

## Why Is the Child Eating That Fidget?! Three Phases of Implementation

Anyone who has spent any time in a classroom knows that even good strategies can wreak havoc on the best of classrooms. More strategies can sometimes also mean more problems. This worksheet is meant to help educators predict what to expect at each phase of the implementation process.

Phases of Implementation	What Might Happen	What to Plan
Phase 1 takes approximately 4–6 weeks	<ul style="list-style-type: none"> <li>• All the children might want to try the strategy.</li> <li>• The child who needs the strategy might not use the strategy appropriately at first.</li> <li>• The strategy might be a distraction at first because it is new to the classroom.</li> <li>• The children might use the strategy or material for an unintended purpose.</li> <li>• The strategy might make things more difficult at first as children try to figure out what the strategy or tool is for. Expect lots of trial and error, and expect them to make mistakes.</li> <li>• Other:</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure the material is durable because the children will experiment with this new material or strategy.</li> <li>• Send home a visual story about the strategy prior to bringing it in the classroom.</li> <li>• Introduce the strategy to the entire class, and let all children who want to try the strategy do so.</li> <li>• Reaffirm the skills of children who don't need the strategy.</li> <li>• Use puppets or role play to act out how to use the new strategy or materials.</li> <li>• Use a social story about the tool or strategy. Read it to the children, and send the social story home for the child or children it is intended for.</li> <li>• Allow children who aren't using the tool to help the child learn to use the material or new strategy.</li> <li>• Allow children time to learn how to use the tool or strategy, and expect many mistakes.</li> <li>• Be consistent with the strategy, and observe how the child or children use it.</li> <li>• Give the strategy time to work before you start changing it. Let the children learn!</li> </ul>
Phase 2 takes approximately another 2–3 weeks	<ul style="list-style-type: none"> <li>• The idea is slowly losing its novelty.</li> <li>• Other children are slowly</li> </ul>	<ul style="list-style-type: none"> <li>• Make time each day to go over the purpose and rules for a strategy or</li> </ul>

	<p>realizing the purpose of the new idea or material.</p> <ul style="list-style-type: none"> <li>• The child the strategy is intended for is using it, but the child is using it inconsistently.</li> <li>• Other:</li> </ul>	<p>intervention.</p> <ul style="list-style-type: none"> <li>• Stay consistent in use of the strategy.</li> <li>• Now that you have seen how the children have responded to the idea or tool, use your observations to make <b>small</b> adaptations or improvements to the strategy. Keep in mind that making too many changes too fast could confuse children at this stage.</li> <li>• Remember that some strategies are safety measures and not all strategies may fit into this timeline.</li> </ul>
<p>Phase 3 takes approximately another 2–3 weeks</p>	<ul style="list-style-type: none"> <li>• The strategy has lost its novelty and is now classroom equipment.</li> <li>• Children have now had lots of opportunities to see and/or use the strategy.</li> <li>• You will see children using the strategy with other children based on your modeling and teaching.</li> <li>• Other:</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to reteach the strategy after a long break, a long absence, or a regression.</li> <li>• As children gain new skills, you can fade or end this strategy.</li> <li>• If challenging behaviors reappear, reintroduce the strategy and begin the cycle again.</li> </ul>