

# Managing Behavior Due to Neurological Differences in School, Home, and Community

Lighthouse Learning Resources

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## GOALS

- Provide insight to Sensory Processing Disorder
- Provide characteristics of red-flag sensory behaviors in children
- Provide research-based strategies supportive of behavior management
  1. Presentation – you & environment
  2. Observe
  3. Plan
  4. Communicate
  5. Open mind
  6. Reflect/review
  7. Needs – make adjustments

# Terms To Know

- Sensory Processing
- Research based
- DSM - Diagnostic and Statistical Manual
- Perseverate
- Stimming - self stimulation (calming)
- Desensitize
- Snoezelen
- Theory of Mind – perspective taking
- Demystify
- Self-awareness
- Processing Speed
- Dysgraphia
- Hyperlexia
- Irlen Syndrome
- Executive Functioning
- Transitioning
- Accommodations/Modifications
-

# What Is Sensory Processing Disorder?

Difficulty Receiving or Responding To  
Sensory Input from the environment

Diagnostic and Statistical Manual of Mental Disorders - DSMV  
SPD is not a stand alone diagnosis.

## Co-existing Conditions

ADHD - Inattentive/Combined type

Autism

Bipolar Disorder

Dysgraphia/Dyslexia

Mood Disorder

And the list goes on...

# Sensory Processing Disorder

SPD can affect people of all ages

## SEVEN SENSORY SYSTEMS

(not 5)

1. Auditory System—sense of hearing
2. Visual System— sense of sight
3. Tactile or Somatosensory System—  
sense of touch and tactile sensation on  
the body
4. Gustatory System—sense of taste
5. Olfactory System—sense of smell
6. Vestibular System— sense of  
balance/pull of gravity
7. Proprioception System— sense of body  
awareness/position

# 7 Sensory Systems

## Auditory

- Covering ears
- Withdrawing from an environment
- Difficulty discriminating sounds in words

## Tactile

- Difficulty with Clothing, Types of Clothing, Tags
- Unable to Sit With Anyone Behind Them in Class or Stand in Line
- Doesn't Like Crowds
- Over or Under Reactive to Pain

## Visual

- Bright lights
- Distracted by environmental print
- Distracted by environmental clutter

[https://www.superduperinc.com/handouts/pdf/211\\_MysteriesofHyperlexia.pdf](https://www.superduperinc.com/handouts/pdf/211_MysteriesofHyperlexia.pdf)

## Taste

- Avoids or Seeks Out Certain Types of Food
- Difficulty with Textures of Foods
- Packing Food
- Seeks Out Salty or Spicy
- Likes Bland Foods

## Smell

Feeling of nausea  
Distracted by smells  
Headaches

## Vestibular System

- Motion, equilibrium, and spatial orientation is provided by the
- Vestibular apparatus in each ear
- Detects gravity (vertical orientation) and linear movement

## Proprioception

- Receptors located in muscles, joints & tendons
- Clumsy – difficulty with motor planning
- Poor posture
- Poor handwriting

Proprioception is Closely Related to Vestibular System

# Effects of Arousal on Social, Emotional, and Academic Development

## Over Responsive=Sensory Defensive Under Responsive=Sensory Seeking/Craving

### Under Responsive

- Slow Processing
- Difficulty Shifting Attention
- Inattentive
- Difficult to Arouse
- Rigid
- Does Not Like Transitions
- Needs Routine

### Over Responsive – low threshold

- Appear Clumsy
- Don't Like to Walk on Uneven Surfaces
- Don't want to Spin
- Don't want to move too Fast
- Don't Like Crowds of People
- Dislike Cafeterias
- Movie Theatres Overwhelming

### Sensory Seekers

- Needs Intense Movement
- Seeks Jumping, Spinning, Running
- Touches others and things
- Licking, hands in mouth
- Low attention span
- Can Get Easily Overly Excited!



# BEHAVIOR

- 1.) Behavior is Functional
  - It occurs for a reason
  - It is predictable
  - There are triggers (antecedents) for behaviors
  - Behaviors are learned due to consequences
- 2.) Behavior is a form of communication
- 3.) Behavior is Changeable
  - Understanding the function (antecedents and consequences) of behavior can lead to changes in problematic behaviors when utilizing appropriate researched based strategies.

## 5 Assumptions...

about behavior that determine our interventions and if our assumptions are inaccurate, we won't apply appropriate research-based strategies.

- 1.) Challenging behavior occurs because of the child's personality (i.e., the bad child).
- 2.) Challenging behavior is caused by the disability.
- 3.) Challenging behavior is caused by the child's family and their poor parenting discipline practices.
- 4.) Challenging behavior occurs because of poor home circumstances (i.e., the bad home situation).
- 5.) Challenging behavior is a result of previous trauma or bad experiences.

Functional Assessment : Strategies to Prevent and Remediate Challenging Behavior in School Settings

By Lynette K. Chandler and Carol M. Dahlquist 4th Edition, 2014

# Current Situation, Not The Past

"Not to rescue a person from an unhappy organization of his behavior is to punish him, in that it leaves him in a state of reoccurrent punishment"

Psychologist, Don Baer (1970)

### **1.) BAD Syndrome**

The child is choosing to behave in an adverse manner.

