



te paeroa RTL B

SOUTH AND EAST CHRISTCHURCH

# Using Visuals in Practice

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Kaiāwhina



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Please feel free to email us for further support



## Karakia

E te whānau  
Whāia kia mārama  
Kia whai take i roto  
i ngā mahi katoa  
Kia tū, kia kaha  
Kia hora te marino  
Aroha atu, aroha mai  
Tātou ki a tātou katoa

*For all of us  
Seek knowledge  
Have purpose  
in all that we do  
Stand tall, be strong  
Let peace be widespread  
Cherish and care  
for one and other*

# Whakatauki:

“Mā Pango, mā whero, ka oti te mahi”

“With black and with red, the work will be completed”



Credit: Radio New Zealand

# Learning Objectives:

Develop more knowledge of visuals to support learning and behaviour.

1. The why of using visuals: red and green brain
2. A variety of visuals
3. Creating visuals: tips, tricks & templates

# Whakawhanaungatanga

In groups of 4, discuss and record your ideas on the following:

1. What do you know about visuals and their purpose?
2. What will a successful session be like for you?



What are visual supports?



# What are Visuals?

- A picture, or other visual item as a tool, to teach skills in communication, social interaction, thinking, and behaviour.
- They can be real objects (e.g., timers or a block), photographs, written words, drawings, coloured pictures, symbols, or lists or a combination



# Visuals Make a Big Difference

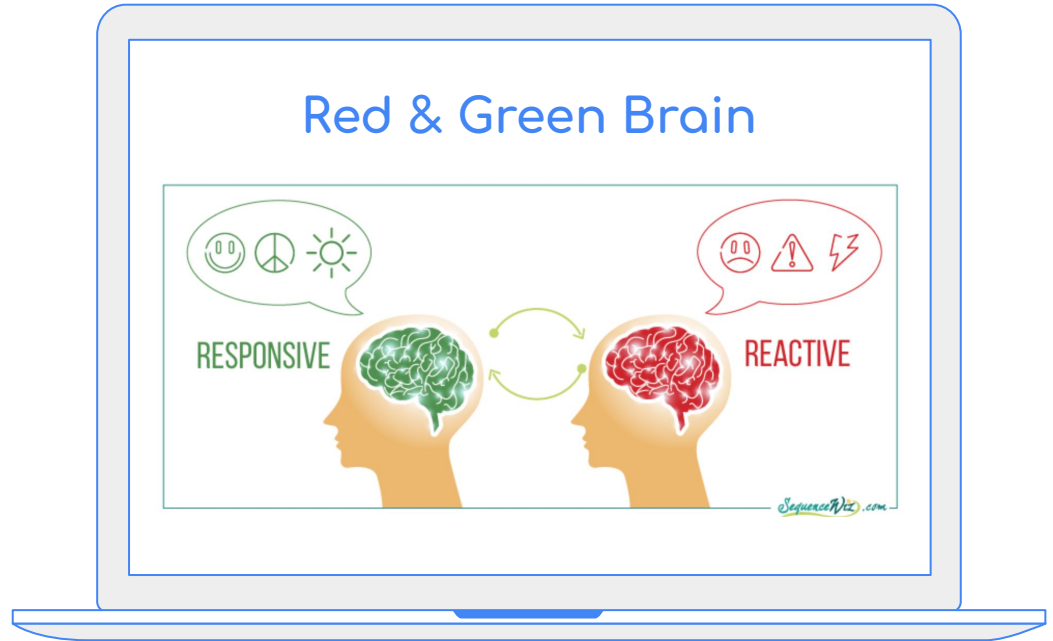
- When we have heightened emotions, or we are tired, we struggle to process words
- If words are too complicated to understand or process, a picture or object may help
- Words are easy to forget but pictures, symbols, and objects don't disappear, they can remind us of our tasks or behaviours
- Visuals reduce anxiety, frustration, and increase independence and help us feel in control

# Red and Green Brain

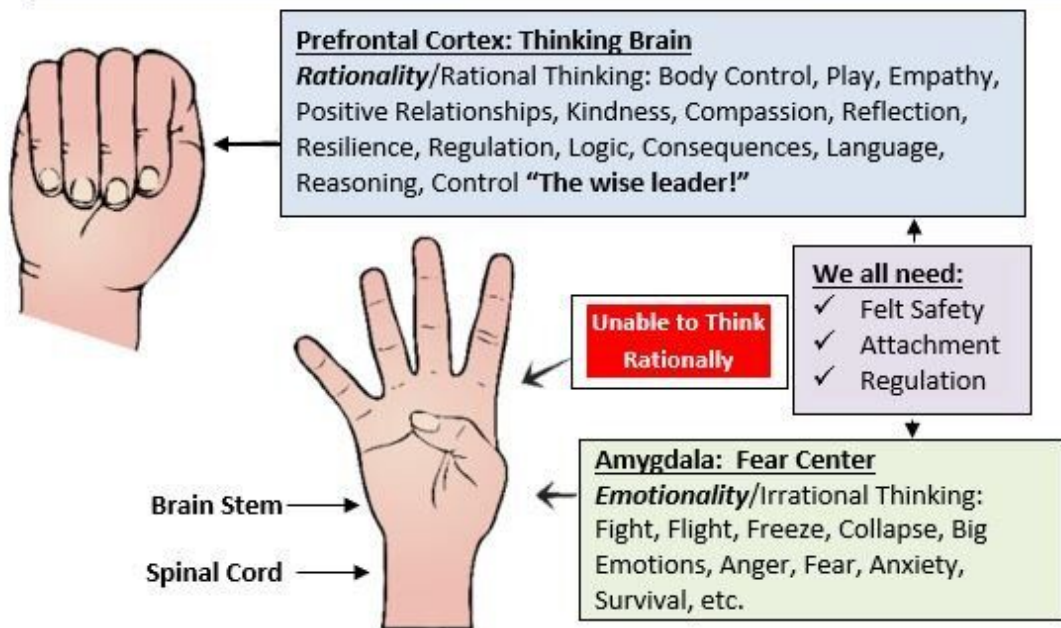
## Red Brain, Green Brain - Kathryn Berkett

Please click on the link above and view the video.

**Activity:** Reflect upon your students. How can you tell what brain they are using?



## Dan Siegel's Hand Brain Model



Credit: Daniel Siegel, M.D. is the creator of this metaphor and expression "Finger 1st" Copyright © 2014 www.danhsiegel.com

The Amygdala sends waves to the Hypothalamus (command center) which activates the Autonomic Nervous System:

- ✓ Sympathetic (fight, flight, freeze, collapse)
- ✓ Parasympathetic (rest & digest)

# Identifying the visual support needed

There are three types of visuals to support executive function, regulation and learning. These include:

- **Schedules-** Does the individual struggle with:
  - moving from one area to the next?
  - forget what's happening next?
  - exhibit inappropriate behaviours during transitions?
  
- **Visual Boundaries-** Does the individual struggle with:
  - Staying in one place?
  - leave a location because of frustration?
  - easily distracted?
  - Invade others' workplace, use materials belonging to other students?
  
- **Cues-** Does the individual struggle with:
  - starting an activity, staying on task, knowing what to do when finished?
  - working independently?
  - understanding instructions when only provided verbally?
  - Staying calm? Does the activity cause frustration?

