

Ready or Not, Here We Come: Tips for Smooth Transitions



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Paying it Forward

- INTRODUCTION
- COMMUNICATION
- REINFORCEMENT
- VIDEO MODELING
- School policies & procedures

IntroDUCktions

Dear



My name is Mrs. Duckworth



I will be your teacher



at the Lumberton Intermediate School



I hope you can come visit new classrooms



playground



on August 4th











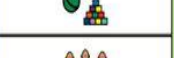




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<http://tarheelreader.org/>

Meet Your Teacher



Schedule

----- Morning Class	
	7:15-7:45 Arrival/Breakfast
	7:45-7:55 Transition to classroom
	7:55-8:00 Put away backpacks
	8:00-8:20 Circle time
	8:20-8:40 Sensory Stations
	8:40-9:05 Recess/Playground
	9:05-9:10 Water break
	9:10-9:30 Workstation/Group time
	9:30-9:50 Center Time
	9:50-10:20 Closing Circle Time
	10:20-10:25 Clean up & Get backpacks
	10:25-10:30 Transition to cafeteria
	10:30-11:00 Lunch & Dismissal

Imolleur; www.victoriesnautism.com
made using Boardmaker

Video Modeling

- Observational learning opportunities in which desired behaviors are learned by watching a video demonstration and imitating the behavior.
 - Self Modeling
 - Others as Models
 - Point of view



**Welcome to Mrs.
Sanchez's Class**

Parent Survey

<http://www.teacherspayteachers.com/Product/Parent-3-2-1>



A survey form titled "Parent 3-2-1" enclosed in a dashed purple border. At the top center is a green circle with a pink border containing the text "Parent 3-2-1". Below the circle are two fields: "Parent Name" on the left and "Student Name" on the right, each followed by a horizontal line. The first section is titled "3 words that best describe your child" and has three horizontal lines for writing. The second section is titled "2 Things I should know about your child" with the subtitle "(Recent changes, medications, concerns, strengths, weaknesses, etc.)" and has three horizontal lines. The third section is titled "1 wish that you have for your child this year" and has three horizontal lines. At the bottom, a quote reads "A person's a person no matter how small" followed by "— Dr. Seuss".

Parent 3-2-1

Parent Name _____ Student Name _____

3 words that best describe your child

2 Things I should know about your child
(Recent changes, medications, concerns, strengths, weaknesses, etc.)

1 wish that you have for your child this year

A person's a person no matter how small
— Dr. Seuss

Reinforcer Inventory

www.keystoneatlanta.org/downloads/ReinforcementInventory.pdf

Reinforcement Inventory		Instructions: The items in this questionnaire refer to things and experiences that may give a child joy, satisfaction, and/or pleasurable feelings. For each item, activity, and event, check one option in the columns below that indicates how much this individual "enjoys" the described item, activity, or event. Some of them will not apply.				
Description of Potentially Reinforcing Items, Activities, and/or Events	Not at All	A Little	A Fair Amount	Much	Very Much	
B. Entertainment						
1. Watching Television (What shows?)						
a.						
b.						
c.						
2. Movies						
3. Music						
4. Going to Events (Which events?)						
a.						
b.						
5. Bike Riding						
6. Skating						
7. Table Games						
8. Coloring/Painting						
9. Video Games						
10. Other						
a.						
b.						
c.						
d.						
e.						
f.						
g.						
h.						

Preference Scale

Item/Activity	This upsets me 1	I do not like 2	I don't mind 3	I like this 4	I like a lot 5
Computer games					
Listening to music					
Board game w friend					
Reading a book or magazine					
Building a model					
Class helper					
Making a class video					
Assistant coach					
Library Assistant					

Variation of Reinforcement



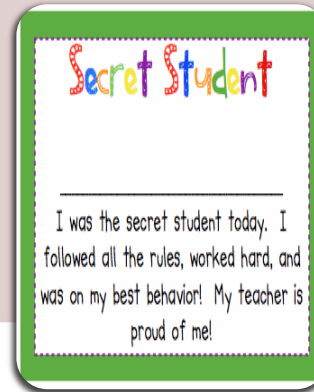
Mystery
Motivator



Grab Bag



Spinners



Secret
Student



Lotto System

Letter to Parents

Who are you?

