

**ROCHESTER REGIONAL CENTER FOR AUTISM
SPECTRUM DISORDERS**

SELF-STUDY GUIDE

CD TRAINING SERIES – Volume 1

**DAILY VISUAL SCHEDULE
BY**

Caroline I. Magyar, Ph.D.

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INTRODUCTION

The DAILY VISUAL SCHEDULE CD is one in a series of training CD's developed, produced and distributed by the Rochester Regional Center for Autism Spectrum Disorders, University of Rochester. This product is designed for community education specific to the assessment and treatment of individuals with an autism spectrum disorder. Information provided at the time of this production is based on the best available evidence for effective assessment and treatment practices in autism spectrum disorders. This CD is provided for informational purposes only.

PURPOSE

The purpose of this CD is to assist viewers caring for or educating individuals with an autism spectrum disorder to acquire the skill of assessing for and developing a DAILY VISUAL SCHEDULE. This CD is designed for self-study by viewers.

DISCLAIMER

The CD or its associated training materials ("Materials") are designed to help viewers develop effective teaching strategies for children with an autism spectrum disorder. The technical application of any of the information or guidance contained in the Materials may vary widely based on the specific facts involved and are not an exhaustive resource on the topic covered in the Materials. Therefore, the Materials should not be used as a substitute for professional assessment and judgment. Although the information is believed to be accurate and reliable, all Material is provided "AS IS" WITHOUT WARRANTIES OF ANY KIND, EITHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO, MERCHANTABILITY, NON-INFRINGEMENT OR FITNESS FOR A PARTICULAR PURPOSE. The University of Rochester shall not be liable for any damages, including direct, indirect, special or consequential damages, which may arise out of the use of these Materials.

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Daily Visual Schedule

What it is & How to do it

By

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LEARNING OBJECTIVES

- Increase **knowledge** of how a daily visual schedule can assist an individual with an autism spectrum disorder to be more independent
 - Learn the process for **assessing** the need for a daily visual schedule
 - Learn the steps to **developing** a daily visual schedule
 - Learn how to **teach** following a daily visual schedule
 - Learn how to **evaluate** independent schedule following behavior

NOTES:

Pre-Training Knowledge Questionnaire

Test Your Knowledge

- Turn to page 29, Appendix A, of your SELF-STUDY guide.
- Complete the PRE-TRAINING knowledge questionnaire.
- Pause the CD while you complete the questionnaire.

Pause CD

LEARNING OBJECTIVE

Identify how a Daily Visual Schedule can support an individual with an autism spectrum disorder

Why is a Daily Visual Schedule an Effective Environmental Support for an Individual with an Autism Spectrum Disorder?

- Schedules establish **routines**
 - Predictability
- Schedules allow individuals with ASD to become more **independent**
 - Make clear expectations, obligations, commitments, and activities to be accomplished
- Schedules allow individuals with ASD to become more **self-sufficient**
 - Choice making
 - Self-determination
- Schedules create **framework** for the individual to engage in social interaction

NOTES:

LEARNING OBJECTIVE

Learn how to assess the need for a Daily Visual Schedule

Is a Daily Visual Schedule Appropriate for *All* Individuals with an Autism Spectrum Disorder?

Assessing Need & Readiness

Answer the Following Questions:

- Does the individual need assistance with independent routine following, task completion?
- Can he/she discriminate a visual cue from the background?
- Can he/she match object to object?
- Can he/she match picture or word to object?
- Will the individual allow someone to initially assist him/her to develop and/or use the schedule?

Pause the CD and review the *Inventory of Need Form* on page 30, Appendix B.

KEY POINTS

- need to assess for pre-requisite skills
- need to determine if the individual requires a daily visual schedule

LEARNING OBJECTIVE

Identify the steps to developing a Daily Visual Schedule

Once You Have Determined That a Daily Schedule Would be Beneficial to an Individual *What Do You Do Next?*

- Identify the sequence of activities to be performed
- Label each of the activities
- Select the format for each schedule
 - Potential Formats:
 - Objects, Pictures or Symbols, Picture/Symbol-Word, Word only, Combination
 - Potential Alignments:
 - Horizontal (left to right) or vertical (top to bottom) layout
 - Location:
 - Location chosen based on access and ease of use
- Identify a reinforcement system (if necessary)

TURN TO PAGES 31 & 32, Appendix C & D OF YOUR SELF-STUDY GUIDE. There you will find the SEQUENTIAL ANALYSIS FORM AND PLANNING WORKSHEET.

