Visual Supports in inclusive settings

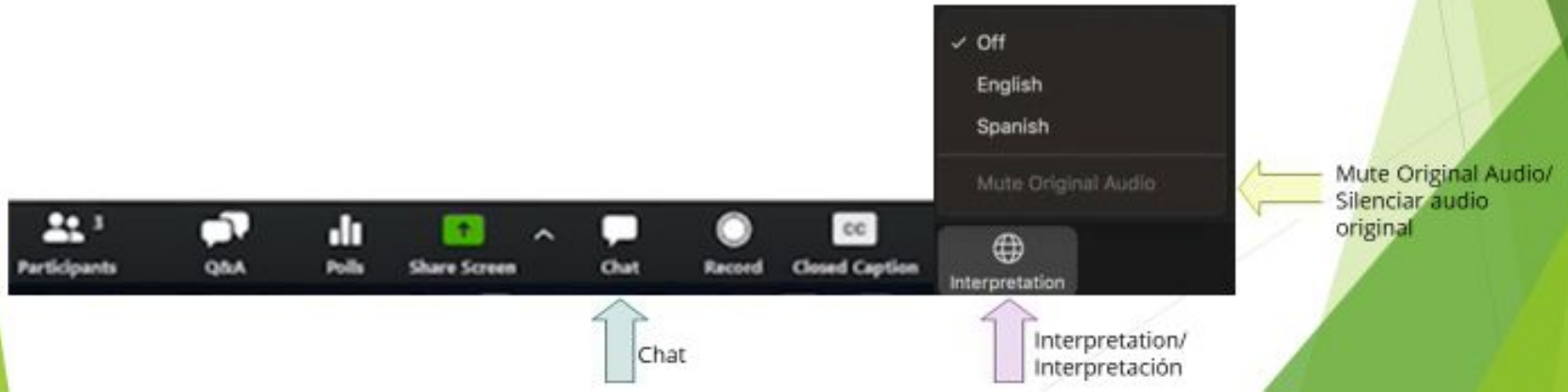
Accessibility/Accesibilidad

Spanish Interpretation:

1. Click on “Interpretation
2. Select “Spanish”
3. If you need further assistance, let us know in the chat

Interpretación en Español:

1. Haga clic en “Interpretación”
2. Seleccione "Español“
3. Si necesita más ayuda, háganoslo saber en el chat



Welcome

- Thank you for joining us this evening.
- The session is being recorded and will be made available on abicommunity.org
- If you have questions, please enter them in the chat and we will do our best to address them in this session.

Staff Introductions

Maria Rangel
Bilingual Programs Coordinator

Angela Frome
Program Director

Chelle Johnson
Kindergarten Inclusion Program Coordinator and Educational Advocate

Marcella Rosen
Web and Design and Digital Communications

Yoisy Sarao
Community Outreach Coordinator

Speaker Introduction - Molly Huelett

Molly lives in Oregon City and is the parent to two children, one of whom experiences Down Syndrome. Molly is a graduate of ABI's Kindergarten Inclusion Cohort and is currently an EI/ECSE coach at Clackamas ESD.

Molly vive en Oregon City y es madre de dos hijos, uno de los cuales experimenta síndrome de Down. Molly se graduó del cohorte de inclusión de Kinder de ABI y actualmente es EI/ECSE Entrenadora de inclusión en Clackamas ESD.

Opening Poll

Ice Breaker

In chat:
Introduce yourself and what you hope to learn today or what brings you her today?

Objectives

- Understand Variety of ways visuals can be used to support all children's learning
- Think about one new thing you can start doing at home, within your routines.
- Ideas about how you can partner with your child's school.
- Visual supports and the IEP

RECIPE
ATM

What are visual supports?

Visual supports are an effective strategy that includes: concrete items, pictures, symbols or printed words and/or a combination of these. These supports may assist children in their ability to maintain attention, understand language, tasks, and sequence and organize their environment .

