

Task	Done?	Action Plan and Notes
<p><b>Dynamic Schedule</b></p> <p>Purpose: To maximize instructional time with students, to ensure all adults in the classroom know their duties and expectations during each moment of the day, and to limit down time or long periods of waiting during transitions.</p> <p>Develop a consistent daily schedule that reflects classroom routines and individual student instruction. Each activity should include specific staff duties, i.e., who is assigned to which student(s) and the specific type of tasks/goals to work on with students. Post the schedule in a clear location in the classroom and provide staff with their own copies, if applicable.</p>	<input type="checkbox"/>	<p>Refer to the <a href="#">E-Scheduler</a> templates for schedule ideas.</p>
<p><b>Classroom Organization and Environment</b></p> <p>Purpose: To create designated spaces for instruction with materials organized and ready to use, to ensure there is adequate room for all students and adults to move freely in the classroom, and to limit distractions for students.</p> <p>Create clearly defined areas in the classroom for all scheduled activities (individual instruction, group instruction, independent work, leisure/play spaces, mealtimes, etc.). Classroom arrangement should allow students opportunities to move throughout the day (i.e., not sitting in one desk all day) and should encourage social opportunities between students (e.g., eating snack at a table with other students). Remove all unnecessary furniture and materials from the classroom to limit distractions and maximize space. Organize materials to be readily available to staff, and so students can independently access their own materials.</p>	<input type="checkbox"/>	<p>Refer to classroom maps for environmental arrangement ideas.</p>
<p><b>Individualized Student Schedules</b></p> <p>Purpose: To build student independence and motivation during transitions between activities, and to provide structure and predictability throughout the day.</p> <p>Create visual schedules that match each student’s skill level; students in the same classroom may need to use different types of schedules (objects, photos, icons, words, etc.). During each transition, adults should cue students to “check schedule” and support students with using/interacting with their individual schedule. Keep schedules in a consistent location accessible to the student, and ensure schedules are updated with correct icons throughout the school day.</p>	<input type="checkbox"/>	<p>Refer to example schedule photos page for ideas. Printable visuals for student schedules can be found on the STAR Media Center under <a href="#">Routine Essentials: Transition</a> and on the <a href="#">Links Visuals for Routines</a> page.</p>

# Preschool (Full-day)

START TIME	END TIME	ACTIVITY NAME & DESCRIPTION
7:45	- 8:00	<b>Arrival</b>
8:00	- 8:15	<b>Circle - Morning</b>
8:15	- 8:30	<b>Snack</b>
8:30	- 10:00	<b>Rotations</b>
10:00	- 10:20	<b>Motor Activities</b>
10:20	- 10:30	<b>Bathroom/Self-care</b>
10:30	- 11:00	<b>Lunch</b>
11:00	- 11:15	<b>Recess</b>
11:15	- 12:45	<b>Rotations</b>
12:45	- 1:15	<b>Small Group Activity</b>
1:15	- 1:30	<b>Snack</b>
1:30	- 1:45	<b>Bathroom/Self-care</b>
1:45	- 2:00	<b>Departure</b>

