



**FROM SCHOOL TO HOME AND BACK AGAIN:
STRATEGIES THAT WORK IN BOTH SETTINGS**

June 11th, 2014

INTRODUCTIONS

- Tell us about yourself
 - Name
 - Child's/children's name(s) and age(s)
 - Two facts about your child(dren)
 - What do you hope to get out of today?



THE STRUCTURE OF SCHOOL

- What makes an effective classroom?
 - Routine expectations
 - Rules with rewards and consequences
 - Individualization
 - Trusting relationships between students and adults
 - Mistakes viewed as learning opportunities
 - Opportunities for personal growth
 - High expectations
 - Visuals
 - Defined spaces



THE STRUCTURE OF SCHOOL ROUTINE EXPECTATIONS

- When students know what is expected of them, they are more likely to do what is expected.
- Examples:
 - When I first walk into the classroom, I unpack my backpack, put it where it belongs, and go to my desk.
 - When it's lunch time, I get my lunch bag, line up, and wait for my class to walk to the cafeteria.
 - When recess is over and my teacher blows the whistle, I stop what I'm doing and go line up. I know I will have a chance to get a drink of water as soon as I walk inside.



THE STRUCTURE OF SCHOOL

RULES WITH REWARDS AND CONSEQUENCES

- If you set an expectation for your class, they should be motivated to follow the rules and understand the consequences when they choose not to.
- Examples:
 - If I have no conduct marks for this class, I get free time for 5 minutes at the end.
 - If I finish this task, I get to choose a reward when I'm done.
 - If I hit another student, I have to write him an apology letter instead of going to centers.
 - If I don't start my work, I will have to sit by the teacher instead of by my friends.



THE STRUCTURE OF SCHOOL INDIVIDUALIZATION

- What motivates one student may not work for the rest of the students in a class. On the same note, a consequence for one student may not be meaningful for another.
- Examples:
 - Student A works for goldfish, Student B works for time on the iPad, and Student C works so the teacher will leave her alone.
 - Student D follows the rules because he doesn't want the teacher to be disappointed, Student E follows the rules because he doesn't like finishing his journal during free time, and Student F follows the rules because she doesn't want a note in her folder.



THE STRUCTURE OF SCHOOL TRUSTING RELATIONSHIPS

- If students do not trust their teacher and feel cared for at school, learning will not be at its peak.
- No matter what end of the spectrum any student falls on, he/she **MUST** feel safe at school to take chances when learning something new, performing a routine task, etc.



THE STRUCTURE OF SCHOOL MISTAKES VIEWED AS LEARNING OPPORTUNITIES

- When students know that when they make a mistake, the teacher will use it as an opportunity to teach the correct skill, they are more likely to participate, try new things, and take risks.
- If students fear that the teacher will be upset with them for getting something wrong, they are less likely to do any of the above.



THE STRUCTURE OF SCHOOL OPPORTUNITIES FOR PERSONAL GROWTH

- While academics are extremely important at school, personal and social issues should also be a focus for our students.
- Examples:
 - Social skills group activities
 - Opportunities to socialize with peers
 - Using real-life experiences to learn from



THE STRUCTURE OF SCHOOL HIGH EXPECTATIONS

- It seems easier to find the needs (weaknesses) in our students that often define limitations for them. It is more important, however, to identify strengths and interests to shape our expectations.
- Most of the time, the student will rise as high as our expectations go, so how high are we setting the bar?



THE STRUCTURE OF SCHOOL VISUALS

- Visual cues take the guess work out of what is expected for a certain task.
- Examples:
 - Hand washing and toileting routines
 - Finished products
 - Rules and expectations
 - Procedures
 - Labeling objects
 - Daily schedule

