



## Evidence-Based Strategies to use in the Classroom

### I. Social Engagement and Inclusion

- a. Teach and reinforce prosocial behaviors
- b. Encourage use of video modeling to practice social skills
- c. Integrate peer “buddies” into the classroom
  - i. Structure interaction opportunities in and out of classroom
  - ii. Teach buddies strengths and needs of students with ASD

### II. Targeting Behavior Problems

- a. Self-Management
  - i. Teach student to identify and monitor inappropriate behaviors
  - ii. Reward themselves for appropriate behavior
- b. Positive Reinforcement (rewards!) encourage preferred behaviors
- c. Antecedent-Based Interventions
  - i. Identify the event that takes place before (antecedent) and after (consequence) the interfering behavior
  - ii. Decrease interfering behaviors and increase preferred behaviors
- d. Schedules
  - i. Communicate changes in routine (visually, verbally), facilitate transitions
  - ii. Increase predictability, support independence, and reduce stress
- e. Functional Behavior Assessment (FBA)
  - i. Better understanding the purpose of the problem behavior
  - ii. Antecedent → behavior → consequence
  - iii. Leads to development of a behavior intervention plan (BIP) to modify factors that are maintaining that behavior

### III. Manage Stress

- a. Create a structured learning environment
  - i. Routine to start and end each day
  - ii. Agenda of tasks for each period with built-in breaks
  - iii. Social narratives with clear and concise directions
- b. Identify (or create) a ‘break space’ for students to go to when they are upset
  - i. Students with ASD are sensitive to sensory input (bright lights, loud noise, etc.)
- c. Mindfulness: meditation, breathing exercises, awareness
  - i. Decreases anxiety, stress, and aggression
  - ii. Improve social responsiveness and psychological well-being in *all* students