

## LEARNING STRATEGIES PROJECT

	STRATEGY NAME	DEFINITION OF STRATEGY	EXAMPLE OF THE STRATEGY	SOURCE (in APA)
1	Quiet Areas	Establishment of a quiet, comfortable area in the classroom where a child with a disability, such as autism, can go to, to take a break or regroup from the classroom routine or activities.	John (a child that has autism) becomes agitated and unsettled by the loudness of the voices of his classmates that are part of a small play group that he is in. John is then prompted by his teacher to go to the quiet area to relax. When in the quiet area, John regains his composure.	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>
2	Well-Organized Workspace	A well structured and organized work or play area helps to decrease the stress levels and improves the functioning of a child with a disability such as autism.	Jessica (a child that has autism) feels comfortable, settled, and focused, as opposed to uneasy and distracted, because her teacher has previously organized the classroom where the bookshelves, rugs, and tables define space and extraneous stimuli are blocked out with	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>

			borders that are used to establish spaces.	
3	Advanced Notice of Changes to Schedule	By alerting the child with a disability to any change in the typical routine, before the change occurs, the child is able to process the information and, therefore, better prepare for any change.	The teacher communicates to Peter, beforehand, that the daily activity of “art-time” will be replaced with outdoor “recess-time” for just today. When outdoor “recess-time” comes, during the day, Peter feels at ease, comfortable, and well adjusted, because he was prepared for this temporary change to his daily schedule.	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>
4	Include Sensory Materials	Teacher planning a sensory input learning environment by considering the sensory (auditory, tactile, visual, vestibular, and proprioceptive) needs as well as the sensory aversions of a child with sensory-seeking behaviors.	Anna (a child that has autism) likes to self sooth herself with squeezing and touching the fur of a soft teddy bear. The teacher, beforehand, places several teddy bears in accessible places around the classroom for Anna to touch, feel, and squeeze on an “as-needed” basis.	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>
5	Use Object Cues	A tangible object is used as a visual representation for an activity. This object is for a child with a disability to carry and facilitates the next activity, causing the child to be less likely	Justin is going outside to the playground to play catch, so he carries a ball during the walk to the outside playground.	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>

		to be agitated by this change.		
6	Use of Visual Aids	Use of charts, graphs, and computers with colorful, vivid pictures that encourage and cognitively stimulate children with disabilities, such as autism, so that they feel fully engaged and respond effectively to the lesson being taught.	Christopher (a child that has autism) is taught a lesson using a computer that displays a learning program with bright colors and clear images, which grasp his full attention and cause him to respond to his teacher with positive and appropriate behavior and feedback. The computer program allowed Christopher to be interactive while learning.	McClafferty, Jim. (2018). <i>11 Classroom Management Strategies for Children with Special Needs</i> . Language Builder Stages Learning. <a href="https://blog.stageslearning.com">https://blog.stageslearning.com</a>
7	Creating and Using a Teacher-Created Photo Book	Future teacher creates a photo-book with photos of the student's new special education teacher, teacher assistants, classroom, lunch room, etc. Family of student with a disability are given this book to read with their child over the summer to help the child transition into a new school year in a new special education classroom.	Jason and his family are given a photo-book with pictures of his teachers and classroom that he will have in the next school year, after summer vacation. As a result, Jason has an easier time adjusting to his new class.	Bodine, Maddi. (2020, July 2). Helping Children With Special Needs Transition to Kindergarten. Edutopia. <a href="https://www.edutopia.org">https://www.edutopia.org</a>

8	Positive Reinforcement	Teacher positively acknowledges and gives attention to behaviors that are desired for the classroom to increase the chance that a student will engage in appropriate behaviors.	Danny follows the class rule or tradition of asking to get out of his seat to go to the bathroom. His teacher gives him positive praise, telling him that asking to go to the bathroom was a “very good action” and that he “did a good job”. This encourages Danny and increases his chances of listening and following class rules or traditions in the future.	Rafferty, Lisa. (2006). Classroom Management Strategies That Work. <i>New York State Association for Education of Young Children</i> . 3-5.
9	Proximity	The use of a teacher’s physical proximity to a student or a group of students to redirect those who are engaged in inappropriate behaviors, or it can be used as a preventative measure before a student or a group of students engages in inappropriate behavior.	Teacher realizes that Alex sometimes has a difficult time with math activities, and it is during these struggles with these activities that Alex usually engages in inappropriate behaviors. The teacher then sits next to Alex before and during a math activity to convey that Alex does not need to act inappropriately to get attention when he struggles with math.	Rafferty, Lisa. (2006). Classroom Management Strategies That Work. <i>New York State Association for Education of Young Children</i> . 3-5.
10	Post classroom rules	In order for children to understand and follow rules, which would be frequently announced by the teacher, the rules must be displayed	Teacher displays pictures that represent the actions of the classroom rules, for Johnny, such as (walking in classroom, “stay in your sit”, “use	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>

