

Quick Reference Strategy Cards

Before presenting a choice, make certain both options are available.

Monitor use of questions and statements! If working on following directions, statements over questions. If working with students who may be oppositional, questions over statements.

Aim to provide 3-5 positive statements for every one demand/directive given!

Review different forms of how you present a demand; make sure to switch it up!

Make sure student knows **when** the work will be done. Visualize when that will be for the student.

Functional Distraction: if a student is escalating, or having a hard time regulating, give them a task to do away from the other students to separate them in a natural manner

Provide praise following handling of challenging situations → make sure to know what is challenging for different students!

Use more **YES** language than **NO** such as, "I know you really want that ice cream, I hear you! I like ice-cream too! Let's write mom a note asking her when you can buy ice-cream with lunch"

Make sure demands that are given include an action and a forced choice if possible, for example, instead of "sit down" try, "time to sit down, let's pick red or pink chair"

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Use non-verbal gestural prompts for praise such as high-fives, thumbs up, smiles, etc.

Always focus on what a student should or can be doing instead of what they can't or shouldn't be doing. For example, if they should be sitting, but stand up, say "it looks like you need to stretch, we can get a drink or sit back down"

Make sure you always know what activity is next, or have a bin of "wait time" activities that the students can engage in so there isn't downtime during transitions

Use incompatible behaviors! These are behaviors that can't occur at the same time as another behavior. For example, if the student is yelling, have them repeat songs or sounds after you model them in a lower volume. If a student is pacing, have them go on an errand to walk functionally. If they are grabbing at things, give them something to hold.

Make sure you are aware of ways to modify work tasks with the student(s) you are working with. These are crucial for escape-maintained behaviors!

Privacy always prevails! Talk with students in private to reduce the likelihood of a power struggle from happening!

Be careful not to assume the path of a behavior. We want to be proactive, but sometimes by not allowing a certain option or choice, we have escalated a behavior instead of entering into a teachable moment.

Pick your battles! Monitor what is available and not available throughout the day. Make safety the top priority, but make sure not to try and control every decision of the day for the student.

Remember behavior is always solving a problem! It's not the problem, it's the solution!