# Session Nine:

# Visual Supports

# PowerPoint Notes, Slide Content and Alt Text

The following information includes the slide content, slide notes, and alt text for images on slides. PowerPoint slide notes are intended to enhance understanding of the information on the slide and can assist in facilitation of the content. However, not every slide requires notes in addition to the slide content. The identical slide note information below is also available in the notes section of the corresponding PowerPoint slideshow.

The information in the notes may assist the facilitator to:

1. Further explain the concepts on the slide
2. Prepare for and implement an activity
3. Offer additional information to the participants

## Slide 1: “What Works for Work” Session Nine

## Visual Supports

1. Logo for the Ohio Developmental Disabilities Council
2. Logo for the OCALI Lifespan Transition Center

## Slide 2: Visual Supports

### Alt Text: Calendar. Depicts one month of days with no specific month indicated

**Slide 3: Handout**

[04: Evidence Based Practices for Transition Youth](https://www.ocali.org/project/evp-adult-success) - Visual Supports Pages. Download from Session 9 website

**Alt Text:** Page 22 of Visual in the Evidence Based Practice document. Vocabulary and team discussion questions are given on this page. File is available for download.

## **Slide Notes:** Facilitators: Have the participants locate and review the visual supports pages in the document. Link for Evidence Based Practices for Transition Youth: https://www.ocali.org/project/evp-adult-success

**Slide 4:** **What are Visual Supports?**

Visual supports are concrete items, pictures, photographs, symbols or printed words and/or a combination of these items that when used strategically can assist an individual to maintain attention, communicate, remember, organize thinking and complete tasks.

**Alt Text:** Line drawing of Eyeballs. Set of eyes with text, “When I see it, then I understand"

**Slide 5: What Are Your Visual Supports?**

* Most everyone uses’ visual supports’
* Individuals that have visual impairments often use similar strategies that have been translated to ‘tactile supports’.
* Make a quick list of what you use to maintain attention, communicate, remember, organize thinking and complete tasks
* My Visual/Tactile Supports:

## **Slide Notes:** Facilitator: Participants may Complete this activity by writing a list on the handout, blank paper, flip charts, etc. This may be completed individually or in small groups. When completed, have a quick share-out time to discover the diversity of visual supports used by the group. If the group includes learners that are visually impaired , highlight supports used by this participant that align with other types of supports used by a sighted person.

**Slide 6:Characteristics of Effective Visual Supports**

Visual Supports should be:

* Clear and Accentuate Important Elements of the Support
* Consistent and Predictable across environments
* Constant and Unchanging (until necessary to change)
* Available to the individual at any time
* Matched to the individual’s learning style
* Taught to the individual
* Eventually managed by the individual (as much as possible)

## **Slide Notes:** Discussing the characteristics of effective visual supports before looking at examples allows the group to understand the best visual supports are ones that are well matched to a person and reflect certain elements. When looking at examples, have the group continue to reflect on the ‘checklist’ of characteristics to emphasize the importance that a visual support may not be as simple as a list of words nor will it be the same for everyone.

**Slide 7:** **Visual Strategies Facilitate Receptive Communication**

## Assists Communication To the Person From Others

## (Receptive Communication)

## Example:

## Explains and Prepares the person for ‘What is Happening’

## “Why”

## “Where”

## “When”

## “What Order”

## “How”

## Explains the expectations for participation, action and behavior

**Slide 8:Visual Strategies Facilitate Expressive Communication**

Assists Communication From the Person To Others

(Expressive Communication)

Example:

* Facilitates expressing ”How I feel” about what is happening
* Supports the expression of choices about what is happening
* Provides a way to clarify ”What I Want to Happen”

**Slide 9:Visual Supports Improve Efficiency**

## Visual strategies and supports also assist the person to be able to function more efficiently and effectively:

## Complete a task or job more quickly

## Accuracy or correctness of job outcome is improved

## Consistency of task results increases

## Level of engagement and independence improves

## **Slide Notes:** Additional Notes for facilitator and viewer.

## The visual factor- Research supports that many persons with complex needs, especially those on the autism spectrum, learn best with visual and tactile supports.

## Visual components for strategies remain constant, are available when the person needs them, and stay consistent across environments.

## Strategies that include visual components are schedules, written/picture directions, and video modeling. If a strategy/intervention doesn’t have a visual/tactile component, this might be something to add in the revision if the individual responds well to this factor.

## Source is NPDC (National Professional Development Center), 2010; Melching, 2007; Simpson, 2005.

**Slide 10:Visual Strategies Support Learning**

* Visual strategies and supports also assist the person to learn and use information
  + Organize thinking about the approach to a situation or task
  + Recall academic instruction and information to support learning
  + Problem solve and select solutions … including challenges in the social world

**Slide 11:Visual Supports Work with Other EBP**

* Many other EBP will include visual supports as part of the teaching plan
* Other sessions provide many examples of visual supports
  + Social Emotional Supports such as Social Narratives- session five
  + Mobile Technology offers visual support- session six
  + Chaining steps can be represented in a visual format- session three
  + Video Modeling is an effective visual strategy- session four

**Slide 12:** **VCU ASD School to Work: Visual Supports**

* Employment preparation programs for youth with ASD recognize the value of visual supports on the job
* Virginia Commonwealth University offers a short [research brief](https://worksupport.com/documents/Visual_Supports.pdf) of how supports are used on the job
* Use the link above to access the article or download from Session Nine website. **06: VCU Visual Supports School to Work (Handout)**

## **Slide Notes:** Activity: If time permits, have participants review this 3 ½ page article briefly. A quick way to do this is to have the participants each take a different section, read it, identify 1 or 2 important points and share with the others in the group. Sections include: What are Visual Supports? What Does the Research Say about Visual Supports? How can Visual Supports be Used in Work Settings? What Supplies are Helpful to Have on Hand When Creating Visual Supports? Are There Other Considerations When Using Visual Supports at Work? Link for [research brief](https://worksupport.com/documents/Visual_Supports.pdf): https://worksupport.com/documents/Visual\_Supports.pdf

**Slide 13:Types of Visual Supports**

* There are many ways to categorize and review visual supports. In this session, the categories to the right are used and examples of each are provided in the following slides

**Alt Text:** Circular diagram of Visual supports. 7 visual categories in individual circle with ring around the title. All supports are listed in following slides and slide notes.

