

Helping Children Be Independent and Successful: Using Visual Supports

Philadelphia Inclusion Network Professional
Development Program: 2015
Thomas Jefferson University
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What Are Visual Supports?

- Adaptations that rely on visual cues -- generally pictures.
- Assistive Technology (AT) materials (devices) generally related to functional receptive or expressive communication

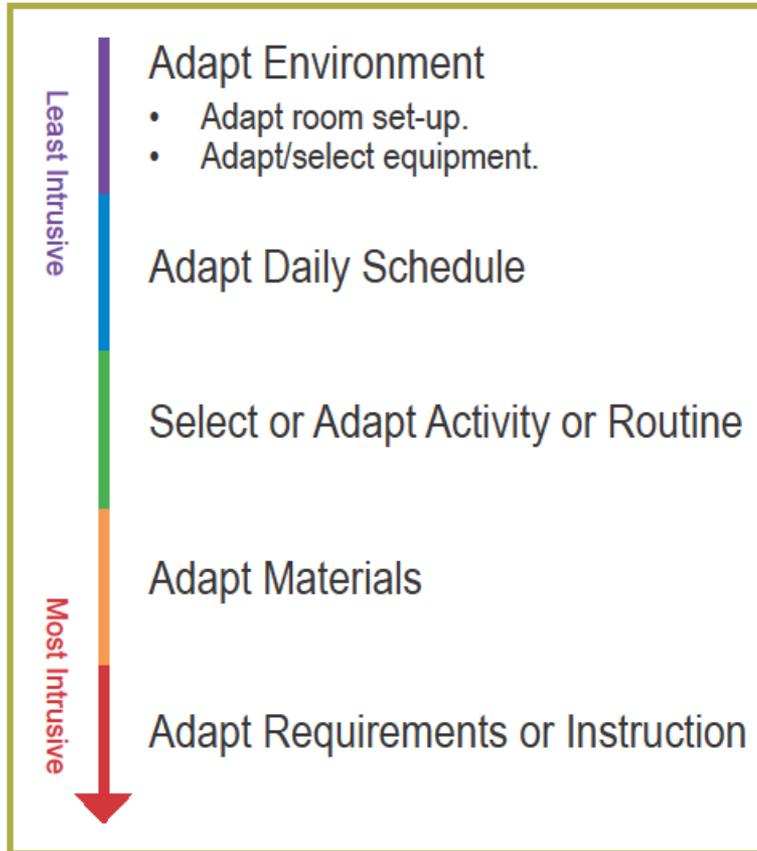


For Whom Are They Used?

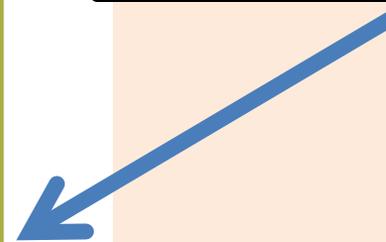
- All children who cannot yet read in order to provide supplemental or “embellished” information, directions, cues
- Children who communicate through behavior in potentially challenging ways
- Children with disabilities involving social and communication abilities such as children with ASD



ADAPTATION HIERARCHY



Visual Supports



Types

- Schedules
- First -Then & Activity Sequences
- Classroom Rules
- Feeling-Emotion Aids
- Making Choices
- Social Stories
- Cues



Schedules



Free Play →



Clean up! →



Circle →



Centers →



Clean up! →



Outside →



Line up →



Lunch →



Nap →



Snack →



Free Play →



Clean up! →



Outside →



Line up →



Free Play



Circle



Fireflies Daily Schedule

Arrival/ Handwashing



Breakfast, toileting, handwashing



Storytime



Free Choice



Gross Motor



Free Choice





Make Your Own Visual Schedule!

