


# Building Independence for Preschoolers with Disabilities



WELCOME



Hello and Welcome Everyone! Just a little bit about me...I am the mother of 2 wonderful young men. My oldest son is Ryan (30) and my youngest is Lyndon(18) and I have a daughter in LOVE Jasmine. And I am a GiGi! My grandson's name is Jayden, and he is 2 years old. This is my 5th year as a Program Specialist. Before I transitioned into my current position, I was a ECSE teacher for 16 years. (All in FBISD) My goal is to inspire, support and help teachers. Let's Have a GREAT year!



Hello! My name is now Paige Barras! I just got married this summer to my wonderful husband. We have our little buddy Ozzy to keep us busy. I love to travel all over the world, some of my favorite places are Greece & Costa Rica! When I'm not working, I love spending time with my nieces and nephews, reading thrillers, & watching true crime.

# Positive Behavior Support & Building Independence for Preschoolers with Disabilities

This parent training session is designed to give you practical tools and confidence as you support your preschooler's growth.



Young children with disabilities learn best when families and schools work together, and this training focuses on simple strategies that make everyday routines easier and more successful.



## Understand

Understand the reasons behind your child's behaviors and learn effective ways to respond

## Discover

Discover practical techniques to reduce challenging behaviors before they start

## Learn

Learn how to build consistent, supportive routines at home and in school

## Explore

Explore strategies for working closely with teachers and therapist

## Access

Access tools that strengthen your child's social and emotional development

All  
BEHAVIOR  
is a form of  
COMMUNICATION

Understanding





EVERYONE

FEATS

FE  
SC  
AP  
FE


ATTENTION

FB  
HG  
AT


SM  
NS  
YR  
OR

# What is the Function of the Behavior?


**Escape:** Your child is trying to avoid or get away from something that feels hard, boring, scary, or overwhelming.



**Attention:** Your child wants someone to notice them—an adult or a peer. This can be positive attention (praise) or negative attention (being corrected).

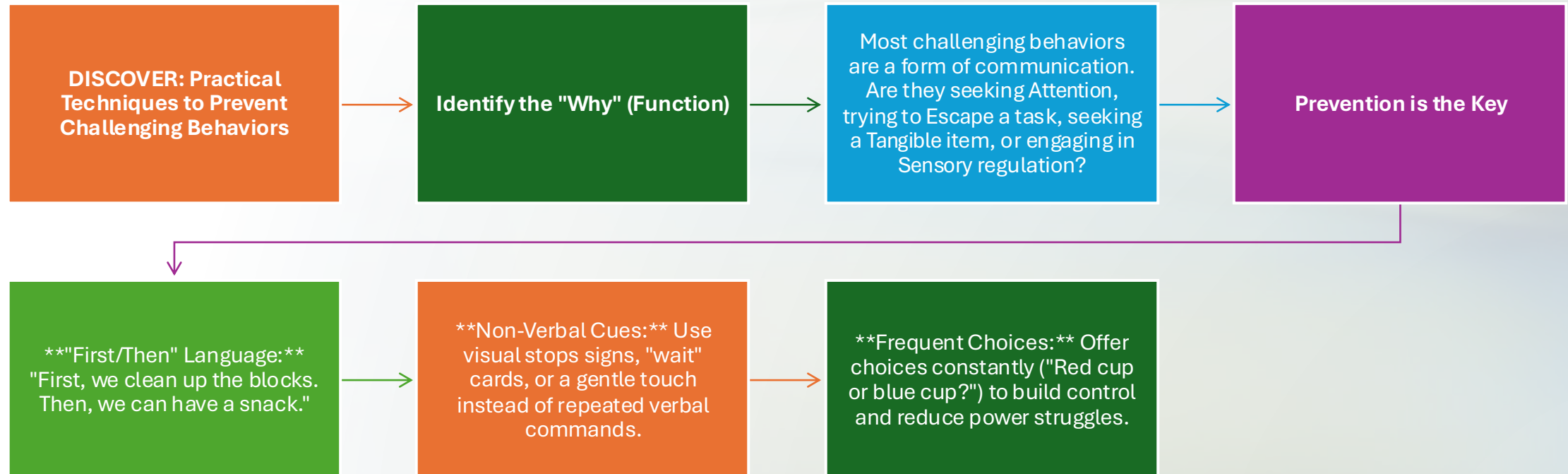


**Tangible:** Your child is trying to get something they want, such as a toy, snack, or activity.



**Sensory:** Your child is doing something because it feels good to their body or helps them feel calm, focused, or regulated. This can include things like rocking, flapping, or seeking certain sounds or textures.

