



Parent Training & Information

SAMPLE INTERVENTIONS

Students with mental health challenges:

- need gradual exposure to stressful activities
- need instruction on ways to self-calm need frequent check-ins to avoid giving up easily and to anticipate success

Students on the autism spectrum:

- need a functional communication system
- need task pacing and time schedule instruction
- need structure in the environment to modulate sensory arousal systems
- need physical activity mixed in with other activities
- need social story instruction or social scripts to understand the social world
- need “time away” and access to preferred activities throughout the day
- learn rules through visual prompts
- copy inappropriate behavior easily and need good models

Students with learning disabilities:

- need protection from humiliation
- need self-advocacy training
- need frequent reinforcement for real accomplishments
- need extensive curriculum accommodations to facilitate success
- need mentoring by other students, “circle of friends” to prevent social isolation
- need instruction on what is not impeding school success

Students with ADHD:

- need strategies to maintain attention to task; inhibit impulsive responding; organize time, space, and materials; avoid rushing through work
- need environmental structuring to aid weak goal-setting and flexible problem-solving
- are missing necessary social skills and need instruction
- are punished by peers and need adult structuring to elicit ongoing, appropriate peer interactions
- need frequent reinforcement for rule following
- need active, hands-on learning activities with tasks structured into small, manageable units

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POSITIVE BEHAVIOR INTERVENTIONS THAT WORK

Planned ignoring: Plan ahead of time to ignore specific behaviors that are directed at gaining the attention of the teacher or others. Do not use for peer problems. Ignoring takes practice - you must plan to do it! Planned ignoring may work for-

- calling out answers in class
- not having materials ready for class
- interrupting the teacher
- whistling or humming

**Provide the attention a child is seeking when he or she displays appropriate behaviors.*

Preventive cueing (signal interference): To alert the child who is doing something unacceptable

- A frown, shake of the head, making eye contact, pointing to a seat for a wandering student, or snap of the fingers can convey the need to pay attention or to stop behaviors before they escalate

**Do not show approval when using preventive cueing*

Proximity control: Stand closer to the child who is beginning to have a problem with behavior. Less effective, move child closer to the teacher

- Be sure that proximity is not seen as a threat to the child
- Use during question/answer periods or when giving directions; may pair this interventions with "preventive cueing" for some students

Touch control: Light, non-aggressive physical contact, such as:

- placing a hand on the shoulder of student or
- taking a child's hand to lead him or her back to the desk, etc.

To use touch control, a teacher must be sensitive to the needs of individual students, as some may perceive any form of touch as aggression!

Nonverbal warnings: Place cue cards inconspicuously on a youth's desk as a reminder to change the behavior, or point to the posted rules.

Discipline privately: Whenever possible, not before the child's peers. Students can gain power from daring to "take on" the teacher in a disagreement

Humor: A lighthearted comment or joke (never ridicule) can let a student "save face" who is in a confrontational situation with an adult.

Positive phrasing: Let a child know exactly what behavior is expected, not just what is not expected

- State the reinforcement for carrying out the desired behavior
- "I will call on you to answer as soon as you raise your hand"

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POSITIVE BEHAVIOR SNAPSHOTS

All behavior is meaningful

- There is logic behind the behaviors of children
- Our job is to understand its context

Change of Perspective

- Discard “The child IS a problem” mindset
- Understand “This child HAS a problem. This child has challenges.”

Behavior serves a function

- To get something
- To avoid (escape) something
- To have control

Behavior Chain of Events: A, B, C

- Antecedent or Trigger
- Behavior (positive or negative)
- Consequence

Teaching by itself does not change behavior

- Behaviors take time to become habits
- Children need positive reinforcement over time
- Must be used more frequently than punishment

And Meaningful Consequences....

...Help change and maintain behavior across time

Consequences must —

- Be clearly stated and communicated
- Be logical – bear a relationship to the behavior
- Apply universally to all (across settings)

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