

Behavioral Management Strategies During Remote Learning



**PRESENTED BY ADVOCATES FOR
CHILDREN OF NEW YORK AND PROMISE
AT COLUMBIA UNIVERSITY MEDICAL
CENTER**

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Advocates for Children of New York
Protecting every child's right to learn



What is Advocates for Children (AFC)?



AFC is an independent agency that protects the education rights of **all** NYC students

Our Services:

- Helpline: **1-866-427-6033** (Mon-Thurs, 10am – 4pm)
- Guides and resources: www.advocatesforchildren.org
- Workshops and trainings
- Free legal services to low-income families

Promise Clinic at Columbia University Irving Medical Center: Who Are We?

- Donor funded clinic with a mission of providing comprehensive neuropsychological evaluations and advocacy services to multicultural youth from underserved and vulnerable communities in NYC at very low or no cost to the family.
- Primary referral concerns - neurodevelopmental disorders including Learning Disorders, ADHD, ASD, and behavioral/psychiatric difficulties.
- Also work with patients who present with various complex medical conditions - cancers, sickle cell disease, seizure disorders, genetic disorders, and prenatal complications.

Clinic Presenters:

Sonel Rowley, PhD and Katelyn Selver, PsyD

Overview

Promise Program:

- Principles of Behavior Management
- Setting Up for Success
- Learning Contracts
- Schedules and Routines
- General Behavior Management Strategies
- Strategies for Specific Populations
- Additional Resources
- Questions

AFC:

- Advocating for Universal Behavior Supports
- Special Education Behavior Supports
- Advocacy Tips



