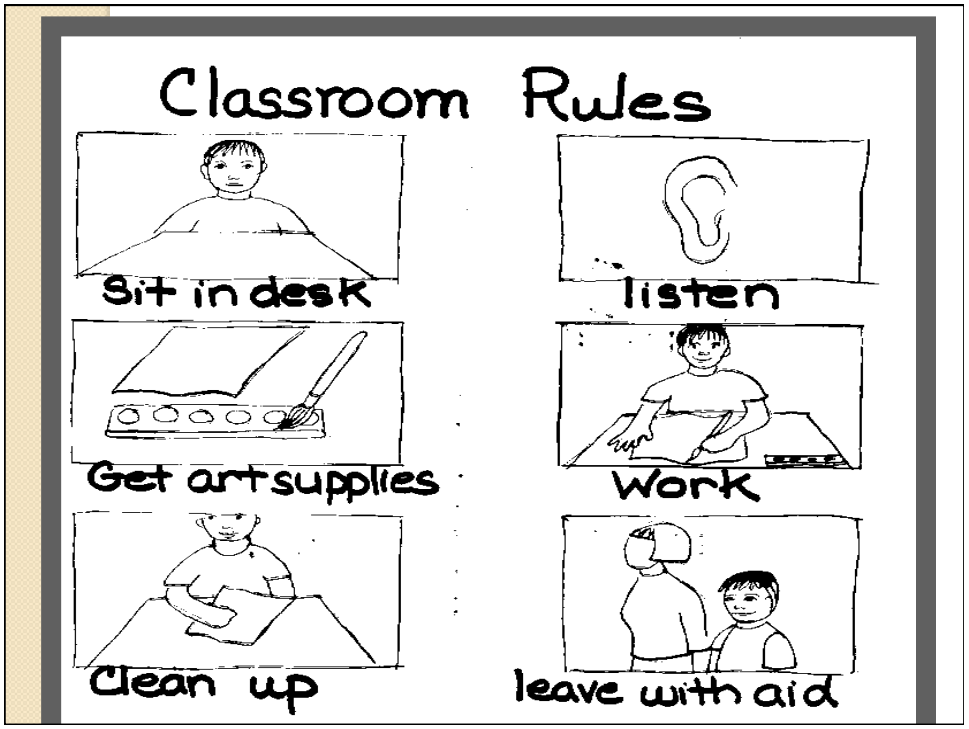
1. Ask permission to go to the bathroom.
2. Go into the stall.
3. Remove your pants.
4. Use the toilet.
5. Use toilet paper.
6. Pull up your pants.
7. Wash & dry your hands.
8. Return to the classroom.

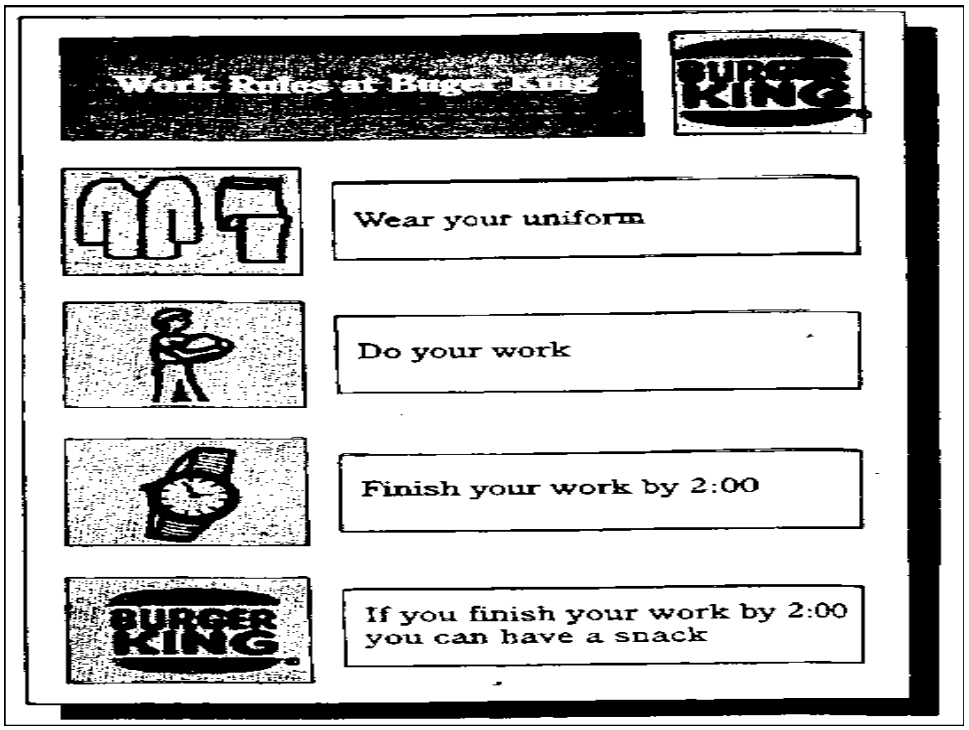
Entering School

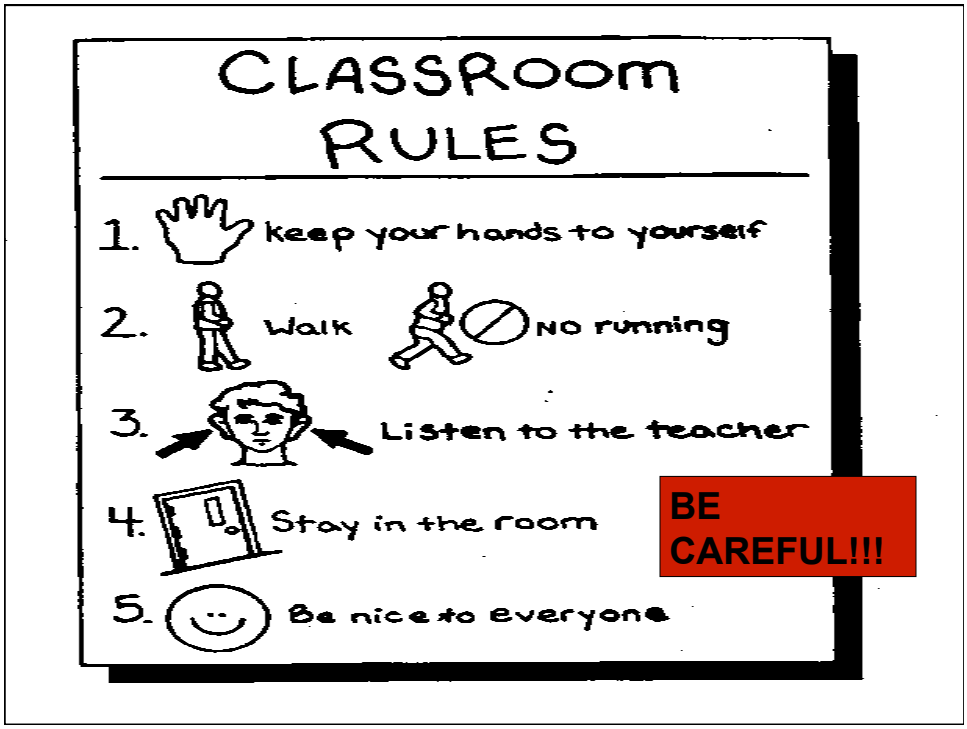
1. Greet your teacher.
2. Remove your bookbag & hang it up.
3. Unzip your coat.
4. Pull each arm out of your coat.
5. Hang your coat on your peg.
6. Take your chair down off your desk.
7. Sit down in your chair.
8. Quietly greet your neighbors.

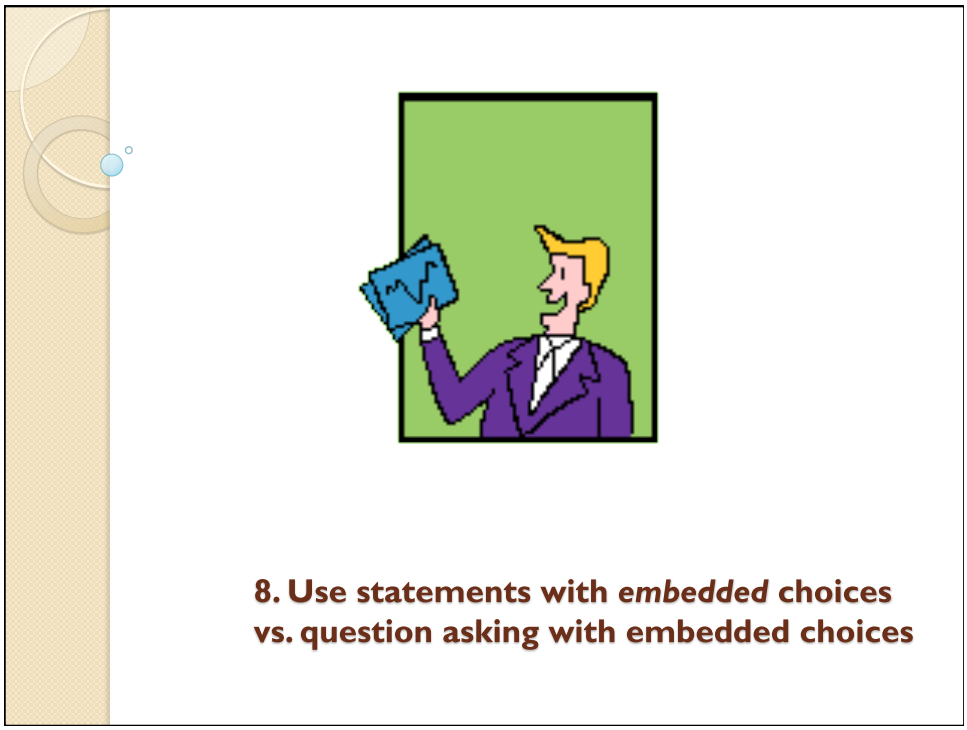

Swing Rules
1. One person on the swing at a time
2. Sit on your bottom or lay on your belly
3. Hang on with both hands

Snack Rules
1. Sit in your chair and keep your feet on the floor
2. Eat nicely and use your napkin to wipe your mouth
3. Throw away your own trash


Classroom Rules
Sit in desk
listen
Get art supplies
Work
Clean up
leave with aid


Work Rules at Buger King
BURGER KING
Wear your uniform
Do your work
Finish your work by 2:00
BURGER KING
If you finish your work by 2:00 you can have a snack





8. Use statements with *embedded* choices vs. question asking with embedded choices

Use **statements with embedded choices** vs. question asking with embedded choices

- Provides **individual with control**
- **Use when there isn't a choice**
  - Example:
    - ***"You can do (this) or (this), choose one"***

      vs.
    - **"Do you want to do (this) or (this)?"**
  - **Watch yes/no questions**
    - When there isn't a choice, don't create one
    - If you use a yes/no question, respect the individual's answer

9. Understanding How and Why to 'Negotiate'

Understand how and why to negotiate (cont)

- **Negotiating is a 'give and take' between the adult and the individual with special needs**
- **Determine what is most important to you…**
  - Completing a task/activity correctly ***or*** participating independently on whatever the individual can do themselves?
  - Adult taking control ***or*** individual taking control?
  - 'Meltdown' ***or*** learning how to manage my emotions/body?

10. Provide substitute/ replacement communication

Provide substitute/replacement communication (cont.)

- Replaces *inappropriate* communication with **appropriate** communication
- Replacement behavior should be close to inappropriate communication behavior

Examples of 'replacement behaviors'

- Child pinches to get attention
  - ***Replacement behavior:***
    - Child learns to gently touch arm or adult/peer when needs attention
- Child bites hand when doesn't get what he/she wants
  - ***Replacement behavior:***
    - Child learns to 'shake' head 'no'
- Child recites movies when frustrated
  - ***Replacement behavior:***
    - Child learns to make choice of 'what to do' when presented with a visual choice board

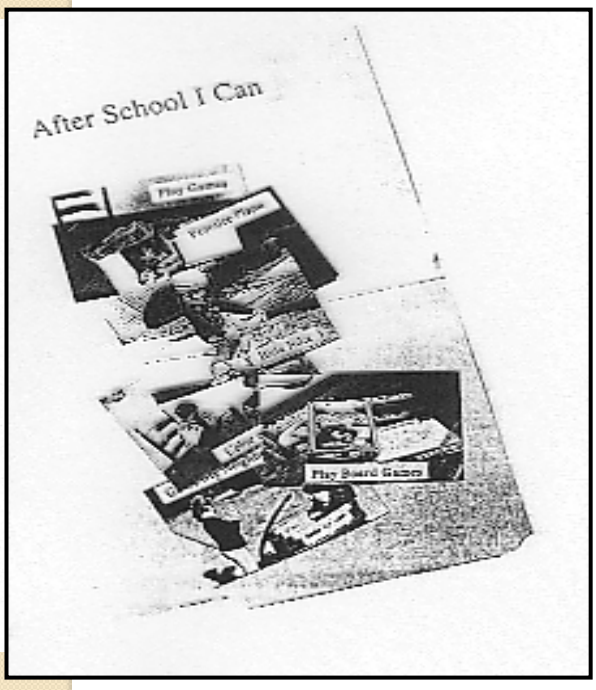
11. Choice making

Choice making (cont.)

- Empowers individual's communicati
- Provides individual with control
- Reduces potential 'meltdowns'

