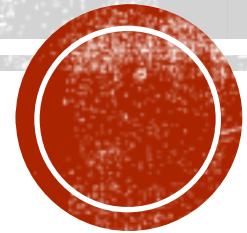# VISUAL SUPPORTS

Nandi Nelson, LMSW, BCBA

LEARNING OBJECTIVES

- Attendees will learn what are visual supports

- Attendees will learn the benefits of utilizing visual supports

- Attendees will learn the types of visual representation, visual supports and their purpose

- Attendees will learn to identify who could benefit from visual supports

- Attendees will learn how to begin decision making when implementing visual supports

WHAT ARE VISUAL SUPPORTS?

- Pictures or visuals to communicate with individuals or a group of individuals who have difficulty using or understanding language

- Can be in the form of photos, drawings, words or objects

EXAMPLES OF VISUAL SUPPORTS

RETURNING CANS AND BOTTLES

1. OPEN THE RECYCLE BAG.
2. SORT THE CANS, THE PLASTIC BOTTLES AND THE GLASS BOTTLES
3. AT THE RIGHT MACHINE, WAIT FOR THE GREEN LIGHT EACH TIME YOU PUT IN AN ITEM
4. CONTINUE TO INSERT THE RIGHT ITEMS INTO THE MACHINE UNTIL THEY ARE ALL DONE.
5. AFTER ALL ITEMS ARE IN EACH MACHINE, PUSH THE CASH BUTTON AND GET A RECEIPT
6. GO TO THE CLERK AND TRADE THE RECEIPT FOR CASH.

Task Cards

When you go to the library…
- Speak quietly
- Check out your books before you leave

When you get on the bus…
- Put your money in the slot
- Pay attention for your stop

When you go to the store…
- Give your money to the cashier
- Ask if you can't find something

When you meet someone new…
- Say hello
- Introduce yourself with your name

When you don't win a game…
- Tell the other player good job
- Remember, it is just a game!

When you go to a birthday party…
- Tell your friend, "Happy Birthday"
- Look around and see what everyone else is doing

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MY DAY

7:00		4:00	TV Time
8:00	School	5:00	Outside Play
2:30	Field Trip	5:30	Set Table
3:00	Snack	6:00	Dinner
3:15	Homework	8:30	Bed Time

itchKIDeas.com

clean up
work
quiet
wait a minute
stand up
hands down
sit
line up
shoes on
sit on floor

BENEFITS OF USING VISUAL SUPPORTS

- Brings structure to routines and predictability

- Sustains individuals attention

- Universal language

- Makes abstract concepts more concrete

- Can assist with communication

- Provides structure to unstructured time

- Creates independence

- Creates orderliness in the environment

TYPES OF VISUAL REPRESENTATIONS

- **<u>Static</u>**

  Print or object based supports
  - Real Objects- Convey message of which activity will occur next
  - Photographs- Digital photos, clip art or internet pictures
  - Line Drawings- Computer programming or free hand drawings
  - Words

- **<u>Dynamic</u>**

  Multimedia sources paired with visuals (I.e. songs)

- **<u>Interactive visual supports</u>**

  Multimedia sources that requires involvement

Types of Visual Supports

- Visual Schedules

- Visual Scripts

- Visuals to structure the environment

- Rule reminder cards

- Visual task analysis

- Social Stories

VISUAL SCHEDULES

- Informs the individual or group what is going to occur throughout their day or within a task

- Used to cue the individual or group what they need to do first before moving on to the next task or activity
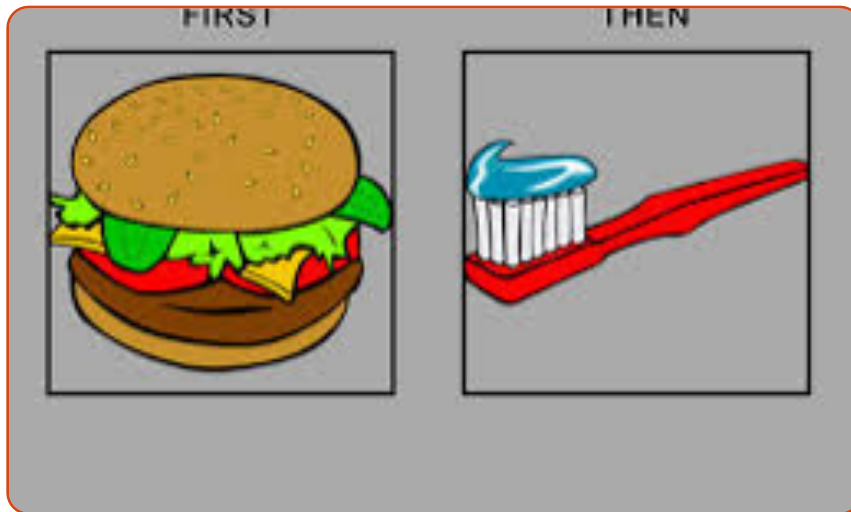
VISUAL SCRIPT

