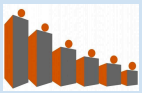
Involvement
Educational Services

Behavioral Instructional Supports

Skill	Initial Instruction	Advanced Application
Self-regulation 	Teach students to **identify basic body signals**: *fast heart, tight muscles, upset stomach, loud voice.* Use regulation visuals and explicitly practice strategies.	Teach students to **recognize their own early warning signs** and identify which strategies work for them in different settings.
Functional communication 	Teach and **rehearse simple phrases**: *I need help. I need a break. I don't understand.* Use visuals/AAC when appropriate.	Expand to self-advocacy language: *I need clarification. I need more processing time. Can we approach this another way?*
Cognitive flexibility 	**Practice small, predictable changes** through games, routines, and low-stakes variations.	Explicitly discuss the **difference between preference and necessity** and practice adapting to changes in schedules, teachers, assignments, and expectations.
Transitions 	Visual schedules, countdowns, transition warnings, first/then supports.	Calendars, digital reminders, posted agendas, assignment-management systems, and responsibility for checking changes independently.
Choices 	Offer two acceptable choices: *pencil or marker? desk or floor?*	Offer meaningful choices involving process, environment, or demonstration of learning while maintaining the learning expectation.
Problem solving 	Use a concrete visual routine: **Stop → Think → Choose → Try.** Model thinking aloud.	Use authentic scenarios: *What can you do if the teacher's directions aren't clear? What if your group isn't cooperating?*

Productive struggle 	Use language such as: *"This is hard, but your brain can work through hard things."* Provide immediate scaffolding.	Shift toward **metacognition:** *What have you tried? What information are you missing? What support would help you move forward?*
Behavior rehearsal 	Role-play waiting, losing, sharing, accepting correction, changing activities, and asking for help.	**Rehearse situations** involving disagreement, criticism, group work, deadlines, unexpected changes, and advocating with adults.
Recovery after dysregulation 	Provide a predictable adult-supported routine: **Regulate → Reconnect → Repair → Return.**	Preserve privacy and dignity while supporting students to initiate their own recovery routine and determine when they are ready to re-engage.
Self-monitoring 	Use simple visuals, check-ins, and 1–5 regulation scales.	Use **student-selected tools**: digital reminders, checklists, rating scales, reflection logs, or brief self-assessments.
Prompt fading 	Move from verbal prompts toward visual and gestural prompts.	Teach students to recognize when they need a prompt and develop systems that reduce reliance on adults.
Self-advocacy 	Teach *what* to say and practice it repeatedly in safe situations.	Teach students to identify **what they need, why they need it, and how to communicate it appropriately**.
Reflection 	Keep reflection concrete: *What happened? What did you do? What could you try next time?*	Emphasize metacognition: *What triggered the problem? What did you notice? Which strategy worked? What will you do differently next time?*
Adult support 	Adults provide significant co-regulation and external structure.	Adults become **consultants rather than directors**, gradually transferring ownership to the student.