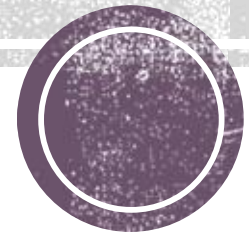


Managing Challenging Behaviors

One Body Conference 2019

By Amie Lorence Grubidge



Who am I?

■ **Education:**

- B.A. in Communication from Bethel University
- M.A. in Special Education
 - Teaching licenses:
 - Specific Learning Disabilities
 - Emotional Behavior Disorders
 - Academic Behavior Strategies
 - Montessori Training from the Christian Montessori Training Center

■ **Work Experience:**

- 7 years as a special education paraprofessional
- 5 years as a special education case manager
- 1 year as a special education department lead
- 2 years as a Christian Montessori guide, ongoing
- 4 years as an adjunct instructor at Bethel University, ongoing
- Director of the Thrive Ministry at Salem Covenant Church



What is your
name?

Where are you
from?

What do you hope
to gain today?

**Who
are
YOU?**



Objectives

1

Learn strategies for behavior intervention to respond effectively and compassionately

2

Understand best practices in Ministry for inclusion of all individuals

3

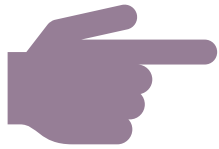
Identify the difference between accommodations and modifications

4

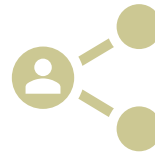
Apply practical understandings to situations for effective implementation



Ground Rules



Participation is strongly encouraged



Use person first language

“My friend with Autism...”
“I saw a person with Down Syndrome...”



Ask questions as they come to you—don’t wait!





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**“I praise you
because I am
fearfully and
wonderfully
made.”**

~Psalm 139:14



Uniquely Designed

- Physical features
 - Learn and understand
 - Interests and hobbies
 - Skills and abilities
 - Express love
 - Communicate needs and desires
-
- **All of God's children are uniquely designed to bring glory to the kingdom of God.**



The Irresistible Church

- The goal is to create a inclusive communities in our churches and communities
 - ...*What does that mean?*

“An Irresistible Church is an *authentic community* built on the hope of Christ that **compels** people affected by disability **to fully belong.**”



compel

verb

com · pel | \ kəm-ˈpel \

compelled; compelling



Definition of *compel*

1: to drive or urge forcefully or irresistibly

Hunger *compelled* him to eat.

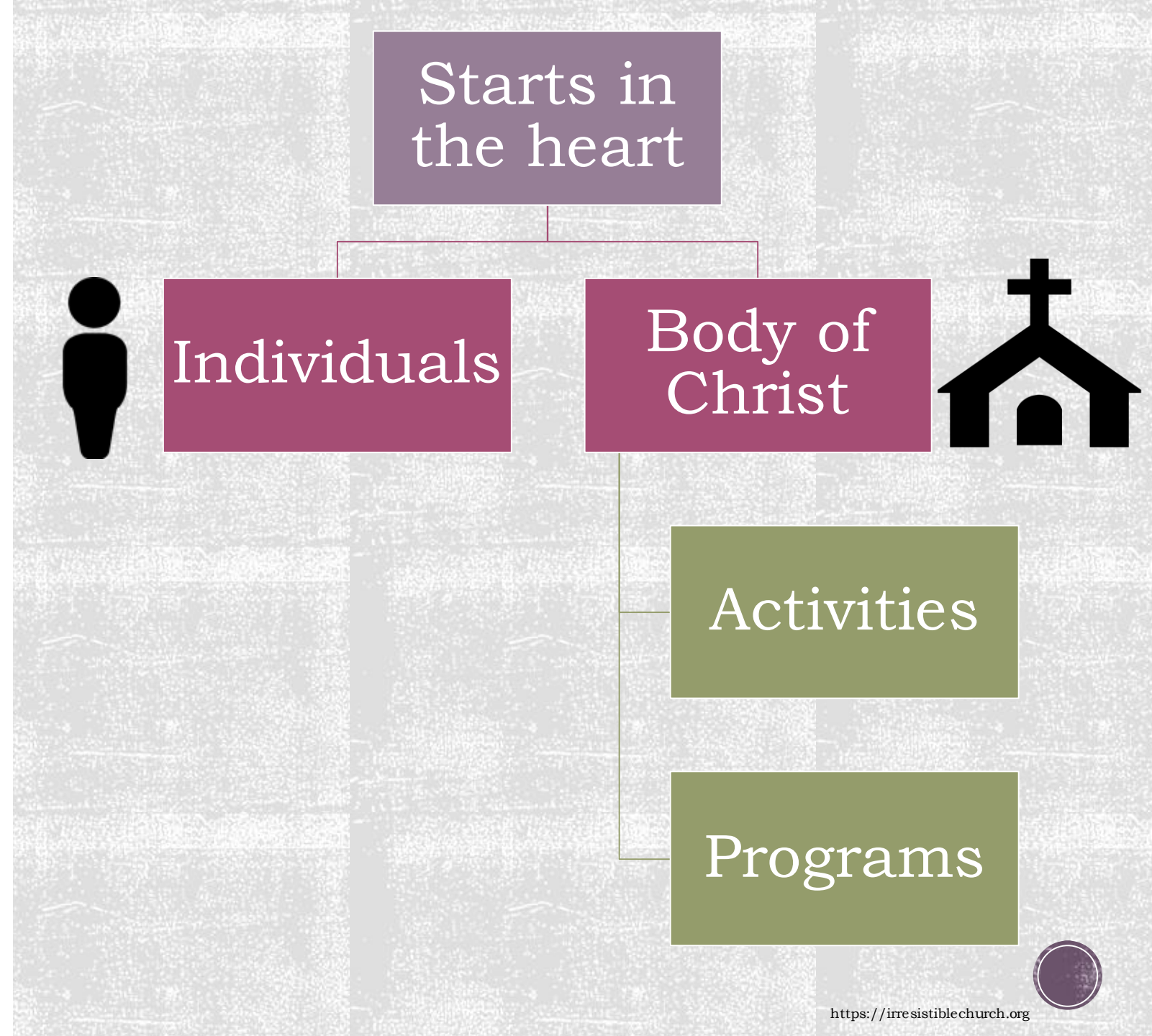
The general was *compelled* to surrender.

