Visuels Supports for Self-Regulation

2015 MHCBE LEARNING ASSISTANCE PROFESSIONAL LEARNING CONFERENCE
Let’s get started…

In a small group, pick one of these questions and answer it visually…

- Brainstorm all the visual supports you yourself have used this week.
- Brainstorm all the “stressors” that the student(s) you work with may experience (at home, in the community, at school…etc.).
- What does a student who has effective “self-regulation skills” look like?
- What makes you feel supported?
“Kids Do Well If They Can”

- Working toward a clearly defined and meaningful goal
- Ongoing evaluation and adaptation
- Ongoing interaction and feedback
- Transfer of responsibility
- Motivation – being the one who finishes it
The Goal: Self-Regulation

- There is an increasing awareness that much of what we have traditionally labeled as “behaviour” is tied to poor self-regulation skills.
- Children have difficulty paying attention, ignoring distractions, inhibiting impulses, modulating emotions and maintaining a calm and alert state because of excessive levels of stress.
- Disability and Mental Health diagnosis adds to the level of stress that a student experiences.
- Source of the stressors students experience is some combination of biological, emotional, cognitive, social, and/or pro-social.
- To support students to better manage stressors, we need to facilitate development of skills related to understanding and managing those stressors.
- When stressors are managed, the result is increased well-being and an increased capacity to learn.
Step 1: Read the Signs... What are the signs when a student is overstressed? (i.e. upset, can't pay attention, arguing...etc.)

Step 2: Identify the stressors.

Step 3: **Reduce the stressors.**

Step 4: Self-Awareness... Help student to understand what it feels like to feel calm and what it feels like to be agitated. Support the student to identify these things.

Step 5: Support the student to develop strategies for returning to calm and focused state when stressed/agitated.
Goal: To develop the ability to pause between stimulus and response...

- Stimulus
- Freedom to Choose
  - Self-awareness
  - Imagination
  - Conscience
- Response
  - Independent Will
Scaffolding has been defined by Wood, Bruner, and Ross (1976) as an “adult controlling those elements of the task that are essentially beyond the learner's capacity, thus permitting him to concentrate upon and complete only those elements that are within his range of competence.”
### Scaffolding vs. Prompting

<table>
<thead>
<tr>
<th>A prompt…</th>
<th>A scaffold…</th>
</tr>
</thead>
<tbody>
<tr>
<td>leads student to notice what the adult wants.</td>
<td>guides the student to become aware of what there is to be noticed.</td>
</tr>
<tr>
<td>leads students to draw the same conclusion as the adult.</td>
<td>honours the conclusions that students draw from what they notice.</td>
</tr>
<tr>
<td>does the thinking for the student.</td>
<td>allows the student to do the thinking for themselves.</td>
</tr>
<tr>
<td>solves the problem for the student.</td>
<td>facilitates problem solving.</td>
</tr>
<tr>
<td>teaches the task.</td>
<td>teaches the thinking around the task.</td>
</tr>
</tbody>
</table>
For many people, information absorbed through the visual channel can be more easily mastered than auditory information.

Multi-modal input creates more connections \( \rightarrow \) increases the ease of recall.

Visuals are static – they remain there after words are spoken – this allows for differences in processing speed.

Visual Supports are any supports that are processed visually: pictures, photos, gestures, words, video, modeling, lists, signs...etc.

Visual Supports can be something that generates a visual thought in one's mind; Example: metaphors.
Common Visual Supports

Some Examples of Commonly Used Visual Supports

- **Organizational**: visual schedules, calendars, check-lists
- **Behavioural**: Choice boards, reinforcement boards, wait cards, contingency maps
- **Academic Support**: color coding, graphic organizers, manipulatives, models/examples
- **Social Supports**: comic strip conversations, power cards, social stories, social scripts
Biological Domain

Children who are optimally self-regulated in the biological domain will demonstrate these key attributes:

- physical health, which includes a robust immune system
- sufficient energy for waking up, which is maintained through the course of the day
- the ability to recoup energy after difficult experiences
- The ability to remain calm amid distracting visual and auditory stimuli
- The ability to follow healthy daily routines (e.g., healthy diet, sufficient exercise, required hours of sleep)
- Engagement in – and enjoyment of – physical activities, enabled by well-functioning motor systems that, for example, allow co-ordination of arms and legs and of eyes and fingers.

Stuart Shanker (2013) *Calm, Alert and Learning*
Autonomic Nervous System
Biological Domain

Hypoactive State → Up-Regulating → Range of Optimal Self-Regulation → Down-Regulating → Hyperactive State
Visual Supports – Biological Domain
ALERT Program and How Does Your Engine Run?

Identify Engine Speeds

Explore Methods to Change Engine Speeds.
Explore
- Motion
- Pressure and Touch
- Heavy Work
- Suck, Chew and Breath
- Retreat

Create an individualized plan with choices to maintain a “Just Right State”.

