



TIER ONE INSTRUCTIONAL PLAYBOOK

OUR
LEARNERS

THE LEARNING
ENVIRONMENT

SCAFFOLDING
INSTRUCTION

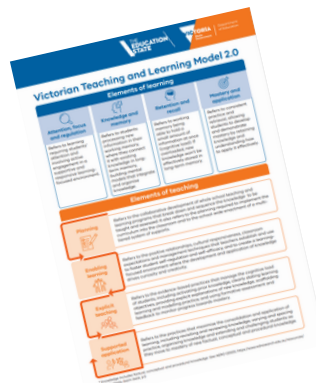
CURRICULUM
DIFFERENTIATION



TIER ONE INSTRUCTIONAL PLAYBOOK

The information in this booklet has been written to support staff in establishing consistent and predictable whole class environments and routines that support students to engage and participate actively in learning. The strategies shared are designed to be used proactively, as a way to mitigate dysregulation and disengagement.

The strategies shared here align to the VTLM 2.0 as they support students attention, focus and regulation in order to enable learning.



Information is organised into 4 sections. These tabs on the cover page are hyperlinked to each chapter.



Clicking this icon will bring you home to the section navigation page.



Clicking this watermark will take you back to the main front cover page.



Each category has a home page including a contents list of information that can be found within the section.



This icon indicates a hyperlink to a document or online resource.

OUR LEARNERS

THE LEARNING ENVIRONMENT

SCAFFOLDING INSTRUCTION

CURRICULUM DIFFERENTIATION

In this section:

- Unconditional Positive Regard
- Understanding Intellectual Disability
- Neurodiversity
- Interpersonal Interactions
- Sensory Processing
- Communication
- Handling Stress and other Psychological demands: Executive Functioning

In this section:

- Setting-up Your Classroom
- Using Visuals
- Classroom Climate
- Keeping an Organised Classroom
- Promoting Positive Behaviour
- Active Supervision

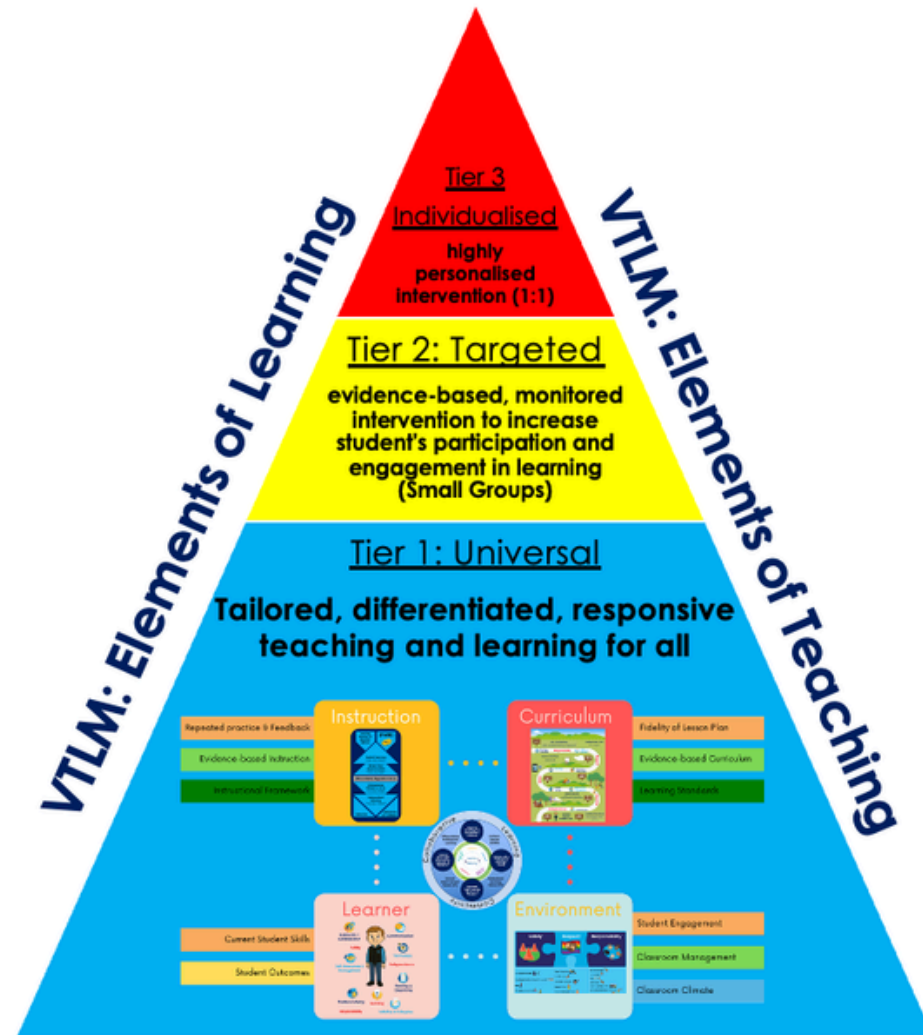
In this section:

- Scheduling
- Supporting Transitions
 - Visual Timers and Countdown tools
 - First - Then Schedules
 - Social Stories
 - Finishing Box
 - Supporting students through change
- The Prompt Hierarchy
- Checking for Understanding
- Opportunities to Respond
- Ready to Learn



Some students require different levels of adjustments to be able to access the education program provided to same-age peers.

The levels of adjustment (supplementary, substantive and extensive) refer to the varying levels of support required to enable a student's participation in learning and the frequency in which these adjustments occur.

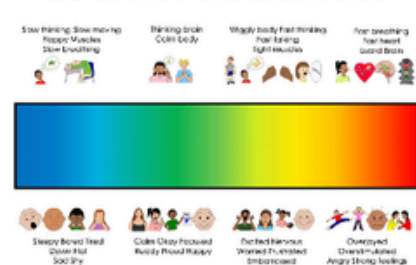


DI: Student's Needs & Adjustments

Learner Profile



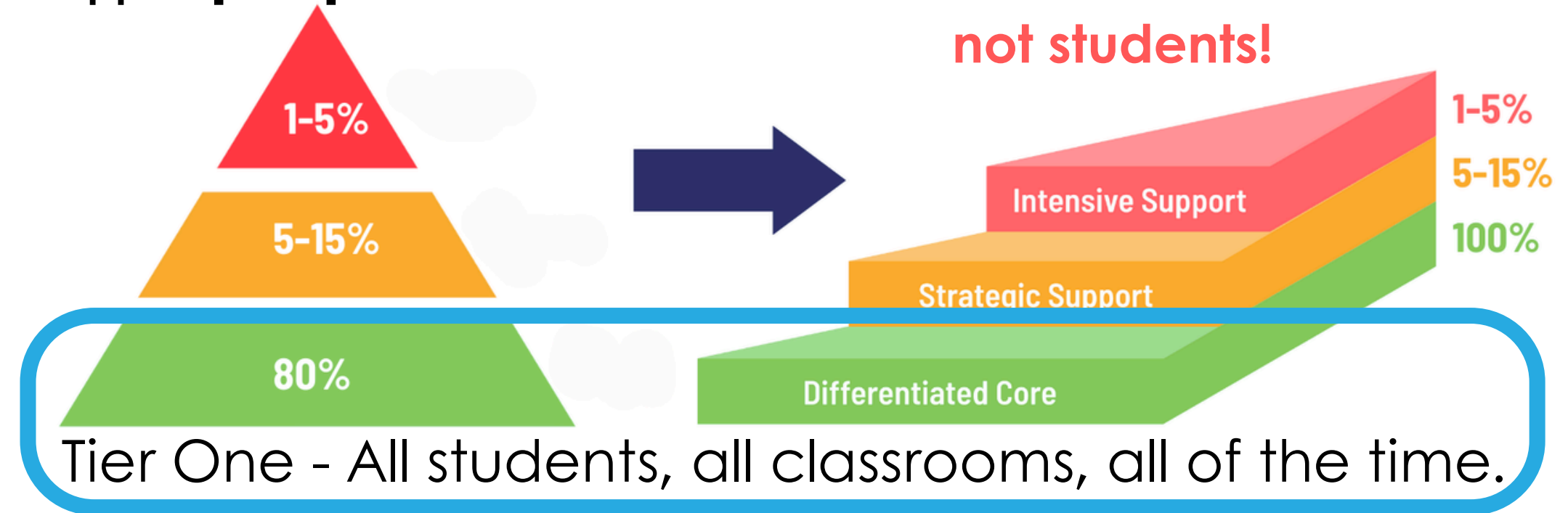
Learner Readiness



Learner Interests



Multi Tiered Systems of Support [MTSS]

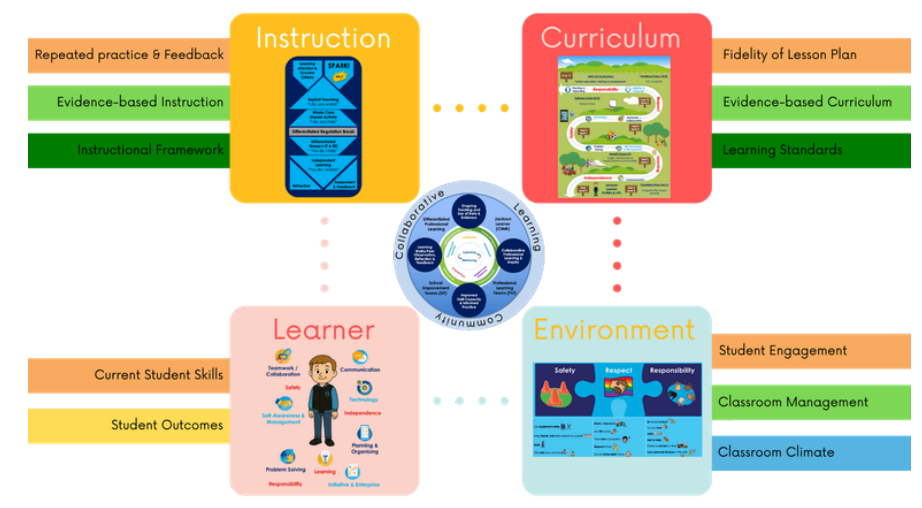
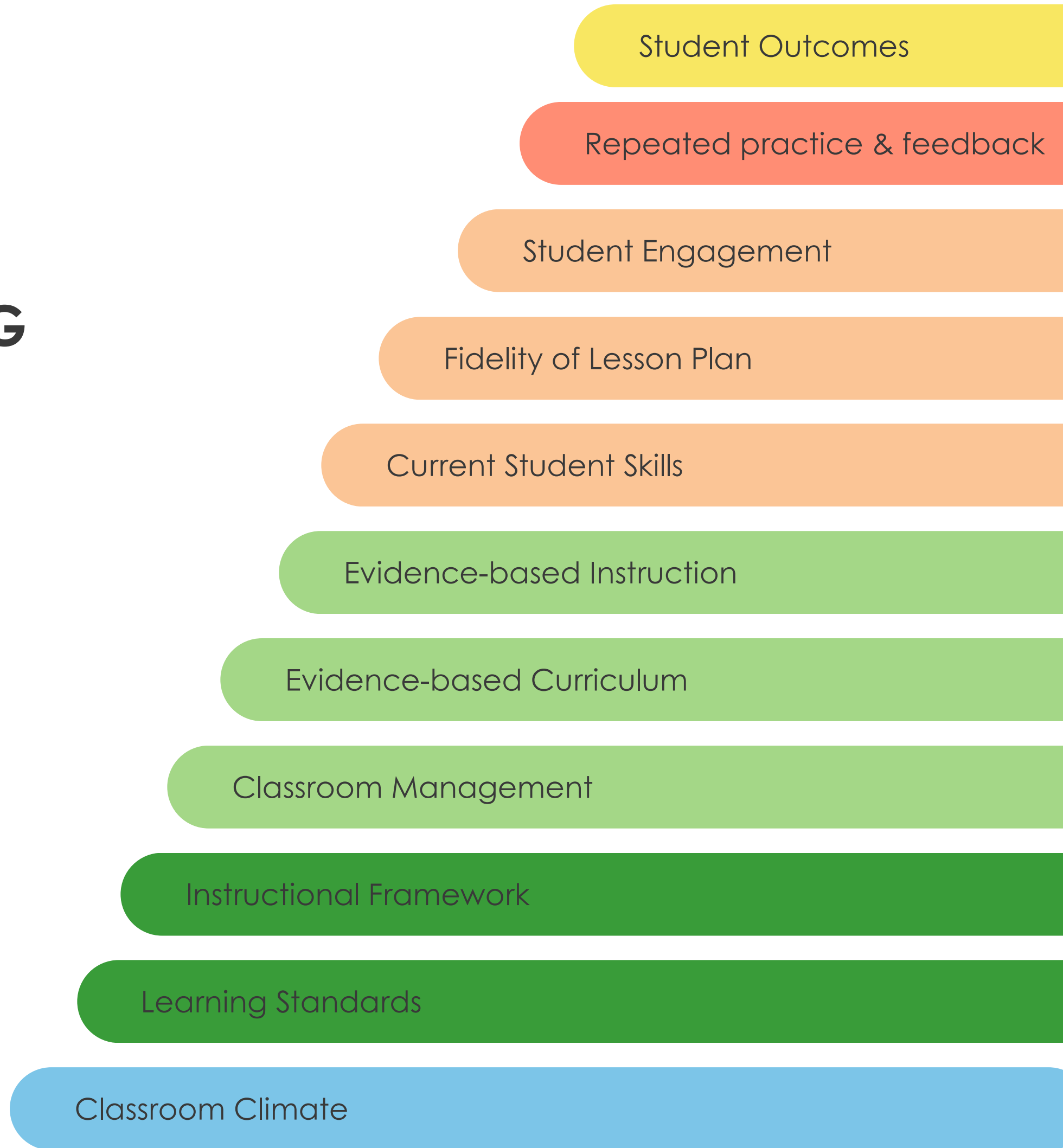


Supports are tiered... not students!

Tier One - All students, all classrooms, all of the time.

