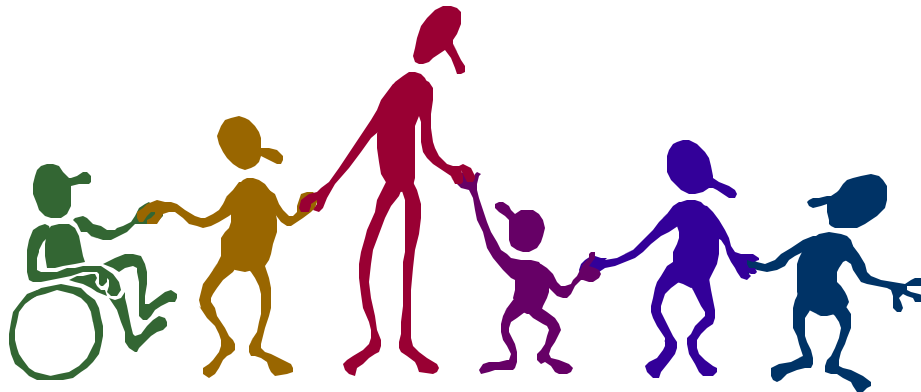


Complete Classroom Makeover Fairfax County Public Schools



Autism, Mental Retardation, Severe Disabilities, Noncategorical
Elementary Services

Rosy McGuinness, M.Ed., CCC-SLP
Program Specialist

Ginny Love, M.A.
Curriculum Resource Teacher

Virginia Council of Administrators of Special Education
VCASE
2006 Spring Conference

Project Planning



Staff Development Focus 2005-2006 SY

Autism, Mental Retardation, Severe Disabilities, Noncategorical Services

* indicates workshop is listed more than once

Focus Areas	Understanding the Disability	Classroom Organization and Structure	Behavior Management	Curriculum	Instructional Strategies
Staff Development Topics	Foundations for Teaching Students with Mental Retardation and Severe Disabilities 2 credit course	Creating a Framework for Classroom Instruction 3 hours	*Systematic Teaching: Practices in Applied Behavioral Analysis and Discrete Trial Teaching 6 hours	Community-Based Instruction (CBI) 2 hours	*Systematic Teaching: Practices in Applied Behavioral Analysis and Discrete Trial Teaching 6 hours
	*Autism Spectrum Disorders: Nature and Management 1 credit course	Creating Instructional Tasks across the Curriculum 3 hours	*Autism Spectrum Disorders: Nature and Management 1 credit course	Life Skills Curriculum 3 hours	Picture Exchange Communication System: PECS 6 hours
	Recognizing and Teaching Students with High Functioning Autism and Asperger's Syndrome 1 credit course		*Functional Communication 3 hours	Activities to Support a Life Skills Curriculum 3 hours	*Visual Supports (through ASD Course) 1 1/2 hours
	Understanding the Disability: Asperger's Syndrome (AS) and High Functioning Autism (HFA) 3 hours			Functional Literacy 3 hours	Supporting Content with Technology: Using Images Using Peripherals and Devices Adapting Templates 6 hours/3 sessions
				Creating Materials to Support Functional Literacy 3 hours	The Prescription for Success for Working with Students with AS and HFA 3 hours
				Highly Qualified Series: Key/Kilmer Centers 15 in class hours	*Functional Communication 3 hours

Project Announcement

Email

From: Rosemarie McGuinness
Subject: Collaboration with Inclusive School resource Teachers (ISRTs)
Sent: December 19, 2006

To Low Incidence Contacts:

Please share this information with **MR, MOD/SD, and NCE** classroom staff only:

In an effort to provide cohesive support to staff providing MR, MOD/SD, and NCE services, Ginny Love and I will be working more closely with the Inclusive Schools Resource Teachers (ISRTs) to address specific Low Incidence initiatives. This year, the Low Incidence staff development topics have fallen within one of the following broad areas of need or initiatives.

- ~~/~~ Understanding the needs of students with disabilities
- ~~/~~ Classroom organization and structure
- ~~/~~ Behavior management
- ~~/~~ Curriculum
- ~~/~~ Instructional strategies

The ISRTs, Ginny, and I plan to focus more closely on each of the above areas of need following the winter break. We will focus on classroom organization and structure during January and February and the other initiatives later in the school year. During January and February, please expect the ISRT working at your school to offer assistance in classroom organization and structure. In addition, if you need a great amount of assistance in reorganizing your classroom and restructuring your schedule and activities, please ask your ISRT to consider your classroom for a Complete Classroom Makeover. The ISRT at your school, Ginny, and I will work with those selected for this makeover to create the optimal classroom structure. We will be accepting requests through the ISRTs from now through December 22. We can only select a few classrooms for this particular event so make your request convincing. A photo can help.

