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Is it Sensory or Behavior? Understanding Challenging Behavior

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Today’s objectives

- 1) Define antecedent, behavior, and consequences
- 2) Identify two tools for better understanding sensory processing
- 3) List three strategies for preventing challenging behavior
Agenda

1. Describe challenging behavior
2. Collect objective information
3. Form a hypothesis
4. Create a plan
5. Evaluate the plan

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.”

Pam Leo,
Connection Parenting

www.LearningStationStationMusic.com
“If a child doesn’t know how to read, we teach.
If a child doesn’t know how to swim, we teach.
If a child doesn’t know how to multiply, we teach.
If a child doesn’t know how to drive, we teach.
If a child doesn’t know how to behave, we...teach? punish?
Why can’t we finish the last sentence as automatically as we do the others?”
—Tim Hass, SHMA President (2005-2006)

What we do know..

- Within the context of school, children who exhibit challenging behaviors are considered at increased risk of academic failure, delinquency, dropping out, gang membership and adult incarceration (Dunlap 2006).
- 10-15% of all typically developing preschool children have chronic mild to moderate levels of behavior problems.
What does the research say?

Presence and Impact

- When children with significant problems are neither identified in a timely way nor given appropriate education and treatment, their problems tend to be long lasting, requiring more intensive services and resources over time. Moreover, when the challenging behavior of young children is not addressed in an appropriate and timely way, the future likelihood increases for poor academic outcomes, peer rejection, adult mental health concerns, and adverse effects on their families, their service providers, and their communities.

- Although some systems and tools for early identification of children with challenging behaviors are available, the actual identification of these children and provision of appropriate services are very low.

(Dunlap et al. 2006)
Prevention

- Children and their families who access mental and physical care are less likely to have behavioral and social problems.
- Nurturing and positive parenting is associated with children who have healthy relationships and reduced challenging behavior.
- High quality early education environments and caregiver interactions are associated with fewer behavior problems and the development of social competence.

(Dunlap et al. 2006)

Intervention

- Interventions based on a functional assessment of the relation between the challenging behaviors and the child’s environment are effective for reducing challenging behaviors of young children.
- Teaching procedures have been demonstrated to be effective in developing children’s skills and reducing challenging behaviors.
- Interventions involving alterations to features of the child’s activities and the child’s social and physical environment have been demonstrated to reduce challenging behaviors.
- Multicomponent mented over time and across multiple relevant environments can produce durable, generalized increases in prosocial behavior and reductions in challenging behaviors.
- Family involvement in the planning and implementation of interventions facilitates durable reductions in challenging behaviors of young children.

(Dunlap et al. 2006)
Common behavioral pitfalls

- Rewards used as bribery instead of positive reinforcement
- Rewards not given enough or too predictable
- Rewards not meaningful to the child/student
- Time outs/consequences not used appropriately and too often
- We often reinforce the “wrong” behavior
- Does not take into account sensory preferences of the child

Common sensory pitfalls

- Implement sensory strategies in place without thinking about the why
- Begin with sensory strategies before looking at environmental changes
- Sensory strategies are not systematically implemented
- Sensory strategies only implemented during OT sessions
- Plan doesn’t change when the strategies do not work
- Often used as a way to avoid addressing other environmental factors
How do we work together?

- We have to take our judgment out of the behavior
- Behavior is communication & serves a purpose
- Behavior continues because it is reinforced
- Teach alternative skill
- Address environmental concerns

Positive Behavior Supports

- Research based
- Bridge between the two approaches
- Focuses on data based decisions
- Focuses on environment as well as the child
- Focuses on replacement skill

www.pbis.org
(www.pbis.org)
Challenging Behavior

“any repeated pattern of behavior, or perception of behavior, that interferes with or is at risk of interfering with optimal learning or engagement in pro-social interactions with peers and adults”

(Smith & Fox, 2003)
Thinking about behavior…

Behavior = Information

Perhaps his behavior has not changed, because your behavior has not changed.

But that’s none of my business.
1. Identify behavior

- Describe behavior (avoid words: meltdown, aggressive, disengaged, hyperactive, inattentive)

- Stranger test (anybody could take data on the behavior)

- Pick only 2-3 behaviors

- Don’t hypothesize yet!

Describe the behavior

- When transitioning from breakfast in the morning to rug time, Jacob will run around the room until the teacher can physically stop him. When she stops him, he starts hitting her and kicking her until she takes him into the hallway, sits him down, and makes him wait.
Describe the behavior

- During free play time, Sam will walk up to the puzzles, throw the puzzle pieces at peers until teacher takes him to a table by himself. When he is at the table by himself, he will start screaming at the teacher until he is removed from the classroom and taken to the principal’s office.

