

You Have to Build the Plane as You Fly It!: Core Components of an Evidence Based Behavior Support Program



*Part Three:
The Structured Classroom*



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You are NOT Alone!!! We've Got This!!!



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Introduction

The structure of the physical school and classroom environment contributes to effective educational programming and support for students with behavior disabilities.

A thoughtfully structured physical environment is also beneficial for other students. A safe, orderly, calm, flexible and efficient classroom environment makes instruction and learning more effective.

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Environmental Modifications

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Carrie's Classroom



Desk Clusters with individual storage areas and supply caddies for each student.



Check-In & Check-Out slips on the storage areas for easy access

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Carrie's Classroom



Separate areas in my room for Social Skills instruction - using stadium seats and lowered tables.



Small group work space for games, one-one-ones, or art projects

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Carrie's Classroom



Use of a gym mat to section off kids or reduce distractions!



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Carrie's Classroom



Reduced lighting and cozy area for kids to "escape." Great area for independent work, reading, drawing, or taking a test.

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Carrie's Classroom



Well-defined areas in the room for checking-out and end-of-the-day rewards!



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Carrie's Classroom

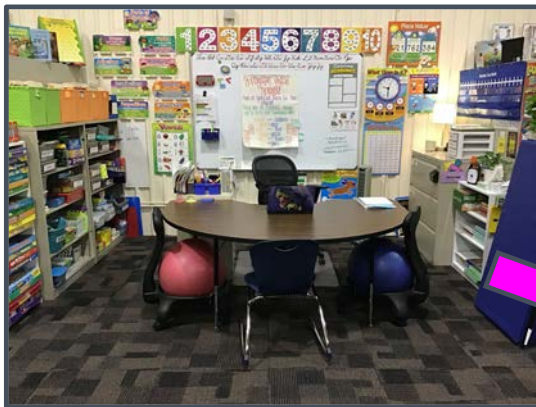


Special area reserved for social skills books that kids can retrieve easily!

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Carrie's Classroom



Each grade level is sectioned off in my classroom. The staff move, not the students.



The students keep their materials on shelves by the table. This way, desks don't get messy and they don't have to return to desks to find items.

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Carrie's Classroom



I use a doorbell for transitions in the classroom. Everyone hears it at the same time.



I section off kids on the lowest level or in the Safe rooms by using a shower curtain rod and a shower curtain

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Steph & Kristen's Classroom

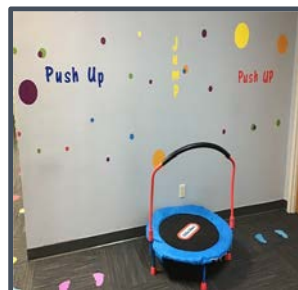


Designated break area, calm down spot, sensory area.



SENSORY PATH

Can be used in hallways, joined spaces, common areas and classroom space



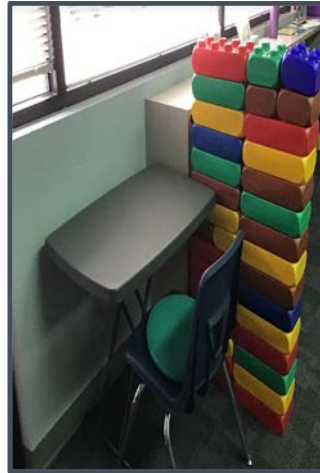
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Steph & Kristen's Classroom



Flexible seating during morning meeting and rug times. Provides a defined space for students who struggle staying in their spot.



Large legos or blocks can create space barriers, walls, inclosed work spaces as needed.



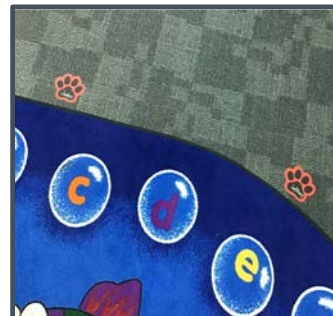
Portable Desks:
Materials - crates, whiteboards, screws
Used for flexible instructional spaces.

Steph & Kristen's Classroom



Fluorescent Light Overlays - Game Changers! Blue overlays dim the brightness of fluorescent lighting in classrooms

Velcro Carpet Spots - we use these everywhere! They are easy to move around as needed. They are the visual the students use for lining up and sitting on the group rug. We also use them on our sensory path or as a designated area for students to stand or sit.



