

Evidence Based Practice Training

VISUAL SUPPORTS



CSESA

The Center on Secondary Education for
Students with Autism Spectrum Disorders

Objectives

- What are evidence-based practices?
- Identify 27 EBPs for students with ASD
- Visual supports
 - Target skills addressed
 - Examples
 - Steps for implementation
 - Keys to effective use
 - Resources to learn more about implementing visual supports

What are EBPs?

Focused interventions that:

- Produce specific behavioral and developmental outcomes for a child
- Have been demonstrated as effective in applied research literature
- Can be successfully implemented in educational settings

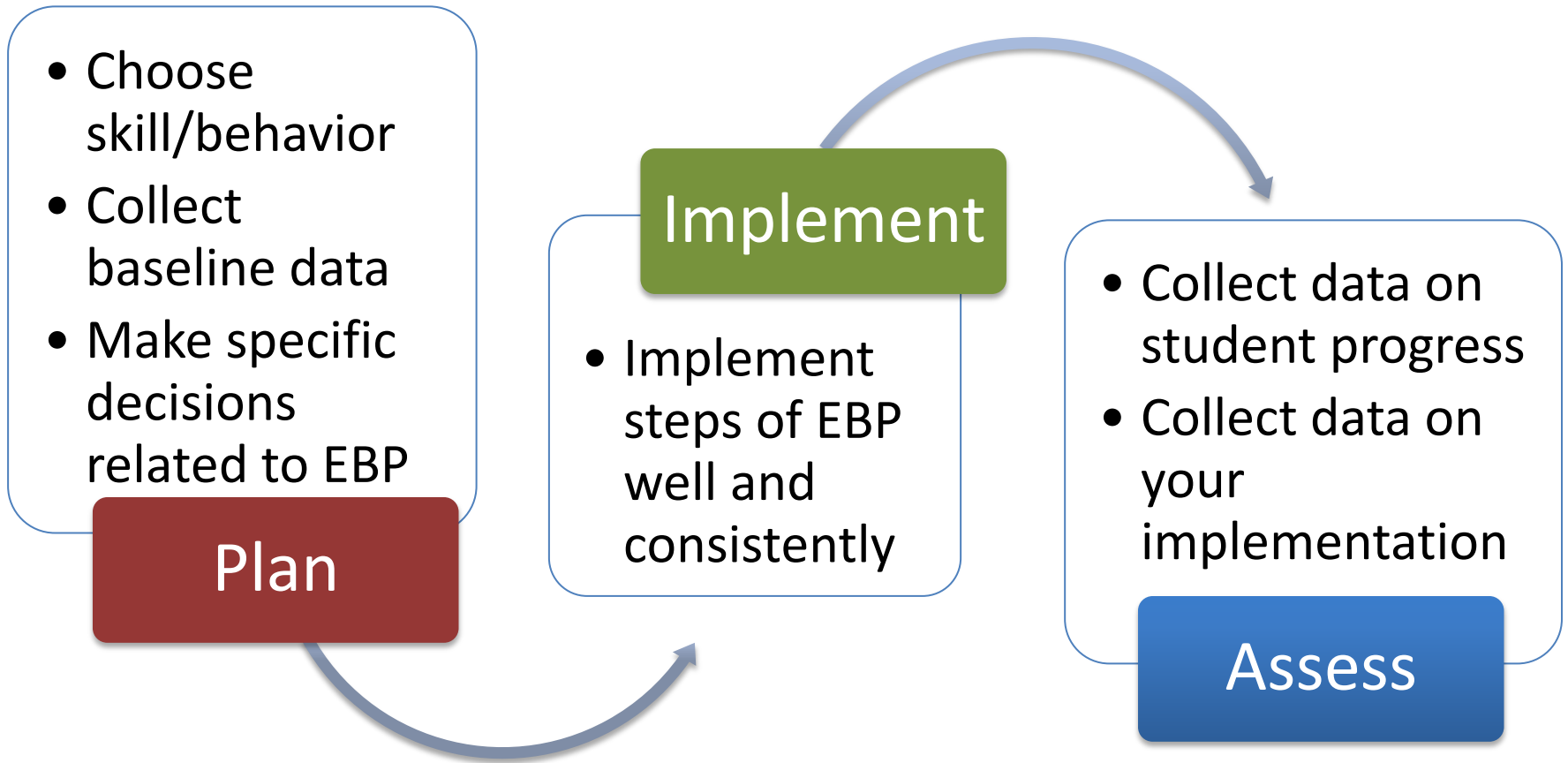
(Odom, Colett-Klingenberg, Rogers, & Hatton, 2010)

