



Dependable Instructional and Management Strategies for Un-dependable Children: Teaching Children Diagnosed With Neurological Based Behavior Problems, Part 2.

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Today's Moderator



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Today's webinar will be recorded and
available online at

www.CATCHinfo.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*



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"Dependable Instructional and Management Strategies for Un-dependable Children: Teaching Children Diagnosed With Neurological Based Behavior Problems, .

Challenging Behaviors ADHD, Aspergers, Oppositional Disorders

Agenda

1. Review common diagnosis of Children With Neurological Disorders (CND)

2. Identify management, supervisory and instructional strategies that meet the needs of CND and how CATCH PE and CATCH Physical Activity programs align with those practices.

3. Thoughts on understanding, accepting and connecting with difficult children

Children with Neurological Disorders

Children with Neurological Disorders (CND) are those who process information and stimuli differently. These children lack coping skills, have low frustration tolerance and faulty perception of their environment. They are often incapable of expressing their emotions verbally and instead act out in physical ways that may become disruptive in structured learning environments .

Common Primary Diagnoses

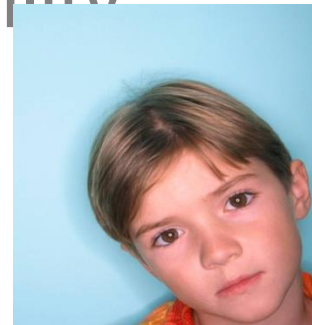


Imbalance in Brain Chemistry

Scientists have hypothesized that neurotransmitter imbalances within the brain causes psychiatric conditions. These imbalances may cause a child to loose control over thoughts, words and actions. CND 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

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.

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Your
Comfort
Zone



Where the
magic happens

CATCH & Best Practices

Formal play times (P.E. class, physical activity time in after-school programs) need to be structured so all children can experience success. The CATCH PE instructional, management and supervisory strategies and applications can meet the attention, social and physical activity needs of CND such as ADHD, Asperger's Syndrome, Oppositional Disorder.

Perspective: The “Typical” PE Classroom

- Very Large Classes with Little Equipment
- Common Teacher-Student Ratios of 1/35-40 or More
- Classes That Change Every 25 Minutes
- Only Covered Outdoor Area for PE – No Inside Facilities
- Excessive Assessment Requirements (Fitnessgrams, Skill Based Grading, Written Tests)

CATCH Basics

- **B**oundaries & Routines
- **A**ctivity from the Get Go
- **S**top and Start Signals
- **I**nclusion
- **C**lear and Concise Instructions
- **S**afety/Supervision

Boundaries & Routines

Activity from the Get Go

An Environmental Note

The gym environment can be very distracting and even painful for a CND. Sensory overload can easily occur. At the beginning of the year, consider:

- No or low volume music. Can add later
- Once identified, allow CND to wear ear protection
- Consider using some form of stop and start signals other than a loud whistle
- Reduce visual clutter at beginning. Can add later. Does not include picture cards explaining routines or expected behaviors.

Boundaries & Routines

Activity from the Get Go

Structure and Predictability seem to be the most often cited necessary condition of classrooms that meet the emotional needs of CND.

- Establish clear boundaries (Hit The Track)
- Introduce activity immediately
- Maintain strong and permanent structure
- Add variety within the structure (Frequent Flyer, Card Run, Walk and Talk, Task Cards @ Intervals)
- Use visual task cards or pictures to direct or remind
- Boundaries do include behavior

Stop and Start Signals

- Communicate stop and start signals that are consistent
- The When Before the What. “When I say _____, I want you to _____.”
- Consider stop signals that require the children to respond verbally and physically. (e.g., “Freeze Please!” Children respond “The Big Squeeze” or “One, two, three-hands on knees”)
- Use red colored stop sign in conjunction with stop request.
- Allow delayed time for compliance.
- Respond consistently with thankful recognition of their compliance.

Inclusion

CND often feel, and are, socially excluded during the school day. During PE and activity time, ensure that class routines and rules of the games keep them involved.

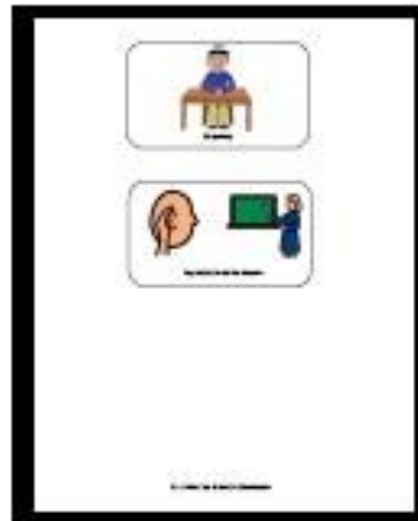
- Assign an exercise buddy
- No student picked teams
- Eliminate elimination games
- Purposely recognize CND during class for their effort
- Reduce direct competition and use standards based goals (time, teacher, class).
- Allow self-exclusion under certain conditions

Clear and Concise Instructions

Communication is a major factor in helping CND fully and confidently participate in class.

