

### Suggested Daily Visual Schedule

Visual schedule for a child with **Autism (ASD)** requires a balance of **predictability, sensory regulation, and high-interest learning**. For **children aged 3–6**, the focus is on "Learning through Play" and "**Activities of Daily Living**" (ADL).

Below is a structured daily template, followed by specific teaching strategies tailored for Autism.

| Time  | Activity             | Goal/Focus                                                                                                                                                                                                                                                                                                                           |
|-------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 07:30 | Morning Routine      | <b>Wake up, dress, bathroom (Use a 3-step visual checklist).</b><br><br>Instruct your child to follow these steps; you must have the flash cards to make them understand the task name. Picture of the task such as wake-up image, dressing image, brushing image should be there and speak the particular words as per requirement. |
| 08:30 | Breakfast            | Language building (naming foods, requesting items).<br><br>Follow the above protocols of having flash cards as mentioned above                                                                                                                                                                                                       |
| 09:30 | "Table Time" (Study) | Focus on 1–2 academic skills (letters, numbers, and colors).<br><br>Have big picture books where letters are mentioned with object images and bold print. This visual will help the child to restore the data in his brain and next time he/she will be easily able to recall the same.                                              |
| 11:00 | Sensory/Gross Motor  | Heavy work (jumping, pushing, swinging) to regulate energy, try different texture material such as clothes, hanky etc.                                                                                                                                                                                                               |
| 12:00 | Creative Play        | Art, play-dough, or puzzles to build fine motor skills.                                                                                                                                                                                                                                                                              |
| 13:00 | Lunch                | Social skills: "Taking turns" talking or sharing snacks. You take initiative first the tell your child to do the same                                                                                                                                                                                                                |

| <b>Time</b>  | <b>Activity</b>             | <b>Goal/Focus</b>                                                                                                                                                                                                                 |
|--------------|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>14:00</b> | <b>Quiet Time / Nap</b>     | Low-light environment, soft music, or reading books.                                                                                                                                                                              |
| <b>16:00</b> | <b>Skill Generalization</b> | Practical application (e.g., counting spoons for dinner). Tell your child to help with tasks such as serving the plates and glasses, call the name of everything by showing a real-time example (Baby, please give me the plate.) |
| <b>17:00</b> | <b>Outdoor / Park</b>       | Social observation and physical coordination.                                                                                                                                                                                     |
| <b>19:30</b> | <b>Dinner</b>               | Family interaction and trying "one new bite" of food.                                                                                                                                                                             |
| <b>20:00</b> | <b>Bedtime Routine</b>      | Visual "countdown" to sleep, calming story.                                                                                                                                                                                       |