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Addressing Behavior Challenges

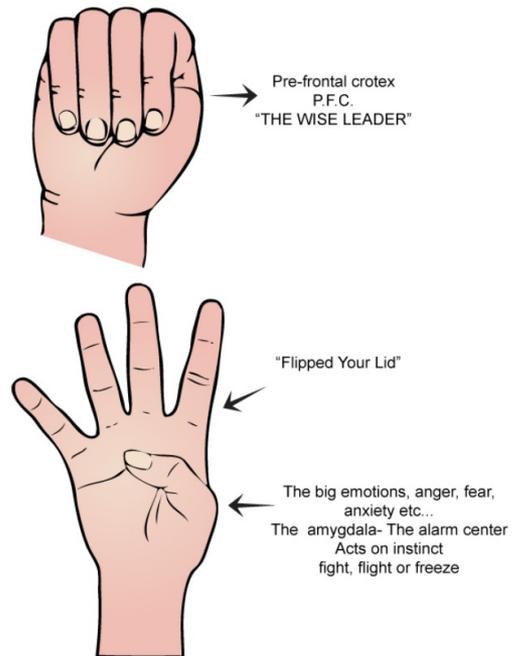
<https://luthsped.org/2023/01/24/trinity-utica-ec-resources/>



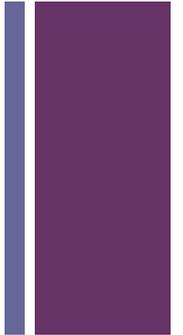
+ Dr. Dan Siegel- Upstairs Brain, Downstairs Brain



+ Dr. Dan Siegel- Flipped Lid



Credit: Daniel Siegel, M.D. is the creator of this metaphor and expression "Flipped Lid"



Upstairs Brain, Downstairs Brain Strategies



Understand difference
in upstairs and
downstairs tantrums



Engage, don't enrage:
Appeal to the upstairs
brain



Use it or lose it:
Exercise the upstairs
brain



Move it or lose it:
Moving the body to
avoid losing the mind



Dr. Dan Siegel-
Upstairs Brain,
Downstairs Brain
*from "The Whole-
Brain Child: 12
Revolutionary
Strategies to Nurture
your Child's
Developing Mind" by
Dr. Daniel Siegel and
Dr. Tina Bryson*

WHOLE-BRAIN KIDS: Teach Your Kids About Their Downstairs and Upstairs Brain

YOUR DOWNSTAIRS BRAIN AND YOUR UPSTAIRS BRAIN

		
<p>MAKE A FIST WITH YOUR HAND. THIS IS WHAT WE CALL A HAND MODEL OF YOUR BRAIN. REMEMBER HOW YOU HAVE A LEFT SIDE AND A RIGHT SIDE TO YOUR BRAIN? WELL, YOU ALSO HAVE AN UPSTAIRS AND A DOWNSTAIRS PART OF YOUR BRAIN.</p>	<p>THE UPSTAIRS BRAIN IS WHERE YOU MAKE GOOD DECISIONS AND DO THE RIGHT THING, EVEN WHEN YOU ARE FEELING REALLY UPSET.</p>	<p>NOW LIFT YOUR FINGERS A LITTLE BIT. SEE WHERE YOUR THUMB IS? THAT'S PART OF YOUR DOWNSTAIRS BRAIN, AND IT'S WHERE YOUR REALLY BIG FEELINGS COME FROM. IT LETS YOU CARE ABOUT OTHER PEOPLE AND FEEL LOVE. IT ALSO LETS YOU FEEL UPSET, LIKE WHEN YOU'RE MAD OR FRUSTRATED.</p>
		
<p>THERE'S NOTHING WRONG WITH FEELING UPSET. THAT'S NORMAL, ESPECIALLY WHEN YOUR UPSTAIRS BRAIN HELPS YOU CALM DOWN. FOR EXAMPLE, CLOSE YOUR FINGERS AGAIN. SEE HOW THE UPSTAIRS THINKING PART OF YOUR BRAIN IS TOUCHING YOUR THUMB, SO IT CAN HELP YOUR DOWNSTAIRS BRAIN EXPRESS YOUR FEELINGS CALMLY?</p>	<p>SOMETIMES WHEN WE GET REALLY UPSET, WE CAN FLIP OUR LID. RAISE YOUR FINGERS LIKE THIS. SEE HOW YOUR UPSTAIRS BRAIN IS NO LONGER TOUCHING YOUR DOWNSTAIRS BRAIN? THAT MEANS IT CAN'T HELP IT STAY CALM.</p>	



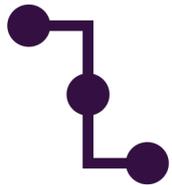
Dr. Dan Siegel- Upstairs Brain, Downstairs Brain



+ Dr. Dan Siegel- Left Brain, Right Brain

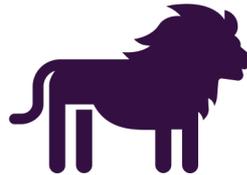


+ Left Brain, Right Brain Strategies



Connect and Redirect

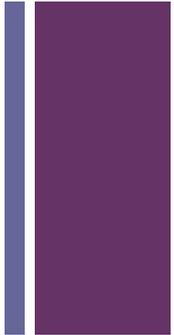
Connect with the Right
Redirect with the Left



Name it to Tame It: Telling Stories to Calm Big Emotions



Dr. Dan Siegel- Left Brain, Right Brain

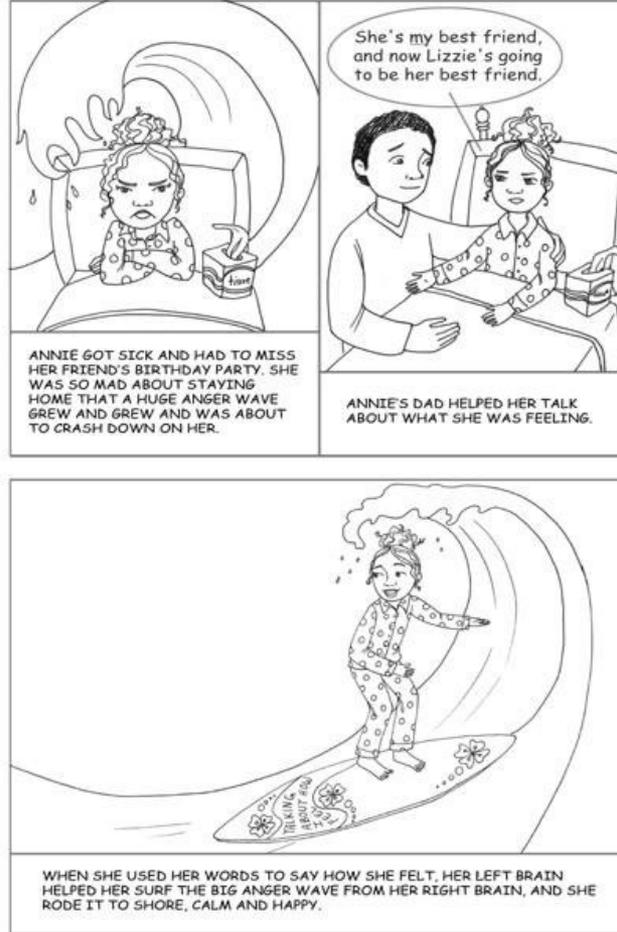


<p>DO YOU KNOW THAT YOU HAVE MANY PARTS TO YOUR BRAIN AND THEY ALL DO DIFFERENT THINGS? IT'S ALMOST LIKE YOU HAVE DIFFERENT BRAINS WITH MINDS OF THEIR OWN, BUT WE CAN HELP THEM ALL GET ALONG AND HELP ONE ANOTHER.</p>	<p>OUR RIGHT BRAIN LISTENS TO OUR BODY AND OTHER PARTS OF OUR BRAIN AND KNOWS ABOUT OUR BIG FEELINGS LIKE WHEN WE'RE HAPPY, OR BRAVE, OR SCARED, OR SAD, OR REALLY MAD. IT'S IMPORTANT THAT WE PAY ATTENTION TO THESE FEELINGS AND TALK ABOUT THEM.</p>

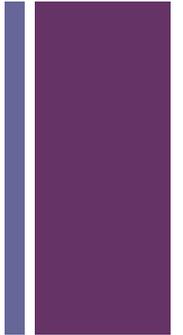
<p>SOMETIMES WHEN WE'RE UPSET AND WE DON'T TALK ABOUT IT, OUR FEELINGS CAN BUILD AND BUILD INSIDE US, LIKE A HUGE WAVE THAT WASHES OVER US AND MAKES US SAY OR DO THINGS WE DON'T MEAN.</p>	<p>BUT THE LEFT BRAIN CAN HELP PUT OUR FEELINGS INTO WORDS. THEN OUR WHOLE BRAIN CAN WORK TOGETHER AS A TEAM AND WE CAN CALM DOWN.</p>

+ Dr. Dan Siegel- Left Brain, Right Brain

FOR EXAMPLE:



+ Positive Behavior Support



- “If a child doesn’t know how to read, *we teach.*”
- “If a child doesn’t know how to swim, *we teach.*”
- “If a child doesn’t know how to multiply, *we teach.*”
- “If a child doesn’t know how to drive, *we teach.*”
- “If a child doesn’t know how to behave, *we.....teach?*
.....punish?”
- “Why can’t we finish the last sentence as automatically as we do the others?”
- *Tom Herner (NASDE President) Counterpoint 1998, p.2*



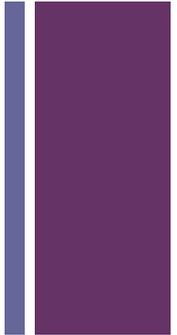
Process of Positive Behavior Support



- Step 1: Establishing a collaborative team and identifying goals
- Step 2: Gathering information (functional assessment)
- Step 3: Developing hypotheses
- Step 4: Designing behavior support plans
- Step 5: Implementing, monitoring, and refining behavior support plan



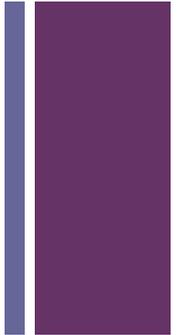
Process of Positive Behavior Support



- **Behavior Hypotheses/Function of Behavior** - Purpose of the behavior, your best guess about why the behavior occurs
- **Prevention Strategies** - Ways to make events and interactions that trigger challenging behavior easier for the child to manage
- **Replacement Skills** – New skills to teach throughout the day to replace the challenging behavior
- **Responses** - What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned



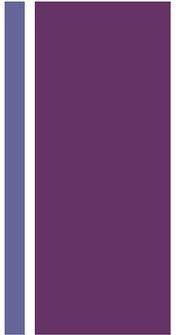
Changing Our View of Challenging Behavior



- Understand why challenging behaviors happen and what purpose they serve
- Take the problem away from the child and ask:
 - Why is this behavior occurring?
 - What changes can I make to prevent the problem from occurring and teach the child new skills?



