

Visual Schedules

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Expectations



BE RESPECTFUL



ASK QUESTIONS



BE INVOLVED

Agenda

- **Why visual schedules are important**
- **Keys for developing a useful schedule**
- **Using your schedule as a tool**
- **Object schedules for kids who need more support**
- **Make your own visual schedule**



**The BASE
Has to Be in
PLACE**

9 REASONS TO USE VISUALS

www.northstarpaths.com

@kwiens62



- VISUALS ARE PERMANENT
(SPOKEN WORDS DISAPPEAR)



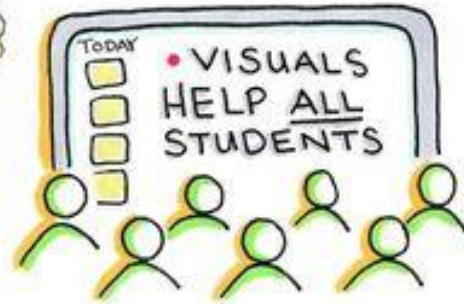
- VISUALS ALLOW TIME
FOR LANGUAGE PROCESSING



- VISUALS PREPARE
STUDENTS FOR TRANSITIONS



- VISUALS HELP KIDS
SEE WHAT YOU MEAN



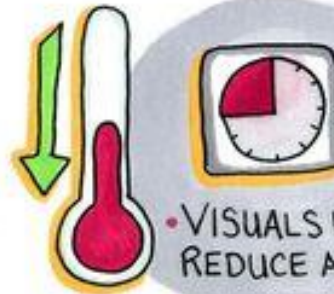
- VISUALS HELP
BUILD INDEPENDENCE



- VISUALS ARE TRANSFERABLE
BETWEEN ENVIRONMENTS
AND PEOPLE



- VISUALS HAVE NO ATTITUDE
• NO TONE • NO FRUSTRATION
• NO DISAPPROVAL



- VISUALS HELP
REDUCE ANXIETY

Katie Wilson 2017

Five Keys to Developing Your Schedule



Minimize transitions



Balance teacher-directed and child-directed activities



Provide ample time for child-directed play



Balance large and small group instruction



Balance active and passive activities

Activity: Balancing the Daily Schedule

Classroom Schedule	Activity Level		Directedness		Group Size	
	Active	Passive	Adult	Child	Large	Sm/Ind.
Arrival/Tables	X			X		X
Circle		X	X		X	
Center Time	X			X		X
Story Circle		X	X		X	
Snack		X		X		X
Books		X		X	X	
Outside	X			X		X
Small Groups	X		X			X
Closing Circle		X	X		X	

