

MY JOURNEY CURRICULUM

Visual Supports

PRINTABLE • VOLUME 1 • CORE COMMUNICATION & LEARNING



Editable • Age-respectful • AAC/AT compatible

For educators, families and school teams supporting
learners ages 11–21

Words + original icons + blank customization spaces

Print, personalize and teach the meaning

1

Select

Choose only the cards that solve a current communication or learning need.

2

Personalize

Add the student's established symbols, words, photographs, language and response mode.

3

Teach

Model what each card means during calm, low-demand practice.

4

Honor

Respond consistently when the learner uses, points to, signs or looks toward the card.

Print settings

Use Letter portrait, Actual Size / 100%. For durable cards, print on cardstock and laminate after personalizing.

Communication access is a right—not a reward



Keep AAC/AT available

Do not remove devices, boards, mobility, sensory or reading access to test independence.



Honor stop, break and private

Never require speech, eye contact, disclosure, touch or public performance.



Separate access from prompts

Usual accommodations and student-directed support are not instructional prompts.



Use age-respectful materials

Adapt complexity and access without making adolescent or adult learners look younger.



Record what happened

Describe the exact response, context, support and next decision—avoid global labels.

A visual only works when the people around the learner understand and honor it.

Help, stop, break and wait



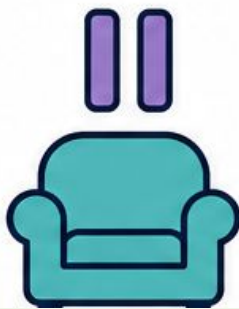
HELP

I need help.



STOP

Stop now.



BREAK

I need a break.



WAIT

Please give me time.

Finished, more, different and not sure



FINISHED

I am finished.



MORE

I want more.



DIFFERENT

I want something different.



NOT SURE

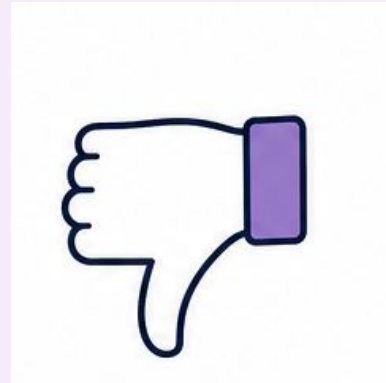
I do not know yet.

Yes, no, choose and request



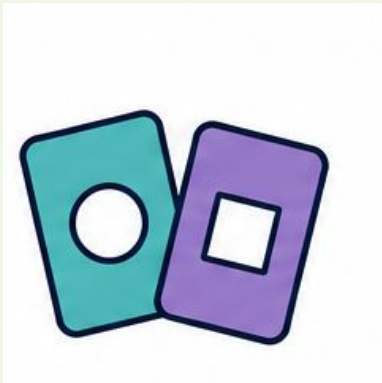
YES

Yes / agree.



NO

No / disagree.



CHOOSE

Show me the choices.



REQUEST

I want to ask for something.

Core communication—portable set



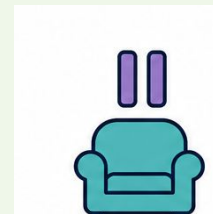
HELP

I need help.



STOP

Stop now.



BREAK

I need a break.



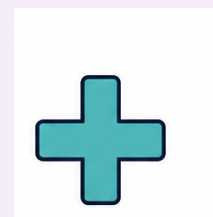
WAIT

Please give me time.



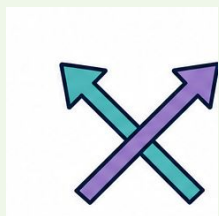
FINISHED

I am finished.



MORE

I want more.



DIFFERENT

I want something different.



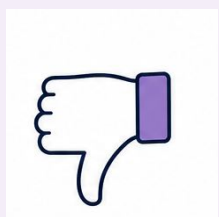
NOT SURE

I do not know yet.



YES

Yes / agree.



NO

No / disagree.



CHOOSE

Show me the choices.



REQUEST

I want to ask for something.

Preference and self-direction



ME

This is about me.



