

# **“Look What I Can Do!” (With Visual Supports)**

**Maurita Keyser, M.S.**

Danville School District 118, Early Childhood Program

[keyserm@danville118.org](mailto:keyserm@danville118.org)

&

**Cheryl Light Shriner, Ph.D., BCBA-D**

Clinical Assistant Professor, Department of Special Education

University of Illinois, Urbana-Champaign

[slight@illinois.edu](mailto:slight@illinois.edu)

# Introductions

- Maurita Keyser
- Cheryl Light Shriner
- All of You

# Purpose of This Presentation

- To share the benefits of embedding visuals (objects, pictures, gestures, and movement) within preschool routine and activities.
- To share examples and ideas
- To make and take your own visuals to use with young children with and without disabilities.

# Benefits of Visual Supports

- All children benefit from visual supports.
- Visuals provide access to the curriculum and concepts to young children with disabilities (academics and pre-academic skills).
- Visuals can direct or redirect a child's attention, increase comprehension, and assist with participation
- Visuals can promote and facilitate speech development
- Visuals can promote skill development and independent responding
- Visual can reduce challenging behavior
- Research demonstrates that visuals can enhance communication skills and concept development

# Types of Visual Supports



- Environmental Arrangement (defining space)
- Objects
- Photos
- Symbols
- Gestures and Movement
- Environmental Print / Product Logos
- Printed words
- **ALL Planned & Strategically Placed and Presented**

# Good Resources

- Google Drive:  
<https://drive.google.com/folderview?id=0Bw7S15N0Jy4aZmdMcnppSTA0Y00&usp=sharing>
  - Access to this powerpoint presentation,
  - many visuals that you will see today, and
  - some articles about visual supports
- Autism Internet Modules (Free to sign up):
  - [https://www.autisminternetmodules.org/user\\_login.php](https://www.autisminternetmodules.org/user_login.php)
- Visual Aids for Learning
  - <http://www.visualaidsforlearning.com>
- Communication Development: A Parent's Guide:
  - [http://speechlanguageinfo.myefolio.com/main/visual\\_supports](http://speechlanguageinfo.myefolio.com/main/visual_supports)
- Families Together, Inc. Visual Supports
  - <http://famielstogetherinc.org/index.php/who-i-am/visual-supports-free/>

# Good Resources on Visual Supports

- [http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VisualSupports Complete.pdf](http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/VisualSupports%20Complete.pdf)
- <https://www.youtube.com/watch?v=oeq-46CFB1s>



# Some of the visuals shown in this presentation are on Google Drive

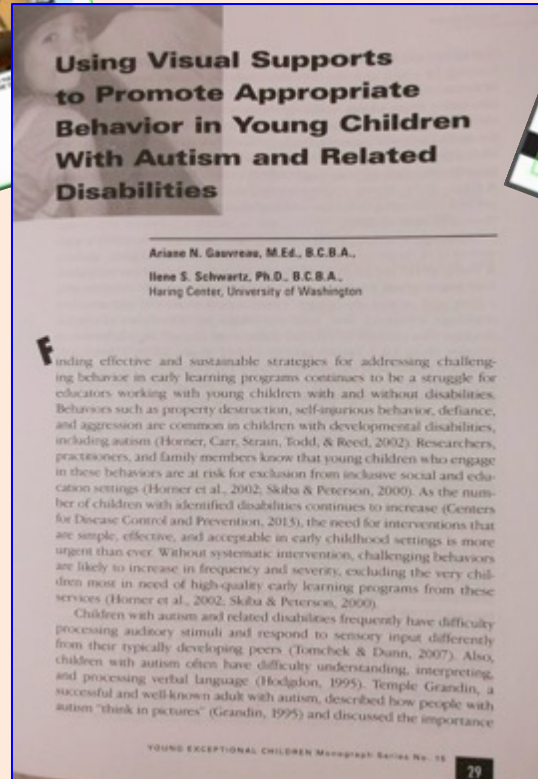
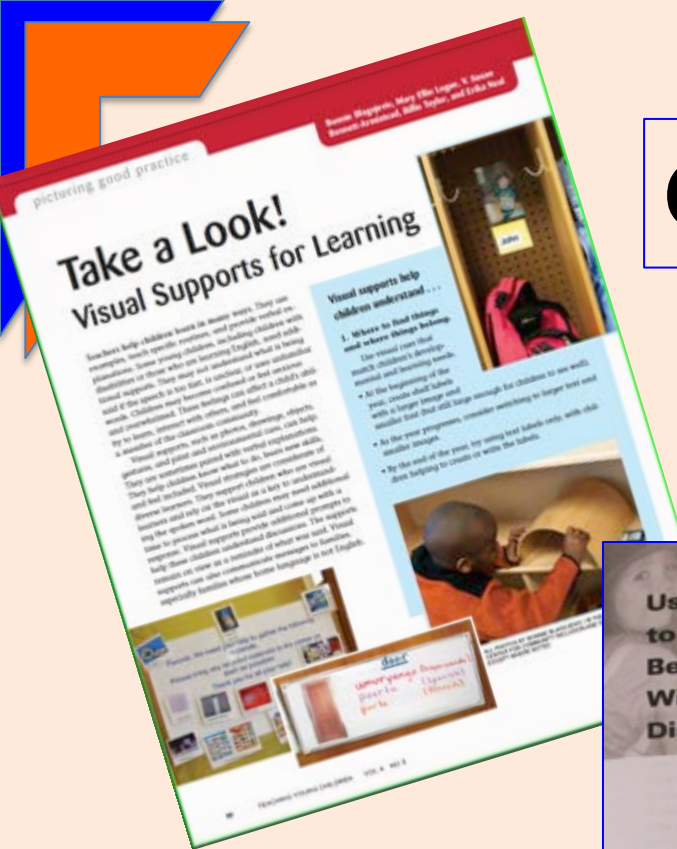
- <https://drive.google.com/folderview?id=0Bw7S15N0Jy4aZmdMcnppSTA0Y00&usp=sharing>



