**Schedule Matrix Guide**

This tool is intended to be used by IEP and behavioral planning teams to assist in goal development and identification of necessary supports and strategies. The grid below lays out the information that should be captured in each column and is followed by completed elementary and secondary examples. The examples do not cover a full school day but rather provide a template of what information might be helpful to include for planning purposes. The tool can be completed with as much detail as is needed to get a clear picture of the student’s daily expectations and engagement across the school day. This information can then be used to draft a PLAAFP statement and plan for goals and supplementary aids and services. The last page is a blank Schedule Matrix to be completed in advance of the IEP.

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| --- | --- | --- | --- | --- |
| **Student Schedule** | **Expectations &**  **Instructional Outcomes** | **Current Level of Skills (Compared to Peers)** | **Current Supports,**  **Strategies & EBPs** | **Potential Goals &**  **Strategies Needed** |
| In this column, list the student’s daily schedule including all primary activities, courses / classes and/or transitions. | In this column, identify the expectations & instructional outcomes during this part of the schedule for all students. Expectations and outcomes may include:   * Independence Skills * Social Interaction Skills * Communication Skills * Behavioral Skills * Academic Skills including task initiation, engagement, & output   For example, during “arrival,” the instructional outcomes may include independently taking off outerwear, getting materials ready, taking a seat, and completing morning work.  Include in this section any specific IEP goals targeted during a particular time in the schedule. | In this column, identify the student’s performance, compared to peers, in this part of the schedule.  Include the following:   * Independent Skills * Social Interaction Skills * Communication Skills * Engagement Skills including task initiation, participation, and task completion (output) * Challenging Behaviors   Deficits in these areas will be targeted for intervention and should be included in the last column. | List in this column, all the supports, strategies, and/or supplementary aides and services currently in place to support the student. These include but are not limited to:   * Visual / Organizational Supports / Strategies * Peer to Peer Supports * Functional Communication System * Positive Behavioral Interventions & Supports * Evidence-Based Practices * Accommodations / Differentiation * Behavioral Response Plan / Crisis Plan * Adult (Paraprofessional / TA Support) | In this column, based on information in the previous columns, list potential goal areas (areas of need) and additional supports or strategies needed (i.e. potential supplementary aids and services) for the student to independently make adequate progress in all areas. |

**Schedule Matrix EXAMPLE---ELEMENTARY**

**Student Name:** TARGET **District / Building:** ELEMENTARY **Classroom:**

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| **Student Schedule** | **Expectations &**  **Instructional Outcomes** | **Current Level of Skills**  **(Compared to Peers)** | **Current Supports,**  **Strategies & EBPs** | **Potential Goals**  **& Strategies Needed** |
| Arrival | Independently:   * Get off bus * Walk into building * Follow locker routine * Get materials and sit at desk | * Parapro meets student at the bus * Requires more than 10 verbal and physical prompts to get into the building, complete locker routine, get materials, and get to desk | * Parapro * Visual schedule (not used consistently) * Verbal / physical prompts * Visual prompts (not used consistently) | * Peer to peer support for getting off the bus * Independently use visual schedule for locker and materials routines |
| Calendar | Independently:   * Go to the calendar area * Participate in the calendar activities * Follow 1-2 step instructions | * Parapro physically escorts to calendar area—2-3x / week resists and has a melt down * With verbal and physical prompts, participates in calendar activities * Does not follow instructions without additional prompting | * Parapro * Visual schedule (not used consistently) * Visual prompts (not used consistently or overused) * Verbal / physical prompts causing behavior escalation | * Peer to peer support to go to the calendar area * Independently use visual schedule and mini-schedules * FCS to participate in calendar activities |
| Independent Work | Independently:   * Follow verbal instructions * Gather needed materials * Complete work within the time frame * Request help when needed * Turn work in when completed | * Parapro provides 1:1 support for work completion * No work is completed independently * Verbal / physical prompts provided for completing and turning in work * Goes to time away area 2-3x per week | * Parapro * Visual schedule (not used consistently) * Visual prompts (not used consistently or overused) * Verbal / physical prompts * Time Away (no clear protocol for this or break) | * Visual schedule, self-management and other visual supports for materials, help request, and task completion – teach to independence * Break and time away protocol |
| Recess | * Follow outdoor expectations * Select and engage in play activities * Initiate and respond to peers | * Plays alone or with parapro * Walks away or does not respond when peers attempt to initiate * Does not initiate play with peers * Chooses swing most often | * Parapro * Visuals not available * Schoolwide PBIS expectations (not reviewed) | * Choice schedule * Peer to peer support to work on responding and initiating play |
| Large Group Centers | * Follow verbal instructions * Initiate and respond to peers * Complete worksheets and other activities | * Parapro provides 1:1 support for work completion * Engagement with peers is limited * Verbal / physical prompts provided for transitions | * Parapro * Visual schedule (not used consistently) * Visual prompts (not used consistently or overused) * Verbal / physical prompts | * Visual schedule, self-management and other visual supports – teach to independence * Peer to peer support |

