



**Lesson:** Using a Visual Schedule (This is a receptive use of pictures.)

**Materials:** Schedule board, pictures

**Supplemental Information:**

**Pyramid Schedule Board Kit Information** -<https://www.youtube.com/watch?v=IT1hC4yykuk>

**Why** – Many of us use to-do lists or a planner to help us keep track of activities and commitments we have throughout the day, week, or month. Our learners are like us and might prefer to know what will be happening throughout their day.

**Goal** – Ideally you would want to work towards your learner using the schedule independently. This would be the learner independently completing the following steps (which may vary slightly based on the schedule variation you are using).

- 1 – After the completion or end of the current activity the learner will transition or walk over to the visual schedule
- 2 – If there is a picture in the current activity spot the learner will remove it and place it in the completion or finished spot on the schedule
- 3 – The learner would find and take the next picture on the schedule and move it to the current activity spot
- 4 – The learner would then transition to the location and activity of the activity in the current activity spot

**Teaching** – When you are teaching your learner to use the visual schedule, they will likely need help. Pick a type of help or prompt that will make sure your learner successfully completes the skills or step you are working on with them. For example, if they need full help you may need to physically support them in completing the skill. You may also be able to use a different type of help like a point/gesture or a model. The best help is the one that works for your learner. In the beginning you will need to help but little by little you want to remove your help. Make sure you celebrate when your learner does something with less help or independently!

**Tips** –

1. Make sure the visual schedule (of any size) is accessible and visible to the learner in the learning environment.
2. The visual schedule can look a variety of ways and can be made yourself. A guideline would be to have a spot on the schedule where the learner can place the current activity and then somewhere to place that picture when that activity is completed.
3. The learner needs to have mastered single picture direction following before they can follow a full day schedule. (Tips on teaching single picture direction following is in the PECS Training Manual, 2<sup>nd</sup> Edition on page 252)
4. Typically, the schedule would run from top to bottom or right to left in an English-speaking country but put the pictures in an order that works for your learner and family/culture/community.
5. You can set the schedule for the full day or break it down into smaller segments.
6. It can be helpful to have a surprise card which you can use if there is a change in the schedule.