

Challenge: Bossiness & Demanding (Alpha) Behavior

Making Sense of What is Unfolding and Mapping Interventions to Support a Student

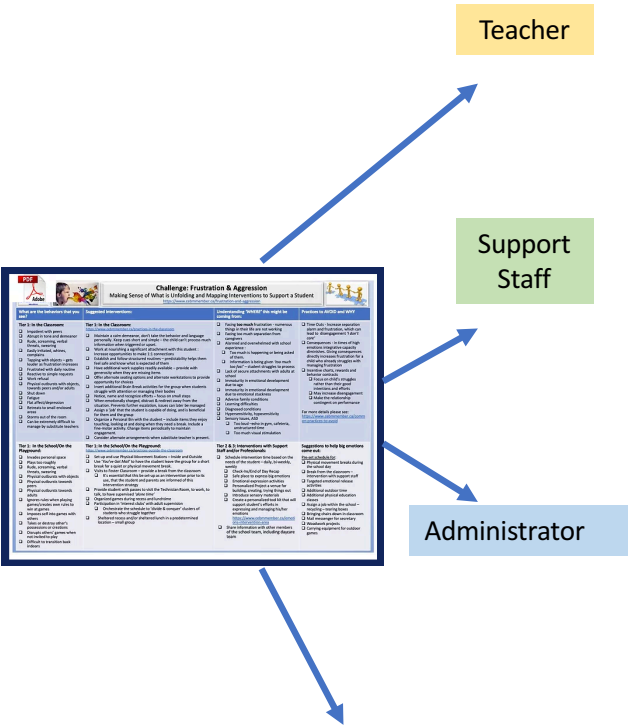
<https://www.cebmmember.ca/bossiness-and-demanding-behaviour>



| What are the behaviors that you see? | Suggested Interventions: | Understanding 'WHERE' this might be coming from: | Practices to AVOID and WHY |
|--|--|---|--|
| <p>In the Classroom:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Boisterous behavior – loud & imposes self onto others <input type="checkbox"/> Easily invades personal space – surprised that others are bothered by this <input type="checkbox"/> Impatient with peers & adults <input type="checkbox"/> Wants to dictate the 'WHAT, WITH WHOM and FOR HOW LONG' whether academic tasks or social interactions <input type="checkbox"/> Abrupt in tone and demeanor <input type="checkbox"/> Easily irritated <input type="checkbox"/> Frustrated with daily routine <input type="checkbox"/> Reactive to simple requests <input type="checkbox"/> Work refusal <input type="checkbox"/> Physical outbursts with objects, towards peers and/or adults <input type="checkbox"/> Storms out of the room <input type="checkbox"/> Can be extremely difficult to manage by substitute teachers <input type="checkbox"/> Does not willingly respond to authority <input type="checkbox"/> Tries to control 'who' will speak to 'whom' amongst the peer group | <p>Tiers 1 & 2 practices: In the Classroom: https://www.cebmmember.ca/practices-in-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establish clear, structured routines – follow these implicitly placing emphasis on this is for 'everyone' <input type="checkbox"/> Work at nourishing a significant attachment with this student : Increase opportunities to make 1:1 connections <input type="checkbox"/> Have additional work supplies readily available – provide with generosity when they are missing items <input type="checkbox"/> Offer alternate seating options and alternate workstations to provide opportunity for choices <input type="checkbox"/> Thank student for following requests - notice and name efforts recognized <input type="checkbox"/> Create a 'Classroom Jobs' board where the student can choose which job they would like to do to contribute to the class community <input type="checkbox"/> Organize a Personal Bin with the student – include items they enjoy touching, looking at and doing when they need a break. Include a fine-motor activity. Change items periodically to maintain engagement. <input type="checkbox"/> Establish a Puzzle Area and/or Quiet Activity Area within the classroom <input type="checkbox"/> Solicit their help in areas you know they have good skills <input type="checkbox"/> Have them be a 'messenger' when items need to go to the office or elsewhere in the school <input type="checkbox"/> Provide a journal to be a pen pal with the teacher –these students generally have lots to share! This personalized context primes connection <input type="checkbox"/> Consider alternate arrangements when substitute teacher is present. | <ul style="list-style-type: none"> <input type="checkbox"/> Lack of secure attachments with adults – brain has instinctively put them in charge. Doesn't feel right to be told what to do. <input type="checkbox"/> Facing too much frustration - numerous things in their life are not working <input type="checkbox"/> Facing too much separation from caregivers <input type="checkbox"/> Alarmed and overwhelmed with life and school experience – too much is happening or being asked of them. <input type="checkbox"/> Adverse family conditions <input type="checkbox"/> Learning difficulties <input type="checkbox"/> Diagnosed conditions <input type="checkbox"/> Hypersensitivity, hyposensitivity <input type="checkbox"/> Sensory Issues, ASD | <ul style="list-style-type: none"> <input type="checkbox"/> Time Outs - Increase separation alarm and frustration, which can lead to disengagement 'I don't care' or provoke outbursts and crisis <input type="checkbox"/> Consequences - in times of high emotions integrative capacity diminishes. Giving consequences directly increases frustration for a child who already struggles with managing frustration <input type="checkbox"/> Incentive charts, rewards and behavior contracts <ul style="list-style-type: none"> <input type="checkbox"/> Focus on child's struggles rather than their good intentions and efforts <input type="checkbox"/> May increase disengagement <input type="checkbox"/> Make the relationship contingent on performance <p>For more details please see: https://www.cebmmember.ca/mon-practices-to-avoid</p> |
| <p>In the School/On the Playground:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Walks the halls in frustrated stance and demeanor, dispenses negative comments to others <input type="checkbox"/> Invades personal space and conversations <input type="checkbox"/> Plays too roughly <input type="checkbox"/> Physical outbursts with objects, towards peers, and/or towards adults <input type="checkbox"/> Ignores rules when playing games/creates own rules to win at games <input type="checkbox"/> Seeks to impose & control 'who' can play with others and 'what' they will play <input type="checkbox"/> Imposes self into games with others <input type="checkbox"/> Blames others for all that is not working well – does not take responsibility for their words and actions | <p>Tiers 2 & 3 practices: In the School/On the Playground: https://www.cebmmember.ca/practices-outside-the-classroom</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set-up and use Physical Movement Stations – Inside and Outside <input type="checkbox"/> Visits to Foster Classroom – provide a break from the classroom <ul style="list-style-type: none"> <input type="checkbox"/> It's essential that this be set-up as an intervention prior to its use, that the student and parents are informed of this intervention strategy <input type="checkbox"/> Provide student with passes to visit the Technician Room, to work, to talk, to have supervised 'alone time' <input type="checkbox"/> Play games with roles and natural hierarchy – dodgeball, red light green light, what time is it Mr. Wolf?, Simon says, etc. <input type="checkbox"/> Create mentoring opportunities where the student can choose how/where they would like to be the leader with younger students (ex. Organizing games, taking equipment out). <input type="checkbox"/> Participation in 'interest clubs' with adult supervision <ul style="list-style-type: none"> <input type="checkbox"/> Orchestrate the schedule to 'divide & conquer' clusters of students who struggle together <input type="checkbox"/> If the student struggles with large groups- sheltered recess and/or sheltered lunch in a predetermined location with the objective of practicing skills in a small group and then transitioning back to the larger group context | <p>Tier 2 & 3: Interventions with Support Staff and/or Professionals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Schedule intervention time based on the needs of the student – daily, bi-weekly, weekly <ul style="list-style-type: none"> <input type="checkbox"/> Check-Ins/End of Day Recap <input type="checkbox"/> Safe place to express big emotions <input type="checkbox"/> Emotional expression activities <input type="checkbox"/> Offer a Genius Hour project <input type="checkbox"/> Include 5 minute 'Show Time' as a sharing/venting opportunity <input type="checkbox"/> Introduce sensory materials <input type="checkbox"/> Create a personalized tool kit to support student in managing his/her emotions https://www.cebmmember.ca/emotions-intervention-area <input type="checkbox"/> Share information with other members of the school team, including daycare team. | <p>Suggestions to help big emotions come out:</p> <p><u>Pre-set schedule for:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Physical movement breaks during the school day <input type="checkbox"/> Break from the classroom – intervention with support staff <input type="checkbox"/> Targeted emotional release activities <input type="checkbox"/> Additional outdoor time <input type="checkbox"/> Additional physical education classes <input type="checkbox"/> Personalized Project to be a venue for building, creating, trying things out |



