Evidence Based Practice Training:

Visual Supports (VS)

Adapted from Sam, A., & AFIRM Team. (2015). *Visual Supports.* Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from https://afirm.fpg.unc.edu/visual-supports

What is CAPTAIN

The California Autism Professional Training And Information Network (CAPTAIN) is an interagency network developed to support the understanding and use of evidence based practices (EBPs) for individuals with Autism across the state of California.

What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the Special Education Content Lead for Autism

This project is funded by the California Department of Education and the California Collaborative for Educational Excellence.

Levels of Professional Development to Reach Implementation

This is a Workshop/Training and is designed to increase your KNOWLEDGE of the topic. Implementation supports to assist you with use of this EBP will be outlined following the TRAINING/WORKSHOP

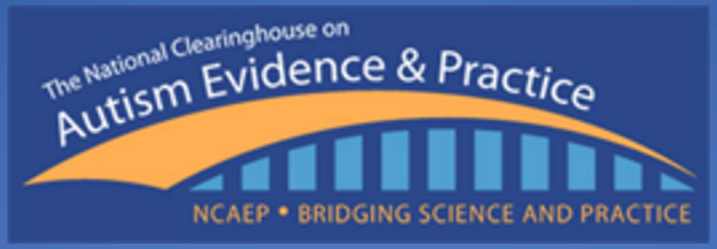
Before We Begin…

Please complete the **Pre-Training Survey** sent to your email

Core Components Learning Objectives:

- Define EBPs for Autism
- Describe the EBP of Visual Supports (VS)
- Describe the various types/formats of VS
- Learn to use the "Visual Supports Implementation Brief" to set up, use and self-evaluate use of this EBP

What are Evidence Based Practices?



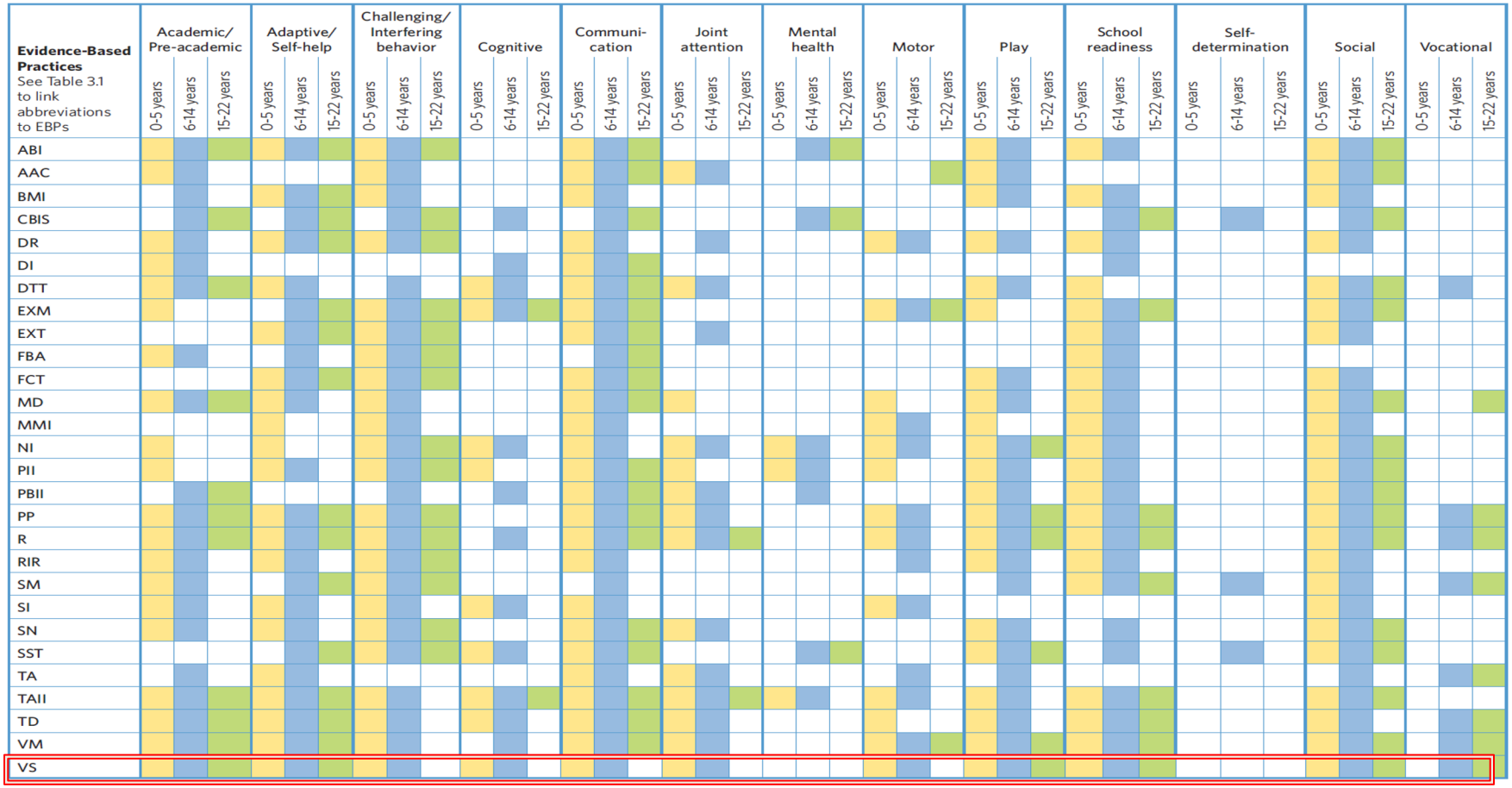
NCAEP definition of an EBP:

"Focused intervention practices that have evidence of efficacy in promoting positive outcomes for learners with ASD."

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

Evidence Based Practice Matrix (28 EBPs)

Table 3.7 Matrix of evidence-based practices, outcomes, and age categories



Evidence-Based Practices See Table 3.1 to link abbreviations to EBPs	Academic/ Pre-academic			Adaptive/ Self-help			Challenging/ Interfering behavior			Cognitive			Communi-cation			Joint attention			Mental health			Motor			Play			School readiness			Self-determination			Social			Vocational		
	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years	0-5 years	6-14 years	15-22 years
ABI																																				
AAC																																				
BMI																																				
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SM																																				
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SST																																				
TA																																				
TAII																																				
TD																																				
VM																																				
VS																																				

AVAILABLE ON CAPTAIN WEBSITE

www.captain.ca.gov

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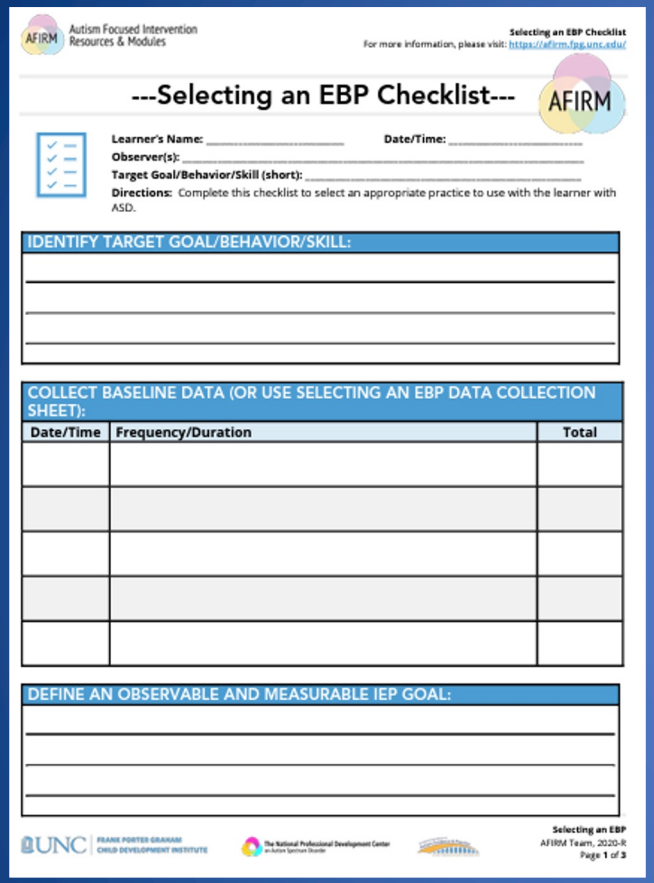
SELPA Content Lead EVIDENCE Based Practices —Autism— Marin County

Selecting EBPs

Before beginning a new practice with a learner, it is important to follow four planning steps

1. Identify the behavior
2. Collect baseline data on the behavior
3. Establish an observable and measurable goal
4. Choose an EBP
   - Consider the child and family characteristics
   - Consider the teacher and team characteristics
   - Consider other available resources

Selecting an EBP Checklist



Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

---Selecting an EBP Checklist---

Learner's Name: _____ Date/Time: _____
Observer(s): _____
Target Goal/Behavior/Skill (short): _____
Directions: Complete this checklist to select an appropriate practice to use with the learner with ASD.

IDENTIFY TARGET GOAL/BEHAVIOR/SKILL:

COLLECT BASELINE DATA (OR USE SELECTING AN EBP DATA COLLECTION SHEET):

Date/Time	Frequency/Duration	Total

DEFINE AN OBSERVABLE AND MEASURABLE IEP GOAL:

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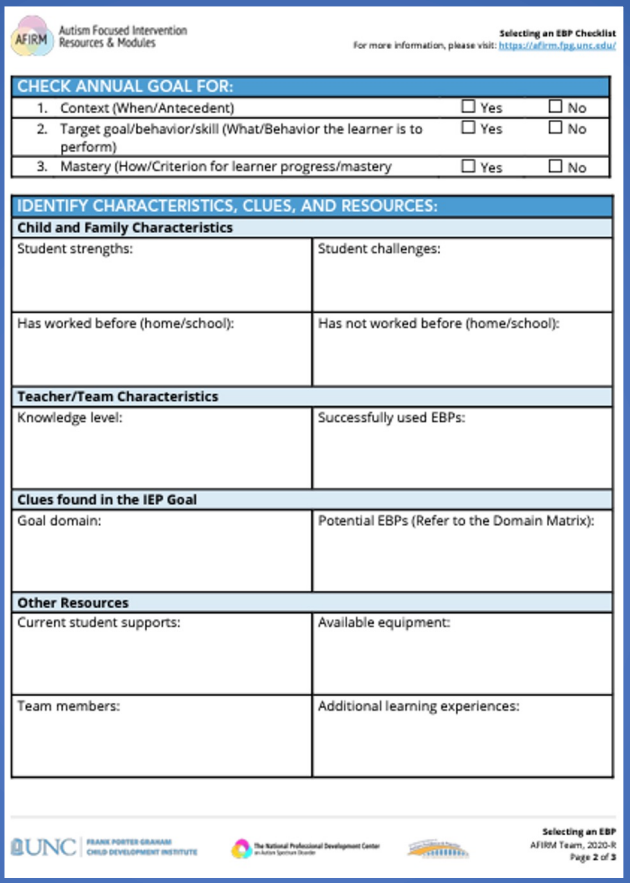
Selecting an EBP
AFIRM Team, 2020-R
Page 1 of 3



Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

CHECK ANNUAL GOAL FOR:

1. Context (When/Antecedent)	☐ Yes	☐ No
2. Target goal/behavior/skill (What/Behavior the learner is to perform)	☐ Yes	☐ No
3. Mastery (How/Criterion for learner progress/mastery	☐ Yes	☐ No

IDENTIFY CHARACTERISTICS, CLUES, AND RESOURCES:

Child and Family Characteristics

Student strengths:	Student challenges:
Has worked before (home/school):	Has not worked before (home/school):

Teacher/Team Characteristics

Knowledge level:	Successfully used EBPs:

Clues found in the IEP Goal

Goal domain:	Potential EBPs (Refer to the Domain Matrix):

Other Resources

Current student supports:	Available equipment:
Team members:	Additional learning experiences:

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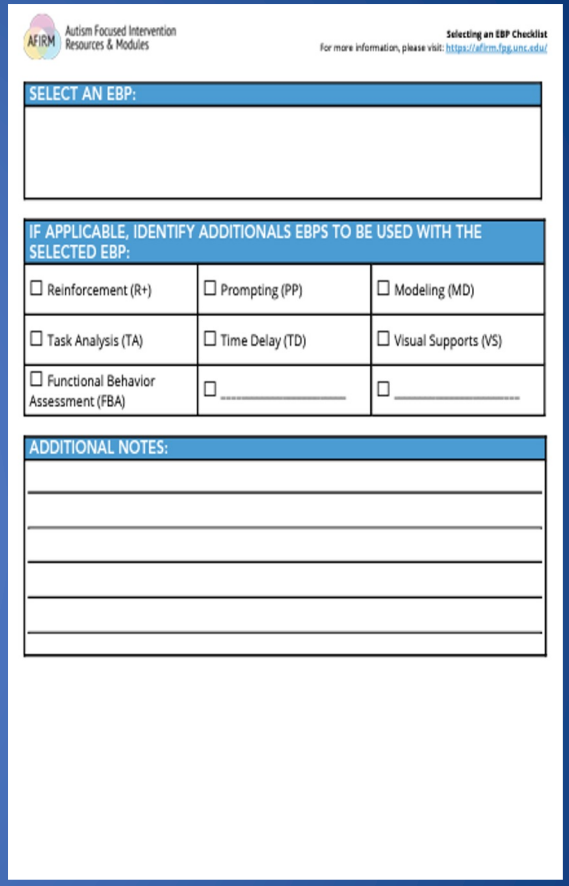
Selecting an EBP
AFIRM Team, 2020-R
Page 2 of 3



Autism Focused Intervention Resources & Modules

Selecting an EBP Checklist
For more information, please visit: https://afirm.fpg.unc.edu/

SELECT AN EBP:

IF APPLICABLE, IDENTIFY ADDITIONALS EBPS TO BE USED WITH THE SELECTED EBP:

☐ Reinforcement (R+)	☐ Prompting (PP)	☐ Modeling (MD)
☐ Task Analysis (TA)	☐ Time Delay (TD)	☐ Visual Supports (VS)
☐ Functional Behavior Assessment (FBA)	☐ _____	☐ _____

ADDITIONAL NOTES:

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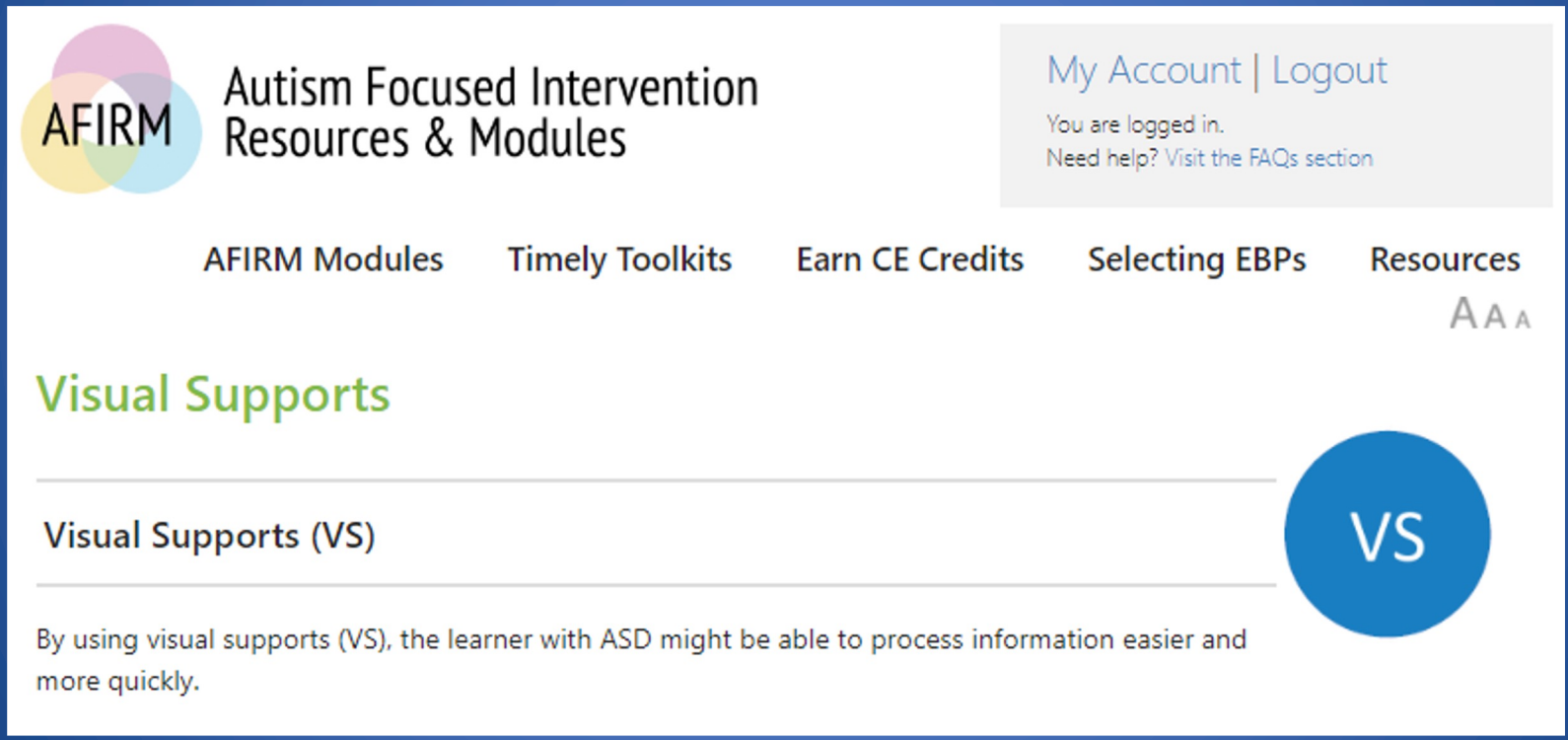
High Quality Training:

Autism Focused Intervention Resources and Modules (AFIRM)

Designed to help you learn the step-by-step process of planning for, using, and monitoring EBPs with learners with Autism from birth to 22 years of age



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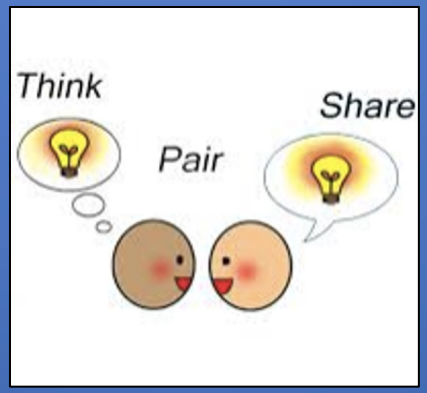
Think - Pair - Share

- Describe the visual information you use in daily life and the ways that it helps you……
  - For example, while driving, grocery shopping, traveling, etc.



What are Visual Supports (VS)?

- Any tool presented visually that supports an individual as he or she moves through the day

- Might include written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts

Visual Supports

Visual Supports include:

- Visual/Physical Boundaries and Structure
- Visual/Picture/Written Cues
  - Includes Touchpoints
- Visual Work Systems
- Scripting
- Visual Schedules

Settings

Used effectively in:

- Home settings
- Community settings
- Classroom settings

Visual Supports are intended to be used as one component of comprehensive programming for individuals with Autism

(Steinbrenner, 2(

Name of EBP	Visual Supports (VS)					
Definition of EBP	Visual supports (VS) are concrete cues that provide information about an activity, routine, or expectation and/or support skill demonstration. Visual supports are often combined with other practices such as prompting and reinforcement, and they are also embedded in many more complex or packaged interventions. Some examples of common visual supports are visual schedules, activity schedules, work systems, graphic organizers, visual cues, and scripts.					
	Age Ranges					
Outcome Areas	0-2 Toddlers	3-5 Preschoolers	6-11 Elementary School	12-14 Middle School	15-18 High School	19-22 Young Adults
Communication		✓	✓	✓		
Social		✓	✓	✓	✓	✓
Joint attention		✓	✓			
Play		✓	✓	✓		✓
Cognitive		✓	✓			
School readiness		✓	✓	✓		✓
Academic/ Pre-academic		✓	✓	✓	✓	✓
Adaptive/ self-help		✓	✓	✓	✓	✓
Challenging/ Interfering behavior		✓	✓	✓		
Vocational			✓	✓	✓	✓
Motor	✓		✓			
Mental health						
Self-determination						

Visual/Physical Boundaries and Structure

- Visual/Physical Boundaries and Structure are a specific type of visual support that use furniture arrangement, labeling, and color coding to make the use of a particular space more obvious and clear

Who Needs Physical/Visual Structure?

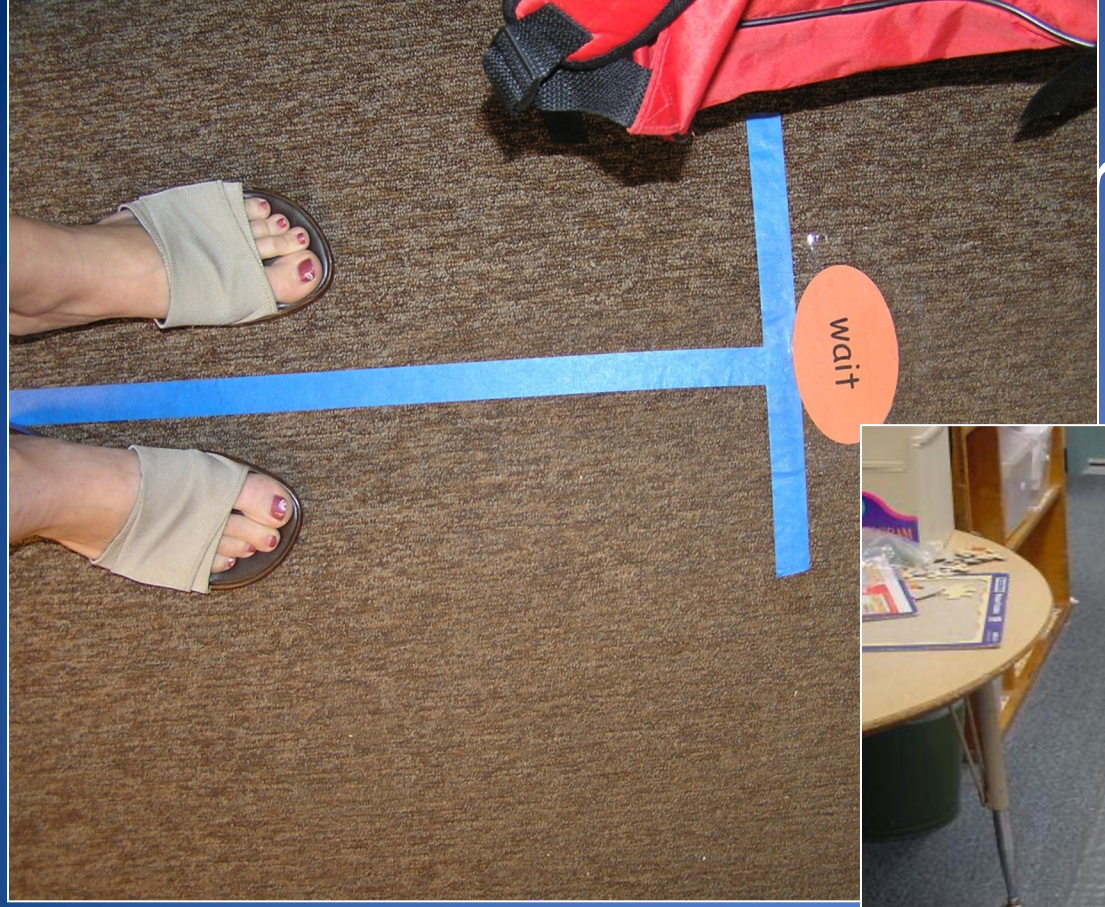
- Is there a safety concern?
- Does the learner have difficulty staying in one place?
- Does the learner know what s/he is to be working on in an area?
- Does the learner ever leave a location because of frustration?
- Does the learner ever have difficulty with entering others' work space and or making use of others' work or personal materials?

If yes to any of these, consider using Physical/Visual Structure…

Example: Structure in the Environment

Areas are clearly defined with barriers, signs and specific materials to clarify expectations

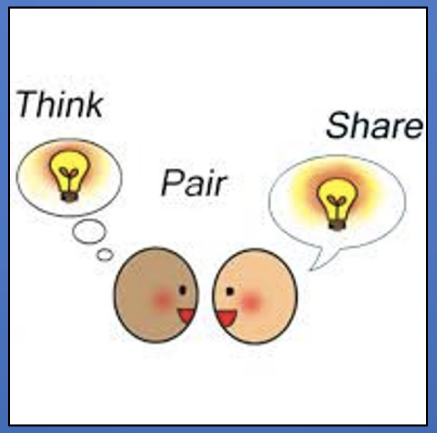
r Lining Up



What types of visual boundaries do you see?

Think - Pair - Share

- Do you have an example of physical structure in your classroom?
- Can you think of things you may want to add?



Visual Cues

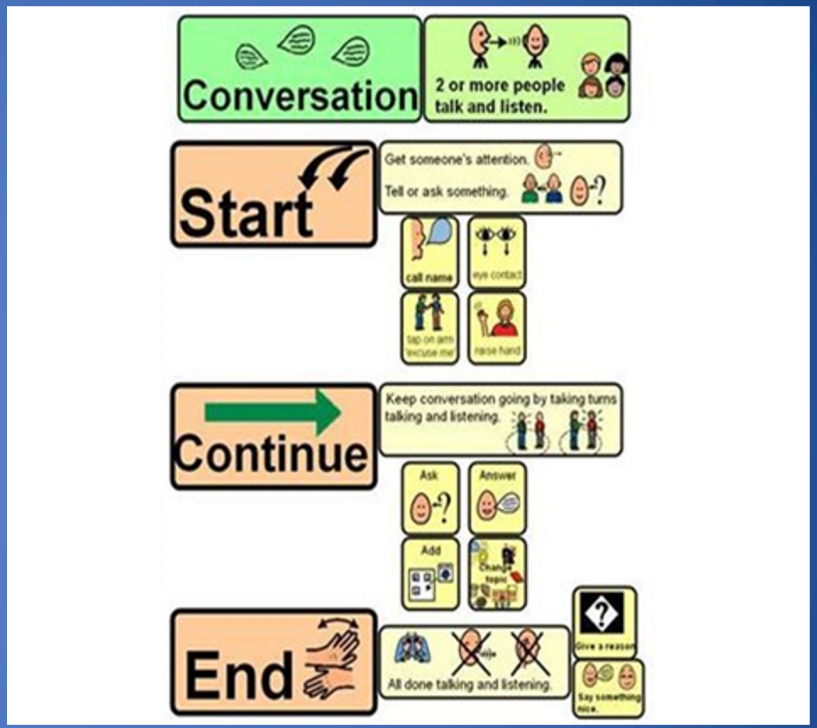
- Help Identify or Clarify Expected Behaviors
  - Rules
  - Sequences
  - Additional visual information that clarifies the expectations (timers, highlighting, etc)

Who Needs Visual Cues?

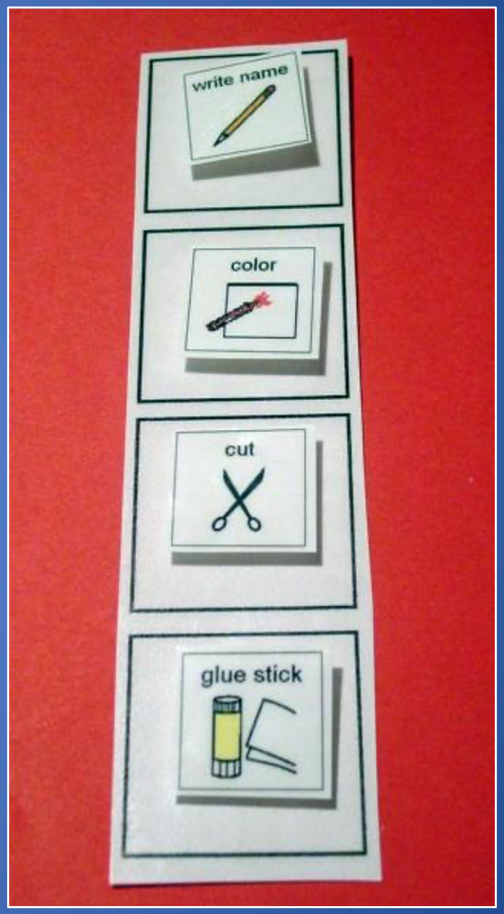
- Does the activity, event, or concept cause anxiety or frustration for the learner?
- Is a great deal of adult support required for the learner to be successful with the activity, event, or concept?
- Is the activity, event, or concept difficult for the learner to understand when only verbal information is provided?

