

Scheduling for Students With Moderate to Severe Disabilities From A-Z and Beyond

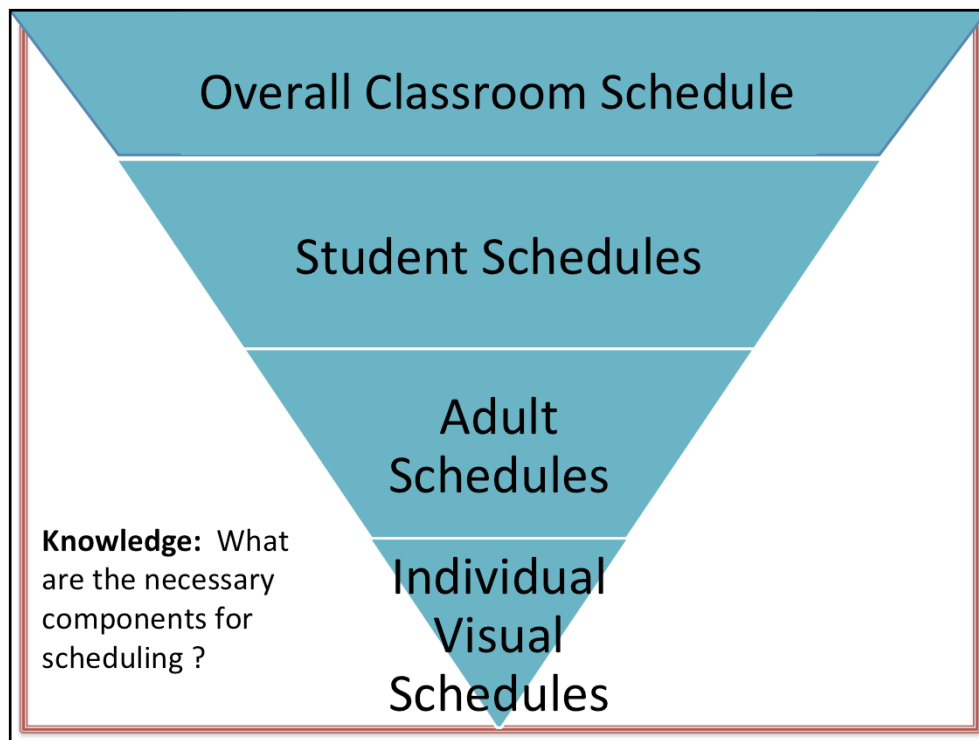
SPLASH is a low incidence initiative of the OSEP funded Kentucky State Professional Development Grant hosted by the University of Louisville

It is very important to “hit the ground” running with a well planned out schedule at the beginning of each year so that bad habits aren’t formed and routines are established. Scheduling everyone can be a daunting task especially since we don’t always have control over changes to the master schedule.

Goals for Today.....

- **Knowledge:** What are the necessary components of scheduling for MSD classroom?
 - The learner will understand the components for scheduling in a MSD classroom.
- **Method:** How does the overall planning process of scheduling impact the fidelity of implementation of student schedules?
 - The learner will learn how to develop an overall classroom, adult, and individual student schedules?
- **Purpose:** Why are all components of scheduling essential?
 - The learner will understand that all components of scheduling are interrelated and necessary for student achievement and effective classroom management.
- **Form:** How will you determine if your overall schedule and individual schedules are being implemented with fidelity?
 - The learner will understand how to use various tools for tracking the implementation of visual schedules.

Knowledge
Method
Purpose
Form



Obtain a copy of the school's master schedule from the principal to get needed information for scheduling

Step 1: Develop overall classroom schedule-is based on the School's Master schedule....

Step 2: Develop individual student schedules (Don't forget to include resource room time, general ed. time, and related services)

Step 3: Develop individual adult schedules explicitly stating where/when/what is expected for consistency of implementation

Step 4: Develop individual visual schedules for students following assessment

Knowledge: What are the necessary components of scheduling ?

- **The overall classroom schedule** is based on the School's Master schedule. It is the schedule that should be posted in your room and provided to your principal.
- Consideration must be given to all areas across the students day (academic, social, communication, etc.)
- Access provided to grade level content (modified)
- Access provided to age appropriate activities



Knowledge: What are the necessary components of scheduling ?

Student Schedules are derived from “plugging” students into the school’s master schedule and overall class schedule with consideration given to the student’s IEPs and LRE.

- Assists teachers in assigning appropriate supervision and support for students across settings.
- Don’t forget to include resource room time, general ed. time, and related services, personal needs, etc.



Knowledge: What are the necessary components for scheduling ?

Individual Adult Schedules clarify expectations for the adults under your supervision (where/when/what is expected?)

- Prevent “down time”
- Assist in classroom management



More about adult schedules is covered in the module about working with paraprofessionals.

Knowledge: What are the necessary components of scheduling ?

Individual visual schedules for students help to clarify expectations for students.

- Reduce anxiety and behavior.
- Get students from point A to point B with as few meltdowns as possible.



<p>Develop overall classroom schedule</p> <p>Method: How does the overall planning process of scheduling impact the fidelity of implementation of student schedules?</p>	Overall Classroom Schedule Planning Matrix	
	Classroom: Mrs. Gentry	
	Time (May consider scheduling in blocks)	Content Area, Subject, Activity, etc.
	7:15-8:00	Breakfast/Bathroom/Brush Teeth
	8:00-8:30	Sensory Integration and Speech Language social skills group rotation w/ Group 1 Anthony, Tony, Shawn
	8:30-9:00	Sensory Integration and Speech Language social skills group rotation w/ Group 2 Michael, Jack, Hannah, Jamie
	9:00-9:30	Opening Circle (Calendar, weather, basic concepts, daily news[New2You,])/Music and Movement,
	9:30-10:45	Reading/ELA Instructional Rotation (Edmark, ELSB[small leveled groups], 1-1 work, independent work, free choice)
	10:45-11:15	Lunch (Lunch Bunch), transition/toileting
	11:15-11:45	Large Group (Story Based Lesson) and Unit Instruction
	11:45-12:15	Center Time (i.e. literacy, math, science, writing/fine motor, computer, explore, creative play,

Handout:


This is an elementary example of an overall classroom schedule which is the first step to scheduling your classroom. When developing this overall schedule, you must consider what content must be covered across domains with access to modified grade level instruction and age appropriate activities.