# Good Reads!

- Barton, E. E., Reichow, B., Wolery, M., & Chen, C. (2011). We can all participate! Adapting circle time for children with autism. *Young Exceptional Children*, 14(2), 2-21.
- Blagojevic, B., Lougue, M. E., Bennett-Armistead, V. S., Taylor, B., & Neal, E. (2011). Picturing good practice: Take a look! Visual supports for learning. *Teaching Young Children*, 4(5), 10-13.
- Gauvreau, A. N. & Schwartz, I. S. (2013). Using visual supports to promote appropriate behavior in young children with autism and related disabilities. *Young Exceptional Children Monogram Series Number 15*, 29-44.

**Good Reads!**





<https://ccids.umaine.edu/resources/visual-supports/>  
**Visual Supports Checklist**

The Visual Supports Checklist is based on a review of current literature, practical knowledge, and reported experiences from early childhood educators on the topic of visual supports. For more information and additional resources for creating and using visual supports, please visit the [University of Maine Center for Community Inclusion and Disability Studies'](#) web page, [Visuals Supports Learning Links and Visuals Templates](#).

Note: The use of photos or images support text in all of the following:

**Understand where to find things and where they belong**

**Do you use  
Visual  
supports  
In your  
setting?**

# Do you use Visual supports In your setting?

Understand 'what to do and how to do it: curriculum, classroom, and community expectations' (continued...)	Already using	Not yet using
Classroom rules and/or expectations		
Voice volume chart		
Turns list/Waiting list for popular centers and activities		
Defined space (placemats, carpet squares with photo, etc.) on rugs for showing children their spots.		
Labels (image of feet or use of masking tape) at sinks/bathrooms for waiting spots.		
Sign/Kin charts		
Understand how to interact with others (social skills supports)	Already using	Not yet using
Social stories demonstrating interaction with peers and supporting conflict resolution		
Social stories to help children process changes (vacations, staffing changes, child who is moving, etc.)		
Understand how to communicate thoughts and choices (communication supports)	Already using	Not yet using
Choice board - plan for center(s) to play in.		
Preference chart (graph of favorite food charts, etc.)		
Feelings chart		



University of Maine College of Education and Human Development

The Visual Supports Checklist was developed by Susan Bennett-Armistead, Ph.D., University of Maine College of Education and Human Development; Bonnie Blagojevic, M.Ed., C.A.S., University of Maine Center for Community Inclusion and Disability Studies; Erika Neal, M.Ed., University of Maine Farmington; and Billie Taylor, MSW, LCSW, University of Maine Center for Community Inclusion and Disability Studies (June 2011).

# Categories of Visual Supports

- **Environmental Arrangement**
- **Visual Attending Assessment & Training**
- **Schedules and Skill Task Analyses**
- **Behavioral Expectations**
- **Opening Circle Songs and Rhymes**
- **Story Time**
- **Communication and Choice Making**
- **Academic (and Pre-academic) Skills**
- **Social Skills**
- **Play Skills**

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# **Environmental Arrangement**





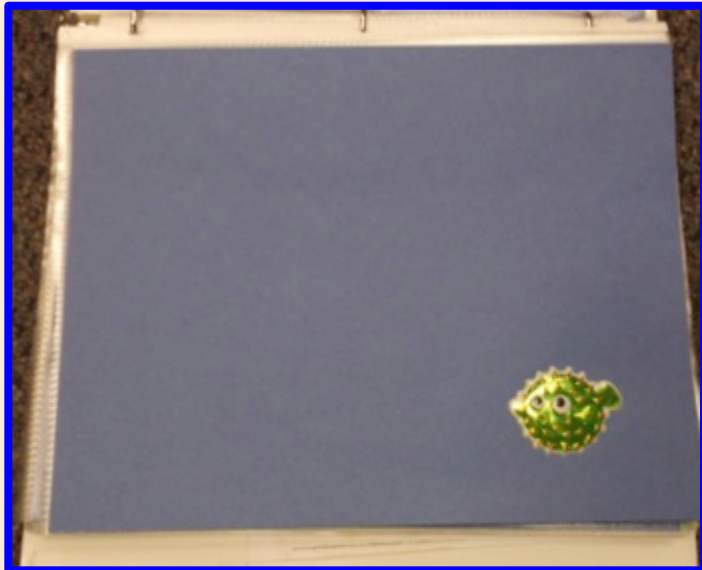




# **Visual Attending Assessment & Training**



# Visual Attending Assessment & Training

***Purpose: Determine if the child is able to discriminate a picture from the background and if this skill can be taught.***





