



WRITTEN SCHEDULE

7:50 - 8:10		Blast-Off
8:10 - 8:30		Independent Reading
8:30 - 9:20		Readers Workshop
9:20 - 10:20		Writers Workshop
10:20 - 10:50		Specials
10:50 - 11:10		Author & Genre Study
11:10 - 11:50		Lunch and Recess
11:50 - 12:00		Independent Math
12:00 - 1:00		Data & Math
1:00 - 1:15		Recess 2

Tuesday		
1. Morning Activities		<input checked="" type="checkbox"/>
2. Reading Workshop		<input checked="" type="checkbox"/>
3. Science		<input type="checkbox"/>
4. Recess		<input type="checkbox"/>
5. Music		<input type="checkbox"/>
6. Writer's Workshop		<input type="checkbox"/>
7. Lunch/Recess		<input type="checkbox"/>
8. Spelling		<input type="checkbox"/>
9. Math Workshop		<input type="checkbox"/>
10. Class Jobs and Home		<input type="checkbox"/>

WRITTEN SCHEDULE

Schuyler
Tuesday

Done 	Done 
1. Unpack/Calendar <input type="checkbox"/>	7. Bathroom..... <input type="checkbox"/>
Morning Meeting..... <input type="checkbox"/>	
2. Music..... <input type="checkbox"/>	8. Lunch/Recess..... <input type="checkbox"/>
3. Break..... <input type="checkbox"/>	9. Break..... <input type="checkbox"/>
4. Reading..... <input type="checkbox"/>	10. Reading..... <input type="checkbox"/>
5. Teacher Reads..... <input type="checkbox"/>	11. Math..... <input type="checkbox"/>
6. Writing..... <input type="checkbox"/>	12. Leadership/Pack up/Bus..... <input type="checkbox"/>

EXAMPLES OF INDIVIDUAL SCHEDULES

Joey
Thursday August 5, 2010
Remember to Mark the Box after you finish each activity

	<input checked="" type="checkbox"/> Unpack
	<input checked="" type="checkbox"/> Break
9:30	<input checked="" type="checkbox"/> Work with Mike 1
	<input checked="" type="checkbox"/> Introductions
	<input checked="" type="checkbox"/> Independent Work 1
	<input type="checkbox"/> Snack
	<input checked="" type="checkbox"/> Independent Work 2
	<input checked="" type="checkbox"/> Work with Group 1
	<input checked="" type="checkbox"/> Work with Group 2
	<input type="checkbox"/>
	<input type="checkbox"/> Email
	<input type="checkbox"/> Eat Lunch with _____ at Sheraton
1:30	<input type="checkbox"/> Volunteer with Lauren in Office
	<input type="checkbox"/> Pack Up
	<input type="checkbox"/> Text Jessie to Go Home

