

Parallel Timetable: Guidance

Who?

Children and young people whom have difficulty with the demands and expectations of class that have become stuck in a cycle of demonstrating challenging behaviour and either removing themselves from the classroom or being removed from the classroom.

Why?















The theory behind a parallel timetable is that it changes this choice making process- instead of the child negatively choosing to opt out of the classroom they are given the chance to positively opt in. It is also a continual reminder that they have a constant place in the class, preserving and reminding them of their sense of belonging.

Where?

These work best when a safe space is found for the child to access outside of the classroom e.g. a space in the intervention room, the corner of a library or a desk outside of the class door that can become 'their space'. The child then goes to that space in the morning rather than to class.

What?

Using a visual timetable like the example given is likely to be the best strategy for most children. This example shows the morning timetable for the class and the child (whom is on a reduced timetable and goes home at lunchtime). It details what the class are doing at the same time.

Squirrels Class Timetable						
 Assembly	 Register	 Circle time	 Literacy	 Playtime	 Maths	 Lunchtime
Katie's Timetable						
 Sensory Circuit	 Workstation	 Social Skills	 Project	 Playtime	 Project	 Home Time

How?

Time is spent in the morning looking at their individual timetable alongside the class timetable with the encouragement to choose which sessions that they would like to go in to class on this day.

In this example the child would physically move the chosen symbols from the class timetable and replace the symbols on hers to indicate the choice.

This should be constantly on display and in a format that the child is able to understand and as visual as possible.

Remember: Even if the child is verbally able to make the choice it is useful to present this visually as this can then be used to remind them of the choice that they made later on.

How? (continued)

Initially it is likely to be just be one short period of time that the child can manage in class but as their tolerance grows this can be gradually increased to incorporate longer or more frequent sessions throughout the day.

This should always be a flexible process and expectations fluid dependent on the ability of the child on that day- some days will be more successful than others.

On the difficult days the expectation could be reduced- less sessions chosen for class or a timer

used to ensure the length of time for the session is visual. The child or could be included in this process e.g. 'Shall we do 2 or 3 sessions in class this morning?' 'I can see this may be difficult for you today, do you think you could manage 7 minutes or 8 minutes?' thus ensuring the child retains their perceived sense of control.

The example to the left would be more suited for a more able or secondary child that may not engage with a visual timetable as detailed above. This can incorporate more detail as required.

Today is Wednesday 28 September
These are the choices today
Mrs Singh will be in class to help you today
Please decide a timetable together with Mrs Singh

English Plan a creative story about The Train Journey (this can be written or drawn or Mrs Singh can write it down) OR Continue working on my personal project folder	Maths Set some number bond tasks up to 20 for Mrs Singh to complete. She can use Unifix and I can help her if she gets stuck with the working out. I can mark her work OR Make a tessellation pattern to cover my personal project folder. I can choose any card or wrapping paper from the Art cupboard	Science Choose at least 4 of the 8 objects on the table and test them to see if they float or sink. See if Mrs Singh can guess right before she finds out the results. Put the results in my science book either by • Mrs Singh writing them • sticking in a photo • writing it myself
Breaktime: Choose: Play on the upper playground with my class OR	Lunchtime activities: Choose: • Chess club • Play on the field • Go to the library	Home time jobs: Choose one job for me and one job for Mam: • Carry my PE kit home • Carry my book bag

Example taken from the book Collaborative Approaches to Learning for Pupils with PDA by Ruth Fidler and Phil Christie