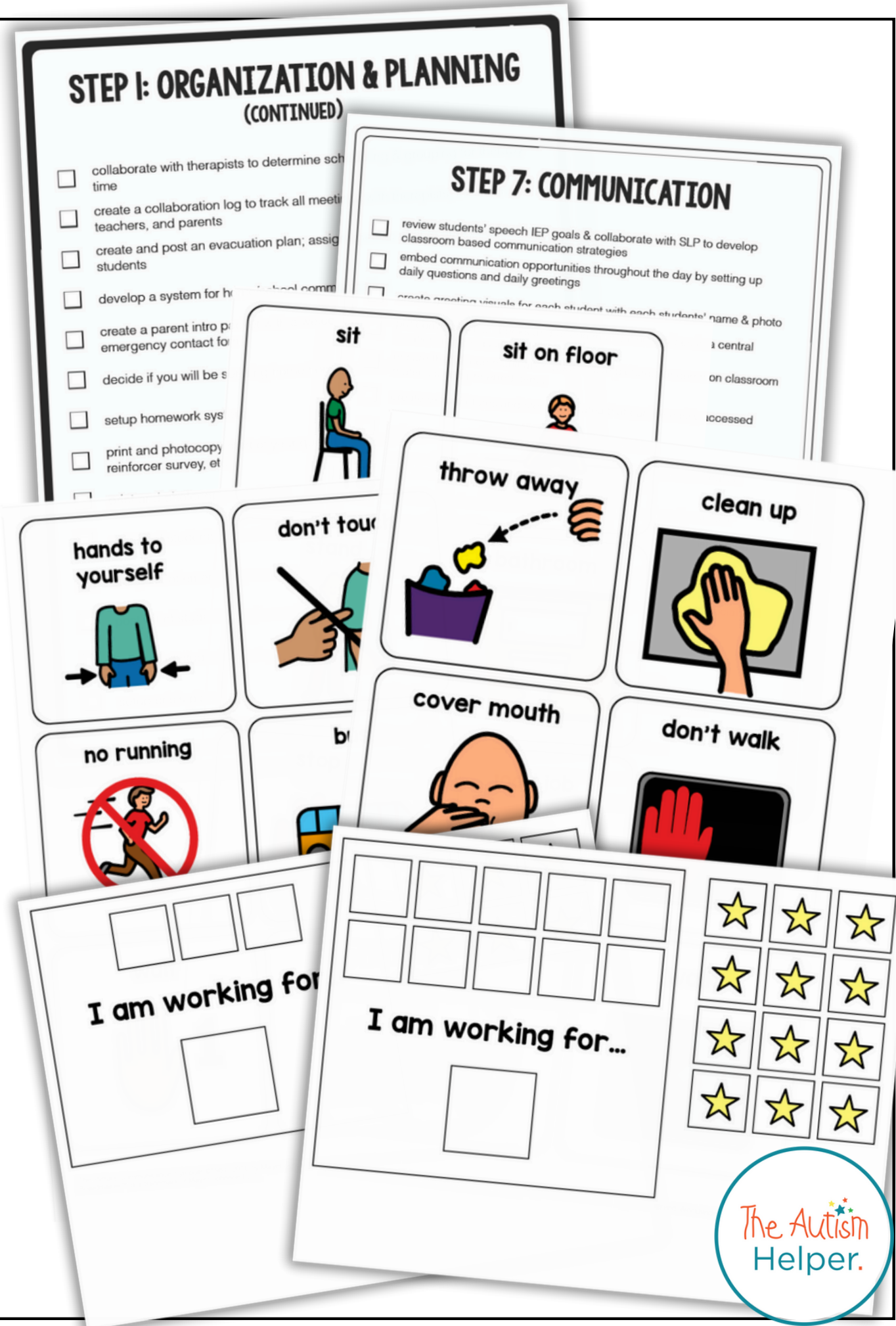


# CLASSROOM STARTER

Pack Bundle





## WHY IS THIS CHILD BEING AGGRESSIVE?

Behavior always serves a purpose - even aggression. If a behavior is successful, eventually the behavior stops. When an elevator button is not successful, so you stop. Aggression is resulting in a situation, getting an item, or giving them some type of self-communication you can begin to develop strategies to deal with.

