



Autism Society  
of North Carolina

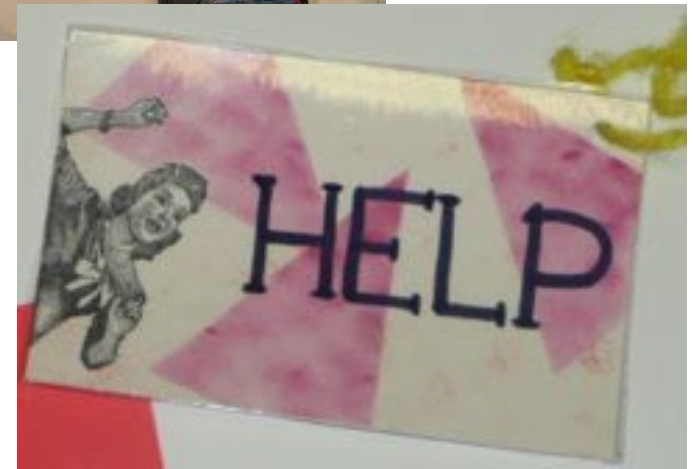
# “Make It Visual!” Is Not Just a Mantra

Presented by

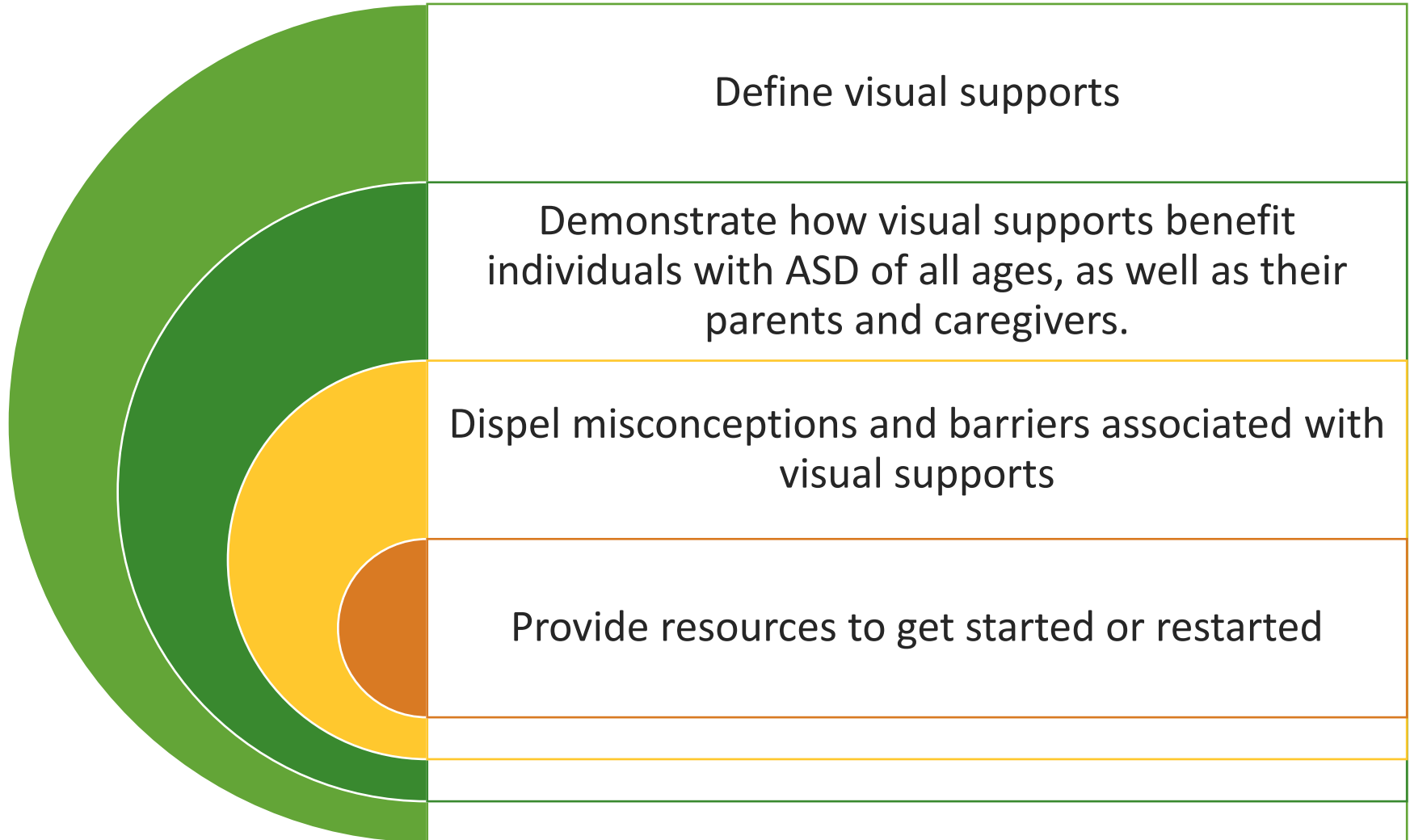
Nancy Popkin

Autism Resource Specialist

In the beginning.....



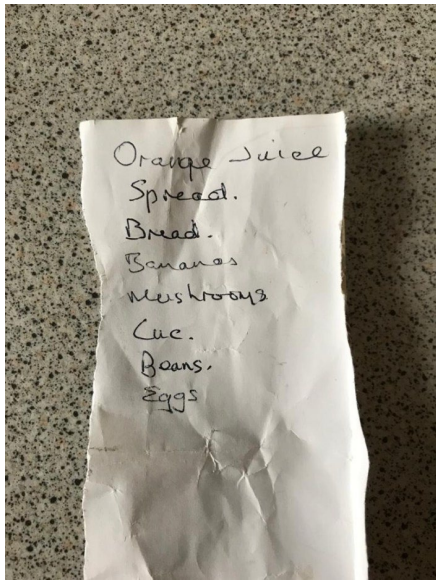
# Today's Presentation





**Visual Support** – A visual display that supports one in engaging in a desired behavior or skill, independent of additional prompts.\*

Cues



Checklist



Schedule

Directions



When someone has autism, they may have different or fewer tools in their toolbox



# Consider core characteristics of autism to understand how helpful visual supports can be

## Hula Hoop Analogy



- Processing only what is close by or of interest
- May not seek help or interactions
- Not “reading the room”
- Sensory input can be overwhelming
- Focused on the present
- Focused on details, missing the big picture related to routines, organization, and task completion

# Consider core characteristics of autism to understand how helpful visual supports can be

- Transitioning from preferred to non-preferred activities
- Rigidity
- Processing speed

