

Integrating Behavioral, Sensory, & Mindfulness Interventions in your Pediatric Therapy

presented by John Pagano, Ph.D., OTR/L - October 29, 2019

Integrating Behavioral, Sensory & Mindfulness Interventions into your Pediatric Therapy P. 1

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John Pagano, Ph.D., OTR

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- Autism Visuals visuals.autism.net
- Behavioral Strategies (feeling wheel, Tucker Turtle) <www.challengingbehavior.org>
- Brown, R. P. & Gerbarg, P. L. (2012). The healing power of breath. Boston, MA: Shambhala. www.breath-body-mind.com
- Committee for Children. (2009). <www.cfchildren.org> Second Step PBS
- Craig, B. (2015). How do you feel? An interoceptive moment with your neurobiological self. Princeton U Press.
- DECA Assessment & PBS <www.devereuxearlychildhood.org>

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"FUNCTIONALLY ALERT BEHAVIOR"

Curriculum guiding individualized clinical reasoning addressing behavioral goals:

A. ENVIRONMENTAL ADAPTATIONS

B. SENSORY MODULATION

C. POSITIVE BEHAVIOR SUPPORT

D. PHYSICAL SELF-REGULATION

Develop individualized intervention by integrating the research evidence, client/family values, environmental context, benefit, and risks (Ashburner et al., 2014)

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The Devereux Early Childhood Assessment
(for children ages 2 through 5 years)
Paul A. LeBoeuf ■ Jack A. Naglieri

P. 7

Child's Name: Maxwell Smart Gender: with DOB: 10/15/10 Age: 5

Program: Teacher Classroom: Per Relationship to Child: Per Date of Rating: 10/15/10

Instructions: Read the instructions first before rating. During the past 4 weeks, how often did the child... (check box) 1 = Not at all, 2 = Not much, 3 = Somewhat, 4 = Quite a bit, 5 = Very much.

Item	Not at all	Not much	Somewhat	Quite a bit	Very much	Notes
1. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					Attachment
2. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					
3. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					Initiative Self-Control
4. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					
5. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					Internalizing Externalizing
6. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					

The Devereux Early Childhood Assessment
(for children ages 2 through 5 years)
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P. 8

Child's Name: Maxwell Smart Gender: with DOB: 10/15/10 Age: 5

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Item	Not at all	Not much	Somewhat	Quite a bit	Very much	Notes
1. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					Attachment
2. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					
3. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					Initiative Self-Control
4. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					
5. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					Internalizing Externalizing
6. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					

The Devereux Early Childhood Assessment
(for children ages 2 through 5 years)
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P. 9

Child's Name: Maxwell Smart Gender: with DOB: 10/15/10 Age: 5

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Instructions: Read the instructions first before rating. During the past 4 weeks, how often did the child... (check box) 1 = Not at all, 2 = Not much, 3 = Somewhat, 4 = Quite a bit, 5 = Very much.

Item	Not at all	Not much	Somewhat	Quite a bit	Very much	Notes
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2. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					
3. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					Initiative Self-Control
4. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					
5. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					Internalizing Externalizing
6. ...let it be a rule that each child must be alone before he/her/it is happy to be happy?	✓					

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Student Name: _____
Date: _____

Behavior: _____
Respondent: _____

QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

Rate how often the individual does each of the following things every day. Respond by checking the box that best describes how often each behavior occurs, not what you think a good or bad behavior is.

