

Behavior Interventions: Oppositional Behavior

Accommodations

Environmental

- Provide safe space in classroom
- Modify Schedule
- 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
- Use of technology: _____
- Other:

Curriculum

- Embedded choices
- Alternate easy and difficult assignments
- Have student use word processing
- Consider spelling accommodations
- Assess quality not quantity of work
- Offer hands-on, experience lessons/assignments
- Give open ended flexible assignments
- Use of technology

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; _____

Teaching Underdeveloped skills:

- Positive thinking
- Self-monitoring
- Flexible thinking
- 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....."
- Use the self-monitoring sheet
- Other self-monitoring strategies: _____

Replacement Behaviors (examples for attention-motivated behavior)

- Teach asking for a break appropriately
- Teach asking for help appropriately
- Other:

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
- Use of technology _____

Breaks:

- Create data sheet to determine helpful break choices and if breaks are working throughout the day
- Create a break menu or visual list to help the student make helpful break choice
- 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: _____

Interaction Strategies:

General Interaction

- Use strength based terminology
- Work on explicit relationship building
- Use intermittent reinforcement
- Apply noncontingent reinforcement
- Use leadership-building and self-esteem building activities
- Use validation
- Avoid asking yes-or-no questions and ask those questions in a different way
- 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:

Strategies for giving demands:

- Avoid power struggles
- Avoid (Yes, No, Ok) when giving demands
- Embed choice in demands
- Give indirect demands
- Give demand and move away
- Give extended time for compliance
- Use humor when appropriate
- Make it game
- Give direction privately
- Give direction non-verbally
- Provide rationale first

Response Strategies

- Assign rewards when the student demonstrates or attempts to use a self-regulation or prosocial skill when frustrated
- Answer simple questions
- Avoid ignoring the behavior
- Redirect challenging questions
- Set limits that are clear, reasonable, and enforceable
- Train Frustration tolerance for work
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For escape-motivated behavior

- Avoid responses that would reinforce escape-motivated behavior, such as time-outs and removal from class

For attention-motivated behavior

- Avoid responses such as one on one talks or repeatedly directing a student to stop

For tangible motivated behavior

- Avoid responses such as giving an object or allowing the student to do something after they demand it inappropriately