



Creating Supportive

# ENVIRONMENTS

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# Providing External Information to make up for Internal Disorganization.





# ENVIRONMENT

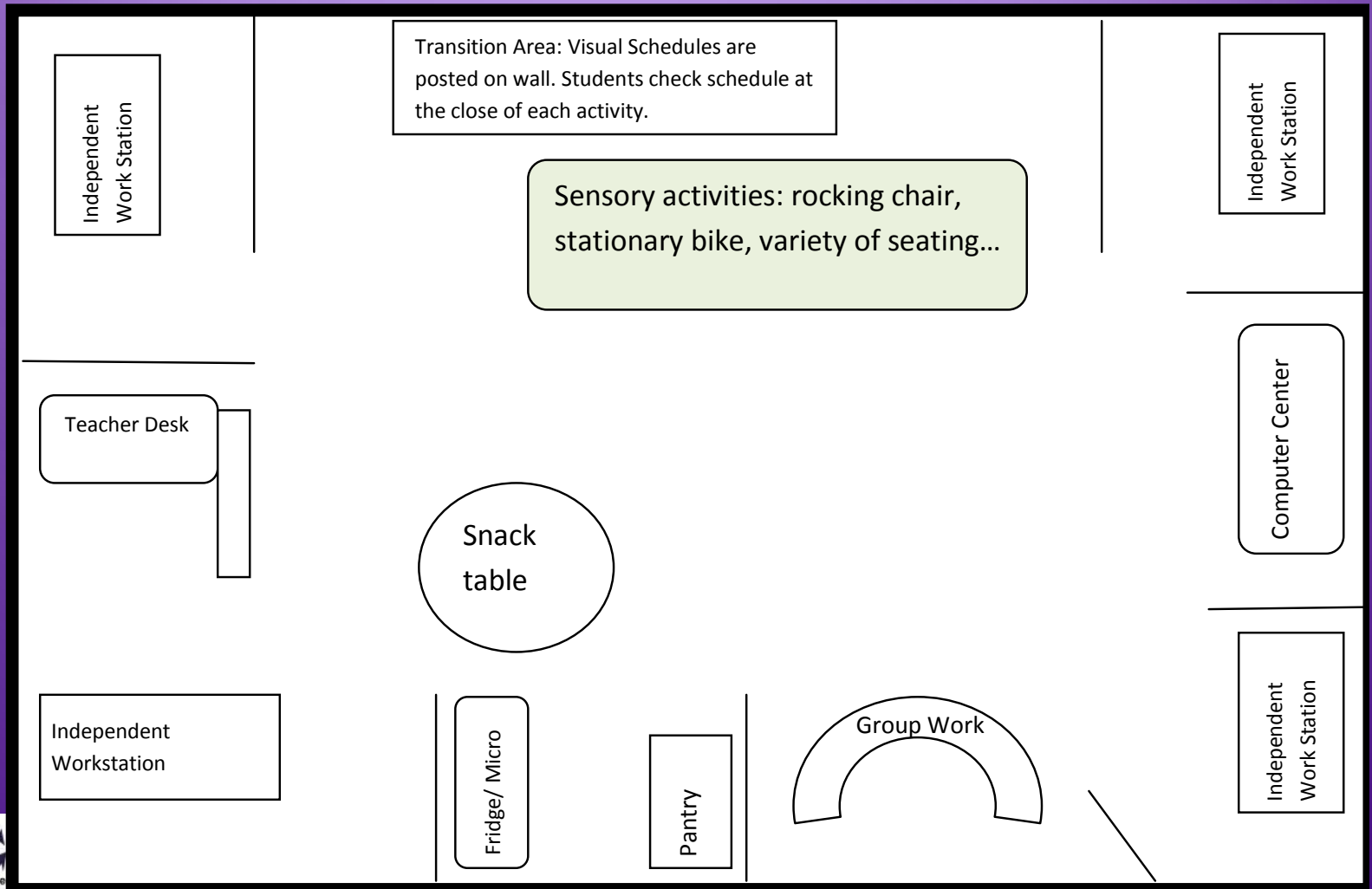
- Indicator 11: Organization and Physical Structure
- Indicator 12: Meeting Sensory Needs
- Indicator 13: Established Routines
- Indicator 14: Individual Schedules
- Indicator 15: Environmental Supports & Expectations

