GETTING STARTED!!!
Balanced Timetable Key to Student Engagement
By
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Introduction

Getting Started: Balanced Timetable the Key to Student Engagement has been produced with funding received by School for Parents from the Non-Government Centre Support for Non-School Organizations of Western Australia. It is the seventh resource in the *Getting Started Series*!!!. Dolly Bhargava has developed this resource in collaboration with the teaching staff and children at Carson Street School and Carolyn McMurtrie from Auzzie Notes (graphic artist). The resource which consists of a book and App for iPad has been developed for parents, educators and professionals who support students who are at risk of disengaging or have disengaged from school.

Cothran and Maryland (2000) explain that a quality curriculum guided by a knowledgeable teacher, does not automatically result in student learning, instead it depends on the student's level of engagement in the learning process. Walter (2006) asserts that "engagement appears to be the key to unearthing the full potential of our students" (p. 2). The process of student engagement is a journey which connects the student to their environment (i.e. people, ideas, materials and concepts) to enable learning and achievement (Carpenter, 2011). Without engagement, there is no deep learning (Hargreaves, 2006), effective teaching, real attainment or quality progress (Carpenter, 2010). The growing number of students disengaging from schools is a growing societal concern. Simply telling or encouraging the student to re-engage is seldom enough. Hence, as educators this means changing the nature of what happens in our classrooms. This resource discusses the use of a 'Balanced Timetable' to enable re-engagement a 'Balanced Timetable'. A 'Balanced Timetable' is a customised timetable that takes into account the student's abilities, interests and learning styles so that they can learn effectively and progress.

The *Balanced Class Time* App is for the iPad and can be purchased on the iTunes App Store https://itunes.apple.com/app/balanced-class-time/id935563742?mt=8&ign-mpt=uo%3D8. All proceeds from the purchase of the App will go to School for Parents (a not for profit organization). This user friendly app will guide you step by step on how to set up a balanced timetable for your student. The features in the app will enable you to share information about your student's progress with parents and other professionals supporting your student. Also, all the images included on the Balanced Class Time App are available in the Appendix (page 85 - 93). You can use the images to put together a balanced timetable for your student.

About the author

Dolly Bhargava, is a disability specialist speech pathologist who has also completed a Masters in special education. She works with children, adolescents and adults with disabilities in a variety of settings such as schools, accommodation, PSO, employment and corrective services. She provides consultancy and training services on a range of issues relating to communication, behaviour management, emotional literacy, vocation, culture and disability both nationally and internationally. She has developed the Rainbow of Emotions App for iPad and written the hugely popular ***Getting Started Series!!!*** These can be accessed as free downloads at http://carsonst.wa.edu.au/parent-info/getting-started-books/   She has also published Bhargava, D. (2014). ***Taking CHARGE of my Rainbow of Emotions***. Shawnee Mission, KS: Autism Asperger Publishing Company. The book received **a** 'Silver Winner's' award from the National Parenting Publications Awards in the United States.

Suggested reference

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http://www.carsonst.wa.edu.au/parent-info/getting-started-books/

Remember as an educator you have the power to transform your student's lives and inspire young minds.

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What is a Balanced Timetable?

The timetable sets the stage for teachers to communicate to students the sequence of curricular periods or sessions during a school day, which, in turn provides your student with a sense of structure, predictability and safety. However, just because a timetable is set does not mean that all your students will be able to follow it (Downing & Peckham-Hardin, 2001; Kerr & Nelson, 2002). Learning sciences research suggests that different learners enter the classroom with different abilities, experiences and needs (OECD, 2008). There is no one-size-fits-all timetable that will meet the needs of every student and provide a rich, engaging educational experience. Students learn well when they receive a customized learning experience, which meets each student where they are.

Student-centred approaches, involve the alignment of what is taught and how it is taught to the abilities, interests and learning styles of your student. This personalised approach is widely accepted as having an important influence on student motivation, achievement and engagement (Black, 2007; Centre for Educational Research and Innovation, 2006).

A Balanced Timetable is a student-centred timetable where adjustments are made to curricular sessions to match your student's abilities, interests and learning styles. A Balanced Timetable is not prescriptive; instead it is flexible and may vary in length and form. It is customised to fit your student's ever-changing needs, based on what will be helpful. This resource focuses on fostering the necessary conditions to make engagement possible for your student by customising the classroom timetable and creating a Balanced Timetable.

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Who needs a Balanced Timetable?

All schools are committed to providing all children with access to high quality learning opportunities. However, learning is not an automatic by-product of merely being physically present in the classroom. Learning is dependent on your student's level of participation or engagement in the classroom. Keen (2008) describes engagement as the gateway to learning. Engaged students show behavioural involvement in learning and positive emotional tone; they persevere in the face of challenge (Connell 1990; Connell and Wellborn 1991). Maintaining student engagement is critical to successful student learning, progression, retention and school completion (Blount More et al., 2004; Mayer, Sulzer-Azaroff, & Wallace, 2014; Nelson et al., 2014). Deloitte Access Economics (2012) state, "The outcomes of schooling are far broader than simply academic achievements" (pg. 1). Schooling equips the individual with the skills and knowledge necessary to make better life choices which is associated with a number of positive outcomes in almost every facet of life and contributes to creating and building better communities (Burns et al., 2008).

As educators we anticipate that all students will get on-aboard the learning journey by becoming engaged. While the majority of students attend school regularly and successfully attain a senior secondary qualification, a small proportion of students are disengaged, or at risk of disengaging from school. For students at risk, hopping on and remaining on-board this learning journey until completion can be challenging for a number of reasons, some of which relate to family, school and community.

Disengagement from school may result in your student leaving a school early or remaining enrolled but exhibiting a range of problem behaviours (Cole, 2006). This can impede your student's learning, reduce school success and discourage participation. The long term consequences for many of these students includes a lifetime of compromised social, economic, financial and personal wellbeing such as: poorer physical and mental health; higher mortality rates; lower wages and greater financial insecurity; increased instances of homelessness; drug and alcohol abuse and criminal activity (Burns et al., 2008;

Chapman et al., 2002; Owens, 2004; Rumberger, 1987; Vinson, 2004). Conversely, keeping students engaged at school reduces the unemployment and crime rate and increases the health and wellbeing of the individual, school and its community (Alspaugh 1998). As a teacher you may be faced with the challenge of educating students who experiencing a range of family, school and community factors that place them at risk of disengaging from school.

These include:

- Students in out-of-home care or affected by homelessness
- Indigenous students
- Students who offend
- Newly arrived or refugee students
- Students who are young parents and/or carers
- Students who abuse drug and alcohol
- Students with disabilities
- Students with mental health concerns
- Students with severe emotional and behavioural disorders
- Students with chronic health issues
- Students experiencing bullying

(DEECD, 2010; Mishna, 2004; Ockenden, 2014; Smart et al., 2008; Tressider, 2003).

One of the strategies you can use to help your student become more engaged and successful in your classroom is to provide them with a Balanced Timetable.

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Why do you need to use a Balanced Timetable?

Whilst a school may not be able to influence all the risks that students may face beyond school, schools can stem the loss, using student-centred approaches to re-engage students at risk, by focusing on what takes places in the school or classroom (Cuttance, 2001; Hattie, 2003; Newmann, 1992; Yonezawa et al., 2012). The reasons for disengagement from schooling is not an 'all or nothing' phenomenon caused by a 'single event', instead [it] is a complex process (Butler et al., 2005). There is a great deal of evidence that disengagement from school and learning is a process that occurs over many years, often beginning in the early years of schooling (Christenson et al., 2001).

A variety of school-related factors increase the risk of your student experiencing poor achievement, boredom and alienation, resulting in disengagement (Fredricks, Blumenfeld & Paris 2004). Research highlights school-related factors associated with early school leaving include: ineffective discipline system; negative interactions with the educators, experiencing social and academic problems, lack of adequate counselling/referral; negative school climate; lack of relevant curriculum; passive instructional strategies; disregard of student learning styles; retentions or suspensions; streaming; and lack of assessment and support for students with disabilities (Ferguson et al., 2005; Kortering & Braziel, 1999 acf Van der, Woerd & Cox, 2003).

The lack of fit between your student's needs and the educational environment results in the demands of the environment exceeding your student's ability to adapt and manage by himself or herself (Eccles et al., 1993; Ducharme & Harris, 2005; Greene, 2014). Student needs could include:
- Receptive, expressive and social skills difficulties
- Sensory processing difficulties
- Difficulties with handling transitions and change
- Attention difficulties

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- Memory difficulties

- Executive functioning difficulties

- Academic skill difficulties

- Problem solving difficulties

- Fine motor and/or gross motor difficulties

- Motivation difficulties

- Emotional regulation difficulties and

- Low self-esteem

(Bhargava, 2011; Crone & Horner, 2003; Moyes, 2002; Royal College of Psychiatrists, British Psychological Society, & Royal College of Speech and Language Therapists, 2008)

By not addressing the underlying cause of the problem behaviours, your students will not learn more effective ways of coping with the difficult circumstances. They will continue to rely on maladaptive behaviours to manage adversity (Ducharme, 2007). Your student may engage in internalised problem behaviours (e.g. absenteeism or in the classroom passivity, reluctance to participate and cessation of effort) or externalised problem behaviours (e.g. aggression, destruction, oppositional or delinquent). When one student begins to present problem behaviours in a classroom, the climate of the classroom can begin to change dramatically. Often the teacher will spend a considerable amount of time and energy on your student with the problem behaviours, which in turn begins to have a deleterious impact on the quality of the educational experience for all students, hence the need for a personalised and individualised timetable. A Balanced Timetable is a student-centred approach that aims to create a fit between the demands of the classroom and the capacity of your student to increase engagement by creating a customised timetable.

What is a Balanced Timetable comprised of?

A Balanced Timetable consists of a sequence of curricular sessions, in which each session is broken into blocks of time. The aim of dividing a curricular session into one or more blocks of time is to create favourable conditions that will foster student engagement in the current session and beyond.

There are seven different types of blocks of time:

Down Time	A block of time provided to your student if they are experiencing negative emotions at a higher intensity (e.g. extremely angry, stressed, or over-stimulated). Down Time provides your student with the opportunity to remove themselves from a situation before they react inappropriately. It also provides your student with the opportunity to cool down, compose themselves and refocus on the session. Your student can choose to just sit and think without participating in any tasks or participate in minimal challenge tasks or tasks associated with his or her special interest (Lane et al., 2010; Leaman, 2009; Rogers, 2003).
Eat and Drink Time	A block of time in which your student participates in the consumption of nutritious foods and drinks. This helps to improve your student's nutritional habits which in turn will improve energy levels, mood, concentration, memory, ability to learn, behaviour and general health (Chudler, 2001; Corbin et al., 2010; Hannaford, 1995; Wesnes et al., 2003).
Exercise Time	A block of time in which your student participates in physical activity, to reduce stress, improve concentration, memory, behaviour and academic performance (Hillman et al., 2009; Le Masurier & Corbin, 2006; Moyes, 2010; Ratey, 2008; Scudder et al., 2014).
Learning Time	A block of time where your student participates in tailored curricular activity that matches the student's needs, to enable each child or young person to be a successful, confident, active and responsible citizen by forging life-long learning competencies (ACARA, 2014; Mufti & Peace, 2012; White, 2004).
Social Time	A block of time where your student participates in interaction with another person(s), with direct, systematic and explicit instruction to improve his or her social skills, develop a sense of belonging and social connectedness (Billingsley, et al., 2013; Browder & Spooner, 2011; Myers, 2013).

Relaxing Time	A block of time where your student participates in explicit, structured and systematic relaxing activities, to learn coping strategies on how to effectively and positively manage stress; release tension and refocus on learning (Bartl, 2008; Fried, 2011; Webster-Stratton, 1999).
Play Time	A block of time where your student participates in structured or unstructured play, to improve physical, social, emotional and intellectual areas of development (Bergen, 2009; Bhargava, 2010; Wood & Attfield, 2005).

