

Instructions for coaches: Using a Picture Schedule

What is a picture schedule?

A **picture schedule** is a set of picture cards which show the steps for an activity. A **picture schedule** can be used to show a student what will happen during the tennis lesson and in what order. This means that students do not need to remember all of the activities because they can simply look at the **picture schedule** nearby. A student can check the **picture schedule** as often as they want without interrupting the coach to ask what is happening next.

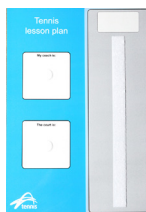
A **picture schedule** can help a student feel more comfortable and relaxed. They will know what to expect, when the activity will change, and what they are doing next. This can help reduce worry and anxiety about the lesson.

The Tennis Victoria **picture schedule** is for all students but particularly helpful for students who:

- do not use speech
- have speech that is hard to understand
- speak another language
- need help with understanding

Contents of a picture schedule set

- One **picture schedule** board with Velcro to attach pictures of the relevant activities



- Velcro strip on the back of the board to store cards as an activity ends
- 32 picture cards of different activities and actions



- 1 additional storage board for spare cards

When to use a picture schedule

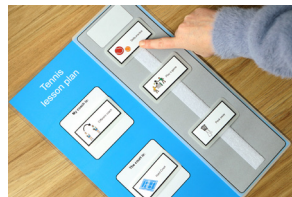
- A **picture schedule** can be introduced at the beginning of the lesson to give a summary of what will happen in the lesson.
- A **picture schedule** can be referred to during a lesson to support students to stay on task.

How to use a picture schedule:

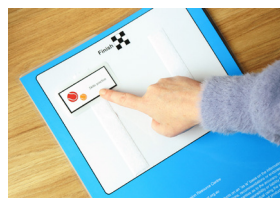
1. Before the lesson, choose the picture cards that match the activities you will complete during the lesson and place them onto the Velcro strip.



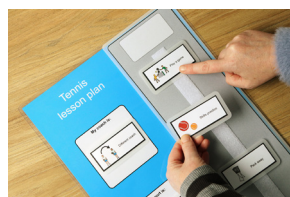
2. At the beginning of the lesson, show students the **picture schedule**:
 - Read through the activities planned for the lesson (e.g., "First we will do a warm-up." then skills practice, then ball pickup, then play a game.")
 - Point to each picture as you describe the activities.



3. After each activity, show the students the picture schedule again:
 - Tell them what has finished (e.g., "We have finished our warm-up.")
 - Point to the card and then move the card to the back of the **picture schedule**. Students might take turns taking the finished activity off and placing the card onto the back of the **picture schedule**.
 - Introduce the next activity and point to the next card (e.g., "Now it's time for skills practice.")



4. If you need to change the **picture schedule** during the lesson, let the students know. For example "We were going to do skills practice (point as you say this) but now we are going to play a game instead."



Remember

- Keep the **picture schedule** in a place where both you and the students can easily see it.
- Keep spare cards on the additional board.
- Use the **picture schedule** in every lesson, even if you think the students know the routine.
- If the lesson is flexible, you could offer two cards and ask students to make a choice, e.g., 'skills practice' or 'play a game.' Students could then point to select an activity and add it to the picture schedule.
- It might seem like a student is not interested when you first show them the **picture schedule**. Over time, they will learn to expect you to use it and look for the picture schedule to know what is happening next.



Scope. (2021). InterAACtion: Strategies for intentional and unintentional communicators. Melbourne: Scope.
Disclaimer: The communication aids, resource materials and strategies described herein are for use only in accordance with appropriate professional advice. Scope (Aust) Ltd. ("Scope") accepts no responsibility or liability for any injury, loss or damage resulting from the deliberate or accidental misuse of the aforementioned communication aids, resource materials and strategies. © Scope (Aust) Ltd (Scope) 2021. All rights reserved