

Sector Capacity Building: Preschool Inclusion

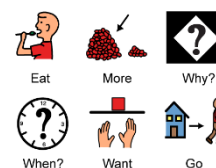
Visual Supports in Inclusive Settings

Why use visual communication supports for all children?

- To develop understanding and expressive communication
- To reduce stress and anxiety by making expectations predictable
- To develop the understanding of what is next in the routine
- To increase children's skills in requesting and communicating choices
- To support independence
- To support participation and inclusion
- To support social skills to develop such as turn taking and social expectations
- To support self-regulation skills such as calming self, waiting and attending
- Support early pre-literacy development

Types of visual communication supports

- Real objects
- Remnants e.g. food packet
- Photos
- Line drawings e.g. Boardmaker



How can visuals be used inclusively?

- Activity and song choice boards
- First...then.... boards
- Visual routines and daily schedules
- Visual reminders about positive behaviour
- Visual sequences with step by step pictures to learn a new skill or ideas on possible play options e.g. use of play dough cutters
- Social stories
- Lanyards

Key points to remember

- Use visual supports routinely with all children
- Visual supports should be used together with spoken words, gestures and can be used with key word signs.
- Introduce different visuals gradually
- Make visuals accessible in the preschool environment for everyone to use

Some useful links:

- Autism Spectrum Australia article that discusses the visual hierarchy <https://www.talkingmats.com/the-hierarchy-of-visual-representation/>
- To access more visual communication aids, go to- <https://connectability.ca/visuals-engine/>

For DVD resources on visuals for families and educators email:

jenny.nalder@livebetter.org.au

- For a using visuals you-tube video, go to <https://www.youtube.com/watch?v=PuBqUQV99u8>