Classroom Management

Participants’ handouts

Revised September 2012

British Columbia Teachers’ Federation
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2
Routines

Think, pair, share

*On your own, list your top five favourite classroom routines. These are routines that you know your classroom (and you) would be lost without.*

<table>
<thead>
<tr>
<th>My top five routines and why I love them!</th>
</tr>
</thead>
</table>

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*Take turns giving a brief description of at least two of your favourite routines, including its purpose, why you believe it is an important routine and how it is taught and reinforced in your class. In the space below, take notes from your partner so you can “steal” their great ideas!*

<table>
<thead>
<tr>
<th>Routine</th>
<th>Why it works</th>
<th>How to teach it</th>
</tr>
</thead>
</table>

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*Identify one routine you will “steal” and use in your classroom.*

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Criteria for classroom rules

Based on principles

If we are too specific with our rules, we would need a very long list to cover all the eventualities and leave ourselves open to endless questions starting with “What about?” Rules that are too broad may be vague and become meaningless. Rules based on principles are inclusive and encompass a number of possible scenarios.

Too specific: Keep your pencil sharpened
Too broad: Be prepared
Based on principles: Have your materials organized and ready to use when class begins.

Describe expected behaviour

Children are much more likely to display the behaviour we want if we tell them what behaviour we want. This also makes it much easier to assess compliance if the behaviour is described.

“Listen to the speaker.”

Phrased in positive terms

When behavioural expectations are stated positively, it helps children learn to behave in a positive manner, e.g.,

“Use inside voices” rather than “No yelling!”
“Walk safely” rather than “No running!”

No more than five

There is nothing more discouraging than a long list of rules. Keep it short and you are much more likely to encourage compliance.

Using the above criteria, write 2–3 classroom rules you could use in your classroom.
Guidelines for effective consequences

- Related
- Reasonable
- Respectful
- Reliably enforced.

Source: Allen Mendler and Richard Curwin, Discipline with Dignity for Challenging Youth, 1999

Generic range of consequences

- Warning (specify what will happen next).
- Practise following the rule (during or after class for a maximum of five minutes).
- Thank you! (for following the rule).
- Complete a problem sheet (student assesses how to improve compliance).
- Reminder (of the rule).
- Meet with teacher (to develop an individual plan to help student).
- Contact with parent (to develop a plan to help student).
- Move to a better location for learning (in the classroom—specify for how long).
Group discussion—Rules and consequences

1. What has worked well for you in establishing rules and implementing consequences in your classroom?

2. What problems have you encountered?

3. Share ideas to address problems, review the “prevention basics” on this handout.

4. Identify any unresolved questions /issues for the large group discussion.

Prevention basics

- Establish, teach and practice routines for daily activities.
- Establish classroom rules.
- Establish a range of consequences.
- Teach “fair and not equal.”
Class-wide positive behaviour incentive plan: Elementary

1. Introduce the incentive plan with some fan-fare to generate excitement about the opportunity to earn rewards when students follow the classroom rules and expectations. Consider giving the plan a catchy and/or personalized name, e.g., Superstars of Division 10, Ms. Hathaway’s Heroes, Catch the Spirit, etc.

2. Have a daily or weekly behaviour goal. For example, in the first week of September, you may focus on raising hands to speak or quick compliance with other routines being taught. Later on, daily/weekly goals may be on more advanced skills such as “asking thoughtful questions” or “listening carefully to our classmates’ answers” (The sky is the limit here, as long as the goals are achievable by 90% of your students and can be encompassed within the broad goals identified by your classroom rules).

3. (Optional) Divide the class into “teams” according to table-groupings, rows, etc., and encourage teams to compete for points. The competition can work to motivate students to buy into the incentive plan, but only if each team has an equal opportunity to win (ties should be permitted).

4. Choose a schedule of reinforcement
   - once or twice a day
   - random reinforcement
   - by class period
   - during a period in which you have asked kids to practice a specific behaviour skill (i.e., This period our behaviour goal is “handling the science equipment with care”).

5. Create a graph or chart with the specific behaviour goals listed, and mounted on the wall.
   a. Make the chart visually pleasing and easy for the students to read. Clearly state the behaviour expectations on the chart (these should be congruent with your classroom rules).
   b. Explain to the class how they can earn points.