(http://www.erinoakkids.ca/getattachment/Resources/Autism/Applied-Behaviour-Analysis/ABA-for-families-Visual-supports.pdf.aspx

Visual supports are tools that are used to increase the understanding of language, environmental expectations, and to provide structure and support for individuals

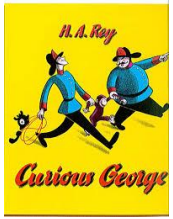
(http://education.jhu.edu/PD/newhorizons/Journals/specialedjournal/Harris

- VISUAL SUPPORTS HELP EVERYONE LEARN!
  - Dual Language Learners
  - Visual Learners
  - Children with diverse learning needs
  - And everyone else

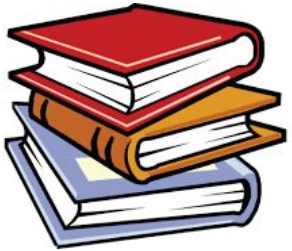
Visuals: What works best for your child?

1. Object - real object

2. photo



3. picture



4. Line Drawing

5. Text- Book

Benefits

-Build independence

- Build language skills (both receptive and expressive)

- Learning new skills

-Visuals are static - they remain present after spoken word

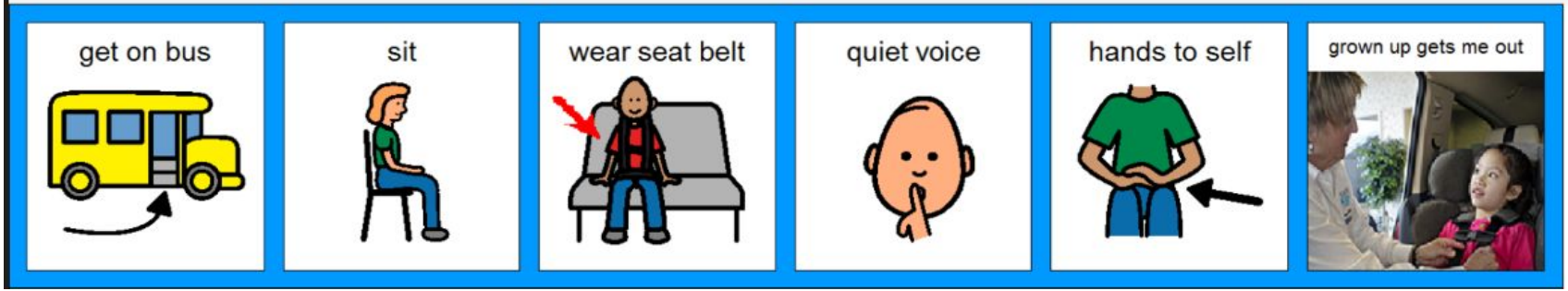
-Help children understand and remind them expectations

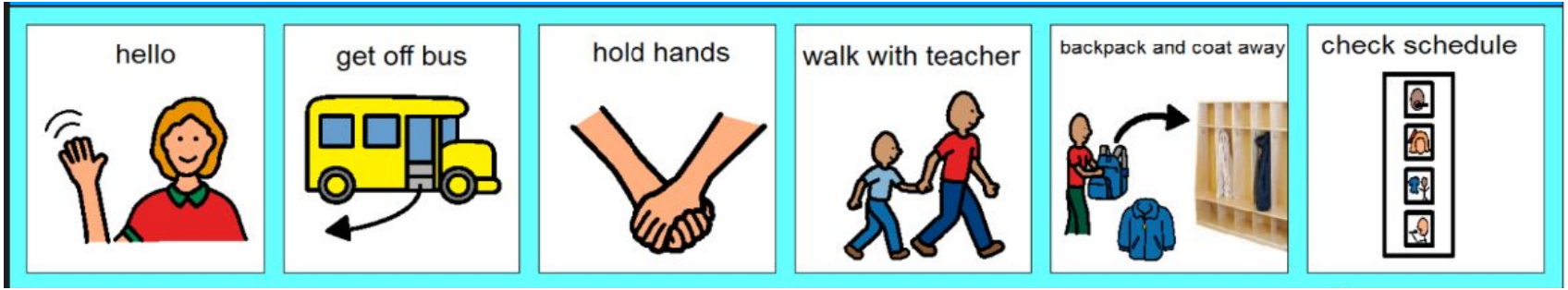
- Act as a reminder to re-teach appropriate behavior

-Support early literacy development and eventually reading

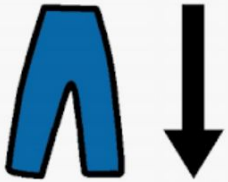
Why use them?

