

INCREASING TASK COMPLETION THROUGH VISUAL SUPPORTS

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Abstract

Schatz et al. (2021) reported that the number of students with attention deficit hyperactivity disorder (ADHD) has doubled compared to 20 years ago and at least one student with ADHD is present in almost every general education classroom. Educators need to know the best way to provide support to this population of students, while simultaneously managing large class sizes, federal and state mandates, lack of resources, and high-stakes testing. Many educators are striving for inclusivity in the classroom, rather than a pull-out, small group setting (Toelken & Miltenberger, 2012), promoting independence and success for all students in their least restrictive environment. However, the current research has few studies on visual supports for students with attention deficit hyperactivity disorder. Using a single subject design, I tracked the task completion through visual supports of a male student with attention deficit hyperactivity disorder in the general education classroom. Data was collected prior to implementing the intervention as well as during the intervention. Once the data was collected, the data was analyzed to identify the effectiveness of the visual support on improving task completion.

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Chapter 1-Introduction

As time passes, the number of students diagnosed with attention deficit hyperactivity disorder (ADHD) continues to rise. ADHD is characterized by hyperactivity, inattention, and impulsivity, which hinder students' ability to complete tasks independently (Knowles, 2006). These students often face challenges in completing tasks due to their susceptibility to distractions, which becomes particularly pronounced in larger class settings like general education classrooms.

In hopes of inclusivity, educators strive to create environments where every student can thrive (Toelken & Miltenberger, 2012). Achieving this goal requires a proactive approach, involving the exploration and implementation of effective strategies and tools. Visual supports, ranging from pictures and checklists to real objects, schedules, and actions cards, have proven to be effective tools for students with ADHD in successfully completing tasks (Foster-Cohen & Mirfin-Veitch, 2015).

In the classroom setting, task completion often entails completing multi-step assignments or tasks assigned by the teacher. Students with ADHD find this to be particularly challenging to complete independently. They struggle with distractions and may forget the sequence of steps, which requires adult intervention to regain focus and completion of the assigned task. Students with ADHD have a more challenging time disengaging from distracting stimulus than peers without ADHD (Ross & Rudolph, 2014).

Researchers have found that visual supports can be an effective tool for improving task completion among middle school students with ADHD in the general education classroom (Hart et al., 2017). They have observed that students are more successful in task completion when using visual supports than students who did not. Further research with qualitative data that would

include insights from teachers and students would be beneficial in further understanding and supporting students with ADHD in the general education classroom. Please see chapter 2 for more detailed information on the literature review and prior research related to this topic.

The gap in research directly impacts teachers, paraprofessionals, and other school staff that work with students with attention deficit hyperactivity disorder. Without this research, educators do not have an in-depth understanding of the effectiveness of visual supports in the general education classroom. Visual supports are a known strategy, but teachers do not always know which visual support to use or how to use it effectively. There is also minimal research on utilizing visual supports for students with ADHD. Most of the research that involves visual supports is for students with autism. By researching this topic, educators can be more informed on how visual supports affect students with ADHD in the general education classroom.

This research study uses a single subject design. Data was collected on one student with ADHD, specifically focusing on their on-task behavior duration. The researcher collected data on the on-task behavior during independent work time. The study established a baseline, measured the dependent variable (number of adult prompts and task completion), and manipulated the independent variable (visual support). The researcher observed and collected data on the number of adult prompts and task completion over time. Data was analyzed to determine whether the visual support increased the student's on-task behavior and if they completed the task during independent work time. For more detailed information on the research methods, please see chapter 3. Chapter 4 contains an explanation of the results, while chapter 5 addresses the implications of this research for practitioners and researchers.

