

Autistic individuals excel when working in routine, predictable environments that offer choices, accommodations, structured expectations yet understanding and flexibility that suit their learning style. Wisconsin Independent Learning College (WILC) is proud to offer these environments throughout the day for every student as well as sensory interventions, nonverbal augmented communication methods for self-expression and empowering the student's self-advocacy skills. In this document you will see an example of a daily schedule and in-depth explanation of how each component is reflected in a student's day.

Each student's schedule is different to meet their own goals and needs. This creates a unique schedule each day of the week, each week of the month, each month of the year. We are going to focus on one example schedule using numbered students to represent student names. We have daily student counts, ranging from 5 - 10, on different days of the week based on temporary work experiences, student school / transition program schedules, student work schedules, etc. We currently work with students funded by IRIS and private pay / public school districts. The starting age range for our students is 18 to 30 years old.

Each day's schedule is created around the curriculum needs and the students that are attending that day, taking into consideration sensory processing levels, communication levels and social group cohesion. These schedules are templates for the day and are modified as necessary based on the needs (high sensory levels may indicate need for more or less movement, more one on one time or less verbal instruction, etc.).

Students will consistently have expectations while at WILC; however, our knowledge and understanding of Autism allows us to mitigate an individual's challenges in being more or less independent or interdependent on any given day based on sensory, social and emotional need. We understand these needs change on a daily basis in the world of the Autism Spectrum and with that, the support each student may need changes as well.

The following is an overview of a morning schedule, which starts at 8:45 AM when students begin to arrive until 12:30 PM when the post lunch / meditation / leisure time ends and the afternoon activities begin. The mornings are devoted to core instructional lessons and goal monitoring whereas the afternoon activities focus more on social engagement, community involvement, and large group recreation.

Sample morning schedule for student viewing

- Each horizontal row is considered a specified time slot
 - The fully merged horizontal rows are 15-30 minutes
- You will see four vertical columns, each column represents one instructor
 - Recreation, Kitchen + Cooking, Daily Living Skills and Prevocation
- The horizontally merged sections imply full group engagement across instructors and students
 - Student arrivals, morning meeting, lunch and meditation / leisure
- You will notice that there are 3 rows that are colored in blue - these are the 3 main instructional rotations where students are under the supervision of one (1) specified instructor during a designated time slot for a designated activity unless otherwise needed for sensory intervention
 - Each activity varies in group size

Student arrivals / Leisure			
Morning meeting / Schedule			
Recreation Student 1 Student 3	Planning meal Student 4	DLS Student 5	Pre-Vocation Student 6, 2
Recreation Student 5	Shopping Student 1, 2	DLS Student 1, 6	Pre-Vocation Student 3
Art projects Student 4, 6	Independent Student 5	Current Event Student 1,2,3	
Lunch			
Meditation / Leisure			

This is a representation of what a student sees on our white board during the morning meeting where the schedule is discussed with the group.

Every morning provides predictability

Students arrive between 8:45 - 9:15 AM at WILC by parents, caregivers or transportation companies chosen and arranged by their support network.

Students punch in on a time clock, put their belongings away in their personal locker and lunch in the refrigerator(s) as needed, and use the restroom independently at their own

pace to transition into the building.

They are given free leisure time where they choose their own activities (use an iPad, fidgets, their phone, word searches, strategy activities, puzzles, or complete an activity from the previous day they last attended, etc.) until 9:15 -9:30 AM. A 5-minute transition warning is given for the morning meeting to begin.

The morning meeting will review, discuss and / or make choices about the schedule for the day. Everyone attends the morning meeting to discuss the schedule so that all are aware of the tasks and activities to expect.

Between 9:30 - 11:30 AM, typically two or three rotations of activities occur. These activities change each day. They are either one on one, small group, or large group activities.

In between each rotation, students are given a five to ten minute leisure time to choose an activity that they enjoy, use the restroom, get something to drink, have a snack brought from home and / or just relax and regulate.

Instructional Activities explained

Daily living skills lessons: These lessons allow time to receive training through our progressive curriculum such as learning about cleaning routines, using a daily planner, budgeting for the lunches, etc. The lesson format may be 1:1, small group or large group.

PreVocational skill lessons: This provides time to focus on learning about vocational concepts and practicing soft skills that are directed through our curriculum. PreVocational soft skills are built in throughout the day during group lessons as well, however, student specific goals are monitored during the small group and 1:1 lessons.

