

Challenges that Impact Active Engagement for Individuals with Learning Differences

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CESA #1 - Southeastern Wisconsin

Neurological difference that impacts one's ability to predict the intentions of others...

"I DON'T KNOW WHAT YOU'RE THINKING"

Challenges that Impact Active Engagement

Neurodevelopmental difference that have a significant impact include...

- ❖ Predicting that others are a **source of assistance**
- ❖ Predicting that others are a **source of engagement or pleasure**
- ❖ Predicting the **sequence** of activities
- ❖ Predicting the **steps** within each activity
- ❖ Predicting **what to say**
- ❖ Predicting **how to engage** in activities
- ❖ Predicting **how to regulate** emotions in a manner sensitive to others
- ❖ Predicting the **purpose** of academic and social activities

As a Result, Students with Social Learning Differences ...

- May not realize that others can be a source of help
 - *limited initiations and reduced rate of spontaneous communication*
- May not realize that others can be a source of emotional support & engagement
 - *difficulties responding to bids for interaction and a limited range of communication for social purposes*
- May not realize that others are a source of information
 - *the use of unconventional gestures, language, and coping strategies as opposed to those learned through social imitation*

As a Result, Students with Social Learning Differences...

- May not know what to expect
 - *difficulties with transitions initiated by others*
- May not be motivated to engage in tasks initiated by others
 - *as they may not be able to determine the steps within the task as well as why they are being asked to engage in the task*
- May have limited trust in others
 - *heightened anxiety, frequent activity avoidance and/or aggression toward caregivers, teachers and peers; miscommunication and lack of predictability often leads to a history of repeated failure in social situations and negative emotional memory*

Where Support is Needed the Most

From Early to Advanced Development

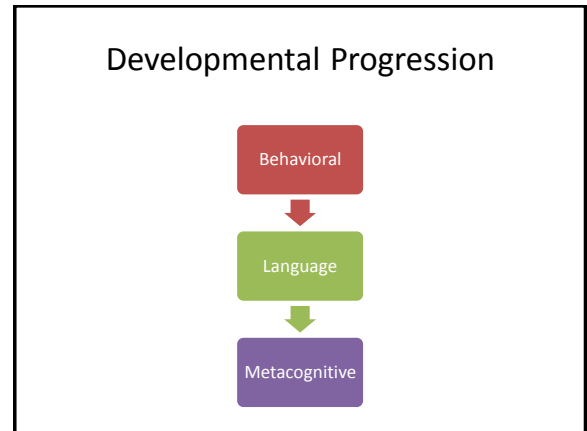
- Active Task Engagement
- Transitions
- Emotional Expression & Coping



Active Task Engagement	
Why is it difficult?	What can we do?
<ul style="list-style-type: none"> • Hard time predicting clear beginning and end of task • May not be motivated because results of task may not be rewarding • What's in it for me factor • Predicting others are a source of assistance 	<ul style="list-style-type: none"> • Infuse motivating and meaningful topics • Provide supports to define steps in a task • Modify sensory properties • Provide support to foster child's success with the task and visuals for functional communication

Emotional Expression & Coping	
Why is it difficult?	What can we do?
<ul style="list-style-type: none"> • May not have had many positive emotional experiences with others • Often don't perceive others as a source of help, social engagement, or emotional assistance • Often feel vulnerable and stressed • May become disinterested in people and show decreased rates of initiations, particularly social functions 	<ul style="list-style-type: none"> • Inhibit our initial "wired" reaction to a student's behavior • Attune to the student's emotional expressions appropriate to child's developmental level • Model appropriate behavior when child uses inappropriate behavior • Use visual supports to remind individuals how to express emotions and to provide choices of coping strategies to enhance regulation

Emotional Regulation Critical Capacities in Typical Development	
Self-Regulation	Mutual-Regulation
The ability to independently attain an optimal level of arousal.	The ability to solicit and accept assistance from others in regulating one's arousal.
(Prizant et.al, 2002)	



