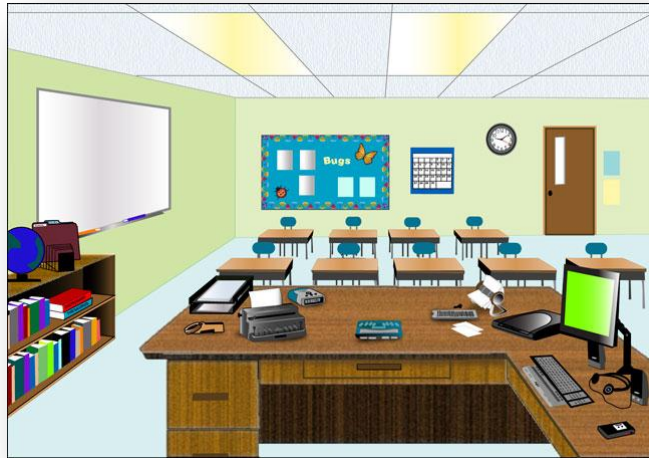# Effective Supports for Students with ASD in General Education

Kelly Dunlap, Psy.S.

School Psychologist, PBIS Consultant

Autism Education and Intervention Specialist

INTRODUCTIONS

Making Training More Effective

- **Humor / Talk too fast**

- **Write notes and text / Don't talk….**

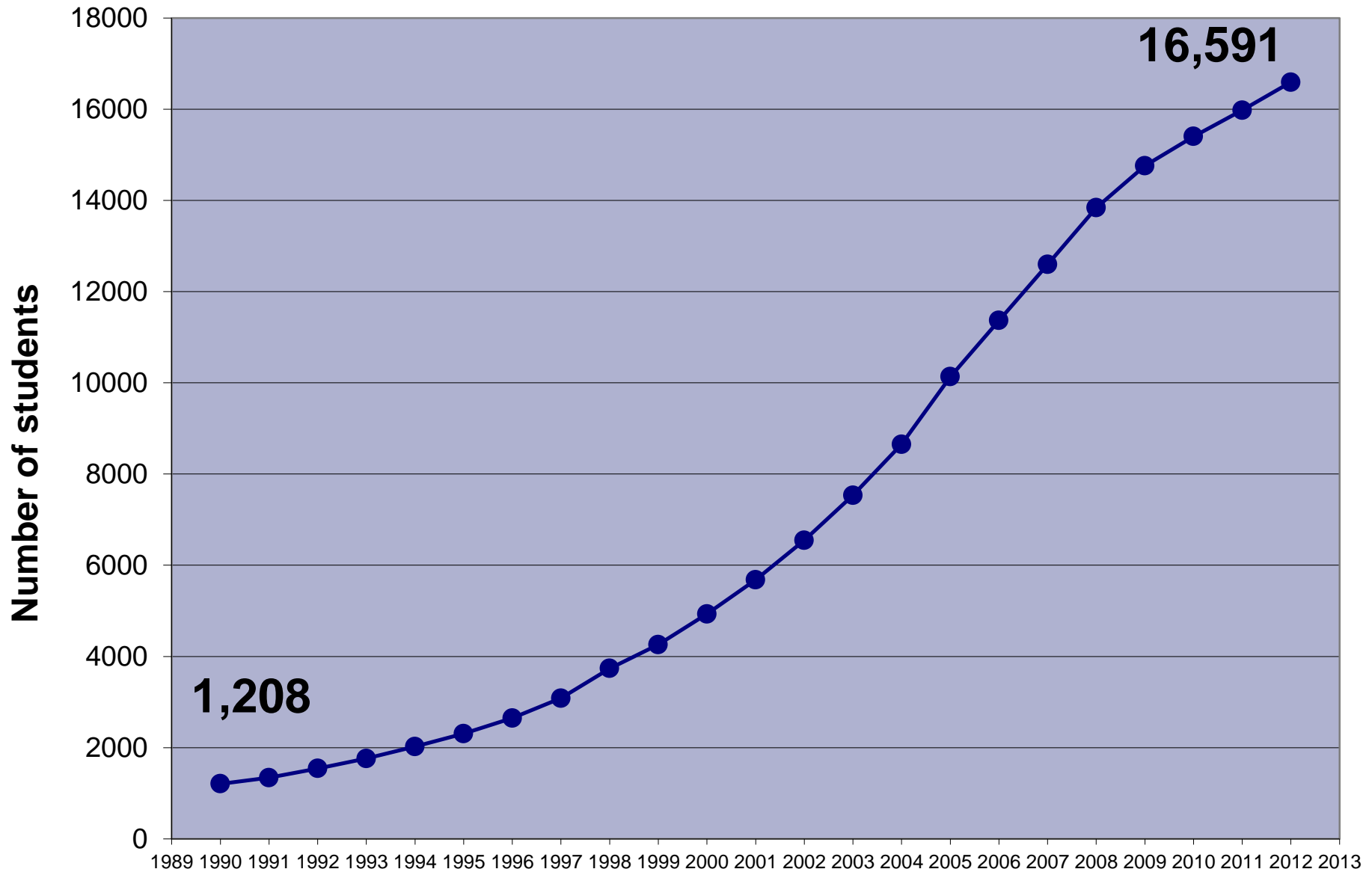- **Cell phones on silent**

- **Content**

- **Contribute**

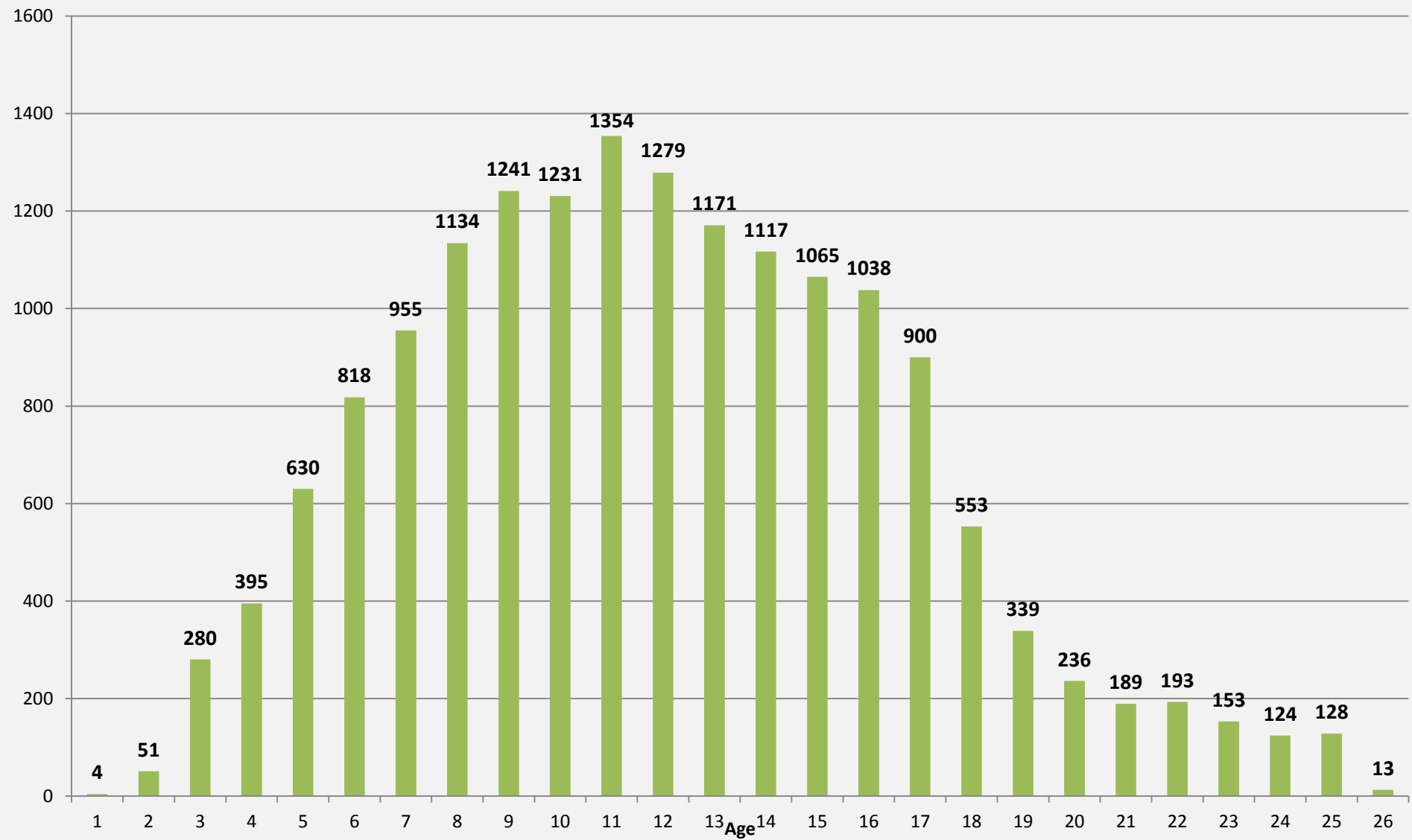# Learning Accountability

- **NOVICE**

- **INTERMEDIATE**

- **ADVANCED**

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

Number of students

16,591

1,208

