

## What Is It?

Rehearsal is an individualized strategy in which an adult actively teaches a child how to engage successfully in a routine. The adult models the desired behavior and offers opportunities to practice with feedback. The adult identifies the context in which challenging behavior is likely to occur and then uses modeling, prompting, and reinforcement to promote the child's use of expected behavior in that context.

## When to Use It

- During routines that the child has found challenging (e.g., transitioning indoors after outdoor playtime).
- During specific activities and routines to establish behavioral expectations.

### Steps to Implementation / How to Do It

<input type="checkbox"/>	1. Identify the predictable context(s) (e.g., time and location) in which the challenging behavior is most likely to occur. Identify the behavioral expectations or replacement behavior for that context.
<input type="checkbox"/>	2. If possible, modify the context to minimize opportunities for the child to engage in the challenging behavior (e.g., rearrange materials, change how instructions are delivered).
<input type="checkbox"/>	3. Specify the expected behavior and provide examples for the child prior to opportunities for challenging behavior.
<input type="checkbox"/>	4. Practice by having the child rehearse the expected behavior and provide the child with positive feedback.
<input type="checkbox"/>	5. Provide reminders and prompts to use the expected behavior.
<input type="checkbox"/>	6. Provide reinforcement for engaging in the expected behavior. Acknowledge when the child is engaging in appropriate behavior and provide behavior specific praise (e.g., "Great job coming right to the snack table after washing your hands!"). Assess the child's preferences and establish goals to work towards (e.g., end of the week special activity).
<input type="checkbox"/>	7. Record data and monitor progress (e.g., how often the child engages in the expected and/or challenging behaviors each day).

### Example

*Mr. Salvador is a preschool teacher who has spent the beginning of the program year establishing classroom expectations and routines to ensure that children understand what is expected of them throughout the program day.*

*One preschooler, Jocelyn, is having a difficult time following behavioral expectations during the morning circle time. Jocelyn is an eager participant, and struggles with raising her hand prior to speaking. This has resulted in frequent interruption of other children and talking over Mr. Salvador as he reads books and talks about upcoming activities that day. Mr. Salvador considers whether there is anything he can change during circle time to increase opportunities for Jocelyn to participate appropriately. Mr. Salvador decides that he can increase opportunities for Jocelyn to participate by asking her to take on one "job" during circle time, such as calendar helper or weather assistant. Jocelyn continues to have a difficult time raising her hand to contribute, so Mr. Salvador decides to provide clear instructions with a brief rehearsal for Jocelyn prior to circle time. Right before the transition to circle time, Mr. Salvador reminds Jocelyn that she may participate by raising her hand if she has something to say. Mr. Salvador and Jocelyn rehearse Jocelyn raising her hand and Mr. Salvador "calling on her." During circle, Mr. Salvador is sure to immediately reinforce Jocelyn's hand raising behavior by calling on her the first time she raises her hand to participate. Mr. Salvador collects data on Jocelyn's "calling out" behavior to examine whether or not rehearsal is an effective strategy. After three days of rehearsing this behavioral expectation with Jocelyn, Mr. Salvador sees a large decrease in Jocelyn's calling out behavior to the point where it only occurs approximately once every other day.*

### How to Increase Effectiveness

- If the challenging behavior occurs across multiple contexts, implement multiple rehearsal sessions across these different contexts. Addressing each context will increase the likelihood that rehearsal is effective.
- Provide individualized visual reminders of rules and expectations in an easily accessible format (e.g., laminated visuals on a key ring; see Individualized Visual Supports intervention guide).
- Use additional reinforcement strategies in conjunction with rehearsal.
- Alternate reinforcers frequently to decrease the likelihood of the child satiating on the reinforcer.

### Resources

Stormont, M. A., Smith, S. C., & Lewis, T. J. (2007). [Teacher implementation of precorrection and praise statements in Head Start classrooms as a component of a program-wide system of positive behavior support](#). *Journal of Behavioral Education*, 16(3), 280-290.

Steed, E. A., Pomerleau, T., Muscott, H., & Rohde, L. (2013). [Program-wide positive behavioral interventions and supports in rural preschools](#). *Rural Special Education Quarterly*, 32(1), 38-46.