# Visual Supports for the General Education Classroom: Design for All!

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**INCLUSION*matters***
***December 2nd, 2009***
***1:30-3:00 P.M.***

- Maps
- Schematics
- Visual assembly directions
- Calendars
- Street signs
- Agendas
- Written rules
- Exit signs
- Bathroom signs
- More???

# Visual Supports Can Be...

- Photographs
- Video/Animated (e.g., SMART board, iPrompts)
- Written words
- Labels
- Symbols (e.g., arrow)
- Picture Symbols
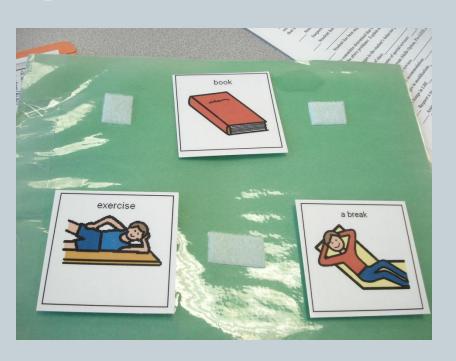- Drawings
- Objects
- Timers/Clocks
- Others??

Hands to self.

- Get Organized
- Give/Follow Directions
- Understand Information
- Support Behavior
- Express Information
- Transition
- Comprehend
  - Rules
  - Expectations
  - Conventions
    - (Banda, Grimmett, & Hart, 2009).

- Children with ASD typically respond to visual input as their primary source of information. (Quill,1995 in Banda, Grimmett, & Hart, 2009)

- The use of visual support systems can
  - Supplement verbal directions when students have deficits in auditory processing.
  - Decrease dependence and overreliance on adults and human resources. (Banda, Grimmett, & Hart, 2009)

# Research on Visual Supports

- **Transition within an activity** (Dauphin, Kinney, & Stromer, 2004: Morrison, Sainato, Benchaaban, & Endo, 2002)
- **Transition between activities** (Bryan & Gast, 2000; Dooley, Wilczenski, & Torem, 2001; Hall, McClannahan, & Krantz, 1995; MacDuff, Krantz, & McClannahan, 1993; Massey & Wheeler, 2000)
- **Social interactions** (Krantz & McClannahan, 1998)
- **Choice making** (Watanabe & Sturmey, 2003)
- **Self management in daily living skills** (Pierce & Schriebman, 1994)
- **On-task behavior** (Bryan & Gast, 2000; Massey & Wheeler, 2000; Morrison et al., 2002)
- **Reducing tantrums** (Dooley et al., 2001; MacDuff et al., 1993; Krantz & McClannahan, 1993)
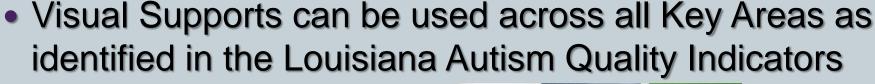- **Increasing compliance** (Dettmer, Simpson, Myles, & Ganz, 2000)

- Teacher Tube video on students using visual supports in the general education classroom.
  - http://www.teachertube.com/members/viewVideo.php?video_id=106957&title=visual_supports_for_students_with_autism

- Visual Supports can be used across all Key Areas as identified in the Louisiana Autism Quality Indicators (LAQI):
  - Collaboration
  - Inclusive Practices
  - Environment
  - Curriculum and Instruction
  - Communication
  - Behavior
  - Social Interaction
  - Transition

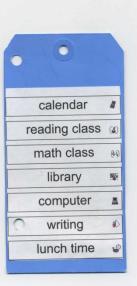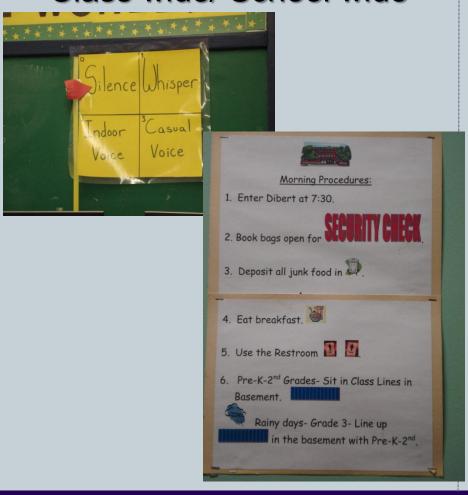- Example: Visual schedules
  - Allows students to:
    - Make sense of environment
    - Predict scheduled events
    - Comprehend expectations
    - Anticipate changes throughout the day
      - Heflin & Simpson, 1998

