

10. Skillful Use of Classroom Materials: There are objects which hold strong appeal for children. If misuse occurs, then the child and the object must be gently separated. At other times, the object may be so supportive and tension-relieving, that it may be helpful during times of stress. Skilled use of classroom materials will help to support individual needs and positive behaviors.

11. Encouragement Rather Than Criticism: "Catching the child doing something good" is a more effective way to shape behavior than criticism. Praise students by giving concrete, specific examples of their academics and behavior that highlight positive gains. Students are better able to accept descriptive praise rather than personality praise. Say "The colors that you used in the artwork are vibrant!" rather than "You're great!" Students with low self-esteem are better able to own concrete examples of their accomplishments rather than general praise.

12. Anticipating Planning: Some new situations are hard for children to manage. Often a - brief description of what the situation may be like or what limitations may be anticipated will enable the group to feel more relaxed in the face of the challenging event.

13. NO You must say "no" when a "no" is required. It can be given firmly and calmly. Its judicious use will increase its effectiveness. It can be reassuring for the child to have the adult set the limits.

14. Rewards and Promises: Receiving a reward or reinforcement is one way to acknowledge and promote behavior that is appropriate. Reinforcement should always be paired with social praise so the student understands the direct connection between his/her behavior and the reward.

15. Consequences / Not Threats: It is helpful to clearly state the consequences of the choices that students may make, acknowledging that they have the power to choose their own behavior. Encourage them to choose wisely. Threats undermine relationships, put the locus of control on the adult, and create anxiety. Consequences encourage responsible decision-making.

16. Ripple effect- promote imitation of positive behavior by reinforcing compliant and on-task students.

17. Provide limited choices- give students power in situations by allowing them to select from responses acceptable to you.

18 Reminiscing/Appeal to good side- talk with the student about when effort or the desired behavior was previously demonstrated. Encourage re-enactment

19. Surprise – act in an unexpected manner to interrupt the students control over a situation.

20. Proactive Cooperation – obtain cooperation before asking the student to do the task that might result in non-compliance

21 Conflict Resolution room : When a student becomes a danger to self or others or severely disrupts the ongoing program, it is necessary to remove the child from the classroom. This should be the last resort after other proactive options have been tried. While in the Conflict Resolution Room (CRR), the adult helps the student to regain control and then to make sense of what happened so that the student can learn more adaptive ways to handle future situations. This is a time of problem-solving and consequences, not punishment. The student should be welcomed back into class with the plan that the student and staff developed together