



CAPTAIN

California Autism Professional Training and Information Network

The screenshot shows the CAPTAIN website homepage. At the top left is the CAPTAIN logo. To the right are navigation tabs for Home, About, and News. Below the logo is a 'Welcome' section with a paragraph and a bulleted list of CAPTAIN's objectives. To the right of the welcome section is a 'Quick Links' column listing various resources like National Professional Development Center, National Autism Center, and CAPTAIN Current Newsletters. Below the quick links is a 'CAPTAIN Partners' section listing organizations like DepEd, CDE, and USC. At the bottom left of the screenshot is a 'Participated in summer intensive training activities' section with a video player showing a group of people in a meeting. At the bottom center is a large photograph of a group of people sitting around a table in a meeting room.

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EBP Training Module: Visual Supports

- Any tool presented visually that supports an individual as he or she moves through the day
- Might include written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, timelines, and scripts

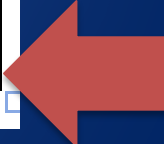
Visual Supports

They include:

- Visual/Physical Boundaries and Structure
- Visual/Picture/Written Cues, and Work Systems
- Visual Schedules

NPDC – ASD Evidence

Evidence Based Practice and Abbreviated Definition	Evidence by Developmental Domain and Age (years)																																			
	Social			Comm.			Mob.			Joint Attn.			Play			Cog.			School Ready			Acad.			Motor			Adapt.			Voc.			Mental Health		
	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22	0-5	6-14	15-22			
Pivotal Response Training (PRT): Pivotal learning variables guide intervention implemented in settings that build on learner interests and initiative	Green	Yellow		Green	Yellow								Green	Yellow																						
Prompting (PP): Verbal, gestural, or physical assistance that supports skill acquisition	Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow	Blue	Green	Yellow		Green	Yellow	Blue	Green	Yellow	Blue									
Reinforcement (R+): A response occurring after a behavior resulting in an increased likelihood of future reoccurrence of the behavior	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow		Green	Yellow					Green	Yellow	Blue	Green	Yellow	Blue						
Response Interruption/Redirection (RIR): Use of prompts or distractors during an interfering behavior that diverts attention and reduces the behavior	Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow	Blue										Green	Yellow		Green	Yellow	Blue									
Scripting (SC): A verbal or written model of a skill or situation that is practiced before use in context	Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow					Green	Yellow																			
Self Management (SM): Instruction on discrimination between appropriate and inappropriate behaviors and accurate self-monitoring and rewarding of behaviors																																				
Social Narratives (SN): Descriptions of social situations with examples of appropriate responding	Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow											Green	Yellow													
Social Skills Training (SST): Direct instruction on social skills with rehearsal and feedback to increase positive peer interaction.	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow																			
Structured Play Group (SPG): Adult lead small group activities that include typically developing peers and use prompting to support performance.		Yellow			Yellow			Yellow			Yellow						Yellow			Yellow																
Task Analysis (TA): The process of breaking a skill into small steps that are systematically chained together		Yellow			Yellow			Yellow			Yellow						Yellow			Yellow			Yellow													
Technology-Aided Instruction and Intervention (TAII): Intervention using technology as a critical feature	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue			
Time Delay (TD): Delaying a prompt during a practice opportunity in order to fade the use of prompts							Green	Yellow		Green	Yellow					Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow		Green	Yellow							
Video Modeling (VM): A video recording of a targeted skill that is viewed to assist in learning	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue			
Visual Support (VS): Pivotal display that supports independent skill use.	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue				Green	Yellow		Green	Yellow		Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue	Green	Yellow	Blue			



Settings

Used effectively in:

- Home settings
- Community settings
- Classroom settings

*Visual Supports are intended to be used as
one component of comprehensive
programming for individuals with ASD*



Visual/Physical Boundaries and Structure

- Visual/Physical Boundaries and Structure are a specific type of visual support that use furniture arrangement, labeling, and color coding to make the use of a particular space more obvious and clear

Who Needs Physical/Visual Structure?

- Is there a safety concern?
- Does the learner have difficulty staying in one place?
- Does the learner know what s/he is to be working on in an area?
- Does the learner ever leave a location because of frustration?
- Does the learner ever have difficulty with entering others' work space and or making use of others' work or personal materials?

If yes to any of these, consider using Physical/Visual Structure...



Area is clearly defined with physical parameters to minimize distractions and insure students understand expectations



Area is Labeled With A Destination Point for Matching Schedules



One to One Work Area



Independent Work Area



Group Work Areas



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Play/Leisure Area



Transition Area



Break Area (For Self Regulation/Self Calming)



Visual Cues

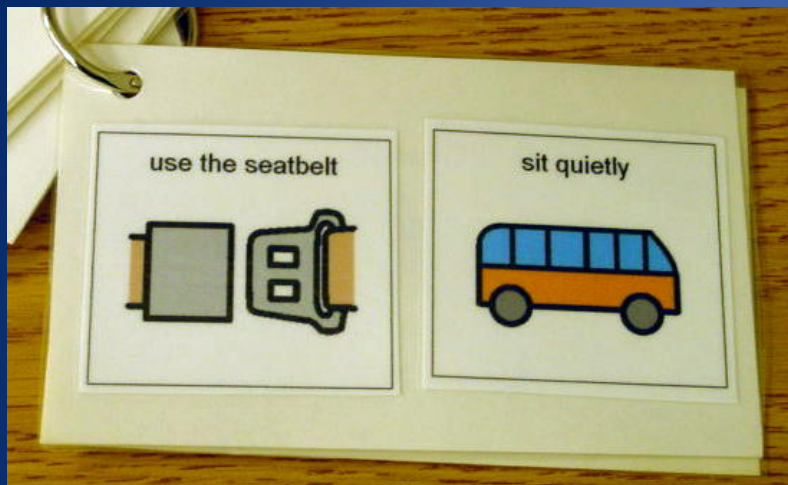
- Help Identify or Clarify Expected Behaviors
 - Rules
 - Sequences
 - Additional visual information that clarifies the expectations (timers, highlighting, etc)

Who Needs Visual Cues?

