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

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INCLUSIONmatters
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1:30-3:00 P.M.
Visual Supports in Everyday Life...

- 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??
Why Use Visual Supports?

- 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.

• 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
Visual Supports: Expectations!

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-5th Grades Dibert Uniform Checklist:
- 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.
Visual Supports: Understand Information!

- How Did I Do?
- How Did I Do On My Test?

- Green - Normal Voice
- Red - Stop Talking
- Yellow - Quiet Talking
The reinforcement student is working for is identified before student begins his/her work.
Visual Supports: Support Behavior!

- Ready to work:
  - Take out pencil
  - Take out crayons
  - Take out scissors
  - Take out glue

- RELAX:
  - Move away
  - Put your head down
  - Sit in the quiet area
  - Take 5 deep breaths
  - Come back to the activity
Visual Supports: Transition!

- Provides predictability.
- Assistance and clarification during scheduled and unscheduled changes.
Other Applications for Visual Supports in the Inclusive Classroom

- 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).

• 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
Assistive Technology (AT)  
Augmentative/Alternative Communication (AAC)  

- **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)
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:**

As he hopped along, he met a blue-feathered bird.

“Hi, I’m a wide-mouthed frog and I eat worms,” said the wide-mouthed frog. “What do you eat, bird?”

- A blue bird
- eats worms
- and slugs.

- A wide mouth
- Frog

Molly, Molly, in the mud look at those dirty bugs.
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
Questions?

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Thank you!!!!
References