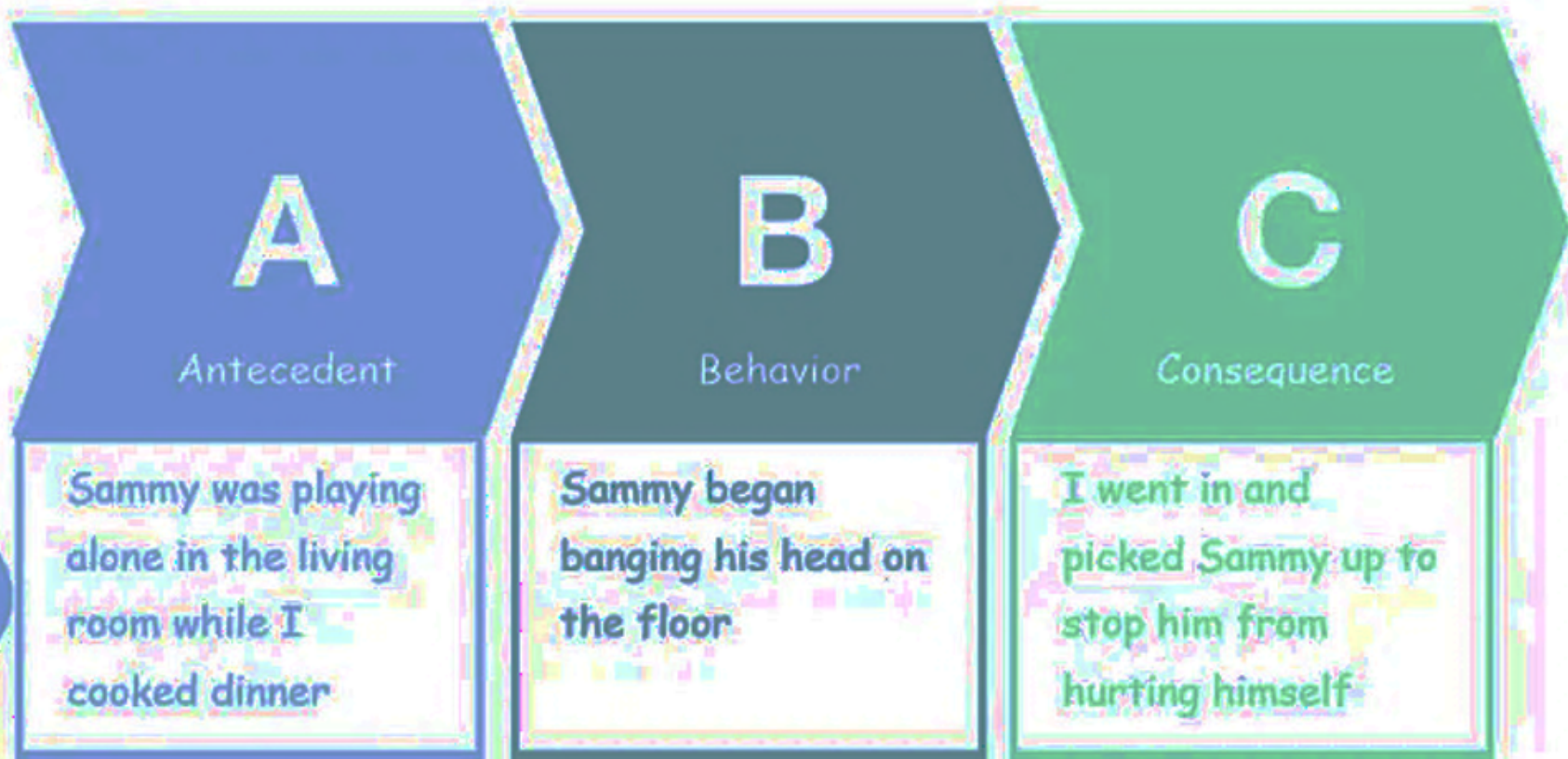
Principles of Behavior Management

- Children behave in certain ways for a reason. We call this the **function of the behavior**
- It is impossible to address unwanted behavior without first determining the function
 - ABCs of Behavior Model
 - Functional Behavioral Assessment
- The goal is to give the child the tools to behave well
 - Use **POSITIVE** strategies



Antecedents	Behaviors	Consequences
<p>Anything that happens before the behavior</p> <ul style="list-style-type: none"> • Given a math worksheet • Asked to clean the dishes • Mom leaves the room 	<p>Identify target behavior</p> <ul style="list-style-type: none"> • Getting out of seat • Putting head down on table/desk • Yelling loudly 	<p>Anything that happens immediately after the behavior</p> <ul style="list-style-type: none"> • Reprimand (attention) • Parent cleans dishes • Give tablet back to child • Parent picks up child

ABC MODEL



<https://accessibleaba.com/blog/abc-data-in-aba>

Example ABC Data Sheet

Applying Antecedent Strategies: Set Up the Environment for Success

Minimal space? No problem! Set up a clean area on the floor

Set up a quiet, clean space for your child to work



Applying Antecedent Strategies: Learning Contracts



Document that you and your child create **collaboratively** detailing what they need to do to be successful during remote learning

- Steps for getting ready (check assignments, make sure you have materials, ask for help when you need it)
- Doing work (location of work, space, time spent on each subject, who to go to when help is needed)
- Sending work to teachers (check work, follow instructions for submission)
- Consequences for following contract **AND** failure to follow contract (rewards and punishments)

Sample Learning Contract

My Learning Contract

To be reviewed weekly by myself and _____.

Getting ready for school

- Materials ready
- Today, I will be working at the _____. I have made sure this area is clean and quiet

Doing My Work

- I will spend ____ minutes on reading, ____ minutes on writing, ____ minutes on math.
- If I need help, I can ask _____.
- When I need a break I can ask _____ and take a ____ minute break

Wrapping Up

- Check my work and send to my teacher
- Write down my homework
- Clean space

Consequences

- If I do not follow my contract, my consequence will be _____.
- If I follow my contract, my reward will be _____.