Chapter 2-Review of the Literature

Students with attention deficit hyperactivity disorder (ADHD) often find it particularly challenging to complete tasks due to their distractibility, especially in the general education classroom. The inhibiting effect of ADHD on the development of executive functioning skills further complicates the situation (Brocki & Bohlin, 2006). Therefore, additional visual supports and adult prompting are often necessary to help students with ADHD complete tasks and minimize negative behaviors. Many educators are striving for inclusivity in the classroom, rather than a pull-out, small group setting (Toelken & Miltenberger, 2012). Inclusivity can promote independence and success for all students in their least restrictive environment.

Researchers have found that visual supports, such as pictures, checklists, real objects, schedules, and action cards effectively support students with ADHD in task completion (Foster-Cohen & Mirfin-Veitch, 2015). These supports can be individualized based on the task and specific student needs, increasing the likelihood of success in the classroom. Students have a higher likelihood of being able to self-monitor their progress towards their individualized goals when using visual supports.

Attention Deficit Hyperactivity Disorder

According to Knowles (2006), ADHD is characterized by hyperactivity, inattention, and impulsivity, which hinder students' ability to complete tasks independently. Schatz et al. (2021) reported that the number of students with ADHD has doubled compared to 20 years ago and at least one student with ADHD is present in almost every general education classroom. Educators need to know the best way to provide support to this student population, while simultaneously managing large class sizes, federal and state mandates, lack of resources, and high-stakes testing.

Without effective classroom management strategies, students with ADHD can struggle academically, socially, and behaviorally.

The economic burden of ADHD in the U.S. is approximately \$31.6 billion, making it the costliest childhood disorder (Schein et al., 2022). More specifically, in the education system, a student with ADHD incurred an average annual cost to society of \$5,007 compared to only \$318 for similar students without ADHD (Ross & Randolph, 2014).

Knowles (2006) suggests that educators should move away from the traditional classroom environment, which has consisted of desks in rows, total silence, and straight lines in the hallway. Developing a classroom environment that uses flexible setting arrangements, a quiet work area, and preferential seating will better support the specialized needs of students with ADHD.

Task Completion

In the classroom, task completion often involves accomplishing one or more multistep assignments or tasks given by the teacher. Students with ADHD have an extremely challenging time completing tasks independently, especially multistep tasks. They get distracted, become bored, forget how to complete each step, or need adult intervention to refocus. Students with ADHD have more difficulties disengaging from a distracting stimulus and returning to their tasks, compared to students without ADHD (Ross & Randolph, 2014).

In addition to these challenges, students with ADHD may also struggle with time management and organization, which can further complicate task completion. They may have difficulty prioritizing tasks and may become overwhelmed when faced with multiple assignments or deadlines (Lock & Swanson, 2005). As a result, these students may require additional support and accommodations from educators to help them stay on track and complete

tasks successfully. Strategies such as breaking down assignments into smaller, manageable steps, allowing extra time to complete tasks, taking work breaks, and providing regular check-ins can be effective ways to support students with ADHD in completing tasks independently (Ross & Randolph, 2014).

Visual Supports

Lock and Swanson (2005) concluded that students, especially those with disabilities, need structure and organization throughout the day to succeed. To assist students, educators should minimize distractions and provide boundaries, routines, and visual checklists. Visual supports are an intervention that can be customized for individual students. They have been found to be effective in helping students complete tasks independently, as long as both students and staff are taught how to use visual supports appropriately.

While universal interventions can be helpful, specialized visual supports are helpful for some students to succeed (Hart et al., 2017). Visual supports, such as checklists and pictures, are commonly used with students with autism but are also effective for students with ADHD (Lee et al., 2018). Educators must ask themselves what the students need to achieve and what support is required to accomplish it before implementing appropriate strategies.

Visual supports are a universally used intervention that can foster independence, but educators must change their perspective and identify individual student strengths and areas of need when using them with students with ADHD. Boller (2008) suggests teaching a variety of organizational skills tailored to each student to create and implement appropriate visual supports. By examining existing research on visual supports for students with ADHD, educators can gain insights into the most effective strategies for helping these students succeed. Visual support strategies, such as checklists and pictures, can be individualized and customized by educators

based on the student's progress and increasing independence. These strategies can be effective if the student can follow one-step directions independently (Lee et al., 2018).

