



EBP BRIEF PACKET: VISUAL SUPPORTS FOR TODDLERS

UNC Frank Porter Graham Child Development Institute
Autism Focused Intervention Resources & Modules for Toddlers
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**FRANK PORTER GRAHAM
CHILD DEVELOPMENT INSTITUTE**

OVERVIEW OF CONTENT

1. What is VS for Toddlers: A quick summary of salient features of Visual Supports, including specific procedures.	3
2. Evidence-base: The evidence-base details the National Clearinghouse on Autism Evidence and Practice (NCAEP) criteria for inclusion as an evidence-based practice and the specific studies that meet the criteria for Visual Supports.	6
3. Implementation Checklists: Use these checklists to determine if Visual Supports for Toddlers is being implemented as intended.	9
4. Planning Checklist & Other Planning Resources: Resources may include decision trees, checklists, and/or template forms that will support planning for the use of Visual Supports.	12
5. Coaching Resources: Resources may include decision trees, checklists, and/or template forms that will support the use of Visual Supports.	29
6. Data Collection Form(s): Use this form as a method for collecting and analyzing data to determine if the toddler is making progress towards the target goal/behavior/skill.	35
7. Monitoring Progress Checklist & Other Monitoring Resources: Resources may include decision trees, checklists, and/or template forms that will support monitoring the use of Visual Supports.	40
8. Step-by-Step Guide for Early Interventionists: Use this guide as an outline for how to plan for, use, and monitor Visual Supports.	42
9. Tip Sheet for Caregiver: Use this tip sheet, intended for caregivers working with toddlers on the spectrum, as a supplemental resource to help provide basic information about Visual Supports.	47
10. Family Guide: Use this guide intended for parents or family members of toddlers on the spectrum to help them understand basic information about Visual Supports and how it is being used with their child.	49
11. Standards: A guide for early interventionists serving families and/or childcare providers of toddlers to support instructional outcomes.	50
12. Glossary: This glossary contains key terms that apply specifically to Visual Supports.	55
13. References: This list details the specific references used for developing this VS for Toddlers module in numerical order.	56

VISUAL SUPPORTS

WHAT ARE VS FOR TODDLERS?

Visual Supports for toddlers are a set of evidence-based practices (EBPs) that use images, pictures or objects that cue the toddler to engage in a desired skill or behavior. They provide the toddler with meaningful information about an activity, routine, behavioral expectation, or skill.

Visual cues provide tangible reminders of specific skills or behaviors. For example, labelling toy bins with pictures of different toys lets a toddler know where to put items when cleaning up.

Visual schedules include a sequence of visual cues that provide support to a toddler as they move or transition from one activity or setting to another. For example, an arrangement of pictures of toys, a sink and food let the toddler know they will transition from play, to wash their hands, then to eat a meal.

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TYPES OF VISUAL SUPPORTS

VISUAL CUES:

- **Behavior cues** are visual clarifications of what behaviors are expected in certain situations, activities, or environments.



- **Choice boards** are visual representations of choices a learner can select to increase independence.



- **Communication cues** are visual reminders of how, when or with whom to communicate.



- **Instructional cues** are visual ways of supporting a learner in completing a task by helping organize thoughts and planning.



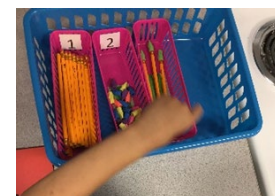
- **Labels** are visual representations to show where an item belongs.



- **Scripts** provide a visual model for communication. A script may consist of words and/or picture cues. The script guides the toddler to interact with and respond to another person.



- **Visual directions** are visual ways of organizing an activity to increase success of task completion.

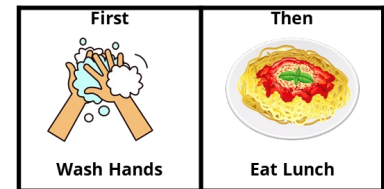


VISUAL SCHEDULES:

- A **daily schedule** is a visual representation of the toddler's day, used to clarify a sequence of events, increase understanding of expectations, and provide support for transitions between activities.



- A **first/then schedule** is a visual sequence of two events to help a learner understand what comes next and is used to clarify a sequence of events, increase understanding of expectations, and provide support for transitions between activities.



EVIDENCE-BASE

The National Clearinghouse on Autism Evidence and Practice has adopted the following criteria to determine if a practice is evidence-based. The 2020 EBP report (Steinbrenner et al., 2020) provides more information about the systematic review process.

Efficacy must be established through high-quality, peer-reviewed research in scientific journals using:

- At least 2 randomized or quasi-experimental group design studies, or
- At least 5 single subject/case design studies, or a
- Combination of evidence of 1 randomized or quasi-experimental group design study and 3 single subject/case design studies

OVERVIEW:

Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), this practice is a focused intervention that meets the evidence-based practice criteria with 23 single case design and 2 group design studies. This practice has been effective for early intervention (0-2 years) and preschoolers (3-5 years) on the spectrum. Studies included the 2020 EBP report¹ detail how this practice can be used to effectively address the following outcomes for a target goal/behavior/skill: academic, adaptive, behavior, cognitive, communication, joint attention, motor, play, school readiness, and social.

In the table below, the instructional outcomes identified by the evidence base are shown by age of participants.

Age	Academic*	Adaptive	Behavior	Cognitive	Communication	Joint Attention	Motor	Play	School readiness	Social
0-2							Yes			
3-5	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes

*The NCAEP review classified practices into domains for an age range of 0-22. The focus of early intervention should be on pre-academic skills and the social and emotional well-being of children. AFIRM for Toddlers does not recommend working on academic goals/outcomes with children in early intervention.

Note: New studies since 2011 (2012 till 2017) are denoted in **bold**

EARLY INTERVENTION (0-2 YEARS) & PRESCHOOL (0-5) YEARS:

- Bennett, K., Reichow, B., & Wolery, M. (2011). Effects of structured teaching on the behavior of young children with disabilities. *Focus on Autism and Other Developmental Disabilities*, 26(3), 143-152. <https://doi.org/10.1177/1088357611405040>
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- Kurkcuglu, B. U., Bozkurt, F., & Cuhadar, S. (2015). Effectiveness of instruction performed through computer- assisted activity schedules on on-schedule and role-play skills of children with autism spectrum disorder. *Educational Sciences: Theory & Practice*, 15(3), 671-689. <https://doi.org/10.12738/estp.2015.3.2432>**
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- Murdock, L. C., & Hobbs, J. Q. (2011). Picture me playing: Increasing pretend play dialogue of children with autism spectrum disorders. *Journal of Autism and Developmental Disorders, 41*(7), 870-878. <https://doi.org/10.1007/s10803-010-1108-6>
- Murdock, L. C., & Hobbs, J. Q. (2011). Tell me what you did today: A visual cueing strategy for children with ASD. *Focus on Autism and Other Developmental Disabilities, 26*(3), 162-172. doi: 10.1177/1088357611405191
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- Strain, P. S., Wilson, K., & Dunlap, G. (2011). Prevent-teach-reinforce: Addressing problem behaviors of students with autism in general education classrooms. *Behavioral Disorders-Journal of the Council for Children with Behavioral Disorders, 36*(3), 160-171. <https://doi.org/10.1177/019874291003600302>
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- Whalon, K., Martinez, J. R., Shannon, D., Butcher, C., & Hanline, M. F. (2015). The impact of reading to engage children with autism in language and learning (RECALL). *Topics in Early Childhood Special Education, 35*(2), 102-115. <https://doi.org/10.1177/0271121414565515>**