**MULTI-TIERED SYSTEM OF SUPPORT
TIER ONE
VARIABLES**

- LESSON IMPACT**
- LESSON DELIVERY**
- LESSON PLANNING**
- PEDAGOGY**
- EXPECTATIONS**
- RELATIONSHIPS**



Our Learners



To be eligible for enrolment at Jackson School, students must have a **Full-Scale IQ (FSIQ) between 50-70**. This diagnosis is considered a mild Intellectual Disability and can only be determined through a Psychological Cognitive Assessment. An Adaptive Behaviour Composite score must also be under 70 as determined by a *Vineland* assessment.

In this section:

- Unconditional Positive Regard
- Understanding Intellectual Disability
- Neurodiversity
- Interpersonal Interactions
- Sensory Processing
- Communication
- Handling Stress and other Psychological demands: Executive Functioning

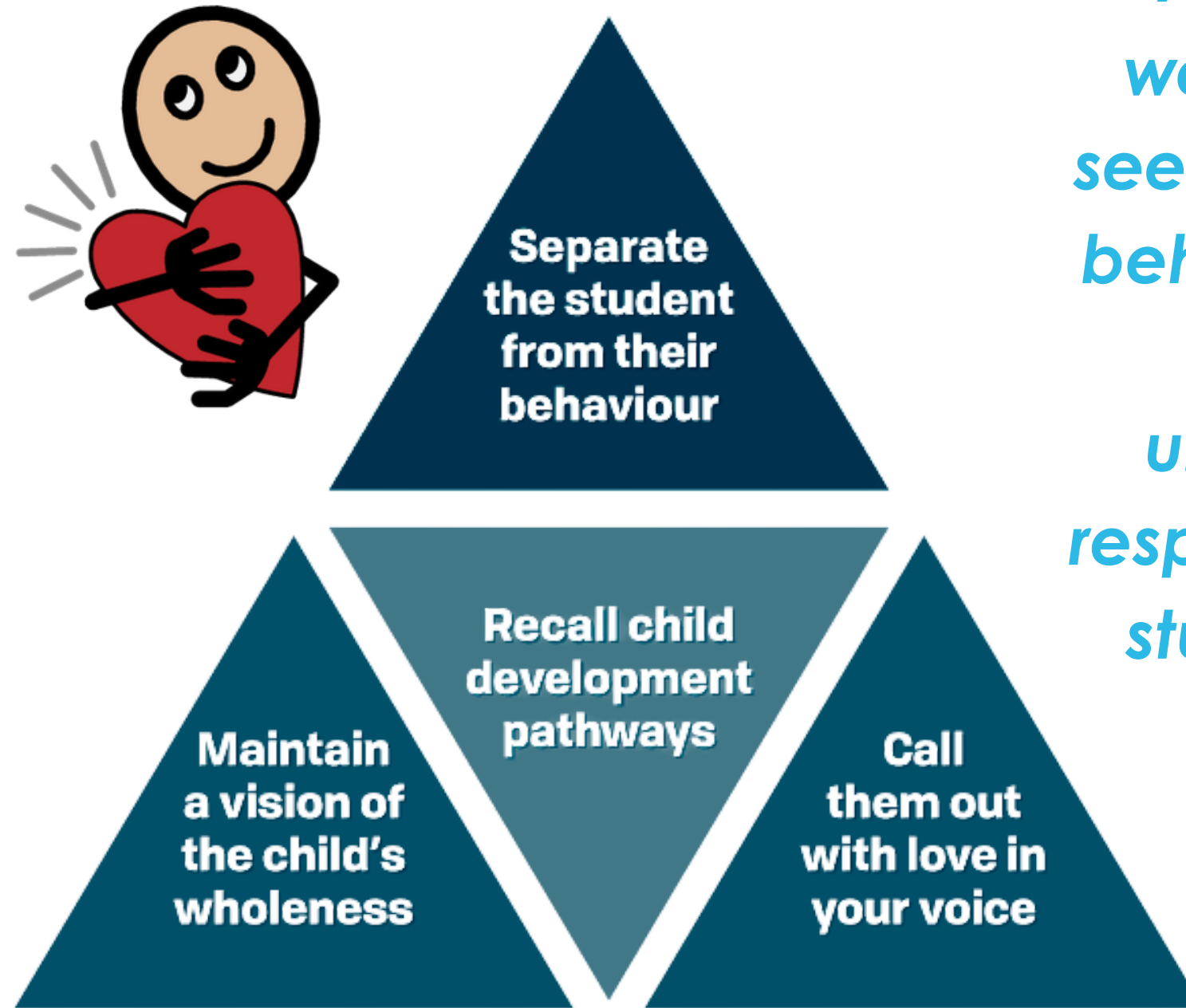


OUR LEARNERS: Unconditional Positive Regard

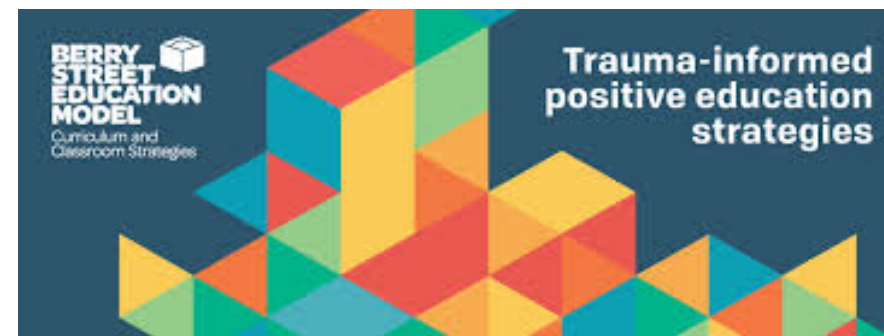
Unconditional positive regard involves accepting & valuing a person without judgment, crucial for fostering self-growth & self-acceptance.

This person-centered approach is fundamental in promoting a safe & supportive learning environment.

Practicing unconditional positive regard enhances relationships by building trust, empathy & understanding.



At Jackson School, we are committed to seeing the child, not the behaviour - responding with empathy, understanding, and respect to support every student's growth and wellbeing.





OUR LEARNERS: Understanding Intellectual Disability

Our students all bring **strengths** and **aspirations** to their learning. We celebrate and acknowledge what our students can do.

Many children with intellectual disabilities benefit from play-based learning and hands-on experiences.



Students with intellectual disabilities often improve their motor skills when they take part in play or activities they enjoy.

Students with an intellectual disability may find it easier to remember visual information, such as icons, pictures, and written letters or numbers.





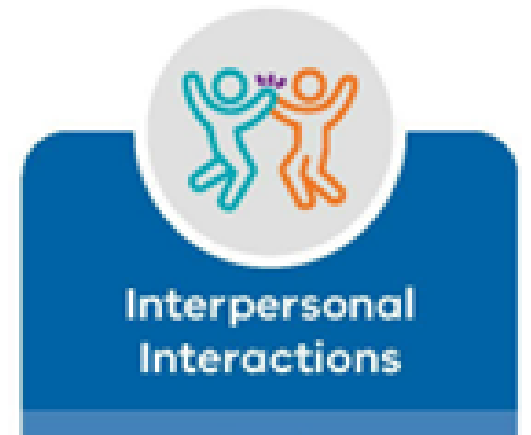
OUR LEARNERS: Understanding Intellectual Disability

Students with an intellectual disability (ID) learn at their own pace. With supportive teaching opportunities tailored to their interests, they can develop new skills and experience success in the following areas:



Communication & Interpersonal Skills

- Students may require additional support with interpreting body language. Language abilities vary, with some having extensive vocabularies, while others might use few or no words.
- Establishing relationships with adults and peers can take time and require more support from the adult to model trust and respect.



Focussing and Directing Attention

- Students may benefit from extra time/ support as they build skills i.e. attention, reasoning, problem-solving, memory, planning, and judgment. With guidance, they can develop new concepts, including reading /math, at their own pace.
- Some may be easily distracted with multi-step instructions, benefiting from concrete and hands-on learning tasks.





OUR LEARNERS: Understanding Intellectual Disability

Students with intellectual disabilities (ID) require additional time and individual instruction. Their challenges can differ individually, but they typically face issues in:

Managing Emotions & Regulating Behaviour

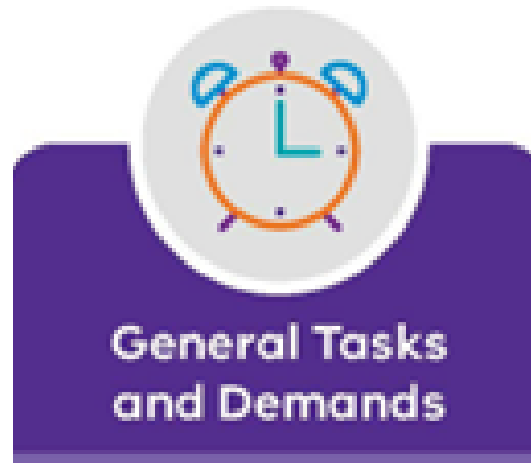
- Some students require support with managing emotions and recognizing others' feelings. While some are calm, others may feel frustrated or distressed, leading to challenging behaviours.
- Students with intellectual disabilities may face low self-esteem, depression, anxiety, or frustration when unable to complete tasks or have their needs met.

Mobility and Motor Skills

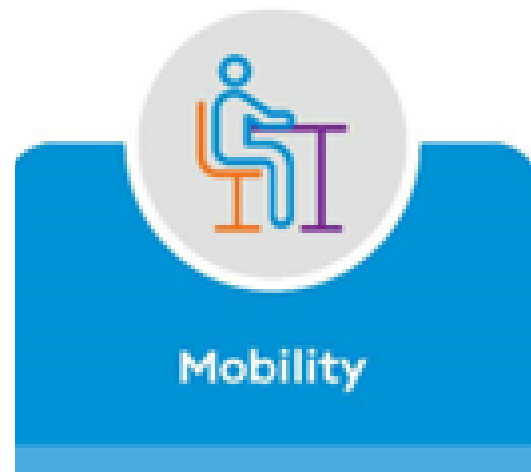
- Some students tire easily, especially under multiple demands. They may find motor skills challenging and show restlessness or hyperactivity.
- Students may seek or avoid movement. This is also related to Sensory Processing.

Self-Care and Safety

- Certain students need extra support and practice with skills like dressing, eating, toileting, telling time, and handling money.
- Our curriculum is designed to meet these needs.



