

Visual Cue Cards

Introduction

This Visual Cue Cards set is designed to support students' communication, emotional regulation, and understanding of classroom routines. These visuals offer students non-verbal ways to express needs, follow directions, manage emotions, and receive positive reinforcement, creating a more inclusive and supportive learning environment.

Each set of visuals addresses a specific area of need, making it easy for teachers to provide clear, consistent cues that are accessible to all students, including those who are non-verbal or benefit from visual support.

Teachers and support staff can keep these visuals on keyrings or lanyards for quick, portable access, ensuring that the cards are always available—whether in the classroom, during transitions, or in other school settings.

Visuals can also be personalized for individual students, providing a tailored support system that reinforces desired behaviors and communication skills across environments. Each section below contains detailed instructions for individual sets of visuals, including tips for introduction, personalization, and daily integration to maximize their effectiveness.

Customizable Blank Cards: Each area in this visual set includes blank cards in an editable PowerPoint format, available in both color and black-and-white options. This allows you to add personalized words or images tailored specifically to your students' needs. Whether you want to incorporate additional calming strategies, unique classroom directions, or specific positive reinforcements, these blank cards provide the flexibility to create visuals that resonate best with your students.

Simply open the PowerPoint, add your content, and print—making it easy to build a truly individualized support system!

Cool Down Choices

Visual Cue Cards



Purpose and Benefits: The Cool Down Choices visuals provide students with options to self-regulate when feeling overwhelmed. These visuals are especially beneficial for students who may struggle with expressing their feelings verbally or need structured, visual options to manage emotions. By using these visuals, teachers can reduce emotional escalations and help students regain focus and composure.

How to Use

Select Key Cards to Fit Student Needs: Choose calming visuals that best support your students, such as "Take Deep Breaths," "Squeeze a Stress Ball," or "Quiet Time." Print, laminate, and place them on a keyring or lanyard for easy access, or provide individual cards on a student's own lanyard if appropriate.

Introduce and Demonstrate: Introduce the Cool Down Choices to students by demonstrating each option and explaining how they can use these visuals when they need help calming down. Role-play scenarios with students to help them practice selecting a cool-down option in a low-stress setting.

Practice in Low-Stress Situations: Encourage students to use the cool-down visuals during routine times, such as after recess or before a transition, so they're familiar with the options and can use them effectively when needed.

Suggestions for Personalization: For students who may need specific, repetitive prompts, create individual sets of calming visuals on their own lanyards. Use different colored lanyards to help distinguish each student's set, and ensure the visuals' colored borders make it easy for teachers and students to identify each type of visual.

Cool-Down Choices



blow bubbles



blow bubbles



blow on a feather



blow on a feather



blow on a pinwheel



blow on a pinwheel



bounce on a ball



bounce on a ball



breathe deeply



breathe deeply



breathe into my belly



breathe into my belly



breathe into your belly



breathe into your belly



cuddle with a pet



cuddle with a pet



dance



dance



do a primal yell



do a primal yell

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draw

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draw

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get a drink

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get a drink

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get some fresh air

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get some fresh air

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go to my calm-down space

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go to my calm-down space

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jump rope

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jump rope

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listen to music

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listen to music

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listen to nature sounds

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listen to nature sounds

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make silly faces in a mirror

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make silly faces in a mirror

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meditate

© The Responsive Educator



meditate

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paint

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paint



put my
headphones on



put my
headphones on



pop bubble-wrap



pop bubble-wrap



push against a wall



push against a wall



read a book



read a book



ride a bike



ride a bike



sing aloud



sing aloud



slowly count to 10



slowly count to 10



squeeze a pillow



squeeze a pillow



squeeze a stress
ball



squeeze a stress
ball



squeeze a stuffed
animal



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squeeze a stuffed animal



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stretch



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stretch



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tear paper



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tear paper



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try an inversion



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try an inversion



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visualize a quiet place



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visualize a quiet place



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walk in nature



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walk in nature



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write a note to someone



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write a note to someone



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write in a journal



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write in a journal

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Emotions/I Feel Visual Cue Cards



Purpose and Benefits: Emotions visuals support students in identifying and communicating their feelings, which is critical for emotional regulation and self-awareness. These visuals are especially useful for students who may find it difficult to verbalize emotions, giving them a tool to express their feelings in a non-verbal way.

