See it to believe it: Communicating effectively through visual supports

In this webinar you will:

- Understand the purpose of visual supports
- Create and effectively implement visual supports
- Coach caregivers to practice visual supports throughout their routines

Presented by Jenny Baggett & Amanda Spiess

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Jenny Baggett

Jenny Baggett is an educational consultant at the Treatment and Research Institute for Autism Spectrum Disorders (TRIAD). She specializes in applied behavior analysis and caregiver coaching for autistic individuals and their families. She hosts webinars that cover a variety of topics related to best practices in early intervention that reach hundreds of providers in Tennessee each year. Jenny is a strong believer that all children can learn skills that help them advocate for themselves, keep themselves safe, and lead them down a path for a fulfilling life. She is passionate about empowering caregivers to teach their children the skills they need to do this. In her personal life, she enjoys baking and traveling with her husband and two young children.

Amanda Spiess

Amanda Spiess earned her bachelor's degree in Elementary Education from Middle Tennessee State University in 2008. Amanda worked in the early childhood setting for 4 years before transitioning into a therapist role, providing ABA services within clinic and home settings to children diagnosed with Autism. In 2016 Amanda enrolled at Arizona State University online to pursue coursework in applied behavior analysis and curriculum instruction. Amanda graduated her master's program in 2017 and is now a Licensed Board Certified Behavior Analyst. Amanda has worked at TRIAD for 10 years as a part of the early intervention team. In this role Amanda is able to support parents and early interventionists by coaching them in evidence-based practices that support the child and family. Amanda truly enjoys being a team member on the first services family receive through TEIS. In her free time Amanda enjoys running, reading and spending time with her family.

Agenda

Introduction/Housekeeping

What are visual supports?