iPod 2:12 PM

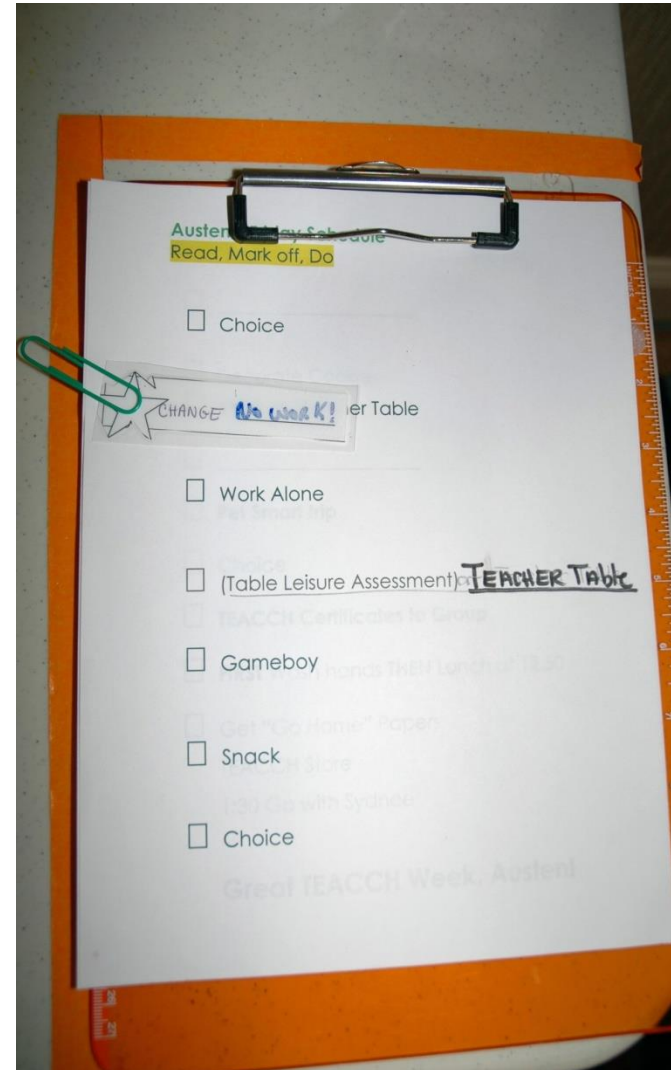
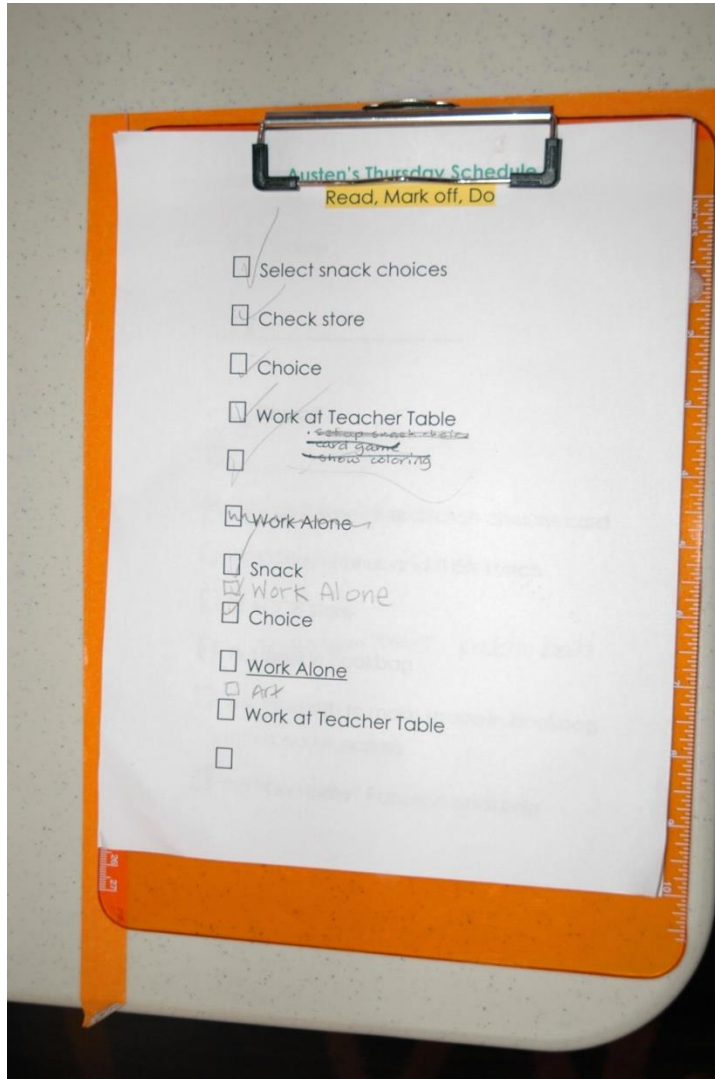
My Lists Friday's Schedule Edit