General Tasks and Demands



Mobility

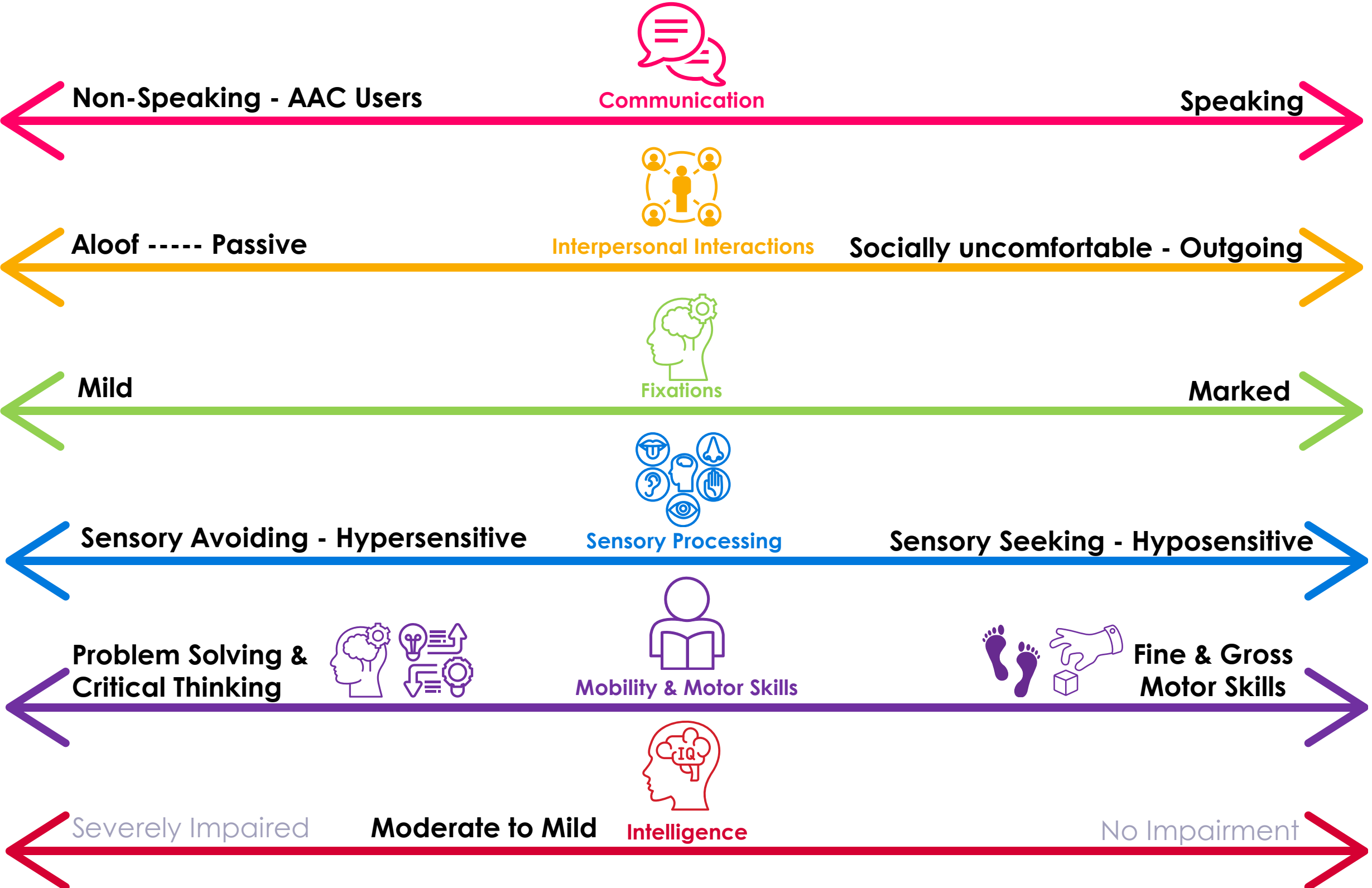


Self-care



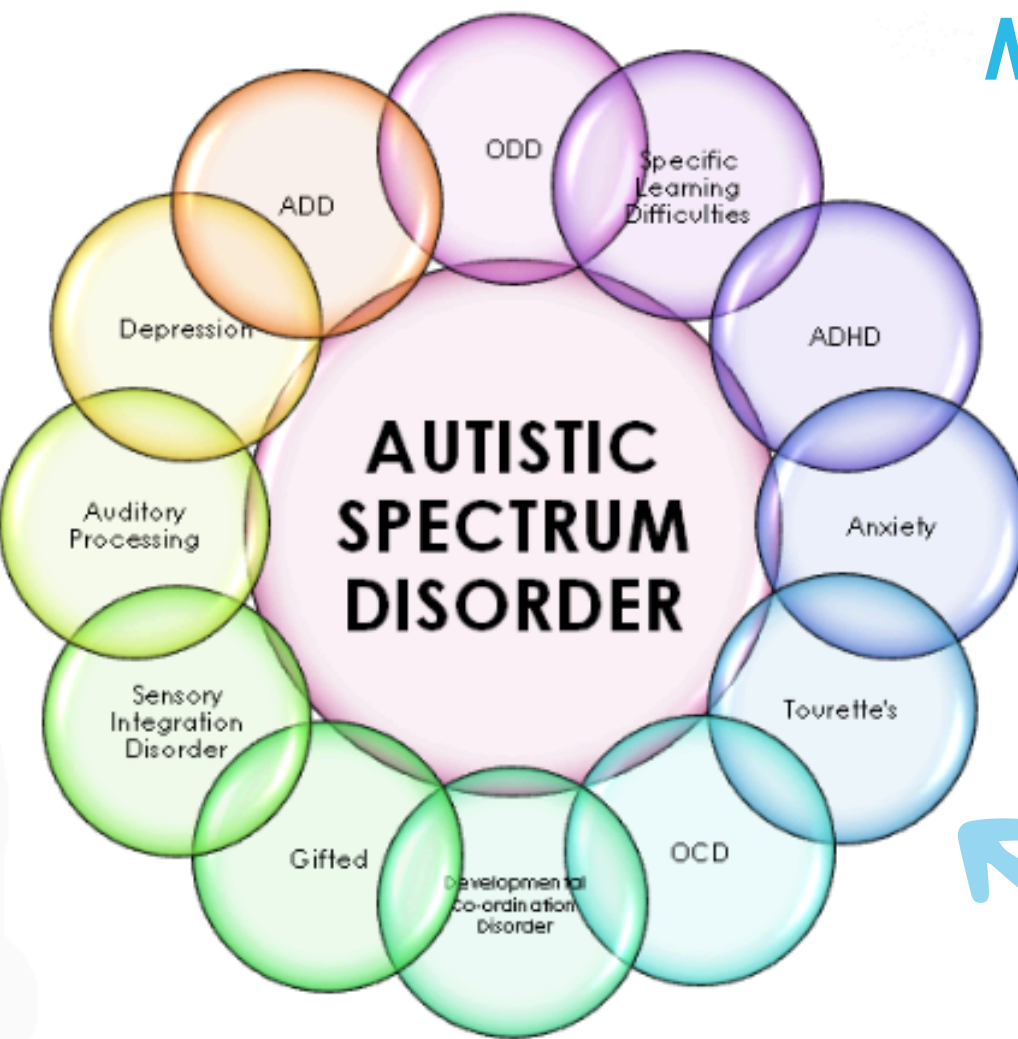
OUR LEARNERS

Our students present to us with a range of strengths and challenges. A student may excel in some learning areas and require extensive adjustments in others. We cannot assume a student's skill level based on the way they present in another domain.



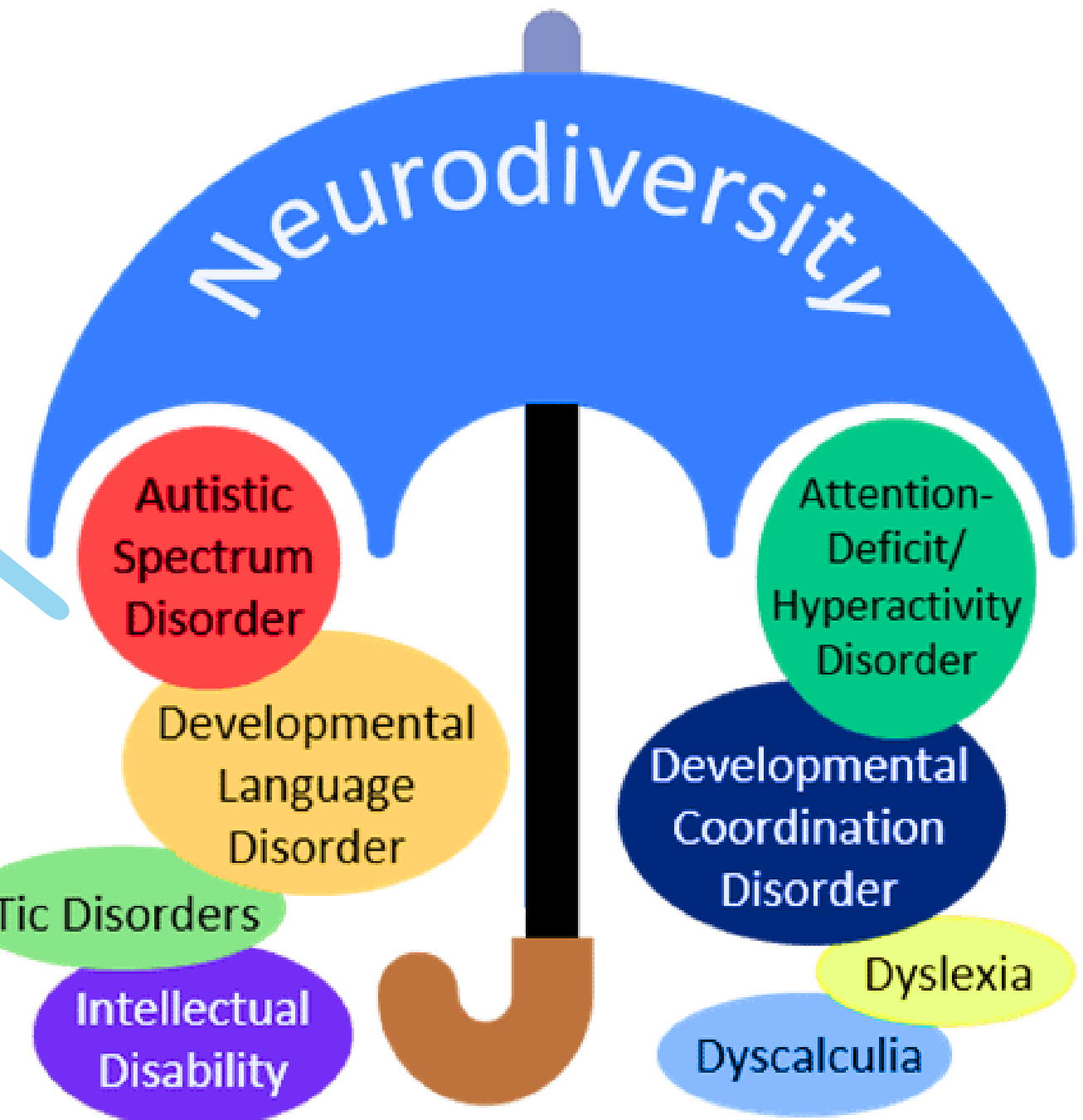


*Many of our students have complex profiles.
Their diagnosis can impact their learning
and behaviour at school.*



Most of our learners have additional diagnosis that sit alongside their intellectual disability.

Medically, this is called '**comorbidity**'. The preferred more socially acceptable term is '**co-occurring**' conditions.



The word '**neurodiversity**' refers to the diversity of all people, but it is often used in the context of autism and other neurological or developmental conditions.

Some students may also come from a background of trauma and/or social disadvantage. Disability in the home can affect family dynamics and relationships and it is imperative that we lead respectful and collaborative relationships with families.



OUR LEARNERS: Interpersonal Interactions



Interpersonal Interactions

How the student gets along with others:



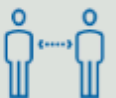
Responding to the feelings of others



Forming relationships



Regulating behaviours within interactions



Interacting according to social rules

Theory of Mind

Theory of Mind is the ability to understand that others have their own thoughts, feelings, beliefs and experiences that are different to their own.

(Baron-Cohen, Leslie & Frith, 1985).

Ways to support impairments in Theory of Mind:

- Specifically teach the social skills of listening, not interrupting, waiting and taking turns etc.
- Assist students to recognise the effects of their actions
- Be aware of the child's language level
- Be explicit when giving instructions
- Use visuals as much as possible
- Explicitly teach the student to recognise emotions
- Cue the student to attend and focus on the topic
- Use visuals to show the student the expected behaviours
- Make the student aware of themselves as a problem solver (Bortoli, 2014).

How to develop and support interpersonal interaction skills:

- Mitigate misunderstanding by verbalising and explicitly showing students, your own emotions using words, expression and gestures.
- Create opportunities for students to establish and develop friendships and working relationships in a safe and supported environment.
- Reinforce recognise and celebrate when a student acknowledges thoughts, feelings and experiences of others safely and appropriately.
- Model pro-social interactions and verbally articulate social rules in everyday interactions.

Where and who to seek help from within our school:

Allied Health team: Speech & Occupational Therapists
Jackson Social Curriculum



Tier 1 Practices

to support Interpersonal Interactions



Break time clubs; examples, slime club, board games club, karaoke club, dance club, bubble club support interpersonal interactions

Jackson Social

Greetings

The Concept

Definition
Greetings are an essential part of communication and may look different for everyone. Greetings can vary based on the context, individual preferences and social communication preferences.

Key Learning

- Honouring individual greeting preferences (neuroaffirming principles)
- Setting up visual supports to facilitate self awareness around greeting options
- Creating a safe environment
- Interpersonal interactions
- Producing non verbal messages

AAC

Ready to Learn

Explore with your students what they need to be ready to learn
It's okay if they choose 'not right now' - it's a good way for your students to practice advocating their preferences!

READY TO LEARN

I learn best when...

- I can use a different chair
- I can use a different desk
- I can wear my hearing aids!
- I can use fidgets!
- I can sit on the floor!
- I can use my headphones!

The Jackson Social curriculum supports students with understanding their own communication styles and how they can support their communication needs. This includes using Augmentative and Alternative Communication such as communication device, visuals, and key word sign.

Jackson School

my body feels what I need what

hands	feet	leg	cold	hot	tight	loose	move body	breathe	help
mouth	nose	muscle	slow	fast	wet	dry	fidget	swing	draw
eyes	ears	lungs	sticky	itchy	dizzy	hurt/sore	music	first aid	headphones
throat	cheek	heart	full	empty	rough	heavy	outside	talk	space
head	stomach	bladder	spin	shaky	just right	something else	drink	eat	toilet
							on	off	take a break

Jackson School - Allied Health 2025

The Jackson social curriculum also supports our students to identify when they are comfortable and uncomfortable using the body signals communication board.

Learner Profile

- Teamwork / Collaboration
- Safety
- Self-Awareness & Management
- Respect
- Problem Solving
- Responsibility
- Communication
- Technology
- Independence
- Planning & Organizing
- Learning
- Initiative & Enterprise

Learner Readiness

Slow Thinking / Slow Working
Ready / Ready to Work
Thinking / Thinking
Mighty / Mighty
Fast Thinking / Fast Working
Fast Learning / Fast Working

Learner Interests

Voice
Students empowered
Agency
Leadership





OUR LEARNERS: Sensory Processing



Learning and Applying Knowledge

How the student learns:

- Watching
- Listening
- Reading
- Writing
- Mathematics (Calculating)
- Focusing and directing attention**
- Solving problems

Interpersonal Interactions

How the student gets along with others:

- Responding to the feelings of others
- Forming relationships
- Regulating behaviours within interactions**
- Interacting according to social rules

Sensory processing is how our senses—touch, movement, vision, hearing, smell, and taste—work together to interpret our environment.

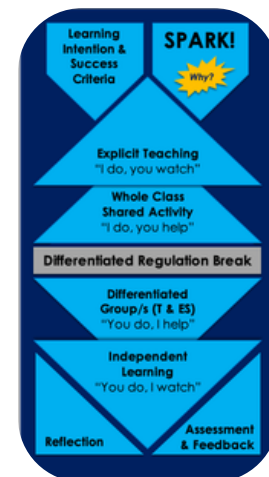
- Sensory processing issues affect attention and learning.
- They impact self-regulation and readiness.
- These challenges can hinder activity participation.
- Each student needs tailored strategies.
- Regular sensory interventions can improve attention and regulation.

Students are supported through incorporation of regular sensory breaks throughout their day. A sensory break may include:

- Movement based activities such as bike riding, jumping on the trampoline, going for walks, using swings & hammocks
- Heavy work activities such as using climbing equipment, lifting, pushing, scooter board, animal walks, activities in the OT room
- Tactile based activities such as sand play, theraputty, play dough, water play, shaving cream, slime
- Oral motor activities such as blow toys, chewleries, crunchy snacks, gym balls
- Visual based activities such as visually stimulating toys or environment
- Access to quiet spaces within or outside the classroom.

How to develop and support Sensory Processing skills:

- Proactively prevent sensory dysregulation by allowing students access to their sensory tools. Tools are not to be used as rewards (required to be earned) or forced upon a student.
- Prevent sensory dysregulation by offering/embedding regulation breaks before and after class activities and/or in between lessons. Group regulation through class movement breaks i.e. yoga, singing action songs and games
- Explicitly teach students how to use their tools safely by modelling language and actions that align to their purpose. Use co-regulation to teach.
- Celebrate and acknowledge when a child has moved from a state of dysregulation into a state of calmness by successfully using their tools.



