

Alan Aymie

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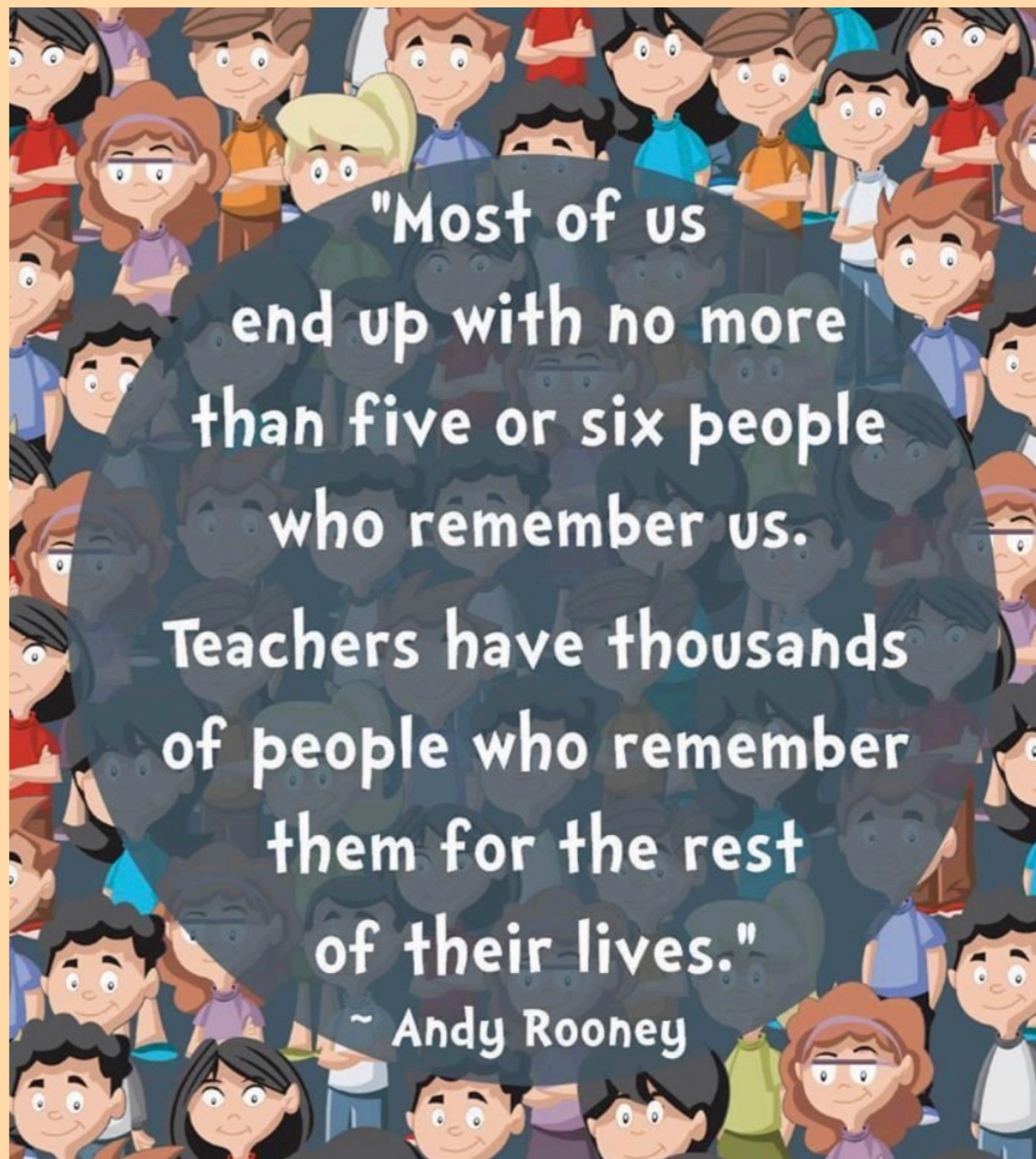
# Revolutionize Your Classroom

