Using a Velcro Based Visual Schedule

Male Velcro Symbols

Laminated Card Stock Strip

Female Velcro

Ziplock "All Done" Bag

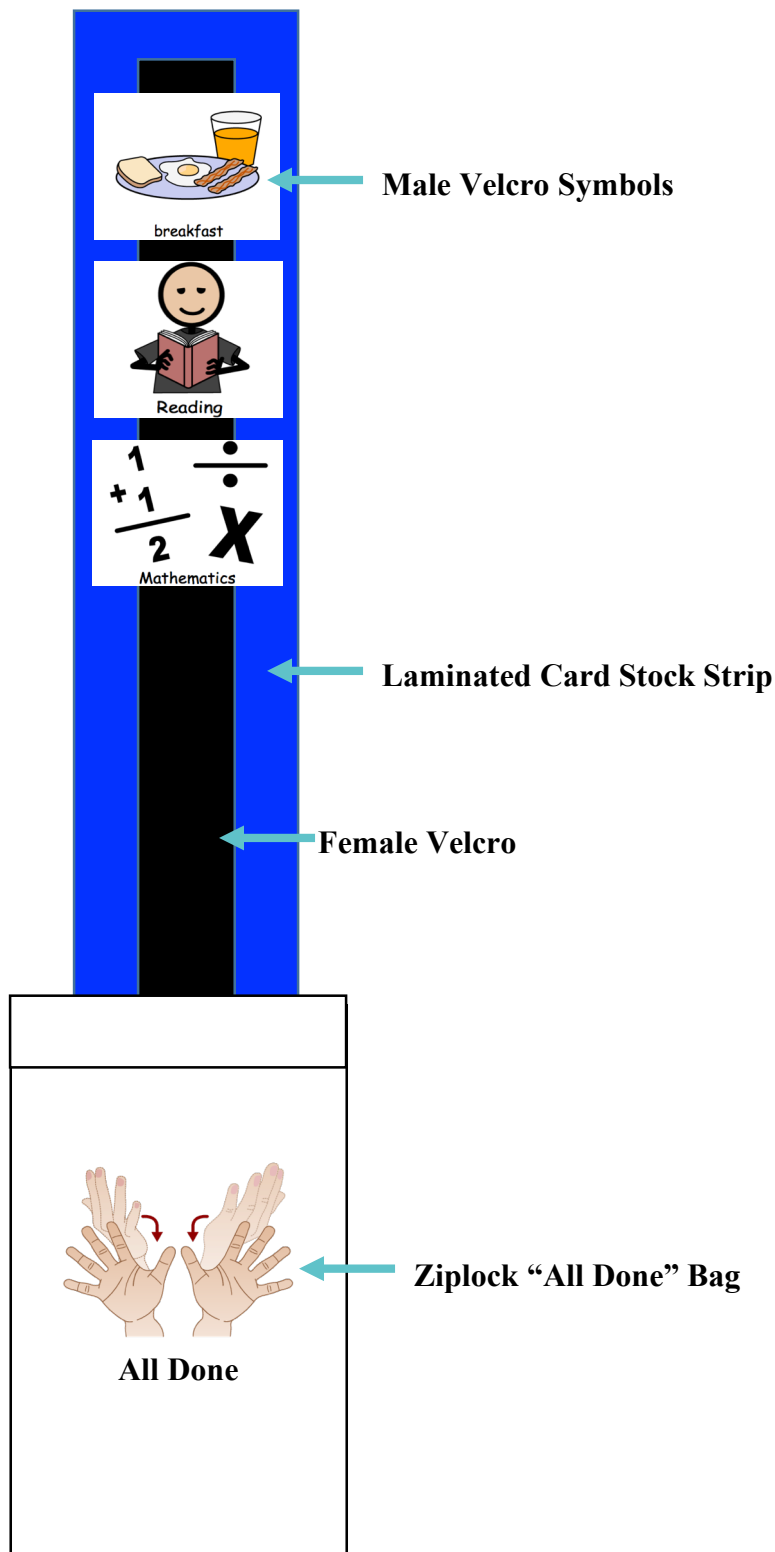**All Done**

Visual Schedule Procedure

1. The student's visual schedule should be built at the beginning of the day and include all major events. A *Something Different* icon should be used for events that do not have a visual representation.

