
STRUCTURING YOUR CLASSROOM FOR SUCCESS



Lindy McDaniel, M. Ed
TASN-Autism and Tertiary Behavior Supports- Early
Childhood Coordinator
lmcdaniel5@kumc.edu kansasasd.com
Blogger at: considerateclassroom.blogspot.com

CONNECTIONS



The first step to a successful classroom is building connections:

- Connections with staff, family members, and students.
- We build connections through: eye contact, touch, presence, and a playful situation.
- Connections build cooperation, cooperation builds attention to task and engagement, attention to task and engagement build success!
- *"Those who resist it the most need it the most."* Bailey, 2000
- We must follow student's leads, and access connections in a way that they are comfortable with.

I'm Going to:

CLASSROOM ENVIRONMENT

The keys to a productive environment are:

- Dividing the space into interest areas to encourage distinctive types of play.
- Choosing names for the interest areas that children can understand.
- Establishing visual boundaries.
- Planning for classroom storage needs.
- Planning for children and staff's personal storage and ownership needs.
- Modifying materials to meet the needs of your students and tap into their strengths and interests.



CLASSROOM RULES AND EXPECTATIONS



The keys to effective classroom rules are. . .

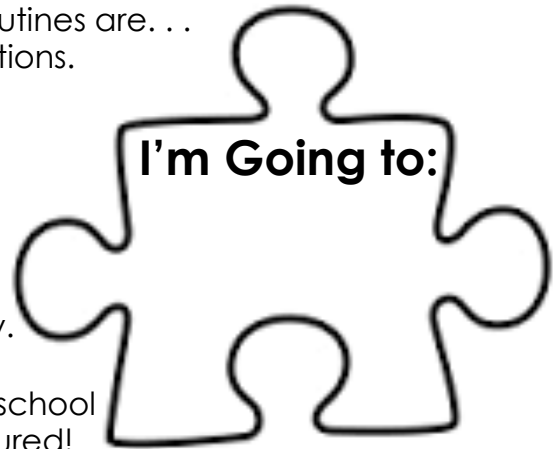
- Having 3 to 5 rules.
- Notice when children are following the rules-What you focus on you get more of!
- Visually posting rules and expectations. Children think in pictures until age 9.
- Visuals are a constant in an ever changing world!
- They promote independence, decrease anxiety, and don't distract from teaching time.

CLASSROOM SCHEDULES AND ROUTINES

The key to effective classroom schedules and routines are. . .

- Thinking through classroom routines and transitions.
- Creating balance
- Using zoning to help staff know what they are responsible for and when.
- Having the students be a part of the schedule and routine to build confidence and independence.
- Make every moment a teachable opportunity.

REMEMBER: If there is a chaotic moment in your school day the routine needs to be retaught or restructured!



REFERENCES AND TRAINING OPPORTUNITIES

- Bailey, B.A. (2000). Conscious discipline. Loving Guidance: Oviedo, FL.
- Bailey, B.A. (2000). I love you rituals. Loving Guidance: Oviedo, FL.
- Boardmaker. (1981). Mayer Johnson. Pittsburg, PA.
- Dunlap, G. Wilson, K. Strain, P. and Lee, J. (2013). Prevent, Teach, Reinforce for Young Children. Brookes Publishing: Baltimore Maryland.
- Mesibov, Shea, and Schopler. (2004). The teach approach to autism spectrum disorders. Springer Science: NewYork, NY.
- Lane, K. (2010). Managing Challenging Behaviors in Schools.
- McWilliams, R and Casey, A. (2007). Engagement of every child in the preschool classroom. Brookes Publishing: Baltimore, MD.
- Porter, G. (2009). Pragmatic organizational dynamic display. Mayer Johnson.

Early Childhood Academy
and Trainings on Demand
more info: kansasasd.com

Pittsburg State University Early
Childhood Autism Certificate
Contact- tswanson@pittstate.edu

More information about the
strategies shared in today's
presentation
considerateclassroom.blogspot.com