



Implementing a Visual Supports Programme

A resource produced by

The Cross-Agency Learning Resource Project

conducted by

**The Champion Centre, Special Needs Library, Seabrook McKenzie Centre
and The Dyspraxia Support Group**

and funded by

The Wayne Francis Charitable Trust & the J R McKenzie Trust

*Please share this free resource as widely as possible, with acknowledgement to:
The Cross-Agency Learning Resource Project, the Wayne Francis Charitable Trust
and the J R McKenzie Trust*

2015

Introduction

The research is clear. Visual supports work for children who have difficulty accessing the curriculum¹. Whether the child has difficulty with attention and concentration, processing language, or memory, visual supports can help. Moreover, as Appendix A in this manual suggests, visual supports can be useful not only for those children with identified learning challenges, but for all children in a classroom. So, if they are introducing them for one or two children, teachers should think about making greater use of visual supports for all children.

Most teachers are happy to embrace the idea of visuals, but seeing their way to actually implementing a systematic integration of visuals into the classroom can be more difficult. Often it seems like extra work for a teacher; and for a principal or a manager it can be hard to see what saying 'yes' to an initiative to support visuals might mean in terms of time and cost.

This brief manual has been compiled from the experience of the researchers in The Cross-Agency Learning Resource Project to assist teachers and managers think through whether they can implement a programme with current resources or whether they will need to seek further support. The Executive Summary from the project report is included here as Appendix B.

*"For me, it has been really worthwhile. We didn't have that visual timetable before but the project has made us focus...it's just a simple thing to do and it's actually been really beneficial."
Feedback from a teacher on the project.*

What is a Visual Supports Programme and how does it work?

A Visual Supports Programme provides children with pictorial and written language supports that remind them of what needs to be done in the classroom and at home in order to fully engage with the routines and expectations of each context. It works because visual supports, unlike spoken language, are durable, reviewable, flexible and exchangeable (meaning they can be handed from one person to another as communication). As such, they support children to process language better, to organize their thinking, remember information, and follow

¹ Foster-Cohen, S. & Mirfin-Veitch, B. (2015) Evidence for the effectiveness of visual supports in helping children with disabilities access the mainstream primary school curriculum. Journal of Research in Special Educational Needs. Doi:10.1111/1471-3802.12105.

instructions. That, in turn, means they help children become and stay calm and alert (i.e., regulated) and ready to learn.

Some examples of visuals that assist access to the curriculum are pictures of:

- A sequence of activities that constitute a routine (e.g., getting ready to listen, preparing for bed, morning routine, going to the toilet, preparing for a sporting activity)
- A collection of items that need to be taken home or brought to school in the school bag (e.g., book, glasses, pencil case)
- A sequence of activities in the classroom routine (e.g., maths, morning tea, reading, lunch)
- Representations of how the child is feeling (frustrated, angry, happy, sad) that they can use to express themselves

Some of the ways that visuals can be used in the classroom and at home are:

- To give children information about how to use materials and where things are kept.
- To sequence steps in order to complete an activity.
- To assist children to follow instructions independently.
- To promote appropriate social skills.
- To assist children in understanding the passage of time and sequence of activities.
- To assist children who have difficulty with transitions between activities.

Some of the advantages of using visuals supports are:

- They can be used throughout life. We all use them (e.g. road signs, maps, lists, emoticons).
- They can be used without the teacher or parent present.
- They can support children who are working at various levels of independence and can be individualized for their level of need.
- They provide children with a visual road map of their day, helping them know what to expect, providing structure, relieving anxiety and reducing trouble with transitions.
- Pictures and words are both symbols for meanings and aid reading.
- Visuals are durable so children can refer to them after spoken words have been lost forever. Visuals serve as reminders of the verbal instruction.
- Visuals assist children in knowing exactly what is expected of them (e.g. washing hands before kai, unpacking school bag before school etc).
- The level of visual support can easily be changed as the child's needs change over time.
- Visuals can be phased out once the child is able to follow the routine independently.

