BEHAVIORAL SKILLS TRAINING (BST) PROTOCOL FOR STAFF TRAINING: USING A VISUAL SUPPORT

START

RATIONALE FOR THE TARGET SKILL

Why is this target skill beneficial?
Visual supports are an evidence-based practice for students with autism. Because students with autism have differences in communication (both understanding and expression), making information visual helps them understand expectations and routines, and makes learning clearer.

When will the target skill be used?
Students with autism often need visual supports throughout their school day however each student will need them more or less often during specific times of the day. For each student, specify what visual supports are needed and when.

INSTRUCTIONS for the Skill

Format:
Recorded video
- 5-minute video to watch before the training session

Written instructions:
- *Using a Visual Support Fidelity Checklist*

Verbal instructions:
- Describe the rationale for the training
- Explain the *Using a Visual Support Fidelity Checklist*
- Ask if there are any questions from the video or the verbal instructions

INSTRUCTIONS
MODELING
REHEARSAL
FEEDBACK
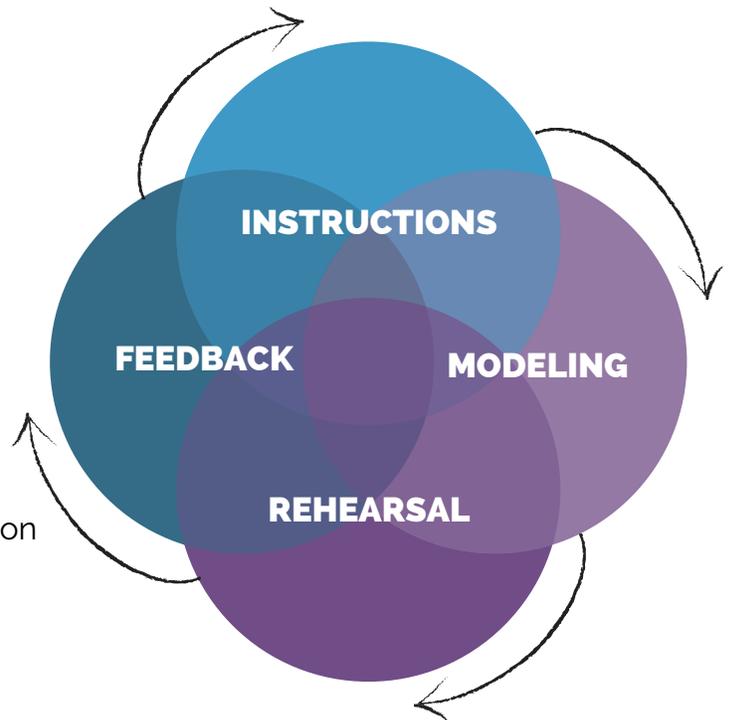
MODEL the Skill

Format:
Role-play with the learner showing all of the steps of the *Using a Visual Support Fidelity Checklist*
- Provide examples (positive, correct implementation) and non-examples (e.g., missing steps, not following the step as written, getting irritated).
- Model and explain effective approaches such as using proximity, being at eye level, giving clear gestural prompts, using positive affect, fading prompts with correct responses.
- Show a video example of using a visual support with a student that follows all the steps in the *Using a Visual Support Fidelity Checklist.*

Format:

Ask the learner to practice with the instructor by following the *Using a Visual Support Fidelity Checklist*

FEEDBACK following Practice

Format:

In-vivo feedback following practice.

Instructor marks off the steps completed correctly on the fidelity checklist.

- If all steps were completed correctly, acknowledge the success and practice another time.
- If all steps were not completed correctly, acknowledge the steps completed correctly and choose 1-2 steps for corrective feedback. Give clear, supportive feedback by explaining how to complete the step(s) accurately and provide another model. Invite the learner to practice again and complete the fidelity checklist again. Choose 1-2 steps for feedback. When all steps are completed correctly according to the criteria, the practice is complete.

Mastery of Skill

Repeat instructions, modeling, practice, and feedback until the skill meets established criteria.

Generalization

Implementation of target skill in relevant situations as demonstrated by use of the fidelity checklist. Video record practice and submit to the instructor. Review submitted recording of practice and give feedback.

BST Quick Guide for Using a Visual Support

INSTRUCTIONS	MODELING	REHEARSAL	FEEDBACK
• Define and describe the use visual supports. • Give a rationale for using visual supports. • Provide a copy of the fidelity checklist and discuss the steps.	• Model using the fidelity checklist as a guide. • Demonstrate/ role-play multiple scenarios of using visual supports (in person or through video).	• Practice using visual supports with the staff member and then with the student(s). • Continue to practice until criteria is met at 8/8 steps for 2 consecutive attempts.	• After practicing using the visual support, the instructor uses the fidelity checklist to give feedback. • Acknowledge accurate completion of steps. • Provide corrective feedback for errors. • Repeat until criteria is met.