



Using an Object Schedule To Support Transitions

Early Childhood Case Study Snap Shot 1

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After completing this webinar. . .

- Participants will be able to describe at least one way they can use an object schedule to meet the needs of a student they serve.



Meet the Student

- Eli started early childhood special education preschool in October of 2014.
- He is in a classroom of 9 peers and 2 full time staff.
- He lives with his biological mother and uncle.
- His home language is Spanish.
- He is on an IEP for Developmental Disabilities.
- Results indicate Eli has a profound hearing loss.



Eli's Goals

GOAL 1- By the end of the IEP year, Eli will use at least 6 signs/gestures/vocalizations (more, all done, help, yes, no, etc.) to communicate with others in his environment after given a model during 4 out of 5 opportunities.



Eli's Goals

GOAL 2- By the end of the IEP year, when rated on a play/social rubric by the ECSE team, Eli will maintain a score of 8/12, on two out of three consecutive days.



Eli's Goals

GOAL 3- By the end of the IEP year, when given a visual and verbal directive from an adult (i.e. a visual prompt to sit down, or a object/icon to transition), Eli will comply with the directive the first time given, on 4 out of 5 opportunities.

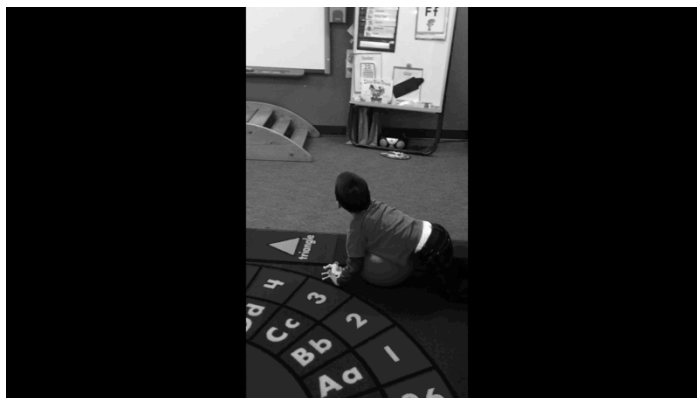


Teacher Reports

- Eli is unable to attend to task.
- He gets frustrated due to lack of communication, which leads to running around the classroom and climbing on furniture.
- Frustrations can lead to biting and pinching.
- Eli is very oral, he puts any and all items in his mouth.
- He has a difficult time transitioning with the class and attending to the curriculum.



What He Looks Like?



Learning to Learn Skills:

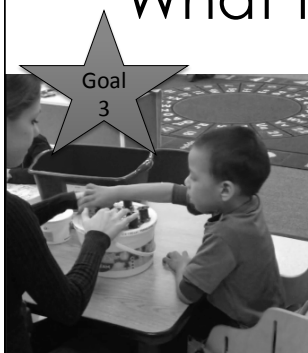
- In seat behavior
- Time on task
- Being a part of a group
- Following directives
- Communicating Appropriately
- Manage emotions and self-regulation
- Delayed gratification



- What is Eli good at right now?
- What can he attend to?
- What are his interests, and strengths?



What this looks like for Eli?



5 Minutes at Table Work



5 Minutes at Communication Lab



5 Minutes of Teacher Facilitate Floor Play



Then 30 minutes of Preferred/Independent Play with Layered Opportunities for Participation with Peers



Putting it All Together

- 15 minute learning rotation (with classroom teacher)
- Lunch
- 30 minute independent play/layered grouping
- 15 minute learning rotation (with para)
- Recess
- 15 minute learning rotation (with SLP or hearing specialist)
- 30 minute independent play/layered grouping
- Closing activity/goodbye

**As needed and when available
Sensory Room Break



Think Smarter not Harder. . .

Sometimes it is not about a lack
of resources, it is about a
lack of collaboration!