#	Behavior	1 = Every day	2 = Often	3 = Frequently	4 = Rarely	5 = Once in a while
1	Is solitary					
2	Engages in the behavior to get attention					
3	Engages in the behavior to escape or to avoid something					
4	Engages in the behavior as a source of self-stimulation					
5	Engages in the behavior for the fun of it					
6	Engages in the behavior to get access to something (e.g., something he/she is prohibited from having, or something he/she wants)					
7	Engages in the behavior to avoid something (e.g., something he/she is prohibited from having, or something he/she wants)					
8	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
9	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
10	Engages in the behavior when hungry or thirsty					
11	Engages in the behavior when tired or sleepy					
12	Engages in the behavior when bored or when feeling lonely					
13	Engages in the behavior to avoid something (e.g., something he/she is prohibited from having, or something he/she wants)					
14	Engages in the behavior when nervous or when afraid					
15	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
16	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
17	Engages in the behavior when hungry or thirsty					
18	Engages in the behavior when tired or sleepy					
19	Engages in the behavior when bored or when feeling lonely					
20	Engages in the behavior when nervous or when afraid					
21	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
22	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
23	Engages in the behavior when hungry or thirsty					
24	Engages in the behavior when tired or sleepy					
25	Engages in the behavior when bored or when feeling lonely					
26	Engages in the behavior when nervous or when afraid					
27	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
28	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
29	Engages in the behavior when hungry or thirsty					
30	Engages in the behavior when tired or sleepy					
31	Engages in the behavior when bored or when feeling lonely					
32	Engages in the behavior when nervous or when afraid					
33	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
34	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
35	Engages in the behavior when hungry or thirsty					
36	Engages in the behavior when tired or sleepy					
37	Engages in the behavior when bored or when feeling lonely					
38	Engages in the behavior when nervous or when afraid					
39	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
40	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
41	Engages in the behavior when hungry or thirsty					
42	Engages in the behavior when tired or sleepy					
43	Engages in the behavior when bored or when feeling lonely					
44	Engages in the behavior when nervous or when afraid					
45	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
46	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
47	Engages in the behavior when hungry or thirsty					
48	Engages in the behavior when tired or sleepy					
49	Engages in the behavior when bored or when feeling lonely					
50	Engages in the behavior when nervous or when afraid					
51	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
52	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
53	Engages in the behavior when hungry or thirsty					
54	Engages in the behavior when tired or sleepy					
55	Engages in the behavior when bored or when feeling lonely					
56	Engages in the behavior when nervous or when afraid					
57	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
58	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
59	Engages in the behavior when hungry or thirsty					
60	Engages in the behavior when tired or sleepy					
61	Engages in the behavior when bored or when feeling lonely					
62	Engages in the behavior when nervous or when afraid					
63	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
64	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
65	Engages in the behavior when hungry or thirsty					
66	Engages in the behavior when tired or sleepy					
67	Engages in the behavior when bored or when feeling lonely					
68	Engages in the behavior when nervous or when afraid					
69	Engages in the behavior when excited or when feeling good (e.g., playing, social, happy, etc.)					
70	Engages in the behavior when angry or when feeling bad (e.g., crying, angry, sad, etc.)					
71	Engages in the behavior when hungry or thirsty					
72	Engages in the behavior when tired or sleepy					

P. 11

**Non-social,
Automatic,
Sensory
highest,
So it is the
Is major
function
of the
Behavior.
Most hand
mouthing
was
non-social.**

Diagnostic Interview Schedule

Interviewer: Dr. J. K. Smith Date: 11/11/97 Child's Name: John Doe Age: 24 months Sex: Male Weight: 12.5 kg Height: 85 cm

