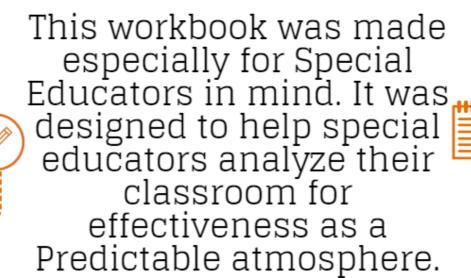


Predictable?

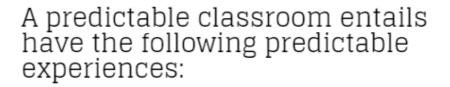


It includes actionable strategies for immediate implementation.

This workbook can be used again and again for personal and classroom use only.

Any unauthorized use, distribution, or sale of this workbook without expressed written permission is strictly prohibited.

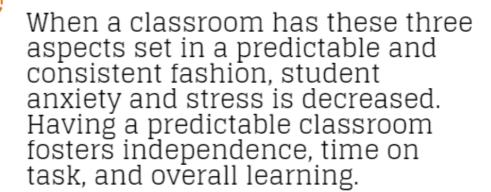
PREDICTABLE?

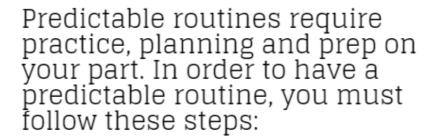




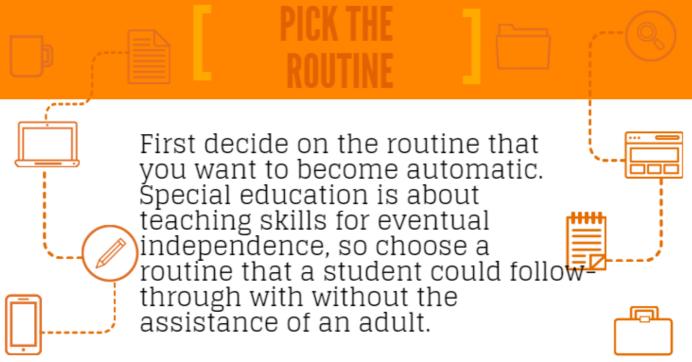
2. Predictable Expectations

3. Predictable Inferactions





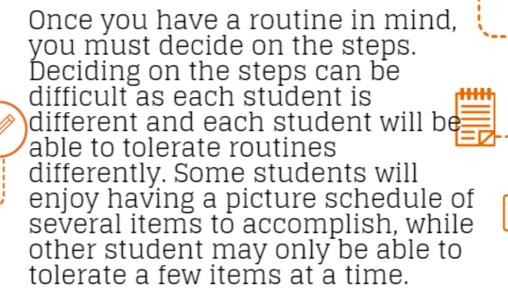
- 1. Pick the routine.
- 2. Plan the steps.
- 3. Create the routine.
- 4. Teach the routine.
- 5. Reinforce the routine.



Some examples of good routines to start with are:

- 1. Arrival
- 2. Morning Work
- 3. Group/center work
- 4. Bathroom routines
- 5. Rules for areas of the classroom
- 6. Rules for work times
- 7. Meal time routines
- 8. End of day activities

