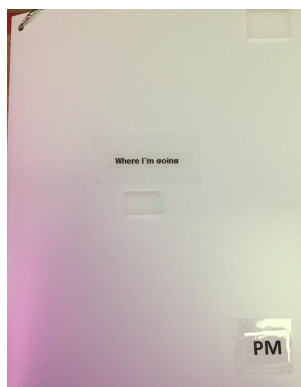


MAPSD Visual Transition Schedule

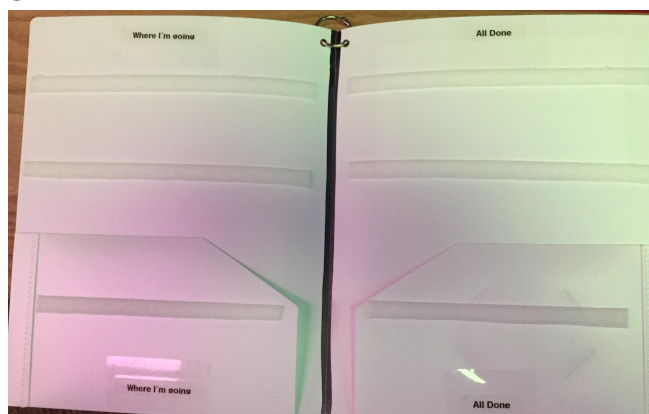
updated: 11-7-22

Purpose: To have students who need a visual schedule using the same system throughout their Medford School years as they transition between teachers. Staff including subs will then know how to use each schedule with each student because the system is the same.

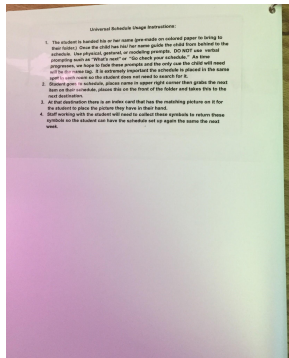
1. The schedule folder is WHITE or BLACK. The student gets a name tag. Staff may need to rewrite the name occasionally as they seem to wear off. Name tag size is 1"x2".
2. Some students will use 1" pictures and others may need 1.5" pictures - to be determined by the team. Students who are using the 1.5" pictures will often get 2 white folders, 1 for morning and 1 for the afternoon.
3. Folder set up:
 - The front cover: Name spot in upper right corner. You can use a power card symbol of a meaningful item or character to help the student engage with the schedule. In the middle of the cover of the folder there will be a velcro spot to place the target transition area on while the student is walking. This is to hopefully prevent dropping this picture along the way. A ring is placed in the upper left corner to allow the folder to hang up. There might be an am and pm schedule (2 folders per student) or just one depending on the size of pictures used.



- Middle of folder has a line to separate schedule and all done pictures. 3 strips of velcro on the inside left and right. Strip of velcro in right side pocket to store extra pictures. Left side labeled "Where I'm going" and right side labeled "All done" on top and bottom.



- The back of the folder will have directions of how to use this system on top and a copy of the student's weekly schedule for staff reference on the bottom.



4. Pictures added to the strips are from the CATT website:

- ☐ [Medium 1.5"](#)
- ☐ [Small 1"](#)

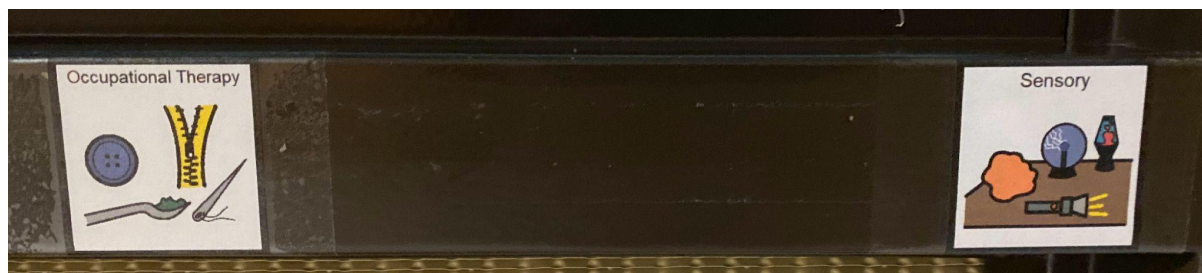
Or many of these pictures can be found in the OT or EC room in an organization bin that has been alphabetized. Feel free to grab what you may need out of here.



How to use:

1. The student is handed his or her name (pre-made on colored paper to bring to their folder.) Once the child has his/ her name guide the child from behind to the schedule. Use physical, gestural, or modeling prompts. **DO NOT** use verbal prompting such as “What’s next” or “Go check your schedule.” As time progresses, we hope to fade these prompts and the only cue the child will need will be the name tag. It is extremely important the schedule is placed in the same spot in each room so the student does not need to search for it.
2. Student goes to schedule, places name in upper right corner then grabs the next item on their schedule, places this on the front of the folder and takes this to the next destination.

3. At that destination there is a matching picture of the destination. Staff may want to point to this to demonstrate the student is in the correct place and following the schedule. Sample:



4. It is best to set up the schedule at the end of the school day to prepare for the next day in case there is a need for a substitute.

Example of what this looks like:

At Phy Ed time, the student is given his or her name symbol. The student goes to their folder, places their name on the upper right corner of the black folder, opens the folder and grabs the next picture (which is Phy Ed), places this picture on the front of the folder and carries this folder to the gym.

FAQ's:

1. Is it better to use a picture of the teacher?

ANSWER: It is best to use a generic symbol to represent the activity or room if the student can understand and tolerate this. An example is OT could be with Ms. Caroline or Ms. Sarah. Leaving this symbol as OT gives the student the same types of activities in the same room but not setting the student up for expecting one therapist or another. This is the same when teachers are absent for illness or conferences.

2. This is the only schedule the student uses?

ANSWER: No, if the student would benefit from a mini schedule once at their destination that should be used as well.

3. What does this really look like in action?

ANSWER:

[Video](#)

How to find the above links:

<https://coreassistivetech.weebly.com/>

Visual Strategies

Visual Supports

Universal Schedule

MAPSD Visual Schedule Instructions:

The purpose of the MAPSD Visual Schedule is to provide structure for students based on their daily events. **Prompts are to be faded over time.** Schedules are to be placed in a consistent designated spot in each room.

- **Staff:** Make sure the student's schedule is in order for the day
- **Staff:** Give the student their name
- **Staff:** Guide the **student to the schedule** (use physical, gestural, or modeling prompts, **DO NOT use verbal prompting**)
- **Student:** places name in upper right corner, takes off the completed activity/location, puts it on the All Done side, grabs the next item on the schedule and places it on the front of the folder
- **Student:** takes the folder to the next destination
- **Staff:** may need to point to visual outside of locations to affirm students are in the correct spot and following their schedule especially at the beginning until students are transitioning more independently
- **Student:** Once arriving at the destination, the student places schedule in the designated spot