Visual Supports – Biological Domain
Zones of Regulation
Visual Supports – Biological Domain
Five Point Scale
Visual Supports – Biological Domain
Thoughts on Using Visual Scales

- Personalized Language
- Collaboratively Developed
- What it looks like?
- What it feels like?
- Interactions and Strategies
- Match number and name of zones to the student
- SIVA and WISE Plans
Emotional Domain

Children who are optimally self-regulated in the emotional domain will demonstrate these key attributes:

- the ability to modulate strong emotions
- emotional resiliency – the ability to recover from disappointment, challenging situations, embarrassment, and other difficulties, and move forward confidently and positively
- willingness and interest to experiment and to learn, on their own and in collaboration with others
- a desire to create and innovate, and while doing so to use a wide range of strategies and techniques
- a healthy self-esteem that is based on awareness of personal efforts and achievements – as well as those of others

Stuart Shanker (2013) Calm, Alert and Learning
### Visual Supports – Emotional Domain

Emotional Language

<table>
<thead>
<tr>
<th>Mild</th>
<th>Emotion</th>
<th>Very Intense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance</td>
<td>Trust</td>
<td>Admiration</td>
</tr>
<tr>
<td>Apprehension</td>
<td>Fear</td>
<td>Terror</td>
</tr>
<tr>
<td>Distraction</td>
<td>Surprise</td>
<td>Amazement</td>
</tr>
<tr>
<td>Pensiveness</td>
<td>Sadness</td>
<td>Grief</td>
</tr>
<tr>
<td>Boredom</td>
<td>Disgust</td>
<td>Loathing</td>
</tr>
<tr>
<td>Annoyance</td>
<td>Anger</td>
<td>Rage</td>
</tr>
<tr>
<td>Interest</td>
<td>Anticipation</td>
<td>Vigilance</td>
</tr>
<tr>
<td>Serenity</td>
<td>Joy</td>
<td>Ecstasy</td>
</tr>
</tbody>
</table>
Exploring Own Emotions

What does it look like?
What does it feel like?
What do I need?
- Social Stories
- Role Plays
- Snapshots of Emotions
- I am feeling ---. You can help me by ---.
- When I feel ---, I can ---.
Visual Supports – Emotional Domain
SNAP – Stop Now and Plan or Stop, Think, Go

1. **STOP** – Possible concrete things that can be done:
   snap fingers, take deep breaths, put hands in pockets,
   take a step back, count to 10…etc.

2. **NOW AND** – Possible things that can be done maintain
calm so can make the right choices: calming
thoughts, “This is hard but I can do it.”, “I can stay in
control.”…etc.

3. **PLAN** – What can be done once the student is feeling
calm. The plan should work for the student and not
hurt anyone, the student or anything.
Visual Supports – Emotional Domain
Good Day Plan – Developing Self Advocacy Skills

**My Good Day Plan**

<table>
<thead>
<tr>
<th>Good Day</th>
<th>Now</th>
<th>Action</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens on a Good Day?</td>
<td>Does it happen now?</td>
<td>What needs to happen to make it a Good Day?</td>
<td>Who can help me?</td>
</tr>
<tr>
<td>breakfast at home</td>
<td>never in a blue moon</td>
<td>ask for/save breakfast foods</td>
<td>grandmother</td>
</tr>
<tr>
<td>listen to music in shower</td>
<td>sometimes</td>
<td>same</td>
<td>me</td>
</tr>
<tr>
<td>sit alone on sofa/look out window</td>
<td>almost always</td>
<td>get a one person seat</td>
<td>bus driver</td>
</tr>
<tr>
<td>have all materials</td>
<td>just about every day</td>
<td>get all things together the night before</td>
<td>Ms. Greenfield/planner</td>
</tr>
<tr>
<td>positive contact w/ principal</td>
<td>half the time</td>
<td>see one every day</td>
<td>principals</td>
</tr>
<tr>
<td>to have my water/ drink mixers and good lunch</td>
<td>sometimes</td>
<td>get it ready the night before</td>
<td>me/ grandma</td>
</tr>
<tr>
<td>avoid people I don’t get along with</td>
<td></td>
<td>not go near them</td>
<td>Ms. Greenfield</td>
</tr>
</tbody>
</table>

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**Dan's Good Day Plan**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>All home in the morning</td>
<td>Get Up Early</td>
<td>Yes</td>
<td>What time will it end?</td>
<td>Grandmother</td>
</tr>
<tr>
<td>All school in the morning</td>
<td>Take Good Notes</td>
<td>Always</td>
<td>Time for Regress</td>
<td>Guidance Counselor</td>
</tr>
<tr>
<td>All school in the afternoon</td>
<td>Work Together with Friends</td>
<td>Never</td>
<td>ossip</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Homework on the Bus</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All home in the evening</td>
<td>Make Around the House</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Among the many key attributes of the cognitive domain are the abilities to

- Focus, and switch focus, as required
- Consider perspectives of others than one’s own
- Plan and execute several steps in a row, including being able to try different courses of action when an initial plan has failed to work
- Understand cause and effect
- Think logically
- Set learning goals
- Monitor and access performance
- See that failure provides an opportunity to learn
- manage time effectively
- develop self-awareness, especially the recognition of personal learning strengths and weaknesses
- use learning aids, including digital technologies, where appropriate (e.g., making an outline to help order thoughts for writing)