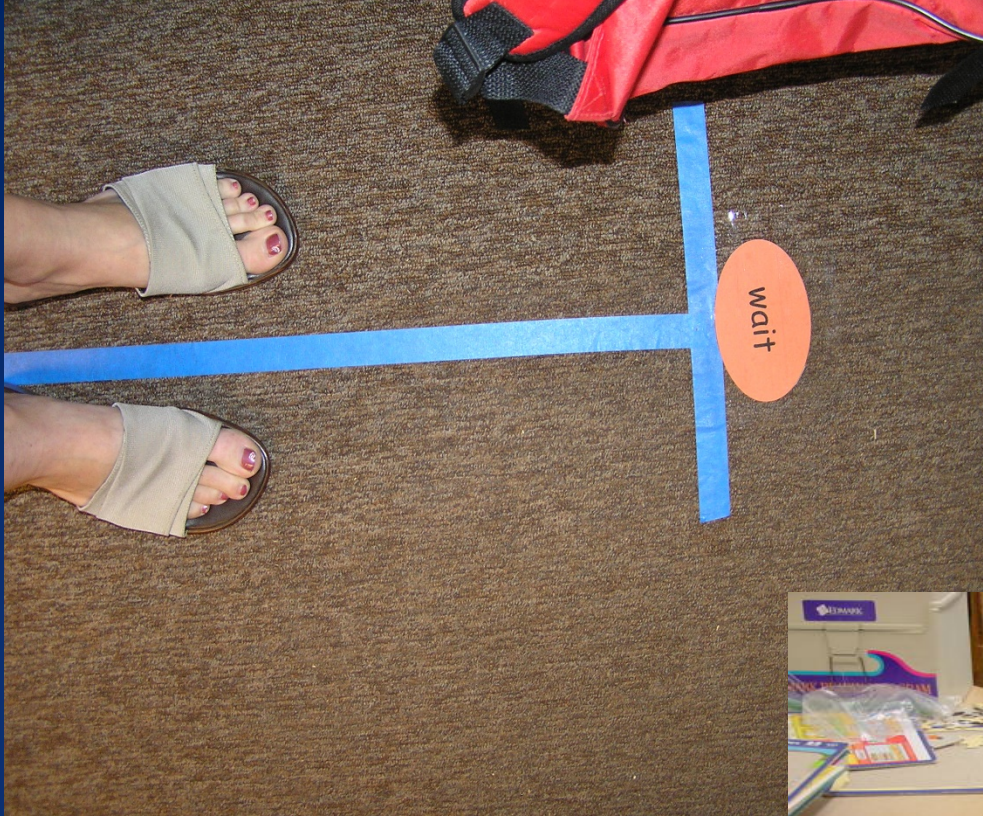
- Does the activity, event, or concept cause anxiety or frustration for the learner?
- Is a great deal of adult support required for the learner to be successful with the activity, event, or concept?
- Is the activity, event, or concept difficult for the learner to understand when only verbal information is provided?

If yes to any of these questions, it is likely that the learner would benefit from a visual support

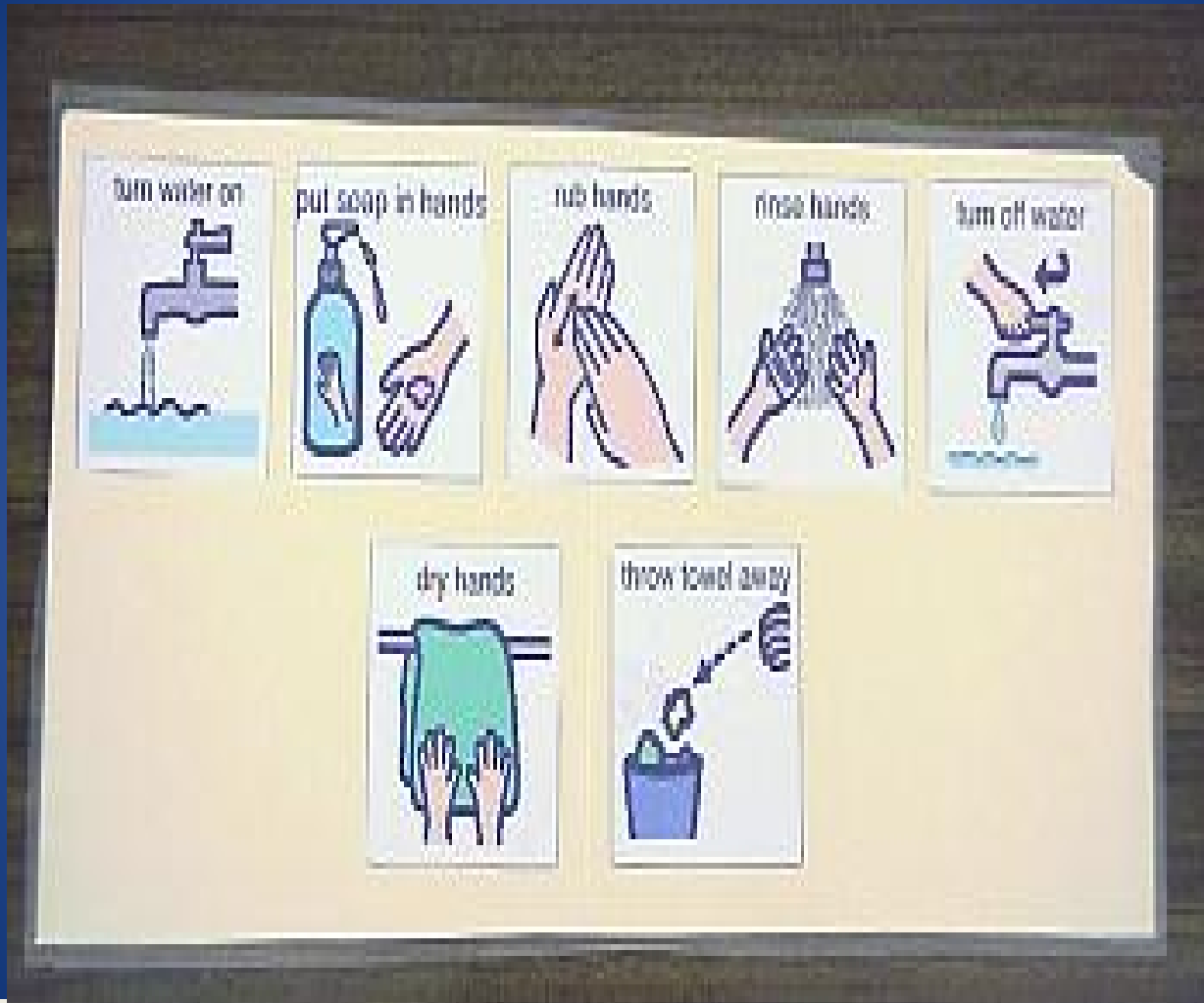
Visual Cues Help Identify or Clarify Expected Behaviors



