

Applied Behaviour Analysis (ABA) Strategies

THEME: Why Children behave the way they do: Attention-seeking Behaviour

All behaviour serves a purpose. We are driven as humans to behave in ways to access things we like/want or to avoid things we dislike. Situations and people change depending on the environment but there is always a relationship between the antecedent (the event that happened just before the behaviour) and the behaviour itself. There are 4 basic functions that a behaviour can serve. This week we will focus on Attention seeking behaviour. **Attention Seeking** - behaviour that is used as a way to get someone to respond to them in either a positive or negative way (look at them, talk to them or comment on their behaviour).

Date

**Monday,
June 8**

Activity

Take out your ABC chart again.

Look at the information you collected and see if you can start to notice any trends or patterns with the Antecedents, Behaviours and Consequences.

Highlight all the instances where unstructured time (e.g., playing with peers with no adult attention provided) was followed by behaviour.

What was the consequence?

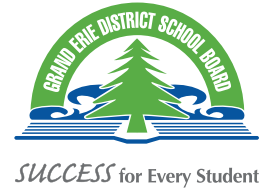
- Did an adult suddenly come and mediate, or comment on the behaviour?
- Were sibling(s) removed from the situation?

If there is a pattern emerging where there were no adults involved or were giving attention to something else and then the child started to exhibit behaviour so the adult responded by giving more attention – your behaviour function is likely attention.

Sample ABC Chart with Attention Behaviour Function

Antecedents (A)	Behaviour (B)	Consequence (C)
<ul style="list-style-type: none"> ■ Unstructured time ■ Structured time ■ Instruction given ■ Told not to do something ■ Refused access to item ■ Item removed or activity ends: _____ ■ Transition between locations ■ Playing with peers ■ Other (explain): _____ 	<ul style="list-style-type: none"> ■ Verbal protest (e.g. scream, cry) ■ Aggression to peer (e.g. hit, push, bite) ■ Aggression to adult (e.g. hit, push, bite) ■ Throw objects ■ Property destruction (e.g. rip, clear surfaces) ■ Leave area ■ Leave room ■ Other: _____ 	<ul style="list-style-type: none"> ■ Ignored by adults ■ Adult comments on behaviour ■ Peer comments on behaviour ■ Redirected back to original task ■ Redirected to new task ■ Reminded of token system and reward ■ Removed from room (to what): _____ ■ Peers removed from him ■ Prompted to self regulate (e.g. breathe) ■ Additional adult support involved ■ Other (explain): _____

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Date	Activity
Tuesday, June 9 to Friday, June 12	<p>Try the following strategies when responding to your child's behaviour this week:</p> <ol style="list-style-type: none">1. Catch them being good! Praise and reward appropriate behaviours with lots of high quality attention (eye contact, close proximity, enthusiasm, latency, duration)2. Schedule times when you can give 1:1 attention3. Be aware of times when you need to reduce your attention to a student and plan for other preferred activities to happen during these times (preferred activity available while you do other things or interact with siblings)4. Use warnings so that they know when you are going to be busy and when you can engage with them5. Give attention that is appropriate for their developmental level (e.g., toddler who needs you to respond, teenager who wants an in-depth conversation)6. Resist giving a lot of quality attention for challenging behaviour, and try using planned ignoring instead.
Extra Tips, Information and/or Resources:	<p>There are many reasons why child will use negative attention seeking behaviours to get your attention. To increase positive attention seeking behaviours here are some tips:</p> <ul style="list-style-type: none">■ When possible, ignore negative attention seeking behaviours.■ Attention is the reward so ignore the small stuff■ Be consistent■ Teach appropriate attention seeking behaviours by using praise and rewarding the positives.■ Positive attention will increase good behaviours. <p>For information on how to model positive behaviour, visit this website: https://www.healthychildren.org/English/family-life/family-dynamics/communication-discipline/Pages/How-to-Shape-Manage-Young-Child-Behavior.aspx</p>

Special Education



Communication

THEME: Vocabulary – Action Words

Action words are verbs. They describe actions. Some examples include “walking, running, writing, spinning”.