It is also important for educators to consider the individual needs and preferences of each student when selecting and implementing visual supports. Some students may respond better to certain types of supports than others, and it is important to regularly evaluate and adjust the supports as needed. The effectiveness of interventions may change over time, making regular evaluations imperative.

Furthermore, educators can collaborate with parents and other professionals, such as occupational therapists and speech-language pathologists, to develop and implement effective visual supports for students with ADHD. Parents can learn how to use visual supports at home, which will reinforce how the students are learning in the classroom. In some cases, it may be helpful to enlist the students in figuring out what methods work best for them. This collaborative approach can help ensure that the supports are consistent across settings and promote the generalization of skills.

Real Objects

Real objects are the most tangible form of representation (Meaden et al., 2011). These objects can be held in students' hands to represent a task or location, such as a pencil prompting a student to complete a worksheet or write a response. According to Meaden et al. (2011), real objects are only effective if they are relatable and interesting to the child. Real objects are used mostly with younger children such as preschool and lower elementary level. As the child matures, real objects are not as effective, and other visual supports need to be considered. Despite its advantages, obtaining and utilizing real objects can be time-consuming for teachers.

Moreover, the use of such objects may make students stand out from their peers, particularly in older grades.

Photographs

Meadan et al. (2011) found that photographs and clipart from the computer can aid in showing students tasks or routines. Teachers can use a different picture for each step of the assigned task. The pictures can demonstrate what is expected, and students can mimic what they see. Picture activity schedules are also an effective tool to increase task completion (Carson et al., 2008). Carson et al. (2008) implemented a picture schedule with students at the high school level with intellectual disabilities to help them complete vocational tasks with minimal to no adult prompting. They found it to be an effective tool to foster independence throughout various tasks. According to Carson et al. (2008), students must know what each picture was and the task they needed to complete before completing the task independently. Physical photographs can be used by taking pictures of the student completing the tasks or of the item needed with a camera and printing them on cardstock or copy paper. However, creating and implementing this support can be time-consuming and requires planning by the adult.

Visual Activity Schedules

Students can follow a step-by-step process with the help of visual activity schedules. Meadan et al. (2011) states that daily schedules and mini schedules are used as visual aids to help students move from one task to another. An activity schedule can include pictures, drawings, photographs, or a set of images that helps students stay on task by working through a sequence of actions that help them complete an assigned task. A visual activity schedule can help teach students with ADHD use schedules, transition behaviors, social initiation, independent play skills, classroom skills, and academic skills (Thomas & Karuppali, 2022). The objective is to

allow students to take charge of their routines by gradually reducing the need for adult prompts and independently completing tasks. Like many other visual strategies, time is a significant factor in creating these schedules. Teachers can create the visual schedule on a computer and print or put it on the student's communication device.

Visual Task Analysis

Korinek and deFur (2016) suggest that educators can use checklists as effective tools to aid student independence by breaking down complex tasks into smaller parts and visually guiding students through the task completion process. This strategy is effective for students who are easily distracted or dependent on adult support. Cohen and Demchak (2018) state that visual supports need to have systematic teaching prior to use, otherwise it will not be an effective intervention and students will not acquire the skill. The researchers found that when they implemented the appropriate visual support, they observed immediate increases in task completion for students at the higher elementary level. They also observed a decrease in adult prompts (Cohen & Demchak, 2018). Utilization of checklists is a higher-level skill that students can use when they are ready. Checklists are mostly used for students at higher elementary, middle school, and high school levels. The goal of visual task analysis is to increase student independence and reduce adult prompting (Meadan et al., 2011).

