

## Mode and Direction Assessment for Designing Visual Schedules

Student: \_\_\_\_\_

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

### Mode Assessment Part 1 – Identifying:

1. Put out a minimum of a field of three items. Replace items to always maintain field of three. May need to change order so that they are not always the same
2. Ask student to “point to” or “give/hand me” or “which one do you drink from” (need to be aware of student’s cognition and receptive comprehension). Start with objects, color photo, B&W photo, color line drawing, B&W line drawing, and then written word (going from concrete to abstract).
3. Record (+/-) responses.
4. Identify which mode was identified the most accurately.

Mode \ Item	Object	Color Photo	B&W Photo	Color Line Drawing	B&W Line Drawing	Word
Ball						
Cup						
Glasses						
Pencil						
Spoon						

Comments:

### Mode Assessment Part 2 – Matching:

1. Identify which of the modes student was the most successful with in part 1: \_\_\_\_\_.
2. Put out a minimum of a field of three of mode identified in Part 1, item 4.
3. Ask student to “match.” Choose another mode to see if they can match (i.e., place B&W photos on the table and ask them to match the written word or a combination of other modes).
4. Record (+/-) responses.

Mode \ Item	Object	Color Photo	B&W Photo	Color Line Drawing	B&W Line Drawing	Word
Ball						
Cup						
Glasses						
Pencil						
Spoon						

Comments:

**Mode Assessment Part 3 – Color Identification**

1. Place the colored shapes out so that you have one of each color (white, black, blue, red, orange, yellow, green). You may start with a smaller field (replace items so that the field remains the same size).
2. Ask student “point to” or “give/hand me the green one”
3. Record (+/-) responses

Color	White	Black	Blue	Red	Orange	Yellow	Green
Response							

Comments:

**Mode Assessment Part 3 – Shape Identification**

1. Place the same color of various shapes on the table (i.e., red square, red circle, red triangle, etc)
2. Ask student to “point to” or “give/hand me the circle”
3. Record (+/-) responses

Shape	Square	Circle	Triangle	Star
Response				

Comments:

**Direction Assessment:**

1. Lay out items (i.e. edibles, preferred objects, or materials used in Mode Assessment)
2. Let student know that when you are done they can play with, eat, etc (whatever is appropriate for the items that you are using)
3. Lay out the items (3-5) in a row (top-to-bottom)
4. Ask student to “take the first one” (if they correctly take the first then say “take the next one”)
5. Repeat for left-to-right
6. If there is no strong preference place the items in a “+” (top-to-bottom and left-to-right)
7. Ask student to “take the first one”

Direction	Left-to-Right	Top-to-Bottom	+
Results			
Comments:			

**Envelope Test:**

1. Place an envelope with a visual on top
2. Hand the student the matching visual and tell them to “match”
3. Record response.

	Matched on top
	Inserted into envelope
	Placed to the right of the envelope
	Placed to the left of the envelope
	Placed to the top of the envelope
	Placed below the envelope
Comments:	

# DAILY SCHEDULE

The daily schedule visually tells the person what activities they will be doing throughout their day. The daily schedule teaches the person the concept of discrete events and the difference between activities.

The daily schedule teaches people how to anticipate events; how they know what is next. Each person should have a way to manipulate the daily schedule to indicate the activity is finished.

Complete this sheet based upon the assessment information to determine what type of schedule your student will use.

• **LOCATION:** \_\_\_\_\_

• **TRANSITION CUE:** \_\_\_\_\_  
This is the visual cue that takes them to their daily schedule.

• **MODE:**

- Object:
  - regular size
  - miniature
- Photographs
  - Color
  - black & white
- Line drawings
  - color
  - black & white
- Written word:
  - Single
  - Multiple words
  - sentences
- Combination: \_\_\_\_\_  
& \_\_\_\_\_

• **DIRECTION:**

- Top-to-bottom
- Left-to-right

• **LENGTH:**

- Part day schedule
- Whole day schedule
- Portion of day where extra visual structure is needed: \_\_\_\_\_
- Number of cues to be presented at one time: \_\_\_\_\_

• **PLACES TO GO:**

Place to go/Rooms

Visual

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