# Visual Supports: Get Organized!

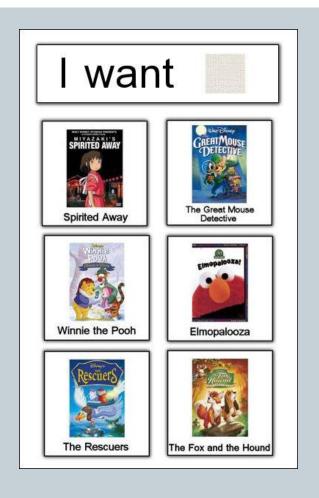- Class wide/ School wide

- Individualized

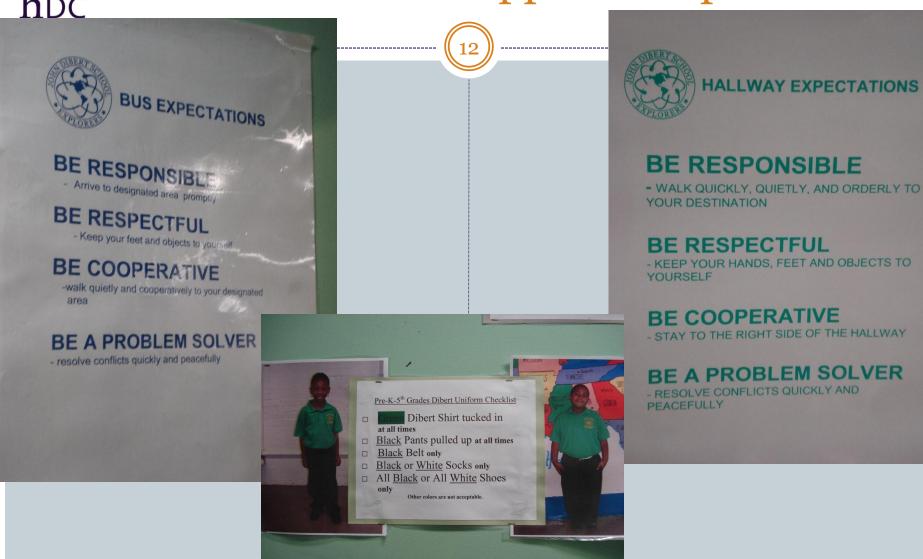- ## Example: Choice boards
  - Assists students to:
    - Know what choices are available
    - Aids the decision making process
      - Hodgdon, 1995

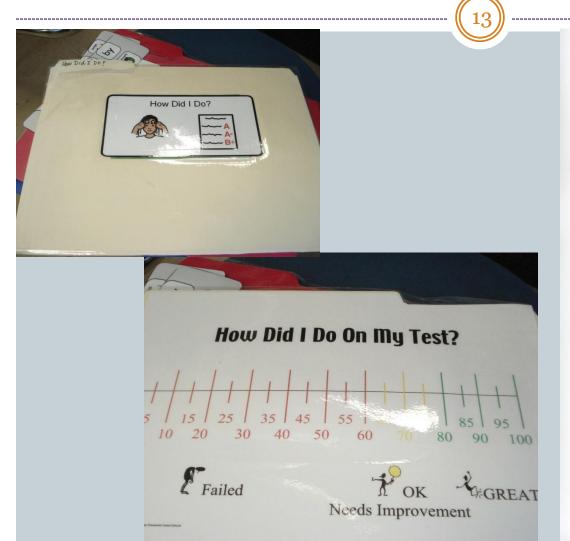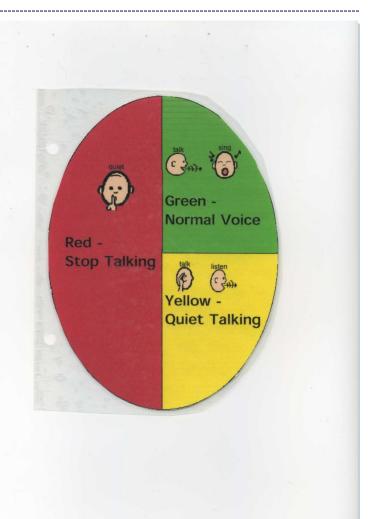**BUS EXPECTATIONS**

