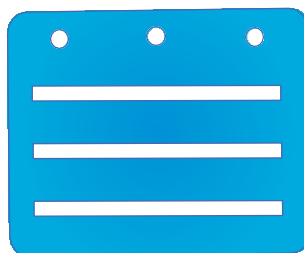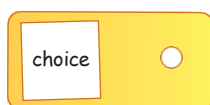# Visual Schedule
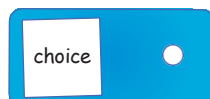
Assembly Instructions, Teaching Suggestions & Lesson Plans
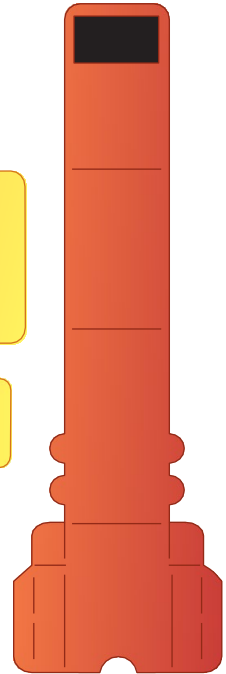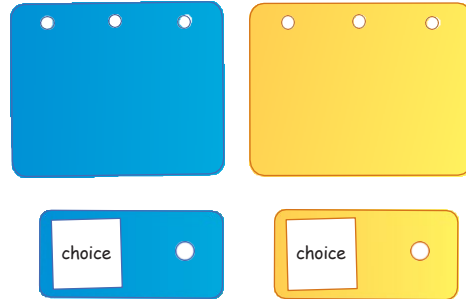
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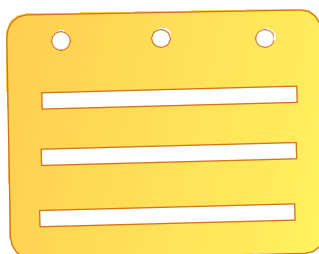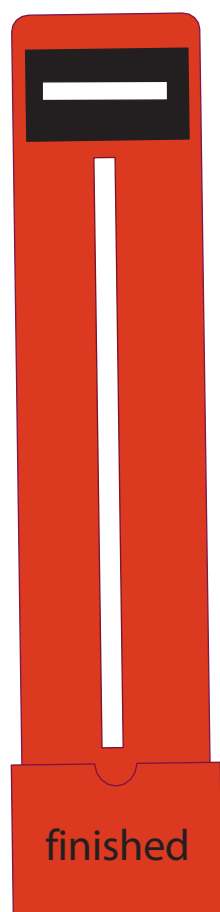
choice

choice

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# Your Visual Schedule Kit includes:

- 1x Visual Schedule with "stimulus box" and "finished box"
- 2x Choice cards
- 2x Choice boards
- 2x 6" VELCRO® Brand hook strip
- 8x 8" VELCRO® Brand hook strips
- 1x 4" VELCRO® Brand hook strip
- 2x 4" VELCRO® Brand loop strips
- 4x VELCRO® Brand hook VELCOINS®

Please note: Visual Schedule, choice cards and choice boards may vary in color from those pictured. VELCRO® Brand strips are perforated down the center.

Assembly Instructions

1) Construct the "finished" box on the schedule board.
2) Adhere the 4" VELCRO® Brand hook strip horizontally to the "stimulus box".
3) Adhere the two 6"and two 8" VELCRO® Brand hook strips vertically in center of schedule board.
4) Adhere three 8" VELCRO® Brand hook strips horizontally to each "choice board".
5) Adhere two VELCRO® Brand hook VELCOINS® to the front side of each "choice card".
6) Adhere one 4" VELCRO® Brand loop strip horizontally to the back side of each "choice card".

Stimulus Box

Choice Board

1x 8"

2x 6"

Choice Card (front):

1x 8"

finished
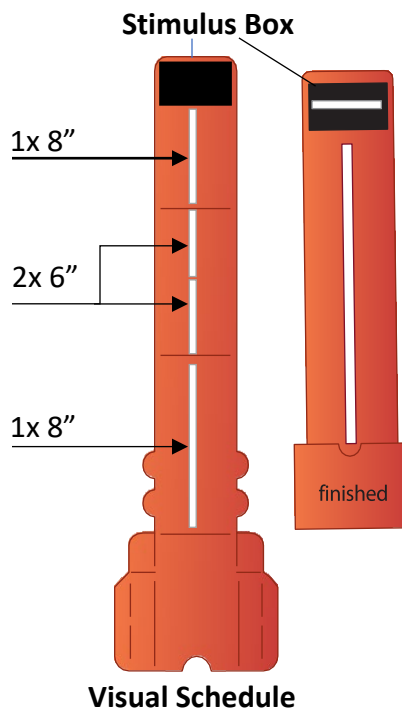
Visual Schedule

Choice Card (back):

Why teach schedule following?

