

*Thinking differently for a brighter
tomorrow...*

Audiology Day – Visual Supports

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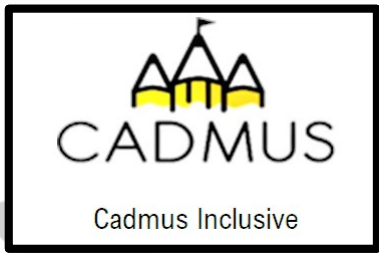
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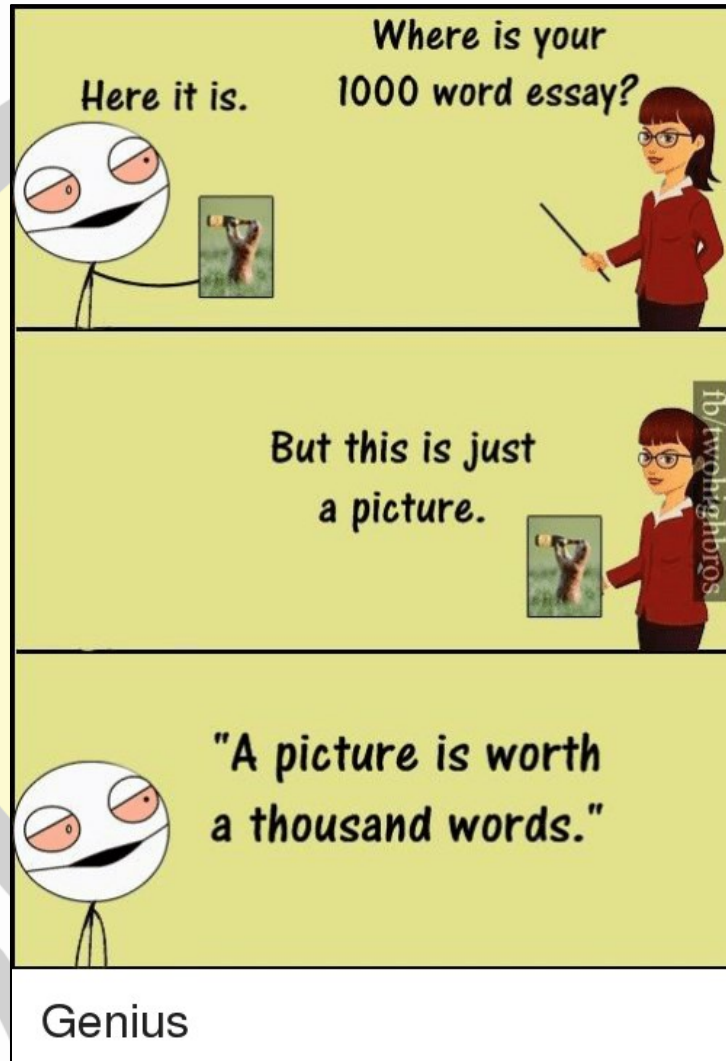


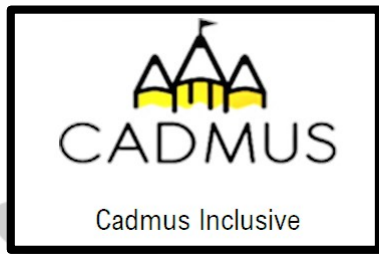
Today We Will Explore

- What are visual supports?
- How can we create and use them to help children access their appointments and communicate effectively?
- Creating a visual support



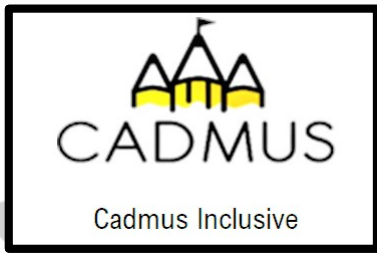
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Who would you choose to be your new best friend?

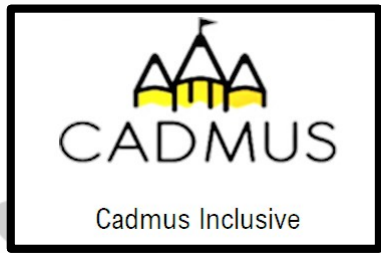
An old man wearing a loud Hawaiian shirt who swigs cocktails throughout the day. A magical unicorn with a pink mane and tail. An American Football player in full protective body kit who usually scores a touchdown. An elegant ballerina who pirouettes for fun. A busy mum who goes out running with her double buggy. A loud football fan who wears his home kit to every match. A keen stamp collector who has a room in his house dedicated to his hobby. A chef with a passion for flambéing his food.



