

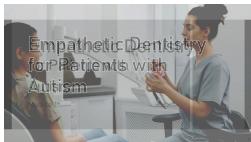
Empathetic Dentistry for Patients with Autism: VILT Module 1

Producer: Pre-work	<ul style="list-style-type: none">• Test wi-fi connection
	<ul style="list-style-type: none">• Set up a Zoom meeting room so participants can enter automatically• Send a Zoom invitation with the link to all participants• Consult with the facilitator to determine the procedure they want to use to manage chat interactions• Set up the facilitator's computer to enable shared screen and mic/camera access• Do a quick run-through with the facilitator to check that everything is working properly• Review how to set up and manage Breakout Rooms with the facilitator• Gather emails from pre-registration for sending Certificates following the course completion

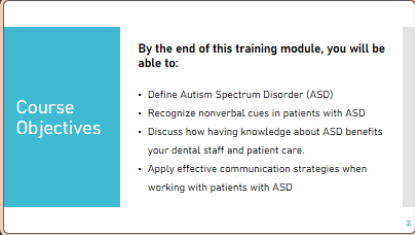
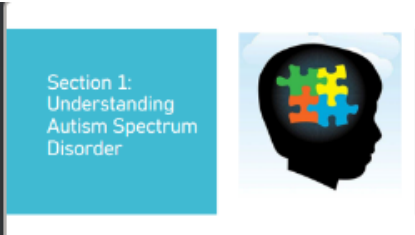
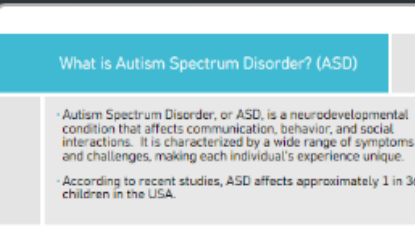
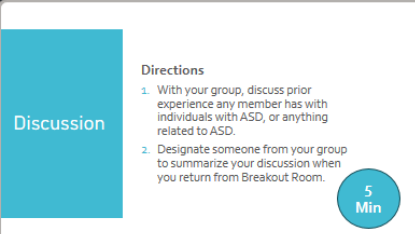
Facilitator: Pre-Work	<ul style="list-style-type: none">• Consult with the producer about the procedure you will use to manage chat interactions and how you want to communicate with the producer if there are any issues you need to know.
	<ul style="list-style-type: none">• You will need to use a timer during the course, so prepare to have one available (phone, watch, etc.)
	<ul style="list-style-type: none">• Collect the prop to display with Slide 16 (communication cards on a ring provided in Facilitator resources)
	<ul style="list-style-type: none">• Review the participant list (if you have been provided with it)
	<ul style="list-style-type: none">• Verify the location of the restrooms, water, coffee, etc.
	<ul style="list-style-type: none">• Run through the slides and notes to familiarize yourself with terms and review any details• The detailed script/notes are included PRESENTER MODE of the slide deck, so I will only reference the first few words of the script in the presentation in your notes.

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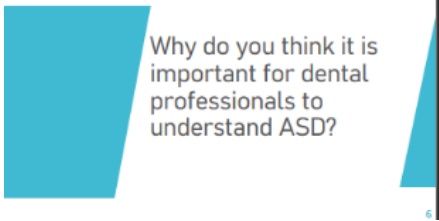
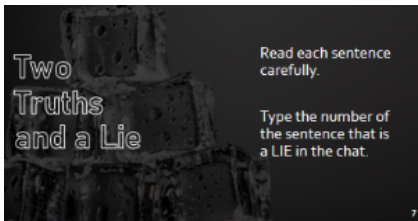
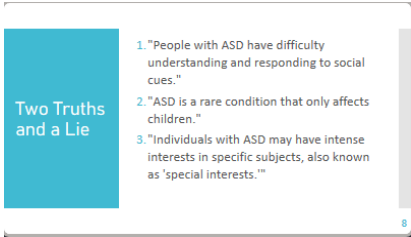
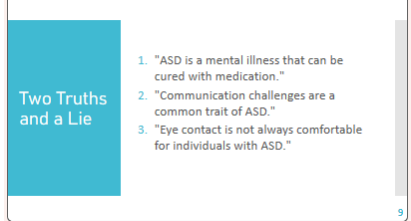
Session 1		
Slides	Approximate Timing	Topic
1-4	6 minutes	Introduction ASD
5-6	6 minutes	Breakout Room
7-11	8 minutes	2 Truths and a Lie
12-23	20 minutes	Understanding Patients
24-33	20 minutes	Social Story, Recap, and Conclusion
Total:	60 minutes	

