

Jackson Support Plan Implementation

Transitions and Giving Directions

Personal prompts are provided to Jackson that are composed of a concrete object or picture. Pictures are used when Jackson is reluctant or resistant to transitioning. Yes No Sometimes

Choices are provided through pictures or concrete objects within activities. Yes No Sometimes

Directions are given to Jackson after first gaining his attention, and then using a confident tone of voice. Yes No Sometimes

Before a transition occurs, Jackson is prepared by warning him of the next activity. Warning should occur in two or three steps (e.g., In two minutes it is clean-up, cars will be put away. And then later, "Jackson, one minute to clean-up", and finally "Jackson time for clean-up. Put cars away."). Pictures should be used of the next activity if Jackson is resistive. Yes No Sometimes

In situations that involve a wait or taking turns, the adult will inform Jackson of the order. The adult will tell him, "Jackson, you will be number _____. _____ is first and then you." If Jackson interrupts, the adult should state "just a minute (while holding out hand). _____ is now and then you." Yes No Sometimes

In play and other activities

In play, the adult teaches Jackson to play with peers by moving in to his play and mediating social interactions. The adult should cue Jackson on turn taking or ways to expand play schemes. Yes No Sometimes

If Jackson begins to become hurt, frustrated, or upset, the adult may suggest that Jackson move to the comfort area. Visual symbols may be used by Jackson to help him label his feelings. Directions to the comfort area should be supportive, not a punishment. Yes No Sometimes

Adults should be watchful of interactions that may turn volatile. If Jackson begins to yell or grab toys, the adult should intervene using a soft tone of voice and supportive posture. State for Jackson what he is feeling "Jackson is getting angry. Tell me what happened." Then the adult should guide a problem resolution or suggest to Jackson that he take a break. Yes No Sometimes

If Jackson mumbles or appears to be anxious about an activity or direction, the adult should guide Jackson to express himself. The adult can interpret his actions as communicative, ask for clarification ("tell me more"), or repeat what he has said and ask for more clarification (e.g., "you are telling me Joey has the blue car, tell me more"). Yes No Sometimes

Adults use social stories to assist Jackson with understanding the expectations of activities, social cues, and new routines or rules. Yes No Sometimes

The adult provides Jackson with positive feedback about engagement and appropriate behavior frequently (about every 15 minutes) throughout the day.

Yes No Sometimes

When the behavior happens

The adult places a language label on what he is expressing (e.g., "It is hard to quit playing cars.").

Yes No Sometimes

The adult cues Jackson using simple language and/or pictures (e.g., "Sit in chair, get paper. Choose a marker.").

Yes No Sometimes

The adult may use the choice option card to guide him in coping with the situation.

Yes No Sometimes

The adult may offer the comfort area and then guide Jackson to select the visual that facilitates his expression of the emotion.

Yes No Sometimes

Comments: _____