		using pictures rather than written words.	your inside voice”, “raise your hand”, “quite hands and feet” instead of hitting or kicking.	
11	Transitions	Children with autism need physical cues to let them know that something new is coming out soon.	When preparing Charlie and the other children to leave the classroom, the teacher can mark the area with colored tape, bookshelves, or another tangible cue, so Charlie and his classmates can understand the concept of lining up.	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>
12	Use simple visuals to practice non-planned events	In order to get children to understand about non-planned events such as fire drills or tornado drills, teachers can use visuals to practice making the event more familiar, so children know how to react during these kinds of situations	Matthew’s teacher creates a short-written story of expected behavior and procedures for a fire drill, discussed periodically and practiced with Matthew and his classmates.	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>
13	Modify self-stimulatory behaviors	Children with autism engage in self-stimulatory or repetitive behaviors such as rocking,	Susan is constantly putting items in her mouth for exploration purposes, the teacher can provide different	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56.

		twirling, spinning, arm or hand flapping, tapping, and squinting, with the purpose to calm themselves down when they are experiencing sensory overload. Unfortunately, these behaviors can, in excess, interfere with learning. In order to reduce these behaviors, teachers can include an age-appropriate replacement behavior.	textured foods for Susan to experience. The teacher can also use harder food items, such as teething rusks, long carrots or broccoli stems.	<a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>
14	Provide multi-sensory cues	Children with autism tend to repeat a highly desirable activity or use the same materials many times, for the teacher must monitor the amount of time that a child is engaged in a specific activity. In these cases, a timer can be used as a visual/auditory cue to limit the amount of time assigned for an activity.	Ryan who wants constantly to play with the same fire truck can be taught to set the timer for 15 minutes. With practice, Ryan will understand that when the timer goes off, he must move to another activity.	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>
15	Individual contracts	This strategy allows teachers to individually set	The teacher made an individual contract for Sandra who is	Rafferty, Lisa. (2006). Classroom Management Strategies That Work.

		behavioral goals for individual students. The contract must contain: the specific behavior, the reward, and the date in which the reward will be given to the student.	noncompliant during the class, she refuses to follow directions and rules. In the contract the teacher states the date in which she will reward Sandra with her favorite snack.	<i>New York State Association for Education of Young Children. 3-5.</i>
16	Planned ignoring	Teacher should not pay attention to inappropriate behaviors; on the contrary, the teacher must ignore them. after making sure the behavior is minor enough to safely use planned ignoring, as well as identifying the cause of the behavior.	Luke engages in tantrum behavior every time his mother is on the phone. In this case the mother may use planned ignoring during future phone calls by selectively ignoring Luke's tantrums, which can also help Luke to understand that tantrums will not work for getting his mother's attention.	Rafferty, Lisa. (2006). Classroom Management Strategies That Work. <i>New York State Association for Education of Young Children. 3-5.</i>
17	Sensory triggers	There are sensory stimuli that cause a negative behavioral response from children with autism, such as noise levels or temperature changes which can't be controlled. However, there are some distractions that can be controlled, for instance, the noise level in reading. As educators, it is	After various observations, the teacher realized that Alex gets really anxious when the class gets really loud. She asked the parents and they confirmed that Alex is very sensitive to the noise at home too. The teacher decided to talk to the class and explained that Alex need their help in order to make him feel	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning, 28</i> (2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>

		<p>important to observe the children individually, as well as have a constant communication with the parents in order to obtain important information about anxiety provoking conditions for the child, so we can have a better understanding about the cause of certain behaviors. Some of the strategies would be: to remove the stimuli or predict the child's need for assistance during certain times throughout the day.</p>	<p>comfortable in the classroom, for she asked them to use their inside voices during work time.</p>	
18	Label classroom center	<p>Labeling classroom centers is when you label the centers in the classroom so that students have a visual of what the center is, whether that be words or a picture or both.</p> <p>The written word on objects helps the child learn to recognize letters and sounds</p> <p>A classroom that is clearly labeled with identifying pictures helps the child understand the</p>	<p>You ask the child if he or she wants to play with the blocks using a picture of blocks and of the sign with the word blocks or puzzles with a picture or sign of puzzles</p> <p>Ask Jenny if she wants to play with blocks using a picture of blocks and a sign with the word blocks or puzzles with a picture or sign of puzzles ( or both)</p>	<p>Deris, A. R., &amp; Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i>, 28(2), 52–56.  <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a></p>

		purpose of each area.		
19	Predictable daily schedule and routines	Predictable daily schedules and routines are a list of what is going to happen throughout the child's school day. Predictable daily routines ease the child's anxiety because they know what is going to happen next.	<p>You can display a picture schedule at eye level to the children using actual photographs of the routine or authentic pictures. This can include the outside environment, circle time , snack time, etc. put them in sequential order. The schedule should have both teacher directed and child initiated activities and be flexible to meet the child's needs.</p> <p>Jamie wants to know what is going to happen next in the classroom so he looks at the schedule and sees that the math lesson is next.</p>	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>
20	Choice making	<p>Choice making is where you give the children the opportunity to choose for themselves.</p> <p>Choice making is very motivating to children.</p>	<p>Choices can be given to them by allowing them to decide what center they want to go to and what materials they will use.</p> <p>Maria is asked what center she wants to go to. She responds writing center.</p>	Deris, A. R., & Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i> , 28(2), 52–56. <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a>
21	Redirection	Redirection is when you bring the child's	You can help redirect by guiding the student	Rafferty, Lisa. (2006). Classroom Management Strategies That Work.