# Preschool Expanded (Full-day)

START TIME	END TIME	ACTIVITY NAME & DESCRIPTION	STAFF 1	STAFF 2	STAFF 3
7:45	- 8:00	<b>Arrival</b> Collect data one time a week. Use arrival mini-schedule. Limit verbal prompting. Use penny board/tangible reinforcers. Click "view" for additional arrival routine supports.	Example: Greet students at the door and prompt, as needed.	Example: Get Students 1-5 off bus. Bring tangible reinforcers, say "walk with me," and follow STAR Arrival Routine.	Example: Get students 5-10 off bus. Bring tangible reinforcers, say "walk with me," and follow STAR Arrival Routine.
8:00	- 8:15	<b>Circle - Morning</b> Use circle mini-schedule, song choice wheel, and additional visual supports. Create generalization chart. Click "view" for additional circle routine supports.	Example: Lead circle.	Example: Sit behind Students 1-2. Model actions and say "do this." Reinforce attending commands (hands down, sit down, stand up, look at me) with tangible reinforcers.	Example: Sit behind Students 3-5. Model actions and say "do this." Reinforce attending commands (hands down, sit down, stand up, look at me) with tangible reinforcers.
8:15	- 8:30	<b>Snack</b> Divide students into two small groups. Prepare snack tubs for each group (including snacks, placemats, wipes, and visual supports). Use snack mini-schedule and create generalization chart. Click "view" for additional snack routine supports.	Example: Lead snack (Yellow table).	Example: Lead snack (Green table).	Example: Sit behind Student X. Physically prompt, when needed, to request with visual supports.
8:30	- 9:50	<b>Rotations</b> Students rotate every 15 minutes using visual schedules. Option 1: One DT station, one PRT station, and one small group station. Option 2: Two DT stations and one PRT or . Option 3: Add Independent Work Station or computer for those who are independent.	Example: DT (Blue area)	Example: PRT (Orange area)	Example: Monitor students at Independent Work Station and computer.
9:50	- 10:50	<b>Gross Motor/Fine Motor/Art Rotations</b> Use mini-schedule and visual supports under Routine Essentials, Recess and Small Group.	Example: Lead art (Green table). Materials provided under Themes First!	Example: Lead gross motor activities.	Example: Lead fine motor activities.
10:50	- 11:00	<b>Bathroom/Self-Care</b> Collect data one time a week. Use bathroom/self-care mini-schedules. Click on "view" for additional bathroom/self-care routine supports.	Example: Assist Students A, B, and C with bathroom/handwashing.	Example: Monitor large group outside of hall bathroom.	Example: Assist Students X, Y, and Z with bathroom/handwashing.
11:00	- 11:30	<b>Lunch</b> Divide students into two small groups. Use lunch mini-schedule and visual supports. Click on "view" for additional lunch routine supports.	Example: Follow STAR Level 3 "Cafeteria Lunch" routine for Student A.	Example: Bring choice wheel for Student B.	Example: Use PRT strategies with Students X, Y, Z to increase requesting and commenting at lunch.

START TIME	END TIME	ACTIVITY NAME & DESCRIPTION	STAFF 1	STAFF 2	STAFF 3
11:30	- 12:00	<b>Recess</b> Use mini-schedule and/or recess box visual. Click on "view" for additional recess routine supports.	Example: Use recess box with students A and B.	Example: Use PRT strategies with Student X to increase requesting.	Example: Use recess box with Students Y and Z.
12:00	- 1:20	<b>Rotations</b> Students rotate every 15 minutes using visual schedules. Option 1: One DT station, one PRT station, and one small group station. Option 2: Two DT stations and one PRT or . Option 3: Add Independent Work Station or computer for those who are independent.	Example: DT (Blue area)	Example: PRT (Orange area)	Example: Small Group (Green table). Materials provided under Themes First!
1:20	- 2:20	<b>Small Group Activity</b> Divide students into three small groups and rotate every 20 minutes. Small group activities could include academic or social activities. Use small group mini-schedule and create generalization charts. Lesson plans provided in Themes First!	List student names here.	List student names here.	List student names here.
2:20	- 2:30	<b>Bathroom/self-care</b> Collect data one time a week. Use bathroom/self-care mini-schedules. Click on "view" for additional bathroom/self-care routine supports.	Example: Write in daily communication notebooks.	Example: Assist Students A, B, and C with bathroom/handwashing.	Example: Assist Students X, Y, and Z with bathroom/handwashing.
2:30	- 2:45	<b>Departure</b> Collect data one time a week. Use departure mini-schedule. Limit verbal prompting. Use penny board/tangible reinforcers. Click on "view" for additional departure routine supports.	Example: Assist students A, B, C with departure routine.	Example: Assist students D, E, F with departure routine. Walk out bus #2 riders.	Example: Assist students X, Y, Z with departure routine. Walk out bus #3 riders.