Help a child learn a new routine


get on bus
sit
wear seat belt
quiet voice
hands to self
grown up gets me out


hello
get off bus
hold hands
walk with teacher
backpack and coat away
check schedule

pull pants down



go to bathroom

wipe

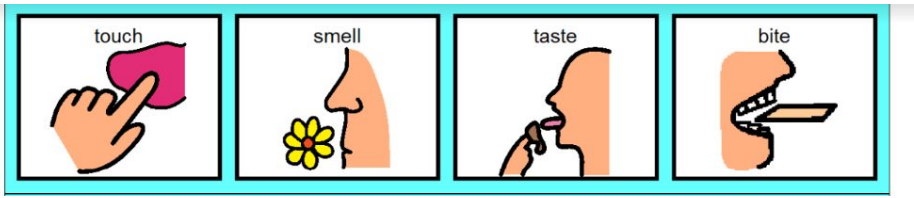
pull pants up

flush

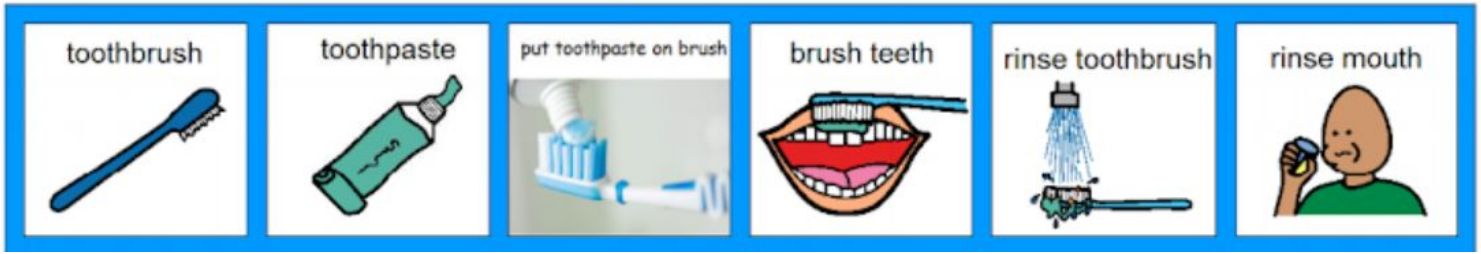
wash hands

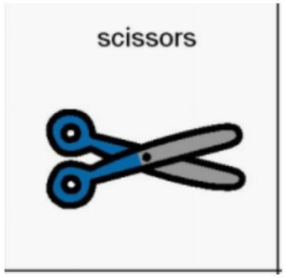
Why use them?

Increase independence within routines


touch
smell
taste
bite

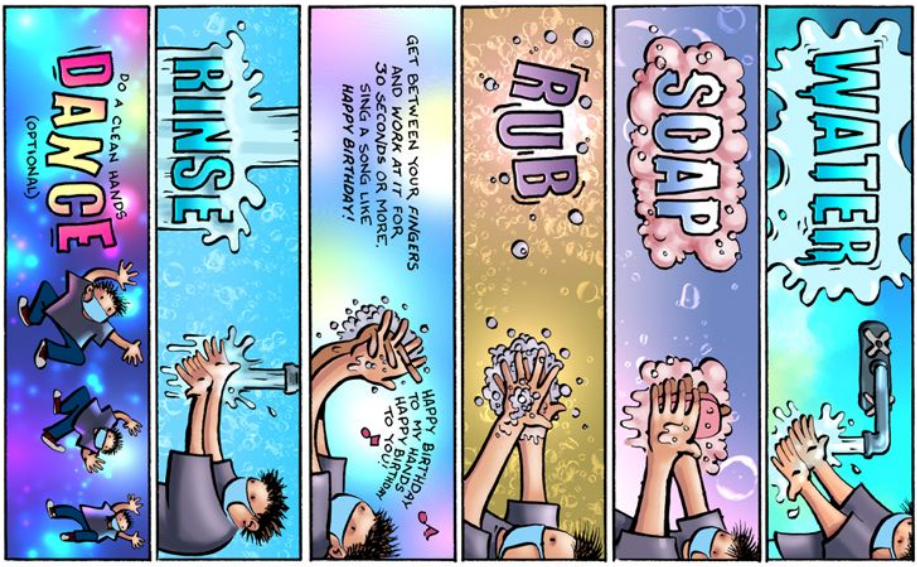
take off clothes
get in bathtub
wash body
wash hair
rinse hair
all done with bath
get dressed


toothbrush
toothpaste
put toothpaste on brush
brush teeth
rinse toothbrush
rinse mouth

