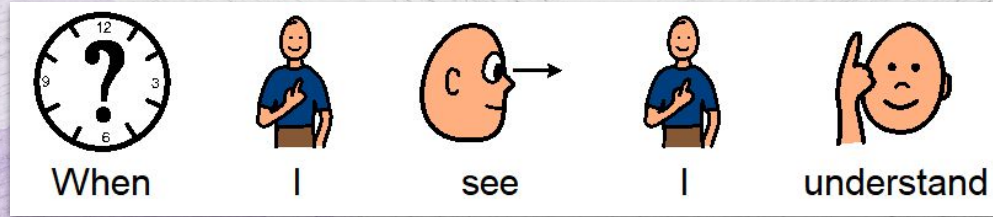


Visual Support Strategies



Sign In



<http://bit.ly/LA-AEMSI>

Tammy Dupre, AT Support Specialist



Accessible Educational Materials

AEM



GOALS

- The learner will recognize the benefits of visual strategies.
- The learner will identify visual tools for the environment, behavior, schedules and class activities.
- The learner will be able to select the appropriate visual tool which will support student success and independence.

Visual Tools Test

- Do you have a calendar to help you organize information?
- Do you make to do lists?
- Have you ever pointed to a picture on a menu to show something you want?
- Have you ever used the “easy to follow picture instructions” when assembling something?

If “yes” Then.....

**You need Visual Tools
to help you organize
your life, make choices
and accomplish a task.**

Benefits of Visual Strategies

- Decreases challenging behavior
- Decreases anxiety
- Increases calmness
- Teaches how to accept change
- Increases understanding
- Increases flexibility
- Increases independence

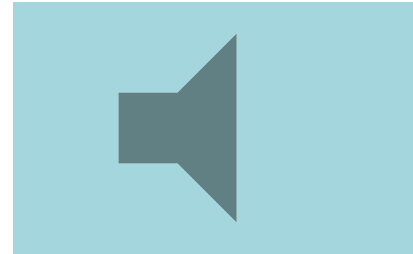
Who Benefits

- Autism
- Communication Disorder
- Behavior Disorder
- Learning Disability
- Auditory Processing Disorder
- Developmental Delay
- Mental Impairment



Why Do They Function Better?

- Difficulty with:
 - Establishing attention
 - Shifting attention
 - Regaining attention
 - Background noise



Primary Function

- Receptive communication tool
- Gives information
- Increases comprehension
- Increases understanding of tasks, activities and the environment
- Teaches skills to become independent

Visual Tools for the Environment



Visual Tools for the

Environment

- Gives boundaries
- Creates orderliness and gives stability
- Helps with structure and predictability
- Helps to function more independently
- Increases students reliability
- Enables students to become more responsible

Tools for the Environment Examples

- Label school supplies
- Feet by locker
- Picture on their locker
- Square boundary for sitting on floor/bench/bus
- Line to indicate where to line up
- Label areas in class (work/quiet areas)

Make-N-Take

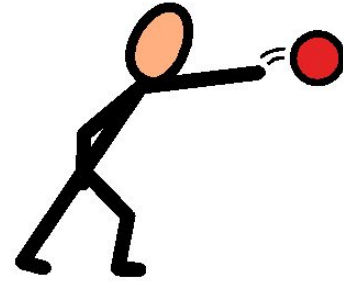
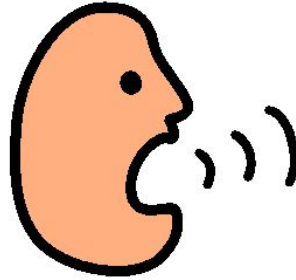
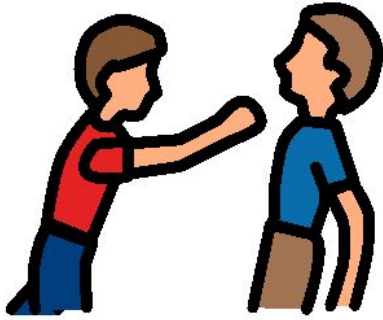
Universal “No”

- Put over item they can not have
- Put on back of door



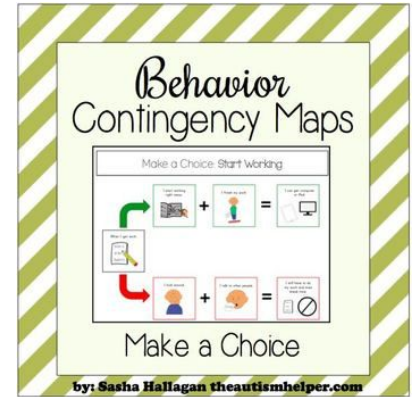
[Printable Link](#)

Visual Tools for Behavior



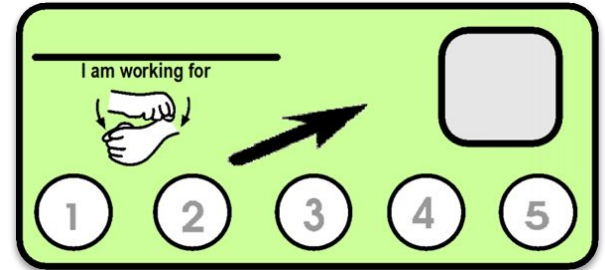
Visual Tools for Behavior

- Communication breakdown = behavior problems
- Give students a visual representation of what they are doing and what they should be doing



Visual Tools for Behavior

- I am working for.....



