

# *Autism Initiative: Training Series*

## **Module 3: Skill Development and Learning for Life Chapter 3.3: Additional Supports for Skill Development**

### **Part 2: Schedules and Transitional Supports**

#### **Self-Assessment of Material**

1. What is a schedule?
  - a. A list of tasks designated to another individual.
  - b. A visual means of communicating a general sequence of daily activities.
  - c. A visual means of communicating which tasks are the most important.
  
2. Which of the following are the 3 prerequisite skills required for schedules (select all that apply)?
  - a. Identifying a picture from its background.
  - b. Matching identical objects.
  - c. Verbally labeling each event.
  - d. Matching a picture with a corresponding object.
  - e. Matching a picture with its corresponding background.
  
3. Group schedules are:
  - a. Meant to provide information about choices for an upcoming event.
  - b. A schedule that indicates the general sequence of activities or events for the group.
  - c. A schedule that lists all the activities for each individual in the group separately.
  - d. Meant to indicate how individual schedules will fit with the group agenda.
  
4. Which of the following are types of group schedules (select all that apply)?
  - a. Photographic
  - b. Panoramic
  - c. Checklists
  - d. Auditory
  
5. TRUE or FALSE: An individual schedule is a schedule for an individual that provides information regarding upcoming activities.
  - a. True
  - b. False
  
6. Which of the following are NOT types of individual schedules (select all that apply)?
  - a. Auditory
  - b. Checklists
  - c. Icon
  - d. Dynamic