



Combs Educational Consulting, Ltd.

Special Delivery

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Do you have students who appear to demonstrate "oppositional" behavior?

Students who appear oppositional may simply lack the motivation, perspective or communication skills to respond in a more expected way.

I hope this provides some useful, practical options for working with your students as you begin the 2017-2018 school year!

For more information on the research behind antecedent based interventions, visit <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/ABI-complete-2010.pdf>

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STAY PROACTIVE:

Schedule: provide the child an interactive schedule so he can cross things off as he goes, which makes the day seem less overwhelming.

Take strengths and interests into account: incorporate topics and activities of interest into your instruction, which heightens motivation and engagement.

Alternate preferred and nonpreferred activities so that the student always has something to look forward to following a difficult or nonpreferred task.

Yes more than no. Find opportunities in which the child's requests can be honored so that they feel their desires are honored and can build up a tolerance for being told no gradually.

Positive momentum. Begin the day with easier or more preferred activities so that you don't start the day with a battle which can set off a domino effect for the rest of the day.

Routine. Having a set routine provides structure and predictability and also removes opportunities for arguing and negotiation.

Offer options within tasks or activities. (Examples would be a choice of using markers or crayons, or a choice of which five problems to do out of a set of 10.)

Avoid power struggles. Imagine yourself in a tug-of-war, and simply drop the rope to avoid letting the child continue escalating.

Count down to transitions. Simply using a five-finger count down to cleaning up a preferred activity, or waiting until recess is a good way to teach patience, and prime the student for changes.

Teach alternatives to the interfering behavior. For instance, letting the child know that he can request help or request a break instead of screaming or running out of the room.

Involve the student in planning and making choices so that they feel more in control.

Verify the student's feelings, instead of judging or arguing or scolding.

End on success. Whenever possible, end an activity while the child is still feeling successful, rather than pushing things to the point that the child becomes frustrated and escalates.

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