Where and who to seek help from within our school:
Allied Health Team: Speech & Occupational Therapists
Jackson Social Curriculum



Tier 1 Practices

to support Sensory Processing



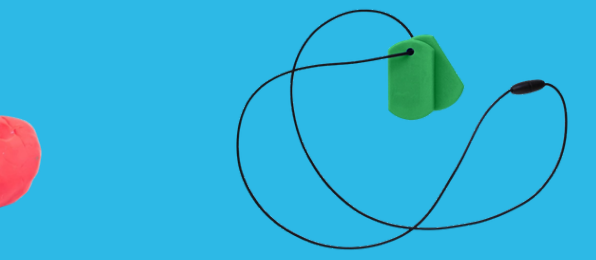
Squeezeie chair



Whizzy Dizzy chair



Wobble stool



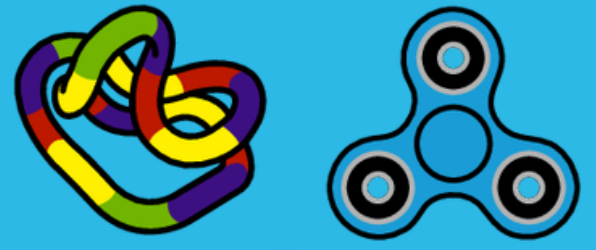
Egg chair



Analogy Rocker chair



Balance ball chair



Egg chair



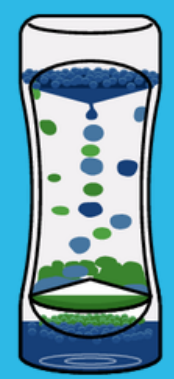
rotation board



scooter board



swizzle chair





OUR LEARNERS: Communication



Communication

How the student shares information:



Producing non-verbal messages



Interpreting Spoken Messages



Interpreting non-verbal messages



Using expressive language (Speaking)



Conversation

Social communication and interaction is a **reciprocal** process between two or more people.

When the receiver doesn't understand the sender's message, or the receiver cannot feedback this is a communication breakdown.

This occurs for children who have not developed the language skills to both understand and produce messages effectively and is known as a language disorder.

Many students at Jackson School have a severe language disorder (SLD) as well as Intellectual Disability (ID).

This means Jackson students have significant difficulties with both **Receptive Language:** the ability to understand words and, **Expressive Language:** is the ability to use words.

At Jackson, we recognise and acknowledge that:

- Communication is a basic human right (Brady et al., 2016)
- Implementing effective communication systems enables every student their right to communicate.
- Supporting and promoting the use of students' Augmentative and Alternative Communication (AAC) systems are essential in supporting their individual rights to communicate.

Communication Bill of Rights

I have the right:

- to be given real choices
- to say no, refuse and reject choices
- to ask for what I want
- to share my feelings
- to be heard and responded to even if the answer is no
- to ask for and get attention and interaction
- to have and use my speech system all the time
- ask and know about my schedule and world
- to be taught how to communicate
- to have my speech system in working order and to have a back up
- to be a full and equal member of my community
- to be treated with respect and dignity
- to be spoken with, not about
- to be communicated with in a sensitive manner

From the National Joint Committee for the Communicative Needs of Persons with Severe Disabilities. (1992). for meeting the communication needs of persons with severe disabilities. Asha, 34(Suppl. 7), 2-3. adapted by K.





OUR LEARNERS: Communication



Communication

How the student shares information:



Producing non-verbal messages



Interpreting Spoken Messages



Interpreting non-verbal messages



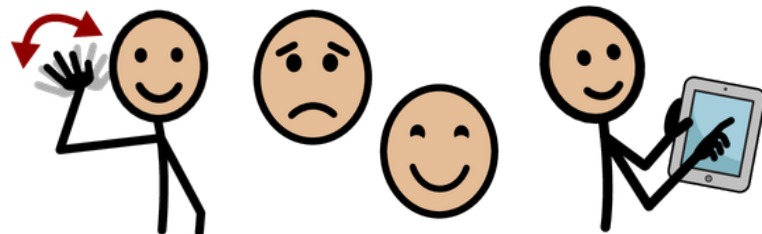
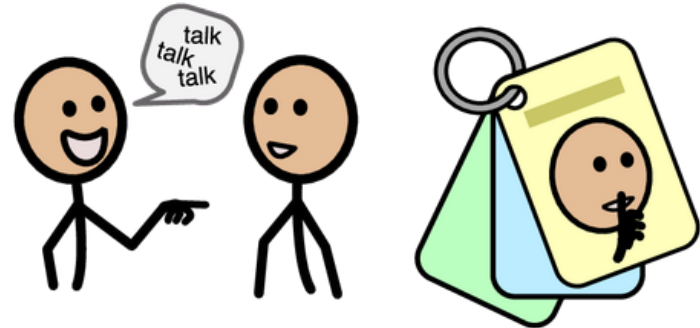
Using expressive language (Speaking)



Conversation

Students at Jackson communicate in a range of manners such as :

- Body language (e.g. orienting towards the item, walking away, looking away, nodding head etc.)
- Facial expressions
- Gestures
- Vocalisations
- Verbalisations (e.g. single words/short phrases/sentences)
- Common Key Word Signs (e.g. finish, toilet, more)
- Objects, visuals and written words
- (organised into communication boards/books)
- Speech generating devices (e.g. iPad with an AAC app or a dedicated speech generating device).



How to develop and support student Communication skills:

- Always support students to use their preferred mode of communication.
- Explicitly teach students' how to communicate appropriately by modelling and showing multiple modes of communication simultaneously.
- Recognise and celebrate when a student uses communication safely and appropriately.
- Model pro-social interactions and conversations with students.

Where and who to seek help from within our school:

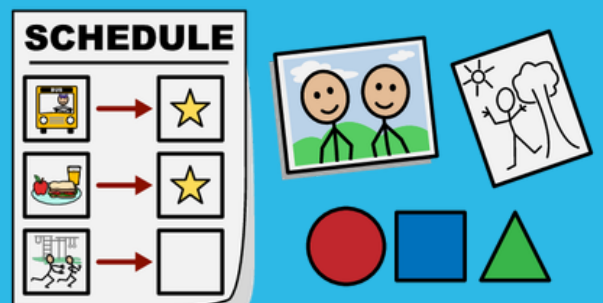
Allied Health team: Speech & Occupational Therapists
Jackson Social Curriculum

Tier 1 Practices

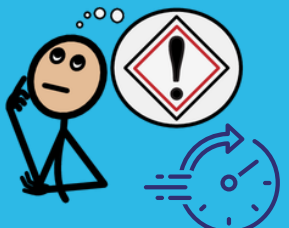
to support Communication



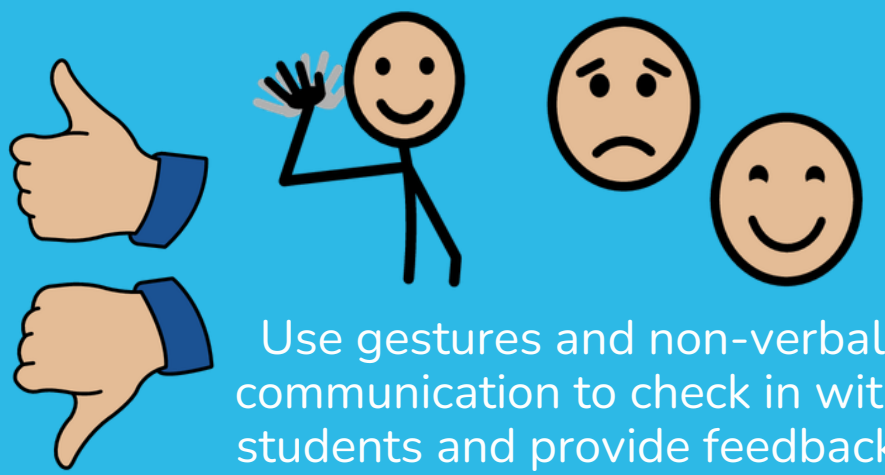
Provide multiple opportunities for student responses: 1:1, choral/group call out, technology or small whiteboards. Communicate and converse teacher-to-student, peer-to-peer



Use visuals to support students with language processing challenges



Adjust the pace of your instruction and be sure to use clear instructional language.



Use gestures and non-verbal communication to check in with students and provide feedback.



Honour and respect student's own communication preferences.



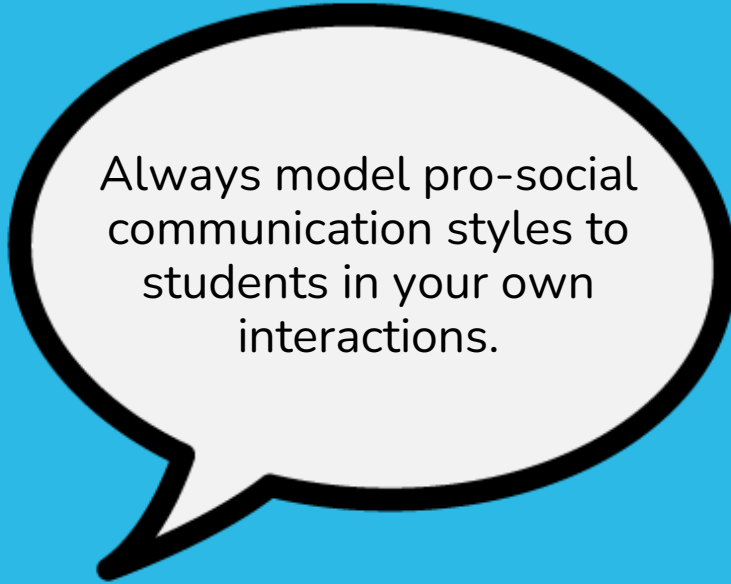
Allow and encourage the use of assistive technology, including sound amplification in the classroom.



Interact frequently with students



Break instructions down into small, sequential steps.

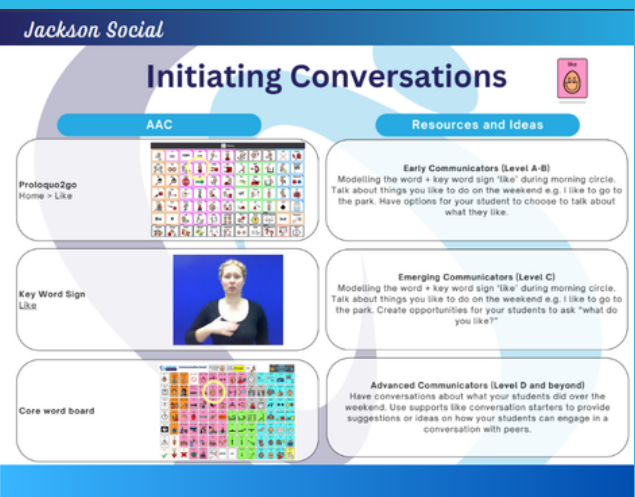


Always model pro-social communication styles to students in your own interactions.

Evidence-based programs:



Little Learners Love Literacy®



OUR LEARNERS: Handling Stress and other Psychological Demands



General Tasks and Demands

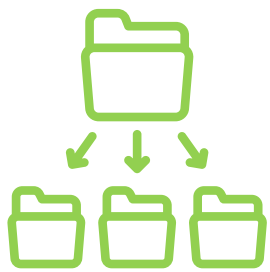
How the student goes about their day:

- Carrying out daily routines
- Undertaking tasks independently
- Handling stress and other psychological demands
- Managing one's own behaviour

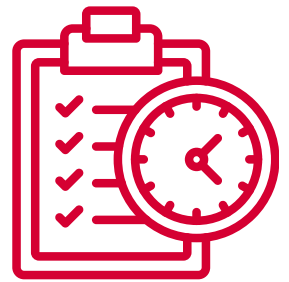
Planning and Task Strategy
Setting goals and seeing them through.
Understanding steps and stages of tasks.



Organisation
Keeping track of things mentally and physically.
Maintaining orderly environments.



Time Management
Monitoring and prioritizing tasks within expected time frames.



Task Initiation
Taking steps to start tasks independently



Working Memory
Keeping key information in mind and using it frequently.



Understanding the Executive Functioning System (EFS)

The Executive Functioning System (EFS) processes environmental information It plays a key role in:

- Planning
- Self-monitoring
- Providing appropriate responses
- Behavioural flexibility
- Attention

Strategies



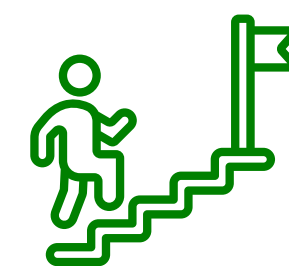
Metacognition
Having self-awareness of learning, including what you know and don't know.



Self-Control and Emotional Regulation
Keeping feelings and emotional responses in check. Mitigating impulsive and inappropriate responses.



Flexibility
Adjusting behaviour to new situations or unexpected changes.



Perseverance
Sticking with tasks and not giving up, even when it gets challenging.



Attention
Being able to focus on a particular task for a period of time.



OUR LEARNERS: Handling Stress and other Psychological Demands

General Tasks and Demands

How the student goes about their day:

- Carrying out daily routines
- Undertaking tasks independently
- Handling stress and other psychological demands
- Managing one's own behaviour

Executive functioning skills—like planning, organising, emotional regulation and working memory—are often challenging for our students due to differences in cognitive processing and difficulty managing multi-step tasks.

Explicit instruction is essential because these skills don't typically develop incidentally. By teaching Executive Functioning directly through modelling, visual supports and guided practice, we help students build independence, improve engagement and strengthen both learning and wellbeing.

How to develop and support student Executive Functioning skills:

- Consider the cognitive load of learning tasks equal to academic outcomes.
- Explicitly teach students' how to plan, manage and navigate multi-step tasks through the use of scaffolds, checklists and visual supports.
- Create a classroom environment that is conducive to focussed learning, limiting distractions and minimising opportunities for task avoidance.
- Document and share specific learning intentions and success criteria so that students can give attention and focus to priority areas.

Where and who to seek help from within our school:

Allied Health team: Speech & Occupational Therapists
Jackson Social Curriculum



SCAFFOLDING INSTRUCTION: Supporting Communication



Jackson
Example:

**Backward
Chaining**

**Goal: To increase independence in
self care tasks**

A graphic with a white background and blue wavy borders at the top and bottom. On the left side, there is a vertical chain of white links with black outlines. The text 'Backward Chaining' is written in large, bold, blue letters. Below it, the goal is stated in smaller, bold, blue text. A small blue 'x' is located in the bottom right area of the graphic.

