

# AT HOME VISUAL SUPPORTS

wake up      breakfast      learning time      tablet time

### AT HOME PICTURES

|             |           |             |
|-------------|-----------|-------------|
|             |           |             |
| breakfast   | lunch     | dinner      |
|             |           |             |
| brush teeth | comb hair | bath time   |
|             |           |             |
| wake up     | make bed  | get dressed |
|             |           |             |

### AT HOME PICTURES

|              |               |               |
|--------------|---------------|---------------|
|              |               |               |
| reading time | phone time    | tablet time   |
|              |               |               |
| TV time      | computer time | go for a walk |
|              |               |               |
| ride bike    | bubbles       | playground    |
|              |               |               |
| car ride     | bus           | doctor        |

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ALL DONE

CHANGE

### FIRST THEN

|               |             |
|---------------|-------------|
|               |             |
| learning time | tablet time |

### STAR CHART

A star chart can be used as a form of "duration mapping". It can help count down time for children to help them prepare for a transition. This can be used instead of a timer, because it gives you more flexibility as to when to end the activity. Once you use this over and over, children will start to understand it. Here's an example: You are at a playground and leaving is usually difficult. A little bit after you get there, place one star on the strip and say, "there's one star, four more and then car". Continue to do this based on the amount of time you will be there. You can also base it on how your child is doing. If you sense that they are getting tired or worn out, you can place the stars on the strip faster so you can leave on a positive note, before a meltdown occurs.

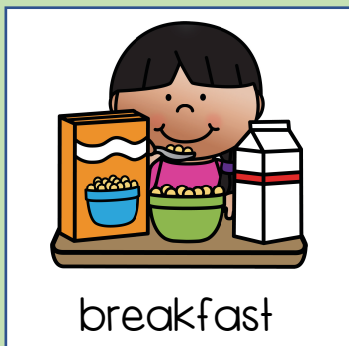
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# AT HOME VISUAL SCHEDULE

## WHY A VISUAL SCHEDULE?

- Use these pictures to create a visual schedule for your child at home. Visual supports are an evidence-based practice for individuals with autism.
- Visual schedules can help provide predictability and clarity to help children understand what is going to happen
- Visual schedules can help provide predictability and clarity to help children understand what is going to happen in a task or in their day



