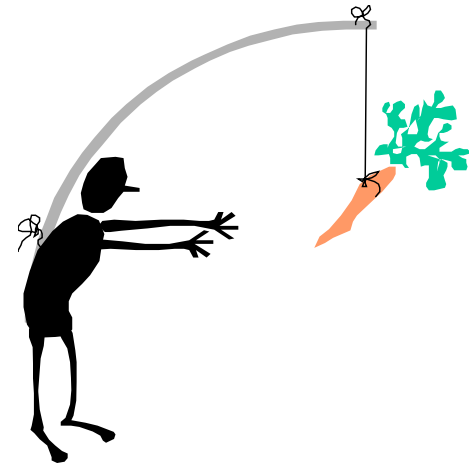


Using Visual Supports to Solve Problem Behaviors in the Home

With information from Linda Hodgdon's
book "Solving Behavior Problems in
Autism"

Behaviors Communicate

- ALL behaviors are a form of communication
- Behaviors have two functions:
- To get something (obtain)
- To get out of something (escape)

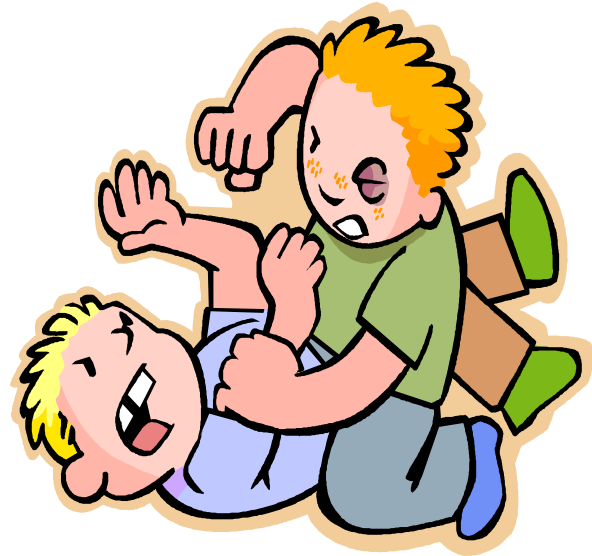


What do you call behavior problems?

A broad definition:

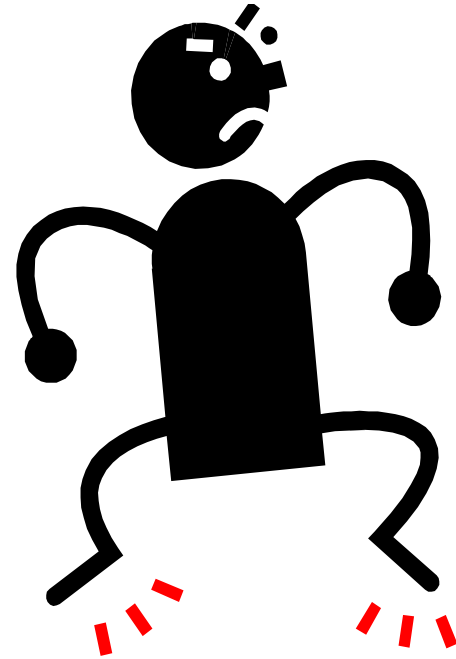
When a child is not doing what I want him/her to be doing

When a child is doing something I don't want him/or her to be doing



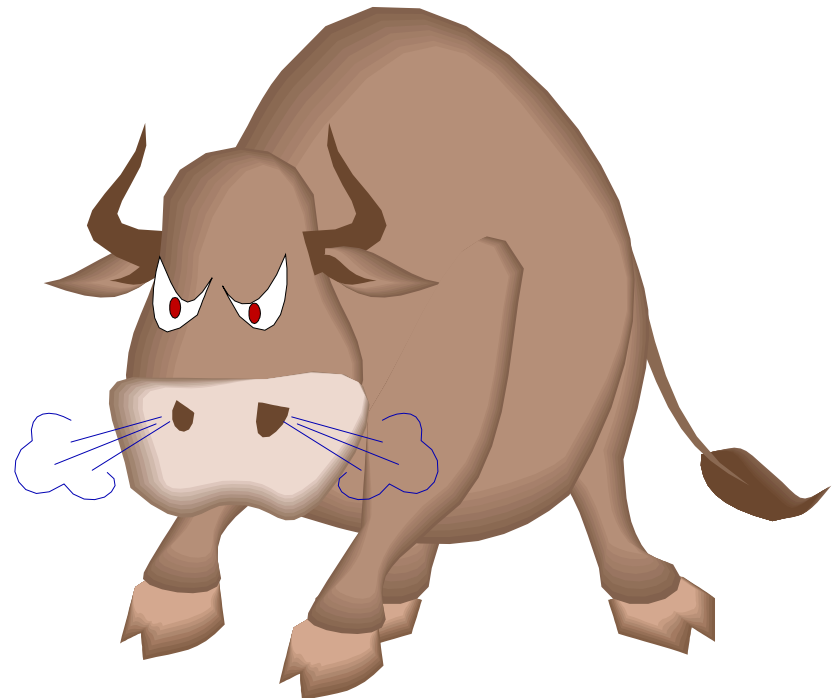
The Behavior Continuum

- Annoying habits
- Things I want changed
- Really Annoying behaviors
- Behaviors that are causing problems
- Behaviors I can't stand anymore
- Behaviors that are preventing life routines
- Behaviors preventing learning
- Behaviors causing injury or destruction



