ADULT GUIDE

Make the day easier to see

Making education approachable, no matter the learner.

1 Start small.

Choose two familiar activities. Show the pictures and say, sign, or point to what happens now and next. Use the same words as the card labels.

2 Use it together.

Let the child point, move a card, speak, sign, use AAC, draw, or look toward a choice. Confirm what their response means. Give time to respond.

3 Keep needs available.

Keep Help, Break, Stop, and Bathroom within reach throughout the day. Respond to communication. A schedule is information, not a reward chart. Do not withhold basic needs until a task is finished.

4 When plans change.

Show the new picture, explain the change in a way the child understands, and offer choices when possible. The practice orders in this pack are examples; real routines vary.

Printing: Print pages 2–6 at actual size. Use scissors only with adult support, or use the no-cut pointing option. Practice pages 7–9 can be completed without cutting or writing. Pages 11–13 have pictures with no words, for making your own schedule.

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My activity cards

Point to a picture. Tell or show what it means.



Arrive



Read



Art



Snack

Cut on the dotted lines with adult support. No-cut option: keep this page whole and point to a picture, or mark it with a removable marker.

Adult note: Model each meaning during a familiar routine. All ways of responding are welcome.

More activity cards

Point to a picture. Tell or show what it means.



Play



Outside



Bathroom



Wash hands

Cut on the dotted lines with adult support. No-cut option: keep this page whole and point to a picture, or mark it with a removable marker.

Adult note: Pictures show options. The child does not have to use every activity.

Home and communication cards

Show what you need, or show where you are going.



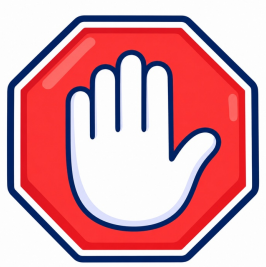
Home



Break



Help



Stop

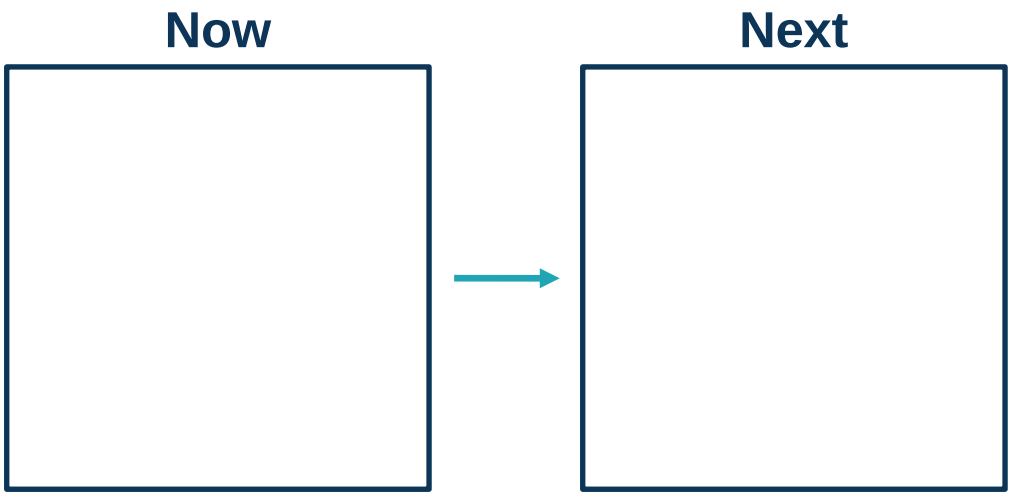
Cut on the dotted lines with adult support. No-cut option: keep this page whole and point to a picture, or mark it with a removable marker.

Adult note: Keep communication cards available, even when they are not on the schedule. Honor refusal and help the child communicate a safe alternative if needed.

