Powerful Early Intervention Strategies to Help Young Children with Developmental Delays and Challenging Behaviors (Preschool-Kindergarten) P. 1

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www.fabstrategies.org

Email: JLP96007@gmail.com

www.youtube.com/@PaganoFABStrategies

www.pinterest.com/FABStrategies

Best Quick Resources P. 2

- Autism Visuals visuals.autism.net
- Behavior Challenges in Class PBIS <u>www.pbisworld.com</u>
- Autism Social Skills PEERS Program (Laugeson, 2017)
 <u>https://www.semel.ucla.edu/peers/course/peers-preschoolers</u>
- Behavioral Strategy Tucker Turtle
 <u>https://challengingbehavior.org/?s=Tucker+Turtle</u>
- Behavioral Strategy Feeling Wheel https://challengingbehavior.org/?s=Feeling+Wheel
- Breath-Body-Mind. (Brown & Gerbarg, 2013) <u>www.breath-body-</u> <u>mind.com</u>
- Classroom Pivotal Response Teaching. Stahmer & Suhrheinrich. NY, NY: Guilford Press. <u>www.classroomprt.org</u>
- Sensory Processing. (Miller, 2020). <u>www.spdstar.org</u>
- QiGong massage for Pre-school Autism. <u>www.qsti.org</u> Silva, L.M.
- The Mindful Child. Greenland, S.K. (2015). New York: NY: Free Press. <u>www.susankaisergreenland.com</u>

Increases in Students & Teachers with PTSD P.3

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- Neurological, behavioral, sensory processing, and emotion regulation challenges are significantly more likely in students who experience early child abuse & neglect (Teicher et al., 2016)
- Children and family members can experience PTSD in response to NICU, PICU, and other prolonged or severe hospitalizations (Stenman et al., 2019)
- Higher rates of PTSD in parents and care givers of children with severe acute and chronic illness (Carmassi et al., 2017)

Trauma-Informed Teacher & Therapist P. 4

© Copyright 2023 by John Pagano, Ph.D., OTR/L Assume all students may have PTSD so consistently use traumainformed strategies with everyone:

Invite not command: (Participate, Close eyes); Still like you (despite rewarding & consequences for behavior so students succeed); Orienting game (facing door); Ask permission to kid with and touch; Choices; Priming (Orient to environment, class, books before teach); Intersperse learned tasks (initially every other task one they already know and can succeed at)

Before start & in treatment: Facilitate a calm alert state (sensory modulation), **minimize sensory distractions; lower stress level to moderate or less; facilitate body awareness and an organized sensory and interoceptive state** (Sensory Discrimination); and **address Emotion Regulation for learning.**

Research Supports Mindfulness P. 5

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- Slow breathing activities significantly reduced anxiety, depression and trauma symptoms in children and adolescents with developmental, PTSD, and mental health challenges (Brown & Gerbarg, 2022; Manuel, 2022)
- Mindfulness training significantly decreased bullying behavior difficulties in elementary school students (Faraji et al., 2019)
- Feel your feet significantly improved behavior in adolescents with conduct disorders and aggressive behaviors (Singh et al., 2016)
- * Pediatric PTSD interventions that significantly improved selfregulation included mindfulness, exercise, sensory enhanced yoga, and massage

MOVEMENT, TENSE & RELAX, FEEL YOUR FEET P. 6

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- * Move: Head, Shoulders, Hips circles; Hips lazy eights
- TENSE & RELAX
 TENSE PRUNE & GRAPE FRUIT JUICE FACE (3 X) after I say 1-2-3 "Go". When I say "Relax" immediately chill into soft Gumby face
 ELEVATE BOTH SHOULDERS (3 X). When I say "Relax" immediately chill into soft Gumby arms
 MAKE FISTS TO SQUEEZE ORANGES INTO JUICE. When I say "Relax" immediately chill into soft Gumby hands and fingers.
- FEEL YOUR FEET- Feel your toes, ball of foot, arch, heel, the bottom of your foot on the ground

Bird & Hand breathing P. 7

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★BIRD BREATHING-TAKE 3 DEEP BREATHS WINGS UP *BREATHE IN* WINGS DOWN *BREATHE OUT* Only silent bird sounds

★HAND BREATHING-Breathing in gradually open fingers wide and separate them, breathing out gradually making a fist with your thumb outside it ("Mushti Mudra" to decrease anger, "calm & quiet the mind"); Slowing your breathing reduces stress

(Reference: Greenland, 2015; Flook et al., 2015)



P. 8 Hand Breathing, Press, Tap & Developing Coping Strategies-Tips for choosing and developing Mindfulness & coping strategies

Favorite practice

Developmental: Openclose; Open breathe in, Close breathe out; Sync breathing with opening & closing

Sensory Modulation Mindfulness P. 9

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- Paint wall-
- Earth & Sky- Get star from sky bring down, get flower from the earth bring up
- Energy ball- Separate E breathe in slow, Gather E breathe out
- Bubble protective circle- feet moving then glued
- **Put love into Heart-** Roll hands into a pearl, breathe in love, kindness, and/or courage and put it into your heart

(Brown & Gerbarg, 2022; Manuel, 2022)

Bully Mindfulness P. 10

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<u>Kindness</u>: Happy, healthy, at peace. Unconditional Love, Stranger, Self, Class.

