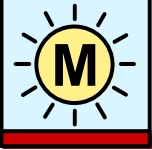

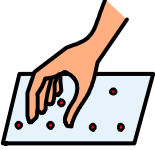
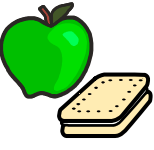


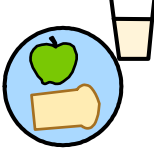
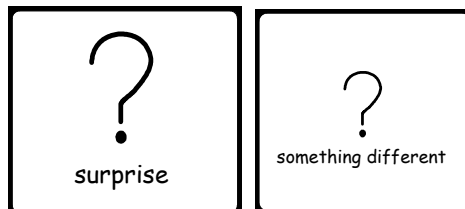


Visual timetable

 Monday	 circle time	 choosing	 snack	 painting	 story	 lunch
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Why?

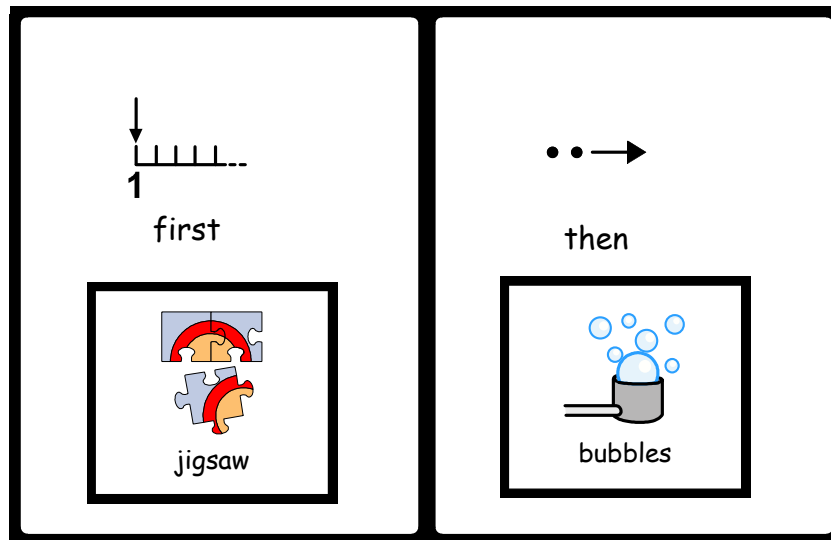
- Reduces anxiety: allows child to feel secure
- Supports spoken language
- Predictable - promotes routine
- Helps with transitions between activities
- Can prepare child/ren for changes in routine/unexpected events



How?

- Use left-right or up-down
- Use photos, symbols or pictures
- Have it at child's height
- Talk through routine with child/ren
- Prepare for next activity
- Remove each activity as it finishes - ideally the child removes but it can be the adult; a "finished" box can be used
- Keep it up to date

First and then board



Why?

- Helps children with transition between activities
- Enables child/ren to feel secure
- Promotes routine and predictability
- Helps children who need information about more immediate events
- Can help to motivate children to complete a task
- Supports receptive and expressive language

How?

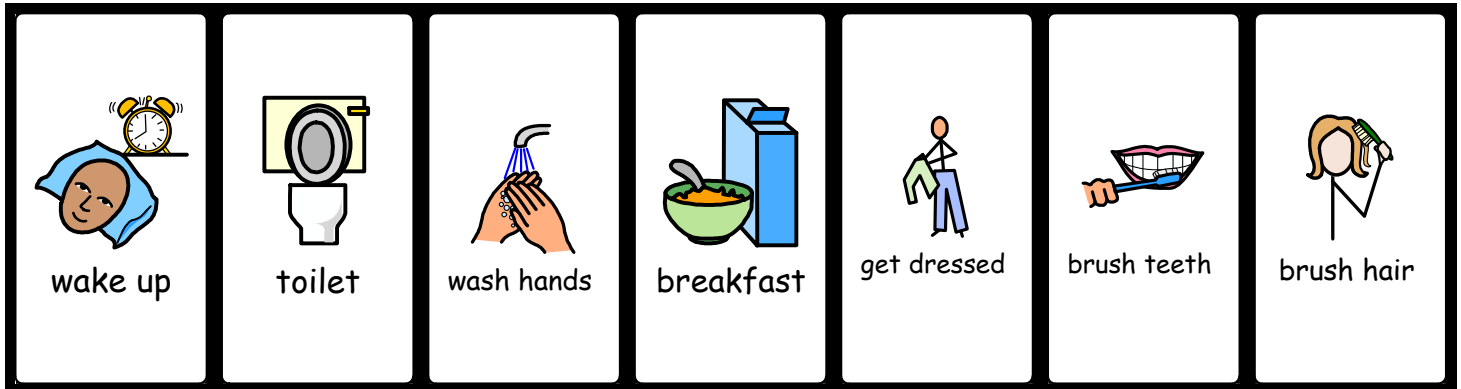
- Left-to-right
- "First" task to be followed by a motivating "then" task
- Can be used with a sand timer to limit time on an activity
- Can be used continuously with activities by moving symbols along as they occur.
- Can be used for specific times or activities.



