

PREPARING AN ENVIRONMENT SUPPORTIVE OF BEHAVIOR CHANGE

pdf

1: Tips for Alzheimer's Caregivers: Preparing for the Road Ahead and Getting the Help You Need

Start studying BALC Chapter 3 - Preparing an Environment Supportive of Behavior Change. Learn vocabulary, terms, and more with flashcards, games, and other study tools.

Universities Classroom management is the orchestration of the learning environment of a group of individuals within a classroom setting. In the early s classroom management was seen as separate from classroom instruction. The image was of a teacher first attending to classroom management, and then beginning instruction without further reference to management decisions. Research in the s, however, demonstrated that management and instruction are not separate, but are inextricably interwoven and complex. It also circumscribes the kinds of instruction that will take place in a particular classroom. Content will be approached and understood differently in each of these settings. Furthermore, more intellectually demanding academic work and activities in which students create products or encounter novel problems require complex management decisions. This correlation between instructional activity and management complexity further reinforces the interrelated nature of classroom management and curriculum. The interwoven nature of classroom management and classroom instruction is especially easy to see from a student perspective. Students have at least two cognitive demands on them at all times: This means that students must simultaneously work at understanding the content and finding appropriate and effective ways to participate in order to demonstrate that understanding. The teacher must facilitate the learning of these academic and social tasks. Thus from the perspective of what students need to know in order to be successful, management and instruction cannot be separated. As a result of this broadened definition of classroom management, research has moved away from a focus on controlling behavior and looks instead at teacher actions to create, implement, and maintain a learning environment within the classroom. Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place and then executing, modifying, and reinstituting them , developing rules, and communicating those rules to the students. These are all aspects of classroom management. Creating a Learning Environment Creating and implementing a learning environment means careful planning for the start of the school year. The learning environment must be envisioned in both a physical space and a cognitive space. The physical space of the classroom is managed as the teacher prepares the classroom for the students. Is the space warm and inviting? Do the students have access to necessary materials? Are the distracting features of a room eliminated? Attending to these and similar questions aids a teacher in managing the physical space of the classroom. Teachers must also consider the cognitive space necessary for a learning environment. This cognitive space is based upon the expectations teachers set for students in the classroom and the process of creating a motivational climate. Effective teachers create and implement classroom management practices that cultivate an engaging classroom environment for their students. Two specific areas of cognitive space that teachers include in their plans are setting expectations i. Setting Expectations In both elementary and secondary classrooms, the start of the school year is crucial to effective management. Procedures have to do with how things get done. Ultimately, with or without student input, the teacher must have a picture of what code of behavior is essential for the classroom to function as desired. Both rules and procedures must be taught, practiced, and enforced consistently. Included with the development of rules and procedures is the accountability system of the classroom, which must communicate to students how they are held responsible for the academic work that they do. Researchers have confirmed that effective classroom managers begin the year by setting expectations. These characteristics are similar at the middle school and junior high level, where better managers also explain rules and procedures, monitor student behavior, develop student accountability for work, communicate information, and organize instruction from the first day of school. Research has shown that teachers whose students demonstrated high task engagement and academic achievement implement a systematic approach toward

classroom management at the beginning of the school year. Therefore, one of the critical aspects of managing classrooms effectively, or managing classrooms in ways to enhance student learning, is setting expectations.

Motivational Climate An essential part of organizing the classroom involves developing a climate in which teachers encourage students to do their best and to be excited about what they are learning. There are two factors that are critical in creating such a motivational climate: To be motivated, students must see the worth of the work that they are doing and the work others do. Effort ties the time, energy, and creativity a student uses to develop the "work," to the value that the work holds. One way that teachers encourage effort is through specific praise, telling students specifically what it is that they are doing that is worthwhile and good. In combination an understanding of the value of academic tasks and the effort necessary to complete these tasks motivate students to learn. It is possible to create a setting that appears to be well managed, where room arrangement, rules, and procedures are operating well, but where little actual learning takes place. However, when a teacher creates structure and order, as well as a learning environment in which students feel the excitement of learning and success, then the classroom can truly be said to be well managed. At the beginning of the year, teachers must set expectations and create a motivational climate for learning and combine this with orchestrating the physical space in order to both create and implement a successful classroom management system. As the school year progresses, classroom management involves maintaining the learning environment through conscientious decision-making concerning students and the classroom. Teachers in a classroom teach groups of children. Maintaining the learning environment, therefore, requires teachers to focus on group processes. Kounin, whose work was reaffirmed by Paul Gump, a noted ecological psychologist in Kansas in the s, identified several strategies that teachers use to elicit high levels of work involvement and low levels of misbehavior. These tools help teachers to maintain the flow of instruction. A significant stumbling block to the flow of instruction is inattention to transitions between activities, lessons, subjects, or class periods. It is here that teachers are likely to feel that they are less effective in maintaining the flow of instruction. Effective transitions are structured to move students from one activity to another, both physically and cognitively. The goal of smooth transitions is to ensure that all students have the materials and mind-sets they need for a new activity. Maintaining a learning environment requires teachers to actively monitor their students. According to classroom management research, active monitoring includes watching student behavior closely, intervening to correct inappropriate behavior before it escalates, dealing consistently with misbehavior, and attending to student learning. In terms of monitoring both student behavior and learning, effective managers regularly survey their class or group and watch for signs of student confusion or inattention. Maintaining effective management involves keeping an eye out for when students appear to be stuck, when they need help, when they need redirection, when they need correction, and when they need encouragement. Teachers must also check for understanding, both publicly and privately. Maintaining a classroom management system requires the teacher to anticipate student actions and responses in order to be preventive rather than reactive. Excellent classroom managers mentally walk through classroom activities, anticipating areas where students are likely to have difficulty and planning to minimize confusion and maximize the likelihood of success. Activities planned for these classrooms are paced to ensure that students have enough to do, that assignments reflect an awareness of student attention spans and interests, and that downtime is minimized between assignments or activities. The orientation of the classroom must be purposeful, with a variety of things to be done and ways to get those things done. When Problems Occur Though effective managers anticipate and monitor student behavior and learning, misbehavior and misunderstanding do occur. When inappropriate behavior occurs, effective managers handle it promptly to keep it from continuing and spreading. Though teachers can handle most misbehavior unobtrusively with techniques such as physical proximity or eye contact, more serious misbehavior requires more direct intervention. The success of intervention depends on orderly structures having been created and implemented at the beginning of the school year. When students have misunderstandings about academic content or instruction effective managers look for ways to reteach content and to improve the clarity of their