Tricky?

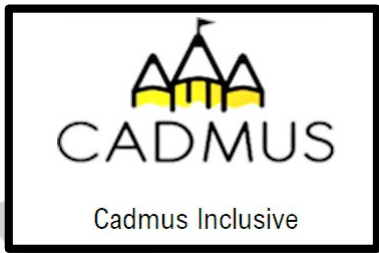
- Know the vocabulary involved.
- Scan with my eyes.
- Read.
- ‘Hold’ information.
- Make a choice.
- Deal with some abstract concepts.

Let me make it easier!



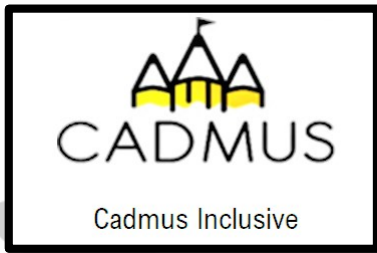
Who would you choose to be your new best friend?





Visuals support

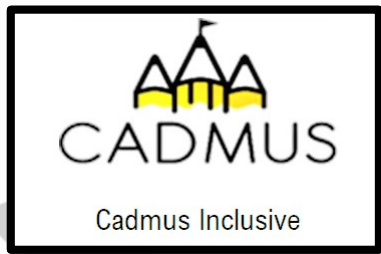
- Processing
- Understanding vocabulary
- Understanding concepts
- Attention and focus
- Stickability
- Independence
- Engagement
- Fun – can you speak Emoji?



Visuals use less cognitive load

“A picture is worth 1000 words!”

- Images are processed synchronously – all at once instead of in a sequence.
- Visuals allow concepts to be presented as a whole.
- This takes up less cognitive load as it reduces what is in the working memory.



Visuals can activate prior experiences and link new/old experiences

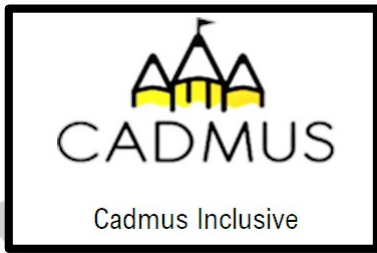
- Learning involves connecting new understanding and knowledge with your prior knowledge.
- Asking a child to draw their new understanding helps them to actively build new connections in their memory.

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Dual Coding Theory by Allan Paivio

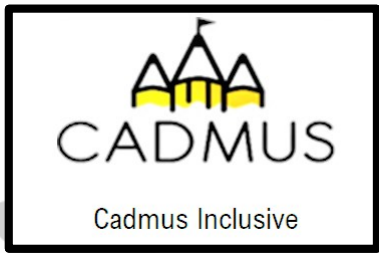
This theory states that when we learn new information we can code that information either as an image or as a word **APPLE**. Both, or either of these codes can be used to retrieve or remember the information. Presenting new information as both image and word **APPLE** improves the chance of accurately remembering the new learning.

Contact us at enquiries@impact.wales for support to use sketchnotes with your pupils



Visuals aid communication

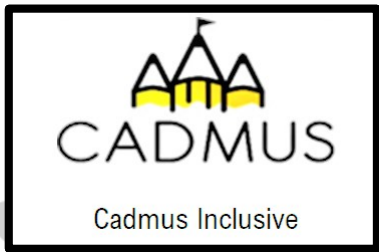
- Spoken words from an adult 'disappear' so the child often has to focus hard to recall what was said.
- There are no non-verbal cues to decipher.
- They can support the spoken word which aids understanding and processing.



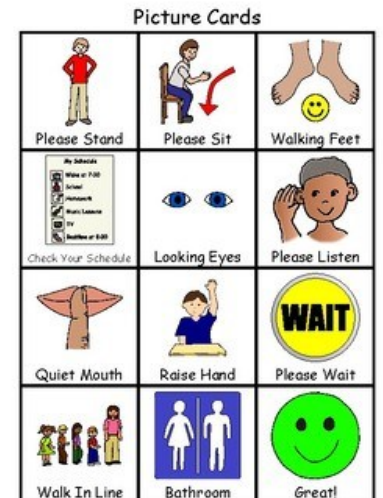
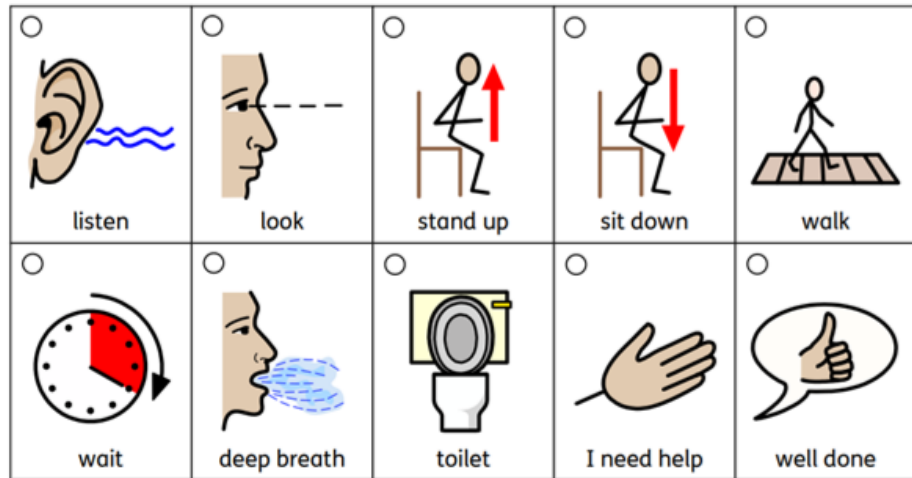
Natural Gestures

