More than Cues: Using Visual Supports to Facilitate Engagement & Self-Regulation

http://bit.ly/MoreThanCues

Tabi Jones-Wohleber, CCC-SLP
Communication AACtualized, LLC
tabijoneswohleber@gmail.com
Twitter: @TabiWohleber

Session Objectives

1. Participants will contrast "between activity" and "within activity" visual schedules, as well as describe how they work together to support engagement. (4.2)

2. Participants will identify the purpose and describe the process for implementing a token economy tool with fidelity. (4.3)

3. Participants will identify the components of a framework described in the research for supporting emotional competence, and describe how the components can be supported with visual supports (4.3)
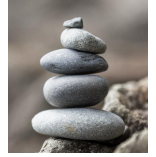
Building Autonomy

Self-Determination: the process by which a person controls their own life.

Self- Actualization: the realization or fulfillment of one's talents and potentialities, especially considered as a drive or need present in everyone.

Why do we use Visual Tools?

What purpose do they really serve

Meet the needs of kids with different learning styles!

Make an abstract world concrete!

Provide Predictability.

Establish Expectations!

Teach a Life-long Skill!
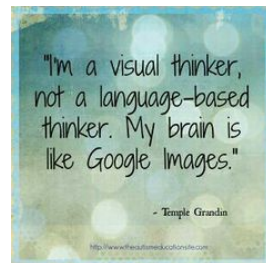
Support Transitions!

Why Do We Use Visual Tools

It is well documented that students with autism process visual information better than auditory information (Quill, 1995, 2000)
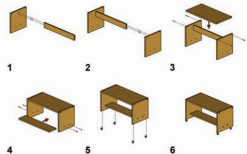
Duh, right!

NO BRAINER AREA

Why Do We Use Visual Tools

"I'm a visual thinker, not a language-based thinker. My brain is like Google Images."

- Temple Grandin

Visual Supports all Around Us

What visual & organization tools do you use?

- Planner
- Calendar
- Reminders / Alerts
- Post-It Notes
- To-Do List
- Grocery List

- Routines with Objects (putting keys, wallet, phone) in the same place so you can find them.
- Files & Folders
- Color-Coding
- Mail Sorting System

Purposes of Visual Supports:

Visual Supports provide NECESSARY:

- cues,
- structure,
- permanence, and
- predictability of process ....

...to allow individuals to:

- manage time,
- navigate tasks and environments,
- demonstrate increased engagement,
- improve self-awareness and self-regulation,
- initiate and sustain tasks,
- gain information receptively, and
- communicate expressively.

Visual and Environmental Supports Defined!

Effective visual and environmental supports...

highlight salient information related to the
***purpose and process* of the activity/expectation,**

(to foster attention, engagement, independence, task-initiation/completion, participation & learning,)

AND minimize distractions related to the
***use* of the tool(s).**

Environmental Supports

Physical structures, equipment, and spatial arrangements that enhance the ability of an individual to function and participate effectively and independently within particular environments.

- Organization of space
- Movement of people and materials within an environment
- Routines
- Proximity, Orientation & Positioning
- Lighting and Sound
- High-contrast background

Environmental Supports

Physical structures, equipment, and spatial arrangements that enhance the ability of an individual to function and participate effectively and independently within particular environments.

- Upright / angle presentation
- Noise-cancelling headphones
- Quiet spaces
- Access to fidgets
- Timers
- Alternative seating or supportive seating
- Alternative activities (compatible in purpose)

What the research says:

Researchers have determined that visual supports help create independence and are beneficial when mainstreaming a child with special needs, specifically autism (Rao and Gagie, 2006).

These authors indicated that visual supports help by:
- Allowing students to **focus**
- **Making abstract** concepts more visually **concrete**
- Allowing students to **express their thoughts**
- Bringing r**outine, structure,** and **sequence**
- **Reducing anxiety**
- Serving as a tool to **assist** with **transitions**.

http://www.friendshipcircle.org/blog/2012/01/12/5-visual-support-tools-for-the-special-education-classroom/

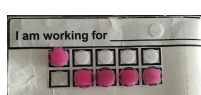
Types of Visual Supports:

Understand and Organize Time:

- Visual Schedules
- Task Analysis Checklists
- First / Then Boards
- Timers

First [work] Then [computer]

Types of Visual Supports:

Self-Manage Behaviors & Accommodate Sensory Needs:

- Scheduled breaks / Break cards
- Self-Monitoring Clips or Cues
- Self-Regulation Scales
- Visual Closure System (key feature)
- Environmental Accommodations

I need a break

Voice Level
Emergency Voice
Outside Voice
Table Talk Voice
Whisper
Voices Off

I am working for

FINISHED

Types of Visual Supports:

Communication & Social / Emotional Engagement:

- Social Scripts
- Communication Displays

Being Calm Helps me Learn and be a Good Friend
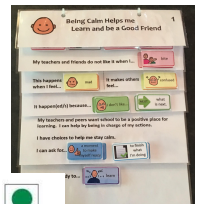
Implementing Visual Supports with Fidelity:

- Clear purpose
- Provide labels
- Keep it simple
- Provide a clear and accessible path for manipulating tool
- Provide time / pause and cue to reference visual schedules
- Tool should be responsive to child's need and learning characteristics
- Teach child to manage tool "in real time"
- Visual schedules and other "real life tools"...fade the support, not the tool.

