

Program Name: Coping Skills Development

Behavior Target: Coping Skills and Self-Regulation

Operational Definition: is defined as utilizing an appropriate coping skill (i.e., 10 deep breaths, squeezing putty, asking for a walk, using a squishy ball, requesting and using a chew, etc.) as a functional replacement behavior instead of maladaptive behavior when the environment becomes loud or disruptive, when a task demand or prompt is presented, when an item or activity is denied or removed, when attention is diverted, or when sensory stimulation is increased/decreased to uncomfortable levels

Staff S^D (Discriminative Stimulus/Environmental Cue): a student is engaging in precursor behaviors (stemming, inappropriate vocalizations, sighing, shaking head, increases in requesting for a previously denied or removed item/activity). IOW (in other words): You notice the student might be becoming agitated and need assistance, they are frustrated that they can't have what they want, they are having difficulty telling or communicating something to you, another student is targeting them, or they are upset because they don't want to begin work **BUT** nothing **MAJOR** has occurred just yet

Student S^D (Discriminative Stimulus/ Staff Direction/What to Say & Do):

1. Walk over to the student so that you are in close enough proximity to help BUT remember not to be so close that you might further upset the student (***a student being upset and needing your help to cope doesn't mean we take their space***)
2. State to the student "You seem (name the emotion you are seeing)"
3. Show them a picture of the emotion as a visual support
4. IF STUDENT IS VERBAL: Ask the student "are you (name the feeling again)?"

4. IF STUDENT IS NONVERBAL: Tell the student “Touch the picture of (name feeling)”
5. Provide behavior specific reinforcement (labeled praise) for identifying the emotion by touching it (Example: Good job touching sad, you are sad, thanks for telling me”
6. State to the student “If you are (name the emotion) you can (provide a specific coping skill)” (Example: If you’re mad you can squeeze a squishy ball instead of screaming)
7. Hand the student any items that are needed to demonstrate the coping skill (squishy balls, chews, yoga ball, etc.)
8. If needed, model or do the coping skill with the student
9. Provide behavior specific reinforcement (labeled praise) for using the coping skill
10. Take the data
 - If the student **was able** to do the coping skill even if they needed help and had no other maladaptive behaviors you mark **(+)**
 - If the student **was not able** to do the coping skill (you had to do the whole thing for them) OR if they had other maladaptive behaviors you mark **(-)**
11. Write up any observations, questions, or anything else you noticed that you think might be important for me (the behavior analyst) to know on the **STUDENT PROGRESS SESSION NOTES**
****I will write back to you on the SUPERVISION NOTES section on each progress notes sheet***