

LARGE GROUP AREA

DESCRIPTION



- Students work on whole group skills such as waiting, participating, turn taking, requesting, social skills, etc.
- Consists of three or more students participating in an activity together
- Activities may include review of daily schedule, introduction to academic skills, music, cooking, literacy

STAFF ROLES



- Support students in attending to what is going on in the front of the classroom using their individual work systems and visual supports
- Prompt from behind but only when necessary
- Manage classroom behaviors using layered grouping
- Collect data

STUDENT OUTCOMES

EXAMPLE

- Increased ability to focus on important details
- Improved communication skills
- Increased ability to express one's self
- Increased ability to work with peers
- Increased ability to adapt to the environment
- Improved social interactions
- Increased curiosity about new experiences and information
- Improved understanding of social rules



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REFERENCES

- University of North Carolina TEACCH® Autism Program Five-Day Classroom Training
- **Setting up classroom spaces that support students with autism spectrum disorders.** Shawnee Mission Kabot, S., Reeve, C. E., & Heflin, J. (2010). *Setting up classroom spaces that support students with autism spectrum disorders.* Shawnee Mission, Kan.: AAPC.
- Gaumer Erickson, A.S., Noonan, P., & Soukup, J.H. (2016). *College & Career Competency Wheel* (3rd ed.). Lawrence, KS: University of Kansas, Center for Research on Learning. Derived in part from Pellegrino, J.W., & Hilton, M.L. (Eds.). (2012). *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century.* Washington D.C.: National Academies Press.