Functional Behavioral Assessments



- Behavior is a means of communication; undesirable behavior satisfies some kind of need for the student
- Behavior leads to response
- Every behavior is an attempt to obtain a response and gain something
- This is determining the reason and function of the undesirable behavior
- Behavior will not change unless the student's need (function of behavior) is determined and more appropriate way to meet that need is found
- Behavior learned over time and through experiences, shaped by what happens before and after behavior takes place
- How we respond to actions has a significant effect on what child does next time he/she is in a similar situation

+ Cycle of Coercion

- Slot machine= random reinforcement
- Slot machines WORK because they are consistently random
- Payoff/jackpot is meaningful (\$\$)
 - Wouldn't work if payoff was fruit
- Payoff for kids is meaningful
 - Getting out of work
 - Attention
 - Getting what they want



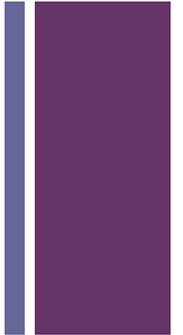
+ Cycle of Coercion

- Not always prepared for child's behavior (tantrum in store)
- Not being prepared = inconsistent responses
- Inconsistent responses = random reinforcement (JACKPOT!)
- Child exhibiting challenging behavior = pulling lever on the slot machine
 - Gambling on adult's response
- Consistency is the kryptonite to coercive cycles of behavior





Functional Behavioral Assessments

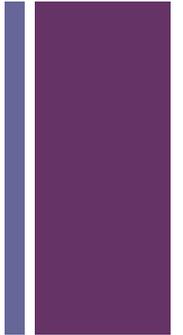


■ ABC's of FBAs

- Antecedent: factors in the environment present before the behavior occurs
 - Physical environment, instructional factors, subject, activity, size of group, who is/is not present, noise, location, time of day
 - Anything specific to that student such as level of fatigue, hunger, etc.
- Behavior: what the student does, and/or does not do
- Consequence: what happens after the behavior
 - Includes actions of teachers, peers, things the student avoids or obtains, changes in the environment

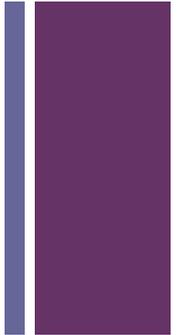


Functional Behavioral Assessments



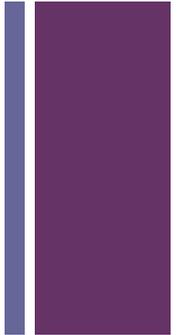
- What happens after behavior occurs; what is helping the behavior persist and maintaining the behavior/making it a tool for the individual
- What do you typically do to get the child to stop engaging in the behavior? Is your response allowing the behavior to continue/child getting what they want?

+ Functional Behavioral Assessments



Date	Time	Antecedent	Behavior	Consequence	Comments

+ Functions of Behavior



■ Escape

- Desire to get away from a person, activity, or setting
- Example: Student runs out of the classroom

■ Attention

- Desire for attention from others; may or may not be a specific person or group
- Example: Student making jokes while teacher is talking

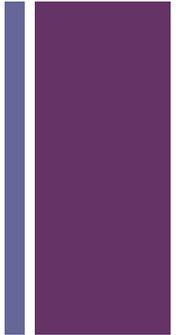
■ Sensory

- Desire to obtain or get away from a particular sensory experience
- Example: Student has trouble in the crowded lunchroom

■ Tactile

- Desire for a specific item
- Example: Student pushes or hits to get a particular classroom item

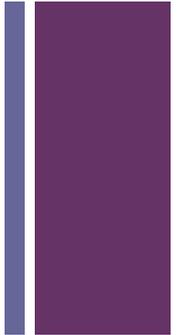
+ Functions of Behavior



- Take a step back and consider why a child may be behaving in a certain way-first step in understanding and learning how to help; also consider potential physical/medical factors
- Helpful to think of an individual's actions as a response rather than a pre-determined or willful behavior

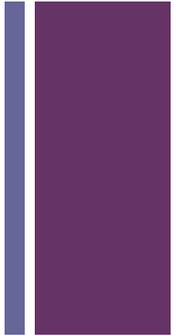


Practice



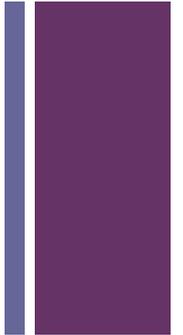
Behavior	Possible Function
Yelling	<ul style="list-style-type: none">•Escape lunch room•Gain attention•Escape gym class (motor activities)
Hitting	<ul style="list-style-type: none">•Gain access to desirable item•Get help from parent•Gain sensory stimulation•Escape activity
Swearing	<ul style="list-style-type: none">•Avoid peer interaction•Gain attention from adults•Escape demands (academic)

+ Replacement Behaviors



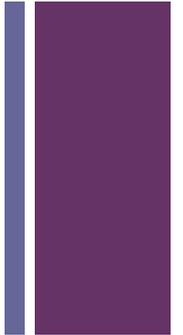
- Three essential characteristics of replacement behaviors
 - Same function as the problem behavior
 - Easier to do than the problem behavior
 - Socially acceptable

+ Replacement Behaviors



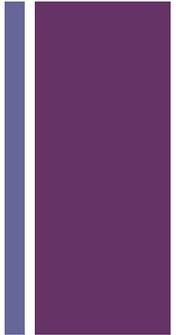
- Replacement behaviors meet the same need/have the same function as undesirable behavior
 - Meet the need/function in a more appropriate way
 - Intervention should increase the use of the replacement behavior
- Consider whether the student needs to be taught how to perform the replacement behavior, or whether the student knows how to perform the desired behavior

+ Replacement Behaviors



- When the function is appropriate but the form is not appropriate
- What can I teach as a replacement behavior for the challenging behavior that addresses the same outcome?
- Choosing a replacement behavior
 - Find a behavior that serves the same purpose or function as the challenging behavior
 - Teach a behavior that helps the child achieve the purpose easier, quicker, and better than the challenging behavior
 - Reinforce the replacement behavior and make sure challenging behavior is not being reinforced

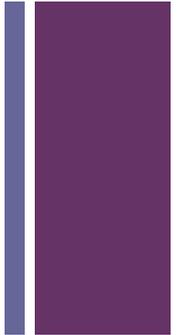
+ Replacement Behaviors



- Don't assume child has skills needed to do something “the right way”
- Use instruction, motivation and reinforcement to build new abilities
- Teach new skills in a positive learning situation, not while behavior is occurring



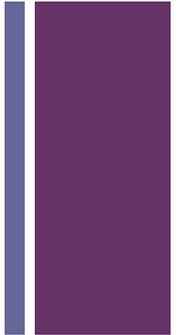
Behavior Strategies- Understand the Behavior



- Children use behavior to communicate, especially if a student has trouble communicating with words
 - May want to escape or avoid an activity or person
 - Attention, access to something else
- Understand the purpose of the behavior before selecting strategies to prevent the behavior and teach new behaviors
- <http://www.vcoe.org/rti2-mtss/forms>
- Teaching Tools for Young Children with Challenging Behavior
(https://challengingbehavior.cbcs.usf.edu/docs/ttyc/TTYC_RoutineBasedSupportGuide.pdf)



Behavior Strategies- Select the Strategies



- Use forms to identify trigger(s), what skills need to be addressed, what types of responses maintain the behavior, and the function of behavior
- Select appropriate strategies from TTYC Routine Based Support Guide
- Strategies include 12 common routines found in preschools
- Make sure chosen strategies match child's communication and cognitive level and take into account their preferences
- Strategies need to be implemented effectively and may take time; will not always get instant results, but don't give up!



TEACHER'S SUPPORT PLANNING SHEET

What _____ does during _____:
(child's name) (routine)

Why I think he/she does it:

What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?

Ideas for sharing _____'s _____ plan and helping the family provide support to the child at home:
(child's name) (routine)

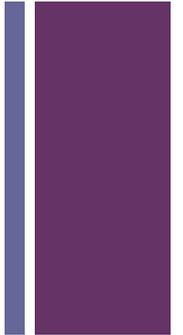


CIRCLE TIME (CONTINUED)

Why might the child be doing this?	What can I do to prevent the problem behavior?	What can I do if the problem behavior occurs?	What new skills should I teach?
Child wants attention of peers	<ul style="list-style-type: none"> · Allow the child to lead a circle activity · Let the child to pick a friend to lead the next circle activity · Catch the child participating and verbally comment ("I see Josh doing the Hokey Pokey!" or "Look how Emma clapped just like me!") · Choose children who are sitting "criss-cross" to pick next activity while saying "_____ is sitting nice, you can pick the next song" · Show the child a "<i>sit picture</i>" (available in "What Do We Do In Circle?" scripted story) to cue to sit · Model raising hand (or show a <i>visual cue card</i>) when children call out or get out of seat to gain teacher's attention 	<ul style="list-style-type: none"> · Ignore inappropriate behavior · Praise peers for participating and if child imitates, quickly remark on how he/she is participating · Remind "First sit, then you choose" 	<ul style="list-style-type: none"> · Teach the child to "first sit, then choose" · Teach child to raise hand · Teach the child how to look for a peer who is sitting correctly to lead activity
<ul style="list-style-type: none"> ✓ More Strategies for Toddlers and Developmentally Young Children 	<ul style="list-style-type: none"> · Provide interactive activities (e.g., turn-taking play) that encourage child to child contact and attention · Offer each child a chance to "perform", beginning with the child who has attention needs. For example, the child could be asked to walk into the center and twirl around and then go back to his/her spot · Provide each child with lots of attention while conducting circle time This can be accomplished by stating children's names, touching children, and making eye contact with each child. · Encourage the toddler to sit near a friend or the lap of an adult · Encourage toddlers to help each other · Tell child clearly what to do in simple, specific language 	<ul style="list-style-type: none"> · Provide additional direction through verbal and physical demonstrations to sit · Validate child emotion and then redirect. For example "You are so excited, it's fun to hold hands and dance. Now we are sitting for story. Sit on your bottom so we can all see the book." · Allow child to leave activity if behavior is too disruptive. For example, you might tell a child "When you are crawling in front of your friends, they can't see the book. Would you like to find another activity in the classroom to do? Ms. JoAnn can help you." 	<ul style="list-style-type: none"> · Teach child to participate independently in the activities · Teach child to engage in activity with peer that they both enjoy · Teach child to make choices (e.g., allow the child to choose between sitting near a friend or on the lap of teacher)