General Information

How long after the birth did you observe the behavior? 1 day (1 day, 2 days, 3 days, 4 days, 5 days, 6 days, 7 days, 8 days, 9 days, 10 days, 11 days, 12 days, 13 days, 14 days, 15 days, 16 days, 17 days, 18 days, 19 days, 20 days, 21 days, 22 days, 23 days, 24 days, 25 days, 26 days, 27 days, 28 days, 29 days, 30 days, 31 days, 32 days, 33 days, 34 days, 35 days, 36 days, 37 days, 38 days, 39 days, 40 days, 41 days, 42 days, 43 days, 44 days, 45 days, 46 days, 47 days, 48 days, 49 days, 50 days, 51 days, 52 days, 53 days, 54 days, 55 days, 56 days, 57 days, 58 days, 59 days, 60 days, 61 days, 62 days, 63 days, 64 days, 65 days, 66 days, 67 days, 68 days, 69 days, 70 days, 71 days, 72 days, 73 days, 74 days, 75 days, 76 days, 77 days, 78 days, 79 days, 80 days, 81 days, 82 days, 83 days, 84 days, 85 days, 86 days, 87 days, 88 days, 89 days, 90 days, 91 days, 92 days, 93 days, 94 days, 95 days, 96 days, 97 days, 98 days, 99 days, 100 days, 101 days, 102 days, 103 days, 104 days, 105 days, 106 days, 107 days, 108 days, 109 days, 110 days, 111 days, 112 days, 113 days, 114 days, 115 days, 116 days, 117 days, 118 days, 119 days, 120 days, 121 days, 122 days, 123 days, 124 days, 125 days, 126 days, 127 days, 128 days, 129 days, 130 days, 131 days, 132 days, 133 days, 134 days, 135 days, 136 days, 137 days, 138 days, 139 days, 140 days, 141 days, 142 days, 143 days, 144 days, 145 days, 146 days, 147 days, 148 days, 149 days, 150 days, 151 days, 152 days, 153 days, 154 days, 155 days, 156 days, 157 days, 158 days, 159 days, 160 days, 161 days, 162 days, 163 days, 164 days, 165 days, 166 days, 167 days, 168 days, 169 days, 170 days, 171 days, 172 days, 173 days, 174 days, 175 days, 176 days, 177 days, 178 days, 179 days, 180 days, 181 days, 182 days, 183 days, 184 days, 185 days, 186 days, 187 days, 188 days, 189 days, 190 days, 191 days, 192 days, 193 days, 194 days, 195 days, 196 days, 197 days, 198 days, 199 days, 200 days, 201 days, 202 days, 203 days, 204 days, 205 days, 206 days, 207 days, 208 days, 209 days, 210 days, 211 days, 212 days, 213 days, 214 days, 215 days, 216 days, 217 days, 218 days, 219 days, 220 days, 221 days, 222 days, 223 days, 224 days, 225 days, 226 days, 227 days, 228 days, 229 days, 230 days, 231 days, 232 days, 233 days, 234 days, 235 days, 236 days, 237 days, 238 days, 239 days, 240 days, 241 days, 242 days, 243 days, 244 days, 245 days, 246 days, 247 days, 248 days, 249 days, 250 days, 251 days, 252 days, 253 days, 254 days, 255 days, 256 days, 257 days, 258 days, 259 days, 260 days, 261 days, 262 days, 263 days, 264 days, 265 days, 266 days, 267 days, 268 days, 269 days, 270 days, 271 days, 272 days, 273 days, 274 days, 275 days, 276 days, 277 days, 278 days, 279 days, 280 days, 281 days, 282 days, 283 days, 284 days, 285 days, 286 days, 287 days, 288 days, 289 days, 290 days, 291 days, 292 days, 293 days, 294 days, 295 days, 296 days, 297 days, 298 days, 299 days, 300 days, 301 days, 302 days, 303 days, 304 days, 305 days, 306 days, 307 days, 308 days, 309 days, 310 days, 311 days, 312 days, 313 days, 314 days, 315 days, 316 days, 317 days, 318 days, 319 days, 320 days, 321 days, 