How to Use

Select Emotions That Fit Student Needs: Choose core emotions like “Happy,” “Sad,” “Frustrated,” and “Confused.” Print, laminate, and keep them accessible on staff keyrings, or place specific emotions on a student’s own lanyard if they need frequent emotional support.

Use for Emotional Check-Ins: Begin the day or specific activities with an emotional check-in, allowing students to pick a card that reflects how they feel. This helps them become familiar with expressing emotions and builds trust with the teacher.

Offer During Emotional Moments: When a student seems upset or withdrawn, offer the cards to help them express their feelings visually, making it easier for you to understand and respond supportively.

Suggestions for Personalization: For students needing additional emotional support, create a customized set of emotion visuals on their own lanyard. Using a distinct colored lanyard for each student helps keep visuals organized and easy to access.

Emotions/
I Feel...



angry/mad



angry/mad



angry/mad



angry/mad



angry/mad



annoyed



annoyed



annoyed



annoyed



bored



bored



bored



bored



bored



brave



brave



brave



brave



brave



brave



calm/peaceful



calm/peaceful



calm/peaceful



calm/peaceful



calm/peaceful



calm/peaceful



calm/peaceful



confident



confident



confident



confident



confident



confident



confident



confident



confused



confused



confused



confused



confused



confused



confused



confused



confused



confused



confused



curious



curious



curious



curious



curious



excited



excited



excited



excited



excited



excited



excited



embarrassed



embarrassed



embarrassed



embarrassed



embarrassed



embarrassed



friendly



friendly



friendly



friendly



friendly



friendly



friendly



frustrated



frustrated



frustrated



frustrated



frustrated



happy



happy



happy



happy



happy



hungry



hungry



hungry



hungry



hungry



hungry



love



love



love



love



love



worried/nervous



worried/nervous



worried/nervous



worried/nervous



worried/nervous



proud



proud



proud

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proud

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proud

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proud

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ready

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ready

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ready

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ready

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ready

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relieved

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relieved

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sad

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sad

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sad

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sad

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sad

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sad

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sad

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scared



scared



scared



scared



scared



scared



shocked



shocked



shocked



shocked



shocked



shocked



shy



shy



shy



shy



shy



sick



sick



sick



sick



sick



sick



sick



sick



hurt



hurt



hurt



hurt



hurt



hurt



hurt



hurt



hurt



silly



silly



silly



silly



silly



silly



sleepy/tired



sleepy/tired



sleepy/tired



sleepy/tired



sleepy/tired



sleepy/tired



stubborn



stubborn



stubborn



stubborn



stubborn

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What's Wrong? Visual Cue Cards



Purpose and Benefits: The What's Wrong? visuals help students communicate if something is bothering them, providing a quick way to express concerns and ensuring students feel understood. These visuals help students identify and communicate discomforts, enabling teachers to respond promptly, reduce misunderstandings, and create a responsive, supportive environment.

How to Use

Choose Key Concern Cards That Fit Student Needs: Select visuals such as "I'm Hungry," "I'm Tired," or "I Don't Feel Well." Print and laminate them for easy access on a staff keyring, or provide individual cards on a student's lanyard if they frequently need specific reminders.

Use During Check-Ins or When Needed: Allow students to choose a card when they appear distressed, giving them a way to express concerns quickly.

Respond Based on Visual Cues: Provide support or address the student's need based on the visual they select.

Suggestions for Personalization: For students who often have specific needs, create a customized set of What's Wrong? visuals on a distinct lanyard or card set.

This helps students communicate recurrent needs independently and efficiently.

Consistency Across Environments: Ensure all classroom staff have access to these visuals, so students can communicate their needs consistently with any adult across various school environments.

What's
Wrong?



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I am too hot.



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I am too cold.



©The Responsive Educator

I am itchy.



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I didn't earn the
activity.



©The Responsive Educator

I didn't earn
Treasure Box



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I had to clip-
down.



©The Responsive Educator

I lost a Dojo point.



©The Responsive Educator

I lost computer
privileges.



©The Responsive Educator

I need a break.



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I am not ready
to work.



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I am not ready
to work.



©The Responsive Educator

I don't like my seat.



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I have a time-out.



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I have a time-out.



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I have to miss
recess.



©The Responsive Educator

I want to run away.



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It is too loud!



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It is too loud!



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It is too loud!



It is too loud!

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My friend is mad at me.

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I had a fight with my friend.

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My friend is mad at me.

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I had a fight with my friend.

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Someone hurt me.

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Someone is being mean.

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Someone interrupted me.

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Someone is being mean.

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Someone is bothering me.

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Someone kicked me.

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Someone kicked me.

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Someone said unkind words.

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Someone pushed me.

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Someone took something from me.

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Someone took something from me.

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The teacher said "No."

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I Want/I Need Visual Cue Cards



Purpose and Benefits: The I Want / I Need visuals empower students to communicate basic needs independently, reducing frustration and supporting self-advocacy. These visuals are particularly valuable for students who may struggle with verbalizing needs, providing a quick and effective way to communicate requests.

How to Use

Select Essential Needs to Fit Student Needs: Choose visuals like “I Want a Break,” “I Need Help,” and “Water.” Print, laminate, and place them on a staff keyring or lanyard. Provide individual cards on a student’s lanyard if they frequently need specific cues.

Model Requesting Needs with the Cards: Demonstrate to students how they can use these visuals to express their needs, empowering them to communicate independently.

Encourage Regular Use for Self-Advocacy: Reinforce that students can use these visuals whenever they need, building confidence in self-advocacy.

Suggestions for Personalization: Create individual sets of I Want / I Need visuals on a personalized lanyard for students who may need regular reminders to request breaks or help. Distinct colored lanyards allow easy identification of each student’s set.

I Want/
I Need



a cool-down break



a cool-down break



a bandaid



a high five



a pencil



a hug



a quiet place



a quiet place



a stuffed animal



a snack



to use the bathroom



a tissue



a drink of water



a toy



my inhaler



my glasses



to go to the
bathroom



headphones



help solving a
problem



help talking to
friends



help with my
work



help with my
work



someone to hold my
hand



someone to hold my
hand



someone to
play with



someone to talk to



technology time



to blow my nose



to draw or color



to go outside



to go to the nurse



to go to the media
center



to go to the
playground



to take a walk



to take a walk



treasure box



to take a break



to talk to an
important adult



to talk to the
teacher

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Directions Visual Cue Cards



Purpose and Benefits: Directions visuals provide a non-verbal method for teachers to guide student actions and expectations, reducing the need for repeated verbal directions. This approach is particularly helpful for students who benefit from visual reinforcement, allowing them to quickly understand what's expected and stay on task.

How to Use

Select Common Directions to Fit Student Needs: Choose frequently used directions, such as "Sit Down," "Quiet Hands," and "Raise Hand." Print, laminate, and place these on staff keyrings or lanyards. You may also provide individual cards on a student's own lanyard if they need specific guidance on a consistent basis.

Use During Routines and Transitions: Show the appropriate direction card to prompt students, maintaining a quiet and focused environment. Using visuals instead of repeated verbal reminders can help reinforce routines smoothly.

Build Familiarity Through Repetition: Regularly use direction visuals during specific parts of the day to help students connect each visual with the expected behavior.

Suggestions for Personalization: For students needing individualized direction prompts, create a personalized set of direction visuals on their own lanyard. Use different colored lanyards as needed to easily distinguish between students' visual sets and to support personalized cues.