Complete these forms as directed.

Press Pause Now

LEARNING OBJECTIVE

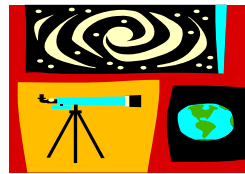
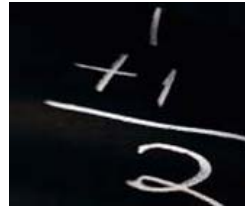
Identify the various options you have to choose from in format and alignment

EXAMPLES OF SCHEDULES

- **Formatting Examples**
 - Objects
 - Pictures or Photos
 - Symbols
 - Written
 - Combination
- **Alignment Examples**
 - Vertical
 - Horizontal

NOTES:

Example: Symbol Format & Vertical Alignment



FORWARD TO THE NEXT SLIDE

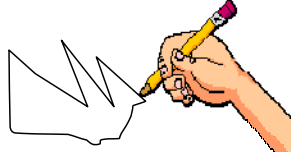
Example: Written Word Format & Vertical Alignment

Schedule for Monday, October 5th

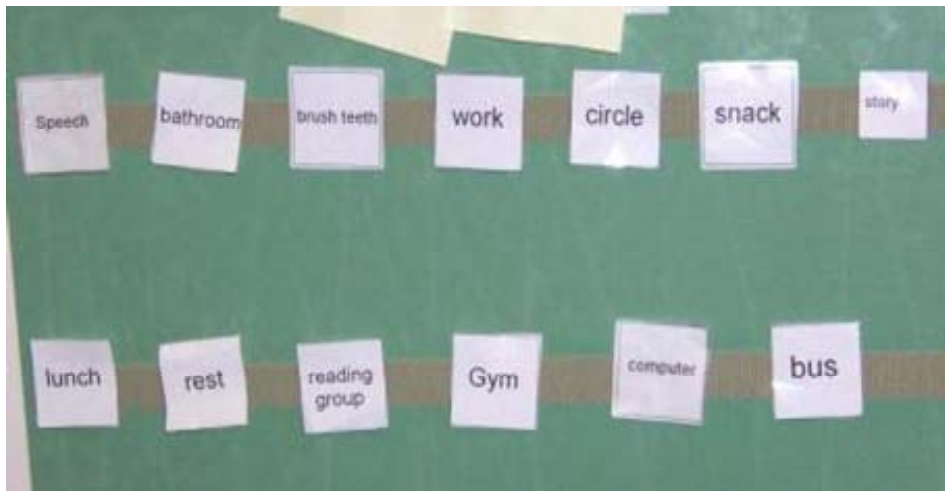
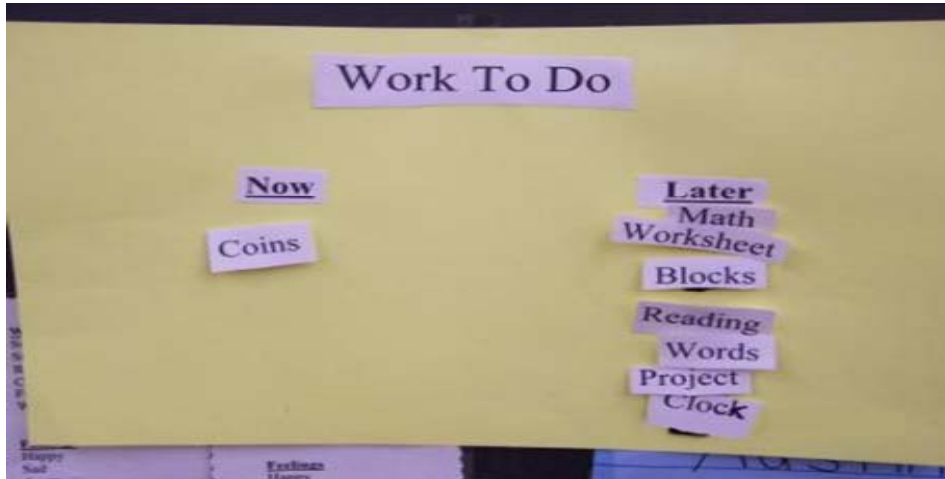
- Homeroom
- Science
- Resource Room
- Math
- Lunch
- Nurse
- Social Studies
- ELA
- Resource Room
- Home

FORWARD TO THE NEXT SLIDE

Examples:



FORWARD TO THE NEXT SLIDE



FORWARD TO THE NEXT SLIDE

SCHEDULE

Look at a Book



Matching Game



Number Activity



Take a Break!

