

## ABSTRACT

### EFFECTS OF A VISUAL SCHEDULE ON THE BEHAVIOR OF CHILDREN WITH AUTISM DURING TRANSITION TIMES IN A PRESCHOOL SETTING

The purpose of the present study was to evaluate the effectiveness of a visual activity schedule with preschool age students with autism. Three children enrolled in the Begin Acquiring Skills in Communication (BASIC) preschool at the Speech, Language, and Hearing Clinic at California State University, Fresno served as participants. A multiple baseline across participants design was used to evaluate the effectiveness of the visual activity schedule. Data were recorded to measure the time it took for the students to transition from station to station and to count the number of times designated desirable behavior occurred. Results of the study were mixed. It was concluded that a visual schedule may help some children with autism, but their individual differences must be considered. Variables such as the level of verbal skills present, prior experience with visual strategies, and degree of behavioral difficulty appeared to affect the outcome of the study.

Jamie Elizabeth Jensen  
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