



ConsciousDiscipline

Conscious Discipline for Every Learner: Teaching Children with Special Needs

Audience: Pre-K (Ages 3-4)

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All Behavior is Communication

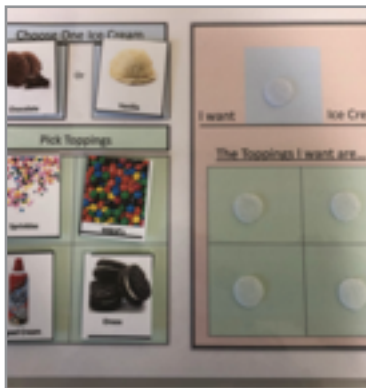
When the child has a reliable means for communication, he/she can...

- Get his/her needs met.
- Let others know his/her thoughts and feelings.
- Show what he/she knows.
- Become actively engaged in the activity.
- Build relationships, be a part of the School Family.

“If my possessions were taken from me with one exception, I would choose to keep the power of communication for by it I would soon regain all the rest.”

- Daniel Webster

Visually Enhanced Environment and Materials to Increase Comprehension of the Spoken Word



Basic Formula

Notice	<ul style="list-style-type: none"> • Be present with child • Connect with what the child is doing • Use exaggerated affect • Describe – paint a picture
Use	<ul style="list-style-type: none"> • Simple assertive language • Limit amount of words • State what you want the child TO DO • Calm, assertive tone
Back Up	<ul style="list-style-type: none"> • Back up your communication with visual information • Visuals include objects, picture and gestures. • Present with assertive language • Be sure in child’s sight line
Provide	<ul style="list-style-type: none"> • Processing time • Slow it down and wait • Keep visual – visually accessible for the child to have the extra processing time



Benefits of Visual Structure

- Enhances receptive language: supports comprehension
- Teaches using the visual channel rather than auditory channel
 - Right brain
 - Learning strength
- Prosthetic device for independence and generalization
 - Reduces prompting
 - Visuals never get tired of prompting
- Reduces anxiety
 - Creates meaningful, predictable environment
- Enhances the child's ability to manage their emotions created by confusion and frustration

Routines

- Tell the child how to complete a task
- Procedures that bring order and predictability to the classroom
- Provide tangible boundaries in the classroom so each student knows what is and what isn't acceptable
- **Must be taught (M.A.P. it out)**
- When chaos is found, routines are needed
- Are a part of daily living in and outside of school
- Support regulation



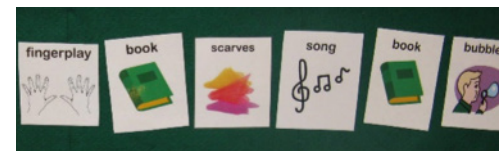
Teaching Routines

M = Model procedures

A = Add visuals

P = Practice, practice, practice

- Visuals can include clip art, photographs, schedules (Boardmaker), books.
- Children are governed by images in their head. Pictures tell students what to do in school.
- Visual images provide rehearsals for students repeatedly.



Visually Cued Environment

- Structures in Classroom
 - Safe Place
 - Circle Time space
 - Centers for play
 - ♦ Boundaries within center
 - ♦ What to do in the center space
 - We Care Center

Visuals to Support Regulation

- Daily Schedule: Where am I supposed to be and what will I do when I get there? The schedule moves the child through the physical space - calmly, purposefully, and independently.
 - Function/representation object for transitions
 - First/Then
 - Half/full day
- Mini Schedule
 - Circle Time, itinerants, special activities/assemblies
- Routines
 - M.A.P. it out
 - Bathroom, handwashing, lining up, sitting at circle time, going out to recess, snack...
- Countdown Timer
 - Visually see passing of time
 - Time Timer, count down strip
- Social Narrative:
 - Helps the child to know what is happening
 - What they can do in that social situation

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 1:	

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 4:	

