

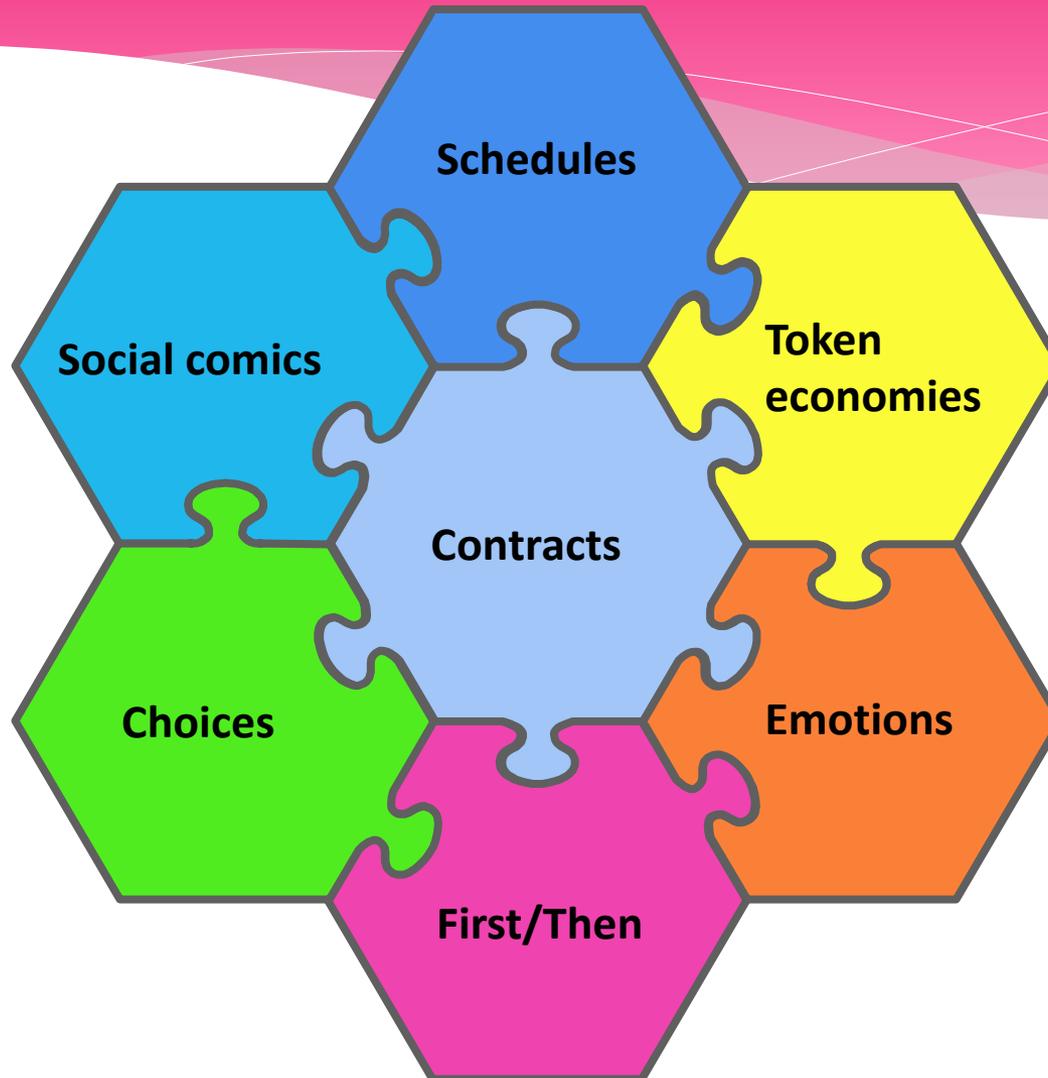
Behaviour Support

Parent Workshops



4. Visual Supports

Types of Visuals



Schedules

- **What is it?**

- A visual schedule is a visual representation of what is going to happen throughout the day or within a task or activity.

- **When is it helpful?**

- A visual schedule is helpful for breaking down a task that has multiple steps to ensure the teaching and compliance of those steps. It is also helpful in decreasing anxiety and rigidity surrounding transitions by communicating when certain activities will occur throughout the day or part of the day.

- **How do I teach it and use it?**

- After your child understands the concept of sequencing activities through the use of a First-Then Board, you can develop a more complex schedule for a series of activities during the day. Decide the activities that you will picture in the schedule. Choose activities that really will happen in that particular order. Try to mix in preferred activities with non-preferred ones. Put on the schedule the visuals (e.g., photos, drawings, written words) that show the activities that you have identified. The schedule can be portable, for example, on a binder or clipboard, or it can be fixed to a permanent place, like a refrigerator or wall. Your child should be able to see the schedule before beginning the first activity on the schedule. It should continue to be visible to your child during the rest of the activities. When it is time for an activity on the schedule to occur, cue your child with a brief, verbal instruction. For example, say “Check the schedule.” This helps your child pay attention as the next activity begins. At first, you may need to physically guide your child to check the schedule (e.g., gently guide by shoulders and prompt your child to point to the next activity on the schedule). You can gradually decrease physical prompts as your child begins to use the schedule more independently.

Visuals



THE EVOLUTION OF SWIMMING LESSONS;
SURPRISINGLY SIMILAR TO THE EVOLUTION
OF INCLUDING STUDENTS WITH
DISABILITIES IN GENERAL EDUCATION.

Learning through sight

- * Learning Through Seeing
- * Children with additional needs learn in a variety of ways. But research has shown that for many children , one way of learning is learning through seeing!
- * Making Visual Supports Work in the Home and Community, Savner & Myles (2000)

Benefits

When children are given opportunities to learn with visual cues, they:

- * Learn more quickly
- * Reduce aggressive or self-injurious behavior
- * Decrease frustration and anxiety
- * Learn to adjust to changes at home/school
- * Complete tasks by themselves
- * Gain independence

Memory

A memory experiment

Hermelin and O'Connor compared children with autism and control participants on their ability to recall sequences of eight words which were either randomly ordered such as 'day-she-farm-when-cat-fall-backrake', or sequences in which four of the eight words formed a sentence such as 'read-them-your-book', and four were random, such as 'wayspoon-here-like'. The results showed that the groups of participants recalled, on average, the same numbers of words from the randomly ordered strings. However, the typically developing children were significantly better at recalling words that formed a sentence than at recalling randomly ordered words. This was because they were taking advantage of the meaningful relationships among the words to aid their recall. The children with autism appeared oblivious of the meaningful relationships between some of the words: they tended to recall the last words in each presented sequence, whether the sequence was all random, or included a meaningful sentence.

