



Understanding and Addressing Challenging Behavior: Expect Success

BONUS Webcasts Emotional:
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: 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

Questions

- 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?



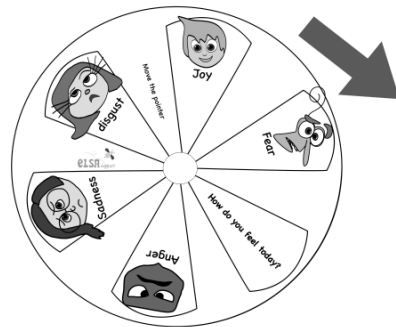
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Evidence Based and Promising Practices

- Visual Supports
- Growth Mindset
- Social Narratives (*see Social area*)
- Social Stories TM (*see Social area*)
- Cartooning (*see Social area*)
- Trauma Informed Care (*see Sensory/Biological area*)



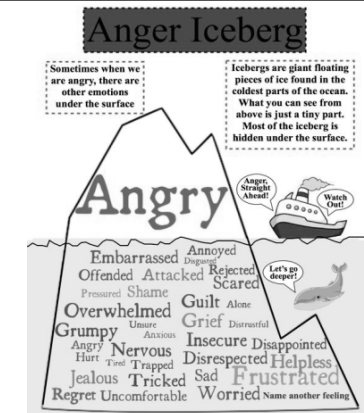
Emotions Wheel



Free resource from www.elsa-support.co.uk

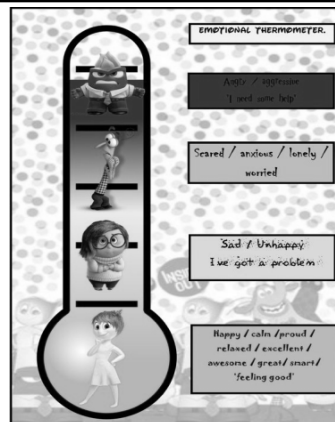
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Emotions Iceberg



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Emotional Thermometer



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Calming Choices Chart



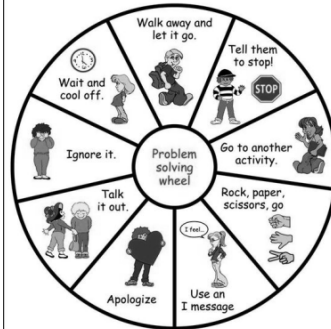
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Problem Solving Wheel

What can I do?



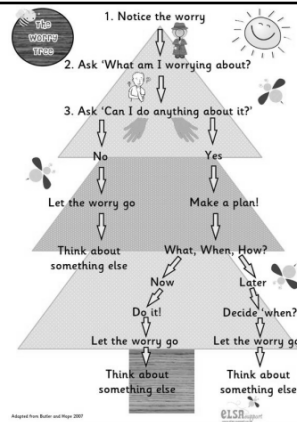
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Can Control Can't Control Wheel



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Worry Tree



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4-7-8 Breathing Steps

panic/anxiety attack

1. breathe in for 4 seconds
2. hold your breath for 7 seconds
3. exhale breath for 8 seconds
4. repeat once or twice more.

This causes an autonomic nervous system shift from a sympathetic (fight or flight reaction) state to a parasympathetic response.

Use this for panic/anxiety attacks, exams, presentations.

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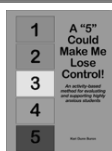
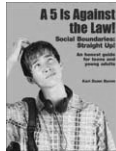
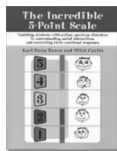
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Incredible 5-Point Scale

- Controls emotional reactions
- Student participates
- Identifies problem
- Enhances alternative, positive behaviors

Rating	Description	Setting
5	Screaming	Emergency only
4	Outside voice	Recess, ball game
3	Talking voice	Classroom, lunchroom
2	Soft voice/whisper	Library
1	No talking	When someone is talking to me, movies



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Examples of an Incredible 5 Point Scale

Rating	Looks/Sounds like	Feels like	I can to
5	Hitting, kicking	Volcano	Ask to call/go home
4	Swearing	I am about to erupt	Use words I learned from Mrs. B
3	I can't sit & my face is red	Fidgety	Take 3 deep breaths and ask for a break
2	I'm sitting and attending	Other kids, maybe	Stay in the groove
1	I am ready for anything	Sitting on the beach	Enjoy

