

Special Education



Applied Behaviour Analysis (ABA) Strategies

THEME: Using reinforcement to increase positive behaviour from your child.

Reinforcement is:

- Rewards or motivators identified by your child and used frequently throughout the day after completion of a task/activity
- Opportunities for your child to select from a variety of their rewards or motivators
- Something they are motivated to get – if they can have free access to it, it may not be reinforcing.

When determining reinforcers think about:

- What is reinforcing? Who is reinforcing? Where is reinforcing?

Date	Activity
Monday, April 27	What will motivate your child? Determine what reinforcers your child would be willing to work for by asking them about activities, foods or shows that they enjoy. Create a list of the identified items they are willing to work for. Ensure you are the one who has access to these items. If your child can freely access these items at other times, they may not be reinforcing.
Tuesday, April 28	Start slow. Have your child complete a work task that is short and simple. When they have completed the work task, follow that activity with a reinforcer. Let your child choose the reinforcer from the list you created the previous day. Limit the amount of time they are able to engage with the item (5-10 minutes).
Wednesday, April 29	Begin to delay the reinforcement. Increase from one small task, then reinforcement to either 1 longer task or 2 short tasks then reinforcement. Remember to limit the amount of time your child has access to their reinforcement and continue to keep it somewhere they cannot freely gain access to it.
Thursday, April 30	Increase tasks. Continue to increase tasks before providing reinforcement, based on your child's success and motivation. Consider going back to the previously shared calendar on visual schedules to structure work times when your child is most motivated for their reinforcement (e.g. If it's an edible reinforcement it may be better to do work before lunch time).
Friday, May 1	Reflect on the week. Look back at the week and think about what was most effective in motivating your child, keep those items on the list of reinforcement, if some items were never chosen save those items for structured play time on your schedule. Was there something they were asking for that wasn't on the list? Add it.

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Activity

Extra Tips, Information and/or Resources:

- Motivation will increase the less the child is allowed to engage with most preferred items.
- Allow those items on the weekend in moderation.
- Allow those items in the evening in moderation.
- If you are struggling with reinforcement, use a first/ then approach. First work/ then reward.
- Regularly re-evaluate what items your child finds reinforcing through talking with them

Students must have the appropriate supervision while completing these tasks to ensure safety. If you have any concerns with completing these tasks and ensuring the safety of your child, please do not attempt them.

Special Education



Communication

THEME: Vocabulary – Associations and Categories

Knowledge of words and their meanings is essential for learning to read and understand language. Children can work on building their vocabulary skills by practicing identifying words that go together (associations) and what groups they belong to (categories).

Date

Activity

**Monday,
April 27**

Ask your child to tell you something that goes with each of the following words:
paper (e.g., pencil, scissors), fork (e.g., plate, spoon), shoe (e.g., sock, foot), hot dog (e.g., ketchup, bun), shovel (e.g., bucket, sand), nail (e.g., hammer, wood).
Make it fun! Ask your child to find something that goes with each word, instead of just telling. Encourage them to look for objects/toys around the house.

**Tuesday,
April 28**

Gather toys or small objects from around your house that belong to different categories (e.g., kitchen items, toy food, clothing, toy cars, craft supplies, musical instruments, jewelry). Help your child to sort the items into piles based on what category they belong to.
Bonus: Ask your child to name each item and then say what group it belongs in (e.g., This is a necklace and it is a type of jewelry).

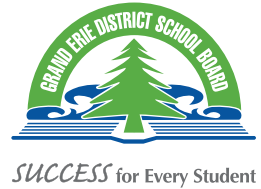
**Wednesday,
April 29**

Cut out pictures of objects that belong to different categories from a flyer, magazine or colouring book (e.g., food, tools, toys, people, furniture). Show your child three or four pictures and ask them to point to or tell you the one that DOES NOT belong. For example: Banana, apple, hammer, grapes (hammer does not belong).
Bonus: Ask your child to explain why the item does not belong (because it's not a fruit).

**Thursday,
April 30**

Ask your child to explain how these items go together:
Car, airplane, motorcycle (vehicles/things that go)
Pig, sheep, horse (farm animals)
Nose, arm, foot (body parts)
Milk, water, juice (drinks)
Triangle, square, circle (shapes)
Bonus: Ask your child if he/she can think of two more items that belong in each category.

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Date

**Friday,
May 1**

Activity

Ask your child to name three or more things in each of the following categories: clothing, furniture, toys, farm animals, vegetables, things that are red, things that are cold.

Trick: Help your child to look around your house or in books for clues. Make it fun! Encourage your child by letting them earn a treat such as a sticker, a puzzle piece or a small candy for every word he/she can think of in each of the categories.

Extra Tips, Information and/or Resources:

- Shoot for the SSTaRS, The Hanen Centre's guide to building vocabulary: www.hanen.org/SiteAssets/_10_Special-Pages/Shoot-for-the-SSTaRS-handout.aspx
- **Bonus:** Go back to the activities described above and talk about how items within categories are the same and how they are different. For example: An apple and an orange are both fruits. They are both round and sweet. An apple is red and an orange is orange. You have to peel an orange but you don't have to peel an apple.
- Follow Grand Erie's Communication Services Department on Twitter (@GEDSB_SLPs_CDAs) for more fun tips and ideas to work on speech and language at home!