Sallye's Classroom



Calm down spot- gym mat between 2 file cabinets. Last section of mat can be closed for a smaller, quieter space

Break area in a corner of classroom with large sand timer for students to help self-monitor



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Sallye's Classroom



Low table- floor seating with pillows as an alternate work/play space

Separate area- mainly used as an individualized writing area, but can also be used when a student wants/needs a place away from others



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Sallye's Classroom



Numbered Work boxes- easily accessible to students, used for independent work tasks

Liquid timers, visual timers, sensory items easy to access



Privacy barriers- 2 white boards slid into a notched 2x4 piece of wood. Teacher can still see what each student is doing.

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Kelli's Cassroom

Students use their file drawer as a "locker" for their personal belongings.

Secondary classroom



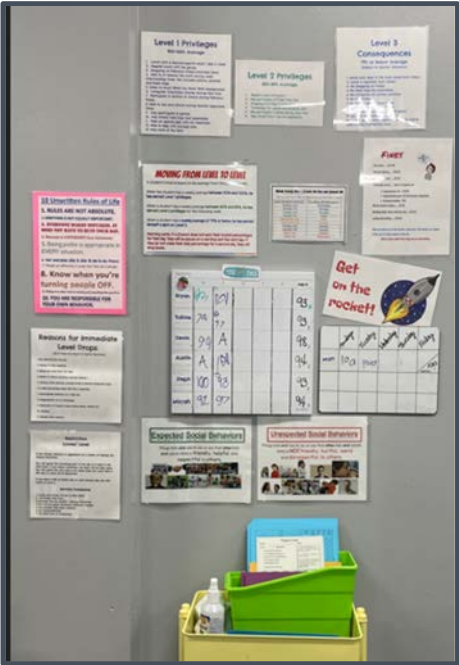
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Secondary classroom

Kelli's Classroom

Student data wall
 Students record their own data each day. This wall documents privileges and consequences based on their data. Students refer to this wall as part of their check in and check out procedures.



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Secondary classroom

Kelli's Classroom

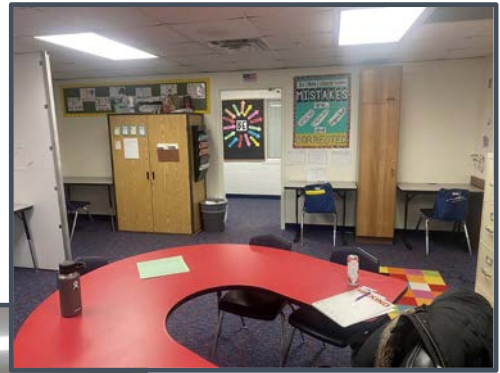
Supplies that students can access when needed. Anything on these shelves are available to all students.



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Ashley's Classroom



Individual learning spaces: scaffolded as students progress through the program

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Ashley's Classroom

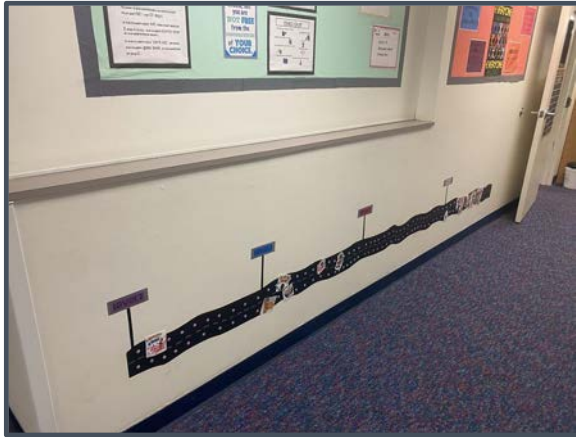


Office and Safe room: used for tiered restriction and cool down spaces

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Ashley's Classroom



Visual road and program transition

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Ashley's Classroom



Sensory space (currently a hot mess & in use) and flexible seating options



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Anne's Classroom



Instructional Space



Everything students might need ...

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Anne's Classroom

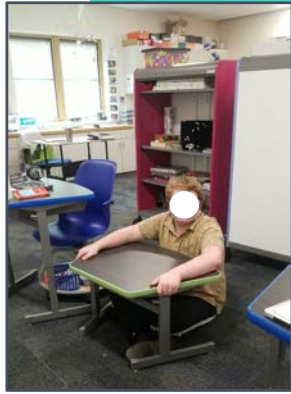


Portion of the classroom sectioned off with book shelves. This area is used for small group work, centers, and breaks.