# DISCOVER: Practical Techniques to Prevent Challenging Behaviors



**"Every tiny step toward  
independence is a giant  
leap toward  
confidence."**

*— L.R. Knost*



# LEARN: Building Consistent, Supportive Routines



## Home Routines

Establish a predictable sequence for 3 key times: Wake-Up, Mealtime, and Bedtime. Write it down and keep it visible.



## School Connection

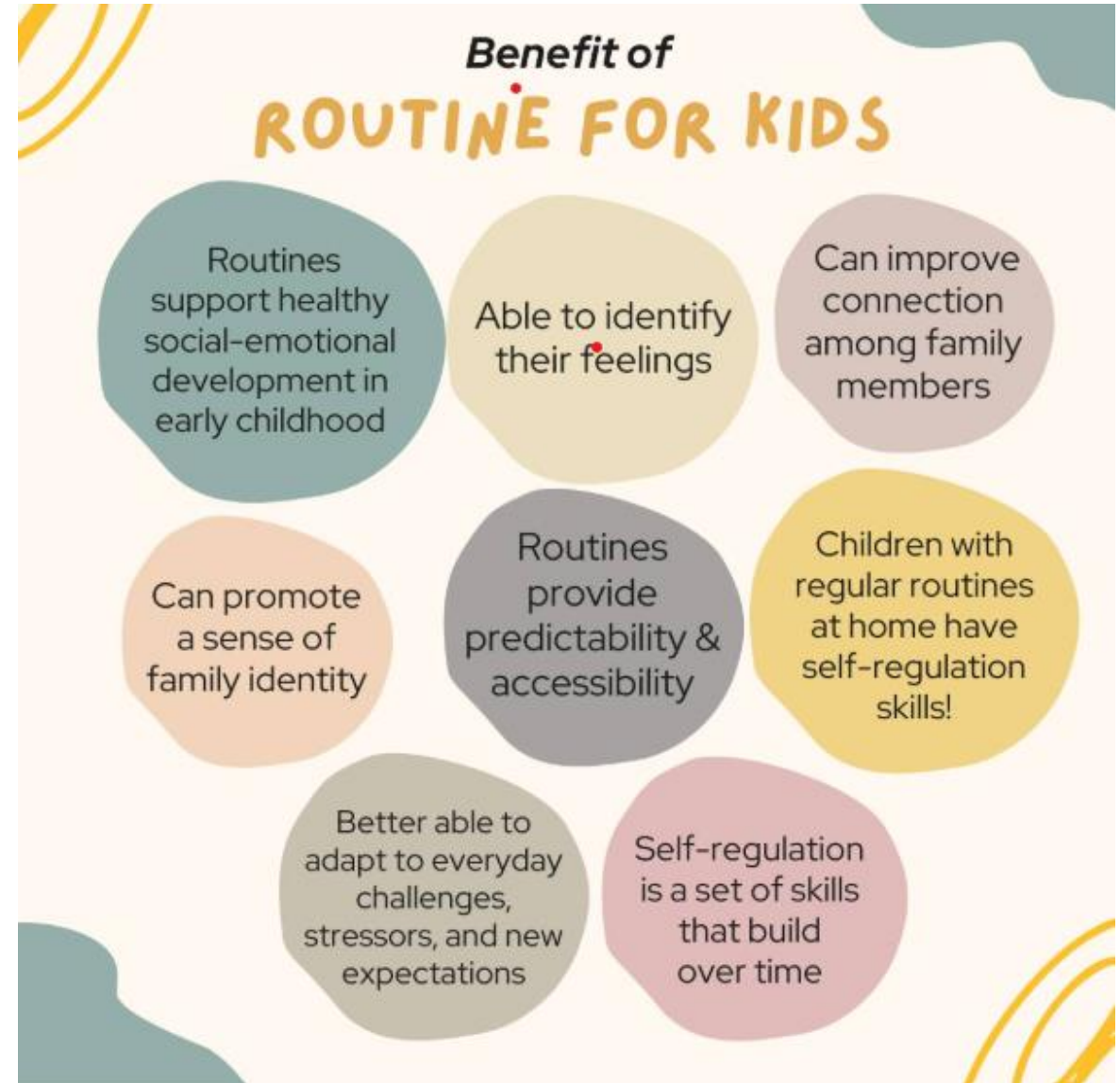
Ask your teacher for a copy of the daily schedule. Use similar language and transition signals (e.g., a specific song or first/then language) at home.