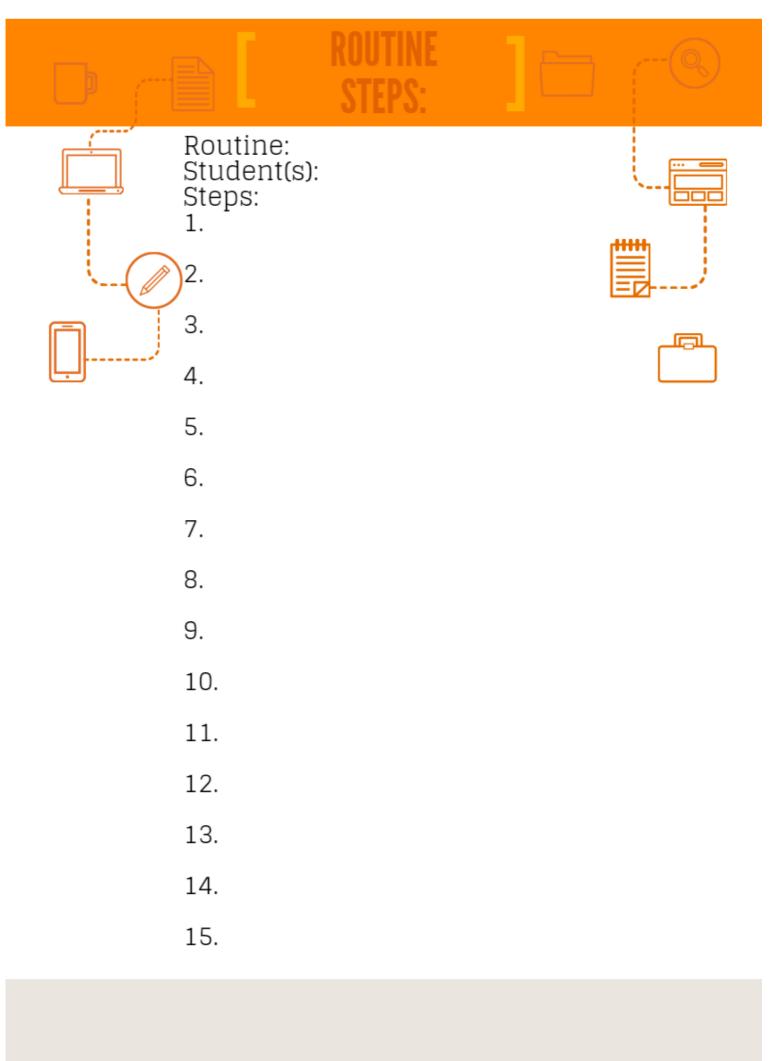


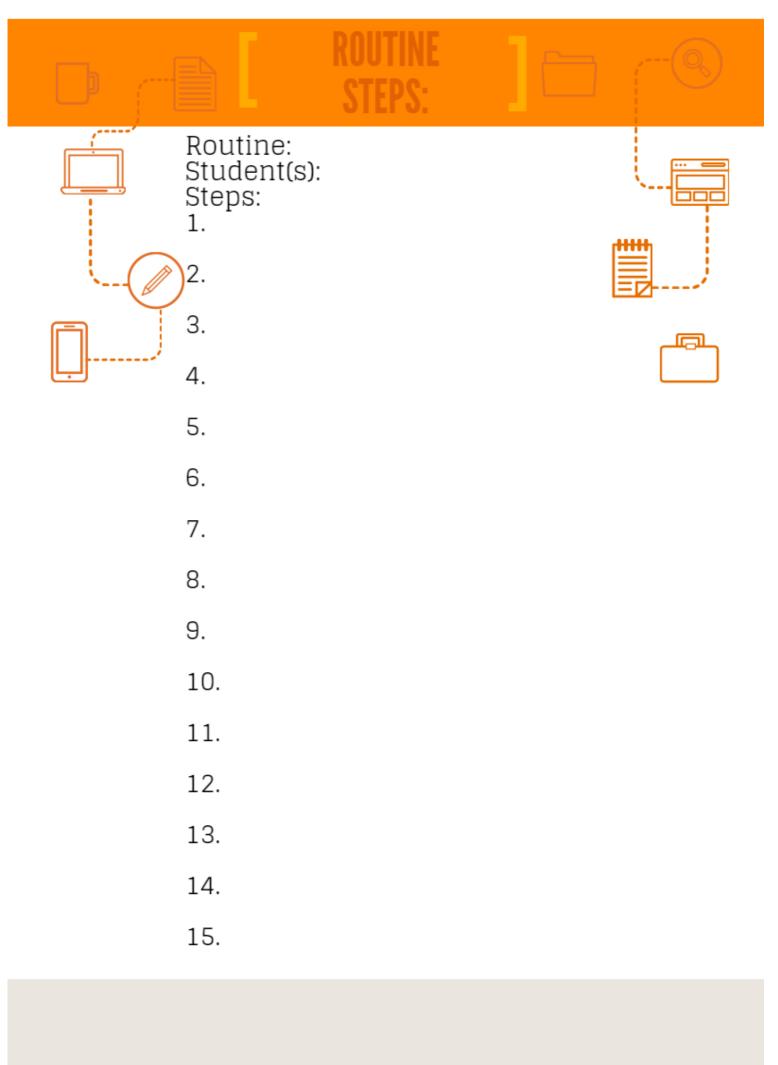


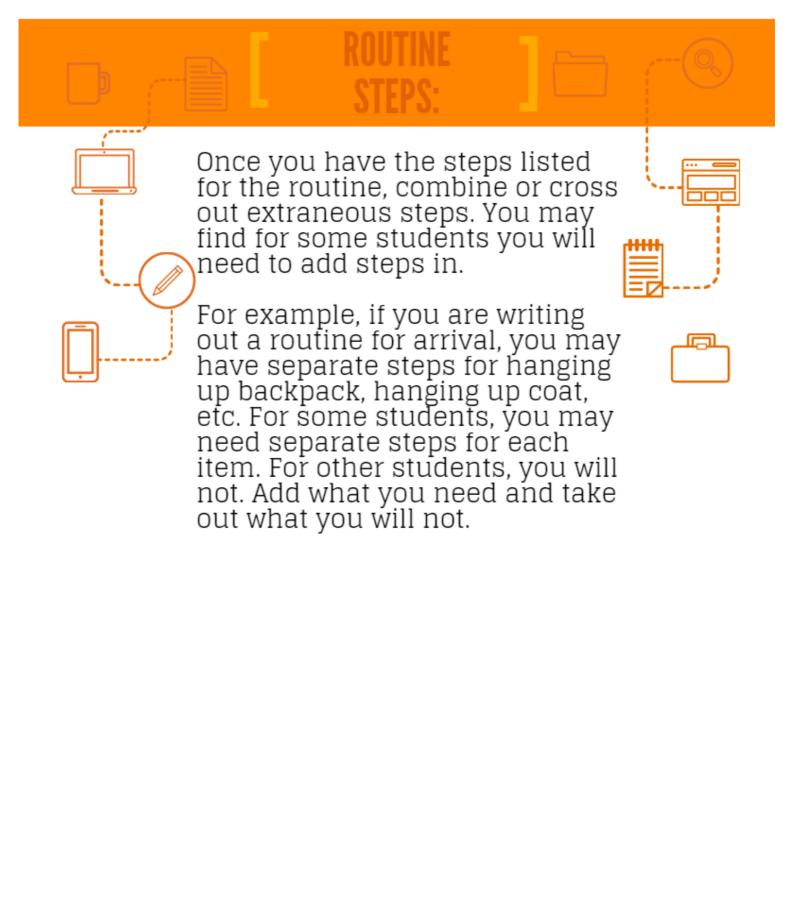
Use the follow pages provided to decide on the steps for the routine.

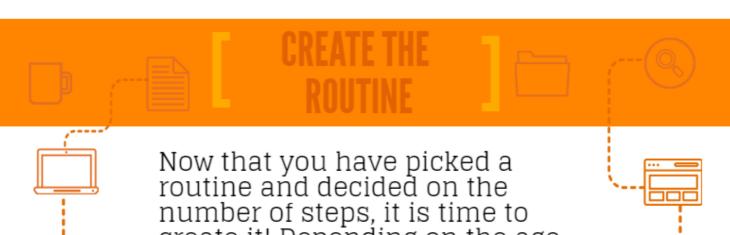
Consider:

- 1. The student's ability to follow a schedule.
- 2. The student's general compliance with following routines.
- 3. The likelihood that the student will ultimately be able to conduct this routine independently.
- 4. The student's general ability to stay focused on a multi-step process.