The use of visual schedules and visual strategies can make a significant difference in a student's ability to participate successfully in routines and learning at home and at school.

*"I like to use the visuals." "They do help me to remember what task I need to be doing and which ones I still need to do."
Feedback from a student.*

Visual supports must involve the family

When children have trouble organizing themselves, remembering what they should be doing, following instructions, and transitioning between activities at school, they are highly likely to be doing some or all of these at home as well. In fact, difficulty with these at home may mean a child arrives at school in the morning frustrated and anxious and not ready to learn. So, involving the family and allowing a Visual Resource Specialist to observe the child at home and at school and (under supervision) suggest, make and implement visual supports at home can make all the difference to how a child is able to function at school. Similarly, if a child has been well supported with visuals during the school day and has been able to function better as a result, they will have less anxiety, frustration and exhaustion to express at home at the end of the day and better able to participate in homelife and carry out any homework or chores. Everyone wins; particularly the child.

The Visual Resource Specialist

The experience of the Cross-Agency Learning Resource Project is that there is a need for a person dedicated to the role of observing what children need (at home and at school), consulting with relevant specialists (SLT, OT, teacher), and making the necessary resources for individual children. The project called this role the Visual Resource Specialist (VRS) and explored the characteristics of a successful VRS.

The VRS could be someone with a teaching background. However, much of the work is fairly unspecialised and would not need someone at that level. In general it needs to be someone who can work under the direction of a classroom teacher and/or a specialist and who is empathetic with families and can act as a sensitive but impartial conduit for ideas and concerns between the two. The VRS should also have skills in/receive training in observational report writing and in the computer skills needed to create the visuals themselves.

A VRS needs to be able to work flexible hours so that they are able to be in contact with teachers during school hours, and parents during evenings and weekends. Someone working about 20 hours per week during school terms can support between 15 and 20 children provided that no more than 5 are in the intake phase at any one time (see below). It is worth pointing out there is a significant amount of time needed to source and create (print, laminate, Velcro,

etc.) the visual materials themselves, and this needs to be taken into consideration when determining how to run the programme (see timings presented below).

Professional supervision team

The VRS in the project was overseen by an SLT and an OT. These professionals provided feedback to the VRS following her observations of each child at home and at school and recommended appropriate visuals be created. The classroom teacher and often the SENCO were also involved in determining how, where and when the visuals were implemented (see below) and would certainly need to be involved if the programme is being run by a school.

The project team also found there was a need for someone to receive referrals to the programme from teachers and/or parents and to assign the work stream to the VRS. This 'intake' person sorted through the (often multiple) issues presented by the family and the teacher and identified those issues which visual supports might be able to address. The need for an intake person could be avoided if the VRS were both competent and confident to identify the precise scope of their role and to convey them clearly and firmly to both teaching staff and families.

Equipment and other resources

Beyond the obvious salary costs, the work requires access to a laminator, a printer, computer, and camera. In addition, there needs to be a budget for consumables: printer ink, laminator pockets, paper, card, rings for backpacks, plastic pockets, Velcro. If Boardmaker® is going to be used it needs to be purchased and installed on the computer that will be used to print the visuals. However, there are now multiple visual resources on-line and from other commercial suppliers that can easily be used. It is important, however, that there is consistency in the images chosen for each child. It also makes sense to be consistent across a school/school cluster so that materials can be used for more than one child, and parents, teachers and others can learn the meaning of the images only once and not be faced with an ever changing 'vocabulary' of images and symbols. A list of "Do's and Don'ts for designing and introducing Visual Resources" is included as Appendix C.

The Programme

The description below represents the system developed in the project together with assessments of approximate times required to complete each step.

Intake

Intake Step 1: Referral

Schools should decide how children will be referred for visual supports (e.g., from classroom teachers, parents, SENCO, RTLB, ESW). If appropriate, the Teacher Interview Protocol (or portions of it) could be used to aid the teacher/SENCO and VRS in identifying children's needs. (Appendix D)

Intake Step 2: Engagement with the family

- Initial meeting with parents to explain the value and importance of visual supports and why the school thinks a visual supports programme for their child might be appropriate. (See the Visual Support Information sheet in Appendix E)
- Explain the process the school would like to use. (See the Information Sheet for Families in Appendix F)
- Collect informed consent for participation in line with school protocols. Where appropriate, collect consent to contact other agencies involved with the child.