Directions



Please
help?



ask for help

Please
help?



ask for help



clean up your toys



clean up your toys



clean up your toys



clean up your toys



come with me



get off of the bus



get on the bus



get off of the bus



get on the bus



get off of the bus



get on the bus



get your coat



get your gloves



get your hat



get your lunchbag



get your lunchbox



get your waterbottle



get your waterbottle



go to class



go to class



go to class



hold my hand



line up



listen to the speaker



listen to the teacher



look at the speaker



look at the teacher



pack up



pack up



sit criss cross



quiet hands



nap time



nap time



quiet time



raise your hand



raise your hand



raise your hand



respect personal space



share



share



sit down



stand up



take a break



take a break



take a break



take a break



use your break card



throw away trash



time out



time to work



time to work



use a tissue



use a tissue



use a tissue



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use kind hands



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walk with me



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use walking feet



© The Responsive Educator

use the bathroom



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wash your hands

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Schedule

Visual Cue Cards



Purpose and Benefits: Schedule visuals help students understand and anticipate daily routines, supporting time management and reducing anxiety around transitions. These visuals provide a clear visual outline of the day, allowing students to feel secure and better prepared for upcoming activities.

How to Use

Select Daily Routine Cards That Fit Student Needs: Choose visuals representing key parts of the day, such as “Morning Meeting,” “Lunch,” or “Pack Up.”

Display in Sequential Order: Arrange the visuals in order on a classroom board or chart, so students can see the day’s schedule at a glance. Using these visuals consistently helps reinforce routine.

Move or Check Off Cards as Activities Finish: Adjust the schedule throughout the day by moving or marking off completed activities, visually showing the day’s progression.

Suggestions for Personalization: For students who benefit from personalized schedules, provide a smaller, individualized schedule strip with key daily routines on their lanyard or desk area.

Schedule



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Arrival

Arrival

Arrival



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Arrival

Art

Art

Art



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Art

Art

Assembly

Band



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Band

Bathroom

Bathroom

Brain Break



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Brain Break

Breakfast

Breakfast

Calendar



Calendar

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Centers

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Centers

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Chorus

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Choir

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Circle Time

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Circle Time

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Clean Up

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Clean Up

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Clean Up

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Computer ELA

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Computer ELA

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Computer Math

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Computer Math

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Computers

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Computers

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Dismissal

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Dismissal

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Dismissal

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Dismissal

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Field Trip



Field Trip



Get on the bus



Get off of the bus



Get on the bus



Get off of the bus



Guided Reading



Guided Reading



Gym



Gym



Gym



Health



Health



Independent Work



Independent Work



iPad



iPad



iPad



Language Therapy



Library



Library



Library



Lunch



Lunch



Lunch



Math



Math



Media Center



Media Center



Media Center



Meditation



Meditation



Morning Meeting



Morning Meeting



Morning Work



Morning Work



Music



Music and Movement



Music



Occupational Therapy



Occupational Therapy

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Orchestra

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Orchestra

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Pack Up

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Partner Game

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Partner Game

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Party

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Party

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PE

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PE

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PE

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Physical Therapy

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Physical Therapy

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Read Aloud

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Read Aloud

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Read Aloud

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Read to Self

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Read to Self

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Read to Self

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Read to Self



Read to Self



Reading/ELA



Reading/ELA



Recess



Recess



Recess



Rest Time



Rest Time



Rest Time



Restroom



Restroom



Science



Science



Science



Seat Work



Seat Work



Sensory Bins



Show and Tell



Show and Tell



Smart Board

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Smart Board

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Snack

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Snack

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Snack

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Snack

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Social Studies

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Social Studies

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Speech Therapy

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Speech/Language

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Spelling

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Spelling

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Star Student

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Star Student

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STEAM

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STEAM

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STEAM

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STEM

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STEM

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STEM

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Student Conferences



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Student Conferences



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Use Bathroom



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Wash Hands



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Wash Hands



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Wash Hands



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Whole Group



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Whole Group



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Word Work



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Word Work



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Worship



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Worship



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Writing



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Writing



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Writing

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Classroom Rules

Visual Cue Cards



Purpose and Benefits: Classroom Rules visuals provide students with clear, consistent expectations for behavior, helping to foster a positive, structured environment. These visuals are especially beneficial for students who may need additional reinforcement to understand classroom rules and expectations. By using visual cues, teachers can reduce verbal reminders and help students internalize key behavior guidelines more effectively.