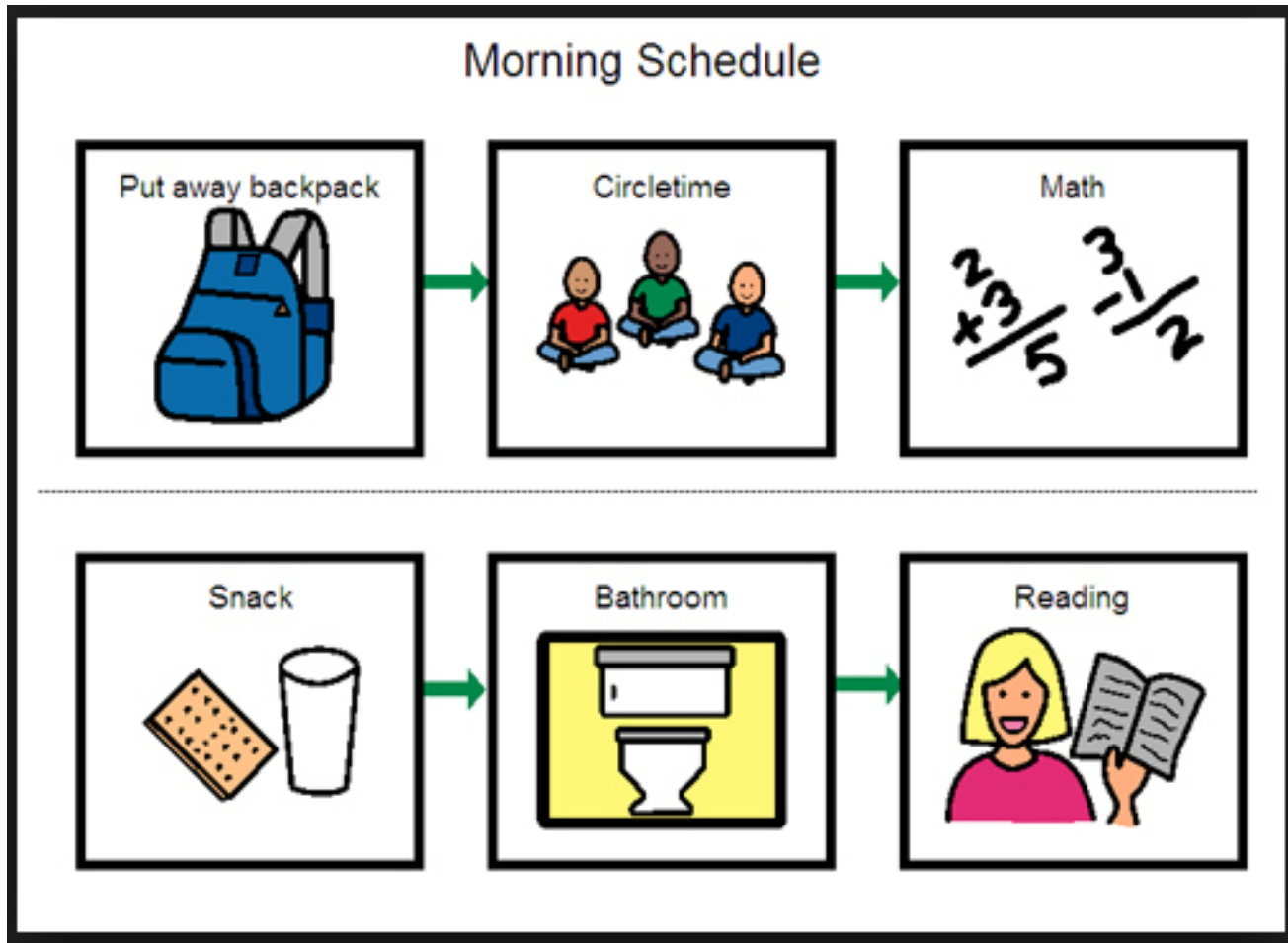


VISUALS – HAND WASHING












	Washing hands
	Water on
	Hands wet
	Rub hands with soap
	Rinse
	Water off
	Dry



VISUALS – MORNING ROUTINE

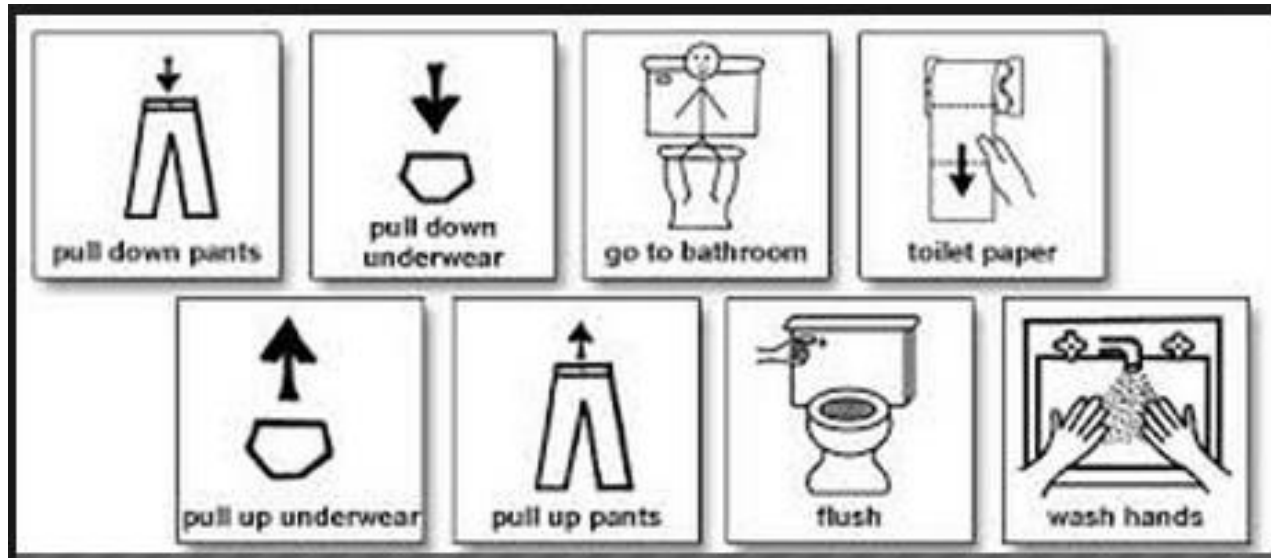


VISUALS – DAILY ROUTINE


	Reading Center
  	Arrival Routine
  	Hygiene + Morning Task
	Independent Desk Work
	Large Group Activity
	Small Group with Teacher
	Independent Desk Work




VISUALS - TOILETING





VISUALS - PROCEDURE


Bus To School 

Bus To Home 

Watch for bus 

Walk to bus stop 

Walk to bus 

Line up for bus 

Get on bus 

Get on bus 



THE STRUCTURE OF SCHOOL DEFINED SPACES

- Defined spaces, much like visual cues, take the guess work out of where a task should be performed.
- Examples:
 - Snack/lunch table
 - Reading area
 - Group work
 - Individual work
 - Quiet area
 - Cooling off spot



SO WHAT DOES THIS MEAN FOR THE HOME?

- Let's examine how these structural issues can translate to the home.



THE STRUCTURE OF HOME ROUTINE EXPECTATIONS

- When I'm going out to eat with my family, I have to wear clothes and shoes.
- When it's time to go to bed at 8:30, I turn my video games off.
- If I want to eat a snack, I have to ask permission.
- At Grandma's house, when I want a snack, I go and get what I want from the pantry.
- At the movies, I have to turn my phone off and watch quietly.



THE STRUCTURE OF HOME RULES WITH REWARDS AND CONSEQUENCES

- If I finish my homework, I get to watch TV
- When we go to the grocery store, if I stay next to dad the whole time, I get to buy a candy bar
- If I do all of the chores on my chart, Mom will take me to the park on Saturday