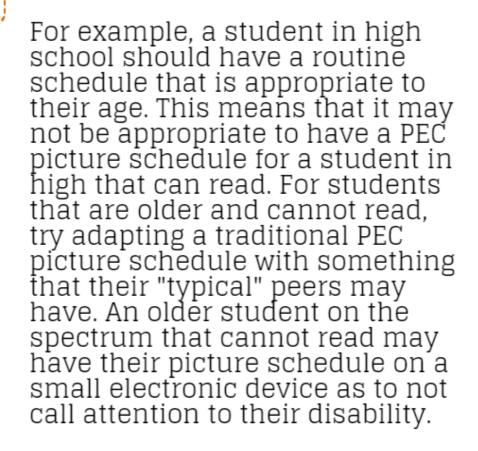


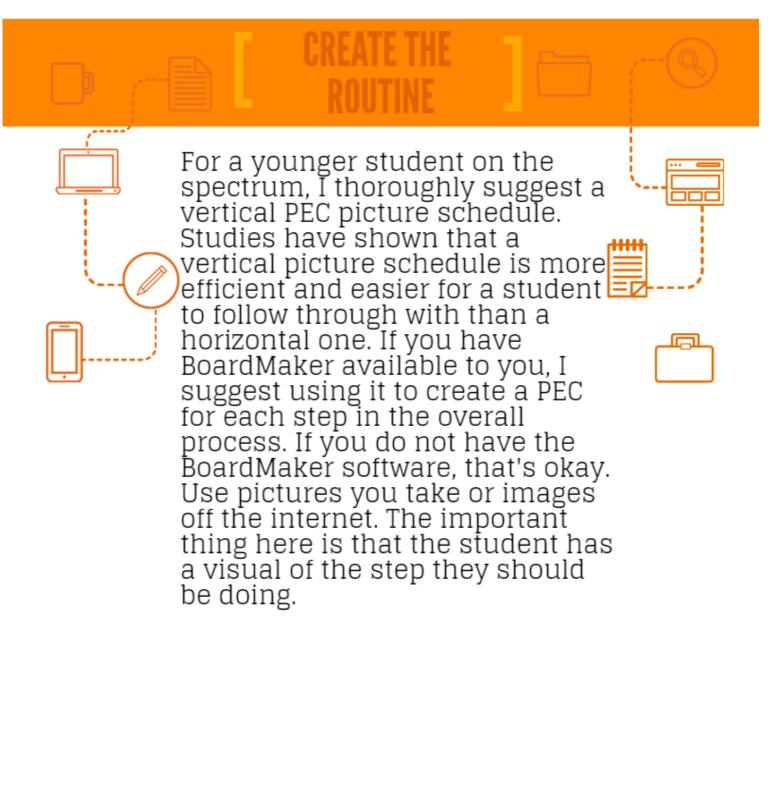


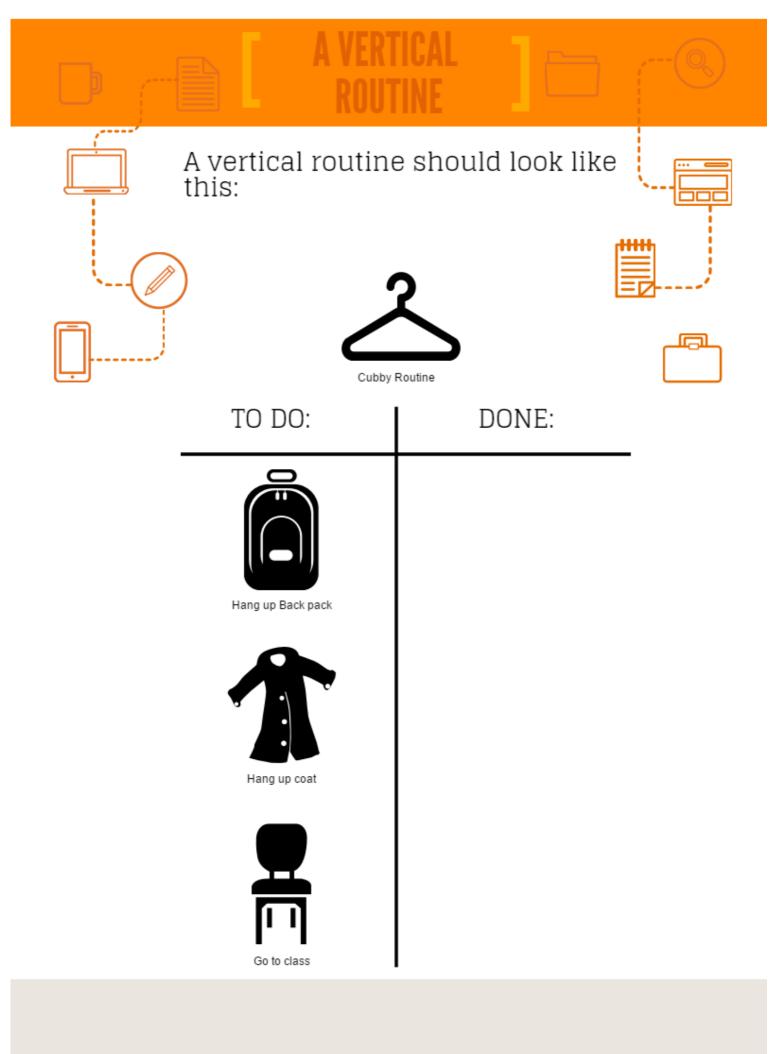


create it! Depending on the age, ability and appropriateness for your student, your routine may

look different.









