GUIDING PRINCIPLE 3

ENHANCING STUDENT AUTONOMY AND RESPONSIBILITY

Strategy: Visual Support

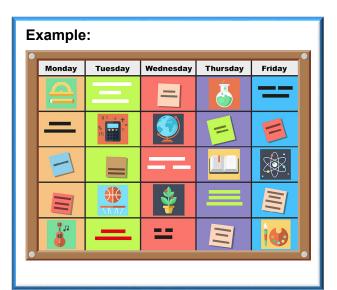**Audience:** Kindergarten to Grade 12

What:

- Visual support communicates structure, routine, and predictability and offers a permanent reminder of expectations
- Visual supports increase the potential to function with greater independence
- Visual supports can include pictures, books, checklists, schedules, written instructions, and so on

How:

- Break up a child's day into meaningful chunks
- Provide visual organizational aids, such as: schedules, task analysis, checklists, and charts. Involve the student in developing and implementing them, if appropriate
- Have the student refer to the visual schedule to understand what is coming next in the day
- Use First/Then visuals so a child knows that a non-preferred task will not last forever and that there is a preferred task coming soon

Materials:

- symbols, post-it notes, line drawings, photographs, tactile, or real objects

Example:

Inclusive Practices to Consider:

- Use age appropriate visual supports
- Consider if the student is a reader or requires visuals only
- Some students may require real life objects/photographs that are more concrete in nature

Reference and Links:

School Closure Kit Easterseals—Illinois Autism Partnership
https://lsdinclusivelearning.weebly.com/uploads/1/3/1/6/131644799/visuals_for_at_home_learning.pdf

How to Use a Visual Schedule at Home
https://youtu.be/HeaQ5CndJH4

Home Schedule for School Closures
https://tinyurl.com/y8ca78rg

Using Visuals to Support Language and Attention
https://www.youtube.com/embed/I0nfjtqjRac