1989 1990 1991 1992 1993 1994 1995 1996 1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013

Number of Michigan Students with ASD by Age
* Based on 2012 MDE, OSE Eligibility Count
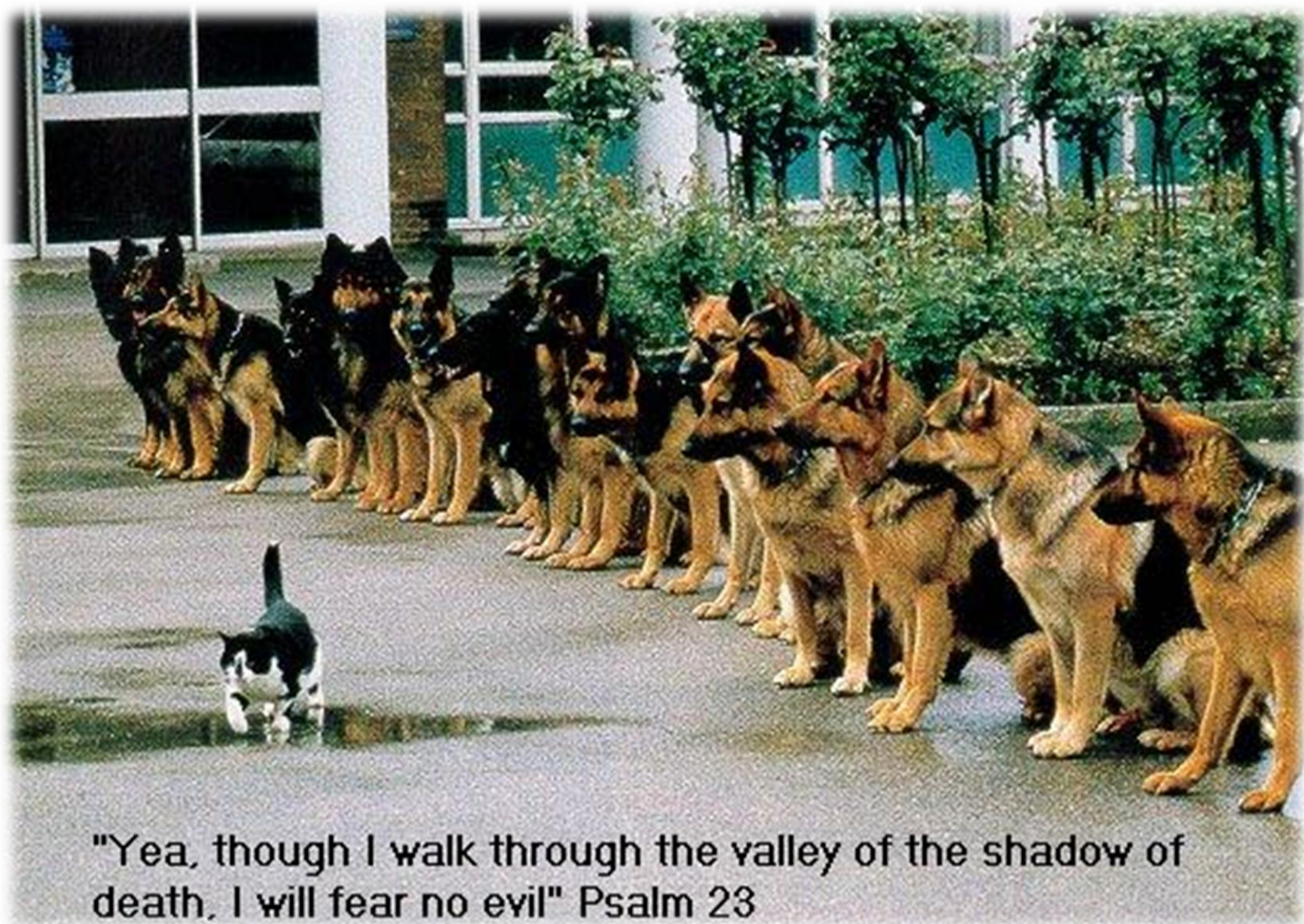
"Yea, though I walk through the valley of the shadow of death, I will fear no evil" Psalm 23