Barriers to Implementing Visual Supports (with fidelity):

Personnel:

- Staff Turnover
- Lack of effective training on the purpose and process of implementing visuals supports
- Belief Systems:
  - Perception that an individual "doesn't need it...he just needs to (listen to me, pay attention, stay awake, stop being lazy, etc)"
  - Assuming it won't work, because it didn't the first time.

Barriers to Implementing Visual Supports (with fidelity):

Structure of Environment:

- Lack of structure or routines
- Routines and transitions that inhibit use
- Insufficient flexibility to reflect change or unpredictable factors
- Balancing activities AND materials AND visual supports within and across tasks.

Barriers to Implementing Visual Supports (with fidelity):

Resources:

- Time
- Materials (color printing, Velcro ®, laminate, binding)
- Funds (for time and materials)
- Access to and training on use of symbol libraries

Visual & Environmental Tools as Learning Supports:

Executive Functioning:
Foster development of executive functioning skills...even in young children.

Sensory Considerations:
Customize tools to support a child's sensory and learning needs.
Customization may include use of materials (strong Velcro® vs. wipe off),
organization of time (embedded breaks), or other tools and strategies to meet
a child's physiological readiness for learning, and behavior regulation.

Motivation:
Structure and predictability can lay the foundation for eliciting
engagement and attending to individual learning needs..

Executive Function Defined!

...The **executive functions** are a set of processes that all have
to do with managing oneself and one's resources in order to
achieve a goal. It is an umbrella term for the
**neurologically-based skills involving mental control and
self-regulation**.

www.ldonline.org

Key Executive Functions

Impulse Control:
Think before acting.

Emotional Control:
Keeping feelings in check

Flexible Thinking:
adjusting to unexpected
...opposite of rigid.

Working Memory:
Keep key information in mind.

https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/key-executive-functioning-skills-explained

Key Executive Functions

Self-Monitoring:
Honest, reflective evaluation
of how one is doing.

Planning and Prioritizing:
Identifying a goal and
making a plan to meet it.

Task Initiation:
Take action. Get started.

Organization:
Keep track of things physically
and mentally.

https://www.understood.org/en/learning-attention-issues/child-learning-disabilities/executive-functioning-issues/key-executive-functioning-skills-explained

Sensory Considerations

Sensory experiences and environmental inputs impact the ability of one's body to function effectively within the environment to <u>demonstrate learning</u> as well as <u>regulate emotions and behavior.</u>

- Visual
- Auditory
- Tactile
- Kinesthetic
- Proprioceptive
- Vestibular
- and on some occasions... olfactory and gustatory

Sensory Considerations: What the Research Says

*Jane Ayres (OT) seminal work (1979) with sensory integration theory emphasizes the **impact of sensory experiences** and environmental inputs on the **ability of one's body to function effectively** within the environment to demonstrate learning as well as **regulate emotions and behavior.***

*In a systematic review of the literature reviewing the effectiveness of sensory integration approach May-Benson & Koomar (2010) noted **positive outcomes** for short to moderate durations when compared to no-treatment, in areas such as **motor planning; socialization, attention, and behavioral regulation; reading-related skills; participation in active play; and achievement of individualized goals.***

Sensory Considerations

Sensory input can:

- *Enliven*, or
- **Calm**

By...engaging a person's nervous system with input that allows the individual to stay focused and organized.

**Sensory needs are driven by physiology, NOT behavioral compliance

---

Motivation

Motivation is the KEY to engagement across life's activities:

- Communication
- Learning
- Motor Access
- Attention
- Organization of time, space, tasks and responsibilities
- Seeking of opportunities and experiences

Motivation

Motivation may be:

- *Intrinsic*: interest, satisfaction, social interaction
- *Extrinsic*: praise, reward, money, fame
- *Inherent in readiness*: comfort with routines or predictable structure that provides understanding of expectations, and the ability to anticipate "what's next"

Motivation

Lack of motivation results in reduced quality experiences:

- Less learning
- Dis-interest in participating (communicating)... participation / use of communication tools becomes a compliance task
- Increased negative behaviors
- Learned helplessness...dependent upon others to do for him.

