



Organizational flow of an Elementary Classroom for Students with Autism Spectrum Disorder

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Objectives

- How to create a team atmosphere and foster a positive working relationship and have fun in the classroom
- How to maintain instructional flow in an ASD classroom
- How to plan use of adults in an ASD classroom
- How to schedule assistants to work with students during the day
- How to structure the classroom to foster independence, social opportunities, increased academic time, etc.

A little about me.....

The quality of expectations determines the quality of our action."

--Jean-Baptiste André Godin, French industrialist, writer and political theorist

Believe and act as if it were impossible to fail."

--Charles F. Kettering, American inventor

Team Work.....



- Getting your paras to buy in to what you are doing
- Planning with your paras- including academics, IEP's, daily activities, etc
- Meetings
- How to work together
- Most IMPORTANT.....Have FUN!!!!

Our classroom is.....

- Challenging
- Tense-when students behavior happens
- Fun
- Harmony
- United
- Rewarding
- Evolving
- Hardworking
- Organized
- Loving
- Consistent
- Dedicated
- Encouraging
- Discipline
- Expressive

Running smoothly.....

- Worksystems
- Large group
- Small group
- Procedures
- Data collection
- Reminder of rules constantly
- Picture cues
- Schedules
- Written expectations
- Meetings as needed

Procedures....

- Video fire drill out
- Video fire drill in

Worksystems

- Use worksystems to teach independent work
- Way to teach reading groups while students are engaged in tasks.
- Teach children how to do the worksystems.
- Data charts and folders
- Tasks include activities that have already been taught
- Video worksystems

- Video Worksystems
- Video Worksystems

Scheduling.....

Time	Activity	Duty posts
7:30-8:00	Bus Ramp/Breakfast	
8:00-8:30	Bellwork	Assist students with Bellwork as needed, check folders, work with specific students on IEP objective work
8:30-9:00	Calendar	Sit by specific students (I'd ed by us) to assist with paying attention, participation
9:00-10:30	Worksystems	Work with students as specified
10:30-11:00	Specials	Work with students as specified
11:00-11:30	Speech	1 assistant's lunch, 1 helps students as needed with attention, participation, active involvement in speech
11:30-12:00	Science	Large group lesson-1 assistant's lunch, 1 helps student with active participation, attention
12:00-12:30	Lunch	Assist with interaction with peers-both typical and classmates, keep tabs on eating behaviors, use of appropriate manners, social interaction
12:30-1:00	Writing	Small group lesson-both work with small group on practice activity that was taught the day before
1:00-1:30	Math	Small group lesson-both work with small group on practice activity that was taught the day before
1:30-2:00	Outside/free time	Work with students-play behavior, appropriate social interaction, participation with peers
2:00-2:15	Wrap-up	1:45-1 assistant starts on point sheets Help students fill out their school report, pay students, assist with packing up. 1 assistant walks with car rider up front and does duty, 1 assistant assists with bus riders and takes students to day care buses as needed.

Reading/Worksystems.....

- Mixture of small group and independent work
- Video
- Using paras to assist in reading group as needed.

- Video without assistance

With assistance.....

- Video reading group with Assistant

Differentiating instruction....

- Group work
- Having the students work together and use their strengths.
- Differentiating tasks within worksystems
- Video think-pair-share

Last thoughts....

- Working with our students can be a very challenging job.
- Find ways to work with your paras-work to their strengths.
- Believe in your students and your paras.....a little specific praise can go a LONG way.
- Be passionate about what you do and more often than not, your paras will begin to catch your attitude.

"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."

Dr. Haim Ginott quotes