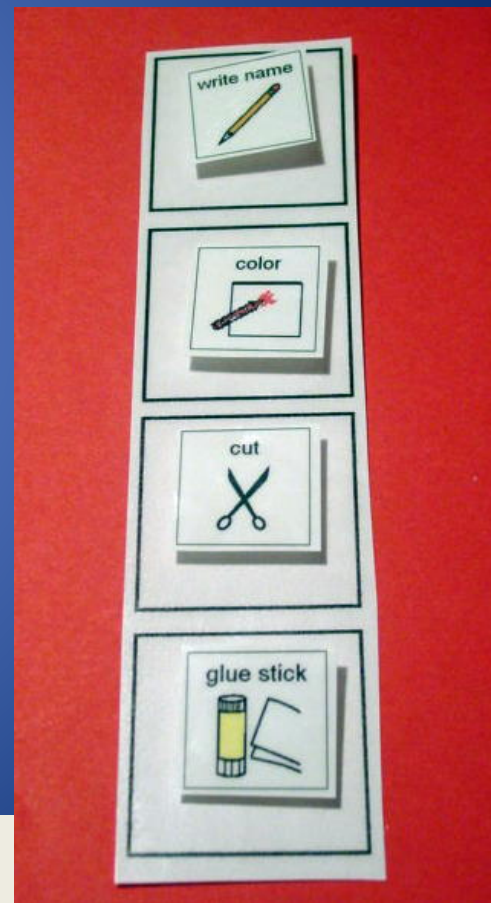
Visual Cues Clarify Space for Lining Up



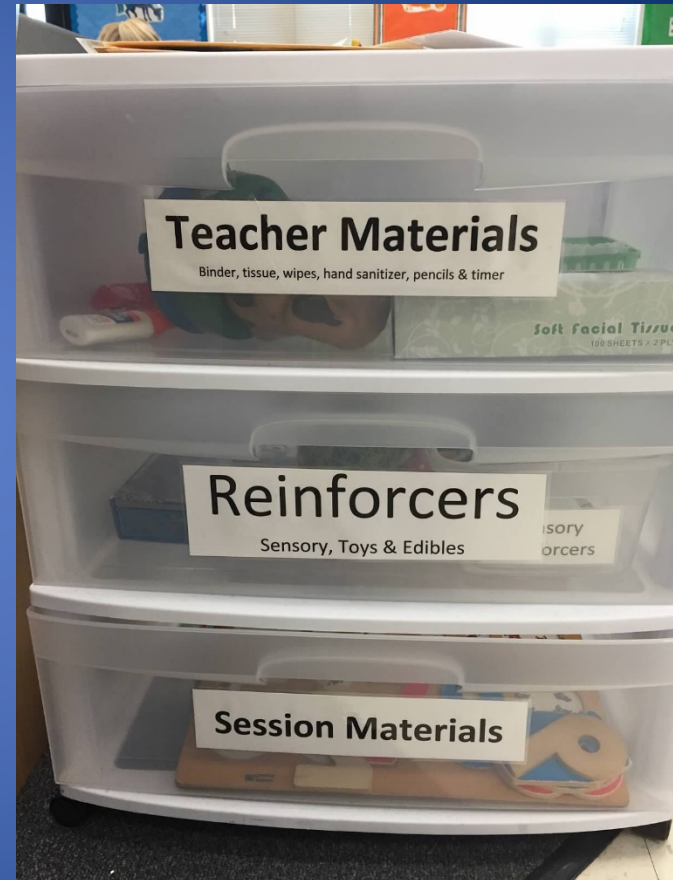
Visual Step By Step Instructions



Visual sequence and organization of steps within activities



Materials are Labeled and Easily Accessible within Appropriate Classroom Areas



A Visual Work System Answers Four Questions Visually For The Student

1. What Work?
2. How Much Work?
3. When Is It Finished?
4. What Happens Next?



Types of Work Systems

- Left to Right - Finished Box: This is the simplest level system
- Matching: This requires the student to match color, shape, letter or number from a work list to a work box
- Written System: This could include specific written directions or a checklist

