



Responding to Neurodiversity & Beyond

Meaningful & Effective Responses
Using the Crisis Cycle in Alliance with the Zones of Regulation



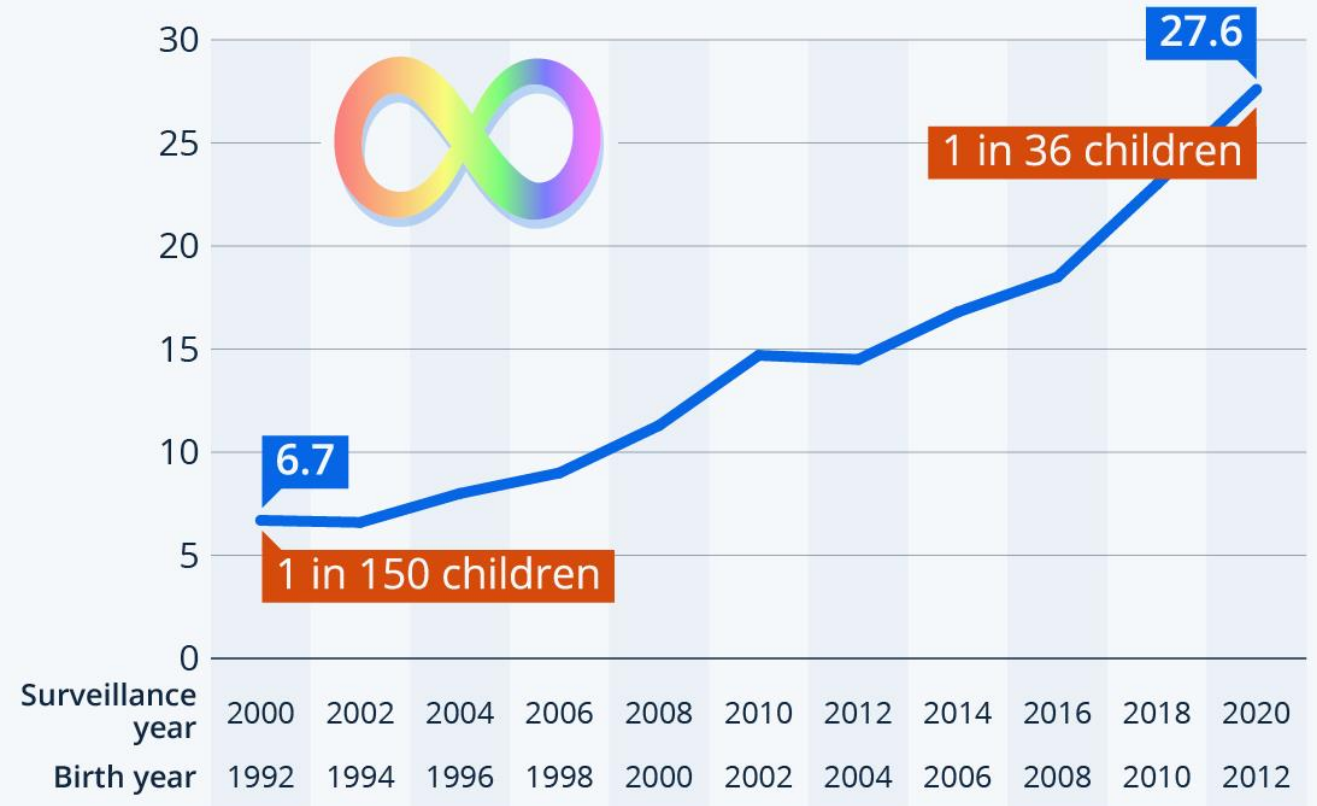
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Increasing Rates of Neurodiverse Learners.

- According to the CDC, **about 1 in 6 (17%) children aged 3–17 years were diagnosed with a developmental disability**, as reported by parents, during a study period of 2009–2017. These included autism, attention-deficit/hyperactivity disorder, blindness, and cerebral palsy, among others.