Examples of…

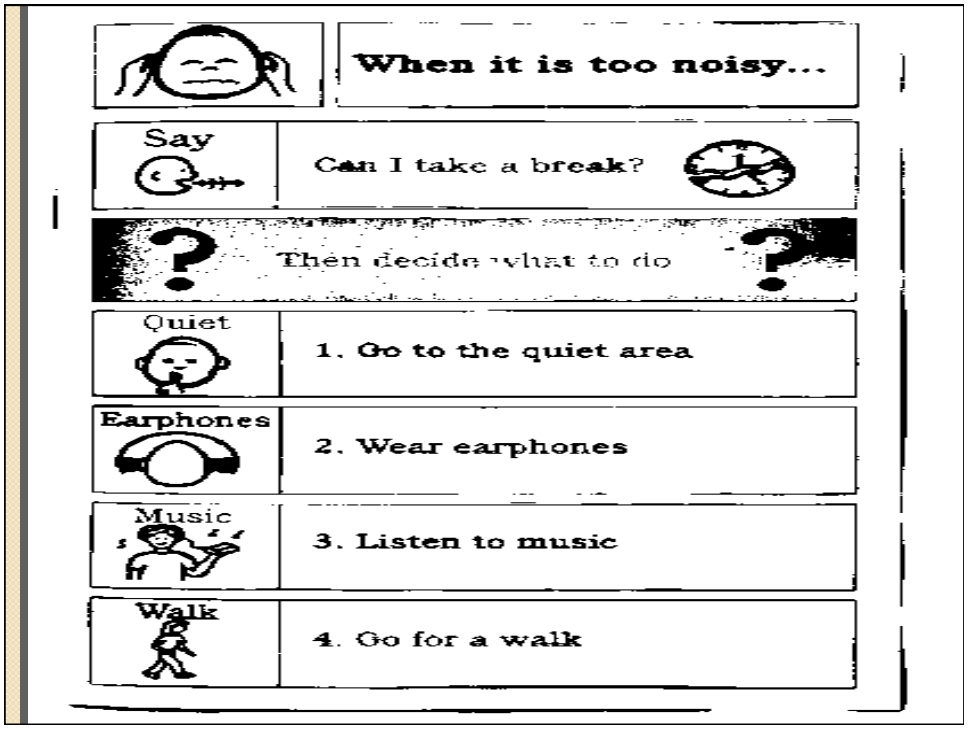
…choice making using visual supports

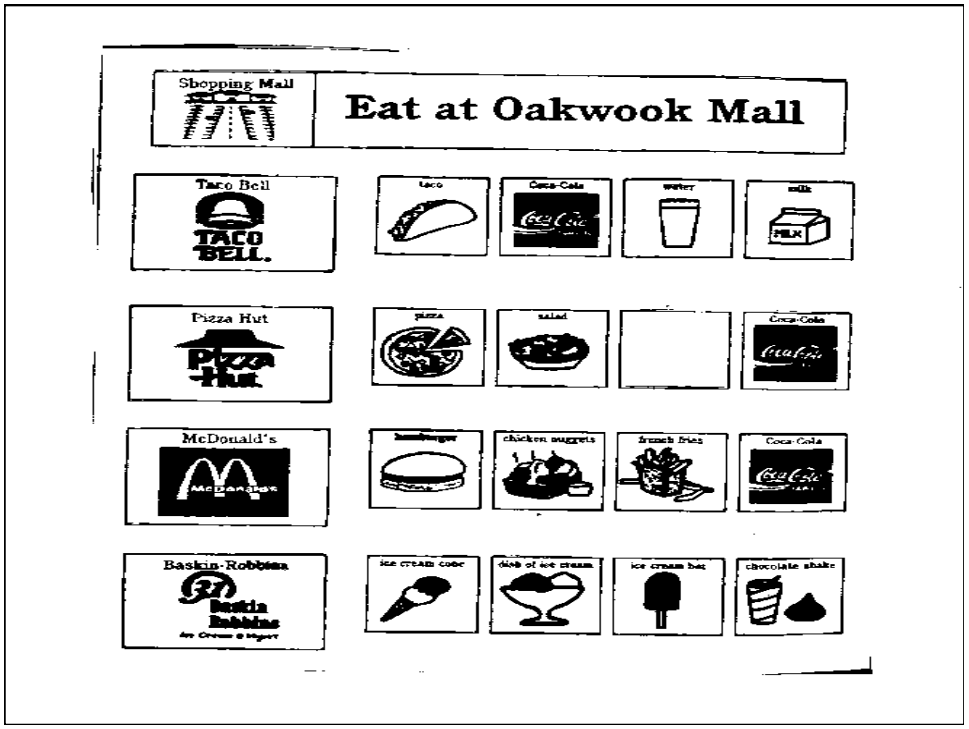


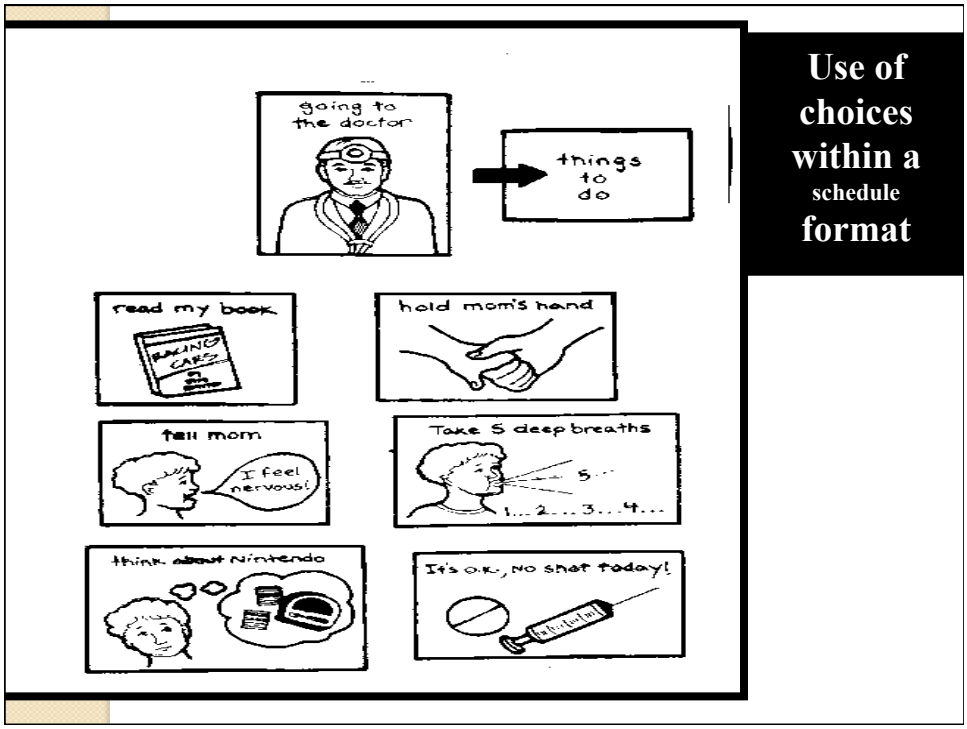
A simple folder with photos of activities that can be done after school is used as a choice support at home.

WHAT'S FOR LUNCH?
EAT POLITELY
turkey
fruit
biscuit
milk
mashed potatoes

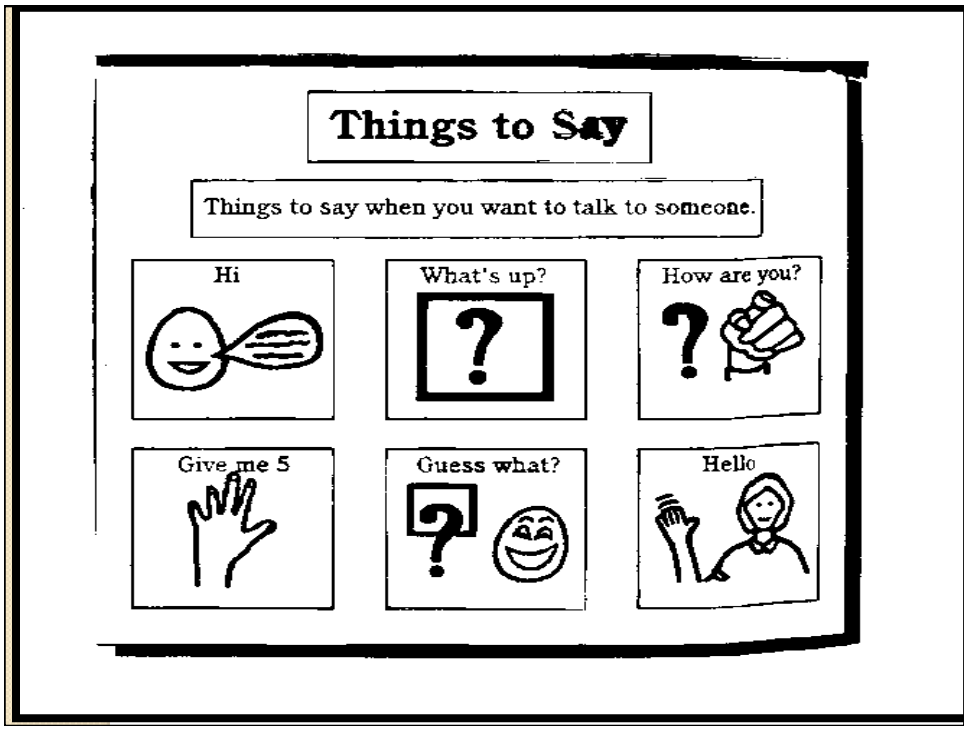
I'm stuck.
I have a question.
I need a break.
I'm finished.

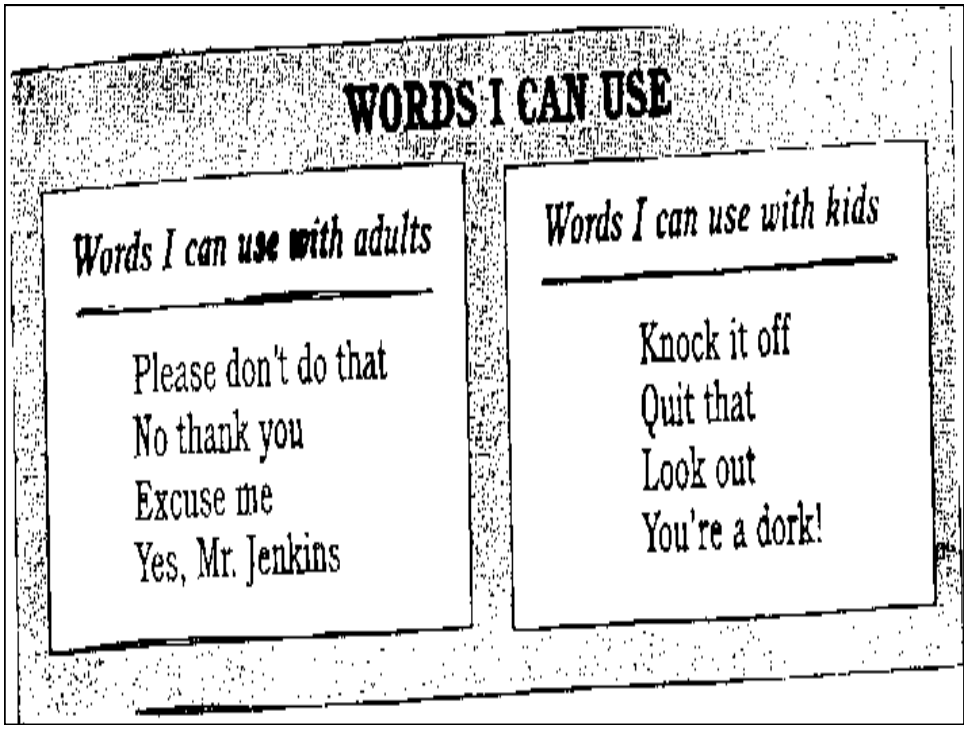

When it is too noisy...
Say
Can I take a break?
Then decide what to do
Quiet
1. Go to the quiet area
Earphones
2. Wear earphones
Music
3. Listen to music
Walk
4. Go for a walk

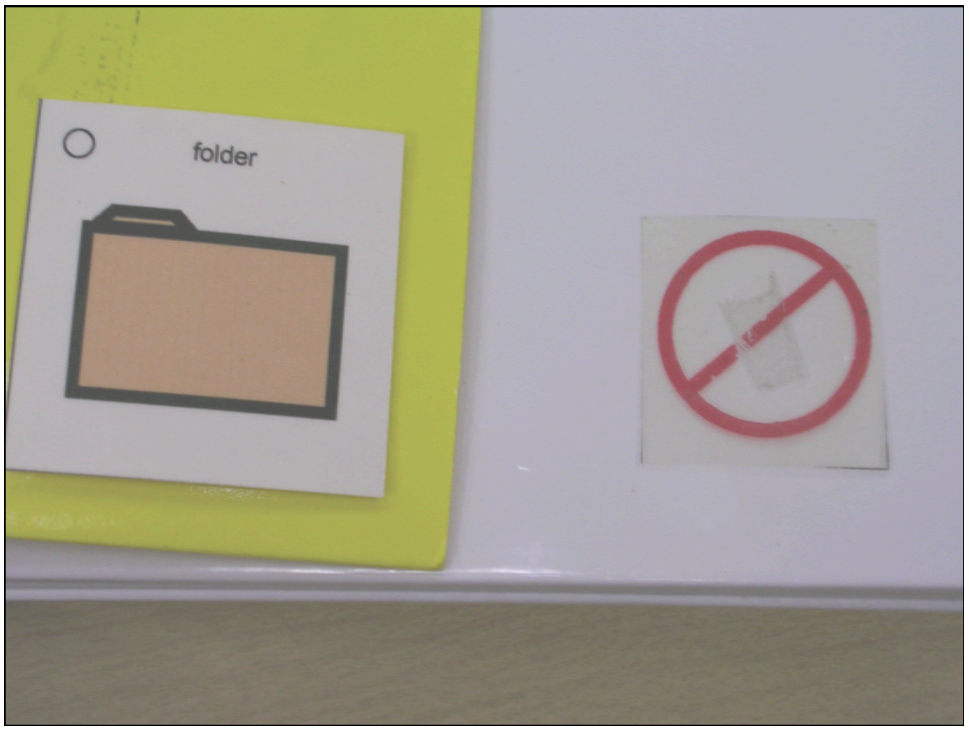

Shopping Mall
Eat at Oakwook Mall
Taco Bell
TACO BELL
Pizza Hut
Pizza Hut
McDonald's
Baskin-Robbins

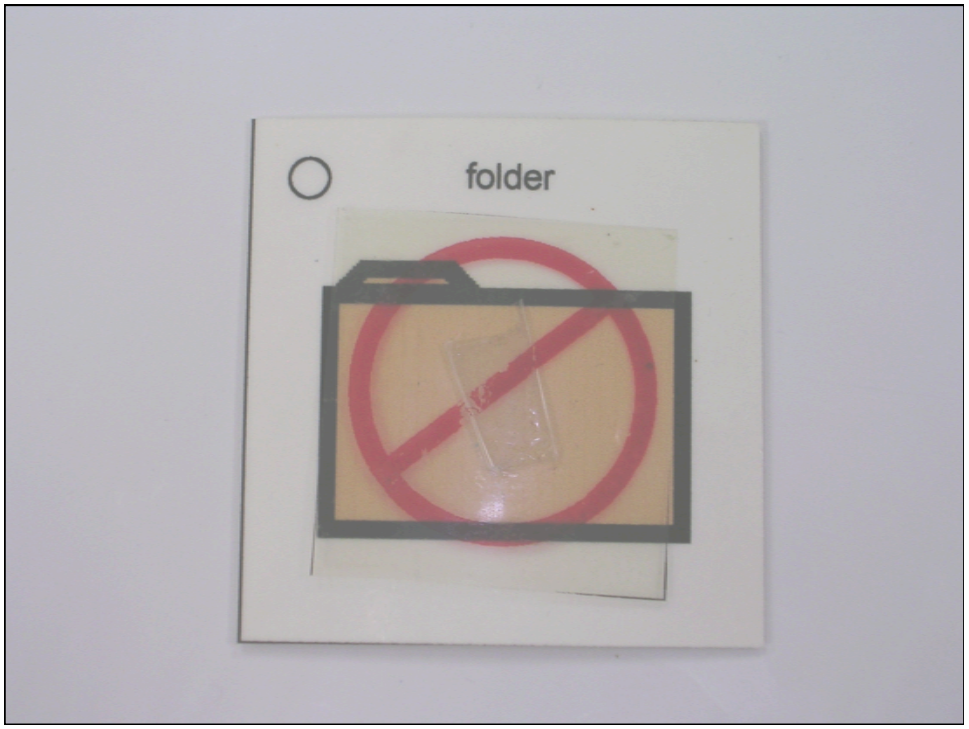


Use of choices within a schedule format




WORDS I CAN USE
Words I can use with adults
Please don't do that
No thank you
Excuse me
Yes, Mr. Jenkins
Words I can use with kids
Knock it off
Quit that
Look out
You're a dork!


