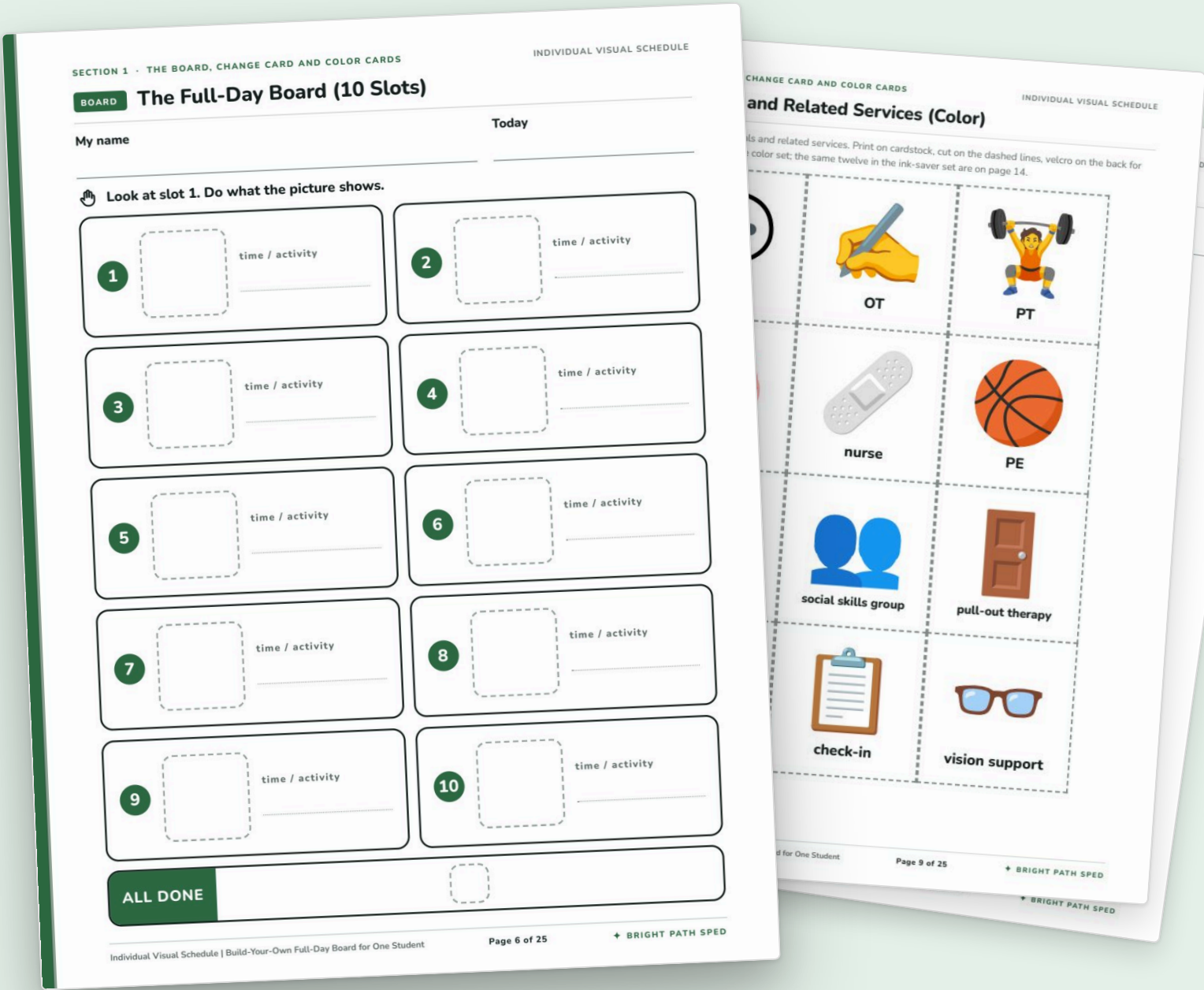


Individual Visual Schedule Board



25 PAGES

36 PICTURE CARDS

10 BOARD SLOTS

COLOR + INK-SAVER

What Is Inside, and Where

Before you begin

PAGE 4



Start Here —
Three Steps
START HERE

4

01 The Board, Change Card and Color Cards

PAGES 6–11



The Full-Day
Board (10 Slots)
BOARD

6



Something Is
Different Today
CARD

7



Classroom
Subjects (Color)
CARDS

8



Specials and
Related Services
(Color)
CARDS

9



The Day's Routine
(Color)
CARDS

10



Blank Cards (Type
or Write the
Word)
CARDS

11

02 The Ink-Saver Cards

PAGES 13–15



Classroom
Subjects (Ink-
Saver)
CARDS

13



Specials and
Related Services
(Ink-Saver)
CARDS

14



The Day's Routine
(Ink-Saver)
CARDS

15

03 Using It, Data and Home

PAGES 17–24



How to Use the
Board
REFERENCE

17



Daily Schedule
Log
LOG

18



Weekly Roll-Up
and Graph
TRACKER

19



Filled Example
EXAMPLE

20



Family Page
NOTES

21



Hand-Off to
Another Adult or
Room
NOTES

22



Phrase Bank
REFERENCE

23



Storage and
Binder Labels
REFERENCE

24

ONE FLAT BOARD, BUILT FRESH EACH DAY

No ring to punch and thread, no sheet to fold: print the board once, laminate it, and velcro in whichever of the 36 cards today needs. The two other physical formats in this collection — a tabbed ring flipbook and a fold-in-half take-anywhere folder — use the same kind of picture cards in a different shape.

BUILT FOR ONE STUDENT'S WHOLE DAY

10 slots cover a full day, including the related-service and specials pictures (page 9) a single student's own schedule carries — speech, OT, PT, a counselor, a nurse, a pull-out — not just classroom work time.

☆ START HERE

Start Here — Three Steps



1

Print and stock the board

Print the board (page 6) once on cardstock and laminate it; the slots stay, only the cards change. Print the color cards (pages 8–10) or the ink-saver cards (pages 13–15) for whatever today holds.

Blank cards for anything missing are on page 11: type the word, print, cut.



2

Teach the routine and say the line

Point to slot 1, say the one line the same way every time (page 23), and move to the next slot when that part of the day is finished.

If today is not a normal day, swap the affected slot's card first and show the "Something Is Different Today" page (page 7) if the change is bigger than one slot.