Intake Step 3: Initial information gathering

- Discussion with the child's teacher as to current challenges and whether visuals might help. (The teacher interview protocol might be useful here. Appendix D)
- Completion of the Parent/Caregiver Interview (See Initial Interview Protocol (Appendix G) either by the VRS or an intake coordinator. School personnel may know, or think they know, some of the information addressed by this interview protocol. Our experience in the project was that in addition having access to key information about their child, parents often did not know some of the things that teachers assumed they did. So it is important to ask all the questions. Some of the information may not seem relevant to a child's performance at school, but the research backs up the need to have a well-rounded picture of the child and their family attitudes, knowledge and context if the school is to provide the child with the best support to learn.
- Creation of a summary report combining initial impressions at home and at school

- Discussion with the SLT/OT or other appropriate professional as to the appropriateness of visual supports for this child.
- Once it is confirmed that the child is a good candidate for visual supports, the home visuals can be put in place.

Average amount of time spent on intake per child: 3 hours plus travel time to home.

Visuals "are probably the most relevant, useful and widely used of all the tools we have to support [child]. They have such a wide and endless range of applications across all areas of his routine, self-confidence and self-management. We have embraced them as a family and they are now very much part of our day to day life"

Visuals for Home

Home Step 1: Family Contact

The VRS contacts the family (if they were not the person carrying out the initial interview) to:

- Introduce themselves
- Discuss the child's needs
- Explain visual supports

Home Step 2: Goal setting

The VRS and the SLT/OT:

- Discuss the information collected so far from the parent interview.
- Decide whether further home observations to record specific antecedents to behaviours of concern are needed.
- Work together to create goals for the child at home and determine appropriate visual supports to help progress towards them.

Home Step 3: Visuals creation

The VRS:

- Creates the visuals
- Shares them with the SLT/OT to confirm their appropriateness/correctness.

Home Step 4: Introduction of visuals

Once the visuals have been developed they are introduced at home to the family and child and their use is demonstrated and coached. This step is extremely important. Under no circumstances are the visuals to be simply given to the

family unless there is confidence as to how the family will implement them. The VRS needs to be confident that the family will

- place the visuals appropriately (e.g., on the fridge, in the bathroom, on the child's school bag...wherever they can have the best effect for the task they are supporting),
- use them before the child reaches frustration level,
- use them to encourage independence in the child,
- persevere and not give up if they are initially unsuccessful.

Home Step 5: Maintenance

Children can be recognised as being in maintenance when the majority of work around observation, assessment and implementation of visuals is complete.

When new needs arise, new pieces of work should be undertaken. Also, any child in the maintenance stage should be contacted and supported when they move to a new class or a new teacher. Appendix H represents a document developed in the project to ensure a smooth handover of visuals from one teacher to another.

For children in the maintenance phase, the VRS should:

- Check in weekly with the family to see how things are going
- Collect details about what is and is not working
- Report back to the SLT/OT for further advice and/or changes to the visuals as needed

Average amount of time spent on establishment of visual supports at home: 5.5 hours per child (plus travel time). Maintenance time is additional.

School

School Step 1: School observation

The VRS arranges to:

- Observe the child at school identifying antecedents, behaviours and outcomes as necessary using the School Observations and Information Analysis document (Appendix I) As already mentioned, issues may arise in the discussion and observations that go beyond the aims of the visual supports. It is extremely important that these not simply be left unattended, but rather are referred to the appropriate place either within or outside the school. For this reason the form in Appendix I contains a place to refer on and to prioritise issues.
- Write observation notes and present them to the SLT/OT and to the teaching staff.

