



## **Increasing Flexibility**

### ***Executive Function – Self Awareness and Monitoring – Increasing Flexibility***

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#### **Goals and Objectives**

The student will increase abilities in being flexible in a variety of situations.

#### **Instructional Delivery – Teaching Flexibility**

##### **SD:**

Introduce the term “flexibility” by explaining that “being flexible” is when we do things differently than we are used to doing them. Today we are going to practice being flexible. When you are flexible you will get a star and when you have \_\_\_\_\_ stars, you will earn \_\_\_\_\_.

Choose a structured activity that is something that your student/client likes to do a particular way (i.e. always wants to be the green piece in a game) and say, “we are going to play this game your way the first time and then after your turn, we will practice being flexible”

Practice the activity the “regular way” without being flexible. Say, “okay, now we are going to practice being flexible. Remember when you are flexible you get a star and when you get \_\_\_\_\_ stars, you get \_\_\_\_\_”.

Initiate the new flexible way. Start with a contingency of earning only one star. Then slowly build up to 3 stars, 5 stars, 10 stars. Then provide praise and reinforcement. Praise each attempt at being flexible. Initially begin with structured activities that are easier to be flexible, then work on structured activities that are harder to be flexible and then work on natural occurring opportunities for flexibility.

Once you have moved to higher amounts of stars and natural occurring opportunities, begin each session with a reminder that flexibility is the goal and the client is looking to achieve a target number of times demonstrating flexibility. Encourage your client to identify when he is being flexible on his own and self-identify.

When working in homes where more than one child is present, you can encourage each child to work on being flexible with each other. This reaching agreements and compromising with one another, or cooperating with a request to do things a different way. There should be a fair give and take among siblings encouraged as well.

#### **Interval Timer to increase Flexibility and Self-Monitoring**

##### **SD:**

Controlled setting – 1 hr of a daily session (proceed in daily programming as usual but add this interval flexibility check)

Interval timer goes off approximately on an average of 5 minutes. “Am I being flexible or rigid?”



Pre-requisites for interval timer: Targets 1-4

- These steps can be done in a typical DTT format with data collection as usual.

Present your student with a typical daily programming session and implement

- Once mastered, implement Targets 5-7 throughout daily sessions.
- Once mastered, track progress in applied settings. You may need to add a “to do” list for recess, park, or other social setting where challenging behaviors are typically triggered.

## Targets

Sets	Date Intro	Date Mastered
1. Student defines what it means to be flexible and rigid		
2. Student gives examples of being rigid		
3. Student gives examples of being flexible		
4. Student states/dictates/writes/discusses (etc) what is expected and not expected in regards to being flexible and/or rigid in a variety of situations		
5. Student self-evaluates own flexibility/rigidity during 1 hr of a controlled session on a random interval schedule.		
6. Where On a daily or weekly basis – student will “beat his score” (e.g., first day, was flexible 4 times in the hour... next day or week, student agrees to beat his score and sets a goal to be flexible at least 5 times in the hour)		
7. Student continues to beat score over time in a variety of controlled settings.		
8. Student self-monitors flexibility in applied (generalized) settings.		