

TOP 10 BEHAVIORAL STRATEGIES



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FIND THE MOTIVATION

Know what's reinforcing for your student & use it! Use preference assessments to learn what's motivating.



CONTROL THE MOTIVATION

Stay in control of your reinforcers. Make sure that access to reinforcers is contingent upon what you're asking for.



USE VISUALS

Convey expectations using visuals - schedules, first/then boards, token boards, timers, and choice boards.



PREDICT, PREPARE, PREVENT

Predict your students' triggers and prepare in advance by prompting the appropriate response.



BE CONSISTENT

Present reasonable demands. Make sure you can follow through. Focus on what you want the child TO DO rather than what not to do.



REWARD THE GOOD

Praise often and for everything - waiting, attending, participating, complying. Be specific when you praise.



HELP GET NEEDS MET

Prompt students to use appropriate communication to ask for objects, request breaks, or ask for more time.



BABY STEPS

Overcoming challenging behavior takes time. Set small goals to ensure success and increase tolerance systematically.



GIVE CHOICES

Choices give students control and increases their motivation to participate. Let them choose the order of activities, materials to use, or where to sit.



DON'T REWARD THE BAD

Sometimes we accidentally "reward" a student because we aren't aware of the reason for a behavior. Acting out for attention? Reduce attention. Acting out for an item? Don't give the item.

MANAGING TRANSITIONS



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A STEP-BY-STEP GUIDE TO SUPPORTING YOUR CHILD



GIVE TRANSITION WARNINGS

USE VERBAL, VISUAL, AND AUDITORY CUES TO SIGNAL A TRANSITION IS COMING.

We all do better when we know what's coming up. Giving verbal warnings paired with other cues, such as a timer, or a visual schedule, can assist with preparing students for the inevitable transition. Using first/then language (with or without visuals) can help highlight the good things that will come after the transition.

GIVE TRANSITION HELPERS

CAN WE MAKE TRANSITIONS MORE REINFORCING?

Using transition helpers such as motor movements (jumping), singing songs, counting steps, or holding a preferred item through the transition may provide the needed reinforcement to get through a transition smoothly. Think about your students' interests and use as a helper BEFORE problems arise!



FOLLOW THROUGH

DON'T LET PROBLEM BEHAVIORS DELAY TRANSITIONS.

If a challenging behavior occurs during a transition, don't let the behavior delay or change the expectation. If a behavior becomes away to avoid transitions, it will persist! Prompt students to use communication to share that they're not ready, so you can honor communication instead of a behavior to delay a transition.