Visual Supports Cheat Sheet

Overview

Visual Schedule	Useful for any kind of schedule! A visual schedule breaks down each activity into individual tasks. You can present each step as pictures, text, or a combination of both.
Visual Rehearsal	Useful for practicing how to approach different social situations, self-regulate, communicate, or really any skill that the person needs! A visual rehearsal is a story that includes information about the place or person, how that person can stay calm or approach a situation, and how other people might be in that situation.
Choice Board	Useful for presenting different choices to an individual. You can adapt this to restaurant choices, clothing options, activity choices, or anything! You can present the choices as pictures, words, or a combination of both!
Video Model	Useful as a visual guide to teach individuals new skills. Step-by-step video recording outlining an important task.

Visual Support Specifics

Using Multiple Supports	• Utilizing multiple visual aids simultaneously can significantly enhance effectiveness. • Using **visual rehearsals** and **visual schedules** simultaneously enhances learning by mentally preparing individuals for tasks while providing clear, sequential guidance. ○ This combination ensures comprehensive support and boosts confidence in task execution. • Using a **choice board** and **visual schedule** simultaneously helps individuals understand the sequence of tasks associated with each choice on the board, enabling them to navigate their options effectively and independently.

When to Use	1. **Visual Rehearsals**:
	  • Use when individuals benefit from mentally rehearsing or practicing tasks or routines in advance.
	  • Particularly effective for preparing individuals for upcoming activities, events, or social interactions.
	  • Helps build confidence, reduce anxiety, and improve performance by providing an opportunity for repeated practice in a low-pressure setting.
	2. **Choice Boards**:
	  • Use when offering options or choices to individuals, allowing them to make selections based on their preferences, interests, or needs.
	  • Ideal for promoting autonomy, self-regulation, and decision-making skills.
	  • Supports differentiation and individualized learning by providing multiple pathways for engagement with content or activities.
	3. **Visual Schedules**:
	  • Use when outlining a sequence of activities or tasks to be completed within a specific timeframe.
	  • Provides structure, predictability, and visual cues to help individuals understand expectations and navigate through routines or procedures.
	  • Promotes independence, organization, and time management skills by breaking down tasks into manageable steps and highlighting progress.
	4. **Video Models**:
	  • Use when demonstrating a process, task, or concept that benefits from visual demonstration and modeling.
	  • Effective for teaching new skills, procedures, or strategies by providing a clear, step-by-step visual representation.
	  • Enhances engagement, comprehension, and retention of information through audiovisual stimuli and real-life examples.

How to Use	1. **Visual Rehearsals**: • Introduce the upcoming task, event, or activity to the individual. • Provide a clear and detailed explanation of the steps involved. • Encourage the individual to mentally rehearse each step, visualizing themselves successfully completing the task. • Offer opportunities for practice and reinforcement as needed. • Provide positive feedback and encouragement to build confidence and readiness for action. 2. **Choice Boards**: • Present the options or choices available to the individual using a visual display. • Ensure that each choice is clearly represented and labeled. • Encourage the individual to make a selection based on their preferences, interests, or needs. • Support decision-making by discussing the pros and cons of each option if necessary. • Respect the individual's choice and provide opportunities for them to revisit the choice board as needed. 3. **Visual Schedules**: • Create a visual schedule outlining the sequence of activities or tasks to be completed. • Use pictures, symbols, or written words to represent each activity on the schedule. • Review the schedule with the individual, explaining each step and the expected order of completion. • Place the schedule in a prominent location where it can be easily referenced throughout the day. • Use the schedule to guide the individual through their routine, providing prompts and reminders as needed. 4. **Video Models**: • Select or create a video that demonstrates the desired process, task, or concept. • Ensure that the video is clear, concise, and engaging, with a focus on demonstrating each step in a sequential manner. • Watch the video together with the individual, pausing as needed to discuss key points or clarify any questions. • Encourage active engagement by asking the individual to identify and verbalize each step as it is demonstrated. • Provide opportunities for the individual to practice and apply what they have learned after watching the video.

Conclusion

Outcomes	The effectiveness of implementing visual supports lies in their ability to clarify complex information, facilitate understanding, and promote active engagement, thereby enhancing learning outcomes and independence.

Recommendations	- Ensure Clarity - Individualize all supports - Provide guidance - Regularly assess effectiveness
Resources	*Macoskey, D. Visual Supports and Autism [Master's thesis, Bethel University]. Spark Repository. https://spark.bethel.edu/etd/1020* *McCoy, K., & Hermansen, E. (2007). Video modeling for individuals with autism: A review of model types and effects. Education and treatment of children, 183-213.* *Knight, V., Sartini, E., & Spriggs, A. D. (2015). Evaluating visual activity schedules as evidence-based practice for individuals with autism spectrum disorders. Journal of autism and developmental disorders, 45, 157-178.* *Sam, A., & AFIRM Team. (2015). Visual supports. Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/visual-supports*