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| Planning for Positive Behavior at Home |
| Reflecting on our learning routine*\* Refer to the Reflection Tool from Module 3 for additional reflection and planning support.**\*Utilize regular collaboration time (as discussed in Modules 1 and 2), or request time to seek support from your child’s teacher at any time.* |
| Do we have a set routine?* No
* Not really
	+ Our schedule doesn’t allow for that right now
	+ We tried one and it didn’t work
* Yes, everyday is the same
	+ We have a visual schedule
	+ We use an electronic schedule
* Yes, but there is some variance in the days (certain activities or lessons are specific days)
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

My child has choices within the routine: *For example: During Math, my child can select which math activity they will complete** Yes, my child has lots of options
* Yes, for some subjects
* Just for one or two activities per week
* No
* This is something I would like to ask my child’s teacher for help with
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| Distance learning lesson reflection |
| Distance learning activities that my child has really enjoyed are:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Distance learning activities that have been a challenge are:* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| Identifying behaviors and patterns |
| The behavior that currently happens is :\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*Examples:** *My child cries almost every time they are asked to complete math*
* *My child verbally protests (argues) about having to do school work. If I walk away, they might ignore the work completely, but if I stay, they keep arguing.*
* *My child will only work if I sit next to them*
* *My child keeps throwing all school objects across the room*

My child uses behaviors when:* Asked to begin an activity or task they don’t like to do
* Asked to begin an activity or task that is hard for them, or feels challenging
* They would prefer to do something else instead
* They are tired
* They are expected to work independently
* They \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Behaviors occur related to distance learning when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Some strategies that currently work when my child is using one of the above behaviors to communicate:* Breaking the task down
* Consistency with schedule and learning environment
* Shortening the amount of time they have to work on a particular task or activity
* Do a mindfulness activity (breathing, drawing, etc.)
* Reassuring them that when it is over they can do something they choose
	+ I often use visuals to support this such as visual timers or a visual task list
* I let my child take a short break ( short walk, physical activity, self-selected fun activity, drawing, doodling. List other ideas: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The strategies we are using work approximately* 75-100% of the time
* 50-75% of the time
* Less than 50% of the time

When my strategies are working less than 75% of the time I:* Contact my child’s teacher
* Contact other behavioral supports
* Work with my other family member to problem solve
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| Teaching and reinforcing new behaviors |
| How can I help my child communicate in a positive way?*Examples:** *Instead of crying when it’s time to do math, my child can use calm words to ask for help or a different option*
* *Instead of verbally protesting (arguing), my child can quietly complete one to two tasks and then check in with me*
* *Instead of asking me to sit next to them, my child can work in small increments of time independently, and then I will sit for a moment.*

The behavior my child can practice using instead of the one noted above is\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**I will share my new expectation with my child by (check all that apply):* Writing it down in a simple “I will\_\_” sentence frame for them.
* Having a conversation with them about why the other behavior wasn’t working, and what they can do instead
* Having a collaborative conversation with them to gain their perspective on what they might do instead of what they are doing
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I will reinforce the expectation with my own behavior by* Verbally modeling for them what they need to do in the moment
* Pointing to the sentence frame I have provided to them
* Asking them what they can do to address the problem
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When my child successfully uses what we’ve planned I will immediately:* Verbally praise them for, specifically, using the skill (ie. “Great job using calm words”)
* I will offer a visual reinforcement, such as a star or tally
* I will remind them they are earning a predetermined item, if that is part of our plan
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