1	2	3
		

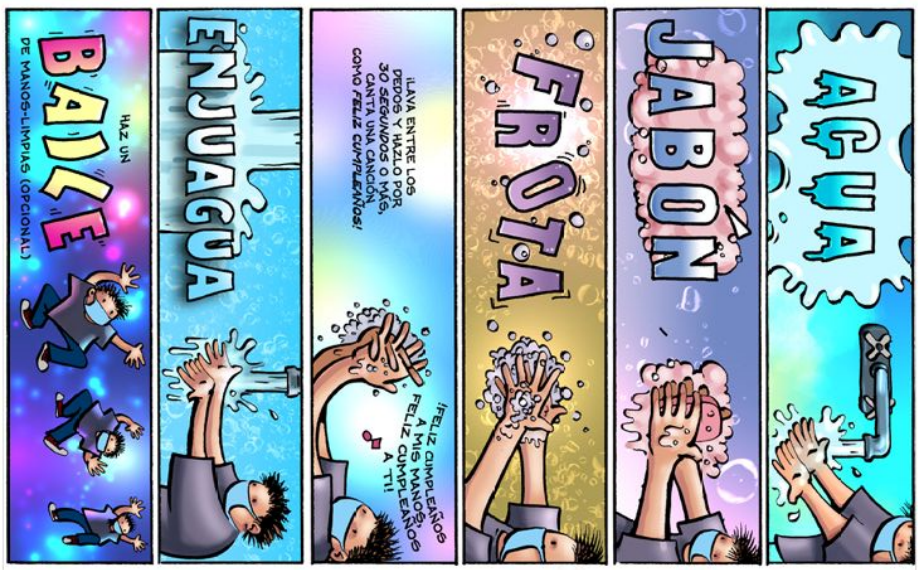
1	2	3
Lunchbox Out of Backpack	**Backpack on Hook**	**Then: Math Game**

1	2	3



Visual Graphic from "Fighting Covid" • Coming Soon!

Gráfico visual de "Luchando Contra Covid" • ¡Próximamente!