Slide(#) Duration	Slide	Facilitator Notes Included in slide deck PRESENTER MODE	Producer Notes
1	Title Slide - Course 	<ul style="list-style-type: none"> ● SHARE YOUR SCREEN ● All participants should have their names displayed. If not, they can do so during the call. ● Welcome, Guidelines (camera on/mic off) ● Open chat for comments during the course ● Verify that all can see and hear ● Explain how to use the “raise hand” icon at the bottom of the screen ● Have them get paper/pencil 	<p>Verify that everyone can see and hear.</p> <p>Be sure everyone has their chat open for the entire course.</p> <p>Be sure latecomers are allowed into the room.</p>

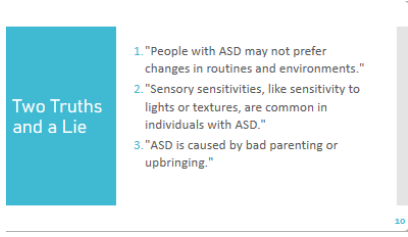
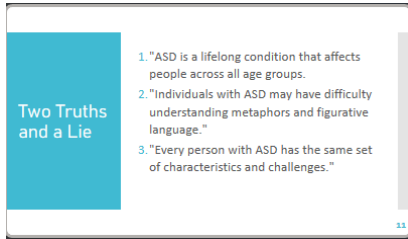

Empathetic Dentistry for Patients with Autism: VILT Module 1

2	Course Objectives  <p>By the end of this training module, you will be able to:</p> <ul style="list-style-type: none"> • Define Autism Spectrum Disorder (ASD) • Recognize nonverbal cues in patients with ASD • Discuss how having knowledge about ASD benefits your dental staff and patient care. • Apply effective communication strategies when working with patients with ASD 	<ul style="list-style-type: none"> • Course schedule reminder: 10-minute break, 1-hour module • Logistics – restroom, coffee, etc. 	Continuously monitor chat throughout the course and alert the facilitator to questions you cannot answer.
3	Section 1: Understanding Autism Disorder 	<ul style="list-style-type: none"> • Superpower Ice Breaker • Recap what they shared 	
4	What is ASD  <p>What is Autism Spectrum Disorder? (ASD)</p> <ul style="list-style-type: none"> • Autism Spectrum Disorder, or ASD, is a neurodevelopmental condition that affects communication, behavior, and social interactions. It is characterized by a wide range of symptoms and challenges, making each individual's experience unique. • According to recent studies, ASD affects approximately 1 in 36 children in the USA. 	ASK: Why are we here today? What is your experience with individuals with ASD? <ul style="list-style-type: none"> • Explain breakout rooms – 4 or less per room 	
5 [5m]	Discussion – Breakout Room  <p>Discussion</p> <p>Directions</p> <ol style="list-style-type: none"> 1. With your group, discuss prior experience any member has with individuals with ASD, or anything related to ASD. 2. Designate someone from your group to summarize your discussion when you return from Breakout Room. <p>5 Min</p>	<ul style="list-style-type: none"> • 5 minutes – divide into groups of 4 and place in Breakout Rooms • End rooms and discuss with the whole group what they found 	Monitor that Breakout Rooms are functioning correctly.

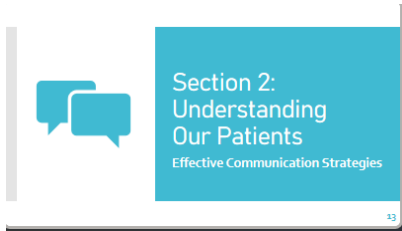


Empathetic Dentistry for Patients with Autism: VILT Module 1

6	<p>Why do you think it is essential....</p> 	<ul style="list-style-type: none"> Participants share their experiences from the discussion You RECAP summaries <p>ASK: Why do you think it is essential...</p> <ul style="list-style-type: none"> Add their response in the CHAT Brief discussion Introduce the next activity GAME 	
7	<p>Two Truths and a Lie Directions</p> 	<ul style="list-style-type: none"> Explain rules Remind to read carefully and enter the number of the LIE in the CHAT 	
8	<p>Two Truths and a Lie 1</p> 	<ul style="list-style-type: none"> Click each time to enable the entrance and exit of sentences. The LIE will highlight on the final click and then click again to advance <p>Answer is #2</p>	
9	<p>Two Truths and a Lie 2</p> 	<p>Answer is #1</p>	



