

Fantasizer

(approximate 4-7 yrs. Cognitive style)

	Likely to be Effective	Not Likely to be Effective
Curriculum	<p>Teach behaviors in the context of routines</p> <p>Provide opportunities to replicate familiar behaviors and routines in new contexts</p> <p>Provide high interest materials and hands-on learning activities with a high degree of choice and self-initiation opportunities</p>	<p>Skill and drill activities isolated from typical routines</p> <p>Curriculum emphasizing learning without hands-on activities</p>
Teaching Strategies	<p>Positive adult support that continues to support student exploratory behaviors and replication of routines and themes.</p> <p>Provide toys and objects that can be linked into sequences</p> <p>Assure environments that are neither too sensory stimulating nor too sensory deprived</p> <p>Teach behaviors appropriate to a specific situation, i.e., “The Rule Is... we do xxx in this situation,”</p> <p>Begin to ask “why” and prediction questions to check for understanding.</p>	<p>Information delivered in lecture format</p> <p>Lack of materials to facilitate exploration of object properties and sequences</p> <p>Environments that are too stimulating or too sensory deprived</p> <p>Environments with many rules for acceptable behaviors</p> <p>Requiring the student to understand the logic of rules when he/she is prelogical</p>
Behavior Support	<p>Opportunities to feel safe, secure and relaxed with a student-accepted parent substitute who balances the teaching of rule-following within routines and self-selected choosing of activities</p> <p>Adult reading of student behavior for communicative intent is required. Actively teach First/Then task completion and how to negotiation in this context.</p> <p>Emphasis on teaching acceptable behavior, not punishing non-compliance (e.g., shape behavior by reinforcing approximations, model desired behaviors, and cue student to do the behavior NOW.)</p> <p>Model linking cause/ effect to aid understanding of consequences.</p>	<p>Appeals to logic and perspective taking</p> <p>Focusing on punishment for rule-breaking rather than on teaching an acceptable behavior</p> <p>Reinforcement that is not frequent or desired by the student.</p> <p>Reinforcement without considering variety or giving reinforcers only at a time-distance from the desired behavior</p>