Recognise internal and external factors that might impact on self regulation and engagement

<ul style="list-style-type: none"> Uncomfortable seating Unpleasant smells Harsh lighting Noises that are difficult to filter out 		<ul style="list-style-type: none"> Language overload Sudden noises Being too hot or too cold Language overload lots of changes
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(c) Scot Greathead

Transition	
Why is it difficult?	What can we do?
<ul style="list-style-type: none"> • Hard time predicting what we are going to do • May not know what to expect • Might not be using self-talk strategies to transition • Verbal language and gestures are often not helpful • Physical guidance can pose an additional threat 	<ul style="list-style-type: none"> • Provide visual supports to enhance smooth transitions • Provide time for child to solve problems • Provide time for child to complete activities at own pace • Infuse motivating and meaningful topics in upcoming activities to increase engagement and motivation • Use visuals to define steps within upcoming tasks to enhance language for self-regulation



Examples of Learning Supports for ...
Engagement,
Communication, &
Conventional Emotional Expression

Active Task Engagement: Connecting to Meaningful Topics

Training Schedule
Cardio Day
Water stations located every 1 mile

		DISTANCE
Stretch	Sensory Room	1/2 mile
Sprints	Fluency work	1/4 mile
Circuit Training	Literacy Block	--
1.		1/4 mile
2.		1/4 mile
3.		1/4 mile
4.		1/4 mile
Run	Writing	1/2 mile
	Recess	1/2 mile
Carb loading	Lunch	1/2 mile
		1/2 mile
Rotation Training	Math	--
1.		1/4 mile
2.		1/4 mile
3.		1/4 mile
4.		1/4 mile
Cool Down	Pack Up	1/6 mile
		Total

Training Schedule
Strength Training Day
Water break after lifting 60 lbs

		Weight
Stretch	Sensory Room	30 lbs
Sleep Curls	Fluency work	15 lbs
Chest and Arms	Literacy Block	--
Bicep	1.	15 lbs
Triceps	2.	15 lbs
Deltoids	3.	15 lbs
Pectorals	4.	15 lbs
Bench Press	Writing	15 lbs
	Recess	30 lbs
Carb loading	Lunch	30 lbs
		30 lbs
Leg Press	Math	--
Hamstring curls	1.	15 lbs
Quadriceps	2.	15 lbs
Calves	3.	15 lbs
Hips	4.	15 lbs
Cool Down	Pack Up	10 lbs
		Total

Emotional Expression: Connecting to High Interests of OTIS elevators

Rating	Looks/Sounds Like	Feels like	I can try to...
1	Focusing on windows, doors and walls Flurting out in a loud, angry voice	Can't control anger Can't control frustration	Use strategies in a safe location Take deep breaths Count Look at Maps Look at pictures of elevators
4	Flurting out and jumping up to open windows and doors Unable to listen/hear staff re-direction	Can't control anger Can't control frustration	Go to a safe location Take deep breaths Count Look at Maps Look at pictures of elevators
3	Bouncing on the exercise ball really high Continuously rubbing hands together faster Flurting out Standing up pacing the room	I feel miserable I am frustrated	Take deep breaths Take a break Walk to the Fitness center Look at Visitors Guide Go in the hallway
2	Being rambunctious, tapping my sandals, rubbing my hands together, beginning to laugh in a higher voice	I am anxious I am nervous Changes are happening	Take a deep breath Look at Visitors Guide Look at People Game Doodle on paper Bounce lightly on a ball Look at Number Pride Code in binder Check schedule
1	Quiet Working - on task Following Agendas Voice sounds friendly On subject	I am happy I am calm I feel comfortable	Use Visitor Guide/tools Look at Exit Sign Agendas Use Visitor Think about staying on the Interstate Make comments on subject Complete assignments

Conventional Emotional Expression & Active Task Engagement

INTERSTATE

It is my goal to stay on the interstate.

When I am on the interstate, I am on subject and focused.

