

Task Analysis: Student Schedules

1	<p>Identify student needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Comprehension of time or language <input type="checkbox"/> Structure & predictability <input type="checkbox"/> Becoming familiar with new environments <input type="checkbox"/> Difficulty moving from one task to another <input type="checkbox"/> Anxiety or behavior related to transitions/routines <input type="checkbox"/> Increase independence
2	<p>Collaboration</p> <ul style="list-style-type: none"> <input type="checkbox"/> To determine the schedule format and how the student will access it: General education teacher, SLP, OT, PT, Vision/Hearing consultant, support staff <input type="checkbox"/> Share the type of schedule the student is using and any resources for using at home (consider daily living and virtual learning) with parents/family
3	<p>Choose a schedule format for each student</p> <ul style="list-style-type: none"> <input type="checkbox"/> Object with word <input type="checkbox"/> Photographs with words <input type="checkbox"/> Drawings/icons with words <input type="checkbox"/> Words only or words with time
4	<p>Choose a schedule style</p> <ul style="list-style-type: none"> <input type="checkbox"/> Velcro <ul style="list-style-type: none"> ○ Consider how you will store and manage pieces <input type="checkbox"/> Checklist <input type="checkbox"/> Chunked into partial or whole day <input type="checkbox"/> Stationary or portable <input type="checkbox"/> Physical copy or digital
5	<p>Implement using teaching strategies including explicit instruction, task analysis, prompting and reinforcement.</p>
6	<p>Collect data and use it to inform instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Detailed task analysis <input type="checkbox"/> Prompt hierarchy with scoring guide <input type="checkbox"/> Establish mastery criteria <input type="checkbox"/> Determine the frequency of data collection and person(s) responsible <input type="checkbox"/> Review the data <input type="checkbox"/> Monitor and adjust strategies/interventions where needed

Project Prepare

7	<p>Update schedule in response to data</p> <ul style="list-style-type: none"> <input type="checkbox"/> When students are ready for a different format <input type="checkbox"/> When changes are made to zoning plan
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Tips for Teaching:

- Make sure the schedule is age-appropriate
- Corresponding environmental label provide visual cues for schedules
- Teach appropriate response to unexpected events
- Plan fun, engaging activities
- Be consistent!
 - Follow the schedule all day, every day
 - All staff should be teaching, prompting, and reinforcing the same way
- Using a peer buddy to support transitions for a struggling student can be powerful
- Assign staff members to specific students for teaching, prompting, and reinforcement
- If a student continues to struggle, consider trying a first/then visual as a starting point

TESS Alignments

Domain 1: Planning and Preparation

1b: Demonstrating knowledge of students

1e: Designing coherent instruction

Domain 2: Classroom Environment

2b: Establishing a culture for learning

2c: Managing classroom procedures

High Leverage Practices

Assessment

HLP 6 - Use student assessment data, analyze instructional practices, and make necessary adjustments

Social/Emotional/Behavioral

HLP 7 - Establish a consistent, organized, and respectful learning environment

Instruction

HLP 15 - Provide scaffolded supports

HLP 16 - Use explicit instruction.