Search Cancel

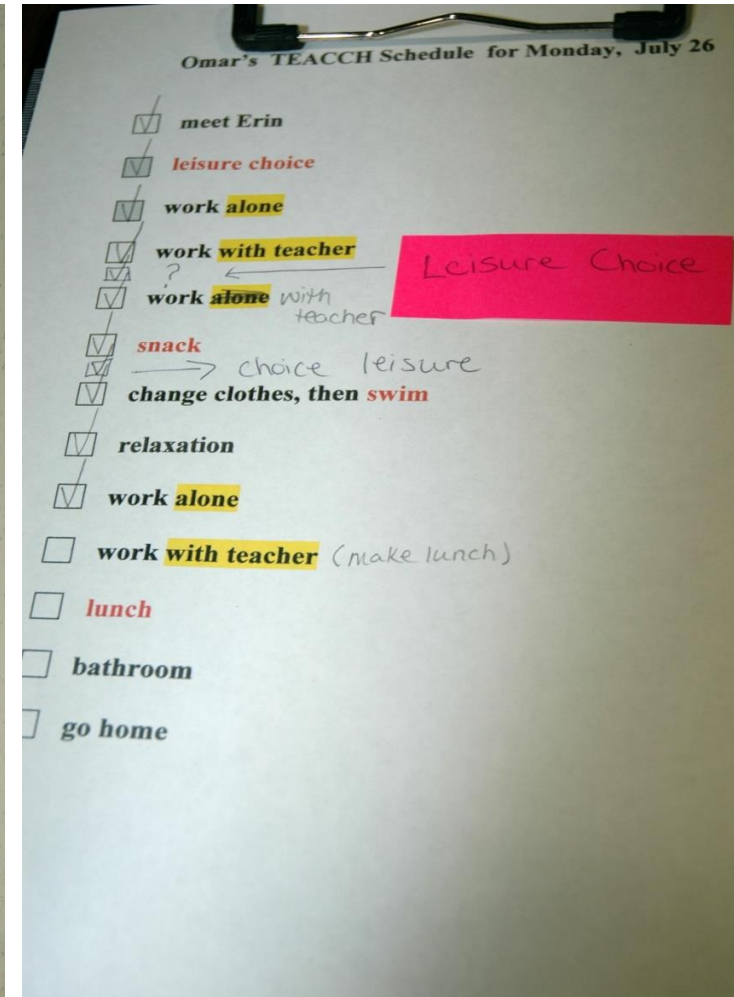
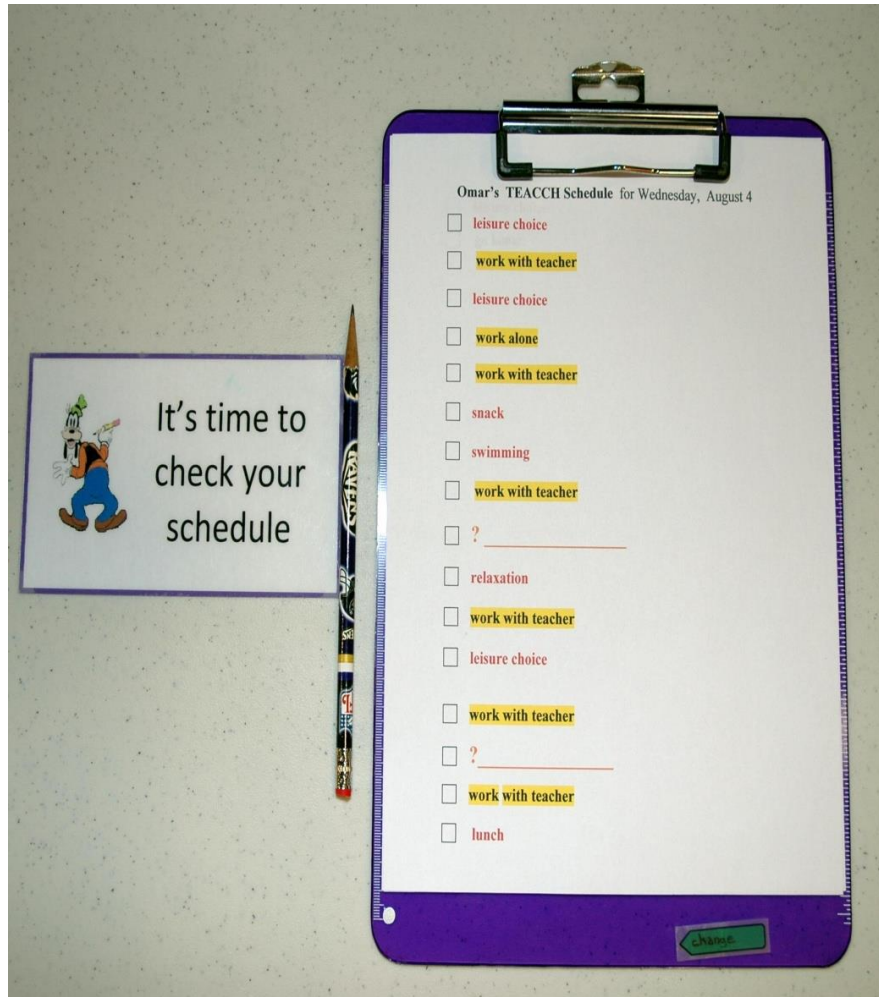
<input checked="" type="checkbox"/> Check email	>
<input checked="" type="checkbox"/> Set up snack	>
<input checked="" type="checkbox"/> Play bocci with Joey	>
<input type="checkbox"/> Instructional time	>
<input type="checkbox"/> Snack	>
<input type="checkbox"/> Instructional time	>
<input type="checkbox"/> Game cube	>