Maximizing the use of the “Challenges Placemats”- A tool to help prime observation, reflection, discussion and sound intervention strategies to support students with challenging behaviors

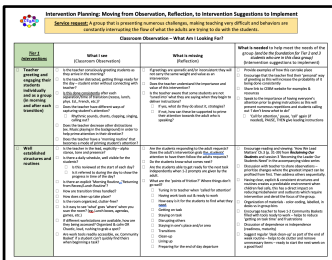


- ✓ At the start of the school year, as you prepare for your new group – review the different areas of your room, do you have different spaces that will meet the needs of your diverse group?
- ✓ You’ll be welcoming a student whose challenges you’re not sure how to address – the placemat can be a starting point for recommended intervention resources and interventions.
- ✓ Reach out to your support staff and Complementary Services Team members for support when needed.
- ✓ During the year, you have a student whom you find challenging and need new ideas to help them – see what you have in place, what can be added or used differently.

- ✓ At the start of the school year, as you prepare for the new students that you’ll be supporting – review the placemats and do an inventory of the tools and strategies that you have at your disposal for intervention. Prepare & create new tools to add to your existing resources.
- ✓ When faced with challenging students, take the time to observe their behaviors, hear their needs and frustrations, speak with the other adults working with them and together decided on interventions and support that you can put into place – the placemats can provide a common ground which to start the discussion – everyone has a role to play to support this student.

- ✓ At the start of the school year, review and share the placemats with your teachers, support staff and daycare staff – they provide a wide range of insight on different challenges along with recommended intervention strategies within the classroom, the school and the playground.
- ✓ Have a team discussion, review which strategies are in place, which could be added to best meet the needs of your students.
- ✓ When faced with complex and challenging situations – refer to the placemats as a tool to bring each member of the team together, to identify what they are already doing, what is working, what is not working and decide together what will be the next intervention strategies to be put into place to support this student.
- ✓ Invite your Complementary Services Team Member(s) to join in the conversation when you feel the need for additional support.

Complementary Services Team Member



- ✓ At the start of the school year, review and share the placemats with your school teams. There is great benefit in a ‘refresher’ to support them as they prepare for new students. People often repeat past intervention strategies because they were familiar. They can benefit from brainstorming and discussions to improve the services and the support which they offer, particularly to their students with behavior challenges.
- ✓ When asked to support specific students – the placemats can be a tool to help take inventory of the strategies being implemented, assess what is working and not working. From there it becomes easier to see in which direction new interventions should be considered, discussed, decided upon and then implemented.
- ✓ As an additional support for Complementary Services Team members, please see the [Intervention Planning: Moving from Observation, Reflection, to Intervention Suggestions to Implement](#) document.