



Autism Focused Intervention
Resources & Modules

Visual Supports CEC Standards

The CEC Standards that apply to all 27 evidence-based practices can be found on our website at: <http://afirm.fpg.unc.edu/learn-afirm>

Below are CEC Standards that apply specifically to visual supports (VS) module.

Standard	Description
Initial Preparation Standard 2: Learning Environments	
ISCI 2 S4	Design learning environments that encourage active participation in individual and group activities
ISCI 2 S5	Modify the learning environment to manage behaviors
ISCI 2 S9	Create an environment that encourages self-advocacy and increased independence
ISCI 2 S12	Design and manage daily routines
Initial Preparation Standard 4: Assessment	
DDA4 K2	Assessments of environmental conditions that promote maximum performance of individuals with developmental disabilities/autism spectrum disorders
ISCI 4 S5	Interpret information from formal and informal assessments
Initial Preparation Standard 5: Instructional Planning Strategies	
ISCI 5 S7	Incorporate and implement instructional and assistive technology into the educational program
ISCI 5 S9	Prepare and organize materials to implement daily lesson plans
ISCI 5 S13	Use strategies to facilitate integration into various settings
ISCI 5 S18	Use strategies that promote successful transitions for individuals with exceptionalities
DDA5 S2	Implement instructional programs that promote effective communication skills using verbal and augmentative/alternative communication systems for individuals with developmental disabilities/autism spectrum disorders
DDA5 S5	Consistently use of proactive strategies and positive behavioral supports
DDA5 S10	Structure the physical environment to provide optimal learning for individuals with developmental disabilities/autism spectrum disorders
Initial Preparation Standard 7: Collaboration	
ISCI 7 S8	Model techniques and coach others in the use of instructional methods and accommodations

Standard	Description
Advanced Preparation Standard 1: Assessment	
ACSI1 K2	Variety of methods for assessing and evaluating the performance of individuals with exceptionalities.
Advanced Preparation Standard 3: Programs, Services, and Outcomes	
SEDAS3 K3	Modify the verbal and non-verbal communication and instructional behavior in accord with the needs of individuals with developmental disabilities/autism spectrum disorder
SEDAS3 S6	Arrange program environments to facilitate spontaneous communication
SEDAS3 S7	Design and implement instruction that promote effective communication and social skills for individuals with developmental disabilities/autism spectrum disorders
SEDAS3 S9	Create opportunities and provide supports for individuals to organize and maintain personal materials across environments

**For more
information visit:**
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