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2. Objective information

The biggest communication problem is we do not listen to understand.

We listen to reply.
Getting objective information

- ABCs of behavior
- Collecting data
- Motivational Assessment Scale
- Sensory based checklists

ABCs of Behavior

*Do not hypothesize (make any assumptions) yet!*
Antecedents

- What happens before the target behavior?
- Not just an event, could be environment, activity, lack of activity
- Ex: Transition, took away desired item, unstructured activity, gave instruction, entered cafeteria, got on bus, recess time
- Start thinking about common threads with antecedents? Seeing any patterns?

Behavior

- Identify target behavior from Step 1
- Be specific
- Target only 2-3 specific behaviors
Consequences

- Do not judge or make assumptions
- What happened right after the behavior?
- Ex: took away assignment, verbal re-direction, time out, gave what they wanted, removed from setting, sensory-based activity, gave attention, took away attention

Reaction?

- How did the child react?

- Did the behavior:
  - Get worse
  - Stop or get better
  - No change
  - Changed to a different behavior
**Identify the components**

- When transitioning from breakfast in the morning to rug time, Jacob will run around the room until the teacher can physically stop him. When she stops him, he starts hitting her and kicking her until she takes him into the hallway, sits him down, and makes him wait.
  - Antecedent?
  - Behavior?
  - Consequence? Worse or better or same

**Gathering data**

- Direct observation
- Check lists & Scales
ABC Data Example

Other data examples

- Tape on leg
- Moving bracelet/item from one hand to another
- Self-monitoring
- Lap counter
- Other?
Checklists

- Motivation Assessment Scale
- Sensory checklist
- Sensory Profile
Motivation Assessment Scale

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Would the behavior occur continuously, over and over, if this person was left alone for long periods of time? (For example, several hours)</td>
<td>Never 0, Almost Never 1, Seldom 2, Half the Time 3, Usually 4, Almost Always 5, Always 6</td>
</tr>
<tr>
<td>2. Does the behavior occur following a request to perform a difficult task?</td>
<td>Never 0, Almost Never 1, Seldom 2, Half the Time 3, Usually 4, Almost Always 5, Always 6</td>
</tr>
<tr>
<td>3. Does the behavior seem to occur in response to your talking to other persons in the room?</td>
<td>Never 0, Almost Never 1, Seldom 2, Half the Time 3, Usually 4, Almost Always 5, Always 6</td>
</tr>
<tr>
<td>4. Does the behavior ever occur to get a toy, food, or activity that this person has been told that he or she can't have?</td>
<td>Never 0, Almost Never 1, Seldom 2, Half the Time 3, Usually 4, Almost Always 5, Always 6</td>
</tr>
</tbody>
</table>

Sensory Checklist

TOUCH

<table>
<thead>
<tr>
<th>Avoids</th>
<th>Seeks</th>
<th>Mixed</th>
<th>Neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being touched on some body parts, hugs and cuddles</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Certain clothing fabrics, seams, tags, waistbands, cuffs, etc.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Clothing, shoes, or accessories that are very tight or very loose</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Getting hands, face, or other body parts &quot;messy&quot; with paint, glue, sand, food, lotion, etc.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Grooming activities such as face and hair washing, brushing, cutting, and nail trimming</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Taking a bath, shower, or swimming</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Getting towel dry</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Trying new foods</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Feeling particular food textures and temperatures inside the mouth—mushy, smooth, etc.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Standing close to other people</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Walking barefoot</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
3. Forming a Hypothesis

Never start an intervention/strategy without formulating a hypothesis

The Hypothesis

- Educated guess as to “why” the behavior is occurring
- What is the student getting or not getting out of the behavior? Why does it keep happening?
- When treating planning, we have to start with a hypothesis (most common stepped skipped)
- No right or wrong answer until we test it
- Possibility of multiple hypotheses for one behavior
Hypothesis

- Get?
  - Attention
  - Tangible
  - Sensory
- Get away?
  - Attention
  - Tangible
  - Sensory

Examples

- Tangible – favorite food, computer, bubbles, any type of item/activity
- Attention – help from teacher, laughing from peers, raised voice from mom
- Sensory – walk, deep pressure, noise
How to formulate?

- Do I have enough objective information?
- Make some conclusions about the behavior:
  - Antecedents
  - Consequences
  - Sensory needs
- What makes it stop?
- What makes it worse?