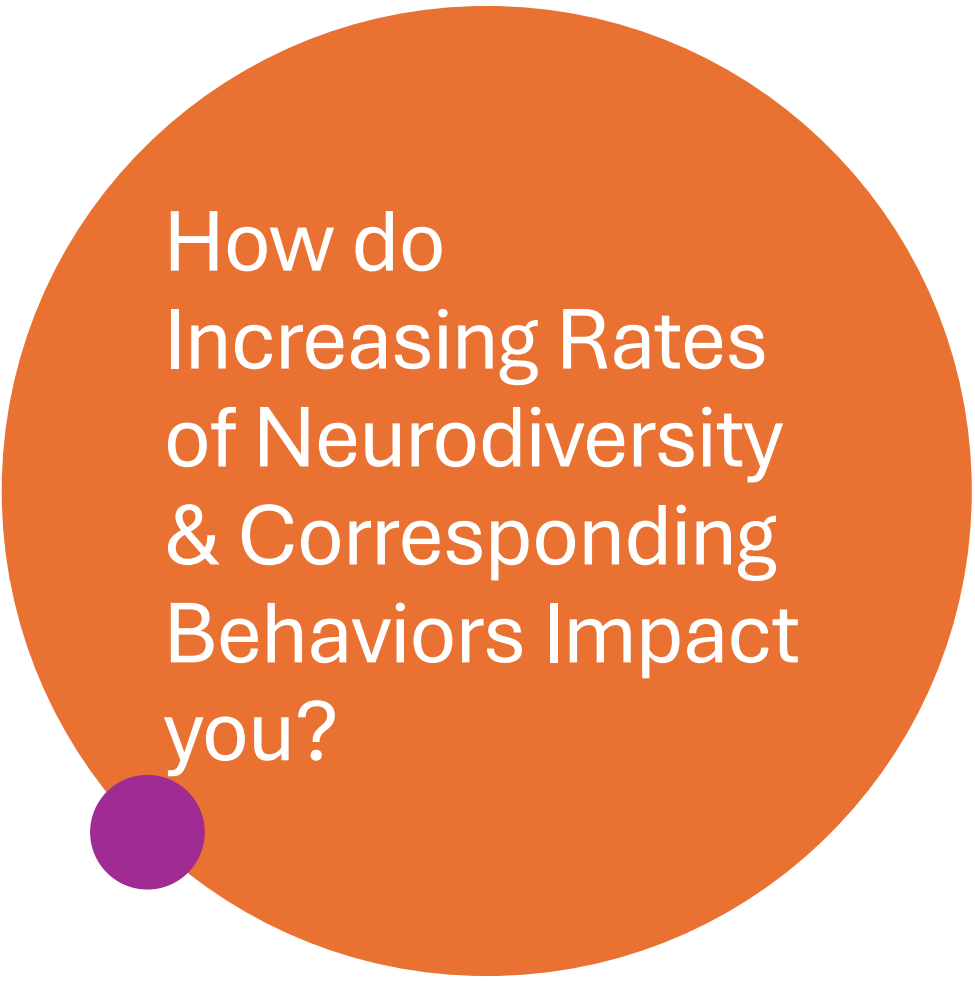
The Rising Prevalence of Autism

Identified prevalence of Autism Spectrum Disorder (ASD) per 1,000 children in the U.S.



Source: Autism and Developmental Disabilities Monitoring Network via CDC





How do
Increasing Rates
of Neurodiversity
& Corresponding
Behaviors Impact
you?



Challenging Behaviors

- Are disruptive
- Monopolize my time
- Can be dangerous
- Negatively impact peers & the learning environment

So Now What?

Purpose

- Learning & identifying the phases of the crisis cycle allow staff to respond to challenging behavior in more effective and meaningful ways.
- By recognizing and acknowledging what 'zone' your student is in, you are better able to meet their individual needs in any given moment.
- This information applies across ALL populations & ALL students can benefit from these strategies.