6. Record achievement of goals over the selected time frame with a “tally” of some sort, e.g., stars, check-marks, Xs, stamps, happy-faces, marbles in a jar, etc.
   a. Begin with teacher-directed application.
   b. Once the criteria for a tally are modelled and well-established, gradually allow the students to take responsibility for self-assessment and keeping track of tallies.

7. Choose the target number of “tallies” required to receive a reward (number of happy-face stickers, stars, etc., marbles in the jar reach a target-line, etc.)
8. Once the target number is achieved, make a big deal about it and produce the reward as soon as possible. Possible class-wide rewards may be:
   a. a free half-hour on the playground (for a 1–2 week period of reward).
   b. a movie with popcorn (for a month-long period of reward).
   c. a pizza party (for a term-long period of reward).

9. Start the year with being quite generous with points, to establish feelings of accomplishment and success. As the year continues, gradually “up the ante” by raising expectations about what behaviour is required to earn points for the class or the team.

10. Once points are earned, never take them away. This is the quickest way to sabotage your incentive plan, as students will quickly disengage if they perceive the “goal-posts” to continually move away. Rather than remove points, simply state that the observed behaviour in a given period is not point-worthy. Be as specific as possible about what improvements need to be made to make the behaviour point-worthy. Avoid naming specific individuals (unless in a positive light). Encourage the class/teams to practice the improvements to increase the chances that they will earn the points in a future period. (If you are feeling generous, award points immediately when the improvements are displayed.)
**Class-wide positive behaviour incentive plan: Secondary**

1. Introduce the incentive plan with some fan-fare to generate excitement about the opportunity to earn rewards when students follow the classroom rules and expectations.

2. Have a daily or weekly goal. For example, in the first weeks of September, you may focus on arriving to class on time or quick compliance with directions. Later on, daily/weekly goals may be on more advanced skills such as ‘asking thoughtful questions’ or ‘listening carefully to our classmates’ answers’ (the sky is the limit here, as long as the goals are achievable by 90% of your students and can be encompassed within the broad goals identified by your classroom rules).

3. (Optional) Pit different divisions against one and encourage classes to compete for points. The competition can work to motivate students to buy into the incentive plan, but only if each team has an equal opportunity to win (ties should be permitted).

4. Choose a schedule of reinforcement
   - once or twice a period
   - randomly.

5. Create a graph or chart with the goals listed, mounted on the wall or in a corner of the blackboard, with division totals clearly displayed for other classes to see:
   a. Clearly state the daily/weekly behaviour expectation (these should be congruent with your classroom rules).
   b. Explain to the class how they can earn points.

6. Record achievement of goals over the selected time frame with a “tally” of some sort, i.e., check-marks, Xs, stamps, etc.
   a. Begin with teacher-directed application.
   b. Once the criteria for a tally are modelled and well-established, allow the students to take responsibility for self-assessment and keeping track of tallies.

7. Choose the target number of “tallies” required to receive a reward (number of check-marks, stars, etc.)

8. Once the target number is achieved, make a big deal about it and produce the reward as soon as possible. Possible class-wide rewards may be:
   a. a free half-hour on computers/use of personal technology (for a 1–2 week period of reward).
   b. a movie with popcorn (for a month-long period of reward).
   c. a pizza party (for a term-long period of reward).
9. Start the year with being quite generous with points, to establish feelings of accomplishment and success. As the year continues, gradually “up the ante” by raising expectations about what behaviour is required to earn points for the class or the team.

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# Four goals of misbehaviour

## Attention-seeking behaviour

<table>
<thead>
<tr>
<th>Active</th>
<th>Behaviors that distract the teacher and classmates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>One-pea-at-a-time behaviors (slow, slower, slowest)</td>
</tr>
<tr>
<td>Teacher</td>
<td>Is irritated, annoyed. Impulse is to speak to student.</td>
</tr>
<tr>
<td>Upside</td>
<td>Student wants to develop relationship with teacher or classmate(s).</td>
</tr>
</tbody>
</table>

## Power behaviour

<table>
<thead>
<tr>
<th>Active</th>
<th>Disruptive, confrontational, temper/verbal tantrums.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>Does her or his own thing, pleasant, agreeable but...</td>
</tr>
<tr>
<td>Teacher</td>
<td>Anger, frustration, fear, impulse—physical (shake student).</td>
</tr>
<tr>
<td>Upside</td>
<td>Potential for positive leadership; assertive, independent thinker.</td>
</tr>
</tbody>
</table>

