**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|  | **Nervous** | **Disagreeable** | **Withdrawn** |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 |