



Building a Self-Regulation Toolbox

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SESSION OBJECTIVES

- Communication differences and anxiety
- The communicative function of behavior.
- Explore self-regulation strategies that support executive functioning skills and independence.

Communication Differences may include difficulty with:

Both *using* language

AND

understanding and interpreting language

Inconsistent Communication Skills- Considerations

- Receptive versus expressive
- When stressed
- Different environment

What is the biggest problem with communication for those who experience anxiety?

That WE don't understand what they are trying to communicate to us, and we often misinterpret their problem with communication.

COMMUNICATION DIFFERENCES ACTIVITY

Losing Your Words...

Be a Communication Partner

- As a partner in the communication process, you need to learn to use active listening skills.
- Use all the available clues to figure out what a person is attempting to communicate to you. In other words, be an involved partner in the communication process.
- Look for ways the individual may use non-verbal communication.
- Pay attention to the tone and inflection of the individual's and our own voice.
- Keep in mind that their behavior is an attempt to communicate some need to you.
- Show you are listening by stopping what you're doing and put full attention on listening.
- Summarize the conversation.

Visual structure: definition & purpose

- **Definition:** The process of incorporating concrete visual cues into a task or activity.
- **Purpose:** To permit individuals to capitalize on visual strengths, while minimizing reliance on weaker auditory processing skills.

Visual Supports

- Permit use of visual strength to process, organize, remember, and respond to information.
- Allow important information to remain accessible in the individual's environment.
- Improve understanding of language, environmental expectations, aide in transitions, and provide structure and support.
- Increase overall level of independent functioning.
- Should change over time as the student grows and advances grade levels.

How can we alleviate anxiety & support independent functioning?

- **Individual Schedules**
 - Tell where to go
- **Task Organizers**
 - Tell what to do (Start, Amount, Done, Next)
- **Teach and provide visual cues for rules & expectations**
- **Visual break down of tasks/ multi-step directions appropriate for the student.**

TASK ORGANIZERS

A method of task presentation which allows a student to function independently.

Purpose: Breaks down steps to complete class work or a task.

- Start
- Amount
- Done
- Next

PROMPT HIERARCHY

PROMPTS	
Most Intrusive	Verbal <i>Telling or giving the student the correct response</i>
	Full Physical <i>Hand over hand, fully controlling the student's response</i>
	Partial Physical <i>Providing physical assistance, but not fully controlling the student's response</i>
Least Intrusive	Gesture <i>Nonverbal behaviors such as facial expressions and hand movements that tell the student what to do</i>
	Visual <i>Pictures and written directions to guide the student to the correct response</i>
	Independent <i>No prompting necessary. The student completes the task by himself.</i>

Prompt Hierarchy **REFLECTION**

- How does considering the prompt hierarchy change the way you can support your child?
- In what ways do you believe this can benefit your child?

Prompting **CONSIDERATIONS**

Ask yourself:

- *Does your child respond to others, or do they wait to be prompted?*
- *Do you frequently need to prompt your child to start, continue, or complete tasks?*

METHODS OF PROMPTING

Provide enough prompts to prevent student from responding incorrectly, **then fade prompts.**

- Wait until the child attempts, then prompt if they make an error.
- Give the least amount of assistance needed.

REDUCING PROMPT DEPENDENCY

- Establish routines
- Use natural cues & visual supports
- Allow processing time
- Plan to fade prompts



FADING ADULT SUPPORT

Fading is the gradual reduction of prompts as a child demonstrates the desire, behavior or tasks.

- Move along the prompt hierarchy to a lesser restrictive prompt (verbal to gestural, point to visual support/task organizer)
- Increase amount of time before prompting.
- Reduce proximity to the child.
- Identify opportunities for peer support.