Analyzing the Antecedents (examples)

<table>
<thead>
<tr>
<th>Antecedents that prevent behavior</th>
<th>Antecedents that trigger the behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepared for transition</td>
<td>Unstructured activity</td>
</tr>
<tr>
<td>Gave them something to do when waiting</td>
<td>Waiting</td>
</tr>
<tr>
<td>Reminded of expectation and reinforcement</td>
<td>New activity</td>
</tr>
<tr>
<td></td>
<td>Took away a reward</td>
</tr>
</tbody>
</table>
### Analyzing the Consequences (Examples)

<table>
<thead>
<tr>
<th>Consequences</th>
<th>Stop or get better</th>
<th>Stay same or intensify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time out</td>
<td>Stopped</td>
<td></td>
</tr>
<tr>
<td>Took away a reward</td>
<td></td>
<td>Got worst</td>
</tr>
<tr>
<td>Verbal reprimand</td>
<td></td>
<td>Got worst</td>
</tr>
<tr>
<td>Other?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Analyzing sensory needs

<table>
<thead>
<tr>
<th>Sensory Stimulation</th>
<th>High Threshold (Active or Passive)</th>
<th>Low Threshold (Active or Passive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tactile</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auditory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vestibular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proprioceptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gustatory &amp; Olfactory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing a hypothesis

- When ______________, the student may______________ in order to ______________.
- When presented with difficult math, Jacob might pinch until the teacher removes the work.
- In order to gain sensory input, Jonathan might squeeze his paraprofessional to get deep pressure.

Let's practice

When transitioning from breakfast in the morning to rug time, Jacob will run around the room until the teacher can physically stop him. When she stops him, he starts hitting her and kicking her until she takes him into the hallway, sits him down, and makes him wait.

During free play time, Sam will walk up to the puzzles, throw the puzzle pieces at peers until teacher takes him to a table by himself. When he is at the table by himself, he will start screaming at the teacher until he is removed from the classroom and taken to the principal's office.
4. Creating the Plan

Nice hypothesis you have there.

Be a shame if someone were to test it.

Four essential elements

- Clarity
- Consistency
- Simplicity
- Continuation
Creating the Plan

- Preventative strategies
- Target skills
- Consequences

Preventative strategies

- Rituals and Routines
- Visual supports
- Sensory supports
- Modify expectations
- Modify instruction
Rituals and Routines

- Rituals and routines may include songs, rhymes, games, and kinesthetic movement that can be used to foster community and serve as rule reminders. These activities taught over time and embedded as part of a daily schedule serve as reminders to children about appropriate behaviors in different classroom contexts.

- Rituals and routines provide stability and consistency and can communicate values such as friendship, caring, or responsibility. For instance, the teacher may teach a set of songs about these values that children sing at the end of circle time, or the class may always review the expectations when walking in a line to go from place to place.


Why are transitions hard?

- Too many transitions?
- When all children transition at the same time in the same way?
- Too long?
- Too much waiting with nothing to do?
- Not clear instruction?
For teachers

Original Schedule
8:15–8:25 Arrival and hand washing
8:15–8:45 Free play
8:45–9:15 Calendar, weather, and lesson
9:15–10:39 Centers/small groups—Children rotate every 15 minutes between these small group activities or play in a designated center.
10:00–10:15 Hand washing/snack
10:15–10:30 Music
10:30–10:40 Book time—Everyone is dismissed from circle at the same time to put on coats.
10:40–11:00 Outdoor time
11:00 Dismissal—Children wait for families or bus to pick them up.

Revised Schedule
8:15–8:45 Arrival and hand washing/small toys—Children have a choice of table activities, such as playdough, cutting scraps, or manipulatives, allowing easy entry after finishing arrival routine.
8:45–9:00 Large group—A few routine activities, plus review of the day’s schedule and center time plans.
9:00–10:20 Center time/hand washing/snack
—Teachers support play and teach skills in small groups or with individual children.
—Snack is a center choice, allowing varied lengths of time to eat.
10:20–10:40 Book time and music
—Children finish cleanup up, then choose a book to read.
—A few children at a time are dismissed to get coats while the other children continue singing.
10:40–11:00 Outdoor time
11:00 Dismissal—Class sings good-byes song and plays walking games until arrival of families or bus.

Daily Transition Tips

Arrival/hand washing/table toys
• Have children move their picture or name from “home” to “school” on an Arrival Chart.
• Make a feelings poster with pictures of faces showing different emotions (happy, sad, sleepy, excited, frustrated, sad, and so on). When they arrive, children place clothespins labeled with their names on the “feeling faces” that best represent their emotional state at that time.

Large group
• Ask children to come to circle as if they were moving through peanut butter, wiggling through jelly, in a marching band, a plane flying to the airport, a car driving on a road, a bird flying to its nest, and so on.

