



Student-Focused and Appropriate Support in Progress*

Thank you for visiting our room. We are dedicated to meeting our students' individual needs.

Staff are focusing on our students and supporting our students in developmentally appropriate ways! We are working hard to build trusting relationships and to maintain engagement by being predictable partners for our students.

We are:

- **responding consistently to our students**
- **modifying our interactive style for their needs and comfort**
- **considering the language and communication strategies we are using to make sure our students understand**
- **ensuring our students have access to their communication systems**
- **infusing regulating sensory properties in the environment and activities**
- **providing students access to their individualized regulation strategies**
- **respecting their needs and preferences**

Please do not interrupt us by:

- **asking questions about what we are doing (see above - we've told you)**
- **offering suggestions or advice unless you have been specifically asked to do so**
- **attempting to talk to us about non-essential topics**

Staff will let you know when you are welcome to engage in activities or when it is OK to talk to us and shift our attention from our students.

***In this room we are NEVER using planned ignoring. It invalidates individual experience and authentic communication. In addition, it escalates "problem behaviors" because it creates an unsafe environment and communicates that people are unpredictable (Kim, et al, 2015), untrustworthy, and unkind.**

Kim, S. Y., Choi, U. S., Park, S. Y., Oh, S. H., Yoon, H. W., Koh, Y. J., ... Lee, C. U. (2015). Abnormal activation of the social brain network in children with autism spectrum disorder: An fMRI study. *Psychiatry Investigation*. 12(1). 37-45.