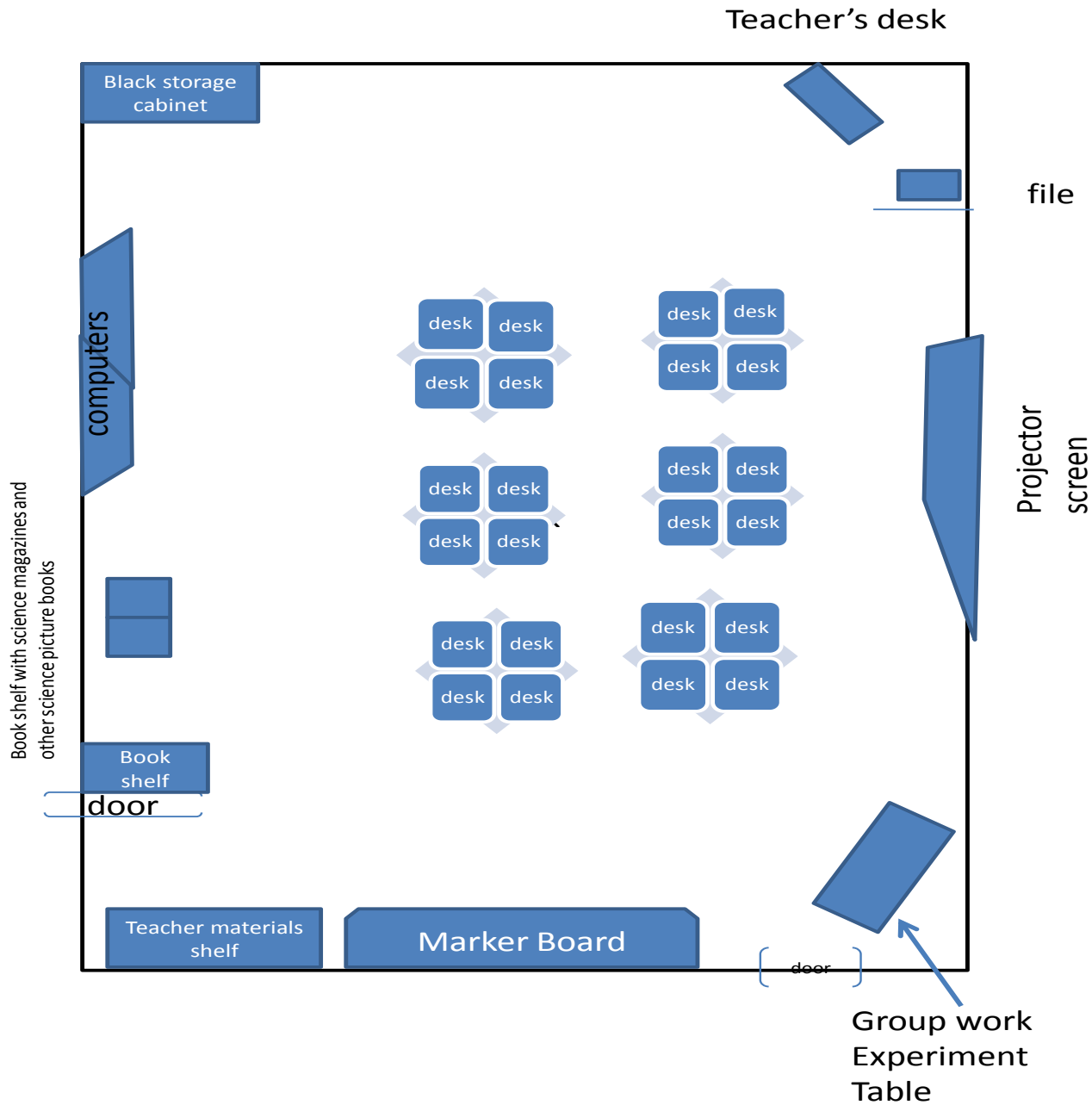


# Indicator 11

## Organization and Physical Structure

### Classroom Arrangement and Supervision





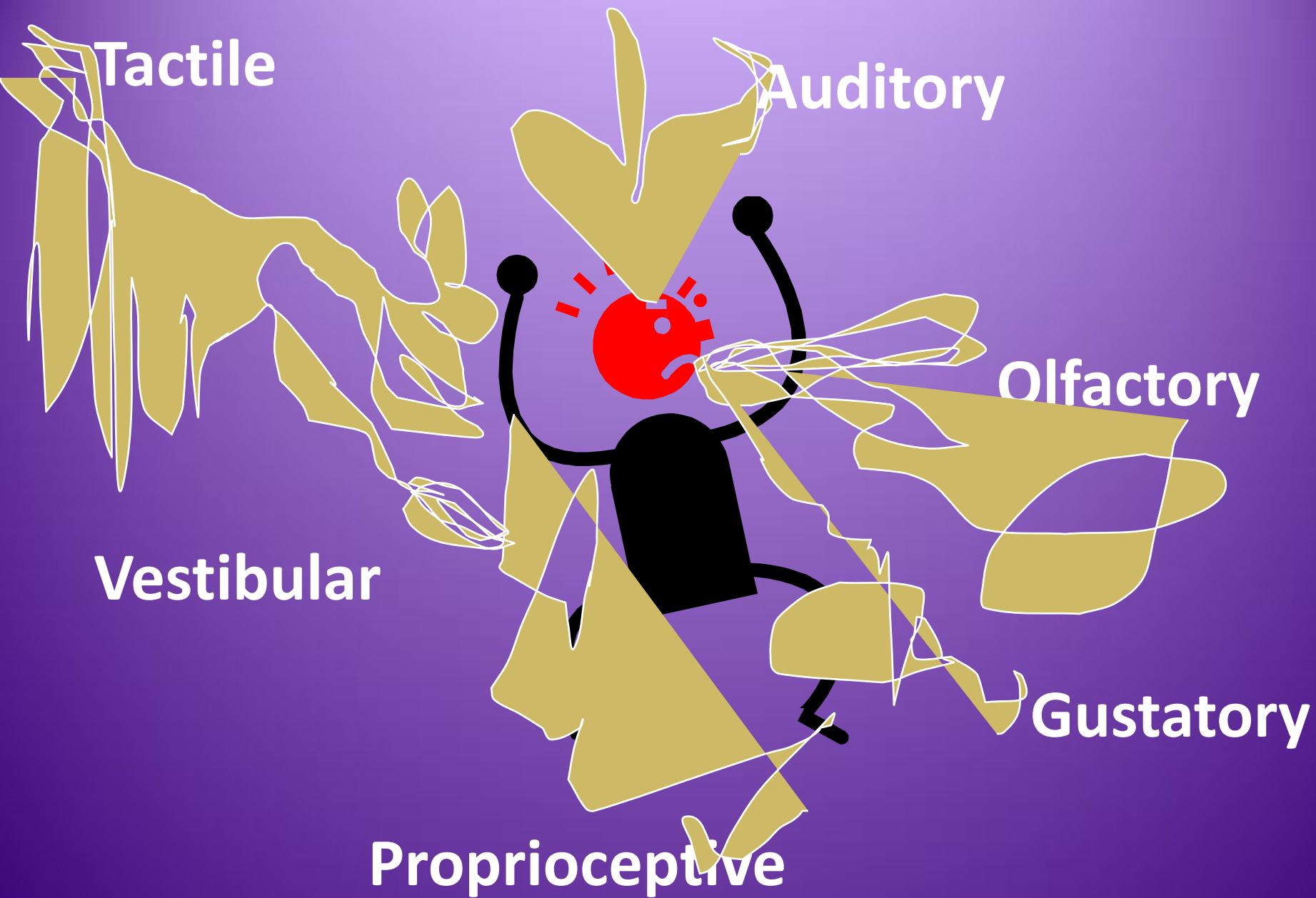


# Indicator 11

## Organization and Physical Structure

### Physical structure utilized in all settings

- Cafeteria
- Recess
- Gym
- Inclusion Classroom
- Home
- Community



**Tactile**

**Auditory**

**Olfactory**

**Vestibular**

**Gustatory**

**Proprioceptive**

# Threshold Continuum

LOW

HIGH



**UNDERREACTIVE  
HYPOSENSITIVE**

- Lack of attention to sound
- Decrease awareness of pain
- Disregard of persons in environment
- Delayed reactions and responses

