

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, "[Visual Supports Learning Links and Visuals Templates](http://ccids.umaine.edu/resources/visual-supports/)" at <http://ccids.umaine.edu/resources/visual-supports/>



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

Understanding where to find things and where they belong.	Already using	Not yet using
A label on each child's cubby with an image of the child's face		
Labels on shelves indicating what should be kept or found there		
<p>Tips for making labels:</p> <ul style="list-style-type: none"> • At the beginning of the year, the photo is larger and the text is smaller. • Begin to switch mid-year (matching children's development) and make the text larger and the photo smaller. • Eventually, have children help to create or write the labels in their own language (can use different color for each language). • Use lower case font for shelf labels (if the words are not proper nouns) and make them large enough (at least 22 point font size. Many places do not have the words large enough. • For name cards, make the first letter uppercase and the other letters lowercase. 		
Understanding when things will happen.	Already using	Not yet using
Daily schedule		
Understanding what to do and how to do it: curriculum, classroom, and community expectations.	Already using	Not yet using
Step-by-step procedural directions (i.e., winter dressing sequence)		
Center Play Poster (how many children can play here?)		
<p>Tip for making center play poster:</p> <ul style="list-style-type: none"> • If 4 children can play in an area, the sign might have the number 4 on it, 4 dots, the word "four" and 4 stick figures, for example. 		

Understanding 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 or waiting list for popular centers and activities		
Defined space (placemats, carpet squares with photo, etc.) on rugs for showing children their "spots."		
Sign-in charts		
Understanding 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.)		
Understanding 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		

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