

Preventative Strategies

In most situations, family and team members are likely using some effective strategies to manage the student's behavior, but may not be sharing these with the rest of the team. It may be a good idea to brainstorm as a group to determine what kinds of preventative strategies and techniques have been most effective in altering your student's inappropriate behavior.

Here are some examples brainstormed by a student's team:

- consistent verbal cueing; giving him feedback
- removal and/or change of situation and position
- using a calm voice
- having some favourite objects available for the student to manipulate
- consistently provide anticipatory cueing
- involving the student in movement
- providing routine activities
- offering quiet time and quiet music
- utilizing peer involvement
- engaging the student with a hands-on activity (using familiar objects), until he becomes accustomed to the new activity
- incorporating vestibular stimulation into the activity - rocking movements, rocking chair, swing forward

Your team may wish to consider the different strategies, currently being used by family and school team which address:

1. Strategies To Avoid The Behaviour

Examples...

- review expectations before activity; talk about expectations
- explain how the student's behavior impacts others)
- be prepared - have materials available and ready to go
- let the student know that they need to wait because you have to briefly answer someone's question
- remind the student of his/her reward for not hitting

2. Strategies To Re-Direct The Behaviour If You Notice It Starting

Examples...

- place your hand on the student's hand(s)
- verbal cues - remind her "no hitting" or "hands in lap"
- acknowledge the student's behaviour - let him/her know you understand that they are mad

3. Strategies To Respond To The Behaviour With A Consistent Consequence

Examples...

- the first time it occurs, give verbal feedback that this is “not acceptable”
- second time it occurs, say “next time, its time out”
- third time it occurs, place the student in “Time Out” without social reinforcement
- remove the item/activity

Gather your team together including the teacher, family, assistants and any involved therapists who know the student well, to generate your own student-specific list.

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