Effective Supports for Students with ASD in General Education

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Autism Education and Intervention Specialist
INTRODUCTIONS
Making Training More Effective

• Humor / Talk too fast
• Write notes and text / Don’t talk....
• Cell phones on silent
• Content
• Contribute
Learning Accountability

• NOVICE

• INTERMEDIATE

• ADVANCED
Number of Michigan Students with ASD
*Based on 2012 MDE, OSE Eligibility Count

Number of students


1,208

16,591
Number of Michigan Students with ASD by Age
* Based on 2012 MDE, OSE Eligibility Count
"Yea, though I walk through the valley of the shadow of death, I will fear no evil" Psalm 23
The Top 10 Behavior-ISMS
Ism:

a suffix added to the end of a word to indicate that the word represents a specific belief, practice, system, or philosophy.

Ideas and Ideals
to live by:
Opinions; Opinions; Opinions!!!
Behavioral Planning = Herding Cats
#1 Behavior-Ism:

- NO OPINIONS

- ALL DECISIONS INFORMED BY:
  - THE LAW
  - THE RESEARCH
  - THE DATA
IDEA Regulations

• Two fundamental requirements:
  – That the child will receive FAPE
  – In the least restrictive environment (LRE).
Lost in Translation
What is FAPE?
IDEA 2004

An educational program that is individualized to a specific child, designed to meet that child's unique needs, provides access to the general curriculum, meets the grade-level standards established by the state, and from which the child receives educational benefit. 20 U.S.C. §1401(9).

To provide FAPE, schools must provide students with an education that prepares the child for further education, employment, and independent living 20 U.S.C. §1400(c)(5)(A)(i)
National Outcome Data: Housing

• 2008 Easter Seals Study:
  – More than 80% of adults with ASD ages 19-30 live at home with their parents
  – Compared to approximately 50-59% of typical youth ages 19-24 (2011 data)  
    (http://www.census.gov/newsroom/releases/archives/families_households/cb11-183.html)

• Adults 19-30 with Autism
  – With parents or guardian 81%
  – Independently, with spouse or partner 3%
  – With other family member/spouse/partner 0%
  – Supported residence for ppl with special needs 14%
  – Other 2%

• Adults 19-30 with Asperger
  – With parents or guardian 71%
  – Independently, with spouse or partner 9%
  – With other family member/spouse/partner 5%
  – Supported residence for ppl with special needs 7%
  – Other 7%

Easter Seals, 2008
National OUTCOME DATA: Employment

• A University of Wisconsin-Madison 2002 study of 405 adolescents and adults with ASD found that only 10% were in competitive employment.

• Barnard, et.al. 2001
  – As few as 6% of individuals with ASD have fulltime employment
  – 12% of individuals with Asperger Syndrome are employed despite having average or high than average IQs

• National Longitudinal Transition Study: [http://www.nlts2.org/](http://www.nlts2.org/)
  – Rate of Employment for individual with ASD: 14%

• 2008 Easter Seals Study (Living with Autism): About 6 in 10 children with ASD aged 16 or older have not looked for work, yet 75% of typical children are already working.

• Even compared to individuals with other disabilities, the employment outcomes for individuals with ASD is significantly lower.
Engagement in education, employment, or training after leaving school

NLTS2, 2009
What predicts post-school employment?

- Students who had the highest degree of integration with age-appropriate peers were more likely to engage in post-school employment.

- IQ, behavior problems, physical disability, and individual demographics did not correlate with integrated employment outcome.

<table>
<thead>
<tr>
<th>Predictors / Outcomes</th>
<th>Education</th>
<th>Employment</th>
<th>Indep. Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Awareness</td>
<td>P (Potential)</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Community Experience</td>
<td>------------</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Exit Exam Requirements / High School Diploma Status</td>
<td>------------</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Inclusion in General Education</td>
<td>M (Moderate)</td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Interagency Collaboration</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Occupational Courses</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Paid Employment / Work Experience</td>
<td>M</td>
<td>M</td>
<td>P</td>
</tr>
<tr>
<td>Parental Involvement</td>
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<td>P</td>
<td></td>
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<tr>
<td>Program of Study</td>
<td>------------</td>
<td>P</td>
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<tr>
<td>Self Advocacy / Self Determination</td>
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<td>P</td>
<td></td>
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<tr>
<td>Self Care / Independent Living</td>
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<td>M</td>
</tr>
<tr>
<td>Social Skills</td>
<td>P</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Student Support</td>
<td>P</td>
<td>P</td>
<td>P</td>
</tr>
<tr>
<td>Transition Program</td>
<td>M</td>
<td>P</td>
<td></td>
</tr>
<tr>
<td>Vocational Education</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>Work Study</td>
<td>------------</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>

National Secondary Transition Technical Assistance Center (NSTTAC)
IDEA Regulations

- Two fundamental requirements:
  - That the child will receive FAPE
  - In the least restrictive environment (LRE)
“To the maximum extent appropriate, children with disabilities… are educated in the general education classrooms with children who are not disabled…”

…and that special classes, separate schooling, or other removal of children with disabilities from regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily.”
What are the EBPs?
EBP Resources

http://autismmpdc.fpg.unc.edu/content/briefs

- Ohio Center for Autism & Low Incidence
  - Autism Internet Modules (AIM):
    http://www.autisminternetmodules.org/user_login.php
Additional Resources for EBPs in ASD


• Classroom / Building Tools:
  – Georgia State University’s EIC-ASD (Enhancing Instructional Contexts for Students with ASD)—Classroom Tool: http://education.gsu.edu/autism/index.htm

• MIND Institute ADEPT http://media.mindinstitute.org/education/ADEPT/Module1Menu.html

• Texas Statewide Leadership for Autism Training: http://www.txautism.net/manual.html

• Association for Science in Autism Treatment http://www.asatonline.org/treatment/treatments_desc.htm
#2 Behavior-Ism:

Two Primary Goals:

Socialization

Peer to Peer Support
A Football Story
Low GPA Students:
Absences

<table>
<thead>
<tr>
<th>Semester</th>
<th># of Days Absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before LINK participation</td>
<td>8.16</td>
</tr>
<tr>
<td>First Semester as a LINK</td>
<td>6.810</td>
</tr>
</tbody>
</table>

Low GPA Students
Low GPA Students: GPA Changes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Before LINK participation</th>
<th>First Semester as a LINK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.92</td>
<td>2.43</td>
</tr>
</tbody>
</table>

GPA

- Before LINK participation
- First Semester as a LINK

Low GPA Students
Students with Behavior Challenges: 
# of Behavioral Referrals

*Number of Behavior Referrals

- Prior to LINK participation
- First Semester as a LINK

* Includes only data for 12 students who had 2 or more behavior referrals at baseline
Triad for Peer to Peer Support

Student with ASD

Provides a Model for Student with ASD and At Risk Student

Peer to Peer Support Student

At Risk Peer to Peer Student
Peer to Peer Changes Students’ Lives
Saginaw Public High School
#2 Behavior-Ism:

Two Primary Goals:

- Socialization
- Independence
GUARDIAN ANGEL  
SUPER-MAGNET  
STUCK LIKE GLUE  
HOVERCRAFT

HELPING OR HOVERING?
Unintentional Side Effects

• Current research indicates an **overreliance on** paraprofessional support is associated with **unintended detrimental effects**.

  (D. Schwartz, I. Illich, J. McNight)
JOEY NOTICED A MYSTERIOUS FORCE FIELD AROUND HIS ASSISTANT THAT CHILDREN COULD NOT BREAK THROUGH.
CAUTION; CAUTION; CAUTION

• Assigning a parapro is actually one of the most restrictive interventions and can inadvertently interfere with socialization and independence.

• Before assigning a parapro teams should complete a schedule matrix to determine:
  – Where are skills breaking down?
  – Are Universal Supports in Place?
  – What other interventions and supports can be used?
Determining if Additional Adult Support is Needed

**Adult Support Determination Process and Planning Tool**

Current research indicates that an overreliance on paraprofessional support is associated with unintended detrimental effects including the student feeling stigmatized, interference with peer interactions, interference with teacher engagement and competent instruction, loss of personal control, decrease in independence skills, and an increase in behavioral challenges (Downing & Clark, 2000; Giangreco, Broer, & Edelman, 2002; Giangreco & Broer, 2005). As such, assigning a paraprofessional must be approached cautiously and occur only when the student needs direct academic, social or behavioral support that cannot be accomplished through other interventions such as visual supports, peer to peer support, positive behavioral support plan or the adult support in the current structure of the classroom.