The teacher makes decisions about the use of the blocks of time, depending on your student's abilities, interests and learning styles. The joint functioning of one or more these blocks of time creates the necessary conditions that foster student engagement. For these blocks of time to be effective, each block of time needs to be **ADAPTED** based on your student's strengths and needs to support and encourage learning.

The letters in the **ADAPTED** model acronym stand for:

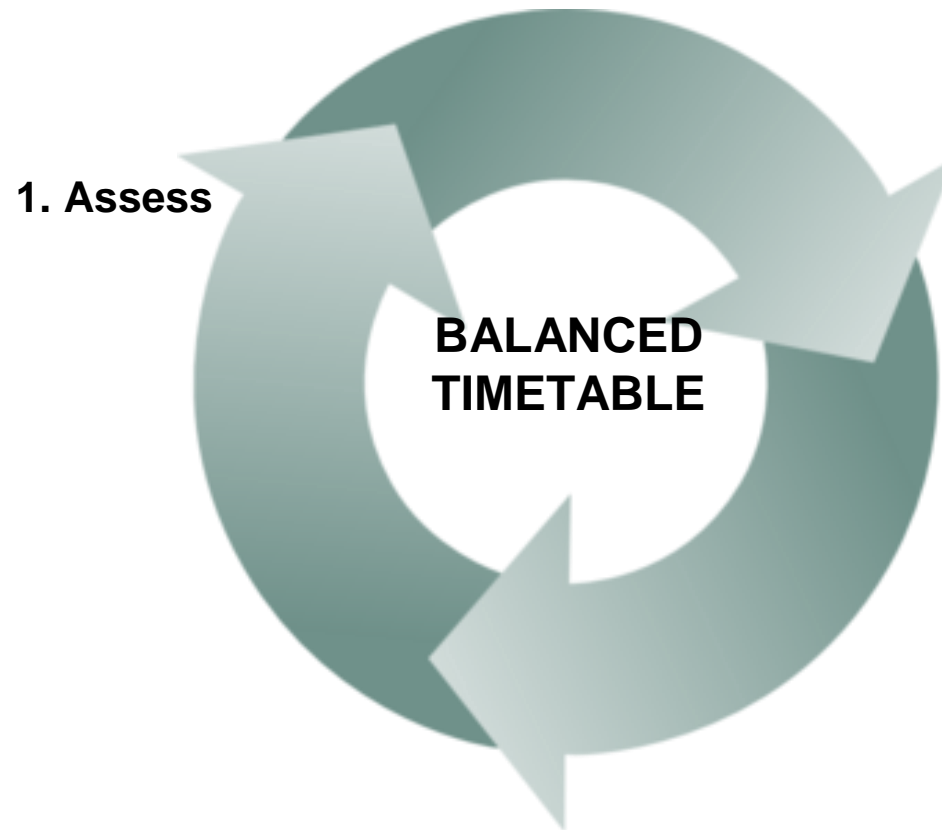|	
Aim	Adapt goal
Degree of participation	Adapt expected level of participation
Aids	Adapt equipment, written material and tasks used
Period of time	Adapt organisation of time, pacing and allowable length
Teacher instruction	Adapt instruction method, reinforcement and management style
Environment	Adapt social, sensory and physical aspects
Develop communication	Adapt and implement communication strategies to enable effective communication

The **ADAPTED** model enables you to make the necessary adaptations or adjustments to how your student takes in information (input); participates (engage) and demonstrates learning (output). The use of adaptations is associated with a range of positive characteristics, including higher student engagement, diminished problem behaviours and better participation in class (Cole, 2000; Lee et al., 2010; Kurth & Keegan, 2014, Iovannone et al., 2003).

How do you put together a Balanced Timetable?

To put together an effective Balanced Timetable you need to **Assess → Assemble → Appraise.**

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1. Assess

2. Assemble

**BALANCED
TIMETABLE**

3. Appraise

Assess – Assemble – Appraise

1. Assess

BALANCED TIMETABLE
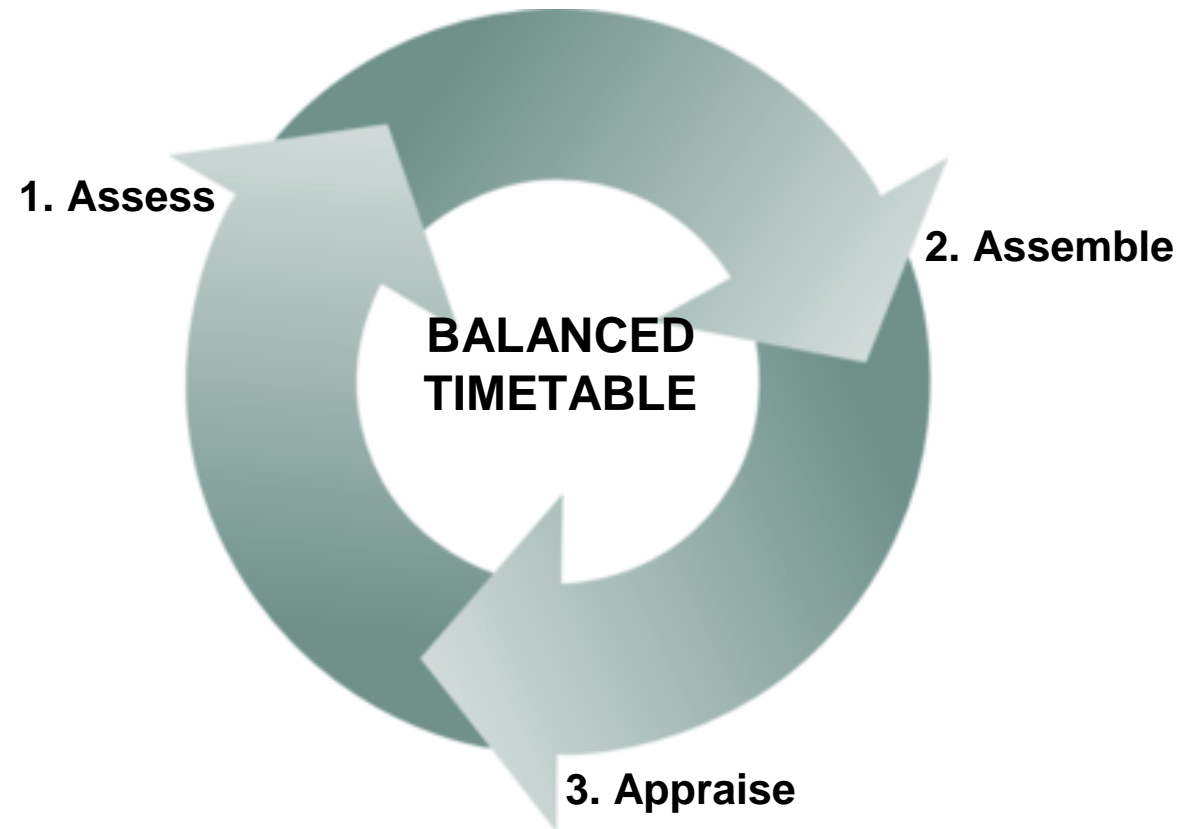
Assess – Assemble – Appraise

Assessment is critical to effectively and efficiently moving students ahead from their current points of knowledge, understanding and skill (Tomlinson & Moon, 2013). By using both formal and informal assessment tools you can get an accurate picture of your student's academic, social, emotional and cognitive skills. It is beyond the scope of this resource to discuss the various assessment tools, instead we will focus on using Direct Observation, an informal assessment tool to establish and understand your student's current level of engagement within each session of the timetable. Begin by writing out the sequence of sessions in the timetable with the corresponding times. Whilst observing your student in each session, code the level of engagement as: Low Engagement (LE), Medium Engagement (ME) and High Engagement (HE) or Disengagement (DE). You may need to repeat your observations over several days to get an accurate picture of their true level of engagement within session(s).

Below is a description of the codes:

Disengagement (DE)	Low engagement (LE)	Medium engagement (ME)	High engagement (HE)
Student refuses to comply and partake in the session as an active or a passive participant. May engage in internalized or externalized problem behaviours.	Student does not actively partake in the session but complies by being a passive observer. May engage in internalized or externalized problem behaviours at various times in the session.	Student actively partakes in one or more tasks within the session (partial participation). May engage in internalized or externalized problem behaviours at various times in the session.	Student actively partakes in the entire session (complete participation).

Once you have coded each session, you need to then identify the underlying reasons for your student's Disengagement (DE) or Low Engagement (LE), Medium Engagement (ME) within session(s). On the next page is a list of guiding questions that you can to evaluate the session and identify the underlying reasons for lower levels of engagement. The questions have been grouped according to the block of time. Once you have identified the possible underlying reasons you can then insert the corresponding blocks of time in the session(s) to meet your student's needs and increase engagement.

Block of Time	Reflection Questions *(NB: this is not a comprehensive list of all the possible reflection questions instead a starting point)*
Down Time	☐ Is your student physically unwell and needs Down Time? ☐ Is your student tired and needs Down Time? ☐ Does your student have mental health issues (e.g. anxiety, depression, schizophrenia) and needs Down Time? ☐ Is your student having difficulty regulating their emotions (e.g. gets too excited, tense or angry) and needs Down Time? ☐ Does your student experience stimulation overload and needs Down Time? ☐ Does your student take medication that affects his or her arousal (e.g. drowsy, dizzy or weak) and needs Down Time?

Eat and Drink Time	☐ Is your student hungry and needs to eat? ☐ Is your student thirsty and needs to drink? ☐ Does your student consume unhealthy foods before school, during recess or lunchtime which affects their mood, learning ability and concentration levels during the session? ☐ Does your student consume unhealthy drinks before school, during recess or lunchtime which affects their mood, learning ability and concentration levels during the session? ☐ Does your student overheat more quickly during exercise and needs to drink more often? ☐ Does your student take medication that affects his or her appetite or hydration needs and needs to drink more often?
Exercise Time	☐ Has your student participated in adequate levels of physical activity to regulate his or her arousal or levels of alertness for the session? ☐ Has your student participated in adequate levels of physical activity to meet his or her sensory needs for the session? ☐ Has your student participated in adequate levels of physical activity to regulate his or her emotions for the session?

Learning Time	☐ Does the physical classroom environment meet your student's sensory needs? ☐ Is the curricular activity scheduled at a time of day when your student is at his or her optimal levels of arousal (i.e. feel calm but alert to focus and persist to meet the needs of the moment)? ☐ Is there is a match between the teaching instruction and the student's abilities, interests and learning styles? ☐ Does the curricular activity have the necessary adaptations to cater to your student's abilities, interests and learning styles? ☐ Is your student's attention gained before the commencement of the curricular activity and then maintained throughout the activity? ☐ Is your student reminded of the established rules and expectations prior to the commencement of the curricular activity? ☐ Are the instructions used within the curricular activity consistent and predictable so that your student can concentrate on what is being taught? ☐ Are there smooth and efficient transition procedures in place? ☐ Does the length of the curricular activity match your student's attention span? ☐ Is your student actively engaged in the curricular activity? ☐ Is the curricular activity meaningful and relevant to your student? ☐ Is the curricular activity motivating? ☐ Is the majority of the curricular activity content familiar or unfamiliar? ☐ Are there choice making opportunities within the curricular activity?

	☐ Is adequate wait time provided to assist your student to process, plan and respond during the curricular activity?
	☐ Does your student feel safe to learn at his or her pace, make mistakes, and express views?
	☐ Does the feedback encourage and guide your student's learning?
	☐ Does the curricular activity provide repetition opportunities but with moderate differences?
	☐ Does the curricular activity present with an appropriate challenge level that optimises your student's learning?
	☐ Is your student able to see the progress they are making over time?
	☐ Does your student have the skills to express themselves during the curricular activity?
	☐ Does the feedback cultivate your student's beliefs in his or her capabilities, promote motivation and engagement in the curricular activity?
	☐ Is there a high ratio of positive comments (e.g. support, encouragement, appreciation, and recognition) compared to negative comments (e.g. hostile, sarcastic, abusive or derogatory comments)?
	☐ Does your student have low esteem related to his or her abilities to complete the task?
	☐ Does your student fear failure?
Relaxing Time	☐ Is your student able to identify stressors that have occurred prior to the session?
	☐ Is your student able to identify stressors related to the current session?
	☐ Is your student able to express his or her stress appropriately before, during or after a session?
	☐ Does your student use effective coping methods to manage stress during the session?