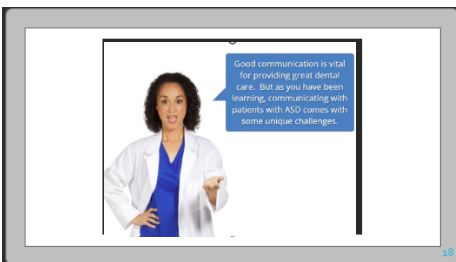
Empathetic Dentistry for Patients with Autism: VILT Module 1

10	Two Truths and a Lie 3 	Answer is #3	
11	Two Truths and a Lie 4 	Answer if #3	
12 [10m]	Break-10 min 	Remind locations of restrooms, etc.	Monitor time, and give a 2-minute warning to the facilitator.
13	Title Page-Section 2: Understanding Our Patients	Welcome Back <ul style="list-style-type: none"> Tell the anecdote about text autocorrect Click ONCE to display slide 14 with NO text entered. 	

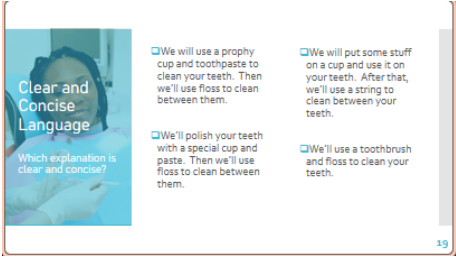
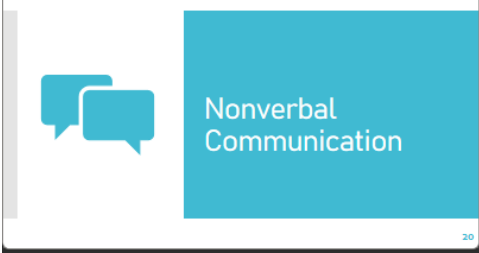

Empathetic Dentistry for Patients with Autism: VILT Module 1

			
14	<p>Chat screen</p> 	<ul style="list-style-type: none"> ● Click again when you say, “You use an emoji to convey excitement, so you type a message saying, ‘Can’t wait for the party!’” ● The message will come up “Can’t wait for the pity,” and the other texts should populate afterward. ● Continue with the script in presenter view 	
15	<p>Effective Communication</p> 	<p>SAY: We have all been in situations where we feel we are not understood.</p> <ul style="list-style-type: none"> ● Reference points on the slide. ● Briefly discuss situations that participants describe from their past. ● Highlight two main types of communication: Receptive and Expressive 	<p>Be sure the facilitator has communication cards in hand for the next slide.</p>
16	<p>Expressive Language</p>	<p>REINFORCE: Expressive is how patients communicate with YOU</p> <p>ASK: How can you support them?</p>	

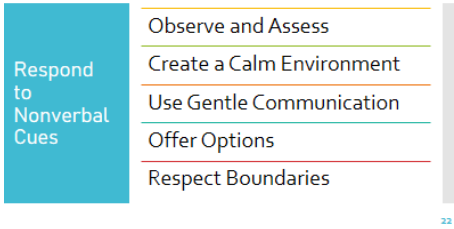
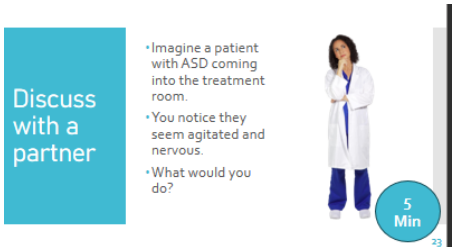
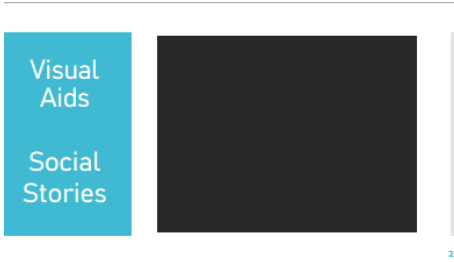
Empathetic Dentistry for Patients with Autism: VILT Module 1

