Guidelines for Activity Schedules

What is an activity schedule?

**□** It is a set of pictures or words that cues someone to engage in a sequence of activities

□ Can be detailed

 - breaking a task into separate parts

□ Can be general

 - using one picture/symbol to cue a learner to perform an entire task/activity

The Goal

□To enable learners to perform tasks and activities without direct prompting and

 guidance by adults.

Using Materials

□ Identify already mastered activities

 - activities should have clear beginning and end for activity schedules (e.g., puzzles have pieces that

 fit in each spot, beads are finished after the last bead has been strung, etc.)

Preparing a Schedule: What to do?

□ Select activities

□ Take pictures

□ Prepare materials

□ Identify/prepare rewards for completion of the schedule

□ Arrange the space around the house for your learner to complete the schedule (e.g., set them up at a table with a chair, with the prepared schedule on the table and the activities organize in bins/spaces around them)

Selecting Activities

□ Choose activities the learner can do independently without any verbal or physical guidance

□ End schedule with a snack/play activity that is enjoyable and is not available at other times

□ Package materials so they are easy to access

 - plastic dishes/baskets, shoe boxes

Types of Activities

-Shape sorters -Peg boards

-Picture lotto -Dot to dot

-Insert puzzles -Music on

-Color matching games tape

-Threading beads -Drink

-Nesting cups -Cup of chips

-Pop up toys -Picture books

-Hammer balls

Taking and Inserting Pictures

□ Only take picture of the item/activity (nothing else should show in the background)

 - avoid confusing & distracting objects/events

 - photograph against a plain background

 - no people in pictures

Setup

□ Identify appropriate setting

□ Make materials easily accessible

□ Sequence materials in a left to right progression

□ Put materials within reach of learner

□ Ample space to return materials (i.e., bookcase, shelf)

Preparing to teach schedule

□ Arrange materials

□ Prepare rewards

□ Give initial instruction

□ Provide manual guidance, if necessary, while avoiding talking

□ Deliver rewards

Instruction

□ Present one direction (“Do your work” or similar statement)

□ Present only one time

□ Do not interact with learner throughout completion, other than to provide manual guidance, if necessary

Manual Guidance

□ Present initial instruction

□ Step behind learner

□ Guide learner to do all activities

□ Provide only enough guidance to prevent errors

□ DO NOT TALK TO LEARNER!!!

□ Touch the learner’s hands, arms, shoulders *if necessary* (e.g., to complete a task/part of a task

□ Guide them, if necessary, while always following through with each task

□ Assess

 - Observe learner as she/he performs tasks

 - Put your hand over hers/his to help

Accepting Manual Guidance

□ Teach if she/he resists manual guidance

 - observe type of physical contact she/he enjoys

 - introduce a small amount of manual guidance each time you interact

 - pair manual guidance with preferred toys/items

 - use maximum amount of manual guidance that your learner will tolerate

Delivering Rewards

□ Deliver frequently

□ Deliver only when learner is engaging in appropriate behaviors