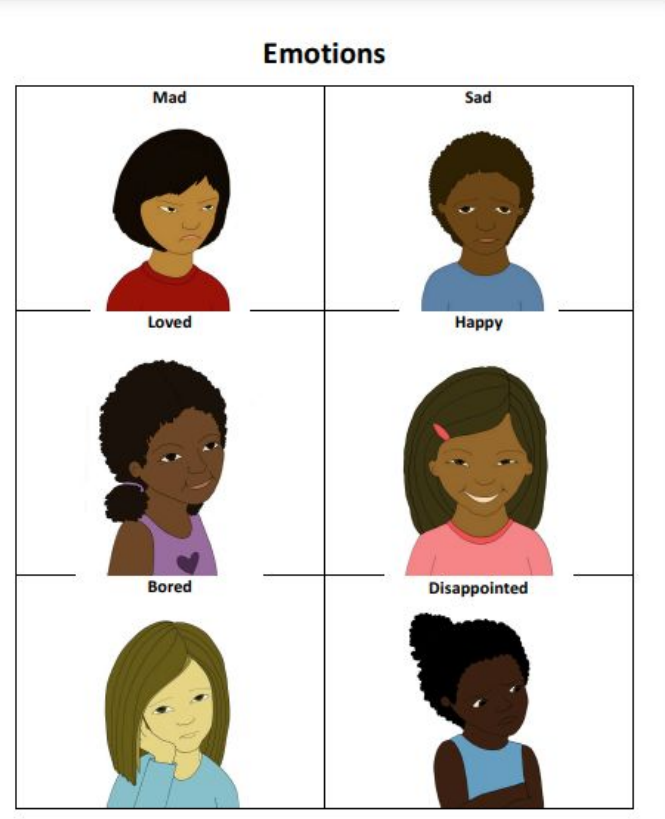


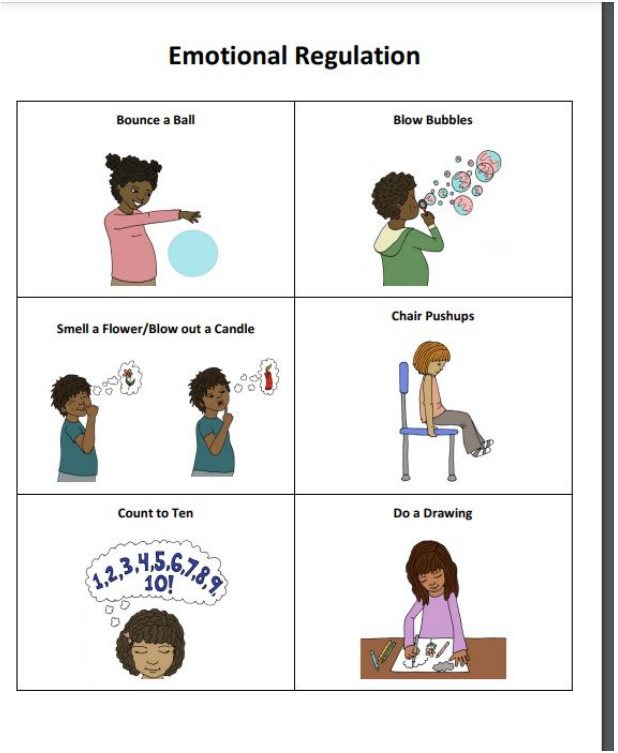
Why?

Teach skill we want them to learn.

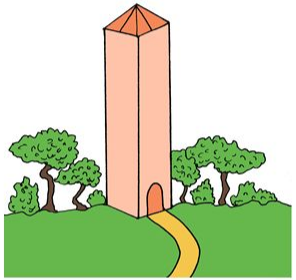
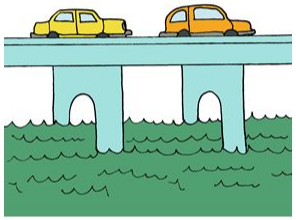
(This is Important for children who may experience Challenging behavior)

Express Emotions and learn Emotional Regulation Strategies





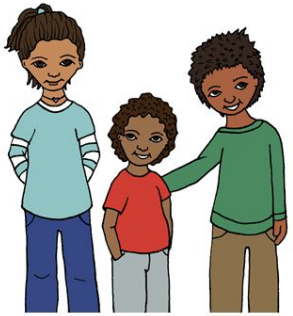
I can build a …….

Apartment Building	Tower	Bridge
		

Teaching what i can say to friends...

ont Paragraph Styles

Friendship Kit



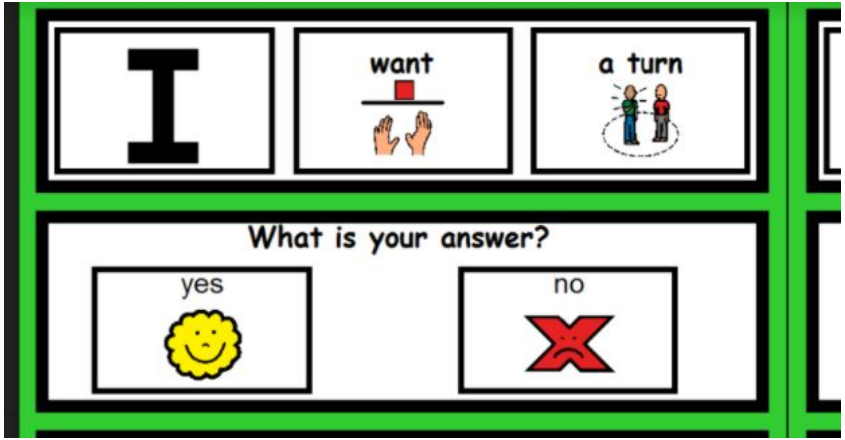
Are you OK?

Do you want a high five?

Do you want a hug?

Meal Talk

Do you have any brothers or sisters?	Do you have any pets?
How old are you?	What do you like to do on a rainy day?
What do you like to do outside?	What do you like to do with your family?



Why?