# **Schedules and Skill Task Analyses**

# Daily SCHEDULE

**1AECa** Follow simple one-, two- and three-step directions.

**1CECa** Describe familiar people, places, things and events and, with teacher assistance, provide additional detail.

**30CECc** Show some initiative, self-direction, and independence in actions.





# Hand Washing Picture Task Analysis

***Purpose: Assist children with completion of a routine, multi-step task.***

**1AECa** Follow simple one-, two- and three-step directions.

**22AECb** Demonstrate personal care and hygiene skills, with adult reminders.

**30CECc** Show some initiative, self-direction, and independence in actions.





# **Behavioral Expectations**



# Behavioral Expectations: Signs on Sticks

***Purpose: Communicate expectations through visuals.***

**1AECa** Follow simple one-, two- and three-step directions.

**1BECd** Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).

**31BECc** Use socially appropriate behavior with peers and adults, such as helping, sharing and taking turns.

**32AECb** Follow rules and make good choices about behavior.



# Behavioral Expectations:



***Purpose: Communicate expectations through visuals.***

**1AECa** Follow simple one-, two- and three-step directions.

**1BECd** Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).

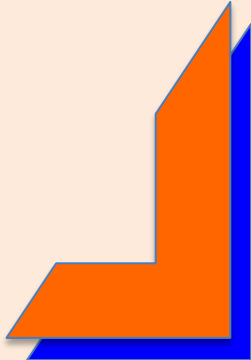
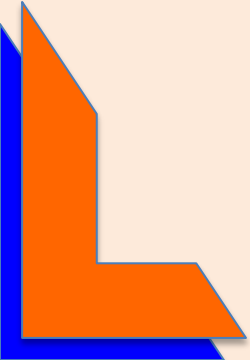
**32AECb** Follow rules and make good choices about behavior.





# **Circle Time or Large Group Songs and Rhymes**

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# Puppets

***Purpose: Engage children in a language activity.***

**1BECa** Use language for a variety of purposes.

**2CECa** Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).

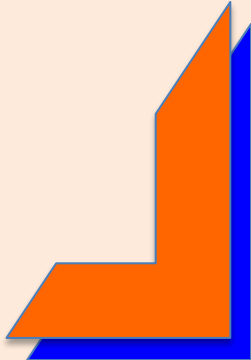
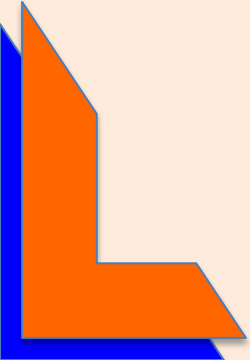
**4CECb** With teacher assistance, recognize and match words that rhyme.

**25AECb** Drama: Begin to appreciate and participate in dramatic activities.





# PUPPETS



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# *The Wheels on the Bus*

***Purpose: Encourage active participation in music time.***

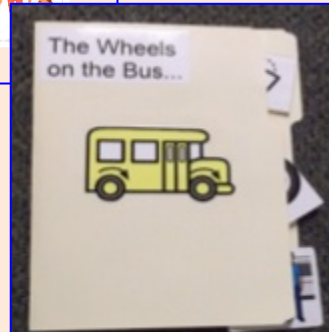
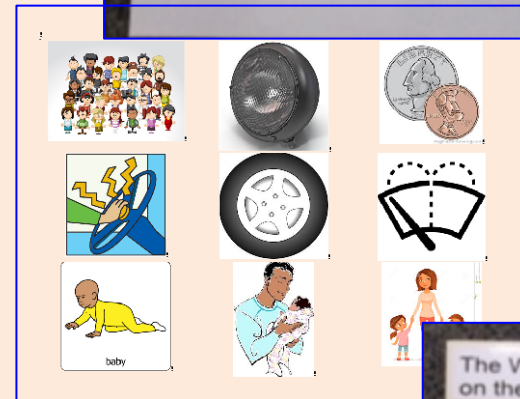
**1CECa** Describe familiar people, places, things and events and, with teacher assistance, provide additional detail.

**19BECc** Combine large motor movements with and without the use of equipment.

**25AECc** Music: Begin to appreciate and participate in music activities.

**30AECb** Use appropriate communication skills when expressing needs, wants and feelings.

**30CECb** Demonstrate engagement and sustained attention in activities.



# ***Old McDonald Had A Farm Song***

***Purpose: Encourage active participation in music time.***

**4BECb** Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.

**12AECa** Observe, investigate, describe, and categorize living things.

**25AECc** Music: Begin to appreciate and participate in music activities.

**30AECb** Use appropriate communication skills when expressing needs, wants and feelings.

**31CECa** Begin to share materials and experiences and take turns.



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# Song and Action Activity: *Head, Shoulders, Knees, & Toes*

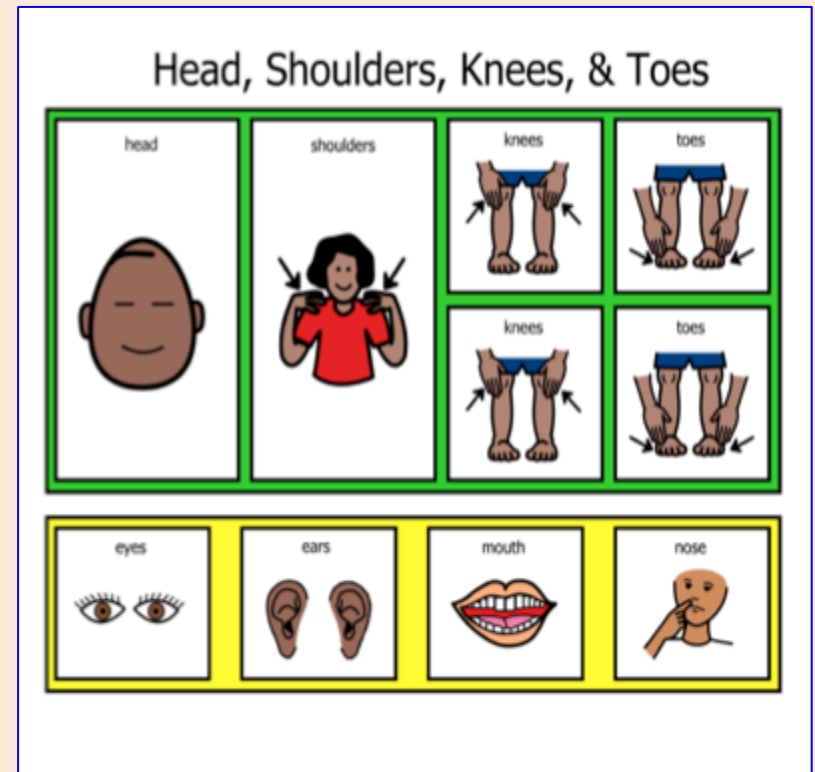
***Purpose: Encourage active participation in music time.***

