

INDIVIDUALIZATION OF SCHEDULE

Individual's Name: _____ Age: _____

COMPONENTS	INDIVIDUALIZATION OF THE COMPONENTS <i>circle and describe</i>
<p>FORM: The type of visual cue (or combination of visual cues) used on the schedule.</p> <p><i>Does the individual go to the correct location after referring to the cue?</i></p>	<ul style="list-style-type: none"> • <i>written word</i> • <i>clip art</i> • <i>photo</i> • <i>object</i> <p><i>*indicate if there is a combination (which forms)</i></p>
<p>CUE TO INITIATE: The cue that signals the individual to check/refer to their personal schedule.</p> <p><i>Does the individual stop what they are doing and transition to schedule (or areas) when given the cue?</i></p>	<ul style="list-style-type: none"> • <i>verbal direction</i> • <i>written and/or picture: _____</i> • <i>object: _____</i> • <i>schedule cue brought to the individual at the time of each transition</i> <p><i>*indicate if there is a combination of cues</i></p>
<p>LOCATION: The place (transition area) where the individual will find their schedule.</p> <p><i>Does the individual locate their own schedule, discriminating it from other individuals' schedules?</i></p>	<ul style="list-style-type: none"> • <i>mobile – individual carries the whole schedule throughout the day</i> • <i>stationary – individual's personal space (desk/cubby/locker)</i> • <i>stationary neutral: near others' schedule</i> • <i>stationary neutral: separate and away from others' schedule</i> • <i>no transition area: schedule cue brought to individual at the time of each transition</i>
<p>LENGTH: The number of activities presented on the schedule at one time.</p> <p><i>Does the individual follow the correct sequence of the cues?</i></p>	<ul style="list-style-type: none"> • <i>full day</i> • <i>part day: number of activities shown at one time _____</i> • <i>one schedule cue at a time</i>
<p>METHOD TO MANAGE: The way the individual manages (interacts) their schedule at the beginning or end of each transition.</p> <p><i>Does the individual manage (interact) with their schedule, staying on track as they progress through the schedule?</i></p>	<ul style="list-style-type: none"> • <i>mark off – (before or after): indicate which _____</i> • <i>turn over</i> • <i>carry and match</i> • <i>carry and use</i>
<p>Can the individual's interests be incorporated into the schedule and if yes, how?</p>	