Recreational Therapy: This provides 1:1, small and large group settings coordinated by a CTRS to engage students in therapeutic recreational experiences. The main goal of this core area is to provide opportunities to explore, learn and express oneself through recreational activities. Additionally, each student has individual goals that are discussed and / or revised during their bi-yearly meetings.

Kitchen/Cooking: This is 1:1 or small group goal-oriented time. The students that participate in the kitchen lessons as explorers are being exposed to common kitchen concepts and practices to be able to navigate and utilize a kitchen on their own. The students that are scheduled for cooking as innovators or trailblazers go through the complete process from start to finish. This process consists of planning the meal, shopping for the meal, making the meal and also kitchen clean up and storage of the food.

Interoception: This topic is for each student to help introduce, reflect and exercise the student's ability to reflect on their own level of sensory regulation, body awareness, and interoception through assessments, activity cards and body checks. This topic is utilized for discussion purposes throughout many activities that involve the body such as yoga, personal fitness and other physically dependent activities.

Every lunch hour is predictable and allows choices and free time

At 11:30 AM, everyone is notified that they can start lunch if they have not independently already started.

At this point, every student is given the opportunity to be independent in setting up where they eat, preparing their food with the full use of the kitchen (microwave, refrigerator, Tovala oven, conventional oven, stove top, etc.) and cleaning up after themselves. Some students bring their own lunch from home, some prepare their lunch completely at school, including cooking their meal.

Some students require transition help or safety surveillance while eating / preparing food which is provided on an as needed basis with as minimal prompting as possible to ensure as much independence as possible.

Most students finish eating around 12:00 (noon) and are then independently able to find a free leisure activity to engage in until 12:30 when the afternoon activities start. Some students need a longer time to transition and to eat (dietary restrictions, texture preferences, routine preferences, etc). Students may need assistance in opening an item or determining how long to cook or reheat a meal and staff can and will provide assistance if and when requests are made or if observation shows that assistance is needed. Students may move in and out of a variety of areas or rooms during this time based on their needs.

Afternoon activities explained

Most afternoon activities focus on large group engagement either out in the community for recreational activities, at WILC in large, socially structured activities or volunteering time for the community. You can find examples of these activities below:

Examples of some community recreational activities:

- Art therapy at a third party provider
- Urban Air trampoline park
- Coffee shop visits with games
- Frisbee golf
- Movie theater
- State park hikes
- Bowling
- Gift shopping
- Civic theater
- Museums
- Various types of restaurants

Examples of large socially structured activities provided at WILC:

- Music therapy provided by a third party provider
- Team building games
- Social board games
- Party planning
- Creating an indoor movie theater or indoor mini golf course
- Group lunches, buffets, grilling out, etc.

Specific activities that provide community volunteerism

Students are continuously volunteering time to provide for different parts of the community through many different tasks. A few examples:

- Measuring laundry soap into baggies and labeling for families in need and dispersing them into the community
- Assembling gift bags for expectant mothers and dispersing them into the communities
- Good360 business partnerships: receiving, sorting and categorizing items and donating to local nonprofits
- Donating and delivering WILC grown and harvested vegetables / herbs to local nonprofit organizations, etc.

Participating in volunteering positions in community settings has been limited since 2019 due to the health crises of COVID-19, so we attempt to stay connected through providing resources to our community in as many ways as possible.

The end of the day is free flowing and independent

Afternoon activities are completed around 2:30 PM and a short break is provided before what we refer to as “WILC cleaning jobs”. These are simply light cleaning or organizational tasks that help students and staff participate in helping maintain the clean and safe environment in which they learn, train and spend their time. We take pride in having our students take ownership in maintaining a sanitary and organized space alongside the staff. After their job is complete they return to their chosen leisure activity or may organize their personal belongings prior to their transportation / ride arriving.

Once the student’s ride arrives (family, caretaker or transport vehicle service) they independently gather their belongings from their locker and punch out on the time clock. (They may ask for assistance from staff as needed.) Students clock out using their personal time card. One staff member supervises the front door to ensure safety in the parking lot as needed or to provide whatever level of assistance the student may need or require. Personal contact with a caretaker or family member may occur. Conversation with the student's family / guardian may be made as needed.

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