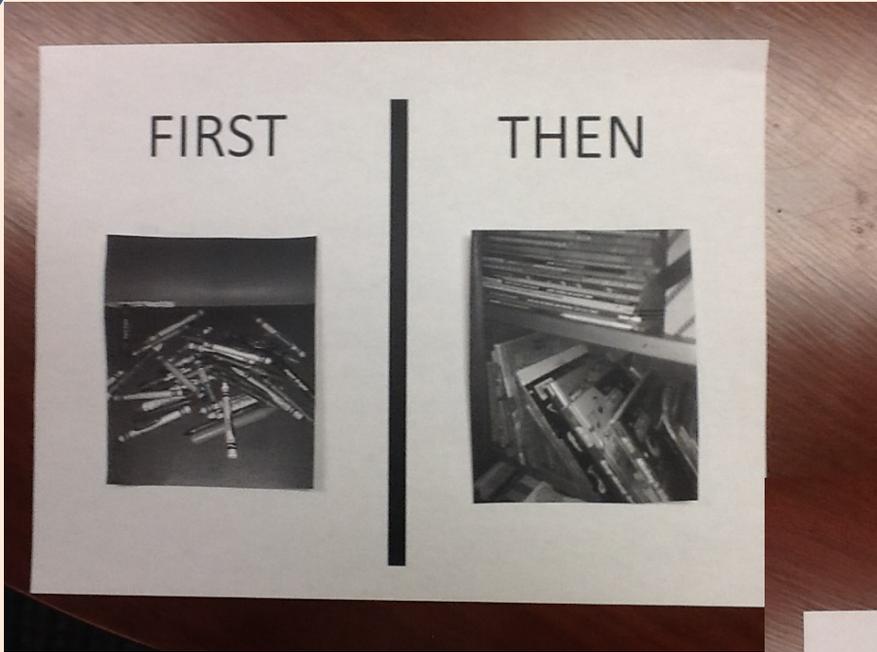
My Day: Michael

1	story time	
2	art	
3	Bathroom	wash hands
4	lunch	
5	play inside	
6		
7		
8		
9		
10	Bus	



First - Then & Activity Sequences

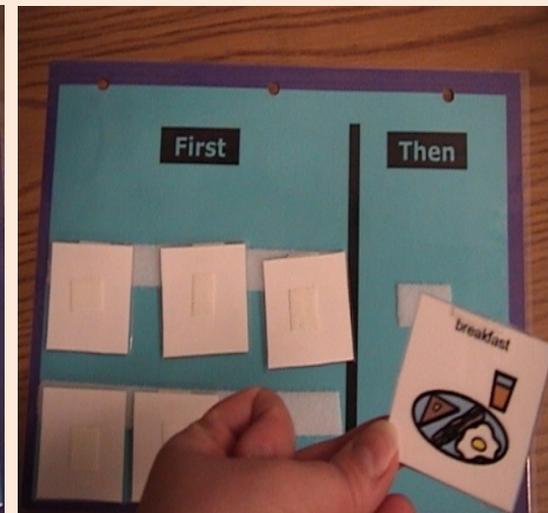
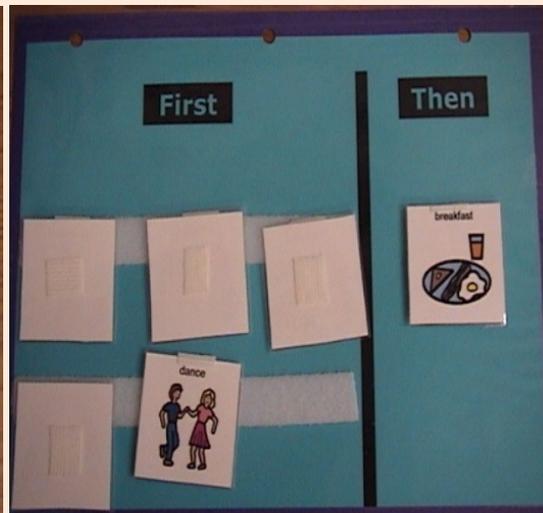
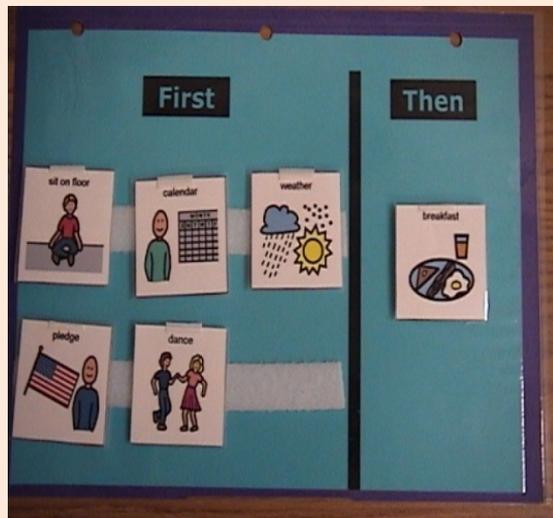




