

Supporting Behavioral & Emotional Needs

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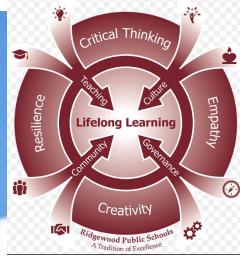
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LSHSA Presentation





Vision 2019-2020:

To model dignity and empathy while providing support to students with special needs in recognizing and using their abilities, skills, and strengths to foster independence and success as lifelong learners and productive members of an inclusive community.



Think of a time you chose NOT to do some task that you were required to do.

- ☐ Why did you not do this task?
- ☐ What happened?
- ☐ How were you feeling? How did you feel in not doing what was required?
- ☐ What was the consequence(s)?
- ☐ Did it increase your desire to want to choose not to do this task again?

Why?

Possible Reasons for Student Behavior

To avoid uncomfortable academic situations

- Test taking
- Oral presentations
- Learning issues



Why?

Possible Reasons for Student Behavior

To escape uncomfortable peer interactions

- Break up with boyfriend/girlfriend
- Bullying
- Not “fitting in”/ self esteem issues
 - Body image issues
 - Gender dysphoria



Why?

Reasons for Student Behavior


To receive attention from others either inside or outside of school

- Parents
- Peers



What do we do?

A Wide Array of Supports

- General Education to High Intensity Therapeutic Interventions
 - Consultation
 - Modifications to Programs
 - School-Based Counseling
 - Assessments: FBAs to Psychiatric
 - Therapeutic Supports
 - Special Programs & Intensive Programs & Services
 - Community Resources
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School-wide Systems: Culture

(All students all settings all times)

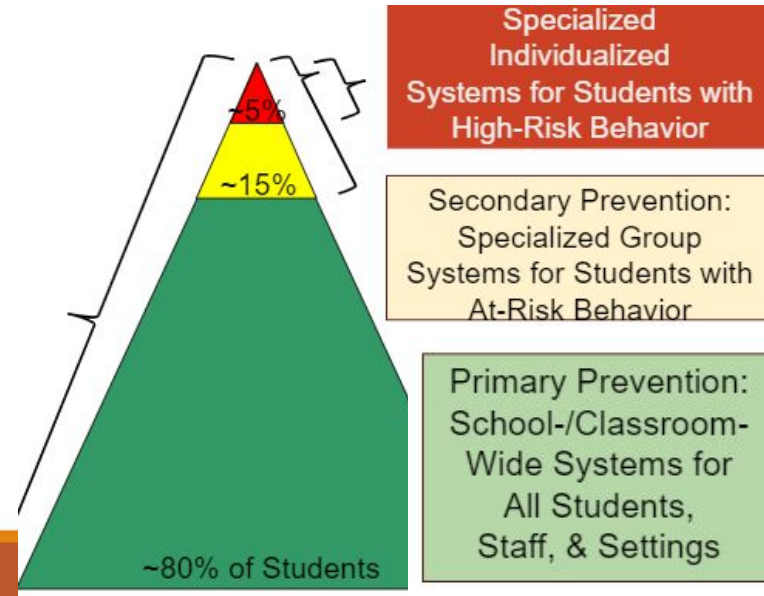
Create a positive school culture:

School environment is predictable

School environment is positive

School environment is safe

School environment is consistent



Positive Behavioral Instructional Support PBIS

- Choose to be Nice Campaign PBIS
- Bucket Filler (McCloud, 2005)
- Responsive Classroom
- POWERsolving

CHOOSE
TO BE NICE



Assessment: Functional Behavior Assessments (FBAs)

Some students require greater review of the function of the behavior in order to help support change from maladaptive behaviors to appropriate behaviors

Functional Behavior Assessment

Date:

Time	Location	Activity	Ant.	Beh.	Con.	Result	Notes

Location: a Reg Ed b Resource c Hall d Recess e Cafeteria f Other	Activity: a Lg Group b Sm Group c Indep Work d Teacher Instruction e Transition	Antecedent: a Unmet Task b Transition c Tangential Interaction d Loud Environment e Restricted f New task/activity g Other	Behavior: a Verbal Outbursts b Aggression c Non-compliance d Physical e Avoidance f Neg. Self Talk	Consequence: a Ignored b Verbal Redirection c Given options d Calm down with e Call support staff f Removed from class	Result: a Continued b Increased intensity c Decreased intensity d Stopped e Other
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Functional Behavior Assessments

→ Who?

