



Multi-Disciplinary Activity Guide

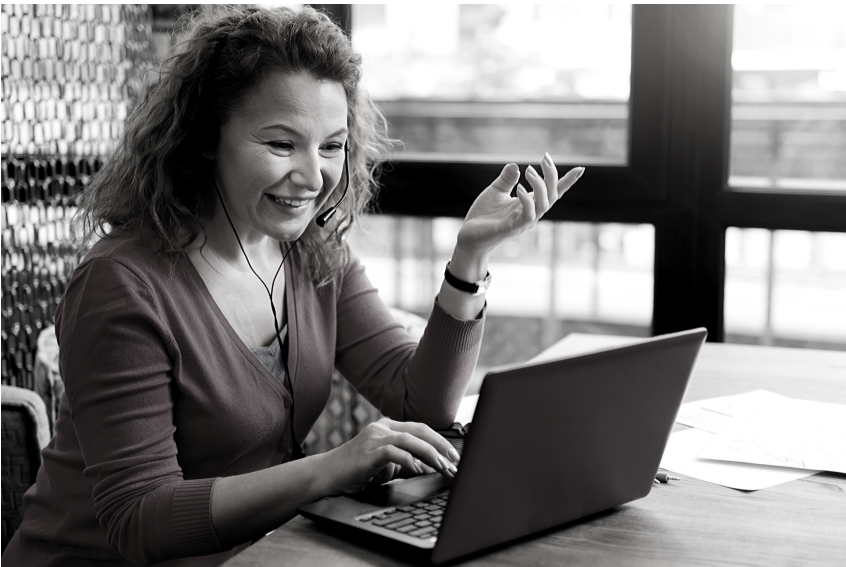


Table of Contents

Occupational Therapy

K - 3

4 - 8

Physical Therapy

K - 8

Speech and Language Pathology

K - 8

Behavioral Health

K - 8

Weekly Behavior Calendar

Behavior Calendar Activity Guide

Additional Behavior Resources and Activities

Middle and High School Multi-Disciplinary Activity Guide

Disclaimer

Please change your printing color to "Black and White" or "Grayscale" to save on ink.

Occupational Therapy

Occupational Therapy

K - 3



Lower Elementary Activity Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
Grasp & Manipulation	Visual Motor	Bi-Lateral Coordination	Visual Perception	Writing Strategies

Online Activity Links:

<https://www.ot-mom-learning-activities.com/index.html>

<http://www.handwritingforkids.com/handwrite/manuscript/sentences/index.htm>

[https://kids.lovetoknow.com/wiki/Free Handwriting Worksheets](https://kids.lovetoknow.com/wiki/Free_Handwriting_Worksheets)



GRASPING/MANIPULATION



Tong Activity

- Use tongs to pick up pom poms and place them in the gumball machine picture and release. Add color matching to increase difficulty



Tweezer Activity

- Use small tweezers to pick up small beads and other small objects



Clothes Pins

- Match letter on clothespin to letter on index card
- Using thumb, index and middle finger, open clothespin to attach to index card in the correct sequence



Playdough Activity

- Using thumb and index finger, pull pennies and/or beads out of the playdough



Pipe Cleaners in Can

- Use pincer grasp, thumb up on pipe cleaners, hold upright to place in top of can



For All Activities

- Watch that student is keeping his/her forearm neutral and avoid pronating wrist—i.e. Turning thumb and index finger towards the paper.

Visual Motor

Coloring Activity:

- Color within the lines of given outline
- Adaptation - trace outline with marker

Pre-writing Worksheets

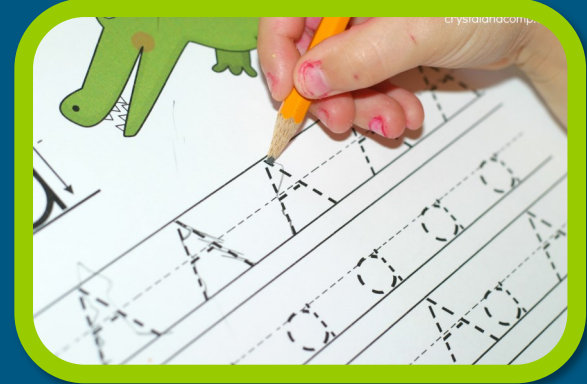
- Practice drawing and tracing lines and shapes
- Watch for: Tripod grasp on pencil

Tracing

- Stabilize the paper with one hand while tracing the lines and shapes with the other
- Watch for: Tripod grasp on pencil

Mazes

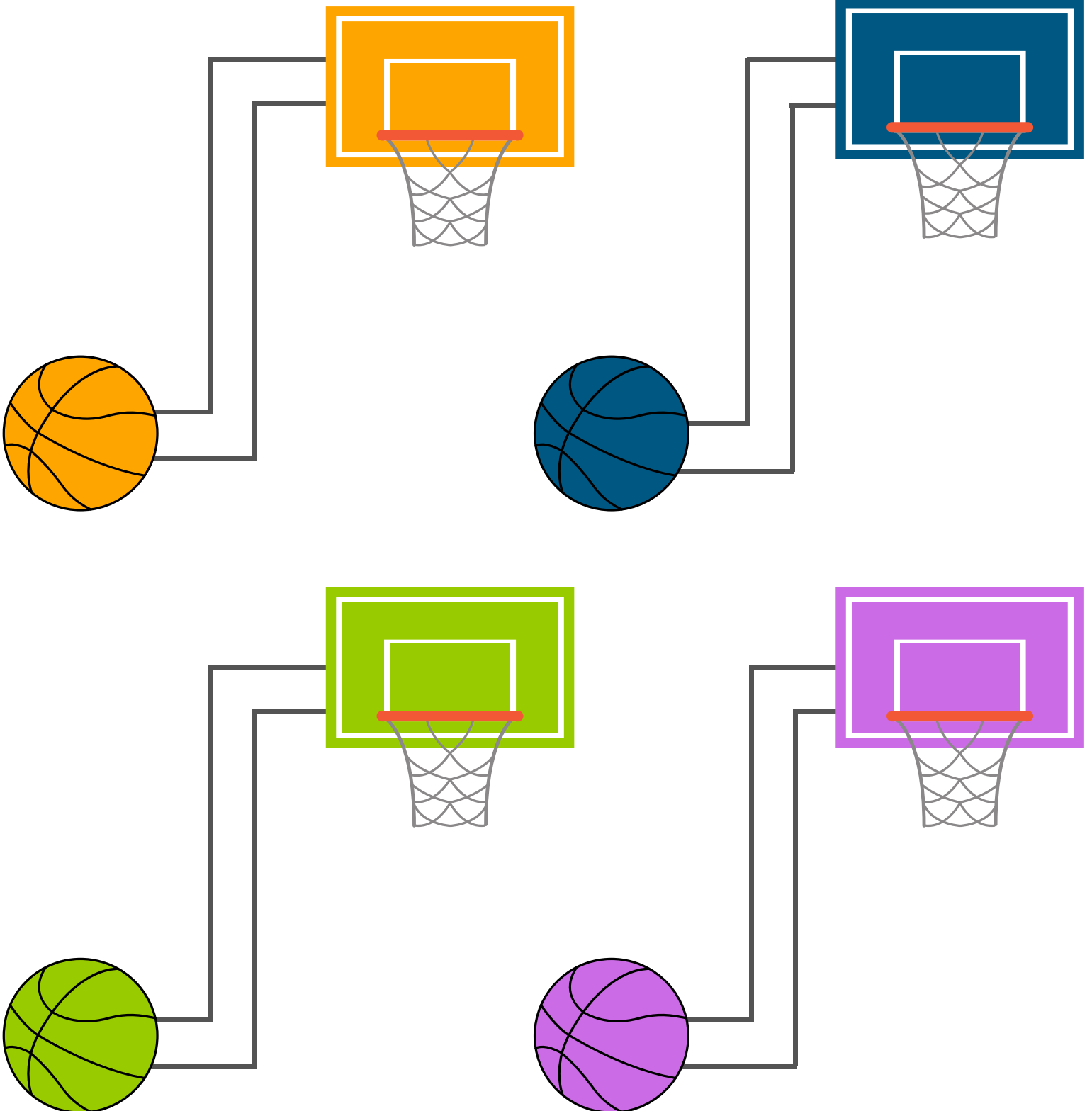
- Select a maze, stay within the designated spaces
- Adaptation—highlight the path for the student and ask him/her to trace





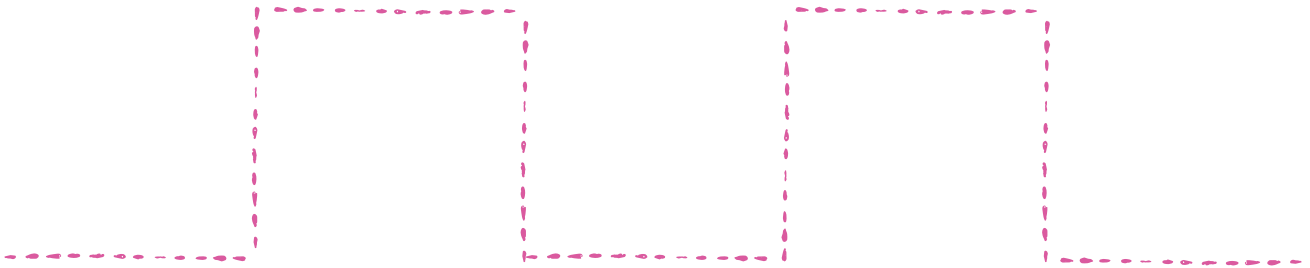
BASKETBALL

Draw a line to get the basketball in the hoop



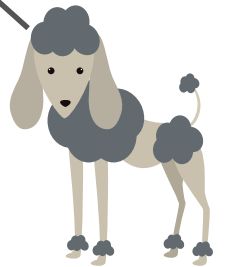


CUT THE LINES



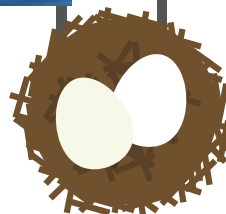
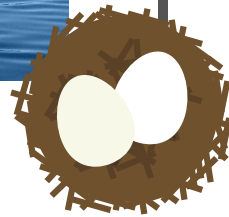
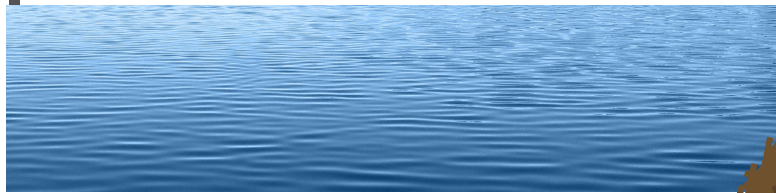
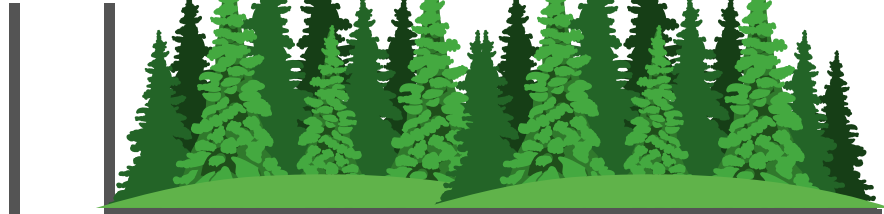
DIAGONAL DOGS

