

STAR Autism Support



FREE WEBINAR

Setting Up Your Classroom for Success

Resources

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Spanish: [STAR Program](#) | [Links Curriculum](#) | [SOLER](#)



Primary Schedule



Start Time	End Time	Activity Name and Description
8:00	8:15	Arrival Create an arrival visual strip or checklist. Use labels to help students identify where to store belongings. Click here to access Routine Essentials, Arrival on the STAR Media Center for printable supports and ideas.
8:15	8:30	Circle Create a visual sequence of circle activities for individuals or groups. Click here to access Routine Essentials, Circle on the STAR Media Center for printable supports and ideas. Click here to access Themes First! for printable and digital thematic circle activities.
8:30	9:30	Teaching Rotations Use this time to teach students skills using Discrete Trial (DT), Pivotal Response Training (PRT), small group, and independent work. Students can use visual schedules to transition to different stations every 15 minutes. Click here to access Routine Essentials, Transition on the STAR Media Center for printable supports and ideas. Click here to access Themes First! for printable and digital thematic small group and independent work activities.
9:30	9:40	Bathroom/Self-Care Create bathroom and self-care visual strips and visual supports to increase independence. Click here to access Routine Essentials, Bathroom/Self-Care on the STAR Media Center for printable supports and ideas.
9:40	10:00	Snack Consider dividing students into two small groups to provide several opportunities for communication. Prepare snack bins/tubs for each group (including snacks, place mats, wipes, and visual supports). Click here to access Routine Essentials, Snack on the STAR Media Center for printable supports and ideas.
10:00	10:30	Recess Create a mini-schedule to provide information about the expectations at recess or use a choice wheel to allow the student to choose preferred activities. Click here to access Routine Essentials, Recess on the STAR Media Center for printable supports and ideas.
10:30	11:30	Rotations Use this time to teach students skills using Discrete Trial (DT), Pivotal Response Training (PRT), small group, and independent work. Students can use visual schedules to transition to different stations every 15 minutes. Click here to access Routine Essentials, Transition on the STAR Media Center for printable supports and ideas. Click here to access Themes First! for printable and digital thematic small group and independent work activities.
11:30	11:40	Bathroom/Self-Care Create bathroom and self-care visual strips and visual supports to increase independence. Click here to access Routine Essentials, Bathroom/Self-Care on the STAR Media Center for printable supports and ideas.
11:40	12:10	Lunch Create a visual strip and visual support to provide increase independence. Click here to access Routine Essentials, Lunch, on the STAR Media Center for printable supports and ideas.

Start Time	End Time	Activity Name and Description
12:10	12:30	Bathroom/Self-Care Create bathroom and self-care visual strips and visual supports to increase independence. Click here to access Routine Essentials, Bathroom/Self-Care on the STAR Media Center for printable supports and ideas.
12:30	1:20	Rotations Use this time to teach students skills using Discrete Trial (DT), Pivotal Response Training (PRT), small group, and independent work. Students can use visual schedules to transition to different stations every 15 minutes. Click here to access Routine Essentials, Transition on the STAR Media Center for printable supports and ideas. Click here to access Themes First! for printable and digital thematic small group and independent work activities.
1:20	2:10	Specials Use a visual strip and visual supports to during specials activities to increase independence. As specials options may vary Click here to access Routine Essentials, P.E. Music, Library, Recess, on the STAR Media Center for printable supports and ideas.
2:10	2:20	Bathroom/Self-Care Create bathroom and self-care visual strips and visual supports to increase independence. Click here to access Routine Essentials, Bathroom/Self-Care on the STAR Media Center for printable supports and ideas.
2:20	2:40	Rotations Use this time to teach students skills using Discrete Trial (DT), Pivotal Response Training (PRT), small group, and independent work. Students can use visual schedules to transition to different stations every 15 minutes. Click here to access Routine Essentials, Transition on the STAR Media Center for printable supports and ideas. Click here to access Themes First! for printable and digital thematic small group and independent work activities.
2:40	2:50	Closing Circle For closing circle, create a visual sequence of circle activities for individuals or groups. Click here to access Routine Essentials, Circle on the STAR Media Center for printable supports and ideas. Click here to access Themes First! for printable and digital thematic circle activities.
2:50	3:00	Departure Create a departure visual strip or checklist to help students learn the expectations of the routine. Click here to access Routine Essentials, Departure on the STAR Media Center for printable supports and ideas.

