



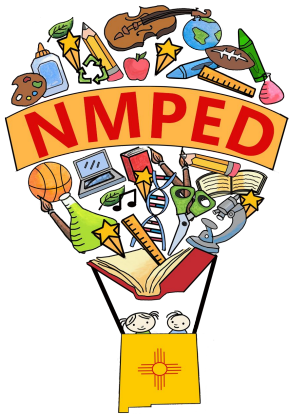
CENTER FOR
DEVELOPMENT
& DISABILITY

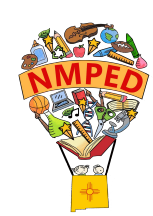
Visual Supports in the Classroom

AUTISM PROGRAMS
UNIVERSITY OF NEW MEXICO
CENTER FOR DEVELOPMENT AND DISABILITY

A Message from NMPED

“Evidence-based interventions for individuals with ASD are not universal. Although these are evidenced based interventions, they should be individualized for that particular student. In the education setting, the IEP team will develop the plan for that student. The IEP team shall review an IEP at least on an annual basis.”





New Mexico's Autism 11 Considerations

1. Extended Educational Programming - Extended School Year (ESY) services or programs offered when school is not in session and/or the extension of the school day.

2. Daily Schedules reflecting minimal unstructured time and active engagement in learning activities - Developing a schedule dependent on the students individual functioning including short blocks of time or the use of more organized arrangements during unstructured times.

3. In-home and Community-Based Training or viable alternatives that assist the student with acquisition of social/behavioral skills - Teaching in "real world" environment where social/behavioral skills are needed.

4. Positive Behavior Support Strategies - Modifying environments to help students learn new and appropriate behaviors and the prevention of problem behaviors through Behavior Intervention Plan.

5. Futures Planning (beginning at any age) - Having an end goal in mind and in each grade level build skills to reach long-term goals.

6. Parent/Family Training and Support - Providing training and support by personnel with experience in ASD.

7. Staff-to-Student Ratio - Providing the number of staff members needed in classroom and out of the classroom to provide appropriate identified activities that are needed to achieve social/behavioral progress at the student's developmental and learning level.

8. Communication Interventions - Including language forms and functions that enhance effective communication across settings such as assistive technology.

9. Social Skills Supports - Providing strategies based on social skills assessment/curriculum and provided across settings.

10. Professional Educator/Staff Support - Ensuring staff have general training about autism and strategies to implement an IEP for students with ASD.

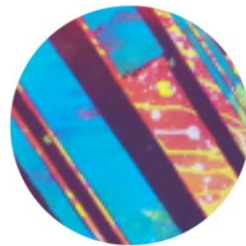
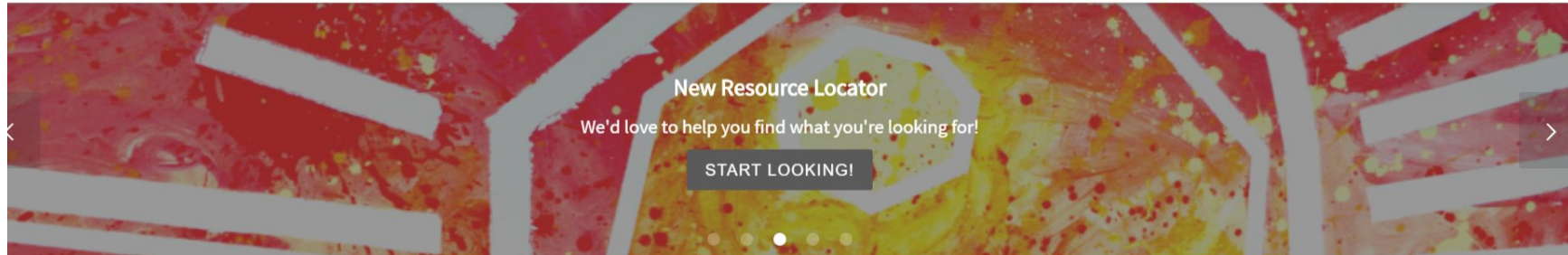
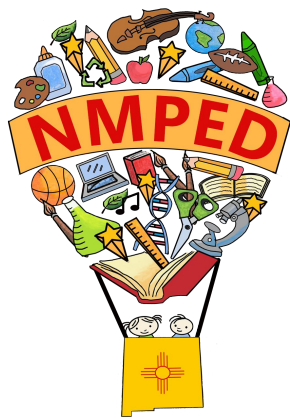
11. Teaching Strategies based on peer-reviewed, and/or research based practices - Considering various teaching strategies, visual supports, augmentative communication, or social skills training.