Note: New studies since 2011 (2012 till 2017) are denoted in bold

IMPLEMENTATION CHECKLIST: FOR EI PROVIDER

		Observation:	1	2	3	4	5
		Date:					
		Observer's initials:					
STEP 1: JOINT PLANNING FOR VISUAL SUPPORTS							
1.1	Select target skill/behavior for toddler with caregiver (e.g., family member, early care and education provider)						
1.2	Collect baseline on target skill/behavior with caregiver						
1.3	Identify type of visual supports needed for target skill/behavior						
1.4	Discuss selected visual support basics and using steps with caregiver						
1.5	Select activity/setting that visual supports will be used with						
1.6	Develop selected visual support based on individualize assessment						
1.7	Have materials ready and available						
STEP 2: COACHING USE OF VISUAL SUPPORTS							
2.1	Model using visual supports for the caregiver (Live and/or video):						
2.1a	Introduce the Caregiver Visual Supports Implementation Checklist to the caregiver						
2.1b	Model using the selected Visual Supports with the toddler						
2.1c	Have the caregiver complete the Caregiver Visual Supports Implementation Checklist						
2.2	Answer caregiver's questions, if needed						
2.3	Support caregiver's use of Caregiver Visual Supports Implementation Checklist to practice using visual supports						
2.4	Facilitate caregiver reflection and provide feedback following their practice use of visual supports						
2.5	Discuss with the caregiver use of Visual Supports in daily routines and activities						
STEP 3: MONITORING USE OF VISUAL SUPPORTS							
3.1	Plan for and support caregiver's data collection on the toddler's progress toward the target skill/behavior						
3.2	Monitor caregiver fidelity using the Caregiver Visual Supports Implementation Checklist						
3.3	Review data collected on the toddler's target skill/behavior						
3.4	Support use of visual supports for other skills/behaviors/settings						
3.5	Collaborate with caregiver about next steps						

VISUAL CUES IMPLEMENTATION CHECKLIST: FOR CAREGIVER

JOINT PLANNING

- Discuss visual cues with your provider:
 - Select activity/setting to use visual cues
 - Discuss and develop materials to be used
- View models (live and/or video) of visual cues
- Practice using visual cues with reflection, support, and feedback from your provider

WHILE USING VISUAL SUPPORTS

- Have materials ready and available
- Prepare the toddler for the activity to target the skill/behavior
- Transition into the activity
- Let the toddler know what is going to happen
- Support the toddler in the activity using the visual cue
- Praise/reward the toddler for completing the skill or behavior
- Record what happened by collecting data during use of visual cues to share with provider at next session

CHECK-INS WITH YOUR PROVIDER

- Share what happened using visual cues (successes, challenges, concerns, etc.)
- Discuss and problem solve with your provider
- Determine next steps based on the toddler's progress

VISUAL SCHEDULE IMPLEMENTATION CHECKLIST: FOR CAREGIVER

JOINT PLANNING

- Discuss visual schedules with your provider:
 - Select activity/setting to use visual schedules
 - Discuss and develop materials to be used
- View models (live and/or video) of visual schedule
- Practice using visual schedule with reflection, support, and feedback from your provider

WHILE USING VISUAL SUPPORTS

- Have materials ready and available
- Prepare the toddler for the transition using a cue
- Use the visual schedule to transition the toddler
- Support the toddler in the scheduled activity
- Praise/reward the toddler for completing the transition
- Record what happened by collecting data during use of visual schedules to share with provider at next session

CHECK-INS WITH YOUR PROVIDER

- Share what happened using visual schedules (successes, challenges, concerns, etc.)
- Discuss and problem solve with your provider
- Determine next steps based on the toddler's progress

SELECT A TARGET GOAL

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Use this form to select a target behavior that is measurable and observable by addressing the when, what, and how in collaboration with the caregiver.

DETERMINE GOAL:

1. In our service evaluation, you said your top concern(s) about the toddler was/is _____. Is that still true? What is your biggest goal or priority for the toddler right now?
2. Tell me more about the toddler. What is the toddler really good at doing? What are their favorite things to play with and what does that play look like? How does it go when you join in the toddler's play with their favorite things?
3. Tell me about the best interaction you had with the toddler recently. Where were you and what were you doing that made it go well?
4. I want to hear about times things do not go well between you and the toddler. Does this happen at a certain time of day or during particular activities? What do you and the toddler do when this happens?
5. When you really need the toddler to do something, how do you get them to do it? What are things that motivate the toddler?
6. In three months, what do you hope will have changed as a result of our early intervention sessions?

CREATE A MEASURABLE AND OBSERVABLE GOAL:

1. **WHAT** is the target goal/behavior/skill?

2. **WHEN** and **WHERE** should the target goal/behavior/skill occur?

3. **HOW** will team members/observers know the target goal/behavior/skill has been mastered?

GOAL:

DATA COLLECTION: BASELINE

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Use this sheet to collect baseline data on the toddler's and caregiver's behaviors on the target behavior/goal/skill across daily routines and settings.

Setting/ Routine	Caregiver Behavior	Toddler Behavior	Notes

PRE-ASSESSMENT

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Complete the checklists below to determine what category of visual supports to use. Observe target behaviors as they occur through using anecdotal notes.

VISUAL CUES:

- Does the activity, event, or concept cause frustration for the toddler?
- Does the activity, event, or concept cause anxiety for the toddler?
- Is adult support required for the toddler to be successful with the activity, event, or concept?
- Is the activity, event, or concept difficult for the toddler to understand when only verbal information is provided?

If you checked off any of these questions, visual cues might be helpful to use with the toddler.

VISUAL SCHEDULES:

- Does the toddler struggle moving from one area to the next?
- Does the toddler forget what s/he is asked to do next?
- Does the toddler exhibit disruptive/inappropriate behavior when transitioning?

If you checked off any of these questions, visual schedules might be helpful to use with the toddler.