## Train Brain Metaphor





## Let's Reconsider "Independent"



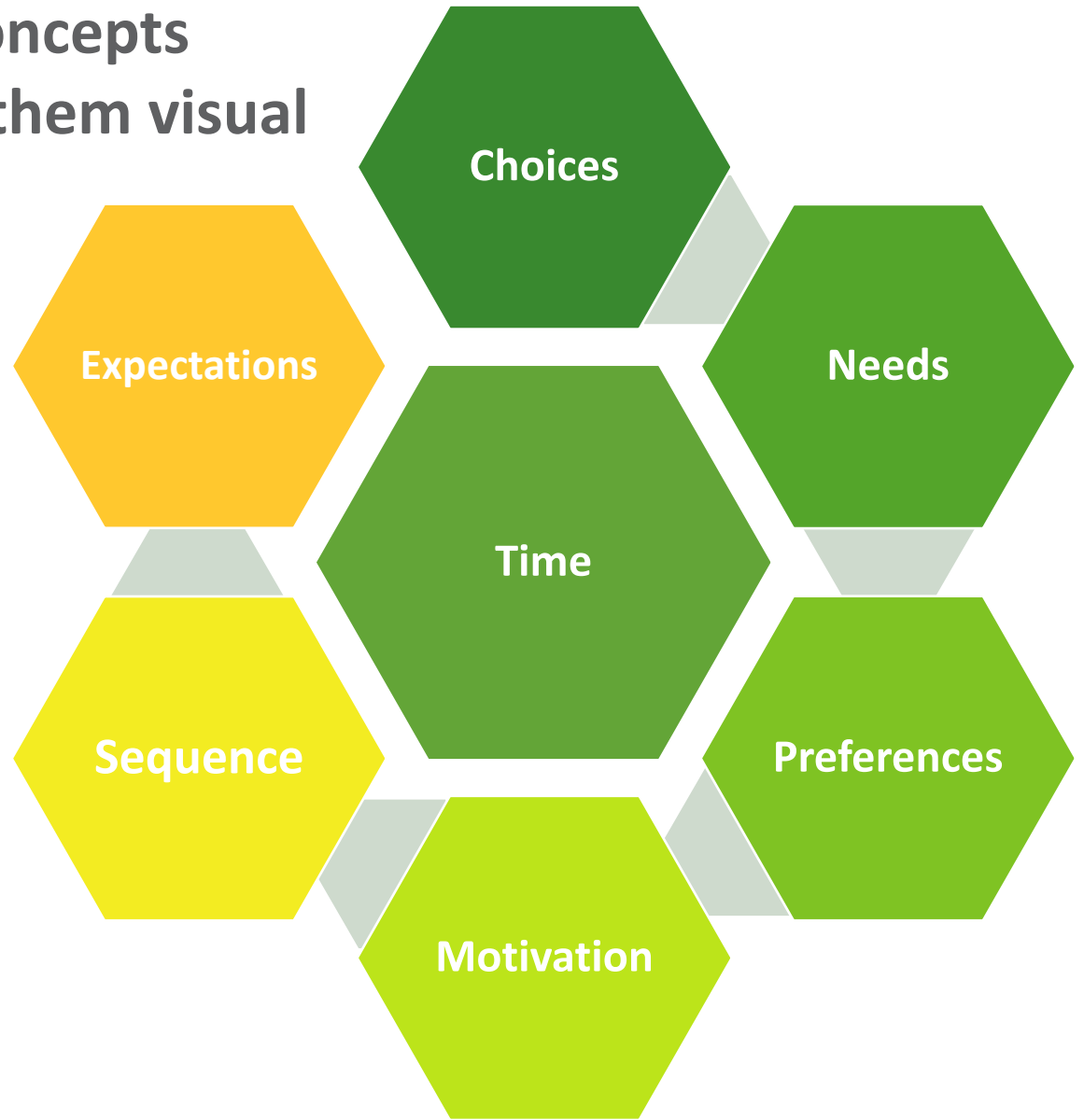
We want individuals with autism to be as autonomous as **they** can be.

The goal is for them to participate, to the fullest extent possible, in

- Life activities
- Self-care
- Communicating need and feelings

**By “making things visual” we are adding the tools they need to be involved in and integrated into their world!**

**We make abstract concepts  
concrete by making them visual**



# Visual tools that support communication

- Objects
- Picture Exchange Communication (PECS)
- Schedules
- Checklists
- Choice Boards
- Picture Cues
- Directions
- Graphic Organizers
- Social Narratives



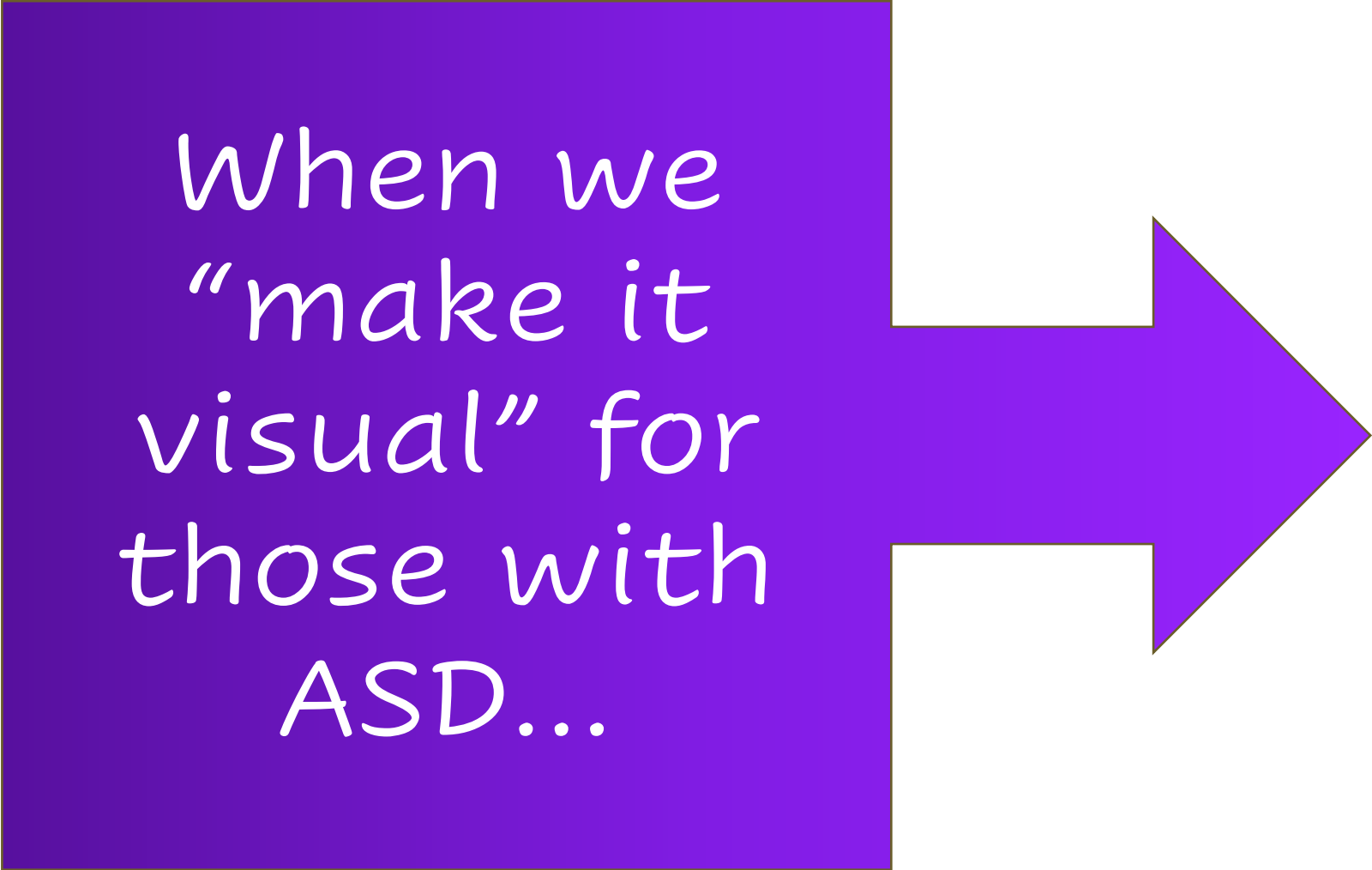
“What was the most helpful thing we did for you?”