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/Autism-Spectrum-Disorders-Considerations-Definitions.pdf>

Want More Info



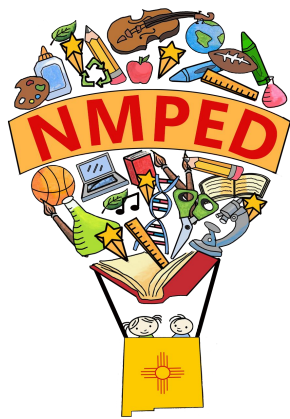
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Visit the CDD Autism Portal

<https://cdd.health.unm.edu/autismportal/>

Want More Info



The screenshot shows the website header for the Region 9 Education Cooperative. At the top left is the R9 logo, a circular emblem with 'REGION 9 EDUCATION COOPERATIVE NEW MEXICO' and a large 'R9' in the center. To the right of the logo is the text 'REGION 9 EDUCATION COOPERATIVE'. Further right is a purple button labeled 'Time Clock Login'. To the right of the button are social media icons for Facebook, Twitter, Pinterest, and Blogger, along with a search icon. Below the header is a dark purple navigation bar with white text for 'ABOUT US', 'STATE RESOURCES', 'DISTRICTS', 'CALENDARS', 'EMPLOYMENT', 'RESOURCES', and 'DEPARTMENTS'. The main content area features three large images with purple text overlays: 'REGION 9 STAFF MEETINGS AND EVENTS' (showing a teacher and children), 'REGION 9 MEMBER DISTRICT MEETINGS AND EVENTS' (showing a young girl looking up), and 'STATE OF NEW MEXICO MEETINGS AND EVENTS' (showing children looking at a book).

Visit the Region 9 Education Cooperative

<https://www.rec9nm.org/New-Mexico-Autism-Project-Through-PED>

Objectives

- 1) Participants will be able to provide 2 reason why visual supports are helpful in the classroom setting.
- 2) Participants will be able to name 3 types of visuals supports that facilitate communication.
- 3) Participants will be able to share an idea of what type of visual they would like to begin to use in their classroom.

What is behavior?

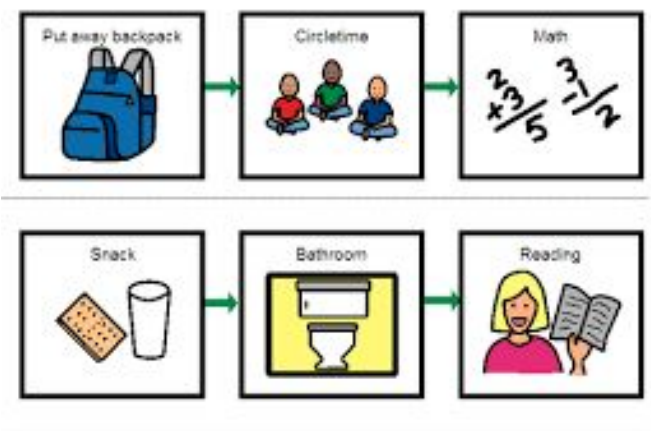
- Behavior is a form of communication
- Behavior is good and bad
- If a behavior continues to occur it is being reinforced



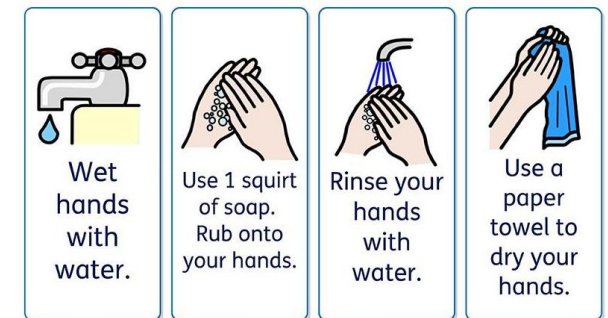
What does a Visual Support (VS) do?

