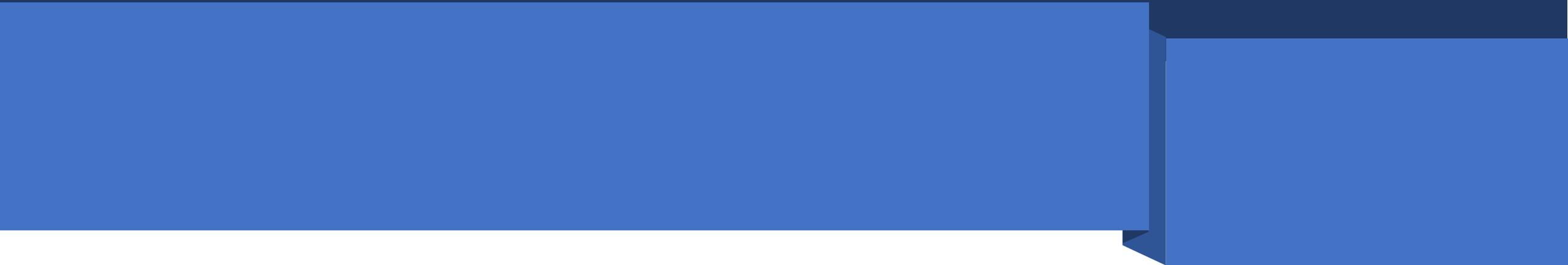


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Alternative Approaches to Addressing Student Behavioral and Emotional Development Needs

Addressing Student Behavioral, Emotional and Academic Needs



Behavior?

Often behavior is a symptom of unmet needs.

- If we meet the social, emotional or academic needs, the behavior takes care of itself.

Need for movement versus need for order and control.

- Developmentally appropriate need for movement.
- ADHD
- ASD

Whole Body Listening.

- Don't confuse the tool with the outcome

The Problem with Whole Body Listening

Whole body listening might be okay for some children, but for the majority it isn't. For most children, "whole body listening" is really difficult for them, and trying to follow the instructions actually takes away from their ability to concentrate on what the teacher is saying.

Studies done among children with ADHD show that their cognition is actually inhibited by not moving.

Sensory processing deficits, visual difficulties and motor issues can all interfere with "whole body listening" and can actually inhibit attention and focusing.

Pennsylvania Career Ready Skills Continuum

PA Career Readiness Skills Categories	PA CRS Grade Band (Pre-K –K)	PA CRS Grade Band (1-5)	PA CRS Grade Band (6-8)	PA CRS Grade Band (9-12)
A. Self-Awareness and Self-Management <i>Recognize and regulate emotions</i>  Related Employability Skills: Respect, Dependability & Reliability, Communication, Professionalism, Teamwork, Integrity, Business Fundamentals, Adaptability, Initiative, Planning & Organizing	Recognize and label basic feelings.	Identify different ways of expressing a feeling.	Identify behavioral expressions of feelings within a context.	Evaluate behaviors in relation to the impact on self and others.
	Demonstrate awareness of self and one's own preferences.	Identify one's own strengths, needs, and preferences.	Explain to others one's own strengths, needs, and preferences specific to a context.	Advocate for oneself in education, employment, and within the community.
	Distinguish between situations that elicit positive or negative feelings.	Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	Identify and select coping skills relevant to adverse situations.	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.
	Express a want and the means to achieve it.	Distinguish among and set short term, mid-range, and long-term goals.	Identify and evaluate distractors that impact reaching ones' goals.	Establish and pursue goals or post-secondary education, employment, and living within the community.
B. Establishing and Maintaining Relationships <i>Communicate and collaborate amongst diversity</i>  Related Employability Skills: Problem solving, Decision making, Critical Thinking, Integrity, Teamwork, Adaptability, Professionalism, Communication, Respect	Interact in pro-social ways (e.g., reciprocal conversation, turn taking, sharing) with peers and adults.	Explain ways to establish relationships that are positive and supportive of others.	Explain how empathy and perspective taking foster relationship building.	Establish pro-social relationships to support self and others.
	Identify similarities and differences between self and others.	Demonstrate respect for the uniqueness of others.	Interact with others demonstrating respect, cooperation, and acceptance.	Explain how you situate yourself in a diverse community.
	Engage in reciprocal communication with peers and adults.	Select and utilize expressive communication strategies (e.g., tone, body language, facial expressions) with an understanding of its effect on others.	Explain how expressive communication strategies can affect others.	Select expressive communication strategies specific to context.
	Recognize that conflict occurs and identify ways to respond.	Identify multiple ways to solve conflicts and practice solving problems.	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.
C. Social Problem-Solving Skills <i>Demonstrate empathy and respectful choice</i>  Related Employability Skills: Teamwork, Integrity, Communication, Respect, Customer Focus, Critical Thinking, Professionalism, Reading, Writing, Problem Solving	Acknowledge the consequences of choices.	Identify consequences of a decision to oneself and others prior to action.	Make a decision based upon anticipated consequences.	Evaluate consequences from a personal, and civic perspective to inform decision-making.
	Identify similarities and differences of various social contexts.	Identify possible behaviors and anticipate reactions in response to a specific social context.	Distinguish among various social contexts and how they impact personal feelings.	Situate self in any social context as a means to determine a response.
	Recognize and respond to the feelings of others.	Respond to others given a sense of the others' point of view.	Analyze various perspectives on a situation.	Evaluate how societal conventions may influence the perspectives of individuals.

Teaching to Standards

PA Career Readiness Skills Categories	PA CRS Grade Band (Pre-K –K)	PA CRS Grade Band (1-5)	PA CRS Grade Band (6-8)	PA CRS Grade Band (9-12)
Self-Awareness and Self-Management	Distinguish between situations that elicit positive or negative feelings.	Select coping skill strategies response to adverse situations (e.g., positive self-talk, talking to others, taking a break, taking care of oneself, avoiding negative self-talk).	Identify and select coping skills relevant to adverse situations.	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.
Social Problem-Solving Skills/ Demonstrate empathy and respectful choice	Identify similarities and differences of various social contexts.	Identify possible behaviors and anticipate reactions in response to a specific social context.	Distinguish among various social contexts and how they impact personal feelings.	Situate self in any social context as a means to determine a response.

The problem with PBIS and SWPBS is that we try to jump to reinforcing behaviors that aren't developed.

The teaching component is often left out or it occurs only in a Tier I setting. We often fail to provide the more intensive instruction and support for the students who need it.

The Academics— Behavior Connection

The self-concept of children is heavily determined by academic success.

Academic frustration often leads to misbehavior either because of a lack of coping skills or in order to cover up their skills deficits.

Mallett (2014) found that adolescent students with learning disabilities are disproportionately represented within the population of students referred to the juvenile system and that these students are often adjudicated at younger ages.

“Misbehavior” and Disability

- Behavior is a Child Find Trigger.
- Students who are not responding to SWPBS need more intensive intervention and support.
- Failure to respond to more intensive support triggers an evaluation...even when the student has age and grade appropriate academic skills.
- For identified students, manifestation determination often triggers the need for a new evaluation.
- A manifestation determination should, more often than not, result in changes to the IEP.

References and Resources

[The Pennsylvania Career Ready Skills Continuum](#)

[Whole Body Listening in the Classroom](#)

Mallett, C. (2014) The “Learning Disabilities to Juvenile Detention” Pipeline: A Case Study
National Association of School Social Workers.

[Manifestation Determination Meeting](#)