Using Visual Schedules

Indicates that an activity is completed

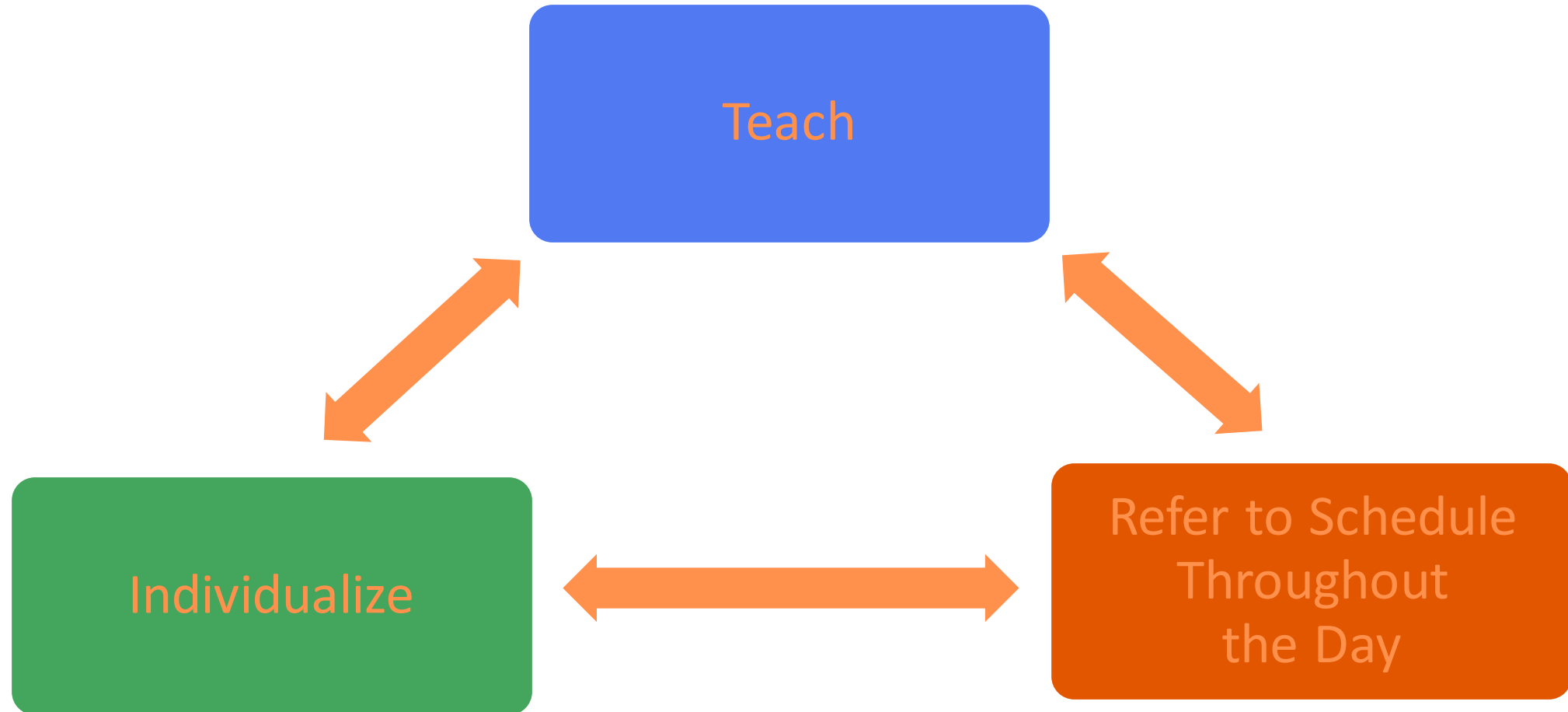
Gives extra support

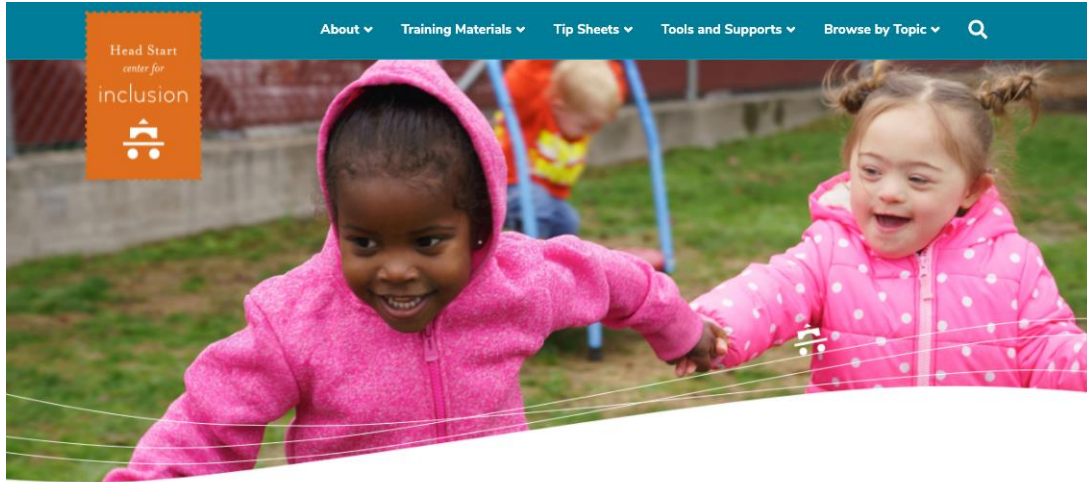
Prepares children for changes

Builds independence

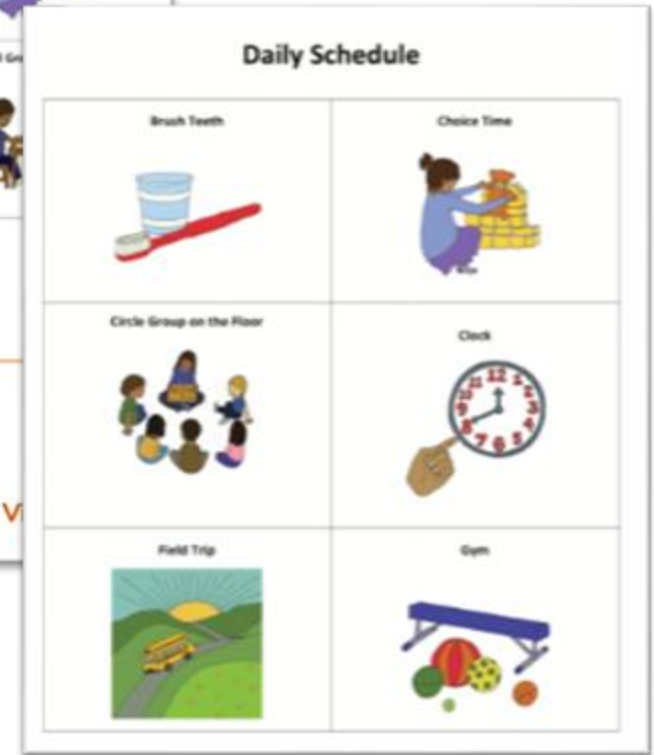
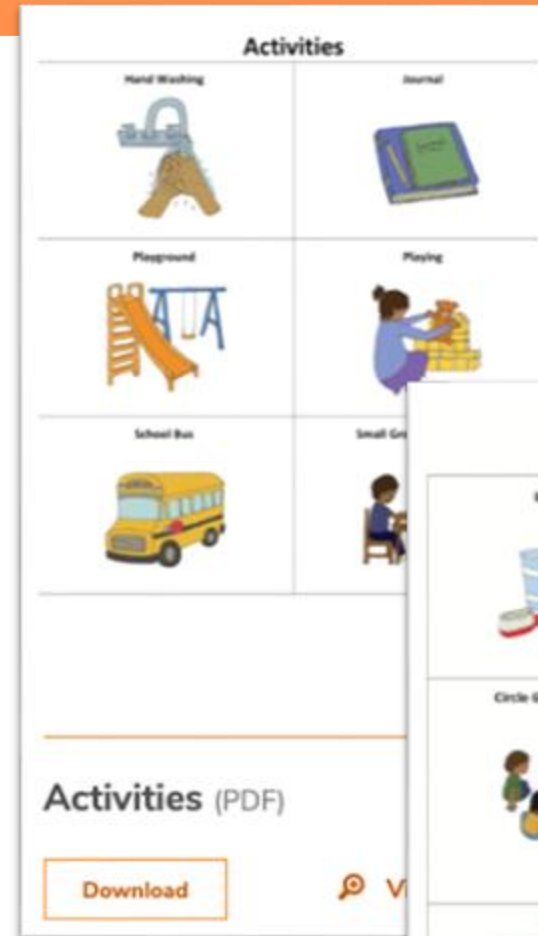


I Have My Schedule...Now What?





Classroom Visuals and Supports



<https://headstartinclusion.org/tools-and-supports/classroom-visuals-and-supports/>

Teach the Schedule

Introduce first, next, then language

First, we'll have snack and *then* centers

First, we have morning meeting. *Next*, we'll eat snack, and *then* have centers

Ask children questions about the schedule

What are we doing now?

What did we just do?

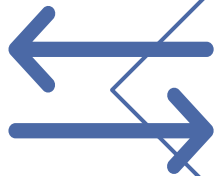
What will we do next?

Do we go outside before or after lunch?