Draw a diagonal line to match the dogs



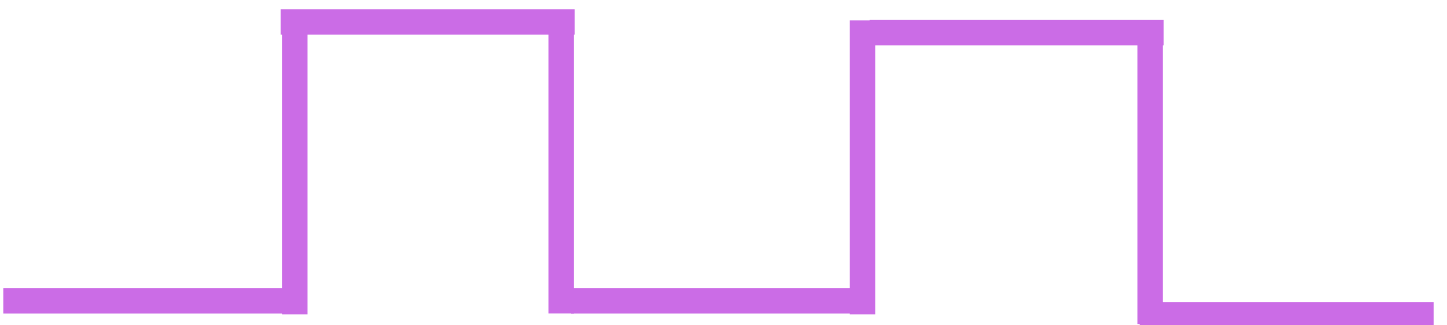
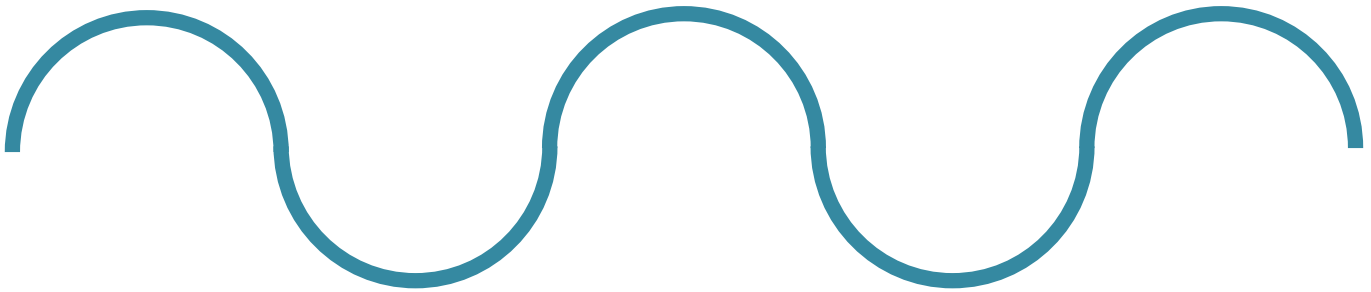
FLYING BIRDS

Draw a line to get the bird to the nest





FOLLOW THE LINES



MATCHING

Draw a line to match the socks to their shoe









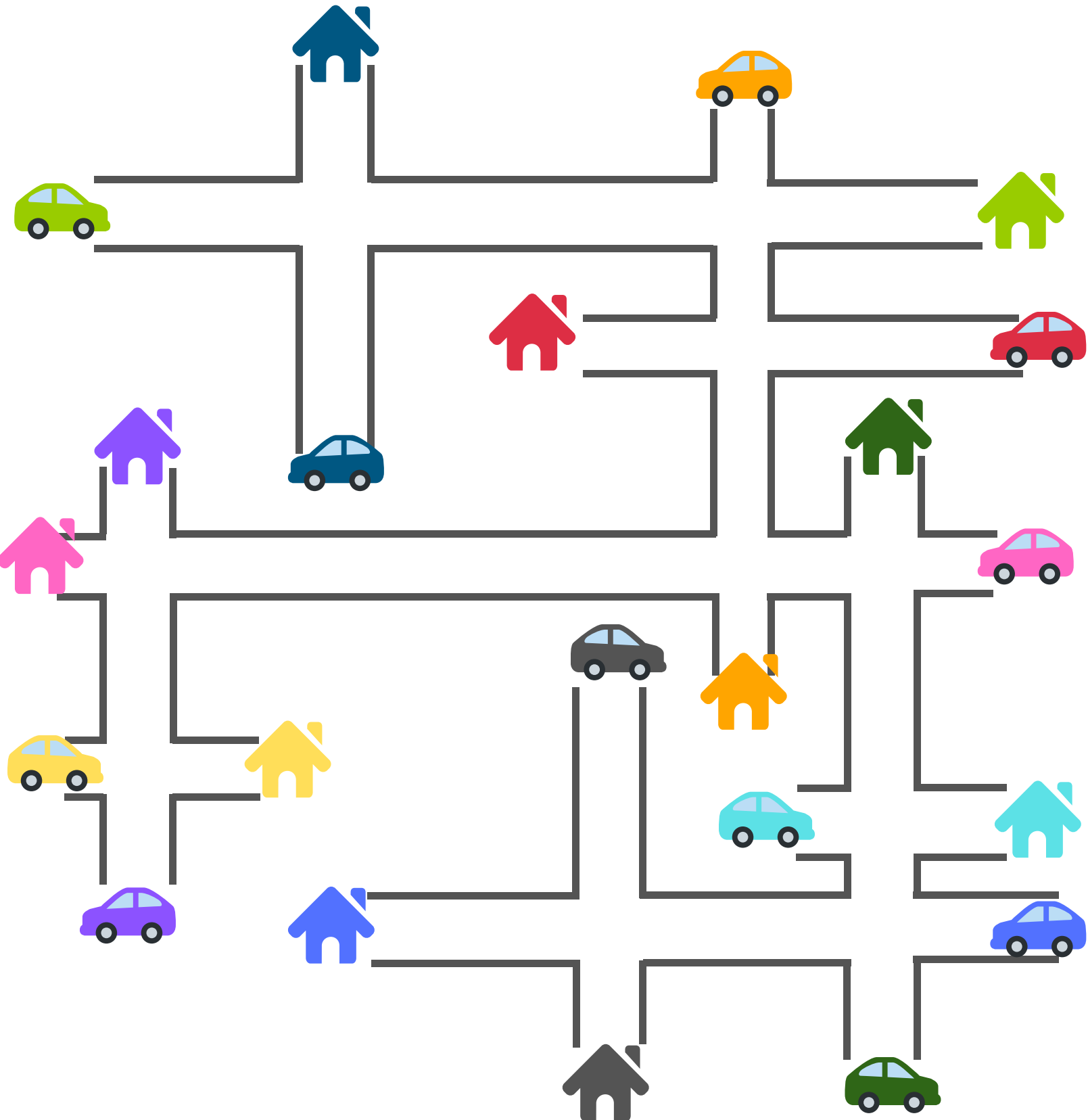






MAZE LINES

Draw lines to connect the car to their matching house





Bi-lateral Coordination



Cutting practice

- ♦ Glue shapes to a file folder or index card to cut
- ♦ Practice cutting shapes on heavier paper for stability
- ♦ Cut out shapes and match
- ♦ Cut along or inside the lines of a maze—gradually use narrower lines



Nuts and Bolts

- ♦ Match nut and bolt pieces together
- ♦ Use one hand to stabilize the bolt and one to manipulate the nut

Hole Punch Activity

- Hold paper in one hand, hole puncher in the other
- Ask child to follow lines on paper, punching at each x

Feeding coins into tennis ball

- ♦ Hold the tennis ball in one hand, squeeze until the “mouth” opens, feed coins with the other
- ♦ Watch for—putting the ball down or holding between knees for support



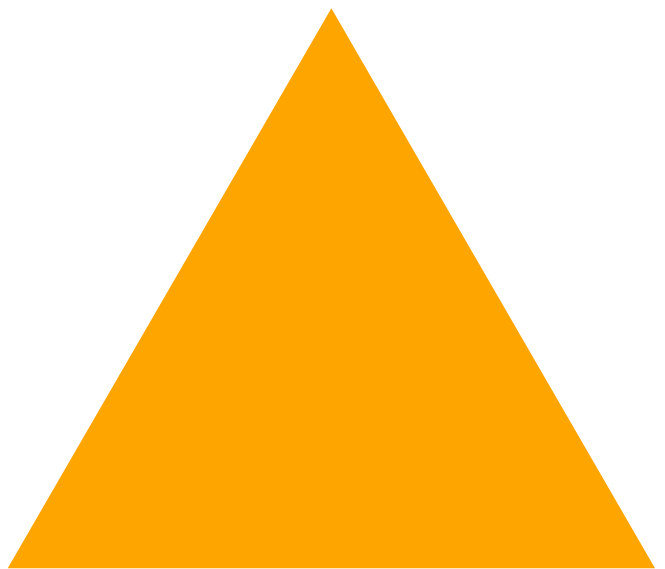
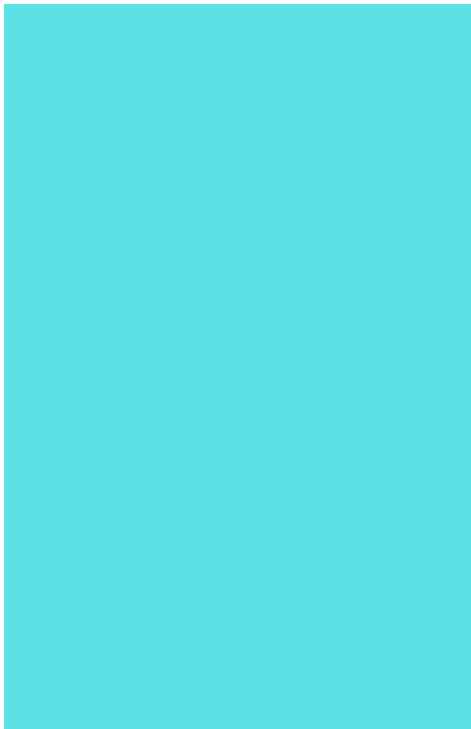
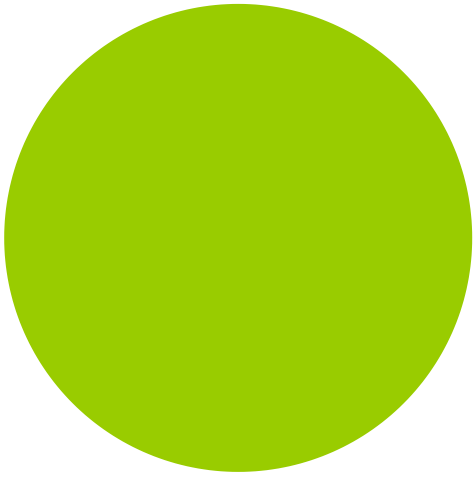
Additional activities:

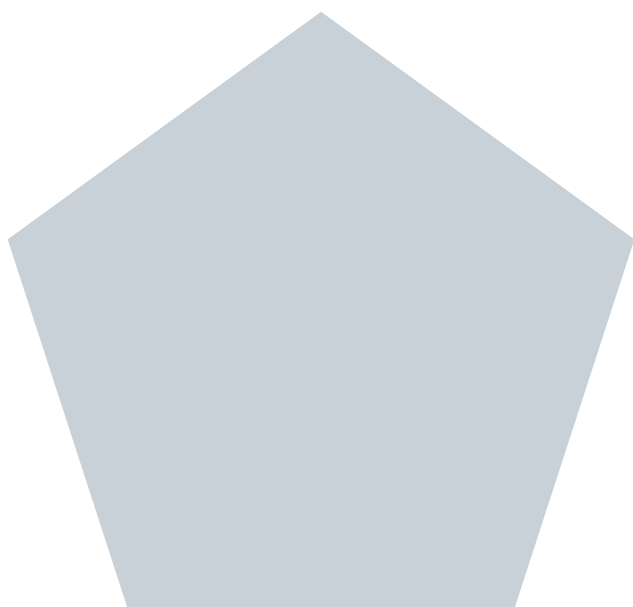
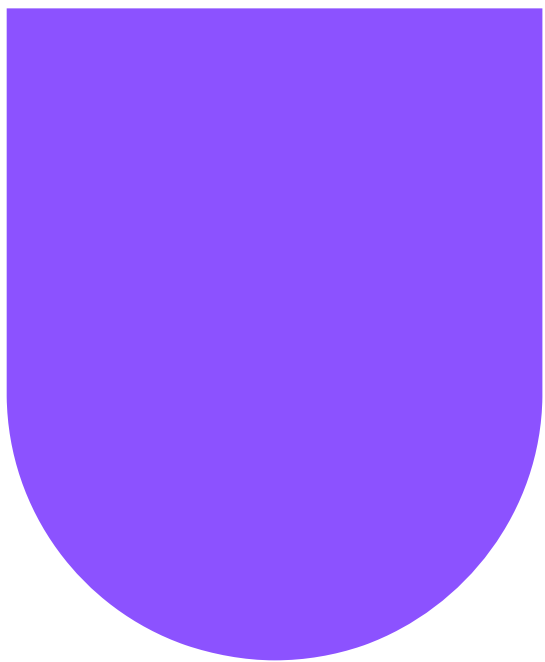
- ♦ Taking objects in and out of containers or Ziploc bags, hole punch, Legos, lacing cards, paper folding, paper tearing
- ♦ Practice cutting straws, fringe the edge of paper, playdough, across strips of paper with increasing width





CUT THE SHAPES





Visual Perception

Visual Scanning Activity

- ♦ Locate the specific objects identified at the top of the page
- ♦ Place an x over them while scanning left to right and top to bottom
- ♦ Count the number of each given object

Hidden Picture Activity

- ♦ Identify the identified objects
- ♦ Scan the larger picture to locate the objects
- ♦ Draw a circle around the

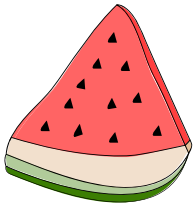
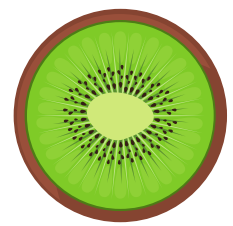
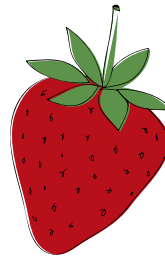
Matching Activity

- ♦ Match the picture, number or letter on the clothespin to the picture on the circle wheel
- ♦ Clip the clothespin to the edge of the circle
- ♦ Continue until all clothespins are used

Beads - match in sequence

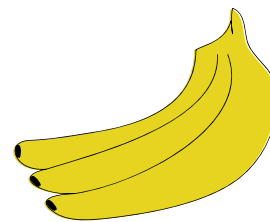
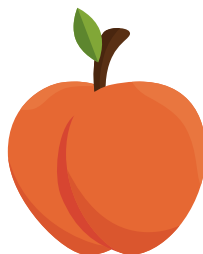
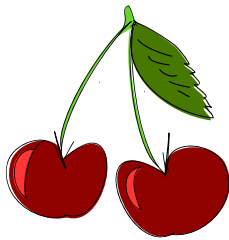
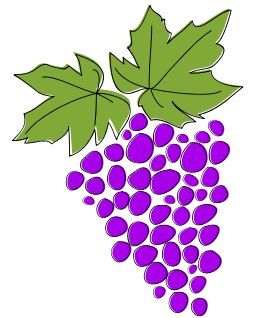
- ♦ Use one hand to hold the string, the other to manipulate the beads
- ♦ Follow the sequence or pattern on the card





PICK THE FRUIT

Use the clothespin to select the fruit





CIRCLE THE WORD

Circle the Word

(Cut, Cat, Cot)

Cot Cat Cot
Cut Cut Cot Cut
Cat Cot Cut CUT Cat
Cot Cut Cot Cat Cut
CUT Cut Cot Cat Cut
COT Cat Cut Cat
Cut Cat Cut Cat
Cot Cut CAT Cot
Cut Cot Cat
Cot Cut Cat Cat
Cut Cat Cut
Cat Cot Cat Cot
Cot Cat Cot



SCAN THE SEASON

Mark the seasons as fast as you can. record your time in each box.



Time:



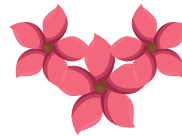
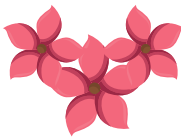
Time:



Time:



Time:





Handwriting



5 P's of Pencil Power

- ♦ **Posture:** Feet on floor, sitting upright
- ♦ **Paper:** Turn to 45 degree angle
- ♦ **Pencil:** Use a tripod grasp on the pencil
- ♦ **Prepare:** Movement activities or exercises before writing
- ♦ **Practice:** Start at the top, touch the bottom line, space between words



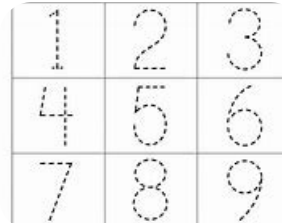
Name worksheet

- ♦ Practice tracing and then writing name.

Jessica
Jessica

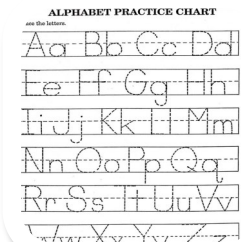
Number worksheet

- ♦ Practice tracing and then writing numbers



Alphabet worksheet

- ♦ Practice tracing and then writing letters





COPY THE LETTERS

Copy the uppercase and lowercase letter as it appears.

A

a

B

b

C

c

D

d

E

e

F

f

G

g

H

h

I

i

J

j

K

k

L

l

M

m

N

n

O

o

P

p

Q

q

R

r

S

s

T

t

U

u

V

v

W

w

X

x

Y

y

Z

z



COPY THE NUMBERS

Copy the number as it appears

1

6

2

7

3

8

4

9

5

0

Occupational Therapy

4 - 8



Upper Elementary Activity Calendar

Monday	Tuesday	Wednesday	Thursday	Friday
Bilateral Coordination	In-Hand Manipulation	Strength and Coordination	Visual Motor and Perception	Handwriting

Additional Resources:

<http://www.handwritingforkids.com/handwrite/manuscript/sentences/index.htm>

<http://www.handwritingforkids.com/handwrite/cursive/sentences/index.htm>

<https://www.familyeducation.com/entertainment-activities/printables>



BILATERAL COORDINATION



Symmetrical Movements:

- Jumping jacks
- Jumping rope
- Same side scissor jacks
- Catching a ball

Asymmetrical Movements:

- Riding a bike
- Marching
- Opposite side scissor jacks
- Walking, running, skipping



Dominant Hand/Non-Dominant Hand:

- | | |
|----------------|-----------------------|
| • Threading | Cutting |
| • Lacing cards | Spreads on crackers |
| • Coloring | Trace around stencils |
| • Writing | Tying Shoes |

Additional Activities:

- Cutting food with a fork and knife
- Sewing
- Opening a jar
- Doing up buttons, snaps, and zippers
- Keep up or pass with balloon

In Hand Manipulation

In-Hand Manipulation Definitions

- **Translation:** Refers to the linear movement of the object or objects from the palm to the fingers or the fingers to the palm.
- **Shift:** Refers to linear movement of an object on the finger surface to allow repositioning of the object on the pads of the fingers.
- **Complex Rotation:** Refers to the turning or rolling of an object with finger pads between 180-360 degrees.
- **Simple Rotation:** Refers to the turning or rolling of an object with finger pads no more than approximately 90 degrees.

In-Hand Manipulation Exercises:

- Roll play dough into small balls using only the fingertips.
- Tear newspaper into strips, crumble it, and stuff an art project.
- Use tweezers to pick up small items.
- Lacing activities.
- Eye Droppers to drop water into recycled lids.
- Coin or button matching, sorting, and stacking.
- Small pegboards, tucking extra pegs into the palm of the hand. You can use cut up straws and play dough, too.
- Dropping small items into bottles with a small opening.
- Pick up beads from the floor and drop into ice cube trays.
- Push coins into a piggy bank.
- Press buttons into a slit cut in the lid of a plastic tube.
- Pick-up sticks.
- Games with small chips.
- Beading.
- Twisting lids on/off water bottles.



Strength and Coordination



CORE Strength

Supine Flexion
Sit-Ups
Prone Extension
Bridges
Ball Pushes
Cup Stack
Cross Kicks
Squat Jumps
Mountain Climber
Plank Jumps
Plank
Tables
Table Kicks
Donkey Kicks



UPPER EXTREMITY Strength

Knee Push-Ups
Seated Push-Ups
Wall Push-Ups
Push-Ups
Ball Press
Standing Ball Press
Tricep extensions
Ball Curls





Visual Motor / Perception



Visual Motor Activities:

- Maze
- Connect-the-Dot
- Coloring
- Drawing with Graph Paper
- Ball play or Toss a Balloon
- Flashlight Tag
- Puzzles

Visual Perception Activities:

- Scanning Activities and Games
- Word Search
- Hidden Picture
- Matching Patterns
- Memory Games
- I Spy
- Self Correct Written Work

Handwriting

5 P's of Pencil Power

- ♦ **Posture:** Feet on floor, sitting upright
- ♦ **Paper:** Turn to 45 degree angle
- ♦ **Pencil:** Use a tripod grasp on the pencil
- ♦ **Prepare:** Movement activities or exercises before writing
- ♦ **Practice:** Start at the top, touch the bottom line, space between words



Near Point / Far Point Copy
Writing from Dictation
Composing Sentences

Self Check Your Handwriting:

- Letters are the correct size and shape.
- Letters are on the line.
- Handwriting is neat and legible.
- There is proper spacing between letters.
- There is proper spacing between words.



Physical Therapy

Physical Therapy

K - 8



Gross Motor: Improving Coordination

As children grow, muscle coordination develops with everyday play and activities. Fine motor skills that allow a child to hold a spoon, pencil and color within the lines comes slowly but surely. Coordination also gives children the ability to complete more complex tasks such as riding a bike, kicking a ball or participating in team sports. All children develop at different speeds, but parents can help this progress with simple activities and exercises.

Learning Skills - Every move that a child makes helps prepare the child to learn a new skill. Balance and coordination go hand in hand in the development of a child's body. As an infant, your child begins developing coordination skills with grasping your fingers. Play a game of patty cake with your infant to encourage him to use both hands together. Hold a rattle in your hand and play Find the Rattle. Tuck it behind baby's head and shake it until the baby turns to find the rattle. As coordination increases, your baby will reach for the rattle as his prize. As soon as a baby decides to pull himself up onto his feet, he opens a wonderful world of exploration and learning. Once mobile, a child can grab his own toys, learn to hold more than one object at a time and follow movements with his eyes. Parents play a key role in helping children develop coordination by playing simple games with the child. Using squeaky toys to encourage the child to grasp tightly with a resulting squeak boosts coordination. Stacking blocks or cups also helps develop logic and reasoning. Give your baby a pile of Goldfish crackers and have him fill the stacking cups. As the child gets older, these games and exercises can become more complex as dexterity improves.

Games as Exercise - Playground Games present the optimal way to teach a child coordination skills. Simply rolling a ball to a toddler invites him to return the ball to you. The actual development that occurs during this movement entails tracking the ball with his eyes, engaging hands to catch the ball and using logic to return the ball to the sender. Your child learns to complete these activities better each time using coordination. Other games for coordination include ring toss, hopping on one foot, playing tag, whiffle ball and jumping rope. Simple games provide coordination exercises for your child, allowing him to explore the boundaries of his capabilities. Games and play elevate a child's heart rate to an aerobic level. Running in circles in the front yard might seem fruitless and silly, but this typical activity actually goes some good. Running requires coordination and balance to keep from falling. Game time play can be one of the most effective types of coordination exercise. Basketball requires concentration and dexterity to place a ball through a hoop. Hitting a baseball requires hand-eye coordination. Climbing on playground equipment provides plenty of exercise as well as coordination involving decision making and strength.

