A young girl with dark skin and braided hair, wearing a pink shirt, is smiling and holding a green apple. She is standing in a grassy park with trees in the background. A semi-transparent blue banner is overlaid on the image, containing the title text.

# CATCH Physical Activity to Positively Address Neurologically Based Behavioral Problems

# Today's Moderator



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Today's webinar will be recorded and  
available online at

[www.CATCHusa.org](http://www.CATCHusa.org)

# About our Center



We are an international leader in conducting research and providing programs that promote healthy living for children, their families and communities.

Our work fosters improved health behaviors among youth, influences policy and environmental change to support healthy living, and advances professional education and community service.

**Our vision:** *Healthy children in a healthy world*

[www.msdceneter.org](http://www.msdceneter.org)





# CATCH Physical Activity to Positively Address Neurologically Based Behavioral Problems.

John Krampitz, PhD  
CATCH Master Trainer  
Owner, Dr. John's Training





# CATCH Physical Activity to Positively Address Neurologically Based Behavioral Problems.

Challenging Behaviors ADHD, Aspergers, Oppositional Disorders

# Agenda

1. Identify common diagnosis of Neurologically Impaired Children

2. Identify the Rage Cycle and Behavioral “Triggers”

3. Identify techniques that aide behavior changes

4. How CATCH P.E. strategies create a safe and positive experience

# *Neurologically Impaired Children*

Neurologically Impaired Children are those who seem to process information and stimuli differently. These children lack coping skills, have low frustration tolerance and faulty perception of their environment. They are walking “time bombs” with a short fuse that leads to rages, tantrums or other behaviors that are out of control.

# Common Primary Diagnoses





# *Imbalance in Brain Chemistry*

Scientists have hypothesized that neurotransmitter imbalances within the brain causes psychiatric conditions. These imbalances may cause a child to lose control over thoughts, words and actions. Neurologically impaired children can not control the manifestations of their disability.

**It is not about manipulation.**

**It is not about misbehaving.**



# *This Imbalance leads to:*

## Low end

Wandering  
Not being able to stay on task  
Talking in class

## Middle Behaviors

Do not understand social queues  
Obsessed with details  
Immature Behavior  
Verbal venting

## Raging Behaviors

Hitting other children with little or no provocation  
Leaves classroom  
Head banging or other self injury

# *Manipulation or Misbehaving?*

- Do not underestimate a neurologically impaired child's struggles or suffering.
- Do not assume they can control their behaviors.

You can punish a neurologically impaired child all you want, but they still will have the manifestations of their chemical imbalance.

**Punishment does not work.**

# *Why punishment does not work*

Taken to another level, you can punish a child in a wheelchair all you want, but they still can not run around the track.

In the same light, neurologically impaired children can not control their behavior and traditional reward/punishment only further delays helping the child develop the skills they need to cope with their environment.

# *We loose our compassion*

Almost all other disabilities produces compassion for the disabled child. For the neurologically impaired child, you can not see the chemical imbalance.

So for this child, the opposite feelings are manifested in those around him/her.

...We loose our compassion for the neurologically impaired child.

# A Predictable Cycle

These children are delayed in the development of the skills for frustration tolerance and flexibility.

## Phase 1

Typical cooperation & behavior.  
Child is part of the group and having fun.

## Trigger

Change in routine  
Provoked by another student  
Over stimulated by lights or noise  
Competitive games

## Teacher Response

If you know the trigger is coming – **PREPARE** the child  
Be mindful of tone of voice & volume  
Watch body language  
Acknowledge frustration

# Learn the child's triggers

The child has not developed skills to solve problems within their environment.

## Phase 2

## Trigger

## Teacher Response

Change in facial expressions

Shouting

Pacing

Rocking

Fixation on problem

A poke, jab or sideways look. Do what you can to learn the child's triggers so you can anticipate the predictable stages.

In many cases, you can redirect the child at this stage. Be supportive; offer choices such as taking a quiet break, run an errand. Use echoing.

# Ways to help in Rage Cycle

When a neurologically impaired child is in rage, DO NOT try to reason. Their IQ has dropped 30 points and can not process language even to respond to commands.

## Phase 3

## Teacher Response

Peak or Rage:  
Out of control  
with safety  
concerns.

Assault

Self injury

Destruction of  
property

There is no 100% safe restraint. Priority is to maintain safety – have other children leave the area. Remain calm (despite your internal impulses). Use a soft voice & few words. Do not try to discipline & above all, be flexible. Call for help.



# *Recovery after the rage*

There is a decrease in energy level, denial, blaming others, sleeping. The child is emotionally & physically drained. Watch out for another outburst.

What you can do:

- Re-establish positive communication.
- Maintain soft voice, calm demeanor.
- Do NOT teach, reprimand or discipline.
- Assign tasks below child's functioning level.