communication. In research studies teachers in classrooms that run smoothly score high on measures of instructional clarity. That is, they describe their objectives clearly, give precise instructions for assignments, and respond to student questions with understandable explanations. This communication is central as teacher and students make visible all of the aspects of the classroom that build a community. In order to create and support a learning-centered environment where teaching for understanding and the construction of meaning are valued, students must be very comfortable and feel that their contributions are valued. In addition, students must value the contributions of others, value the diversity within the classroom, and give their best effort because they see it as the right thing to do or something that they want to do. The uniqueness of each classroom and the variety and complexity of tasks that teachers face make it impossible to prescribe specific techniques for every situation. In each classroom there will be a variety of skills, backgrounds, languages, and inclinations to cooperate. Teachers, particularly beginning teachers who may not have the repertoire of experiences and skills they need to be able to teach diverse classes, require administrative support to identify and nurture the interconnectedness of instruction and classroom management. A close look at how class activities evolve reveals the need for a classroom management system that is visible, established, monitored, modified, refined, and reestablished. While teachers work with students who have different dispositions and abilities, they must be prepared to create, implement, and maintain an environment in which learning is the center. Research-based programs have been developed that aid teachers in coming to an understanding of what it means to be an effective classroom manager. Evertson and Harris, based upon the research of Evertson and others, have created one such educational program aimed at the professional development of teachers. Freiberg and colleagues have developed another such program, which also creates a preventive approach to classroom management through attention to school-wide perspectives and student responsibility. Teachers empowered with an understanding of the complexity and multidimensionality of classroom management make a difference in the lives of their students.

2: When preparing an environment for school-aged children, the caregiver should

used to evaluate unambiguously the effects of the independent variable on the behavior. Demonstrates the relation between the experimental manipulation of a specific independent variable, or treatment, on the change in behavior (the dependent variable).

What should an environment for young children look like? Below is a brief description of the most important components needed to make an effective learning environment for young children. As you plan your environment, be sure to include the following: Places for developmentally appropriate physical activities. Environments should provide children with opportunities for a lot of developmentally appropriate physical activities. Young children are physical beings. They learn most effectively through total physical involvement and require a high level of physical activity, variety, and stimulus change Hale, Opportunities for concrete, hands-on activities. Young children need hands-on activities—playing in water, building mud pies, making things out of wood, putting a doll to bed, etc. They also need lots of ways to practice and integrate new experiences into existing mental structures—dramatic play, drawing, taking photographs, using language, and making things with blocks. Children seek out a constant change of stimuli—scenery, textures, colors, social groups, activities, environments, sounds, and smells. The more our children spend time in our programs, the more variation and stimulation they need. Color and decorations should be used to support the various functional areas in the classroom and center, provide needed stimulus change and variety, and develop different areas and moods in the room. Vibrant colors such as red, magenta, and yellow work well in the gross motor area ; soothing blues and green are good color choices for hands-on learning centers; and whites and very light colors are good for areas that need lots of concentration and light. Soft pastels and other gentle hues, on the other hand, work well in reading areas and other low intensity activities. Decorations should follow the same pattern, with an additional emphasis on changing them often, and providing order around topics, projects, and themes. The materials and equipment given to the children are just as important to learning as the physical space of the classroom. The following materials and equipment can be added to any early childhood environment. Children who spend most of their day in one environment need surfaces that respond to them, not hard surfaces that they must conform to. Flexible materials and equipment. Children can use sand, water, or play dough in a variety of ways, depending on their maturity, ability, past experience with the materials, interest, and involvement. A jigsaw puzzle, on the other hand, has only one correct solution. Programs should include lots of materials that have an abundance and variety of uses to give children a sense of creativity and control Wardle, Simple, complex and super complex units. According to Prescott , learning materials can be simple, complex, or super complex. Simple materials are those with essentially one function, complex those with two, and super complex, those with more than two. For example, a pile of sand is a simple unit. If one adds a plastic shovel to the sand it becomes a complex unit. Adding a bucket of water or collection of toy animals to the sand and shovel creates a super-complex unit. The more complex the materials, the more play and learning they provide Wardle, With a little creativity, small spaces can work out very well. For example, I once observed a very well planned and supportive early childhood environment designed under the bleachers of a high school! Lofts were built, there were cozy reading areas, and each Head Start child had a place of their own. When using community facilities, be sure that playgrounds and other equipment are safe and developmentally appropriate for the children in your care. Young children have unique personalities and needs that require us to respond to them as individuals, not as members of a group. The environment must be responsive to this need. Ease of cleaning, maintenance, supervision, cost, and adult aesthetics should not detract from providing spaces children feel are designed for them. Children need to have private areas , secluded corners, lofts, and odd-shaped enclosures. Are classrooms, bathrooms, kitchens, and eating areas close together so that children can develop self-help skills and important autonomous behaviors? Like children, teachers also need to have spaces that are functional. Teachers need to be able to arrange and

