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ECHO Session Date: 10/22/2024

Thank you for presenting your student at ECHO Idaho – K12 Behavioral Health in the Classroom session. Please keep in mind that your School District policies and Health Services procedures, medication administration protocols, process guidelines, remain the guiding principles to your practice.

After review of the case presentation and discussion of this student's case among the ECHO Community of Practice, the following suggestions have been made:

Student Grade Level: K-2 grade

Summary:

This student exhibits a pattern of withdrawal and non-participation when asked to complete tasks or engage in classroom activities. Typical behaviors include putting her head down, scribbling aggressively on papers, or, in more extreme cases, throwing herself on the floor. Positive reinforcement, such as praise, leads to similar shutdown behaviors. Despite this, she is capable of providing appropriate responses when directly called on during lessons.

Interventions Tried:

The following approaches have been implemented:

- One-on-One Support: The student has been provided individual assistance.
- Extra Time: She consistently receives extended time to complete assignments.
- Small Group Interventions: She participates in small group sessions aimed at building engagement and skills.
- Counselor Check-Ins: Periodic meetings with the school counselor provide additional support.

Relevant Context and Background:

The student has transferred from another school where, instead of in-class interventions, she was sent home if she exhibited refusal behaviors or threw herself on the floor. She has no known diagnoses, no current medication, and no existing IEP, 504 Plan, or Behavior Intervention Plan. She also has no history of outside evaluations like a Functional Behavior Assessment. Notably, her brother exhibits similar behaviors, although his reactions are reportedly more intense.

Goals and Needs:

The goal is to develop a consistent, effective plan that can help the student manage and reduce these responses, allowing her to engage in class appropriately. The family shares a similar goal, hoping she can learn to conduct herself effectively within a classroom setting.

Question:

The primary request is for strategic recommendations tailored to addressing and managing the student's specific behaviors, which could include techniques for engagement, reducing withdrawal responses, and possible methods to encourage positive participation.



Recommendations:

The recommendations discussed for this student focused on addressing both the behavioral challenges and the potential emotional needs that may be underlying the student's response in class.

Parent Engagement Strategy:

Establish a stronger, collaborative relationship with the student's parents, especially the mother, who may be unintentionally reinforcing the behavior. Encourage parents to engage actively and provide consistency at home.

Approach discussions on the behavior in a non-confrontational way by focusing on the behavior rather than labeling the child, which may help avoid defensive reactions.

Behavioral Intervention and Progress Monitoring:

Implement a check-in/check-out system with clear expectations and frequent feedback throughout the day, such as after each task or transition. This provides structure and helps the student receive consistent positive reinforcement, potentially addressing her desire for adult attention and need for clear expectations.

Track patterns of behavior, noting any specific times of day or tasks that trigger these responses, to identify potential correlations or triggers that could guide intervention strategies.

Support for Emotional Regulation:

Continue breathing exercises and mindfulness techniques to help the student self-regulate and manage emotional responses, particularly when she becomes frustrated or overwhelmed.

Consider incorporating peer support, where certain classmates are encouraged to help motivate or re-engage her, though note that this strategy may require rotation or moderation to avoid burnout among peers.

Potential Assessment and Evaluation:

Consider a formal evaluation for underlying issues such as anxiety, depression, or ADHD, as these may be manifesting differently. Emotional dysregulation, perfectionism, and a potential avoidance of non-preferred tasks might indicate an underlying condition.

A Functional Behavior Assessment (FBA) could help identify the specific function of her behaviors and contribute to a more targeted Behavior Intervention Plan (BIP).

Classroom Consistency and Routines:

Maintain a consistent routine and visual schedule to help ease transitions, as this may alleviate some of her stress around moving from one activity to another.

Ensure a consistent response to her dysregulation from both the teacher and classmates. Supportive responses from peers should be balanced with classroom expectations, allowing the student to feel supported without becoming dependent on external validation.



Explore Academic Workload and Task Demands:

Recognize that the student may feel overwhelmed by academic demands, especially if she is a perfectionist. Provide achievable tasks with clear instructions, possibly breaking down larger assignments into smaller, manageable steps.

Avoid over-attending to her during work time, as she may shut down if she perceives excessive monitoring.

Positive Reinforcement Approach:

Reinforce her efforts and celebrate small achievements without overwhelming her with attention or praise, which could trigger her shutdown behaviors. Instead, try quieter acknowledgments or tangible rewards that align with her intrinsic motivations.