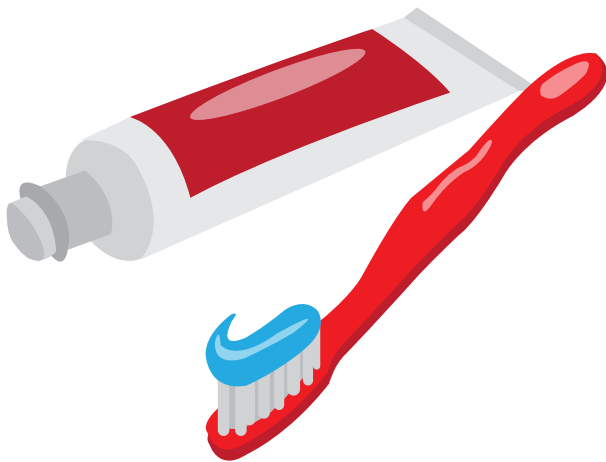


Children who have difficulties planning, prioritising, sequencing and completing a task may benefit from **visual supports** in achieving their independence skills. Visual schedules, checklists, calendars and clocks can help establish daily routines. They can also provide structure and help organise space and time. This in turn, may assist in developing children's executive functioning skills.

Making the most of children's visual learning strengths, can reduce their dependency on verbal prompts. It can also facilitate greater independence and build confidence and self-esteem.

## Visual prompts



Brush Your Teeth.

**Visual prompts** act as a reminder of what is expected; in the same way a road sign reminds us of how we are expected to drive.



## Checklists



What I need for school:



Pencil case



Books



P.E. Kit



Lunch

**Checklists** act as a reminder of what particular items are needed for an event (like a day in school) or an activity (like swimming).

## Schedules

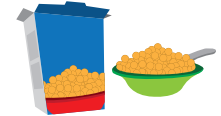
1. Make bed



2. Get dressed



3. Breakfast



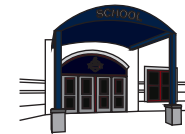
4. Brush teeth



5. Backpack



6. School



**Schedules** help with sequencing. They establish what needs to be done first, next and so on in an ordered pattern.

Schedules provide structure and encourage routine which can help children carry out tasks more effectively with minimal or no direction from an adult.



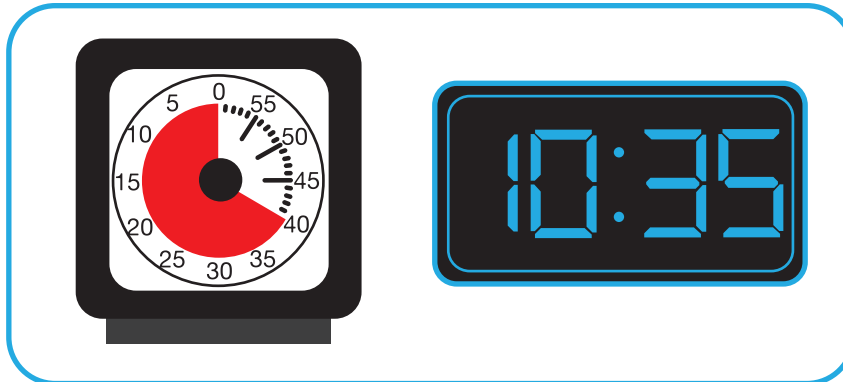
## Calendars and Timetables

Mon	Tues	Wed	Thurs	Fri
School	School	School	School	School
Bridges Lesson				
Swimming			Lego Club	

**Calendars** and **Timetables** help children remember what happens on a certain day. This increases predictability which may reduce anxiety.

It also encourages children to be more independent in getting themselves ready for specific activities and events.

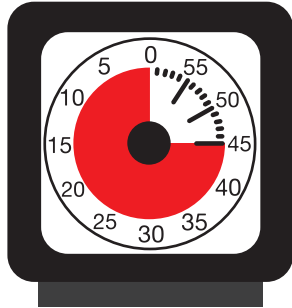
## Timers and Clocks



**Timers** and **Clocks** can help children know when an activity starts and when it should stop.

This is particularly useful in enabling children to move on from a highly favoured activity, they typically become absorbed with.





45 minutes  
computer time.

## Schedule

4:00

Homework  
(work-based  
task)

5:00

45 minutes  
Computer  
time

(highly  
favoured  
activity)

5:45

Pack bag  
for  
Swimming

(what the child  
needs to do next)

6:00

Swimming

Inserting a highly favoured activity into the children's schedule can motivate them towards completing a task and help them develop time-management skills.

A highly favoured activity (e.g. computer time) could be sandwiched between a work-based task (e.g. homework) and what the children need to do next (e.g. swimming). This encourages the children to finish the task within the allocated time so that it doesn't take away from the favoured activity.

Aim for initial success by allocating a little more time than is needed to complete the work-based task, so that time for the favoured activity is protected. Support the children by sitting with them, if necessary.

Once the routine is more established, the children can be gradually encouraged to manage the schedule more independently.

