Powerful Early Intervention Strategies to Help Young Children with Developmental Problems and Challenging Behaviors (Preschool-Kindergarten)

John Pagano, Ph.D., OTR/L
8:30-9:30 INTRODUCTORY & MINDFULNESS ACTIVITIES
9:30-10:00 FEELINGS, TRIGGERS, & COPING STRATEGIES
10:00-10:15 Break
10:15-11:45 Class: Art, Adaptive Equipment, Visual, Song, Dance, Humor, & Picture Schedule Activities
11:45-1:00 LUNCH
1:00-2:00 PRACTICAL BEHAVIORAL STRATEGIES
2:00-2:45 ACTIVITY, CLASS & HOME STRATEGIES
2:45-3:15 QUESTIONS & CLOSING
Find 4 Buddies (Added to handout)
Bottom page immediately before P.1
NO ONE SAID TEACHING WOULD BE EASY, DEAR.

BUT I DON'T WANNA GO BACK TO SCHOOL! NOBODY LIKES ME! THEY TEASE ME, AND PULL MY HAIR, AND BEAT ME UP! I HATE IT!
★ SITTING UPRIGHT IN SEAT DO 3 REPETITIONS
★ Zip FRONT & BACK OF, NOT TOUCHING BODY
ZIPPING YOUR TRUNK UPRIGHT AND YOUR LIPS
★ SIGN LANGUAGE CHEER DO SIGN LANGUAGE CHEER
★ BOTH HANDS TOUCH HEAD, SHOULDERS, STOMACH (OR SUBSTITUTE)
★ NOSE BREATHE: TAKE 3 DEEP BREATHS WITH HANDS ON STOMACH, BREATHE IN STOMACH GOES OUT, OUT STOMACH GOES IN/ BREATHE IN FINGERS OPEN WIDE, BREATHE OUT FIST THUMB, BREATHING SLOWER THAN IN
★ BIRD-TAKE 3 DEEP BREATHS
WINGS UP BREATHE IN
WINGS DOWN BREATHE OUT

(Reference: Greenland, 2010)
**MINDFUL CLOCK SITTING**

**TIC** SWAY FORWARD **TOC** SWAY BACK
LIKE A SWAY FORWARD **CLOCK** SWAY BACK
‘TIL WE SWAY FORWARD FIND OUR SWAY BACK
CENTER MOVE CENTER

**TIC** SWAY LEFT do a righting reaction (head and trunk flex uphill)
**TOC** SWAY RIGHT do a righting reaction (head and trunk flex uphill)
LIKE A (Sway Left) do a righting reaction (head and trunk flex uphill)
CLOCK (Sway Right) do a righting reaction (head and trunk flex uphill)
‘Till WE (Sway Left) do a righting reaction (head and trunk flex uphill)
FIND OUR (Sway Right) do a righting reaction (head and trunk flex uphill)
CENTER (Center)

**MINDFUL CLOCK STANDING**

**TIC** SWAY FORWARD **TOC** SWAY BACK
LIKE A SWAY FORWARD **CLOCK** SWAY BACK
‘TIL WE SWAY FORWARD FIND OUR SWAY BACK
CENTER MOVE CENTER

**TIC**-SQUAT DOWN
**TOC**-STAND ON TOES
LIKE A-SQUAT DOWN
CLOCK-STAND ON TOES
‘Till WE-SQUAT DOWN
FIND OUR-STAND ON TOES
CENTER-(CENTER)
TENSE & RELAX MUSCLES, CIRCLES & FOCUS ON FEET/PALMS

★ TENSE & RELAX MUSCLES
TENSE AFTER I SAY 1-2-3-GO IMMEDIATE RELAX
TENSE PRUNE & GRAPEFRUIT DRINK FACE (3 X)
ELEVATE BOTH SHOULDERS (3 X)
MAKE FISTS TO SQUEEZE ORANGES INTO JUICE (3 X)

★ CIRCLES
Neck, Shoulders, Hips-Circle then Infinity

★ FOCUS BOTTOM OF THE FEET /HANDS after press together

For Stressed Teachers/Therapists:
4-4-6-2 Breathing (in-hold-out-hold)
Behavior Strategies for Class [www.pbisworld.com](http://www.pbisworld.com)