Open your heart

What is your
educational
philosophy?

What is your vision?

Share a few successes
or strengths

Why do you like your
campus?

Things I Want My Teacher to Know

What is my general disposition?

What am I REALLY good at?

What do I LOVE doing?

What do I HATE doing?

What academics are my strong areas?

What do I need help with?

Student Portfolios

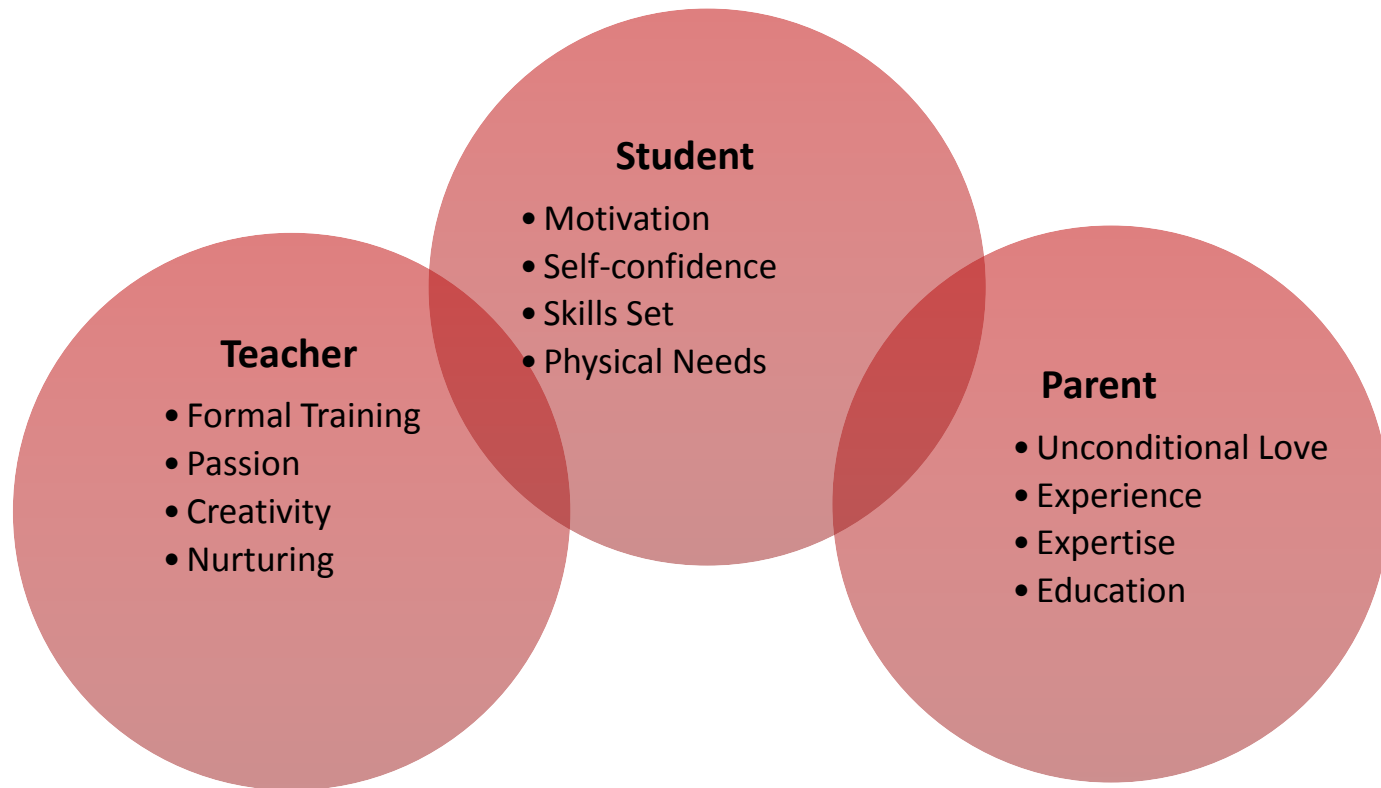
- A resource that provides a compilation of information, pictures, work samples and data on an individual.