2. After the student has completed the activity, they should remove the icon and place it in the "All Done" bag at the bottom of the schedule strip.

3. After removing the completed activity, the student should reference the schedule and identify "What's next?"

4. This process should be repeated for each activity throughout the day.

Implementation Tips

- The student should carry their visual schedule with them at all times.
- The student should interact with the schedule, removing completed activities.
- Activities can be adjusted, but adjustments should be limited.
- If a student is overwhelmed by a visual schedule, it is okay to reduce the amount of visual stimuli by displaying only a few icons, dividing morning and afternoon activities onto two strips, or using a First and Then Board.

Using a First and Then Board

First

Reading
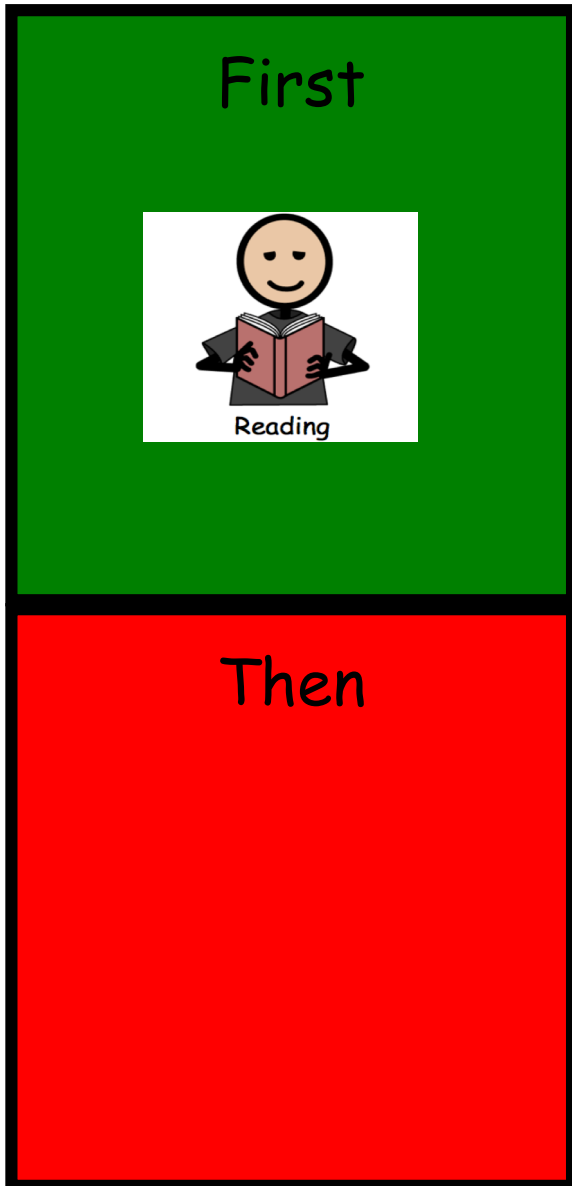
Then

A First and Then Board breaks down the complexity of a daily visual schedule into a predictable sequence of events. Often times, a First and Then Board is used to present a single demand (First) followed by a highly preferred activity (Then).

First and Then Board Procedure

1. Place the demand (activity) that the student needs to complete in the "First" box.

2. Place the student's selected reinforcement choice in the "Then" box.

3. Present the activities using the following framework: "First _____, then _____."

4. If the student struggles or is not engaged with the activity, represent the board using a verbal prompt: Remember, First _____, then _____."

Implementation Tips

- Verbal language should be limited to "First _____, then _____."
- A First and Then Board provides staff a way to both reduce visual stimuli and reduce the amount of negative reinforcement provided to students when they are choosing not to engage with a non-preferred activity.