



Using Visuals to Support Routines, Following Instructions and Choice Making

Types of visuals

Visuals supports can take many forms:

- ▶ Real objects (or an object that represents an experience - a book represents story time, a texta represents drawing, etc.)
- ▶ Photo of an object or experience
- ▶ Boardmaker picture - a symbol that represents an object or experience
- ▶ Drawing - a symbol drawn by child or adult that represents an object or experience
(Developmental Progression)
- ▶ Other - Timer, Social Story, Signs (something that provides a visual cue)

Purpose of visuals

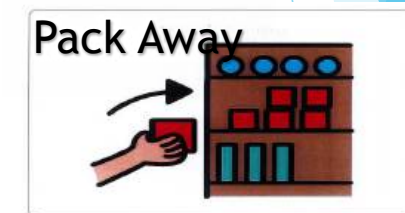
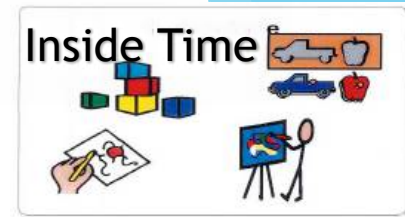
Visuals can be used for a variety of purposes:

- ▶ Following daily routines
- ▶ Following a sequence of activities
- ▶ Following a sequence when engaged in an activity
- ▶ Engaging in non-preferred activities - First This, Then That
- ▶ Choice-making
- ▶ Turn-taking
- ▶ Extending engagement - no. of activities, time spent at activities
- ▶ To learn about new situations, experiences and expectations
- ▶ Communicating with others

Routine visuals

Just as adults use diaries, calendars, to-do lists and post-it-notes to organise and plan their days, so too can children find a visual schedule useful in making and following a plan for their day.

Teachers may choose to take each step down once it has been completed as this can reinforce to children what is next or left to do in their day.

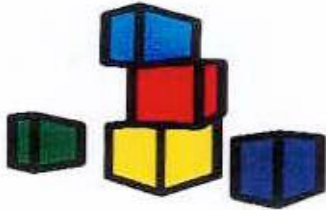


Visual schedule - following a sequence

Teachers can choose the order of experiences and ask child to follow the order, or the child can choose the activities themselves.

This can be used to extend the child's play to different areas or assist the child to engage in experiences if they have difficulty choosing something to do. (Excellent for children who seem to 'float around' without engaging).

Blocks



Lego



Sand Pit








Finished














Following steps in an activity

Visuals can be used to prompt the next step in a routine or a new experience.

	Washing hands
	Water on
	Hands wet
	Rub hands with soap
	Rinse
	Water off
	Dry

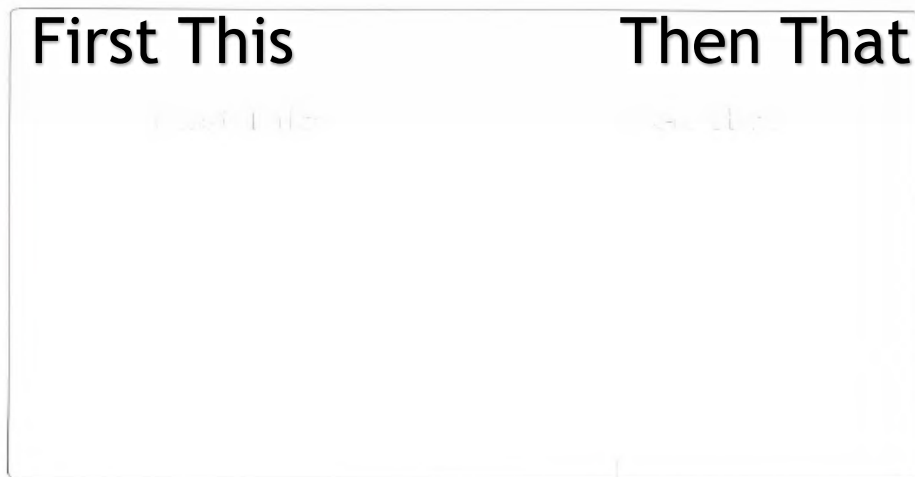
Building Blocks Bridge

				
				
2 blue blocks	2 green blocks	2 yellow blocks	blue bridge	
				
	2 red blocks	boy under the bridge		

Engaging in non-preferred activities

'First This, Then That' visual can be used to motivate a child to engage in a non-preferred experience/activity. Non-preferred experience first then a preferred experience.

Once this is established, it can be extended to two non-preferred experiences first, and so on until the child is ready to independently engage in a variety of experiences.



Choice making

Some children need assistance in planning and identifying where they would like to play. If they are feeling overwhelmed by a busy environment, then offering a choice of experiences can help them to identify and engage.

Non-verbal children can use choice making visuals to communicate where they would like to play.

