

# 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 affected by Autism Spectrum Disorders (ASD) across the state of California.



[www.captain.ca.gov](http://www.captain.ca.gov)



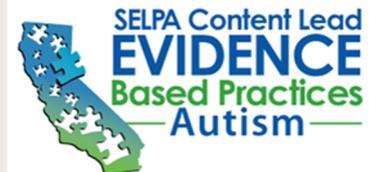
# What is CAPTAIN

Marin County SELPA in partnership with CAPTAIN, are members of the Statewide System of Support as the SELPA Content Lead for ASD.

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



[www.captain.ca.gov](http://www.captain.ca.gov)



# 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 Assessment:

*\*Trainer must enter their Regional specific link to Pre-Training Assessment\**

# Learning Objectives:

- Describe what EBPs are
- Describe the EBP of Visual Supports (VS)
- Describe the various types/formats of VS
- Learn to use the “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.



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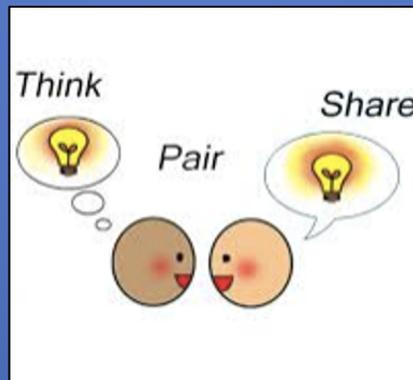


Name of EBP		Visual Supports (VS)					
Definition of EBP		Visual supports (VS) are concrete cues that provide information about an activity, routine, or expectation and/or support skill demonstration. Visual supports are often combined with other practices such as prompting and reinforcement, and they 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.					
Outcome Areas		Age Ranges					
		0-2	3-5	6-11	12-14	15-18	19-22
		Toddlers	Preschoolers	Elementary School	Middle School	High School	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						

(Steinbrenner, 2020)

# Think - Pair - Share

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



# 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
  - 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 ASD*

# Activity: Types of Skills and

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																														
	Social			Comm.			Beh.			Joint Attn		Plav		Cog.		School Ready		Acad.		Motor		Adapt.		Voc.		Mental Health					
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	0-5	6-14	0-5	6-14	0-5	6-14	0-5	6-14	0-5	6-14	0-5	6-14	0-5	6-14	0-5	6-14	0-5	6-14	15-22	
<b>Pivotal Response Training (PRT):</b> Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative	Green	Yellow	Yellow	Green	Yellow	Yellow				Green	Yellow																				
<b>Prompting (PP):</b> Verbal, gestural, or physical assistance that supports skill acquisition	Green	Yellow	Yellow							Green	Yellow					Green	Yellow	Blue	Blue	Green	Yellow			Green	Yellow	Blue	Blue				
<b>Reinforcement (R+):</b> A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior	Green	Yellow	Yellow	Blue	Blue	Blue				Green	Yellow	Blue	Blue			Yellow	Yellow			Green	Yellow			Green	Yellow	Blue	Blue	Yellow	Blue		
<b>Response Interruption/Redirection (RIR):</b> Use of prompts or distracters during an interfering behavior that diverts attention and reduces the behavior	Green	Yellow	Yellow							Green	Yellow													Green	Yellow						
<b>Scripting (SC):</b> A verbal or written model of a skill or situation that is practiced before use in context	Green	Yellow	Yellow	Blue	Blue	Blue				Green	Yellow					Green	Yellow											Yellow	Blue		
<b>Self Management (SM):</b> Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors																Green	Yellow	Blue	Blue	Green	Yellow									Blue	Blue
<b>Social Narratives (SN):</b> Descriptions of social situations with examples of appropriate responding	Green	Yellow	Yellow	Green	Yellow	Yellow				Green	Yellow					Green	Yellow							Green	Yellow						
<b>Social Skills Training (SST):</b> Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.	Green	Yellow	Yellow							Green	Yellow													Green	Yellow						
<b>Structured Play Group (SPG):</b> Adult lead small group activities that include typically developing peers and use prompting to support performance																															
<b>Task Analysis (TA):</b> The process of breaking a skill into small steps that are systematically chained together				Green	Yellow	Yellow																									
<b>Technology-Aided Instruction and Intervention (TAII):</b> Intervention using technology as a critical feature	Green	Yellow	Yellow	Blue	Blue	Blue						Blue	Blue			Green	Yellow	Blue	Blue	Green	Yellow					Blue	Blue	Yellow	Blue		
<b>Time Delay (TD):</b> Delaying a prompt during a practice opportunity in order to fade the use of prompts	Green	Yellow	Yellow							Green	Yellow					Green	Yellow							Green	Yellow						
<b>Video Modeling (VM):</b> A video recording of a targeted skill that is viewed to assist in learning	Green	Yellow	Yellow	Blue	Blue	Blue				Green	Yellow					Green	Yellow							Green	Yellow	Blue	Blue	Yellow	Blue		
<b>Visual Support (VS):</b> Visual display that supports independent skill use.	Green	Yellow	Yellow							Green	Yellow					Green	Yellow							Green	Yellow						

