



WHAT YOU CAN DO

1 UNDERSTANDING

- Exposure to drugs or trauma can significantly affect cognition, behavior, communication, and social abilities
- These students gather, process, and interact differently ... but not wrongly
- They will need additional or alternative instruction methods to learn skills

2 ATTITUDE

- Behavior won't likely change with traditional methods, so changing yours to meet their needs will be most effective
- Provide **positive reinforcement** for their personality traits and good behaviors

"I'm glad you're in my class and I get to work with you"

3 LEAST RESTRICTIVE ENVIRONMENT

- General education room may be too overstimulating
- Address their symptoms/behaviors, not the disorder
- Collaborate with other teachers, aids, therapists to understand their behavior in **ALL** environments
- Do they need sensory changes in their environment (low lightening, neutral smells?)
- Are they seated in the most appropriate seat/area?
- Refer when necessary: psychologists, speech and language, OT, PT, etc.

4 DISCIPLINE VS. PUNISH

- Help them solve the problem they are acting out about
- Give consequences that reduce behaviors rather than punish them for behaviors
"If you do _____ then you get to _____"
- **Explain why** they are receiving consequences
- Give them tools and/or strategies to fix or prevent negative behaviors in the future

5 TECHNIQUES

- Say their name before giving directions
- Provide intentional eye contact when addressing them
- **Rephrasing** to make sure they understand
- Check for comprehension
- **Narrate** their behaviors and feelings
"You're feeling _____ because _____."
- Explicitly define how to respond
"You can do _____ to feel better or instead of that"
"You can say _____ to get what you want."
- Provide **visual cues** with activities
- **Model! Model! Model!**... the skills they need to learn

Managing Difficult Behaviors

Do you have a student who:

- acts impulsively?
- responds inappropriately in social situations?
- displays frequent inattention?
- has an atypical home environment?
- has poor emotional regulation and/or atypical emotional responses?
- produces unintelligible speech?
- doesn't understand cause and effect?
- displays poor memory?
- demonstrates poor sensory regulation and integration?