Beginning view of circle mini schedule

Turn over picture as activities are completed

Hand the child the picture of the next place to go



Sample visuals created using pictures from Microsoft Clipart® and Boardmaker®



Lentini, R., Vaughn, B. J., & Fox, L. (2005). Teaching Tools for Young Children with Challenging Behavior. Tampa, Florida: University of South Florida, Early Intervention Positive Behavior Support.



http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm

Classroom Rules



Our Class Rules

1. Be a good friend

2. Be kind use gentle hands.

3. Be a good listener to our teachers



Voice Levels

4	 <p>Outside</p>
3	 <p>Strong Speaker</p>
2	 <p>Table Talk</p>
1	 <p>Whisper</p>
0	 <p>No Talking</p>



Be safe!

Be kind!



Be helpful!



The Circle Rules are:

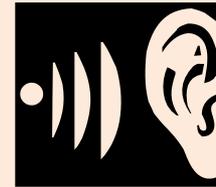
I sit on my seat.



I look at the teacher.



I listen, then do.



I have nice hands.



Lentini, R., Vaughn, B. J., & Fox, L. (2005). Teaching Tools for Young Children with Challenging Behavior. Tampa, Florida: University of South Florida, Early Intervention Positive Behavior Support.

http://www.challengingbehavior.org/do/resources/teaching_tools/ttyc.htm



Feeling-Emotion Aids









Rewarding Children for "Helping" Other Children

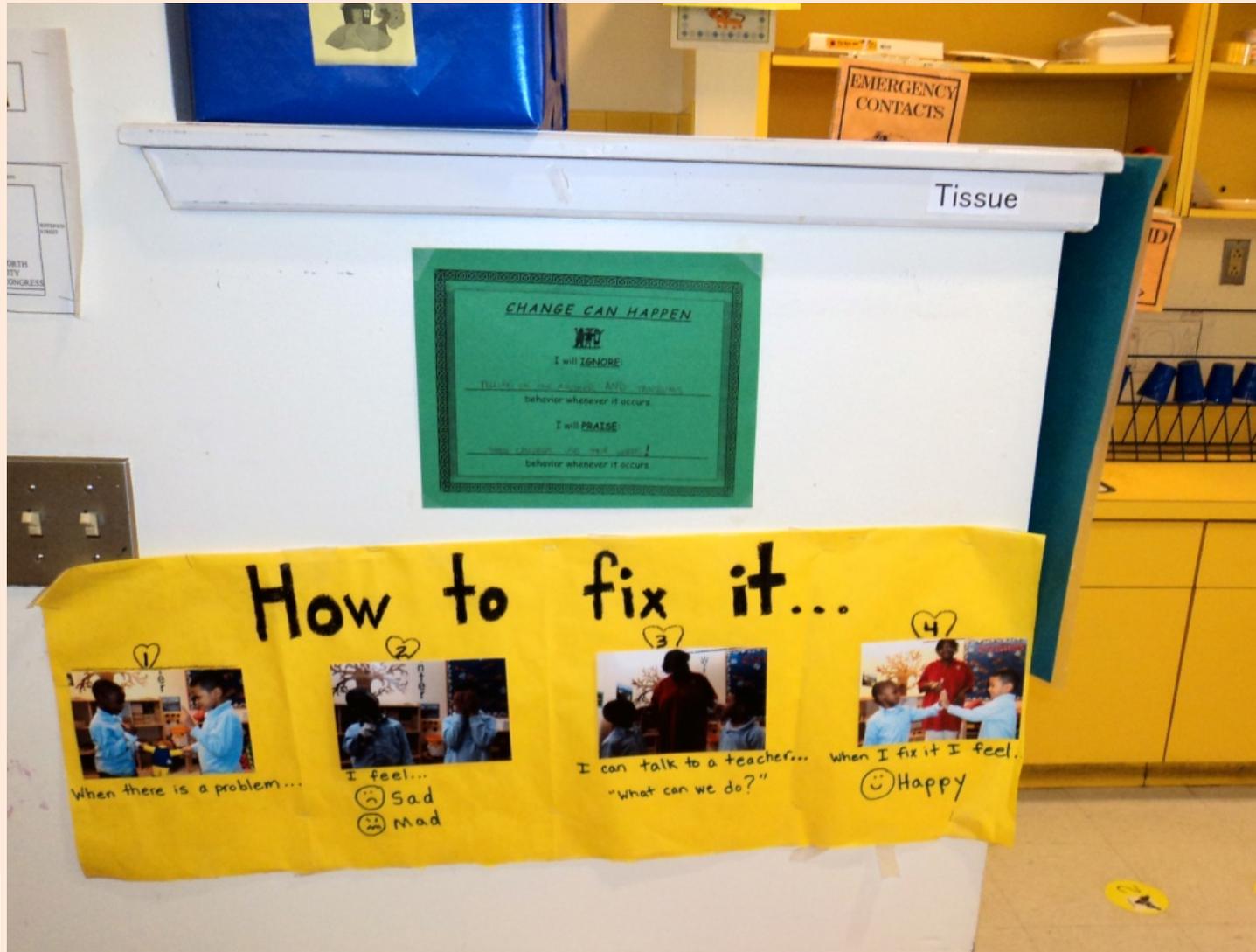


An example social storybook to teach children about emotions.

