

Purpose

- As educators, part of our job is to help families rebuild their dreams for their children.
- Our responsibility is to prepare students to live as adults.
- We hope to help teachers structure their classrooms for student success.

Best Practices for Every Day of School

- ✓ Structured classroom.
- ✓ Master schedule is current.
- ✓ Student schedules are individualized, taught and used throughout each day.
- ✓ Lesson plans are current and coincide with integrated general education instruction.

Best Practices for Every Day of School

- ✓ Materials are ready for the lessons for the week.
- ✓ Have a smile ready to greet students each day.



Structuring Tips

Have well defined areas-clear physical and visual boundaries.

- **Types of Boundaries**
- Furniture
- Carpet
- Tape outline
- Natural boundaries such as a sandbox or blacktop
- Timer or visual cue card
- Organization of work space

Structuring Tips

- Schedules for each area



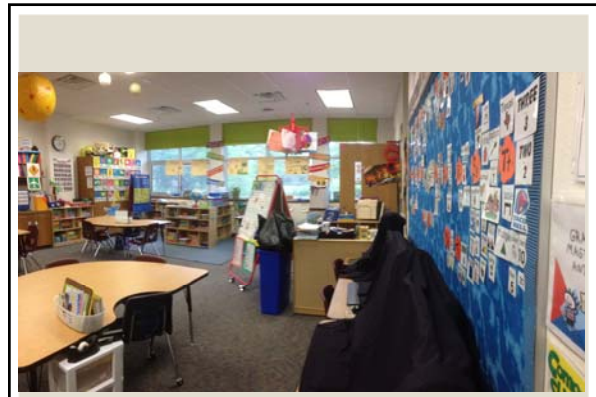
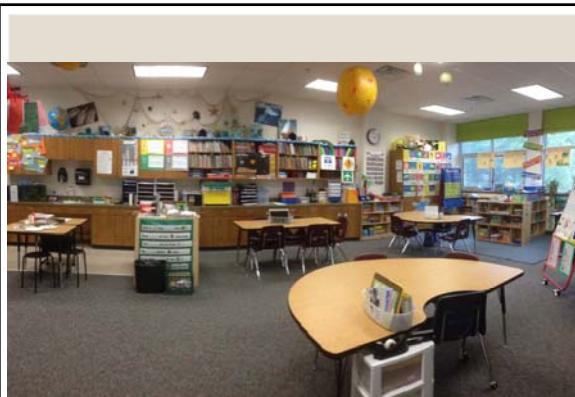
Structuring Tips

- Labels in each area
- Materials in each area should be organized and age appropriate. (chronological age: same type non-disabled peers find interesting and motivating)



Structuring Tips

- Minimize visual and auditory distractions of each area
- Make each area viewable by an adult at all times. (A student can ingest harmful objects in a matter of seconds.)



Charts and Posters

classroom rules

listen	to	the	teacher
share	with	our	classmates
keep	hands	and	our selves

fire alarm schedule

fire alarm	→	door
wait	→	at all times
please wait	→	my teacher says
wait	→	at home

Rules for Story Time

1. Sit
2. Quiet
3. Quiet hands
4. Look at the book
5. Listen
6. Enjoy the story

Calming Area

take deep breath

count to 3

relax

Classroom Signs

schedules

snack time

Teacher checklist for the Structured Environment

- ✓Work areas are clearly defined with visual markers.
- ✓The classroom arrangement allows for supervision of all students at all times.
- ✓The physical arrangement allows for easy transition between activities.
- ✓The classroom is arranged to minimize distractions.
- ✓Materials and furniture are age-appropriate.
- ✓Materials, schedules and communication systems are individualized, labeled and accessible to students.
- ✓A variety of environments are used for instruction.
- ✓Procedures are established to promote safety for students.

PLANNING FOR SUCCESS

Lesson Plans and Other Organizational Tools for the Teacher

Planning for Success

- The roadmap to success in the classroom.
- Failure to plan is a plan for failure.

