

Visual Timetables

For those who struggle with the understanding of time, using a visual timetable to help to support a schedule or a change of routine can be really helpful in helping to support understanding.

This can be particularly important for those who become very anxious or distressed with a change in routine.

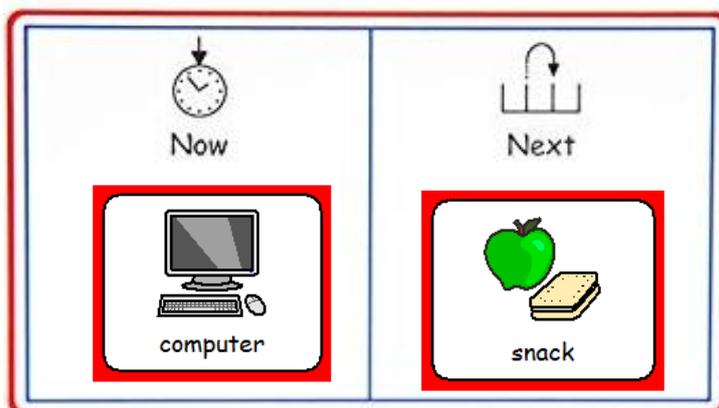
Below are some suggested strategies adapted from "Elklan: Language Builders for Verbal ASD"

(Use of drawings, words, objects, pictures, photos or symbols can be used for visual timetables - you don't need to be reliant on printed material)

Now and Next Board

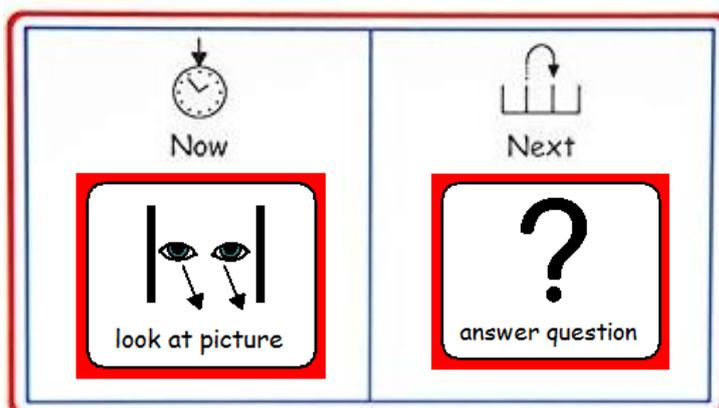
- This is a two-part system and is the simplest type of visual timetable.
- Present your child with a two-part diagram and put a symbol in each box to represent the two different activities

e.g.

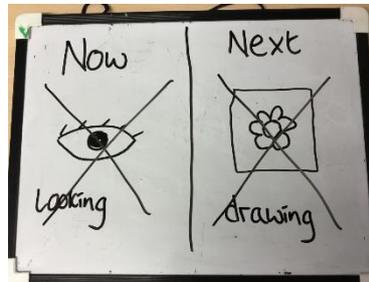


- You can put whatever you like into the boxes
- Some children can manage having longer activities split up on a visual timetable
- Though, others with limited attention need lots of short activities split up onto a visual timetable

e.g.



- Use of 'rewards' can also be used on a visual timetable to help with motivation and attention
 - Ensure these rewards are visual and meaningful to the child
- It is a good idea to visually indicate when something has finished e.g. cross it off with pen



→ Allowing the child to cross off the item for themselves helps the child to feel in control of their timetable

- You can have as many boxes shown on a visual timetable as you want. It is important to consider how many symbols your child will be able to cope with e.g. too many boxes may overwhelm those with limited attention

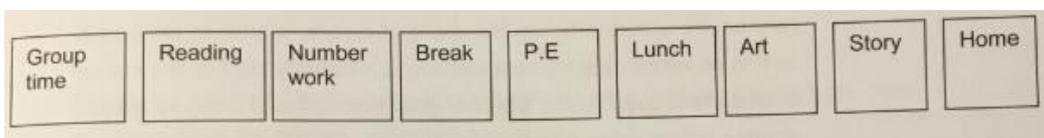
Other visual timetable examples:

- Three-part timetable

e.g. FIRST NEXT LAST

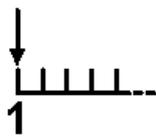


- Whole day visual timetables

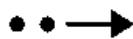


Coping with Changes

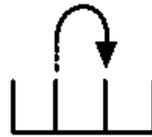
- It is not always possible to keep to a timetable
- Using an 'oops' symbol on a visual timetable can signify that there will be a change and can help to prepare a child for a change in their timetable
- You can practice this by incorporating the 'oops' symbol in parts of the timetable that you know the child is less motivated by
 - Exposing the child to the 'oops' symbol continuously will help them to develop the understanding and preparation of changes occurring to their daily timetables.
 - As their understanding of the 'oops' symbol increases, they may be better able to cope when more significant parts of their timetable have to change.



first



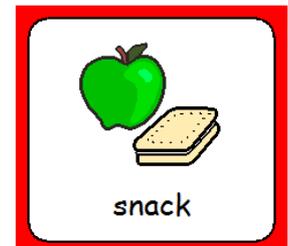
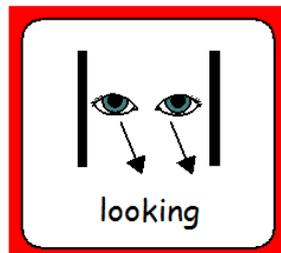
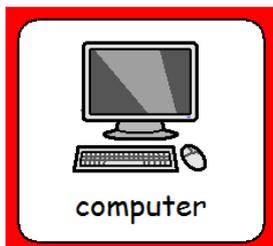
then



next



last



Sand Timers

- Use of timers can be used to manage your child's expectations
- This is particularly useful for activities that don't have an obvious end point
- Sand timers are really good as they provide a visual representation for the passing of time
- If you don't have a sand timer, you can google 'visual timers' which will show a list of websites that allow you to set a specific time and use different visual timers on a phone/tablet/computer screen