We look forward to working with you and your students,

Rosy McGuinness
Autism, Mental Retardation, Severe Disabilities, Noncategorical
Elementary Program Specialist

Ginny Love
Curriculum Resource Teacher

Nomination Sample

Complete Classroom Makeover Request Vienna Elementary – Room 21

Unexpectedly, at the start of the current school year and due to space limitations, two classes of students with severe cognitive impairment were combined into a single classroom in order to give all children access to a toilet. There are eight students and five staff in the room, plus specialists. This arrangement has presented numerous challenges and at times seriously impedes our ability to provide a comprehensive instructional classroom to all.

We are requesting that Vienna ES be considered for a complete classroom makeover. Our hope is that by restructuring the environment that we can substantially improve the range, scope, and effectiveness of instruction.

Room Arrangement

Currently the room arrangement does not optimize instruction. Despite numerous attempts to redesign the room, it either doesn't feel comfortable to the staff or it gives students too much open space. In particular we want the room design to establish working areas for cognitive, physical, and adaptive skill building, while maximizing opportunities for socialization and communication. The room has many advantages. These include a coat room, toileting area, sink with counters, and adequate storage and lighting. The room's wiring is acceptable and the computers have wireless capability. We are especially interested in improving the play and gross motor areas, along with creating a space for teaching life skills.

Adjusting the Schedule

The noise level is sometimes a problem that negatively impacts our goal to provide the minimal distractions and interruptions. Help with scheduling will increase our ability to support instruction. Your insights on using other spaces in our very crowded building would be valuable.

Please call or send an e-mail if you have questions. We hope that you select Vienna ES for a complete classroom makeover.

Winning Announcement

Email

From: Rosemarie McGuinness
Sent: Thursday, December 22, 2005
To: Inclusive Schools Resource Teachers (ISRTs)

Subject: Complete Classroom Makeover winners

We would like to congratulate the following winners of the Complete Classroom Makeover contest. You were selected based on the recommendations we received from principals, PRSs, and ISRTs, and even from yourselves!

We have developed the following schedule so that we can complete this project in a timely manner.

Initial Observations: Ginny and I will observe the winning classrooms (with the ISRTS, if available) on Friday, January 6.

Sunrise Valley ES: MR, 9 to 10 am
Vienna ES: MOD/SD, 10:30 to 11:30 am
Freedom Hill ES: MOD/SD, 12:30 to 1:30 pm
Rolling Valley ES: MR, 2:00 to 3:00 pm

Training with teachers and ISRTs from the selected schools

Friday, January 13, 12:30 – 3:30 at Belle Willard (snow date: Jan 19 Belle Willard, 8:30 – 11:30 am)

You can use substitute code xxxx for ½ day sub. Please let Faten Alzer (AA) know the name of the sub.

Complete Classroom Makeover. Please select a three-hour block of time. Consider whether you can accommodate the makeover during school hours or whether this needs to occur after school hours or on a Saturday. If outside contract time, you will receive a \$15 per hour stipend. If during school time, consider how you will provide instruction for your students during this time period. We will need to be in the room without students during this time.

Please be sure to coordinate the date and time with your principal.

