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Understanding and Addressing Challenging Behaviors: Expect Success

**Webcast 2:
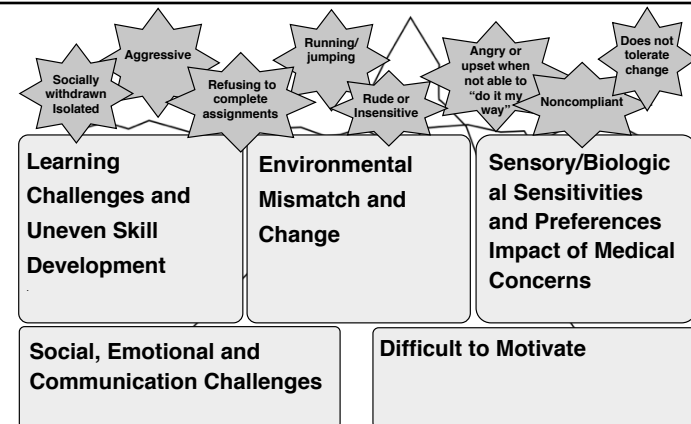Underlying Issues**

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"It's ok to hit the pause button…"

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Building a Student Profile
Understanding the Underlying Challenges

	Learning Challenges with Uneven Skill Development	Environmental Mismatch and Change
General description of the variety of challenges that may be associated with the area	• Difficulties with executive function skills (organization, focus, attention) • Frustration resulting from attempts to adapt to the instruction style • Mismatch between instructional style and student learning style • Cognitive challenges • Challenges with pace of class • Gaps in skills. May have high skill levels in some areas, yet few skills in other areas	• Placement in least restrictive environment • Environmental atmosphere is challenging (noise, pace, etc.) • Needing, using and insisting on routines • Anxiety and stress escalates with unpredictable change, even small changes • Needs control. Escalates behavior to gain control • Lacks necessary coping skills to compensate for a difficult, confusing or overwhelming environment
What challenges/features are associated with the target student		

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Learning Challenges and Uneven Skill Development

Environmental Mismatch and Change

Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns

Social, Emotional and Communication Challenges

Difficult to Motivate

Starbursts: Socially withdrawn Isolated; Aggressive; Refusing to complete assignments; Running/jumping; Rude or Insensitive; Angry or upset when not able to "do it my way"; Noncompliant; Does not tolerate change

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Informal Assessment:
Learning Challenges and Uneven Skill Development

Learning Challenges and Uneven Skill Development

- Difficulties with executive function skills (organization, focus, attention)
- Frustration resulting from attempts to adapt to the instruction style
- Mismatch between instructional style and student learning style
- Cognitive challenges
- Challenges with pace of class
- Gaps in skills. May have high skill levels in some areas, yet few skills in other areas

- What are the cognitive challenges?
- Is the student missing key skills that are needed to learn the material being presented?
- How does the teacher's classroom approach/style match how this student learns?
- Does the student have the supports needed to be organized with work materials and to approach assignments/homework?
- What supports does the student need to be at optimal learning level?
- What accommodations are needed for successful learning?

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Informal Assessment:
Environmental Mismatch and Change

Environmental Mismatch and Change

- Placement in least restrictive environment
- Environmental atmosphere is challenging (noise, pace, etc.)
- Needing, using and insisting on routines
- Anxiety and stress escalates with unpredictable change, even small changes
- Needs control. Escalates behavior to gain control
- **Lacks necessary coping skills** to compensate for a difficult, confusing or overwhelming environment

- Do changes in routines impact this student?
- Is the student overwhelmed by the physical environment of the classroom?
- Is the student affected by the noise level, teaching presentation, response modes, pace of class, etc.?
- What coping skills does this student have to deal with challenges in the classroom?
- How has LRE been considered for this student?

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Informal Assessment:
Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns

Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns

- Emotions and anxiety that result from difficulty tolerating certain aspects of sensory input (light, sounds, touch)
- Need sensory input (such as movement) to stay alert and focused
- Multiple medical conditions impact the ability to learn
- Side effects from medications
- Impact of co-occurring conditions/diagnoses

- Is the student/team aware of sensory needs?
- Are sensory supports built into the day?
- What coping skills does the student utilize when sensory challenges arise?
- What physical needs impact the student?
- Are medications a factor?
- Is the student impacted by co-occurring conditions/diagnoses?

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Informal Assessment:
Difficult to Motivate

Difficult to Motivate

- Does not see relevance of what s/he is learning
- Does not value learning and new knowledge
- Is not motivated by typical reinforcements
- Hyper–focused on areas of interests to the exclusion of other areas
- Lacks awareness of the importance of having a broad range of skills or knowledge

- Does the student understand why the content being taught is important? Is there a connection to his/her knowledge?
- Does the student value learning? If not, what does the s/he value?
- What reinforcement has meaning for this student?
- When does the student need additional reinforcement?
- Does the student have special interests that could be used as reinforcement within work or as positive reinforcement following work?