An important note here is that make sure your routines make sense. If your ultimate goal is to make a student independent, ensure that your scheduled routines roll into the next routine.

For example, in the cubby routine, I ended the routine with, "go to class." This is because I want to build in the transition. This way I will not have a student standing in the hall way wondering what to do next. When creating routines and schedules, think about the next step. At the end of a cubby routine, a student will enter my classroom where they are greeted by the next routine, "morning work." When the morning work routine is done, students are directed to the "bathroom routine, and so on and so on.



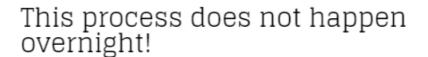
So get smart about how the flow of your day will go. Think about all of the routines that could be eventually automatic and build scheduled routines in.

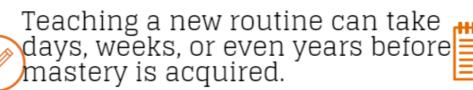
When creating routines, it is important to have a PEC that generalizes all of the steps in the process. In my example, the hanger represents the entire cubby routine.

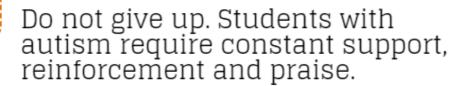
As students becomes more well versed in the process, you can gradually fade away the steps and only leave the hanger symbol as a reminder of what the student needs to do.

Once the student has demonstrated mastery of the process, you can fade away the hanger symbol reminder as the student has now made the steps in the process automatic.

REINFORCE THE ROUTINE





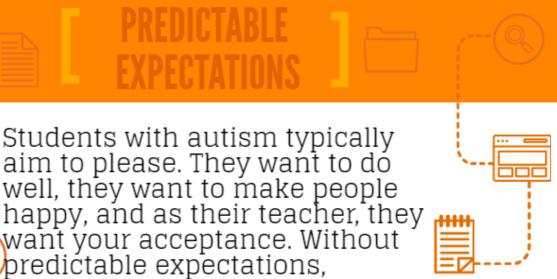


Take it a little at a time and celebrate each mini win.

It's important to reinforce along the way. Make sure you are praising and rewarding the student each time they attempt to follow through with the schedule. Practice the routines as often as possible.

Remember, they want to please you. If they are confused as to what they should be doing at any given time, it is because you have not given them something to do. You need to make routines clear and expectations realistic.

[YOU CAN DO THIS!]



predictable expectations, students with autism may become withdrawn, act out, become frustrated, angry or even violent.

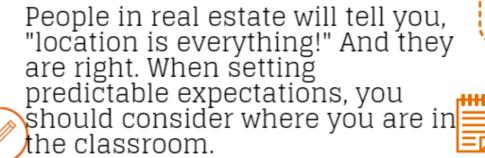
The fear of the unknown expectation can send some students with autism over the edge. Anxiety and stress may build up if they are unaware of what is expected of them.

So, save them (and you) the stress of upsetting your students and set clear, concise, classroom expectations.

When thinking about classroom expectations, consider these:

- 1. Location
- 2. Motivation of students
- Feasibility



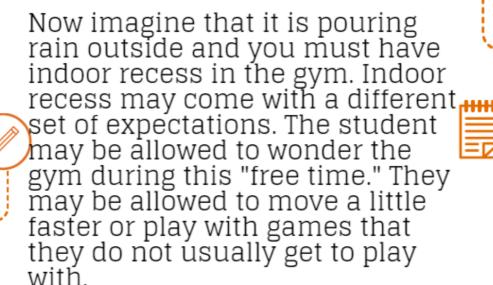


Your classroom is likely to have various sections or areas of the room where the expectations may be different.

Consider the work space area. If a student desk is for working, then the expectations would probably be something like, "Be safe, Be responsible, and Be kind," or some variation of a PBIS model that many schools have now adopted. Where "safe," "responsible," and "kind," have been spelled out in the student handbook. If at a working space, a student may also be expected to comply with the teachers directions, stay in their seat, and accomplish the task at hand.

Now, over arching PBIS models should be consistent no matter where the student is in the school.