**1AECa** Follow simple one-, two- and three-step directions.

**19BECc** Combine large motor movements with and without the use of equipment.

**23AECa** Identify body parts and their functions.

**25AECc** Music: Begin to appreciate and participate in music activities.





# 5 Little Monkeys Jumping on the Bed Rhyme

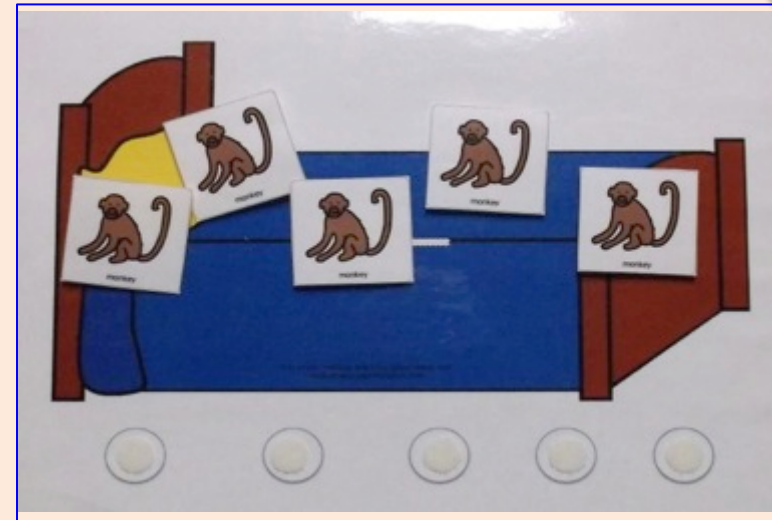
**Purpose:** Provide a visual representation of a familiar rhyme and story.

**4CECb** With teacher assistance, recognize and match words that rhyme.

**6AECd** Connect numbers to quantities they represent using physical models and informal representations.

**19CECa** Follow simple safety rules while participating in activities.

**25AECb** Drama: Begin to appreciate and participate in dramatic activities.



# ***5 Green & Speckled Frogs Song***

***Purpose: Encourage active participation in music time.***

**4CECb** With teacher assistance, recognize and match words that rhyme.

**6AECd** Connect numbers to quantities they represent using physical models and informal representations.

**6BECc** Identify the new number created when small sets (up to 5) are combined or separated.

**25AECc** Music: Begin to appreciate and participate in music activities.



# BINGO Song

***Purpose: Encourage active participation in music time.***

**4BECb** Recognize and name some upper/lowercase letters of the alphabet, especially those in own name.

**6AECa** Count with understanding and recognize “how many” in small sets up to 5.

**8AECb** Recognize, duplicate, extend, and create simple patterns in various formats.

**25AECc** Music: Begin to appreciate and participate in music activities.

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# Name Song



# *5 Little Ducks Went Out To Play Song*

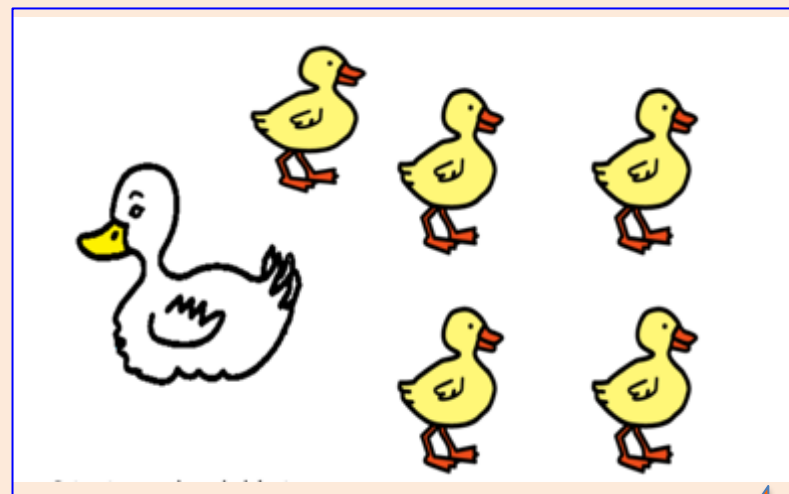
***Purpose: Encourage active participation in music time.***



**4CECb** With teacher assistance, recognize and match words that rhyme.

**6AECd** Connect numbers to quantities they represent using physical models and informal representations.

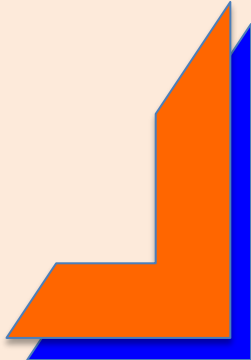
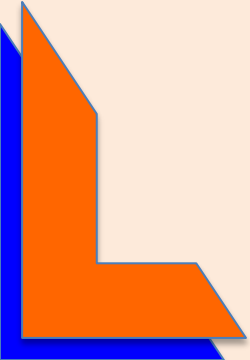
**6BECc** Identify the new number created when small sets (up to 5) are combined or separated.

