

Positive Classroom Behavior Supports (PCBS)

"...the key to successful classroom management is prevention of problems before they start, not knowing how to deal with problems after they have begun."

-George Sugai and Brandi Simonsen

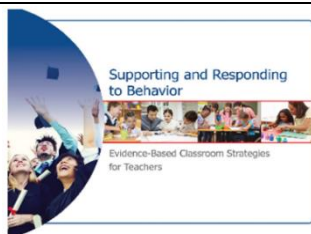
SWPBIS Tiered Fidelity Inventory

TFI 1.8 Classroom Procedures:

Tier I features' (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within **classrooms** and consistent with school-wide systems.

Are all core features of Tier I supports visible?

- ▲ Teaching matrix with positively stated expectations and consistent routines
- ▲ System for acknowledging appropriate behavior
- ▲ In-class system for responding to inappropriate behavior



The single best way to address challenging behaviors in your classroom is to take steps to make sure they never occur. While there is no universal panacea for preventing challenging behaviors, there are several research-validated strategies which when implemented with fidelity, prevent challenging behaviors.

FOUNDATIONS

Settings

Routines

Expectations

PREVENTION PRACTICES

Supervision

Opportunity

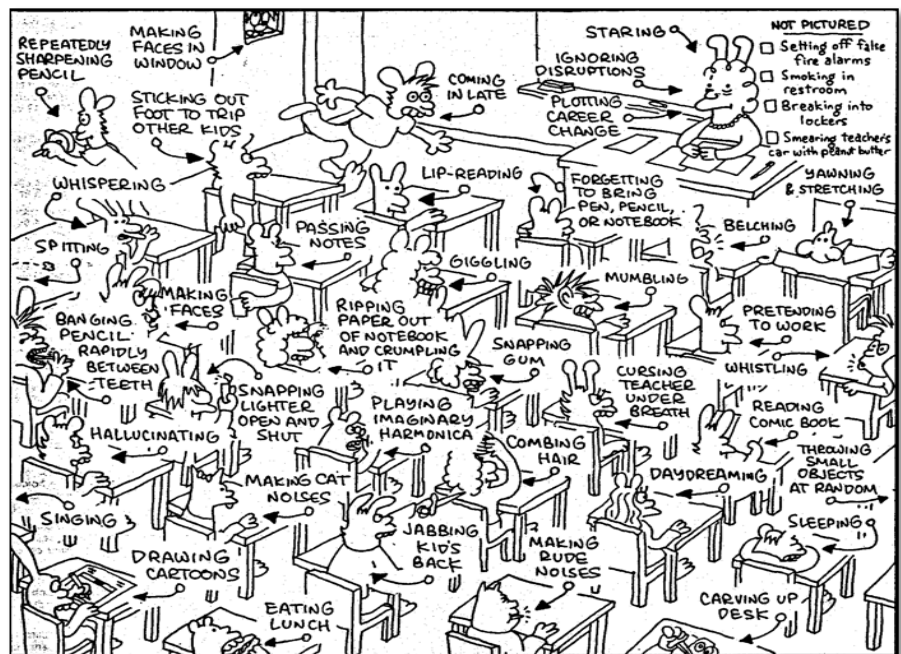
Acknowledgement

Prompts/Pre-corrections

RESPONSE PRACTICES

Error Correction

FAST Method



This technical assistance document was adapted from the PBIS Technical Brief on Classroom PBIS Strategies written by: Brandi Simonsen, Jennifer Freeman, Steve Goodman, Barbara Mitchell, Jessica Swain-Bradway, Brigid Flannery, George Sugai, Heather George and Bob Putman, 2015.

Classroom Foundations

#1

Self-Assessment Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.	FOUNDATIONS		YES	NO
	1. The classroom is physically designed to meet the needs of all students. <i>If yes, continue with self-assessment. If no, begin with 1.1 of interactive map.</i>			
	2. Classroom routines are developed, taught, and predictable. <i>If yes, continue with self-assessment. If no, begin with 1.2 of interactive map.</i>			
	3. Three to five positive classroom expectations are posted, defined and explicitly taught. <i>If yes, continue with self-assessment. If no, begin with 1.3 of interactive map.</i>			

1.1 SETTINGS: Effectively design the physical environment of the classroom

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
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Elementary

<p>Design classroom to facilitate the most typical instructional activities.</p> <p>Arrange furniture to allow for smooth teacher and student movement.</p> <p>Assure instructional materials are neat, orderly, and ready to use.</p> <p>Post materials that support critical content and learning strategies.</p>	<p>Design classroom layout according to the type of activity taking place</p> <ul style="list-style-type: none"> • Tables for centers • Separate desk for independent work • Circle area for group instruction <p>Consider teacher versus student access to materials</p> <p>Use assigned seats and areas</p> <p>Be sure all students can be seen</p>	<p>Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students</p> <p>Disorderly, messy, unclean, and/or visually unappealing environment</p> <p>Some students and/or parts of the room not visible to teacher</p> <p>Congestion in high-traffic areas (e.g., coat closet, pencil sharpener, teacher desk)</p> <p>Inappropriately sized furniture</p>	<p>Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical space</p> <p>Arranging classroom environment to deliver instruction in a way that promotes learning</p> <p>Video: http://louisville.edu/education/abri/primarylevel/structure/group (2)</p> <p>Book: <i>Structuring Your Classroom for Academic Success</i> (3) (2) Archer & Hughes, 2011 (3) Paine, et all, 1983</p>
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Secondary

