

# Mild/Mod -Mod/Severe Classroom Ideas and Resources

(Thank you to Program Specialist, Chantal Martinez , for her resources, knowledge, and experience to help create this document)

## **Before 1st Day**

- Gather information about your incoming students that might be helpful for you to better prepare for your students arrival. For example, any behaviors, likes and interests that will help you create incentive/reward boxes, activities they enjoy, etc.
- Prep activity/center rotation tables
- Prep student reward boxes
- Ensure to have visuals/schedule ready

## **School Arrival**

- Bring a visual of the classroom to the bus with you.
- Meet bus riders at the bus to help them get to your classroom safely
- Wear gloves in case you need to hold the students hand
- If there are students that are apprehensive about coming to school/class it might be a good idea to bring a bag/clear box with items that would motivate the student to come to class. If the student sees something they would like to play with, show them a picture of the classroom and say, "First classroom, then play with\_\_\_\_\_" Don't give them the item until you reach the classroom.

## **Entering the Classroom**

(It is all about routine, how do they enter the classroom, sit down, go to the table, complete activity, etc.)

- Ensure you have a routine with visuals
- Students put backpack away first
- Go to table (use a card with a shape that will match the table to guide the student to the correct table)

## **Table Activities (Centers)**

- Have a shape to identify the table (Red circle, blue square, etc.) The student will get a card to go to the correct table. The card will match the shape on the table.
- First couple of weeks, activities are more about getting to know your students. What are your students able to do? Can they hold a pencil? What activities do they like? Activities can also include art, manipulatives, hands-on activities, etc.

You can also create different themes the first couple of weeks for your center activities.

(Ideas for activities at tables for first couple of days)

- 1) Place books on a table to see what the students choose to do with them. Do they know how to handle books correctly?
  - 2) Place toys on a table to help identify what you could place in a reinforcer box.
  - 3) Place whiteboards and whiteboard markers. Do they know how to use these items?
  - 4) Crayons and pictures to color
  - 5) Scissors, glue, paper, cotton balls, and any other craft items
- Ensure there are a lot of visuals at each table and timers are used
  - On the table there should be a reinforcer card with something the student would want to do on it. If the student completes the activity at the table, they get the reinforcer card for activity.
  - Centers can start for 12 mins. each (8 mins. on task 4 mins. preferred activity) Then center times can increase each week.
  - Center rotations are 3x a day (reading, math, social studies/science)
  - Usually 3 centers during each rotation time. For example, there will be three different activities during ELA, math, social studies/science. Then free choice time.
  - If a student doesn't complete their activity, they don't get their free choice time.

### **Some sample language**

"First work, then box."

"What are you working for?"

Teach students to say, "No thank you, I want my box."

If you have a student that did not complete activity you can say,

"\_\_\_\_\_ got their box because they completed their activity."

### **Additional Ideas**

- Mod/Severe students might need time to walk and explore the room when they first enter.
- Have a wall of boxes that contain items the students would like to work for.
- Wearing a half apron is helpful to keep items that are needed for students throughout the day. Ensure not to have strings loose.
- If you have a student that is a biter, the student might be communicating they need something when they bite, or they don't want to complete an activity.

Encourage the student to use break cards, or say, “I want a break” or “I want water” etc. Also ensure to tell the student they can’t bite for a reward.

## **Resources**

### SDC Classroom Program Walk-Through Checklist

<b>Behavior Resources</b>	<a href="#">LUSD SPED Behavior Guidelines</a> <a href="#">Calm Down Kit</a> <a href="#">Self-Monitoring Form</a> <a href="#">Behavior Toolkit</a> <a href="#">Token Board</a> <a href="#">Token Board (more boxes)</a> <a href="#">Break Time Choice Board</a> <a href="#">Reward Charts (Include First, Then)</a> <a href="#">First, Next, Then</a> <a href="#">First, Then</a> <a href="#">How to Make a Calm Down Jar</a> <a href="#">First/Then Wearing a Mask</a>
<b>Visuals</b>	<a href="#">Choice Card</a> <a href="#">Classroom Picture Icons</a> <a href="#">Editable and more Picture Icons</a>
<b>Social Skills</b>	<a href="#">Social Skills Printables</a> <a href="#">COVID-19 Social Stories</a>
<b>Additional Resources</b>	<a href="#">New Teacher Checklist Advice/Prep</a>
<b>Websites</b>	<a href="#">Do2Learn</a> <a href="#">ConnectAbility</a>  <a href="#">LUSD Behavior Support Center</a>

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