

Training and Managing Paraprofessionals in a School Setting

Presenters:
Felicity Balluch- fballuch@peru.edu
Jessica Nelson- jessnelson@ksu.edu

Introductions



Today's Discussion

- Morning Meeting Agenda
- Para Handbook
- Data Collection
- Strategies

Morning Meeting

- What is it?
- Why is it important?
- Provides Opportunity to Discuss:
 - Expectations
 - Whose observation day is it?
 - Daily Schedule
 - Student Concerns
 - Data Collection Review
 - In-service Opportunities
 - Questions and Concerns

Para Handbook

- Code of Ethics
- Dress Code
- Para Roles and Responsibilities
- Bully Rubric
- Love and Logic

- Progress Logs
- Dos and Don'ts for Paras
- Questions to Ask Classroom Teacher
- Absences
- Confidentiality

- Exceptionalities
- Dealing with Behaviors
- Communication
- Curriculum and Program Information
- Service Models

- IEP
- Modifications and Accommodations
- Reflection Sheets
- Incident Reports
- ABCF

- Seclusion and Restraint
- Daily Report
- MANDT
- Chain of Command
- Paraeducator Evaluations

- Classified Evaluation
- Internet Resources
- Emergency Plans
- Suicidal Thoughts/Suspected Abuse
- What do you want to know more about?

Strategies



Shaping

- It can assist you in changing an aberrant behavior or creating an appropriate behavior that is not yet in the student's repertoire.
- Shaping is used when you want the student to engage in a certain desirable behavior that is, at present, infrequently or never displayed by him/her.
- Shaping allows you to build this desired behavior in steps and reward those behaviors that come progressively closer to the one you have selected as the final goal.
- As the student masters each substep, you require that s/he move to the next increment in order to receive an award or reinforcement.

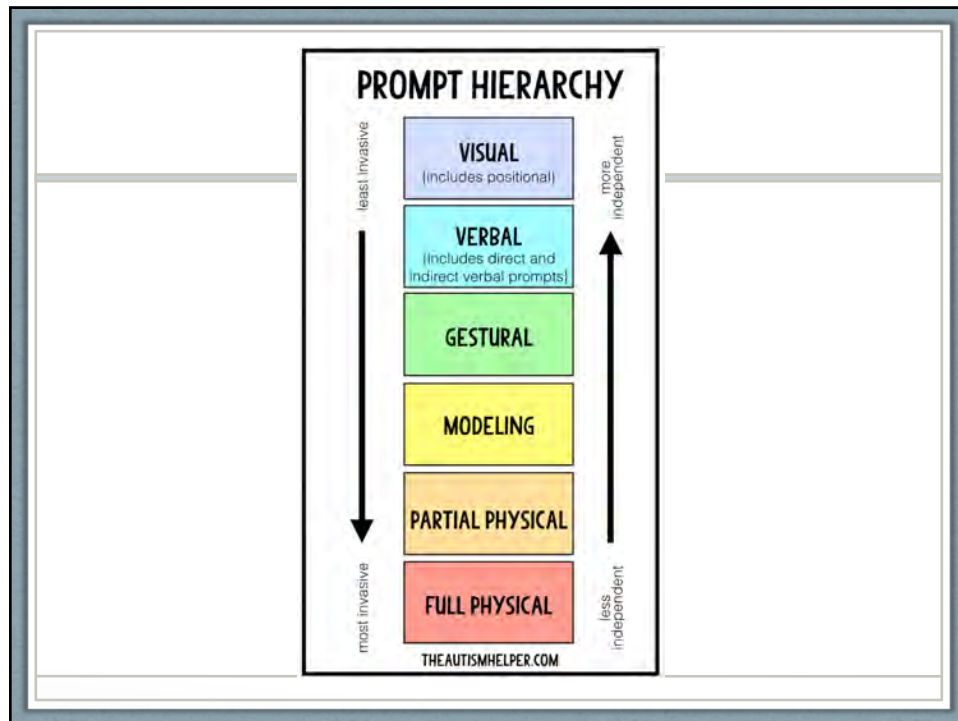
How To Use Shaping

1. Identify a desired behavior for this student. Determine the final goal.
2. Identify the student's present level of performance in displaying the desired behavior.
3. List the steps that will eventually take the student from his/her present level of performance to the final desired behavior. These levels of skill should be progressively more demanding.
4. Tell the student that s/he must accomplish step 1 to receive the reward.
5. Once the student has mastered a specified behavior, require that s/he demonstrate the next stage of behavior in order to receive a reward.

<http://www.behavioradvisor.com/Shaping.html>

Prompt Fading

- Prompts are ways we help our learners demonstrate new skills.
- Prompts are something we add to the situation because the natural or teaching cue was not enough to cause the student to respond.
- Unless you are committing to following a child around for the rest of his life and telling him to flush the toilet – prompt fading is essential.



Rules for Prompt Fading

- Plan it out from the start.
- Train your staff.
- Do it gradually.
- If incorrect responding begins, return to last prompt level.

<http://theautismhelper.com/procedures-prompt-fading/>

Least to Most Prompt Fading

- **allow wait time;** if you do not provide wait time you may be providing more prompts than needed and taking away the opportunity for the student to respond correctly
- **take data;** data is key to track progress. Every time you utilize this prompting method – note the level of prompt you used. (I actually put a phase line each time I add or take away a prompt) You want to see that your student is requiring less intrusive prompts as time goes on. This will help avoid prompt dependence.
- **use high powered reinforcers;** use an item that is actually a reinforcer that your student wants to work for. The sooner he demonstrates the skills, the sooner he gets the reinforcer.

<http://theautismhelper.com/procedures-prompt-fading/>

Most to Least Prompt Fading

- **set criteria for changing prompts;** once your student hits a particular number of days or sessions or trials at a particular prompt level, fade to the next level; take data to track progress
- **once you hit the criteria move to the next type of prompt;** refer to our prompt hierarchy or order that is in Monday's post. Move up the list to less and less intrusive prompts.
- **fade magnitude than switch prompt type;** before you switch from a gestural to a verbal prompt adjust the magnitude of the prompt. A dramatic point to an object is different than a nod of your head.

<http://theautismhelper.com/procedures-prompt-fading/>

Reinforcement

Methods of selecting:

- Reinforcer survey or interest inventory
- Spending time with the student
- Watch and listen

How to select reinforcement:

- Select age-appropriate reinforcement
- Use natural (and FREE!) reinforcement whenever it is effective
- Think of the student as a "customer"
- Use reinforcement appropriate to the student's level of functioning
- Avoid partial praise statements
- Do not confuse reinforcement with a student's basic rights

Reinforcement Ideas

- Praise Notes
- Behavior Specific Praise
- Mystery Motivators
- Connect the dots

Praise Note



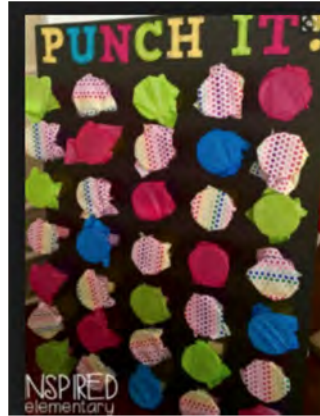
Behavior Specific Praise

- I like the way you walked in calmly, sat down, and got started right away on your work.

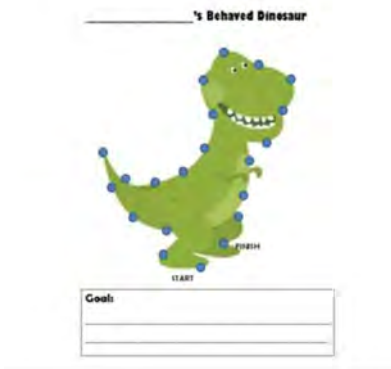
-vs.-

Nice job entering the classroom!

Mystery Motivator



Connect the Dots



Discrimination Procedures

- **Discrete Trial Training-** a method of teaching in simplified and structured steps. Instead of teaching an entire skill in one go, the skill is broken down and “built-up” using discrete trials that teach each step one at a time (Smith, 2001).
 - Also known as
 - “discrete trial procedure”
 - “discrete trial teaching”
 - “discrete trial instruction”
- **Errorless Learning-** The use of instruction designed to prevent errors or incorrect responses. Typically prompts (artificial cues that provide assistance to the learner about the correct response) are presented so that an individual engages in a behavior that is being targeted. Once the individual is engaging in the behavior appropriately, then these prompts are faded or removed slowly and systematically so that the correct behavior is made with few or no errors.

(<https://asatonline.org/for-parents/learn-more-about-specific-treatments/applied-behavior-analysis-aba/aba-techniques/errorless-learningteaching/>).

Data Collection Management



Handouts

- Reading Probe (interventioncentral.org)
- Miscue Marking System (interventioncentral.org)
- Reading Fluency/Comprehension Graph (download)
- DOLCH List (online)
- Kindergarten Checklist (district)

- Math Facts Graph (download)
- Behavior Contract (download)
- Behavior Monitoring Sheets (download)
- Visual Schedule (download)

- On/Off task Observation Sheet (download)
- Para Improvement Letter (para handbook)
- Great Website List for Students (para handbook)
- Reflection Sheets (para handbook)

Recommended Resources

Reading

- Leslie, L. & Caldwell, J. (2006). *Qualitative reading inventory-4 (4th ed.)*. Boston: Pearson Education Incorporated
- Rasinski, T.V. & Padak, N. (2005). *3-minute reading assessments: Word recognition, fluency & comprehension*. New York, New York: Scholastic Incorporated.
- Roe, B.D. & Burns, P.C. (2007). *Informal reading inventory (7th ed.)*. Belmont, CA: Wadsworth Cengage Learning.
- Roe, B.D. & Burns, P.C. (2011). *Informal reading inventory (8th ed.)*. Belmont, CA: Wadsworth Cengage Learning.

