

SOCIAL EMOTIONAL LEARNING SUPPORTS GUIDE

Support	Description	Picture
<p>Visual Help Box</p>	<p>A visual help box gives students a visual guide, broken down by steps, to complete a task. Students check off a box as they complete each step of a task.</p>	
<p>Visual Individual Schedule</p>	<p>A visual individual schedule helps students who have difficulty staying on task. Students use the schedule as a reminder of the tasks they need to complete, and check off each item as they work through the schedule.</p>	
<p>Visual Rules and Consequences</p>	<p>Visual rules and consequences provide students with a visual reference of their behavior expectations and consequences.</p>	

**Visual
Calming
Strategies**

Visual calming strategies give students visual choices of ways to breathe and calm down. Students choose a strategy, follow a list of calming steps, and then return to the learning activity.



**Visual
Warnings**

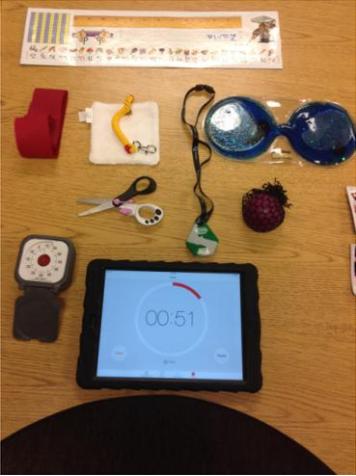
Visual warnings help students who have difficulty transitioning from one activity to the next by showing a visual reminder of how much time is allotted to complete a specific task. For example, a warning may state a 5-10 minute change is about to occur or when clean-up will begin.



**Sensory
Activity for
Sensory Input**

Tactile tools, such as the two-sided fabric with moveable marble, help students who have sensory integration needs remain on task.



<p>Classroom Tools to Help Students Remain on Task</p>	<p>Tactile tools, such as different fabric textures, a chewing necklace, self-opening scissors, and visual timers, help students who have sensory integration needs remain on task.</p>	
<p>Tactile Gel Pad</p>	<p>Tactile gel pads help students who may have sensory processing difficulties. The gel pad helps calm students down so they can return to the learning tasks.</p>	
<p>Tactile Netted Gel Ball</p>	<p>Tactile tools, such as the gel ball, help students who have sensory integration needs remain on task.</p>	

<p>Visual Emotions</p>	<p>The <i>Visual Emotions App</i> help less verbal students identify how they feel. This technique helps students learn how to self-regulate and inform the teacher of their needs.</p>	
<p>Visual Alphabet and Numbers</p>	<p>A visual alphabet and numbers help students who have difficulty with letter and number recognition. Students refer to the letters and numbers when needed during the lesson.</p>	
<p>Visual and Tactile Numbers</p>	<p>Tactile numbers help students who need tangible activities and strategies to make learning more concrete.</p>	
<p>Visual Boundary</p>	<p>Visual boundaries help students who have difficulty understanding personal space. The boundary provides a visual cue to help the student stay in their own space during learning activities.</p>	

Visual Name Tag

Visual name tags accompany visual boundaries to remind students where they sit in the classroom.



Visual Classroom Schedule

A visual classroom schedule provides students with a predictable and safe learning environment. This visual support helps students learn and prepare for what happens next in the classroom.



Visual Prompts

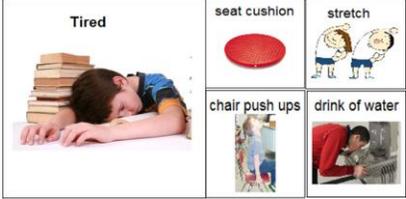
Visual prompts help students who have difficulty following directions. These prompts provide a visual representation of the correct action for a student to take in order to successfully follow directions.



Visual Emotional Response

Visual emotional responses help students identify how they feel. This technique helps students learn how to self-regulate and inform the teachers of their needs.



<p>Tactile Ther-a-band</p>	<p>Larger motor movement helps students who have difficulty sitting still. The tactile <i>Ther-a-band</i> allows students to move their feet while sitting to maintain focus during a learning activity.</p>	
<p>Tactile Weighed Lap Pad</p>	<p>The tactile weighted lap pad helps students who have difficulty sitting and staying focused on a task.</p>	
<p>Visual Portable Picture Card</p>	<p>Portable picture cards give students visual reminders of classroom rules and expectations.</p>	
<p>Visual "Tired" Key Ring</p>	<p>The visual key ring gives students a choice of activities to complete or supports to use when they feel tired. Students choose one of these options to regain focus and then return to the learning activity.</p>	

<p>Visual “Frustrated” Key Ring</p>	<p>The visual key ring gives students a choice of activities to complete or supports to use when they feel frustrated. Students choose one of these options to regain focus and then return to the learning activity.</p>	
<p>Visual “Bored” Key Ring</p>	<p>The visual key ring gives students a choice of activities to complete or supports to use when they feel bored. Students choose one of these options to regain focus and then return to the learning activity.</p>	
<p>Visual “Silly” Key Ring</p>	<p>The visual key ring gives students a choice of activities to complete or supports to use when they feel silly. Students choose one of these options to regain focus and then return to the learning activity.</p>	

Visual Emotion Cards

Visual Emotion Cards help less verbal students identify and choose actions that match their needs. Print out these cards on a key ring to provide students visual prompts and directions as needed.

<p>I can tell an adult.</p> 	<p>I can request a hug.</p> 	<p>I can ask for a break.</p> 	<p>I can get a drink of water.</p> 
<p>I can ask to rest.</p> 	<p>I can ask a question.</p> 	<p>I can count to 10.</p> 	<p>I can sit in a quiet place.</p> 
<p>I can take a deep breath.</p> 	<p>I can squeeze my hands.</p> 	<p>I can take a walk.</p> 	<p>I can have a snack.</p> 
<p>I can ask to jump.</p> 	<p>I can say, "I need help please."</p> 	<p>I can say, "I don't understand."</p> 	<p>I can tell a teacher.</p> 