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Autism and Tertiary Behavior Supports
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Better Together Best Practices Chat
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2.27.19

Visual Supports

Better Together Best Practices Chat



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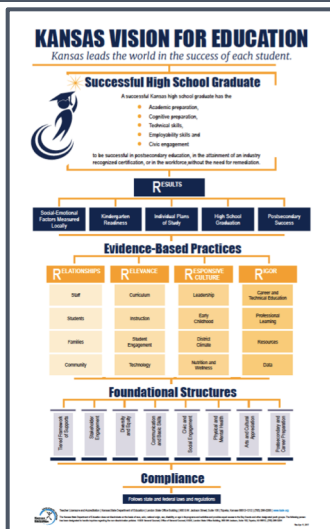
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Objective



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Participants will: Use visual supports, an evidence-based practice, to promote positive student outcomes as outlined in the Kansas Vision for Education through the use of high-leverage practices.



What do you hear yourself saying to students over and over?



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Evidence-Based Practices



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- National Professional Development Center
- National Standards Project

- Reliable support through research
- Program or practice works

Let's review



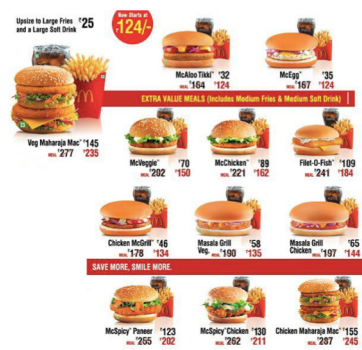
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- Why do we use visual supports?
- How do they help us?

Visual Supports



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Visual Supports



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Definition



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Concrete cues that provide information about an activity, routine, or expectation and/or support skill demonstration (Hume, 2013).

Visual Supports



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Toddlers to young adults

- Social
- Communication
- Behavior
- Play
- Cognitive
- School-readiness
- Academic
- Motor
- Adaptive

Rationale



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- Increases independence
- Meaningful to student
- Always available
- Aids in transitions

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Ten 30 Second Visual Supports any Student Can use

Schedules



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Overall classroom schedule

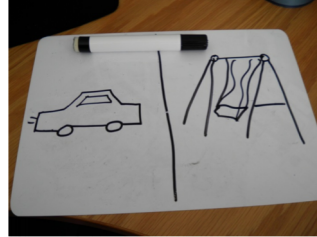


Schedules



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Individual schedules

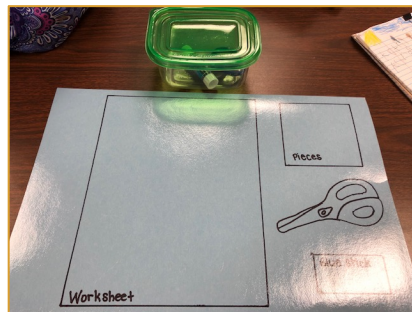


Organization



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Organizing materials



Organization



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Organizing materials

Desktop Materials

	Pencil
	Textbook
	Planner
	Water Bottle

Planning



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Describe this puppy in five words.

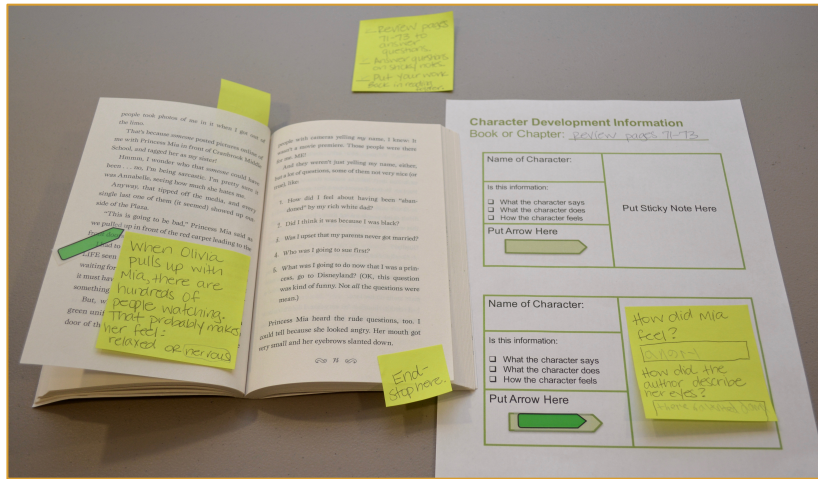
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		5	

