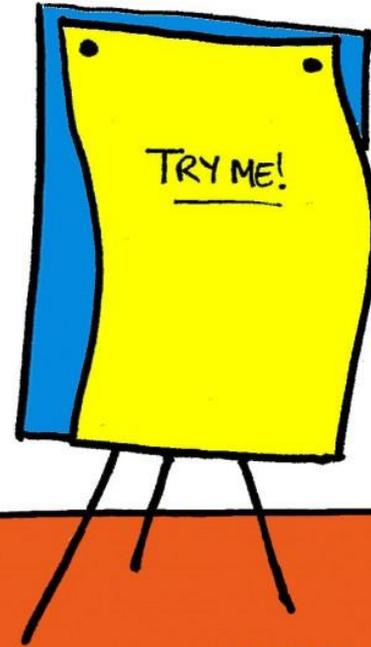


V I S U A L S



Ginger Doodle

# A picture may not be worth a thousand words, but it sure helps!

- When giving verbal instructions, individuals only hear half of what we say
- They will remember only about 70 percent of that
- They are attentive about 40 percent of the time
- Adding visuals **increases retention** from 14 % to 38 %



***If I can't picture it.  
I can't understand  
it.***

**Albert Einstein**

# Visual systems

- Provide Cues about daily activities
- Provide structure
- Provide a vision of the day





do not slump



eyes looking



do not lean back

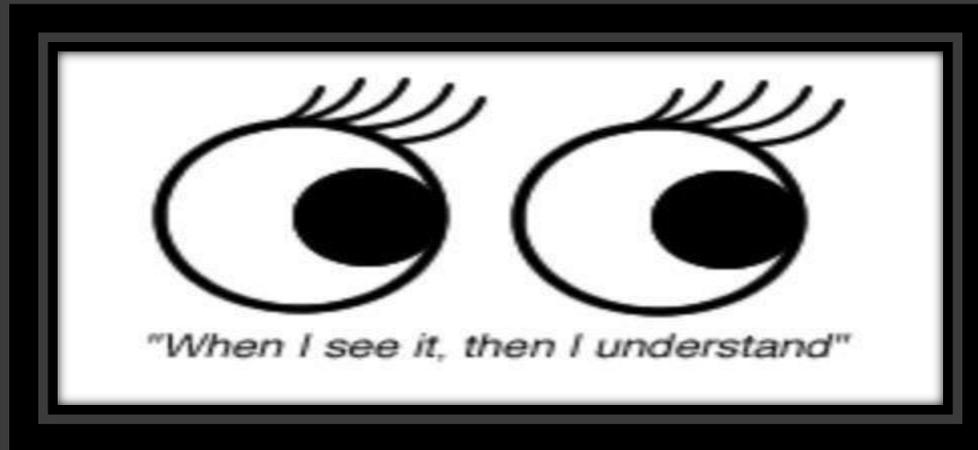


sitting quietly



hands up to speak

A daily visual schedule is a critical component in a structured environment.



# Visual Aids help with

- Sequential memory
- Organization of time
- Language comprehension
- Lessening of anxiety levels
- Transitioning independently between activities and environments