## **Slide Notes:**

1. Naturally occurring visual supports
2. Visual Schedules
3. Visual Choices
4. Jigs and Templates
5. Graphic Organizers
6. Clocks, Timers and Calendars
7. Social-Emotional

**Slide 14:Natural Visual Supports**

* Natural visual supports are cues around a person that inform them what is happening and how to respond.
* Draw attention to environmental labels and information and teach to use these cues for more independence.

**Alt Text:** Directory for Building. Directory on wall of office building describing the offices found on the first and second floors of the building.

**Slide 15:** **Visual Environmental Cues**

## Use natural or create visual boundaries through furniture arrangement, labeling, color-coding, teaching relevance of walls/doors/carpets, use tape to indicate areas

## Can help the individual know

## Where to stay

## How to transition

## What belongs to him/her

## **Slide Notes:** For more information on environment and visuals, see the Visual Supports Modules at www.autisminternetmodules.org by logging in to [AIM modules](http://www.autisminternetmodules.org/), free account, select View all modules, scroll through the list they are in alphabetical order.

**Slide 16: Examples of Natural Visual Cues**

* Space/Distance
  + Where chairs are placed
  + Work area boundaries
* Objects and Materials and When Used
  + Coats
  + Keys
  + Lunch bags
* Colors
  + Stop lights
  + Color-coded materials
  + Recycle vs. Trash

**Slide 17:Teach to Use Natural Supports-*Store Signs and Building Directories***

**Alt Text:**

1. Overhead grocery store aisle sign. Aisle #4 sign indicating aisle content of Mexican, Chinese, Crackers

2. Community Building Directory Sign. Shows what offices are located where on the first and second floors

## **Slide Notes:** Do not assume everyone knows how to use the visual supports found in the community, on the job or around the school. Instead, take note of all the visual supports that are available to everyone. Determine which will help a person understand and be able to navigate the environment. Intentionally teach the supports, how to use them and where to find them.

**Slide 18:Teach to Use Natural Supports-*Menus and Building Guides***

**Alt Text:**

1. McDonalds Dollar Menu. Three lines of distinct photos of McDonalds food items for $1, $2, or #4

2. Color guiding lines on library floor. 4 color line on the library floor to guide users to different level of the library.

## **Slide Notes:** Do not assume everyone knows how to use the visual supports found in the community, on the job or around the school. Instead, take note of all the visual supports that are available to everyone. Determine which will help a person understand and be able to navigate the environment. Intentionally teach the supports, how to use them and where to find them.

**Slide 19:Use Color Coding as Environmental Cue**

**Alt Text:**

1. Colorful Recycle Bins. 4 recycling bins, blue for plastic, green for paper, yellow for glass/organics, orange for metal/cans

2. Multi-colored bins on shelves- Seven rows of shelves with bins with each row a different color.

## **Slide Notes:** The different color containers, recycle bins or shelf units, act as cues and guidance for remembering the types of materials that are stored in each. For example, items for a particular job task may be found in the same color bins. Or the same type of materials may be grouped in the same color bin, such as cleaning products, dishes, office supplies, etc.

**Slide 20: Recipe on Package**

Recipe with words and picture drawings placed directly on the package by manufacturer

**Alt Text:** Tofu Package with cooking instructions. Tofu package shows 4 steps to cooking tofu using words and pictures to explain each step.

**Slide 21:Visual Supports Work for Visually Impaired**

Group Discussion

* Review the previous slides 17-20:
  + Store Signs and Building Directories
  + Menus and Building Guides
  + Color Coding
  + Package Recipe/Instruction
* How could these types of supports be adapted for the individual with a visual impairment?

## **Slide Notes:** Facilitator: This can be a whole group or small group activity. Prompt the groups to discuss adaptations they have seen used, adaptations they may have developed, or potential adaptations. A Worksheet is available for download on the session 9 website- 05: Worksheet for Adapting Visual Supports Activity (Handout) to guide the group discussion if desired. Or the group may make notes on the handout, blank paper or flip charts if available.

**Slide 22:Visual Schedules**

* Tell what is to occur in the day, a portion of the day or only what will occur “next”.
* Use objects, photographs, icons, words, or a combination.
* Can be portable or fixed or both

**Alt Text:** Dry Erase Board with Schedule. Vertical dry erase board and pen with schedule listed for Monday, June 15

## **Slide Notes:** The visual schedule section is lengthy with examples. It includes approximately 25 slides The intent is to provide the learner with varied examples to meet different needs and different learning styles. Slides that review familiar types of schedules can be quickly reviewed. Slides with schedules that are unfamiliar can be discussed.

**Slide 23:Visual Activity Schedules**

* Visual *Activity* Schedules are schedules that focus on a specific activity
* The schedule breaks down and indicates each step of an activity
* The daily schedule would indicate the activity (example: “Get Dressed”), and the activity schedule would then show the steps used to “Get Dressed”

## **Alt Text:** Handout Activity Schedule to Get Ready in the Morning. Checklist with words and pictures for 3 tasks handout show a girl ready for the day and a girl not ready for the day.