The Top 10 Behavior-*ISMS*
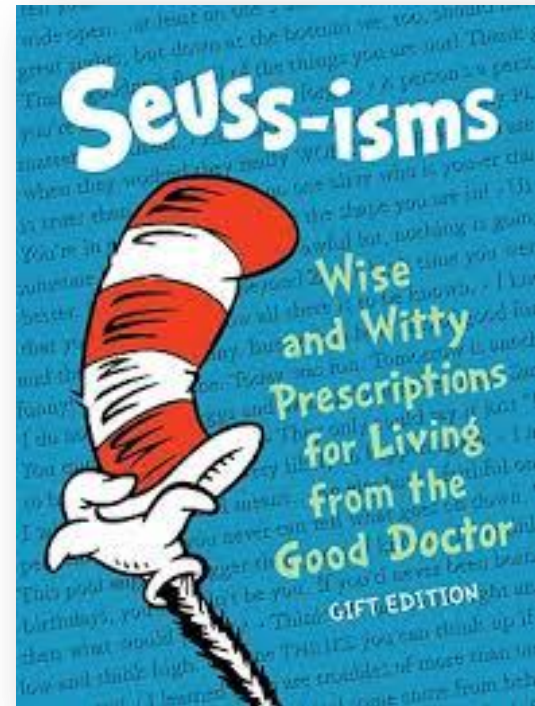
Ism:

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**
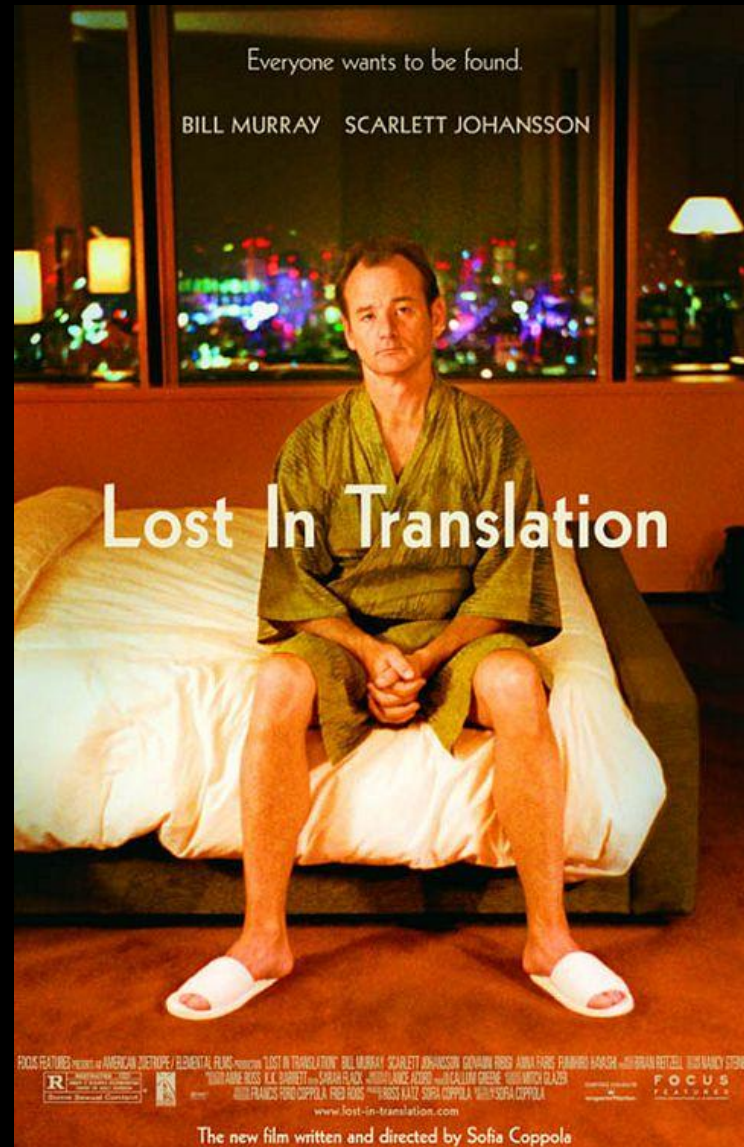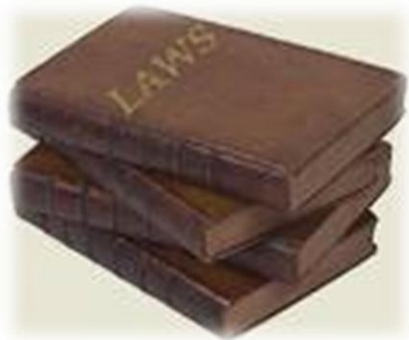 - **THE RESEARCH**
  - **THE DATA**