Hand Dexterity - Coordination exercises for children include simple everyday tasks that adults take for granted. However, these basic skills develop hand coordination that allows a child to eventually write properly, read and perform intricate tasks with age. Some hand coordination exercises include putting puzzles together, drawing or coloring, cutting paper, stacking blocks and dressing oneself. Clothing snaps, buttons, zipper and ties require both hand and visual dexterity for children to master these small tasks. Repeated exposure to activities will help your child excel and advance through these simple tasks.

Body Exercises - As cliché as it sounds, sound bodies make sound minds. Children must master their physical bodies to be prepared to learn. Encourage playground play every day, if possible. Climbing, running, jumping and mastering the other challenges on the playground give a child incredible confidence. Make a kid-sized obstacle course in your back yard to help teach your child coordination. Include hula-hoops, cones to run around, low blocks to jump over and tunnels to climb through for a challenge. Encourage coordination by purchasing a children's fitness ball to incorporate into your child's exercise routine. These scaled down versions of an adult-sized exercise ball provide a fun workout that will teach coordination, balance and provide an aerobic workout for your child. Children learn by example, so participate in coordination activities with your child. Always encourage your child even when he can't hit a ball, make a basket or run the obstacle course the first time. New things might require practice. Just remember that nearly every activity your child wants to do naturally improves coordination. Something as simple as setting the kitchen table teaches logic and balance.



Gross Motor Skills

Muscle-strengthening activities are not just for adults. MayoClinic.com says “strength training can put your child on a lifetime path to better health and fitness.” Stronger muscles also help kids perform household chores, avoid injuries and improve sports performance. To pique your child’s interest in exercise, be creative. Fun activities can increase your child’s enthusiasm for muscle strengthening.

Monkey Bars - If you are looking for a fun activity to strengthen your kid’s muscles, head over to the local playground. Playing on the monkey bars strengthens the upper body. Swinging from one bar to the next also improves muscular endurance and coordination. Challenge your child to move all the way across the monkey bars without stopping. Closely supervise young children so you can catch them if they fall.

Medicine Balls - Children typically like playing with basketballs, baseballs, footballs or soccer balls. To strengthen their muscles, introduce kids to the medicine ball. “Strength & Power for Young Athletes” recommends using light medicine balls until kids can properly perform exercises. Gradually increase the weight in small increments. The squat toss effectively strengthens the legs, chest and arms. To practice this activity, stand with your feet about hip-width apart. Hold a medicine ball directly in front of your chest with both hands, slowly squat down until your thighs are parallel to the floor, then quickly jump straight up as you throw the ball high in front of you.

Wheelbarrow - Partner activities often are enjoyable for children. The wheelbarrow exercise allows kids to work together to strengthen their muscles. To perform the wheelbarrow, get on the floor in a pushup position. Ask a partner to grab your ankles and lift them to his waist level. Keep your body straight and do not allow your back to sag. Walk your hands forward and lead your partner across the floor. After you reach the other side of the room, switch positions with your partner. Make this activity more fun by having kids race each other. The wheelbarrow strengthens the pectorals, deltoids and triceps.

Inch Worm - Another way to make muscle strengthening fun is to have kids mimic animals. For example, have children try the inch worm. BodyBuilding.com says this activity strengthens the back, arms, shoulders and hamstrings. To practice the inch worm, spread your feet about shoulder-width apart. While keeping your feet flat on the floor, bend over and place your hands on the floor in front of you. Your body should make an inverted “V.” Walk your hands forward until your stomach is about three inches off the floor. When your body is parallel to the floor, walk your feet forward so you return to the inverted “V” position. Kids can repeatedly do the inch worm across the floor.



Gross Motor: Suggested Toys and Activities

According to a recent study by NCBI, children in the process of developing motor skills may have numerous positive health outcomes late in life. These may include positive self-esteem, good cardiorespiratory fitness, and sharp cognition. Children with cognitive and behavioral disorders can particularly benefit from the development of motor skills in a school-based therapy program. Students can build these skills while using gross motor toys and participating in therapy-led activities.

In summary, the more children move, the better the outcomes will be. Gross motor skills enable young students to walk, run, skip, climb, and play sports. Children in need of gross motor development assistance can gain strength, endurance, and confidence from school-based occupational therapy. In order to successfully care for students and their gross motor needs, occupational therapists must be equipped and prepared with the right tools.

PTS knows that students benefit the most when therapists have an abundance of resources and onsite and offsite clinical support from an experienced team. Below are several PTS-approved gross motor ideas to help children achieve their functional goals.

Indoor Gross Motor Toys and Games

- **Activity cards and games:** Try games that specifically encourage student movement, such as PTS' Power Moves. This fast-paced game can support students' balance, coordination, and sensory motor skills.
- **Simon Says:** A fan favorite! This game encourages body awareness and the ability to plan your movements.
- **Unstable Surfaces:** Quite the exciting challenge. These activities may be executed either inside or outside. You build the unstable surface (for example, a stack of pillows) for your students to either walk or climb over. This helps them build strength using muscles they may not normally use.
- **Catching and Balancing:** Have access to balance pods? Students can stand with one foot on one of these pods and attempt to catch a ball tossed to them. This activity gets them familiar with the concept of balance and helps them improve this specific skill.
- **Large Balls:** Consider this a regular game of catch, without having to balance. Playing catch motivates students to use hand-eye coordination skills and increase their focus. Once students master large balls, they can move on to throwing and catching a smaller-sized ball.
- **Dancing!** This just might be the students' favorite activity. Dancing helps kids develop their coordination and motor sequencing skills. It also introduces them to the concept of rhythm. The good news for you: all you need is music!

Outdoor Gross Motor Activities and Games

As an occupational therapist, you may not always have access to an outdoor environment for your therapy sessions. Nevertheless, the following activities are good to keep on hand when the sun's out. You may also consider recommending these activities to parents who want to engage their child at home:

- **Playground play:** This can include climbing and swinging on monkey bars, climbing stairs, and a host of other activities that get students moving.
- **Hopscotch:** Students can directly practice the skill of hopping and jumping during this fun outdoor activity.
- **Swimming:** Assuming many school districts do not have pools, therapists can recommend this activity to parents with their own pool access. Students should swim only if they have the endurance and have previously received lessons.
- **Obstacle Courses:** Students can combine a series of gross motor skills to complete the course. Overcoming these fun obstacles will give each student confidence and a sense of accomplishment.
- **Tricycles or Scooters:** Riding one of these youngster-powered vehicles can serve as a stepping stone to riding a bicycle.

Teletherapy for PTs using ZOOM

With Zoom you can share your screen with a student AND watch video of them doing the activities so you can give feedback

How can I share a YouTube video in Zoom?

1. Open your **Zoom** meeting.
2. Ensure that you are logged in as the Host.
3. Click on the green "**Share** Screen" icon.
4. You will see a pop-up window where you select your desktop or application.
5. Click the check box in the lower left that says "**Share** computer sound"

You can start at the beginning or at a specific point in the video where it's focused on a student's specific goals. Here are just a few examples of some of the YouTube content we found:

- Online movement and dance videos:
 - <https://www.youtube.com/user/MovetoLearnMS>
- Yoga video library for kids:
 - <https://www.youtube.com/user/CosmicKidsYoga>
- HIIT workout for kids:
 - <https://www.youtube.com/watch?v=lc1Ag9m7XQo>
 - <https://www.youtube.com/watch?v=FrRDG4krjv8>
- 5 Minute Workout:
 - <https://www.youtube.com/watch?v=SbFqQarDM50>
- 12 Min Workout:
 - <https://www.youtube.com/watch?v=BDYd2qFR45o>
- 16 Minute Workout:
 - <https://www.youtube.com/watch?v=fgxR1PiEiDk>
- 30 Minute Frozen:
 - <https://www.youtube.com/watch?v=xlg052EKMtk>
- Singing and Movement Video Links for Preschool – K
 - <https://www.youtube.com/channel/UCMyyXCirk6jXXOWt2eKyCgg>

Core Strengthening Activities:

Think about using weightbearing, static positions, such as high kneel, quadruped or prone on elbows, so that you can get some core strengthening during an activity. For example, if the family has block Lego available, they can build a tower in one of these positions. If you are working on core stability, incorporate an activity that requires distal stability. What helps here is that if the student's phone or laptop is on the floor you can see what they are doing and you can see their movements. A parent may need to help facilitate device position to attain this. Don't forget the old favorites: The Superman, the Crab Walk, the Bear Crawl, planking. Here's a few suggestions for making these activities fresh and new for home.

Superman

Have student lay on his stomach on the floor and try to lift his arms up off the floor so that his upper chest comes up too.

How to Change it Up:

- Can he lift his legs off the ground? How about arms and legs at the same time? You can incorporate a song or Simon says into this.
- Can he hold a ball between his hands or his feet while lifting up?
- Have child place a stuffed animal on his back and see if he can complete this exercise with enough control to keep the animal from falling.
- Make it fun by having the child reach up to a parent or sibling handing them pieces of a puzzle or to place stickers on the wall.



Crab Walk

Child is face up with only hands and feet touching the ground

How to Change it Up:

- For extra work on core stability and body awareness, have child place something on his belly and see if he can crab walk without it falling off.
- Need to incorporate academics? Crab walk to complete a number or letter sequence; crab walk to a requested sight word....anything!
- Do a crab dance...lift one hand up and hold it for 5. Try a foot. Amazing core work!



More Suggestions for Strengthening Activities in the Home

- Use weighted objects such as grocery bags (doubled up for strength!) with cans inside Use big, floppy stuffed animals on kids' legs for leg lifts
- Incorporate step stools for step ups (with parent supervision if needed)

Incorporate solid stable furniture. For ex.

- Feet on couch to do bridges and planking
- Hands on couch for modified pushups
- Use chairs and couches for high kneeling activities



New Ideas:

Flying Feet:

What you'll need:

- Stuffed animal(s),
- beanbags, or small pillows

What to do:

Have children lying on their backs with their feet straight up in the air. The object of the activity is for kids to pass the stuffed animal/beanbag/pillow back and forth between their hands and their feet! If parent is there you can have them pick the animals off the floor with their feet and pass them to their mom or dad (or sibling) standing by their head.

Puzzle Sit ups:

Have child lay on his back. Place puzzle pieces above the head and puzzle board between his feet. Grab one piece at a time, sit up, and put into the puzzle board.





