

## VISUAL STRATEGIES

<p><b>Schedules</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Help show logic &amp; order to the student’s world – reduces student’s “confusion”, increases predictability.</li> <li>• Introduce student to concept of symbolization (by using familiar routines).</li> <li>• Show activity that is finished.</li> <li>• Show next activity.</li> <li>• Show activity that is first, next, before, after</li> </ul>	<p><b>Schedules - as Transition Helpers</b></p> <ul style="list-style-type: none"> <li>• Prepare student for changes to routine.</li> <li>• Give the student specific information about what to expect e.g., we will come back to that after snack time.</li> <li>• Provide structure that increases the student’s understanding &amp; acceptance of change.</li> <li>• Clarify what is ending &amp; what is beginning.</li> <li>• 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.</li> </ul>
<p><b>Task Organizers for Independence</b></p> <ul style="list-style-type: none"> <li>▪ Give more details about an activity that occurs in a shorter period of time, e.g. setting the table.</li> <li>▪ Provide a structure &amp; strategy to develop and increase independence.</li> <li>▪ Decrease the student’s reliance on adult cues and prompts.</li> <li>▪ Helps student understand and remember.</li> <li>▪ Provide a concrete reference that the student can keep returning to, as many times as necessary e.g., “after socks, I put on shoes.”</li> </ul>	<p><b>Calendars</b></p> <ul style="list-style-type: none"> <li>▪ Can be daily, weekly or monthly.</li> <li>▪ Help to tell the student about regular activities &amp; any changes from routines.</li> <li>▪ Help prepare for special events e.g., barber, Dr. appointment, birthday etc.</li> <li>▪ Help to tell student when someone is coming or going e.g., uncle coming to visit this weekend</li> <li>▪ Help to reduce the number of things a student needs to remember on his/her own e.g., need to bring show &amp; tell.</li> </ul>
<p><b>Social Stories</b></p> <ul style="list-style-type: none"> <li>▪ An approach to teaching social skills through improved social understanding and the extensive use of visual materials.</li> <li>▪ Written in response to individual student’s needs. Social stories describe social situations and define appropriate responses.</li> <li>▪ 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”.</li> <li>▪ Use the visual social story to rehearse “challenging situations”. The student internalizes the desired responses.</li> </ul>	<p><b>Other Visual Strategies</b></p> <ul style="list-style-type: none"> <li>▪ 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!</li> <li>▪ Visuals help many students understand – when they have difficulty with the auditory message.</li> <li>▪ May use visuals to make lists, messages, explain rules, need to “wait”, etc.</li> <li>▪ Use a visual way to represent time concept to the student e.g., egg timer with sand (small “hour glass”).</li> </ul>