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Incredible 5-Point scale

Nick's Stress Scale

	Looks like	Feels like	"I can"
5	RAGE/DE	-violent -impatient -even more violent	-fidget -take a break
4	Anger	-overreactive -short-tempered -violent	-fidget -walk -deep breath
3	Stress	-frustrated -stressed	-draw -count -deep breath
2	Legit	-happy -normal	Keep doing what I'm doing
1	"Happy Juice"	-calm -relieved -tired	-get a drink -stretch -run

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Academic Choice Board



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The Big Ideas of Growth Mindset

- The brain is malleable, not fixed
- Talents and abilities can be developed
- Failure presents learning experiences and should be embraced
- Success is a result of effort and persistence
- Feedback is essential to growth
- Praise should be centered on hard work and effort, rather than skill or talent

Carol Dweck, Stanford University



FIXED MINDSET		GROWTH MINDSET
<ul style="list-style-type: none"> • SOMETHING YOU'RE BORN WITH • FIXED 	SKILLS	<ul style="list-style-type: none"> • COME FROM HARD WORK. • CAN ALWAYS IMPROVE
<ul style="list-style-type: none"> • SOMETHING TO AVOID • COULD REVEAL LACK OF SKILL • TEND TO GIVE UP EASILY 	CHALLENGES	<ul style="list-style-type: none"> • SHOULD BE EMBRACED • AN OPPORTUNITY TO GROW. • MORE PERSISTANT
<ul style="list-style-type: none"> • UNNECESSARY • SOMETHING YOU DO WHEN YOU ARE NOT GOOD ENOUGH 	EFFORT	<ul style="list-style-type: none"> • ESSENTIAL • A PATH TO MASTERY
<ul style="list-style-type: none"> • GET DEFENSIVE • TAKE IT PERSONAL 	FEEDBACK	<ul style="list-style-type: none"> • USEFUL • SOMETHING TO LEARN FROM • IDENTIFY AREAS TO IMPROVE
<ul style="list-style-type: none"> • BLAME OTHERS • GET DISCOURAGED 	SETBACKS	<ul style="list-style-type: none"> • USE AS A WAKE-UP CALL TO WORK HARDER NEXT TIME.



Don't Say

I'm never going to get this.

I'm awesome at this.

I just can't do this!

This is just too hard!

It's easy for her - she's just clever.

My answer is fine the way it is.

Do Say

What shall I try instead?

I seem to be on the right track.

I'm going to have to practise this.

This is going to take some time.

I'm going to work out how she's managing to do this.

What can I do to make my answer even better?

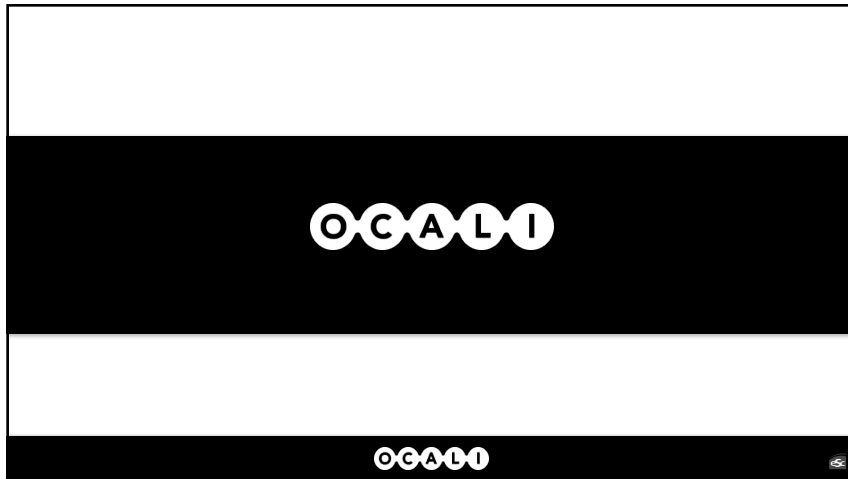


Reflection Time

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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