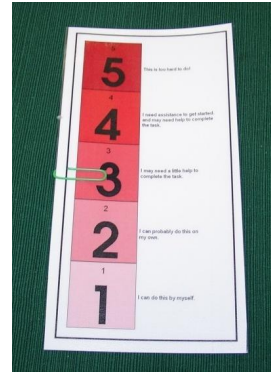
Managing High Interests

- Teaches them an appropriate time to do the behavior
- Insert “talk time” or “free time” into schedule
- Example:
 - Talking about movies



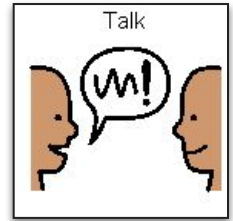
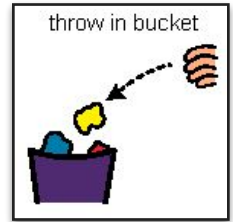
Managing Perfectionism

- Provides a clear visual indication of the degree of difficulty
- Decreases anxiety and shut down



Teaching Self-Regulation

- Insert behavior into the schedule
- Example:
 - hitting – hit on punching bag
 - Talking about certain topic
 - Throwing – throw blocks in bucket



Individual Visual Schedules



Individual Visual Schedules

- Visual representation of activities and in what order
- Helps to organize & predict activities/events
- Teaches flexibility and how to adapt to change
- Helps to shift attention from one activity to another

Individual Visual Schedules

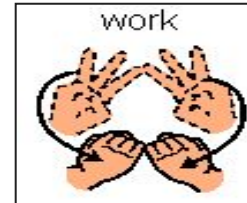
- Helps to get through undesirable activity if see something they like is next
- Teaches passing of time
- Provides breaks to teach self-regulation
- Increases independent functioning

Designing an Individual Schedule

- Visual representation system
- Size of visual representation
- Set up of schedule
- Choices
- Length
- Location
- Transitions
- How to indicate “all done”
- Change
- Clock vs. activity

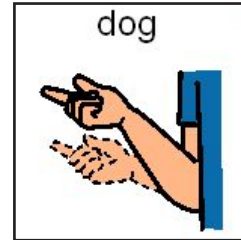
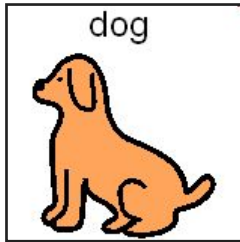
Visual Representation System

- Real object
- Miniature objects
- True object based icons (T.O.B.I's)
- Photographs
- Real drawings
- Line drawings
- Written word



Visual Representation System

- May use different visual representations for different activities



Size of Visual Representation

Large - hang in room

- Small - portability



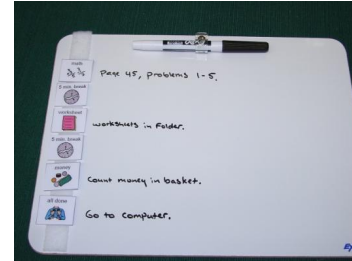
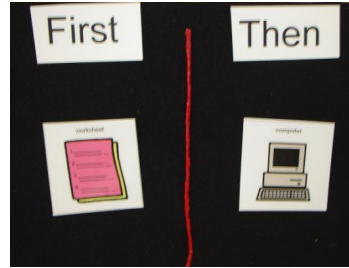
Schedule Set-Up

