

Challenging Behaviors During Covid

Essential Considerations and Supports

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Who is Nate?

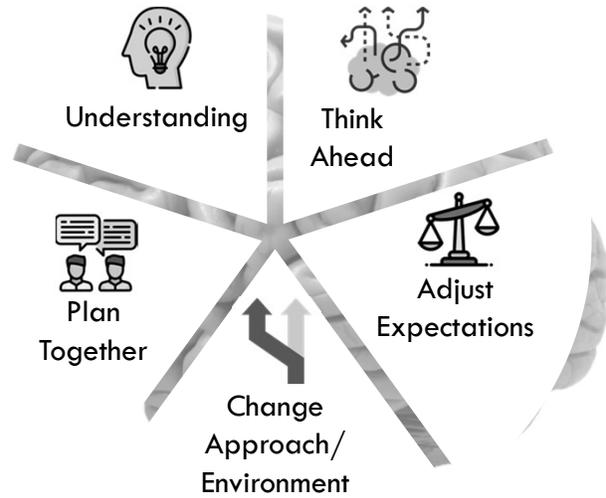
- FASD behavior consultant and trainer
- Youtube channel: www.youtube.com/oregonbehavior
- It's a Brain Thing! Podcast:
www.oregonbehavior.com/itsabrainthing
- Upcoming book, "Essential FASD Supports"

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COGNITIVE SUPPORTS

[kog-ni-tiv suh-pohrt]

1. Providing a support or intervention with a *specific* cognitive skill in mind.



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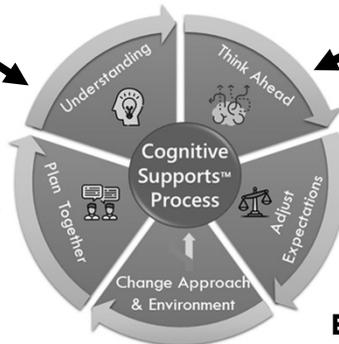
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Collaborative and Proactive Solutions (CPS)
Dr. Ross Greene

Dysregulation, Trauma, Polyvagal Theory
Dr. Mona Delahooke
Dr. Stephen Porges

Neurobehavior Model & FASD's
Diane Malbin
Dr. Christie Petrenko

Executive Function Evolution & Development
Dr. Russell Barkley

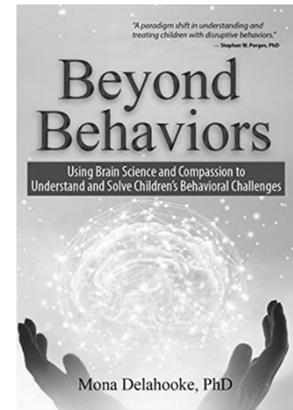


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IMPORTANT RESOURCE

- Stress during pregnancy/birth:
 - Difficult pregnancy/stress
 - Premature birth
 - Immediate signs of sensory dysregulation
- Early childhood stress and trauma
 - Medical procedures
 - Abuse, neglect, foster care
- Disability
- Sensory difficulties
- Ongoing stress, dysregulation, challenging behaviors



Beyond Behaviors

by
Dr. Mona Delahooke, PhD

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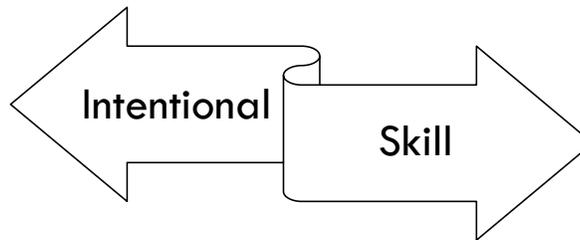
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“YOUR EXPLANATION GUIDES YOUR INTERVENTION”

—DR. ROSS GREENE, THE EXPLOSIVE CHILD



- Punishments
- Rewards
- Lectures
- “Why, why, why?”
- Suspensions
- Displacement
- Arrest



- Proactive
- Accommodation
- Think differently
- Empathize
- Learn
- Work together
- Advocate



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“BOIL IT DOWN!”

- Do our plans and supports “boil down” to more than just “try harder”?
- An incentive is not a support!
- Remember to think of the *skill* that may cause the problem, and then provide a Cognitive Support



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Positive Responses to Being Home (School-Attending Children)

- They are less impulsive and/or have fewer challenging behaviors
 - The overall lack of dysregulation “frees up” their **cognitive skills** or the **energy** to use them

CONCEPT: EXECUTIVE FUNCTIONING FUEL

- Executive Functioning “fuel” and skills are a limited resource
- The more that is being used, the less will be available later
- Fuel can be replenished during sleep and by eating food with glucose
- Some people feel refreshed after a nap (but not everyone!)



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Positive Responses to Being Home (School-Attending Children)

- They are less impulsive and/or have fewer challenging behaviors
 - Perhaps previous “impulsive” behaviors were the result of ongoing stress/unsafe neuroception that lowers EF abilities.
 - Address feelings of safety and stress at school
 - Continue to consider what it is that helps your child feel safe. This includes things in the environment, adult interactions, and can be “little” things. The goal is to implement as many as possible in the school environment

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Positive Responses to Being Home (School-Attending Children)

- They are not doing school, but they are learning through alternative activities/play
 - Things are being individualized to their cognitive skills:
 - Slower processing speed
 - Less talking/verbal information
 - Less reading to learn
 - Less/more interaction, as appropriate
 - Short activities, several breaks
 - No power-struggle when behaviors begin or child protests—let it go and try again later



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General (and Covid-19) Starting Places

- Adjust expectations
- Address connection
- Establish co-regulation
- Address sensory needs
- Start being proactive
- Give time to think
- Use fewer words
- Use visuals
- Support relationships
- Eventually build skills/collaborate

This is really hard!