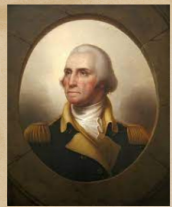
CTA New Educators Conference

2024



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# Revolutionary Approach



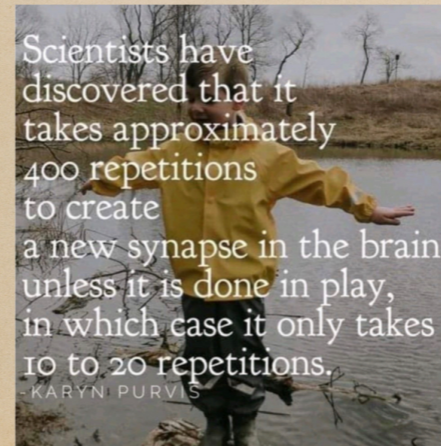
1. Lack of proper training
2. Limited resources
3. Inadequate funding
4. Lack of support
5. Uneven organization
6. Communication difficulties
7. Constant danger & sacrifice

Leadership by Example  
 Resource Management  
 Perseverance  
 Alliance Building  
 Fabian Strategy

Lead the Party  
 Fill the Party Bag  
 Keep 'em Entertained  
 Parents are Watching  
 Avoid Confrontation

# Leadership

## “WE’RE GOING TO HAVE FUN!!”



“Emotionally positive classrooms enable teachers to best fulfill their teaching responsibilities and ...are important for students’ learning and achievement...

–Journal of Educational Psychology

# CLASSROOM CONSTITUTION



- POSITIVE EXPECTATIONS
- SPECIFIC
- OBSERVABLE
- CONCISE
- AGE-APPROPRIATE

“GOOD” OR “NICE” ARE NOT MEASURABLE

# EXPLICITLY TEACH BEHAVIORS & JOBS

- IDENTIFY BEHAVIORS
- SET EXPECTATIONS
- MODEL THE BEHAVIORS
- PROVIDE GUIDED PRACTICE
- REINFORCE & REWARD
- REPEATE & REINFORCE

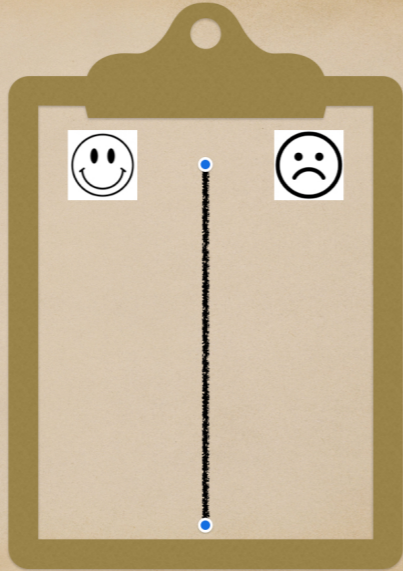
EXAMPLE: HOW DOOR MONITOR ANSWERS DOOR

Reminder:  
 Connect THEN  
 Correct...

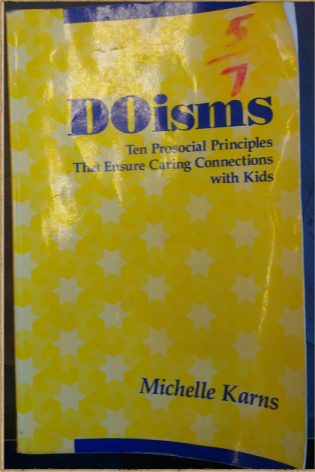
<p><b>ANNOYS YOU</b></p> <p>They want: <b>ATTENTION</b></p> <p><b>SO...</b></p> <ol style="list-style-type: none"> <li>1. Provide new responsibilities</li> <li>2. Ask child to be a helper</li> <li>3. Let child work w/ others</li> <li>4. Work w/ child on difficult task - <b>TOGETHER</b></li> </ol>	<p><b>ANGERS YOU</b></p> <p>They want: <b>POWER</b></p> <p><b>SO...</b></p> <ol style="list-style-type: none"> <li>1. Give child a title</li> <li>2. Ask child to help</li> <li>3. Let child lead</li> <li>4. Engage child w/ other adults</li> </ol>
<p><b>HURTS YOU</b></p> <p>They want: <b>REVENGE</b></p> <p><b>SO...</b></p> <ol style="list-style-type: none"> <li>1. Read about bullies</li> <li>2. Validate that anger is acceptable</li> <li>3. Talk openly about feelings</li> <li>4. Start dialogues about rage</li> </ol>	<p><b>SADDENS YOU</b></p> <p>They want: <b>PROOF OF THEIR ASSUMED INADEQUACY</b></p> <p><b>SO..</b></p> <ol style="list-style-type: none"> <li>1. Speak clearly about your feelings</li> <li>2. Write a letter</li> <li>3. Tell child that you'll be okay and hope that they will, too.</li> <li>4. Ask questions about "Why"</li> </ol>