This requires prioritization of material, skills and activities based on the individual needs of your students.

THIS MAY CHANGE FROM YEAR TO YEAR..

Method: How does the overall planning process of scheduling impact the fidelity of implementation of student schedules?

Overall Classroom Schedule Planning Matrix	
Classroom:	
12:15-12:45	Recess, snack, bathroom
12:45-1:15	Math Instructional Rotation (small leveled groups, 1-1 work, independent work, free choice)
1:15-1:45	Specials
1:45-2:30	Large Group Instruction (Cont. of Unit Instruction) M-Intro activities (Literacy-background information) T-Writing/fine motor W-Science/Social Studies Th-Math Fri.-Social, recreation, vocational, cooking, etc.
2:30-3:00	Closing circle w/ music and movement, toileting, prepare to go home



Page 2 of Sample Overall Classroom Schedule

Method: How does the overall planning process of scheduling impact the fidelity of implementation of student schedules?

Things to Consider for Daily Schedules

- Meaningful contexts (natural settings, and sequences)
- Balance of teaching/supervising
- Balance of preferred/non-preferred
- Balance of in seat/movement
- Length of activities
- Productive use of free time
- Productive use of transitions
- Partial participation
- Flexible groupings
- Staff coverage



Things to Consider for Daily Schedules

Meaningful contexts (natural settings, and sequences)-determine schedule to be implemented in as many natural settings as possible to encourage development of learning sequences and generalization and maintenance of skills.

Balance of teaching/supervising-We aren't a babysitting service so be careful that your schedule maximizes instructional opportunities rather than getting caught in just supervising students. Consider dividing the hours of programming into short blocks of time (15 mins....)

Balance of preferred/non-preferred-a well planned schedule can be motivating and reinforcing to students so consider placement of preferred and non-preferred activities. Block out "non-negotiable" segments (lunch, transportation, etc.), Pencil in "Negotiables" with other people (SL, OT, CBI, integration activities, etc.)


Balance of in seat/movement- make sure you balance in seat with out of seat activities to assist students in maintaining optimal level of arousal. This is helpful at all ages even high school.

Length of activities-make sure the length of the activity is appropriate to task, student attention and engagement levels.

Productive use of free time-make free time functional....reinforce skills at that time. Make sure you utilize this time as instructional time as well.

Productive use of transitions-use transitions to teach, reinforce basic skills (i.e. position first, middle, last as you line up, etc.)


Partial participation-plan for partial participation of various students in case behavior



Your Turn.....

With your SPLASH coach, complete the **Overall Classroom Schedule Planning Matrix** using the samples provided and your school's master schedule


- Consider the following:
 - Location of displayed schedule
 - Format of the schedule (e.g. pictures, words, combination)
 - How/when will overall schedule be used



Handout: Blank Overall Classroom Schedule Planning Matrix
Activity 1: 15 min. Follow directions on the slide


<p>Develop Student Schedules</p> <p>Method: How does the overall planning process of scheduling impact the fidelity of implementation of student schedules?</p>	Daily Individual Student Schedule Implementation Plan Student: Jamie				
	Time	Activity (i.e. subject, classes, lunch, etc.)	Supports (i.e. Visuals, adaptations, etc.)	Supervision (Direct or Indirect Adult)	Comments
	7:15-8:00	Breakfast/Bathroom Brush Teeth	-visual schedule -toileting and teeth brushing task analysis -AAC	Indirect support	Eats independently Make sure she doesn't leave cafeteria
	8:00-8:30	Sensory Integration	-refer to sensory diet -sensory choice board	Indirect support to stay on task	Participates independently using choice board with minimal verbal reminders to continue
	8:30-9:00	Speech Language Therapy	-AAC -visual schedule	Direct service 1-1	1-1 and small group therapy in resource and therapy room as needed

Handout: The second step in scheduling is developing student schedules based on individual needs of students as described in the IEP. The following is an excerpt from a sample schedule for Jamie. Notice that supports he will need to be successful, as well as, the level of supervision he requires in each activity is specified. In addition, the comment section allows for other important information to be considered. This information is pertinent when developing adult schedules so that the adults can be placed with the prioritized student(s) needs.



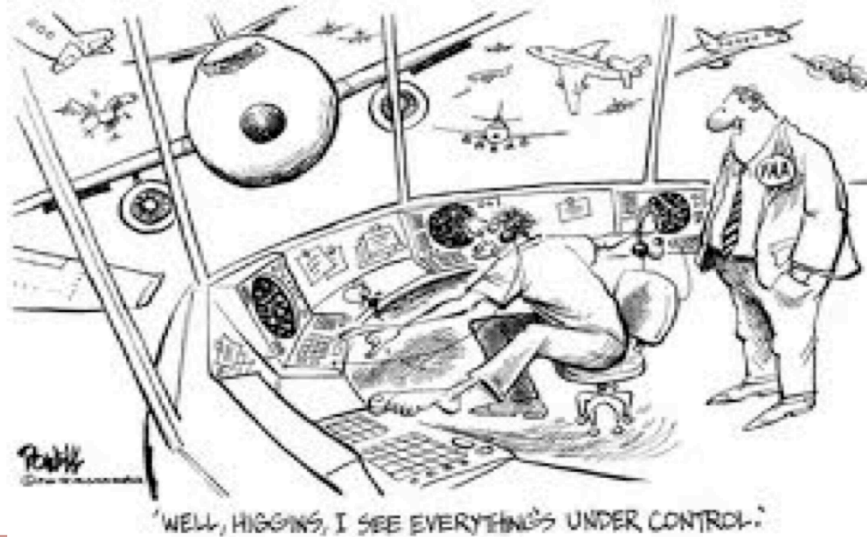
Your Turn.....