5 minutes

Mini schedule

Morning routine



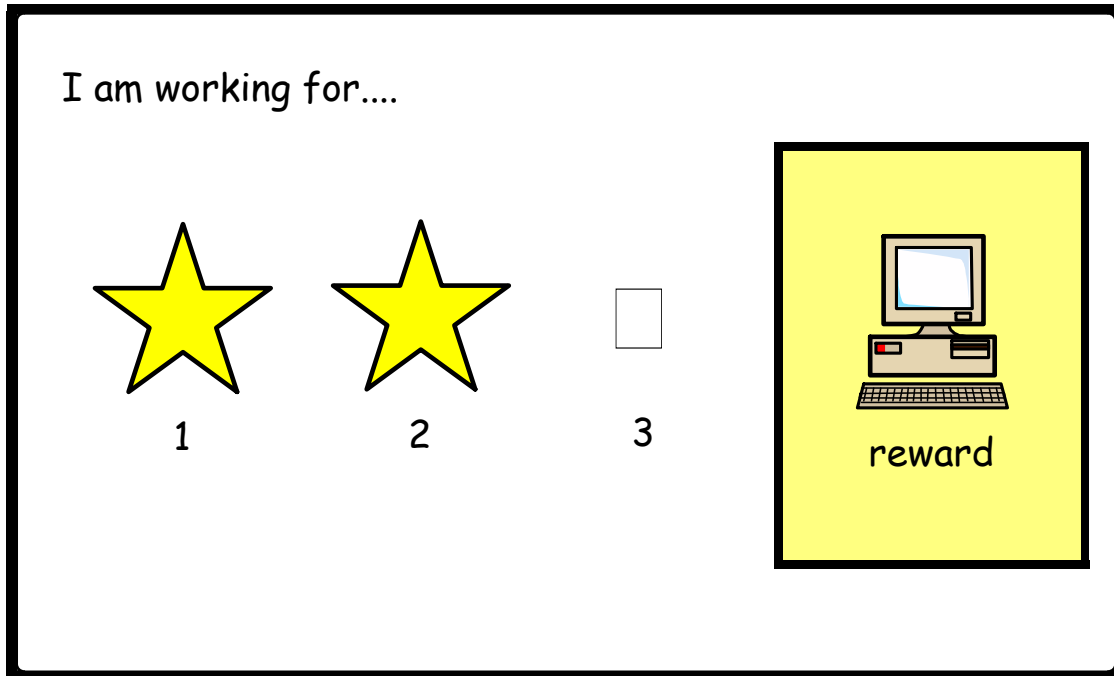
Why?

- Promotes child/ren's independence
- Helps child/ren understand what steps to take to complete a task
- Helps with understanding of language and instructions
- Reduces anxiety and stress levels

How?

- Use for activities which may be difficult for child
- Use for activities which child/ren may be dependent on adult to support them
- Child/adult can remove/cover each symbol as each action is carried out so child/ren know what is left to do
- Display in the place where the activity occurs

Reward charts



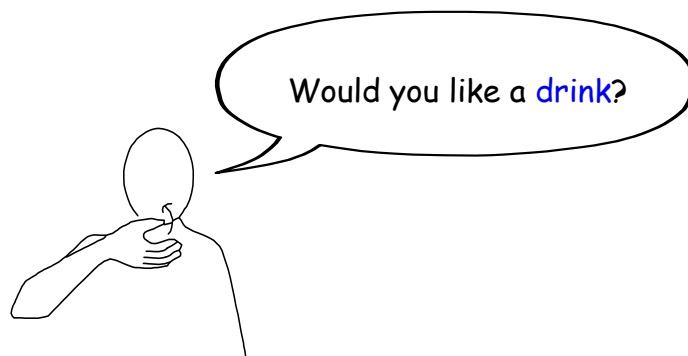
Why?

