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Cross categorical classroom schedule

I'm really excited to link up with a large group of special education bloggers for summer blog hop to set up classrooms. Come on, you know you're thinking about it.... even if you are sitting by the pool. And my apologies to those of you still on a regular school year.... that's just wrong! You can rag on the rest when you're still sitting by the pool in August. Two years ago I had a series of set up classes that walked through all the steps of setting up a special education in the classroom, and I thought I would take this opportunity to reach out to these posts for highlights and share some examples of schedules I've created for different age groups over the years. I set up a lot of class at any time of the year and schedules have actually become my strength in our team over time. And, based on reviews from a survey I told readers last week, I created free download samples so you could see them on the blog and you can download them to look at later. There is also a free Word download that was available as part of that grid I use to create schedules so you can use it in your series. Everything in setting the schedule depends on whether you know your students. I will review the students' IEP and determine which curriculum we need to use. From this, I can have some ideas about how long group activities should be, how many small groups or individual instructions are needed, etc. In order to plan what type of instruction each student needs, I use a comprehensive autism planning system, and you can read more about it HERE. Basically, when I set up a schedule I use a grid, which the day is divided into regular steps usually 15 minutes (the freebie has an empty time and 15 minutes of times set up for you). I put the student names over the top and fold down the left side like the pictures below. I follow 5 basic steps when I schedule. You can read about the steps HERE. I start with things I can't change, for example, for every student (assuming they are at different levels). Then I planned a student whose engagement and behavior would be most affected by the schedule order (that one that requires a work break- work break) type schedule. Then I schedule students who can be more flexible. Below are some schedules to check out. I've written about some of them before so I put a link to the header so you can go and check that post. This is a preschool schedule. Gray areas are times when that student is not in the classroom. In this case, they are students who attended only part of the day. More information about this schedule can be found HERE. This elementary schedule was quite typical of the classroom, but we were lucky that all students participated in the campaign together and they were planned quite consistently throughout. This made it easier to schedule. You can read about this schedule HERE. I included a 2 secondary school schedule because sometimes I think they are harder because the way that school planning is so different. This is one example of a class that had 1 teacher and 1 aide, so there is a longer time of leisure in the afternoon to allow lunch breaks. You can read more about this schedule HERE. It was a classroom that was eventually divided. We found that we needed to split our group activities because they were just too big a group to keep everyone's attention throughout the group's activities. You can read more about this schedule HERE. So I hope those will give you some ideas about setting up schedules in your class and some things to think about while you're sitting by the pool (either ocean, or mountain, or training esy). Click the cover page below to open the folder that contains Word documents to work according to your schedule, and in this example, you can download schedules for use. Many people noted in the survey that they liked to be able to share PD or training staff, so I will try to do it in the future. Below are some of the books I've talked about in these posts that can be helpful. Disclaimer: These are affiliate links. Books cost you the same, but their income helps support me and this blog. Finally, click on the beach ball to bounce into the organized scheduler and gather more ideas about creating special education schedules. Hop through the series.... and then go back to the pool! Cross Cat. Students with a variety of eligibilities are sometimes placed in a Cross-Cat class. These eligibilities may include, but are not limited to: learning disabilities, emotional disabilities, other medical conditions, physically disabled, and autism. The cross-cat class teacher follows a regular curriculum that classroom teachers use for their regular lessons. Interclass teachers are also changing the curriculum to the level of their class students and learning opportunities. Because our school is inclusive, students are given the opportunity to study and succeed regularly in the classroom before they are referred to Cross-Cat. Most often, students are referred to Cross-Cat when they fall far behind regular classes and are not successful at their class level. These classes give students the opportunity to learn more about their individual level of learning. If you have any questions about cross-catical classes, please contact Hank Ginder, our current Cross-Cat teacher. Being a built-in classroom special education teacher, I often get asked about what my classroom schedule looks like, how I tutorial plan for all different abilities levels, and what one day my class looks like. I decided that be time to share your classroom schedule, and give some tips on how to make your classroom schedule work for you... no matter where you work. I want an introduction to this whole post, saying that everyone in the class is different. What works for me may or may not work for you... and I promise that my class schedule was not a one-off thing. It took me months to improve, and even a few days ago it was a work of going on. But I hope with these tips and tricks, you will be able to create a classroom schedule that works for you and meets the needs of all your students. Here's our daily class schedule:7:45-8:00 Arrival / Potty / Breakfast8:00 – 9:00 Morning Calendar9:00 – 9:45 Special (Teacher Planning)9:45 – 10:00: 2 0 English arts10:20 – 10:50 Student lunch10:50 – 11:00 Potty11:00 – 11:45 Computers + iPads (Para Southern Duty)11 12:30 – 12:30 Motor Lab (Para Lunch Duty + Lunch)12:30 – 12:45 Snack + Potty12:45 – 1:00 History Time1:00 – 2:00 Math 2:00 – 2:0045 Inclusion / Science / Social Studies2:45 - 3:00 Clean Up + Potty + DismissalLet's deeper look at every part of the day to better explain what happens during each part of our day: Most of my students come to school bus. The contract time for the day starts at 7:30 p.m. and the teachers start at 7:45 p.m., so my days get all the students off the bus and take them to class. Students are postponing their belongings... backpacks for their cubbies, coats off, lunch out (so we can determine who's packed and who will eat the school lunch), and students get their Daily Talk resignation and put them on the back table.. Students If they have a set of reading tools to return, they put it on the back table. Or maybe signed paperwork, order forms, fundraiser packages... you know all that fun stuff. We ask each student if they need to use the restroom as well as use this time to replace any