

General Tips

- **Design classrooms/teaching activities based upon organization systems – e.g., give students an “aerial” perspective then zoom in on specifics**
 - **Start the day by going over a schedule board that the students can manipulate (if the activity is out of the classroom have a list of what needs to go with the activity – outside = boots and coat) / Schedule within a schedule**
 - **Color code the board based upon arousal (e.g., active = blue, inactive = yellow)**
 - **Tell the student what the goal of each activity is – they may not infer this information on their own (“the goal is to have 4 squares cut)**
 - **Give examples of what a finished product should look like**
 - **Discuss why this activity is relevant to their lives**

General Tips #2

- **Emphasize problem solving skills**
 - **Teach for the process – not results. Having students learn the process of an activity is invaluable (emotional bonding is more important than teaching a lesson)**
 - **Teach with full understanding and generalization of skills – not rule-based logic (unless that's your last resort).**
 - **Always tell the student “WHY” (Don't hit Johnny Because it will hurt him and he will be sad)**

General Tips #3

- **Before eliminating, extinguishing, stopping, or decreasing OCD behavior attempt to figure out what purpose it is serving. If it is for organization, you need to replace the organization before eliminating the behavior**
 - **Use your judgment – why do you think the student engages in a particular behavior? (see motivation assessment scale)**
 - **What happens if the student doesn't participate? Angry? Falls Apart? Looks Lost?**
 - **Replace with more functional “rituals” while teaching the skills that underlie the need for the ritual in the first place. (e.g., student must sit in the blue chair at circle time because s/he doesn't know what the purpose of sitting in a chair is)**

General Tips #4

- **Do not stop teaching once you have achieved rote learning!**
 - **Once a student can achieve a goal via rote, now it's time to generalize, generalize, generalize...**
 - **PLOP = Person, Location, Object, Position**

General Tips #5

- **When engaging in an activity with different parts (e.g., scissors, glue, paper scraps, etc.) have specific places for each part**
 - **Have a scissor box, a glue box, a box for scraps, a box for completed pieces, etc. – If everything has a “home” then it’s easy to figure out where it goes**
 - **Alex’s house – if something is not where it belongs I just don’t know where else to look – this causes stress.**

General Tips #6

- **Always have visual targets/markers**
 - **When learning to line up – have feet, colors, or other targets on the floor (“Johnny, stand on the green dot” – vs. “in line” which is too vague)**
 - **If walking in a straight line down the hall, have colored tape down the hallway to delineate where to go**
 - **If sitting on floor in circle – use carpet squares (bring these squares to activities outside of class – e.g., music, art, etc.)**
 - **Have an obvious marker outside the classrooms / bathroom students will use**

General Tips #7

- **Figure out how the child learns best and convert all material to that modality**
 - **Always use visual/auditory cues – if you're doing a cooking activity have all of the steps “written” out using icons or pictures**
 - **When using step by step instructions – don't leave out the last step – e.g., come back!**