		<p>attention back to the original prompt or back to where they were before they got distracted and in a calmer manner. There are times where a child engaged in an activity will become increasingly frustrated. There are also times when you notice a conversation between children that has the potential to get worse. Here you can use redirection to prevent and decrease escalating issues or inappropriate decisions.</p>	<p>back to the activity by asking questions about the activity and offering assistance.</p> <p>Liam becomes frustrated while putting together a puzzle and suddenly pushes the puzzle on the ground. The teacher asked him if he tried finding the outside pieces first while picking up those pieces from the floor and begin to put them together. This helps motivate the child and gives them a new way to solve their problem.</p>	<p><i>New York State Association for Education of Young Children. 3-5.</i></p>
22	Humor	<p>Humor in the classroom can be anything like making small jokes in the classroom, laughing when appropriate , being upbeat and energetic, being silly at times etc.</p> <p>Classroom humor can energize the class as well as motivate them which helps them learn more effectively. It also helps to deal with stress .Humor can also defuse tense situations and minimize behavioral</p>	<p>You can say funny phrases throughout the day that make the children laugh, Interact in an excited and upbeat manner when appropriate, make random jokes.</p> <p>The teacher asked Steven how he is doing. He says “ im so hungry” the teacher responds “ MEEEEEE TOOOOOOOOO , I could eat EVERYTHING right now (with excitement and exaggeration) let’s go to McDonald’s no more learning. Just</p>	<p>Rafferty, Lisa. (2006). Classroom Management Strategies That Work. <i>New York State Association for Education of Young Children. 3-5.</i></p>

		<p>problems Millard 1999 p.6)</p> <p>Humor can help you build relationships with the students.</p>	<p>kidding we have to learn, but here's a snack hehehehehe".</p>	
23	Structure	<p>Structure is providing routines and schedules which help organize the class.</p> <p>A classroom that has structure provides organization for the students. When children get used to the daily routine, they know the behaviors that are expected of them. (Meese 1996).The schedule should be posted so students can use it as a reminder Nissiman 2000.,Wood et al, 1996) .The structure provided by routines and schedules help with transitioning. During transitioning is when behavioral problems start to take place.</p>	<p>To assist with classroom transitions you can ,</p> <p>Teach appropriate transition behaviors</p> <p>Let's students practice appropriate behavior</p> <p>Provide reminders so they know how much time is available. ( The teacher sets a timer for each activity. Olivia wants to know how much time she has left so she looks at the timer on the board. She sees she has 5 minutes left).</p> <p>Give students a prompt that an activity or class period is coming to an end</p> <p>Use special transition activities ( short and quick) that show smooth movement from one activity to another. ( The teacher puts on a song and Mark knows it's time to transition).</p> <p>Remediate slowness and disruptiveness</p>	<p>Rafferty, Lisa. (2006). Classroom Management Strategies That Work. <i>New York State Association for Education of Young Children</i>. 3-5.</p>

			<p>Acknowledge quick and smooth transitions</p> <p>Examples of routines and schedules in the classroom is having a list of activities and instruction happening throughout each day.</p>	
24	Multi sensory approach	<p>The multi sensory approach is when you have multiple senses involved in materials and activities. Materials and activities that include more than once sense can intrigue the child's interest and help with new learning.</p>	<p>When you sing songs you can use picture cues or objects for actual items In the song. Use signs that correspond to the words and movements.</p> <p>Signs Correspond with words</p> <p>Movements correspond with words</p> <p>The teacher sings the song "The wheels on the bus". As the word wheels is said she holds up a picture of wheels and rotates her arms round and round just as the song dictates. Gracie follows the movement and says "wheels"</p>	<p>Deris, A. R., &amp; Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i>, 28(2), 52–56.  <a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a></p>

25	One on one center	<p>A one on one center is designed for individual children or one child and a partner</p> <p>The one on one centers encourage the child to work more independently.</p>	<p>Some of these centers can include a reading center, science center, computer center, manipulative center including puzzles and small blocks, etc.</p> <p>Teachers and peers may need to model how to use the materials in each center.</p> <p>Angie goes to the writing center alone to work on her sentences. Anthony soon then joins her doing the same. When they both are done they share their sentences.</p>	<p>Deris, A. R., &amp; Di Carlo, C. F. (2013). Back to basics: Working with young children with autism in inclusive classrooms. <i>Support for Learning</i>, 28(2), 52–56.</p> <p><a href="https://doi.org/10.1111/1467-9604.12018">https://doi.org/10.1111/1467-9604.12018</a></p>
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