

7 PROACTIVE STRATEGIES

Here is a list of evidence-based preventative strategies you can implement with the students you interact with to set you and your student up for success.

Priming

Immediately before a “triggering” event, explain to the learner what will happen.

This can be used for:

- Transitions
- Triggering events (losing a board game)
- New situations (field trip)
- Outlining expectations (quiet mouth in the library)

High-P Sequence

For the “unmotivated” learner

A sequence of highly probable or easy requests before presenting a lower probable or difficult request

How to: Present 2 to 5 easy tasks to do before the nonpreferred task at a quick pace

Choice

For the student who wants to “control”

Incorporate choice as much as possible when placing demands.

Ways to provide choice:

- Choice board
- Verbally ask them
- Student specific

Functional Communication Training

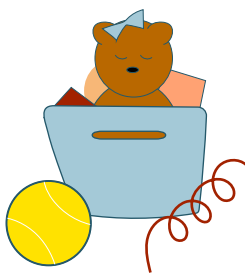
1. Define the problem behavior.
2. Determine the function of the problem behavior.
If you don't know, refer to the student's functional behavior assessment.
3. Define a replacement behavior.
4. Teach the replacement behavior.
5. Maintain the replacement behavior.

First/Then

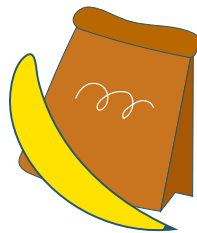
A simple visual schedule, which can be faded into verbal directions, is a First/Then schedule.

You state what the learner must complete first before they earn a preferred activity.

First Clean



Then Snack



Alter the Environment

Change the environment so the learner will be successful.

Ways to alter the environment:

- Visual supports
- Remove distractions (if the student pulls out their phone often, have the student put their phone in a secure location away from the student during work)
- Move student's desk (if the student elopes, do not seat them next to the door)
- Sensory fidgets
- Removing dangerous items (scissors, pencils, etc. for dangerous, aggressive behaviors)
- Have the student seated near the teacher or paraprofessional

Active Supervision

For the student who tries to “push the limits”

1. Identify the activity or transition period that would benefit most from active supervision.
2. Ensure that the routine for the target activity is familiar and understood by students. If not, routines and expectations must be established.
3. Provide the cue or prompt to engage in the activity.
4. Signal your awareness of the student's actions through proximity, prompts, and nonverbal communication.
5. Scan and monitor the area as the activity occurs.
6. Manage infractions and off-task behaviors efficiently: Privately, in a business-type way, and with opportunities for positive interactions.
7. At appropriate intervals and end of the activity, reinforce the student's good behaviors with positive comments and gestures.
8. Provide student with the opportunity to give feedback.