Social Time	☐ Does your student use appropriate non-verbal and verbal communication skills to engage with others? ☐ Does your student have the appropriate group skills? ☐ Does your student have appropriate assertiveness skills? ☐ Does your student have appropriate conflict management skills?
Play Time	☐ Does your student have opportunities to engage in play? ☐ Does your student appropriately interact with others during play?

Assess – **Assemble** – Appraise

BALANCED TIMETABLE
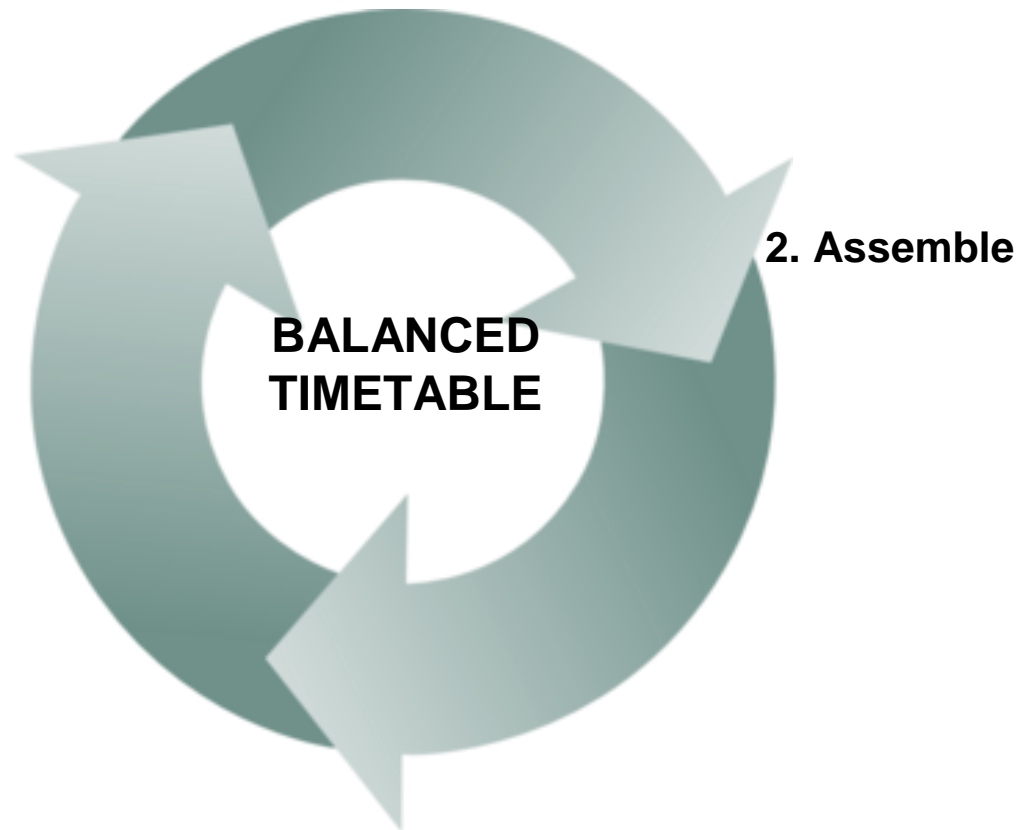
2. Assemble

Assess – **Assemble** – Appraise

Now that you have identified the blocks of time that need to be inserted in the timetabled session(s) they need to be **ADAPTED**. The **ADAPTED** block of time(s) will help you personalise the session(s) to address your student's abilities, interests and learning styles. By making the appropriate adaptations we can diminish problem behaviours, maximise engagement and success within the session(s). When these sessions are put together a Balanced Timetable is assembled. Reflect on the following list of considerations to customize the block of time(s) to improve your student's engagement:

Block of Time → Down Time ADAPTED *(NB: this is not a comprehensive list of all the possible considerations instead a starting point)*
Aim	**Goal considerations:** ☐ To not engage in any tasks for a period of time, with the aim of restoring calm, especially if your student is experiencing negative emotions (e.g. extremely angry, tense, upset or excited) (Bhargava, 2014) ☐ To engage in tasks with minimal challenge requiring little physical, emotional and cognitive effort with the aim of dissipating tension and helping the brain and body unwind ☐ To engage in special-interest tasks with the aim of the student's interests being recognised and valued in the classroom, restore the feeling of competence; or as reinforcement for participating in non-motivating blocks of time. Remember to frame your goal for Down Time using the **SMART** format i.e.: **S** = Specific and clear

	M = Measurable **A** = Attainable and achievable **R** = Relevant and realistic and **T** = Time frame based so that you can track progress and achievement. A **SMART** goal makes it easier to plan relevant Down Time for your individual student.
Degree of Participation	**Expected level of participation considerations:** ☐ Student does not partake but observes Down Time activity (observer participation) Student partakes in one or more steps in the Down Time activity with or without support (partial participation) ☐ Student partakes in the entire down time activity with or without support (complete participation).
Aids	**Equipment considerations:** ☐ Number and size of pillows and cushions ☐ Number, type and weight of blankets ☐ Furniture to sit on e.g. couch, beanbags, play hut, indoor tunnel or play tent ☐ CD player, MP3 player etc. If your student has auditory, optical, gross motor and/or fine motor difficulties please refer to the appropriate health professional to identify any devices that could be used to enable participation in the various Down Time activities.

Written material considerations:

Written material can be a significant barrier to some students for a number of reasons. Here are some tips for how to present the information in an accessible format:

☐ Use simple language (i.e., short sentences, simple punctuation, no jargon or acronyms)

☐ Consider font type and size, depending on your student's visual abilities

☐ If your student has difficulties with literacy, use pictures, photographs, or symbols (e.g. picture software programs) along with the written word. This can help your student better understand the meaning of the written word. It also provides your student with a means to express themself.

☐ Limit the amount of information (pictorial and written) presented at any one time

☐ Base the amount of information (pictorial and written) presented on your student's abilities

☐ If your student has writing difficulties, and where appropriate, write down your student's responses.

☐ Wherever possible, encourage your student to draw pictures to record his or her ideas.

Considerations for selecting and designing tasks:

☐ Does your student have opportunities to make a choice within Down Time (e.g. if they want to participate in a task or not)? If they want to participate in tasks, can they choose the task?

☐ What minimal-challenge tasks (i.e. involve patterned, rhythmic, repetitive movement) could your student engage in?

☐ What special-interest tasks could your student engage in?

☐ How much prior exposure does your student need to the task before it is familiar enough to do?

☐ How much practise does your student need to master the skills involved in the task?

	☐ What is your student expected to do in the task? ☐ Is the task set for your student achievable, so that your student has experienced success during Down Time? ☐ How many Down Time activities should be offered to your student within the block of time? ☐ How many familiar vs. unfamiliar Down Time activities should be presented to your student within the block of time?
Period of Time	**Considerations for the organisation of time, pacing and allowable length of the block of time:** ☐ How often does your student need Down Time within the session? ☐ When are the best time(s) to schedule Down Time? ☐ How long should be provided to your student as Down Time? Are there any exceptions? ☐ Is the session at a time when the student feels less active or less alert?
Teacher Instruction	**Instruction method considerations:** Consider the design and delivery of your instructions, to match abilities, interests and learning styles of your student and raise their level of engagement by: ☐ Breaking down the Down Time goal into small achievable step(s) (e.g. being aware of the stages in the build-up of negative emotions → recognising that Down Time is needed → requesting Down Time appropriately → moving to the Down Time area→ choosing to engage in no tasks or minimal challenge tasks or a special interest task to calm down →engaging in the choice for an appropriate length of time→ responding appropriately to the instruction that Down Time has finished → returning to the session)

- ☐ Identifying level of prompting required to teach the step(s) within the goal (e.g. most to least prompting hierarchy: full physical assistance → partial physical assistance → modelling → gesture → verbal → independent) and then systematically fade down to lower level prompts as your student masters the skill.
- ☐ Providing repeated practice of the skills at a pace that provides a steady challenge without crippling frustration or unreasonable pressure that enables your student to participate in Down Time independently.

Reinforcement considerations:
- ☐ Provide encouragement by focusing on your student's progress and performance on target step(s) in the Down Time process
- ☐ By providing specific positive feedback to your student on his or her effort, improvements, level of participation and displays of confidence, you can help your student change his or her self-image to that of a student who is able to handle negative emotions
- ☐ If a student does not respond to verbal reinforcement you may need to use other positive reinforcers such as tangible, sensory, social or activity reinforcers.
- ☐ Consistent success with a step(s) should be attained before the expectation is increased and more steps are added (Case-Smith & O'Brien, 2015).

	Management style considerations: For more information on managing classroom behaviour effectively refer to Bhargava, D. (2011). ***Getting started!!! Using visual systems to provide positive behaviour support.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/
Environment	**Physical aspects of Down Time considerations :** ☐ Location of Down Time (inside or outside the classroom) ☐ Clearly defined area with boundaries ☐ Number of available activities **Social aspects of Down Time considerations:** ☐ Positioning of student (see or not see other students) ☐ Number of student(s) allowed in Down Time when your student is present ☐ Number of adults supervising and facilitating skill development of the student during Down Time **Sensory aspects of down time considerations:** ☐ Amount and type of visual stimuli (e.g. lighting, wall displays, and number of tasks displayed at a time) ☐ Colour of walls (e.g. blue/green – calming colours vs. red/orange – alerting colours) ☐ Amount and type of auditory stimuli (e.g. noise level of the classroom) ☐ Smell (e.g. paint, cleaning fluids, deodorants and foods) ☐ Touch (e.g. uniform texture, seating, queuing and crowds)

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Develop Communication	**Communication strategies considerations:** ☐ Educators to use a range of unaided (e.g. speech, sign, body movement, gesture and facial expressions) and aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) consistently to help your student understand messages in their environment. ☐ Provide direct, explicit and systematic instruction to help your student learn to use range of unaided communication strategies (e.g. speech, sign, body movement, gesture and facial expressions) and/or aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) to express his or her messages. Ensure that the aided communication strategies are available to your student at all times. Please refer to Bhargava, D. (2009). ***Getting started!!! Using visual systems to promote communication.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ for more information.

Block of Time → Eat and Drink Time ADAPTED

(NB: this is not a comprehensive list of all the possible considerations instead a starting point)

Aim	**Goal considerations:** ☐ To learn about healthy eating and drinking ☐ To expand your student's repertoire of foods and fluids ☐ To make nutritious choices ☐ To eat correct portion sizes based on their age, energy needs and activity level ☐ To drink recommended daily amount of fluids based on their age, energy needs and activity level. Remember to frame your goal for eat and drink time using the **SMART** format i.e. **S** = Specific and clear **M** = Measurable **A** = Attainable and achievable **R** = Relevant and realistic and **T** = Time frame based so that you can track progress and achievement. A **SMART** goal makes it easier to plan relevant eat and drink time for your individual student.