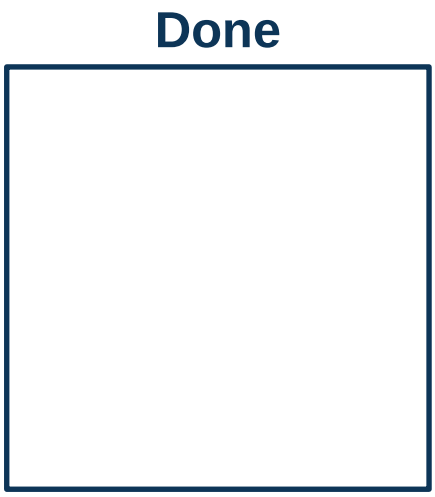
SCHEDULE MAT

Now and Next

- **Choose or place two cards. Show what is happening now. Show what comes next.**



Move a finished card to Done if that helps you.



Need something? Use Help, Break, Stop, or Bathroom.

Adult note: Use the child's real plan. Offer a choice when possible. Return to this mat throughout the day.

SCHEDULE MAT

First, Next, Last

- **Put three activities in order. Point to each one as you share your plan.**

First	Next	Last

I can change my plan with support.

My choice:

Adult note: Use three selected cards. Words, signs, AAC, eye gaze, moving cards, and pointing all count. A personal plan has no single correct order.

PRACTICE

Read the schedule

Look at each plan. Point, say, sign, or use AAC to answer.

Plan 1

Now



Art

Next



Snack

What comes next?



Read



Snack



Art

Show your answer.

Plan 2

Now



Outside

Next



Home

What is happening now?



Outside



Home



Play

Show your answer.

PRACTICE

Put the plan in order

Use the plan you are told. Point to pictures in order, or place cards on page 6.

Practice A

Show first, next, and last.

Adult reads, shows, or points to these words:

“First wash hands. Next snack. Last play.”



Play



Wash hands



Snack

Practice B

Show first, next, and last.

Adult reads, shows, or points to these words:

“First arrive. Next read. Last art.”



Read



Art



Arrive

These are practice plans. Your day may have a different order.

PRACTICE

Change it. Share your needs.

Plans can change. You can tell us what you need.

New plan: Art is next.

“We planned outside. Now art is next. Which picture belongs in Next?”

Now



Read

Next



Art

Point to one:



Outside



Art



Snack

What would you like to tell us?



Help



Stop



Break



Bathroom

Choose any message, or use another way to tell us.

Make a plan that works for you.



Art



Play

Which would you choose next? You may choose something else.

Adult notes (optional):

ANSWER KEY

Answer key and observation notes

Pages 2–4	Exploration; no scored questions. Accept recognition through any clear response. Teach unfamiliar symbols without marking disability-related differences wrong.
Pages 5–6	Plans vary. Examples: Now Read, Next Play; First Arrive, Next Art, Last Home. Do not prescribe these examples as the child's required plan.
Page 7	Plan 1: Snack (middle choice). Plan 2: Outside (left choice).
Page 8	A: Wash hands → Snack → Play (choice positions 2, 3, 1). B: Arrive → Read → Art (choice positions 3, 1, 2).
Page 9	Panel 1: Art (middle choice). Panel 2: Answers vary; Help, Stop, Break, Bathroom, another message, or choosing not to answer are acceptable. Panel 3: Answers vary, including Art, Play, another activity, or declining to choose.

Scoring guidance: For practice items, note independent, supported, or not yet shown. A supported answer is useful information, not a failure. Do not score personal choices or refusal as incorrect. For symbol uncertainty, observe the real routine and confirm meaning.

Observation notes

Date	Skill or message	Response method	Support used	Next step

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PICTURE BANK

Schedule pictures

- **Use these pictures any way that helps. Cut them out, point to them, or add your own words.**














PICTURE BANK

Feelings and needs

- **Use these pictures any way that helps. Cut them out, point to them, or add your own words.**

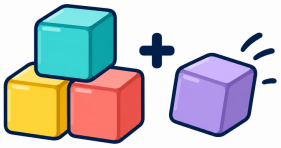













PICTURE BANK

More pictures

- **Use these pictures any way that helps. Draw, add a photo, or write in the empty squares.**