**Slide 24:Schedule Types**

* Objects
* Photographs
* Icon
* Word
* Combination
* Dry Erase Board
* First-Then

**Alt Text:** alt=""

**Slide 25: Object Schedules**

**Alt Text:**

1. Object and picture schedule. 4 task on individual que cards with a Velcro object. Cards have word/ picture image, describing the next activity.

2. Basket- Object schedule. 4 task on individual que cards with a Velcro object. Cards have word/ picture image, describing the next activity.

## **Slide Notes:** The basket schedule uses the actual items involved in the task or activity as a cue for what is to occur. The icon and object schedule used objects that represent and are similar to those used in the activity but may not be the actual items used in the activity. This schedule also provides the icon of the activity to teach the icon in order to transition the individual to an icon schedule in the future. Object schedules are often used for those with visual impairments.

**Slide 26:Photo Schedules**

**Alt Text:**

1. Adam's Job Schedule. 3 photographs with sentences, reflecting Adam preforming the initial steps of his job task at the Video Store.

2. App Photo Schedule. Vertical photo schedule with word labels for visit to museum showing what will be seen and checkmarks of completed items

Slide Notes: The example on the left is an example of a schedule using photos of the person doing steps of a job task with simple text as a reminder to assist or support independent completion of the task. Alyssa’s schedule on the right is an example of using an app to create a photo schedule and checking off the steps as they are complete. Alyssa’s Schedule is an example from the app “[Field Museum for All. An Inclusion & Accessibility Tool](https://itunes.apple.com/us/app/field-museum-for-all/id1171510231?mt=8)” (https://itunes.apple.com/us/app/field-museum-for-all/id1171510231?mt=8). The Field for All app helps families and groups, including visitors with autism and disabilities, plan their visit with resources like exhibition previews, a customizable schedule, and a sensory-friendly map of the space.  Features include visual schedules, social guides, and interactive games. This app is designed to help all visitors feel welcome and supported.

**Slide 27:Photo Activity Schedule**

**Alt Text:** Photos of steps to bowling activity. Six photographs numbered 1 through 6 show the steps the individual will take to complete the bowling activity

## **Slide Notes:** This example is a set of photos taken at the community bowling alley. The individual that will use the schedule is featured in each step. He is able to see himself walking through each step (where he was prompted by another person). Using the schedule he is able to predict each step and be more independent with the activity.

**Slide 28:Icon Visual Schedule**

* Icon Schedules are frequently used as the individual is able to generalize from objects and photos to icons that represent the concepts

**Alt Text:** Visual checkbox checklist. 5 Visual checkbox list with printed picture and words.

**Slide 29:Icon Visual Activity Schedule**

* This activity schedule is embedded into a visual schedule on a ring.
* At the step of gathering supplies, there is a visual *checklist* that is removeable to walk the individual through gathering the supplies.

**Alt Text:** Key ring connecting index cards visual schedule. Mop and bucket image with writing on an index card labeled supplies, wording at the bottom of card "get all of the supplies."

**Slide 30:Word Schedules**

* Some schedules only include words and phrases to describe the event occurring
* In order to transition to word schedules, the word may be paired with a picture and the picture gradually faded

**Alt Text:** Word and Picture Schedule. Vertical schedule of activities of the work day with a checkbox, word and photo for most items on the list

**Slide 31:Word Checklist Schedule**

* A simple way to provide a schedule for the person that is a reader

**Alt Text:** Clipboard schedule with pen. Daily task written out, line marked through 3 tasks completed and 9 tasks still to complete.

**Slide 32:Visual Routine Word Checklist**

* Using a ring and laminated cards
* The routine steps are explained with a location to check off the steps

**Alt Text:** Note cards on a ring-10 or more laminated white flash cards on a metal loop held by a hand.

**Detailed description:** Clean up yard checklist.

1. Pick up and put away everything that is out of place away…

2. Pull any weeds.

3. Make sure patio chairs are in their correct place….

4. Sweep patio…

5. Clean out sink…

6. Double check everything was done right…

If it’s worth doing than, its worth doing right!

Points earned….. Parent Signature….

**Slide 33:Visual Routine Embedded in Task Materials**

* Be creative!
* Attached to the cleaning material are the steps of the task
* Laminated routine allows steps to be crossed off as completed
* Dry erase pen marks are erased, and schedule used for the next time or another person.

**Alt Text:** Cleaning spray bottle with visual schedule attached. Laminated visual routine that indicates where to clean. First 8 steps crossed off with dry erase marker.

## **Slide Notes:** This example came from [Supported Employment & Supported Volunteerism Training Manual](https://www.alpinelearninggroup.org/images/newsletter/upload/pdf/1478275632-Alpine_Employment_Manual.pdf) found at: https://www.alpinelearninggroup.org/images/newsletter/upload/pdf/1478275632-Alpine\_Employment\_Manual.pdf on page 12

**Slide 34:Word Work Schedule Using Velcro**

* Schedules can be created with Velcro.
* Schedule items are placed in the order to be done (top to bottom)
* The example shows the left Velcro strip of the schedule holds the ‘to do’ items. These are removed when completed and placed on the right-side Velcro strip of the schedule

**Alt Text:** Velcro To ‘do’ and ‘Done’ list. Young Woman moving Velcro schedule item as task is completed.

## **Slide Notes:**

**Slide 35:Word Schedule for School Day**

* This schedule was developed for a high school student that needed to know what would happen and when.
* It provides additional information about the class or activity, as well.
* All items for the class are color-coded to match schedule

**Alt Text:** Typed school schedule. Information listed in columns: periods, time, abbreviation of class, room, class, notes.

