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Common Errors in the use of Calm Counts

1. Too high a percentage of calm counts are conducted REACTIVELY (i.e., after tension has already started)
2. Teacher allows student to dictate the degree to which the stressor is presented (e.g., how close the clippers are to the fingernail)
3. Teacher allows student to push the rate of the calm count by counting along. Counting along is fine, but teachers must be sure that their student is not pushing the rate of their counting.
4. Teacher fails to model calm affect
5. Teacher counts when student is not calm
6. Teacher over-exposes the student to a stressor