TRI-STATE WEBINAR SERIES

Programing for Middle & High School Students: Developing and Implementing Age-Appropriate Visual Supports for School and Community

Presented by: Karine Gleason

Tri State Webinar Series 2015-2016

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Presenter Information

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Presentation Summary

Visual supports are an evidence-based practice that, if used correctly, promote independence by providing meaning and predictability for individuals with ASD.

During this presentation, we will discuss the steps for developing and implementing visual supports for all students. The examples provided will show how these visual supports might look at the middle and high school level.
Learner Objectives

By the end of this webinar, learners will be able to:

- Identify 3 categories of visual supports
- Identify the category of visual support needed
- Identify the steps required to teach a visual support
- Identify the next steps following implementation

Visual Supports

Any visual display that supports the learner engaging in a desired behavior or skills independent of prompts.
(Wong, Odom, Hume, Cox, Fettig, Kucharczyk, Brock, Plavnick, Fleury & Schultz)
Poll Question #1

Share one visual support that you used today.
Poll Question #1 Feedback

Visual Schedules
Visual Boundaries
Visual Cues
**Visual Schedules**
- Classroom Schedule
- Individual Schedule

**Visual Boundaries**
- Arrangement of the Environment
- Physical Boundaries

**Visual Cues**
- Labels
- Work Systems
- Structured Tasks
- Visual Instructions

(National Research Council, 2001)

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**Visual Supports**

- Reduce Inappropriate Behavior
- Independent Performance
- Task Engagement
- On-Task Behavior
- Self-help
- Reduce Transition Time

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Evidence-Based Practices
(National Professional Development Center (NPDC) on Autism Spectrum Disorders)

- Discrete Trial Teaching (DTT)
- Task Analysis (TA)
- Prompting (PP)
- Visual Supports (VS)
- Peer Mediated Instruction and Intervention (PMII)
- Antecedent-Based Intervention (ABI)

- Pivotal Response Training (PRT)
- Reinforcement (R+)
- Self-Management (SM)
- Social Skills Groups
- Naturalistic Intervention (NI)
- Video Modeling (VM)
- Social Narratives (SN)

Rationale

- Complete more tasks by themselves therefore increasing their independence
- Learn more rapidly
- Demonstrate decreased levels of frustration, anxiety, and aggression related to task completion
- Adjust more readily to changes in their environments (Koyama & Wang, 2011; Savner & Myles, 2000).
Poll Question #2

True or False

➢ The 3 categories of visual supports are visual schedules, visual boundaries and visual cues.

Steps for Developing & Implementing Visual Supports

Before you begin...
• Identify a behavior
• Collect baseline data
• Create a goal

1. Planning
2. Using
3. Monitoring

(NPDC, 2015)
Step 1: Planning the Visual Support

- Identify the visual support(s) needed

### Visual Schedules

- Does the individual struggle with moving from one area to the next?
- Does the individual forget what is next?
- Does the individual exhibit inappropriate behavior during transitions?

### Visual Boundaries

- Is there a safety concern?
- Does the individual have difficulty staying in one place?
- Does the individual ever leave the location because of frustration?
- Is the individual easily distracted?
- Does the individual invades others’ work space or uses materials belonging to someone else?
Step 1: Planning the Visual Support

• Identify the visual support(s) needed

**Visual Cues**

• Does the activity cause frustration, anxiety or seems confusing to the individual?
• Does the individual have difficulty starting the activity, staying on task or knowing what to do when finished?
• Is adult support required?
• Is the activity difficult for the individual to understand when only verbal information is provided?
• Is the individual easily distracted?

Step 1: Planning the Visual Support

• Assess student’s comprehension skills

**Visual Schedules**

• Form of representation
• Length
• Method of Manipulating
• Location
• Initiation

**Visual Boundaries**

• Concrete vs. abstract

**Visual Cues**

• Information to be included
• Form of representation

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Step 1: Planning the Visual Support

• Assess student’s comprehension skills

Mode & Direction Assessment
• Webinar: http://kansasasd.com/webinararchive.php
• Assessment Kit: http://kansasasd.com/library.php?view=item&aid=462

TEACCH Structured Teaching Assessment

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Step 1: Planning the Visual Support

• Organize all materials

Areas are clearly defined  ➔  Schedules are set up and ready to go  ➔  Visual cues for activities are set up and ready to go

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Poll Question #3

Which types of visual supports would you consider creating for Daniel? Click all that apply.