**OVERREACTIVE  
HYPERSENSITIVE**

- Distress with sound
- Sensitive to light
- Discomfort with certain textures
- Smell and Taste Aversions
- Insecurity with heights and movement
- Increase startle response





# Indicator 12

## Meeting Sensory Needs

🔔 **Have you seen the signs ?**



# Indicator 12

## Meeting Sensory Needs



### Sensory System

- Tactile
- Vestibular
- Proprioception
- Visual
- Auditory
- Gustatory
- Olfactory



# Routines vs. Schedule

Schedule	Routine
Homeroom	<ol style="list-style-type: none"><li>1. Walk in room to desk</li><li>2. Unpack school bag</li><li>3. Hang school bag on back of desk</li><li>4. Place homework in homework basket on teachers desk</li><li>5. Sharpen pencil</li><li>6. Get out math notebook</li></ol>
Math	<ol style="list-style-type: none"><li>1. Copy problem of the day from board to notebook</li><li>2. Work problem</li><li>3. Go to math center on schedule</li></ol>
Computer Lab	<ol style="list-style-type: none"><li>1. Stand in line with hands by your side</li><li>2. Enter lab and find assigned computer</li><li>3. Set visual timer for 30 minutes</li><li>4. Put on headphones</li><li>5. Log on to computer</li></ol>



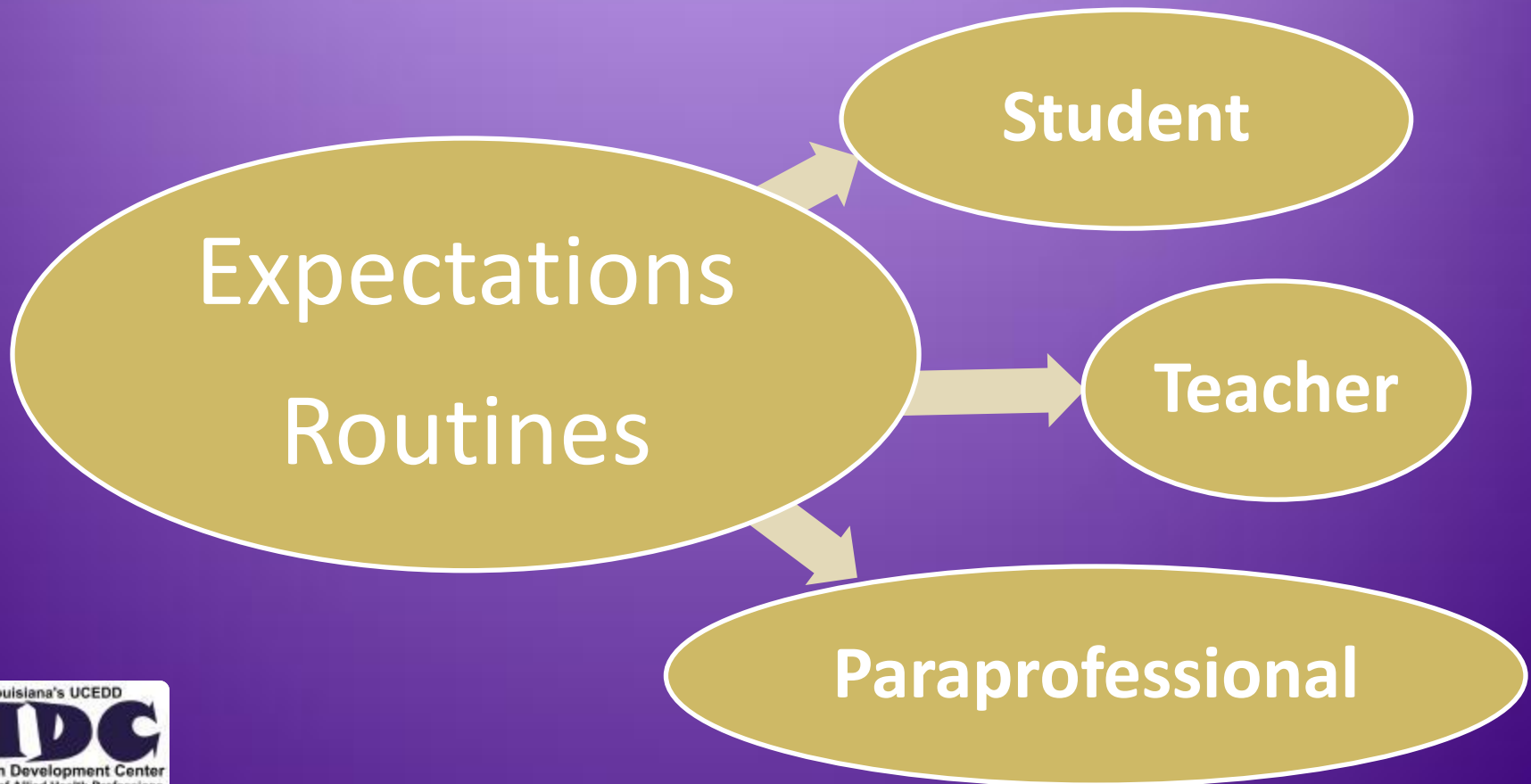
Change is inevitable!  
I'm not psychic...  
How can I prepare or  
prevent the  
meltdown?