With your SPLASH coach, complete the **DISSIP** for at least one student using the samples provided and individual LRE and student placement information you have gathered.



Handout: Blank Daily Individual Student Schedule Implementation Plan (DISSIP)
Follow directions on slide

Managing adult schedules is a bit like
being an air traffic controller....



Sometimes managing the adults in our classroom is more challenging than providing services to our students. Ultimately, we must “land all of our planes” safely which is done by being prepared with a schedule ready to run on the first day and every day after that. 9 out of 10 times I’m called in to coach or consult relates to a teacher not being able to run an effective schedule due to various factors.

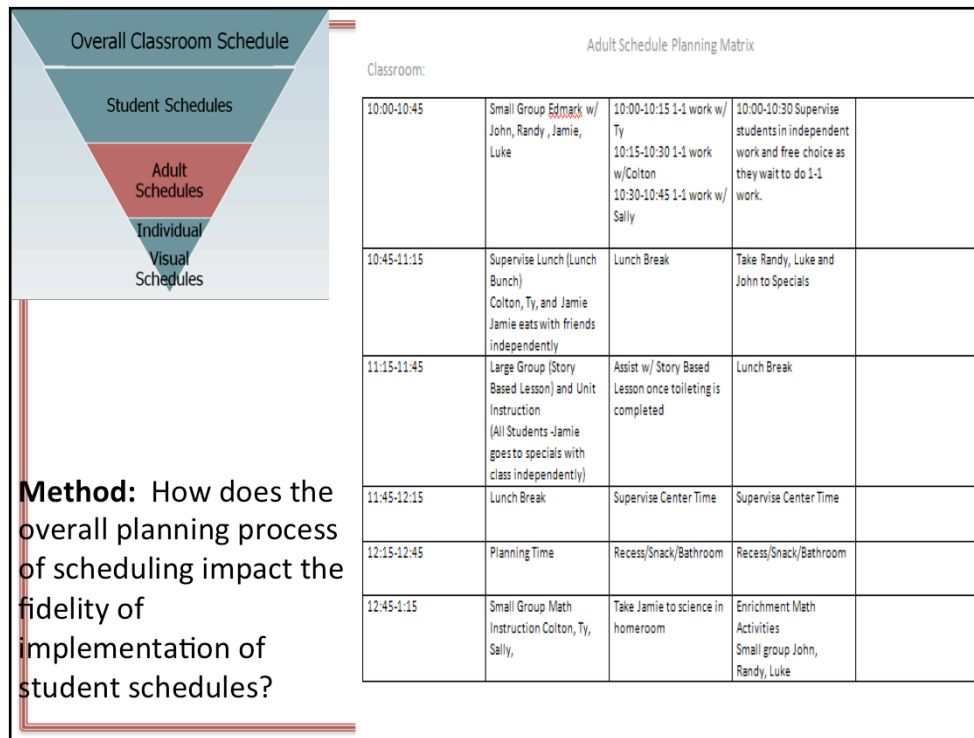
With your coach discuss briefly some barriers to being able to run an effective schedule....

REMEMBER: YOU ARE THE CAPTAIN OF YOUR CLASSROOM.....DON’T BE AFRAID TO TAKE CONTROL.....IF YOU KEEP THE FOCUS ON THE NEEDS OF THE STUDENTS RATHER THAN THE ADULTS YOU WON’T FAIL

