Schedules

Visual Schedules

- Why:
  - Provide organization
  - Provide structure
  - Reduces confusion
  - Helps students to initiate tasks more quickly and efficiently
  - Promote independence
  - Increase predictability
  - Eases transitions
  - Positive routine that teaches flexibility
  - Moves students throughout the physical spaces created

- When:
  - Significant disorganization
  - Having difficulty figuring out what is next
  - Visual learner
  - Frequently off task, inattentive, and unfocused
  - Defiant and oppositional behaviors
  - Anxiety

INDIVIDUALIZE SCHEDULES FOR EACH STUDENT

Four types of schedules:

- Object Schedules
- Picture Schedules
- Written Schedules
- Electronic Schedules

Individual Visual Schedule

- The student's schedule visually tells them, **"Where am I supposed to be"** and **"When will I get to do what?"**
- It moves the student through the physical spaces we have created-calmly, purposefully, and independently.
- It is a positive routine to help the student be flexible and deal with changes.

Individual Visual Schedule

Individualize schedules for each student:

1. Length: transition, 1-item schedule, first/ then sequence, part day, full day.

2. Location and mobility: in transition area, portable.

3. How does a child manipulate it? Carry and use objects, carry and match symbols, reference symbols and mark off or move when finished.

4. Symbol system used: objects, pictures or photos, icons, written words, or a combination of these.

OBJECT SCHEDULE

WHEN- Delays with symbolic thinking

- A schedule made up of objects that you will use for the activity(PAINT BRUSH for painting, BALL for gym, COAT for outside)
- A schedule made up of objects that represent the activity (CD for music, book for reading group)
- https://www.youtube.com/watch?t=127&v=U0nNeDtxD5c

OBJECT SCHEDULE

- **Types-** actual object, part of object, representative object

- **Length**-transitional object, single object, first____, then____, sequence of 3-4 or sequence of more than 4

- **Location of Schedule-** next activity, individual transition area, group transition area.

- **Routine to check schedule-** physical guidance, transition object, transition card

- **Manipulating Schedule-Use** an object in a task, match object to object, place object in a box.

7

PICTURE SCHEDULE

- Photographs or symbols that represent the area the student should be at or task the student is going to complete.
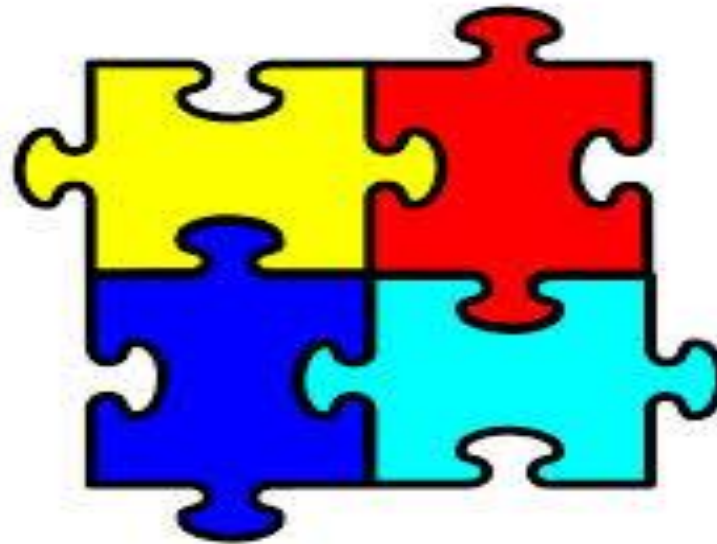
PICTURE SCHEDULE

- **Types**- labels, drawings, commercial pictures, photographs, black and white pictures, colors pictures

- **Length-** transitional picture, single picture, first___, then____, sequence of 3, sequence of 4, half day, full day

- **Location**- next to activity, individual transition area, group transition area

- **Routine to check schedule-** physical guidance, give transition card, say "check schedule, ring bell, flash classroom lights

- **Manipulating Schedule**-match picture to picture, match picture to box, place picture in a box or pocket, turn pictures over, draw a line through picture, check box next to picture, check line next to picture.

WRITTEN SCHEDULE

- **Types**-single word w/picture, single words, short phrases, sentences, words with highlights, words with work system

- **Length-** first___, then____, sequence of 3, sequence of 4, half day, full day

- **Location**- individual transition area, group transition area, color code, folder, notebook, clipboard

- **Routine to check schedule-** say "check schedule", ring bell, flash classroom lights, clock, timer

- **Manipulating Schedule-** draw a line through word, check box next to word, check line next to word

WE DO NOT FADE SCHEDULES FROM OUR STUDENTS, SINCE THEY ARE A TOOL FOR LONG-LIFE INDEPENDENCE

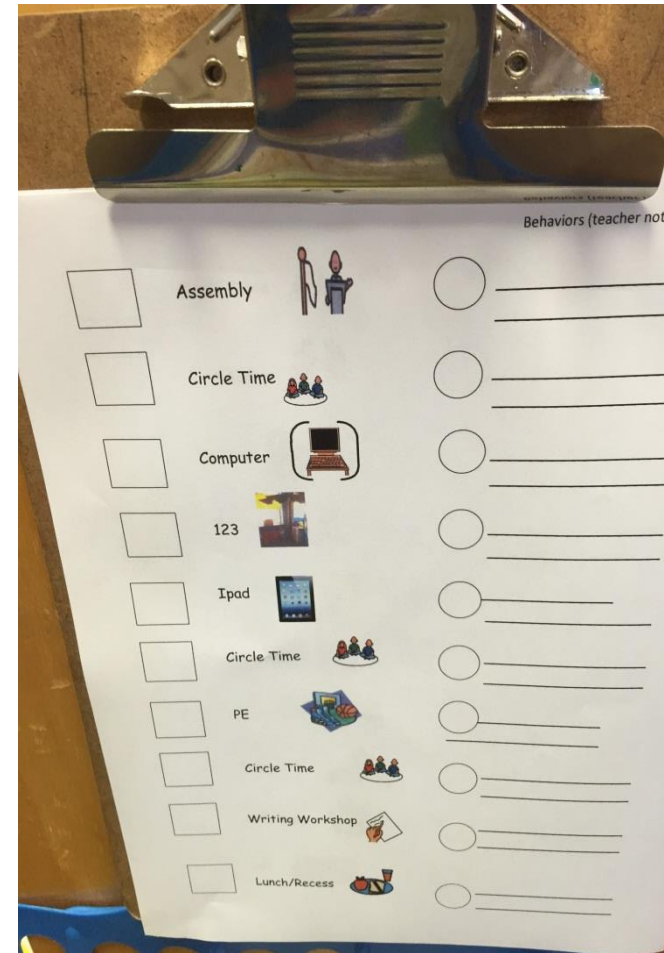**Rather we design schedules to grow with the child**

EXAMPLES OF INDIVIDUAL SCHEDULES

Examples of Individual Schedules

Examples of Individual Schedules

WRITTEN SCHEDULE