- “Give me the pencil.”
- We want to limit the language & just communicate with visuals and gestures.





Positive prompts



Visual Timeline

- A visual timeline is a series of photographs, Makaton symbols or written words that show the key events in the routine / experience.
- Benefits include:
 - Encouraging development of planning and sequencing skills.
 - Increasing independence.
 - Providing security, structure and predictability
 - Limits anxieties as we can see it will come to an end





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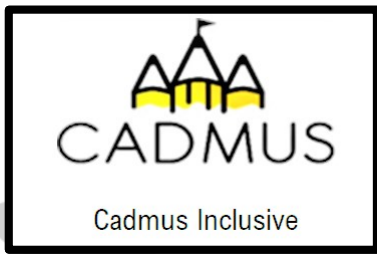
Steps for using a Visual Timeline

- ◆ Decide the key events for a familiar routine.
- ◆ Decide where you are going to place the timeline, make sure it can be easily seen and is at a height that your child can access.
- ◆ Attach the symbols/photographs to the wall/board/table using Velcro or Blue-Tac.
- ◆ Each day the key symbols/photographs in the routine should be displayed in the order they occur e.g. choosing time, sand play, snack, outdoor play and home time. The symbols/photographs you use each day will vary depending on the activities you have planned.
- ◆ Prompt your child to look at the timeline at the start and end of each activity. This will help them to see that an activity has ended and what will be happening next.
- ◆ Key words should be added to name the activities and also to reinforce sequencing language e.g. "what's next?", "finished".



- ◆ When an activity has finished, the symbol/photograph should be pulled off and placed into a finished basket or pocket. As your child becomes more familiar with using the timeline they can be encouraged to remove them with support.
- ◆ At planning times you may wish to have a range of options available. Your child can choose a symbol/photograph and place it onto the timetable so they can see how it fits into the sequence of events.

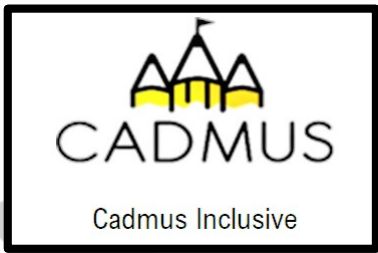




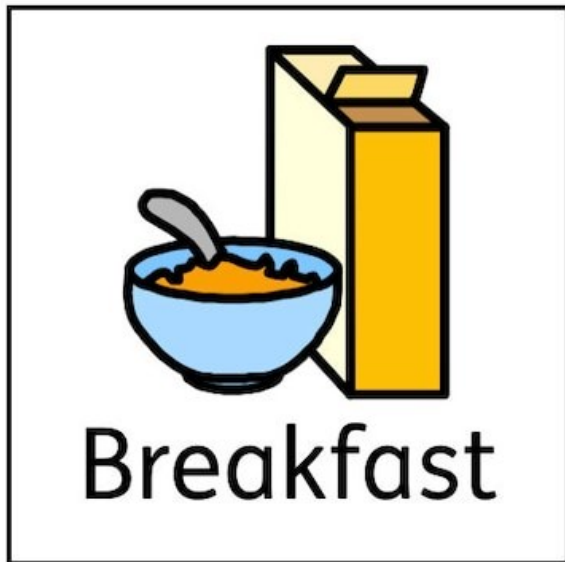
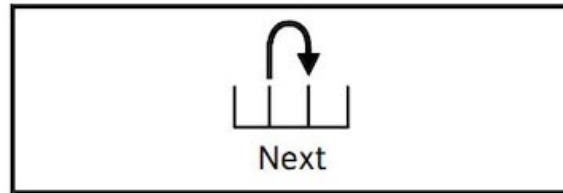
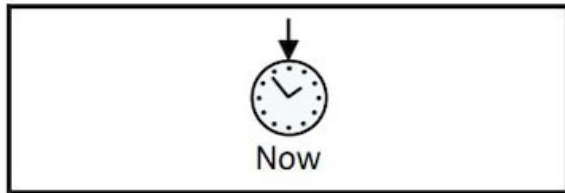
How could we use them?