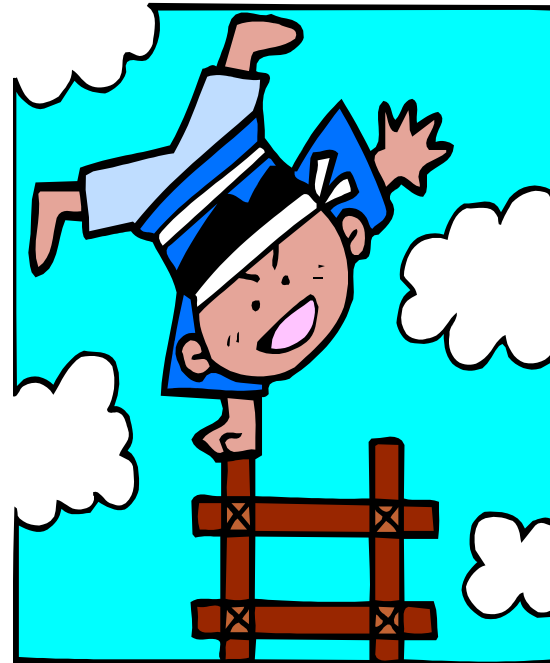
Description of SOME Problem Behaviors

- Tantrums in every environment
- Kicking and hitting
- Transitioning
- Spitting, biting
- Using loud voices all the time
- Can't follow directions
- To name a few, and the list goes on and on.....



Things to take into consideration FIRST

- The age of the child
- Ability Level*
- Communication Skills*
- Social Skills*
- Personality*
- Special needs, sensory, medical, emotional



The Environment

A child's behavior may change in different places for different reasons

Structured home vs. out in the community (more relaxed) some issues:

- 1.Sensory
- 2.Physical space
- 3.Who is there
- 4.Location of temptations



CHALLENGE

- The challenge is to determine which unique needs **AFFECT** his/her behavior and which unique needs **DO NOT NEED** to alter our expectations for him/her
- Examples:



Some Family Patterns that can cause behavior problems

- Inconsistent discipline
- Ineffective discipline
- Inconsistent expectations between parents/caregivers
- Structure/or lack of structure in the family
- Acceptance or rejection of the child's special needs
- Routines or lack of routines in the family
- Other family challenges of other family members



Why use visuals??

- Words disappear
- Help prepare for what comes next. (anxiety)
- Provide structure for appropriate behavior and participation**
- Tells them what is not going to happen
- Gives choices and help teach the power of language



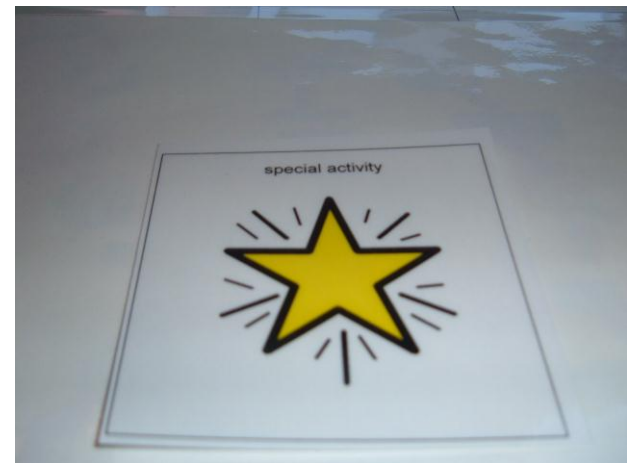
So What do we do??