**Slide 36:Very Simple Word Schedule**

* Some schedules are quite simple
* Sometimes they are made quickly
* Problem-solving when the primary support is not available may result in a plain, yet effective, strategy.

**Alt Text:** Young man working at desk with plain hand-written schedule. Man counting folded maps in a stack with the handwritten schedule posted that tells the 3 tasks he is to do.

## **Slide Notes:** When a more formal or prepared schedule is not available (perhaps forgotten or even lost), it is recommended that the support staff, supervisor or co-worker create a quick alternative. The individual may be prepared for this as a possibility.

**Slide 37:Combination Visual Schedules**

* Often Schedules are a combination of one or more types
* This can give more information or may be used to transition the individual from one type of schedule to another

**Alt Text:** Visual Schedule of Activities when visiting the Museum. Vertical schedule of 6 activities that will happen at the visit of the museum using both photographs and words.

**Slide 38:Combo Schedule**

**Alt Text:**

1. Casey's Work Visual Schedule - Vertical schedule of activities of the work day with a checkbox, word and photo for most items on the list.
2. Young Man using the Schedule- Casey checks off the items on his schedule at his office desk.

Slide Notes: This schedule is a combination of photos and words. The photograph shows the young man using the schedule as he independently works through the tasks of the work day. This schedule along with the pictures for each step and the picture on the right of Casey show how he is able to use the picture schedule to complete his work tasks. This schedule builds independence since he can use the pictures as a prompt or visual reminder to complete a task rather than having a job coach at his side telling him what to do for each step. As he becomes more familiar with the tasks he may choose not to use the checkbox and mark it off as he completes a task. Checklists can be designed without this box depending on the individual and what works best for them.

**Slide 39:Picture Word Task List**

* This task schedule shows a work system with organizers
* Bins were used in a school program and then were transferred to support task completion on the job
* The different colored bins also serve as environmental cues so the worker knows where to put material

**Alt Text:** Name Tag Job. Completed picture of task at top; task displayed as three steps and explained with picture and sentences for each step.

## **Slide Notes:** This paper activity schedule includes three steps for the Name Tag job. Includes words and photographs of each step. 1.Remove paper from plastic holder 2.Put paper in blue recycle bin 3.Put plastic holder in clear bin.

**Slide 40: Simple Combo Schedule**

**Alt Text:** Shower Combo schedule. Grid of 4 black and white picture steps with text to take a shower.

**Slide Notes:** This paper activity schedule includes four steps for taking a shower. Includes words and photographs of each step. Top left- Get materials ready (shampoo container). Top right- take off cloth and put in hamper (clothes placed in bin). Bottom left- Turn on and adjust water temperature (shower faucet turned on). Bottom right- Use soap and shampoo rinse off with water (boy under the shower faucet- only head visible).

**Slide 41:Simple Job Task Activity Schedule: Words and Photos.**

**Alt Text:** Job Task Visual Schedule. 3 Step vertical photo and word schedule. 1.Turn it upside down 2.Tear the paper in the middle 3.Take off the bottom paper.

**Slide 42:Apps for Creating Visual Schedules**

* This is the Visual Schedule Planner App
* This offers different types of schedules
  + Daily Schedule
  + Activity Schedule
  + Words, Photos, and Video

**Alt Text:** Visual Schedule App. Three screens that can be used within the Visual Schedule App. Review PPT notes for details.

## **Slide Notes:** [The Visual Schedule Planner App](https://itunes.apple.com/us/app/visual-schedule-planner/id488646282?mt=8) (https://itunes.apple.com/us/app/visual-schedule-planner/id488646282?mt=8) offers the opportunity to set the time for activities throughout the day. Word labels can be added as well as photos and video examples. The daily schedule is entered into the app, as well as specific activity schedules that show each step needed to complete the activity. This is only one app that offers these types of options. Many apps offer similar types of visual schedule elements.

**Slide 43:Google Keep**

* [Google Keep](https://youtu.be/MZUcFewFTQE) is a free app that can create a variety of visual supports
  + Schedule
  + Lists
  + Reminders
  + To Dos
* Uses words, pictures, videos and speech to text

**Alt Text:** Google Keep. Screen Shot of Saturday Morning schedule made with google keep. Walk Dogs, Empty dishwasher, call mom, buy card for John.

## **Slide Notes:** Hyperlink on slide goes to this video: https://youtu.be/MZUcFewFTQE

## Other video tutorials on Google Keep:

## [How to use Google Keep,](https://www.youtube.com/watch?v=MKXC6nFA7z8) https://www.youtube.com/watch?v=MKXC6nFA7z8

## [New! Google Keep Tutorial](https://www.youtube.com/watch?v=QU0FEOhzikM), https://www.youtube.com/watch?v=QU0FEOhzikM

## [Tutorial with video](https://www.controlaltachieve.com/2017/03/hipster-google.html)

## https://www.controlaltachieve.com/2017/03/hipster-google.html

**Slide 44: Group Discussion**

Is anyone using an app that is effective to support an individual for scheduling or to understand routines?

Slide Notes: Facilitator may take a break from the slides and survey the group to see what apps participants have used with individuals they teach or support. The facilitator may also ask if anyone has used the apps highlighted in the slideshow.

**Slide 45:Quick and Easy: Dry Erase Boards**

**Alt Text:** Dry Erase Board Examples. Variety of sizes of dry erase boards with lists and schedules. Some multiple steps and some only 3 steps.

Slide Notes: These pictures demonstrate how dry erase boards can be used to write a schedule so a task can be accomplished, or list things or objects needed to accomplish a task. The dry erase board allow for quick writing of steps or lists or needed information to help with organization but can readily be erased and used again for a new set of tasks.