Date

Activity

**Monday,
June 8**

Syllable Clap

Clap out the syllables or beats in the action words below with your child. Then act out or mime each action.

- Talking
- Running
- Rollerblading
- Colouring
- Baking
- Singing
- Following

Bonus: Have your child try to think of two more action words to add to this list.

**Tuesday,
June 9**

Happy and you know it...

Sing the song “If you’re happy and you know it” with your child today and do the actions. Then include some different actions that aren’t usually in the song. For example:

- Cover your eyes
- Hop on one foot
- Spin around
- Pretend to bark

If you’re happy and you know it cover your eyes.

If you’re happy and you know it cover your eyes.

If you’re happy and you know it, and you really want to show it, if you’re happy and you know it, cover your eyes.

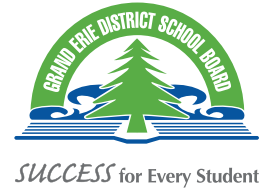
**Wednesday,
June 10**

Simon Says!

Play a game of Simon Says. Call out different actions such as:

- March in place
- Hop three times
- Swim in place
- Give a salute
- Cross your eyes
- Blink three times
- Wink
- Sing the ABCs

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Communication

THEME: Vocabulary – Action Words

Date	Activity
Thursday, June 11	<p>Follow the Leader</p> <p>Have your child or children stand in a line behind you. Walk around the room and call out an action (e.g., Wave hello, stop, go, skip, crawl, point at something, etc). Then do the action for your child to copy.</p> <p>Next, have your child go first, calling out the action words and performing the action.</p> <p>Bonus: Try sounding out the words for your child instead of saying the word (e.g., “wave = wwwwww...aaaa...vvvv”).</p>
Friday, June 12	<p>Old McDonald</p> <p>Sing the song “Old MacDonald” using action words instead of noises: rabbit/hop, horse/gallop, dog/dig, goat/chew, chicken/peck, goose/waddle.</p> <p>Old MacDonald had a farm, E-I-E-I-O.</p> <p>And on his farm he had a horse, E-I-E-I-O.</p> <p>With a gallop, gallop, here and a gallop, gallop there.</p> <p>Here a gallop, there a gallop.</p> <p>Everywhere a gallop, gallop!</p> <p>Old MacDonald had a farm, E-I-E-I-O.</p>
Extra Tips, Information and/or Resources:	<p>Reading books with your child can help to build their vocabulary and language skills. This week, when reading books together, take time to look at the pictures and talk about what the characters are doing (e.g., “He is hiding”, “They are making pizza”, “The horse is jumping over the fence”). You can also do this by talking about photos on your camera or phone (e.g., “Look! In this picture you are playing hockey”, “Here you are painting a picture”).</p> <p>Check out this song about Action Verbs by Jack Hartmann on YouTube: https://www.youtube.com/watch?v=j3EYciNco58</p> <p>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!</p>

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.

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Self-Regulation

THEME: Road to Self-Regulation: Comparing Self-Regulation Skills to Driving a Car

Date

**Monday,
June 8**

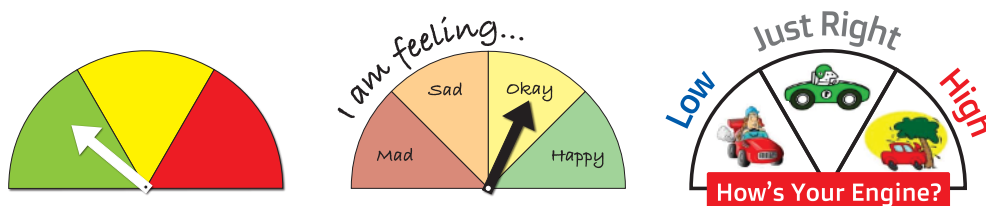
Activity

Read the Gauge:

Strong emotions are the gauge for letting us know when we're becoming stressed or overwhelmed. Just like when you are in a car, the indicator lights tell you when/what is wrong with your vehicle, your emotions can act in the same way. A strong emotion can indicate that there may be a problem, and what that problem may be. This can be tied back to a couple weeks ago when we talked about recognizing physical signs of stressors in our bodies. These are great indicators that there is stress or something that is bothering us or overwhelming us, even if we don't recognize it. Children are the same way.