# First-Then

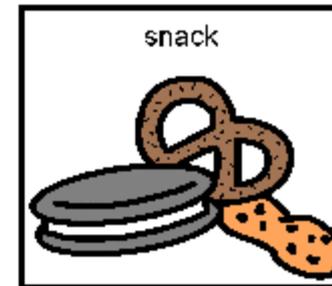
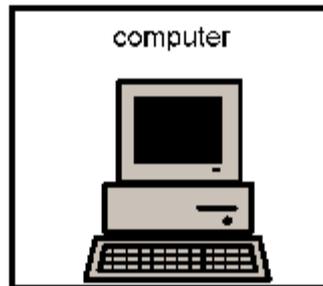
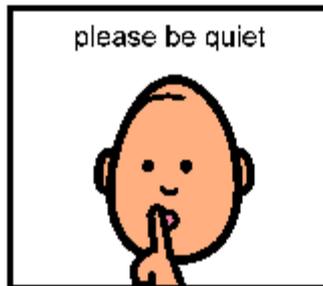
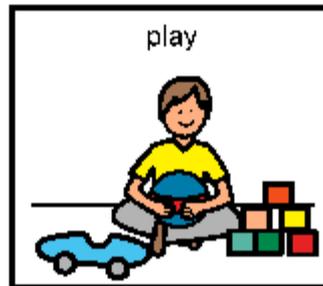
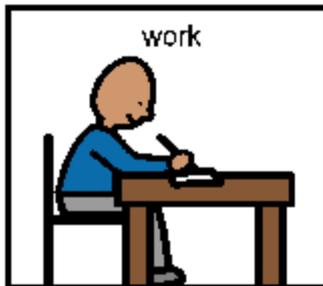
Some visual strategies are based on a "first-then" strategy; that is, "**first** you do \_\_\_\_, **then** you do \_\_\_\_", rather than an "**if**-then" approach (i.e., "**if** you do \_\_\_\_, **then** you can do \_\_\_\_"). This **first-then** strategy allows the "first" expectation (whether a task or, activity) to be modified, as needed. When completed **Then** he can move on to his next visually scheduled task or activity.

- - Visual schedules can provide high motivation for the individual to work through one activity to get to a preferred activity
  - When dealing with individuals with behavioral difficulties, Visual schedules can be a powerful strategy in maintaining desired behavior

first



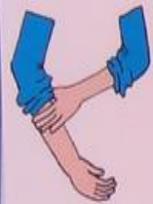
then



Individual schedules and visual aids have the potential to increase independent functioning throughout the lives of our individuals both in their homes or in the community.

- Visual schedules allow individuals to participate in the design of their day and move through their day independently
- They provide a structure for the individual to begin to do some choice making as they are encouraged to provide some input as to the activities and order of some of the day's events.
- By looking at a schedule, individuals are able to find the materials for the next activity and get started with that activity without the help of support staff





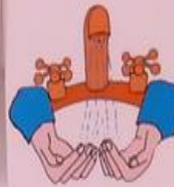
sleeves up



turn tap on



use soap



wash hands



wipe hands



turn tap off



finished



Morning Routine

- Wash Face
- Brush Teeth
- Wash Hair
- Put on Clothes
- Take a Bath

Afternoon Routine

- Wash Face
- Wash Hair
- Put on Clothes
- Take a Bath

Nighttime Routine

- Wash Face
- Wash Hair
- Wash Hair
- Put on Clothes
- Take a Bath
- Take a Bath







1-2



3-4



5-6



7-8



9-10

Choose the face that best describes how you feel:



0  
No  
hurt



2  
Hurts  
little  
bit



4  
Hurts  
little  
more



6  
Hurts  
even  
more



8  
Hurts  
whole  
lot



10  
Hurts  
worst

# Today's activities

 Centres	 Journals	 Silent Reading
 Calendar	 P.E. (Gym)	 Storytime
 Music	 Math	 Planners
 Language Arts (Spelling, Printing)		
 Recess	 Lunch	 L.A. Centres
		 Dismissal



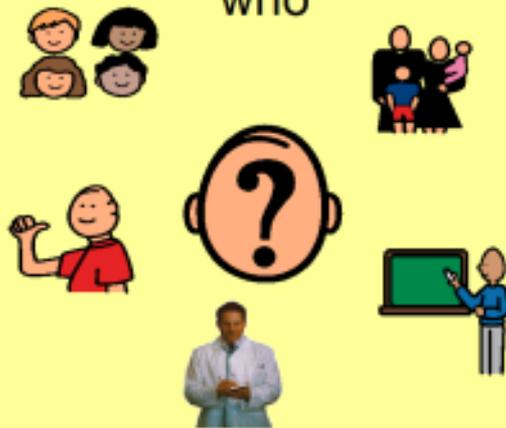
what



where



who



when





I will sit in the waiting room and wait for my name to be called

I can read books or choose something else to do

I will go in the exam room and sit on the table.

Dr. Post will check my ears.