rearrange their classrooms for various class activities and supervision purposes. Classrooms that include permanent, built-in features such as lofts, playhouses, tables, benches, alcoves, and cubbies can be problematic. These types of fixed features make it difficult for teachers to create areas for gross motor activities, can cause injury in active children, or prevent inclusion of physical activities altogether. Classrooms built as a basic shell work best. Below are some of the critical environmental issues that must be carefully addressed as you plan the environment. Storage areas are a little like entrances and exits—they receive lots of traffic and are noisy and congested. For these reasons, storage areas can sometimes foster disruptive behavior and noise. Provide easy access to materials, allowing children to get what they need quietly and easily. The closer materials are to where they will be used, the better. Storage must also be designed so that materials for independent child use are separate from those teachers control. Activity areas need to be located next to supplies and be easy to clean up. The classic example is the art area. While providing easy access to paint, easels, paper, and brushes, the art area needs to be close to a water source and on a surface that can withstand a mess. Similarly, the reading area must be close to book shelves, magazine racks, and comfortable places to sit. Managing noise is important in a classroom. Placing carpet on the floor absorbs noise as does absorbent tile on the ceiling. The reading center should be next to a quiet area like the art area. Blocks are loud, and should be located next to other loud areas such as the woodworking bench. Noisy activities can also be placed in transition areas or moved outside in good weather. Dividers are any physical objects that serve to delineate areas within a classroom, create interest areas, control traffic, and distribute children throughout the classroom. Almost anything can be used as a divider, so long as it is safe: Safety is obviously a critical issue. Some dividers are easy to push over. The larger and heavier they are at the bottom, the safer. A divider can also be secured by fastening it to the floor or a wall. Several equipment companies have introduced dividers that attach directly to storage units and furniture. Ideally, dividers should be multi-functional for use as storage units, play furniture, and display boards. Keep in mind that solid dividers or walls of more than inches high disrupt the circulation of air in the classroom and limit supervision of children. Less solid dividers, like fabric, avoid this problem. One teacher creatively used colorful fabric streamers attached to the ceiling as effective dividers. Further, the environment is designed to enable staff to facilitate the optimum learning for their children. Finally, the environment makes parents and guardians feel welcome, involved, and empowered.

3: Creating a Child Care Environment that Supports Children's Exploration - eXtension

In this model, change occurs gradually and relapses are an inevitable part of the process of making a lifelong change. People are often unwilling or resistant to change during the early stages, but they eventually develop a proactive and committed approach to changing a behavior.

Print this Article The adjustment to the start of a new year is a reminder that change is constantly occurring. Children with ASD often prefer to have a sense of structure and to know what to expect during the day and what activity they will be doing and when. Consistency and predictability help children feel reassured that they know what will happen next. When change occurs, children with ASD may respond in a variety of ways, including exhibiting withdrawal, repetitive behaviors, tantrums, or even aggression. As much as possible, try to predict and prepare for upcoming changes: These visual supports can help a child to understand the order of daily events, the steps involved in daily living skills, and the daily schedule at school, including any changes in routine that may occur. Parents can download a free toolkit about visual supports on Autism Speaks. These picture cards can show images of daily events or tasks that may need to be completed. That way, your child can learn that change can bring fun and exciting things as well! Show pictures such as a new place or new people and discuss the change to help your child understand what will be happening. If your child will be attending a new school, if possible, visit the new school and set up meetings with new teachers. For example, go to the location with a video camera and walk through the steps that will be required while taping and provide a simple narration one to four minutes long about the process and requirements. For example, if planning a field trip to the zoo, visit the zoo and while videotaping, explain aspects of what will happen there, such as riding the train, using new restrooms, and eating at the snack bar. After making the video, show it to your child several times to help prepare for the event. Research has shown that when using videos in this manner, with children with ASD, disruptive behavior decreased greatly as the routines were made more predictable. These are short stories, often with pictures, that describe different situations and activities so that children with ASD know what to expect such as will the child need to sit and lean back in the dental chair? Will there be a prize? The Gray Center provides examples as well as books of common social stories. Of course, life is unpredictable, and new, unforeseen events may occur such as school being cancelled or making a last minute trip to the grocery store. Here are some tips on how to handle these situations: Remember to use these cards for fun surprises as well so that your child does not always associate the card with a negative surprise. Although the change may still be anxiety-provoking, consistent use of picture or icon cards will help your child adjust to change. If you know your child will be upset by the change, attempt to prepare for the change as much as possible. Use visual cues when you can and try to be in a calm, quiet environment. For example, if you are out at the mall, return to your car so there are not as many distractions or noises. Point out something in the new situation that they like. For instance, if they like construction machinery, point out the big machines being used to fix the road. Praise your child or use other rewards for coping with change. All these factors will help prepare your child to be more flexible and tolerant of change. Tell someone about it.

4: Change is Good! Supporting Students on the Autism Spectrum when Introducing Novelty

Achieving lasting behavior change through behavior analysis --Designing effective strategies of change: essential building blocks --Preparing an environment supportive of behavior change --Sharpening the focus by refining goals and objectives --Fueling behavior change with reinforcement --Increasing behavior by developing and selecting.

