

General
Infirmary

General Classroom Recommendations:

-Use lots of visual and gestural prompts as to limit the amount of noise in the room

-Continue to establish pictorial cues and gestures to allow students to know what is expected of them at a given time

-During direct instruction/large groups all prompting from in class support should be physical and gestural. One adult speaking at a time, during groups. It is difficult for the children to focus on instruction with multiple verbal stimuli

-When transitioning between activities, give students a busy task to maintain structure and reduce disruptive behavior due to lack of direction (task baskets work well during these times)

-During transitions, create routine with visual prompt for standing on. Line up and stand on the (#,color,etc.)

-Create protocols on how you would like staff to address typical, daily behaviors that are inappropriate. This will allow for consistent delivery of consequence/verbal cues

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- Model behaviors for the children. If you want quiet in the room, speak quietly. If you want heads down, put your head down.

Preschool Targets

Points to desired objects

Follows simple instructions

Imitates actions

Imitates actions with toys

Engages in reciprocal play

Seeks out teachers attention

Oral Motor Imitation

Verbal Imitation

Follows Along with Stories and pictures

Labels Objects

Requests items and assistance

Engages in simple play when alone

Utilizes toys appropriately

Touches and explores sensory stimuli

Self- help skills/Independent functioning

Follows along to song/finger play

Demonstrates imaginary play

Uses play scripts

Turn taking/sharing

General List of Goals

- Manding - Requesting items and activities
- Tacting- Labeling pictures and objects
- Intraverbals- Filling in information, completing phrases and songs, answering simple W questions
- Handwriting- Tracing letters, copying name, letters, numbers. Use sensory strategies, patterns, and borders
- Sorting objects by color, numbers, letters, items/pictures by categories including features and function
- Matching numbers, letters, and pictures

- Color, Letter , and number ID
- Initial sound of picture with corresponding letter
- Following and engaging in story with an adult
- High frequency sight words/ matching and identifying
- Participating in a circle time
- Sharing and playing with peer
- Working for reinforcement.
- Following simple instructions
- Remaining in an assigned area
- Following a picture schedule for daily routines
- Following a picture schedule to complete independent work tasks
- File folders that involve colors, letters, numbers, etc
- Counting out objects to 10
- Matching number to amounts up to 10
- Following routine to go to bathroom. No demands made to go
- Utilize social story from last week and continue to pair social stories with school tasks
- Form peer relationships and allow for cooperative learning

Recommendations and Strategies:

- **Frequent movement breaks and Sensory Integration –**
Approximately every 20 minutes for 2-3 minutes. Ex. Jumping Jacks, running in place, push-ups, sit ups, bouncing on a ball, obstacle course, trampoline, up and down stairs, scooter using arms, crawling, pushing and pulling activities, bending, dancing, yoga. Required not earned. Get the body ready to work. Sensory includes all the senses. Feed them all!
- Student can stand, student can sit. Allow fidgeting. Allow movement when working. Eye contact and stillness are not a requirement.
- Allow touchy and feely toys at the desk. Fill the day with lots of hands on manipulatives and touchy feely activities. These are not breaks or reinforcements. These are part of the treatment.

Reinforcement

- Reinforce frequently- every 60 seconds to start. Use tokens paired with verbal. With each 3 days of success extend work requirement prior to reinforcement by 15 seconds. Verbal can be more frequent than tokens. Goal 20 minutes to token reinforcement. Verbal praise should never fade beyond 5 minutes. This means use must deliver one positive statement every 5 minutes regardless of the work requirement to earn a token. (Do not change current work requirement prior to BCBA or Case Manger review of data) Reinforcement should never exceed 5 minutes. 2-3 is the norm.
- Use a timer during reinforcement to help transition the learner. A stop watch can be used during work time, but not required.
- We earn for effort and cooperation, not work quality or quantity. Make the reinforcement easy to earn so the learner buys into the plan.
- Rules should be the TO Do's . Focus on the behaviors you want to see., Ignore the low level undesired behaviors. Stop talking about the wrongs or discussing what you do not want to see. Students need to hear what to do over and over and over. Do not reinforce behaviors you do not want to see. Rules should be simple and visible at all times. Pictures recommended with younger kids. Ex. I try my best I say nice things, I follow instructions. Make these rules attainable so student learns success. Lead them to success and earning the reinforcement.

Expectations

Lower your requirements to allow for success. It is important to ease up, before you move up.

Set simple, attainable goals.

Watch for what we want to see, not for what we do not want to see

Take data on **redirection- when given a verbal cue, to fix a behavior, or do something else**, does the learner stop the inappropriate behavior, does the learner fix the error ? If so, mark on the frequency tally sheet. This is very important information. Monitor improvement and listening. Ex. Student has the book out. You state, **BOOKS ARE IN THE DESK NOW** and student complies !

Visual Cues

- Use a picture schedule. Use an IF, then. First I work, then I play.

Self – Monitor

- Have learner keep track of good things they do . Have students start looking for and being responsible for their individual growth. I get a check when I say something nice. Help a friend etc.

Teach a Skill deficient

- Behaviors don't improve unless we teach new skills. What skills are missing? Why is this child acting out? Teach them to do it. Teach them to say it. Teach them to wait. Teach them to share.

Manipulate the environment-

- Is there a trigger? Change the schedule. Change seating. Change the order of work. Change seats. Change room set up. Is it how you state it? Is it how you react. Examine yourself, staff, and room. These can be your problems and solutions.