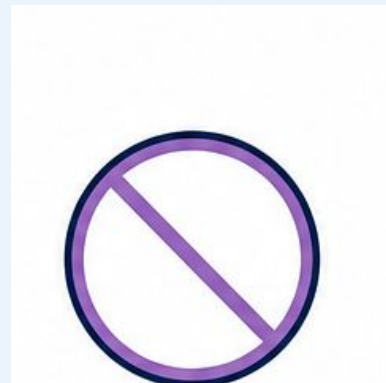
I WANT

I choose or prefer...



I NEED

I need access or support...



I DO NOT WANT

No thank you / not this.

Privacy, safety and consent



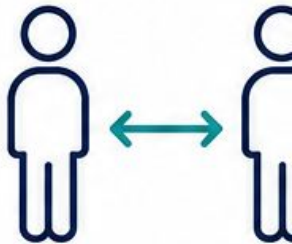
PRIVATE

Keep this private.



SAFE

I feel safe / check safety.



**PERSONAL
SPACE**

Please give me space.



ASK FIRST

Get my permission.

Speaking up and working together



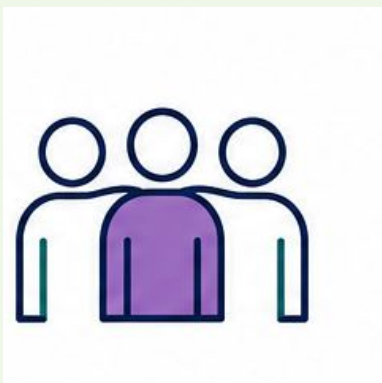
SPEAK UP

I want to advocate.



TALK

I want to communicate.



TEAM

Let us work together.



HOME + SCHOOL

Share only with permission.

Communication sentence strips



I WANT



I NEED



I DO NOT WANT



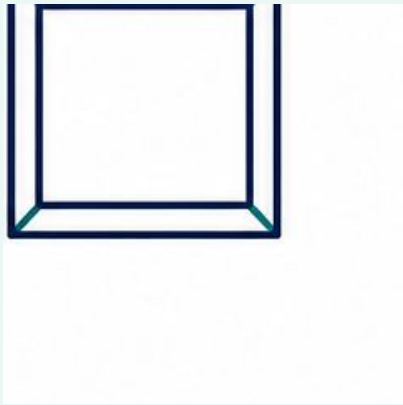
I WANT TO ASK



KEEP THIS PRIVATE

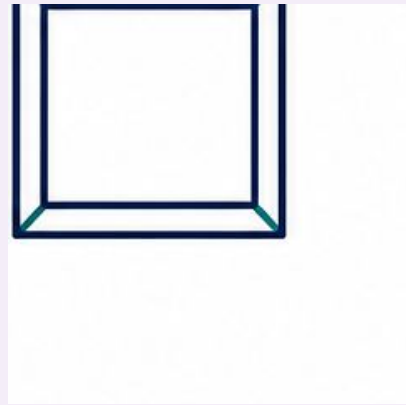
Two-choice board

I CHOOSE...



CHOICE 1

Add word / photo /
symbol



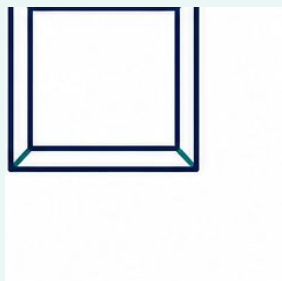
CHOICE 2

Add word / photo /
symbol

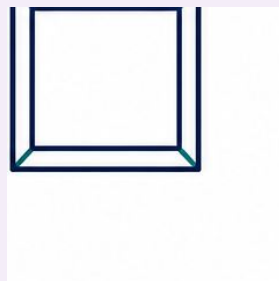
**Offer both choices neutrally. Allow enough
processing time and accept the learner's established
response mode.**

Four-choice board

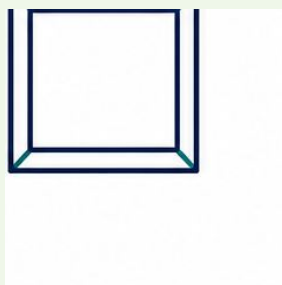
I CHOOSE...