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Informal Assessment:
Social Challenges

Social Challenges

- Problems understanding and adjusting to the social rules in a variety of situations
- Knowing the social rules (acquisition) but not being able to apply them (performance)
- Difficulty problem-solving what to do in social situations
- Difficulty accurately interpreting social messages from others
- **Lacks Coping Skills** to tolerate the social situations

- Does the student have the level of social competence needed to understand the various school settings?
- What social skills is the student missing in order to actively participate?
- What problem-solving skills does the student need to meet the social situations in his/her life?
- What social rules does the student understand, but not apply yet?

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Informal Assessment:
Emotional Challenges

Emotional Challenges

- Difficulties expressing needs, wants, feelings, emotions, ideas, etc.
- Difficulty accurately interpreting and understanding emotional messages from others
- Wanting exclusive attention of others, or avoids attention from others
- Difficulty problem-solving what to do about emotional challenges
- Lacks Coping Skills to tolerate the situations of challenge and confusion

- Can the student identify his/her own emotions?
- Can the student identify/react appropriately to the emotions of others?
- Does the student apply problem solving skills to situations that raise anxiety, anger, happiness, and other emotional levels?
- What coping skills does the student make use of in emotionally charged situations?

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Informal Assessment:
Communication Challenges

Communication Challenges

- Difficulty sharing wants and needs
- Knowing the appropriate pragmatics (rules for social language) to use
- Being able to understand and follow directions
- Difficulty using language appropriate to a variety of situations
- Limited or no functional way to communicate
- Lacks Coping Skills to tolerate the challenge and confusion of communication situations

- Does the student have a functional communication system available at all times?
- Are differences in expressive/receptive language recognized?
- Are directions given in a way that is clear for all students?
- Does the student understand the adult/student communication expectations in each school situation/setting?
- What coping skills does the student use in communication situations?

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Kelsey

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10/16/17

Slide 1 — Student Profile

Team: OCALI Name: **Kelsey**

	Learning Challenges with Uneven Skill Development	Environmental Mismatch and Change
General description of the variety of challenges that may be associated with the area	• Difficulties with executive function skills (organization, focus, attention) • Frustration resulting from attempts to adapt to the instruction style • Mismatch between instructional style and student learning style • Cognitive challenges • Challenges with pace of class • Gaps in skills. May have high skill levels in some areas, yet few skills in other areas	• Placement in least restrictive environment • Environmental atmosphere is challenging (noise, pace, etc.) • Needing, using and insisting on routines • Anxiety and stress escalates with unpredictable change, even small changes • Needs control. Escalates behavior to gain control • Lacks necessary coping skills to compensate for a difficult, confusing or overwhelming environment
What challenges/features are associated with the target student	Poor organizational skills Trouble relating to what she is learning Difficulty completing homework Doesn't like to ask for help	Difficulty asking for help Gets frustrated and anxious about school work Shuts down when frustrated or uses in appropriate language Exposed to drug use at school from peers

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Slide 2 — Student Profile

Team: OCALI Name: **Kelsey**

	Sensory/Biological Challenges	Difficult to Motivate/Narrow Interests
General description of the variety of challenges that may be associated with the area	• Emotions and anxiety that result from difficulty tolerating certain aspects of sensory input (light, sounds, touch) • Need sensory input (such as movement) to stay alert and focused • Multiple medical conditions impact the ability to learn • Side effects from medications • Impact of co-occurring conditions/diagnoses	• Does not see relevance of what s/he is learning • Does not value learning and new knowledge • Is not motivated by typical reinforcements • Hyper–focused on areas of interests to the exclusion of other areas • Lacks awareness of the importance of having a broad range of skills or knowledge
What challenges/features are associated with the target student	Attention Deficit Disorder (ADD) Meds for ADD not consistently used/she wants to manage on her own without meds Emotional Disturbance (ED) Mental Health: withdrawn, impulsive, depressed, low self-image, sees self as mean & evil	Trying to overcome difficulties of home environment Has experienced a great degree of failure Hard to connect what she is learning to future goals Gets stuck on one thing, like lyrics to a song (perseveration)