Adaptations for Common Referral Complaints

Referral Complaint	Possible Adaptations
Poor lunch skills/behaviors	<ul style="list-style-type: none"> • Provide a wheeled cart to carry lunch tray • Provide large handled utensils • Clamp lunch tray to table to avoid slipping • Serve milk in sealed cup with straw • Have seat reserved at end of table for easy entrance/exit
Poor toileting skills	<ul style="list-style-type: none"> • Provide a smaller toilet • Provide looser clothing • Provide a setup stool for toilet/sink • Assess need for adaptive rails/hand grips
Can't stay in seat; fidgety	<ul style="list-style-type: none"> • Allow student to lie on floor to work • Allow student to stand to work • Provide lateral support to hips or trunk (e.g. rolled towels) • Adjust seat to correct height for work • Be sure feet are flat on floor when seated • Provide more variety in seatwork • Weighted lap pad • Assess for possible adaptive seating
Clumsy in classroom/halls; gets lost in building	<ul style="list-style-type: none"> • Move classroom furniture to edges of room • Send student to new locations when halls are less crowded • Provide visual cues in hall or classroom walk ways to mark locations (colored tape on floor & edges of step) • Match student with partner for transitions
Can't get on or off bus independently	<ul style="list-style-type: none"> • Allow student to back down stairs • Provide additional smaller steps
Can't get jacket/coat on/off	<ul style="list-style-type: none"> • Place in front of student, in same orientation each time • Provide larger size for easier handling • Allow student to lean against a surface or sit on stool to help with balance
Drops materials; can't manipulate books, etc.	<ul style="list-style-type: none"> • Place tabs on book pages for turning • Provide small containers for items • Place all items for one task on a lunch tray • Provide student with a sack w/handle or backpack
Not safe on steps	<ul style="list-style-type: none"> • Place tabs on book pages for turning • Provide small containers for items • Place all items for one task on a lunch tray • Provide student with a sack w/handle or backpack • Have student go up and down stairs at the back of the line • Reflective tape on stair edges • Have a back up plan for stairs for emergency/fire • Teach teachers how to guard for safety



Fun Treatment Ideas

Great, Cheap Toys for PT's

Sidewalk Chalk

- Can be used to create balance games by drawing a long curvy magic road that kids must walk on heel to toe
- Write letters on macadam and have kids jump from letter to letter to spell
- Have kids try to trace their own bodies or a friend's body to learn body awareness
- Hopscotch

String

- Great for stepping over obstacles (just tape to chairs 8-12 inches off the ground. For more fun put a plastic spider on the string so they don't "wake him up" by touching the string.
- Good for Chinese jump rope

Colored masking tape

- Use to make balance beams or starting lines for jumping/running

Small and large balls

- Try using balloons or scarves—they move through the air more slowly and are soft.
- Beach balls move more slowly too

Soft, knobby balls

- Additional tactile input wakes up sensory system

Small stuffed animals (webkins etc)

- Try using these to teach catching. Many kids are afraid of balls, but not afraid to catch a bunny

Slider ball

- Great for UE stability and extensor strengthening

Twister

- Great for UE weight-bearing, body awareness, L/R orientation, core stability

Hula Hoops

- Can be used to work on increasing jumping height, core strengthening and motor planning activities
- Have student jump in and out
- Crawl through using a bear crawl
- Hold hula hoop themselves and step through
- You can balance a hula hoop on two chairs or two stacks of books to raise it higher off the ground. Any time student lifts their foot higher than the opposite knee you get lots of gluteus medius activation

Prone Scooters (get 2)

- Use for extensor strengthening. Play prone hockey/soccer and have races

Puzzles

- Use for reaching outside base of support or to add a "goal" to a mobility task- have student walk, crawl, balance beam etc. to get pieces one at a time. Put pieces on the floor so they have to squat to pick up one at a time

Stickers

- Good for rewards and also to put on feet and have them lift foot off ground to remove with their hand- great single leg stance activity
- Have them reach overhead onto tip toes for gastroc strengthening

Paper and Markers

- Have kids step up and down from stool to pick different color markers and reach up to play tic tac toe hang man etc. You NEED an activity that is repetitive, and play based to get them to do the strengthening

Rubbermaid stool

- Great for step ups, quad and glut strengthening

Jenga

- Can be played in prone on exercise ball or sitting on exercise ball—an activity that requires precision will increase trunk muscle firing for core stability

Blockhead

- Same ideas as Jenga

Icebreaker

- Same as above—great prone activity and boys LOVE

Exercise ball—great for trunk strengthening.

- Can balance on ball, or sit on ball and reach to the floor,
- Can be prone on ball and do a puzzle or build with blocks
- Can reach and put ball through a hula hoop for trunk rotation

Jump Rope

- Swing in a circle just above the ground and have them jump over
- Tie between chairs and have them step over
- Get an extra long one and tie one end to a doorknob so you can swing it for student

Rubber toys/balls on elastic string

- Great to encourage single leg stance. Have them kick the ball. Light up ones are best.

Pool Noodles

- Great for getting trunk rotation if you have them knock something over



Speech & Language Pathology



Speech & Language Pathology

K - 5

Elementary Speech-Language Home Program

Directions: The following program is designed to provide daily activities for students in the home. Activities are provided in three different areas for each day. Choose the activity that is appropriate for your child based on his/her therapy goals.

Day	Articulation Activity	Language Activity	Fluency Activity
Day 1	Scavenger Hunt- find 3 household items with your sound: say each one 5 times.	Cook or bake something with your child. Have him/her follow the directions in a recipe.	Students who stutter use strategies that are individualized by their Speech Therapist. Talk to your child about his/her fluency strategies. What do you learn in speech to help make your speech easier? Connect with the school Speech Therapist if your child is unsure of his/her strategies.
Day 2	Going on a Picnic- Play the game, "I'm going on a picnic, but only take items that have your sounds in them.	Ask your child to describe an episode of his/her favorite TV show. He/she may use the "WH Questions" page for help.	Have your child help you with a recipe in the kitchen. Have him/her describe the steps for the recipe using one of his/her fluency strategies.
Day 3	Play "go fish" -using a regular deck of cardsbefore you you're your turn, say a word with your sound 5 times	Have your child "teach" you how to do something (e.g., make a sandwich, play a game, etc.).	Have a conversation with your child at least 5 minutes in duration covering one of the following topics and using his/her fluency strategies: <ul style="list-style-type: none"> • Tell me about three things you did today. • What is your favorite animal? Why? • If you could go anywhere in the world, where would you go? Why? • Would you rather fly or be invisible? Why?
Day 4	Take a picture on your phone of ten items in your house that have your sound (/sh/- shirt, sheets, shampoo, fish, shoe, shiny, shape, shovel, flashlight, tissue)	Play "I Spy" in the kitchen and/or living room. Use the "I Can Describe Anything!" visual aid if needed.	Have your child "teach" you how to do something (e.g., make a sandwich, play a game, etc.) using his/her fluency strategies.

Day 5	Play any board game. Have the child say a sentence with a word that has their target sound. Say each sentence twice and then take a turn.	Play “I Spy” in a bedroom or bathroom. Use the “I Can Describe Anything!” visual aid if needed.	Have your child read a book or short story aloud using his/her strategies. If your child is not a reader, have him/her describe the pictures in a picture book using his/her strategies.
Day 6	Tic tac toe- Play 5 games of tic tac toe Pick 5 words with your sounds, Say each word twice before you take your turn	Pick two appliances or objects in the home. Have your child explain the similarities and differences between the two (e.g., size, color, shape, function, feel).	Play “I Spy” in the kitchen and/or living room. Have your child use his/her fluency strategies when describing an item.
Day 7	Make your own board game. Just use a piece of paper or a file folder. Come up with a concept and make a trail with 20-25 steps. (Get the mouse to his cheese, or the princess to the castle). Write fun things in each box (Say your word three times, lose a turn, go again, make a silly sentence with your word) make sure you use glue, tape, and color in pictures. You can play this in speech too when you go back to school. PLAY YOUR GAME!	Have your child complete a taste test by trying different foods and describing their flavors and/or textures (e.g., sweet, sour, salty, crunchy, mushy).	Have a conversation with your child at least 5 minutes in duration covering one of the following topics and using his/her fluency strategies: <ul style="list-style-type: none"> • Tell me about three things you did today. • What is your favorite animal? Why? • If you could go anywhere in the world, where would you go? Why? • Would you rather fly or be invisible? Why?
Day 8	Play your game again.	Ask your child to go on a scavenger hunt to find objects based on their “feel” (e.g., find something bumpy, smooth, cold, soft, rough, etc.).	Pick two appliances or objects in the home. Have your child explain what makes them similar and/or different using his/her fluency strategies.
Day 9	Put some change of varying denominations in a jar. Have the child close his eyes and reach in. Pull out a coin. Say the word the	Use the attached “I Can Describe Anything!” sheet to help your child describe three common items from around the house.	Have your child describe three common items from around the house (e.g., talk about what it does, color, size, shape, category).

	number of times as much as the money is worth...Penny (1 time) dime (10times) quarter (25 times). If they do a great job maybe they can even keep the change at the end!		
Day 10	Spill the toothpicks- take a handful of toothpicks and spill them on the table. Have the child roll the dice, pick up that many toothpicks, and make up that many silly sentences using words with their sounds.	Have your child find at least 5 categories of food in your kitchen (e.g., canned food, desserts, fruits, vegetables, meat, hot food, frozen food).	Have your child read a book or short story aloud using his/her strategies. If your child is not a reader, have him/her describe the pictures in a picture book using his/her strategies.
Day 11	Play your game again	Read a book or short story to your child. Have your child answer WH questions about the book using the "WH Questions" page for help.	Play "I Spy" in a bedroom or bathroom. Have your child use his/her fluency strategies when describing an item.
Day 12	Scavenger Hunt- find 3 household items with your sound: say each one 5 times.	Use the short story cards (attached) to practice listening comprehension with your child.	Have a conversation with your child at least 5 minutes in duration covering one of the following topics and using his/her fluency strategies: <ul style="list-style-type: none"> • Tell me about three things you did today. • What is your favorite animal? Why? • If you could go anywhere in the world, where would you go? Why? • Would you rather fly or be invisible? Why?
Day 13	Going on a Picnic- Play the game, "I'm going on a picnic, but only take items that have your sounds in them.	Have your child follow at least 10 simple directions. Try one-step or two-step directions such as: <ul style="list-style-type: none"> • One step- Put the magazine under the remote, Stand behind the chair, pick up all of the quarters 	Have your child explain the plot of his/her favorite movie using his/her fluency strategies.

		<ul style="list-style-type: none"> Two-step- Touch your knee and say your name twice, Close your eyes and stand in front of the chair 	
Day 14	Play “go fish” -using a regular deck of cardsbefore you take your turn say a word with your sound 5 times	Use the attached “I Can Describe Anything!” sheet to help your child describe three common items from around the house.	Play “Go Fish” with your child. When it’s your child’s turn, have him/her use fluency strategies.
Day 15	Play any board game. Have the child say a sentence with a word that has their target sound. Say each sentence twice and then take a turn.	Read a book or short story to your child. Have your child answer WH questions about the book using the “WH Questions” page for help	Have your child sing a favorite song, tell a story, or read a poem using his/her fluency strategies.



Alternative Options for Speech and Language Practice

Vocabulary Card Games:

Go fish- Use vocabulary cards to make matches and promote turn taking and interaction by asking and answering questions.

Memory- Child will make matches and name all items as he turns them over. Can also do matching by similarities and differences.

Sorting- Have a race to see who can sort the pictures the fastest

Similarities and Differences- Pick two pictures talk about what makes them the same (you find them in a school); and what makes them different

Hide and Seek- turn over a pictures and have the child find it in the classroom

Scavenger Hunt- take the pictures on a scavenger hunt around the School. Use the pictures as a list of what to find.

WHO/WHAT/WHERE- Pick a picture talk about

WHO would use this?

WHAT does it do?

WHERE would you see this?

Descriptions Game- mix up the pictures have child pick a picture and tell three things about what he sees

I Can Describe Anything!

What does it do? What is it used for?



What shape is it?



square



triangle



circle



heart



star



rectangle

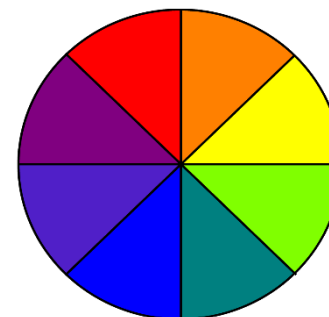


oval



diamond

What color is it?



What does it feel like?



Name of the object:

What size is it?



Does it have a smell?



In what group/category does it belong?



What is the most special thing about it?



☐
☐
☐

WHO WALKED HIS DOG IN THE PARK?
 WHERE DID THE BOY WALK HIS DOG?
 WHAT DID THE BOY WALK IN THE PARK?