- CND have problems thinking abstractly. Avoid vague questions such as, “Why did you do that?”
- Do not use idioms, double meanings, sarcasm. They will become fixated on the visual representation of the term.
- Use picture cards to teach acceptable behaviors

Behavior Picture Cards



Clear and Concise Instructions

- Avoid verbal overload. Many teachers explain the entire lesson or a sequential activity at the beginning of the class.
- Check for understanding. Children repeat instructions
- Pre-warn for transitions
- Prepare the CND for all environmental and/or changes in routine. “Huddle-up time”
- CND children will seek reinforcement for routine events that are apparent to most.

Safety/Supervision

Providing a safe instructional environment requires establishing behavioral boundaries that clearly define acceptable and unacceptable behavior and supervising student's behavior. This can be an especially difficult aspect of classroom management for the PE teacher because of the unique way CND process social information.

Some helpful tips:

- Keep rules simple and to a minimum

Safety/Supervision

- Demonstrate what acceptable behavior looks and sounds like.
- Provide consistent and frequent positive feedback.
- Call the student's name first and attempt to get direct eye contact when addressing behaviors, both positive and negative.
- React to inappropriate behavior in neutral voice. Be direct
- Designate a signal the student can give that they need a time out.

Safety/Supervision

- Designate a specific location in the activity area the student can use to regain their composure.
- Provide visual pictures for options the student may choose to calm themselves.
- Look for triggers. An increase in unusual or difficult behaviors indicates an increase in stress.
- CND often use repetitive verbal arguments or questions when upset. Responding in a logical manner or arguing won't work.
- .

Safety/Supervision

- Refrain from telling a CND they are “in trouble.” Be specific about the behavior being addressed and the consequences of both good and poor choices.
- Establish a “No Fault” environment. It’s not about who’s fault it was but who was responsible.
- Speak to the consequence of an action. Provide or brainstorm alternative choices to the student’s unacceptable behavior.
- Always, apply consequences consistently and fairly.

Instructional Best Practices

Management, supervision and instruction coexist as equal and contributing partners in effective educational programs. The instructional strategies and methods that enhance acquisition for CND will also benefit the entire class. Effective instructional programs employ multiple modalities that meet the diverse learning styles of all children.

Lesson Plans – Best Practices

- Reach maximum number of learners
- Assume different skills, experiences and learning styles
- Emphasize flexible, customizable curricula
- Use multiple modes of presenting content, engaging students and accessing comprehension

Instructional Best Practices

Learning to Throw

A lesson on throwing structured to meet the needs of CND might include:

- A demonstration of throwing by the teacher.
- Pictures of different throwing motions
- A developmentally appropriate video of children throwing and explaining how to throw.
- Throwing stations with different targets and objects to throw, in different directions with different forces and different throwing motions

Instructional Best Practices

Learning to Throw

- Children provided with a clothespin or scarf to attach or tie around their lead leg to facilitate proper mechanics.
- Vivid, specific directions. “Hold the ball in your throwing hand and scratch behind your ear with the ball. With your other hand, point in the direction you want to throw. Step with your clothespin/scarf leg and throw!
- Peer teaching with your exercise buddy
- Writing directions for throwing.
- Effort is recognized and rewarded above all else.

CATCH Routines & Strategies

- The routines and strategies of CATCH PE and CATCH Physical Activity are designed specifically to keep a large number of children
- Actively participating in enjoyable physical activity
 - ensure that they understand the physical and behavioral boundaries within each activity
 - ensure everyone has multiple opportunities each class or session to learn and develop skilled movement
 - learn to play cooperatively
 - support individual and team success.

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. It's not another thing "you have to do." It's recognizing that a portion of your students really do need your help in order to feel safe in your classrooms and have the same opportunities to learn as everyone else.

Thoughts from the Field

Most commonly shared experiences from personal experience re: CND fall into three categories.

- Confident Professionals
- Parental love
- Unaware or unwilling

We loose our compassion

Almost all other disabilities produces compassion for the disabled child. For CND, you can not see the physical, neurological condition causing the behavior.

So for these children, the opposite feelings are manifested in those around him/her.

...We loose our compassion for the CND.

We take it personally.

When you think about it....

- Today's suggestions for designing an accessible learning environment works for all children.
- The suggested model creates a safe, positive environment that reinforces respectful behavior between all participants, teachers included.