Before speaking ask yourself:

- 1. Is it true
- 2. Is it kind
- 3. Is it necessary (Greenland, 2015)

- Sensory Modulation Disorders P. 11 © Copyright 2018 by John Pagano, Ph.D., OTR/L 1. Sensory Modulation Disorders-Difficulty using sensory information to functionally respond to significant environmental information and screen out irrelevant input. 2-5 year olds with PDD had significantly greater hypo-reactivity and/or hyper-reactivity associated with selfregulation difficulties (Ventola et al., 2014). Assess with Sensory Profile : Infant/Toddler, (2-5 years), Class (5-12), Adolescent/Adult (12 and older) Short Form (1999), Short Form 2 (2014).
- a. Sensory Overresponsivity-(Sensory Sensitive/Hyper-reactivity)-Seen in over half of youth with Autism Spectrum Disorder, related to neurophysiologically heightened attention to irrelevant sensory information (Green et al., 2016) and decreased amygdala & sensory cortex habituation (Green et al., 2015)
- **b. Sensory Underresponsivity- (Low Registration/Hypo-reactivity) do not notice sensory input, habituate quickly**
- c. Sensory Seeking- actively seek out sensory input
- d. Sensory Avoiding- actively avoid sensory input
- (Watling et al., 2011; Schaaf & Mailloux, 2015)

SENSORY MODULATION STYLE

RATE from 0 (I'm Not/Strongly Disagree) to 5 (I Am/Strongly Agree) P 12

) 1 2 3 4 5

YPORESPONSIVE

ow Registration

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Quiet Alert State

HYPERESPONSIVE

4 5

Sensory Sensitive

Arousal Level P. 13







Over-Responsive

Cherry Scent

Quiet Alert Responsive

Apple Scent

Under-Responsive

Blueberry Scent

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Rate Energy Level and if it Feels OK P. 14

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We All Need Somebody to Lean On by Club Nouveau

SOME TIMES IN OUR LIVES WE ALL HAVE PAIN WE ALL HAVE SORROW BUT IF WE ARE WISE WE KNOW THAT THERE'S ALWAYS TOMORROW

LEAN ON ME WHEN YOUR NOT STRONG AND I'LL BE YOUR FRIEND I'LL HELP YOU CARRY ON FOR IT WON'T BE I ONG **'TILL I'M GONNA NEED SOMEBODY** TO LEAN ON

PLEASE SWALLOW YOUR PRIDE **IF I HAVE THINGS** YOU NEED TO BORROW FOR NO ONE CAN FILL THOSE OF YOUR NEEDS THAT YOU WON'T LET SHOW

LEAN ON ME WHEN YOUR NOT STRONG AND I'LL BE YOUR FRIEND I'LL HELP YOU CARRY ON FOR IT WON'T BE LONG **'TILL I'M GONNA NEED** SOMEBODY **TO LEAN ON**

JUST CALL ON ME BROTHER WHEN YOU NEED A HAND WE ALL NEED SOMEBODY TO LEAN ON I JUST MIGHT HAVE A PROBLEM THAT YOU'LL UNDERSTAND WE ALL NEED SOMEBODY TO LEAN ON

LEAN ON ME WHEN YOUR NOT STRONG AND I'LL BE YOUR FRIEND I'LL HELP YOU CARRY ON FOR SAID IT WON'T BE LONG **'TILL I'M GONNA NEED SOMEBODY** TO LEAN ON

WE BE JAMMIN WE BE JAMMIN WE BE JAMMOOOOON WE BE JAMMIN WE BE JAMMIN WE BE JAMMOOOOON

JUST CALL ME WHEN YOU NEED A FRIEND CALL ME (3X)

Trigger & Coping Strategies P. 15

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- **Environmental Triggers-**
- **Body Trigger-**
- **Feeling Wheel-**
- **Feelings vs. Behavior**
- **Coping Strategies-**
- **Daily Coping Strategies-**
- **Dysregulated (Emergency) Coping Strategies-**
- Assessing with Trigger & Coping Forms to develop individualized coping strategies can improve student behavior (Craig, 2015; Hample et al., 2020; Bobier et al., 2015)

PAGANO FAB TRIGGER & COPING FORMS

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Color/Circle Your 3 Major Triggers for Misbehaving

P. 16







NO!

Held/Restrained

Crowds

Darkness

Told No/Can't



A Fight with a Friend



Miss Someone



Lonely



Getting up



Hungry



Tired



Being Bullied







Told What to Do

Door Closed/Locked

Sick Reference: Mass. Dept. of Mental Health Safety Tool, 2009

PAGANO FAB TRIGGER&COPING FORMS

P. 17

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Color/Circle 3 Major Body Triggers for Misbehaving





Red/hot face



Laughing/Silly



Threatening



Act mean/rude



Swearing



Whining



2

Breathe hard



Clench fists



Shake/Tics



Yelling/Screaming



Rocking Acting Hyper Reference: Mass. Dept. of Mental Health Safety Tool, 2006



Scrunch Face



Run Away

PAGANO FAB TRIGGER&COPING FORMS

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Color/Circle 3 Best Coping Strategies for Behaving

P. 18









3

Writing

Games/Toys

Drawing/Art

Tense & Relax Muscles



Warm Bath



.





Slow Deep Breaths



Reading



Watching TV



Count to 10



Focus bottom of feet









Sports



Swimming

Rocking chair Swings Reference: Mass. Dept. of Mental Health Safety Tool, 2006

Dancing

PAGANO FAB TRIGGER & COPING FORMS

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Talk on Phone



Listen to Music



Singing/Humming



4

Theraband Exercises



Get a Hug



Pressure Touch

Hug Stuffed Animal



Bean Bag chair





Play on Playground



Theraputty



Weighted Blanket



Exercrcise



Chewey



Sit Moved on Ball









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Color/Circle 3 Best Coping Strategies for Behaving



