



Challenge: Defended & Hard to Reach

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

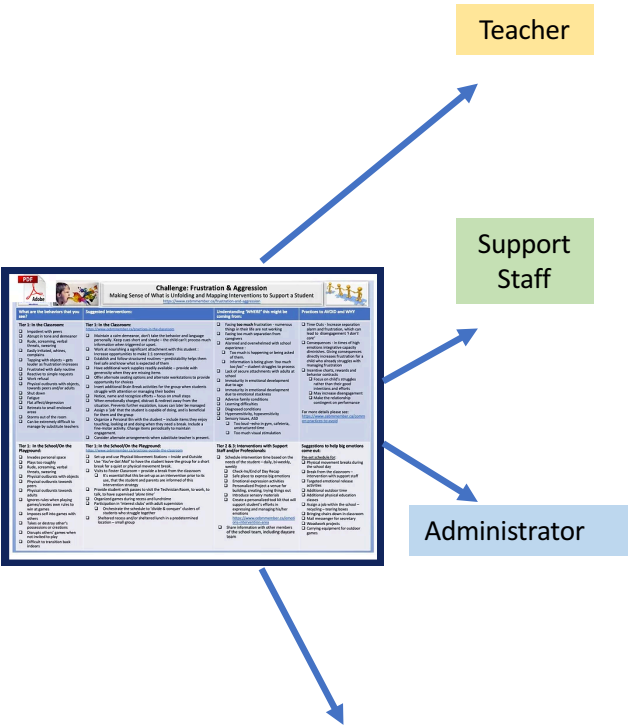
<https://www.cebmmember.ca/defended-and-hard-to-reach>



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 – generally very slow at putting things in locker, getting organized <input type="checkbox"/> Does not give eye contact when greeting, often walks with head down, dragging feet, shoulders forward <input type="checkbox"/> Roams around rather than walking energetically <input type="checkbox"/> Difficult to know if they are focused and listen to instructions, provides little nonverbal feedback – but often <i>are</i> listening <input type="checkbox"/> When asked <i>'how are you doing?'</i> They generally respond <i>'fine'</i> but their tone, physical demeanor and facial expression don't reflect <i>'fine.'</i> Often refuse to talk – they keep everything inside <input type="checkbox"/> Requires several prompts to get to task and begin <input type="checkbox"/> Often lethargic, head down on desk, playing with small objects with hands inside their desk <input type="checkbox"/> Nibbles/chews on objects, clothes, bites nails <input type="checkbox"/> Covers their hands with sleeves, pulls hoodies over their head to cover their face <input type="checkbox"/> Resistant to adult requests and intervention <input type="checkbox"/> Seems unaware of others in the room <input type="checkbox"/> Struggles to follow daily routine – often not tuned in to what the adult and students are involved in <input type="checkbox"/> When called upon, often does not want to contribute to discussion, does not want to talk, has a blank look <input type="checkbox"/> Disorganized, loses and misplaces materials regularly – desk is often messy as they tend to use the <i>'shove technique'</i> <input type="checkbox"/> Often seems tired, may even fall asleep in class <input type="checkbox"/> Rarely cries – generally not willing to talk about what is troubling them <input type="checkbox"/> May retreat to quiet areas within the classroom (ex. under teacher's desk, Quiet Corner) to be in their <i>'own bubble'</i> <input type="checkbox"/> With older students, they often dress in black and may do dark artwork. 	<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 – <i>'recess snack talk,' 'walk and talk'</i> when out on duty <input type="checkbox"/> Establish and follow structured routines – predictability helps them feel safe and know what is expected of them <input type="checkbox"/> Use a visual schedule – this provides predictability <input type="checkbox"/> Allow additional time to process teacher requests <input type="checkbox"/> When doing groupwork, strategically choose groups and/or allow for individual work <input type="checkbox"/> Offer different alternatives when presentations are involved – 1:1, recorded at home <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"/> Offer alternate seating options and alternate workstations to provide opportunity for choices <input type="checkbox"/> Have a Puzzle Area and/or Quiet Activity <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 students 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. 	<p>❖ Child is often so recluded that they are not aware of their demeanor and lack of involvement with others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Not feeling safe – school is not a comfortable experience for them <input type="checkbox"/> Lack of secure attachments with adults at school <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"/> 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, <i>SLOW THINGS DOWN</i>, provide time, space and quiet –reassure them that you are there for them. Over talking and asking questions will only fuel and increase their shutdown. <input type="checkbox"/> Avoid situations where the student is singled out <input type="checkbox"/> Avoid invading their personal space – respect their need for a bigger 'personal bubble' <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/com-mon-practices-to-avoid</p>
<p>In the School/On the Playground:</p> <ul style="list-style-type: none"> <input type="checkbox"/> May refuse to go with other adults to other areas of the school, if they do go, they may not talk at all <input type="checkbox"/> Don't want to go outside, will roam the hallways – if they do go outside, they often walk/roam alone <input type="checkbox"/> Will flee back inside the school – sometimes to their 'Safe Place' or other (usually the same place) <input type="checkbox"/> They look at others from a distance <input type="checkbox"/> Rarely join into a game <input type="checkbox"/> When lining up to go in, will often straggle behind 	<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"/> Matchmake this students to the adults who are caring for them – do introductions, share information, prime back and forth communication <input type="checkbox"/> Provide student with passes to visit the Technician Room, to get assistance with academic tasks, to talk, to work on a personal project <input type="checkbox"/> Participation in 'interest clubs' with adult supervision – allow for 'quiet involvement' <input type="checkbox"/> Supervised recess and/or supervised lunch in a predetermined location –include movement and building & creating activities as these can prime some expression 	<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 – does not need to be verbal <input type="checkbox"/> Personalized Project 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"/> Organize a Personal Bin with the student – include items they enjoy touching, looking at and doing when they need a break. <input type="checkbox"/> Emotional Expression Activities <input type="checkbox"/> Provide a journal/sketchbook to invite expression – they can choose to share or not <input type="checkbox"/> Building & Creating projects – explore different types of mediums



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

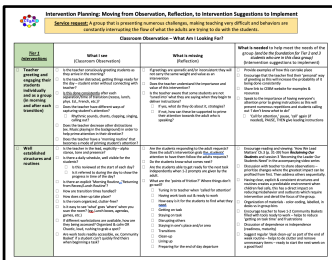


- ✓ At the start of the school year, as you prepare for your new group – review the different areas of your room, do you have different spaces that will meet the needs of your diverse group?
- ✓ You’ll be welcoming a student whose challenges you’re not sure how to address – the placemat can be a starting 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.