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Anne's Classroom



Desk lowered to provide floor seating

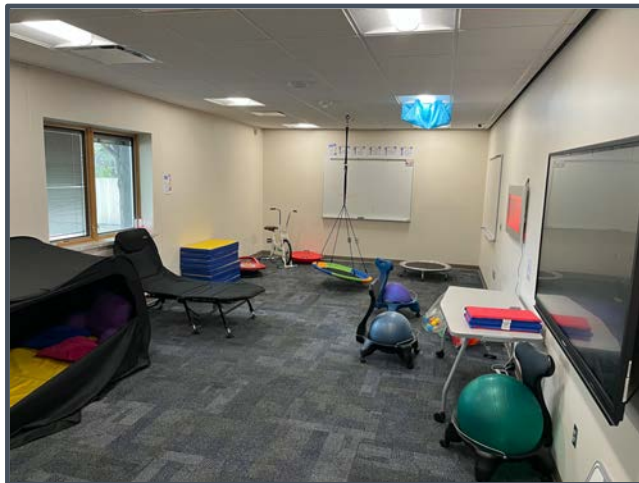


Large individual white board, chair that rolls and spins; storage below



Standing Desk With Foot Swing

Anne's Classroom



Wholeness Room:

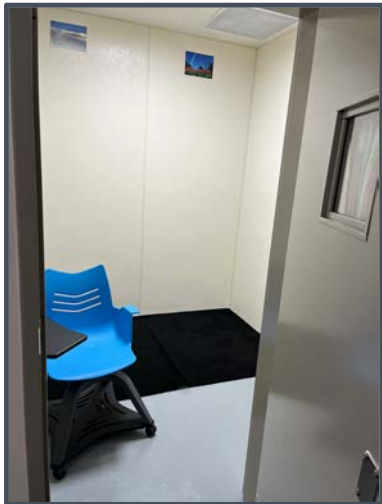
Area for breaks, to meet sensory needs and do small group lessons. Students also frequently do their occupational, physical, and mental health therapy in this room.

Anne's Classroom



**Dignity Room
AKA: Room of
Requirement**

Used as a quiet place to work or talk. Rolling desk, rug, curtain and pictures make it inviting. Designed for safety purposes. Has concrete floor, easily cleaned walls, light switch and outlets outside of room, and a safety lock.



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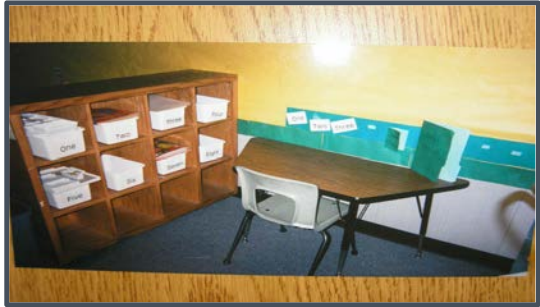
Ali



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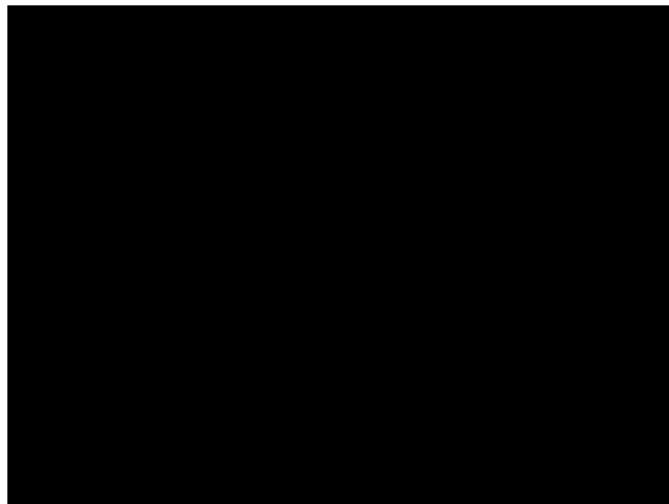
Ali



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Ali's Pictures



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Structured Routines & Schedules