Signatures:



Applying Antecedent Strategies: Visual Schedules and Routines

- Kids are used to having a schedule at school - they **NEED** one for learning at home, too!
- Make sure the schedule is posted somewhere where you can review it with your child each morning and they can refer back to it throughout the day
 - Have your child help you make their schedule
- For kids with learning disabilities or non-readers, visual schedules are best



Sample Schedules

(for school-aged children)

Getting Ready for School	
	Wake up
	Brush teeth and wash hands
	Get school materials
	Sit at workspace and log into classes

School Day	
	Check assignments for the day
	Reading
	Movement break
	Math
	Snack
	Creative activity
	Lunch/Free play
	Writing
	Quiet time (mindfulness exercise)
	Check-in with teacher
	Wrap up and write down homework for the day

After School	
	Snack
	Exercise
	Finish homework
	Free play
	Dinner
	Bath/Shower

Sample Schedule

(for teenagers)

Task	Example
Consistent wake time	7:00 AM
Morning routine	Shower, dress, breakfast
School activity	Online courses, reading
Lunch/free time	
Physical activity	Walk, online workout video, yoga
School activity	Online courses, homework, virtual tutoring
Free time	Reading, art, mindfulness, virtual hang-outs, screen time
Dinner	Share responsibilities
Social activity	Phone calls/messaging, online games
Family activity	Watch a movie, play a game, do a puzzle
Consistent bedtime	9-10PM

General Behavioral Management Tips

- Set **clear, consistent, and reasonable** expectations
- Provide choices
- Kids get bored - be flexible!
- Take the path of least resistance and be kind to yourself
- Validate your child and yourself
 - Validation: communicating that thoughts, feelings, and behaviors **make sense** given your/your child's current circumstances
 - **Validation does not mean agreement**



Positive Reinforcement

- The power of a smile or a “good job”
- Be specific about your praise
- Positive attention for positive behaviors
- Use rewards
- Token economy



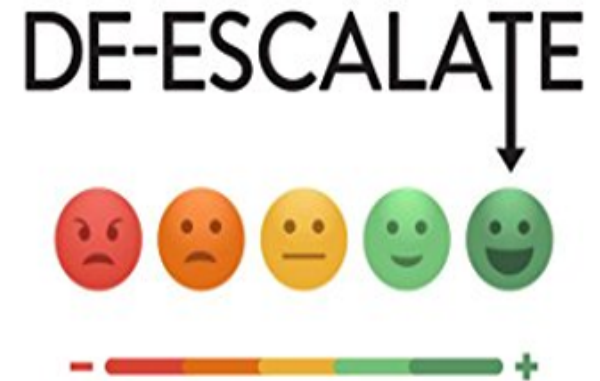
Effective Consequences

- Create a few simple and clearly defined rules and consequences
- Always follow through - be consistent
- Take away privileges
- Time outs
- Talk to your child about why they are being disciplined, and help them learn



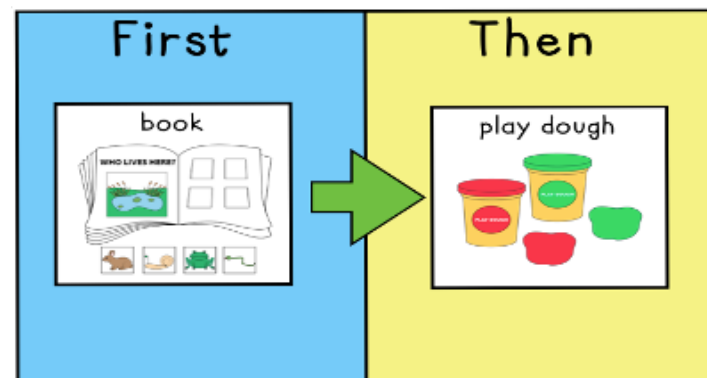
Common De-Escalating Strategies

- Stay Calm
- Give a choice
- Encourage the child to use a coping strategy
- Show that you are listening
- Validate the child's thoughts and feelings
- Use humor to lighten to mood
- Spend time debriefing after the incident to identify ways to improve



Strategies for Children with: Language Difficulties

- Use a visual schedule
- Use a timer or visual countdown system
- Use First/Then statements
- Offer choices in a visual format



Strategies for Children with: Attentional Difficulties

- Create a Simple List of Instructions
- Use Praise
- Create a Reward System
- Use Consequences Effectively
- Establish Structure