<p>Design classroom to facilitate the most typical instructional activities.</p> <p>Arrange furniture to allow for smooth teacher and student movement.</p> <p>Assure instructional materials are neat, orderly, and ready to use.</p> <p>Post materials that support critical content and learning strategies.</p>	<p>Design classroom layout according to the type of activity taking place:</p> <ol style="list-style-type: none"> 1.circles for discussion 2.forward facing for group instruction <p>Use assigned seats</p> <p>Be sure all students can be seen</p> <p>Consider options for storage of students' personal items</p>	<p>Equipment and materials are damaged, unsafe, and/or not in sufficient working condition or not accessible to all students.</p> <p>Disorderly, messy, unclean, and/or visually unappealing environment</p> <p>Some students or parts of the room not visible to teacher</p> <p>Congestion in high-traffic areas.</p>	<p>Teachers can prevent many instances of problem behavior and minimize disruptions by strategically planning the arrangement of the physical environment. (1) Arranging classroom environment to deliver instruction in a way that promotes learning. (2)</p> <p>Video: http://louisville.edu/education/abri/primarylevel/structure/group</p> <p>Book: <i>Structuring Your Classroom for Academic Success</i> (3) 1 Wong & Wong, 2009 2 Archer & Hughes, 2011</p>
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1.2 ROUTINES: *Develop and teach predictable classroom routines*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
Elementary			
<p>Establish predictable patterns and activities.</p> <p>Promote smooth operation of classroom.</p> <p>Outline the steps for completing specific activities.</p> <p>Teach routines and procedures directly.</p> <p>Practice regularly.</p> <p>Recognize students when they successfully follow classroom routines and procedures.</p> <p>Create routines and procedures for the most problematic areas or times.</p> <p>Promote self-managed or student-guided schedules and routines.</p>	<p>Establish routines and procedures for</p> <ul style="list-style-type: none"> • Arrival and dismissal • Transitions between activities • Accessing help • What to do after work is completed <p>Example arrival routines:</p> <ul style="list-style-type: none"> • Hang up coat and backpack • Put notes and homework in the "In" basket • Sharpen two pencils • Go to desk and begin the warm-up activities listed on the board • If you finish early, read a book 	<p>Assuming students will automatically know your routines and procedures without instruction and feedback</p> <p>Omitting tasks that students are regularly expected to complete</p> <p>Missing opportunities to provide: (a) visual and/or auditory reminders to students about your routines and procedures (e.g., signs, posters, pictures, hand signals, certain music playing, timers) and/or (b) feedback about student performance</p>	<p>Establishing classroom routines and procedures early in the school year increases structure and predictability for students; when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior. (4)</p> <p>Student learning enhanced by teachers' developing basic classroom structure. (5)</p> <p>Podcast: http://pbissmissouri.org/archives/1252 Video: https://www.teachingchannel.org/videos/create--a--safe--classroom</p> <p>(4) Kern & Clemens, 2007 (5) Soar & Soar, 1979</p>
Secondary			
<p>Establish predictable patterns and activities.</p> <p>Promote smooth operation of classroom.</p> <p>Outline the steps for completing specific activities.</p> <p>Teach routines and procedures directly.</p> <p>Practice regularly.</p> <p>Recognize students when they successfully follow classroom routines and procedures.</p> <p>Create routines and procedures for the most problematic areas or times.</p> <p>Promote self-managed or student-guided schedules and routines.</p>	<p>Consider routines and procedures for:</p> <p>1. turning in work</p> <ul style="list-style-type: none"> * handing out materials * making up missed work * what to do after work is completed <p>Examples of class period routines:</p> <ul style="list-style-type: none"> * warm-up activity for students * review of previous content * instruction of new materials * guided or independent practice opportunities * wrap -up activities 	<p>Assuming students will automatically know your routines and procedures without instruction and feedback.</p> <p>Omitting tasks that students are regularly expected to complete.</p> <p>Missing opportunities to provide:</p> <ul style="list-style-type: none"> * visual and/or auditory reminders to students about your routines and procedures * feedback about student performance 	<p>Establishing classroom routines and procedures early in the school year increases structure and predictability for students; when clear routines are in place and consistently used, students are more likely to be engaged with school and learning and less likely to demonstrate problem behavior. (4)</p> <p>Student learning enhanced by teachers' developing basic classroom structure. (5)</p> <p>Podcast: http://pbissmissouri.org/archives/1252 Video: https://www.teachingchannel.org/videos/create--a--safe--classroom</p> <p>(4) Kern & Clemens, 2007 (5) Soar & Soar, 1979</p>

Classroom Prevention Practices

#2

Self-Assessment	PRACTICES		YES	NO
	Teachers should start with the first statement on the self-assessment. When unsure of an answer, teachers should go to the part of the interactive map indicated and read more about the practice.	4. Prompts and active supervision practices are used proactively. <i>If yes, continue with self-assessment. If no, begin with 2.1 of interactive map.</i>		
5. Opportunities to respond are varied and are provided at high rates. <i>If yes, continue with self-assessment. If no, begin with 2.2 of interactive map.</i>				
6. Specific praise and other strategies are used to acknowledge behavior. <i>If yes, continue with self-assessment. If no, begin with 2.3 of interactive map.</i>				
7. Reminders are consistently given before a behavior might occur. <i>If yes, continue with self-assessment. If no, begin with 2.4 of interactive map.</i>				
	8. The responses to misbehaviors in the classroom are appropriate and systematic. <i>If yes, continue with self-assessment. If no, begin with 2.5 of interactive map.</i>			

2.1 SUPERVISION: Use active supervision and proximity

DESCRIPTION AND CRITICAL FEATURES	EXAMPLES	NONEXAMPLES	EMPIRICAL SUPPORT and RESOURCES
"What key strategies can I use to support behavior in my classroom?"	"How can I use this practice in my classroom?"	"What should I avoid when I'm implementing this practice?"	What evidence supports this practice, and where can I find additional resources?"

Elementary

<p>A process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students.</p> <p>Includes: SCANNING: visual sweep of entire space MOVING: continuous movement, proximity INTERACTING: verbal communication in a respectful manner, any pre-corrections, non-contingent attention, specific verbal feedback</p>	<p>While students are working independently in centers, scan and move around the classroom, checking-in with students</p> <p>While working with a small group of students, frequently look up and quickly scan the classroom to be sure other students are still on track</p> <p>During transitions between activities, move among the students to provide proximity; scan continuously to prevent problems, and provide frequent feedback as students successfully complete the transition</p>	<p>Sitting or standing where you cannot see the entire room or space, such as with your back to the group or behind a desk.</p> <p>Walking the same, predictable route the entire period-of-time, such as walking the rows of desks in the same manner every period.</p> <p>Stopping and talking with a student or students for several minutes.</p> <p>Interacting with the same student or groups of students every day.</p>	<p>Combining prompts or pre-correction with active supervision is effective across a variety of classroom and non--classroom settings (9)</p> <p>Module: http://pbissmissouri.org/archives/1304</p> <p>Video http://louisville.edu/education/abri/primarylevel/supervision/group</p> <p>(8) DePry & Sugai, 2002 (9) Colvin, Sugai, Good, & Lee, 1997;; DePry & Sugai, 2002;;</p>
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Secondary