This document provides a process for determining whether additional adult support is warranted and if so, designing an adult support intervention plan to reduce the likelihood of the detrimental effects occurring. IEP team members should first complete the following schedule matrix to determine where the student may need additional support.

<table>
<thead>
<tr>
<th>Student Schedule</th>
<th>Expectations &amp; Instructional Demands</th>
<th>Current Level of Skills (Compared to Peers)</th>
<th>Current Supports, Strategies and EBPs</th>
<th>Potential Goals &amp; Strategies Needed</th>
</tr>
</thead>
</table>
| In this column, list the student’s daily schedule including all primary activities, courses / classes and/or transitions. | In this column, identify the expectations & instructional demands during this part of the schedule. Expectations and instructional demands include:  
- Independence Skills  
- Social Interaction Skills  
- Communication Skills  
- Behavioral Skills  
- Academic Skills including task initiation, engagement, & output  
For example, during “arrival,” the expectations may include independently taking off outerwear, getting materials ready, taking a seat, and completing morning work.  
Include in this section any specific IEP goals targeted during a particular time in the schedule. | In this column, identify the student’s performance, compared to peers, during this part of the schedule.  
Include the following:  
- Independent Skills  
- Social Interaction Skills  
- Communication Skills  
- Behavioral Skills  
- Task Initiation, Engagement, & Output  
Deficits in these areas may indicate the need for intervention including paraprofessional support. | List in this column, all the supports, strategies, and/or supplementary aides and services currently in place to support the student. These include but are not limited to:  
- Visual / Organizational Supports / Strategies  
- Peer to Peer Supports  
- Functional Communication System  
- Positive Behavioral Interventions & Supports  
- Evidence-Based Practices  
- Accommodations / Modifications  
- Behavioral Response Plan / Crisis Plan  
- Adult (Paraprofessional) Support | In this column, based on information in the previous columns, list potential goal areas (areas of need) and additional strategies needed for the student to independently make adequate progress in all areas.  
All other supports should be considered FIRST, before other adult / paraprofessional support is added. Adult supports should ONLY be used to assist the student in learning systems or strategies to allow him/her to perform skills independently. If adult support is added, the IEP team should complete the Adult Support Responsibilities form. |
## IF additional adult support is needed:

<table>
<thead>
<tr>
<th>Student Schedule</th>
<th>Student Skills Related to Expectations &amp; Instructional Demands</th>
<th>What are the Goals / Outcomes for the Student</th>
<th>Adult Role(s), Responsibility &amp; Strategies</th>
<th>Data Collection &amp; Plan to Reduce the Need for a Paraprofessional</th>
</tr>
</thead>
</table>
| ARRIVAL          | In this column, identify the student’s current level of skills related to the expectations & instructional demands for all students during this part of the schedule. Expectations and instructional demands include:  
  - Independence Skills  
  - Social Interaction Skills  
  - Communication Skills  
  - Behavioral Skills  
  - Academic Skills including task initiation, engagement, & output | In this column, identify the goals / outcomes during this part of the schedule including:  
  - Independent Skills  
  - Social Interaction Skills  
  - Communication Skills  
  - Behavioral Skills  
  - Task Initiation, Engagement, & Output | In this column, describe the specific roles, responsibilities, strategies, etc. that the 1:1 adult / paraprofessional will use to assist the student in making progress on the goals / outcomes in the previous column. | In this column, identify the data collection system and schedule that will be used to measure progress on goals / outcomes. Also identify the plan and schedule for reducing the amount of 1:1 adult time the student requires to be successful. |
|                  | Jim arrives agitated and stands in the classroom while his peers complete the arrival routine. He needs verbal, visual, and physical prompting to complete the routine and is usually late getting it completed. | Independently “check in” with an adult.  
Independently utilize a mini-schedule / checklist to complete the morning routine tasks. | Adult will direct Jim to the mini-schedule that shows the steps of his entry routine and teach Jim to move the schedule cards to the ALL DONE pocket as he completes each step of the routine. There will be a highly preferred activity at the end of the routine completion. | The adult will fade prompting and maintain a reinforcing activity to occur at completion of the entry routine. The student will complete the mini-schedule activities independently. |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Teacher Responsibility</th>
<th>Paraprofessional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUCTION</td>
<td>Plan, implement, and supervise student instruction.</td>
<td>Support the learner to participate in the teacher’s instruction.</td>
</tr>
<tr>
<td>INTERACTION</td>
<td>Keep the same frequency of interaction with the student with ASD as with typical classmates</td>
<td>Maintain proximity to student with ASD only as much as needed in the classroom.</td>
</tr>
<tr>
<td>Accommodations / Modifications</td>
<td>Collaborate with the team &amp; supervise accommodations / modifications to the curriculum</td>
<td>Ensure the accommodations / modifications recommended by the team are implemented.</td>
</tr>
<tr>
<td>ROLE</td>
<td>Provide direction / feedback to the paraprofessional re: implementation of the plan.</td>
<td>Be responsive and open to the suggestions of the teacher.</td>
</tr>
<tr>
<td>PROGRESS</td>
<td>Report on student progress.</td>
<td>Refer questions / concerns about student progress to teacher.</td>
</tr>
</tbody>
</table>
#2 Behavior-Ism:

Two Primary Goals:

- Socialization
- Independence

What about ACADEMICS?
Skills do not develop without opportunities! Learning is directly related to ENGAGED TIME!!

Two Primary Reasons
Students with disabilities are excluded from Integrated Environments?

This is NOT a readiness model.
Dignity of Risk: Not a “Readiness” Model

• Were YOU Ready?

• Risk Management:
  – Know the Risks
  – Plan for Risks
  – Opportunities
Keith Jones: Going to College
#3 Behavior-Ism:

Have High Expectations & Presume Competence
(ALTER, don’t reduce!!)

*The Pygmalion Effect*
(Rosenthal & Jacobson, 1968)

Later research:
*Expectancy Effect*
Madon et al (1997) - teacher perceptions and expectations have a greater relative impact on achievement among low achievers than among high achievers.
Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

- having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to—
  - (i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and
  - (ii) be prepared to lead productive and independent adult lives, to the maximum extent possible; “
PRESUME COMPETENCE

When you see, meet, or think about a person with a disability,

PRESUME COMPETENCE

DISABILITY IS NATURAL
Theory of Mind

(ToM) means the ability to recognize and understand thoughts, beliefs, desires and intentions of other people in order to make sense of their behavior and predict what they are going to do.

3. Find $x$. Here it is.
1. Write the numbers.

4 hats and 2 hats makes 6 hats.

2. Write the numbers. Add. Write the total.

\[ \begin{array}{c}
\text{4 + 1} \\
\hline
\text{5}
\end{array} \quad \begin{array}{c}
\text{3 + 4} \\
\hline
\text{7}
\end{array} \]

3. Write the numbers. Draw pictures to show your thinking.

\[ \begin{array}{c}
7 + 1 = \text{C}
\end{array} \quad \begin{array}{c}
4 + 2 = \text{X}
\end{array} \]
Least Dangerous Assumption

presume
competence
Academic Accommodations

- Time
- Level of support
- Instructional grouping
- Input
- Reduce response effort

- Setting
- Adaptation of environment
- Quantity of sections of curriculum expectations
Differentiated Instruction

Input – Taking In

Making Sense

Process

Output – Know Product
Differentiated Output Hierarchy

- Open Ended Questions
- Visual Organization Strategies
- Closed Strategies
- Choice Strategies
- Yes / No Strategies
THINK in

#4 Behavior-Ism:

THINK in

ABC

FBA

PBIS

FRONTLOAD
MICHIGAN
STATE BOARD OF EDUCATION

POSITIVE BEHAVIOR SUPPORT POLICY

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21st Century. The educational community must provide a system that will support students’ efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, pro-social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct.

In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.

Adopted September 12, 2006
Implementation Guide
2010

http://www.gvsu.edu/autismcenter/positive-behavioral-interventions-support-for-students-with-asd-90.htm
Multi-Tiered Systems of Support (MTSS)

- **Universal Interventions**
- **Some**
  - Targeted Interventions
  - Intensive Individualized Interventions
- **Few**
- **All**

Universal Design for Learning
Multi-Tiered System of Support (MTSS)

- Universal
- Targeted
- Intensive

Students with ASD?
CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEAR THE PATH FOR EVERYONE!
Multi-Tiered Systems of Support (MTSS) For Students with Disabilities

- Intensive Supports
- Targeted Universal Supports
- Universal Supports
- Core Curriculum & Instructional Strategies
Levels denote intensity of intervention necessary for the student to be successful in that skill area.
What is PBIS?