Strategies for Children with: Low Frustration Tolerance

- Complete tasks one at a time
- Begin with less complex tasks with fewer components
- Return to mastery or a task that the child can successfully complete
- Offer choices
- Provide scaffolding, encouragement, and praise



Strategies for: Highly Active Children

- Movement/Motor breaks are key!
 - Find videos on the internet that incorporate children's songs and movement
 - Look up child yoga, dance, or stretching videos
- Use of fidgets that are small and silent
- Set clear rules and expectations for behavior



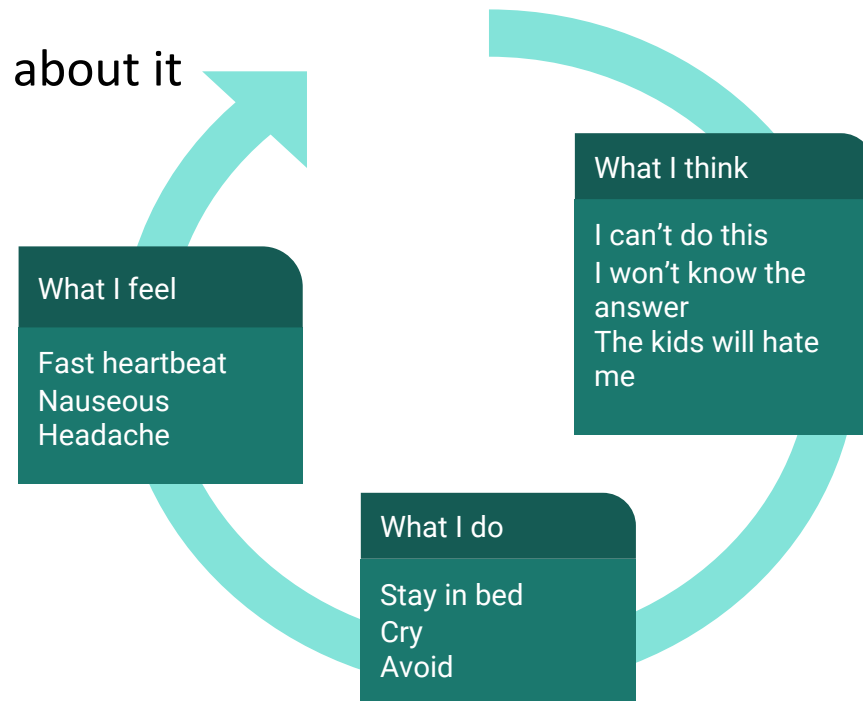
Strategies for: Children with Anxiety

- Use coping and calming strategies
 - Listening to music on headphones, deep breathing, or watching a preferred video clip
 - Promote use of active positive coping strategies through modeling, co-participation and discussion
- Engage in exercise/physical activity
- Offer Choices



Strategies for: School-Avoidant Children

- Establish the **function** of school avoidance: FEAR
 - Reframe the function and be curious about it
- Cycle of avoidance
- Specific strategies
 - **VALIDATION!**
 - Modeling and role play
 - Social skills practice
 - Exposure
 - Use of contingencies



Exposure Task	How scary is it? (0-10)
Going back to school (whole day)	10
Going back to school (half day)	9
Participating in class	9
Taking a test in school	8
Presentation over video	8
Asking for help in front of the class over video	7.5
Participate in remote class	7
Take a test remotely	5
1:1 video meeting with teacher	4
Attend remote class	3
Doing my homework alone	1

My Coping Card!
If my tummy hurts, I get sweaty, and my heart is racing, that is just anxiety.
I could do some relaxation
I can talk to John or color in a picture
Am I falling into a thinking trap?