**The boy walked his dog in
the park.**

WHAT COLOR WAS THE CAR?
 WHERE DID IT DRIVE?

**The yellow car drove on the
street.**

☐
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WHO HAD A BALLOON?
 WHAT DID THE GIRL HAVE?
 WHERE DID THE GIRL HAVE A BALLOON?

**The girl had a balloon at the
party.**

WHAT WILL THE BOY WEAR?
 WHERE WILL HE WEAR HIS YELLOW SHIRT?
 WHO WILL WEAR A YELLOW SHIRT?

**The boy will wear his yellow
shirt to dinner.**

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WHO ATE HIS BONE?
 WHAT DID THE DOG EAT?
 WHERE DID HE EAT HIS BONE?

**The dog ate his bone
outside.**

WHO MADE DINNER?
 WHAT DID MOM MAKE?
 WHERE DID MOM MAKE DINNER?

**Mom made dinner in the
kitchen.**

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☐
☐

WHERE WAS THE APPLE?
 WHAT WAS ROTTEN?
 WHAT WAS ON THE PLATE?

**The apple on the plate was
rotten.**

WHO WATCHED THE MOVIE?
 WHAT DID THEY WATCH?

**The family watched the
movie on TV.**

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WHAT DID DAD DO?
 WHERE DID HE GO?
 WHO TOOK A TRIP?

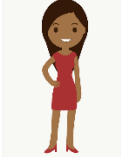





Dad took a trip to Florida.

WHO WENT FOR A HIKE?
 WHERE DID THE GIRLS GO?
 WHAT DID THE GIRLS DO?

**The girls went for a hike in
the forest.**

☐
☐
☐

WH Questions

Question	Possible Answers
Who? 	Family members, community helpers
What? 	Objects in the house, school materials
When? 	Time of day (morning, afternoon, night)
Where? 	Home, school, library, grandparents' house
Why? 	"Because..." (answers may vary)
How? 	Name steps, explain the process



Behavioral Health



Behavioral Health

K-8

Weekly Behavior Calendar



Weekly Behavior Program Guide

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Helpful Tip 1: Don't forget to deliver reinforcement frequently throughout each day to keep motivation high!</p>	<p>Reinforcement assessment! "What am I motivated by today?"</p> <p>Review Self- regulation chart</p> <p>Begin implementation (see "how to" teaching sheet)</p> <p>Track behavior data- Record any interfering behaviors on ABC chart</p>	<p>Self- regulation chart</p> <p>Track behavior data- Record any interfering behaviors on ABC chart</p>	<p>M&m Behavior Game</p> <p>Reinforcement assessment! Am I still motivated?</p> <p>Self-Regulation Chat</p> <p>Track behavior data- Record any interfering behaviors on ABC chart</p>	<p>Functional Communication - Behavior focused</p> <p>Communicating wants/needs, appropriate communication when denied access to preferred and termination of non-preferred activities, requests of preferred activities, etc.</p> <p>Self-Regulation Chat</p> <p>Track behavior data- Record any interfering behaviors on ABC chart</p>	<p>"SuperSelf" Check in</p> <ul style="list-style-type: none"> • How Am I doing this week? • What could I do better? • How is the environment affecting my behavior? (i.e., too loud, too crowded, too much visual stimulation, etc.) <p>Self-Regulation Chat</p> <p>Track behavior data- Record any interfering behaviors on ABC chart</p>

Behavioral Health

K-8

Behavior Calendar Activity Guide

ABC Data Collection Procedure

"A" refers to the antecedent, or the event or activity that immediately precedes a problem behavior. "B" refers to observed behavior, and "C" refers to the consequence, or the event that immediately follows a response. Use concise, short language, and write objectively only about what you observed.

Date & Initials	Time, Location	Antecedent <i>What happened before the behavior?</i>	Behavior <i>Describe the behavior objectively</i>	Consequence <i>What happened after the behavior?</i>
			Aggression Tantrum Throwing Elopement Other:	
			Aggression Tantrum Throwing Elopement Other:	
			Aggression Tantrum Throwing Elopement Other:	
			Aggression Tantrum Throwing Elopement Other: _____	
Date & Initials	Time, Location	Antecedent <i>What happened before the behavior?</i>	Behavior <i>Describe the behavior objectively</i>	Consequence <i>What happened after the behavior?</i>
			Aggression	

[illegible]

Online Behavior Resources

Great general resource for behavior therapy

<https://www.pattan.net/videos/>

Tons of information on Mand training

<http://mand.framewelder.com/>

CPI- Avoiding Power Struggles

https://www.youtube.com/watch?v=lzc83_xU4ko

<https://www.crisisprevention.com/Blog/April-2016/How-to-Avoid-Power-Struggles>

Task Analysis

<http://www.behavioradvisor.com/TaskAnalysis.html>

Hand washing Task Analysis:

<http://positivelyautism.weebly.com/blog/teaching-handwashing-with-a-task-analysis>

FREE Social and emotional learning activities!

<https://www.centervention.com/social-emotional-learning-activities/?fbclid=IwAR3YzqhfD0Ea7FQ->

hp46K0Go0cajvjvZCNVf_pHaRk19dzntHuM0TWv6QQQ

Levels of Prompting

~From Most to Least Prompting~

Full Physical Assistance:

Hand-Under-Hand support to complete a task

Modeling:

Show the child what you want them to do

Indirect (Verbal or Nonverbal)

Tell them something is expected, but not what-IE: "Now what?" or "What's Next" or Use facial expressions/body language

Independent:

Performed on their own with no cues or prompts! (This is the goal!)

Partial Physical Assistance:

Provide minimal supported guidance

Direct Verbal:

Tell the child what they are expected to do or say

Gesture:

Indicate with a motion (like pointing) what you want them to do



Level of Prompting

FA: Full Assistance

PA: Partial Assistance

M: Modeling

DV: Direct Verbal

IV: Indirect Verbal

G: Gesture

I: Independent



Level of Prompting

FA: Full Assistance

PA: Partial Assistance

M: Modeling

DV: Direct Verbal

IV: Indirect Verbal

G: Gesture

I: Independent



Print these as a handy guide to the levels of prompting as you work in the classroom or take data.




Adapted Materials

from NoodleNook

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Make sure you visit www.NoodleNook.Net where you can get FREEBIES, helpful tips, and useful tricks- all to help you work smarter, not harder.

Help Students Write!

SENTENCE MAKER




The _____ is _____.

12 Sentence Strips
17 Pronouns
36 Noun/Verb Icons

www.NoodleNook.Net

Picture Exchange System For Students with Autism STARTER SET

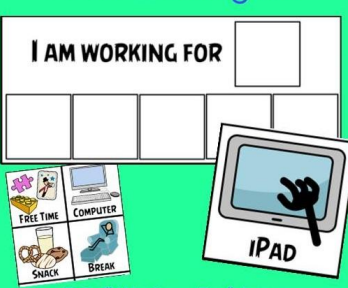


60 Visual Photographs
Start your exchange system today!

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Token Economy

I Am Working For



20 "Working For" Icons
3 & 5 Step Token Boards
Check Marks, Smiles & Star Tokens

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www.NoodleNook.Net

Reinforcement Assessment Form

Child's Name: _____ Completed by: _____ Date: _____

Prior to beginning intensive teaching it is important to identify ALL your child's motivators or reinforcers. Many children have very specific reinforcers and some like to use with them only in a certain way. Please provide details whenever possible, this will be used to develop an initial strategy and help transition to intensive teaching.

Using a scale of 1-5 (1 being the most preferred) please indicate your child's preferences below, and give the name of the most preferred in each category:

1. What are your child's favorite indoor activities?

Puzzles ____	Games ____
Books ____	Sensory toys ____
Musical instruments ____	Computer games ____
Action figures ____	Painting ____
Bowling ____	Play dough ____
Others:	

2. What are your child's outdoor playtime activities?

Bicycle ____	Swing set ____	Trampoline ____
Theme parks ____	Swimming ____	Slide ____
Roller-skating ____		
Others:		

Reinforcement Assessment Form

3. What are your child's video preferences?

Disney movies ____	Animated movies ____	Cartoons ____
Real-life animal videos ____		
List some of your child's favorite videos:		

4. What are your child's favorite snacks?

Candy ____	Fruit ____
Cookies ____	Crackers ____
Chips ____	Pretzels ____
Ice cream ____	
Others:	
Please list your child's favorite brand names:	

5. What are your child's favorite beverages?

Soda ____	Juice ____	Water ____
Milk ____		
Please list your child's favorite flavors and brand names:		

Reinforcement Assessment Form

6. What are your child's favorite books?

Pop-up books ____	Picture books ____
Books with sound cards ____	Sensory books ____
Puzzle books ____	Coloring books ____
Sticker books ____	
Others:	

7. What are your child's preferences for pets?

Cats ____	Dogs ____
Hamsters ____	Fish ____
Gerbils ____	
Others:	

8. Please, list your child's favorite songs

Reinforcement Assessment Form

9. What is your child's special strength?

Art ____	Math ____
Music ____	Spatial ____
Reading ____	Computer ____
Others:	

10. What activity does your child prefer when using the computer?

CD Rom games ____	Internet sites ____
Please, list your child's favorite CD Rom games:	
Please, list your child's favorite Internet sites:	

11. Please tell us anything else that you feel is important to understand about your child and what they like and dislike in order for us to maximize their enjoyment of the learning process?

How Am I feeling?


	<p><u>I can't stand this and ready to explode.</u></p> <p>I want to hit or kick someone, or throw something. I need an adult to help me find a safe place so I can calm down.</p> 
	<p><u>I am getting too angry.</u></p> <p>I am starting to clench my hands and my face feels hot. I stopped listening to my teacher and I am about to make a very bad choice. I need to go to my safe place to calm down.</p> 
	<p><u>I am getting frustrated.</u></p> <p>I need to walk away from a bad situation. My head is getting cloudy and I am having trouble learning. I will tell my teacher that I need a break.</p> 
	<p><u>I am doing OK.</u></p> <p>I am not happy, but I am upset. I can stay where I am and keep working. I can control my anger by myself. Maybe I will take a few deep breaths and try to bring myself back down to GREEN.</p> 
	<p><u>I am doing great.</u></p> <p>I feel good about myself and about what is going on around me. I am able to share, follow directions, and play with my friends. I am ready to learn!</p> 

The ANGER Game

For every  say one thing that makes you angry.

For every  show us how to breathe when you are angry.

For every  show us one calm down corner activity.

For every  say one thing that makes you excited.

For every  say one poor choice you made when angry and what you could have done different.

For every  say good choice you made when you were angry



Student SuperSelfTM Review

Student: _____

Date: _____

Filled in with: _____

1 **2** **3**

I pay attention to grownups talking.



I follow directions.



I raise my hand to answer a question or ask for help.



I am focused on what my teacher has asked me to do.



I use a calm voice with teachers.



I listen with my ears and eyes and keep my body calm.



I ask for help when I am having trouble keeping my brain and body calm.



I do my best work.



I show responsibility to keep my workspace clean and organized.



I take care of my belongings and the belongings of others.



I speak kindly to my friends.



I feel happy with my friends.



I know what my sensory program is.



The activity in the sensory room that makes me feel the best is

The activity that makes me feel the most uncomfortable, angry or sad is

I think I am good at

I would like to better in

My feelings about school are



Teaching Emotional Regulation: A Behavior Analytic Approach

By teaching these strategies, we teach our students that it's ok to have big feelings but there are better ways to communicate and get our needs met. Through repeated practice and differential reinforcement, we show there are more effective ways to get their point across without having to "flip their lid" each time!

