**BEST Summer Institute Strategy Examples**

**Setting Events – Antecedents – Behaviors – Consequences**

**Setting Event Strategies**

* CICO Morning Check in (food & sleep)
* Counseling to address issues with “Steven’s” brother
* Frequent communication with parents positive & negative
* Call to parents. Reach out to offer support.
* Increase parent communication.
* Schedule sensory break
* Pre-teaching sensory strategies
* Frontload expectations for written work
* Check-in with mom
* Prep for lesson
* Reminder of strategies to use prior to class
* Pre-teaching (assignment ahead of time)
* Teach self-regulation skills
* Review IEP accommodations / modification and build lessons with these included
* Steven does independent work in a different space
* Extra points on days with brother in hospital
* Phone calls with brother or parent prior to or following writing task
* Check-in pass with planning room teacher
* CICO
* Notebook to go between home & school
* Counseling
* Contact DCF?
* Informed of changes in environment
* Continued regular team meetings
* Continue to advocate for follow through with medical & therapeutic support
* Move brother’s cool-down room
* Provide alternate modes of task completion

**Antecedent Strategies**

* Repeat direction 1:1 or provide written copy
* How are directions given (i.e., verbally, written)
* Look at class assignments
* Modified assignments
* Direct instruction in writing
* Visual organizers
* Use pre-teaching
* Frontload the task
* Provide opportunities to work with a partner
* Use of a computer or technology to support
* Voice to text program
* Provide classroom-wide frames and other supports to break taks down into smaller, more manageable pieces
* Modify assignments
* Allow him to stand and do work
* Use in-class support person to plan work
* Give advance warning for transitions
* Provide opportunities for recognition and leadership
* Plan socialization in schedule prior to our following times when he typically struggles
* Partner work
* Written work on computer
* Provide scheduled attention to reduce need for attention seeking behavior
* Work on trying things on his own
* Options
* Meaningful conversations about supports
* Reminded to advocate for help when needed
* System to record behavior data in classroom
* Increase check-ins
* Go over visual expectations for the day at check-in
* Daily calendar to track breakfast and food intake

**Behavior Strategies**

* Direct instruction for how to ask for help
* Non-verbal ways to ask for help
* Anger management resilience training
* Teach visualization techniques
* Teach student to use separate designated area for work
* Breaks / opt out
* Teacher use scripts to avoid power struggles
* Teach coping skills that student can use when he feels frustrated
* Frustration strategies
* Teaching: Role play and model appropriate verbal interactions. Student, or whole class, watches two teachers role play then student try
* Work at another time
* Writing partner
* Practice ignoring of low level attention seeking behavior & catch him showing the behavior
* Teach students to use planned ignorning
* Help / teach to advocate for needs / help
* Use zones of regulation
* Social thinking
* Partner with another student
* Teach various support frames for organizational planning for work
* Teach behavior expectations
* Teach alternative responses to frustration
* Provide high number of opportunities to respond orally
* Advocate for his medical needs
* Consistently held accountable
* Learn to process with multiple staff
* Teach social skills
* Teach student how to use “hot pass” appropriately
* Wait time before processing
* Anger management skills
* Remain in therapy to help with anxiety
* Teach anger management strategies
* Teach student self-regulation strategies

**Consequence Strategies**

* Allow to visit with basketball coach for x amount of time
* Alternative to planning room. Use coach for pos. reinforcement
* Not earning time for high preference activity
* Connect work quality with personal satisfaction
* Time for time (punishment)
* Praise + give points for responding to teacher prompts and directives
* Provide opportunities to be a positive role model for peers
* Holding him accountable consistently
* Planned ignoring
* Give no HW pass
* Make connection of positive behaviors to positive outcomes that resonate for Steven
* Success plan with points earned based on preference
* Owe back time and assignments
* Restitution especially with peers
* Allow to choose a partner
* Restitution
* Alternative processing adult
* Buddy room
* Make up work prior to sports
* Provide attention whenever Steven seeks attention in appropriate ways
* All X minutes for choice activity
* Sent out to process with adult
* Owing back time
* Praise + bonus points for getting started
* Pre-correct using goals of CICO plan
* Daily and weekly reinforcement that involves peer and/or teacher attention for 70% DPR
* Visit with trusted / choice adult for X minutes
* Promote ownership of desired behavior