“My schedule”

Why?



When we  
“make it  
visual” for  
those with  
ASD...



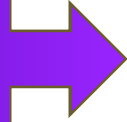
When we  
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# WE Support transitioning from one activity to another

- Prime for change or transition



When we  
"make it  
visual" for  
those with  
ASD...



# WE Teach time management

**Mysabel's Weekly Schedule**

Monday	Tuesday	Wednesday	Thursday	Friday
AM Group	AM Group	AM Group	AM Group	AM Group
Group Time	Group Time	Group Time	Group Time	Group Time
Language	Language	Language	Language	Language
Work	Work	Work	Work	Work
Reading	Reading	Reading	Reading	Reading
Teacher	Teacher	Teacher	Teacher	Teacher
Break	Break	Break	Break	Break
Music	Bathroom	Library	Bathroom	Art
Recess/Lunch/ Bathroom	Recess	Recess/Lunch/ Bathroom	Recess	Recess/Lunch/ Bathroom
Break	Lunch	Break	Lunch	Break
Bins	World Language	Bins	Gym	Bins
Break	Break	Break	Break	Break
Pack Up	Pack Up	Pack Up	Pack Up	Pack Up

**03/19/2020**

<input checked="" type="checkbox"/> 11:00-11:15 AM Read	<input type="checkbox"/> 3:00-3:30 PM "Speech therapy" - conversations, talk about weather, play games.
<input checked="" type="checkbox"/> 11:15-noon Bicycle	<input type="checkbox"/> 3:30-4:00 PM Snack time (also break)
<input checked="" type="checkbox"/> NOON-12:45 PM Lunch (wrap)	<input type="checkbox"/> 4:00-5:00 PM "OT activities" (shaving cream & mirror, play catch ball in backyard!)
<input checked="" type="checkbox"/> 12:45-1:00 PM Break (cards)	<input type="checkbox"/> 5:00-5:30 PM "I can work" (fold towels, paper, etc)
<input type="checkbox"/> 1:00-2:00 PM "PT activities!" (metronome, opposites, etc)	<input type="checkbox"/> 5:30-6:00 PM WALK
<input type="checkbox"/> 2:00-2:15 PM Break-play Amber in Uno	<input type="checkbox"/> 6:00-6:10 PM vibration machine
<input type="checkbox"/> 2:15-3:00 PM "Music therapy!" (play drums, color match)	<input type="checkbox"/> 6:10-6:45 PM Shower → Dinner

When we  
"make it  
visual" for  
those with  
ASD...

# WE Teach the skills of waiting and deferred gratification

I want it  
NOW!!





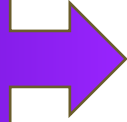
When we  
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# WE Lower anxiety by creating predictability and communicating when preferred activities occur

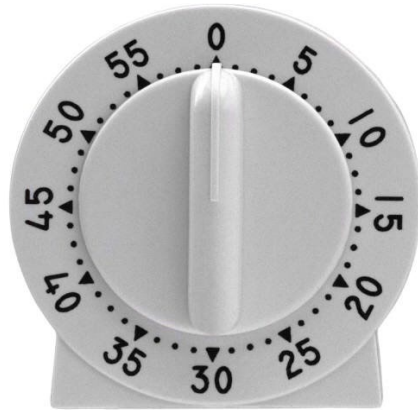
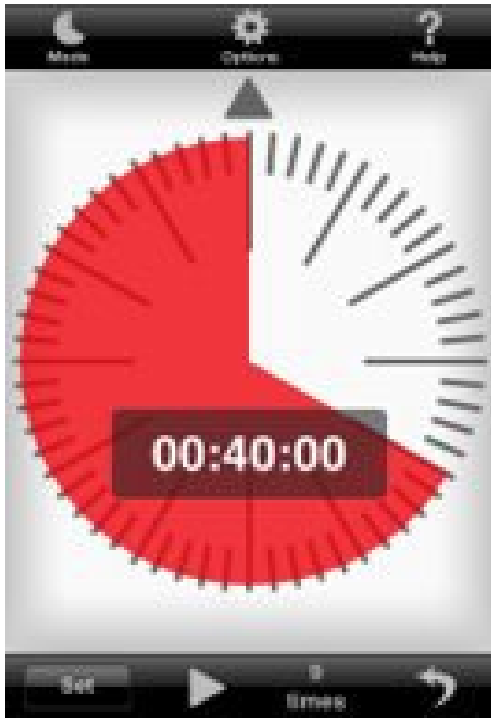
- Enhance motivation



When we  
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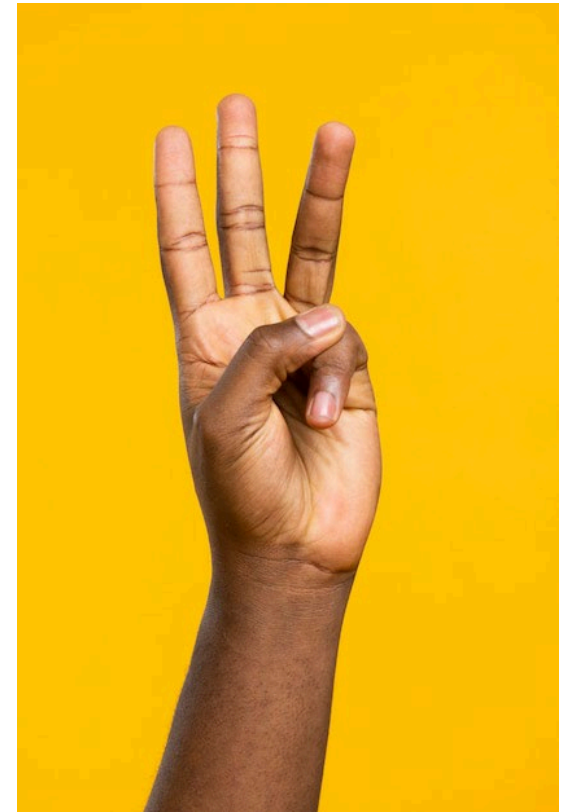


# WE Lower anxiety by telling how much longer

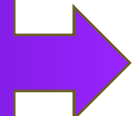


When we  
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# WE Support self-regulation by telling how much or how many



When we  
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visual" for  
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ASD...