+ ✓ A-Z ✎ ✉ ☰

MAKING CHANGES TO SCHEDULES



MAKING CHANGES TO SCHEDULES



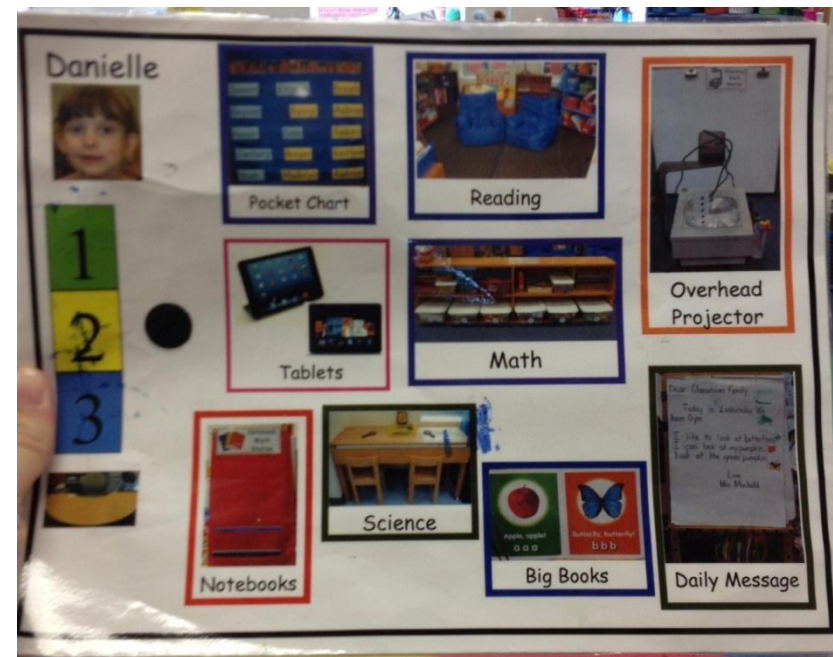
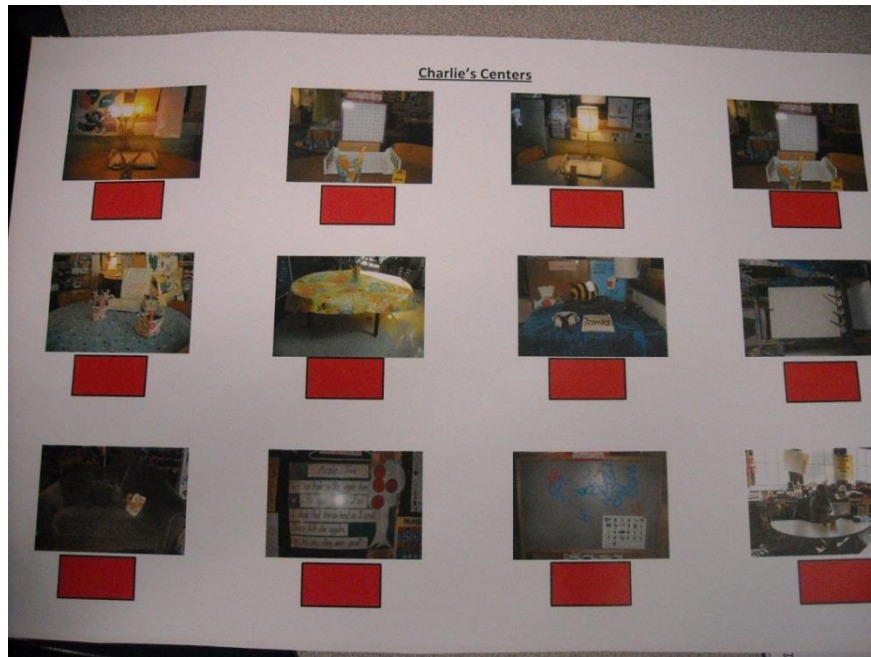
GROUP VISUAL SCHEDULES



