Supportive Strategies for Improving Behavioral Outcomes



Environmental Changes: Keep working areas clear of distraction □ Keep group size small 3-4 students ☐ Move the child's seat closer to a trusted/supportive adult □ Move the child away from highly preferred or □ set the room up so there are clearly defined spaces □ seat child closer to the board Reduce the number of visual distractions on the walls □ Allow access to study corrals to reduce visual distractions □ Create a space at school or home that the child can use for calming/regulating when frustrated or upset Dim or brighten the lights □ Consider the temperature of the room Consider the noise level of the room <u>Reinforcement</u> Pay attention to the things the child asks for and gravitates towards

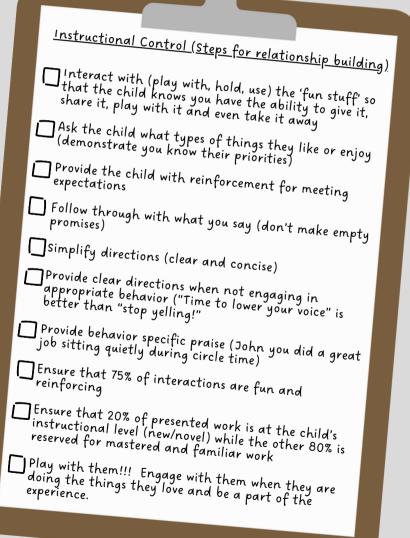
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Consider sticker charts or token boards

Use verbal praise that tells the child what they are doing well- even when giving them a tangible item!

Group contingencies

Ensure reinforcement is contingent (only follows desired behavior)



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Sensory

**Consultation with an occupational therapist may support sensory needs.

Utilize fidget tools

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- □ Try seat cushions / chair bands
- Provide excuses to move (sharpen pencil, deliver a note to the office etc).
- Opportunities for heavy work (carrying books, pushing heavy boxes)
- 🛛 Wall or Chair push-ups
- 🗋 Relaxation time/ area
- 🗋 Standing station/desk

Transitions Pair the child with a preferred peer Have the child walk in the front of the line closest to an adult Place the child in back of line to minimize attention from peers Increase or decrease level of independence for transitions Pre-teach/practice successful/expected transitions Consider transition items <u>Visuals</u> Dost clearly written rules and expectations Utilize visual timers Consider using a picture/ written schedule of the day Support processing with choice boards Help the child learn to use a selfmanagement checklist Utilize picture cues (handy for tooth brushing, hand washing, what order to put snow clothes on, etc.) Communicate options and how to get reinforcement with first/then boards.

Presentation of Tasks

- Ensure work block lengths are appropriate
- Start with familiar (easier) tasks before presenting more difficult tasks
- Outline expectations sequentially
- Break big tasks into smaller more manageable steps
- (consider visuals such as checklists)
- Let the child choose order of tasks
- Let the child choose materials to aid in work completion
- Make tasks close ended (instead of "go read" try "read for 10 minutes")
- Add structure to unstructured times (example: play dates with a friend can be tricky, but having a list of activities they can do together helps to add structure)
- Intersperse difficult tasks with easy tasks
- Allow for group work or to work independently