Consider yourself.....

- Do you ever point to a picture in an ad or menu to show what you want?
- Need a break from a task you're working on because you're about to blow a fuse?
- Appreciate an offer of help from your superior when struggling or after making a mistake?
- Benefit from discussing disagreements with others?
- Like being offered alternatives instead of being forced to accept one that makes you feel inadequate?

Are We Really Any Different Than Our Kids?



Reference

- Association for Neurologically Impaired Children; Phil Ferrara, Executive Director www.afniconline.org
- Autism Speaks
<https://www.autismspeaks.org/>
- Shape America, *Appropriate Instructional Practices*
<http://www.shapeamerica.org/standards/guidelines/upload/Appropriate-Instructional-Practices-Grid.pdf>
- Free Printable Behavior Cards
<http://www.freeprintablebehaviorcharts.com/picture-cards.htm>
- Dangerous Behavior Guide
Ohio Department of Education
Ohio Center for Autism and Low Incidence
www.ocali.org/family

Manipulation or Misbehaving?

- Do not underestimate the struggles or suffering of CND.
- Do not assume they can control their behaviors.

You can punish CND all you want, but they still will have the manifestations of their neurological condition.

Punishment does not work.

Traditional reward & punishment

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

CND can not control their acting out any more than a blind child can see the blackboard.

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

Their inappropriate behavior is frustration driven – not anger.

Understanding & Reframing

Your goal is to manage – not cure.

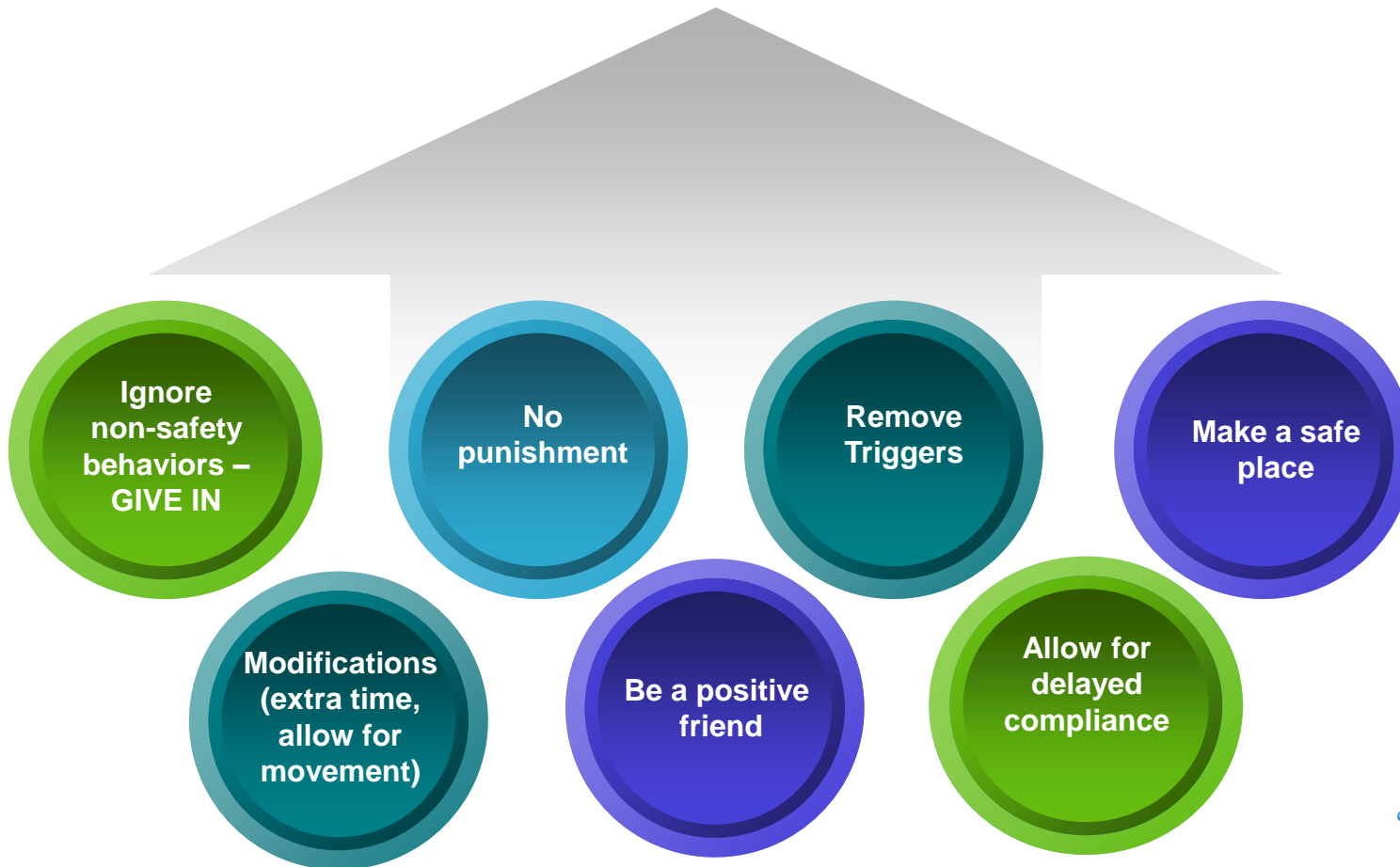
Logic does not work, but bargaining DOES work.