5 CONCEPTS
5 MINUTES
What is PBIS…… NOT

• NEW
  – Founded in the science of Applied Behavioral Analysis / Learning Theory

• Intervention Package / Cookbook
  – Intervention Components (Tier 1)
  – Evidence-Based Behavioral Practices
  – FRAMEWORK for Making Decisions

• Specific Strategy

School-wide PBIS Implementation Guide, MDE 2010
The BEST of Interventions will not be Effective in ALL Situations.

“Well, thank God we all made it out in time. ... ’Course, now we’re equally screwed.”
Primary Components of PBIS

- **PREVENT** Challenging Behaviors (proactive)
  - Creating Supportive Environments

Primary Components of PBIS

• **PREVENT** Challenging Behaviors (proactive)
  – Creating Supportive Environments

• **TEACH** new skills (educational)

• **TEAM** (Collaborative) Problem-Solving Approach
  – Use a variety of perspectives
  – Increase implementation / accountability (Horner Study)

Collaborative Approach

• To develop an effective PBIS Plan for students with ASD, you need:
  – Knowledge about the STUDENT
  – Knowledge about the SETTING
  – Knowledge about ASD and the supports effective for students with ASD
  – Knowledge about PRINCIPLES OF BEHAVIOR

• No ONE person has ALL this information
Collaborative Team Approach
Primary Components of PBIS

- **PREVENT** Challenging Behaviors (proactive)
  - Creating Supportive Environments

- **TEACH** new skills (educational)

- **TEAM** (Collaborative) Problem-Solving Approach
  - Use a variety of perspectives
  - Increase implementation / accountability (Horner Study)

- **DATA-BASED** Decision Making
  - Use of Functional Behavioral Assessment
  - Using data to guide decision-making

Data Analysis?
## Old vs. New Thinking

### SUMMARY

<table>
<thead>
<tr>
<th>Old Thinking</th>
<th>New Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Views the STUDENT as the problem</td>
<td>Views the SYSTEM/SETTING &amp; SKILL DEFICIENCY as the problem</td>
</tr>
<tr>
<td>Attempts to FIX the student</td>
<td>Adjusts Systems/Settings &amp; Improves Skills</td>
</tr>
<tr>
<td>Emphasizes REDUCING Behavior</td>
<td>Emphasizes INCREASING Behavior</td>
</tr>
<tr>
<td>Relies on NEGATIVE consequences</td>
<td>PRIMARILY relies on POSITIVE approaches</td>
</tr>
<tr>
<td>Expectations of a QUICK fix</td>
<td>Goals of SUSTAINED results</td>
</tr>
<tr>
<td>Designed by an “EXPERT”</td>
<td>Focus on TEAM approach</td>
</tr>
</tbody>
</table>

Adapted from Positive Behavior Support for ALL Michigan Students (MDE, 2000)
Principles of FBA (ABA)
Learning Theory 101

• Behavior serves a FUNCTION! !

• Behavior is influenced by:
  – internal events such as physiological condition (e.g., earache)
  – emotional state (e.g., anxious, scared)
  – factors outside the immediate context, including relationships, activity patterns, and lifestyle issues.

• Behavior is related to and governed by its CONTEXT:
  – ENVIRONMENT

Horner, R., 2000
The ABC Paradigm

ANTECEDENT
BEFORE

BEHAVIOR
DURING

CONSEQUENCE
AFTER
Understanding BEHAVIOR using the ABC Paradigm

Antecedent | Behavior | Consequence

CONDITIONS BEFORE

REINFORCEMENT

PUNISHMENT

SPEED LIMIT 55
### Responding to Behavior

<table>
<thead>
<tr>
<th></th>
<th>Reinforcement</th>
<th>Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Give</strong></td>
<td>POSITIVE</td>
<td>NEGATIVE</td>
</tr>
<tr>
<td><img src="image1.png" alt="Cookie Image" /></td>
<td><img src="image2.png" alt="Cookie Image" /></td>
<td><img src="image3.png" alt="Reminder Image" /></td>
</tr>
<tr>
<td><strong>Remove</strong></td>
<td>NEGATIVE</td>
<td>POSITIVE</td>
</tr>
<tr>
<td><img src="image4.png" alt="Sound Image" /></td>
<td><img src="image5.png" alt="Sound Image" /></td>
<td><img src="image6.png" alt="Reminder Image" /></td>
</tr>
</tbody>
</table>

- Positive Reinforcement: Giving a reward.
- Negative Reinforcement: Removing a reward.
- Positive Punishment: Giving a consequence.
- Negative Punishment: Removing a consequence.
M Factor: Reinforcement

- PURPOSE / INTENT of Reinforcement:
  - FEEDBACK re: correctness of a response
  - Motivation to engage in a behavior / response that one is not otherwise motivated to do

USE THE RIGHT REINFORCEMENT STRATEGY

- Contingent vs. Non-Contingent vs. Punishment
M Factor: Contingent Reinforcement

- Do not use highly preferred items / interests
- Earn by amount of time or items rather than earn it or not
NOT PUNISHMENT

WARNING: Content may be inappropriate for young children or those easily offended....
Facts about Punishment

• May teach what NOT to do, but doesn’t teach what TO do.

• May work in the SHORT TERM: Illusion!!
  – Long Term: When THREAT of punishment is gone, behavior returns

• SIDE EFFECTS:
  – INCREASE in behavioral challenges
  – Negative emotional responses including fear and escape / avoidance of the punisher
  – Interferes w/ positive relationships: INFLUENCE

"The Principal suspended me — School is the only place in the world where you can get time off for bad behavior."
Functional Behavioral Assessment = Foundation for a PBIS Plan

ANTECEDENT BEFORE
PREVENT challenging behavior from occurring in the first place....

BEHAVIOR DURING
TEACH new skills

CONSEQUENCE AFTER
RESPOND in ways that:
Do not reinforce challenging behavior;
Prevent further escalation
What Information is Needed to Answer TWO Questions:

1. What are the variables associated with the behavior?

2. What is the function?
## Engagement Data Sheet

**Student Name (DOB):** _______________________________  
**Grade:** ________  
**Observer:** ________________________________

### Instructions:
- Select a 30 minute classroom instruction time for the observation.
- Set a timer for 5 minutes.
- When the timer goes off, indicate whether the student is engaged (yes or no) in the time interval column. A definition of engagement is provided below.
- Continue for 6 consecutive 5-minute time intervals (a total of 30 minutes).
- Collect engagement data in at least 3 different subjects.

### Definition of Engagement:
The student is participating in the task assigned by the teacher in a manner similar to the peers in the classroom.
- Example for Group work – Student is participating in group work with peers as assigned by teacher.
- Non-example for Group work – Student is sitting with an iPad during assigned group work not engaged in group activity with peers.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Subject</th>
<th>T1</th>
<th>T2</th>
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</tbody>
</table>

[http://www.gvsu.edu/autismcenter/start-resources-55.htm](http://www.gvsu.edu/autismcenter/start-resources-55.htm)
Data Collection Tips

• Just the FACTS—be careful of the human tendencies to give credit.

• Adjust the time increments if needed to be more reflective of the facts.

• Be observant of variables impacting the data
INDEPENDENCE

Select a daily routine to observe (e.g. arrival, getting / putting away materials, lunch, dismissal, etc.)

Task-analyze the routine (i.e. indicate the steps necessary for completing the routine) and list in the column in one of the charts below (e.g. Arrival: get off the bus, come into the school, go to the locker, get materials needed for 1st class, go to class).

Observe the routine and for each step indicate the number and type of prompts (code listed at the bottom of the page) needed for the student to complete each step of the routine.

Complete for at least 3 different routines.

