

SCHEDULES

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***DISCLAIMER:**

THE INFORMATION PROVIDED ARE GENERAL EVIDENCE BASED PRACTICES OF APPLIED BEHAVIOR ANALYSIS TO HELP ASSIST IN MANAGING BEHAVIOR. THE STRATEGIES MAY NOT BE EFFECTIVE FOR EACH STUDENT AS EACH STUDENT IS DIFFERENT.

PURPOSE

- Visual schedules show activities that will occur and in what sequence.
- Schedules help students predict what's next.
- Schedules helps ease difficult transitions.
- The type of schedule is based on the student's abilities and interests.

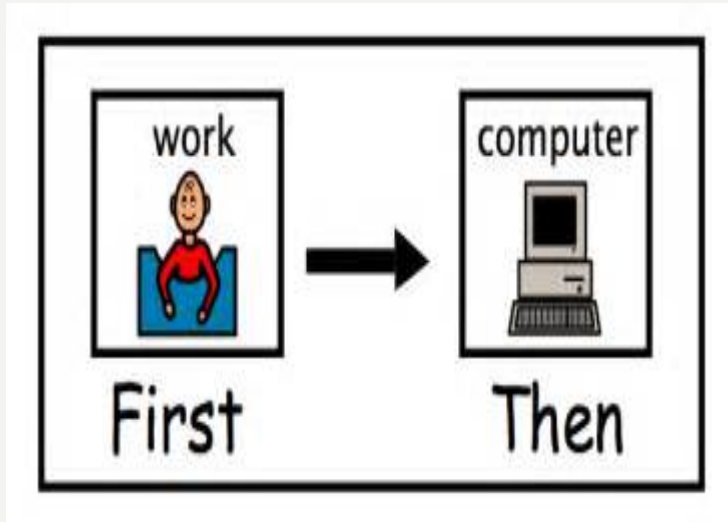
TYPES OF SCHEDULES

1. First – Then Boards
2. Visual Schedules
3. Written Schedules
4. Object Schedules
5. Transition Cards/Objects

HOW TO SELECT A SCHEDULE

- First - Then
 - Students who need frequent reinforcement breaks.
 - Students with beginning picture discrimination skills (have a hard time understanding the difference between two pictures).
- Visual Schedules
 - Students with good picture discrimination skills.
 - Students who can do more than one task, or portion of a task, without needing a break.
- Written Schedules
 - Students who can read.
 - Some students may need pictures paired with words.
- Object Schedules
 - Visually impaired students.
 - Students with poor picture discrimination skills and/or attending skills .

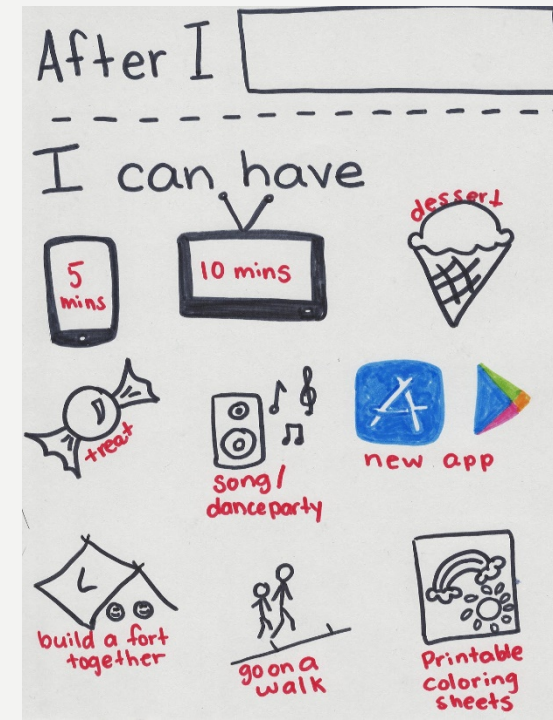
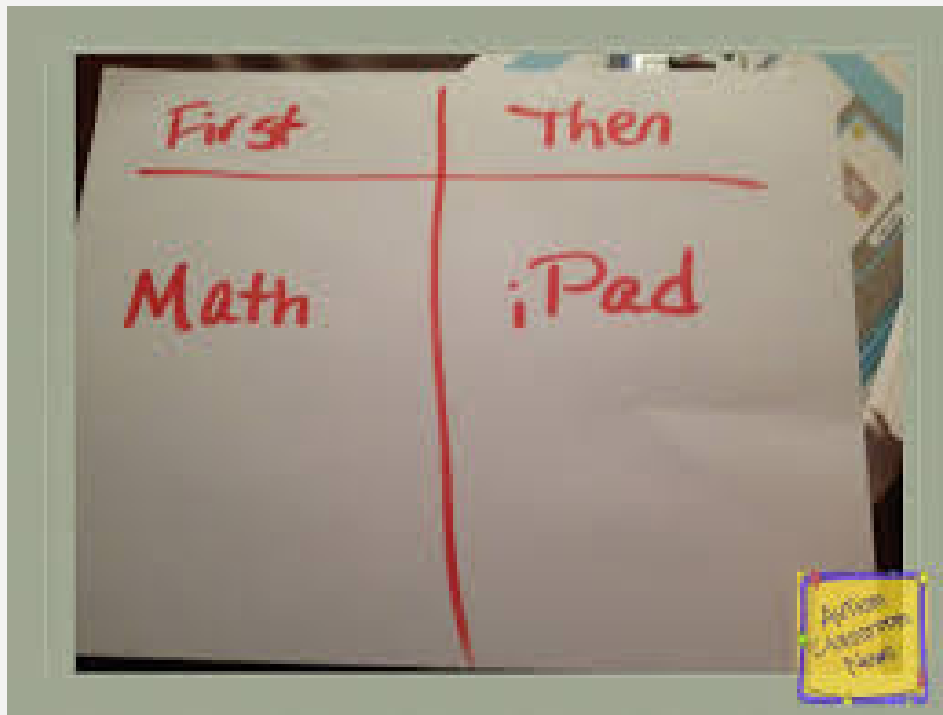
FIRST - THEN