Motivation

Different kids need different things:

- Affirmation
- Purpose (classroom jobs/chores)
- Social Reinforcement
- Structure / Routine

- Control
- Choices (for control or for focus)
- To feel safe and protected
- Freedom to explore/try

Understanding what makes a student tick is fundamental to respecting their learning style and meeting their learning needs.

Routines

Routines

Creates a foundation for participating or interacting with automaticity based on expectation.

This creates an organized and predictable experience.
An experience which is conducive to learning and understanding.

Routines are imperative to maximize the amount of brainpower students have available for learning.

Routines

Clear Expectations, Predictability and Automaticity work together to facilitate a student's success.
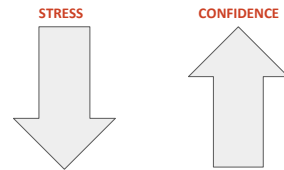
STRESS   CONFIDENCE

Routines are imperative to maximize the amount of brainpower students have available for learning.

Benefits of Routines

- Establish how time will be used
- Identify how people and items with move within and across spaces
- Cues (Verbal, Visual) are embedded (Time for dinner)
- Expectations are clear and predictable
- Develop Automaticity
- Grow Independence. Tasks become easier when part of a routine because many opportunities for practice are provided.

Routines happen when...

- Natural Cues are in place.
  - Hand towel next to sink to dry hands.
  - Coat hooks and cubbies outside classroom. Teacher pauses in front of door to give students time to unpack before entering the classroom.
- Consistent; repeated practice is offered
- Predictable
- Anticipated

Routines are most effective when...

...when they offer consistency with variety!!!

Routines provide the structure
Content provides the variety

Variety is necessary to maintain interest,
motivation and engagement for learning and participating!

From Routines to Visuals

A visual support system embedded in an environment functions as a second language…

… as such, it must also be a common language among all communicators in that setting.

Think of the tools as a metaphor for the process!

What we know:

Humans are visual creatures and children with disabilities often rely primarily on visual cues to gather information. A major function of communication is to give information. In the typical school or home environment:

- a majority of the information is given verbally.
- it is frequently assumed that the student already knows or remembers specific information.

Linda Hodgen (1995)

Visual Schedules

What the Research Says:

Individuals with ASD have greater difficulties coping with unstructured time than neurotypical people and benefit from increased structure in their lives

--Van Bourgondien et al., 2003

Goal of this Tool:

- Create independence
- Teach time management
- Facilitate flexibility
- Provide structure
- Establish expectations
- Inform the student of the activities of the day
- Decrease downtime
- Permanence of process

How to do it! What to Consider.

- Consider vertical or horizontal presentation.
- Left to right and top to bottom teaches emergent literacy skills.
- Make it interactive to develop student ownership.
- Consider symbol representation (photos, PCS, words)
- Make it portable
- Keep it simple
- Fade support...promote independence
  - (*but don't fade the tool...that's what creates the independence*)

Visual Schedules in Action

Visual Schedules in Action

Visual Schedules in Action

Visual Schedules in Action
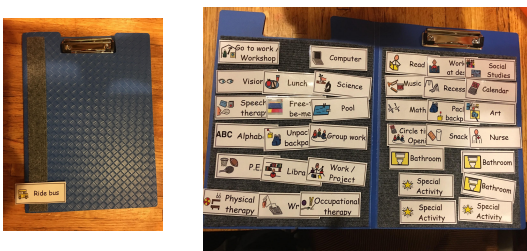
Visual Schedules in Action
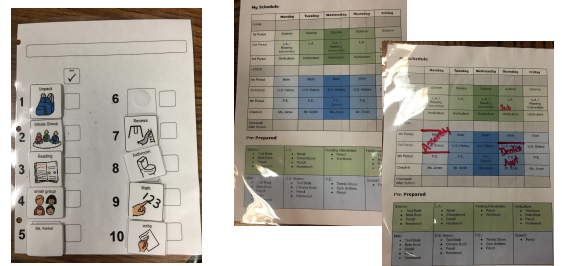
Facilitate Ownership: It is a dynamic process

- Introduce
- Model
- Adjust and tweak, as needed, to make the schedule work better
- Model
- Provide MAINTENANCE supports and strategies...your student will need them!
- And Finally....Fade Support as appropriate
    (*but don't fade the tool...that's what creates the independence*)

Facilitate Ownership

- Personalize
    - Make sure it fits the student's needs
    - Personalize with stickers or other items of interest
- Why is personalization necessary:
    - Access
    - Motivation
    - Relevance
    - Ownership
    - Level of Functioning

Facilitate Ownership

- Meet them where they are with regard to
    - How many symbols are provided
    - Symbol representation
    - Sensory needs
- Use Key Phrases to cue students to their schedules:
    - "Check your schedule"
    - "What's next"
    - Use a bell

Facilitate Ownership

- Provide opportunities for students to assemble their own schedule!
    - Provides the student (perceived) power around the activities of the day.
    - Provides a routine for actively reviewing the activities of the day.
    - Demands engagement in the task.
    - Makes it easier to explain changes to the schedule.
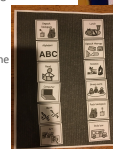
FINISHED Position

- Expressing "finished" is an important concept for:
    - Facilitating motivation
    - Maintaining attention to task
    - Teaching independence
    - Shaping Time Management skills
- A "finished" position can be:
    - Envelope, pouch or pocket
    - Basket, bucket or tub
    - Storage location
    - Gum or mint container
    - Moving an item such as a bead or block from a left position/container to a right position/container

Preparing for the transition

Time Timer

Visual Countdown

Stop. Listen.