To grasp the essence of Montessori education, just step inside a classroom. Natural lighting, soft colors, and uncluttered spaces set the stage for activity that is focused and calm. Learning materials are displayed on accessible shelves, fostering independence as students go about their work. Everything is where it is supposed to be, conveying a sense of harmony and order that both comforts and inspires. In this safe and empowering environment, students find joy in learning. Classroom Design The design and flow of the Montessori classroom create a learning environment that accommodates choice. There are spaces suited to group activity, and areas where a student can settle in alone. Parts of the room are open and spacious, allowing a preschooler to lay out strands of beads for counting, or an elementary student to ponder a foot-long Timeline of Life. Nor are you likely to find walls papered with brightly colored images of cartoons and syndicated characters. Rather, you might see posters from a local museum, or framed photographs or paintings created by the students themselves. There are well-defined spaces for each part of the curriculum, such as Language Arts, Math, and Culture. Each of these areas features shelves or display tables with a variety of inviting materials from which students can choose. Many classrooms have an area devoted to peace and reflection: And always there are places to curl up with books, where a student can read or be read to. Each classroom is uniquely suited to the needs of its students. Preschool rooms feature low sinks, chairs, and tables; a reading corner with a small couch or comfy floor cushions ; reachable shelves; and child-sized kitchen toolsâ€”elements that allow independence and help develop small motor skills. Above all, each classroom is warm, well-organized, and inviting, with couches, rugs, and flowers to help children and youth feel calm and at home. Students work with specially designed materials, manipulating and investigating until they master the lesson inside. They are arranged left to right, as we read in Western languages in order of their sequence in the curriculum, from the simplest to the most complex. The concrete materials provide passages to abstraction, and introduce concepts that become increasingly complex. As students progress, the teacher replaces some materials with others, ensuring that the level of challenge continues to meets their needs. The teacher thoughtfully prepares a classroom environment with materials and activities that entice her students to learn. Multi-Age Groupings A Montessori class is composed of students whose ages typically span 3 years. Ideally, members stay with the class, and teacher, for the entire cycle, forging a stable community and meaningful bonds. It is common to see students of different ages working together. Older students enjoy mentoring their younger classmatesâ€”sometimes the best teacher is someone who has recently mastered the task at hand. A Caring Community The Montessori classroom radiates harmony and respect. Members address each other respectfully and in modulated tones. There are no raised voices; no rude or hurtful behavior. There is a busy hum of activity, yet also a profound respect for silence. Students show grace and courtesy, and an interest in the welfare of others. Students work together as stewards of their environment. They take turns caring for classroom pets and plants; do their part to maintain order, such as by returning materials to the shelves after use; and help keep outdoor spaces groomed and litter-free. How to live in community, to learn independently, to think constructively and creatively: These are the lessons of the Montessori classroom that remain with its students as they make their way in the world.

5: Autism and Dealing with Change

*Preparing an Environment Supportive of Behavior Change 4. Sharpening the Focus by Refining Goals and Objectives
54 Fueling Behavior Change 6.*

At that time, schoolrooms held adult-size furniture that was usually arranged in rows and bolted in place. Closets and shelves were placed at adult height so even the simplest of tasks had to be carried out by adults. She had carpenters build child-sized tables and chairs which could easily be moved about without adult help. Learn more about what makes the perfect Montessori prepared environment, and how it helps children achieve success and joy in learning. Purpose, Set-Up and Classroom Features Montessori stated that young children process absorb everything through their senses. A well-prepared, child-centric environment is a sensorial one which reflects beauty, simplicity, and order. It provides well-chosen materials and activities which are required for learning. Unlike many overly-stimulating childcare centers which rely on the use of color, sound and movement, the Montessori classroom is designed to minimize things that may over-stimulate and distract. The Montessori classroom uses physical space and time that allows for concentration, design which allows children to find, use, and replace materials easily. Walls are painted in neutral colors. Shelves display a few objects at a time. This prepared environment provides a calm, neutral, quiet background that encourages and supports learning. It is designed to meet these goals: Be attractive, welcoming, and conducive to learning Have a space large enough to accommodate all the children, providing them with free and comfortable movement Provide areas for all the activities each day Provide and store equipment for the personal care of young children Provide materials designed with a self-correcting control of error To allow the adults to view all the children and get to them quickly as necessary Beautiful objects come in a variety of means: It should be noted that the goal of artwork in a Montessori classroom is to add interest to the room, not cover the walls. The pictures should show real-life people, objects or scenes. Since Montessori infants and toddlers are not confined to playpens or carriers, it is important to have ample room square feet of open space per child. These spaces provide areas for children to develop their gross motor skills. The Montessori outdoor environment is prepared just as carefully as indoors. Since infants and toddlers are apt to put almost anything in their mouth, caregivers must survey the area regularly for any dangers. Outdoor areas require space for running, jumping, throwing, climbing, lying, sitting, balancing, watching, building, digging, playing with water, and exploring. It is not necessary to purchase expensive playground equipment for this age, though many Montessori outdoor spaces to have a sandbox. Ideally, there are a variety of hard and soft surfaces to meet the differing needs of children.

6: www.enganchecubano.com - Creating Indoor Environments for Young Children by Francis Wardle

Find a Support Group; like the hardest part of the process of change, we often fail to adequately prepare for the final phase of Maintenance. Yet without a doubt, maintaining a new behavior is.

Students on the spectrum may demonstrate rigidity or inflexible behavior if classroom scheduling is inconsistent or absent. However, it is impossible to avoid changes in daily activities due to school schedules, staff absences, weather changes, or human error. Along with unpredictable changes, staff members may find value in introducing students to novel settings, materials, peers, and activities throughout the school year to increase exposure to a broad range of experiences. When these changes in environment or routine occur, students with autism spectrum disorder ASD may resist the new location or task, and may feel stressed, anxious, or confused Kluth, This resistance to change may lead to difficulty in acquiring new skills. Preparing students for the possibility of change, as well as the procedures that will be followed when change occurs, are vital tools in increasing successful transitions. Using visual supports throughout the preparation for new events and when teaching positive routines around change is also essential. Following are several visual strategies that can assist when introducing new activities to students and when preparing them for unpredictability. Priming Priming is a method of previewing information or activities that a student is likely to have difficulty with before the student is engaged in the challenging situation. Two priming strategies that may be used to assist in preparing for novelty and that incorporate visual supports are discussed. Modified Social Stories Social stories explain social concepts and situations in a visual format that may increase understanding for students with ASD Gray, They are a method for explaining what is happening and what is expected across environmental settings. Often social stories provide answers to questions that students on the spectrum may not know to ask. Carol Gray, the originator of Social Stories, describes the recommended story structure and sentence types on her website, <http://www.modifiedsocialstories.com>. Though precise story structure is ideal, when faced with an unexpected change or novel event, modified social stories that can be quickly written by staff members which do not contain an exact sentence ratio are viable priming strategies. Providing a copy for use at home is helpful as well. Social stories were read regularly to three young students with ASD as they prepared for several field trips to community locations. After reading the social stories for days before the introduction of the new setting attending a birthday party, going to a local pond, and visiting a gift shop , an increase in student participation and a decrease in challenging behavior were noted. Other examples of modified social stories used to prepare students for change or novel events follow. Preparing students for a substitute teacher. Preparing students for a school-wide parade. Because video viewing is often a preferred activity for students with ASD, and tapes can easily be watched before a new activity, video priming can be used as an effective strategy in introducing novelty to students. After identifying the setting or series of tasks that may cause anxiety or confusion for the student, go to the location with a video camera. Walk through the steps that will be required while taping and provide a simple narration about the process and requirements. After completing the tape, view with the students several times over a period of days prior to the identified activity. Research using video priming was conducted with several boys with ASD who demonstrated challenging behavior when going to new community settings with their families i. The families videotaped several walking routes throughout the store through the jewelry department, the toiletries section, toy department, ending at the cash register and showed the videos to their children over several days. Following are several video examples used when preparing students for a field trip to the zoo. Expectations that may have posed difficulty for the students riding the train, using new restrooms, eating at the snack bar were emphasized. When viewing the video, additional visual supports were used in to increase comprehension. Video priming for field trip to zoo. Additional visuals to support comprehension. Schedules can be used to visually communicate upcoming events, facilitate transitions between activities, and increase student independence. The schedule should vary each day, and pre-planned activities should be deliberately changed in an effort to teach the individual to

