

ARRIVALS & GREETINGS

- Assistant meets Carla at the school bus at 9:00 a.m. Assistant greets Carla and *waits for Carla to respond.*
- Assistant says "time for school" and shows Carla a photo of her locker.
- Assistant stops at door and waits to see if *Carla will reach out or request in any way assistance with the outside door.* Assistant points to the door, and waits for Carla to respond. After Carla has responded, assistant responds with a comment, "oh, you need help with the door."
- Assistant shows Carla again the picture of her locker and indicates where they are going. (We suggest putting a special brightly coloured shape target on Carla's locker so that it stands out).
- Assistant helps Carla to take her jacket off and place on the hook.
- Assistant hands Carla the locker photo. *Carla places it in the "finished box" with assistance from the assistant.*
- Carla and Assistant set up the sequence board or boxes for the morning activities.
- Carla walks into the classroom and responds when greeted by her classmates.

Student with multiple severe-profound disabilities often develop a sense of learned helplessness. In the handouts at the end of this section is information on overcoming passive helplessness by empowering the student through communication.