All-In-One Visual Support Tool

I'm a visual thinker, not a language-based thinker. My brain is like Google Images.
–Temple Grandin

All-In-One Visual Support Tool

First/Then Board

Purpose #1:
- Prevent negative behaviors resulting from task avoidance by visually explaining that completion of an undesired activity will result in the opportunity to participate in a preferred activity. For some individuals it may be beneficial to use a timer to end the "Then" activity.

Purpose #2:
- Visually represent transitions that are part of a student's schedule. This strategy may be beneficial for students who struggle to use a class or personal picture schedule appropriately. For example, if a student references his/her schedule constantly, or seems overwhelmed by the number of activities on a schedule, a First/Then schedule could be used as a scaffold to teach the student to use a more comprehensive schedule.

Individual Visual Schedule

Purpose:
- Provide the student with a visual representation of what to expect throughout his/her day. An added benefit is that when schedule changes occur, this tool provides a concrete representation of that change. This can facilitate a student's flexibility and willingness to adjust to the change.

Task Analysis Schedule

Purpose:
- Increase student independence with task completion by breaking into manageable parts or steps:
  – Daily routines (wash hands, pack backpack), OR
  – School tasks (completion of assignment, craft activity, participation in a class such as music)

Velcro® Tips

1. Soft side is always stationary, and scratchy side is always moveable.

2. To ensure Velcro® dots, squares or strips line up:
   – Place scratchy side on moveable piece.
   – Face soft side to scratchy side. The sticky side of the soft Velcro® will be facing out, ready to adhere.
   – Place sticky surface on binder or stationary location, ensuring a perfect alignment.

Step 1: Visual Board

1. Fold in quarters. Start by matching long edges.

2. Cut along short fold.

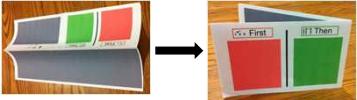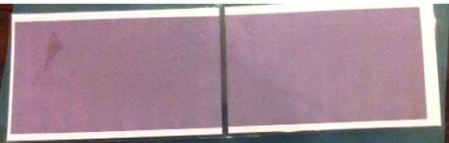## Step 1: Visual Board

3. Laminate both halves in a single laminating pocket.
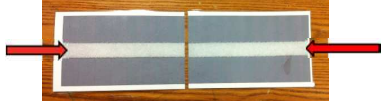
Step 1: Visual Board

4. Cut out each half of visual board.
5. Tape together with packaging tape (with white border around outside).
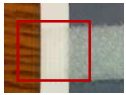
Step 1: Visual Board

6. Add soft Velcro ® where shown. Be sure it goes to the edge of the gray space.

7. Add a small piece of scratchy Velcro ® to the wide white border to secure the board closed when folded.

Step 1: Visual Board

8. Add more soft Velcro ® where shown.

Step 1: Visual Board

9. Add scratchy Velcro ® dots where shown on First/Then side of Visual board.

10. Face with soft Velcro ®, sticky side exposed/facing out. Sticky side will be mounted on "Finished pocket."

Step 2: "Finished" Pocket

1. Fold letter-sized colored paper in half, matching short ends.

2. Glue ½"-1" strip of contrasting color along open edge.

Step 2: "Finished" Pocket

3. Place a strip of packaging tape along the inside short edges…behind the colored strip and opposite the colored strip…to reinforce the opening.
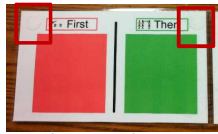
Step 2: "Finished" Pocket

4. Laminate the ½ sheet sized envelope. Cut Out.

5. Gently score a slit down the center of the contrasting strip to open it up. Repeatedly striking a line with the edge of a scissor or razor blade works well.

Step 2: "Finished" Pocket

6. Put a strip of scratchy Velcro ® on back of pocket.

7. Face with soft Velcro ®, sticky side exposed.

8. Mount sticky side on book cover.
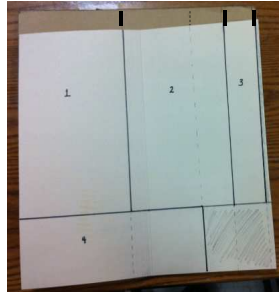
Step 2: "Finished" Pocket

9. Mount First/Then side of Visual Board face down on "Finished" Pocket. Remove.

10. Face Velcro ® dots on <u>book</u> with scratchy Velcro ®, sticky edge exposed. Place Task Analysis side of Visual board on "Finished" Pocket to attach Velcro ® dots.