Captain's Report

- End of 1st Week
- Build Up
- Serious Job
- Silent Eyes
- No "Favorites"
- High Expectations
- No Contract of Service
- Not For Everyone



Acknowledge in public. Apprise in private.



**The 5 Basic Assumptions**

1. Adults who don't blame & shame
2. Behave in ways that benefit them
3. Feel competent
4. Guidance, values & internal dialogue to support prosocial behavior
5. Laughter, Friendship & Physical Challenges

# Reading Groups

Team Name \_\_\_\_\_ Captain \_\_\_\_\_

## WORD WIZARD

*(5 interesting words & definitions)*

\_\_\_\_\_

## CHARACTER REPORTER

*(summary of main character/object)*

\_\_\_\_\_

## ILLUSTRATOR

*(Picture of action)*

\_\_\_\_\_

## PASSAGE MASTER

*(prepare a piece from text to read to class)*

\_\_\_\_\_

## DISCUSSION DIRECTOR

*(5 QUESTIONS FOR THE CLASS & ANSWERS)*

\_\_\_\_\_

## CONNECTOR

*(Make 3 personal connections)*

\_\_\_\_\_

**Captain's Notes:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## HOMEWORK LOG

My Awesome Book: \_\_\_\_\_

VOCABULARY WORDS FOR THE WEEK:

### MONDAY

3x each or handwritten once

Math \_\_\_\_\_

Reading Book \_\_\_\_\_ Pages \_\_\_\_\_ Time \_\_\_\_\_ Signature \_\_\_\_\_

Other \_\_\_\_\_

### TUESDAY

Vocabulary Definitions

Math \_\_\_\_\_

Reading Book \_\_\_\_\_ Pages \_\_\_\_\_ Time \_\_\_\_\_ Signature \_\_\_\_\_

Other \_\_\_\_\_

### WEDNESDAY

Vocabulary "Parts of speech"

Math \_\_\_\_\_

Reading Book \_\_\_\_\_ Pages \_\_\_\_\_ Time \_\_\_\_\_ Signature \_\_\_\_\_

Other \_\_\_\_\_

### THURSDAY

Vocabulary sentences

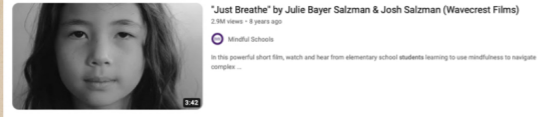
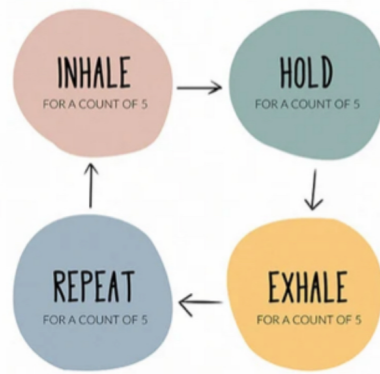
Math \_\_\_\_\_

Reading Book \_\_\_\_\_ Pages \_\_\_\_\_ Time \_\_\_\_\_ Signature \_\_\_\_\_

Other \_\_\_\_\_

Please Remember:

# MINDFUL BREATHING



The COOL DOWN SPACE is for self-appointed furloughs

A calm down corner, also called a calm down, cool down spot, or peace corner, is a designated place where students can go when they are feeling overwhelmed or upset. The purpose is to create a safe space where kids can practice self-regulation skills and work to calm themselves.