- When I jump on the couch, Mom makes me get down and turns the TV off
- When I hit my brother, I have to sit in the “cool off” chair



THE STRUCTURE OF HOME INDIVIDUALIZATION

- There is no “one size fits all” consequence, reward, or motivation.
- We ALL need to be motivated to complete tasks.
- What is your motivation?



THE STRUCTURE OF HOME

MISTAKES VIEWED AS LEARNING OPPORTUNITIES

- When your child genuinely makes a mistake at home, does he/she know what to expect from your reaction? Think about it from your child's point of view:
- “I just dropped a plate too hard in the sink and it broke. Daddy is going to fuss at me!”
- Vs.
- “I just dropped a plate too hard in the sink and it broke. Daddy is going to come help me clean up the broken pieces and talk to me about what happened.”



THE STRUCTURE OF HOME VISUALS

- Just like at school, some kids may need a visual reminder for routine tasks, location of items, etc.
- Examples:
 - Hand washing and toileting routines
 - Labeling items
 - Procedures
 - Daily schedule



THE STRUCTURE OF HOME DEFINED SPACES

- Just like school, some children need to be able to easily identify the function of each area in the house. However, areas in the house are much easier to decipher and generally have more than one function.
- Examples:
 - Living room is also the play room
 - Kitchen table is for eating and homework
- If visuals are needed, include BOTH functions for the objects and places you are labeling.



LET'S TALK ABOUT YOUR KIDS!

- What scenarios or questions do you have?



THANK YOU!

- Thank you for coming today! Here is my contact information:

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