

General Strategies

... to make **Problem behavior Unnecessary** and **Preferred behavior Easy**

1. Modify Expectations

- Teach in Advance what IS Expected in a given routine (preferred behaviors) and what will be the reward
- Practice during good times
- Agree on a Silent Prompt (nonthreatening and non reinforcing)
- Pre-Teach just BEFORE problems are likely
- Provide Choices (when possible) BEFORE problem behavior
- Use Silent Prompt DURING problem behavior
- Reward Expected behavior. Don't reward problem behavior
- Re-Teach AFTER problem behavior (during good times)

2. Organize Space

- To Highlight Choices (toys, tasks, chores, clothes, foods, etc) using objects, pictures or other symbols
- To Create Boundaries (where we eat, where we play quietly, roughly, where we change cloths, etc)
- To enhance Independence (specific containers, hooks, drawers etc for specific items, so easily

found and put away)

- To draw Closure on activities (when all items are off the table, or in the bin, back on shelf, etc)
- To Remind learner of Preferred Behavior (near good role models)
- To Minimize Distraction or Temptation (homework in bedroom and away from TV)
- To Ensure Safety (keep visual sight of a child who runs away)
- To Ensure preferred behavior gets Noticed

3. Organize Time

- To ensure Predictability (reviewing the schedule for the day with those who don't like surprises)
- To highlight Choices (building a schedule with blank spaces the learner can fill in)
- To build Momentum (starting with a few highly preferred tasks before moving on to something less preferred)
- To enhance Motivation (making highly preferred tasks follow less preferred)
- To Delay gratification (so learner can see that what he wants will indeed happen but not right now)
- To ensure Reinforcement (teaching the learner that no task is done without showing the caregiver your work)

4. Improve your Relationship

- Notice and Acknowledge preferred behavior BEFORE problem behavior occurs (do my rewards outweigh my corrections?)

- Take responsibility to ensure child success DURING problem behavior (silent prompts to preferred behavior)

- Celebrate small successes to return to normal AFTER problem behavior occurs

- Take responsibility for your own behavior
 - Refrain from yelling or threatening, blaming

 - Be the example you expect in your child

 - Be clear about the Messages you wish to convey

- Truly listen and let the child know you heard him/her

- Show gratitude for the “good choices” s/he makes

- Self-monitor your own behavior to understand the child’s perspective