



Understanding and Addressing Challenging Behavior: Expect Success

**BONUS Webcasts Sensory Biological:
Evidence Based and Promising Practices to
Support Building the Intervention Plan**



Assess Yourself



Directions:

Mark each practice/intervention using key below

- ✓ **Have it on my tool belt:** can implement with fidelity
- ★ **Know a little bit:** need to learn more to be able to use it
- ✗ **Haven't heard of it:** need to look this up



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?



SENSORY/BIOLOGICAL

Evidence Based and Promising Practices

- Sensory Integration
- Use Individualized Data
- Trauma Informed Care
- Mental Health Issues



Sensory Integration

Therapy directed by an occupational therapist that impacts:

- Knowing where the body is in space
- Intensity of feelings through the senses
- How the body feels touch, pain, temperature
- How the body hears sounds

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Behaviors in School



does not appear to notice alarm for fire drills



involved in disagreements/fights when in line



may try to lick or eat non-edible materials



dislikes going to the cafeteria for lunch



involved in disagreements/fights while on the bus



personal possessions are often in others' space

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Behaviors in the Community



doesn't sit to eat meals



doesn't understand safety/takes risks in play



makes noises and as a result has difficulty being in quiet places



fearful of climbing activities



sights and smells at grocery are overwhelming

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Intervention Approaches for Sensory Processing Disorder



Sensory Diet/Protocol

- May be provided in the child's natural environment (i.e. home, school, etc.)
- Designed by an occupational therapist specifically for the child's individual sensory needs based on assessment.
- Caregivers are trained by the OT to provide the interventions at regular intervals throughout the day and activities are often times integrated into daily routine.
- Interventions are carefully monitored and adjusted based on the child's responses

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Sensory: Visual Support Strategies



sensory choices on VOCA

sensory alert signs



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Sensory: Visual Support Strategies



sensory behavior
escalation scales

behavior
sensory
choice
boards



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Sensory and Data

- Compare baseline data with data after beginning sensory protocol from OT
- May track:
 - Length of time before initiation of activity
 - Length of time involved in task/work
 - Decrease in identified target behaviors
 - Dependent on plan for individual

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Trauma Informed Care Principles

- **Safety:** Create a safe environment. Both children and adults should feel safe physically as well as psychologically.
- **Trustworthiness and Transparency:** Provide transparency in your organization's decision making to create and foster trust between students, families and staff.
- **Peer Support:** Peers may include family members or other individuals with experiences of trauma. Mutual support between peers is crucial to providing care.

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Trauma Informed Care Principles (cont.)

- **Collaboration and Mutuality:** Each individual's role in trauma-informed care is just as important as the next.
- **Empowerment, Voice and Choice:** Trauma-informed care should be centered around the student and his or her empowerment. Staff should facilitate recovery rather than control it.
- **Cultural, Historical and Gender:** Recognize cultural stereotypes and biases and move past them.

Addressing Children's Trauma: A Toolkit for Ohio Schools
<http://www.cdfhoio.org/research-library/2015/addressing-childrens-trauma.pdf>



Mental Health Issues

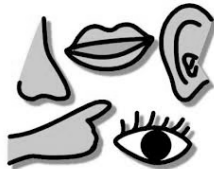
- 1 in 6 students experience a mental health disorder in a given year
- Early diagnosis and appropriate services can make a difference
- Schools are where mental health issues are most likely detected

Project AWARE Ohio (Advancing Wellness and Resilience in Education)

<http://education.ohio.gov/Topics/Other-Resources/School-Safety/Building-Better-Learning-Environments/PBIS-Resources/Project-AWARE-Ohio>



Examples of Sensory Supports



Calming Activities

- Headphones to lessen sound
- Sunglasses to lessen light
- Ear buds with quiet, calm music
- Gum/Chewy candy
- Easily available sensory areas (in the home, community, etc.)
- Massage/Yoga/Meditation/Aromatherapy/Mindfulness
- Apps for white noise
- Fidgets
- Breathing exercises
- Location considerations (room to move, personal space)
- Heavy Blankets

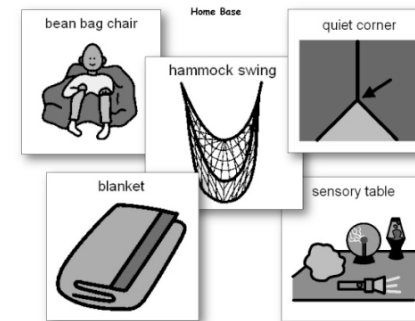


Awake & Alert Activities

- Ear buds with loud, fast music
- Gum- Spearmint/Peppermint
- Odors such as Spearmint, Peppermint, Perfumes
- Cool Air
- Fidgets
- Exercise
- Jumping up and down; spinning
- Sitting on rolling chair, exercise ball
- Alternate active and passive activities
- Pushing, pulling, carrying

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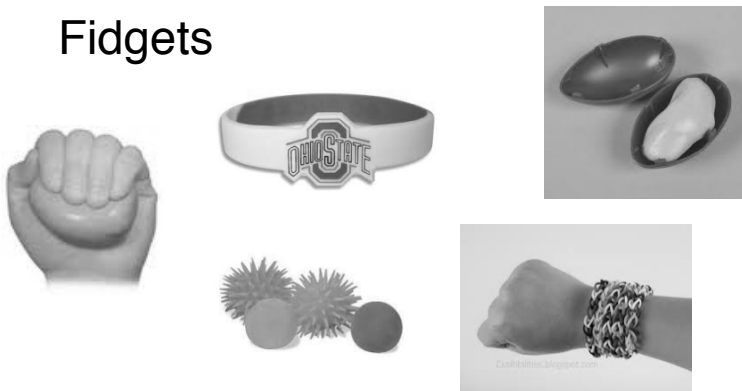
Sensory Choice Board



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Fidgets



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Fidget Foot Band & Weighted Vest



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Calming Area



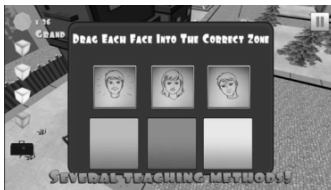
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Example Incredible 5-Point Scale

Rating	Description	What to try
5	Hot, need to move, cannot respond, must leave the room	Go to break area and do calming sequence
4	Dizzy; can't focus on work or class	Relaxation imagery, squeeze ball
3	Stomach starting to get tight and upset	Deep breaths, Water bottle
2	"Buzzing" in my upper arms	Squeeze ball, stop work for 1 minute
1	Paying attention; able to work; relaxed	Keep it going

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Zones of Regulation App



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Examples of Trauma Specific Interventions

- **Cognitive Behavioral Intervention for Trauma in Schools (CBITS)**-gr. 4-8; PTSD after traumatic event
- **Cultural Adjustment and Trauma Services (CATS)**-intervention for immigrant students
- **Project Fleur-de-Lis**-intervention for students who have experienced a natural disaster
- **Trauma-focused Cognitive Behavior Therapy (TF-CBT)**-Individual based mental health intervention to treat children exposed to trauma

Ohio's Project AWARE Information Brief

<http://mha.ohio.gov/Portals/0/assets/Supports/families/2015-AWARE-trauma-brief.pdf>

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Reflection Time

Take a few of minutes to consider:

- Which of these strategies have you used successfully?
- Which of these would you like to explore?
- Which might be applicable to your individual and his/her target behavior?

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