-Strain, 2015



The Object Schedule

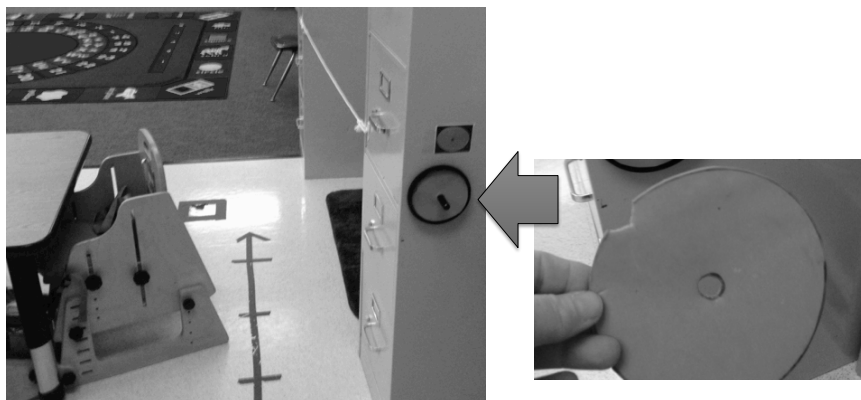
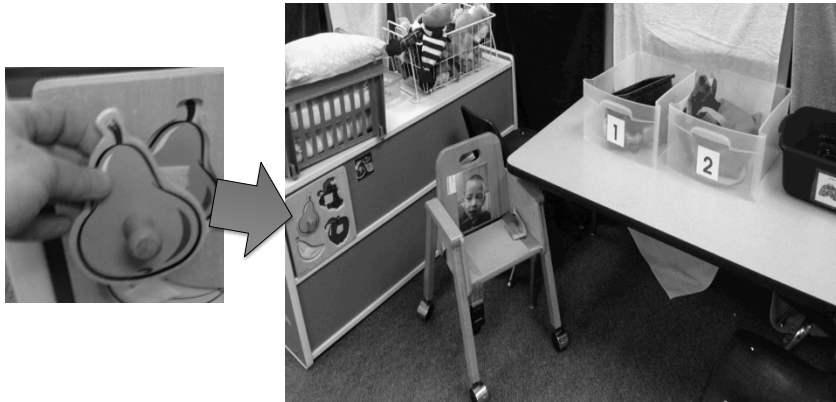


Table Work



The Object Schedule



Communication Log 

The Object Schedule



Teacher Facilitated Floor Play 

The Object Schedule



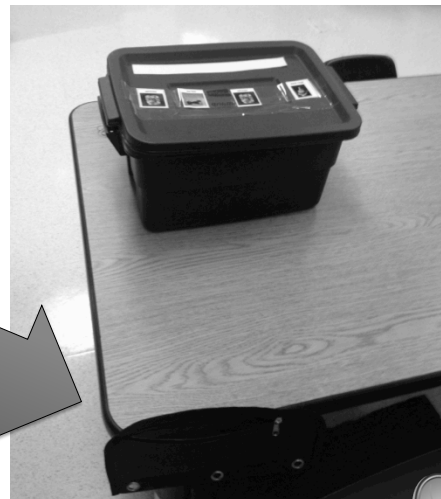
Self-Directed
Play Time



The Object Schedule



Self-Directed
Table Time



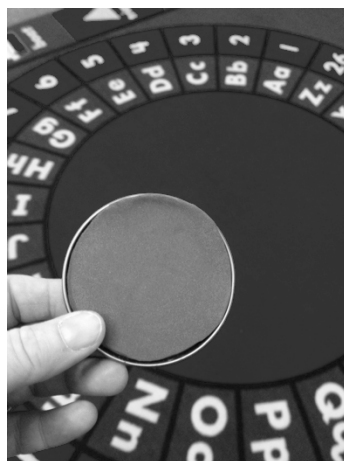
The Object Schedule



Bike Time (Preferred)



Other Spaces and Places



Circle Time



Sensory Room



Lunch Room



Bathroom/I



Why Did the Team Choose to Use an Object Schedule WITH Eli?

- Eli needed something very concrete, especially because the team wasn't sure what he was able to process with his hearing loss.
- Icons used for prompts and schedules in the past went straight to the student's mouth and didn't seem meaningful to him.



*Resource Mode Assessment Webinar



Why Did the Object Schedule Work?



- Purpose and meaning was given to each object Eli was given.
- There was an object for EVERY activity and space Eli needed to transition to.