**25AECc** Music: Begin to appreciate and participate in music activities.





# Story Time



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# ***My Mother is Mine***

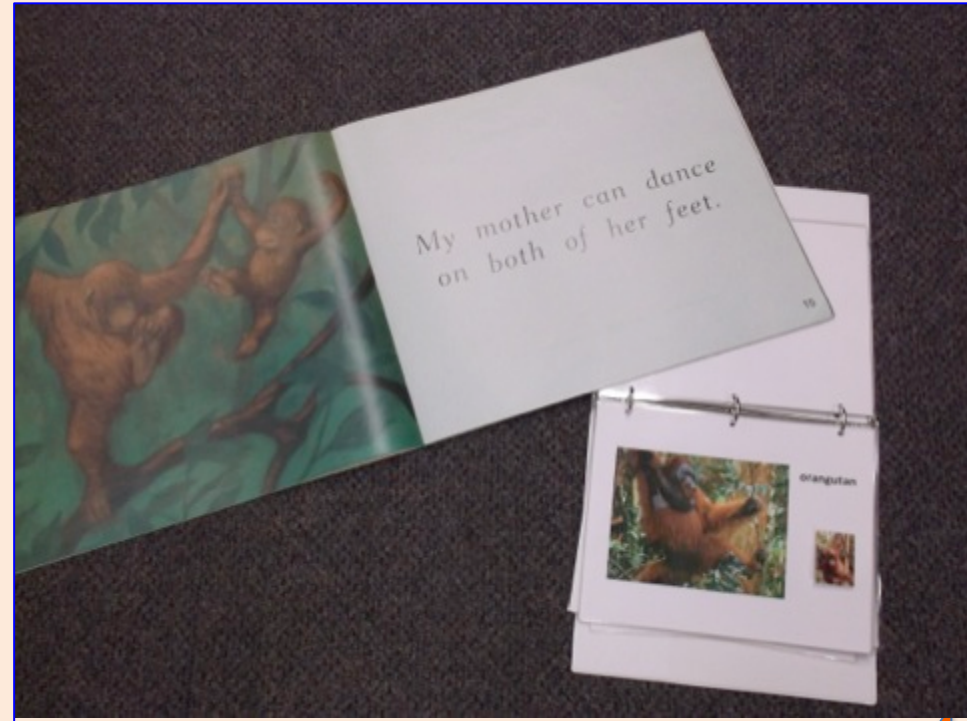
***Purpose: Actively engage students during story time.***

**2BECc** With teacher assistance, identify main character(s) of the story.

**8AECa** Sort, order, compare and describe objects according to characteristics or attribute(s).

**12AECa** Observe, investigate, describe and categorize living things.

**31CECa** Begin to share materials and experiences and take turns.



# Flower Garden

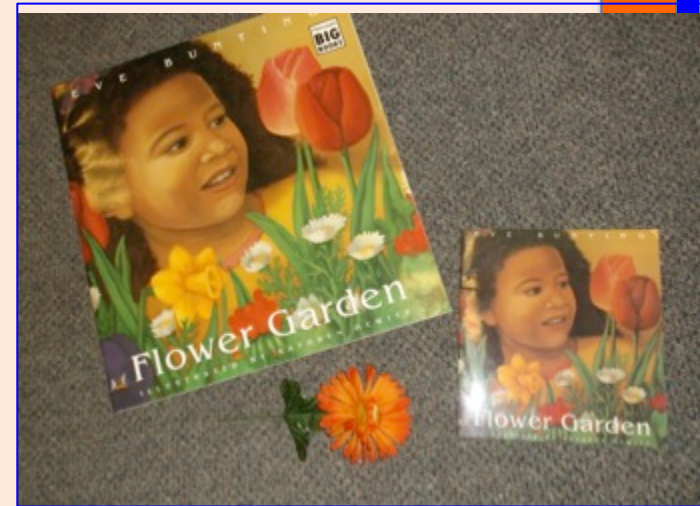
***Purpose: Actively engage students during story time.***

**2AECa** Engage in book-sharing experiences with purpose and understanding.

**2BECa** With teacher assistance, ask and answer questions about books read aloud.

**2CECb** Identify the front and back cover of books and display the correct orientation of books and page-turning skills.

**12BECa** Describe and compare basic needs of living things.





# *I Can't Get My Turtle to Move*

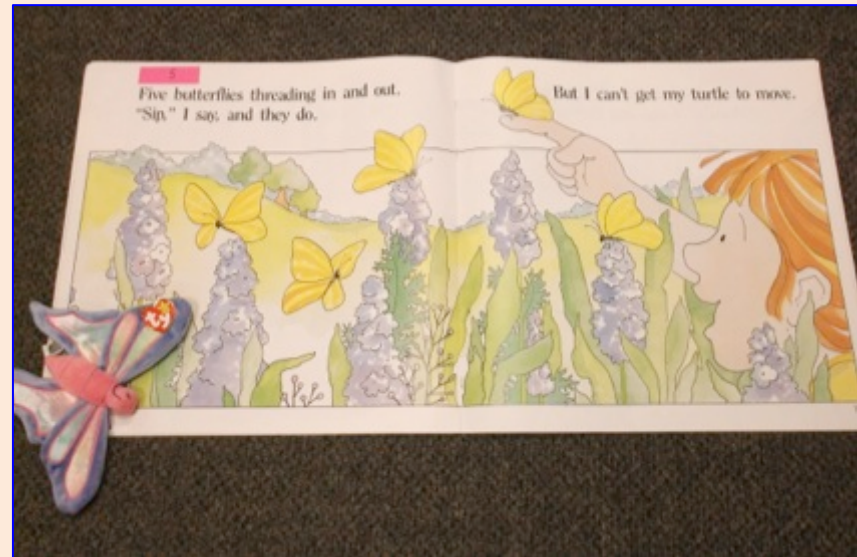
**Purpose:** *Actively engage students during story time.*