Please note the following protocol for parent communication:

Classroom teacher can write about academic progress and need for clothing or other classroom supplies. Write about activities participated in during class, fun fact, class news, generic comments

Behaviorist- program changes and all behavior concerns. All notes sent to teacher regarding behavior or academic concerns are to be addressed by behaviorist.

Related Services- must address concerns relevant to their specialties. Therefore, all sensory related or communication issues are to be addressed by related services.

Nurse -Any visits to nurse that require medical treatment are to be called in to mom from the nurse or written note home by nurse. Nurse is to document all visits. Nurse will determine need for medical attention, need for child to be sent home, and if student should remain in school.

Paraprofessionals and substitutes are not to discuss student's progress or behaviors. They are to greet parents but are not authorized to disclose any information to parents regarding occurrences in classroom. Comments are to be limited to generic activities such as check your bag for a note , class trip tomorrow send in ...

Child Study Team- Is to be informed of all parent communication issues. Child Study should be consulted on any issues of question or with any questions regarding how to address a given situation.

General Classroom Recommendations

Try using **Placheck**- This is a procedure where you quickly observe student's attending/participation behaviors at a given point in time. Take a count of engaged vs. not engaged. Goal 90% student engagement. Engaged is actively participating in the activity and following instructions (Exclusion to criteria: quietly sitting does not equal engagement) This will help you judge / gauge your lesson

Allow for more gross motor movement and creativity. Foster students independent thinking and encourage their desire to assist you in the lesson.

Every 5- 15 minutes, shake it up. Move the kids around if you have a very active group

(ex. Stand up and jump 7 times for the seven days of the week)

(ex. Dance the months of the year)

(ex. Stand up and stomp the number of days in the month)

(ex. When x suggests a different arm movement, capture his leadership abilities and his motivation and reward him with this by allow his suggestions and complimenting his desire to assist you)

Allow for shaking and rocking while on the carpet (Allow students to burn energy) (Kris cross apple sauce for an extended period of time is not a realistic expectation for boys this age)

Provide lots of structure and clear instruction as to what is expected of them

Use more visuals and hands on materials for kids to touch (allow students to learn through their senses)

Use fast pace instruction (increase choral responding, decrease independent question and answer, decrease sitting, watching, listening, waiting)

Decrease the transition/sitting time between activities and fill with hands on activities or go directly into the lesson

Be consistent with reinforcement

Be predictable

Reward desired behaviors and on task behaviors

Pay attention to and comment on what you would like to see more of

Ignore low level noncompliant behaviors (Noted students getting attention both verbally and physically for noncompliant off task behaviors) (Implement planned ignoring) (See information attached on procedure)

Vary voice tone throughout lesson (let the students learn your excited or you did a great job voice vs. your firm, authoritative I mean business tone) This will help establish behavioral control once behaviors start to escalate

Use visual cues and reinforcement (IF/Then board)all the time, not just when you have a problem. This should be routine

Use Behavior charts highlighting/promoting positive, desired behaviors

Earn tokens toward breaks or desired activities and tangibles

No conversation between staff and students during direct instruction. Only teacher talks during a group

Start with something easy, 2-3 easy tasks then hard one. (use behavior momentum, see handout on decoding lingo)

Use microphone to establish speaker turn during group

Speak in positive and directive words. **You need to**Avoid the don't terms or the no terms. They do not tell the child what to do. Tell kids what to do.

Kids take things literally, be careful what you say, they may do it.

Consequence must be consistent from day to day and between staff members.

long, approximately every 4 min. x should receive a token. The token goes on the strip on the inside of the folder you have. It is crucial that when you first begin this system, x earns his reinforce. I suggest 5 successful bouts of this. This will draw him to using this system. If he learns he has success, it will be motivating. If he "never earns reinforcement" his level of cooperation will decline with this and it will not be an effective tool. When delivering the token use verbal praise such as good job, nice working, etc. As he gets use to this, you can fade the verbal praise and place the token on. The sight of the token will do the trick.

- Decrease work demands to allow for success with his behavior system and his school work. As his behavior improves, slowly increase the length of time he has to work and the difficulty.
- Use speech that explains what types of behavior you want to see or what is expected of him. " you need to _____" "Get the _____" " Sit down"
- Do not tell x what not to do, only the to do's. We are focusing on positive statements teaching desired behaviors.
- Provide model of speech and behavior that you would like to see

- Practice desired behavior and role play. Play pretend
- Practice behavior management strategies during times that x is especially well behaved. It is never effective to discuss problem behavior or strategies during a behavior problem/episode. 1) "When you get mad, you can count to 10 let's practice" I will demonstrate all these techniques and work on them with x as well. 2) "When you feel angry, you can use your words, let's practice" 3) "When you feel frustrated, ask for a break, let's practice." 4) "When you get angry, you can take deep breaths"
- Give reinforcement when x is on task and behaving. Drown him with attention and praise when he is doing what you want him to do.
- Ignore undesired behavior if they do not pose a safety threat to x or himself. If you comment on his behavior, then you have just reinforced his behavior and are increasing the future likeliness of this behavior) His behavior may be disruptive, but ignoring it will eliminate it. When he is off task, catch him the second he is on task and give him a high 5 good job, etc.
- Please read behavior 101 as classroom training. Please ask questions.

