

Visuals and Scripts for Academic Self-Advocacy — An Overview

<p>What are Visuals and Scripts for Academic Self-Advocacy?</p>	<p>Visuals and scripts for academic self-advocacy are visual prompts that students can use to request support, materials, answers, or extra time in academic situations. Visuals and scripts should be created with the students' current expressive and receptive language skills in mind. These supports can be used to help children advocate for themselves in academic situations by gesturing to the visual, pointing, or reading the visual aloud.</p>
<p>Evidence-Based Practice Link</p>	<p>Visuals and scripts for academic self-advocacy are a type of visual support. A visual support is an evidence-based practice for autistic students that is "a concrete cue that provides information about an activity, routine, or expectation and/or support skill demonstration." (Steinbrenner et.al. 139). Visual supports are found to be effective in teaching self-help skills for autistic children ages 3 to young adult.</p>
<p>When to Use Visuals and Scripts for Academic Self-Advocacy</p>	<p>Ideal times to use visuals and scripts for academic self-advocacy with autistic students, or other students with or without disabilities, could include (but are not limited to):</p> <ul style="list-style-type: none"> • whole group or small group instruction, • group discussions, • independent work, • group work, and • homework.
<p>Why Use Visuals and Scripts for Academic Self-Advocacy</p>	<ul style="list-style-type: none"> • Promotes functional student communication with peers and adults • Clarifies expectations about what students should do if they need help during instructional activities • Promotes student independence within the classroom and the school setting
<p>Critical Components of Visuals and Scripts for Academic Self-Advocacy</p>	<p>Visuals and scripts for academic self-advocacy for autistic students should:</p> <ol style="list-style-type: none"> 1. be visible to the learner and presented in a format that the student can comprehend (e.g., photos, words and pictures, written, etc.), 2. be available to the student in the environment where they are needed (e.g., near the small group table, at the student's desk, etc.), and 3. be adjusted for the individual class or task expectations.




<p>Implementation Tips</p>	<ol style="list-style-type: none"> 1. Print and laminate the visuals or scripts. 2. Ensure the visuals and scripts are available in the areas in which they are applicable. 3. Consider making smaller versions of the visuals to place on students' desks, in agenda planners or home folders, or in a notebook where the student can access them easily. 4. Model using the visual or script. 5. Provide practice opportunities for students to use the visual or script. 6. Prompt the student to use the visual or script when needed. 7. Provide reinforcement and behavior-specific praise when students use the visual or script.
<p>Considerations for Students with Extensive Support Needs</p>	<p>Students with extensive support needs can benefit from using visuals for academic self-advocacy. Providing students with extensive communication support visuals that allow them to request help, request materials, or express frustration appropriately can increase the likelihood of self-advocacy. The last page in this document is an example of a visual for academic self-advocacy that could be useful for students who have extensive support needs and do not reliably ask for help with verbal language.</p>
<p>TRIAD Resources to Learn More</p>	<ul style="list-style-type: none"> • Learn more about upcoming TRIAD training opportunities: https://vkc.vumc.org/vkc/triad/live-training/ • A module about using visual supports in school settings is available 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>

When I Need Help During Work Time

If I don't understand how to do my work, I can...

Reread the instructions	
Quietly ask a friend for help	
Raise my hand to ask my teacher for help	













If I am frustrated during work time, I can...

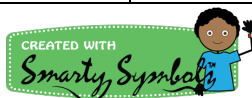
Ask for a break	
Ask to get a drink	
Take 5 deep breaths	
Ask an adult for help	



Asking for Help During Learning Activities

If you need help when you are working, you can use these phrases to help you!

Can you repeat the directions? 	May I have some crayons? 
Can you help me start the first question? 	What page are we on? 
Can you show me how to do this? 	Where is my folder? 
May I have a pencil? 	What should I do next? 
May I have a worksheet? 	Does this look right? 
May I have a book? 	Where should I turn this in? 



Asking for Help During Learning Activities

If you need help when you are working, you can use these phrases to help you!

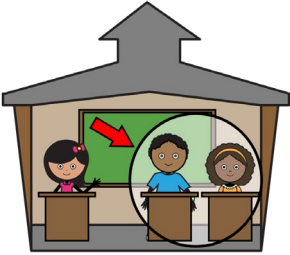
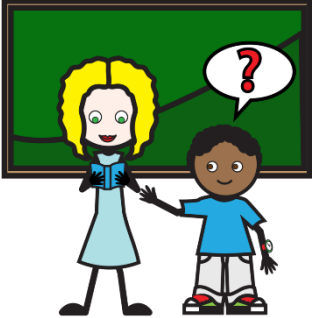
- Can you repeat the directions?
- Can you help me start the first question?
- Can you show me how to do this?
- May I have a pencil?
- May I have a worksheet?
- May I have a book?
- May I have some crayons?
- What page are we on?
- Where is my folder?
- What should I do next?
- Does this look right?
- Where should I turn this in?



Remember, you can QUIETLY ask a friend, or you can RAISE YOUR HAND and wait for a teacher.


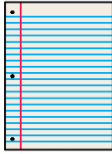


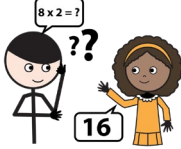
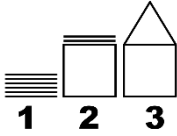







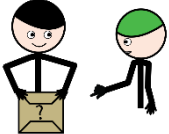
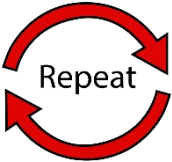


Who Should I Ask For Help?

<p>Ask a Classmate <i>*whisper voice</i></p> 	<p>Ask an Adult</p> 
<p>I need a school supply, like a pencil or a crayon.</p>	<p>I asked two friends already, and they couldn't help me.</p>
<p>I don't know what the directions are.</p>	<p>I feel really stuck.</p>
<p>I don't know what page we are on.</p>	<p>I am very frustrated.</p>
<p>I feel a little bit stuck.</p>	<p>I have a big problem.</p>



I need:

 <p>Pencil</p>	 <p>Paper</p>	 <p>Workbook</p>
 <p>Book</p>	 <p>Answer</p>	 <p>Directions</p>
 <p>Worksheet</p>	 <p>Break</p>	 <p>Work with me.</p>
 <p>I'm confused.</p>	 <p>I'm frustrated.</p>	 <p>All done</p>
 <p>Can you check my work?</p>	 <p>Show me how.</p>	 <p>Repeat</p>

