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**EBP Training Module:
 Visual Supports**

- 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

They include:

- Visual/Physical Boundaries and Structure
- Visual/Picture/Written Cues, and Work Systems
- Visual Schedules



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...



Area is clearly defined with physical parameters to minimize distractions and insure students understand expectations



Area is Labeled With A Destination Point for Matching Schedules



One to One Work Area



Independent Work Area



Group Work Areas



Play/Leisure Area



Transition Area



Break Area (For Self Regulation/Self Calming)



Visual Cues

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



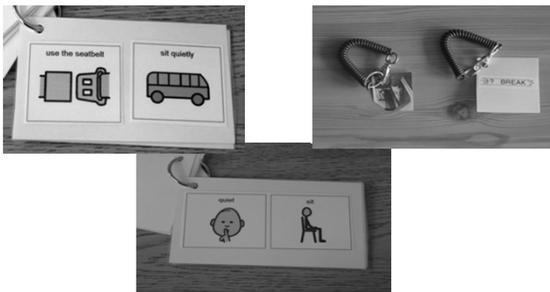
Who Needs Visual Cues?

- 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 Cues Help Identify or Clarify Expected Behaviors





Visual Cues
Clarify Space
for Lining Up



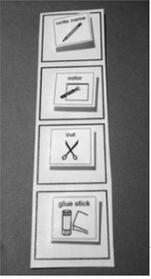
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Visual Step By Step Instructions



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Visual sequence and organization of steps within activities



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Materials are Labeled and Easily Accessible within Appropriate Classroom Areas



A Visual Work System Answers Four Questions Visually For The Student

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



Types of Work Systems

- Left to Right - Finished Box: This is the simplest level system
- Matching: This requires the student to match color, shape, letter or number from a work list to a work box
- Written System: This could include specific written directions or a checklist



Left to Right Work System

"To Do" Work starts on the Left

Finished work is placed in finished bin on right



Matching System:

Materials on left

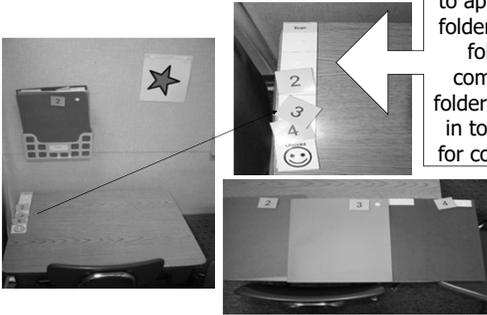
Icon matched to appropriate bin, work completed, bin returned to shelf



Work within each numbered slot is completed and checked off. Breaks are embedded in system.



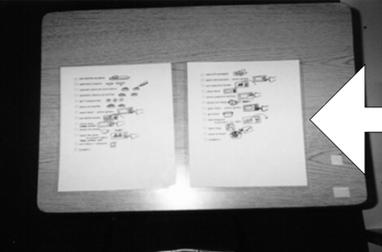
Matching Folder Work System



Icon matched to appropriate folder, work in folder is completed, folder is turned in to teacher for corrections



Written System



Each step of work is written with additional visual information. Steps are checked off as completed



Work System for Snack Set Up



Icon is matched to bin, items in bin are placed on table. When bin is empty, next icon is matched to next bin until table is set.

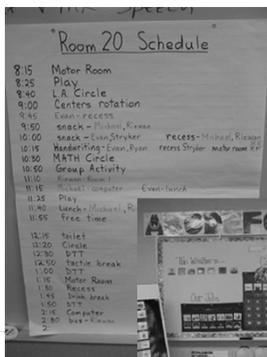


Visual Schedules Should:

- 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



Whole Class Schedules



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



First - Then A Visual Schedule System

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





First-Then for Community



Individual Student Schedule

- 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
- 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

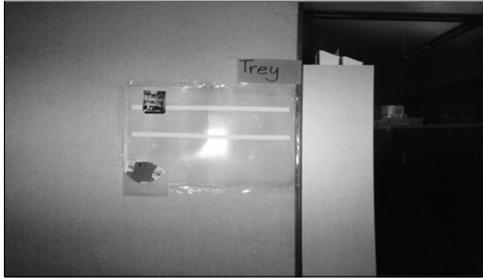


Stationary Object Schedule

Transition Icon, used to get student to his schedule.



Stationary: Single Photo



Stationary: Part-Day Photo



Stationary Full-Day
Icon Schedule



Portable Activity Schedule



Portable Icon Word Schedules

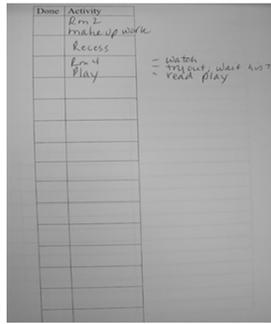


Stationary: Written Word

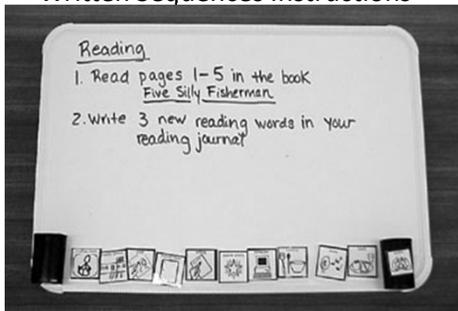


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Portable: Written Word



Icon Schedule with Written Sequences Instructions



Which Schedule To Use:

- Conduct an individualized assessment of the learner's comprehension level, attention span, and sequencing abilities to select the appropriate schedule length and presentation format
- Use a schedule that will have **MEANING** to the student to assist with transitions and self regulation



Teaching Student to Use an Individual Schedule

- Task Analysis of the steps in the schedule use routine
- 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





Self Study Using the Internet Modules



Use the Implementation Checklist to Insure Fidelity Across Implementers