Attention seeking behavior will decrease if x gets frequent attention throughout the day. So, x will not need to ask out for the attention or act out for attention, if he is already getting it.

His reinforcement system will provide him with this. Planned ignoring will teach him that he does not get attention for the inappropriate behavior.

Escape behavior- x will always be required to complete all tasks regardless of his behavior. X will not be permitted to escape a task. If he partakes in escape behavior, tell him it is work time, show him his if, then, and then state work time. Do not give further work instruction at this time if he does not follow. Do not allow access to reinforcement or any alternative activities until he completes his work. Do not give him any attention at this time. No pleading with him to work and no reprimanding him. Simply ignore him yet block access to play/reinforcement.(I will model this for you)

Wait for him to show you he is ready to work. If he makes eye contact or demonstrates his willingness to work, you can ask if he is ready to work. If he complies,(if he does not comply continue the ignoring procedure) complete the work task, give him one simple instruction to follow after that, (quick and easy) such as answering a one word question, clapping his hands, making an animal sound, imitating an action, and then immediately give him the reinforcement he was working toward.

Complete demand, do one more quick task=gain reinforcement (give him all his tokens during this time, so you are consistent with the need to earn 5)Good listening you get a token, nice looking, a token etc.....make it quick to help him succeed!

Crisis management:

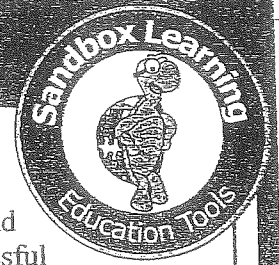
If x aggresses, staff will attempt to coral him in an area in the room away from other students. Blocking techniques will be utilized. While x is partaking in disruptive behavior/tantrum like behavior, he is not to be spoken to. He is to be ignored by

staff. Staff is to not make eye contact or engage x in conversation. x is to be addressed once he calms himself down. Restraint will be utilized as a last resort, at times when x presents as a danger to himself and others. (District policy/procedure to be followed)

Once behavior deescalates, x will once again, be prompted to work. Show him his if, then card. (Follow escape behavior procedure)

x is not to be put in time out and there is to be no discussion about his episode following it.

Skill Sheets by Sandbox Learning



7 Strategies for Preparing Children for New Experiences

Children become excited about holidays and special events, but new experiences and routine changes can be overwhelming. Make events fun, educational, and less stressful with these seven simple tips.

1. Help Children Understand When an Event Will Occur - Children can become very excited about activities. They may ask days or weeks in advance about plans. Help children gain an understanding of when an event will occur by marking it on the calendar and having a countdown. This strategy helps children better understand when an event will occur while working on simple math skills.

2. Set Expectations - New experiences often come with new rules and expectations. Be sure to set rules and expectations in advance. Prepare children by reading books on or role playing about the new experiences. Write rules down and review them. For trick-or-treating role play going to someone's door for candy. Have rules about going to homes with lights on, staying near an adult, and politely thanking neighbors for the treats.

3. Let Children Participate in Planning - Children will have more ownership in an event if they are able to help plan it. Let children help make a picnic lunch when going to a fall festival. Print a map of the zoo before going and include them in planning which animals to see at the zoo. Ask them to help pick out and wrap a birthday gift for a friend's party. These kinds of activities teach planning and independence skills that apply later in life.

4. Build on Existing Skills and Familiar Experiences - When children relate past situations or expectations to new ones they are able to build on existing knowledge. For example, if you are going to an amusement park you may tell a child the rules are similar to being at a mall. There will be many people, they have to stay with an adult, and there will be times when they have to wait in line. This allows children to have a parallel for their expectations and draw on their past experiences.

5. Leverage Opportunities for Learning - Whether counting Halloween candy, learning about new cultures during the holidays, or practicing greetings at a family reunion, events offer a multitude of opportunities for developing skills. Use naturally occurring events to teach new skills or develop emerging skills.

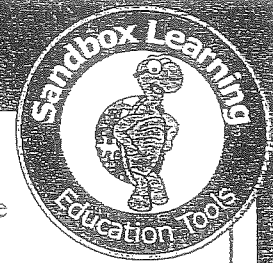
6. Use Visuals - Photographs, drawings, or lists can be used as reminders for rules, expectations, or schedules. Visuals can be viewed before, during, and after an event to set expectations, keep children on track, and review the experience. Make sure the choice of visuals is simple, understandable, and easy to access.

7. Reinforce Appropriate Behavior - Consistent and immediate reinforcement of appropriate behavior gives children a clear understanding of what they are doing correctly. People tend to note when children do things wrong rather than right. Be sure to positively and specifically identify correct behaviors. For example, "Ella, I like the way you just thanked Aunt Becky for your birthday gift."

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Routines and Routine Changes

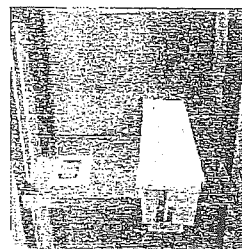
Routines provide the structure many children need for moving through the day. This article includes strategies for developing routines as well as ideas for helping children cope with schedule changes.

1. Develop and Stick to a Routine – Caregivers set expectations and build stability by developing and utilizing consistent schedules. A consistent classroom and home routine is important for helping children transition to different activities throughout the day. Drastically varying wake up times or afternoon dismissal routines can cause tremendous stress for children who rely on consistency.

