

Using Visual Schedules to Expose and Reinforce Core Vocabulary

Words Represented with Pixons[®]

By Gail M. Van Tatenhove, PA, MS, CCC-SLP

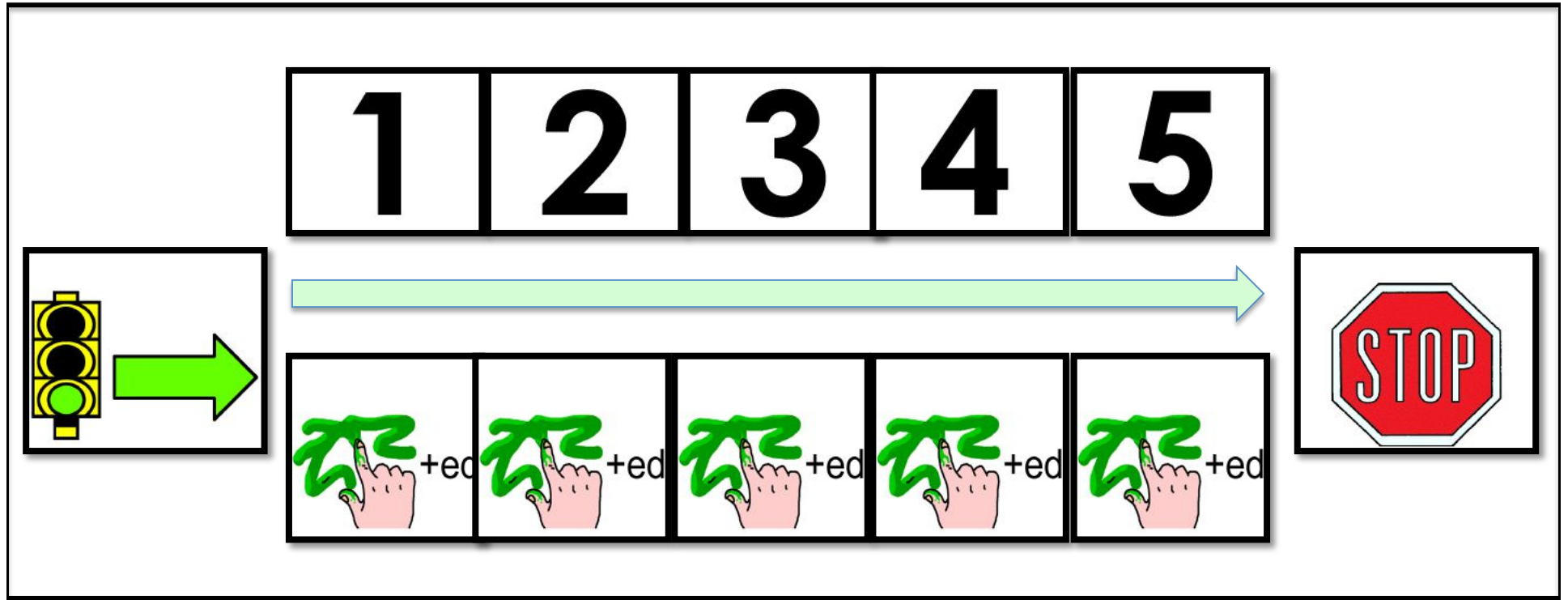
The 411 on Visual Schedules

- Visual schedules are typically designed to help a student participate in a step-by-step activity and/or transition from one activity to another. Using visual schedules might promote more student independence with a task, regulate attention or behavior, and/or define a beginning-middle-end to a learning activity.
 - Typically, visual schedules focus on words for specific objects and/or actions rather than core vocabulary.
 - This document provides 3 examples of how visual schedules can (1) expose the person to and (2) reinforce the use of **core vocabulary**.
 - Count-Down Board
 - All Done Puzzle
 - My Schedule & Activity Report
- Carole Zangari and Robin Parker have written about visual schedules at PrAACtical AAC (an AAC blog.) If you are unfamiliar with the concept or application of visual schedules, you are advised to go to the website for more information on the subject of visual schedules.
- There are also apps that you can use to create visual schedules, some which can include audio and video supports. Any of these paper materials can be used in conjunction with apps if you apply some creativity.