Start Time	End Time	Activity Name and Description
8:30	8:45	Arrival Create an arrival visual strip or checklist to help students learn the expectations of the routine. Click here to see Links Going to and Leaving School Routine Teaching Unit for more ideas
8:45	9:00	Hygiene/Restroom Include supports for students to practice washing hands, brushing teeth, brushing and combing hair, using a tissue, taking a shower, using a nail clipper, and using deodorant. Click here to see Links Hygiene Routine Teaching Unit for visual supports and teaching materials.
9:00	9:20	Breakfast Provide opportunities for communicating food choices, obtaining utensils and food items, interacting with peers, and throwing away or recycling items after meals. Click here to see Links Lunchtime Routine Teaching Unit for more ideas.
9:20	9:40	Morning Meeting Morning Meeting activities are a great way to build a positive classroom climate, teach social skills such as sharing and turn-taking, as well as provide an opportunity to generalize skills learned during 1:1 teaching sessions. Click here to see our Morning Meeting Tip Sheet.
9:40	10:40	Rotations Use this time to teach students skills using Links Lessons, small group activities from Links Routine Teaching Units, and leveled independent work from Routine Teaching Units. Students can use visual schedules to transition to different stations every 15 minutes. Click here to find printable visual supports and ideas in Links Changing Activities Routine Teaching Unit.
10:40	11:00	Routine Simulation Consider creating a simulation to teach students how to participate in routines or activities outside of the classroom. Look through Links Routine Teaching Units for teaching materials for Hobbies, Crossing the Street, Going to the Movies, and more!
11:00	11:20	Leisure Activities Create a space in your classroom to give students a choice of leisure activities Include games, books, creative building tools, drawing tools, and other activities your students prefer.
11:20	11:40	Classroom/School Job Generalize skills and teach essential job skills through classroom or school jobs. Click here to find teaching materials that include recycling, mail delivery, stacking chairs, shredding paper, or a coffee/snack cart.
11:40	12:10	Lunch Provide opportunities for communicating food choices, obtaining utensils and food items, interacting with peers, and throwing away or recycling items after meals. Click here to see Links Lunchtime Routine Teaching Unit for more ideas.
12:10	12:20	Hygiene/Restroom Include supports for students to practice washing hands, brushing teeth, brushing and combing hair, using a tissue, taking a shower, using a nail clipper, and using deodorant. Click here to see Links Hygiene Routine Teaching Unit for visual supports and teaching materials.

Start Time	End Time	Activity Name and Description
12:20	1:30	Rotations Use this time to teach students skills using Links Lessons, small group activities from Links Routine Teaching Units, and leveled independent work from Routine Teaching Units. Students can use visual schedules to transition to different stations every 15 minutes. Click here to find printable visual supports and ideas in Links Changing Activities Routine Teaching Unit.
1:30	2:30	Elective and Leisure Activities Prepare a custom routine to support skills generalization across classroom environments as students participate in electives such as Art, P.E., and/or Music with their peers. Or create a space in your classroom to give students a choice of leisure activities. Include games, books, creative building tools, drawing tools, and other activities your students prefer.
2:30	2:50	Classroom/School Jobs Generalize skills and teach essential job skills through classroom or school jobs. Click here to find teaching materials that include recycling, mail delivery, stacking chairs, shredding paper, or a coffee/snack cart.
2:50	3:05	Leisure Activities Create a space in your classroom to give students a choice of leisure activities. Include games, books, creative building tools, drawing tools, and other activities your students prefer.
3:05	3:45	Rotations Use this time to teach students skills using Links Lessons, small group activities from Links Routine Teaching Units, and leveled independent work from Routine Teaching Units. Students can use visual schedules to transition to different stations every 15 minutes. Click here to find printable visual supports and ideas in Links Changing Activities Routine Teaching Unit.
3:45	3:55	Hygiene/Restroom Include supports for students to practice washing hands, brushing teeth, brushing and combing hair, using a tissue, taking a shower, using a nail clipper, and using deodorant. Click here to see Links Hygiene Routine Teaching Unit for visual supports and teaching materials.
3:55	4:10	Departure Create a departure visual strip or checklist to help students learn the expectations of the routine. Click here to see Links Going to and Leaving School Routine Teaching Unit for more ideas.

