

**Response to Intervention Strategies
(for Parents to Keep)**

Adaptive Strategies

Demonstrate the skill for the child. (i.e., scooping with a spoon, holding a cup with two hands). Be consistent.
Specify problem skill:

If your child eats fewer than 10 foods, structure your mealtime. Present food opportunities. Introduce new foods at each meal.

Use "First/ Then"
Example: First you eat this (new food) and then you can eat the (preferred food)
Specify problem skill:

For toileting difficulties, increase fluid intake. Take your child every hour to sit on the toilet for 3-5 minutes.

Verbally praise and give the child an opportunity to play with highly preferred toys that are only available while sitting on the potty.

Cognitive Strategies

Structure "sit down" activities by breaking the task into smaller chunks. Use a timer to indicate completion.

Read simple predictable books and have your child guess what will happen on the next page.

Play "Memory" games or have your child hide his/her eyes while you remove an item. Let your child guess what is missing.

As you play with your child, use concept words such as same, different, more than and less than. Use location words such as in, out, up, down, beside, under and behind.

Make pointing to and counting objects part of your daily routine. Point and count crackers for snack; count buttons as you button your child's shirt; count the stairs as you walk up them.

Allow your child to help sort household or food items, such as sorting laundry by color or type; sorting silverware or dishes; sorting cookies or crackers by shape.

Communication Strategies

Avoid anticipating what your child needs. Give opportunities for your child to verbally request desired objects or actions. (favorite activities, favorite toys, food during mealtime)

Make sure you have your child's attention before you speak.

Expand on what your child says. If he says "want juice" you should say, "Adam wants more juice."

Use photographs of familiar people and places to retell what happened or make up a new story.

Read to your child everyday as part of your bedtime routine. Help your child retell the story and describe the pictures. Ask simple questions about the book and have your child point to and/or state the names of pictures in the book.

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Social-Emotional Strategies

Give your child opportunities to play along-side another child. If you do not have other children at home, take your child to an environment with other children, such as a park or playground.

Use games and toys that require more than one person to help your child interact with other children. Try playing "chase," or simple board games.

When conflict arises during play, model appropriate ways to resolve conflict for your child. Say such things as, "You can have this turn and I will go next" or "When you are all done, may I have it"?

Act out a scenario with your child in which he/she must use appropriate behaviors to respond in a social situation, such as when being greeted by a familiar/unfamiliar person.

Behavioral Strategies

State commands positively. Tell specifically what you want the child to do. Instead of "Don't touch" say "Hands down." Instead of "Quit kicking the table" say "Feet on the floor."

Tell, don't ask. State the command as a directive rather than a question. Instead of "Could you pick up your toys?" say "Put the blocks in the tub." Instead of "Do you want to come eat?" say "Come sit at the table."

Offering choices allows the child to have some control and reduces power struggles. Choosing between 2 positive choices is effective for a child who typically responds with "no." Ex. Give 2 choices for a child who is reluctant to take a bath. "Do you want to race me to the bathroom or have a piggyback ride? What is your choice?"

Structure transitions. Give warnings (2 minutes) before ending an activity. Provide a concrete ending point such as a timer ringing or say "Two more turns and you are finished." Make "Clean Up" a game.

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Fine Motor Strategies
Teach the skill in which your child is having difficulty Specify problem skill:
Demonstrate the skill for your child Specify problem skill:
Provide opportunities to practice the skill 10-15 minutes two times a day Specify problem skill:
To increase hand and finger strength, try working with play doh, silly putty, clothes pins, etc.
To increase pincer grasp, try putting coins in a bank, pegs in pegboards, lacing beads/macaroni, etc.
To improve pencil grasp, try using short crayons, chalk/dry erase markers on vertical surface, etc.

Gross Motor Strategies
Teach the skill in which your child is having difficulty Specify problem skill:
Demonstrate the skill for your child Specify problem skill:
Provide opportunities to practice the skill everyday Specify problem skill:
To improve upper body strength/coordination, practice throwing /catching a large ball, access playground equipment, practice wheelbarrow walk, paint with water on outside walls and sidewalks, etc.
To improve lower body strength/coordination, practice kicking balls, run on uneven surfaces, ride a tricycle/scooter, climb on playground equipment, etc.