## Possible Strengths



## REMEMBER

Our Neurodivergent students possess just as many strengths as challenges. It is our job to encourage, support and build those strengths while providing support for the challenges that can be very specific to that child. Think of self-regulation as an internal thermometer that monitors our body and mind; constantly checking on our physical, mental, emotional, and social states. For many Neurodivergent people, that thermometer may not be as accurate, available, and able as some Neurotypical people.

## Common Challenges



- LESSEN ANXIETY
- VISUAL SUPPORTS
- EXTRA PROCESSING TIME
- EASE TRANSITIONS
- LITERAL EXPLANATIONS
- SENSORY SENSITIVITY
- USE LOGIC NOT IN REASONING
- SAFE SPACE
- SUPPORT SELF-REGULATION

[WWW.TEACHTHESPECTRUM.COM](http://WWW.TEACHTHESPECTRUM.COM)

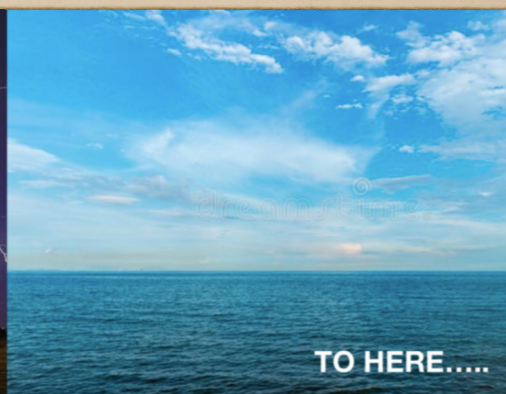
## How Big is My Problem?

5	Emergency, Tragedy, Danger	Crying uncontrollably, very upset, Shouting	😡
4	People talking about you, someone hits you	Crying, Very Sad, Mad, Frustrated	😞
3	Having to work with someone you don't like, receiving consequences for unexpected behavior	Nervous, Sad, Irritated, Disappointed	😓
2	Not being first in line, having to wait or take turns	Uncomfortable, Disappointed	😐
1	No Real Problem	Happy, Calm, Relaxed	😊

The size of my REACTION should match the size of the PROBLEM! \*Don't overreact!

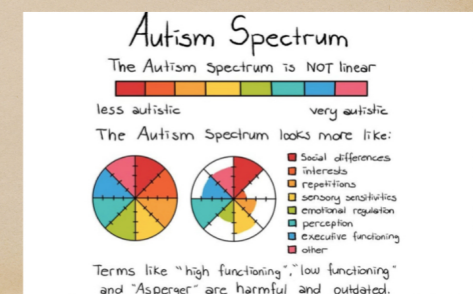
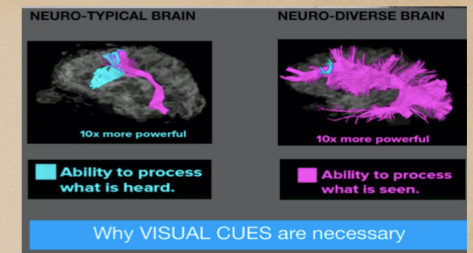
5	I AM GOING TO EXPLODE!!!
4	I AM GETTING ANGRY
3	I AM A LITTLE NERVOUS
2	FEELING OK
1	CALM AND RELAXED

FIND A WAY TO GET FROM HERE.....



TO HERE.....

In a nutshell.....



