Information Sheet

Visual Supports

7. Using Photos to Support '**Now & Next**'

Before using the guidance in this document, please refer to the following:

Visual Supports - 1 Using Real Objects of Reference

Visual Supports - 2 Using Real Objects to Make Choices

Visual Supports - 3 Using Real Objects to support 'Now & Next'

Visual Supports - 4 Using Photos of Real Objects

Visual Supports - 5 Using Photos to Make Choices

Visual Supports - 6 Using Photos to Make Requests

It is Important to Remember:

- Using visuals is a **whole team approach** - all adults use visual supports for all parts of the day and routine.

- **Everyone** in contact with the child must have an understanding of the child's preferred form of communication.

- When getting your setting ready for the day/session - this should include checking that visuals supports are accessible.

- Visual supports can be <u>personalised</u> to support individual children.

- Visual supports enable the child to have a visual image alongside the verbal word(s).

- Use of visual supports will help reduce some of the child's frustration and anxiety.

- Visual Supports encourage some independence, as well as develop the child's confidence.

- When using verbal communication, remember the child's **current stage of development** (not their actual age) and their current level of understanding.

- It is important to choose the words you will use with the photo of the real objects of reference - then all adults will use these <u>same</u> **word**(s) with the <u>same</u> **photo**(s).

- Photos must be of the real objects within your setting, e.g. toilet, taps, hand towels, etc. This includes photos of the child's real belongings, e.g. water bottle, coat, shoes, wellies, etc.

- An adult will get down to the child's level and use the child's name to get their attention - then pause, briefly. The adult will use the chosen words while showing the child the photo.

- Take it slowly - start off with using photos of the real object for one purpose, then introduce more once the child is using these purposefully.

- Remember, that using visual supports doesn't automatically mean the child will co-operate.

- ❖ The following examples are based on a child who is <u>not</u> receiving support from a Speech and Language Therapist. If the child is receiving support from a Speech and Language Therapist, please contact them for advice.

The following guidance is for a child who can recognise photos:

A Now & Next Card (also known as Now & Next Board or First & Then) is a visual way to support the child with routine / transitions - the amount of times you use this will depend on the child's needs.

Examples of Now & Next Cards:
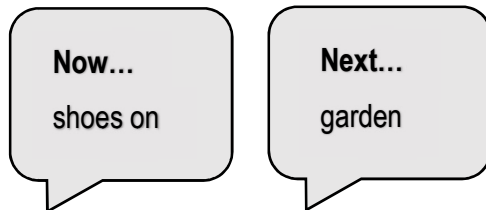
Example:
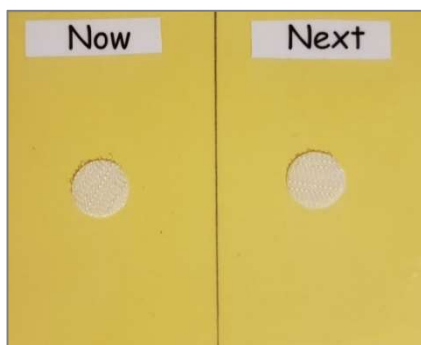
Example:

(The photo of Snow White, represent a photo of the child)

Now & Next Card - Single Use:

Depending on the child's needs, a Now & Next Card could be used for a single instruction/direction. This may be at specific times of the day that the child needs this.

For this example:

The child is going outside into the garden.

Example:

> **Now...**
> shoes on

> **Next...**
> garden

Now & Next Card - Used over a period of time:

Depending on the child's level of understanding, the Now & Next Card can be used over a period of time.

Remember - always use the child's name first then pause, briefly. Always point to the relevant photo as you say the word(s) and pause between photos.

Depending on the child's stage of development, the child may want to remove and replace the photos, more independently.