Evidence – Based Practices (2014)

Antecedent-based interventions
Cognitive behavioral intervention*
Differential reinforcement
Discrete trial training
Exercise
Extinction
Functional behavior assessment
Functional communication training
Modeling
Naturalistic interventions
Parent-implemented intervention
Peer-mediated instruction/intervention
Picture Exchange Communication System™

Pivotal response training
Prompting
Reinforcement
Response interruption/redirection
Scripting
Self-management
Social narratives
Social skills training
Structured play groups
Task analysis
Technology-aided intervention/instruction
Time delay
Video modeling
Visual supports

For All EBPs



VISUAL SUPPORTS

Why use visual supports?

When we present information verbally, the words are only available for a brief moment.

When we present information visually, it can be there for as long as the individual needs it.

Who uses visual supports?



Definition of Visual Supports

- Any tool presented visually that supports an individual as he or she moves through the day.
 - Enhances the individual's ability to understand, anticipate, and participate
 - Supplements verbal instruction

(National Research Council, 2001)

Target Skills Addressed

- Adaptive behavior skills including:
 - task engagement
 - independent performance
 - transitions across activities
 - increasing response chain length
- Social initiation and interaction skills
- Reducing self-injurious behavior

Types of Visual Supports

- Pictures
- Written words
- Objects within the environment
- Visual boundaries
- Schedules
- Maps
- Labels
- Organization systems
- Timelines
- Scripts

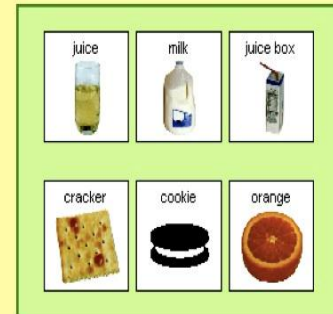
Examples of Visual Supports

- Visually-defined work area



- Snack choice visual

Making snack choices visual and available can help the child communicate his wants and needs for something to eat or drink and allows you to control the options.

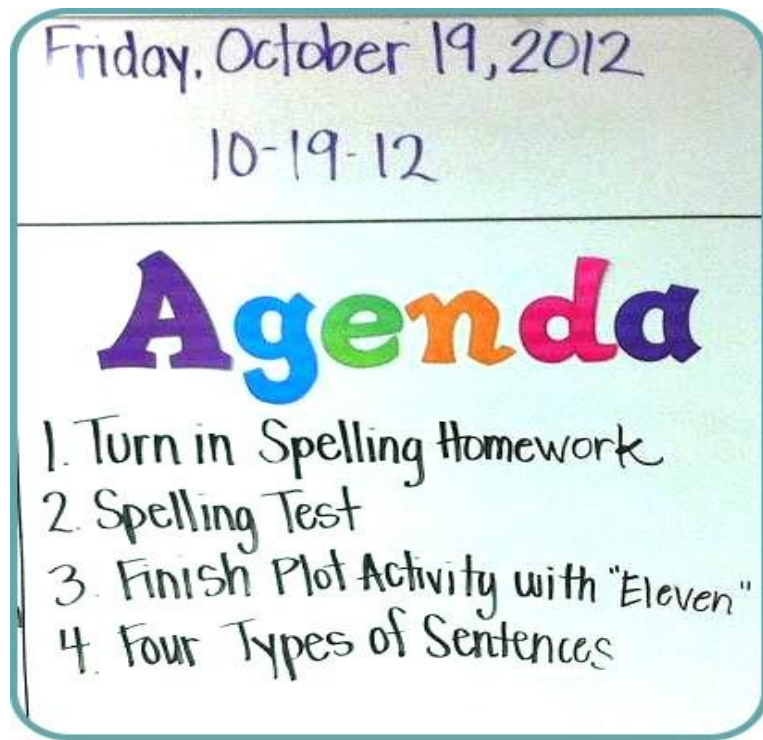


In the community:

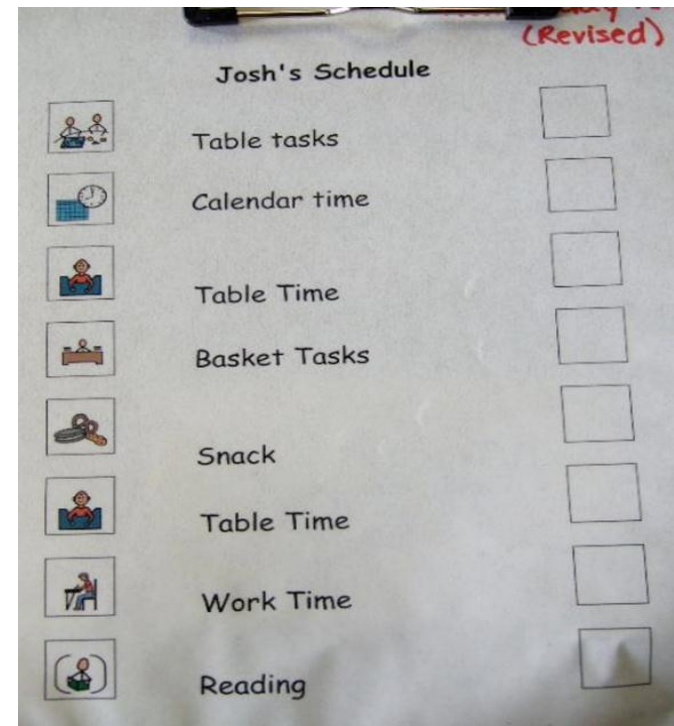


Examples of Visual Supports

- Class agenda



- Individual schedule

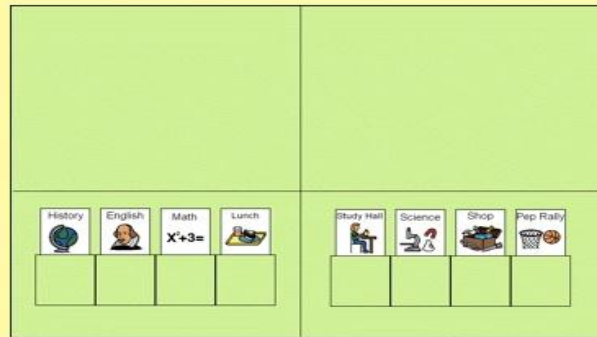


Examples of Visual Supports

- Individual schedule

Example #2

This schedule works well for students who spend most of their day in general education.



This schedule is both portable and flexible. It is made from an inexpensive folder like any student would carry with them.

As each activity is completed the card is turned around in the mini-pocket (made from pieces of cardboard taped on the folder).

Students can put their assignments “to be done” in the left pocket and “completed” assignments in the right pocket.

Examples of Visual Supports

- Individual schedule

Example #3

This schedule clearly communicates what needs to be done.
It can be attached to a notebook or clipboard so it is portable and easy to use.

As each activity is completed the card is moved to the "All Done" column. Be sure to schedule activities the student enjoys, to keep them interested and motivated.