# **SUPPORTING YOUR NEURODIVERGENT STUDENTS**

**Avoid sensory overload.** Many unexpected things can be distracting to students with autism. Fluorescent lights, smells, and noises from other students can make it difficult for students with autism to concentrate. Using cool, calm colors in the classroom can help create a more relaxing atmosphere. Avoid covering the walls with too many posters or other things to look at. Some students may even benefit from their own center, where they can spend time away from any possible distractions.

**Use visuals.** Even individuals with autism who can read benefit from visuals. Visuals can serve as reminders about classroom rules, where certain things go, and resources that are available to students. Using pictures and modeling will mean more to students with autism than a lengthy explanation.

**Be predictable.** If you've ever been a substitute teacher, you know about the unspoken anxiety of being with a different class (sometimes in a different school) every day. Having predictability in the classroom eases anxiety for students with autism and will help avoid distraction. Students are less worried or curious about what will happen next and can better focus on the work at hand. Give your student a schedule that they can follow. If there are any unpredictable changes, it's a great teaching moment to model how to handle changes appropriately.

**Keep language concrete.** “*Can you please give an inch?!”, “I’ve told you a MILLION times!”, “Why aren’t you following along!?”* Figurative language is a problem for many individuals with autism who have trouble understanding figurative language and interpret it in very concrete terms. This may serve as a great opportunity to teach figurative language and hidden meanings in certain terms.

**Directly teach social skills.** The hidden curriculum may be too hidden for some individuals with autism. There are certain things that may have to be explicitly taught (like analogies). Model appropriate social skills and discuss how our behavior can make others feel. Social Thinking is a great curriculum with picture books such as *You Are a Social Detective* that explain social skills in an easy to understand way.

**Treat students as individuals.** I’m sure this goes without saying, but I’m going to say it: It’s so important to model patience, understanding, and respect when working in a classroom with any special learners. Celebrate their success and don’t sweat it if some accommodations don’t conform to what you are used to in the classroom. Keep in mind that some of these recommendations may be super helpful for some students, while others may not need the same degree of consideration. Autism can affect individuals differently.

# RESOURCES

DONORSCHOOSE.ORG

FREecycle.ORG

FACEBOOK MARKETPLACE

ADOPTAClassroom.ORG

<https://parade.com/960980/kelseypelzer/teacher-discounts/>

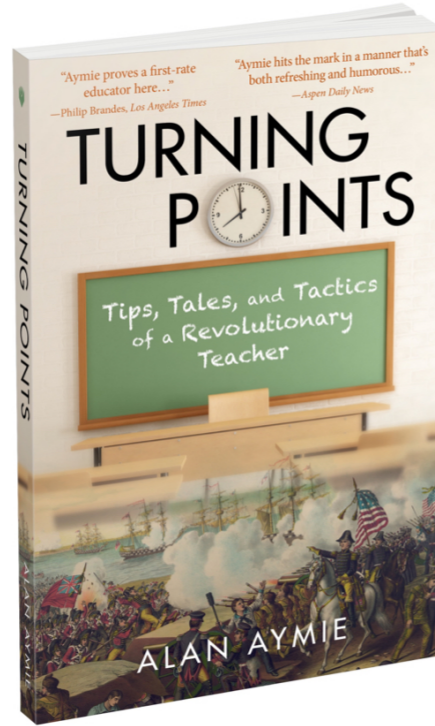
<https://www.dontpayfull.com/explore/teacher-discounts>

<https://www.retailmenot.com/blog/national-teacher-appreciation-day-freebies-and-deals.html>

<https://www.weareteachers.com/best-teacher-discounts/>

<https://researchautism.org>

*20 IDEAS FOR LEARNING CENTERS*



We must also remember that every child is a learner; every child has strengths and talents; every child can.

That **starts with us** believing that of ourselves, **first**.

## **BOOK LINK**

### THOUGHTS YOU CAN HOLD AT THE SAME TIME:

"I love teaching."

AND

"This year has been really hard."

"I adore my students."

AND

"I can't wait for winter break."

"Teaching is my dream job."

AND

"Our education system needs serious improvement."

"My school is the best."

AND

"I'll be running to the parking lot at 3:30 on the last day."