



Challenge: Disruptive and Alarmed Behavior

Making Sense of What is Unfolding and Mapping Interventions to Support a Student

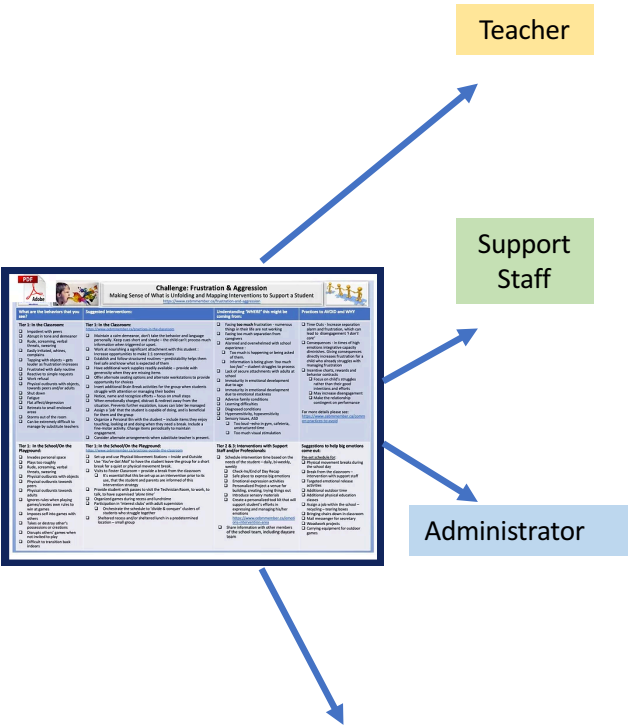
<https://www.cebmmember.ca/disruptive-and-alarmed-behaviour>



