

Tips for Teaching Learners to Use a **Visual Schedule** with Independence

Creating a visual schedule is the beginning step to helping a learner become more independent. Having a visual support in the environment is not enough to inform a learner about what is next in the day nor how to transition from one activity to the next. What is crucial is teaching learners how to use the schedule so that they build understanding and independence with this tool.



Show how and when to transition throughout the day using the visual schedule and cues from the environment (for ex. school bell, teacher's instructions or signal, time on clock).



Visual Schedule is in the learner's view. Guide the learner from behind, so the learner is looking at the visuals rather than the adult.



Use only essential words to label places and activities, identifying the location where the learner is going. For example: "Gym" instead of "Let's go to the Gym. Mary, you get to play lots of games in the gym. You are going to love it!"



Decrease adult assistance gradually and as quickly as possible. Take data on the steps where the learner is independent and the steps where they require support.



Demonstrate how to use (point to, move, or hold) visual materials.



Reinforce independent use of visual schedule. Praise and celebrate increases in independent use of the visual schedule.



Match visual representation with locations, activities, and objects.

The goal is for the learner to use the visual schedule independently without others intervening or doing parts of it.

**AUTISM
LEARNING
PARTNERSHIP**



**PARTENARIAT
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