# Why we use Visuals



# 9 REASONS TO USE VISUALS

www.northstarpaths.com

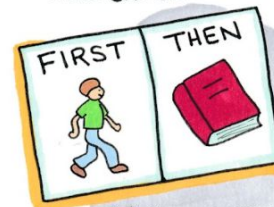
@kwiens62



- VISUALS ARE PERMANENT  
(SPOKEN WORDS DISAPPEAR)



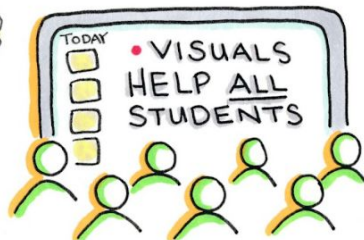
- VISUALS ALLOW TIME  
FOR LANGUAGE PROCESSING



- VISUALS PREPARE  
STUDENTS FOR TRANSITIONS



- VISUALS HELP KIDS  
SEE WHAT YOU MEAN



• VISUALS  
HELP ALL  
STUDENTS



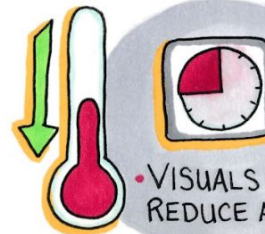
- VISUALS HELP  
BUILD INDEPENDENCE



- VISUALS ARE TRANSFERABLE  
BETWEEN ENVIRONMENTS  
AND PEOPLE



- VISUALS HAVE NO ATTITUDE  
• NO TONE • NO FRUSTRATION  
• NO DISAPPROVAL



- VISUALS HELP  
REDUCE ANXIETY

Kristin Wiens 2017

## 9 Reasons to use Visuals

# Use Visuals to Support

- Communication
- Transition and change (between activities, new places, special events)
- Structure and routine e.g., schedules, prioritising, organising & time management
- Helping with sequencing – order of doing things
- Instructions and reminders
- When an event/activity may cause anxiety or frustration
- An activity, event, or concept that is difficult for the learner to understand
- When making choices

# Use Visuals to Support

- Introduction to new activities and/or situations
- When learning social skills
- Sharing information
- Understanding and interpreting emotions – their own and others
- Starting and stopping activities
- Positive behaviour e.g., stop, think, do
- Praising individuals and developing reward systems
- Can increase positive interactions and behaviours
- Can help people cope with change and anxiety, and increase well-being.



# Use Visuals to Support

- Locating people and places
- Independent living skills e.g., breaking tasks down, cooking
- Structuring the environment e.g., safety issues, boundaries
- Supporting learning e.g., using physical supports for maths and literacy etc.

# Supporting Executive Function Skills



# Visuals need to be Modelled and Taught

- Consider appropriateness and personalise them
  - age, context
- Sometimes it takes days or weeks, before you see the results of using visuals
- You may need to modify them to make a difference
- Pair the visual with a word – 1 or 2 words
- Processing time is important
- Visuals promote independence, predictability, and consistency
  - Once the learner has learned how to use the visual support, adult prompts are minimal

# The Right Visual for Age or Stage

- **Object Stage:** use of actual objects and items for communication needs
- **Photo Stage:** use of real photographs (photo, digital, scanned, magazines, catalogues, coupon ads for communication needs
- **Picture Symbolic Stage:** use of coloured line drawings (hand drawn or commercially produced) for communication needs
- **Line Drawing Stage:** use of black and white line drawings (hand drawn or commercial produced) for communication needs
- **Text Stage:** use of written words and/or numbers for communication needs

# Whole Class Approach

Click on this [link](#) to view a video from TKI - Using visuals to support processing and planning.

**Activity:** Jot down some key ideas from this 2-minute video.



Suggestion for implementing the strategy Helpful classroom strategies in years 1-8 within the Guid...

# Executive Function Visuals

Executive functions 'is an overarching term for a string of cognitive skills and process that enable people to make decisions, solve problems, and manage their own thinking and behaviour in order to achieve goals.

There are three core executive functions

- Response inhibition
- Working memory
- Cognitive flexibility

Higher order executive functions include:

- Task initiation
- Planning and prioritising
- Organisation
- Time management
- Goal Setting

People struggling with executive skills may:

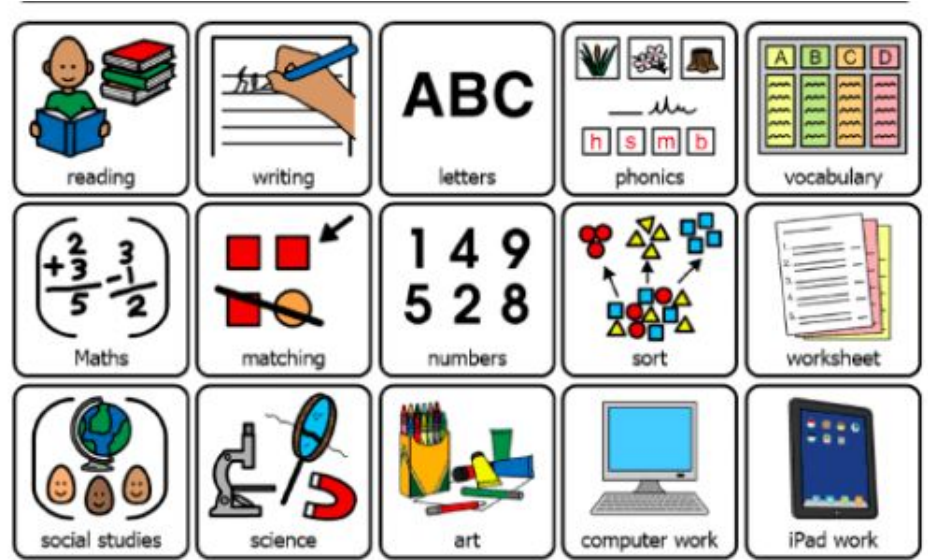
- Have trouble starting and/or completing tasks
- Have difficulty prioritizing tasks
- Forget what they just heard or read
- Have trouble following directions or a sequence of steps
- Panic when rules or routines change
- Have trouble switching focus from one task to another
- Get overly emotional and fixate on things
- Have trouble organizing their thoughts
- Have trouble keeping track of their belongings
- Have trouble managing their time

# Visual Schedules

Use a visual schedule to show your ākonga the steps needed to complete a task.

They can be used in group time activities, at home, or for the entire school day, including breaks.

They need to be taught, talked about and shifted when each task or subject area has been completed.



[This Visual is from Education Hub.](#)  
Free download if you register your email

# Visual Schedules

Use pictures or photos to show each step of a routine or breaking tasks down into chunks.

Using visuals to break up the routine helps pupils to learn the sequence of the routine and/or sustain attention.

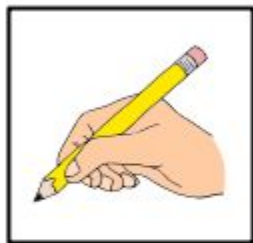
Include brain and or movement breaks.