folder



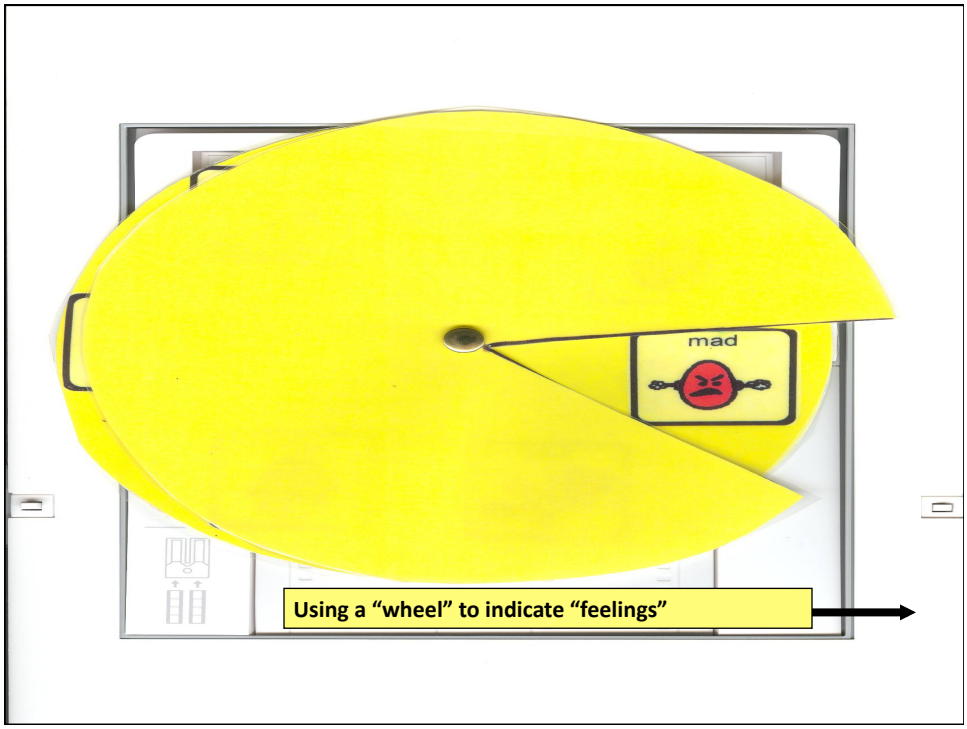
12. Acknowledgement of feeli

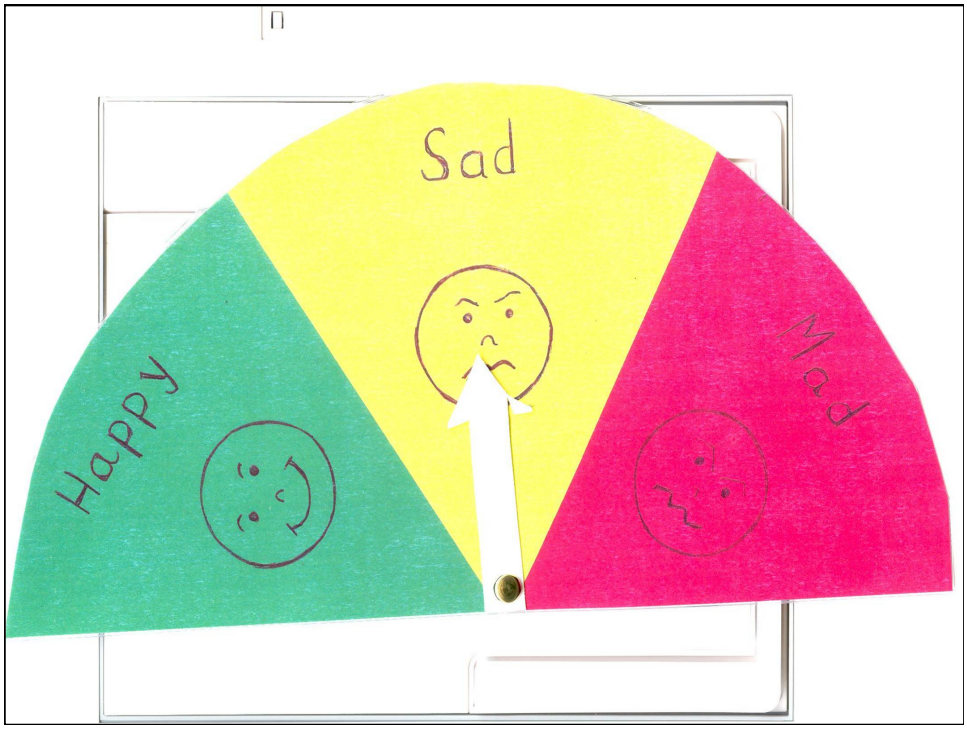
Acknowledgement of feelings (cont.)

- **Pairs words with action**
- **Supports emotional expression** (no matter how inappropriate)
- **Identify…**
  - **Emotion**
  - **How you know**
  - **Why**
    - **Example – "I know you are mad. You are hitting me. You want to go outside." or "You are happy. You are smiling. You love to play with your truck."**

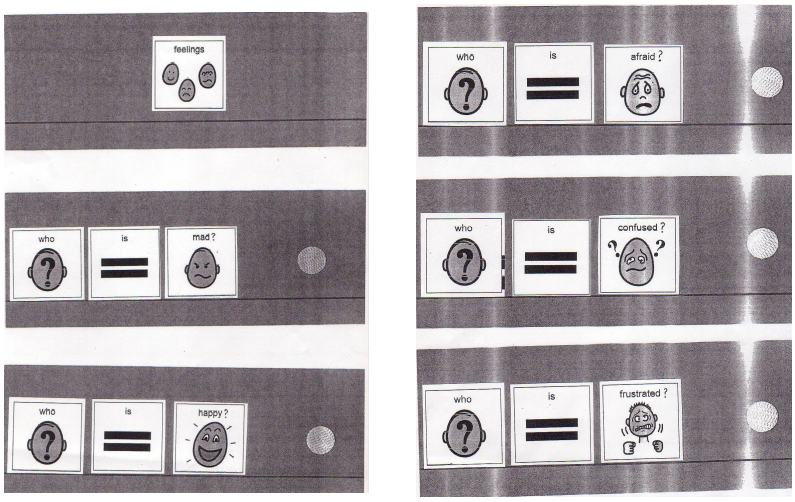
Add visual supports…

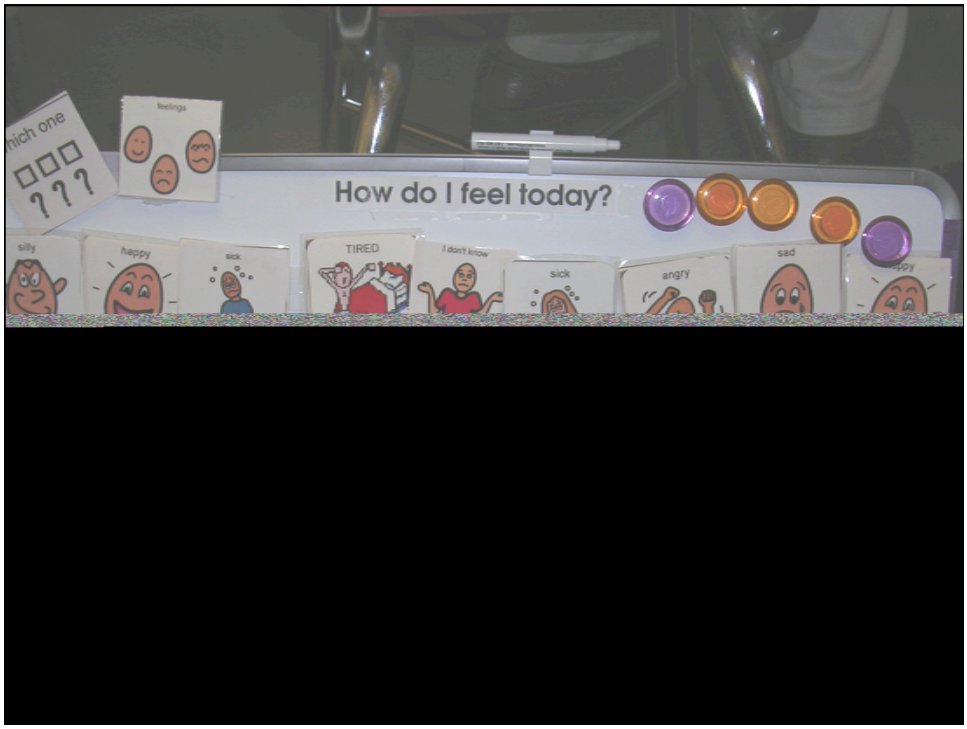
…with pictures/icons/ words

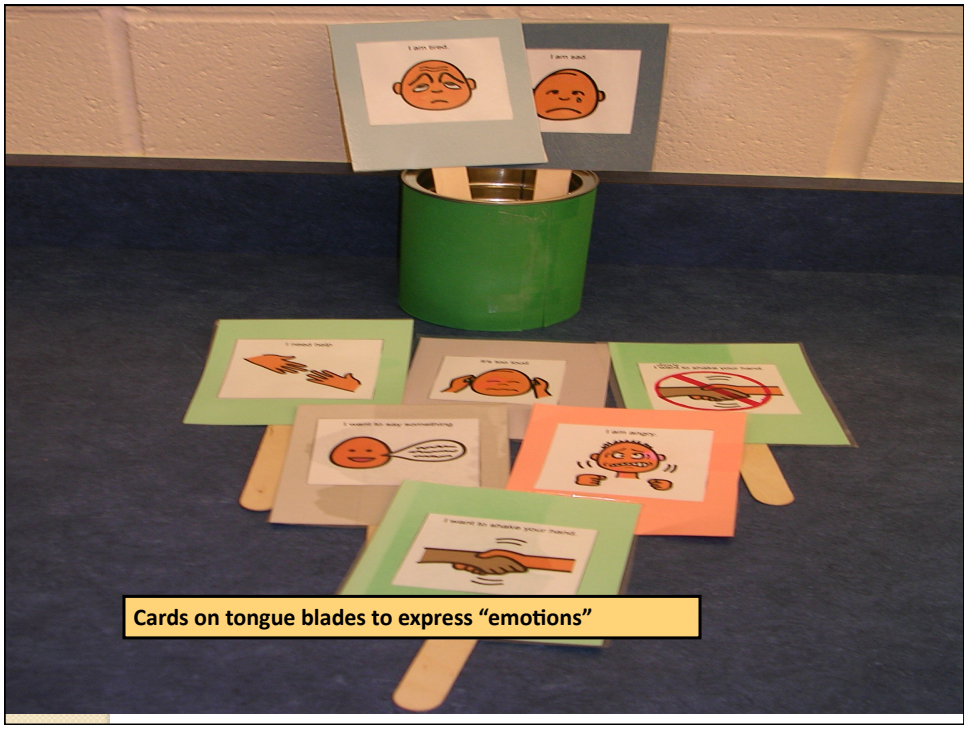

mad
Using a “wheel” to indicate “feelings”

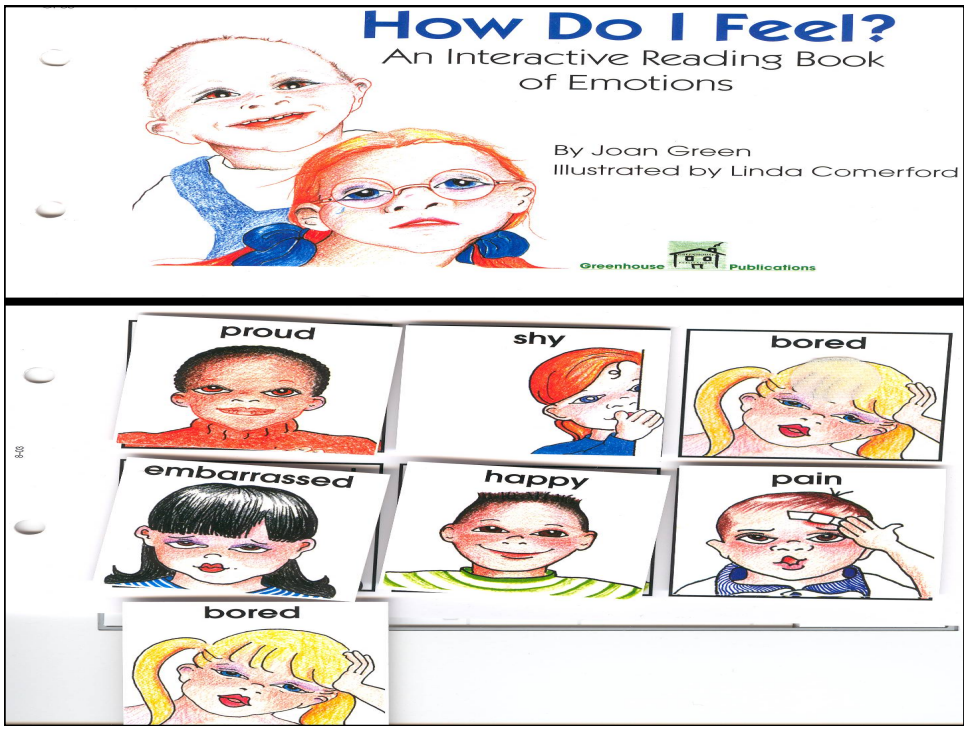

Sad
Happy
Mad

Strategy to support expressing emotions on a daily basis

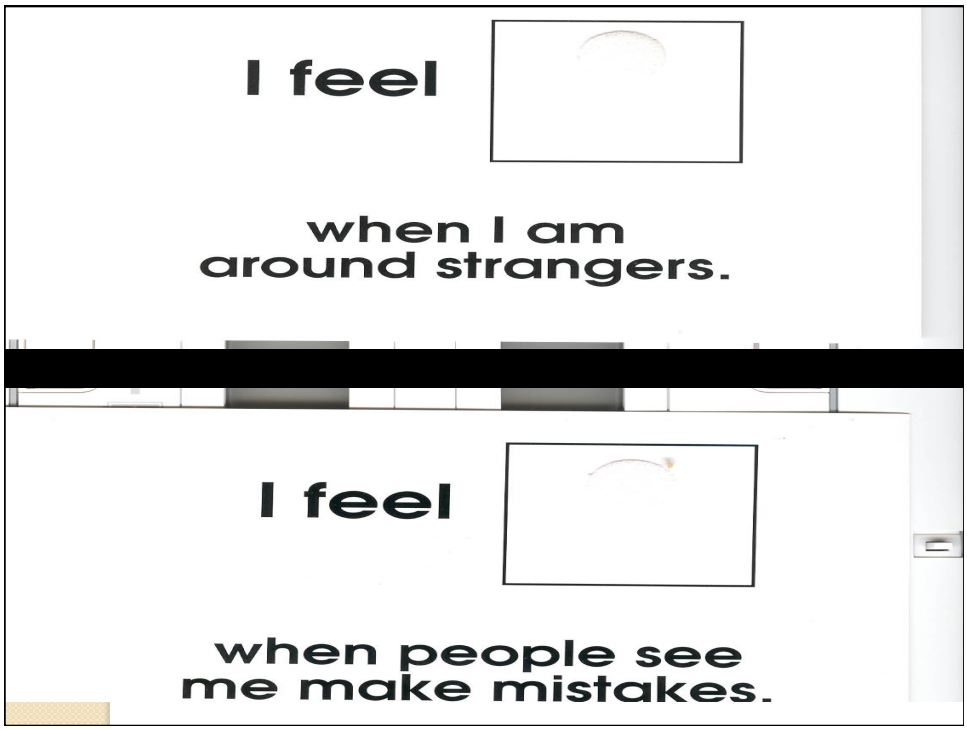





Cards on tongue blades to express “emotions”


How Do I Feel?
An Interactive Reading Book of Emotions
By Joan Green
Illustrated by Linda Comerford
Greenhouse Publications
proud
shy
bored
embarrassed
happy
pain
bored

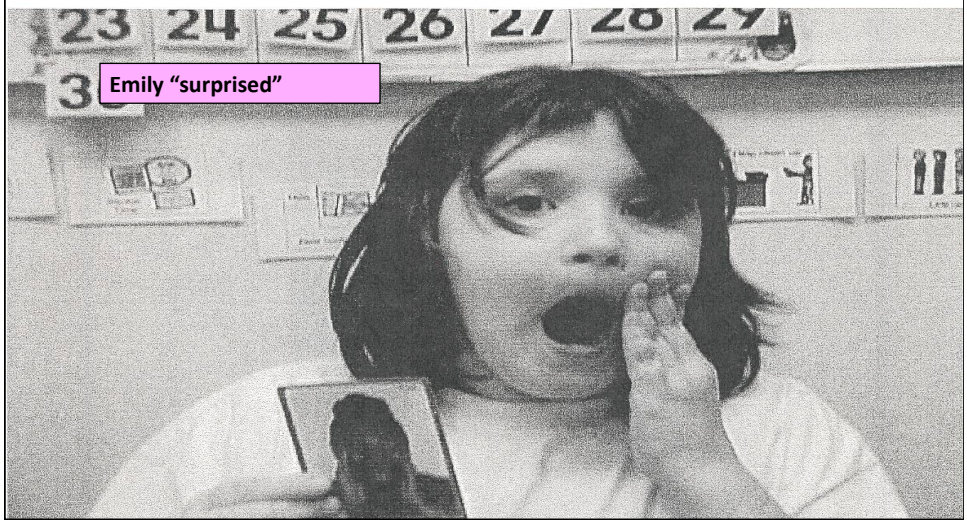
worried
sorry
guilty
scared
sad
excited
lonely
surprised
stressed
jealous
mad
frustrated


I feel
when I am
around strangers.
I feel
when people see
me make mistakes.