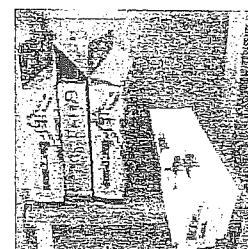
2. Use Visuals – Adults use day planners as schedule reminders. Children also need support to remember their schedule. Some children benefit from a picture or written schedule. Other children do well with a posted class schedule. At home, many children benefit from schedules indicating the sequence of activities in their morning or bedtime routines. Other tools for preparing children include a clock (for children who can tell time), kitchen timer, or wrist watch with a timer. These tools provide visual and auditory transition reminders with the time or a countdown and hearing a bell.

3. Prepare Children – Expected and unexpected routine changes are part of life. When a routine change is expected, prepare children with visuals and/or words. For example, if Simon usually goes to swimming lessons on Saturdays but the pool is closed, show him a visual, write the change down, or discuss the change well in advance. Additionally, tell him what he will be doing instead of swimming so he realizes there is another activity at this time. For unexpected changes such as a fire drill, practice in advance. Record the fire drill sound. Initially, let children know there will be a fire drill and tell them exactly what time it will happen. When this is successful, gradually practice with less specific notice. For example, let them know the fire drill will be during a certain hour or part of the day, instead of at a set point during the school day. If children benefit from visuals, hand them a word or picture card indicating it is a fire drill. Store this in an easy to access location and use it during practice sessions as well as unplanned school-wide drills. These same strategies can be applied for unexpected changes at home, such as picking up a child early from a canceled baseball practice.

4. Create an Organized Environment – Help children successfully follow their routines by creating organized environments. Well labeled homework folders, a basket to put shoes in after playing outside, a pencil box for classroom supplies, a hanger to hang and locate their coat consistently, and pictures or words to label where toys or art supplies belong are just a few ways to help children locate items to follow a routine.



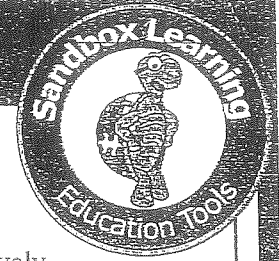
Pictures



Organized Materials

5. Use Transition Objects - If children have a difficult time transitioning from one part of their routine to the next, use an object to represent the activity change. For example, if Sara is going to the library, give her a book to return so she has something that reminds her where she is going. This also gives her a task to complete (return the book) when she arrives. Some children like the security of having a familiar item from home when going to a new environment. A small toy or picture can be used to help children transition to unfamiliar locations.

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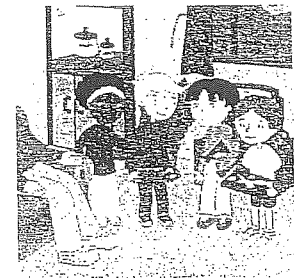
Teaching Skills for Playing with Other Children

The complexity of interactions children need to exhibit while playing with peers varies tremendously depending on the activity. Some examples include collaboratively building a fort, playing a board game, playing video games, and competing in sports. Although different in scope, need for communication, and complexity of interactions, there are a number of core skills children need to work on to be successful in their play interactions. This article discusses those skills and strategies for developing them.

1. Listening and Responding – Whether passing the ball in soccer or discussing a video game, listening and appropriately responding to other people's comments and requests is important. Children can be excited about an activity and forget to listen. Practice listening skills with role plays and discussions. Make role play cards with pictures of characters in a play situation or written scenarios. Have children act out the scene. Highlight the importance of listening and discuss how various responses may make the other child feel and how they contribute to the game or activity progressing in a positive way.

2. Taking Turns – Using board games is an effective and simple way to practice turn taking. Games range from simple activities with short waiting times between turns to more complex activities with multiple players and longer wait times. Board games provide a very controlled and systematic way for children to understand turn taking which can be applied to other play environments where children have to wait their turn.

3. Cooperating – Plan activities that require cooperation. For example, divide children into groups of 3-4 and have them make a collage about the group. Have the children work together to determine roles such as cutter, gluer, picture locator, writer, etc. Give the children a list of ideas for finding things that represent everyone in their group (sports, favorite foods, people they respect, etc.). The children can use the list as a guide for locating the images. Let the children present their project to the class and discuss how they worked together on the project including any difficulties they had as a team.

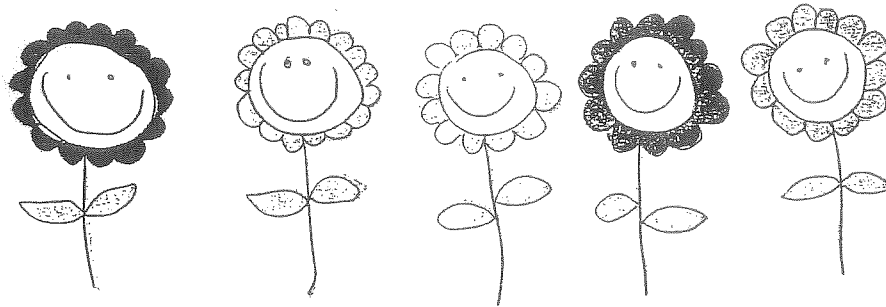


From: *Playing Together*

4. Compromising – Compromise requires an understanding of other people's views and a willingness to come to an agreement with the other person. Discuss or role play scenarios involving compromise. A few examples are: One child wants to play one game and another wants to play a different game; Two children want the same seat on the bus; Siblings both want to hold the leash to walk the dog.