Visual supports are concrete cues that are paired with, or used in place of, a verbal cue to provide the learner with information about a routine, activity, behavioral expectation, or skill demonstration. Visual supports might include: pictures, written words, objects, arrangement of the environment, visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts

Morning Schedule

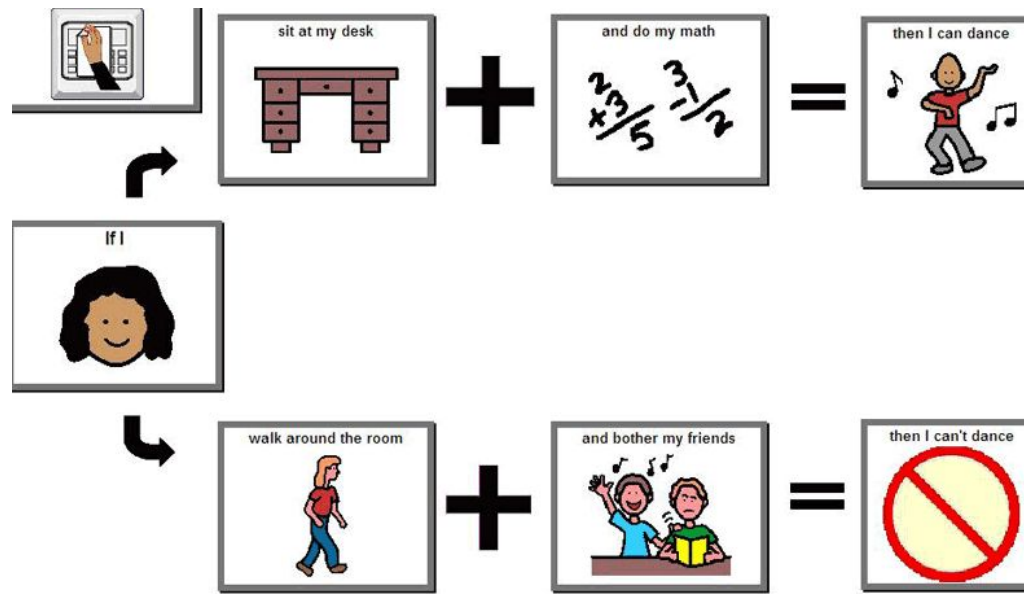


Washing my Hands



Are Visual Supports Evidence Based?

- Effective for preschoolers (3-5 years) to high school-age learners (15-22) with ASD
- Visual supports can be used effectively to address: social, communication, behavior, play, cognitive, school readiness, academic, motor, and adaptive outcomes.



(AFIRM, 2017)

Who and Where can we use Visual Supports?

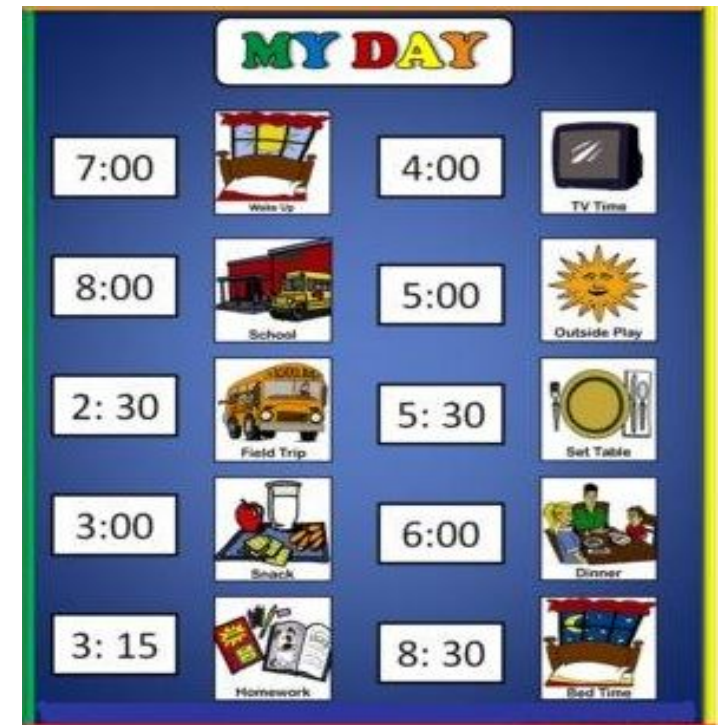
- Who
 - Teachers
 - Special educators
 - Therapists
 - Paraprofessionals
 - Early Interventionists
 - Parents & Families
- Where
 - Educational and community based environments



(AFIRM, 2017)

Why use a Visual Support?

- Learners with ASD struggle with verbal instructions of what to do or what will happen next.
- Visual supports present information in a way that helps learners with ASD focus on key elements
- Visual supports can increase on-task behavior and foster the independence of learners with ASD.



(AFIRM, 2017)

Before you start...

- Identify when visual supports should be used, think about activities and events that occur throughout the day and what behaviors or target skills you might want to address.
- Establish a goal for the student
- How will the student learn to use this VS?
- How is this VS going to help support this student?
- Can this VS be utilized in the home setting?
the classroom?



