

“FIRST-THEN” BOARD

Teacher Implementation Checklist



1. PLANNING & SET-UP

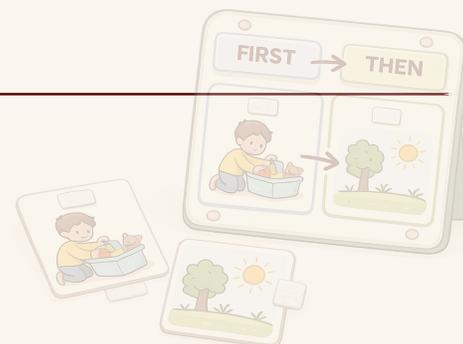
- I selected a routine or task where the child needs support
- The **First** activity is clear, short, and doable
- The **Then** activity is motivating and appropriate
- I am using visuals that match the child’s level:
 - photos
 - simple drawings/icons
 - pictures with words
- Only one picture is shown in each space
- The board is easy to see and access

2. INTRODUCING THE FIRST-THEN BOARD

- I show the board **before the activity begins**
- I use **short, simple language** (e.g., “First clean up — then blocks.”)
- I point to the pictures when explaining
- I prompt the child to begin the **First** activity using:
 - gesture prompts
 - brief verbal cues
 - model / shared participation (as needed)

3. DURING THE ROUTINE

- I stay near the child during the **First** activity
- I minimize unnecessary verbal directions
- I acknowledge effort and persistence
- I remove or mark off the **First** picture when finished



4. FOLLOWING THROUGH WITH THEN

- The **Then** activity happens **immediately after completion**
- I maintain a positive and consistent tone
- The child has time to enjoy the Then activity

(Following through builds trust in the visual system.)



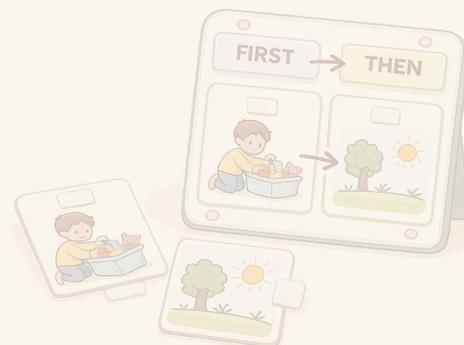
5. FADING & INDEPENDENCE

- I gradually fade adult prompting
- The child begins to reference the board independently
- I reserve First-Then for routines where it is helpful — not for every task

REFLECTION & ADJUSTMENT

If the child struggles, I consider adjusting:

- length or difficulty of the First activity
- clarity of the visual
- value of the Then activity
- number of competing distractions
- whether the routine needs smaller steps



REFLECTION/ NOTES:

What is working well?

What is one small change to try next?