## Revenge behaviour

<table>
<thead>
<tr>
<th>Active</th>
<th>Attacks teachers and/or students.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Physical attack—direct or indirect (vandalism).</td>
</tr>
<tr>
<td></td>
<td>Psychological attack—verbal (I hate you) or action (violates teacher’s values).</td>
</tr>
<tr>
<td>Passive</td>
<td>Withdrawal is only passive revenge behaviour.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Feels dislike, hurt, anger, frustration, fear “fight or flight” impulse.</td>
</tr>
<tr>
<td>Upside</td>
<td>Student is trying to protect self from further hurt in her or his own life.</td>
</tr>
</tbody>
</table>

## Display of Inadequacy - Avoidance

<table>
<thead>
<tr>
<th>Active</th>
<th>Loses control when frustrated; throws temper tantrum.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passive</td>
<td>Procrastinates, feigns illness, “feigns helplessness”.</td>
</tr>
<tr>
<td>Teacher</td>
<td>Feels concerned, sad, helpless, defeated.</td>
</tr>
<tr>
<td>Upside</td>
<td>Student usually wants to succeed.</td>
</tr>
</tbody>
</table>

—Source: Don Dinkmeyer and Gary Mckay, Systematic Training for Effective Teaching, 1980
98 ways to say “very good”

If a child lives with encouragement, he learns confidence.
If a child lives with praise, he learns to appreciate.
If a child lives with approval, he learns to like himself.
If a child lives with acceptance and friendship, he learns to find love in the world.

1. You've got it made.
2. You're on the right track now!
3. You are very good at that.
4. That's very much better!
5. I'm happy to see you working like that.
6. You're doing a good job.
7. That's the best you've ever done.
8. I knew you could do it.
9. Now you've figured it out.
10. Now you have it!
11. GREAT!
12. Keep working – you're getting better.
14. That's the right way to do it.
15. You're getting better every day.
16. You're really growing up!
17. Nice going.
18. SENSATIONAL!
19. That's the way to do it.
20. That's better.
22. PERFECT!
23. You're really going to town!
24. TERRIFIC!
25. Much better!
26. You've just about mastered that!
27. OUTSTANDING!
28. You did that very well.
29. FANTASTIC!
30. You're really improving.
31. SUPERB!
32. Keep it up!
33. You've got that down pat!
34. TREMENDOUS!
35. Good thinking!
36. Keep on trying!
37. I've never seen anyone do it better.
38. I like that.
39. I'm very proud of you.
40. I think you've got it now.

41. You figured that out fast.
42. That's really nice.
43. You're right.
44. CLEVER!
45. That's great!
46. Way to go.
47. Now you have the hang of it!
48. You've done a great job.
49. Congratulations, you got it right.
50. You're beautiful.
51. That's RIGHT!
52. That's GOOD!
53. When I'm with you I feel like singing!
54. GOOD WORK!
55. I'm proud of the way you worked today.
56. You're really working hard today.
57. You've just about got it.
58. THAT'S IT!
59. Congratulations!
60. That's quite an improvement.
61. You are doing that much better today.
62. I sure am happy you're my daughter/son/student, etc.
63. You're learning fast.
64. Good for you!
65. Couldn't have done it better myself.
66. You really make being a parent/teacher/caregiver fun.
67. One more time and you'll have it.
68. You did it that time!
69. That's the way!
70. SUPER DUPER!
71. You haven't missed a thing.
72. Keep up the good work.
73. Nothing can stop you now!
74. EXCELLENT!
75. That's the best ever.
76. FINE!
77. Wonderful!
78. That's better than ever.
79. I appreciate your hard work.
80. Now that's what I call a fine job!
81. You must have been practising!
82. You're doing beautifully.
83. Right on!
84. Good remembering!
85. You did a lot of work today!
86. You certainly did well today.
87. You're doing fine.
88. You are really learning a lot.
89. You outdid yourself today!
90. SPLENDID!
91. Good going!
92. MARVELLOUS!
93. You're doing the best you can!
94. Good job.
95. You remembered.
96. That gives me a happy feeling.
97. Well, look at you go!
98. DYNAMITE!