Classroom Adaptive Equipment [www.onionmountaintech.com](http://www.onionmountaintech.com)


Autism & Social Skill Visuals [visuals.autism.net](http://visuals.autism.net)

Behavioral & Developmental Handouts (Tucker Turtle Story, Feeling Wheel, Visuals) [www.challengingbehavior.org](http://www.challengingbehavior.org) Quick Links bottom of page: Tucker Turtle Story

Brain Gym [www.braingym.org](http://www.braingym.org)

DECA [www.devereuxearlychildhood.org](http://www.devereuxearlychildhood.org)

Dunn, W. Sensory Profile [www.sensoryprofile.com](http://www.sensoryprofile.com)

Field, T. Touch Research Institute [www.sensoryprofile.com](http://www.sensoryprofile.com)

Gray, C. Social Stories [www.thegraycenter.org](http://www.thegraycenter.org)


Movement Based Learning [www.movementbasedlearning.com](http://www.movementbasedlearning.com) Koester, C.

Need Money [www.donorschoose.org](http://www.donorschoose.org)

Functionally ALERT BEHAVIOR Strategies

A. ENVIRONMENTAL ADAPTATIONS
B. SENSORY MODULATION
C. POSITIVE BEHAVIORAL SUPPORT
D. PHYSICAL SELF-REGULATION

Who is here? Why?
Quiet Alert State

Rate 0 Less than others, 4 More than others, 5 Much more than others

HYPO-RESPONSIVE
Low Registration

SENSORY MODULATION STYLE P.6

www.fabstrategies.org First Picture

BLUE GREEN YELLOW RED

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EARLY FEELINGS DEVELOPMENT P. 7

• DEVELOPED FIRST: Glad (Happy), Mad, Sad
• DEVELOPED SECOND: Fear (Scared), Surprise, Disgust, Tense, Relaxed
• Feeling Wheel-
• Feeling Cards-
• Feeling Popsicle Stick-
• Role Play Feelings-
• Feeling Picture Match-
• Feeling vs. Behavior Collages-
If I was glad

GLAD / Happy
HAPPY

HAPPY RELATED

6/16/09

Kimmy
Mad/Angry
Mad
Relaxed / chillin'

Oh I'm feelin the life. Someone bring me a glass of milk, or coffee.
FEELINGS I FEEL

Happy
Lonely
Frustrated
Embarrassed
Sad
Mad
Nervous
OK Feelings

Problem Behavior

happy
excited
angry
frustrated
disgusted

hit
whine
screech
bite
X MARKS THE SPOT  
X on entire back

WITH A DOT DOT DOT DOT  
3 dots with your fist

AND A LINE LINE LINE LINE  
3 horizontal lines

AND A QUESTION MARK  
? on entire back

“CRACK AN EGG ON YOUR HEAD fist egg

LET THE YOKE RUN DOWN finger yoke” (2 X)

CREEPY CRAWLIES UP YOUR SPINE

spine crawl with knuckles both sides spine

CREEPY CRAWLIES DOWN

palms down both sides spine
REVIEW
Section 1: START to BREAK

• INTRODUCTION
• MINDFULNESS ACTIVITIES
• RESOURCES
• Sensory Modulation Colors
• Feelings Activities
• Movement Breaks
• Class Song & Dance
PRESSURE AND LINEAR MOVEMENT
TRIGGERS & COPING STRATEGIES

• Environmental Triggers
• Body Triggers
• Coping Strategies
• Energy Level and if it feels O.K.
• Anger Meters
• Spazo-Meters
• Good Me Flower-Team
ENVIRONMENTAL TRIGGERS

FEELINGS BEFORE ACT OUT

Scared

Frustrated

Mad

Can't do something I want to
Color/Circle Your 3 Major Triggers for Misbehaving

- Held/Restrainted
- Crowds
- Darkness
- Told No/Can't
- A Fight with a Friend
- Miss Someone
- Lonely
- Getting up
- Hungry
- Tired
- Being Bullied
- Sick
- Told What to Do
- Door Closed/Locked

Reference: Mass. Dept. of Mental Health Safety Tool, 2009
When I feel angry
face turns red,
I make fists
before I hit
Color/Circle 3 Major Body Triggers for Misbehaving