If yes to any of these questions, it is likely that the learner would benefit from a visual support

Visual Step-By-Step Instructions



Visual sequence and organization of steps within activities



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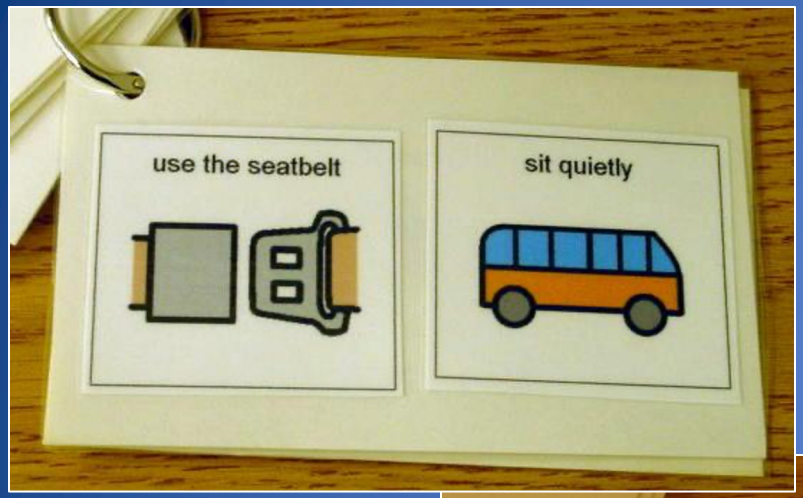
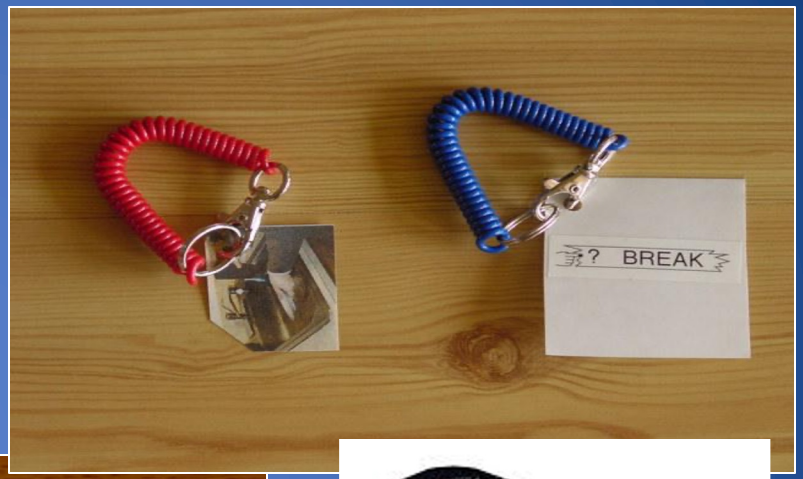
Visual Cues Help Identify or Clarify Expected Behaviors





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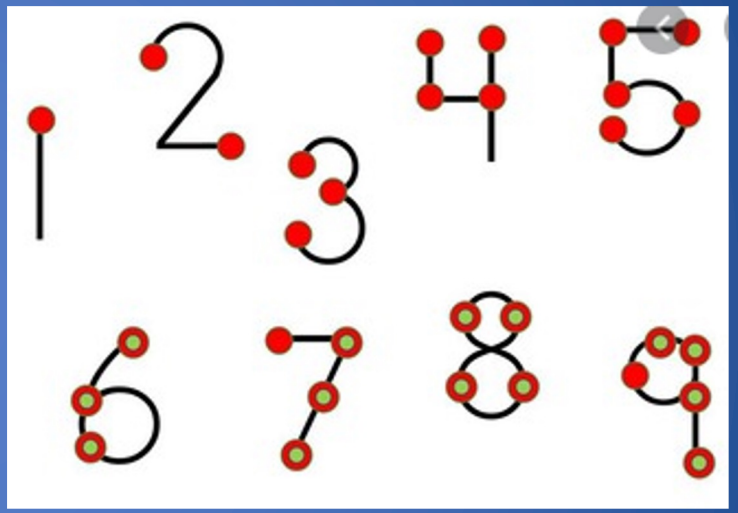
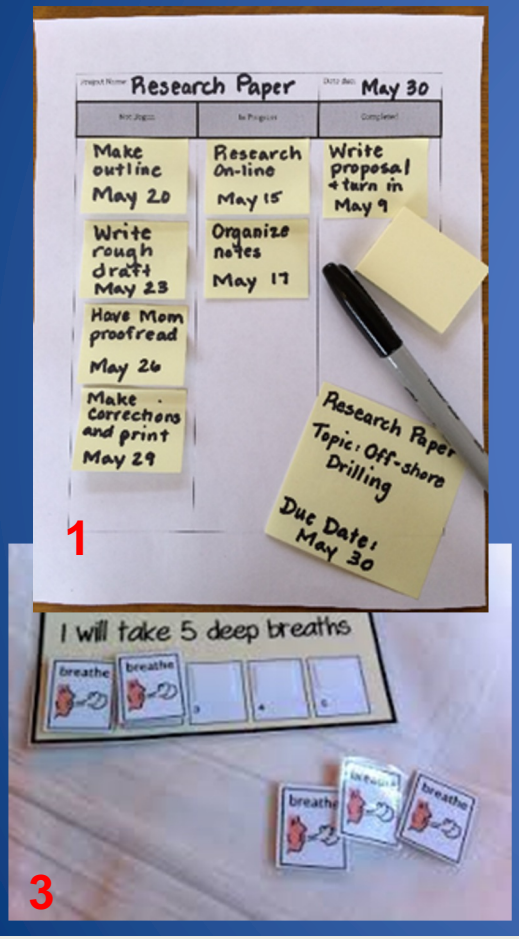
Touchpoints

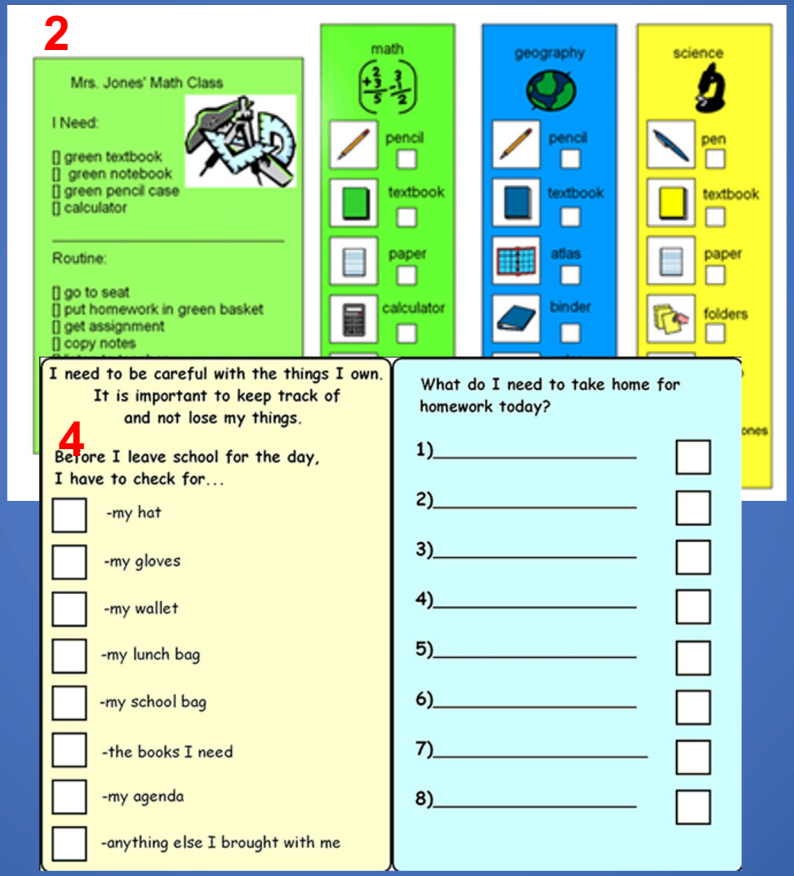
- A type of Visual Cue
- Can also be considered a prompt because the goal is to **fade**



Let's Watch Some Examples

What types of Visual Cues do you see?





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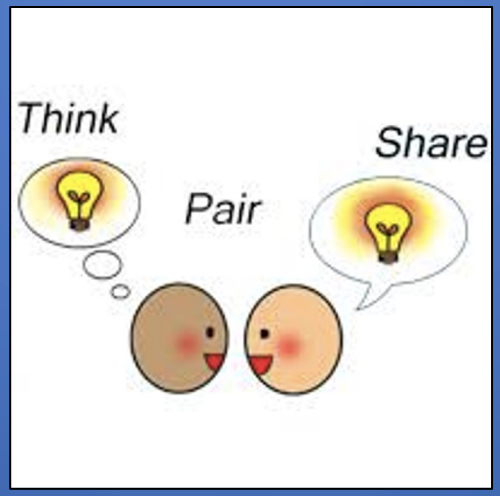
Think - Pair - Share

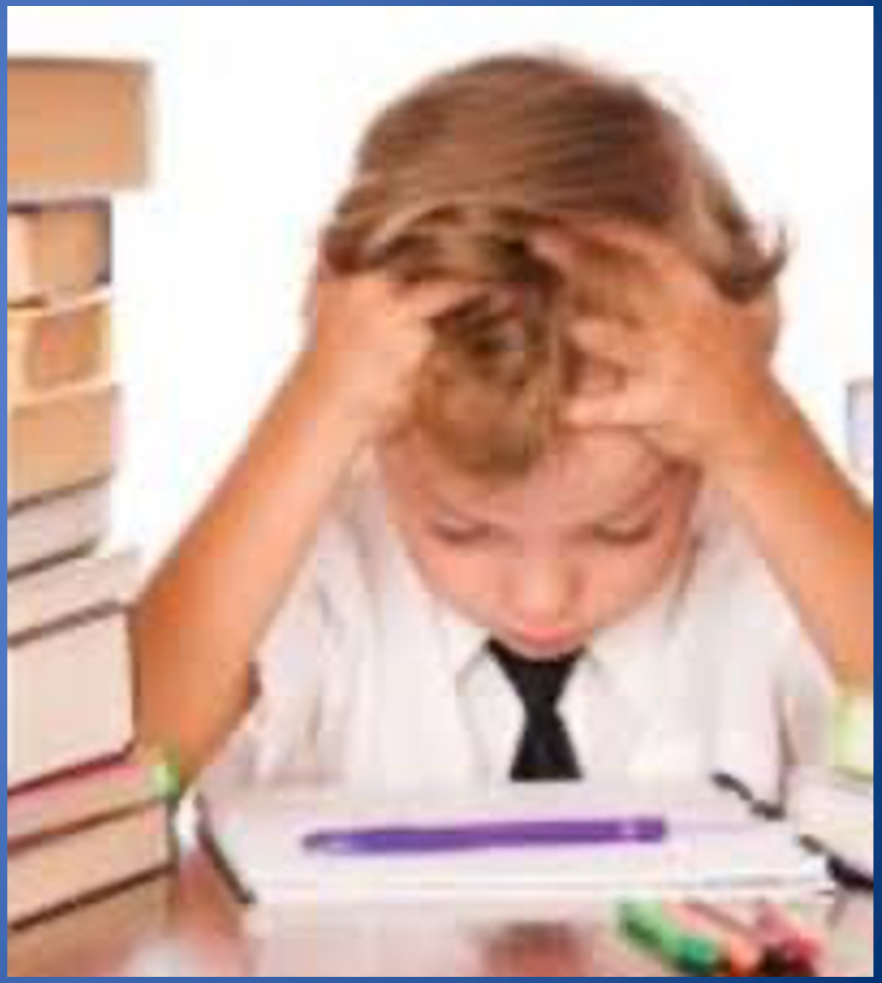
- Can you think of visual cue you are already using in your classroom?
- Can you identify things you may want to add or try?



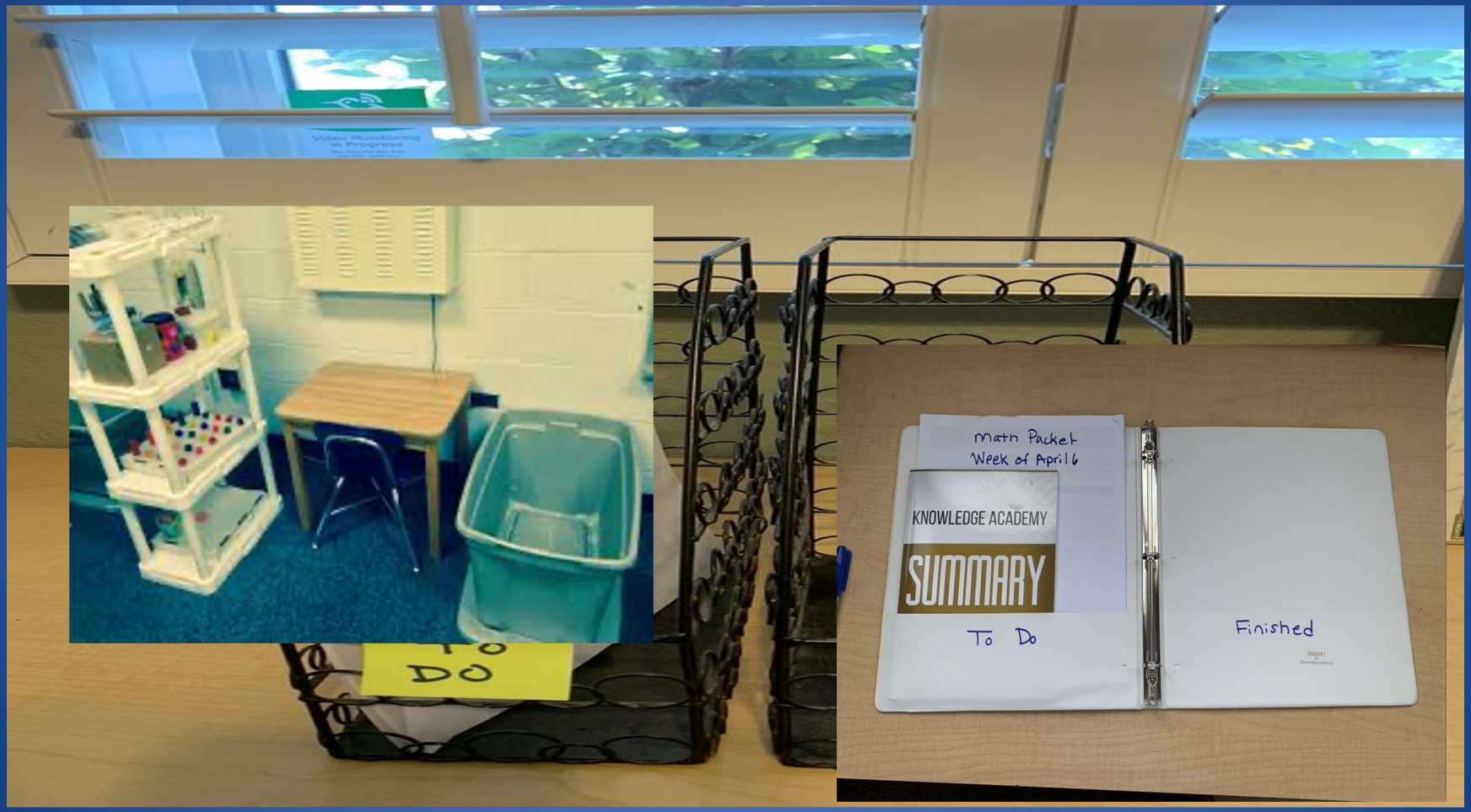
Work Systems

Visually Answer 4 Questions:

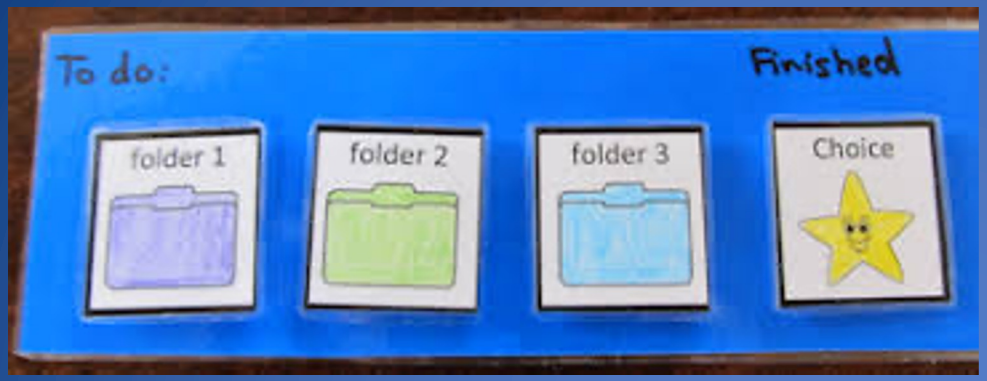
1. What Work?
2. How Much Work?
3. When Is It Finished?
4. What's Next?

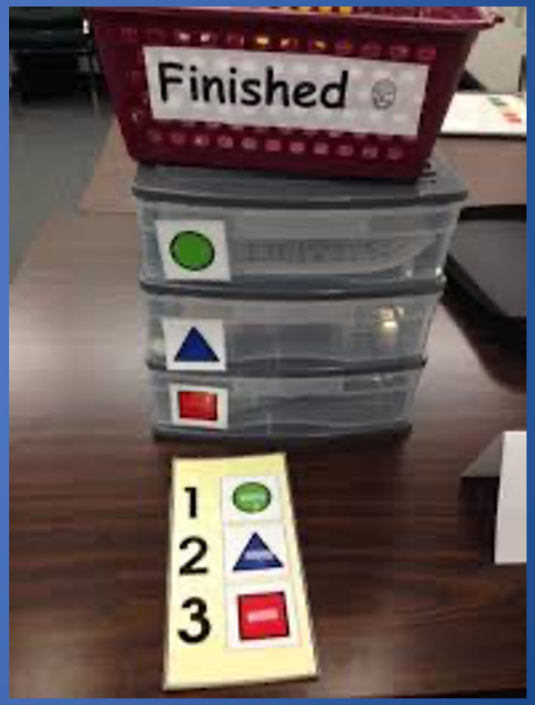


Types of Work Systems: Left to Right



Types of Work Systems: Matching





Types of Work Systems: Check Off

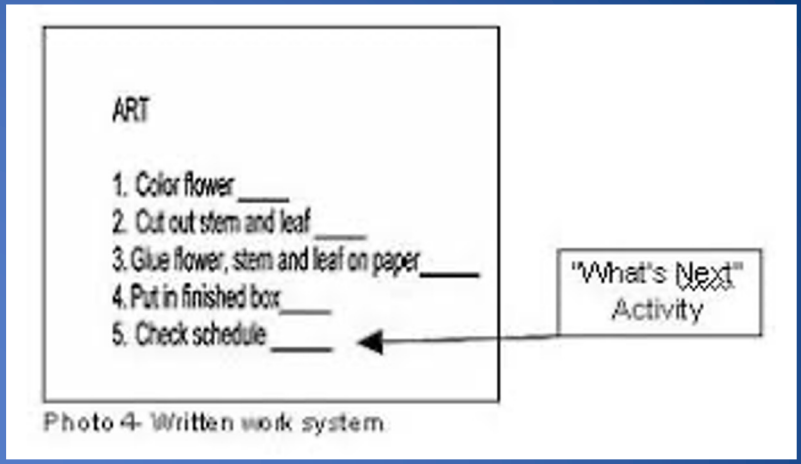
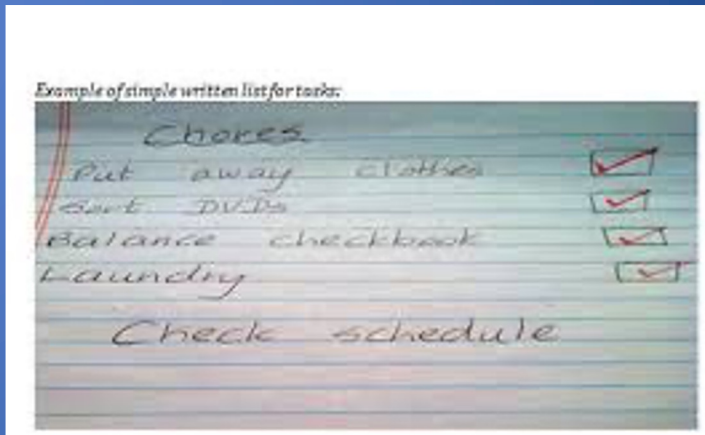


Photo 4- Written work system



Scripting:

- Focused intervention used to help initiate and sustain a conversation or interaction
- A set of comments and/or questions often presented in writing, but can also include picture cues or direct verbal prompts

Script-specific Materials

Script-specific materials will vary based on the type of script use, but might include one or more of the following:

Click to enlarge.

- Paper handouts of scripts
- Cue card(s) with all or parts of the script
- Picture cues to add to a written script as needed
- Electronic devices programmed with the script
- Labels with each scripted comment placed on the individual objects about which the learner will comment

Example of a Script for Learner and Peer

Hannah is a high school student. Her target behavior is to request help when working in a group with peers. Her teacher developed the following script for Hannah and a peer to use during group activities when Hannah appears to be having a difficult time.

- Peer: Hannah, do you need help?
- Hannah: Yes, I need help.
- Peer: What do you need help with?
- Hannah: I don't understand this part. (Point to difficult problem)
- Peer (select one response):
    - I can help you.
    - Let's ask Mr. Cruz to help us.

Let's Watch Some Examples

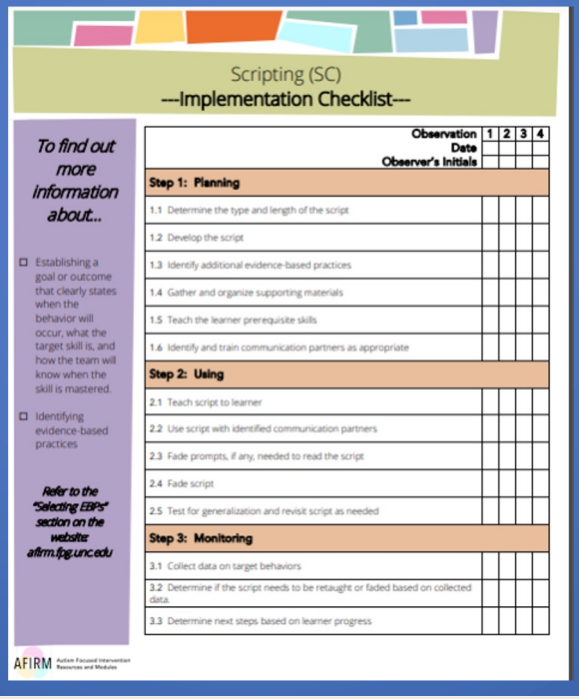
AFIRM Autism Focused Intervention Resources and Modules

https://afirm.fpg.unc.edu/scripting/lesson-1-basics-sc/how-sc-being-used

To Learn How to Implement the EBP: Scripting

AFIRM Online Learning Module

https://afirm.fpg.unc.edu/scripting



Scripting (SC)
---Implementation Checklist---

To find out more information about...

- ☐ Establishing a goal or outcome that clearly states when the behavior will occur, what the target skill is, and how the team will know when the skill is mastered.
- ☐ Identifying evidence-based practices

Refer to the "Selecting EBPs" section on the website: afirm.fpg.unc.edu

Observation / Date / Observer's Initials	1	2	3	4
Step 1: Planning				
1.1 Determine the type and length of the script				
1.2 Develop the script				
1.3 Identify additional evidence-based practices				
1.4 Gather and organize supporting materials				
1.5 Teach the learner prerequisite skills				
1.6 Identify and train communication partners as appropriate				
Step 2: Using				
2.1 Teach script to learner				
2.2 Use script with identified communication partners				
2.3 Fade prompts, if any, needed to read the script				
2.4 Fade script				
2.5 Test for generalization and revisit script as needed				
Step 3: Monitoring				
3.1 Collect data on target behaviors				
3.2 Determine if the script needs to be retaught or faded based on collected data				
3.3 Determine next steps based on learner progress				

AFIRM Autism Focused Intervention Resources and Modules

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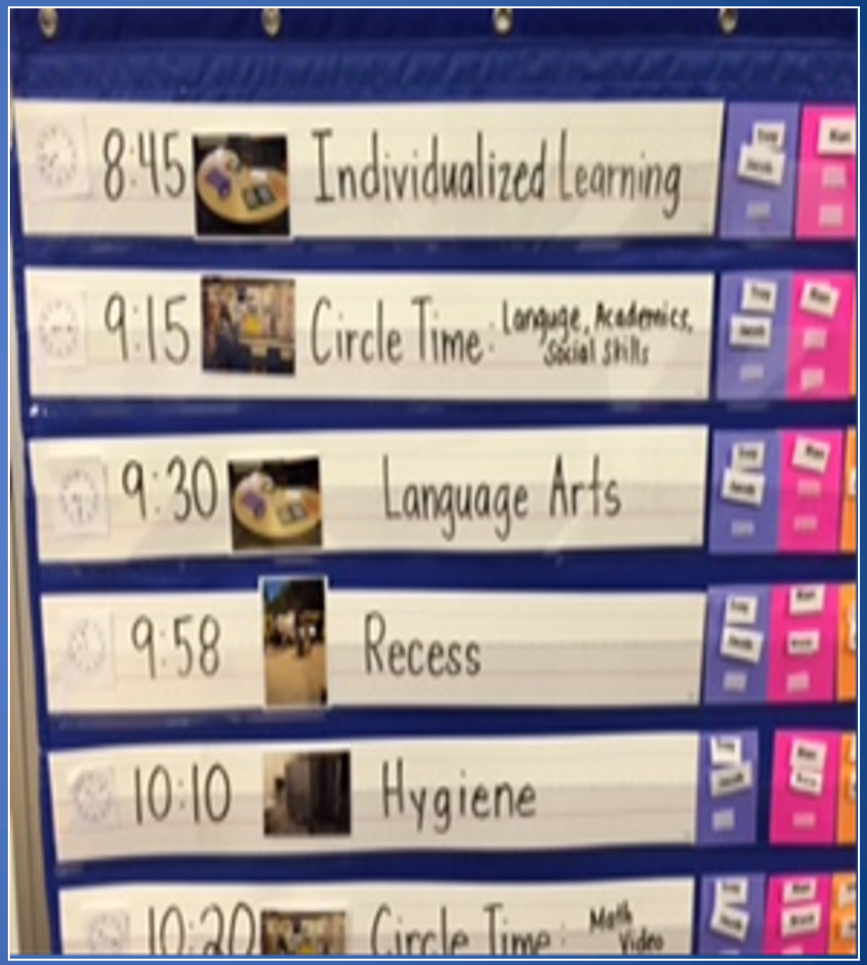
Visual Schedules Should:

- Be visual and easily understood by the target student
- Indicate what activities will occur and in what sequence
- Be arranged left to right or top to bottom or provided by the teacher one at a time (Teacher as Schedule)
- Have a way to indicate that each activity is finished

Using a Whole Class Schedule

- Stationary in the classroom
- States specific order of activities
- Actively used by teacher to indicate completion and transition to new activities
- A consistent signal should be used to indicate change in activities or change to schedule