# WE Clarify expectations, support memory and offer flexibility and control



Dismissal Routine Checklist	
To Do	Check When Done
Check your Mailbox 	<input type="checkbox"/>
Plug-in Technology 	<input type="checkbox"/>
Clean up your Desk 	<input type="checkbox"/>
Stack your Chair 	<input type="checkbox"/>
Pack up 	<input type="checkbox"/>
Have a great day!	

Going To School Checklist		
	Gray	Sylvie
Put away Magnadoodle, any toys or books you took out. Pudding? Vitamin?	<input type="checkbox"/>	<input type="checkbox"/>
Brush teeth.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Make sure lunch is in backpack.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Make sure homework and/or notebooks are in backpack. Put on a sweatshirt or jacket if necessary.	<input type="checkbox"/>	<input type="checkbox"/>

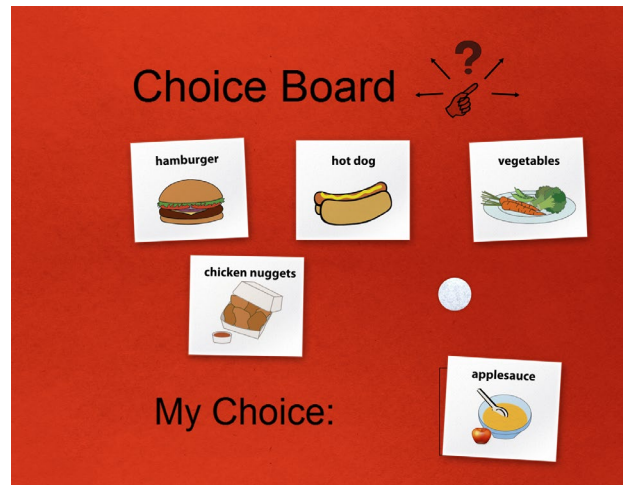
   
      













When we  
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# WE Make choices less overwhelming, lowering anxiety

Give opportunity for control




## Exercise Activities Choice Board


 Inside	 Outside
 Lift weights	 Play ball
 Dance	 Yard work
 Climb stairs	 Take a walk
 Yoga	 Go on a nature hike

When we  
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those with  
ASD...



# WE Clarify the sequence of steps to complete an activity or complex task



## Crayon Melting





1




Peel crayons.

2

Sort crayons.





3

1:00

Put crayons in microwave. Press 1:00.




4

1:00

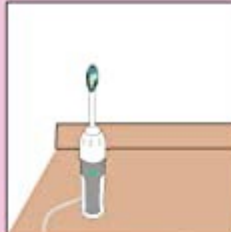











Stir. Put back in microwave for 1:00.

5

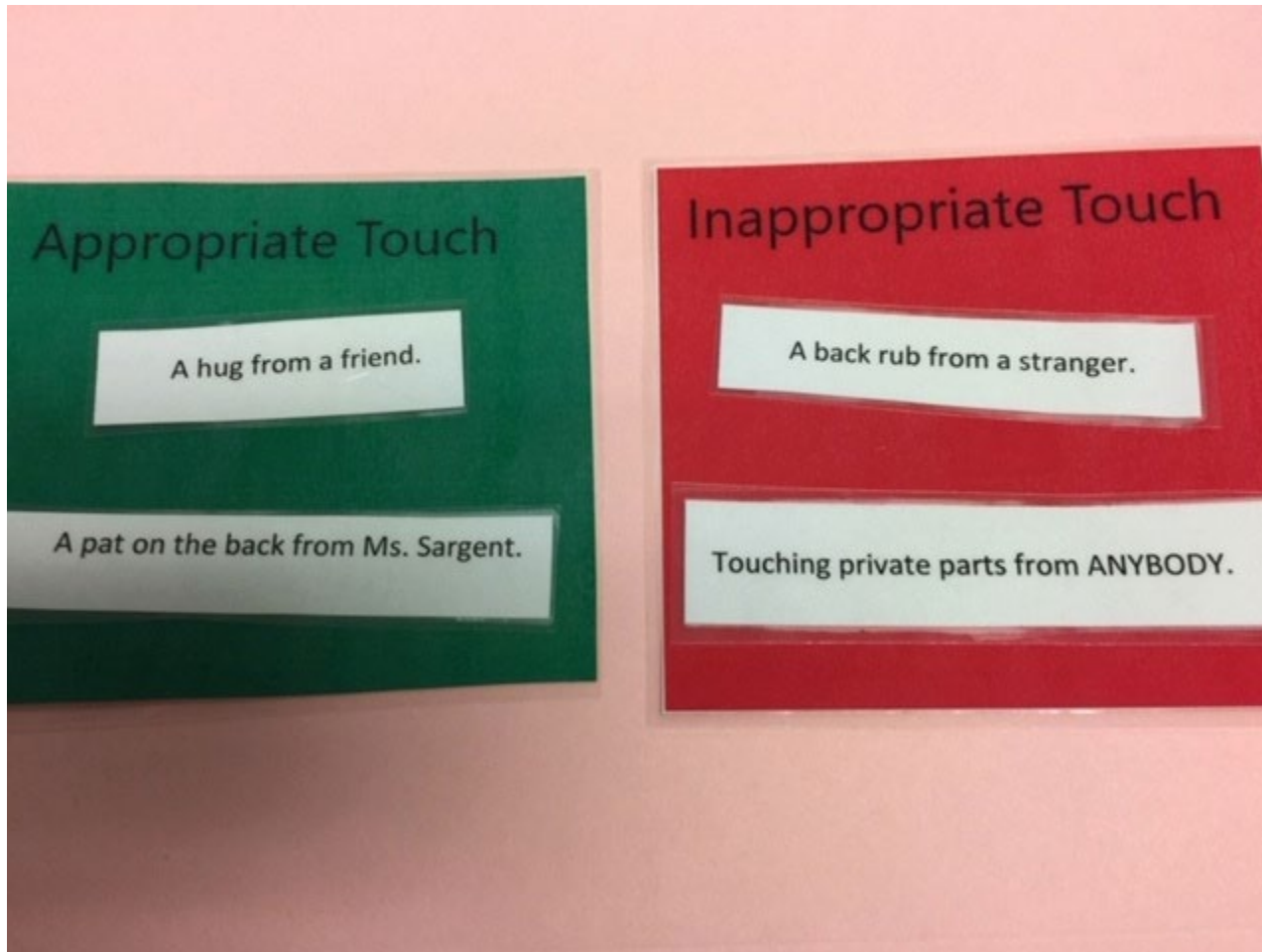
1

Pour into ice cube tray. Put in freezer. Wait.

When we  
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those with  
ASD...

## WE Explain complex or sensitive ideas




When we  
"make it  
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ASD...