CENTER SCHEDULES



INDIVIDUAL CENTER SCHEDULE



CENTER SCHEDULE



REMEMBER

- We do not fade schedules from our students, since they are a tool for long-life independence.
- Rather we design schedules to grow with the child.





WORK SYSTEMS

11

WORK SYSTEM

- Like the schedule, the work system is a powerful routine that brings an element of familiarity and predictability to different settings.
- The concept of “**finished**” is a key organizer and motivator for people with autism. The work system emphasizes teaching the concept of “**first, then**”.

WORK SYSTEM

- As a scheduled activity begins, the work system is a systematic , visual way to answer the following 4 questions:
 1. How much am I to do?
 2. What am I to do?
 3. How will I know when I am finished?
 4. What happens when I am finished?

WORK SYSTEM

INDIVIDUALIZE WORK SYSTEMS BY:

1. **Types of work systems:** left to right, matching, written.
2. **How to manipulate the work system:** move activities, match symbols to activities, read list of activities.
3. **How to indicate finished:** put things into a finished location to the right, put things away, mark off list.
4. **How much movement is involved during session:** stay seated throughout, move within small work area, move within larger area to get and replace materials as needed.

EXAMPLES OF WORK SYSTEMS



EXAMPLES OF WORK SYSTEMS



EXAMPLES OF WORK SYSTEMS



Listening Center Expectations

1.

Pick a book

☐

2.

Listen to book

☐

3.

Writing Paper

☐

4.

Write about the book

☐

5.