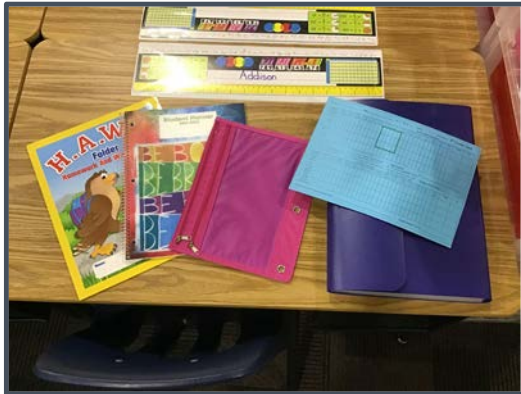
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- Provides a regular schedule and point by point map to follow
 - Provides students with predictability, decreasing anxiety, frustration, and worry
 - Helps with oppositional and defiant students
 - Increases work production, compliance, and engagement
 - Improves academic performance
 - Improves focus and attention
 - Teaches students how to manage time and resources
 - Improves organization
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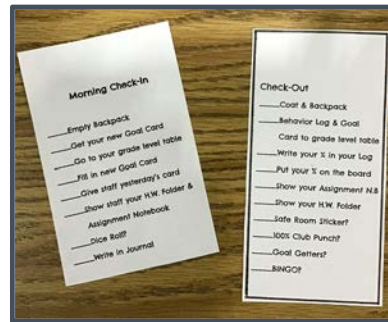
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Carrie's Structured Routines



The students keep their "Fabulous 5" items in the corner of their desk. These are items they need **EVERYDAY** during class: **Homework Folder, Assignment Notebook, Goal Card, Pencil Pack & Accordion File**

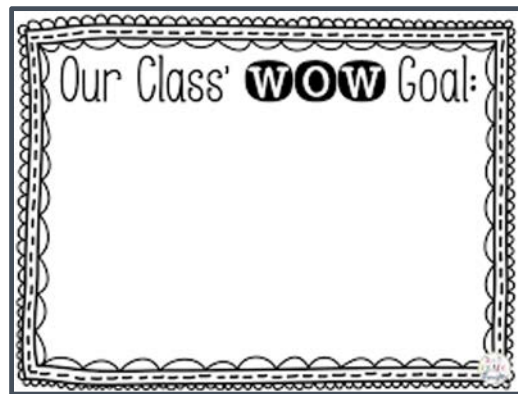


Students use check-in & check-out slips everyday - no exceptions!

Carrie's Structured Routines



We have specific ways to walk in a line! These are posted at our door.



Every Monday, we set a W.O.W. (Within One Week) Goal. If I forget, they remind me!

Carrie's Structured Routines



We even have a routine for when kids earn time back into the general education classroom! They move their picture into the next club. We shoot a video of them moving their picture and make it a formal ceremony! It's part of our weekly Marvelous Monday schedule during Social Skills.



I read to the students every day. I allow them to keep their hands busy during that time, but I'm very specific about what they can do!

Carrie's Structured Safe Room Routines



After a student has regained their composure in the Safe Room, he or she must sit with staff to fill out paperwork regarding the incident. We call this a "Hassle Log." In other words, if I have to fill out paperwork (as the teacher), they must do the same - and it's kind of a hassle!

When a student is becoming dangerous within the classroom, we have a plan for how other students respond. It's called a "Code Charlie," and it is practiced just like a fire or tornado drill.

When a student uses the Safe Room, there are specific rules for entering, remaining in, and exiting the room.

Steph & Kristen's Daily Routines



Set a space for Checking Out include visuals, reinforcements, reminders. The more visuals the better!



Daily Schedule in a place where all students can see. Weekly jobs posted and easy to change.

These are both on the side of a file cabinet with magnets.



Check In Routines:
Goal Getters: Daily reflection and classroom incentive plan using targeted behaviors.

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Steph & Kristen's Instructional Routines



Instructional Scheduling and Learning Targets:
Core instructional times need to be structured and predictable. Set instruction time paired with a set independent work time has worked well for us. We use this learning target board to write the focus each student/group will have that day/week. This is helpful with para support and specialists who may come in to work with individuals/groups. Instructional times are short and effective

READING AND MATH BLOCK								
	Phoenix	Ryan	Tallie	Aidan	Franco	Hunter	Jeffrey	Jaden
10:40-10:55	SK Read	KM Math	IR Mon Speech	SS Math	SS Math	IM Tues Speech	IM	KM Math
10:55-11:10	IR Th Speech	IM	SK Read	IM Mon Speech	IM Tues Speech	KM Math	SS Math	IM Friday Speech
11:10-11:25	IM Tues Speech	SS Read	IM Tues Speech	IR Friday Speech	IR Mon Speech	SK Read	KM Read	SS Read
11:25-11:40	KM Math	IR Mon & Thu Speech	SS Math	SK Read	SK Read	IR Friday Speech	IR	IR Tuesday Speech