Words to Live By

“I want to be a part of the solution and not the problem.”

~ Mrs. Barbara Greer

Bringing it to the Table



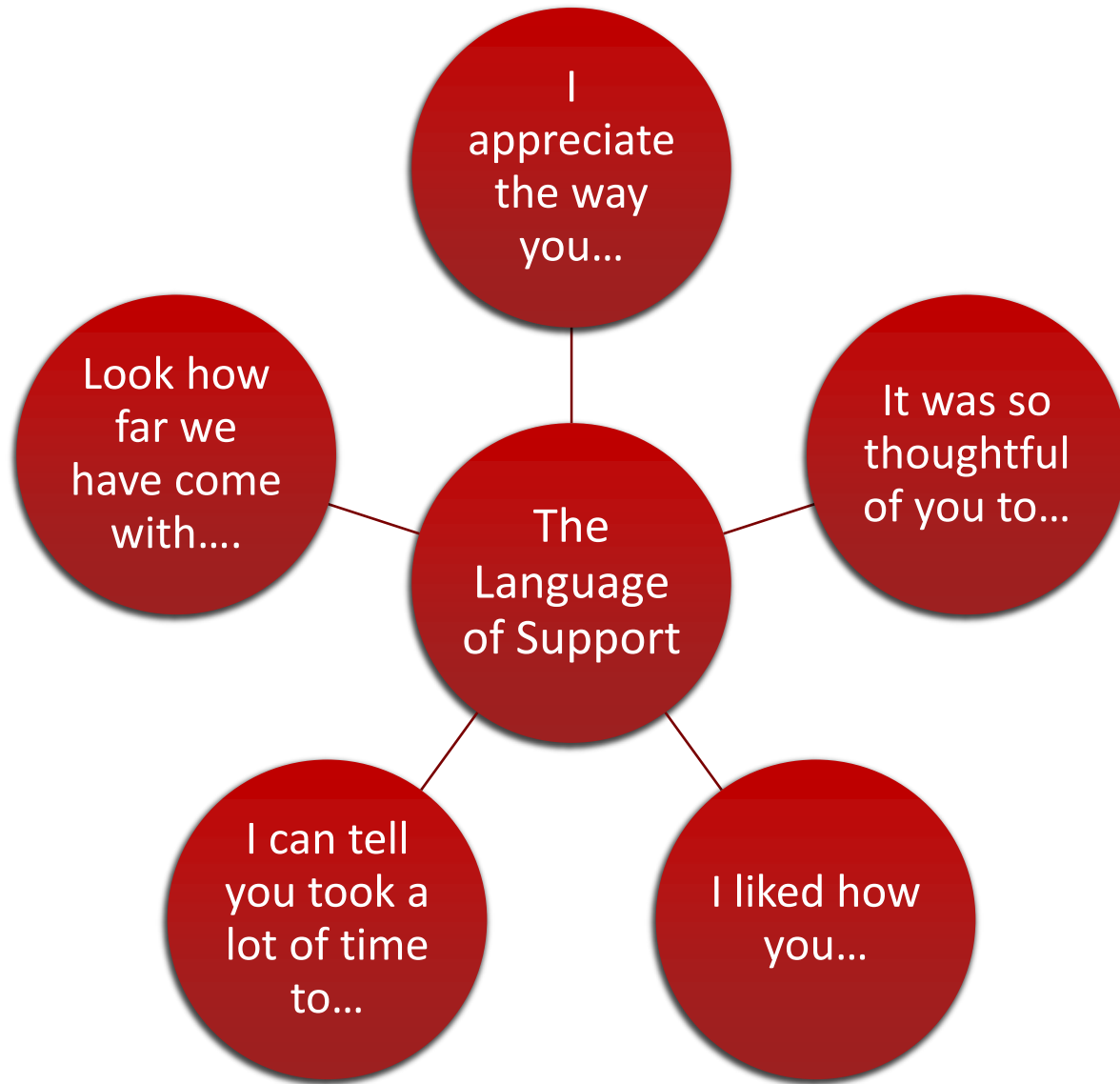
Building Foundations

Release negative expectations

Identify unreasonably high standards

Acknowledge

Encourage



The Love Bank



- Deposits for you
- Withdrawals for you
- Deposits for others
- Withdrawals for others

