

## Classroom management

### Starting activities

- Give a signal to begin working
- Present work in small amounts.
- Explain the purpose of the assignment.
- Provide immediate feedback and positive reinforcement.

### Staying on task

- Remove distractions from the work area.
- Seat the child next to a peer who can capably help immediately.
- Use colour to highlight rote, repetitive work.
- Reinforce frequently.
- Encourage eye contact.
- Build success into the task.
- Keep tasks brief and succinct.
- Offer variety in tasks.
- Use timers to increase tolerance for structured activities and to signal transition to new activities



### Following directions

- Give short, precise concrete directions.
- Provide examples (visual, auditory, and tactile).
- Repeat directions.
- Have the child repeat and explain the directions before beginning.
- Team a peer who understands your directions with the child.
- Use visual schedules to provide constant, consistent instructions

### Listening

- Provide visual models for the child to follow.
- Have the child repeat instructions aloud.
- Have the child sit in the front of the room or close to where you teach.

### Social stories

- Consider using social stories to help describe desired behaviours  
[Book Creator](#) | [School Day Social Story](#)