

Visual Supports that Work for the Inclusive EC Classroom

ALL BORN (IN) CONFERENCE
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Our time today...

- ⌘ Defining features of an inclusive environment
- ⌘ Visual supports defined
- ⌘ Why use visual supports?
- ⌘ Tips and ideas
- ⌘ Sharing ideas
- ⌘ Q & A



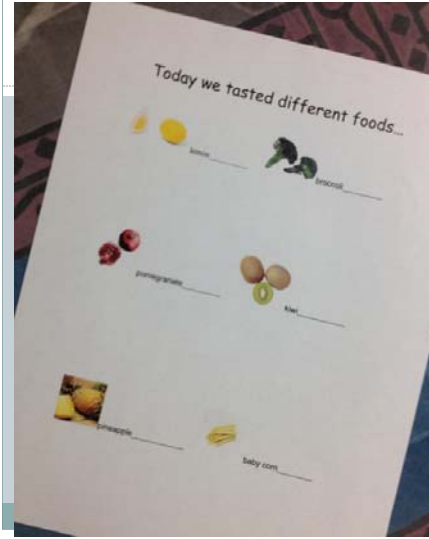
Welcome...who's in the room?



Defining Features of Inclusive Environments

- ⌘ Access
 - All children have access to the general education curriculum & learning environment (UDL).
- ⌘ Participation
 - All children can participate in all activities & routines through scaffolding & intervention
- ⌘ Support
 - All teachers have the tools they need to help all young children, who have unique strengths and needs

It's About Relationship & Belongingness



Activity that all children can take part in

Early Childhood Classrooms

Early Childhood teachers tend to naturally use visuals to support learning in the classroom

Things to remember:

- We are intentional about the visuals we use and why we use them



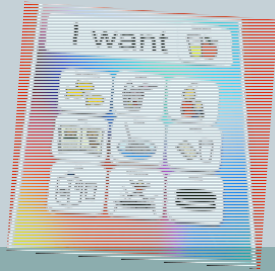
Visual Supports: What are They?

Photographs, drawings, labels, manipulatives, real objects & other images that:

- Facilitate children's learning of new skills
- Help children understand what they need to do or where things belong
- Assist children in understanding & following the schedule & routines
- Help break down tasks, routines, etc. into simpler steps
- Enhance children's understanding of the content & vocabulary in the classroom-support communication

Who Needs Visuals?

- ⌘ Everyone!
- ⌘ Researched benefits for children on the Autism Spectrum, those with specific communication challenges, dual language learners...but **all** can benefit from visuals



Why Use Visuals?

- ⌘ When we present information verbally, the words are only available for a brief moment.
- ⌘ When we present information visually, it can be there as long as the student needs it.
- ⌘ Verbal + visual supports = greater success
- ⌘ Can help to prevent problem behaviors
- ⌘ Act as a cue to teach appropriate behaviors or skills

One of the goals should be that children can use these supports independently & that we may be able to fade them out

Hallway Pasillo



Listen and follow directions
Escucha y sigue las instrucciones



Use walking feet
Habla pies caminantes



Use quiet voice
Habla quietamente




We use gentle touches
Usamos toques suaves

What Do We Know?



Apple

What Do We Know?

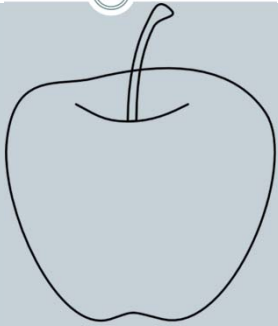


Apple

What Do We Know?

Apple

What Do We Know?



Apple

Hierarchy (stages) of Visual Supports

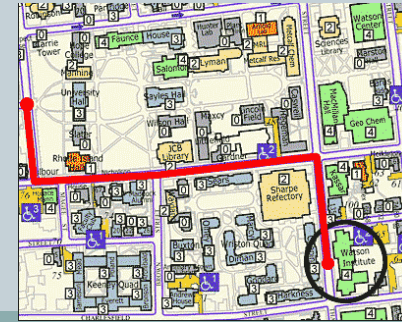
- **Object stage**-use of real objects (most concrete)
- **Photo stage**-use of photographs
- **Picture Symbolic stage**-use of colored line drawings (hand drawn or commercially produced)
- **Line Drawing stage**-use of black & white line drawing
- **Text Stage**-use of written words and/or numbers (most abstract)

Tips for Visuals...

