

RECOMMENDATIONS FOR BEHAVIOR

- * Develop, implement, monitor, and revise a Behavior Intervention Plan that includes positive reinforcement when performing desired behaviors and consequences when not performing desired behaviors.
- * Based on when Devaughn begins attending school more regularly, it is recommended that the IEP team assess whether or not a Functional Behavioral Assessment or other formal or informal emotional/behavioral assessments are warranted to evaluate his current behavioral needs at that time.
- * Consider negotiating timelines and deadlines with Devaughn to allow him to participate in setting goals for work completion.
- * Continued provision of supportive, highly-structured environment with clear expectations and consistent routines, training and assistance with organization of time, space, materials, and managing assignments.
- * Continued use of adapted materials, repetition of information, preferential seating and prompting to remain on task, peer tutoring or study buddy, and one-on-one explanations.
- * Planned Breaks: Consider giving Devaughn frequent, brief, timed breaks and provide opportunities for him to get up and move around. Be creative in the ways that he can do some type of quick activity that would allow him a purposeful way to be active without disturbing the class, yet also enable him to get back to work quickly without further distraction.
- * Consider allowing Devaughn to doodle or draw or take notes to meet his need for extra activity during listening activities or class discussions.
- * Continue working on Devaughn's, self-monitoring techniques, appropriate social responses and problem solving strategies for recognizing and regulating his behavioral response in social situations.
- * Allow the student to turn in as many assignments electronically as possible to reduce the paper load and the chance of papers being forgotten or lost.
- * Allow the student to use the cell phone to take pictures of assignments on the board or pages of notes or important text to reduce the dependence on paper.
- * Allow Ryan "wait time" to process the question, think, and formulate a response before expecting an immediate response. Even after an initial answer is given, quietly extend the wait time to see if he adds further thoughts and information.
- * Allow "wait time" before expecting verbal responses and allow time to verbalize her thoughts before expecting written responses. Even after an initial answer is given, quietly extend the wait time to see if he adds further thoughts and information. Consider saying, "Aizlynn, here's your question. I'll get back to you in a minute."
- * Allow extended time on all written tasks, such as tests, exams, essay, or short answer tasks, or diminish the quantity of work to be done if Aizlynn can demonstrate understanding and comprehension of the concepts and knowledge of the material to be mastered.

* Bryce qualifies for extended time on all lengthy reading assignments, projects, papers, tests, and exams. This may mean that he receive the assignment sooner than his peers in order to complete it by the same deadline.

* Develop Self-regulation skills:

- ◆ Goal-setting & planning
- ◆ Self-monitoring
- ◆ Self-instruction
- ◆ Self-reinforcement
- ◆ Execute a task, then evaluate performance with objective measure

See Also: <http://www.empoweringparents.com/Five-Simple-Brain-Exercise-Activities-for-Your-ADHD-Child.php>

* Maddie would benefit from counseling services, and/or academic coaching or life coaching for addressing the lifelong issues endemic to ADHD.

Tyshawn's PARENTS and caregivers may consider the following recommendations:

* Tyshawn would benefit from having his teacher or his parent to help him understand his behavior when others say he did something wrong and he thinks he did not. It might be useful to try a something like the "Reflective Essay" to have a consistent, objective, repetitious, predictable way of processing these incidents to help him learn and remember to use more appropriate ways of interacting with peers and adults. This "Social Autopsy" can be done either orally or in writing.

Reflective Essay: The student is required to write and submit to the teacher a brief composition after displaying behaviors. At minimum, the composition would state: (1) what problem behavior the student displayed, (2) how the student could have acted in an alternative, more acceptable manner; how the outcome may have been different if the behavior had been different, and (3) a plan of what the student might do to show appropriate behaviors in similar situations in the future. NOTE: Some teachers use a pre-printed structured questionnaire containing these 3 items for the student to complete.

* Tyshawn would benefit from having this report shared with his family physician or mental health provider to further assess and rule out any other possible mental health issues and reconsider medication options.

* Tyshawn would benefit from having his teachers and parents maintain consistent communication.

* Tyshawn would benefit from consistently acknowledging and rewarding his good behavior and addressing his inappropriate behavior with consequences in the home.

* Tyshawn would benefit from seeking counseling services, such as may be available through Pressley Ridge, Case Management Unit, Youth Advocates, TW Ponessa, PA Counseling, John Weigel Associates, or other community services.

* Check out this network of over 180 support groups to help the student and family: www.PsychCentral.com