Refer to the Schedule Throughout the Day



Every time the whole class
is together

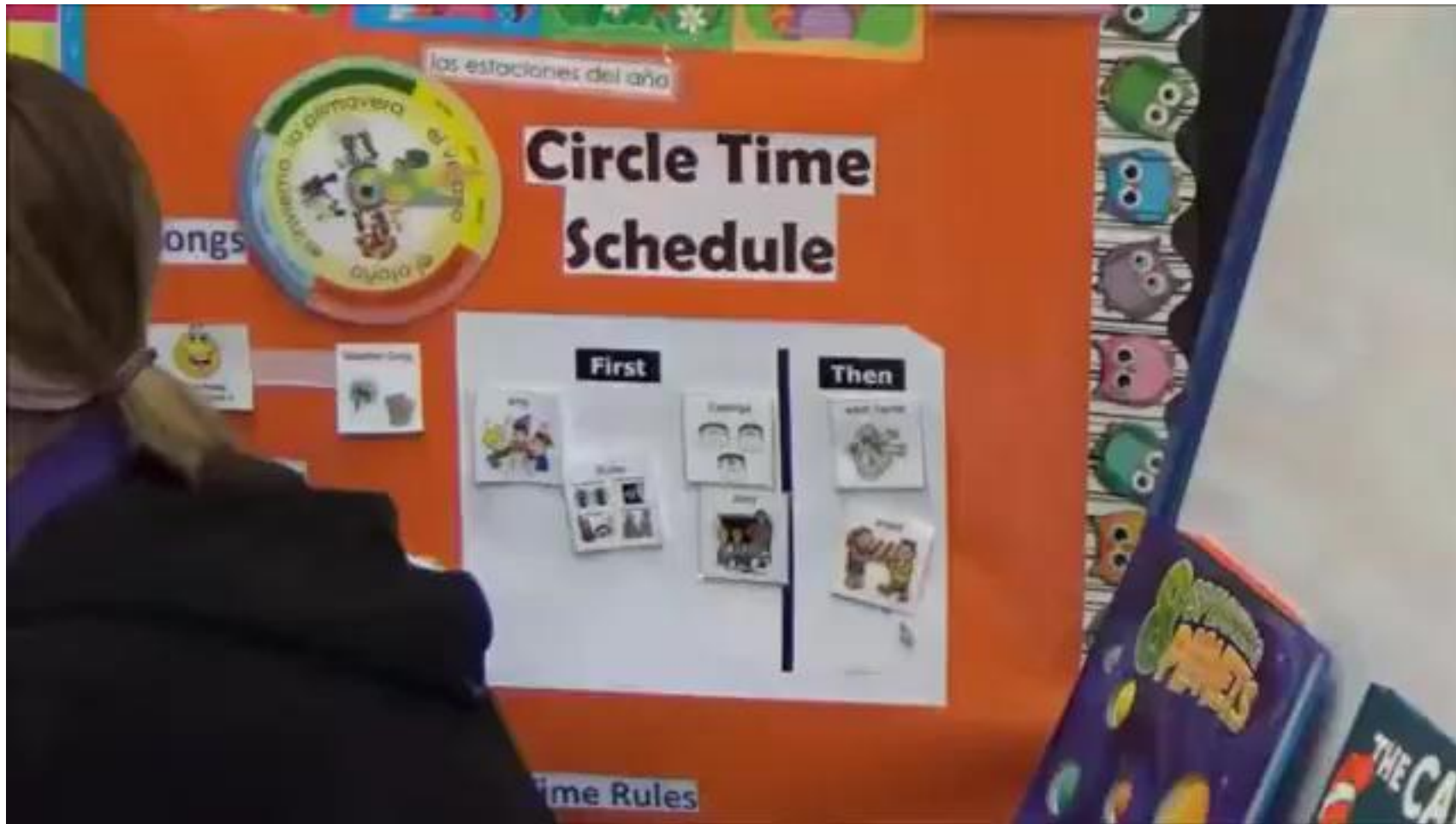


If the schedule is changing



If children are unsure
about what to do

Schedule Review



Visual schedules support children at all Tiers

TIER

- TIER 1

TIER

- TIER 2

TIER

- TIER 3

How to Choose **OBJECT** Schedules for students with autism

Questions to Ask	If yes, then
Can the student match picture to picture?	The student can probably use a picture schedule. If that's not successful, you might try a photo schedule or a picture schedule with small objects.
Can the student match objects to pictures?	Then he is probably starting to understand that objects and pictures represent things. You might try a combination picture -object schedule
Can the student match objects to objects?	If so, then he could use a representative object schedule using miniature objects of activities (e.g., a miniature school bus means go home). Just make sure you include the objects on your check-in boards.
Can the student NOT match objects to objects?	Then you want to use either a tactile object schedule or a real-life item schedule. Continue to use check-in boards but make sure the objects are meaningful and useful for the student.
Does the student have visual impairments and does not know Braille or is not	Then you probably will need to use a tactile, real-life item schedule, making sure that the item is something he/she will touch in the activity. Or you could use something that pairs the object with voice output so it gives a verbal direction.

Types of Object Schedules



Representative: For a student who can match objects to objects and are beginning to understand that objects are representation things they might see in a picture. May use mini objects and pair with pictures



Real life objects: Materials child will need to use in the next activity. Choose objects that are meaningful to the child and not necessarily the team.



<https://autismclassroomresources.com/make-use-object-schedules/>

Apps for Visual Schedules

Choice works

Visual Daily
Schedule

Tiimo- Visual
Daily Planner

Visual
Schedules and
Social Story

Little Timer
Hatch
Countdown

First Then
Visual
Schedules

Family Engagement

National Center for Pyramid Model Innovations (challengingbehavior.org)



Backpack Connection Series

About this Series

The Backpack Connection Series was created by TACSEI to provide a way for teachers and parents/caregivers to work together to help young children develop social-emotional skills and reduce challenging behavior. Teachers may choose to send a handout home in each child's backpack when a new strategy or skill is introduced to the class. Each Backpack Connection handout provides information that helps parents stay informed about what their child is learning at school and specific ideas on how to use the strategy or skill at home.