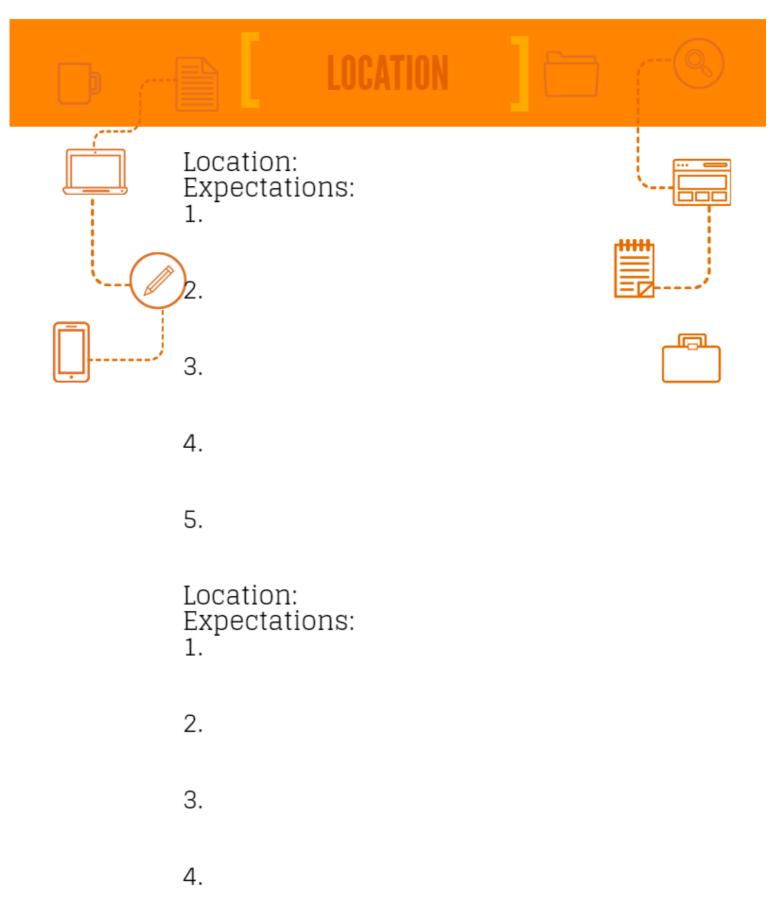


As you can see, location can play a role in setting expectations. Students with autism enjoy consistent expectations, so make sure that they understand what the rules are depending on where they are.

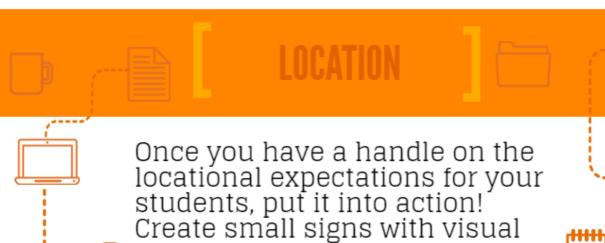
Use the following pages to brainstorm the various places within the classroom or school that your student may have different expectations.

- I'll get you started: 1. Independent work areas
- 2. Reading areas
- 3. Group work areas
- 4. Meal time areas
- 5. Gym class
- 6. General education classrooms
- 7.
- 8.
- 9.
- 10.

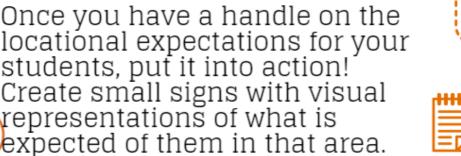
Remember, students with autism can get overwhelmed, so don't go crazy with having differing expectations everywhere. If the expectations can be the overall PBIS model, then leave it at that.



5.



