INSTRUCTIONAL BLOCK: STUDENT GROUP ROTATION SCHEDULE (just one example):

Instructional Block	GROUP 1 Student 1	GROUP 2 Student 2/3	GROUP 3 Student 4/5	GROUP 4 Student 6
1st	A	B	C	D
2nd	B	C	D	A
3rd	C	D	A	C
4th	D	A	B	B

ROTATION KEY:

A =Work with teacher

B =Independent work area

C =Small group instruction

D =Leisure (self-directed activity)

ADULT SCHEDULE DURING ROTATION:

A =Teacher, SLP, OT, for direct instruction on IEP Goals and Objectives, takes data

B =Para sets up work system for each child prior to start of rotation, takes data

C =Para leads small group activity directly related to skills being taught in each block
    Reading; Math; Other (social-emotional; self-care; leisure; or vocational skills), takes data

D =Para available to observe student in leisure activity, takes data

HELPFUL HINTS IN INCORPORATING INSTRUCTIONAL BLOCKS

Appoint one of the adults to be the timekeeper. Using an audible timer is not recommended because the children will quickly learn to react to the sound of the timer and not wait for the cue from an adult that it is time to check their schedule. If there is a glitch in timing in one of the groups and a session needs to last a bit longer, and the students are reacting to the sound of the timer, pandemonium will break out.

If/when the rotation process gets interrupted, simply pick up where you left off, prior to the interruption, when you get back to the room. If a child was almost finished with an activity when the interruption occurred, allow brief closure for that particular section of the rotation before transitioning him/her on to the next area in the series.

Monitor the independent work area to determine if the child will be able to finish the number of tasks "assigned" in the amount of time allowed for that session. If you see that the child will finish all tasks and have time left over, you might try to slip an additional task onto their work system or add an opportunity to choose a "choice box" activity at the end of the work system. Keep in mind that how you handle this situation depends on the individual student. If you notice that the child will not be able to finish all of their tasks in the amount of time left in the work session, subtly remove one or two of the remaining tasks so that he/she will finish with all work before it is time to rotate to the next area or have a place for the student to put his unfinished work to do later. Again, this will depend on the individual student.

Prepare for your next group before directing students to check their schedules. When they arrive at your area, begin instruction immediately. The shorter the down or "wait" time your student has, the fewer the behavioral meltdowns you'll have to manage.

If an individual child is having difficulty making smooth transitions, either the adult who will be working with that child during that particular section of the instructional block, or the adult who is monitoring the leisure activity, should attend to that child. Everyone else should carry on with the instructional block as usual.