Center time/hand washing/snack
• Hang a chart on the wall. Children write their name under “Yes, I ate snack today” or “No, thank you, I’m not eating snack today.”
• Make a snack music providing visual directions of what to eat (“Take two apple slices and three pieces of cheese, please”).
• Have one child wear a hand list and inspect each center during cleanup to see if it is picked up. If it is, the child makes an X over a picture list of all the centers. If not, he recruits same help.

Book time and music
• Sing the expectations of the transition: “If you’re finished cleaning up, please choose a book (i.e., ‘You’re happy and you know it!’)
• Create a basket of easily accessible (close-mates, repetitive text) favorite books that work well for independent reading.

Gross motor
• Draw pairs of different colored shapes on the end of wooden craft sticks. Give each child a stick and then call a shape. Matching pairs line up together. Collect the sticks as a hook to the next activity.
• Take cardboard cutouts of feet (or other shapes) on the floor to indicate where children will line up. Change these to introduce new vocabulary (ladybug, butterfly, cricket) or work on concepts (patterns, emotion faces, colors, shapes, etc).

Science
• Take turns creating body patterns (for example, clip, touch head, clip, touch head).
• Hide an item in a bag and give clues to help children identify it.

For families

- Morning routines
  - Some bonding time in the morning
- Bedtime routines
  - Consistent bed times
  - Activities that are calm
  - Identify the plan the next morning
  - Give plenty of attention
  - Plan ahead for next morning
- Use picture schedules

Visual Supports

- Picture Schedules
- Cues cards for sensory breaks or transitions
- Visual timers
- Behavior checklists
- 5-point scale
1. Math
2. English
3. Science
4.
Time Timer

When I’m Upset

I can read
I can listen to music
I can rest on a pillow
I can do a puzzle
I can draw a picture
Modify Activity/Expectations

- Reduce amount of work
- Break down into smaller steps
- Talk less
- Prompt to help student complete quickly
- Shorten time expectation

Changing the Instruction

- Instruction versus feedback
- Simple, direct instructions
- Avoid repeating instructions (one time and prompt)
- Providing choices
- Avoid statements that start with “can/will”
- Avoid “no” and “stop” when possible
Sensory Supports

Support for Sensory Processing Styles

- Low/ Poor Registration- Provide more intensity of sensory input

- Sensation Seeking- Provide more opportunities to obtain appropriate sensory input in a structured way

- Sensation Avoiding- Provide more structure for activities while teaching flexibility and add supports to reduce aversive stimulation

- Sensitive to Stimuli- Provide structure and decrease stimuli. Provide a quiet place for work and add supports to reduce distracting stimuli.
Brainworks App

https://www.youtube.com/watch?v=QnS8ge6OZZ8

Creating a quiet space (break area)

- Might seek small tight places like closets or under furniture.
- Try creating a quiet place in the classroom or resource room constructed with a play tents, under a table, or in a cubby behind a bookshelf supplied with bean bags or pillows blankets and some of their favorite “calming” items.
- Child directed or adult directed
- PRIOR to a meltdown to help avoid an explosion
- THIS IS NOT TO BE USED AS TIME OUT TO CORRECT BEHAVIOR-time out is a separate place and is used differently
- If meltdown already occurred – too late for quiet place
- Time in the quiet space can be built into their routines or as part of their sensory diet
continued

How to Take a Break

Take your break with the phone!

Send a text message to the phone, and the phone will ring back in one minute. This is a great way to take a break from work or studying.

continued

cozy cove
Teach Alternative Behavior

- Communication skills
- Self-regulation
- Social skills
- Waiting
- Following directions
- Organizations skills
Communication Skills

- Asking for a break
- Asking for a desired item
- Asking for attention
- Telling when hurt/pain
- Answering questions
- Other

Self-Regulation Skills

- Knowing when to take a break
- Knowing how to take a break
- Communicating stress
- Knowing what to do when stressed
- Five point scale
Tips for Break

- Do they know what to do when they are there?
- Different than reinforcement or time out
- Needs to be calming
- Needs to have structure
- Teach how to communicate
- Build into schedule
- If they start requesting all the time, re-think your hypothesis

Mindfulness

- 1. The bell listening exercise
- 2. Breathing buddies
- 3. Squish and relax meditation
- 4. Smell & Tell
- 5. The Art of Touch
- 6. The Heartbeat Exercise
- 7. Heart-to-Heart
- www.mindbodygreen.com
Angry
I've lost control. I'm not listening. I need my feelings. I need a good place to calm down.

Overwhelmed
Everything is too hard. I need help and need to learn how to feel. Need to feel safe.

