

## EXAMPLE SUPPORT PLANNING SHEET

### What xxxx does during Arrival Time:

xxxx demonstrates difficulty standing in line waiting with peers-he moves his body, touches peers softly or not so softly, cries for parent, refusals verbally to separate. Refuses to transition to classroom with his peers.

**Why I think he/she does it:** xxxx has anxiety about school and does not understand the routines or expectations. He has a hard time waiting and separating from his parent. He needs extra time to understand verbal directions. He does not yet make associations with pictures/images and real life events (i.e. the classroom activities or school locations)

| <b>What can I do to prevent the problem behavior?</b>  | <b>What can I do if the problem behavior occurs?</b>  | <b>What new skills should I teach?</b>  |
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| <p>XXX needs hand to hand transfer w/adult.</p> <p>XXX needs <b>two</b> adult approved choices and the quiet wait time to understand/process the 2 choices.</p> <p>XXXX needs visuals and possibly a transition object (something desirable) to assist. **XXX has a dinosaur currently that he should bring to and from school- ECSE fidget-also in dismissal plan</p> <p>XXXX needs an established and predictable routine for arrival (who greets him, who offers to walk him in, how parent says goodbye). XXX would benefit from a social story to review this</p> | <p>If XXXX refuses, parent and staff can limit language- by first labeling XXXX's emotion, showing empathy and then giving him the choices for the transition and while waiting quietly.</p> <ul style="list-style-type: none"> <li>● Limit language and eye contact</li> <li>● When XXXX is calmer (quieter if it's a verbal outburst) one adult repeats choices and then pairs it with a visual and waits to give him processing time. Other adult supports silently.</li> <li>● If need be, sit and wait. If XXXX is physically aggressive or demonstrating unsafe behaviors- running away, pulling on parent's hand. Staff will quietly wait until XXXX is calm and ready to walk into building with parent or adult</li> </ul> | <p><b>Learning/accepting routines and adult directions-</b>Pairing routines of the class day with visuals. Visual cue</p> <p><b>Put away/Clean up-</b> Dinosaur goes back into classroom, "School Toys stay at School, thank you XXXX for bring it back"</p> <p><b>First/Then-</b>"first tell mom/dad goodbye, then hold a hand and walk into school"</p> <p><b>Accepting limits, safe behaviors</b><br/>"who do you want to walk</p> |

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|  |  | you into school XXX or<br>XXX?" |
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**Ideas for sharing XXXX's Arrival Plan and helping the family provide support to the child at home:**

- Parents can take pictures of the school (outside, lining up, locker) and review it with XXXX before leaving the car.
- Parents can add picture of teachers that could be walking XXXXin. Make it a game, "who will it be?"
- Social story for family to learn about school
- Transition objects in backpack
- elementary social worker has a home visit? Talk and plan a daily routine?
- Phone conference weekly to support xxxx and monitor progress-

[http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk\\_morning\\_routine.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk_morning_routine.pdf)

[http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk\\_manage\\_time.pdf](http://challengingbehavior.fmhi.usf.edu/do/resources/documents/bkpk_manage_time.pdf)

Provide homelink sheet listed above