<p>A process for monitoring the classroom, or any school setting, that incorporates moving, scanning, and interacting frequently with students.</p> <p>Includes: SCANNING: visual sweep of entire space MOVING: continuous movement, proximity INTERACTING: verbal communication in a respectful manner, any pre-corrections, non-contingent attention, specific verbal feedback</p>	<p>While monitoring students, move around the area, interact with students, and observe behaviors of individuals and the group; scan the entire area as you move around all corners of the area.</p> <p>Briefly interact with students: * Ask how they are doing, comment, or inquire about their interests; * Show genuine interest in their responses</p>	<p>Sitting or standing where you cannot see the entire room or space, such as with your back to the group or behind a desk.</p> <p>Walking the same, predictable route the entire period of time, such as walking the rows of desks in the same manner every period.</p> <p>Stopping and talking with a student or students for several minutes.</p> <p>Interacting with the same student or groups of students every day.</p>	<p>• Combining prompts or pre-correction with active supervision is effective across a variety of classroom and non--classroom settings (9)</p> <p>Module: http://pbissmissouri.org/archives/1304</p> <p>IRIS Ed (secondary):7 (8) DePry & Sugai, 2002 (9) Colvin, Sugai, Good, & Lee, 1997;; DePry & Sugai, 2002; Lewis, Colvin, & Sugai, 2000</p>
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2.2 OPPORTUNITY *Provides high rates and varied opportunities to respond*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
<h3>Elementary</h3>			
<p>A teacher behavior that requests or solicits a student response.</p> <p>Opportunities to respond include:</p> <p>INDIVIDUAL OR SMALL-GROUP QUESTIONING: *use a response pattern to make sure that all students are called on</p> <p>CHORAL RESPONDING *All students in a class respond in unison to a teacher question</p> <p>NONVERBAL RESPONSES *Response cards, student response systems, guided notes</p>	<p>Individual or small group questioning</p> <ul style="list-style-type: none"> Student names can be on a seating chart, strips of paper, or popsicle sticks in a can or jar; as questions are posed, a student name is drawn <p>Choral responding</p> <ul style="list-style-type: none"> Students read a morning message out loud together Students recite letter sounds together <p>Nonverbal responses Thumbs up if you agree with the character's choice in our story</p>	<p>A teacher states, "we haven't talked about this at all, but you will summarize the entire chapter for homework. Work quietly for 45 minutes on this new content, and I will collect your papers at the end of class". (This is not sufficiently prompted and does not promote frequent active engagement)</p> <p>A teacher provides a 2—minute lesson without asking any questions or prompting any student responses.</p>	<p>Increased rates of opportunities to respond support student on--task behavior and correct responses while decreasing disruptive behavior (10)</p> <p>Teacher-use of opportunities to respond also improves reading performance (e.g., increased percentage of responses and fluency) (11) and mathematics performance (e.g., rate of calculation, problems completed, correct responses) (12)</p> <p>Module: http://pbissmissouri.org/archives/1306 Videos: http://louisville.edu/education/ab http://louisville.edu/education/ri/primarylevel/otr/group http://louisville.edu/education/</p>
<h3>Secondary</h3>			
<p>A teacher behavior that requests or solicits a student response.</p> <p>Opportunities to respond include:</p> <p>INDIVIDUAL OR SMALL-GROUP QUESTIONING: *use a response pattern to make sure that all students are called on</p> <p>CHORAL RESPONDING *All students in a class respond in unison to a teacher question</p> <p>NONVERBAL RESPONSES *Response cards, student response systems, guided notes</p>	<p>INDIVIDUAL OR SMALL-GROUP QUESTIONING: "I just showed you how to do #1; I am going to start #2 second row; get ready to help explain my steps."</p> <p>CHORAL RESPONDING "Write a sentence to summarize the reading; then share with your peer partner before sharing with me."</p> <p>NONVERBAL RESPONSES "Hand up if you got 25 for the answer." "Get online and find two real-life examples for 'saturation point'."</p>	<p>A teacher states, "we haven't talked about this at all, but you will summarize the entire chapter for homework. Work quietly for 45 minutes on this new content, and I will collect your papers at the end of class".</p> <p>A teacher provides a 2—minute lesson without asking any questions or prompting any student responses.</p>	<ul style="list-style-type: none"> Increased rates of opportunities to respond support student on--task behavior and correct responses while decreasing disruptive behavior (10) Teacher use of opportunities to respond also improves reading performance (e.g., increased percentage of responses and fluency) (11) and mathematics performance (e.g., rate of calculation, problems completed, correct responses) (12) <p>Module: http://pbissmissouri.org/archives/1306 Videos: http://louisville.edu/education/ab http://louisville.edu/education/ri/primarylevel/otr/group http://louisville.edu/education/ (10) Carnine, 1976;; Heward, 2006;; Skinner, Pappas & Davis, 2005;; Sutherland, Alder, & Gunter, 2003;; Sutherland & Wehby, 2001;; West & Sloane, 1986 (11)Skinner, Belfior, Mace, Williams--Wilson, & Johns, 1997 (12) Carnine, 1976;; Logan & Skinner, 1998;; Skinner, Smith, & McLean, 1994</p>