**Schedule Matrix EXAMPLE---SECONDARY**

**Student Name:** TARGET **District / Building:** Secondary **Classroom:**

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| **Student Schedule** | **Expectations &**  **Instructional Outcomes** | **Current Level of Skills (Compared to Peers)** | **Current Supports,**  **Strategies & EBPs** | **Potential Goals &**  **Strategies Needed** |
| Arrival | Independently   * Get to school * Complete locker routine * Get to first class on time | * Parents drop off at side door * Parapro meets at the door * Assist for locker routine | * Parapro * Visuals available, used following a number of verbal prompts | * Peer to peer for arrival and locker routine * Visual schedule / supports for completing locker routine and getting to first class |
| 1st Hour (Math) | Independently   * Bring needed materials * Attend to large group instruction * Complete work/tests independently * Ask for help when needed * Complete homework book | * Parapro reminders for needed materials and instruction * Parapro and peer help for work completion * When needs help, does not continue but does not ask for help * Refuses to homework book | * Parapro * Visuals (not used consistently and often refuses to look at when presented) * Homework book (refuses) | * Self-management checklists for materials organization and work expectations * Differentiated Output Hierarchy for independent work completion * Peer to peer support * PBIS Plan to address refusals |
| 2nd Hour (Science) | Independently   * Bring needed materials * Attend to large group instruction * Complete work in independently and in groups * Ask for help when needed * Complete homework book | * Parapro reminders for needed materials and instruction * Difficulty with peers in labs (argues about correct answers) * Refuses help * Refuses to complete homework book | * Parapro * Post-it notes checklists (not used consistently * Break for escalation (has refused and class has been removed) * Peers want to help | * Peer to peer support * PBIS plan * Self-management checklists |
| 3rd Hour (SpEd) | Independently   * Bring work from other classes * Bring completed homework book * Work independently * Ask for help when needed | * Teacher reminders for bringing in work (does not bring most work in independently) * Lots of behavioral challenges including refusals to work, arguing answers, yelling at peers, using vulgar language | * Classwide PBIS expectations (not referred to) * Time away for behavioral challenges – this seems to escalate things further * Visuals available not used (teacher says he refuses them) | * PBIS plan including 5 point scale script and break procedures and protocol * Self-management plan / checklists * Differentiation of work for independent completion |
| Lunch | Independently   * Get lunch (or bring) * Find a seat with peers * Engage with peers * Take care of own belongings | * Gets lunch independently * Sits at same table – peers join but he does not interact * Takes care of own belongings | * No supports in place | * Peer to peer support |

**Schedule Matrix**

**Student Name:** **District / Building:** **Classroom:**

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| --- | --- | --- | --- | --- |
| **Student Schedule** | **Expectations &**  **Instructional Outcomes** | **Current Level of Skills (Compared to Peers)** | **Current Supports,**  **Strategies & EBPs** | **Potential Goals &**  **Strategies Needed** |
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