# Elementary

START TIME	END TIME	ACTIVITY NAME & DESCRIPTION
7:45	- 8:00	<b>Arrival</b> Collect data one time a week. Use mini-schedule. Limit verbal prompting. Use penny board/tangible reinforcers. Click on "view" for additional arrival routine supports.
8:00	- 8:15	<b>Circle - Morning</b> Use Circle mini-schedule, song choice wheel, and additional visual supports. Create generalization chart. Click on "view" for additional circle routine supports.
8:15	- 8:30	<b>Snack</b> Students divided into two small groups. Snack tubs prepared for each group (including snacks, placemats, wipes, and visual supports). Create generalization chart. Click on "view" for additional snack routine supports.
8:30	- 9:50	<b>Rotations</b> Students rotate every 20 minutes using visual schedules to transition. Option 1: One DT station, one PRT station, and one small group station. Option 2: Add an Independent Work Station or computer station for those who are independent.
9:50	- 10:50	<b>Specials</b> Use mini-schedule and visual supports under Routine Essentials, Recess.
10:50	- 11:00	<b>Bathroom/Handwashing</b>
11:00	- 11:30	<b>Lunch</b> Students divided into two small groups. Use mini-schedule and visual supports. Click on "view" for additional lunch routine supports.
11:30	- 12:00	<b>Recess</b> Use mini-schedule and/or recess box visual. Click on "view" for additional recess routine supports.
12:00	- 1:20	<b>Rotations</b> 20 minute rotations - students rotate in DT, PRT, small group. Students who are able complete Independent Work Station or computer.
1:20	- 2:20	<b>Small Group Activity</b> Students divided into three small groups and rotate every 20 minutes. Small group activities could include academic or social activities. Use mini-schedule and create generalization charts. Lesson plans provided in Themes First!
2:20	- 2:30	<b>Journaling</b> See STAR Manual for ideas.
2:30	- 2:45	<b>Departure</b> Collect data one time a week. Use mini-schedule. Limit verbal prompting. Use penny board/tangible reinforcers.

# Elementary Expanded

START TIME	END TIME	ACTIVITY NAME & DESCRIPTION	STAFF 1	STAFF 2	STAFF 3
7:45	- 8:00	<b>Arrival</b> Collect data one time a week. Use arrival mini-schedule. Limit verbal prompting. Use penny board/tangible reinforcers. Click "view" for additional arrival routine supports.	Example: Greet students at the door and prompt, as needed.	Example: Get Students 1-5 off bus. Bring tangible reinforcers, say "walk with me," and follow STAR Arrival Routine.	Example: Get students 5-10 off bus. Bring tangible reinforcers, say "walk with me," and follow STAR Arrival Routine.
8:00	- 8:15	<b>Circle - Morning</b> Use circle mini-schedule, song choice wheel, and additional visual supports. Create generalization chart. Click "view" for additional circle routine supports.	Example: Lead circle.	Example: Sit behind Students 1-2. Model actions and say "do this." Reinforce attending commands (hands down, sit down, stand up, look at me) with tangible reinforcers.	Example: Sit behind Students 3-5. Model actions and say "do this." Reinforce attending commands (hands down, sit down, stand up, look at me) with tangible reinforcers.
8:15	- 8:30	<b>Snack</b> Divide students into two small groups. Prepare snack tubs for each group (including snacks, placemats, wipes, and visual supports). Use snack mini-schedule and create generalization chart. Click "view" for additional snack routine supports.	Example: Lead snack (Yellow table).	Example: Lead snack (Green table).	Example: Sit behind Student X. Physically prompt, when needed, to request with visual supports.
8:30	- 9:50	<b>Rotations</b>	Example: DT (Blue area)	Example: PRT (Orange area)	Example: Monitor students at Independent Work Station and computer.
9:50	- 10:50	<b>Specials</b> Use mini-schedule and visual supports under Routine Essentials, Recess.	Example: Planning period	Example: Use visual supports with Student X to show him what "to do."	Example: Bring penny board and tangible reinforcers to use with Student Y.
10:50	- 11:00	<b>Bathroom/Self-Care</b> Collect data one time a week. Use bathroom/self-care mini-schedules. Click on "view" for additional bathroom/self-care routine supports.	Example: Assist Students A, B, and C with bathroom/handwashing.	Example: Monitor large group outside of hall bathroom.	Example: Assist Students X, Y, and Z with bathroom/handwashing.
11:00	- 11:30	<b>Lunch</b> Divide students into two small groups. Use lunch mini-schedule and visual supports. Click on "view" for additional lunch routine supports.	Example: Follow STAR Level 3 "Cafeteria Lunch" routine for Student A.	Example: Bring choice wheel for Student B.	Example: Use PRT strategies with Students X, Y, Z to increase requesting and commenting at lunch.
11:30	- 12:00	<b>Recess</b> Use mini-schedule and/or recess box visual. Click on "view" for additional recess routine supports.	Example: Use recess box with students A and B.	Example: Use PRT strategies with Student X to increase requesting.	Example: Use recess box with Students Y and Z.