5





Brushing



Mini-trampoline Jumping



Pressure/Weighted Vest



Sensory Coping Area



Rock over Therapy Ball



Mindfulness Activities

Reference: Adaptation of Mass. Dept. of Mental Health Safety Tool, 2006

FAB TRIGGER & COPING FORMS

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Suspended Swings





Swings



Sensory Coping Area/Room





Wall Pushups



Steam Roller Deluxe®



Visual Supports

Reference: Adaptation of Mass. Dept. of Mental Health Safety Tool, 2006

Teach Emotion Regulation to Decrease Behavioral Disruptions & Improve Learning P. 22

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- Emotion/Affect Regulation teaching results in evidence-based improvements in tolerating, regulating and appropriately managing emotions. Significant relationship between psychiatric disorders and poor emotion regulation (Stevens, 2019).
- Emotion Regulation Teaching/Treatments best taught collaboratively by teachers and therapists using mindfulness, coping strategies, environmental adaptations, and movement activities (Case et al., 2020).
- Teach students to recognize their unique early bodily & environmental triggers for dysregulation and individualized coping strategies to prevent aggressive behavior (Stevens, 2019)
- Body Awareness & Sensory Processing provide the foundation for our emotions and self-regulation, and are significantly greater in youth with Autism Spectrum (DuBois et al., 2016)

Sensory, Emotion Regulation & Behavior P. 23

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- Over half of preschool kids with behavior challenges had significant sensory processing problems & higher parental stress (Silva et al., 2015)
- Children with PTSD have significantly more sensory processing and emotion regulation challenges (Teicher et al., 2016)
- Kids with abuse and neglect hx showed significant differences in sensory processing. Approximately three-quarters had tactile sensitivity if abuse hx, and underresponsive/seeks sensation if neglect (Howard et al., 2019)

BACK X & SPINE CRAWL P. 24

X MARKS THE SPOT X fist on back, slow & light WITH A DOT DOT DOT 3 dots with your fist **AND A LINE LINE LINE** 3 horizontal lines **AND A QUESTION MARK** ? on entire back "CRACK AN EGG ON YOUR HEAD fist egg LET THE YOKE RUN DOWN" finger yoke (2 X) **CREEPY CRAWLIES UP YOUR SPINE** spine crawl with knuckles both sides spine **CREEPY CRAWLIES DOWN**

palms down both sides spine

Mindfulness for Body Aware P. 25

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- Rub hands together-
- Trace fingers- Pointing finger "breathing in" traces fingers up, "breathing out" traces down
- Squeeze top of fingers- Alternately breathing in and out
- Bubble protective circle- feet moving then glued
- Cross arms- Squeeze both shoulders diagonally in 10 sec.
- Cross arms squeezing shoulders & ankles- Breathe in and out to a slow count
- Squeeze Arms- Each upper arm, lower arm, hand, squeeze each finger, hand, lower arm, upper arm

(Brown & Gerbarg, 2022; Manuel, 2022)

MINDFUL CLOCK (Sitting) P. 26A

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★<u>MINDFUL CLOCK SITTING</u>

TIC SWAY FORWARD TOC SWAY BACK LIKE A SWAY FORWARD CLOCK SWAY BACK 'TIL WE SWAY FORWARD FIND OUR SWAY BACK CENTER MOVE CENTER

- **TIC SWAY LEFT** do a righting reaction (head and trunk flex uphill)
- **TOC SWAY RIGHT** do a righting reaction (head and trunk flex uphill)
- **LIKE A (Sway Left)** do a righting reaction (head and trunk flex uphill)
- **CLOCK (Sway Right)** do a righting reaction (head and trunk flex uphill)
- **'Till WE (Sway Left)** do a righting reaction (head and trunk flex uphill)
- **FIND OUR (Sway Right)** do a righting reaction (head and trunk flex uphill)
- **CENTER** (Center)

MINDFUL CLOCK Standing P. 26B

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★ MINDFUL CLOCK STANDING

TIC SWAY FORWARD TOC SWAY BACK LIKE A SWAY FORWARD CLOCK SWAY BACK 'TIL WE SWAY FORWARD FIND OUR SWAY BACK CENTER MOVE CENTER

TIC-SQUAT DOWN TOC-STAND ON TOES LIKE A-SQUAT DOWN CLOCK-STAND ON TOES 'TIII WE-SQUAT DOWN FIND OUR-STAND ON TOES CENTER-(CENTER)

Body Awareness for Behavior & Academics P. 27

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- Mindful Clock standing & many of the movement breaks teach students to identify the top (head) & bottom (feet), front (face) & back (back of head) & 2 sides of their bodies.
- Next teach this in room orientation, there is a top & bottom, front & back, & sides of the room in which to move.
- Then developmentally expand to the paper/book and academics. Writing & math proceed top to bottom, front to back, and side to side (Koester, 2012; Burpee, 2019)

ACADEMIC TRANSFER OF BACK/FRONT & TOP/BOTTOM © Copyright 2019 by John Pagano, Ph.D., OTR/L (Burpee, 2019) Always do your best! SIDE TO (...) SIDE **TOP DOWN** 1St Mar ateiar DOWN GI hpp Q DOWN 0 **DOWN TO** BOTTOM PSS Oal 001 MISSING 5010 **STOP** Front Side 1 W Cm

If significantly **Hypo-responsive** and/or **Hyper-responsive "Decrease, then if needed gradually increase, sensory input" to maintain a Calm Alert State for learning** Copyright © 2021 by John Pagano, Ph.D., OTR/L <u>www.fabstrategies.org</u>

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In teaching, FIRST get Calm Alert State (Sensory Modulation); SECOND address body awareness (Sensory Discrimination). Sensory Modulation and anxiety disorders are significantly more common in youth with PTSD (Yochman & Pat-Horenczk, 2019) and Autism Spectrum Disorder (Green et al., 2015)