Memory

From findings such as these, Hermelin and O'Connor concluded that memory in autistic children is not poorer than in controls if judged purely in terms of the amount of items they can recall: indeed children with autism may have enhanced word for word recall of information – sometimes known as rote memory. Yet their memory functions inefficiently, in that it is not structured or guided by meaning. In everyday life we rarely recall information 'verbatim'; rather, we select and structure our recall in terms of the overall meaning or 'gist' of the original information, omitting unnecessary detail.

- In what sorts of everyday memory tasks would an inability to structure and select by meaning be a disadvantage?
- Many! Think of trying to explain the theme of a story or film to someone else, recalling the important bits of a television news report, or revising material you have studied for an exam.

The echolalia observed in the speech of children with autism may occur precisely because they are 'echoing back' words or phrases they have just heard, rather than responding to their meaning.

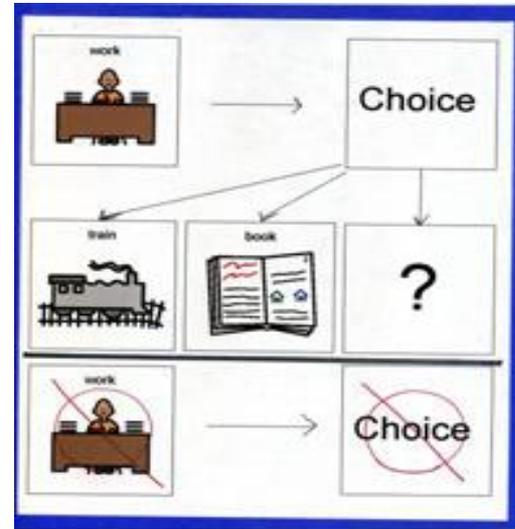
When to stop using visuals

'I am often asked the question, "When do I fade the use of visual supports?" The answer is...you don't. All of us use some sort of visual tool to create schedules and keep ourselves organized. We use iPhones, daytimers, desk calendars, and checklists. Use these tools to create visual schedules for our folks on the spectrum because they create predictability which lessens anxiety. Do you stop using your daytimer, calendar or iPhone? Do you shop without a list? The answer is no, so don't stop using visuals with people on the spectrum. You can change what you use as the child ages because it may no longer be appropriate. A teenager using a Velcro strip visual schedule taped to his desk may make him stand out from his peers, but an iTouch helps him be like everyone else. Just because a person on the autism spectrum is highly verbal or intelligent doesn't mean they don't need visual supports. I know an adult woman on the spectrum who lives successfully on her own, but keeps checklists all over her apartment on how to do laundry, dishes, and when to take out the garbage. Visual supports help with learning, retaining information, communication, and expression. To quote my good friend Leslie Broun, "Auditory information is transient – visual information can be fixed and permanent."

Maureen Bennie Blog

Individual Schedules

- * Informs the individual about the ‘what, where, and when’ of the daily routine
- * Build flexibility
 - when I know what is coming next my routines can be more flexible
- * Teaches persons to perform tasks more independently without need for verbal prompts.
 - * Hygiene, pack bag, make food, get dressed
- * Help to ease transitions



First & Then

* What is a 'first-then' board?

- * A 'first-then' board is a visual support that includes objects, photos, pictures, line drawings or text and is used to provide information to your child around an expectation. The 'first' section involves a task that your child is expected to complete, and the 'then' section should always be a preferred item/activity (reinforcer) for successful completion of the indicated task. For example, 'first' John needs to sit at table and 'then' he can play with play-doh

First & Then

* Why might you use a 'first-then' board?

- * Many children with ASD are difficult to motivate and may struggle to understand some of the demands and expectations within the home, school and community, however they tend to have a strong ability to understand visual information. A 'first-then' board addresses the areas of difficulty while capitalizing on this strength. By visually representing the expectation and the preferred item/activity to follow, it may increase the child's understanding and motivate them to complete the task/activity.

First & Then

* When could you use a ‘first-then’ board?

A ‘first-then’ board is a strategy that you may use before a potentially challenging situation occurs with your child. This strategy can be used to clarify expectations by showing your child what first needs to be completed before gaining access to one of their preferred items/activities

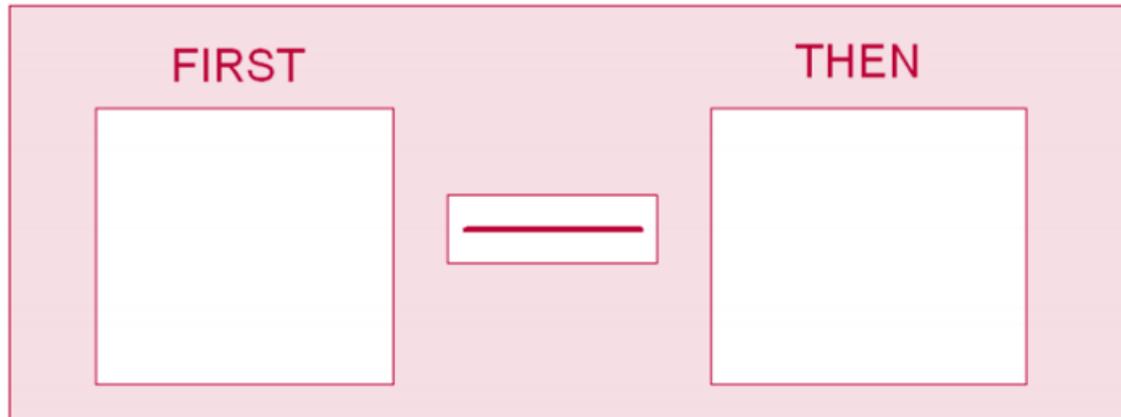
First & Then

- * **Questions to consider when implementing a ‘first-then’ board:**
- * What is the goal of the ‘first-then’ board? What is your child’s visual recognition level (e.g., objects, photos, pictures, line drawings or text)? How will the ‘then’ be determined (i.e., will you choose or will your child)? How are you going to teach the ‘first-then’ board? Is the strategy appropriate for your child’s developmental level? Where will the ‘first-then’ board be placed?