tolerate change. When activities are changed, however, a purposeful plan to support the student should be in place. It is important to select a meaningful visual cue to use with students when introducing the concept of change. Place the selected change cue on top of the scheduled activity that will not be occurring. When teaching the change concept, it is helpful to go to the visual schedule with the student, look at the change card together, and assist with the transition to the new activity. It is helpful to introduce change in a positive manner by first changing activities that are typically seen as non-preferred by the student to activities that are preferred. Then change can be introduced as a neutral event. Often change is a loss of an activity or a staff member that is valued by the student, which can contribute to the anxiety and resistance to change that students may demonstrate. Systematically presenting change and novelty as a positive experience, and providing a supportive routine around change can increase student flexibility and participation in new activities. Visual cues to represent changes in a daily schedule. A location for change cards and schedule cards. Instructional programming for students with ASD often emphasizes two core curriculum areas--social and communication skills. However, little attention is directed to assisting students in the third area of diagnostic criteria, restrictive interests and activities. Through the use of visual predictor strategies, students with ASD can learn functional routines, participate more fully in novel events, and as challenging behavior decreases, increase engagement and skill acquisition. Additional Tips for Implementation: Assess the comprehension and understanding of your students prior to developing supports, since some students may require the use of objects or photographs to gain meaning from the cues. These strategies can easily be incorporated into the home environment as well. Professionals may assist parents in identifying novel and challenging situations, creating materials, and modeling their implementation. The relationship between predictability and problem behavior for students with severe disabilities. *Journal of Behavioral Education*, 4, The new social story book: Including children with autism in general education classrooms: A review of effective strategies. *Behavior Modification*, 25, Focus on Autism and Other Developmental Disabilities, 19, Effective educational practices for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, 18, The use of video priming to reduce disruptive transition behavior in children with autism. *Journal of Positive Behavior Intervention*, 2, All Rights Reserved Worldwide. Winter Hume, K. Supporting students on the autism spectrum when introducing novelty. *The Reporter*, 111, 8. Bloomington, IN

7: Design Considerations in Developing a Text Messaging Program Aimed at Smoking Cessation

Provide research-based strategies supportive of behavior management we assume we cannot change the behavior. Home & School Connection P: prepare environment.

Received Jan 25; Accepted Mar Originally published in the Journal of Medical Internet Research [http: This is an open-access article distributed under the terms of the Creative Commons Attribution License \[http: The complete bibliographic information, a link to the original publication on \\[http: This article has been cited by other articles in PMC.\\]\\(http://www.jmir.org/2013/1/e19/\\)\]\(http://creativecommons.org/licenses/by/2.0/\) Abstract Background Cell phone text messaging is gaining increasing recognition as an important tool that can be harnessed for prevention and intervention programs across a wide variety of health research applications. Despite the growing body of literature reporting positive outcomes, very little is available about the design decisions that scaffold the development of text messaging-based health interventions. What seems to be missing is documentation of the thought process of investigators in the initial stages of protocol and content development. This omission is of particular concern because many researchers seem to view text messaging as the intervention itself instead of simply a delivery mechanism. Certainly, aspects of this technology may increase participant engagement. Like other interventions, however, the content is a central driver of the behavior change. Objective To address this noted gap in the literature, we discuss the protocol decisions and content development for SMS Turkey or Cebiniz birakin diyor in Turkish , a smoking cessation text messaging program for adult smokers in Turkey. Methods Content was developed in English and translated into Turkish. Efforts were made to ensure that the protocol and content were grounded in evidence-based smoking cessation theory, while also reflective of the cultural aspects of smoking and quitting in Turkey. Results Methodological considerations included whether to provide cell phones and whether to reimburse participants for texting costs; whether to include supplementary intervention resources eg, personal contact ; and whether to utilize unidirectional versus bidirectional messaging. Conclusion The content and methods of effective smoking cessation quitline programs were a useful guide in developing SMS Turkey. Proposed guidelines in developing text messaging-based behavior change programs are offered. Smoking cessation, mHealth, text messaging Introduction Cell phone text messaging is gaining increasing recognition as an important tool with a wide variety of health research applications. Research studies have used text messaging as a data collection tool eg, principal investigator \[PI\]: Belzer, 5U01HD \[4 \]. Perhaps the most interactive application of text messaging in the health arena is to change health behavior. Text messaging has been tested as the delivery mechanism for the main intervention content eg, PI: Cornelius, 5R21NR \[7 \]. Data are still emerging and, at this stage, are preliminary. Nonetheless, reviews of the available literature find reason for optimism. A recent review reported 16 randomized controlled trials that involved text messaging, 10 of which reported significant improvement in their outcome measures; the remaining 6 reported positive trends \[8 \]. Strong acceptability among intervention participants also was noted. Another recent review, focused specifically on health behavior change interventions, reported 9 sufficiently powered studies. Of these, 8 reported results supportive of a conclusion that text messaging can deliver content that affects behavior change \[9 \]. Despite the growing body of literature documenting the outcomes of text messaging-based sometimes also called mobile health or mHealth interventions, very little is available about the development of these interventions. Owens and colleagues reported their experience developing a self-harm intervention to be delivered via text messaging. Based on feedback from service users and providers, the researchers chose a model whereby the participants created their own content, which then could be sent on demand in times of crisis \[10 \]. Whittaker and colleagues reported the steps they followed to develop a multimedia smoking cessation program, including intensive focus group testing and pilot testing \[11 \]. What seems to be missing, however, are scientific papers that describe the practical decisions taken in developing the first drafts of the content of a text messaging program. As Cole-Lewis and Kershaw noted \[9 \], many researchers seem to view text messaging as the intervention, yet it is simply the delivery mechanism.](http://www.jmir.org/2013/1/e19/)

