If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

This handout is for reference only. It may not include content identical to the PowerPoint. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.
Continued

2017 Nancy McKinley Lecture Series: Supporting Young Learners with Autism Spectrum Disorder

Guest Editor: Linda R. Schreiber, M.S., CCC-SLP, BCS-CL, ASHA Fellow
In partnership with University of Wisconsin – Eau Claire

© Linda Hodgdon All Rights Reserved
Linda@LindaHodgdon.com

Continued

Using Visual Strategies to Prevent Behavior Challenges in Autism Spectrum Disorder at School and at Home

Linda Hodgdon, M.Ed., CCC-SLP

Moderated by:
Amy Natho, MS, CCC-SLP, CEU Administrator, SpeechPathology.com

© Linda Hodgdon All Rights Reserved
Linda@LindaHodgdon.com
Need assistance or technical support?

- Call 800-242-5183
- Email customerservice@SpeechPathology.com
- Use the Q&A pod

How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of 80% or higher
  - Within 7 days for live webinar; within 30 days of registration for recorded/text/podcast formats
- Two opportunities to pass the exam
Interested in Volunteering to be a Peer Reviewer?

- APPLY TODAY!
- 3+ years SLP Professional Experience Required
- Contact Amy Natho at anatho@SpeechPathology.com

Using Visual Strategies to Prevent Behavior Challenges in Autism Spectrum Disorder at School and at Home

Meeting the Needs of Young Learners with Autism Spectrum Disorders

Linda Hodgdon, M.Ed., CCC-SLP
Speech Language Pathologist
Communication Specialist
Consultant for ASD
Who am I?

• Linda Hodgdon, M.ED., CCC-SLP
  Speech-Language Pathologist

• Consultant for Autism &
  Related Communication Needs

• Publisher: UseVisualStrategies.com

• Author:
  – Visual Strategies for Improving Communication
  – Solving Behavior Problems in Autism

You will learn:

1. Identify significant challenges in students' communication and functioning that affect their ability to participate successfully.
2. Identify situations where communication breakdowns can affect students' behavior.
3. Explain how to use specific visual supports that can significantly improve student behavior and independence and allow successful participation in school and life opportunities.

• Plus LOTS more. . . .
Critical Role of SLPs:

Support educators & parents who are communication partners

Teach them strategies to support effective communication which will support positive behavior

The Reality:
Most people misunderstand ASD & communication

• Visual supports work across ages & skill levels
• Adjust visual to match age & skill level
• They work across diagnoses
What’s the problem???
In one ear and out the other... 

Most educators and parents identify the problem. . .or do they?

What FORMS do you use most?

- Speech, vocalization
- Sign language
- Pointing
- Gestures
- Body language
- Pictures
- Objects
- Written language
- Etc.
- Behaviors

© Linda Hodgdon. All Rights Reserved
Linda@LindaHodgdon.com
A primary part of the autism spectrum:

- Difficulty with social/communication skills
  - Difficulty with expressive communication (DO THEY TALK?)

  —Difficulty Understanding
  - Just because they talk doesn’t mean they understand everything
The most common misunderstanding about communication

“He understands EVERYTHING I say”

But he has problems when . . . . .

• Change
• Different
• Unexpected
• Misunderstood
• Etc.

COMMUNICATION includes a lot of related skills

- When to go
- What to do
- Where to go
- How to do it
- What can I do
- What can’t I do
- What comes next
- What are my choices
Change the focus... for a minute

BRAIN RULES:
12 Principles for Surviving & Thriving at Work, Home, & School

This information is NOT specifically about autism.
It is about ALL of us.

www.brainrules.net
Vision trumps all other senses

We learn and remember best through pictures, not through written or spoken words

John Medina
Brain Rules
Auditory Problems in Autism

- Students with autism typically have difficulty processing auditory information.

- It may not be every student and it may not be all the time. But the difficulty with auditory processing is common and pervasive in this population.

- This is not an auditory acuity problem. They can hear sound. It is an auditory processing problem. When the sound goes into the brain, the student is not able to make meaning from it.

- Or perhaps it has to do with speed. He can’t process the information quickly enough. Imagine driving a go-kart on a freeway. The go-kart runs fine, but it can’t keep up with the faster vehicles.

---

The majority of students with autism are Visual Learners

They benefit from using VISUAL STRATEGIES to support communication. . .

- understanding,
- giving information
- teaching routines
- & LOTS more
What are visual strategies?

1. It’s really pretty simple
2. You probably already use some
3. Many people don’t really understand the “WHY”
4. Few people identify ALL the possibilities

What are visual strategies?

• Things you SEE
  – Pictures
  – Writing
  – Objects
  – Timers
  – Signs
  – Logos
  – Labels
  – Body language
  – Gestures
  – Facial expressions
  – Anything you can see. . . .
• Visual supports work across ages & skill levels
• They work across diagnoses
• Adjust visual to match age & skill level
Typical troubling situations for young children with ASD

Often related to:
Time
Travel
Transition

Many of the “troubling situations” are not trouble for other students

TIME
It’s Invisible
Time – The Issues

1. Starting activities
2. When is something happening
3. Stopping activities
4. Moving from one activity to another
5. When will something cease
6. Following a schedule
7. Anticipating change
8. When can I do it again?
9. When will it be my turn?

By adulthood, these turn into:
1. Personal organization
2. Showing up on time for work
3. Getting bills paid on time
4. More...

