# TEACHING SKILLS AND BEHAVIOURS PLAN

Make this plan when:

* A child is not making independent progress on a step(s) of a routine
* A child needs to be taught an expected skill/behaviour they cannot yet perform.

### What step/skill/behaviour is difficult for the child to perform independently?

### *E.g. checking schedule and moving to next activity following task completion.*

### Break the difficult step/skill/behaviour into smaller steps, using the example task analysis table below.

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| --- |
| Transitioning Between Activities Routine |
| Your instruction | Expected child behaviour |
|  *E.g. go to your desk* | Child goes to desk |
|  *E.g. check your schedule* | Child checks schedule |
|  *E.g. what’s next?* | Child identifies next activity |
|   *E.g. First X (Reading), Then Z (Eat)* | Child begins activity |

### Add more instruction during the routine such as:

### Adding reinforcement *(Praise, high-fives, tokens if using systems)*

### Adding visuals *(Create a mini visual schedule of routine steps above)*

### Changing the environment *(Consider removing visual/auditory distractions)*

### Changing the materials. *(Use an electronic device with alerts to transition).*

### Describe here:

### Sometimes children will need to be taught the step/skill/behaviour outside the actual routine. If needed, provide additional instruction outside the context of the routine. For example, teach the step/skill/behaviour if necessary through explicit 1:1 teacher time where a gradual release of prompting can be used.