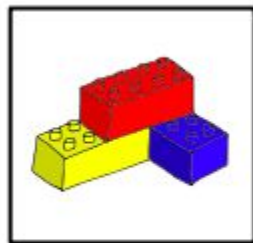
Sensory Table



Read



Writing Work



Blocks



Computer

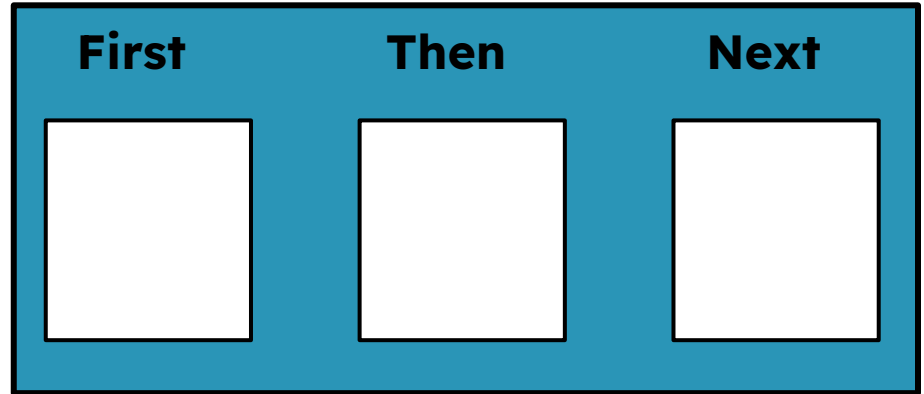
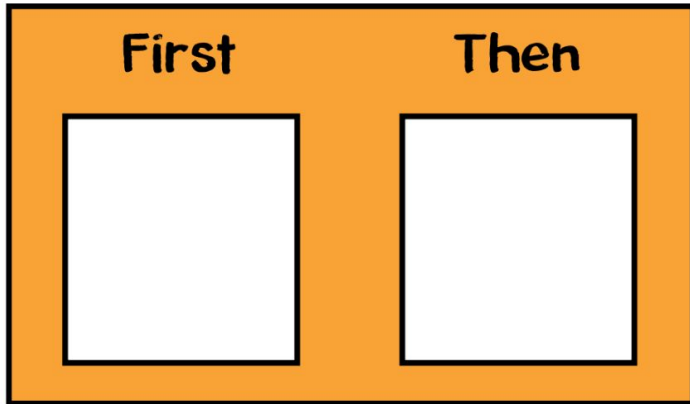


# First-Then Boards

- A 'First-Then' board is a simple visual used to teach students to follow instructions and learn new skills:
  - E.g., the student must complete their maths before they get to use the iPad. They are motivated to get through the work to get to the motivating item.
- Keep the tasks manageable in the beginning. Make the less preferred activity shorter, so they get more of the preferred activity.

# First, Next, Then

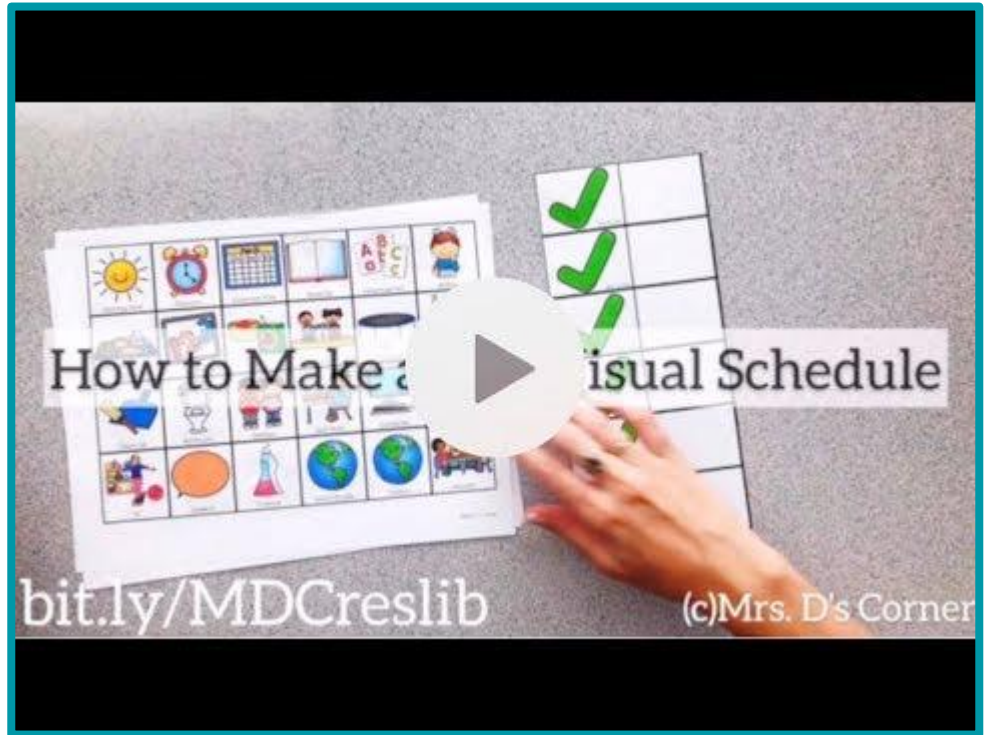
The FIRST activity is YOUR choice (low motivation – must do).  
The THEN is THEIR choice (high motivation).  
Can be FIRST, NEXT, THEN or more



# Flip Visuals

Click the play button to watch this 2-minute video on how to make a flip visual.

Flip visual schedules give students the visual of checking off or managing part of their day.



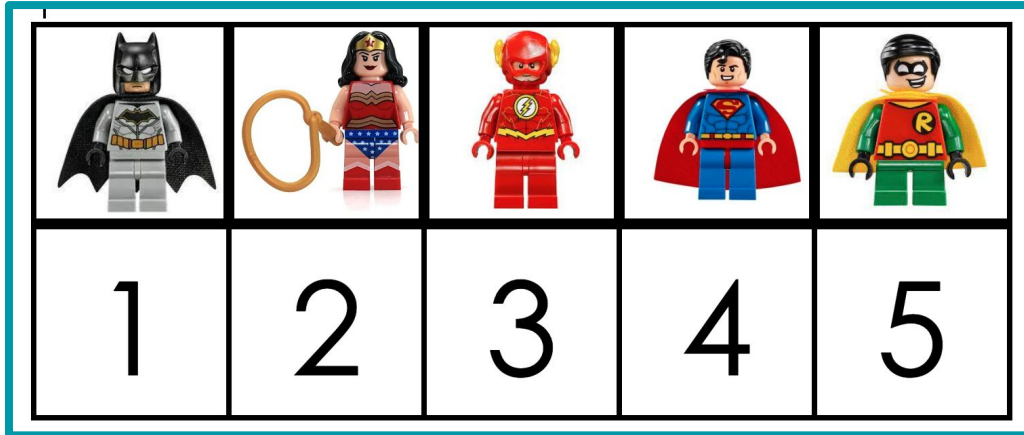
Download the free flip visual schedule base here: [bit.ly/MDCreslib](https://bit.ly/MDCreslib)  
Grab the visual schedule icons seen in the video here: [bit.ly/MDCvisualschedules](https://bit.ly/MDCvisualschedules)  
[Link to YouTube clip](#)

# Countdown Strips

Countdown Timers are made the same way as the Flip Visuals. They are created, so the adult has control of the time left to do a task and or number of problems to do.

How to use:

- Close the flap down to indicate the time left.

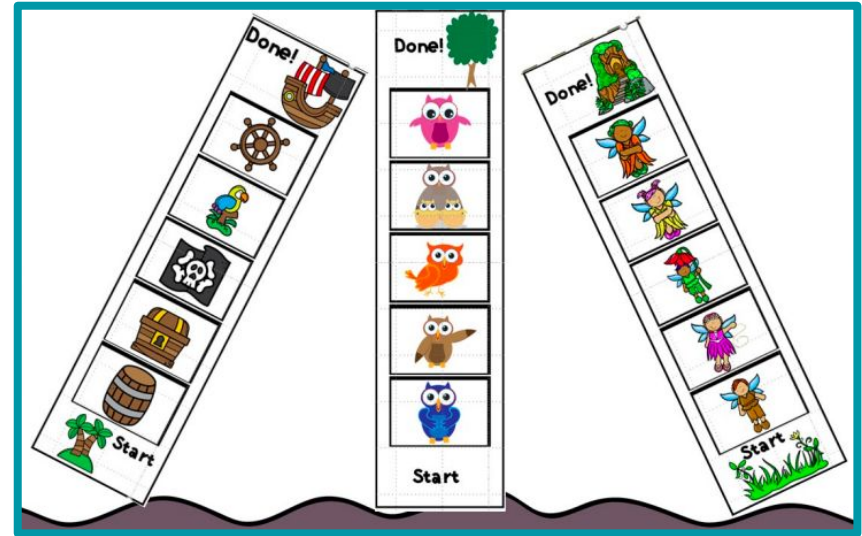


# Countdown Strip

Countdown Strips are used like a timer, but the adult has more control of the time available to complete the task or the reward.