# WE Provide options for handling stressful or challenging situations

**WHEN I NEED HELP**


● ● ●




**If I don't understand I can...**













-  Reread the instructions
-  Quietly ask a friend for help
-  Ask the teacher for help

**If I'm frustrated or stressed...**



-  I can walk away or ignore
-  I can ask for a break
-  I can find an adult to ask for help

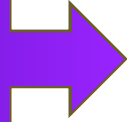
tired	sad	scared
<p><b>If I need to Power UP my emotion, I can:</b></p> <ul style="list-style-type: none"> <li> Run</li> <li> Jump</li> <li> Swing</li> <li> Touch Toes</li> <li> Take Break</li> </ul>		<p><b>If I need to Power Down my emotion, I can:</b></p> <ul style="list-style-type: none"> <li> Hug</li> <li> Squeeze Hands</li> <li> Walk</li> <li> Run</li> <li> Take a Break</li> </ul>

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Autism Level UP!

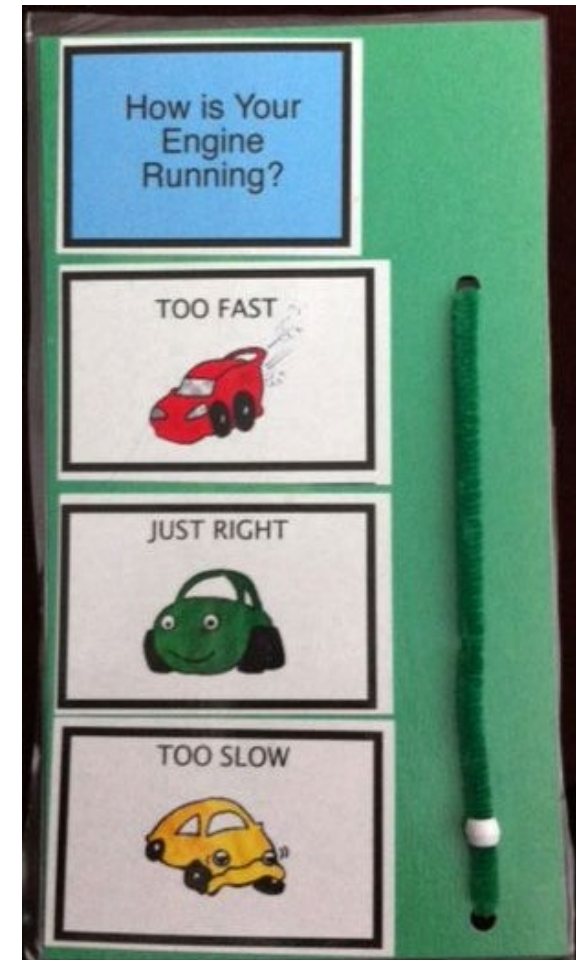
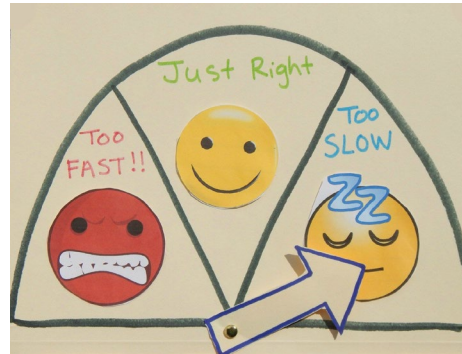


When we  
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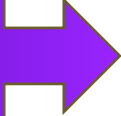


# WE Give ways to tell us how they feel or what they need

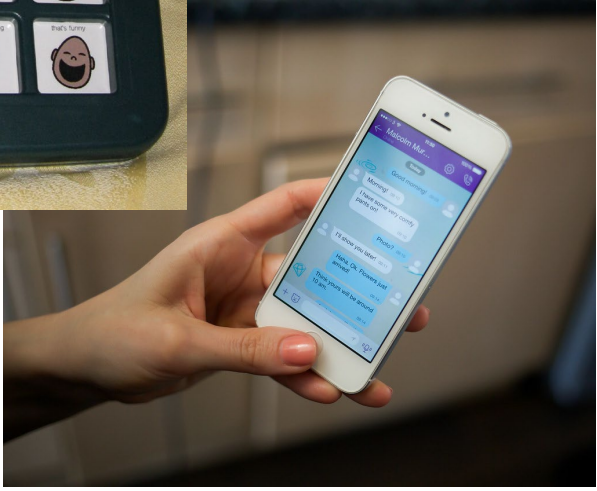
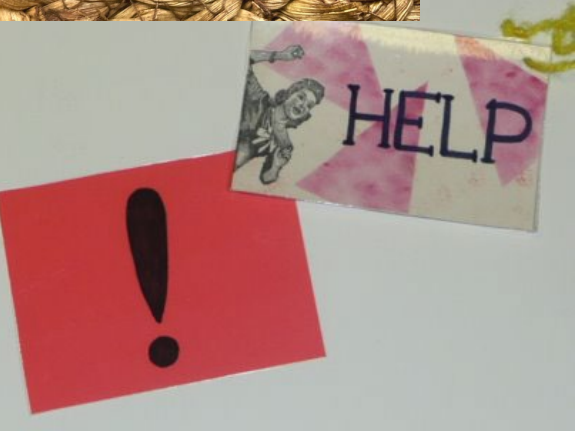
How Do You Feel?	
 Happy	 Sad
 Excited	 Confused
 Surprised	 Angry
 Bored	 Hungry
 Cool	 Embarrassed



When we  
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those with  
ASD...



# WE Give ways to tell us how they feel or what they need



When we  
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ASD...