Communication

Firefox File Edit View History Bookmarks Tools Window Help [SURVEY PREVIEW MODE] PARENT NEEDS ASSESSMENT Survey
www.surveymonkey.com/s.aspx?PREVIEW_MODE=DO_NOT_USE_THIS_LINK_FOR_COLLECTION&sm=b8sUoudMzm3ZK432%2beOJEISTnbCcNvcLuwFVMrXypIc%3d

PARENT NEEDS ASSESSMENT

1. How often would you like your child's teacher to update the School to Home Communication Folder?

☐ Daily

☐ Weekly

☐ Monthly

☐ At the end of each grading period

2. What is the best way to contact you?

☐ Written Correspondence

☐ Email

☐ Telephone

3. Indicate your child's method of communication (Mark all that apply)

☐ Interpreted behaviors

☐ Gestures

☐ Babbling

☐ Pictures

☐ ASL

☐ Requests (mands) only

☐ Requests & labels (mands & tacts)

☐ Single words

☐ Phrases



My School Day



Subjects

Writing



Math



Art



Reading



Geography



PE



Music



Science



Emotions

Happy



Sad



Mad



Frustrated

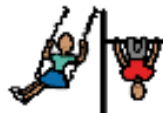


Questions ????

I felt good when.....



At recess I.....



Something I learned today was...



I sat with....



My favorite part of the day was....



Ms. Dunfee's 3rd Grade Class

Parent Initials: _____





THE DAILY NEWS

Parents: Please
read, initial and
return. Thank!



Day: _____ Date: _____

Class & School News

Big Ideas of the Day

Daily Practice

	Language Arts	Use your mind! wonder, inquire & think!
	Math	

Behaviors that Promote Learning

4 3 2 1	Respects rules and others
4 3 2 1	Demonstrates on-task behaviors
4 3 2 1	Completes assigned work on time
4 3 2 1	Demonstrates age-appropriate social skills
4 3 2 1	Organizes self and materials

Notes:

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4 = Consistently 3 = Usually 2 = Occasionally 1 = Rarely

Date _____



At home



I slept from _____ to _____



I ate _____

Circle



a little



a lot



I feel



happy



sad



angry



tired



sleepy



At school



I ate _____

Circle



a little



a lot

I participated in



Speech

PT

OT

Social Work

Bathroom



I did it



dry pants



I had an accident

Reflections

<http://pinterest.com/pin/106116134940499804/>
<http://www.lauracandler.com/strategies/caringclass.php>

The bad choice I made was:

I would not stop talking after being warned.	I did not finish my work in a timely manner.
I did not follow directions after being warned.	I did not behave during a restroom break.
I did not raise my hand after being warned.	I did not behave at specials (Art, P.E., Music, Library)
I did not behave at recess.	I was rude to a classmate.
I did not behave at lunch.	I was rude to the teacher.
I would not pay attention when the teacher was teaching.	I was acting silly and playing in class.

This is how I feel:



This is what I can do to make a good choice:



Behavior Reflections

Reasons for My Behavior

Name _____

Date _____

Description of My Behavior

Consequences of My Behavior

What did I feel?

How did my behavior affect others?