# *Back to daily routine*

They have regained control and involved in daily activity.

What you can do:

- Return to normal routine
- Get child's perspective
- Talk about better options
- Teach new coping skills

# *Traditional reward & punishment*

Reward & punishment does not work with neurologically impaired child as traditional methods changes behavior for good conduct (reward) & punishment for acting out.

Neurologically impaired child can not control the acting out (rages) any more than a blind child can see the blackboard.

Punishment will not change future behavior and adds stress & anxiety.

Their rages are frustration driven – not anger.

# *Understanding & Reframing*

Your goal is to manage – not cure.

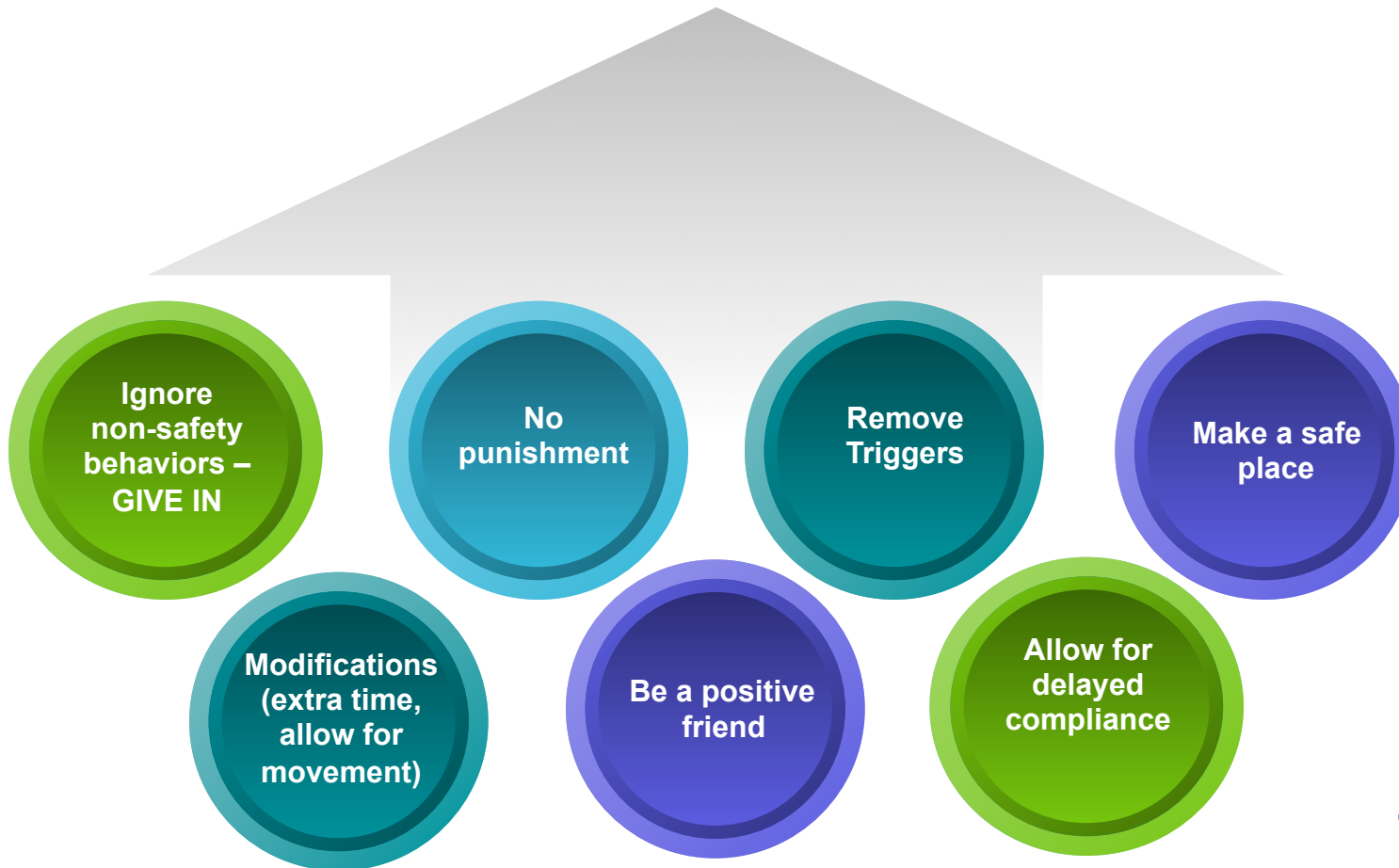
Logic does not work, but bargaining DOES work.

Learn to give in, allow delayed compliance, stay cool, react with empathy and compassion.