2.3 ACKNOWLEDGEMENT: Use behavior specific praise

DESCRIPTION AND CRITICAL FEATURES "What key strategies can I use to support behavior in my classroom?"	EXAMPLES "How can I use this practice in my classroom?"	NONEXAMPLES "What should I avoid when I'm implementing this practice?"	EMPIRICAL SUPPORT and RESOURCES What evidence supports this practice, and where can I find additional resources?"
Elementary			
<p>Verbal statement that names the behavior explicitly and includes a statement that shows approval.</p> <p>*May be directed toward an individual or group</p> <p>*Praise should be provided soon after behavior, understandable, meaningful, and sincere.</p> <p>*Deliver approximately five praise statements for every one corrective statement</p> <p>*Consider student characteristic when delivering behavior-specific praise and adjust accordingly (praise privately vs. publicly)</p>	<p>Following a transition where students quietly listened to instructions, "You did a great job sitting quietly and listening for what to do next."</p> <p>During educator-directed instruction, a student raises her hand. The educator says, "thank-you for coming into the room quietly."</p> <p>The educator walks over to a student and whispers, "Thank-you for coming into the room quietly."</p>	<p>"Great job! Super! Wow!" (These are general, not specific, praise statements.)</p> <p>"Brandi, I like how you raised your hand." (Two minutes later) "Brandi, that was a nice response." (This is praising the same student over-and-over again, while ignoring other students.)</p> <p>A teacher says "Nice hand raise." After yelling at 20 students in a row for talking out. (This is not maintaining five praises to one correction ratio.)</p> <p>"Thank you for trying to act like a human." (This, at best, is sarcasm, not genuine praise.)</p>	<p>Contingent praise is associated with increases in a variety of behavioral and academic skills (13)</p> <ul style="list-style-type: none"> • Behavior-specific praise has an impact in both special and general education settings (14) • Reinforcement should happen frequently and at a minimal ratio of five praise statements for everyone correction (15) <p>Module: http://pbmissouri.org/archives/1300</p> <p>Video: http://louisville.edu/education/abri/primarylevel/praise/group</p> <p>Other resources: http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students</p>
Secondary			
<p>Verbal statement that names the behavior explicitly and includes a statement that shows approval.</p> <p>*May be directed toward an individual or group</p> <p>*Praise should be provided soon after behavior, understandable, meaningful, and sincere.</p> <p>*Deliver approximately five praise statements for every one corrective statement</p> <p>*Consider student characteristic when delivering behavior-specific praise and adjust accordingly (praise privately vs. publicly)</p>	<p>"Blue Group, I really like the way you all handed in your projects on time. It was a complicated project."</p> <p>"Tamara, thank you for being on time. That is the fourth day in a row, impressive."</p> <p>After pulling a chair up next to Steve, the teacher states, "I really appreciate how you facilitated your group discussion. There were a lot of opinions, and you managed them well."</p> <p>After reviewing a student's essay, the teacher writes, "Nice organization, you're using the strategies, we discussed in your writing!"</p>	<p>"Great job! Super! Wow!" (These are general, not specific, praise statements.)</p> <p>"Brandi, I like how you raised your hand." (Two minutes later) "Brandi, that was a nice response." (This is praising the same student over-and-over again while ignoring other students.)</p> <p>A teacher says "Nice hand raise." After yelling at 20 students in a row for talking out. (This is not maintaining a five-praises to one correction ratio.)</p> <p>"Thank you for trying to act like a human." (This, at best, is sarcasm, not genuine praise.)</p>	<p>Contingent praise is associated with increases in a variety of behavioral and academic skills (13)</p> <ul style="list-style-type: none"> • Behavior-specific praise has an impact in both special and general education settings (14) • Reinforcement should happen frequently and at a minimal ratio of five praise statements for everyone correction (15) <p>Module: http://pbmissouri.org/archives/1300</p> <p>Video: http://louisville.edu/education/abri/primarylevel/praise/group</p> <p>Other resources: http://www.interventioncentral.org/behavioral-interventions/motivation/teacher-praise-efficient-tool-motivate-students</p> <p>(13) Partin, Robertson, Maggin, Oliver, & Wehby, 2010 (14) Ferguson & Houghton, 1992;; Sutherland, Wehby, & Copeland, (15) Broden, Bruce, Mitchell, Carter, & Hall, 1970;; Craft, Alber, Heward, 1998;; Wilcox, Newman, & Pitchford, 1988</p>








































2.4 PROMPTS & PRECORRECTS: *Make the problem behavior irrelevant with anticipation and reminders*

DESCRIPTION AND CRITICAL FEATURES <i>"What key strategies can I use to support behavior in my classroom?"</i>	EXAMPLES <i>"How can I use this practice in my classroom?"</i>	NONEXAMPLES <i>"What should I avoid when I'm implementing this practice?"</i>	EMPIRICAL SUPPORT and RESOURCES <i>What evidence supports this practice, and where can I find additional resources?"</i>
Elementary			
<p>Reminders that are provided before a behavior is expected that describes what is expected:</p> <ul style="list-style-type: none"> • Preventative: take place before the behavior response occurs • Understandable: the prompt must be understood by the student • Observable: the student must distinguish when the prompt is present • Specific and explicit: describe the expected behavior (and link to the appropriate expectation) Teach and emphasize self-delivered (or self-managed) prompts 	<p>Before students begin seatwork provide a reminder about how to access help and materials, if needed</p> <p>Before the class transitions, a teacher states, "remember to show respect during a transition by staying to the right and allowing personal space"</p> <p>Pointing to table as student enters room (to remind where to sit)</p> <p>A student looks at a picture sequence prompting effective hand washing and successfully washes hands prior to snack or lunch</p>	<ul style="list-style-type: none"> • While teaching a lesson, a student calls out, and the educator states, "Instead of calling out, I would like you to raise your hand" (This is an error correction—it came after the behavior) • Prior to asking students to complete a task, the educator states, "Do a good job," or gives a thumb's up signal (This is not specific enough to prompt a particular behavior) • Providing only the "no's" (e.g., No running, No talking) instead of describing the desired behavior or failing to link to expectations 	<ul style="list-style-type: none"> • Delivering prompts and pre-corrections for appropriate behavior results in increases in improved behavior (19) • Use prompts during transitions to new routines and for routines that are difficult for students to master (20) <p>Videos: http://louisville.edu/education/abr http://louisville.edu/education/abr http://louisville.edu/education/abr</p> <p>(19) Arceneaux & Murdock, 1997;; Faul, Stepensky, & Simonsen, 2012;; Flood, Wilder, Flood, & Masuda, 2002;; Wilder & Atwell, 2006 (20) Alberto & Troutman, 2013</p>
Secondary			
<p>Reminders that are provided before a behavior is expected that describes what is expected:</p> <ul style="list-style-type: none"> • Preventative: take place before the behavior response occurs • Understandable: the prompt must be understood by the student • Observable: the student must distinguish when the prompt is present • Specific and explicit: describe the expected behavior (and link to the appropriate expectation) Teach and emphasize self-delivered (or self-managed) prompts 	<p>*Pointing to a sign on the board to indicate expectation of a silent noise level prior to beginning independent work time</p> <ul style="list-style-type: none"> • Review of group activity participation rubric prior to the start of group work • Sign above the homework basket with a checklist of "to dos" for handing in homework • A student checks her planner, which includes visual prompts to write down assigned work and bring relevant materials home to promote homework 	<ul style="list-style-type: none"> • While teaching a lesson, a student calls out, and the educator states, "Instead of calling out, I would like you to raise your hand" (This is an error correction—it came after the behavior) • Prior to asking students to complete a task, the educator states, "Do a good job," or gives a thumb's up signal (This is not specific enough to prompt a particular behavior) • Providing only the "no's" (e.g., No running, No talking) instead of describing the desired behavior or failing to link to expectations 	<ul style="list-style-type: none"> • Delivering prompts and pre-corrections for appropriate behavior results in increases in improved behavior (19) • Use prompts during transitions to new routines and for routines that are difficult for students to master (20) <p>Videos: http://louisville.edu/education/abr http://louisville.edu/education/abr http://louisville.edu/education/abr</p> <p>(19) Arceneaux & Murdock, 1997; Faul, Stepensky, & Simonsen, 2012; Flood, Wilder, Flood, & Masuda, 2002; Wilder & Atwell, 2006 (20) Alberto & Troutman, 2013</p>

Prevention Strategies Based on Function of Behavior

#3

➤ Use this document in conjunction with "Confused About Function" questions found in the Consequence System section page 12.

