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**Things to consider when it “just isn’t going right!”**

*Ever feel like things were going well and then just fell apart or maybe you feel like you have tried everything*

*and nothing seems to work? Here are a few questions to ask when things just aren’t going right.*

\_\_\_ Is the student’s visual schedule being used throughout the entire day?

 (*Students don’t outgrow the need for schedules. Schedules do need to be adapted as students grow.)*

\_\_\_ Are you indicating changes on the student’s schedule and discussing changes before they occur?

\_\_\_ Do you have a plan in place to teach the student independent use of their schedule?

\_\_\_ Is an overall classroom schedule posted to guide staff and help them work more efficiently?

\_\_\_ Are classroom routines predictable? If not, how can you make them more predictable?

\_\_\_ Are students being taught how to use visual supports and modifications?

\_\_\_ Are the supports needed for instruction immediately available to the student when they are needed?

\_\_\_ Are folders or visual work systems used that show what work and how much work needs to be done?

\_\_\_ Is all work modified at the student’s level?

\_\_\_ Are new topics, games and routines being pre-taught?

\_\_\_ Who is responsible for modifying the student's work and pre-teaching activities? (write it down!)

\_\_\_ Are staff members being trained in how to use communication supports, visual supports, modifications and schedules?

\_\_\_ Is a positive reinforcement system being consistently used, visually represented and taught?

\_\_\_ Do we know what motivates the student or has this motivation changed? *(If you are unsure, complete a motivation assessment.)*

\_\_\_ Are rules positively stated and posted, where all students can easily see them?

\_\_\_ Are rules reviewed and modeled for students on a regular basis?

\_\_\_ Has a functional behavior assessment been completed to address reoccurring behaviors?

\_\_\_ Are power struggles undermining your ultimate goal? *If you find yourself in a standoff, reconsider your approach. What do you ultimately want to accomplish during this activity?*

\_\_\_ Are social narratives being written and reviewed regularly? Are they sent home so parents can read them with the student also?

\_\_\_ Does the student have a way to communicate wants and needs in all environments?

\_\_\_ Are social skills being taught in “real life” situations, where they will be used?

\_\_\_ Does the student have a way to quickly request a break and is that request honored?

\_\_\_ Are preferred activities and breaks built into the schedule?

\_\_\_ Is too much language being used during instruction time? *Direction can also be given using visual supports, written words, pictures, or gestures to decrease auditory stimulation. Limit language when the student is upset!*

\_\_\_ Are there designated quiet places accessible to the student? (These should include spots that the student can go when he/she needs a quiet place to work or a place to just “chill out”?)

\_\_\_ Are fidgets available during instruction or times when the student needs to “hold it together”?

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