1. Adapted from a publication titled, 98 Ways For a Teacher to Say “Very Good,” by Wintergreen, a supplier of materials for preschools and elementary schools.
2. The material was taken from Children Learn What They Live, author unknown.
Classroom tips for classroom management success

General classroom organizational strategies

1. Use the same lined paper for all writing assignments.
2. Provide pencil grippers for those children that struggle with using a mature pencil grasp.
3. Remind children to use their non-dominant hand to hold the paper.
4. Adjust the chair and table to the proper height suitable for the child (feet should touch the floor. Table height should be just below the child’s elbow).
5. Keep visual and auditory distractions to a minimum. Seat easily distracted child away from doorways, windows, etc.
6. When a child presses too hard on the pencil, write with a mechanical pencil.
7. A reading corner with a bean bag chair and a soft or heavy blanket makes a wonderful place to escape from too much stimulation and help get ready for more focused desk work. A small tent or play hut can also be used to help an over aroused child.
8. Use carpet squares for each child when sitting on the floor to keep them in their own space.
9. Place the student’s desk in an area with the least amount of distractions and that will allow the student room for movement without distracting peers.
10. Provide visuals for instructions, routines, behavioral expectations, and schedule around the room.
11. Provide opportunities for movement (brain breaks) between work activities.

Children who are oversensitive to light touch

1. Approach the child from the front to give a visual cue that light touch is coming.
2. Firm pressure to the shoulder or back is preferable to a gentle hand placement to the sleeve or arm.
3. Desk placement should be out of traffic towards the periphery of the room so that the child
has a good view of who’s moving and where they are going.

4. Crowded places and situations can cause discomfort because of the possibility for unexpected bumps and brushes. Seat a small child in the adult’s lap or next to a quiet child during a group gathering. Place older children to the side or in the back of the group.

5. Put children “in charge” of the back of the line. The back of the line should not be viewed as a punishment, but as a place of worth.

Children who need sensory input to stay on task

1. Sit on a sit disc, therapy ball, bean bag chair, rocking chair, or work on the floor. Allow child to work in a variety of positions; seated, lying on floor propped on elbows, standing, etc.

2. Suggest five minutes of swinging or climbing during recess prior to coming back to class.

3. Rhythmical, sustained movement e.g., marching, washing desks or bouncing can be organizing to the central nervous system.

4. Never discipline a “sensory seeker” by taking away recess privileges or PE. You will intensify the random movements, fidgeting and outbursts.

5. Erasing the blackboard, passing out papers/books, running notes to other teacher is a great way to get some extra movements.

6. Using a rocking chair in the classroom for periodic “pick-me-ups.”

7. Carrying backpacks with books for up to 15–20 minutes at a time with 2 hours off in between.

8. Hanging on the monkey bars for 20–30 seconds.

9. Pushing/carrying heavy objects i.e., books, moving desks or pushing against wall.

Some children need extra sensory input to their mouths and hands in order to organize their behavior

1. Drinking from water bottles kept at desk.

2. Chewing on rubber tubing placed on the end of a pencil, straw, coffee stir stick, etc.

3. Provide sour candy, gum, crunchy snacks (pretzels, crackers, etc.).
4. Use rubber bands, paperclips, etc. to fidget with.

5. A bucket or basket of “squeezes” (balloons filled with flour, soft balls, koosh balls, etc.) can be used by children who like to fiddle with something in their hand.

Visual accommodations

1. Post a daily schedule with pictures.

2. Tape alphabet and number strips on a child's desk for them to use as a reference or guide.

3. Use tape, carpet squares, etc. to reinforce personal boundaries in seated learning or play areas.

4. Use words or picture cards for organizing personal belongings, containers, toys, etc.

5. Use a ruler, index card, etc. to help keep a child focused on the line during reading.

6. Use graph paper to help align numbers during math work.

7. Cover other areas of the page not currently working on to keep the child focused.

8. Use study carrels to decrease stimuli.

Auditory accommodations

1. Have earplugs or sound blocking headphones available for children who are sensitive to, or distracted by environmental noises.

2. Ask child to repeat directions back to you before they start their work to ensure they understand.

3. Establish eye contact with the child before speaking to them.

4. Break directions down into smaller steps and allow extra time for children to process them if needed.

5. Warn children of any loud noises before they occur (fire alarm, etc.)

Suggestions for beginning and completing tasks

1. Giving one direction at a time. Sometimes students given a three-part command will act on
the last direction.

2. Use short, simple directions.

3. Wait a little longer than you think is necessary to give the child time to analyze the command and put it into action.