- Motivating for children
- Promotes positive reinforcement of desired behaviour
- Supports spoken language
- Gives a more immediate reward for behaviour
- Satisfies the "What's in it for me (WIIFM)?" need that a lot of children may experience

How?

- Reward positive behaviour immediately
- Build up "tokens" to a bigger reward
- Use a timer to limit time of reward if need be
- Start each reward cycle again once completed
- Choose a reward that is motivating - this may need to be unusual!
- The reward may need to be changed frequently as interest wanes

Signing



drink

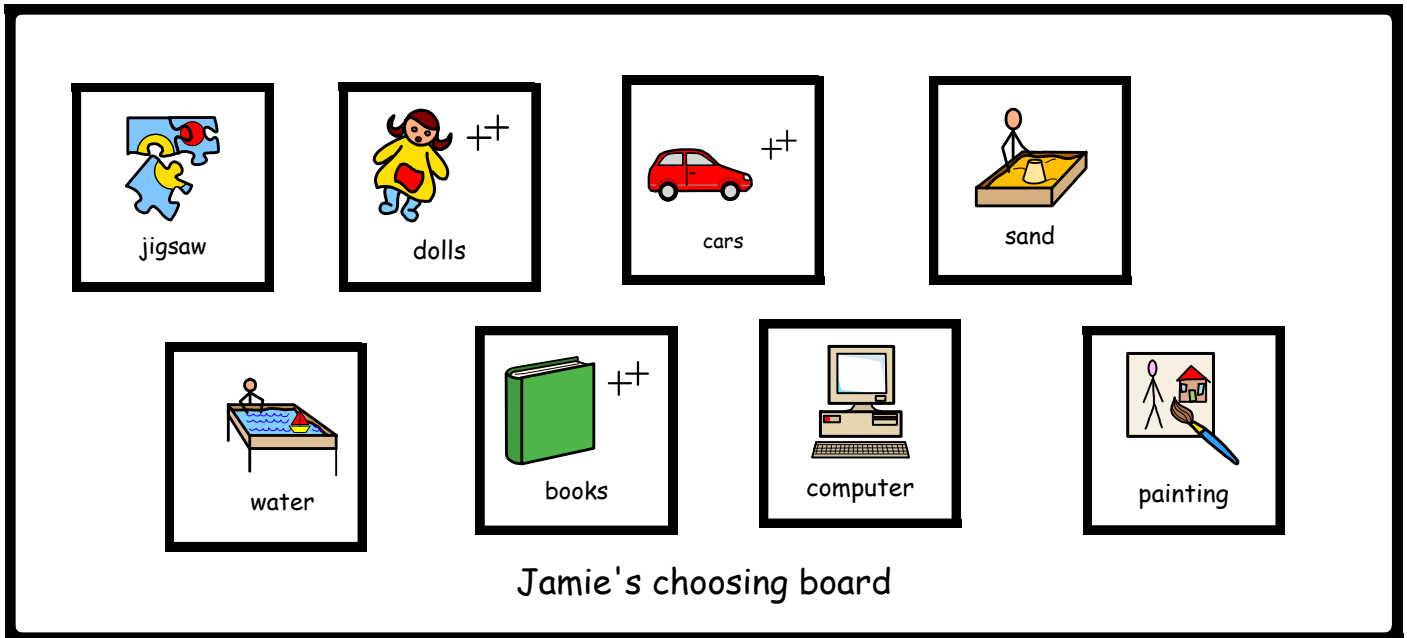
Why?

- Supports spoken language, does not replace it
- Cues child/ren into context of activity
- Helps with understanding of expressive and receptive language
- Can help child/ren to develop and remember vocabulary

How?

- Sign key words in a sentence
- Use consistent signs/gestures
- Continue to use spoken language when signing
- Use to accompany popular songs and nursery rhymes
- Use it regularly or you will forget the signs!
- Have "key signs of the week" to help you remember signs and learn new signs

Choosing board




Why?

- Allows child/ren to make their own choices
- Allows for their interests
- Encourages independence
- Encourages children to try new activities
- Reduces anxiety of having "too much choice" available
- Helps children identify names of activities
- Increases child/ren's ability to stay focused on an activity

How?