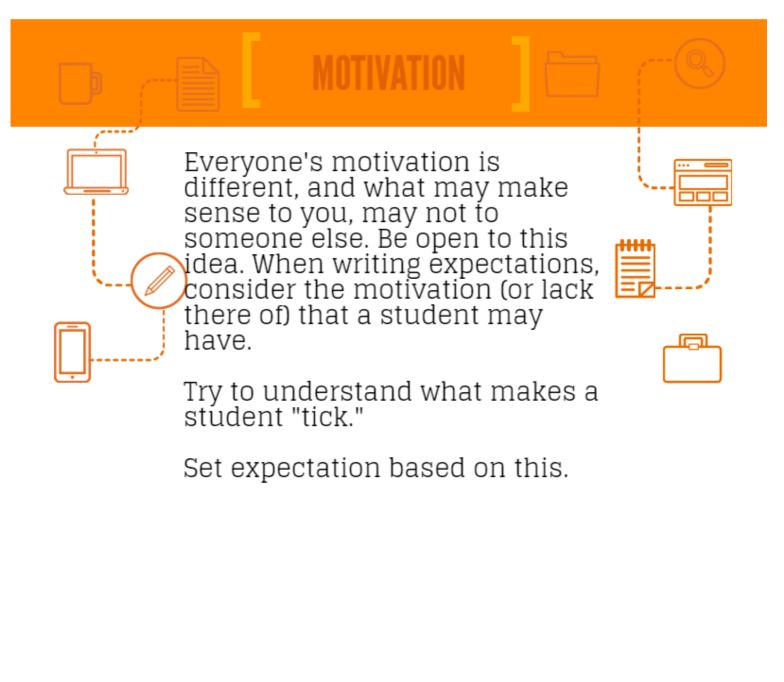
representations of what is



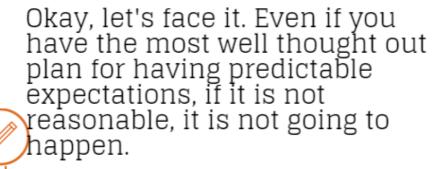
Hopefully, your area is easily defined, but if not, use painter's tape to define a section so a student can easily see where the boundaries are.



Laminate your expectations are hang them in a spot where the students will be able to see them while they are utilizing the area.



FEASIBILITY





We are all human. Your students with autism, included.



I know... What a NEWSFLASH...

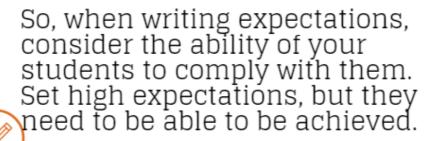
Seriously, though, if you are going to set expectations, they better make sense and be reasonable.

If you are asking that the autistic student with ADHD in your class sit still for 30 minutes while they work on a non-preferred task, well, I wish you luck.

Because the truth is, none of us are going to work for unrealistic expectations.

We all want goals that can be OBTAINABLE!

FEASIBILITY

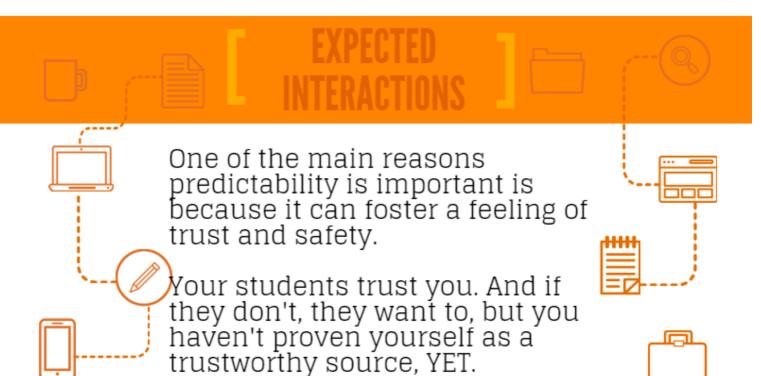


To high, and you are bound for frustration.

To low, and you are bound for boredom, misbehavior, and mischief.

Find a balance, and work from there.

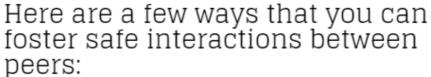
And remember, it is not set in stone. You can always tweak the expectations higher if needed, as your students soar toward independence!



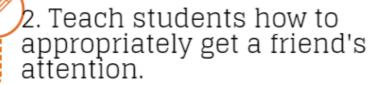
Having expected interactions with students and fostering safe interactions among peers helps teach students that they can trust you and that you can offer a safe environment for them.

You want your students to know, sense and feel that you are unconditionally on their side and that you are working everyday to help them reach their highest potential.

EXPECTED INTERACTIONS



1. Create a lunch-bunch group.



- 3. Teach a student how to share.
- 4. Teach salutations.
- 5. Have more group activities.
- 6. Collaborate with the school's Speech Language Pathologist.
- 7. Provide collaborative play options at recess.
- 8. Teach a student a game that they can teach someone else.
- 9. Find students with similar interests and introduce them.
- 10. Teach a student how to give a compliment.
- 11. Teach rules for interacting with peers.



Creating a predictable classroom is possible. It takes time, planning, prep, and implementation. You will need to be consistent, emphasize important facts, and help guide your students through the process. It takes a concerted effort on the front lines for an indeterminate amount of time, but once implemented, the return on your investment will be well worth it!

GOOD LUCK!

I KNOW you can do it!

XO, Trisha