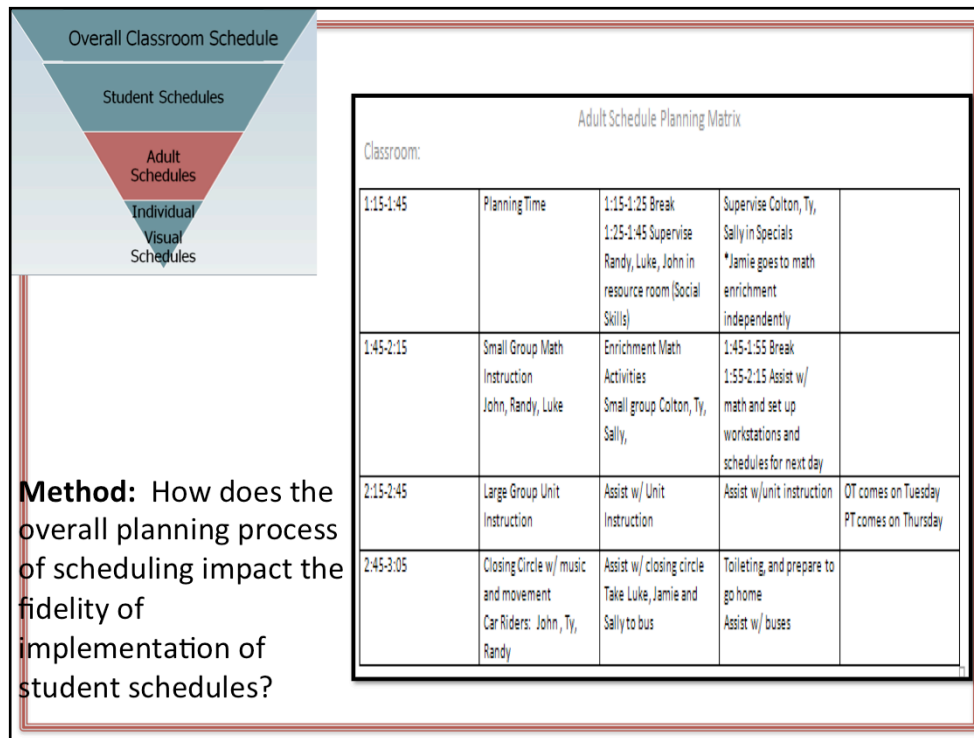
<p>Develop Adult Schedules</p> <p>Method: How does the overall planning process of scheduling impact the fidelity of implementation of student schedules?</p>	Adult Schedule Planning Matrix				
	Classroom:				
	Activity	Adult 1	Adult 2	Adult 3	Adult 4
	7:15-8:00	Supervise John and Randy in room	Get Luke, Jamie, and Sally off bus and supervise breakfast in cafeteria	Get Ty from car rider- get breakfast tray and take back to room	SLP/OT/PT
	8:00-8:30	Sensory Integration rotation w/ Group 1 John, Randy, Luke	Speech Language social skills group rotation w/ Group 2 Colton, Ty, Sally, Jamie		Speech Language social skills group rotation w/ Group 2 Colton, Ty, Sally, Jamie
	8:30-9:00	Sensory Integration social skills group rotation w/ Group 2 Colton, Ty, Sally, Jamie	Speech Language social skills rotation w/ Group 1 John, Randy, Luke		Speech Language social skills rotation w/ Group 1 John, Randy, Luke
	9:00-9:30	Opening Circle (Calendar, weather, basic concepts, daily news (News2You, Music and Movement	Assist w/ Opening Circle	Take Randy and Luke to Reading in homeroom	
	9:30-10:00	Small group ELSS w/ Colton, Ty, Sally	1-1 work with John in work station /supervise his independent and free choice time and set up Edmark materials for next group		

Handout: sample adult schedule planning matrix

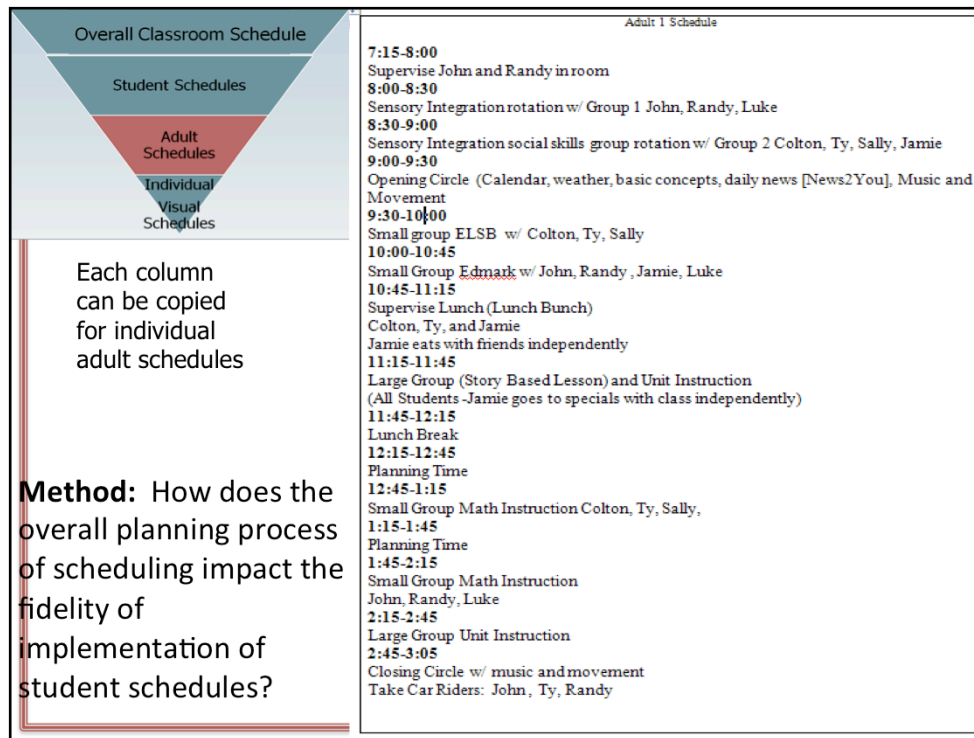
No doubt about it....this is the toughest part of scheduling because you have so many needs, and often too little staff. However, that is where good prioritization of student needs across the day is vital. (Remember: Individual Student Schedule information)



Pg. 2 Sample Adult Schedule Planning Matrix




Pg. 3 Sample Adult Schedule Planning Matrix



Once the adult planning matrix is completed you can simply copy and past each column into an individual adult schedule.


Activity: Take 3 min. with your coach to discuss organization systems for adult schedules in your classroom for fidelity of implementation.

NOTE: Adults in my class carried the schedule and progress monitoring on a clipboard for quick reference.



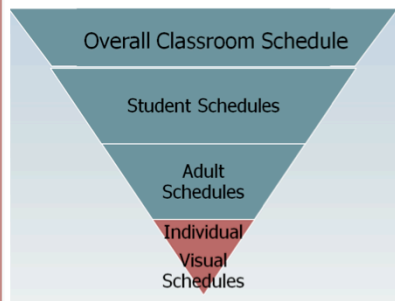
Your Turn.....

With your SPLASH coach, complete the **Adult Schedule Planning Matrix** using the samples provided and your **DISSIP and Overall Classroom Schedule**



Handout: Blank adult schedule planning matrix

Follow the directions on the slide.



Method: How does the overall planning process of scheduling impact the fidelity of implementation of student schedules?

