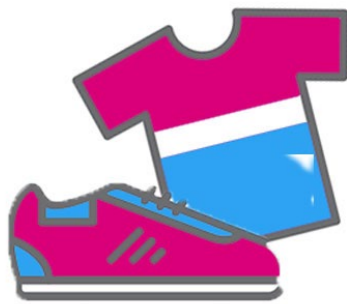
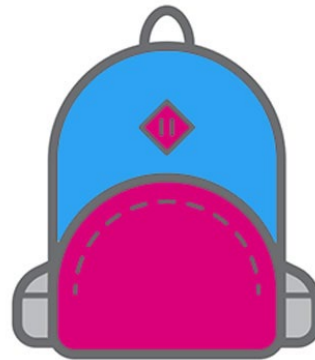

Using a Visual Timetable



Get Dressed



Pack Bag



walk to School



writing

Using a Visual Timetable

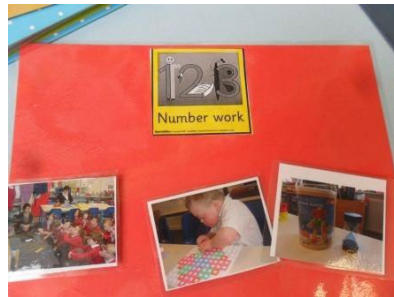
Many children with Down syndrome need support to remember instructions or tasks. It is common to have short term memory issues, which means that they often forget what has been said earlier on in the day or lesson. They will be helped to understand the routine and structure of their day with the use of a visual timetable.



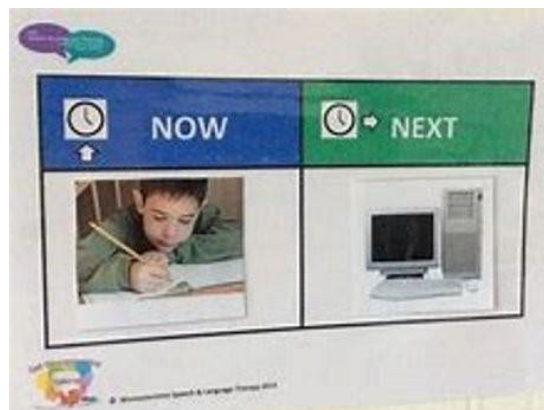
A visual timetable works best when it is used as a working tool with the child. Rather than having it stuck on the wall or just introduced first thing in the morning, it needs to "belong" to the child and referred to continually throughout the day. It is important that the cards on the visual timetable are labelled photos of the child him/herself rather than abstract pictures or symbols, which can hold little relevance or meaning for the child with Down syndrome: a photo of his/her own lunchbox or the child seated on the carpet alongside his/her peers are much more effective than an abstract picture representing lunch or stick people sitting down, for example. As each activity is completed, the child can pull off the card and be directed to go on to the next activity. Use the visual timetable to encourage speech and language and as a sequencing tool too, using vocabulary and phrases such as, "*What's next?*" and "*After that what have we?*" In this way, the child is much more likely to feel as if they have ownership of their day, with fewer surprises, and that they have had some part in choosing what to do.

Likewise, make a mini visual timetable for individual lessons. The example shows a Number work picture at the top of the card, with 3 pictures showing the order and the structure of the lesson. (carpet time – table work – reward)

In this way, he/she can take off each part of the lesson as it is completed and see themselves getting closer to the reward and to the end of the lesson. This might help to keep their concentration going and maintain motivation to complete a task.



An important part of being in school is learning independence and self-learning skills. Using a visual timetable in this way helps the child to become more independent and less reliant on being told what to do all the time.



A now/ next board is a good place to start for younger children, moving onto a now/ next/ then board. This can be used alongside a visual timetable and helps to break each lesson into manageable chunks so that the pupil is clear about what is expected of them.

Further support

Our School Liaison Service can provide further advice and support. Contact us by emailing: info@upsanddowns.net