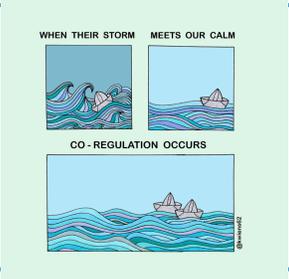


Teacher Tools: Flight Risks

Consider this...	Try this...
<p>Is the student being overstimulated by the environment they are in? Is it loud? Is there a lot of movement happening around them?</p>	<ul style="list-style-type: none"> • Calming corner or sensory breaks as needed. • Reducing visual clutter. • Scent free products within the classroom. • Allow time for the student to "explore" the classroom, hallway or outdoor yard. • Remember the student may be more bothered than usual by illnesses, fatigue or body temperature. • When planning for the week, consider what might be triggers for the student and try to plan strategies in advance. 
<p>Are the work demands beyond that students abilities?</p>	<ul style="list-style-type: none"> • Breaking up classwork into manageable parts, giving time to help the student calm their body between steps. • Provide a visual schedule to help the student with the order in which things will happen throughout the day. • Use simple language and consider demonstrating the task. • Monitor stress levels and scale back demands when necessary.
<p>Does the child have positive rapport with the teacher or another adult in the classroom?</p>	<ul style="list-style-type: none"> • Excitedly greet the student at the beginning of the day, and encourage all supportive adults to develop positive relationships with them. • Give the student a place to keep a picture of their family or loved one to look at through the day when they are missing home. • Keep calm to support co-regulation allowing the child to better manage their emotions and/or anxiety. 
<p>Does the student understand the dangers of leaving the classroom, or school property?</p>	<ul style="list-style-type: none"> • Use social stories to teach the student about the dangers of the parking lot and street. • Post a visual "STOP" reminder at the door. • Use a door alarm on classroom exits. • Cover windows from eye level down. • Consider using a carabiner or another easy to remove "lock" or deterrent on outdoor gates. 
<p>Are they understanding the expectations and instructions?</p>	<ul style="list-style-type: none"> • Allow processing time, not expecting the student to start immediately after instructions are given or transition time. • Use concise language and have the student repeat the instructions back to you. • Use multimodal learning (see it, say it, do it) to support processing. • Provide models and give feedback. • Start with individual instructions or tasks and build slowly.

Overstimulation can look like...



Avoidance
Emotional
Meltdowns
Physical Illness
Misbehaving
Sillyness