- There was a place to put each object and that place was strategically designed for success.



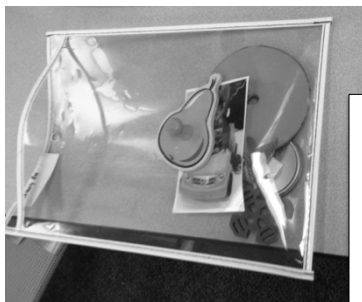
- Visuals were put in place to decrease impulsivity and increase time on task.



Eliminate the broken record!



- The team developed a system that worked FOR THEM and was used CONSISTENTLY!

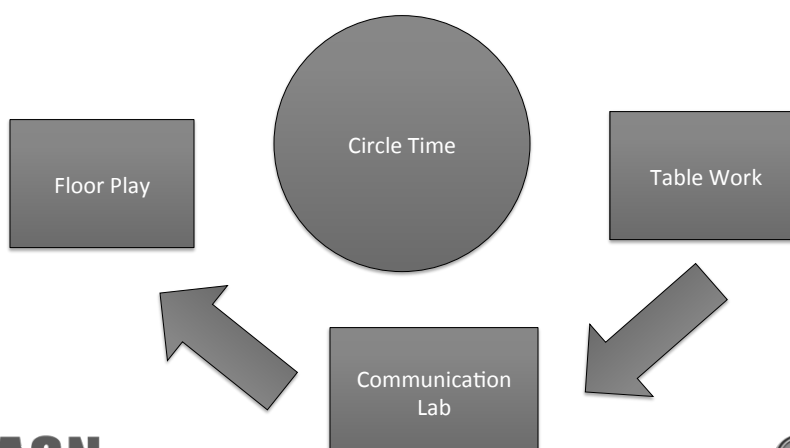


Items in bag:

Foam CD
Puzzle piece
Block
Animal
Circle disk...



- The team worked through his activities in clockwise motion.



- Each space Eli was asked to go to had a functional purpose. The purpose was related to Eli's developmental level, as well as his needs, interests, strengths and IEP GOALS!



The Key is Active Engagement

- Resources to get ideas for developmentally appropriate activities:
 - How Do I Teach This Kid? By Kimberly Henry
 - Task Galore Let's Play By Eckenrode, Fennell, Hearsey, and Reynolds
 - Considerate Classroom
 - Classroom Tour
 - Organizing Centers
 - Play Resources



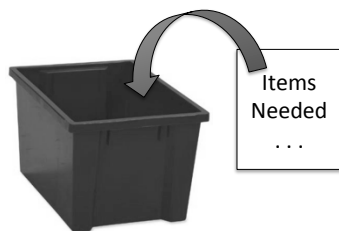
There is not one right way
to create an object schedule!
It should meet the needs
of the student, setting
and situation.



It Should Speak to the Student!



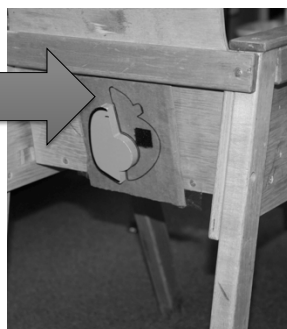
And Work for the Staff!



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Work as a Team, Observe and Use Student Strengths and Interests!



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Resources for Developing an Object Schedule

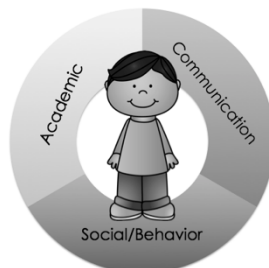
- AFIRM-Autism Focused Intervention Resources and Modules
- Visual Schedule Series: Object Schedules
- Visual Schedules: A Guide for Families



How Does this Case Study
Apply to You, Your Classroom,
Your Students and Your Setting?



Supporting the Whole Child



Join Us for the Next Case Study
on Friday, December 4th
at Noon!



To Dixie Teeter, Jessica Falor, Melanie Garrison,
Jenna Rycek and Josh Guymon
for Sharing this Case Study



Do you have a strategy
or student that you
would like to do
a case study on?

CONTACT ME:
lindym@tasnatbs.org