Environmental Adaptations P. 29

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- Children with Autism, Anxiety & Sensory Sensitivity had neurologically-based decreased habituation (getting use to) auditory, tactile and both combined distractions; so further separate desks; structurally lower noise; use head phones, earplugs, earmuffs, FM system; gradually getting use to anxiety producing noises (Green et al., 2015)
- Attention and learning can be improved by individualized sensory modalities that enhance the salience of teaching cues such as picture directions, simultaneously hearing and reading info, highlighter for plus sign key info, fidget use while listening found more effective for some ADHD problems than Ritalin (Zentall et al., 2013)

FAB STRATEGIES® P. 30

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Functionally ALERT BEHAVIOR Strategies for Learning Readiness

A. ENVIRONMENTAL ADAPTATIONS

B. SENSORY MODULATION

C. POSITIVE BEHAVIORAL SUPPORT

D. PHYSICAL SELF-REGULATION

Theraband on Chair Leg P. 31

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FAB Strategies[®] Pre-K & K Form for School Readiness

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P. 32

Client:	Teacher/Therapist:	Contact:	
Functional Goals:		Dates:	
Dates/Baselines:			

A. ENVIRONMENTAL ADAPTATION

Sensory coping area-Room/Prepare-Limit-Transitions/Low noise/Headphones/Fidget-Comfort Box

Desk: Stable-Separate-Carrel-Theraband-Disc-'O'-Sit-Clipboard-Slant board-Pencil grip

Visual: List-Schedule-If then/Slow: Speaking-Pace/Decrease then if needed gradually increase sensory

Choice of 1 activity from 1 2 3 4 choices; do minutes minimum; clean up before next activity

Ear press/Weighted: Blanket-Vest/Pressure vest/Chewy

B. SENSORY MODULATION

Move: Head-Shoulders-Hip circles/Tense & relax/Mindful clock-Sitting-Standing/Feel your feet

Slow breathing: Bird-Hand-Paint wall-Earth & Sky-Trace fingers-Squeeze top of fingers

Slow breathing: Energy ball-Bubble protective circle-Put love into heart/Kindness

Self Squeezing: X hands shoulder squeeze-Arms-Hands/Self-tapping: Ears-Hand-Palm up

Arousal level/Deliver: Books-Message-Box/Freeze dance/Giant steps/Simon says

Touch: Beans-Rice-Theraplast-Playdoh-Kinetic sand-Sand-Water-Floof-Glue-Shaving cream

Kindness/4-4-6-2/Head crown/Shoulder: Squeeze-Press/Spine roll/Back X/Spine Crawl

Brush-Vibrate-Press: Back-Arms/Roll therapy ball-Core/Back tech: Tap-Press

C. POSITIVE BEHAVIOR SUPPORT

Ask permission to kid-Touch/Prompt head filter/Practice say/Invite/Still like you/Orienting/Redirection

Conditioned calm/Sensory match-Coaching/Mand-Break/Desensitization/Intersperse learned tasks

Pre-correction/Self-management/Tolerance for delay/Coping card/FAB turtle/Humor/Partial sentences

Preferred: Tasks-Distractor/Choices/Priming/Prompts/Reinforcers:

Reinforce: Good attempt-Appropriate-Point chart-Tangible-Desensitization-Independent coping

D. PHYSICAL SELF-REGULATION

Push wall/Wall-Pushups/Prone over ball: Hands rock-Wheelbarrow walk/Playground-Structure

Hand: Both-Same side knee-Opposite knee-Same side knee with eyes down right-Opposite eyes up left

Diagonal-X-Alternate infinity I-Infinity-Infinity visually track-Pre twist-Elbow I-Post twist-Symmetry

5 Little Hotdogs/Ball: Wall-Letter-Quadruped pass-Bat/Beanbag pass activities/Mini-trampoline jump

Supported sit on therapy ball: Forward & back-Up & down-Sides-Mindful clock

Crash Pad/Scooter board: Pull-Push/Suspended Swing: Forward-Back-Lateral-Spin-Target

Activities:

Activities:

___ Activities:

www.fabstrategies.org www.pbisworld.com www.spdstar.org

Parent/guardian Signature Supporting Program:

Pre-K & K Behavior Strategies P. 33

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- Basic Class Rules- 1. Safe hands 2. Polite mouth
 - 3. Pay attention
- Tickets randomly reward students or class for following rules
- Tattling must meet the 3 B's: Bleeding, Barfing, Broken (Bullying)
- 4 Positives for every correction-
- Prepare and signal transitions-
- **Priming-** Previewing environment, materials, activities
- Preferred task-

(Stahmer et al., 2016; Pivotal Response Treatment education.ucsb.edu/autism)

Pre-K & K Toughies P. 34

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- Strategic visuals: Effective visual schedules, point chart
- Low noise: Traffic light noise, no fun in red
- Plan-Do-Review: Make a plan, do it, review it (Visuals)
- Personal space: Seat, Carpet square, Tray
- Assigned seats: Strategic sitting to behave and learn
- How close to others games
- Ask permission to kid: Get permission before teasing
- Ask permission to touch: Get permission before touch
- Prompt head filter: Point to head if mouth before head
- Practice say: Please, polite, help

Breaks Address Class PBIS (Positive Behavioral Interventions & Supports) P. 35

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- **ATTACHMENT** Teacher gives jobs and individual time to improve relationship with teacher
- SELF-CONTROL- Freeze dance, Simon says, Mother May I, Red light-Green light
- **INITIATIVE** Developmental steps encouraging & reinforcing independent rather than assisted
- Externalizing Behavioral Concerns Screenreinforce no hitting
- Internalizing Behavioral Concerns Screenreinforce showing joy at happy occasion



FAB Turtle Strategy P. 36

- 1. NOTICE Environmental & Body Triggers **STOP!!!**
- 2. Go to the sensory coping area.