# WE Create opportunities for responsibility and accountability

Build self-esteem and self-confidence

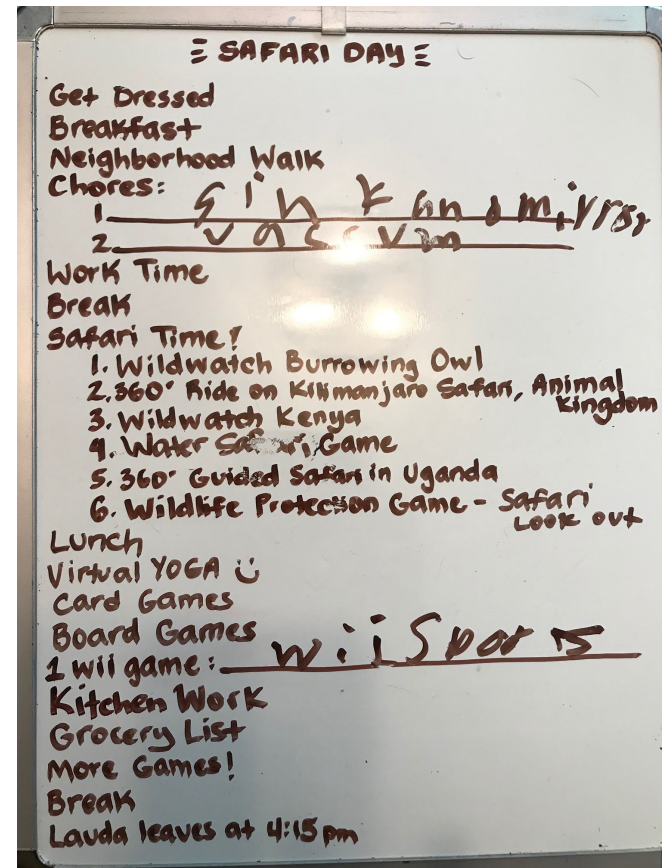
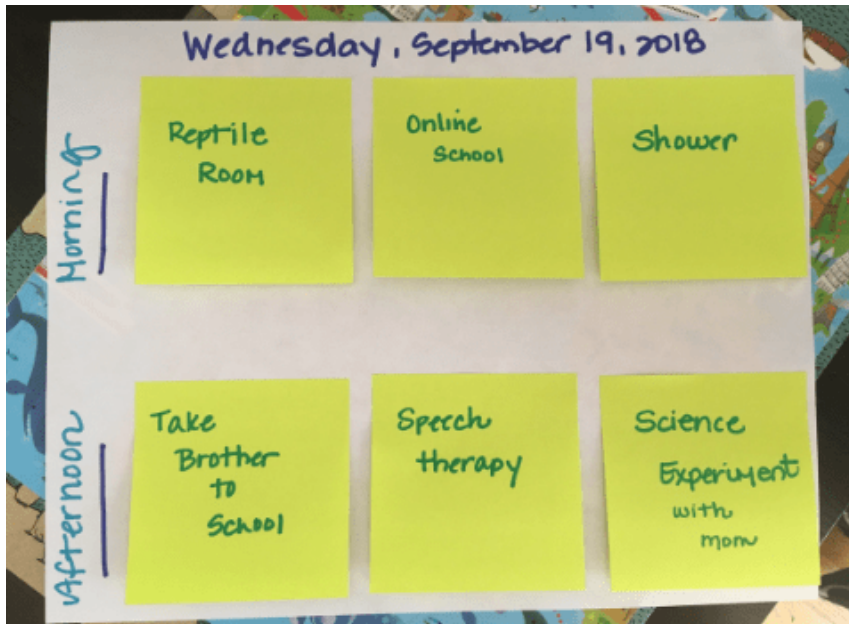


Visual Supports  
help parents,  
teachers, and  
other caregivers,  
too...

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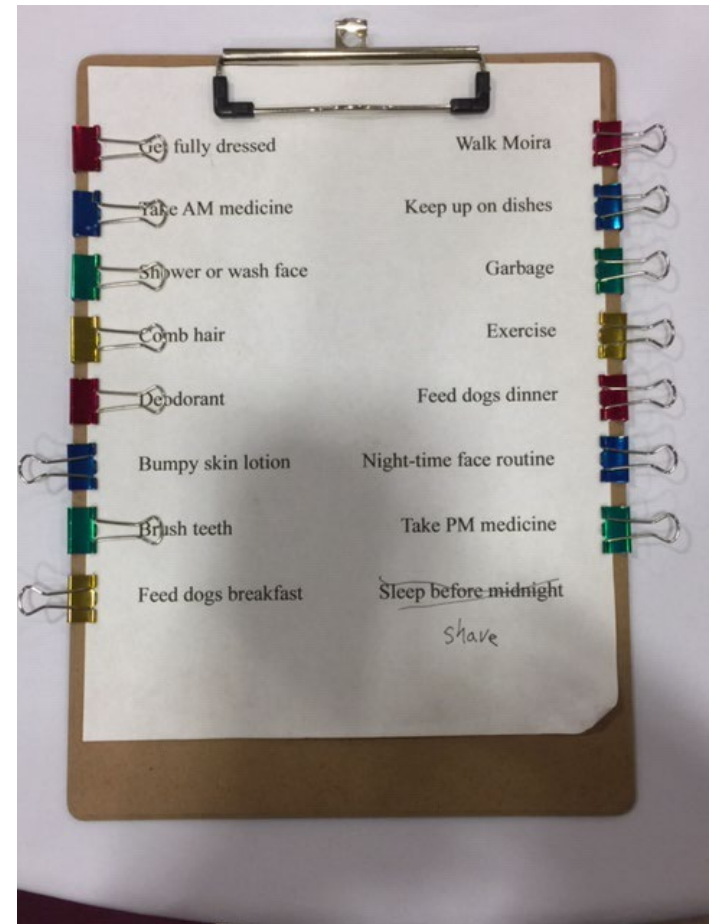
# Force us to be organized and plan ahead

- Support adult follow-through



Visual Supports  
help parents,  
teachers, and  
other caregivers,  
too...

# Provide consistency when multiple adults support someone with ASD



# Parent Pro-Tip

Blame the Schedule!



Visual Supports  
help parents,  
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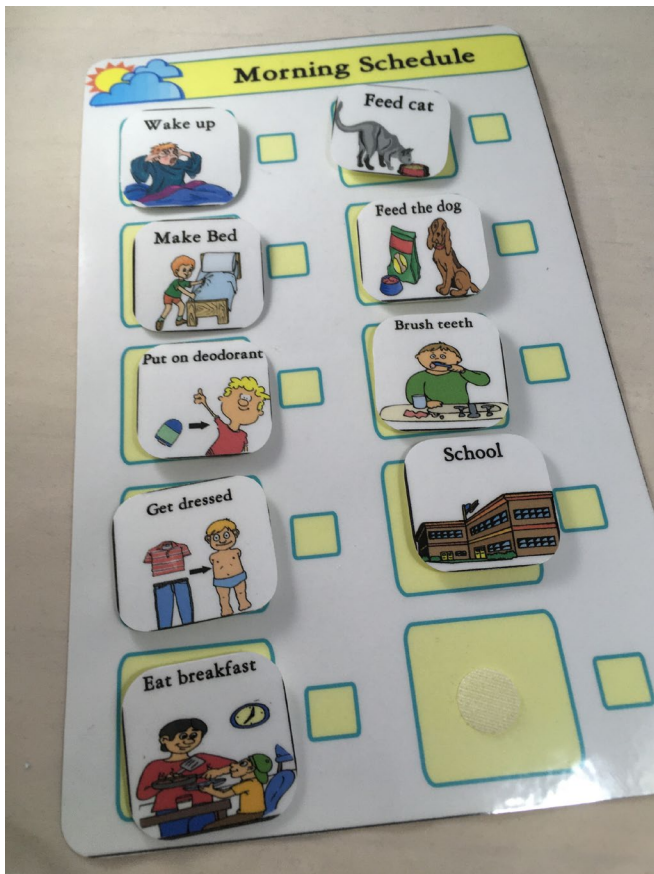
# Help us provide positive reinforcement





Visual Supports  
help parents,  
teachers, and  
other caregivers,  
too...