Conclusion

The findings of this literature review indicate that visual supports can be a highly effective intervention for improving task completion during independent work time among middle school students with ADHD in the general education classroom. While there are limited studies available, the researchers from the studies consistently demonstrated that students who utilized visual supports were more successful in completing tasks than those who did not. These

results have important implications for educators working with students with ADHD, as the use of visual supports can lead to improved academic outcomes and overall classroom success.

Further research is needed that includes qualitative and quantitative data based on insights from students and teachers, aiding the understanding and support of children with ADHD in the classroom. The researcher studied the question, do visual supports increase the task completion during independent work time of a middle school student with ADHD in the general education classroom?

Chapter 3-Methods

The purpose of this study is to determine if the use of visual supports increase task completion in a middle school student with attention deficit hyperactivity disorder during independent work time in the general education classroom.

Participant

The student in this study involves one male, eighth grade student. He is 14 years old. He is diagnosed with attention deficit hyperactivity disorder. His mother provided signed consent and the student gave signed assent (see Appendix A for the consent and assent forms) for participation in the research study. The student has an individualized education program (IEP) and receives special education services in math, literacy, and speech. He requires adult support in science and social studies to access the curriculum and support to sustain attention. His IEP indicates that his disability related needs include attention, coping, problem solving, comprehension, and articulation. He has some experience with visual supports to complete tasks independently. The visual supports he has experience with are supports that are used for the whole class and not individualized for him. The student has primarily used adult redirections and support to complete tasks during work time.

Setting

The middle school consists of grades 5-8 with a student population of approximately 1,200. According to the 2021-2022 state report card, the race breakdown is as follows: American Indian or Alaskan Native-approximately 0.1%, Asian-approximately 2%, Black or African American-approximately 2%, Hispanic or Latino-approximately 6%, Native Hawaiian or Pacific Islander-approximately 0%, White-approximately 85%, and two or more races-approximately 5%. Approximately 16% of students have disabilities, approximately 22% are economically

disadvantaged, and approximately 3% are English language learners. The report card states that the school is considered to exceed state expectations.

The study was conducted in 8th-grade science and social studies classrooms. The student attends these classes on alternating days. Each class is led by a subject-specific teacher along with the support of an educational assistant. The classroom consists of 25 students, six of whom have IEPs and need extra support in both their science and social studies classes. The students have the option of flexible seating and choosing where to sit that would best support their learning needs (Knowles, 2006). In the science and social studies classrooms, students have the option to sit at a desk or a table during whole group lessons, and any place around the room during independent work time. The student participating in the study prefers to sit at the back table, alongside two other classmates and the educational assistant during the entire class period.

Each class period spans 90 minutes, allowing for an average of 20 minutes of independent work. This work time follows the completion of the whole group lesson. While students engage in their independent tasks, the subject-specific teacher actively circulates around the classroom, providing assistance and answering any questions. The educational assistant is also available to offer support for any student who may need additional adult support.

Methods

This study was conducted following a single subject design. It included a graph that shows task completion data. It was a quasi experimental study as I observed the effect of the intervention. The observation and data collection took place pre-intervention and while the intervention was being implemented.

Single subject designs allow for a systematic measurement of the changes in individual performance following an intervention (O'Malley et al., 2014). The single subject design was

best for this study because it allows me to directly correlate the student's task completion to the visual support. I was also able to closely monitor and gather data on one student's behavior prior to the intervention and after the intervention is implemented. I was able to thoroughly analyze the effectiveness of visual support on the student's task completion.

Richards et al. (1999) stated that single subject design studies include independent and dependent variables. The dependent variable is the task completion and adult prompts, and the independent variable is the checklist used as the intervention. The checklist was taught to the student by the special education teacher. The special education teacher sat down one on one with the student and went through each section of the checklist. The special education teacher explained to the student that the checklist will be put on the student's desk prior to independent work time starting. This signified that the student should use this when completing their work. Once the checklist was taught, the student had the opportunity to ask questions. The independent variable increased the student's task completion. Task completion often involves accomplishing one or more multistep assignments or tasks given by the teacher.