Left to Right Work System

“To Do”
Work
starts on
the Left



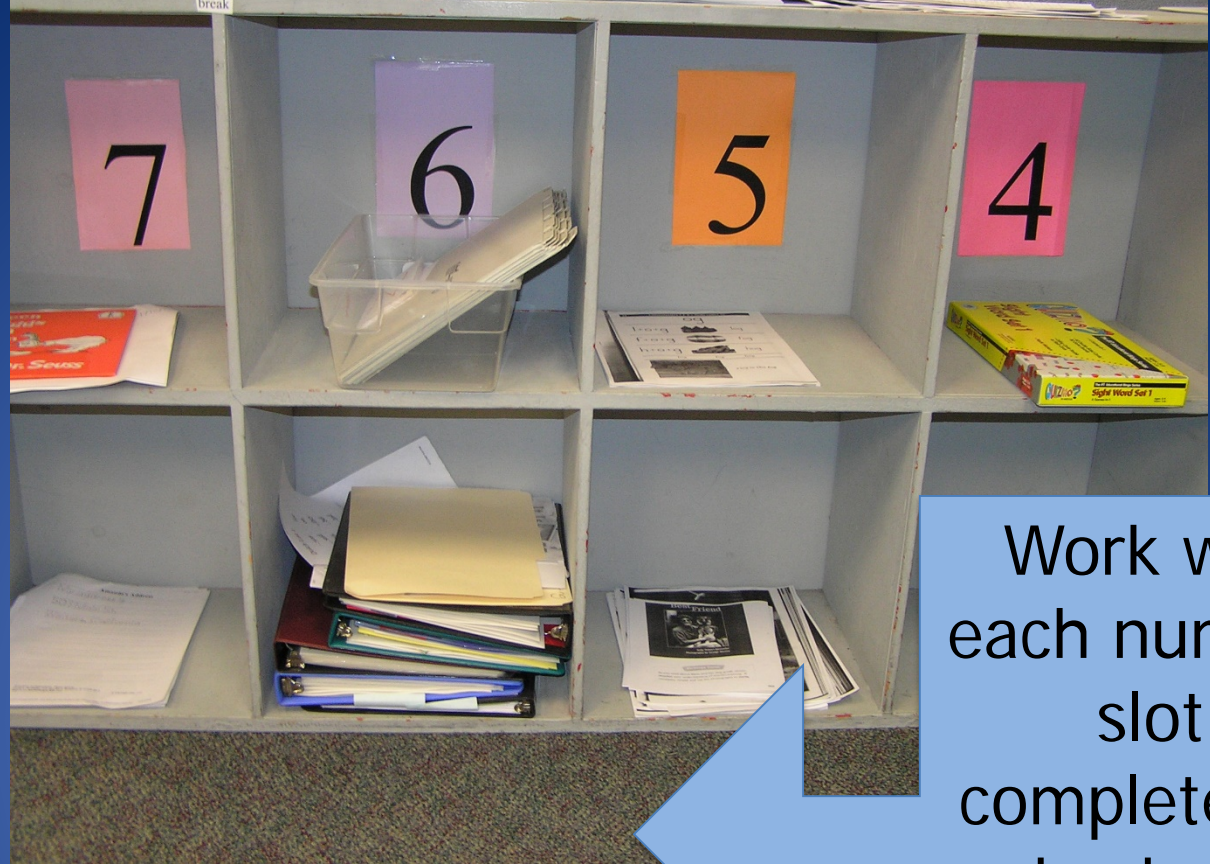
Finished
work is
placed in
finished
bin on
right

Matching System:

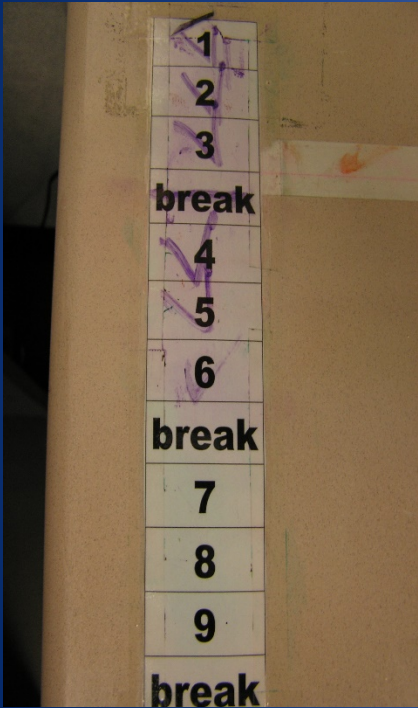
Materials on left



Icon matched
to
appropriate
bin, work
completed, bin
returned to
shelf

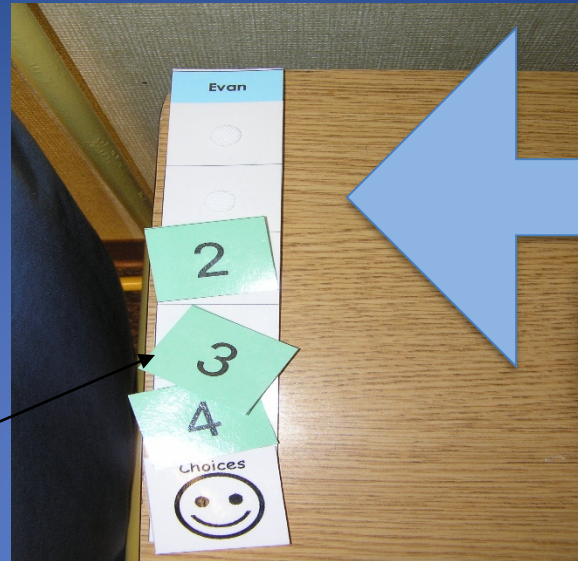
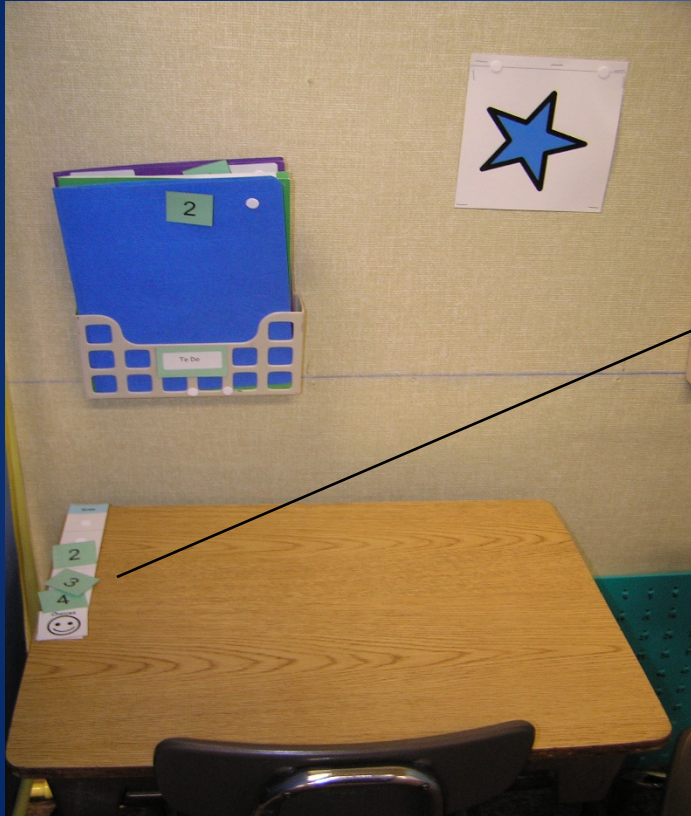


Work within each numbered slot is completed and checked off. Breaks are embedded in system.

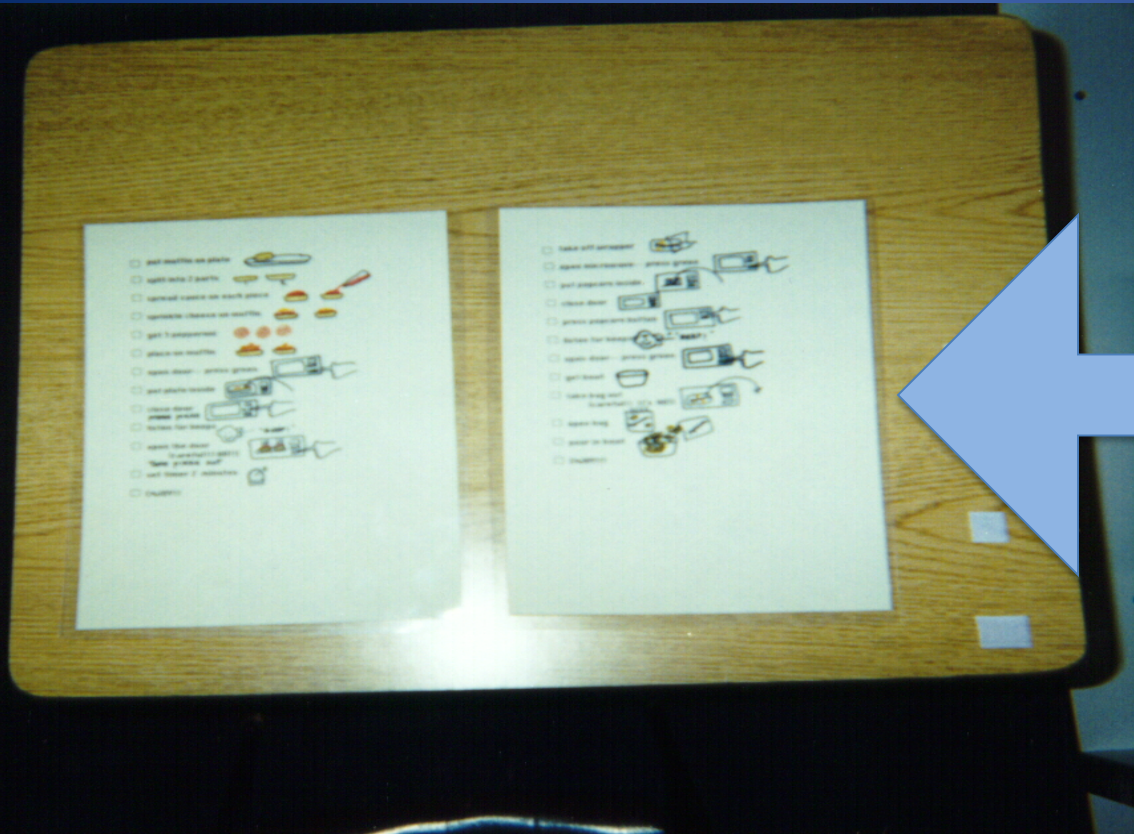


Matching Folder Work System

Icon matched to appropriate folder, work in folder is completed, folder is turned in to teacher for corrections



Written System



Each step of work is written with additional visual information. Steps are checked off as completed

Work System for Snack Set Up



Icon is matched to bin, items in bin are placed on table. When bin is empty, next icon is matched to next bin until table is set.

