How~To Templates

Visual Schedules

Individuals with an ASD sometimes have difficulties with sequential processing (i.e., learning the order of events). These difficulties with sequential processing may results in individuals becoming anxious or overwhelmed in certain situations, which in turn may lead to problem behaviors. In contrast, individuals with ASDs often have strengths in visual processing. As a result of this strength, the use of visual schedules can help the individual better understand expectations, thus reducing the likelihood of negative behaviors.

A visual schedule is a line of pictures, objects, or words that represent each major transition during the day. Some people worry that by adding a schedule to an individual's day, it reduces the individual's ability to be flexible. In reality, the opposite is true. By implementing a visual schedule, individuals generally are less dependent on having the same daily routine ongoing because the schedule itself provides the stability and routine s/he needs. Individuals can better handle changes to routine when they have schedules because they know that, regardless of the precise activities reflected, they can always determine what will happen next and get information by checking their schedule.

There are a variety of visual schedule formats available. Individuals should always be actively involved in monitoring his/her schedule (e.g., peel off completed activities, check off boxes for activities).

There are a variety of activity schedule formats available (e.g., picture, word, pull-off, check off). For details on each format, refer to the information for visual schedules on this website.

How Do I Make a Visual Schedule?

1. Break the individual's day into several steps represented by pictures or words
2. Be conscious of details (include even minor steps as needed for the individual)
3. Represent each activity so the individual knows what is expected (even periods like free time and break)
4. Determine the best visual format for the individual based on skills (motor, reading, attention to detail, etc.), developmental level, interests, distractibility, and functionality
5. Determine how the schedule will be used to indicate which activities are completed and which remain to be done as well as how the individuals will transition to and from the schedule (e.g.., transition strips, transition pockets, finished pockets on schedule, mobile schedules)
6. Added details in making these format decisions are provided below in the sections regarding specific types of schedules.
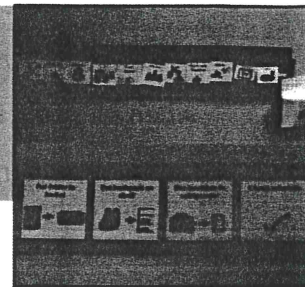
Also, check out...

How-To Video: First-Then Board

How-To Template: Activity Schedul
How-To Template: First-Then Board

Kid's Corner Series:
Life with ASD Series
Academia Series
Strategies in Practice Series

View/download these and other templates at www. HANDSinAutism.org/tools/HowToTemplates.html

Materials provided are samples only!
They may need to be individualized to meet the particular needs of a person with an ASD!

To Make a Pull-Off Schedule

1. Cut out the pictures provided here (or write/draw your own based on the needs of the individual you know)
2. Laminate the schedule cards, if possible
3. Cut a rectangular piece of poster board so it is large enough for multiple activities to be listed (e.g., 8-12).
4. Place Velcro on the poster board in a straight line.
5. Use Velcro to place pictures or words on poster board

Schedule Template (not to scale)

Picture Schedules

| Velcro picture here |
| Velcro picture here |
| Velcro picture here |
| Velcro picture here |
| Velcro picture here |

Check-Off with Pictures Schedules

My Schedule

□	Put picture card here
□	Put picture card here
□	Put picture card here
□	Put picture card here
□	Put picture card here
□	Put picture card here