Assessment, Development and Implementation of Visual Schedules **CLARIFYING EXPECTATIONS**

You're almost finished.....Let's recap what we've learned

We have developed the overall classroom schedule, determined individual student schedules, and adult schedules. We know where everyone needs to be, when and with whom....



Often we make dangerous assumptions regarding a student's need for visual schedule or other visual support based on "good days" without considering those "not so good days".

For example, I hear very often "she changes activities when we lead her there", "He changes activities when we tell him to do so", or my personal favorite "he doesn't need a visual schedule because he knows his schedule".

All of these may be true on any given day. However, if transitions are truly not an issue then behavioral data will show that.

In my experience, more often than not students on the spectrum require some level of visual schedule in order to clarify their expectation and increase their independence. Visual schedules are not just a behavior management, or transition tool, but rather a prosthetic device for independence and making our students as independent as possible is our goal.

So, let's make the Least Dangerous Assumption and learn to develop, and implement visual schedules with fidelity.

Method: How does the overall planning process of scheduling impact the fidelity of implementation of student schedules?

Schedules should tell the student.....

- What event/activity is occurring in the present
- What activity/situation will be occurring next
- How many activities there are until the day is over
- If there are any modifications in the typical routine that may occur.

MISCONCEPTION: ONLY STUDENTS WITH ASD NEED VISUAL SCHEDULES. Students who have difficulty organizing themselves independently or who have executive functioning issues may benefit from a visual schedule.

executive functions are the essential self-regulating skills that we all use every day to accomplish just about everything. They help us plan, organize, make decisions, shift between situations or thoughts, control our emotions and impulsivity, and learn from past mistakes. Kids rely on their executive functions for everything from taking a shower to packing a backpack and picking priorities.

Children who have poor executive functioning, including many with ADHD, are more disorganized than other kids. They might take an extraordinarily long time to get dressed or become overwhelmed while doing simple chores around the house. Schoolwork can become a nightmare because they regularly lose papers or start weeklong assignments the night before they are due.

Purpose: Why are all components of scheduling essential?

Step 1: Assessment

- Conduct an individualized assessment of learner's (1) comprehension level, (2) attention span, and (3) sequencing abilities in order to select the appropriate:
 - form of representation
 - schedule length and presentation format
 - method of manipulating the schedule
 - location of the schedule
 - method to initiate schedule use



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It is necessary to conduct an individual (informal) baseline assessment of student's comprehension level, attention span, and sequencing abilities to select: The handout on the next slide is in your toolkit to assist you with understanding the components and natural progression of visual schedule development.

form of representation
schedule length and presentation format
method of manipulating the schedule
location of the schedule
method to initiate schedule use

TEACCH: INDIVIDUAL SCHEDULE GUIDELINES		
Form of Representation	Date	Notes
Object that will be used in activity		
Object that is symbolic of activity		
Photograph		
Drawing		
Picture/symbol		
Single word		
Phrase or sentence		
Length		
1 item only (transition)		
2 items (first, then sequence)		
3 - 4 items, up to an hour		
2 hours		
1/2 day		
Full day		
Presentation Format		
1 item at a time		
Left-to-right sequence		
Top-to-bottom sequence		
Multiple rows		
Way of Manipulating the Schedule		
Carry object to use		
Carry object or visual cue to match (box, basket, envelope, pocket, velcro, clip)		
Turn over visual cue as activity completed		
Mark off visual cue as completed		
Location of the Schedule		
Teacher/supervisor takes to student		
Stationary in central/ neutral place (on table, on shelf, on wall)		
Multiple schedules in different locations		
Portable schedule ("pull-off traveler" from stationery schedule, on clipboard, in notebook)		
Initiation of Use of the Schedule		
Teacher/ supervisor takes to student		
Transition symbol for schedule (from same room, within view, or from distance)		
Verbal cue for schedule (from same room, within view, or from distance)		
Student checks spontaneously and independently throughout day		

Handout: TEACCH Checklist for Individualization of Visual Schedules

Forms

- Functional objects used in activities
- Object that is symbolic of activity



According to TEACCH guidelines there are 8 forms of representation for schedules. Once the student's form has been determined instruction will continue over time to allow progression to the highest form possible. Initially, the form of schedule designed for the student should be based on what form the he/she needs on a difficult day.

Forms

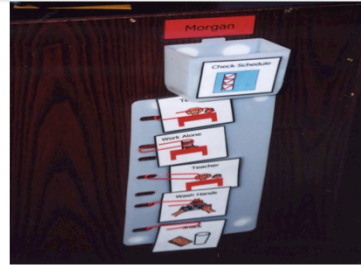
- Photograph
- Photograph with words



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Forms

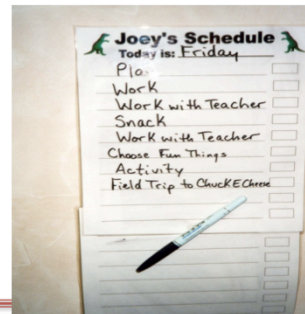
- Drawing or picture symbol with words



- Word



- Phrase or sentence



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In order to move a student from one level of a schedule to another you must pair current level they are on with the next level (i.e. object with photograph, icon with picture, etc.) and systematically teach the relationship for generalization.

Schedule Length/Presentation

- One item – signifies upcoming transition
- Two items (left to right or top to bottom)
- Three to four items (left to right or top to bottom)



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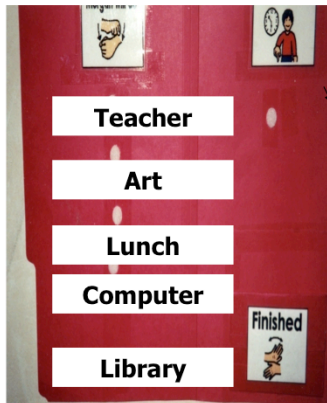
The schedule length or and presentation format is again based on the assessment that has been completed.

