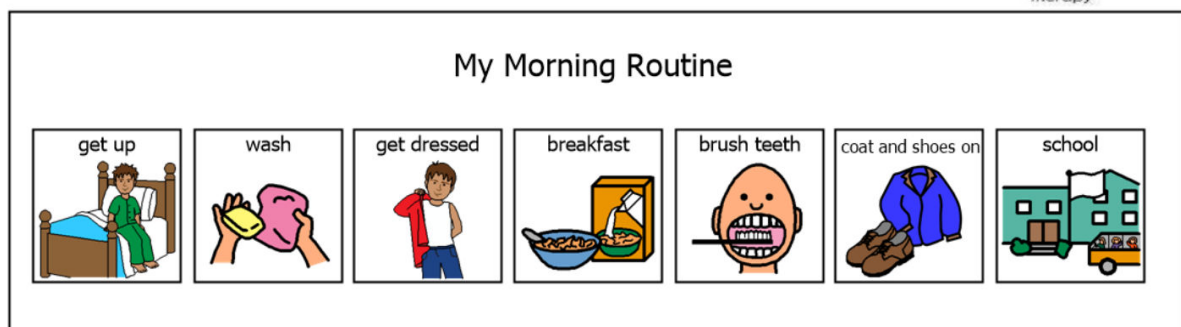


Visual Schedules

What is it?

A visual schedule is a tool that gives the child information about what is happening, the sequence of events, what changes may be occurring, or when it is time to stop an activity and move on to another. A visual schedule may include objects, pictures, and/or written words.



Why is it Important?

Visual schedules may be used to:

- clarify expectation,
- organize the events of the day,
- provide concrete reminders of what to do,
- promote independence,
- provide structure during unstructured times,
- help make the day more predictable,
- assist with the transitions between activities,
- redirect child back to the current activity,
- alleviating anxiety and help maintain regulation.



Things to Consider

Prior to introducing this visual, it is important to consider the following:

(Adapted from Childrens Autism Services of Edmonton)

- Does the child require reminders (prompts) to complete routines independently?
- Does the child already attend to or respond to objects, pictures, or written words?
- Where will the visual schedule be placed? Will the child be able to see the visual clearly at all times, or know where to go to look for upcoming activity?
- Will the visual schedule be presented horizontally or vertically?
- How many objects, pictures, or written words should be on the visual schedule for the child to be successful?
- How will the child track the completion of tasks (e.g., use red-green schedule and move the icon over to the “done” side, will there be a pocket for completed activities, place a checkmark, cross off).



How to Use a Visual Schedule

1. Place the visual schedule in a location that is easy for the child to refer to throughout the day.
 2. Prior to starting the first activity or routine on the schedule, review with the child all the upcoming planned activities. Ensure the child is looking (attending) to the visual.
 3. Draw attention to any unexpected changes in routine (e.g., surprise visit, unavailable activity).
 4. Have all the pictures ready in correct order, don't overwhelm your child with pictures you don't need for that task / day.
 5. Provide positive reinforcement for following and completing routines independently (e.g., praise, such as "Great job putting your shoes on " or "Good sitting and painting".)
 6. Use mini schedules for each tricky task so not to overwhelm your child (e.g. one for dressing in the bed room, one for getting ready to leave the house before school in kitchen ect)
- (Adapted from Childrens Autism Services of Edmonton)

Tips and Strategies

- When first introducing a visual schedule, start with 2 or 3 routines on the visual schedule.
- Incorporate child's choices into the schedule where appropriate (e.g., allow the child to decide on the order of activities, or ____'s choice).
- Minimize verbal instructions when teaching to use the visual, especially for life skill routines as the child should be as independent as possible.
- Ensure the visuals are easy to add or remove (e.g., use Velcro) so the schedule can be easily modified for changes in routine.
- Be consistent with the visuals being used, for example, use the same picture of Lego on the Lego tub on the schedule.
- A mini schedule may be required for multiple steps within a given routine.
- Use photos of your child doing the task or photos of the actual objects (e.g. favourite clothes, toys, bed ect)
- Use an app for making visual schedules if your child is more motivated to do so.
- Tom Tags are little plastic strips you can buy and put picture in for days schedule they can attach to the child's school bag and are changeable, Ideal for High School pupils. See QR code for website.
- Use an app to create your own visual timetable this is an example of visual app
www.brili.com



Useful Websites



Tom Tags

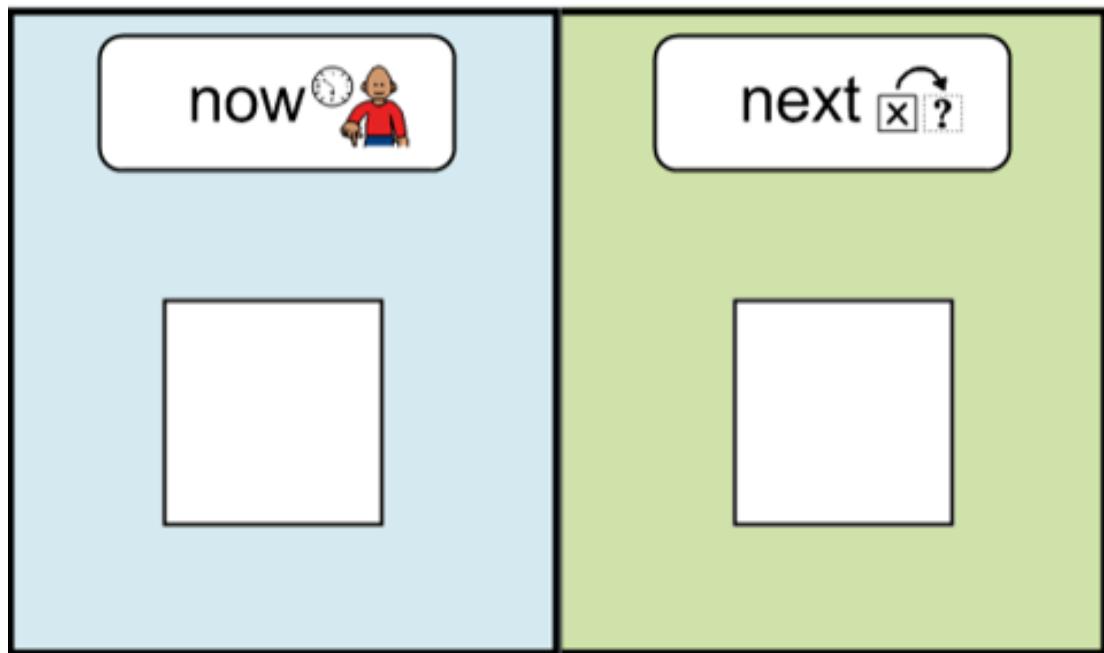


Autism.org.uk



NHS Borders Speech and Language Therapist Resources

Some examples of different schedules and visuals you could print or copy.



↓
☀ _____'s schedule for today

--	--	--	--	--

Plan for my Day



Speech & language therapy

Where..

we are going..



Who..

will be there..



What..

we will do there..



When..

we are going.



It will be time to go



When..

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Getting ready for the day ahead



Speech & language therapy

	Wake up	
	Toilet	
	Wash	
	Brush your teeth	
	Get dressed	
	Make your bed	
	Eat your breakfast	
	Check what you need today	
	Get your bag ready	

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Home visual timetable cards



Home visual timetable cards



Home visual timetable cards



Home visual timetable cards



Home visual timetable cards



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