Finish Up. Clean Up.

Learning Time. Work Time.

Task Analysis
"mini schedules"

What the Research Says:

Child(ren) with autism can successfully acquire the skills necessary to independently follow activity schedules and generalize these skills to other settings with minimal training.
--Massey & Wheeler, 2000

Use of activity schedules facilitated independence and self-management that has generalized across activities, people and environments
--McClannahan & Krantz, 2010

What the Research Says:

Activity schedules enabled individuals with ASD and CCN to demonstrate long response chains, independently transition to other activities and generalize those skills across environments without prompts or supports
--MacDuff, Krantz & McClannahan, 1993

Activity schedules can be a useful tool in promoting independence and, possibly, self-determination of individuals with significant cognitive challenges. Activity schedule does not limit its use to a specific age range, diagnosis, or intellectual functioning, but can be adapted to accommodate a variety of types of individuals.
--Koyama & Wang, 2011

http://www.northwestaba.com/uploads/7/5/5/1/7551608/koyama11_a_review_of_activity_schedule.pdf

---

What the Research Says:

Activity schedules have helped with:

- transitions (Dooley, Wilczenski & Torem, 2001)
- play skills (Hampshire, Butera & Bellini 2016)
- self-monitoring (Dunlap, Dunlap, Koegel, & Koegel, 1991)
- challenging behaviors (Krantz, MacDuff & McClannahan, 1993; Lequia, Machalicek, & Rispoli, 2012)
- social skills (Parker & Kamps, 2011; Betz, Higbee & Reagon, 2008)
- independence (Duttlinger, Ayres, Bevill-Davis & Douglas, 2013)

Who Benefits:

You Benefit!

If you've repeated yourself so many times it feels like it's Groundhog Day…your child may need a visual schedule or a task analysis checklist.

IS IT ME?

OR DOES TODAY FEEL LIKE GROUNDHOG DAY?

Goal of this Tool:

- Facilitate independence with work / task completion
- Teach students how to break tasks into manageable chunks
- Help students maintain attention to task
- Establish reasonable expectations for what can be accomplished in a given period of time
- Concretely represent changes to a process
- Teach the beginning, middle and end of tasks.

How to do it! What to Consider.

- Break tasks into manageable chunks
- Assemble in order
- Establish method for indicating when a task is completed.
- Determine cue for what happens when the sequence is completed: next activity, finished, break, reward, back to class, etc.
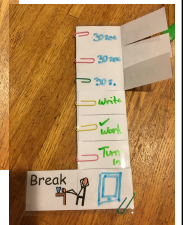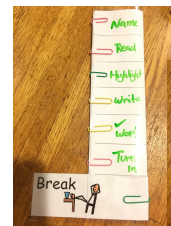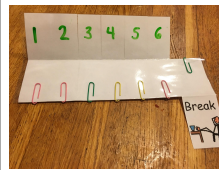- Implement monitoring strategies as needed: move clip, use timer
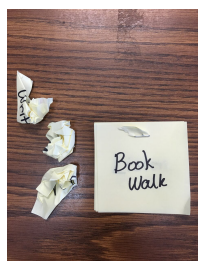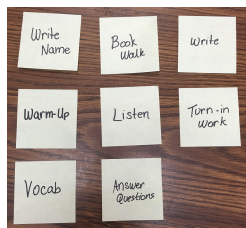
Task Analysis in Action: Write and Erase
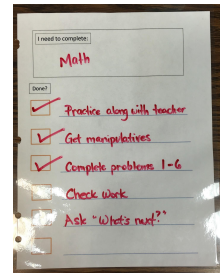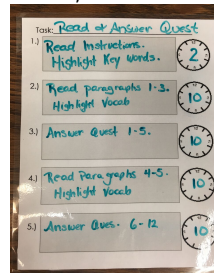
Task Analysis in Action: Write and Erase
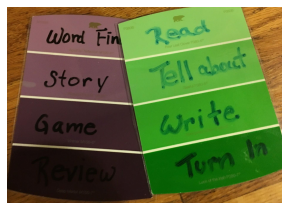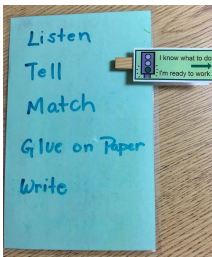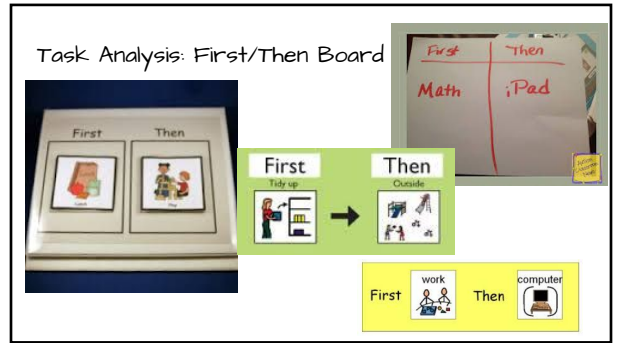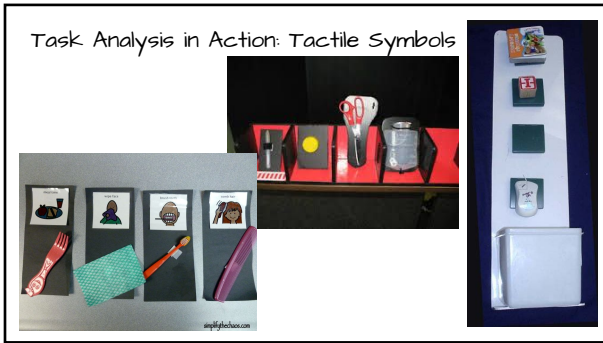

