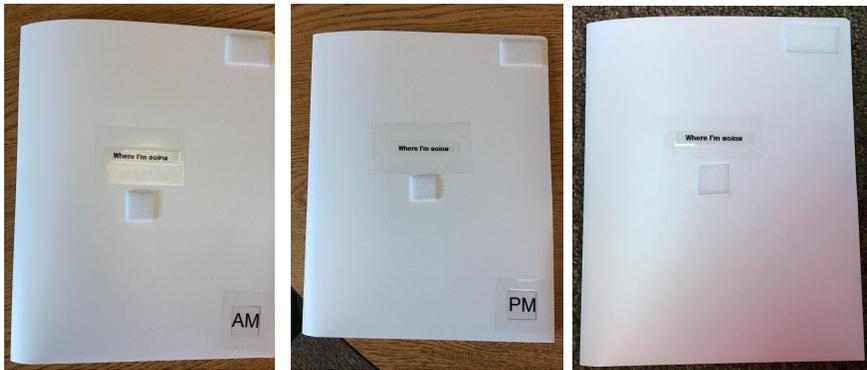


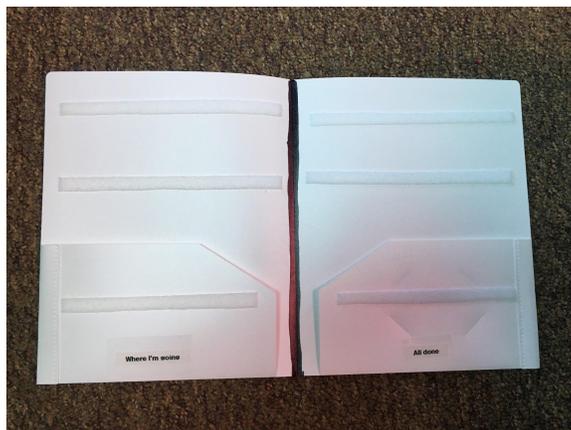
## Universal Transition Schedule MAPS

**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 always **WHITE**. The student gets a name tag in a color they prefer or a color option that is available (not currently in use). Name tag size is 1"x2".
2. Some students will use 1" pictures and others may need 2" pictures - to be determined by the team. Students who are using the 2" pictures will 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.



- 3 strips of velcro on the inside left and right. Left side labeled "Where I'm going" and right side labeled "All done"



- The back of the folder will have the student's weekly schedule for staff reference.

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

- ❑ [Medium 2"](#)
- ❑ [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 an index card that has the matching picture on it for the student to place the picture they have in their hand. Samples:



4. Staff working with the student will need to collect these symbols to return these symbols so the student can have the schedule set up again the same the next week.

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 white 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 picture to the gym doors where they place the picture on the index card matching the picture of Phy Ed. Then the student enters Phy Ed.

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. Megan. 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 1](#)

[Video 2](#)

How to find the above links:

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

Visual Strategies

Visual Supports

Universal Schedule