Data Collection

I collected baseline data on the number of adult prompts the student requires while completing a task and whether the task was completed. This data was collected by an educational assistant (EA) and analyzed by me. The EA was already supporting students in these classrooms each day. To keep the environment the same, she continued supporting the students as well as collecting the data. Prior to the start of the study, I sat down with the educational assistant and explained how to collect data using the data collection forms, time frame, and how to implement the checklist. There were daily check ins with the EA to answer any questions and make sure she comfortable with the process. Baseline data was collected before the independent variable is

implemented (Richards et al., 1999). This data collection was done during independent work time in the general education classroom. I used a baseline data chart that will include the information: date, name of task, begin time, end time, number of adult prompts, and a “yes/no” indication if the task was completed. The baseline data was collected in the same class each day for two weeks, which was 8 classes. It was collected for 4 science classes and 4 social studies classes. On Wednesdays, the classes completed an alternate activity, so data was not collected on those days. A copy of the data collection form can be found in Appendix B.

After collecting baseline data for two weeks, I implemented a checklist visual support during independent work time in the same class. This checklist was explained and taught to the student prior to implementation. I explained to the student that they should follow the steps from top to bottom and check off the boxes as they complete each part. I had the student read each statement, and we discussed the meaning of each one. I also gave the student time to ask questions and checked for complete understanding of the checklist. The checklist included statements that the student referred to while completing the independent task such as “I read all of the directions. I checked over my work.” A copy of the visual support can be found in Appendix C. Data was collected on a separate chart during the three-week intervention period. This intervention data chart will include the information: date, name of task, begin time, end time, number of adult prompts, and a “yes/no” indication if the task was completed.

Data Analysis

After collecting the data during the six-week period, I compiled the adult prompting tallies from the baseline data chart and the intervention data chart. I used that data to create a graph of adult prompting using trend lines to determine whether prompting increased, decreased, or remained the same throughout the intervention. I also created a second line graph to show the

number of task completions prior to the intervention, and after the intervention was implemented. The data and graphs were analyzed visually to identify if the intervention improved task completion during independent work time.

Chapter 4-Results

Visual supports are a common strategy used in the classroom. There are many different types of visual supports that educators utilize to foster independence and support focus when students are completing tasks. One visual support used are checklists. The use of checklists in the classroom for students with ADHD has minimal research to support it. Therefore, there was a need to analyze whether or not visual supports affect task completion for a student with ADHD.

The study was completed with a single subject design. The subject was a middle school student who had a medical diagnosis of Attention Deficit Hyperactivity Disorder. The student was observed during independent worktime in their science and social studies classroom. Baseline data was collected for two weeks, the intervention was taught to the student, and the intervention was implemented and data was collected for three weeks.

The data was collected four days per week (Monday, Tuesday, Thursday, and Friday) as Wednesdays were allocated for a yearlong inquiry project in both classes. With this, there would not be a specific task that needed to be completed during that class period. The educational assistant collected the data as she was in the class each day with them. This allowed for the environment to stay consistent without any changes that could affect the data.

Figure 1 shows the number of adult prompts required during the task. The dates on the x-axis indicate each day the data was collected. The graph shows the baseline data which included eight data points and the intervention data which included twelve data points. During the baseline data collection, the number of adult prompts ranged from two to nine. During the intervention data collection, the number of adult prompts ranged from zero to four.