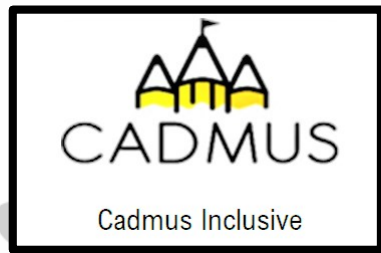
- You could have a visual timeline which shows the process during the assessment.
- You could have a visual timeline which shows the whole day to reduce anxieties from home.
- You could use visuals to label the resources which will be used.





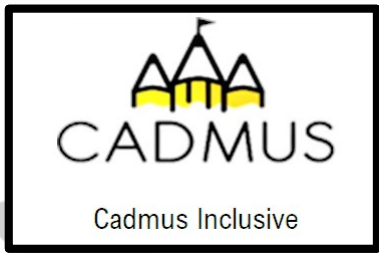
Now and Next Boards





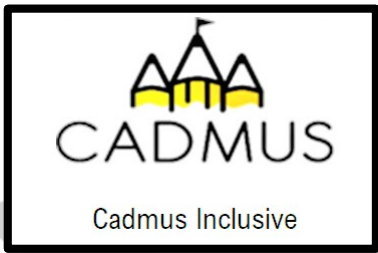
Where can I get the images from?

- Communication in Print
- Use actual photos
- Clipart
- Stock images
- Personalised designs
- School resource websites / google



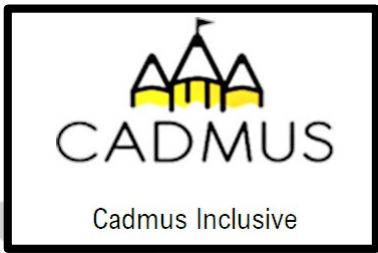
Feelings Fans








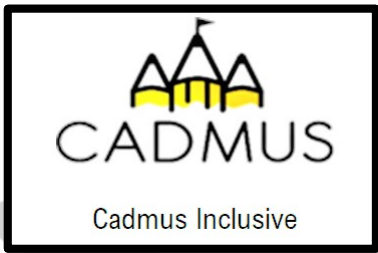
Self-Monitoring and Regulation

	Looks like	Feels Like	I can	You can
<p><u>Not Okay</u></p> 	<p>Angry face Get ready to fight Cry</p>	<p>Literally can't do anything apart from feel angry. Sweaty.</p>	<p>Squishy stress ball / cushion</p>	<p>Avoid putting red & orange Breathing techniques Not shout at me</p>
<p>Changing</p> 	<p>Not talking (withdrawing) Defensive Not smiling</p>	<p>Don't feel like I want to do anything.</p>	<p>Fidget toys - poppets, squishy, monkey noddle</p>	<p>Talk to me about it. Happiness box with a timer.</p>
<p>Okay</p> 	<p>Smiley Dancing around Chatty Manners Joining in</p>	<p>I feel like I can do anything!</p>	<p>Pat on the back</p>	<p>Stickers Marvellous Me 'Check in – doing great!' Personal reward chart</p>



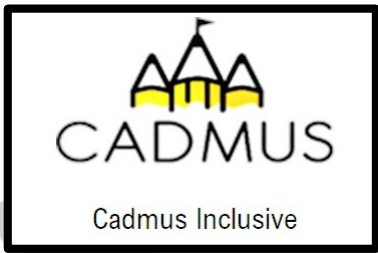
Simplified Self-Regulation Chart

	I can	You can
<p>Not Okay</p> 	Put my hand up	Stop the assessment
<p>Changing</p> 	Fidget toys Cuddle	Talk to me about it. Star breathing.
<p>Okay</p> 	Pat on the back	Stickers



Can you create your own?

	I can	You can
<p><u>Not Okay</u></p> 		
<p>Changing</p> 		
<p>Okay</p> 		



Can you create your own?

	Looks like	Feels Like	I can	You can
<p><u>Not Okay</u></p> 				
<p>Changing</p> 				
<p>Okay</p> 				



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Thank you!



thank you



Keep in touch!



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