<table>
<thead>
<tr>
<th>Date: _____</th>
<th>Routine: ______________</th>
<th>Date: _____</th>
<th>Routine: ______________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps of Routine</td>
<td># prompts</td>
<td>Level of Assistance</td>
<td>Steps of Routine</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0</td>
<td>1</td>
</tr>
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<td>1</td>
</tr>
</tbody>
</table>

Date:_____ Routine:__________________________

KEY:
4=Independent 3=Visual Prompts 2=Verbal/Gestural Prompt 1=Partial or Full Physical 0=Resistance/Refusal

NOTES:
Social Data

Student Name (DOB): _______________________ Date:______ Observer:______________________

Instruction:
- Identify **15-minute observation** periods during a social activity (e.g., cafeteria, recess, commons time, etc.). Ideally the activity will be the same each observation.
- Use tally marks and record the frequency (the number) of the following two behaviors:
  - The number of unprompted social initiations the student with ASD directs toward typical peers (NOT staff).
  - The number of unprompted social initiations by typical peers directed toward the student with ASD.
- NOTE: Continued interactions are not recorded, only initiations. When 30 seconds goes by of no interaction, the next interaction is considered an initiation.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Date:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting:</td>
<td>Setting:</td>
<td>Setting:</td>
</tr>
</tbody>
</table>

- **Number of unprompted social initiations by the student with ASD directed toward peers (NOT staff)**

- **Number of unprompted social initiations by typical peers toward the student with ASD**

<table>
<thead>
<tr>
<th>Total Time of Observation (in minutes):</th>
<th>Total Time of Observation (in minutes):</th>
<th>Total Time of Observation (in minutes):</th>
</tr>
</thead>
</table>

Comments:
For Non-Speaking Students
Communicative Means (Form)

• Inappropriate Behavior
  – Aggression / SIB
  – Tantrum
  – Crying / Whining
• Adult as Tool
• Echolalia/Repetitive Language
• Gestures/Pointing
• Yes/No Responding
• Single Words (visual or verbal)
• Phrases
• Complex Communication
Communicative Function

- **Request**
  - Object/Food/Event
  - Adult to Act
  - OUT of Activity/Task
  - Help
  - Information

- **Protesting/Refusal:**
  - Change in Routine
  - Adult Action

- **Indicate:**
  - Pain / Affection

- **Social Engagement**
  - Share Information
  - Initiate Interaction w/ Peers & Adults
  - Respond Appropriately (e.g. to a greeting/ question)
  - Sustain Interaction (turn-taking for at least 2 exchanges)
**Communicative Form and Function Checklist**

**Student Name (D.O.B.):**

**Date(s) of Observation:**

**Observer:**

<table>
<thead>
<tr>
<th>Functions</th>
<th>Communicative Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aggression</td>
</tr>
<tr>
<td>Requests Object/Event</td>
<td></td>
</tr>
<tr>
<td>Requests Adult to Act</td>
<td></td>
</tr>
<tr>
<td>Requests Out of Activity/Task</td>
<td></td>
</tr>
<tr>
<td>Requests Help</td>
<td></td>
</tr>
<tr>
<td>Responds Appropriately</td>
<td></td>
</tr>
<tr>
<td>(e.g. to a greeting/question)</td>
<td></td>
</tr>
<tr>
<td>Chooses Person/Activity/Object</td>
<td></td>
</tr>
<tr>
<td>Protests Change in Routine</td>
<td></td>
</tr>
<tr>
<td>Protests Adult Action</td>
<td></td>
</tr>
<tr>
<td>Protests Loss of Something</td>
<td></td>
</tr>
<tr>
<td>Indicates Pain</td>
<td></td>
</tr>
<tr>
<td>Indicates Affection</td>
<td></td>
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<tr>
<td>Shares Information</td>
<td></td>
</tr>
<tr>
<td>Initiates Interaction w/Peers</td>
<td></td>
</tr>
<tr>
<td>Initiates Interaction w/Adult</td>
<td></td>
</tr>
<tr>
<td>Sustains Interaction</td>
<td></td>
</tr>
<tr>
<td>(turn-taking for at least 2 exchanges)</td>
<td></td>
</tr>
<tr>
<td>Other: Describe</td>
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</tr>
</tbody>
</table>

**NOTES:**

This form adapted from Scheuerman & Webber: Autism: Teaching Does Make a Difference 2001: Wadsworth Publishing.
Functional Behavioral Assessment: What are the VARIABLES Associated with the Behavior?

Foundation for a PBIS Plan

**CONDITIONS BEFORE**

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where (locations) / Where Ø</td>
<td>Structured vs. Unstructured</td>
<td>Sensory (ex. Noise Level; Lights)</td>
</tr>
<tr>
<td>When (time) / When Ø</td>
<td>Level of Support</td>
<td>Adult Attitudes</td>
</tr>
<tr>
<td>Who (peers / adults) / Ø</td>
<td>Daily Schedule / Transitions</td>
<td>Sensory (ex. Noise Level; Lights)</td>
</tr>
<tr>
<td>Demands / Expectations</td>
<td>Adult Attitudes</td>
<td>Sensory (ex. Noise Level; Lights)</td>
</tr>
<tr>
<td>Environmental Arrangement</td>
<td>Sensory (ex. Noise Level; Lights)</td>
<td></td>
</tr>
<tr>
<td>Instruction / Curriculum</td>
<td>OTHERS?</td>
<td></td>
</tr>
</tbody>
</table>

Addressing Student Problem Behavior—Part II: Conducting a Functional Behavioral Assessment (1998); Center for Effective Collaboration and Practice
Getting Information About Variables

Scatterplot: Potential Variables / Function?

**Student:** Jason

**Observer:** Stichter

**TARGET BEHAVIOR:**
When asked to work will refuse to begin to work and repeat concerns about ability to do work correctly.

**Dates:** 4-25-99 – 5-5-00

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 8:30</td>
<td>Opening</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>8:30 – 9:15</td>
<td>Language arts</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>9:15 – 10:00</td>
<td>P.E.</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>C</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>10:00 – 10:15</td>
<td>Snack</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>C</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>10:15-10:40</td>
<td>Clean-up / Free Time</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>10:40-11:20</td>
<td>Math</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>O</td>
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<td>O</td>
<td></td>
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<tr>
<td>11:20-12:00</td>
<td>Music</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Lunch</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>C</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Independent seatwork/reading group</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>X</td>
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<tr>
<td>1:15-1:45</td>
<td>Life Skills</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>1:45-2:15</td>
<td>Science / Social Studies</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td></td>
</tr>
<tr>
<td>2:15-2:45</td>
<td>Prepare for home and bus</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>X</td>
<td>O</td>
<td>O</td>
<td>O</td>
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</tbody>
</table>

O  Behavior did not occur  
X  Behavior occurred  
/  Did not observe
## ABC Data Collection

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What happens</strong></td>
<td><strong>What happens</strong></td>
<td><strong>What happens</strong></td>
</tr>
<tr>
<td><strong>BEFORE</strong></td>
<td><strong>DURING</strong></td>
<td><strong>AFTER</strong></td>
</tr>
<tr>
<td>When Ø /</td>
<td>Cues to Function</td>
<td></td>
</tr>
<tr>
<td>Where Ø /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>With Whom Ø /</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Under What Conditions Ø</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Example ABC Chart: Potential Variables / Function?

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lang Arts</strong></td>
<td><strong>When asked to work on independent work.</strong></td>
<td><strong>Teacher comes over and talks/reasons with him and he gets started doing his work.</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td><strong>Class working on independent assignments, teacher busy with a peer.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Spec. Ed.</strong></td>
<td><strong>When given multiple worksheets</strong></td>
<td><strong>Teacher sees him not working, tells him to begin, and stands next to him telling him it’s not wrong up until he begins. (&lt;5 mins.)</strong></td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td><strong>When given independent work, teacher immediately goes to Jason for support / assistance.</strong></td>
<td><strong>Begins work shortly after the teacher sits at table with him.</strong></td>
</tr>
</tbody>
</table>
## Functions of Behavior

<table>
<thead>
<tr>
<th>GET Something (Positive Reinforcement)</th>
<th>AVOID Something (Negative Reinforcement)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERNAL</strong></td>
<td><strong>EXTERNAL</strong></td>
</tr>
<tr>
<td>Relaxation</td>
<td>Attention</td>
</tr>
<tr>
<td>Self-Stimulation</td>
<td>Choice</td>
</tr>
<tr>
<td>Justice/Fairness</td>
<td>Objects/$</td>
</tr>
<tr>
<td>Sensory Input</td>
<td>Praise</td>
</tr>
<tr>
<td>Enjoyment</td>
<td>Preferred Activities</td>
</tr>
<tr>
<td><strong>EXTERNAL</strong></td>
<td><strong>INTERNAL</strong></td>
</tr>
<tr>
<td>Task</td>
<td>Failure</td>
</tr>
<tr>
<td>Sensory Input</td>
<td>Embarrassment</td>
</tr>
<tr>
<td>Peers/Teacher</td>
<td>Boredom</td>
</tr>
<tr>
<td>Homework</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Chores</td>
<td><strong>EXTERNAL</strong></td>
</tr>
<tr>
<td></td>
<td>Task</td>
</tr>
<tr>
<td></td>
<td>Sensory Input</td>
</tr>
<tr>
<td></td>
<td>Peers/Teacher</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td>Chores</td>
</tr>
</tbody>
</table>

Adapted in part from Addressing Student Problem Behavior—Part III: Creating Positive Behavioral Intervention Plans and Supports (Center for Effective Collaboration and Practice, 2000)
Avoid Assumptions / Attributions

- Manipulative
- Defiant / Non-compliant
- Stubborn
- Lazy
- Argumentative
- Has Sensory Issues
- Disrespectful
- Attention-Getting
- Own Worst Enemy
- Not Motivated
- Uncooperative
- Selfish
- “He can do it if he WANTS to”

Fundamental Attribution Error
Determining Function

Ask:
If non-contingent access / avoidance, will the behavior stop?
What is the FUNCTION?
Get or Avoid?  Skill or Performance?

