

# Helping Children Be Successful

## A guide to

Date:

### Motivators

Reading a book, going for a walk, visiting sibling, dinosaurs and science activities

### Concerns:

Behaviors, Bathroom, Language (mumbles, doesn't express wants and needs)

### Behavior Triggers:

Transitions and when he doesn't get what he wants (small group choices)

### Behaviors observed:

Screaming, crying, limp body, throwing things, hitting and kicking

### Strategies to use:

Always be consistent and follow through.

Don't react or show frustration. (Step away to take a few breaths if needed.)

Transitions are hard - Give 2 warnings, making eye contact and getting on his level. (Five minute and two minute.)

Distractions - read a book, take a walk, tell a joke, etc.

Give him control when possible - Generally 2 appropriate choices work best

"You can brush your teeth now or in 2 minutes." Then follow through.

"You can go outside now or with the rest of the class in 5 minutes."

Selective grouping to encourage interests and build relationships

### When behaviors flare:

Be respectful, and stern / direct (use teacher voice.)

Planned ignoring - disregard behavior - show no affect

If dangerous to self or others, call to office for assistance, and / or give hug hold, if needed

If needing assistance, call Teacher or Office.

Do not pick him up or touch him unless you need to do so to keep him or others safe.

Give an appropriate choice based on situation.

Scenario #1 (if it has to be done now) - You can do it or I can help you. I will count to three and if you aren't, then I will help. Then follow through without emotion or discussion. No more talking.

Scenario #2 (if you can wait it out) - You can go to the playground when you are calm and ready. (Do not say anything to him or engage him in any other way while you wait with him as long as there is not a safety concern. Possibly find a teacher job to do to more effectively 'ignore' him.)

### Avoid:

Trying to reason with him. Be brief and direct.