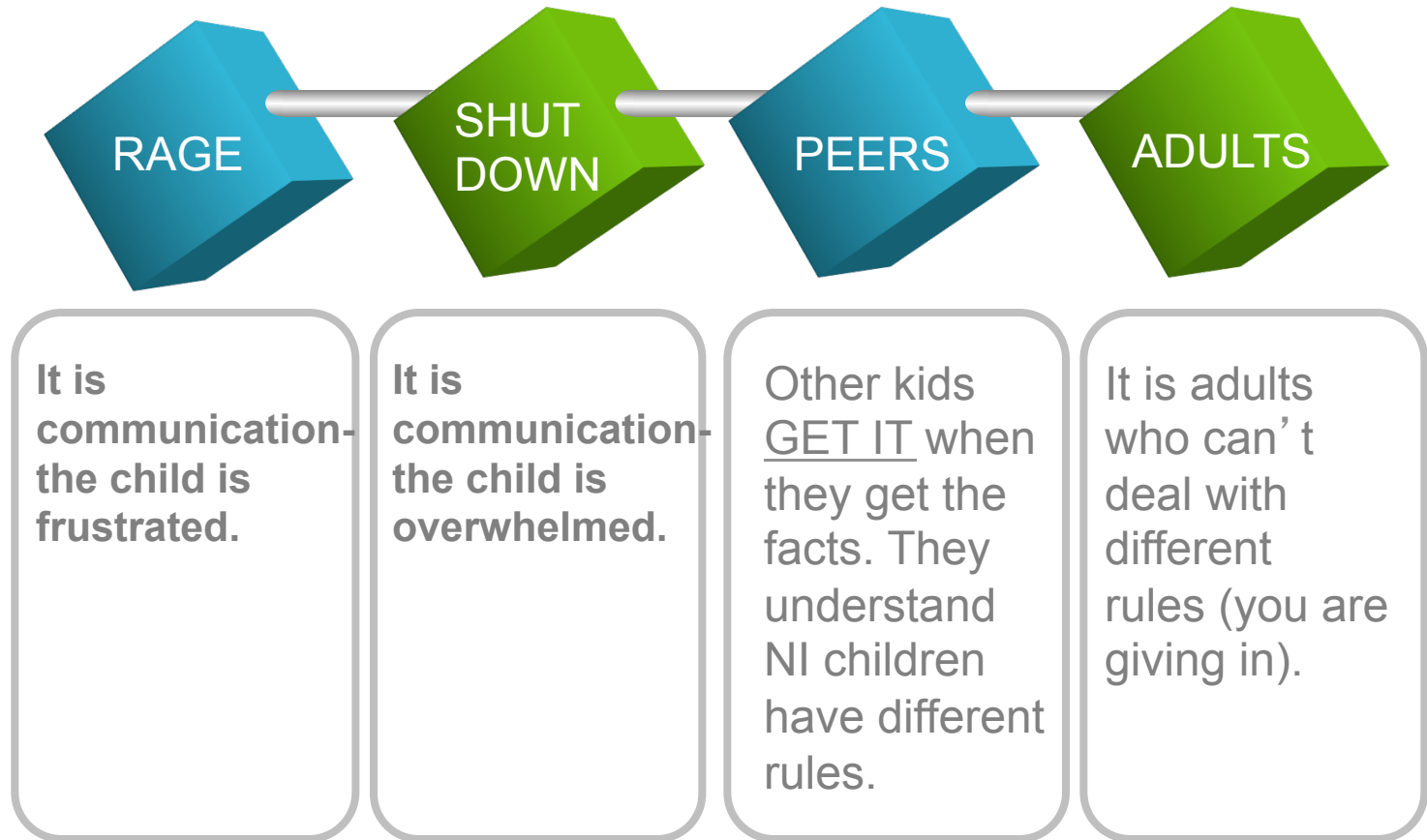
Above all, maintain lots of patience and communication with the child's parents.