Stuart Shanker (2013) *Calm, Alert and Learning*
Supporting the Learning Process

Barriers to Learning…

- Language
- Experience
- Memory
- Processing
- Organization Skills
- Attention
- Motivation
Visual Supports – Cognitive Domain
Language Supports

- Graphic Organizers
- Sign Language
- Visually Supported Language – Communication Boards, Communication Books (i.e. PODD), Communication Device, Communication Apps
- Flashcards
- Picture Cues
Visual Supports – Cognitive Domain

Memory Supports

- Checklists
- Addition/Multiplication Tables
- Visually Supported Numbers and/or Words
- Stickers and Labels
- Color Coding
Visual Supports – Cognitive Domain
Processing Supports

- Manipulatives
- Number Lines
- Graphic Columns
- Written Models
- Highlighting
- Keeping Place with a Ruler or Window
- Graphic Organizers – Purpose of Work
Visual Supports – Cognitive Domain

Organization Supports

- Timers
- Calendars
- Agenda
- Smart Phone
- Checklists
- Photograph/Picture/Word Series
- Maps/Floorplans
- Timelines
Visual Supports – Cognitive Domain

Attention Supports

- Sign Language
- Visual Aids
- Blocking/Highlighting Key Information
- Icons
- Written Directions/Steps
- Advanced Organizers – What to attend to
- Breaking work into small, manageable steps
- Connecting work to personal interests or experiences
Visual Supports – Cognitive Domain
Motivation Supports

Self-Determination Theory – Motivation happens when 3 basic psychological needs are being met:

- Autonomy – Visual Choices
- Competence – Just Enough Support
- Relatedness – Our Support Method Teachers Others

Possible Visual Motivational Supports

- Token Systems
- Clocks/Timers
- Visual Schedule
Children who are optimally self-regulated in the social domain will have the ability to

- understand feelings and intentions
- understand the feelings and intentions of others
- respond to the feelings and intentions of others appropriately, both verbally and nonverbally
- monitor the effects of their responses on others
- be an effective communicator – as a listener and as a speaker
- demonstrate a good sense of humor that does not rely on ridicule
- recover from and repair breakdowns in interactions with others (e.g., through compromise)

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Social Skills vs. Advocacy Skills

Self-Advocacy Characteristics

Self-awareness
- Interests, Strengths & Preferences
- Goals & Dreams
- Support needs
- Accommodation needs
- Characteristics of one's disability
- Responsibilities

Knowledge of Rights
- Personal rights
- Community rights
- Human service rights
- Consumer rights
- Educational rights
- Skills to advocate for change
- Knowledge of resources

Communication
- Assertiveness
- Negotiation
- Body Language
- Use of assistive technology
- Listening
- Compromise

Leadership
- Knowledge of group's rights
- Advocating for others or for causes
- Knowledge of resources
- Organizational participation

Helping to develop the best possible services
Pro-social Domain

Children who are optimally regulated in the prosocial domain will demonstrate the following key attributes:

- the ability to help regulate others and to co-regulate with others
- a sense of honesty, both with themselves and with others
- empathy, or the capacity to care about others’ feelings and to help them deal with their emotions
- the ability to put the needs and interests of others ahead of their own
- the desire to “do the right thing” and the drive to act on their convictions

Stuart Shanker (2013) Calm, Alert and Learning
Independence vs. Inter-dependence
Visual Supports – Social/Prosocial Domains
Behaviours for Learning

- Inside MHCBE – Division Intranet
- Learning Services
- Behaviour
- Behaviour for Learning (Pragmatic Communication Skills) Folder
Visual Supports – Social/Prosocial Domains
Social Stories and Social Scripting

Why use social stories and/or social scripting?
- Assists students in understanding routines and expectations in an alternative way
- Reinforces appropriate and effective social interactions
- Information presented in a story format
- Provides visual examples
- Provides a more personalized and tailored approach
- Helps involve students in the learning process
Visual Supports – Social/Prosocial Domains
Comic Strip Conversations and Thinking Bubbles
Visual Supports – Social/Prosocial Domains
Video Modeling and Role Play
Visual Supports – Social/Prosocial Domains
Social Behaviour Mapping
Don’t Reinvent the Wheel

- Boardmaker Online - https://www.boardmakeronline.com/
- Picture SETT BC - http://www.setbc.org/pictureset/
- Do To Learn - http://www.do2learn.com/
- Read, Write, Think - http://www.readwritethink.org/
Do You Ever…

- Write appointments on a calendar, day planner, or put them in your smartphone?
- Keep a to-do list on your fridge
- Write out a grocery list?
- Read a sign to tell you what line to stand in?
- Point to a menu item when you’re ordering?
- Follow a recipe in a book even if you’ve made it before?
Supports: To Fade or Not to Fade?
Raise Them Up: Strength-Based Support

Strength doesn't come from what you can do. It comes from overcoming the things you once thought you couldn’t.

-Rikki Rogers

AwakeningPeople.com
A Place for Spiritual Growth

https://www.youtube.com/watch?v=Pt5egjZ9ISI