2: to cause to do or occur by overwhelming pressure

Public opinion *compelled* her to sign the bill.

Transformational Work

- Intentional
- Intense
- Incredible
- Important



- **Each person is seen as he or she truly is:**

- created in the image of God
 - *Genesis 1:26-27*
- designed as a masterpiece
 - *Psalms 139:13-14*
- instilled with purpose, plans and dreams
 - *Jeremiah 29:11*
- a truly indispensable member of the kingdom of God
 - *1 Corinthians 12:22*

Moving Towards Transformation



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Best Practices in Ministry

- Positive Reinforcement
 - Definition: something motivating is presented after a positive behavior for reinforcement
 - Tangible reinforcement is not necessary
 - “I love the way you are walking!”
 - “The volume of your voice is perfect for indoors!”
 - Extra free-time
 - Quality time
 - Make them a helper
 - Must be individualized, emphasizing the importance of a relationship

Use visuals

- Include pictures
- Provide structure seating options
 - Rugs, chairs, tape marks, rubber dots

Offer choices

- Do you want to _____ or _____?
- Allows freedom of choice, while avoiding overwhelming your friend

Leader Responses

- Use a calm voice and kind words to show compassion and gentleness
- Ask for verbal and non-verbal responses
- “Tell a neighbor” to engage all individuals

Best Practices in Ministry



Care of the Environment

- **Expectations**

- What do you want them to do?
- Class involvement
- Keep it simple
- Post in your environment

- **Design**

- Accessible
- Clean and organized: does everything have a place?
- Calming—colors, visuals, noise

- **Schedule and Pacing**

- Be consistent, yet flexible
- Give notice when schedules change
- Keep moving, but allow individuals time to finish

- **Modeling**

- Use actions and few words
- Use visuals whenever possible

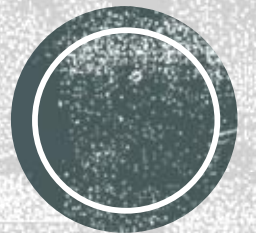
- **Transitions**

- Use a timer
- Give verbal warnings as a transition is approaching



ALL BEHAVIOR IS A FORM OF COMMUNICATION.

Respond with patience, understanding, and compassion.



How do we communicate?

