

Background

Student: Liam

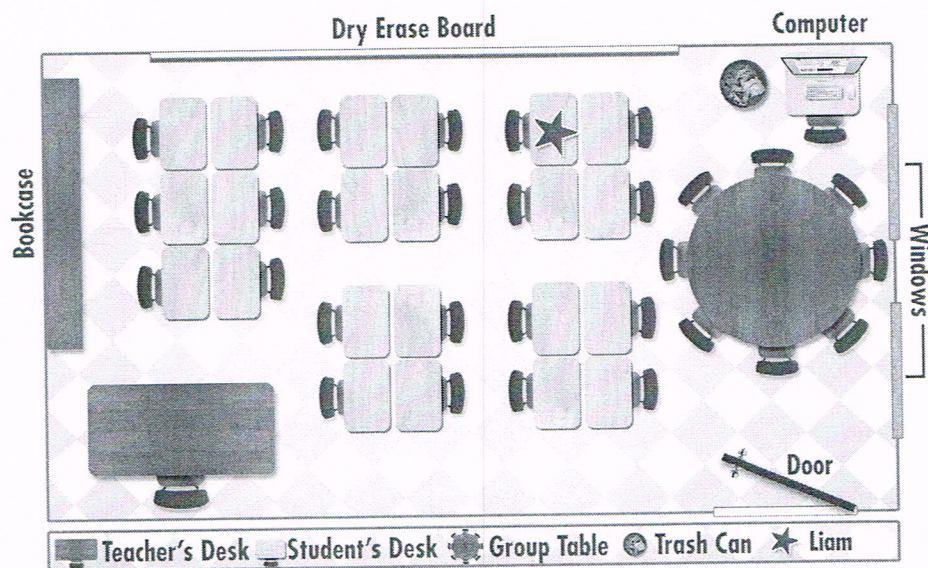
Age: 8.3

Grade: 3rd

Scenario

Liam is a 3rd grader with autism spectrum disorder (ASD). During independent work time, he is easily distracted by noises and movement. He often does not complete his work, and when he does finish it he tends to do so haphazardly. Liam also struggles with taking social cues from peers and frequently violates others' personal space. One accommodation in Liam's IEP is that he be seated near the dry erase board where directions for independent work are written. However, after sketching the classroom arrangement (below), his teacher begins to suspect that Liam's off-task behavior may be a result of his seating location (starred). His teacher has decided to rearrange the classroom so that Liam will achieve the following goals within six weeks:

- Increase the amount of time on-task during independent work
- Increase the number of assignments completed



Possible Strategies

- Facilitating Efficient Traffic Patterns
- Supporting Frequent Interaction
- Matching Room Arrangement with Instructional Format
- Minimizing Distractions and Disruptive Events

**Assignment**

1. Read the STAR Sheets on the possible strategies listed above.
2. Identify four issues (one for each strategy) related to room arrangement that might contribute to Liam being distracted and not completing his independent work.

Background

Student: Harper

Age: 7.1

Grade: 1st

Scenario

Harper has been diagnosed with a syndrome characterized by fragile bones. A simple jostle or bump can result in fractures. Harper uses a walker and leg braces. Having missed much of her 1st-grade year because of her condition, she is repeating the grade. Harper is protectively seated beside the teacher's desk, separate from the other students. There, Harper has a place to put her walker for easy access. Her academic work demonstrates that she is making adequate progress; however, her social skills are less developed than that of her peers. With this information in mind, the teacher has decided to reassign Harper's seating location to help her achieve the following goals within nine weeks:

- Increase her positive interactions with peers
- Increase her safe movement to and from the group table for small-group reading instruction and into and out of the classroom

Possible Strategies

- Facilitating Efficient Traffic Patterns
- Supporting Frequent Interaction
- Matching Room Arrangement with Instructional Format
- Minimizing Distractions and Disruptive Events



Assignment

1. Read the STAR Sheets on the possible strategies listed above.
2. Using these strategies, explain why each of the seating locations indicated on the diagram below (A, B, and C) is either suitable or not suitable for helping Harper to meet her goals.