START TIME	END TIME	ACTIVITY NAME & DESCRIPTION	STAFF 1	STAFF 2	STAFF 3
12:00	- 1:20	<b>Rotations</b>	Example: DT (Blue area)	Example: PRT (Orange area)	Example: Small group (Green table). Materials provided under Themes First!
1:20	- 2:20	<b>Small Group Activity</b> Divide students into three small groups and rotate every 20 minutes. Small group activities could include academic or social activities. Use small group mini-schedule and create generalization charts. Lesson plans provided in Themes First!	List student names here.	List student names here.	List student names here.
2:20	- 2:30	<b>Bathroom/self-care</b> Collect data one time a week. Use bathroom/self-care mini-schedules. Click on "view" for additional bathroom/self-care routine supports.	Example: Write in daily communication notebooks.	Example: Assist Students A, B, and C with bathroom/handwashing.	Example: Assist Students X, Y, and Z with bathroom/handwashing.
2:30	- 2:45	<b>Departure</b> Collect data one time a week. Use departure mini-schedule. Limit verbal prompting. Use penny board/tangible reinforcers. Click on "view" for additional departure routine supports.	Example: Assist students A, B, C with departure routine.	Example: Assist students D, E, F with departure routine. Walk out bus #2 riders.	Example: Assist students X, Y, Z with departure routine. Walk out bus #3 riders.

## Secondary

START TIME	END TIME	ACTIVITY NAME & DESCRIPTION
8:30	- 8:45	<b>Arrival</b> Options for routine data collection: Going to School (#1), Changing Activities (#3)
8:45	- 9:00	<b>Grooming/Restroom</b> Options for routine data collection: Using the Restroom (#5), Personal Hygiene (#18)
9:00	- 9:30	<b>Morning Meeting</b> Choose a routine from the "Featured Routine Tab" on the Links Curriculum website. Use Morning Meeting time to introduce components of the routine. Choose a new "Featured Routine" each month.
9:30	- 9:45	<b>Choice/Break</b> Options for routine data collection: Classroom Free-Time Activity (#8), Playing a Game (#22), Socializing with Friends (#23)
9:45	- 10:45	<b>Rotations</b> Students use visual schedules to rotate every 20 minutes to DT, small group group, and Independent Work Stations. Options for routine data collection: Changing Activities (#3)
10:45	- 11:45	<b>School Job</b> Options for routine data collection: Classroom Job (#16), School Job (#27)
11:45	- 12:15	<b>Lunch</b> Click on "view" for additional lunch routine supports.
12:15	- 12:45	<b>Leisure Activities</b> Options for routine data collection: Playing a Game (#22), Socializing with Friends (#23), Occupying Free Time Outside the Classroom (#36)
12:45	- 1:45	<b>Rotations</b> Students use visual schedules to rotate every 20 minutes to DT, small group group, and Independent Work Stations. Options for routine data collection: Changing Activities (#3)
1:45	- 2:45	<b>Routine Simulation</b> Choose a routine from the "Featured Routine Tab" on the Links Curriculum website. Create a simulation and change simulations each month.
2:45	- 3:00	<b>Departure</b> Click on "view" for additional departure routine supports. Options for routine data collection: Leaving School (#2), Cleaning Personal Classroom Space (#31)



