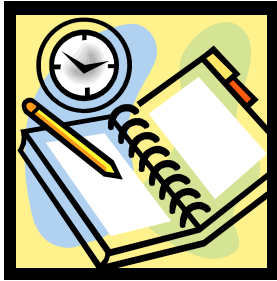


# BEHAVIOR

A QUARTERLY NEWSLETTER OF THE NEUROBEHAVIOR H.O.M.E. PROGRAM



## Calendars/Schedules

### People with Disabilities Need Them Too!

Knowing what will happen next, decreases anxiety  
& increases one's sense of control.

“Most people use visual cues on a daily basis. They write notes or make lists so they don't forget to do certain things. Many people live by a calendar. If it is misplaced, they are frantic until it is located. Most people will generally confirm daily plans by looking at their calendar each morning (Fouse & Wheeler, 1997).”

“A desire for routines and rituals is a common need for individuals with [disabilities]. In structuring the environment, routines and rituals are built into the daily schedule and performed each day. This facilitates transitions because students begin to use the schedules to predict **what's next**. Therefore, changing activities is not as difficult because the individual is following the routine of the schedule. This makes it easier to transition from one activity to another (Fouse & Wheeler, 1997).” Schedules not only make it easier for individuals to transition, but it also increases compliance. With the use of picture schedules, individuals with disabilities are also visually reminded what is expected of them to earn a reward.

**If a wall calendar or day calendar is too complicated for a person, we have illustrated three different types of visual schedules to help a person organize their day, just by simply letting them know what to expect. Visual schedules are important and there is no single, right way to make them. *Be creative!***

### ***Remember - Positive Reinforcement!***

**PRAISE 7 times more than you make demands of person.**

*This means your child should hear at least 7 positive messages for every correction/criticism.*

Some Ideas of primary and secondary Reinforcers:

**Edible:** Raisins, pretzels, gummy bears, M & Ms, candy, juice, soda, fish crackers, cookies, etc. ☺

**Tangible:** Stickers, toys, pencils, gadgets, bouncy balls, reward cards saying “Good job,” or “Thank you,” etc.

**Activities:** Board or card game, crafts, extra outings - swimming, library, arcades, bowling, park, movie night

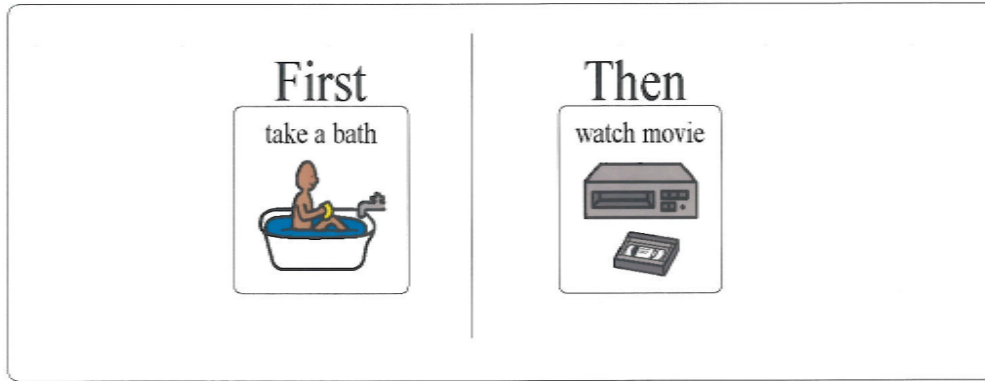
**Social:** Praise, hugs, high fives, pats on the back, hand shakes

**Generalized:** Tokens, money, points, things that can be exchanged for a tangible or activity



# 1. First-Then Strategy

“First you do \_\_\_\_\_, then you do \_\_\_\_\_” can increase individuals motivation to complete less desired tasks or activities. This strategy can help incorporate together more preferred with less preferred tasks.



## 2. Day Schedule

**John's Work Day**

**8:40 am**  
  
 Backpack in locker    Put lunch in locker

**9:00 am**  
  
 Snack

**Morning Activities**

**11:45 am**  
  
 Lunch

**12:30 pm**  
  
 Relax

**Afternoon Activities**

**2:00 pm**  
  
 Snack  
  
 UTA

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 Mayer-Johnson, Inc. • P.O. Box 1579, Solano Beach, CA 92078 U.S.A. Phone (959) 950-0084  
 web site: www.mayer-johnson.com

## 3. Weekly P.M. Schedule

Weekly Evening Schedule (do2learn.com)

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
 Do Homework							
 Set Table							
 Eat Dinner							
 Clean Kitchen							
 Take Shower							
 Pajamas							
 Take Medicine							

### References/Resources

Boardmaker and the picture communication symbols [online]. Available: [www.mayer-johnson.com](http://www.mayer-johnson.com)  
 Education resources for special needs [on-line]. Available: [www.do2learn.com](http://www.do2learn.com)  
 Fouse, B., & Wheeler, M. (1997). *A Treasure Chest of Behavioral Strategies for Individuals with Autism*.  
 Arlington, TX; Future Horizons, Inc.