Day schedule

Here is an example of how you can clearly describe what is going to happen during the day. By splitting the day into “up to break”, “up to lunch” and “up to taxi”, you are providing a sense of rhythm and bringing structure to the day. The pupil soon learns roughly how long the various sessions are. This schedule is drawn from a school setting, but the principle is the same whatever the environment. It may involve the home, daily activities or have a different context.
An overview of the week is a good way to show clearly what will happen during the week. The pupils avoid having to ask repeatedly “When are we going on an outing?” because they can instead refer to and look at the schedule. Add images for more notable activities, for example physical education, music or an outing.

An overview of the week can also be useful for pupils who sometimes live elsewhere. It can be useful to see clearly how many nights they will be sleeping away.

To begin with, you will have to provide input and indicate the image or encourage the pupil to look at the schedule, but they will gradually develop an understanding of it. In this way, the pupil’s time perception and independence increase.
**Going to the swimming baths**

Everyone has the right to be involved in activities and to know what will happen during a special activity. You can easily explain this using picto images. Add the images that show what you will be doing and the order in which things will happen. Then go through the images together before the activity in question. Being prepared usually enables you to reduce the number of conflicts during transitions, for example when the pupil has finished swimming and must shower. The use of picto images enables you to show clearly what will happen now and what will happen next. Perhaps something that is less fun will be made easier by the pupil knowing that something more fun is coming up.
Packing a bag for swimming

A packing list makes it easier for the pupil to pack their own bag for going swimming or their rucksack for an outing. Independence increases and self-confidence grows. A packing list can also serve as a memory aid if the pupil has problems remembering to pack things, such as gym clothes or their towel after the activity.
A to-do list is a useful thing to have in these situations.
Now we are going to make a fruit salad! Here is an example of how you can create a shopping list. Using this, the pupil can buy fruit at the shop with greater independence. Similar instructions can be used in a lot of other situations. For example, you can explain how to lay a table or use the washing machine using picto images and so increase the pupil’s independence.
**Everyday instructions**

Here are three different examples of rows of images that can help to increase the independence of people who have difficulty planning and organising activities. A row of images can both indicate the order of activities and help to develop and learn routines.

The images make it easy to remember what has to be done, as the person can look at them a number of times. The use of images can help to avoid a lot of repetition and frustration.
<table>
<thead>
<tr>
<th>situation-based communication charts</th>
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<tbody>
<tr>
<td>Communication charts may be required in specific situations. Textile craft, situations involving food or visiting a hospital are just a few examples. This enables the pupil to comment on things or ask questions. The starting point for the images you choose is the pupil and the situation. It is also a good idea to point to the images as you talk. Pupils who communicate using images need to see as frequently as possible that image communication is used by other people as well. In so doing, communicating using images becomes more natural, and there is increased motivation to use the images.</td>
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Idea chart, outside

Here is an example of an idea chart with suggestions for a variety of outdoor activities. People who have difficulty producing their own “internal image chart” often choose the same activity each time. In these situations this type of chart can be an excellent support tool, indoors and out. It makes it easier to try something new instead of repeating a familiar activity. The pictogram chart can be put up on the wall, enabling the pupil to go and look at it for tips and ideas for things to do. A good place would be beside an exterior door, where you can stop and discuss activities.
Preparing for an outing

Most of us want to know where we will be going and what we will be doing there. Using picto images, you can clearly explain both the content and the sequence of events during an outing or similar activity. Arrange images in a row, which you then cut out, fold up and take with you on the outing. Before you set off, look through the images and talk about what you will do. This encourages discussion, questions and queries. Look at the strip of images each time you do something new, e.g. have finished picking berries and will now cook some sausages. This helps to avoid a lot of anxiety, and knowing what will happen increases participation.
Instructions for school work

This example shows how you can use picto images to provide instructions for work that involves the pupil painting, cutting and gluing. You can use similar instructions for a job to be performed by an adult.

Some pupils may find it difficult to remember all the elements of an activity if you explain verbally how a task should be performed. The images clarify what is expected and serve as an aid to memory at the same time. This makes it easier for pupils and enables them to perform a task independently.
**Book spread**

With Picto Online you can save your own photos in order to create small books, for example. Insert a photo from an activity or an outing and then arrange the picto images beneath the photo. You can also add text beneath the picto images. Save the spreads and then print out on both sides of the paper. Arrange the pages in a book by gluing or using spiral binding. The books offer an opportunity to “read”, look at and discuss what you have done. Perhaps the activity is a regular one, in which case the book not only provides feedback, but also helps to prepare for the next time you do the same thing. You can, of course, also create small books about individual pupils.
We went sledding on the hill

*Book page*

Sometimes it may be easier for the pupil to concentrate if you show them one image at a time, instead of images in a book with lots of pages. You can now create individual sheets, which you cut out and laminate. Putting these sheets up in the classroom can be a good way to document something. A pupil can also use the images to point to and talk about an event.
Learning picto images and words

You can do something similar to help the pupil to practise using picto images and word images together. In this example, a photo of a bus has been inserted at the top, with the picto image for a bus and the word “buss” (“bus”) underneath. Make the box containing the picto image quite big.