EBPs

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%
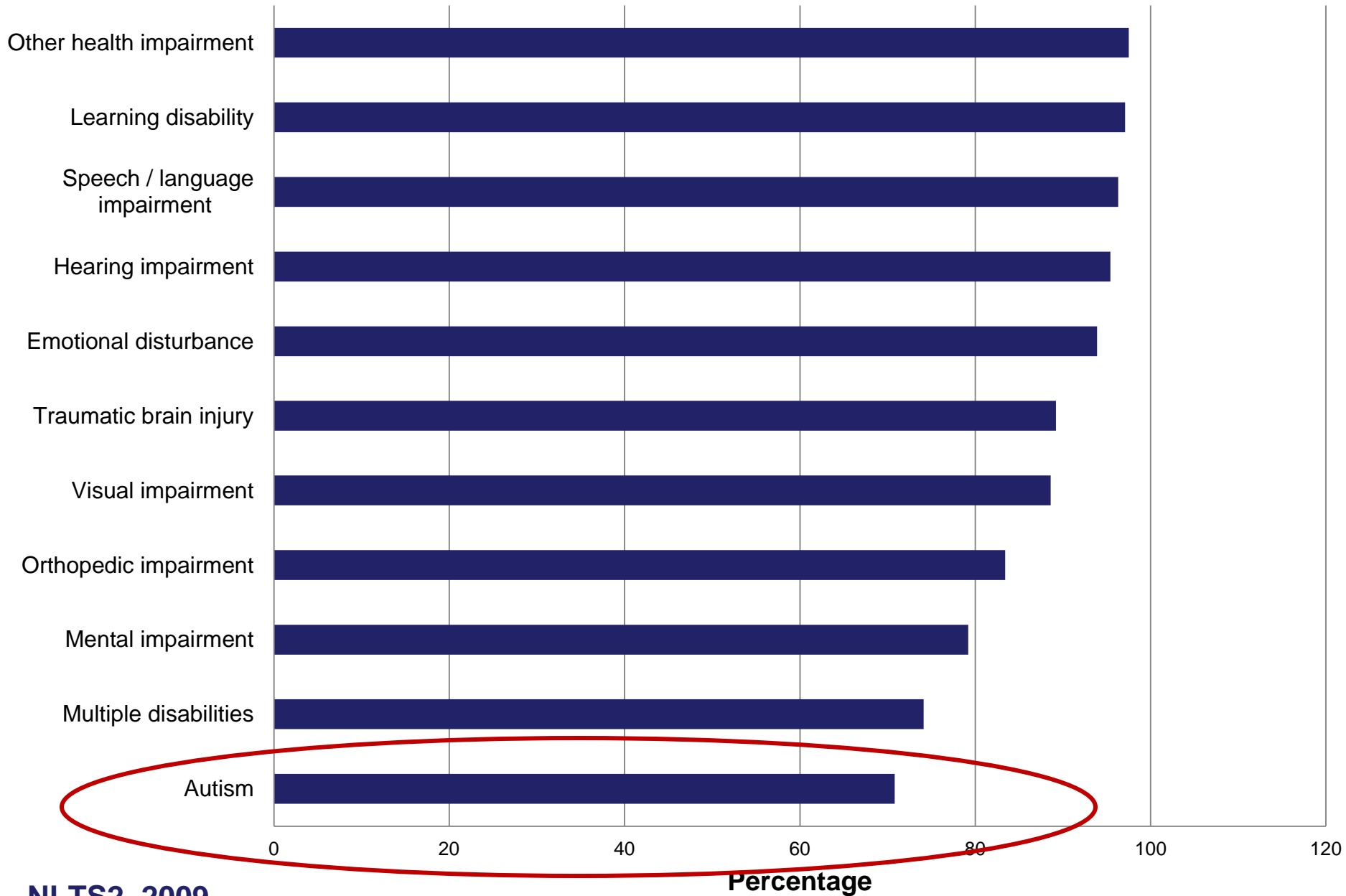 - Supported residence for ppl with special needs 7%
  - Other 7%