- They can be used to support transition to a new activity
- Show when an activity needs to finish

You can use numbers, symbols, or pictures of interest to the child or as a schedule.



# Must do, Should do, Could do

The MoSCoW method of prioritizing tasks

## Today's Self-directed Learning Agenda

 <p>Non-negotiable - I <b>MUST</b> focus time/energy on these learning engagements today!</p>	 <p>Learning engagements that should be completed today - using good time management!</p>	 <p><b>MUST</b> and <b>SHOULD</b> all done! No time to waste - plenty more challenges</p>	 <p>As an agent of my own learning some things I want to engage in today are:</p>
<b>What I <b>MUST</b> do today</b>	<b>What I <b>SHOULD</b> do today</b>	<b>What I <b>COULD</b> do today</b>	<b>What I <b>WOULD LIKE</b> to do today</b>

# Karakia Kai



## Karakia for our Food

Whakapainga ēnei kai

*(Bless these foods)*

Hei oranga mō te tinana

*(for the goodness of our bodies)*

mō ō mātou wairua

*(and for our spirits)*

hoki

*(as well)*

Āmine

*(Amen)*

# Supporting Behaviour and Regulation





# Cartoon Strip Conversations – Carol Gray

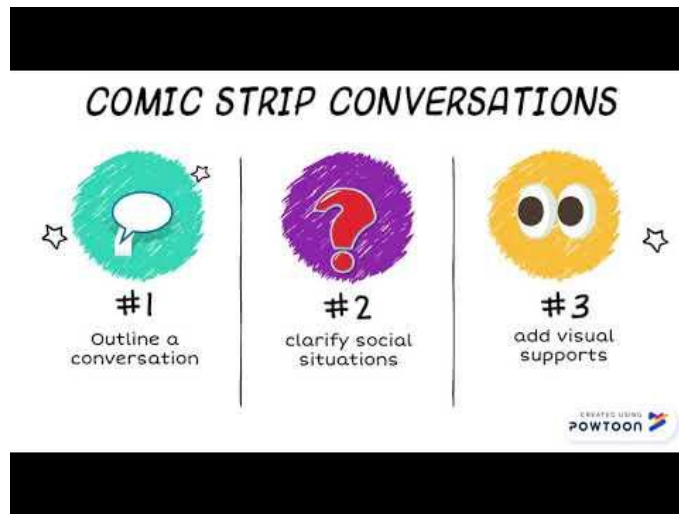
Carol Gray designed Comic Strip Conversations.

They can show:

- What was actually said in the conversation
- How people might be feeling
- What people's intentions might be

Comic strip conversations use stick figures and symbols to represent social interactions and abstract aspects of conversation. Colour represents the emotional content of a statement or message.

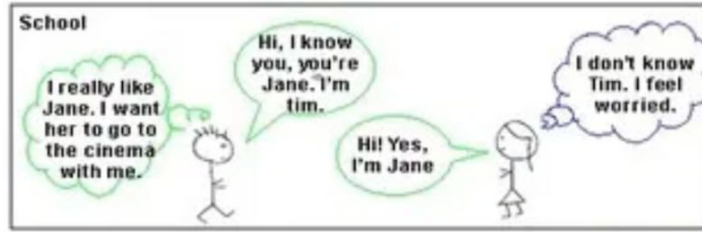
Click on the [link](#) to learn more.



See Speaker notes for more links

# Social Stories:

## Collaborative Narratives



## Video self- modelling

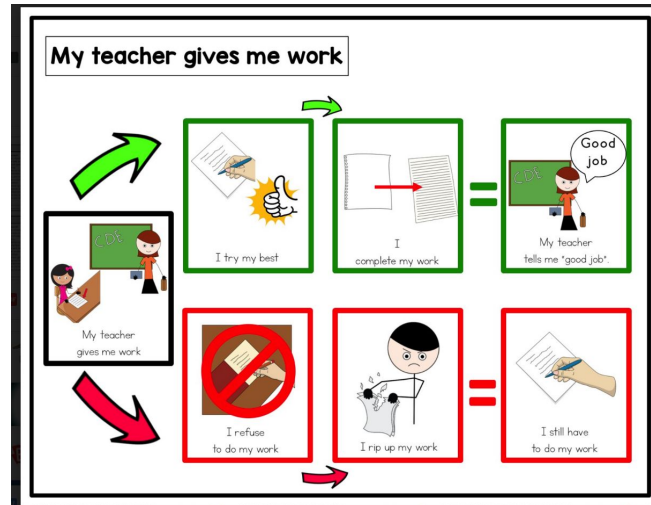


## Red Choice, Green Choice Social Story



Some red choices are: throwing things, saying mean things, yelling, taking things from others, hitting, hurting others, refusing to work, and not following the rules.

## Contingency Mapping



## Power Cards

### Power Card- Tips for Teachers Handout

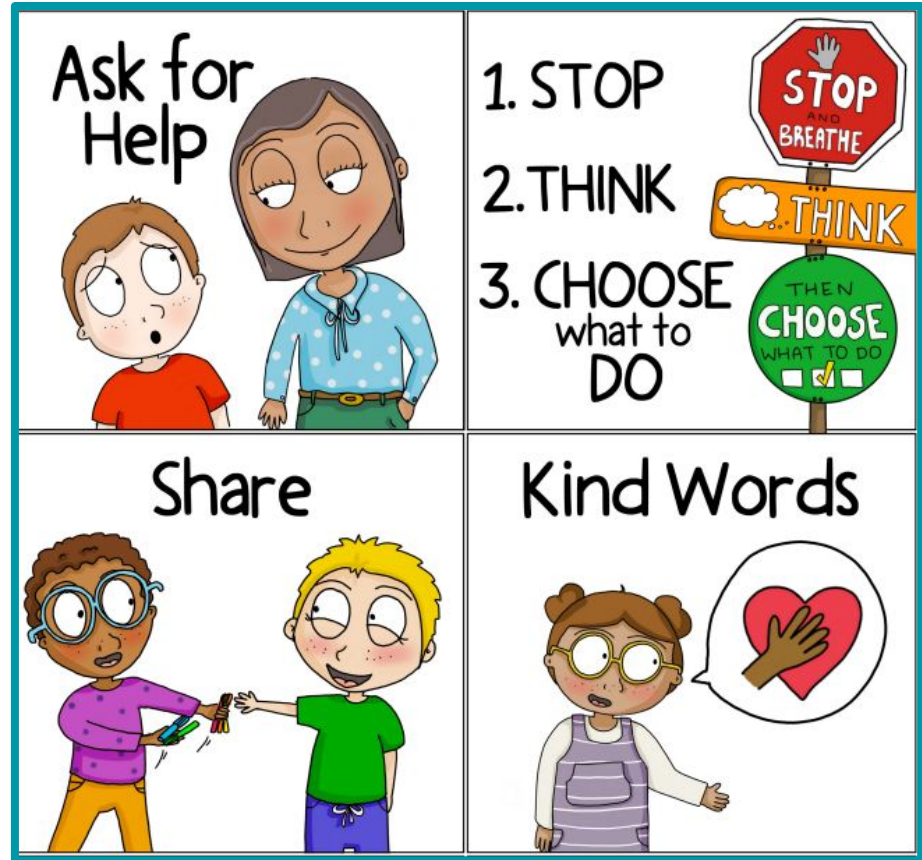
**Spiderman Needs Help**  
 Even a superhero like Spiderman needs help sometimes. Not even a superhero can do everything alone. At first, Spiderman was scared to ask for help. He didn't want people to think he was weak. He also didn't want people interrupting him when he didn't need help. Then Spiderman had a great idea. He could raise his hand to let people know when he needed help. This would keep them from interrupting, but also get him help when he needed it. When we need help, we can raise our hand just like Spiderman.

