

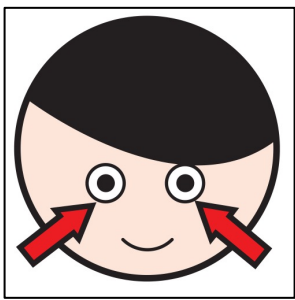
Conversation Boards - An Overview for Educators

Evidence-Based Practice Link	Conversation boards are a form of visual support , which is an evidence-based practice for autistic students. Visual supports are defined as a “visual display that supports the learner in engaging in a desired behavior or skills independent of additional prompts.” (Steinbrenner et al, 29)
When to Use Conversation Boards	<p>Ideal instances to use conversation boards with autistic students, or other students with or without disabilities, could include, but are not limited to:</p> <ul style="list-style-type: none"> • lunch time, • group work, • circle time, • unstructured play and leisure time, • start of the school day.
Why Use Conversation Boards	<ul style="list-style-type: none"> • Promote social interactions on a variety of topics • Provide structure for peer interactions • Foster student autonomy
Critical Components of Conversation Boards	<ol style="list-style-type: none"> 1. Have an appropriate visual representation at the child’s current skill level to denote conversation topics and prompts. 2. Start by including conversation topics that the student is familiar with. 3. Prompt the student to use the conversation board when presented with an opportunity to interact with others. 4. Set up opportunities to practice using the conversation board in various settings with a variety of people. 5. Provide reinforcement to the student for using the conversation board to engage in conversation.

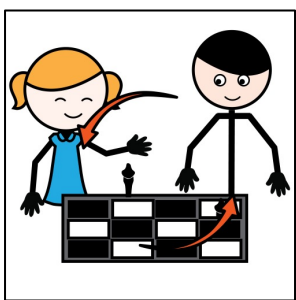
<p>Conversation Board in Action</p>	
<p>Assembly Tips</p>	<ol style="list-style-type: none"> 1. Print and laminate the conversation board and choice option page. 2. Cut out the laminated choice pictures. 3. Place hard-sided Velcro on the individual choice squares on the choice board. 4. Place soft-sided Velcro on the back of the choice pictures. 5. Place pictures on the conversation board of available topic choices for the student before presenting the conversation board to the student.
<p>TRIAD Resources to Learn More</p>	<ul style="list-style-type: none"> • Learn more about upcoming TRIAD training opportunities: https://vkc.vumc.org/vkc/triad/live-training/ • Module about visual supports here. <p>Must create a free account to access.</p>

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

<https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>



Look at your partner



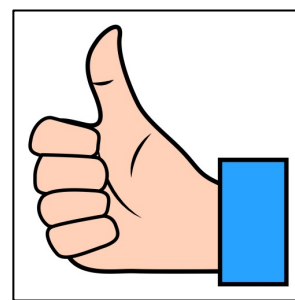
Take turns



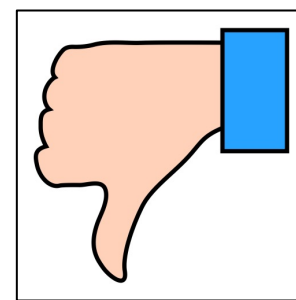
Do you like _____?



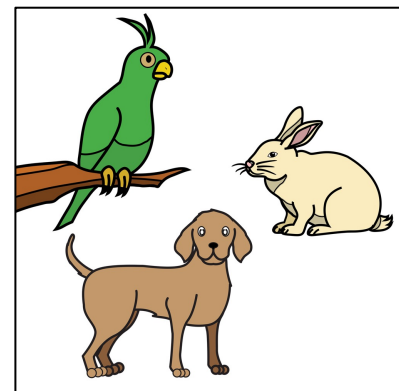
What do you want to talk about?



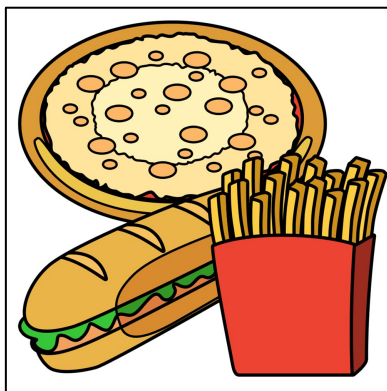
I like _____.



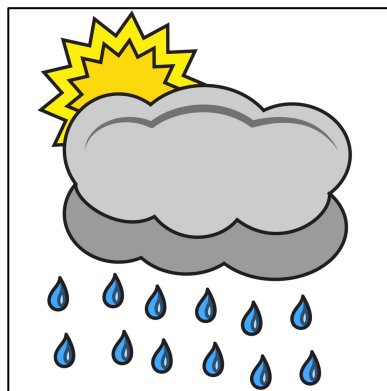
I don't like _____.