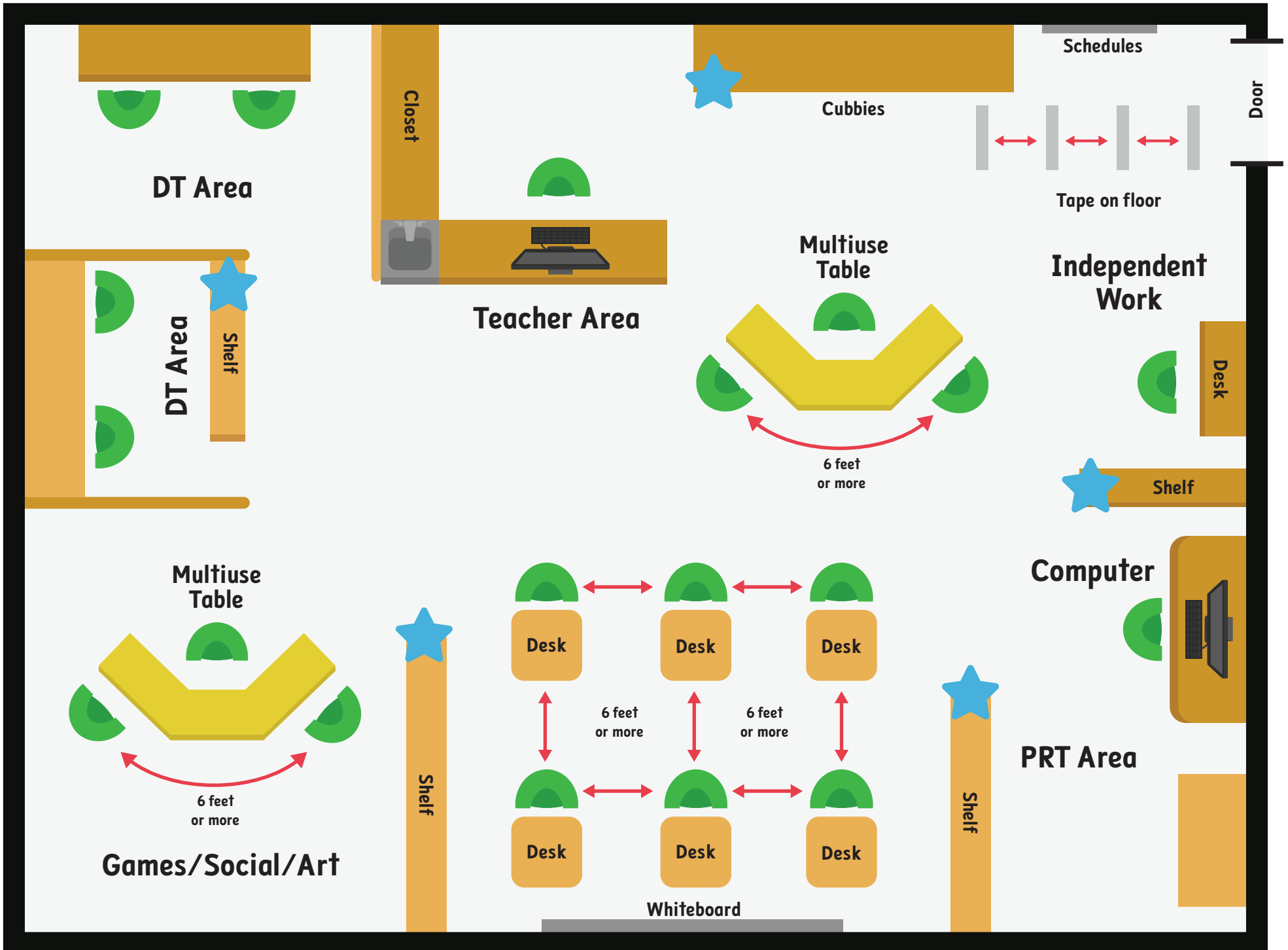
# Secondary Expanded

START TIME	END TIME	ACTIVITY NAME & DESCRIPTION	STAFF 1	STAFF 2	STAFF 3
8:30	- 8:45	<b>Arrival</b> Options for routine data collection: Going to School (#1), Changing Activities (#3)	Example: Greet students at the door. Prompt students to greet peers and other adults using visuals.	Example: Meet student X at the bus. Use "Going to School" visual strip to show him what to do. In the hallways, use "walk with me."	Example: When Student D arrives, model arrival routine steps to show him what to do.
8:45	- 9:00	<b>Grooming/Restroom</b> Options for routine data collection: Using the Restroom (#5), Personal Hygiene (#18)	Example: Prepare for morning meeting.	Example: Focus on increasing independence with Student C in "Restroom Routine."	Example: Give one-step directives to Student F for "Personal hygiene" routine.
9:00	- 9:30	<b>Morning Meeting</b> Choose a routine from the "Featured Routine Tab" on the Links Curriculum website. Use Morning Meeting time to introduce components of the routine. Choose a new "Featured Routine" each month.	Example: Lead Morning Meeting.	Example: Sit behind student X. Use mini-schedule and behavior visuals to show him what "to do."	Example: Sit near student Y and Z. Use penny board to reinforce desired behaviors (sit down, look at teacher, hands down, etc...).
9:30	- 9:45	<b>Choice/Break</b> Options for routine data collection: Classroom Free-Time Activity (#8), Playing a Game (#22), Socializing with Friends (#23)	Example: Follow the routine and use least to most prompting to teach steps. Take data on students X, Y, Z on Tuesday.	Example: Follow the routine and use least to most prompting to teach steps. Take data on students A, B, C on Wednesday.	Example: Follow the routine and use least to most prompting to teach steps. Take data on students D, E, F on Thursday.
9:45	- 10:45	<b>Rotations</b> Students use visual schedules to rotate every 20 minutes to DT, small group group, and Independent Work Stations. Options for routine data collection: Changing Activities (#3)	Example: DT at Red Table	Example: Monitor Independent Work Stations (limit verbal prompting, instead use visual supports and pointing/gesturing).	Example: Lead small group at Green Table.