- When the predictable routines of life change, children with communication difficulties have more problems**
- Develop a lifestyle of familiar schedules and routines



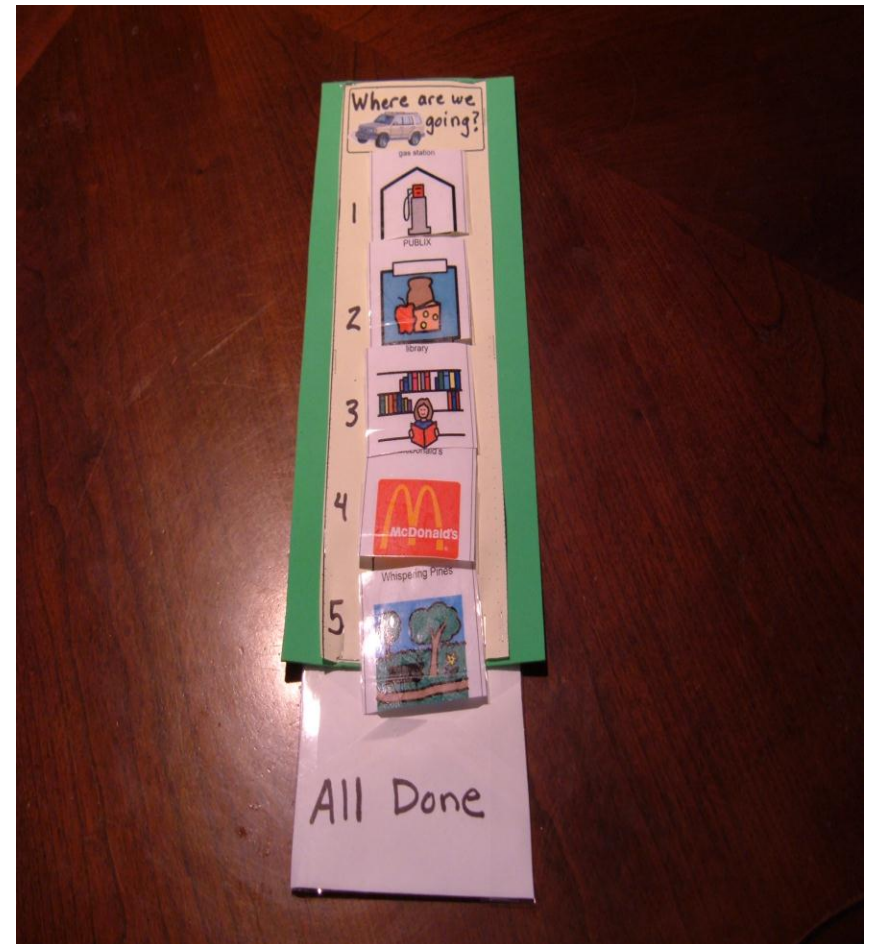
Use visuals to show change

- Use a visual to show change-always use the same symbol. EX: no park, watch movie (on a rainy day) Incorporate this into the schedule as soon as you know there will be a change
- Special Activity symbol—we will go to the movies today



Where are we going?

- A simple visual to show a child where they are going once they are in the car. Lessens anxiety/tantrums
- If there is a change, use the change symbol.
- Keep extra symbols on the back



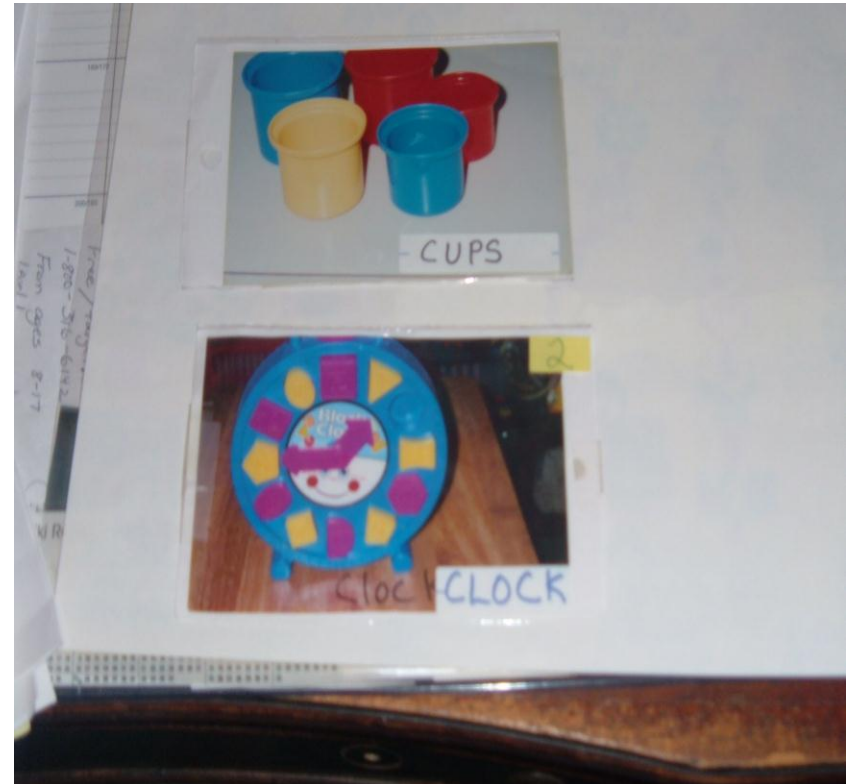
Sooooo Simple to Make!

