



ConsciousDiscipline

Conscious Discipline on the Spectrum

Audience: Specialty

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“We have a choice - we can get them to learn the way we teach or teach them the way they learn.”

- Roger Cox, Division TEACCH®

Autism Thinking®

- “Autism is a way of being. It is pervasive: It colors every experience, every sensation, perception, thought, emotion, and encounter, every aspect of existence.”
You’re going to love this kid! - by Paula Kluth
- Our goal is to see the world through their eyes by understanding their thinking style. Next, use this knowledge to create a meaningful environment to support engagement and independence.
- Concept of Meaning: “Their world consists of a series of unrelated experiences and demands, while underlying themes, concepts, reason, connections, or principals are typically unclear.”
- The TEACCH Approach to Autism Spectrum Disorders, by Gary B. Mesibov

In Structured Teaching, the environment and learning activities are visually organized to create meaning and predictability.

Physical Structure

- Visually offers information about the space and where things are located
- Visually implementing clear boundaries & expectations
- Physical structure helps the individual to:
 - Understand their space
 - Know where to be and what to do in the space

Daily Structure - Predictable Sequence of Activities

- Visual schedule
- Mini schedules, checklists, routines
- Implement visual structure within the activity: Close - end the task

Answer the 4 Questions VISUALLY





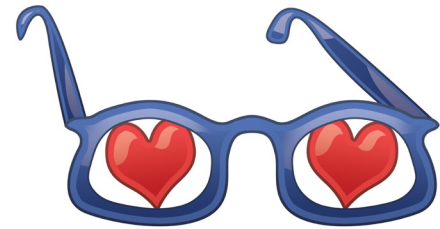
Perspective Change / Positive Intent

Pause, Notice:

- What state is the individual in right now?
- What state am I in right now?

Use Autism Thinking® and ask yourself:

- Does the individual understand the expectations?
- What does the individual need to:
 - Feel safe
 - Understand expectations
 - Engage in environment



Benefits of N.A.R.C.S.

NOTICING

Individuals have challenges with integrating information & understanding the world around them. Noticing creates awareness. **Use visuals to show expectations.** (pg 85, *Conscious Discipline: Building Resilient Classrooms* book).

ASSERTIVENESS

Individuals with ASD behaviors' can be labeled as "unmotivated" or "non-compliant," when often it is the result of their cognitive difficulties in understanding what is expected of them or their overstimulation. Assertiveness paints a picture of what is expected. **Use First/Then.**

ROUTINES

The world for an individual with ASD is confusing and stressful. Their neurology is a source of stress because their sensory systems, emotional systems, and learning systems are unreliable and inconsistent. Predictable visual routines reduce stress and support verbal language-based expectations.

Use Routine Books, Posters, Daily Schedule.

COMPOSURE

Individuals know when you are joining in with them (requesting a relationship) or coming at them (enforcing power or control to fix them). Judy Endow, adult with ASD *Getting on Go*.

Use Breathing S.T.A.R.'s, physical gestures, breathing ball.

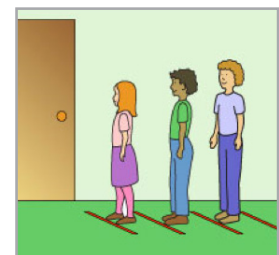
SAFE PLACE™

The neurology of someone with ASD does not automatically regulate their sensory or emotional systems. Physical structure of a Safe Place helps the person to know the boundaries of the space and what they can do in the space. **Use visuals of steps in the Safe Place.**

Routine Posters and Books

Key Elements: Show the students what it looks like to complete the task.

- Place posters in places where certain routines happen for students to reference (i.e. Clean up by the garbage cans).
- Break routines down into 3 - 5 key steps.
- Represent them visually.



Use simple, clear and concise language to describe what they should do/expectations.

RESOURCES

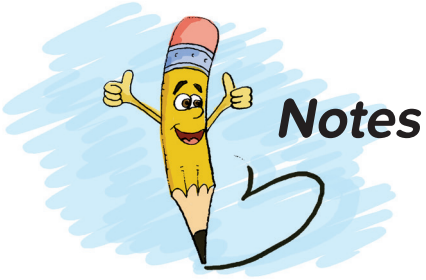
- *The TEACCH Approach to Autism Spectrum Disorders*, by Gary B. Mesibov
- *You're Going to Love this Kid!*, by Paula Kluth
- *Practical Solutions for Stabilizing Students with Classic Autism to Be Ready to Learn: Getting to Go!*, by Judy Endow
- *Conscious Discipline: Building Resilient Classrooms* by Dr. Becky A. Bailey

My Plan for the First Six Weeks

WEEK	MATERIALS
Week 1:	

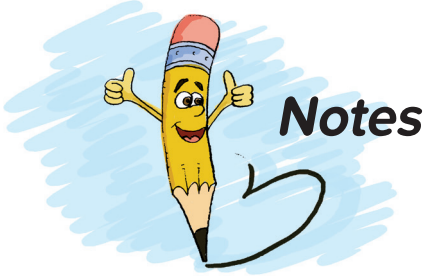
My Plan for the First Six Weeks

WEEK	MATERIALS
Week 4:	



A series of horizontal lines for writing notes, starting from the top right and extending down the page.





Lined writing area consisting of horizontal lines for notes.