Verbally

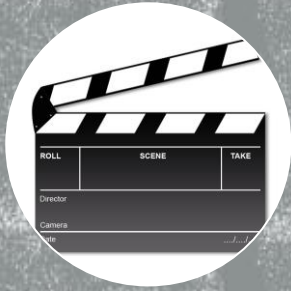
- Infants
- Toddlers
- Children
- Teens
- Adults
- Elders

Nonverbally

- Infants
- Toddlers
- Children
- Teens
- Adults
- Elders



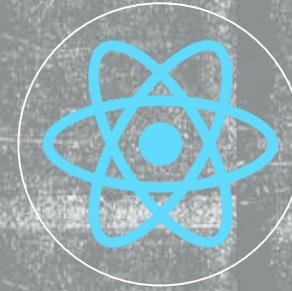
Behavior Defined



Action



Interaction



Reaction



Visible

What
we see

THE ICEBERG OF BEHAVIORS

Invisible

Feelings

Thoughts

Values

Beliefs

The meaning
behind
the challenging
behavior





Poverty



Trauma



Abuse



Racism



Rejection



Anxiety



Conflict

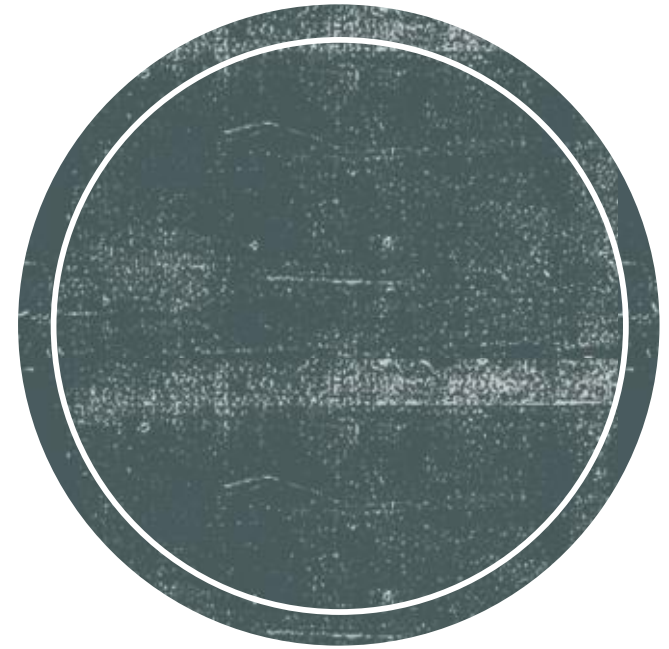


Disabilities


What's under the Surface?




**TO ADDRESS THE
INVISIBLE
COMPONENTS AN
INDIVIDUAL IS
DEALING WITH, A
RELATIONSHIP IS
ABSOLUTELY
NECESSARY.**



- Behaviors may be communicating:
 - Overstimulation
 - Fear
 - Confusion
 - Anger
 - Sadness
 - Excitement



**Grace is
always
key**



Walking in a World of Sensory Overload

- [Watch the simulation](#)

4 Functions of Behavior

S ■ Sensory

E ■ Escape

A ■ Attention

T ■ Tangibles



Sensory

- Communicates a more preferred sensory experience
 - May be due to over or under stimulation
- Needs sensory input:
 - Jumping
 - Star jumps
 - Jumping jacks
 - Burpees
 - Squat jumps
 - Carrying weighted items
 - Crate of books
 - Heavy backpack
 - Weighted blanket or lap pad
 - Feeling textures



Escape

- Communicates the necessity to avoid something (or someone)
 - Bright lights
 - Loud noises
 - Large groups of people
 - Something perceived as scary
 - May be rational or irrational
 - Still very real
- Games which make the individual feel uncomfortable
 - Unknown rules
 - Physically challenging
 - Fear of losing
 - Lacking social skills



Attention

- Communicates a need for attention of others
 - For the sake of communicating wants or desires
 - Love
 - Acceptance
- Often done repeatedly until need is met
- Usually disruptive
- Any attention is “good”—even the negative
 - Notice the positives
 - Give preferential seating
 - Seek assistance for classroom jobs



Tangibles

- Communicates a desire for a particular item or activity
- Tangibles can vary
 - Edible vs. Non-edible
 - Consistent vs. inconsistent desires
- Behaviors will continue if given into with tangibles
- “First, _____, then _____”
 - Can be visual
 - Can be written
 - Can be spoken
 - Done to reinforce undesired task/activity before desired one



Gain Further Understanding

- **Communicate with parents and caregivers**

- They are the experts!
- First step in building relationships
- Consistency improves implementation