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Steph & Kristen's Instructional Routines



Organization of Independent work

- Task boxes - photo boxes with lessons created (can find on TpT)
- Cloth zipper pouches - can sew and use to store independent tasks
- Buckets labeled with individual student work for independent work time

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Steph & Kristen's Instructional Routines



Independent Work Time

- Does not happen overnight
- Tasks should be at student's independent level or lower
- Rotate throughout the week different tasks (iPad games, hands on activities, written tasks)
- Tasks are for short periods of time
- Use of reinforcements when expected behaviors are observed
- Students spaced out as needed



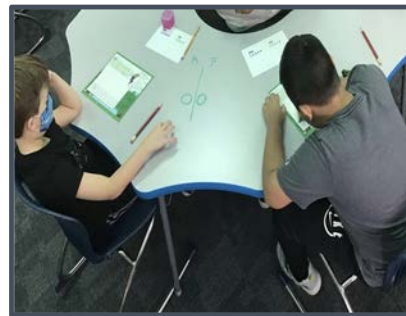
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Steph & Kristen's Instructional Routines



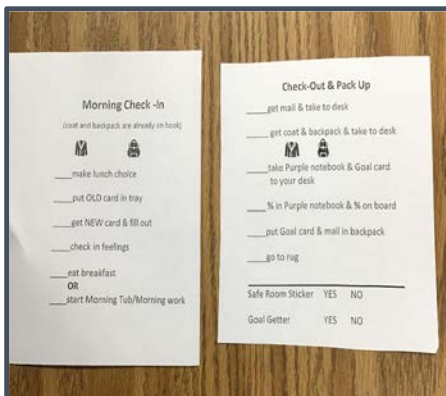
Instructional time with teacher or para.
 Separate space for each group. May need to get creative with hallway space, portable desks, table space, carpet areas.



Morning Routine

- Hang backpacks, check in Zones, check in for lunch, start morning work, have a snack
 - Visuals used to support each step
- This all happens before Morning Meeting

Sallye's Instructional Routines



AM/PM visuals match the Check-In & Check-Out slips for students who need more support

Close up of visual



Check-In & Check-Out slips students use each day when they arrive & before going home

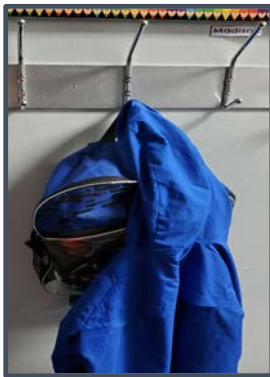
Sallye's Instructional Routines



All morning Check-In tasks are in one common area.

Check-In Routine

Hang up coat & backpack, make lunch choice, put old card in tray, get new card & fill out, check in feelings, eat breakfast OR start Morning Tub



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Sallye's Instructional Routines



Morning Tubs- Each student has a Morning Tub with non-academic activities such as: sensory putty, Legos, puzzles, blocks, Wiki Stix. Students can access the items in their Morning Tub as other students are arriving, getting checked in, and eating breakfast.

This allows time for students to create, play and talk with each other before the instructional day begins.

It also allows time for any student who needs extra time getting acclimated or needs a sensory intervention upon arrival.

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Sallye's Instructional Routines



Every morning student checks in his/her feelings using "Zones of Regulation"© colored cups. The check-in stick is a picture of them stapled to a popsicle stick. To build self-awareness, every morning each child shares what his/her feeling is why he/she is feeling that way.

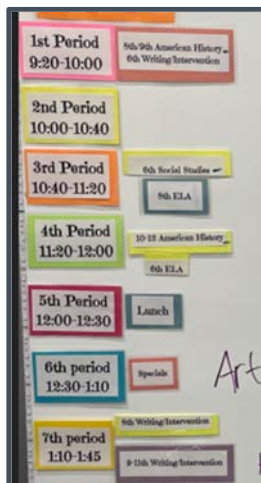
Concept Source: "Zones of Regulation"- Leah Kuypers

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Kelli's Instructional Routines

Secondary classroom



Lists and schedules for all routine procedures



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Barb's Instructional Routine Examples

