




Visual Schedule Planning Form

Key Questions:	Describe or draw:	Restructure:
What is the form of the visual cue? <input type="checkbox"/> Object (Functional or representational) <input type="checkbox"/> T.O.B.I. <input type="checkbox"/> Photo <input type="checkbox"/> Icon/Line drawing <input type="checkbox"/> Written (word, phrase, sentence) <input type="checkbox"/> Combination		
How much of the schedule will be displayed (length of the schedule)? <input type="checkbox"/> 1 item at a time <input type="checkbox"/> 2-4 items at a time <input type="checkbox"/> ½ day <input type="checkbox"/> full day		
In what order will the schedule be presented? <input type="checkbox"/> 1 item at a time <input type="checkbox"/> left-to-right <input type="checkbox"/> top-to-bottom		
How will the student manipulate the schedule? <input type="checkbox"/> Carry object to location <input type="checkbox"/> Carry visual cue to match at location <input type="checkbox"/> Turn over or flip visual cue on schedule as completed <input type="checkbox"/> Mark or check off visual cue on schedule as completed		
Where will the schedule be located? <input type="checkbox"/> Staff presents student with schedule info. (object, photo, etc.) <input type="checkbox"/> Schedule is posted in transition area <input type="checkbox"/> Portable schedule is carried by student		
How will the cue be presented to the student?		

<ul style="list-style-type: none"> <input type="checkbox"/> Staff brings schedule info. to the student (object, photo, etc.) <input type="checkbox"/> Student moves to posted schedule when given a visual transition cue (color-coded name card, etc.) <input type="checkbox"/> Student is directed by staff to obtain portable schedule and check it 		
<p>How will the student transition to the next activity?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student carries object given to him/her by staff and uses it in the scheduled activity <input type="checkbox"/> Student carries object given to him/her by staff and puts it in a receptacle or tub at the location of the activity upon arrival <input type="checkbox"/> Student carries a photo or icon given to him/her by staff to the designated location and puts it in a pocket or envelope with a matching cue to signify arrival <input type="checkbox"/> Student using a posted schedule accepts a "check schedule" cue card and carries it to his/her schedule. Student puts cue card into a pocket or envelope, pulls off the next card on the schedule and carries it to the designated location where he/she puts it into an envelope or pocket to signify arrival <input type="checkbox"/> Student using a written, portable schedule carries the schedule to the intended location and marks off the visual cue by drawing a line through it, 		

<p>checking it off, folding a tab over it, etc.</p>		
<p>How will the student know when each part of the schedule is finished?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student with object used in activity arrives and participates with object to signify completion <input type="checkbox"/> Student with object representing activity puts object in tub or receptacle to signify arrival at scheduled activity <input type="checkbox"/> Student with photos/icons place photo/icon in an envelope or pocket with matching cue at the scheduled location to signify arrival <input type="checkbox"/> Students with a written, posted schedule check off, draw a line through, fold a tab over, etc. to indicate completion <input type="checkbox"/> Students with a written, portable schedule check off, draw a line through, fold a tab over, etc. to indicate completion when they arrive at the intended location 		
<p>How does the schedule incorporate special interests of the student?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule incorporates high interest object/color/character <input type="checkbox"/> Transition cue incorporates high interest object/color/character <input type="checkbox"/> Preferred activities are placed before non-preferred activities <input type="checkbox"/> Other: 		

Visual Schedule Considerations	
Visual schedule is based on assessment.	
Type of schedule is individualized to the student's strengths and needs.	
Special interests (objects/characters/colors, etc.) were considered and incorporated into the schedule or transition cues.	
Type of schedule is appropriate for the student's age and ability level.	
Visual schedule answers the questions of "Where am I going?" and "What is next?".	

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