The Pyramid Model

The Pyramid Model is a framework that provides programs with guidance on how to promote social-emotional competence in all children and design effective interventions that support young children who might have persistent challenging behavior. It also provides practices to ensure that children with social-emotional delays receive intentional teaching. Programs that implement the Pyramid Model are eager to work together with families to meet every child's individualized learning and support needs. To learn more about the Pyramid Model, please visit ChallengingBehavior.org.

More Information

More information and resources on this and other topics are available on our website, ChallengingBehavior.org.



ChallengingBehavior.org

How to Use Visual Schedules to Help Your Child Understand Expectations

Allyson Jiron, Brooke Broglio & Jill Giacomini

Adults often use calendars, grocery lists, and "to do" lists to help complete tasks and enhance memory. Children as young as 12 months can also benefit from these kinds of tools and reminders. Often, children do not respond to adult requests because they don't actually understand what is expected of them. When a child doesn't understand what he or she is supposed to do and an adult expects to see action, the result is often challenging behavior such as tantrums, crying or aggressive behavior. A child is more likely to be successful when he is told specifically what he should do rather than what he should not do. A visual (photographs, pictures, charts, etc.) can help to communicate expectations to young children and avoid challenging behavior. Unlike verbal instructions, a visual provides the child with a symbol that helps the child to see and understand words, ideas, and expectations. Perhaps best of all, a visual schedule keeps the focus on the task at hand and negotiation about tasks is not provided as an option.

Visual schedules (activity steps through pictures) can be used at home to teach routines such as getting ready for school. These types of schedules teach children what is expected of them and reminds them what they should be doing.

When you create a visual schedule, the CHILD should be able to use the schedule to answer the following questions: (1) What am I supposed to be doing? (2) How do I know that I am making progress? (3) How do I know when I am done? (4) What will happen next?



Try This at Home

- Include your child in the creation of the visual schedule as much as possible. Let your child draw the pictures or take photos of your child doing the activity. Children LOVE seeing themselves in photos. You can also ask your child's teacher for help with creating a visual schedule.
- Remember! Following a visual schedule is a skill that children need to learn. You can teach your child how to do this by referring to the schedule often.
- Allow your child to remove the photo of an activity once the activity is done. We all love checking things off our list!
- Choose a difficult time of day (i.e., getting ready for school, bedtime, etc.) to begin. Once it becomes routine, you can easily expand the visual schedule to include your entire day.

Practice at School

Visual schedules are used to show a clear beginning, middle and end. Visuals empower children to become independent and encourage participation. At school, visual schedules can be used to show a daily routine, a sequence of activities to be completed or the steps in an activity. Visuals can also help a child remember classroom rules or other expectations without adult reminders.

The Bottom Line

Visual schedules can bring you and your child closer together, reduce power struggles and give your child confidence and a sense of control. Visual schedules greatly limit the amount of "no's" and behavior corrections you need to give throughout the day, since your child can better predict what should happen next.



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Let's Make A Visual Schedule



References

Hume, K. (2009). Steps for implementation: Visual schedules. Chapel Hill, NC: The National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina.

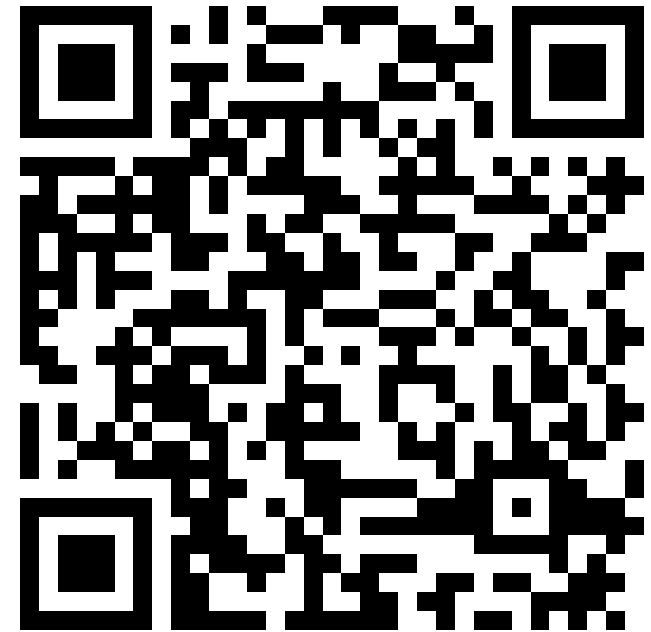
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<https://autismclassroomresources.com/make-use-object-schedules/>

How did
we do?

We'd like
to know...



Thank you!

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