Task Analysis in Action: Hide / Reveal

Task Analysis: Crumple and Toss

Task Analysis in Action:

Task Analysis in Action: Tactile Symbols

Task Analysis: First/Then Board
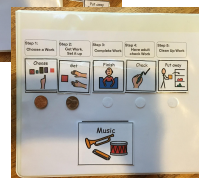
Make and Take

"On the Fly" Visuals

"On the Fly Visuals" Task Analysis Beads

"On the Fly Visuals" Task Analysis Beads
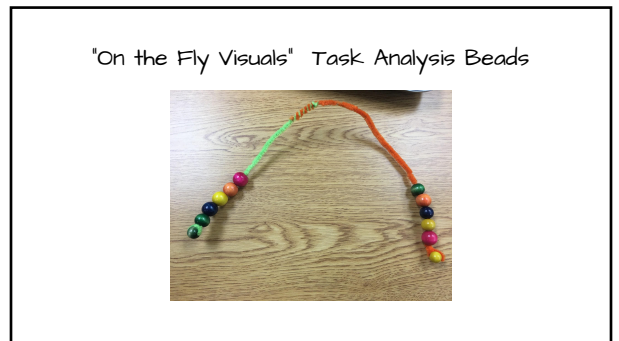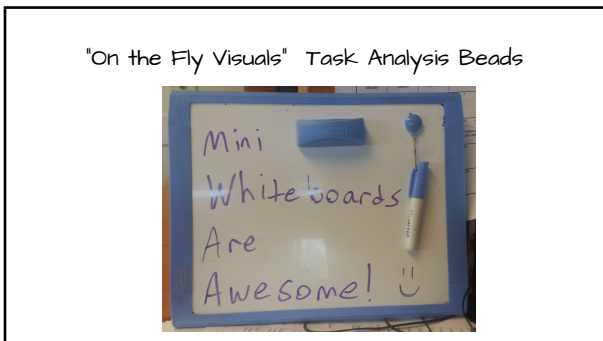
"On the Fly Visuals" Focus Finder
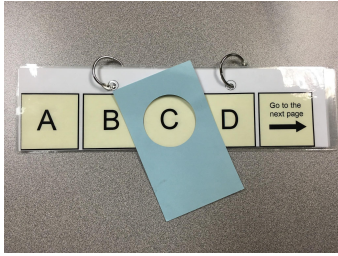
"On the Fly Visuals" Post-It Notes

Creating Flexibility

Who Benefits:

Students with...
- Rigid behavior
- Students who struggle with transitions
- Students who have a NEED to finish what they have started
- Students who require cues for self-monitoring and maintaining attention to task

Teachers with…
- **Limited time and resources!**

Goal of this Tool:

- To create a clear and predictable "plan" for addressing exceptions to the routine
- Tangible means to explain non-routine changes in activities
- To decrease transition time and increase positive behavior during unpredictable events

How to do it! What to Consider.

- Be prepared! Have your on the fly tools handy such as mini white-boards and post-its.
- For students using picture schedules, have generic picture symbols of "special activity" ready to insert.
- Consider having corresponding Social Stories that relate to exceptions in the schedule. These are teaching tools that would need to be reviewed ahead of time. For example, a fire drill, assembly, or substitute teacher.

