



Visual Supports-Schedules

Visuals are helpful to all children. Visuals provide additional support to children with disabilities. The following pages include two examples and two templates for visual schedules. Schedules are meant to be flexible and tailored in length and complexity to the individual child. This means considering the child's interests, grade and maturity level, and abilities (such as being able to read text).

Remember:

- Sample morning routine for younger child with clip art pictures to match activities
- Can use picture column for checkmarks for older kids or those who can or want to read text
- Third column can be comments or reminders—or other pictures
- Add or remove columns as needed
- Include pictures related to an area of interest if helpful
- Pair pictures with text to help the child learn to associate the text and picture
 - Example: your child is brushing her teeth according to the morning schedules. Point to the picture then words and say “yes, you are brushing your teeth, that’s great.” When she’s done, say “now what do you do AFTER brushing your teeth? Yes! Wash your face— nice putting soap on the washcloth! You got this!”
- Personalize schedules for routines and let your child help design this by cutting pictures and naming activities and sequence of activities
- You will need to change schedules and complexity as the child grows and learns the skill
- Have fun with it!

Resources for Visual Supports

- Indiana Institute on Disability and Community, Indiana Resource Center for Autism, [Visual Supports](https://www.iidc.indiana.edu/irca/resources/visual-supports/home.html) (<https://www.iidc.indiana.edu/irca/resources/visual-supports/home.html>) (visuals can be used with any disability or without disabilities). Site has numerous prepared visual supports for families or professionals in the home setting and for school staff to send home to assist in daily living tasks. Examples: A New Baby in My Family, Bus Reminders, Chewing Gum, Clean Hands, Daylight Savings Time, Getting Ready for School, and more.
- [Pacer’s Simon Technology Center, Visual Support Resources](https://www.pinterest.com/simontechcenter/visual-support-resources/)- Pinterest: (<https://www.pinterest.com/simontechcenter/visual-support-resources/>) tools to create visuals on a computer or tablet such as social narratives, visual schedules, to-do lists, and more.
- University of North Carolina (UNC), National Professional Development Center, Autism Focused Intervention Resources & Modules (AFIRM), COVID-19 Toolkit, [Supporting Individuals with Autism through Uncertain Times](https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times). (<https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>) This provides excellent resources for families with autism spectrum disorder (ASD) and other disabilities. This includes supporting learning at home, changing behaviors, and maintaining and building new routines with excellent visual resources available.

Schedule Example & Template

A more complex schedule for a child with more language and ability to read text

Time	Activity	Information about the Activity
By 7:30	Wake up 	Eat breakfast, make my bed, get dressed, brush my teeth, make my bed, pick up dirty clothes, use hamper
8:30-8:45	Stretch and jump 	Set my timer for 8:45; stretch to my video and jump on my trampoline to get my energy out
8:45-11:00	School time online 	Get on my Chromebook No games, phones, electronics Pay attention to my teacher and class friends Be a part of class and answer questions Come back from breaks on time
11:00-11:15	Play with my dog, Riley 	Set my timer to go off at 11:15 Play in the backyard if it is nice out or in the basement
11:15-11:45	Eat lunch and clean up 	Set my timer to go off at 11:40 Eat my lunch in the fridge Take care of my garbage in the trash Put milk and other things I got out away
11:45-2:00	School time online 	Get on my Chromebook No games, phones, electronics Pay attention to my teacher and class friends Be a part of class and answer questions Come back from breaks on time
2:00-2:30	Free time 	Set my timer to go off at 2:30 Watch tv or play my game Talk on the phone to my friend
2:30-3:30	Homework 	Set my timer to go off at 3:30 Do my homework—my sister will help with questions <i>If I get all my homework done I can relax until 3:30</i>
3:30-4:00	Chores 	Clean up my desk area Pick up the living room
4:00-5:00	Quiet time 	Do puzzles, read a book; stretch quietly
5:00-8:30	Dinner, my time 	Eat dinner; finish homework if not done; spend time outside or downstairs (riding my bike, playing with friends, playing board games); I can play electronic games for 1 hour
8:30-9:00	Shower and Bedtime 	Take my shower, take care of my towel, brush my teeth; check my morning schedule and go to bed at 9:00

*Referenced during MAF MiMTSS PBIS at Home Webinar on August 16, 2020

Example of a Picture Schedule for a Daily Schedule (Younger children)



Morning Routine for _____

	Wake up!	
	Get dressed	Dirty clothes go in hamper
	Eat breakfast	Dirty dishes in sink
	Brush teeth	
	Wash face	
	Comb hair	
	Pack backpack: get lunch, get reading book, get mask	