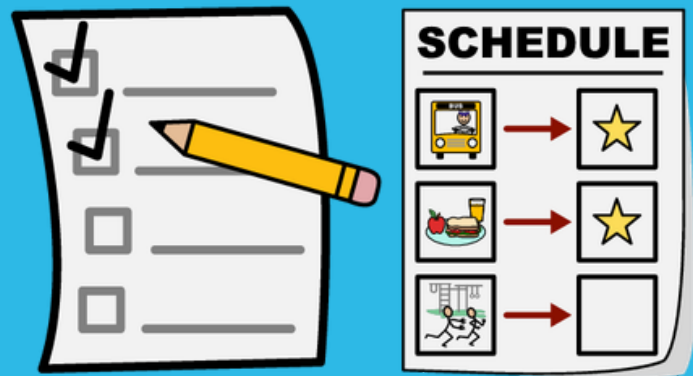
The teacher:

- ✓ Uses oral and visual language supports.
- ✓ Points and gestures to the object and communication device.
- ✓ Models for the student.
- ✓ Acknowledges and celebrates the student.

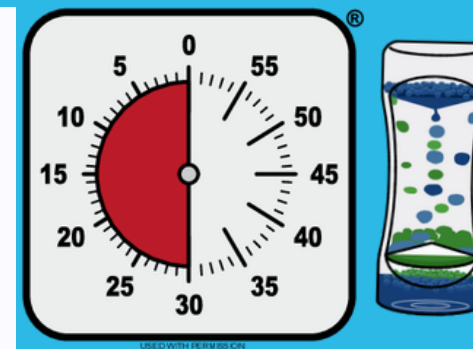
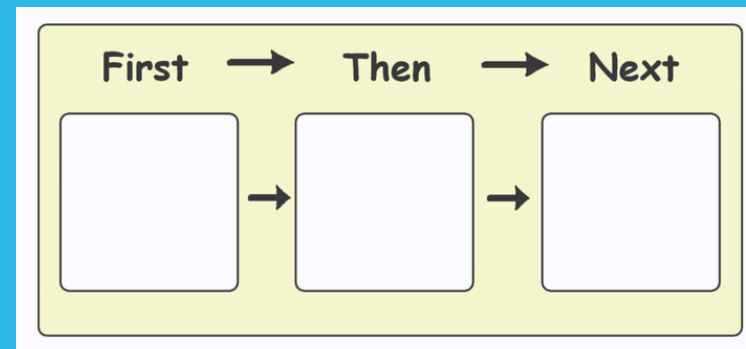
Tier 1 Practices

to support Executive Functioning Skills

Evidence-based programs:



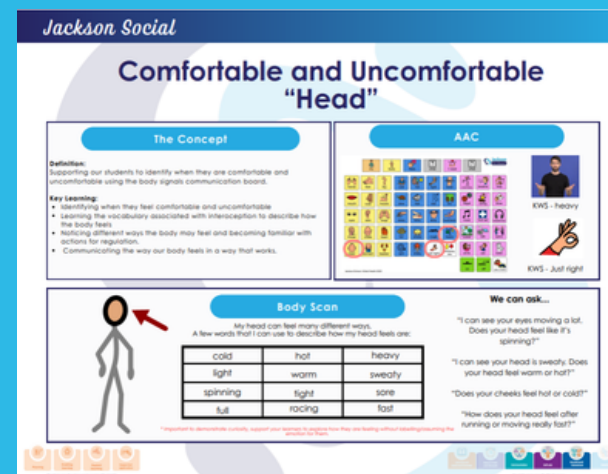
Visual Schedules and checklists to help with task management, working memory and perseverance.



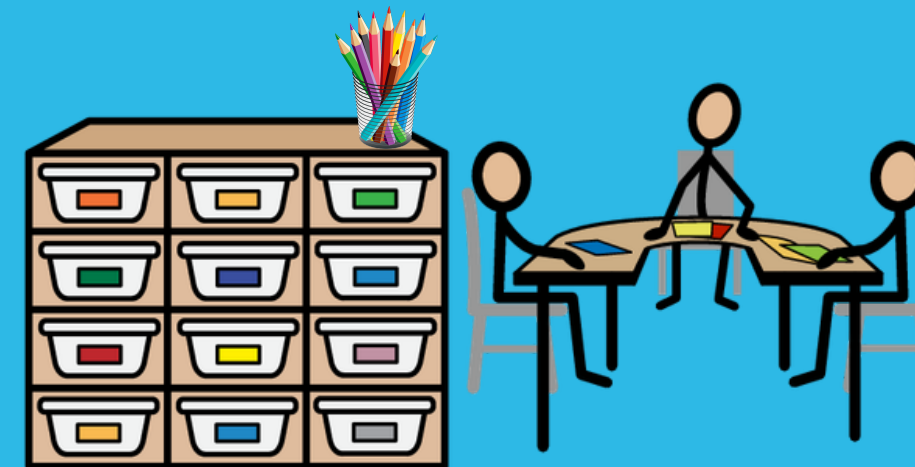
First - Then schedules and timers to help with task initiation, planning, focussing attention and personal organisation.



Ready to Learn and Visible Learning Goals to support perseverance, metacognition, planning and task strategy.



Jackson Social to support emotional regulation and flexible thinking.



Organised and well considered classroom environments including intentional seating and teaching spaces.



The Learning Environment

Inclusive learning environments are designed to support all learners by accommodating diverse needs and promoting participation.

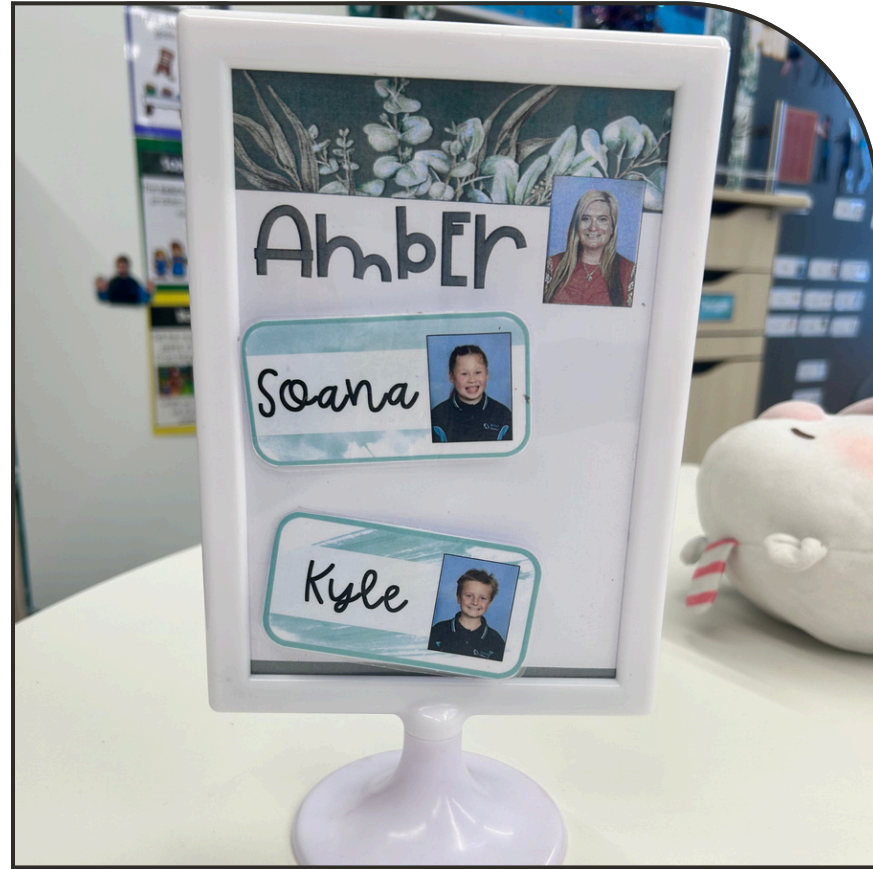
Here are some key aspects:

- **Promote Respect:** Establish a classroom culture that values diversity and encourages respect among students.
- **Accessible Spaces:** Design learning environments that are physically accessible and conducive to all students' needs.
- **Emotional and Sensory Support:** Create spaces that help children manage their emotions and sensory needs effectively.
- **Peer Support:** Encourage peer mentoring and involvement to foster a sense of community and support among students.

In this section:

- [Setting-up Your Classroom](#)
- [Using Visuals](#)
- [Classroom Climate](#)
- [Keeping an Organised Classroom](#)
- [Promoting Positive Behaviour](#)
- [Active Supervision](#)

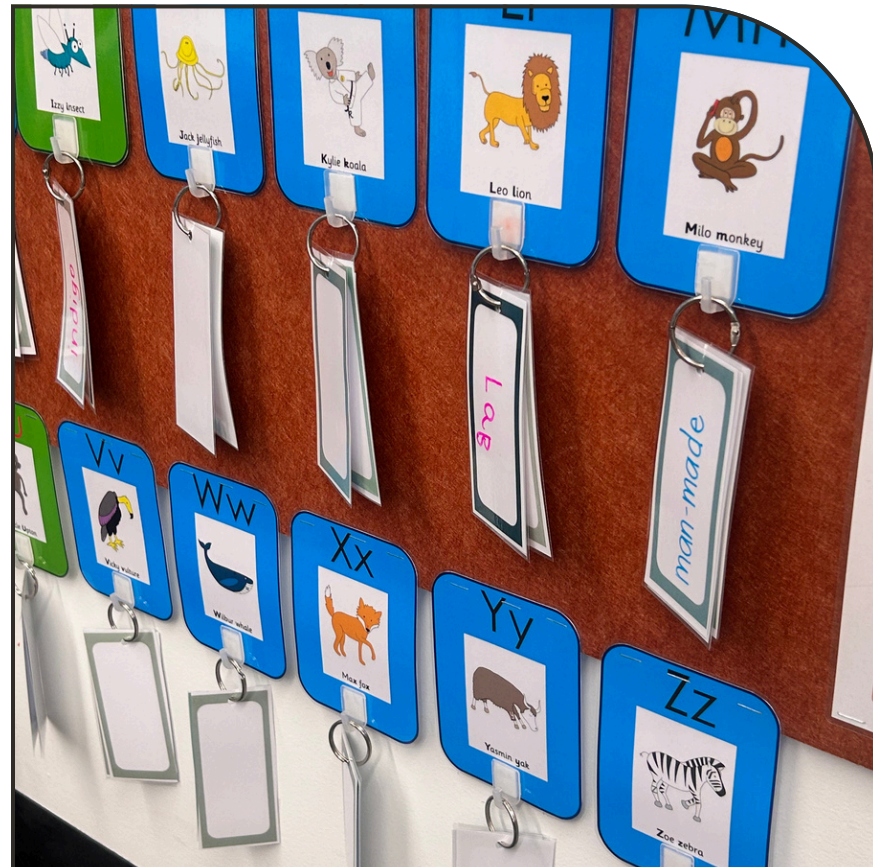
OUR LEARNING ENVIRONMENT: Setting-up your Classroom



The classroom should feel safe, calm, predictable, and welcoming, while looking organised, structured, and supportive of independence.

It is important we consider the visual appearance, temperature, lighting and acoustics.

Our classrooms remain kept tidy, free of clutter and reset at the end of each session and day.





OUR LEARNING ENVIRONMENT: Setting-up your Classroom

Primary:
There are 7 zones that should be clear within your classroom.



Floor Teaching Space



Small Group Teaching Space



Interactive Screen & Technology Teaching Space



Class Library



Storage Spaces



Independent Work Areas



Quiet, Calm & Sensory Spaces

Secondary:
There are 5 zones that should be clear within your classroom.



Interactive Screen & Technology Teaching Space



Small Group Teaching Space



Independent Work Areas



Class Library

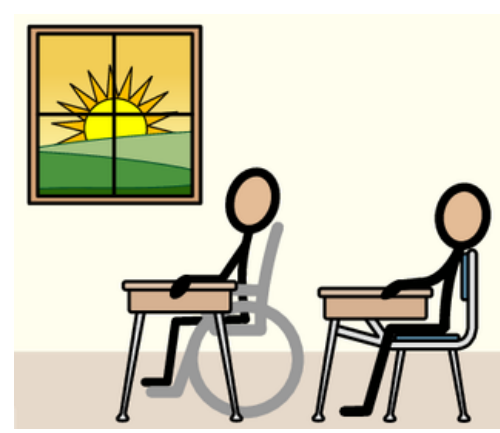


Storage Spaces

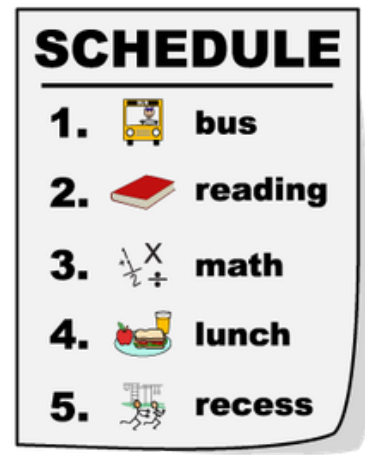




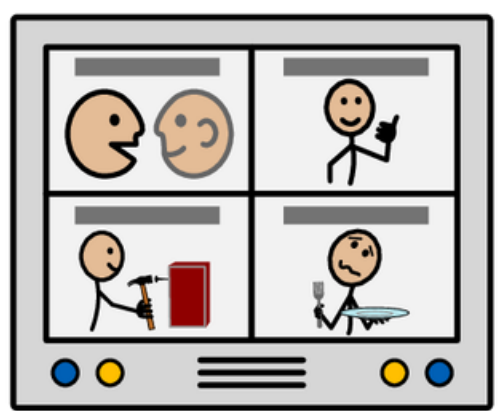
OUR LEARNING ENVIRONMENT: Setting-up your Classroom