What are the behaviors that you see?	Suggested Interventions:	Understanding 'WHERE' this might be coming from:	Practices to AVOID and WHY
<p>In the Classroom:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Struggles to come into the classroom – hyper-agitation <input type="checkbox"/> Does not give eye contact when greeting <input type="checkbox"/> Invades other's personal space <input type="checkbox"/> Struggles to attend to task and to retain information <input type="checkbox"/> Fidgety, restless, paces around the room, struggles to remain in a determined area <input type="checkbox"/> Nibbles/chews on objects, clothes, bites nails <input type="checkbox"/> Hyper vigilant, scans around the room, obsesses with what others are doing <input type="checkbox"/> Struggles to follow daily routine – scattered attention <input type="checkbox"/> Requires repeated prompts to follow simple requests <input type="checkbox"/> Struggles to begin and complete academic tasks <input type="checkbox"/> Physical outbursts with objects, towards peers and/or adults <input type="checkbox"/> Cannot read social cues from teacher <input type="checkbox"/> Interrupts, talks over and monopolizes conversations <input type="checkbox"/> Struggles to wait their turn, wants to be first all the time <input type="checkbox"/> Disorganized, loses and misplaces materials regularly <input type="checkbox"/> Unable to take responsibility for their his/her actions and words <input type="checkbox"/> Doesn't tune in to instructions, hence does not know what to do when its time to do it <input type="checkbox"/> Fatigues easily, becomes exasperated with multi-step tasks <input type="checkbox"/> Storms out of the room, goes to 'Safe Place' or to hide (usually same place) <input type="checkbox"/> Can be extremely difficult to manage by substitute teachers 	<p>Tiers 2 & 3 practices: In the Classroom: https://www.cebmmember.ca/practices-in-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work at nourishing a significant attachment with this student : Increase opportunities to make 1:1 connections <input type="checkbox"/> Establish and follow structured routines – predictability helps them feel safe and know what is expected of them <input type="checkbox"/> Minimal material in desk – teacher supports their organization <input type="checkbox"/> Use a visual schedule – this provides predictability <input type="checkbox"/> When doing groupwork, strategically choose groups <input type="checkbox"/> Breakdown tasks into manageable steps – short intervals of work and support to redirect them, help them be more productive with on task time <input type="checkbox"/> Allow additional time to process teacher requests <input type="checkbox"/> Offer alternate seating options and alternate workstations to provide opportunity for choices <input type="checkbox"/> Notice, name and recognize efforts – focus on small steps <input type="checkbox"/> If possible, have a Movement Station within the classroom to expend energy and then return to task <input type="checkbox"/> Have a Puzzle Area and/or Quiet Activity Area this helps model low energy activity options <input type="checkbox"/> Organize a Personal Bin with the student – include items they enjoy touching, looking at and doing when they need a break. Include a fine-motor activity. Change items periodically to maintain engagement. <input type="checkbox"/> Matchmake this student to the adults who are caring for them – build a village of attachments <input type="checkbox"/> Bridge any separation from one time of connection to the next – these student struggle to hold on to adults. Adults need to go the extra mile to hold on to them and keep them in connection with them. <input type="checkbox"/> Consider alternate arrangements when substitute teacher is present. 	<ul style="list-style-type: none"> ❖ Child unaware of their state of agitation and inability to manage their body in proximity to others <input type="checkbox"/> Facing too much separation from caregivers – attachments may not be deep enough for them to feel secure <input type="checkbox"/> Misses parent(s) and struggles to move forward with their day <input type="checkbox"/> Alarmed and overwhelmed with school experience – too much is happening or being asked of them. <input type="checkbox"/> Not feeling safe <input type="checkbox"/> Lack of secure attachments with adults at school <input type="checkbox"/> Immaturity in emotional development due to age <input type="checkbox"/> Immaturity in emotional development due to emotional stuckness <input type="checkbox"/> Adverse family conditions <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Diagnosed conditions <input type="checkbox"/> Hypersensitivity, hyposensitivity <input type="checkbox"/> Sensory Issues, ASD 	<ul style="list-style-type: none"> <input type="checkbox"/> DON'T RUSH THINGS- When incidents occur, SLOW THINGS DOWN, provide time, space and quiet – this will help their alarm to come down. Over talking and asking questions will only fuel and increase their alarm, may provoke a crisis <input type="checkbox"/> Incentive charts, rewards and behavior contracts <ul style="list-style-type: none"> <input type="checkbox"/> Focus on child's struggles rather than their good intentions and efforts <input type="checkbox"/> May increase disengagement <input type="checkbox"/> May increase alarm & anxiety <input type="checkbox"/> Make the relationship contingent on performance <input type="checkbox"/> Time Outs - Increase separation alarm <input type="checkbox"/> If using the agenda to report behavior, be selective. Begin with positive, name challenge and solicit ongoing efforts. <p>For more details please see: https://www.cebmmember.ca/common-practices-to-avoid</p>
<p>In the School/On the Playground:</p> <ul style="list-style-type: none"> <input type="checkbox"/> When away from their classroom or outside, will flee back to their 'Safe Place' or other (usually the same place) <input type="checkbox"/> Invades personal space <input type="checkbox"/> Struggles with remaining in their space, when lining up, use of locker, lunch area <input type="checkbox"/> May impose themselves into games with others and/or <ul style="list-style-type: none"> <input type="checkbox"/> Disrupts their games when not invited, <input type="checkbox"/> Are surprised that others are upset with them, not understanding the impact of their actions and/or words. <input type="checkbox"/> Scattered in their play – go from one game, to another, to another 	<p>Tiers 2 & 3 practices: In the School/On the Playground: https://www.cebmmember.ca/practices-outside-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set-up and use Physical Movement Stations – Inside and Outside <input type="checkbox"/> Provide student with passes to visit the Technician Room, to work, to talk, to have supervised 'alone time' <input type="checkbox"/> Visits to Foster Classroom – provide a break from the classroom <ul style="list-style-type: none"> <input type="checkbox"/> It's essential that this be set-up as an intervention prior to its use, that the student and parents are informed of this intervention strategy <input type="checkbox"/> Participation in 'interest clubs' with adult supervision <ul style="list-style-type: none"> <input type="checkbox"/> Orchestrate the schedule to 'divide & conquer' clusters of students who struggle together <input type="checkbox"/> Sheltered recess and/or sheltered lunch in a predetermined location –include movement and building & creating activities 	<p>Tiers 2 & 3 practices with Support Staff and/or Professionals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule intervention time based on the needs of the student – daily, bi-weekly, weekly <ul style="list-style-type: none"> <input type="checkbox"/> Check-Ins/End of Day Recap <input type="checkbox"/> Provide a safe place for emotional expression <input type="checkbox"/> Personalized Project aiming to be a venue for building, creating, trying things out <input type="checkbox"/> Introduce sensory materials <input type="checkbox"/> Share information with other members of the school team, including daycare team 	<p>Suggestions to help big emotions come out:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Emotional Expression Activities <input type="checkbox"/> Encourage intense physical activity with supervision <input type="checkbox"/> Building & Creating projects – explore different types of mediums <input type="checkbox"/> Assign a 'job' that will bring them into contact with adults – help prime secure attachments