Whole Class Schedule



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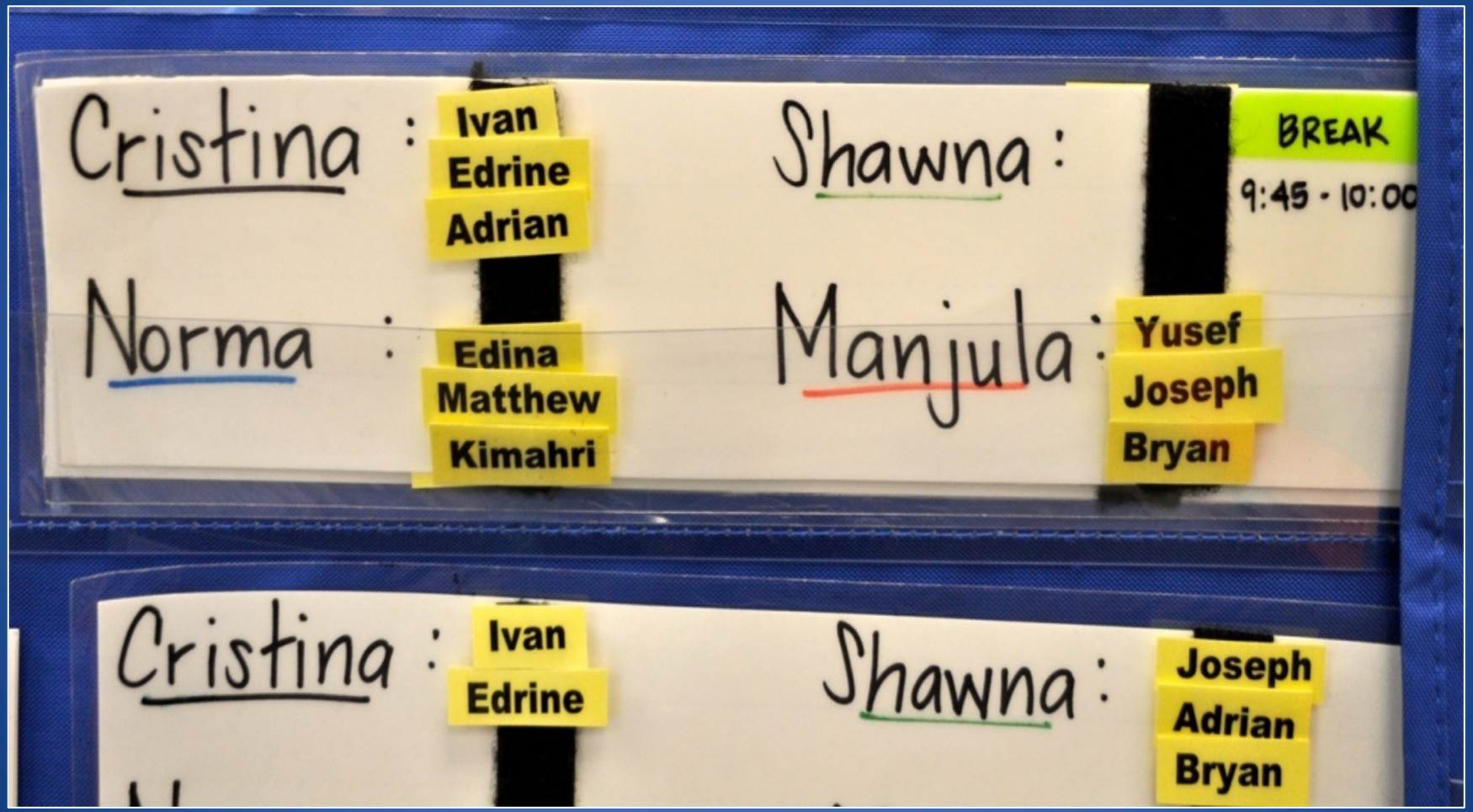
All Staff Have Assignments

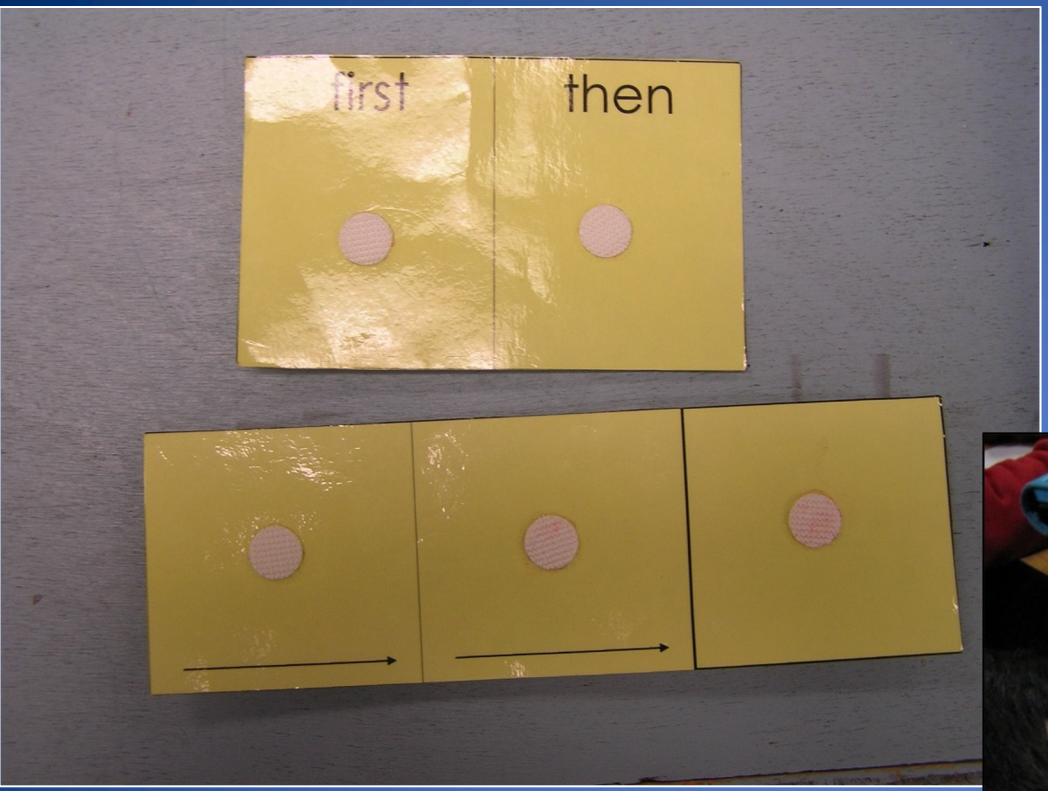


Types of Individual Schedules

- Stationary vs. Portable
- One At a Time vs. Part Day vs. Full Day
- Object vs. Photo vs. Icon vs. Words

First - Then
A Visual Schedule System

- Basic visual system
- Identifies the order of activities
- May use in a variety of settings at several levels
- Great tool for helping with transitions
- Helpful to show a preferred activity is following a non-preferred activity
- A timer can be attached to the system if needed



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Let's Watch An Example

Individual Student Schedules

- **Stationary:** Student goes to schedule
  - Must have a transition icon or item to indicate to student to go to check schedule

- **Portable:** Student carries the schedule
  - Must have a way to check off or remove items that are completed

Individual Student Schedules

- Teaches important self-management skill
- Allows student to see how activities apply **INDIVIDUALLY**, not just the group

