

# Defended & Hard To Reach

Understanding what  
we SEE, letting it  
GUIDE WHAT WE DO

**CHALLENGES**  
What do you SEE?

- Struggles with Morning Entry routine
- Avoids eye contact
- Body language – ‘closed up’
- Often seem inattentive and in their ‘own world’
- Lethargic, head down on desk
- Often carry/play with small objects
- Covers their hands with sleeves, head with hoodies
- Does not want to be called upon in class – refused to speak

**THEORY**  
Where do the  
BEHAVIORS come  
from?

- Attachment problems
- Trauma & Adversity
- Emotional problems
- Sensitivity

**PRACTICES**  
in the  
classroom

**MATERIALS**  
in the  
classroom

**PRACTICES**  
outside the  
classroom

**MATERIALS**  
outside the  
classroom

## TIER 1 Interventions

- Greeting and Collecting Students
- Designated Area
- Alternate seating & workstations
- Personal Bin
- Visual Schedule

- Fine-Motor & Quiet Activities
- Sensory Materials
- Puzzle Area
- Building & Creating

## TIER 2 & 3 Interventions

- Check-Ins/End of day Recaps
- Personal Bins
- You’ve Got Mail – to a specific adult to whom the student is attached
- Accessibility to Materials

- Journal/sketchbook – invite expression, student chooses if they share
- Building & Creating-Personal project
- Movement Stations
- Cocoon Area
- Sensory Materials
- Individual Workstation