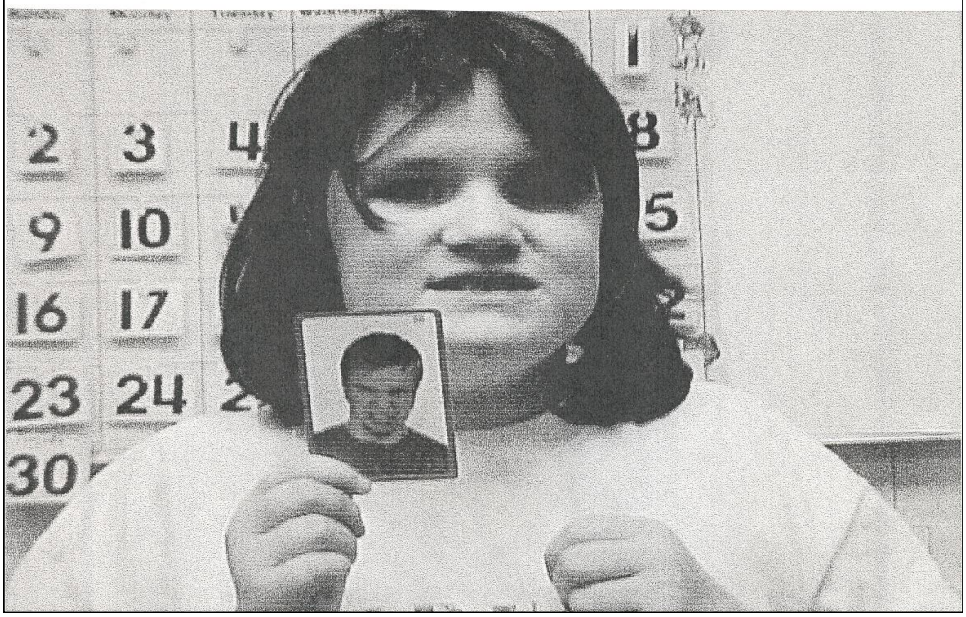
Teaching emotions…

…using photos

Teaching a individual how to “imitate” or “mimic” emotions using photos



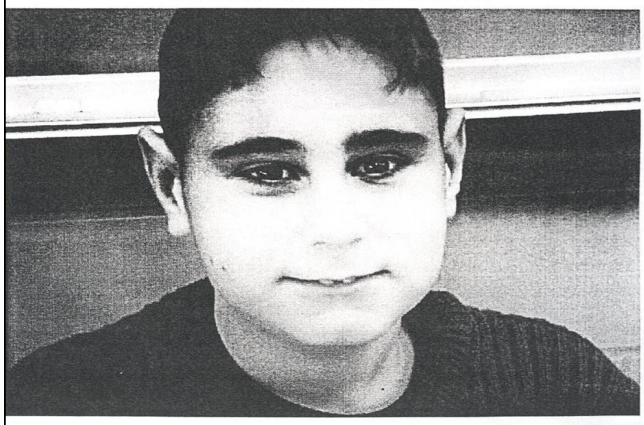
Emily “mad”



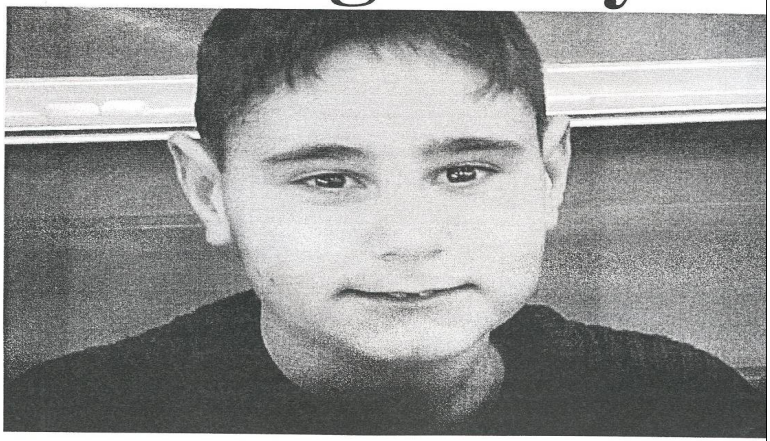
Another way for an individual to learn how to express emotions…

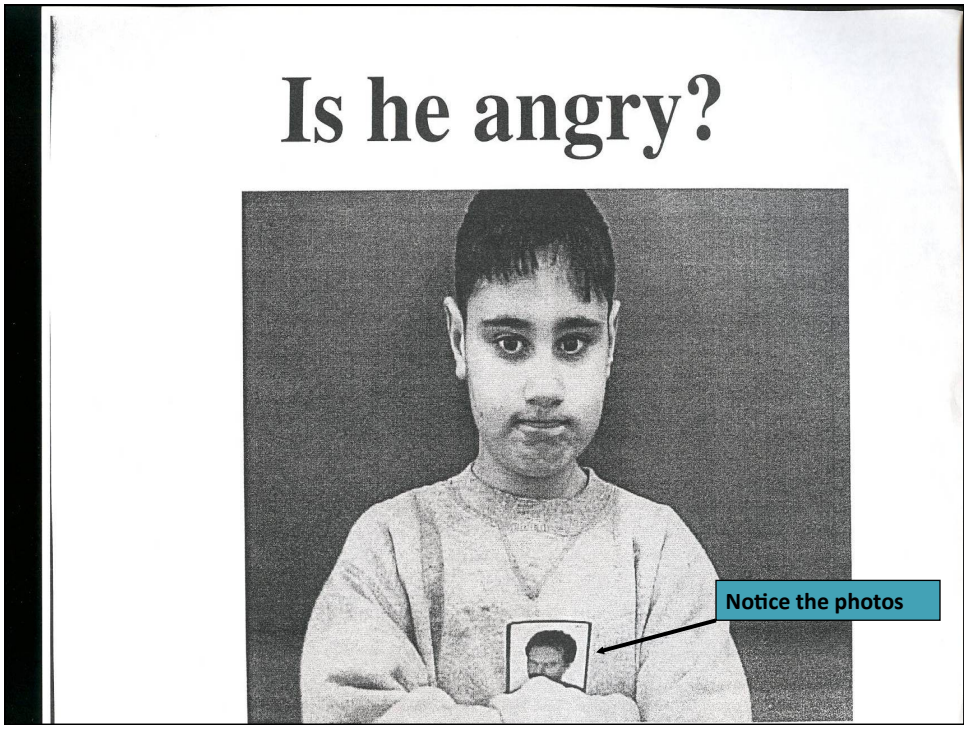
…using questions

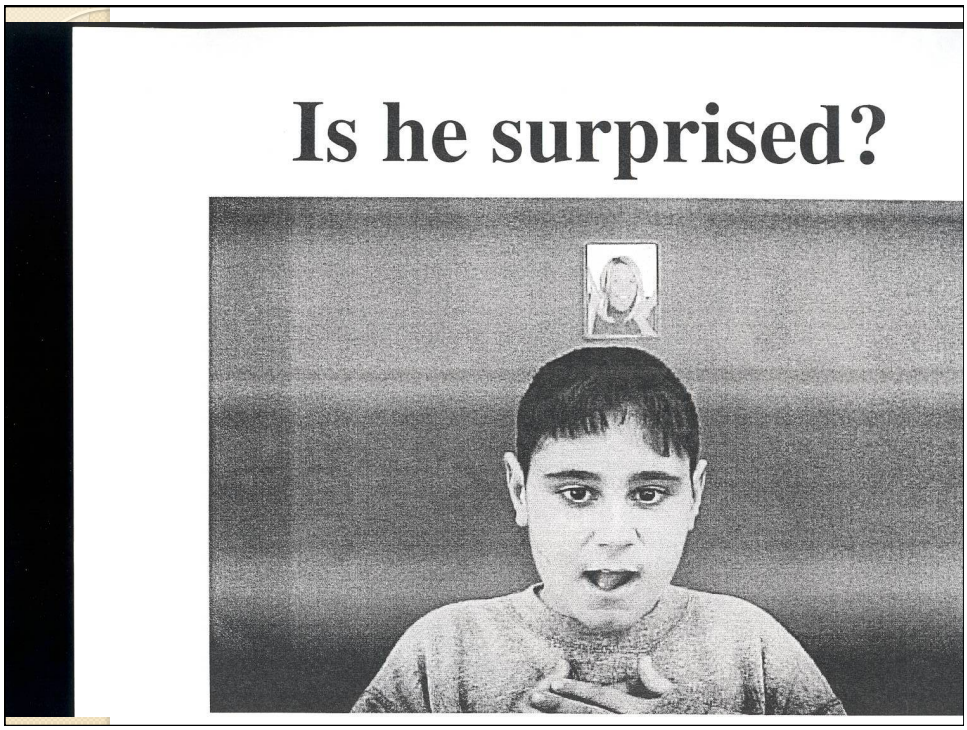
How is Austin Today?

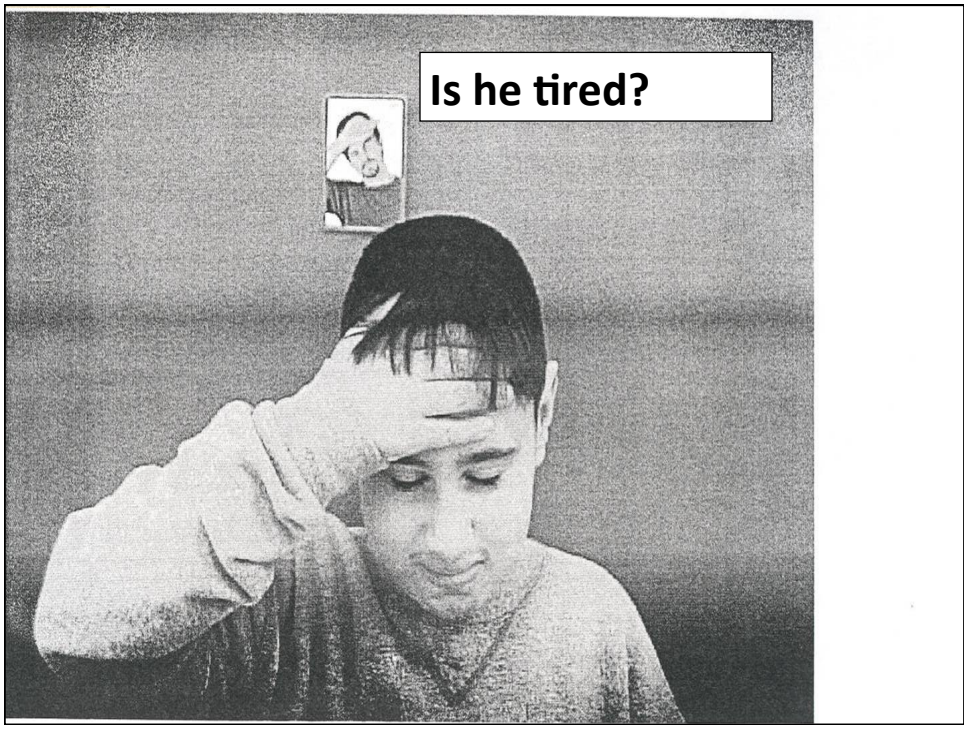


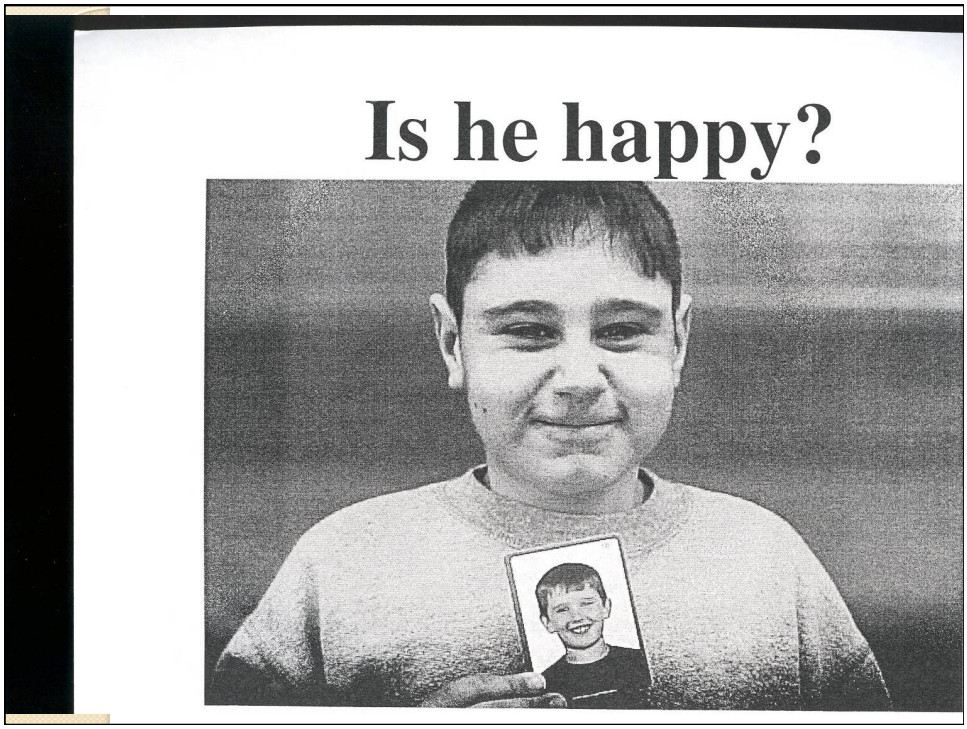
How is Austin feeling today?



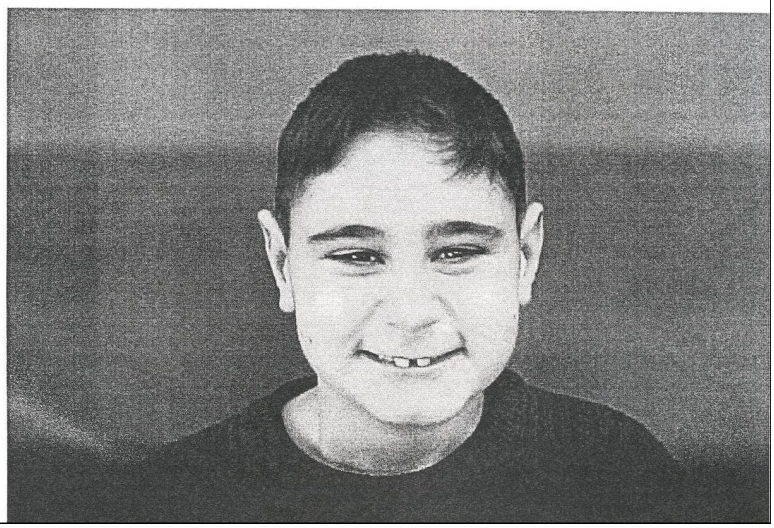

Is he angry?
Notice the photos


Is he surprised?


Is he tired?


Is he happy?

I like it when Austin is happy!



13. 'Freeze Frame Face'

Interesting fact…

Functional MRI – when presented with an image of a face, individuals with ASD respond with activity in the "object perception region" of the brain not the "face recognition" region

'Freeze Frame Face' (cont.)