**BE RESPONSIBLE**
- Arrive to designated area promptly

**BE RESPECTFUL**
- Keep your feet and objects to yourself

**BE COOPERATIVE**
-walk quietly and cooperatively to your designated area

**BE A PROBLEM SOLVER**
- resolve conflicts quickly and peacefully

**HALLWAY EXPECTATIONS**

**BE RESPONSIBLE**
- WALK QUICKLY, QUIETLY, AND ORDERLY TO YOUR DESTINATION

**BE RESPECTFUL**
- KEEP YOUR HANDS, FEET AND OBJECTS TO YOURSELF

**BE COOPERATIVE**
- STAY TO THE RIGHT SIDE OF THE HALLWAY

**BE A PROBLEM SOLVER**
- RESOLVE CONFLICTS QUICKLY AND PEACEFULLY

Pre-K-5<sup>th</sup> Grades Dibert Uniform Checklist
☐ Green Dibert Shirt tucked in **at all times**
☐ Black Pants pulled up **at all times**
☐ Black Belt **only**
☐ Black or White Socks **only**
☐ All Black or All White Shoes **only**
  Other colors are not acceptable.
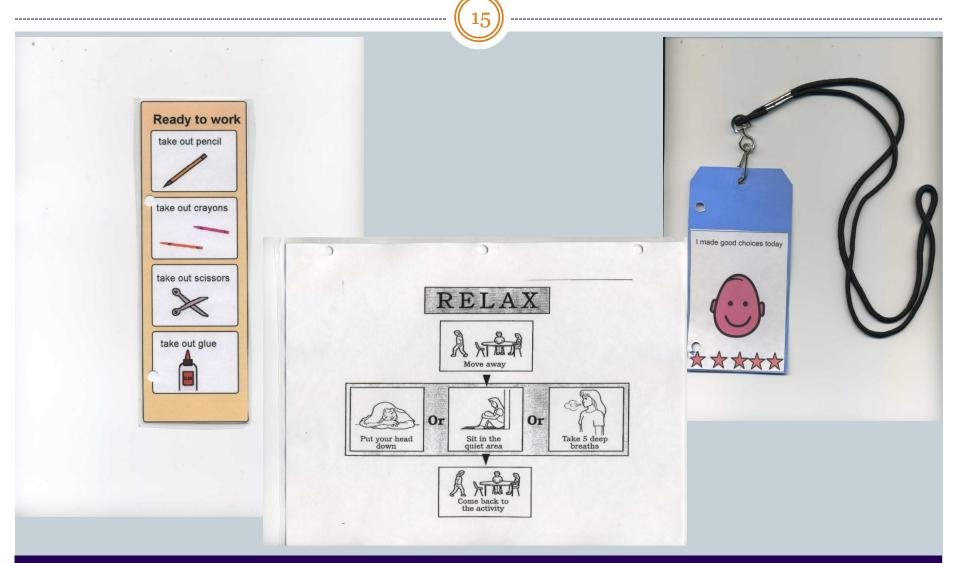
- The reinforcement student is working for is identified before student begins his/her work.

# Visual Supports:  Support Behavior!

# Visual Supports: Transition!

- Provides predictability.
- Assistance and clarification during scheduled and unscheduled changes.

Check Schedule

| check | schedule | come |
|-------|----------|------|
| sit down | finished | it's time |

| sit | quiet | work |
|-----|-------|------|

**B R E A K**

The Fire Alarm

Sometimes at school we have fire drills. They are only for practice.

1

Available on the iPhone **App Store**

- Video Modeling/Self-Modeling
- Social Stories
- Assistive Technology
  - Augmentative and Alternative Communication (AAC)
- Picture Exchange Communication System (PECS)
- Curriculum and Instruction (Universal Design for Learning)

# Video Modeling

- Involve a child watching videotapes of positive examples of adults, peers, or him- or herself engaging in a behavior that is being taught.

- Can refer to interventions that use the self as model (video self-modeling) and interventions that use another as model (e.g., peer or adult).

- May be created for a wide array of skills (e.g., social, communication, functional) and in a variety of settings (e.g., home, school, community).

