

Red Flags

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Where do we start?

- Support Plans
- Discipline (Natural and Logical)
- Differentiation of Instruction (Multiple Intelligences and Learning Styles and Modalities)
- Environment (physical, interpersonal, philosophical, curriculum)
- Relationships
- Who am I? Who is this child?

Inclusion

The Values of Inclusion:

1. Diversity: It just means different
2. Equity: Fair doesn't mean equal
3. Justice: You get your needs met the way you need them to be met!
4. Relationships: Number 1 way to lessen challenging behaviors

What do inclusive classrooms look like?

- Children feel visible, valued and supported.
- You don't have to be good at everything. Does school support that?
- How can I be supported educationally and stay who I am?
- There is something I succeed at regularly.
- Are the adults in the environment supporting my emotional wellness?
- Is my classroom a place where I can speak up, ask for something different, ask for more time? Children need a place that is child oriented!
- Can I have a say in what I learn and how I learn it?
- Does this space shout, "Please play in here!" "I hope this leads to curiosity!"
"Check out the spaces where you can work and play by yourself and with your classmates!"

Red Flags

- What are the red flags I am seeing in the children I work with?
 - Most common ones:
 - Need for movement
 - Speech and language
 - Attention/impulse
 - Emotions regulation
 - Aren't red flags but judgement based on system practices!!!!
- Is it a norm, excess or deficit? This piece is SO IMPORTANT!
- Could it be related to temperament? Could it be the child's norm?
 - Over-diagnosis!
 - When it is hard for a teacher or a parent we tend to think a diagnosis is necessary.
- How do I let parents know my concern without over stepping my boundaries? Without really worrying the parents? How will they hear me best?

Behavior

Behavior norms: The rules we follow in society.

Behavior excess: Something we do too often, with too much force or with too much intensity.

Behavior deficit: Something we don't do often enough, with not enough force or with too little intensity.

Observations

- Answer the question WHY? (Become a detective)
 - Why does it keep happening?
 - Why is it always around lunch time/nap time/literacy?
 - Why is it when I am not in the room?
- Just give the facts. Keep emotions out of it!
- How do I talk to a parent so they will listen and not become defensive?
- How would I want to hear the message?
- Let's have a meeting to talk about the challenges your child is facing.
- I would like to get together when it's convenient for you and your family to talk about how your child can be 100% successful and be at their best.