- 3. Do YOUR individual coping strategy.
- 4. Later, problem-solve with help.

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Coping Card P. 37 © copyright 2015 by John Pagano, Ph.D., OTR/L



Regular Class Strategies for Toughies P. 38

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- PBIS must be considered in behavior treatment for students with challenging behaviors
- Consistent Tier 1 (Universal), Tier 2 (Small Group), & Tier 3 (Individual Interventions)
- Student behavior effects teachers' job satisfaction.
- Two group leaders-
- Happy hearts/Purple hearts-
- Individualize teaching-
- (Private notes, Demos, Pictures)
- 1. Clear expectations-e.g., Respect:1 person speaks at a time
- 2. Give objective examples: eyes on speaker
- 3. Specific praise, rewards, corrections, or consequences

Determine reinforcers and favorite activities, and if praise is reinforcing. Determine reinforcers through preference assessment and if after what you do they behave better or worse. Try to reinforce the behavior you want more than the behavior you don't want (Myers et al., 2017)

Strategies for Tougher Toughies P. 39A

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- Pre-specified Reinforcer-
- Verbal Redirection-
- Always, Not yet, Sometimes expect-
- Progressively Teach:
- 1. Frustration tolerance
- 2. Flexibility
- 3. Problem Solving

Collaborative Problem Solving (Greene & Ablon)

Special Needs Frustration Tolerance to Prevent Aggression P. 39B

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- **Priming-** Expose to new teacher, students, materials, books
- **Preferred Task-** Discover things student likes, really likes and really really likes as basis for learning and reinforcers.
- **Choice-** Limit number and options.
- **Pre-Play (Antecedent Pre-session Pairing)-** Interacting with student using favorites activity before challenging assignments for improved behavior.
- Intersperse learned tasks- Intersperse known/favored items with new learning for improved behavior.
- Non-contingent Reinforcement (NCR)- Response independent reinforcement (that can match sensory)
- Functional Communication Training (FCT)- Develop an alternative way for student to get the thing that he is currently using inappropriate behavior to obtain, over 75% affective in improving behavior.

(Newcomb & Hagopian, 2018; Rivera et al., 2019; Pagano, 2019)

Using Clinical Reasoning & FAB STRATEGIES FORM P. 40A

- 1. Pick a challenging child with behavior, developmental, and sensory processing challenges you will see Wednesday (or when you get back to work)
- 2. Using P. OR Preschool P. consider chronological age, developmental ages, and all the student's settings
- 3. Develop one do-able life changing GOAL that will best ensure the student's success, defined as a positive opposite behavior you can baseline and achieve in the current setting with current resources by the end of the year
- 4. Choose at least one strategy from Section A, B, C, and D; add resource websites
- 5. When directed, you will be placed in breakout rooms to share and get coaching on your plan

FAB Strategies® Pre-K & K Form for School Readiness

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P. 40B

Client:	Teacher/Therapist:	Contact:	
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Dates/Baselines:			

A. ENVIRONMENTAL ADAPTATION

Sensory coping area-Room/Prepare-Limit-Transitions/Low noise/Headphones/Fidget-Comfort Box

Desk: Stable-Separate-Carrel-Theraband-Disc-'O'-Sit-Clipboard-Slant board-Pencil grip

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Choice of 1 activity from 1 2 3 4 choices; do minutes minimum; clean up before next activity

Ear press/Weighted: Blanket-Vest/Pressure vest/Chewy

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Arousal level/Deliver: Books-Message-Box/Freeze dance/Giant steps/Simon says

Touch: Beans-Rice-Theraplast-Playdoh-Kinetic sand-Sand-Water-Floof-Glue-Shaving cream

Kindness/4-4-6-2/Head crown/Shoulder: Squeeze-Press/Spine roll/Back X/Spine Crawl

Brush-Vibrate-Press: Back-Arms/Roll therapy ball-Core/Back tech: Tap-Press

C. POSITIVE BEHAVIOR SUPPORT

Ask permission to kid-Touch/Prompt head filter/Practice say/Invite/Still like you/Orienting/Redirection

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Supported sit on therapy ball: Forward & back-Up & down-Sides-Mindful clock

Crash Pad/Scooter board: Pull-Push/Suspended Swing: Forward-Back-Lateral-Spin-Target

Activities:

Activities:

____Activities:

www.fabstrategies.org www.pbisworld.com www.spdstar.org

Parent/guardian Signature Supporting Program:

Integrate QABF with Sensory Treatment P. 41A

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- **QABF (Questions About Behavior Function)-** Apply the function of the behavior in challenging treatment planning. If ESCAPE use Break signal, Antecedent Pre-session pairing, & Intersperse learned tasks to help with disliked tasks. If NON-Social (sensory) function provide NCR you think matches the function of repetitive problematic behavior. If ATTENTION, ESCAPE, TANGIBLE or PHYSICAL use FCT to teach appropriately requesting these things.
- Integrate QABF with Sensory Profile to develop treatment integrating sensory and behavioral needs (Lane, 2020; Lydon et al., 2017; Pingale et al., 2019)

(Kelly et al., 2015; Rivera et al., 2019)

P. 41B

Student's Name_3 year old non-Verbal Date: ____ 19 Behavior. Einger monthing sausing skin the Respondent:

QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

	X = Doe	sn't apply	0 = Never	1 = Rarely	2 - Some	3 = Often
Score	Number	Behavior				
1	1.	Engages in the be	havior to get attent	ion.		
1	2.	Engages in the be	havior to escape w	ork or learning :	situations.	
3	3.	Engages in the be	havior as a form of	"self-stimulation	n°.	
5	4.	Engages in the be	havior because he	she is in pain.		
S	5.	Engages in the be	havior to get acces	s to items such	as preferred toy	s, food, or beverages.
0	6.	Engages in the be	havior because he	/she likes to be	reprimanded.	
0	7.	Engages in the be	havior when asked	I to do somethin	g (get dressed, t	brush teeth, work, etc.
3	8.	Engages in the be	havior even if he/s	he thinks no one	e is in the room.	
T	9.	Engages in the be	havior more freque	ently when he/sł	ne is ill.	
0	- 10.	Engages in the be	havior when you ta	ake something a	way from him/he	er.
Ó	11.	Engages in the be	havior to draw atte	ntion to himself.	herself.	
õ	12.	Engages in the be	havior when he/sh	e does not want	to do something].
3	13.	Engages in the be	havior because the	ere is nothing el	se to do.	
1	14.	Engages in the be	havior when there	is something bo	thering him/her	physically.
0	15.	Engages in the be	havior when you h	ave something t	that he/she want	S.
0	16.	Engages in the be	havior to try to get	a reaction from	you.	
0	17.	Engages in the be	ehavior to try to get	people to leave	him/her alone.	
R	18.	Engages in the be	ehavior in a highly r	epetitive manne	er, ignoring his/he	er surroundings.
1	19.	Engages in the be	chavior because he	/she is physical	ly uncomfortable	
6	20.	Engages in the be	shavior when a pee	r has something	that he/she war	nts.
0	21.	Does he/she seer	n to be saying, "con	ne see me" or "	look at me" when	n engaging in the behavior?
~	22.	Does he/she seer	n to be saying, "lea	ve me alone" or	"stop asking me	e to do this" when engaging
0		in the behavior?				
3	23.	Does he/she seer	n to enjoy the beha	vior, even if no	one is around?	
7	24.	Does the behavio	r seem to indicate	o you that he/sh	ne is not feeling v	well?
6	25.	Does he/she seer	n to be saying, "giv	e me that (toy, t	ood, item)" when	engaging in the behavior?
Att	ention	Escape	(Serson Men-	pcial nate)	Physical	Tangible
1. Attentio	n - T	2. Escape	3. Self-stin	3 4.	In pain	2 5. Access to items
6. Reprin	nand 0	7. Do something	8. Thinks a	alone 3 9.	When ill	1 10. Takes away
11. Draws	6	12. Not do	13. Nothing	10 do 3 14	. Physical problem	15. You have
16. React	ion C	17. Alone	0 18. Repetit	ive 3 19	. Uncomfortable	20. Peer has
21. "Com	e see"	22. *Leave alone	23. Enjoy b	y self 3 24	. Not feeling wel	25. "Give me that"
Total		Total	Total / C	To	tal —7	Total
			- / -		Paulicas	4.10.01

E Speach delay Date: Student's Name 51 Respondent: 00 Behavior: lapping

P. 41C

QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

Score Number Behavior 3 1. Engages in the behavior to get attention. 3 2. Engages in the behavior to escape work or learning situations. 4 Engages in the behavior because he/she is in pain. 5 Engages in the behavior to get access to items such as preferred toys, food, or beverage in the behavior ven if he/she thinks no one is in the room. 6 Engages in the behavior ven if he/she thinks no one is in the room. 7 Engages in the behavior when you take something (get dressed, brush teeth, work, into the behavior or requently when he/she is ill. 9 Engages in the behavior when you take something away from him/her. 11 Engages in the behavior when you take something away from him/her. 12 Engages in the behavior when you take something away from him/her. 13 Engages in the behavior to draw attention to himself/herself. 14 Engages in the behavior to try to get a reaction from you. 15 Engages in the behavior to try to get a reaction from you. 16 Engages in the behavior to try to get a reaction from you. 17 Engages in the behavior to ry to get a reaction from you. 18 Engages in the behavior to ry to get a reaction from you. 19 Engages in the behavior he a poer has sor		X = Does	sn't apply	0 = Never	1 = Rarely	2 - Some	-	3 = Often	
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Student's Name

Date:

Behavior:

Respondent:

QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

X = Doesn't apply 0 = Never 1 = Rarely 2 – Some 3 = Often Score Number Behavior Engages in the behavior to get attention. 1. 2. Engages in the behavior to escape work or learning situations. 3. Engages in the behavior as a form of "self-stimulation". Engages in the behavior because he/she is in pain. 4. Engages in the behavior to get access to items such as preferred toys, food, or beverages. 5. Engages in the behavior because he/she likes to be reprimanded. 6. Engages in the behavior when asked to do something (get dressed, brush teeth, work, etc. 7. 8. Engages in the behavior even if he/she thinks no one is in the room. 9. Engages in the behavior more frequently when he/she is ill. 10. Engages in the behavior when you take something away from him/her. Engages in the behavior to draw attention to himself/herself. 11. 12. Engages in the behavior when he/she does not want to do something. 13. Engages in the behavior because there is nothing else to do. Engages in the behavior when there is something bothering him/her physically. 14. 15. Engages in the behavior when you have something that he/she wants. 16. Engages in the behavior to try to get a reaction from you. Engages in the behavior to try to get people to leave him/her alone. 17. Engages in the behavior in a highly repetitive manner, ignoring his/her surroundings. 18. 19. Engages in the behavior because he/she is physically uncomfortable. 20. Engages in the behavior when a peer has something that he/she wants. 21. Does he/she seem to be saying, "come see me" or "look at me" when engaging in the behavior? 22 Does he/she seem to be saving. "leave me alone" or "stop asking me to do this" when engaging in the behavior? 23. Does he/she seem to enjoy the behavior, even if no one is around? 24. Does the behavior seem to indicate to you that he/she is not feeling well? Does he/she seem to be saying, "give me that (toy, food, item)" when engaging in the behavior? 25. Attention Non-social Physical Escape Tangible 1. Attention 2. Escape 3. Self-stim 4. In pain 5. Access to items 6. Reprimand 7. Do something 8. Thinks alone 9. When ill 10. Takes away 14. Physical 11. Draws 12. Not do 13. Nothing to do 15. You have problem 17. Alone 19. Uncomfortable-20. Peer has 16. Reaction 18. Repetitive 23. Enjoy by self 21. "Come see" 22. "Leave alone" 24. Not feeling well 25. "Give me that" Total Total Total Total Total