Put materials back

☐

ROLL THE WORD ACTIVITY WITHIN A CENTER

1. Roll



2. Make with letters



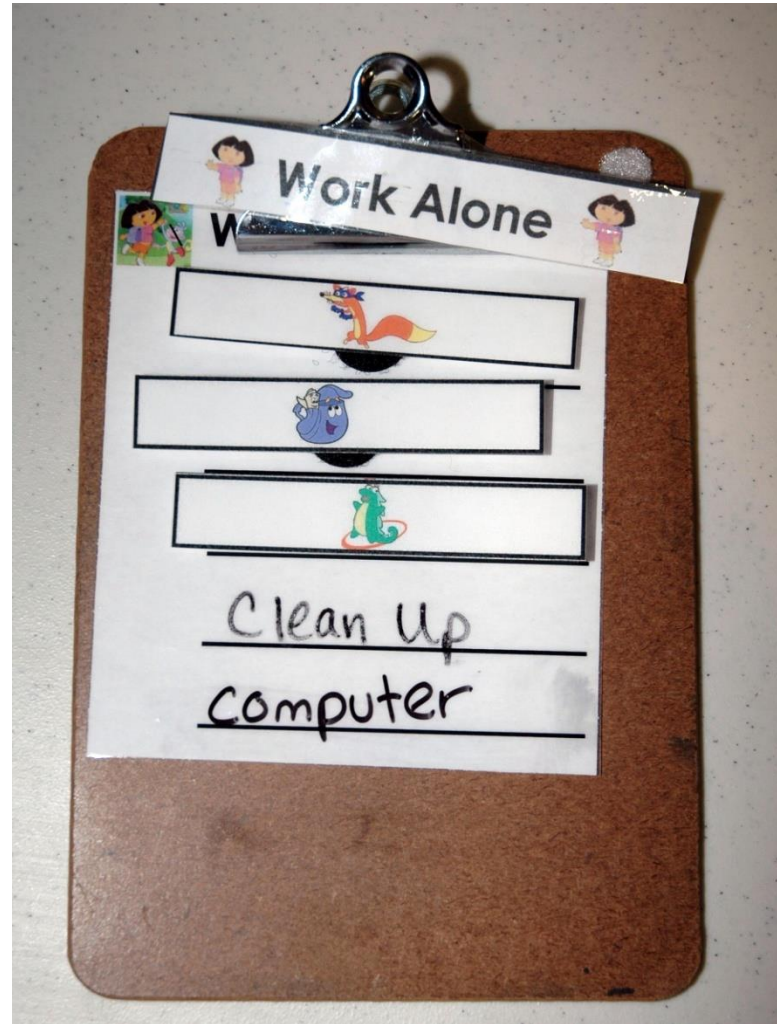