FUNCTION OF BEHAVIOR

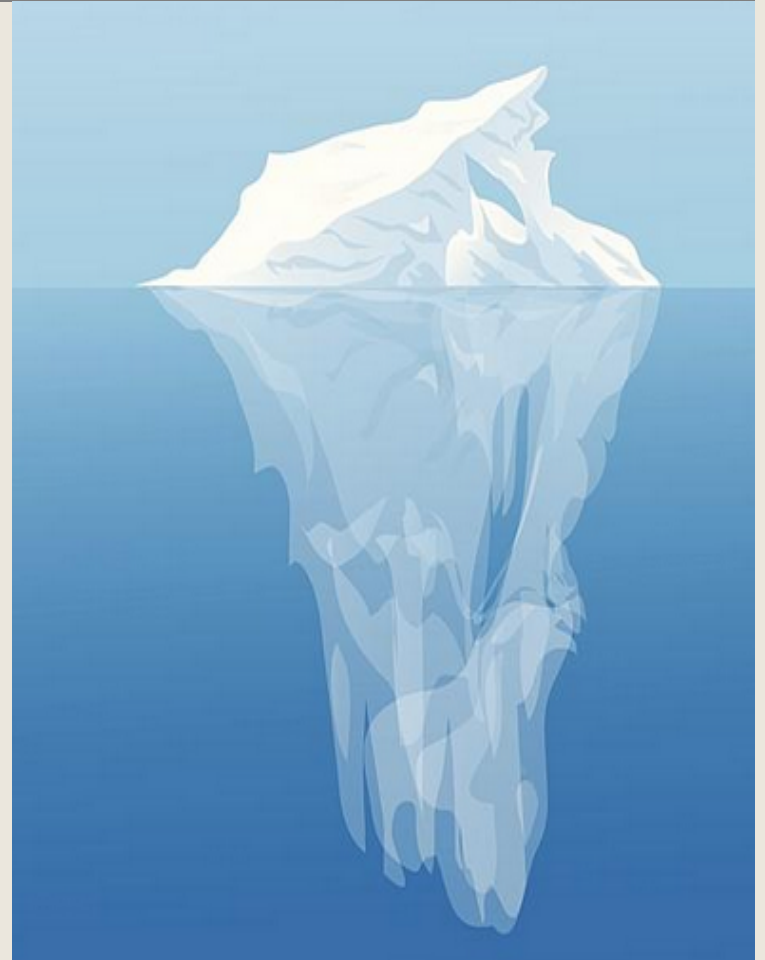
Behavior = Communication

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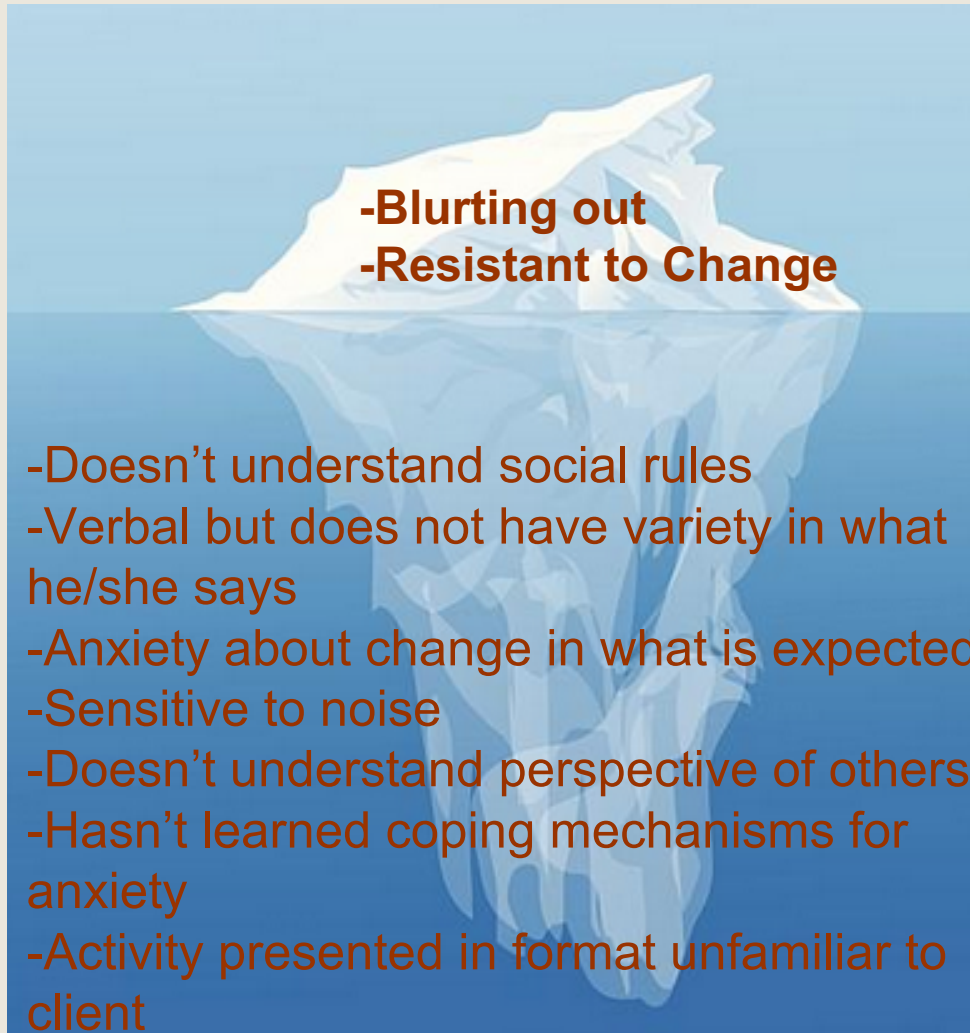
10% = Behavior

**What We See
on the Surface**

**90% = Communicative
Function of Behavior**



What we see may not be what we should think...consider this...



We see a specific behavior on the surface

What is *really* happening below the surface are the characteristics that are impacting that child.

Behavior Assumptions

- Behavior serves a function
- The function is valid for the individual
- Behavior is learned and can be unlearned
- Problem behavior should first and foremost be viewed as a form of communication

Communication Difficulties can lead to Challenging Behavior



Protest
Behaviors



Withdrawal
Behaviors