

Visual

- Use a visual daily schedule for the child to see what is expected of them, when their preferred activities are coming in the sequence of the day, and inform them of any changes in the daily routine.
- Continue to utilize the visual schedule consistently and engage the child in removing completed tasks.
- Separate specific schedules should be used for both routine situations and special events.
- Additional visual schedules should be developed and implemented in all areas where the child's overall understanding and performance would be enhanced by this method/strategy of clear, consistent reinforcement.

Visual

- Continue to utilize visual prompts and first-then boards for the child to better understand expectations, rules, and routines.
- Prompt the child ahead of time about changes to their schedule and routine.
- Consistently use a visual schedule, first-then cards, and visual cue cards for the child to be aware of what is happening and what is expected of them.
- Implement a First/Next visual schedule providing non-preferred and preferred activities.
- Create pictures of desired activities, food, and drinks so the child can learn to ask for desired items.

Visual

- Cue the child to follow a toileting and hand-washing visual schedule so they can learn the sequence of steps for these tasks.
- Put colored lotion on the child's hands and give him a towel to rub it all off, for practice in thoroughness of drying his hands.
- Use command cards to visually reinforce what is expected of the child.
- Implement the use of a visual timer within the classroom or at the child's work space to assist their ability to remain on a task for specific periods of time prior to being directed to change.
- The child may benefit from the continued use of a visual timer to afford them the opportunity to see how much time they have to work on tasks and better pace their performance (A visual timer displays a red section of time that becomes progressively smaller as time passes).

Visual

- Encourage the child to be independent by letting him complete one step of the task, then giving him the next step, and so on until the task is completed. When this process is working well, give him the first two steps of the task and continue on until he can complete the task in full.
- Use visual cues. Pictures of each step of a task may help the child to move from one step to the next. For, example: pictures of 1)- get out paper and pencil 2) write name and date on paper 3) list the words in ABC order.
- Alphabet strip on the child's desk will give them a visual prompt for letter formation and identification.
- A name model on the child's desk to give them a visual prompt when writing their whole name.

Visual

- Place symbols of hands on the table with a left hand to the left of the child and a right hand to the right. Each hand should be labeled left and right and of a different color. This will aid the child with a visual cue for directionality when being instructed in which direction to move their pencil for letter formation.
- Try different positions to discover best paper placement to accommodate for visual difficulties. For example, a slanted surface, a page-up paper holder, position on the table, etc.