# AT HOME PICTURES



breakfast



lunch



dinner



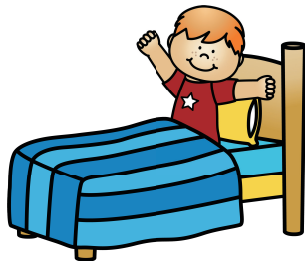
brush teeth



comb hair



bath time



wake up



make bed



get dressed



pajamas



bedtime



bedtime story

# AT HOME PICTURES



learning time



learning time



play time



go to school



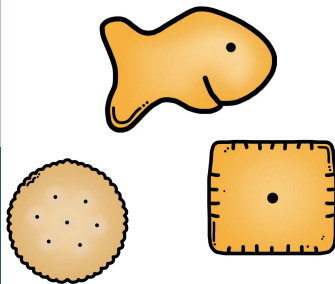
come home



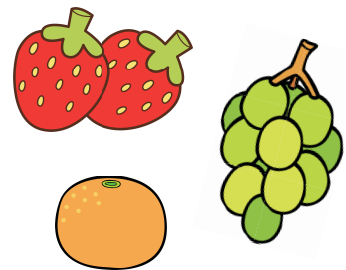
bathroom



wash hands



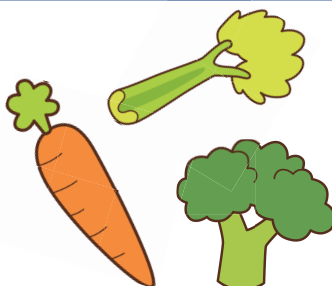
snack



snack



snack



snack

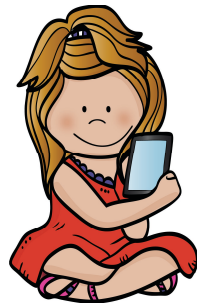


throw away

# AT HOME PICTURES



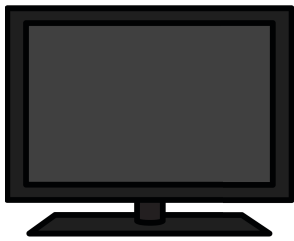
reading time



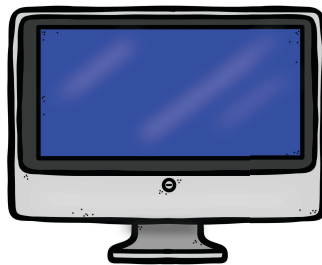
phone time



tablet time



TV time



computer time



go for a walk



ride bike



bubbles



playground



car ride

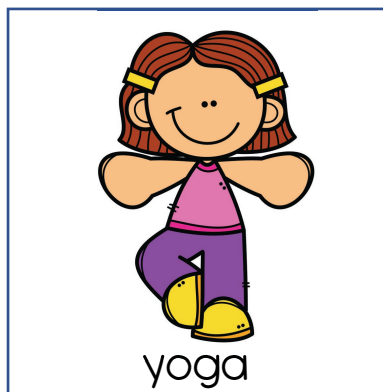
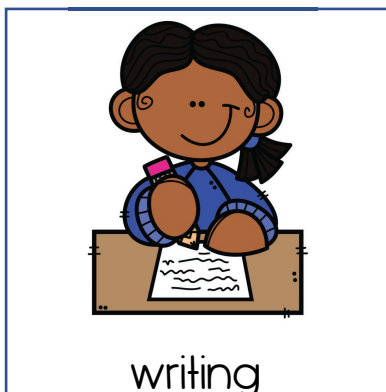
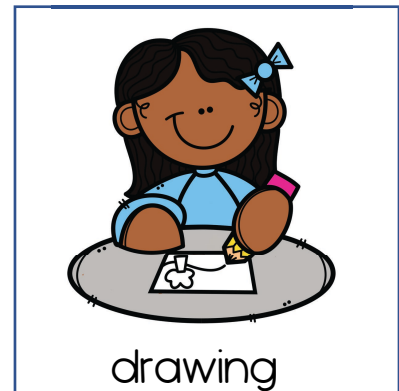
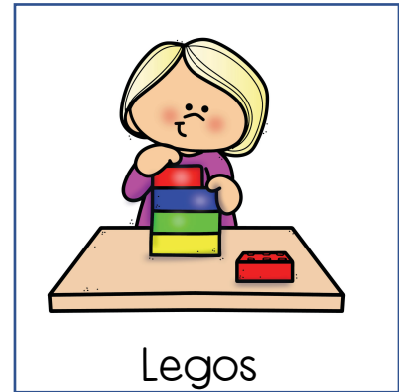
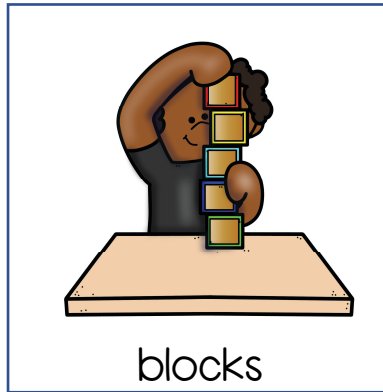