- Give the student 2-3 choices of activities and say, "Pick One".
- Put the chosen activity above *First*.
- Give the student 2-3 choices of reward activities and say, "What do you want to earn?"
- Put the chosen reward above *Then*.
- Review the board by saying, "First math, then computer time."
- When the student completes the activity, give the student time with the chosen reward.

MAKE YOUR OWN

- If you don't have the ability to print, use a dry erase/washable marker and a washable surface (dry erase board, page protector, mirror, window, front plastic cover of a binder, glass of a picture frame, etc.).
- Draw pictures if your student cannot read. Hand drawn doodles will work just fine.



FIRST - THEN



SCHEDULES

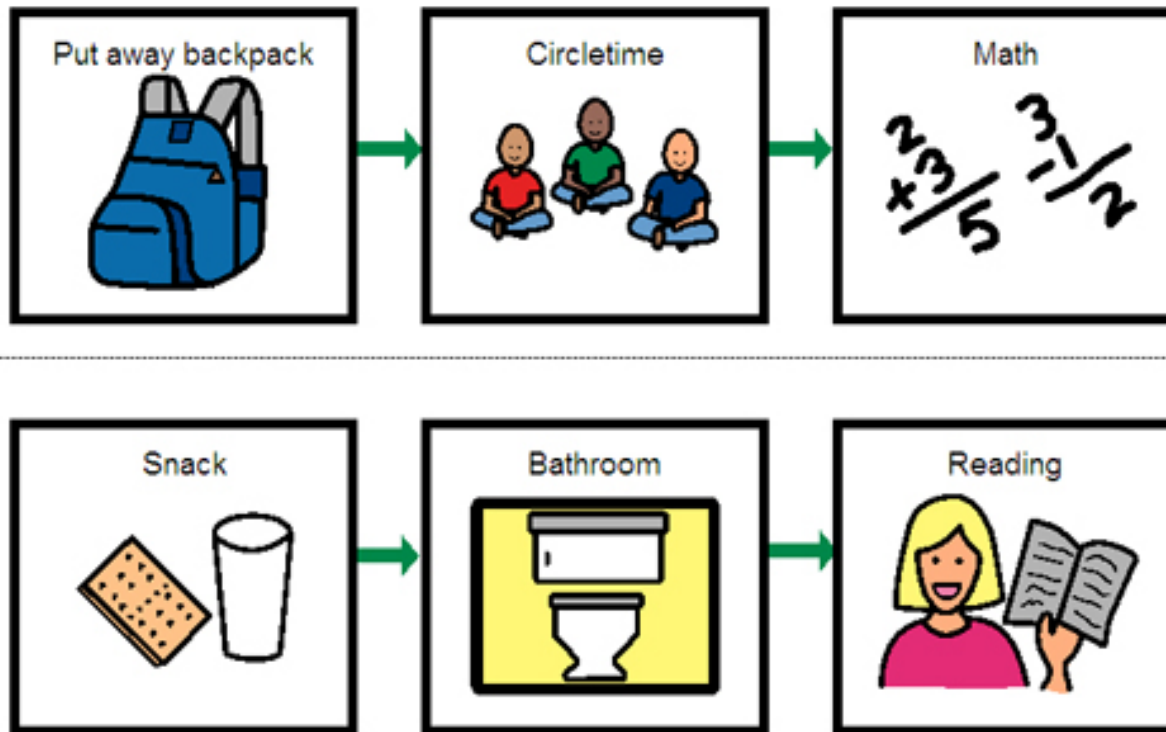
- Schedules can be used to set up the order of an activity or activities.
- Schedules are great for reminding kids what to do.
- You can make a schedule look like a to-do list. Have the child check off when he/she completes the task.
- Schedules help create consistency and routine.

VISUAL SCHEDULES



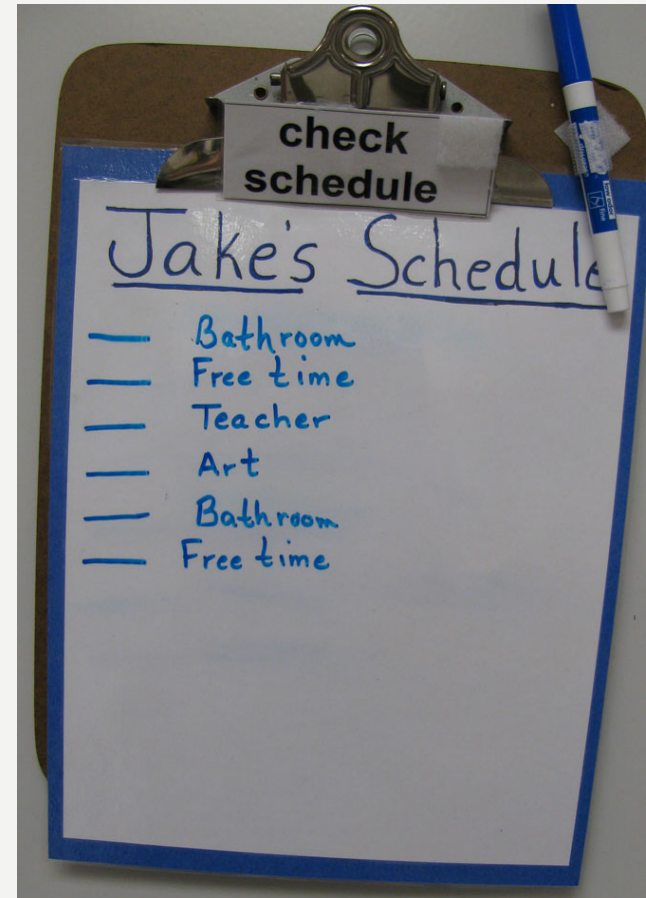
VISUAL SCHEDULES

Morning Schedule

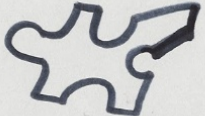







WRITTEN SCHEDULES

Tommy's Schedule Monday		All Done
Put backpack in cubby		
Independent Work		
Morning meeting		
Reading Time		
reading group		
spelling work at desk		
Music Class		
Speech		
Lunch		
Recess		
Special Reading Group		
Pack up backpack		
Go home		



TO- DO LIST SCHEDULES

Jane's Jobs	Jane's Jobs
<input type="checkbox"/> Do a puzzle	<input type="checkbox"/> 
<input type="checkbox"/> Draw 3 animals	<input type="checkbox"/> 
<input type="checkbox"/> Read a book	<input type="checkbox"/> 
<input type="checkbox"/> Build a fort	<input type="checkbox"/> 
<hr/>  Reward	<hr/>  Reward

OBJECT SCHEDULES

- Object schedules are good for students with low vision.
- Object schedules are good for students who have a difficult time attending to a picture and/or understanding the difference between one picture and another.

OBJECT SCHEDULES



TRANSITION CARDS/OBJECTS



- Transition cards can go with the student from one environment to another (playground, cafeteria, library).
- A picture of the upcoming activity is shown to the student prior to the transition.
- Transition objects can be used instead of pictures : small ball for gym, spoon for cafeteria, notebook for class, etc.

ADDITIONAL RESOURCES

Visual Support Training Video

By: Brenda Fossett, PhD, BCBA-D, Capilano University

- <https://www.actcommunity.ca/education/videos/visual-support-strategies-for-individuals-with-asd>

Ways to make pictures

- Google images
- Boardmaker
- Draw
- Take pictures with your phone