We all use a variety of visual tools to help us organize our time and track our appointments. To keep up with the many activities we need to do - today, this week, or this month - we use a date book or a "To Do" list, rather than depending on our memory. Children also like to know what activities are expected of them and when those activities will occur. Therefore, we need to teach our students to refer to visual reminder systems to help them track their activities. As many of our students use pictures to communicate with us (expressive), we suggest that the pictures for the schedule (receptive) be a different size than those the student uses. Typically, the schedule pictures are bigger than the student's expressive pictures.

Single Picture Direction Following

Each activity that we expect a student to participate in, or items we want him to get, can be represented with a picture. Before we expect the student to organize his entire day by responding to a series of pictures, however, we must first teach him what each individual picture means. As we want the student eventually to follow the picture schedule without our assistance, we must use no verbal prompts when teaching single picture direction following. We give a picture to the student and draw his attention to it, but we do not name the activity, location, or item. This assists us in achieving the long-term goal of having the student respond to being given a picture by going to the represented activity, location, or item.

Schedule Following

When the student independently responds to the pictures representing all the activities of his day, we then teach him to transition from one activity to another by organizing the pictures into a schedule. As the student can already respond to single pictures, the new lesson is teaching the student to progress from one activity to another. The general sequence the students learns is:

1) Go to schedule
2) Remove top picture
3) Put picture on "stimulus box"
4) Complete the activity
5) Return to the schedule
6) Move the picture from the "stimulus box" to the "Finished box"
7) Remove top picture
8) Put picture on "stimulus box"

We teach this sequence using physical prompting with "backward chaining." We make sure that at the end of each activity a natural cue signals to the student that the task is over (e.g., a timer rings, a meal ends, a video finishes). This cue becomes the student's signal to return to the schedule to find out what the next activity is.

The Schedule Components

Scanning pictures vertically, rather than horizontally, is an easier task for most students. For this reason, our schedule board is designed to go from top to bottom. The board will hold ten to fifteen pictures. If a student's day involves more activities than this, the schedule can be arranged for morning activities and rearranged for afternoon activities. At the top of the schedule is a black rectangle. This is called the "stimulus box" and is where the picture of the current activity is kept. At the bottom of the schedule is the "finished box." This is where the student puts pictures representing completed activities. This eliminates the need for the student to remember what activity he just completed.
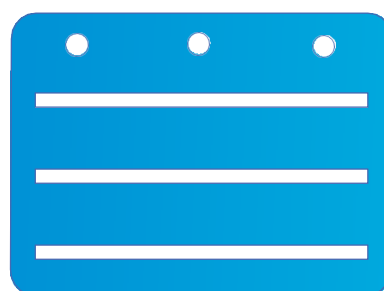
Stimulus Box

finished

Finished Box
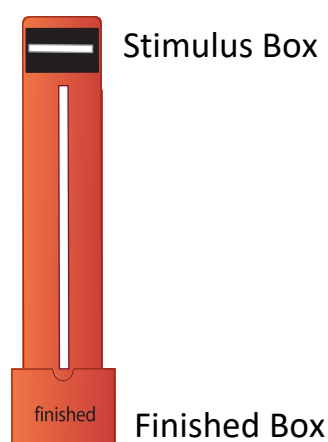
Offering Choices

Just as we all find choice to be a powerful reinforcer, we think it is important to give our students opportunities to make choices. These choices could be activity-based, job-based, or reinforcer-based. We depict these in a variety of ways on our schedules. We might have two pictures side-by-side on the schedule, indicating "Choose between these two." If we want to offer more than two choices, we use a separate "choice card" that corresponds, by color, with a "choice board." This indicates that the student should choose between the several items represented by the pictures on the "choice board." Students typically choose a picture from the "choice board," put it on the corresponding "choice card," and then complete the activity.
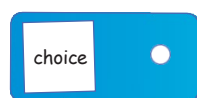
choice

Choice Card

Choice board