Schedule

[illegible]

Rotation 1

Circle the Applicable Day(s): Monday Tuesday Wednesday Thursday Friday

	Activity <u>DT</u>	Activity <u>PRT</u>	Activity <u>Ind. Work</u>	Activity <u>Small Group</u>
Staff	Lead Teacher	Staff 1	Staff 2	Staff 3
Location	Red Table	Green Table	Blue Table	Yellow table

Time Intervals	Students	Students	Students	Students
8:00-8:15	Amy	Willie, Jaden	Rae, Alisha	Nova, Hassan, Ralph
8:15-8:30	Rae	Alisha, Nova, Ralph	Amy, Hassan	Willie, Jaden
8:30-8:45	Ralph	Hassan, Willie	Jaden, Nova	Alisha, Rae, Amy
8:45-9:00	Hassan	Rae, Alisha, Nova	Willie, Ralph	Jaden, Amy (tech

Rotation 2

Circle the Applicable Day(s): Monday Tuesday Wednesday Thursday Friday

	Activity <u>DT</u>	Activity <u>PRT</u>	Activity <u>Fine Motor</u>	Activity <u>Snack</u>
Staff	Staff 1	Lead Teacher	Staff 2	Staff 3
Location	Red Table	Green Table	Blue Table	Yellow table

Time Intervals	Students	Students	Students	Students
10:20-10:35	Willie	Jaden, Amy	Rae, Alisha	Nova, Hassan, Ralph
10:35-10:50	Jaden	Alisha, Nova, Ralph	Amy, Hassan	Willie, Rae
10:50-11:05	Alisha	Amy, Hassan	Jaden, Biva	Ralph
11:05-11:20	Nova	Rae, Alisha, Hassan	Willie, Ralph	Jaden, Amy (class job)

Rotation 1

Circle the Applicable Day(s): Monday Tuesday Wednesday Thursday Friday

	Activity <u>DT</u>	Activity <u>Small Group</u>	Activity <u>Ind. Work</u>	Activity <u>Class Jobs</u>
Staff	Lead Teacher	Staff 1	Staff 2	Staff 3
Location	Red Table	Green Table	Blue Table	Yellow table

Time Intervals	Students	Students	Students	Students
9:40-9:55	Sophia	Willie, Herman	Rae, Jade	Nova, Abdul, Ralph
9:55-10:10	Rae	Jade, Nova, Ralph	Sophia, Abdul	Willie, Herman
10:10-10:25	Ralph	Abdul, Willie	Herman, Nova	Jade, Rae, Sophia
10:25-10:40	Abdul	Rae, Jade, Nova	Willie, Ralph	Herman, Sophia

Rotation 2

Circle the Applicable Day(s): Monday Tuesday Wednesday Thursday Friday

	Activity <u>DT</u>	Activity <u>Small Group</u>	Activity <u>Ind. Work</u>	Activity <u>related services (OT, Speech, etc.)</u>
Staff	Staff 1	Lead Teacher	Staff 2	Staff 3
Location	Red Table	Green Table	Blue Table	Yellow table

Time Intervals	Students	Students	Students	Students
11:00-11:15	Willie	Herman, Sophia	Rae, Alisha	Nova, Abdul, Ralph
11:15-11:30	Herman	Jade, Nova, Ralph	Sophia, Abdul	Willie, Rae
11:30-11:45	Jade	Sophia, Abdul	Herman, Biva	Ralph
11:45-12:00	Nova	Rae, Jade, Sophia	Willie, Ralph	Herman, Abdul

Rotation 1

Circle the Applicable Day(s): Monday Tuesday Wednesday Thursday Friday

Activity _____ Activity _____ Activity _____ Activity _____

Staff				
Location				

Time Intervals	Students	Students	Students	Students

Rotation 2

Circle the Applicable Day(s): Monday Tuesday Wednesday Thursday Friday

Activity _____ Activity _____ Activity _____ Activity _____

Staff				
Location				

Time Intervals	Students	Students	Students	Students



ROUTINE ESSENTIALS

COMMON LANGUAGE POSTER

Attending

Come here
Walk with me
Stop
Wait
Sit down / Stand up
Hands down
Look at me
Look at X [object or name]

Social / Requesting

Model if needed.

Hi, X [name] / Bye, X [name]
Want X [object, activity, or name]
I want X [object, activity, or name]
No [object, activity, or name]
Help / Help, please
Want help

Following Directions

Give direction, pause, and give the student time. If needed, provide gestural or physical prompting.