- Clip Art on the computer, or photos, flyers, etc
- Mailing tape (takes the place of laminating), foam (from Walmart), envelope, permanent marker, velcro & stapler.



CHOICES

- Helps to teach the power of language,
- Important to give them what they ask for, even if it is NOT what they want, this is how they will learn
- Helps ELIMINATE TANTRUMS caused by frustration at not being able to communicate choices or wants/needs



Understanding

- Communicate information in a form that the child can understand easily, especially when upset... Words disappear.



Visual Timer

- A wonderful visual tool to SHOW “how much longer”, or “how long until”. This can be used for “waiting”, “time out”, “how long do I do my math work?”, “I can play for this amount of time on the computer”, etc, etc.
- Helps eliminate anxiety and meltdowns



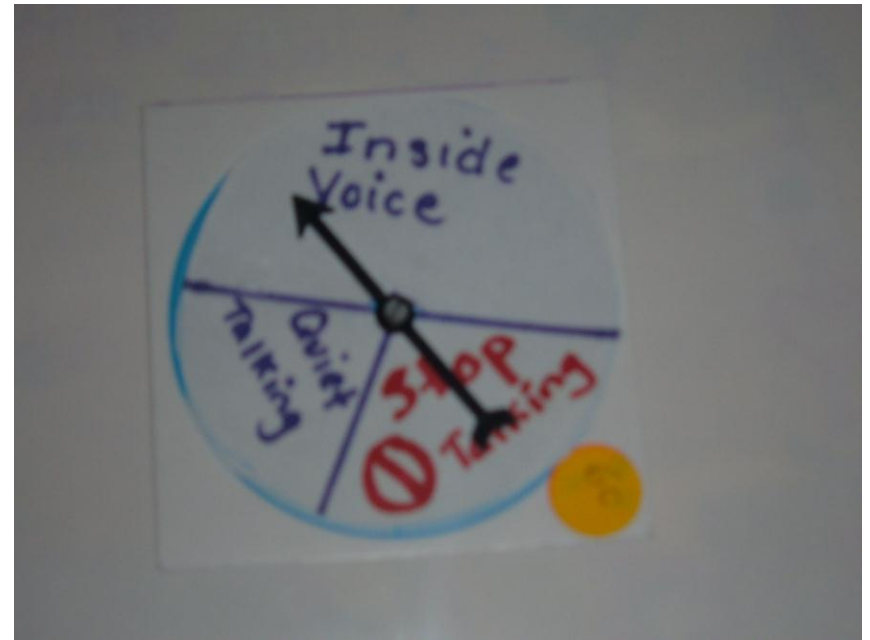
No Sign

- The NO sign is very important to help teach SAFETY, put on doors, front of stove, etc,
- It is very concrete.
- Shows them what not to do, can be paired with a visual of what to do instead EX: "no hitting, soft touch (with visual) show them a positive thing to do.
- Helps with teaching the words "do not touch", Ex: computer, TV, DVD player, refrigerator, etc.



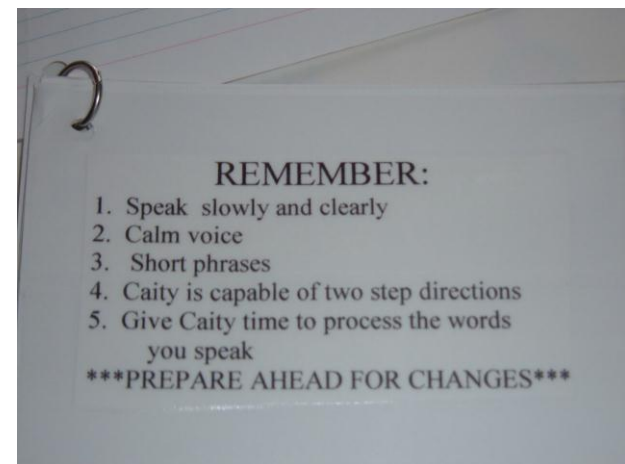
Voice Level Reminder

- Create your own voice level reminder from an old game spinner
- Helps a child remember to use an “inside voice” when they are excited and having fun, make it positive.



