

INDIVIDUALIZATION OF SCHEDULE

Child's First Name: _____ Age: _____

COMPONENTS	INDIVIDUALIZATION OF THE COMPONENTS Circle and describe	RATIONALE Why did you choose this method?
<p>FORM: The visual cue or combination of visual cues that would be meaningful for this student</p> <p><i>Does the student go to the correct location after referring to the cue?</i></p>	<p><i>Written words</i></p> <p><i>Pictures</i></p> <p><i>TOBI</i></p> <p><i>Objects</i></p> <p><i>Combination (which forms)</i></p>	
<p>LENGTH: The number of items or activities presented at one time</p> <p><i>Does the student follow the correct sequence of the cues?</i></p>	<p><i>Full day</i></p> <p><i>Part day</i></p> <p><i>One activity – what's next</i></p>	
<p>LOCATION: Place where the student will find his/her schedule</p> <p><i>Does the student locate own schedule, discriminating it from other students' schedules?</i></p>	<p><i>Mobile</i></p> <p><i>Stationary personal space</i></p> <p><i>Stationary neutral area</i></p> <p><i>Cue brought to student (picture or object)</i></p>	
<p>CUE TO INITIATE: The cue that signals the student that it is time to go to the schedule (check schedule) to learn what is next or cue to initiate the transition</p> <p><i>Does student stop what he/she is doing and transition to schedule at the indicated time?</i></p>	<p><i>Verbal</i></p> <p><i>Visual (what cue?)</i></p> <p><i>Auditory</i></p> <p><i>Combination</i></p>	
<p>METHOD TO MANAGE: The way the student interacts with his or her schedule to clarify the passage of time</p> <p><i>Does the student manage his schedule, stay on track as he/she progresses through the schedule?</i></p>	<p><i>Mark off (before or after)</i></p> <p><i>Turn over</i></p> <p><i>Carry and match</i></p> <p><i>Carry and use</i></p>	
<p>Can the student's interests be incorporated into the schedule and if yes, how?</p>		