


P.S.



Never in the history of calming down has anyone ever calmed down by telling them to calm down..

20

Stage 2 – Meltdown – What Can You Do?


Student loses control
Externalized and/or internalized behavior

- ▶ Demonstrate empathy
- ▶ Provide space
- ▶ Provide assurances
- ▶ Maintain calm
- ▶ Maintain safety
- ▶ Implement emergency plan
- ▶ Remove others as needed

34

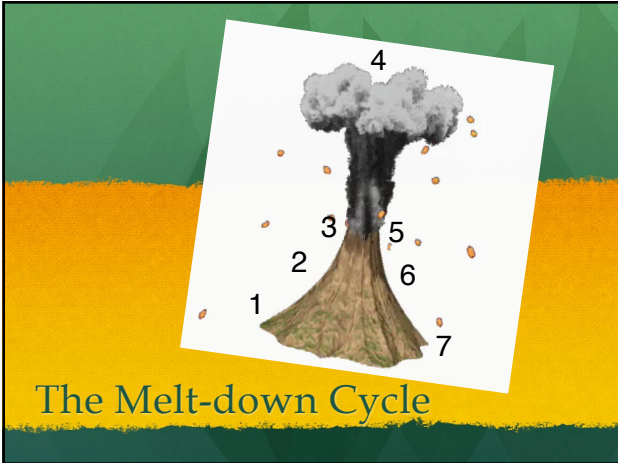
Reflect on a Student with Challenging Behaviors

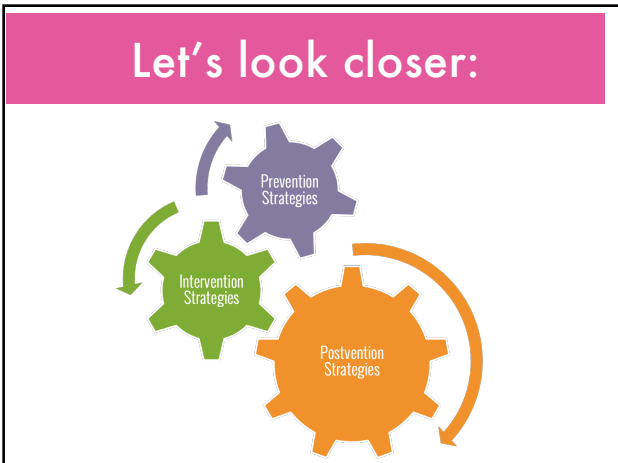
- ▶ What is the current plan for managing his/her meltdowns?
- ▶ What, if anything, would you like to change about the plan?



35







Removal?



Stage 3 – Recovery – What Can You Do?

Not yet ready to learn
Needs help easing back in

- ▶ Direct student to a highly motivating task
- ▶ Reintegrate student into a normal routine
- ▶ Provide strong reinforcement
- ▶ Communicate support
- ▶ Build on successes

Let's look closer:



Reflect on a Student with Challenging Behavior

- ▶ What is the current plan for helping this student recover from a meltdown?
- ▶ What, if anything, would you like to change about the plan?
- ▶ Please share



38

After the Meltdown...

- ▶ Figure out the root cause
- ▶ Talk with others about how to deal with the student's behavior in the future
- ▶ Develop a partnership with parents/guardian
- ▶ Teach the student:
 - To recognize his own triggers
 - To ask for help
 - How to properly communicate immediate needs
 - To initiate calming routines or ask for someone to assist

39

Most Importantly...



40

SCHEDULE AND TRANSITION MARKERS



STRUCTURED TASKS

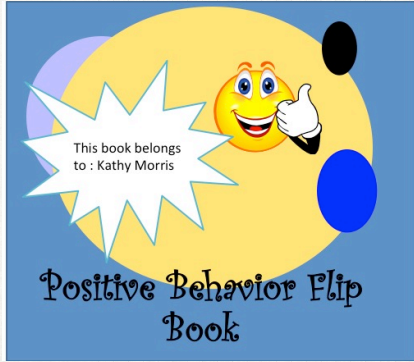
LABELS AT EACH STATION



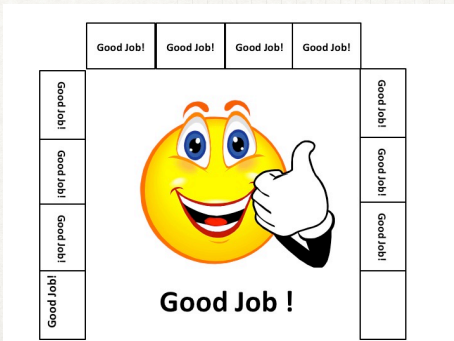
1:1 WORK AREA
POSITIVE
BEHAVIOR
FLIP
BOOK



POSITIVE BEHAVIOR FLIP BOOK



POSITIVE BEHAVIOR FLIP BOOK



POSITIVE BEHAVIOR FLIP BOOK