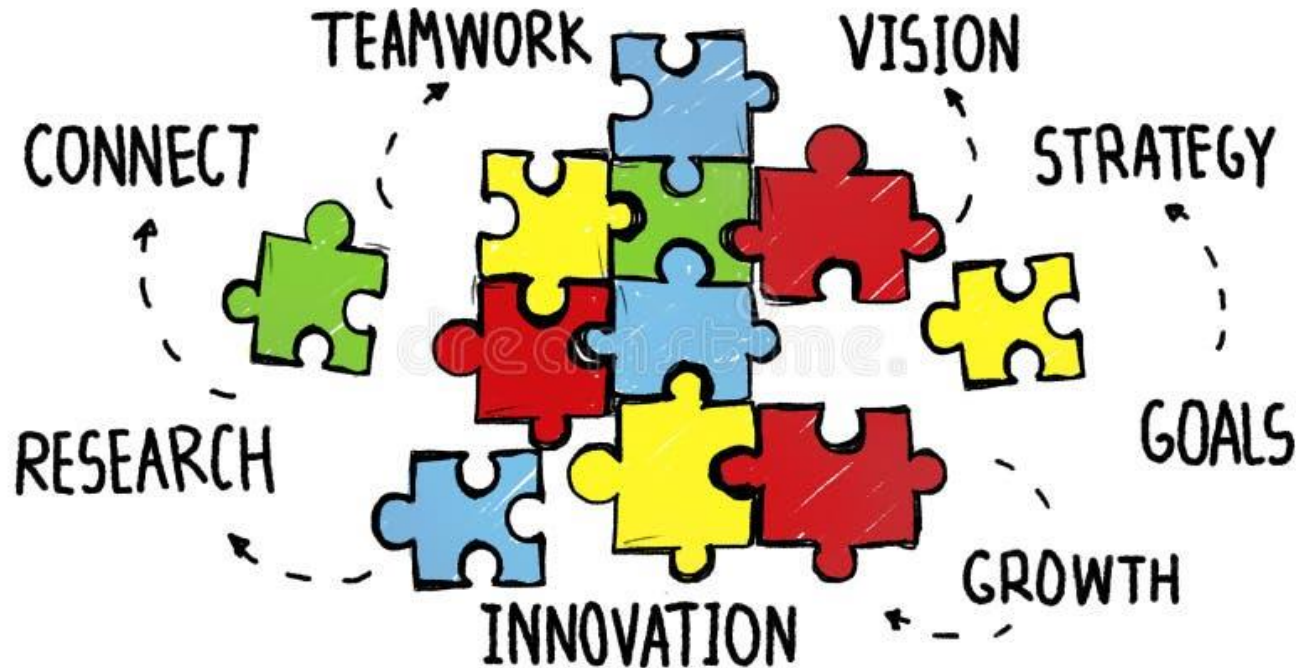
## Transition Time

Transitions (stopping one activity and starting another) are the hardest. Give a 5-minute, 2-minute, and 1-minute warning for upcoming changes verbally or use visuals like timers.

# How Consistency Builds Confidence



# EXPLORE: Strategies for Partnering with Your Team



Your child's success is a collaborative effort. You are the expert on your child, and the school team is the expert on specialized instruction.

- Shared Goals: Identify 1-2 skills you are working on (e.g., dressing) and ask the teacher to use the same prompt/cue at school.
- Communication Log: Use a simple notebook or app for 2-3 key updates daily (1 behavior success, 1 challenge, 1 new skill).
- Attend Parent-Teacher Conferences: Ask about the progress of their child. Let the teacher know what works for them at home, and collaborate to one another to see what works best for your child.