First & Then

- * **Before implementing any strategy, remember to:**
- * 1) Assess – What is your child currently able to do?
- * 2) Goal – What is a specific goal for your child to work towards?
- * 3) Strategies – How will you teach your child to reach the goal?
- * 4) Monitor – How will you know if the teaching strategies are working

Sample



Questions to Consider before you create a schedule

- * Who is it for? –*Skills and Age*
- * How will it give perspective of time?
- * What will it look like?
- * How big does it need to be (how many pictures/words)
 - * Morning schedule or a weekly calendar
- * How mobile will it be?
 - * Is it on a white board in the kitchen or on an I phone in my pocket?
- * How do you use it?

Individualisation

Adapt schedules to individual needs:

- * **Consider how concrete or abstract the symbols should be.**
Photo or board maker picture, written words
- * **How many pictures can this child manage?**
You may have to start with one picture to teach what the picture means/represent and then build this into 2 pictures, 3 pictures and so on.
- * **How can the person use/manipulate the schedule?**
 1. *Is the schedule on the wall or is it on a tech device?*
 2. *Is the schedule stationary/portable?*
 3. *Where should the schedule be placed?*

How to use the schedule

- * Consider how to introduce the schedule to the person (e.g. bring the schedule to the person or the person to the schedule)
- * Develop a verbal routine around the schedule to match the individual.
 - * Verbal ability
 - * Decide on what label each picture should have
 - * (ex. toilet/bathroom/ restroom/loo)



How to use the schedule

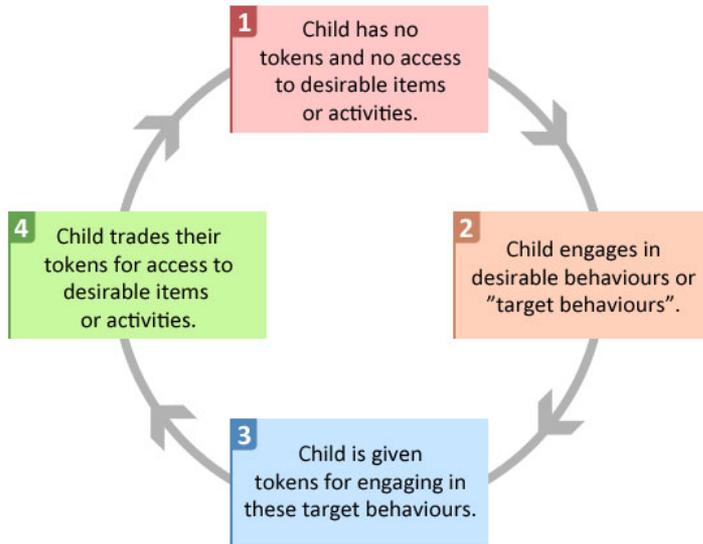
- * Consistency & Predictability
- * If using a schedule, make sure that this is used at all times and not only at times of upset or chaos as this will lead the schedule to begin to represent stressful and unhappy times.
- * The schedule should be an tool for the child to be able to predict and prepare themselves for change and easily know what is happening in their daily life in order to reduce stress.
- * Support the person to actually manipulate the schedule
 - * -Looking at the picture
 - * -removing the picture
 - * -Posting/ deleting old picture before putting up new picture

Aim and Long Term Goals...

- * Remember that the *aim is for the person to take ownership of his/her own schedule.*
- * The schedule is a safety tool that *should allow for a less stressful and more independent life*
- * Ensure that the schedule changes and *develops along with it's owner and user.*
 - * Ex. Gradually change from a wall schedule with pictures, to a pocket diary filled in and managed by the schedule user independently.
 - * Pictures/ words may become fewer over time

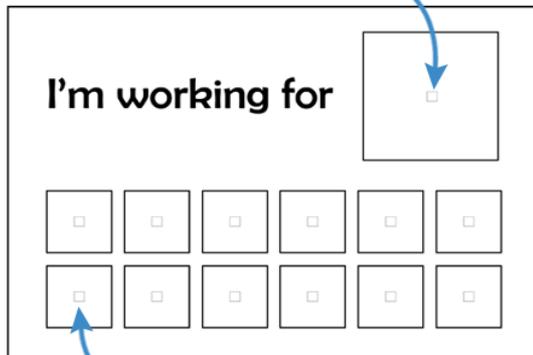
Token Economies

The Basic Token Economy “Cycle”



One Example of a Token Economy

A chosen reinforcer is placed here



Earned tokens are placed into these spaces

How does a Token Economy work?