+ Reinforcing Behavior



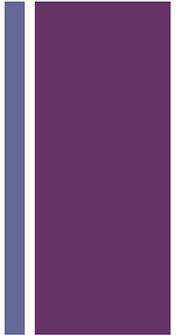
■ Example:

- Child hitting to avoid cleaning up toys- escape function
 - Putting child in time out reinforces desire to escape and avoid the task
 - Likely the child will continue hitting
 - If removal is necessary for safety, child still has to come back to task so escape is not reinforced
- Kicks every time it's time for circle time
 - If reason for kicking was to avoid circle time, putting in time out reinforces kicking
- Child likely to use same form of communication unless and until he/she is taught a better way of approaching situation





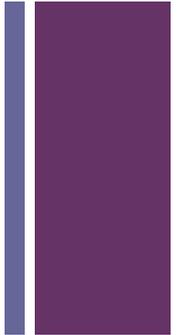
Punishment vs. Reinforcement



- Short term consequences of punishment may stop behavior in the moment
- Research shows that punishment is ineffective in the long run, especially when not used with positive and preventive approaches
- Punishment promotes emotional responses (crying) and aggressive behavior; also promotes desire for escape and avoidance of person or situation



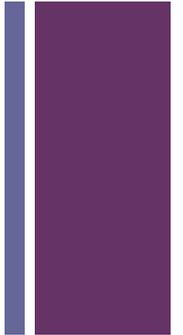
Punishment vs. Reinforcement



- Punishment does not teach what *to do*, but teaches what *not to do*
- Reinforcement consistently changes behavior and builds desired responses
 - Reinforce immediately and in connection with desired behavior
 - Learn what is reinforcing to each child, may change frequently



Punishment vs. Reinforcement

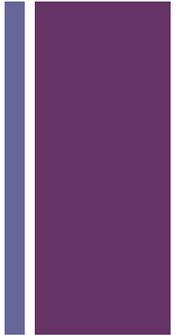


- While positive, reinforcement-based strategies are most effective in creating long term behavioral changes, immediate responses are still needed to maintain safety and/or minimize disruption
 - Ignoring the behavior (when not threatening and behavior is being used for attention)
 - Redirection to appropriate behavior with reinforcement
 - Removal from situation
- Positive practice or do-overs rather than punish to teach appropriate behavior



"I'm behaving well. Are you sure you wouldn't like to positively reinforce it?"

+ Red Flags for Anxiety

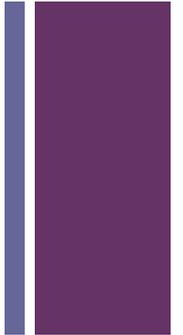


- Easily distressed, or agitated when in a stressful situation
- Repetitive reassurance questions, "what if" concerns, inconsolable, won't respond to logical arguments
- Headaches, stomachaches, regularly too sick to go to school
- Anticipatory anxiety, worrying hours, days, weeks ahead
- Disruptions of sleep with difficulty falling asleep, frequent nightmares, difficulty sleeping alone

+ Red Flags for Anxiety

- Perfectionism, self-critical, very high standards that make nothing good enough
- Overly-responsible, people pleasing, excessive concern that others are upset with him or her, unnecessary apologizing
- Demonstrating excessive avoidance, refuses to participate in expected activities, refusal to attend school
- Disruption of child or family functioning, difficulty with going to school, friend's houses, religious activities, family gatherings, errands, vacations
- Excessive time spent consoling child about distress with ordinary situations, excessive time coaxing child to do normal activities- homework, hygiene, meals

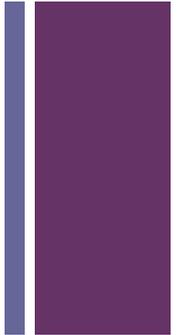
+ Outward Signs of Childhood Anxiety



- Trouble sleeping
- Stomachaches and other physical problems
- Clingy around parents/guardians and other caregivers
- Difficulty focusing and fidgety
- Outbursts
- Withdrawal
- Severe shyness
- Avoidance

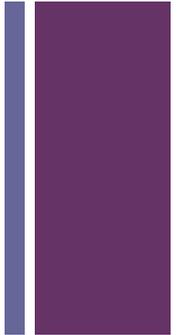


Outward Signs of Childhood Anxiety



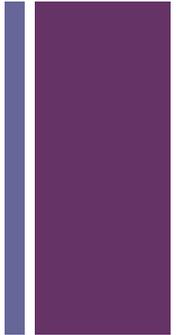
- Repetitive reassurance questions, "what if" concerns, inconsolable, won't respond to logical arguments
- Perfectionism, self-critical, very high standards that make nothing good enough
- Overly-responsible, people pleasing, excessive concern that others are upset with him or her, unnecessary apologizing
- Demonstrating excessive avoidance, refuses to participate in expected activities, refusal to attend school
- Meltdowns/irritability
- Rituals, like handwashing

+ Strategies for Anxiety



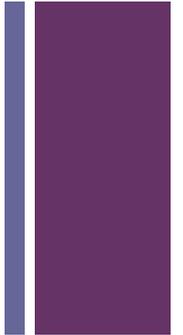
- Avoidance of activities reinforces anxiety
- Giving students break can reinforce anxiety
 - Gives students more time to be anxious
 - Need to slow the brain down, change from react to respond
- Tongue Click ABCs
- Belly Breathing
- Walk to next door and back
- Worry glasses vs. smart glasses
 - Worry glasses say what you're worried will happen
 - Smart glasses say what WILL happen

+ Strategies for Anxiety



- Talk to child about what is frightening
 - Ask questions about what makes that specific thing scary to understand
- Validate the fear
 - Rather than say “oh that’s not scary” say “I know a lot of kids worry about that” or “ I see why that would seem scary”
 - Do this quickly without dwelling on this step
 - Use words to indicate this is temporary (I know you are feeling worried right now)

+ Strategies for Anxiety



- Alternatives to talking children out of fear/providing reassurances
 - Asking questions brings the child out of the fear
 - Switches brain from fight or flight into thinking and planning
 - Rather than “Why are you afraid of that?” to “What feels like the hardest part about that?”
 - Teaches child to test their worry, not trust their worry

+ Strategies for Anxiety



Narrow it Down

Ask child what his or her worries are rather than guessing

Let child know that everyone has worries

Provide opportunity to “tell on your worry”

- “What are your worries telling you about school?”
- “What’s the part that you are having the most worry thoughts about?”



Comparison of Fact Vs. Fear

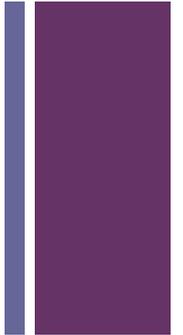
Help/ask child to counter each worry with a “what if” or “what else”

What does child think is more likely to happen and why he or she believes it will turn out that way

Put ideas side by side and determine which is more accurate and believable

Million dollar question: “If you could win \$1,000,000 right now by correctly guessing if your fear is going to come true or not, could you win?”

- Helps to see if worry is exaggerated and unrealistic



Strategies for Anxiety



Keep it real and concrete

Fear might be a sign that information is missing or inaccurate

Ask for details and correct misinformation



Put a time limit on adjustment

Anxiety often happens in new or unknown situations

Ask child how long they think it will take to get comfortable with new situation

Gives perspective that adjustments are temporary

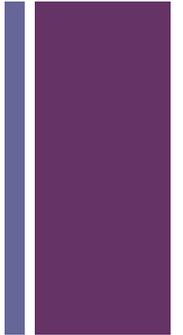


Avoid adding in your (parents') anxiety

Keep worries to yourself, away from child

Fear is contagious, but confidence is too

+ Selective Mutism



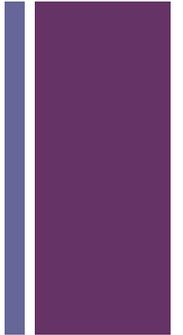
■ Strategies

- Remove pressure and expectations for speech
 - Tell student he or she won't be picked to speak
- Convey understanding of fear to speak
- Set up alternative communication system at child's comfort level
- Include child in classroom activities even if not speaking
- Practice patience
- These things lower child's anxiety, increase self-esteem and increase self-confidence
 - Could lead to being comfortable to speak

	Tantrum	Meltdown
What It Is	<ul style="list-style-type: none"> • An angry or frustrated outburst. • A child might yell, cry, lash out, and hold his breath. • A child typically has some control over his behavior during a tantrum. • The behavior tends to stop when he gets what he wants. (But tantrums can become overwhelming and evolve into meltdowns.) 	<ul style="list-style-type: none"> • A reaction to feeling overwhelmed. • A child might yell, cry, lash out, run away and/or shut down and withdraw. • Meltdowns are out of a child's control. • The behavior tends to stop when he wears himself out or when there's a change in the amount of sensory input he is experiencing.
What Triggers It	<ul style="list-style-type: none"> • A desire to get something, avoid something or elicit a specific reaction. • Frustration. • Not being able to communicate needs and wants. 	<ul style="list-style-type: none"> • Sensory, information or emotional overload. • Intense frustration. • Sudden changes in routine or expectations. • Not being able to communicate needs and wants.
Signs You May Notice	<ul style="list-style-type: none"> • You know what your child wants or is reacting to. • Your child is choosing to engage in the behavior. • He's able to pay attention to what's going on around him. • He watches other people's reactions and adjusts his behavior to match it. • He may be trying to bargain for a solution while he's yelling. • Behavior ends once when he gets what he wants or realizes he <i>won't</i> get what he wants by acting out. 	<ul style="list-style-type: none"> • You may not know what your child wants or is reacting to. • Your child doesn't seem to have control over his behavior and appears panicky. • He is shutting down or trying to escape. He's not able to process what's going on around him. • He doesn't respond to people's reactions or attempts to talk to him. • He loses his ability to problem-solve and negotiate solutions. • He needs time to calm down and recover, even after a situation has been resolved.