Certainly, there are benefits of text messaging communication that may increase the engagement and salience of the program content for participants. Like other interventions, however, it is the content, not the delivery mechanisms eg, Internet, in-person , that is the central driver of behavior change. Methods To address this noted gap in the literature, we describe the program development for SMS Turkey. To invigorate cessation rates, smoking cessation programs need to be easily accessible and have high reach. With an estimated 62 million cell phones in Turkey [14], there is sufficient reason for optimism about the feasibility of a text messaging-based smoking cessation program in this setting. The program was designed in “ and was created for adults seriously thinking about quitting smoking and living in Ankara, Turkey. Here, we describe the initial content and protocol development. Findings not only document the methodological development of SMS Turkey, but also provide direction for other researchers endeavoring to create mHealth behavior change programs. Results Methodological Considerations Prior to developing the content, there are several methodological decisions to be made, many of which are determined by timeline and budget. One consideration is whether the program will include bidirectional messaging, whereby the participant provides input via text messaging that is then captured by the intervention software and responded to [9]. On the other hand, the programming of the software to receive messages is much more complicated and therefore more costly and time intensive to develop than a unidirectional program that sends but does not receive and respond to participant messages. For pilot projects, it may be best to develop a unidirectional program and have research staff execute any bidirectional messaging through manual means. Once feasibility is determined, then a more complicated and costly program can be developed at the next stage. This decision should be based on the study goals. Some studies are aimed at harnessing the mobility of technology: In this case, it may be appropriate to give participants phones. In other studies, the motivation is to take advantage of the explosive increase in text messaging among adolescents and adults [15]. In this case, researchers need to be clear that the intervention is not intended for everyone indeed, it is unlikely that there is one unique program that will address the needs and interests of all people at risk for a particular outcome , but rather for those who have adopted text messaging. In this case, the eligibility criteria should include having a text-capable phone, as well as an unlimited text messaging plan. If the target population is not using text messaging, then this mode may not be the best way to reach and engage the population. In SMS Turkey, participants were required to have a cell phone and have used text messaging in the past year. It is free to receive text messages in Turkey; otherwise, we also would have required participants to be enrolled in an unlimited text messaging plan. If we had instead given participants cell phones or reimbursed them for costs associated with receiving program messages, we believe the findings had the potential to be adversely affected in three important ways. First, feedback from the participants about their study experience might not have reflected the views of the intended audience. Second, a study focus would necessarily have become management of the phones themselves. Third, the resulting data would have been less informative for potential scale-up of the intervention because agencies that might adopt the intervention are not likely to have resources to provide cell phones. Design Considerations Although text messaging interventions are relatively new, effective interventions using other modalities likely exist that can be used to guide the design. In smoking cessation, quitlines ie, cessation counseling delivered via telephone are widely available and known to be an effective method of counseling that reaches many smokers [16 - 18]. Quitlines were an especially amenable guide for SMS Turkey because they are grounded in behavior change theory and use ongoing contact between an interventionist phone counselor and participant smoker , similar to how participants may interact with the information received through the text messages in an ongoing fashion to affect behavior change. Also, the proactive nature of the counselor calling the participant is more similar to text messaging-based communication compared with the reactive nature of most Internet-based interventions that rely on participants to log on to a website for information [19]. Another early decision that needs to be made is the overall study length: The intervention needs to be long enough to affect behavior change without being so long as to cause participants to lose interest and drop out. SMS Turkey was developed to be a 6-week program: This was based on the length of