Delano, M. (2007)

- ## Carol Gray

- Describes a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.

- Goal is to share accurate social information in manner that is easily understood by its audience.

- Goal should **never be to change the individual's behavior**, rather that the individual's improved understanding of events and expectations may lead to more effective responses.

    www.thegraycenter.org

A Little Learning Book About...

Following Directions at School

By Lorin Neikirk

All Rights Reserved 2008
www.Lulu.com

- AT – Used to support or enhance the functional capabilities of individuals with disabilities
  - May include computer-assisted instruction, mobility devices, high and low tech adaptations, and AAC
- AAC – Supporting existing speech or developing independent use of a nonspeech symbol system
  - May include sign language, PECS, voice output devices



National Research Council (2001).

- Based on principles of ABA
- Individuals exchange a picture of a desired item for that desired item
- Later phases teach individuals to discriminate pictures, put together simple sentences, comment, answer direct questions
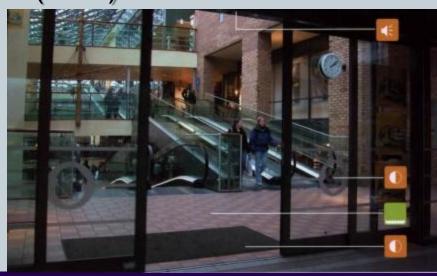
- www.pecs.com

- Spurred by the Americans with Disabilities Act of 1990 in direct response to design flaws which limited access for people with disabilities to buildings and facilities (Hanna, 2005 in Russell, Hoffmann, and Higgins, 2009).

- UD has expanded to many other fields outside of architecture, including education (UDL).

- Basic tenets:
  - Improve Access
  - Remove Barriers
  - Provide Alternatives

  (Russell, Hoffman, and Higgins, 2009)

# Principles of Universal Design for Learning

**I. Provide Multiple Means of Representation**
(how information is presented)

**II. Provide Multiple Means of Action and Expression**
(how students display their knowledge or skills)

**III. Provide Multiple Means of Engagement**
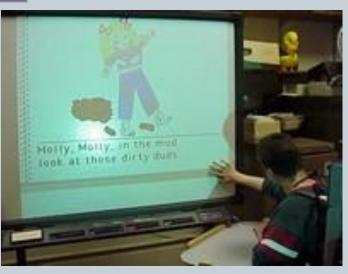(student self-regulation, interests, choice-making)
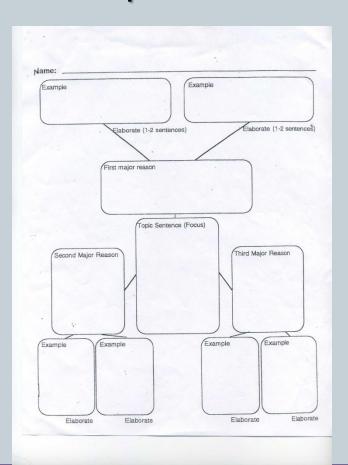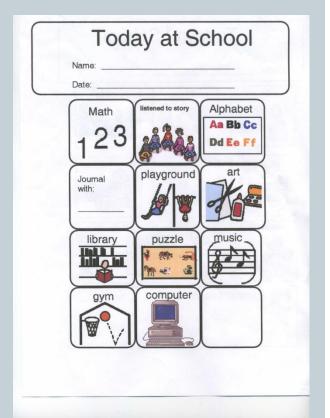
www.cast.org

- ## Multiple Means of Representation:

- ## Multiple Means of Expression:

- ## Multiple Means of Engagement:

- LASARD Website:
  - http://www.hdc.lsuhsc.edu/lasard/
- Universal Design for Learning:
  - www.cast.org
- Social Stories:
  - www.thegraycenter.org
- PECS:
  - www.pecs.com
- LA DOE Significant Disabilities Access:
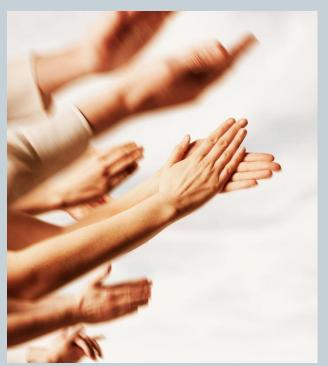  - https://sda.doe.louisiana.gov

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# Thank you!!!!

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