3. Write the word

Name: _____

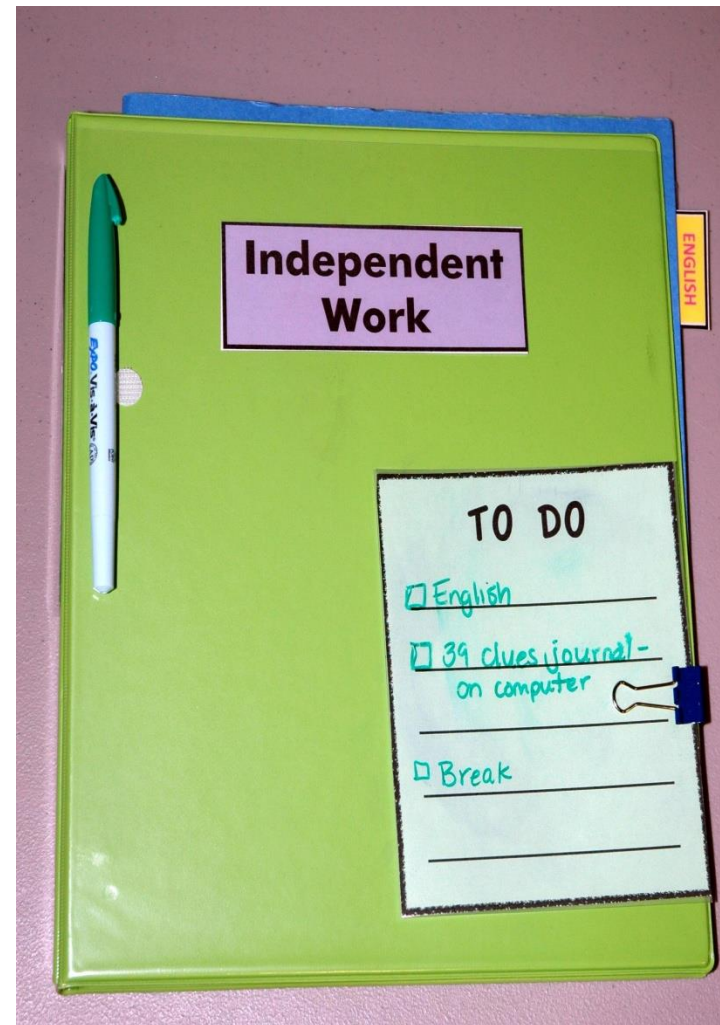
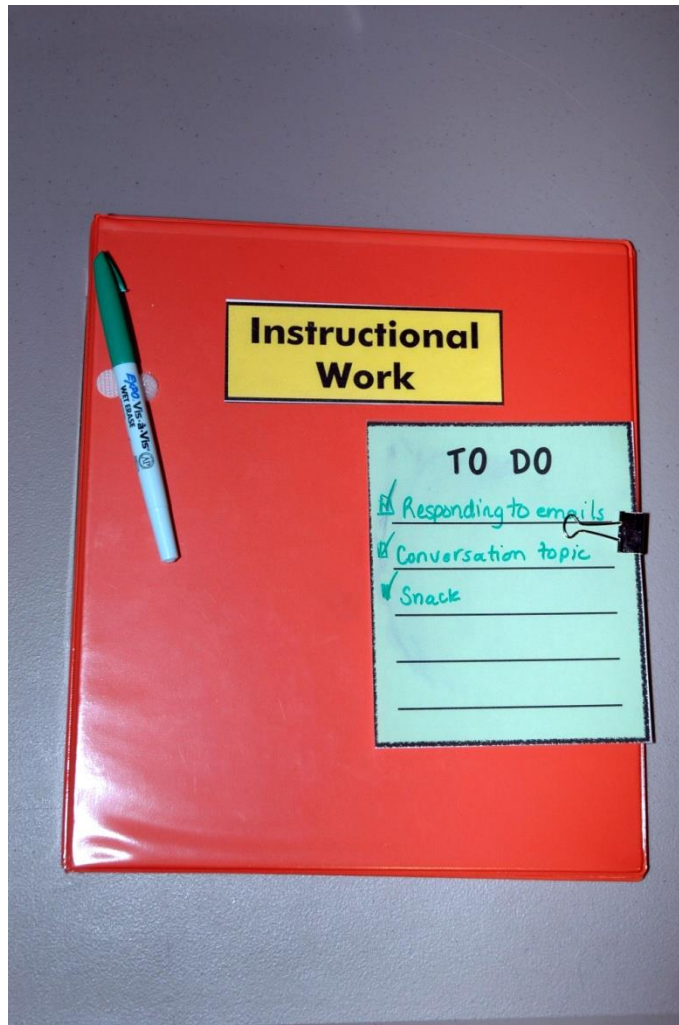
ROLL THE WORD