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/**
  - **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

Disability	Percentage
Other health impairment	
Learning disability	
Speech / language impairment	
Hearing impairment	
Emotional disturbance	
Traumatic brain injury	
Visual impairment	
Orthopedic impairment	
Mental impairment	
Multiple disabilities	
Autism	

Percentage

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**

White, J. & Weiner, J.S. (2004). Influence of least restrictive environment and community based training on integrated employment outcomes for transitioning students with severe disabilities. *Journal of Vocational Rehabilitation, 21*, 149–156.

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

National Secondary Transition Technical Assistance Center (NSTTAC)

IDEA Regulations

- **Two fundamental requirements:**

  - **That the child will receive FAPE**

  - **In the least restrictive environment (LRE).**

Defining LRE: Fed Language

"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 <u>only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aides and services</u> cannot be achieved satisfactorily."
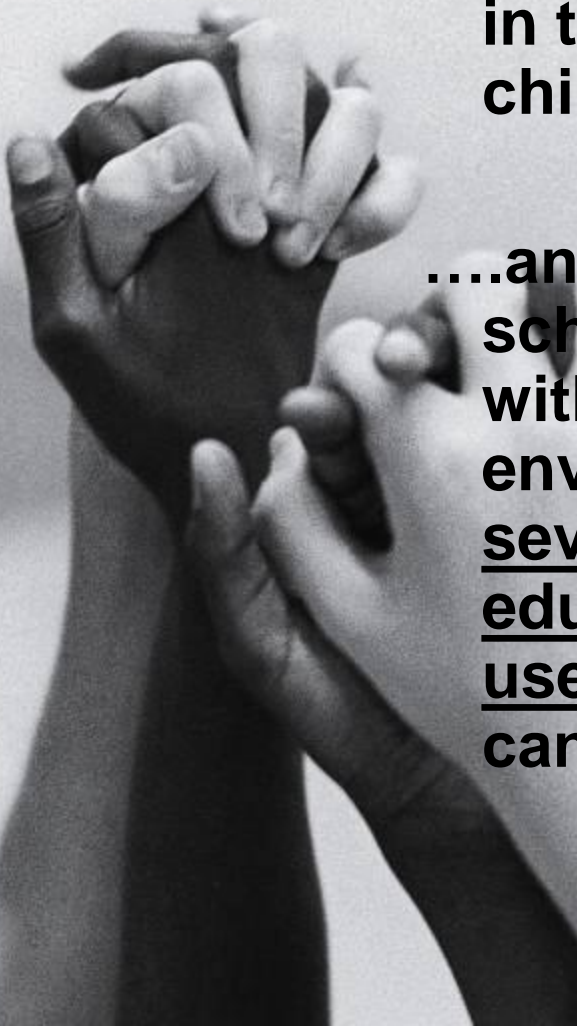
What are the EBPs?

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

Evidence-Based Practices	Academics & Cognition			Behavior			Communication			Play			Social			Transition		
	EC	EL	MH	EC	EL	MH	EC	EL	MH	EC	EL	MH	EC	EL	MH	EC	EL	MH
1. Antecedent-based Interventions	■	■	■	■	■	■												
2. Computer Assisted Instruction	■	■	■															
3. Differential Reinforcement				■	■	■	■	■	■	■			■	■	■			
4. Discrete Trial Training	■	■		■	■		■	■		■	■		■	■				
5. Extinction				■	■													
6. Functional Behavioral Assessment							■	■										
7. Functional Communication Training							■	■										
8. Naturalistic Interventions							■	■	■				■	■	■			
9. Parent Implemented Interventions				■	■		■	■	■				■	■				
10. Peer Mediated Instruction/Intervention				■	■		■	■	■	■	■		■	■				
11. Picture Exchange Com. System							■	■	■									
12. Pivotal Response Training	■	■		■	■		■	■		■	■		■	■				
13. Prompting	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
14. Reinforcement	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
15. Response Interruption & Redirection	■	■	■	■	■													
16. Self-Management	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
17. Social Narratives				■	■	■	■	■	■				■	■				
18. Social Skills Groups							■	■	■				■	■	■			
19. Speech Generating Devices (VOCA)							■	■	■									
20. Structured Work Systems	■	■	■							■	■	■				■	■	■
21. Task analysis	■	■	■	■	■	■	■	■	■				■	■				
22. Time delay							■	■	■		■		■	■				
23. Video Modeling	■	■	■				■	■	■	■	■	■	■	■	■			
24. Visual Supports	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■