bus



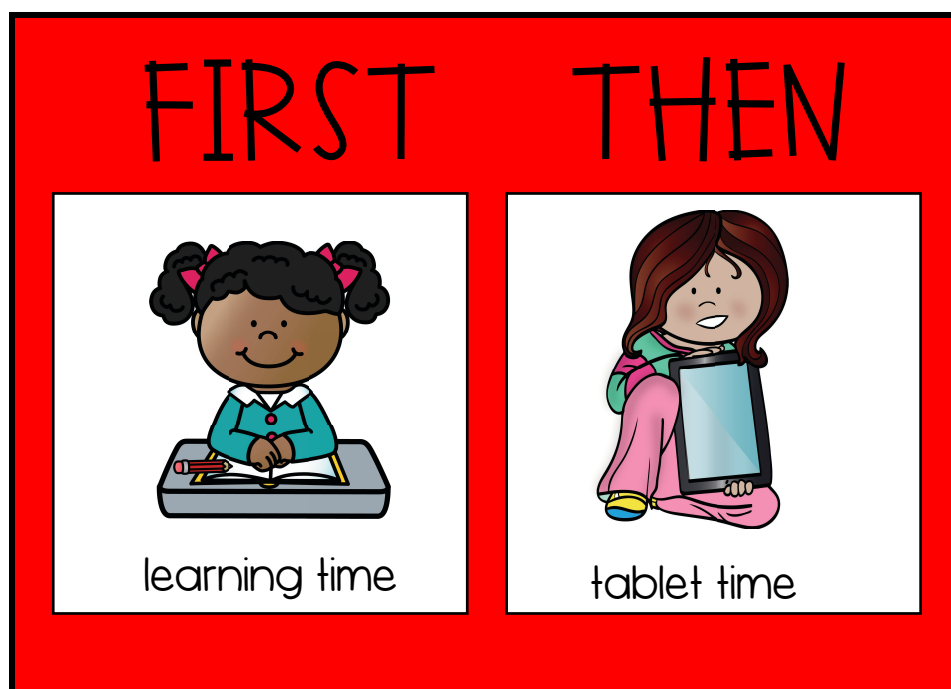
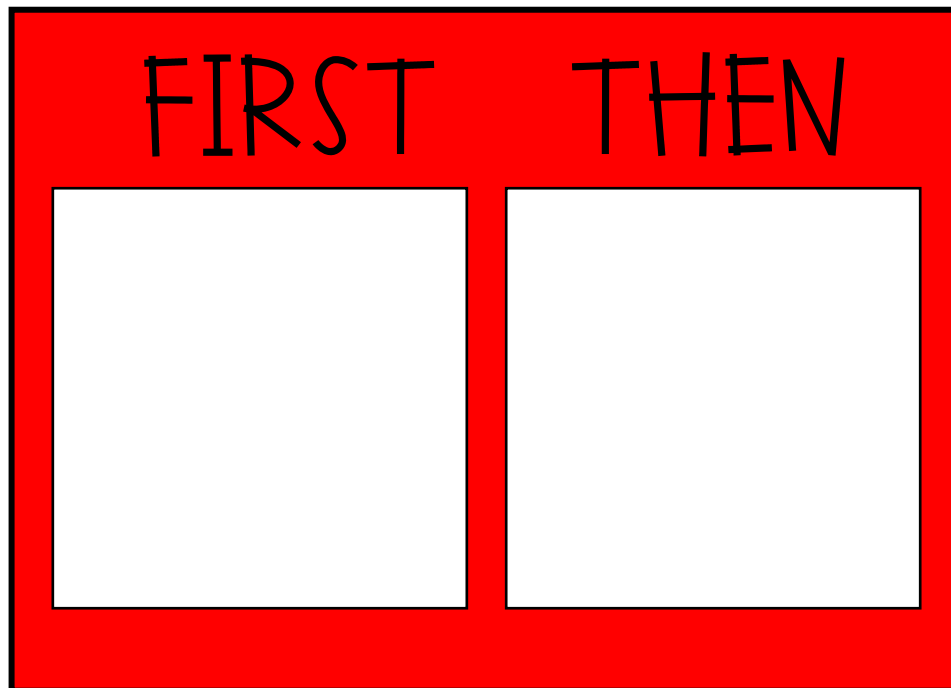
doctor

# AT HOME PICTURES



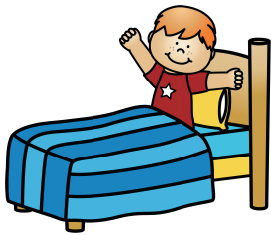
# FIRST – THEN BOARD

A first-then board provides children with information regarding what is going to be happening. Rather than a longer visual schedule, a first-then board keeps the expectation very simple. It often works very well when a child needs some motivation to do a less preferred activity. "First I do this, then I can do this"