Function	Prevention Strategies	Examples
Get/ Obtain Attention	<ul style="list-style-type: none">  Schedule Adult Attention  Schedule Peer Attention  Increase Proximity to Student  Provide Preferred Activities  Increase OTR  Acknowledge appropriate response or behavior to maintain appropriate behavior 	<ul style="list-style-type: none">  Have adults work with students  Have adults provide periodic attention  Lunch meeting with teacher  Positive Behavior Plan  Pair student with peer  Use peer tutoring or mentoring  Move seating arrangement  Active Supervision  When adult is occupied assign preferred activity
Avoid/ Escape	<ul style="list-style-type: none">  Adjust Demand Difficulties  Offer Choices  Increase Student Preference  Interest in Activity  Assure That Activity Has Functional or Meaningful Outcomes  Alter Length of Task Completion  Use Behavioral Momentum  Task Dispersal  Increase Predictability  Modify Instructional Delivery  Use prompts and pre-corrects before introduction to a difficult task  Acknowledge steps to completion to build compliance 	<ul style="list-style-type: none">  Provide easier work  Allow student to choose: <ul style="list-style-type: none"> Δ Task to complete Δ Sequence tasks to be completed Δ Materials to use Δ Where to complete task Δ When to complete task Δ With whom to complete task  Incorporate student hobbies/interest into activity  Provide activities with valued outcomes  Write and read social stories  Shorten activity  Provide frequent breaks  Change medium/materials  Replace pencil and paper with computers  Present easy requests prior to difficult requests  Provide cues for upcoming or change in activity (instructional, visual, auditory)  Use pleasant tone of voice

Mental Health Disorders: Instructional Strategies and Classroom Considerations

#4

Adapted from Children's Mental Health Disorder Fact Sheet for the Classroom, Minnesota Association for Children's Mental Health

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Anxiety Disorder: is a group of mental disorders characterized by significant feelings of anxiety and fear. Anxiety is a worry about future events and fear is a reaction to current events. These feelings may cause physical symptoms, such as a fast heart rate and shakiness

- ▲ Allow students to contract a flexible deadline for worrisome assignments.
- ▲ Have the student check with the teacher or have the teacher check with the student to make sure assignments have been written down correctly. Many teachers will choose to initial an assignment notebook to indicate that information is correct.
- ▲ Consider modifying or adapting the curriculum to better suit the student's learning style—this may lessen his/her anxiety.
- ▲ Post the daily schedule where it can be seen easily so students know what to expect.
- ▲ Encourage follow-through on assignments or tasks; yet be flexible with deadlines.
- ▲ Reduce school work load when necessary.
- ▲ Reduce homework when possible.
- ▲ Keep as much of the child's regular schedule as possible.
- ▲ Encourage school attendance—to prevent absences, modify the child's class schedule or reduce the time spent at school.
- ▲ Introduce secondary students to new teachers each quarter.
- ▲ Maintain regular communication with parents when students remain at home.
- ▲ Ask parents what works at home.
- ▲ Consider the use of technology. Many students will benefit from easy access to appropriate technology, which may include applications that can engage students' interest and increase motivation (e.g., computer-assisted technology assisted instruction programs, YouTube or webinar demonstrations, videotape presentations).

PREVENT

TEACH

REINFORCE

Autism Spectrum Disorder: (ASD) is a neurodevelopmental disorder that can cause significant communication, social and behavioral impairment. It includes disorders that were once diagnosed separately, including Asperger's syndrome and pervasive developmental disorder not otherwise specified (PDD). The symptoms of ASD are unique for each child.

- ▲ Create a structured, predictable, and calming environment. Consult an occupational therapist for suggestions on handling your student's sensory needs.
- ▲ Foster a climate of tolerance and understanding in the classroom. Consider assigning a peer helper to assist the student in joining group activities and socializing. Make it clear to the class teasing and harassment of any student is not allowed.
- ▲ Use direct teaching to increase socially acceptable behaviors, expected greetings and responses, and group interaction skills. Demonstrate the impact of words and actions on other people during real-life interactions and increase awareness of emotions, body language, and other social cues.
- ▲ Create a standard way of presenting change in advance of the event. A key phrase like "today will be different" may be helpful if used consistently. You may also want to mention changes—for example, "tomorrow we'll have a substitute teacher"—both privately to the student and to the class.
- ▲ Learn the usual triggers and the warning signs of a rage attack or "melt-down" and intervene before control is lost. Help your student to learn self-calming and self-management skills. Remain calm and non-judgmental to reduce stress—remind yourself that your student "can't" rather than "won't" react as others do.
- ▲ Use a team approach when developing curriculum and classroom adaptations. Occupational therapists and speech-language pathologists can be very helpful, and evaluations for assistive/augmentative technology should be done early and often.
- ▲ When teaching basic skills, use materials that are age-appropriate, academically appropriate, positive, and relevant to students' lives.
- ▲ Avoid long strings of verbal instruction. Use written checklists, picture charts, or object schedules instead. If necessary, give instructions one step at a time.
- ▲ Minimize visual and auditory distractions. Modify the environment to meet the students' sensory needs.
- ▲ Help students develop functional learning skills through direct teaching. (Teach them to work left to right and top to bottom.)
- ▲ Students who get fixated on a subject can be motivated by having their topic be the content for lessons in reading, science, math, and other subjects.
- ▲ If students avoid eye contact allow them to use peripheral vision to avoid the intense stimulus of a direct gaze. Teach students to watch the forehead of a speaker rather than the eyes if necessary.

PREVENT

TEACH

REINFORCE

Attention Deficit/Hyperactivity Disorder: is a brain disorder marked by an ongoing pattern of inattention and/or hyperactivity-impulsivity interfering with functioning or development.

