

Communicate clearly what the child needs to do

- It's best to visually show the child what is expected of him/her.
See *Work system/To do list Tip Sheet*.
- Direct the child to what they are supposed to do (rather than not do).
Example: *Quiet voice*, instead of *No yelling*
- If the child becomes frustrated, provide visual strategies to help relax.
Example: Deep breaths, Count to 10, Get a drink

Talk less

- Try to use very little or no verbal language. For some children, give a verbal and a visual direction, and then be quiet. For children that are hypersensitive to sound, just give the visual direction.
- Let the visuals do the talking!

Wait

- Some children need longer wait times to process what they need to do.
- The visual support will keep communicating even after you stop talking.
- Continue to show the child the visual of what they need to do.

Be aware of eye contact

- Some children will not make eye contact with you, but that doesn't mean they aren't listening or able to follow your direction(s).
- Asking the child to first "look at me" and then follow a direction can prove difficult for some children that may follow through with "look at me" but then not the direction.

As the child calms, prompt the appropriate behavior

- Determine when the child is calm enough to redirect
- Show the child a visual of what they need to do
- Provide a choice of two appropriate activities
Example: Play in block area or book area
- Redirect to another activity

Ask an RCADD staff member to help you create visuals to help support these techniques.