**Slide 46:First-Then Schedules**

What Happens NOW and WHAT’s NEXT?

Pictures and Words help focus on the needed information

* This visual support shows what the individual will do first and then what to do next. A first-then board can be used with an individual who is not yet ready for a more complex visual schedule
* Autism Center- [Resource Gallery](https://www.ocali.org/project/resource_gallery_of_interventions/page/first_then_board)

**Alt Text:**

First Then paper schedule, left side produce at store- go to the grocery store, right side, then go to the park- playground

## **Slide Notes:** Autism Center Resource Gallery https://www.ocali.org/project/resource\_gallery\_of\_interventions/page/first\_then\_board

## First-then Schedules can be useful for many people. Some people only need this much information to be able to be successful. Some people need this type of schedule at particular moments. Sometimes the rest of the day is unclear and so it is best just to focus on what is a certainty.

**Slide 47:Low Tech First-Then Schedule**

**Alt Text:** Simple First-Then Photo Schedule.Photo of laundry basket on left. Arrow in middle pointing from laundry photo to photo on right of "wheel of Fortune"

**Slide 48:Visual Directions: A Type of Activity Schedule**

* Directions break down what needs to be done into small steps
* Visual directions use words, photos, objects, etc. to represent each step
* Builds independence by removing the need for constant prompting

**Slide 49:Visual Recipes**

* [Recipes](https://accessiblechef.com/recipes/) that provide photographs of the steps to prepare a variety of foods
* Free

**Alt Text:** Jell-O shark cups visual ingredients and tools.

**Slide notes:** Link for Recipes: https://accessiblechef.com/recipes/

**Slide 50: Visual Recipes Resource**

**Alt Text:**

1. Visual Recipes : A Cookbook for Non-Readers. Cover of the cookbook

2. Grilled Cheese Sandwich Visual Recipe. Step by Step directions with words and pictures to make the grilled cheese sandwich.

Slide Notes: Available to borrow from the OCALI Lending Library. Feel free to connect with the [OCALI Lending Library](https://www.ocali.org/project/lending_library) to set up an account, free of charge for you. The lending library can be reached at 614-410-0321

## https://www.ocali.org/project/lending\_library

**Slide 51:Visual Direction: Low Tech Version**

Many Apps and other technology offers this type of support, but if there is a need for a ‘low tech’ option… consider this

**Alt Text:** Flip Book Directions to prepare a hot dog. Spiral flip book with each page showing one step pf the process using simple pictures and phrases

## **Slide Notes:** Although low-tech, this might be the most effective visual support for an individual. Or, this could be a backup support for higher tech devices. Review the session six on mobile technology for examples of apps that help with visual schedules such as Can Plan and other resources on apps.

**Slide 52:Visual Choices**

Choices:

* Empower communication
* Provide control
* Reduce behavioral outbursts
* Can be paired with visual supports to increase effectiveness

**Alt Text:** Calm Down Menu- Options offered in list: Draw it, squeeze a stress ball, hug a pillow, take deep breaths, write about it, count to 10, whisper it to your hand.

**Detailed description:** Calm Down MenuDraw it, squeeze a stress ball, hug a pillow, take deep breaths, write about it, count to 10, whisper it to your hand.

**Slide 53: Expressing Wants, Needs and Thoughts**

## Choice-making assists the individual to express desires

## Many of the visual schedules and visual routines will support the development of vocabulary for choice

## However, sometimes additional support may be needed

**Slide 54:Choices Are Important**

* Choices in life are essential!
* As we move into adulthood, we expect to make more choices that reflect adult options
* Choices allow control in our life

**Alt Text:** Visual “I want” Choice Board of adult drink options- 5 squares “I want” board with one option in each box, fruit drink, super drink, Starbucks, juice.

**Slide 55:Tips for Choice-Making**

Slide Notes:

* Start when the individual is calm/focused

## Don’t try to teach when the individual is upset/angry

## Gain the individual’s attention then present the choice board

## Don’t forget when it is not a choice

## Provide highly motivating choices that complement the activities in the environment

**Slide 56:Two Additional Examples of Visual Choices**

**Alt Text:**

1. At a sporting event “I want” board- 6 picture I want board images iPhone with earbuds, Popcorn, sodas, foam hand for #1 fan, restroom, hot dog.

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1. Low Calorie Breakfast Swaps Picture Menu- 8 swap options for low calorie options to replace high calorie options with number of calories saved.

## **Slide Notes:** The choices in the example on the left side of the slide are for a specific event. This might only be used at certain sporting events rather than as a general visual support. The choices in the example on the right side of the slide could be used on a daily basis to offer choices and also stay within low calorie options.

**Slide 57:Visual Choices Help When Stressed**

* Sometimes when stressed making a verbal choice is difficult
* The boy in the photos became frustrated at times of stress and often had behaviors
* Preparing these photos of him while he was calm explaining stressors, allowed him to simply point to communicate during difficult times

**Alt Text:** Things that may be bothering me choice board -9 options with image and short sentence in a 3 by 3 grid.

**Detailed description:**1.Don’t feel well, 2. Lost my place, 3. Need to call home, 4. Too loud, 5. Tired, 6. Need band aid, 7. Need to go to office, 8. Need drink, 9. Need restroom

Slide Notes: This example is very low tech and could be considered by some outdated. However, there are times when having this hard copy tool is an advantage or may be the only option that some schools, families or individuals are able to access.

**Slide 58:Making Choices of What to Say and What *Not* to Say**

## Words I Can Use On the Job

* No thank you
* Excuse me
* Is it OK to take a Break now?
* Please don’t do that

Words I Can NOT Use On the Job

* I Don’t Think So!
* This is Stupid.
* I am NOT doing this work now!
* Knock It Off

**Slide 59: Jigs and Templates**

**Alt Text:** Flashlight Assembly Jig- Bin of disassembled flashlights. Template showing cutout to place batteries, base and top of flashlight.

