



You may also want to set a goal to use the posted schedule as a prompt for students to transition to the next activity.

**Goal:** I will prompt students when to switch activities according to the schedule.

Simple Data <sup>[1]</sup>		
Schedule Activities	Prompt?	Notes
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	
	Yes No	

Did I meet my goal?	Yes	No
If yes, what went well?	If no, what were the challenges?	

What changes need to be made to meet my goal next time?	
Increase goal	Stay the same



**[1] Using Simple Data**

Keep the goal sheet somewhere readily available to you at all times, for example, on a clipboard you carry with you. During a class period or day, record your simple data. The simple data you record will depend on the goal you set. For example, to collect the simple data in example goal #1, estimate how many students can see and recite the schedule. To collect simple data for example #2, write activities on the goal sheet and, during class, circle whether or not you prompted before each activity. Additionally, make any quick notes during class that will help you fill out the bottom portion of the goal sheet in the "Notes" section.

Recording simple data on the goal sheet should not take long or interfere with class time. If you find it is interfering with your routine, try to adjust the way you record your data. Basically, make it work for you and your classroom.

At the end of the period, review your data and determine if you met your goal.

***If you met your goal***

*Congratulations! Reward yourself with some praise and keep it up! Consider increasing your goal.*

***If you did not meet your goal***

*Reflect on any challenges you had. Determine how to overcome the challenges and give it another try. Meeting with your CCU coach to problem solve can be helpful, as well.*

Challenges	Tips from the Field
<p>““ <i>I can't engage students for 80% of the day.</i></p>	<p>Look into scheduling peer and cooperative learning activities throughout the daily routine. Ideally, no activity within a subject should last more than 20 minutes (the more variety, the better).</p>
<p>““ <i>Students are off task despite posting and using a schedule.</i></p>	<p>Re-teach the schedule to the students. Also, begin the day by reviewing the schedule (e.g., during morning meeting). In addition, be sure to provide precorrections (see Using Precorrection) during scheduled activities where students particularly struggle to stay on task. Don't forget to provide behavior-specific praise (see Using Behavior-specific Praise) to students who are on task and being successful during challenging periods of the day.</p>
<p>““ <i>After recess and/or PE class, my students tend to misbehave more so than any other time in the schedule.</i></p>	<p>Explain explicitly how you want students to enter class and settle after these activities (<b>Hint:</b> This is usually more effectively communicated at the beginning of the school year before the first few days of recess). Additionally, tasks/activities planned immediately after recess should work to focus and calm students (e.g. have students enter the room to relaxing music, sit at their desks, take a few deep breaths, and then begin teacher-led instruction).</p>
<p>““ <i>At the end of the day (or last five minutes of class), my students (and even I) are easily distracted and more irritable.</i></p>	<p>Avoid excessive independent work at the end of the school day. Modifying a schedule, especially in later class periods, can make a big difference (e.g. breaking up longer independent assignments and adding teacher-led activities).</p>