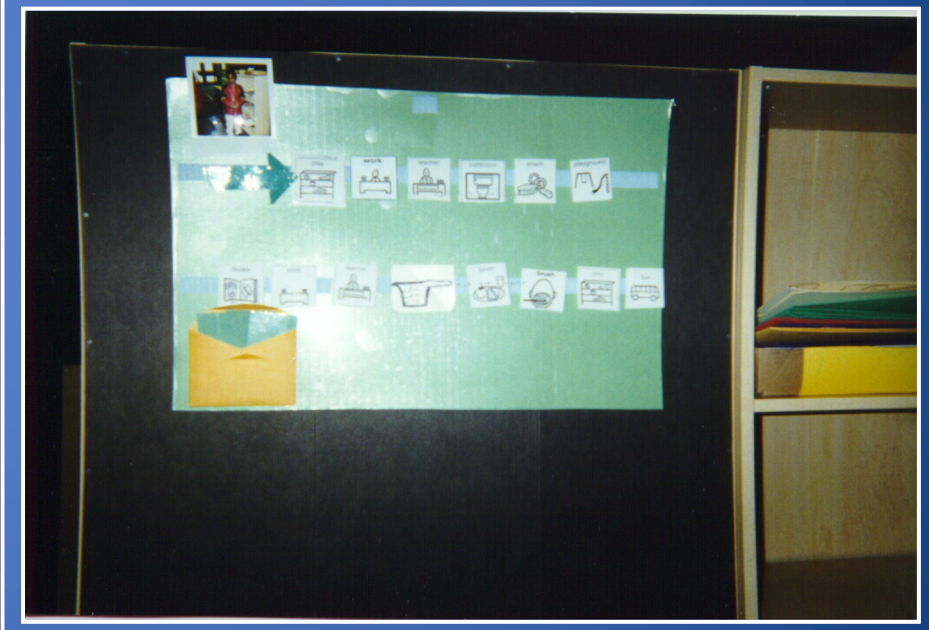
Portable Object Schedule

Most concrete type of visual schedule

Stationary Object Schedule

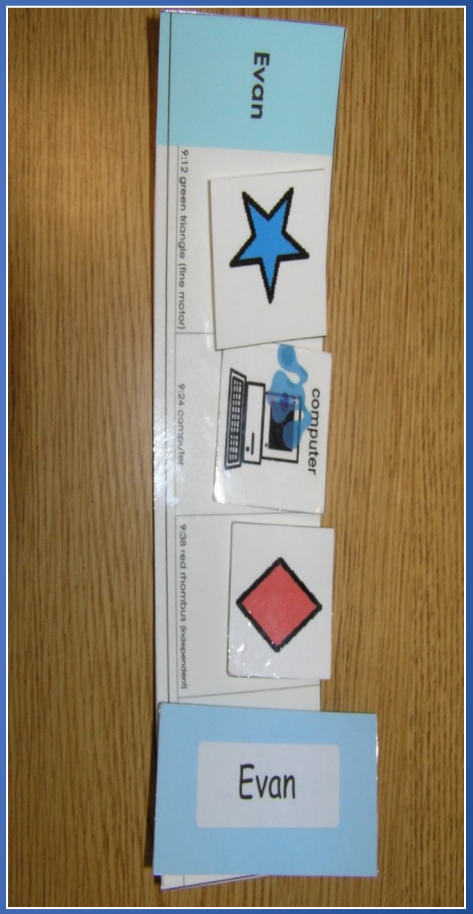
Stationary Part-Day Icon Schedule

Stationary Full-Day Icon Schedule

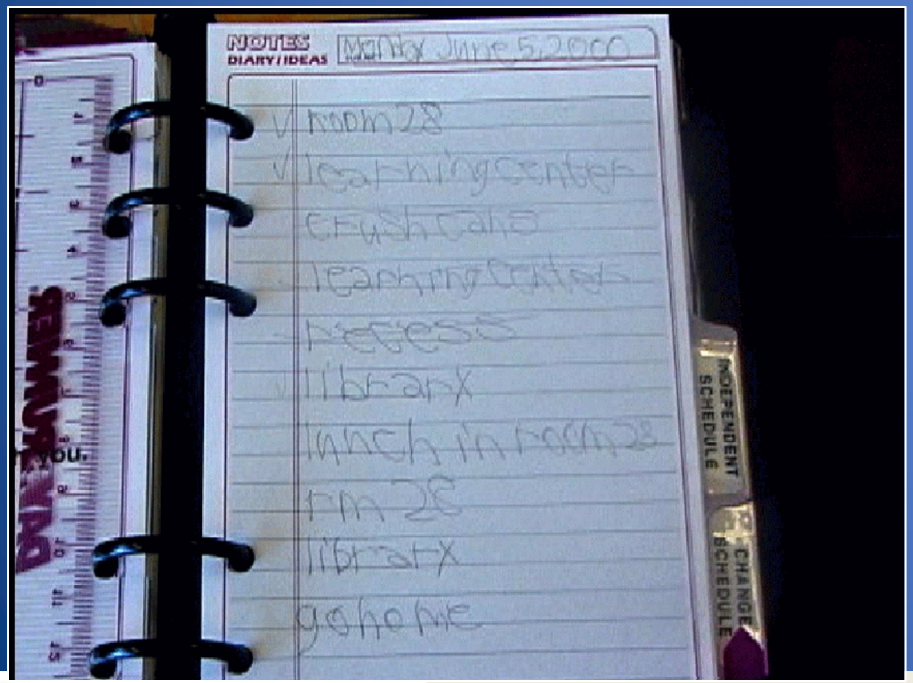


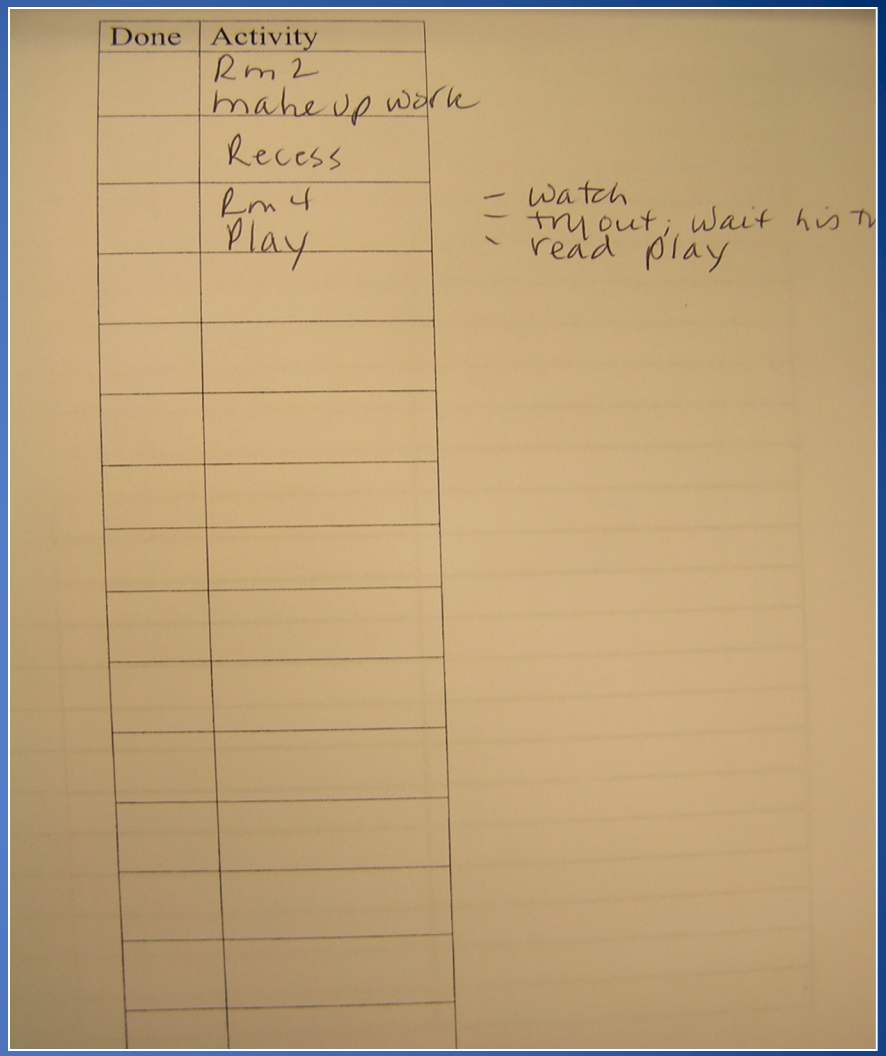
Portable Icon Word Schedules

Portable Activity Schedule

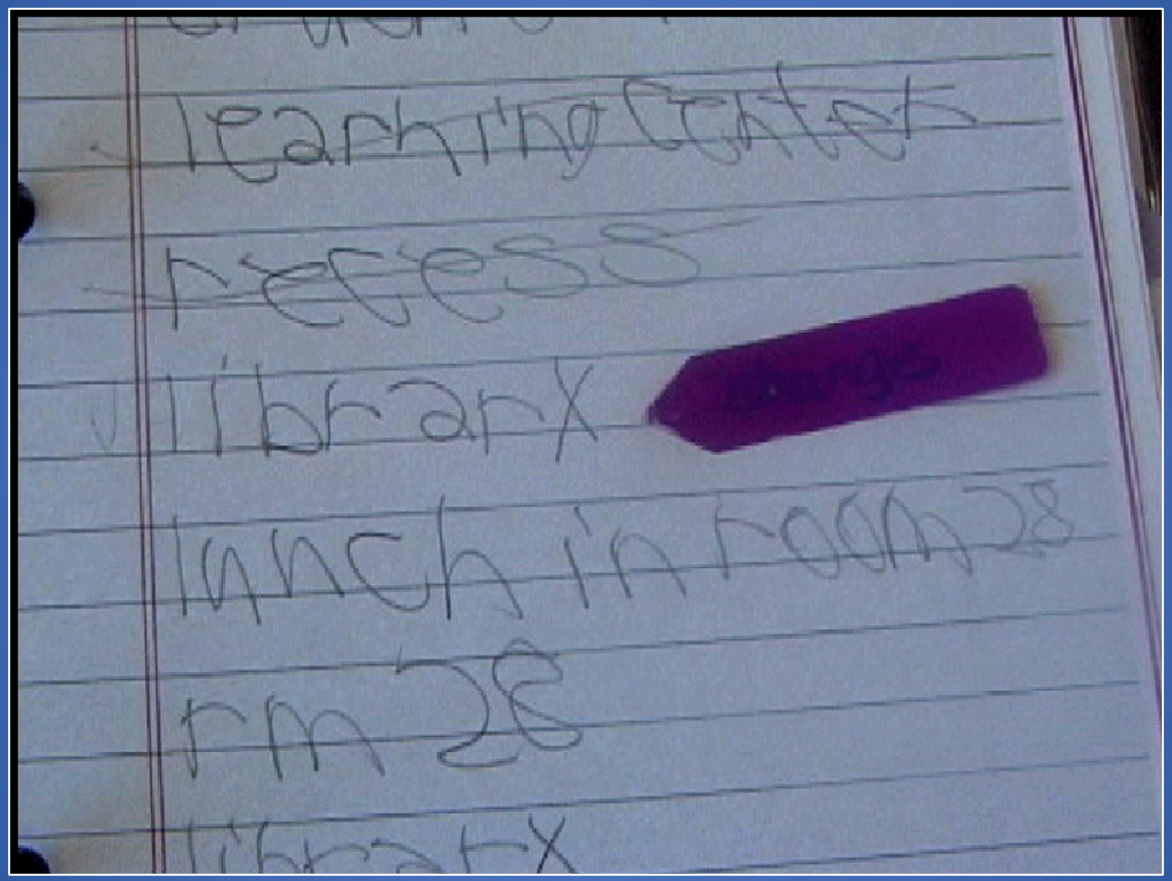


Portable: Written Word

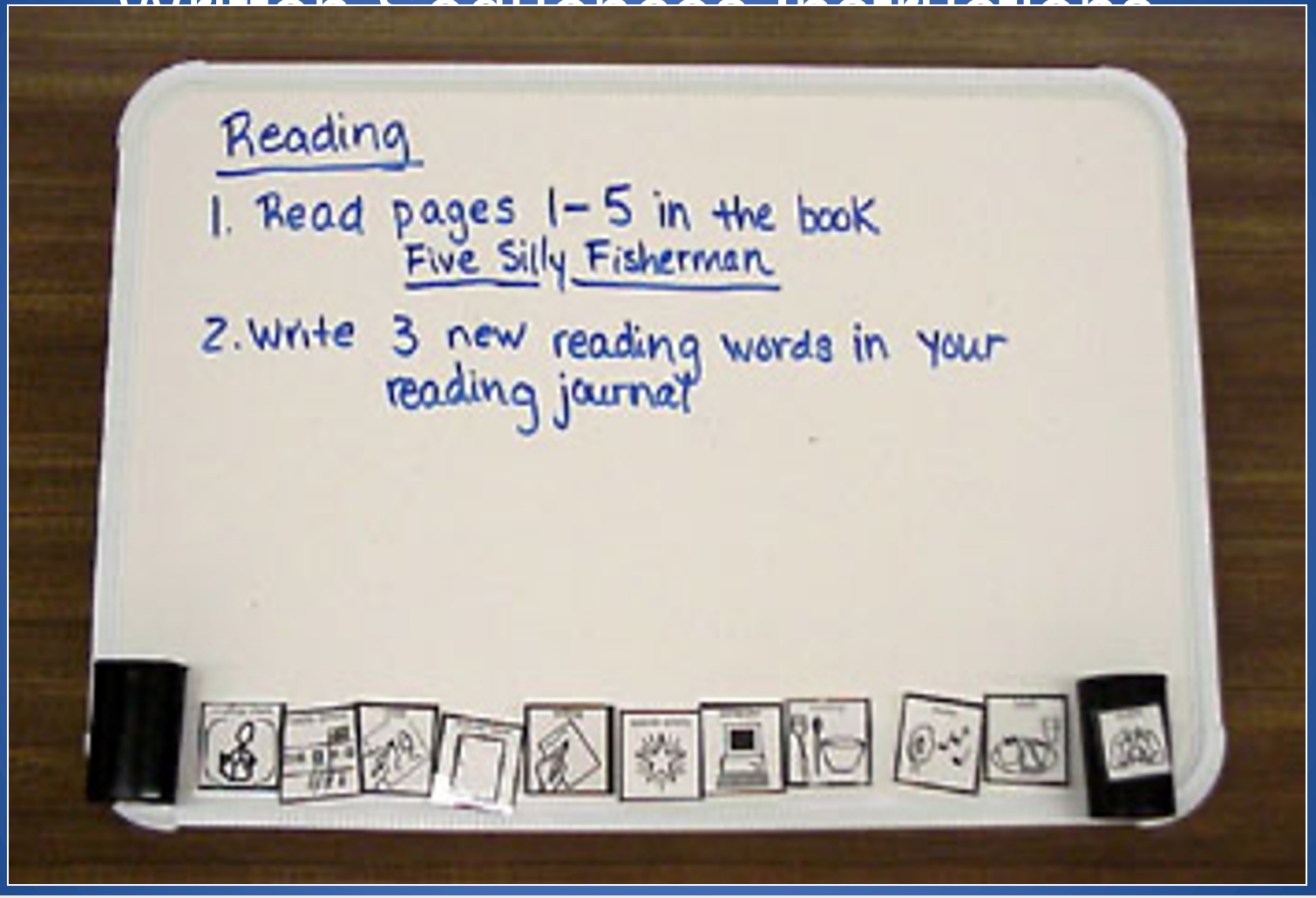




“Change” Arrows



Icon Schedule with Written Sequenced Instructions

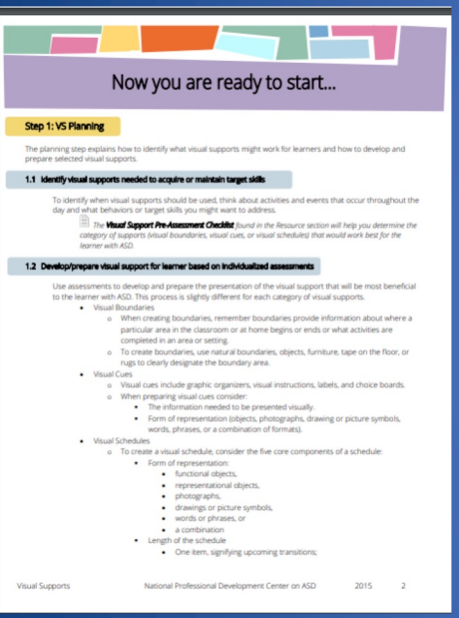


Which Type of Visual Support To Use:

- Consider the individuals comprehension level, attention span, and sequencing abilities to select the appropriate schedule length and presentation format

- Use visual supports that will have **MEANING** to the student to address the area(s) of need identified

Use the AFIRM Planning Forms


Now you are ready to start...

Step 1: VS Planning

The planning step explains how to identify what visual supports might work for learners and how to develop and prepare selected visual supports.

1.1 Identify visual supports needed to acquire or maintain target skills

To identify when visual supports should be used, think about activities and events that occur throughout the day and what behaviors or target skills you might want to address.

*The **Visual Support Pre-Assessment Checklist** found in the Resource section will help you determine the category of supports (visual boundaries, visual cues, or visual schedules) that would work best for the learner with ASD.*

1.2 Develop/prepare visual support for learner based on individualized assessments

Use assessments to develop and prepare the presentation of the visual support that will be most beneficial to the learner with ASD. This process is slightly different for each category of visual supports.

- Visual Boundaries
  - When creating boundaries, remember boundaries provide information about where a particular area in the classroom or at home begins or ends or what activities are completed in an area or setting.
  - To create boundaries, use natural boundaries, objects, furniture, tape on the floor, or rugs to clearly designate the boundary area.
- Visual Cues
  - Visual cues include graphic organizers, visual instructions, labels, and choice boards.
  - When preparing visual cues consider:
    - The information needed to be presented visually.
    - Form of representation (objects, photographs, drawing or picture symbols, words, phrases, or a combination of formats).
- Visual Schedules
  - To create a visual schedule, consider the five core components of a schedule:
    - Form of representation:
      - functional objects,
      - representational objects,
      - photographs,
      - drawings or picture symbols,
      - words or phrases, or
      - a combination
    - Length of the schedule
      - One item, signifying upcoming transitions;

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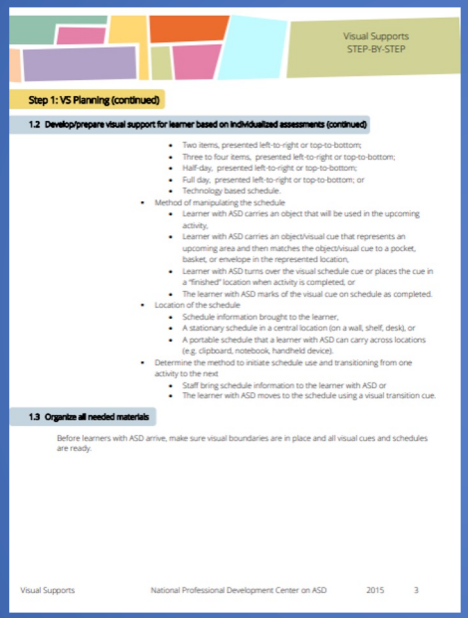

Step 1: VS Planning (continued)

1.2 Develop/prepare visual support for learner based on individualized assessments (continued)

- Two items, presented left-to-right or top-to-bottom;
- Three to four items, presented left-to-right or top-to-bottom;
- Half-day, presented left-to-right or top-to-bottom;
- Full day, presented left-to-right or top-to-bottom; or
- Technology based schedule.
- Method of manipulating the schedule
  - Learner with ASD carries an object that will be used in the upcoming activity,
  - Learner with ASD carries an object/visual cue that represents an upcoming area and then matches the object/visual cue to a pocket, basket, or envelope in the represented location,
  - Learner with ASD turns over the visual schedule cue or places the cue in a "finished" location when activity is completed, or
  - The learner with ASD marks of the visual cue on schedule as completed.
- Location of the schedule
  - Schedule information brought to the learner,
  - A stationary schedule in a central location (on a wall, shelf, desk), or
  - A portable schedule that a learner with ASD can carry across locations (e.g. clipboard, notebook, handheld device).
- Determine the method to initiate schedule use and transitioning from one activity to the next
  - Staff bring schedule information to the learner with ASD or
  - The learner with ASD moves to the schedule using a visual transition cue.

1.3 Organize all needed materials

Before learners with ASD arrive, make sure visual boundaries are in place and all visual cues and schedules are ready.

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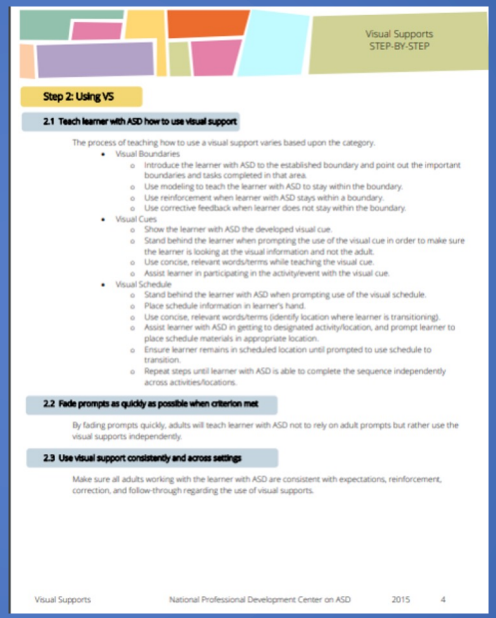

Step 2: Using VS

2.1 Teach learner with ASD how to use visual support

The process of teaching how to use a visual support varies based upon the category.