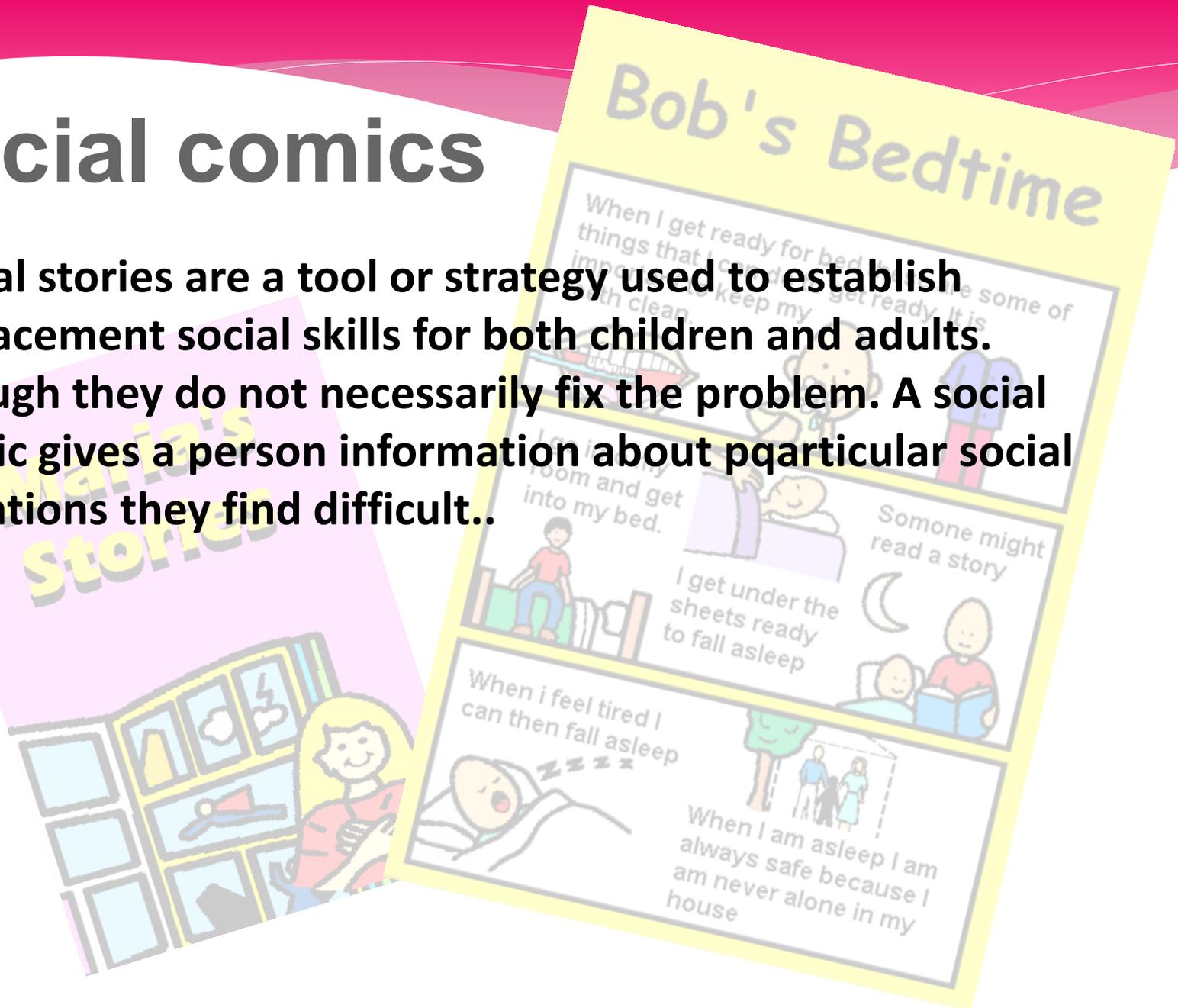
The basic principle is that a child earns a certain number of tokens by engaging in desired behaviours (called “target behaviours”) and can then exchange these tokens – effectively using them as payment – to gain access to backup reinforcers.

The target behaviours could be anything. For example, completing academic tasks like getting a certain amount of spellings correct, or it could be saying hello to their teacher in the morning, or playing nicely with their peers.

What a target behaviour will be depends on each individual child. Some token economies could be used to increase a child’s desire to complete academic tasks while another token economy could be used to decrease the amount of aggression a child engages in by giving tokens for not engaging in aggressive behaviours.

Social comics

Social stories are a tool or strategy used to establish replacement social skills for both children and adults. Though they do not necessarily fix the problem. A social comic gives a person information about particular social situations they find difficult..



Maria's Stories

Nobody likes bad words

Sometimes I feel very angry. When I am angry sometimes I use words that are not nice. These words can get people into a lot of trouble when they get older



When I say these words it makes other people feel very sad and upset. They don't like hearing these



Some people enjoy using different words to help them calm down at times when they are upset or angry.



When I am angry I bring my leaves inside my car. They can be very useful. Other people have to clean them up afterwards



My mum will help me to find special leaves if I am good for her. These could be big leaves of all different shapes and textures.



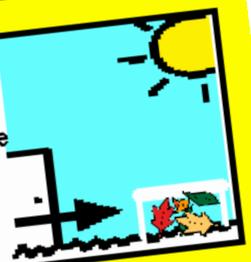
I like using leaves. They help me to relax. I have told the people around me that help me relax and teach me that I need leaves to help me relax



If I want to keep my leaves then I can put them into a plastic box outside the door where they will be safe and dry for when I want them later



I can put my new leaves into my leaves box outside the back door where they will be safe and dry for when I ask for them again



If I feel like I am going to become angry or upset I can ask for my leaves by using my letter board or my leaves card



It can be very dangerous putting leaves in my mouth. They can have bugs or dirt on them and can make people very sick

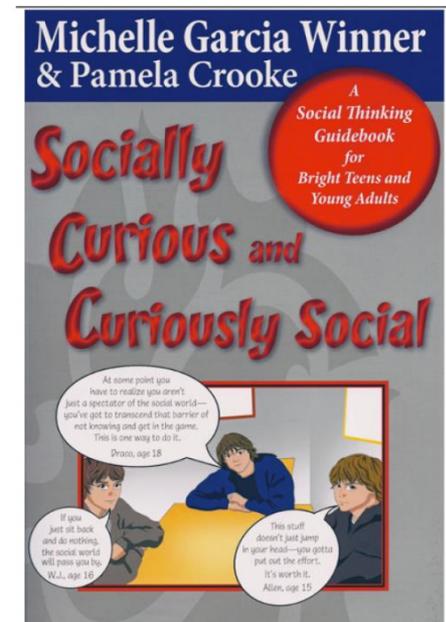
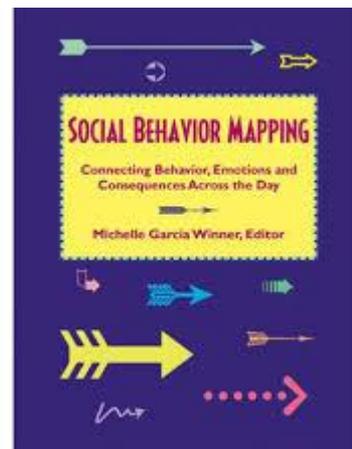


It would make everybody really happy if I can keep my leaves outside and not eat them so my family don't have to worry about me getting sick



Resources

- * Understanding the subtle rules of our social world can be difficult.
- * Just because somebody has the words and great language ability doesn't mean that they do not have problems with social comprehension and interpretation.
- * *How can this lead to problems?*



Social Stories

- * **Help your child/ teenager by helping them decode our social world**
- * **Social scripting (stories) and problem solving**
- * Instruct children on how to handle different social situations or environment. These stories describe what **is appropriate** to do in the situation.

 **Loud Noises**
by: Sasha Hallagan


I hate to hear loud noises. It hurts my ears and my head.

  
When people are loud, I get mad at them.


I want to hit them and yell at them to get them to stop.