3

Log it, roll it up, send it home

One row on the log (page 18) at the end of each day: did today run with no changes, and if not, what changed, in your own words.

Total the week on the roll-up (page 19) and dot the graph. Send the family page (page 21) home the week the board is new; the hand-off page (page 22) goes with the board to any other adult.

THIS BOARD IS FOR (STUDENT)

CLASSROOM OR CASE MANAGER

WHAT THIS FILE IS

A fillable PDF: one flat full-day board with 10 open slots, 36 cut-apart picture cards in two sets (classroom subjects, specials and related services, the day's routine), a schedule-change warning card, 12 blank cards, and the data pages behind them, with type-in fields on the board, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account or subscription.

WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a behavior plan or a program. It supplies no prompt hierarchy, fading schedule or mastery rule and promises no outcome; it lays out one student's day and counts whether the printed day held.

WHICH PAGE, WHEN

YOUR SITUATION	GO TO
A student who needs the whole day laid out at once	The board, page 6
A day with speech, OT, PT or another pull-out	Specials and services cards, pages 9 / 14
A bigger-than-usual change coming up	Change-today card, page 7
The IEP meeting or a family conference	Roll-up and graph, page 19; example, page 20

IF SOMETHING DOES NOT WORK, AND WHERE THIS FILE LIVES

A field will not hold my typing. Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A picture reads as a different word to my student.** Use a blank card for that word; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log, roll-up or example note is a student record — initials only on anything that leaves your hands, first name only on the family page.

BOARD

The Full-Day Board (10 Slots)

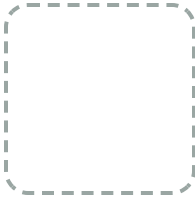
My name _____

Today _____

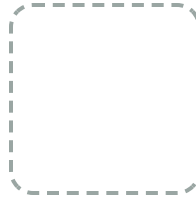


Look at slot 1. Do what the picture shows.

1

time / activity
.....

2

time / activity
.....

3

time / activity
.....

4

time / activity
.....

5

time / activity
.....

6

time / activity
.....

7

time / activity
.....

8

time / activity
.....

9

time / activity
.....

10

time / activity
.....