- Visual Boundaries
  - Introduce the learner with ASD to the established boundary and point out the important boundaries and tasks completed in that area.
  - Use modeling to teach the learner with ASD to stay within the boundary.
  - Use reinforcement when learner with ASD stays within a boundary.
  - Use corrective feedback when learner does not stay within the boundary.
- Visual Cues
  - Show the learner with ASD the developed visual cue.
  - Stand behind the learner when prompting the use of the visual cue in order to make sure the learner is looking at the visual information and not the adult.
  - Use concise, relevant words/terms while teaching the visual cue.
  - Assist learner in participating in the activity/event with the visual cue.
- Visual Schedule
  - Stand behind the learner with ASD when prompting use of the visual schedule.
  - Place schedule information in learner's hand.
  - Use concise, relevant words/terms (identify location where learner is transitioning).
  - Assist learner with ASD in getting to designated activity/location, and prompt learner to place schedule materials in appropriate location.
  - Ensure learner remains in scheduled location until prompted to use schedule to transition.
  - Repeat steps until learner with ASD is able to complete the sequence independently across activities/locations.

2.2 Fade prompts as quickly as possible when criterion met

By fading prompts quickly, adults will teach learner with ASD not to rely on adult prompts but rather use the visual supports independently.

2.3 Use visual support consistently and across settings

Make sure all adults working with the learner with ASD are consistent with expectations, reinforcement, correction, and follow-through regarding the use of visual supports.

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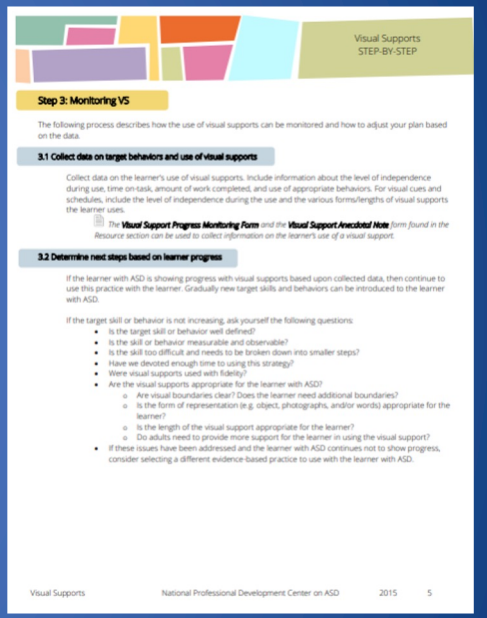

Step 3: Monitoring VS

The following process describes how the use of visual supports can be monitored and how to adjust your plan based on the data.

3.1 Collect data on target behaviors and use of visual supports

Collect data on the learner's use of visual supports. Include information about the level of independence during use, time on-task, amount of work completed, and use of appropriate behaviors. For visual cues and schedules, include the level of independence during the use and the various forms/lengths of visual supports the learner uses.

*The **Visual Support Progress Monitoring Form** and the **Visual Support Anecdotal Note** form found in the Resource section can be used to collect information on the learner's use of a visual support.*

3.2 Determine next steps based on learner progress

If the learner with ASD is showing progress with visual supports based upon collected data, then continue to use this practice with the learner. Gradually new target skills and behaviors can be introduced to the learner with ASD.

If the target skill or behavior is not increasing, ask yourself the following questions:

- Is the target skill or behavior well defined?
- Is the skill or behavior measurable and observable?
- Is the skill too difficult and needs to be broken down into smaller steps?
- Have we devoted enough time to using this strategy?
- Were visual supports used with fidelity?
- Are the visual supports appropriate for the learner with ASD?
  - Are visual boundaries clear? Does the learner need additional boundaries?
  - Is the form of representation (e.g. object, photographs, and/or words) appropriate for the learner?
  - Is the length of the visual support appropriate for the learner?
  - Do adults need to provide more support for the learner in using the visual support?
- If these issues have been addressed and the learner with ASD continues not to show progress, consider selecting a different evidence-based practice to use with the learner with ASD.

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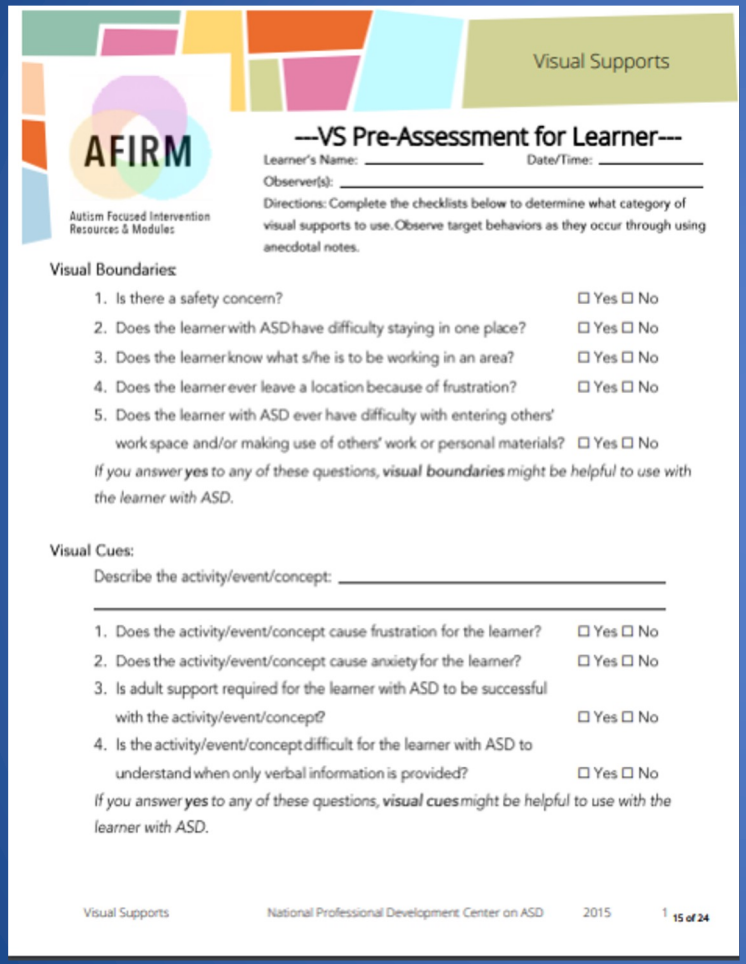
Use the AFIRM Visual Supports Pre-Assessment Form



Visual Supports

AFIRM

Autism Focused Intervention Resources & Modules

---VS Pre-Assessment for Learner---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Directions: Complete the checklists below to determine what category of visual supports to use. Observe target behaviors as they occur through using anecdotal notes.

Visual Boundaries:

1. Is there a safety concern? ☐ Yes ☐ No
2. Does the learner with ASD have difficulty staying in one place? ☐ Yes ☐ No
3. Does the learner know what s/he is to be working in an area? ☐ Yes ☐ No
4. Does the learner ever leave a location because of frustration? ☐ Yes ☐ No
5. Does the learner with ASD ever have difficulty with entering others' work space and/or making use of others' work or personal materials? ☐ Yes ☐ No

*If you answer **yes** to any of these questions, **visual boundaries** might be helpful to use with the learner with ASD.*

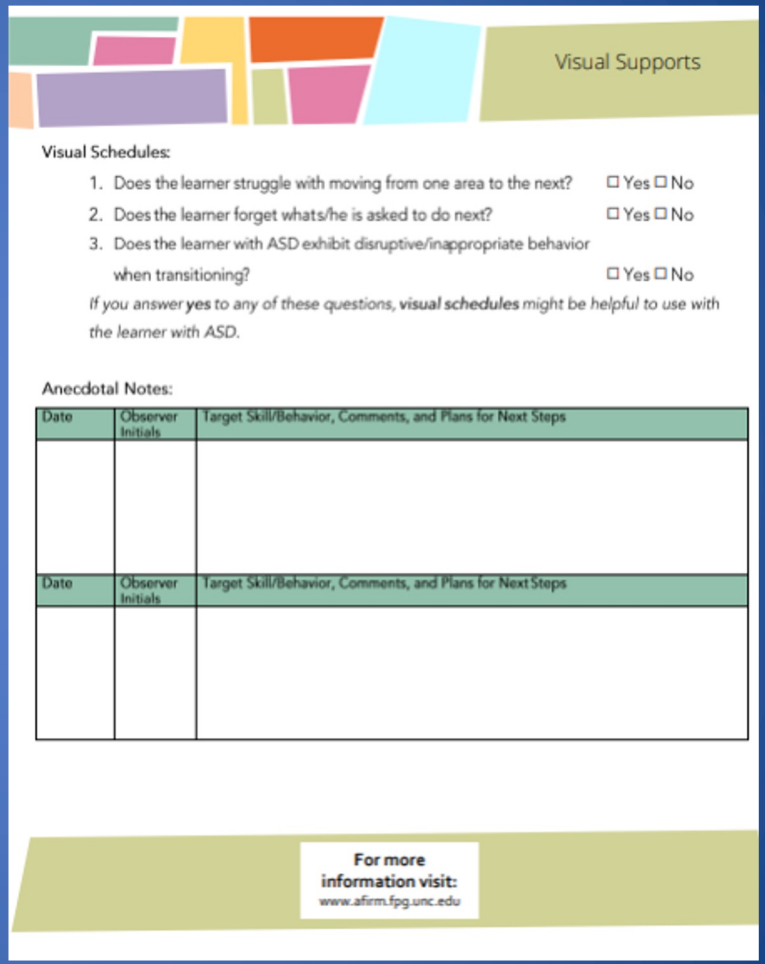
Visual Cues:

Describe the activity/event/concept: _____

_____

1. Does the activity/event/concept cause frustration for the learner? ☐ Yes ☐ No
2. Does the activity/event/concept cause anxiety for the learner? ☐ Yes ☐ No
3. Is adult support required for the learner with ASD to be successful with the activity/event/concept? ☐ Yes ☐ No
4. Is the activity/event/concept difficult for the learner with ASD to understand when only verbal information is provided? ☐ Yes ☐ No

*If you answer **yes** to any of these questions, **visual cues** might be helpful to use with the learner with ASD.*



Visual Supports

Visual Schedules:

1. Does the learner struggle with moving from one area to the next? ☐ Yes ☐ No
2. Does the learner forget what s/he is asked to do next? ☐ Yes ☐ No
3. Does the learner with ASD exhibit disruptive/inappropriate behavior when transitioning? ☐ Yes ☐ No

*If you answer **yes** to any of these questions, **visual schedules** might be helpful to use with the learner with ASD.*

Anecdotal Notes:

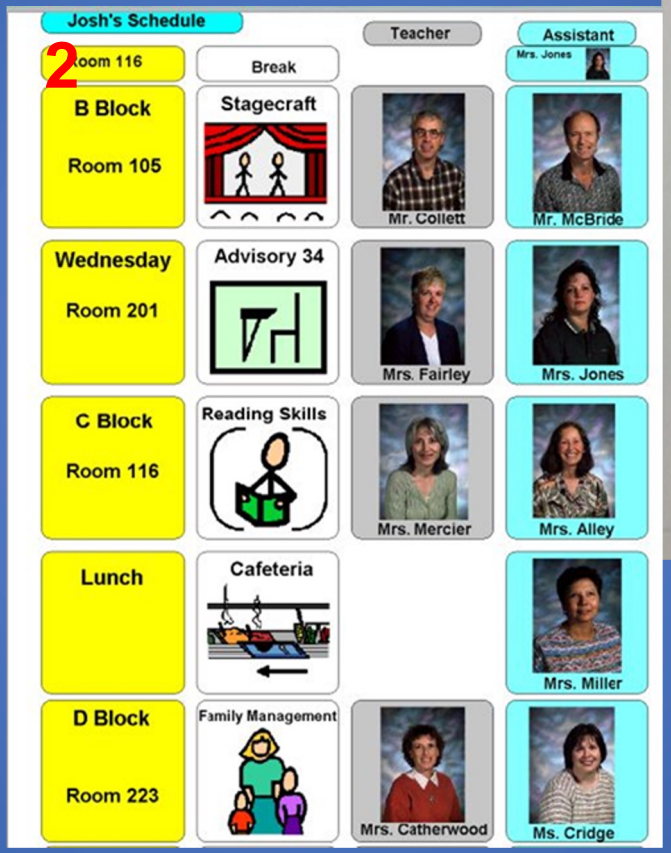
Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps
Date	Observer Initials	Target Skill/Behavior, Comments, and Plans for Next Steps

For more information visit:
www.afirm.fpg.unc.edu

What types of Visual Schedules do you see?