diapers or pull-ups. If a student eats a school breakfast, one of us will take the child to the café to get breakfast. They eat breakfast in the classroom at their table. School announcements begin at 6 p.m. We advocate a pledge of allegiance (and the Star Spangled Banner on Friday) and listen to daily messages. After that, we begin our morning calendar routine. One special thing about starting a 15-minute day for me at a time is to say good morning to each child and ask about their night or weekend. This is our 1:1 time to start with a positive day. This hour is probably my favorite part of the whole school day. This is a section of our schedule that I planned once. Yes, once. And it works every day, it's common for kids to know, and that's what my para could run if I got out for the day. To read a very detailed blog post about the full first hour of our school day, click here. In the morning we also Basket Friday. We modified the morning calendar routine Fridays ☺It's kind of crazy that our class is lucky everyone has promotions around the same time. And if they do not (I mean ... there are 4 class levels in our class!) they are included or included in the resources. This is also the time when I have 45 minutes of teacher planning. IEP meetings are scheduled during this time as well, as well as other team meetings with admin, etc. ELA is such a short time, but we do. Many. Stuff. during this time. It's really all meat and potatoes. Typically, what appears to be a session of the whole group at the back table. Whether it's reading the story together and using a differentiated book companion, or fully populated by a Guided Reading lesson, we all work. On Monday and Tuesday, we're starting new stories. I use leveling readers reading A-Z. They're life savers! To get students' reading levels, we perform a literacy assessment at the beginning of the year to see what students know. Wednesday and Thursday are used in ELA centers and tailored work binders, quick-checking stories we read, IEP purpose data on specific students, and/or end story evaluations. It really depends on the student. During Monday to Thursday, students are also working on an interactive sight of word readers. Friday is Fun Food Friday.Our students eat lunch at this time. They eat lunch in the café, and both I and the day attend lunch with our students. We help them eat and observe our student lunch period. In the past, my higher-level students would eat lunch with a few of their inclusion classes. We take this time to wash our hands and get cleaned from lunchtime. In some school years, our break also coincides this time with the beginning of the computer class. But last year, students had a break with their inclusion classes, so we didn't have a specific break time. This time is so important to our class, because at the moment every day we have lunch duty. So it usually only seems to me in class with all the students. Technology is a great way to occupy all students at once, and make them work for something academic. Especially if the student has not finished his morning job, I can successfully pull that student to finish his job while all other students are occupied. In my second year of self-contained setting, I won a grant to buy 4 iPads in class. We use them during this time. In our class we have 5 iPads and 4 desktops that students can use. Most students (so far) that I already have are 7 at a time. We rotate who use desktop computers and iPads.The first 30ish minutes for academic purposes. Students need to work with someone academically... whether it's an app or keyboarding without tears (which is phenomenal by the way!). 15 guest minutes are for students games or watch Daniel Tiger. This remaining time is the reward of each child for their morning work and computer work. If the student does not successfully complete all his morning and computer work, he completes it during this time. I think it can be said that this time also acts as a huge incentive for our classroom. ☺The here you can see the list of general programs and a list of math programs. I think it is necessary that students have time for their day to be children... and be children at a 15-minute break. I know that some teachers have less time spreading throughout school day for sensory integration, so that's what you do fit into your schedule. Along with computers, the motor laboratory also serves as a time when I am alone with my students in the classroom, and my days eat lunch or finish duties. Several examples of activities students can play during this time: sit and spinner, trampoline, dramatic play (dolls, kitchen, stuffed animals ...), Legos and blocks, train set, sensory tubs (water beads, madmatt or kinetic sand, PlayDoh, etc.), indoor swing, sensory, body socks, sensory step stones ... we have a very wide range of activities students can interact with. Snack and history time to serve as a teacher during lunch, so the days are alone with students at this time. They use this time for students to eat a snack, as well as use a toilet and replace any diapers/pull-ups. The timing of the story is quite self-explanatory. A para or student will select a book from the class library. I have tiered bookshelf seasonal and monthly related books that offer great recommendations for students to listen to. Our math block is one hour, giving or taking a few minutes to wrap up story time or head-to-head to add around 2.In in our classroom, it usually looks like all students at the back table working on individual skills. After a few days a week, we will do a full group lesson on the target skills that most of my students work on (such as money, replenishment,subtraction, etc.) Except that it's highly personalized based on class-level content that needs to be addressed and students' IEP goals. Our Math Adapted Work Binder comes in huge convenience here. Read more about Guided Math differentiation here. Many of my students participate in the social dimension of inclusion and not necessarily academics, and I do or para go to inclusion with our friends. My higher-level students, who can work to participate in a regular ED setting on their own, go by themselves. Adult document engagement time by using this datasheet in the Clipboard. All my students have a clipboard for this purpose, and you guessed correctly if you guessed the color coded exchange. So far, it's worked well for all my students to participate in inclusion in science and social studies. Implement content at my pupil level level In our classroom, we use Science and Social Research to adapt work binders. Just like any other class, students have to clean up after themselves. They pack their backpacks, listen to their name be called to get their Daily Talk Logs, push their chairs, use the restroom (if necessary), and then patiently wait to be rejected. We walk relieved together and at 3pm, students are rejected (either by a car rider or by a bus). And that's pretty much! WHERE DO YOU SHOWCASE YOUR SCHEDULE IN CLASS? The class schedule is published on the front board using a visual schedule. I print, laminate, and add magnets to the back so that we can easily switch parts of our day if necessary. Individual visual schedules of students are published on tables (specialization only) and on the door of the cabinet. What questions do you still have about our schedule? YOU MAY ALSO LIKE:

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