5. Being Fair – Giving other people the opportunity to contribute, following the rules, and treating other people well all fall under the umbrella of being fair. Role play situations related to following the rules, treating people equally, and using good judgment in different situations. Have children write stories about times they were treated fairly and times they were treated unfairly and how these situations made them feel.

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Making and Enforcing Rules

Rules are essential for cooperative living in all groups, including families and classrooms. Yet, in many settings, rules are non-existent, unclear or inconsistent. Parents and other adults don't always know how to make and enforce rules for children. The following guidelines can be helpful.

Making rules

1. Rules are needed to protect the health, safety and individual rights of each family or group member. Avoid making rules to satisfy your own whims and preferences (e.g., don't ask too many questions).
2. State rules in the positive. Tell children what they can do instead of what not to do.
3. Give reasons for rules that can be understood by children. Remember: children are concrete thinkers and may not understand abstract concepts like honesty, justice or fair play.
4. Make rules that are appropriate for the developmental age of the child. Children must have the knowledge and ability to live up to the expectations underlying a rule.
5. Make rules simple, few in number and easy to remember.
6. Rules must be enforceable. Specify fair and reasonable consequences for breaking the rules. Ask yourself: what am I going to do if my child breaks this rule? If you can't think of any concrete response, don't make the rule.
7. Avoid changing or modifying rules too often. Although subject to review and somewhat flexible, rules generally should not be changed. If rules are unclear, constantly changing or uncertain, children will be confused and their behavior will reflect this.
8. Put rules in writing and let kids see them.
9. Follow the rules yourself. Many children and most teens point out double standards that undermine rules and your authority.

Enforcing rules

1. Fair, calm and consistent enforcement of rules is absolutely essential. Without consistent enforcement, rules become meaningless. If you're unwilling or unsure how to enforce a rule, eliminate it.
2. Remind young children of the rules often. Ask them to state and explain the rule in their own words.
3. Give children time to learn and conform to the rules.
4. Expect children and teens to test rules. They test your authority for several reasons: they may be trying to assert their autonomy, think a rule unfair, or lack the self-control to deal with their own impulses and need the firm and consistent enforcement of rules to protect them from anti-social, unsafe or self-destructive tendencies.
5. Every rule should have a consequence that is naturally or logically related to it. You may not always use the consequence when kids break rules, but there should always be one that can be applied.

Source: Tim Jahn, Human Development Specialist, at Cornell Cooperative Extension of Suffolk County. **Parent Pages** was developed by Cornell Cooperative Extension of Suffolk County.

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Methods of Data Collection

1. **Percentage:** create sets of targets. This can be groups of 1 to 5. These are sets. Keep sets small so you can show acquisition of skills. Score each set as a percentage. Select 80-100 % across two consecutive test periods serves as criteria for advancement. These can be conducted as a trial or as a worksheet.
2. **Probe-** One skill or question per target. It is yes/no. It is correct or incorrect. Score is 0 or 100%. 100% across two consecutive test periods serves as criteria for advancement.
3. **Rating Scale-** This is a range, category, or a level the learner falls within. This is great to use where a percent or yes/no does not work. Please see the rating scale I created for independent functioning and prompting. Create your own as well.
4. **Frequency-** This is an actual count. It simply tells how many. It can be used for to count desired or undesired behaviors. It can be used for number of completed tasks or number of permanent products. It simply tells how many
5. **Duration-** This simply tells how long. How long did the learner engage in behavior, activity or task for.

There is no wrong method to select. For accurate record keeping measure to include learner name or initials, date, activity, and use same measure to compare. You can only compare like data.

*Why are we asking students to
be still and silent?*

Why are we telling students to be quiet when we have speech and communication goals in our IEPs? Why do we have quiet mouth signs and tell students quiet mouth? Are we promoting silence or speech acquisition? Are we sending mixed messages and confusing our learners?

Why are we forcing students to sit at all or to sit in a specific way? Maybe Kris cross applesauce is uncomfortable.

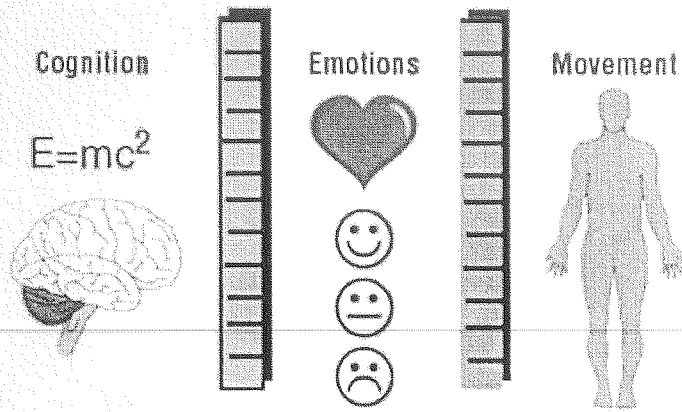
Maybe I prefer standing? Does this interfere with my ability to think and learn? Still body. . . but why? Do my finger taps, hair play, or wiggling leg prevent me from working? How can I raise my hand, turn the pages, or write my letters if my body is still. Movement helps learners

to regulate and allows them to better focus and attend to our lessons. Don't work against your goals. Respect a student's learning style.

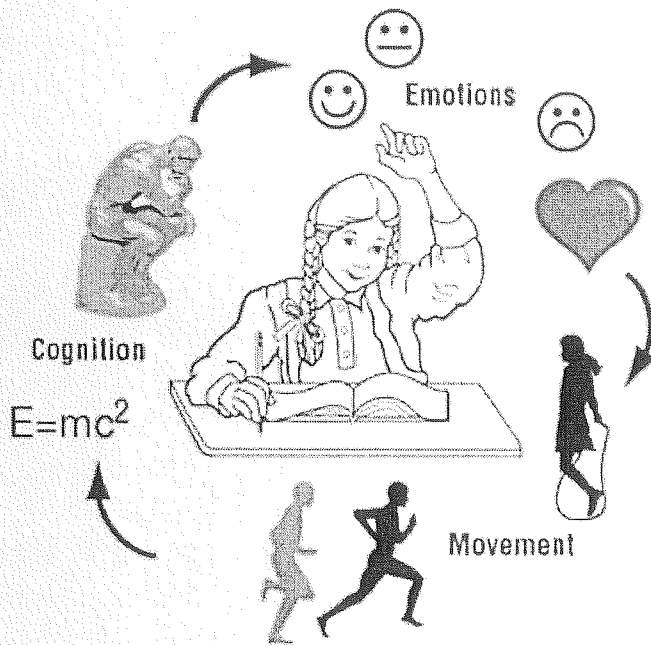
Getting Moving in the Classroom

- Childhood obesity has tripled in the last three decades
- Nearly 1 in 3 children are overweight or obese
- Only 6 states require physical education in every grade
- Only 20% of school districts require daily recess
- 2 out of 3 kids are 'inactive'
- Physical activity helps keep key parts of the brain in shape for learning
- Increased oxygen to the brain helps improve learning
- Research shows that children who engage in daily physical activity show superior motor fitness, academic performance, and attitude towards school than those who don't
- Giving your brain a break with movement helps improve concentration
- The brain has natural highs and lows throughout the day that effect cognitive ability. Movement helps maintain focus
- Tablets and standing desks are ways to help encourage movement while working and between work
- Studies show that introducing low impact movement during classroom time has a positive impact on student health, classroom engagement, and academic performance
- The Mayo Clinic estimates that a child standing will burn about 15 more calories per hour than one that is sitting. Over the course of the school year that is approximately 18,000 calories or 5 lbs of fat
- Greater student focus has been achieved in studies using stand-biased desks
- A positive correlation is shown between physical activity and test scores

Figure 4.2. Old and New Understandings of the Mind-Body Relationship



Old, Compartmentalized Paradigm



New, Integrated Paradigm

Summary

Strong evidence supports the connection between movement and learning. Evidence from imaging sources, anatomical studies, and clinical data shows that moderate exercise enhances cognitive processing. It also increases the number of brain cells. And as a bonus, it can reduce childhood obesity. Schools that do not implement a solid physical activity program are shortchanging student brains and their potential for academic performance. Movement activities should become as important as so-called "book work." We need to better allocate resources to harness the hidden power of movement, activities, and sports. This attitude has become more and more prevalent among scientists who study the brain. It's time for educators to catch on.

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Benefits of an Active Classroom

By: Margaret Rice PT

Most people are already aware of the physical benefits of exercise such as strengthening of the heart and lungs, preventing weight gain, healthy bones, good posture and more. Although, many are not aware of the potential brain boosting benefits of physical activity with regards to school performance. Teachers, administrators and other school staff can be wary about losing instructional time to take activity breaks. The statistics are showing that children are spending more time in a sedentary mode at school and at home. For example, recent statistics show that preschoolers spend their time performing sedentary activities 89% of the day, 8% of the day performing light physical activity and only 3% of the day doing moderately vigorous physical activity¹. As school based therapists, we can educate school staff by providing them with evidence based research to back up our suggestions to increase physical activity time during the school

day. To convince school staff to infuse the day with more physical activity time, try informing staff on the additional benefits such as cognition, memory, concentration, moods, behaviors and obesity.

Physical Activity and Cognition

One of the greatest brain gains of exercise is the ability for physical activity to improve actual brain function helping nerve cells to multiply, creating more connections for learning (2,3). Research has shown that an increase in physical activity has a significant positive effect on cognition especially for early elementary and middle school students 4 . Students who exhibit fitness achievement have increased odds of passing state English and math tests 5. As an added bonus, being physically fit as a child may make you smarter for longer as you grow old 6.

Movement and Memory Formation

The brain's short and long term memory may improve by using more than one mode of information. For example, by adding a movement component to a lesson you are allowing the brain to process the information via additional pathways instead of the traditional verbal or visual pathways used in school lessons. In other words, motor memory can compliment the initial verbal or visual memories.

Activity and Concentration

Teachers know all too well how much effort is spent on trying to get and maintain students' attention. Teachers try frequent questioning, moving about the room, changing tone of voice and many more techniques. An alternative method for teachers to increase attention, concentration and on task behavior may be to incorporate bouts of physical activity throughout the school day. Research has shown that some children who participated in an in-class physical activity program improved their on task behaviors by 20 percent 7 . Additional research regarding physical activity and school performance revealed that physical activity may improve concentration 8.