- ▲ Have the student check with the teacher or have the teacher check with the student to make sure that assignments have been written down correctly. Some teachers initial an assignment notebook to indicate that information is correct.
- ▲ Consider a Functional Behavioral Assessment (FBA). Understanding the purpose or function of the student's behaviors may help you respond with more effective interventions.
- ▲ Once you have a better understanding of a student's behaviors and learning style, consider modifying or adapting the curriculum and environment.
- ▲ Provide consistent structure and clearly define your expectations.
- ▲ When giving instructions or tasks, it's helpful to break them into numerous steps. Give the student one or two steps at a time.
- ▲ Allow the student to turn in late work for full credit.
- ▲ Allow the student to redo assignments to improve score or final grade.
- ▲ Allow the student to move about within reason. For example, give them tasks that require them to get out of their seat, such as passing out papers, or give them short breaks to exercise or stretch.
- ▲ Teach social skills.
- ▲ Catch your student being good. Look for positive behaviors to reward and reinforce. Many students with AD/HD receive constant criticism for their behavior, which creates a cycle of negative behavior, poor self-esteem, and attention seeking.
- ▲ Have a secret code to help the child recognize that he/she has gotten off task and must refocus. This helps the student stay on task without embarrassment.
- ▲ Allow a student to use tables or formulas—memorization may be very difficult.
- ▲ Allow the student to answer directly in a booklet. This reduces the amount of movement and distraction during an assignment.
- ▲ Teach students with AD/HD self-monitoring techniques. Help them identify social cues from their peers and adults that would suggest a need for a behavior change. Also help students identify an aid or technique that will help them calm down or refocus, such as exercise, short breaks away from stimulation, or meditation.
- ▲ Reduce stress and pressure whenever possible. Children with ADD or AD/HD are easily frustrated. Stress and pressure can break down a student's self-control and lead to inappropriate behaviors.
- ▲ Ask parents what works at home.

PREVENT

TEACH

REINFORCE

Bipolar Disorder: also known as manic-depressive illness, is a brain disorder causing unusual shifts in mood, energy, activity levels, and the ability to carry out day-to-day tasks.

- ▲ Provide the student with recorded books as an alternative to self-reading when the student's concentration is low.
- ▲ Break assigned reading into manageable segments and monitor the student's progress, checking comprehension periodically.
- ▲ Devise a flexible curriculum that accommodates the sometimes, rapid changes in the student's ability to perform consistently in school.
- ▲ When energy is low, reduce academic demands; when energy is high, increase opportunities for achievement.
- ▲ Identify a place where the student can go for privacy until he or she regains self-control.
- ▲ Create a plan for students to help them calm themselves, such as listening to soothing music, drawing, or walking. Be sure to practice the plan with the student in advance.
- ▲ Accommodate late arrival due to inability to awaken—this may be a medication side effect or a seasonal problem.
- ▲ Provide training that targets communication skills or problem-solving skills.
- ▲ Adjust the homework load to prevent the child from becoming over-whelmed.
- ▲ Allow children to discreetly attend to physical discomforts caused by medication side effects, for example a child's excessive thirst may lead to the need for frequent bathroom breaks.
- ▲ Ask parents or the student's physician about the student's mood cycles, and adapt curriculum, activities, or classroom supports as needed.

PREVENT

TEACH

REINFORCE

Conduct Disorder: A refers to any of a group of serious emotional and behavioral problems in children and adolescents. Children with conduct disorders frequently behave in extremely troubling, socially unacceptable, and often illegal ways, though they feel justified in their actions and showing little to no empathy for their victims.

- ▲ Make sure curriculum is at an appropriate level. When work is too hard, students become frustrated. When it is too easy, they become bored. Both reactions lead to problems in the classroom.
- ▲ Avoid "infantile" materials to teach basic skills. Materials should be age-appropriate, positive, and relevant to students' lives.
- ▲ Remember that praise is important but needs to be sincere.
- ▲ Consider the use of technology. Students with conduct disorder tend to work well on computers with active programs.
- ▲ Students with conduct disorder often do well in programs that allow them to work outside the school setting.
- ▲ Sometimes adults can subconsciously form and behaviorally express negative impressions of low-performing, uncooperative students. Try to monitor your impressions, keep them as neutral as possible, communicate a positive regard for the students, and give them the benefit of the doubt whenever possible.
- ▲ Remember that students with conduct disorder like to argue. Remain respectful, calm, and detached. Avoid power struggles and don't argue.
- ▲ Give the student options. Stay away from direct demands or statements such as: "You need to..." or "you must..."
- ▲ Avoid escalating prompts such as shouting, touching, nagging, or cornering the student.
- ▲ Establish clear classroom rules. Rules should be few, fair, clear, displayed, taught, and consistently enforced. Be clear about what is nonnegotiable.
- ▲ Have your students participate in the establishment of rules, routines, schedules, and expectations.
- ▲ Systematically teach social skills including anger management, conflict resolution strategies, and how to be assertive in an appropriate manner. For example, discuss strategies that the students may use to calm themselves when they feel their anger escalating. Do this when the students are calm.
- ▲ Maximize the performance of low-performing students through individualized instruction, cues, prompting, the breaking down of academic tasks, debriefing, coaching, and providing positive incentives.
- ▲ Structure activities so the student with conduct disorder is not always left out or the last one picked.

PREVENT

TEACH

REINFORCE

Fetal Alcohol Spectrum Disorder (FASD): Is an umbrella term describing a range of conditions and disabilities that can occur in an individual whose mother drank alcohol during pregnancy. Effects of an FASD vary widely from person to person and may include physical, mental, social, behavioral, and/or learning disabilities with lifelong implications. A person with FASD might have abnormal facial features, poor coordination, hyperactive behavior, short attention span, learning disabilities, and poor reasoning and judgment skills.

- ▲ Reduce some classroom pressures.
- ▲ Break tasks into smaller parts.
- ▲ Reassure students they can catch up. Show them the steps they need to take. Be flexible and realistic about classroom expectations. (School failures and unmet expectations can exacerbate the depression.)
- ▲ Help students use realistic and positive statements about their performance.
- ▲ Students with a depressive disorder may see issues in black and white- all bad or all good. It may help to keep a record of their accomplishments that you can show to them at low points.
- ▲ Encourage gradual social interaction (i.e., small group work).
- ▲ Ask parents what would be helpful in the classroom to reduce pressure or to motivate the student.
- ▲ Spend extra time with the student, when necessary, and assist the student with planning and time management.
- ▲ Reduce some classroom pressure by being flexible with deadlines, providing notes, or helping the student find a note-taker from the class.
- ▲ For disability-related reasons, students may need to miss class.