P. 41D

Pivotal Response Training/Teaching (PRT) P. 42

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- **Pivotal Response Training (PRT)-** Applies ABA to improve class engagement by developmentally addressing the pivotal skills of motivation, generalization, & social skills.
- PRT appears to improve behavior in hyper-responsive children with Autism by decreasing Thalamus & Hippocamputs activation of the Cortex while improving attention and behavior
- **Reinforce effort in natural context-** When child tries shows good effort in trying to say (or says) "swing" you push the swing.
- Embed reward in interaction- Jump with student
- **Dr. Lynn Koegel on Supernanny** https://www.youtube.com/watch?v=oYQ0R6pSFGE
- Sensory systematic desensitization- Progressive exposure to anxiety producing situations paired with mindfulness, game or snack. Can use sensory match, if skill missing address that first

(Ventola et al., 2014)

Challenging Special Needs Discipline P. 43

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- ★Sensory match- intervention can improve school learning in children with Autism Spectrum Disorders. Find through preference assessment NCR that meets sensory needs and motivates student.
 - ★ Conditioned calm-For severe developmental disabilities and/or cognitive challenges pair therapy activity (unconditional stimulus) that consistently relaxes the child with a conditioned stimulus (e.g., smell, song). When child starts becoming upset or for pre-correction provide the conditioned stimulus and reinforce the child for not acting aggressively.
 - ★Individualized antecedent use of the Movement Break and Sensory Match Strategy can improve school attention and learning in children with Autism Spectrum Disorders
- ★Give greater or more immediate reinforcement for tasks done independently rather than assisted, and verbal rather than sign language responses

• BUNS (MEDIUM, HORIZONTAL FIST) (McChessy, 2015; Music & Movement; Richards Institute)

- CROSS (LOW NOTE LOW FIVE)
- HOT (HIGH NOTE HIGH FIVE)
- ONE A PENNY TWO A PENNY (NO RESPONSE)
- BUNS (MEDIUM, HORIZONTAL FIST)
- HOT (HIGH NOTE HIGH FIVE)
 CROSS (LOW NOTE LOW FIVE)
- HOT (HIGH NOTE HIGH FIVE)

HOT CROSS BUNS ACTIVITY P. 44 (Sensory Discrimination, Sensory Based Motor) BODILY-KINESTHETIC, INTERPERSONAL, & MUSICAL INTELLIGENCE © Copyright 2014 by John Pagano, Ph.D., OTR/L

Bully Proofing Students with Special Needs P. 45

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- Provide higher functioning children with a sensory anchor (feel your feet/palms) and gradually train them to use this anchor for calming when trigger physical reactions or situations begin, then reinforce them.
- Social Skills Autism Groups-(Laugeson, 2014)
- Physical bully proof-Practice differentiating. Avoid the bully, Don't: Police the bully, Call attention to yourself around him, befriend him, use teasing comebacks. Do: Hang out with other people, stay near an adult when the bully is around, only if people are in danger tell an adult privately.
- Verbal bully proof-Teasing only. With no emotion say, "Whatever"; Anyway; Yeah and; So what; who cares", short practiced teasing come backs, then walk away
- Great teen program for social skills I've used

(Ref: UCLA Peers Clinic <u>www.semel.ucla.edu/peers</u>)

Strategies for Tougher Toughies P. 46

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Physical redirection to Favorite-

Apology:

- 1. What they did wrong no excuses
- 2. Why it was a problem
- 3. Promise to try to never do it again4. Repair

Logical Consequences-

FAB Sensory Functional Behavioral Analysis Form © Copyright 2010 by John Pagano <<u>www.fabstrategies.com</u>>

Name:

Target Behavior: _____ Teacher/Therapist: _____

Date	Time	Sensory Activity	Antecedent	Behavior T if Target	Consequence	Function of Behavior
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Pagano FAB Sensory Functional Behavioral Analysis

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Using a Functional Behavioral Analysis increases success 50-90% depending on how well followed, but still expected to work as initially written only one-third of the time, and if works likely to have extinction burst where they get worse before they get better. ABCSensory and Functional Behavioral Analyses- e.g.1 Developmentally disabled, non-verbal 4-year old integrated in a very loud Head Start class screams whenever the teacher is not giving her individual attention. After the child screams the teacher runs over and immediately gives her individual attention. Sensory-Antecedent-Behavior-Consequences-Functione.g. 2 Kindergartener with typical intelligence who has ADHD and ODD diagnoses runs away when directed to come in from the playground for nap time, and teacher runs after and if lucky grabs the child before he runs out the front door of the school into the street (where police man gets him). Sensory-Antecedent-Behavior-Consequences-Function-B. Assess function or communication of the behavior-Form is how it looks (hitting, biting, spitting) function is what the behavior communicates and the purpose it serves. In young children:

- To get out of something-
- To get something-
- * Dream Team Task 1 Determine Target Behavior, SABC, and function of the behavior