Physical Activity and Mood

While physically active students are increasing brain connections and improving attention, they are also getting in the mood to learn. The psychological payback of exercise can be a great benefit to school children. In as little as 15 minutes of exercise, young children can elevate their mood 9. Need a boost of creativity for music or art class? Research has indicated that separate of mood, creativity can be enhanced following exercise

sessions 10. School staff focus on teaching children to be successful and proud of their achievements with awards, stickers and ceremonies. You can add physical activity to the list of reasons of why children may feel successful and exhibit higher self esteem 11.

Recess and Behaviors

Classrooms frequently have behavioral issues that must be addressed throughout the day. Recently, there is evidence that 8-9 year old children who receive at least 15 minutes of daily recess had better teacher's rating scores of classroom behavior 12.

Combating Obesity

Increasing energy output may help to decrease the alarming rise in obesity in American children. Being obese can effect school performance, exhibited by higher absenteeism rates than their normal weight peers 13. Not only does increasing physical activity increase energy output in obese children, it also appears to improve executive function abilities (decision making abilities) and math abilities 14.

Will Learning Suffer?

School administrators and teachers many be concerned that devoting more class time to movement activities may inversely effect academic grades. In other words, more movement time whether it be in class, physical education time or recess may cause student's grades to decline. Research has shown that when additional time (14-26% of school day) is devoted to physical activity, it does not interfere with learning and in some instances even has accelerated learning 15.

Suggestions for increasing physical activity during the school day

The are many ways to incorporate more physical activity and movement breaks into a school day. One of the easiest ways to increase physical activity time is to add physical education classes and recess. Although this can be the most difficult to accomplish within a school day since so much time is devoted to structured learning. If additional physical education and recess time is not available, work on incorporating physical movement throughout the school day. During transitions from one subject matter to another, perform short bouts of exercises such as jumping in place, dancing to music or jumping jacks. Prior to writing tasks, try waking up the upper extremities with wall or seat push ups. Take frequent stretching breaks during academic tasks that require long periods of sitting. During

question and answer periods, if a student gets the answer correct the class can stand up and clap overhead and if the answer is incorrect the children can squat down on the floor.

Assist teachers in developing multi-sensory lessons that incorporate movement with academics. Not only will the multi-sensory activities increase movement time but it may assist kinesthetic learners to improve academically.

If the amount of physical activity time is still limited during the school day try after school. Encourage the school to start informal, extracurricular activities that promote physical activity such as soccer, dance, basketball or aerobic classes.

By teaming up with members of the school and community, physical and occupational therapists can help to make active changes regarding children's patterns of physical fitness and health.

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What is a crisis situation? What is a behavior problem ? How can I tell the difference?

1. A crisis situation exists when the student is unable to make sound decisions. The learner is unaware of what is going on around them. They may be hyperventilating or appear to be in a panicked state. This is a person who is not available for conversation or redirection due to their emotional state. A true crisis exists when the person is unable to calm themselves despite their attempts to calm.
2. A behavior problem exists when the person is intentionally acting in a way to get a desired outcome. They are purposely doing this to get out of a task, escape a situation, gain social attention, or gain access to an item. The learner may look around and appear to be plotting their next move. They are aware of what is going on around them and use this to their advantage.

This is not an out of control person or a crisis situation.

It is best practice to redirect behavior problems and to not engage in a verbal power struggle. Promoting desired behavior through the use of positive reinforcement is recommended. The use of planned ignoring is recommended in conjunction with a motivational positive reinforcement plan. Restraint should only be use if a danger to self or other exists. Please speak to your Handle With Care representative to fully understand the nature of behavior the requires restraint. He will review these guidelines.

Reinforcement Plans for Preschool, Integrated, & Autism Program
(Unless Learner Has Individual Behavior Plan this must be utilized)

Autism Preschool, Full Day Preschool Program, and ABA Behavior Room

5 coin/token board

Tokens delivered for compliancy during groups, specials, related services

Tokens delivered for correct responding during trials and academic work stations

Frequency of delivery varies per learner needs. Use reinforcement protocol form f

Autism Academic Level One

Character theme based 5 step reinforcement plan which has a definitive start and finish. Reach the end to earn

Tokens delivered for compliancy during groups, specials, related services

Tokens delivered for correct responding during trials and academic work stations

Frequency of delivery varies per learner needs. Use reinforcement protocol form

Autism Academic Level Two

3 step self- monitoring chart promoting one social target, one behavior target, one academic target. DID I.... stated in positive terms. These terms can change throughout the year.

Ex. Did I say nice things to my friends

Did I follow the teacher's instructions

Did I try my hardest on my work

Did my teacher say I earned

Student responsible for circling and tallying points

Points earn am/pm reinforcement (see point system sheet)

Integrated Preschool/ Half Day Program

3 step self- monitoring classwide chart promoting one social target, one behavior target, one academic target. DID I.... stated in positive terms. These terms can change throughout the year.