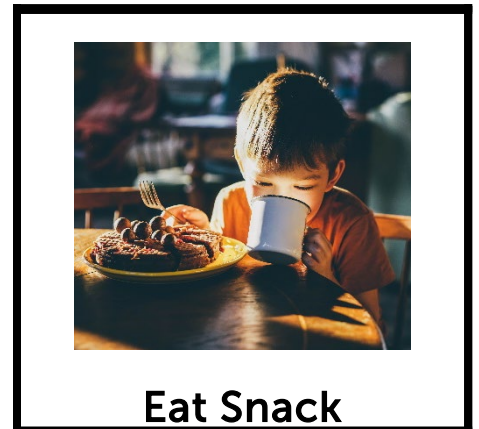
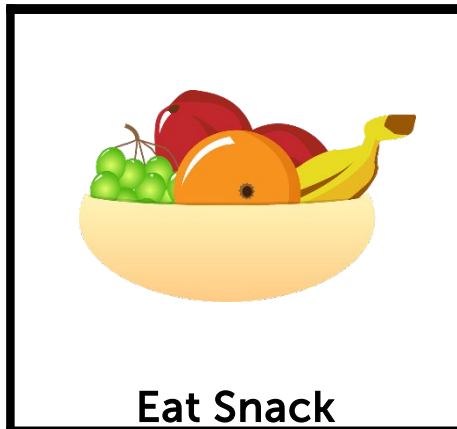
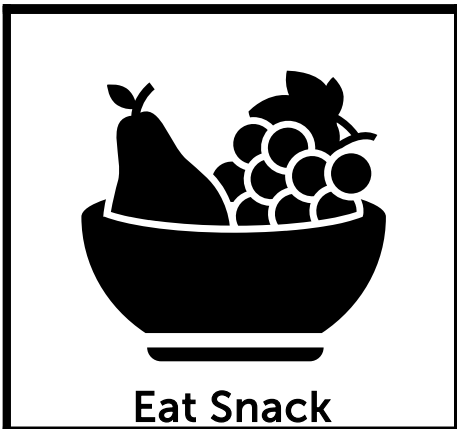
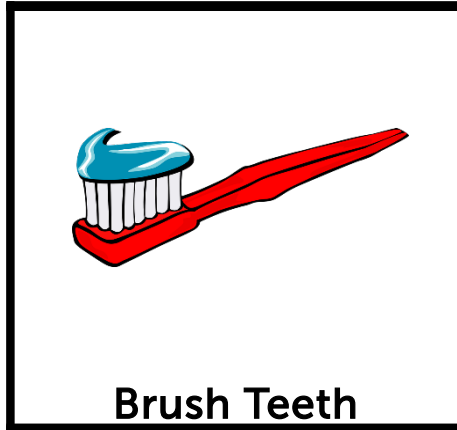
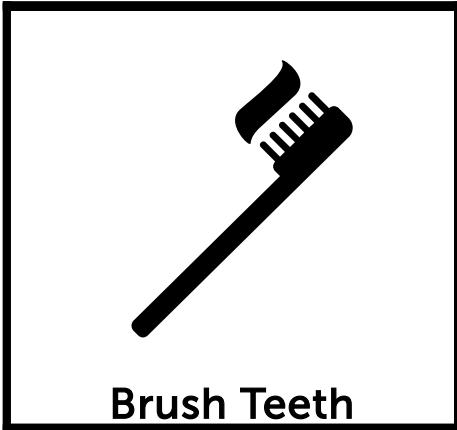
VISUAL CUE CARDS: EXAMPLES

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use this template to create visual cues for daily routines and activities.



VISUAL CUE CARDS

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use this template to create visual cues for daily routines and activities.

FIRST/THEN BOARD: EXAMPLE

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use this template to create a first/then visual schedule.

First



Wash Hands

Then



Eat Snack

FIRST/THEN BOARD

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use this template to create a first/then visual schedule.

First	Then

VISUAL SCHEDULE: EXAMPLE

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use this template to create a visual schedule.

Picture/Object Cue	Task/Activity Directions/Instructions
	<p>Eat breakfast</p>
	<p>Brush teeth</p>
	<p>Wash hands</p>
	<p>Playtime</p>
	<p>Storytime</p>

VISUAL SCHEDULE

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use this template to create a visual schedule.

Picture/Object Cue	Task/Activity Directions/Instructions

CHOICE BOARD

Toddler's Name: _____ Date/Time: _____

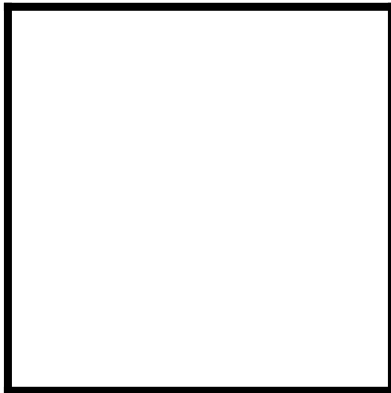
Observer(s): _____

Target Skill/Goal/Behavior: _____

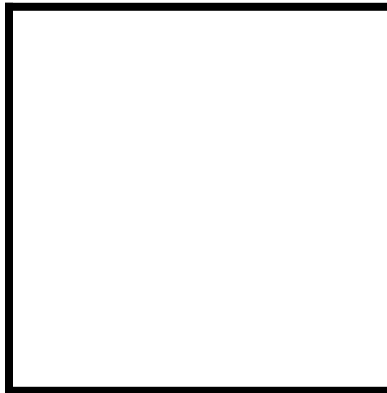
Directions: Use this template to create a Choice Board for the toddler to select a desired or preferred object, activity, or food.

_____ 's Choice Board

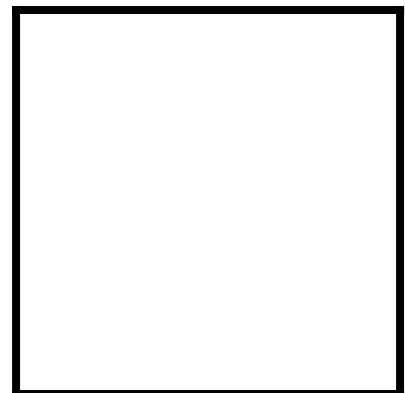
1



2



3



FAMILY DAILY ROUTINES/ACTIVITIES PLAN

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use this form as a guide support the family member using Visual Supports for Toddlers in daily routines and activities.

Morning Routine/ Activity	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Waking up	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Getting dressed	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Eating breakfast	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Brushing teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

Afternoon Routine/ Activity	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Napping	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Playing	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Eating lunch/ snack	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Brushing teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

Evening Routine/ Activity	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Going to sleep	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Changing clothes	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Reading story	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Eating dinner	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Brushing teeth	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Bathing	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

Other Routines	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Playdates/ Playgroups	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
School/ Childcare	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Playing Outside	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

Outings	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Playground /Park	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Store	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Church	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Pool	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Restaurant	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Doctor	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Family	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

ADDITIONAL NOTES:

CENTER-BASED ROUTINES/ACTIVITIES PLAN

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Use this form as a guide support the caregiver using Visual Supports for Toddlers in center-based daily routines and activities.

Self-care	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Mealtime	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Snack time	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Diapering/ Potty	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Handwashing	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Napping	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

Activities	Enjoyment Level	Barriers/ Struggles	Transitions	Good fit for EBP?
Group time	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Story time	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Free play	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Center play	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Outdoor play	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Table time	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Drop off/ Pickup	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No
Other	☹️ 😐 😊		Into: NA rough so-so smooth Out: NA rough so-so smooth	<input type="checkbox"/> Yes <input type="checkbox"/> Maybe <input type="checkbox"/> No

PLANNING CHECKLIST

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Complete this checklist to determine if this is an appropriate practice to use with the toddler on the spectrum as well as if VS for Toddlers is ready to be implemented.

PLANNING:

- Has the target goal/behavior/skill been identified?
- Has baseline data and/or a functional behavior assessment been collected through direct observation of the toddler?
- Is the target goal/behavior/skill measurable and observable? Does it clearly state **what** the target goal/behavior/skill is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- Is Visual Supports appropriate for the toddler's target goal/behavior/skill?
- Does the toddler have needed prerequisite skills/abilities?
- Does the toddler require additional adaptations/modifications/supports? Such as visual supports or a communication device?
- Have reinforcers/rewards for the toddler been identified based on the toddler's interests/preferred items and/or activities?
- Are additional materials and/or resources for using Visual Supports ready and available?