A Weekly Master Schedule

- Start with student IEPs
 - Schedule of service pages
 - School master schedule
- Plug in staff
 - Check policy concerning breaks, lunches, etc.

Lesson Plans are Prepared and Followed

- Use master schedule and begin
- Use adopted curriculum.
- Consider IEP goals and objectives of students as you plan.
- Try to plan and coordinate your lessons, themes and materials with those of the general education teachers.

Lesson Plans

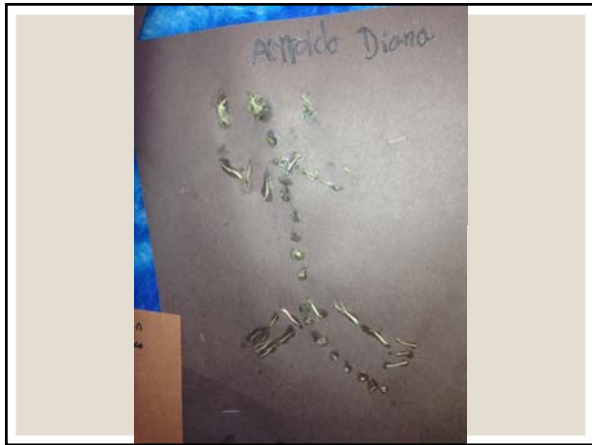
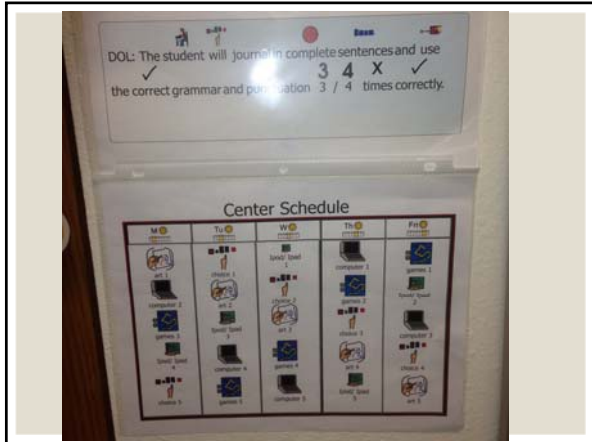
- Reflect IEP objectives and provide age-appropriate and meaningful instruction for students.

Lesson Plans

- Length of learning activities is appropriate for individual students.
- The schedule and daily implementation reflects a minimum amount of unstructured time for all students.


Total Communication Daily Schedule				
	Teacher	TA-A	TA-B	
7:45-8:30	Arrival/Breakfast/Restroom	7:45-8:30 Classroom	7:45-8:30 Cafeteria	7:45-8:30 Cafeteria
8:30-9:45	Math/Science/Social	8:30-8:50 <i>Green</i> ULS Measurement & Data or Geometry/Spatial Sense or Telling Time or Money	8:30-8:50 <i>Blue</i> ULS Number Sense or Algebraic Thinking	8:30-8:50 <i>Red</i> Robot Social Skills Computer/Station
		8:50-9:10 <i>Red</i> ULS Measurement & Data or Geometry/Spatial Sense or Telling Time or Money	8:50-9:10 <i>Green</i> ULS Number Sense or Algebraic Thinking	8:50-9:10 <i>Blue</i> Robot Social Skills Computer/Station
		9:10-9:30 <i>Blue</i> ULS Measurement & Data or Geometry/Spatial Sense or Telling Time or Money	9:10-9:30 <i>Red</i> ULS Number Sense or Algebraic Thinking	9:10-9:30 <i>Green</i> (9:10-9:15 set up computer/Station)
		9:30-9:45 <i>Red</i> ULS Science/Social Studies	9:30-9:45 <i>Blue</i> Break	9:30-9:45 <i>Green</i> ULS Science/Social Studies
		9:45-10:15 <i>Green</i> ULS Science/Social Studies	9:45-10:15 <i>Blue</i> Break	9:45-10:15 <i>Red</i> ULS Science/Social Studies
10:15-10:30	Restroom Break and wash	10:15-10:30 Whole Group YouTube Brain Games or Joelys Locker	10:15-10:30 Whole Group YouTube Brain Games or Joelys Locker	10:15-10:30

