

Meet Our
Wonderful
Noland

Thank you so much
for being a part
of Noland's team
and working so hard
for his success!

Tom and Cynthia Tipton



Noland's Strengths:

- A great reader with above grade level reading skills and comprehension (non-fiction and fiction)
- Loves math and wants to advance quickly
- Loves REACH program
- Remembers facts and details very well
- Very curious and is always asking questions
- Will help a friend who gets hurt

Noland's Interests:

- Ipad / Wii / Xbox
 - Minecraft, Terraria, Slitherio, Mario Cart, Pokemon Go, etc
 - Watches videos of people playing video games
- Lego, Building Villages/Bridges
 - Earned the Lego Minecraft Village this summer
 - Builds villages and then has a "tornado" or "tsunami" destroy them
 - Builds Knex replica bridges with Grandpa
- Freight Trains and Train Crossing Guards/Bells
 - Decorates his train cars with graffiti and weathering techniques
- Martin / Hobbes / Corgi
 - Martin is a Himalayan cat, Hobbes from Calvin & Hobbes and Corgi dogs
- Cardinals baseball

Noland's Challenges:

- He wants to have friends and be invited to play dates, but is still working on the social skills needed to be successful at this
- While improved, he has a fear of flying insects, especially bees/wasps; we provide bug bands for him to use when he goes outside
- While much reduced, when he is angry/wants attention/wants to escape/gets embarrassed he may have aggressive behavior including hitting, kicking, pushing, scratching, throwing, crying, screaming, meltdown behavior, yelling inappropriately such as "I hate you", etc. Triggers for aggressive behaviors can be, but not limited to:
 - Being called out for doing something "wrong" in front of others / feels others watching him
 - Not having control of a situation / not having a choice
 - Friend issues such as a perceived "best" friend having other friends; sharing his friends
 - Losing/not winning or something just not being "fair"
 - Classmate having what he wants (special seat, specific marker, etc) / sharing issues
 - Loud, sensory stimulating situations such as lunch, recess, gym and music
 - Unexpected changes to his daily schedule, including substitute teachers

What Works?

- Providing a "safe place" where classmates cannot see him for him to go to voluntarily when he is upset/mad; also allow him to go into hallway and/or to office if needed
- Allowing a drink of water to help him calm down
- Using positive reinforcement and positive language. Reinforcements include:
 - High fives / fist bumps
 - Verbal praise
 - Reminder of what he is earning at home for good behavior
- Using short, clear and positively phrased directives
- Offering choices when possible
- Using timers or verbal prompts for transitions
- Having visible, consistent schedules and rules; review any changes to schedule
- Ignoring/remaining neutral when he displays protesting/refusal or aggressive behavior
- Letting him rip paper if he is in a destructive mood
- Minimizing "holding/constraining" techniques as he gets hypersensitive when upset; allow him space to calm down