SELECT VISUAL SUPPORT:

- Cue
- Schedule

SELECT VISUAL CUE REPRESENTATION:

- 3D object
- Line drawings
- Photography
- Picture symbols

SELECT VISUAL SCHEDULE REPRESENTATION:

- 3D object
- Line drawings
- Photography
- Picture symbols

Length & Format:

Method of Manipulation:

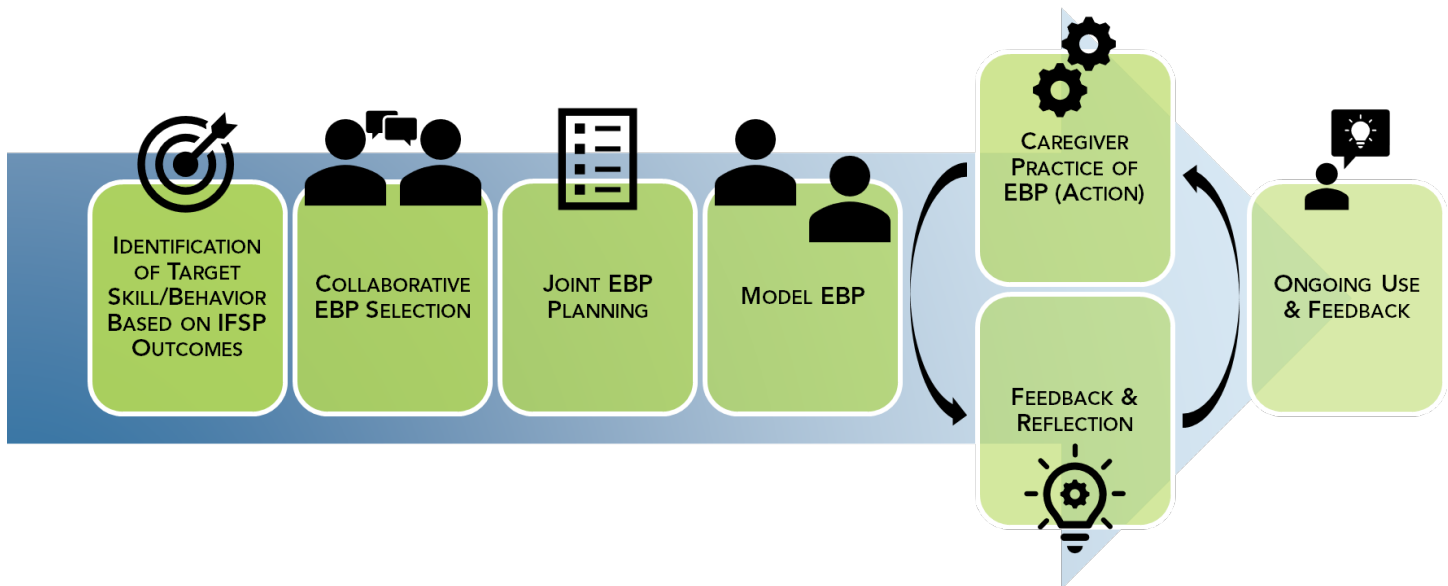
Location of Schedule:

Cue for Initiating Use:

SELECT ADDITIONAL EBPS:

- Modeling
- Prompting
- Reinforcement
- Other:

COACHING GUIDE



MODEL: Model use of visual supports for the caregiver. Have the caregiver note any questions or observations that they have as you model.

- Introduce the Caregiver Implementation Checklist to the caregiver.
- Model use of visual supports with the toddler while the caregiver observes you.
- Have the caregiver complete the Caregiver Implementation Checklist.

CAREGIVER PRACTICE: Coach the caregiver as they practice using visual supports, using the Caregiver Implementation Checklist as a guide. Video record them if they are comfortable.

FEEDBACK AND REFLECTION: Watch the video of the caregiver practicing visual supports with the caregiver. Ask the caregiver to reflect on their own use of visual supports and offer feedback for the next time they use it.

REPEAT CYCLE: Repeat the cycle of caregiver practice and reflection until the caregiver has mastered implementation of that EBP in that setting. Monitor the caregiver's on-going use of visual supports while also monitoring the toddler's progress toward the target skill/behavior.

ON-GOING USE AND FEEDBACK: Re-assess once the caregiver has mastered visual supports in one routine/activity and with one target skill, consider other routines and activities where visual supports could be used or other goals that may be targeted by that EBP. Discuss with the caregiver if they would like to target another goal and begin evidence-based practice selection and collaborative planning cycle again.

VISUAL SUPPORT PROCEDURES

VISUAL CUES:

1. Have the visual cue available for the selected activity.
2. Prepare the toddler for the activity (e.g., "It's time for ____.")
3. Transition into the activity either by changing locations and/or presenting the relevant materials for the target skill/behavior.
4. Present the visual cue to engage the toddler in the target skill/behavior. Remember to stand behind the toddler and use concise, relevant language. Provide additional support as needed to ensure the toddler successfully completes the target skill/behavior.
5. Praise/reward the toddler for completing the skill or behavior.

VISUAL SCHEDULES:

1. Have the visual schedule materials available.
2. Prepare the toddler for the transition by giving a visual cue to transition. Ensure the toddler uses the cue to move to or attend to the visual schedule.
3. Use the cue from the visual schedule to transition the toddler to the next location. When presenting the visual schedule to the toddler, remember to stand behind the toddler and use concise, relevant language. Be sure the toddler manipulates or uses the schedule cue as intended (e.g., carries the object cue to the next location).
4. Support the toddler in successfully completing the scheduled activity. Ensure the toddler remains in the designated location until the scheduled activity is complete or it is time for the next transition.
5. Praise/reward the toddler for completing the transition.

FAQ GUIDE

What is an evidence-based practice? What makes Visual Supports an evidence-based practice?

An evidence-based practice is an instructional/intervention procedure or set of procedures for which researchers have provided an acceptable level of research that shows the practice produces positive outcomes (NPDC, n.d.). Based upon the 2020 systematic review conducted by the National Clearinghouse on Autism Evidence and Practice (NCAEP), visual supports for toddlers are focused interventions that meet the evidence-based practice criteria (Steinbrenner et al., 2020).

Why are Visual Supports important? Why should I use it with my toddler? What will it help my toddler with?

Visual Supports are important because they can be used to provide clear, meaningful expectations for toddlers. Visual Supports can be used to address toddler outcomes across a range of skill domains, increasing independence and reducing interfering behaviors.

What steps are involved with using Visual Supports?

Using Visual Supports involves working together to plan for and implement Visual Supports. We will collaborate to determine the toddler target skill/behavior, the type of Visual Supports to use, and the routines/activities during which to use Visual Supports. I will coach and support you to set up the activity, develop the Visual Supports, and support the toddler to display the skill/behavior as needed.

Are there any challenges to using Visual Supports for toddlers?

There are different types of Visual Supports. Depending on the target skill that we identify, we will work together to determine the most meaningful type and format for the Visual Supports. Visual Supports are effective when they are used consistently during routines and activities. We will discuss ways of using Visual Supports consistently that works best for you in your setting.

