

ABA Strategies for School

Build in breaks- provide opportunities for student to take a break from work/demands. This can be dependent on the age and needs of the students. This break should be available regardless of student behavior and should be timed. During these breaks the student can sit quietly, read a book, or engage in a quiet activity.

Example:

Student gets 3 five-minute breaks during the school day (10:00, 12:00 and 2:00)

Functional escape- If the student engages in behaviors to avoid or escape demands, provide the student an opportunity to ask for a break and honor the request if they do not engage in problem behavior.

Example: Student usually hits the teacher when demands are presented in order to avoid the demand.

Functional escape: The student can ask for a break, and the demand will be removed for three minutes then presented again.

Individual reinforcement system – the goal of reinforcement is to increase desired behaviors. Using an individual system tailored to the student is an effective way to increase desired classroom behaviors.

-token board- students can earn tokens for specific behaviors targeted for increase (doing work, remaining in seat, keeping hands to self, etc.). Once a determined number of tokens have been earned, the student can access a preferred item or activity for a predetermined amount of time (3 min, 5 min, etc.).

Non-contingent attention- When students are engaging in problem behavior to get adult attention, the teacher can provide opportunities for attention before the problem behavior occurs.

Examples: check in with a specific teacher daily, sit with teacher and talk before school starts, giving student a high five or quick one-on-one check in before each class starts, etc.

Sensory opportunities throughout the day- Sensory activities can help students focus throughout the day. This can include access to different types of textured materials to squeeze, touch, or play with, gross motor activities (skipping, jumping, crab walks, etc.), or access to different fidgets.

Visual Schedule- Visual schedules help the student predict what is coming next will help with transitions

- This can be in the form of photographs, illustrations, words and pictures, or just words, depending on the level of the student

- Should be customized for each day to include special areas or changes in schedule

Visual Supports in the classroom- Many kids on the spectrum are visual learners. Using visual supports to the curriculum when possible can increase student involvement and understanding of the curriculum.