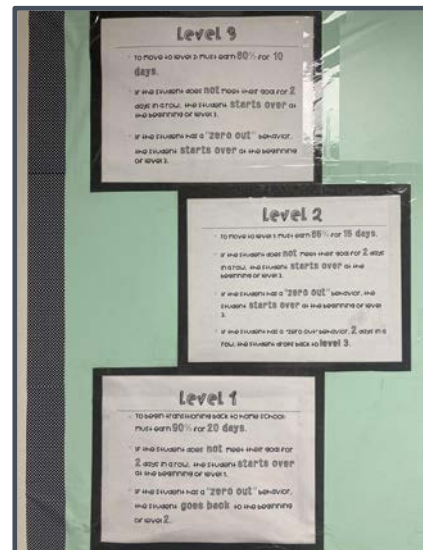


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Ashley's Instructional Routines

Clear expectations for transitions to and from: classroom, office, safe room, and home school.



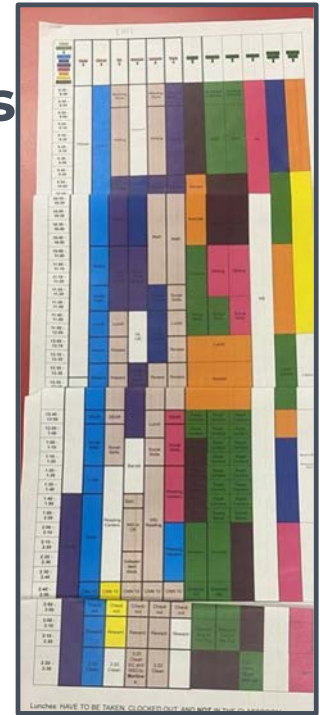
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Ashley's Instructional Routines

Defined schedules for students and behavior support staff

OM	EC	NSG	JR
8:50-9:00	8:50-9:00	8:50-9:00	8:50-9:00
	1 multiplication		1 multiplication
9:00-9:30	9:00-9:30	9:00-9:30	9:00-9:30
	Soc. Skills		Soc. Skills
9:35-10:10	9:40-10:50	9:40-10:50	9:30-10:50
	math		math
10:10-11:45	10:55-11:40	10:55-11:40	10:55-11:40
	L.A.M.P.	L.A.M.P.	1/E
11:45-12:40	11:40-12:25	11:40-12:25	11:40-12:25
	Lunch/RR	1/E	L.A.M.P.
12:40-1:05	12:25-1:05	12:25-1:05	12:25-1:05
	Lunch/Recess	Lunch/recess	Lunch/Recess
1:05-1:35	1:05-1:35	1:05-1:35	1:05-1:35
	Intervention	Barrett	Intervention
1:35-2:00	1:35-2:00	1:35-2:00	1:35-2:00
	Wg Read	Charts	Wg Read
2:00-2:30	2:00-2:30	2:00-2:30	2:00-2:30
	writing	writing	writing
2:30-3:00	2:30-3:00	2:30-3:00	2:30-3:00
	sci/ss/sci	sci/ss/sci	sci/ss/sci
3:00-3:30	3:00-3:30	3:00-3:30	3:00-3:30
	clean & reward	clean & reward	clean & reward



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Anne's Schedule Example



Updated August 17, 2021

21 - 22 PS Schedule	
9:20 - 9:25	Check In
9:25 - 9:40	Morning Gathering
9:40 - 10:30	Academic Work (para) Academics (teacher)
10:30 - 11:00	PE
11:00 - 11:30	Mon, Tues, Thur - SEL (teacher) Wed, Fri - Academics (teacher)
11:30 - 12:05	Academics (teacher) Reading (para) or Centers (para)
12:05 - 12:30	Lunch
12:30 - 1:00	Recreation
1:00 - 1:30	Mon, Tues, Thur - Academics (para) Wed, Fri - SEL (teacher)
1:30 - 2:00	Academics (teacher) Academics (para)
2:00 - 2:30	Check out and Free Time

All Together
 Red Group: Secondary
 Orange Group: Primary

Break down times of day by where students are and what staff member they are with.