**2BECc** With teacher assistance, identify main character(s) of the story.

**6AECa** Count with understanding and recognize “how many” in small sets up to 5.

**6AECd** Connect numbers to quantities they represent using physical models and informal representations.

**6AECe** Differentiate numerals from letters and recognize some single-digit written numerals.



# Little Quack

**Purpose: Actively engage students during story time.**

**6AECa** Count with understanding and recognize “how many” in small sets up to 5.

**6AECd** Connect numbers to quantities they represent using physical models and informal representations.

**25AECb** Drama: Begin to appreciate and participate in dramatic activities.

**31AECb** Recognize the feelings and perspectives of others.



# In Between

***Purpose: Actively engage students during story time.***

**1AECa** Follow simple one-, two- and three-step directions.

**1AECb** Respond appropriately to questions from others.

**2DECa** With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.

**17AECa** Locate objects and places in familiar environments.





# Communities

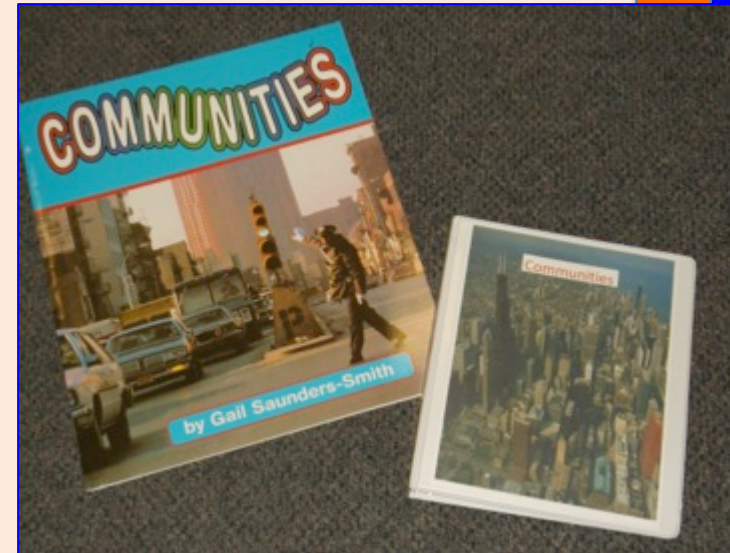
***Purpose: Actively engage students during the reading of a non-fiction book.***

**3AECa** With teacher assistance, ask and answer questions about details in a nonfiction book.

**3AECb** With teacher assistance, retell detail(s) about main topic in a nonfiction book.

**15AECa** Describe some common jobs and what is needed to perform those jobs.

**18AECa** Recognize similarities and differences in people.



# *If You Give A Mouse A Cookie*

***Purpose: Actively engage students in sequencing the events in a story.***

**2BECb** With teacher assistance, retell familiar stories with three or more key events.

**2DECa** With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.

**9BECa** Show understanding of location and ordinal position.

**10BECa** Organize, represent, and analyze information using concrete objects, pictures, and graphs, with teacher support.