- Crying
- Red/Hot face
- Laughing/Silly
- Threatening
- Act mean/rude
- Swearing
- Whining
- Breathe hard
- Clench fists
- Shake/Tics
- Yelling/Screaming
- Rocking
- Acting Hyper
- Scrunch Face
- Run Away

Color/Circle 3 Best Coping Strategies for Behaving

- Writing
- Games/Toys
- Drawing/Art
- Tense & Relax Muscles

- Warm Bath
- Being Left Alone
- Computer
- Slow Deep Breaths

- Reading
- Watching TV
- Count to 10
- Focus bottom of feet

- Rocking chair
- Swings
- Dancing
- Sports
- Swimming
Color/Circle 3 Best Coping Strategies for Behaving

- Talk on Phone
- Listen to Music
- Singing/Humming
- Thera-band Exercises

- Hug Stuffed Animal
- Get a Hug
- Pressure Touch
- Fidget

- Wall pushups
- Bean Bag chair
- Weighted Blanket
- Sit Moved on Ball

- Play on Playground
- Therapy putty
- Playdoh
- Exercise
- Chewey

Reference: Mass. Dept of Mental Health Safety Tool, 2006
Color/Circle 3 Best Coping Strategies for Behaving

- Noise-Canceling Headphones
- Mini-trampoline Jumping
- Brushing

- Pressure/Weighted Vest
- Rock over Therapy Ball

- Body Sack
- Quiet Area

Reference: Mass. Dept. of Mental Health, Safety Tool, 2006
Things I can do that help me calm down:

Be ready to hug my bear.

Read a book a day.

Pet my dog.
Coping Skills

- Brushing
- Pressure or Weighted Vest
- Mini-trampoline jumping
- Rock/Wheelbarrow Walk over Therapy Ball
CALMERS

Play with Nintendo DS

Listen to music

Play with stuffed animals

Go to my room

Deep breaths

Count

for Christmas

www.fabstrategies.org Blog Post 12/29/13
Energy Level

OK or Bad?

Hyper
Average
Sleepy

High
Medium
Low
Anger Meter
I AM A GOOD girl

caring
smart
helpful
considerate
funny

Me
loving
Good things about the Yankees: cool, friendly, New York, loveable, style, winning, I like.
Environmental Adaptations

- Adaptive equipment is presented individually as an experiment, with adherence to class rules and progress toward goals guiding the need for continuing, modifying, or discontinuing use.
- An individualized understanding of pre-schooler’s and kindergartener’s sensory processing style guides parent/teacher/therapist consultations (Dunn et al., 2012) for development of adaptive equipment and techniques that improves student behavior and learning (Ben-Sasson et al., 2009; Dunn, 2007).
- Environmental Adaptations significantly improve functional skills in students with DD & Autism Spectrum Disorders (Ospina et al., 2008).
- Sensory Adaptive Equipment significantly reduced anxiety during stressful medical procedures in all children, but significantly greater for children who have developmental disabilities (Shapiro et al., 2009).
- Weighted vests improved school attention while worn by students with ADHD (up to 10% body weight and worn 45 minutes on 45 minutes off) when individualized for goal attainment (Buckle et al., 2011).
HOT CROSS BUNS ACTIVITY P. 17

(Sensory Discrimination, Sensory Based Motor)
BODILY-KINESTHETIC, INTERPERSONAL, & MUSICAL INTELLIGENCE
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• HOT (HIGH NOTE HIGH FIVE)
• CROSS (LOW NOTE LOW FIVE)
• BUNS (MEDIUM, HORIZONTAL FIST)
• ONE A PENNY TWO A PENNY
  (NO RESPONSE)
• HOT (HIGH NOTE HIGH FIVE)
• CROSS (LOW NOTE LOW FIVE)
• BUNS (MEDIUM, HORIZONTAL FIST)

(McChessy, 2010. Movement & Movement. Richards Institute)
Self-Soothing Skills

- Deep Breathing
- Play with a habit
- Exercise
- Sand play
- Lavender scent

- Me, music
- Calm, quiet, comfort
- Soothing, relaxing
- Jumping, mindful eating
- Running, moon dough
- Playing cards, moon sand

- Use your hands! Content
CALM DOWN BOARD

angry

Wall push ups

frustrated

Ask to talk with someone

Ask for OT items

I can spend time with John
If I take my **medicine** right away I earn one **sticker**. **Stickers earn me Prizes**.