- Written scenarios that individuals use to initiate conversations that inform them of how to respond in social situations
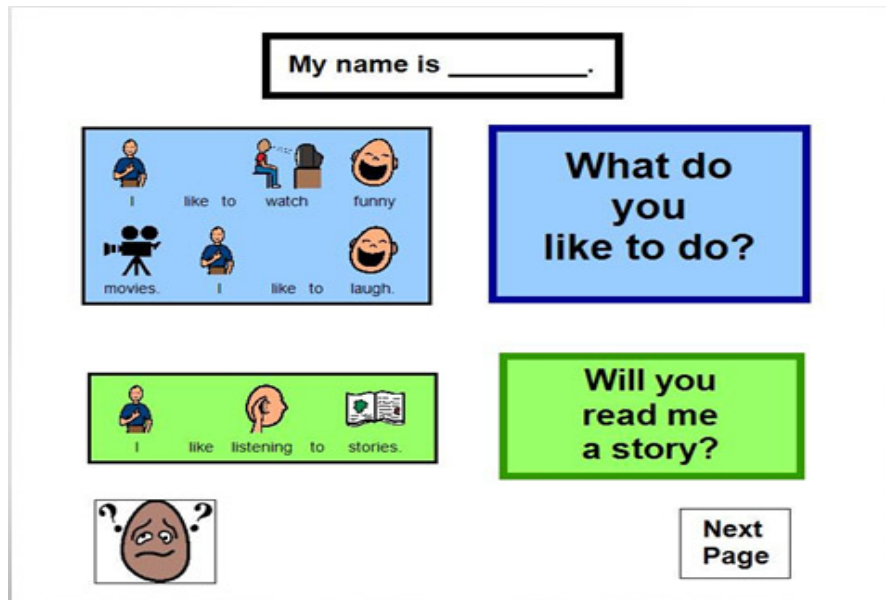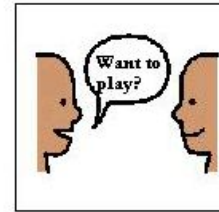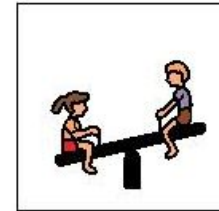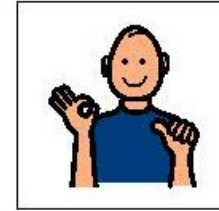

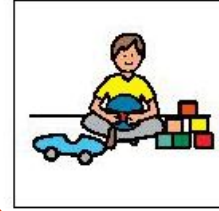Playing
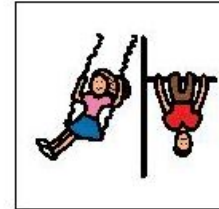
Sometimes I like to play with other kids.

I can ask them, "Do you want to play with me?"

If they say "yes", I can play with them. I will have fun.

If they say "no", it's ok.

I can ask someone else or play by myself.

Tracy Boyd, 2009

VISUALS TO STRUCTURE ENVIRONMENT

▪ Assists individuals with functioning more independently in their natural environment

RULE REMINDER CARDS

- Visually present for behaviors
  - One symbol or several symbols

Bathroom Rules Never…

1) Bring things into the bathroom that don't belong

2) Play in the bathroom

3) Stay too long in the bathroom

4) Touch things that are dangerous

5) Make a mess

Discuss: why *not* do these? Are they safe?

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Visual Cue Cards: Behavior Prompts

| Quiet Time | Nice Hands | Sit in Chair |
| Listen | Stop | Walk Nicely |

GOALBOOK   Find more resources at https://goalbookapp.com

CLASSROOM

RESPECT OURSELVES
- Try all tasks and do your best
- Complete your work
- Be on time

RESPECT OTHERS
- Raise your hand
- Listen to others
- Take turns in a group

RESPECT PROPERTY
- Use books gently
- Throw away trash and recycle
- Push in your chair

SELF TO SELF
- Keep belongings on or in your desk
- Keep hands and feet to yourself

FOLLOW DIRECTIONS
- Follow directions the first time they are given

VISUAL TASK ANALYSIS

- Visual step by step instructions used to facilitate independence in completing task.