- ◆ 4 district behaviorists

- Preschool, elementary (2), middle/high school

→ What?

- ◆ Identify specific target behaviors, purpose (function) of the behaviors, and what factors maintain the behaviors

Functional Behavior Assessments

→ How?

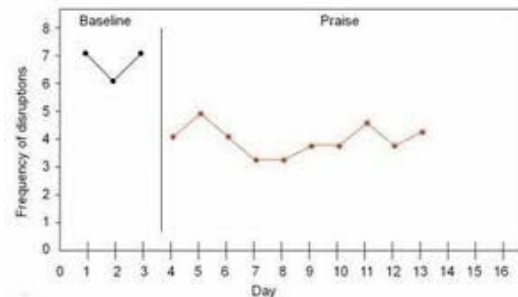
- ◆ Observations, data collection, interviews, & reports from student, staff and/or family members

→ Purpose?

- ◆ Develop appropriate and effective behavior support plans

Behavioral Intervention Plans

- Individualized strategies to address target behaviors based on their function
- Progress monitoring via data collection, consultation, and collaboration
- GOAL:
 - ◆ Promote student success!
 - ◆ Foster a positive learning environment!



Assessment: Psychiatric, Psychological, Social

Some students may require additional psychiatric based assessments to better understand and support emotional and behavioral problems that may pose a serious threat to themselves or others.

Assessments may be Clearance-Based or Diagnostic

Who? Care Plus Counselors, Child Study Team School, Private Evaluators



School-Based Counseling



- Sometimes a brief period of initial behavior may resolve on its own
 - *If the behavior lasts longer than a few weeks, some form of intervention may be needed*
- Treatment strategies must take into account the severity of symptoms, comorbid diagnoses, family dysfunction, and parental psychopathology
- A multimodal, collaborative team approach should include the child, parents, school staff, and mental health professional



Think of activities that help to calm

- ☐ What do you See? Hear? Feel? Smell?
- ☐ Can you visualize the strategies that help to calm things down?
- ☐ Are you able to communicate what you need in order to become calm?
- ☐ What do you do if it doesn't make things better?



Individual Interventions

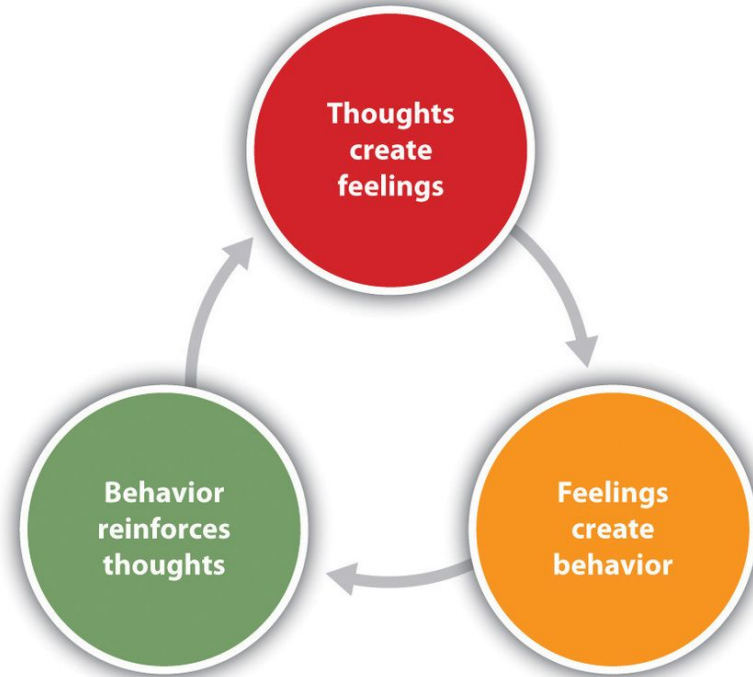
Self Monitoring Somatic Control Exercises