Dr. Post will look in my mouth  
- Say ahhh

All done - Go to the library 😊

Things to do at the Dr.'s office

# MY DAY

7:00



4:00



8:00



5:00



2:30



5:30



3:00



6:00



3:15



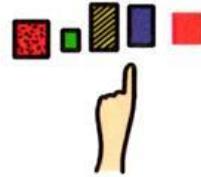
8:30



Let's play



Pick a game



Can I play?



Let's play again



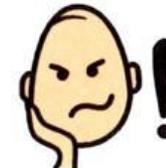
This is fun!



Uh-oh!



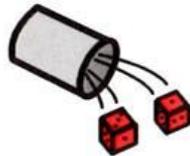
Darn!



What color piece?



roll dice



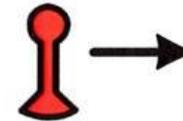
draw card



spin



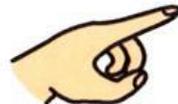
Move your piece



My turn!



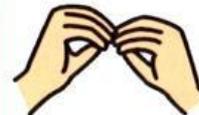
Your turn!



clean up



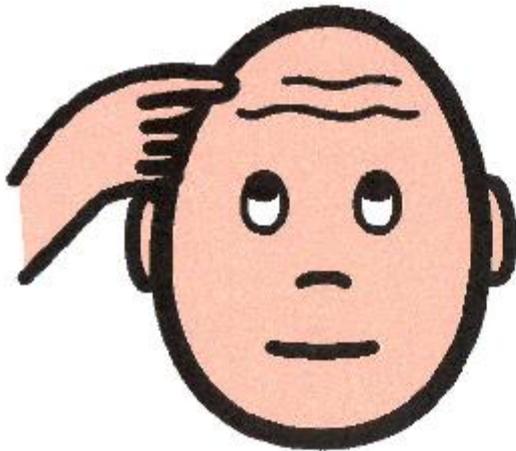
more



all done



What is the  
difference between  
**PUBLIC** and  
**PRIVATE**?



1

**PRIVATE**



**PUBLIC**



**PUBLIC** is different from  
**PRIVATE**. **PUBLIC** is when  
there are many (2 or more)  
people. **PRIVATE** is when  
there is just one person.

2

Positive behavior	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
-------------------	--------	---------	-----------	----------	--------	----------	--------



draw a picture



say "please"



pick up and throw away trash



put dirty clothes in laundry



go to bed when told



put shoes away



wash hands



brush teeth

TASK ORGANIZER

I feel like biting my hand



I show the sign for "angry" with my hand.



Staff/parents give me my stress ball

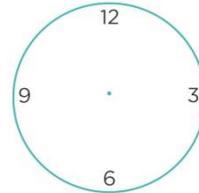


# My Morning Checklist

Draw hands on each clock to show kids when it's time to complete each task



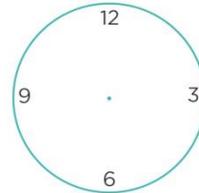
Use the bathroom



Brush teeth



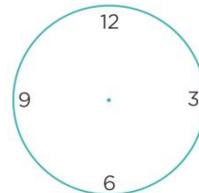
Get dressed



Make bed



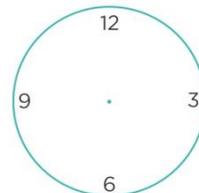
Turn off lights



Eat breakfast



Grab Lunchbox



Ready to go!



# Jake's Morning Schedule

1



2



3



4



You should brush your teeth thoroughly at least twice a day to remove plaque and to prevent tooth decay. Follow the steps below for proper brushing. Contact your dentist if you have any questions.



**1. Place your toothbrush at a 45-degree angle to your gums.**



**2. Brush gently in a circular motion.**

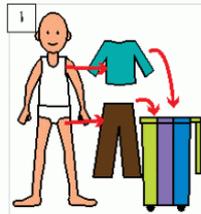


**3. Brush the outer, inner and chewing surfaces of each tooth.**

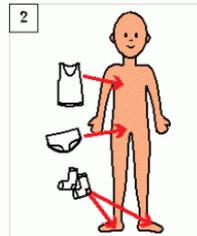


**4. Use the tip of your brush for the inner surface of your front teeth.**

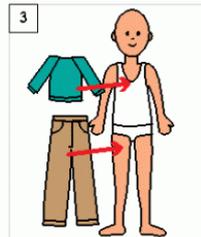
# Getting dressed



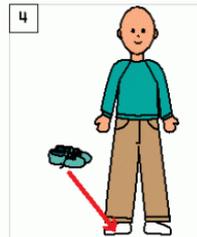
1  
Take clothes off and put  
in wash basket