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

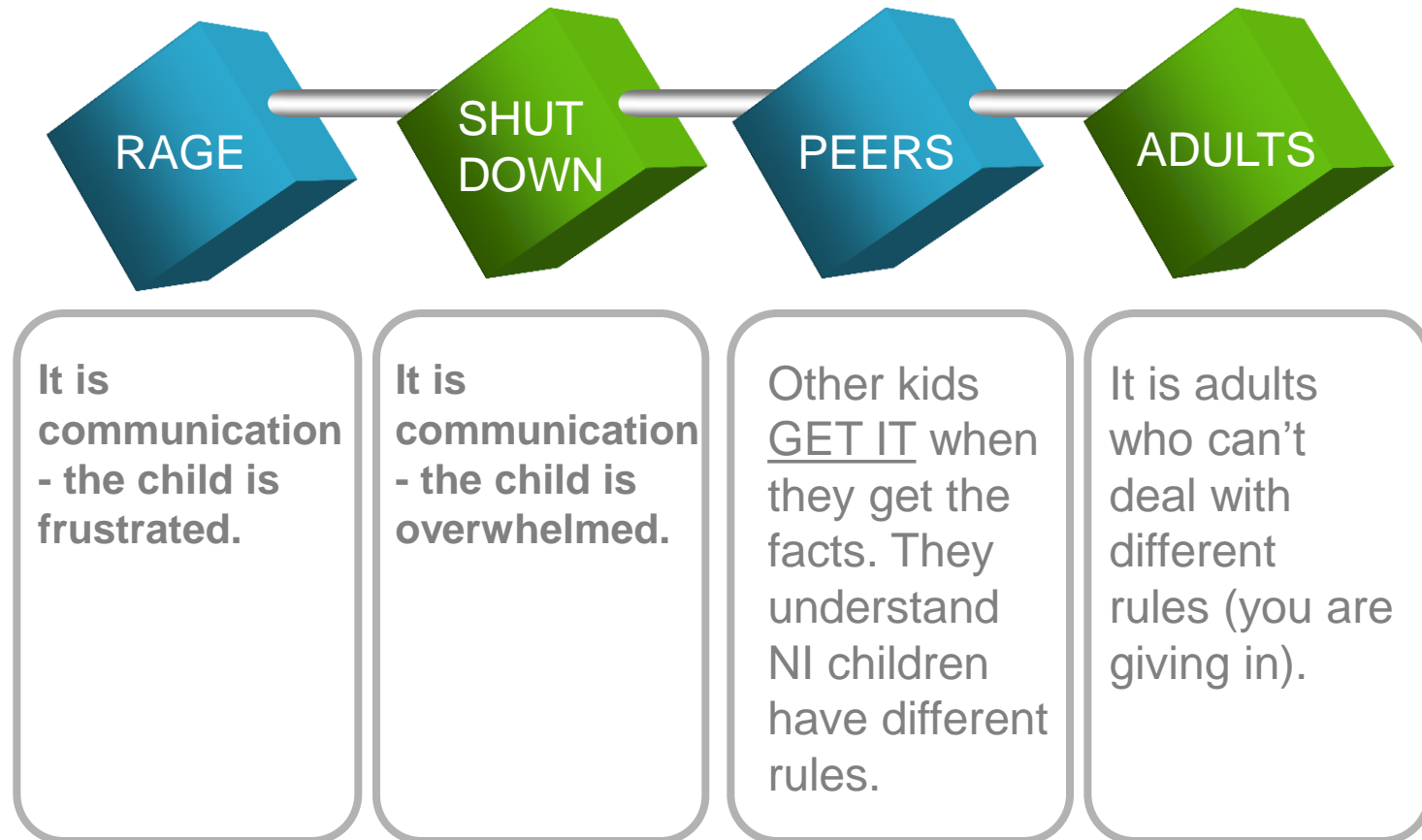
Above all, maintain lots of patience and communication with the child's parents.

Accessible Environment

Reframing begins with accessible environment



Understand the reframing



When you think about it....

Thank You!



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