# Reminder Cards

Cards like these are useful for reminding students of behaviours they should uphold.

What cards could you create/select to support great behaviour.

(Refer to files)



# Behaviour Cue Cards

## Behaviour Cue Cards – Autism Circuit

Behaviour cue cards are visual reminders that may help to reinforce or replace verbal directions.



# Zones of Regulation

The Zones of Regulation programme is a framework designed to foster self-regulation and emotional control.  
Leah Kuypers, 2011

<https://www.zonesofregulation.com/index.html>

Free resources, also check out Facebook

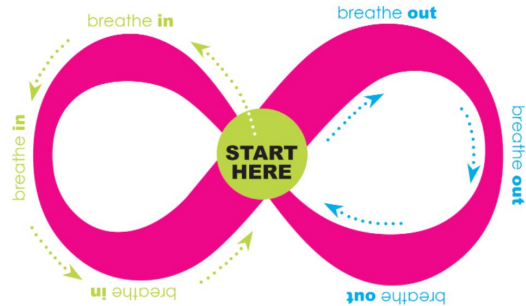


Image from [Mrs Priestly ICT](#)

# Breathing Activities

Other breathing activities to try:

- Star Breathing
- Square Breathing
- 5 Finger tap
- Lazy 8 Breathing



Chu, C., (2021) 5 Finger Breathing. Retrieved from <https://www.wellnesspediatrician.com/downloads/>

# Feelings

## Check-In & Coping Tools Check-list

I FEEL...	I CAN...
 lonely disappointed sad	TAKE DEEP  BREATHS
 silly excited hyper	TREAT MYSELF & OTHERS WITH  KINDNESS
 frustrated annoyed angry	CREATE ART  OR BUILD  SOMETHING.
 tired sick hungry	USE POSITIVE  SELF-TALK
 worried anxious scared	 ASK FOR HELP
 happy calm focused	 EXERCISE
 shy confused embarrassed	FOCUS  ON THE GOOD
 brave proud hopeful	STRETCH OR  DO YOGA
	BRAINSTORM  SOLUTIONS &  TRY AGAIN
	GET A DRINK OF  WATER
	 TAKE A BREAK
	TALK  OR WRITE  ABOUT IT

# Check In and Exit Tickets

I am Feeling...

5		
4		
3		
2		
1		

Exit Ticket	Name: _____
<p>How am I feeling today?</p>	<p>Rate your understanding of today's learning goal (Circle One):</p> <p> <input type="checkbox"/> I had all the tools I needed  <input type="checkbox"/> I needed more talk time  <input type="checkbox"/> I needed more equipment  <input type="checkbox"/> I needed more quiet  <input type="checkbox"/> I needed more thinking time  <input type="checkbox"/> I needed more movement         </p>
Comments:	

Name:	_____
<p>How did you feel about today's session?</p>	
What did you learn?	What do you need to work on next time?
	<input type="checkbox"/> Focus on my learning <input type="checkbox"/> Keep trying <input type="checkbox"/> Considering others <input type="checkbox"/> Giving everything a go <input type="checkbox"/> Worked on my goals

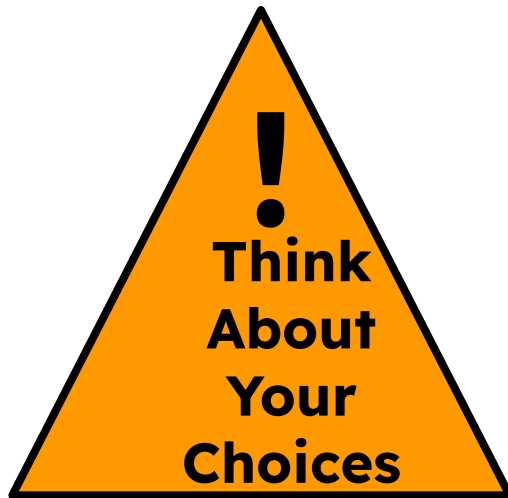
Communication Log	
Date:	Notes
Was ready for learning	1 - 2 - 3 - 4 - 5
Completed learning activities	1 - 2 - 3 - 4 - 5
Needed support	1 - 2 - 3 - 4 - 5
Focus	1 - 2 - 3 - 4 - 5
Instructional Match	1 - 2 - 3 - 4 - 5
Behaviour	1 - 2 - 3 - 4 - 5
Reflection - Next Steps	



# Stop Signs


Stop signs can be used on items, cabinets, and doors to help remind children when items or activities are not a choice.

They can also be used to remind students to stop undesired behaviours.



# Break /Regulation Cards

## What Does the Downward Spiral Look Like?

WHAT THE STUDENT MAY FEEL ...	→	HOW THE TEACHER, PARENT OR PEER MAY INTERPRET ...
"The demands upon me are too hard/too easy/stupid/pointless, etc."		"The student doesn't seem to care about schoolwork."
"The teacher's directions are confusing me."		"The student is not listening and following directions."
"Even when I try, I fail."		"The student needs to try harder."
"I can't sit still and pay attention in class."		"The student does not pay attention."
"I always forget what I have learned."		"The student does not remember what I have taught."
"The teacher doesn't care about me."		"The student does not respect me."
"I'll never do well in school."		"The student is not motivated."
"I don't want to go to school anymore. I might as well drop out."		"I can't get through to this student."

## TAKE A BREATH STRATEGY

I will use this strategy when

1. I feel I am losing control
2. I am trying to decide what to do
3. I do not want others to see they have upset me

Breathe deeply

Rub my fingers together

Eyes closed and open again

Ask myself how I am doing

Toes move up and down

Hum a song silently

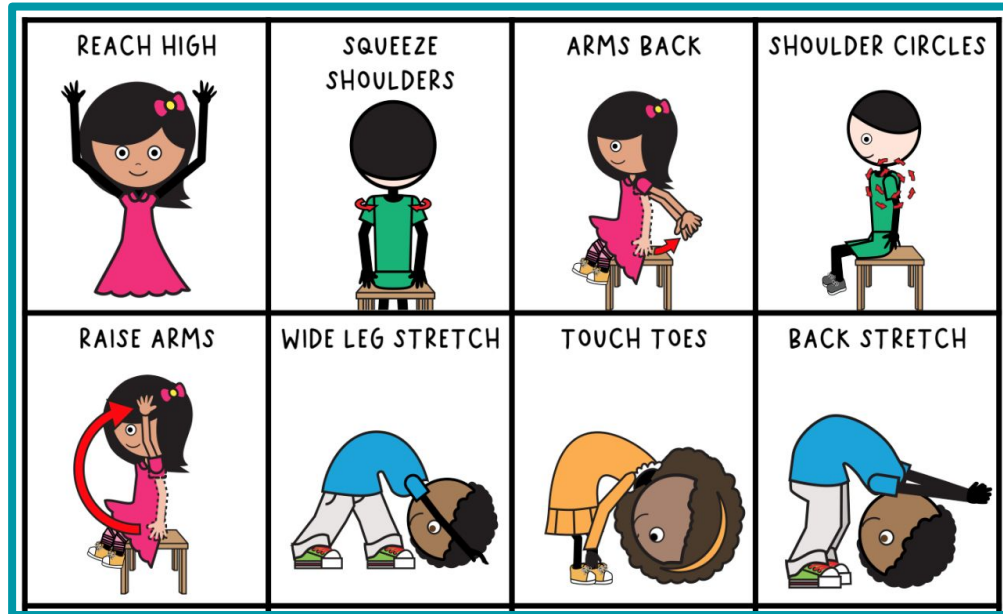
Eyes closed and open again

Repeat until you feel calmer

# Movement Break Visual Cards

Use movement or brain break visual cards.

