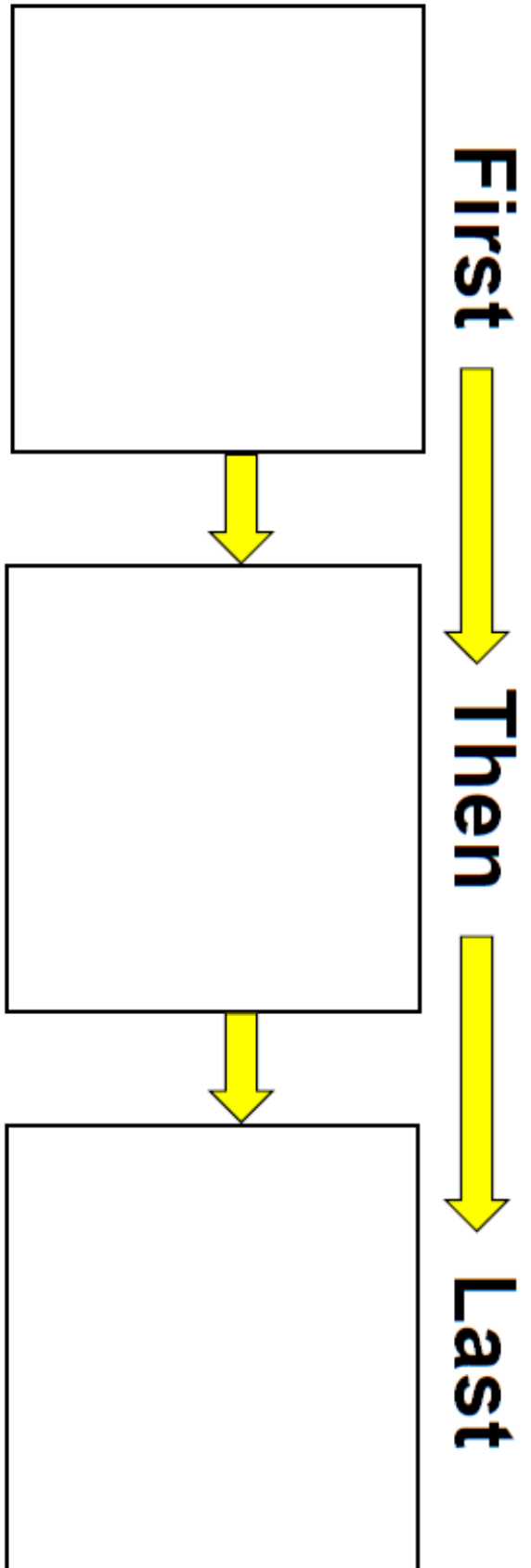
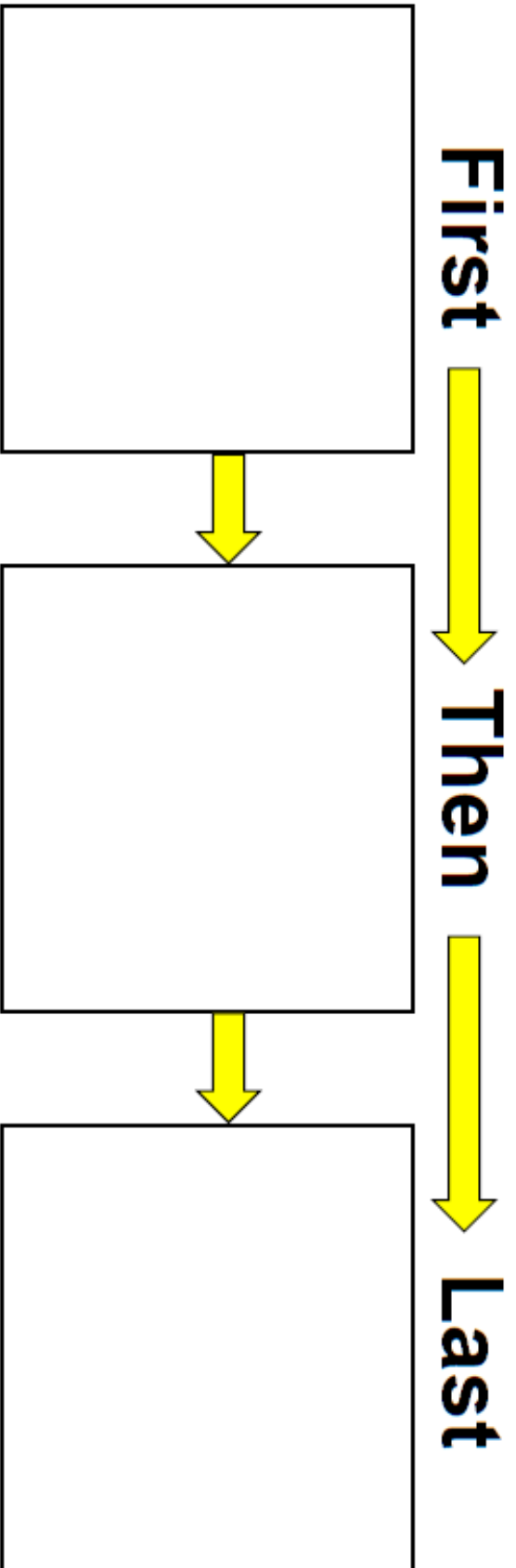