whiteboard can be seen by all students



information presented visually



unrestricted access to communication supports



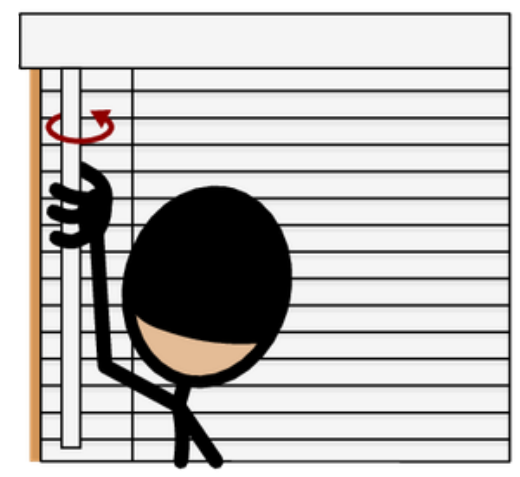
clear and consistent labelling



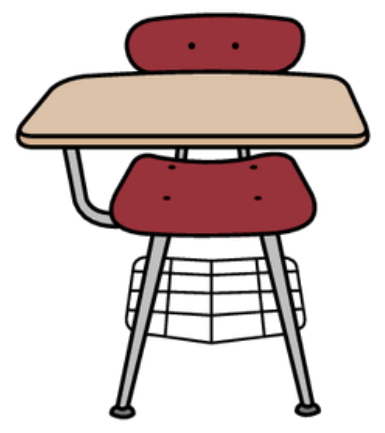
classroom zones



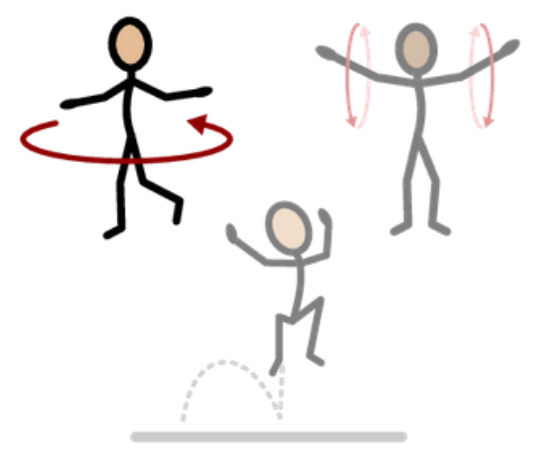
quiet spaces or sensory corners



options for varied lighting



desks at appropriate heights



breaks incorporated into schedule



accessible equipment



OUR LEARNING ENVIRONMENT: Visuals

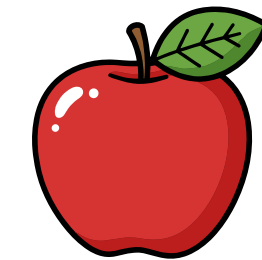
Visuals are important for students with a disability as they make information clearer, more concrete, and easier to process. Many students with additional needs may struggle with attention, memory, or understanding abstract verbal instructions.

Visual supports:

- Reduce cognitive load by presenting information in a simple, structured way.
- Provide consistency—visuals don't “disappear” like spoken words, so students can revisit them as needed.
- Visual prompts are the last scaffold we remove from students before they become independent with a task or demand.
- Facilitate communication for students who have difficulty understanding or using oral language.
- Increase independence by helping students follow routines, instructions, and schedules without constant adult prompting.
- Aid transitions by showing what is happening now and what will happen next, reducing anxiety.
- Encourage engagement through visual cues that attract attention and sustain focus.



Most
Concrete



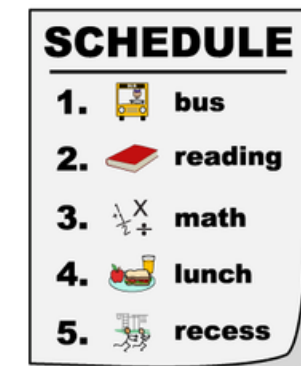
Apple

Most
Abstract

- Choose visuals that match the student's current level of understanding.
- Remember that symbolic understanding can change as students learn.



clear and consistent
labelling



information
presented visually



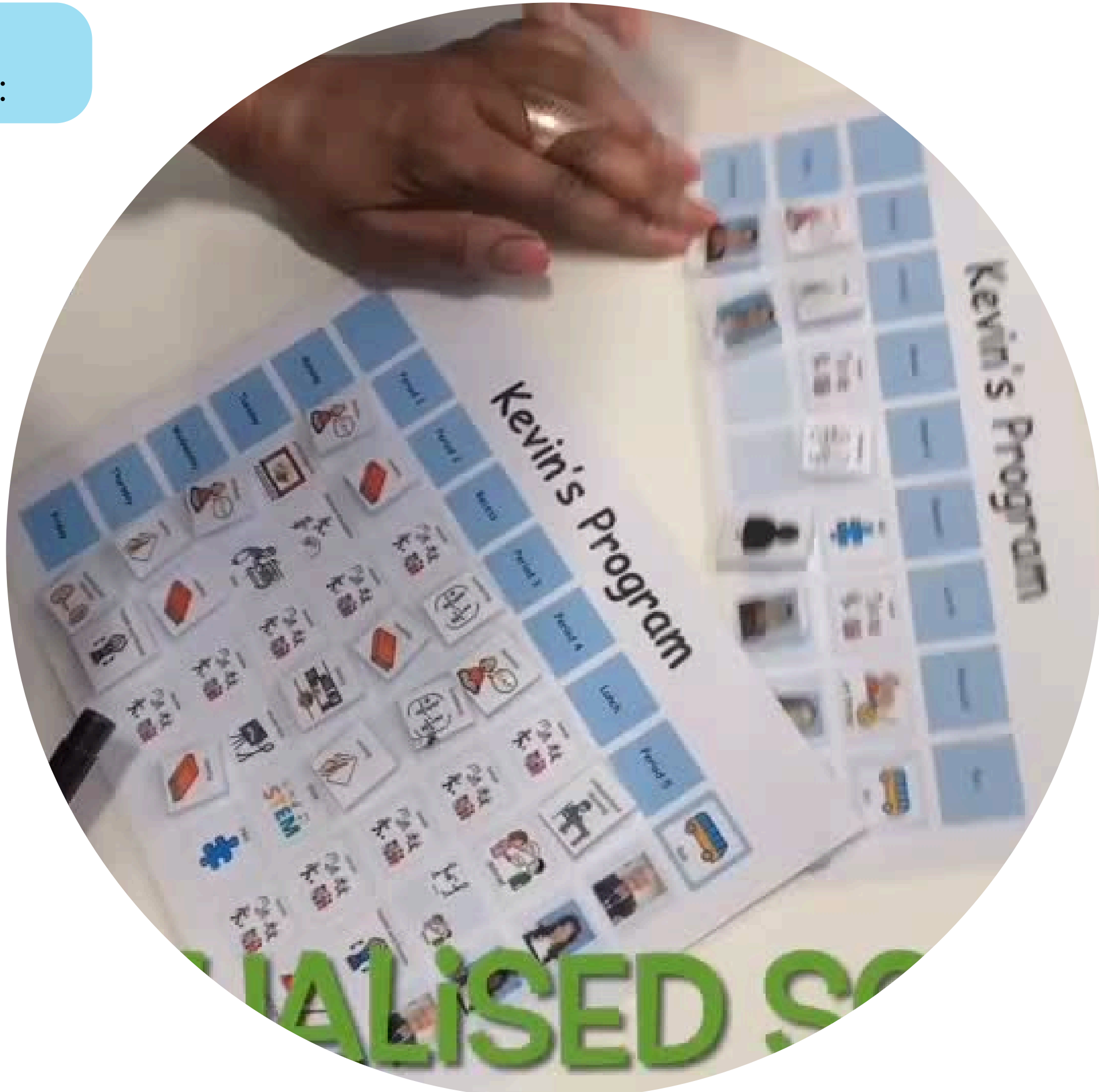
AAC and PECS
visuals on hand



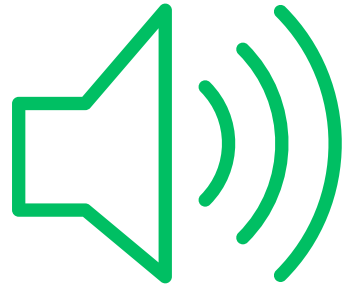


OUR LEARNING ENVIRONMENT: Visuals References & Resources

Jackson Example:



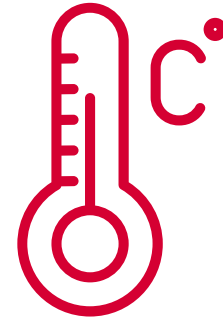
OUR LEARNING ENVIRONMENT: Climate Control & Sensory Needs



Our students can often be highly sensitive to and distracted by sounds. These sounds may be far away or high in pitch and can cause distress particularly if it is unexpected. When students experience distress caused by a loud and/or unexpected sounds that may cup their ears to try and filter out the sound.

Ways to support students with auditory sound:

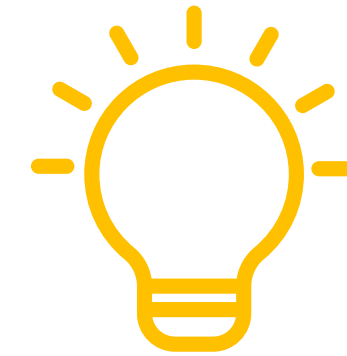
- Encourage the student to wear noise cancellation ear defenders to focus on what teachers are saying. (see OT)
- Explicitly teach the student to communicate that a sound is too loud, distracting and/or painful
- Where possible, warn the student of the noise such as when a fire drill siren may be about to ring.



Neurodiverse students may react differently to temperatures and find it challenging to regulate their body temperature. They may also have tactile sensitivities which may make it uncomfortable to wear parts of the school uniform such as a jumper etc.

Ways to support students with temperature:

- As it is not always possible to adjust classroom temperatures, encourage students to bring in a range of items of clothing so as to make themselves comfortable throughout the school day
- If a student is usually hot, provide a bottle of cold water and perhaps even a portable fan on their desk. Place the student in a cooler section of the room such as near a window
- Try and circulate air in the classroom as much as possible
- Explicitly teach temperature regulate, such as "I can see you look hot because your face is red and you are sweating, it would be good to have a drink and take your jumper off when you look/feel like this."



The sensory profile of our learners means that students may be hypersensitive to bright lights or fluorescent lights. This may greatly impact their reading ability, concentration and behaviour.

Ways to support students with lighting:

- Use as much natural sunlight as possible or use lower levels of light
- Open the blinds on one side of the classroom to let light in
- Look out for reflection of light on a wall or other surface that may be bothering your students
- Sunglasses or tinted glass may be trailed depending on the severity of the sensitivity.



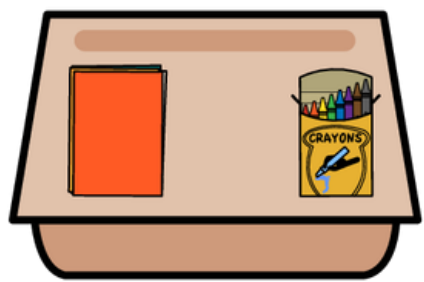
OUR LEARNING ENVIRONMENT: Keeping Classrooms Organised

Our students significantly benefit from working in an environment that supports their sensory processing and modulation needs.

Learning and Applying Knowledge

How the student learns:

- Watching
- Listening
- Reading
- Writing
- Mathematics (Calculating)
- Focusing and directing attention**
- Solving problems



Ensure that:

- The classroom is coherent, clear and predictable.
- All decisions around furniture placement, wall displays and storage of items is well considered and made with positive intent.
- The classroom has clearly defined work areas and boundaries for specific areas.
- Classroom furniture and equipment is used to separate areas which can be clearly labelled.

General Tasks and Demands

How the student goes about their day:

- Carrying out daily routines
- Undertaking tasks independently**
- Handling stress and other psychological demands
- Managing one's own behaviour

Self-care


How the student looks after themselves:

- Drinking
- Eating
- Dressing
- Toileting
- Washing oneself
- Looking after one's health
- Looking after one's safety**



An organised environment will support students to facilitate independence, participate in and manage their own classroom. If all materials are kept in an organised storage compartments with clear labels we can encourage the use of AAC and students will be able to manage their materials, put away and clean up independently and/or with minimal support.

Teachers and ES can support students to learn personal organisation by allocating time for spaces and resources to be packed and reset before moving onto a new task or activity.



Where possible, include students in this process and help them to be active members of their class community. Finishing and packing away a task is an important aspect of all transition processes.



OUR LEARNING ENVIRONMENT: Keeping Classrooms Organised

Ensure that the classroom environment maintains:

- clear areas especially near the seating areas.
- tidy and organised designated work, play and storage areas.
- minimal visual supports on each wall students are facing directly when engaging in work at their desk.
- review classroom displays each term to ensure they are relevant and in line with curriculum focus and are located in a position that is not in direct sight when working but can be visited or accessed when needed. Such locations may include behind the students seating position or to the side of the room, not in direct line of sight.



Please ensure that unused and unnecessary resources are not stored or available in classrooms.

Students should only be able to touch and access resources that support their learning or self-regulation.

Classrooms decorated with art works, posters, visual supports and varied equipment can be visually distracting for neurodiverse students. At Jackson School, we try to moderate this so that there is a balance between an environment that supports their visual preferences but also provides opportunity to celebrate their work and use visual displays to enhance the educational focus in lessons.



OUR LEARNING ENVIRONMENT: Promoting Positive Behaviour

At Jackson School, we support positive behaviour through teaching clear and consistent expectations in order to maximise student academic achievement to build a community of safe, respectful and responsible citizens.

Interpersonal Interactions

How the student gets along with others:

- Responding to the feelings of others
- Forming relationships
- Regulating behaviours within interactions
- Interacting according to social rules

General Tasks and Demands

How the student goes about their day:

- Carrying out daily routines
- Undertaking tasks independently
- Handling stress and other psychological demands
- Managing one's own behaviour

Effective classroom settings promote expected behaviour through:

- explicitly teaching expected behaviours, procedures, and routines
- preventative prompts or pre-correction
- explicit feedback on behaviour, including high rates of behaviour-specific praise
- tangible reinforcers and classroom acknowledgement systems

Specific, timely, and constructive feedback about is a well-established feature of good teaching practice (HATTIE, 2012). Feedback promotes learning and supports engagement and motivation. Feedback helps students to know what they are doing well, establish their next learning steps, and select the strategies that will help them to solve problems and achieve goals.