We look forward to working with you,

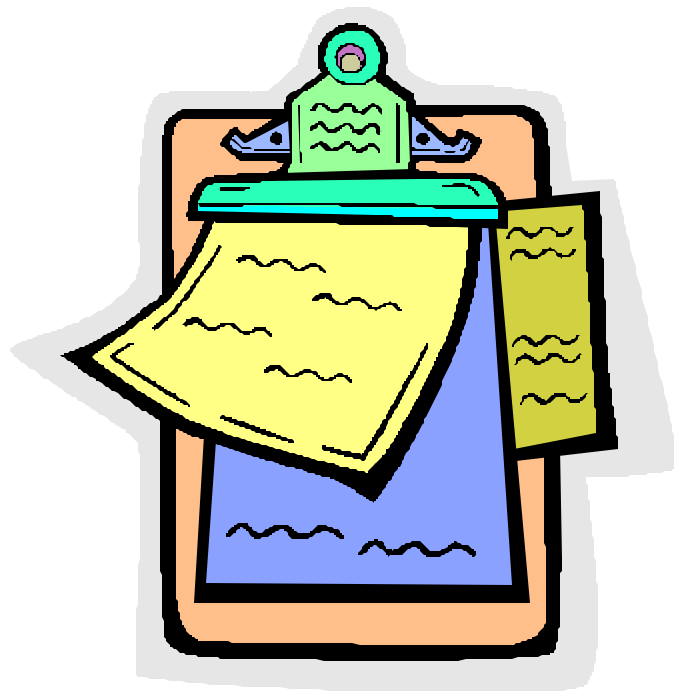
Rosy McGuinness

Autism, MR, MOD/SD, NCE Elementary Program Specialist

Ginny Love

Curriculum Resource Teacher

Participant Training Packet



Physical Structure

Structure is defined as the manner in which something is put together. It is the arrangement or relationship of parts. Physical structure refers to the way in which we set up our classrooms, i.e., how we arrange and organize furniture and materials.

Students with autism may demonstrate great strengths with respect to details, yet these very strengths are often offset by the equally significant deficits in their ability to give meaning to the details. They have difficulty seeing how the details relate to each other or the "BIG PICTURE."

Physical structure is the means by which we provide the student with the "BIG PICTURE." It answers a most basic question: **"WHERE?"**

As teachers, our job is to provide our students with visual cues and clearly defined boundaries that will indicate to them "what's what where."

The basic teaching areas found in any classroom can be categorized into four separate areas:

- ?? snack or group
- ?? play or leisure
- ?? transition
- ?? work

The **snack or group area** has a unique characteristic. *It is the one area of the classroom that is multi-purpose.* In order for that to work, the physical alteration of the space must be consistent for each function. This allows the student to know what activity is going to take place in the designated space and how to be prepared for it. Activities that take place in this area may be defined by changes in table coverings, different seating arrangements, or any other visual cueing system that clearly defines the purpose of the space for the student. Placemats with designs representing the different types of group activities, such as snack- or art-time, are easy to make and allow for a quick change if they are stored nearby.

While the **play or leisure area** is not multi-purpose, it also has a unique characteristic. *It is the one area where no demands are placed on the student.* It is where they may go and "play" or "take a break." The goal is simply for the student to remain in the assigned area for a designated time. What the student chooses to do in the area is his or her decision, made without input or judgment from adults except when safety issues are involved.

The **transition area** should be centrally located and easily accessible, as the student will use this space often throughout the day. *It is a neutral space, separate from all others, and one that is not used for any purpose other than maintaining the student's individual schedule.* The ultimate goal is for the student to be able to transition to and from his schedule independently while successfully managing it with little or no adult support.

The **work area** may be divided into two separate spaces within the classroom, both of which should be quiet and free of distractions. *In one area, the student receives one-to-one instruction from an adult; in the other area, the student performs independent work.* If the classroom is not large enough to accommodate two separate work areas, then there should be a visual cue to distinguish between the use of the area for one-to-one instruction with a teacher from the student's use of the same area to complete independent tasks. The addition or removal of the teacher's chair, for example, would provide a visual cue to the student as to the function of the work area. If students must share the independent work area, their individually assigned work systems should be readily available as they rotate through this area.

Other factors to consider when setting up one-to-one and independent work areas include: the number of students in the classroom; the number of adults available to work with students; the availability of furniture to create boundaries; and the dimensions of space itself.

In designing these classroom areas, it is important to make sure that boundaries are clearly defined. The student is better able to follow his schedule and maneuver more easily throughout his day if he performs activities in areas that are separated from each other and contain the appropriate furniture and materials related to that activity. Just as we know that the kitchen is for eating and the bedroom is for sleeping, the student better understands the purpose of his different school activities when "walls" separate or define the areas of learning and materials are in their place. This helps the student to match his behavior to the expectations for each area. In addition, clearly defined boundaries allow the student to focus on the essential information within the delineated space, minimizing distractions from competing sources of stimulation.

Assessing physical structure is easy. One can clearly determine whether or not restructuring or rearranging furniture and/or materials is necessary by asking the following questions:

- ?? Is it clear to the staff where each activity of the day will be taught and who is responsible for which students and activity?
- ?? Are there visual cues to let the students know where each instructional area begins and ends?
- ?? Are schedules easily accessible for all students?
- ?? Does the group area have visually distinct cues for defining activities?