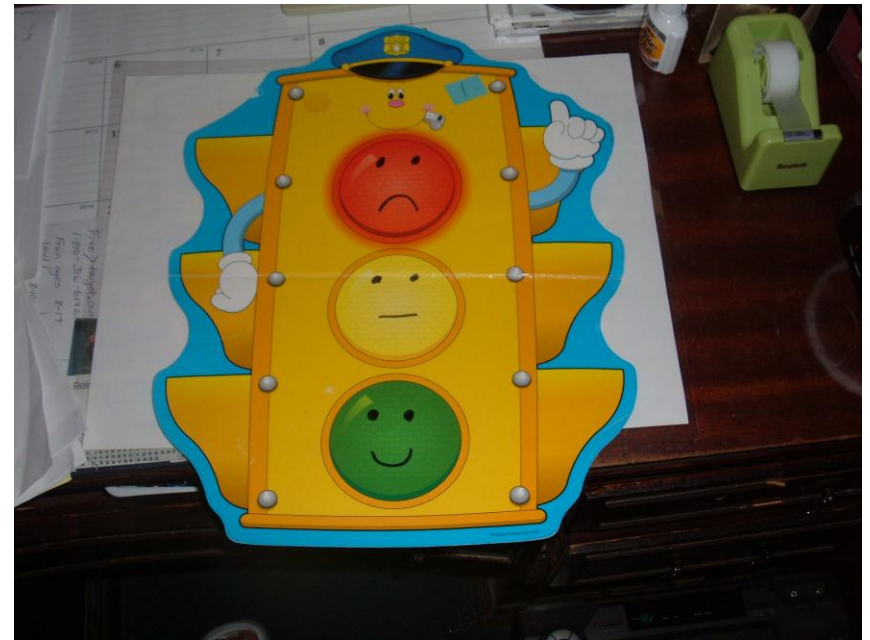
Operating Manual

- This manual can be used not only for school, but for any caregiver or relative who will be with your child in your absence.
- Lists reminders and language that help your child calm down
- It also lists reminders of what your child is capable of
- Great for children with language difficulties, you know your child the best.



Discipline Method

- I would use the method being used in school at home.
- This reinforces the understanding of the method and everyone is on the same page.
- Make an abstract method concrete
- Use positive reinforcers for positive behavior. Overemphasize good behavior, then you will see more of it!



Positive Reinforcer for good behavior

- Take a photo of a favorite activity and let your child earn it piece by piece. They will see it forming with each good behavior they exhibit.
- Completing the visual helps reinforce the good behavior



TRANSITION TOOL

- Use their favorite color and add stickers they like to motivate them to look at it.
- First they see it—helps prepare them for a change
- Begin counting, go slowly and be ready to go on the last section.**



Another Simple Transition Tool



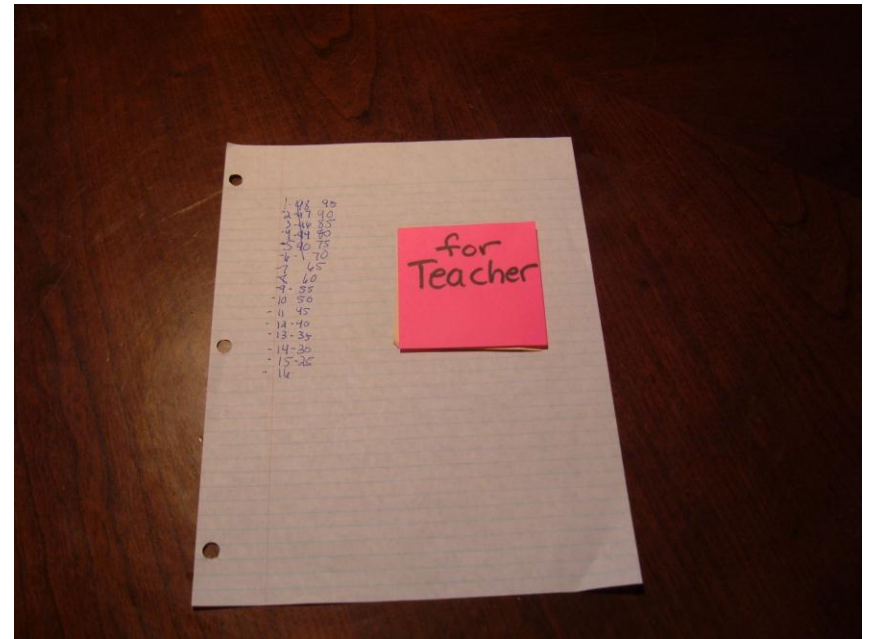
Organize

- Use visuals to teach your child where to put their personal items in their room, so they can comply with putting things in their place
- Use this visual to show them where to sit at the table, or where to put their toys
- This can be used to put papers from school or schoolwork to be checked



Color Coded Post it Note

- Use a certain colored post it note for papers to go to the teacher.
- Ask the teacher to do the same for papers to go to parents using a different color.
- Helps your child organize.



To Organize

- Use visuals to organize and promote independence and responsibility
- Organize a bath routine, and all good hygiene routines.
- This will help promote the need and ability to have privacy when it is needed.



Bathtime

- As your child gets older, prevent them from using a bottle of shampoo in three days, or using conditioner on their hair instead of shampoo
- Helps promote independence and allows them to bathe without assistance as they get older



Take away the abstract

- Instead of saying “clean your room”, **SHOW** the visual of what clean actually means in that environment. The word “clean” may not mean anything to that child, or something entirely different than your definition.