Visual supports & autism

Types of visual supports & how to teach it

Caregiver buy-in and managing objections

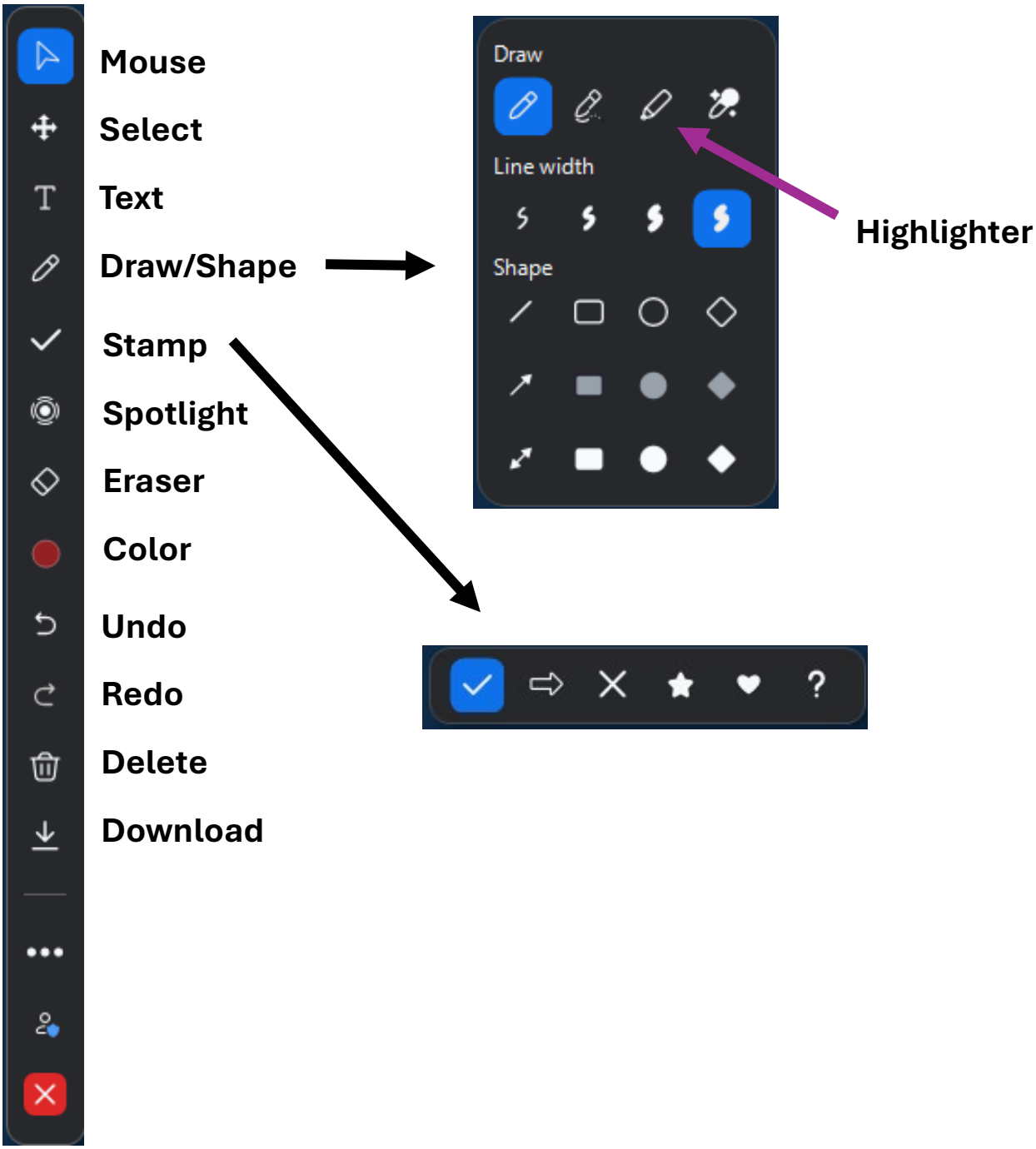
Troubleshooting

Resources/Closing

Zoom Orientation – Annotation

Push computer mouse to the top of the screen
Click drop down arrow under VIEW OPTIONS
Click Annotate

OR…Look for the pencil with line icon on the bottom left corner of your screen



What are visual supports?

1. Visual supports are _____ that are paired with, or used in place of, a _____ to provide the learner with _____ about a routine, activity, behavioral expectation, or skill.
2. Visual supports may be in the form of _____ , pictures, photos, or written words.
3. Visual supports are considered _____ strategies because it changes the environment to prevent a breakdown in communication

Word Bank
information
concrete cues
antecedent
verbal cue
objects

Visual Supports & Autism

Core Characteristics of Autism	
Social communication Differences	Focused Interests, Repetitive Behaviors
* _____ * Nonverbal Communication * Relationships	* Speech/Motor movements * Atypical Sensory Responses * _____ * Fixated Interests/Repetitive Behaviors

Impact on Learning

Understanding Expectations | Communicating Wants and Needs | Interactions across environments

Learning Strengths	Purpose of Visual Supports
Visual Learners	Reduce language demands
Predictability	Increase predictability
Concrete vs. Abstract	Support understanding
	Increase independence

*****Visual supports are not just strategies for autistic individuals; they are universal supports that benefit all learners*****

Types of Visual Supports

Choice Boards	
Purpose	Provides clarity around availability of reinforcers, materials, or activities
Why use choice board	▪ Promotes independence ▪ Fosters autonomy, allowing them a voice in parts of their day ▪ Supports clear communication
Critical components	✓ Appropriate visual representation at the child's current skill level ✓ Adjust choices BEFORE presenting the board ✓ Provide choice board when presented with opportunity for choice ✓ Provide reinforcement immediately
Tips & Tricks	

When (Specific Routine)	How (Specific Choices)

USE IT LIKE A BOSS

First-Then Board	
Purpose	Incorporate reinforcement
Why use first-then boards	▪ Provides clarity on what is expected to earn reward or preferred activity ▪ Provides a visual reminder of the reinforcer upon completion of task ▪ Promotes predictability and structure ▪ Motivates the child to complete task
Critical components	✓ Identify preferred items or activities that can be used as a reinforcer ✓ First and Then boxes should display the visuals ✓ "Then" box should always be something the child enjoys ✓ Consider changing the reinforcers regularly ✓ Deliver reinforcer immediately when task is completed ✓ Reinforcer matches effort
Tips & Tricks	

When (Specific Routine)	How (Specific Task & Reinforcer)

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Visual Timers	
Purpose	Make time visible and predictable
Why use a visual timer	▪ Make an abstract concept concrete ▪ Shows the passing of time and support understanding of time ▪ Supports predictability ▪ Reduces verbal reminders
Critical components of visual timers	✓ Honor the timer ✓ Visible to the child ✓ Must show passing of time
Tips & Tricks to teaching visual timers	

When (Specific Routine)	How (Specific steps of intro & honoring it)

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Visual Schedules	
Purpose	Predictability tool that shows what is happening and in what order
Why Use Visual Schedules	▪ Make abstract concepts more concrete ▪ Clearly communicate expectations ▪ Increase independence
Critical components of visual schedules	✓ Individualized – objects, photos, line drawings, symbols ✓ Represent activities or items ✓ Stationary, on the wall, or portable ✓ Try top-to-bottom first ✓ Limited steps
Tips & Tricks to teaching visual schedules	