Recommended Resources Contd.

Math

- Tuttle, A.B. & Tuttle, W. (2001). *Daily word problems math*. Saline, MI: McNaughton & Gunn.
- <http://www.math-drills.com>

Discipline Method

- Faye, J. & Funk, D. (1995). *Teaching with love and logic: Taking control of the classroom*. Golden, CO: The Love and Logic Press Incorporated.

Intervention Websites:

- Interventioncentral.org
- Pbisworld.org

Questions??

Thank you for coming!

Felicity Balluch

fballuch@peru.edu

Jessica Nelson

jessnelson@ksu.edu

Para Handbook

Northview
Elementary
School
2016-2017



Table of Content

Para Roles and Responsibilities.....	1
Do's and Don't for Paraeducators.....	2
Absences and Dress.....	3
Confidentiality.....	4
Chain of Command for Problems.....	5
Communication.....	6
Dealing with Behaviors and Mandt.....	7
Emergency Plans, etc.....	8
Evaluations.....	9
Paraeducator Eval by Classroom Teacher...10	
Classified Evaluation.....	11-12
Additional Resources:	
Love and Logic Examples Pages.....	13-14
Exceptionalities.....	15-19
Example IEP goal/services.....	20
Service Model and Modifications/Acc.....	21
Behavior Forms.....	22-30

Para Roles and Responsibilities

Some of your roles and responsibilities at Northview Elementary will be as follows:

Working with Students:

- Treat all students with respect and talk to them using a calm, assertive voice. (Yelling escalates situations.)
- Follow the school rules to address bullying. (Olweus)
- Follow through with what you tell the students. Do not give empty threats or promises. Students need to trust you.
- Do not refer to the student as a “special ed. student.” Use people friendly language.
- Assist with the arrival and departure of children.
- Assist with the instruction of personal hygiene with students in a respectful manner.
- Monitor and provide positive discipline as necessary.
- Praise and motivate the students frequently.
- Provide assistance with all instructional activities.
- Assist all students in the classroom and divide your time according to student needs.
- Provide more individual attention to students who need it.
- Read with students during appropriate times in the classroom.

Working with General Education Teachers and Other Staff:

- Work together as a team and not as an individual.
- Build and maintain effective communication.
- Familiarize yourself with teacher rules and expectations for the classroom you are working in.

Documentation:

- Fill out incident forms for bullying and behavior that result in a visit to IRC or office.
- Fill out behavior observations and sheets after training has occurred and whenever needed.
- Note: If you need to document something immediately and need someone to cover your classroom for you, please let a special education teacher know and we will find someone to cover for you. Documentation is that important!

District and School Requirements:

- Complete the para in-service hours needed. You will receive additional information regarding this.
- Learn school policies and procedures. These can be found in the school handbook.
- Understand the chain of command in the district.
- Attend required meetings and professional development.
- Familiarize yourself with the evaluation form.

As a para, you are a huge part of our special education team. In your role as a para, you will have a wide range of responsibilities. Please remember flexibility is a must. Always expect the unexpected. If we do not tell you enough, we appreciate all that you do and how flexible you are!

Do's and Don'ts for Paraeducators

Do

- Walk around the classroom and assist other students when the student(s) you usually work with do not need assistance. (Avoid sitting in one spot)
- Verbally praise students for their hard work.
- Use assertive communication when speaking with teachers and students.
- Report ANY signs of abuse or neglect as soon as you see them. You are a mandatory reporter by law. Document evidence as soon as possible.
- Use direct instruction when asked to teach a small group.
- Be confident! Students will test their boundaries. Be kind, but firm. Follow through with what you tell the students.
- Report bullying.
- Use your cell phone for **emergencies only**.
- Ask us questions or share concerns.
- Follow your schedule, but be flexible if we ask you to do something else. Changes in your schedule come from the special education teachers.
- Inform teachers of schedule changes. If they have questions, direct classroom teachers to the special education teachers.
- Complete documentation every day before leaving.
- Respect the school. Our custodians work very hard. If you make a mess or see trash on the floor, please be a good role model for the students by picking it up.

Don't

- Take photos/videos of any student for social media or on a temporary basis without prior knowledge of parent consent
- Grade the teacher's papers
- Make copies for the teachers
- Put up bulletin boards for the teachers
- Implementing any behavior rewards without discussing with a teacher
- Speak with parents regarding their child. (Direct them to the classroom or special education teachers.)
- Speak about students' personal information to anyone who does not work directly with the student
- Supervise the entire class alone in the classroom. (This is a huge liability concern.)
- Give any formal or standardized tests or interpret results without training
- Select, program, or prescribe educational activities or materials without the supervision and guidance of a teacher
- Be solely responsible for preparing lesson plans or initiating original instruction

Absences

When you are going to be gone, and you know in advance, please let the special education teachers, the administrator, and the secretary know as soon as you do. This will allow us to get a substitute for you. You will need to fill out a *request for personal time off form* and give to our principal.

If you get sick, are unable to come to work for personal reasons, or are running late, or you are unable to come in to school for any reason, please call one of the following:

Megan at (785)

Dustin at (785)

Katy at

You do not have to call/text all three, but you need to continue calling until you get a hold of one of them. If you leave a message, please continue on with the list until you talk to someone in person.

You will **also** need to call the following:

Stephanie Lagerman, our school secretary, at (785) 587-2070 after 7:30.

Dress

When choosing your outfit, please remember that you are a professional who is setting an example for students. You want to establish credibility, professionalism, and respect.

- Your shirts need to be long enough to not show your midriff. They also need to be cut high enough to not show off your chest. Remember, you will be leaning over a lot to assist students.
- T-shirts are not allowed unless they are NV Elementary t-shirts.
- Your pants should not have any rips or tears and should not look old. They should also not reveal your undergarments when you lean over or squat down.
- Shoes should fit the activity level of the students on your schedule.
- When wearing skirts, please keep in mind that you may be required to restrain a student. Your skirt needs to nearly reach your knees. You may even consider wearing shorts underneath.
- If you choose to wear tights, leggings, or other form fitting pants please wear a top long enough that it will cover the crotch and bottom areas without consistently pulling it down.

Confidentiality

As a para, you will have daily access to information about students that must remain confidential. You are required to keep confidential information such as academic achievement, test scores, student behavior, attendance, family problems, and other personal information. You must keep information regarding students and their families confidential. It is required by law, and breaking confidentiality will result in termination.

Many times you will be asked questions about students you work with. You could be asked about their educational performance, behavior, or what is wrong with a student. Some people will want to know about student progress, their needs, their home life and other information. You must act according to the laws that protect student privacy. There are two questions to guide whether or not to share the information.

1. Is the person requesting the information **directly involved** with the student's education?
2. Will the **student** benefit if the person receives the information?

Below are some ways to avoid confidentiality problems.

- ❖ Do not point out or label children in public or anywhere outside of school.
- ❖ Avoid sharing personal information with anyone not directly involved with the student.
- ❖ Avoid using names if you are asked about your job.
- ❖ Suggest that questions be directed to the teachers or parent.
- ❖ Be careful not to distort, exaggerate or confuse information.
- ❖ Never use student information as gossip or as a joke.
- ❖ Consider your words carefully in the workroom (teacher's lounge), where it is very easy to say something unintentionally.
- ❖ Remember, children deserve the respect you would provide your own child.
- ❖ Focus comments on student strengths and be positive.
- ❖ At anytime if you don't want to answer a question or are unsure whether to answer, DON'T! (But do so gently and politely.)
- ❖ Be direct and honest. "I'm sorry, but I cannot share that information with you."

Chain of Command for Problems

At times throughout the school year, you may encounter problems that you yourself may not be able to handle. If the need arises, here is the chain of command you should follow to report problems.

If the problem is with a student...

- Report to the general education teacher and the special education teacher

If the problem is with a general education teacher...

- First, talk to the general education teacher if you feel you are able to.
- If not, talk to the special education teacher about what you should do.
- If you feel that this still hasn't solved the problem, report to administrator.

If the problem is with the special education teacher...

- First, talk to the special education teacher if you feel you are able to.
- If not, talk to the administrator.

If the problem is with another paraeducator...

- First, talk to the special education teacher.
- Next, talk to the administrator if needed.

If the problem is with another professional staff member...

- First, talk to that staff member if you feel you are able to.
- If not, talk to the special education teacher.
- Last, talk to your administrator if needed.

If the problem is with a parent...

- First, talk to the special education teacher.
- If needed, talk to the administrator next.

Our advice to you is to always try and talk to the person it is you are having troubles with. We have found that is the best way to solve the problem. However, if you feel unable to do that, please follow this chain of command. One thing we do not recommend is talking to multiple, random people about the problem. Please report your issues in a timely manner and do not wait for a long period of time. We do not want small issues to become major ones, and we do not want major problems to go unresolved.

Communication

Communication Styles

The three main types of communication styles are passive, aggressive, and assertive.