2  
Put undergarments on



3  
Put top and pants on



4  
Put your shoes on

# Routine Chart

## MORNING



Wake Up



Brush Teeth



Breakfast



Get Dressed



Backpack

## AFTERNOON



Wash Hands



Lunch



Homework



Video Games

## EVENING



Dinner



Bath Time



Brush Teeth



Read Books



Bed Time

To Do

Done

1



Wake Up

2



Potty

3



Wash Hands

4



Brush Teeth

5



Comb Hair

8:03 AM

Monday Feb 10, 2014

Monday

10 February



7:00 AM 7:35 AM 7:40 AM 8:00 AM

Tuesday

11 February



7:00 AM 7:35 AM 7:40 AM 8:00 AM

Wednesday

12 February



7:00 AM 7:35 AM 7:40 AM 8:00 AM

Thursday

13 February



8:00 AM 8:30 AM 5:00 PM 8:30 PM

Friday

14 February



7:00 AM 7:35 AM 7:40 AM 8:00 AM

Saturday

15 February



9:00 AM 10:30 AM 5:00 PM 8:30 PM

Sunday

16 February



9:00 AM 10:00 AM 8:30 PM 9:00 PM



Day

Week

Month

I want



big wheel



trucks



Legos



bubbles



trampoline



bean bag



I want



I see



thank you



drink



biscuit



apple



cake



crisps



banana



book



sand



bricks



pens



farm



puzzle



shoe



jumper



trousers



coat



sock



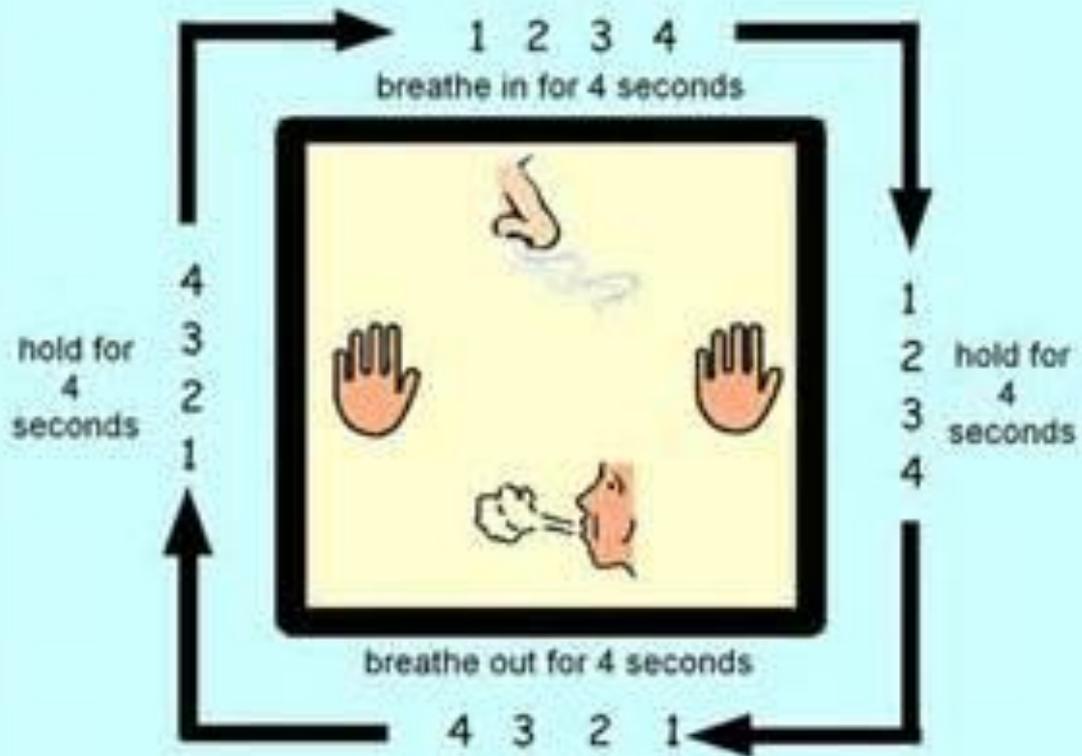
hat

# Timer

- Turn taking
- Timing task to complete
- Timing length of reinforcement



# SQUARE BREATHING



# TIME FOR BED



Brush Teeth



Wash Hands



Put on Pajamas



Bedtime Story



Sleep



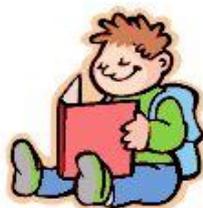
# When I'm upset...



I can get a  
drink of water.



I can look  
at a book.



I can draw  
a picture.



I can do  
a puzzle.



I can take  
a rest.