LEARNING ABOUT FEELINGS WITH THE OBAMAS

HAPPY





Choices





Lori Coughlin <http://LivingOrganizedChaos.blogspot.com>



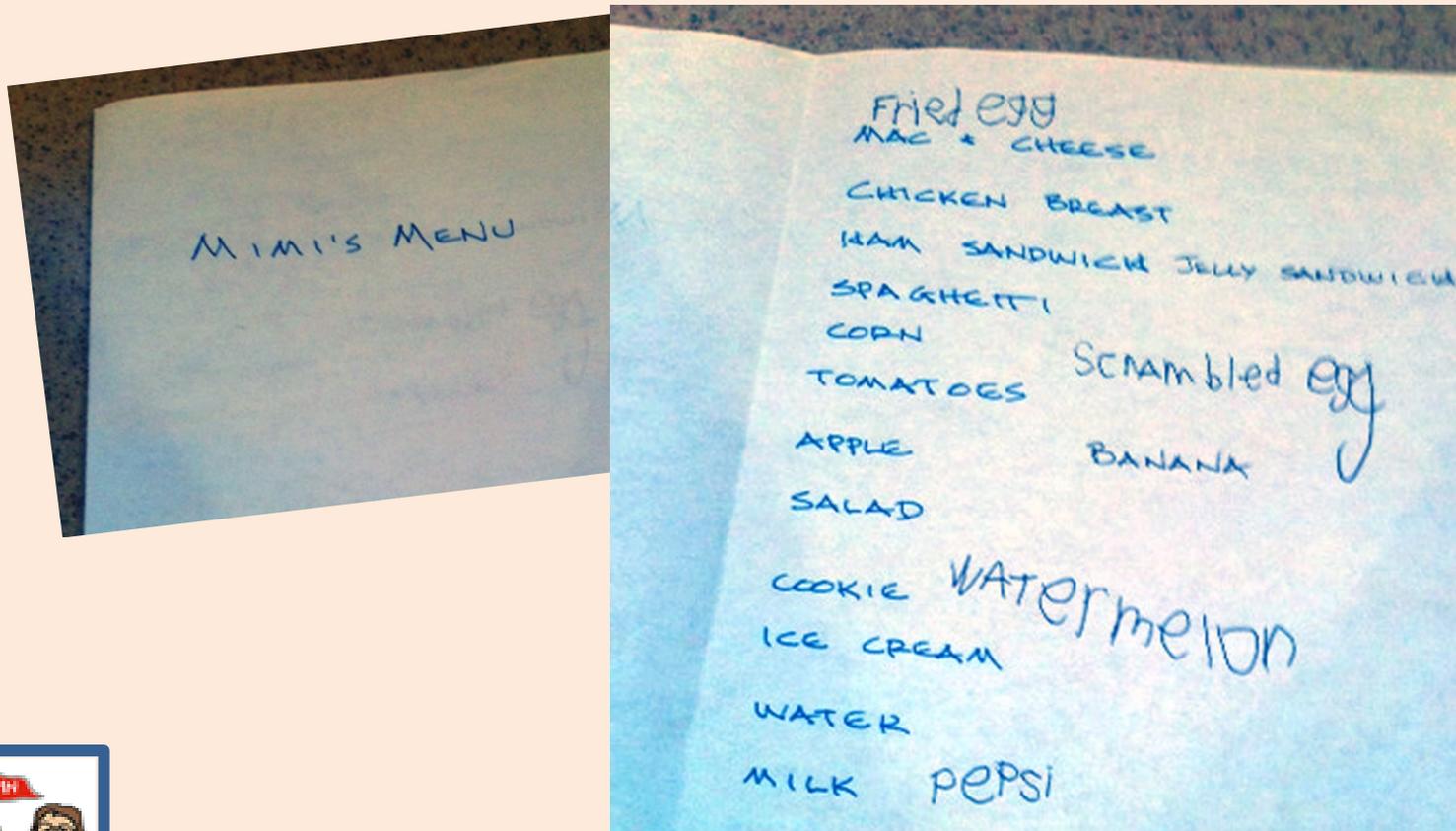




Choose which toothpaste to use

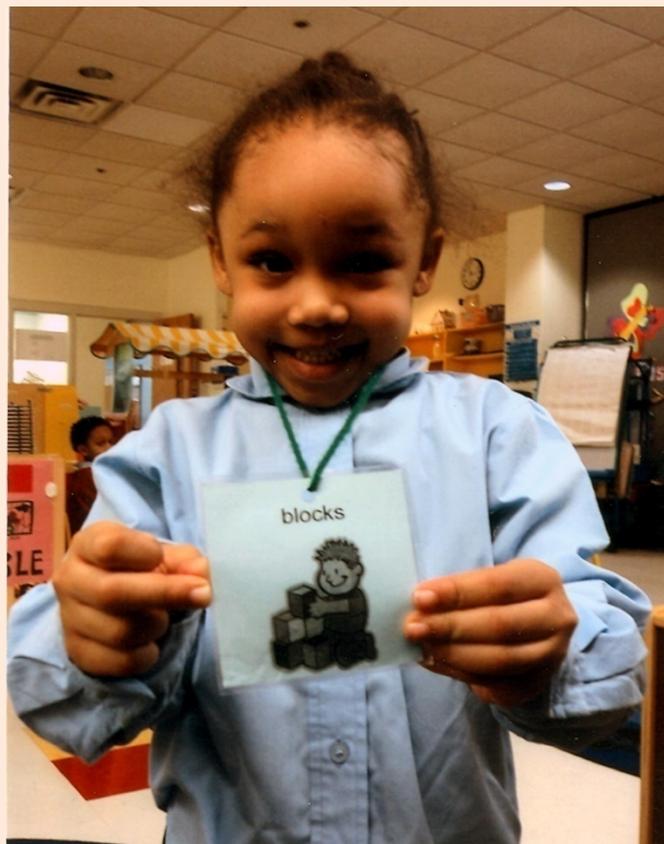


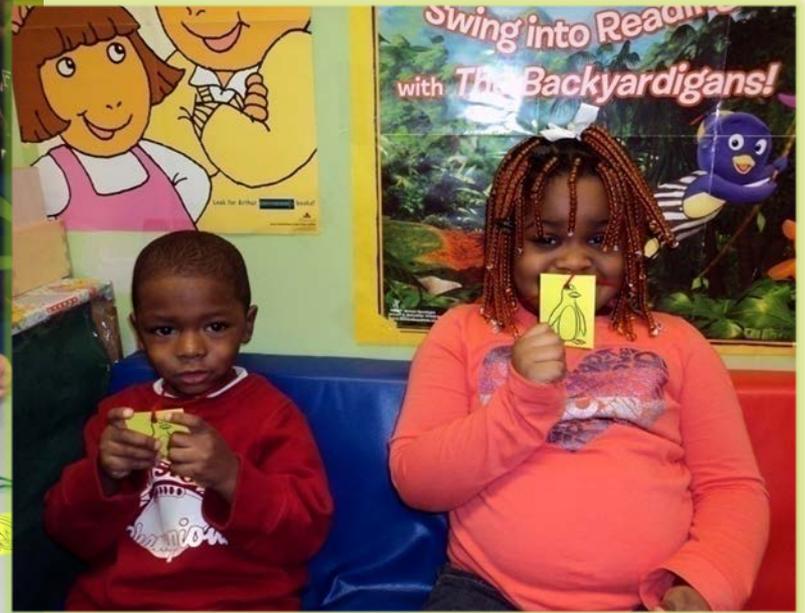
Menu for "picky eaters"











Social Stories





Social Story Components

- Opening Statement
 - It is not good to hit my friends.
- Bullet Points
 - My teacher likes it better when I do not hit
 - My friends want to play with me when I do not hit.
- Confidence Statement
 - “I know I can play without hitting my friends.”



What Do We Do In Circle?



Created by Rochelle Lentini, USP
Adapted 2004

Created using pictures from Microsoft Clipart® and Boardmaker®



OR

Glue on
photograph
of child
sitting.
Sit.



I Can Go Potty All By Myself!



We go to school to learn and have fun.



When we are at Brightside, we are safe and respectful



We are respectful

and



Safe.

So let's all be **Super Friends**
when we transition from
place to place.