PREVENT

TEACH

REINFORCE

Major Depressive Disorder: these depressive disorders are more than “the blues”; they affect a young person’s thoughts, feelings, behavior, and body. Depressive disorders can lead to school failure, alcohol, or drug abuse, and even suicide.

- ▲ Reduce some classroom pressures.
- ▲ Break tasks into smaller parts.
- ▲ Reassure students that they can catch up. Show them the steps they need to take and be flexible and realistic about your expectations. (School failures and unmet expectations can exacerbate the depression.)
- ▲ Help students use realistic and positive statements about their performance and outlook for the future.
- ▲ Help students recognize and acknowledge positive contributions and performance.
- ▲ Depressed students may see issues in black and white terms— all bad or all good. It may help to keep a record of their accomplishments that you can show to them occasionally.
- ▲ Encourage gradual social interaction (i.e., small group work).
- ▲ Ask parents what would be helpful in the classroom to reduce pressure or to motivate the child.
- ▲ Spend extra time with the student, when necessary, and assist the student with planning and time management.
- ▲ Reduce some classroom pressures by being flexible with dead- lines or by providing notes or helping the student find a note- taker from the class.
- ▲ For disability-related reasons, students may need to miss class or even leave the room in the middle of the class. Your understanding and any assistance with filling in the gaps will help reduce the stress and anxiety related to getting behind or missing assignments.
- ▲ Allow the student to tape-record lectures.
- ▲ Clearly define (and put in writing) the course requirements, dates of exams, and when assignments are due; provide advance notice of any changes.
- ▲ When in doubt about how to assist the student, try asking what they need.
- ▲ Encourage school administration to identify personnel and resources to support teachers of students with depression.

PREVENT

TEACH

REINFORCE

Eating Disorder: is a serious and often fatal illnesses causing severe disturbances to a person's eating behaviors. Obsessions with food, body weight, and shape may also signal an eating disorder. Common eating disorders include anorexia nervosa, bulimia nervosa, and binge-eating disorder.

- ▲ Stress acceptance in your classroom; successful people come in all sizes and shapes.
- ▲ Watch what you say. Comments like "You look terrible," "What have you eaten today?" or "I wish I had that problem" are often hurtful and discouraging.
- ▲ Stress progress, not perfection.
- ▲ Avoid pushing students to excel beyond their capabilities.
- ▲ Avoid high levels of competition.
- ▲ Reduce stress where possible by reducing assignments or extending deadlines.
- ▲ Assist student in developing a strong sense of identity based on their strengths and abilities rather than appearance.
- ▲ Use "I" statements like, "I'm concerned about you because you refuse to eat breakfast or lunch." Or, "It makes me afraid to hear that you are vomiting."
- ▲ Express continued support.

PREVENT

TEACH

REINFORCE

Obsessive-Compulsive Disorder: (OCD) is a common, chronic and long-lasting disorder in which a person has uncontrollable, reoccurring thoughts (*obsessions*) and behaviors (*compulsions*) that he or she feels the urge to repeat over and over.

- ▲ Try to accommodate situations and behaviors that the student has no control over.
- ▲ Be attentive to changes in the student's behavior.
- ▲ Try to redirect the student's behavior. This works better than using consequences.
- ▲ Allow the student to do assignments such as oral reports in writing.
- ▲ Allow the student to receive full credit for late work.
- ▲ Allow the student to redo assignments to improve scores or final grades.
- ▲ Consider a Functional Behavioral Assessment (FBA). Understanding the purpose or function of the student's behaviors will help you respond with effective interventions and strategies. For example, a punitive approach or punishment may increase the student's sense of insecurity and distress and increase the undesired behavior.
- ▲ Post the daily schedule in a highly visible place so the student will know what to expect.
- ▲ Using diplomacy and with the student's consent, educate the student's peers about OCD.
- ▲ Keep transitions to a minimum and prepare the student for them when possible. Allowing time before and after transitions will help the student regain concentration.
- ▲ Consider the use of technology. Many students struggling with OCD will benefit from easy access to appropriate technology, which may include applications that can engage student interest and increase motivation (e.g., computer-assisted instruction programs, CD-ROM demonstrations, as well as videotape presentations).

PREVENT

TEACH

REINFORCE

Oppositional-Defiant Disorder: Children with oppositional defiant disorder (ODD) display extreme resistance to authority, conflict with parents, outbursts of temper and spitefulness with peers.

- ▲ Remember that students with ODD tend to create power struggles. Try to avoid these verbal exchanges. State your position clearly and concisely.
- ▲ Not all acts of defiance must be engaged—know which ones to overlook.
- ▲ Establish a rapport with the child who has ODD. If this child perceives you as reasonable and fair, you'll be able to work more effectively with him or her.
- ▲ Give two choices when decisions are needed. State them briefly and clearly.
- ▲ Establish clear classroom rules. Be clear about what is nonnegotiable.
- ▲ Post the daily schedule so students know what to expect.
- ▲ Praise students when they respond positively.
- ▲ Make sure academic work is at the appropriate level. When work is too hard, students become frustrated. When it is too easy, they become bored.
- ▲ Avoid “infantile” materials to teach basic skills. Materials should be positive and relevant to students' lives.
- ▲ Pace instruction. When students with ODD have completed a designated amount of a non-preferred activity, reinforce their cooperation by allowing them to do something they prefer or find more enjoyable or less difficult.
- ▲ Allow sharp demarcation to occur between academic periods but hold transition times between periods to a minimum.
- ▲ Systematically teach social skills, including anger management, conflict resolution strategies, and how to be appropriately assertive. Practice self-calming strategies (when the students are calm) for students to use when they feel their anger rising.
- ▲ Provide consistency, structure, and clear consequences for the student's behavior.
- ▲ Select material that encourages student interaction. Students with ODD need to learn to talk to their peers and to adults in an appropriate manner. However, all cooperative learning activities must be carefully structured.
- ▲ Minimize downtime and plan transitions carefully. Students with ODD do best when kept busy.
- ▲ Maximize the performance of low-performing students through the use of individualized instruction, cues, prompting, the breaking down of academic tasks, debriefing, coaching, and providing positive incentives.
- ▲ Allow students to redo assignments to improve their score or final grade.
- ▲ Structure activities so a student with ODD is not always left out or picked last.
- ▲ Ask parents what works at home.