- **Assists individual's understanding of emotions by 'stopping' the face when using 'emotion' words**
- **Facial expression(s) may be confusing and/or difficult to 'read'**

14. Visual Supports

What are Visual Supports?

Visual Supports provide opportunities for increased ***independence to***…

- Learn more quickly
- Decrease aggression/frustration/anxiety
- Increase receptive/expressive communication
- Make choices
- Complete tasks
- Cope with changes
- Transitions

Visual Supports (cont.)

- Read facial/bodily gestures
- Learn organizational skills
- Understand/interpret information
- Increase social awareness/understanding
- Access general education curriculum

Visual Supports *allow individuals to better understand…*

- **What** to do
- **What** will happen
- **When** and **where** activities will occur
- **People** locators
- Complete **tasks/activities**
- **How** and **when** to **transition**
- **What** and **how** to **make choices**
- **How** to express **emotions**
- **How** to **socially interact**

Visual Supports

- **Develop and implement visual supports -**
  - Frequently
  - Consistently
  - Throughout the day
  - By all adults

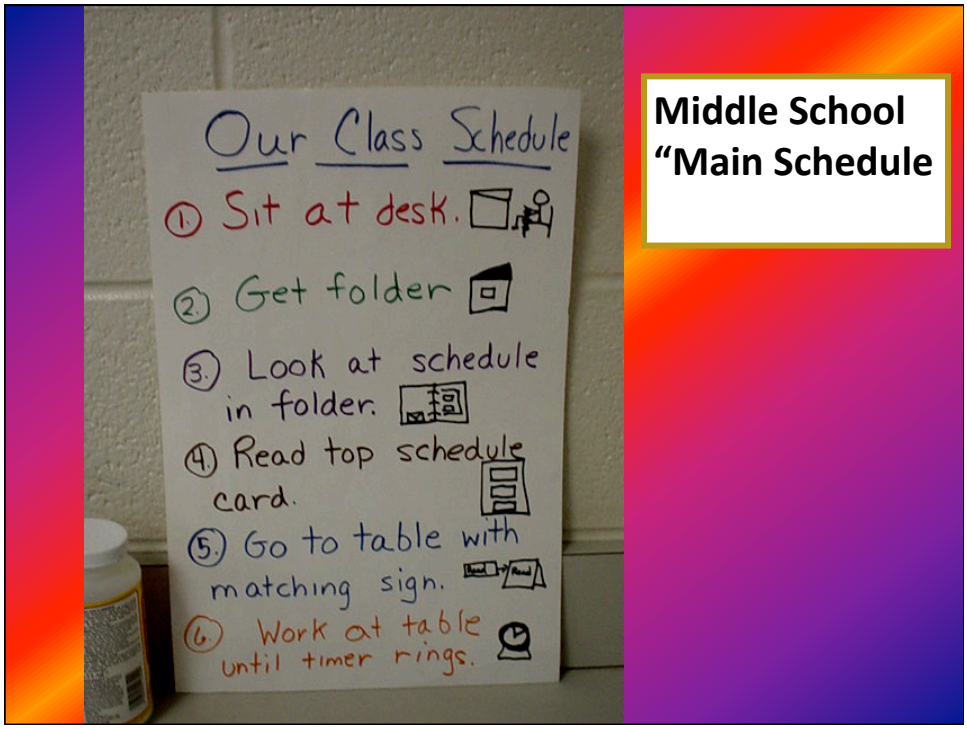
Visual Supports

- **Visual Schedules**
  - Routines of the day
- **Activity Schedules**
  - Breaks down a task/activity
- **Choice Boards**
  - Provides communication support
  - Gives individual control by making choices
- **"Rules of the Room"**
  - Provides specific information on daily expectations
  - 'what to do'

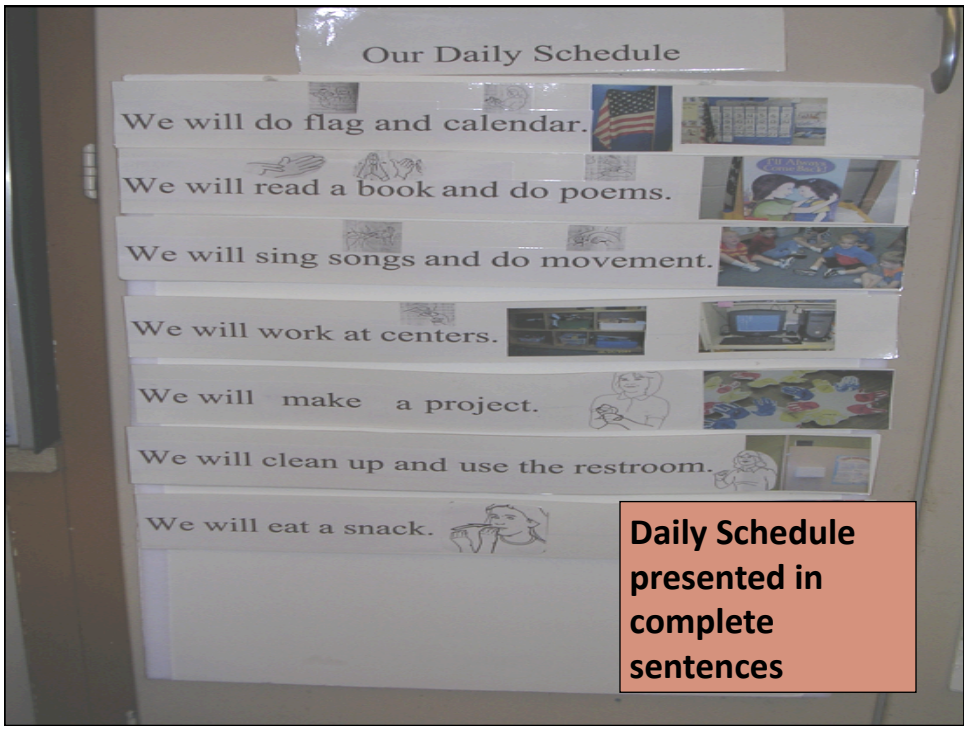
Examples of…

…VISUAL SCHEDULES

Main Schedules

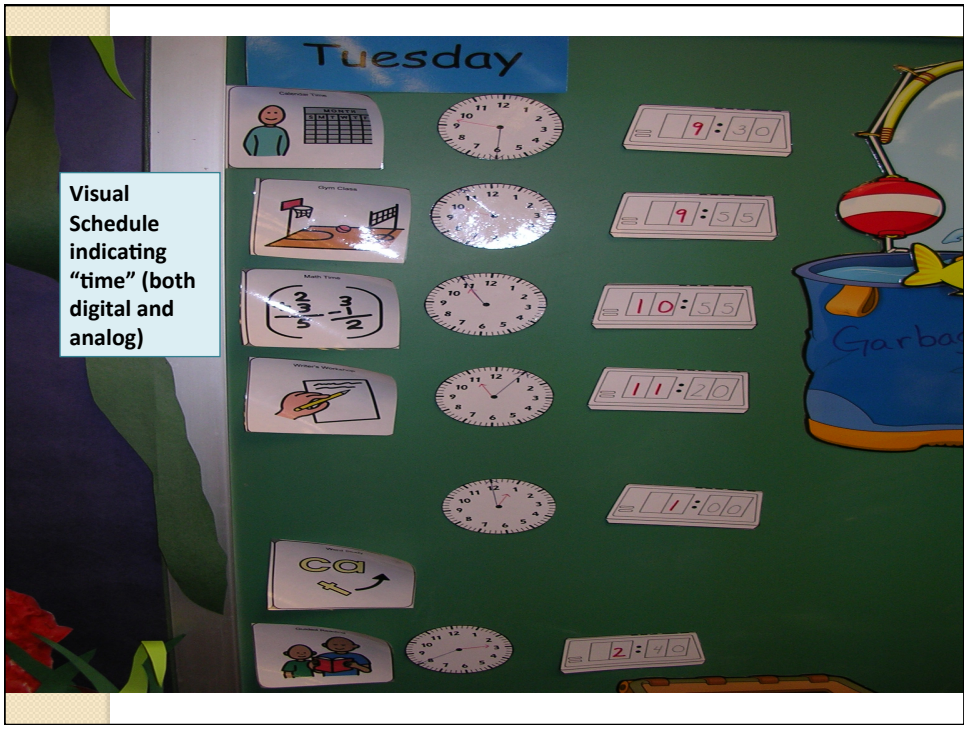


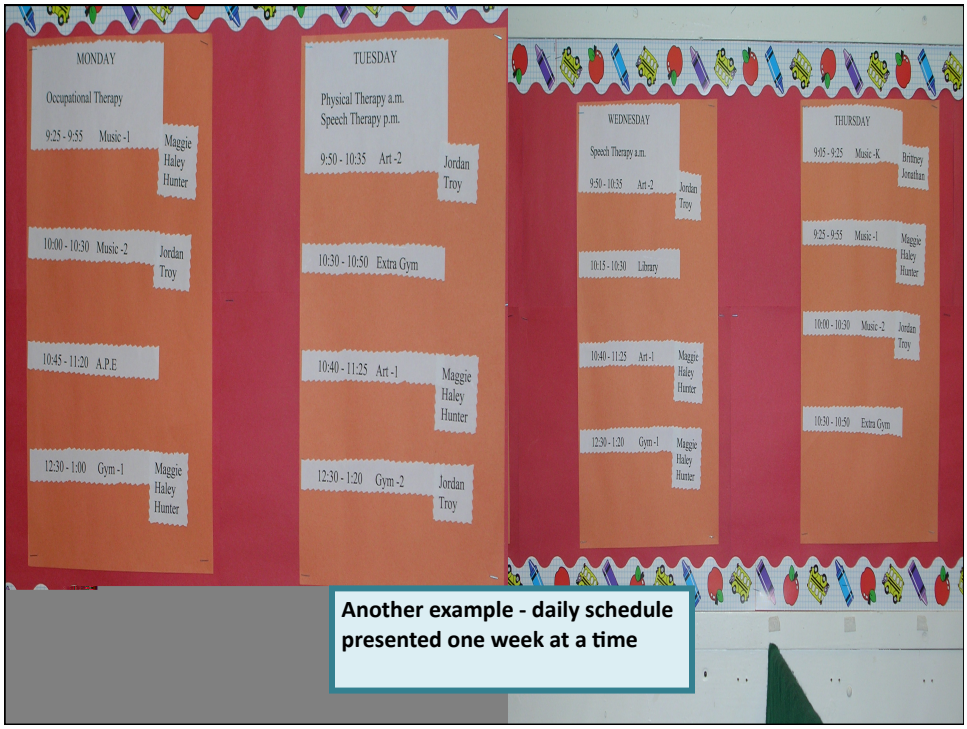
Middle School "Main Schedule



Daily Schedule presented in complete sentences

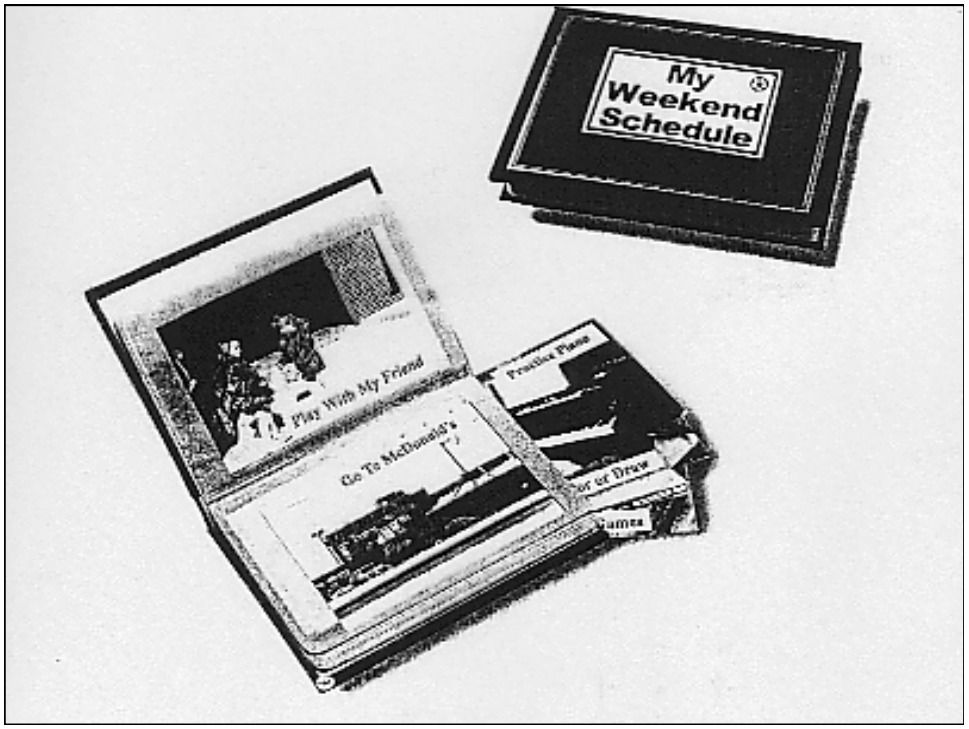
Kindergarten Daily Schedule
Arrival
Class Meeting
Monday
Class Work
Monday
Class Work
Monday
Centers
Music
Story
Game

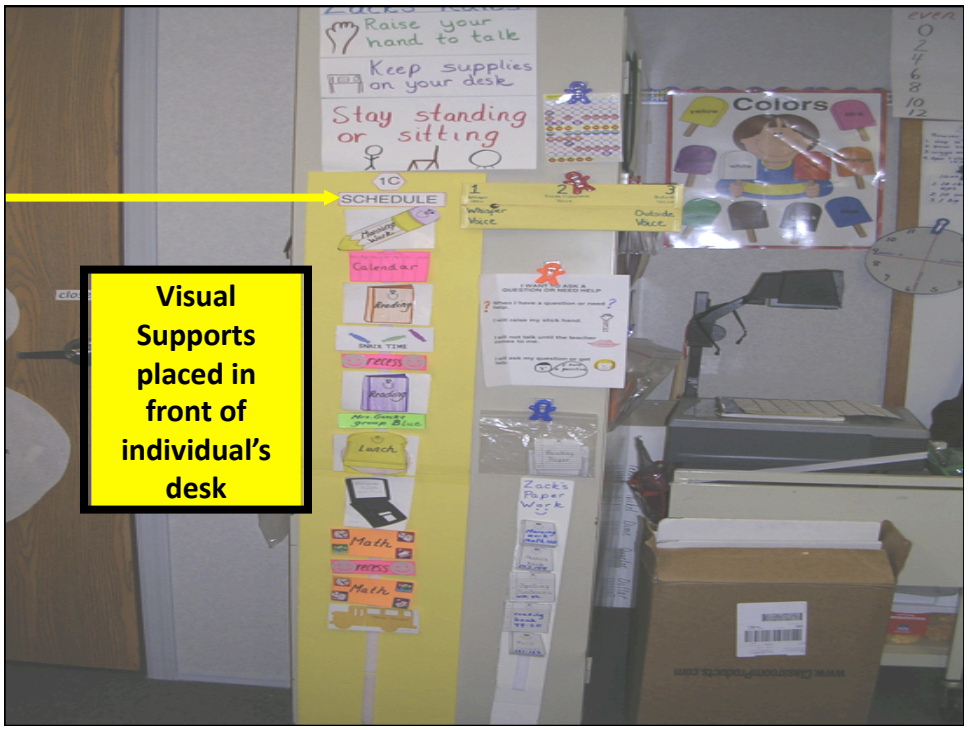

Tuesday
Visual Schedule indicating "time" (both digital and analog)

