

Applied Behaviour Analysis (ABA) Strategies

THEME: Why Kids behave the way they do – Automatic Function.

- 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 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 Automatic Function. Automatic – behaviour that occurs when the child is trying to gain or eliminate internal stimulation (the child has rituals or routines that they must carry out without interruption).

For example:

- The child engages in aggressive behaviours even when they think they are alone
- The child has routines or rituals that when interrupted lead to a meltdown, which includes aggressive behaviours
- The child engages in scratching and picking behaviours even when they are alone
- The child continues to repeat the same line of their favourite movie/song/show repeatedly
- The child smells everything that they touch

Date

Activity

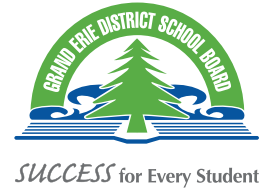
**Monday,
June 22**

Once again, begin by observing your child and collecting some ABC data, or use the previous data that you have already collected from different situations and environments.
Look for behaviours or routines that your child does, look for times of the day where they usually perform this behaviour.

Possible Function - Automatic

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: No obvious trigger, was alone 	<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: Self Injurious Behaviour (hitting themselves on the chin repeatedly) 	<ul style="list-style-type: none"> ■ Ignored by adults ■ Peer comments on behaviour ■ Redirected back to original task ■ Redirected to new task ■ Reminded of token system and reward ■ Removed from room ■ Peers removed from him ■ Prompted to self regulate (e.g. breathe) ■ Additional adult support involved ■ Other: No consequence

Special Education



Applied Behaviour Analysis (ABA) Strategies

THEME: Why Kids behave the way they do – Automatic Function.

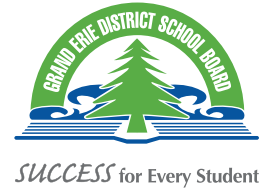
Date	Activity
Tuesday, June 23 to Friday, June 26	<p>Consider these strategies</p> <ol style="list-style-type: none">1. Schedule times for the child to engage in the behaviour (if behaviour is safe to perform)2. Teach and reinforce alternative or incompatible behaviours3. Interrupt and redirect unsafe behaviours4. Use visuals to show what is acceptable when and where5. Ensure that the child is engaged and able to participate in functional activities6. Control the variables that improve the quality of reinforcement; allow access based on your plan and do not allow them to engage in the automatic behaviour following challenging behaviour7. Seek medical advice and/or support, if needed

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:

For more information on Functions of Behaviour and strategies to support you, check out this website:
<https://www.erinoakkids.ca/ErinoakKids/files/51/515c37a7-fed0-4f5a-913b-4f658fb56335.pdf>

Special Education



Communication

THEME: Temporal and Sequencing Concepts

Temporal and sequencing concepts refer to words like first, next, then, second, third, last, beginning, middle, end, before and after. These words are important for following multi-step directions and for understanding and explaining the order in which things happen.

Date

Activity

**Monday,
June 22**

Use the sequencing words **first, then, next and last** to explain the steps involved in **completing tasks**, such as:

- Brushing your teeth
- Making lemonade or juice
- Planting a flower
- Making a sandwich
- Building a sand castle
- Going swimming
- Making an ice cream sundae
- Getting ready for bed

Bonus: Make a mini comic strip and draw pictures for each of the steps. Then, cut the pictures out and practice putting them back into the correct order.

**Tuesday,
June 23**

Read a book or watch a television show with your child. When the story is over, talk about what happened and how the characters were feelings in the beginning, middle and end of the story.

You can also use these words to describe your day. For example: what did you do at the beginning of the day, in the middle of the day, and at the end of the day? You could try doing this each night before bed to reflect on the day's activities.

**Wednesday,
June 24**

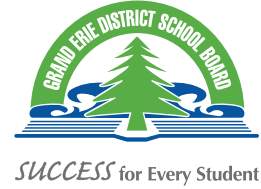
Look at the objects to the right and ask your child: what comes first? Last? Second?

Try this with other items from around the house: Gather 3-4 objects (e.g., food, figurines, blocks, stuffed animals, clothing) and line them up in a row. Then, talk about the position of each object using the words first, second, third, and last.

You can also try this during play activities, for example: when playing with trains or race cars talk about which one is first or last on the track; when playing a game talk about who gets to go first, second, next, last, etc.



Special Education



Communication

THEME: Temporal and Sequencing Concepts

Date	Activity
Thursday, June 25	<p>Use the words before and after during your daily routines today. For example: "Before we go outside, we need to put on sunscreen", "You must wash your hands before you eat lunch", "After breakfast we will brush our teeth", "Put the crayons away after you finish your drawing".</p> <p>These concepts can be very hard for children with language difficulties to understand!</p> <p>Bonus: Repeat the activities from Monday, Tuesday and Wednesday, but this time focus on the words before and after.</p>
Friday, June 26	<p>Temporal and sequencing words are also important for reading and writing!</p> <p>Have your child print their name and then discuss the letters: what is the first letter in their name? Next? Last?</p> <p>Try sounding out the following words and talking about the first, middle and last sounds that you hear: pool, hot, fun, deck, chair</p> <p>Write a few short sentences for your child (e.g., "I like bananas", "You are cool", "It is summer!") and talk about the words. Read each sentence aloud and ask your child to circle the first/last word.</p>
Extra Tips, Information and/or Resources:	<ul style="list-style-type: none">■ Play hair salon using sequencing words: https://pbskids.org/peg/games/hair-salon■ Visit the Reading Rockets website to learn more about how to teach sequencing: https://www.readingrockets.org/strategies/story_sequence■ 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!

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.