ANTECEDENT
BEFORE
PREVENT
challenging behavior from occurring in the first place....

BEHAVIOR
DURING
TEACH
new skills

CONSEQUENCE
AFTER
RESPOND in ways that:
Do not reinforce challenging behavior;
Prevent further escalation
MEETING MECHANICS

Problem Identification

Brainstorm

Cluster/Prioritize

Variables

Implementation

Assign Responsibilities

Problem Specification
You KNOW Strategies-- PRACTICE ACTIVITY
#5 Behavior-Ism:

WRITE IT DOWN
WRITE IT DOWN
WRITE IT DOWN
Why Visual Supports?

• **Utilizes Strengths: Visual Processing**

• **Helps Establish and Maintain Attention**
  – Students with ASD often attend to irrelevant details
  – Students with ASD don’t recognize what is important to attend to

• **Clarifies verbal information / expectations**
  – Students with ASD can easily become adult dependent / visual supports allow them to be independent
  – Students with ASD often make incorrect associations
  – THEORY OF MIND

• **Increases motivation**
  – Students with ASD are often not naturally motivated by social approval
THE “M” Factor:
If the student is successful / independent, no need to add the visual!!
Receptive & Expressive Language

!!!!NOT EQUAL!!!!

What you SAY is not always what you MEAN!!!

MAKE THE DETAILS VISUAL
“Use your INSIDE Voice!”

PROVIDE CLARIFICATION / GIVE DETAILS

Volume Level 1
- Whisper / Quiet
- Library; Theatre; Elevator

Volume Level 2
- Talking
- Hallway, Home, Lunch Room

Volume Level 3
- Loud
- Outside, Football Game
Level 0... No Talking

Level 1... Whisper
Only the person next to you can hear you.

Level 2... Inside Learning
Only friends at your table can hear you.

Level 3... Speaker Voice
Your classmates can hear you without shouting.

Level 4... Outside Voice
Resources for Visual Strategies

Curriculum Concepts
Determining WHEN to Use Visual Supports

First: Complete a Schedule Matrix

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Expectations &amp; Instructional Outcomes</th>
<th>Current Level of Skill (Compared to Peers)</th>
<th>Current Supports / Strategies</th>
<th>Potential Goals / Strategies Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Major Transitions / Subjects, etc.</td>
<td>Independence Social Interaction Communication Engagement = Task Initiation, Participation &amp; Task Completion (Output) Challenging Behavior</td>
<td>Visuals FCS Peers Accommodations / Modifications PBIS EBPs</td>
<td>Where skills break down =</td>
<td>When student is not independent; not socially / academically engaged; has behavioral challenges;</td>
</tr>
<tr>
<td></td>
<td>Independence Social Interaction Communication Behavioral Academic</td>
<td></td>
<td></td>
<td>When student is not making progress.</td>
</tr>
<tr>
<td></td>
<td>IEP Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
#6 Behavior-Ism:
A visual schedule is non-negotiable!!

Tommy's Schedule
Monday

<table>
<thead>
<tr>
<th>Activity</th>
<th>All Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put backpack in cubby</td>
<td></td>
</tr>
<tr>
<td>Independent Work</td>
<td></td>
</tr>
<tr>
<td>Morning meeting</td>
<td></td>
</tr>
<tr>
<td>Reading Time</td>
<td></td>
</tr>
<tr>
<td>reading group</td>
<td></td>
</tr>
<tr>
<td>spelling work at desk</td>
<td></td>
</tr>
<tr>
<td>Music Class</td>
<td></td>
</tr>
<tr>
<td>Speech</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>Recess</td>
<td></td>
</tr>
<tr>
<td>Special Reading Group</td>
<td></td>
</tr>
<tr>
<td>Pack up backpack</td>
<td></td>
</tr>
<tr>
<td>Go home</td>
<td></td>
</tr>
</tbody>
</table>
The Importance of Visual Schedules
AIM Video (Defining Visual Schedules)
The Primary Schedule Non-Negotiable

- Class-wide vs. Individual?
- Purpose of Individual Schedule??

- Characteristics of ASD
  - Need for Structure / Routine
  - Teach a SYSTEM
  - THEORY OF MIND

“He doesn’t need it!” / “He knows the schedule”
Form of Representation of the Individualized Schedule

- Objects
- Photos
- Pictures, Drawings, Symbols
- Words / Sentences
- Combinations
Implementation Variables

• Method of Manipulating the Schedule
  – Carry object to be used in the next task
  – Carry object / visual to the area of the next task (check in / out)
  – Turn over / around; Move from one place to another on the schedule
  – Mark off / Check off

• Location
  – Stationary
  – Portable
Teaching Components

• CONDITIONS
  – Incidental Teaching
  – Naturalistic Teaching

• PROMPTING

• DIFFERENTIAL REINFORCEMENT
Prompting Pointers

• Purpose of Prompt? Elicit correct response

• Instruction vs. Prompting:
  – First time given = instruction;
  – Every support after to elicit the response = prompt
  – Repeating the request = verbal prompting
  – Multiple prompts encourages inattention / guessing

• Levels of prompting (amount of assistance)
  – Most-to-Least Prompting
  – Least-to-Most Prompting
  – Time Delay

• Fade prompts as quickly as possible to avoid prompt dependency

• GOAL = Independent Responding
Differential Reinforcement

• **What is Reinforcement?**
  – ANYTHING that follows behavior that increases the likelihood that the behavior will occur again in the future.

• **What is the PURPOSE / INTENT of Reinforcement?**
  – FEEDBACK re: correctness of a response
  – Motivation to engage in a behavior / response that one is not otherwise motivated to do

• **Schedules of Reinforcement:**
  – Continuous (new skill) vs. Intermittent (most resistant to extinction)
  – Interval (amount of time) vs. Ratio (# incidents)

• **Differential Reinforcement**
  – Better responding gets a better reaction!!
Using Prompting and Reinforcement
Super Nanny
Create Prompt Hierarchy

- LEAST: Visual
- Intermediate: Model
- Controlling: Full Physical
Using Prompting and Reinforcement = SHAPING

Baseline
Successive Approximations
Target
Effectively Teaching

<table>
<thead>
<tr>
<th>Learning Level</th>
<th>Prompt Level</th>
<th>Differential Reinforcement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Skill</td>
<td>Most Prompting</td>
<td>Strong to Fade</td>
</tr>
<tr>
<td>Mastered Skill</td>
<td>Least Prompting</td>
<td>Natural</td>
</tr>
</tbody>
</table>

- **New Skill**: Your student is mastering a new skill.
- **Mastered Skill**: The skill is now mastered.
- **Most Prompting**: Use extensive prompts.
- **Least Prompting**: Use minimal prompts.
- **Strong to Fade**: Transition from strong to natural support.
### Add Additional Visual Schedules, Mini-Schedules, Routines As Needed

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Expectations &amp; Instructional Outcomes</th>
<th>Current Level of Skill (Compared to Peers)</th>
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<td>Where skills break down =</td>
<td>When student is not independent or social / academically engaged:</td>
</tr>
<tr>
<td></td>
<td>IEP Goals</td>
<td></td>
<td></td>
<td>When student has behavioral challenges:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Independence Social Interaction Communication Engagement = Task Initiation, Participation &amp; Task Completion (Output) Challenging Behavior</td>
<td></td>
<td>When student is not making progress.</td>
</tr>
</tbody>
</table>

- **Where skills break down:**
  - When student is not independent or social / academically engaged:
  - When student has behavioral challenges:
  - When student is not making progress.
Add Schedules as Needed

- Mini Schedules / Schedules within Schedules
  - Circle Time
    - Welcome Songs
      - Choice 1
      - Choice 2
  - Calendar
  - Weather
  - Check Schedule

- Task / Routine Checklists (Self-Management)
  - Morning / Dismissal Routines
  - Materials Organization

- Social Narratives
#7 Behavior-Ism:

Use Preferred Interests!!

