

1. Visual supports are used to enhance instruction

1a. Daily schedule is posted with pictures and words.

Quality indicators:

- The schedule is taught or referred to throughout the day and throughout the school year.
- The daily schedule is posted at the children's eye level and is visible from most areas of the room.



Questions to ask:

- ✓ How often do you refer to the schedule throughout the day?
- ✓ How do you use the schedule to teach the routine and class expectations?



Supports, Accommodations, Adaptations

[Links to Additional Information](#)
[Right click to open in new window](#)

Universal Supports

- Use **mini-schedules** to show the actions associated with routines (ex. handwashing, lining up).
- Pair the symbol with **corresponding verbal directions and provide guided practice** through the activity in order to give children practice in the correct actions.

[Introduction to Schedules](#)

[Class Schedules](#)

[Universal Design for Learning in Early Childhood](#)

Targeted/Specialized Supports

- Use **individual schedules** for children who need to manipulate the schedule cards or who need photos of actual situations.
- Provide **accommodations** such as **reduced time, breaks, and sensory strategies** for some activities
- Provide **repeated instruction, modeling, and guided practice** for routines and activities.

[Flow Chart for Teaching Visuals](#)

[Individual Schedules](#)

[Schedules for Routines](#)

Intensive Interventions

- Use schedules that are **designed and individualized to meet specific needs**: photos, drawings, objects and representative objects (for children who don't yet understand a photo or drawing), tactile (for children with visual impairments or the need for tactile input).
- Provide **increased monitoring and interaction** activity to give **reminders and reinforcement** for participation
- Provide visuals for **alternative activities** for adaptations for length and level of activities.

[Specialized Schedules](#)

[Schedules for Devices](#)

[Tips and Ideas for Making Visuals - article from CSEFEL \(Vanderbilt\)](#)