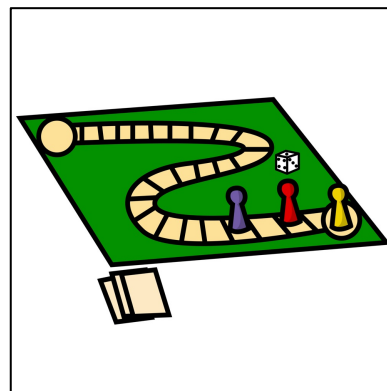
animals



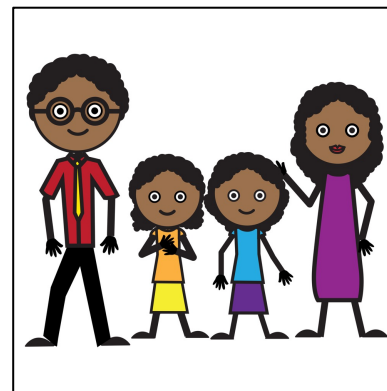
food



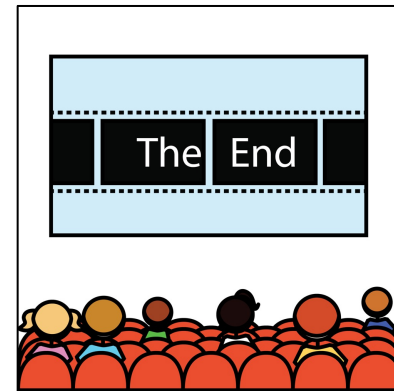
weather



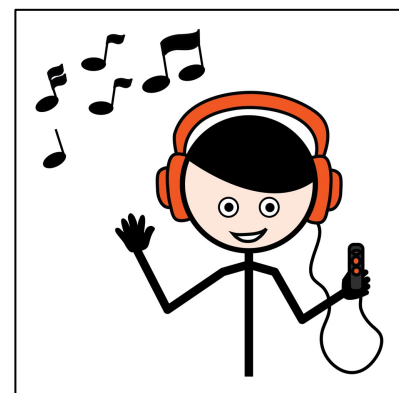
games



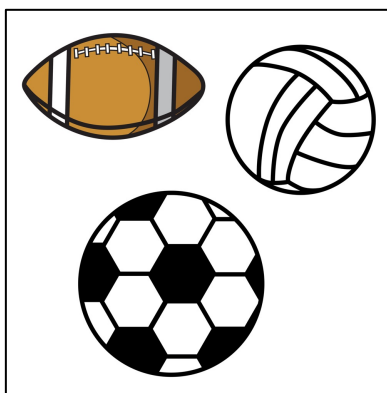
family



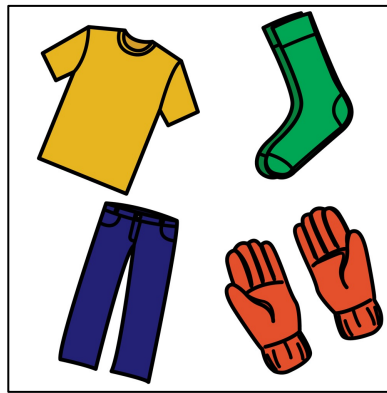
movies



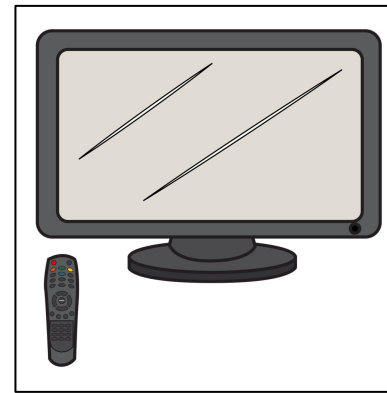
music



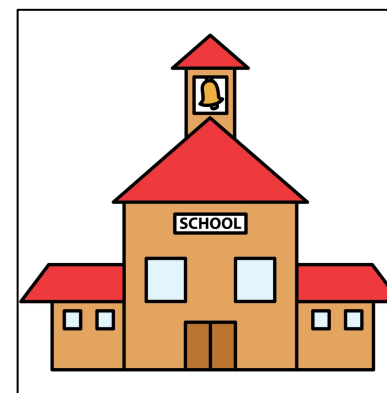
sports



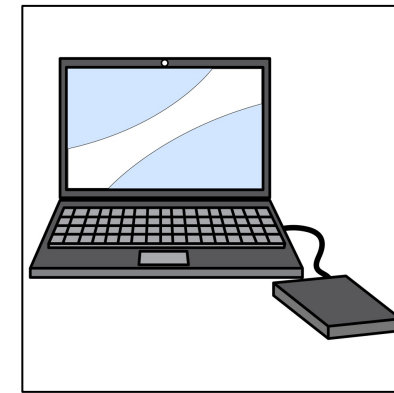
clothes



tv



school



computer