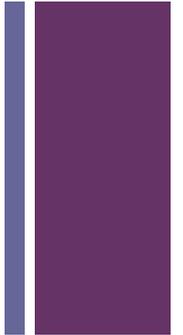


+ Sensory Challenges



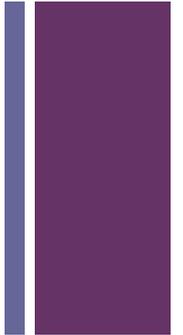
- Sensory input includes the five senses, but also others
- Proprioception- body awareness, sense of how body moves
- Vestibular- spatial orientation, sense of where body is in space, balance
- Interoception- helps understand and feel what is happening in body, sense of body's physical condition

+ Sensory Challenges



- Oversensitivity/hypersensitivity to sensory input leads to sensory avoiding
 - Avoid sensory input because it's overwhelming
 - Loud noises, bright lights, irritating fabrics
- Undersensitivity/hyposensitivity to sensory input causes sensory seeking
 - Need more sensory input
 - High tolerance for pain, may play rough, not understand when they're hurting someone

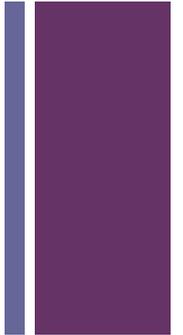
+ Sensory Challenges



- Combination of hyper and hyposensitive
 - May be oversensitive to some sensory inputs but undersensitive to others
 - Reactions to sensory inputs can change from day to day or within the same day

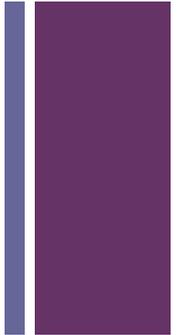
+ Signs of Oversensitivity/Sensory Avoiding

- Often lead to sensory meltdowns
 - Different than tantrums, out of child's control
- Easily overwhelmed by people and places
- Seeks out quiet spots in noisy and crowded places
- Easily startled by sudden noises
- Bothered by bright light



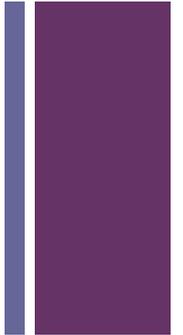
+ Signs of Oversensitivity/Sensory Avoiding

- Refuses to wear itchy or uncomfortable clothing
- Avoids touching and hugging people
- Strong reaction to texture and smell of certain foods
- Refuses to try or eat certain foods; limited diet of preferred foods
- Gets upset by changes in routine and environment; avoids trying new things



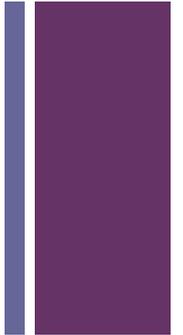
+ Signs of Oversensitivity/Sensory Avoiding

- Have trouble knowing where their body is in relation to others or their environment
- May avoid using certain playground equipment like swings





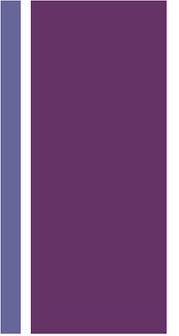
Signs of Undersensitivity/Sensory Seeking



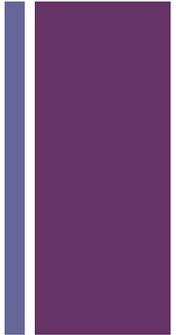
- Have a need for movement; may seek input like spicy or sour food, physical contact, and pressure
- Constantly touches objects
- Plays rough and takes physical risks
- High pain tolerance
- Squirms and fidgets

+ Signs of Undersensitivity/Sensory Seeking

- Constantly on the move
- Invades others' personal space
- Often distracted and anxious
- Clumsy; uncoordinated

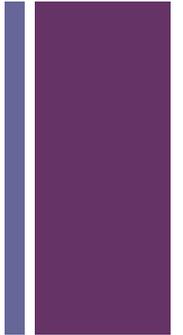


+ Behavior Interventions



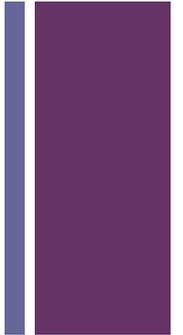
- Effective interventions shift the payoff so that it occurs for positive behaviors, and no payoff happens for negative behaviors
 - Achieved through teaching replacement behaviors
- Behavior Intervention Plans typically fail either because the function has not been properly identified or the plan was not implemented completely and consistently
 - Expect a decrease in frequency of behavior, but then a slight increase
 - Over time, undesirable behavior will decrease and positive behavior will increase but it does not happen overnight

+ Behavior Interventions



- New skills take time to develop
- In some cases, especially when ignoring behavior, behavior may become more intense or more frequent before it improves
- Prioritize which behaviors to address and be realistic about outcomes

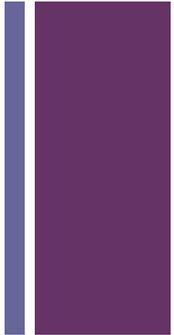
+ Behavior Strategies- Proactive Interventions



- To develop an intervention ask yourself...
 - What can I do to change the behavior?
 - How can I modify or change the factors that contribute to the behavior?
 - What can I teach the child to use as a replacement behavior that addresses the same purpose or outcome?
 - How will I teach the replacement behavior to the child?
 - How can I make sure that I am NOT reinforcing the outcome of the challenging behavior?
 - How can I reinforce the replacement behavior so that it matches the function of the challenging behavior?



Functional Behavioral Assessments



Functional Behavioral Assessment Form

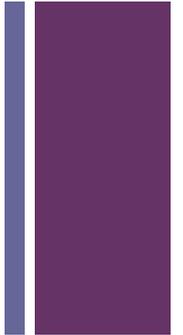
Date, Time, and Name of Person Collecting Info	Antecedent (What led up to the event?)	Behavior (Describe exactly what the behavior looked like.)	Consequences (What happened after the event occurred?)

	Escape an unwanted activity/demand	Gain attention of peers and/or adults	Gain access to a tangible item	Experience sensory stimulation
Provide evidence for the proposed function. Remember, the behavior could have multiple functions.				

https://resources.corwin.com/sites/default/files/functional_behavioral_assessment_form.pdf



Example 1

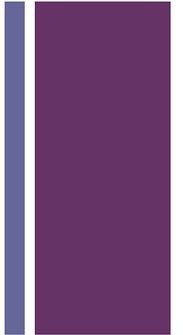


Jared talks out at least two times per class. He smiles, and other students snicker, when his teacher reminds him to raise his hand. Since the beginning of the year, the problem seems worse.

- Do the reminders reinforce or punish him?
How do you know?
- What might be the function of this behavior?



Example 2

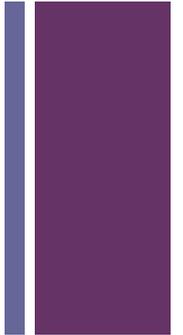


Colleen has an argument with someone in the cafeteria at least 3 times per week. The consequence is to stay in at recess and read or work on the computer with the teacher.

- Is the consequence serving as a reward or punisher?
- What might the function of Colleen's behavior be?



Scenario #1

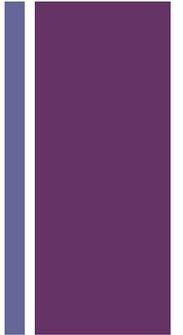


Tisha, a three year old with ASD, is building a block structure during work time. Her teacher tells the group that work time will be ending in 5 minutes. Tisha is not finished with her structure. When work time is over the teacher reminds the kids to clean up their work and put their materials away. Tisha starts kicking and screaming, hitting anyone who is near her. She hits the teacher who comes to tell her it is time to clean up. The teacher takes the blocks and puts them in the container, leaving a few for Tisha to put away. Tisha continues to kick and scream. This happens each time Tisha is reminded to clean up her work.



Antecedent	Behavior	Consequences	Reinforcement or Punishment	Function of Behavior	Replacement Behaviors

+ Your classroom scenario

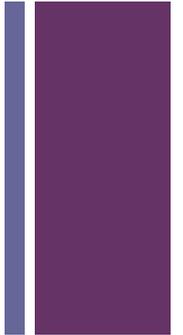


- Think of a student in your classroom with undesirable behavior
- Complete as much of the *ABC* chart as you can to determine the function of the behavior
- After you have determined the function, identify some potential interventions and replacement behaviors that may be effective at decreasing the undesired behavior



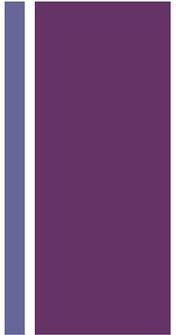
Antecedent	Behavior	Consequences	Reinforcement or Punishment	Function of Behavior	Replacement Behaviors

+ Positive Behavior Supports



- **Celebrate and build strengths and successes**
 - More positive than negative feedback
- **Respect and listen to child**
 - Verbal as well as other communication from child
- **Validate child's concerns and emotions**
 - Do not brush aside fears or simply say "don't worry"
- **Provide clear expectations with visual supports**

+ Positive Behavior Supports



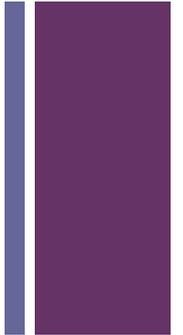
- Set child up for success with accommodations
- Ignore challenging behavior
- Interact at the child's level to avoid frustration
- Give choices as appropriate
- Provide access to breaks
 - Teach child to request break
- Use a safe, calm down space as a positive strategy, not punishment
- Utilize reinforcement

+ Positive Behavior Supports

- Pick your battles
- Use positive proactive language (avoid “don’t”)

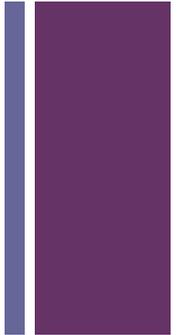


+ Preventing Escalation



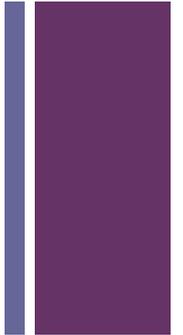
- Goal: preventing escalation
- Identify triggers
 - Loud noises, unfamiliar adults, smells, hard work, being last, change in routine, etc.
 - Teach the student how to cope with or avoid things that may cause them to escalate

+ Preventing Escalation

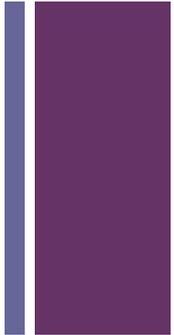


- List triggers that have lead to escalation previously
- Determine which triggers you want to help students learn to cope with (not just get used to it) and which you want them to learn to avoid (for now)
- Decide how to teach and reinforce strategies for the above (not all at once)