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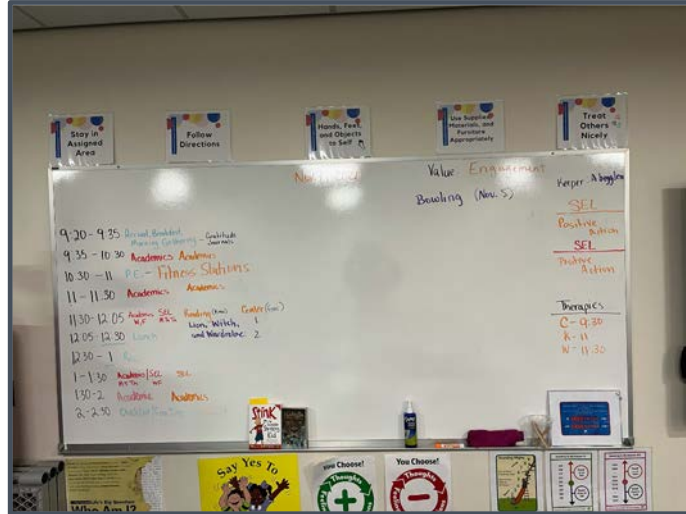
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Anne's Daily Schedule/Plan



Perks of having older kids/strong readers.

- Who is where all day
- Who has therapies
- Week's Theme
- PE Activity
- SEL Activity
- Other Reminders
- Keeper of the Circle



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Anne's Expectation Samples



Break Down EVERYTHING

- So procedures can be taught and practiced
- So staff can be consistent (even subs)
- To prevent arguments ("Let's check the procedures.").
- For reteaching: "Let's practice the steps for ..."



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Purpose of Schedules

- Establishes routines
- Promotes independence
- Provides structure and predictability for transitions
- Allows for systematic introduction and acceptance of change



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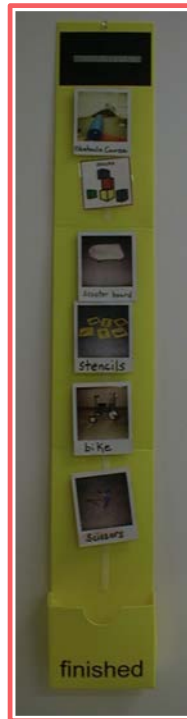
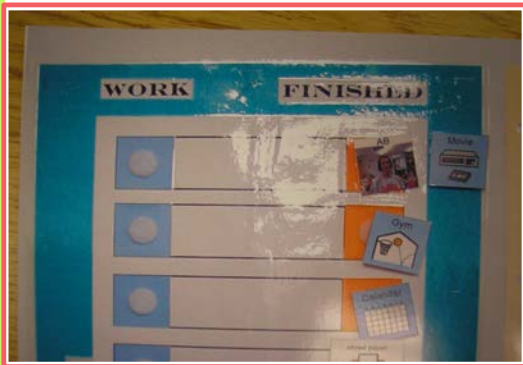
Benefits of Schedules

- Provide flexibility and predictability
- Teach concept of discrete events
- Accommodate receptive language difficulties (teacher's spoken words now visual)
- Emphasizes visual strengths
- Teaches about sequence of events, time, and cause and effect
- **Promotes INDEPENDENCE!**



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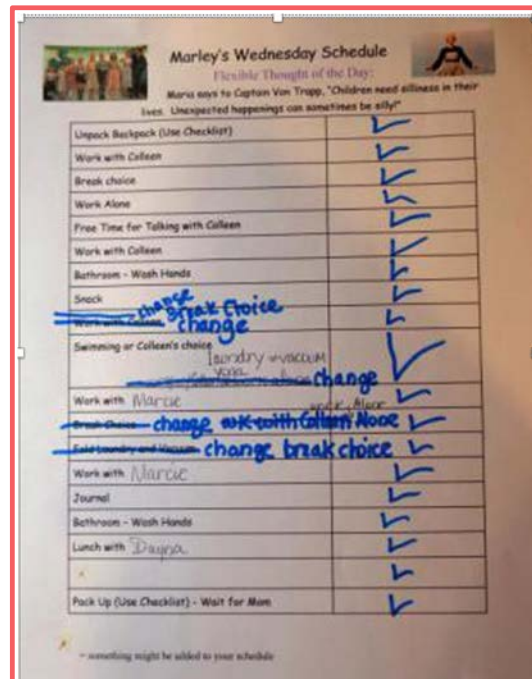
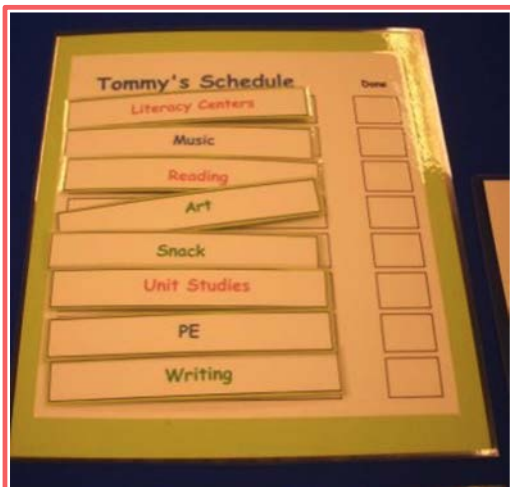
Ali- Schedules