Frustrated
I'm out of ideas. I'm showing signs of stress. I need to take a break now.

Anxious
Trying to stay focused but having hard time thinking on task. Need calming strategies now.

Happy
Ready and willing to work.

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Turtle Technique

Recognize that you feel angry.

Go into shell.
Take 3 deep breaths and think calm, coping thoughts.

“Think” Stop.

Come out of shell when calm and think of a solution.
Social Skills

- How to initiate interactions
- How to deal with losing and being rejected
- How to join in on play
- How to understand perspectives of another person
- How to read cues from another person
- How to have a back and forth conversation
Waiting

- Waiting for:
  - Turn
  - Desired item
  - Transition
  - Line
- Start with waiting on something that doesn’t matter as much to the child and build from there
- Incorporate visuals and high reinforcement

Following Directions

- Break the activity into small steps and teach each step
- Start with one step directions and help them get it correct
- Two step directions and so on
- Simple instructions
- Add visuals when possible
- Help them get it right after the first instruction
Organizational Skills

- Locker, homework folders, room, backpack, desk
- Start with one area/activity at a time
- Help develop a strategy that will naturally fit into their routine
- Use clear containers so they can see items
- Clearly label the items and where they go
- Address frequently until they learn the system
Tips for Teaching Skills

- Clearly outline the steps for the skill
- Identify what steps the child can do and what steps they need help with
- Prompt the child to get it correct
- Reinforce the child
- Gradually fade the amount of help you are providing the child
Consequences

- Anything that immediately follows as a result of a behavior.
- Consequences can increase the likelihood of a behavior happening again, decrease the likelihood of a behavior happening again, or have no effect on the occurrence of a behavior in the future.

Types of Consequences

- Positive reinforcement - *presenting* a motivating/reinforcing stimulus to the person after the desired behavior is exhibited, making the behavior more likely to happen in the future.
- Negative reinforcement - occurs when a certain stimulus (usually an aversive stimulus) is *removed* after a particular behavior is exhibited. The likelihood of the particular behavior occurring again in the future is increased because of removing/avoiding the negative consequence.
- Punishment is a process by which a consequence immediately follows a behavior which decreases the future frequency of that behavior. Like reinforcement, a stimulus can be added (positive punishment) or removed (negative punishment).
Positive reinforcement

- Positive reinforcement - addition of a reward following a desired behavior.

- Difference between positive reinforcement and bribery?
Positive Reinforcement

- Occurs after desired behavior
- Smaller more frequent
- Intermittent
- Bigger reinforcers for harder tasks
- Has to be individual to each child
- More variety the better
- 50% rule
- Use visuals

Delayed Gratification

- Examples: sitting for longer periods of time, transitions, waiting
- Token economy system
- Reward board
- Classroom reward systems
- Point systems
Classroom scratch off tickets
Teamwork jar

I am working for

[Options: Smoke, Saving, Computer, Puzzle, Work]
Tips for using token systems

- Do not remove the tokens they have earned
- Pick one or two behaviors to target
- Best overall frequency is intermittent
If behavior occurs…

Re-direction

- Direct them to the visual
- Direct them to the reinforcer
- Distraction – use with caution
If using “time out”

- Structured process & practice
- Is it reducing the behavior?
- Is it reinforcing the behavior?
- Is “time out” better than “time in”

If a student shows signs of escalation:

- Stop and think….
- Restate the expected behavior and bring other students on task.
- Recognize other students for acceptable behavior
- Speak privately, and acknowledge agitation calmly.
- Isolate, ignore, or offer support to the “escalating” student.
- Give the student a positive choice (e.g., “You can either get back to work or go to the office.”)
- Step away and give the student time to respond (“I will give you a chance to think about it.”), unless it is an emergency.
- If the student complies, recognize and acknowledge cooperation.
- If the student continues to escalate, implement the preplanned consequence school emergency procedures as appropriate (e.g., room clear, get other adults)
Be careful!

- Do not feed into the behavior, give in or provide what child wanted from the behavior without a contingency
- Do not show disappointment or anger
- Do not lecture or threaten
- Do not physically intervene (if possible)

5. Evaluate the Plan

- Is the challenging behavior decreasing in intensity, duration, or frequency?
- Is the plan being implemented consistently? How do you know?
- Do you need to give it more time?
- Do you need to modify the plan? Antecedents, skills to tech, consequences
- Do you need to change the hypothesis?
Summary

- All behavior serves a purpose
- Important to look at behavior objectively
- Constantly re-evaluate plan (hypothesis and intervention)
- Update plan if behavior does not decrease or changes form
- All parties must be consistent

Questions?

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