When (Specific Routine)	Break down the steps

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Common objections and how to manage them

Caregiver Objections	Ideas to Support Caregiver Understanding
“They understand when I talk”	
“I don’t want them to be dependent on it”	
“They just ignore the pictures”	
“I tried it before and it didn’t work”	
“They just tear up the pictures”	

Troubleshooting Visual Supports

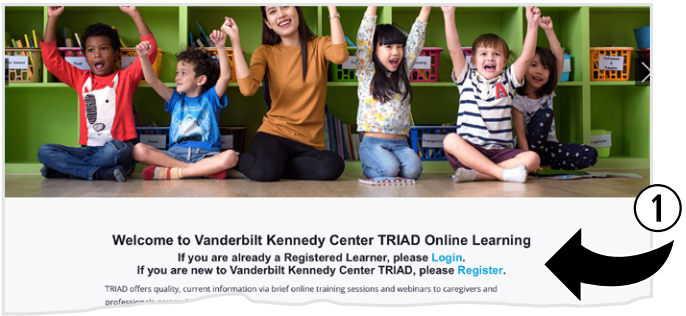
Caregiver Objections	Ideas to Troubleshoot
Visuals make the child more upset	
Caregiver forgets to use the visual	
Visual works sometimes but not always	
Caregiver feels it's too much work	
Child becomes dependent on the visual	

Self-Reflection & Planning

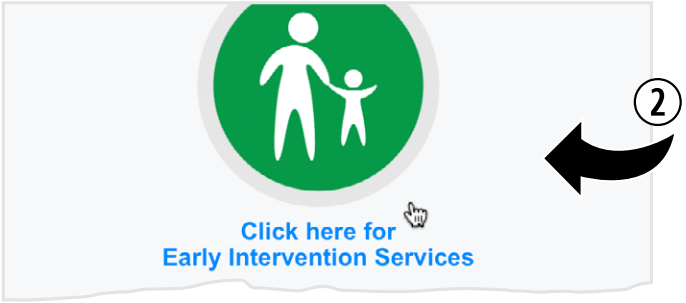
What are some takeaways about this strategy I learned?	What am I already doing in relation to this strategy?	What are some new ideas I will try?

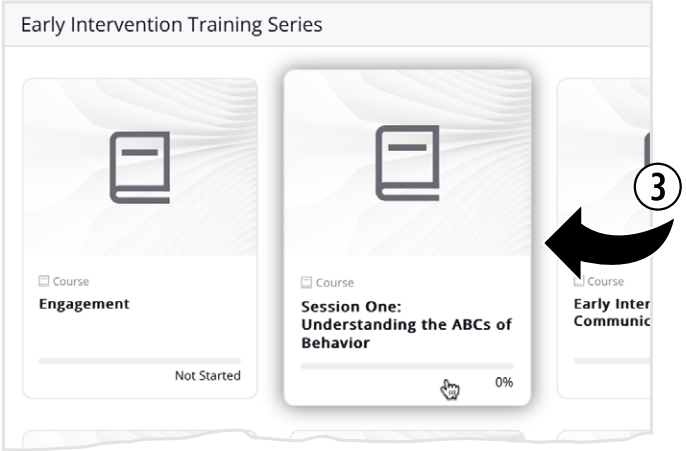
How to Watch TRIAD Early Intervention Brief Online Training Sessions (BOTS)

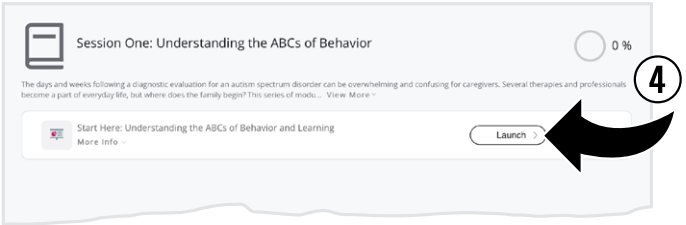
STEP 1: REGISTER
Go to triad.vkclearning.org
Create an account by clicking on “Register”
Fill out the form and select “TRIAD” under “Choose the Vanderbilt Kennedy Center Division for Course Access”
You will receive an email for verification. Once you do, click the link to verify your account.



STEP 2: LOGIN
① Login at triad.vkclearning.org
② Click on “Early Intervention Services”
③ Click on the training you’d like to view. » Session One applies to Challenging Behavior, Communication, and Social Play. Start there for those curricula.
④ Click the right arrow to launch







Need help? Read about frequently asked questions at triad.vumc.org/bot-faq.

Contact morgan.l.burnett.1@vumc.org with questions.