- ☞ Use **written text** with the photos to promote early literacy. Can use multiple languages as needed.
- ☞ Keep it **simple & concise**
- ☞ Present visuals from **left to right** whenever appropriate.
- ☞ Take photos from the **child's perspective** and avoid distracting backgrounds
- ☞ Make sure the pictures are sturdy (use cardstock, etc. to print on/glue on, and laminate)

Schedules

Visuals teach what will happen and when



Schedules

Imagine asking for directions

You ask a gas station attendant directions and his reply is, *“Go to the end of the street and take a right at the first light. Stay on Knox until you come to a fork in the road and veer left. Stay on the road for a mile or two and then turn left on Jackson Rd. Go another couple miles and turn right by the cluster of Pines. No, it’s Aspens. The house should be on right. Or is it on the left?”*

Examples of Schedules



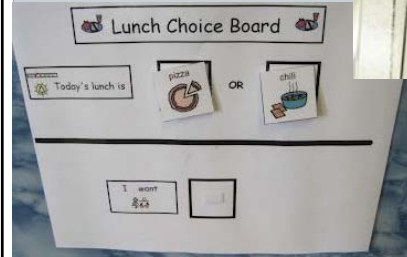
Schedules

Daily Schedule Chart



Choice Charts

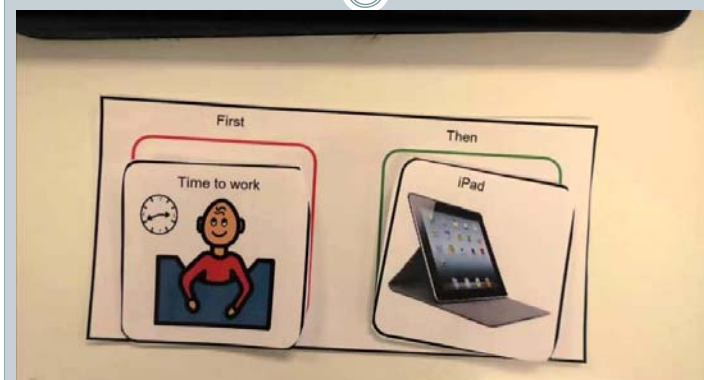
Visuals teach what to do and how to do it



Choice Charts

- ⌘ Allowing choice making gives children **opportunities for socially appropriate power and control**
- ⌘ **Give choices** whenever possible (“Do you want the blue cup or the red cup?”)
- ⌘ When first introducing choices, **start with 2 or 3 choices**, then gradually increase
- ⌘ Remember to **use the actual item** if you need to
- ⌘ Incorporate a **child’s preference**, whenever possible
- ⌘ Only give choices that you are going to accept

First/Then Boards



First/Then Boards

- ☞ Used to communicate a sequence of events or to reinforce completion of a non-preferred activity
 - Assist with transition from one activity to another
 - Assist in completing non-preferred tasks by reinforcing the preferred activity
 - Breaks a larger schedule/sequence into smaller steps
 - Can be broken into two-steps. For example: "FIRST clean up, THEN go outside." Or
 - Can be broken down into a sequence of steps followed by a reinforcer. "FIRST color-cut-glue, THEN computer."

First Then Boards

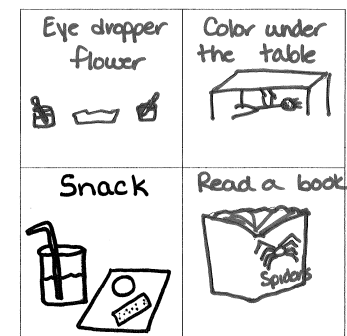


First/Then Board Tips

- ☞ Try to place the reinforcing activity or item on the "THEN" side. This reinforces that the child will complete the activities on the "FIRST" side.
- ☞ As activities are completed, turn the pictures over or remove them to indicate the activity is "finished."
- ☞ Model the behaviors
- ☞ Celebrate your success!

My jobs today...

My jobs today



Song Boards



Social-Emotional Support

Visuals teach how to interact with others & how to communicate thoughts & feelings



Social Emotional Support



Social Stories

Today, we are going to grandma's house for Christmas.