Figure 1

Adult Prompts Per Task

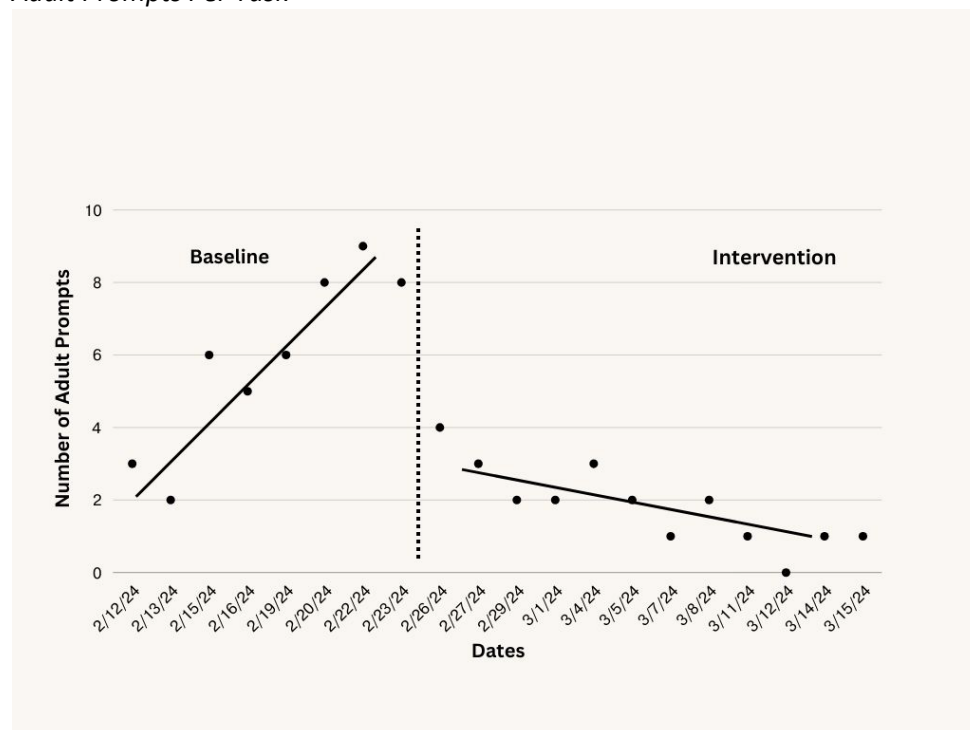


Figure 2 is a table that shows if the task was completed each day. During the baseline data collection, the student did not complete the assigned task four times out of eight times. During the intervention data collection, the student completed every task assigned to them which was twelve out of twelve days.

Table 1

Was the Task Completed?

Dates	Yes	No
Baseline		
2/12/24	X	
2/13/24	X	
2/15/24		X
2/16/24	X	
2/19/24		X
2/20/24		X
2/22/24		X
2/23/24	X	
Intervention		

2/26/24	X
2/27/24	X
2/29/24	X
3/1/24	X
3/4/25	X
3/5/24	X
3/7/24	X
3/8/24	X
3/11/24	X
3/12/24	X
3/14/24	X
3/15/24	X

The results from this study showed an overall decrease in the number of adult prompts required per task once the intervention was implemented. The results also show that the student was able to complete each task assigned to them once the intervention was implemented. With these results, the visual support was effective in increasing task completion. Visual supports are used in a variety of settings and ages. It is important to find a visual support that is effective for the individual as it is an effective tool that can positively affect behavior in a short period of time.

Chapter 5-Discussion

Visual supports are common tools used in the general and special education classrooms. I observed a student with attention deficit hyperactivity disorder in their science and social studies classrooms and documented how often they required adult prompts while completing a task and if the task was completed. After observing and collecting baseline data, I created a checklist that was used as the intervention. I read the checklist to the student, explained how to use it, and when to use it. After the student felt comfortable, the checklist was a tool that the student referred to when they were completing the tasks assigned from the teachers in their science and social studies classrooms. After the checklist was implemented, I collected data on the number of prompts required while the task was being completed and if the task was completed. Please see Chapter 4 for the results.