most quitline programs [20 - 22] and on successful implementation of a text messaging-based smoking cessation program in New Zealand of similar length [23]. Future interventions may explore longer program periods. Another decision is the number of messages that will be sent per day or per week. This should be based on the target population eg, how many messages do they receive in a typical day? Similar to the overall intervention length, it is important to deliver a sufficient intensity of messages to affect behavior change, while not overwhelming participants to the point where they no longer read the messages. Our development survey suggested that almost half of adult smokers in our target population texted daily [24]. Therefore, we felt comfortable that a daily schedule that fluctuated based on the quitting curve would be appropriate. We tried to create a similar experience in SMS Turkey: As participants got closer to the quit day, we sent five messages per day. On the quit day and the following day, we sent eight messages each day. For the next 2 days, six messages were sent; this was reduced to five messages on the next day. We sent four messages on each of the last 2 days of their first postquit week. For the next 2 weeks, participants received two messages per day. In the final week, messages were pared down to one message per day. Decisions about tailoring also need to be made at this stage. Tailoring uses information that an individual has provided about his or her circumstances to personalize the information that the participant receives to affect behavior change [26]. Tailoring increases the self-relevance of material, thereby increasing the likelihood that participants will be motivated to act on the material [27 - 30]. A recent review of computer-based health behavior change interventions suggests that the more dynamically the program is tailored, the stronger the efficacy data are likely to be [31]. Each point of tailoring results in more content needing to be written, however, so the number of points the program is tailored on should be weighed against the amount of time and budget the research team has. For researchers who are interested in concrete examples of how tailoring may be applicable to their program, Strecher and colleagues provide useful direction on their website [32]. In SMS Turkey, we chose to create different content paths for participants based on their progress along the quitting curve [16 , 21]. Previous data suggest that most smokers who relapse will do so within the first 2 days after quitting; at 7 days, the relapse curve begins to bottom out [25]. Therefore, we created paths for participants who were quit 2 days after quit day versus those who were smoking; and for those who were quit 7 days after quit day versus those who were smoking. The pathing could be done manually by research staff or automatically by the software program using a bidirectional data collection and response system. Due to time and financial constraints in the pilot study, research staff contacted participants at each time point and then manually pathed the participant to the applicable messages based on his or her response. Researchers also will need to decide whether the program will have unique messages throughout the program or whether some messages will be repeated. This is particularly relevant if the intervention has a relapse path for those who are unsuccessful in enacting the targeted behavior change: In SMS Turkey, we decided to create unique messages such that participants would receive new messages across the program and paths. A last decision is whether to enhance the text messaging program with other outreach efforts: The interactive website option may be particularly important if the intervention is trying to demonstrate a new skill, such as how to use a condom in a sexual health intervention. The potential benefits need to be weighed against potential costs and how additional components may affect the potential scale-up of the program.

8: How to Provide a Safe Environment at Preschool: 9 Steps

We will be reading Behavior Analysis for Lasting Change as well as empirical articles throughout the semester. Most of the articles will be from the Journal of Applied Behavior Analysis and are available freely online.

Child Care October 02, Encouraging safe exploration is an important job for child care providers. Children are natural explorers and risk takers. They move quickly, put things in their mouths, drop or throw things, and love to climb and hide. Keeping children safe is crucial. Instead of spending your time redirecting children, think carefully about how you set up the environment. Giving children the chance to explore freely in a well-organized and child-safe space is a much more effective way to manage behavior and encourage learning. If children in your child care program are misbehaving, check to see whether the environment is contributing to the problem. Here are some tips to create a space that engages children and encourages safe exploration. Pay attention to hazards you might not notice when standing up. Make sure your space is child-safe. Whether you are in a child care center or a family child care home, make your space safe for children. Cover electrical outlets, and store dangerous or breakable objects up high. Fix, lock up, or discard anything that might be a danger to children. Be sure all outdoor play areas are fenced in to keep children safe. Arrange your space wisely. Often the way you organize your child care space can make a difference in how children behave. If a space is too open, you may find children running wildly. Pay attention to where behavior problems occur. Set up shelves and other furniture to divide the room into separate learning and play areas. This will cut down on running and help children find activities more easily. Identify and cut off "runways. Break up those long, narrow spaces by rearranging furniture, or add barriers to discourage runners. Place seating areas or small tables at intervals down the hallway. These visual cues may help reduce running. Organize toys and supplies to make things easy for children. You will have fewer problems if children can find toys and supplies. Place toys on low shelves. Label the shelves with pictures and words so children will know where to put them back. Make sure there are enough toys. Problems often arise when children do not have enough toys or materials to play with. Think about what you need for children of different ages and interests. Plenty of paper to draw on; materials to sort, collect, trade, and share; dress-up clothes and props; puzzles and games; and well-maintained equipment to climb or ride on will keep children busy and interested. Infants need toys that they can shake, drop, mouth, roll, and otherwise explore with their bodies. Toddlers need toys they can push, pull, grab, fill, dump, or yank without causing major damage. Toddlers have not yet learned how to share well, so purchasing several favorite toys can help prevent a lot of behavior problems. Preschoolers need more complex materials that keep them interested for longer periods and challenge their new learning skills. Teach children how to handle toys and materials. Explain and model how to carefully handle books, toys, and other materials. Even very young children can learn to treasure books, to turn the pages gently, to carry them carefully, and to read them in special places. Repeat this message a number of times, and give children plenty of opportunities to practice.

9: Montessori Classrooms | American Montessori Society

Change is Good! Supporting Students on the Autism Spectrum when Introducing Novelty. Contributed By Kara Hume. Providing a predictable environment and routine is an important component of classroom programming for students on the autism spectrum (Iovannone, Dunlap, Huber, & Kincaid,).