Reinforcement is our way of giving students feedback when they are displaying positive behaviours and demonstrating that they understand our school wide-expectations. There are 4 parts to our reinforcement system:

- Frequent (daily)
- Long Term (termly)
- Intermediate (weekly)
- Staff Reinforcement

Self-care

How the student looks after themselves:

- Drinking
- Eating
- Dressing
- Toileting
- Washing oneself
- Looking after one's health
- Looking after one's safety

Communication

How the student shares information:

- Producing non-verbal messages
- Interpreting Spoken Messages
- Interpreting non-verbal messages
- Using expressive language (Speaking)
- Conversation

How to develop and support positive behaviour in the classroom:

- Promote preferred behaviours by having clear expectations and routines that you co-construct with the class at the beginning of the year. Make sure these are visually displayed in the classroom and referred to consistently.
- Acknowledge positive behaviour by celebrating students and rewarding their demonstration of our school values using praise, Jackpoints and occasionally, special privileges.
- Build a strong awareness of the school Behaviour Flowchart, ensuring that your responses are consistent with our whole school, process.

Where and who to seek help from within our school:

Allied Health team: Speech, Occupational & Behaviour Therapists
 Wellbeing Team: LT, Social and/or Youth Workers





OUR LEARNING ENVIRONMENT: Promoting Positive Behaviour

Interpersonal Interactions

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- Interpreting Spoken Messages
- Interpreting non-verbal messages
- Using expressive language (Speaking)
- Conversation

Behaviour Expectation Matrix

	Safety	Respect	Responsibility
Indoor Areas	<ul style="list-style-type: none"> Use Equipment properly Walk Keep hands, feet and objects to yourself Only eat our own food 	<ul style="list-style-type: none"> Share / take turns Use your manners and OK words Take care of property Respect other's feelings Respect others personal space Use an inside quiet voice 	<ul style="list-style-type: none"> Be ready to learn Try your best Follow staff instructions Stay on task Tell an adult if there is a problem Come to school on time Lock personal devices in the safe Keep areas clean and tidy
Outdoor Areas	<ul style="list-style-type: none"> Stay in your area Be SunSmart (Slip, Slop, Slap, Seek, Slide) Keep hands, feet and objects to yourself Use sporting / outdoor equipment safely 	<ul style="list-style-type: none"> Share / take turns Use your manners and OK words Be aware of others space Follow game rules 	<ul style="list-style-type: none"> Help each other Follow staff instructions Put rubbish in the correct bin Tell an adult if there is a problem Line up when the music plays Pack up your equipment
Community	<ul style="list-style-type: none"> Wear your seatbelt on the school bus Stop, look and listen Follow the rules and instructions Keep your information private Only talk to people you know Be eSMART 	<ul style="list-style-type: none"> Use your manners and OK words Use a quiet voice when indoors Take care of personal property Take care of community property Respect others privacy, space and feelings Only post ok things online 	<ul style="list-style-type: none"> Keep all areas clean and tidy Put rubbish in the correct bin Tell an adult if there is a problem Help each other STOP-BLOCK-REPORT online

Outdoor Areas

Safety

Respect

Responsibility

Stay in your area	Share / take turns	Help each other
Be SunSmart	Use OK words	Follow staff instructions
Keep hands, feet and objects to yourself	Respect others space	Put rubbish in the bin
Use sporting / outdoor equipment safely	Follow game rules	Tell an adult if there is a problem
		Line up when the music plays
		Pack up your equipment

Indoor Areas

Safety

Respect

Responsibility

Use equipment safely	Share / take turns	Be ready to learn
Keep hands, feet and objects to yourself	Use OK words	Try your best
Walk	Take care of property	Follow staff instructions
Only eat your own food	Respect others	Stay on task
	Use an inside quiet voice	Tell an adult if there is a problem
		Come to school on time
		Lock personal devices in the safe
		Keep areas clean and tidy

Community

Safety

Respect

Responsibility

Wear your seatbelt on the school bus	Use OK words	Keep all areas clean and tidy
Stop, look and listen	Use a quiet voice when indoors	Put rubbish in the bin
Follow the rules	Take care of personal property	Tell an adult if there is a problem
Keep your information private	Take care of community property	Help each other
Only talk to people you know	Only post ok things online	STOP-BLOCK-REPORT online
Be eSMART	Respect others privacy, space and feelings	

Our Behaviour Expectation Matrix posters must be visible in all learning spaces.



Jackpoints are awarded to students in recognition of positive behaviour choices.



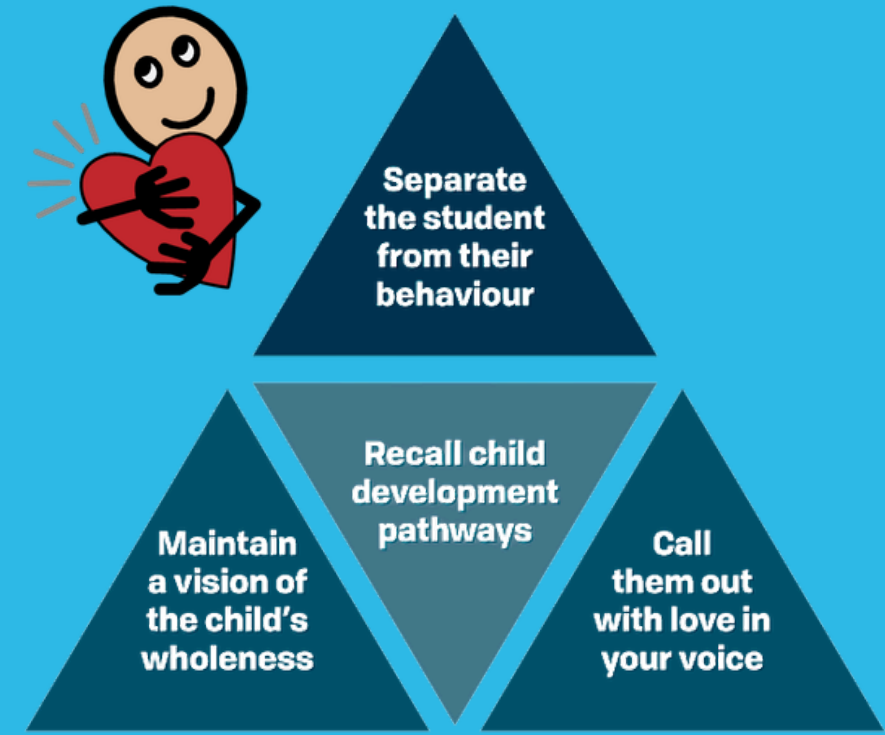
Tier 1 Practices

to promote positive classroom behaviour

Behaviour Expectation Matrix			
	Safety	Respect	Responsibility
Indoor Areas	<ul style="list-style-type: none"> Use Equipment properly Walk Keep hands, feet and objects to yourself Only eat our own food 	<ul style="list-style-type: none"> Share / take turns Use your manners and OK words Take care of property Respect others' feelings Respect others' personal space Use an inside quiet voice 	<ul style="list-style-type: none"> Be ready to learn Try your best Follow staff instructions Stay on task Tell an adult if there is a problem Come to school on time Look personal devices in the safe Keep areas clean and tidy
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Behaviour Expectations on display in all areas.



Unconditional Positive Regard

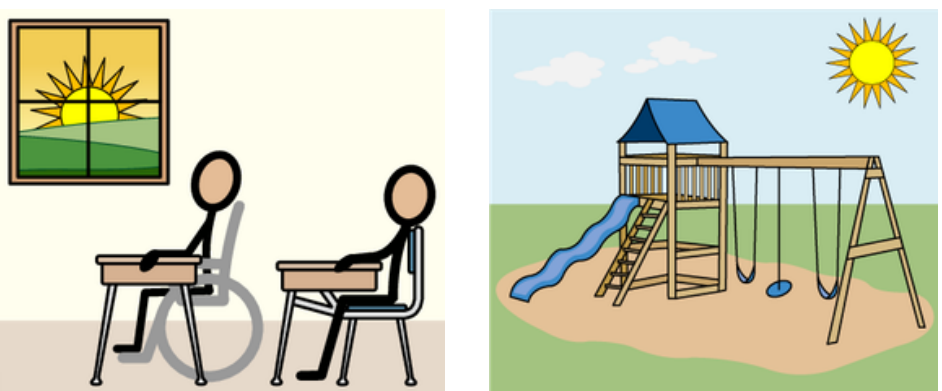


Jackpoints are handed out to acknowledge positive behaviour choices





OUR LEARNING ENVIRONMENT: Active Supervision



Students need to be actively supervised across all areas, in and out of the classroom.

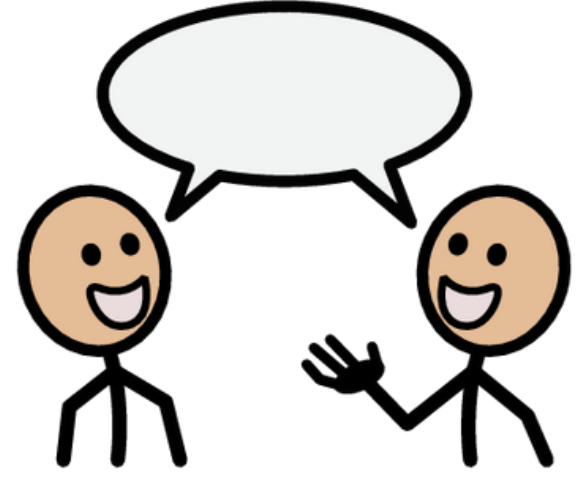


Please arrive for your duty on time. This includes being in your classroom for morning arrival, or in the playground for your duty.

Active supervision helps us to monitor learning and identify students who may need help.

By being **present and attentive**, teachers can promptly address potential issues before they escalate. This **proactive engagement** also fosters a supportive learning atmosphere where students feel safe and more willing to participate.

Active supervision provides a sense of safety for students as well as frequent opportunities for quality teacher-student relationship development.



Use non-teaching time to interact and model pro-social behaviours with students. Engage with them and show an interest in them, their interests and their learning.



Please avoid using your phone or device when on active supervision duties.



MOVE

SCAN

INTERACT

Jackson School

Scaffolding Instruction

Differentiated and scaffolded instruction is essential in our classrooms as it ensures that every student can access learning and experience success.

By aligning task complexity with the expertise of the learner, teachers provide the right level of challenge, maintaining engagement while avoiding frustration or disengagement.

In this section:

- [Scheduling](#)
- [Supporting Transitions](#)
 - [Visual Timers and Countdown tools](#)
 - [First - Then Schedules](#)
 - [Social Stories](#)
 - [Finishing Box](#)
 - [Supporting students through change](#)
- The Prompt Hierarchy
- Checking for Understanding
- Opportunities to Respond
- Ready to Learn





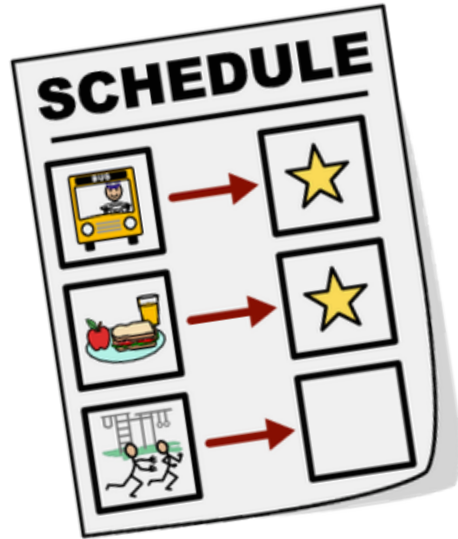
SCAFFOLDING INSTRUCTION: Scheduling

Daily Schedules

Daily visual schedules are particularly important in classrooms because they make routines predictable, concrete, and easier to process.

Why they are important:

- Reduce anxiety by showing what is happening now, next, and later.
- Provide structure and predictability, helping students feel safe.
- Support understanding for students who may struggle with verbal instructions.
- Increase independence, as students can refer to the schedule themselves.
- Help with smoother transitions between activities.
- Encourage flexibility when changes occur (if taught with strategies such as “change cards” or crossed-out symbols).



How to implement effectively:

- **Place** the schedule at student eye-level in a consistent, visible location.
- Use clear visuals (photos, symbols, or words depending on student needs).
- Review it at the **start of the day** as part of your Morning Circle, and before each transition.
- Involve students by letting them move the marker, remove completed activities, or check off tasks.
- Highlight changes ahead of time and explain them visually as well as verbally.
- Ensure it matches the classroom routine and is updated as needed.

A key point: the schedule is not just displayed—it must be actively taught and used as part of the routine.



SCAFFOLDING INSTRUCTION: Scheduling



Jackson
Example:



The teacher:



Explicitly states the name of the day.



Points and gestures to the visual schedule.



Prompts students to communicate their understanding first.



Moves through all of the day's activities sequentially.



SCAFFOLDING INSTRUCTION: Supporting Transitions

Transitions are often challenging for our students because they disrupt predictability and routine, which can increase anxiety and stress.

Difficulties with executive functioning, flexibility, and processing time make it harder to shift attention from one task or environment to another. Sensory sensitivities may also heighten discomfort during movement between spaces. Without clear structure, visual supports, or preparation, transitions can feel overwhelming and lead to resistance or distress.