1

2



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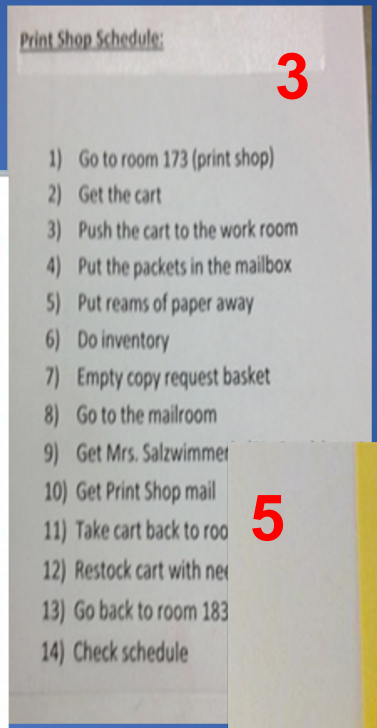

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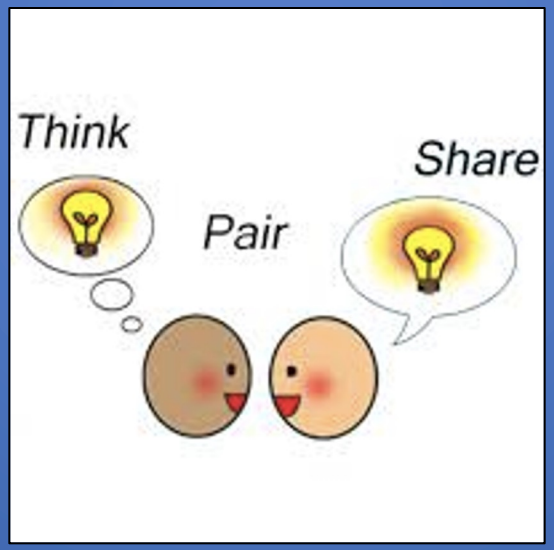
5

Think - Pair - Share

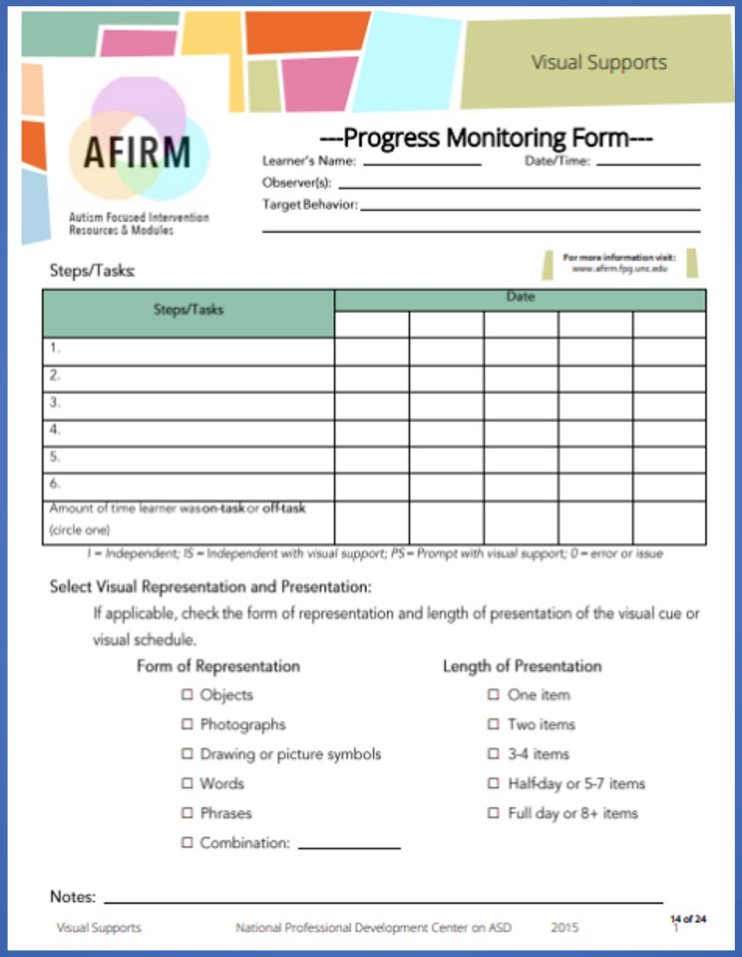
- What Type(s) of Visual Supports(s) should you use with your student(s)?



Teaching Student to Use a Visual Support

- Develop a Task Analysis (TA) of the steps for use
- Take baseline data
- Determine the prompt hierarchy needed to teach the skill
- Teach and take data
- Evaluate data to systematically fade prompts as independence is achieved

Use the AFIRM Visual Supports Progress Monitoring Form



Visual Supports

AFIRM

Autism Focused Intervention Resources & Modules

---Progress Monitoring Form---

Learner's Name: _____ Date/Time: _____

Observer(s): _____

Target Behavior: _____

_____

For more information visit: www.afirm.fpg.unc.edu

Steps/Tasks:

Steps/Tasks	Date				
1.					
2.					
3.					
4.					
5.					
6.					
Amount of time learner was **on-task** or **off-task** (circle one)					

I = Independent; IS = Independent with visual support; PS = Prompt with visual support; 0 = error or issue

Select Visual Representation and Presentation:

If applicable, check the form of representation and length of presentation of the visual cue or visual schedule.

Form of Representation

- ☐ Objects
- ☐ Photographs
- ☐ Drawing or picture symbols
- ☐ Words
- ☐ Phrases
- ☐ Combination: _____

Length of Presentation

- ☐ One item
- ☐ Two items
- ☐ 3-4 items
- ☐ Half-day or 5-7 items
- ☐ Full day or 8+ items

Notes: _____

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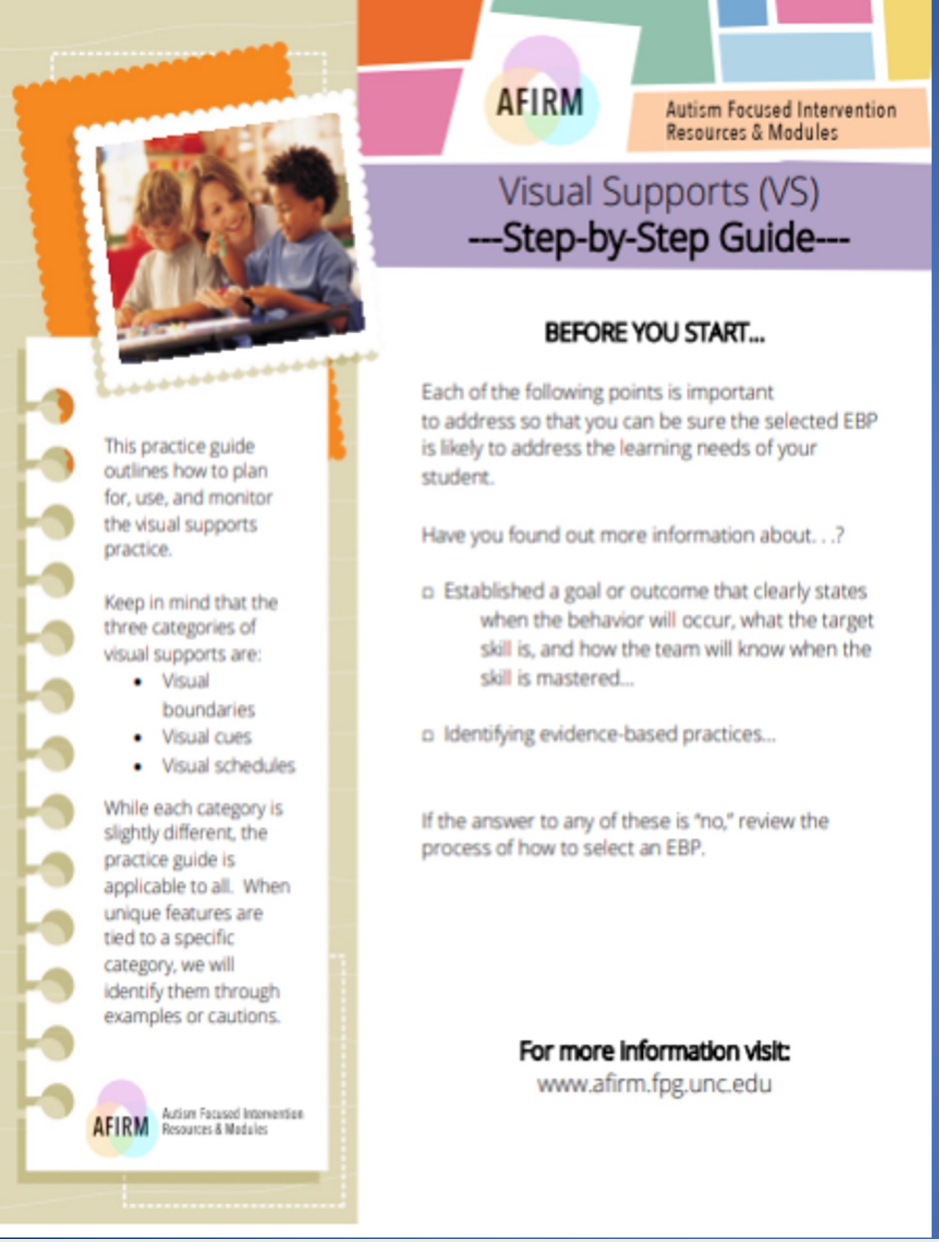
Let's Watch An Example

AFIRM Autism Focused Intervention Resources and Modules

Practice with Feedback

- Create a TA for a student you would like to implement a Visual Schedule
- Identify the prompts and prompt hierarchy you will use
- Describe the steps and adapt your TA and prompt hierarchy based on the feedback



Use the AFIRM Implementation Brief

Use the step by step practice guide and the other AFIRM resources to plan how you will use Visual Supports!

Ask for implementation coaching from a CAPTAIN Cadre to build your skills.

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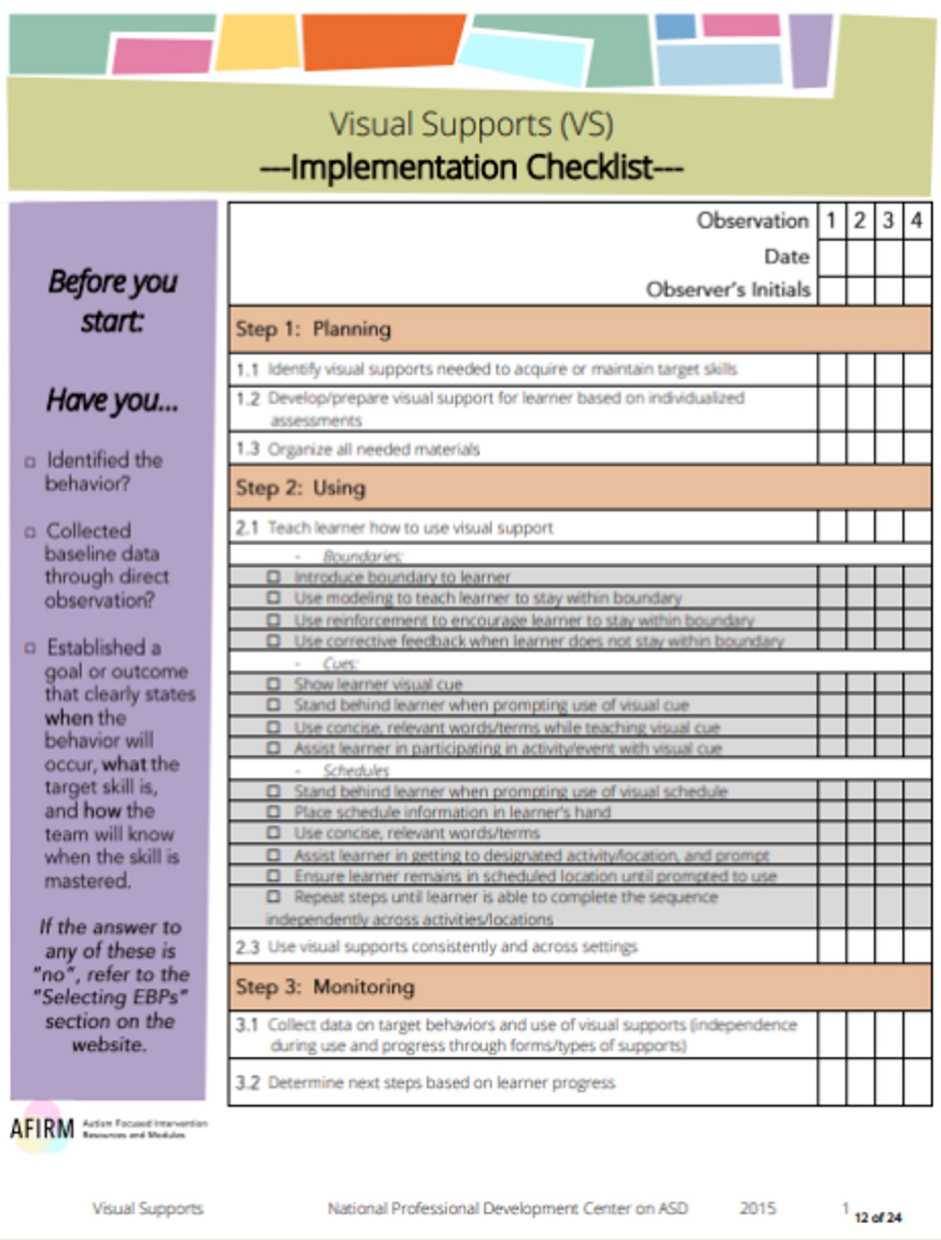


Visual Supports (VS)

—Implementation Checklist—

Before you start:

Have you...

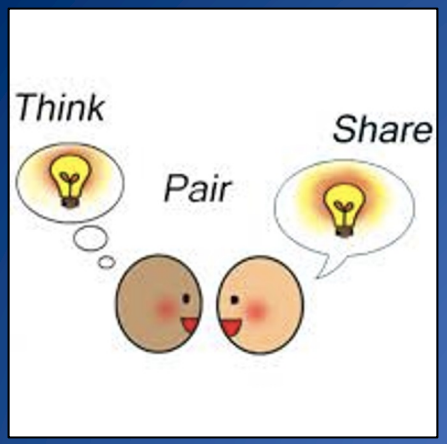
- ☐ Identified the behavior?
- ☐ Collected baseline data through direct observation?
- ☐ Established a goal or outcome that clearly states **when** the behavior will occur, **what** the target skill is, and **how** the team will know when the skill is mastered.

If the answer to any of these is "no", refer to the "Selecting EBPs" section on the website.

	Observation	1	2	3	4
	Date				
	Observer's Initials				
Step 1: Planning					
1.1	Identify visual supports needed to acquire or maintain target skills				
1.2	Develop/prepare visual support for learner based on individualized assessments				
1.3	Organize all needed materials				
Step 2: Using					
2.1	Teach learner how to use visual support				
	- *Boundaries:*				
	☐ Introduce boundary to learner				
	☐ Use modeling to teach learner to stay within boundary				
	☐ Use reinforcement to encourage learner to stay within boundary				
	☐ Use corrective feedback when learner does not stay within boundary				
	- *Cues:*				
	☐ Show learner visual cue				
	☐ Stand behind learner when prompting use of visual cue				
	☐ Use concise, relevant words/terms while teaching visual cue				
	☐ Assist learner in participating in activity/event with visual cue				
	- *Schedules*				
	☐ Stand behind learner when prompting use of visual schedule				
	☐ Place schedule information in learner's hand				
	☐ Use concise, relevant words/terms				
	☐ Assist learner in getting to designated activity/location, and prompt				
	☐ Ensure learner remains in scheduled location until prompted to use				
	☐ Repeat steps until learner is able to complete the sequence independently across activities/locations				
2.3	Use visual supports consistently and across settings				
Step 3: Monitoring					
3.1	Collect data on target behaviors and use of visual supports (independence during use and progress through forms/types of supports)				
3.2	Determine next steps based on learner progress				

AFIRM Autism Focused Intervention Resources and Modules

Make Certain to Use the Visual Supports Implementation Checklist



My Takeaways

1. What are 4 things you remember from today's training?

1. What are 2 things you see yourself doing?

1. What is the 1 thing you can implement tomorrow?

After the Training…

Please complete the **Post Training Survey** that will be sent to your email

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