## **Slide Notes:** Another Example: A simple cardboard form, the “jig,” made it possible for a person with intellectual disability to properly fold jeans as a stock clerk in a retail store – cost $0.

**Slide 60:Jig-Where to Place the Utensils**

**Alt Text:** Utensils Bins with Icon Labels- 3 bins for utensils. One each for forks, knives, spoons. Icon of each utensil attached to outside of bin.

**Slide 61: Jigs-Clear Beginning and End**

* Working left to right
* Template or jig to understand what goes in each bag
* A place to put the finished product

**Alt Text:** Jig to make travel size item packets- Items to pack on left, template in middle with outline of items to pack, bags in middle above template, finish bin on right.

**Slide 62:Example of Simple, Low-Cost Jigs**

**Alt Text:**

1. Jig for Table Setting of plate and utensils- Construction paper with the shapes of the plate, fork, spoon and napkin cut out to create a template for place setting.
2. Utensil Tray with icons- Utensil tray with individual bin for fork, spoon, knife clearly labeled with picture and image, plastic utensils to side.

**Slide 63:Quick and Easy Template**

A circle template on a plain sheet of paper is used as a guide to independently complete a job task

**Alt Text:** Paper creates template for counting 25 CDs- Young man stack computer disks on a desk, pieces of paper with a circle and the number 5 on each of the pieces of paper.

## **Slide Notes:** This shows how a template or jig assists with the job task of counting out and then grouping and packing groups of 25 discs. Five discs are placed on each sheet. These are then placed together in a stack and secured with rubber bands to create a 25-disc pack.

**Slide 64: Visual Organizers for Kitchen and Closet**

**Alt Text:**

1. Table Setting Placemats- 2 placemats with silhouette of where the items for a place setting are located. One is fabric the other plastic.
2. Clothes rack in closet with label separators for hangers- Clothes rack labels on rack with matching clothes behind label, long sleeve, short sleeve, jackets, spring clothing.

## **Slide Notes:** The placemat and the clothing labels on the clothes rack both act as visual support templates for knowing where to find or place clothing or how to correctly set the table.

**Slide 65:Graphic Organizers**

* A graphic organizer, may be referred to as a knowledge map, concept map, cognitive organizer, etc.
* Graphic organizers are visual thinking tools that make pictures of thoughts. The pictures demonstrate relationships between facts, concepts, or ideas, to guide thinking.

**Alt Text:** Graphic Organizer for Groceries to Buy- Bubbles with categories of groceries, connecting arrows pointing to bubbles with item named in that category to be purchased.

## **Slide Notes:** Websites where resources for graphic organizers may be found:

## [Free Graphics organizer](https://www.dailyteachingtools.com/free-graphic-organizers-w.html) https://www.dailyteachingtools.com/free-graphic-organizers-w.html

## [ControlAltAchieve](https://www.controlaltachieve.com/2016/01/language-arts-graphic-organizers.html) https://www.controlaltachieve.com/2016/01/language-arts-graphic-organizers.html

**Slide 66: Graphic Organizers for Academics**

**Alt Text:**

1. Graphic Organizer: Sensory Observation Chart- Organizer guides user to record observations using senses about the identified topic. Light, Sound, Touch, Taste, Smell.

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1. Graphic Organizer: Essay Writing using Sandwich diagram- Outline of cartoon hamburger. Bun on top & bottom represent intro & conclusion. Three layers in middle represent body topics.

**Slide 67: Graphic Organizer Apps**

* Online options of graphic organizers are available
* Some offer free versions
* *Popplet* is available in a free ‘lite’ version
* YouTube video tutorial reviews the use of [*Popplet*](https://www.youtube.com/watch?v=GkKg2qKnsRw)

**Alt Text:** Popplet screenshot. Facts about Earth.- Web organizer with earth in middle and spokes going out to boxes with facts about the earth in color-coding.

## **Slide Notes:** [Video](https://www.youtube.com/watch?v=GkKg2qKnsRw) for popplet: https://www.youtube.com/watch?v=GkKg2qKnsRw

## Popplet [website](https://www.popplet.com/): https://www.popplet.com/

## [Popplet Lite](https://itunes.apple.com/us/app/id364738549) available at https://itunes.apple.com/us/app/id364738549

**Slide 68: Graphic Organizer for Decision Making**

* Visually display a problem to help map the process of solving the problem
* Map the decision to be made, the choices and the consequences
* [Brief video](https://www.youtube.com/watch?v=uU0v8eFO53g) on types of graphic organizers

**Alt Text:**

1. Graphic Organizer to answer question, "Should I Take a Shower with Soap and Wash Hair?"- Images and text set up in a bracket format for both reasons on why an individual should take a shower.

## **Slide Notes:** Video link in slide: https://www.youtube.com/watch?v=uU0v8eFO53g

**Slide 69: Calendars, Clocks and Timers**

Calendars, clocks and timers are visual tools and can overlap in their purposes:

* Measure time
* Tell **when** a person, event or activity occurs
* Tell **how long** an activity or event lasts
  + Beginning and/or end

**Alt Text:** Analog Clock with Digital Calendar. White desktop clock showing time of 1:20 and date Wednesday, September 17

**Slide 70:Routine Clock**

* Although this version of the Routine Clock is design for a child, the same concept could be used for anyone that had difficulty telling time or remembering what happens at various hours of the day

**Alt Text:** Wall Analog Clock with colorful hourly sections. Colorful wedges designate 5 different hours. Chart on wall with matching colors identifies the activity for each of the matching hours.

