

Visual supports



Pupils on the autism spectrum are typically visual thinkers and will benefit from visual strategies to support their learning. For pupils who do not understand spoken language, they are essential. Using visual strategies will facilitate learning and promote independence by:

- Enabling the pupil to 'see' the task. They don't disappear from them as spoken instructions do.
- Giving additional time for processing.
- They can be looked at, sequenced, rehearsed and learned.
- Promoting independence by providing a tool learners can refer to in order to identify and carry out the stages of a task.

Visual supports can help to provide structure and routine, encourage independence, build confidence and improve understanding, social interaction and self-regulation. They can also provide opportunities to interact with others. They can make communication physical and consistent, rather than fleeting and inconsistent like spoken words can be.

Working Together Team - Lancelotti & Partners
Autism, Social Communication & SEND Services

Visual supports for basic actions:

- quiet (person with hand to mouth)
- walk (person walking)
- sit (person sitting)
- listen (ear icon)
- Hand Signals: Stop, Wait, Go

STOP signs and hand signals for 'stop' and 'wait'.

Visual supports for object, photo, picture, symbol, words/social scripts, and use of technology.

Visual supports for daily routines: First, Next, Then. Examples include 'choose', 'circle time', and 'hometime'.

Visual supports for 'wait' using an hourglass and a hand signal.

Visual supports for 'finished' using a blue box and a sign.

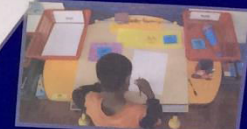
Visual supports for school tasks: Get a pencil, Get your work, Write your name, Put your glasses on.

Visual supports for classroom items: markers, glue sticks, erasers, scissors.

Margaret's Voice: Visual supports for voice control with color-coded buttons.

Individual task sheet (EXAMPLE) with sections for 'Must do' job, 'May do', Reward, and 'My chosen reward'. Includes a sequence: First, Then, Next, Finally.

Voice Control: A vertical strip of color-coded buttons for different voice levels.



Classroom Resources

Visual supports for classroom resources: First, Next, Then, Wait, Stop, Go.

Emotional understanding and self-regulation: A sign with a face and text.

Visual supports for counting: A grid with numbers 1 to 5.

Visual supports for height measurement: A sign with a person and arrows indicating height levels 1 to 5.

Visual supports for reading: A sign with a tree and the text 'READ TREE'.

Visual supports for social interaction: A sign with a person and text.

Visual supports for social interaction: A sign with a car and the text 'We're going in the car'.

Visual supports for social interaction: A sign with a person and text.

Visual supports for social interaction: A sign with a person and text.

