

# Preventative Strategies

In most situations, family and team members are likely using some effective strategies to manage the student's behaviour 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 behaviour, so far? These strategies may change as your student changes and they are usually specific to your own student. Those who know your student best will have the most current information. These strategies should be re-visited each year, as they may change. It may be helpful for your student's team to post these on a one-page reference sheet for the receiving teacher and any new or relief teaching assistants working with your student.

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
- involve the student in movement
- provide routine activities
- offer quiet time and quiet music
- utilize peer involvement
- engage the student with a hands-on activity (using familiar objects), until he becomes accustomed to the new activity
- incorporate 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 rules before activity; Talk about expectations
- tell her it makes people mad (how her behavior impacts others)
- be prepared - have materials available and ready to go
- let her know that you have to briefly answer someone's question
- remind her of her reward for not hitting

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

Examples...

- place your hand on her hers
- verbal cues - remind her "no hitting" or "hands in lap"
- acknowledge her behaviour - let her know you understand that she is mad

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

Examples...

- 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 her in “Time Out” without socially reinforcing her
- 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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