Movement or brain breaks are important tools for our own and our tamariki wellbeing and brains.



# Supporting Learning



# Who what why when

**The  
What**

*What are the real results we want to achieve?*

**The  
Why**

*Why do we want to achieve these results? What will be the benefits for the various stakeholders?*

**The  
How**

*How can we do our best to achieve the results? What are the key strategies we can follow to give ourselves the greatest chance of success?*

**The  
Who**

*What will be the responsibilities of the various people - and the spirit we want them to demonstrate - on the road to achieving the results?*

**The  
When**

*What will be the specific things that will be happening - and when - on the road to achieving the results?*

# Colour or picture coding books and timetable

**SUBJECT VISUAL ORGANIZER**

To maintain organization, it can be helpful to organize your subjects by color. Below is an example of how you can organize your subjects that you can use as a guide.

There are several customizable templates you can use to create your own subject visual organizer. Once you are finished, print and attach it to the front of your binder to help build the habit of remembering what materials belong in which folder.



**Elective**

**English**

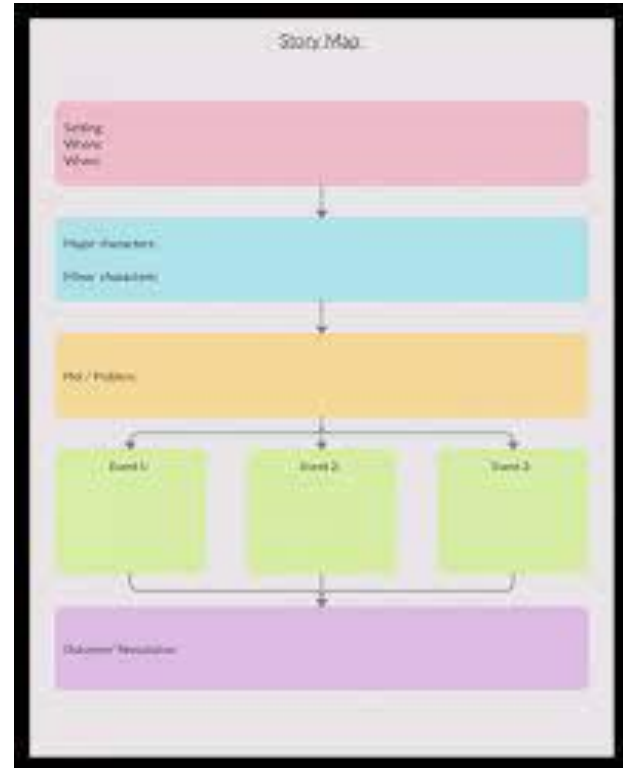
**Math**

**Social Studies**

**Science**

**Foreign Language**

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# Timers and Time-timers

- Timers provide students with clear expectations for time management.
- With modelling and practice, they can support students to become more independent.
- Timers provide a visual to match the time expectation and can help the teacher uphold the time stated.
- Timers support students to stay on task – students become aware of the block of time available to complete their work.
- A timer can be motivating for students.

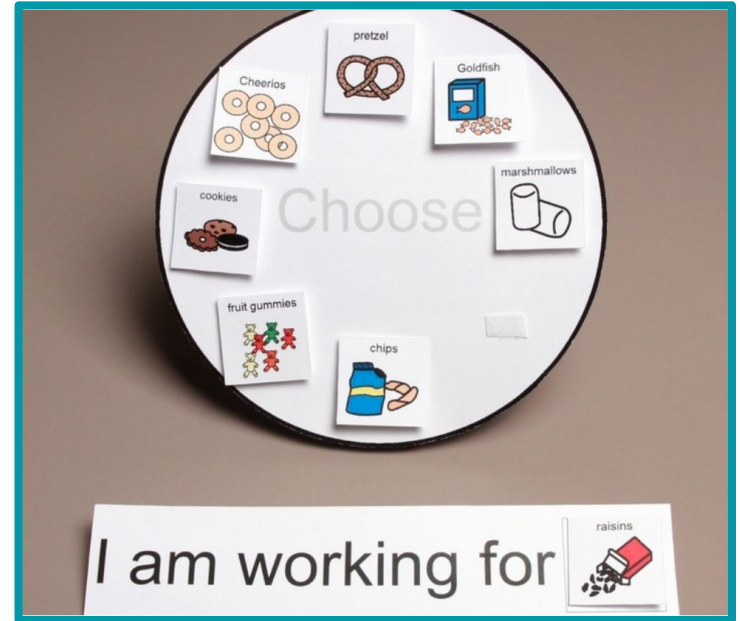
Time timer  
App on phone or iPad



# Choice Board

Place symbols, or write the name of objects or activities that your child likes to engage in.

Show the child the board at times when they are able to make a choice about what they would like to do.



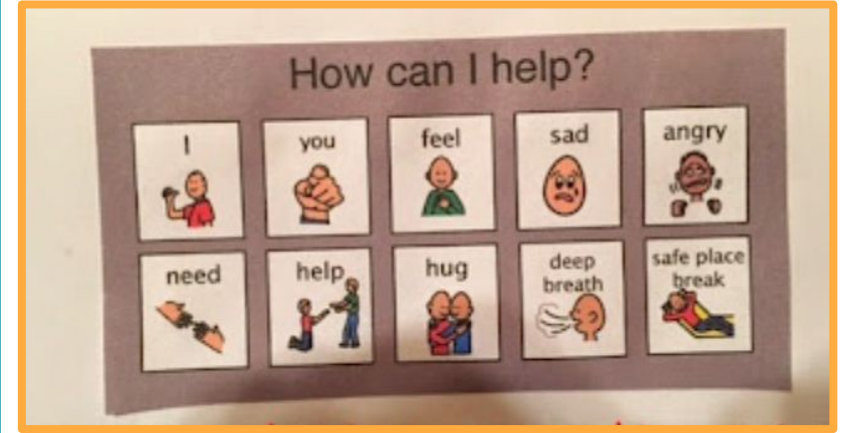


# Ready or Not Ready Visual

Use an electronic timer and this visual.



Also have pictures for when they need further help, like shown, or select your own to suit the tamariki.



