### Visual Strategies

#### Schedules
- Clarify verbal information about the sequence of events. Schedules show what is or is not happening for a specific period (may be 2 or more activities – up to all activities of entire day – according to the student’s abilities).
- Help show logic & order to the student’s world – reduces student’s “confusion”, increases predictability.
- Introduce student to concept of symbolization (by using familiar routines).
- Show activity that is finished.
- Show next activity.
- Show activity that is first, next, before, after

#### Schedules - as Transition Helpers
- Prepare student for changes to routine.
- Give the student specific information about what to expect e.g., we will come back to that after snack time.
- Provide structure that increases the student’s understanding & acceptance of change.
- Clarify what is ending & what is beginning.
- Provide a concrete reference that the student can keep returning to, as many times as necessary e.g., see that favorite activity will come after a “yukky - disliked” task.

#### Task Organizers for Independence
- Give more details about an activity that occurs in a shorter period of time, e.g. setting the table.
- Provide a structure & strategy to develop and increase independence.
- Decrease the student’s reliance on adult cues and prompts.
- Helps student understand and remember.
- Provide a concrete reference that the student can keep returning to, as many times as necessary e.g., “after socks, I put on shoes.”

#### Calendars
- Can be daily, weekly or monthly.
- Help to tell the student about regular activities & any changes from routines.
- Help prepare for special events e.g., barber, Dr. appointment, birthday etc.
- Help to tell student when someone is coming or going e.g., uncle coming to visit this weekend
- Help to reduce the number of things a student needs to remember on his/her own e.g., need to bring show & tell.

#### Social Stories
- An approach to teaching social skills through improved social understanding and the extensive use of visual materials.
- Written in response to individual student’s needs. Social stories describe social situations and define appropriate responses.
- Social stories do not use the negative e.g., “I will not hit.” They state the desired responses positively e.g., “I will try to find a teacher to help me”.
- Use the visual social story to rehearse “challenging situations”. The student internalizes the desired responses.

#### Other Visual Strategies
- Use any additional ways of adding information in a visual form that helps the student gain more clues about the verbal message - pointing, gestures, actual objects or other props, photographs, pictures... anything that adds visual cues!
- Visuals help many students understand – when they have difficulty with the auditory message.
- May use visuals to make lists, messages, explain rules, need to “wait”, etc.
- Use a visual way to represent time concept to the student e.g., egg timer with sand (small "hour glass").