Passive Communication:

- People who use passive communication feel the need to ask permission before making their own decisions.
- Passive communicators are often taken for granted, unappreciated, and do not get what they need because they do not make their needs clear.
- They may think things like, “I’ll do anything to avoid conflict and to please my boss.”
- This type of communication is ineffective because it does not allow people to have their needs met.

Aggressive Communication:

- People who use aggressive communication use a loud, demanding voice.
- They are not respectful to the listener.
- Subtle forms of aggression are angry looks, an exasperated sigh, or shaking your head in disbelief.
- They may think, “I can do whatever I want to do just as long as I get what I want.”
- Few people display this type of communication on purpose. They may do it without knowing it.
- This type of communication is demeaning to students and other adults.

Assertive Communication

- People who use assertive communication use “I” messages instead of “you.”
- They also say “and” instead of “but.”
- To use assertive communication, state the behavior objectively. Do not make judgments.
 - Say, “He stomped his feet, crossed his arms, and used a loud voice when the teacher told him to sit down,” instead of saying, “He threw a fit about not getting his way.”
- Assertive people name their own feelings and state what they would like to happen, while also expressing concern for others.
- This is the type of communication that we would like for everyone to display.
- When using assertive communication,
 - Maintain good eye contact
 - Stand up straight
 - Speak slowly and calmly
 - Stop and think before you talk
 - Make short responses
 - Consider the consequences before you speak
 - Ask only open-ended or specific questions

Dealing with behaviors

When you enter a classroom when a student is elevated:

- Remain calm
- If you have a positive relationship with the student try to calmly talk to the student about what is going on. See if they want to go for a walk, help with assignment, come to the IRC, etc.
- If you are new to the student assist the teacher with calling for help or managing the class while the teacher talks to the student.
- Document the event in the student's progress log.

When you are in a classroom when a student is getting frustrated:

- Depending on the kid try to take a break from the work and come back 5 minutes later. Activities could include: walk, sensory tub, drink of water, sensory dogs, etc.
 - Once you know the student you will know what works best. Students still need to complete the task that was frustrated.
- If the student continues to become frustrated or will not take a break please call for assistance with the student.

When you enter the IRC:

- If a student is sitting in a quiet chair, please ignore the student. Ask one of the resource teachers if they need assistance.
- If a student is being restrained, we will ask if we need assistance with restraining. Some students will become even more upset when people are around and involved in the situation. Please take students that are in the classroom to the hallway or other room.
- If you bring a student in the classroom, sit them in the quiet chair and come talk to a teacher about the situation. Tell the student that they need to sit quietly while we decide what the next step will be for the student.

The Mandt System

Mandt is a system based on the philosophy of “putting people first.” “ It is based on the principle that all people have the right to be treated with dignity and respect. It emphasizes the importance of using dignity and respect while utilizing tools such as Positive Behavior Support and Trauma Informed Services to prevent escalation from occurring. If this is not possible, to use a system of gradual and graded alternatives for de-escalating and managing people, using a combination of interpersonal communication skills and techniques designed to de-escalate all the participants in an interaction.” You will be asked as a paraeducator to complete this training when it is offered through the district. Your certification will need to be renewed every year. The reason you are asked to obtain this training is because you may encounter students who require you to utilize the skills you learn in Mandt. If you are required to restrain a student, you may only do so if you are Mandt certified.

Information taken from The Mandt System Training Manual by David Mandt and Associates.

Emergency Plans

In case of an emergency such as fire or tornado, there are exit guides located next to the doors of every classroom. Please follow them accordingly. If you are working with a student in an area in which you are unfamiliar with the designated exit in the event of a fire, take the student out of the closest exit in order to leave the building immediately. In case of a tornado, you will enter the nearest hallway with no windows. For other emergencies such as an intruder or a need for poison control, see the emergency management guide for our school.

*If you see a person walking through the hallways with no badge on, please escort him or her to the office so that he or she may check in and receive a badge. The badge lets staff and students know that the person is not a threat and in the right place.

Suicidal Thoughts or Threats

If you are working with a student, and he or she alludes to suicidal thoughts or threats, you **must** pay attention. He or she may state very bluntly that he or she wants to die and may even have a plan for carrying it out. Either way, you need to inform the special education teachers, the school social worker, **AND** the principal **IMMEDIATELY**. Before you do, please find someone to stay with the student so that he or she is not left alone. Suicidal thoughts or threats should not be downplayed by telling a student that they don't really mean it. Each threat should and will be taken seriously.

Suspected Abuse

As an employee of a school district, you are now a mandated reporter. If at any time, you suspect that a child has been abused or have proof, you are required by law to report it to social services. Abuse can be physical, mental, or emotional. If you are unsure about what you have seen or heard, please speak with the social worker or administrator. No one can tell you whether or not a situation needs to be reported. You must use your own judgment. Know that by telling another professional, you are not relieved of your liability. It is your responsibility to report **ANY** suspected or confirmed abuse. The number for social services is 800-922-5330.

Evaluation

The purpose of evaluations is used in order to help us know the strengths you are exhibiting while working in the classrooms. They also help us to communicate with you about the areas in which improvement is needed and help us in making a plan to better support you. Classroom teacher will help fill out evaluations throughout the year and will be discussed with you. An overall evaluation will be conducted at the end of the school year to reflect your growth.

If any of the actions described in our district level para handbook occurs the para may receive a range of actions from verbal warning up to termination based on the incident.

Here is an example written warning:

Written Warning

Employee's Name: _____

Date: _____

1. Has a verbal warning been issued?

Yes _____ No _____

2. Explain why this warning is being given. Check all that apply:

<input type="checkbox"/> Tardiness	<input type="checkbox"/> Safety violation	<input type="checkbox"/> Attire	<input type="checkbox"/> Not following schedule
<input type="checkbox"/> Excessive absenteeism	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Confidentiality breach	<input type="checkbox"/> Inappropriate cell phone usage
<input type="checkbox"/> Inappropriate language/comments	<input type="checkbox"/> Other: _____		

Employee Signature: _____

Employer Signature: _____



Paraeducator Eval by Classroom Teacher

_____, please take some time to fill out this evaluation form on _____. The input you give us will help to ensure that the paraeducator assisting you is being as helpful as possible. Your information will be kept confidential so please be honest. If a problem arises, and we feel the need to speak with the para based on your information given, we will speak with you first. Thanks!

Felicity, Kelly, and Megan

	Yes	No
1. My paraeducator interacts well with my students.	_____	_____
2. My paraeducator seems knowledgeable in the required subject areas.	_____	_____
3. My paraeducator has good academic strategies.	_____	_____
4. My paraeducator has good behavioral strategies.	_____	_____
5. My paraeducator knows how to praise a student in a proper manner.	_____	_____
6. My paraeducator is always on time.	_____	_____
7. My paraeducator and I communicate well.	_____	_____
8. I work well with my paraeducator.	_____	_____

Area of strength: _____

Area of Improvement: _____

Please return this by: _____

Manhattan Ogden – USD 383 Classified Evaluation

Name:	Assignment: Paraeducator
Building: Northview	Evaluation Date:

Goal(s) for 2015-16:

Listed below are the performance areas under review. In addition to each performance area being rated, the evaluator is required to provide comments when “Exceeds Expectations” or “Needs Improvement” are selected, and as necessary when other ratings are selected.

Exceeds Expectations	Meets Expectations	Showing Improvement	Needs Improvement	Performance Areas
				A. JOB SKILLS and KNOWLEDGE: The employee possesses the knowledge, skills and ability required to perform the essential functions of the job.
				B. PRODUCTIVITY and QUALITY OF WORK: The employee on a daily basis demonstrates the desire and ability to meet or exceed established quality standards.
				C. WORKING RELATIONSHIPS: Works with and relates to others effectively.
				D. COMMUNICATION SKILLS: 1. The employee communicates will verbally and nonverbally using any and all required technological tools. 2. The employee effectively carries out verbal and written instructions.
				E. PUBLIC RELATIONS: The employee positively represents the building/district when dealing with the public. 1. In-building, face-to-face 2. Telephone/email etiquette 3. Rapport with students/parents/staff
				F. INITIATIVE: The employee shows initiative in carrying out the duties of the job.
				G. OBSERVANCE OF SAFETY STANDARDS FOR THE POSITION: The employee observes and demonstrates on a daily basis the knowledge of district safety procedures required in this position.
				H. OBSERVANCE OF DISTRICT POLICIES and PROCEDURES: The employee observes and demonstrates on a daily basis the policies/procedures set forth by the district.
				I. ATTENDANCE and OBSERVANCE OF WORK HOURS: The employee is conscientious in punctuality and attendance.
				J. KRONOS – Use of Automated Time System. The employee uses the automated time system and is aware of and follows Guidelines for Employee Conduct.

USD#383 – CLASSIFIED EVALUATION

General Comments on the Performance Areas:

Explanation for rating(s) of “Exceeds Expectations” or “Needs Improvement”:

Area(s) of Strength or Concern:

Tentative Area(s) of Focus:

Employee _____ Date _____

Evaluator _____ Date _____

Signatures need not indicate concurrence, merely that both parties have discussed the evaluation document.

Love and Logic Solution:

Using Enforceable Statements

Many children have an uncanny ability to get us pulled into trying to control what we really cannot.

Truly powerful Love and Logic parents recognize this and avoid this trap by using enforceable statements. Enforceable statements tell kids what **WE** will do or allow...rather than trying to tell **THEM** what to do.

