



Open the Tool Box

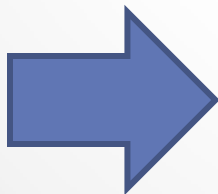
Tips for Teachers

Prader-Willi Syndrome in the Classroom

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As babies those with PWS.....

- Low muscle tone
- Failure to thrive
- Delayed milestones
- Have increased body fat
- Need: Growth hormone therapy, physical therapy and occupational and speech therapy.
- Then their interest in food picks up!



HYPERPHAGIA

Common behaviors in PWS

- Anxiety
- Rigidity
- Perseveration
 - Repetitive
- Stubbornness
- Oppositional
- Aggressive

Teacher characteristics that fit well with PWS

Easy going and patient

Flexible and creative

Problem Solver

Calm and confident

Able to consistently reward behavior

Anxiety in PWS

Asks a million questions.

Agitated and lots of repetitive movements

May do things over and over-rituals

May not focus in class because they are worried

STRATEGIES

Reframing

Redirecting

Visual schedules

Calming rituals-walking, tearing paper etc.

Transitions in PWS

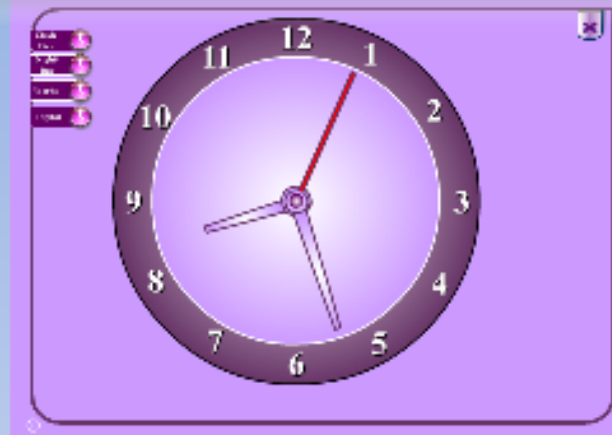
- Dislike Change-very rigid
- Hard to shift focus
- Get stuck

Strategies

- Visual schedule
- Timers
- Count downs
- Natural transitions
- Extension card

Today is
Friday 28th August

Today's weather is



Morning activities



Afternoon activities



Great Expectations

- What ever has happened before will happen **ALWAYS!**
- Fear of the Known
- Fear of the Unknown
- Fear Overblown!

Strategies

- Set up realistic expectations
- Pictures, schedules and other things to remind them
- Get your facts straight
- Don't tell them too much-too soon.

Perseveration

If I like it I like to talk about it –**A LOT!!!**

I like to do something until I am **DONE**

I can't move on unless I am done

STRATEGIES

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Concrete reminders

Visual and verbal reminders

Tally sheets

Natural transitions

Quirky Questions??????

Helps reassure them-but they don't stop!!

Ask a lot about
schedules/food/children/pets

Strategies

Limit to 3

Use visual/verbal cues

Help them to self-check

You have to stop it –they can't!

Stubbornness

Feel like they have to be right

Has to be their way

Have to get the last word

STRATEGIES

Allow 2 choices

Allow some level of control

Try to find a way to say YES!

Be a graceful winner and loser

Oppositional behavior

Need to say **NO** before they will say **YES!**

Will want it their way every time

STRATEGIES

Get Cooperation

Get help

Compromise-not negotiation

Know what you are willing to live with

Aggressive Behavior

Happens when frustration and emotions are high

They become agitated, pacing, read their body cues!!

Validate feelings-not excuse behavior

Avoid eye contact –but don't look scared

Keep your voice and Face **CALM**

Make sure you/other students aren't close to them

Do not touch them or try to physically intervene

Give them a safe place to calm down

Make sure other students/staff are safe

Have a plan to enact **BEFORE** it happens-**PREVENTION!!**

When to consult a professional

- When the behavior is not getting better and you aren't sure why
- When it seems that all the behavioral plans are not working
- WHO?? Applied Behavior Analyst, Behavioral Specialist, School Psychologist,
- Talk with parents about mentioning to their doctor

Referral Sources

- **PWSA.USA** has some excellent resources and crisis/school counselor
- **babc.com** (to find an ABA in your area)
- ABA therapist
- School Psychologist
- Behavioral specialist

- We **ALL** want them to be successful!!

Teacher Tips for Behavior Management in PWS

Verbal outbursts- validate emotions and then redirect to task at hand “I can see you are upset, and when you think you can do it, we need to finish up your worksheet”. Think cooperative (we) and said with calm, upbeat affect.

Aggressive behavior- It is important to read the behavioral cues before they escalate. You can redirect easier at that point. Say, “You seem a little excited, can we take a break for a minute in your office (bean bag) and then let me know when you are ready to join the class?” They will often be able to get it back under control faster than if you have to physically remove them. Try not to touch or restrain as they often see **TOUCH** as **Threatening**. Avoid confrontation and eye contact. **Don't get too close!**

Impulsive/Compulsive behavior –Impulsive behavior is common when students with PWS are overstimulated. Try to keep things calm and ordered. They sometimes steal things or pull hair or pinch- it means , “ I am getting frustrated and need to let off some steam-find other ways built into the day to do that without hurting others- walk breaks, computer time, shredding paper, whatever they find soothing and calming-then set a timer and have them return after a few minutes. If they steal-don't accuse- just say it is missing and you would like it returned by the end of the day-no questions asked-they should always be supervised.