Visual Schedules Should:

- Be visual and easily understood by the target student
- Indicate what activities will occur and in what sequence
- Be arranged left to right or top to bottom or provided by the teacher one at a time (Teacher as Schedule)
- Have a way to indicate that each activity is finished

Whole Class Schedules

Room 20 Schedule

8:15 Motor Room
 8:25 Play
 8:40 L.A. Circle
 9:00 Centers rotation
 9:45 Evan-recess
 9:50 snack - Michael, Rizwan
 10:00 snack - Evan, Stryker recess - Michael, Rizwan
 10:15 Handwriting - Evan, Ryan recess Stryker motor room MK RF
 10:30 MATH Circle
 10:50 Group Activity
 11:10 Rizwan - Room 1
 11:15 Michael - computer Evan-lunch
 11:25 Play
 11:40 Lunch - Michael, Rizwan
 11:55 free time

12:15 toilet
 12:20 Circle
 12:30 DTT
 12:50 tactile break
 1:00 DTT
 1:15 Motor Room
 1:30 Recess
 1:45 Drink break
 1:50 DTT
 2:15 Computer
 2:30 bus - Rizwan
 2:



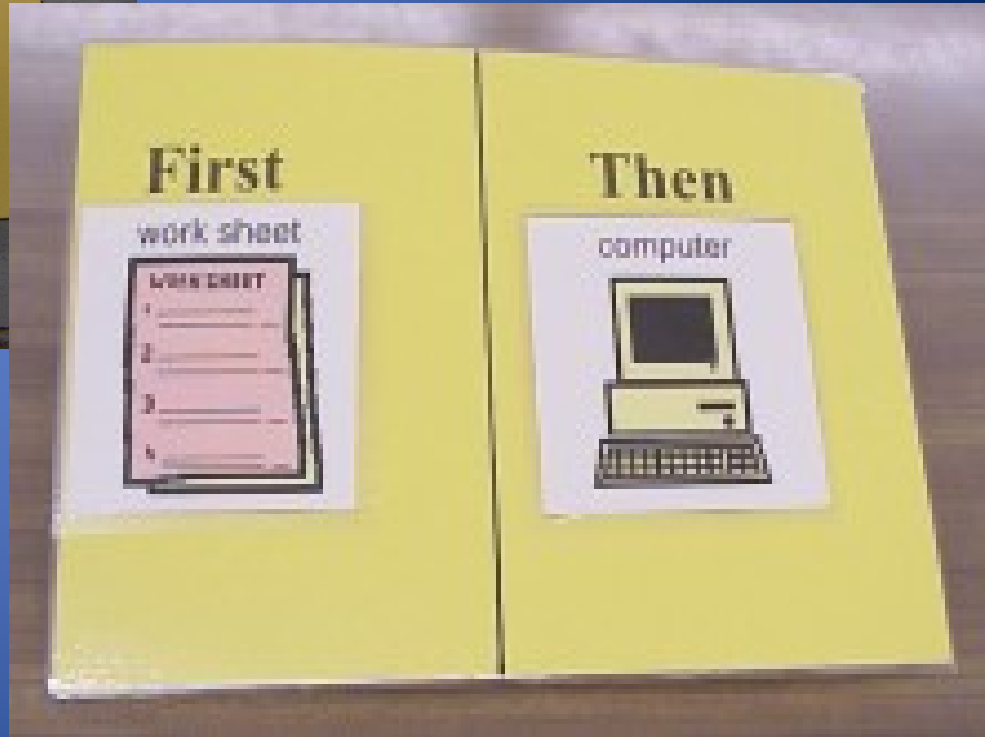
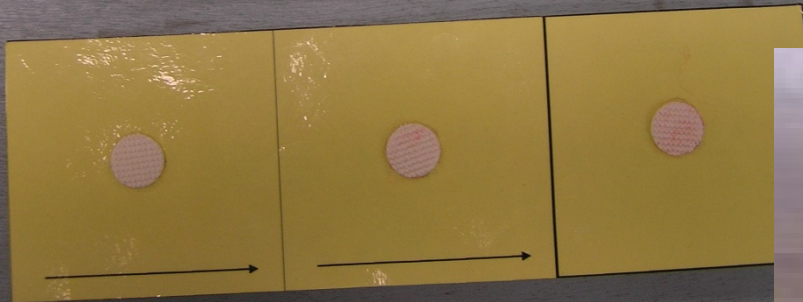
Using a Whole Class Schedule

- Stationary in the classroom
- States specific order of activities
- Actively used by teacher to indicate completion and transition to new activities
- A consistent signal should be used to indicate change in activities or change to schedule

First - Then

A Visual Schedule System

- Basic visual system
- Identifies the order of activities
- May be used in a variety of settings at several levels
- Great tool for helping with transitions
- Great to show a preferred activity is following a non-preferred activity
- A timer can be attached to the system if needed