There was a pronounced decrease in the number of adult prompts required while the student was completing the task while using the checklist. The student completed every task assigned to them once the intervention was implemented. As the study progressed, the number of adult prompts continued to decrease and then plateaued to an average of 1 adult prompt per task. The student was observed to be engaged and be utilizing the checklist throughout the entirety of the tasks. Another noteworthy piece of information is how quickly the student's behavior changed during the study. The baseline data was collected for two weeks and once the intervention began, the adult prompts instantly decreased. This intervention is not only effective but efficient. Educators or other people that utilize this visual support may see a quick change in behavior that would overall improve the student success while completing tasks.

Strengths and Limitations

Researchers benefit from utilizing a single-subject design because they can observe a distinct connection between the intervention and the resulting behavior change. This design also gives the researcher the ability to make inferences about the intervention's effectiveness (Lenz, 2015). One strength of this study is that I could solely focus on one student. It allowed me to closely observe that student and collect accurate data on the number of adult prompts and if the task was completed. Having two different instructors and classes is beneficial to study whether the visual support was effective in multiple locations.

A limitation is that it is narrow and focused as I conducted the study on a single student. This can be difficult to generalize into a larger population. Another limitation is that it is subjective as I have chosen this student to conduct my study. Lastly, the duration of the study is limited to five weeks. The task completion may increase or decrease over a longer period of time.

Implications

The results from this research study support the effectiveness of visual supports as an intervention. Special and general education teachers, behavior therapists, speech and language pathologists, and others who work with students with ADHD may benefit from using visual supports to aid in focus and foster independence during independent work time. According to Cohen and Demchak (2018), visual supports are an essential component in increasing task independence in students with disabilities.

It is important to note that there are many visual supports, and it is important to choose the appropriate visual support for the student and tailor it to their needs. If the specific visual support is not effective, a different visual support may need to be utilized as students have their

unique needs that greatly vary. There are other factors that may affect the effectiveness or lack thereof such as physical limitations (Cohen & Demchak, 2018). Professionals need to closely monitor as they implement a specific support, and analyze if the support is working.

There continues to be a need for research in this area. With a single subject design, this sample size is small. More research should be completed with a larger group of people with ADHD. Research should also be done with various ages and environments to determine the effectiveness of the visual support in task completion. Research should also be done to see if the student can focus and complete tasks independently without the visual support.

Educators want to proactively foster inclusivity and independence among students with ADHD. To achieve this goal, it's crucial for educators to grasp the challenges students face in maintaining focus and completing tasks. Visual supports are invaluable tools in assisting students with ADHD to complete tasks independently. By persistently exploring and refining interventions such as visual supports, educators and professionals can play an important role in nurturing more inclusive and supporting learning environments for students with ADHD.

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Appendices

Appendix A: Parent Consent and Student Assent

Increasing Task Completion Through Visual Supports Parental Consent for your Child to Participate in Research

Purpose of the research: [REDACTED] from the Department of Special and Early Childhood Education at University of Wisconsin-Oshkosh is conducting a research project on the effectiveness of a visual support checklist on increasing task completion during independent work time with a middle school student with attention deficit hyperactivity disorder. Conducting this research, we hope to learn if visual supports increase task completion during independent work time. Your child is being invited to participate in this research because he is a middle school student with attention deficit hyperactivity disorder. He also has classes in the general education classroom. This consent form contains important information about this project and what to expect if you decide to provide permission for your child to participate. Please consider the information carefully. Feel free to ask questions before making your decision.

Procedures: Your child's participation will involve using a checklist during independent work time to aid in task completion. This will be in science and social studies class.

Time Involvement: Your child's participation will take approximately 10 hours over 3 weeks.

Risks & Benefits: The risks associated with this study are minimal. The benefits to participation include increasing task completion during independent work time with less adult prompts. The findings from this project will provide information on visual supports and the effectiveness on task completion during independent work time.

Privacy & Confidentiality of your Information: The results of this research study may be presented at scientific or professional meetings or published in scientific journals. Your child's individual privacy will be maintained in all published and written data resulting from the study. Data collected will be locked in a file cabinet.