When we set Love and Logic limits by saying what WE will do or what WE will allow:

- We avoid looking like a fool when we can't get our kids to do what we say.
- We share some control with our children. As a result, they are much less likely to resist in order to regain control.
- We avoid getting sucked into trying to control something we really can't.

Examples of Love and Logic Enforceable Statements:

- I give treats to kids who protect their teeth by brushing.
- Breakfast is served until 7:30. Get all you need to hold you till lunch.
- My car is leaving at 8 am.

- I'll listen as soon as your voice is as calm as mine.
- I'll take you guys the places you want to go in the car when I don't have to worry about fighting in the back seat.
- I'll do all of the things I do for you around here when I'm feeling respected.
- I give allowance to those who finish their chores.
- I'll provide TV and Nintendo when the chores are done.
- I keep the toys I have to pick up. You can keep the ones you pick up.
- I'll be happy to buy you the clothes I feel are appropriate.
- I'll be happy to listen to you as soon as your father and I are finished talking.
- I loan money to those who have collateral.
- I loan the car to those who have made a deposit equal to the insurance deductible.
- I'll reimburse you for your college tuition for those classes in which you earn a "B" or above. I'll be happy to give you the money when I see your report card.



The Love and Logic People
2207 Jackson Street, Golden, CO 80401

1-800-338-4065

15

Love and Logic Solution:

Turn Your Word Into Gold

The Art of Enforceable Statements for the School

Ineffective Technique	Love and Logic Technique
Please sit down. I'm going to start now.	I'll begin as soon as you are seated.
Please be quiet. It's time to begin.	I'll be glad to start as soon as you show me that you are ready.
Open your books to page 54.	I'll be working from page 54.
I'm not going to line you up until everyone is quiet.	I'll be lining people up as soon as it is quiet.
Don't sharpen your pencil while I'm talking.	I allow people to sharpen pencils when I am not giving directions.
You can't go to the restroom until I finish the directions.	Feel free to go to the restroom when I'm not giving directions.
Don't be bothering your neighbors.	You are welcome to stay with us as long as you and others are not being bothered.
Keep your hands to yourself.	Feel free to stay with us when you can keep your hands to yourself.
Turn your assignment in on time or you'll get a lower grade.	I give full credit for papers turned in on time.
Don't talk to me in that tone of voice!	I'll listen as soon as your voice is as calm as mine.
You show some respect.	I'll be glad to discuss this when respect is shown.
Don't be late for class.	All of those who arrive on time go home on time.
Don't try to turn in sloppy papers to me.	I'll be glad to accept all papers that meet the neatness standard for this room.
Keep your desks organized and neat.	All owners of neat desks are welcome to join us at recess.
I'm not loaning you any more paper.	I loan paper to those who have not borrowed before.
If you can't remember your pencil, you're just going to have to do without.	Feel free to borrow from anyone but me.

continued on page 2

Exceptionalities

Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD)

- Must have a doctor's diagnosis
- Characterized by a difficulty in focusing and maintaining attention
- ADHD also includes hyperactivity or a need to move around frequently
- First observed early in a person's life
- To assist in the student's ability to concentrate, do the following:
 - Remove distracting objects
 - Point to or highlight important information
 - Ask student to look at you before stating directions
 - Keep directions short and simple
 - Use the student's name when speaking to him or her
 - Repeat directions if necessary
 - Praise the student for effort and attention to tasks
 - Break tasks or a series of directions down into smaller sets of steps
 - Use kind verbal reminders to help keep the student's attention focused
- To assist with the hyperactivity, try the following:
 - Allow the student to stand to complete his or her work (if he or she chooses)
 - Use a disco seat (located in the special ed. room)
 - During appropriate times, allow the student to come to the special education room to jump on the trampoline
 - Take a walk in the hallway
 - Use weighted vests or lap mats (located in the special ed. room)
 - Use a teacher approved fidget
- Remember that this exceptionality makes it challenging for the student to focus. The student does not choose to become distracted.

Autism

- Must have a doctor's diagnosis.
- Affects verbal and non-verbal communication and social interaction.
- Usually evident before age 3.
- Students with Autism often engage in repetitive activities or movements.
- Students typically have resistance to changes in environment and daily routines.
- May have unusual responses to sensory experiences.
- Students with Autism vary widely in abilities, intelligence, and behaviors.
- For students with Autism, try the following:
 - Provide structure and routine in the student's day
 - Give directions step-by-step
 - Reinforce positive behavior
 - Provide both visual and verbal information
 - Use concrete examples

- Be consistent and predictable
- Make clear expectations and follow through with them

Communication Disorders

- Refers to delays or problems in speech, voice, and language functions.
- Range from sound substitutions to the inability to understand or use language.
- Communication is referred to as delayed if the student is noticeably behind his or her peers in the acquisition of speech or language skills.
- Terms:
 - Speech disorder – difficulties producing speech sounds
 - Voice disorder – unusual sound to voice
 - Language disorder – impairment in ability to understand or use words in context
- Assist a student with a communication disorder by:
 - Being patient and giving the student time to organize his or her thoughts before speaking
 - Modeling correct spoken language
 - Do not allow other students to make fun of the way a student speaks
 - Encourage the student to speak, especially about things the student enjoys

Deaf/Hard of Hearing (D/HH)

- This term is used to describe a wide range of hearing losses.
- Hard of hearing means that a student has an impairment in hearing.
- If a student is deaf, the student cannot process language through hearing with or without amplification.
- Impairments in hearing can occur in one or both ears.
- You can assist students with this disability by:
 - Being aware of the student’s possible need to see the lips of oral speakers in the classroom
 - Arranging seating so students can see other students when they speak in class discussions
 - Providing many visual examples and written directions
 - Learning some sign language if the student uses signs to communicate

Emotional and Behavioral Disturbance (EBD)

- Long term characteristics: (A student may not display all characteristics.)
 - Difficulty building or maintaining satisfactory relationships
 - Inappropriate types of behavior or feelings under normal circumstances
 - May have a pervasive mood of unhappiness or depression
 - May display hyperactivity
 - Aggressive behavior
 - Self-injurious behavior
 - Withdrawals from others
- What to try:
 - Clearly define expectations

- Clearly state consequences
- Be firm but fair and consistent
- Provide a structured, predictable environment
- Understand and use the student's behavior management plan
- Reinforce positive behaviors

Gifted

- Students who are gifted have extraordinary abilities in one or more areas.
- These students need advanced skills and assignments so that they are engaged and learning.
- Allow students who are gifted the opportunities to be creative.

Learning Disabilities (LD)

- Students with a learning disability typically have a discrepancy between their IQ and their academic performance.
- Learning disabilities may affect listening, speaking, reading, writing, spelling, or mathematical calculations, but may not affect every area.
- To assist a student with learning disabilities, try the following:
 - Focus on the student's strengths
 - Provide structure and clear expectations
 - Use short, simple sentences when giving directions
 - Provide opportunities for success
 - Provide immediate feedback
 - Give the student extra time to complete tasks
 - Read directions aloud to students with reading difficulties
 - Students may also be given fewer problems since it may take them longer to complete the work due to processing problems.

Intellectual Disabilities (ID)

- Students with Intellectual Disabilities usually score 70 or below on IQ tests. (The average range of IQ's is 85-115.)
- These students develop at a rate that is below average and experience difficulty in learning skills and adjusting socially.
- Students with ID can learn...they just do so at a different rate than their peers.
- Students with ID may need:
 - Repetition and corrective feedback
 - High structure and clear expectations
 - Modeled appropriate behavior
 - Short, clear sentences when given directions
 - Demonstration of skills
 - Breaking tasks into smaller steps

Other Health Impaired (OHI)

- This area of special education includes a wide variety of health concerns.
- Some of the students with OHI may not need extensive special education services;

they just need support from time to time.

- This category may include students with diabetes, asthma, or seizures.
- Students who have ADD or ADHD and need special education services are usually classified as OHI since ADD and ADHD are not considered for eligibility under their own category.

Physical Disability

- This category includes but is not limited to the following:
 - Cerebral palsy – a disability in which brain damage before or at birth causes a person to have irregular movement patterns
 - Spina bifida – a birth defect that causes an abnormal opening in the spinal column
 - Loss of a limb
 - Any other physical impairments
- Students with a physical disability may learn normally, but need special education for support with classroom activities, especially physical education.
- Assist these students by:
 - Learning about their unique needs
 - Being patient
 - Give the student opportunities to be independent – do not do things for them if they can do them when given more time
 - Treat them as normal students
 - Arrange the classroom so that all students can access materials

Severe/Multiple Handicaps (SMH)

- Students who have this require ingoing extensive support in more than one major life activity.
- People who have SMH exhibit a wide variety of characteristics that may include:
 - Limited speech
 - Difficulty in basic physical mobility
 - Tendency to forget skills
 - Trouble generalizing skills to various situations
 - A need for support in major life activities
- Assist a student with SMH by:
 - Helping, but not hovering
 - Encouraging the student to be as independent as possible and to do things without your help if he or she can
 - Let the student speak whenever possible
 - Include the student in conversations and give him or her opportunities to respond, even if responses are nonverbal
 - Give the student dignity and respect.

Traumatic Brain Injury (TBI)

- TBI is an injury to the brain caused by an external physical force, such as a car accident.