Count-Down Board 1: Go vs. Stop

- Use this board to count-down time in a 5-minute learning activity, contrasting the concepts **go** vs. **stop**. Say “It’s time work. Ready, set, **go**” and point at **go** to start the activity.
- After 1 minute passes, say/model “you **did 1** minute.” Remove the **did** Pixon and move it over to cover up the #1.
- Continue until the 5 minute task is over and you have moved each **did** Pixon over a number.
- Then say “you **did 5** minutes of work. You can **stop**.” Point at the **5/did** and **stop**.

Go vs. Stop Count-Down Board



Count-Down Board 2: Do vs. All Done

- Use this board to count-down time in a 5-minute learning activity, contrasting the concepts **do** vs. **all done**. Say “It’s time to do your work. Point point at **do** to start the activity.
- After 1 minute passes, say/model “you **did 1** minute.” Remove the **did** Pixon and move it over to cover up the #1.
- Continue until the 5 minute task is over and you have moved each **did** Pixon over a number.
- Then say “you **did 5** minutes of work. You are **all done**.” Point at the **5/did** and **all done**.

Do vs. All Done Count-Down Board

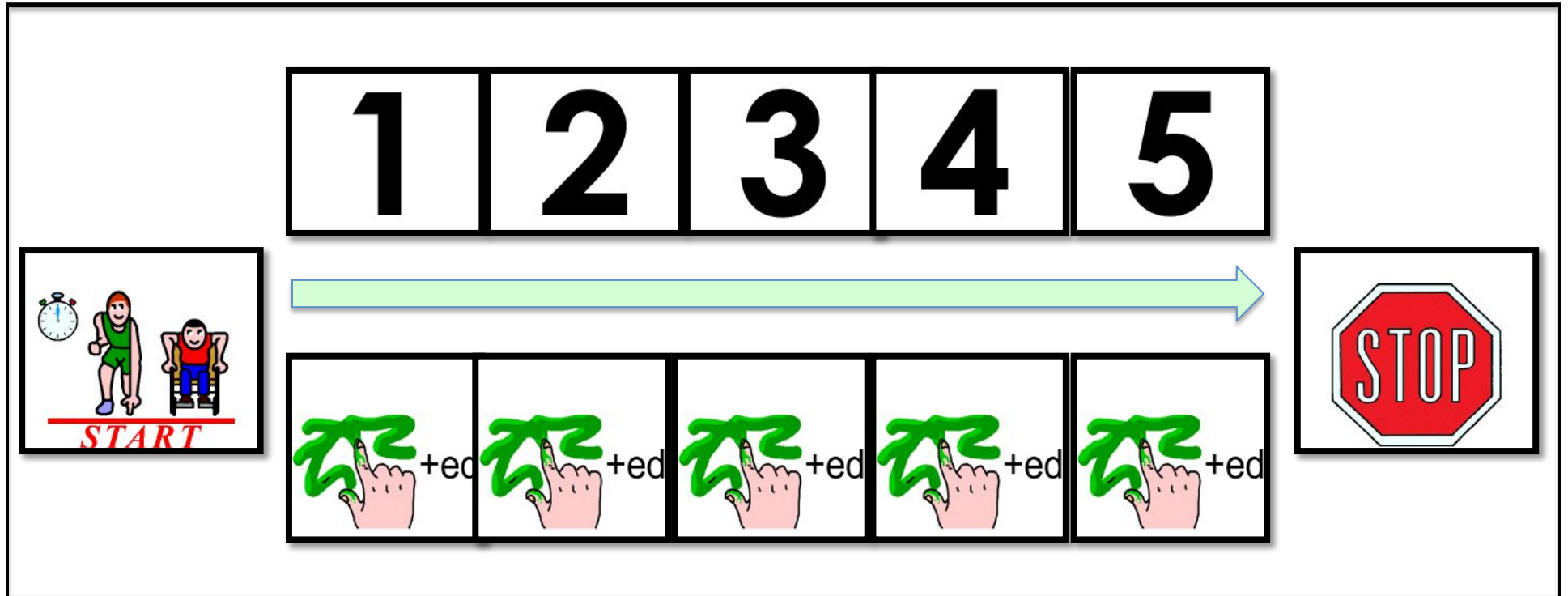
The image shows a visual counting board for the 'Do vs. All Done' activity. It consists of the following elements:

- Top Row:** Five numbered boxes labeled 1, 2, 3, 4, and 5.
- Middle Row:** A long green arrow pointing from left to right, positioned above a row of five boxes. Each box contains a hand with a green dot on the index finger and the word "do" written in green.
- Rightmost Box:** A red octagonal stop sign with the word "STOP" in white, with a hand pointing to it.