- Display in same place so child/ren can return to it to make choices
- Number of choices can vary on child/ren's ability to make a choice
- Name choices with child and encourage them to make a choice
- Child indicates choice by pointing, removing the symbol and handing to adult or taking symbol to activity to match it
- Can be used for child to make several choices and placed on a mini-schedule (see below)
- Can be used with a sand timer to limit/extend time on each activity

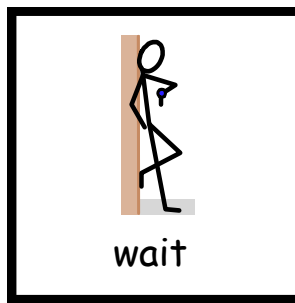
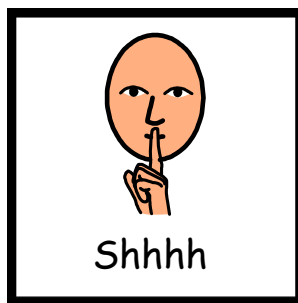
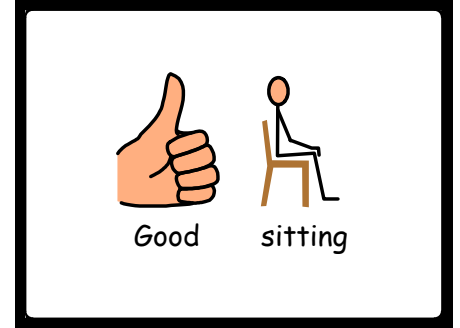
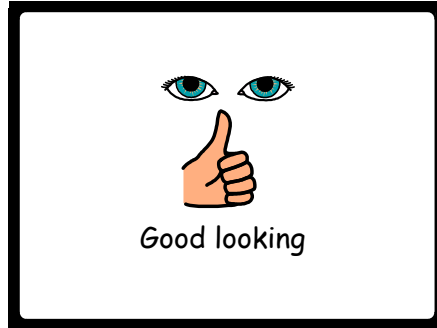
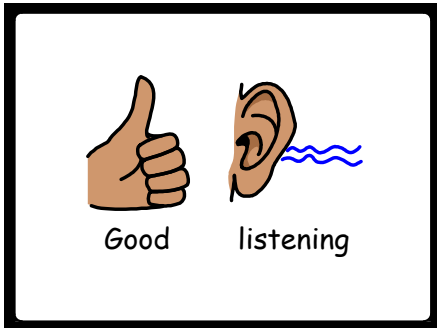
My choices

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1	2	3	4	finish



3 minutes

Visual support cue cards



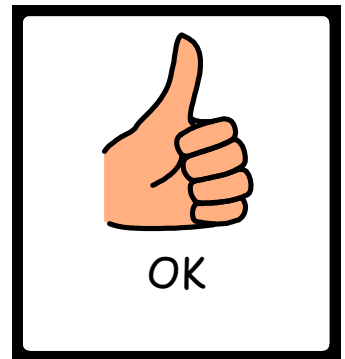
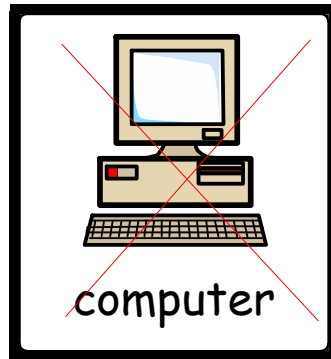
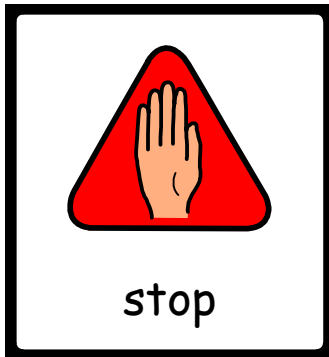
Why?

- Helps child/ren to understand expectations
- Helps all adults to communicate same message to child/ren
- Does not draw attention to child/ren in group times - instead draws attention to the desired behaviour
- Can be used discreetly with child/ren; less confrontational

How?

- Placed around room or where activity requires that behaviour
- Placed on a key ring for adults/child/ren to carry around with them
- Reinforce the desired behaviour by referring to the cue cards and reminding child/ren verbally, pointing, looking or combination of all three!
- Praise child/ren who demonstrate desired behaviour and refer to cue cards to reinforce their role

Signs and visual reminders



Why?