Arguing/negotiating- plan in advance what you want them to do (Not what you don't want them to do) and continue to repeat it without emotion. "I know you want to have your snack now, and as soon as we get finished with our work, we will do that." Try to avoid NO and BUT- those words signal-you are going to fight or you might negotiate. Avoid all or nothing-choices often work "yes, you can do Spelling or Math worksheet, that would be great" They get stuck easily.

Needing to finish/complete something- Give them less work in the same format and if they get done in time-you can give them more for extra credit- Using a visual schedule, timers, and lots of praise- "oooh, I see you are almost done with all of them-I am so proud of you!" They will work hard for praise and sometimes sticker charts keep them on task for a longer time if you have a reinforcer at the end. "As soon as you hand in your work, you may work at the computer"

Schedule/Expectation changes –things change and students with PWS can't tolerate much change-so anticipate more problems on a nontraditional day- field trip, substitutes, TCAP days. Try to give them a visual schedule and reward for blocks of time on task or without problems. Notice them complying and heap on praise-ignore small infractions and focus on big picture.

Sending home/in school suspension- These types of punishment lead to MORE behavior problems, often they know just what they have to do to be sent home-and they are escaping school/work/stress. Have a signed (kid/parent/teacher) behavior contract in advance and chart behavior problems-time of day, schedule changes, other triggers and have a safe place they can go to head off being sent home. Keep other kids/teachers safe – but don't be held hostage to their behavioral demands. It only escalates things. They need firm, consistent rules.

Repetitive questioning- they often ask the same question- schedules are huge ones to be reassured. Post a visual schedule- and tell them you will only answer it three times-use visual cues-and point to the visual schedule and verbally answer, 2nd time-point to visual schedule and ask them to say the answer, 3rd time- ask them to look at the schedule and say the answer and you say –You are exactly right-I knew you knew it and now I don't have to answer it again. AND DON'T.

After the storm- After an escalation, sit down and have staff reconstruct what went wrong-triggers, reinforcers, attention and try to make sure next time, you have a plan in place to manage their expectations, limit attention and reinforcers and to deescalate before behavior problems arise- Anticipate and plan-DON'T react. If you cannot control your emotions-how can they? Do not bring up past problems-everyday start with a clean slate and don't take it personally or hold a grudge. Try to find the positive in them and praise it every day. It helps a lot if you can find something you genuinely like about them.

Student with Prader-Willi Syndrome Behavior Checklist

Date: _____ Student name _____ Class/teacher _____

How have things generally been for your child/adult with PWS over the last week?

<i>Behavior</i>	Much worse	Somewhat worse	Same	Somewhat better	Much better	Comments?
1) On balance, things with my student are	1	2	3	4	5	
2) School or work problems are	1	2	3	4	5	
3) Repetitive/compulsive behaviors are	1	2	3	4	5	
4) Getting along with classmates is	1	2	3	4	5	
5) Getting along with teachers, supervisors is	1	2	3	4	5	
6) Aggressive behaviors (hitting, pushing) are	1	2	3	4	5	
7) Verbal outbursts (yelling, threatening) are	1	2	3	4	5	
8) Not complying with requests is	1	2	3	4	5	
9) Being moody, sad or depressed has been	1	2	3	4	5	
10) Being anxious, worried and tense has been	1	2	3	4	5	
11) Skin picking has generally been	1	2	3	4	5	
12) This student's health has been	1	2	3	4	5	
<i>Food and Appetite</i>	Much worse	Somewhat worse	Same	Somewhat better	Much better	Comments?
13) Interest in food (talks, asks about it) is	1	2	3	4	5	
14) Meltdowns when food is refused are	1	2	3	4	5	
15) Taking or sneaking food from classmates, teachers or at school is	1	2	3	4	5	
16) Food issues over last month have generally been	1	2	3	4	5	

About how often has your student engaged in other activities over the last month?

17. Walked? _____ hours or minutes per day or participated in PE

18. Played informal physical games (catch, tag, chase, climbing) _____ minutes per day

19. Have you noticed changes in sleepiness, activity level or other areas? _____

20. At this time what concerns you most about your student? _____

What do you find to be most effective in managing the student? Verbal praise Verbal redirecting
Reinforcement schedule Managing expectations Giving clear directions Visual schedules

Having a consistent routine Other _____

Behavior Log for School

Date	What behavior occurred? Be specific.	Where/when did it take place? How long did it last?	Severity 1-5	What happened right before behavior?	What happened after the behavior?
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Please note any medication changes, family changes or other physical issues that may have influenced behavior

Date: ●