Affects from young children to independent adults

The trip to Europe

Schedules-
most commonly used

• What is happening-regular
• What is happening-new or different
• What is the sequence of events
• What is changing or different

© Linda Hodgdon All Rights Reserved
Linda@LindaHodgdon.com
Schedules: Giving Information

Calendars: Giving Information

- Give information about routine events
- Give information about new experiences
- What is changing or different?
- A good communication tool about past, present, and future
Here’s an example

- Holidays, special activities can cause problems
- The Christmas example
Events Can Change

I have plans for an event to happen. It could be:
- a date
- a party
- a meeting
- an appointment
- school
- a special event
- an anxiety

Sometimes, events are canceled or changed for various reasons.
- an event is canceled
- a date is changed
- an activity is changed
- an appointment is changed

Choose a way to calm down, if needed.
- Take deep breaths
- Think about this event
- Do some puzzles
- Use my coloring page

When calm, I can talk to a trusted person about my feelings.
- I can start with an "I" statement.
- "I am very disappointed because..."

I might also feel better if I find out when the event will be rescheduled.

From - The Planner Guide

Timers

Starting, stopping, transitions, behavior, independence
Timers

- Visual cue
- Provides structure
- Informs – how much time left
- Helps students focus attention
- Keeps students engaged
- When to start
- When to stop
- Assists independence
- Guides transitions

PSYCHOLOGY: People usually think that a timer tells you when to STOP. Here’s a variation. Think of the timer telling you it is time to go to another activity. That may help some students who have difficulty transitioning from favorite activities.

© Linda Hodgdon. All Rights Reserved
Linda@LindaHodgdon.com

TRAVEL

It’s unpredictable
What’s involved?
Travel – The Issues

Changing locations
1. One side of classroom to another
2. One room to another
3. To someone else’s house
4. Going shopping
5. Riding in the car
6. Going on vacation
7. Taking a trip on an airplane
8. Anything that involves changing locations – which results in dealing with change

Think of Using Visual Tools to Give Information

• What is going to happen
• When something is going to happen
• What are the choices
• What is changing
• Who is coming
• Etc., Etc., Etc.
Where are we going?
**NeedFood** (The Visual Grocery List)

- There’s an APP for that!

Regularly occurring VS New or infrequent events

© Linda Hodgdon. All Rights Reserved
Linda@LindaHodgdon.com
Transitions

Blends the issues of TIME and TRAVEL

1. Stopping and starting
2. Changing environments
3. Understanding what, why, when etc.
Managing Transitions

• Transitions are tough especially if . .
  – Unexpected surprise
  – Unknown destination or activity
  – Moving to disliked anything
  – Leaving something favorable
  – Pattern of resisting transitions

Examine transitions-1
Think of “Giving Information”

• How does each individual know where to go?
• How does the student know what to do when he goes to an area?
• How does person know when the activity is finished?
• How does he know what will happen next?
• How does he know where to go next?
Examine transitions-2

• What difficulties is he likely to encounter during each transition time?

• Why are some transitions more difficult than others?

• What extra supports or cues are necessary during the more challenging transitions?

• Will the daily schedule give students enough information to transition successfully, or will any student need additional information?

Dear Linda...

• It has been quite a challenging month for me, since we relocated to a new home

• He has handled the transition quite well
But the problem. . .

- He is in first grade this year with a new teacher
- Having a bit of difficulty in transitioning at the end of the day to go home
- The teacher didn't understand why he didn't want to go home
- Matthew has difficulty with expressive language & did not express why
- He began expressing with his body language, whining a bit and eventually became very upset all the way home

Cause. . .

- I knew the reason why the behavior was occurring
- He wanted to stay and play the computer in the classroom
Teamwork

• Teacher asked me to give her any solutions to resolve the problem
• I took opportunity to reference your Visual Strategies
• I told her it would be helpful write out a card for him that identified the sequence of steps that take place to prepare him for the transition of when it was time to go home and I gave her some ideas

Validation

• I also talked to Matthew to validate that I understood what he was trying to communicate to me
  – why he wanted to stay
  – also why we had to go home
Follow through

• The teacher did make a transition list
• Today when I picked him up from school the transition to go home was much better without him getting so upset

I learned a few things from this scenario

• It was important for me to validate that I understood what he was trying to communicate
• He needed help in sequencing through the transition
• He needed to understand the reason why we had to go home (GIVING HIM INFORMATION)
A common question

- When do you eliminate visual strategies?
  - Answer... Maybe never
  - Why...?
    - Needs change
    - But the need for support can still be there
    - Remember... “Giving Information”
    - As an adult... do you use some visual supports in your own life???

- Use of visual supports can MORPH and CHANGE over time

Technology: What you can do to help behavior...

Phone / iPad
Aiming toward independence
- Keep personal info
- Clock / timer
- Schedule / calendar
- Clock
- Step by step
- Google for information
- Text
- Photos
- & more...

Kids on spectrum can get “fixated”
- Not fixated on games at expense of productive activities
- Although game activities can help with appropriate behavior in situations i.e.. waiting
Long term vision: time, travel, transition
David traveling to his job

- Subway ticket
- Where to through turn style
- What if ticket does not work
- Where to get off
- What to do if get off at the wrong stop
- Who to call if there is a problem

Visual supports

- Phone
  - Timer
  - Watch / clock
  - Cue cards – how much $$ needed
  - Schedule
  - Directions
  - Emergency number
  - ID
The Goal for SLP

Help teachers & parents (communication partners)

• Understand the communication strengths & needs of these students

• Identify potential challenges related to time, travel & transition

• How to use visual strategies to give information

So students can participate in their life opportunities with success (and appropriate behavior)

Further Resources

• Hodgdon, L.A. Estrategias visuales para mejorar comunicacion.
• Hodgdon, L. (2016). How to fund tablets for autism: For one student or more without breaking the budget.
• www.usevisualstrategies.com