- Can help child/ren to understand about "rules"
- Differentiate which toys/equipment child/ren can use themselves or to ask an adult first
- Avoids the child/ren being told "No" a lot!
- Supports child/ren's ability to be in control of their own responses and behaviour
- Helps child/ren to understand when they can or cannot access certain activities, e.g. computer
- Stop sign can help to keep child/ren safe

How?

- Display in relevant areas
- Display on relevant toys and activities
- Talk through the symbols with child/ren and what the symbol means
- Adults to reinforce the symbol with child/ren over a period of time
- Praise the child/ren who respond appropriately to the symbols

Task organisers

Why?

- Reduces anxiety associated with remembering things
- Promotes independence
- Supports understanding of language
- Visually supports the meaning of a general instruction, e.g. "Get ready for hometime."

How?

- Use symbols, photographs or pictures
- Left-to-right or up-down
- Remove or cover symbols/pictures as each item is retrieved or activity is completed
- Adult to role model how to use task organiser
- Praise child/ren who use organiser successfully
- Use for a range of activities where child/ren may have difficulty remembering order or organising self



Hometime

I need....



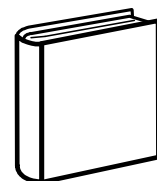
coat



bag

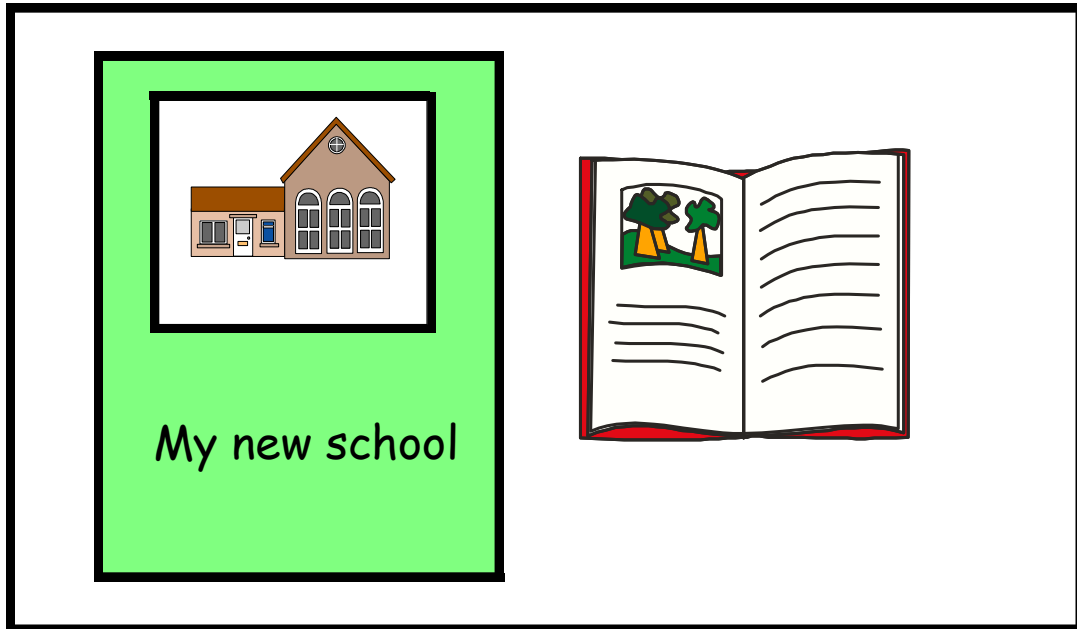


lunch box



book

Photo books



Why?

- Supports child/ren with transitions
- Reduces anxieties associated with change
- Personalised to the child/ren own experiences
- Can help child/ren remember an experience, e.g. visit to farm
- Can help child/ren to understand social situations
- Can help develop vocabulary and understanding of language

How?

- Use photos of key places/people
- Use simple language to support the photos
- Read through book with child/ren either to prepare them or trigger their memory

Examples of photo books

- My new school
- My family
- Our visit to City Farm
- Good things to do at snack time

Sand timers



Why?