### **2.) The Disability**

The assumption is the behavior is a characteristic of the disability and cannot be changed.

### **3.) Bad Family or Poor Parenting and Discipline Practices**

The idea that a child's behavior is the result of inappropriate parenting/care.

### **4.) Bad Home Situation**

Suspecting a bad home-life can result in looking outside of the environment in which the behavior occurs resulting in the assumption that lower expectations are acceptable.

### **5.) Previous Trauma or Bad Experiences**

Because we assume we cannot change the past traumatic event, we assume we cannot change the behavior.

# POPCORN

## Home & School Connection

- P: prepare environment, presentation (approach)
- O: observe - home/school/all environments to collect data
- P: plan with professionals & parents
- C: communicate & collaborate - email/phone log/team meeting
- O: open-minded to reach expected outcomes- accommodations and modifications - consider 5 assumptions!
- R: reflection, review, revise - is the plan working?
- N: next, moving forward what are the needs - update plan as needed based on observable needs

# Presentation

Sensory Processing Disorder...or not

## Environment At First Glance

- Lighting: bright, low, moving, color, natural/ florescent
- Visual stimulus: walls, color, clutter, shiny objects, spinning objects
- Scents: personal body odors, room, food, mold/musty, candles, toilet paper, tissue, essential oils
- Sounds: soft, hard, loud, quiet, pitch, tone, white noise, annoying repetitive noise
- Temperature: cold, hot, mixed
- Snoezelen

# Your Approach

- ◆ to touch or not to touch
- ◆ too close/too far
- ◆ too loud/too soft
- ◆ too personal/crossing emotional boundaries
- ◆ too abrasive
- ◆ too bold/demanding
- ◆ too quick - consideration for wait time
- ◆ body odor - perfume, breathe, deodorant,
- ◆ hairspray, lotion
- ◆ building a relationship - safety and trust
- ◆ Discuss differences openly
  - ✓ dialogue
  - ✓ books
  - ✓ Pictures
  - ✓ demonstrate care and concern
  - ✓ create a positive culture in home and school - 31 flavors!

# Observe

Simple info with date/time/behavior is sufficient.

Look for a pattern of behavior – could the child be hungry? Upset stomach after eating?

# Plan

Plan with your team – ask for help from Speech Pathologist, Occupational Therapist, Behavior Specialist

Plan to accommodate a pattern of behavior

# Communicate

Check in with the family – has anything changed?

Compare what is working at home and school.

Communicate YOUR needs!



# Calming Environment

- Spaces: bathroom, bedroom, classroom, playground Music/PE/Art - building a safe and trusting environment
- Vestibular: navigating space, items that promote movement, daily activities, too much or too little stimulus
- Proprioception: opportunity for release, calming opportunities
- Taste/Oral: water, crunchy snacks, gum, chews - brain power!
- Breaks: relaxation, movement, meditation/yoga - consideration for healthy body/healthy mind
- Escape Plan: classroom & community - facilitate feeling safe/Snoezelen

# Social Stories & Social Thinking

- Carol Gray [www.carolgraysocialstories.com](http://www.carolgraysocialstories.com)
- Michelle Garcia Winner  
[www.socialthinking.com](http://www.socialthinking.com)
- Role Play
- Video Modeling
- Photos
- Scripts

## Open Mind

Try new ideas

What works one day, won't  
work the next!

Read the research

## Review & Reflect

Each child is different

One size doesn't fit all

If you don't get it right the first time,  
try again

Give yourself credit for what you are  
doing right!

YOU!

What are your  
NEEDS?

# Building School Success

## Accessing Social, Emotional, and Academic Success

### Child Find Law: 34 CFR 300.111(c)

- Child Find covers every child from birth through age 21.
- The school must evaluate any child that it knows or suspects may have a disability.

### Non Categorical

- Ages 3-5 may be described as Non Categorical Early Childhood (NCEC) if he or she has been diagnosed as having one of the following:
  - ✓ Intellectual Delay, NCEC-ID
  - ✓ Emotional Disturbance, NCEC-ED
  - ✓ Specific Learning Disability, or NCEC-SLD
  - ✓ Autism, NCEC-AU
- When a child demonstrates difficulty over time in maintaining appropriate behavior, the campus staff are obligated to consider the following. "No Academic Need"
  - ✓ Social - relationships with students and faculty
  - ✓ Emotional - regulation under normal circumstances
  - ✓ Academic - maintain average success within traditional teaching application

# Building A Successful Plan

## Professionals Who Conduct Assessments:

- Behavior Specialist - Texas has autonomy (insurance/school)
- Licensed Specialist in School Psychology (LSSP)
- Board Certified Behavior Analyst
- Occupational Therapist - trained in evaluation and identification of SPD
- Speech Therapist

***THANK YOU!***

**Offering on-campus training to  
meet the specific needs of your  
students**

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