

Foundations for Classroom Management

1) Set Clear *Classroom Expectations*

Classroom expectations clearly describe and communicate specific standards for student behaviors. To increase predictability, promote appropriate behavior, and prevent some challenging behavior, it is important to create 3-5 expectations that are:

- ✓ Positively stated (tell students what TO do, not what not to do)
- ✓ Clear/Understandable
- ✓ Concrete
- ✓ Simple
- ✓ Observable
- ✓ Measureable

Additional Considerations for Students with ASD

- “Unspoken Rules” or “Hidden Curriculum”
- Must be clear and concrete
- Support is likely necessary for generalization across environments, situations, etc

2) Arrange the *environment to support expectations*

Environmental arrangement involves purposefully organizing the physical structure of the classroom to promote learning and other appropriate behaviors while decreasing the likelihood of challenging behavior. Examples of environmental strategies and how they help include:

Organization/Structure	How Strategies Help
-Divide room into designated activity areas -Create designated places for materials	→ Clarify expectations → Increase structure, predictability, and independence
Visual Supports	How Strategies Help
-Visual boundaries (tape/furniture) to define different activity areas -Visual boundaries to define a student’s personal space (tape on floor around desk) -Visual timer -Post class rules (written and/or pictures) -Label desks, areas, places for materials -Individual mats during circle time -First-then / token board	→ Clarify expectations [class rules and typical routines] → Make abstract concepts [“unspoken rules” such as personal space; activity areas that are not clearly defined; length of time for activity with unclear endpoints; reinforcement systems] concrete → Accommodate receptive language deficits → Increase predictability, independence, and motivation
Manage Access	How Strategies Help
-Place preferred items out of reach -Make sure items necessary for tasks are easily located and available	→ Create opportunities for communication (e.g., requesting) → Increase predictability and independence
Minimize Distractions	How Strategies Help
-Limit nonfunctional classroom decorations -Sit students away from windows or things that make noise (e.g., air conditioner)	→ Increase attention to relevant stimuli, decrease likelihood of overstimulation

Foundations for Classroom Management

3) Develop and teach predictable *schedules and routines*

Developing and teaching predictable **schedules and routines** within and across school activities helps to promote learning and appropriate classroom behavior and prevent challenging behavior.

Schedules and routines can be used across a variety of settings and tasks. Examples include:

- Daily class schedules
- Structured group activities (e.g., order of tasks during circle time)
- Structured individual activities (e.g., tasks to complete at an independent work station)
- Unstructured activities (e.g., schedule of activities during recess)
- Specific times of the day (e.g., morning routines)
- Specific tasks (e.g., task analysis for going to the bathroom)

Tips/Guidelines for Creating and Using Schedules

To increase **predictability**:

- Classroom activities should follow a predictable pattern on the schedule
- Changes to typical activities should be included on the schedule
- Typical classroom routines should be taught, reinforced and followed consistently

In order to **promote engagement** and decrease challenging behavior:

- A variety of activities should be included (e.g., independent work, small group activities, free / play time, whole class instruction)
- Different types of activities should be interspersed so there is a balance between:
 - Preferred and non-preferred activities
 - Teacher-led and small group/independent activities
 - Activities that require student responding and activities with low response demands
 - Activities that require movement and activities that require sitting

To ensure schedule can be used:

- Post the schedule in a visible location in the classroom
- Directly teach and reinforce a system/routine for checking the schedule
- Use portable schedules when students will be transitioning to other places
- Use a format that the student is able to understand and use. Consider student's:
 - Reading level (e.g., should schedule include words, pictures, objects, etc?)
 - Fine motor skills (e.g., is the child able to remove icons or check off items?)
 - Understanding of tasks/activities (e.g., full day schedule or small schedules for different parts of the day and/or specific tasks?)