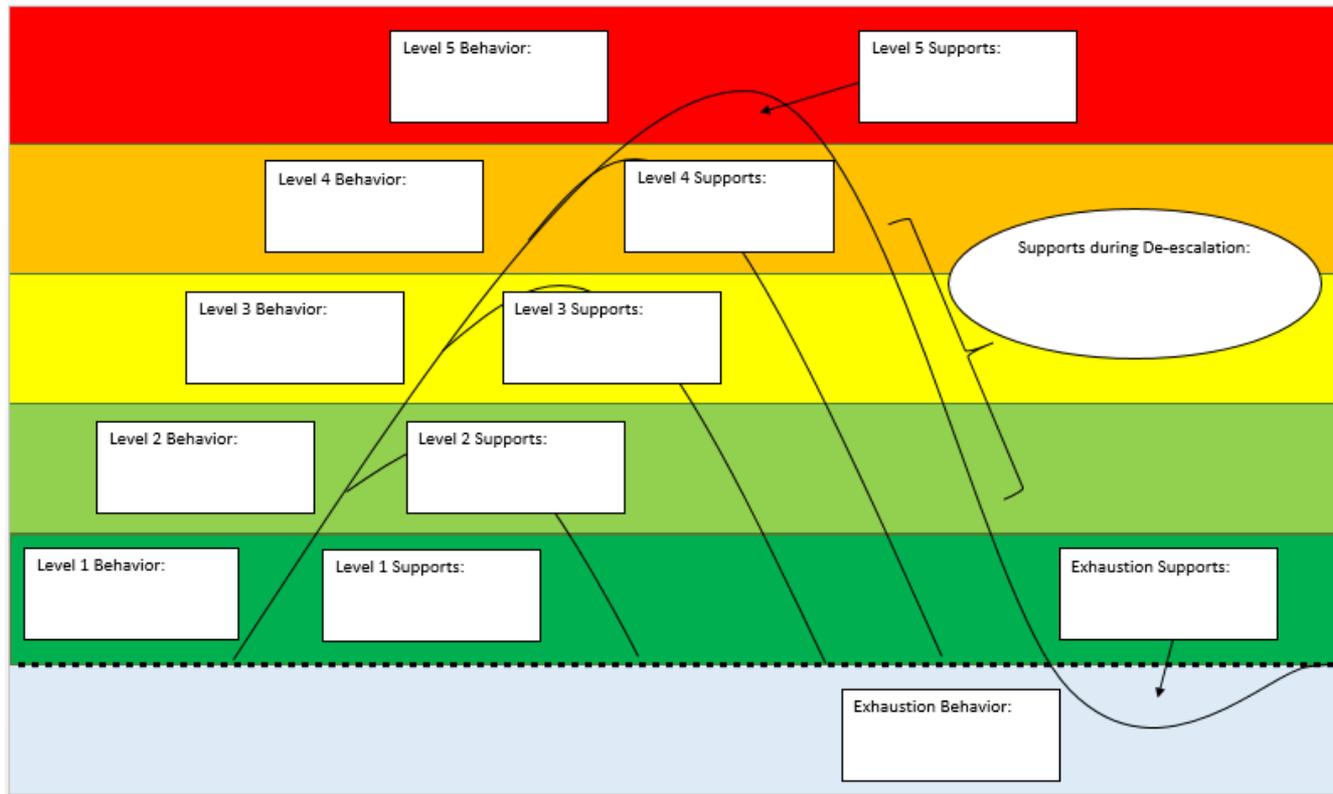
+ Preventing Escalation



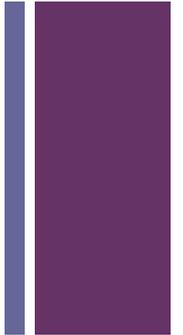
	<i>How I feel</i>	<i>What it looks like</i>	<i>What I need</i>
5	Leave me alone <u>Now!</u>	Runs – screams – throws things	Time and space to calm down – no one next to her – no talking to her
4	This is too much!	Says NO loudly – shoves/hits	Favorite music and squeeze ball
3	Something is Scary.	Starts refusing	Favorite scented stickers
2	I am a little worried, but still OK.	Starts pulling her own hair	Favorite catalog to look at
1	I am Calm.	typical sitting	---



Escalation Cycle

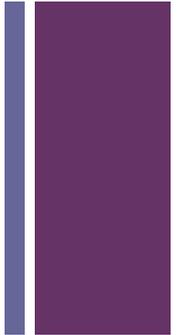


+ Escalation Cycle



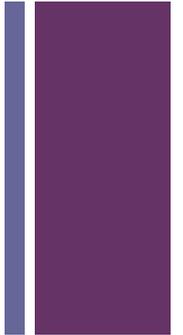
- As student moves up the escalation cycle, cognitive functioning decreases; mind and body become overwhelmed
- At height of escalation, cognitive functioning may be almost absent
- Start of escalation, student may be able to handle simple verbal directions (ex. “take a break”, “take deep breaths”)
- As escalation increases, need for more visual representation and modeling
- Interventions at each level need to be based on student’s individual ability to respond at that level
- Involve students in the cycle and plan so it’s predictable and known to them; they don’t know their own escalation cycle
- They don’t want the escalation to be happening either; when their skillsets aren’t working for them, we need to take over

+ Escalation Cycle



- Calm Phase (Level 1)
- Trigger Phase (Level 2)
 - Respond to triggers before it escalates to agitation when possible
 - Show empathy
 - Reinforce when students get back on track
 - Students may start to appear restless, anxious, slightly frustrated
 - Behavior will likely escalate if not addressed
 - Observe and work with student to identify triggers and de-escalation ideas at that phase; is there a way to help student avoid those triggers or be removed from the trigger temporarily

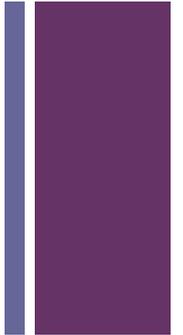
+ Escalation Cycle



■ Agitation Phase (Level 3)

- Student becomes increasingly off-task and disconnected from learning
- Some behaviors such as fidgeting, pacing starting and stopping activities may increase
- Other behaviors: avoiding group work, putting head down, withdrawing
- Slight tweaks may get student back to calm at this point
- Show empathy- use supportive language (“You seem upset. What can I do to help?”)
- Use calming strategies such as breathing or sensory objects (avoid the same strategies as peak behavior)
- Use proximity control (stand near student’s desk, circle back to student frequently)
- Change student’s environment (different location in the room, get a drink, etc.)
- Offer choices for completing work (work with a partner, complete the assignment in a different way)

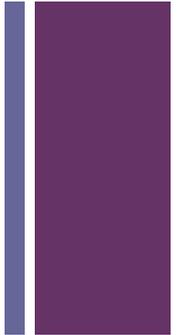
+ Escalation Cycle



■ Acceleration Phase (Level 4)

- Behavior becomes more focused on engaging and provoking the teacher
- Even though behavior has been building, this may be where it's more noticeable to the teacher
- More intense behaviors than agitation- questioning or arguing, unwilling to communicate, off-task behaviors that disrupt the classroom, refusal to work, minority destruction (ripping up a paper)
- Remain neutral in interacting with student; avoid responding with anger or taking it personally; step away briefly if you need to
- Try an individual prompt or redirection, avoid arguing, being sarcastic, touching the student
- Allow student time to respond to the prompt; shift attention to other students after redirection then circle back; repeat request if needed; accept partial compliance and prompt them to full compliance (completed work but was sloppy- tell student you're having trouble reading it)
- Praise student if they comply with request then redirect student to small part of the classroom task (work on one problem, etc.)
- Teacher's response to this phase significantly impacts whether student will return to calm phase or escalate to peak phase
- If behavior gets closer to peak, offer different alternative to student, such as option to escape (not as punishment)

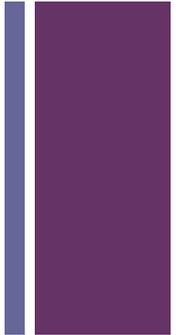
+ Escalation Cycle



■ Peak Phase (Level 5)

- Student's behavior may be out of control and posing a danger to themselves or others; loud and explosive behavior
- Tends to be a shorter phase than others
- Maintain self-control- speak in a calm voice and limit verbal communication to the student; remain understanding and compassionate
- Make safety for everyone a top priority; likely need to pause instruction; follow school plan as applicable
- Have pre-established plan to carry out; don't need to explain why to other students
- Give student space and don't interact at this point