- 1) **Make it visual-** Don't assume that a child knows what "anxious" or "frustrated" mean. When teaching about an abstract concept such as feelings, it's important to use visuals. There are different ways to do this depending on the age and skill of the learner. You can use a visual of a stoplight with red, yellow, and green corresponding to different emotional states. If the student can read, the strategies can be written out as well.

For younger students, using a simple flipbook or poster with small circles corresponding to the different emotional states can be very effective. On the front of the circles is a picture of the emotion and on the back are pictures of different calming strategies. With prompting and fading, the student can learn to flip to the color that she is feeling and then engage in the calming activities. Zones of Regulation posters are also great visuals to proactively use and discuss throughout the day

- 2) **Model-** Do LOTS of modelling, both labelling your own behavior and labelling the student's behavior. When something happens to frustrate you, say something like, "I'm feeling so frustrated, I need to take a drink to calm down." Also make sure to label the student's behavior – "I like how calmly you're sitting. You look like you're feeling green." Or "Your shoulders are raised; it seems like you're heading towards yellow and feeling upset." At this point, there's no demand on the student other than to tolerate the therapist/teacher making the comments. With proper shaping and prompt fading, the student should eventually be able to identify and label her own behavior, receptively and then expressively.
- 3) **Teach it when the student is calm-** I don't know about you, but when I'm very upset, it only makes me feel worse when someone tells me to "calm down" or "relax". In the heat of the moment, we're not thinking straight. It's not the time to try and turn the incident into a teaching moment. When should you teach? Find a moment when the student is calm and make this into a positive experience.
- 4) **Role-play-** When the student is calm, role-play the behaviors that will help regulate his emotions. Practice engaging in behaviors such as "taking deep breaths", "counting to 5", "going for a walk", etc. These may need to be tweaked as you figure out what actually calms the student. Present scenarios and "what would you do?" opportunities.

- 5) **Feedback-** Give the student feedback on how she's doing. Reinforce behaviors such as "staying calm" or "letting others know how you feel". If there is an explosive episode where the regulation strategies weren't used, debrief on that one too. When the student is calm, review the incident and talk about how they can make it better next time.
- 6) **Generalize-** Set up practice situations in novel environments and with novel people so that the student can practice using the strategies and accessing reinforcement for the behaviors they're displaying.
- 7) **Take data on things like:**
 - a. Level of independence with identifying their emotional state
 - b. Level of independence with engaging in a calming down routine
 - c. Ability to generalize to novel environment and people
- 8) **Most importantly, DON'T GIVE UP-** Any meaningful behavior change takes time. Remember, even adults can benefit from using their self-regulation strategies to keep calm, objective, and gain perspective. Teachers and students alike require repeated practice and tons of positive reinforcement to learn how to be their best super self in all situations!



Be super. Be yourself. Be Super Self!

Behavioral Health

K-8

**Additional Behavior
Resources and
Activities**

Suggestions for creating your own break cards:

When making the break cards, personalizing them can be very beneficial. Although having basic coping skills is a key element of break cards, adding a personal feature increases the likelihood that the student will use the cards. This can be anything from putting pictures of the student doing the activities next to their description to having the student help come up with ideas and names for the various cards. You can even have older kids create their own break cards. Some basic coping skills that are helpful to put in your break card set include:

- Relaxation techniques (e.g., deep breathing, progressive muscle relaxation)
- Meditation
- Using a calming object (e.g., stress ball, sparkle bottle)
- Talking to an adult about how they are feeling
- Stretching
- Count to ten
- Drawing
- Reading

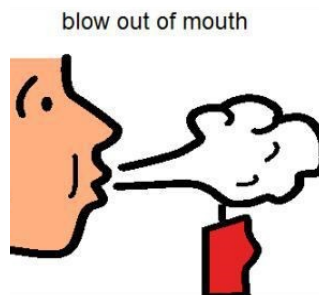
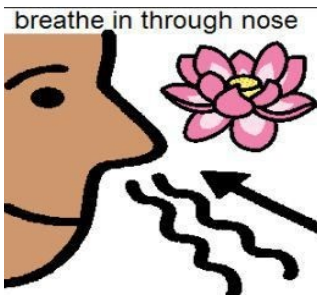
Example Break Card

<div><p>BREAK CARD</p><p>I feel _____ and I need a break.</p><p>Choices:</p><ol style="list-style-type: none">1.2.3.<div></div></div>

The following is an example set of break cards. Feel free to print them out and use these cards or use them as a guide when you create your own.

Deep Breathing

Breathe in for 4 counts. Then hold it for 4 counts. Then breathe out for 4 counts and hold it for another 4 counts. Repeat as needed



Read a book

Reading a book can be very calming



Cuddle a soft toy

Cuddling a soft toy and focusing on our breathing can help calm us down



Use a Calm Down object

Squeezing a stress ball or playing with something soothing can help calm us down



Visualization

Find a comfy spot on the floor or the chair. Close your eyes and focus on your breathing. Start to imagine a place that makes you feel calm and relaxed. Try to imagine the details (what it looks like, feels like, and smells like.)



Meditate

Meditation can be helpful in calming down. Find a comfortable position and focus on your breathing.



Draw or color

Drawing can be fun and relaxing. Try using markers, crayons, pencils, or paint to express how you are feeling.



Talk it out

Sometimes it helps to talk about your frustration and other feelings with someone. Ask an adult to “talk it out” using power talk

I feel _____
Because _____ I need
to _____



Get your wiggles out

All of us get wiggly sometimes. You can do jumping jacks, push ups, dance around, or do a shake out. Shake each hand and each foot ten times each, then nine times, and so on until you only do one shake each



Go outside

Ask an adult to go with you to the playground or your backyard to run around or swing. Just being outside can help you to calm down or just get your wiggles out.



Take a walk

Exercise and movement can make us feel better. Ask an adult if you can walk around to cool off. Ask where you can go for your walk



Write about it

Sometimes writing down what we are feeling can help us to calm down.



First



Then

A large empty rectangular box with a black border, intended for writing or drawing the first step of a process.A large empty rectangular box with a black border, intended for writing or drawing the second step of a process.

Guidelines for Setting up the Home Environment for Behavior Success:

The most important component of any program is the use of positive reinforcement. Reinforcement is the process by which an event follows a response and increases the probability of that response occurring again in the future. Reinforcement should occur in the environment more often to increase appropriate behaviors to help decrease target/problem behaviors.

Whiteboard Poster Board Chart:

- 1) Obtain a whiteboard/poster board
- 2) On the white board, write each child's name in a column
- 3) Make a column for behavior you want to see happen
 - a. Phrase these positively: Avoid using the word "not" For example, if you want your child to use nice words, write "Use nice words"
- 4) Make a column for tasks each child needs to complete in the day
 - a. i.e. "Make bed," "Get changed," "Eat breakfast," "Do homework"
- 5) Make a column for points/stars/stickers earned based on behaviors you see happening and tasks done throughout the day
- 6) At the bottom of the whiteboard/poster, write a reward chart based on the points each child receives.
 - a. For example: if you are allowing them access to the computer for 30 minutes, the child needs to earn 10 points to get this reward, etc.

Schedule:

Have a consistent predictable schedule.
Post the daily schedule (use visuals as much as possible).
Follow non-preferred activities with preferred activities.
Keep your day and activities structured.

Directions:

Have a direction signal that allows the children to know something important is about to take place (Megaphone picture or a horn with an announcement "Attention, Attention please" or "Hear ye, hear ye").
Have the children repeat the direction to ensure comprehension.
Give wait time when between each step when giving multi step directions.

Offering Choices

Reduces anxiety by allowing a sense of control over an environment that can be confusing. Always offer choices even when they are your selections

For example: "We can do our reading or our math homework first. You pick!" "You can get dressed first or brush your teeth first. Which one do you want to do first?"

Changes in the Regular Schedule:

If possible, give advanced notice of any change.

Explain:

- Why is the change occurring?
- How long will the change last?

Transitions:

Have transitions signals that are used consistently.

- Bell
- Timer
- Song
- Visual timer

Give your child a heads up that the transition signal is coming. “Two more minutes and then it’s time to clean up”.

Rules:

Establish clear and concise rules POST THEM.

Review rules as a group.

Include the WHY.

Check for understanding.

Keep the rules posted.

Try not to use words like always and never.

Sample Whiteboard Chart

Child's Name	Behavior	Chores	Points earned for day
Child 1			
Child 2			
Child 3			
Child 4			

Rewards

Reward 1= 5 points

Reward 2= 10 points

Reward 3= 15 points



Think Sheet

Name: _____

The inappropriate behavior I displayed was: _____

When it happened: _____

Why it happened: _____

I chose to ignore the following character traits:

Cooperation	_____
Respect	_____
Following Rules	_____
Caring	_____
Honesty	_____
Responsible	_____
Dependable	_____
Understanding	_____
Helpful	_____

(other)

Which traits would have helped you to avoid the situation?

What will you choose to do next time?

What should the consequence be?

Describe what you will do to show good character from now on: (Use the character traits you checked).

Signature: _____ Date: _____

Online Behavior Resources

Great general resource for behavior therapy

<https://www.pattan.net/videos/>

Tons of information on Mand training

<http://mand.frameworkelder.com/>

CPI- Avoiding Power Struggles

https://www.youtube.com/watch?v=lzc83_xU4ko

<https://www.crisisprevention.com/Blog/April-2016/How-to-Avoid-Power-Struggles>

Task Analysis

<http://www.behavioradvisor.com/TaskAnalysis.html>

Hand washing Task Analysis:

<http://positivelyautism.weebly.com/blog/teaching-handwashing-with-a-task-analysis>

FREE Social and emotional learning activities!

<https://www.centervention.com/social-emotional-learning-activities/?fbclid=IwAR3YzqhfD0Ea7FQ->

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Matching Strategies to Functions of Behaviors

Function of Behavior	Antecedent Strategies	Consequence Strategies	Avoid Using
Attention Seeking	<ul style="list-style-type: none"> • Priming • Providing Choices • Visual Supports • DRA • DRI • FCT • Use visual supports • Use social stories 	<ul style="list-style-type: none"> • Attention Extinction (planned ignoring) 	<ul style="list-style-type: none"> • Verbal reprimands • Redirection • Direct eye contact • Affection (compliments, touch, picking child up)
Access to Tangible	<ul style="list-style-type: none"> • Visual Supports • FTC • NCR • Choice Making • Priming • Providing Choices • Use the Premack Principle, If/Then 	<ul style="list-style-type: none"> • Deny access (Access to Tangible Extinction) • Response Cost 	<ul style="list-style-type: none"> • Providing access following the display of problem behavior
Escape/Avoidance	<ul style="list-style-type: none"> • Providing Choices • Priming • Ecological Arrangements • Behavioral Momentum • Manipulating Setting Events • Understanding E.O. • Provide frequent reinforcement for compliant behavior • FCT 	<ul style="list-style-type: none"> • Follow through with demand as presented prior to occurrence of challenging behavior, use prompting to gain compliance (Escape Extinction) 	<ul style="list-style-type: none"> • Extinction (planned ignoring) • Removal of undesired task/activity or demand following problem behavior • Time out
Sensory Stimulation	<ul style="list-style-type: none"> • Increase access to alternative and appropriate sources of stimulation • Functionally Matched Sensory Strategies • Provide access to desired stimulation contingent upon target behaviors • DRA • FCT 	<ul style="list-style-type: none"> • Interrupt/Redirect behaviors to something functionally equivalent/similar, and reinforce compliance with the redirection 	<ul style="list-style-type: none"> • Withholding attention • Time out • Providing access to stimulating activities following problem behavior

PLAY ACTIVITY CHECKLIST

- Goal: To teach appropriate leisure skills and provide a variety of play opportunities. Choose 3-6 different options each day, and check off the activity as it is completed.