How/When will I know it is working?

We will work together to monitor your use of Visual Supports. You will know Visual Supports are working when you see an increase in the toddler's target skill/behavior. We will also use the data to be sure your use of Visual Supports is working for both you and the toddler.

Where can I learn more?

The Tip Sheet for Caregivers and Family Guide both provide an overview of the practice. The Caregiver Visual Supports Implementation Checklists outline the steps of using either visual cues or visual schedules in your setting. In addition, I will be supporting your use of Visual Supports and can answer any questions you have.

Can I use this practice in other routines?

Yes, Visual Supports can be used in many routines and activities. They are cost effective and easy to use in a variety of routines. In fact, they can be used to encourage generalization of the toddler's skills across everyday environments and activities.

What if it does not go well?

Interactions between caregivers and toddlers rarely go perfectly. It is important to keep practicing. If your use of Visual Supports does not go well, revisit the chosen strategy and the format of the Visual Supports. It could be that the strategy is not meaningful to the toddler, and we need to reconsider how it is presented to the toddler. We may also need to adapt the target skill/behavior or adjust the support provided to help the toddler accomplish the skill/behavior. We also may need to reconsider the activity or routine during which Visual Supports are used.

What if I do the steps wrong?

It is certainly ok to make mistakes while you are learning to use Visual Supports. Also, interactions with toddlers rarely go as we plan. Keep the relevant Caregiver Implementation Checklist close by when you use Visual Supports to remind you of each of the implementation steps. Reflect on what happened after you use it and use the checklist to see if steps were missed or used out of order. Then give it another try. I can provide more models of how to use Visual Supports during the selected routine, or we can view video models and discuss the practice. I am here if you have any questions.

What if I cannot remember all the steps?

Keeping the relevant Caregiver Implementation Checklist close by can be very helpful. You can print these out or pull them up on a device such as your phone. It is ok and even expected that you may forget steps from time to time. You are likely to feel more comfortable the more you practice.

REFLECTION GUIDE

Toddler's Name: _____ **Date/Time:** _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Use this as a guide to facilitate the caregiver's reflection on their use of visual supports with their toddler.

REFLECTION:

1. How do you think that went?
2. Did you encounter any challenges implementing visual supports with the toddler?
3. At which points did you see visual supports working for the toddler?
4. What could you have done differently?
5. Did you feel comfortable implementing visual supports with the toddler?
6. Did the toddler respond positively to visual supports?
7. Did the toddler enjoy the activity?

END OF SESSION REFLECTION:

1. How are you feeling about what we practiced today?
2. Does this target skill/behavior still feel important for us to work on?
3. Does the visual supports we selected feel like it could be helpful?
4. Does the routine we selected seem like a good fit for this practice?
5. How do you feel about doing this with the toddler this week without me here?
6. How do you think the toddler will respond to using this practice during the week?
7. Do you anticipate any issues with using this practice?
8. How do you think other caregivers will respond to learning about this practice?

DATA COLLECTION: CAREGIVER LOG

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Use this sheet to collect data on using visual supports with the toddler.

Date: _____ Setting/ Routine	Implementer	Additional EBPs Used?	Successful?
<input type="checkbox"/> Mealtime <input type="checkbox"/> Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Sleep/Naptime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Toothbrushing <input type="checkbox"/> Handwashing <input type="checkbox"/> Storytime <input type="checkbox"/> Other	<input type="checkbox"/> Family <input type="checkbox"/> Parent <input type="checkbox"/> Child Care Provider <input type="checkbox"/> Other	<input type="checkbox"/> Prompting <input type="checkbox"/> Modeling <input type="checkbox"/> Reinforcement <input type="checkbox"/> Video Modeling <input type="checkbox"/> Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No
What was happening before?	What happened while using EBP? Did toddler display target skill?	What happened after? Impact on target skill?	Results/Outcomes

Date: _____ Setting/ Routine	Implementer	Additional EBPs Used?	Successful?
<input type="checkbox"/> Mealtime <input type="checkbox"/> Outing <input type="checkbox"/> Dressing <input type="checkbox"/> Sleep/Naptime <input type="checkbox"/> Playtime <input type="checkbox"/> Bath time <input type="checkbox"/> Toothbrushing <input type="checkbox"/> Handwashing <input type="checkbox"/> Storytime <input type="checkbox"/> Other	<input type="checkbox"/> Family <input type="checkbox"/> Parent <input type="checkbox"/> Child Care Provider <input type="checkbox"/> Other	<input type="checkbox"/> Prompting <input type="checkbox"/> Modeling <input type="checkbox"/> Reinforcement <input type="checkbox"/> Video Modeling <input type="checkbox"/> Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No
What was happening before?	What happened while using EBP? Did toddler display target skill?	What happened after? Impact on target skill?	Results/Outcomes

1. Overall impression to discuss with EI Provider (What is going well? What is difficult?):
2. Questions to ask EI Provider:

DATA COLLECTION: TIME SAMPLING

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Collect data on the frequency of the toddler demonstrating the target goal/behavior/skill at time intervals (light green cells) to determine if the toddler is making progress.

Time Intervals (generally every 5 minutes)

Date						Total	Before, During, OR After R

ANECDOTAL NOTES:

DATA COLLECTION: EVENT SAMPLING

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Collect data on the frequency of the toddler demonstrating a behavior that is interfering with their learning.

Date	Tally (each occurrence of the interfering behavior)	Total Tally

ANECDOTAL NOTES: _____

DATA COLLECTION: DURATION

Toddler's Name: _____ Date/Time: _____

Observer(s): _____

Target Goal/Behavior/Skill: _____

Directions: Collect data on the duration of the toddler demonstrating the target goal/behavior/skill to determine if the toddler is making progress.

Date	Start Time	Stop Time	Total Time (min)	Prompts Needed	Before, During, or After Visual Supports
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After
					<input type="checkbox"/> Before <input type="checkbox"/> During <input type="checkbox"/> After

Prompt Key: VB = Verbal; VS = Visual; G = Gestural; M = Model; P = Physical; I = No prompts needed/Independent

MONITORING PROGRESS CHECKLIST

Toddler's Name: _____ **Date/Time:** _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Complete this checklist to determine if the toddler is making progress with using Visual Supports.

MONITORING PROGRESS:

- Has the toddler achieved the target goal/behavior/skill?
- Is the target goal/behavior/skill measurable and observable? Does it clearly state what the target goal/behavior/skill is, when it will occur, and how team members/observers will know it has been mastered?
- Is the target goal/behavior/skill too difficult/complex? Does it need to be broken down into smaller steps?
- Has enough time been devoted to using Visual Supports for Toddlers (frequency, intensity, and/or duration)?
- Has the caregiver implemented Visual Supports for Toddlers with fidelity?
- Does the toddler require additional adaptations/modifications/supports? Such as visual supports or a communication device?
- Are the selected reinforcers preferred items/activities for the toddler?
- Has monitoring data been collected?
- Has using visual supports been reflected on?

ANECDOTAL NOTES:

GENERALIZATION PLAN

Toddler's Name: _____ **Date/Time:** _____

Observer(s): _____

Target Skill/Goal/Behavior: _____

Directions: Use this form to plan for supporting generalization of the toddler's skills across settings.