School Step 2: School goal setting

The SLT/OT and VRS work together to:

- Suggest goals around access to the curriculum to support the teacher's curriculum goals
- Develop appropriate visual strategies

School Step 5: Visuals creation

The VRS:

- Creates the visuals
- Sends them to the SLT/OT to confirm their appropriateness/correctness.

School Step 6: Introduction of visuals

Once the visuals have been developed they are introduced at school to the teacher, and child and their use is demonstrated and coached. As with the introduction of the visuals at home it is vital that the use of the visuals is actively embedded in the classroom. This involves determining where they are best placed; how the child's attention is drawn to them; when the child is reliably using them independently; whether they are truly meeting the child's needs; how the rest of the class is responding to the child's use of visuals.

School Step 7: Maintenance

The VRS:

- Checks in regularly with the teacher to see how things are going
- Collects details about what is and is not working
- Reports back to the SLT/OT for further advice and/or changes to the visuals

Average amount of time spent on establishment of visual supports at school: 6.5 hours per child. Maintenance time is additional.

Time investment

Indicative totals of VRS time per child 15 hours plus variable maintenance time depending on how many new visuals need to be created.

Specialist (SLT/OT) time needed for programme setup approximately 1 hour per child plus travel time (if relevant).

Closure and outcomes reporting

Some children may need to continue to use visual supports for several years. The format of the visuals may need to change (e.g., shift from paper based to electronic; or from pictorial to written). Whatever is decided in the best interests of the child's learning needs to be shared with parents and caregivers

and their perspective on the visuals needs to be sought. A summary of the impact of visual supports should be entered into the child's file so that outcomes can be documented. A template for such an outcomes report is included as Appendix J.

A final note from the project coordinator

Those of us who worked on the Cross-Agency Learning Resource Project were very excited by the positive results of the project. We were particularly pleased at the difference it made to families' lives, and how enthusiastic the children were about the visual supports. Teachers, too, were for the most part enthusiastic; and where they weren't we felt it was because they saw it as 'one more thing' they were trying to manage. The purpose of this manual is to allay some of those concerns and to encourage schools and early childhood centres to embrace the power of visuals in supporting children's learning.

*Susan Foster-Cohen, PhD
Champion Centre Director*

Appendix A:

Who profits from visual supports?

- Children who seem unable to engage with the activities of the classroom;
- Children who regularly forget what happens next in a routine at home and/or at school;
- Children who 'dream' their way through the day without really engaging with the classroom activities;
- Children who find it hard to speak in front of others;
- Children who ask parent, peers or the teacher for assistance too frequently;
- Children who appear reluctant to try to initiate or complete an activity;
- Children who arrive at school without what they should have in their bag;
- Children who arrive home without what they should have in their bag;
- Children who can not deliver messages between their parents and their teachers reliably;
- Children who have just arrived in a new classroom with a new teacher and new routines;
- Children who express their anxieties through 'behaviour' and children who try to hide their anxieties.
- The parents who raise these children
- The teachers who teach them

This handout has been developed by the Cross-Agency Learning Resource Project
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Appendix B



Cross-Agency Learning Resource Project

Executive Summary

With the support of the Wayne Francis Charitable Trust and the J R Mckenzie Trust, four agencies in Christchurch (The Champion Centre, Seabrook Mackenzie Centre, Dyspraxia Support Group and Special Needs Library) joined forces between 2009 and 2012 to explore how children with moderate disabilities who have significant difficulty accessing their primary school curriculum could profit from the introduction of low tech visual supports both at home and at school.

The project provided visual supports (pictures, visual schedules etc.) and training to the families and schools of 23 children between the age of 5 and 10 who found it hard to organize themselves at home and at school, remember and stay focused on tasks, or for whom anxiety about what was expected of them prevented them from performing as well as they were cognitively able. Under the guidance of a speech and language therapist and an occupational therapist, a project team member evaluated the challenges faced by each child at home and at school, developed appropriate visual resources, and trained parents and teachers in how to implement them at home and in school.

