

Visual Activity Schedules

Teacher Implementation Checklist

Use this checklist to help you use Visual Activity Schedules.



1. Planning & Set-Up

- I selected a routine or activity with **multiple steps** where the child needs support
- The activity is appropriate for a **within-activity** schedule (not just a transition time, or a whole day schedule)
- I identified the **key steps** needed to complete the routine
- The number of steps is manageable for the child's age and attention



2. Selecting Visuals

- Visuals match the child's level and needs
- One picture represents **one clear step**
- Visuals are clear, durable, and easy to see
- Visuals are culturally and age appropriate



3. Designing the Schedule Format

- The schedule is arranged in a **clear sequence** (top-to-bottom or left-to-right)
- The schedule shows a **clear ending** (“finished” or “all done”)
- The child can remove, flip, or mark off steps as they are completed
- The schedule is accessible at the point of use (table, sink, cubby, center)



4. Teaching the Child to Use the Schedule

- I show the schedule **before the activity begins**
- I model how to follow the steps using **brief language and gestures**
- I guide the child back to the schedule between steps
- I allow the child to manipulate the visuals (remove, point, check off)
- I provide support as needed, then gradually fade help

(Visual schedules are taught – not expected to be used automatically.)



5. During the Activity

- I stay near the child initially
- I minimize extra verbal directions
- I prompt the child to check the schedule rather than telling what to do next
- I acknowledge effort and completion of steps
- I support the child in returning to the schedule after each step



6. Supporting Completion & Independence

- The child can see when the activity is finished
- The final step leads naturally to the next routine or activity
- I reinforce independent use of the schedule
- I avoid over-prompting once the child understands the routine



7. Reflection & Adjusting

If the child struggles, I consider adjusting:

- number of steps
- type of visual (photo vs. icon)
- size or clarity of visuals
- location of the schedule
- level of adult prompting
- length or complexity of the activity



Notes / reflections:

What is working well?

What is one small change to try next?