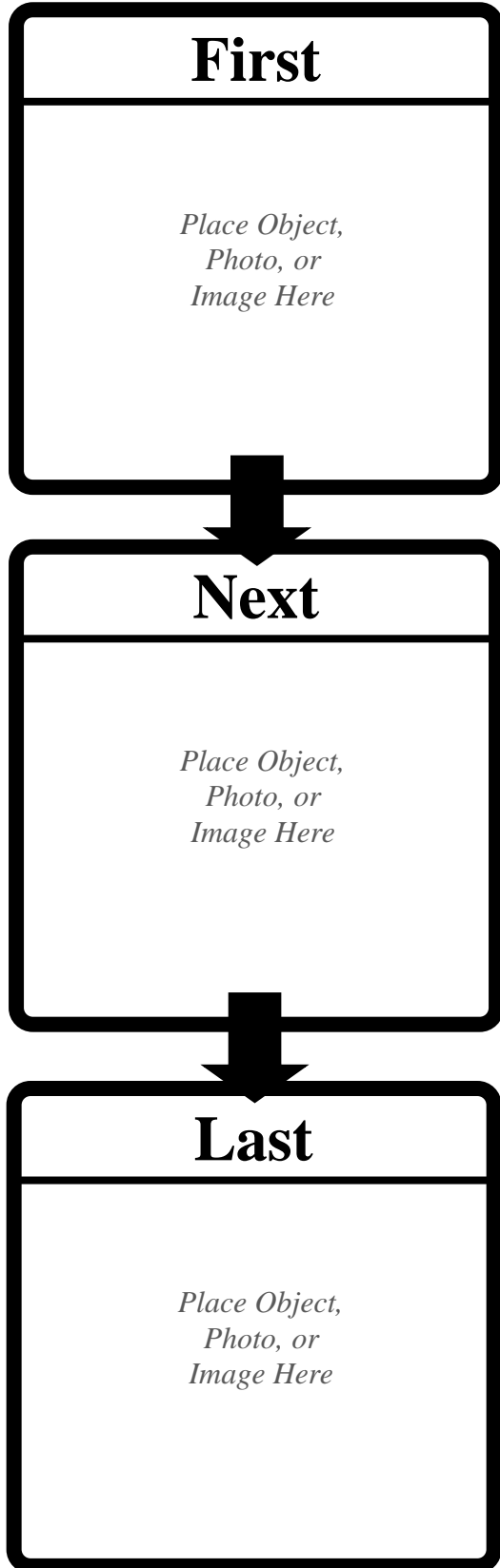
Using a “Mini-Schedule” or Visual Checklist

- Use a task checklist, mini-schedule or “to do list” to help the child understand exactly how much is required of him/her during a segment of time (e.g., “my morning work checklists”) and/or to help the child understand exactly what is required of him during a selected routine or chore (e.g., getting dressed in the morning, setting the table, cleaning his room, etc).
- Choice can be incorporated by allowing the child to select which task he wants to complete first, second, etc., if the items on the list do not need to be done in a specific order. Proactively incorporating choice within required tasks (as in “it is ‘required’ that you get ready for bed, but you can have a choice of which PJs to wear or what color toothbrush to use”) helps children handle a non-preferred or even anxiety-provoking task by giving them the feeling that have some degree of “control” over it.
- To set up the checklist, place the pictures for the tasks the child is to complete during the block of time on the list in the squares or write the words for these tasks in the space provided. Do not include more tasks on the list than the child will be able to complete in the allotted amount time.
- It is extremely important to only place items on the list that you *expect* the child to complete during that specific amount of time. If you place more tasks on the list and the child doesn’t have time to complete all tasks on the list, the list will not serve its purpose of informing him of exactly how much work is required and expected during the given block.
- If you don’t place enough tasks on the list and then add items to fill the time, the child will not *trust* that the initial list presented is really all the work he has to do during the block.
- After the list is ready, introduce it to the child. Try to have the child’s checklist ready for him as quickly as possible to minimize “wait time”.
- As the tasks are completed have the child either check off completed tasks or remove the task picture from the list to signify that this task is finished.
- If the child is not working on the tasks and/or asks what he should be doing, redirect him to look at his task checklist instead of directly answering the question.
- It is important *not* to answer the child directly when he seeks prompts like this. Doing this may help to decrease his dependence on the adult as well as to prevent a power struggle between the adult and him because you are not *directly* telling him what to do (the list is telling him what to do).
- When redirecting the child to use his list, you can also simply point to or tap the visual to minimize use of verbal prompts.



Name: _____ Date: _____

First-Next-Last Mini-Schedule



Name: _____ Date: _____

First-Next-Last Mini-Schedule





It's Time for: _____

1.

2.

3.

4.

5.