Maximizing the use of the “Challenges Placemats”- A tool to help prime observation, reflection, discussion and sound intervention strategies to support students with challenging behaviors

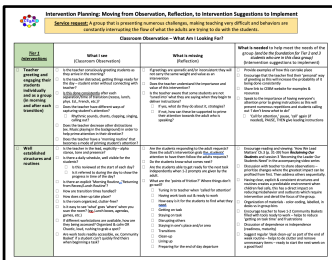


- ✓ At the start of the school year, as you prepare for your new group – review the different areas of your room, do you have different spaces that will meet the needs of your diverse group?
- ✓ You’ll be welcoming a student whose challenges you’re not sure how to address – the placemat can be a starting point for recommended intervention resources and interventions.
- ✓ Reach out to your support staff and Complementary Services Team members for support when needed.
- ✓ During the year, you have a student whom you find challenging and need new ideas to help them – see what you have in place, what can be added or used differently.

- ✓ At the start of the school year, as you prepare for the new students that you’ll be supporting – review the placemats and do an inventory of the tools and strategies that you have at your disposal for intervention. Prepare & create new tools to add to your existing resources.
- ✓ When faced with challenging students, take the time to observe their behaviors, hear their needs and frustrations, speak with the other adults working with them and together decided on interventions and support that you can put into place – the placemats can provide a common ground which to start the discussion – everyone has a role to play to support this student.

- ✓ At the start of the school year, review and share the placemats with your teachers, support staff and daycare staff – they provide a wide range of insight on different challenges along with recommended intervention strategies within the classroom, the school and the playground.
- ✓ Have a team discussion, review which strategies are in place, which could be added to best meet the needs of your students.
- ✓ When faced with complex and challenging situations – refer to the placemats as a tool to bring each member of the team together, to identify what they are already doing, what is working, what is not working and decide together what will be the next intervention strategies to be put into place to support this student.
- ✓ Invite your Complementary Services Team Member(s) to join in the conversation when you feel the need for additional support.

Complementary Services Team Member



- ✓ At the start of the school year, review and share the placemats with your school teams. There is great benefit in a ‘refresher’ to support them as they prepare for new students. People often repeat past intervention strategies because they were familiar. They can benefit from brainstorming and discussions to improve the services and the support which they offer, particularly to their students with behavior challenges.
- ✓ When asked to support specific students – the placemats can be a tool to help take inventory of the strategies being implemented, assess what is working and not working. From there it becomes easier to see in which direction new interventions should be considered, discussed, decided upon and then implemented.
- ✓ As an additional support for Complementary Services Team members, please see the [Intervention Planning: Moving from Observation, Reflection, to Intervention Suggestions to Implement](#) document.