First-Then for Community

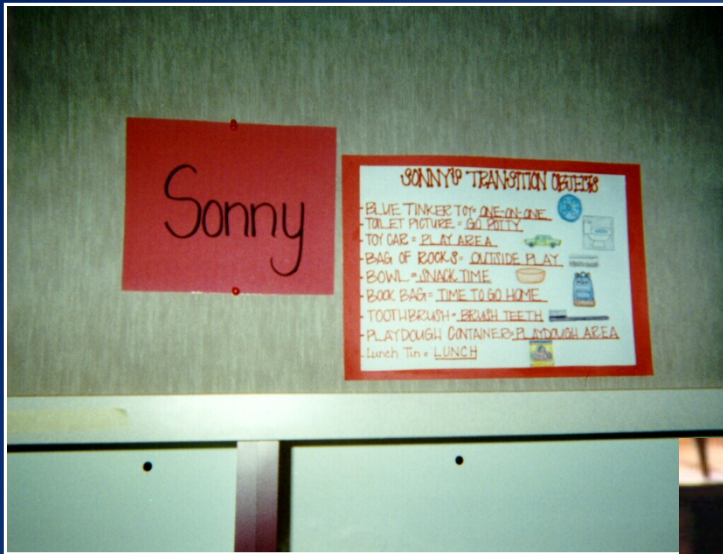
First car then doctor visit then McDonald's

The image illustrates a 'First-Then' strategy for community activities. It is presented as a sequence of six panels on a yellow background. The first panel is a white box containing the word 'First'. The second panel is a light blue box containing the word 'car' and a simple blue car icon. The third panel is a white box containing the word 'then'. The fourth panel is a light blue box containing the words 'doctor visit' and an illustration of a doctor in a white coat examining a patient. The fifth panel is a white box containing the word 'then'. The sixth panel is a light blue box containing the words 'McDonald's' and the McDonald's logo.

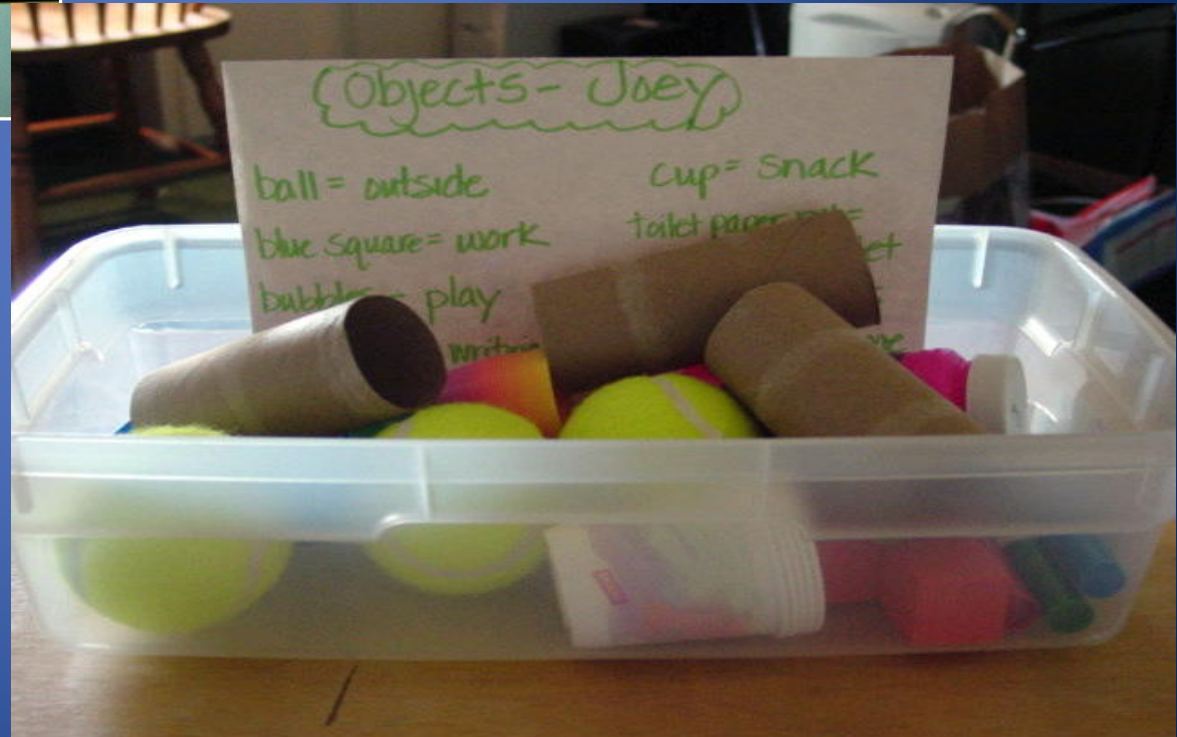
Individual Student Schedule

- Stationary: Student goes to schedule
 - Must have a transition icon or item to indicate to student to go to check schedule
- Portable: Student carries the schedule
 - Must have a way to check off or remove items that are completed
- Teaches important self management skill
- Allows student to see how activities apply **INDIVIDUALLY**, not just the group

Portable Object Schedule



Most concrete
type of visual
schedule



Stationary Object Schedule



Transition
Icon, used
to get
student to
his
schedule.