Ages



# 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

# Visual Structure for Lining Up

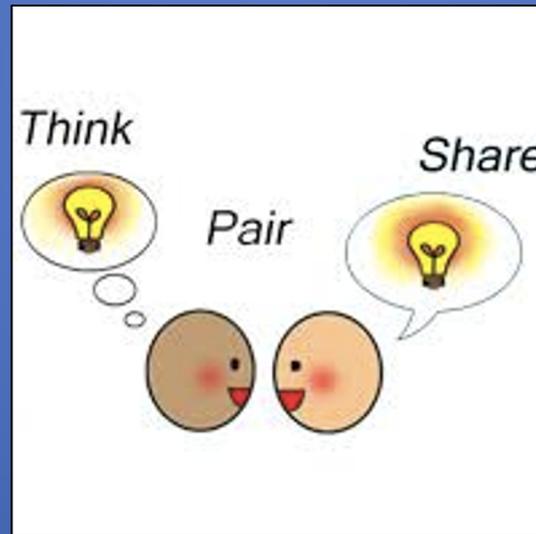


# What types of visual boundaries do you see?



# Think - Pair - Share

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



# Visual Cues

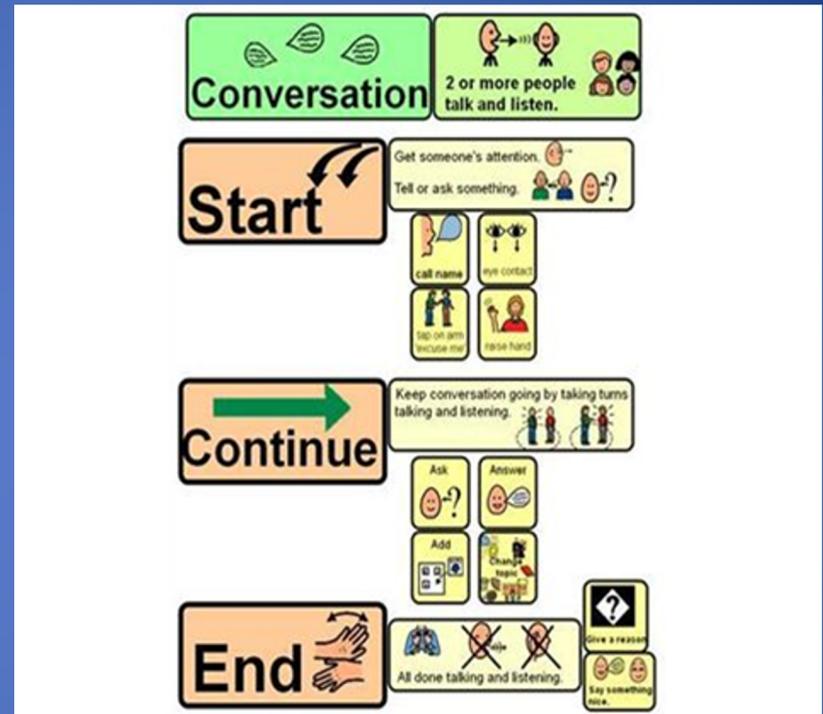
- Help Identify or Clarify Expected Behaviors
  - Rules
  - Sequences
  - Additional visual information that clarifies the expectations (timers, highlighting, etc)

# Who Needs Visual Cues?

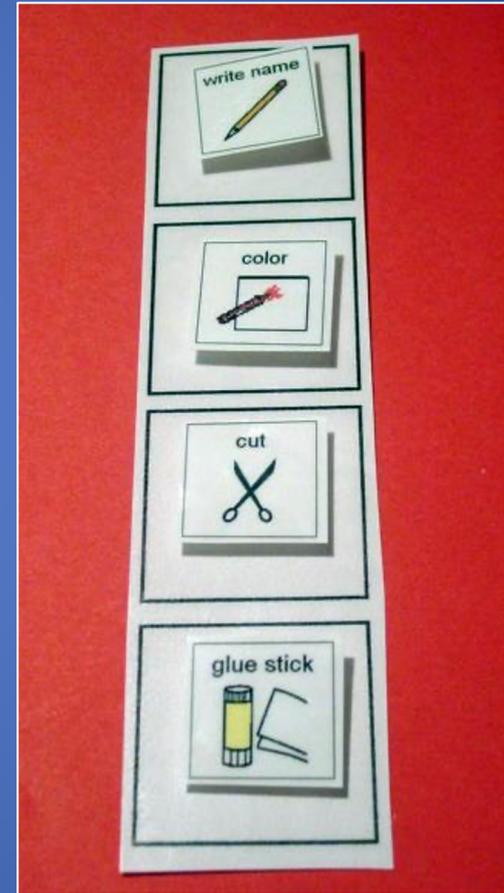
- Does the activity, event, or concept cause anxiety or frustration for the learner?
- Is a great deal of adult support required for the learner to be successful with the activity, event, or concept?
- Is the activity, event, or concept difficult for the learner to understand when only verbal information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

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

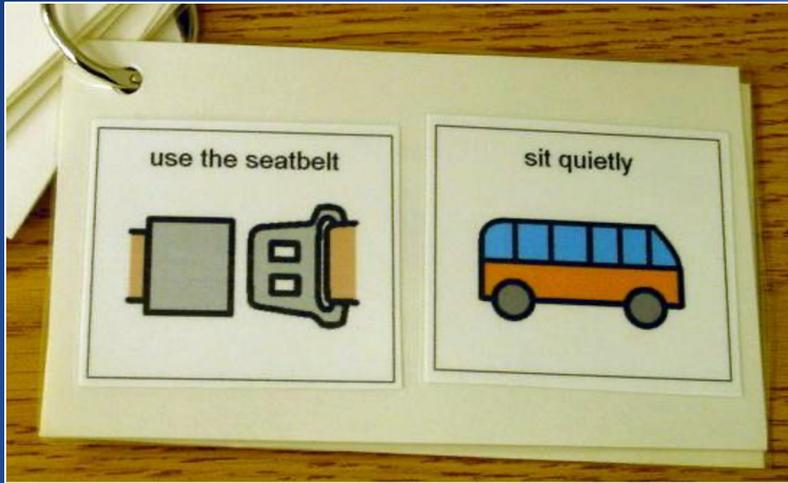
# Visual Step By Step Instructions



# Visual sequence and organization of steps within activities

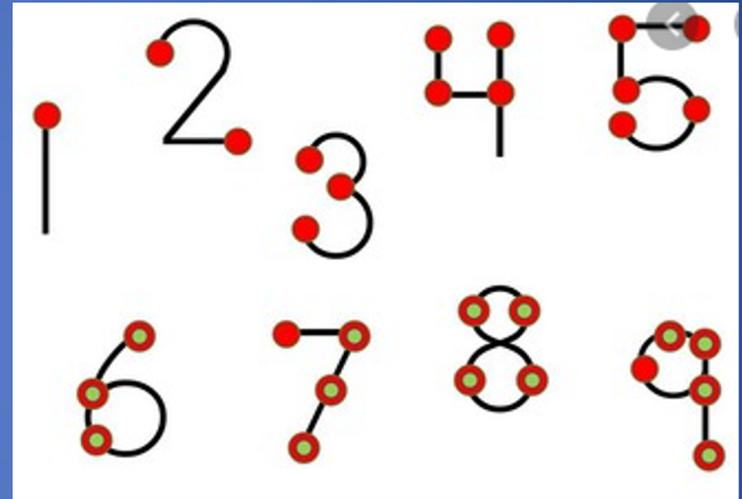


# Visual Cues Help Identify or Clarify Expected Behaviors



# Touchpoints

- A Type of Visual Cue
- Can Also Be Considered a Prompt Because the Goal is to Fade



