Effective Classroom Strategies for Students with Disabilities

Strategy 2: Creating and Utilizing Visual Supports

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How can we use visuals?

- Expectations
- Routines
- Instructions
- First/Then
- Schedules
- Communication

Tip:
Make sure that visuals are age appropriate for the learner.

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Visuals Can: Teach Expectations

Teach school and classroom expectations

Teach appropriate volume level

Reinforce daily schedules

Increase engagement and participation

Tip: Use realistic student photos when appropriate.

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Visuals Can: Support the Daily Routine

- Arrival
- Dismissal
- Hallway
- Cafeteria
- Self-care
- Social skills
- Special Area/Electives
- Novel routines

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Visuals Can: Reinforce Classroom Instructions

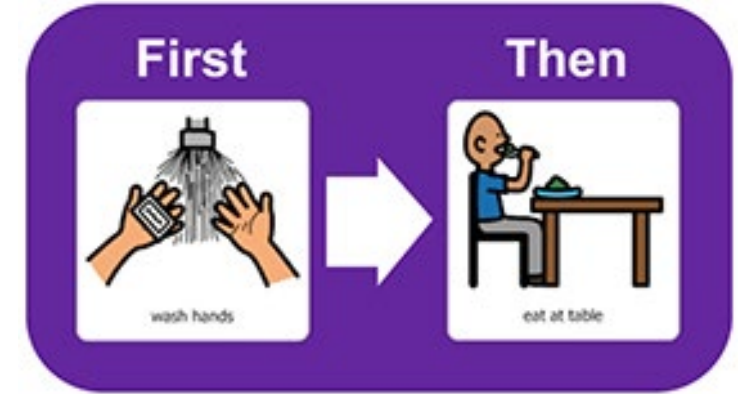Provide additional support for students with working memory or attention needs

