

Visual Schedules

What it is, why it is used:

One component of structuring an environment by telling a student what activities will occur and in what sequence. They assist with sequential memory, organization of time, language comprehension, decreasing anxiety levels, and helping a student transitioning independently.

Materials Needed:

Materials will vary. Some examples include:

	<p>Possible Materials:</p> <ul style="list-style-type: none"> ● Construction Paper ● Pictures (boardmaker, real pictures, objects) ● Velcro
	<p>Possible Materials for Mini-Schedule (used for steps within a task):</p> <ul style="list-style-type: none"> ● Clipboard ● Pictures (boardmaker, real pictures, objects.) ● Velcro ● Paper and pencil list
	<p>Possible Materials:</p> <ul style="list-style-type: none"> ● File folder ● Pictures (boardmaker) ● Velcro ● "All done" pocket

How and when to implement:

- In developing a visual schedule, the following student questions need to be answered:
 - What am I expected to do
 - How much am I expected to do
 - How will I know when I am finished
 - Where do I put my finished work
 - What will I get when I'm done or what do I do next
- This would be useful when a student needs support with completing daily routines.
- Implement throughout the day to provide visual support of a student's routine.
- Teach/model using the visual support when first introduced.
- When coaching or prompting, point to individual visuals using limited verbal information.
- The goal is to extinguish pointing and verbal so that the student is able to use the visual support independently.

Things to consider/problem solving:

- Think about the number of icons displayed at one time.
- Think about if the visuals will be real objects, real pictures, symbols, or words.
- Think about creating mini-schedules to break down steps within a task.
- When a student is responding, continue utilizing this support and keep visuals in place even when a student has memorized their schedule/routine. The team may want to consider moving towards a more student directed or age appropriate visual support (e.g. calendar on iphone).

Useful resources to learn more:

<http://www.specialed.us/autism/structure/str11.htm>

<http://www.pbisworld.com/tier-2/individual-visual-schedules/>