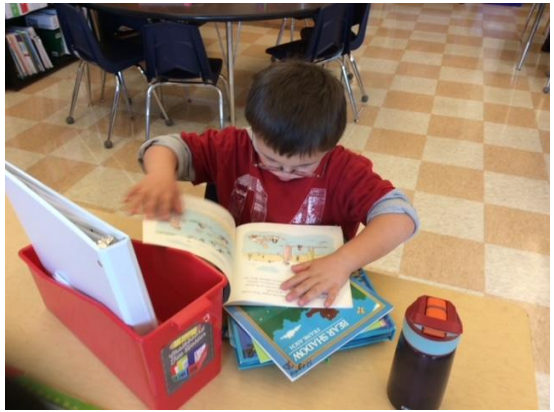
- Understand Expectations/Rules

-you-expect-with-procedure-cards

Raise a Quiet Hand

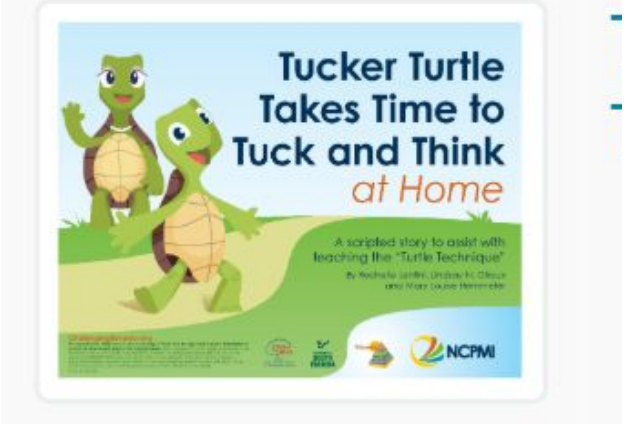
Real Pictures: Expectations on the playground

Real Pictures: expectations in classroom



STOP

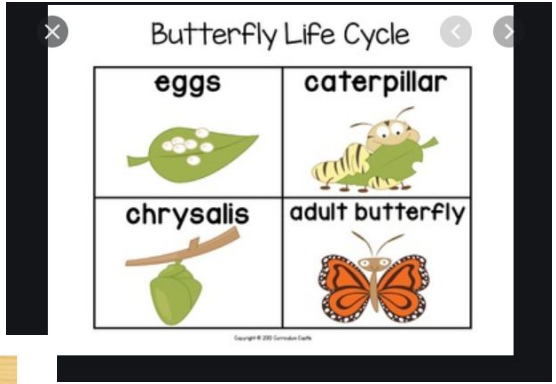
Scripted stories



Visual stays our words quickly go away...

Why?

Enhance instruction and increase engagement


Butterfly Life Cycle
eggs
caterpillar
chrysalis
adult butterfly

LIVE BUTTERFLY KITS
New
Low Price!
You SAVE
$5.00!
My Butterfly
Observation Journal
READ ME!

THE RAINBOW FISH
It Looked Like Spilt Milk
EZRA JACK KEATS
THE SNOWY DAY

Connecting to their life experiences

Sending or Printing Pictures to connect or share during group sharing time.

Sharing Weekend Experiences

- Notebook with drawing your own weekend
-

Augmentative and Alternative Communication

-Focused on your child's individual needs

-Work with Speech Language pathologist.