The Weather Channel

Darth Vader

Thomas the Tank Engine

Clock

Radio
## Embed P.A. in the Schedule

<table>
<thead>
<tr>
<th>To Do</th>
<th>All Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td></td>
</tr>
<tr>
<td>P.A. Choice</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>CAUTION!!</td>
</tr>
<tr>
<td>P.A. Choice</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>P.A. Choice</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
</tr>
</tbody>
</table>
# High School Schedule

<table>
<thead>
<tr>
<th>Hour</th>
<th>Room</th>
<th>Class</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td></td>
<td>Animal Research</td>
<td>Independent Study</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td></td>
<td>Algebra I</td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td></td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>LUNCH</td>
<td>LUNCH</td>
<td>Animal Research</td>
<td>Independent Study</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>Social Studies</td>
<td></td>
</tr>
<tr>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td></td>
<td>Support Animal Research</td>
<td></td>
</tr>
</tbody>
</table>
# Self Management Systems

## Alex’s Schedule

<table>
<thead>
<tr>
<th>Date: ____________</th>
<th>Level</th>
<th>Time in Level</th>
<th>Warp Pipe</th>
<th>Rescue Peach</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8-1</td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-2</td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-3</td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-4 (Castle)</td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-5</td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-7</td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-8</td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8-9</td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td>Rescue Peach</td>
<td></td>
<td></td>
<td>A was quiet in level</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A accepted warp pipe from adult</td>
<td>Y   N</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>A entered/left class w/o problem</td>
<td>Y   N</td>
<td></td>
</tr>
</tbody>
</table>

Comments from the G.E and SpEd Teacher:
**FLIGHT PLAN**

**TRAVELING TO AND FROM HANGARS - HALLWAY FLIGHT PLAN**

- When departing the **HANGAR**, do a **CHECK SIX** (take a look around you to see what is happening!)
- Maintain your **AIR SPACE** at all times!
- While in flight, **JINK** to avoid any **BOGEYS** (water bottles, pencils, erasers or people) in the hall
- Colliding with **BOGEYS** could cause a **MID-AIR COLLISION**
- If there is **TRAFFIC**, attempt to maintain your **AIRSPACE, THROTTLE BACK** and **CHECK SIX**
- **THROTTLE BACK** whenever you need to – slow down and take a breath!
- Along the way, you may encounter an **IFF** - if so, you may establish **RADIO CONTACT** while maintaining your **AIRSPACE**
- Violating others **AIRSPACE** could cause you to **SWAP PAINT** and crash
- When you are **CLEARED TO LAND**, you may approach your **HANGAR**
- If you are in a **MAYDAY SITUATION**, **RETURN TO BASE** and ask for Mr. Newhouse or Mrs. Hayes – use your strategies to get back in control

---

**FLIGHT PLAN**

**DESTINATION: CAFETERIA HANGAR**

- When departing for the CAFETERIA **HANGAR**, do a **CHECK SIX** (take a look around you to see what is happening!)
- Maintain your **AIR SPACE** at all times!
- Before entering the lunch line **THROTTLE BACK**
- Purchase your lunch
- Go directly to lunch table - do not **SWAP PAINT** while walking to table **IFF** at your table
- Find your **WINGMAN** and eat your lunch
- After you are finished eating, take care of your lunch tray
- Return to **HANGAR** (next class) when bell rings
- While in flight, **JINK** to avoid all **BOGEYS** in the halls
- If you are in a **MAYDAY SITUATION, RETURN TO BASE** and ask for Mr. Newhouse or Mrs. Hayes – use your strategies to get back in control

Consult **HALLWAY FLIGHT PLAN** for departure from CAFETERIA **HANGAR**
FLIGHT PLAN
DESTINATION: BAND ROOM HANGAR

- When you arrive to BAND ROOM **HANGAR**, **THROTTLE BACK** and set **LANDING GEAR** at the steps.
- Land at the drumming station - avoid **SWAPPING PAINT** with others!

- Once secure in the **HANGAR**:
  - Deplane
  - Always be vigilant in maintaining personal **AIRSPACE**
  - **CHECK SIX** before changing stations in the **HANGAR**
  - Avoid **BOGEYS**
- Work in unison with your fellow pilots!

Consult **HALLWAY FLIGHT PLAN** for departure from BAND ROOM **HANGAR**

**FLIGHT PLAN VOCABULARY**

**AIRSPACE** – personal space – make sure you have enough around you to avoid colliding with other people

**BOGEYS** – any water bottles, pencils, erasers or people in hallways and classrooms

**CHECK SIX** – take a look around you to see what is happening

**CLEARED TO LAND** – there is space available for you to enter the classroom / cafeteria / gym

**HANGAR** – your classrooms / cafeteria / gym

**IFF** – look around for your friends – avoid students who may cause problems for you

**JINK** – maneuver around so that you avoid colliding with other people

**MAYDAY SITUATION** – difficult situation that you are unsure how to handle – times when you are feeling upset, stressed or frustrated

**MID-AIR COLLISION** – getting into trouble

**PILOTS** – other classmates

**RADIO CONTACT** – talking to other students without invading their personal space

**RETURN TO BASE** – go to Academic Support Room and ask for Mr. Newhouse or Mrs. Hayes

**SWAP PAINT** – colliding with other students

**TRAFFIC** – lots of other students and staff in the hallways

**THROTTLE BACK** – slow down, take it easy

**WINGMAN** – your friends / buddies
# 8 Behavior-Ism:

Be in 1 of 3 places:
BREAK: Implementation Issues

• PURPOSE of BREAK
  – Time w/out demands
  – De-escalate

• GUIDELINES:
  – Activities / Choices Result in De-escalation
  – Benign in Reinforcing Value / NOT Highly Preferred
  – Student Initiated – Staff Prompted (TEACH)
  – Break Procedures

BREAK vs. P.A. Time / Choice
Break Cards: The ‘M’ Factor

• What if he uses it to “get out of math?”
• He’s just “working us”
I need out of here I may proceed to:

- Jedi Training Chambers
- Meditation Chamber
- Conversation Salon
- Jedi Council
Develop and Teach Break Procedures

• Signal a break?
  – Student initiated? Staff Prompted? Card; Gesture?

• Where?

• Do What?—Calming but not reinforcing

• For how long? How time determined?
  – Timer? What if student not ready?

• Return to schedule procedures?
# Behavior-Ism:

Step into the Script

Alice looks at Devon with obvious disdain.

**ALICE**

I’m just cautious; it’s the mark of a good scientist.

Devon moves towards the device in the center of the room.

**DEVON**

You can’t call this contraption science?

**ALICE**

I call it a teleportation device.

Devon glances at the photo of Alice’s father. Alice follows his gaze, and then she glares angrily at Devon.
Strategies that don’t work.....
Benefits of Behavioral Scripts

• Planned Response (don’t have to invent on the spot; fire drill)

• Reduce emotion

• Consistency
Having a Script prevents YOU from becoming a Precipitating Factor

ALSO HELPS YOU MAINTAIN RATIONAL DETACHMENT
So, what does this look like? How do I do this?
The Process of Escalation

What do we know about behavioral escalation?

- We know the course it takes
- We know the behaviors that students engage in during that course
- We know what appropriate adult responses should be
THE RAGE CYCLE – Brenda Smith Myles
7 Phases of Acting-Out Behavior
Geoff Colvin (Sprick & Garrison)
The Anxiety Curve

1. This is the foundation of your plan. This is where positive and valuing relationships are built and where you teach skills needed to function successfully in challenging situations. Examples might include the 5-point scale, Social Stories, Power Cards, a calming sequence, yoga, or social skills.

2. This is the staff or parent curve. You need to control your own anxiety during a crisis in order to help to diffuse the person’s anxiety. Your instincts tell you to engage in fight or flight, you can do neither. Use silence and your own calming sequence.

3. Now is the time to leave the anxiety producing event if possible.

4. Use encouraging, supportive words here. If possible, don’t discuss the incident.

5. This is peak anxiety. It is not a time to talk, direct or problem solve. Redirection here can result in a ripped assignment. The person should be encouraged to relax rather than make any decisions.

This is not a time to ask the person to make choices. Model calming strategies.

