

Sample Visual Supports

Type of Support	Purpose	Location	Brief Description
Map of school outlining classes	-To assist the student in navigating school halls	-Taped or velcroed™ inside locker -Velcroed™ inside back cover of textbook or folder/notebook	To help orient and structure the student. This map shows the student where her classes are, the order in which they take place and times to visit her locker.
List of classes, room numbers, books and other supplies needed	-To aid the student in getting to class with needed materials	-Taped or velcroed™ inside locker -Velcroed™ inside back cover of textbook or folder/notebook	This list works well with learners who have difficulty with maps. It lists the class, room number, supplies needed and when to go to the class.
List of teacher expectations and routines for each class	-To help the student understand the environment	-Velcroed™ inside front cover of textbook or folder/notebook -Placed on a key ring that is kept in pocket or on backpack	To reduce anxiety associated with routines and lack thereof, this visual support details the routine that is to be followed in the classroom (such as what the student is to do upon entering class and when and where to turn in homework, what the student is to do upon entering class) and outlines particular characteristics that can help the student get along in class (such as Mrs. Johnson does not permit talking with neighbors and likes two feet on the floor at all times; Mr. Thomas allows learners to bring a bottle of water to class).
Schedule of activities within the class	-To prepare the student for upcoming activities and assist in transition between activities	-Listed on the chalkboard or whiteboard	This list simply details what activities will occur during a given class. As each activity is completed, it can be erased, crossed out, or checked off.
Outlines and notes from lectures	-To facilitate the student's understanding of content material	- Prepared by teacher in advance and placed on student's desk - Notes taken by peer during class using carbon paper or photocopied and handed out at the end of class -Tape recording of lecture with	Some learners have fine-motor difficulties that make it difficult for them to take notes. Others cannot take notes and listen at the same time. These supports alleviate these challenges and allow the student to focus on understanding the content.

		tape recorder placed near teacher and tape discreetly provided to the student at the end of class	
Sample models of assignments	-To help the student understand exactly what is required	-Prepared in advance by the teacher and given to the student. This can be an actual copy of an assignment that received an “A” grade	A model of assignments helps learners be visually aware of format requirements. They can then concentrate on content.
List of test reminders	-To ensure that the student knows when a test occurs and what material will be covered	-Prepared in advance by the teacher and given to the student to allow sufficient time to study -Final reminder given the day before the test. Often presented on a colorful piece of paper and placed in the student’s folder -A schoolwide homework hotline is helpful. If this is not available, a peer can serve as the homework hotline	A study guide that lists content and textbook pages covered in the test is helpful. This study guide should include a timeline for studying and outlining content to be studied each night and the approximate time required to do so. The teacher assumes responsibility for developing it initially, but then works with the student to complete the task independently.
List of schedule changes	-To ensure that the student is prepared for change	-Written on the chalkboard or white board -Prepared in advance by the teacher (at least one day prior to activity) and given to the student to place in notebook. If the activity is one that the student is not familiar with, it should also include his behavioral responsibilities	This prompt helps learners prepare for a change in routine. Including the responsibilities of the student in the activity helps her complete the activity with minimal stress/anxiety.
List of homework assignments	-To assist the student in understanding requirements enough so that he can	-Prepared in advance and given to the student discreetly. This homework support should include all relevant information such as	Some learners need written details of homework. Teachers often write on the board or overhead the basic elements of homework and supplement them verbally as learners write down the assignment.

	complete homework independently	due date, items to complete, format	This is not sufficient for some learners.
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