Ex. Did I say nice things to my friends

Did I follow the teacher's instructions

Did I try my hardest on my work

This can be reviewed and delivered every 30 minutes/rotation/activity to start and faded to an end of the day r

Choice of preferred activity or special treat last 5 minutes of day

Planned Ignoring

Planned Ignoring is a technique/strategy used during behavioral intervention. It is when you preplan to ignore certain behaviors a child exhibits due to the fact that you think this behavior is maintained by gaining attention, an item, or preferred activity. In other words, the child does XXXXXX in order to get my attention. For now on, I will not give attention for XXXXXX behavior. Planned ignoring is not stopping the lesson/work session to address a behavior exhibited by a student. When a student engages in a behavior to escape work demands, keep working. Planned ignoring means giving no verbal attention to a given behavior. It means continuing on with what you were doing as if you cannot see or hear what the child is doing. It is not reacting to a student. Planned ignoring means not discussing the incident now or at a later time of the day. It means acting as if the incident never occurred. It is a preplanned procedure for attention seeking/escape behaviors.

Planned ignoring does not mean the child does not have to fix the environment that they disturbed. Once the child has settled down from a tantrum or completed the work demand, they must fix the environment. The instruction is you need to clean up xxxxxx, without further discussion. A child can be shown there if, then board and asked what are we working for? Then direct the child to complete task if they did not complete their given work task, then to clean up what they disturbed, give them a quick work task/command prior to giving them reinforcement. Judge your student. Teach them to succeed. Don't make it too hard to earn. The rule of thumb is one demand or task after a child has completed restoring the environment prior to reinforcement. This keeps the consistency that "We always work before reinforcement".

Planned ignoring is not leaving a child unsupervised. It is not to be utilized at times when a child can be of danger to themselves or others. Never leave a child unattended in a room. Never allow a child to become a danger to themselves or others without intervening.

Ex. A child wants a cookie. The child is told no more cookie. The child starts yelling and screaming. This is an appropriate time for planned ignoring. You said, no. No means, no. The discussion is over and the child should no longer receive your attention and should not receive the cookie. Just walk away. Act as if you don't hear the crying, seeing the papers thrown on the floor, etc.

Ex. A child throws papers on the floor during work time. Planned ignoring procedure calls for you to continue the math lesson. Stopping the lesson would allow the student to escape the task!

Behavior Plan for Louis

Target Behavior: **Decrease impulsive behavior** which includes grabbing or touching items and person's belongings, impeding on person's circle of or personal space, low level aggressive behavior, calling out answers, leaving work area, partaking in activity prior to seeking adult permission

Self- Monitor Impulsive behavior (See chart)-

Target Behavior: **Independent Work Productivity-** increase in production rate and independent work production

General Recommendations:

1. Ignore low level non-compliant behavior. Instead, catch him doing something good. We want to reinforce all the behaviors we want to see. Over exaggerate the success.
 2. LOUIS should be given a reinforcement board which is to be kept at his desk. This should be changed in appearance frequently to keep him interested and engaged. Examples include climbing the ladder to success. Top step earns reinforcement or drive the train to the station final train stop earns reinforcement. He needs to earn 5 spaces. He cannot lose spaces, but he can earn.
 3. LOUIS should have a rule list. He earns for following these rules. For starters, I recommend he earn 1 token approximately every 5 minutes. The delivery of the token should be paired with verbal praise. After LOUIS earns 5 tokens, he gets a reinforcer. Approximately every 25 minutes he has the opportunity to earn. This can be a toy, sticker, a couple minutes of play, time with a friend, high five from the teacher, etc.
 4. Suggested Rule list: I follow class rules/directions: These rules will be used to assist him in having an awareness to self-monitor and work towards him
-

ABA Discrete Morning/Afternoon Rotation

Students will rotate every 20 minutes across 5 instructors to a center/work area where data will be taken. Individual IEP goals and classroom goals will be targeted. Data will be taken both in the natural environment and in Discrete Trial Format. Students will travel with schedule and penny/token boards. If, then statements will be utilized to keep students on task. Students will continue through the movement of the stations for the duration of the block. Therefore they will run through the full rotation plus.

Station 1, 2: Intensive Teaching-2 of the 5 centers will be utilizing Intensive Teaching techniques / discrete trial teaching. Probe data will be utilized. Maintenance will be run daily.

Station 3: Social Skills Center/Small Group- Data will be collected on selected targets focusing on interaction with peers and cooperative play skills. Instructors will foster age appropriate play skills/ communication following Jeb Baker's menu of social skills. Sharing, speaking, and turn taking will be targeted each session along with targets of the week. Verbal behavior data taken here as well including Mand, Tact, Intraverbal, Motor Imitation, and Receptive.

Station 4: Task Completion/Independent Functioning Follow/

Instructions- Students will learn to complete task from start to finish. Picture schedules will be utilized to assist children on staying on task independently. Fine/Motor Sensory activities will be incorporated into this activity block. Students will learn to self-monitor work using schedules and tokens. Students will actively engage in the process of monitoring of task completion/time on task. When not engaged in independent activities following instructions and joint attention will be incorporated into this center.

Station 5: Alert Strategies/Self- Regulation/Sensory/Leisure

Exploration- Students will engage in a variety of activities that will teach them cool down, relax, strategies and slow my body down strategies. Heavy lifting/work, vestibular moving, exercise, craft, music, and other activities will be explored. Brisk walks, aerobics, running included. Once students have reached a level of ALERTNESS, sitting, standing in a given area or location, and overall attending skills will be practiced using visual cues to promote readiness. Data will be taken on students ability to complete activity and level of prompting needed. Data will also be taken regarding preference level as this will feed into reinforcement menus used for students.

Trial stations will remain the same for am and pm. All other activities will be altered from am schedule. Students targets pulled from IEP goals.

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