Sometimes other people will select the subject. Sometimes I will select the subject.

I can stay on the interstate by...

COUNTY

When I take a detour onto a highway or road I can get back on the interstate by...

It is important to stay on the interstate.

When I stay on the interstate others are proud and I am too.

Conventional Emotion Expression


Educator Developed, Medal, R, 2012

Educator Developed, Unknown

Transitions

“When Map Breaks are Finished”

Jason can...



- Put **away** map materials
- Ask a teacher “what’s next”
- Check **schedule**
- Work on the task

Transition

It’s Time for Lunch




- Walk to **cafeteria**
- Return **dirty tray**
- **Wait** in line
- **Type** in ID number
- Pick **1 fruit**
- Take **food** that Jason likes
- Say “**Thank you**”
- **Walk** to door
- Check that **tray is ok**
- Walk to **Medal’s room**

Emotional Expression & Coping

“When someone unexpected enters the room”

Xavier can ...



- Take a **deep breath**
- **Look** toward person
- Say “**hello, what is your name?**”
- **Listen** to the response
- Say “**why are you here?**”
- **Listen** to the response
- Say “**okay, when are you leaving?**”
- Now, Xavier can **get back to work**

Active Task Engagement “Reasons for Labels”


- Labels on a lot of objects.
- Labels identify the object.
- Labels list information about the object.
- Some labels can be removed from the object.
- Some labels are printed on the object.

- Labels on food and drink objects are required by U.S. Food and Drug Administration
- Labels on chemical objects are required by the Center for Disease Control and Prevention
- Labels on things for kids are required by U.S. Consumer Product Safety Commission

- Sometimes, labels cover the matter inside the object.
- Labels are required to be on objects.

Emotional Expression & Coping:

“When Jason sees a label while eating”



Jason can...

- Take a deep breath
- Look a different direction
- Finish chewing and swallow
- Read **Reasons for Labels**
- Think about something different

Jason can also...

- Ask someone to remove the label
- Ask someone to put the label in a cabinet


Sometimes people may say no

Then Jason can...

- Continue to eat because Jason knows labels are required

Emotional Expression and Coping

Power Card for Making Mistakes



Will Smith is a cool guy who has made a lot of movies. It takes a lot of people doing many jobs to make a good movie. Sometimes mistakes are made by Will or others on the movie set.

Will Smith stays calm when he or someone else makes a mistake. If he needs to, he asks for help. Will Smith knows that everyone makes mistakes.

Will would like everyone to remember to stay calm when mistakes happen, to ask for help if it is needed, and that EVERYONE makes mistakes!

Will Smith wants me to remember:

- Stay calm when I make a mistake
- Stay calm when someone else makes a mistake
- Ask for help when I make a mistake
- Everyone makes mistakes!

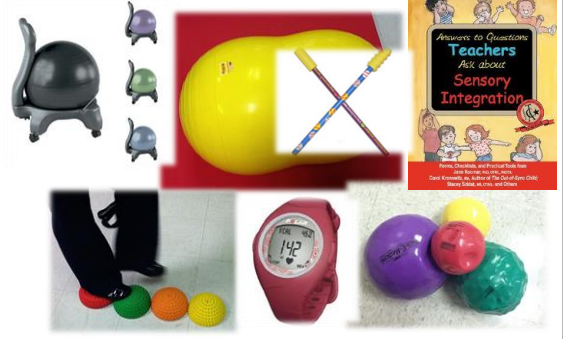
Transitions:

Power Card for Ending an Unfinished Task



- ☛ When my teacher says its time to **move to the next activity**
- ☛ I will **put away my materials**
- ☛ I will **place my work in Chole's work bin/folder**
- ☛ If its not finished "Its okay", my teacher will give me time later
- ☛ Now, I can **move to the next activity with my friends**, just like Funshine bear

Modify Sensory Properties



Emotional Expression & Coping The Feelings Book (Feelings App)



The Feelings Book, Communication Crossroads, 2002

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Contact information

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