

Autism Initiative: Training Series

ACTIVITIES AND DISCUSSION QUESTIONS

Chapter 3.3: Part 2 – Schedules and Transitional Supports

Part 1: Review of Concepts

- *Schedules* are a visual way to communicate the general sequence of daily activities and upcoming events.
- The primary function of a schedule is to provide structure for daily events by indicating: what the current activity is, the time of an activity, and the order or sequence of future and past activities.

Part 2: Discussion Questions for Staff

1. *What are the prerequisite skills needed for someone to use a schedule?*
 - **Answer:** To use a visual schedule individuals must be able to:
 - Identify a picture from its background
 - Match identical objects to each other
 - Make picture to object correspondence
2. *What are the main differences between group and individual schedules?*
 - **Answer:** A group schedule indicates the general sequence of activities and events that the whole group follows throughout the day. An individual schedule is for an individual that indicates personal activities and events.
3. *What are some ways that a schedule can be constructed?*
 - **Answer:** Photographs, objects, icons/images, written words or phrases. Using checklists with check boxes is another way to make a schedule.

Part 3: Resources for Developing Visual Schedules

To help with developing and teaching a schedule, the following references may be of use:

- Cohen, M. J., & Sloan, M. A. (2007). *Visual supports for people with autism: A guide for parents and professionals*. Maryland: Woodbine House.
- Ganz, J. B. (2007). Classroom structuring methods and strategies for children and youth with autism spectrum disorders, *Exceptionality*, 15(4), 249-260.