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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 * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 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 |