Take note of what typically happens before and after the aggression. Are there certain situations where aggression is more likely to occur? What role in how often aggression occurs? If aggression frequently occurs, periods when the child is not getting attention such as when other students that may be a sign that aggression is happening every time the child is aggressive, people give them a preferred item such as iPad or food to try to get the aggression to stop - aggression may be occurring to get access to a preferred item. It makes sense - if the child does not have a way to communicate these things appropriately, he has no other option.

When you get an idea of why aggression is occurring, you can intervene and decrease it. The first and most important step is to communicate what they want. For children with limited communication skills, using visuals or pictures. Make sure the communication method they can do it.

Show the child that the communication is successful for them by using the same statements. This will help clarify to the child that the communication method should use the appropriate communication method instead of the aggressive response.






[www.theautismhelpline.com](http://www.theautismhelpline.com)

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## STEP 2: CLASSROOM STRUCTURE

- put centers that require plugs near outlets
- use shelves, divide
- create physical visual structure, furniture, book shelves
- put chairs of the same color
- ensure that there is a clear path to the classroom center
- use bookshelves as a storage area for materials during the day
- limit clutter by storing materials in bins
- label all material bins
- leave space for student work
- ensure that all furniture is easily accessible
- leave space for social interaction throughout the room
- store items that are not used frequently
- remove or hide all items that are not used frequently
- designate a safe space for students to regulate behavior
- if short staffed, ensure that there is a safe space for students
- set up space for communication

## Arriving to the Classroom

-  1. Enter the classroom.
-  2. Say hi to your teacher.
-  3. Put away your coat.
-  4. Hang up your backpack.
-  5. Check your schedule.

## Getting

## STEP 3: SCHEDULES

- create a spreadsheet for staff & student schedules
- create one spreadsheet schedule for the students with student names across the top row and time increments of 15-30 minutes along the far left column
- create one spreadsheet schedule for the adults with staff names across the top row and time increments of 15-30 minutes along the far left column
- input fixed schedule components: staff lunches, specials, therapies, inclusion, etc. into both spreadsheet schedules
- input center rotations into the spreadsheet schedules
- embed break time and/or sensory time into each students' schedule
- add detail to the adult schedule - identify which students each staff member is working with during all time periods
- print both student and adult schedules - post in room and pass out to staff; test out schedule for at least 2-3 days prior to making changes
- label every area of the classroom with a visual and written word
- create small matching pictures of the visual labels for student schedules
- for students with less receptive language skills, create individual visual schedules with the small matching pictures
- add a finished pocket for each picture schedule to store schedule pieces once they are completed
- create extra schedule pieces and store near schedule location
- add a setup quick guide for each schedule (a list, photo, or small visual of what the fully setup schedule looks like)

## USING PLANNED IGNORING IN THE CLASSROOM

Planned ignoring might not always be good attention. Behaviors such as reprimands. One effective behavior is called **planned ignoring**. It's a behavior that is not going to help. If you remove attention, the behavior will stop.

Planned ignoring is the inappropriate response. When the behavior is not going to help, the attention for response. Do not look at the behavior and will stop.

Planned ignoring is not going to help. If you remove attention, the behavior will stop. Do not look at the behavior and will stop.

Planned ignoring is not going to help. If you remove attention, the behavior will stop. Do not look at the behavior and will stop.

Get prepped this year with everything you need to get started in one bundle!

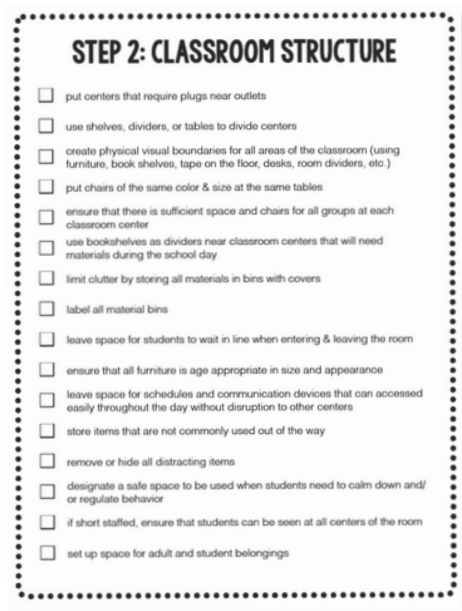
# INCLUDES

- Real Photo Visual Schedules
- Work Task Mega Pack
- Special Education Classroom Setup Checklists
- Work Task System Setup Kit
- Classroom Routines Visuals
- Visuals for Necklace or Lanyard
- Positive Reinforcement Visual System
- Morning Work Binder Activities
- Home School Communication Packet
- Paraprofessional Training Manual