KNOWLEDGE
IS POWER



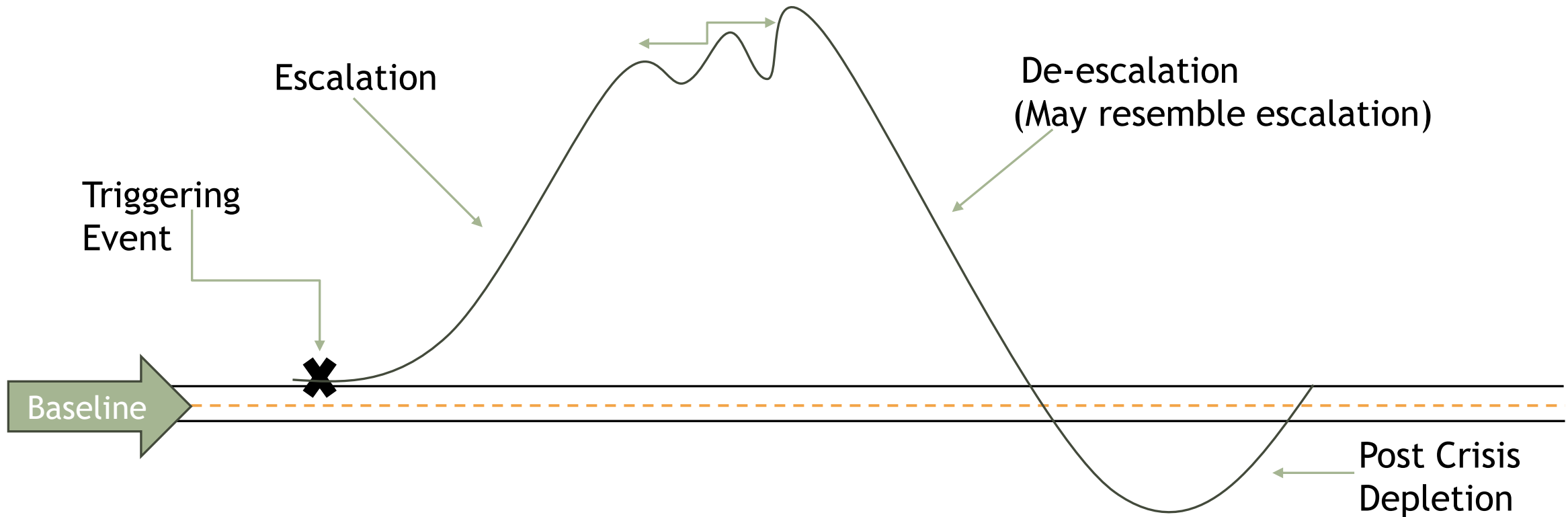
What Zone are you in?



Where Does Learning Occur?

Crisis Cycle

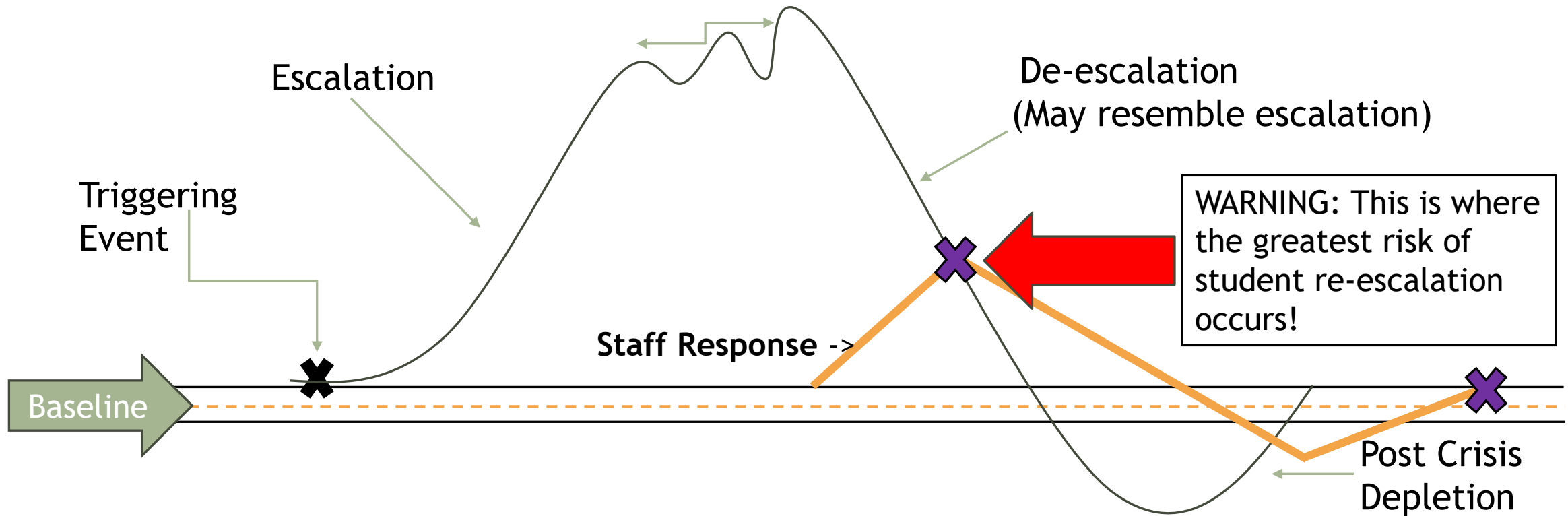
Crisis: Dangerous Behavior*



*The severity of dangerous behavior may vary, which adjusts our response.
Additionally, **dangerous behavior is NEVER inevitable.**

