

## **Section 8: Organisational Skills** **Classroom management Suggestions**

If the child has difficulty:

### **STARTING AN ACTIVITY:**

- Give a signal to begin working
- Present work in small amounts
- Explain the purpose of the assignment
- Give immediate feedback and encouragement
- Use a digital timer and have the child estimate how long the work will take.

### **FOLLOWING INSTRUCTIONS:**

- Give one instruction at a time
- Use short, concrete language
- Break the task down into small steps – work on one step at a time
- Tick off tasks as they are completed
- Provide examples (visual, auditory and tactile)
- Repeat instructions
- Have the child repeat and explain the instructions before beginning
- Team up with a peer in the class who understands the instructions of the task and can help them through.

### **STAYING ON TASK:**

- Remove all distractions from the work area – wherever possible!
- Seat child away from window/door or in front of teacher
- Place a child next to a peer who can help immediately
- Consider which time of day is better for demanding tasks so the child will be at their “best”
- Start with short tasks you require the child to concentrate for – gradually increase this
- Use colour to highlight work that is repetitive
- Increase the frequency of reinforcement– lots of praise!
- Use a timer for when the task is to be finished by
- Encourage eye contact
- Build success into the task
- Ask lots of questions for the child to answer
- Use a variety of teaching methods and materials and be well prepared in advance.
- Try using a “Move and Sit” cushion (refer to Equipment Supplies in Appendix 1).

### **STAYING SEATED:**

- Make sure the child understands your expectations
- Reward/praise the child when he/she is sitting
- Take a photo of the child sitting appropriately and cue the child, when necessary, by pointing to the photo
- Position the child in front of the teacher, centre of the room and away from distractions.

**WORKING INDEPENDENTLY:**

- Give brief, precise instructions
- Provide activities that you know are appropriate for that child's developmental level
- Give frequent reinforcement; praise the child in front of peers for concentrating
- Alternate short independent tasks with tasks that require some assistance. Gradually grade so that the child is required to increase the amount of independent work.

**CALLING OUT:**

- Reward/praise the child for good listening
- Reinforce peers who do not call out
- Have a cue (poster) on the wall which reminds the children not to call out – reinforce this to the child when interrupting
- Give the child an opportunity to be leader
- Provide small group exercises in which the child has the opportunity to share.

**FOLLOWING CLASSROOM RULES:**

- Have a list of rules in the classroom which are regularly reviewed with the children. Illustrate the chart with photos of children following the rules
- Make the rules simple
- Be consistent in your expectations and consequences for breaking the rules
- Give each child a list of the rules, if needed. Set up a “contract” privately with the child who has difficulty in this area. Help the child to verbalise the rules.

**LISTENING:**

- Ask the child to repeat the instructions aloud
- Position the child in front of the teacher
- Provide good role models for the child to follow
- Cue charts on the wall to “listen”.