# Behavior Interventions: Anxiety Related Behavior

## Accommodations

### Environmental

- ☐ Provide safe space in classroom
- ☐ Schedule regular breaks
- ☐ Allow for breaks outside the classroom
- ☐ Arrange alternative lunch
- ☐ Arrange alternative recess
- ☐ Provide other areas of competence (specify):_____
- ☐ Other:

### Executive functioning:

- ☐ Teach "reading the room"
- ☐ Use visual timer
- ☐ Narrate passage of time
- ☐ Use segmented clock
- ☐ Consider untimed test
- ☐ Use visual schedules
- ☐ Put organization time in schedule
- ☐ Present only a few problems or items at a time
- ☐ Preview non-preferred tasks in the morning
- ☐ Consider accommodated or modified homework
- ☐ Use of technology: _____
- ☐ Other:

### Curriculum

- ☐ Use pictures to help student think of and maintain a topic when they write
- ☐ Have student use word processing
- ☐ Consider spelling accommodations
- ☐ Other curriculum support:_____
- ☐ Other technology support:_____

### Writing:

- ☐ Have student use self-monitoring writing strategies checklist
- ☐ Use the rating system for writing (or other anxiety-provoking academic subject)
- ☐ Use "How I Feel About Writing" sheet (found in Chapter 4)
- ☐ Use of technology;_____

### *Replacement Behaviors (examples for attention-motivated behavior)*

- ☐ Teach asking for a break appropriately
- ☐ Teach asking for help appropriately
- ☐ Use of Technology:_____
- ☐ Other:

### *Teaching Underdeveloped skills:*

- ☐ Positive thinking
- ☐ Executive functioning
- ☐ Self-regulation
- ☐ Social Skills
- ☐ Use of technology:_____
- ☐ Other:

### *Self-Regulation and self-monitoring*

- ☐ Have student use regulation scale (i.e. emotional thermometer)
- ☐ Prompt for "body check" cues throughout the day
- ☐ Have student develop and use calming box
- ☐ Have student use self-regulation chart: "what do do when I feel………"
- ☐ Have student use mobile device for self monitoring
- ☐ Use the self-monitoring sheet
- ☐ Other self-monitoring strategies:_____

### *Self-calming instruction and practice*

- ☐ Have the student practice self-calming (specify how many times per day or week, and for how long)
- ☐ Use visual self-regulation list
- ☐ Use self-evaluation data sheet
- ☐ Use of technology_____

### *Breaks:*

- ☐ Create data sheet to determine helpful break choices and if breaks are working throughout the day, or visual list to help the student make helpful break choices
- ☐ Use cognitive distraction break choices (decision based on data)
- ☐ Schedule breaks-noncontingent escape to prevent avoidance behavior (specify before, after, and during activity and how many per day)
- ☐ Create break cards or strategy cards for student to use
- ☐ Use of Technology:_____
- ☐ Other:

# Interaction Strategies:

### General Interaction

- ☐ Use of concise language
- ☐ Apply noncontingent reinforcement
- ☐ Use leadership-building and self-esteem building activities
- ☐ Work on explicit relationship building
- ☐ Use validation
- ☐ Use of technology:_____
- ☐ Other:

### Catching Them Early

- ☐ Respond to any sudden change in behavior with supportive response
- ☐ Use verbal check-in
- ☐ Use Thought Journals
- ☐ Use daily check-in sheet
- ☐ Use of technology:_____
- ☐ Other:

### Transitions

- ☐ Develop Transition Plan
- ☐ Support abrupt transitions; use graduated transition strategies:_____
- ☐ Include transition warnings
- ☐ Include transition accommodations
- ☐ To support stopping
- ☐ To support cognitive shifting
- ☐ To support starting/initiating
- ☐ To support downtime/wait-time
- ☐ Include explicit instruction for transitions
- ☐ Use of technology:
- ☐ Other:

# Response Strategies

### For escape-motivated behavior

- ☐ Avoid responses that would reinforce escape-motivated behavior, such as time-outs and removal from class
- ☐ Avoid requiring student to earn escape or breaks; provide breaks non-contingently
- ☐ Prompt student to use a strategy when student shows signs of anxiety

☐ Assign rewards or points when the student demonstrates a strategy, self-regulation skill, or a replacement behavior

☐ Avoid rewards or consequences based on consistent or set behavior criteria (behavior performance)

☐ Label the student's anxiety level when the student shows signs of anxiety

☐ Remind the student of previous success at calming

☐ Exposure: if a student exhibits low tolerance for work, start in small increments and allow escape from work (break) and build up workload slowly

☐ Use of Technology

☐ Other: