

_____ Schedule

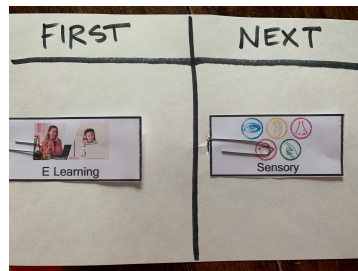
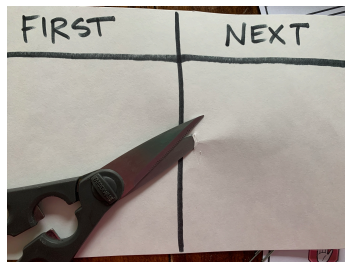
Creating a Schedule:

Remember in creating a schedule for your child the 3 things to think about:

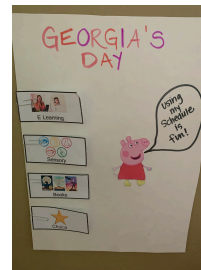
- type :digital picture, picture symbols, written, written list
- length : How long will it be at a time?
- location : Where is it going to live?

Once you have decided on the 3 things to consider for the schedule, here is how to make it:

1. Print off what ever schedule type you have chosen as well as the blank boxes (to fill in your own additional pieces)
2. Cut out each box (if you have a laminator, laminate once cut out)
3. For a 1-2 piece schedule you can create something like this using 2 paperclips and a piece of white paper or posterboard:



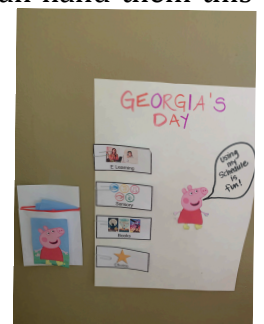
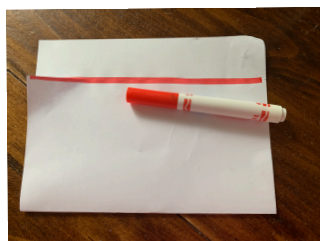
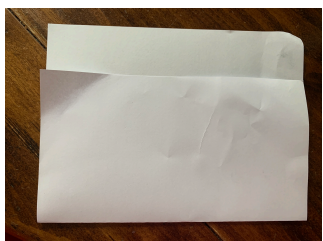
4. For a longer schedule, you can do something like this using paperclips and a piece of posterboard or cardboard **this is a great place to add your child's high interests if they have one, my daughter loves Peppa Pig so I printed a picture, you could use stickers as well.



5. In order to get them to check their schedule if you are finding that they do not respond to the verbal phrase "check your schedule" you can add a "transition card". This can be an index card with their name written on it or more pictures printed off onto small pieces of paper like this one:



6. I created the pocket by folding a piece of white paper about $\frac{3}{4}$ way leaving room at the top. I drew a red line where the opening will be as an added visual cue, then cut at the folded paper in half. Tape or glue the sides down. Now everytime you would like them to check their schedule, you can hand them this card and point to the pocket where it goes





E Learning



Break



Wait



Independent



Sensory



Books



Tech Time



Outside



Choice



Snack

Implementing the Schedule:

When implementing the new schedule, remember to keep the strategy of errorless learning in mind. Through the use of nonverbal prompts your child can become more independent in using their schedule. Remember verbal prompts are the hardest to fade for independence. We use a prompt hierarchy that looks like this:



When implementing the new schedule try using the prompt hierarchy strategy. Start with the most and hopefully after a few times you are able to reduce the amount of prompts you are giving down to the least amount of prompting.

If you find that your child still is not understanding the schedule, it might be that something is not speaking visually to them. Check to make sure you have chosen the right type, length and location. Also, remember practice and repetition build those positive routines.



E Learning



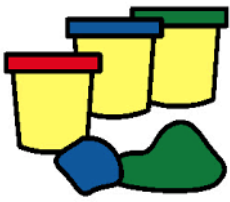
Break



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