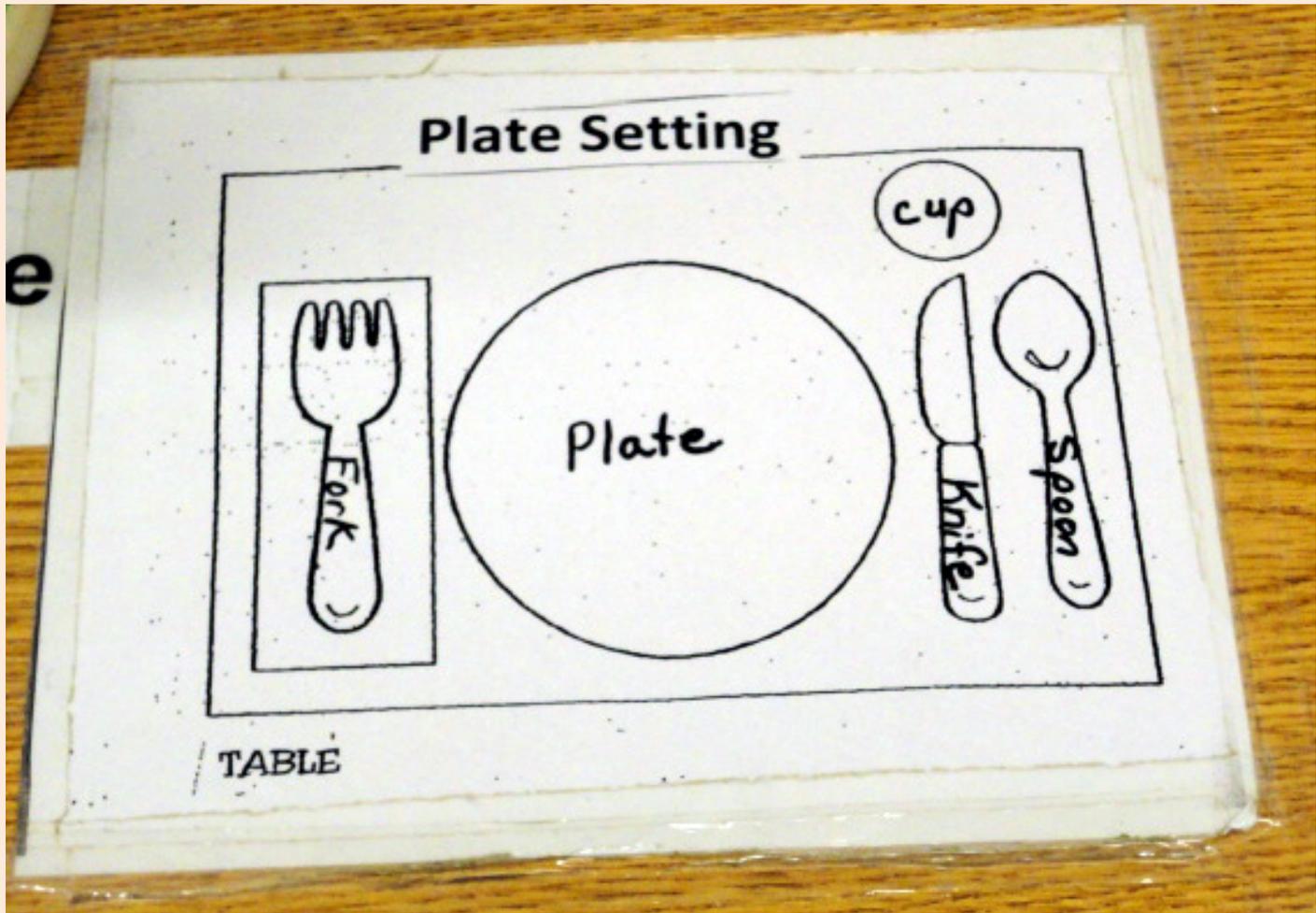


Cues













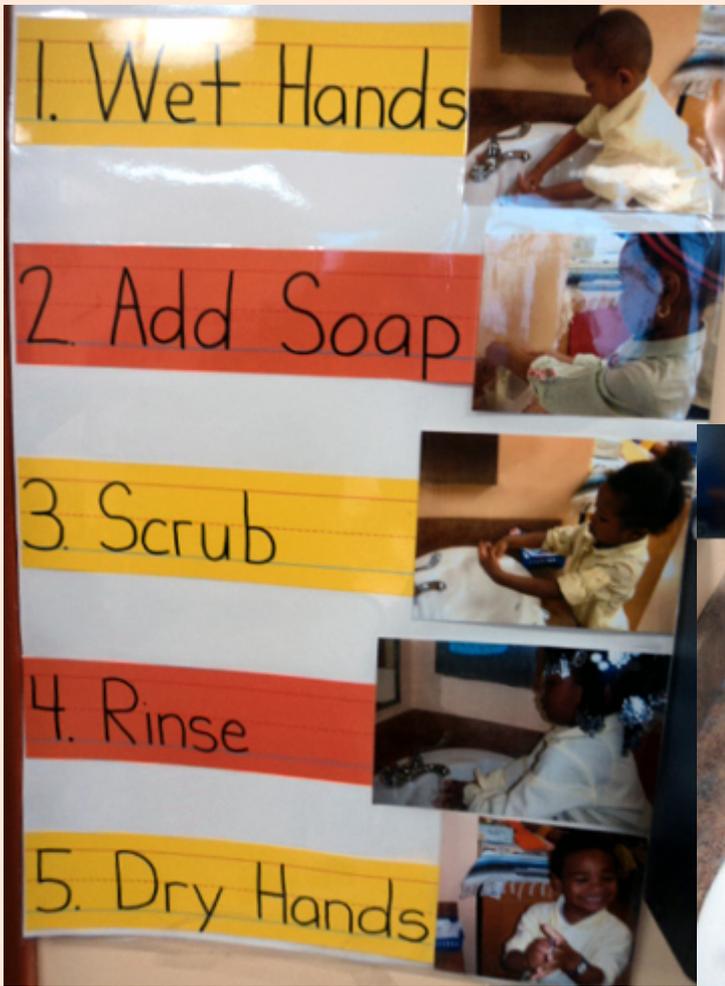
1. Wet Hands

2. Add Soap

3. Scrub

4. Rinse

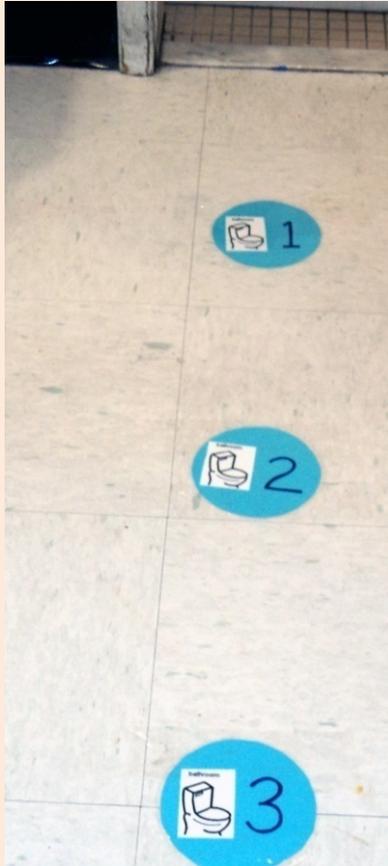
5. Dry Hands













Resources



CSEFEL Center for Social Emotional Foundations & Early Learning

- <http://csefel.vanderbilt.edu/>

TACSEI Technical Assistance Center for Social Emotional Intervention

- <http://challengingbehavior.org>

Center for Early Childhood Mental Health Consultation

- <http://www.ecmhc.org/>

Tots-N-Tech

- <http://Tnt.asu.edu>



Compiled by CFSRP, Thomas Jefferson University
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Philadelphia Inclusion Network (PIN)
CARA's Kit (Milbourne & Campbell, 2007; Campbell, Milbourne, Kennedy,
2012)

<http://jeffline.jefferson.edu/cfsrp>
2015



PIN Visual Supports Booklet December 2015



All PIN materials are available for downloading <http://jeffline.jefferson.edu/cfsrp/childcare-early.htm>

