



CSESA Resources for EBPs

Evidence Based Practice Briefs

- <http://cesea.fpg.unc.edu/resources>

The screenshot shows the CSESA website interface. At the top left is the CSESA logo and name: "The Center for Secondary Education for Students with Autism Spectrum Disorders". A search bar is located at the top right. Below the logo is a blue header with the text "CSESA Resources". The main content area is titled "Self-Management" and includes a "Self-Management Brief" section. This section contains a table of contents for an "EBP Brief Table of Contents" with links to: "Overview of Self-Management", "Evidence Base for Self-Management", "Steps for Implementation for Self-Management", "Implementation Checklist for Self-Management", and "Frequency Recording Sheet for Self-Management". A preview of the "Evidence-Based Practice Brief: Self-Management" is shown on the left, listing five components: 1. Overview, 2. Steps for implementation, 3. Implementation Checklist, 4. Evidence Base Summary, and 5. Self-management data collection sheets.

EBP Case Studies


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The screenshot shows a presentation slide titled "EBP CASE STUDY: VISUAL SUPPORTS" with the subtitle "The Targeted Goal". The slide content includes the heading "Identifying Levi's goal:" followed by a paragraph: "Levi's mother, teacher, and speech therapist met to discuss Levi's strengths and priority goals." Below this is a bulleted list: "Levi's mother and teacher agreed that they would like Levi to more effectively ask for assistance when he needs it." and "The team agreed that given Levi's ability to learn new routines quickly and his eagerness to work independently he is likely to be successful in various work settings. They are concerned that if he doesn't learn to seek out help when needed that success will be limited." To the right of the text is a blue target icon with a white arrow hitting the bullseye. At the bottom of the slide is a green button that says "What is Levi's targeted goal?". On the left side of the slide, there is a navigation pane with a list of sections: "Introduction", "Meet Levi", "Section 1: Background", "Section 2: Targeted Goal", "Section 3: Choosing the EBP", "Section 4: EBP Process", "Section 5: Considerations...", "Section 6: Application of...", and "Section 7: Evidence Base". The "Section 2: Targeted Goal" section is currently selected.

On-line Modules


- *Constructed on-line modules in collaboration with Ohio Center for Autism & Low Incidence Disabilities (OCALI) and the Autism Internet Modules (AIM); Need to set up an account*
- <http://www.autisminternetmodules.org/>

All these things are examples of visual supports. The terms **visual supports**, **visual strategies**, or **visual cues** are used synonymously. Various definitions have been used to describe these terms. Basically, visual supports enable a learner to keep track of daily activities and to develop an understanding of time and sequences (Koyama & Wang, 2011; Twachtman-Cullen, 1995).




ZOOM +

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:



Using visual supports to help with snack time at home and in the community.

ZOOM +

A visual cue is a picture, graphic representation, or word used to prompt an individual regarding a rule, routine, task, or social response. Visual strategies include **accommodations** to support individuals in less structured situations, assist them as they access curriculum, or scripts for social situations. This module will utilize the term visual supports. Visual supports are any tool presented visually that supports the individual as he or she moves through the day. Visual supports might include, but are not limited to pictures, written words, gestures, objects within the environment, arrangement of the environment or **visual boundaries**, **schedules**, **maps**, **labels**, **organization systems**, **timelines**, and **scripts**. They are utilized across settings to support individuals with ASD (National Research Council, 2001).

Research has shown that 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 (Koyama & Wang, 2011; Sæver & Myles, 2000).