

DESCRIPTION

If necessary, for children with diverse developmental disabilities are instructed in social communication skills instructions, social stories by using the graphic text interpretation software Boardmaker. Using this tool can be used the basic elements of ABA. Here are some examples.

THEME: "GOOD – BAD"

Aims:

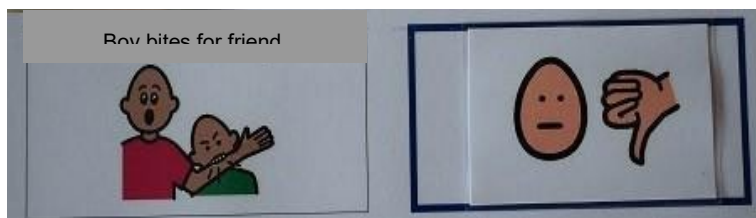
1. Formation of the child's understanding of the right and wrong behavior.
2. To encourage the child to change unacceptable behavior to acceptable.

In stage I, the child, together with the adult, selects the symbol "good" or "bad" for various child-specific behavioral situations and puts next to the picture of the right or wrong behavior.

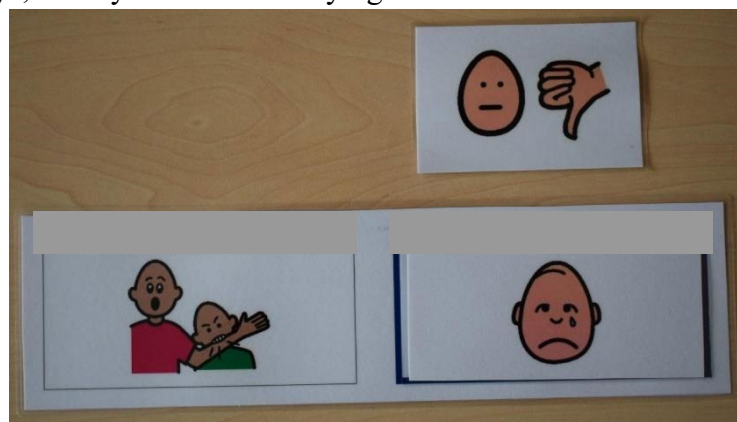
In stage II, the child independently chooses the symbol for "good" or "bad" situations in the pictures.



We say "Boy bites for friend". "Bad" We give the symbol "bad" or the child independently chooses this symbol.



We give the symbol "Cry", we say: "A friend is crying. Hurt. Bad."



We give the symbol "Hug", we say "Hug and you must say" I'm sorry ". "Good".



In stage III, the symbols "good" - "bad" are applied to the formation of good behavioral communication skills. For example, if a child bites a friend, we say: "Tom bites to Lukas. Bad. Lukas is crying. Hurt. "" Hug Lukas. " Say "sorry" (you can show the symbols).

In the same way, the child is taught to understand and change his misbehavior in various situations in which the child has difficulties: does not react to an adult, does not respond when he is invited, escapes, throws the things, gets dirty, does not like to dress, etc. We encourage good behavior from the wrong one, evaluate it with symbols - "good", "bad", to recognize his proper behavior, to rejoice.



THEME "ANOTHER BEHAVIOR"

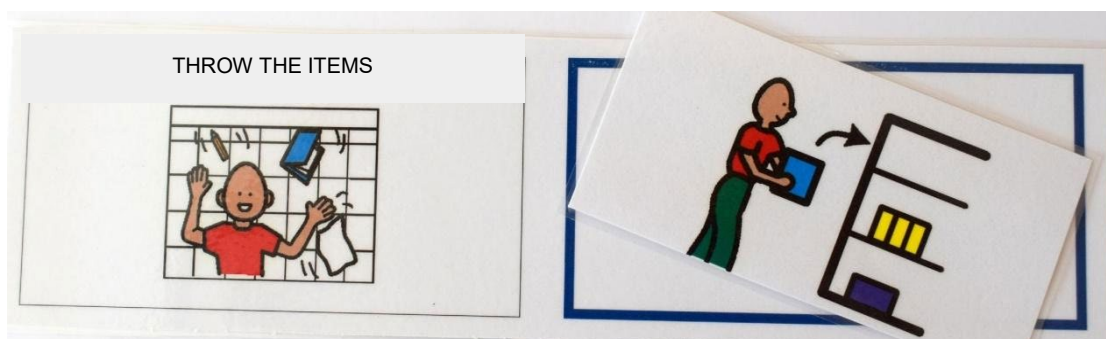


The aim is behavioral training that helps to develop new skills.

Symbols are used "good", "bad" or hand's movements "good" (thumbs up), "bad" (thumb down).

Stage I. The situation is described, for example, "The boy throws items". The symbol "bad" or movement is displayed - the thumb down (if the child already understands this movement). The adult shows the symbol "The boy puts the items on the shelf" next to the picture "The boy throws items" and shows which the symbol is "good" or the movement - the thumb up.

Stage II. The child himself shows the symbol "bad" or, if he can, he shows the hand movement of bad situation "The boy throws items". The child himself selects the symbol "The boy makes the items on the shelf" in a few situations and put next to the picture "The boy throws items". The child raises the symbol "good" or shows the movement "good".



Stage III. Symbols or movements "good" - "bad" and visual images are applied to the child's misbehavior. When a child throws the items, we show him a card "The boy throws items" and say "Tom

throws the items. Bad (we show a symbol or movement "bad"). We show a card "The boy puts the items on the shelf" and we say "Look, the boy is putting things on the shelf". "OK" (we show a symbol or a movement "OK"). "Tom will put things on the shelf. Tom is good". "OK" (we show a symbol or a movement "OK"). "Tom, put the book on the shelf. Well done. Okay. "

If the child performs at least the smallest thing for handling items, we rejoice, we applaud, we reward with the prize.

According to individual cards for child, we are also trying to solve other child's specific difficulties. For example, a child often spills out the drinks, pushes, beats, does not like to brush hair, goes to bed and so on.

Word instructions are provided clearly, concisely.



TO BEAT



TO MAKE THE BED