# Allow us to communicate changes in routine and new responsibilities

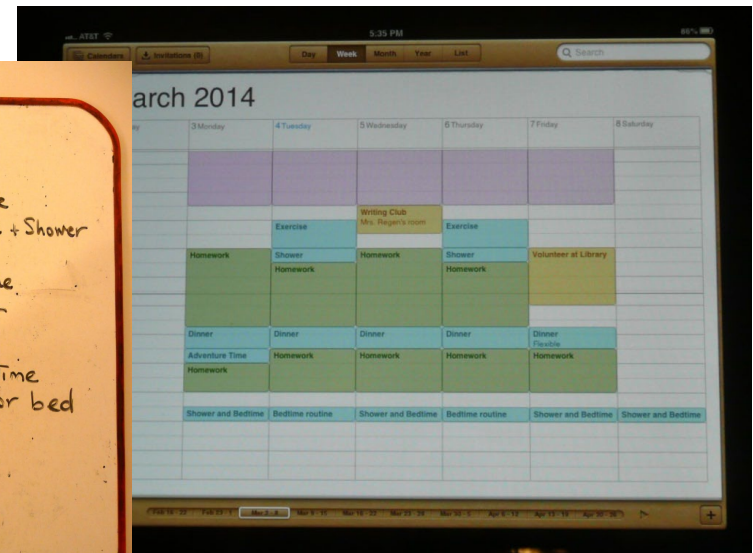
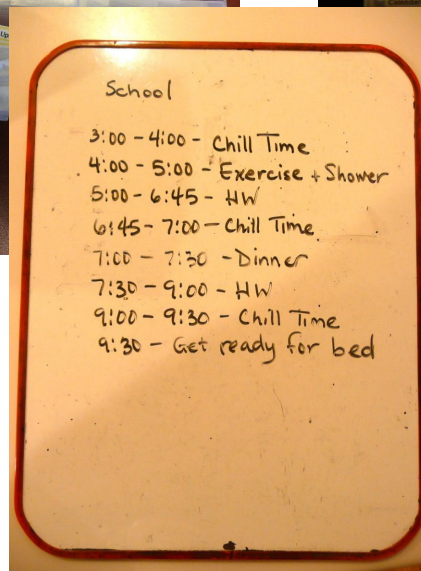
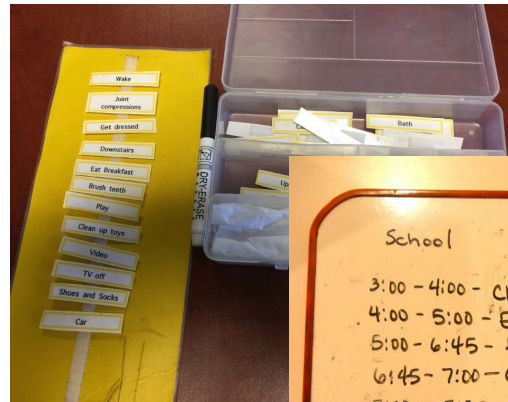


		Writing Club Mrs. Regen's room	
	Exercise		Exercise
Homework	Shower	Homework	Shower
	Homework		Homework
Dinner	Dinner	Dinner	Dinner
Adventure Time	Homework	Homework	Homework
Homework	Fold Laundry		
Shower and Bedtime	Bedtime routine	Shower and Bedtime	Bedtime r

Visual Supports  
help parents,  
teachers, and  
other caregivers,  
too...

# Give us a tool to provide support across the lifespan

Format can change over time to adapt to the development and needs of the person who needs it



## Many parents resist or stop using visual supports

“I just tell her what to do and she (eventually) does it.”

“We tried but he didn’t like using the schedule so we stopped.”

“It is too overwhelming to make a schedule or to consider everything we do in a day.”

“Visual supports will prevent my child learning to speak.”

“She uses visual supports at school, but I don’t like being so rigid at home.”

“We used visual supports when he was little, but he doesn’t need them anymore.”

# Visual supports: They're Not Just for Kids with ASD! They are for teens and adults too!



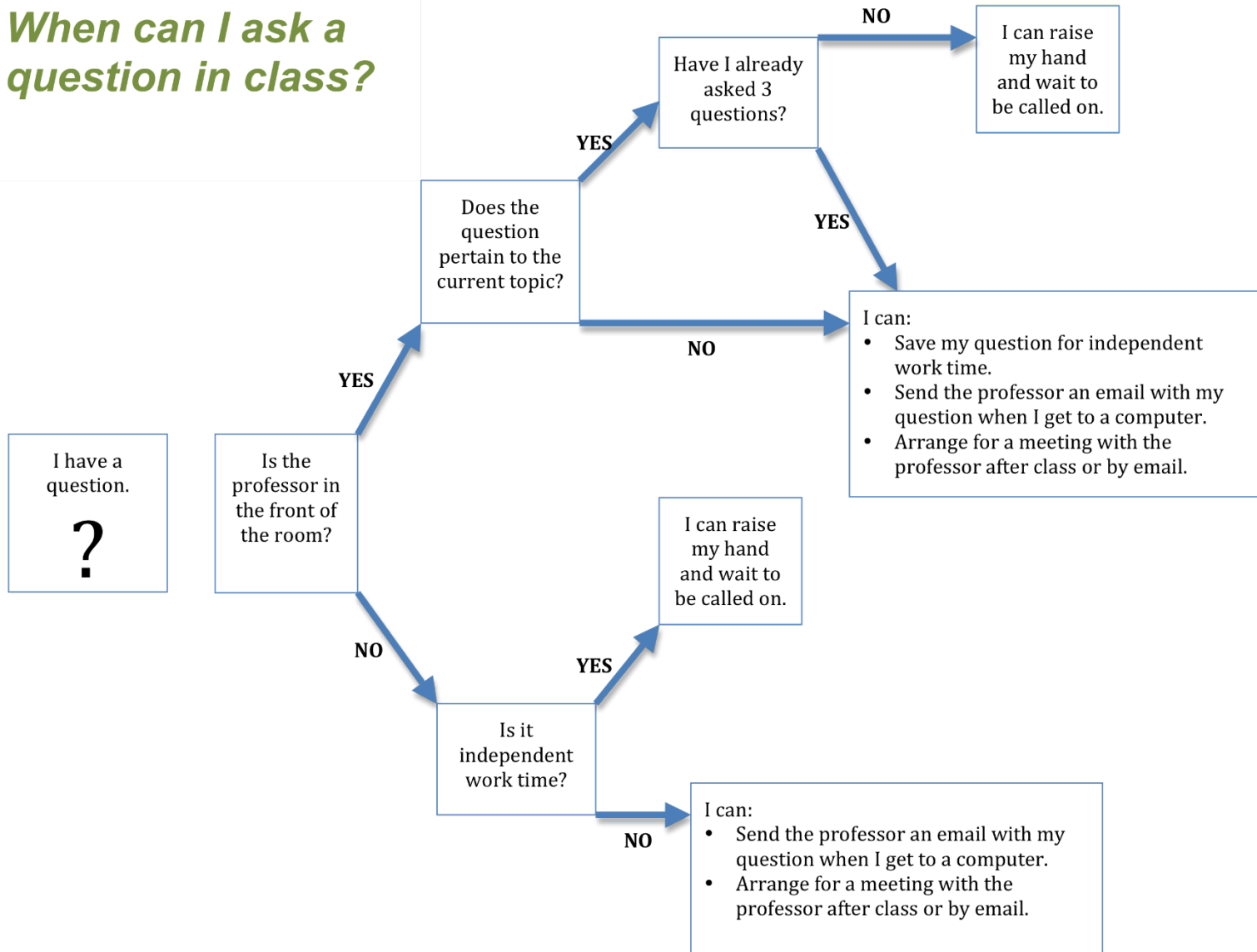
**WHEN SOMEONE SAYS  
HARRY POTTER IS FOR KIDS !.**