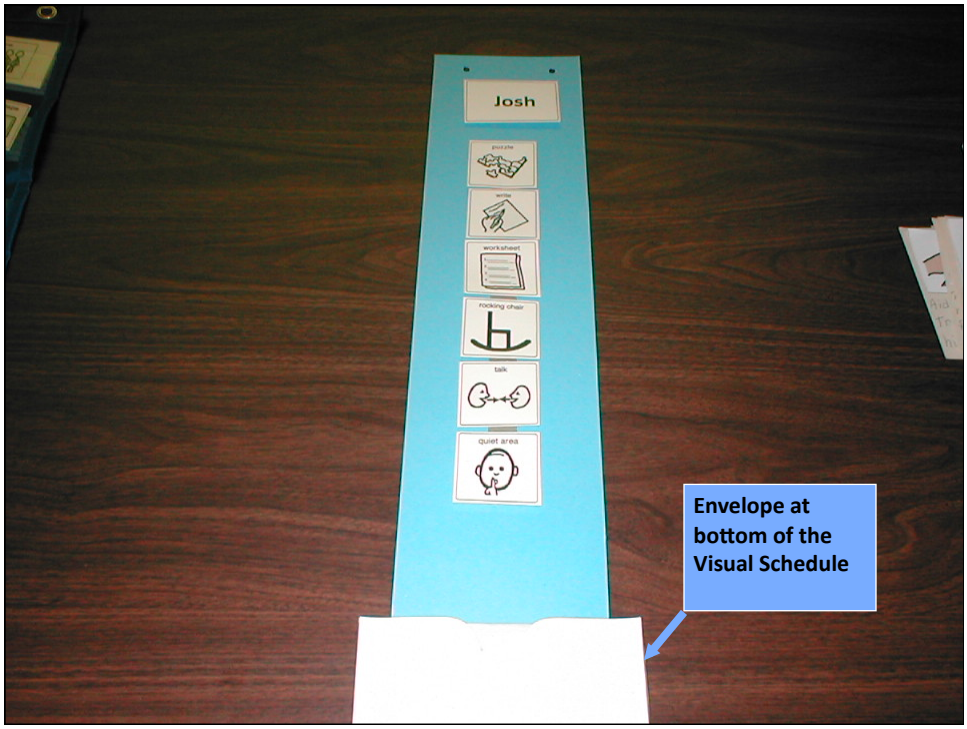


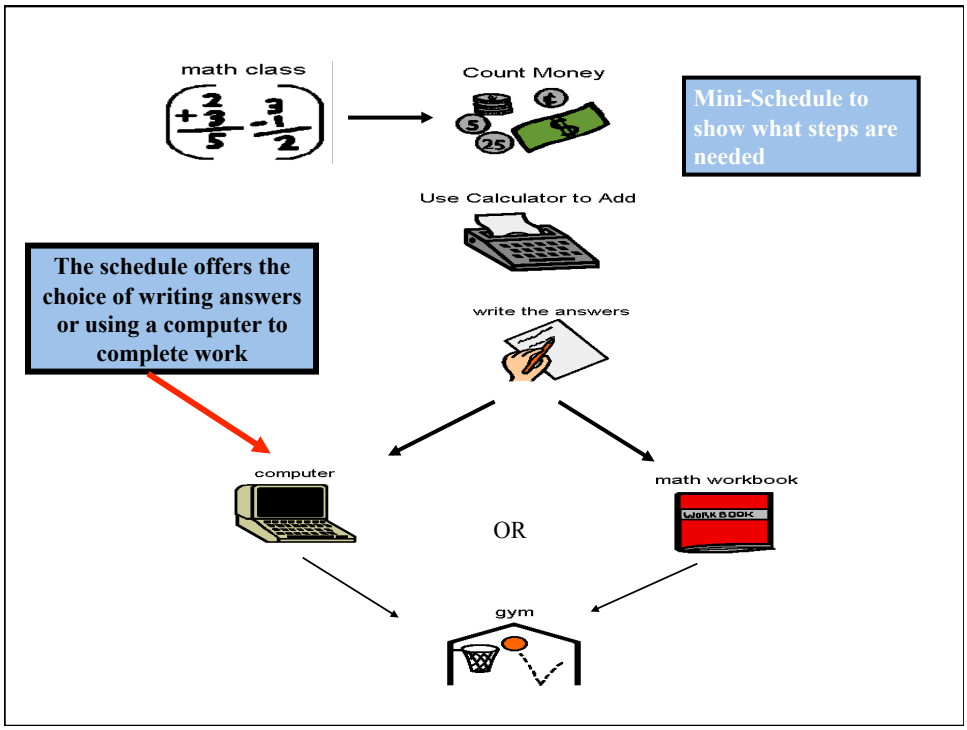
Another example - daily schedule presented one week at a time

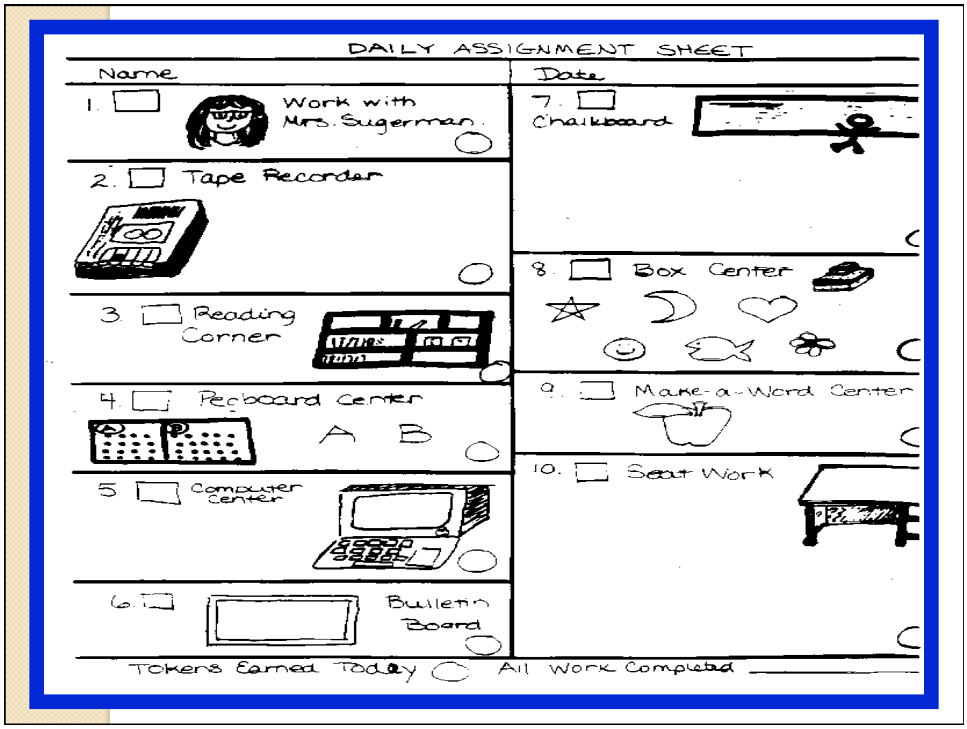
Individual Visual Schedules…

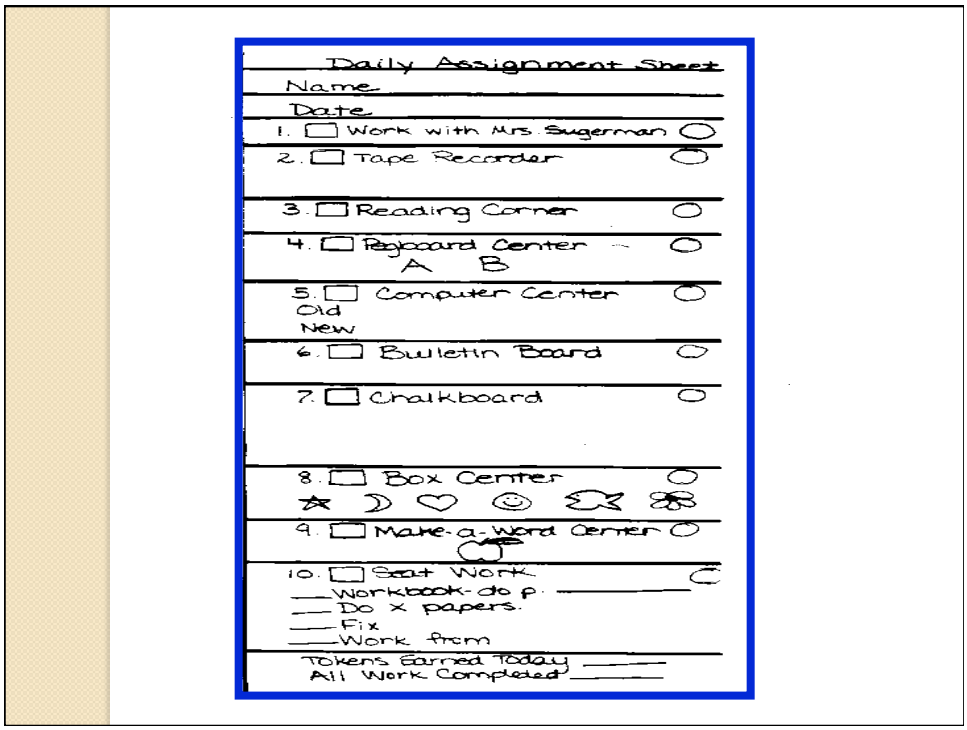

My Weekend Schedule
Play With My Friend
Go To McDonald's
Practice Piano

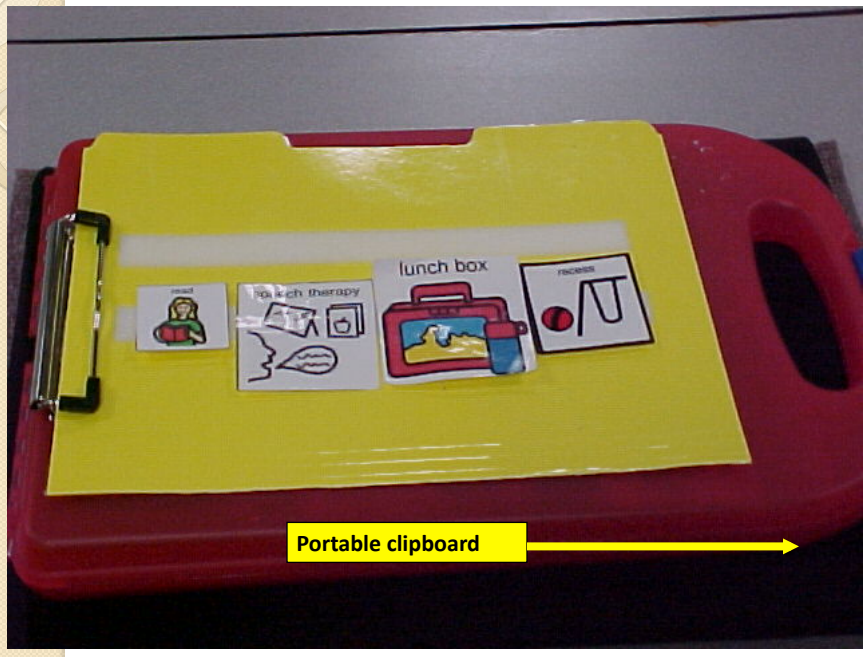

Raise your hand to talk
Keep supplies on your desk
Stay standing or sitting
SCHEDULE
Colors
Calendar
Reading
recess
Lunch
Math
Visual Supports placed in front of individual's desk

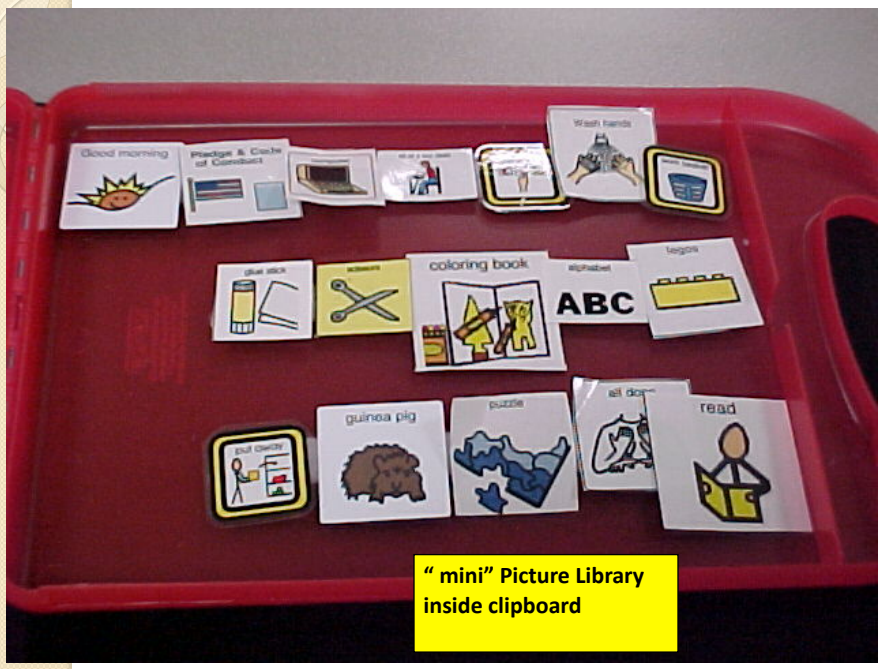

Josh
Envelope at bottom of the Visual Schedule


math class
Count Money
Mini-Schedule to show what steps are needed
Use Calculator to Add
The schedule offers the choice of writing answers or using a computer to complete work
write the answers
computer
math workbook
OR
gym


DAILY ASSIGNMENT SHEET
Name
Date
1. Work with Mrs. Sugerman.
2. Tape Recorder
3. Reading Corner
4. Pegboard Center
A B
5. Computer Center
6. Bulletin Board
7. Chalkboard
8. Box Center
9. Make-a-Word Center
10. Seat Work
Tokens Earned Today
All Work Completed

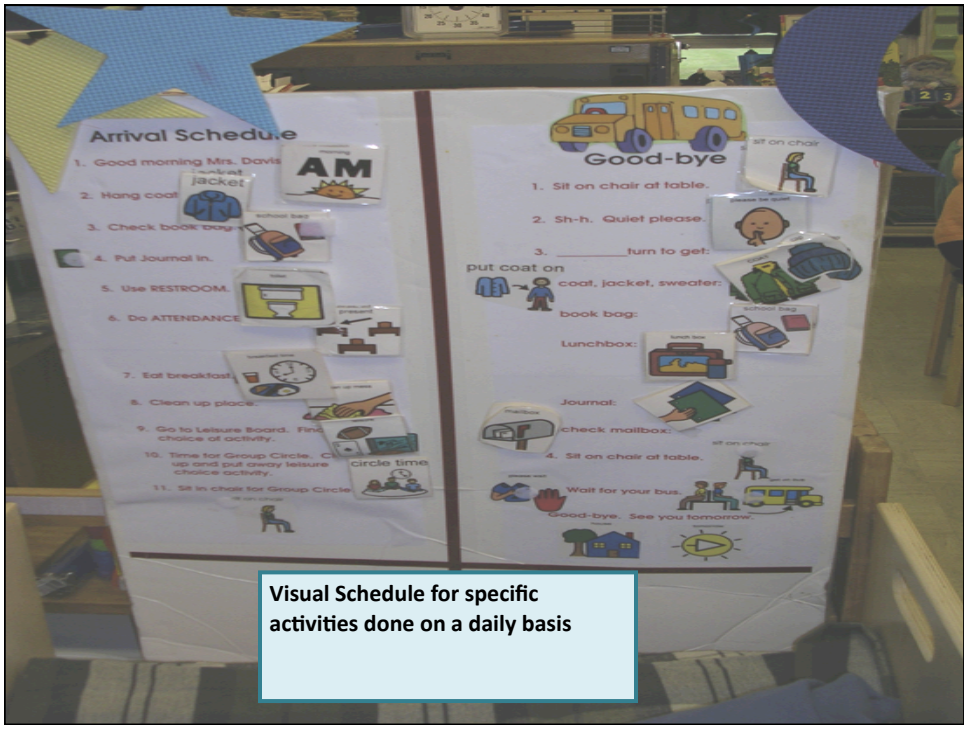

Daily Assignment Sheet
Name
Date
1. Work with Mrs Sugerman
2. Tape Recorder
3. Reading Corner
4. Pegboard Center
A B
5. Computer Center
Old
New
6. Bulletin Board
7. Chalkboard
8. Box Center
9. Make-a-Word Center
10. Seat Work
__Workbook- do p.
__Do x papers.
__Fix
__Work from
Token's Earned Today
All Work Completed


lunch box
Portable clipboard


Good morning
coloring book
ABC
guinea pig
puzzle
read
" mini" Picture Library inside clipboard