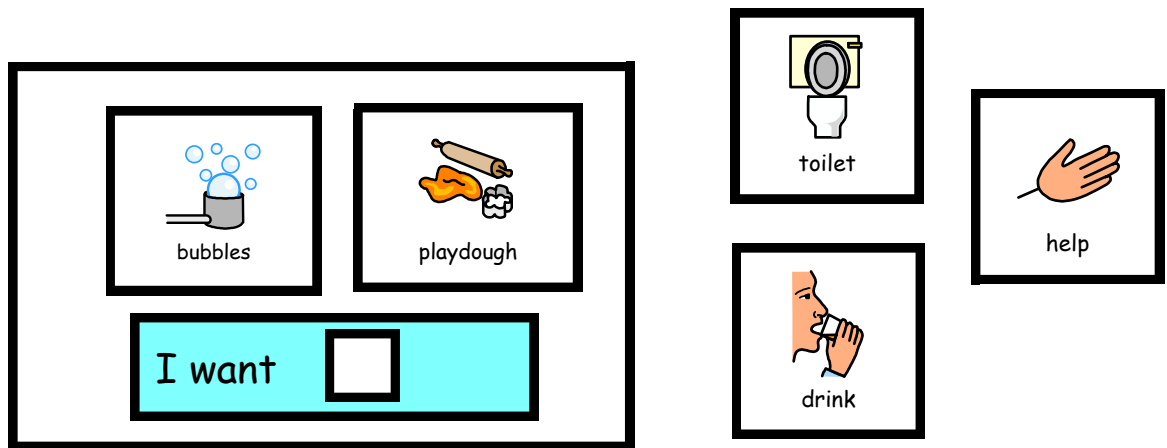
- Helps prepare child/ren for transition between activities
- Encourage child/ren to develop concentration skills
- Help child/ren to understand how long they need to focus for
- Can aid motivation
- Develop an understanding of time
- Avoids direct negotiation between adult and child/ren

How?

- Use to prepare child/ren for when an activity will end/begin
- When child stays on task for duration of sand timer, praise and reward
- Build up from 1 minute to longer (if appropriate)
- Start with shorter duration that child can manage to promote success.

Picture exchange activities

Please note: Practitioners should check with their local Speech and Language Therapist before using this strategy



Why?

- Aids communication for children who are non-verbal or have speech and language difficulties
- Motivates child/ren to communicate
- Encourages child/ren to initiate communication
- Personalised for child/ren's interests and needs
- Can be transferred to other situations
- Instant reward/response given when communication takes place
- Focuses on relevant and meaningful communication

How?

- Provide structured picture exchange activities with motivating reward/item - little and often is best
- Key adult to withhold the motivating object
- Other adult/s to role model how to exchange picture with key adult in order to get what they want; key adult hands over object when picture is handed over to them (you may repeat this over a period of time)
- Supporting adult to use hand-over-hand with child to encourage them to hand over picture (you may repeat this over a period of time)
- Encourage child to hand over picture independently
- Encourage child to use picture exchange in and around the environment, not just at the structured times (this may just be with one picture)
- Add more pictures and objects
- Use photographs, symbols or pictures
- Extend to use with sentence strip "I want..." and ask question "What do you want?"
- Extend to use with other questions and sentence strips, e.g. "What do you see/hear?"

Objects of reference



swimming



cooking



music room

Why?

- Children can reach or touch object
- Provide a concrete example of an association with an activity or place
- Good for child/ren who find signing, photographs, pictures or symbols too abstract to understand

How?

- Objects are used as a means of communication
- Objects are used which are associated with an activity, event, place or even people, e.g. trowel for the gardener
- Use to prepare child/ren for an activity prior to it happening
- Can be displayed in a sequence for daily events (timetable)
- Can be used to aid memory of sequences, e.g. days of the week
- Use objects in a number of ways:
- Objects which are used in the activity, e.g. show rubber duck which will be used in the bath by the child/ren
- Objects not used in the activity, e.g. show wooden spoon mounted on to card
- Objects with a shared feature, e.g. child shows a small sample of material which a cushion is made from to request sleep
- Miniature objects of the real thing, e.g. doll's house furniture
- Abstract objects, e.g. child hands over a plastic cube to request garden time

Carpet markers, tiles and cushions



Why?

- Helps child/ren who have difficulty with spatial awareness
- Guides child/ren where to sit
- Reduces anxiety of having to choose where to sit
- Allows adult/s some control of where to place child/ren avoiding distractions or personality clashes
- Encourages awareness of personal space

How?

- Explore with child which type of "marker" they prefer to use
- Use a cushion/carpet tile in the same place on carpet/floor OR
- Use a cushion/carpet tile to mark where the child can sit in that session
- Use marking tape/chalk to mark out area where child/ren can or cannot sit
- You can also use with a sand timer to encourage the child/ren to sit for a certain length of time (see information sheet on sand timers for further information)
- Praise/reward the child/ren for sitting well in their special place