# Little SPARK: Simple Play Adaptations to Reference for Kids

## First-Then Flip Schedule

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| **Description:** | **Image:** |
| First-Then Flip Schedule consists of black velcro sensitive (loop) fabric pages for attaching word/picture prompts for task order; designed for you to add your own words signifying the order of step One and Two, or activity and reinforcer, to help motivate to the next task.  [Purchasing Information](https://www.augresources.com/First-Then-Flip-Schedule-with-Black-Fabric-Pages-p/032721.htm) | Black fabric book with  two binder rings at the top. Two cards are displayed on the front of the book with the words Addition on one and CD on the other. Beneath the two cards are the words first and then with an arrow between them pointing to the word then. |

**Who Might Benefit?**

Those who benefit from structure, need support understanding or following routines, and are motivated by seeing and interacting with a clear, predictable sequence of activities.

**Why Use?**

A visual "first-then" schedule helps children understand and follow the sequence of activities, supports smoother transitions, introduces new tasks in a motivating way, and builds independence by clarifying expectations.

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| Instructions for Use: | Adaptation Ideas: |
| **Environmental Considerations**   * Use in any environment throughout the day.   **Positioning & Alternate Positioning**   * Use in any position for easy viewing and manipulating.   **Basic Play/Use 🡪 Extended Play/Use**   * Present the schedule to the child 🡪 Allow the child to choose the “Then” activity when appropriate. | **Additional Materials**   * Velcro, foam board, Dycem, or carpet square.   **Build It Up**   * Reinforce the pages with cardboard. * Add page fluffers.   **Stabilize It**   * Fasten the schedule to a surface so that it doesn’t shift during viewing or manipulating.   **Simplify It**   * Use objects to show the sequence.   **Contain It**   * Place completed activities from First Then in folder, sleeve, or envelope to show the child what they accomplished.   **Add Sensory Cues**   * Draw Use real objects, symbols outlined in puffy paint, or high contrast visuals. * Narrate the schedule.   **Alternative Uses/DIY**   * Paper-based or dry erase boards first-then schedules. |

### Words to Encourage Play/Use

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| **First**  A black arrow pointing to the number 1 in a list of 1, 2, and 3. | **Then**Two clocks with one arrow pointing from one with hands at 12:20 to the other with hands at 12:40. | **NextArrow pointing to person figure with "3" over their head in a line of two other people.** |
| **DoneA child with a thumb up slightly pointed toward themself and a green circle with a white checkmark next to the child.** | **Flip**A yellow triangle with a black arrow pointing to another triangle to the right side. | **ReadyA child with blue shirt and shorts with lines emphasizing the child and a thumbs up from someone else.** |
| **ScheduleBook, music symbol, and apple next to different times displayed on clocks.** | **TodayA number grid with a green check mark in the first box.** | **HelpA child kneeling on his knee and another child reaching toward the kneeling child.** |

\*”Adaptations” adapted from: Haugen’s Modes for Adapting Toys based on materials from the "Let's Play" Project at the University of Buffalo

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