Reading the gauge is something that is great to do together. Not only will you begin to be able to read your child's gauge and help them understand it, but you will also begin to recognize how your own gauge can be affected in this process.

Fun Activity: Create feelings gauges with your child. This might even be fun to do with the whole family. Check in throughout the day and discuss why you think the gauges are where they are. Here are some examples:



**Tuesday,
June 9**

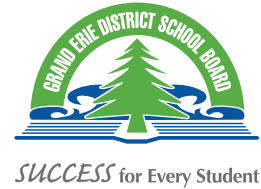
How Much Gas is in the Tank?:

Don't expect everyone to have the same capacity for self-regulation and recovery. Every child has a different amount of gas in the tank. Some burn this energy quickly, and some burn it slowly. It's important to recognize how quickly your child burns energy, how much energy they must start with, and how they are able to recover this energy. Everyone recovers differently and forcing a certain calming activity on a child may have the opposite effect. For example, some children find deep breathing activities to be very stressful.

"Some children are burning too much energy during a task and so must work much harder to concentrate on the task." - Dr. Stuart Shanker

Fun Activity: As we have said many times, what is calming to one person may have the opposite effect on another. Remember that these activities that we recommend are just some suggestions. Find what is best for you and your child.

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Self-Regulation

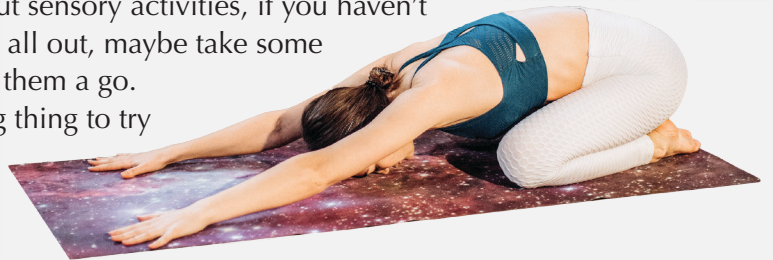
THEME: Road to Self-Regulation: Comparing Self-Regulation Skills to Driving a Car

Date

**Tuesday,
June 9
Continued...**

Activity

Last week we talked about sensory activities, if you haven't had a chance to try them all out, maybe take some time to go back and give them a go. Another possibly relaxing thing to try is the "child's pose." Here is a picture for reference.



**Wednesday,
June 10**

What Route Will You Take?:

Something to note about self-regulation is the importance of offering children choices. This allows them the chance to experiment and discover for themselves what bring them calm and order when they are feeling overwhelmed and disordered.

Connecting self-regulation back to the concept of vehicles, what is required for a transport truck to run and accomplish their final goal is much different than what it takes an electric hybrid to run and accomplish their final goal. Just because a child's "vehicle" may have different needs or take a different route than yours or another child's, doesn't mean that they will not get to their destination. Every person requires different strategies and different routes to get to the same goal.

Fun Activity: Find a map of your area (town, county, whatever works for you). Choose a start and end location (for example, your house to the grocery store). Try to find three different ways to get from your starting destination to your ending destination. Discuss how there can be many ways to get to the same destination. This is just like self-regulation. Everyone's journey to reaching their goal is different.

**Thursday,
June 11**

Be Prepared to Recalibrate:

As we have discussed that sometimes what works well for one child may have a completely different result for another. What is even more unexpected (and potentially frustrating) is when something that has been working for a long time suddenly stops working. Many times, there may not even be an explanation for why this happened. Much like a GPS in a car, we will suddenly find ourselves in a situation where we must recalibrate our route.

For example, your child may have loved their workspace. They may have even helped you set it up and its been their go-to place to get work done for weeks. This week, they have decided that there is no way they are working there and insist that they will only do schoolwork at the kitchen counter.

