



Visual Support for Participation in Clinical Assessment



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Visual Supports

Social Story

- provides a break down of a challenging social situation into understandable steps
- answers who, what, when, where, and why through the use of visuals and written text in a clear and reassuring manner that is easily understood by a child or teen.

Visual Schedule

- checklists that show photos of the procedures that child will be participating in during the assessment.
- Knowing what will happen next and how many steps until the child is done, can be helpful in maximizing the child's full participation.

Evidence that visual supports help children

- Improve expressive and receptive communication skills
- Help with transitions
- Encourage desired behaviors
- Increase engagement
- Visual support works better than auditory support for some children
- Videos visual supports are most effective and preferred by participants
- Every child is different; access to multiple supports is needed

Knight, V., Sartini, E., & Spriggs, A. D. (2014). Evaluating visual activity schedules as evidence-based practice for individuals with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 45, 157-178.

Hoa Kuoch, Pat Mirenda F, (2003) Research Article.Social Story Interventions for Young Children With Autism Spectrum Disorders

McTee et al (2019) Using visual supports to facilitate audiological testing for children with autism spectrum disorder. *American Journal of Audiology*.

Methods

- Resources
 - Existing CHDD resources and LEND social story
 - Evaluated existing resources from other clinics
 - Literature review
- Photo content
 - Original plan: CHDD photos of children in action
 - Modified plan due to clinic closure: stock photos, some CHDD discipline photos
- Text content
 - Content developed with input from every discipline
 - Input from LEND family discipline, our “target” audience

Content and format considerations: Intersectionality and Equity

- Equity:
 - Stories available in multiple languages
 - Accessible language content
 - Diverse representation in images of ability, gender, race
- Consideration of every family's unique experiences and impact on participation in clinic
 - Past traumatic experiences at the doctor
 - mistrust of systems due to race, ethnicity, class, ability, language, sexuality, gender identity, and immigration status.

Provider methods to maximize participation

- Consider the typical triggers for children: anxiety producing or behaviorally challenging procedures?
- Sign post: prepare children for what is coming next
- Consider the language you use with families
 - Friendly language to use instead of or in addition to technical terminology
 - Use language that is consistent with language used in the social story

Interdisciplinary Social Story

My Day at the Doctor



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Today, I am going to the doctor. I have to bring the devices that help me learn.



I can take the elevator or walk through the front doors of the building with my caregivers to start my day at the Doctor.



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This is the front desk. When I come to the doctor this is where I start.



This is a busy place. I will have to wait in the waiting room because everyone has to take turns.



It will be a long day. I might feel a little nervous or excited. I will bring snacks and my favorite toy. I can tell my caregivers and the doctors how I feel. I can take breaks when I need to.



In Occupational Therapy (OT), I will sit at a table and do games. I will play on a swing and trampoline and use all kinds of toys.



In Physical Therapy (PT), I will show how strong my muscles are. I will run and jump, and play ball games. I will lie down on a mat to show how my arms and legs move and show how I can balance when I move my body.



When I go to the nutritionist, I will sit quietly while my caregiver talks about what I like to eat. I can tell the nutritionist about my favorite foods, too. We might look at pictures of food or some pretend food.



When I go to the medical team, my caregivers will talk to the doctor or nurse and I will play. The doctor or nurse will listen to my chest and look in my mouth and ears. They will play games with me too. A helper will measure my body to see how much I'm growing.



When I go to see the audiologist, I will play a listening game in a new room. I will also sit quietly while my ear draws a picture.



When I go to see the speech-language team, we will talk, listen to each other carefully, and think. I will try my best, ask questions and have fun.



When we go see the social worker, they will speak with my caregivers to learn more about our family in order to help us.



When I meet with the psychologist, I will do activities at a table like answer questions, look at books, and maybe play with blocks. I can take breaks if I need to. My job is to try my best, even if some things are hard to do.



I am all done with my visit today. I can say goodbye or see you later because I might come back another time.