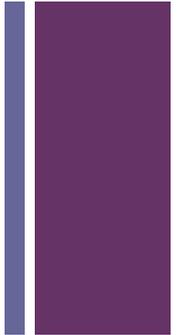
+ Escalation Cycle



■ De-escalation Phase

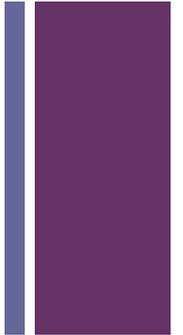
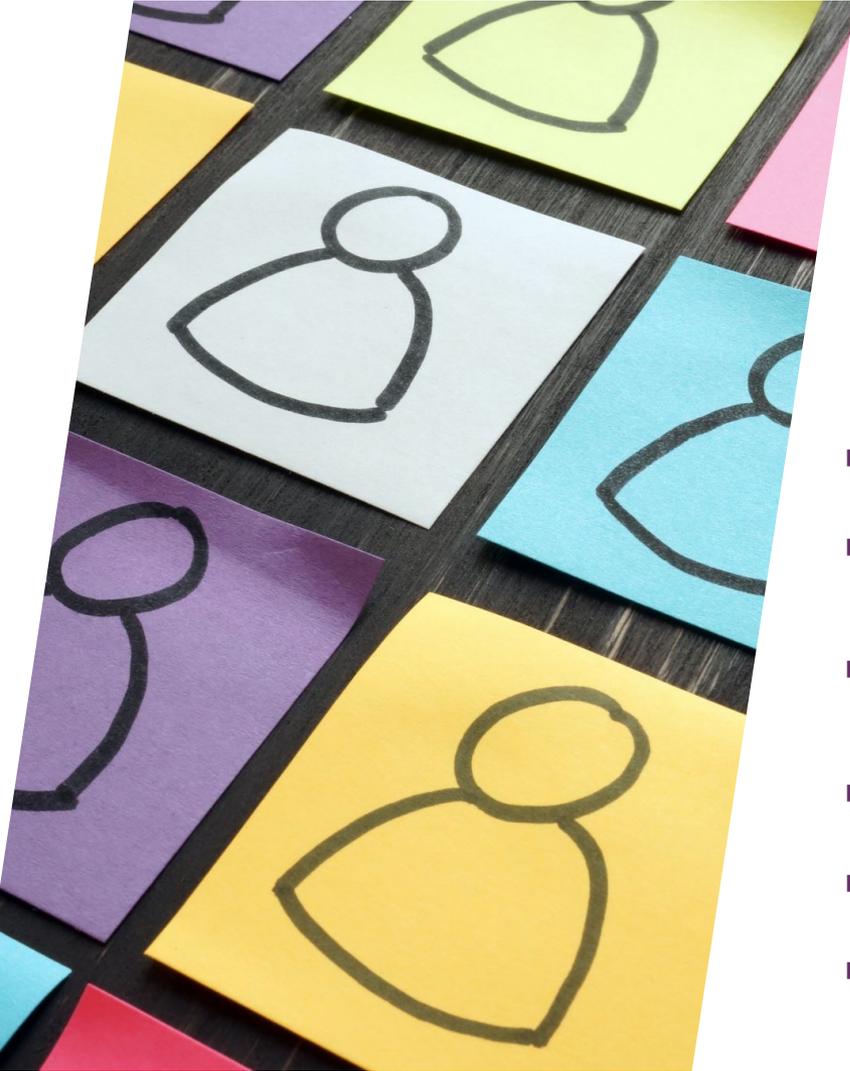
- Student behavior after peak may vary: student may be confused, disoriented, withdraw, deny responsibility, blame others, try to reconcile, refuse to discuss, or be willing to comply
- Give student time needed for de-escalation before reintegrating into classroom; if this is rushed, it is more likely student will go back into the escalation cycle and peak again
- Designate area in classroom or another place where student can de-escalate; needs to be away from other students
- Resume instruction with the rest of the class and restore calm before students comes back
- Once student has calmed down, give an independent instructional activity (still away from the class) slightly below academic level; something that requires active thinking
- If student is resistant, ask them to complete just one or two then circle back; give them time to comply then acknowledge their work
- After independent activity, have student fill out debriefing form independently; give help as needed without engaging in a conversation about the behavior; time for student to self-reflect
- If needed, have student restore the environment if something was damaged or moved; if environment had to be restored for class to come back in, leave a chair or something small for student to restore

+ Escalation Cycle



■ Recovery Phase

- Transition phase between de-escalation and calm phase
- Conduct debriefing with the student; review the form they filled out after student has completely de-escalated
- Discuss with students any triggers, plan of action for future triggers, what the student needs in order to reintegrate into the class
- May need to debrief with entire class before student comes back, depending on what has happened
 - Avoid negative talk about the student and emphasize supporting the student when he or she returns
- Hold students accountable for consequences of behavior and talk about them during debriefing
 - Let student know you care but hold firm to established consequences



Goals of Zones of Regulation

- Identify feelings, energy and levels of alertness
- Know what regulation tools work and when/how to use them
- Understand the social context as it relates to regulation and goals
- Problem solve positive solutions
- ...And ultimately move towards
- Independent Regulation and Well-Being

FOUR ZONES DESCRIBE: – What We Are Feeling On The Inside –



Emotions

Energy

Level of Alertness



KEY PRINCIPLES OF THE ZONES OF REGULATION



Zones are based on feelings,
not behaviors



All the Zones are OK



The Zones is not a
compliance-based model



The Green Zone
is not the goal

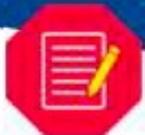


How we teach
The Zones matters



BLUE ZONE

- Low state of alertness and energy
- Down feelings
- May feel:
 - Sad
 - Sick
 - Tired
 - Bored





GREEN ZONE

- Calm and organized state of alertness
- Neutral emotions
- May feel:
 - Happy
 - Content
 - Focused
 - Calm



YELLOW ZONE

- Higher state but still have some cognitive control
- Energy is up
- Emotions elevated
- May feel:
 - Frustration/Stress
 - Anxiety
 - Excitement or Silly
 - Wiggly or Agitated



RED ZONE

- Very heightened state of alertness
- May be in Fight, Fright, Flight, or Freeze mode
- Intense, powerful emotions
- May feel:
 - Elated/Ecstatic
 - Enraged/Angry
 - Terror/Panic
 - Devastated





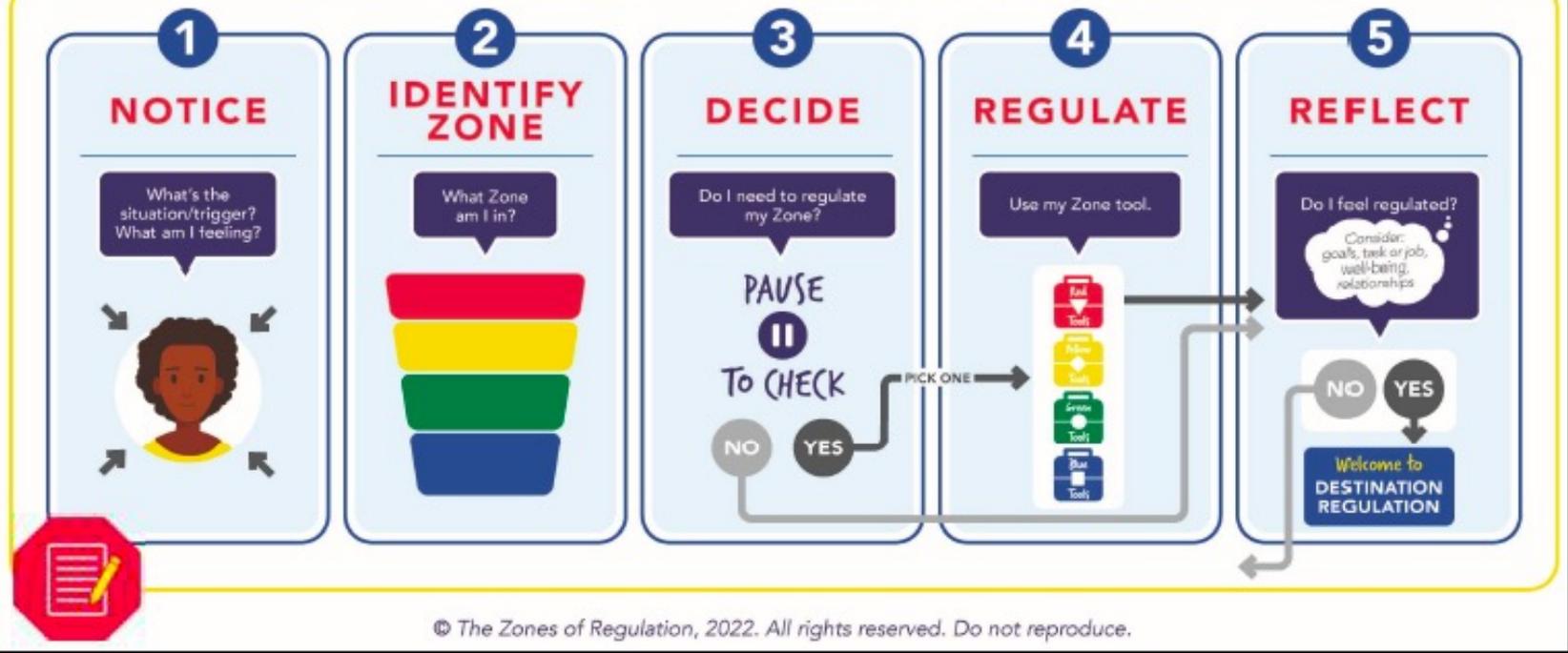
WHAT
ZONE
ARE YOU IN?



Images from The Road to Regulation (Kuypers & Sautter, 2021, socialthinking.com)

The Zones of Regulation Pathway

Context and climate are factors within each step.



The Road to Regulation



Image ©2021 Think Social Publishing, Inc. Road to Regulation Poster(2021), Kuypers & Sautter



VISUALS FOR LEARNERS TO CHECK-IN





<p>BLUE Zone</p>	<p>YELLOW Zone</p>
<p>GREEN Zone</p>	<p>RED Zone</p>

<p>Blue Zone Moving Slowly</p> <p>Zona Azul Estoy Lento</p>	<p>Green Zone Feeling good</p> <p>Zona Verde sentirse bien</p>
<p>Yellow Zone Losing control</p> <p>Zona Amarillo Perdiento el Control</p>	<p>Zona Roja Fuera de control Golpeando</p> <p>Red Zone Out of Control</p>

Zones of Regulation

BLUE

GREEN

YELLOW

RED



Sick
Sad
Tired
Bored
Moving Slow

Happy
Calm
Focused
Ready to Learn

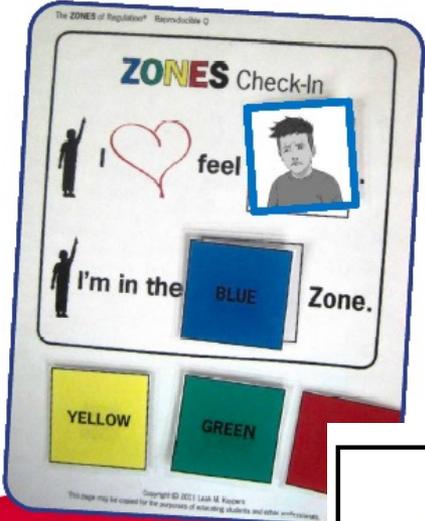
Frustrated
Worried
Silly
Wiggly
Anxious
Excited

Angry
Mean
Out of Control
I Need Space



ZONES CHECK-IN

- Small group/ individual check-in with visual
- Popsicle stick with name dropped in colored container representing Zone
- Clothespin with name clipped to Zones Poster