# Zones of Regulation

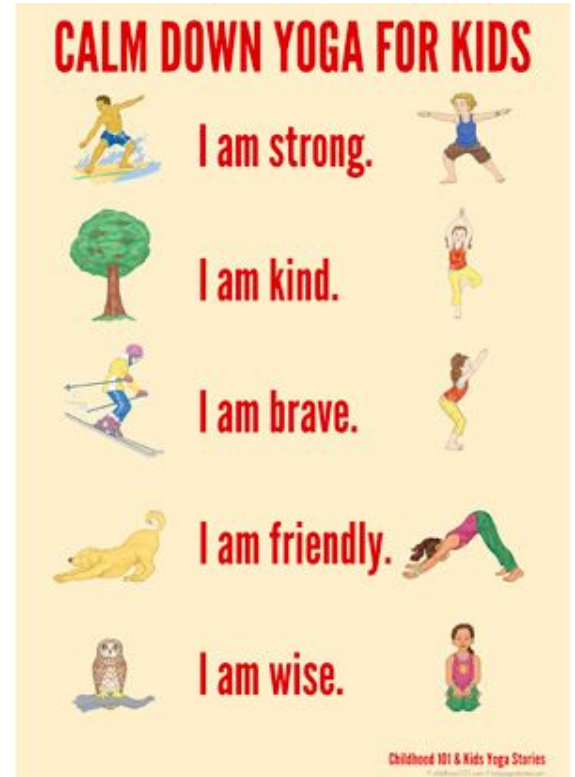
<u>Kei te pēhea koe? How am I feeling?</u>	
 <b>HARI KOA</b> (HAPPY)	<p><u>I am good to go.</u> Happy – Calm – Ready – Okay</p> <p><u>I can do these:</u> Learn – Listen – Work hard Expected Behaviours</p>
 <b>MATAKU</b> (AFRAID)	<p><u>I need to take caution.</u> Worried – nervous – annoyed Upset</p> <p><u>I can try these tools:</u> Take a break – get a drink Walk – Inner coach</p>
 <b>POURI</b> (SAD)	<p><u>I am running slow.</u> Sad – Tired – Bored – Sick</p> <p><u>I can try these tools:</u> Take a break – talk to an adult, ask for a hug – listen to music</p>
 <b>PUKURIRI</b> (ANGRY)	<p><u>I need to stop!</u> Mad – Yelling – mean Hands on</p> <p><u>I can try these tools</u> Deep breaths – size of problem Run – take a break</p>

# Mindfulness Visuals

Nathan Wallis emphasises that yoga is the best tool for keeping regulated.

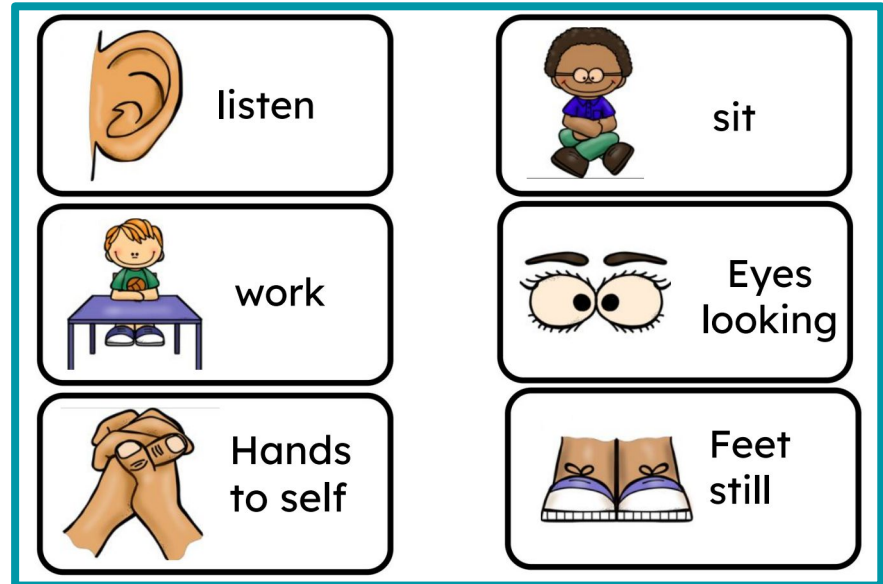
Yoga hits 2 birds with one stone: exercise and breathing mindfulness techniques

[Nathan Wallis, Stress and Anxiety, 2020](#) (Watch this 3-minute video)



# Other visuals that may be useful

- Expectations for iPads – sitting at desk, being careful, putting away, charging.
- Expectations for how to treat other key resources.
- Classroom or group expectations



# Tips, Tricks & Templates



# Ten Top Tricks for Visuals

**Tip 1: Start small** – help your students get used to simple before introducing complicated!

**Tip 2: Go Digital** – Using a digital visual schedule is a great way to free up your space while having the schedule handy wherever you are. Great Fonts – the lexend fonts from Google (Fonts, more fonts)

**Tip 3: Laminate** or use card for durability

**Tip 4: Make the Schedule with Check boxes** – Create a visual schedule with moveable pieces. Put the time and the activity along the left-hand side and a blank box on the right. As the student moves through their day, they can check off the activity that they have completed by moving the visual from the left to the right.

# Ten Top Tricks for Visuals finish

**Tip 5: Model, Model and Model some more** – Just like routines, visual schedules require a lot of modelling and practice. You have to teach students how to use them properly (that means what to do with the pieces too!) then you can begin to use less words.

**Tip 6: Colour Coding** – Use different colour blocks or images to navigate through the day. Colour code books with subjects, groups, and or activities.

**Tip 7: Use a Magnetic Whiteboard or Baking Tray**

**Tip 8: Move from Side to Side** – Use Velcro or magnetic tape to create a visual schedule with pieces that students can move from one side of a page/board to the other.

**Tip 9: Build in Flexibility** – Our school days often change unexpectedly. You could use a whiteboard marker to put a cross through an activity that is no longer happening, or used a ? card if you are unsure of when things are going to happen – school photos.

**Tip 10: Be Consistent**

# More Visual Tips

- Present visuals from left to right
- Horizontal orientation will help prepare the child for reading
- Some children are vertical scanners – in this case, present visuals from top to bottom
- Use written text along with photographs, pictures, and line drawings to promote reading
- Written text also assures that everyone interacting with the child uses the same language for a particular item
- Using the same images across the school builds consistency and helps the overloaded brain



# More Visual Tips cont...

- Make sure visuals are clearly visible for the pupil-eye level
- Make them easily accessible
- Objects that are meaningful to the student
- Pictures can be sourced from a variety of sources: picture search, camera, catalogues, magazines, advertisements
- Photo tips: Place item or object on a solid/high contrasting background when taking photo
- Scale the picture to fit your space – only from the corners

You could store and use your visuals directly on your iPad using Book Creator to create your visuals

# Preparing the Visuals

- Make the 'picture' sturdy, easy to handle, and durable.
- Either print on card, or glue to a file folder, then cover with contact paper or laminate.
- Velcro dots & magnetic strips are very useful to attach to the back of images.



# Storage of Visuals

- Mini photo frames
- Ring binders
- Tackle boxes
- Key rings
- Magnetic boards or whiteboards

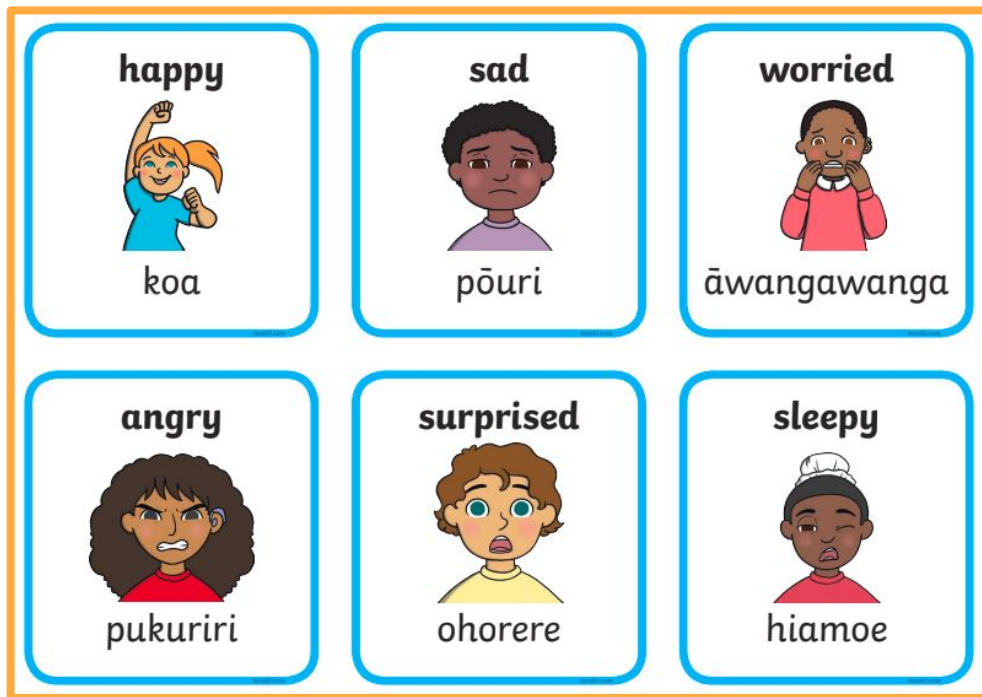


# Te reo Māori and Pasifika Resources

- [Twinkle](#)
- [Te reo Māori Classroom](#)