# Let's See Some Examples



**AFIRM** Autism Focused Intervention  
Resources and Modules



**AFIRM** Autism Focused Intervention  
Resources and Modules

# What types of visual cues do you see?

**1**

Project Name: **Research Paper** Date Due: **May 30**

Not Started	In Progress	Complete!
Make outline May 20	Research On-line May 15	Write proposal + turn in May 9
Write rough draft May 23	Organize notes May 17	
Have Mom proofread May 26		
Make corrections and print May 29		

Research Paper  
Topic: Off-shore Drilling  
Due Date: May 30

**3**

I will take 5 deep breaths

breathe breathe breathe breathe breathe

breathe breathe breathe

**2**

**2**

Mrs. Jones' Math Class

I Need:

- green textbook
- green notebook
- green pencil case
- calculator

Routine:

- go to seat
- put homework in green basket
- get assignment
- copy notes

math

- pencil
- textbook
- paper
- calculator

geography

- pencil
- textbook
- atlas
- binder

science

- pen
- textbook
- paper
- folders

**4**

I need to be careful with the things I own. It is important to keep track of and not lose my things.

Before I leave school for the day, I have to check for...

- my hat
- my gloves
- my wallet
- my lunch bag
- my school bag
- the books I need
- my agenda
- anything else I brought with me

What do I need to take home for homework today?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**5**

**WHEN I NEED HELP**

**If I don't understand I can...**

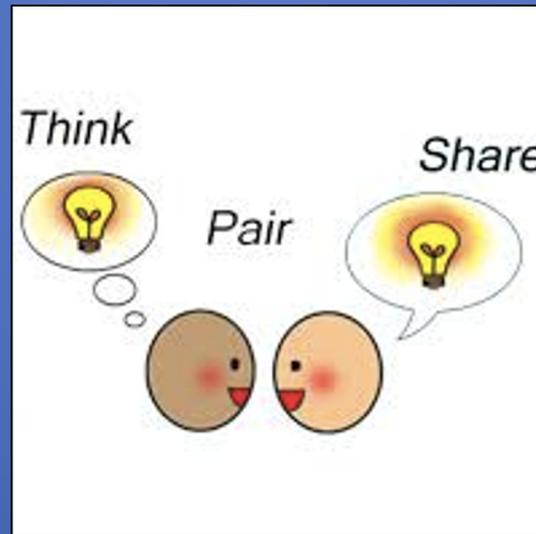
- Reread the instructions
- Quietly ask a friend for help
- Ask the teacher for help

**If I'm frustrated or stressed...**

- I can walk away or ignore
- I can ask for a break
- I can find an adult to ask for help

# Think - Pair - Share

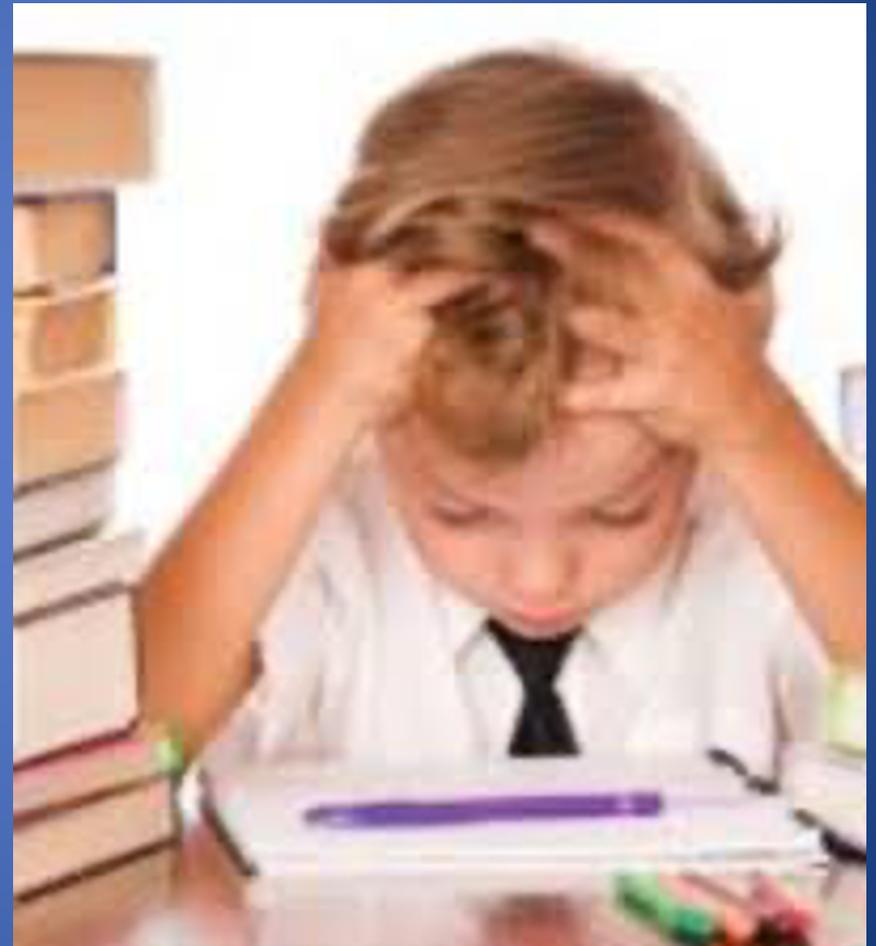
- Can you think of visual cue you are already using in your classroom?
- Can you identify things you may want to add or try?