Step 3: Storage Pages

1. Each carpet square yields 4 pieces which will cover 3 divider sides.

2. Use template to mark cutting lines along edges on back of carpet squares, on all 4 sides.

3. Dark lines are cutting lines. Dotted lines are simply guides to help achieve straight lines

   **Measure twice, Cut Once

Step 3: Storage Pages

4. Use a ruler to connect marks to make cutting lines.

5. Score cutting edges with box knife to cut through the thick adhesive layer on the back of the square.

6. Use scissors to finish cutting through the softer layer of the square.

Measure twice, Cut Once

Step 3: Storage Pages

7. Pieces 1 and 2 will each cover a complete divider side.

1&2

8. Pieces 3 and 4 will be put together to cover a 3rd divider side.

3

4

Token Reward Board
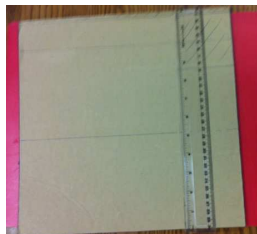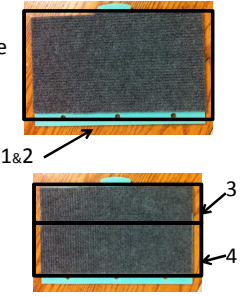
Purpose:

• Provide an incentive to help students learn to manage their behaviors with greater independence.

• Considerations should include the number of tokens earned, and frequency of reinforcement. These may be increased over time as the student demonstrates success with this tool.

Step 4: Token Board

1. Identify desired behaviors for student to earn token.

2. Determine the number of tokens to be earned before receiving a prize.

3. Modify the Boardmaker template, as needed.

4. Slide ½ sheet into sleeve on back of book.

5. Add a strip of soft Velcro ® to the inside back cover of the book to house the tokens while they are being earned.

Symbol Selection: Identifying Vocabulary

• Create a list of motivators. Be sure to include preferred toys, items, activities, people, etc.

• List the activities in which the student participates at school. Include a generic symbol for "special activity"

• Brainstorm steps of various tasks in which the student participates, by thinking through each activity on the student's schedule.
  – Consider steps of activities the student is not able to demonstrate independently. For example, "Write Name" and "Give to Teacher" may be needed in addition to more predictable steps such as "Color, Cut, Paste."

• Also consider steps to help a student complete a lengthy activity such as a page of math problems by breaking it into chunks with prompts such as"Complete #1-3, Complete #4-6, etc."
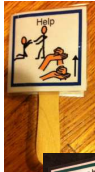
Symbol Selection: Visual Considerations

• Determine the **appropriate symbol representation** for your student. Consider the following hierarchy: Real/miniature objects, photographs, color line drawings, black and white line drawings, or words.

• Determine the **appropriate symbol size** for your student.

• Determine the need for **other visual considerations** such as contrast (black background, color-coded background), angle of presentation (upright vs. flat, reduction of glare on laminated cards, etc)

Other Visual Supports: HELP / (GAIN ATTENTION)

Purpose:

- Begin to teach the student to advocate for him/herself by requesting "Help" when needed.
  - If needed pair with a "Raise Hand" cue to establish *Attention-Getting* as the first step for requesting assistance.
  - This may be especially useful when used in conjunction with the Task Analysis Checklist.

Other Visual Supports: WAIT CARD

Purpose:

- Teach a student to wait for a requested or anticipated activity or item. This will help him/her to learn that it is not "Unavailable", but rather "Not available yet." Pairing this visual with a timer may be beneficial.

Other Visual Supports: FOCUS FINDER

Purpose:

- Limit the visual field so a student can better attend to pertinent information.

- Allow the student to respond by placing the focus finder on his/her response. This may be especially useful for students who go back and forth when pointing to an answer either because they are unsure or are looking for confirmation to ensure they have the correct response.
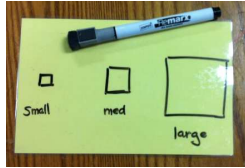
Other Visual Supports: MINI WHITE BOARD

Purpose:

Provide "on the fly" visual supports using a dry-erase marker.

Questions???