In the United States, there are about 15 million people caring for someone with dementia, and millions of others around the world. That is a remarkable gift. However, caregiving can also become all-consuming. The burden of caregiving can put you at increased risk for significant health problems and an estimated 30 to 40 percent of dementia caregivers will experience depression, high levels of stress, or burnout. However, there are strategies that can help make the caregiving journey as rewarding as it is challenging. For both caretakers and their patients, these changes can produce an emotional wallop of confusion, anger, and sadness. At the same time, the ability of your loved one to show appreciation for all your hard work will diminish. Caregiving can literally seem like a thankless task. Though it may be hard to contemplate such a difficult outlook, the sooner you put plans in place, the more your loved one can be involved in the decision-making process. Developing your own personal support plan ahead of time Balancing the enormous task of caring for a cognitively-impaired adult with your other responsibilities requires skill, attention, and meticulous planning. Accepting help for mundane tasks such as grocery shopping and cleaning can free you up to spend more quality time with the patient. When someone offers to help, let them. Caregivers who take regular time away not only provide better care, they also find more satisfaction in their caretaking roles. Learn or update caregiving skills. Learn all you can about symptoms, treatment, and behavior management. Join a support group. Make use of available resources. There are a wealth of community and online resources to help you prioritize your efforts and provide effective care. These organizations offer practical support, helplines, advice, and training for caregivers and their families. They can also put you in touch with local support groups. See Recommended reading section below for a directory of associations. Plan for your own care. Visit your doctor for regular checkups and pay attention to the signs and symptoms of excessive stress. Take time away from caregiving to maintain friendships, social contacts, and professional networks, and pursue the hobbies and interests that bring you joy. Accessing the Relaxation Response Learn how to manage stress. Fitting these activities into your life can help reduce the stress of caregiving and boost your mood and energy levels. Recognizing the signs of caregiver stress and burnout is the first step to dealing with the problem. Denial about the disease and its effect on the person who has been diagnosed. Social withdrawal from friends and activities that once brought pleasure. Anxiety about the future. Depression that begins to break your spirit and affects your ability to cope. Exhaustion that makes it nearly impossible to complete necessary daily tasks. Sleeplessness caused by a never-ending list of concerns. Irritability that leads to moodiness and triggers negative responses and actions. Lack of concentration that makes it difficult to perform familiar tasks. Health problems that begin to take a mental and physical toll. Burnout reduces your productivity and saps your energy, leaving you feeling helpless, hopeless, angry, and resentful. Eventually, you may feel like you have nothing more to give. The warning signs of caregiver burnout include: Excessive stress and tension Persistent anxiety, anger, or guilt Extreme irritability or anger with the dementia patient Decreased overall life satisfaction Relationship conflicts and social isolation Lower immunity and greater need for healthcare services Excessive use of medications, drugs, or alcohol Caregiver Stress and Burnout: These tips can help: Seek regular respite care. You cannot do it all alone. Ask other family members, friends, or members of your place of worship for help with respite care so you can get a much needed break. You can also seek help from volunteer organizations, support groups, day care programs, and residential respite care facilities. Schedule frequent breaks throughout the day, take time out to pursue hobbies and interests, and stay on top of your own health needs. Regular exercise not only keeps you fit, it releases endorphins that can really boost your mood. Aim for at least 30 minutes of exercise on most days. Take a walk or jog outside, dance to your favorite music,

work out to an exercise DVD, or cycle to the store. Taking a group exercise class or working out with friends can give you a valuable social outlet as well. The simple act of talking face-to-face with someone who cares can be extremely cathartic. In fact, most friends will be flattered that you trust them enough to confide in them, and it will only strengthen your bond. Take time to play. Join an online scrabble tournament, practice your golf swing, or play with a pet. With just a few minutes of practice each day, you can flex mental muscle and relieve harmful stress. Laughter is the Best Medicine: Health Benefits of Humor and Laughter See the funny side. Humor is a well-known antidote to stress, sadness, illness, and boredom. Give yourself permission to chuckle at the absurdities you and your loved one experience, and surround yourself with laughter. Instead of heavy dramas on TV or video, go for a hearty belly laugh by watching episodes of your favorite sitcom. Your infectious good mood can help replenish your inner resources and sooth your loved one. At each new stage of the disease, you have to alter your expectations about what your loved one is capable of. By accepting each new reality and taking time to reflect on these changes, you can better cope with the emotional loss, and deepen the feelings of satisfaction and love in your role as caretaker. Keep a daily journal to record and reflect on your experiences. By journaling your thoughts, you can mourn losses, celebrate successes, and look for those thought patterns that keep you from acting in the present. A daily gratitude list can chase away the blues and let you focus on what your loved one is still capable of, rather than the abilities he or she has lost. Celebrate what is possible. Your loved one still has many abilities. Structure activities to invite participation on whatever level is possible, and you will both find real enjoyment. By valuing what your loved one is able to give, you can find satisfaction on even the toughest days. Meditation, deep breathing, visualization, mindfulness, yoga, or rhythmic exercise can calm, restore, and promote happiness. Experiment with different techniques to find the ones that work best for you. Remaining engaged, focused, and calm in the midst of such tremendous responsibility can challenge even the most capable caregivers. By developing your emotional awareness skills , however, you can relieve stress, experience positive emotions, and bring new peace and clarity to your caretaking role. Avoid all distractions and focus fully on the person. And it can also have the same effect on your loved one. Many caregivers find it difficult to ask others for help, no matter how much they may need it, so make the offer. And when you do, be specific. Caregivers are prone to withdrawing from family and friends but they still need regular contact with the outside world. Be a good listener. Venting frustrations about caregiving can be a great stress reliever. Recognize the signs of caregiver stress and encourage the caregiver to focus more on his or her own health and well-being.

Voice of an angel Heideggers egological existentialism Shakespeares comedy of As you like it New perspectives in magnetism of metals Voodoo death Gregor Robinson Adoption and heirship in Greece and Rome Hugh Lindsay The Harrowsmith country life book of garden secrets Geological observations on coral reefs, volcanic islands, and on South America Diesel engine parts list The road to the mire Working with disaster, pleasure, and time We must stop forest fires in Massachusetts. Introduction to computer operations Lights and shadows of municipal reform. Pittacus lore i am number four series Discovering Canada Book 1 Terry Eagleton Sandra M. Gilbert and Susan Gubar Penny Boumelha Sally Shuttleworth Susan Meyer Sharon Mar MacRo-Economic Theory Vocabulary workshop level a teachers edition Confronting the enemys tactics Dragon fruit production manual The Little Book of Calm for Cats Bring winter inside The errors of levels and levelling Preparing for court appearances Mini baseball bat pen The Delicate Pioneer Book the book of privy counseling Twentieth report of the proceedings of the Diocesan Church Society of New Brunwick, during the year 1855 Iit jee solved papers book Determination of occupational stress and coping strategies of mediators utilizing the Delphi technique Human resource managment 14th edition Colorado: Denver West : 1:100,000-scale topographic map People of the trees How can you mend a broken heart sheet music So whats wrong with playing video games? Spiritual beings in the heavenly bodies and in the kingdoms of nature Guidepost reaction strategies Food and mealtimes in dementia care Amphibians of Oregon, Washington and British Columbia