First / Then

Left to right

Top to bottom

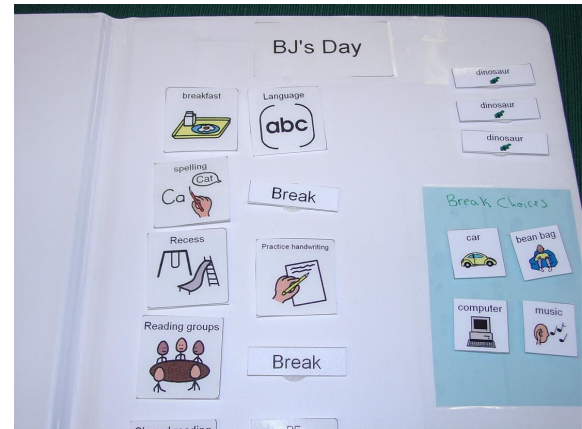
Combination



Must consider visual and motor skills

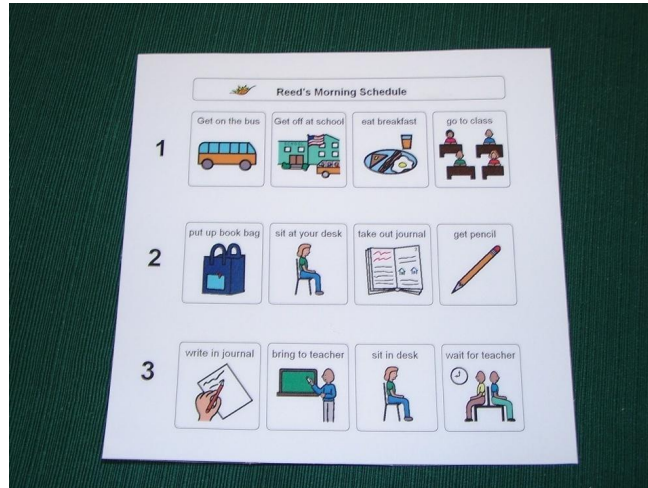
Choices on Schedule

- Provide choices between activities
- Gives students a sense of control



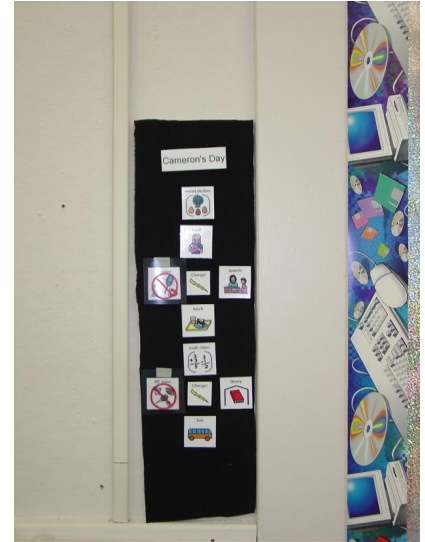
Length of Schedule

- Visual, cognitive or motoric issue



Location of Schedule

Ability to have visual access at all times whether it is portable or not



Transitions To & From Schedules

- To the schedule – work toward independence
(poker chip, card)
- From the schedule to the activity – pull off activity from schedule and bring with them
- Only give visual, physical prompts – NOT AUDITORY



How to Indicate “all done”

- For some students there needs to be an all done symbol or envelope



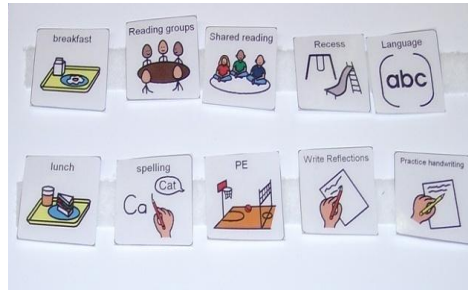
Changes on a Schedule







- Indicate changes by placing a symbol/word by the activity or placing the universal “no” symbol over the activity



Schedule by Clock vs. Activity

- Younger students by activity
- Older students by time or clocks





Cole's Day		
1	8 o'clock 	<u>Science, room 125 (Ms. Davis)</u>
2	10 o'clock 	<u>Math, room 73 (Mr. LeBlanc)</u>
3	12 o'clock 	<u>Lunch</u>
4	1 o'clock 	<u>English, room 136 (Ms. Collins)</u>
5	2 o'clock 	<u>Social Studies, room 79 (Ms. Green)</u>