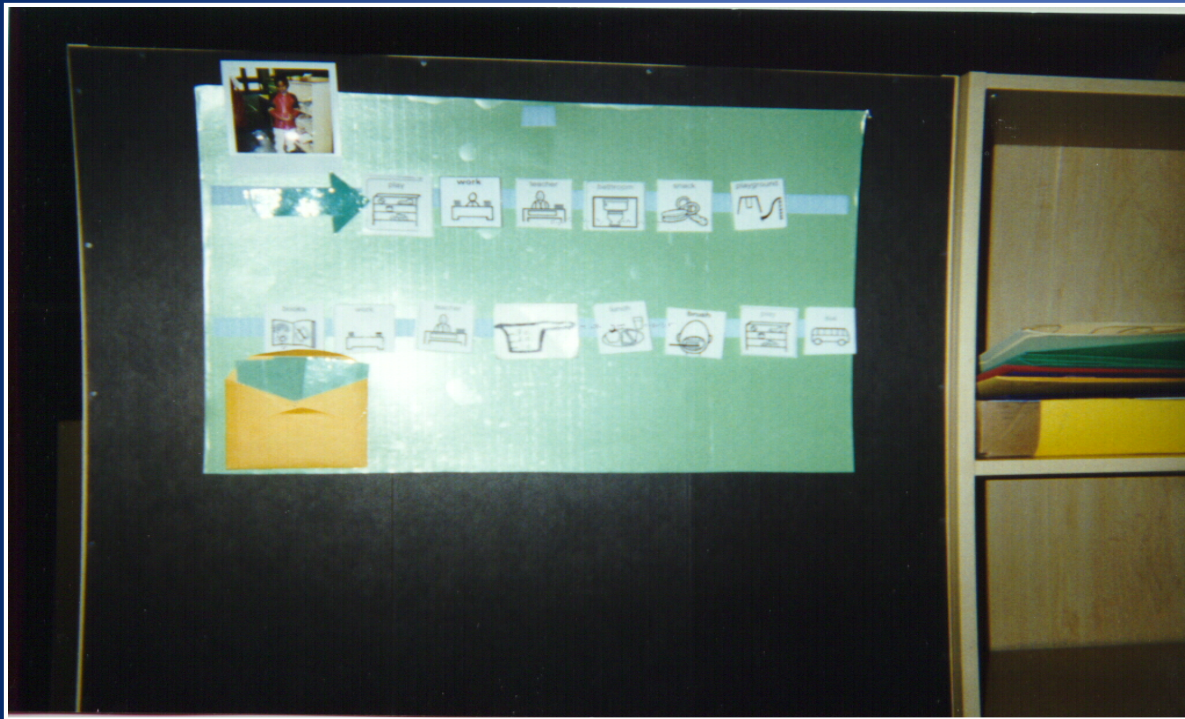
Stationary: Single Photo



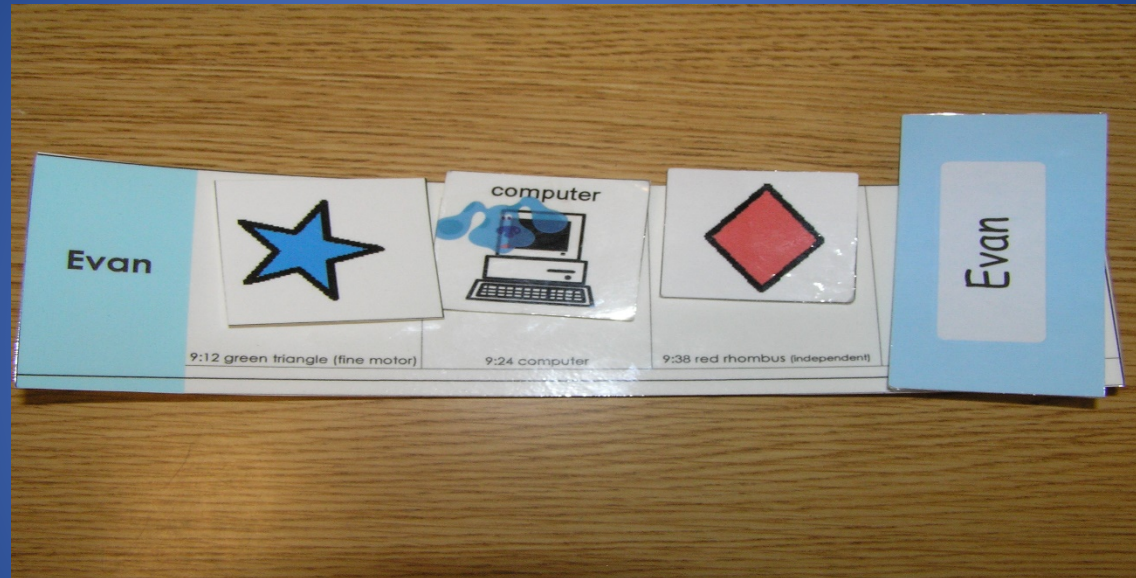
Stationary: Part-Day Photo



Stationary Full-Day Icon Schedule



Portable Activity Schedule



Portable Icon Word Schedules

Ashley's Daily A

	Finished
1:1 with Chrissy 	
Sensory Break 	
Reading 	
1:1 with Chrissy 	
Free Choice 	
Table Work	

Stationary: Written Word



Portable: Written Word

Done	Activity	
	Rm 2 make up work	
	Recess	
	Rm 4 Play	<ul style="list-style-type: none">- watch- try out; wait his turn- read play

Icon Schedule with Written Sequences Instructions

Reading

1. Read pages 1-5 in the book
Five Silly Fisherman
2. Write 3 new reading words in your
reading journal



Which Schedule To Use:

- Conduct an individualized assessment of the learner's comprehension level, attention span, and sequencing abilities to select the appropriate schedule length and presentation format
- Use a schedule that will have **MEANING** to the student to assist with transitions and self regulation

Teaching Student to Use an Individual Schedule

- Task Analysis of the steps in the schedule use routine
- Take baseline data
- Determine the prompt hierarchy needed to teach the skill
- Teach and take data
- Evaluate data to systematically fade prompts as independence is achieved



AFIRM

Autism Focused Intervention
Resources and Modules

Self Study Using the Internet Modules



AUTISM INTERNET MODULES
Linking research to real life.



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Use the
Implementation
Checklist to Insure
Fidelity Across
Implementers

