

## SEE A PROBLEM BEHAVIOUR? NOW YOU CAN LOOK IT UP!

WONDERFUL NEW BOOK FOR SCHOOLS

Who has time to research every problem behaviour? Now there is one easy source, a new book called **SEE A BEHAVIOR, LOOK IT UP**. As the title suggests it's that simple. **This book will tell you how to fix behaviours fast.** The book is specifically for children with ASD, ADHD and Sensory Processing Disorders. Behaviours it covers and more: Is your student:

- Taking off his shoes?
- Hugging or pushing people?
- Avoiding activities?
- Interrupting?
- Humming or making noises?
- No eye contact?
- Having trouble with transitions?
- Problem behaviours at lunch?
- Saying inappropriate things?
- Poor hand writing?
- Not attending to task?
- Temper outbursts?
- Calling out in class?

These are just some of the many behaviours that are listed in this book, complete with a **solution**.

Teachers, it is possible to accommodate learning difficulties and sustain a positive learning environment for **ALL** students. This book explains behaviours and gives easy solutions to try. See page 3 for more information.

Content below – plus video so HAVE A PAGE SIMILAR TO THE RED BEAST – don't forget there is pages to show the content as well.

## SEE A PROBLEM BEHAVIOUR. NOW YOU CAN LOOK IT UP!

*Extract from "Behaviour Solutions for the Inclusive Classroom. See a Behaviour! Look it Up!" by Beth Aune, Beth Burt & Peter Gennaro*

### **NOT ATTENDING TASK OR NOT FOLLOWING DIRECTIONS (pg 74)**

There are quite a few issues involved in attention. For instance, just because a student isn't looking at you does not mean he is not paying attention to what you are saying.

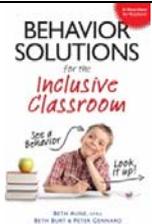
Some students may have ADD in combination with another disability – they may truly have an issue with staying on task. However, many students without ADD can pay attention, but have difficulty regulating and shifting their attention. This could be the student who seems distracted after coming in from recess and has a hard time settling down. Or it could be the student who would prefer to finish reading a book rather than start a new lesson. These students are usually engaged in something else – whether it is their own thought process or trying to finish a previous assignment – and are having difficulty transitioning to the next area of focus.

Some of these students may appear to be 'daydreaming'. These students could be battling sensory overload, weak auditory processing, or they may simply have motivations that are difficult from those of typical students. Going 'off' into their own thoughts is much more pleasurable than work. OR the student may be 'stuck' and does not know what to do next, or how to ask for help.

### **Solutions**

- For students who are over-stimulated by the environment, provide quiet space where they can 'regroup'.
- Use visual cues. Have a written picture-schedule of directions (use the digital schedule see pg7).
- Help the child plan out a task. Ask "What materials do you need?" and "What do you need to do first?". Break assignments down into manageable portions.
- As needed, allow the child to eat crunchy or chewy foods or drink water from a water bottle, or drink through a straw, to help with focus and organization.

- A child's hands are excellent modulators for arousal states, and can help modulate attending and focus. Try sensory tools like water balls, paperclips, etc (see pg 7 for more ideas).
- Seat the child at front of class to minimise distractions.
- Set up a signal ie sentence the child can say when he needs help.
- Allow the student to work for shorter sessions with frequent breaks.
- Find ways to reinforce the child for paying attention. The reinforcement can include, walk, time alone.

 <p><b>BEHAVIOR SOLUTIONS</b> for the <i>Inclusive Classroom</i> See a behavior? Look it up! BETH AUNE, BETH BURT &amp; PETER GENNARO NEW 2010</p>	<p><b>BEHAVIOR SOLUTIONS FOR THE INCLUSIVE CLASSROOM: SEE A BEHAVIOR. LOOK IT UP!</b></p> <p><b>  by Beth Aune, Beth Burt &amp; Peter Gennaro</b> <span style="float: right;"><b>  Code: B36   \$35</b></span></p> <p>This book is a must-have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours, and more importantly, provides solutions! Teachers can quickly look up an in-the-moment solution and learn about what the child is communicating, and why.</p>
---	--