ALL DONE

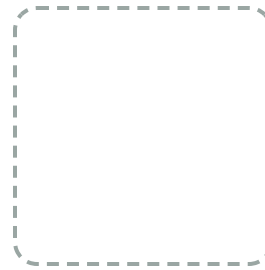


Something Is Different Today

Today



TODAY



GC

WHAT STAYS THE SAME (WRITE IT OR GLUE A PICTURE)

CARDS

Specials and Related Services (Color)

Twelve 2-inch cards: specials and related services. Print on cardstock, cut on the dashed lines, velcro on the back for the board's slots. This is the color set; the same twelve in the ink-saver set are on page 14.



CARDS

The Day's Routine (Ink-Saver)

Twelve 2-inch cards: the day's routine. Print on cardstock, cut on the dashed lines, velcro on the back for the board's slots. This is the ink-saver set; the same twelve in the color set are on page 10.



 LOG

Daily Schedule Log

One row at the end of every day the board is used. It counts one thing: whether today ran with no changes.

STUDENT

SETTING OR CLASSROOM

WEEK OF

#	DATE	BOARD RAN WITH NO CHANGES? (Y / N)	WHAT CHANGED (YOUR OWN WORDS)	INITIALS
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				

WHAT “NO CHANGES” MEANS ON THIS SHEET

Y when every slot on today’s board ran as printed, start to finish. Anything swapped, added, moved to a different time or skipped is N, and the next column says what the change was, in your own words.

ONE ROW A DAY, TOTALED ON THE ROLL-UP

This log counts days, not slots: one row at the end of each day the board was used. Total the Y rows on the roll-up (page 19) at the end of the week.

TRACKER

Weekly Roll-Up and Graph

One row and one dot per week, from the log. Eight weeks across, 0 to 100 percent.

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

#	WEEK OF	DAYS RUN	NO CHANGES	CHANGED	PERCENT NO-CHANGE	NOTES
1						
2						
3						
4						
5						
6						
7						
8						

PERCENT OF DAYS WITH NO CHANGES · ONE DOT PER WEEK, THEN DRAW THE LINE



FIGURING THE PERCENT

Count the rows on the log (page 18) for the week: every row is one day the board ran, every Y is one day with no changes. No-change days divided by days run, times 100, rounded to the nearest whole number.

BRINGING THIS PAGE TO A MEETING

A rising line says the printed board is matching the real day more often; the criterion field above is where your team’s own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.



EXAMPLE

Filled Example

SAMPLE · INVENTED STUDENT

Every number in the read-out is re-counted straight from the two tables above.

Owen is invented, and so is every mark on this page. One week drawn out day by day on the log, then three weeks on the roll-up, to show how the two pages read once real marks are on them.

The log, one week drawn out (page 18)

#	DAY	NO CHANGES?	WHAT CHANGED
1	Mon	Y	–
2	Tue	Y	–
3	Wed	N	Added an extra speech session
4	Thu	Y	–
5	Fri	N	OT moved to the afternoon for a fire drill

The roll-up, three weeks (page 19)

#	WEEK OF	DAYS RUN	NO CHANGES	CHANGED	PERCENT NO-CHANGE	NOTES
1	9/8	5	3	2	60%	–
2	9/15	5	4	1	80%	–
3	9/22	5	5	0	100%	–

READING THE NUMBERS

The week above: 3 of 5 days ran with no changes, 60 percent, and each N day names what changed. The three weeks: 3 of 5 (60 percent), then 4 of 5 (80 percent), then 5 of 5 (100 percent) — a line rising week on week, which is what the printed board matching the real day more often looks like on paper. Every percent is that row's own no-change count divided by its days run.

A LINE THIS SHEET COULD WRITE

"Using the individual schedule board each day, Owen's printed board ran with no changes on 5 of 5 days the week of 9/22 (100 percent), up from 3 of 5 the week of 9/8. The 2 changed days that first week: Added an extra speech session; OT moved to the afternoon for a fire drill."

HOW THE GRAPH WOULD LOOK

Three dots on the roll-up graph (page 19) at 60, 80 and 100, joined by a line that rises. The 2 N days in the week above each name what changed, so the log shows not just how often the day changed but what changed.

WHAT THIS EXAMPLE IS NOT

One invented student's three weeks. It sets no typical rate, predicts nothing about a real student, and the criterion field would hold whatever Owen's team wrote — not a number this file supplies.