If I do not earn a sticker, I will have another chance.

<table>
<thead>
<tr>
<th>Day</th>
<th>AM</th>
<th>PM</th>
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<tbody>
<tr>
<td>Monday</td>
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<td>Wednesday</td>
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<tr>
<td>Thursday</td>
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</tbody>
</table>
If significantly Hypo and/or Hyper-responsive
“Decrease, then if needed gradually increase, sensory input”
to maintain an optimal Quiet Alert State for learning
LARGE CLASS STRUCTURE
REVIEW Section 2: BREAK TO LUNCH

• ENVIRONMENTAL & BODY TRIGGERS
• COPING STRATEGIES
• ENVIRONMENTAL ADAPTATION
• ADAPTIVE EQUIPMENT
1. Pick a child you work with who has behavior, developmental, and sensory processing challenges.

2. Develop the one goal you can accomplish by June that would be most helpful.

3. On P. 21 list 4 activities to accomplish your goal (can review list on P. 20)

4. When directed, find your clock partner, meet, share and get feedback.
• Rainbow Goals-
• Character Comics-
• Praxis Comics-
• Coping Cards-
Goal #1: Stay at home.  I can talk to Mom when upset.
Stay in control.  Do what Mom asks.

To buy workhard in school.

Timothy
Supercalmm

Character Comics
OT Group

Praxis Comics

Move chairs

Throw underhand

Sitting

Fish
Coping Card

Keep safe hands don't hurt myself when I get upset

Chewy

Spongebob

Weighted Blanket

Listening to music
Superman doesn’t bite his hand.

He keeps safe hands and

This earns a new chewy.

Superman
Superman safe hands
1. NOTICE Environmental & Body Triggers

STOP!!!!

2. GO TO THE SENSORY CALMING AREA

3. DO YOUR INDIVIDUAL COPING STRATEGY

4. WHEN NOT AGGRESSIVE, LEAVE THE SENSORY CALMING AREA

5. LATER, PROBLEM SOLVE WITH HELP
   (Domitrovich et al., 2013)
Questions in Problem Solving Song

1. How do I feel?
2. What is the problem?
3. What can I do and I won’t get in trouble?

<www.cfchildren.org>

Sing out loud CD
“Every day it’s the same thing. My class starts out as Sesame Street and by three o’clock it ends up as Jerry Springer.”
Preschool & K Behavior Strategies

- **Basic Class Rules** - 1. Safe hands 2. Polite mouth 3. Pay attention
- **Tickets** randomly reward for following rules
- I will still like you, but won’t reward you unless you follow the rules
- **Tattling must meet the 3 B’s:** Bleeding, Barfing, Broken (Bullying)
- **4 Positives for every correction** -
- **Prepare and signal transitions** -
- **Priming** - Previewing environment, materials, activities
- **Preferred task** -

Pivotal Response Treatment education.ucsb.edu/autism
- Plan-Do-Review
- Autism Worksheets-
- Teach signing & verbal mand- Reinforce specific communications
- Break Signal- Mand that immediately gets student out of demands, simplify two-thirds but require for reinforcement
- Violation of expectancy-
- Naturalistic time delay-
- Practice Saying-
- Sensory systematic desensitization- Progressive exposure to anxiety producing situations paired with mindfulness, game or snack. Can use sensory match, if skill missing address that first
- Embed reward- Jump with student
- Intersperse easy-(intersperse maintenance tasks)

(Ref: Pivotal Response Treatment education.ucsb.edu/autism)
HOW LOUD IS OK?

Volume Meter

1. Quiet
2. Whisper
3. Talking Voice
4. Raised Voice
5. Loud

- assembly
- class
- gym / pool
- party
- restaurant
- church
- library
- cheer
- recess
• Remember to move from highest to most basic prompt levels and back as needed addressing:
  a. Cognitive-
  b. Verbal-
  c. Visual-
  d. Physical-
• Shaping: Break into steps and Immediately reinforce desired behavior when see it, when got it learned intermittently reinforce that step and consistently reinforce next step.
• For children with developmental challenges, give greater reinforcement (e.g., larger or quicker rewards) to tasks done independently, and for verbal rather than sign language responses
STOP
• Points (Visual Sticker Point Chart)-Award points & give specific praise for positive opposite behavior and practice sessions graded points and prizes (Kazdin, 2008)

Prompts: Specific statement, Calm, Close. Praise: Specific, enthusiastic, touch. Refuse: Calmly describe why no reward, will have more chances to earn.

