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

COLORADO
Department of Education

TASN
Autism and Tertiary Behavior Supports
www.ksdetasn.org

Tri State Webinar Series 2015-2016

Tri-State Autism Spectrum Disorder Webinar Series

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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

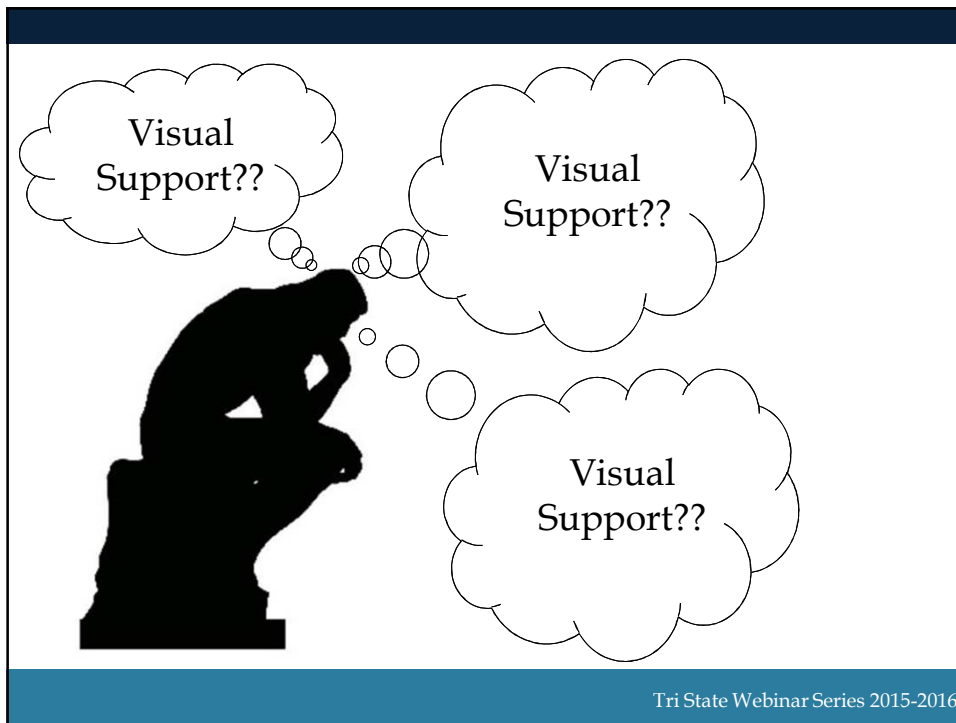Tri State Webinar Series 2015-2016

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)

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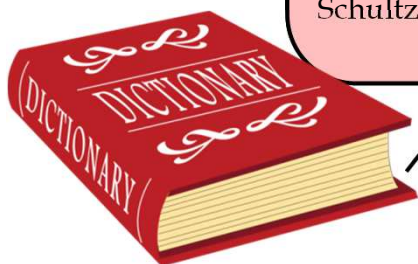
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Poll Question #1

Share one visual support that you used today.

➤ _____

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Poll Question #1 Feedback

Visual
Schedules

Visual
Boundaries

Visual Cues

Visual Schedules	Visual Boundaries	Visual Cues
• Classroom Schedule • Individual Schedule	• Arrangement of the Environment • Physical Boundaries	• Labels • Work Systems • Structured Tasks • Visual Instructions

(National Research Council, 2001)