Examples of…

…ACTIVITY SCHEDULES

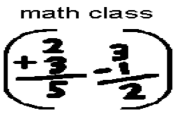


Visual Schedule for specific activities done on a daily basis

Activity Schedules for…

…specific activities

Mini-Schedule for John on Tuesday

Main Schedule	*Mini-Schedule showing what is needed in each class*
	Need → Paints Brushes, Art Paper
science	→ Notebook, P-Touch
math class 	→ Coin-u-lator Lunch Money, Pencil Notebook
gym	→ Tennis Shoes Gym Shorts

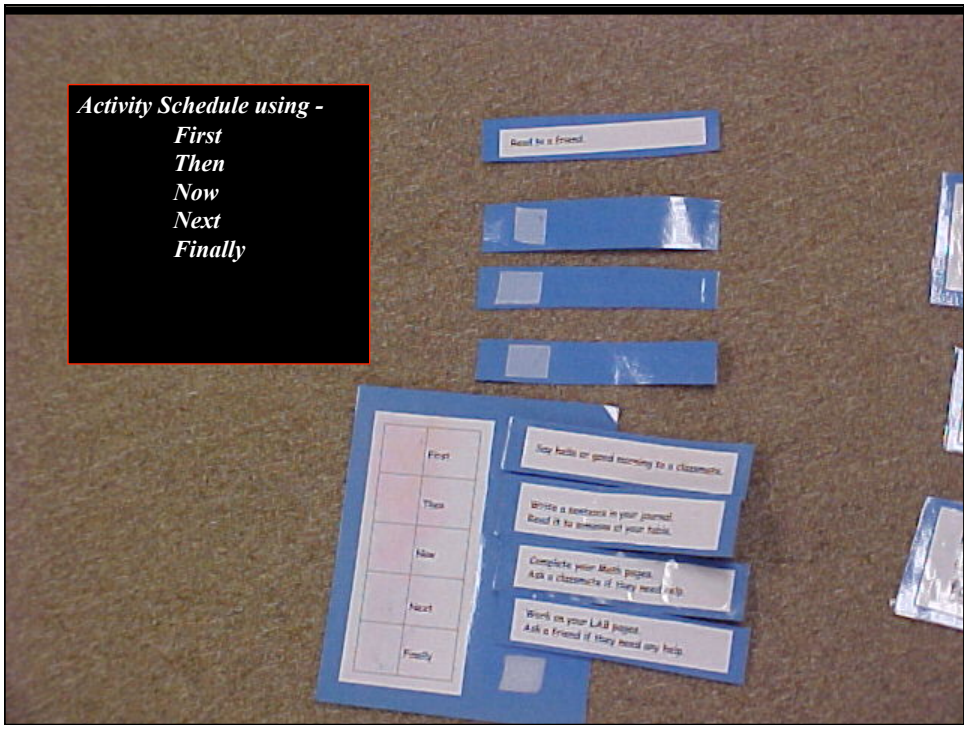
Mary's Schedule

art class

1. Teacher Talk
2. Finish Painting Clay Pot
3. Wash brushes and table
4. Do "Find the Hidden Picture"

science

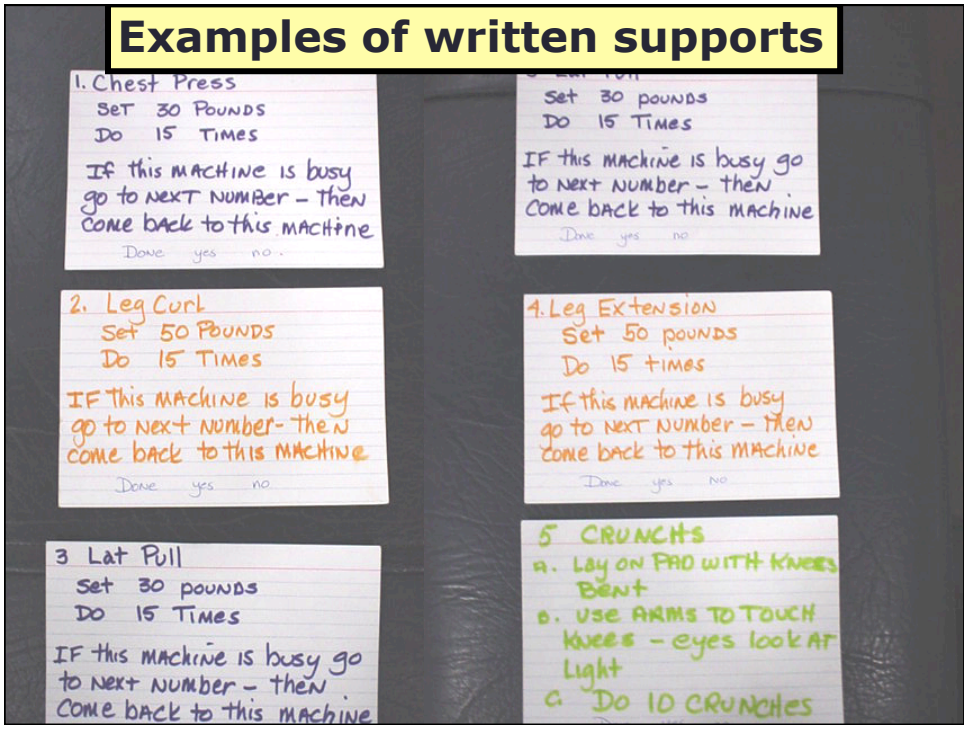
A mini-schedule to provide Mary with exactly what she is expected to do in art class and what to do at the end of the class, before the next scheduled class



Please use the word bathroom.
Raise your hand and wait quietly for Mrs. Jenik.

individual in Workout Room with written supports

Examples of written supports



Watering Plants

_____ **Check student planner**

_____ **Go to 351B**

_____ **Get watering can and key**

_____ **Take watering can and key to Mrs. Border's room**

_____ **Fill watering can with cold water**

_____ **Take filled can to each room**

- **Mrs. Latessa**
- **Mrs. Miller**
- **Mrs. Borders**
- **Mrs. Provitt**
- **Mrs. Kennedy**

_____ **Count to 5 when watering each plant**

_____ **Refill empty can in Mrs. Border's room**

_____ **Check off on chart when plants are watered**

_____ **Return key and watering can to Mrs. Latessa's room**

Strength And Conditioning

Meet Delores Green at the exit.

Say Hi to Delores.

Walk to Strength and Conditioning with Delores.

Watch for cars in the parking lot.

Say Hi to Dishawn and Hi to Coach Dota when you get to class.

Follow Coach Dota's **Schedule** when you get to class.

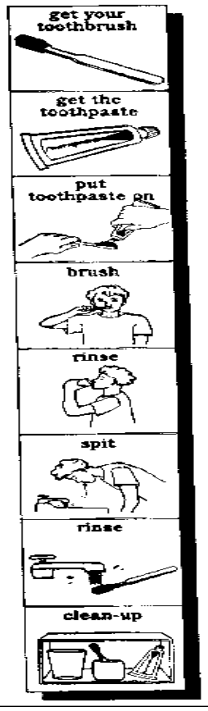
STOP when Coach or Dishawn tells you to STOP.

Leave class when Coach Dota or Coach Dota says to leave.

Walk with Dishawn back to the building.

Watch for cars in the parking lot.

Go to your 3rd period class.

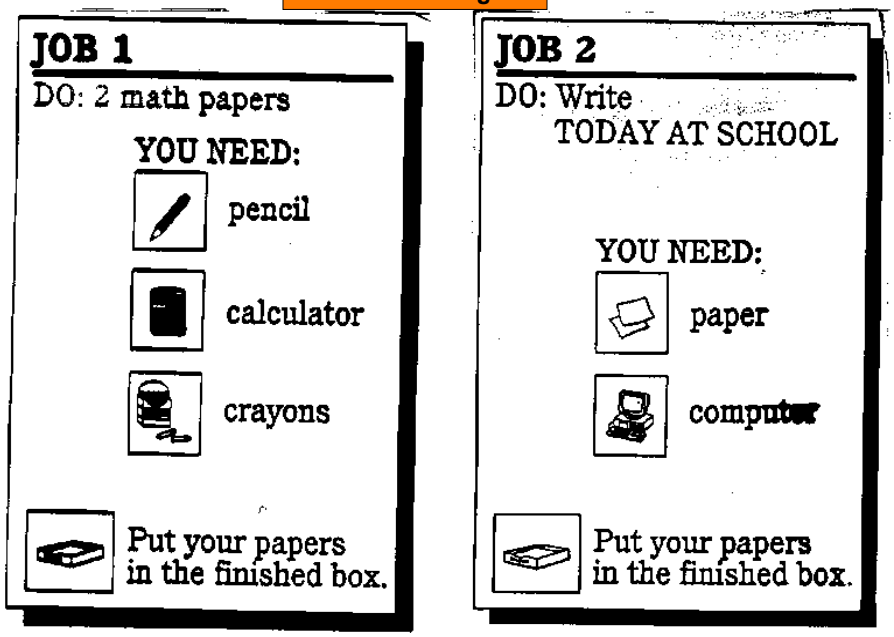


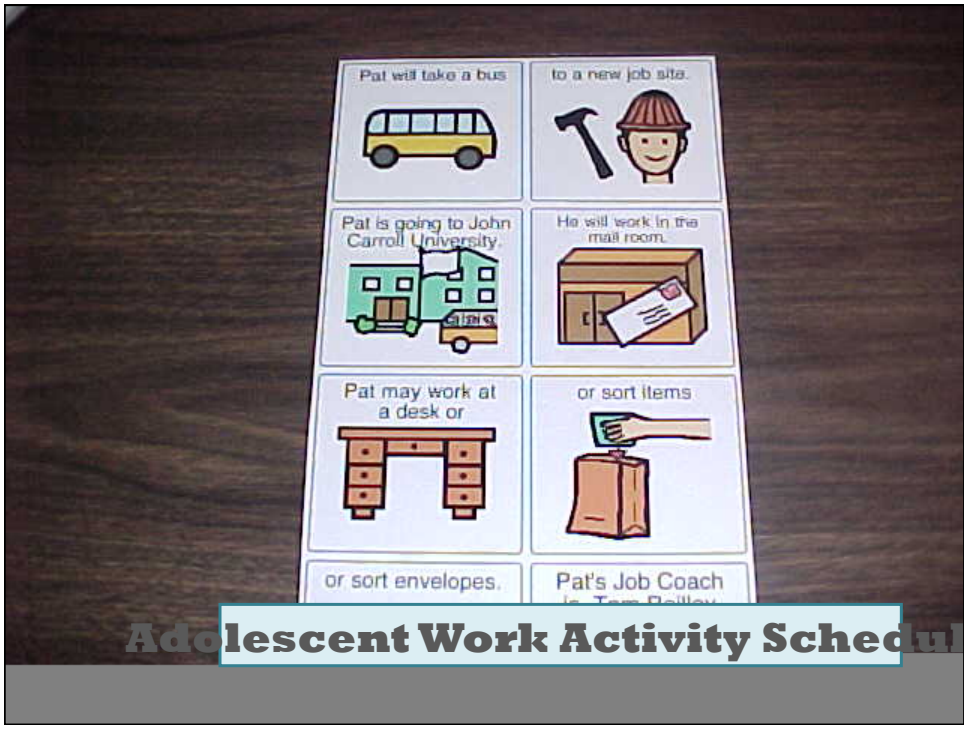
Visual Sequence of an Activity showing all steps

Don't forget to show all steps

Task Organizers…

From Linda Hodgon

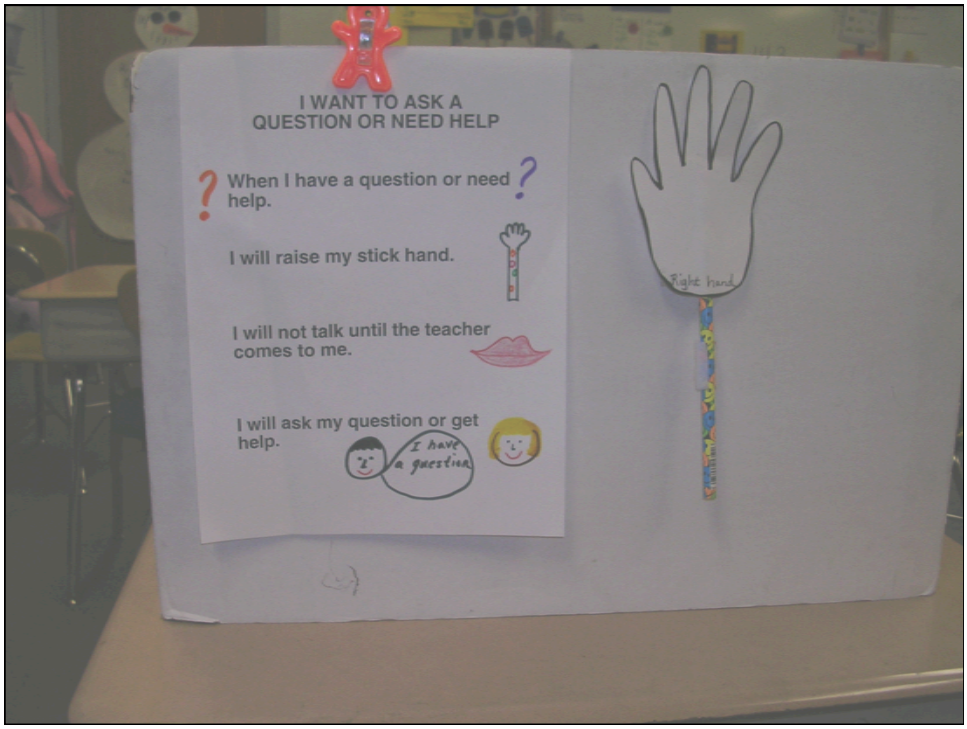


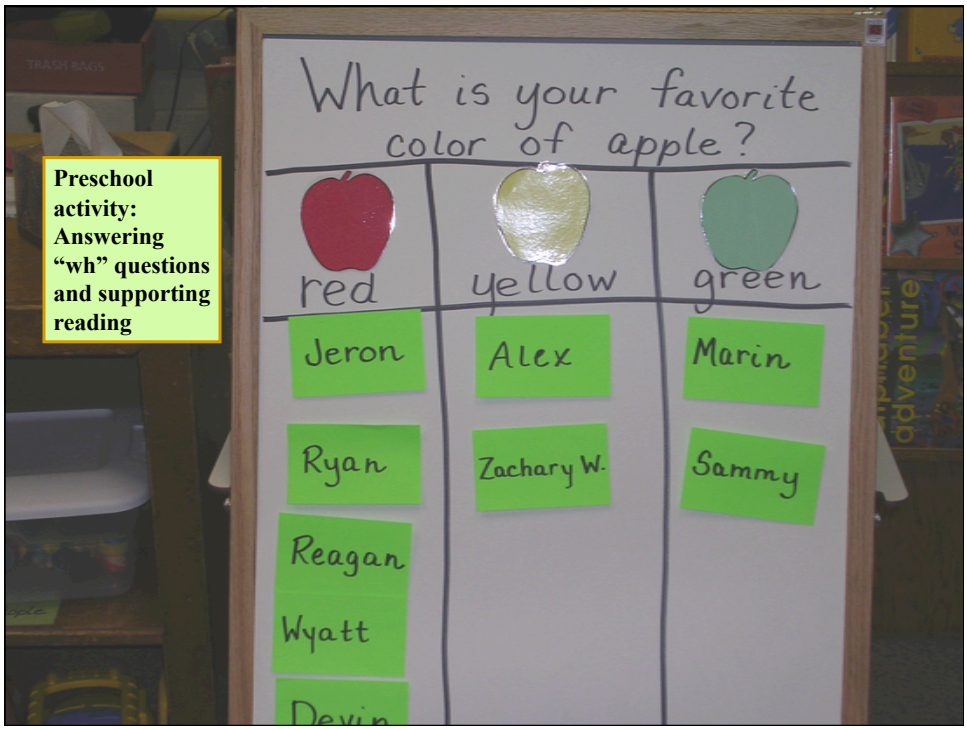

Pat will take a bus
to a new job site.
Pat is going to John Carroll University.
He will work in the mail room.
Pat may work at a desk or
or sort items
or sort envelopes.
Pat's Job Coach
Adolescent Work Activity Schedu