INDIVIDUAL AND CLEANABLE CHECK-INS



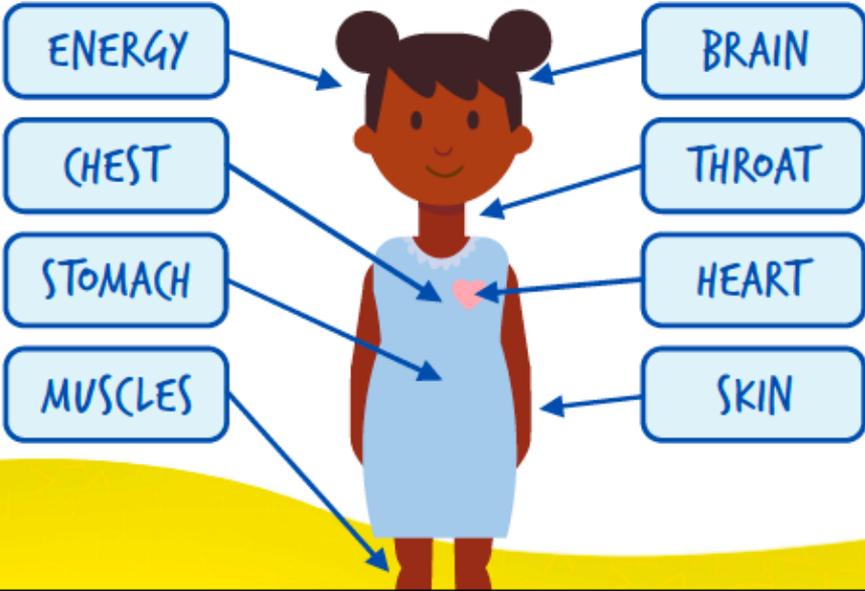
Credit: Sandy Ridge, Durham Public Schools



ME IN MY ZONES: INTEROCEPTION

NOTICE THE FEELING(S) WITHIN US

Lesson 6



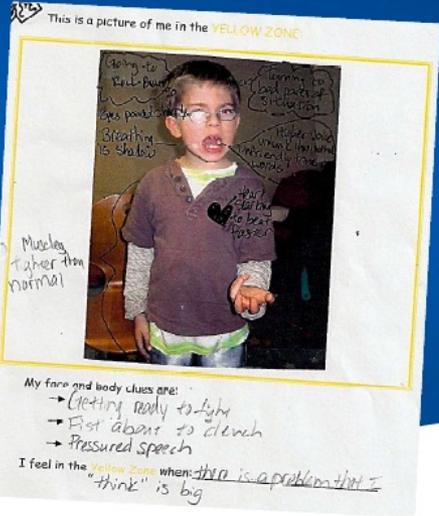


ME IN MY ZONES

Learning to identify feeling sensations and body clues in self

Me in the Yellow Zone

Lesson 6

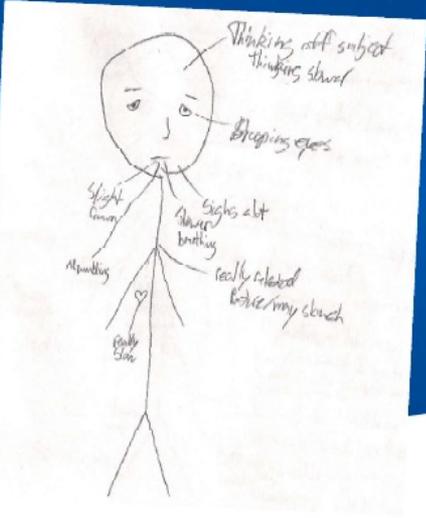


DRAW A PICTURE OF YOURSELF IN EACH OF THE FOUR ZONES

Feeling tired in the **BLUE Zone**

8th Grade Student

Lesson 6





TOOLS HELP US:

Regulate And Meet Our Goals

Do Our Jobs And Tasks

Support Our Sense Of Well-being



UNDERSTANDING ZONES TOOLS

Blue Zone Tools help wake up our bodies, provide comfort, and regain focus.

Green Zone Tools help us maintain a calm, focused, alert state. These are often proactive wellness strategies.

Yellow Zone Tools help us regain control and calm ourselves.

Red Zone Tools help us stay safe and start to feel calmer.

Lessons 10-12



ZONES Tools Worksheet

Name of Tool	Circle the Zone or Zones you think the tool would help in.
	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red <input type="checkbox"/> None
	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red <input type="checkbox"/> None
	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red <input type="checkbox"/> None
	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red <input type="checkbox"/> None
	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red <input type="checkbox"/> None
	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red <input type="checkbox"/> None
	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red <input type="checkbox"/> None
	<input type="checkbox"/> Blue <input type="checkbox"/> Green <input type="checkbox"/> Yellow <input type="checkbox"/> Red <input type="checkbox"/> None

EXPLORING VARIOUS TYPES OF TOOLS



Following card samples from *Tools to Try Cards for Kids* (2020) and *Tweens and Teens* (2022) by Kuypers and Sautter

FEEL IT

These tools use our senses to support regulation and modulation.

MOVE IT

These tools integrate physical activity to impact regulation.

THINK IT

These tools provide thought-based strategies to help us regulate.

DO IT

Task and goal-oriented tools involve taking action.

CONNECT

Co-regulation tools encourage empathy, thinking of others, and accessing relationships for support.

THE ZONES OF REGULATION™



Blue Zone Tools

Stretch

Green Zone Tools

Drink water

Yellow Zone Tools

Deep breaths

Red Zone Tools

Take a break

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TEACHING EACH TOOL

Body Scan

Notice how you're feeling on the inside and signals

Show & Do

Demonstrate and practice using the tool

Reflect

Notice impact of tool and what Zone/s the tool would help in

Circle

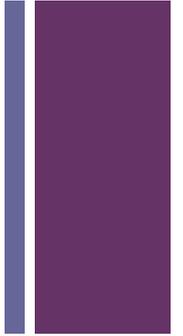
Circle on Zones Tool Worksheet at end of the week

Review

Continually review previously taught tools



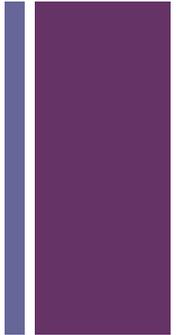
Risk Indicators for Preschoolers



- A history of significant language delay or disorder, even if the child currently appears to have age- appropriate language abilities
- Limited exposure to oral and written language before beginning school
- A native language other than English
- A disability that affects oral language acquisition, such as a hearing impairment
- A significant history of reading difficulties in close family members
- Oral language difficulties (poor vocabulary, listening comprehension, or grammatical abilities for the child's age)



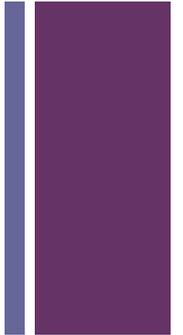
Risk Indicators for Children in Kindergarten and First Grade



- Poor phonological/phonemic awareness (inability to rhyme, identify initial and final sounds of spoken words, or to blend and segment one-syllable spoken words)
- Lack of familiarity with basic print concepts such as (1) print conveys meaning, (2) print is read left to right, and (3) words are separated by spaces
- Poor knowledge of common letter-sound relationships
- Difficulty decoding unfamiliar words at the middle or end of first grade, especially as measured by reading of nonsense words such as “zat”



Typical Achievements of Children in Phonemic Awareness and Word Decoding

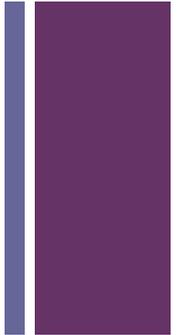


■ **Preschool**

- Rudimentary level of phonological awareness (rhyming)
- Some knowledge of letter names/sounds
- Some basic print concepts



Typical Achievements of Children in Phonemic Awareness and Word Decoding

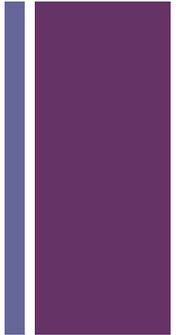


■ Kindergarten — First Grade

- Knowledge of all individual letter names and sounds (K)
- Can identify spoken words with the same initial sound or same final sound (K)
- More advanced basic print concepts (e.g., printed words are separated by spaces) (K)
- Can blend individual phonemes to form a one-syllable word (Gr. 1)
- Can segment a spoken one-syllable word into individual phonemes (Gr. 1)
- Knowledge of sounds for some common letter patterns, such as “sh,” “ch,” “th,” “ee,” “oo,” “ay” (Gr. 1)
- Can decode a wide variety of one-syllable words (e.g., “fast,” “bike,” “shook,” “stay,” “chip”) (Gr. 1)



Typical Achievements of Children in Reading Fluency



■ **Preschool**

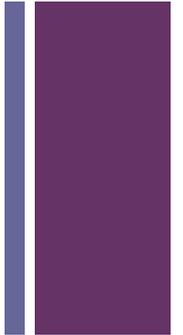
- Few children can read at this age, so reading fluency is nonexistent for most children.

■ **Kindergarten — First Grade**

- Few kindergarten children are reading text fluently, but most can name letters quickly, automatically, and accurately by the end of kindergarten.
- First graders are developing accuracy in decoding one-syllable words but may have some difficulty reading with expression or attending to punctuation (e.g., child may fail to pause at commas and periods).
- Children read at least 40 words correctly per minute in grade-appropriate texts by the end of first grade.*



Typical Achievements of Children in Writing and Spelling

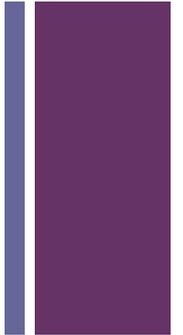


■ **Preschool**

- Little to no spelling ability, except perhaps ability to spell own name
- Limited understanding of basic print concepts. Children may copy words or letters backwards, write from right to left instead of left to right, etc.
- Demonstrate interest in drawing and writing
- Understand that writing conveys meaning
- May “pretend write” messages or stories, using a variety of scribbles, drawings, and letters or letter-like forms



Typical Achievements of Children in Writing and Spelling



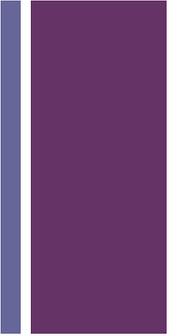
■ Kindergarten — First Grade

- Spell first and last name correctly (K)
- Use some letter-sound relationships correctly in spelling, especially first and last letter of a word (K)
- Demonstrate increased understanding of basic print concepts (write from left to right on a page) (K)
- Represent most sounds in words correctly, so spelling is increasingly phonetic and recognizable even if not conventionally correct (Gr. 1)
- Spell some common irregular words correctly (e.g., the, of, are) (Gr. 1)
- Use some very basic mechanical conventions (capitalize first word of a sentence and use ending punctuation) (Gr. 1)
- Write readable short compositions with a clear beginning, middle, and end (Gr. 1)

+ Typical Achievements of Children in Comprehension

■ **Preschool**

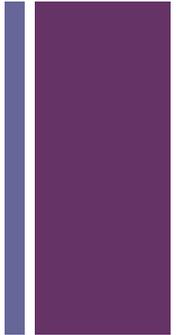
- Age-appropriate listening comprehension and vocabulary knowledge
- (Reading comprehension is nonexistent or very limited in most children, because most children cannot yet read.)