Indicator 13  
Established Routines

# FAILURE TO PLAN IS A PLAN FOR FAILURE





# Indicator 13

## Established Routines

### How do I establish routines for all?

#### Expectations for Paraprofessionals

- Paraprofessionals will be actively engaged with students at all times during the day. Two fifteen minute breaks and one thirty minute lunch break will be provided to take care of personal business and to rest. Break times will be assigned by the teacher and should be strictly adhered to.
- Paraprofessionals should arrive to work on time and prepared to work. Tardies affect everyone, especially the students.
- If down time arises (due to student absence, etc.) Paraprofessional should begin work on items prepared by teacher and located in "To Do" basket.
- Paraprofessionals should provide direct assistance to students only when needed. The goal is to teach students to work independently, and not to rely on others to complete tasks for them.
- Paraprofessionals should understand that they may be required to teach toilet training to students. They should remember to respect student dignity when doing this. Diapering should not be completed in any location other than the bathroom stall.
- Paraprofessionals should be prepared to assist the teacher in all aspects of the school day. This includes: transitions, routine, academics, life skills, social skills, community based instruction, etc.
- Paraprofessionals should not utilize restraint unless student is posing imminent danger to themselves or others. Restraint is not a form of punishment or a way make students comply.

Signature \_\_\_\_\_ Date \_\_\_\_\_



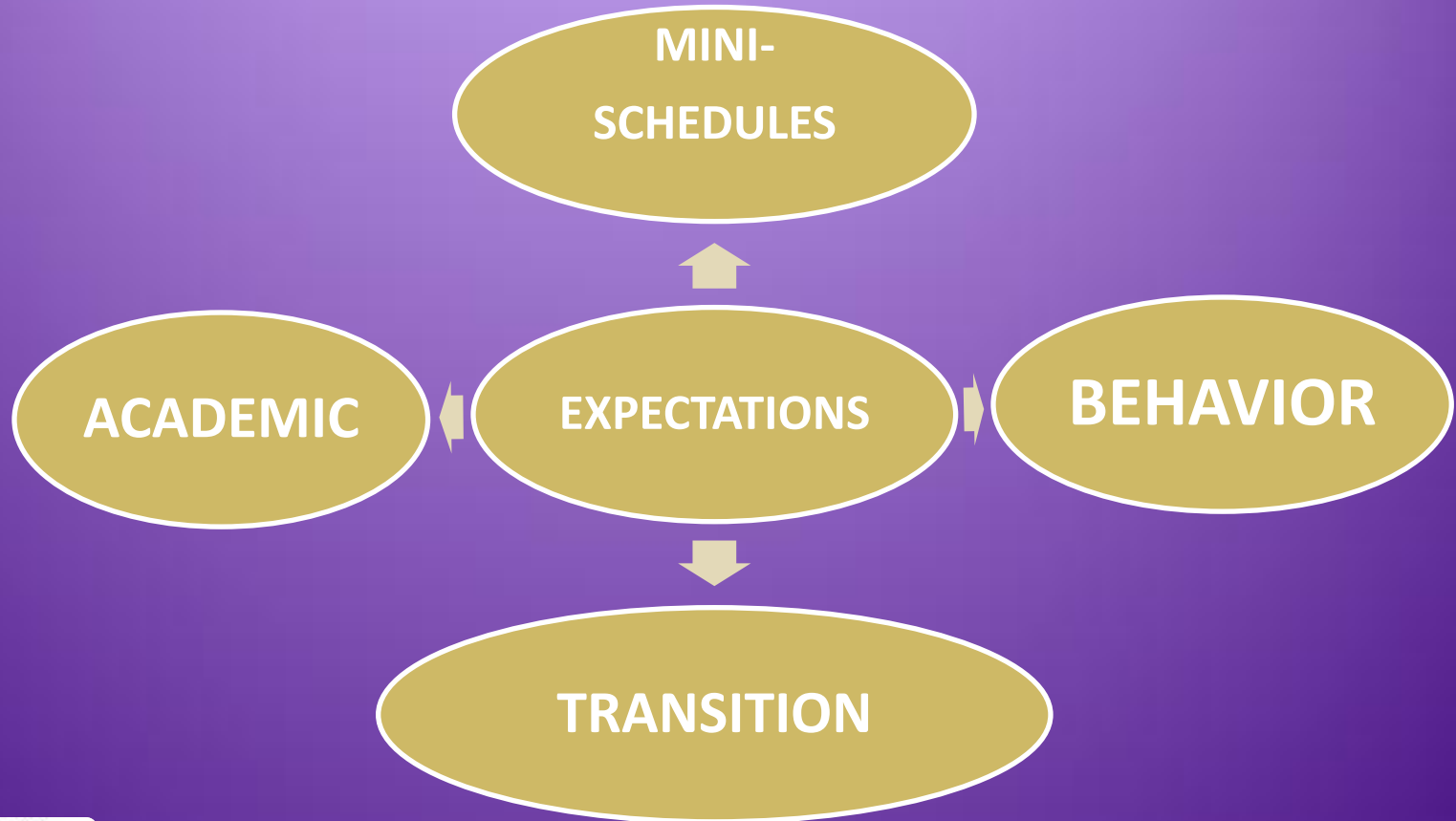
## Indicator 14 Individual Schedules

**Beautiful room decoration or  
meaningful, functional tool  
used by the student?**



# Indicator 15

## Environmental Supports and Expectations







# TEACHING TO INDEPENDENCE

ACHIEVED OR NOT?





# Resources

Prizant, B., Wetherby, A., Rubin, E., Laurent, A., & Rydell, P. (2006). The SCERTS Model. Baltimore, Maryland: Paul Brooks Publishing

Henry, S., & Myles, B. (2007). The Comprehensive Autism Planning System (CAPS) for Individuals with Asperger Syndrome, Autism, and Related Disabilities. Shawnee Mission, Kansas: Autism Asperger Publishing Company

Koomar, J., Kranowitz, C., & Szklut, S., (2005). Answer to Questions Teachers Ask about Sensory Integration. Las Vegas, NV: Sensory Resources

Hodgdon, L., (2002) Visual Strategies for Improving Communication. Troy, Michigan: QuirkRoberts Publishing

Myles, B., Cook, K., Miller, N., Rinner, L., Robbins, L., (2005) Asperger Syndrome and Sensory Issues. Shawnee Mission, Kansas: Autism, Asperger Publishing Company

[www.TEACCH.COM](http://www.TEACCH.COM)