Classroom Routines: Following a Schedule

Student will learn to follow a schedule for classroom activities, making events more predictable for the student, thereby reducing anxiety and promoting independent time management.

⚙ Suggested Materials

The following are Language Builder Cards that work well for visual schedules:

LB3 Language Builder: Emotions Cards

✳	LB3 058	Putting together puzzle	✳	LB1 250	Puzzle
✳	LB3 062	Writing in school	✳	LB1 268	Toilet
✳	LB3 64	Boy cutting paper	✳	LB1 272-273	Soap
✳	LB3 065	Taking a test	✳	LB1 289	Pencil
✳	LB3 070	Eating a cookie	✳	LB1 290	Scissors
✳	LB3 073	Cooking	✳	LB1 291	Books
✳	LB3 074	Sleeping	✳	LB1 292	Backpack
✳	LB3 041	Playing board game	✳	LB1 293	Lunch box
✳	LB3 051	Boys reading book			

LB5 Language Builder: Sequencing Cards

LB11 Language Builder: Verbs & Action Words Cards

✳	LB5 001-003	Brushing teeth	✳	LB11 116	Bouncing a ball
✳	LB5 007-010	Washing hands			on playground
✳	LB5 001-014	Eating dinner	✳	LB11 20	Brushing hair
✳	LB5 059-064	Tying shoes	✳	LB11 22	Brushing teeth
✳	LB5 090-097	Setting the table	✳	LB11 25-26	Buttoning clothes
✳	LB5 107-116	Pouring cereal	✳	LB11 39	Climbing on
					monkey bars

LB2 Language Builder Occupations Cards

✳	LB2 014-015	Bus drivers	✳	LB11 42-43	Coloring
✳	LB2 031-032	Crossing Guards	✳	LB11 57	Drawing
✳	LB2 064-065	Librarians	✳	LB11 58	Dressing
✳	LB2 101-102	Teachers	✳	LB11 59-60	Drinking
			✳	LB11 65	Drying hands

LB1 Language Builder Picture Nouns Cards

			✳	LB11 70-71	Eating
			✳	LB11 99	Jumping rope
✳	LB1 123	Sandwich in Ziploc	✳	LB11 101	Kicking ball
✳	LB1 192	School bus	✳	LB11 121	Kid painting
✳	LB1 234	Slide	✳	LB11 131	Playing bingo
✳	LB1 235	Swing	✳	LB11 134	Playing soccer
✳	LB1 240	Legos	✳	LB11 156	Riding bike
✳	LB1 241	Blocks	✳	LB11 160-161	Running
✳	LB1 242	Tinker toys	✳	LB11 181-182	Sliding on a slide
✳	LB1 243	Playdoh	✳	LB11 198	Swinging
✳	LB1 244	Crayons	✳	LB11 221	Waving
✳	LB1 245	Paint	✳	LB11 230	Zipping a coat

Student:

Projected activities for: __ / __ / __ to __ / __ / __

Monday	Tuesday	Wednesday	Thursday	Friday

◎ IEP Goals

1. When provided a 3-step visual schedule in a highly structured format, [Student] will check their schedule, articulate the next activity on the schedule, and transition to activities according to the items on the schedule in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

2. When provided a 4-6 step visual schedule in a highly structured format, [Student] will check their schedule, articulate the next activity on the schedule, and transition to activities according to the items on the schedule in 4 out of 5 presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

3. When provided a visual schedule for daily activities in a typical classroom format, [Student] will check their schedule, articulate the next activity on the schedule, and transition to activities according to the items on the schedule in 80% presented opportunities, as measured by instructor observation and recorded data, with [no more than ## & type, or zero] prompts, over [##] consecutive data days by [date or timeframe].

📝 Notes

STAGES® learning

888-501-8880 | stageslearning.com

aris™ LANGUAGE BUILDER®

Academic Readiness Intervention System

888-501-8880 | languagebuilder.com/aris

Classroom Routines: Following a Schedule

🔍 Lesson Focus

Student will learn to follow a schedule for classroom activities, making events more predictable for the student, thereby reducing anxiety and promoting independent time management.

📁 Lesson Format

The primary lesson is designed for intensive 1:1 instruction with a teacher or therapist.

🧭 Location

This lesson is generally an indoor classroom activity, but will govern events which may take place in other areas of the school, such as lunch, recess or the gymnasium.

✂ Preparation

Prepare a visual schedule using photos and/or icons for common classroom activities in the student's program. A selection of visual schedule photos and icons are available on the Stages Learning Materials website at www.stageslearning.com/visual-schedule.

📋 Procedures

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Give the instruction: "It's time to check your schedule"
4. Prompt if necessary.
5. Wait for the student to look at their schedule and find the next activity.
6. Reinforce the student.