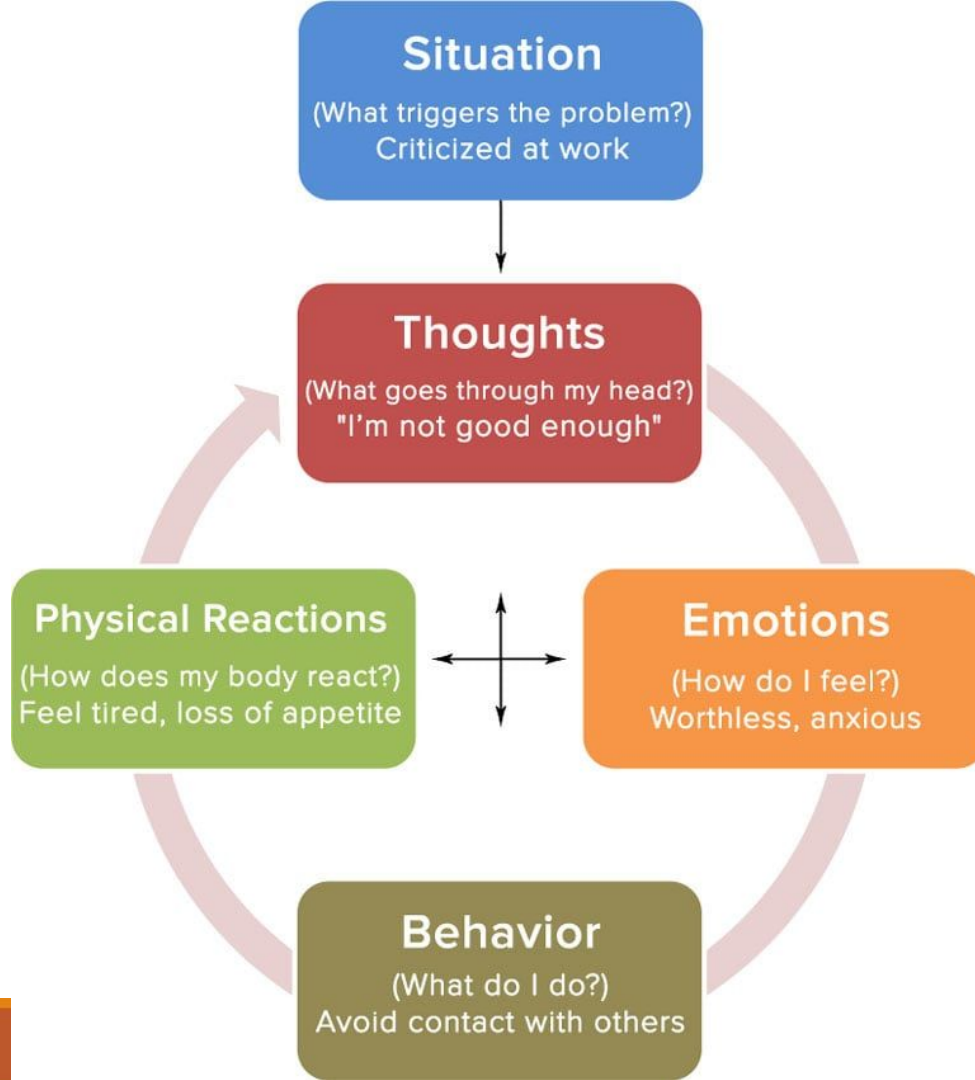


Hi ladies,

I wanted to ask if you could all please fill in the SUPPLIES LIST so that I shared with you so that I can forward this information to administration as soon as possible. Thank you!

Cognitive Behavioral Interventions





School Plans may also include

Education



Regularly scheduled check-ins

Counseling

Schedule Modifications

Coursework Modifications

Safety Plan



Family Interventions

Contingency Contracts

Incentives

Should start with some demonstrated success



Lack of Reinforcement

Limit Phone, Gaming, Media



Schedules

Morning/Evening

My Morning Checklist

		eat breakfast
		put dishes in sink
		use the bathroom
		brush teeth
		wash face
		get dressed
		make bed
		gather things for school
		put on shoes



Individual

Family

Community

Outpatient

- Services
- Referrals

Partial
Hospitalization

- Requirements
- Services

Returning from
OP/PH

- Role Playing
- Scripting Educators



COMMUNITY



Think of some things we've discussed: Schedules, contracts, incentives, role-playing



- ☐ What is something that you haven't yet tried at home?
- ☐ Why?
- ☐ How would you go about trying it?
- ☐ How long do you think you need to work on a new behavior before it becomes more of a habit?



**"COMING TOGETHER IS A BEGINNING;
KEEPING TOGETHER IS PROGRESS;
WORKING TOGETHER IS SUCCESS."**

HENRY FORD

Thank you!

How to relax | 8 relaxation tips for your mental health

<https://www.youtube.com/watch?v=cyEdZ23Cp1E>

8

Relaxation tips to
help you look after
your wellbeing when
you're stressed, busy
or worried