# Brown Bear, Brown Bear

*Purpose: Actively engage students during story time.*

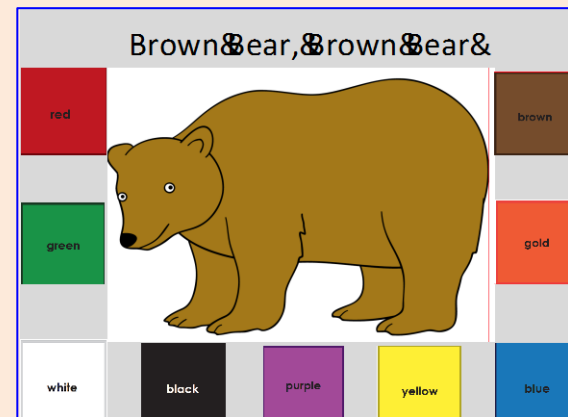


**2AECa** Engage in book-sharing experiences with purpose and understanding.

**2BECc** With teacher assistance, identify main character(s) of the story.

**2DECa** With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.

**4AECa** Recognize the difference between print and pictures.



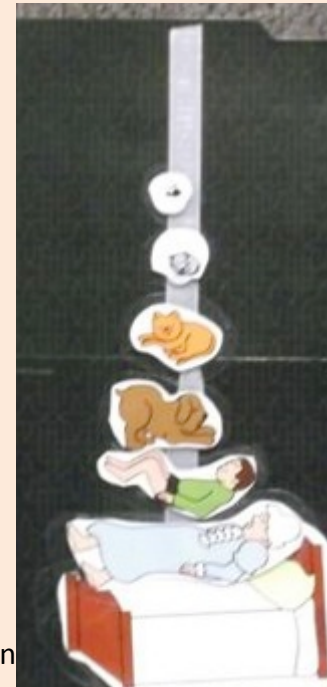


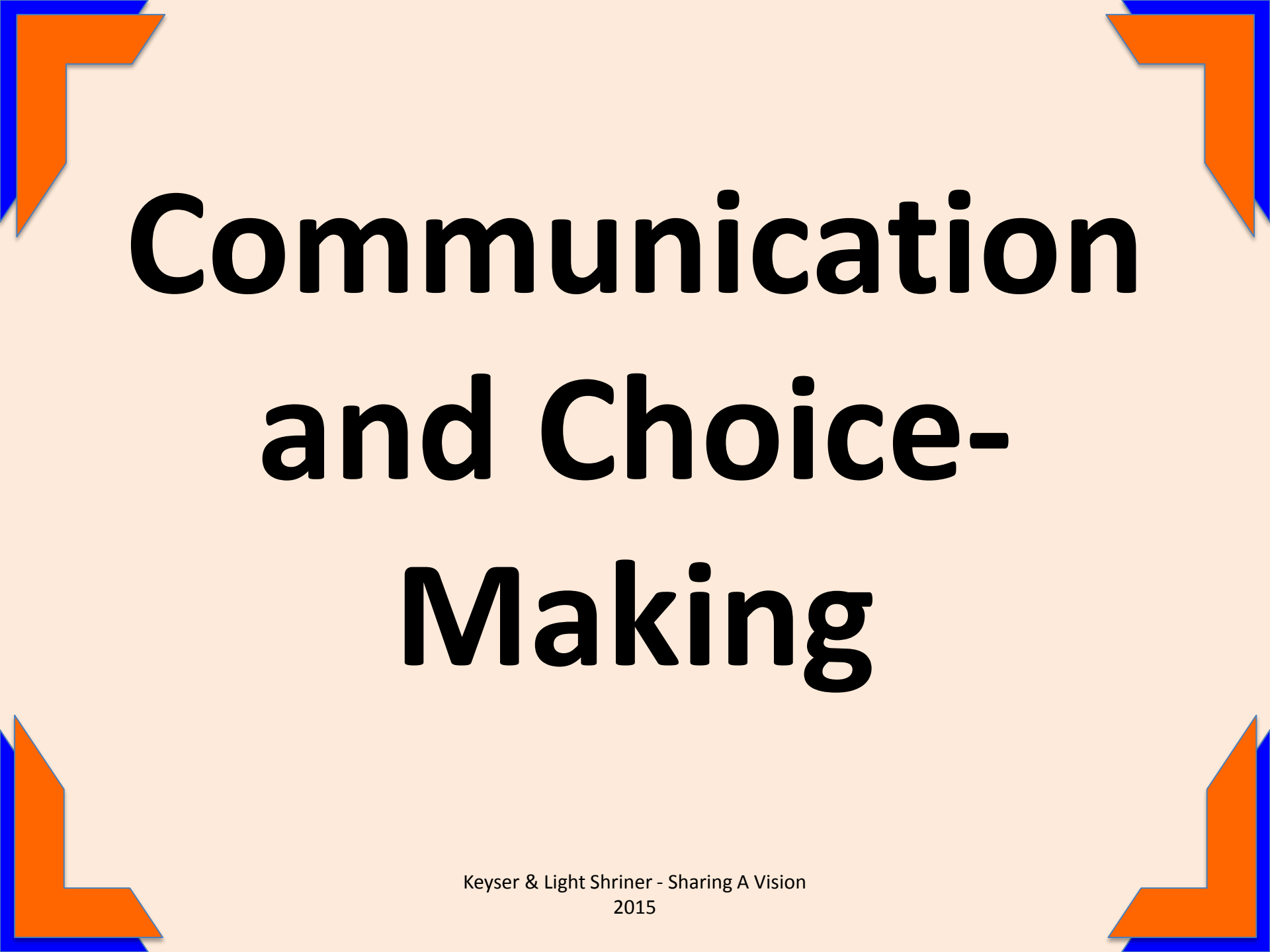
# The Napping House

***Purpose: Actively engage students during story time.***

**2AECa** Engage in book-sharing experiences with purpose and understanding.

**2BECc** With teacher assistance, identify main character(s) of the story.



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# **Communication and Choice- Making**

# Emotion Charts

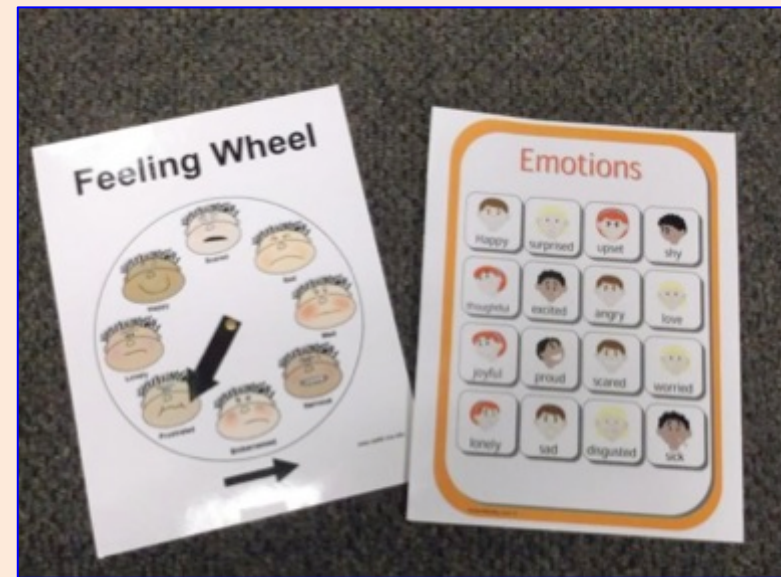
***Purpose: Provide children an opportunity to identify their feelings.***