# Accessible Environment

Reframing begins with accessible environment



# Understand the reframing

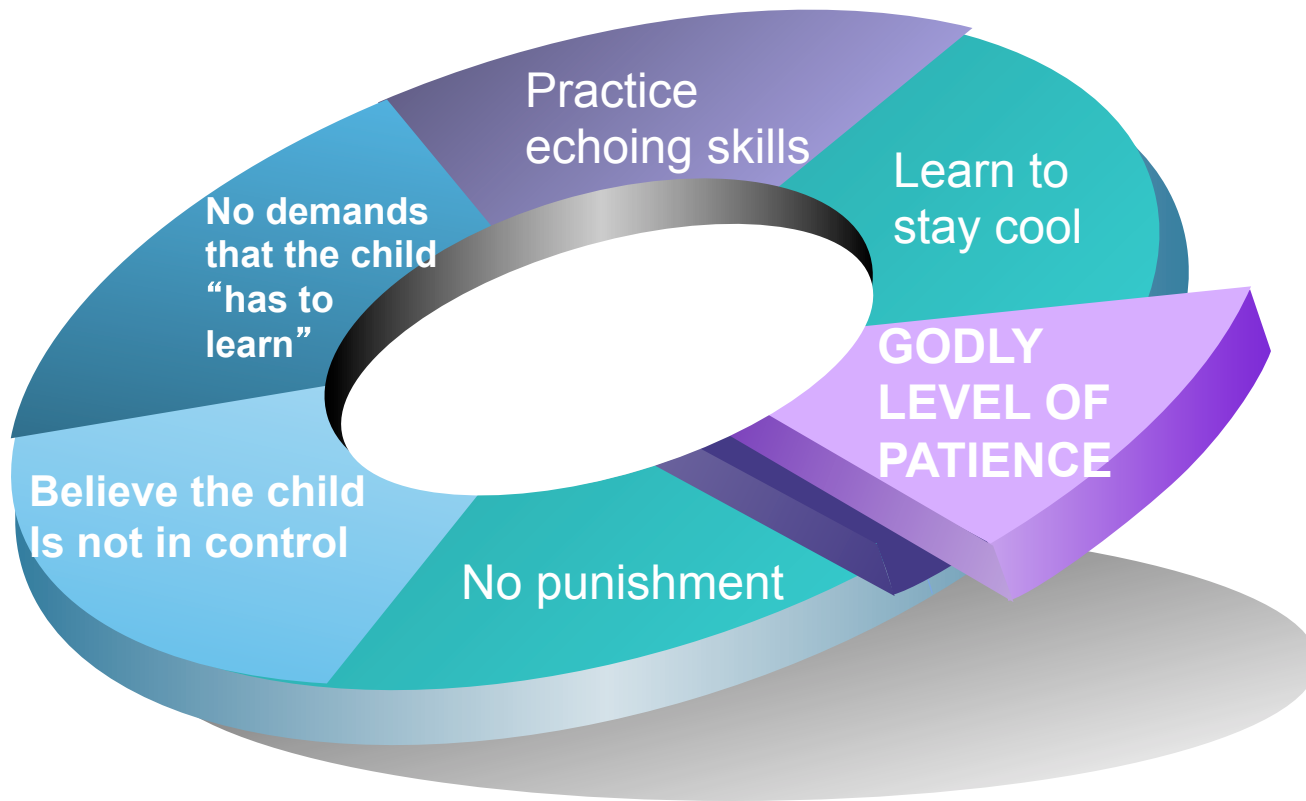


# *Reframing is everyone's job*

- Stabilize the environment
- Work on identifying the child's triggers
- Remove triggers
- Slowly add triggers back
- Teach the child to identify appropriate solutions

Work toward the Self Disciplined Child

# *What helps & often works*





# *CATCH & Neurologically Impaired*

Formal play times (P.E. class) need to be structured so all children can experience success. The CATCH PE instructional and management strategies and applications can meet the attention, social and physical activity needs of children diagnosed with neurological impairments such as ADHD, Asperger's Syndrome, Oppositional Disorder.

# *Why CATCH works for NI*

- CATCH teaching strategies are based on predictable routines and signals for children to understand what will happen next.
  - CATCH stop and start signals allow for delayed compliance.
  - CATCH focuses on WHEN before WHAT
  - CATCH class routine starts with instant activity (movement)

# *Why CATCH works for NI*

- No elimination games in CATCH
- Offers challenge by CHOICE
- CATCH engineers re-entry tasks into all tag or “gotcha” games
- Concise instructional queues with clear expectations

# Recognizing effort

The CATCH approach is to recognize effort above all else. For neurologically impaired children, they often times have developmental delays. With effort being recognized, they feel safe and can participate at their developmental level.

And for neurologically impaired child where reward/punishment does not work, having effort recognized maintains a positive learning environment.

# *CATCH Routines & Strategies*

The routines and strategies of CATCH are designed specifically to keep a large number of children

- active
- ensure that they understand the physical and behavioral boundaries within each activity
- learn to play cooperatively
- Support individual and team success.

# *Keeps them moving*

Also, the brisk pace of CATCH lessons helps keep neurologically impaired children's attention on participating in the game and reduces off task behavior.



# *Quality Learning Experience*

Providing a quality learning experience for these children is understanding the unique challenges they face each day and how to structure the learning environment to meet their needs.

# Reference

- Association for Neurologically Impaired Children; Phil Ferrara, Executive Director  
[www.afniconline.org](http://www.afniconline.org)
- Dangerous Behavior Guide  
Ohio Department of Education  
Ohio Center for Autism and Low Incidence  
[www.ocali.org/family](http://www.ocali.org/family)



# Questions?



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