

VISUAL SUPPORTS



Visual supports such as these can be used to help a variety of students in making their day run smoothly.

Visual supports can be beneficial to a variety of students.

- Students with Autism
- Students who are ADHD
- Students who are English Language Learners
- Students in General Education
- Students with Learning Disabilities
- Students who are Hearing Impaired
- Children who are Developmentally Delayed

What are Visual Supports?

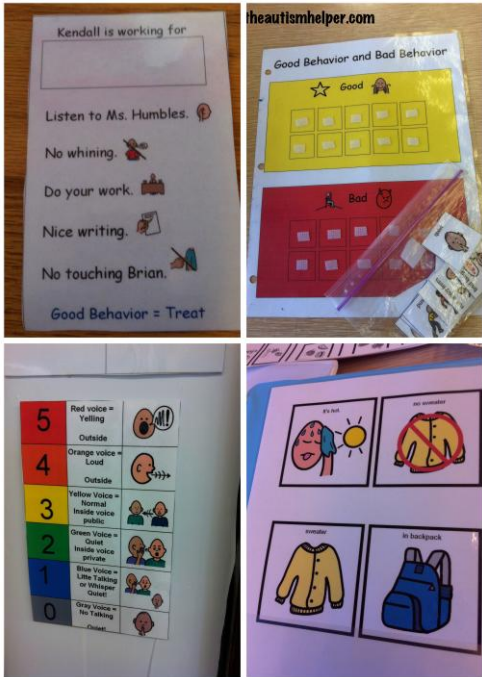
Visual supports are tools that are used to increase the understanding of environment expectations and to provide structure and support for students.

*Visual supports can be seen as photos, drawings, objects, gestures, print and environmental cues.

Steps to take when creating Visual Supports.

1. Consider children's learning abilities and behaviors
2. Plan when and how to evaluate their effectiveness
3. Make adjustments of the kinds of supports, frequency of use, placements, and reason for supports. (as needs change.)
4. Make visuals using sturdy materials

Students can benefit from visual supports in a variety of ways!



Visual supports can help students in a variety of ways.

Such as...

1. Where to find things and where things belong.
2. What will happen and when they will happen.
3. What to do and how to do it
4. How to interact with others
5. How to communicate thoughts, feelings, and choices

Visual supports...

- provides structure in a daily routine
- Allows students to be part of the curriculum and understand information
- Allows children to organize their thoughts, ability to communicate and help their independence.

Taking photographs of children in the classroom "following the rules" is a great way for children to model classroom expectations for all to see.

(Meadan pg.32)

Resources

- Meadan, H., Ostrosky, M. M., Triplett, B., Michna, A., & Fettig, A. (2011). Using Visual Supports with Young Children with Autism Spectrum Disorder. *TEACHING Exceptional Children*, 43(6), 28-35.
- Why Use Visual Aids. (n.d.). Retrieved September 27, 2015, from <http://www.visualaidsforlearning.com/>
- Bonnie Blagojevic, Mary Ellen Logue, V. Susan Bennett-Armistead, Billie Taylor, and Erika Neal. Take a look visual supports for learning. *Teaching Young Children*; Jun/Jul 2011, Vol. 4 Issue 5, p10
- Siegel, E. B., & Lien, S. E. (2015). Using Photographs of Contrasting Contextual Complexity to Support Classroom Transitions for Children with Autism Spectrum Disorders. *Focus On Autism And Other Developmental Disabilities*, 30(2), 100-114.

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