

# General Behavior Recommendations

## SETTING UP THE ENVIRONMENT

- ❑ Adults should sit within eyesight of the student to provide positive reinforcement for good behaviors.
- ❑ Adults should provide the student with short one-step (i.e., 3-to-4-word sentences) or two-step directions to increase the likelihood that the student will follow them. Provide lots of praise when the student appropriately follows directions.
- ❑ Encourage the student to share items and play with peers but remain nearby to block any problem behavior such as aggression or throwing toys.
- ❑ We want to encourage the student to use his or her words whenever possible. If the student appropriately requests an item or activity in the absence of problem behavior:
  - » *If item or activity is **available***, provide access to item or activity.
  - » *If item or activity is **not available***, provide praise for the appropriate request and deliver a clear statement of when that item/activity is available (e.g., "You can have a turn in 1 minute.").
  - » Attempt to immediately provide access to requested items whenever possible.

## EXPLAINING IN "TO DO" TERMS

- ❑ Students respond better to rules explained in "**to do**" terms. These rules tell the student what we want him or her to do rather than what we don't want him or her to do.
  - » For example, we might say "*Use your walking feet*" instead of "Don't run," or "*Keep safe hands*" instead of "no hitting."
- ❑ Suggestions for "to do" house rules may include "*use your inside voice*," "*use walking feet*," "*keep the toys on the table (or floor)*," and "*stay in your seat*."

## POSITIVE REINFORCEMENT

- Reinforcement allows students to see what behaviors we like and want to see more of.
- Reinforcement can include a variety of things:
  - » *Attention* (e.g., physical touch or vocal praise)
  - » *Privileges* (e.g., being parent's helper, selecting activities)
  - » *Things* (e.g., stickers, treats)
- Positive reinforcement should be used *3 times more often* than commenting on inappropriate behavior.
  - » Every student should receive positive reinforcement (as a group or individually) *20 times an hour*.
- Reinforcement can be provided for any positive behavior, including sitting quietly, using nice hands, sharing, coloring, staying in seat, etc.
- It is important to use positive reinforcement **BEFORE** problem behaviors occur. For example, allow the student to be mommy's helper at lunch for appropriately cleaning up toys, *not* as a bribe to come to lunch appropriately.
- The more positive reinforcement we use, the less likely we are to see problems!**

## DISRUPTIVE BEHAVIORS

- Provide one simple statement telling the student what he or she should be doing (e.g., "Sit in your chair.")
- If the student continues to display these problem behaviors, provide as much attention to other students as possible for good behaviors they are displaying (e.g., "Nice picking up, Sarah! Billy, I like how you're in your seat. Wow, Jimmy, cool quiet mouth!")
- As soon as the student begins behaving appropriately**, provide lots of attention specifically identifying his or her good behavior (e.g., "[name], I love how you're sitting in your chair!")

## THREE-STEP PROMPTING (SAY-SHOW-DO)

- ❑ Three-step prompting (or “Say-Show-Do”) should be used whenever a direction is given to the student.

Step 1

**SAY** the direction (e.g., “Sit in chair.”). Allow the student the opportunity to do it him or herself.



Step 2

**SHOW** the student what you want him or her to do by modeling (e.g., point to chair), if the student does not follow the direction within 5-10 seconds.



Step 3

**DO** the directive with the student by guiding him or her to complete the task (e.g., walking with the student to their chair), if the student does not follow your model within 5-10 seconds.

- ❑ Provide immediate, enthusiastic praise and physical attention when the student follows directions independently or following a “show” prompt.

- ❑ Using three-step prompting will teach the student how to follow directions while also showing the student that we will always assist him or her to teach them how to follow a rule.