- The injury may cause impairments in one or more areas, such as: cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem solving, sensory abilities, motor abilities, perceptual abilities, behavior, physical functions, information processing, and speech.
- Most individuals with TBI have been hospitalized and unconscious for an extensive period of time.
- These students once functioned normally and are usually well aware of the abilities that they have lost.
- Help these students by:
 - Being sensitive to their feelings of loss
 - Focus on their strengths
 - Provide structure, routine, and clear expectations
 - Use short sentences and clear vocabulary
 - Provide opportunities for success
 - Provide immediate corrective feedback

Visual Impairment (VI)

- Terms:
 - Partially sighted – some time of visual problem has resulted in need for special education
 - Low vision – a severe visual impairment, not necessarily limited to distance vision; inability to read a newspaper at a normal viewing distance even with the aid of glasses or contacts; use a combination of vision and other senses to learn
 - Legally blind – indicates that a person has less than 20/200 vision in the better eye or a very limited field of vision
 - Totally blind – indicates that a person has no vision
- Relate to a student with a visual impairment by:
 - Being sensitive to the student's need to hear oral speakers
 - Arranging seating so the student can hear other students as well as the teacher
 - Enlarge print and adjust seating for a student with partial sight
 - Ask the student to listen before you give directions
 - Repeat directions if needed

Source: Essential Skills for Paras by Marilyn Kaff, Ph.D. and Norma Dyck, Ed.D 1999

Individualized Educational Program

Baseline - Goal - Benchmarks/Objectives

Baseline #1: [redacted] has been observed to be on-task an average of 41% of the time. Off task behaviors inhibit [redacted]'s ability to complete classroom work and also present additional challenges in his peer relationships. When [redacted] is off task in the classroom he is talking, yelling, throwing objects, or crying. [redacted] can be very emotional and give up easily on harder tasks.

Goal #1.1: [redacted] will stay on task in the classroom 70 % of the time within the duration of the IEP based upon observation by staff.

Baseline #2: [redacted] is able to read a 2nd grade passage with 73% accuracy and 16 correct words per minute. He was able to answer comprehension questions after reading the passage with 40% accuracy.

Goal #2.1: [redacted] will answer comprehension questions after reading a given selection with 85 % accuracy as well as reading the passage with 90% accuracy within the duration of the IEP based upon data collection. *(Core Standard: RL.2.10, RF.2.4)*

Baseline #3: [redacted] struggles with using appropriate behaviors throughout the school day. Currently, he uses appropriate behaviors 25% of the time.

Goal #3.1: [redacted] will demonstrate appropriate school behavior throughout the school 85 % of the time within the duration of the IEP based upon observation by staff.

Related Services

Service	From	To	Amount	Setting	Provider	Freq
Social Work Services	09-22-2014	09-21-2015	30 minutes	G - Special Ed Classroom in a General Education Building:	Stephanie Thomas	Weekly

Special Education Services

Service	From	To	Amount	Setting	Provider	Freq
Special Education Services (extra reading)	09-22-2014	09-21-2015	30 minutes	G - Special Ed Classroom in a General Education Building:	Megan Rees and/or Special Education Teacher	Daily
Special Education Services (reading and math instruction)	09-22-2014	09-21-2015	150 minutes	C - Special Ed Direct Services in a General Ed Classroom in a	Megan Rees and/or Special	Daily

Service Model: Inclusion vs. Pull-out

At Northview Elementary, students who receive special education services are served through an inclusion and pull-out model. This means that they receive their special education services in the general education classroom most of the time. The services include but are not limited to reading with a student, providing support during assignments, increasing knowledge of multiplication tables, working on social skills, and behavior management. These services will be delivered by you, the special education teachers, and other service providers. The pull-out model consists of pulling students out of their general education classroom and providing services in the resource room or another convenient location. This will happen as well, but the majority of these services will be provided by the special education teachers. This type of service is also provided by the speech pathologist, by the occupational therapist and the social worker although the social worker and occupational therapist sometimes provide direct services in the classroom as well. At times, you may be asked to pull students out of the classroom to help them finish work or a project or to provide accommodations for tests.

Modifications and Accommodations

Accommodations are done when a student still completes the same work as their peers, but they have special circumstances for completing their work. An example would be changing the amount of time a student can have to complete the same work as his or her peers. For example, a modification would be eliminating the essay part of an exam because the student struggles with writing. Accommodations are provided more often than modifications. Every student's IEP will have a list of allowed modifications and accommodations. Please let us know if you feel others should be allowed for students or if one is not effective.

Example IEP Accommodations:

Program Modifications and Accommodations					
Location	Modifications/Accommodations	Frequency	Beg. Date	End Date	Implementor
	Assignment:				
All Areas	Written material read to student	daily	11/18/2014	11/17/2015	MIRGAN REES
All Areas	Extend time for completion of assignments and tests	daily	11/18/2014	11/17/2015	MIRGAN REES
All Areas	Use papedacators to assist student with assignments	daily	11/18/2014	11/17/2015	MIRGAN REES
	Pacing				
All Areas	Allow frequent breaks/vary activities	daily	11/18/2014	11/17/2015	MIRGAN REES
All Areas	Cooperative learning	daily	11/18/2014	11/17/2015	MIRGAN REES
	Reinforcement				
All Areas	Repeated review and drill	daily	11/18/2014	11/17/2015	MIRGAN REES
All Areas	Check often for understanding/review	daily	11/18/2014	11/17/2015	MIRGAN REES
	Test/Exam:				
All Areas	Read test to student	daily	11/18/2014	11/17/2015	MIRGAN REES
All Areas	Other: Separate, quiet location	daily	11/18/2014	11/17/2015	MIRGAN REES
All Areas	Frequent breaks	daily	11/18/2014	11/17/2015	MIRGAN REES
All Areas	Test in a small group setting	daily	11/18/2014	11/17/2015	MIRGAN REES

Behavior Documentation

Date: _____ Time: _____

Name: _____

Location where the situation/behavior occurred: _____

Staff Member making the report: _____

Situation/behavior:

Witnesses/other involved:

Actions taken:

_____ removed from the classroom or location

_____ administrator contacted

_____ counselor or social worker contacted

_____ parent contacted _____

_____ outside resources contacted _____

_____ Other (please describe) _____

Follow Up:













Cleion Morton, Principal
Northview USD 383

Think Sheet







Name: _____

Date/Time: _____

What I choose to do:

 Hit	 Kick	 Push/Pull	 Yell	 Run
 Not work	 Throw something	 Bite	 Argue	 Use mean words
 Disobey rule	 Pinch	Other:		

How I was feeling:

 Happy	 Sad	 Mad	 Scared
 Embarrassed	 Silly	Other:	

Next time I should choose to:

 Use safe hands and feet	 Use kind words	 Listen	 Ask for help	 Follow directions
 Take a break	 Ask someone to "Please stop"	 Stay in my work area	 Say, "I don't understand"	 Say, "I need my space"
Other:				

Student Signature: _____

Teacher Signature: _____

Reflection Sheet

Student Name: _____

Date/Time: _____

How did I get here? With Pass With Adult With Help Already Here
Where did I go? Relaxation Station Safe Spot Safe Desk Other
When did you go? Before a Bad Choice After a Bad Choice

What I did was:

Why was this behavior not okay?

Who could this disturb or hurt? _____

How can I avoid this problem in the future:

I have had trouble with this behavior before:

Yes No

Is it appropriate to apologize for the behavior I demonstrated? Y or N

If YES, who: _____

Before I return to class I need to:

*Completion of this sheet means I am ready to return to class and to follow class rules.

Student Signature: _____ Teacher Signature: _____

ABCF Chart
(Antecedent, Behavior, Consequence, Hypothesized Function)

Date/Time	Setting	Antecedent (what happened just before behavior)	Behavior Observed (use tally marks for number of incidents)	Hypothesized Function of Behavior	Consequence (what happened immediately after)	Notes
	<input type="checkbox"/> Morning Work <input type="checkbox"/> Reading Math <input type="checkbox"/> Hallway Lunch <input type="checkbox"/> Recess Lunch <input type="checkbox"/> Science Recess <input type="checkbox"/> Social Studies <input type="checkbox"/> Transition <hr/> <input type="checkbox"/> IRC <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Given Direction Correction <input type="checkbox"/> Transition Unknown <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Refusal <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Running Away <input type="checkbox"/> Property Destruction <input type="checkbox"/> Verbal Aggression	<input type="checkbox"/> Get attention <input type="checkbox"/> Get object <input type="checkbox"/> Get Self-Stimulation <input type="checkbox"/> Escape Attention <input type="checkbox"/> Escape Demand <input type="checkbox"/> Escape Activity	<input type="checkbox"/> Ignored <input type="checkbox"/> Redirection <input type="checkbox"/> Seclusion <input type="checkbox"/> Restraint <input type="checkbox"/> IRC <input type="checkbox"/> Office Visit	
	<input type="checkbox"/> Morning Work <input type="checkbox"/> Reading Math <input type="checkbox"/> Hallway Lunch <input type="checkbox"/> Recess Lunch <input type="checkbox"/> Science Recess <input type="checkbox"/> Social Studies <input type="checkbox"/> Transition <hr/> <input type="checkbox"/> IRC <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Given Direction Correction <input type="checkbox"/> Transition Unknown <input type="checkbox"/> Other (Specify)	<input type="checkbox"/> Refusal <input type="checkbox"/> Physical Aggression <input type="checkbox"/> Running away <input type="checkbox"/> Property Destruction <input type="checkbox"/> Verbal Aggression	<input type="checkbox"/> Get attention <input type="checkbox"/> Get object <input type="checkbox"/> Get Self-Stimulation <input type="checkbox"/> Escape Attention <input type="checkbox"/> Escape Demand <input type="checkbox"/> Escape Activity	<input type="checkbox"/> Ignored <input type="checkbox"/> Redirection <input type="checkbox"/> Seclusion <input type="checkbox"/> Restraint <input type="checkbox"/> IRC <input type="checkbox"/> Office Visit	

Seclusion/ Restraint Documentation

Seclusion or Restraint? S or R	Start Time	End Time	Location/ Task	People Involved	Time and Date Parents Were Notified

Was team or individual transport used? Y or N

Alternatives Used **BEFORE** Seclusion/ Restraint occurred?