Staff During Crisis Cycle

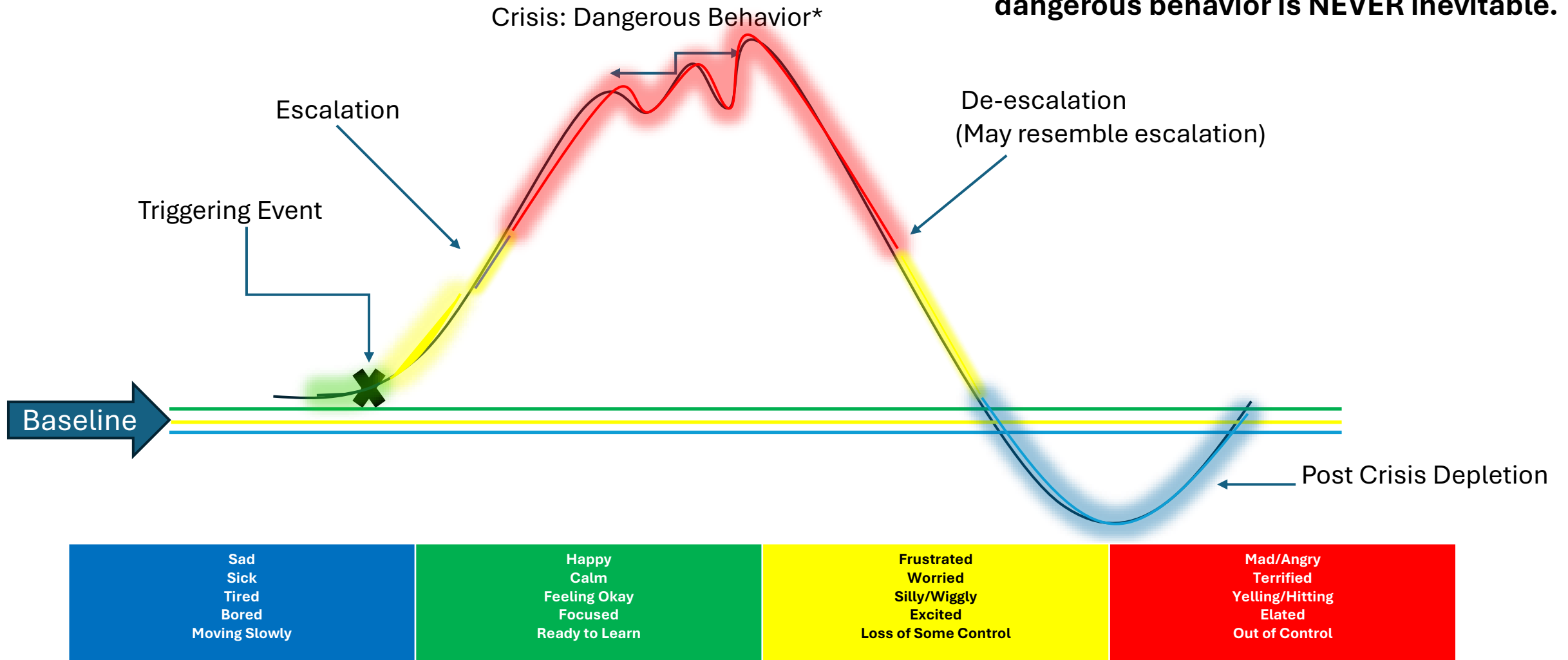
Crisis: Dangerous Behavior*



*You have permission to move away from baseline (after all, you're only human!)
HOWEVER, as a professional you **MUST** have a plan to maintain self-control.

Crisis Cycle in Alliance with the Zones of Regulation Continued

*The severity of dangerous behavior may vary, which adjusts our response. Additionally, **dangerous behavior is NEVER inevitable.**



What do effective and meaningful strategies *look* like ?