 
Instead, I need to use my words. I can ask them, "Can you please be quiet?" I can tell an adult to ask them to be quiet.

 
Sometimes loud noises happen. I will not have bad behavior. I will be respectful and ask nicely.

Communication
Mayer-Johnson
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Boardmaker™, s.p.a.
© Mayer-Johnson LLC

  **Being Wrong**
by: Sasha Hallagan

 
Sometimes at school, I get a wrong answer.

 
When I get a wrong answer, I feel mad and frustrated.

  
I want to tear up my paper or stop working. But it's okay to get a wrong answer. Everyone gets a wrong answer sometimes.

 
I can say "bummer" or "oh well." Maybe I will get a right answer next time. It's no big deal.

 
I keep working and soon I will get a right answer and feel happy.

Picture Communication
Symbols
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Writing a Social Story: Guidelines

- * Use three basic types of simple sentences. Descriptive sentences define where situation occurs, who is involved, and what happens. Perspective sentences describe the reactions and feelings of others to the situation in the story. Directive statements are individualized statements of desired responses. They often begin with, “I will try....” or “I will work on....”
- * Good formula to follow is to write a total of at least 3-5 descriptive/perspective sentences for every directive.

Resources

The screenshot displays the website <https://www.iidc.indiana.edu/pages/visualsupports>. The navigation bar includes: ABOUT AUTISM, GET TO KNOW US, RESOURCES, SUPPORTS, TRAINING & EVENTS, and EN ESPANOL. A search bar is labeled "Search Visual Supports".

The left sidebar menu lists the following items:

- Schedules
- Work Systems
- Structured Tasks
- Autism House: Visual Supports for the Home
- IRCA YouTube
- School Support
- System of Care
- Grant Funding Opportunities
- Reporter E-Newsletter: Subscribe/Unsubscribe
- Lending Library
- E-Store

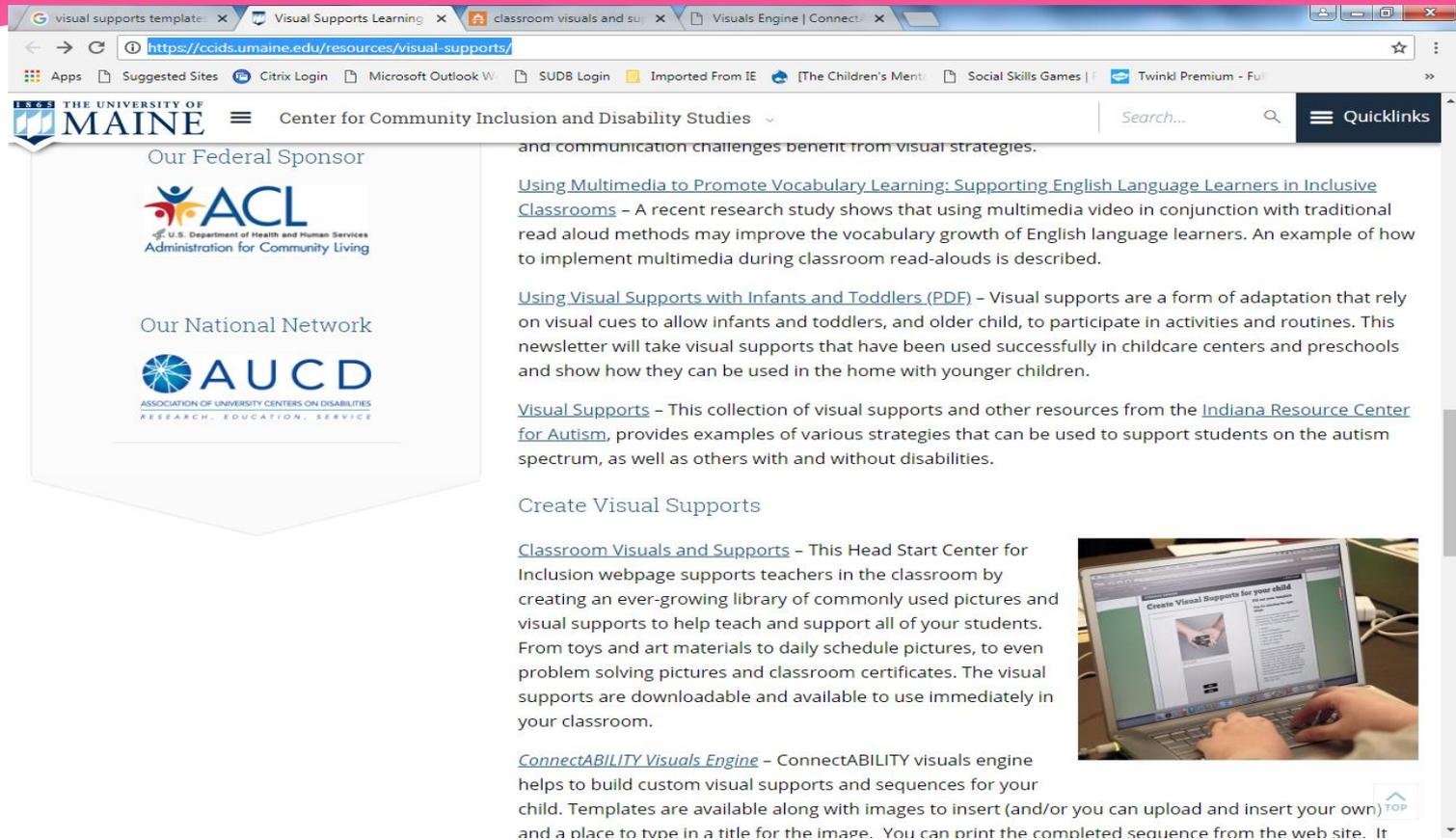
The main content area features six resource categories, each with an image and a title:

- Holidays and Celebrations**: Image of colorful streamers and confetti.
- Behavior and Emotions**: Image of a young girl covering her ears.
- Health and Personal Care**: Image of a stethoscope and hands being washed.
- Home**: Image of a small house.
- School**: Image of a stack of books, a pencil, and an apple.
- Schedules**: Image of a yellow visual schedule board with a name tag that says "William".

At the bottom, there is a survey prompt: "GIVE US YOUR OPINION:-> Please complete this brief [Website Satisfaction Survey](#)". A "Close" button is on the left, and a "Back to Top" link is on the right. A "Show all" button is also visible in the bottom right corner.