Consideration should be given to student's level of communication Pre-symbolic/ Symbolic, cognitive ability, and developmental level, and attention.

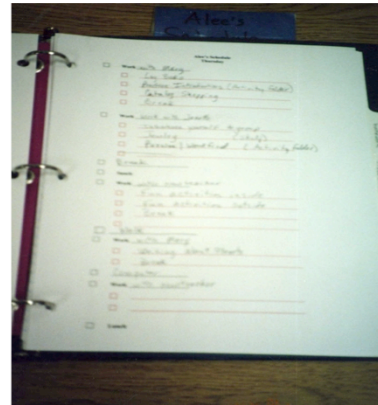
REMEMBER: At times, it may be necessary to make changes to the length or presentation of schedule to accommodate student's behavior.

Schedule Length/Presentation

- Half day (left to right or top to bottom)



- Full day (left to right or top-to-bottom)



When you are determining the length of the schedule, you must know that the student understands sequence, and order if not, they will likely use format as a choice board rather than a sequential schedule.


Method of Manipulating Schedule

- Learner carries an object to be used in upcoming activity
- Learner carries an object/visual cue and it is matched in the corresponding location
- Learner turns over visual schedule cue/puts cue in a finished location when activity completed
- Learner marks off visual cue on schedule as completed




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In order for students to develop independence with use of a visual schedule and advance to other levels of schedules as appropriate students must be taught to manipulate the schedule in some way. Otherwise, it never becomes meaningful to them as a prosthetic device for independence. For example, if your assistant or family member always managed your schedule, you wouldn't know how to use it and would likely be disconnected from it.

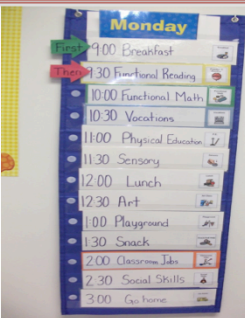


Morning Routine

6:15 am	Wake Up	<input checked="" type="checkbox"/>
6:20 am	Feed & Water Dog	<input checked="" type="checkbox"/>
6:25 am	Make Bed	<input checked="" type="checkbox"/>
6:30 am	Brush Teeth/ Wash Face	<input type="checkbox"/>
6:35 am	Brush Hair	<input type="checkbox"/>
6:40 am	Get Dressed	<input type="checkbox"/>
7:00 am	Take Medication	<input type="checkbox"/>
7:10-7:20 am	Get on Bus	<input type="checkbox"/>



TO DO	DONE
bath	<input type="checkbox"/>
brush teeth	<input type="checkbox"/>
bathroom	<input type="checkbox"/>
bedtime story	<input type="checkbox"/>



Monday


8:00	Breakfast	<input type="checkbox"/>
8:30	Functional Reading	<input type="checkbox"/>
9:00	Functional Math	<input type="checkbox"/>
10:30	Vocations	<input type="checkbox"/>
11:00	Physical Education	<input type="checkbox"/>
11:30	Sensory	<input type="checkbox"/>
12:00	Lunch	<input type="checkbox"/>
12:30	Art	<input type="checkbox"/>
1:00	Playground	<input type="checkbox"/>
1:30	Snack	<input type="checkbox"/>
2:00	Classroom Jobs	<input checked="" type="checkbox"/>
2:30	Social Skills	<input type="checkbox"/>
3:00	Go home	<input type="checkbox"/>

Flip check mark over

Move from To Do- Done

Move First/Then arrows as activity is finished

Mark off Part Day “mini”Schedule

LUNCH SCHEDULE		
		
1	<div>Walk to cafeteria </div>	<input type="checkbox"/>
2	<div>Stay in line </div>	<input type="checkbox"/>
3	<div>Get your lunch </div>	<input type="checkbox"/>
4	<div>Sit </div>	<input type="checkbox"/>
5	<div>Eat your lunch </div>	<input type="checkbox"/>
6	<div>Be quiet </div>	<input type="checkbox"/>
7	<div>Tell adult when finished </div>	<input type="checkbox"/>
8	<div>Throw away garbage </div>	<input type="checkbox"/>
9	<div>Go back to seat </div>	<input type="checkbox"/>
10	<div>Wait for Recess </div>	<input type="checkbox"/>



Location of Schedule

- Schedule information is brought to the learner.
- Schedule is stationary at a central location.
- Portable schedule.

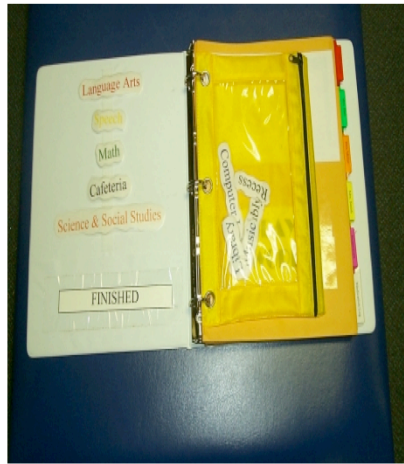


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You must consider the location of the schedule based on student's schedule and IEP. If the student is out of the resource classroom and doesn't always return to resource setting between transitions then a portable schedule may be the best.

Portable Written



Stationary w/
Transition Card



The schedule on the right is an “organizational binder” worksystem/schedule which is usually recommended for higher functioning more inclusive students. The schedule on the left is a stationary top/bottom, full day schedule with transition card and finished pocket.

