Module: Visual Supports

Implementation Checklist for Visual Schedules

Adapted from the "Checklist for Individualization of Visual Schedules" by Division TEACCH

Hume, K. (2009). *Implementation checklist for 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.

Instructions: The Implementation Checklist includes steps for the development and implementation of visual schedules. Please complete all of the requested information including the site and state, individual being observed/interviewed, and the learner's initials. To assure that a practice is being implemented as intended, an observation is *always* preferable. This may not always be possible. Thus, items may be scored based on observations with the implementer, discussions and/or record review as appropriate. Within the table, record a 2 (implemented), 1 (partially implemented), 0 (did not implement), or NA (not applicable) next to each step observed to indicate to what extent the step was implemented/addressed during your observation. Use the last page of the checklist to record the target skill, your comments, whether others were present, and plans for next steps for each observation.

Site: _____ State: _____
Individual(s) Observed: _____ Learner's Initials: _____

Skills below can be implemented by a practitioner, parent, or other team member

	Observation	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**
	Date								
	Observer's Initials								
Planning (Steps 1 – 3)									
Step 1. Implementing Overall Classroom/Environment Schedule		**Score****							
1. Prominently display an overall classroom/environment schedule that indicates staff and learner assignments.									
Step 2. Developing Visual Schedules for Individual Learners									
1. Conduct an individualized assessment of the learner's comprehension level, attention span, and sequencing abilities to select the appropriate **form of representation**: a. functional object that is used in an activity, b. object that is symbolic of an activity, c. photograph, d. drawing or picture symbol, e. word, f. phrase or sentence, or g. combination of "a" through "f" above.									

***Scoring Key: 2 = implemented; 1 = partially implemented; 0 = did not implement; NA = not applicable*

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	Observation	1	2	3	4	5	6	7	8
	Date								
	Observer's Initials								
Step 2. Developing Visual Schedules for Individual Learners (cont).		**Score****							
2. Conduct an individualized assessment of the learner's comprehension level, attention span, and sequencing abilities to select the appropriate **schedule length and presentation format** (i.e., how much visual information will be visible to the learner at one time). a. one item, signifying upcoming transition; b. two items, presented left-to-right or top-to-bottom; c. three to four items, presented left-to-right or top-to-bottom; d. half day, presented left-to-right or top-to-bottom; or e. full day, presented left-to-right or top-to-bottom.								
3. Conduct an individualized assessment of the learner's comprehension level, attention span, and sequencing abilities to select the appropriate **method of manipulating the schedule**. a. the learner carries an object to use, b. the learner carries an object/visual cue to match in corresponding location, c. the learner turns over visual cue/puts visual cue in a "Finished" pocket as completed, or d. the learner marks off visual cue on schedule as completed.								
4. Conduct an individualized assessment of the learner's comprehension level, attention span, and sequencing abilities to select the appropriate **location of the schedule**. a. teachers/practitioners bring schedule information to the learner, b. a stationary schedule is in a central location (e.g., wall, shelf, table), or c. the learner carries a portable schedule (e.g., clipboard, notebook).								

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	Observation	1	2	3	4	5	6	7	8
	Date								
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Step 2. Developing Visual Schedules for Individual Learners (cont).		**Score****							
5. Conduct an individualized assessment of the learner's comprehension level, attention span, and sequencing abilities to select the appropriate **method to initiate schedule use** (e.g., transition from one activity to the next). a. teachers/practitioners bring schedule information to the learner or b. the learner moves to the schedule using a visual transition cue.									
6. Additional elements are added to visual schedules as necessary: a. color coding, b. times, c. alignment with school bells, d. motivational components (e.g., pictures of favorite characters), or e. behavioral cues (e.g., reminders about specific expectations).									
Step 3. Organizing Visual Schedules for Individual Learners									
1. Arrange the learner's daily schedule prior to the learner's arrival OR with the learner if the team deems appropriate. *For example, all materials needed for schedule use are ready and organized across settings (e.g., all objects/drawings/photos/written schedule items are gathered and presented appropriately).*									
2. Ensure that visual transition cues are in place, if appropriate.									
3. Ensure that classroom/school areas are visually labeled with matching schedule components if appropriate (e.g., pocket with matching photo, object, icon).									

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	Date								
	Observer's Initials								
Intervention and Monitoring (Step 4)									
Step 4. Implementing Visual Schedules for Individual Learners		**Score****							
1. Give the learner a visual cue to transition the learner to the schedule OR bring schedule information to the learner.									
2. Teach the learner how to transition to the schedule with a visual cue AND/OR how to transition to a location with schedule information by:									
a. standing behind the learner when prompting use of visual schedule (to ensure learner is looking at schedule information, not the staff member),									
b. placing schedule information in the learner's hand,									
c. using only relevant language, identifying the location where the learner is going (i.e., "Play area," NOT "Come on, Steve, we're going over to the play area. I think you are going to love it!"),									
d. assisting the learner in getting to the designated activity/location, and prompt the learner to place schedule materials in the appropriate location,									
e. ensuring that the learner remains in schedule activity/location until next transition cue is given,									
f. repeating steps "a" through "e" above until learner is able to complete this sequence independently across activities/locations, **and**									
g. fading prompts as quickly as possible.									

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Step 4. Implementing Visual Schedules for Individual Learners (cont.)		**Score****							
3. Once the learner has learned how to use the visual schedule, prompts are minimal during schedule use.									
4. Individual learner's schedule use is consistent throughout the day.									
5. Visual transition cue use is consistent throughout the day if appropriate.									
6. Prepare the learner for changes in scheduled activities (e.g., visual cue to indicate a cancelled/new activity).									
7. Individual learner schedules move with the learner across settings OR elements of visual schedules are located across settings.									
8. Use a data collection system to record how learners use visual schedules. *Level of independence during use should be noted, as well as how learners have progressed through the various forms/lengths of visual schedules throughout the year (e.g., learners may use a short sequence of photographs at the beginning of the year, but as skills are gained, they may use a partial-day written schedule later in the year).*									

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Date	Observer Initials	Targeted Skill/Behavior, Comments, and Plans for Next Steps
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