4. Reduce auditory distractions, provide ear plugs or earphones.

5. Give a visual demonstration or physical assistance.

6. Schedule activities with high auditory processing demands at a time when auditory competition outside is at a minimum.

7. Practice verbal direction following in gross motor games, progress from one to four step sequences.

8. Insist the child does not move until directions are completely given and have them repeat directions in proper sequence.

9. Use a system to check off steps as they are completed.

10. Give one direction at a time, after one action is successfully completed, add another direction.

11. Help student physically move through the action.

12. Minimize visual distractions, check for clutter in the classroom environment.

13. Give art projects that require assembling parts to create an object. This challenges the student's ability to develop strategies for organizing parts as they relate to the whole.

14. Play “Simon Says” and games that require imitation to see if student is able to process directions and copy.

Source: [http://it.pinellas.k12.fl.us/Teachers7/ElderC/sensorytips.html](http://it.pinellas.k12.fl.us/Teachers7/ElderC/sensorytips.html) Carla Elder's Occupational Therapy Information Site
Tips for managing stress in the classroom

Is stress making your job harder? Do you find yourself getting overwhelmed or frustrated at the smallest things? Stress can be harmful to your health and can also affect how you treat students and how you approach problems. By keeping your stress at a manageable level, you will ensure that you have plenty of energy and creativity to devote to all aspects of your class and your life. Please read on for a few tried and true tips to help manage your stress during the school day.

1. Get some exercise—We all know that regular exercise should be part of our daily routines to maintain health and to manage stress. However, exercise can also help in the moment when you’re feeling overwhelmed. Take a short walk around the building, join the PE class while they shoot some hoops, or infuse jumping jacks into your lesson while you’re reviewing math facts or the order of the planets. An afternoon stretch break can help to invigorate you and your students. If you take the class on a brisk walk, give them a content-based task to keep them focused; your Geometry students can look for examples of where an architect had to use geometric formulas to design the building, your Biology students can identify as many living organisms as they can find.

2. Breathe—We teach students to take deep breaths to calm down and we can benefit from this advice as well. Taking a moment for yourself while you inhale deeply through your nose and exhale slowly through your mouth can make a huge difference in how you approach the next hurdle of the day.

3. Change your scenery—You will probably have to work this out with a colleague in advance so you’re not leaving your students unattended, but it may be worth the pre-planning. When I taught middle school students with emotional disturbances, I sometimes asked for a short break so I could spend a couple of minutes in the nearby class for students with intellectual disabilities. There, I could be assured of a calm, pleasant environment, and I usually got at least one hug before I left. Sometimes that was all I needed before returning to the land of snarky adolescent boys.

4. Treat yourself—Try to get permission from your principal to grab lunch from the sandwich place down the street or maybe just indulge in a sweet treat from the vending machine to perk you up at the end of a tough day. What about eating your lunch outside on a nice day or heading to your car and jamming out to your favorite song before afternoon classes start? Sometimes just taking the time to give yourself a little extra pampering can help shake off the day’s stressors.
5. Talk to someone—If you are having trouble with lessons or student behavior, talking to another teacher about her techniques can give you some fresh ideas. Depending on what is stressing you out, you may want to talk to an administrator, school counselor or school nurse for a bit of perspective or some other resources.

6. Reorganize your space—Something as simple as rearranging student desks or turning your desk so you face the window during your planning time can give you some new energy. Think about doing this during the school day to get the students involved and to avoid any surprises in the morning. This may also be a good time to get rid of some accumulated clutter. Streamlining can make your life much easier, as long as you keep the things you really need.

7. Take care of the class pet or plants—A few minutes spent petting the class gerbil or watering and pruning that unruly ficus tree can evaporate some pretty tough worries. The therapeutic effects of caring for animals have been well-established. If you don’t have a class pet or anything green growing, now may be the time to start looking for a critter to bring in to the room.

8. Go to your special place—Mentally, that is. Try to imagine your favorite, most relaxing spot. Close your eyes and picture yourself there, try to feel the sand beneath your toes or the wind blowing back your hair. If there’s a smell you associate with the place, can you imagine it, or even smell the specific fragrance? That may help to trigger those same relaxed feelings you had when you were there. This can be a great strategy to teach students as well.

9. Enjoy some aromatherapy—Lavender is my favorite soothing scent, but there are many essential oils that have calming properties. Choose your favorite and buy a small vial from a local health food store or supplier of aromatherapy products. Be sure to get real essential oils, as the synthetic products may smell good but lack the calming qualities you want.