Time	Activity	Setting	Notes

STEP-BY-STEP GUIDE FOR EI PROVIDER

This step-by-step practice guide outlines how to plan for, coach use, and monitor Visual Supports for Toddlers so that you can be sure this selected evidence-based practice is likely to be used by the caregiver to address the target goal/behavior/skill of the toddler.



STEP 1: PLANNING FOR VISUAL SUPPORTS

The planning step details the initial steps and considerations involved to prepare the caregiver for using visual supports with a toddler.

- 📄 Use the EI Provider Implementation Checklist to coach caregivers to use visual supports.
- 📄 Give the Caregiver Visual Supports Implementation Checklist to caregivers for them to use to follow the steps of using visual supports with the toddler.

1. Select target skill/behavior for toddler with caregiver (e.g., family member, childcare provider)

- Invite the caregiver's expert input on the toddler's needs, culture, and priorities
- Discuss the feasibility of using Visual Supports within daily routines and activities
- Name and identify a specific target skill or behavior
- 📄 Use the Selecting a Target Goal form as a guide to select a target skill/behavior with the caregiver.

2. Collect baseline on target goal with caregiver

- Observe the toddler interacting with caregivers and peers
- Collect baseline observational data on the target skill/behavior
- Use baseline data when planning how Visual Supports will be used to promote the target skill/behavior
- 📄 Use the Data Collection: Baseline with the caregiver to collect data on the toddler.

3. Identify the type of Visual Supports needed for the target skill/behavior

Discuss with the caregiver which type of Visual Supports to use to help the toddler demonstrate the target skill/behavior. Consider the baseline data that was collected.

- 📄 Use the Visual Supports Pre-assessment Checklist to determine what category of Visual Supports to use.

4. Discuss Visual Supports with caregiver

- Describe the selected Visual Supports strategy with the caregiver
- Discuss the specific steps of using the selected strategy, either visual cues or visual schedules.
- 📄 Use the Visual Supports FAQ Guide to answer any questions the caregiver has about Visual Supports.

- 📄 Use the Tip Sheet for Caregivers to provide basic information about the practice to professionals working with the toddler.
- 📄 Use the Family Guide to provide basic information about the practice to parents or family members about the practice they are using with their child.

5. Select activity/setting to use the selected Visual Supports

- In collaboration with the caregiver, select an activity and/or setting during which to use Visual Supports
- Consider the schedule and priorities of the toddler's family or center-based caregiver when deciding when visual supports will be used
- 📄 Use the Family Daily Routines/Activities Plan to support the family members using Visual Supports in daily routines and activities.
- 📄 Use the Caregiver Daily Routines/Activities Plan to support the caregiver using Visual Supports in daily routines and activities.

6. Develop selected Visual Supports based on individualized assessment

- Visual Supports should be developed in a way that best meets the individualized needs of the toddler
- Consider the toddler's developmental level and strengths to determine the most effective presentation of the Visual Supports
- When developing visual cues, consider:
 - The most relevant information that needs to be presented visually
 - The form of presentation
- When developing a visual schedule, consider:
 - Form of representation
 - Length and format
 - Method of manipulating the schedule
 - Location of the schedule
 - Method for initiating schedule use
- 📄 Use the Visual Cues Template to create visual cues.
- 📄 Use the Visual Schedule Template to create a visual schedule.
- 📄 Use the First/Then Template to create a first/then schedule.

7. Have materials ready and available

Be sure that the selected visual support and materials necessary for the toddler to use the target/skill behavior are nearby before you begin coaching and using visual supports.

- 📄 Use the Planning Checklist to determine if ready to implement visual supports

STEP 2: COACHING USE OF VISUAL SUPPORTS

The coaching step details the using steps and considerations involved to prepare the caregiver for using Visual Supports for Toddlers with a toddler.

- 📄 Use the Coaching Guide when coaching the caregiver to use visual supports during daily routines with the toddler.

1. Model using the evidence-based practice for the caregiver:

- Introduce the Caregiver implementation Checklist for the selected Visual Supports strategy to the caregiver. Explain the steps of the practice and how it will be used to support the target skill/behavior.
 - Model using the selected Visual Supports strategy with the toddler. Encourage the caregiver to watch as you demonstrate and talk through the steps of using the strategy.
 - Have the caregiver complete the selected Caregiver Implementation Checklist based on the observation.
- 📄 Provide this Visual Supports Implementation Checklist: Visual Cues or Visual Supports Implementation Checklist: Visual Schedules to the caregiver to support their use of this practice.
 - 📄 Use the Visual Supports Procedures checklist to follow the steps of using Visual Supports.

2. Answer caregiver's questions, if needed

Take a moment to allow the caregiver to ask you questions about using visual supports and respond accordingly.

- 📄 Use the FAQ Guide for Visual Supports to answer any questions the caregiver has about visual supports.

3. Support caregiver's use of Caregiver Visual Supports Implementation Checklist to practice using Visual Supports for Toddlers

- Encourage the caregiver to use the selected Caregiver Visual Supports Implementation Checklist as a guide as they practice visual supports while you observe and support them to use it.
 - Prompt and encourage the caregiver as needed.
- 📄 Provide the selected Caregiver Visual Supports Implementation Checklist to the caregiver to support their use of visual supports.

4. Facilitate caregiver reflection and provide feedback following their practice use of this evidence-based practice

- Ask the caregiver to reflect on their practice use of the strategy
 - Use caregiver responses to guide the discussion
 - Highlight things they did well and offer opportunities to improve the next time
- 📄 Use this Facilitate Reflection Guide to facilitate the caregiver's reflection on their use of Visual Supports.


5. Discuss with the caregiver when they will use Visual Supports for Toddlers in daily routines and activities

Discuss specific times of day or routines/activities during which the caregiver will practice using Visual Supports with the toddler. Try not to overwhelm the caregiver while they are starting to use the practice. Start small with just one routine or transition and with one visual support strategy and then add to this gradually.


STEP 3: MONITORING USE OF VISUAL SUPPORTS

The monitoring use step details how to monitor the caregiver's use of Visual Supports for Toddlers with a toddler and how to determine next steps based on the data.


1. Plan with the caregiver a way to monitor the toddler's progress toward the target skill/behavior

- Discuss with the caregiver what method, how often, and what format works best for collecting the data
 - Continue to collect data (1) during sessions as you observe the caregiver (either on video or in person) and (2) from the caregiver's data collected throughout the week
 - Analyze trends and monitor the toddler's progress in collaboration with the caregiver
-  Provide this Caregiver Log & Data Collection Form to the caregiver to support their data collection on Visual Supports.

2. Collect and analyze fidelity of caregiver's use of Visual Supports for Toddlers


- During sessions, monitor the caregiver's fidelity using the Caregiver Visual Supports Implementation Checklist as you observe them.
 - Review fidelity data with the caregiver to help identify where additional coaching or support may be needed.
 - Discuss any questions that the caregiver has about using the practice
-  Use this Visual Supports Implementation Checklist to collect the caregiver's fidelity of using visual supports

3. Review data collected on the toddler's target skill/behavior

- Review the data collected on the toddler's progress during sessions and by the caregiver during the week.
 - Periodically self-reflect with the caregiver on the use of Visual Supports.
-  Use this Monitoring Progress Checklist to guide the reflection discussion.