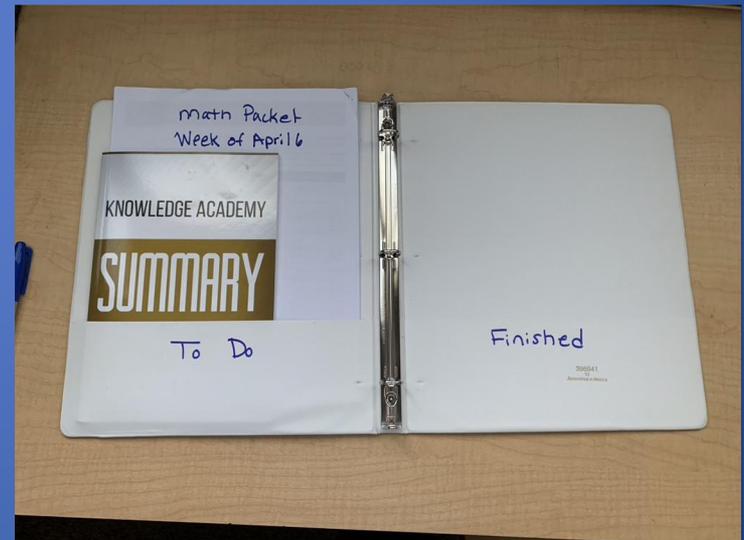
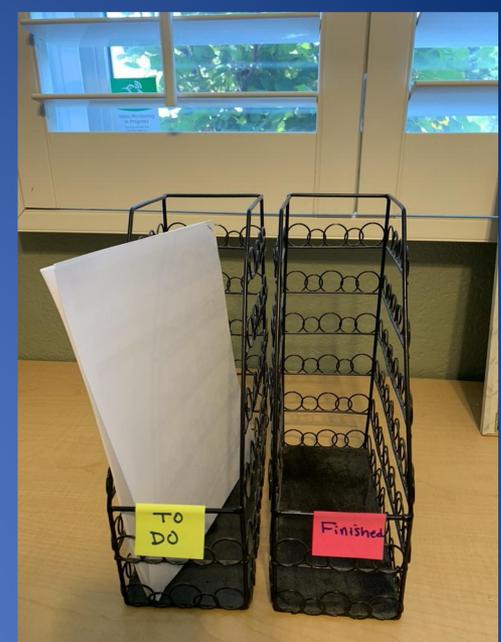
# Work Systems

Visually Answer 4  
Questions:

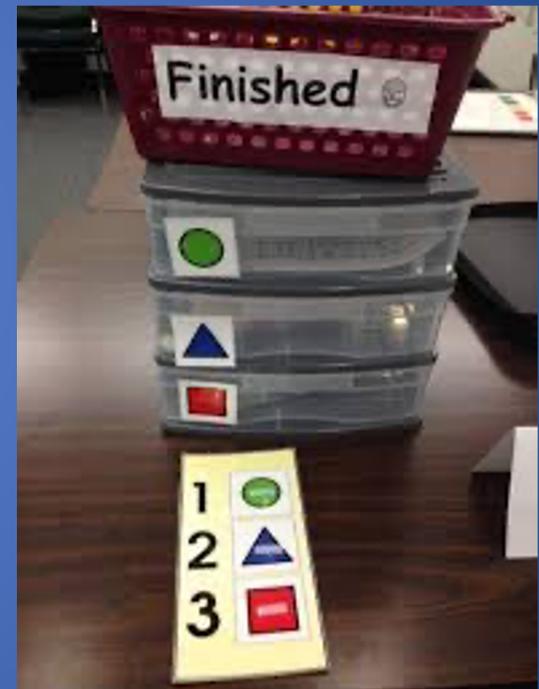
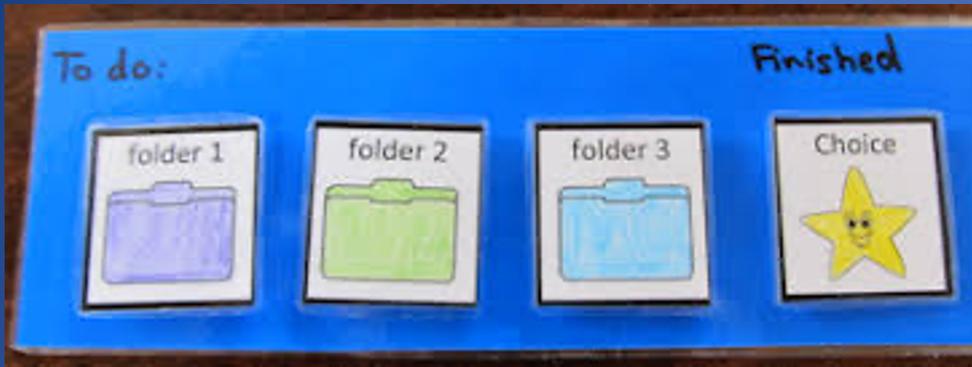
1. What Work?
2. How Much Work?
3. When Is It Finished?
4. What's Next?



# Types of Work Systems: Left to Right



# Types of Work Systems: Matching



# Types of Work Systems: Check Off

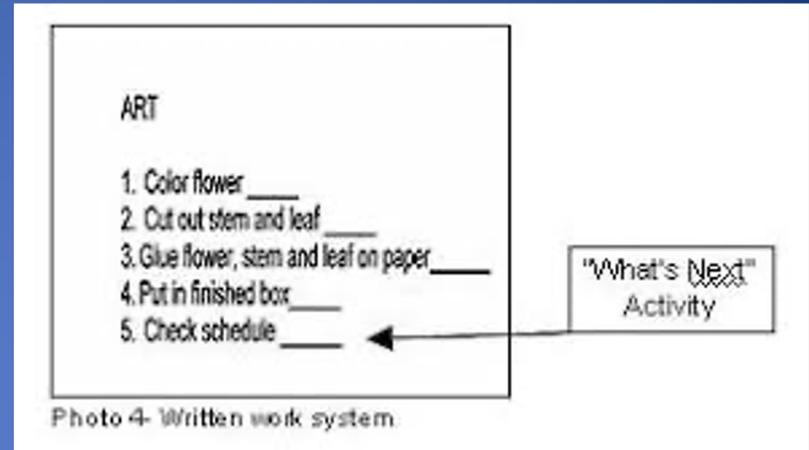
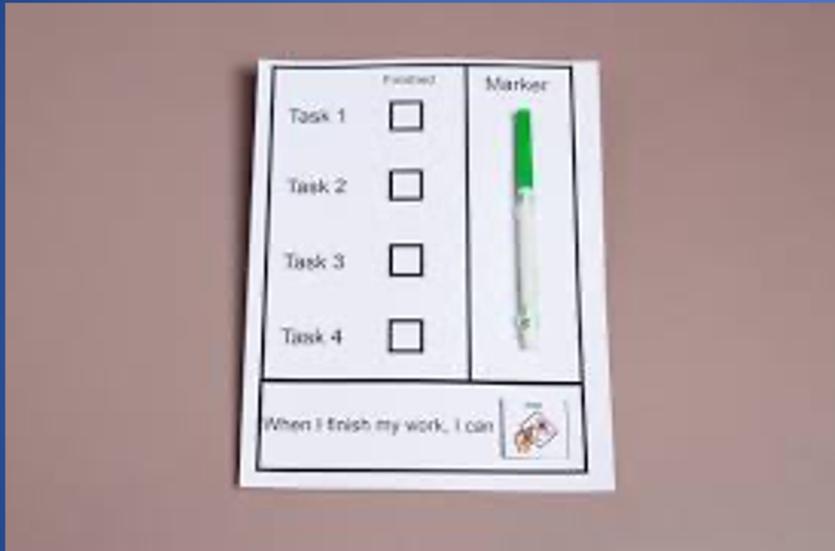
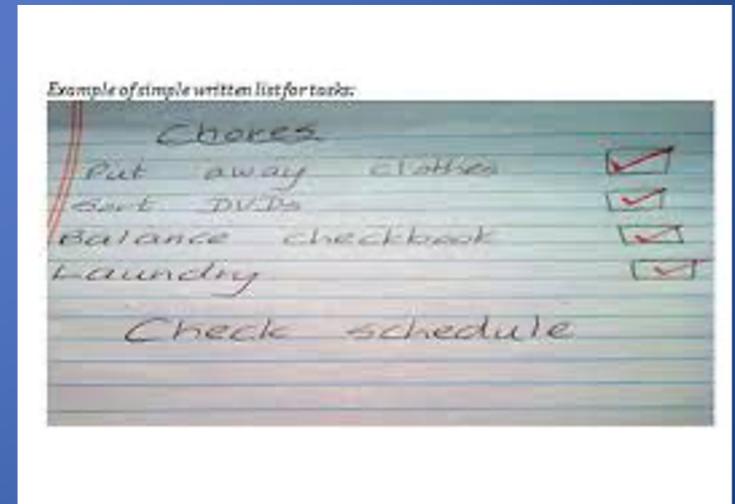