* <https://www.iidc.indiana.edu/pages/visualsupports>

Resources



The screenshot shows a web browser window displaying the website <https://ccids.umaine.edu/resources/visual-supports/>. The page header includes the University of Maine logo and the text "Center for Community Inclusion and Disability Studies". Below the header, there are two main sections: "Our Federal Sponsor" featuring the ACL logo (Administration for Community Living) and "Our National Network" featuring the AUCD logo (Association of University Centers on Disabilities). The main content area contains several paragraphs of text, each starting with a blue underlined link. The first paragraph discusses communication challenges and visual strategies. The second paragraph links to "Using Multimedia to Promote Vocabulary Learning" and describes a research study on multimedia video. The third paragraph links to "Using Visual Supports with Infants and Toddlers (PDF)" and explains how visual cues help children participate in activities. The fourth paragraph links to "Visual Supports" and mentions the Indiana Resource Center for Autism. Below the text is a section titled "Create Visual Supports" with a sub-link "Classroom Visuals and Supports" and a paragraph describing a Head Start Center's library of visual aids. The final paragraph links to "ConnectABILITY Visuals Engine" and describes a tool for building custom visual supports. An inset image on the right shows a person's hands using a laptop, with the screen displaying the "Create Visual Supports for your child" tool interface.

and communication challenges benefit from visual strategies.

[Using Multimedia to Promote Vocabulary Learning: Supporting English Language Learners in Inclusive Classrooms](#) – A recent research study shows that using multimedia video in conjunction with traditional read aloud methods may improve the vocabulary growth of English language learners. An example of how to implement multimedia during classroom read-alouds is described.

[Using Visual Supports with Infants and Toddlers \(PDF\)](#) – Visual supports are a form of adaptation that rely on visual cues to allow infants and toddlers, and older child, to participate in activities and routines. This newsletter will take visual supports that have been used successfully in childcare centers and preschools and show how they can be used in the home with younger children.

[Visual Supports](#) – This collection of visual supports and other resources from the [Indiana Resource Center for Autism](#), provides examples of various strategies that can be used to support students on the autism spectrum, as well as others with and without disabilities.

Create Visual Supports

[Classroom Visuals and Supports](#) – This Head Start Center for Inclusion webpage supports teachers in the classroom by creating an ever-growing library of commonly used pictures and visual supports to help teach and support all of your students. From toys and art materials to daily schedule pictures, to even problem solving pictures and classroom certificates. The visual supports are downloadable and available to use immediately in your classroom.

[ConnectABILITY Visuals Engine](#) – ConnectABILITY visuals engine helps to build custom visual supports and sequences for your child. Templates are available along with images to insert (and/or you can upload and insert your own) and a place to type in a title for the image. You can print the completed sequence from the web site. It

* <https://ccids.umaine.edu/resources/visual-supports/>

Resources

The screenshot shows a web browser window displaying the website headstartinclusion.org/classroom-visuals. The page features a teal header with the Head Start Center for Inclusion logo and the title "classroom visuals and supports". Below the header, there is a navigation menu on the left with links for "about us", "for teachers and classroom staff", "for disabilities coordinators", "for supervisors and coaches", "for trainers", "for family service providers", "for families", "classroom visuals & supports" (highlighted), "videos", and "modules". The main content area includes a welcome message, a small image of a teacher and student, and a list of resources: "Certificates & Volume Chart", "Classroom Visuals & Supports" (with a sub-link "Classroom Visuals Pictures"), and "Social Stories".

Head Start
center for
inclusion

classroom visuals and supports

We are funded by the Office of Head Start

about us

for teachers and classroom staff

for disabilities coordinators

for supervisors and coaches

for trainers

for family service providers

for families

classroom visuals & supports

videos

modules

Welcome to the Classroom Visuals and Support page. To help support teachers in the classroom, we have created an ever-growing library of commonly used pictures and visual supports to help teach and support all of your students. From toys and art materials to daily schedule pictures, to even problem solving pictures and classroom certificates. Even better, by providing all of these visual supports here for you in one place, you can download the ones you need and use them immediately in your classroom.

Certificates & Volume Chart

Classroom Visuals & Supports
[Classroom Visuals Pictures](#)

Social Stories

* <http://headstartinclusion.org/classroom-visuals>

Resources

ConnectABILITY.ca Français

VISUALS ENGINE

Create Visual Supports for your child

Select a template

- 1 image/page
- 2 images/page
- 4 images/page
- 6 images/page
- 12 images/page
- 16 images/page

Let's get started

The visuals engine will help you build visual supports and sequences for your child.

Steps:

1. Select the template with the size of picture you want.
2. Select a picture to put in the template.
3. Type in the title you will use for that picture.
4. Repeat for more pictures.

Now you are ready to print and use!

Different uses

The list below will give you tips on the different ways visuals can be used and examples of the recommended sizes for each type of visual.

- [Choice Boards](#)
- [Circle Time Boards](#)
- [Labels](#)
- [Rules](#)
- [Schedules](#)

Check out these links where you can find other sources for making your own visuals.

* <https://connectability.ca/visuals-engine/>

* **Visual Supports and Autism Spectrum Disorder**

* The Visual Supports and Autism Spectrum Disorder tool kit provides a step-by-step, easy-to-understand introduction to visual supports and the ways that parents and other caregivers can begin using them. The pamphlet provides practical examples of how to begin integrating visual supports into a child's daily routines. The tool kit provides actual visual supports for parents to print, cut out and use, along with links to resources that provide more detailed information for those who want to go further.

* www.autismspeaks.org/atn

* **Affirmation Cards for Kids**

* Affirmation Cards for Kids is a beautifully illustrated card deck created with the intent of inspiring and teaching young children important lessons such as self-love, confidence, love of nature, inclusion and love of others, responsibility and other essential values for positive development. With 40 cards in the deck, parents have the opportunity to go through the entire deck, one card a day or even one card a week and reflect on the meaning of each card.

* www.affirmationcardsforkids.com

* **ASD Visual Aids**

* ASD Visual Aids aim is to support communication for children, young people and adults with social communication difficulties such as Autism. We have designed visual tools and solutions for home, care, work and educational settings that empower children and young people with these difficulties to effectively access communication.