At the beginning of the project, teachers and parents reported concerns such as "without structure he is constantly asking questions", "she gives up easily", "he gets upset when we do things a different way", "his independence in the classroom is poor", and "he gets frustrated and acts stupidly and misbehaves". At the end of the project these same adults said things such as "he is much more independent", "she is definitely less anxious", "I really do feel that it benefitted him for the long term", and "I've got a little boy who can get up every day and get organized for school". And the children themselves said things like: "I don't have to ask mum all the time, I can just look at the board and see what I need to do next" and "they do help me to remember what task I need to be doing and which ones I still need to do" and "they are cool to use"!

The success of the project from the perspective of the project team is mirrored in the independent evaluation of the project undertaken by the Donald Beasley Institute who concluded "Parents were overwhelmingly positive about the success of the project". Feedback from teachers to the DBI team described the project as "very successful" or "quite successful". There were, however, a number of teachers who were resistant to the introduction of visual supports for project children in their classrooms.

Among the recommendations from both the DBI and project teams are that visual resources be implemented into classrooms as a key communication strategy for all children; that a series of seminars be delivered involving teachers who have embraced the visuals and understand their power; that teachers be supported to develop their own visual resources; and that parents receive education in the development of simple visuals that can help them help their children.

Appendix C

Do's and Don'ts for designing and introducing Visual Resources.....

When designing visuals, **Do** consider different ways to represent when a task has been completed (and keep all the visuals together). For example, the child may need to remove the visual from the board and post it into bag/box etc. Alternatively, they may place the visual on its side on the same board (if the board is large) or use tick boxes and a whiteboard marker.

Do consider the environment where the visuals will be used. This influences the size of the visuals, the way they are presented (e.g., flip book, magnet board, hessian board), and where they are placed (e.g., on a fridge, on a desk, on a bedroom wall, or on a large board in the hallway or anywhere that the child will walk past when completing tasks at home).

Do ensure the visuals are age appropriate e.g. If the child can read they may just be word cards

Do ensure that visuals are clear, not too detailed and are a simple symbolic representation of the task required.

Don't assume "*the more visuals, the better*". If they are not required, or the child/family/teacher do not know how to use them, they will not be effective.

When introducing visuals to a child, **Don't** assume that you can present a family or school team with beautiful looking visuals and boards/flip books etc. and that they will know how to use them effectively.

Do model the use of the visuals in the real environment where they will be used and if possible at the actual time that they need to be used (e.g., after school, morning routine, dinner routine etc).

Do observe families and school staff using the visuals in order to give feedback and provide further education and modelling if required.

Do understand that all families, schools and class cultures are different and how the visuals are introduced and used will vary between contexts.

Do explain that children will need support using the visuals and this support can gradually reduced over time.

Don't remove the visuals too early!

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Appendix D Teacher Interview Protocol

TEACHER INTERVIEW PROTOCOL

Date:
Teacher's Name:
How long have you been teaching (child's name)?
How is he/she going academically? At what level are they working at?
How is he/she coping socially?
How is his/her emotional development?
What routines do they find difficult?
How do they cope with changes in routine?
How do they cope with transitions between activities or environments?
What activities does the child enjoy?
Are there any specialist assessments of this child? (e.g., hearing, vision, sensory etc.)
Has this child received or is this child receiving any Special Education support? (e.g., behaviour initiative, teacher aide, reading recovery etc)
What are your concerns?
What do you feel is needed to help address this child's needs?
Other information that you would consider helpful.

Appendix E: Text for a visual supports handout

PUT YOUR SCHOOL'S LOGO HERE

Visual Supports

Lots of people benefit from using visual strategies. Do you use a 'to do' list or a diary to write notes to yourself to help you remember? Then you use visual strategies. All students can benefit from having visual supports to help them remember and understand. But using visual supports can be particularly helpful for students with learning difficulties.

Visual tools and supports are things that we **see**. Body movements, environmental cues, pictures, objects and written language can all be used to support communication and understanding. Our environment is full of signs, logos, objects and other things that we can use for communication supports.