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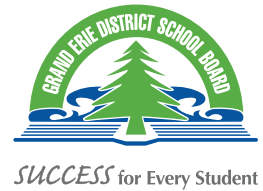


Self-Regulation

THEME: Emotional Regulation

Date	Activity
Monday, April 27	Try Square Breathing to calm your body down. Begin by gently inhaling through your nose while you slowly count to 4. Next, hold that breath in for a count of 4. Then, gently exhale through your mouth for a count of 4. Pause and hold for a count of 4. Try this 3-4 times or until your body feels calm.
Tuesday, April 28	Think about what calms you. It could be a picture of your pet, family, friend, activity, a fun fidget or squishy, a special book, a good memory etc. Choose items. Using an old shoe box or gift bag create a calming kit for yourself. When you are feeling angry or upset you can use the items in your kit to help calm you down. Don't forget to try a breathing technique too!
Wednesday, April 29	Can you control your laughter? Choose a funny short TV show or video on YouTube. First, watch the video. Afterwards think of how many times you laughed. Do you think you could watch it again without laughing? What are some strategies you could use to help yourself not laugh? Watch the video again and try not to laugh using the strategies you thought of. Extra: Take turns with a sibling or adult using funny faces, words or actions to try and make each other laugh.
Thursday, April 30	Start a gratitude jar or box. First, decorate an old shoe box, jar or container using whatever materials you can. Be creative! Next, write or draw pictures of things that you are grateful for. Try and add things everyday and encourage your family to do the same! Whenever you are feeling down or overwhelmed reach into your container and remind yourself of what you are grateful for.
Friday, May 1	Check in. How you are feeling? Are you happy, sad, excited, or angry? Remember everyone experiences many different emotions throughout their day. Think about why you are feeling that way. I am feeling happy because.. I am feeling sad because... Share your thoughts with a trusted adult. Think about the 'calming or gratitude kit' you started earlier in the week.

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Self-Regulation

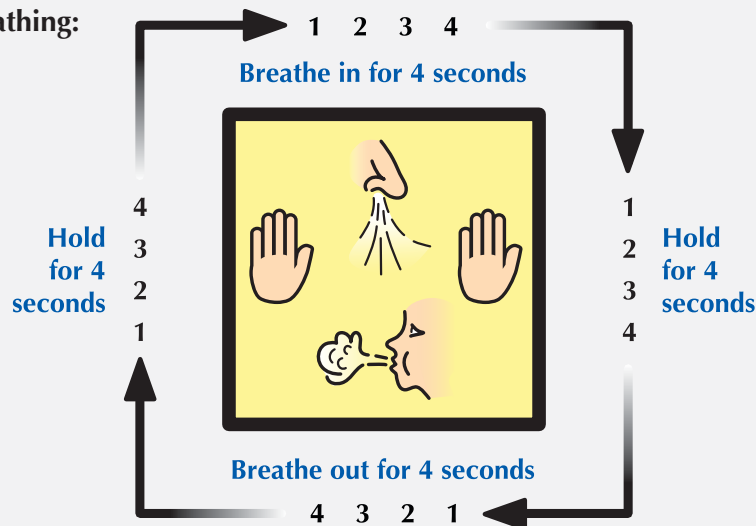
THEME: Emotional Regulation

Date

Activity

**Extra Tips,
Information
and/or
Resources:**

Square Breathing:



Square Breathing YouTube Video Link: www.youtube.com/watch?v=YFdZXwE6fRE

Strategies for trying not to laugh can include:

- Thinking about something else
- Ignoring the funny parts of the video.

This activity is meant to allow students to recognize they have the ability to control their emotions by thinking different thoughts or choosing to ignore it.

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Supporting resources:


- **Helping Young People Learn Self-Regulation: Lessons, Activities & Worksheets for Teaching the Essentials of Responsible Decision-Making & Self-Control** by Brad Chapin and Matthew Penner (March 2012) Youthlight Inc.

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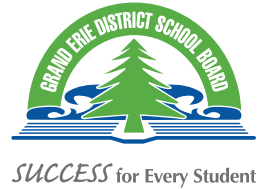


Self-Care

THEME: Self-Care Wheel

Date	Activity
Monday, April 27	Emotional Self-Care. Say something positive about yourself (I am good at). Write it down and add to it through out the week. You can draw pictures about the positive things about yourself. Challenge a negative thought with a positive thought.
Tuesday, April 28	Physical Self-Care. A new strategy to add to your tool box when feeling anxious or worried. Monkey Stretch: Bend slightly at the waist and let your arms hang low to the ground. Slowly raise your hands to your underarms while breathing in and back to the standing position when breathing in. Repeat 3-5 times. 
Wednesday, April 29	Sensory Self-Care. Bubble Fun. Get out some bubbles. If you don't have any bubbles you can make some out of dish soap, sugar and water. (instructions in video below) Find a bubble wand (pipe cleaner, string, clothes hanger, straws, socks – get creative). Make some bubble magic. www.youtube.com/watch?v=Kg9nF8yXtww
Thursday, April 30	Spiritual Self-Care. Decorate (markers, paint or stickers) a rock. Make it colourful or inspirational. Go put it in a place that will make someone smile.
Friday, May 1	Social Self-Care. Pick your favourite song. Make a dance to it. Include your family and have a dance party. You could use gonoodle.com or any music platform you enjoy.

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Self-Care

THEME: Self-Care Wheel

Date

Activity

Extra Tips, Information and/or Resources:

Saying positive affirmations or positive self talk is an important part of self care. If your child is having trouble finding positive things to say about themselves, you can remind them of all the things you love about them. Also be sure to add your own positive affirmations.

A fun idea for making bubbles: www.youtube.com/watch?v=6UqtUHN4KzE

Students must have the appropriate supervision while completing these tasks to ensure safety. If you have any concerns with completing these tasks and ensuring the safety of your child, please do not attempt them.

Supporting resources:

- **Tuesday: Helping Young People Learn Self Regulation:** Brad Chapin and Matthew Penner