Photo 4- Written work system.



# Scripting:

- 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:

- 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



*Click to enlarge.*

## 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 See Some Examples



**AFIRM**

Autism Focused Intervention  
Resources and Modules

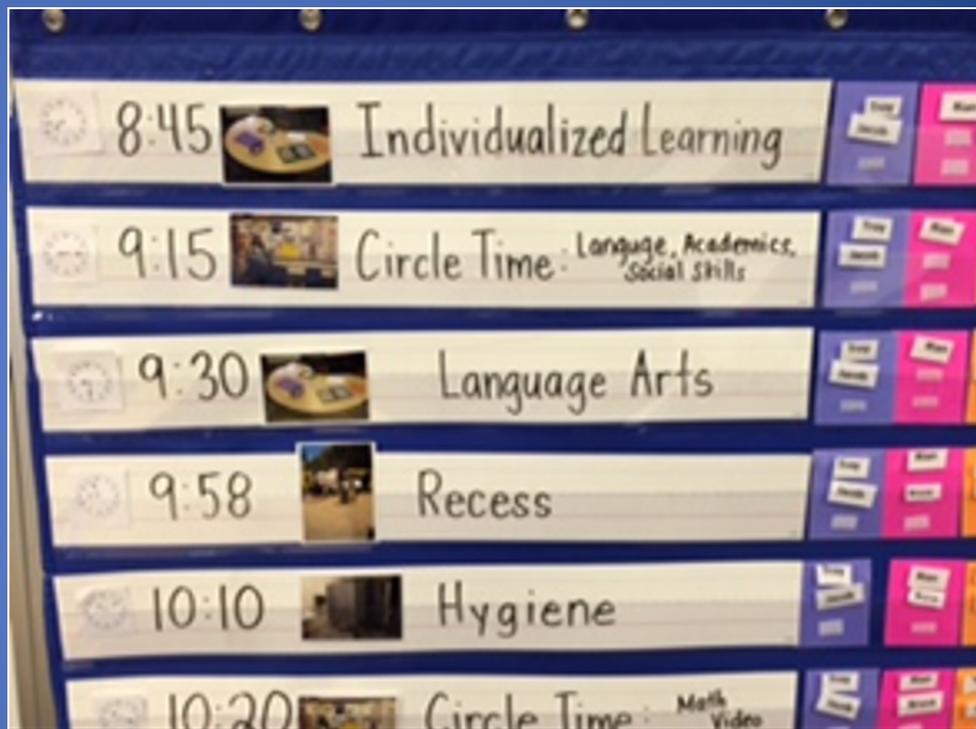
# Visual Schedules Should:

- 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



# All Staff Have Assignments!

Cristina : Ivan  
Edrine  
Adrian

Shawna :