Creating Flexibility in Action:
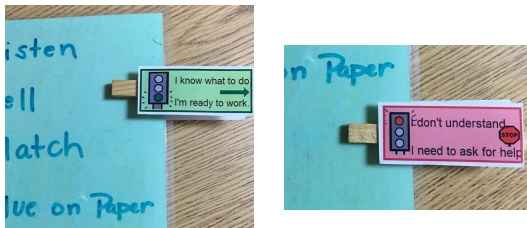Generic work task label

*For secondary, consider using numbers or other age appropriate options.

Creating Flexibility in Action:
To Finish Later...for those rigid kiddos

Creating Flexibility in Action: Self-Monitoring Clip

Creating Flexibility:
Don't forget cues for the unpredictable

- Special Activity
- Fire Drill
- 2-hour delay
- Substitute for the day

Supporting Behavior & Self-Regulation

PEOPLE CALL ME
"THAT KID"
What Do You Call Me?

Communication is Power!

Visual Tools provide a common language for communicating about intangible events, activities, expectations, and changes in routines. This can shift the communicative paradigm away from the relationship, and onto the cue.

The flip side of being emPOWERed with communication...

...learned helplessness, acting out behaviors, and prompt dependence.

All Behavior is Communication

Reaching = I want / I'm curious about that

Moving away / Throwing = I don't want / I'm finished

Leaning in = Tell me more / I like this

Looking away= I'm not interested / I don't care

Sharing a favored item = I like you / I want to be friends / I care about you

Vocalizing loudly / Pushing over furniture = I need your attention / I'm not coping well

Leaving environment / Covering heard = Too much (noise, people, activity)

All Behavior is Communication

What we sometimes see as a failure to **BEHAVE** properly, is actually a failure to **COMMUNICATE** properly.

www.notjustcute.com

All Behavior is Communication

Compliance is NOT the same thing as communication OR participation.

- Non-compliance may be a way to control an interaction.

- Statements such as "He's lazy", "She doesn't know", or "He is ignoring you" does not recognize the purpose of the behavior and does not provide the necessary support to shape an alternative behavior.

Give Language: to students and adults

What happens to our brain chemistry when dealing with negative behavior

Our physical reactions …

The language we use…

Visual tools provide a model for effectively using language when supporting children who demonstrate acting-out behaviors by shifting the "it's personal" reaction (for both students and communication partners) away for the person and onto the (neutral) cue, and …

- teaches the student an alternative / better response
- shapes our own reactions to the student
- provides consistent feedback from all staff working with a student
- shows student how behavior can be within his/her control

Emotional Competence

Def.: the emotion-related abilities an individual needs to cope with a changing (real or perceived) environment.

A review of the research looked at how Language Skills impact Emotional Competence and Implications for use with AAC (including Visual Tools)

- Developing emotional competence is key for promoting readiness for learning.
- Expressive vocabulary skills in young children can be predictive of self-regulation skills.
- In a study of children 7-9 y.o. a close relationship emerged between language competence and emotional competence.

Na, J.Y., Wilkinson, K., Karny, M., Blackstone, S., & Stifter, C. (2016). A Synthesis of Relevant Literature on the Development of Emotional Competence: Implications for Design of Augmentative and Alternative Communication Systems. American Journal of Speech Language Pathology, 25 (3), 442-452
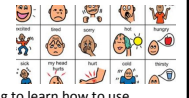
Shaping Emotional Competence

Shaping emotional competence:

When communication is difficult (developmentally or due to delay or disability) understanding, expressing and processing emotive events is challenging!

Shaping Emotional Competence

As with all aspects of language development, kids need modeling to learn how to use language to work through difficult emotions:

1. Identify the emotion (not a question): "You look (sad, mad, frustrated)."
2. Determine why. "Tell me about it." (child may or may not respond).
   a. Reflect on what you saw or know about the situation.
   b. Ask specific questions: who, what, where?
   c. Make a best guest. It is important to validate the child's experience, even if we don't understand it.
3. Process the situation. Talk about what can make it better.

Shaping Emotional Competence

It can be difficult to process emotional events "in the moment":

- Learning to process and cope with difficult moments is its own process. Difficult situations WILL recur.
- Non-compliance often requires compassion, not discipline.