A. Visual Boundary  
B. Visual Schedule  
C. Visual Cue

Step 2: Using the Visual Support

• Teach the Visual Support

Visual Schedules

• Stand behind the individual to prompt
• Place schedule information in individual’s hand
• Use concise words
• Help individual get to location and place schedule card in appropriate area
• Keep individual in location until prompted to check schedule
• Repeat until individual is independent  (NPDC, 2015)
Step 2: Using the Visual Support

• Teach the Visual Support

Visual Boundaries

• Introduce individual to boundary and task to be completed in the area.
• Use modeling to teach individual to stay in area.
• Use reinforcement when individual stays in area.
• Use corrective feedback when individual does not stay in area

(NPDC, 2015)

Step 2: Using the Visual Support

• Teach the Visual Support

Visual Cues

• Show the individual the support
• Stand behind the individual to prompt
• Use concise words
• Help individual use the support

(NPDC, 2015)
Step 2: Using the Visual Support

• Fade Prompts

![Image of Levels of Prompting]

- Verbal: Provides step-by-step instructions to the student in order for the task to be completed.
- Full Physical: An adult holds the student's hand and leads them in the direction they need to go or towards the target object.
- Partial Physical: An adult moves the student's body in the direction needed.
- Model: An adult or another student demonstrates the task/direction that is requested of the student.
- Gesture: An adult points to a visual or an object that is the next step of the task/direction.
- Visual: An adult points to a visual or an object that is the next step of the task/direction.

Step 2: Using the Visual Support

• Use consistently and across settings

- All adults are consistent in how they teach, use reinforcement and deliver corrections
- Move or locate visual supports across settings
Poll Question #4

Which step for teaching visual cues is missing?

A. Do not provide verbal prompts
B. Stand behind the individual to prompt
C. Remove visual support when skill is mastered

Steps to teach visual cues

• Show the individual the support
• Use concise words
• Help individual use the support

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Step 3: Monitoring Progress

• Collect data on target behavior and use of the visual support

http://afirm.fpg.unc.edu

TEACCH Structured Teaching
Step 3: Monitoring Progress

Determine Next Steps

Is the individual making progress?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
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</table>
| • Continue using the visual supports  
• Consider introducing visual supports for new skills and behaviors | • Is the skill too difficult and needs to be broken down?  
• Was enough time devoted to using the visual support?  
• Was visual support used with fidelity?  
• Is the mode, direction and length appropriate?  

Ask these questions and restructure

Poll Question #5

Is Michael independent at using the visual support?

Yes  
No
EXAMPLES

Binder Work System

1. 
2. 
3. 
4. 
5.
Independent Work Folder

Visual Instructions

Color-coded jig

Colored Tabs

Labels

Student’s Locker

Box for unfinished work that will go home for homework

Individual Schedule

Work Systems:
Binders

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AM/PM Tri-fold Visual Instructions

Container for Personal Items

Labels

Home Schedule

Presentation Work System

Where to start

How much work

What comes next

Finished

Visual Instructions

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Dentist Visual Support

First/Then Schedule

Reinforcement

My Visit To The Dentist

Social Narratives

Grocery Shopping Visual Support

Visual Instructions

Labels

Color-Coded Map
Poll Question #6

• How many visual supports do you see in this picture?
  A. 1-3
  B. 4-5
  C. 6 or more

In Conclusion

◆ Visual Supports:
  • Promote independence
  • Defines expectations
  • Incorporates strengths and interests

When we present information verbally, the words are available for a brief moment. When we present information visually, it can be there for as long as the student needs it.

Expand Your Learning

- Autism Focused Intervention Resources and Modules (AFIRM)
  - [http://afirm.fpg.unc.edu/visual-supports](http://afirm.fpg.unc.edu/visual-supports)

- Autism Internet Modules (AIM)
  - [www.autisminternetmodules.org](http://www.autisminternetmodules.org)

- Making Visual Supports Work in the Home and Community

Helpful Apps

- Strip Designer
- Pic Collage
- Pictello
- iPrompts
- First Then Visual Schedule HD
References


THANK YOU!

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---Progress Monitoring Form---

Learner’s Name: _______________  Date/Time: _______________
Observer(s): ____________________________________________
Target Behavior: ________________________________________

Steps/Tasks:

<table>
<thead>
<tr>
<th>Steps/Tasks</th>
<th>Date</th>
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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.

<table>
<thead>
<tr>
<th>Form of Representation</th>
<th>Length of Presentation</th>
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<tbody>
<tr>
<td>□ Objects</td>
<td>□ One item</td>
</tr>
<tr>
<td>□ Photographs</td>
<td>□ Two items</td>
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<tr>
<td>□ Drawing or picture symbols</td>
<td>□ 3-4 items</td>
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<tr>
<td>□ Words</td>
<td>□ Half-day or 5-7 items</td>
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<tr>
<td>□ Phrases</td>
<td>□ Full day or 8+ items</td>
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<td>□ Combination: _______________</td>
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Notes: ________________________________

Tri-State ASD Webinar Series
**Schedule**

**Student: ______________________  Transition Cue: ______________**

**Schedule: __________________________**

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**Independent**

<table>
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<th>Total marked Yes, Independent</th>
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6 = Independent  
5 = material prompt  
4 = gestural prompt  
3 = verbal prompt  
2 = physical prompt  
1 = Fail (Mark No)

**Transition 1:** ________________  
**Transition 2:** ________________  
**Transition 3:** ________________

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