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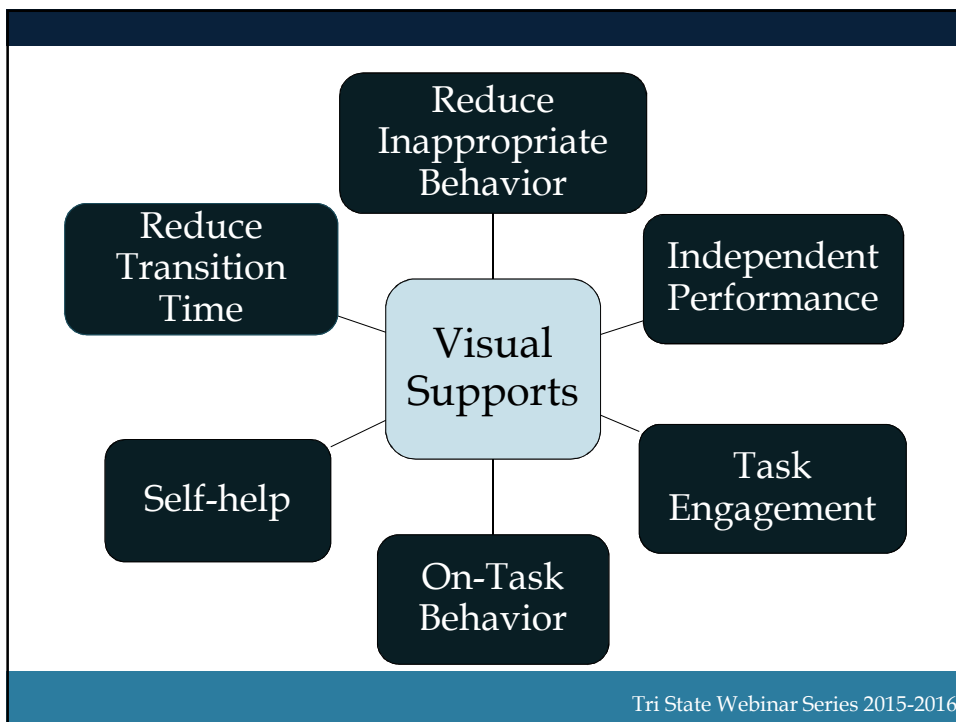
Evidence-Based Practices

(National Professional Development Center (NPDC) on Autism Spectrum Disorders)

http://autismpdc.fpg.unc.edu/

- 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)

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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).

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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?

Step 1: Planning the Visual Support

• Identify the visual support(s) needed

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?

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Step 1: Planning the Visual Support

- Assess student's comprehension skills

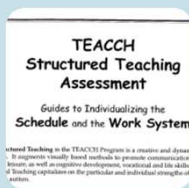| Visual Schedules	Visual Boundaries	Visual Cues
• Form of representation • Length • Method of Manipulating • Location • Initiation	• Concrete vs. abstract	• Information to be included • Form of representation

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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
- http://www.kansasasd.com/webinar_attach/1389827778_TEACCHAssessmentGuide.pdf

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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)

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Step 2: Using the Visual Support
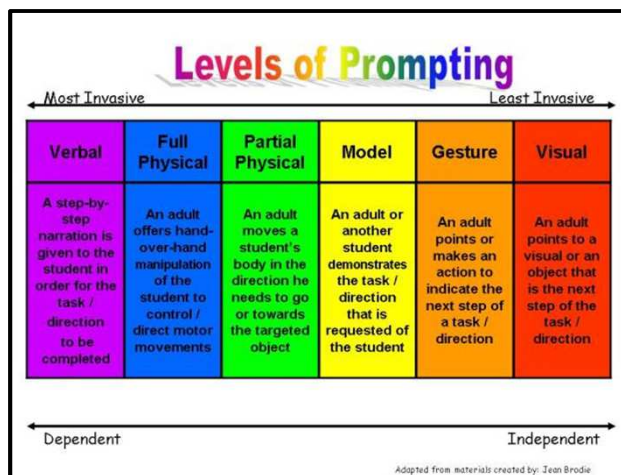
• Teach the Visual Support

Visual Cues

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

(NPDC, 2015)

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Step 2: Using the Visual Support

- Fade Prompts

Levels of Prompting

Most Invasive — Least Invasive

Verbal	Full Physical	Partial Physical	Model	Gesture	Visual
A step-by-step narration is given to the student in order for the task / direction to be completed	An adult offers hand-over-hand manipulation of the student to control / direct motor movements	An adult moves a student's body in the direction he needs to go or towards the targeted object	An adult or another student demonstrates the task / direction that is requested of the student	An adult points or makes an action to indicate the next step of a task / direction	An adult points to a visual or an object that is the next step of the task / direction

