1. Think about the environment you work in. This includes all the places you might work with students during the day: classrooms, playgrounds, workstations, cafeterias, libraries etc. Where are the trouble spots you see the most behavioral problems from the student(s) you support? What is it about the environment in those places that might contribute to the student’s difficulties?

2. Find a specific activity where the student you support is having behavioral problems. What is it about the match between that student’s skill set and what the student is being asked to do that could contribute to the problems she is having?

3. Think about the classroom (or another setting) where you are currently working with a student. Consider what changes you might make in each of the following areas to make things go more smoothly for that student or any other students:
   A. Physical Environment: Where could you make changes to the physical environment: where desks are placed, the flow of the room, where materials are located?
   B. Sensory Environment: What visual, auditory, and other types of stimuli are present? What would you change to reduce the chance of students being over-stimulated?
   C. Tone: How would you describe the tone you are using with your student? Think of another adult working in the classroom. Describe the tone they often use. What is one way you would change their tone in working with a student that might work better with students?
   D. Social: What kinds of interactions is your student(s) having with other kids? Are they helpful or positive? Can you identify another student(s) that you think might have more helpful interactions with your student? What about their interaction would be better? What are some ways you could make that happen?
   E. Structure and Routines: Examine the whole day of the student you are working with. Can you identify one thing about the way their day is structured that really helps her? One thing that doesn’t help her? How would you change it?
How might students from different cultural backgrounds have different reactions to –

A. The way the physical space of the environment is organized?
B. What they might consider over-stimulating?
C. When and in what ways they socialize with peers?
D. How they perceive and respond to structure, rules and routines?