4. Support caregiver's use of Visual Supports for Toddlers for other target skills/behaviors for the toddler

Once the target skill/behavior has been mastered during one activity, consider ways to generalize the skill in other activities or routines and with other caregivers.

-  Provide this Generalization Plan to caregiver to support use of visual supports with other target goals for their toddlers across settings.

5. Determine next steps

Collecting data will help caregivers decide about the effectiveness of using Visual Supports for Toddlers and whether the toddler is making progress. If a toddler is making progress based upon data collected, then the caregiver should continue to use the selected strategies.

If caregivers determine that the toddler is not making progress, consider the following:

- Is the target goal/behavior/skill well defined?
- Is the target goal/behavior/skill measurable and observable?
- Is the target goal/behavior/skill too difficult/complex? Does it need to be broken down into smaller steps?
- Has enough time been devoted to using Visual Supports for Toddlers (frequency, intensity, and/or duration)?
- Was Visual Supports for Toddlers implemented with fidelity?
- Does the toddler need additional supports?
- Are the selected reinforcers preferred items/activities for the toddler?

If these issues have been addressed and the toddler continues not to show progress, consider selecting a different evidence-based practice to use with the toddler.

TIP SHEET FOR CAREGIVER

VISUAL SUPPORTS ...

- Are a set of evidence-based practices that use images, pictures or objects that cue the toddler to engage in a desired skill or behavior.
- Include the use of visual cues and/or visual schedules to provide the toddler with meaningful information about a routine, activity, skill, or behavior.
- Can be used to increase a target skill or behavior and/or to decrease an interfering behavior.



WHY USE WITH TODDLERS ON THE SPECTRUM?

- Visual Supports can be used to promote consistent routines for toddlers with consistent expectations across people and settings.
- As toddlers gain skills using Visual Supports, their dependence on caregiver support decreases.
- Visual Supports encourage generalization of a toddler's skills across everyday routines and environments.

INSTRUCTIONAL OUTCOMES:

The evidence-base for Visual Supports supports its use to address the following outcomes, according to age range, in the table below:

Age	Academic*	Adaptive	Behavior	Cognitive	Communication	Joint Attention	Motor	Play	School readiness	Social
0-2							Yes			
3-5	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes	Yes

TIPS:

- Planning for use of Visual Supports may take more than one session to complete.
- Choose whether to use visual cues or a visual schedule based on the toddler's experiences in everyday routines and transitions.
- Develop the selected Visual Supports based on the toddler's developmental level and strengths.

*The NCAEP review classified practices into domains for an age range of 0-22. The focus of early intervention should be on pre-academic skills and the social and emotional well-being of children. AFIRM for Toddlers does not recommend working on academic goals/outcomes with children in early intervention.

STEPS FOR IMPLEMENTING:

1. PLAN

- Select a target skill or behavior
- Collect baseline data on the target skill
- Identify the type of Visual Supports needed
- Discuss Visual Supports basics with the caregiver
- Select an activity or setting to use the selected Visual Supports
- Develop Visual Supports based on individualized assessment
- Have materials ready and available

2. USE

- Model using Visual Supports for the caregiver
- Answer caregiver's questions
- Support the caregiver's use of the Caregiver implementation Checklist
- Facilitate caregiver reflection and provide feedback
- Discuss with the caregiver when they will use Visual Supports

3. MONITOR

- Plan for and collect data on the toddler's progress
- Monitor caregiver fidelity
- Review data collected on the toddler's target skill
- Plan for the use of Visual Supports across contexts
- Collaborate with the caregiver about next steps



Visual Supports VS for Toddlers

This sheet was designed as a supplemental resource to provide basic information about Visual Supports for EI Providers working with toddlers on the spectrum.

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.

FAMILY GUIDE

WHAT IS VS?

- A set of evidence-based practices that use images, pictures, or objects to tell the toddler to engage in a desired skill or behavior
- Include the use of visual cues and/or visual schedules to provide the toddler with meaningful information
- Can be used to increase a target skill or behavior and/or to decrease an interfering behavior



WHY USE THIS VS MY TODDLER?

- Visual Supports can decrease a toddler's dependence on adult support.
- Using Visual Supports can help caregivers and toddlers develop positive, consistent routines.
- Visual Supports are easy to implement and can be cost effective.

WHAT ACTIVITIES CAN I DO AT HOME?

- Use a familiar object to show your toddler what comes next (e.g., a spoon for dinner, a washcloth for bath time).
- Label baskets and bins with pictures of what belongs in each.
- Provide a sequence of pictures for each step of getting dressed (e.g., shirt, pants, socks, shoes).

Visual Supports VS for Toddlers

This parent introduction to VS for Toddlers was designed as a supplemental resource to help answer questions about Visual Supports.

To find out more about how this VS for Toddlers is being used with your child, please talk with:

For more information about this selected evidence-based practice, please visit <https://afirm.fpg.unc.edu/>.

CEC STANDARDS

INITIAL PRACTICE-BASED STANDARDS FOR EARLY INTERVENTIONISTS/EARLY CHILDHOOD (0-5 YEARS; CEC, 2020)

Standard 1: Child Development & Early Learning

- 1.2 Apply knowledge of normative sequences of early development, individual differences, and families' social, cultural, and linguistic diversity to support each child's development and learning across contexts.
- 1.3 Apply knowledge of biological and environmental factors that may support or constrain children's early development and learning as they plan and implement early intervention and instruction.
- 1.4 Demonstrate an understanding of characteristics, etiologies, and individual differences within and across the range of abilities, including developmental delays and disabilities, their potential impact on children's early development and learning, and implications for assessment, curriculum, instruction, and intervention.

Standard 2: Partnering with Families

- 2.1 Apply knowledge of family-centered practices, family systems theory, and the changing needs and priorities in families' lives to develop trusting, respectful, affirming, and culturally responsive partnerships with all families that allow for the mutual exchange of knowledge and information.
- 2.3 Engage families in identifying their strengths, priorities, and concerns; support families to achieve the goals they have for their family and their young child's development and learning; and promote families' competence and confidence during assessment, individualized planning, intervention, instruction, and transition processes.

Standard 3: Collaboration & Teaming

- 3.1 Apply teaming models, skills, and processes, including appropriate uses of technology, when collaborating and communicating with families; professionals representing multiple disciplines, skills, expertise, and roles; and community partners and agencies.
- 3.2 Use a variety of collaborative strategies when working with other adults that are evidence-based, appropriate to the task, culturally and linguistically responsive, and take into consideration the environment and service delivery approach.
- 3.3 Partner with families and other professionals to develop individualized plans and support the various transitions that occur for the young child and their family throughout the birth through 8 age-span.

Standard 4: Assessment Processes

- 4.2 Develop and administer informal assessments and/or select and use valid, reliable formal assessments using evidence-based practices, including technology, in partnership with families and other professionals.
- 4.3 Analyze, interpret, document, and share assessment information using a strengths-based approach with families and other professionals.

4.4 In collaboration with families and other team members, use assessment data to determine eligibility, develop child and family-based outcomes/goals, plan for interventions and instruction, and monitor progress to determine efficacy of programming.

