

## 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 distracting peers
- 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

### Reinforcement

- Pay attention to the things the child asks for and gravitates towards
- 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)

### Instructional Control (Steps for relationship building)

- Interact with (play with, hold, use) the 'fun stuff' so that the child knows you have the ability to give it, share it, play with it and even take it away
- Ask the child what types of things they like or enjoy (demonstrate you know their priorities)
- Provide the child with reinforcement for meeting expectations
- Follow through with what you say (don't make empty promises)
- Simplify directions (clear and concise)
- Provide clear directions when not engaging in appropriate behavior ("Time to lower your voice" is better than "stop yelling!")
- Provide behavior specific praise (John you did a great job sitting quietly during circle time)
- Ensure that 75% of interactions are fun and reinforcing
- Ensure that 20% of presented work is at the child's instructional level (new/novel) while the other 80% is reserved for mastered and familiar work
- Play with them!!! Engage with them when they are doing the things they love and be a part of the experience.

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## Sensory

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

- Utilize fidget tools
- 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

## Visuals

- Post 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 self-management 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