**Supplementary Figure 4**. Menus of Therapeutic Techniques, per Behavior Category

|  | **Nervous** | **Disagreeable** | **Withdrawn** |
| --- | --- | --- | --- |
| **Cause** | * AABC Chart
* Themes of the AABC Chart
	+ Attention
	+ Escape
	+ Tangible
	+ Sensory
 | * AABC Chart
* Themes of the AABC Chart
	+ Attention
	+ Escape
	+ Tangible
	+ Sensory
 | * AABC Chart
* Themes of the AABC Chart
	+ Attention
	+ Escape
	+ Tangible
	+ Sensory
 |
| **Change** | * School environment
	+ Schedule preventative breaks
	+ Small group settings
* Organization/planning
	+ Read the room
	+ Visual timers
	+ Avoid timed tests and games
	+ Visual schedules
	+ Schedule time to organize belongings
* Classroom learning
	+ Pre-determined visual cues for writing
	+ Use computers or mobile phones for word processing when subject is not penmanship
	+ Spelling accommodations when subject is not spelling
	+ Checklist of weakness and strategies to use in the moment
	+ Reduce expected completed work
	+ Preview work for the day for 5 minutes before the day starts
	+ Reduce, accommodate, or eliminate homework
* New skills
	+ Emotion recognition
		- 1:1 when calm
		- In the moment
		- Emotion color chart
		- Emotion thermometer
	+ Linking emotion to behavior
		- CBPT or CBT
	+ Self – regulation
		- Calming box
		- Physical coping strategies
		- Imagery
		- Music
		- Coloring
	+ Targeting automatic thoughts and feelings
		- Thought stopping (CBT)
		- Power cards
	+ Challenging core beliefs
	+ Self-monitoring
 | * School environment
	+ Schedule preventative breaks
	+ Daily schedule which alternates preferred and non-preferred activities
	+ Alternate lunch and/or recess
	+ Purpose during transitions
	+ Give warnings for end of activity and then start of next activity
	+ Distraction during downtime
* Organization/planning
	+ Visual timers
	+ Visual schedules and preview them
* Classroom learning
	+ Embed choice into the learning
	+ Reduce, accommodate, or eliminate homework
* New skills
	+ Emotion recognition
	+ Self – regulation
		- Calming box
		- Physical coping strategies
		- Imagery
		- Music
		- Coloring
	+ Targeting automatic thoughts and feelings
		- Power cards
	+ Challenging core beliefs
		- Being Responsible worksheet
 | * School environment
	+ Calming box
	+ Buddy system at recess
	+ Recess plan
	+ Alternate lunch and/or recess
* Organization/planning
	+ Checklist
	+ Visual schedules
	+ Visual timer
	+ Present only a few problems at a time
* Classroom learning
	+ Make lesson multi-sensory
	+ Classroom assignments on topics interesting to the withdrawn student
	+ Reduce, accommodate, or eliminate homework
	+ Extra time to complete exams and extra day(s) to complete homework assignments.
* New skills
	+ Emotion recognition
		- Color chart with added self-regulation checklist
		- Daily self-reflection sheet
	+ Self – regulation
		- Calming box
		- Physical coping strategies
		- Imagery
		- Music
		- Coloring
		- Desk skills
		- Heavy physical activity
	+ Reframe negative thoughts
		- Thought stopping
		- Balancing negative thoughts/feelings with positive ones
		- Power cards
	+ Ask for a break appropriately
 |
| **Connect** | * 1:1 tasks
* Baseline of child’s behavior
* Regular check-ins to prompt regulation strategy
* Use simple, concise language
* Make empowering statements when distressed
* Build student’s self-esteem
	+ Non-contingent reinforcement
	+ Leadership roles
 | * 1:1 tasks
* Baseline of one’s feelings of child’s behavior
* Using gentle, specific language when giving demands
* Reinforce appropriate behavior
	+ Continuous positive attention
	+ Intermittent reinforcement
	+ Non-contingent reinforcement
* Lighten up the moment
* Collaborate with the student’s family
 | * 1:1 tasks
* Baseline of one’s feelings on child’s behavior
* Narrate your time with the student
* Narrate the student’s time with others
* Student leadership opportunities
* Collaborate with the student’s family
 |
| **Cultivate** | * Use breaks as rewards
* Non-preferred activity for 5 minutes before a 20 minute break
* Rewards to reinforce use of self-soothing strategy
* Positive verbal reinforcement in the moment of anxiety to reinforce self-soothing
* Have student keep track of behaviors and strategies
 | * Acknowledge only positive behavior
* Non-preferred activity for 5 minutes before a 20 minute break
* Validate the child’s feelings and then provide a choice
* Use incremental consequences
* Label the disagreement and encourage positive behavior
* Avoid prolonged discussions
 | * Provide positive feedback
	+ Continuous positive attention
	+ Non-contingent reinforcement
* Avoid giving negative attention
	+ Reframe negative thoughts in the moment
	+ Neutral and quick response
 |