For many students with learning difficulties, the use of visually supported communication is more effective and efficient than just talking to them. Visual tools assist students in:

- Processing language
- Organizing their thinking
- Remembering information
- Following instructions

Some of the ways that they can be used in the classroom and at home are:

- To give children information about how to use materials and where things are kept.
- To sequence steps in order to complete an activity.
- To assist children to follow instructions independently.
- To promote appropriate social skills.
- To assist children in understanding the passage of time and sequence of activities.
- To assist children who have difficulty with transitions between activities.

The advantages of using visuals supports (pictorial cues)

- They can be used throughout life. We all use them (e.g. road signs, maps, lists, emoticons).
- They can be used without the teacher or parent present.
- They can support children who are working at various levels of independence and can be individualized for their level of need.
- They provide children with a visual road map of their day, helping them know what to expect, providing structure, relieving anxiety and reducing trouble with transitions.
- Pictures and words are both symbols for meanings and aid reading.
- Visuals are durable so children can refer to them after spoken words have been lost forever. Visuals serve as reminders of the verbal instruction.
- Visuals assist children in knowing exactly what is expected of them (e.g. washing hands before kai, unpacking school bag before school etc).
- The level of visual support can easily be changed as the child's needs change over time.
- Visuals can be phased out once the child is able to follow the routine independently.

The use of visual schedules and visual strategies can make a significant difference in a student's ability to participate successfully in routines and learning at home and at school.

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YOUR SCHOOL'S LOGO HERE

[Name of school] aims to help every child be present, participating and learning every day at school. For some children this can be achieved by using visual supports both at home and at school for those moments when the children struggle to know or remember what to do and how to participate. Visual support systems can help children approach the routines in their lives at home and at school with greater clarity and calm and less anxiety and confusion. (See our visual supports information sheet.) The aim is to support the children to access the life of the classroom and curriculum to the best of their abilities.

We would like to ask our Visual Resource Specialist to:

- Visit you at home at a time that suits you to better understand your child's needs and how we might help him/her through providing visual supports for use both at home and at school.
- Consult with a qualified speech language therapist and/or occupational therapist and any other professionals already involved in supporting your child to determine the most appropriate visuals to support your goals for your child and those of his/her teachers.
- Develop the appropriate visual materials to support your child's achieving those goals, and help both you and your child's teacher to implement them in the way most likely to succeed.
- Provide and seek feedback from you and your child's teachers as to the ongoing success of the visuals
- Refresh and/or change the visuals as your child develops and maintain an open ongoing liaison between you, our school and your child.

We hope you will accept this offer to support, and help you support, your child to meet their full potential as a learner.

Appendix G: Parent Interview Protocol

YOUR SCHOOL'S LOGO HERE

Parent/Caregiver Interview Protocol

(Expand the boxes)

Date:
Name:
DOB: Age: Sex:
Name of person providing information:
Relationship to the child:
Enrolled in school since :

Health and wellbeing

How would you describe your child's health?
Has your child been hospitalised or required any surgery?
Was your child born full term? If not, how prematurely?
Were there any complications during the pregnancy or birth?
Do they have any ongoing medical conditions?
Are they on any medications? Please list and detail what they are for.
When was your child's hearing and vision last tested? What were the outcomes?
Do you have any current concerns about your child's hearing or vision?
How would you describe your child's diet?
Tick those that best describe your child's diet:
What is your child's typical sleep pattern? (Include approximate times of going

Developmental Milestones

How would you describe your child's development in their first three years?
Do you feel your child's development has been similar to that of other children you child's age?
At what age did they sit, crawl, walk etc? (approx. times are acceptable)

At what age did your child start talking and then start combining words?
What words best describe your child? (Tick all those that apply):
<ul style="list-style-type: none"> • Cuddly • Engaging • Seeks interactions with others • Social • Prefers being alone • Smiles easily • Has a wide circle of friends • Has a few close friends • Finds it difficult to form relationships