Behavior Contract

Expectation	Reward	Consequence
Attend full day of online classes	Extra 30 minutes of screen time	No screen time
Participate three times in online class	\$5 Amazon gift card	No screen time
Getting out of bed	Special breakfast	Sheets come off the bed for the day
Complete homework	30 minutes delayed bedtime	Extra chores
Leaves bedroom	Snacks of choice all day	Unplug electronics in room, disable phone service

Sample Strategies

Engaging Students in Remote Lessons

- Use visual aids during lessons - pictures, diagrams, videos
- Set clear goals and include the student in the process
- Provide breaks between lessons
- Encourage collaboration
- Provide praise for progress - even if it is very small
- Cut yourself and your students a break!
 - *This is new for all of us.*
 - *We're all in this together.*



Common Accommodations and Modifications for Children with Behavioral Challenges

Use of a visual daily schedule

Cognitive breaks between tasks

Movement breaks

Verbal and visual cues re. directions and staying on task

Use of a behavioral contract

Behavior chart – reward system for appropriate behavior

Consistent use of positive reinforcement

Daily feedback to student and parent

Resources

- Handouts on several of the topics discussed are available
- For movement breaks/exercise:
 - <https://www.gonoodle.com/>
 - <https://www.cosmickids.com/>
 - <https://www.yoremikids.com/app>
 - <https://www.doyogawithme.com/>
- Educational games/videos
 - <https://pbskids.org/games/all-topics/>
 - <https://www.education.com/games/ela/reading/>
 - <https://www.abcya.com/>
 - <https://www.education.com/games/>
- Helpful websites
 - <https://childmind.org/coping-during-covid-19-resources-for-parents/#telehealth>
 - www.understood.org
 - <https://afirm.fpg.unc.edu/supporting-individuals-autism-through-uncertain-times>



Questions?





AFC Overview



- **Advocating for Universal Behavior Supports**
- **Special Education Behavior Supports**
- **Advocacy Tips**





Universal Behavior Supports for Students



Counseling Services

- School Social Workers and Guidance Counselors
- School Response Clinicians
- RTI/AIS Services including at-risk counseling

Borough Office Staff

- Behavior Support Specialists
- Directors of Student Services

Referrals for Special Education

- Email principal
- Call 311
- Email specialeducation@schools.nyc.gov



Special Education: Behavior Supports

IDEA still applies

- Evaluate within 60 calendar days of consent
- Ask for evaluation at any time – do not waive timelines
- Evaluate in all areas of suspected disability, including behavior

IEP Meetings

- You have the right to request IEP meetings
- Use available information
- Ask for behavior supports needed – changes can be made to IEP

Remote Learning Plans

- Should list changes/needs specific to remote learning environment



What Can I Ask For? (IEP/RLP)



IEP Services

- Specific assistive technology
- Sensory items, weighted vest
- Behavior supports: paraprofessionals, Behavior Intervention Plan

Remote Learning Plan

- Allow for time to consult with providers, teachers, paraprofessionals
- Changes to types of services to accommodate remote environment (timing, frequency, etc.)
- Check in's with social worker, guidance counselor, etc.



Who Should I Reach Out to in the DOE?



Start with the School

Parent Coordinator, Principal, School Based Support Team



District Superintendent's Office

Family Support Coordinator or District Family Advocate



Borough Citywide Office (B/CO)

Behavior Specialists, Directors of Student Services and Administrator of Special Education



DOE Central – Office of Special Education

(718) 935-2007 or specialeducation@schools.nyc.gov

For school, superintendent and B/CO Contact Information

visit: <https://sites.google.com/a/strongschools.nyc/contacts/>



Advocacy Tips During COVID-19



Keep a list of contacts you've spoken with

Keep emails/text messages

Keep/ask for copies of your IEP and your RLP

Track the services your child actually gets

Reach out to the DOE for help



When to Call AFC



Call
AFC's
Helpline:

- School will not recommend any new behavior supports until schools reopen and/or evaluations are conducted
- School says it cannot consider any changes to an IEP (including equipment or services) until schools reopen and/or evaluations are conducted
- Your child is removed from class, suspended from school or otherwise disciplined