Memory Game



Drawing Task



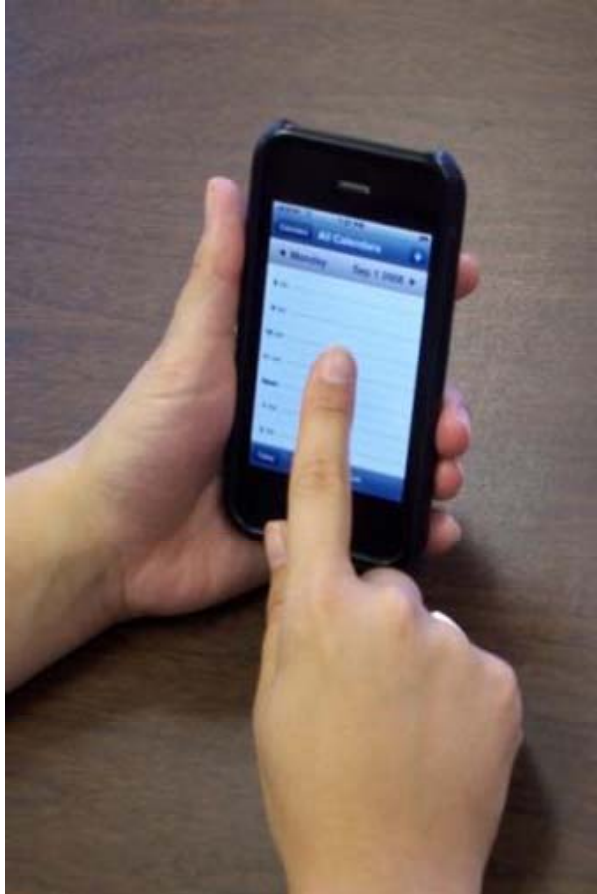
Block Task



All Finished!



FORWARD TO THE NEXT SLIDE



September 1st, 2008

Monday



7AM	Breakfast	<i>AM NOTES</i>
8AM	Verify paycheck against bank deposit online Pay Rent, electric, phone online	
9AM	Shower, Pack Lunch Catch Bus to Campus 9:45	
10AM	Meet with BIO TA Jason Smith to discuss Semester planning (Fever's Hall Rm 607)	
11AM		
12PM	Review syllabi and work on assignment for AH	<i>PM NOTES</i>
1PM	201 and MTH 300 DUE WEDNESDAY Catch bus home 1:55	
2PM		
3PM	Take bus to Art Museum for extra credit lecture Bus at 3:15 Lecture begins at 4:30	
4PM	4:30 Lecture at Art Museum downtown (\$5.00)	
5PM	Take 5:55 bus home – get off at Central Street	
6PM	Stop at Corner/Central Mart for Milk/Cereal/Chicken Broth Dinner: Recipe in rolodex	
7PM		
8PM		
9PM		

FORWARD TO THE NEXT SLIDE

LEARNING OBJECTIVE

Identify considerations in setting up the schedule

Now That I Have Planned The Schedule, What Do I Do Next?

- Develop the materials
- Assemble the schedule
- Determine the location for each of the schedules
- Review the schedule(s) with the individual and revise as necessary

NOTES:

Tip: Remember that the materials, format and location of where you place the schedule should be determined based on your assessment of the **individual's needs** and abilities, and **the situation and context** in which the individual will use the schedule.

LEARNING OBJECTIVE

Identify methods for teaching the schedule

How Do I Teach the Individual to use his/her Schedule?

- There are 2 general methods for teaching schedule following
 - Direct Instruction: verbal instruction & modeling
 - Shadowing with Graduated Guidance and Spatial Fading
 - Review schedule when first establishing it, but
 - **NO TALKING WHEN TRAINING!!!**

NOTES:

LEARNING OBJECTIVES

Identify the method of direct instruction

Examples *Direct Instruction*



Review the schedule; verbal instruction with gesture and prompt.