This is where signs of early stress need to be recognized. This is the best time to refocus the person’s attention away from the stress.
### Incredible 5-Point Scale

<table>
<thead>
<tr>
<th>Level of Escalation</th>
<th>What the Student Says and Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 — Aggression</td>
<td>Physical aggression toward self/others</td>
</tr>
<tr>
<td>4 — Anger</td>
<td>Verbal aggression, including threats of physical harm</td>
</tr>
<tr>
<td>3 — Agitation</td>
<td>Noticeable increase or change in behavior</td>
</tr>
<tr>
<td>2 — Anxiety</td>
<td>Slight change in behavior</td>
</tr>
<tr>
<td>1 — Green</td>
<td>Appropriate behavior and following expectations</td>
</tr>
</tbody>
</table>

Adapted from Kari Dunn Buron & Mitzi Curtis
Components of a Script

- Non-verbal (paraverbs)
- Non-emotional
- Non-punitive
- Respect for dignity
- Teaching component
  - Break
    - Strategies to reduce anxiety / frustration
- Levels with increasing restrictiveness
- Understanding of the stages and strategies in behavior escalation
Script using a Scale

Behavior Script

Level 1: GREEN
What student says / does
What staff says / does

Level 2: Anxiety
What student says / does
What staff says / does

Level 3: Anger
What student says / does
What staff says / does

Level 4/5: Crisis
What student says / does
What staff says / does

Level 6: Recovery
What student says/does
What staff says/does
Script Using the Incredible 5 Point Scale

Behavioral Response Script Using the Incredible 5-Point Scale

The “Incredible 5 Point Scale” (Kari Dunn Buron; http://www.5pointscale.com) is a visual system to assist students in understanding social, emotional, and behavioral concepts and expectations and to recognize varying levels of stress and anxiety. It is a cognitive behavioral method of teaching students how to recognize their own internal emotional states and then to practice successful responses to those emotions. Information on a variety of other uses of the scale can be found on the Autism Internet Modules website (www.autisminternetmodules.org). For use in developing behavioral scripts for staff and a behavioral self-management system for students, the following steps should be followed:

1) Identify what the student says and does during each phase of a behavioral escalation and document on the scale form. Fewer levels can be used if 5 distinctive escalation levels does not exist. To use as a self-management system, have the student also identify how he/she feels during each phase of the escalation and document on the scale form. A fillable form is available below.

2) Develop a step by step script for staff to follow when the student begins a behavioral escalation. Key ideas and concepts for developing the script is noted in the example script below. When used as a self-management system, identify what the student can do at each level in the escalation to reduce stress or anxiety such as taking a break. Document on the scale form.

3) Teach and implement the system. Staff and students can begin to think and respond in terms of ‘being at’ a level 1, 2, 3, 4, or 5 using the scale as a visual prompt.

POINTS to remember:
- The PURPOSE of a script is to consistently respond to students in such a way to reduce the probability of further escalation while continuing to teach students the expectations and how to respond to varying emotional states.
- Scripts should be nonverbal (or minimal verbal), non-emotional, & non-punitive. Since the example script below is to help staff understand the basic steps in the process, more words are listed than one should use. Make sure to create basic visuals for all the steps so staff can limit words and use more visuals.
- When using the script, ensure staff monitor their paraverbal communication (e.g. not what it said, but HOW it is said), so the response does not come across emotional or punitive.
- If the crisis plan requires physical intervention or seclusion, be sure staff are well aware and follow procedures set forth by the Michigan Department of Education for the Emergency Use of Seclusion & Restraint (http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint_247533_7.pdf).

Basic 5 Point Scale Script

<table>
<thead>
<tr>
<th>Level of Escalation</th>
<th>What STUDENT says / does; How STUDENT feels</th>
<th>What STAFF says or does; What STUDENT can do (ex. Choices / Options)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 5—Aggression</td>
<td>Physical aggression toward self / others.</td>
<td>• CRISIS PLAN</td>
</tr>
<tr>
<td>Level 4—Anger</td>
<td>Verbal aggression including threats of physical harm</td>
<td>• Forced break / time away</td>
</tr>
<tr>
<td>Level 3—Agitation</td>
<td>Noticeable increase or change in behavior</td>
<td>• BREAK to reduce stress; evaluate environment for potential stressors</td>
</tr>
<tr>
<td>Level 2—Anxiety</td>
<td>Slight change in behavior</td>
<td>• Strategies to alleviate anxiety</td>
</tr>
<tr>
<td>Level 1—GREEN</td>
<td>Appropriate behavior &amp; following expectations</td>
<td>• Provide positive feedback / reinforcement</td>
</tr>
<tr>
<td>Level 3 — Agitation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student gets louder and starts saying “This is stupid” or “This is f’n stupid”; Voice is loud and behaviors from Level 2 are more exaggerated.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- This level often involves teaching the student to take a break. Remember, break is a time-limited reduction of demand to allow the student the opportunity to regain emotional control without pushing him/her to a higher level of escalation. As such, the team should establish break procedures in advance. The following should be considered and added to the script:
  - What activity or activities serve to calm the student but are not highly reinforcing. Examples include simply staying seated but demands are reduced, taking a walk, getting a drink of water, going to a calming area, etc.
  - How long should break be? Typically no longer than 5 minutes.
  - How will the student request a break (ex. Break card, hall pass, verbal request, etc.)
  - If the student has not yet learned to request a break, how will staff prompt a break so he/she can learn over time to pair internal emotional states with the break.

- **EXAMPLE SCRIPT:**
  - Staff says “Johnny, it looks like you are at a level 3 <or yellow level>; it’s time to take a break.
  - If student refuses to go to a break, staff says, “You can either <indicated the expected work behavior> or take a break (provide a visual choice; which do you want to do?”
  - If student chooses, provide positive feedback and move on. If he does not choose and clearly still escalated, staff says, “Gavin, either you will need to choose or I will choose for you.”
  - If student chooses, provide positive feedback and move on. If he does not choose, staff should prompt a break (“Gavin, it’s time for a break <use visual>”) and follow developed break procedures.

<table>
<thead>
<tr>
<th>Level 2 — Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is off task, laughing or staring off into space; Whistling or clapping; Tone of voice may change; Puts head down and looks frustrated.</td>
</tr>
</tbody>
</table>

- This level is intended to prevent the probability of further escalation and as such, removal from the learning environment. Strategies will vary significantly depending on the needs of the student.

- **EXAMPLE SCRIPT:**
  - When these behavior(s) occur, prompt student to the expectations: “Johnny, what does it mean to be respectful (or safe or responsible) in this environment?” or “It is respectful to <indicate the expectation>” (Point to the posted expectations).
  - Once the expectations are pointed out, redirect to the current expected behavior: “It’s time to do your work quietly.” or “Your schedule says it’s time to go to group.”
  - If student complies, provide positive feedback and move on.
  - If student continues to engage in the behavior, but does not escalate to level 3, think in ABC / FBA to implement a strategy that will reduce the anxiety: What are the antecedents leading to the issue; What are the potential functions of behavior? Examples:
    - Make changes to potential antecedents causing the problem?
    - Add visuals to clarify expectations.
    - Add modifications to reduce the level of demand or increase motivation to engage.
  - The team should decide a time frame or number of attempts staff will use to reduce the anxiety before prompting the student to a break. This will prevent over-prompting.

<table>
<thead>
<tr>
<th>Level 1 — GREEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student follows instructions, is actively engaged in the learning / social environment, and is not presenting with behavioral challenges.</td>
</tr>
</tbody>
</table>