BREAK

9:45 - 10:00

Norma : Edina  
Matthew  
Kimahri

Manjula : Yusef  
Joseph  
Bryan

Cristina : Ivan  
Edrine

Shawna : Joseph  
Adrian  
Bryan

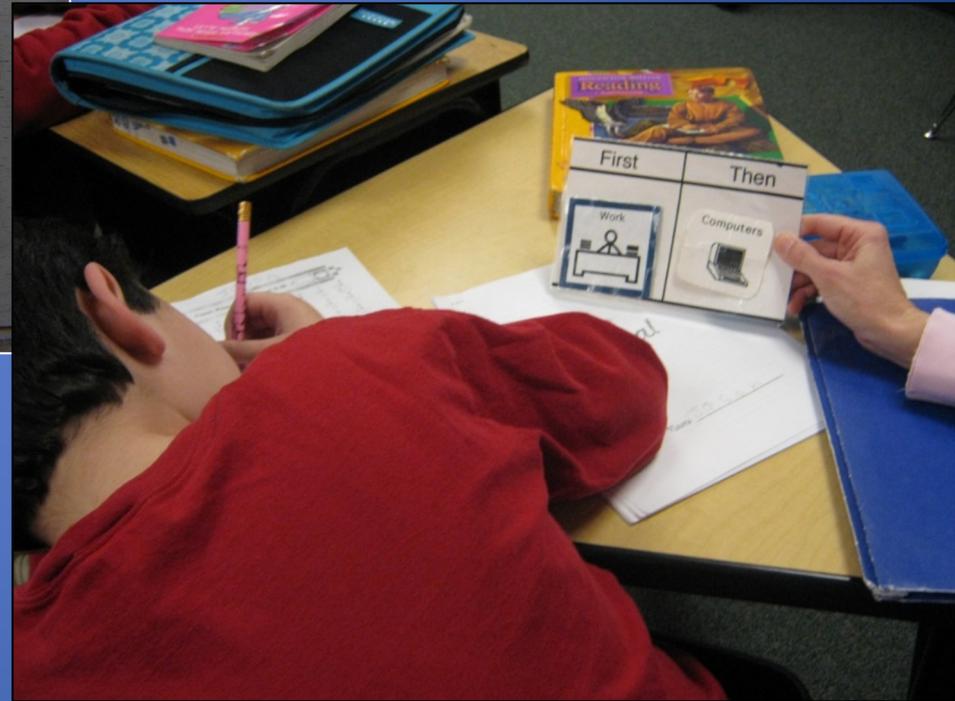
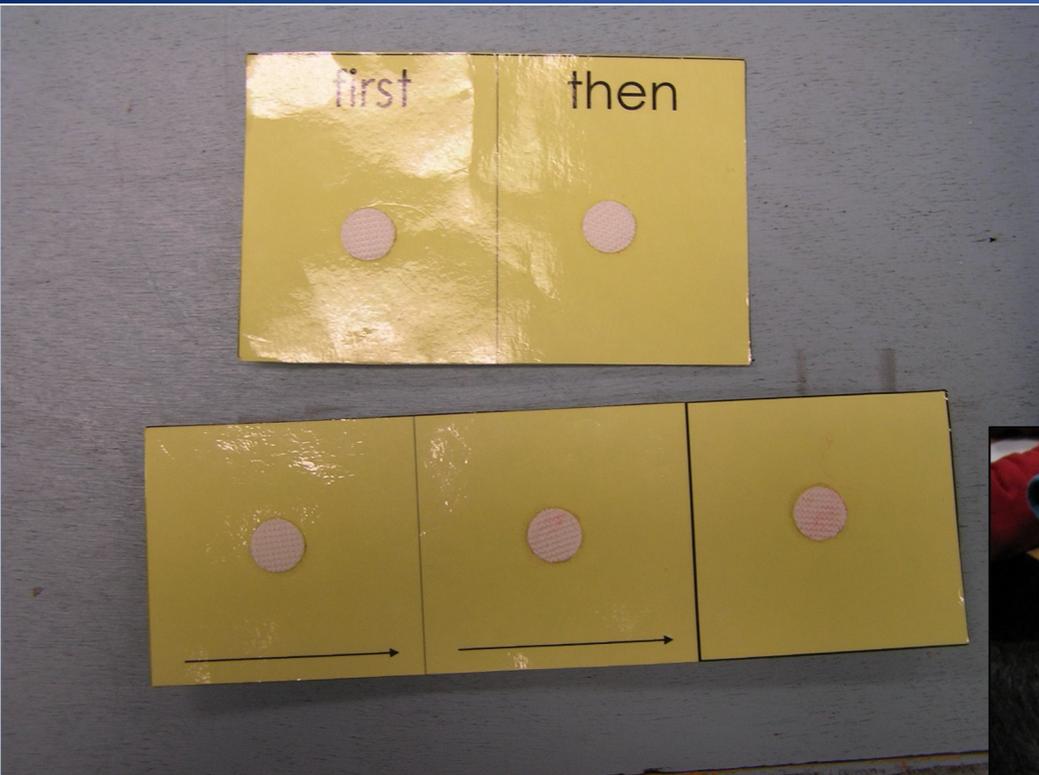
# Types of Individual Schedules

- 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 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



# Let's See An Examples



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Resources and Modules

# 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

# Individual Student Schedules

- Stationary: Student goes to schedule
- Portable: Student carries the schedule
- 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



