The 6 Steps of Visual Supports

Identify the situation, activity or concept that is problematic
- *Does the situation cause anxiety or frustration?*
- *Does the learner need several reminders to use the given skill*
- *Does the learner seem confused when the information is provided verbally*

Determine what information will be provided on the visual
- *Ensure the learner is comfortable with how to ask the teacher for feedback.*
- *Make sure the recruiting questions are authentic for the learner.*

Identify the materials needed to create the visual support
- *Real objects*
- *Photos*
- *Drawings or picture symbols*
- *Written Words*

Introduce the visual to the learner
- *Teach the meaning of the visual*
- *Discuss why it was created and how and when it will be used*
- *Ensure the learner understands how to respond to the visual*
- *Identify ways the visual can be used discretely if needed*

Learner uses visual as needed in target situations
- *Provide positive reinforcement for using the visual*
- *Fade the use of the visual once the student consistently uses the visual*
- *Fade the visual slowly. Don't be in a rush to fade the visual. Adults use visuals all the time throughout their day.*

Role play with the learner how to use the visual

- *Teacher models target skill to use when presented the visual*
- *Student practices using the target skill when presented the visual*
- *Ensure the learner doesn't need additional prompting when given the visual.*