Module: Visual Supports

Implementation Checklist for Visual Boundaries

Smith, S., & Collet-Klingenberg, L. (2009). *Implementation checklist for visual boundaries.* Madison, WI: The National Professional Development Center on Autism Spectrum Disorders, Waisman Center, University of Wisconsin.

Instructions: The Implementation Checklist includes steps for the development and implementation of visual schedules. 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(s) 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. Defining the Need		**Score****							
1. Identify visual supports required by learners to acquire or maintain skills.									
Step 2. Defining the Boundary									
1. Define or establish where the visual boundary is or should be, if it does not yet exist.									
2. Use natural physical boundaries, objects, and furniture to clearly designate the boundary.									
Intervention (Step 3)									
Step 3. Teaching the Boundary									
1. Introduce the learner to established boundaries.									

Module: Visual Supports

	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 3. Teaching the Boundary (cont.)		**Score****							
2. Use modeling to teach the learner to stay within the boundary.									
3. Model and use corrective feedback when learners do not stay within the boundary.									
4. Teachers/practitioners are consistent with boundary settings.									
Progress Monitoring (Step 4)									
Step 4. Evaluating Success									
1. Teachers/practitioners collect data on learners' use of boundaries.									
2. Teachers/practitioners collect data on learners' related target behaviors.									
3. Teachers/practitioners make data-based decisions regarding the effectiveness of established boundaries.									
4. Teachers/practitioners monitor on-going effectiveness of boundaries and their impact on learner behaviors.									

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

Module: Visual Supports

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