

A Mentor Teacher in a Book!

[How to Set Up a Classroom for Students with Autism](#) is a manual for teachers, para-professionals, related service providers and administrators new to working with students with autism or for professionals who would like to enhance their current autism classroom set-up. The manual is easy to read and is full of great ideas for setting up your autism classroom. With items such as detailed instructions about classroom set up, strategies for collaborating with others, data collection ideas and behavior intervention plans, this manual is sure to be a major support for any professional working in a classroom for students with autism!

Available at [Amazon.com](#) & [AutismClassroom.com](#)

*Special Discount for March 2010, 20% off of our book, [How to Set Up a Classroom For Students with Autism](#) for books bought directly from the Autism Classroom's book website

http://www.autismclassroom.com/home/index.php?option=com_content&task=view&id=115&Itemid=90.

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Your Autism Classroom

(Excerpt from *AutismClassroom.com's book [How to Set Up a Classroom for Students with Autism](#))*

Schedules are needed to help individuals keep track of expectations throughout the day. Individual student schedules are recommended for each student. Individual student schedules can take many forms. They are needed in addition to the daily class schedule. One key similarity is that all schedules have a finished component, in which the person

symbolizes that a task/activity is completed. This can be done using a variety of methods including a finished pocket, a flip over support, a slot, an envelope, or a check off system, etc. Students need to be taught how to use their schedules. Staff members will need to be consistent in teaching the students to use and monitor their schedules. Many students will begin to develop independent skills for monitoring their daily activities by using schedules.

The Home Link

Structuring Your Home Play Area

Creating an organized play area is essential for building play skills. To do this, remember try the following ideas:

- create a space or a room specifically dedicated to playtime
- teach your child how to play
- follow your child's lead by commenting on the play he or she is doing
- when you are playing, remember to have fun, try not to "teach" or "drill" your child -you can teach later
- encourage communication by having your child verbally request, sign or give the picture for an item before playing with it
- remember that play doesn't only have to occur with toys, you can use a real phone or even a feather duster if that is the item your child is interested in
- most experts focus on the quality of the child's play and the child's ability to sustain what they call "joint attention," attending to the same thing at the same time

Tip of the Month:

Cover cluttered shelves or closets with a piece of solid colored fabric to help create a more organized appearance in the room. Most often, a strip of Velcro™ will help it to attach. This way, the items can be reached easily, but the room will be less distracting to the child.

Administrator Tips

3 Things to look for in the autism classrooms in the building.

1. A weekly schedule posted in the room or in student's notebook.
2. Accuracy in the schedule (make sure the activity going on is what the schedule indicates).
3. A weekly schedule that is accompanied by plans for each activity.

Consultation Station

(A close look at a classroom issue, student concern or educator's question followed by recommendations and strategies)

"C" is a student with very limited verbal skills and with a number of behaviors. During the school day, he has loud vocalizations when we tell him over and over to stop and he bites himself on the hand when stressed.

Autism Classroom.com Recommendations: There are various strategies to try to use with C. Each child is an individual and will not respond to every method tried, however, here are some suggestions:

****For the loud vocalizations it seems that he may like the attention or sensory feedback of the loud noises. Try these STRATEGIES TO INCREASE APPROPRIATE BEHAVIORS:**

1. At a time when the behavior is not occurring, provide lessons related to appropriate voice volume level. For example, try a voice scale lesson in which you use headphones and a voice scale from 1-5 to let him actually hear the difference in various volumes. This will need to be an ongoing lesson in which the objective is to have him realize that there are different volumes to a person's speech. Eventually you will be able to direct him to keep his volume at a level one or level two.
2. Keep him on- task with hands-on activities throughout the school day.
3. Provide a specific reinforcer on a designated time line (ex. every 5 minutes he uses an appropriate level voice) for him having a quiet or level 1 or level 2 voice. Continue the reinforcement by increasing the time expected for him to maintain an appropriate level voice.
4. Use planned ignoring of inappropriate loud vocalizations. Do not address his inappropriate noises. Reinforce him during the times when his voice has the appropriate volume.

****When C Bites himself on the hand when stressed, he might be getting sensory feedback from biting or he may want to gain a tangible item and may possibly have trouble communicating what he wants to the adult. Try these STRATEGIES TO INCREASE APPROPRIATE BEHAVIORS:**

1. Provide him with a communication book or a series of communication boards with picture icons on them to help him communicate during each activity. If a book is used, provide divisions in the book so that there are separate topic communication boards for each activity during the school day (ex. lunch, reading, math, writing, science, etc.)
2. Provide him with an individual personal schedule which shows him with picture icons or with words, exactly what will occur during his school day. The schedule should be accurate and changed daily. He will need to use this schedule each day. If he is receiving break times throughout the day, they should also be listed on the schedule.
3. During academic activities, he will need a task schedule to show him what is expected of him during that activity. The task schedule should tell him exactly what work he is to do, for how long and when it will be finished. For example, a task schedule for a math class in which he has to complete two worksheets may look something like this: (Worksheet #1, Small toy break, Worksheet #2, Finished)
4. Provide C with an alternative to biting his hand. For example, see if he will rub his hands together, instead of biting them when he is stressed. Or, try providing him with a stress ball or something else he can hold on to or a therapy brush to brush on his hand, instead of biting his hand. Try telling him to put "hands down" or when he is biting his hand, while showing him a picture icon card of "hands down."
5. In addition to the other methods, direct him to his communication book to see if he can show you what he may want to communicate. Also, use his schedule, to show him where he is supposed to be. Point to the schedule and say "It is time for ___."

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Sign up a friend, family member or co-worker to our mailing list and get a free e-book on Creating Behavior Intervention Plans. See our site for details.