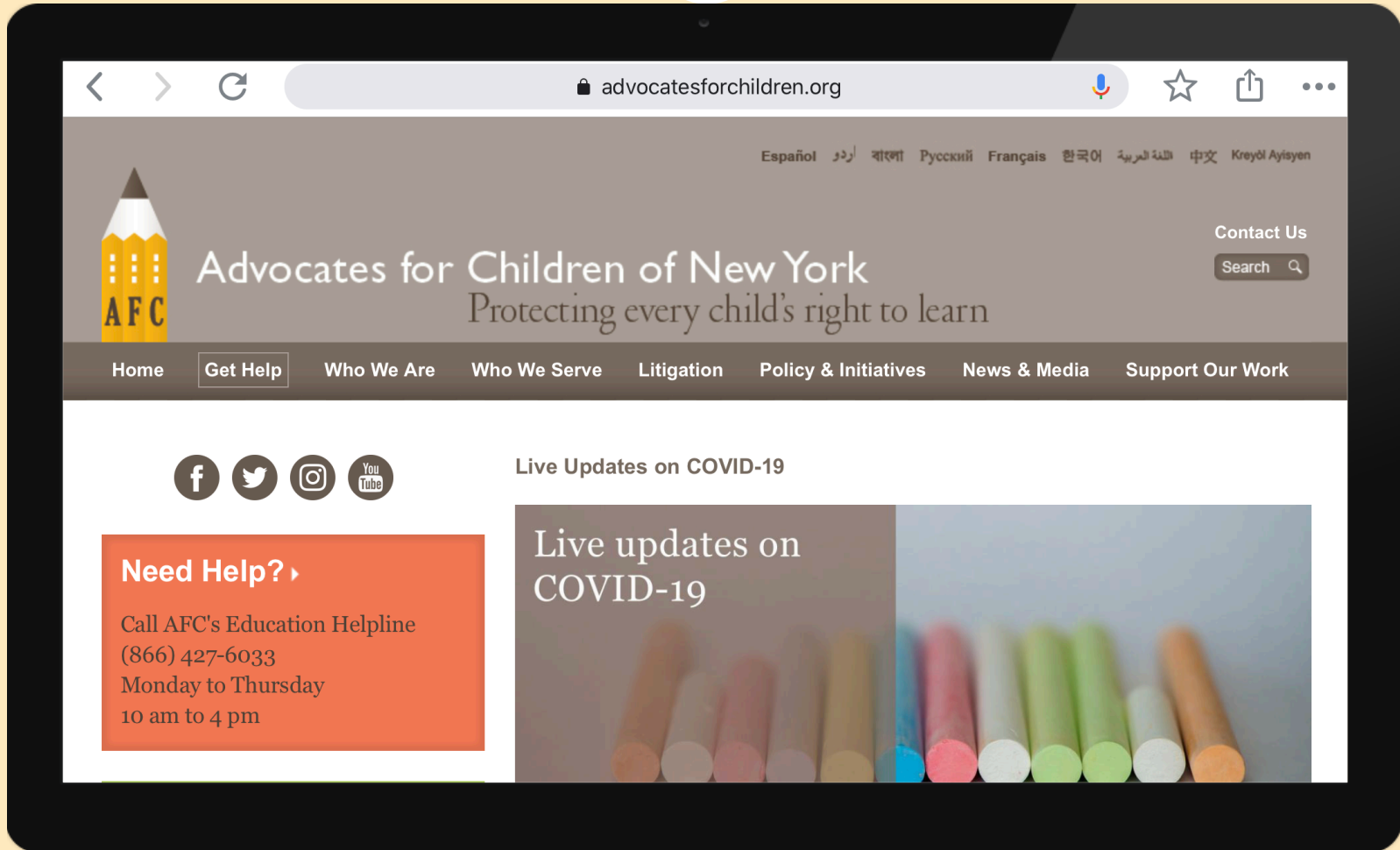
Questions?





Check For Updates On Our [Website](#)

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Wrapping up: Reminders!



- If you need help, ask! We are Open!
- Things change, check for updates: <https://advocatesforchildren.org/covid-19-updates>
- Call Our Helpline: 866-427-6033 (toll free)
 - Monday-Thursday,
 - 10am-4pm
- Email us at info@advocatesforchildren.org

