

## Procedures for Developing Wall Schedules

Active student engagement is one of the factors directly correlated with student achievement and reduction in problem behavior; therefore you want to make sure your schedule incorporates the most engagement/instructional time as possible.

### Benefits of Specific Classroom Schedules:

- It is a master guide that ties allotted instructional time to staff assignments and programming data.
- Reduces the likelihood of students contacting reinforcement on their own.
- Helps all staff know exactly where they should be and what they should be doing with students.

### Rules for Developing Schedules:

- Should be clear information on instruction expected so that anyone familiar with programming from applied behavior analysis can look at the schedule and deliver instruction.
- Should indicate which staff is assigned to which student(s) throughout the day.
- Should specify the major content of instructional activities and correlate with data systems and instructional materials.
- At least 75% of intervals should correlate/specify instructional objective
- Time intervals should be no longer than 30 minutes (exceptions are to be determined by the team)
- Make sure the schedule is located in an area of the classroom that is visible to all staff no matter where they are (central location).
- Monitor frequently throughout the day to make sure it is being followed all day long.
- Following are some general guidelines that could be helpful in developing your schedule:
  - Create schedule tags. You can do this electronically, using a pre-made template to save time! When creating the tags, include the names of students, staff, activities, and locations. Print schedule tags on card stock, then laminate, and add either magnetic tape or Velcro (depending on where you want the schedule posted in your classroom). Doing this helps with the durability of the schedule tags so you can use over and over again!
  - Post Staff names across top of the schedule. This will make it easier for staff to read since each person can focus on “their column” (this also helps with flexibility of assigning more than one student to staff).
  - Time intervals go down the left hand side of the schedule
  - It is very helpful to number the different areas of your room so that when you place the students in their slot with “what they should be working on (example: Reading, Writing, Math, Group Table, OT, etc.) you can also assign “where they should be” without having to write it out. Here is an example of how that could look:

<b>1</b> : Gross Motor	<b>5</b> : Student desk area
<b>2</b> : Group table in center of room	<b>6</b> : Table by black board

3 : Table by books  
4 : Student desk area

7: Table at back corner  
8: Computer

- For those classrooms that have rotating numbered days. A single schedule with each day's change can be made and hung beside the "master" schedule to show that day's changes. This way you only have to change one thing and not several on the main schedule.
- You can get as specific to assigning staff to specific students during times such as lunch, recess, and other group times. This way each staff member knows who they are responsible for during those times. For example, if a child needs assistance during recess, then it doesn't have to be a question as to "who should provide the help".
- It is also important to assign staff to students who are doing independent work. This staff would be the one to reinforce the student accordingly if they are on task as well as intervene (redirect, follow through) if student is off task.
- Most importantly, your schedule is always a work in progress. More often than not, it will need to be altered as circumstances arise. This is why it is helpful to develop a schedule that is flexible and allows for changes to be made quickly (examples: using Velcro, dry erase or magnetic backings that allow to move things around easily)

As stated above, changes occur. Therefore, be prepared to "play around" with scheduling until you find something that "fits". Changes in the classroom may require an adjustment to the "fit". Be flexible.

Review the instructional needs of each student. What are they?

- One-on-one instruction
- Dyadic instruction
- Group instruction
- Direct instruction
- Computer time
- Mobility challenges
- Behavior challenges
- Specific stations at specific times
- Specific instructors
- Specific reinforcers availability
- Specials that affect scheduling/therapy
- Extra teaching time
- Feeding schedules

Think of the Wall Schedule as "Grand Central Station". It directs all of the daily activities and provides structure to the day. It is not a schedule for the student. It is a schedule for the teacher and staff that provides information on...

- **Who:** specifies which student(s) staff is working with
- **When:** start and end time for the session
- **Where:** area/station in the classroom
- **What:** specific instructional program: intensive teaching, manding, NET, Reading Mastery, Distar Math, etc.

Schedules may have to be modified for some of the following reasons:

- Addition or withdrawal/absence of students
- Addition or withdrawal/absence of staff
- Disruptive student behaviors
- Specific student programming needs
- Skill regression or progression
- Changes in specials

### EXAMPLES:

***Note: Examples below reference instructional types that may or may not pertain to your classroom. Instruction should be individualized and labeled appropriately to meet your needs***

Day 1 & 4	Katie	Holly	Jen	Joy	TSS/Other	Speech/Deona	OT/Christy
8:15	Students are gotten off the bus, help place bookbags and items in mail boxes and cubbies. Students are then to sit in chairs set up in middle of the room to start circle time.						
8:25	Circle Time	Tommy/Probes/#5	Caleb/Probes/#4	Circle Time/NET data	Circle Time		
8:45	Tommy ITT #5	Sean/Josh/Probes #4	Brandon/Probes/ #3	Christian/Manding #2	Alexander/Probes/#6 Caleb-work Station	Sean/Probes #7	
9:30	Alexander/Josh/ Caleb Reading Mastery #1	TommyManding #4 (OTChristian ITT #5)	Christian ITT #5 (SLP - Sean ITT #2)	Brandon Manding #7	Sean -work station	Christian ITT #5	Tommy #4
10:00	Christian #2 / Brandon #7/ Josh #6 (WS)	Caleb ITT #4	Sean ITT #1	Tommy Manding #5	Alexander ITT #3	Josh ITT #6	Josh #6
10:30	Alexander #2/ Caleb #6/ Sean #7 ITT	Brandon Manding #5	Tommy ITT #4	Josh NET #3	Christian #1	Caleb ITT #6	Caleb #6
11:00	Group NET	Group NET	Group NET	Bathroom/Josh			
11:15	Lunch						
11:55	Recess						
12:30	Josh #4/ Sean #3 ITT	Christian Manding #2	Tommy ITT #5	Brandon Manding #7	Alexander NET walk Caleb Math 1st Gr	Tommy ITT #5	Christian #1
1:00	Christian #2 / Brandon #7 Sean #6 ITT	Caleb First Grade Special	Josh ITT #5	Tommy Manding #4	Alexander ITT #3	Alexander ITT #3	Alexander #3
1:30	Alexander /Josh Math	Caleb First Grade Special 1-Tech/4 - Music	Tommy NET #2	Christian/Manding #5	Sean work station Brandon #7	Brandon Manding #7	Brandon #7
2:00	Christian #2 / Brandon #7 Manding	Tommy ITT #5	Sean ITT #3	Josh NET #6	Caleb work station Alexander ITT #4	Caleb/Sean NET book/game	Sean #3
2:30	Notes Home	Data	Data	Clean up	Data		

	Ms. Katie	Ms. Holly	Ms. Jen	Ms. Joy	TSS/Other	Ms. Christy
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8:25	Brandon Christian Josh Alexander Sean #1 Circle Time	Caleb PROBES #4	Tommy PROBES #5	NET	Alexander NET DATA	
8:45	Tommy ITT #5	Sean Josh #4 PROBES	Brandon #3 PROBES	Christian Manding #2	Alexander Caleb #6 First Grade PROBES	
9:30	Alexander Caleb Josh #1 RM	Tommy ITT #4	Christian ITT #3	Brandon Manding #5	Sean WS	
10:00	Brandon Christian #7 #6 Manding Manding	Caleb ITT #4	Josh Tommy NET #3	Sean NET #5	Alexander ITT #2	
10:30	Josh Alexander Sean #7 #2 #6 ITT ITT ITT	Christian ITT #3	Brandon ITT #4	Tommy Manding #5	Caleb WS	
11:00	BATHROOM	Caleb First Grade Lunch				
11:10	Lunch	Lunch	Lunch			