There will be a lot of people at grandmas and it might be loud. We will eat dinner and open presents.

If the noise bothers me, I can ask for a break, I can go into the spare bedroom or I can listen to my music.

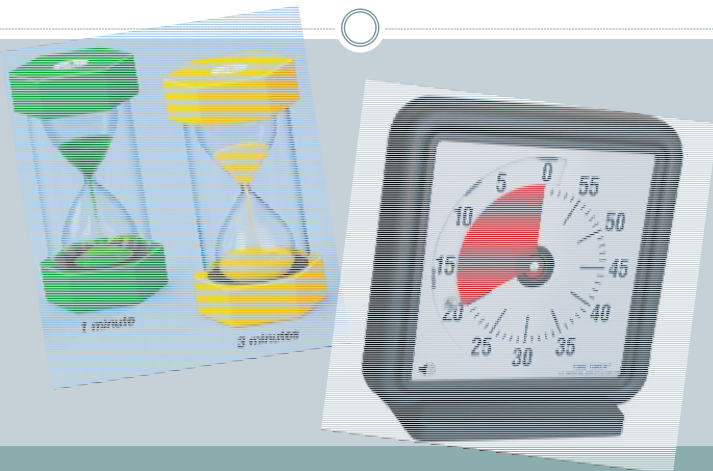
I can have fun visiting grandma.

Overall Classroom Visuals

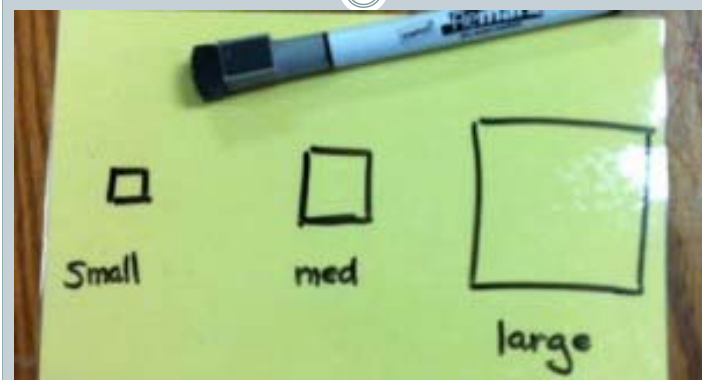
- Use photographs & words to label where materials go
- Use photographs with children's names on name plates, sign in, etc. (Always capitalize the first letter, and use lowercase for the rest)
- Use visuals to designate directions & rules

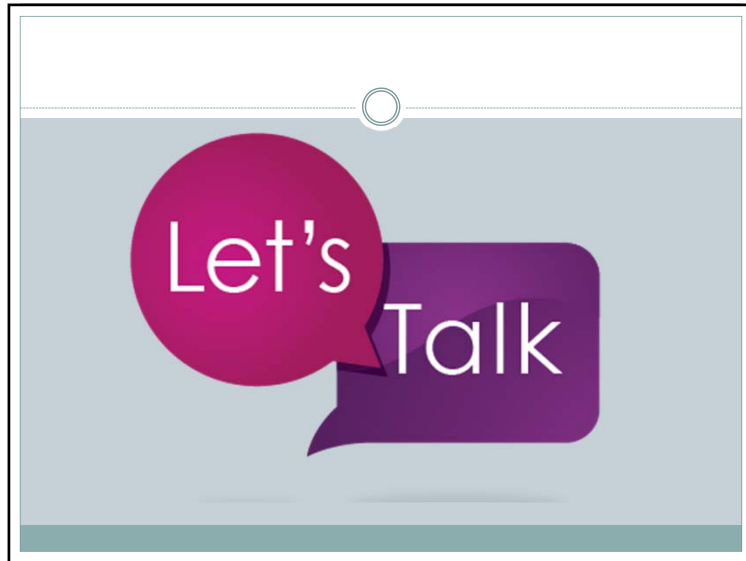


Visual Timers



Remember-On the Fly Visuals





Thank you!

For more information, please contact:
Cindy Ryan, WOU
ryanc@wou.edu or (503) 838-8605

Resources

See handout
Dickerman, P. (1999). *Toddler talk at school: A book of symbolic displays*. Solano Beach, CA: Mayer-Johnson Co. ****A collection of picture symbols, includes: songs, play routines, centers, games, and more.**