

**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 identify the step that was being implemented during the observation, as well as the date, time, and children present. Then check "yes," "no," or "NA" next to each item to indicate whether it was addressed. The final column can be used for taking notes during observations.

Teacher/practitioner: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Step observed: \_\_\_\_\_

Others present: \_\_\_\_\_

<b>Step 1. Implementing Overall Classroom/Environment Schedule</b>	<b>Yes</b>	<b>No</b>	<b>*NA</b>	<b>Notes</b>
1. Teachers/practitioners prominently display an overall classroom/environment schedule that indicates staff and learner assignments.				
<b>Step 2. Developing Visual Schedules for Individual Learners</b>				
1. Teachers/practitioners conduct an individualized assessment of the learner's comprehension level, attention span, and sequencing abilities to select the appropriate <b>form of representation</b> :				
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.				

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<b>Step 2. Developing Visual Schedules for Individual Learners (cont).</b>	<b>Yes</b>	<b>No</b>	<b>*NA</b>	<b>Notes</b>
2. Teachers/practitioners conduct an individualized assessment of the learner’s comprehension level, attention span, and sequencing abilities to select the appropriate <b>schedule length and presentation format</b> (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. Teachers/practitioners conduct an individualized assessment of the learner’s comprehension level, attention span, and sequencing abilities to select the appropriate <b>method of manipulating the schedule</b> .				
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. Teachers/practitioners conduct an individualized assessment of the learner’s comprehension level, attention span, and sequencing abilities to select the appropriate <b>location of the schedule</b> .				
a. teachers/practitioners bring schedule information to the learner,				

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<b>Step 2. Developing Visual Schedules for Individual Learners (cont).</b>	<b>Yes</b>	<b>No</b>	<b>*NA</b>	<b>Notes</b>
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).				
5. Teachers/practitioners conduct an individualized assessment of the learner's comprehension level, attention span, and sequencing abilities to select the appropriate <b>method to initiate schedule use</b> (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).				
<b>Step 3. Organizing Visual Schedules for Individual Learners</b>				
1. Teachers/practitioners arrange the learner's daily schedule prior to the learner's arrival OR with the learner if the team deems appropriate. <i>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).</i>				

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<b>Step 3. Organizing Visual Schedules for Individual Learners (cont).</b>	Yes	No	*NA	Notes
2. Teachers/practitioners ensure that visual transition cues are in place, if appropriate.				
3. Teachers/practitioners ensure that classroom/school areas are visually labeled with matching schedule components if appropriate (e.g., pocket with matching photo, object, icon).				
<b>Step 4. Implementing Visual Schedules for Individual Learners</b>				
1. Teachers/practitioners give the learner a visual cue to transition the learner to the schedule OR bring schedule information to the learner.				
2. Teachers/practitioners 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 scheduled 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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<b>Step 4. Implementing Visual Schedules for Individual Learners (cont.)</b>	<b>Yes</b>	<b>No</b>	<b>*NA</b>	<b>Notes</b>
3. Once the learner has learned how to use the visual schedule, teachers'/practitioners' 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. Teachers/practitioners 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. Teachers/practitioners use a data collection system to record how learners use visual schedules. <i>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).</i>				

\* Not Appropriate (NA) may be scored when a component or items may not be appropriate. For example, for item 2, Step 4, if the visual schedule has already been taught to the learner, this item may be scored as N/A.