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Ali



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Ali- mini schedules



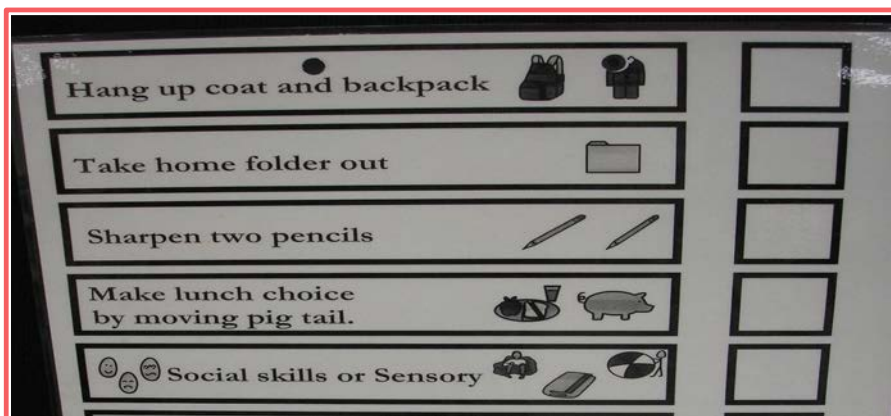
Don't post a routine without teaching it.



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Arrival Mini-Schedule



Child can mark off as they go

Better than adult providing verbal prompts for each step

INDEPENDENCE!!!

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Vocational/Life Skill Mini-Schedule



Remember we don't outgrow our need for visuals.

What our visual looks like may be different, but we all benefit from them.

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Work System Routines

Answer FOUR Critical Questions

- **WHAT WORK?**
 - Visual cues: matching colors, shapes, alphabet, numerals, or written systems
- **HOW MUCH WORK?**
 - Identified by the student focusing on the numbers of symbols on the work schedule
- **CONCEPT OF FINISHED?**
 - Knowing how much work one has to complete and having a sense of how it will be accomplished
- **WHAT HAPPENS NEXT?**
 - Rewarding or motivating activity that follows the work session and ties the student's actions to a consequence

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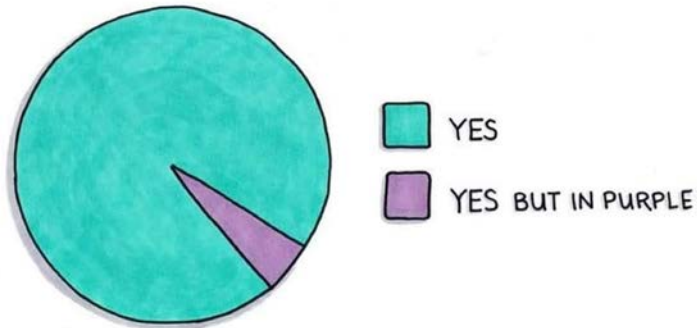
Susan Stokes, 2014

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Why Visuals?



MY STUDENT UNDERSTANDS EVERYTHING I SAY,
SHOULD I STILL USE VISUALS?



Visuals are Multi-faceted

9 REASONS TO USE VISUALS

www.northstarpaths.com @kwiens62

- VISUALS ARE PERMANENT (SPOKEN WORDS DISAPPEAR)
- VISUALS ALLOW TIME FOR LANGUAGE PROCESSING
- VISUALS PREPARE STUDENTS FOR TRANSITIONS
- VISUALS HELP KIDS SEE WHAT YOU MEAN
- VISUALS HELP ALL STUDENTS
- VISUALS HELP BUILD INDEPENDENCE
- VISUALS ARE TRANSFERABLE BETWEEN ENVIRONMENTS AND PEOPLE
- VISUALS HAVE NO ATTITUDE (NO TONE, NO FRUSTRATION, NO DISAPPROVAL)
- VISUALS HELP REDUCE ANXIETY

Visual for Preschool Social Skills



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Visual Schedules and Token Boards



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First, Then...Works with Everyone!



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Preschool Visual Schedule



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Task Boxes and Priming



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Thanks!

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