

**Your Words Hurt My Ears:
Using visuals & cues to reduce resistance
2/13/24**

- **Grace: Providing Kids w/what they need**
 - It's not "giving in", and it's not "giving up"
 - Rather, *Grace* is "giving kids what they need"
- **Underneath the Irritability/Explosiveness**
 - ADHD
 - **Sensory Sensitivities**
 - **Language Processing Concerns**
 - Some children may take a moment to respond to us, and if we immediately perceive that as defiance, we may respond in a way that makes it harder for children to partner with us to problem-solve.
 - **Neurodiverse conditions**
 - **Autism Spectrum Disorder (as an example)**
- **The path of Auditory vs Visual Input**
- **Lessening the Impact**
 - **Quick, Kind, Calm, Firm, Close**
 - **Early Intervention**
 - Address behavior early when you *see* it, don't wait until you *feel* it
 - **Visuals**
 - **Non-verbal Cues**
 - **Stop**
 - **Teach "Give me 5"**
 - **Eyes**
 - **Ears**

- Voice
 - Body
 - Hands
 - Okay? (Sign language "O" & "K")
 - "Are you okay?"
 - What other non-verbal cues do you use?
 - "The look" (eye contact)
 - The power of proximity
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- Visuals
 - Personal Photo Library
 - Taking pictures of your child doing "the right thing", then putting them into a photo album
 - These can be helpful when children are having a difficult moment and need to see the visual
 - Can also include a picture of their safe place
 - Schedule/Calendar
 - Especially helpful for children who benefit from structure/predictability/routines
 - Visual processing tools
 - "How big is my problem?"
 - From a web search, not an endorsement
 - [How Big is My Problem? Free Printable - Munofore](#)
 - Response cards for kids to use
 - Teaches children how to respond when they are struggling
 - Response cards might include:
 - "I feel angry."

- "I need a minute."
- Cards could even be color-coded and tied to Zones of Regulation
 - From websearch, not an endorsement of the site
 - [Socialthinking - The Zones of Regulation Free Stuff](#)

- Q&A