11:00-12:00	Reading/Vocabulary /Fluency/Comprehension	11:00-11:30 <i>Purple</i> ULS Reading/Vocabulary/Fluency/Comprehension	11:00-11:30 <i>Yellow</i> ULS Reading/Vocabulary/Fluency/Comprehension	11:00-11:30 Lunch	
		11:30-12:00 <i>Green</i> ULS Reading/Vocabulary/Fluency/Comprehension	11:30-12:00 <i>Blue</i> Lunch	11:30-12:00 <i>Red</i> ULS Reading/Vocabulary/Fluency/Comprehension	
		Student Groups (Math/Science)			Student Groups (Reading /Language Arts)
	<i>Red</i>	<i>Green</i>	<i>Blue</i>	<i>Purple</i>	<i>Yellow</i>
	Roslyn Gabriel Daisy	Matthew Emily Jesus	Mike Gerry Eric	Mike Gerry Emily Roslyn	Matthew Jesus Gabriel Daisy



Planning for Subs

- Lesson plans
- How schedules work
- Behavior
- Reinforcers
- Communication systems
- Medications
- Allergies
- Transportation
- Social narrative



How to Act When Ms. _____ is Absent

Ms. _____ our teacher, is usually here every school day. When Ms. _____ is absent from school, we will have a teacher take her place for the day. This person is called a substitute teacher. Ms. _____ will be absent today so we will have a substitute

IEPs are Current and Implemented

- Student progress is documented on a regular basis
- Students receive appropriate and meaningful feedback

IEPs Linked to Standards

https://tea.texas.gov/student_assessment/special-ed/staaralt/frameworks/

Grade	Subjects				
3	Mathematics	Reading			
4	Mathematics	Reading	Writing		
5	Mathematics	Reading		Science	
6	Mathematics	Reading			
7	Mathematics	Reading	Writing		
8	Mathematics	Reading		Science	Social Studies
HS	Algebra I	English I English II		Biology	U.S. History

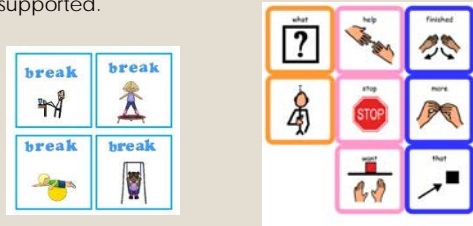
Social Studies 8.1

Documentation

	Objective	Mastery / Prompt Level	1st	2nd	3rd

Challenging Behaviors are Viewed as Instructional needs

- Communication, socialization and replacement behaviors must be taught, learned and supported.



Behavior Documentation Tools

- ABC
- Reinforcer Checklist
- Toilet Chart



ABC

Student: _____

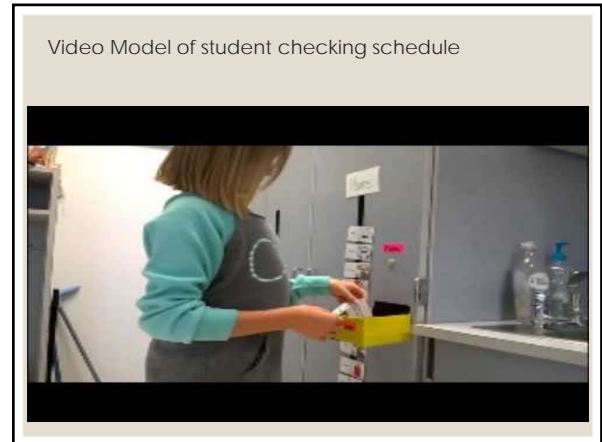
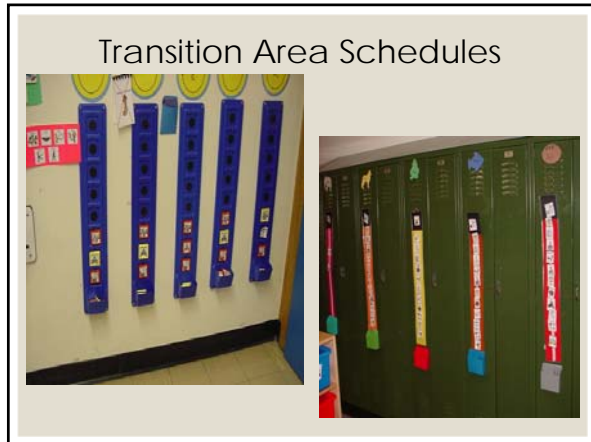
Date	Time	ANTECEDENT (What, when, where, when that occurred prior to onset of behavior)	BEHAVIOR (description of behavior)	CONSEQUENCE (description of what happened after the occurrence of the behavior)