- At this level, ensure staff are implementing Tier 1 interventions with fidelity
- Ensure staff give students frequent positive feedback for expected behaviors such as “Thumbs up for completing your work!” or “Give yourself a coin (or other reinforcement system) for staying seated during the activity.”
<table>
<thead>
<tr>
<th>Level of Escalation</th>
<th>What STUDENT says / does; How STUDENT feels</th>
<th>What STAFF says or does; What STUDENT can do (ex. Choices / Options)</th>
</tr>
</thead>
</table>
| Level 5—Aggression  | Student kicks and hits others, throws objects, or bangs head. | • This level involves an immediate time away for the protection of the student, peers and staff; Staff will need to develop time away procedures including:  
  o How the student is informed he/she must go to time away  
  o Where time away will be located  
  o How the student will get to the time away location, especially if he/she won’t go alone  
  o How long time away will last before evaluating readiness to return to schedule (no greater than 5 minutes) and procedures for evaluating readiness  
  o Procedures for exiting time away and returning to the schedule / work  
  • At this level, often a crisis plan is needed. Crisis plans should be developed when it can be anticipated that the student may become a danger to himself or others. If a pattern of behavior which requires seclusion or restraint, the team will need to develop an Emergency Intervention Plan (EIP). The plan must align to the procedures set forth by the Michigan Department of Education for the Emergency Use of Seclusion & Restraint ([http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint_247533_7.pdf](http://michigan.gov/documents/mde/StandardsforSeclusion-Restraint_247533_7.pdf)).  
  • EXAMPLE SCRIPT:  
    o Once student is in time away, staff sets timer for 5 minutes and says “When you are calm, we will go back to your schedule.” Once the student knows this procedure, there is no need to say anything. REDUCE LANGUAGE, USE VISUALS, and say NOTHING MORE. At this level, staff should not engage or interact with the student at any level except when the timer goes off.  
    o When timer goes off, staff evaluates student’s readiness to return to schedule. Basic readiness is that the student has a calm body and voice. If student is ready (e.g. has calm body and voice—do not ask the student if he/she is ready, just use the evaluation), staff says “It’s time to return to the schedule.” The schedule should include a task that allows the staff to evaluate the student’s readiness to return to the schedule. This task should be short in nature, easy for the student to do, not non-preferred but not highly reinforcing.  
    o If student is not ready, set timer for 5 more minutes and follow the steps above until the student is ready to return to schedule, completes the evaluation activity and returns to schedule. Be sure to keep a log of this time out of the educational setting. |
| Level 4—Anger      | Student screams, yells, swears; stomps feet, and threatens physical harm. | • This level often involves removing the student from the setting to prevent escalation to level 5. Similar time away procedures as outlined in level 5 can be used, if needed.  
  • If not a time away, a forced break can also be used at this level. Similar break procedures as outlines in level 3 can be used at this level as well.  
  • EXAMPLE SCRIPT:  
    o Immediately prompt a break, “Johnny, you are at a level 4 (or orange level). It is time to take a break (or indicate the break activity to do). If student responds to the break, follow break procedures and move on; If student refuses to take a break, prompt time away: “It’s time away” and follow time away procedures. |
<table>
<thead>
<tr>
<th>Level of Escalation</th>
<th>What I feel / think / do</th>
<th>What I can do</th>
</tr>
</thead>
</table>
| Level 5—Aggression  | **THINK:** I want to be alone.   
                      **FEEL:** People keep bothering me. 
                      **DO:** Scream, try to harm myself and others | • If I don’t hurt myself or others, they will leave me alone.  
• I can sit down and ignore everyone. 
• If I hurt myself or others, they will have to help me. 
• If I leave the classroom and don’t go to my time away area, they will have to help me.  
• When I am ready (I am calm and follow teacher instructions), I can return to my schedule. |
| Level 4—Anger      | **THINK:** I’m pressured to work when I don’t want to; people won’t leave me alone;  
                      **FEEL:** I need to escape.  
                      **DO:** Attempt to hit / bite others; scream; try to run | • Teacher will instruct me to go to time away OR  
• Class will leave the Classroom  
• In no less than 5 minutes and when I am calm and follow the teacher instructions, I can return to my schedule |
| Level 3—Agitation  | **THINK:** Teacher is talking too much; I don’t know the information; I already know the material  
                      **FEEL:** Something bothering me; I’m not interested in the material  
                      **DO:** I talk loudly / yell; I throw my materials; I cry | • Take a break; Teacher may instruct me to take a break  
• Go see the counselor  
• Write in my journal  
• Ask for help |
| Level 2—Anxiety    | **THINK:** I want to work and do well, but something is wrong; I don’t understand the material; I can’t talk  
                      **FEEL:** I am worried about something; I need everything in it’s place  
                      **DO:** My shoulders and body are tense, I click my neck | • Take a break  
• Ask for help  
• Take a deep breath  
• Go to the bathroom |
| Level 1—GREEN      | **THINK:** Life is Good;  
                      **FEEL:** Nothing is bothering me!!  
                      **DO:** | • Do the classroom work  
• Participate in classroom activities  
• Listen to instructor / other adults |
Time Away / Out Guidelines / Steps

• Timed: No more than 5 minutes
• NO INTERACTION / ENGAGEMENT
• Evaluation of Readiness:
  – Calm Voice & Body
• If Not:
  – 5 more minutes
  – Prompt that when calm, will ______
• If Calm:
  – “Time to ______”
  – Consider “COMPLIANCE TASK”
Time Out & Time Away vs. Seclusion

- **Time Out**: Intervention where student, for a limited time, is placed in an environment where access to positive reinforcement is unavailable.
  - Time Out from FUN, ENJOYABLE, REINFORCING ENVIRONMENT
  - Time Out can’t occur unless the student is Time IN

- **Time Away**: Intervention when student, for a limited time, is placed in an environment where demands / interaction with adults are eliminated to reduce further escalation / provide a safe environment.

- **Seclusion**: Emergency / Crisis Procedure that provides student opportunity to regain self control by confining in a location alone where leaving is prevented.
CRISIS Intervention

• CRISIS: A behavior that requires immediate attention from staff to ensure safety of student and others:
  • Danger to self
  • Danger to others

• PLAN for Crisis
  – Use LEAST INTRUSIVE strategy to:
    • PREVENT from further escalation
    • CORRECT current behavior
    • MAINTAIN safe environment
Plan for Crisis
Seclusion and Restraint

Used in the event of an **EMERGENCY**: Poses imminent risk to the safety of the individual student and/or others

If a **PATTERN** of behavior which requires seclusion or restraint occurs or is anticipated:

- Conduct an FBA
- Develop/Revise the PBIS plan
- Develop EIP (EMERGENCY INTERVENTION PLAN)
Emergency Intervention Plan

• Developed by a group of knowledgeable persons in partnership with parent

• Elements include:
  – Description of emergency intervention procedures
  – Consideration whether medical conditions contra-indicate seclusion or restraint

• Parent Informed Consent

• Periodic Review

• Appropriately Trained Staff

LaPointe & Butler, 2013
Is the script a behavior plan?

• Antecedent Strategies (Level 1 list)

• Teaching Plan (Level 1 list)
  – What skill(s)
  – Where / when skill(s) will be taught
  – How to teach it

• Response Plan (Script)
The Behavior-Isms:

1. Decisions informed by the law, research and data.
2. Two Primary goals: Socialization (Peers) & Independence.
3. Have high expectations & presume competence.
4. Think in ABC; FBA; PBIS (FRONTLOAD).
5. Write it down; Write it down; Write it down!!
6. A visual schedule is non-negotiable.
7. Use preferred interests (The ASD always wins).
8. Be in 1 of 3 places: Schedule, Break or Time Away.
9. Step into the script.....
10. Attitude: Pick a Good One!!
Consistency Creates Trust; Trust Creates Influence; Influence Creates Change!!

“As a teacher, I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, a child humanized or dehumanized.”

Chiam Ginott (1971)
Don’t let the barriers paralyze you…
Maintain Perspective...
“Oh, great! Now there goes my hat!”
Digital Camera: $600.00
Boys underwear: $4.00
Not telling your cousin his mask has a skid mark: Priceless
<table>
<thead>
<tr>
<th>Medical Dictionary for Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artery</strong>: study of paintings</td>
</tr>
<tr>
<td><strong>Bacteria</strong>: back door of cafeteria</td>
</tr>
<tr>
<td><strong>Barium</strong>: what teachers do when the principal dies</td>
</tr>
<tr>
<td><strong>Bowel</strong>: a letter like A,E,I,O,U</td>
</tr>
<tr>
<td><strong>CAT scan</strong>: searching for kitty</td>
</tr>
<tr>
<td><strong>D &amp; C</strong>: where Washington is</td>
</tr>
<tr>
<td><strong>Dilate</strong>: to live long</td>
</tr>
<tr>
<td><strong>Enema</strong>: not a friend</td>
</tr>
<tr>
<td><strong>Genital</strong>: not a Jew</td>
</tr>
<tr>
<td><strong>Impotent</strong>: distinguished, known</td>
</tr>
<tr>
<td><strong>Morbid</strong>: a higher offer</td>
</tr>
<tr>
<td><strong>Nitrates</strong>: cheaper than day rates</td>
</tr>
<tr>
<td><strong>Node</strong>: was aware of</td>
</tr>
<tr>
<td><strong>Pap Smear</strong>: a fatherhood test</td>
</tr>
<tr>
<td><strong>Pelvis</strong>: cousin of Elvis</td>
</tr>
<tr>
<td><strong>Rectum</strong>: darn near killed him</td>
</tr>
<tr>
<td><strong>Seizure</strong>: a Roman Emperor</td>
</tr>
<tr>
<td><strong>Tumor</strong>: more than one</td>
</tr>
<tr>
<td><strong>Urine</strong>: opposite of you’re out</td>
</tr>
<tr>
<td><strong>Varicose</strong>: nearby</td>
</tr>
<tr>
<td><strong>Vein</strong>: conceited</td>
</tr>
</tbody>
</table>
LOVE ...
... and PEACE
It's been a lot of FUN.