Degree of Participation	**Expected level of participation considerations:** ☐ Student does not partake but observes others consuming during mealtime or preparing consumable item(s) (observer participation) ☐ Student partakes in one or more steps related to eating/drinking or preparing a consumable item with or without support (partial participation) ☐ Student partakes in the entire eat and drink time by consuming what is offered or preparing the food with or without support (complete participation).
Aids	**Equipment considerations:** If your student has auditory, optical, gross motor and/or fine motor difficulties please refer to the appropriate health professional to identify and select equipment, to maximise your student's ability to cook, eat and drink. For information on the range of equipment that can maximise your student's performance in the areas of cooking, eating and drinking please refer to the following resources ☐ Independent Living Centre WA (2010). *Cooking, eating and drinking resource guide*. [Online resource] Available at http://93.cdn.auroracms.com/resources/2/0000/4076/cooking__eating_and_drinking_manual_final.pdf ☐ Client Service Innovation and Reform and High and Complex Needs Clients (2012). *Mealtime Support Resources.* [Online resource] Available at https://www.communities.qld.gov.au/resources/disability/community-involvement/mealtime-support/mealtime-support-resources.pdf

Written material considerations:

Written material can be a significant barrier to some students for a number of reasons. Here are some tips for how to present the information in an accessible format:

- ☐ Use simple language (i.e., short sentences, simple punctuation, no jargon, or abbreviations)
- ☐ Consider font type and size, depending on your student's visual abilities
- ☐ If your student has difficulties with literacy, use pictures, photographs, or symbols (e.g. picture software programs) along with the written word. This can help your student better understand the meaning of the written word. It also provides your student with a means to express themself.
- ☐ Limit the amount of information (pictorial and written) presented at any one time
- ☐ Base the amount of information (pictorial and written) presented on your student's abilities
- ☐ If your student has writing difficulties, and if otherwise appropriate, write down your student's responses
- ☐ Wherever possible, encourage your student to draw pictures to record his or her ideas.

Considerations for selecting and designing tasks:

- ☐ What food and drink item does your student like or dislike?
- ☐ What foods and drinks should be provided to your student?
- ☐ How ready is your student for trying a new food or drink item?
- ☐ How much exposure does a student need to the item before it is familiar enough to try?
- ☐ How many items should be presented at once so that the student does not feel overwhelmed?
- ☐ How many liked vs. disliked items should be presented to your student?
- ☐ How much practise does your student need to master a skill or learn a concept?

	☐ What is your student expected to do in the task? (for example, if you your student is expected to be in the same room as the item → Sit near the item → See another person consuming the item → Smell the item → touch the item → kiss the item→ lick the item → put item in mouth and take it out, appropriately → put item in mount and consume it) ☐ Is the task set for your student achievable, so that your student has the opportunity to experience success? ☐ Should there be changes to the order of mealtime tasks (e.g. solid foods before liquids, non-preferred foods before preferred foods? (Case-Smith & O'Brien, 2015) ☐ How is your student's self-esteem in relation to his or her eating and drinking skills? ☐ Does your student have opportunities to make a choice within the eating or drinking task?
Period of Time	**Considerations for the organisation of time, pacing and allowable length of the block of time:** ☐ How many opportunities should be provided to a student to eat and/or drink within a session? ☐ Identify the best time(s) to schedule eat and drink time(s) within the session ☐ How long does it take for your student to consume the item? ☐ Is sufficient time allotted to your student to consume the item?
Teacher Instruction	**Instruction method considerations:** Hattie (2012) and Skinner et al., (2008) discuss three hallmarks that are critical to forging a connection with the student based on mutual trust: 1. unerring respect for each student's value, ability, and responsibility;

2. unflagging optimism that every student has the untapped capacity to learn what is being taught; and

3. Active and visible support for student success.

By incorporating these three hallmarks into your instruction you will affect the student's development, school engagement and academic motivation (Hughes & Chen, 2011; Roorda et al., 2011; Spilt, Koomen & Thijs, 2011).

Additional strategies to consider include:

☐ Breaking down the mealtime goal into small achievable step(s) and provide clear expectations

☐ Identifying level of prompting required to teach each step within the goal (e.g. most to least prompting hierarchy: full physical assistance → partial physical assistance → modelling → gesture → verbal → independent) and then systematically fade down to lower level prompts as your student masters the skill.

☐ Introduce the item, skill or step slowly and carefully

☐ Providing repeated practice of the skills at a pace that provides a steady challenge without crippling frustration or unreasonable pressure to participate in Down Time independently.

Reinforcement considerations:

☐ Provide encouragement by focusing on your student's progress and performance on target step(s) in the mealtime process

- ☐ By providing specific positive feedback to your student on his or her effort, improvements, level of participation and displays of confidence, you can help your student change his or her self-image to that of a student who is able to handle negative emotions.
- ☐ If a student does not respond to verbal reinforcement you may need to use other positive reinforcers such as tangible, sensory, social or activity reinforcers.
- ☐ Consistent success with a step(s) should be attained before the expectation is increased and more steps are added (Case-Smith & O'Brien, 2015).

Management style considerations:
- ☐ Make mealtime as relaxing as possible. Play soft music or talk quietly with your student during mealtime.
- ☐ If your student makes a mistake (e.g. spills something and gets upset) or starts to get upset, intentionally ignore these behaviours, calmly persist with the mealtime, and redirect your student without focusing too much attention on the problem behaviour (Case-Smith & O'Brien, 2015).
- ☐ It is important to be attentive your student's cues and stop the activity before they become frustrated and quit (Winders, 1997).

For more information on managing classroom behaviour effectively please refer to Bhargava, D. (2011). ***Getting started!!! Using visual systems to provide positive behaviour support.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/

Environment	**Physical aspects of eat and drink time considerations :** ☐ Consistent mealtime locations ☐ Clearly defined area with boundaries ☐ Posture and positioning for safe eating and drinking ☐ Consistent length of mealtimes ☐ Consistent seating for mealtime. **Social aspects of eat and drink time considerations:** ☐ Number of adults available for supervision and facilitation of skill development ☐ Relationship your student has with the educator assisting them during mealtime ☐ Number of student(s) that sit at the meal table ☐ Relationship between your student and the people sitting next to him or her ☐ Nature of the conversation and social interaction between your student and the educator ☐ Nature of the social interaction amongst all the people present during mealtime. **Sensory aspects of eat and drink time considerations:** ☐ Amount of auditory and visual distractions during eat and drink time ☐ Colour of walls and furniture ☐ Amount of space provided for mealtime ☐ Amount of activity levels during mealtime ☐ Amount and type of lighting during mealtime ☐ Types of different smells, shapes, colours and textures in the meal.

Develop Communication	**Communication strategies considerations:** ☐ Educators to use a range of unaided (e.g. speech, sign, body movement, gesture and facial expressions) and aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) consistently to help your student understand messages in their environment. ☐ Provide direct, explicit and systematic instruction to help your student learn to use range of unaided communication strategies (e.g. speech, sign, body movement, gesture and facial expressions) and/or aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) to express his or her messages. Ensure that the aided communication strategies are available to your student at all times. Please refer to Bhargava, D. (2009). *Getting started!!! Using visual systems to promote communication.* [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ for more information.

	Block of time → Exercise time ADAPTED *(NB: this is not a comprehensive list of all the possible considerations instead a starting point)*
Aim	**Goal considerations:** ☐ To engage in exercise to enhance alertness levels, improve focus and learning. ☐ To engage in exercise to positively manage negative emotions (e.g. extremely angry, tense, or upset) (Bhargava, 2014). Or, ☐ To engage in exercise to help the student with a sensory processing disorder, receive the necessary sensory input, to feel 'just right' and learn (Williams & Shellenberger, 1996). ☐ To engage in exercise to improve mental health and emotional well-being. Remember to frame your goal for exercise time using the **SMART** format i.e. **S** = Specific and clear **M** = Measurable **A** = Attainable and achievable **R** = Relevant and realistic **T** = Time frame based so that you can track progress and achievement. A **SMART** goal makes it easier to plan relevant exercise time for your individual student.
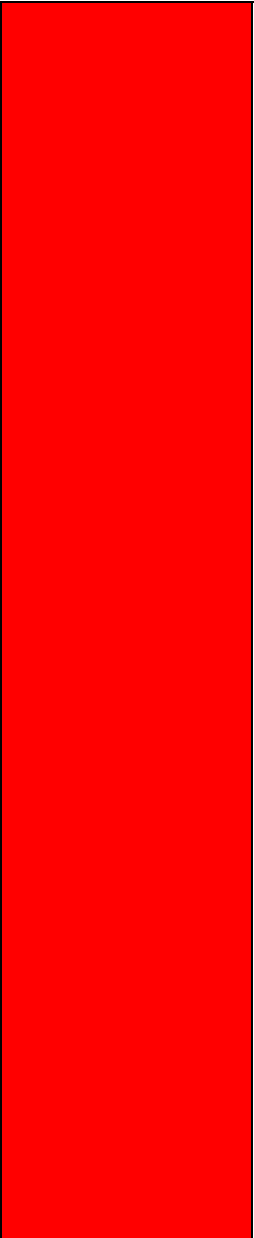
Degree of participation	**Expected level of participation considerations:** ☐ Student does not partake but observes exercise activity (observer participation) ☐ Student partakes in one or more steps in the exercise activity with or without support (partial participation) ☐ Student partakes in the entire exercise activity with or without support (complete participation).
Aids	**Equipment considerations:** Below are examples of generalized equipment that can be used to provide exercise to your student. If your student has been diagnosed with sensory processing dysfunction, please consult with an Occupational Therapist to address your student's specific needs. ☐ Crash pad ☐ Mini trampoline inside ☐ Outdoor trampoline ☐ Large therapy ball ☐ Swings – inner tube type, platform swing, hammock, sling wing, disc swing ☐ Beanbag chairs ☐ Sandbox or sensory bins ☐ Soft balls of all sizes ☐ Hula hoops ☐ Weighted objects to play with and throw ☐ Scooter boards ☐ Bikes

If your student has auditory, optical, gross motor and/or fine motor difficulties please refer to the appropriate health professional to identify any devices that could be used to enable participation in the various exercises.

Written material considerations:

Written material can be a significant barrier to some students for a number of reasons. Here are some tips for how to present the information in an accessible format:

- ☐ Use simple language (i.e., short sentences, simple punctuation, no jargon, acronyms or abbreviations)
- ☐ Consider font type and size, depending on your student's visual abilities
- ☐ If your student has difficulties with literacy, use pictures, photographs, or symbols (e.g. picture software programs) along with the written word. This can help your student better understand the meaning of the written word. It also provides your student with a means to express themself.
- ☐ Limit the amount of information (pictorial and written) presented at any one time
- ☐ Base the amount of information (pictorial and written) presented on your student's abilities
- ☐ If your student has writing difficulties, and if otherwise appropriate, write down your student's responses
- ☐ Wherever possible, encourage your student to draw pictures to record his or her ideas.

	Considerations for selecting and designing tasks:
	☐ Does the selected task(s) match your student's learning style(s)?
	☐ How does your student respond to the different types of exercise?
	☐ What type of exercises does your student like or dislike?
	☐ How is your student's self-esteem in relation to his or her physical skills?
	☐ How many exercise activities should be offered to your student within the block of time?
	☐ How many familiar vs. unfamiliar exercises should be presented to your student within the block of time?
	☐ Does your student have choice making opportunities to select the type of exercise they would like to engage in?
	☐ Within the exercise are their intensity level options (i.e. low, moderate or vigorous) for the student to choose from?
	☐ Determine what type of exercise is best suited to address the student's needs. (please consult with an occupational therapist, physiotherapist, vision impairment or hearing impairment professional as appropriate)
Period of Time	**Considerations for the organisation of time, pacing and allowable length of the block of time:**
	☐ Determine the frequency, length and time in the session to schedule exercise for best result. Any exceptions?

