



Autism and Tertiary Behavior Supports
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INSTRUCTIONAL BLOCK: STUDENT GROUP ROTATION SCHEDULE

	GROUP 1 Student 1	GROUP 2 Student 2/3	GROUP 3 Student 4/5	GROUP 4 Student 6
1 st	A	B	C	D
2 nd	B	C	D	A
3 rd	C	D	A	B
4 th	D	A	B	C

ROTATION KEY

A = Work with teacher (table)

B = Independent work area (IW Station #1 for S 1, S 2, S 4, & S 6; IW Station #2 for S 3, & S 5)

C = Small group instruction (table)

D = Choice (self-directed activity)

ADULT SCHEDULE DURING ROTATION

A = Teacher, SLP, OT, for direct instruction on IEP Goals and Objectives, takes data

B = Para sets up work system for each child prior to start of rotation, takes data

C = Para leads small group activity directly related to skills being taught in each Block
Reading; Math; Other (social; self-care; leisure; or vocational skills), takes data

D = Para available to observe student in independent (self-directed) choice activity, takes data

HELPFUL HINTS IN INCORPORATING INSTRUCTIONAL BLOCKS

Appoint one of the adults to be the timekeeper. Using an audible timer is not recommended because the children will quickly learn to react to the sound of the timer and not wait for the cue from an adult that it is time to check their schedule. If there is a glitch in timing in one of the groups and a session needs to last a bit longer, and the students are reacting to the sound of the timer, pandemonium will break out. (I've seen this happen in other classrooms and it's hard to get everyone back on schedule!)

If/when the rotation process gets interrupted, simply pick up where you left off, prior to the interruption, when you get back to the room. If a child was almost finished with an activity when the interruption occurred, allow brief closure for that particular section of the rotation before transitioning him/her on to the next area in the series.

Monitor the independent work area to determine if the child will be able to finish the number of tasks "assigned" in the amount of time allowed for that session. If you see that the child will finish all tasks and have time left over, slip an additional task onto their work system. If you notice that the child will not be able to finish all of their tasks in the amount of time left in the work session, subtly remove one or two of the remaining tasks so that he/she will finish with all work before it is time to rotate to the next area.

Prepare for your next group before directing students to check their schedules. When they arrive at your area, begin instruction immediately. The shorter the down or "wait" time your student has, the fewer the behavioral meltdowns you'll have to manage.

If an individual child is having difficulty making smooth transitions, either the adult who will be working with that child during that particular section of the instructional block, or the adult who is monitoring the self-directed choice activity, should attend to that child. Everyone else should carry on with the instructional block as usual.

If a child is having difficulty making smooth transitions and you know that he/she understands the meaning of the schedule cue, step back and give the child some space, wait 30 seconds to a minute, and then calmly present the schedule cue to the child again. Limit verbalizations and try not to get into a power struggle. Sometimes the reinforcement for a challenging behavior is your reaction to it. If the child does not make it to an area in the schedule, but remains calm and does not melt down, you have been successful. Consistency is the key to changing learned behaviors. Stay clam and use

the schedule cues to let the child know what your expectations are (that he/she transition to the next area). Most often, challenging behaviors are not new behaviors and will not go away over night. Hang in there, over time the frequency and duration of the meltdowns will decrease, and independence and time on task will increase.

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