**Visual Supports/Cues**

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| **Reference Articles:** |
| Using an Activity Schedule to Smooth School Transitions. Dooley, Pamela; Wilczenski, Felicia L; Torem, Christopher; *Journal of Positive Behavior Interventions*; Jan 2001; 3; 1.  An Examination of the Effects of a Classroom Activity Schedule on Levels of Self-Injury and Engagement for a Child with Severe Autism. O'Reilly, M; Sigafoos, J; Lancioni, G; Edrisnha, C; Andrews, A. *Journal of Autism and Developmental Disorders*, 35, 305-311.  The Behavioral Treatment of an 11-Year-Old Girl With Autism and Aggressive Behaviors. Matson, Johnny L; LoVullo, Santino V; Boisjoli, Jessica A; Gonzalez, Melissa L; *Clinical Case Studies*; Aug 2008; 7; 4. |
| **Used for function of behavior: (escape, attention, tangible, sensory):** |
| Escape or Attention or Tangible |
| **Description of Intervention:** |
| “Visual supports are any tool presented visually that supports an individual as he or she moves through the day. Visual supports might include, but are not limited to, pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts. They are used across settings to support individuals with ASD” (National Research Council, 2001). |
| **Steps of intervention:** |
| 1. Conduct a functional behavior assessment to determine the function of behavior 2. Staff determines WHAT information should be presented visually for the student based on function of behavior (Picture Activity schedule, First/Then folder, Reinforcer menu, etc.) 3. Staff selects one of the following forms of representation, based on student age and level of functioning:   a. objects  b. photographs  c. drawing or picture symbols  d. words/phrases  4. Present and model for the student how to use visuals specific to the function of behavior, type of activity, and replacement skill (such as use of a First “Math, Then “Computer” board for a student with escape-based self-injury OR use of Behavior reminder cards such as “Quiet Mouth” to remind of expectations and “I am working for…snack with Mrs. Smith” for a student with attention-based vocal disruptions)  5. Gradually fade prompting until the student is fluid in using the visuals across settings |
| **Examples: (if intervention looks different for Elementary vs. Middle/High or EBD vs ASD, please indicate):** |
| -For younger elementary students or those with lower cognitive functioning: An object or picture activity schedule might be used to increase on-task behavior or redirect to task; a First-Then board or folder could be used to represent what task(s) must be completed before reinforcer, preferred activity, or next event; a student might earn a “puzzle piece” for each step of a task to build a full picture of a reinforcer to be earned when all pieces are given.  -For older, high-functioning, and EBD students (as appropriate): A student with attention-seeking behaviors may be given a number of “Talk Cards” to present throughout the day or week to earn conversations with preferred staff; A student with escape-based elopement might carry a schedule checklist on a clipboard or view on an iPad to see how much time is left until the next break, paired with a visual (on desk or wall) of a designated cool-down area that staff could direct the student to when he is feeling overwhelmed, serving as reminder to go to the clinic, not leave the building |
| **Data Collection Method: (how would you take data on this intervention?)** |
| -Frequency and/or duration data should continue to be collected on target behaviors to determine if the intervention plan including use of visual supports is effective in reducing problem behaviors  -Prompt level data may be appropriate when teaching a young or low-functioning student to use visuals independently |
| **Links to video examples:** |
| Visual Supports for Behavior: <https://www.youtube.com/watch?v=ZIWh5rqZNOU>  Use of First, Then Strategy and Matching Schedules: <https://www.youtube.com/watch?v=uen98aGQO1A> |
| **Important notes:** |
| -With the use of visual supports, especially in the context of treating Attention-based behaviors, the strategy will often be paired with minimal speaking by staff, limited repetition of directions, nonverbal redirection to visuals, extinction (planned ignoring) of problem behaviors, and specific verbal praise for appropriate use of visuals, on-task behavior, etc. |