Do this (Say, "Do this," and model routine step.)
My turn / Your turn
Pick it up
Put it in
Put it here
Get X [object] and give it to X [name]
Go to X [location] and get X [object]
Give me X [object or a number of objects]

Answering Questions

Ask the question, pause, and give the student time to respond. If needed, provide visual or verbal prompting.

What is this?
Who is this?
What is X [name] doing? (Actions)
How does X [name] feel? (Emotions)

I'm working for

--

I'm working for

--



ROUTINE ESSENTIALS

REINFORCEMENT INVENTORY

CONSUMABLE REINFORCERS

Food Examples: candy (note the type), chips, pretzels, crackers, fruit, etc.	Drinks Examples: water, juice, milk
Note:	

ACTIVITY REINFORCERS

Sensory stimulation Examples: scented markers, rain sounds, swinging, water play, rocking	Indoor activities Examples: coloring, watching TV, playing board games, listening to music	Outdoor activities Examples: playing at the park, going for a walk, drawing with sidewalk chalk
Note:		

TOY REINFORCERS

Toys Examples: bubbles, spinners, cars, farm animals, balloons, blocks	Electronics Examples: tablets, apps, websites, video games
Note:	

TANGIBLE REINFORCERS

Materials

Examples: string, bubble wrap, lotion, stickers

SOCIAL REINFORCERS

Attention

Examples: excited facial expressions, listening to music together, reading a book together

Praise

Examples: "Good job," "Way to go," "Awesome"

Tasks

Examples: helping teachers, taking a turn as class leader, completing preferred classroom jobs

Note:

FAVORITE MEDIA REINFORCERS

Favorite media

Examples: movies, TV shows, video games

Favorite music

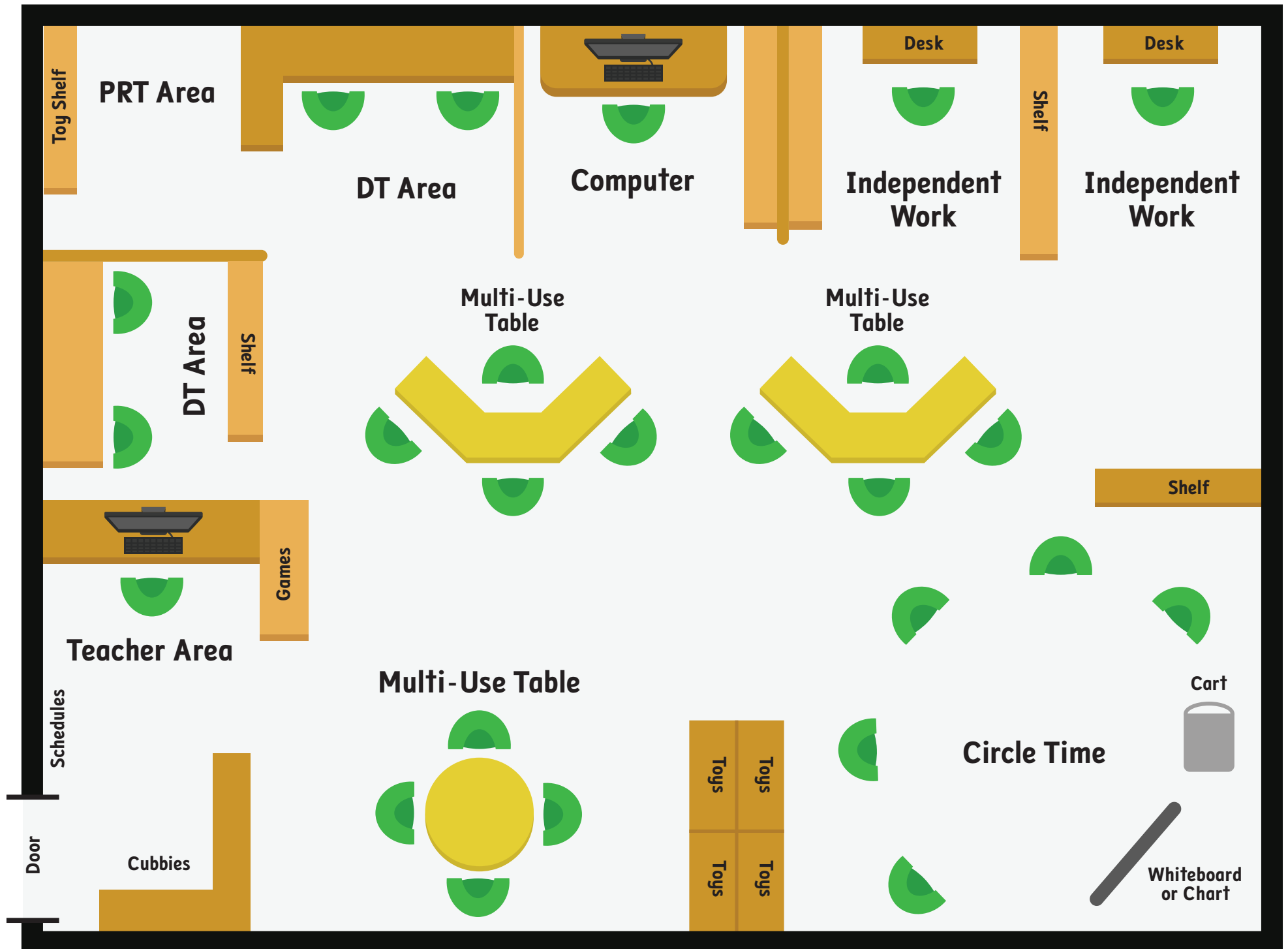
Examples: songs, music artists, instruments

