

## Instructional Procedures Sally’s Schedule Following Program

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Antecedents	Behavior	Consequences
<p>T: “Time for Choice” IA: Goes over to S and models point to “Choice” symbol and moves away</p>	<p>S: Looks at/ points to picture schedule and moves to activity within 5 sec.</p>	<p>T&amp;P: Thumbs up &amp; “Hey Sally!”</p>
	<p>S: Does not look at/point to picture schedule</p>	<p>IA: Goes back, points to corresponding symbol and provides physical assistance (e.g., hand hold)</p>
	<p>S: Looks at/points to symbols and goes with IA to activity.</p>	<p>T&amp;P: Thumbs up &amp; “Hey Sally!”</p>

## **Instructional Procedures:**

Sally's schedule book is Velcroed to the cover of her communication book and will be available to her during all classroom activities.

**Teacher:** provides instruction to whole class to transition to next activity ("Time for Choice").

**Sally:** looks at/points to the corresponding symbol (e.g., Choice) on her schedule within 3 seconds (during first 3-4 weeks IA points to symbol with no new verbal instructions and then moves away)

**Sally:** goes to the appropriate scheduled activity within 5 seconds

**Teacher(s)/peers:** acknowledge Sally's successful transition (e.g., thumbs up & smile, "Hey Sally!")

OR

**Sally:** does not move to next scheduled activity within 5 seconds

**Teacher or peer:** goes back, points to corresponding symbol and then provides physical guidance (e.g., hand holding) to encourage Sally to transition

**Sally:** takes adult/peer hand and goes to the appropriate scheduled activity

## **Sally's Schedule Following Program**

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**Annual Goal:** Sally will independently look at/point to her picture schedule and go to 90% of her scheduled activities within 3 seconds on 4 of 5 days over 3 consecutive weeks by June.

Vermont Standard 3.14 Students demonstrate dependability, productivity, and initiative.

### **Short-Term Objectives:**

1. Given picture schedule mounted on her communication book and classroom teacher's cue to class to transition, Sally will independently look at/point to the appropriate symbol within 3 seconds and go to **40% of activities** 4 of 5 days by November.
2. Given picture schedule mounted on her communication book and classroom teacher's cue to class to transition, Sally will independently look at/point to the appropriate symbol within 3 seconds and go to **50% of activities** 4 of 5 days by February.
3. Given picture schedule mounted on her communication book and classroom teacher's cue to class to transition, Sally will independently look at/point to the appropriate symbol within 3 seconds and go to **80% of activities** 4 of 5 days by April.
4. Given picture schedule mounted on her communication book and classroom teacher's cue to class to transition, Sally will look at/point to the appropriate symbol within 3 seconds and go to **90% of activities** 4 of 5 days by June.

### **Accommodations:**

Schedule with Mayer-Johnson symbols representing each daily activity  
Communication book with Velcro on cover to attach daily schedule  
Instruction on use of picture schedule provided to teachers/peers

### **Teaching Methods:**

#### *Antecedents:*

Sally is most successful when she has visual information available to her to know what she is expected to do. She has also developed a close friendship with a couple of other children in her class. A visual schedule will be available at all transitions, peers will be paired with Sally, and teachers/peers will use prompting and fading techniques in the form of point cues to facilitate Sally's use of her schedule to transition between activities.

Time delay procedures will also be used to allow Sally time to respond. Sally will be motivated to increase her independence to join in the activities with her friends.

*Consequences:*

Success: Sally is interested in participating in most kindergarten activities and seems to enjoy adult/peer attention. Social praise will be used following all successful transitions.

Correction: Power struggles can result between Sally and teachers. She will at times dig in her heels and refuse to cooperate. The visual schedule combined with point cues serves as an objective focus of Sally and adult attention, a less intrusive method of encouraging Sally to transition. Physical assistance (hand-holding) will be used if the point cues do not result in Sally's successful transition.

**Instructional Procedures:**

1. Sally has her schedule Velcroed to cover of her communication book since that will be taken regularly to classroom activities.
2. Teacher provides instruction to whole class to transition to next activity.
3. Sally looks at/points to the corresponding symbol (e.g., Choice) on her schedule within 3 seconds (initial 3-4 weeks, adult points to symbol with no new verbal cue and then moves away; increase time before pointing gradually)
- 4a. Sally goes to the appropriate scheduled activity within 5 seconds
- 5a. Teacher(s)/peers acknowledge Sally's successful transition (e.g., thumbs up & smile, "Hey Sally!")

OR

- 4b. Sally does not move to next scheduled activity within 5 seconds
- 5b. Teacher or peer goes back, points to corresponding symbol and then provides physical guidance (e.g., hand holding) to encourage Sally to transition
- 6a. Sally takes adult/peer hand and goes to the appropriate scheduled activity

**Data Collection:**

A check mark or smiley face will be placed on Sally's schedule each time she makes a successful transition. Data will be collected throughout the day every day. A graph will be used to display data on the % of successful transitions each day (# successful transitions/# possible transitions).

## Sally's Picture Schedule

Activities (a.m.)	Successful Transitions (✓)	Activities (p.m.)	Success Transitions (✓)
Arrival		Read Aloud	
Morning meeting		Literacy	
Centers		Choice	
Snack		Choice	
Math		Choice	
Recess		Clean-Up	
Lunch		Departure	
# successful transitions/# possible transitions		# successful transitions/# possible transitions	

Goal: Successful transitions between kindergarten activities

% of Successful transitions: \_\_\_\_\_

Date: \_\_\_\_\_