Date/Initial:						
Ipad play						
Computer/DVD/Video Games						
Sensory activities						
Toy play						
Outside play/Walk						
Scavenger Hunt						
I Spy						
Simon Says						
Read books						
Coloring/Tracing/Drawing						
Board games/Card games						
Cooking Project						
Ball Play/Sports						
Red Light/Green Light						
Hot Potato/Sack Toss						
Hide & Seek						
Hopscotch						
Mad Libs or Crossword Puzzles						
Charades						
Other:						
Other:						
Arts & Crafts/Painting						
Music/Dancing						
Puzzles, Dominoes						
Blocks, Legos						
Indoor Bowling						
Bingo						
Hangman, Scrabble						
Identifying Sounds						

List of Possible Reinforcers

Social Reinforcers	Classroom based Reinforcers	Activity Reinforcers	Material Reinforcers	Edible Reinforcers
Ht-5's	Class party	Clapping hands	Stickers	<u>Sweets:</u> Candy
Hugs	Computer time	Hide and seek	Bubbles	Gummy candies
Kisses	Choice time	Peek-a-boo	Balloons	M&Ms
Facial expressions	Feed class pet	Brushing hair	Balloon pump	Nerds
Wrinkling nose	Play with peer	Tickles	Video	Starbursts
Raising Eyebrows	Field trips	Dancing	TV	Skittles
Back scratch	Leave class 5 min early for lunch	Turning lights on/off	Video games	Spre
Hand shake	Listen to iPod	Rocking	Stamps	Mike and Ike
Winking	Go to counselor's office	Run outside	Mirrors	Sweet tarts
Verbal praise	Earn "money" for rewards	Sand table	Books	Rock candy
Smiling	Lunch bunch with teacher	Rice play	Magazines	Lollipops
Singing	Drop lowest grade once per quarter	Bean play	Scents/perfumes	Chocolate
Whistling	Exercise break	Drawing	Play-dough	Chocolate chips
Back rub	Homework pass	Painting	Puzzles	Peanut butter chips
Lotion rub	Art activity	Finger painting	Dolls	Butterscotch chips
Sounds (produced by adult)	Drink of water	Shaving cream play	Stuffed animals	Candy Canes
Thumbs up	Student leader	Piggyback rides	Body sock	Jelly Beans
Laughing/giggling	Friday cartoon video	Trampoline	Beanbag	Cookies
Cheering	Healthy snack	Play with glitter	Body pillow	Animal crackers
Shaking Head	Rest	Water play	Blankets	Cake Frosting
Tickles	Exercise ball	Manicure	Blocks	Ice pops
Deep pressure	Tickets for prize drawing	Squirt bottle tag/play	Toy cars	Ice cream
Squeezes	Read out loud	Bubbles-chase, blow in fan	Trains	Marshmallows
Airplane ride (on adult)	Class store access	Story	Plastic toys- animals, people, food	Toffee
Horsey-ride (on adult)	School store access	Listen to story on CD	Slinky	
Piggy-back ride (on adult)	Classroom game	Twirl in air	Marble maze	<u>Fruits:</u> Tangerines
Predictable play patterns	Tell class a joke	Twirl on spinning chair	Spray bottle	Bananas
Peer play	Be the teacher	Blankets over head	Cards	Raisins
	Talk on phone	Stim time	String	Grapes
	Lunch/snack helper	Climbing	Beads	
	Extra credit	Puppet play	Ribbon	
	One-on-one time with adult	Dress up play	Comics	Apples

Social Reinforcers	Classroom based Reinforcers	Activity Reinforcers	Material Reinforcers	Edible Reinforcers
	Extra recess time	Look at pictures	Yo-yos	Fruit snacks
	Library time	Look at magazines	Pin toy	Fruit roll/fruit leather
	"Star wall" with students names	Wagon rides	Make-up kit	
	Cushy chair/teacher chair	Bike rides	Lotion	<u>Drinks:</u>
	Teacher helper	Scooter board rides	Scented hand sanitizer	Juice
	Choose desk/seating	Sensory/OT room time	Pick-up sticks	Soda
	Draw on whiteboard	Swing	Toy jewelry	Chocolate milk
	Use classroom technology—document cam	String beads	Chap stick	Strawberry milk
	Classroom time keeper	Play indoor game		sports drinks
	Select class activity from list	Play outdoor game	<u>Tactile toys:</u>	Kool-aid
	Select materials from list	Music	Spinning toys	
	Assist with younger students	Suction-cup dart board	Twirling toys	<u>Hard foods:</u>
	Design class bulletin board	Toy car race	Fidget toys	Crackers
	Decorate classroom	Going for walk	Wikki Stix	Pretzels
	Show and tell-bring an item from home	Spin toys	Squish toys	Chips
	Award/certificate	Blow balloons and release	Sticky hand/sticky toys	Cheetos
	Good note home	Pretend play	Theraputty	Doritos
	Work at school store	Take pictures	Bendy toys	Popcorn
	Extra recess time with another class	Whisper secrets/telephone game	Moon sand	Corn nuts
	Select peer to work with on assignment	Musical chairs	Squeeze ball	Cereal
	Line leader	Jump rope	Tangle toys	Chex mix
	Self-graphing	Board game	Spaghetti ball	Snack mix
	Attendance leader	Phone call	Glove	Rice cakes
	Flag raiser/leader	Visit someone special	Slime	Nuts
	Sharpen pencils for class		Gak	Jerky
	Putting away materials		Mars Mud	Raw vegetables
	Collecting materials		Silly putty	
	Watch teacher do something unusual-dress-up, do a dance			<u>Soft foods:</u>
	Principal's helper		<u>Sound producing items:</u>	Yogurt
	Watch event on campus-construction, cleaning		Noise makers	Jell-o
	Visiting another class		Rain stick	Pudding
			Harmonica	Cheese
			Whistle	Peanut butter

Social Reinforcers	Classroom based Reinforcers	Activity Reinforcers	Material Reinforcers	Edible Reinforcers
			Bird whistle	Jelly
			Wooden train whistle	Applesauce
			Horn	Mashed potatoes
			Toy instruments	Bread
			Kazoo	
			Rattle	
			Giggle rattle	
			Bubble wrap	
			Velcro	
			Zipers	
			Metal spinning top on hard surface	
			Maraca	
			Animatronic toys	
			<u>Visual Items:</u>	
			Lava lamp	
			Fiber Optic lamp	
			Liquid timers	
			Light-up toys	
			Snow globes	
			Disco ball	
			Mini fan	
			kaleidoscope	
			Rail twirler	
			Spinning globe	
			Glow in the dark toys	
			Wind-up Toys	
			Animatronic toys	
			Flashlight	

Social Behavior Map Template 2: Behaviors that are **UNEXPECTED**

Context _____


Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between the information listed in each column. For example, whatever behavior is listed first does not have to match to the first emotional reaction or the first consequence, and so on.

Unexpected Behaviors You Produce	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
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Social Behavior Map Template 1: Behaviors that are **EXPECTED**

Context _____

Behaviors, feelings, and consequences are listed in categories in arbitrary order. There is not a one-to-one correlation between the information listed in each column. For example, whatever behavior is listed first does not have to match to the first emotional reaction or the first consequence, and so on.

Expected Behaviors You Produce	How They Make Others Feel	Consequences You Experience	How You Feel About Yourself
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•
→		→	
			



DISCRETE TRIAL STAFF TASK ANALYSIS

Conduct reinforcer preference assessment (this happens at top of session as well as throughout the session)

Play and interact with child

Transition to table, pair table with reinforcement

Remove reinforcers, gain attention (without using child's name)

Start teaching with known or easy tasks

Present SD as written (clear and brief)

Do not present a trial if you have not read the program sheet/program instructions

Errors or Low Responding → use errorless teaching, heavy reinforcement, mass trial/heavy repetition, block escape

Correct Responding and Highly Attentive → use least to most prompting, thin the reinforcement, mixed trials/less repetition

Require **prompt responding** (1-3 seconds max)

Don't end a trial on a prompted response. Keep representing to get an independent response or move to an easier task

Avoid allowing a trial to end without prompting the correct response (if the child fails to respond, don't just move on)

The reinforcement must match the response. An independent response and a fully prompted response should not contact the same level of reinforcement

Problem behaviors → **KEEP TEACHING**. Consider pace of instruction, motivation for the reinforcer, difficulty level of tasks, etc.

If unsure about the reinforcement ratio (how often to allow reinforcement break/break from table) ask Supervisor. Generally, provide reinforcement break every 3-6 independent responses and allow break from table every 5-15 minutes

Data collected in timely manner, after each trial is best

Data collection accurate, see handout explaining prompt codes so you are correctly labeling prompts

Middle and High School Multi-Disciplinary Activity Guide



	Monday	Tuesday	Wednesday	Thursday	Friday
Therapeutic Interventions	Multidisciplinary TASKS				
	Bed Change Sheets and Make bed	Laundry Sort, Wash, Dry and Fold	Dishes Wash, Dry, and Put Away	Vacuum And Dust Living Room	Meal Planning
OT	Handwriting and Organization: write down steps for task Fine Motor, Visual Motor, Motor Planning: complete steps of the task	Handwriting and Organization: write down steps for task Fine Motor, Visual Motor, Motor Planning: complete steps of the task	Handwriting and Organization: write down steps for task Fine Motor, Visual Motor, Motor Planning: complete steps of the task	Handwriting and Organization: write down steps for task Fine Motor, Visual Motor, Motor Planning: complete steps of the task	Handwriting and Organization: write down steps for task Fine Motor, Visual Motor, Motor Planning: complete steps of the task
PT	Gross Motor Skills: Balance, Strength, Coordination	Gross Motor Skills: Balance, Strength, Coordination	Gross Motor Skills: Balance, Strength, Coordination	Gross Motor Skills: Balance, Strength, Coordination	Gross Motor Skills: Balance, Strength, Coordination
SLP	1. Talk about the steps you'll follow. (first, then, next, last) 2. Talk about what you need to make the bed 3. Why does someone need to change their sheets?	1. Have children explain the steps for laundering. 2. Talk about why it is important to wear clean clothes. 3. What are some important situations where you will need to dress professionally and look clean?	1. Have children explain the steps for cleaning dishes. 2. Talk about different jobs that may involve food and/or dishes. 3. What could happen if you leave your dirty dishes in the sink for a long time?	1. Talk about the steps for tidying a room (e.g., vacuuming, dusting, etc.). 2. Talk about what items you need to vacuum and dust. 3. Where are the cleaning supplies stored? Why is it important to have a place for these items?	1. Have your child read through a recipe and then explain it. 2. Have your child help plan out the meals for next week. 3. What ingredients would we need from the store?
Behavior	Track interfering behaviors via ABC data sheet Use Task Analysis to modify steps as needed http://www.behavioradvisor.com/TaskAnalysis.html Review Reinforcement	Track interfering behaviors via ABC data sheet Use Task Analysis to modify steps as needed http://www.behavioradvisor.com/TaskAnalysis.html Review Reinforcement	Track interfering behaviors via ABC data sheet Use Task Analysis to modify steps as needed http://www.behavioradvisor.com/TaskAnalysis.html Review Reinforcement	Track interfering behaviors via ABC data sheet Use Task Analysis to modify steps as needed http://www.behavioradvisor.com/TaskAnalysis.html Review Reinforcement	Track interfering behaviors via ABC data sheet Use Task Analysis to modify steps as needed http://www.behavioradvisor.com/TaskAnalysis.html Review Reinforcement



Task Planner

Directions: List the steps needed to complete your task (e.g., making the bed, making a sandwich). Make sure you complete them in the correct order!

Task I need to complete:

Materials I need:



Step 1:



Step 2:



Step 3:



Step 4:



Step 5:

I'm done!