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Choices <input type="checkbox"/> Prompts <input type="checkbox"/> Ignoring <input type="checkbox"/> Sensory Tools <input type="checkbox"/> Redirection (Verbal & Physical) <input type="checkbox"/> Distraction <input type="checkbox"/> Positive Reinforcement | <ul style="list-style-type: none"> <input type="checkbox"/> Time to calm on own <input type="checkbox"/> Silence/Quiet <input type="checkbox"/> Removing Audience <input type="checkbox"/> MANDT Blocking <input type="checkbox"/> Verbal De-escalation <input type="checkbox"/> Change of Staff <input type="checkbox"/> 1-1 Interaction <input type="checkbox"/> Other: _____ |
|--|---|

Actions of Student **BEFORE** Seclusion/Restraint

- Threw objects or materials at others with intent to hurt
- Hitting/kicking/biting others with intent to hurt
- Hurting self
- Other: _____

Actions of Student **DURING** Seclusion/Restraint

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Climbing <input type="checkbox"/> Spitting <input type="checkbox"/> Cursing <input type="checkbox"/> Crying <input type="checkbox"/> Urinating <input type="checkbox"/> Banging head on _____ <input type="checkbox"/> Taking clothes off | <ul style="list-style-type: none"> <input type="checkbox"/> Withdrawing <input type="checkbox"/> Threatening <input type="checkbox"/> Chewing on _____ <input type="checkbox"/> Hitting/Kicking Door/Walls <input type="checkbox"/> Demanding <input type="checkbox"/> Hitting/Kicking person: _____ <input type="checkbox"/> Other: _____ |
|--|---|

Actions of Staff **DURING** Seclusion/Restraint

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Ignoring <input type="checkbox"/> Silence <input type="checkbox"/> New Staff <input type="checkbox"/> Watching for Safety _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Reassurance <input type="checkbox"/> MANDT Restraint _____ <input type="checkbox"/> Calm Voice <input type="checkbox"/> Clear, simple directions |
|---|--|

Actions applied **AFTER**

- Followed directions to SIT calmly (not yelling, aggressive, chewing, etc.)
- Staff offers immediate praise/acknowledgement
- Followed second direction (sit in chair, put on socks/shoes, hold staff hand)/Praise again
- Problem solve with student about better choices (if calm enough to appropriately participate)
- Completed original direction given before behavior occurred.

Were any injuries sustained during the incident? If yes, to whom? Describe.

Was there any physical damage that occurred?

What debriefing occurred with staff following the incident?

- SPED team meeting
- Parent conference
- Meeting with staff involved

What extent did the staff adhere to the procedural implementation guidelines?

- All guidelines were followed
- Guidelines not followed: _____

Will a follow-up occur to review or develop the student's BIP as a result of this incident?

If so, when? Y or N

*Please complete a district incident reform in addition to this form as well as any other data collection sheets. File together.

Manhattan-Ogden USD 383
Manhattan, Kansas

EMERGENCY SAFETY INTERVENTION DOCUMENTATION

Date: _____

Dear: _____

The purpose of this letter is to inform you that on _____, at _____ (a.m./p.m.)
(date) (time)
the need for the use of an Emergency Safety Intervention was required for _____
(name of student)

K.A.R. 91-42-1(c) defines Emergency Safety Interventions (ESI) as "the use of seclusion or physical restraint when a student presents an immediate danger to self or others. Violent action that is destructive of property may necessitate the use of an ESI." Whenever an ESI is used, the parent(s)/guardian(s) must be informed within (2) school days.

Type of Emergency Safety Intervention Used: Seclusion _____ Restraint _____

Duration of Seclusion/Restraint: _____ (minutes) Location: _____

Name of Staff Member: _____ Witnesses: _____

Description of Incident:

Please contact the building principal if you have any questions regarding this use of ESI.

(Signature of person completing report) (Date)

*Parent(s)/guardian(s) notified of this incident on _____ by _____

(Date)

(Name of staff member)

*Original provided to Building Principal

*Copy provided to Parents/Guardians



Effective Dates: From 10/20/2011 to 12/20/2011

Mrs. Jones, the teacher, will give Ricky a sticker to put on his 'Classroom Hero' chart each time he does one of the following:

- turns in completed homework assignment on time
- turns in morning seatwork assignments on time and completed
- works quietly through the morning seatwork period (from 9:30 to 10:00 a.m.) without needing to be approached or redirected by the teacher for being off-task or distracting others

When Ricky has collected 12 stickers from Mrs. Jones, he may choose one of the following rewards:

- 10 minutes of free time at the end of the day in the classroom
- 10 minutes of extra playground time (with Mr. Jenkins' class)
- choice of a prize from the 'Surprise Prize Box'

Bonus: If Ricky has a perfect week (5 days, Monday through Friday) by earning all 3 possible stickers each day, he will be able to draw one additional prize from the 'Surprise Prize Box'.

Penalty: If Ricky has to be approached by the teacher more than 5 times during a morning period because he is showing distracting behavior, he will lose a chance to earn a 'Classroom Hero' sticker the following day.

The student, Ricky, helped to create this agreement. He understands and agrees to the terms of this behavior contract.

Student Signature: _____

The teacher, Mrs. Jones, agrees to carry out her part of this agreement. Ricky will receive stickers when he fulfills his daily behavioral goals of completing homework and classwork, and will also be allowed to collect his reward when he has earned enough stickers for it. The teacher will also be sure that Ricky gets his bonus prize if he earns it.

Teacher Signature: _____

The parent(s) of Ricky agree to check over his homework assignments each evening to make sure that he completes them. They will also ask Ricky daily about his work completion and behavior at school. The parent(s) will provide Ricky with daily encouragement to achieve his behavior contract goals. In addition, the parent(s) will sign Ricky's 'Classroom Hero' chart each time that he brings it home with 12 stickers on it.

Parent Signature: _____

Classroom Observation Sheet

Observer: _____ Student: _____ Date/Time: _____

Teacher: _____ Setting: _____ Subject: _____

Situation at 1 min intervals	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
On task																														
Off task																														
Talking																														
Looking around																														
Physical																														
Out of position																														
Fidgeting																														
Noisy																														
Throwing																														
Other																														



On/Off Task behaviors	Total number	Percentage of lesson
On task		
Off task		

Name: _____

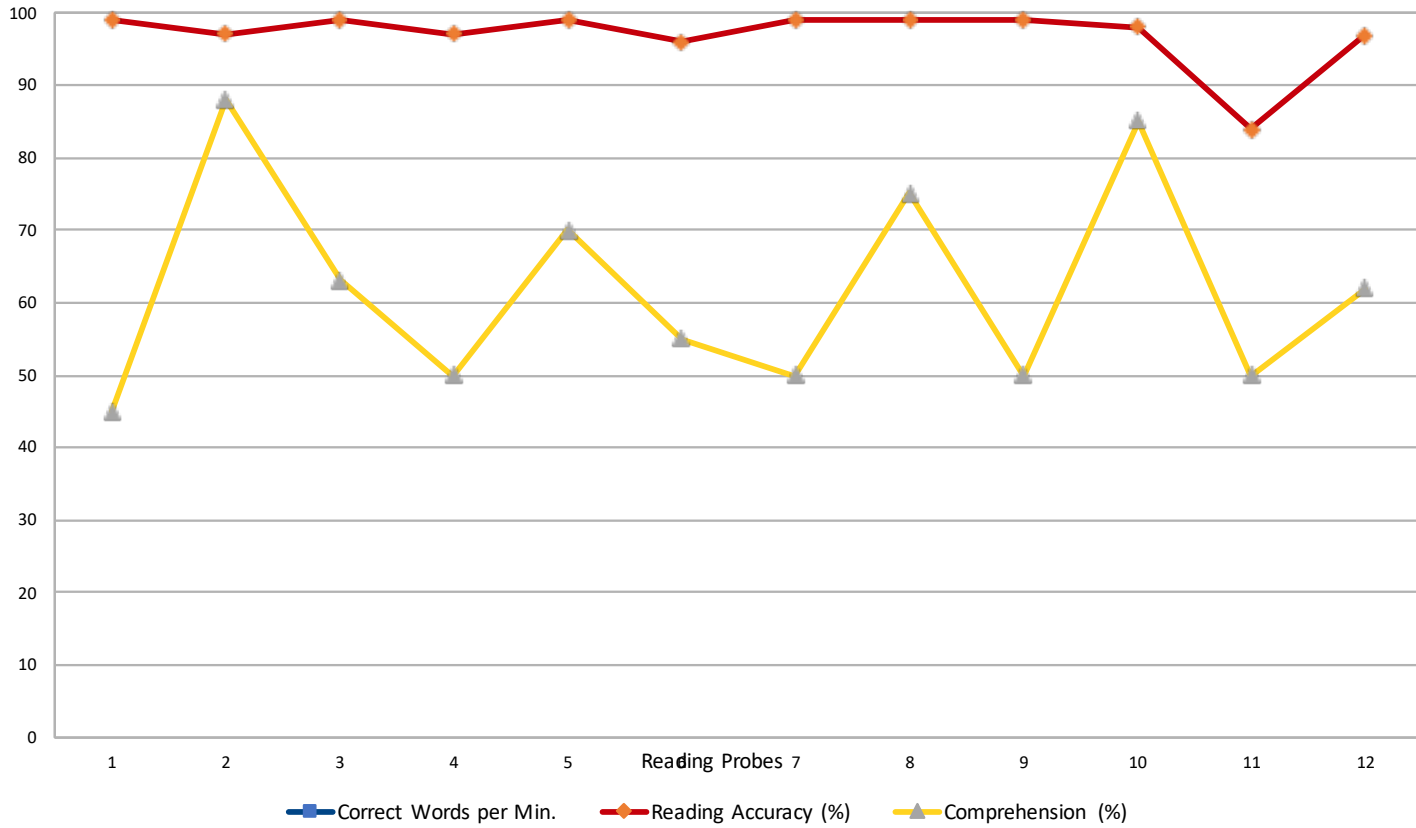
Date: _____

Goal:

Goal:.

