

## Choice Boards - An Overview

Evidence-Based Practice Link	<p>Choice boards are a form of <b>visual support</b>, which is an evidence-based practice for autistic individuals. Visual supports are defined as a “visual display that supports the learner in engaging in a desired behavior or skills independent of additional prompts.” (Steinbrenner et al., 29)</p>
When to Use Choice Boards	<p>Ideal times to use choice boards with autistic children, or other children with or without disabilities, could include, but are not limited to, choosing:</p> <ul style="list-style-type: none"> <li>• reinforcers for a non-preferred activity,</li> <li>• what story is read before bedtime,</li> <li>• which chore to do first,</li> <li>• which snack to eat, or</li> <li>• which activity to do next.</li> </ul>
Why Use Choice Boards	<ul style="list-style-type: none"> <li>• Provides clarity on what choices are currently available</li> <li>• Promotes independence</li> <li>• Fosters autonomy, allowing them a voice in portions of the day</li> </ul>
Critical Components of Choice Boards	<ol style="list-style-type: none"> <li>1. Have an appropriate visual representation at the child’s current skill level to show the child the choices that are available.</li> <li>2. Start by including choice board items that are highly preferred.</li> <li>3. Remove “unavailable” choices when they can’t be chosen logically (e.g., if it is raining, don’t include the “playground” choice for the student to choose from).</li> <li>4. Prompt the child to use the choice board when presented with an opportunity for choice.</li> <li>5. Provide reinforcement to the child for making the choice by giving him or her the chosen item/activity immediately.</li> <li>6. When possible, use photos of the actual object or activity so it is most representative of the item.</li> </ol>

## Choice Board in Action



## Assembly Tips

1. Print and laminate the choice board and choice option page.
2. Cut out the laminated choice pictures.
3. Place hard-sided Velcro on the individual choice squares on choice board.
4. Place soft-sided Velcro on the back of the choice pictures.
5. Consider adding a Velcro strip or taping an envelope or Ziploc bag to the back of the choice board to hold unavailable choices.
6. Place pictures on the choice board of available choices for the student before presenting the choice board to the student.
7. If preferred, use magnets on the cards along with a metal baking sheet rather than Velcro.

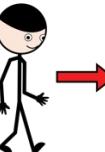
## TRIAD Resources to Learn More

- View module about visual supports in a classroom [here](#)  
\*Must create a free account to access

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

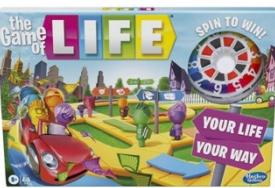
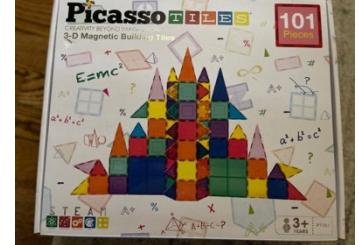
<https://ncaep.fpg.unc.edu/sites/ncaep.fpg.unc.edu/files/imce/documents/EBP%20Report%202020.pdf>

## Choice Board



# Choice Board

 <p>Legos</p>	 <p>Snack</p>	 <p>Lite Brite</p>	 <p>Art</p>
 <p>Board Games</p>	 <p>PlayDoh</p>	 <p>Bike</p>	 <p>Balls</p>
 <p>Bubbles</p>	 <p>Kitchen</p>	 <p>Books</p>	 <p>Magnet Tiles</p>
 <p>Cars</p>	 <p>Trampoline</p>	 <p>Marble Track</p>	 <p>Paper Airplanes</p>