Teacher Instruction	**Instruction method considerations:** Hattie (2012) and Skinner et al., (2008) discuss three hallmarks that are critical to forging a connection with the student based on mutual trust: 1. unerring respect for each student's value, ability, and responsibility 2. unflagging optimism that every student has the untapped capacity to learn what is being taught 3. Active and visible support for student success. By incorporating these three hallmarks into your instruction, you will affect the student's development, school engagement and academic motivation (Hughes & Chen, 2011; Roorda et al., 2011; Spilt, Koomen & Thijs, 2011). **Additional strategies to consider include:** ☐ Breaking down the exercise time goal into small achievable step(s) ☐ Identifying level of prompting required to teach the step(s) within the goal (e.g. most to least prompting hierarchy: full physical assistance → partial physical assistance → modelling → gesture → verbal → independent) and then systematically fade down to lower level prompts as your student masters the skill. ☐ Introduce the skill, task or step slowly and carefully ☐ Practise when your student is at his or her physical best so that he or she has the strength, concentration, and patience to perform at the optimal level (Winders, 1997) ☐ Providing repeated practice of the skills at a pace that provides a steady challenge without crippling frustration or unreasonable pressure that enables your student to participate in exercise time independently.

Reinforcement considerations:

☐ Provide encouragement by focusing on your student's progress and performance on target step(s) in the exercise time process.

☐ By providing specific positive feedback to your student on his or her effort, improvements, level of participation and displays of confidence, you can help your student change his or her self-image to that of a student who is able to engage in physical exercise with greater competence.

☐ If a student does not respond to verbal reinforcement you may need to use other positive reinforcers such as tangible, sensory, social or activity reinforcers.

☐ Consistent success with a step(s) should be attained before the expectation is increased and more steps are added (Case-Smith & O'Brien, 2015).

Management style considerations:

For information on managing classroom behaviour effectively please refer to Bhargava, D. (2011) ***Getting started!!! Using visual systems to provide positive behaviour support.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/

Environment	**Physical aspects of exercise time considerations :** ☐ Location of exercise time (inside or outside the classroom) ☐ Clearly defined area with boundaries. **Social aspects of exercise time considerations:** ☐ Number of student(s) allowed in the exercise time area at one time ☐ Student preferences to engage in the exercise alone or with other people ☐ Student feels emotionally and socially safe to engage in exercise. **Sensory aspects of exercise time considerations:** ☐ Amount and type of visual stimuli (e.g. lighting, wall displays, and number of tasks displayed at a time) ☐ Colour of walls and furniture (e.g. blue/green – calming vs. red/orange – alerting colours) ☐ Amount and type of auditory stimuli (e.g. noise level of the classroom) ☐ Smell (e.g. paint, cleaning fluids, deodorants and foods) ☐ Touch (e.g. uniform texture, seating, queuing and crowds)

	Communication strategies considerations:
Develop Communication	☐ Educators to use a range of unaided (e.g. speech, sign, body movement, gesture and facial expressions) and aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) consistently to help your student understand messages in their environment. ☐ Provide direct, explicit and systematic instruction to help your student learn to use range of unaided communication strategies (e.g. speech, sign, body movement, gesture and facial expressions) and/or aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) to express his or her messages. Ensure that the aided communication strategies are available to your student at all times. Please refer to Bhargava, D. (2009) ***Getting started!!! Using visual systems to promote communication*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ for more information.

Block of time → Learning time ADAPTED *(NB: this is not a comprehensive list of all the possible considerations instead a starting point)*

Aim	**Goal considerations:** ☐ For the student to participate in a curricular activity that is tailored to his or her interest, learning style and abilities ☐ For the student to choose, with the teacher's guidance, ways to learn and how to demonstrate what they have learned ☐ For the student to have opportunities to explore topics in which they have strong interest and find personal meaning ☐ For the student to opt out of material they can demonstrate they know and to progress at their own pace through new material. (Tomlinson, 2000) Remember to frame your goal for learning time using the **SMART** format i.e. **S** = Specific and clear **M** = Measurable **A** = Attainable and achievable **R** = Relevant and realistic **T** = Time frame based so that you can track progress and achievement. A **SMART** goal makes it easier to plan relevant learning time for your individual student.

Degree of Participation	**Expected level of participation considerations:** ☐ Student is physically present during the block of time but does not actively partake in the curricular activity (observer participation) ☐ Student actively partakes in one or more tasks within the curricular activity (partial participation) ☐ Student actively partakes in the entire curricular activity (complete participation).
Aids	**Equipment considerations:** Below are examples of generalized assistive technology that can be used to support your student's engagement in the curricular activity. An assistive technologist will also take into account your student's auditory, optical, gross motor and/or fine motor abilities to identify assistive technology to enable participation in the various learning activities. ☐ Keyboard alternatives ☐ Portable note takers ☐ Audio books ☐ Writing/drawing tablets ☐ Switches ☐ Environmental control ☐ Mounting devices ☐ Word prediction software ☐ Text to voice ☐ Apps

Written material considerations:

Written material can be a significant barrier to some students for a number of reasons. Here are some tips for how to present the information in an accessible format:

- ☐ Use simple language (i.e., short sentences, simple punctuation, no jargon, acronyms or abbreviations)
- ☐ Consider font type and size, depending on your student's visual abilities
- ☐ If your student has difficulties with literacy, use pictures, photographs, or symbols (e.g. picture software programs) along with the written word. This can help your student better understand the meaning of the written word. It also provides your student with a means to express themself or herself.
- ☐ Limit the amount of information (pictorial and written) presented at any one time
- ☐ Base the amount of information (pictorial and written) presented on your student's abilities
- ☐ If your student has writing difficulties, and if otherwise appropriate, write down your student's responses
- ☐ Wherever possible, encourage your student to draw pictures to record his or her ideas.

Considerations for selecting and designing tasks:

It is important to vary a task into levels or tiers to ensure that your student can still engage in the task that builds on what they already know and encourages growth. Heacox (2012) and Tomlinson (1999) describe several ways you can tier a curricular activity and they include:

- ☐ Tiering by interest
- ☐ Tiering by learning style

	☐ Tiering by process
	☐ Tiering by product
	☐ Tiering by challenge
	☐ Tiering by complexity
	☐ Tiering by resources
	☐ Tiering by outcome
	For guidelines and further information on tiering a curricular activity please refer to Heacox (2012) and Tomlinson (1999).
Period of Time	**Considerations for the organisation of time, pacing and allowable length of the block of time:** ☐ Is the curricular activity scheduled at a time of day when your student is at his or her optimal levels of arousal (i.e. feel calm but alert to focus and persist to meet the needs of the moment)? ☐ Does the length of the curricular activity match your student's attention span? ☐ Is the allowable length of time provided to your student adequate to complete the task?
Teacher Instruction	**Instruction method considerations:** Hattie (2012) and Skinner et al., (2008) discuss three hallmarks that are critical to forging a connection with the student based on mutual trust: 1. unerring respect for each student's value, ability, and responsibility 2. unflagging optimism that every student has the untapped capacity to learn what is being taught

3. Active and visible support for student success.

By incorporating these three hallmarks into your instruction you will affect the student's development, school engagement and academic motivation (Hughes & Chen, 2011; Roorda et al., 2011; Spilt, Koomen & Thijs, 2011). Also, consider utilising a variety of instructional strategies such as:

- ☐ Learning/interest centres
- ☐ Choice menus
- ☐ Anchor activities
- ☐ Cubing
- ☐ Response cards
- ☐ Graphic organisers
- ☐ Scaffolded reading/writing
- ☐ Learning contracts
- ☐ Menus
- ☐ Tic-tac-toe
- ☐ Independent projects
- ☐ Expression options
- ☐ Small group instruction

Please refer to Alibali (2006) and Tomlinson & Moon (2013) for information on instructional scaffolding strategies such as to improve student learning.

Reinforcement considerations:

- ☐ Provide encouragement by focusing on your student's progress and performance on the curricular task to guide your student's learning

- ☐ By providing specific positive feedback to your student on his or her effort, improvements, level of participation and displays of confidence, you can help your student change his or her self-image to that of a student who is able to engage in curricular tasks with greater competence.

- ☐ If a student does not respond to verbal reinforcement you may need to use other positive reinforcers such as tangible, sensory, social or activity reinforcers

- ☐ It is important to provide a high ratio (3:1) of positive comments (e.g. support, encouragement, appreciation, and recognition) compared to negative comments (e.g. hostile, sarcastic, abusive or derogatory comments)

- ☐ Your positive feedback will help cultivate your student's beliefs in his or her capabilities, promote motivation and engagement in the curricular activity

- ☐ Also, provide opportunities to your student to reflect on their performance so that he or she is able to see the progress they are making over time.

Management style considerations:

For information on managing classroom behaviour effectively please refer to

Bhargava, D. (2011) *Getting started!!! Using visual systems to provide positive behaviour support.* [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/

Environment	**Physical aspects of learning time considerations:** ☐ Location of learning time (inside or outside the classroom) ☐ Clearly defined area with boundaries ☐ Number of available activities. **Social aspects of learning time considerations:** ☐ Positioning of student (see or not see other students) ☐ Number of student(s) that can work with your student ☐ Number of adults supervising and facilitating skill development of the student during learning time. **Sensory aspects of learning time considerations:** ☐ Amount and type of visual stimuli (e.g. lighting, wall displays, and number of tasks displayed) ☐ Colour of walls and furniture (e.g. blue/green – calming colours vs. red/orange – alerting colours) ☐ Amount and type of auditory stimuli (e.g. noise level of the classroom) ☐ Smell (e.g. paint, cleaning fluids, deodorants and foods) ☐ Touch (e.g. uniform texture, seating, queuing and crowds).

	Communication strategies considerations:
Develop Communication	☐ Educators to use a range of unaided (e.g. speech, sign, body movement, gesture and facial expressions) and aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) consistently to help your student understand messages in their environment.
	☐ Provide direct, explicit and systematic instruction to help your student learn to use range of unaided communication strategies (e.g. speech, sign, body movement, gesture and facial expressions) and/or aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) to express his or her messages. Ensure that the aided communication strategies are available to your student at all times.
	Please refer to Bhargava, D. (2009) ***Getting started!!! Using visual systems to promote communication.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ for more information.

Block of time → Social time ADAPTED *(NB: this is not a comprehensive list of all the possible considerations instead a starting point)*

Aim	**Goal considerations:** ☐ To help your student understand "why" the social skill is useful ☐ To model to your student the social skill ☐ To provide guided practise the social skill in staged situations that simulate the actual situation ☐ To use the social skill needed to function successfully in one school setting independently ☐ To use the social skill needed to function successfully in a variety of settings independently. (Waldron, Steer & Bhargava, 2006) Remember to frame your goal for social time using the **SMART** format i.e. **S** = Specific and clear **M** = Measurable **A** = Attainable and achievable **R** = Relevant and realistic **T** = Time frame based so that you can track progress and achievement. A **SMART** goal makes it easier to plan relevant social time for your individual student.

Degree of Participation	**Expected level of participation considerations:** ☐ Student is physically present but does not actively partake in the social activity (observer participation) ☐ Student actively partakes in one or more steps/tasks within the social activity (partial participation) ☐ Student actively partakes in the entire social activity (complete participation).
Aids	**Equipment considerations:** If your student has auditory, optical, gross motor and/or fine motor difficulties please refer to the appropriate health professional to identify any devices that could be used to support the students; ability to access social skill strategies such as: ☐ Social stories (Gray, 1993) ☐ Social scripts (Myles & Simpson, 1998) ☐ Circle Concept (Smith, 1987) ☐ Comic Strip Conversation (Gray, 1994) ☐ Social autopsy (Bieber, 1994) ☐ Situation Options Consequences Choices Strategies (SOCCS) (Roosa, 1995) ☐ Stop, Observe, Deliberate, Act (SODA) (Bock, 2001) ☐ Power card (Gagnon, 2001) ☐ Rainbow of Emotions and CHARGE tool belt (Bhargava, 2014)

Written material considerations:

Written material can be a significant barrier to some students for a number of reasons. Here are some tips for how to present the information in an accessible format:

- ☐ Use simple language (i.e., short sentences, simple punctuation, no jargon, acronyms or abbreviations)
- ☐ Consider font type and size, depending on your student's visual abilities
- ☐ If your student has difficulties with literacy, use pictures, photographs, or symbols (e.g. picture software programs) along with the written word. This can help your student better understand the meaning of the written word. It also provides your student with a means to express themself.
- ☐ Limit the amount of information (pictorial and written) presented at any one time
- ☐ Base the amount of information (pictorial and written) presented on your student's abilities
- ☐ If your student has writing difficulties, and if otherwise appropriate, write down your student's responses
- ☐ Wherever possible, encourage your student to draw pictures to record his or her ideas.

