## Preventative Teacher Strategies (to prevent the problem behavior from occurring)

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| **Function of Behavior** | **Teacher Preventative Strategies (to prevent the problem behavior from occurring)** |
| **Get/Obtain Emotional Support**  | * Provide informal check-in (greeting) and recognize a change in behavior which may be a clue that problems have occurred earlier in the day (e.g., missed breakfast, disagreement with sibling, etc.).
* Leave notes for the scholar to set a goal for the day’s class.
* Address problems (“Are you okay? You seem upset about something”… then listen to student).
* Recognize that students in distress may try to engage adults in “Conflict Cycles” and escalate a problematic situation. Adults stay calm and provide supportive statements (e.g., “I see you’re upset. Something’s not right. Talk to me”)
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| **Get/Obtain Attention Adults**  | * Provide a daily check-in with student
* Provide opportunities for recognition and leadership
* Increase amount and frequency of positive feedback (4 positives to 1 correction)
* Provide opportunities for involvement in lesson (pass out materials, etc.)
* Allow student to request time with counselor--provide a specific number of requests student can use over the course of one day
* Immediately recognize positive behaviors
* Provide mentor relationship with a supportive adult at school
* Establish increased communication system with family – texts/calls/emails at certain points of the day
* Assure predictable attention in school by adults maintaining schedules (i.e., related service appointments)
* Develop a reinforcement schedule at school that results in time spent doing desired activity with parent
* Avoid use of the word “No.” Tell students what they should do to gain positive attention/recognition instead of what they shouldn’t do (e.g., instead of "No more calling out," replace it with a live in the now correction, "Remember to raise your hand.”)
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| **Get/Obtain Attention Peers**  | * Allow student to lead lessons and discussions (age appropriate)
* Assign a support buddy and have student sit near peer
* Use socially competent peers to model and reinforce appropriate behavior
* Plan supervised socialization in schedule so students can connect with each other
* Arrange for student to be a peer tutor or to help others
* Arrange opportunities to increase peer status for pro-social behavior, realizing that past peer status reinforced misbehavior
* Have student earn time with peer via a token economy system
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| **Get/Obtain Sensory**  | * Allow student to walk around while reading
* Allow student to move seat toward desired element (light, heat, good smell)
* Give student opportunities for preferred sensory stimulation (i.e., music, object) while on task
* Allow student to hold preferred item during lessons
* Provide selection of activities for student to choose from when overwhelmed (drawing, classroom chore, stretch in back of the room)
* Provide selection of activities for student to choose from when low alertness (deep breaths, stretch, drink, quick walk, carry heavy load, etc.)
* Create sensory area in class (i.e., plush chairs, sand tub etc.) as a place to take scheduled breaks (developed in collaboration with physical therapist/occupational therapist)
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| **Get/Obtain Tasks/Activities**  | * Keep items out of sight/reach
* Have more than one popular item available
* Consider seating and proximity of desired items
* Use a timer to structure amount of access to preferred items
* Use a visual schedule to let student know when their turn will come
* Have picture representation of desired tangible item as reminder of what student working towards
* Use creative ways to show student what he/she is working towards (i.e., create image of desired object, divide image into puzzle pieces, when student does \_\_\_\_\_\_ he/she earns a piece of puzzle, when puzzle is complete, student obtain
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| **Avoid/Escape Emotional Support**  | * Prepare the student ahead of time for changes, transitions, stressful situations
* Prep student of when he/ she will be called upon in class
* Structure tasks for success and frequently provide reassurance
* Provide more cues and reassurance before the lesson, e.g., “Remember to tell me if you want help.”
* Provide more reassurance before a stressful situation by giving cues to what has been taught and practiced, “Remember to use your words to let me know if \_\_\_\_\_\_\_\_ (problematic situations).”
* Develop a signal between teacher and student that is not obvious to other students, indicating when help is needed.
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| **Avoid/Escape Attention Adults**  | * Adult tells assignment, then walks away to allow processing time and reduce power conflict
* Adult avoids correcting student publicly (have a private conversation)
* Adults avoid power struggles and using negative “You” messages (e.g., “You never listen!)
* Adults model respectful behavior (words, gestures, body language, etc.) expected of students
* Adults correct misbehavior immediately in calm, business-like manner
* Allow student to go to alternate class when a substitute teacher is present
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| **Avoid/Escape Attention Peers**  | * Allow student to work alone, if appropriate
* Allow student to work in a separate location (e.g., another teacher’s room, library, etc.)
* Allow student to move seat away from non-preferred peer
* Allow student to choose to work with preferred peer or group for support
* Allow student to share in a one-to-one setting
* Allow student to attempt something new in private before doing it in front of peers
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| **Avoid/Escape Sensory**  | * Permit student to sit near front of class
* Allow opportunities for students to adjust seats, positions, etc. for sensory reasons
* Allow student to stand while working
* Allow use of “wiggle cushion,” heavy rubber bands, “squish balls,” weighted lap pad, tilted chair, slant board, bean bag chairs (these must be introduced/practiced)
* Be aware of sensory elements in the environment that may be overwhelming and attempt to regulate (lower lights, less noise, fewer things on walls, student in smaller groups, etc.) This may include large unstructured environment adaptations such as lunch and recess.
* Create a quiet area to reduce distractions as much as possible
* Provide study carrels (cardboard dividers) to avoid distractions
* Provide advance notice of next event in the schedule (non-preferred) and how soon it is coming
* Schedule preferred subjects after non-preferred subjects
* Counseling sessions may include (as appropriate) teaching relaxation strategies to use when stressed (deep breathing, progressive relaxation, creative visualization)
* Confer with guidance counselor about integrating relaxation strategies in classroom
* Provide different work spaces for different tasks, clearly identified
* Teach other students about “personal space” for students who are highly sensitive to touch
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| **Avoid/Escape Tasks/Activities**  | * Change format (digital text, enlarged print size, pictures/graphics, auditory instead of print, manipulatives or hands-on learning, manila folder to cover portions of work etc.)
* Allow choices of activities within subject
* Allow completion of tasks in small segments (complete every other question) or short amounts of time (use a timer)
* Provide a quick brain break after X minutes of work
* Alternate assignments between easy/more difficult
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