10. Shift gears—Every once in a while, you just need a break. Maybe the lesson has gotten so convoluted you realize you need to rework it or maybe you just can’t focus on Westward Expansion for another second. This may be a great time to pull out a favorite class game or activity. By allowing yourself to be spontaneous and enjoy your students, you may be able to get past the hurdle you’re facing. Remember before throwing in the towel that you must maintain structure in the classroom so that your change in plans is enjoyable for your students and for yourself!

Positive behavioral interventions and supports blog

We will be posting a variety of resources, helpful tips and ideas for implementing positive behavioral interventions and supports in your classroom. By Laura Peters on February 28, 2010
http://www.spedsg.com/books/SocialStories/SocialStories_n801.htm

Sensory Diet Resources

For more information or examples of a sensory diet you can go to:

- http://www.sensorysmarts.com/sensory_diet_activities.html

Also see check the Resource Book attached
Book Resources

The Out-of-Sync Child: Recognizing and Coping with Sensory Processing Disorder
Carol Stock Kranowitz, M.A.

Too Loud, Too Bright, Too Fast, Too Tight
Sharon Heller, Ph.D.

The Out-of-Sync Child Has Fun
Carol Stock Kranowitz, M.A.

How Does Your Engine Run? Leader’s Guide to the Alert Program for Self-Regulation
Mary S. Williams

SenseAbilities Understanding Sensory Integration
M.A. Maryann Colby Trott (Author), M.A., CCC-SLP Marci K. Laurel (Contributor), M.S., OTR/L Susan L. Windeck (Contributor)

The Survival Guide for Kids with ADD or ADHD
John F. Taylor, Ph.D.

The Explosive Child
Ross W. Greene, Ph.D.

Auditory Processes
Pamela Gillet

Building Bridges Through Sensory Integration
Ellen Yack

The Sensory-Sensitive Child
Lucy Jane Miller

Answers to Questions Teachers Ask About Sensory Integration
Carol Stock Kranowitz

Helping the Child Who Doesn’t Fit In
Jane Brody
## DVD Resources

- **Model Me Friendship**  
  (75 minutes; Grades 7–12)

- **Model Me Conversation Cues**  
  (68 minutes; Grades 7–12)

- **Model Me Tips and Tricks**  
  (67 minutes; Grades 6–12)

- **Model Me Time for School**  
  (61 minutes, Grades k–6)

- **Model Me Time for a Playdate**  
  (67 minutes, Grades K–6)

- **Model Me I Can Do It!**  
  (53 minutes, Grades K–6)

To order, go to [www.modelmekids.com](http://www.modelmekids.com)

- **Manners for the Real World**—Basic Social Skills.  
  For Grades 4–12 (44 mins., updated in 2008)

- **Understanding Classmates With Asperger Syndrome**  
  For Grades 7–12 (14 mins, updated in 2008. Copyright 2005.)

- **Intricate Minds II: Understanding Elementary School Classmates with Asperger Syndrome**  
  For Grades 3–7 (17 mins, updated in 2008. Copyright 2006.)

- **Intricate Minds III: Understanding Elementary School Classmates Who Think Differently**  
  For Grades 3-6 (18 mins., updated in 2008, copyright 2006, updated in 2008.)

To order, go to [www.coultervideo.com](http://www.coultervideo.com)
**Links**

- Carol Gray [www.thegraycenter.org](http://www.thegraycenter.org)
- Tony Attwood [www.tonyattwood.com](http://www.tonyattwood.com)
- Pamela Wolfberg [www.autisminstitute.com](http://www.autisminstitute.com)
- Autism Society of Minnesota [www.ausm.org](http://www.ausm.org)
- Autism Asperger Digest [www.autismdigest.com](http://www.autismdigest.com)
- Gentle Teaching [www.gentleteaching.com](http://www.gentleteaching.com)
- Ross Greene [www.explosivechild.com](http://www.explosivechild.com)
- Michelle Garcia Winner [www.socialthinking.com](http://www.socialthinking.com)
- OASIS [www.aspergersyndrome.org](http://www.aspergersyndrome.org)
- Autism Society of America [www.autism-society.org](http://www.autism-society.org)
- Geneva Centre for Autism [www.autism.net](http://www.autism.net)
- Teach 2 Talk [www.teach2talk.com](http://www.teach2talk.com)