Considerations for selecting and designing tasks:

Carefully assess student's current social skills to select and design social tasks that best suits student's identified needs (Leffert & Siperstein, 2003). For more information on assessing and teaching social skills please refer to Waldron, Steer and Bhargava (2006).

Period of Time	**Considerations for the organisation of time, pacing and allowable length of the block of time:** ☐ Is the curricular activity scheduled at a time of day when your student is at his or her optimal levels of arousal (i.e. feel calm but alert to focus and persist to meet the needs of the moment)? ☐ Does the length of the curricular activity match your student's attention span? ☐ Is the allowable length of time provided to your student adequate to complete the task?
Teacher Instruction	**Instruction method considerations:** Social skill instruction refers to the direct, explicit and systematic application of instructional procedures to teach social skills: ☐ Introduce the skill at a neutral (scheduled) time ☐ Provide a rationale for learning the skill ☐ Demonstrate the skill, whilst explicitly describing the specific rules or steps involved in the skill ☐ Provide guided practise by giving the student structured social interaction opportunities to practise specific social skills ☐ Monitor(s)support students to skill mastery in one setting ☐ Plan actively to promote student's transfer and generalization of skills to key situations and settings inside and outside of the classroom, and periodically monitor student's performance in these situations and settings (Leffert & Siperstein, 2003)

Reinforcement considerations:

- ☐ Provide encouragement by focusing on your student's progress and performance on the social skill to guide your student's learning
- ☐ By providing specific positive feedback to your student on his or her effort, improvements, level of participation and displays of confidence, you can help your student change his or her self-image to that of a student who is able to engage with others with greater social competence
- ☐ If a student does not respond to verbal reinforcement you may need to use other positive reinforcers such as tangible, sensory, social or activity reinforcers
- ☐ It is important to provide a high ratio (3:1) of positive comments (e.g. support, encouragement, appreciation, and recognition) compared to negative comments (e.g. hostile, sarcastic, abusive or derogatory *comments)*
- ☐ Your positive feedback will help cultivate your student's beliefs in his or her capabilities, promote motivation and confidence. Also, provide opportunities to your student to reflect on their performance so that he or she is able to see the progress they are making over time.

Management style considerations:

For information on managing classroom behaviour effectively please refer to

Bhargava, D. (2011) ***Getting started!!! Using visual systems to provide positive behaviour support****.* [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/

Environment	**Physical aspects of social time considerations:** ☐ Location of social time (inside or outside the classroom) ☐ Clearly defined area with boundaries ☐ Number of available social activities. **Social aspects of social time considerations:** ☐ Positioning of student (see or not see other students) ☐ Number of student(s) that can work with your student ☐ Number of adults supervising and facilitating skill development of the student during social time. **Sensory aspects of social time considerations:** • Amount and type of visual stimuli (e.g. lighting, wall displays, and number of tasks displayed at a time) • Colour of walls and furniture (e.g. blue/green – calming vs. red/orange – alerting colours) • Amount and type of auditory stimuli (e.g. noise level of the classroom) • Smell (e.g. paint, cleaning fluids, deodorants and foods) • Touch (e.g. uniform texture, seating, queuing and crowds).

	Communication strategies considerations:
	☐ Use a range of unaided (e.g. speech, sign, body movement, gesture and facial expressions) and aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) to help your student understand messages in their environment.
Develop Communication	☐ Provide direct, explicit and systematic instruction to help your student learn to use range of unaided communication strategies (e.g. speech, sign, body movement, gesture and facial expressions) and/or aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) to express his or her messages. Please refer to Bhargava, D. (2009) *Getting started!!! Using visual systems to promote communication*. [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ for more information.

Block of time → Relaxing time ADAPTED *(NB: this is not a comprehensive list of all the possible considerations instead a starting point)*	
Aim	**Goal considerations:** ☐ For your student to identify stressors ☐ For your student to express his or her stress appropriately ☐ For your student to learn how to effectively cope by knowing how to relax. Remember to frame your goal for relaxing time using the **SMART** format i.e. **S** = Specific and clear **M** = Measurable **A** = Attainable and achievable **R** = Relevant and realistic **T** = Time frame based so that you can track progress and achievement. A **SMART** goal makes it easier to plan relevant relaxing time for your individual student.

Degree of Participation	**Expected level of participation considerations:** ☐ Student does not partake but observes the relaxation activity (observer participation) ☐ Student partakes in one or more steps in the relaxation activity with or without support (partial participation) ☐ Student partakes in the entire relaxation activity with or without support (complete participation).
Aids	**Equipment considerations:** ☐ CD player ☐ Relaxing music ☐ Scripts for relaxation activities. If your student has auditory, optical, gross motor and/or fine motor difficulties please refer to the appropriate health professional to identify any devices that could be used to enable participation in the various relaxation activities. **Written material considerations:** Written material can be a significant barrier to some students for a number of reasons. Here are some tips for how to present the information in an accessible format: ☐ Use simple language (i.e., short sentences, simple punctuation, no jargon, acronyms or abbreviations)

	☐ Consider font type and size, depending on your student's visual abilities
	☐ If your student has difficulties with literacy, use pictures, photographs, or symbols (e.g. picture software programs) along with the written word. This can help your student better understand the meaning of the written word. It also provides your student with a means to express themselves.
	☐ Limit the amount of information (pictorial and written) presented at any one time
	☐ Base the amount of information (pictorial and written) presented on your student's abilities
	☐ If your student has writing difficulties, and if otherwise appropriate, write down your student's responses
	☐ Wherever possible, encourage your student to draw pictures to record his or her ideas.
	Considerations for selecting and designing tasks:
	To select the appropriate relaxation activity for your student consider your student's personality, the specific stress problem, and the environment in which the technique will occur. Also, monitor your student's response to the relaxation activity and re-design it accordingly (Lewis, 2003).
Period of Time	**Considerations for the organisation of time, pacing and allowable length of the block of time:** ☐ Is the allowable length of time provided appropriate for your student and for techniques and sequence used? ☐ Is the allowable length of time provided to your student adequate for restoring calm?

	Instruction method considerations:
	Refer to Bhargava (2014) to get information on ways to instruct your student learn how to:
	☐ Label their feeling
	☐ Discuss the symptoms of stress
	☐ Identify the stressors in their life
	☐ Indicate the level of their stress
	☐ Use CHARGE strategies to combat and manage stress
	Reinforcement considerations:
Teacher	☐ Remember that when first learning a new skill, the student needs feedback and specific encouragement on their efforts to persist with learning the relaxation activities.
Instruction	☐ Filling your interactions with positive statements and providing a positive environment is a big step towards building the student's self-esteem and confidence in using the relaxation activities.
	Management style considerations:
	For information on managing classroom behaviour effectively please refer to
	Bhargava, D. (2011) ***Getting started!!! Using visual systems to provide positive behaviour support****.* [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/

Environment	**Physical aspects of relaxation time considerations:** ☐ Location of relaxation time ☐ Clearly defined area with boundaries ☐ Number of available relaxation activities ☐ Student positioning for relaxation activity (e.g. sitting or lying down). **Social aspects of relaxation time considerations:** ☐ Positioning of student (see or not see other students) ☐ Number of student(s) that can participate with your student during relaxation time ☐ Number of adults supervising and facilitating skill development of the student. **Sensory aspects of relaxation time considerations:** ☐ Amount and type of visual stimuli (e.g. lighting, wall displays, and number of tasks displayed at a time) ☐ Colour of walls and furniture (e.g. blue/green – calming vs. red/orange – alerting colours) ☐ Amount and type of auditory stimuli (e.g. noise level of the classroom) ☐ Smell (e.g. paint, cleaning fluids, deodorants and foods) ☐ Touch (e.g. uniform texture, seating and crowds) ☐ Temperature (e.g. warm vs. cold room).

Develop Communication	**Communication strategies considerations:** ☐ Use a range of unaided (e.g. speech, sign, body movement, gesture and facial expressions) and aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) to help your student understand messages in their environment. ☐ Provide direct, explicit and systematic instruction to help your student learn to use range of unaided communication strategies (e.g. speech, sign, body movement, gesture and facial expressions) and/or aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) to express his or her messages. Please refer to Bhargava, D. (2009) *Getting started!!! Using visual systems to promote communication.* [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ for more information.

Block of time → Play time ADAPTED *(NB: this is not a comprehensive list of all the possible considerations instead a starting point)*	
Aim	**Goal considerations:** For information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 6 - 10) for specific ideas on goals: Remember to frame your goal for play time using the **SMART** format i.e.: **S** = Specific and clear **M** = Measurable **A** = Attainable and achievable **R** = Relevant and realistic **T** = Time frame based so that you can track progress and achievement. A **SMART** goal makes it easier to plan relevant play time for your individual student.

Degree of Participation	***Expected level of participation considerations:*** For information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play***. [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 66 - 67)
Aids	**Equipment considerations:** For information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 49 - 65) If your student has auditory, optical, gross motor and/or fine motor difficulties please refer to the appropriate health professional to identify any devices that could be used to enable participation in the various play activities. **Written material considerations:** Written material can be a significant barrier to some students for a number of reasons. Here are some tips for how to present the information in an accessible format: ☐ Use simple language (i.e., short sentences, simple punctuation, no jargon, acronyms or abbreviations) ☐ Consider font type and size, depending on your student's visual abilities ☐ Limit the amount of information (pictorial and written) presented at any one time ☐ Base the amount of information (pictorial and written) presented on your student's abilities

	☐ If your student has writing difficulties, and if otherwise appropriate, write down your student's responses ☐ If your student has difficulties with literacy, use pictures, photographs, or symbols (e.g. picture software programs) along with the written word. This can help your student better understand the meaning of the written word. It also provides your student with a means to express themselves. Wherever possible, encourage your student to draw pictures to record his or her ideas. **Considerations for selecting and designing tasks:** For information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 45 – 65, 85-86)
Period of Time	**Considerations for the organisation of time, pacing and allowable length of the block of time:** For information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 17 – 20, 33)

Teacher Instruction	**Instruction method considerations:** For information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 30 – 36) **Reinforcement considerations:** For information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 37) *Management style considerations:* For information on managing classroom behaviour effectively please refer to Bhargava, D. (2011) ***Getting started!!! Using visual systems to provide positive behaviour support.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/
Environment	**Physical aspects of play time considerations:** For information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 38 - 43)

	Social aspects of play time considerations: ☐ Number of student(s) that can participate with your student during play time ☐ Number of adults supervising and facilitating student interaction with others. For more information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 25 – 28) **Sensory aspects of play time considerations:** For information please refer to Bhargava, D. (2010) ***Getting started!!! Using visual systems to promote play.*** [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 21 – 24 and 85)
Develop Communication	**Communication strategies considerations:** ☐ Educators to use a range of unaided (e.g. speech, sign, body movement, gesture and facial expressions) and aided communication strategies (e.g. objects, photos, computer line drawings, written words or communication devices) consistently to help your student understand messages in their environment. ☐ Provide direct, explicit and systematic instruction to help your student learn to use range of unaided communication strategies (e.g. speech, sign, body movement, gesture and facial expressions) and/or aided communication strategies (e.g. objects, photos, computer line

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drawings, written words or communication devices) to express his or her messages. Ensure that the aided communication strategies are available to your student at all times.