Other Consequences

Plan for Improvement

Student _____

Teacher _____

Parent _____

Downloaded by Lynn Gordon - Teaching Resources Website - www.teacherspay.com

Visual Supports

- SOCIAL NARRATIVES
- FIRST/THEN
- COUNT DOWN & TIMERS

Social Narratives

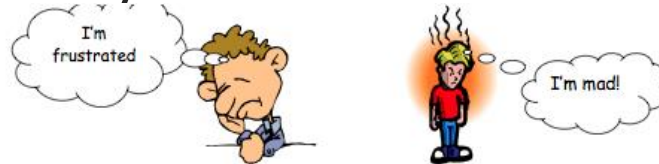
- An evidenced based practice that provides social cues and appropriate responses to assist in changes in routine, modifications in behavior and acquisition of social skills.
- How to Create:
 - <http://www.thegraycenter.org/social-stories:#sthash.8qqaYdem.dpuf>
- Examples:
 - <http://autismnow.org/forums/topic/good-examples-of-social-stories/>

Example

My Taking a Break Story



My name is Billy and I am in Mrs. Duckworth's class.



Sometimes in class I feel frustrated or mad.
Everyone feels frustrated or mad at some time.
When I feel frustrated or mad, I can take a break.



Transitional Object



A familiar object that provides the carrier with a sense of predictability and stability.

May be same object/pic

Maybe representative of environment

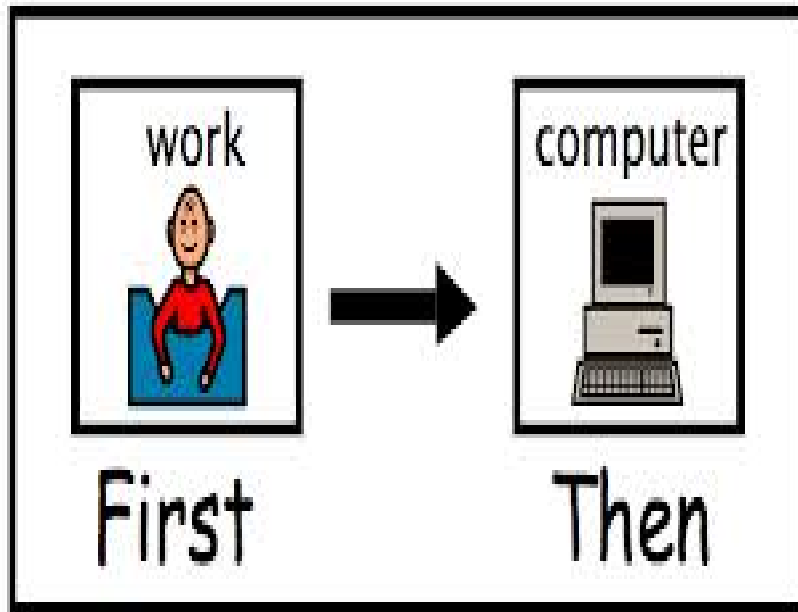
Examples



First/Then Card

- A visual support that encourages completion of a non-preferred activity and use of schedule by indicating a preferred activity is following the undesired task.

First /Then



Count Down & Timers



Resources

- Christopher, C. (1996). *Building parent teacher communication: An educator's guide*. Lancaster, PA: Technomic Publishing Company, Inc.
- Carothers, D.E., & Taylor, R.L. (2003). The use of portfolios for students with Autism. *Focus on Autism and Other Developmental Disabilities*. 18(2). Retrieved from <http://foa.sagepub.com/content/18/2/125> .
- Mayerson, G. (2004). *How to compromise with your school district without compromising your child*. New York, NY: DRL Books, Inc.
- McCarney, S.B. & Wunderlinch, K.C. (2006). *Pre-referral intervention manual (3rd ed.)*. S. N. House (Ed.) Columbia, MO: Hawthorne.
- Otey, L. & McDaniel, L. (2008). *Facilitating IEPs: Leader's guide*. [Handout]. Austin, TX: Region 8 Service Center.

Resources Continued

- Payne, R.K. (2008). *Under-resourced learners: 8 strategies to boost student achievement*. Highlands, TX. Aha! Process, Inc.
- Payne, R.K. (2006). *Working with parents: Building relationships for student success*. Highlands, TX: Aha! Process, Inc.
- Sprick, R. & Garrison, M. (2008). *Interventions: Evidence-based behavioral strategies for individual students (2nd ed)*. Eugene, OR: Pacific Northwest Publishing.
- Wenc, C.C. (1997). *Parenting: Are we having fun yet?*. Charlene C. Wenc.