	<p>Challenges with Expressive Language</p> <ul style="list-style-type: none"> Some patients with ASD may find it hard to say what they want or how they feel. They may use pictures or gestures to tell us what they need.  <p>16</p>	<ul style="list-style-type: none"> Response: being patient and finding optional ways to understand them Display visual aid (communication book) and flip through it with the learners. 	
17	<p>Receptive Language</p> <p>Challenges with Receptive Language</p> <ul style="list-style-type: none"> Sometimes, patients with ASD may find it hard to understand what we say to them. Clear and simple words Pictures or other tools  <p>17</p>	<p>COMPARE expressive VS receptive</p> <ul style="list-style-type: none"> Receptive – how the patient understands YOU Expand: See script on slide DECK 	
18 [30s]	<p>Video</p>  <p>18</p>	<p>PLAY the video (about 1 minute long)</p> <ul style="list-style-type: none"> Highlight “sugar bugs.” Remind learners to remember that older patients may still relate to things as a “younger” patient would. <p>ASK: Can you think of ways to “rephrase” common words or phrases you use during a dental visit?</p>	

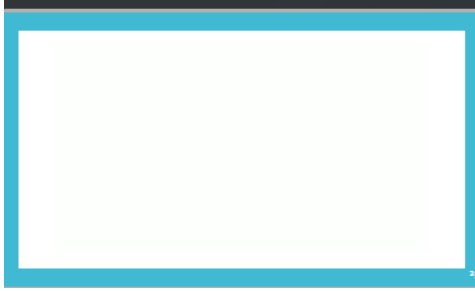
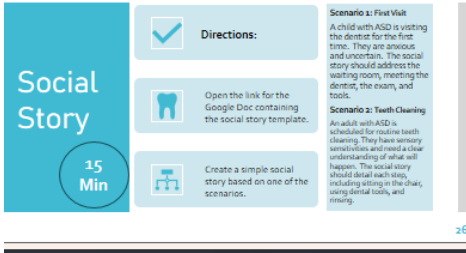
Empathetic Dentistry for Patients with Autism: VILT Module 1

19	Clear and Concise Language 	SAY: Using simple words.... (from slide deck) The bottom left answer is correct	
20	Title Page-Nonverbal Communication 	ASK: Examples of nonverbal communication <ul style="list-style-type: none"> • Lead learners to BODY LANGUAGE • A few participants demonstrate examples • Learners describe the meaning in CHAT 	
21	Common Nonverbal Cues 	THINK ABOUT: Is there a time....	
22	Respond to Nonverbal Cues	DISCUSS each point – details in the slide deck	


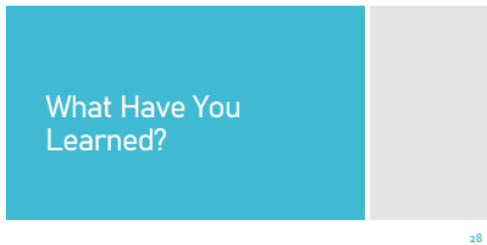
Empathetic Dentistry for Patients with Autism: VILT Module 1

			
23 [5m]	<p>Discuss – Breakout Room</p> 	<ul style="list-style-type: none"> ● Place 2-3 learners in Breakout Room ● Learners return after 5 minutes and share briefly 	<p>Monitor the Breakout Room and give a 2-minute warning to the facilitator.</p>
24 [30s]	<p>Video-Visual Aids/Social Stories</p> 	<p>PLAY 1-minute video DISCUSS simplifying a procedure to create a social story (refer to slide notes)</p>	
25 [2.5m]	<p>Video-John’s Visit to the Dentist</p>	<p>PLAY John’s Visit video (3 minutes) RECAP simple sequence, clear and concise language</p>	