Please cite the full PIN Series materials as:

Campbell, P. H., Milbourne, S.A. & Wilson, C. A. (2015). *Philadelphia Inclusion Network Training Series, Revised*. Philadelphia, CFSRP, Thomas Jefferson University.

To cite an **individual module**, use the same authors with the title of the module (e.g., Campbell, P. H., Milbourne, S.A. & Wilson, C. A. (2015). *Welcoming all children (Module 1)*. *Philadelphia Inclusion Network Training Series, Revised*. Philadelphia, CFSRP, Thomas Jefferson University.



The PIN Training Series emphasizes inclusion of children with disabilities, challenging behavior, and other participation and learning needs and the use of environmental strategies to structure children's physical, temporal and social environments, including:

1. Welcoming All Children
2. Promoting Development & Learning
3. Promoting Full Participation
4. PROMOTING SOCIAL EMOTIONAL DEVELOPMENT
 - 4A. Positive Behavior Support
 - 4B. Teachers As Coaches
 - 4C. Challenging Behaviors and Personalities
 - 4D. Children with ASD
5. STRUCTURING THE ENVIRONMENT
 - 5A. Adaptation & Accommodation
 - 5B. CARA's Kit
 - 5C. Visual Supports
 - 5D. Assistive Technology
6. Individualizing for Families
7. Early Intervention
8. Child Portfolio - ALL ABOUT ME

Over more than 20 years, many child care, early intervention, and preschool staff as well as parents of children with disabilities have contributed ideas for content and training activities. We especially thank Patricia Benvenuto, Lalita Boykin, Natalie Feller, Alexis Kennedy, Susan Kershman, Ameya Krishnann, Lillian McCuen, Robin Miller, Elyse Rosen, Christine Silverman, Francine Warton, Terry Waslow, and parents Mary Mikus, Margie Nash, Jean Ann Vogelman, and other families who work for their children to be part of inclusive communities.