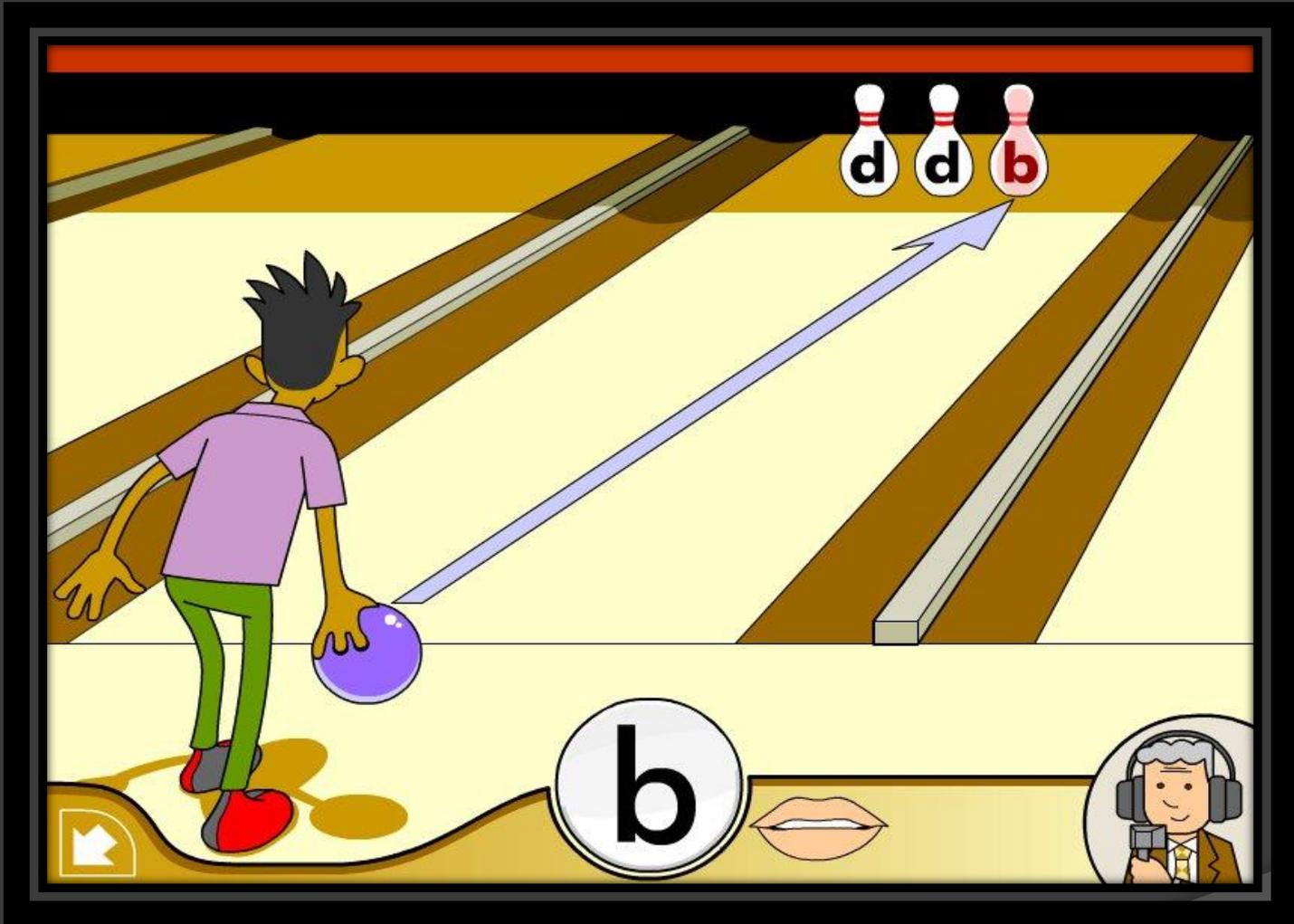


Your schedule might look something like this...

### Jordan's Schedule for Home



\*Schedule created using Boardmaker Studio





speech

paint



PUSH HERE  
TO OPEN

PUSH HERE  
TO OPEN

PUSH HERE  
TO OPEN

New Job



Letting People Know I'm Alive



Grocery Shopping



Candy Crush



Paying Bills

Television



Laundry



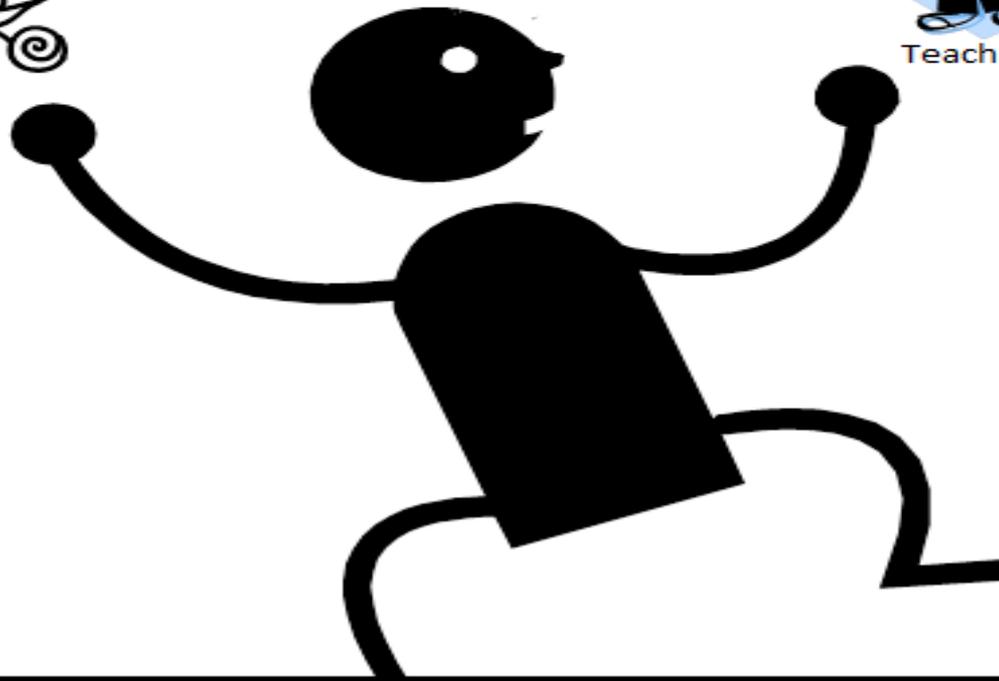
Box Office Shifts



Baby-sitting



Teaching



**How to develop Visual Schedules:** In general, schedules should be arranged from a "top-to-bottom" or "left-to-right" format, including a method for the individual to manipulate the schedule to indicate that an activity is finished or "all done" .

**Example:** Cross/mark off with a dry erase marker, place the item in an "all done" envelope/box, check off the item, draw a line through the scheduled activity, etc.

A minimum of two scheduled items should be presented at a time so that the individual begins to understand that events and activities happen in a sequential manner, not in isolation.

Schedules can be designed using a variety of formats, depending upon the needs of the individual.

A finished box is an essential element in any schedule system  
Having a formal ending to an activity is a necessary component of the routine.

