

Project Prepare

Task Analysis: Visual Supports

1	Environmental supports <ul style="list-style-type: none"><input type="checkbox"/> Environmental boundaries to define areas of the room<input type="checkbox"/> Environmental boundaries to define where students should and should not be<input type="checkbox"/> Labels include both words and pictures for where materials and items are stored<input type="checkbox"/> Model & teach how to use the areas of the room and where materials belong
2	First/Then <ul style="list-style-type: none"><input type="checkbox"/> Use a first/then visual to teach: following directions, compliance, following a full schedule, when a student asks for reinforcers frequently<input type="checkbox"/> Can begin teaching the first/then with 2 preferred items<input type="checkbox"/> “Then” picture/activity can be the student’s choice to increase buy-in<input type="checkbox"/> Talk through it (i.e: “First check schedule, Then squishy toy”)<input type="checkbox"/> This is like making a promise to the student- so we must <i>follow through!</i><input type="checkbox"/> Use as a reminder to redirect to the task (focus on task, not behavior)
3	Portable Visual Prompts <ul style="list-style-type: none"><input type="checkbox"/> The student must have the skill before you use the visual for it<input type="checkbox"/> Each picture should be a single step direction (pick things you find yourself saying often)<input type="checkbox"/> Every adult should use the same visuals for consistency<input type="checkbox"/> If the student doesn’t respond, consider another prompt level<input type="checkbox"/> Lanyard or retractable name badge holders make these readily available
4	Mini Schedules & Task Strips <ul style="list-style-type: none"><input type="checkbox"/> Break down a task (functional or academic) using visuals to support understanding<input type="checkbox"/> Can be used for any routines in the student’s day (on the playground too!)<input type="checkbox"/> Reinforce completion of each step<input type="checkbox"/> Scaffold- teach using easy, less complex tasks (increasing difficulty over time)
5	Timers <ul style="list-style-type: none"><input type="checkbox"/> Tell student what will happen when the timer goes off<input type="checkbox"/> Provide a reminder of time remaining or keep it where student can see<input type="checkbox"/> When the timer goes off, give student time to process & respond then reinforce for responding<input type="checkbox"/> Use consistently

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Tips for Implementing:

- A small, personal laminator works better than the big rolls often found in schools
- Buy laminating pouches in bulk (Amazon or Sam's Club have reasonable options)
- Print on card stock for durability
- Prep multiple copies at once-you'll need them!
- Consider storage & organization of visuals
- Use volunteer power if possible

TESS Alignments

1b: Demonstrating knowledge of students

2c: Managing classroom procedures

2d: Managing student behavior

3a: Communicating with students

High Leverage Practices

Social/Emotional/Behavioral

HLP 7 - Establish a consistent, organized, and respectful learning environment.

HLP 8 - Provide positive & constructive feedback to guide students' learning and behavior.

HLP 9 - Teach social behaviors.

Instruction

HLP 14 - Teach cognitive and metacognitive strategies to support learning and independence.

HLP 15 - Provide scaffolded supports by selecting powerful visual, verbal and written supports; carefully calibrated to student performance and understanding in relation to learning tasks; evaluate their effectiveness and gradually remove them once they are no longer needed.

HLP 16 - Use explicit instruction.