Transitions include moving between tasks that are:



preferred to less-preferred



familiar to less familiar



and can include transitions between:



task to task



space to space



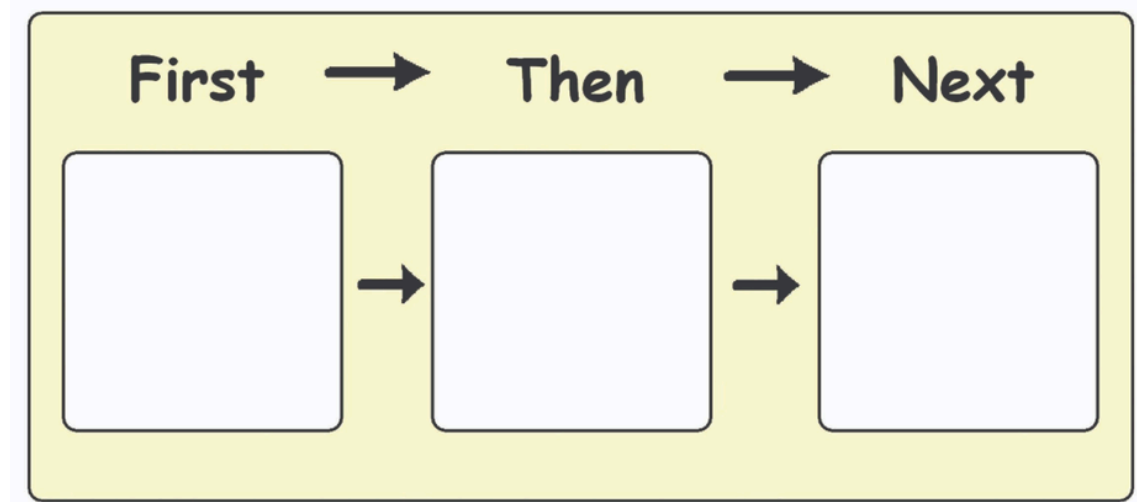
area to area





SCAFFOLDING INSTRUCTION: Supporting Transitions

There are a number of various transitions supports used throughout the school day that assist students to transition successfully. They aim to provide clear, structured and limited information and focus on positive reinforcers and supports. These include the Visual Schedules, the 'One More Minute' strategy, the 'First and Then' prompts and use of the Finish Box.



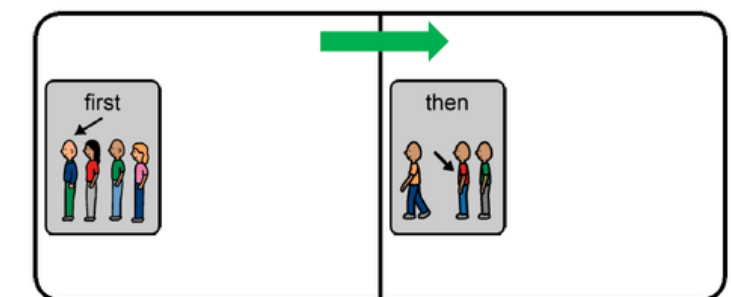
We are going swimming



To mitigate anxious behavioral responses, utilize up-to-date visual schedules to provide students with information about what comes next. Be sure to reference the schedules regularly.

Teach students to follow sequences of tasks and activities as listed on the visual schedule. Use a variety of preferred/non preferred tasks to support their emotional regulation, resilience and perseverance.

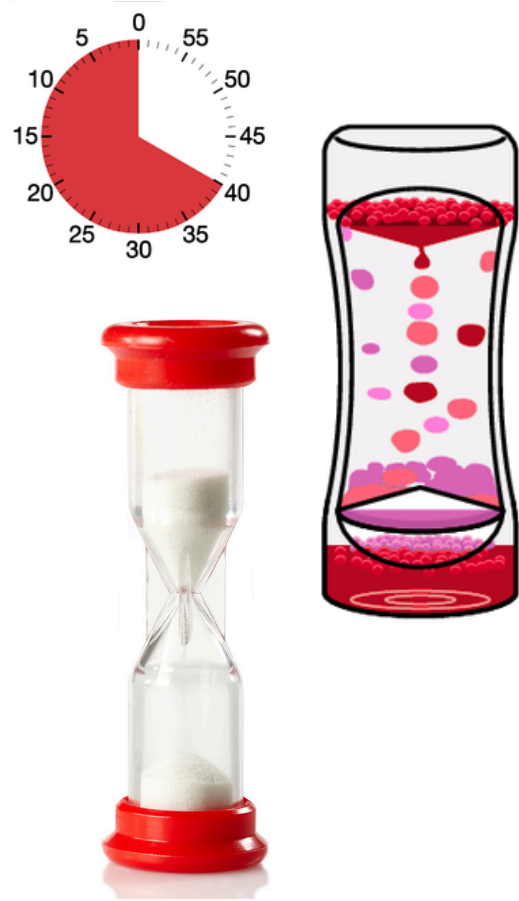
Reinforce and reassure the student that they are moving towards a safe place or activity. Acknowledge their readiness to engage in less preferred tasks and commend them for their efforts when trying new things.



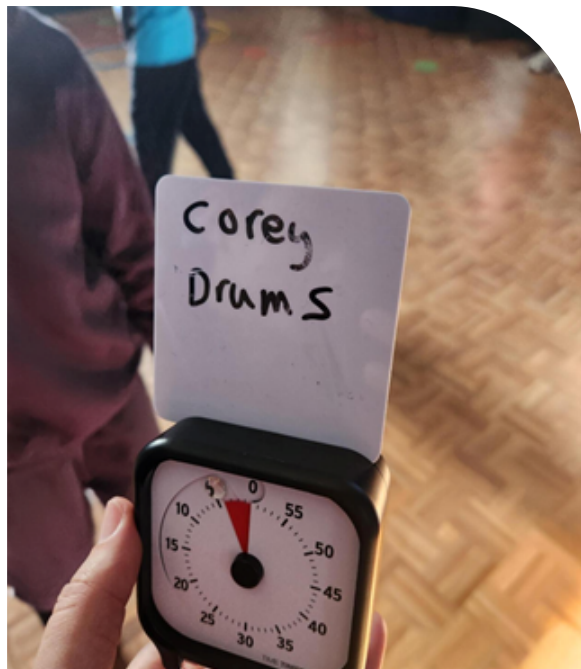


SCAFFOLDING INSTRUCTION: Supporting Transitions

Visual Timers and Countdown Tools




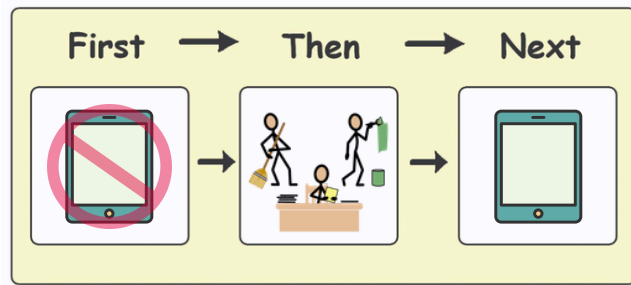
- Skills such as time management, planning, inhibition, and cognitive flexibility are required to stop one activity and begin another.
- Visual and countdown timers support students during transitions by reducing demands on executive functioning, which is often an area of difficulty.
- Timers externalise time, making it predictable and concrete rather than abstract. This helps students anticipate change, prepare emotionally and cognitively, and shift attention with less stress.
- By lowering uncertainty and supporting self-regulation, timers reduce cognitive load and enable smoother, more successful transitions between tasks or environments.





SCAFFOLDING INSTRUCTION: Visuals, Timers & Countdown Tools

 Jackson Example:



Timers for free time. .

An example of what happens when they push their luck.

Timers for free time. .

An example of what happens when they push their luck.

Timers for free time. .

An example of what happens when they push their luck.



SCAFFOLDING INSTRUCTION: Supporting Transitions

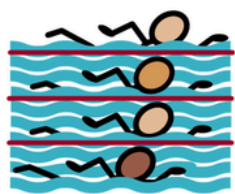
my new class



We are going to science works - Planetarium



We are going swimming



Social Stories

- Social stories are short texts that are created specifically for a student to help prepare them for new and/or challenging experiences.
- They explain what a child should expect in this new situation, letting them know what options and accommodations are available.
- Ideally, a social story will detail events and include photos and visual supports specific to *who*, *what*, *where* and *how long* an experience will last.
- Social stories should be provided in advance, and shared multiple times where practicable. Sharing the story at home as well as at school supports deeper understanding of the upcoming experience.
- Knowing what to expect can significantly reduce our anxiety around unfamiliar experiences, allowing us to mentally prepare.

We're Going to a Meeting!





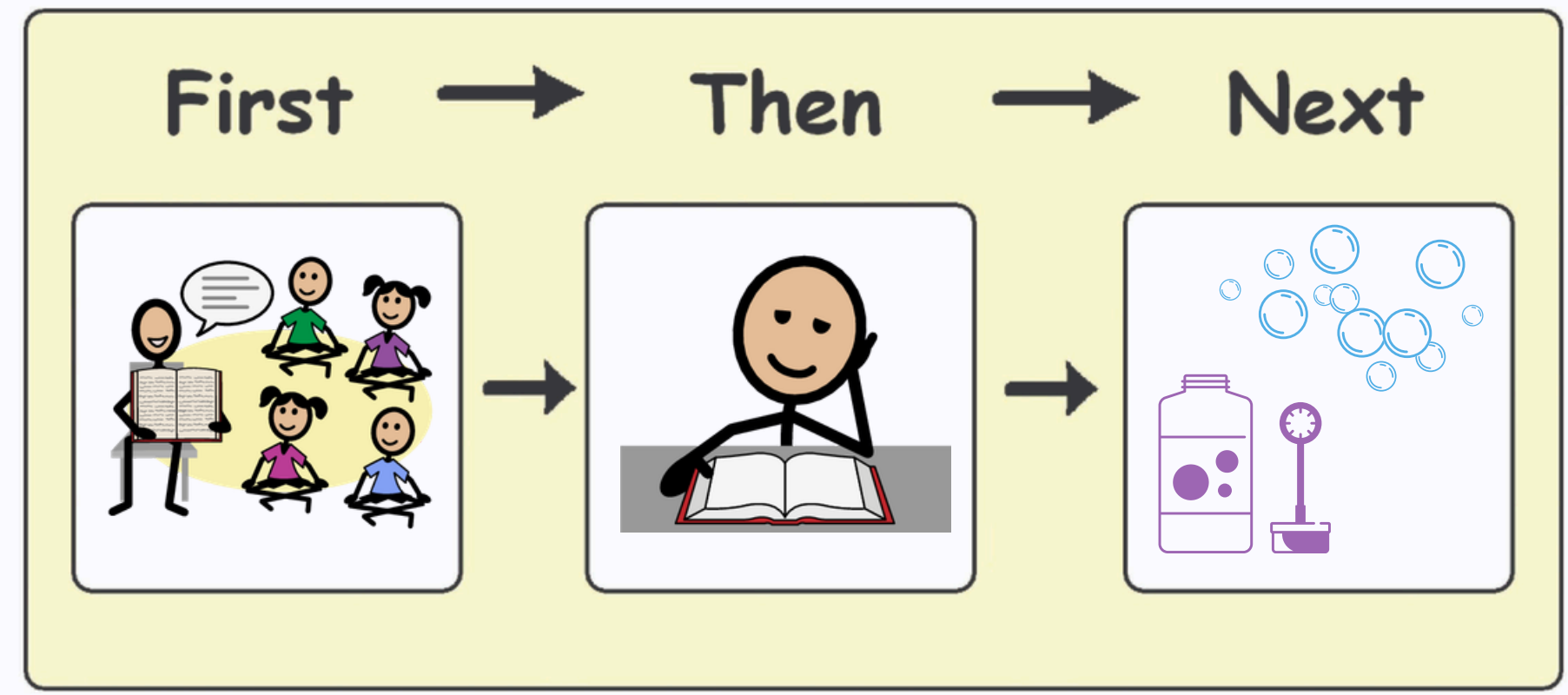
SCAFFOLDING INSTRUCTION: Supporting Transitions

First and Then Schedules

- A First–Then schedule provides a clear, visual structure: it shows what needs to be completed first and what will follow. Initially, when using a first and then strategy use a preferred and less preferred option. If the student has grasped the concept, then pair it with a less preferred activity first, then with a preferred one.
- This reduces uncertainty, supports motivation, and externalises planning, which lowers the cognitive load.
- By breaking transitions into manageable steps, First–Then schedules help students shift tasks more smoothly and with greater independence.

How?

1. **Approach** the student to get their attention.
2. **Show** them the next available reinforcer (such as bubbles in the example above) and label it - focus on the 'then' when you introduce and refer the student to this strategy, it is key to the success of the strategy
3. **Engage** the student with labelling the reinforcer and focusing on this for a moment.
4. When they show interest, **signal** to the '1st' visual and read the visual "1st classroom, then reinforcer"
5. **Allow** time to process, gauge this on individual student needs before repeating if required.



A reinforcer is an item, object or experience that is preferred by the student. It is used to motivate and inspire the student to persevere with the demand/task first.



SCAFFOLDING INSTRUCTION: Supporting Transitions

Finishing Box and Checkered Cloths



Jackson
Example:

- Finish Boxes (or pouches) may take different forms, but all use the distinctive black-and-white chequered flag pattern.
- Introducing the Finish Box in the early years supports the development of students' executive functioning by helping them learn how to manage tasks and time.
- The Finish Box promotes a sense of achievement and success, and in some cases, can also reduce anxiety around challenging tasks.
- Once the concept is taught and understood, the Finish Box can be generalised across different situations to support task completion and smooth transitions.
- Once an item is placed in the Finish Box, it cannot be removed or reused during that session.

At the same time, the same 'finish' system is reinforced through individual mini schedules and the class group schedule, supporting students to understand and apply the concept in a range of contexts.



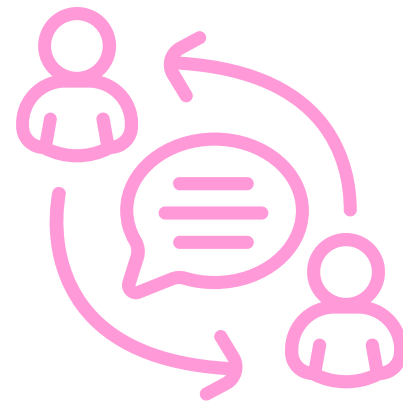
SCAFFOLDING INSTRUCTION: Supporting Transitions

Some students will have a low tolerance for change, especially when it is unexpected or out of routine.

Things like:

- Their regular teacher or ES being absent.
- Change in the daily schedule or program due to unforeseen circumstances.
- Peer related change - like a friend being absent or a preferred work partner being unavailable.
- Task time ending before the activity is completed.
- Rearranged furniture or re-located items in the classroom.
- A change in pick-up and/or drop-off routines from home.

Supporting Students through unexpected change



Communicate as many details as practicable.



Reassure and comfort the student. Have a compassion over compliance mindset.



Allow the student to use a comfort toy or object as they transition into the unexpected activity.



Acknowledge and validate: Check in with the student and support their emotional regulation as necessary.