For information please refer to Bhargava, D. (2010) *Getting started!!! Using visual systems to promote play.* [Online resource] Available at http://www.carsonst.wa.edu.au/parent-info/getting-started-books/ (pages 14 – 16, 68 - 74)

Assess → Assemble → **Appraise**

BALANCED TIMETABLE

3. Appraise

Assess → Assemble → Appraise

Creating a Balanced Timetable is a continual process, which includes reflecting on your practises. Cotton (1988) states, "….effective schooling research identifies the practice of monitoring student learning as an essential component of high-quality education. The careful monitoring of student progress is shown in the literature to be one of the major factors differentiating effective schools and teachers from ineffective ones" (pg. 1). By monitoring, reflecting and reviewing your student's level of engagement in the Balanced Timetable sessions you can reflect on both your practise and the effectiveness of the ADAPTED session(s). This will enable you to make improvements and adjustments to create a Balanced Timetable.

Conclusion

In conclusion, the importance of putting together a Balanced Timetable is best summarized by this quote below:

"That students differ may be inconvenient, but it is inescapable. Adapting to that diversity is the inevitable price of productivity, high standards, and fairness to the students." (Sizer, 1984, pg 194)

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APPENDIX
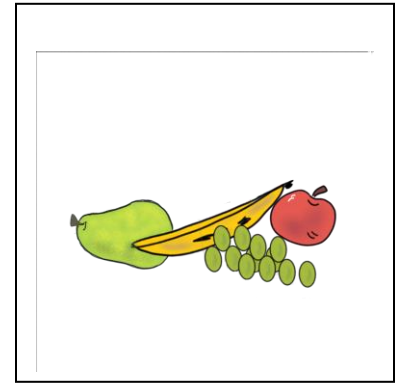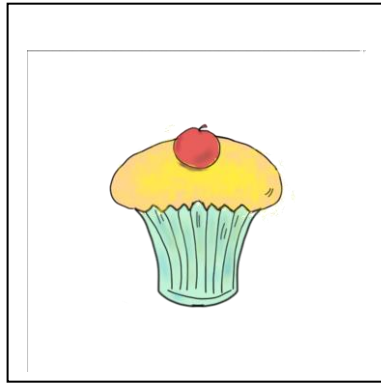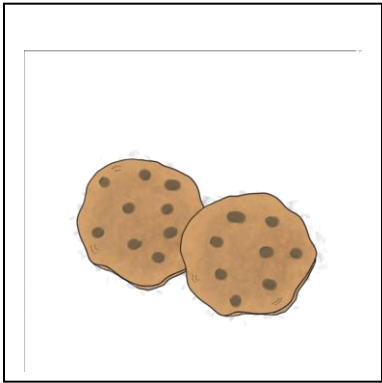
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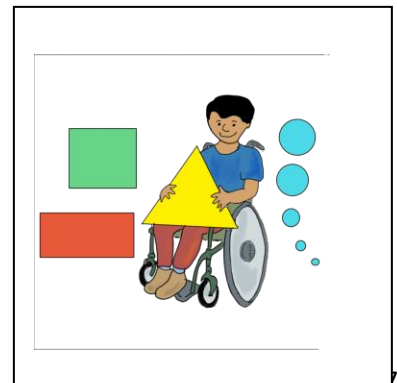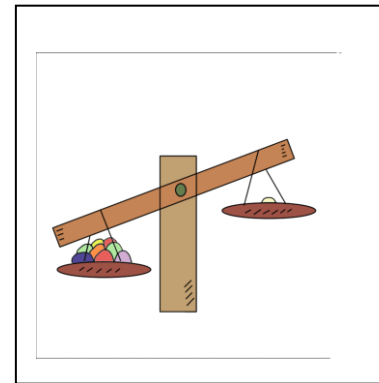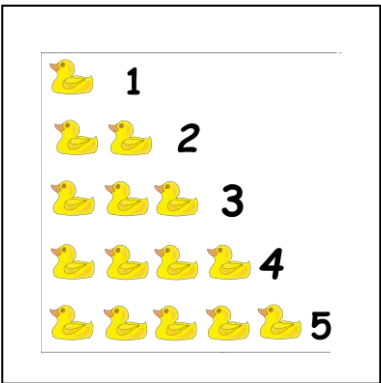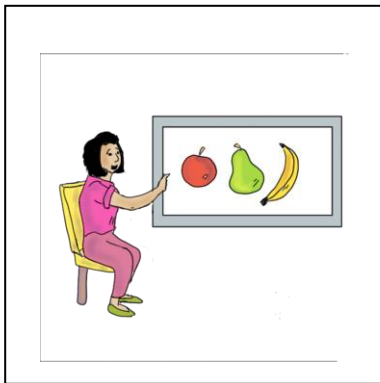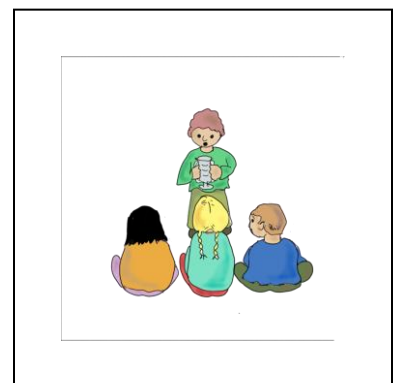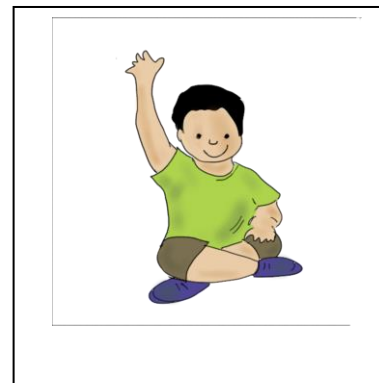