Get Materials Ready
Take off Clothes and Put in Hamper
Turn On and Adjust Water Temperature
Use Soap and Shampoo Rinse Off with Water

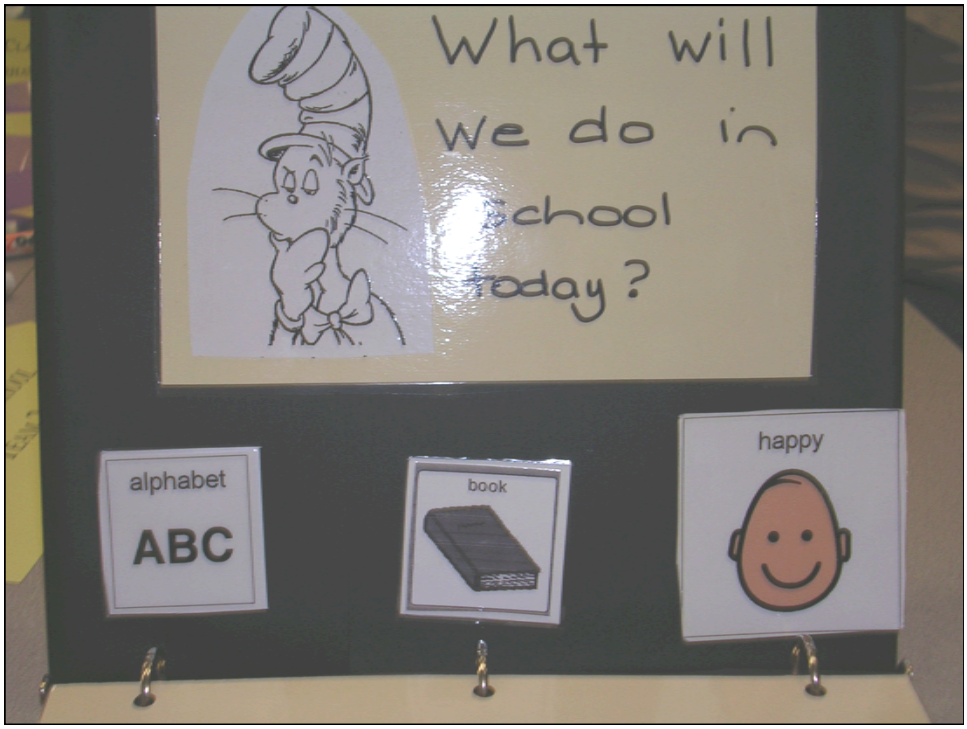
GIRLS
LADIES
WOMEN

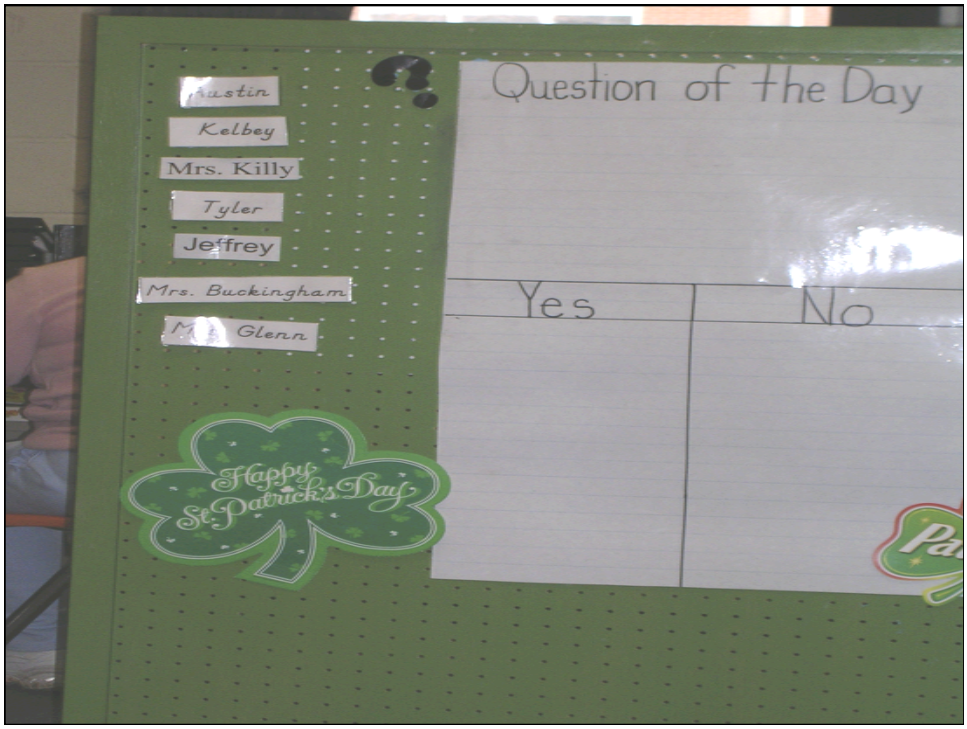
BOYS
GENTLEMEN
MEN

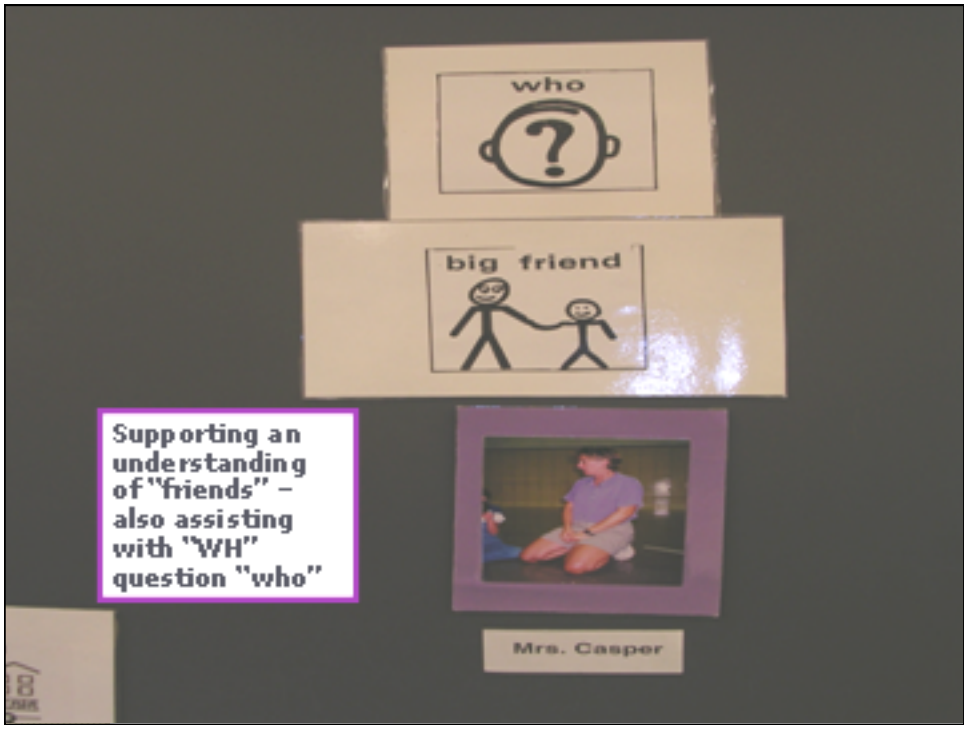




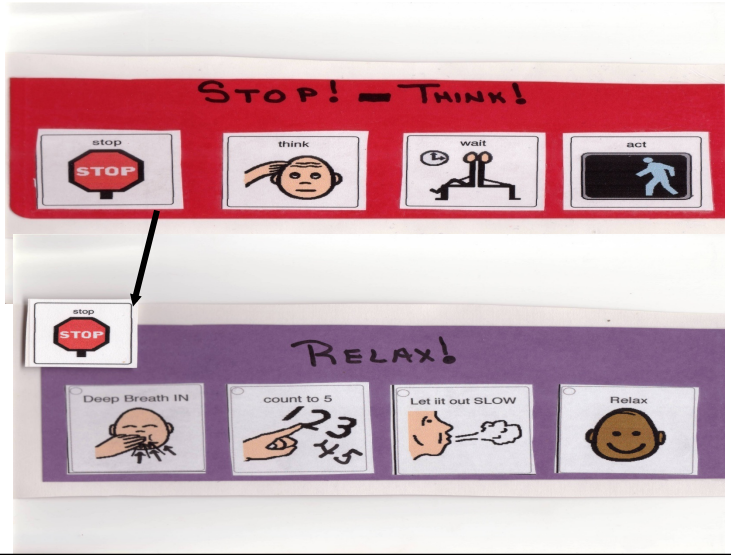
Preschool activity: Answering "wh" questions and supporting reading


What will we do in school today?
alphabet
ABC
book
happy


Austin
Kelbey
Mrs. Killy
Tyler
Jeffrey
Mrs. Buckingham
Glenn
Question of the Day
Yes
No
Happy St. Patrick's Day



Example of "Stop-Think" with relaxation strategies…



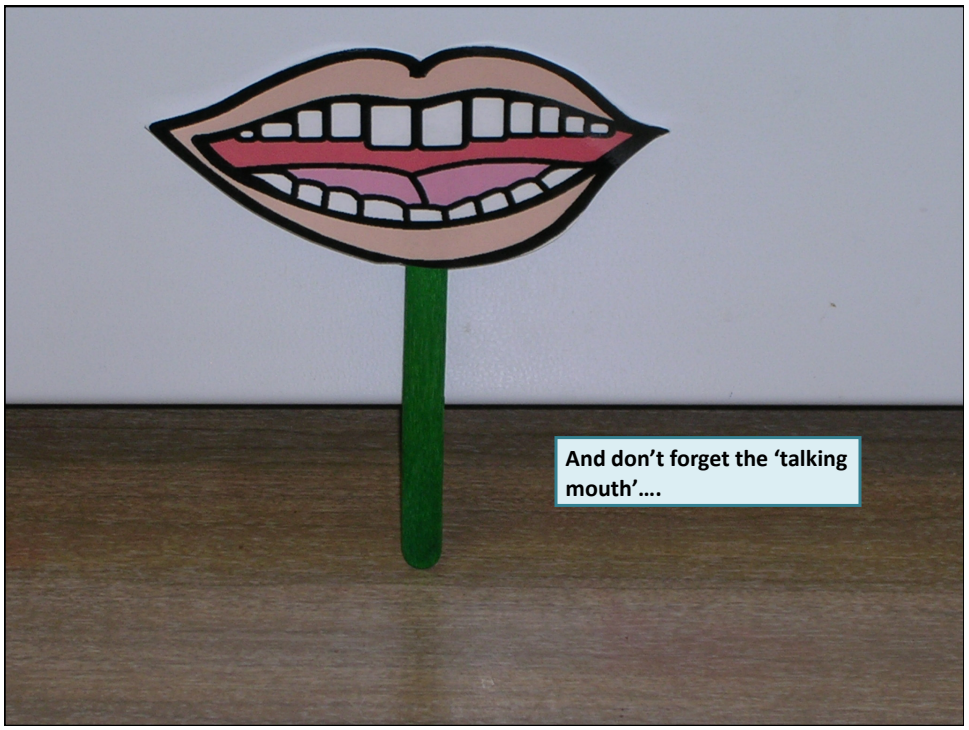
Social Turn Taking…

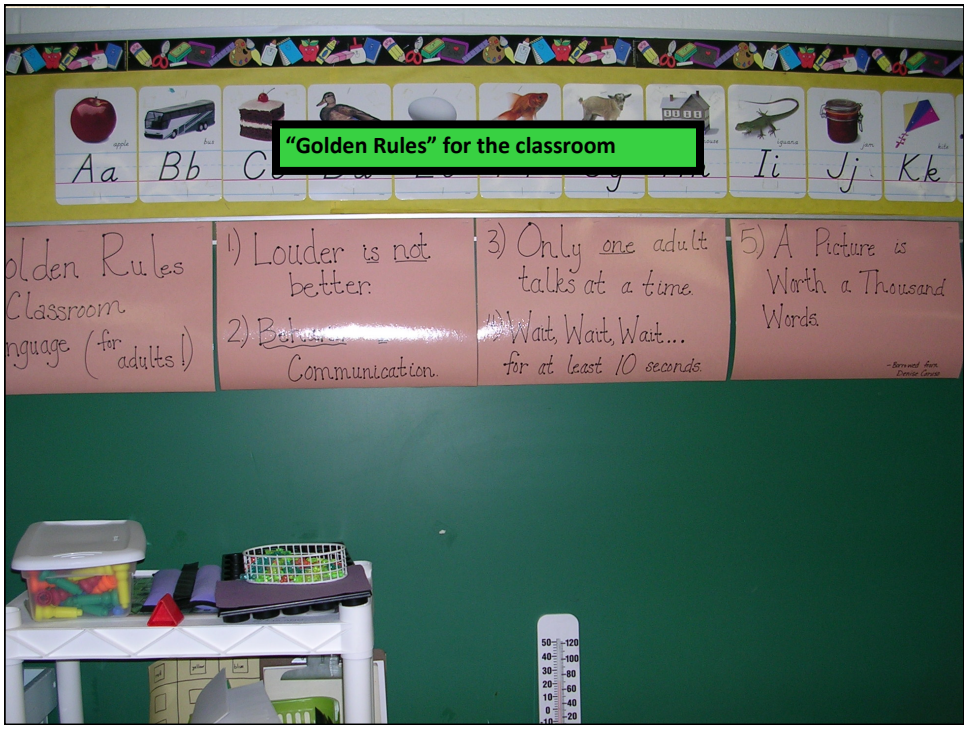
Social Turn Taking (close up)

Social Turn Taking (close up)

Social Turn Taking (close up)

Social Turn Taking




"Golden Rules" for the classroom
Aa
Bb
Ii
Jj
Kk
olden Rules
Classroom
nguage (for adults!)
1) Louder is not better.
Communication.
3) Only one adult talks at a time.
Wait, Wait, Wait...
for at least 10 seconds.
5) A Picture is Worth a Thousand Words.

Finally…

15. "How's it Working for You" - Dr. Phil

Determine…

- Are you implementing strategies too long???

or

- Are you not giving strategies enough time???

"How's it Working for You" (cont)

- **Ask yourself the questions –**
  - "Is what you are doing working?"
  - "Are you seeing changes in the individual?" (appropriate or inappropriate?)
  - Is the individual frustrated?
  - "Are you frustrated?"

Let's look at some videos of communication strategies…

Challenge yourself…

Make an audio tape of yourself and evaluate your…

…waiting time

…question asking

…commenting/describing

…choice making opportunities