

## Factors Which Decrease The Occurrence Of The Undesired Behaviour

With which environments, situations, activities, sensory experiences and people are your student's undesired behaviours less frequent? We want to look for activities and routines that have these components, or build some of these factors into potentially functional routines. None of these factors may be consistent all of the time. Your student's team should brainstorm factors that are helpful in decreasing the undesired behaviour.

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The following are some examples for a sample student:

- being at home when free to roll and explore with his hands
- when taking Tylenol
- experiencing consistency and familiarity
- responding to his communication throughout the routine
- when experiencing frequent changes in activities (1-5 minutes)
- one-to-one involvement with someone
- engaging with an object with his hands
- listening to a calm voice
- listening to calm music in a darkened room
- changing his position
- coming into an activity when peers are already settle
- active participant - looking intently, reaching, handling and object, listening
- free exploration
- pool, swinging, movement, in the car (moving)
- outside (nice weather - sunny day)
- quiet - dark, calming music
- people that he is used to and predictable situations - routine
- calm voice, familiar voice(try Dave's voice reading a story?)
- changing his position
- varying changes to frequency of activities
- responding to his communication throughout routine
- time to transition to new activity