

Getting Familiar with Supports



Social Emergent Transitional:



Goal

Follow the sequence on a First-Then support, Visual Timer, Social Story, Script or Schedule to prepare for various events and situations, with partner support. (Regulate emotions and behaviors)



Preparation

- Think about the challenge that you want to focus on and which support will help address the behavior.
- Types of Supports:
 - First-Then: Clearly shows an individual what will happen first and what will happen after. (available in TD Snap Core First and TD Snap Motor Plan)
 - Mini-schedule: Shows a multi-step sequence of events, reinforcing the concept of cause and effect or a series of logical steps. (available in TD Snap Core First and TD Snap Motor Plan)
 - Social narrative: Stories that describe a situation and acknowledge how an individual may feel and manage that in positive ways. (available in TD Snap Core First)
 - Scripts: Provides pre-made phrases that are commonly used around the given topic. Scripts are used to help model appropriate conversation. (available in TD Snap Core First and TD Snap Motor Plan)
 - Visual timer: Can be set to show how much time is left in an activity. (available in TD Snap Core First and TD Snap Motor Plan)
- Situations that Supports can help with:
 - Difficulty with changes or transitions: Visual Timer, First-Then, Mini-Schedule, Social Narrative
 - Learning socially appropriate behavior in activity/environment: Social Narrative, Scripts
 - Difficulty understanding consequences of behaviors: Social Narrative
 - A schedule to anticipate order of activities: First-Then, Mini-Schedule
 - Challenge in focus or remaining in an activity: visual timer
- Customize the supports for the individual. If using TD Snap Core First, see these instructions on editing supports. [How do I edit a behavior support in Snap](#)
- Support templates are included in a [Boardmaker 7](#) subscription



Materials

- Communication book or device. You can download pre-made communication boards from [TobiiDynavox.com](#) or create your own communication boards with templates that are included in a [Boardmaker 7](#) subscription.



Edit a behavior support in SNAP

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TobiiDynavox

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Boardmaker 7

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Tips for Success

- Hints on Customizing:
 - Identify specific challenges
 - Purpose of the behavior
 - Activity, location and people surrounding it
 - Identify what motivates or helps the individual
 - Motivating—activities, toys, people, feedback
 - Helpful—quiet time, sensory input, encouraging words
 - Create one or more supports for each challenge
 - Use what is motivating and helpful
- At this linguistic level, navigation is not required.
- Remember to model. [Modeling AAC Activity](#)
- Inconsistency is normal at first. You may have to repeat this activity multiple times.
- Make sure to wait even longer than you expect to see if the individual will respond.



Modeling AAC
Example

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Activity with Steps

- 1 Introduce the skills and activity. “We are going to _____. We will use this _____ (schedule/first-then/etc). It is helpful because it tells us what we need to do and what to expect.” Navigate to the Support page you are targeting for the individual.
- 2 Review the Support with the individual.
- 3 Model pressing the buttons in order or if using the visual timer, point out the color and time at the top of the screen.
- 4 Repeat these steps for each Support you want to target.



Supplemental Activities

Repetition with Variety is very important in teaching AAC. Create practice opportunities that are not boring by keeping the skill constant and varying the activity. Use the following scenarios during the day to work on this goal using the same steps in the activity above.

- Use Supports in various daily activities throughout the day
- Lessons and books from Activities-to-Go can be found at [Boardmaker Activities-to-Go](#). The thematic lessons and books provide ample opportunity for individuals to practice this goal. Each unit comes with a mini-schedule.



Activities-to-Go

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Measuring Success

- Increased attention to the interaction.
- Movement towards the device or communication book.
- Increased number of attempts to gain attention, even if not always successful.
- Initiation of making a selection or vocalization.



Note

The individual does not have to ‘master’ this goal at 80% accuracy before you can move on to the next one. Even if they don’t meet the goal consistently, or without cueing, the individual may still be ready to move forward to the next goal.

Parent/Caregiver Letter

Date: _____

Dear: _____

I'm sending this letter to let you know that we are working on Supports. You will play an important part in the learning process.

How? You can reinforce the skills we address here, at home.

- **Model using Supports in a variety of activities and environments.** During your daily activities, touch the device yourself to combine key words as you say them with your speech. Modeling with feel more natural to you the more you do it.
- Complete the attached suggested activities to get you more familiar with the system.

I will be sending more activities and suggestions home. Provide any feedback and contact me with any questions. The more you can practice, the better! I'm looking forward to hearing more about the fun you have working on this skill.

Sincerely,

Activities for carryover

- 1 _____
- 2 _____
- 3 _____