How to Use

Select Key Rules to Fit Classroom Needs: Choose visuals that represent the most important rules for your classroom, such as “Respect Others,” “Listen to the Teacher,” or “Follow Directions.” Print, laminate, and place them on a keyring or lanyard for easy access, or display them prominently in the classroom.

Introduce and Explain Each Rule: Take time to introduce each Classroom Rules visual, explaining the expected behavior associated with each one. Reinforce these rules with the visuals regularly to help students build familiarity and understanding.

Use as Reminders During the Day: Hold up the relevant rule visual as a non-verbal cue to remind students of expectations without needing to interrupt instruction. This helps students self-correct and stay on task.

Suggestions for Personalization: For students who may need specific behavioral reminders, create individual sets of Classroom Rules visuals on their own lanyard or as a desk reference. Distinct colored lanyards or personalized visuals can help students recognize and remember key behavioral expectations.

Classroom Rules



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We let everyone play.



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We use walking feet inside.



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We only run outside.



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We stay in line with our class.



©The Responsive Educator

We clean our hands before we eat.



©The Responsive Educator

We keep our bodies safe.



©The Responsive Educator

We keep our bodies safe.



©The Responsive Educator

We put our things away when we are done.



©The Responsive Educator

We use kind words and tone of voice.



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We say sorry if we hurt someone.



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We say sorry if we upset someone.



©The Responsive Educator

We listen when the teacher is talking.



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We listen when the teacher is talking.



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We say 'Please'.



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We say 'Thank You' if someone helps us.



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We raise our hands when we need help.



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We raise our hands when we need help.

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Positive Reinforcement Visual Cue Cards



Purpose and Benefits: Positive reinforcement visuals provide non-verbal encouragement for positive behaviors, motivating students to continue making good choices. Teachers benefit from an easy, immediate way to reinforce positive behaviors without disrupting instruction, helping students understand and celebrate their accomplishments.

How to Use

Select Key Praise Phrases That Fit Student Needs: Choose visuals like “Great Job!,” “Good Choice!,” and “You Did It!” for quick access on a staff keyring or lanyard.

Reinforce Positive Actions in Real Time: Show the appropriate card when students display positive behaviors, providing instant feedback to encourage continued good choices.

Use Frequently to Build Positivity: Regularly reinforce positive actions, helping students associate specific behaviors with visual rewards and building a positive classroom atmosphere.

Suggestions for Personalization: If a student benefits from specific positive reinforcements, create an individualized set of visuals with tailored praise on their lanyard. Using different colored lanyards for each student’s praise set also makes it easy to distinguish.

Positive
Reinforcement



Thank you for making
a good choice!



Thank you for making
a good choice!



Thank you for making
a good choice!



Thank you for
listening!



Thank you for
listening!



Thank you for
listening!



Thank you for
focusing!



Thank you for
focusing!



Thank you for
paying attention!



Thank you for participating!

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Thank you for cleaning up!

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Thank you for cleaning up!

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Thank you for cleaning up!

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Thank you for throwing away trash!

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Thank you for throwing away trash!

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Thank you for throwing away trash!

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Thank you for being kind!

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Thank you for being kind!

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Thank you for being kind!

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Thank you for sharing!

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Thank you for sharing!

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Thank you for sharing!

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Thank you for sharing!

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Thank you for staying in line!

©The Responsive Educator



Thank you for using walking feet!

©The Responsive Educator



Thank you for cleaning your hands!

©The Responsive Educator



Thank you for keeping your body safe.

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Thank you for keeping your body safe.

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Thank you for putting your things away!

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Thank you for
speaking kindly!

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Thank you for
saying sorry!

© The Responsive Educator



Thank you for
saying sorry!

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Thank you for
raising your hand!

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Thank you for
raising your hand!

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Thank you for listening
to the teacher!

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Thank you for listening
to the teacher!

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Thank you for
saying 'Please'!

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Thank you for saying
'Thank you'!

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Cool-Down Choices



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I Want/
I Need



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What's
Wrong?



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Directions



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Positive
Reinforcement



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Classroom Rules



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Emotions/
I Feel...



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Schedule



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