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"/>

Examples of Visual Supports

- Visual labels



- Visual labels

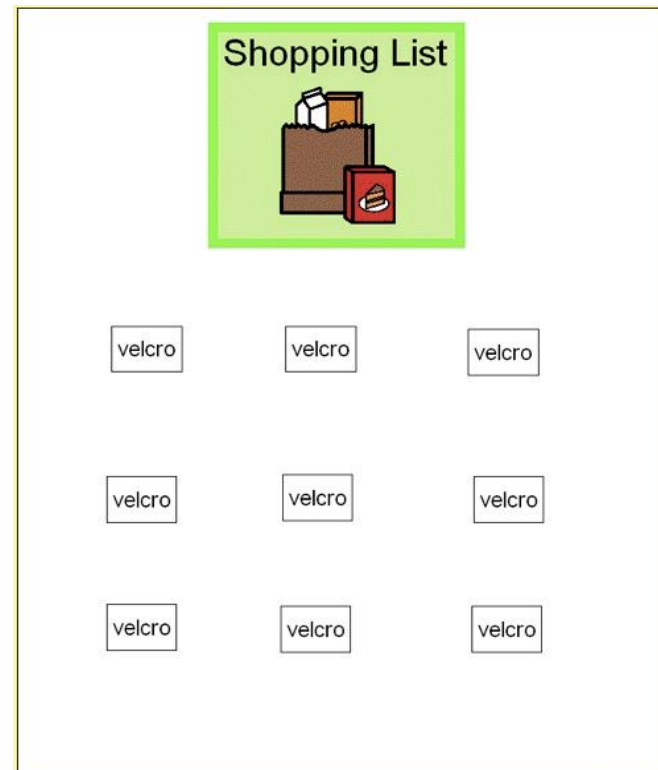


Examples of Visual Supports

- Organizational system - school



- Organizational system - community



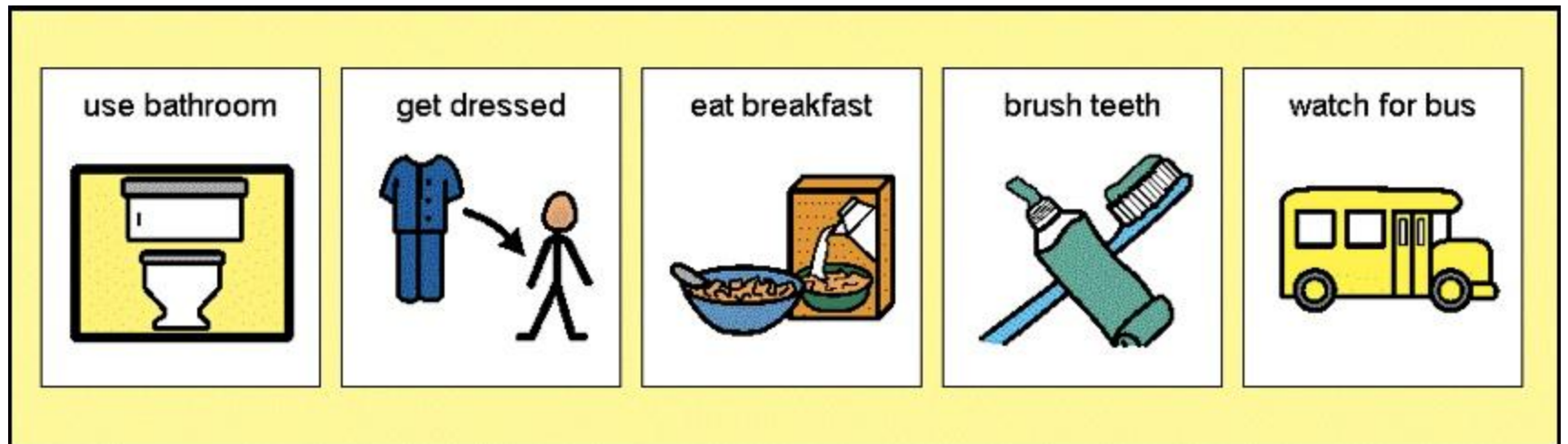
Examples of Visual Supports

- Script

- *When the person taking the order at McDonald's says: "Can I help you?" I say: "I want a Quarter Pounder™ with cheese only on it." They usually say "Quarter Pounder™, cheese only?" And I say: "Yes, please."*
- *The person taking my order usually says: "Do you want fries?" And I say, "Yes, please, medium fries and a medium Sprite to drink."*
- *The person behind the counter then asks me if that will be all, and I say: "Yes, thank you."*
- *I give the person my money and they give me my change. I take one step to the side at the counter so the person behind me can give their order while I wait for my order to be put on the counter.*

Examples of Visual Supports

- Transition support



Steps for Implementation

Steps for Implementation: 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.

This document includes steps for implementation for several visual supports including labels, locators, and visuals across the curriculum. To access step-by-step instructions for visual schedules or visual boundaries, please see the related *Steps for Implementation: Visual Schedules* or *Steps for Implementation: Visual Boundaries* in this module.