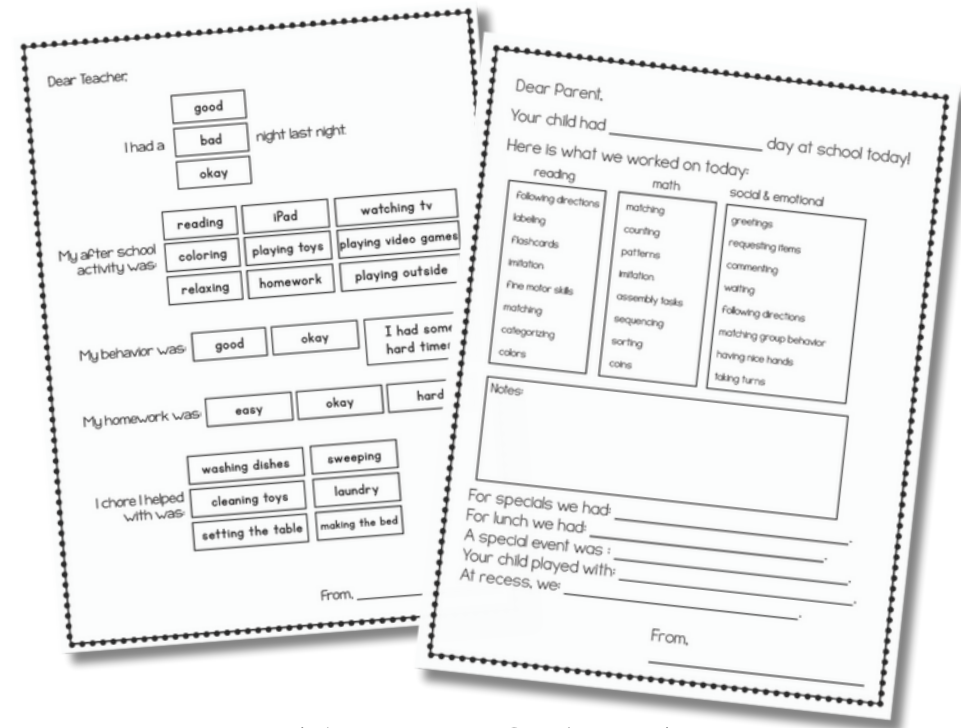




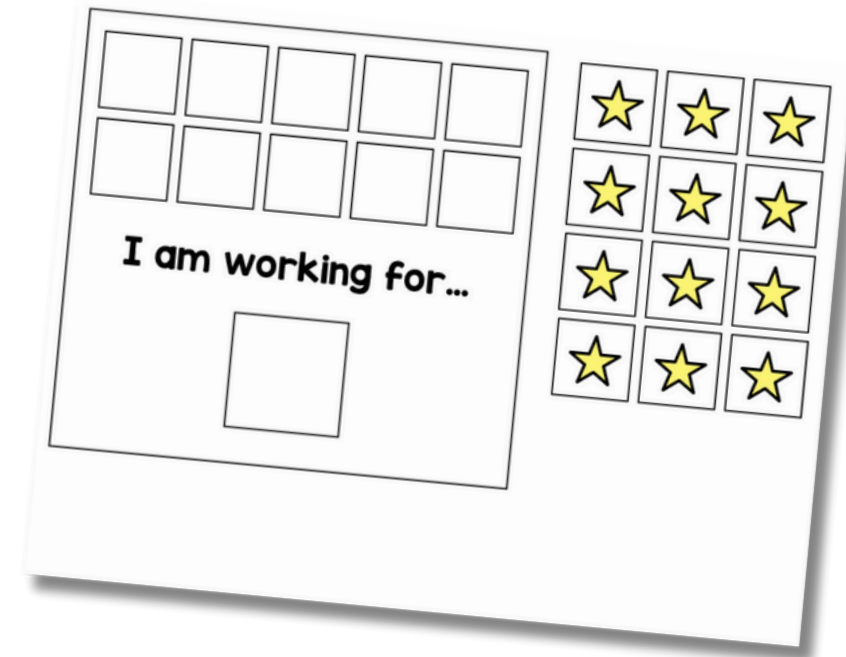
Paraprofessional Training Manual



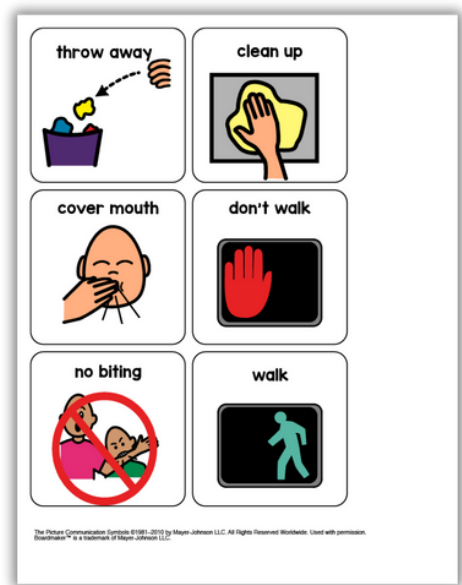
Special Education Classroom Setup Checklists



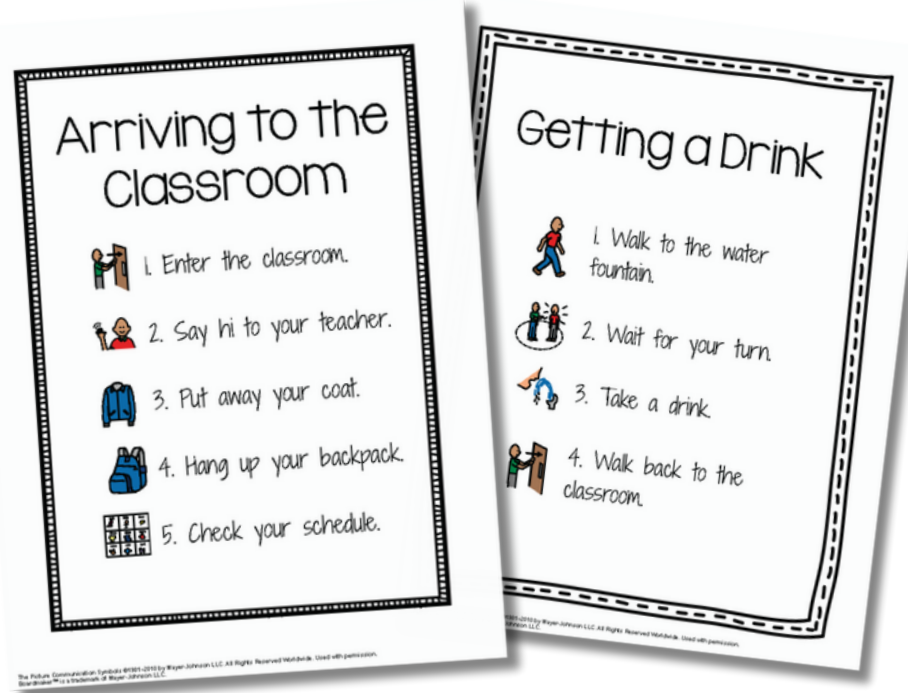
Home-School Communication Packet



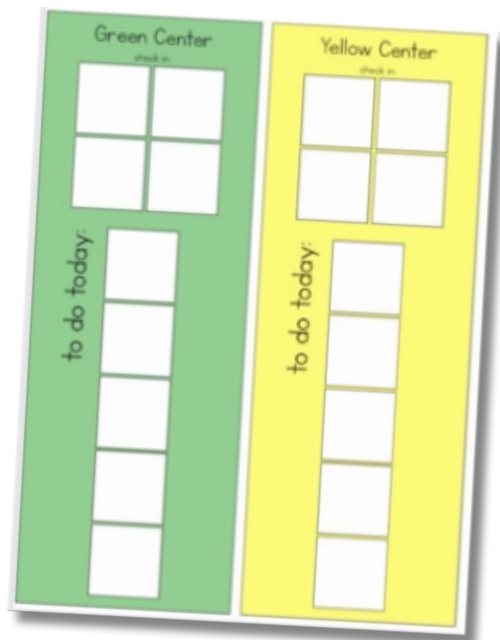
Positive Reinforcement Visual System



Visuals for Necklace or Lanyard



Classroom Routines Visuals



Real Photo Visual Schedules

**& SO MANY MORE!**