

Proactive Strategies:

Positive behavioral interventions, strategies and supports focus on increasing desirable behaviors instead of attempting to decrease undesirable behaviors through punishment. They emphasize the importance of making positive changes in the child's environment in order to improve the child's behavior. Such changes may entail the use of positive reinforcement, modeling, supportive teacher-child interactions, etc.. The following is a short list of some of the many pro-active strategies that can be used when working with children:

- Verbal cue/reminder
 - Visual cue
 - Muscle/movement break
 - Fidget toys
 - Retreat area/planned break from group (not used as punishment)
 - Physical cue
 - Proximity
 - Deep pressure
 - Positive reinforcement
 - Relaxation technique
 - Transition item
 - Reversal clock
 - Motivation items/activities
 - Pre-warnings
 - Pre-teach activity
 - Acknowledge and redirect
 - 1st this, then this (i.e. complete work, play with cars)
 - Model appropriate verbal language
 - Provide a choice
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- This is not an exhaustive list of the strategies that can be used by the classroom teacher in a pro-active manner when working with children with behavioural difficulties.
 - It is most important that the teacher “test” out different strategies with their child until they find ones that work best for that child
 - Essentially as long as the strategy prevents the target behaviour that the child is working on, then it can be used as a pro-active strategy.
 - One needs to learn what the cues are for the child that indicates they are becoming frustrated or close to the point where the targeted behaviour is going to occur to know when to intervene with a pro-active strategy.