<p><u>OFFER:</u></p> <ul style="list-style-type: none">-Water-Crunchy Snacks-A Walk-Timed Rest <p><u>SAY:</u></p> <p>“What does your body need?”</p> <p>“I want to help you”</p> <p>“Let me know when you’re ready to earn_____”</p> <p><u>USE:</u></p> <ul style="list-style-type: none">-A calm, even tone-Moderate to Low Volume <p><u>MOVE:</u></p> <p>Close enough to be heard and acknowledged, while being mindful of students’ space</p>	<p><u>OFFER & GIVE:</u></p> <ul style="list-style-type: none">-Help when/if needed-Loads of Behavior Specific Praise-Reinforcements!!! <p><u>SAY:</u></p> <p>“You’re so awesome”</p> <p>“I’m so proud of you”</p> <p>“I see how hard you’re working!”</p> <p><u>USE:</u></p> <ul style="list-style-type: none">-Even or Enthusiastic Tone-Volume Appropriate for Environment & Proximity to Student <p><u>MOVE:</u></p> <p>About the Cabin Freely</p>	<p><u>OFFER:</u></p> <ul style="list-style-type: none">-A Break-Redirection-Reinforcement Reminders-Reduced Demands-Increased Support <p><u>SAY:</u></p> <p>“What does your body need?”</p> <p>“It looks like_____. I want to help you”</p> <p>“Thank you for taking care of yourself”</p> <p><u>USE:</u></p> <ul style="list-style-type: none">A Calm, Even Tone-Moderate to Low Volume <p><u>MOVE:</u></p> <p>Close Enough to Respond Quickly & Far Enough Away to Not Get Hit</p>	<p><u>OFFER:</u></p> <ul style="list-style-type: none">-A Safe Space-Limited Interaction-Time-Occasional Redirection-Reduce Demands-Staff Switch <p><u>SAY (LESS):</u></p> <p>“I Want to Help you”</p> <p>“First_____”</p> <p>Then_____”</p> <p>“You’re only Job is to stay safe”</p> <p><u>USE:</u></p> <ul style="list-style-type: none">-A Calm, Even Tone-Low to Slightly Elevated volume* <p><u>MOVE:</u></p> <p>OUT OF THE WAY**</p>
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- Empathy & Curiosity are ALL THE TIME strategies

OFFER:

Water, Crunchy Snacks, A Walk, Timed Rest

SAY:

“What does your body need?”

“I want to help you”

“Let me know when you’re ready to earn_____”

USE:

A calm, even tone, moderate to low volume

MOVE:

Close enough to be heard and acknowledged, while being mindful of students’ space



“How Can I Help?”

OFFER & GIVE:

Help when/if needed, Loads of Behavior Specific Praise, Reinforcements!!!

SAY:

“You’re so awesome”

“I’m so proud of you”

“I see how hard you’re working!”

USE:

Even or Enthusiastic Tone, Volume Appropriate for Environment & Proximity to Student

MOVE:

About the Cabin Freely



Make it Rain!!!

OFFER:

A Break, Redirection, Reinforcement Reminders,
Reduced Demands, Increased Support

SAY:

“What does your body need?”

“It looks like_____. I want to help you”

“Thank you for taking care of yourself”

USE:

A Calm, Even Tone, Moderate to Low Volume

MOVE:

Close Enough to Respond Quickly & Far Enough Away to Not Get Hit



Let's Take a Break!



OFFER:

-A Safe Space, Limited Interaction, Time, Occasional Redirection, Reduce Demands, Staff Switch

SAY (LESS):

“I Want to Help you.” “First_____ Then_____.”
“You’re only Job is to stay safe.”

USE:

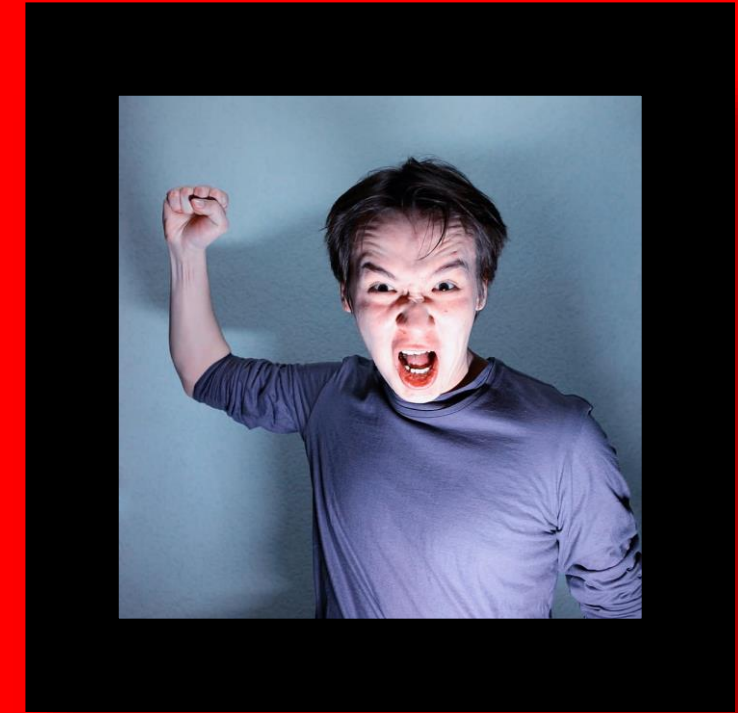
-A Calm, Even Tone, Low to Slightly Elevated volume*

*Your voice should only get as ‘loud’ as is necessary for the student to hear you.