# Visual Supports for Children with Autism

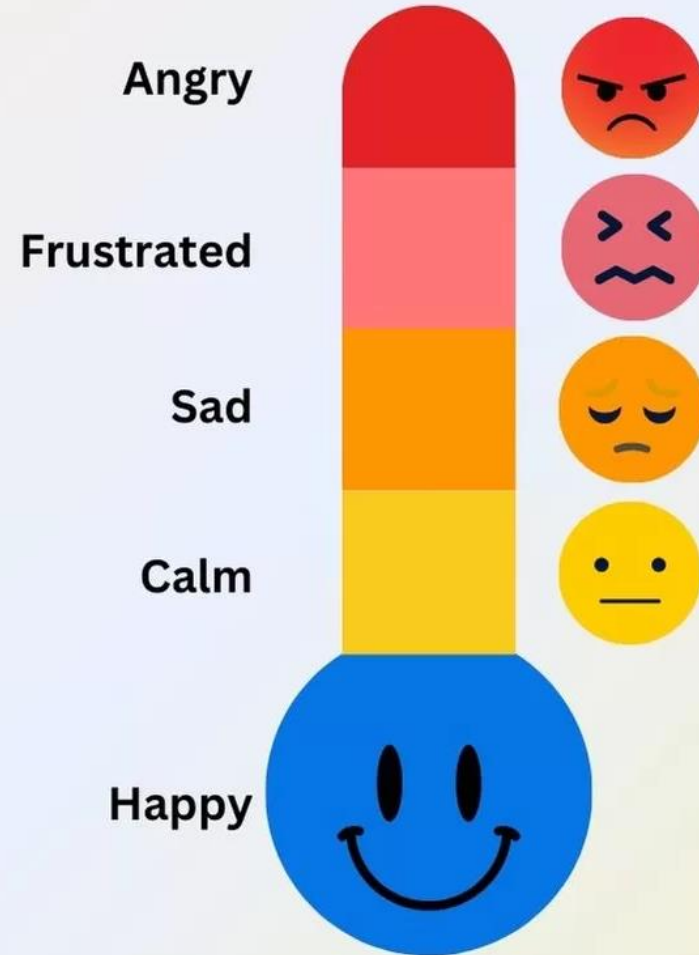
## Visual Schedule



## Visual Timer



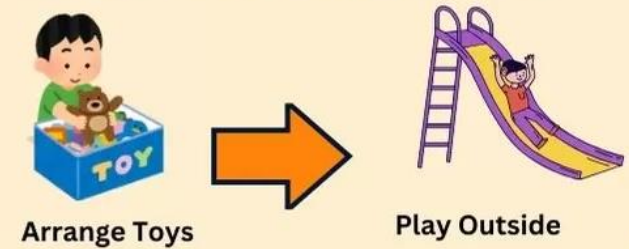
## Emotion Thermometer



## Choice Board



## First-Then Board



## Transition Cards



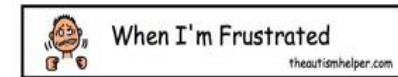
# ACCESS: Tools to Strengthen Social and Emotional Development



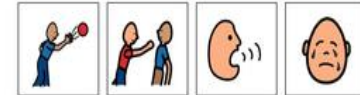
Sensory/Calm-Down Kits



Feelings/Emotion Cards



Sometimes I get really frustrated and mad.



I want to throw things, hit people, yell, and cry.



If I act that way I can get in trouble and people won't want to be my friend.



When I am frustrated, I need to take a deep breath. I can ask for a break, take a walk, get a drink of water, or put my head down.



I tell people around me, "I am frustrated right now." I use my words. Soon I will feel better.


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Personalized Social Stories

# Why Emotional Tools Matter: Building Resilience

- Sensory/Calm Down Kits: These teach a child to identify their state of arousal ("fast body, slow body") and proactively use tools (squishies, weighted toys, bubbles) to regulate themselves before a meltdown begins. This is the core of self-regulation.
- Emotion Cards: They give children a visual vocabulary for internal feelings, allowing them to communicate their needs non-verbally or verbally (I feel mad/sad) instead of resorting to challenging behaviors like hitting or crying to express that needs.
- Personal Social Stories: The benefit of social stories is to prepare children for new or difficult situations (like dentist visits, sharing, or schedule changes) by explaining the sequence of events, social expectations, and appropriate behaviors in a reassuring, concrete, and predictable way.





"Your journey as a parent gives you a unique wisdom. You are not just guiding your children through challenges, you are showing them how to build a life of strength, resilience, and boundless possibility."

-Your Dedication is Their Foundation

Questions

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Answers

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Thank You  
For Attending!