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| **POSITIVE RELATIONSHIP** |
| make a positive connection at least once a day  connection with adult/s in building  verbal praise (3 positives to every 1 negative)  recognize success  provide immediate feedback  greet student at the door  greet warmly, even if late  counseling support/Child Care Worker support  provide a predictable and safe environment  frequent communication/reporting between  home & school/Communication ‘Good News’ book  quietly discuss concerns with student  privately discuss concerns with student  recognize function of behavior through consult  with support teacher  disengage when situation escalates  identify motivators and implement a  contingency system |

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| **ENVIRONMENT** |
| preferential seating  reduce/minimize verbal distractions  amplification/FM system  reduce visual distractions in the classroom  post schedule of day/review  display clear class rules  teach positive rules for use of space  designated quiet zone  provide study/work carrel  have supplies on hand  store text, binder, etc. in class  use a checklist to help student get organized  frequent breaks  minimize transitions |

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| **PRESENTATION OF SUBJECT MATTER** |
| teach to students learning strength  visual  auditory  tactile  multi  experiential  individual/small group instruction  offer the student choices  Premack Principle (schedule hard work before  easy work)  break information into steps/chunking  use visual cues; pictures/graphic organizers  repeat instructions  stand close to student  face class when speaking  speak in calm, quiet voice  use fewer words  provide hands-on activities  separate setting/sensory room pull-out  provide a checklist for completion for  assignments and/or portions of assignments  provide a place for completed work (this should  reduce the tendency to constantly check  assignments that have been finished)  provide charts and diagrams to present  information  provide organizational structures such as  folders, color-coded files, etc.  reduce the amount of work that is visible at any  given time (cover part of the page/give one page  at a time, etc.)  provide study guide for the lesson |

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| **OTHER** |
| provide consistency across all settings  involve other agencies e.g. MCFD, Mental Health) |

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| **SELF-MANAGEMENT** |
| explain rationale for rules  teach social skills  request parent reinforcement  have student paraphrase directions  agenda book used and monitored  teach self-advocacy skills  EM Wave/C2B  movement breaks  have an agreed upon cue/signal for student to  leave the classroom  teach 5 point scale/Alert Program  teach relaxation techniques  develop self-monitoring strategies  provide a ‘safe haven’ to go for stressful times  such as lunch |

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| **ASSIGNMENTS** |
| give directions in small steps (written, pictures,  verbal)  use written back-up for oral directions  match to student ability  reduce amount of paper and pencil tasks  give extra cues/prompts  use graphic organizers/Inspiration software |

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| **EVALUATION and COMMENTS**  ***(What worked? - What didn’t?)*** |
| **DATE:**  **DATE:**  **DATE:** |