• For severe developmental disabilities pair therapy activity (unconditional stimulus) that consistently relaxes the child with a conditioned stimulus (e.g., smell, song). When child starts becoming upset or for Pre-Correction provide the conditioned stimulus and reinforce the child for not acting aggressively (Lieberman, 2010)

• Provide higher functioning children with a sensory anchor (feel your feet/palms) and gradually train them to use this anchor for calming when trigger physical reactions or situations begin, then reinforce them.

• Bully proof “Teach Physical”-Practice differentiating. Avoid the bully, Don’t: Police the bully, Call attention to yourself around him, befriend him, use teasing comebacks. Do: Hang out with other people, stay near an adult when the bully is around, only if people are in danger tell an adult privately.

• Bully proof “Teach Verbal”-“Whatever” no emotion; Anyway; Yeah and; So what; who cares” short practiced teasing come backs, then walk away.

(Ref: UCLA Peers Clinic www.semel.ucla.edu/peers)
• Developmentally appropriate tasks-
• Preferred Activities/Choices-
• High probability requests-
• Violation of expectancy-
• Pre-Correction-
• One adult leads, other enables teaching-
• Happy Hearts/Purple Hearts-
• Tolerance for Delay-
• Collaboration-
• In ODD, brain injury related, and persistent severe behavioral concerns antecedent strategies, such as pre-correction, trigger recognition, and environmental sensory coping strategies more effective than reinforcement (Ylvisaker et al., 2007)
Strategies for Tougher Toughies

- Pre-specified Reinforcer-
- Verbal Redirection-
- Always, Not yet, Sometimes expect-
- Progressively Teach:
  1. Frustration tolerance
  2. Flexibility
  3. Problem Solving
- Physical redirection to Favorite Activity-
- Apology:
  1. What they did wrong no excuses
  2. Why it was a problem
  3. Promise to try to never do it again
  4. Repair
- Logical Consequences-
How Did Tucker Get Hit?

He was mad at him because he threw the basketball at him.

Ouch!

Step 1
A structured classroom environment with maximal open space, dividers, and minimal distractions. Cut out foot prints, stop signs, and masking tape can help students remember physical boundaries. Study carols and optimally stable sitting (symmetrical, neutral pelvis against seat back, ninety degree angle of thighs, calves, and supported feet) can promote attention. Children with good balance but difficulty remaining seated can benefit from Theraband tied on the legs or arms of their chair, disk-o-sit cushions therapyball seats, or standing.

Maximizing students opportunities to respond in class with small erasable boards they hold up to answer questions, computer assignments, and peer tutoring.

Teach, review, and post a few major classroom procedures and expectations. Strategically place visual schedules, social stories, choices, self-control reminders; prepare before transitions; directions to choose 1 activity for a set period before cleaning up and choosing another task; and a designated sensory quiet area in the classroom can promote direction following.

Teach feelings and social skills using positive behavioral support strategies. Basic positive behavioral support strategies (Turtle technique, Character comics; Play plan and review; Stretching exercises, Favorites toss, Focus on feet, Tense & relax muscles; Freeze dance) can be co-led with school related services mental health, occupational, speech-language and physical therapists. For challenging groups it is especially helpful to use co-leaders, one leads the group while the other supports students with direction following.

Sticker chart system rewarding specific desired behavior. Differential reinforcement can reward students for avoiding inappropriate, self-injurious, or aggressive behavior. Children who work with multiple staff can construct and use a Coping card—laminated index card listing their behavior goal, reinforcement plan, and pictures of their preferred character and coping strategies.

Group reinforcement opportunities for the class to earn special privileges through appropriate behavior. Additional positive behavioral support activities, mindfulness games, exercise, movement, and music breaks (e.g., Giant steps, Simon says, Mindful clock, Lean on me song & dance, Hot cross buns activity, Pushups) can be earned by the class for safe behaviors during break activities and returning to class work immediately after breaks.