322 days, 323 days, 324 days, 325 days, 326 days, 327 days, 328 days, 329 days, 330 days, 331 days, 332 days, 333 days, 334 days, 335 days, 336 days, 337 days, 338 days, 339 days, 340 days, 341 days, 342 days, 343 days, 344 days, 345 days, 346 days, 347 days, 348 days, 349 days, 350 days, 351 days, 352 days, 353 days, 354 days, 355 days, 356 days, 357 days, 358 days, 359 days, 360 days, 361 days, 362 days, 363 days, 364 days, 365 days, 366 days, 367 days, 368 days, 369 days, 370 days, 371 days, 372 days, 373 days, 374 days, 375 days, 376 days, 377 days, 378 days, 379 days, 380 days, 381 days, 382 days, 383 days, 384 days, 385 days, 386 days, 387 days, 388 days, 389 days, 390 days, 391 days, 392 days, 393 days, 394 days, 395 days, 396 days, 397 days, 398 days, 399 days, 400 days, 401 days, 402 days, 403 days, 404 days, 405 days, 406 days, 407 days, 408 days, 409 days, 410 days, 411 days, 412 days, 413 days, 414 days, 415 days, 416 days, 417 days, 418 days, 419 days, 420 days, 421 days, 422 days, 423 days, 424 days, 425 days, 426 days, 427 days, 428 days, 429 days, 430 days, 431 days, 432 days, 433 days, 434 days, 435 days, 436 days, 437 days, 438 days, 439 days, 440 days, 441 days, 442 days, 443 days, 444 days, 445 days, 446 days, 447 days, 448 days, 449 days, 450 days, 451 days, 452 days, 453 days, 454 days, 455 days, 456 days, 457 days, 458 days, 459 days, 460 days, 461 days, 462 days, 463 days, 464 days, 465 days, 466 days, 467 days, 468 days, 469 days, 470 days, 471 days, 472 days, 473 days, 474 days, 475 days, 476 days, 477 days, 478 days, 479 days, 480 days, 481 days, 482 days, 483 days, 484 days, 485 days, 486 days, 487 days, 488 days, 489 days, 490 days, 491 days, 492 days, 493 days, 494 days, 495 days, 496 days, 497 days, 498 days, 499 days, 500 days, 501 days, 502 days, 503 days, 504 days, 505 days, 506 days, 507 days, 508 days, 509 days, 510 days, 511 days, 512 days, 513 days, 514 days, 515 days, 516 days, 517 days, 518 days, 519 days, 520 days, 521 days, 522 days, 523 days, 524 days, 525 days, 526 days, 527 days, 528 days, 529 days, 530 days, 531 days, 532 days, 533 days, 534 days, 535 days, 536 days, 537 days, 538 days, 539 days, 540 days, 541 days, 542 days, 543 days, 544 days, 545 days, 546 days, 547 days, 548 days, 549 days, 550 days, 551 days, 552 days, 553 days, 554 days, 555 days, 556 days, 557 days, 558 days, 559 days, 560 days, 561 days, 562 days, 563 days, 564 days, 565 days, 566 days, 567 days, 568 days, 569 days, 570 days, 571 days, 572 days, 573 days, 574 days, 575 days, 576 days, 577 days, 578 days, 579 days, 580 days, 581 days, 582 days, 583 days, 584 days, 585 days, 586 days, 587 days, 588 days, 589 days, 590 days, 591 days, 592 days, 593 days, 594 days, 595 days, 596 days, 597 days, 598 days, 599 days, 600 days, 601 days, 602 days, 603 days, 604 days, 605 days, 606 days, 607 days, 608 days, 609 days, 610 days, 611 days, 612 days, 613 days, 614 days, 615 days, 616 days, 617 days, 618 days, 619 days, 620 days, 621 days, 622 days, 623 days, 624 days, 625 days, 626 days, 627 days, 628 days, 629 days, 630 days, 631 days, 632 days, 633 days, 634 days, 635 days, 636 days, 637 days, 638 days, 639 days, 64