Use of data for future research: Private identifiable information collected as part of the research, even if identifiers are removed, will not be used or distributed for future research studies.

Right to Withdraw from the Research: Your child's participation in this research is completely voluntary. You have the right to choose whether or not your child will participate, and you have the right to withdraw from participation at any time without loss of any service, benefits, or rights you would normally be entitled to. If you decide that you do not want your child to participate in this study, your choice will have no effect on your child's academic status or class grade(s).

Questions about Research Study:

The person in charge of this study is [REDACTED] who is supervised [REDACTED] from the University of Wisconsin Oshkosh, Department of Special Education and Early Childhood Education. If you have questions, suggestions, or concerns regarding this study or you want to withdraw from the study please use the following contact information [REDACTED]

Independent Contact for Reporting Concerns about Research:

If you have any questions, suggestions or concerns about your child's rights as a volunteer in this research, contact staff in the University of Wisconsin Oshkosh Institutional Review Board Office (IRB) at 920-424-3215 or IRB@uwosh.edu.

Consent:

Participation in this research is voluntary. Your signature below indicates that you have read this form and that all questions have been answered to your satisfaction. A copy of this consent form will be provided to you.

Parent or Legal Guardian Signature: I agree to allow my child to participate in this research.

Print Name of Child

Print Name of Parent/Legal Guardian

Signature of Parent/Legal Guardian

Date

Increasing Task Completion Through Visual Supports Child Assent to Participate in Research

You are being asked to join a research study by [REDACTED] the Principal Investigator, and supervised by University of Wisconsin-Oshkosh faculty member [REDACTED] from the Special Education and Early Childhood Education Department. This project is to study the effectiveness of a visual support checklist on increasing task completion during independent work time with a middle school student with attention deficit hyperactivity disorder.

If you join the project, you will be asked to use a checklist while completing independent work during science and social studies. The duration of the study will be 10 hours over a 3-week time span.

If you join, there will be minimal risks. There may also be some benefits. You may improve your task completion during independent work time. You may also be more independent and need less adult help.

Any information about you will be kept secure by the researchers by being kept in a locked file cabinet.

We will provide information to your parents before you decide to join or not join this study. We will also ask your parents for permission for you to be in this study.

If you have any questions at any time, please call or email Julie van Veldhuisen at [REDACTED] or [REDACTED]. You can also contact UW [REDACTED] or [REDACTED]. If you would like to talk to someone else, you can call the- IRB Office at (920) 424-3215 or email at IRB@uwosh.edu.

You do not have to be in this study. If you do choose to be in the study, you can change your mind at any time by contacting the researcher.

Signing this form means you have read this form and all of your questions have been answered. You and your parents will be given a copy of this form.

I agree to join this study.

Name of Child Participant

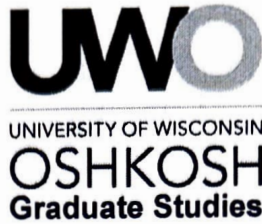
Signature of Child Participant

Date

Appendix C: Visual Support

Independent Work Time Checklist

<input type="checkbox"/>	I read all of the directions.
<input type="checkbox"/>	I stayed focused during the assignment.
<input type="checkbox"/>	I asked for help from a neighbor or teacher if I didn't understand something.
<input type="checkbox"/>	I completed all parts of the assignment.
<input type="checkbox"/>	I checked over my work.
<input type="checkbox"/>	I tried my best.
<input type="checkbox"/>	I turned in my assignment.
You are finished! Great job!	



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Through Visual Supports

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This agreement has been signed by: Julia van Veld
(Author's Signature)
4/20/2024
(Date)

University of Wisconsin Oshkosh
By: Stacey Shing
(Witness Signature)

Chair, Dept of Spec & EC Ed
(Title)

3/14/2024
(Date)