




## SOCIAL EMOTIONAL LEARNING SUPPORTS GUIDE

Support	Description	Picture
<p><b>Visual Help Box</b></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><b>Visual Individual Schedule</b></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><b>Visual Rules and Consequences</b></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.



**Classroom  
Tools to Help  
Students  
Remain on  
Task**

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.



**Tactile Gel  
Pad**



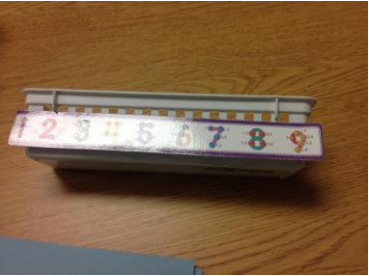

Tactile gel pads help students who may have sensory processing difficulties. The gel pad helps calm students down so they can return to the learning tasks.










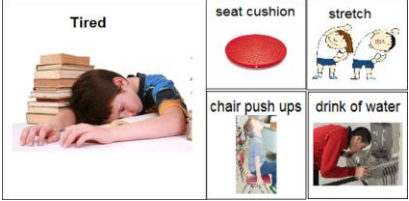
**Tactile Netted  
Gel Ball**




Tactile tools, such as the gel ball, help students who have sensory integration needs remain on task.



<p><b>Visual Emotions</b></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><b>Visual Alphabet and Numbers</b></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><b>Visual and Tactile Numbers</b></p>	<p>Tactile numbers help students who need tangible activities and strategies to make learning more concrete.</p>	
<p><b>Visual Boundary</b></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>	







<p><b>Visual Name Tag</b></p>	<p>Visual name tags accompany visual boundaries to remind students where they sit in the classroom.</p>	
<p><b>Visual Classroom Schedule</b></p>	<p>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.</p>	
<p><b>Visual Prompts</b></p>	<p>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.</p>	
<p><b>Visual Emotional Response</b></p>	<p>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>	

<p><b>Tactile Ther-a-band</b></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><b>Tactile Weighed Lap Pad</b></p>	<p>The tactile weighted lap pad helps students who have difficulty sitting and staying focused on a task.</p>	
<p><b>Visual Portable Picture Card</b></p>	<p>Portable picture cards give students visual reminders of classroom rules and expectations.</p>	
<p><b>Visual "Tired" Key Ring</b></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><b>Visual “Frustrated” Key Ring</b></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><b>Visual “Bored” Key Ring</b></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><b>Visual “Silly” Key Ring</b></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> 