10:45	- 11:45	<b>School Job</b> Options for routine data collection: Classroom Job (#16), School Job (#27)	Example: Prior to school job, show Students A, B, C video model. During the routine, use penny boards to increase desired behaviors.	Example: Follow the routine and use least to most prompting (i.e. follow behind students when walking, use visual supports, etc...)	Example: Model actions for Student X and say "do this."

<b>START TIME</b>	<b>END TIME</b>	<b>ACTIVITY NAME &amp; DESCRIPTION</b>	<b>STAFF 1</b>	<b>STAFF 2</b>	<b>STAFF 3</b>
11:45	- 12:15	<b>Lunch</b> Click on "view" for additional lunch routine supports.	Example: Lunch at Green Table with Students D, E, F. Use communication devices/visual supports to increase requesting. Follow routine to increase independence in cleaning up space.	Example: Go to the cafeteria with Student X, Y, Z. Walk behind the students, provide visual prompts as needed.	Go to the cafeteria with Student A, B, C. Walk behind the students, provide visual prompts as needed.
12:15	- 12:45	<b>Leisure Activities</b> Options for routine data collection: Playing a Game (#22), Socializing with Friends (#23), Occupying Free Time Outside the Classroom (#36)	Example: Use "Playing a Game" tools to assist students in the game area.	Example: Work with Student X, Y, Z on "Socializing with Friends." Use choice wheel and conversation supports.	Example: Before "Leisure Activities," show Student A and B video model. During, work with Student D on using his communication device with peers.
12:45	- 1:45	<b>Rotations</b> Students use visual schedules to rotate every 20 minutes to DT, small group group, and Independent Work Stations. Options for routine data collection: Changing Activities (#3)			
1:45	- 2:45	<b>Routine Simulation</b> Choose a routine from the "Featured Routine Tab" on the Links Curriculum website. Create a simulation and change simulations each month.	Example: Use crossing the street visual strip to show students what to do during the routine.	Example: Set-up "Crossing the Street" Simulation in the hallway	Example: Model actions for Student X.
2:45	- 3:00	<b>Departure</b> Click on "view" for additional departure routine supports. Options for routine data collection: Leaving School (#2), Cleaning Personal Classroom Space (#31)	Example: Walk behind Students D, E, F to the bus area.	Example: Work with Students X, Y, Z to clean personal space.	Example: Use visual supports with Students A, B, C for "Leaving School Routine"