Empathetic Dentistry for Patients with Autism: VILT Module 1

			
26 [2m]	<p>Social Story Directions</p> 	<p>ASK: What is the purpose of a Social Story (review slide notes)</p> <p>REVIEW directions from the slide</p> <p>EXPLAIN how to access the template via the link</p> <p>Access by clicking on the star on the next slide OR by clicking the link posted in the CHAT</p> <p>15 minutes to complete on their own</p> <p>ADVANCE to the next slide to continue with additional instructions</p>	<ul style="list-style-type: none"> ● Closely monitor CHAT in case any participants have questions during this activity. ● Cut and paste the URL into the CHAT if the star link doesn't work for everyone.
27 [13m]	Template – Access link to Google Slide	EXPLAIN	Give the facilitator a 2-minute warning.

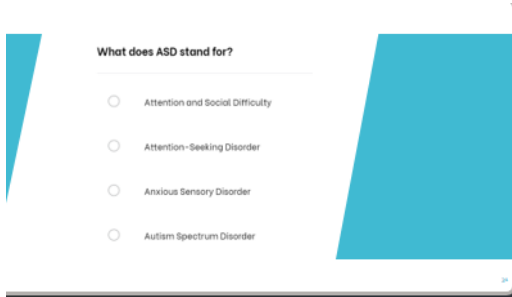
Empathetic Dentistry for Patients with Autism: VILT Module 1

		<ul style="list-style-type: none"> ● Make a brief outline of the sequence of events for your chosen scenario on your paper. ● Try to limit to 6-7 scenes ● You can insert an image from the web if you like and are able. ● Depending on your tech capabilities and your device, you may get as creative as you want, but this is not mandatory ● Participants return after 15 minutes and ask a few people to volunteer to show their Social Story 	
28	<p>Title Page-What Have You Learned</p> 	<p>SAY: Now that we've explored....</p>	

Empathetic Dentistry for Patients with Autism: VILT Module 1

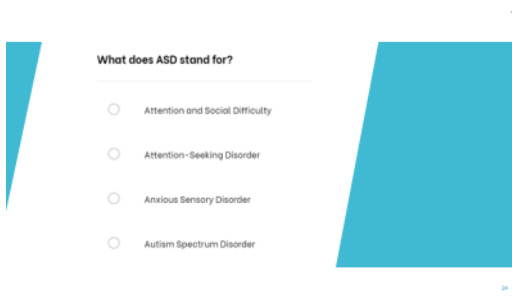
29-32

Group Assessment



What does ASD stand for?

- ☐ Attention and Social Difficulty
- ☐ Attention-Seeking Disorder
- ☐ Anxious Sensory Disorder
- ☐ Autism Spectrum Disorder

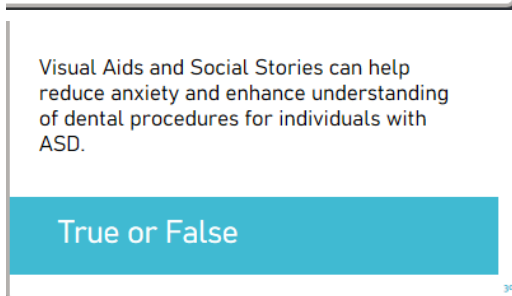


What does ASD stand for?

- ☐ Attention and Social Difficulty
- ☐ Attention-Seeking Disorder
- ☐ Anxious Sensory Disorder
- ☐ Autism Spectrum Disorder

Visual Aids and Social Stories can help reduce anxiety and enhance understanding of dental procedures for individuals with ASD.

True or False




Why is it important for dental staff to have knowledge about Autism Spectrum Disorder (ASD)? Select all that apply.

- ☐ Dental staff can use ASD knowledge to avoid providing treatment to these patients.
- ☐ Patients with ASD may have sensory sensitivities that require special accommodations.
- ☐ ASD is a rare condition that dental staff might encounter occasionally.
- ☐ Having ASD knowledge helps create a welcoming and inclusive environment for all patients.
- ☐ Dental staff can adapt their communication and approach to meet the needs of patients with ASD.

Click through “quiz” questions and ask participants to raise their icon hand or actual hand to answer the brief review.

Empathetic Dentistry for Patients with Autism: VILT Module 1

33	<p>Making a Difference</p> 	<p>SAY: Congratulations everyone, [on presenter notes]</p>	