MOVE:

OUT OF THE WAY**

****Only get close if ABSOLUTELY NECESSARY to keep student or peers safe. As soon as it is safe to do so, EVADE EVADE EVADE.**



LESS IS MORE!!!



empathy:

the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation

see: attuned, relate, understanding

Dictionary.Cambridge.org

curiosity:

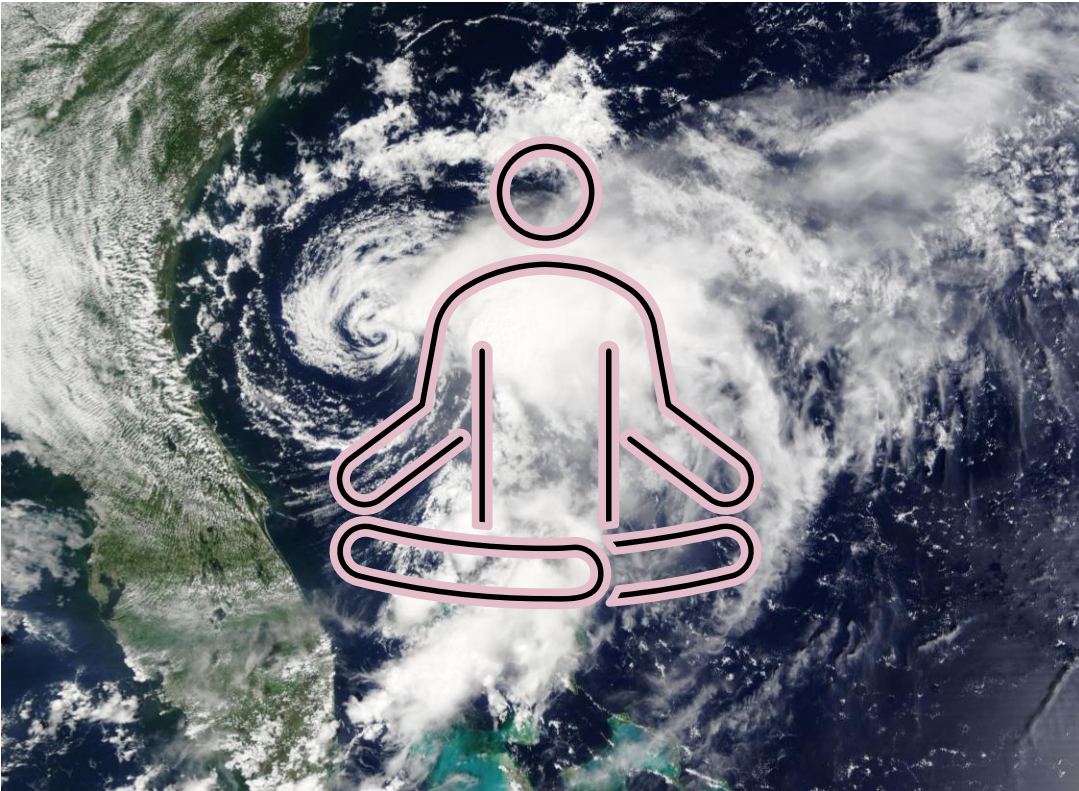
an eager wish to know or learn about something

see: inquisitiveness, interest

Dictionary.Cambridge.org

Empathy & Curiosity are ALL THE TIME STRATEGIES

OK, so in the middle of the storm, how do YOU maintain self-control?



- We will experience a move away from baseline when encountering challenging behaviors.
- As professionals, it is **VITAL** that we maintain self-control

CREATE

PRACTICE

KNOW

IN THE MOMENT SELF-REGULATION:

1. Purposeful Breathing
2. Personal Statement



*This can be done anytime, anywhere, in any situation and is imperceivable to the outside world.



QUESTIONS





Thank You For Your Time!