(AFIRM, 2017)

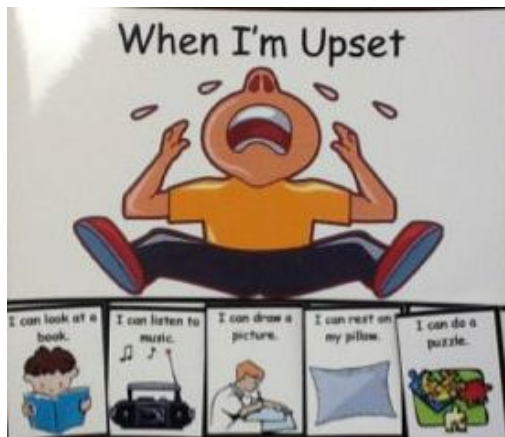
Teaching how to use a VS-Visual Cues

✕	Visual Cues
	Show the learner the developed visual cue
	Stand behind the learner when prompting the use of the visual cue in order to make sure the learner is looking at the visual information and not the adult
	Use concise, relevant words/terms while teaching the visual cue.
	Assist learner in participating in the activity/event with the visual cue.

(AFIRM, 2017)

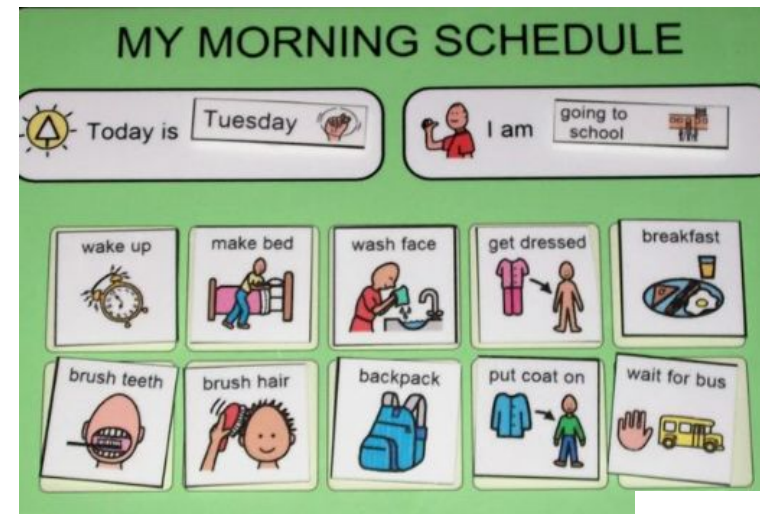
What is a Visual Support?

- Realistic picture
- Cartoon picture
- Visual layout of what is going to happen
- Removes the need for verbal language



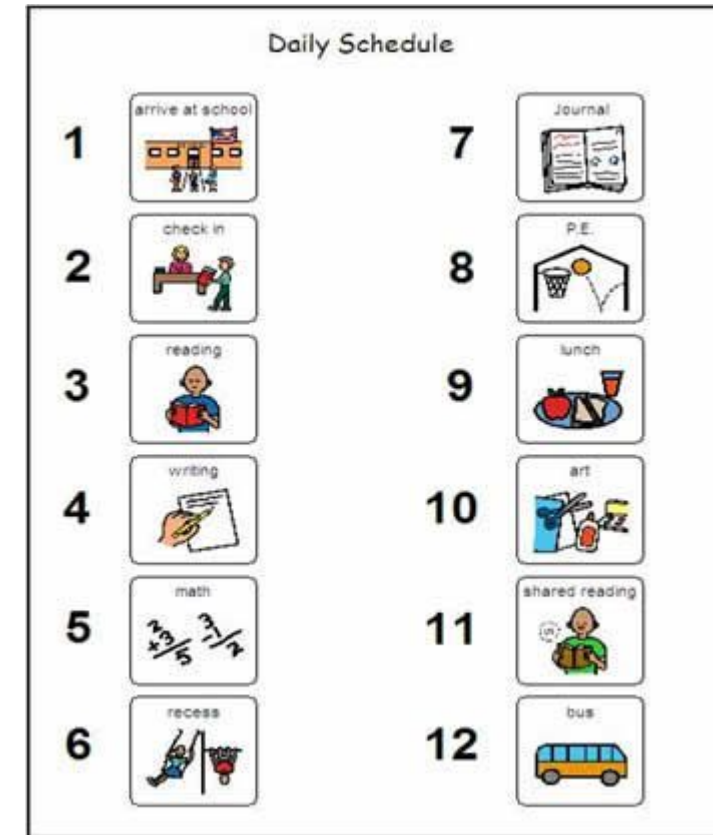
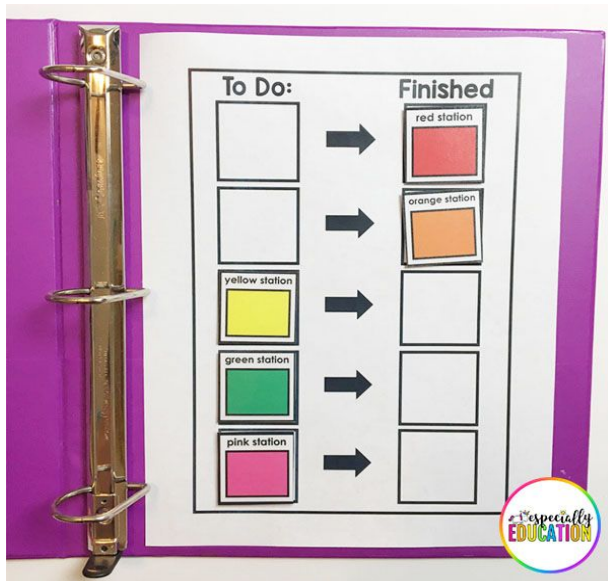
Types of Visual Supports