Initiating Use of Visual Schedules

- Schedule information is brought to the learner
- Learner moves to the schedule using a visual transition cue (from same room , or within view from variety of locations)
- Learner travel to schedule from verbal cue (from same room, within view from a variety of locations)
- Learner spontaneously checks schedule



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In order for a student to learn to initiate a visual schedule it must be systematically taught with consideration given to how student will initiate independently. Remember consideration should be given to what supports a student needs on a “difficult day”

Initiating Use of Visual Schedules

Schedule information is brought to the learner

Learner moves to the schedule using a visual transition cue



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The example on the left is a “highly preferred” transition object that directs the student to the next activity on the schedule as part of an object level schedule used with the activity. The teacher takes the schedule info t the student.

The example on the right is an example of a transition card with child’s highly motivating special interest represented. This photo is used to gain the student’s attention to the task demand of checking his schedule.

Your Turn.....Let's Investigate!



As a group, using the Handout TEACCH Checklist for Individualization of Visual Schedules Determine the Form, Length, Presentation and manipulation of each schedule in handout on your table. Be prepared to share out

Activity

- As a group, using the Handout TEACCH Checklist for Individualization of Visual Schedules Determine the Form, Length, Presentation and manipulation of each schedule in handout on your table. Be prepared to share out



Purpose: Why are all components of scheduling essential?

Step 2. Developing the Visual Schedule

- Additional elements may be added to visual schedules as necessary such as:
 - Color coding
 - Times
 - Alignment with school bells
 - Motivational components (e.g., pictures of favorite characters) or
 - Behavior cues (reminders about specific expectations)



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The visual schedule is developed....now what?

Other options to consider when developing the visual schedule so that it is highly individualized for the student.

Color coding

Times- Be cautious-if a student is bound to time and perseverates on time you may consider not including it on the schedule without some social skills training in being flexible about time.

Alignment with school bells

Motivational components (e.g., pictures of favorite characters) or

Behavior cues (reminders about specific expectations)

Purpose: Why are all components of scheduling essential?

Step 3. Organize Visual Schedule

- Arrange the learner's daily schedule and related elements for the learner either prior to the learner's arrival or with the learner
- Ensure that visual transition cues are in place, if appropriate
- Ensure that the classroom/school areas are visually labeled with matching schedule components



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Make sure that each day the scheduling components are in place prior to the student needing them. DO NOT build the schedule as you are implementing it.

Purpose: Why are all components of scheduling essential?

Step 4. Implement Visual Schedules

- Give learner a visual cue to transition to the schedule or bring schedule information to learner
- Teach the learner how to transition to the schedule with a visual cue and/or how to transition to location with schedule information
- Minimize prompts once learner has learned how to use the schedule
- Have learner use schedule consistently throughout the day



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Ways to teach the learner:

Stand behind learner when prompting

Place schedule information in the learner's hand

Use only relevant language, identify the location where the learner is going

Assist the learner in getting to designated activity/location and prompt learner to place schedule materials in appropriate location

Ensure that learner remains in scheduled activity/location until next transition cue is given

Repeat steps above until learner is able to complete this sequence independently across activities/locations; and

Fading prompts as quickly as possible.

Purpose: Why are all components of scheduling essential?

Step 4. Implement Visual Schedules

- Visual transition cue used consistent throughout the day
- Prepare the learner for changes in scheduled activities
- Individual schedules move with learner across settings or elements of visual schedules are located across settings
- Use a data collection system to record learners use of visual schedules



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Consistent implementation of the visual schedule is the most critical and difficult step of the process.

****Discuss with your coach why this may be the most difficult step? Be prepared to share your thoughts.

Purpose: Why are all components of
scheduling essential?

Making the Match-

Some Additional Examples from...

U N I V E R S I T Y O F
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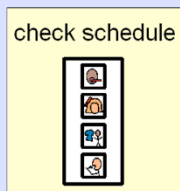
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The following slides offer some additional examples of schedules with
recommendations for whom might benefit from this type of schedule.

This schedule works well for younger students just learning to use a schedule or for students in a self-contained classroom.

1. A "check schedule" card (transition card) is introduced with the schedule. When it's time for the student to transition to the next activity the card is handed to the student with the request to "check your schedule". The student will bring the card back to schedule location.



2. Once the student is at their schedule they will check to see what is next and remove that card on the schedule. Schedule can be left to right or top to bottom (system of most to least prompts will be used during instruction)

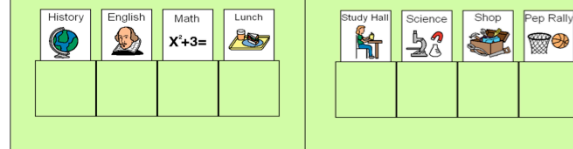


3. The picture in their hand tells them where they are going. A "receiver envelope" or area is kept at the site where the activity will occur. The student puts the picture in the envelope as his/her pass to the activity.



REMEMBER : Always individualize the level of schedule to the child's communicative level.

This schedule works well for students who spend most of their day in general education.



- This schedule is both portable and flexible. It is made from an inexpensive folder that the student carries with him/her.
- As each activity is completed the card is turned around in the mini-pocket (made from pieces of cardboard taped on the folder).
- Students can put their assignments "to be done" in the left pocket and "completed" assignments in the right pocket.
- This format can combines a schedule with individual work system.

This schedule clearly communicates what needs to be done. It can be attached to a notebook or clipboard so it is portable and easy to use.

As each activity is completed the card is moved to the "All Done" column. Be sure to schedule a balance of activities including work and activities the student enjoys, to keep them interested and motivated.

