



Thursday, September 7, 2023

NEWS FROM The NEST



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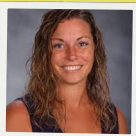
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Week one is coming to a close and it has been great to see everyone back, working hard, and showing the Swallow Way every day.



News from the Nest has been designed to be a resource for all families at Swallow covering various topics, not just special education topics. One of my favorite things about this newsletter is the opportunity for parent input. With your input, questions, or suggestions, this resource can be even more useful for the Swallow Community. The link below in the Collaboration Corner will take you to a form that will come straight to me. I will do my best to find resources to post or send you by the following week.

-Holly

BEING A BEHAVIOR DETECTIVE

Working with kids with difficult behavior is one of my favorite things to do. Behavior to me, is a form of unconventional communication where the child is communicating either an unmet need or a lagging skill. I recently came across a short video that resonated with me about this very topic. I have linked it below for you.



COLLABORATION CORNER

Help us, help you! Our team is not only here to help students, we are a resource for you too. If you have a question we can answer?

Click the 'contact us' icon to submit your question or additional support you may need.





NEWS FROM The NEST


Support Staff

COMING SOON



The Hawks Nest and Student Services Team works hard to ensure every student can be as successful as possible. We have put together an Amazon Wish List of various items that would help us better support and serve all kids. If you are interested in taking a look, we would be extremely grateful for your consideration.

BEHAVIOR RESOURCES


The Functions of Behavior 

Pull up a **SEAT** to learn WHY challenging behaviors occur and how to respond most effectively.

S **sensory**

why? These behaviors provide access to sensory stimulation. It "feels good to engage in the behavior."


when? Sensory behaviors occur at any time, in the presence or absence of another person.

How to Respond: Teach a functional replacement behavior that provides compatible sensory input.
For example: If a child puts non-edible things in their mouth, provide them with access to a chew tube or gum. 

E **Escape**

why? These behaviors remove an undesired situation or person.


when? Escape behaviors occur at a time in which something is viewed as being too hard, too boring, or too loud.

How to Respond: Teach the child to request a break when needed. Divide tasks into small parts or give within activity choices.
For example: If a child flops out of their chair during a work session, provide them with access to a break card. 

A **Attention**

why? These behaviors provide a reaction from others. They are often described as "acting-out" behaviors.


when? Attention seeking behaviors occur at a time in which the child desires a social interaction with another person.

How to Respond: Teach the child to request and receive positive attention through engaging in desirable behaviors.
For example: If a child screams to gain attention, provide them with access to praise for having a quiet voice. 

T **Tangible**

why? These behaviors provide access to highly preferred items or activities.

when? Tangible seeking behaviors occur at a time in which the child desires a specific item or activity.

How to Respond: Teach the child to ask for, wait and/or exhibit a specific behavior prior to granting access to the item.
For example: If a child begs to use the iPad, allow them access following the completion of a task or chore. 

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Center for Parent Information and Resources

Child Mind Institute