More ideas on “cleaning”

- This CHAMPS poster shows exactly what the child is supposed to be doing and not doing.
- This would be for an older elementary school child and would need to be done with monitoring at first



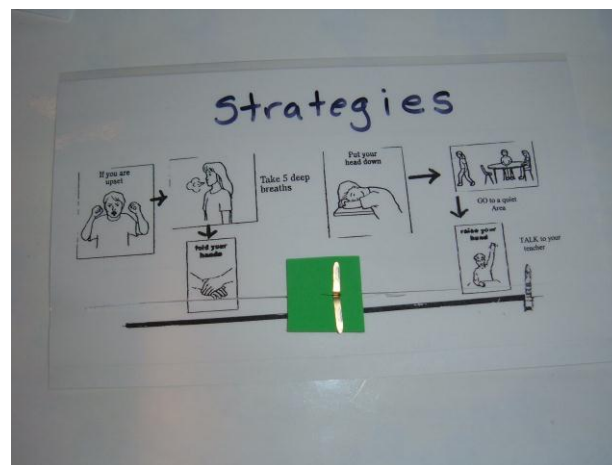
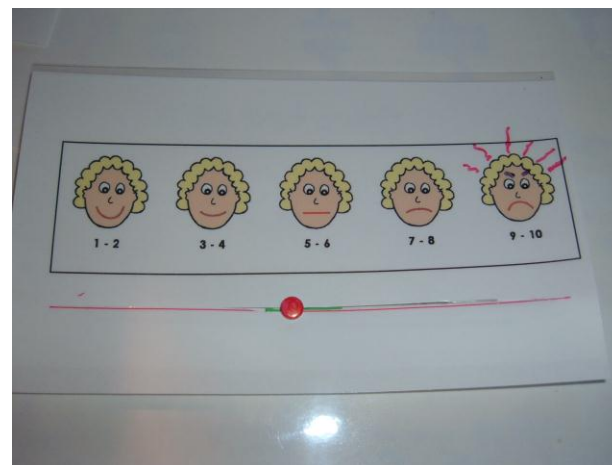
Emotion Book

- It is very important to teach emotions to your child.
- They need to learn that your facial expressions show your feelings
- Teach gestures and body language, ASD children do not pick these communication clues up naturally.



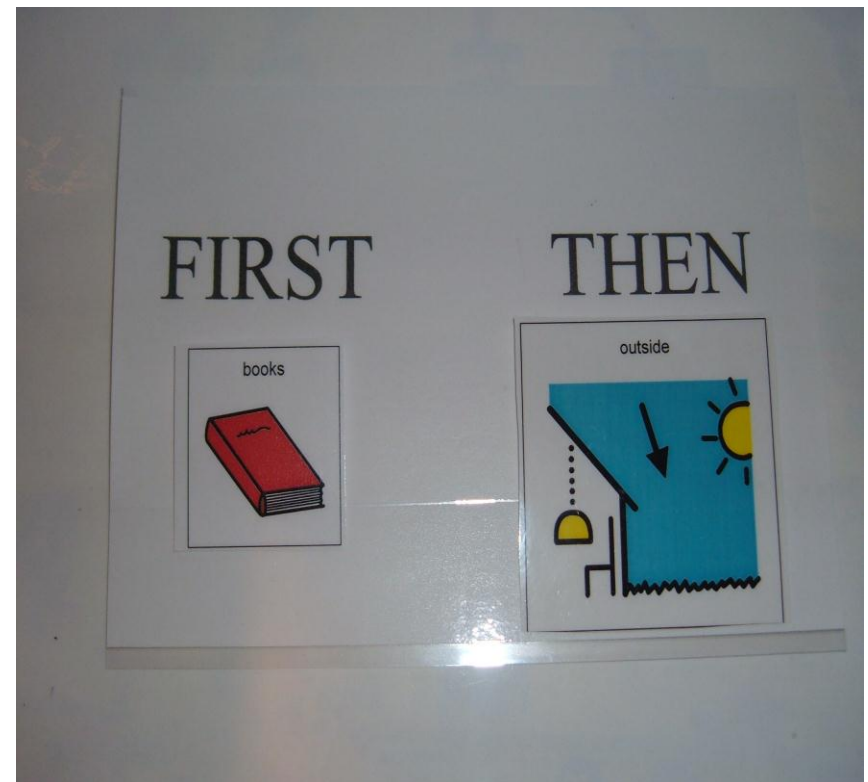
Regulate Emotion

- Teach your child how to recognize their emotions and then how to use strategies to keep them from escalating.
- Use this visual **BEFORE** a behavior escalates further, while they still have some control and can use the strategies



FIRST and THEN

- Your child must first understand the concept of first and then.
- This can be used to get them to do an undesired activity first and then reward them with a desired activity, or just to explain what is happening FIRST.