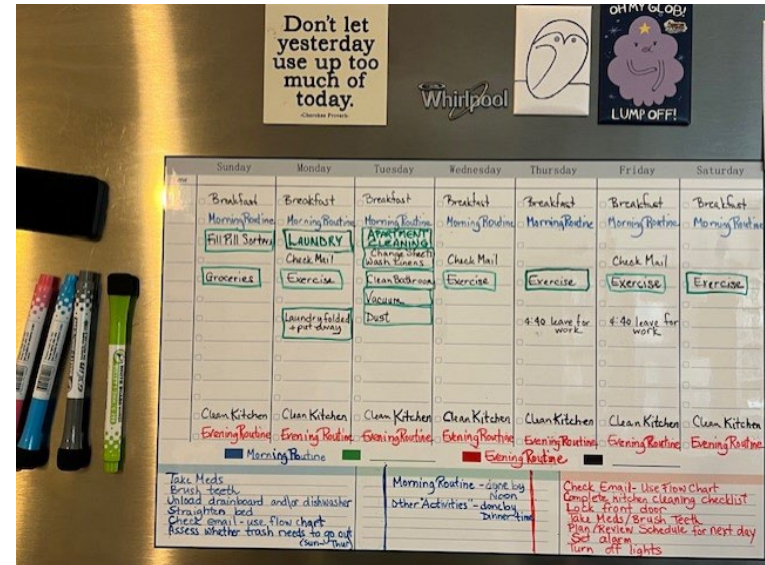
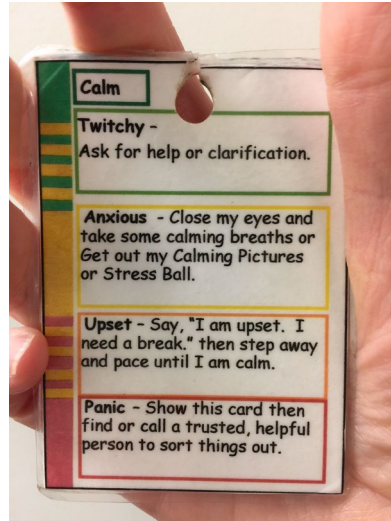
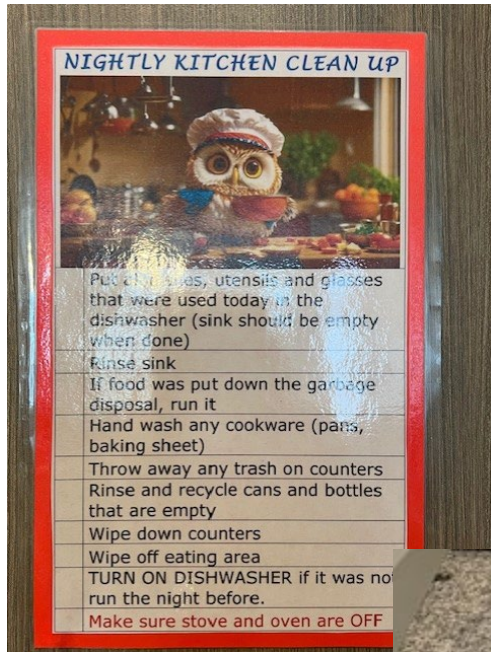
# Visual supports: They're Not Just for Kids with ASD! They are for teens and adults too!



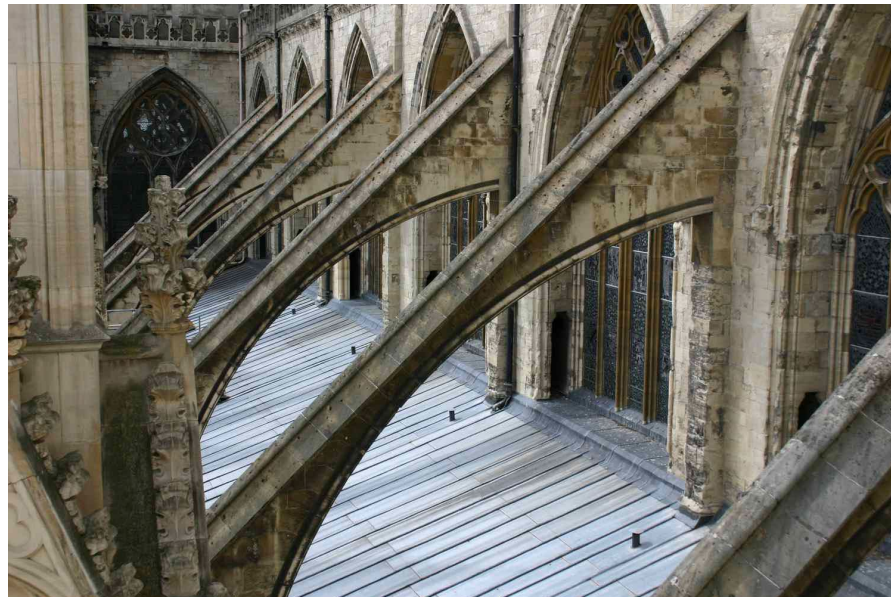
## When can I ask a question in class?



# What does it look like today?



# Visual Supports are the structure needed to foster the greatest level of independence



Visual Supports are an essential tool to support individuals with ASD throughout their day, throughout their lifespan.



# When we “**Make It Visual**” we become a trusted partner for someone with autism



# Making things visual by using visual supports leads to greater independence.

It is how we got from here.....

To here.....



# ASNC Resources For Visual Schedules and Supports



- ASNC Autism Webinars - <https://www.autismsociety-nc.org/webinars/>
  - Visual Schedules: The Strategy that Keeps on Giving
  - Structuring Your Day For Success
  - Structuring Activities to Promote Independence
- Social Narratives - <https://www.autismsociety-nc.org/social-narratives/>

## Good Friends vs Fake Friends

Good Friend	Fake Friend
 <p>Good friends tell the truth.</p>	 <p>Fake friends may lie or steal.</p>
 <p>Good friends help other people.</p>	 <p>Fake friends make fun of people who need help.</p>
 <p>Good friends want to know about what you like and don't like.</p>	 <p>Fake friends don't ask any questions about you.</p>
 <p>Good friends want you to do the right thing.</p>	 <p>Fake friends may ask you to do things that you know are wrong.</p>

# Resources For Visual Schedules and Supports



Do 2 Learn [www.do2learn.com](http://www.do2learn.com)



Boardmaker [www.mayer-johnson.com](http://www.mayer-johnson.com)



Picture cards (including software for PDAs and cell phones)  
[www.communicationautism.com](http://www.communicationautism.com)



Autism Speaks – Visual Supports Toolkit -  
<https://www.autismspeaks.org/science/resources-programs/autism-treatment-network/tools-you-can-use/visual-supports>



IPad applications, Ex: [www.SNAPPS4kids.com](http://www.SNAPPS4kids.com)



# Autism Society of North Carolina

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