Time			What happened?
8:30-9:00			
9:00-9:30			
9:30-10:00			
10:00-10:30			
10:30-11:00			
11:00-11:30			
11:30-12:00			
12:00-12:30			
12:30-1:00			
1:00-1:30			
1:30-2:00			
2:00-2:30			
2:30-3:00			
3:00-3:30			

Robert-Winter 2012



Reading Probe	1	2	3	4	5	6	7	8	9	10	11	Average
Correct Words per Min.	132	119	139	115	173	110	115	141	123	134	138	130.818
Reading Accuracy (%)	99	97	99	97	99	96	99	99	99	98	84	96.9091
Comprehension (%)	45	88	63	50	70	55	50	75	50	85	50	61.9091

How~To Templates

Visual Schedules



Individuals with an ASD sometimes have difficulties with sequential processing (i.e., learning the order of events). These difficulties with sequential processing may result in individuals becoming anxious or overwhelmed in certain situations, which in turn may lead to problem behaviors. In contrast, individuals with ASDs often have strengths in visual processing. As a result of this strength, the use of visual schedules can help the individual better understand expectations, thus reducing the likelihood of negative behaviors.

A visual schedule is a line of pictures, objects, or words that represent each major transition during the day. Some people worry that by adding a schedule to an individual's day, it reduces the individual's ability to be flexible. In reality, the opposite is true. By implementing a visual schedule, individuals generally are less dependent on having the same daily routine ongoing because the schedule itself provides the stability and routine s/he needs. Individuals can better handle changes to routine when they have schedules because they know that, regardless of the precise activities reflected, they can always determine what will happen next and get information by checking their schedule.

There are a variety of visual schedule formats available. Individuals should always be actively involved in monitoring his/her schedule (e.g., peel off completed activities, check off boxes for activities).

There are a variety of activity schedule formats available (e.g., picture, word, pull-off, check off). For details on each format, refer to the information for visual schedules on this website.

How Do I Make a Visual Schedule?

1. Break the individual's day into several steps represented by pictures or words
2. Be conscious of details (include even minor steps as needed for the individual)
3. Represent each activity so the individual knows what is expected (even periods like free time and break)
4. Determine the best visual format for the individual based on skills (motor, reading, attention to detail, etc.), developmental level, interests, distractibility, and functionality
5. Determine how the schedule will be used to indicate which activities are completed and which remain to be done as well as how the individuals will transition to and from the schedule (e.g., transition strips, transition pockets, finished pockets on schedule, mobile schedules)
6. Added details in making these format decisions are provided below in the sections regarding specific types of schedules.

**Materials provided are *samples only!*
They may need to be individualized to meet the particular needs of a person with an ASD!**



Christian Sarkine Autism Treatment Center
IU™ School of Medicine

www.HANDSinAutism.org

hands@iupui.edu

Tel: (317)274-2675

Fesler Hall (IUPUI)

1120 South Dr., Ste. 302

Indianapolis, IN 46202

Also, check out...

How-To Video: First-Then Board

How-To Template: Activity Schedule

How-To Template: First-Then Board

Kid's Corner Series:

Life with ASD Series

Academia Series

Strategies in Practice Series

View/download these and other templates at www.HANDSinAutism.org/tools/HowToTemplates.html



How to Use a Visual Schedule

When using the schedule, remember the following steps:

1. Give a standard phrase (e.g., "Check schedule")
2. Prompt the individual (from behind) to go to the schedule
3. Prompt the individual to look at or point to the first activity
4. Prompt the individual to go to the location of the first activity
5. When the activity is over, give the standard phrase again and prompt the individual back to the schedule

Remember!

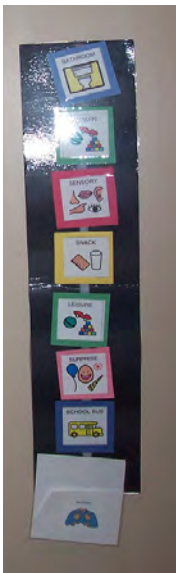
The schedule will require teaching; it will not automatically have meaning. Use enough prompting to ensure the child gets there, but fade out slowly so s/he goes to the schedule with increasing independence.

If you cannot fit the individual's entire day on the schedule (or if the individual does better with less information at a time), it is fine to simply put up part of the day. While s/he is engaged in one of the last activities on the schedule, you can arrange the schedule to include the next part of the day or have it ready on another board for putting up once the first section is complete.

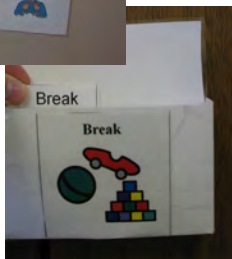
Formats and Presentations of Visual Schedules

Schedule Format

Picture/Icon/Photo Schedules



In a picture schedule, the activities are illustrated through picture icons or photographs. Each picture is attached to a schedule board with Velcro, and the pictures are removed as activities are completed. For some individuals, it is most appropriate to have them check their schedule, complete the activity, and then return to the schedule to remove the picture (into an envelope or box next to the schedule) to indicate the activity is complete. The individual then checks the next item on the schedule and continues in that manner.



Others do better when they check their schedule and then take the picture card to the area where their next activity will occur. This process helps the individual remain focused on



where s/he is supposed to be going. In this variation, envelopes or boxes must be next to each area where activities might occur (e.g., a bathroom, kitchen or bedroom at home; a play area, work area, and reading area at school) for pictures to be deposited in or have a matching picture to Velcro to in the activity area.



Picture schedules may be arranged vertically or horizontally. A general rule of thumb is to use a vertical schedule (i.e., top to bottom) for pre-readers and a horizontal (i.e., left to right) schedule for readers.

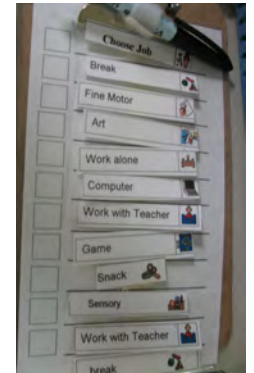
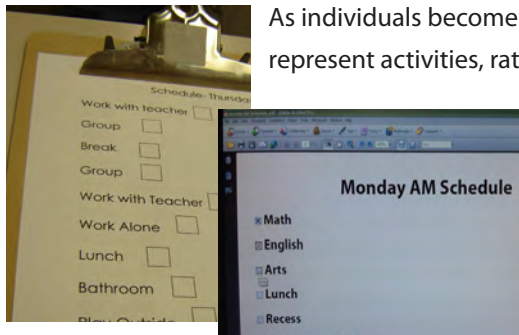
Object Schedules

For some individuals, pictures or photographs may be too abstract. If the individual needs a more concrete indication of activities, an object schedule can be implemented. In such a system, each activity is represented by a concrete object easily associated with the activity (e.g., a fork for lunch, a block for playtime, a pen for work time) or to be functionally utilized in the next activity (e.g., Lego to be utilized in playing Legos). The objects can be arranged in a row from first to last, indicating the order of activities and can be manipulated as represented above for picture schedules.



Word Schedules

As individuals become stronger readers, it can be appropriate to use words to represent activities, rather than pictures or photographs. If an individual has been on a picture schedule previously, it may help to fade the pictures out and the words in. Specifically, begin printing words on the picture schedule cards and, over time, increase the size of the words while decreasing the size of the picture. This process will help the individual begin to focus more on the written word than on the image.



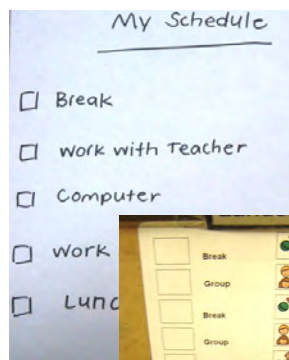
Schedule Presentation

Pull-Off Schedules

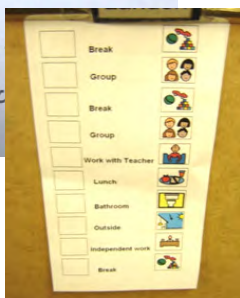
The use of Velcro to attach words or pictures to a schedule is a helpful method for some individuals. The process makes it easy to focus on which activity is next, because all prior activities have been removed from the board.