Favorite characters

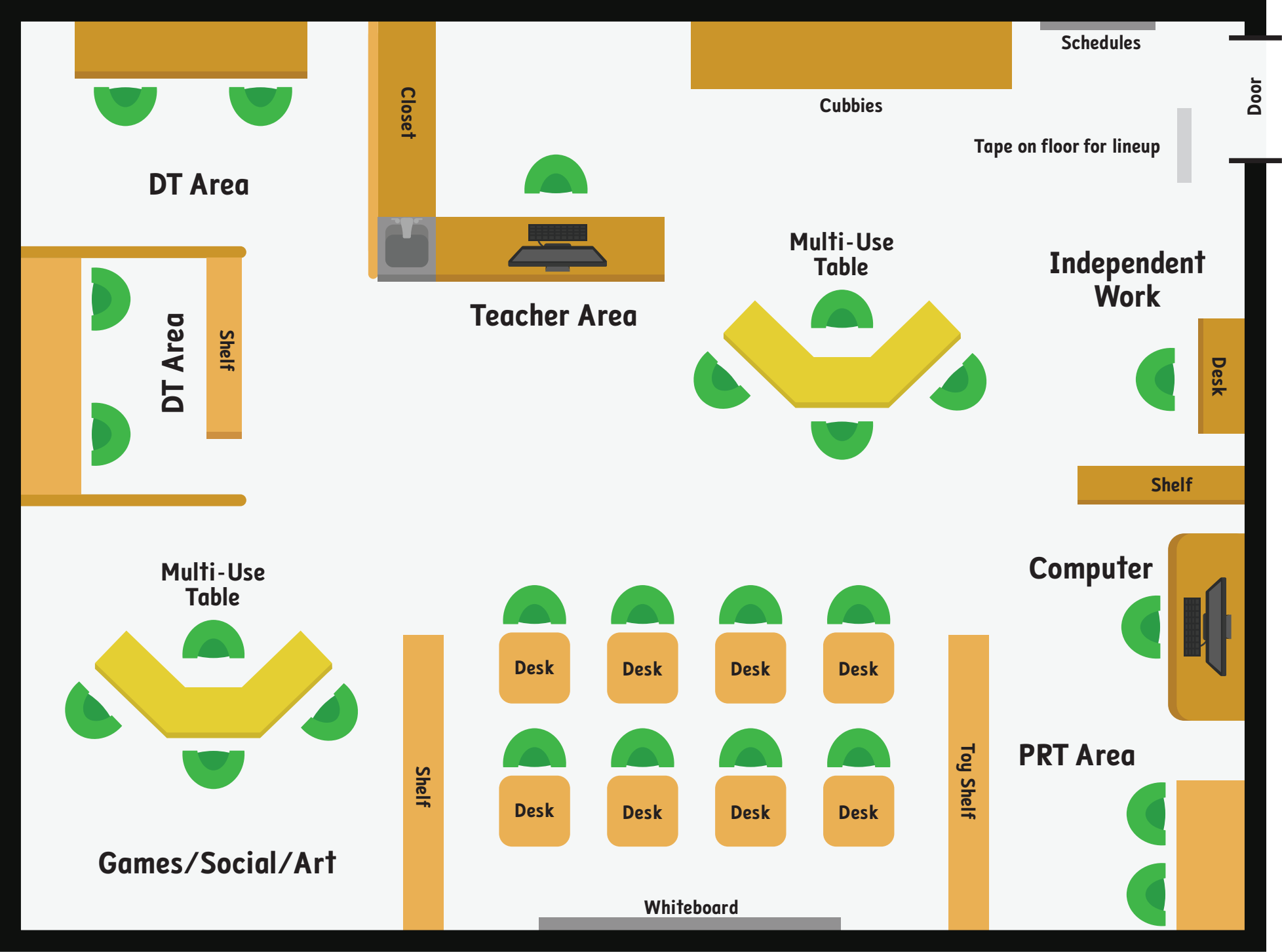
Examples: movie character, TV show character, video game character