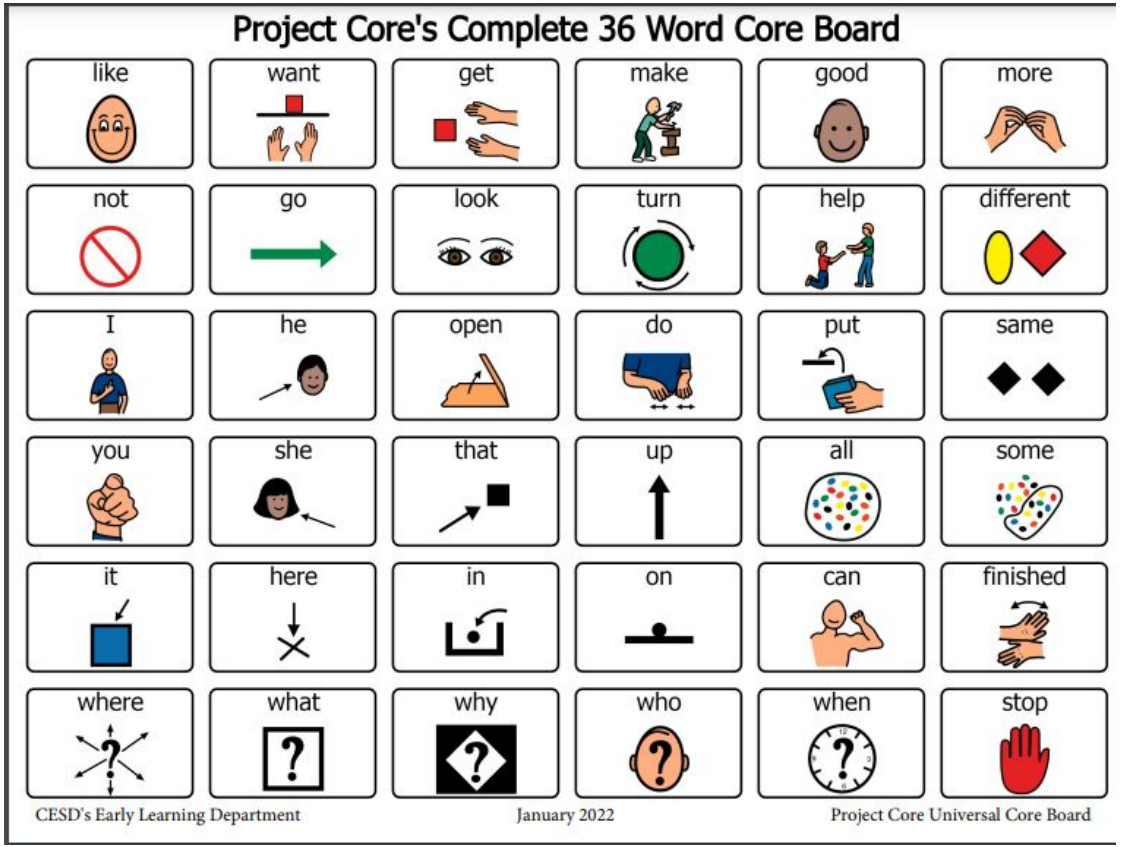
-Should focus and be used within the routines of child's day. (school/home)

PODD

beautiful
lucky
fantastic
trying
go back to page 4a
4a
pretty
right
excellent!
special
ooops
handsome
exciting
cute
go to list
Go to categories 7
C
Question 8a
people 9a
actions 10a
like 4b 4c
wrong 5a
body 6a
categories 7a

PECS

Core Boards


Project Core's Complete 36 Word Core Board
like
want
get
make
good
more
not
go
look
turn
help
different
I
he
open
do
put
same
you
she
that
up
all
some
it
here
in
on
can
finished
where
what
why
who
when
stop
CESD's Early Learning Department
January 2022
Project Core Universal Core Board

High Tech

PEOPLE
QUESTN
PLACES
SOCIAL
TIME
GROUPS
DESCRIB
I
me
that
this
more
ABC 123
my
can
to
the
a-
and
at
it
do
ACTIONS
come
go
for
in
you
is
be-
drink
eat
of
on
your
-s -ing -er -est
.
play
want
out
with

GoTalk 9+

Steps to AAC/Assistive Technology

- Talk to current team and what is working for your child.
- Request Assistive Technology Evaluation to be added to IEP
  - School can pay for it or insurance
  - Grants available
- Consult with Private SLP *if currently seeing one
- Start within favorite activities and routines
- *** Remember this is individualized so process will occur to find what best fits your individual child.

Ipad Apps for Visuals

- Choice Works
- First/then visual schedule
- Pictello
- Special Stories
- Using your CAMERA on your phone

What's your Favorite?

How are Visual support and AAC a part of IEP ?

- Accommodations/Adaptations
- Parent Concerns
- Write specifics in your Child's Portfolio in the What works area.
- AT/AAC evaluation
- SETT Process http://www.joyzabala.com/

How can you support your school

- Find what works for your child NOW-- Get copies and start a packet for your kindergarten teacher.
- Work on using them at home for a routine or two so your child understand process.
-

A few websites

http://depts.washington.edu/hscenter/teacher-tools

http://csefel.vanderbilt.edu/resources/strategies.html

http://www.iidc.indiana.edu/pages/visualsupports

https://challengingbehavior.cbcs.usf.edu/resources/index.html

Pinterst

Visual Supports
https://www.pinterest.com/search/pins/?q=visual%20supports&rs=typed&0=visual|typed&1=supports|typed

https://www.pinterest.com/search/pins/?q=Communication%20boards&rs=typed&0=Communication|typed&1=boards|typed