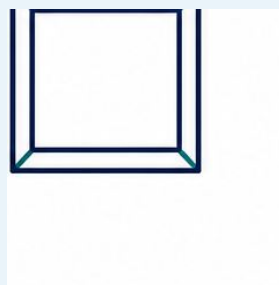
CHOICE 1



CHOICE 2

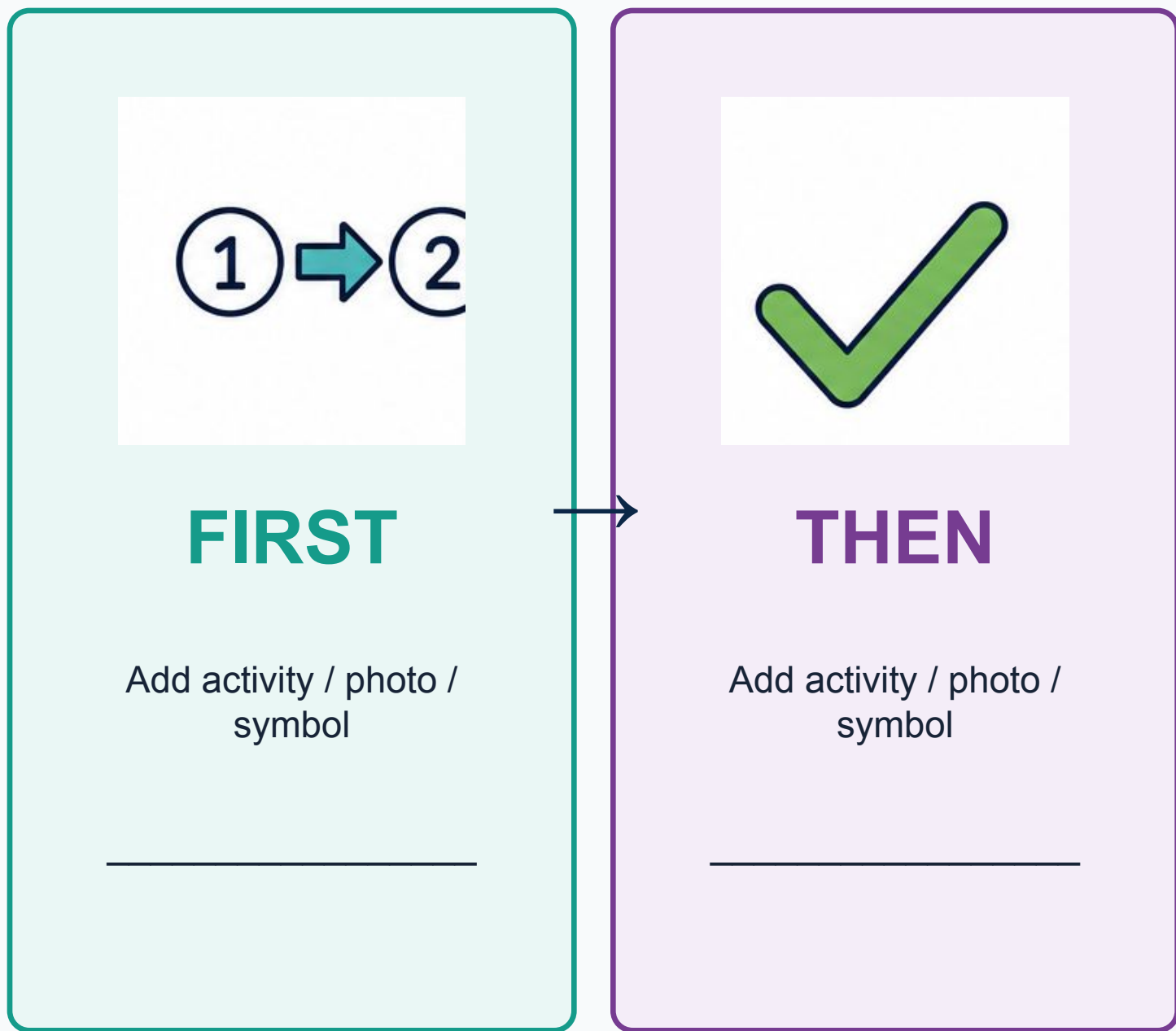


CHOICE 3



CHOICE 4

First–Then board



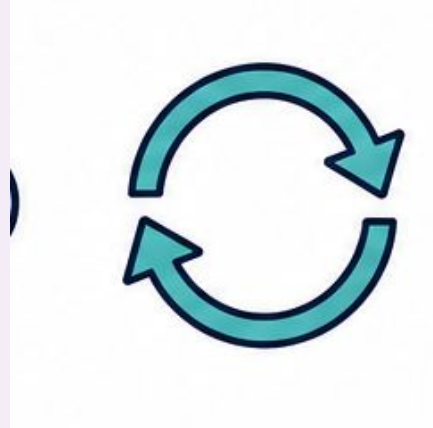
Say less. Point to the board. Keep established communication access available.