Factors to Consider When Setting Up Your Classroom

When arranging the classroom to support the instructional program and student needs, consider the following:

- ?? How does the use of space support the instructional activities?
- ?? Does the arrangement of student desks allow for large group activities, small group activities, cooperative and collaborative group activities, and individual work?
- ?? Are the student desks arranged for the best use of light and fresh air?
- ?? How will you position the student desks to ensure clear visibility of the chalkboard and all visual aids?
- ?? Are the tables and chairs in the central teaching area or off to the side? Is the area supposed to be isolated for a quiet area or are the students able to interact verbally during the use of this space?
- ?? Does the doorway present a problem with noise filtering in or out of the classroom because of the position of the desks?
- ?? Where will you store student and teacher books, materials, and equipment? Will it be easily accessible?
- ?? How will you use spaces away from direct teaching in order to maximize learning? Will the areas invite children to come and learn? What directed and/or independent activities will you provide for them in these areas?
- ?? Have you given consideration to students with special needs and/or disabling conditions?
- ?? Do your traffic patterns allow you and your students to move from one area to another with minimal disruption to instructional activities?
- ?? Will the placement of your desk contribute positively to your interacting with students and the management of your instructional program, when this is applicable?
- ?? Have you considered the location of the electrical outlets and computer connections when placing furniture and equipment?

Classroom Information and Inventory

School

Teacher

PRS

ISRT

Teaching Assignment: NCE _____ MR _____ MOD/SD _____ Grade Levels _____

Number:

Support Staff _____ Students _____ Wheelchairs Equipment _____

ITEM	NUMBER	ITEM	NUMBER
Teacher Desk		Built Ins	
Adult Desk Chair		Student Cubbies	
File Cabinet	small _____ large _____	Coat/Book Bag Rack	
Round Table	small _____ large _____	Computer Station	
Rectangular Table	small _____ large _____	Sink	
Horseshoe Table		Cabinets	
Trapezoid Table		Open Cubby Storage	
Student Desk		Chalk/White Board	
Student Chair		Bulletin Board	
Adult Chair		Equipment	
Rocking Chair		Computers	
Rolling Stool		Printer	
Beanbag Chair		Augmentative Devices	
Wardrobe		CD Player	
Paper Closet		Tape Recorder	
Bookcase	small _____ large _____	Gym Mats	
Storage Shelving _____	#shelves _____ _____	Trampoline	
Rolling Drawers	# drawers 3 _____ 4 _____ 5 _____	Rifton Chair	
Easels		Toy Bin	
AV Cart		Sand Table	
Computer Table			
Refrigerator	full size _____ small _____		

Complete Classroom Makeover Review Checklist

CONSIDERATIONS

- ___ Physical characteristics
 - _____ Size
 - _____ Shape
 - _____ Wall space
 - _____ Bathroom location
 - _____ Built-ins
 - _____ Electrical access
- ___ Budget
- ___ Student information
 - _____ Ages
 - _____ Needs
 - _____ Numbers
- ___ Logical match of space to student needs
 - _____ Whose room is it?

MAIN AREAS

___ WORK SPACES

- ___ Teacher directed
- ___ Independent
- ___ Centers

___ GROUP INSTRUCTION

___ PLAY, BREAK, LEISURE

___ TRANSITION

ASSESSING PHYSICAL STRUCTURE

Where will each activity be taught?

Who is responsible for student and activity?

Teacher, IA, SLP, OT, etc.

What visual cues will be used to assist students in knowing where each instructional area begins and ends?

Are schedules easily accessible for all students?

Does the group area look different for each activity?



Make a Wish

If you could make a wish for furniture or other materials to help you organize your classroom – what would you wish for and why?

Please prioritize your wishes.

Elementary Low Incidence Special Education Service Delivery Observation Guide

Clearly evident	Somewhat evident	Not observed
-----------------	------------------	--------------

Physical Environment

In this classroom, you observe:

- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Appropriate amount of visual and auditory stimulation |
|--------------------------|--------------------------|--------------------------|---------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Individualized seating accommodations, as needed |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Visually separated areas |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Work: teacher directed; independent; centers |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Group instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Leisure/break |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Transition/schedule |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Identifiable space for personal belongings |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | An organized and orderly environment: Examples |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Placement of furniture and materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Containers, carts, shelving, cabinets |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Schedules |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Color-coding |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Labeling |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Adaptive equipment, as appropriate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Student work displayed |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Evidence of the use of technology to meet student needs |