Resource Slide for families

Resource	Description	Spanish link
Feeling Faces	Feelings and blank form to add your child's picture with the emotion	Spanish
Home Routines	Visual schedule/First then with home routines	Spanish
Helping us calm down	Some choices to support children with regulation skills	Spanish
Breathing Strategy Visual	Visual to practice smell flow/blow pinwheel	Spanish
Block Building ideas	Ideas to show a child what they can do with blocks	

Resource Slide for families: Scripted Stories

Resource	Description	Spanish link (if available)
Brush Teeth	Story about Brushing teeth	Spanish
Super Friend	Story about positive social skills	
Cleaning up toys	Story about cleaning up toys	
We can be problem solvers	Story about solving problems	Spanish
Tucker Turtle	Story to support regulation and problem solving	Spanish

Websites

Resource	Description	Spanish link
NCMPI	Various visuals to support social emotional development	Spanish/English and other languages available
Head Start Center for Inclusion	Head Start visuals (mostly Classroom based)	English only
California Inclusion	Various links to websites for visuals	

Get out a piece of paper: Do your best to write or answer questions.

**if you don’t know write the question and we can answer this in breakout room later.

Making visual supports

- Supplies- Packing tape or Laminator, Laminator paper, printer and internet
- Break down the tasks you need for your individual child and focus on your goal.
- Search and adapt to meet your child's needs.
- ALWAYS pair picture with written word
- Print and Laminate or packing tape or Sheet protector
- Drawing on paper or post it notes

Individualization

- What size is best… Any vision concerns or needs?

  (2 inches square, larger full sheet etc)

- What stage is my child in? Real pictures, line drawings, clip art, objects (choose what you think works best for your child)
-
- Any motor needs? (velcro, magnets, or full lamination)

Make it yourself

Google image - search clip art or line drawing

Use your phone or ipad camera

Post it notes

Drawing in notebook or paper

Drag onto Word document, size correctly and your done!

Activity

Pick one routine at home

1. How would you like your child to be more independent at it? (change behavior, do it more on their own, communicate more effectively etc)
2. Think about the routine and your child- What pictures could you have to help them learn this?
3. What kind of pictures are best for them (objects, real pictures, clip art, boardmaker etc)
4. Make a list/ Search for similar routine

Example: Toothbrushing

1. How would you like your child to be more independent at it?

   Brush Teeth Independently (instead of playing in the water)

2. Think about the routine and your child- What pictures could you have to help them learn this?

   Real pictures of steps (get toothbrush, get toothpaste, toothpaste on, brush teeth (with a timer available) rinse toothbrush, rinse mouth)

3. What kind of pictures are best for them (objects, real pictures, clip art, boardmaker etc) **clip art**
4. Make a list/ Search for similar routine

toothbrush

toothpaste

put toothpaste on brush

brush teeth

rinse toothbrush

rinse mouth

Closing Poll

IEP Support

- IEP review, prepare for an IEP meeting, understand rights, get information and resources
- Maria Rangel (Spanish) mrangel@nwdisabilitysupport.org 503-262-4029
- Chelle Johnson (English) chelle@nwdisabilitysupport.org 503-238-0522
- Drop-in zoom on Thursdays 12 PM to 2 PM. Register on events calendar at www.abicommunity.org/events

KIC Webinar Series

Past Events *(Available online)*
January: IEP Rights, Laws, Tools & Tips for Inclusion
February: Writing Inclusive Goals
March: Portfolios for IEPs

April 14th | 5:00pm-6:30pm
Visual Supports and Communication to Support Success in Inclusive Settings

May 12th | 5:00pm-6:30pm
Behavior Supports and Strategies

Eventos pasados (disponible en línea)
Enero: Derechos, leyes, herramientas y consejos del IEP para la inclusión
Febrero: Escribiendo metas inclusivas
Marz: Portafolios y el IEP

14 de Abril | 5:00pm-6:30pm
Apoyos visuales y comunicación para respaldar el éxito en entornos inclusivos

12 de Mayo | 5:00pm-6:30pm
Apoyos y estrategias para el comportamiento

Survey

Fill out the survey for a chance to win a great visual support tool! If you're the winner we'll contact you for your shipping address.