Note:

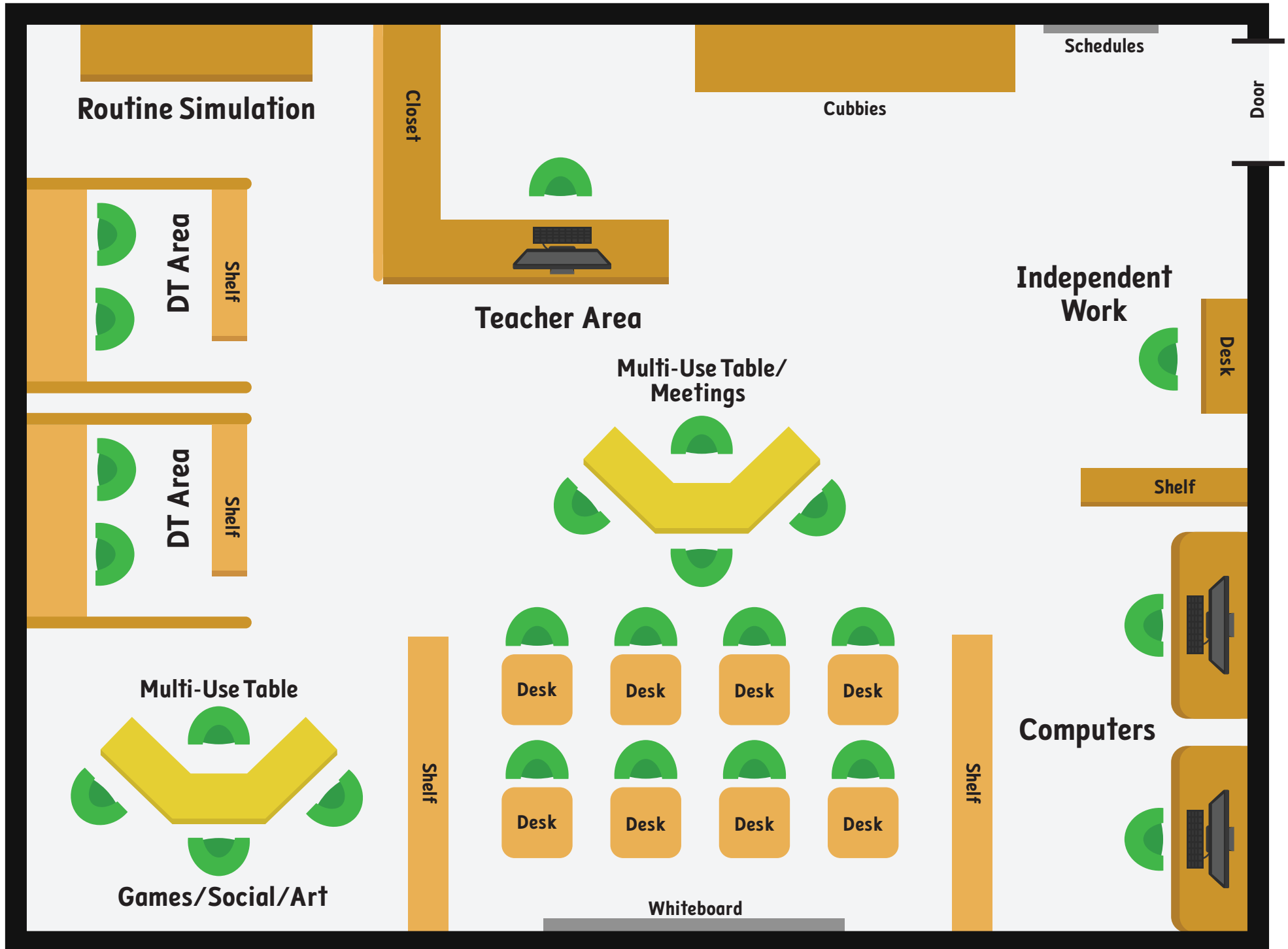
Classroom – STAR Program – Early Childhood



