

# Association

## Pre-logical Reasoner

(2-4 year old 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 early mastery of pre-reading skills and paper-pencil math computation</p>
Teaching Strategies	<p>Positive non-intrusive adult support that allows child 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 by modeling in the situation, i.e., “We do xxx now.” (Demonstrate, request copying.)</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>Teach logic of rules to this non-logical student</p> <p>Teach rules in the abstract, outside of situations</p>
Behavior Support	<p>Opportunities to feel safe, secure and relaxed with a parent or student-accepted parent substitute who balances the teaching of rule-following within routines and the self-selection of activities.</p> <p>Adult reading of student behavior to determine communicative intent is required. Beginning skills should be taught such as First/Then and If /Then contingencies. E.g., “If you finish this, you can play the game next.”</p> <p>Teach acceptable behavior (e.g., shape, model and cue)</p> <p>Use environmental structure and routines to elicit desirable behaviors</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 immediately after the desired behavior</p> <p>Rewards not desired by the student</p>