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Slide 3 — Student Profile

Team: OCALI Name: **Kelsey**

	Social Challenges	Emotional Challenges	Communication Challenges
General description of the variety of challenges that may be associated with the area	• Problems understanding and adjusting to the social rules in a variety of situations • Knowing the social rules (acquisition) but not being able to apply them (performance) • Difficulty problem-solving what to do in social situations • Difficulty accurately interpreting social messages from others • Lacks Coping Skills to tolerate the social situations	• Difficulties expressing needs, wants, feelings, emotions, ideas, etc. • Difficulty accurately interpreting and understanding emotional messages from others • Wanting exclusive attention of others, or avoids attention from others • Difficulty problem-solving what to do about emotional challenges • Lacks Coping Skills to tolerate the situations of challenge and confusion	• Difficulty sharing wants and needs • Knowing the appropriate pragmatics (rules for social language) to use • Being able to understand and follow directions • Difficulty using language appropriate to a variety of situations • Limited or no functional way to communicate • Lacks Coping Skills to tolerate the challenge and confusion of communication situations
What challenges/features are associated with the target student	Doesn't have a close group of friends for support Has developed a tough exterior due to upbringing	Shuts down or becomes angry when frustrated Lacks skills to cope with frustration Low self-image	Uses inappropriate language with adults Doesn't like to ask for help

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Slide 4

Mickey

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Student Profile

Team: OCALI Name: **Mickey**

	Learning Challenges with Uneven Skill Development	Environmental Mismatch and Change
General description of the variety of challenges that may be associated with the area	• Difficulties with executive function skills (organization, focus, attention) • Frustration resulting from attempts to adapt to the instruction style • Mismatch between instructional style and student learning style • Cognitive challenges • Challenges with pace of class • Gaps in skills. May have high skill levels in some areas, yet few skills in other areas	• Placement in least restrictive environment • Environmental atmosphere is challenging (noise, pace, etc.) • Needing, using and insisting on routines • Anxiety and stress escalates with unpredictable change, even small changes • Needs control. Escalates behavior to gain control • Lacks necessary coping skills to compensate for a difficult, confusing or overwhelming environment
What challenges/features are associated with the target student	Math is a challenge Requires further instruction and support than the large group needs Pace of class sometimes too fast	Not always able to control acceptable classroom voice Change of routine can upset him Does not have appropriate coping skills when upset/uses loud voice to keep people away or to express frustration

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Student Profile

Team: OCALI Name: **Mikey**

	Sensory/Biological Challenges	Difficult to Motivate/Narrow Interests
General description of the variety of challenges that may be associated with the area	• Emotions and anxiety that result from difficulty tolerating certain aspects of sensory input (light, sounds, touch) • Need sensory input (such as movement) to stay alert and focused • Multiple medical conditions impact the ability to learn • Side effects from medications • Impact of co-occurring conditions/diagnoses	• Does not see relevance of what s/he is learning • Does not value learning and new knowledge • Is not motivated by typical reinforcements • Hyper–focused on areas of interests to the exclusion of other areas • Lacks awareness of the importance of having a broad range of skills or knowledge
What challenges/features are associated with the target student	Tactile defensive On medications (need to check possible side effects) Sensory overload can build up on some days	Intense interest in laundry Doesn't see need to learn about things he doesn't think are important

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Student Profile

Team: OCALI Name: **Mikey**

	Social Challenges	Emotional Challenges	Communication Challenges
General description of the variety of challenges that may be associated with the area	• Problems understanding and adjusting to the social rules in a variety of situations • Knowing the social rules (acquisition) but not being able to apply them (performance) • Difficulty problem-solving what to do in social situations • Difficulty accurately interpreting social messages from others • Lacks Coping Skills to tolerate the social situations	• Difficulties expressing needs, wants, feelings, emotions, ideas, etc. • Difficulty accurately interpreting and understanding emotional messages from others • Wanting exclusive attention of others, or avoids attention from others • Difficulty problem-solving what to do about emotional challenges • Lacks Coping Skills to tolerate the situations of challenge and confusion	• Difficulty sharing wants and needs • Knowing the appropriate pragmatics (rules for social language) to use • Being able to understand and follow directions • Difficulty using language appropriate to a variety of situations • Limited or no functional way to communicate • Lacks Coping Skills to tolerate the challenge and confusion of communication situations
What challenges/features are associated with the target student	Not sure how to play group games Has intense special interest in laundry that puts off other kids	Gets frustrated easily Uses anger to keep people away Avoids situations rather than problem solving how to be a part of things at school	Can't express why he is frustrated or upset Struggling with peer conversations

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Formal Assessment Resources

A Guide for Assessment — A hub of assessment resources for families and professionals as a guide through the assessment process.

Assessment Guidelines for Families — Review resources for family members as they navigate the assessment process.

Assessment Guidelines for Identification — Information for school evaluation teams determining eligibility for services as a student with ASD.

OCALI Lending Library Assessments — Need an assessment tool? Check the OCALI lending library for general assessment tools or for more specifically focused tools for behavior, sensory, communication, etc.

http://www.ocali.org/project/assessment_guide/page/assessment_measures

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Behavior Plan Steps Chart

YOUR TURN

Complete the information
for the Student Profile:

Considering the characteristic areas that are associated with student challenges, use the informal assessment questions for each area to complete the profile of your student.