- **Observe patterns**

- Physical environment
 - Visibility of the door/hallway
 - Placement of chairs/tables
 - Seating options
 - Visuals in the room
 - Near positive peer

- **Embrace and teach acceptance**

- Ignore noises and minor disruptions



Increase Accessibility

- **“All individuals do well if they can”**
~Ross Greene
- That’s up to us!
- Increase accessibility through accommodations and modifications
 - Programming
 - Activities
- **What barriers currently exist?**



Accommodations

- Addresses HOW material is delivered
 - How will the information be presented?
 - How will content be shared?
 - Presentation: alters how the task is given...
 - Response: allows alternate ways to complete the task...
 - Setting...changes WHERE the task is given...
 - Timing: Increases time allowed or changes task organization...

Accommodations do NOT alter the rigor or reduce the expectations for WHAT the individual is learning.





What is the Purpose?

- **REDUCE** or **ELIMINATE** the effects of an individual's disability

Accommodations should provide individuals with access to identical content as their peers.



Common Examples

- Breaks
 - Misconceptions for games
- Preferential seating
- Noise cancelling headphones
- Pencil grip
- Written directions
- Visual directions
- Directions read aloud
- Pre-warning when called on
- Pre-warning for transition
- Transition object
- Visual timers
- Positive peer
- Small groups
- Extended time on tasks
- Additional opportunities



**How could
accommodations
be practically
implemented?**



Modifications



Addresses WHAT content is delivered

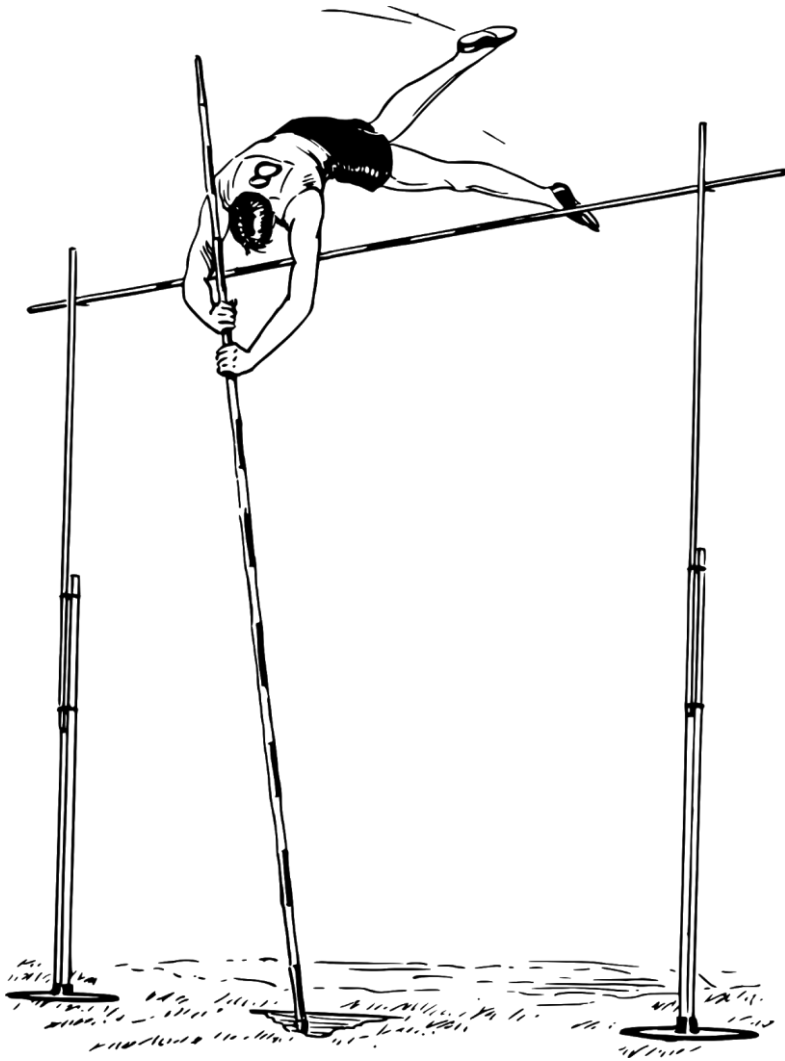
Prioritize the most important concepts and simplify them



Caution!