Clearly evident	Somewhat evident	Not observed
-----------------	------------------	--------------

Learning Environment

In this classroom, there is evidence of:

- | | | | |
|--------------------------|--------------------------|--------------------------|-----------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Curriculum, adapted or modified as needed |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Differentiated instruction to meet individual student's strengths and needs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Adaptations to meet individual student's strengths and needs |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Use of visual strategies to augment instruction |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pictures/picture symbols |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Checklists |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Pictorial/written directions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Task sequences |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Highlighting |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Flip chart |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assignments poster |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Variety of presentation materials |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Text |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Manipulatives |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Overhead projector |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Tape recorder |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Computer and software |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Card reader, as appropriate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Writing boards |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Age appropriate materials and activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Meaningful, relevant, functional activities |

Clearly evident	Somewhat evident	Not observed
-----------------	------------------	--------------

Learning Environment (continued)

In this classroom, there is evidence of:

- | | | | |
|--------------------------|--------------------------|--------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Opportunities for all students to participate and communicate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Communication systems in use for individual students across settings |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Group & individual learning opportunities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Transitional routines |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Positive behavior programming |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Group and individual reinforcement plans |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Opportunities for making choices |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Modeling of desired behaviors |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Instructional language matched to student levels |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Minimal distractions/interruptions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assignment books/organizers/communication logs |

Clearly evident	Somewhat evident	Not observed
-----------------	------------------	--------------

Teacher

In this classroom, the teacher:

- | | | | |
|--------------------------|--------------------------|--------------------------|------------------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides a supportive classroom environment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Maintains high expectations for student achievement |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Effectively manages the classroom by |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Establishing and teaching procedures and routines |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Effectively using prompting and cuing techniques to maximize student success |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Promoting student independence |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Ensuring a safe learning environment |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Presents information in a systematic and clear format |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Models/demonstrates concepts and procedures |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses techniques to promote student success |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Observes, records, and assesses student progress related to IEP goals |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides appropriate follow-up activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides a variety of ways for students to demonstrate knowledge |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Maintains momentum through |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Preparation |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Organization |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Delivery |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Collaborates with service providers and team members |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Implements an effective work plan for instructional team members |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Provides opportunities for peer interaction |

Clearly evident	Somewhat evident	Not observed
-----------------	------------------	--------------

Students

In this classroom, the student:

- | | | | |
|--------------------------|--------------------------|--------------------------|---------------------------------------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates the ability to follow classroom routines |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is actively involved in a variety of learning activities |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Demonstrates an understanding of the instructional activity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Works independently for an appropriate period of time |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Cooperates in a group for an appropriate period of time |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Uses equipment/materials appropriately |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Interacts with peers in both structured and unstructured activities |

Revealing the Results



Revealing the Results Sample

Classroom Makeover Observations
May 10, 2006

As result of the Classroom Makeover this year, my classroom experience changed significantly.

- ?? Even though I had centers previously in my classroom, the format of the new makeover plan made the concretely defined areas much easier to use with accessible instructional materials and supplies at hand. This also made planning simpler and less time consuming.

- ?? The students are more receptive to routines than before the plan. They know where to go when they come to the classroom in the morning. They know where circle time is, where leisure is, and what time of day to go there. They know where to go for computers and functional academics. Every day they become more and more comfortable with the layout of the room, which makes them more receptive to learning.

- ?? Recently I have noticed improved behavior in my students. One student is not as destructive as he was in the past. He no longer throws things at random and is much more settled and engaged in activities than before the makeover. Another student began to investigate the classroom and is becoming interested in more than one toy. My other students are becoming more involved in structured activities because they know better what to expect from the routine.

For a new teacher working with students with severe disabilities, taking part in the Complete Classroom Makeover project was a tremendous help. It made my first year much more effective than it would have been otherwise. I was very proud to be part of this program.

Mary A. Beckwith
MOD/SD Teacher
Freedom Hill Elementary School

Behavior Management

Purpose: To examine the characteristics of a positive classroom environment where student needs are met through cooperative interactions and engagement with meaningful instruction



Complete Classroom Makeover Behavior Management Group Activity

How do you create a positive classroom environment?