# VISUAL SCHEDULE

A visual schedule provides a sequence of activities in a child's day. Start simple, with just a few pictures. Then, as your child becomes more familiar and successful with using the visual schedule, you can add more pictures to the sequence. It is important to note that this is *NOT* a choice board where children get to choose what they want. If there is a change, use the "change card" provided to show your child what is being changed on the schedule.



wake up



breakfast



learning time

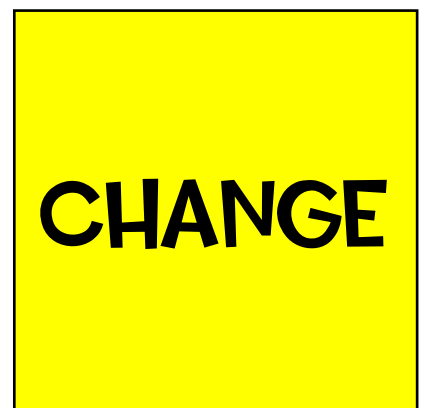
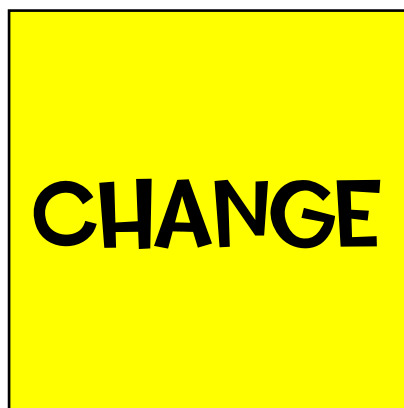
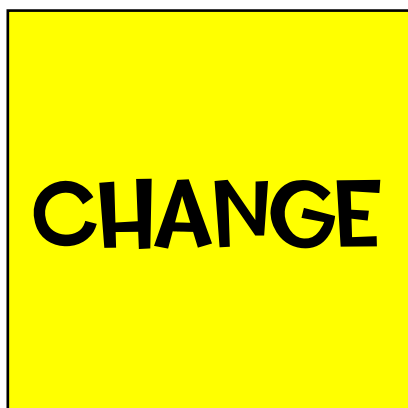
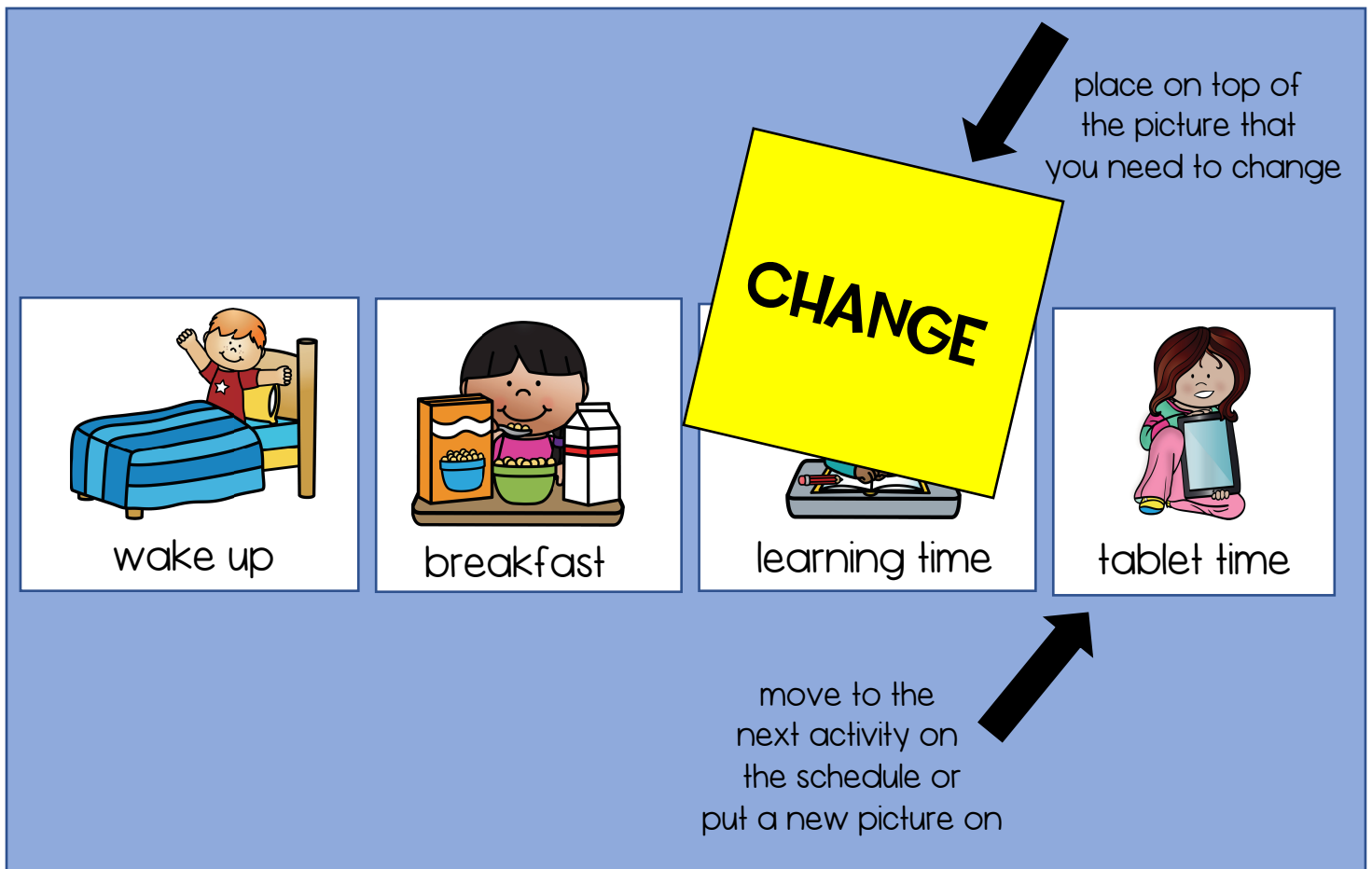