Count-Down Board 3: Start vs. Stop

- Use this board to count-down time in a 5-minute learning activity, contrasting the concepts ***start*** vs. ***stop***. Say “It’s time to ***start*** work. Point at ***start*** to start the activity.
- After 1 minute passes, say/model “you ***did 1*** minute.” Remove the ***did*** Pixon and move it over to cover up the #1.
- Continue until the 5 minute task is over and you have moved each ***did*** Pixon over a number.
- Then say “you ***did 5*** minutes of work. You can ***stop***.” Point at the ***5/did*** and ***stop***.

Start vs. Stop Count-Down Board



All Done Schedule Directions

- Use the Pixon® for *all done*, which is designed as a 4-piece puzzle, to mediate steps in a 4-part schedule. It can be used in conjunction with any activity or visual schedule to mark when a step in the schedule has been completed.
- Print out/laminate the *all done* Pixon® and the Schedule Steps grid. Cut apart the *all done* Pixon® along the puzzle lines, into 4 pieces.
- Using the Schedule Steps grid, attach (with Velcro®) the puzzle pieces to the corresponding blank squares. As the person completes each step in the activity, move & attach (with Velcro®) the piece to the corresponding puzzle location to the left, moving left to right, top to bottom. Say “you are *done*” with that step.” When the schedule is completed, move the last piece and say “you are *all done*.”
- A larger version of this template is on the additional pages and can be used to make a larger, square visual schedule or one that is aligned in a different configuration (e.g., horizontal, vertical, etc.). Horizontal schedules are good for step-by-step linear activities, while vertical schedules are good for a schedule of specific activities, like a To Do list.
- For schedules with fewer or more than 4 steps, cut the Pixon® puzzle into the necessary number of pieces and make the blank Schedule Step grid.

Pixon for *all done*



Four-Part Schedule Steps



Empty rectangular box for the first step of the schedule.

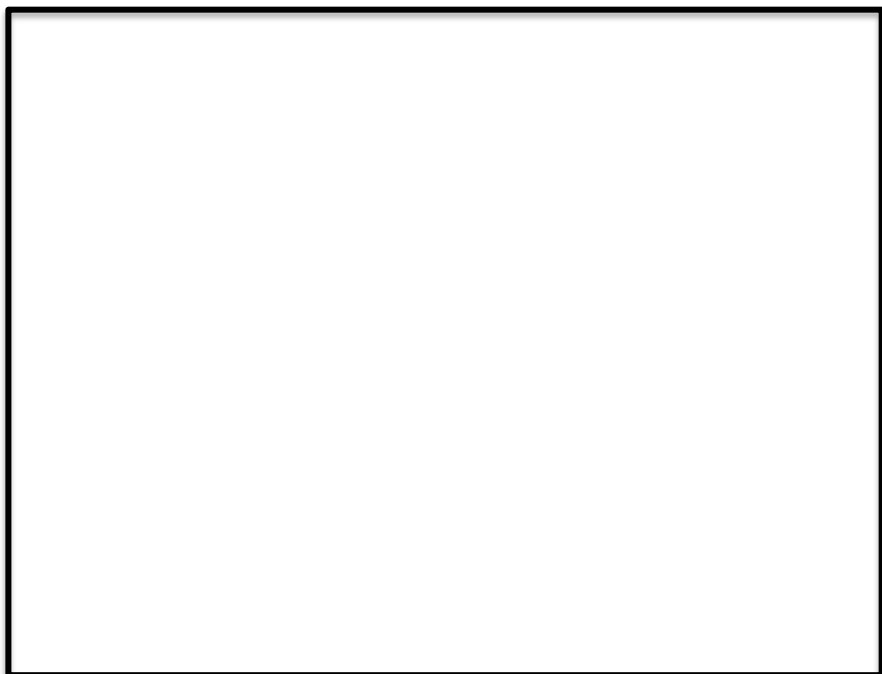
Empty rectangular box for the second step of the schedule.