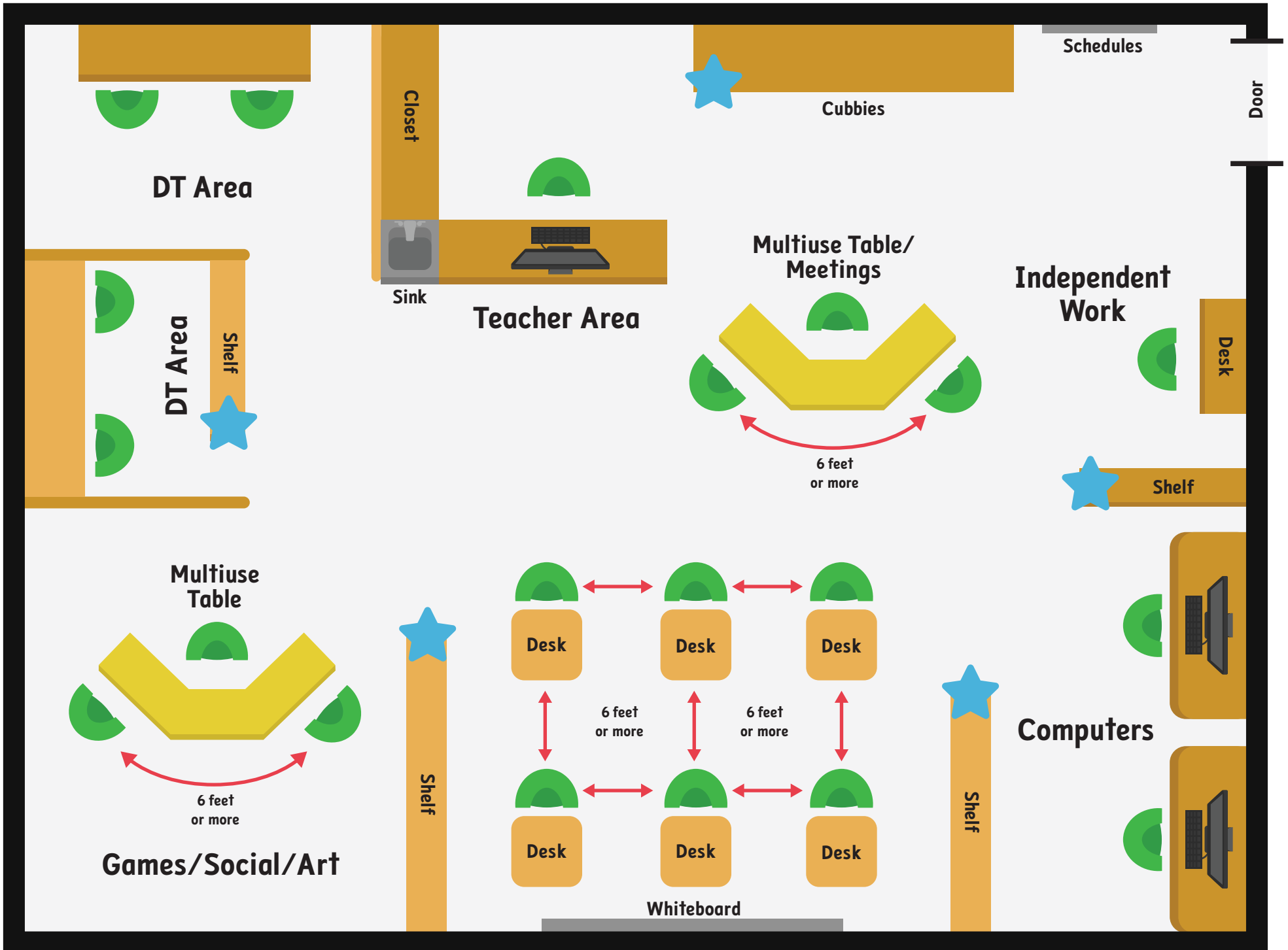


# Classroom - STAR Program - Primary



★ = Hygiene Bucket

# Classroom - Links Curriculum - Secondary



★ = Hygiene Bucket

## Schedules



## Schedules

