

Personal Responsibility and Participation



Suggestions for enhancing personal responsibility skills are listed below:

- Encourage children to help with clean-up early on. Give students responsibilities for placing napkins or utensils on the table.
- Build routines for children to begin clearing their own plates/placemats, utensils.
- Designate areas and label cubbies and belongings so that students can work toward identifying their own belongings and their own storage areas. Build routines that enhance putting their own things away in the designated areas. All students might not recognize their names or their associated symbols. Photos of the children clearly labeled with their names underneath are helpful for helping them learn to identify their names, belongings, and storage areas.
- Use photos or other visuals to clearly mark and label the areas of the room. Photos that match the items are helpful as are other visuals showing the items. Teach students to match the item to the label so that they can easily help with clean-up.

Participation is an important factor of Adaptive behavior and personal responsibility. Below are strategies to provide additional supports for students who have unique needs:

- Use visual schedules and state directions in a "first/then" format so that students are aware of what will be happening. Refer to the visual schedule throughout the day. Familiarity with the routine increases ease of participation.
- Encourage and praise attempts, even if there are mistakes in the child's performance. Provide visual steps and modeling for new tasks.
- Use time frames and timers so that students know when an activity will end.
- Allow extra time in the routine when introducing new skills.
- Deal with students' frustrations calmly. Repeat and model the instructions. Reinforce attempts.

Transitions have a vital role in teaching students skills such as helping to clean up, remaining with a group or with a task, and following directions. Transitions should be planned as a regular part of the daily routine.

- Use the visual classroom schedule to show and prepare for changes and to make students aware of "what will happen next."
- Use a timer or "time" statement to prepare for changes in activities:
 - "One more minute"
 - "Two more times"
- Use a transition warning to cue students that activities are about to change:
 - Transition song or rhyme
 - Bell
 - Lights flicked off and on
 - Clapping hands

References and Resources

National Center for Pyramid Model Innovations (NCPMI). Resources for "Practical Strategies" and "Using Visuals." Department of Education, Office of Special Programs. (nd).

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