Empty rectangular box for the third step of the schedule.

Empty rectangular box for the fourth step of the schedule.



Large Pixon[®] for *all done*



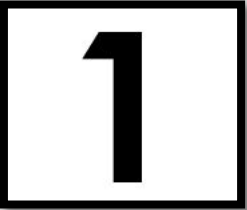
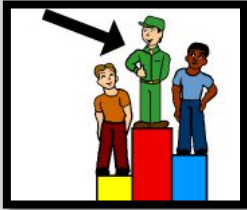


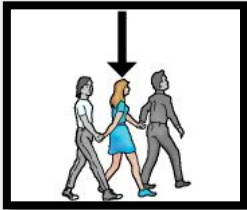
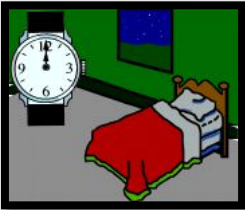

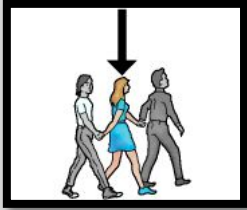


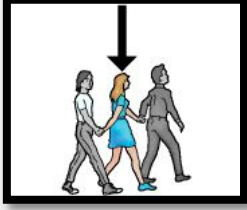


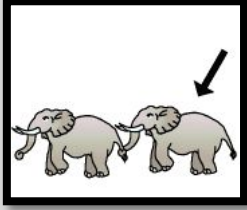
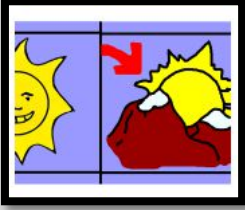
Commenting / Discussing An Agenda

- My Schedule & Activity Report is a chart with room for five activities. It allows the person to exercise control and decision making about what and when to do something. The first column is for the activity. The second column is for a time concept. The third column is for a comment after the activity is completed.
- Add pictures or printed words for the person's activities in column one of the chart.
- Use the Time Option Words pictures to determine when to do something and add to the chart.
- Use the Comment Words pictures to comment on the activity after it is over. The goal is for the person to self-evaluate (as able) and comment on his/her work. But it can also be used for the communication partner to provide feedback on the person's performance.
- To document or share the information with others, take a photo of the completed chart on your phone or tablet (e.g., iPad).


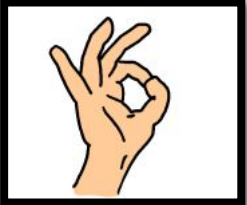
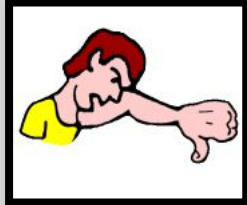

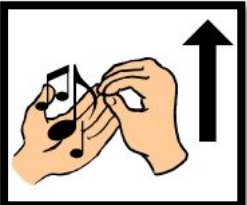


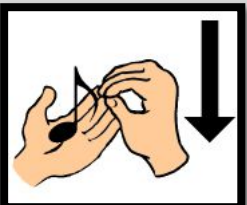

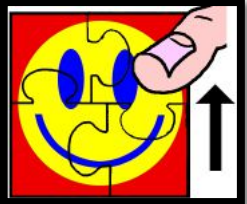

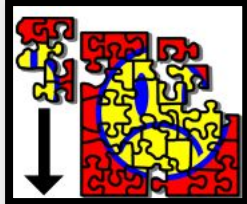
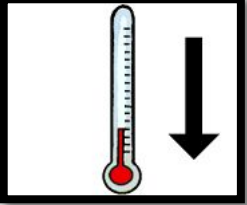

My Schedule & Report

WHAT I WILL DO:	WHEN I WILL DO IT:	HOW IT WAS:

Time Option Words

Order		Order		Importance	
first		first		now	
second		next		later	
third		next		never	
fourth		next		tonight	
fifth		last		tomorrow	

Comment Words

Positive Experience	Effort / Neutral	Negative Experience
good 	okay 	bad 
great 	more than before 	trouble 
fun 	less than before 	boring 
easy 	tried 	hard 
cool 	almost 	problem 