* www.asdvisualaids.com

* **Augmentative Resources**

* Augmentative Resources mission is to find new and innovative solutions to Learning, Physical or Medical disorders by using sewn products. Most of our products are made of Veltex fabric, similar to the Loop (fuzzy) side of Velcro, in which the Hook (scratchy) side of Velcro will adhere. These are perfect for attaching picture symbols and Visual Aids. Many products are also perfect for displaying Visual Aids to incorporate multimodality teaching/learning into the school, Home & Community Environment.

* www.augresources.com

* **AutiPlan Pictoplanner**

* For people who need more structure and overview in daily activities. Plan detailed activities using clear pictograms and text with drag & drop. Show plans with notifications and speech on a phone, tablet or laptop. Use alarms and text-to-speech to help keep focus on planned activities. Plan recurring days automatically by using templates and week schedules.

* www.autiplan.com

* **Autism Stylized Words: Teaching Reading through Visuals and Body Movement**

* For those children on the spectrum who think visually, SnapWords® sight word pictures speed the acquisition of vocabulary in a way that also conveys the meaning of each word. Easy-for-Me Reading provides a step-by-step guide to bring a child from zero to reading in a way that incorporates visuals, body movement (hands-on, tactile means of learning), and explicit instruction in reading. Math resources utilize the same vehicles for learning: visuals, tactile activities, and explicit instruction. Teach them the way they learn most naturally.

* www.child1st.com

* Autism Visuals: Communicating Through Pictures

- * Our mission is to provide visual aids, resources, and general information on autism and the treatment of autism to parents, educators, and the community in general to assist in the development of communication, curriculum, legislation, and ultimately the betterment of autistic children.
- * autism-visuals.com

* Baby Signs

- * Babies have a lot to say even before they can actually speak. With Baby Signs Program, babies and toddlers can communicate using simple, easy-to-learn signs, what they see, what they need and even how they feel.
- * www.babysigns.com

* Board Book Albums

- * Studies have shown that young children only have object recognition with photos. The "Take Your Pix" photo album has sturdy pages, into which photos can be inserted from an opening in the top of the pages. Kids with autism, speech delays, or other special needs may find it particularly beneficial as a learning tool or just something fun to create with their own favorite photos.
- * www.boardbookalbums.com

* Choiceworks Visual Support System

- * The Choiceworks Visual Support System provides the framework that makes learning positive behavior fun and easy to do. This award winning product was created to be easily customized for every child.
- * www.beevisual.com

* Cuddle Bug Kids

- * Cuddle Bug Kids designs crochet patterns, toys and sensory items for progressive parents of children ages 3-6 who are looking for unique, handmade, developmental toys which encourage pretend play, sensory exploration, and fine motor development. Maria Stout is Mom to a son with Asperger's and blogs about her designs and life as a Mom.
- * www.cuddlebugkids.com

* Easy Social Stories

- * EasySocialStories.com offers low cost, instantly delivered social stories that you can print again and again. We are constantly adding titles, addressing subjects important for school, hygiene and socialization. Custom stories also available.
- * easysocialstories.com

* **First Next Last**

- * Laura Marsh has identified the daily recurring battles that arise over simple routines that most often cause noncompliant behavior. By providing families with effective, simple-to-use tools, harmony can be restored as your child learns to organize his time. When used with consistency, the visual tools and schedule books can help children build solid executive functioning skills. Parents are amazed at the difference in their children's behavior and are excited by the autonomy their children develop.
- * www.etsy.com/firstnextlast

* **GoMommyGo**

- * GoMommyGO® provides Free downloadable ILLUSTRATED Behavior Charts and Images for Positive Reinforcement. The customizable chart has over 90 illustrated images, plus high resolution ones to print up and place in areas as reminders (wash hands, brush teeth, put toys away, etc.) as needed.
- * www.gomommygo.com

* **IDEO: Magnetic Pictogram Portable System**

- * Created by a father whose son is diagnosed with autism, IDEO is an effective and useful communication tool. Using as little colour as possible, the IDEO images are easy to understand and will help you create many sequences and social scenarios. IDEO is intended for both children and adults but is designed especially for parents, educators, schools, rehabilitation centres or anyone working and helping children with any language related disorders. The IDEO Magnetic Pictogram Portable System is ready to use. No printing is required, no cutting, no glue, no Velcro or adhesive. The system is fully portable, magnetic and durable. Available in English and French.
- * www.ideopicto.com

* **IndiVisual Consulting, LLC**

- * We design visual tools for individuals with communication deficits. We develop visual support strategies to integrate into educational, vocational, community, residential, and home-based settings. We collaborate with professionals and caregivers to design, develop and implement meaningful effective behavior support systems.
- * www.individualconsultingllc.com

* **Mayer- Johnson**

- * Mayer-Johnson's mission is to enhance learning and human expression for individuals with special needs through symbol-based products, training, and services. For more than 25 years, special educators, speech and language pathologists, parents and caregivers have successfully applied the company's Picture Communication Symbols (PCS) at home, school, and in clinical settings.
- * www.mayer-johnson.com

* **MightybookJr.com**

- * An online publisher of award-winning children's animated read-aloud books, story songs, lesson plans, games, and puzzles that promote early childhood literacy.
- * FREECOUPONCODE: Autism Speaks (type in exactly as appears)
- * www.mightybookjr.com/AS

* **Palmetto PEARL**

* The Site was developed as and is intended to be a resource for parents and educators teaching children with autism, developmental delays, and other disabilities.

* www.palmettopearl.com

* **Picture Planner**

* Picture Planner™ by Cognitoia® Software is an affordable image-based personal organizer using customizable pictures and symbols; compatible with iPad and iPod Touch. Supports IEP goals, inclusion, transition, & self-determination. Incorporates prompts and reminders. Potential users include individuals with autism, intellectual disabilities, TBI, or those with limited reading and writing ability.

* www.cognitoia.com

* **Picto-Selector**

* Picto-Selector is a free tool for creating visual schedules. It is used by many teachers and parents. But there are also reports of people using it in daycare for elderly people. The download contains over 28000 pictos (images) translated to English, Dutch, German, French, Danish and Spanish. (Some pictos are also translated to Arabic, Swedish, Italian, Portuguese, Brazilian and Indonesian) Picto-Selector makes creating visual schedules easier by: fast search options to find the needed pictures, automatic sizes, depending on the number of rows and columns; and reuse of earlier created schedules. With Picto-Selector the time consuming cut, paste and editing in Word is over.