Check-Off Schedules



Although the use of Velcro highlights which activities are remaining on the schedule (by removing completed activities), other schedule formats may be more appropriate for certain individuals. In a check off schedule, all activities are listed on a piece of paper. Depending upon the reading level of the individual, it may be appropriate to use pictures, words, or a combination of the two to represent activities. A square should be next to each activity so the individual can “check off” activities as s/he completes them. This format allows the individual to see what s/he has already completed as well as see what remains to be done. Other variations of this schedule could include schedules written on a dry erase board or a cross off schedule in which the individual crosses off items completed in order on his/her sheet. This format can be distracting for some individuals, however, so it is not always the most appropriate format to use.



Stationary Schedule

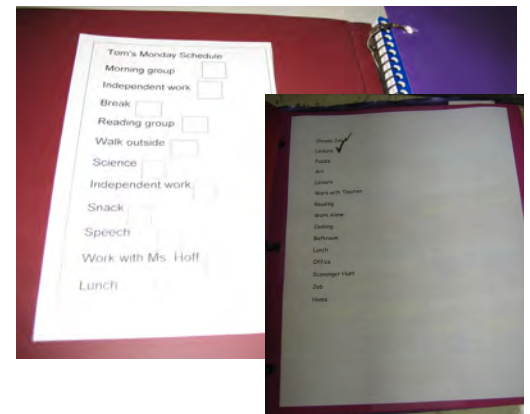
Schedules are placed stationary in a transition area (e.g., on the wall, table, cubby, etc.). The student will go to the transition area regularly after each scheduled activity.



Mobile/Portable/Travel Schedules

In all the above schedules, the schedule is located in a specified space and the individual returns to that place between each activity to check the schedule. For some individuals, it may be more appropriate to teach a mobile schedule. A mobile schedule is a schedule that an individual carries from one activity or room to the next.

Mobile schedules may be check-off (or cross off) schedules written on paper and placed on clipboards or in binders or pull-off schedules located on a small but sturdy surface. They can also be PDAs for the older student. When teaching the individual to use a mobile schedule, ensure that there is a clearly defined place for him/her to place the schedule in each activity area. It may be helpful to tape off a spot or use a sign, basket or other visual cue to indicate where the schedule should be placed. When using a mobile schedule the individual should check his/her schedule immediately after completing one activity so s/he knows where s/he is going next.

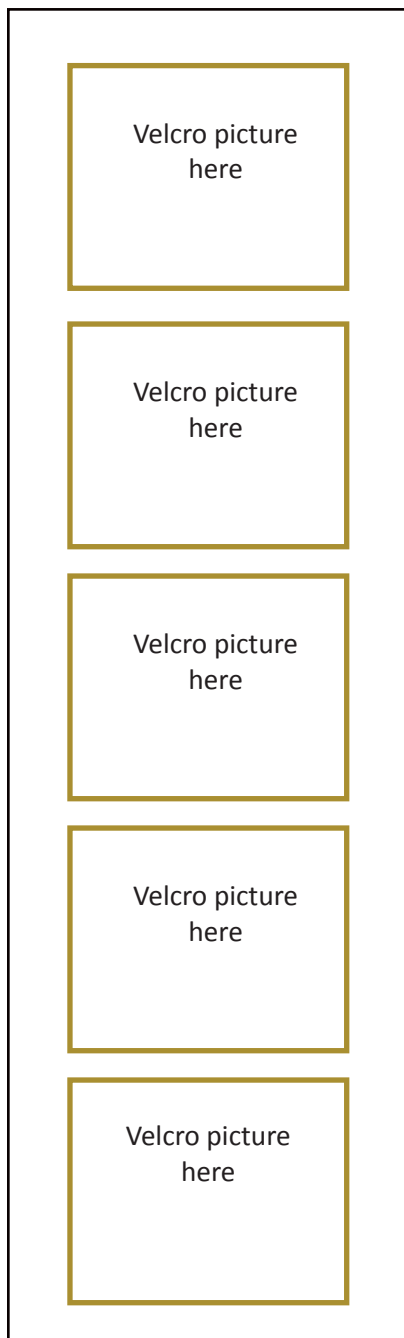


To Make a Pull-Off Schedule

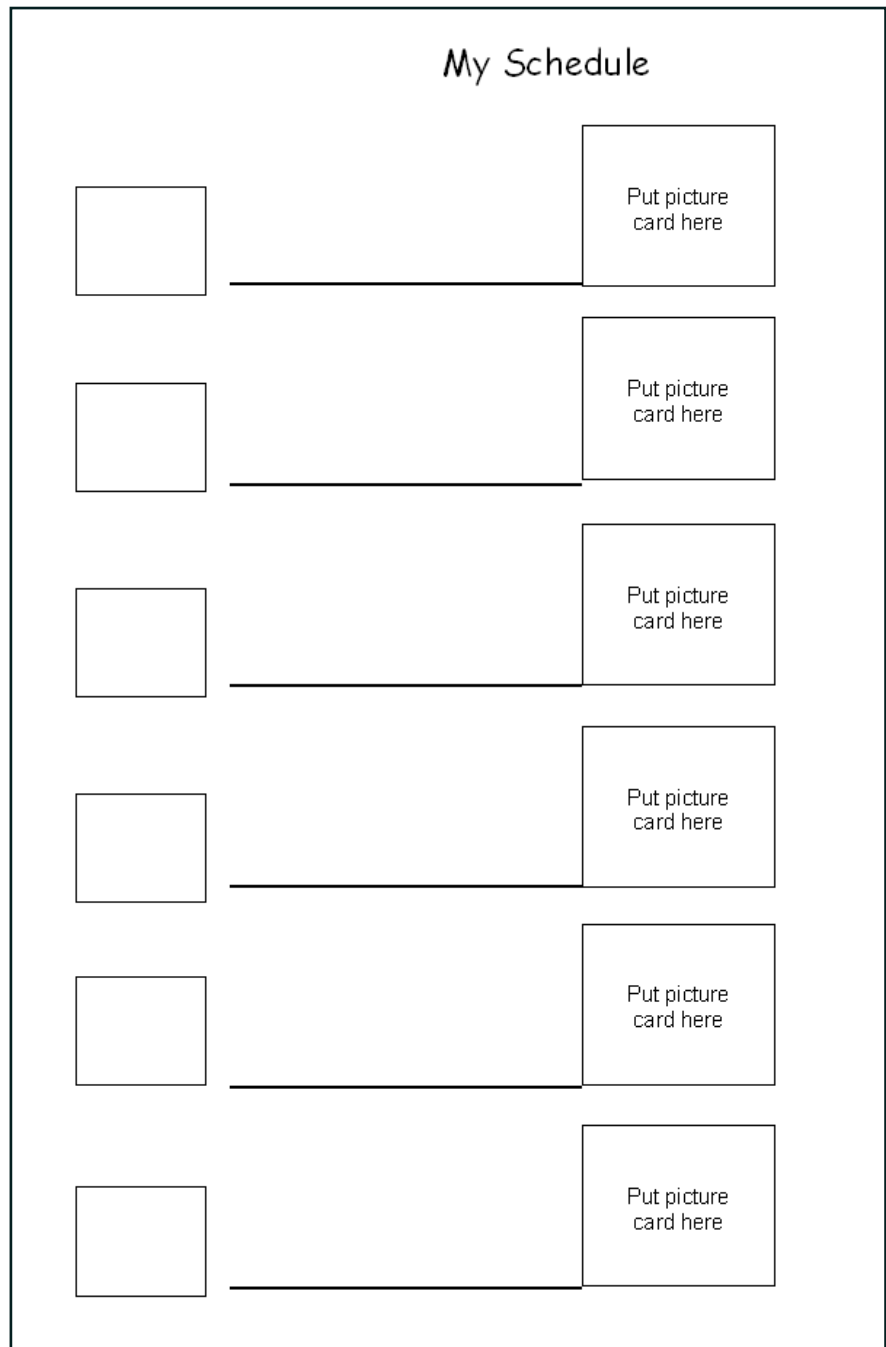
1. Cut out the pictures provided here (or write/draw your own based on the needs of the individual you know)
2. Laminate the schedule cards, if possible
3. Cut a rectangular piece of poster board so it is large enough for multiple activities to be listed (e.g., 8-12).
4. Place Velcro on the poster board in a straight line.
5. Use Velcro to place pictures or words on poster board

Schedule Template (not to scale)

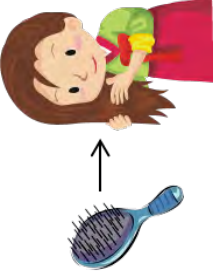

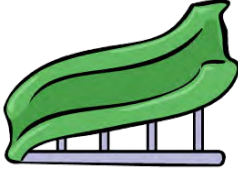














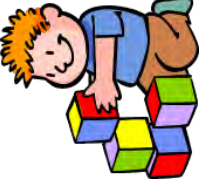

Picture Schedules



Check-Off with Pictures Schedules



Picture Template

<p>brush hair</p> 	<p>outside</p> 	<p>playground</p> 	<p>finished</p> 
<p>Brush teeth</p> 	<p>read</p> 	<p>exercise</p> 	<p>store</p> 
<p>get dressed</p> 	<p>watch TV</p> 	<p>arts and crafts</p> 	<p>doctor</p> 
<p>sleep</p> 	<p>break time</p> 	<p>circle time</p> 	<p>work</p> 
<p>eat</p> 	<p>play</p> 	<p>homework</p> 	<p>bath</p> 