**Slide 71:Timer**

**Alt Text:**

1.Visula Time Timer- 3 time timers. Small, medium and large.

2. Time Tracker. Cylindrical shaped timer with green band on bottom, yellow band in middle and red band on top.

## **Slide Notes:** The Timer on the left side if the slide is a ‘[Time Timer](https://www.timetimer.com/)” and comes in various size and also as a watch and an app. The red area is set to the amount of time that is available. As the red disappears it visual signals the passage of time. When the red is gone, the time is done. https://www.timetimer.com/

## The Timer on the right side of the slide is the Time Tracker. This visual timer signals ‘green ‘ for time remaining, ‘yellow’ for time running out’ and ‘red’ for all done.

Available to borrow from the OCALI Lending Library in the Organization Kit. Feel free to connect with the OCALI lending library to set up an account, free of charge for you. The lending library can be reached at 614-410-0321

**Slide 72:Visual Timer Also Supports Sensory Disabilities**

* For Visually/Hearing Impaired and Loud Environments
  + Red Flasher
  + Loud Beeper
  + Vibration

**Alt Text:** Visual Timer with alternative alerts . Silver rectangular shaped timer with large digital numbers and three buttons for setting, stopping and starting.

## **Slide Notes:** Available on Amazon for about $15.00 at the time of this PowerPoint development. General Tools TI150 3-in-1 Kitchen Timer - for Visually/Hearing Impaired, Loud Environments and Classrooms

**Slide 73: Timer Board**

* Not sure of the exact length of time something will last?
* You can still show time is passing.
* Begin with all tokens on board and gradually remove as time passes to show the activity or wait is almost over

**Alt Text:** Timer Board with 8 tokens. Written on board: How Much Time Before John Goes Home. 8 places on board, 2 tokens on board. 6 off.

## **Slide Notes:** Tokens do not equal a specific amount of time (example: minutes). Instead, they just show passage of time. This type of visual timer may be especially helpful in those situations where the amount of time is unsure, such as waiting for a ride. Waiting can be stressful. By taking off the first 2 or 3 tokens within a short time (example: a minute) the person sees the wait getting shorter and stress lowers. Slow the removal of the tokens at this point. If the ride comes around the corner and there are 2 tokens left, quickly remove one and then the other.

**Slide 74:Calendar Apps**

* Use of calendars on smartphones, computers and tablets is essential for most adults.
* Consider teaching the use of these same apps as the young person plans for transition to adulthood.
* [Google Calendar](https://www.google.com/calendar/about/)
* [Microsoft](https://itunes.apple.com/us/app/microsoft-outlook/id951937596?mt=8) [Outlook Email and Calendar](https://www.microsoft.com/en-us/microsoft-365/outlook-mobile-for-android-and-ios)
* [Tiny Calendar](https://itunes.apple.com/us/app/tiny-calendar/id514917848?mt=8)
* [Choiceworks Calendar](https://itunes.apple.com/us/app/choiceworks-calendar/id791053105?mt=8)

**Slide Notes:** Google Calendar link: https://www.google.com/calendar/about/

Microsoft Outlook Email and calendar link: https://www.microsoft.com/en-us/microsoft-365/outlook-mobile-for-android-and-ios

Tiny Calendar link: https://itunes.apple.com/us/app/tiny-calendar/id514917848?mt=8

Choiceworks calendar link: https://itunes.apple.com/us/app/choiceworks-calendar/id791053105?mt=8

**Slide 75: Paper or Dry Erase Calendars**

**Alt Text:**

1. Monthly Calendar October. 31 Days. 12 days scattered throughout have events listed. Notes listed at bottom as reminder to make appointment.

2. Weekly Dry Erase Calendar. 7 Day Horizontal Calendar. Sunday through Saturday. Reflects the schedule of who works each shift each day.

**Slide 76:Example: Calendar Helps Predict When Mom Will Return**

* *“Mom returns on December 11 and Take Alex out to dinner.”*
* Each pretzel picture attached with Velcro to the calendar and story would be read with the calendar on a daily basis. Calendar was located in a central place in his apartment.

**Alt Text:** Horizontal calendar. 7 days. Picture of pretzels marking off each day until the 11th when mom comes and visits Alex

**Slide 77:Social/Social-Emotional**

* Social-emotional learning is difficult
* Visuals help to make abstract social and emotional situations make sense
* Visual supports allow the individual to review the social/emotional reminders and cues
* Independence increases as visuals replace prompting from people

**Alt Text:** Visual Support to Remember to Relax. Word "Breathe". One-line drawings of young man breathing in and one breathing out with calm look on face.

## **Slide Notes:** Note that many social-emotional visual supports were reviewed in session five on Self-monitoring and Self-management. Examples included here offer a reminder of those strategies. For more detailed information on social-emotional, review Session 5 materials.

**Slide 78:Cartooning: A Simple Way to Remember What to Say**

“Speaking Bubbles” and “Thought Bubbles” visually demonstrate that what you might “think”, can be different than what you might “say”

**Alt Text:** Young man in middle with the thought bubble stating "what a %#!& stupid question!” Speaking bubble says, "I gotta go Dudes!"

## **Slide Notes:** In this example the young man is somewhat irritated with what is being asked. He thinks the questions are really ‘stupid’ and he would like to change the conversation. Knowing that is not likely to happen, he chooses to take a break and tells the group that he’s “Gotta Go.”

**Slide 79:Another Cartooning Example**

* What might be considered a compliment is not always perceived as such! Teach to use alternative comments an keep those other thoughts in your head until it is clear they will be welcome

**Alt Text:** Young man with speaking and thought bubbles. Thinking Bubble shows, "Julie... you are HOT!" Speaking bubble says, "Hey Julie, you look really nice today!"