Have patience. All things are difficult before they become easy.
Saadi

Supporting Behavior with Visual Tools

A Continuum of Supports:

1. Cue Desired Behaviors
   a. Review and Post Rules / Expectations
   b. Provide Timely Feedback
   c. Super Symbols
   d. Power Cards
   e. Environment or Context specific cues
   f. Social Stories
   g. Video Modeling

Provide "timely" feedback

Noise Level Chart
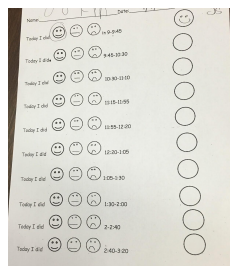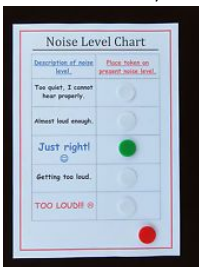
Define Expectations
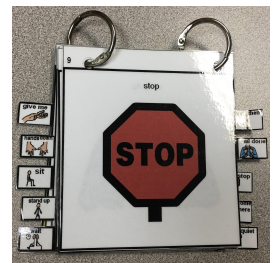
Power Cards

Spiderman Needs Help
Even a superhero like Spiderman needs help sometimes. Not even a superhero can do everything alone. At first, Spiderman was scared to ask for help. He didn't want people to think he was weak. He also didn't want people interrupting him when he didn't need help. Then Spiderman had a great idea. He could raise his hand to let people know when he needed help. This would keep them from interrupting, but also get him help when he needed it. When we need help, we can raise our hand just like Spiderman.

Power Card

Dolphin wants you to remember:
- Share your toys
- Friends share their toys even if it is your favorite toy
- Friends share!

Just like Dora!!

Dora wants me to remember these 3 things:

1. Keep my hands down
2. Use my words with a quiet voice
3. Keep working hard.

Social Stories

"Social stories were developed (by Carol Gray) in order to support individuals with autism to better cope with social situations."
- Ali and Frederickson (2006, p. 355)

http://www.educateautism.com/social-stories.html

How to Write a Social Story Tip Sheet

When I go to the movies. When I go to the movies, I wait in line to get my ticket. Sometimes we buy snacks. Sometimes we buy drinks. It can be a good idea to use the bathroom before we sit down. In the theater, we pick a seat and sit down. The theater might be dark. The theater might be loud. I can take breaks if I need to. I can ask to take a walk. When I am in the theater, I am sitting in my seat with a quiet voice. Going to the movies is fun!

Video Modeling

Video Modeling is a visual teaching method that occurs by watching a video of someone modeling a targeted behavior or skill and then imitating the behavior/skill watched.
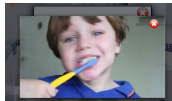
Video Models may be from 3 different perspectives:
- Video of Others
- Video of Self
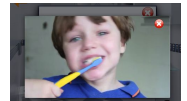- Video from the perspective of the task being performed by self

http://www.watchmelearn.com/video-modeling/what-is-video-modeling

---

Video Modeling

FREE Training Webinar presented by edWeb.net:
Practical Application for Using Video Models with Students with Autism

Examples from YouTube:

- Brush Teeth: https://www.youtube.com/watch?v=makIgB4X3g8

- Introductions & Greetings:
  https://www.youtube.com/watch?v=RBDWrQs6Ou8

- Montage: https://www.youtube.com/playlist?list=PLDCAACE2C2BF5733F

Supporting Behavior with Visual Tools
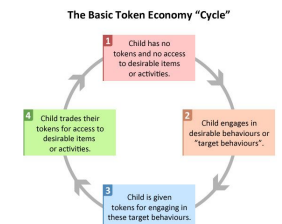
A Continuum of Supports:

1. Cue Desired Behaviors
2. Reinforce Desired Behaviors
   a. Meaningful Motivators
   b. Token Board
   c. Token Counter
   d. Reinforcer Puzzle

Who Benefits: Token Economy

"One of the most important technologies of behaviour modifiers and applied behaviour analysts over the last 40 years has been the token economy"

- Matson and Boisjoli (2009, p. 240)

The Basic Token Economy "Cycle"

1. Child has no tokens and no access to desirable items or activities.
2. Child engages in desirable behaviours or "target behaviours".
3. Child is given tokens for engaging in these target behaviours.
4. Child trades their tokens for access to desirable items or activities.

http://www.educateautism.com/token-economy.html

How to do it! What to Consider.

Ensure motivators are meaningful <u>in that moment</u>!

Token / Reward System in Action

I am working for _____
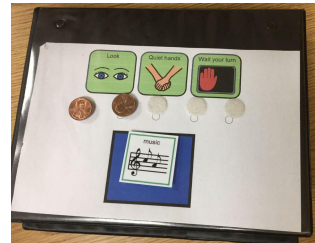

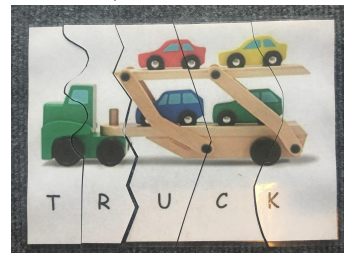## Token / Reward System in Action

---
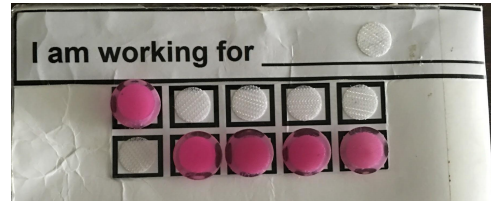
Token / Reward System in Action

Token / Reward System in Action

Token / Reward System in Action

Supporting Behavior with Visual Tools

A Continuum of Supports:

1. Cue Desired Behaviors
2. Reinforce Desired Behaviors
3. Self-Monitor Emotional States (with support, as needed)
   a. Zones of Regulation (emotional state)
   b. Incredible 5-point scale (assign progressive value and definition to a variety of challenging or misunderstood behaviors)

Zones of Regulation

Incredible 5-point scale

A numerical, graduated, 1-5 tool,
that assigns a number
to a variety of social-emotional situations,
making the abstract quality of social-emotional
situations more concrete
(Dunn Buron & Curtis, 2012)

Incredible 5-point scale

Incredible 5-point scale

| 5	Very Negative	Negative Words: I don't want this!
4	Sort of Negative	Making a face, saying nothing
3	Neutral	"Thanks," with little expression
2	Polite	"Thanks," with a smile
1	Enthusiastic	"WOW," excited body language

Incredible 5-point scale

## Supporting Behavior with Visual Tools

A Continuum of Supports:

1. Cue Desired Behaviors
2. Reinforce Desired Behaviors
3. Self-Monitor Emotional States (with support, as needed)
4. Calm-down / Reflection / Problem-Solving Tools
   a. Tangible means to identify feelings related to before, during and after emotive event.
   b. Flexible Social Scripts
   c. Calm-down Kits / Books

Identify Emotions
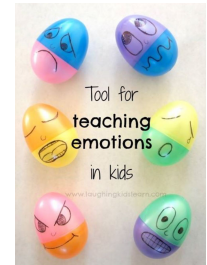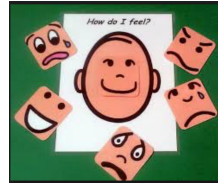
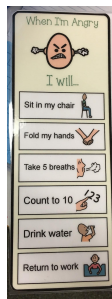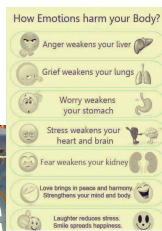
Flexible Problem-Solving Scripts
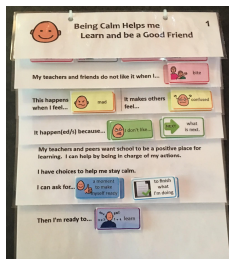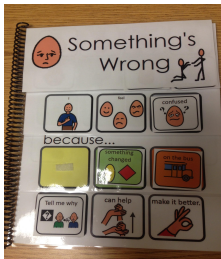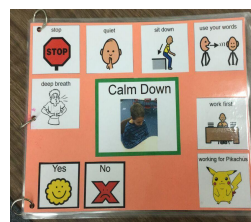

Socially Appropriate Communication

Autism Adventures: www.autismadventures.com

Calming Box

Calming Book

Make and Take

Technology Options

Technology Options

First Then Visual Schedule HD

FTVS HD lets you easily and quickly create and use ALL these visual supports in just one app:
First Then boards, Visual schedules, Task analyses, Social stories, Choice boards and Video models.
www.goodkarmaapplications.com

Technology Options

Our Story App / Book Creator

- Digital story telling apps that are very easy to use.
- Utilize photos, screenshots, images, and videos.
- Consider for task analysis, social stories, sequencing, first/then, and more.

Technology Options

Tiny Tap App
- Create interactive lessons ranging using visual scenes
- Offers an alternative presentation to a typical schedule
- Use of recorded speech to pair auditory information With visual information

Album in photo library
- Organize photos into albums to create a sequence

Technology for Behavior and Organization

Choiceworks

Pros:
- Self-contained
- Portable
- Often motivating

Cons:
- Lacks permanence
- Tech is tech...it will "break"
- Minimal physical interaction can limit conceptual understanding

Consider this:
- As students get older there may benefit increased benefit to integrating tools to help them transition to more independence.

Technology for Learning

Pros:
- Interactive
- Customizable
- Motivating
- Timely feedback

Cons:
- Tech is tech…it will "break"
- Audio feedback may be distracting for some students.

RESOURCES

http://www.visualaidsforlearning.com/

http://lessonpix.com/

https://www.sensorysmarts.com/sensory_diet_activities.html

http://www.oneplaceforspecialneeds.com/main/library_social_stories.html

https://www.autismspeaks.org/family-services/personalized-stories

http://www.autismadventures.com/2015/04/calm-down-kit-2nd-edition.html

---

Today's Resources are available at…

http://bit.ly/MoreThanCues

Questions? Comments?

Thank you for your Time!!