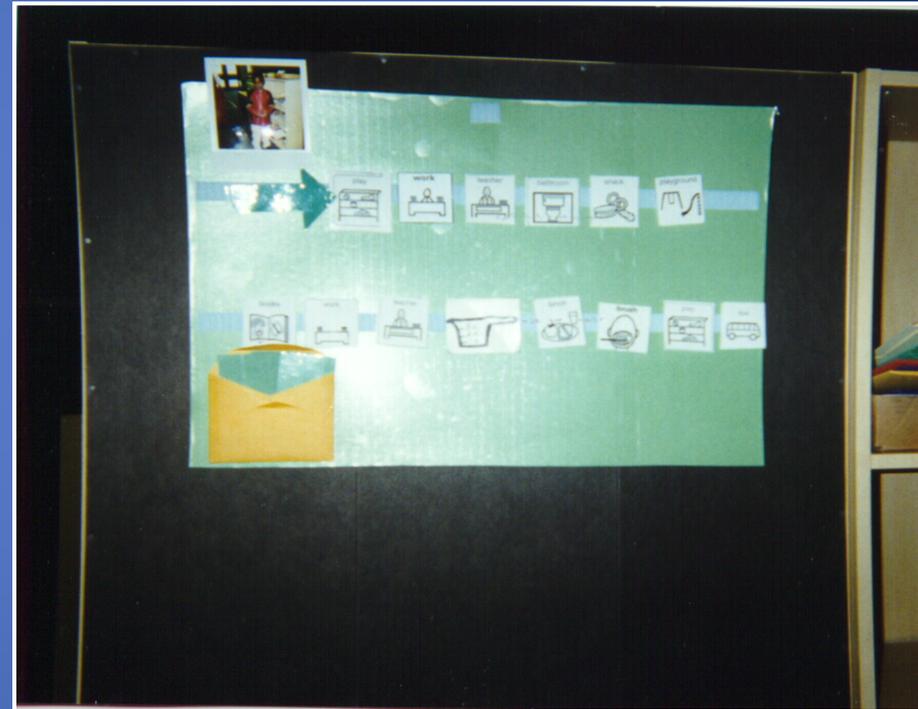
# Stationary Object Schedule



# Stationary Part-Day Icon Schedule



# Stationary Full-Day Icon Schedule



# Portable Icon Word Schedules

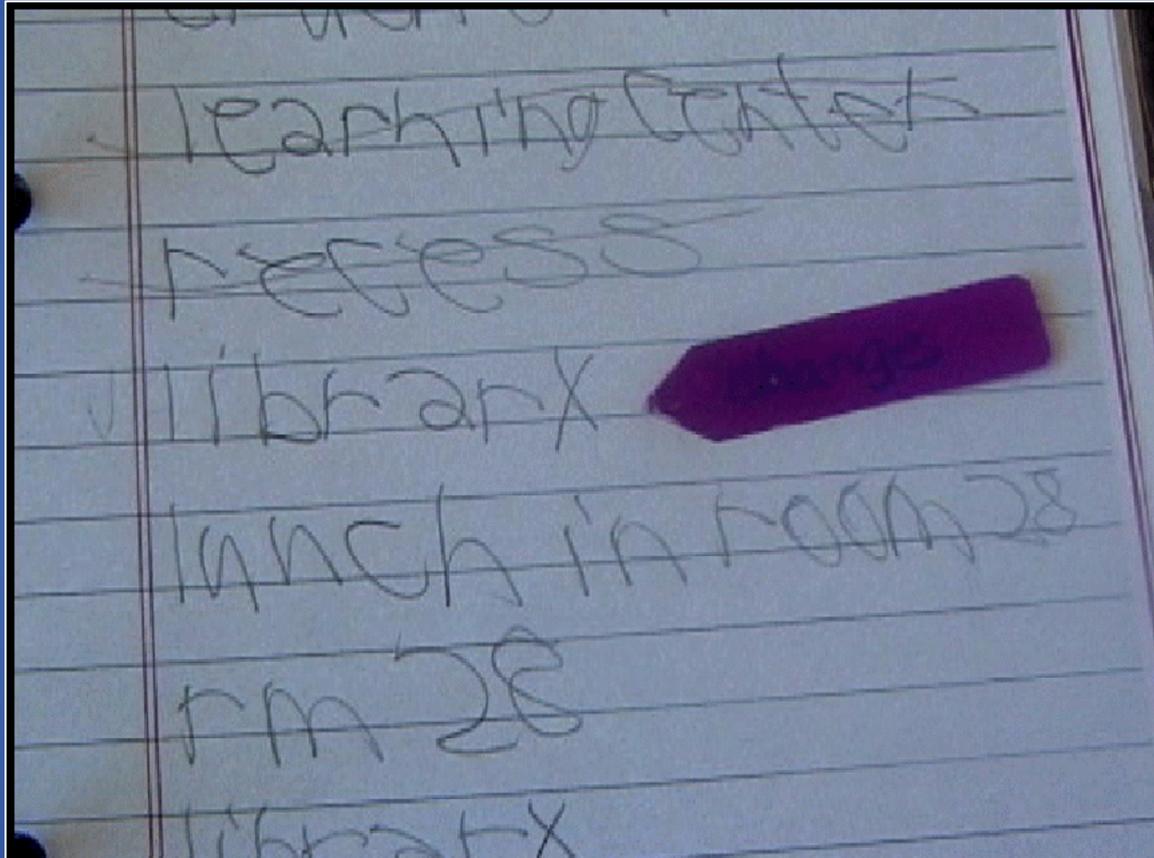


# Portable Activity Schedule

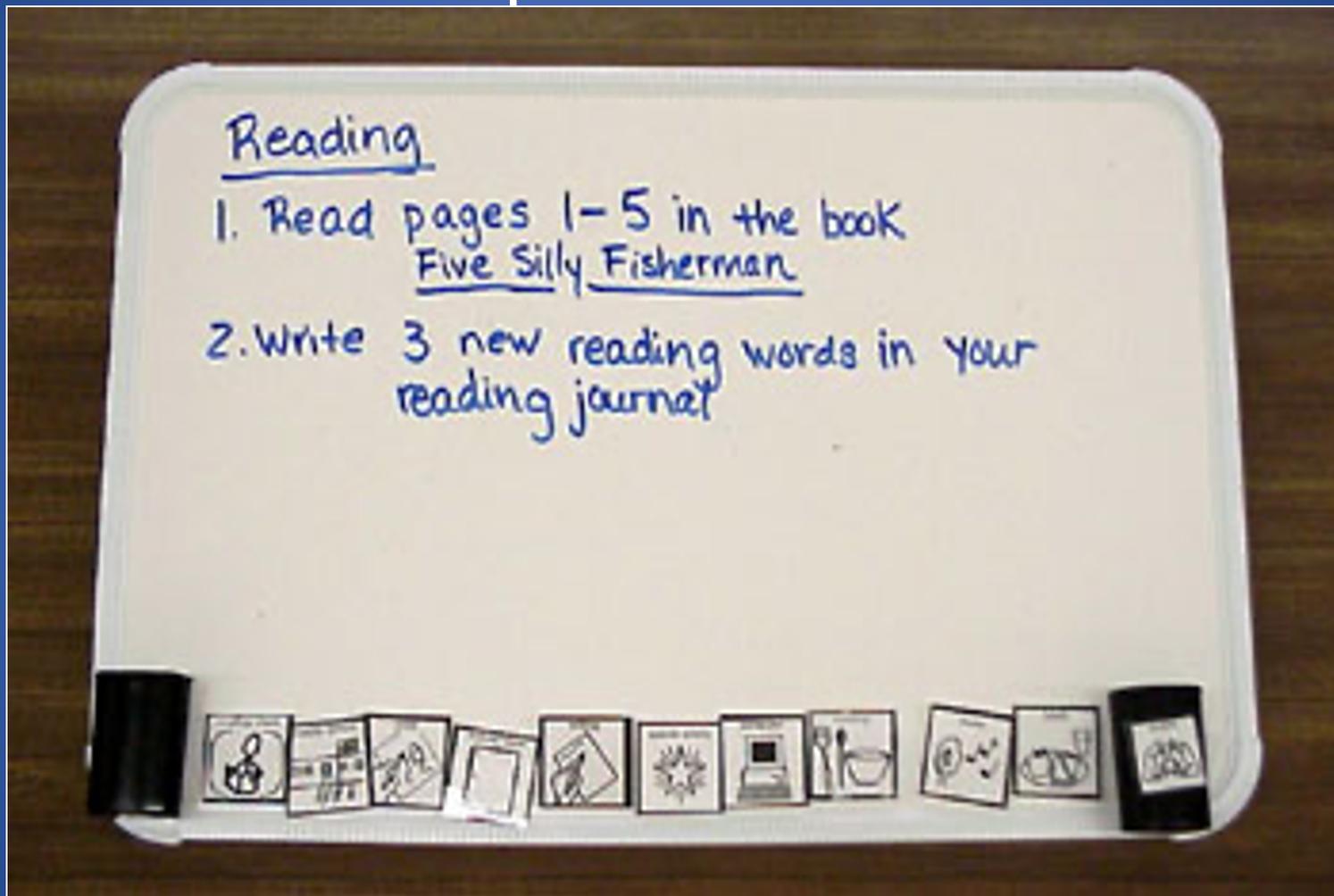




# “Change” Arrows



# Icon Schedule with Written Sequences 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 Visual Supports Assessment Form

Visual Supports



### ---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

**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*

# What types of Visual Schedules do you see?



do you see?