For this example, think about lunch-time:

Example:

> **Now...**
> wash hands

> **Next...**
> lunch
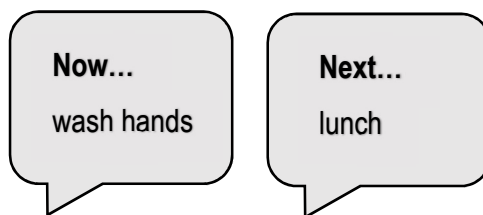
When the child has finished washing their hands - the wash hands photo card is removed and the adult says:

For this example:

Example:

> wash hands
> has finished

Example:

The lunch photo card is moved to the <u>Now</u> side - as the adult says:
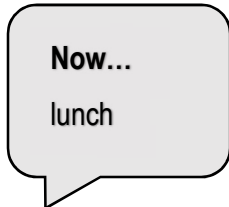
***For this example*:**

> **Now…**
> lunch

Example:

The photo of what is happening next is then added and the adult confirms this by saying:

***For this example*:**

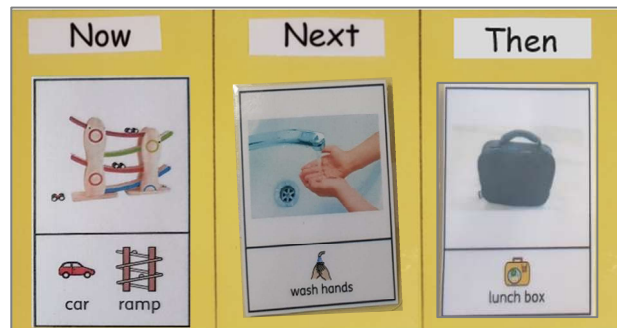> **Now…**
> lunch

> **Next…**
> group time

and so on …

Please note:
Depending on the child's level of understanding, you may need to include a 'Then' part - this gives the child more information.

***For this example*:**

> **Now…**
> car ramp

> **Next…**
> wash hands

> **Then…**
> lunch

Example:

Another example:

Think about when the child is going to the garden.

Now...
car ramp

Next...
shoes on

Then...
garden

## Other Uses for a Now & Next Card:

You can also use the Now & Next Card as an incentive to access other activities within the setting that the child may not generally choose, or for the child to complete a task chosen by the adult.

This <u>Now</u> activity may only last a few seconds.

The <u>Next</u> activity will need to be something that is highly motivating for the child. For more information please refer to the Information Sheet on the Five Acre Wood Website: Following an adult's agenda using a 'now and next' approach.

For this example:

The child doesn't show an interest in puzzles but likes animals and the child is highly motivated by bubbles.

Example:

Now...
puzzle

Next...
bubbles
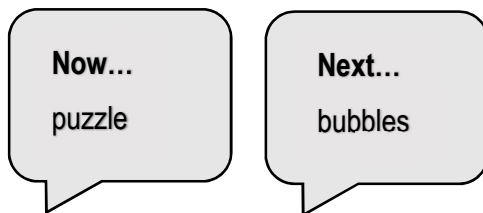
To support a child who is anxious: (the child may have a good understanding of language & routines)

When the child has a good understanding of language and routines, they may appear to be capable - however at times of emotional dysregulation; the child may be anxious, worried, scared, unsure, etc. This child would benefit from the use of visuals to help reduce their anxiety. This may be a strategy that is only needed at certain times and/or transitions.

An example would be - using a Now & Next Card to support the child on arrival at the setting, this can reassure a child what will be happening once they arrive. This is then a visual agreement between the adult and the child.

Depending on the child's needs, this could be organised the day before, so the child knows what to expect when they next arrive.

The child may be able to make their own choice for the Next activity, however think about the number of choices you are offering and don't overwhelm the child. Once the child has made a decision, add their choice to the Now & Next card.

Remember - The activity <u>must</u> be available and ready to do/use.

For this example:

Example:

> **Now...**
> hang up coat

> **Next...**
> car ramp
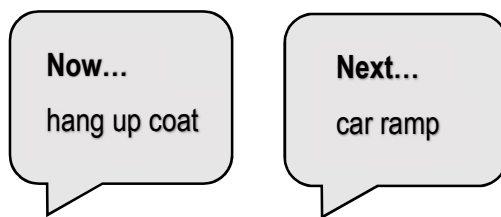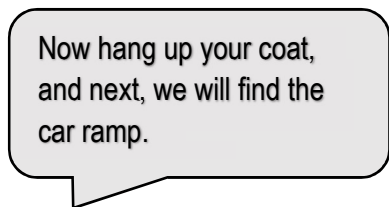

If the child's understanding of language is good, then you would adjust the language to match their current stage of development (not age). The adult may say,

Example:

*For this example***:**

> Now hang up your coat, and next, we will find the car ramp.

Remember: <u>Every</u> adult <u>must</u> use the <u>same</u> **word**(s) with the <u>same</u> **photo**(s).