VISUAL TOOLS

Daily and Event Schedules

Individualize Student Schedules





Stories

- Written to prepare students for change
 - Tell the "who, what, where, when, and why" of social situations.
 - Explains social rules
- Written in positive format
- Visual –
 - Can present as small books and mini schedules

How to Close a Door When I am Angry

Sometimes I get very angry. There are times I am so angry that I leave a room and shut the door behind me. If I slam the door it scares my family or friends and hurts their ears. If I do this too many times I may lose friends. I could also lose privileges.

When I get angry I will try to show some self-control and leave the room quietly and shut the door quietly or leave the door alone. I could try some other strategies to calm myself:

- Take a deep breath
- Count to 10
- Walk away from the problem
- Think about my favorite things
- Squeeze a ball or cushion
- Rock in a chair
- Go for a walk
- Think of another solution
- Talk to someone I trust

Calendars

- Calendars are valuable tools
- Most teachers have calendar activities
 - Make sure the calendar activity is meaningful and the duration is bearable for the Golden Child
- Use visuals and "every member" participation materials

Week at a Glance

- A calendar showing one week at a time.
- Can be used in the classroom and by each student at home.
- Display important events for each day.
- Display "home" and "school" (do this on the monthly calendar too!)



Teacher Checklist For Schedules and Other Visuals

- ✓ Each student has an individual schedule based on his/her individual needs. (Object, picture, photo, written, checklist, notebook, assignment book, PDA, etc.)
- ✓ Schedules are set up in a left to right or top to bottom progression.
- ✓ Staff members model and teach the use of schedules.
- ✓ Schedules are accessible to students.
- ✓ Each staff member uses visual tools and prompts with students.
- ✓ Mini-schedules are available and used for a variety of activities and lessons.
- ✓ Each student has the level and type of structure needed to maintain consistently positive behavior (schedule, work system, choice board, communication system, instruction and structure).

JOURNALS

Home and School Communication

Journals

- Answers the question
 - What did you do today?
 - Facilitates communication between school and home.
 - Facilitates communication between parent and child.

Communicating with Parents

- A system of communication is used consistently for each student's family.
 - Find something positive to say about each child!
 - Every child has good qualities, even those who present the most challenges.

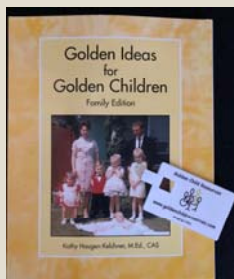
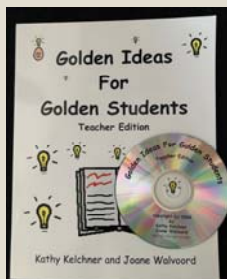
Communicating with Parents

- ✓ Attitudes toward all parents are nonjudgmental and devoid of blaming.
- ✓ Information is shared about school and community events and meetings.
- ✓ Families are encouraged to participate in the school community.
- ✓ Information about community resources is shared with families to assist in accessing available resources.



Mayer-Johnson Boardmaker and Writing with Symbols

Golden Ideas Books...



Back to school special for LIDS participants: \$34.95 each (regular \$49.95 each)

Golden Child Resources

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Unexpected