PREVENT

TEACH

REINFORCE

Post-Traumatic Stress Disorder: is a disorder that develops in some people who have experienced a shocking, scary, or dangerous event. People who have PTSD may feel stressed or frightened even when they are not in danger.

- ▲ Try to establish a feeling of safety and acceptance within the classroom. Greet the child warmly each day, make eye contact, and let the child know that he/she is valued and that you care. You can make a tremendous impact on a child by what you say (or don't say); a child's self-perception often comes from the actions of others.
- ▲ Don't hesitate to interrupt activities and avoid circumstances that are upsetting or re-traumatizing for the child. For example, a move or assignment about a natural disaster may trigger memories of the traumatic event the student has been through. Watch for increased symptoms during or following certain situations and try to prevent these situations from being repeated.
- ▲ Provide a consistent, predictable routine through each day as much as possible. A regular pattern will help re-establish and maintain a sense of normalcy and security in the child's life. If the schedule does change, try to explain beforehand what will be different and why. Consistency shows children that you have control of the situation; they may become anxious if they sense that you are disorganized or confused. However, allow children choices within this pattern wherever possible. This will give them some sense of control and help to build self-confidence.
- ▲ Try to eliminate stressful situations from your classroom and routines: make sure your room arrangement is simple and easy to move through; create a balance of noisy versus quiet activity areas and clearly define them; and plan your day or class period so that it alternates between active and quiet activities (being forced to maintain the same level of activity for too long may cause the child to become restless and anxious).
- ▲ If a child wants to tell you about the traumatizing incident, do not respond by encouraging the child to forget about it. PTSD symptoms may be a result of trying to do just that. This request also minimizes the importance of the trauma and children may feel a sense of failure if they can't forget. Just listening can be very assuring.
- ▲ Reassure children that their symptoms and behaviors are a common response to a trauma and they are not "crazy" or bad.
- ▲ Incorporate large-muscle activities into the day. Short breaks involving skipping, jumping, stretching, or other simple exercises can help relieve anxiety and restlessness. For young children, you can also use games like London Bridge or Ring around the Rosy.
- ▲ For some students, any physical contact by a teacher or peer may be misinterpreted and result in an aggressive or emotional response.

PREVENT

TEACH

REINFORCE

Reactive Attachment Disorder: is a disorder caused by a lack of attachment to any specific caregiver at an early age, and results in an inability for the child to form normal, loving relationships with others due to early neglect and mistreatment.

- ▲ Consider a Functional Behavioral Assessment (FBA). Understanding the purpose or function of the student's behaviors will help you respond with effective interventions. For example, a punitive approach or punishment may increase the student's sense of insecurity and distress and consequently increase the undesired behavior.
- ▲ Be predictable, consistent, and repetitive. Students with RAD are very sensitive to changes in schedules, transitions, surprises, and chaotic social situations. Being predictable and consistent will help the student to feel safe and secure, which in turn will reduce anxiety and fear.
- ▲ Model and teach appropriate social behaviors. One of the best ways to teach these students social skills is to model the behavior and then narrate for the child what you are doing and why.
- ▲ Avoid power struggles. When intervening, present yourself in a matter-of-fact style. This reduces the student's desire to control the situation. When possible use humor. If students can get an emotional response from you, they will feel as though they have hooked you into the struggle for power and they are winning.
- ▲ Address comprehension difficulties by breaking assigned reading into manageable segments. Monitor progress by periodically checking if the student is understanding the material.
- ▲ Break assignments into manageable steps; this helps to clarify complex, multi-step directions.
- ▲ Identify a place for the student to go to regain composure during times of frustration and anxiety. Do this only if the student is capable of using this technique and there is an appropriate supervised location.

PREVENT

TEACH

REINFORCE

Schizophrenia: is a chronic and severe mental disorder affecting how a person thinks, feels, and behaves. People with schizophrenia may seem like they have lost touch with reality.

- ▲ Reduce stress by going slowly when introducing new situations.
- ▲ Help students set realistic goals for academic achievement and extra-curricular activities.
- ▲ Obtaining educational and cognitive testing can be helpful in determining if the student has specific strengths that can be capitalized upon to enhance learning.
- ▲ Establish regular meetings with the family for feedback on health and progress.
- ▲ Because the disorder is so complex and often debilitating, it will be necessary to meet with the family, with mental health providers, and with the medical professionals who are treating the student. These individuals can provide the information needed to understand the student's behaviors, the effects of the psychotropic medication, and how to develop a learning environment.
- ▲ Often it is helpful to have a "team meeting" to discuss the various aspects of the child's education and development.
- ▲ Encourage other students to be kind and to extend their friendship.

PREVENT

TEACH

REINFORCE

Tourette's Disorder: individuals with Tourette Syndrome (TS) have had at least two motor tics and at least one vocal/ phonic tic in some combination over the course of more than a year. Tourette Syndrome is one type of Tic Disorder. Tics are involuntary, repetitive movements and vocalizations.

- ▲ Educate other students about Tourette's disorder, encourage the student to provide his own explanations, and encourage peers to ignore tics when possible.
- ▲ Do not urge the student to stop or stay quiet. Remember, it's not that your student won't stop-they simply can't stop.
- ▲ Do not impose disciplinary action for tic behaviors.
- ▲ To promote order and provide a diversion for escalating behavior, provide adult supervision in the hallways, during assemblies, in the cafeteria, when returning from recess, and at other high-stress times.
- ▲ Refer to the school occupational therapist for an evaluation of sensory difficulties and modify the environment to control stimuli such as light, noise, or unexpected touch.
- ▲ Help the student to recognize fatigue and the internal and external stimuli that signal the onset of tics. Pre-arrange a signal and a quiet, safe place for the student to go to relax or rest.
- ▲ Provide a private, quiet place for test taking. Remove time limits when possible.
- ▲ Help the student learn to predict outbursts and be able to request a break. Self-management techniques may be a necessary lifetime skill for the student.
- ▲ Reduce handwriting tasks and note taking. Provide note takers or photocopies of overheads during lectures and encourage computer use for composition tasks. Handwriting problems are common due to hand, arm, or shoulder tics.
- ▲ Give students with Tourette's disorder special responsibilities that they can do well. Encourage them to show their skills in sports, music, art, or other areas.
- ▲ Provide structured, predictable scheduling to reduce stress and ensure adult supervision in group settings.

PREVENT

TEACH

REINFORCE