**Slide 80: 5-Point Scale: A Social/Emotional Supports**

* A 5-point scale is developed to help an individual understand and learn when emotions and behavior may be getting out of control.
* The scale offers a visual representation of the escalation of emotions or changes in a situation.
* As the situation or emotion moves up the scale (from 1-5), the scale assists the person to remember how to respond effectively to reach the goal (usually the ‘1’ on the scale).

**Alt Text:** The Incredible 5-Point Scale Book. Cover of 5-point scale book. Shows scale example with 1 at bottom & smile face. 5 at top with explosive face. 2,3,4 change from slight smile to angry.

## **Slide Notes:** Notes for facilitator or viewer: The Incredible 5 Point Scale, by Kari Dunn Buron and Mitzi Curtis shown in the self management, self monitoring session helps makes emotions more concrete with pictures and examples of feelings and also offers options for choices to make in emotional situations. For detailed information and more examples of the 5 Point Scale, review the Session 5 materials.

Available to borrow from the OCALI Lending Library. Feel free to connect with the [OCALI Lending Library](https://www.ocali.org/project/lending_library) to set up an account, free of charge for you. The lending library can be reached at 614-410-0321

## https://www.ocali.org/project/lending\_library

**Slide 81: Example of the 5 Point Scale.**

**Alt Text:**

1. 5 Point Scale- description, what to try scale-Description and what to try at each level of emotion-

**Detailed Description:** 5-description- Hot, need to move, cannot respond, must leave the room.-What to try- Go to break area and do calming sequence.4-description-Dizzy; can’t focus on work or class.-What to try- Relaxation imagery, squeeze ball. 3-description- Stomach starting to get tight and upset.-What to try-Deep breaths, Water bottle. 2-description- “ buzzing” in my upper arms. What to try- Squeeze ball, stop work for 1 minute. 1-description-paying attention; able to work; relaxed. What to try-Keep it going.

1. Rating Column- Number 1-5 with 1 on the bottom. The #1 row indicates the calm, focused, desired situation.

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1. Description Column- Provides a clear description of how they situation or emotional feels, likes, and/ or sounds

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1. What To Do Column- Suggestions of the action a person can take to move towards the #1 level are recorded in this column.

## **Slide Notes:** Sometimes the description column and the What to do column are combined into one column

**Slide 82: Stress Thermometer**

**Alt Text:** Stress Thermometer. Thermometer with No Stress label at bottom and Most Stress Ever! at top. Includes list of stressors with strategies.

## **Slide Notes:**

## *“This is what happens that stresses me out”.*

## When I’m introduced to new people

## When the other guys don’t listen to me

## Making Mistakes

## *“This is what I can do to help”*

## Use my scripts I learned

## Think about the ocean. And take 5 deep breaths

## Take a walk

## Take Deep Breaths

## Remind Myself it can be fixed!

**Slide 83: Self-Monitoring Question Asking**

* Person tracks social behavior using the simple visual support
* This is a reminder strategy and can be used to evaluate for progress and reinforcement

**Alt Text:** Chart considering if you’re asking too many questions. Table 2 by 2, left column, yes reason with 4 bullet points. Right column, no reason with 3 bullets points.

**Slide 84:The Range of Visual Supports is Immense**

* From: Generic and Intended to be used by all (labels for grocery isles, greeting card display markers, store signs, street signs, etc.)
* To: Very specific for an individual and a task (communication device programmed for a specific task or environment).

What can you add to your current practice based on the information reviewed in this session?

**Slide Notes:** Provide time for a brief whole group or small group discussion to allow reflection on the range of materials covered. Ask for feedback and ideas from the group.

**Slide 85:Planning Visual Supports: Handout**

* Download handout #2 from the Session Nine website
* Use this checklist to help plan the elements or features of visual supports created
* Review the checklist with an individual in mind that you support
* How would the guidance from this document assist in planning?

**Alt Text:** Planning the Use of Communication Supports Tool Screenshot of Pages one and two of tool. Too small to review from slide. Download to review.

**Slide Notes:** Handout 2 is a format for the educator to use to consider some of the elements needed to design and implement an effective visual support with a student that communicates clearly what to do, in what order or preparation and materials needed to do a task. This may also be an opportunity to rethink a visual support you have been using with a student and to make any necessary changes.

**Slide 86: Additional Resources for Visual Supports**

* [Resources to add- Create Visual Supports for your child](https://connectability.ca/visuals-engine/)
* The visuals engine will help you build visual supports and sequences for youth.
* [Part 1: Planning Phase- Schedule & Task Management](https://www.pacer.org/livestream/?wksp=52EBA454-E817-4B1B-AC23-021658DBDFBB)
* Recorded Webinar from PACER Center
* Learn about a variety of tools and strategies for managing schedules and tasks using calendars and task lists.

**Slide Notes:** [Resources to add- Create Visual Supports for your child](https://connectability.ca/visuals-engine/)

https://connectability.ca/visuals-engine/

[PART 1: PLANNING PHASE - SCHEDULE & TASK MANAGEMENT](https://www.pacer.org/livestream/?wksp=52EBA454-E817-4B1B-AC23-021658DBDFBB)

https://www.pacer.org/livestream/?wksp=52EBA454-E817-4B1B-AC23-021658DBDFBB

**Slide 87: Survey**

* Please take a few minutes to complete a short survey and provide feedback on the What Works for Work session information and resources.​
* Need CEUs? Complete an [eight-question survey](https://www.surveymonkey.com/r/7FP7MC3) with 75% accuracy to receive a certificate of attendance.​