Hammering



Puppets



Water Play



DressUps



Listen to a Story



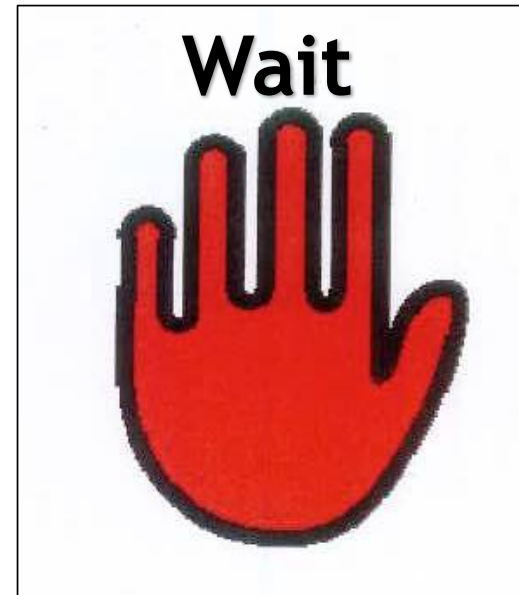
Read a Book



Turn-taking

A timer is very useful when children are asked to wait for a turn at any experience when only one or two children can take a turn at a time.

Turn-taking visuals can be used to introduce and reinforce social concepts of sharing, waiting, giving others a turn, and taking turns with others during a game.



Extending engagement

A timer can also be used to extend the period of time a child engages at an activity. This can be useful for children who only briefly engage in play before moving to the next experience.

This can be used in conjunction with a visual schedule.



Learning rules and expectations

Positive Kindergarten Rules

ask for help 	work together 	gentle hands 	quiet voice 	keep hands down
use kind words 	quiet time 	hands to yourself 	walking feet 	ask for a turn
listen to others 	wait for a turn 	give a turn 	my turn 	your turn
personal space 	ask 'Can I play?' 	take turns 	gentle hands 	share toys



LISTENING RULES

eyes		look
ears		listen
mouth		shut
hands		still
feet		still
bottom		sit still
wait		till it's your turn

Social stories

Social stories are mostly used to teach children about a new experience or concept.

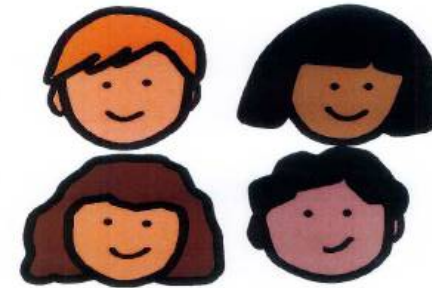
They are factual explanations about social rules and concepts.

They teach children what TO DO in certain social situations.

They can be used to help children learn about social expectations.

They can also be used to help children become familiar with new environments or experiences.

I Want to Play with Other Children

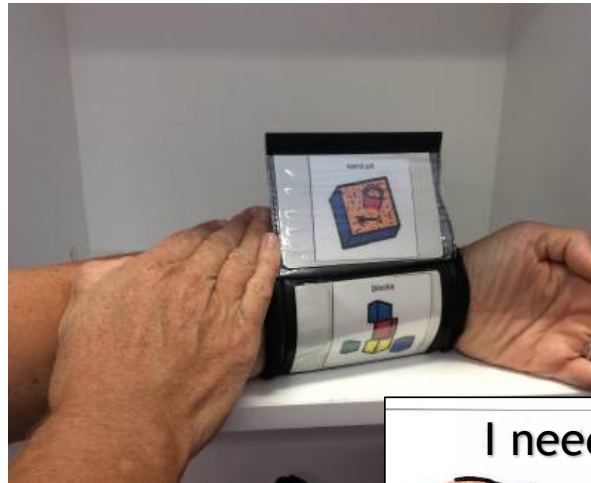


Communication

Communication boards, books visuals and devices assist children with expressive language delays to communicate their feelings, choices, needs and requests to others.



Other ways to use visuals



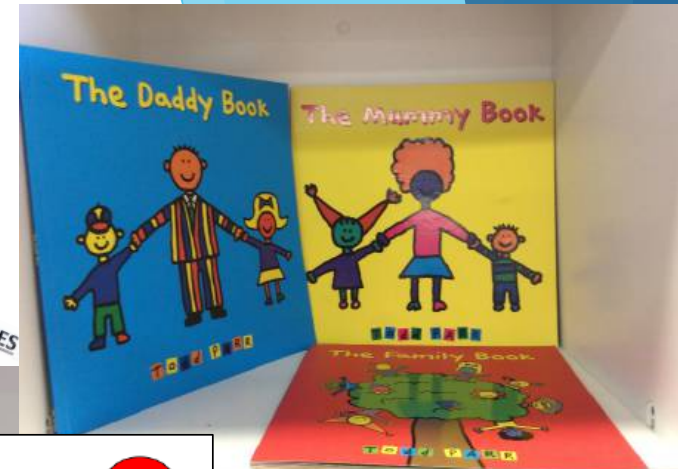
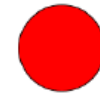
Please Leave My Building



I need help



STOP
THINK
DO



And also...

- ▶ If you don't have access to Board Maker or a Speech Therapist who does, then look on the internet for free samples.
- ▶ You can make your own visuals with photos or drawings. If the children who will be using them help to create them, then they will have an increased sense of ownership.
- ▶ Directionality of visuals can be an issue for some - Left to right (same direction as reading) or top to bottom (if it's a list to check off) - it's up to you to see what works best in individual situations.
- ▶ Ensure that you write the word/s on each visual, increasing exposure to written language and the concept that text means (represents) something.