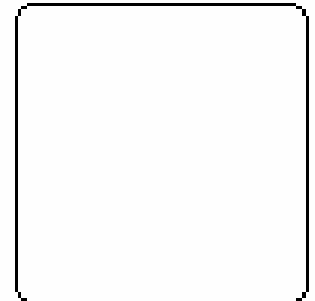
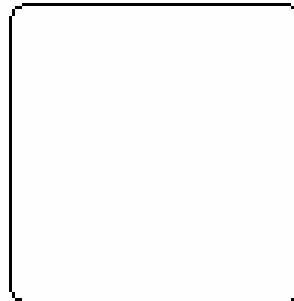
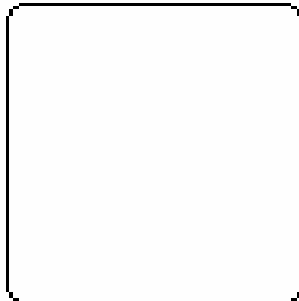
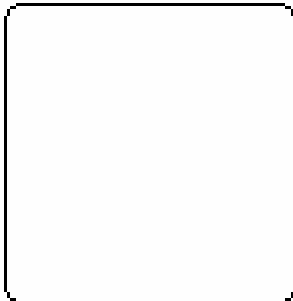
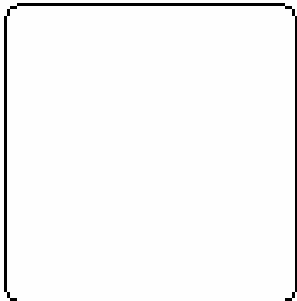
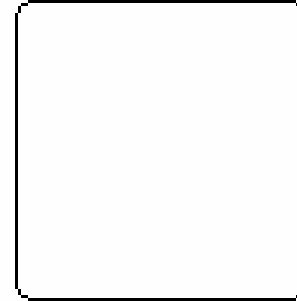


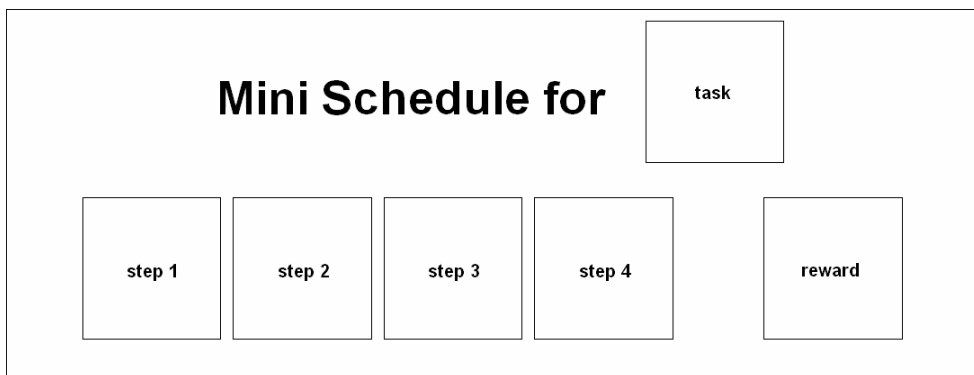
Template:

Mini Schedule for

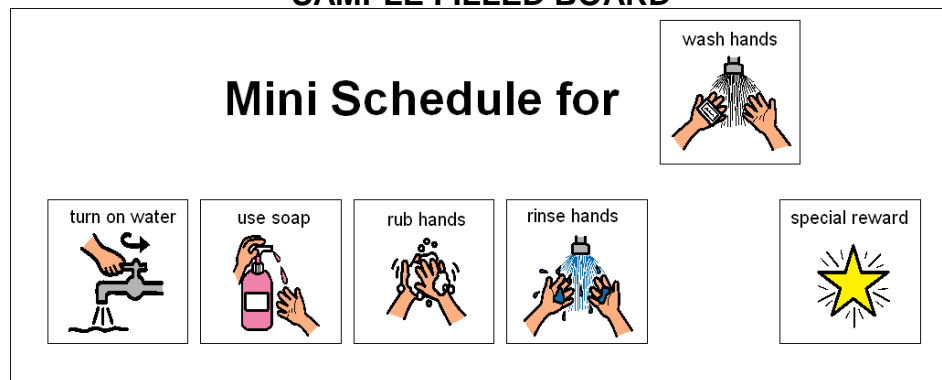


HOW TO USE A “MINI SCHEDULE”

SAMPLE BLANK BOARD



SAMPLE FILLED BOARD



Rationale:

- Organizes specific tasks/events e.g., wash hands = turn on water + use soap + rub hands + rinse hands = special reward.
- May facilitate independence and reduce anxiety about expectations.

What is the difference between a Daily Schedule and a Mini Schedule?

- A daily schedule provides information about your child's day e.g., clean bedroom, go to library, play at the park, go to grandma's house etc.
- A mini schedule provides step-by-step instructions to break down routines/activities e.g., hand washing.

How to teach:

1. Identify when your child would benefit from an activity being broken down into components.
2. Have your child choose a reward/reinforcer independently, if appropriate to be given upon completion of the tasks.
3. At the beginning of the activity, review your child's Mini Schedule with him/her and point to the pictures to indicate where to begin.
4. Use gestural prompts to cue your child as needed to complete each task one at a time; your child should be encouraged to point/remove the pictures him/herself.
5. Once your child completes the whole sequence offer the reward/reinforcer immediately with verbal praise, smiles, high five, etc.
6. If necessary use gestural prompts instead of verbal prompts, as this will reduce prompt dependency and increase independence.

References:

Hodgdon, L. (1995). *Visual strategies for improving communication: Volume 1: Practical supports for school and home*. Troy, MI: Quirk Roberts.

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