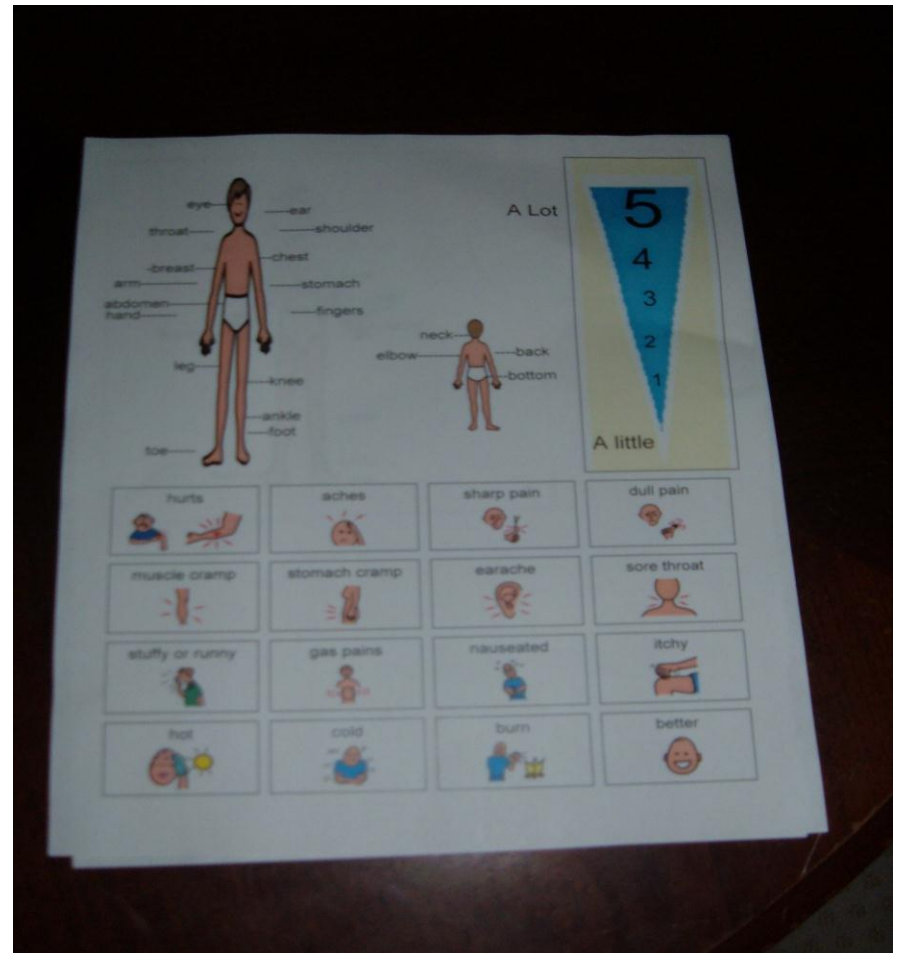
Waiting

- Very difficult, abstract concept for a child to learn.
- Hand them a visual of waiting while at the traffic light, while in line, at the doctor, when they are upset. It will show them what to do while waiting.
- They will SEE the visual and know it is time to wait. Make sure they have simple available choices with you.