Things to do.	All Done
<input type="checkbox"/>	<input checked="" type="checkbox"/> Warm-Up
<input checked="" type="checkbox"/> Work Task	<input type="checkbox"/>
<input checked="" type="checkbox"/> Break	<input type="checkbox"/>
<input checked="" type="checkbox"/> Community	<input type="checkbox"/>
<input checked="" type="checkbox"/> Lunch	<input type="checkbox"/>

Don't Forget Special Days and Activities



- Don't forget party days, field trips, and any other unusual days.
- For those unexpected activities which can occur any day it is handy to have a "surprise" card (i.e., a solid pink card) which can be put on the schedule to signal a change.
- **You will find that a change in schedule is usually OK if the student is prepared.**

Mini-Schedules

- Mini-schedules break down an activity into manageable steps. They are a visual form of task analysis that can be built into existing student schedules.
- Examples of other routines which lend themselves well to a mini-schedule:
 - washing dishes
 - circle time activities
 - assembly tasks
 - cooking tasks
 - bathroom routine
 - Morning or afternoon routine

Here is an example of a mini-schedule for getting ready for a winter recess.





I need a break!

Break

Identifying the need for a break and getting a break appropriately are important skills for our students.

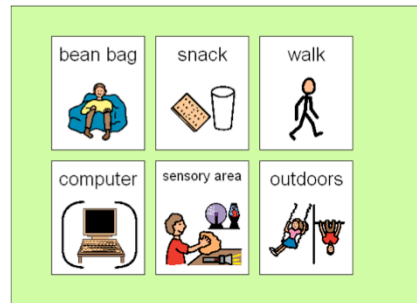
- When a student with autism needs to be released from an activity he will make that need known, one way or another. If he does not have an appropriate and easy way to request out of the activity we may see inappropriate behavior serving as that communication.
- Break cards are a nice way for students to request a break.

Don't forget that this must be taught and acknowledged.



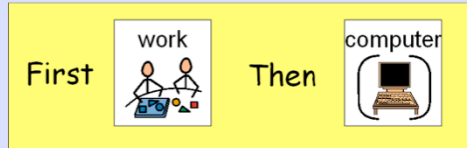
Once our students identify the need for a break they may need some choices for helping them decide what break activity will best meet their needs and enable them to return to their work upon completion of the break.

These can and should be built into student's existing schedule



FIRST ____ THEN ____

Consider this familiar scene...
The teacher wants student to complete assigned work.
The student wants to play a computer game.
Consider this solution...

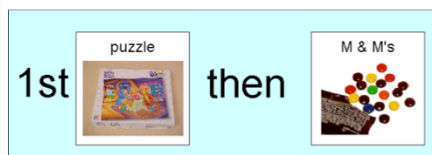
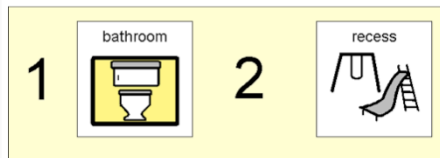


- This gives the student a visual reminder that once the non-preferred task is completed they will be able to do a preferred activity.

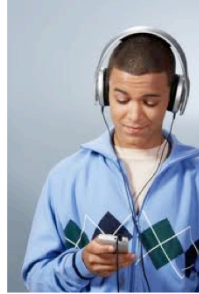
Once you use this "contract" you will find all kinds of opportunities to put it to the test!

Here are a few ideas to help you start thinking about other ways you might use the first-then board:

Be sure that "preferred" items are based on assessment.



Multi-Media Schedules



Form: How will you determine if your overall schedule and individual schedules are being implemented with fidelity?

Consistent progress monitoring considering level of prompt needed to use schedule and....

- form of representation
- schedule length and presentation format
- method of manipulating the schedule
- location of the schedule
- method to initiate schedule use

NOTE: There are a variety of data collection sheets for schedules



REMEMBER:

Data collection for schedules is vitally important so you can move students to different levels and adapt as necessary.

Schedules						
Student _____				Date _____		
Schedule:		Transition Cue:				
Activity	Knows when to check schedule	Locates schedule	Follows sequence	Manipulates schedule	Goes to activity	Remains in activity
	6	6	6	6	6	6
	5	5	5	5	5	5
	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
1	1	1	1	1	1	
Activity	6	6	6	6	6	6
	5	5	5	5	5	5
	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
1	1	1	1	1	1	Comments
Activity	6	6	6	6	6	6
	5	5	5	5	5	5
	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
1	1	1	1	1	1	Comments
Activity	6	6	6	6	6	6
	5	5	5	5	5	5
	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
1	1	1	1	1	1	Comments
Activity	6	6	6	6	6	6
	5	5	5	5	5	5
	4	4	4	4	4	4
	3	3	3	3	3	3
	2	2	2	2	2	2
1	1	1	1	1	1	Comments

1 = fail
 2 = physical prompt
 3 = verbal prompt
 4 = gestural prompt
 5 = material prompt
 6 = independent

Handout: TEACCH Data Sheet Schedule

There are a variety of data collection sheets for schedules-This is just one.

What's Next?

- Practice-Finish completing the planning process outlined today.
- Evaluation-Share your completed scheduling process with your SPLASH Coach and gain feedback.
- Reflection-Reflect on feedback from Coach and make adjustments to schedule components as needed.





Mastery

- Review and train staff on how to implement schedule
- Develop a system for managing adult schedules (i.e. clipboard, folder, notebook, wall, etc.)
- Frequently meet with paraprofessionals and other related service providers to discuss how the schedule is working
- Determine if/when rotation of adult schedules will occur
- Refine schedule as necessary
- Provide a copy of master schedule to principal
- Progress monitor visual schedules and make adjustments as necessary.



References

- The University of North Carolina Charlotte, TEACCH Autism Program
- Kentucky Autism Training Center, Laura Ferguson, Consultant
- The National Professional Development Center on Autism Spectrum Disorder
- Shaw, E., Meredith, K., & Hume, K. (2009). *Visual Supports*. Chapel Hill: National Professional Development Center on Autism Spectrum Disorders, Frank Porter Graham Child Development Institute, The University of North Carolina