Module: Visual Supports

Implementation Checklist for Visual Supports

Note: Implementation guidelines for visual schedules, to-do lists, transition supports, community supports, and supports outside the classroom can be found on the *Implementation Checklist for Visual Schedules*. Implementation guidelines for visual boundaries can be found on the *Implementation Checklist for Visual Boundaries*.

Hume, K., & Smith, S. (2009). *Implementation checklist for 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.

Instructions: The Implementation Checklist includes steps for the development and implementation of visual supports. Please complete all of the requested information including the site and state, individual being observed/interviewed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____

Individual observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

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

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 1. Developing Visual Supports for Individual Learners (Cont.)		**Score****							
2. After selecting the information to be presented visually, conduct individualized assessments of the learner's comprehension levels to select one of the following **forms of representation**: a. object (e.g., furniture provides the most meaningful visual boundary, a piece of an activity such as a peg or puzzle piece attached to the outside of a container is the most meaningful label), b. photograph (e.g., photo of the speech therapist lets the learner identify days for therapy, photo of learner's shirt is on outside of drawer so learner can get appropriate clothing), c. drawing or picture symbol (e.g., stop sign used in classroom areas to designate boundaries, calendar with icons that represent upcoming field trips), d. word (e.g., learner's desk and chair labeled with learner's name, graphic organizer used when writing a story with learner), e. phrase or sentence (e.g., learners read notes on PDA from teacher that describes who they will be working with that day, office area labeled with "Incoming mail goes here," "Attendance records go here"), or f. combination of the above formats.								

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

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 2. Organizing Visual Supports for Individual Learners (cont.)		**Score****							
1. Ensure that all visual supports are gathered and arranged prior to activity/event (e.g., classroom locators/labels properly positioned, curriculum supports paired with academic materials).									
Intervention & Monitoring (Step 3)									
Step 3. Implementing Visual Supports for Individual Learners									
1. Show the learner the visual support (e.g., locator, label, technology support).									
2. Teachers/practitioners teach the learner how to use the visual support by:									
a. showing the learner the visual support (e.g., a graphic organizer, locator, label);									
b. standing behind the learner when prompting use of visual support (to ensure learner is looking at visual information, not the staff member);									
c. using only relevant language while teaching use of visual support (e.g., "Today you have speech" rather than "Today is Thursday, Liz, and this picture of the speech therapist means you have speech today");									
d. assisting the learner in participating in activity/event with visual support (e.g., staying in location with visual boundaries, putting items away in labeled containers); and									
e. fading prompts as quickly as possible.									
3. Once the learner has learned how to use the visual support, prompts are minimal during support use.									
4. Use visual support consistently throughout the day.									

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	Date								
	Observer's Initials								
Step 3. Implementing Visual Supports for Individual Learners (cont.)		**Score****							
5. Teachers/practitioners prepare the learner for changes in activity/event that requires use of visual support (e.g., speech therapy or field trip is cancelled, technology is not working correctly).									
6. Visual supports move with the learner across settings, OR visual supports are located across settings.									
7. Teachers/practitioners use a data collection system to record how learners use visual supports.									

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Date	Observer Initials	Targeted Skill/Behavior, Comments, and Plans for Next Steps
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