The visual schedule should be presented/reviewed with families before starting the activity, and referred back to as needed to guide the student through the activity. Items can be checked off/crossed out as they are completed.

If needed/wanted the bottom two squares can be used to record the time it takes the figurine to hit the grouond and when reflecting students can circle or touch the square to tell parachute went the slowest. If VODs are available, students can also activate one of the buttons to indicate their response.

The choice board or voice output devices (VODs) can be used to help students incidate which materials they want to use to build their paraschutes.

For questions, comments, concerns please email ataac@lvjusd.org. Thank you!

To fully include our non-speaking students we should have voice output devices (VODs) to support (1) choosing which materials to use for the parachute and (2) telling which parachute helps Jack go the slowest. Suggestions are below. Items could be loaned from SPED for the activities







(2) VOD iTalk2 for telling which card bridge held more pennies



