Special Education



Self-Regulation

THEME: Road to Self-Regulation: Comparing Self-Regulation Skills to Driving a Car

Date

Activity

**Thursday,
June 11
Continued...**

At this point, you may feel frustrated or defeated. But remember, the goal is self-regulation, so focus on the fact that the child is still accomplishing work and has found somewhere that works for them. Perhaps this is a time to praise your child for trying to solve the problem on their own. If this spot does not work for you (maybe you need the counter to cook or bake), talk with your child about some other places that may work. Try working to recalibrate the GPS for the day.

Fun Activity: Here are some possible reflection questions that you can ask yourself:

- Are you working with your child on his clock or your own clock?
- Are you working with your child to be dependent or independent?
- Are you helping your child to be the master of his or her destiny, or are you still looking for compliance?

**Friday,
June 12**

Wear a Seatbelt:

Children thrive when they feel safe and secure—emotionally, physically, and cognitively (in accomplishing their academic goals).

One of the best ways to create a safe environment for a child is through routine. A research study done with 8,500 children in New York showed a 47 percent increase per routine in social-emotional health.

"There is strong scientific evidence that children who possess these abilities to a greater degree are more likely to succeed in school," says Dr. Elisa Muniz. "When you are happy and secure, you are much more able to learn and interact in healthy ways," says Dr. Claire McCarthy of Boston Children's Hospital. She continues, "When (children) are unhappy, insecure or unsure of their environment, energy goes into dealing with that, and not into learning."

Routine is often like putting on a seatbelt on the road to self-regulation.

Fun activity: Safe Web

Create a safe web. Write SAFE in the middle and then have lines going out to sections labelled "Who?" "What?" "When?" "Where?" Make a list under each section with your child.

Make a Routine

Create a new routine (bed time, dinner time, movement time) with your child and try to follow through with it for an entire week.



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Self-Regulation

THEME: Emotional Regulation

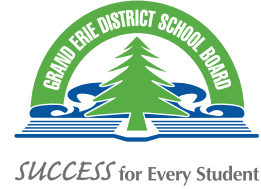
Students must have the appropriate supervision while completing these tasks to ensure safety. If you have any concerns with completing these tasks and ensuring the safety of your child, please do not attempt them.

Supporting resources:

■ Article for the study discussed on Friday's content:


<https://www.reuters.com/article/us-kids-family-routine/kids-with-family-routines-more-emotionally-socially->

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Self-Care

THEME: Self-Care Wheel

Date	Activity
Monday, June 8	<p>Emotional Self-Care</p> <p>Think about 5 things that have been good or that you have enjoyed about being at home. Draw a picture with these ideas.</p> <p>When you get sad or bored look at your picture to remind you of the positive things about being home.</p>
Tuesday, June 9	<p>Stress Tool: Butterfly Breathing</p> <p>We have been learning many different strategies to help us with our deep breathing. This week we are pretending that we are beautiful butterflies.</p> <ol style="list-style-type: none">1. While seated, extend your arms out to your sides.2. Slowly move your arms back and forth inhaling on the way back and exhaling on the way forward.3. Repeat 3-5 times <p>Photo by Krzysztof Niewolny on Unsplash</p> 
Wednesday, June 10	<p>Sensory Self-Care</p> <p>Imagine you are a caterpillar waiting to become a butterfly. Where were you, and what did you hear?</p> <p>Describe and draw a picture of the butterfly. Imagine what adventures your butterfly would be able to go on. If you were a butterfly- where would you like to go?</p>
Thursday, June 11	<p>Spiritual Self-Care</p> <p>Thankful Chain. Cut out strips of paper and write what you are thankful for on them. Have other people in your house do this as well. See how long the chain can be. You can even call or message other members of your family to find out what they are thankful for, and add their answers to your chain.</p>
Friday, June 12	<p>Social Self-Care</p> <p>Have everyone in your family create a scavenger hunt. Switch lists and see if your family members can find what is on the list.</p> <p>When everyone is done, talk about what was easy to find and what was difficult.</p>