Now–Next board



NOW

Add activity / photo /
symbol



NEXT

Add activity / photo /
symbol

**Say less. Point to the board. Keep established
communication access available.**

Six-step visual schedule

TODAY / THIS ROUTINE

1

Add activity / photo / symbol

☐**2**

Add activity / photo / symbol

☐**3**

Add activity / photo / symbol

☐**4**

Add activity / photo / symbol

☐**5**

Add activity / photo / symbol

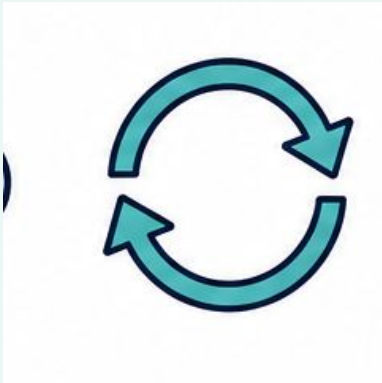
☐**6**

Add activity / photo / symbol

☐

Check the box or move the card when each step is finished.

Change, finished, wait and timer



CHANGE

The plan is changing.



FINISHED

This step is complete.



WAIT

Pause and check the timer.



TIMER

Time remaining is visible.

Regulation and readiness choices



HEADPHONES

I want sound support.



DRINK

I need water.



MOVEMENT

I need to move.



CALM SPACE

I want a quieter space.

My regulation plan

1

I NOTICE...

What does my body, communication or behavior tell me?

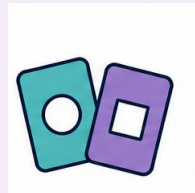
My words / symbols: _____

**2**

I CAN CHOOSE...

Headphones • drink • movement • calm space • different support

My words / symbols: _____

**3**

I AM READY WHEN...

I show, say, sign or select that I am ready—or I ask for more time.

My words / symbols: _____



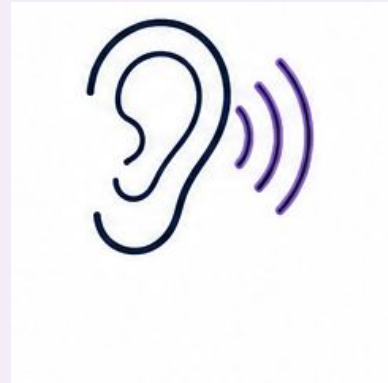
Regulation supports are access—not rewards to earn.

Look, listen, show and check



LOOK

Look at the information.



LISTEN

Listen in your usual way.



SHOW

Show what you know.



CHECK

Check your work or choice.

Read, write, match and sort



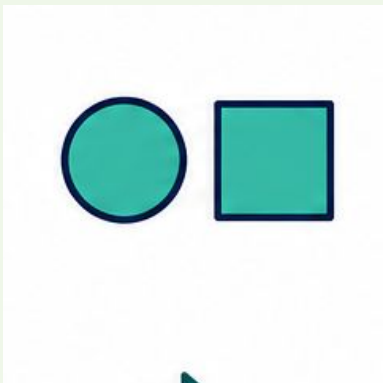
READ

Read with your usual access.



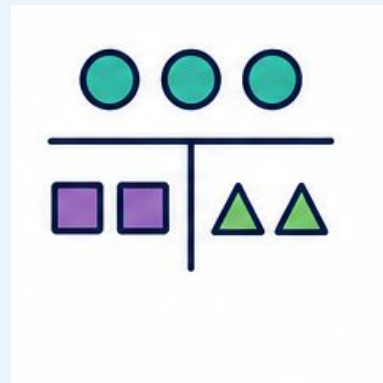
WRITE

Write, type, dictate or select.