- Visual Schedule
- First and Then
- Choice Board
- Visual Boundaries
- Task Analysis
- Timer



Visual Schedules

- When to use
- Limited verbal language



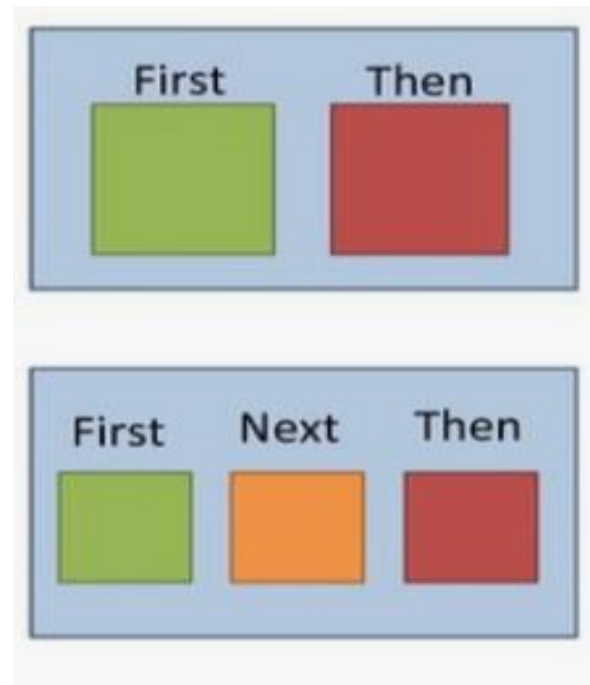
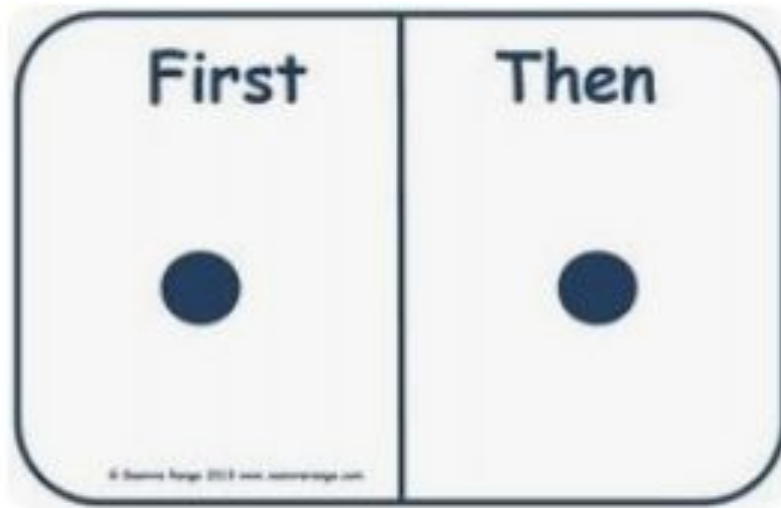
Teaching how to use a VS-Visual Schedule

✕	Visual Schedule
	Stand behind the learner when prompting use of the visual schedule.
	Place schedule information in learner's hand
	Use concise, relevant words/terms (identify location where learner is transitioning).
	Assist learner getting to designated activity/location, and prompt learner to place schedule materials in appropriate location
	Ensure learner remains in scheduled location until prompted to use schedule to transition.
	Repeat steps until learner is able to complete the sequence independently across activities/locations.