* www.pictoselector.eu

* **Point to Happy: A Book for Kids on the Autism Spectrum**

* Conceived of, written, and designed for children on the autism spectrum, Point to Happy combines a picture book and a pointer to create a breakthrough in reaching children who communicate best through pictures.

* www.workman.com

* **The Reading Focus Cards--Desktop App & Physical Tools for Challenged Readers**

* This program of both digital and physical reading tools can provide much help to challenged readers of all ages. 1) The fully-customizable Reading Focus Cards app (Patent 8,360,779) for Macs and Windows PCs “floats on top” and “stays on top” of any underlying application, allowing a reader to better focus on one or more selected text lines AND block out as much surrounding text as needed to improve attention, comprehension and retention of digital media. 2) The physical, low-tech Reading Focus Card tools (Patent 7,565,759) provide sensory-appealing features and customizable, colored filters to help readers experience more success when reading physical books and documents.

* www.focusandread.com

* **QCharm Portable and Visual Cueing System**

* QCharm gives you visual cues at your fingertips. Our wristband/interchangeable charms (with Dyna Vox Mayer-Johnson Boardmaker images) allows you to create a structured environment with your loved one, whether you are at home or in the community. Use our QCharm Portable Visual Cueing System to help your loved one communicate, transition between activities, tolerate sensory input, and manage behavior.

* www.qcharm.com

* **Sandbox Learning Company**

- * Customizable stories for children on social, emotional and behavioural skills. Customize both the text and images to truly address children's needs.
- * www.sandbox-learning.com

* **Say it with Symbols!**

- * SayitwithSymbols.com is a resource and store for products that encourage communication, engagement and independence using symbols and pictures. Parents will find low tech, portable communication aids and visual supports for use at home, school, community activities and at care providers.
- * www.sayitwithsymbols.com

* **SchKIDules**

- * Personalized visual schedules including Activity Clock, Routine Teacher, To DO Lists, Weekly Managers and more. SchKIDules improve transitioning and staying on task, and foster independence and empowerment. Products are portable, lightweight, and can hang anywhere.
- * www.autismschedules.com

* **See-n-Speak**

- * Visual supports to help improve communication in both expressive and receptive language, interaction and play, anxiety and behavior, choice-making and self-esteem.
- * Note: This company is based in Australia
- * seeandspeak.com.au

* **Signing Time Autism Play and Sign Set**

- * Parents of children with Autism have reported great success with Signing Time products. Based on the feedback and experience we've received from thousands of parents and professionals, we're offering this special product bundle that contains the most useful signs for empowering communication with children on the Autism Spectrum.
- * www.signingtime.com/autism

* **Smarty Symbols**

- * Smarty Symbols is an image library/website designed by educator for teacher and parents looking for an educational based image source to create amazing materials and visual supports. There are currently over 13,000 images in the online library with new images being added constantly. Smarty Symbols have also been used to help many children communicate via several communication apps and software on the market
- * smartysymbols.com

* **Spec Tales!**

- * Social stories for kids with autism and related disorders. A series of individual child and parent-friendly books designed to give parents some ready-made and highly functional tools for working on challenging skills.
- * www.spectales.com

* **Spectrum Keys**

- * The research-based site offers a picture dictionary, social stories that can be customized, and a series of social learning videos - all web-based and designed by a teacher who thought these things needed to be easier to access, and more affordable.
- * www.spectrumkeys.com

* **Stages Learning Materials**

- * Stages Learning Materials offers the best real-photo teaching tools available. Stages' educational flashcards, posters, puzzles and games are used in pre-schools, day care centers, early childhood classrooms, autism programs, speech language programs, and homes around the world.
- * www.stageslearning.com

* **Therapics**

- * Visual aids and therapy materials for children on the autism spectrum. Designed by a mum of a special needs child who is also a graphic designer, these materials include: Communication supports; Visual schedules and charts; Games and activities for encouraging social skills, Supports for life skills and for the classroom. These materials are useful for home, therapy and school.
- * www.therapics.org

* **Triple Stories**

- * Triple Stories provides a simple way for parents and professionals to create visual support, such as social stories, visual instructions, or presentations of new situations or individuals when facing transitions. Triple Stories comes with a picture library of over 500 customized pictures, which you can easily combine with text boxes and speech or thought bubbles. You can also draw your own pictures or edit pictures from the picture library.
- * www.triplestories.com

* **U-Play Mat for Children with Autism Spectrum Disorders**

- * An ABA-based U-shaped picture communication system that teaches individuals with autism to express themselves. The set comes with a wide variety of colorful, easily recognizable themed picture cards covering various domains.
- * www.playthisway.com/autism

* **The Victoria Chart Company**

- * Reward Charts for Children by the Victoria Chart Company. Easy-to-use and fun for children, each of our charts is age-specific and covers common milestones in young children's lives. Most importantly, our charts can be tailored to the individual need of your child.
- * www.victoriachartcompany.com

* **Visual Steps**

- * Visual Steps is a tool used to create step-by-step instructions, including video models, for completing a task. Because the steps are user defined, the level of detail and frequency of prompting can be customized to a particular individual and/or task. A photo, text, audio and/or video can be associated with each step.
- * www.visualprompts.com

* **VizZle**

- * VizZle lets you create and share evidence-based interactive visual lessons that drive achievement. VizZle allows parents and teachers to track student performance against IEP goals, quickly create and customize lessons and learning games for all ages, create PECS, token boards and timers, interface with whiteboards for interactive group activities and more!
- * www.monarchteachtech.com

* **YaYa Cards**

- * YaYa Cards is a set of language learning cards with a letter, word, or words written on one side of the card, and an adhesive on the other side so that the card can be stuck to an object that corresponds to the word or phrase. An audible sound is emitted when the card is touched. YaYa Cards is a fun way to learn language!
- * www.yayacards.com

Questions



Behaviour Support Workshops

Week 1	Introduction	A brief overview of the workshops
Week 2	Autism	Understanding a diagnosis
Week 3	Sleep	Issues around Bedtime Routines
Week 4	Visuals	How to make them and use them
Week 5	Prompting	When to step in and when to step back
Week 6	Rewards	A look at maximising the effect of reinforcers
Week 7	ABC	How to record and interpret your child's behaviour
Week 8	Toileting	Advice and Guidance on when and how to start