Classroom – STAR Program – Primary



Classroom – Links Curriculum – Secondary



Creating a Visual Schedule



Visual schedules help learners know what to expect for the day and can be used at school, at home, and in the community. By identifying to the student what is happening next and where to go, schedules can build independence, reduce anxiety and undesired behaviors, and increase attention and flexibility.

1

Choose a schedule type for your learner.

- Use objects, icons, photos, words, or a combination depending on the learner's need.
- Decide between a static or portable schedule system. This depends on the learner's need and whether the student will travel a distance between locations with the schedule.
- Choose the system to use: Landing board, container system, checkmark system, notebook, etc.

2

Gather materials.

- Download or create photos, activity icons, check schedule icons, schedule template, etc.
- Print and cut materials as needed.
- Create landing strips, boards, or containers in each location of the classroom as needed.
- Gather additional materials for portable schedules (e.g., binders, folders, clipboards, etc.).

3

Laminate or use plastic pockets to protect visuals for repeated use.

- Laminate icons and add velcro.
- Use a dry-erase marker with a checkmark schedule (laminated or in a plastic pocket).
- These steps help to make schedule materials more durable, but they are not required!

4

Display the scheduled activities in order.

- Icons are typically displayed top-to-bottom or left-to-right.
- Written activities are typically displayed top-to-bottom.
- Determine how many activities to display at once depending on the learner's need (e.g., fewer icons for students with higher support needs).

5

Place the schedule in a consistent, easy-to-access location.

- Options for static schedules (e.g., in self-contained classrooms) include near cubbies, at each student's desk, or in a central classroom location.
- Portable schedules travel with the learner, but consider teaching the student to store it in a consistent location when not in use.
- Include each learner's name or photo when displaying multiple schedules simultaneously.

**STAR Media Center subscribers can explore
Routine Essentials for a variety of schedule supports!**



DAILY SCHEDULE

	✓	ACTIVITY	REMEMBER
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			



ROUTINE ESSENTIALS

THE POWER OF VISUAL SUPPORTS



Visuals help a wide variety of learners.



Visuals can be used across different environments and people.



Visuals help students focus on relevant information.



Visuals help students understand others' expectations.



Visuals allow time for language processing.



Visuals build independence.



Visuals help reduce anxiety.



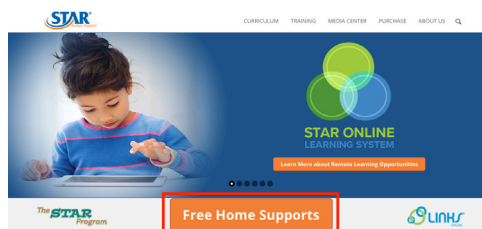
Visuals provide permanent information.



Visuals help with transitions and change.

FREE HOME SUPPORTS

Presented by STAR Autism Support



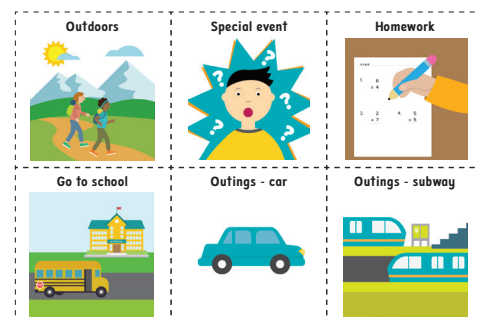
Go to our website and click on Free Home Supports. **It's the orange button!**

Website:

www.starautismsupport.com



Looking for materials and resources to help your child practice skills at home? These activities and worksheets are available to download or print. REELs are interactive presentations that will guide you through appropriate activities for your child.



Visual supports can help your child learn what to do in social situations or help them handle transitions better at home or in the community.

Click on Home Visual Supports for access to visual supports for behavior, staying safe and healthy, learning from home, social skills, family routines, community skills, and current events.



Want to learn some quick strategies for teaching your child routines or motivating them at home?

Click on Home Support Webinars for access to six short informational sessions. These include information on:

Routines • Motivation • Schedules • Visual supports Prompting • and more!

