

The Intersect of Behaviors, Values, and Brain Function

| 1. Primary characteristic | 2. Values, expectations | 3 Interpretation <i>Feelings</i> | 4. Interventions | 5. Secondary characteristics | 6. Accommodations Build on strengths |
|--|---|--|---|--|--|
| Dysmaturity | Act your age | Being a baby, Lazy, not trying <i>Frustrated</i> | Punish, take things away | Anxiety, anger | Think younger, adjust expectations, |
| Difficulty following more than one direction at a time | Follow 3-5 step instructions, listen and then do, listen the first time | Irresponsible, doesn't care, doesn't want to follow instructions <i>Fear, anger</i> | Talk, reason, threaten, shame | Anger, denial | Recognize brain dysfunction, keep it simple and concrete |
| Memory problems | Good memory, Expect to have to teach only once | Unmotivated, lazy <i>Frustration, anger</i> | Lecture, withhold information, refuse to reteach (consequences) | Anger, frustration | Accept need to reteach, based on learning strengths |
| Slow processing pace | Learn fast—think fast | Not trying, doing it on purpose, at me <i>Anger, frustration</i> | Speed up, talk louder, embarrass | Shut down, fear, avoidance, withdrawal | SLOW DOWN! Use rich language to help illustrate, but take more time |
| Difficulty generalizing, gets the piece, not the picture | Learn and remember rules in different settings | Breaking the rules, on purpose <u>Should</u> follow rules! <i>Anger, frustration</i> | Talk, ground, other punishments | Frustration, confusion, fear, anger | Show don't just tell, show. Repeat in different settings. Accept need to reteach |