

Important: Begin with schedule items that specific children are able to understand.

Consider the following hierarchy for early childhood classrooms:

- Drawings – color or black-line.
 - Photos – areas of the room and/or children doing activities
 - Objects –
 - Real items associated with the activity
 - Representative objects – items that represent the activity
 - Tactile cards – tactile shape representative of an activity
 - Other options –
 - Phone, tablet apps
 - Combinations of items including use of sign language symbols printed with picture
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- Associated text should be included but should be printed smaller than the picture.
 - Varying sizes of schedule cards can be used but pictures should be easily viewed and should be at eye level of the children.
 - It is important to use consistent symbols. In order to provide consistency in teaching the meanings of symbols, don't mix symbol sets. In other words, if the symbol for "Circle" is from a symbol set (see example) then use that symbol consistently on all schedule displays (with exceptions for children who need specialized visuals).



Consider the following needs of specific children:

- How does the child best understand and remember?
 - Hearing the direction and looking at the schedule card/object
 - Walking to the schedule and pointing to or touching the card/object
 - Holding a card/object, carrying it during the transition
- How many steps of the schedule should be displayed at once?
- Do some children need individual schedules?
- How long do the children attend?

Important: Teach the associations of the pictures/photos/objects to the scheduled activity.

Just showing the card and giving the direction might not **provide enough support** for some children. Help children relate the picture or object to the activity and to the corresponding area of the classroom by teaching vocabulary associated with the schedule, word meanings of pictures. **Model and assist** children so that they know the expectations. **Provide guided practice!**



**Teach meaning
Model and assist
Provide practice**

