



APPENDIX

Critical Components for a Classroom with a Student with a Behavior Challenge

ADULT BEHAVIOR

- #1 ingredient: *Positive relationship with students*
- Adult controls himself, not the student, i.e. monitors his/her own reaction- demonstrates "rational detachment"*
- Adult's tone, volume, and cadence indicates respect and projects dignity*
 - ★ *Tone: Try to avoid inflections of impatience, condescension, inattention, etc.*
 - ★ *Volume: Keep the volume appropriate for distance and situation*
 - ★ *Deliver your message at an even cadence or rhythm*
- Beware of your own body language: 85-90% of body language projects true feelings*

Data shows: Students will meet the level of expectation of their own teacher before they will meet the expectations of their own parents

CLASS-WIDE POSITIVE BEHAVIORAL SUPPORTS (ENVIRONMENTAL AND EMOTIONAL)

- Clear visual behavior goals and classroom procedures
- Sequential consequences for misbehaviors including strategies for prevention, intervention, consequences
- Evidence of close daily monitoring and data collection/Documentation of progress
- Sensory needs are recognized and met using sensory diet and/or tools such as wiggle cushion, therabands, deep pressure, joint compression, etc (based on recommendations from occupational therapist), FREQUENT STRUCTURED BREAKS AND WALKS, time for movement through physical games

1. Room Arrangement

- Classroom furniture arranged to clearly define work areas
- Defined areas exist for individual and group instruction
- Room arranged for students to assume responsibility for class materials
- "Chill" or break area clearly defined

2. Schedule

- Classroom Schedule** developed and posted for the school day
- Individual Schedules** developed and posted
- Evidence exists that schedules are used daily

3. Individual Work Systems

- Work systems developed and in use for each student
- Time is allotted in the daily schedule for work systems to be used in 1:1, independent, and group setting

"The brain learns best when there is time for reflection, discussion, and movement."

INSTRUCTION

- Lesson Plans correlate with IEP goals and objectives and grade level expectations
- Daily lesson plans exist
- Teacher can link each student's IEP objectives to daily plan
- Instruction is meaningful, motivating, and linked to student's interests
- Technology and hands-on learning is in place rather than paper/pencil tasks

STUDENT BEHAVIOR

- When behavior occurs, teacher reflects on function of behavior by reviewing antecedents, behavior and consequences.
- Teacher identifies function of behavior: attention, escape/avoidance, revenge, tangible (power)

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PREVENTION/INTERVENTION/POSTVENTION

Positive Behavior Support Checklist- Designed by Visually Speaking team

STRUCTURAL	BEHAVIORAL	INSTRUCTIONAL
<input type="checkbox"/> Class schedule	<input type="checkbox"/> Social Story	<input type="checkbox"/> Reminder card
<input type="checkbox"/> Individual schedule	<input type="checkbox"/> Positive Behavior flip book	<input type="checkbox"/> Graphic organizer
<input type="checkbox"/> Transition marker	<input type="checkbox"/> T-chart	<input type="checkbox"/> Interests
<input type="checkbox"/> Work system	<input type="checkbox"/> Positive reinforcement	<input type="checkbox"/> Peer support
<input type="checkbox"/> Mini-schedule	<input type="checkbox"/> Universal no sign	"I need help"
<input type="checkbox"/> First/then board	<input type="checkbox"/> Power Card	<input type="checkbox"/> Technology
<input type="checkbox"/> Visual boundaries	<input type="checkbox"/> Comic strip conversations	<input type="checkbox"/> Planning tool for homework
<input type="checkbox"/> Privacy carrel	<input type="checkbox"/> Goal setting	<input type="checkbox"/> Adult support
<input type="checkbox"/> Notebook with tabs	<input type="checkbox"/> Favorite thing puzzle	<input type="checkbox"/> White space
<input type="checkbox"/> In/out box or pocket	<input type="checkbox"/> Choice board	<input type="checkbox"/> Break up work
<input type="checkbox"/> Structured tasks	<input type="checkbox"/> Video scripting	
<input type="checkbox"/> Picture cards	<input type="checkbox"/> Video modeling	
<input type="checkbox"/> Timer	<input type="checkbox"/> Social scripts	
<input type="checkbox"/> Defined area: direct teach	<input type="checkbox"/> Feelings chart	
<input type="checkbox"/> Defined area: independent	<input type="checkbox"/> Social coach	
<input type="checkbox"/> Break/Leisure area	<input type="checkbox"/> Self-evaluation (Job Book)	
<input type="checkbox"/> Calming/sensory area	<input type="checkbox"/> Break bank/cards	
<input type="checkbox"/> Preferential seating	<input type="checkbox"/> Keychain rules	
<input type="checkbox"/> Other	<input type="checkbox"/> Counting chart	
	<input type="checkbox"/> Wait card	
	<input type="checkbox"/> Sensory diet: _____	