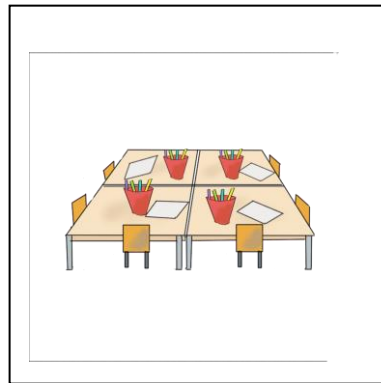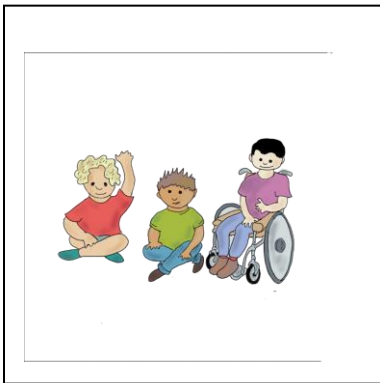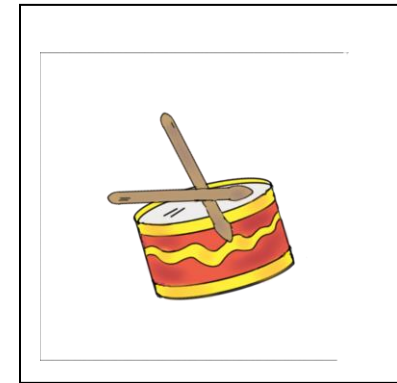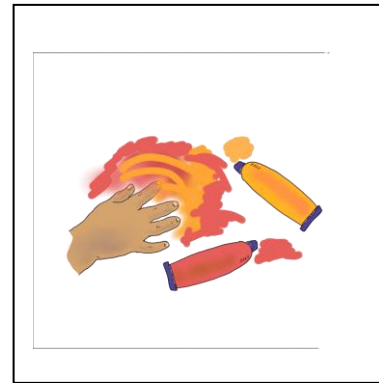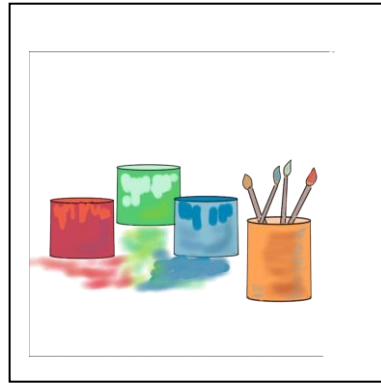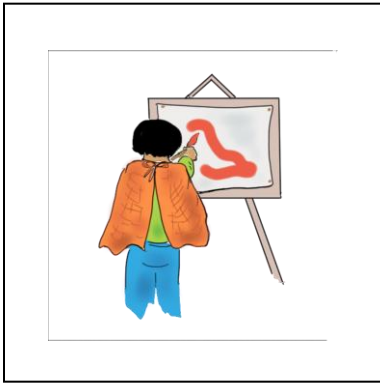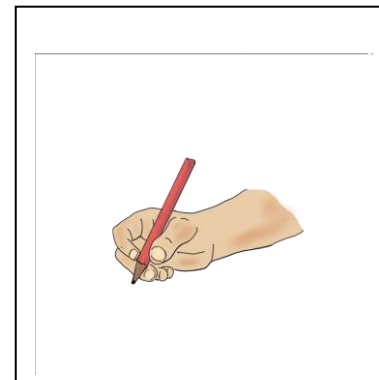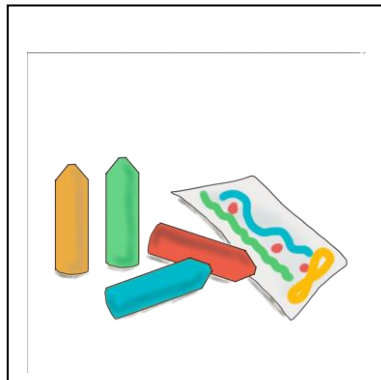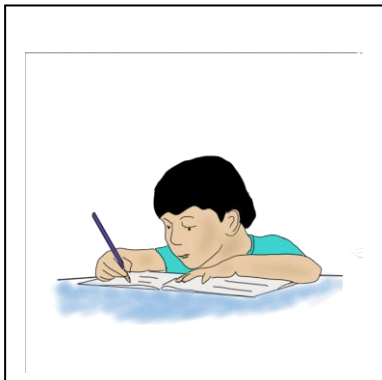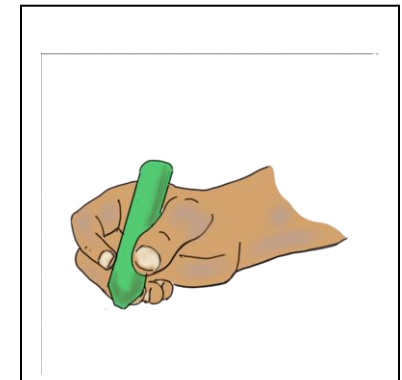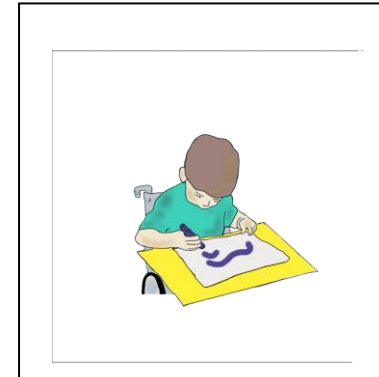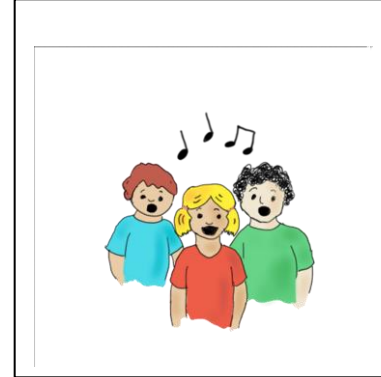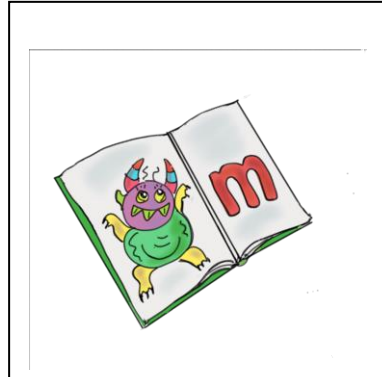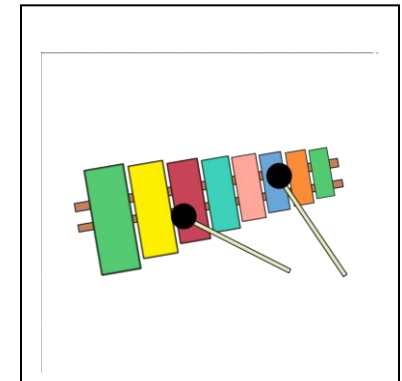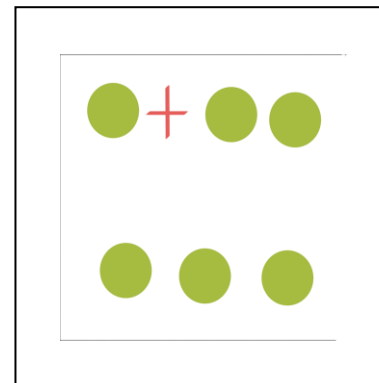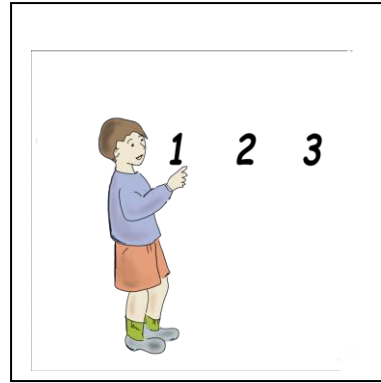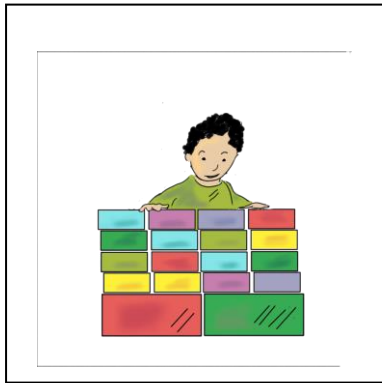
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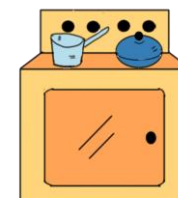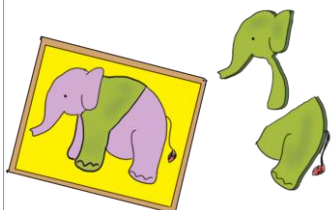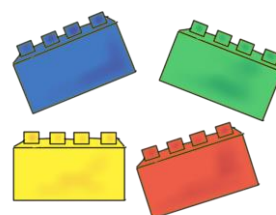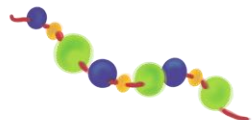
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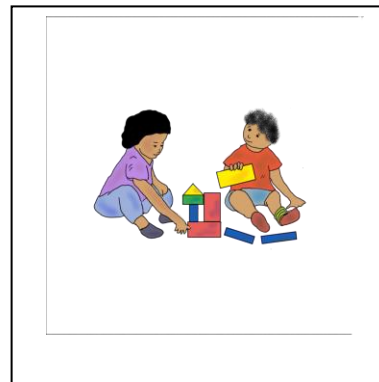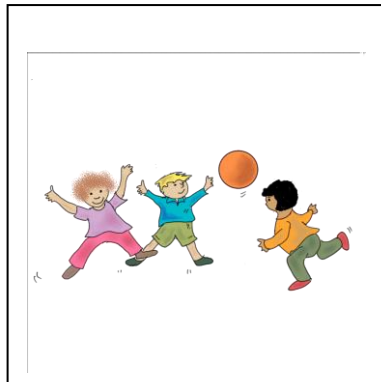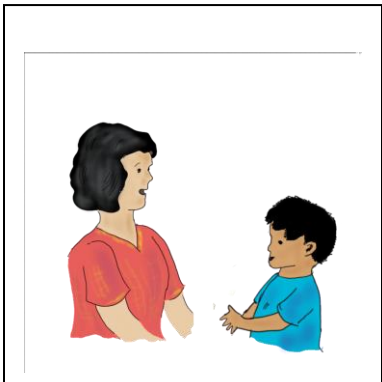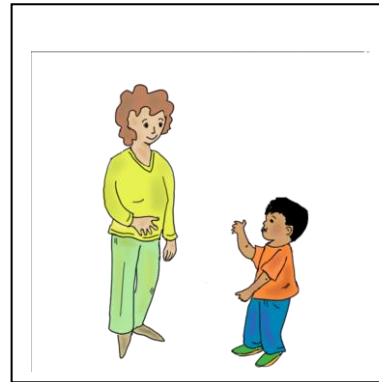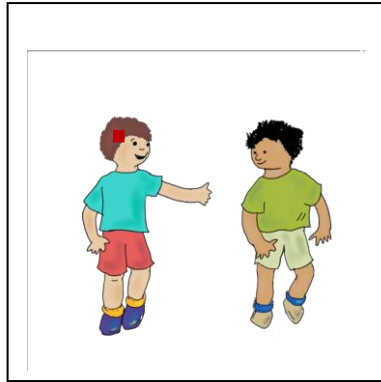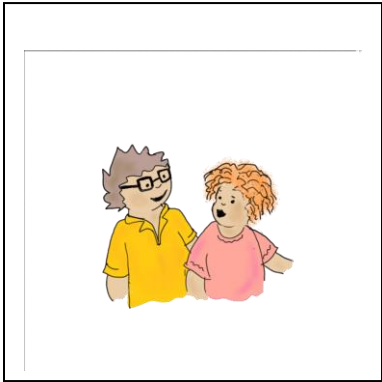
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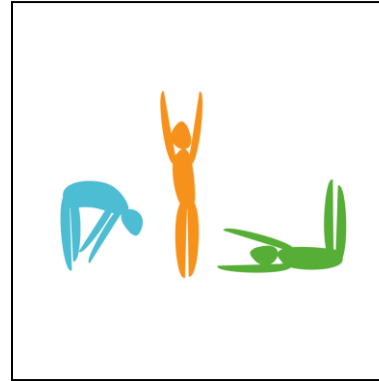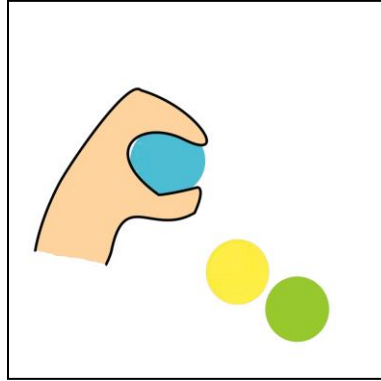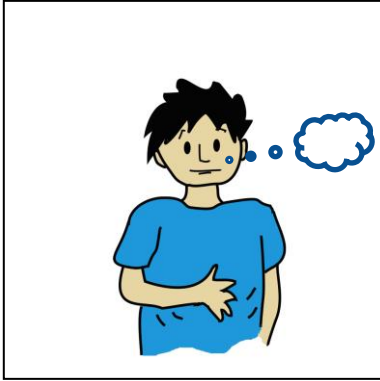
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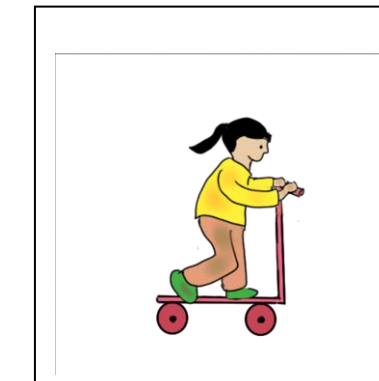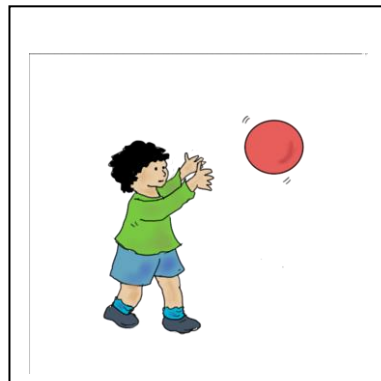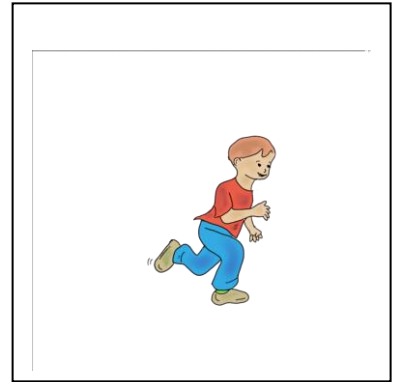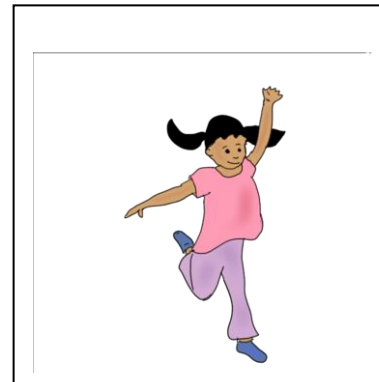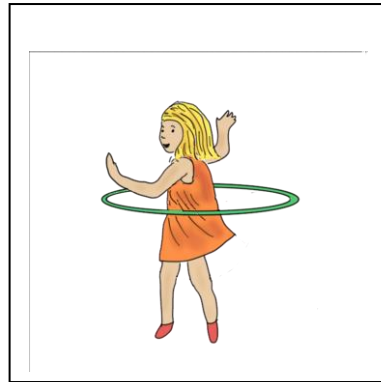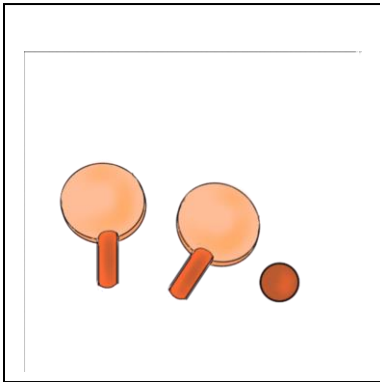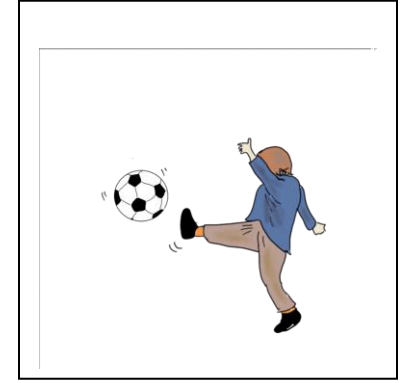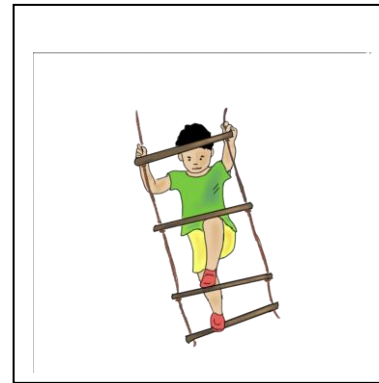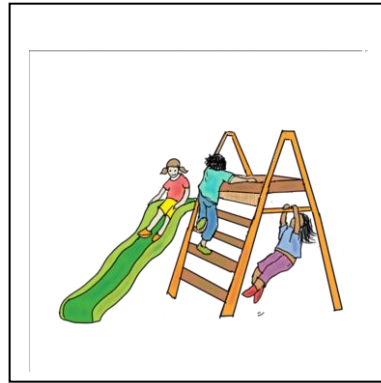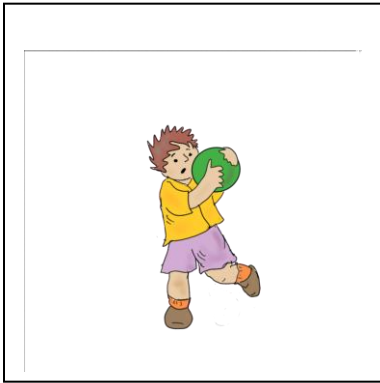
Eat and Drink Time

Down Time

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