Interests & Behaviour

What things interest your child?
What does your child enjoy doing?
What things does your child do well?
How would you describe your child's attention? Tick any that apply:
<ul style="list-style-type: none"> • Fleeting • Similar to that of other similar aged children • Focuses easily but loses concentration quickly • Focuses easily and maintains concentration • Only focuses on items of high interest
What holds your child's attention for longer periods?
What helps your child remain focused?
What things do they find hard?
What frustrates them? How do they express this frustration?
What things help ease your child's frustration?
Describe your child's behaviour on a good day? Describe a bad day.
How do you respond to your child's good behaviour? (e.g. verbal praise, high fives, rewards)
How do you respond to your child's negative behaviour?
Do you and your partner parent similarly? (e.g. do you respond to your child's behaviour in a similar way)

Routines

How would you describe your family life?
Rate your family life on the following scales Structured 1---2---3---4---5---6---7 Unstructured Routined 1---2---3---4---5---6---7 Lacking routine Organised 1---2---3---4---5---6---7 Disorganised
Does your child prefer structure and predictability or spontaneity?
What routines do you see as important in your family? (e.g. meal times, bath times, before school)
How much does your child takes responsibility for the steps in the following routines? (1, is completely dependent on you for every aspect of the routine - 7, completes the routine independently without the need for any prompts) Morning routine 1---2---3---4---5---6---7 After school routine 1---2---3---4---5---6---7 Bed time routine 1---2---3---4---5---6---7
What happens for your child if a routine changes or is forgotten? (e.g. no books at bedtime)
How does your child cope with leaving an activity or environment? (e.g. finishing playing with trains and going in the car or leaving a playground)
What routines does your child find difficult?
How do you help your child understand what is expected of them? (e.g. verbal reminders, rewards)

Your child as a learner

How do you feel your child is going at school?
In comparison to their peers how do you feel your child is generally functioning at school? Better than peers ----Similar to peers -----Worse than peers
What do they enjoy at school?
What do they dislike/find difficult at school?
What do you think would help your child at school?
What feedback has the school given you about your child?
Has the school highlighted any areas of concern?

Your concerns and goals for your child as a learner

What are your main concerns regarding your child as a learner?
Which concerns would you most like to address? Which is the highest priority?
What support do you feel you need to address these concerns?
What services (if any) have you received in the past?
Have you tried to access support and been declined
Is your child on the waiting list for any services?
Have your child's needs been assessed by any professionals? (e.g. developmental or learning assessments, language assessments etc)
What were the outcomes of these assessments? (e.g. formal diagnosis)
Do you have any other information you feel we should know?
Do you have any questions

Thank you.

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Appendix H:

Transition at the Start of a New School Year or to a New Teacher

Name:

Date:

New Teacher:

Room:

<u>Tasks to be completed by VRS</u>	<u>Date Completed</u>	<u>Comments</u> (record actions below)
Phone Call to family – meeting if required.		
Ensure visuals currently being used are in good condition and appropriately placed in the new room.		
Discuss and demonstrate the use of the visuals to the new teacher as necessary.		
Discuss extra visuals required (e.g. new curriculum areas) or adaptations needed.		
Feedback to SLT/OT on transition and discuss new visuals required.		
Create new visuals and deliver to home/school		
Complete an observation of the child within the five weeks of new term – Feedback to SLT/OT		More comprehensive notes of this will be required.

Appendix I:

School Observations & Information Analysis Template

Child's Name :

Date:

Key findings from the observation:

Key concerns outlined by the child/family:

Key concerns outlined by school staff:

Which concerns can be addressed by visual schedules:

Which of these concerns cannot be addressed by visual schedules:

Referral required to _____

Priority order of the visual schedules to be implemented:

Factors that may affect successful implementation of visual schedule:

How will these factors be managed?

Appendix J:

Summary Report Template

Name:

Parents:

School:

Teaching staff:

VRS:

Date Completed

Initial concerns at age (enter years and months):

Family reported that:

School reported that:

Key findings from initial observations:

Goals Set:

Visuals Implemented:

Home

School

Support Provided:

Reported/Observed Outcomes at age (years, months):

Home

School