Audiology Social Story

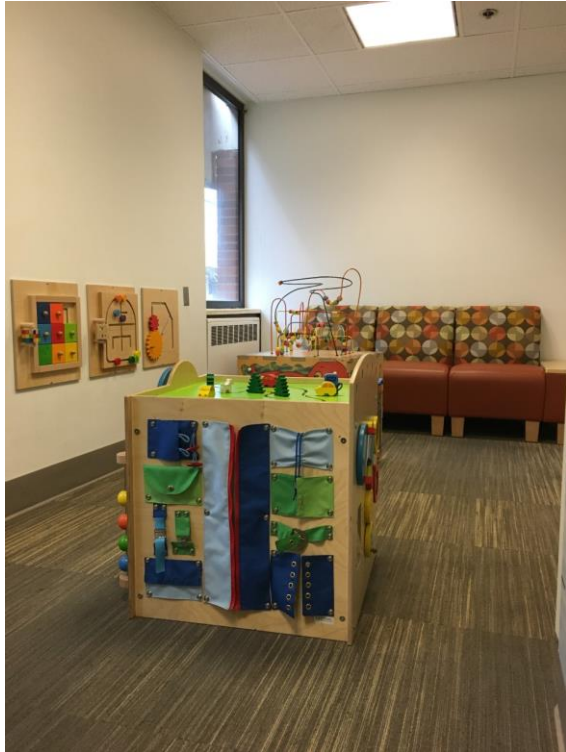
My Day at the Audiologist



Today, I am going to get my hearing checked!



I may have to wait until the audiologist is ready. I can play or read a book.



I will walk into a special listening room that looks like a school bus.

My parent and the audiologist come with me so I feel comfortable.



I get to pick the listening games I want to play.



I will listen to sounds with earphones that work for my ears.



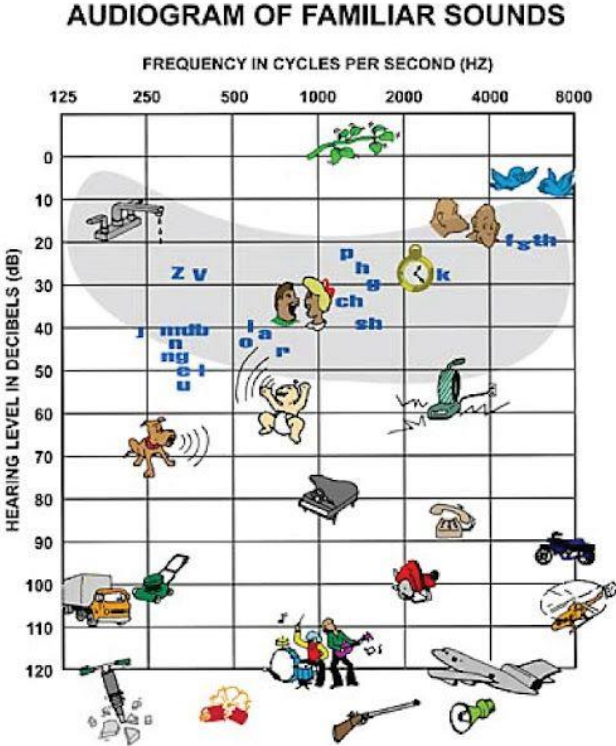
When I hear the soft beeps, I get to have my turn. I will have to be patient and listen carefully.



The audiologist will make measurements of my ears.
I will sit quietly for a short time.



When I am all done, the audiologist will talk to me and my mom and dad.



Now, I will use my hearing aids!



I will play a listening game with words using my hearing aids to help me.

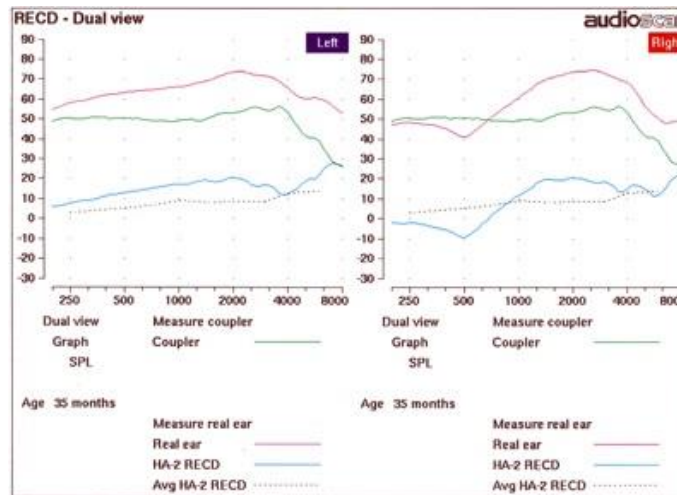


The audiologist will put a soft pillow in my ear and then fill my ear with clay. I will get to chose the color of my new earmolds!



The audiologist will make special adjustments to my hearing aids so they help me hear.

My ear measurement shows that my ear has grown.



Audiology Visual Schedule

Welcome to Audiology!



I get to look for the school bus. I will meet the audiologist.



I will play a listening game.



I will make measurements of my ears.



The audiologist will talk to me and my family.



I will get a sticker for working hard!

Where to find the resources from this project

- CHDD and LEND websites (soon)
- physical and electronic copies visible in the waiting area when clinics re-open

Questions?