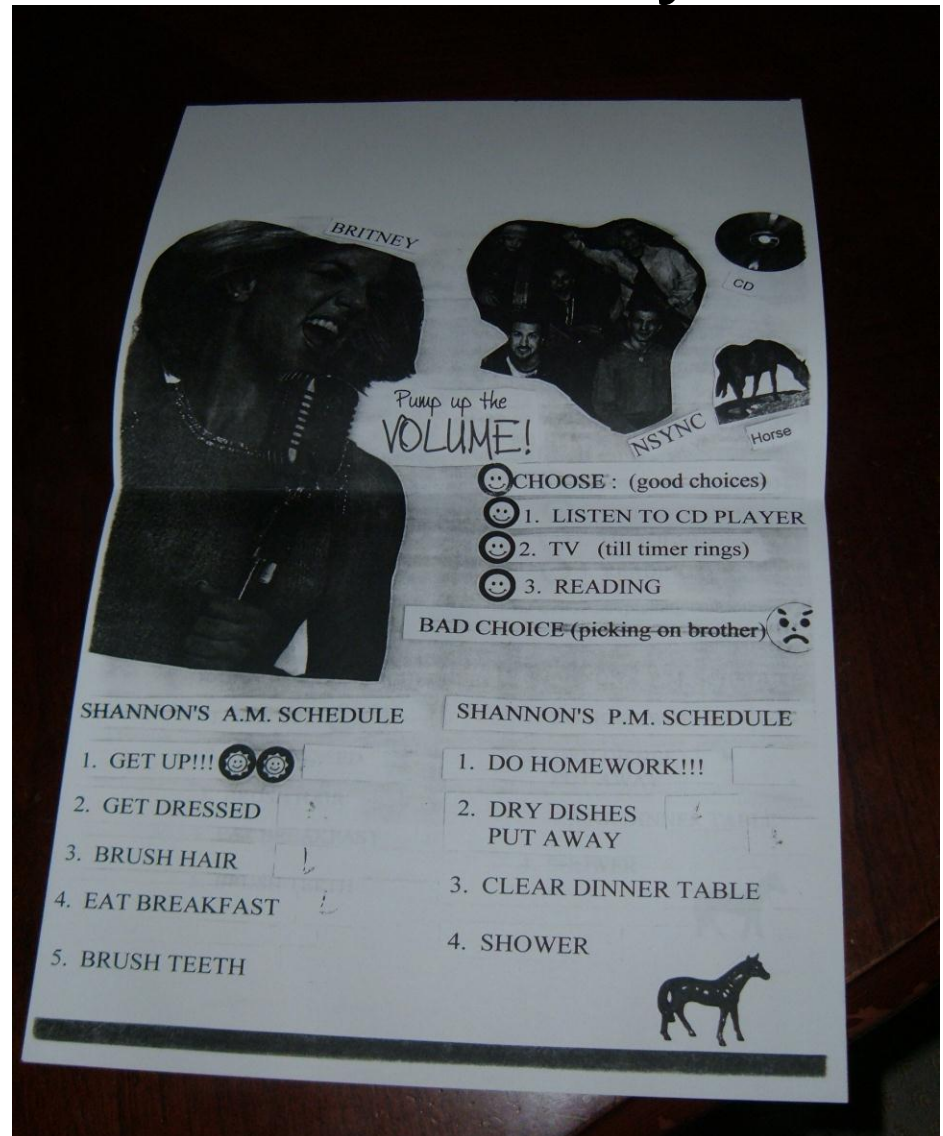
When your child is sick

- For your child who is language impaired, they can point to the part of their body that hurts and this will help you determine what is wrong
- There is a visual for pain level too
- This may help with behaviors and anxiety if they can communicate this to you without feeling frustrated and sick at the same time.



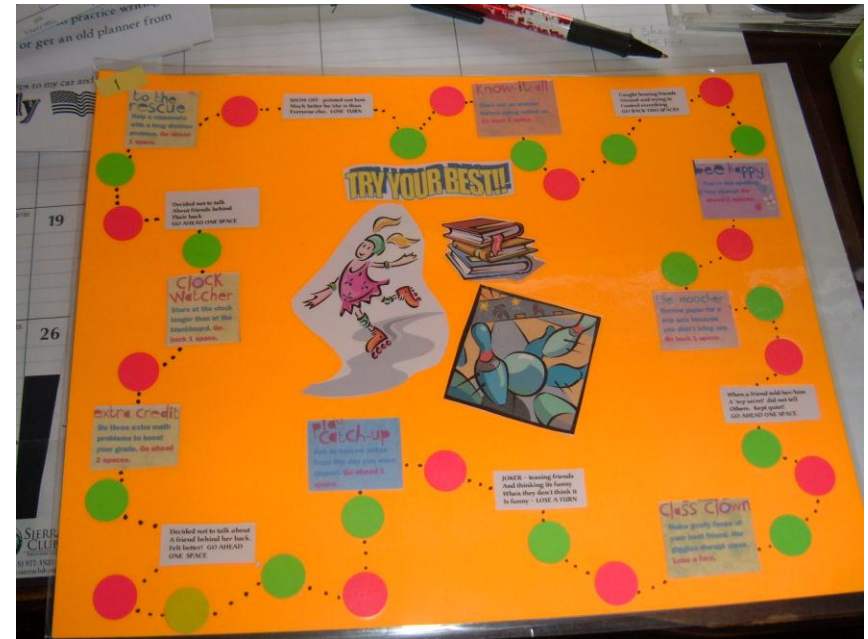
Motivating Schedules for Everyone

- For an older child, create a poster listing their schedule—put pictures of their favorite TV show, singer, activity to make it age appropriate
- Make one for EACH of your children



Social Skills Game

- Create your own game board to teach appropriate social skills, turn taking, sharing and learning or to just have fun
- Add cards that you create with the skills you are trying to teach, use pennies for playing pieces and dice
- You can add or remove cards with questions as they are needed or mastered



Books

- “Solving Behavior Problems in Autism” by Linda Hodgdon
- “Visual Strategies for Improving Communication”, by Linda Hodgdon
- “Taking Care of Myself” by Mary Wrobel, A Healthy Hygiene, Puberty and Personal Curriculum For Young People with Autism
- Linda Hodgdon’s website www.usevisualstrategies.com
- www.chartjungle.com for bath time charts, etc.
- www.altavista.com www.trainland.com
www.googleimages.com
- www.dltk-kids.com (all types of cartoon characters that can be used in visuals to motivate)

Thank you