Standard 5: Application Of Curriculum Frameworks In The Planning Of Meaningful Learning Experience

- 5.1 Collaborate with families and other professionals in identifying an evidence- based curriculum addressing developmental and content domains to design and facilitate meaningful and culturally responsive learning experiences that support the unique abilities and needs of all children and families.
- 5.2 Use knowledge of early childhood curriculum frameworks, developmental and academic content knowledge, and related pedagogy to plan and ensure equitable access to universally designed, developmentally appropriate, and challenging learning experiences in natural and inclusive environments.

Standard 6: Using Responsive and Reciprocal Interactions, Interventions, & Instruction

- 6.1 In partnership with families, identify systematic, responsive, and intentional evidence-based practices and use such practices with fidelity to support young children’s learning and development across all developmental and academic content domains.
- 6.2 Engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction in support of child learning and development.
- 6.3 Engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains, which are adapted to meet the needs of each and every child and their family.
- 6.4 Promote young children’s social and emotional competence and communication, and proactively plan and implement function-based interventions to prevent and address challenging behaviors.
- 6.5 Identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts.
- 6.6 Use responsive interactions, interventions, and instruction with sufficient intensity and types of support across activities, routines, and environments to promote child learning and development and facilitate access, participation, and engagement in natural environments and inclusive settings.
- 6.7 Plan for, adapt, and improve approaches to interactions, interventions, and instruction based on multiple sources of data across a range of natural environments and inclusive settings.

Standard 7: professional & Ethical Practice

- 7.2 Engage in ongoing reflective practice and access evidence-based information to improve their own practices.

DEC RECOMMENDED PRACTICES

ASSESSMENT:

- A2. Practitioners work as a team with the family and other professionals to gather assessment information.
- A3. Practitioners use assessment materials and strategies that are appropriate for the child's age and level of development and accommodate the child's sensory, physical, communication, cultural, linguistic, social, and emotional characteristics.
- A6. Practitioners use a variety of methods, including observation and interviews, to gather assessment information from multiple sources, including the child's family and other significant individuals in the child's life.
- A7. Practitioners obtain information about the child's skills in daily activities, routines, and environments such as home, center, and community.
- A9. Practitioners implement systematic ongoing assessment to identify learning targets, plan activities, and monitor the child's progress to revise instruction as needed.

ENVIRONMENT:

- E1. Practitioners provide services and supports in natural and inclusive environments during daily routines and activities to promote the child's access to and participation in learning experiences.
- E3. Practitioners work with the family and other adults to modify and adapt the physical, social, and temporal environments to promote each child's access to and participation in learning experiences.

FAMILY:

- F1. Practitioners build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and socioeconomic diversity.
- F4. Practitioners and the family work together to create outcomes or goals, develop individualized plans, and implement practices that address the family's priorities and concerns and the child's strengths and needs.
- F5. Practitioners support family functioning promote family confidence and competence and strengthen family-child relationships by acting in ways that recognize and build on family strengths and capacities.
- F6. Practitioners engage the family in opportunities that support and strengthen parenting knowledge and skills and parenting competence and confidence in ways that are flexible, individualized, and tailored to the family's preferences.

RECOMMENDED PRACTICE: INSTRUCTION

- INS1. Practitioners, with the family, identify each child's strengths, preferences, and interests to engage the child in active learning.
- INS2. Practitioners, with the family, identify skills to target for instruction that help a child become adaptive, competent, socially connected, and engaged and that promote learning in natural and inclusive environments.
- INS3. Practitioners gather and use data to inform decisions about individualized instruction.
- INS4. Practitioners plan for and provide the level of support, accommodations, and adaptations needed for the child to access, participate, and learn within and across activities and routines.
- INS5. Practitioners embed instruction within and across routines, activities, and environments to provide contextually relevant learning opportunities.
- INS6. Practitioners use systematic instructional strategies with fidelity to teach skills and to promote child engagement and learning.
- INS7. Practitioners use explicit feedback and consequences to increase child engagement, play, and skills.
- INS9. Practitioners use functional assessment and related prevention, promotion, and intervention strategies across environments to prevent and address challenging behavior.
- INS10. Practitioners implement the frequency, intensity, and duration of instruction needed to address the child's phase and pace of learning or the level of support needed by the family to achieve the child's outcomes or goals.
- INS13. Practitioners use coaching or consultation strategies with primary caregivers or other adults to facilitate positive adult-child interactions and instruction intentionally designed to promote child learning and development.

RECOMMENDED PRACTICE: INTERACTION

- INT1. Practitioners promote the child's social-emotional development by observing, interpreting, and responding contingently to the range of the child's emotional expressions.
- INT2. Practitioners promote the child's social development by encouraging the child to initiate or sustain positive interactions with other children and adults during routines and activities through modeling, teaching, feedback, or other types of guided support.
- INT3. Practitioners promote the child's communication development by observing, interpreting, responding contingently, and providing natural consequences for the child's verbal and non-verbal communication and by using language to label and expand on the child's requests, needs, preferences, or interests.
- INT4. Practitioners promote the child's cognitive development by observing, interpreting, and responding intentionally to the child's exploration, play, and social activity by joining in and expanding on the child's focus, actions, and intent.
- INT5. Practitioners promote the child's problem-solving behavior by observing, interpreting, and scaffolding in response to the child's growing level of autonomy and self-regulation.

RECOMMENDED PRACTICE: TEAMING & COLLABORATION

- TC1. Practitioners representing multiple disciplines and families work together as a team to plan and implement supports and services to meet the unique needs of each child and family.
- TC3. Practitioners use communication and group facilitation strategies to enhance team functioning and interpersonal relationships with and among team members.

GLOSSARY

Baseline data - information gathered from multiple sources to better understand the target behavior, before using an intervention or practice; data collected on current performance level prior to implementation of intervention

Caregiver - throughout these modules, “caregiver” is used to refer to any of the people who care for a toddler during daily routines, including parents, other family members, and center-based providers or teachers

Duration data - records how long a learner engages in a particular behavior or skill

Fidelity - how well and how often the implementation steps for an evidence-based practice are followed

Generalization - the ability to use learned skills in new and different environments

Goal - throughout these modules, “goal” is used to refer to child and family goals and outcomes as indicated on an IFSP

Implementation checklist - the specific steps needed to accurately follow an evidence-based practice

Interfering behavior - a behavior that interferes with the toddler’s ability to learn

Provider - throughout these modules, “provider” is used to refer to any early intervention provider including community-based rehabilitation service providers, early interventionists, developmental therapists, early intervention specialists, speech-language pathologists, occupational therapists, and physical therapists, among others

Reinforcement - an evidence-based practice that provides feedback that increases the use of a strategy or target behavior/skill

Toddler - throughout these models, “toddler” is used to refer to a child with autism, language disorder, developmental delay, or social communication needs

Visual Cue - A visual display (object, image, picture) designed to elicit a behavior or engagement in an activity.

Visual Schedule - A set of visual cues arranged in an order that leads a child to engage in a multi-step task, activity, or home/class routine.

Visual Supports - A set of evidence-based practices that provide explicit cues that are paired with, or used in place of, a verbal cue to provide the toddler with information about a routine, activity, behavioral expectation, or skill demonstration

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