(AFIRM, 2017)

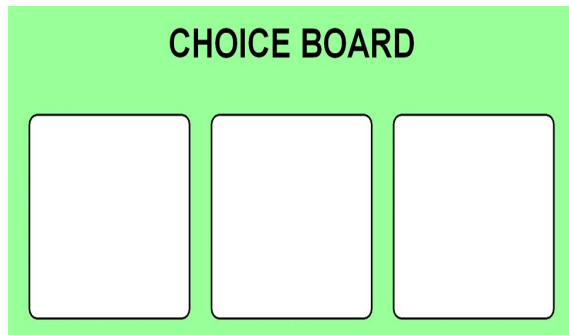
First and Then

- When to use
- Limited verbal language



Choice Board

- When to use
- Limited verbal language
- What to do when something is not available




Visual Boundaries

- When to use
- How it can help support your students



Teaching how to use a VS-Boundaries

	Visual Boundaries
	Introduce the learner to the established boundary and point out the important boundaries and tasks completed in that area.
	Use modeling to teach the learner to stay within the boundary
	Use reinforcement when learner stays within a boundary.
	Use corrective feedback when learner does not stay within the boundary.

(AFIRM, 2017)

Task Analysis

- When to use
- How to use



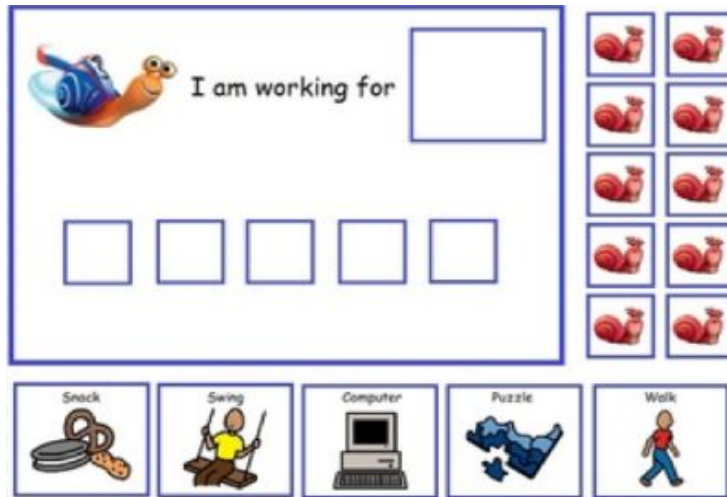
Timers

- When to use
- Limited verbal language



Token Economy/ Working for Chart

- When to use
- How to use
- Positive reinforcement





Autism Focused Intervention
Resources & Modules

AFIRM

National Professional Development Center Evidence-Based
Practices Learning Modules (AFIRM)

Visual Support EBP Brief Packet includes:

- Implementation Checklist
- VS Anecdotal Notes
- Progress Monitoring Form
- VS Pre- Assessment for Learner
- Planning Worksheet
- Tips for Professionals
- Additional Resources

<https://afirm.fpg.unc.edu/sites/afirm.fpg.unc.edu/files/imce/resources/VS%20EBP%20Brief%20Packet.pdf>

Resources

- Autism Speaks (n.d.). Visual tools. Retrieved on December 9, 2015, from: <https://www.autismspeaks.org/family-services/resource-library/visual-tools> Center for Autism and Related Disabilities (2015). Visual supports: Helping your child understand and communicate. Retrieved on December 9, 2015, from: <http://card.ufl.edu/resources/visual-supports/>
- Center for Autism and Related Disabilities (2015). Visual supports: Helping your child understand and communicate. Retrieved on December 9, 2015, from: <http://card.ufl.edu/resources/visual-supports/>
- Sam, A., & AFIRM Team. (2015). *Visual supports*. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from <http://afirm.fpg.unc.edu/visual-supports>



Center for Development and Disability:

<http://cdd.unm.edu/>

CDD Library:

<http://cdd.unm.edu/infonet/library.html>

CDD Information Network:

<http://cdd.unm.edu/infonet/index.html>

505-272-8549

CDD Autism Portal:

<https://cdd.health.unm.edu/autismportal/>

**Patrick Blevins, MA
BCBA, AODD**

prblevins@unmmg.org