Twinkle also has resources in:

- Samoan
- Fijian
- Niue
- Tongan
- and many other languages



# Use a Magnetic Whiteboard

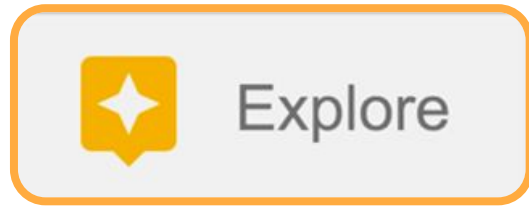
A magnetic whiteboard is a great tool to use for:


- Drawing stick figure social stories
- Drawing stick figure activities – ‘first, then’
- Supporting all learning
- Make your visuals magnetic – buy magnetic tape to attach to the back of letters, words, and visuals



Laminate everything or print on card before adding the magnetic tape for durability.

# Digital Supports



- Slides is a great tool to use to create visual resources as it has more tools than docs
- Add Emojis: Insert; Special Characters; Emojis. Resize using Font Size Tool  

- The Explore tool brings you quick access to your Drive files, web search, images, recommendations and more in Slides and Docs. There are two ways to access the Explore tool:
  - Go to Tools>Explore, or
  - Click on the Explore icon on the bottom right of your page.
  - A new sidebar panel will open, giving you access to many features

# Digital Supports



To edit a picture from another slide, use the text box tool. Place a text box what you want to edit. Then fill the text box to match the colour, then you can write over it.

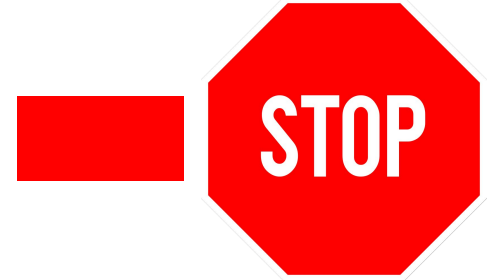


To edit a photo: Insert a screenshot or photo. Use the crop image tool, to crop out anything you don't want.

You can change the shape of photo too, click on the down arrow, and you can make your photo a different shape.



Use the fill colour and border colour tool.



# Digital Tools

- To insert digital timers or videos, watch this YouTube Clip that I have inserted for you.
- A digital timer is a useful tool. To search for a 5-minute timer: Insert; Video; YouTube; enter 5-minute timer in YouTube search bar: select the timer that would be most appropriate for your student/s; format as above.



3-minute video from Veed Studio.



# Links to Free Downloads

- Motivation To Complete Tasks! Free Download.  
[Visuals & Countdown Charts From Don D'Amore TPT!](#)
- Resources to support autistic & neurodivergent kids  
[Andnextcomesl](#)
- Innerworld Work: The Online Parent and Carer Free Support Resource Centre  
<http://www.innerworldwork.co.uk/>
- The Inspired Treehouse - How to make a Visual Schedule  
<https://theinspiredtreehouse.com/how-to-make-a-visual-schedule/>
- [https://www.victoriesnautism.com/uploads/4/0/4/0/4040527/\\_b\\_chart\\_10\\_set2.pdf](https://www.victoriesnautism.com/uploads/4/0/4/0/4040527/_b_chart_10_set2.pdf)
- [Scotland visuals link](#)
- [Picto-Selector](#) download contains over 28000 images, easy to search.

# Visuals – Extra Supports

## Countdown strips:

- Shelley Moore Countdown Strips and how to use them -great for transitions [5MM Special Edition: Home Learning Series Episode 9 – Countdown Strips](#)
- <https://fivemooreminutes.com/>
- [adaptingforautism - 10 countdown strip](#)
- [5 countdown strip](#)

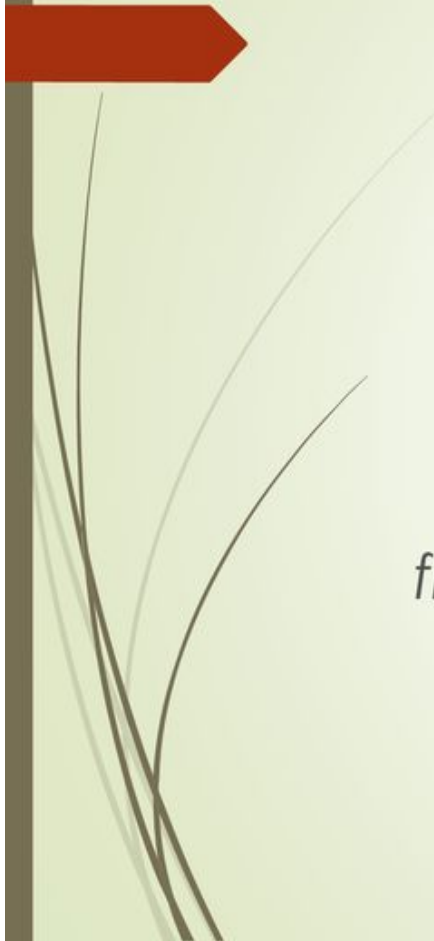
Explore Specialist Advice – Health Care NZ

<https://www.healthcarenz.co.nz/service/explore-specialist-advice/>

[Zones of Regulation https://www.zonesofregulation.com/index.html](https://www.zonesofregulation.com/index.html)

# Research on visual supports

- Transition within an activity (Dauphin, Kinney, & Stromer, 2004; Morrison, Sainato, Benciaaban, & Endo, 2002)
- Transition between activities (Bryan & Gast, 2000; Dooley, Wilczenski, & Torem, 2001; Hall, McClannahan, & Krantz, 1995; MacDuff, Krantz, & McClannahan, 1993; Massey & Wheeler, 2000)
- Social interactions (Krantz & McClannahan, 1998)
- Choice making (Watanabe & Sturmey, 2003)
- Self management in daily living skills (Pierce & Schriebman, 1994)
- On-task behavior (Bryan & Gast, 2000; Massey & Wheeler, 2000; Morrison et al., 2002)
- Reducing tantrums (Dooley et al., 2001; MacDuff et al., 1993; Krantz & McClannahan, 1993)
- Increasing compliance (Dettmer, Simpson, Myles, & Ganz, 2000)



**Unuhia te pō, te pō whiri mārama,  
Tomokia te ao, te ao whatu tāngata,  
Tātai ki runga, tātai ki raro, tātai aho  
rau, Haumi e, hui e, taiki e!**

*From the confusion comes understanding,  
from the understanding comes unity, we are  
interwoven, we are interconnected,  
together we learn.*