

Visual supports are an evidence-based practice that can support the engagement and participation of diverse young learners. Consider how to use the resources below to support children with disabilities, children who are dual language learners, children who are new to a setting, or any child who benefits from looking and learning.

## Classroom Visuals and Supports

This website has an array of visual supports that teachers can use to increase a child's understanding and engagement in the classroom. Daily schedule pictures, problem-solving cues, classroom jobs, behavior expectations, and more can be downloaded and printed for use in the classroom or at home.

<https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>

## Support You Can See (and Feel): Teaching Children with Autism

Many children have strengths in processing information visually and in thinking spatially. In the classroom, communicating visually can make a big difference. Visual supports come in many forms: pictures, objects, gestures, and text (once children can read). This article highlights six strategies for using visual supports to as a resource to children who learn, react, and process information differently.

<https://www.naeyc.org/resources/pubs/tyc/oct2019/teaching-children-autism>

## Take a Look! Visual Supports for Learning

In just four pages, this photo essay from Teaching Young Children describes and shows how visual supports help all children to understand rules and expectations, engage in daily routine, navigate transitions, communicate thoughts, feelings and needs, and increase independence in child care routines and activities. [https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Take\\_a\\_look\\_visual\\_supports\\_for\\_learning.pdf](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Take_a_look_visual_supports_for_learning.pdf)

## Tips and Ideas for Making Visuals to Support Young Children with Challenging Behavior

This handout shares why to use visual strategies, followed by multiple examples of choice charts, visual schedules, first/then boards, and other ideas for how to use visual strategies.

<http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf>

## Using Visual Supports with Infants and Toddlers

This publication provides an overview of visual supports, then reviews several types of visual supports (e.g., social stories, visual schedules, first then boards, choice boards) and how each might be used to support very young children. [https://www.ctdinstitute.org/sites/default/files/file\\_attachments/TnT-News-VisualSupports-Oct12.pdf](https://www.ctdinstitute.org/sites/default/files/file_attachments/TnT-News-VisualSupports-Oct12.pdf)

## Visual Supports Learning Links and Templates

This website was developed to support learning about visual supports and to offer templates and suggestions to begin creating your own visual support materials. The sections of this site include:

- [Visual Supports Checklist](#) - use this to consider how visual supports are present (or absent) in a particular environment. This checklist could form the basis for identifying new ways in which to incorporate visual supports.
- [Learning Links Sampler](#) – connections to websites with additional information about different kinds of visual supports and how to use them, including social stories and other forms of visual supports.
- [Create Visual Supports](#) – examples of how to create and use visuals and supports to promote success at home and in programs. <https://ccids.umaine.edu/resources/visual-supports/>

Natural Resources is a free, one-way listserv that is distributed monthly. Each issue features high quality, readily available, and free resources on a specific topic related to children from birth through Grade 3, their families, and the professionals and systems that serve and support them. Natural Resources is compiled and distributed by Camille Catlett, and past issues are archived at <https://scriptnc.fpg.unc.edu/natural-resources-monthly-newsletter> To subscribe or unsubscribe, suggest resources, or get more information, please contact Camille Catlett at [camille.catlett@unc.edu](mailto:camille.catlett@unc.edu)