Step 1. Developing Visual Supports for Individual Learners

1. Teachers/practitioners determine WHAT information should be presented visually for the learner (e.g., upcoming events, location of specific materials, an academic concept).

This may include providing information about an upcoming event, the location of people or classroom materials, or an academic concept. Staff should consider the following questions when determining what activities, events, or concepts may require the use of a visual support:

[Link to EBP Brief for Visual Supports](#)

Implementation Checklist for Visual Supports

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Planning (Steps 1 – 2)									
Step 1. Developing Visual Supports for Individual Learners					Score**				
1. Determine WHAT information should be presented visually for the learner (e.g., upcoming events, location of specific materials, an academic concept). <i>Note: Look for activities/events across environments that are causing frustration/anxiety for learners, that require a great deal of adult support, and/or that learners' comprehension of expectations may be compromised.</i>									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

[Link to EPB - Visual Supports](#)

Collecting Data – Visual Schedule

With visual supports, Tom will transition between all activities in language arts class with no more than 2 verbal prompts per day across one week of data.

Did Tommy transition between all activities in Language Arts class with no more than 2 prompts?

(***+ means yes, - means no***)

Week:	Monday	Tuesday	Wednesday	Thursday	Friday	Goal met?
9/1	-	-	-	+	-	N
9/8	+	+	-	-	-	N
9/15	+	+	+	+	+	Y
9/22						Y / N
9/29						Y / N

The Key to Effective Use of Visual Supports

- Individualize it to the needs of the student
- Think of the size and portability of the visual
- Consider all settings: home, school, work, and the community
- Attach meaning to the visual support using key words and phrases
- Stick with it – it may take time before you see results



Summary:

When individuals with ASD are given the opportunity to learn with visual supports or cues they:

- 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 (Savner & Myles, 2000)


To Learn More...

Find additional information on Visual Supports and other Evidence Based Practices within the following resources.

Evidence-based Practice Resources

- EBP literature review
<http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/2014-EBP-Report.pdf>
- EBP Case Studies for High School
- EBP Briefs (<http://autismpdc.fpg.unc.edu>)
 - Overview
 - Evidence Base
 - Steps for Implementing
 - Implementation Checklist
 - Sample Data Collection Forms (optional)
- Autism Internet Modules
(<http://www.autisminternetmodules.org>)

