Clinic Topic: Recognizing & Managing Challenging Behaviors in Covid Times

1. A basic understanding of basic foundational information on numerous and various diagnosis of developmental/intellectual disabilities is needed for understanding both clinical and learned behavioral issues that may develop in a lesson. Gain insight into how each diagnosis may have combinations of intellectual/behavior approach in lesson planning.

2. Consider the wide range of symptoms, skills, and levels of disability in functioning that not only each diagnosis carries, but each individual within that diagnosis. Every lesson and every student will be different.

3. Often the chronological age and intellectual age of a student do not match. Understand best practices to appropriately engage students in this category to teach best practices.

4. Relate evidence-based practices for teaching students with Intellectual diagnoses who have behavioral component to the diagnosis, with application of 10 simple behavior management strategies; intertwining them masterfully to de-escalate triggers.

5. What’s in your Toolbox? Create a box of sensory games; flash cards; toys; communicators to assist with any lesson that may need a little pizzazz to get you through tough behavioral issues.

6. All Behavior is Communication – Learn to recognize signs /triggers that your students exhibit and take fast action to remove the stimuli that may escalate to crisis.

7. Understand and review the teaching model; CAP model and steppingstones concepts in applicable scenarios for students with intellectual diagnoses to address safety, skill development and teaching methodologies that are applicable to different diagnosis.

Watch: https://www.youtube.com/watch?v=ccIAqPjwKcY The Disability Conversation.

Dr. Temple Grandin has dozens of great YouTube videos that give insight into the behaviors of individuals on the Autism Spectrum

Take PSIA E-learning course on Intellectual and Cognitive Diagnosis in Snow sports.