tablet time

What should I use for the base of the visual schedule? If you don't have access to laminate a rectangular piece of paper, you could use anything that is sturdy. For example, use a sturdy folder, a 3-ring binder, a piece of cardboard or a clipboard. You can find Velcro with a sticky back at craft stores or on Amazon. Another tip: if you can't laminate the pictures for the schedule, use packing tape to cover the front and back of the picture! It works like a charm! You can also use contact paper to protect the pictures .

# CHANGE CARD

You can introduce and use a change card to help children understand and deal with changes in their schedule. When children are rigid, changes can be so hard! When beginning to use a change card, use it for changes that are positive. For example, if the schedule has an activity that you know is not preferred by your child, use the change card and then put up a picture of one of their favorite activities instead. Once they are used to this, you can use it for any changes!



cut these out to use

# ALL DONE BUCKET

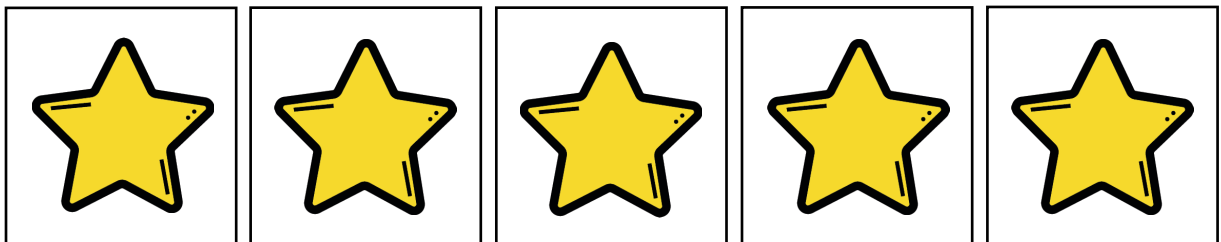
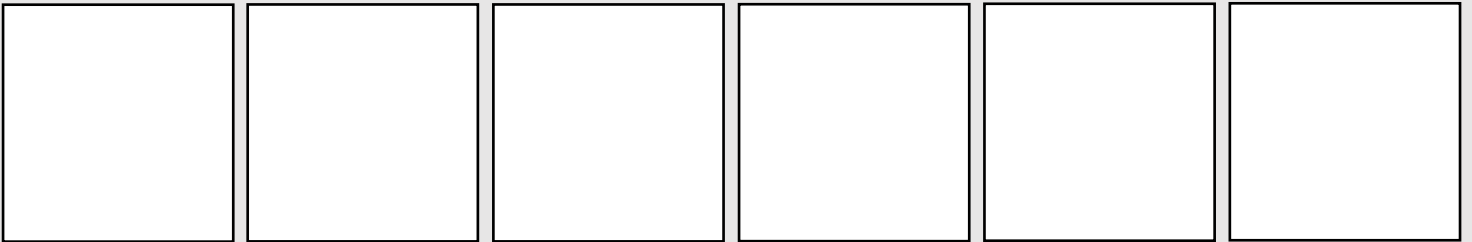
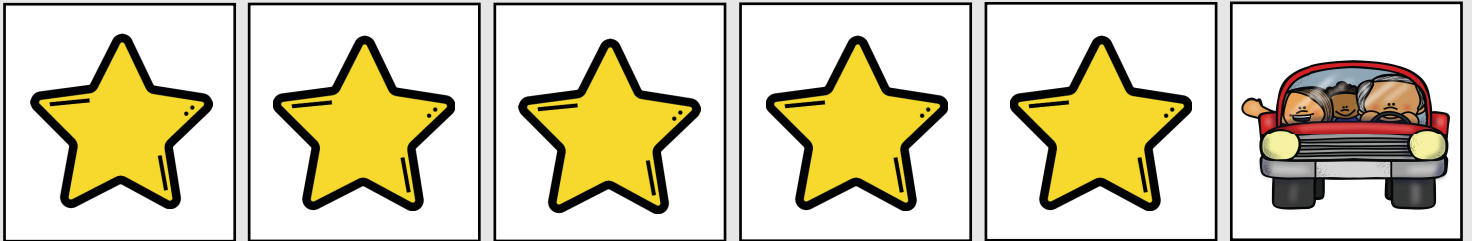
An all done bucket is so helpful when children are playing with favorite toys or items. The way an all done bucket works, is that you set a timer to let your child know how long they have left with their toy/item. Give reminders. Then, when the timer beeps, help them place the object into the all done bucket. This may be difficult at first, but once this is done consistently, it becomes part of their routine and you will see less resistance. You can simply use any basket, bucket or bin for this. You can print off the visual support below to place in the bottom of the bucket or tape to the side.

# ALL DONE



# STAR CHART

A start chart can be used as a form of “duration mapping”. It can help count down time for children to help them prepare for a transition. This can be used instead of a timer, because it gives you more flexibility as to when to end the activity. Once you use this over and over, children will start to understand it. Here’s an example: You are at a playground and leaving is usually difficult. A little bit after you get there, place one star on the strip and say, “there’s one star, four more and then car”. Continue to do this based on the amount of time you will be there. You can also base it on how your child is doing. If you sense that they are getting tired or worn out, you can place the starts on the strip faster so you can leave on a positive note, before a meltdown occurs.



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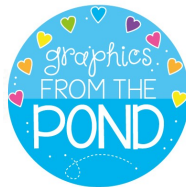


Instagram

Connect!



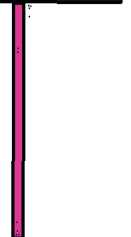
Credits



Thank you for purchasing this activity from my store! I hope you find these materials as useful as I have in my classroom. Be sure to come back for newly added products!

Tara Tuchel, Speech/Language Pathologist

Thank  
You!



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STUFF



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