EBP Case Studies for High School

**CSESA**
The Center on Secondary Education for
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Search

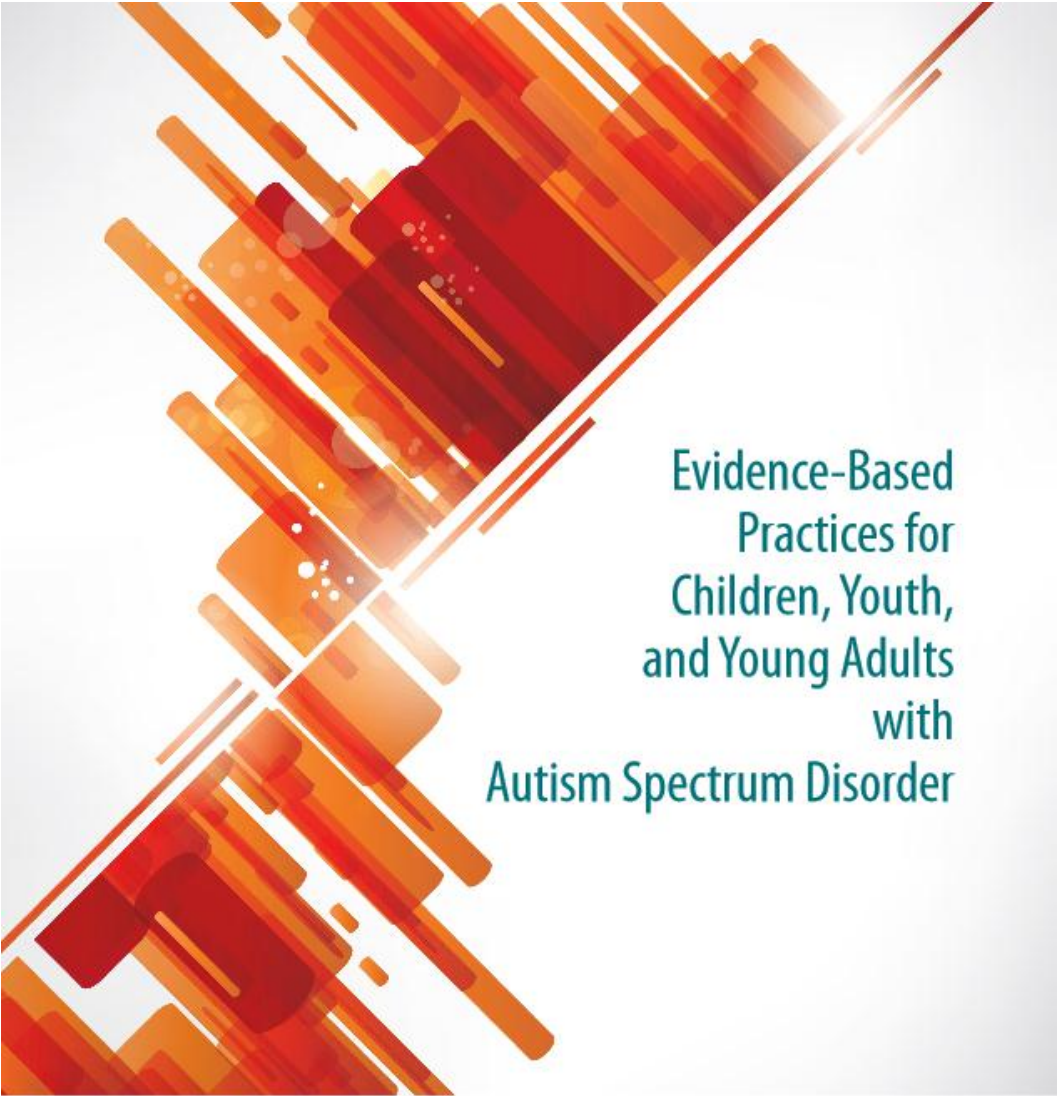
High School Case Studies

The high school case studies are designed to supplement learning resources developed by the [National Professional Development Center on Autism Spectrum Disorders](#) (NPDC) and the OCALI [Autism Internet Modules](#).

EBP HIGH SCHOOL CASE STUDIES
Select a Case Study below to begin: Related case study files available for download:

<http://csesa.fpg.unc.edu/resources/evidence-based-practices-case-studies>

EBP Literature Review




Evidence-Based
Practices for
Children, Youth,
and Young Adults
with
Autism Spectrum Disorder

Connie Wong, Samuel L. Odom,
Kara Hume, Ann W. Cox, Angel Fettig,
Suzanne Kucharczyk, Matthew E. Brock,
Joshua B. Plavnick, Veronica P. Fleury, and Tia R. Schultz

Autism Evidence-Based Practice Review Group
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

Autism Internet Modules

- <http://www.autisminternetmodules.org/>

 **AUTISM INTERNET MODULES**
Linking research to real life.

AUTISM INTERNET MODULES > DASHBOARD

Dashboard


Module Navigator

Professional Development
Certificates


Continuing Education
Credits


College and University
Course Credit


Module Navigator


 Print Assessment Results

Welcome to the **Autism Internet Modules (AIM)**! AIM is designed to provide high-quality information and professional development for anyone who supports, instructs, works with, or lives with someone with autism. AIM modules are available at no cost. Each module guides you through case studies, instructional videos, pre- and post-assessments, a glossary, and much more. If you would like to receive credit for your time on AIM, certificate and credit options are available for a fee. **Need assistance?** Visit the [help page](#).

 Recognizing Autism

 Infants and Toddlers with Autism

 Autism at Home

 Autism in the Classroom

Browse Modules A-Z

Current Modules (43)

- Antecedent-Based Interventions (ABI)
- ASD-4-EI: What Early Interventionists Should Know
- Assessment for Identification
- Autism and the Biopsychosocial Model: Body, Mind, and Community
- Cognitive Differences
- Comprehensive Program Planning for Individuals With Autism Spectrum

Action Plan

What will I do tomorrow:

1.

2.

3.

Questions