Provide the individual the opportunity to independently review the schedule.



KEY POINTS

- Instructor instructs
- Student practices

Example *Direct Instruction*

Instructor Reviews... Individual Practices



LEARNING OBJECTIVE

Identify the method of Direct Instruction

Examples *Direct Instruction*



KEY POINTS

Instructor provides correction and feedback to assist the individual in learning his schedule

LEARNING OBJECTIVE

Identify the method of shadowing with graduated guidance and spatial fading

Examples

Shadowing with Graduated Guidance and Spatial Fading



KEY POINTS

- Note the distance between the instructor and the individual
- Note the relative placement of hand support as the instructor fades physical assistance
- No verbal prompts or instruction**

Examples

Shadowing with Graduated Guidance and Spatial Fading



KEY POINT

Adjust your position to maximize assistance with the least restrictive prompt

Examples

Shadowing with Graduated Guidance and Spatial Fading



NOTES:

LEARNING OBJECTIVE

Identify a method for evaluating progress

How Do I Know When the Individual No Longer Requires Assistance to Follow the Schedule?

- Evaluation is essential
- Start with a baseline assessment
 - Record which part of the task analysis/sequence the individual can complete independently or with a prompt
- Collect data each time the individual uses his/her schedule
- When the individual's performance reaches a predetermined criterion (e.g., $\geq 95\%$ total independence for 1 month) then fade assistance

Turn to page 31, Appendix C of your Self Study Guide for a Sample Sequential Analysis Form and Data Sheet

LEARNING OBJECTIVE

Identify the steps to developing and using a Daily Visual Schedule

Summary

Steps to Developing & Training a Daily Visual Schedule

- Assess
- Develop Schedule
- Train/Instruct
- Evaluate

Turn to page 32, Appendix D of your Self Study Guide to review a Planning Worksheet.

PRESS PAUSE NOW

Post-Training Knowledge Questionnaire

- Turn to page 33, Appendix E of your SELF-STUDY guide.
- Press pause now.
- Complete the POST-TRAINING knowledge questionnaire.
- Score both pre and post-training questionnaires using the answer key found on page 34, Appendix F of your SELF-STUDY guide.
- Compare your scores.
- Return to the CD for review if needed.

Thank you to the many supporters and contributors to this Training CD

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- S.U.N.Y at Albany, Center for Autism and Related Disabilities
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- Caroline I. Magyar, Ph.D., RRCASD Director; adult model
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Reference:

McClannahan, L.E., & Krantz, P.J. (1999). *Activity schedules for children with autism: Teaching independent behavior*. Bethesda, MD: Woodbine House.

Appendix A
Test Your Knowledge: DAILY SCHEDULE

Pre-Training Knowledge Questionnaire

Name: _____ Date: _____

Directions: for each question circle the best answer.

1. Individuals with ASD often benefit from a Daily Schedule because it:
 - a. Allows individuals with ASD to look at pictures
 - b. Establishes routines
 - c. Promotes independence in completing personal and social responsibilities
 - d. Answer choices b & c

2. All individuals with ASD can use a Daily Schedule?
True False

3. _____ is the procedure that needs to be completed prior to developing a Daily Schedule for a specific routine.
 - a. Sequential analysis
 - b. Step plan
 - c. Routine planning
 - d. None of the above

4. What are the primary methods used when teaching a Daily Schedule?
 - a. Verbal prompting until the individual follows the routine
 - b. Shadowing
 - c. Graduated guidance and spatial fading
 - d. Answer choices b & c

5. Performance data needs to be used to determine when the individual has reached independence in following his/her schedule?
True False

Do not Score.

Return to page 7 of your Study Guide.

Appendix B
Inventory of Need: Daily Schedule

Child/Adult Name: _____ Evaluator: _____ Date: _____

Directions: Read each question and answer based on your knowledge of the individual you are assessing. Follow teaching suggestions for determining what the individual's schedule needs are.