Visual Schedule Examples


- Object schedule
- Dry erase board
- 3-ring binder
- Clip board
- Manila folder


Activity Schedules


 Making a Jack-o'-Lantern


1 draw design 


2 cut lid 

3 scoop out inside 

4 draw on pumpkin 

5 cut out pieces 

6 put in candle 

7 put on lid 

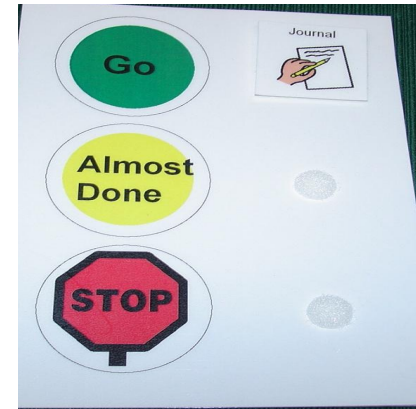
Activity Schedules

- Step-by-step instructions on how to complete a task



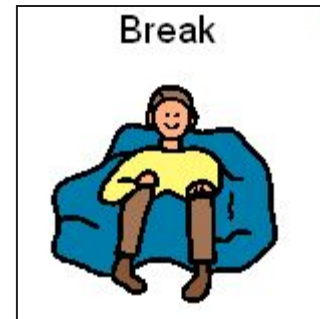
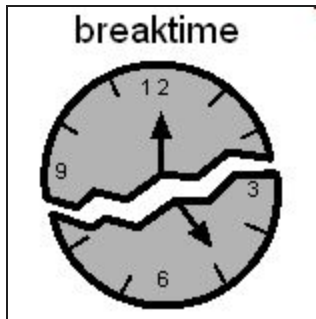
Activity Termination Cards

- Gives time to process
- Can use with a timer



Break Cards

- Helps decrease anxiety
- Teacher vs. student card



“Wait” Cards

- Visual representation that they have to wait
- Can use with timer



Emergency Cards

- Helps them prepare for what is going to happen
- Decreases anxiety



[Printable Link](#)

Helping Hand

- Reminder to ask for help
- Teaches initiation of communication



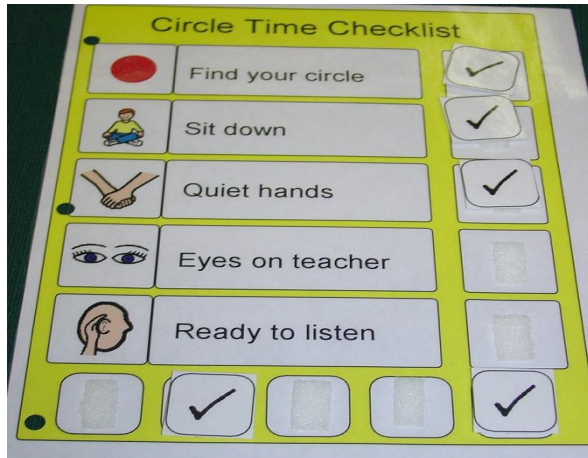
Visual Tools for Academics



Class Assignments

- Provide visual expectations of a task
- Provide step-by-step visual instructions
- Provide visuals to start and stop a task

Examples



Homework Checklist

- Get homework out of green folder
- Place in tray on teachers desk
- Return to seat
- Copy homework assignment onto calendar

Examples

Highlight directions or details

Addition and Subtraction Worksheet

1. $\begin{array}{r} 14 \\ + 3 \\ \hline \end{array}$ 2. $\begin{array}{r} 23 \\ - 12 \\ \hline \end{array}$ 3. $\begin{array}{r} 45 \\ - 22 \\ \hline \end{array}$

4. $\begin{array}{r} 50 \\ + 22 \\ \hline \end{array}$ 5. $\begin{array}{r} 36 \\ - 2 \\ \hline \end{array}$ 6. $\begin{array}{r} 25 \\ + 15 \\ \hline \end{array}$

Things To Remember

```
graph LR; A[Direct Instruction] --> B[Consistent Use]; B --> C[Independence];
```

Direct Instruction

Consistent Use

Independence


Resources

- [Visual Strategies for Improving Communication,](#)
by Linda Hodgdon, (1995).
- [Autism: Intervention and Strategies for Success,](#)
[by Susan Stokes, \(2001\)](#)

Website Resource


Start Here	Benefits	Tools	More Visuals	Resources
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Visual Support Strategies




Low Tech **Mid Tech** **High Tech**

This training will provide participants with visual support strategies to address the unique learning needs and challenging behaviors of some students with disabilities.



Agenda

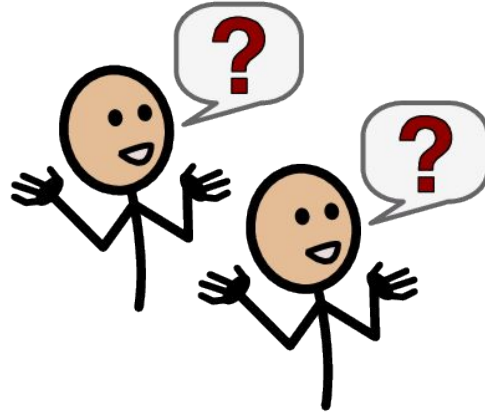
- Benefits of Visual Strategies
- Visual Tools for the Environment
- Tools for Behavior
- Creating Individual Visual Schedules
- Visual Representation Systems
- System Location and Position
- Transitions
- Indicating Changes
- Terminations Cards
- Handling Breaks and free time



Objectives

- The learner will recognize the benefits of visual strategies.
- The learner will identify visual tools for the environment, behavior, schedules and class activities.
- The learner will be able to select the appropriate visual tool which will support student success and independence.

Questions



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