C. Can try all the teaching and behavior modification strategies you know plus:

- 1. Altering the antecedent-Change the antecedent to eliminate or reduce the need
- Developing or Strengthening the relationship between an appropriate behavior and the desired consequences-
- Eliminating or Weakening the relationship between the inappropriate behavior and the reinforcing consequences-

Dream Team Task 2 Determine Target Behavior, SABC, and function of the behavior e.g. 1 Strategies to transform the behaviors of child so she participates appropriately and never screams-

e.g. 2 Strategies to transform the behaviors of child so he follows directions well and never runs out of class

Evidence-Based Class Behavior Strategies P. 47 Integrating Special Needs Adaptations

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A structured classroom environment with maximal open space, dividers, and minimal distractions. Cut out foot prints, stop signs, and masking tape can help students remember physical boundaries. Study carols and optimally stable sitting (symmetrical, neutral pelvis against seat back, ninety degree angle of thighs, calves, and supported feet) can promote attention. Children with good balance but difficulty remaining seated can benefit from Theraband tied on the legs or arms of their chair, disk-o-sit cushions therapyball seats, or standing.

Maximizing students opportunities to respond in class with small erasable boards they hold up to answer questions, computer assignments, and peer tutoring.

Teach, review, and post a few major classroom procedures and expectations. Strategically place visual schedules, social stories, choices, self-control reminders; prepare before transitions; directions to choose 1 activity for a set period before cleaning up and choosing another task; and a designated sensory quiet area in the class room can promote direction following.

Teach feelings and social skills using positive behavioral support strategies. Basic positive behavioral support strategies (Turtle technique, Character comics; Play plan and review; Stretching exercises, Favorites toss, Focus on feet, Tense & relax muscles; Freeze dance) can be co- led with school related services mental health, occupational, speech-language and physical therapists. For challenging groups it is especially helpful to use co-leaders, one leads the group while the other supports students with direction following.

Sticker chart system rewarding specific desired behavior. Differential reinforcement can reward students for avoiding inappropriate, self-injurious, or aggressive behavior. Children who work with multiple staff can construct and use a Coping card- a laminated index card listing their behavior goal, reinforcement plan, and pictures of their preferred character and coping strategies.

Group reinforcement opportunities for the class to earn special privileges through appropriate behavior. Additional positive behavioral support activities, mindfulness games, exercise, movement, and music breaks (e.g., Giant steps, Simon says, Mindful clock, Lean on me song & dance, Hot cross buns activity, Pushups) can be earned by the class for safe behaviors during break activities and returning to class work immediately after breaks.

Reference: Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, *31*(3), 351-3.

FAB Strategies® Neuroscience Treatment P. 48A

© Copyright 2023 by John Pagano, Ph.D., OTR/L <u>www.fabstrategies.org</u> Children who have Autism Spectrum Disorders and/or early PTSD history are significantly more likely to have unique neurological differences contributing to behavioral and learning challenges (Teicher et al., 2016).

(1) Frontal Cortex (Pre-Frontal, OrbitoFrontal Cortex, & Anterior Cingulate): Mindfulness, aerobic exercise, and coping strategies facilitate increasing emotion regulation. So do inhibitory control movement games: Freeze shake-dance, Red Light, Giant steps, Simon Says, Social role playing, Ask permission to Kid-Touch others, Filter in head. Cognitive Disability Teaching Strategies: Embed time in schedule, change positions if stuck, don't walk and talk, results not morals.

(2) **Corpus Callosum: Enables both** cerebral hemispheres to communicate for optimal emotion regulation and bilateral coordination. Can facilitate this horizontal communication through *Feeling Wheel, Feeling Cards, Triggers, Coping Strategies. Bimanual movement Tx: Switch hands toss:* Favorite (thing about self)-Guess the feeling-Feeling intensity-I feel-I message (Shobe, 2014).

(3) Basal Ganglia-Problems interfere with early development of attention, movement planning and chunking together automatic movement sequences. PRT improves social skills in children with ASD by increasing activation of this areas reward system (Ventola et al., 2014) Tx to *reinforce gradually increasing attention*, *movement planning, and sequentially teaching each component of motor tasks* (Koziol et al., 2014).

FAB Strategies® Neuroscience Treatment P. 48B

- © Copyright 2023 by John Pagano, Ph.D., OTR/L <u>www.fabstrategies.org</u> (4) Thalamus-Regulates flow of sensory and motor stimulation from subcortical regions to the Cortex, and is smaller in Sx. PRT intervention improves behavior in hyperactive children with PDD by decreasing Thalamus & Hippocampus activation of the Cortex while improving attention, behavior and reducing stress (Ventola et al., 2014).
- (5) Cerebellum: Acquires "internal models" through sensory-motor interactions neural representations of the body and environment mapping body part movement & the environment so feed-back leads to automatic feed forward motor planning Koziol et al., 2014).
- (6) Amygdala-Facial recognition fibers and cell differences ASD so avoid eye contact. Tx: Your face calm.
- (7) Hippocampus-Moderate cardio exercise promotes neoroplasticity for learning and self-control in young & special needs students; Structure playground to promote self-control, attention and motivation.



Team Members Roles in Complex Behavior P. 49

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- Mental Health Therapists- Guidance Counselor & School SW; School Psychologist; BCBAs "Functional Behavioral Analysis/Plan"
- Speech Language Pathologist- Communication, language, visual supports, auditory processing screening
- Occupational Therapist- usually part-time, trained in physical and mental health activities and functional skills
- Physical Therapist- Usually part-time, gross motor, wheelchairs, splints
- School nurse- medically fragile, somatic complaints, school avoidant, cutters, mental health concerns
- Special Education Teachers- Resource rooms, special education classrooms, "Coordinator of Chaos"
- Regular Education teacher- does everything (includes education & reading specialists)