Visual supports are both communication and teaching aids. They are used to provide the learner with information about routines, activities, directions, behavioural expectations and more. They can be anything that provides a visual clue to learners, for example pictures, photos, images, words, text, tangible objects, key word signs, gestures or assistive technologies.



You can create 3 di erent types of visual supports:

- visual boundaries are when you create a visual line that di erent activities or indicates the outer limit of someth
- visual cues include labels, graphic organisers, choice be and visual or procedural instructions which support a le organise thoughts and concepts and help with task cor independence and understanding expectations
- visual schedules are a collection of visuals that commu a series of activities or the steps of a specific task.

E a a

Consider these elements of your visual support:

- · visual items you will use
- format
- location
- length
- · how the schedule will be manipulated
- size and visual contrast
- the instigator
- · the next steps for the learner to get support
- · reward for success.

T ac a

Explicitly teach learners how to use the visual support unt

- · attribute meaning to the visual
- · carry out the task or behaviour with mastery
- · transfer this knowledge across di erent settings and sit

The ultimate goal is the learner completing the task or be independently, and if appropriate without the visual support



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