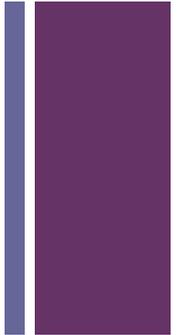
+ Typical Achievements of Children in Comprehension

■ Kindergarten — First Grade

- Beginning to develop reading skill, but listening remains the main vehicle for developing comprehension and vocabulary in most children
- Some knowledge of comprehension strategies such as summarization, prediction, and using context to infer word meanings, but these are more readily applied in listening than in reading
- Can answer correctly literal, inferential, and vocabulary questions about grade- appropriate texts
- Can retell in own words material from grade-appropriate texts



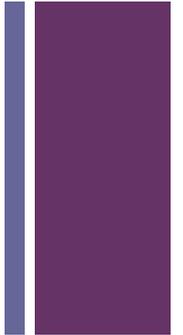
+ Signs of Math Difficulties



■ Warning Signs in Preschool or Kindergarten

- Has trouble learning to count, especially when it comes to assigning each object in a group a number
- Has trouble recognizing number symbols, such as making the connection between “7” and the word *seven*
- Struggles to connect a number to a real-life situation, such as knowing that “3” can apply to any group that has three things in it—3 cookies, 3 cars, 3 kids, etc.
- Has trouble remembering numbers, and skips numbers long after kids the same age can count numbers and remember them in the right order
- Finds it hard to recognize patterns and sort items by size, shape or color
- Avoids playing popular games like Candy Land that involve numbers, counting and other math concepts

+ Learning Disabilities: Signs

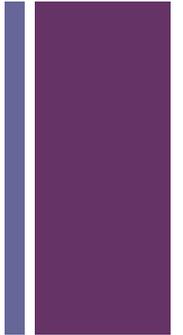


■ **Preschool**

- Speaks later than most children
- Pronunciation problems
- Slow vocabulary growth, often unable to find the right word
- Difficulty rhyming words
- Trouble learning numbers, alphabet, days of the week, colors, shapes
- Extremely restless and easily distracted
- Trouble interacting with peers
- Difficulty following directions or routines
- Fine motor skills slow to develop

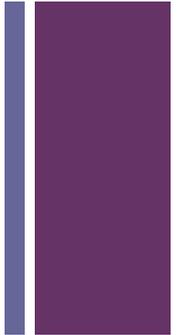


Learning Disabilities: Signs



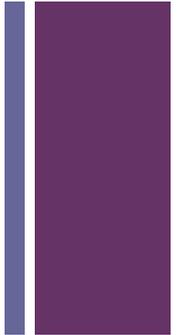
- **Grades K-4**
- Slow to learn the connection between letters and sounds
- Confuses basic words (*run, eat, want*)
- Makes consistent reading and spelling errors including letter reversals (*b/d*), inversions (*m/w*), transpositions (*felt/left*), and substitutions (*house/home*)
- Transposes number sequences and confuses arithmetic signs (+, -, x, /, =)
- Slow to remember facts
- Slow to learn new skills, relies heavily on memorization
- Impulsive, difficulty planning
- Unstable pencil grip
- Trouble learning about time
- Poor coordination, unaware of physical surroundings, prone to accidents

+ Autism: Early Signs



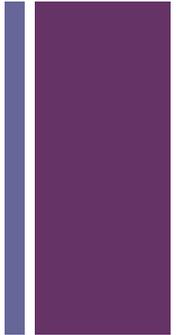
- The characteristic behaviors of autism spectrum disorder may be apparent in infancy (18 to 24 months), but they usually become clearer during early childhood (24 months to 6 years)
- Most obvious signs of autism and symptoms of autism tend to emerge between 2 and 3 years of age
- Any of these “red flags” does not mean a child has autism. But because the disorder’s symptoms vary so widely, a child showing these behaviors should be evaluated by a multidisciplinary team
- Under the DSM-5 criteria, individuals with ASD must show symptoms from early childhood, even if those symptoms are not recognized until later

+ Autism: Early Signs



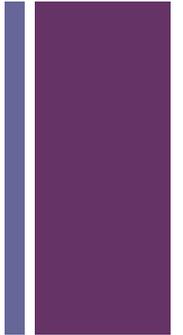
- No big smiles or other warm, joyful expressions by six months or thereafter
- No back-and-forth sharing of sounds, smiles, or other facial expressions by nine months or thereafter
- No babbling by 12 months
- No gesturing (pointing, waving bye-bye) by 12 months
- No words by 16 months
- No two-word meaningful phrases (without imitating or repeating) by 24 months
- Any loss of speech or babbling or social skills at any age

+ Autism: Early Signs



- Doesn't make eye contact (e.g. look at you when being fed).
- Doesn't smile when smiled at.
- Doesn't respond to his or her name or to the sound of a familiar voice.
- Doesn't follow objects visually.
- Doesn't point or wave goodbye or use other gestures to communicate.
- Doesn't follow the gesture when you point things out.

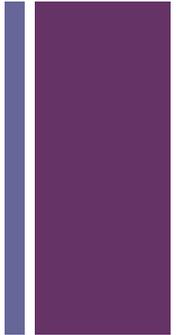
+ Autism: Early Signs



- Doesn't make noises to get your attention.
- Doesn't initiate or respond to cuddling.
- Doesn't imitate your movements and facial expressions.
- Doesn't reach out to be picked up.
- Doesn't play with other people or share interest and enjoyment.
- Doesn't ask for help or make other basic requests.

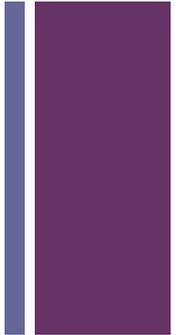


Indicators of ADD/ADHD



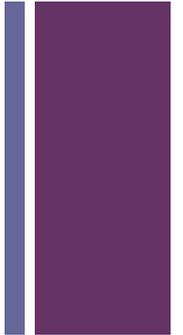
- Some signs of hyperactivity-impulsivity are:
 - Feeling restless, often fidgeting with hands or feet, or squirming while seated
 - Running, climbing, or leaving a seat in situations where sitting or quiet behavior is expected
 - Blurting out answers before hearing the whole question
 - Having difficulty waiting in line or taking turns
 - Difficulty engaging in activities quietly
 - Acts as if driven by a motor
 - Interrupts; talks excessively

+ Indicators of ADD/ADHD



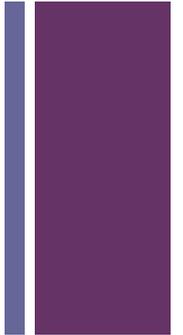
- Some signs of inattention:
 - Difficulty sustaining attention
 - Does not appear to listen
 - Struggles to follow through; forgetful
 - Often becoming easily distracted by irrelevant sights and sounds
 - Often failing to pay attention to details and making careless mistakes
 - Rarely following instructions carefully and completely losing or forgetting things like toys, or pencils, books, and tools needed for a task
 - Often skipping from one uncompleted activity to another

+ Indicators of ADD/ADHD



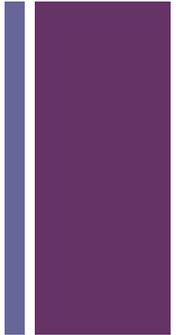
- Questions to consider:
 - Is the behavior of the child similar to the behavior of other children the same age?
 - Is the behavior developmentally appropriate for the child's age?
 - Is there a pattern of behavior as the child engages in activities?
 - Is there a pattern of behavior across settings?

+ Talking to Parents



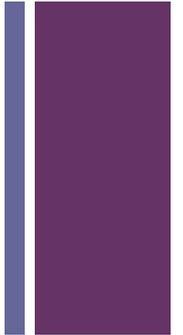
- Talk with parents regularly about the child, not only when you notice a difficulty
- Start with the child's strengths
- Have documentation ready, and copies available for parents
- Discuss behaviors/academic concerns you see in the classroom
- Listen to their concerns and observations
- Do not make or suggest a diagnosis yourself
- Encourage the parent to talk to appropriate doctor for evaluation
- Follow up after a few weeks
- https://www.cdc.gov/ncbddd/actearly/pdf/parents_pdfs/TipsTalkingParents.pdf

+ Talking to Parents



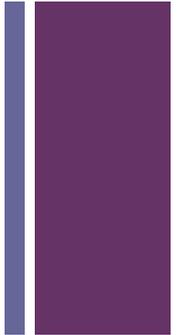
- When parents disagree
 - Avoid becoming defensive, but state that you are describing and documenting what you see; ask parent how this seems different from what they see at home
- When parents become upset or angry
 - Reinforce the idea that you are trying to help their child as best as you possibly can
 - Ask if they would like to think about what you said on their own and meet again at a different time
- If you believe meeting or followup may be contentious, ask a director or other teacher to attend the meeting as well

+ Checklists/Resources



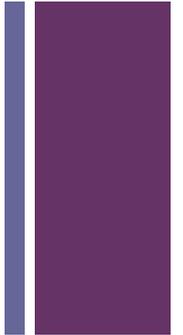
- DSM 5 Autism Criteria (on website link)
- ELORS forms for Learning Disabilities (on website link)
- Bob Sornson Essential Skills Inventories (on website link) or:
<https://earlylearningfoundation.com/publications/>
- CDC Developmental Milestones (on website link) or:
<https://www.cdc.gov/ncbddd/actearly/milestones/index.html>

+ Resources



- Ventura County RtI2 Behavior Interventions Guide
 - <http://www.vcoe.org/rti2-mtss/forms> (individual forms)
 - <http://www.vcoe.org/Portals/7/Curriculum-Instruction/Documents/RtI/RtIHandbook5-7-14.pdf> (entire handbook)
- Teaching Tools for Young Children with Challenging Behavior
 - <https://challengingbehavior.cbcs.usf.edu/Pyramid/pbs/TTYC/tools.html>

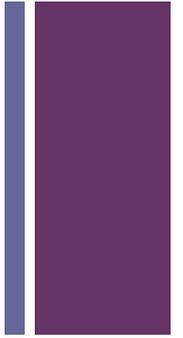
+ Sensory Resources



- The Inspired Treehouse:
 - <https://theinspiredtreehouse.com/activities-index/>
 - <https://theinspiredtreehouse.com/back-to-school-tips/>
- Sensory Processing 101 Book
 - <https://sensoryprocessing101.com>
- Understood.org
 - <https://www.understood.org/pages/en/learning-thinking-differences/child-learning-disabilities/sensory-processing-issues/>



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