- ?? Structure – schedule/routine
- ?? Speak in a caring/welcoming way
- ?? Morning meeting – positive talk
- ?? Show appreciation for each other
- ?? Cooperative/collaborative planning promoting ownership
- ?? Work alongside students
- ?? Humor
- ?? Movement throughout room
- ?? Warmth – inviting – stimulating with balance
- ?? Collaborative – supportive – balanced
- ?? Structure – organization
- ?? Provisioned – prepared
- ?? Structured – flexibility
- ?? Consider safety issues

List was created as part of an interactive activity at the workshop.

Complete Classroom Makeover

Behavior Management

Activity: Case Study

Setting the Stage

?? What are your expectations for your classroom?

?? What are the rules to support your expectations?

?? What are your procedures/routines to promote classroom order?

Assessment

?? Identify the behavior

?? Collect data

~~///~~ antecedents

~~///~~ behavior (frequency, duration, etc.)

~~///~~ consequences

?? Identify the function

Intervention

~~///~~ Make changes to the antecedents and how consequences are delivered.

~~///~~ Identify the replacement behavior/skill.

~~///~~ Teach the replacement behavior/skill.

~~///~~ Reinforce the new behavior/skill.

Complete Classroom Makeover

Fairfax County Public Schools

Autism, Mental Retardation, Severe Disabilities, Noncategorical
Elementary Services

Rosy McGuinness, M.Ed., CCC-SLP
Program Specialist

Ginny Love, M.A.
Curriculum Resource Teacher

What's This All About?



- Surveying the land
- Examining the blueprint
- Revealing the results

Surveying the Land

- FCPS low incidence services
- FCPS resources
- Identifying and responding to staff and student needs



Prerequisite Knowledge

- Foundations for Teaching Students with Mental Retardation and Severe Disabilities
- Autism Spectrum Disorders: Nature and Management
- Recognizing and Treating Students with High Functioning Autism (HFA) and Asperger's Syndrome (AS)
- Understanding the Disability: AS and HFA

Complete Classroom Makeover Phases


- Classroom organization and structure
- Behavior management
- Curriculum
- Instructional strategies

Refer to Page 2: Staff Development Focus Chart

Examining the Blueprint


Developing the initiative

- Project Announcement
- Nomination Sample
- Winning Announcement




Refer to pages 3, 4, and 5

*Classroom Organization
and
Structure*




Training

- Creating a Framework for Classroom Instruction
- Creating Instructional Tasks across the Curriculum



Classroom Organization and Structure: Process

- Observations
- Training and planning
- Makeover



Refer to pages 7-18

Structuring the Space: Considerations/Challenges

- ✦ Physical characteristics
 - Size
 - Shape
 - Wall space
 - Bathroom location
 - Built-ins
 - Electrical access
- ✦ Budget
- ✦ Student information
 - Ages
 - Needs
 - Numbers
- ✦ Logical match of space to student needs
 - Whose room is it?


Building the Foundation

Main Areas

- ✦ Work Spaces
- ✦ Group Instruction
- ✦ Play, Break, Leisure
- ✦ Transition

Organization: Materials and Strategies

- ✦ Planning for instruction
- ✦ Cleaning
- ✦ Organizing materials around instruction
- ✦ Selecting strategies for organizing




Teach the strategy!

*Everything in its place and
a place for everything.*

Revealing the Results



Staff Responses



Refer to page 20

Behavior Management



Purpose

To examine the characteristics of a positive classroom environment where student needs are met through cooperative interactions and engagement with meaningful instruction


Refer to page 22 and 23

Training

- ◀ Systematic Teaching: Practices in Applied Behavior Analysis and Discrete Trial Teaching
- ◀ Functional Communication

See Display Table

Curriculum




Training

- ✦ *Community-Based Instruction*
- ✦ *Life Skills Curriculum*
- ✦ *Functional Literacy*
- ✦ *Content Areas*

Refer to Display Table

Instructional Strategies



Training


- ✦ *Systematic Teaching: Practices in Applied Behavior Analysis and Discrete Trial Teaching*
- ✦ *Picture Exchange Communication System (PECS)*
- ✦ *Supporting Content with Technology Series*
- ✦ *Prescription for Success for Working with Students with AS and HFA*
- ✦ *Functional Communication*

Refer to Display Table

Project Outcome

Improvement in:

- Staff collaboration
- Organization
- Behavior analysis
- Instructional delivery
- Time management
- Classroom climate
- Student performance



Project Outcome

Challenges:

- Project grew
- Time commitment
- Stamina required
- Paraprofessional staff buy-in