- Sensory input is reinforcement-Kids with ASD put round puzzles in significantly more often when this behavior was followed by a preferred deep pressure mat sandwich (McGinnis et al., 2013)
- Sensory input improves behavior when given to more appropriately replace non-social, automatic, sensory reinforcement (Murray et al., 2009) but worsens behavior if it reinforces inappropriate or escape behavior (Lydon et al., 2017).
- Use sensory integration strategies optimally by doing QABF, Sensory Profile and a preference assessment (Lydon et al., 2017; McCall et al., 2016)

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Sensory Modulation Disorders P. 13

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1. **Sensory Modulation Disorders**-Difficulty regulating sensory registration to respond to take in functionally important environmental information and screen out functionally irrelevant input. 2-5 year olds with PDD had significantly greater hypo-reactivity or hyper-reactivity with self-regulation difficulties (Ventola et al., 2014; Silva & Schalock, 2011). Assessed by Sensory Processing Measure: Preschool (2-5 yrs.), Home or Classroom (5-12 years) or Sensory Profile.

a. Sensory Overresponsivity-(Sensory Sensitive/Hyper-reactivity)-Seen in over half of youth with Autism Spectrum Disorder, related to neurophysiologically heightened attention to irrelevant sensory information (Green et al., 2016) and decreased amygdala & sensory cortex habituation (Green et al., 2015)

b. Sensory Underresponsivity- (Low Registration/Hypo-reactivity) do not notice sensory input, habituate quickly

c. Sensory Seeking- actively seek out sensory input

d. Sensory Avoiding- actively avoid sensory input

(Watling et al., 2011; Schaaf & Mailloux, 2015)

Arousal Level

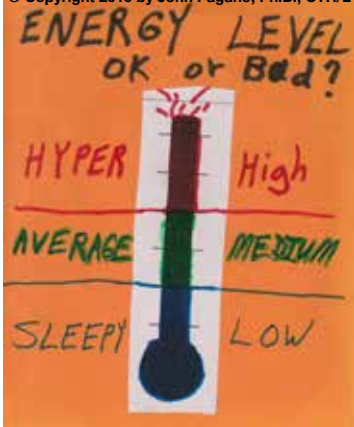
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Progressive Relaxation, Mindfulness, & Trauma Informed Therapy P. 19

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• **Kindness:** Pre-K & K form P. 41 Happy, healthy, at peace. Unconditional Love, Stranger, Self, Class.

• Before speaking ask yourself:

1. Is it true
2. Is it kind
3. Is it necessary (Greenland, 2010)

Trauma Informed Care: Sit facing door

Scan- Rotate head/eyes find colors, shapes

Always like you

Invite-To do things, close eyes

TENSE & RELAX, FOCUS ON FEET/PALMS P. 20

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TENSE & RELAX

TENSE AFTER I SAY 1-2-3-GO IMMEDIATELY RELAX

TENSE PRUNE & GRAPEFRUIT DRINK FACE (3 X)

ELEVATE BOTH SHOULDERS (3 X)

MAKE FISTS TO SQUEEZE ORANGES INTO JUICE

FOCUS BOTTOM OF THE FEET /PALMS after press together

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2. Sensory Discrimination Disorders: difficulty distinguishing, interpreting, and organizing sensory information for functional use, contributing to disorganization and school difficulties. Sensory Discrimination Disorders can be for interoception sensory input e.g., hunger (Miller & Collins, 2012; Watling et al., 2011)

Tx-Light touch, deep pressure touch, Awareness of front-back, top-bottom of body through movement, obstacle courses, touch. Tap-Press self: Ear to Palm/Head to Feet NOTICE

- SBIs are individualized environmental & sensory strategies to improve behavior by addressing sensory modulation and sensory discrimination challenges (Watling et al., 2011). SBIs are a component of evidence-based PBIS, Floortime for ASD (Hess, 2013), Collaborative Problem Solving for ODD (Pollastri et al., 2013), & SMART approach for PTSD (Warner et al., 2014)

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ACADEMIC TRANSFER of Body Awareness BACK/FRONT & TOP/BOTTOM P. 22

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(Burpee, 2019)

