

# STOP TALKING: LET YOUR VISUALS DO THE TALKING

Summer 2019



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## YOUR PRESENTERS: KETTLE MORaine AUTISM SUPPORT TEAM

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PLEASE WRITE YOUR NAME, ROLE, AGE YOU WORK WITH AND DRAW A PICTURE OF SOMETHING YOU LIKE TO DO. BE READY TO SHARE WITH THE GROUP.

- 1 MINUTE

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## THIS IS WHAT WE ARE GOING TO LEARN ABOUT TODAY

🔗 The strength of visuals

🔗 Using visuals rather than words



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## THE STRENGTH OF VISUALS

The auditory channel is the least reliable of the senses.



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## PICTURES STICK IN YOUR HEAD

We are going to draw a picture of Bucky.

We will tell you directions. There are only 10 steps. Get out a writing utensil and paper.

Listen carefully so that you can do your best work. We will display your final projects.



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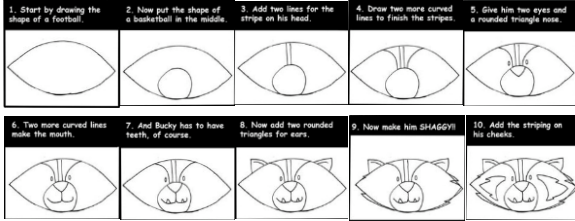
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**NOW, LET'S SEE WHAT HAPPENS WITH A VISUAL CUE.**




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**THANKS PHIL HANDS FROM THE WSJ**



How did you feel with the verbal directions and the visual directions?

[http://host.madison.com/news/opinion/column/phil\\_hands/hands-on-wisconsin/learn-to-draw-bucky-badger/article\\_442b6e4d-6b8c-5c6b-89f7-a29e11277e11.html](http://host.madison.com/news/opinion/column/phil_hands/hands-on-wisconsin/learn-to-draw-bucky-badger/article_442b6e4d-6b8c-5c6b-89f7-a29e11277e11.html)




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**THINKING IN PICTURES**

People on the Spectrum express the ability to think in pictures.

Using visuals rather than words supports this neurology.

Let's see how....




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**LET YOUR VISUALS DO THE TALKING**

- ⌘ The benefit of great visuals is lost with too many words.
- ⌘ Too much verbal input can result in increased undesired behavior, sensory dysregulation, difficulty initiating/completing tasks.




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**WHAT MIGHT DYSREGULATION AND UNDESIRE BEHAVIORS LOOK LIKE?**

**WRITE EXAMPLES ON A PIECE OF PAPER TO SHARE.**




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**ALTERNATIVES TO VERBAL PROMPTS?**

- Visual pictures/schedules
- Gestures (point, have student point)
- Visual Timer
- Visual Task Countdown (post-it notes or # check-off)
- Post-it notes
- Videos
- Drawings
- White Board




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### REFLECTIONS SLIDE

- 🔗 What types of visuals have you seen so far that you may want to try? What have you tried?
- 🔗 Remember small talk is not helpful!
- ✂️ Adding your voice will increase processing time.
- 🔗 So use visuals to support greetings, closings, student conversations.




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**THANKS TO THE VERONA UNIFIED  
SCHOOL DISTRICT FOR SHARING PARTS  
THEIR PRESENTATION!**

Verona Autism Support Team (VAST)

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### WHEN NOT TO TALK

- When giving directions
- When repeating a direction already given
- When showing a schedule
- When the student needs sensory regulation
- When teaching a task
- When teaching classroom procedures
- When making choices
- When reviewing rules




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**EXAMPLES:**

-  Washing hands
-  First Then Visuals
-  Visuals that calm the student

**Audience examples**




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**WHEN REPEATING DIRECTIONS**

-  No talking
-  Use gestures and pointing
-  Refer to directions that have already been written (**WITHOUT TALKING**)
-  Audience examples




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**LET'S PRACTICE**

We want you to get into groups.  
 Choose one scenario and discuss appropriate visuals.  
 Be ready to share your thoughts with the whole group.

-  You are supporting a student in a personalized learning setting.
-  Your student is not initiating a given task.
-  Your student is frustrated and beginning to dysregulate.
-  Your student has to present in front of the class.
-  Your student is dysregulated (aggression, frustration, loud noises)
-  You are supporting your student with a peer interaction.




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### IPAD APPS THAT ARE HELPFUL...

-  [Pictello](#)
-  [Choice Board Maker](#)
-  [Bitsboard](#)
-  [iMovie](#)
-  [Keynote](#)
-  [Pages](#)
-  [Google Docs and Slides](#)




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### THANKS

"When we know better, we do better."  
 Maya Angelou




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### WE ALL FIT MUSIC VIDEO




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