

1. Visual supports are used to enhance instruction.

1e. Additional visual supports are used to support instruction.

Quality indicators:

- Use of pictures to support verbal communication such as stop signs, individualized picture schedules, scripted stories for social situations or first/then boards.
- Incorporation of manipulatives to support stories, finger plays and pictures paired with written words.
- Labeled shelves for organization.
- Visual supports provide non-verbal reminders and can enhance oral language development.
- **Children are provided practice in using schedules and in making choices in various settings.**



Questions to ask:

- ✓ How do you incorporate visual supports to enhance instruction?
- ✓ How do you use picture cues to support children who are having difficulty with task completion, following the schedule or adhering to rules?
- ✓ Are they consistently used throughout the day, month or year?



Supports, Accommodations, Adaptations

[Links for Additional Information](#)
Right click to open in new window

Universal Supports

- Post visuals in play centers and activity areas to support children in making choices, communicating desires, following routines.
- Provide visuals and manipulatives that support story comprehension, retelling and sequencing.
- Organize and clearly label shelves and provide visuals to support cleaning up and putting away materials.
- Provide visuals that remind children about social play and interacting with peers.

[Overview of Universal Design for Learning in Early Childhood](#)

Targeted/Specialized Supports

- Provide visuals that assist children in initiating and engaging in play scenarios and in using materials in the play centers.
- Pair visuals with instructions and guided practice during play centers and activity times.
- Pair photos of real objects with pretend toys and books to help children relate the information to real life
- Provide communication visual prompts to help children engage with peers.
- Provide first-then strips and mini-schedules for play and activities.

[Visuals to Support Social, Communication, and Transition skills](#)

[Visuals for Supporting Beginning Literacy and Math skills](#)

[Visuals for Supporting Play](#)

Intensive Interventions

- Provide supports that are individualized for specific needs (visuals, photos, objects, tactile) to help children understand and relate to instruction.
- Incorporate multi-sensory strategies and increase prompting levels to support participation.
- Provide individualized communication systems and/or adapted materials (tools, seating, movement, and sensory) to support participation.

[Literacy for Children with Combined Vision and Hearing Loss](#)