MATCH

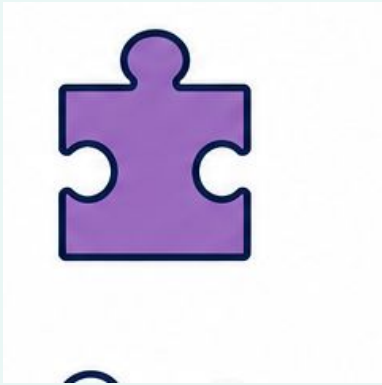
Find what is the same.



SORT

Put items into groups.

Try, explain, reflect and celebrate



TRY

Try one meaningful step.



EXPLAIN

Give a reason or show evidence.



REFLECT

Think about what happened.



CELEBRATE

Name progress that matters.

Adult cue cards: support without rushing



WAIT

Pause. Watch for the learner's established response.



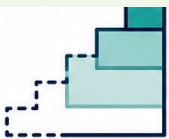
SHOW THE VISUAL

Point once. Reduce spoken language.



HONOR THE RESPONSE

Accept speech, sign, AAC, gesture, gaze, action, refusal or no response.



FADE SUPPORT

Reduce only instructional prompts—not access or accommodations.

Prompt and support quick reference

CODE	MEANING	RECORD / FADE
I	Independent with usual access	No instructional prompt
NC	Natural cue / routine	No instructional prompt
SD	Student-directed support	Learner requests or directs support
WAIT	Wait time	Pause before adding support
VIS	Visual cue	Point to relevant visual
GES	Gesture	Gesture toward item or action
MOD	Model	Demonstrate without requiring imitation
VER	Verbal prompt	Brief added spoken cue
PP / FP	Physical prompt	Use only when authorized, necessary and safe
NR / NE	Declined / not elicited	Do not score automatically as zero

Always record established access separately from instructional prompts.

Home–school communication board



Something that worked _____

Something that was difficult _____

A communication or access update _____

A strength or interest noticed _____

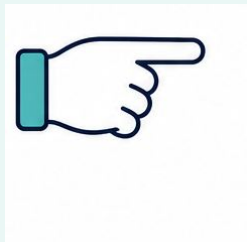
A goal or priority _____

Privacy: what should not be shared _____

Share only with the learner's knowledge and according to local privacy procedures.

How I can participate

I CAN...



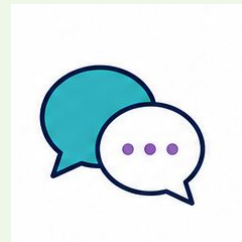
SHOW

Show what you know.



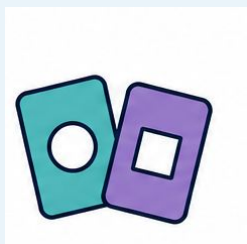
CHECK

Check your work or choice.



TALK

Use my communication.



CHOOSE

Select an option.



WRITE

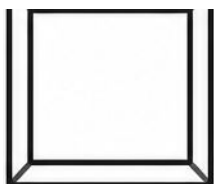
Write, type or dictate.



DO

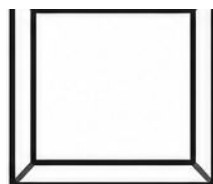
Act, make or demonstrate.