**1AECd** Identify emotions from facial expressions and body language.

**30AECa** Recognize and label basic emotions.

**30AECb** Use appropriate communication skills when expressing needs, wants and feelings.

**30AECc** Express feelings that are appropriate to the situation.





# Rhyme & Song: Choice Board

***Purpose: Allow children the opportunity to indicate their preferences.***

**14DECa** Develop an awareness of what it means to be a leader.

**30AECb** Use appropriate communication skills when expressing needs, wants and feelings.

**30CECc** Show some initiative, self-direction, and independence in actions.

**31BECc** Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.



# Snack Time Communication: Go Talk 4

***Purpose: Provide students an opportunity to communicate wants, needs and desires.***

**1AECb** Respond appropriately to questions from others.

**30AECb** Use appropriate communication skills when expressing needs, wants, and feelings.

**31AECe** Develop positive relationships with peers.

**31BECa** Interact verbally and nonverbally with other children.





# Communication Placement

# Story Choice Board

***Purpose: Provide students an opportunity to communicate wants, needs and desires.***

**14DECa** Develop an awareness of what it means to be a leader.

**30AECb** Use appropriate communication skills when expressing needs, wants and feelings.

**30CECc** Show some initiative, self-direction, and independence in actions.

**31BECc** Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.



# **Academic (and Pre-academic) Skills**

# Brown Bear: Color Matching Activity

**Purpose:** Engage children in an activity related to a story.

**1CECa** Describe familiar people, places, things, and events and with teacher assistance provide additional detail.

**2AECa** Engage in book-sharing experiences with purpose and understanding.

**2DECa** With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.

**8AECa** Sort, order, compare, and describe objects according to characteristics or attribute(s).





# Brown Bear, Brown Bear

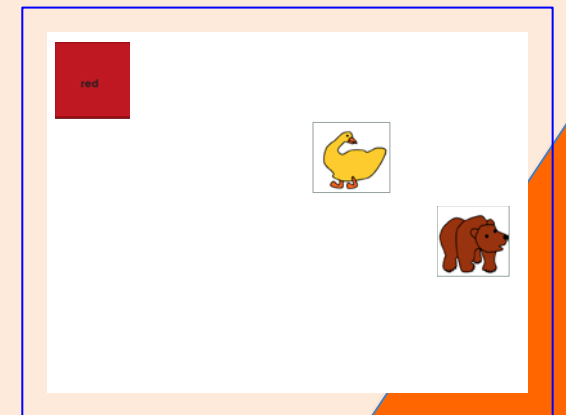
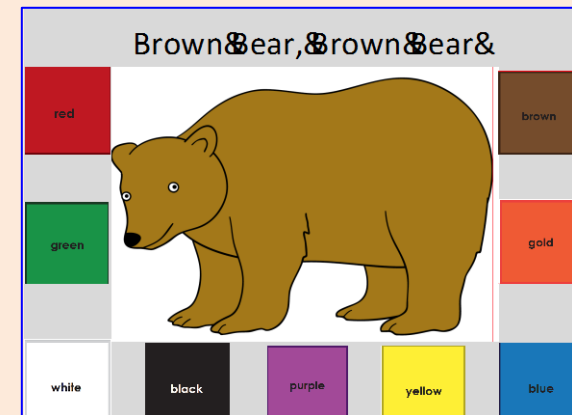
***Purpose: Actively engage students during story time.***

**2AECa** Engage in book-sharing experiences with purpose and understanding.

**2BECc** With teacher assistance, identify main character(s) of the story.

**2DECa** With teacher assistance, discuss illustrations in books and make personal connections to the pictures and story.

**4AECa** Recognize the difference between print and pictures.



# Academic (or Pre-Academic) Skills

***Purpose: Sensory Counting, Teach counting and number recognition via an alternate means.***


**6AECa** Count with understanding and recognize “how many” in small sets up to 5.

**6AECd** Connect numbers to quantities they represent using physical models and informal representations.

**6AECe** Differentiate numerals from letters and recognize some single-digit written numerals.

**6DECa** Compare two collections to see if they are equal or determine which is more, using a procedure of the child’s choice.





# **Social & Play Skills**

# Social Skills: Turn Taking Game

***Purpose: Help children develop social skills.***

**1AECa** Follow simple one-, two-and three-step directions.

**30AECd** Begin to understand and follow rules.

**31BECa** Interact verbally and nonverbally with other children.

**31BECc** Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.

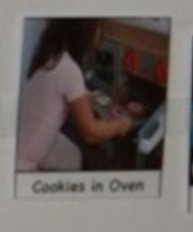
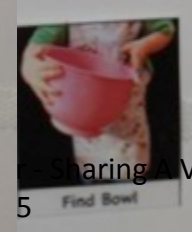
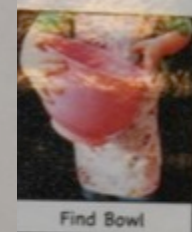
**31CECa** Begin to share materials and experiences and take turns.



# Play Sequence









# Social Play



The slide features four decorative corner elements, each consisting of an orange L-shaped piece with a blue border, positioned in the top-left, top-right, bottom-left, and bottom-right corners.

# Make & Take Activities

Song Visuals

Story Visuals

Books

Four decorative L-shaped corner elements are positioned at the corners of the slide. Each element consists of an orange shape with a blue border, creating a stylized frame around the central text.

# Share Your Ideas for Your Visuals

# Questions?