saw	for	yes	eat	of

EXAMPLES OF WORK SYSTEMS



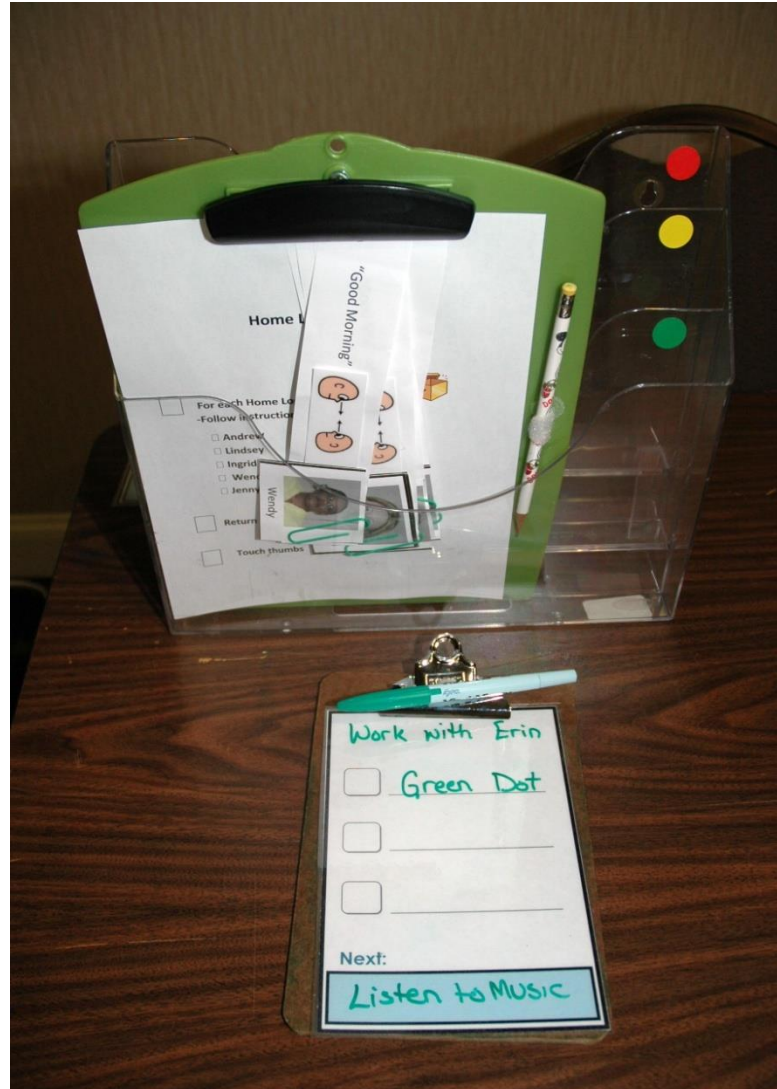
EXAMPLES OF WORK SYSTEMS



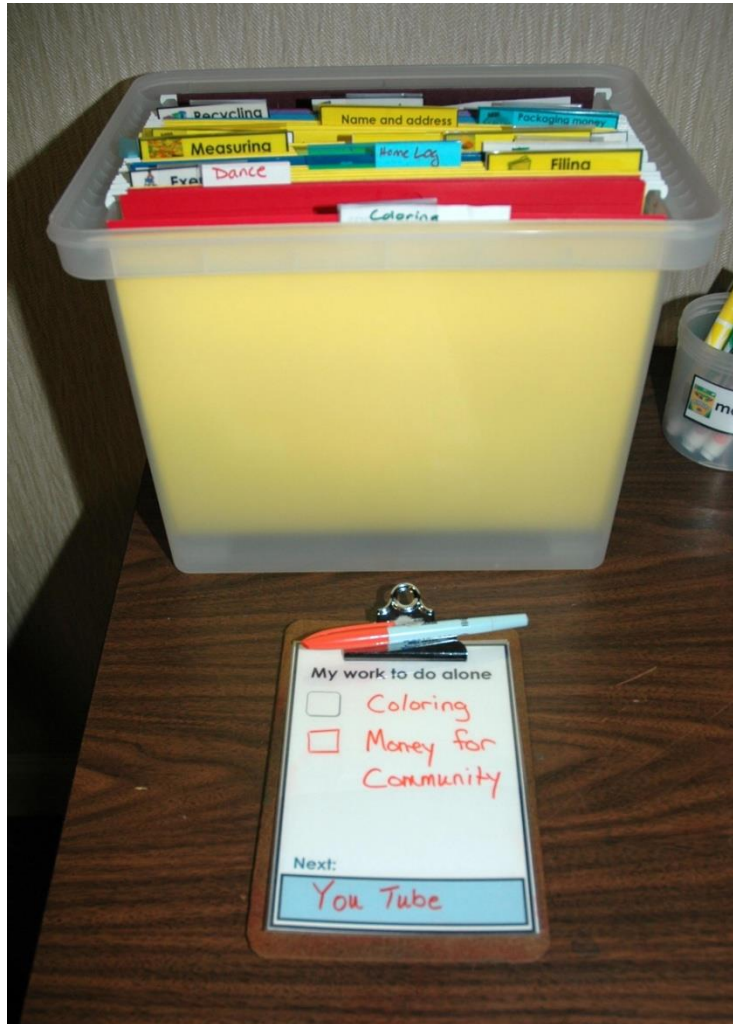
EXAMPLES OF WORK SYSTEMS



EXAMPLES OF WORK SYSTEMS



EXAMPLES OF WORK SYSTEMS



EXAMPLES OF WORK SYSTEMS