Blank customizable cards—large



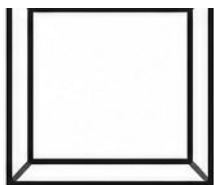
ADD PHOTO / SYMBOL

LABEL



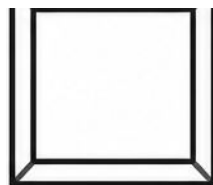
ADD PHOTO / SYMBOL

LABEL



ADD PHOTO / SYMBOL

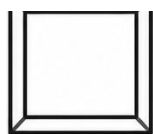
LABEL



ADD PHOTO / SYMBOL

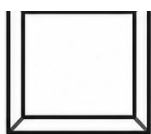
LABEL

Blank customizable cards—portable



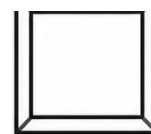
LABEL

Add photo / symbol



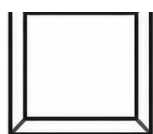
LABEL

Add photo / symbol



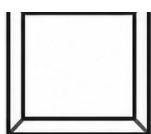
LABEL

Add photo / symbol



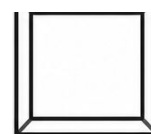
LABEL

Add photo / symbol



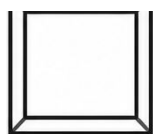
LABEL

Add photo / symbol



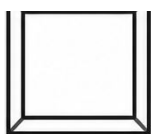
LABEL

Add photo / symbol



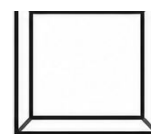
LABEL

Add photo / symbol



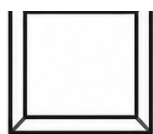
LABEL

Add photo / symbol



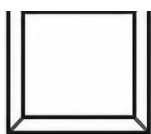
LABEL

Add photo / symbol



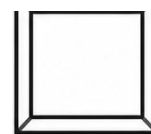
LABEL

Add photo / symbol



LABEL

Add photo / symbol



LABEL

Add photo / symbol

Low-ink core communication



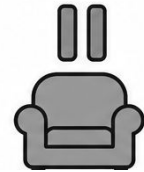
HELP

I need help.



STOP

Stop now.



BREAK

I need a break.



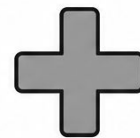
WAIT

Please give me time.



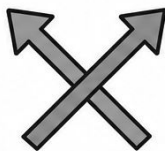
FINISHED

I am finished.



MORE

I want more.



DIFFERENT

I want something different.



NOT SURE

I do not know yet.



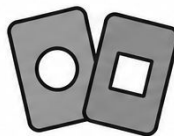
YES

Yes / agree.



NO

No / disagree.



CHOOSE

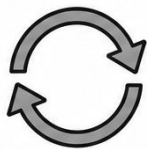
Show me the choices.



REQUEST

I want to ask for something.

Low-ink routines and regulation



CHANGE

The plan is changing.



FINISHED

This step is complete.



WAIT

Pause and check the timer.



TIMER

Time remaining is visible.



HEADPHONES

I want sound support.



DRINK

I need water.



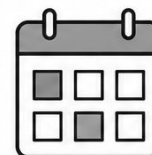
MOVEMENT

I need to move.



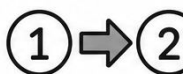
CALM SPACE

I want a quieter space.



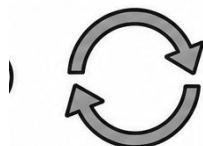
SCHEDULE

Check the plan.



FIRST-THEN

See what happens next.



CHANGE

The plan changed.



CALM

Use a chosen calm space.

Low-ink learning and advocacy



LOOK

Look at the information.



LISTEN

Listen in your usual way.



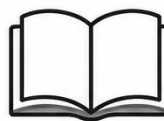
SHOW

Show what you know.



CHECK

Check your work or choice.



READ

Read with your usual access.



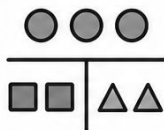
WRITE

Write, type, dictate or select.



MATCH

Find what is the same.



SORT

Put items into groups.



I WANT

State a preference.



I NEED

Ask for access.



PRIVATE

Keep this private.



ASK FIRST

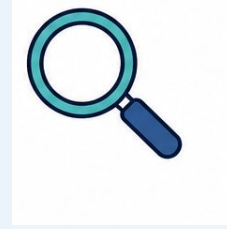
Get permission.

Pocket cards for adults



BEFORE YOU PROMPT

- ✓ Pause and wait
- ✓ Check access/AAC
- ✓ Show the relevant visual
- ✓ Honor refusal or no response



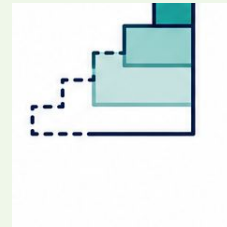
RECORD THE EVIDENCE

- ✓ Exact response/action
- ✓ Access/accommodation
- ✓ Prompt/support
- ✓ Quality + agency + next step



PRIVACY CHECK

- ✓ Student selected?
- ✓ Consent to store?
- ✓ Approved audience?
- ✓ Return/remove requested?



SUPPORT CAN FADE

- ✓ Fade prompts gradually
- ✓ Keep AAC/AT available
- ✓ Keep health/sensory access
- ✓ Let the learner direct support

Use visuals to increase agency—not compliance



Teach the meaning before expecting independent use.

Keep the learner's established communication system available.

Honor help, stop, break, no, private and not-sure responses.

Adapt words, symbols, photographs, language and size with the learner.