Dependent — Independent

Adapted from materials created by: Jean Brodie

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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

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Poll Question #4

Which step for teaching visual cues is missing?	Steps to teach visual cues
A. Do not provide verbal prompts B. Stand behind the individual to prompt C. Remove visual support when skill is mastered	• 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

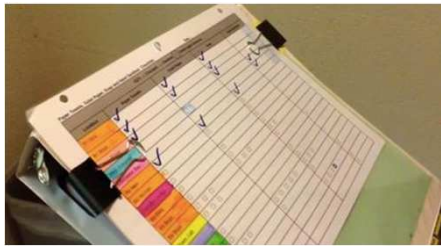| Is the individual making progress?	
Yes	No Ask these questions and restructure
• Continue using the visual supports • Consider introducing visual supports for new skills and behaviors	• Is the skill too difficult and needs to be broken down? • Was enough time devoted to using the visual support? • Was visual support used with fidelity? • Is the mode, direction and length appropriate?

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Poll Question #5

Is Michael independent at using the visual support?

Yes
No

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EXAMPLES

Binder Work System

1.

2.

3.

4.

5.

18

Independent Work Folder

Visual Instructions

Colored Tabs

Periodic Table of

Labels

Color-coded jig

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Student's Locker

Individual Schedule

Box for unfinished work that will go home for homework

Work Systems: Binders
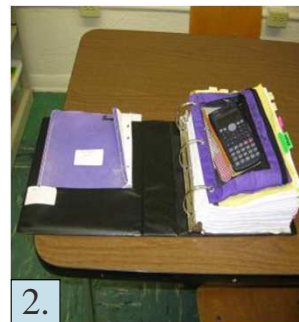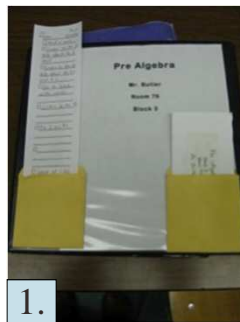
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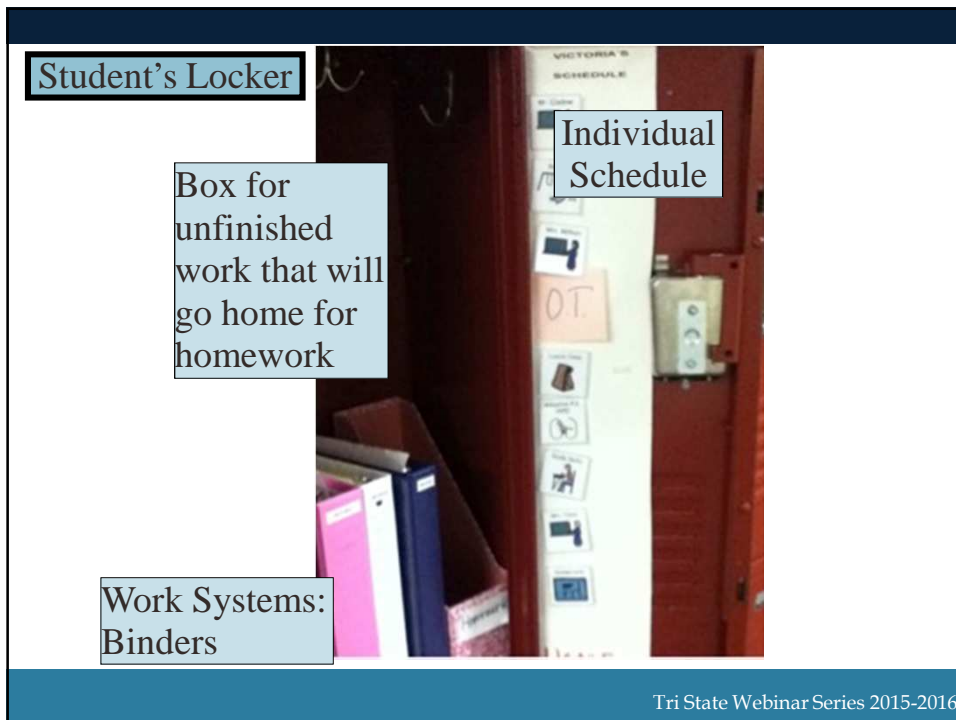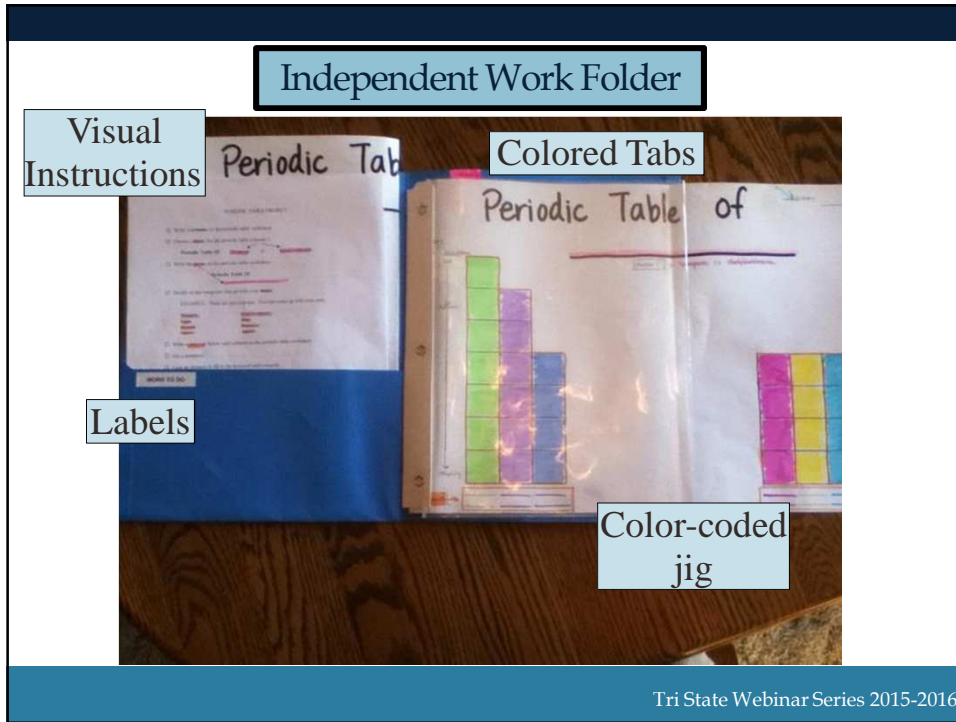
Home Schedule

Container for Personal Items

Labels

AM/PM Tri-fold Visual Instructions

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Presentation Work System
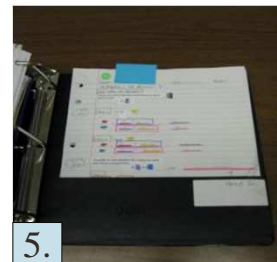
Where to start

How much work
What comes next.

Finished

Visual Instructions

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Dentist Visual Support
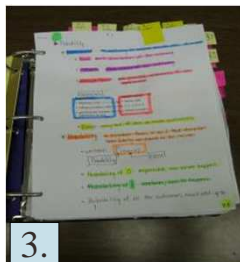
Reinforcement

First/Then Schedule

Social Narratives

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Grocery Shopping Visual Support

Visual Instructions

Labels

Color-Coded Map

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Filing Work System

Color-coding

Visual Instructions

Labels

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Janitorial Work System

Highlighting

Tools

Labels

Visual Instructions

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Poll Question #6

- How many visual supports do you see in this picture?