	SKILL	Y/N	Prompt Level	Teaching Suggestions
	PREREQUISITES			
1	Can he/she identify a <i>picture from the background</i> ?			If N=teach skill first If Y=assess #2
2	Can he/she identify <i>identical objects</i> ?			If N=teach skill first If Y=assess #3
3	Can he/she identify <i>picture-object</i> correspondence?			If N=teach skill & use <i>objects</i> in schedule If Y=assess #4
4	Can he/she identify <i>written word</i> object/picture correspondence?			If N=teach skill & use <i>pictures</i> in schedule (#4) If Y=assess #5
5	Does he/she allow physical/manual <i>assistance</i> to complete activities?			If N=teach improved tolerance for physical/manual assistance If Y=assess #6 & #7
	LEVEL OF INDEPENDENCE			
6	Does he/she <i>initiate</i> routines on his/her own without prompting?			If N=assess #8 If Y=assess #7
7	Does he/she <i>complete</i> routines on his/her own without prompting?			If N=assess #9 If Y=assess #10
8	If he/she requires <i>some prompting</i> to <i>initiate</i> routines, indicate the level of prompting he/she requires.		Few Moderate All the time (<i>circle best choice</i>)	Begin teaching at current prompt level using graduated guidance and spatial fading.
9	If he/she requires <i>some prompting</i> to <i>complete</i> routines, indicate the level of prompting he/she requires.		Few Moderate All the time (<i>circle best choice</i>)	Begin teaching at current prompt level using graduated guidance and spatial fading.
10	Does he/she start <i>new</i> activities or routines without prompting?			If N=assess #11 If Y=assess #12
11	If he/she requires <i>some prompting</i> to <i>initiate</i> new activities or routines, indicate the level of prompting he/she requires.		Few Moderate All the time (<i>circle best choice</i>)	Begin teaching at current prompt level using graduated guidance and spatial fading.
12	Does he/she complete <i>new</i> activities or routines without prompting?			If N=assess #13 If Y= <i>doesn't need daily schedule at this time</i>
13	If he/she requires <i>some prompting</i> to <i>complete</i> new activities or routines, indicate the level of prompting he/she requires.		Few Moderate All the time (<i>circle best choice</i>)	Begin teaching at current prompt level using graduated guidance and spatial fading.

PERFORMANCE CRITERIA: Y= greater than or equal to 90% of the time; N=less than 90% of the time

Return to page 9 of your Study Guide.

Appendix C
Sequential Analysis Form & Data Sheet: Daily Schedule

Child/Adult Name: _____ Evaluator: _____ Date: _____

Directions for Completing a Sequential Analysis:

1. Identify the ***Routine Sequence*** you want to teach.
2. Complete the routine yourself a few times.
3. Write down each step of the routine.

Example:

#	<i>Routine Sequence of Activities</i>	+/-
	Routine Sequence: School Day	
1	Arrival	
2	Homeroom	
3	Earth Science	
4	Band Practice	
5	Lunch	
6	Algebra	
7	Language Arts	
8	Home & Careers	
9	Physical Education	
10	Resource Room	
11	Homework Club	
	% Completed Independently	

DATA SHEET

Directions: for data collection and progress monitoring complete the following:

1. Write in each activity that comprises the routine.
2. Each training session, place a + or – in the appropriate column for each activity completed independent of prompts or with prompts, respectively.
3. Calculate the percentage of each teaching trial.
4. Track progress toward Mastery Criteria.

Mastery Criteria: completes all steps without assistance 90% of the time or more each day for 1 month.

5. Re-assess if the individual is not making progress.

#	<i>Routine Sequence of Activities</i>	+/-
	Routine Sequence:	

Teaching Procedure & Progress Monitoring:

1. Use shadowing, graduate guidance and spatial fading.
2. Score + for correct/independent; - for incorrect/prompted.
3. Graph total percent of steps completed correctly, as calculated by number of +'s over total steps.

IF YOU ARE COMING FROM PAGE 9 OF YOUR SELF-STUDY GUIDE, CONTINUE
 ONTO THE PLANNING WORKSHEET ON PAGE 32

IF YOU ARE COMING FROM PAGE 25, RETURN TO PAGE 26 OF YOUR SELF-STUDY
 GUIDE

Appendix D
Planning Worksheet: Daily Schedule

Child/Adult Name: _____ Evaluator: _____ Date: _____

Directions: Answer each question based on your knowledge of the individual and content contained in the training.