Name _____

Planning



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Boundaries and labels



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Boundaries and labels



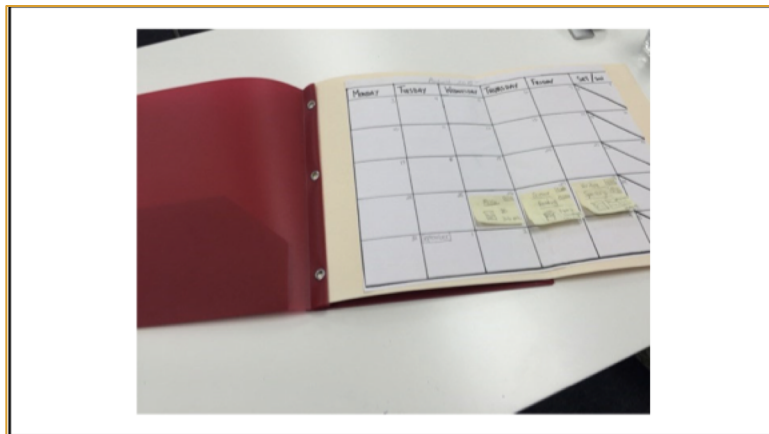
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Time management



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Time management

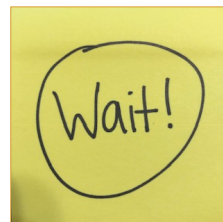
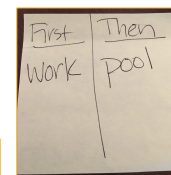
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Creating visuals on the fly!

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- sticky notes
- pens
- Markers
- white boards



Implementation




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What information are you presenting visually?

Is the activity one that:

- Causes anxiety or frustration
- Requires adult support
- Is difficult to understand with only verbal instructions

Implementation



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How will you represent the information?

- Objects
- Photos
- Drawings
- Words
- phrases

Teach



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- Show visual
- Prompt the learner
- Use only relevant language
- Assist in participating in activity with visual

Visual Supports in the Classroom



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Considerations



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- Age-appropriate
- Consistent use
- Across settings
- Data


What questions do you have?



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Next steps




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- Use a strategy
- Share results on google group

- Student
- Skill
- Results

Next steps



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REQUEST ASSISTANCE

TASN PROJECTS

CALENDAR OF EVENTS

RESOURCES

JOIN NEWSLETTER

EMERGENCY SAFETY INTERVENTIONS RESOURCES


CONFERENCE MATERIALS

PRESENTATIONS

CURRENT KANSAS APR REPORTS (LOGIN REQUIRED)

DISTRICT PUBLIC REPORTS

ABOUT TASN



Kansas Technical Assistance System Network (TASN) provides technical assistance to support school districts' systematic implementation of evidence-based practices.

Hi, Lisa Holt

[My Account](#)

Visual Supports

• **Autism and Tertiary Behavior Supports Home**

- Staff Contacts
- ATBS Resources
 - ADOS-2 Activity Videos
 - Autism Resource Connection App
 - Behavior
 - Coaching
 - Communication
 - Early Childhood Case Studies
 - Fact Sheets
 - High-Leverage Practices
 - Instructional Resources
 - It's All About YOU!
 - Newsletters
 - Social Competencies
 - Structured Teaching
 - Teacher Resources
 - Classroom & School Jobs
 - Tri-State Webinars
 - Transition Across the Lifespan
 - Virtual Strategies Toolkit
 - De-Escalation Materials

Click on the links for information, resources, and examples.

Visual Supports

Definition: Using any visual display that supports the learner engaging in a desired behavior or skills independent of prompts (Wong, et al, 2013)

Resources:

- Visual Supports AFIRM Module
- Visual Supports Fact Sheet
- Using Visual Supports with Young Children with Autism Spectrum Disorder



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When I think about these strategies, which one could I use tomorrow that would have an immediate impact on a student?

Resources



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National Professional Development Center

AIMS (Autism Internet Modules)

National Professional Development Center



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Steps for Implementation

References



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Hume, K. (2013). *Visual supports (VS) fact sheet*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute. The National Professional Development Center on Autism Spectrum Disorders.