SOCIAL STORIES

- Stories written in accordance to specific guidelines that describe a situation with relevant cues and common responses

I can run on the playground. It's usually okay to run when I'm playing outside.

Going to the Dentist

After I wipe, I drop the dirty toilet paper in the toilet.

Then I flush the toilet.

WHO CAN BENEFIT?

VISUAL SUPPORTS ACROSS THE LIFESPAN

Getting Started and Important Considerations

- Identify Purpose

- Identify Type

- Assess Type of visual representation

- Create the visual support

- Teach individual how to use the visual supports

- Assess and adjust the visual supports

IDENTIFY PURPOSE

- What is your goal?

- What is your target behavior for the individual?

IDENTIFY TYPE OF VISUAL SUPPORT

- What type of visual support is most appropriate for the target behavior?

ASSESS THE TYPE OF VISUAL REPRESENTATION

- What are the group and individual needs and interest?

CREATE THE VISUAL SUPPORT

- What are the group or individual needs for durability and portability?

TEACH THE INDIVIDUAL HOW TO USE THE VISUAL SUPPORT

- Have you provided the individual with opportunities to practice?

- Have you conducted direct teaching?

- Are you providing assistance and support?

- Does the individual understand before you discontinue assistance?

ASSESS AND ADJUST THE VISUAL SUPPORT

▪ Have you collected data and evaluated changes in the behavior?

▪ Is your visual support effective?

▪ Have you made modifications or adjustments?

▪ Were your changes based off of the individuals needs and development?

▪ Is the individual aware of the changes made or apart of the decision?

▪ Have you taught the individual to use their visual supports in other settings?

DATA SHEET

Task Analysis — Brushing Teeth

Date															
Steps + / – if step was completed independently															
1. Pick up toothbrush															
2. wet toothbrush															
3. take the cap off the tube															
4. squeeze paste on brush															
5. put brush in mouth															
6. brush teeth for 30 sec.															
7. spit															
8. rinse the brush															
9. put brush away															
10. pick up cup															
11. fill cup with water															
12. rinse teeth with water															
13. spit															
14. put cup away															
15. get paper towel															
16. wipe mouth															
17. throw away paper towel															
18. put cap back on toothpaste															
19. put toothpaste away															
Total	/19	/19	/19	/19	/19	/19	/19	/19	/19	/19	/19	/19	/19	/19	/19

DATA SHEET

South Bend Community School Corporation
Special Education Department

Task Analysis Recording Sheet

Student Name: _____ Staff: _____ Task: _____

Code: + = independent/correct   - = incorrect   **V** = verbal prompt   **P** = physical prompt   **M** = modeling

8/6/10

DATA SHEET

South Bend Community School Corporation
Special Education Department

Permanent Product Data Sheet

Student's Name: _____ Observer's Name: _____

Week of: _____ Setting(s): _____

Observable and measurable description of behavior:

_____
_____
_____

Permanent Products being recorded:

_____
_____

Date	Time	Recorded Product	# of Occurrences	# of Opportunities	% of Occurrences

Date			Date:			Date		
Initials:		+/-/NR	Initials:		+/-/NR	Initials:		+/-/NR
Trial 1			Trial 1			Trial 1		
Trial 2			Trial 2			Trial 2		
Trial 3			Trial 3			Trial 3		
Trial 4			Trial 4			Trial 4		
Trial 5			Trial 5			Trial 5		
Trial 6			Trial 6			Trial 6		
Trial 7			Trial 7			Trial 7		
Trial 8			Trial 8			Trial 8		
Trial 9			Trial 9			Trial 9		
Trial 10			Trial 10			Trial 10		
Total %			Total %			Total %		

Program: _____ Student: _____

RESOURCES

Autism Speaks
- https://www.autismspeaks.org/
- https://www.autismspeaks.org/docs/sciencedocs/atn/visual_supports.pdf

Center on social and emotional foundations for early learning
- http://csefel.vanderbilt.edu/index.html

Visual Aids for learning
- http://www.visualaidsforlearning.com/

Picture Exchange Communication System
- http://www.pecsusa.com/

How to write a social story
- https://vkc.mc.vanderbilt.edu/assets/files/tipsheets/socialstoriestips.pdf

Printable social stories
- http://www.pbisworld.com/tier-2/social-stories/
- http://www.oneplaceforspecialneeds.com/main/library_social_stories.html

Pinterest (Visual resources)
- https://www.pinterest.com/lethaeanderson/my-boards/

Data Sheets
- http://www.sped.sbcsc.k12.in.us/IEPForms.html#datasheets

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Thank you!