Used to display whole group instructions for an activity or subject

Used for a whole group or for an individual student

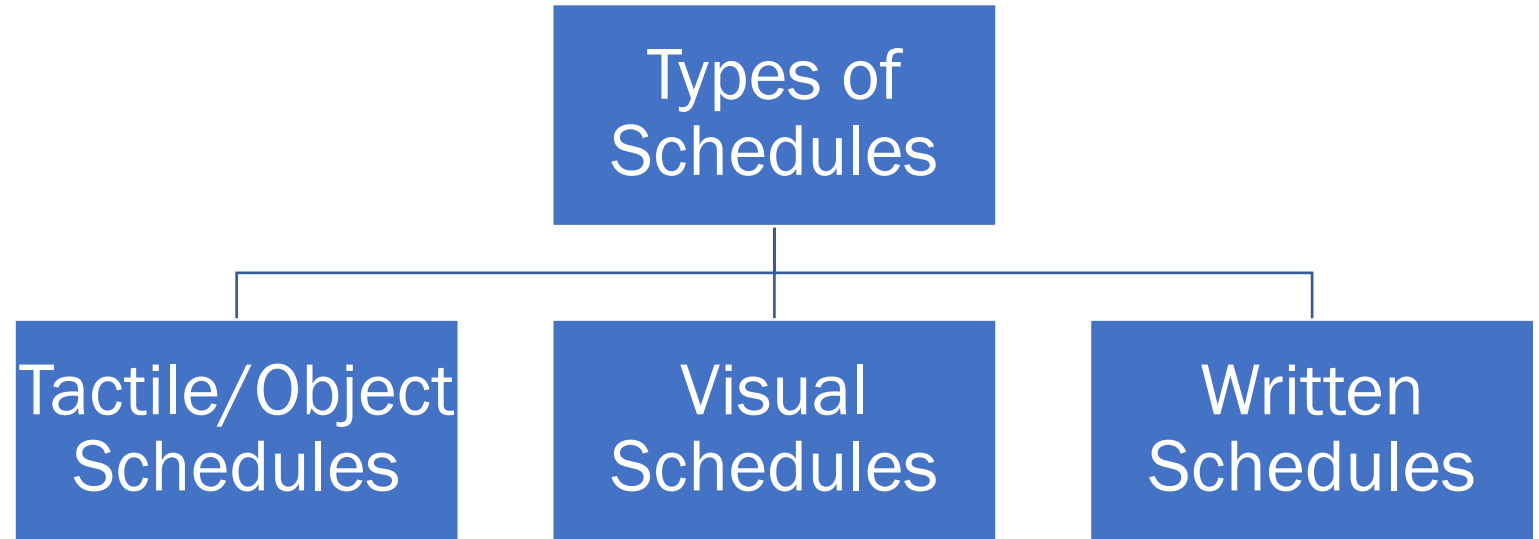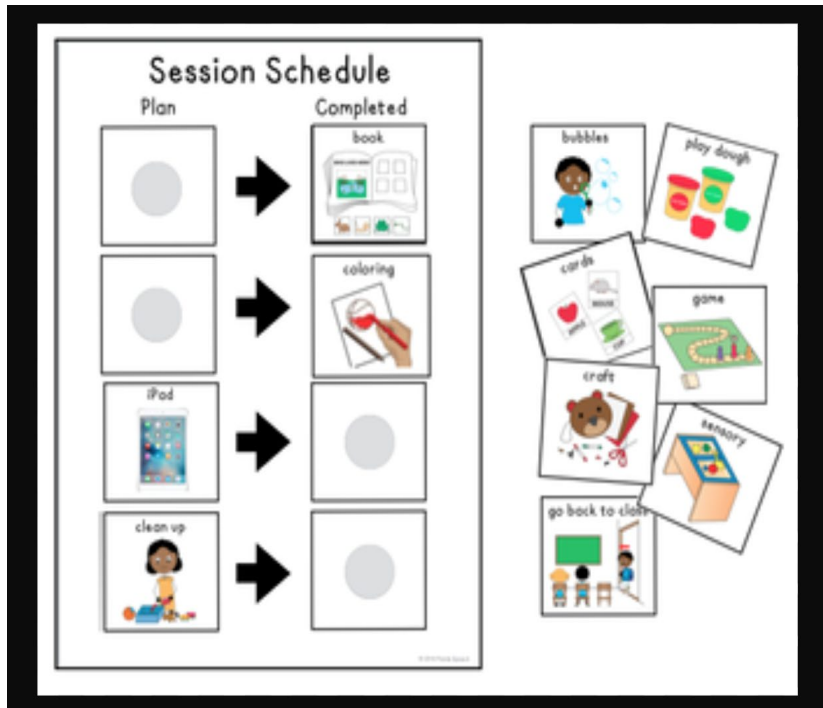Build independence for students in knowing what to do next
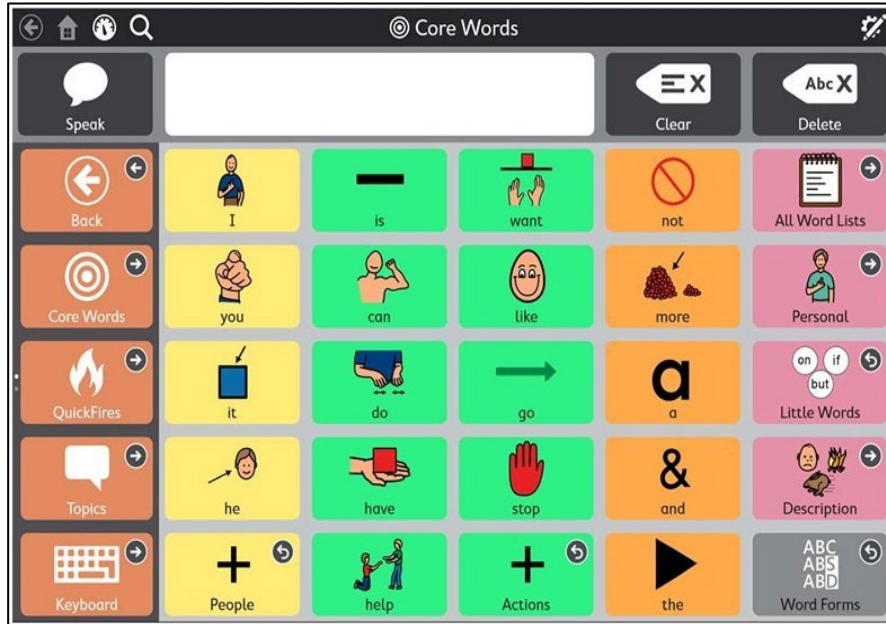
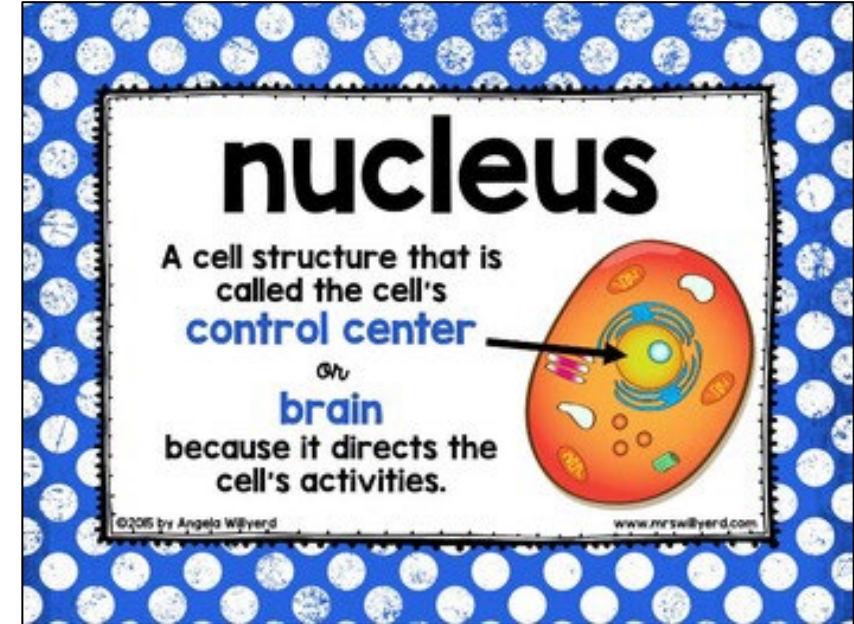# Visuals Can: Provide Daily Structure

First	Next	Last

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Visuals Can: Be Part of an Individual Schedule

Types of Schedules

Tactile/Object Schedules

Visual Schedules

Written Schedules

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Visuals Can: Support Communication

Vocabulary and language in units of study of special area and elective courses

Vocabulary and objectives in core content classes

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Additional Resources

Kentucky Autism Training Center
- Strategies for Home and Community – Visual Supports
- Visual Schedules

Challengingbehavior.org
- Resource Library - National Center for Pyramid Model Innovations
- Tips and Ideas for Making Visuals To Support Young Children with Problem Behavior
- Visual Supports for Routines, Schedules, and Transitions

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