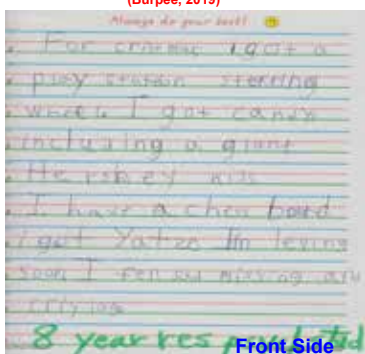
SIDE TO
TOP DOWN

DOWN

DOWN

DOWN TO
BOTTOM

STOP



SIDE

BODY SCHEME-Sensory Discrimination Disorder

P. 23

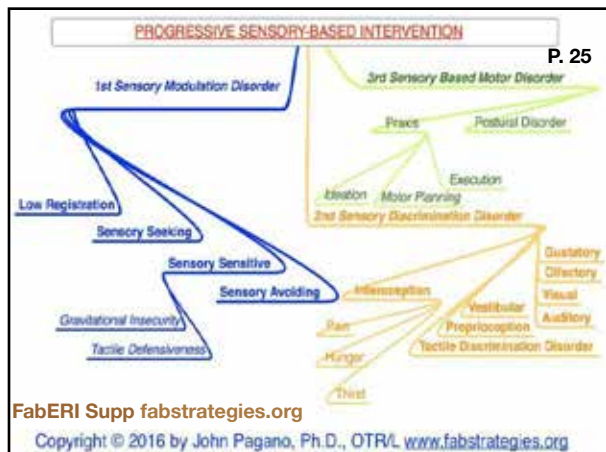


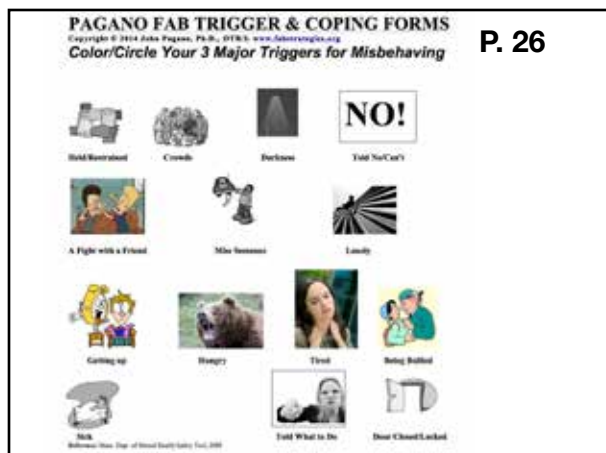
PRESSURE TOUCH Functional Activities P. 24



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Color/Circle 3 Major Body Triggers for Misbehaving

P. 28


 Crying	 Red/Hot face	 Laughing/Silly	 Threatening
 Act mean/violent	 Sweating	 Whining	 Breathes hard
 Clench fists	 Shake/Tic	 Yelling/Screaming	
 Backling	 Acting Hyper	 Scratch Face	 Run Away

Reference: From Dept. of Mental Health Safety Team, 2008

How my body acts when I'm upset?
Color your strongest body reactions when upset

P. 29




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Color/Circle 3 Best Coping Strategies for Behaving

P. 30

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 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	


Reference: From Dept. of Mental Health Safety Team, 2008


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Color/Circle 3 Best Coping Strategies for Behavior

P. 31



Talk on Phone



Listen to Music



Singing/Humming



Theraband Exercises


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Hug Stuffed Animal



Get a Hug



Pressure Touch



Fidget



Wallpushups



Breathe Bag chair



Weighted Blanket



Sit/Move on Ball


Play on Playground


Theraputty


Playdoh


Exercise


Chewy

Reference: Mass. Dept. of Mental Health Safety Tool, 2006

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Color/Circle 3 Best Coping Strategies for Behavior

P. 32


Noise Cancelling Headphones


Weighted Blanket


Breathery

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Pressure/Weighted Vest


Rock with Therapy Ball


Anxiety Coping Area


Mindfulness Activities

Reference: Adaptation of Mass. Dept. of Mental Health Safety Tool, 2006

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Color/Circle 3 Best Coping Strategies for Behavior

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Swings


Sensory Vest


Hug


Anxiety Coping Area

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Sensory Vest


Hug

Reference: Adaptation of Mass. Dept. of Mental Health Safety Tool, 2006

Integrating Behavioral, Sensory, & Mindfulness Interventions in your Pediatric Therapy

presented by John Pagano, Ph.D., OTR/L - October 29, 2019



FAB Turtle Strategy P. 34

1. NOTICE Environmental & Body Triggers **STOP!!!**
2. Go to the sensory coping area.
3. Do YOUR individual coping strategy.
4. Later, problem-solve with help.



Dominayich et al., 2013
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Evidence-Based Class Behavior Strategies P. 35

Integrating Special Needs Adaptations

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- ◆ **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-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 lists, 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-a 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.

Reference: Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 31(3), 351-3.