Print Shop Schedule: 3

- 1) Go to room 173 (print shop)
- 2) Get the cart
- 3) Push the cart to the work room
- 4) Put the packets in the mailbox
- 5) Put reams of paper away
- 6) Do inventory
- 7) Empty copy request basket
- 8) Go to the mailroom
- 9) Get Mrs. Salzwimmer
- 10) Get Print Shop mail
- 11) Take cart back to room
- 12) Restock cart with new
- 13) Go back to room 183
- 14) Check schedule

**Josh's Schedule**

	Teacher	Assistant
<span style="color: red; font-size: 2em;">2</span> Room 116	Break	Mrs. Jones
B Block Room 105	Stagecraft 	Mr. Collett Mr. McBride
Wednesday Room 201	Advisory 34 	Mrs. Fairley Mrs. Jones
C Block Room 116	Reading Skills 	Mrs. Mercier Mrs. Alley
Lunch	Cafeteria 	Mrs. Miller
D Block Room 223	Family Management 	Mrs. Catherwood Ms. Cridge

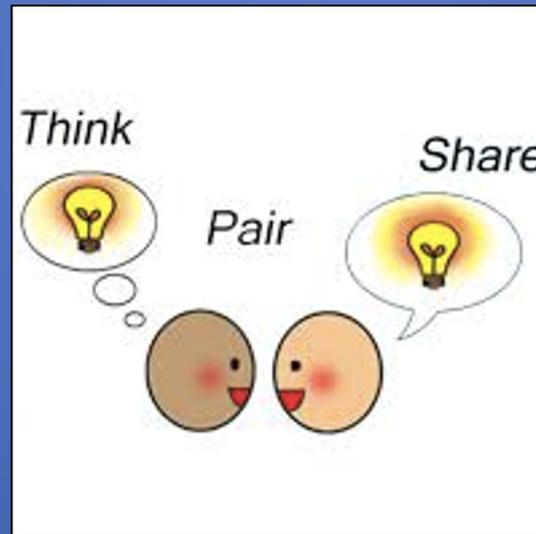
4

Things to do.	All Done
<input type="checkbox"/>	Warm-Up
Work Task	<input type="checkbox"/>
Break	<input type="checkbox"/>
Community	<input type="checkbox"/>
Lunch	<input type="checkbox"/>

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

- Task Analysis 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 Support Progress Monitoring Form

Visual Supports



## VS Progress Monitoring Form

Autism Focused Intervention  
Resources & Modules

**Learner's Name:** Daniel **Target Skill/Behavior:** Shredding Paper

Steps/Tasks	5/14	5/15	5/18	5/19	5/20
Collect paper that needs to be shredded	PS	PS	IS	PS	IS
Turn shredder on	IS	PS	IS	IS	I
Shred paper	PS	IS	PS	IS	IS
Turn shredder off	PS	0	PS	IS	PS
Empty shredder basket	PS	PS	PS	PS	PS
Amount of time learner was on-task or off-task (circle one)	7 out of 8 minutes	9 out of 11 minutes	6 out of 8 minutes	7 out of 9 minutes	6 out of 7 minutes

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

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

Form of Representation	Length of Presentation
<input type="radio"/> Objects	<input checked="" type="radio"/> One item
<input type="radio"/> Photographs	<input type="radio"/> Two items
<input type="radio"/> Drawing or picture symbols	<input type="radio"/> 3-4 items
<input type="radio"/> Words	<input type="radio"/> Half-day or 5-7 items
<input type="radio"/> Phrases	<input type="radio"/> Full day or 8+ items
<input checked="" type="radio"/> Combination	

**Notes:**

# 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 Visual Schedule with
- 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!

Access implementation coaching from a CAPTAIN Cadre to build your skills....

## 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				
<b>Step 1: Planning</b>				
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				
<b>Step 2: Using</b>				
2.1 Teach learner how to use visual support				
- <i>Boundaries:</i>				
<input type="checkbox"/> Introduce boundary to learner				
<input type="checkbox"/> Use modeling to teach learner to stay within boundary				
<input type="checkbox"/> Use reinforcement to encourage learner to stay within boundary				
<input type="checkbox"/> Use corrective feedback when learner does not stay within boundary				
- <i>Cues:</i>				
<input type="checkbox"/> Show learner visual cue				
<input type="checkbox"/> Stand behind learner when prompting use of visual cue				
<input type="checkbox"/> Use concise, relevant words/terms while teaching visual cue				
<input type="checkbox"/> Assist learner in participating in activity/event with visual cue				
- <i>Schedules</i>				
<input type="checkbox"/> Stand behind learner when prompting use of visual schedule				
<input type="checkbox"/> Place schedule information in learner's hand				
<input type="checkbox"/> Use concise, relevant words/terms				
<input type="checkbox"/> Assist learner in getting to designated activity/location, and prompt				
<input type="checkbox"/> Ensure learner remains in scheduled location until prompted to use				
<input type="checkbox"/> Repeat steps until learner is able to complete the sequence independently across activities/locations				
2.3 Use visual supports consistently and across settings				
<b>Step 3: Monitoring</b>				
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

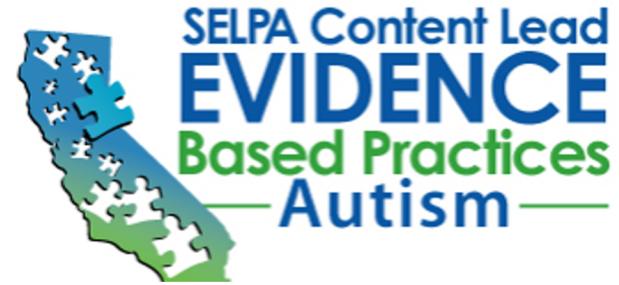
# Resources Using the AFIRM Modules

<http://afirm.fpg.unc.edu/afirm-modules>

# Post Training

- Please complete the Post Training Assessment:

*\*Trainer must enter their Regional specific link to Post-Training Assessment\**



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