A. 1-3
B. 4-5
C. 6 or more
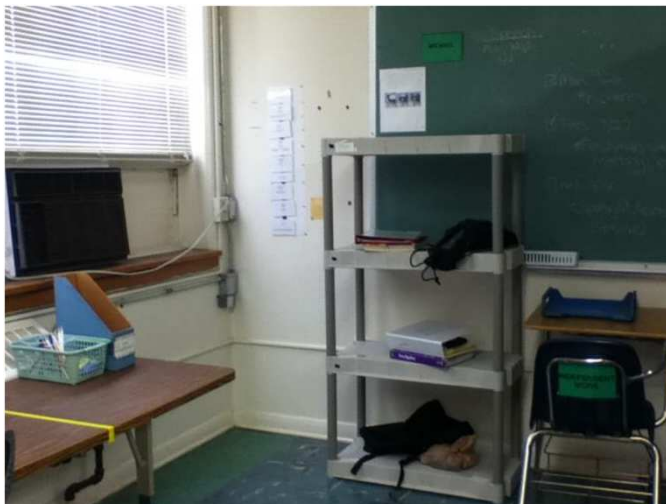
In Conclusion

◆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.

Smith, S. M. (2008)

Expand Your Learning

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

◆ Autism Internet Modules (AIM)
  - www.autisminternetmodules.org

◆ *Making Visual Supports Work in the Home and Community*
  - Savner, Jennifer L., and Brenda Smith. Myles. *Making Visual Supports Work in the Home and Community: Strategies for Individuals with Autism and Asperger Syndrome*. Shawnee Mission, Kan.: Autism Asperger Pub., 2000. Print.

Helpful Apps

Strip Designer

Pic Collage

Pictello

iPrompts

First Then Visual Schedule HD

References

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

- Hume, K., & Smith, S. (2009). Steps for implementation: Visual supports. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

- National Research Council. (2001). Educating children with autism. Washington, DC: National Academy Press.

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THANK YOU!

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Department of Education

NEBRASKA
autism spectrum disorders
NETWORK

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Visual Supports

---Progress Monitoring Form---

Learner's Name: _____   **Date/Time:** _____

Observer(s): _____

Target Behavior: _____

_____

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	**Length of Presentation**
☐ Objects	☐ One item
☐ Photographs	☐ Two items
☐ Drawing or picture symbols	☐ 3-4 items
☐ Words	☐ Half-day or 5-7 items
☐ Phrases	☐ Full day or 8+ items
☐ Combination: _____	

Notes: _____

Schedule

Week of: _____

Student: _____

Transition Cue: _____

Schedule: _____

	Prompt	Monday			Tuesday			Wednesday			Thursday			Friday			Independent Yes / No
		T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3	
Initiation	6																
	5																
	4																
	3																
	2																
	1																
Identifies Own Schedule	6																
	5																
	4																
	3																
	2																
	1																
Follows Sequence	6																
	5																
	4																
	3																
	2																
	1																
Understands Meaning of Cue	6																
	5																
	4																
	3																
	2																
	1																
Remains in Activity	6																
	5																
	4																
	3																
	2																
	1																
										Total marked Yes, Independent							___ / 6

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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Work System

Week of: _____

Student: _____

Transition Cue: _____

Schedule: _____

	Prompt	Monday			Tuesday			Wednesday			Thursday			Friday			Independent Yes / No
What work?	6																
	5																
	4																
	3																
	2																
	1																
How much work?	6																
	5																
	4																
	3																
	2																
	1																
Movement While Working	6																
	5																
	4																
	3																
	2																
	1																
Movement after task	6																
	5																
	4																
	3																
	2																
	1																
What comes next?	6																
	5																
	4																
	3																
	2																
	1																

Total Marked Yes, Independent _____ / 6

6 = Independent   5 = material prompt   4 = gestural prompt   3 = verbal prompt

2 = physical prompt   1 = Fail (Mark No)

Location 1: _____   **Location 2:** _____

Location 3: _____

Work System

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