STEPS	PLAN/NOTES
<p style="text-align: center;">Activity</p> <p>What activity or routine are you scheduling? Complete Sequential Analysis Form-Appendix D.</p>	
<p style="text-align: center;">Format</p> <p>Will you be using objects, pictures, symbols, words, combination?</p>	
<p style="text-align: center;">Alignment</p> <p>Will you be using a vertical or horizontal alignment?</p>	
<p style="text-align: center;">Location(s)</p> <p>Where will the schedule be placed?</p>	
<p style="text-align: center;">Training Plan</p> <p>What level of prompting will you begin at? Where will you be training initially? How will you help the individual use the schedule across situations?</p>	
<p style="text-align: center;">Social Opportunity</p> <p>What is/are the social opportunity/opportunities that you will embed within the schedule?</p>	
<p style="text-align: center;">Special Considerations</p> <p>Does the individual require modification to the schedule materials because of visual, motor or other impairments?</p>	
<p style="text-align: center;">Evaluation Plan: Progress Monitoring</p> <p>Establish a mastery criteria: completes all steps without assistance 90% of the time or more each day for 1 month)</p>	

PROBLEM-SOLVING TIPS

If individual is not meeting the criteria, re-assess and modify plan.

If the individual demonstrates good acquisition of skill, begin to fade assistance.

IF YOU ARE COMING FROM PAGE 9 OF YOUR SELF-STUDY GUIDE,
RETURN TO PAGE 10

IF YOU ARE COMING FROM PAGE 26 IN YOUR SELF-STUDY GUIDE,
RETURN TO PAGE 27 OF YOUR SELF-STUDY GUIDE

Appendix E
Test Your Knowledge: Daily Schedule
Post-Training Knowledge Questionnaire

Name: _____ Date: _____

Directions: for each question circle the best answer.

1. Individuals with ASD often benefit from a Daily Schedule because it:
 - a. Individuals with ASD like to look at pictures
 - b. Establishes routines
 - c. Promotes independence in completing personal and social responsibilities
 - d. Answer choices b & c

2. All individuals with ASD can use a Daily Schedule?
True False

3. _____ is the procedure that needs to be completed prior to developing a Daily Schedule for a specific routine.
 - a. Sequential analysis
 - b. Step plan
 - c. Routine planning
 - d. None of the above

4. What are the primary methods used when teaching a Daily Schedule?
 - a. Verbal prompting until the individual follows the routine
 - b. Shadowing
 - c. Graduated guidance and spatial fading
 - d. Answer choices b & c

5. Performance data needs to be used to determine when the individual has reached independence in following his/her schedule?
True False

Score Pre & Post-Training Knowledge Questionnaire.

Compare Scores Using the Answer Key, page 34, Appendix F

Appendix F
Test Your Knowledge: Daily Schedule

Answer Key

Name: _____ Date: _____

1. Individuals with ASD often benefit from a Daily Schedule because it:
 - a. Individuals with ASD like to look at pictures
 - b. Establishes routines
 - c. Promotes independence in completing personal and social responsibilities
 - d. Answer choices b & c**

2. All individuals with ASD can use a Daily Schedule?
True **False-need to assess to determine if the individual has the prerequisite skills. If not, then teach those skills first before introducing a Daily Schedule.**

3. _____ is the procedure that needs to be completed prior to developing a Daily Schedule for a specific routine.
 - a. Sequential analysis**
 - b. Step plan
 - c. Routine planning
 - d. None of the above

4. What are the primary methods used when teaching a Daily Schedule?
 - a. Verbal prompting until the individual follows the routine
 - b. Shadowing
 - c. Graduated guidance and spatial fading
 - d. Answer choices b & c**

5. Performance data needs to be used to determine when the individual has reached independence in following his/her schedule?
True-want to avoid prompt dependency False

Appendix G

Additional Resources

To assist you with making materials for a Daily Visual Schedule, here are some additional resources that you may want to consider:

- Digital photos taken with any digital camera
- Mayer-Johnson © 2008 picture/symbol materials (retrieved 4/30/29)
<http://www.mayer-johnson.com/>
- Microsoft © 2009 Products such as Clip Art, Outlook etc (Google™
Microsoft)
- Various PDA's