



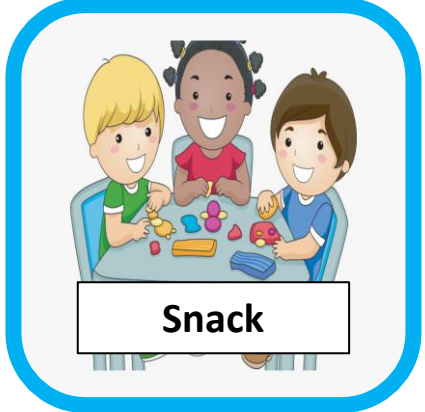
**Wash hands**



**Busy boxes**



**Home**



**Snack**



**Table**



**Muscle room**



**Play**



**Clean-up**



**Teacher's choice**



**Circle**



**Bathroom**



**Outside**



**Adventure**



**Sensory Room**



**Teacher's choice**



**Play**

# My Preschool Chart






**Proactive strategies:** *Proactive strategies are techniques that include helping the child cope **before** the behavior starts. Essentially, you are trying to create a supportive environment for the child!*

## Visual Supports:

### Visual Schedules

- Alternate between teacher's way and fun activities for the child.
- Schedule about 4 activities at a time (sometimes things happen and the schedule changes- this is ok! Kids need to learn flexible behavior).
- "Teacher's choice" and "Adventure" are flexible icons that can be used for any activity (e.g., people and places, a fire drill, a walk outside).
- Be creative with the schedule and adapt it to your classroom! Maybe you only use it for the end of the day when the child has the hardest time or maybe use it for one hour in the morning and one hour in the afternoon. Modify to fit your class 😊

### Signals

- Some children need extra signals to help them to differentiate between activities
- Consider using a red signal to signal when it is the teacher's turn and a green signal when it is the child's turn.
- Examples of signals could be as simple as a red piece of paper and a green piece of paper, or a teacher wearing a red lei or a green lei (flower necklace).

## Strategies:

### Social Stories

- Stories that describe the rules to the child.
- Consider having the child come to class 5 minutes before class starts, review the social story and the rules with him. During this you can even practice rules by acting out the steps!

### The order of the instruction

- It can be helpful to start with the fun statement, followed by the not-so-fun statement. For example, "It would be so fun to go outside! Ok-let's clean up!"

### Choices

- Allow the child to have a choice when an instruction is given. For example, "you can sit on the red or green circle".
- Be careful with the choices- it is important to teach the child that choices are important, but sometimes the teacher makes the choice.

### Flexible Timing

- Consider allowing the child to engage in the lesser desired behavior (e.g., moving around on the carpet) but only when you say that he can. Gradually reduce how many times he is allowed to move.

**Reactive strategies:** *Reactive strategies are strategies that you do **after** the behavior starts. These are strategies that help to support the child once he is already engaged in the unwanted behavior.*

### **Empathic Statement**

- When a child begins to show frustrations, help them to identify their feelings by labeling their feelings or empathizing with their disappointment. It is also helpful to provide a solution in the moment.
  - **Example 1:** It is time to clean up and the child really wants to continue to play with the toys, the teacher can say, “You feel really sad about cleaning up your toys?” followed by, “I know this hard- let’s clean-up, go to the next activity, we can play again later”.
  - **Example 2:** It is time to do table time work with the teacher and child is having a difficult time completing the work and/or understanding the concepts.

### **Use Visual Supports**

- Remind the child of their visual schedule- orient them towards the schedule and try to get them to focus on the next activity.
- Remind the child of the calming down corner routine. Present the visual and ask the child to do the steps with you. You may consider modeling the steps to the child and suggesting they join you.

### **Additional Reinforcement Systems**

- Behavior charts where the child is earning different rewards can be a powerful tool. Remember to create a chart that is encouraging good behavior throughout the day, focuses on the rewards that are meaningful to the child, and is consistently implemented throughout the day.
- Point systems where the child can self-monitor their own behavior are also helpful strategies. The child can earn points and trade points in for rewards.
- You can use a treasure box to house the rewards and rewards can be provided at the end of the day (once the other students have left the classroom). This will need to be pre-arranged with the child’s family.