The choices you make now will make a lasting impact on the individual so err on the side of less--then give more as determined necessary





It's a lot like pole vaulting...

- The bar is set at 11 feet
- The child is achieving at 3 feet
- We must lower the bar to 6 or 7 feet

What does that mean?

- Children are reciting Psalm 23
 - Modify by providing fill-in-the-blanks
 - Adult: "The Lord is my _____"
 - Child: "Shepherd"
 - Adult: "I shall not _____"
 - Child: "Want" ...etc.
- Modify by shortening the verse, "The Lord is my shepherd"

Modifications ALTER the RIGOR.



What's the Purpose?

- Reduce unreasonable pressure for individuals with disabilities
 - Stamina
 - Behavior
 - Processing Speed
 - Intellectual Ability
 - Attention
- Allows individuals with disabilities to access the material



Common Examples

Think about any “hard and fast” requirements that programs within your church might have:

- Awana
- Sunday School
- Weeknight Programming
- Confirmation

Then, determine if modifications are necessary.

- Alter or shorten requirements
- Change material



**How could
modifications
be practically
implemented?**



Discussion Time!

- It is worship time at church. Your friend starts rocking back and forth, making vocalizations. Then, your friend sits on the floor and covers his head.
 - Why might he be doing this?
 - What should you do?



Overstimulated Friend

- Identify triggers and adjust timing
 - i.e. enter after worship is over
- Offer noise cancelling headphones
- Offer sunglasses
- Give timeline of the schedule
 - i.e. “One more worship song before the sermon...”
- Offer your friend another seat, closer to the door
- Ask if your friend would like a shoulder massage
- Offer a weighted lap pad
- Provide a fidget to manipulate



Discussion Time!

- You are teaching Sunday School. The group is engaged in discussion about Martha, Mary, and Lazarus. Your friend keeps interrupting the discussion with comments about her favorite pizza. She hits the individual next to her and starts yelling.
 - Why might she be doing this?
 - What should you do?



Agitated Friend

- Get on the same level as your friend.
 - If they are sitting on the floor, join them!
- Stay calm
- Talk your friend through their frustration
- Use simple words and short phrases
- Use “First_____, then_____” language to help problem solve.
- Give your friend two options, so they have freedom of choice.



Discussion Time!

- During community dinner time in the gym, you notice your friend is pacing back and forth. Then, you notice that he runs out of the gym. You follow him to help and find your friend hiding in the coat rack, crying and covering his face. You approach your friend and he runs again.
 - Why might he be doing this?
 - What should you do?



Meltdown Friend

- If your friend is in danger of hurting themselves or others, get help immediately.
- Maintain as much integrity as you can by creating space between crowds of people and your friend.
 - During programming, you should take the group out of the room—for the sake of your friend.
- Seek to identify the trigger by using as few words as possible.
 - Asking “YES” and “NO” questions is often best because processing is usually clouded in this state of mind
- Stay calm and use a soft voice
- Alter the stimulus in the environment
 - Dim the lights, minimize volume
- Change the subject by offering something your friend might enjoy



Discussion Time!

- Your friend just arrives for small group. He waits hesitantly outside the door for a few minutes before coming in to join the group. Just as he sits down, the group is asked to open their Bibles to Matthew. Your friend gets up and runs out the door.
 - Why might he be doing this?
 - What should you do?



Runner Friend

- Understand that some runners do so because they see it as a game
- Don't chase your friend
- If your friend is not running as a game, he is likely avoiding something
- Work with church staff to have a security plan in place
 - Use a code word to communicate the problem
 - Make sure staff immediately cover building exits
- Understand that your friend might be hiding and may not even consider leaving the building
- Identify the trigger and offer your friend positive reinforcement for good choices



Discussion Time!

- Your friend arrived to Sunday school with a sketchbook and a pencil. She entered the room and picked a chair in the back of the room. Your friend opens their sketchbook and begins drawing. About halfway through class, she closes her sketchbook, pulls her hood up, and puts her head down on the table.
 - Why might she be doing this?
 - What should you do?



Unengaged Friend

- Don't force your friend to participate—she might be doing all she can to be present and stay calm
- Your friend may be learning through listening
- Ask your friend a question to navigate their willingness to be involved
- Invite your friend to participate, but don't force it
- Recognize opportunities to engage your friend—helping tasks are meaningful
- Let your friend do what is most comfortable to them.



Questions or Comments?

- Contact information:
 - agrubidge@salem-covenant.church