☑ Prerequisites

Lesson 79: *Following a Schedule* is an introductory activity. The student will be better able to participate in this activity if they recognize a picture as a representation of another item or event. Accordingly, it will be helpful if they have mastered:

★ **Lesson 13:** *3D to 2D Matching*

⭐ Standards

Head Start

★ IT-ATL 5

Common Core

★ N/A

ABLLS-R

★ N/A

VB MAPP

★ CR & GS 8-M

🖥 Record Keeping

Data Sheet

★ *Skills-Based Lessons*

Home Communication Sheet

★ *Emerging & Maintaining Skills*

Teacher Tip

In addition to the visual schedule, it may help the student to have a corresponding color-coded basket that includes all the supplies necessary to accomplish a particular task on the schedule. So, for example, if the schedule says the student should play with blocks, place the blocks in the basket for the student to retrieve and return when complete.

Why Do We Teach This?

Teaching students to follow a schedule assists them in learning routine activities and can also help with transitioning between activities by visually representing the upcoming demands.

🎵 Lesson Progression

When you first introduce the idea of a visual schedule, it will be in a very limited and inorganic format.

- Set up 3 familiar and recognizable activities in 3 distinct places in the classroom. For example: Blocks, Legos and a puzzle. There is a corresponding Language Builder Card for each of these.
    - » Place the 3 picture cards, or whatever type of schedule visuals you are using, in front of the student. Or, place them in a pocket chart if you use those for schedules in the classroom.
    - » Give instruction for the student to check their schedule as you point to the schedule.
    - » "Let's check your schedule." Student looks to the schedule.
    - » "What is it time for?" (As you point to the first picture or icon).
    - » If possible, the student should respond with the correct activity name: "Blocks."
    - » "You're right! Blocks are the next thing on your schedule. Let's go build with the blocks." (As you point to the place in the room where you have set up the blocks).
    - » Use prompting strategies as needed to have the student complete the activity.
    - » When the student has completed the activity, ask them to check their schedule again and, if using a pocket chart, you can move the picture or icon to an "All Done" column.
    - » Point to the 2nd icon and ask the student: "Now what is it time for?"
    - » Follow the same procedures as above until the student has completed the 2nd activity.
    - » Continue until the student has completed all the tasks on the schedule.
- When the student can successfully complete 5-6 activities following a schedule in this very structured format, begin to introduce the use of a schedule into more typical classroom activities.
    - » Set up the visual schedule lesson to take place right before a regularly scheduled classroom activity like lunch or recess.
    - » Make the last thing on the schedule a regular classroom activity, such as recess.
    - » Work through each structured activity on the schedule, and time it so you finish the last one when it is time for the class to go to recess.
    - » Ask your student: "What's next on your schedule?" They will see that it is recess, and then can then go to recess with the class.
- Continue to add more classroom activities to the student's schedule and reduce the formal lesson setting for schedule practice until using a visual schedule is part of the student's regular routine. Be sure to regularly record data on how well the student is able to follow the schedule, and record any specific challenges for the student. If you see patterns of difficulty in following a schedule, isolate the specific area of concern and return to a formal lesson setup to improve the student's performance on the challenging area.

⊕ Generalization

Once the student begins to grasp the idea of following a schedule:

- Make sure that all other school staff members who interact with the student know about the student's schedule and the level of independence they are able to achieve in following the schedule. This will help other staff members reinforce the student's use of the schedule.
- Expand the activities that the student is able to recognize on their schedule.
- Have the student work on creating their own schedule or taking turns with the staff to add different activities.
- Have the student practice being flexible with their schedule as you change the order of activities or remove/add activities.
- Communicate progress, commands used, and successful prompts, to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet* so the parents can practice following a schedule at home or other environments outside of school.

◎ Whole-Child Lesson Ideas

Rewarding Schedules

Once the student is familiar with following a visual schedule, you can combine this skill with **Lesson 87:** *Token Board.* After each activity on the schedule is complete, give the student a sticker to place over the image. You can laminate everything and use Velcro dots to create a reusable schedule and token board. If token boards are unfamiliar to the student, you can simply offer encouragement and/or a small treat after each item on the schedule is complete.

◉ Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Point to the location where the student's schedule is kept.
2. Bring the schedule to the student, or lead the student to the schedule if they are unable to respond to a "Go check your schedule" instruction.
3. Point to the next item on the schedule.
4. Hand over hand guide the student to select the next item on their schedule.
5. Physically guide the student to the next activity on the schedule.

→ Next Steps

Once the student has mastered following a schedule, incorporate visual schedules into the student's typical school day.

Skills-Based Lessons
DATA SHEET

aris™

STAGES learning

LESSON NUMBER   *LESSON TITLE*

STUDENT'S NAME   *DATE*

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P
Prompt Code										

Date: _____ Staff Initials: _____ Notes:
Time Started: _____
Time Finished: _____ % Correct: _____

Trial	1	2	3	4	5	6	7	8	9	10
Response	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P	+ − NR P
Prompt Code										