<u>**Evidence By Domain and Grade Level**</u>
Based on evidence reported in EBP Brief Overviews

July 2, 2009

EBP Resources

http://autismpdc.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

- **National Autism Center -- National Standards Project:**
  http://www.nationalautismcenter.org/nsp/dissemination.php

- **Classroom / Building Tools:**
  - **USAPT (Universal Supports Assessment & Planning Tool)-- Building Tool:** **http://www.gvsu.edu/autismcenter/usapt-15.htm**

  - **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

of Days Absent

- ☐ Before LINK participation
- ☐ First Semester as a LINK

Low GPA Students

Chart values:
- 8.16 (Before LINK participation)
- 6.810 (First Semester as a LINK)

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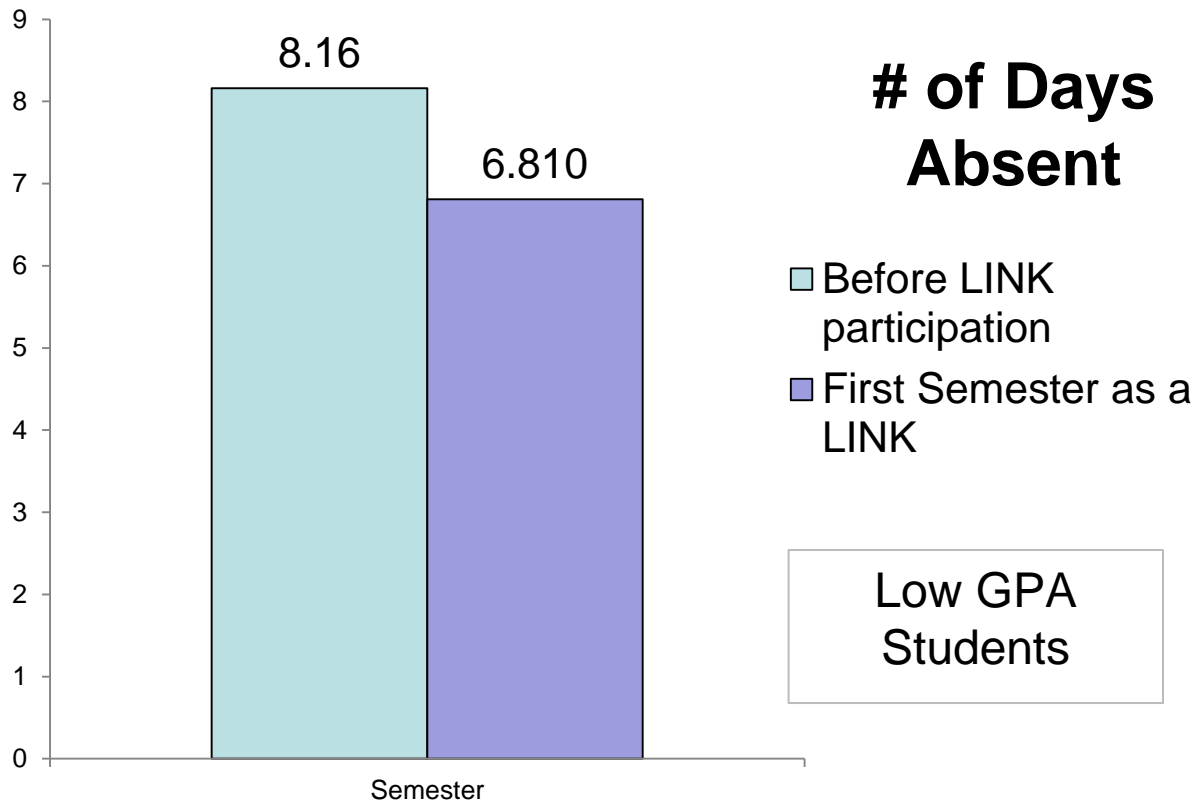
Low GPA Students: GPA Changes
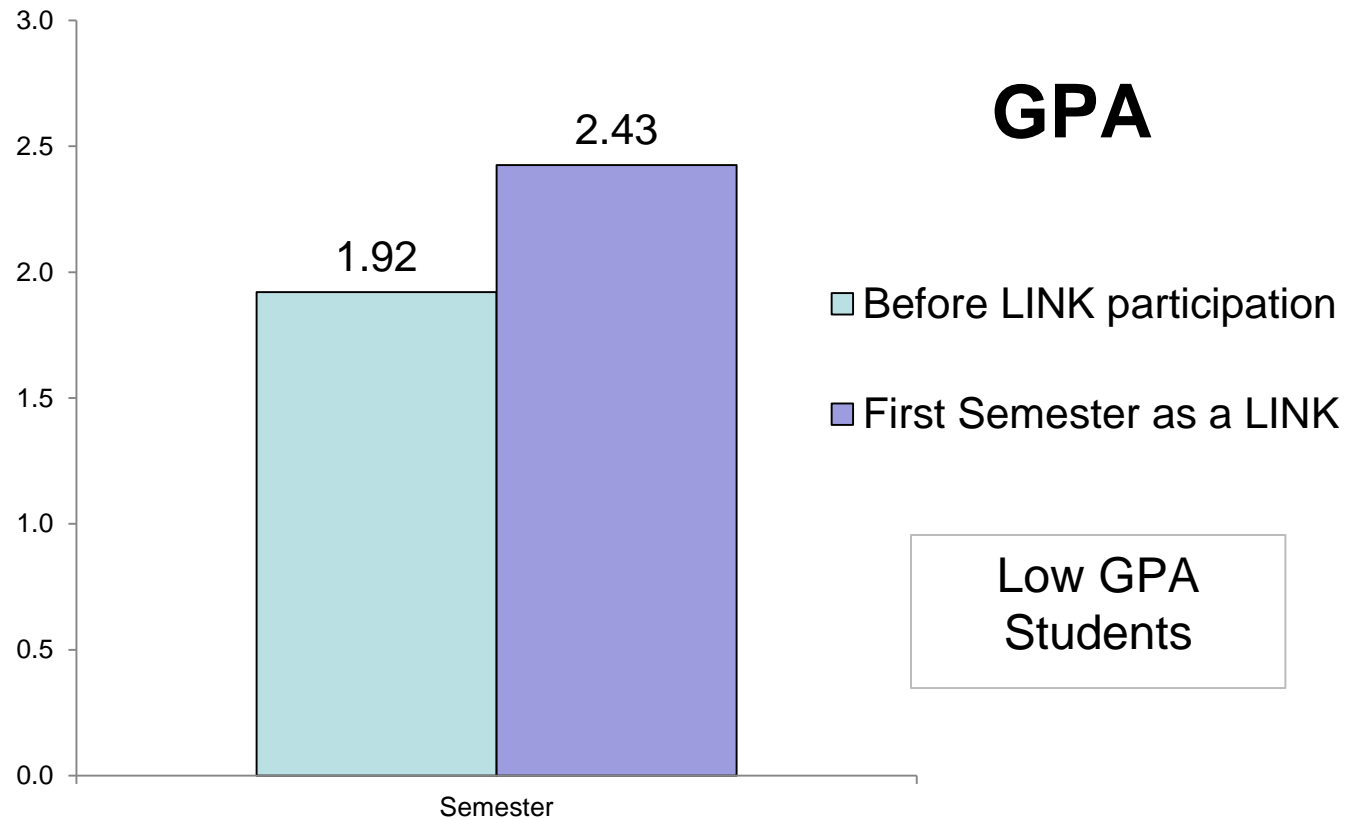
Students with Behavior Challenges: # of Behavioral Referrals

*Number of Behavior Referrals

3.33

2.08

□ Prior to LINK participation

□ First Semester as a LINK

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

Semester

3.5
3.0
2.5
2.0
1.5
1.0
0.5
0.0
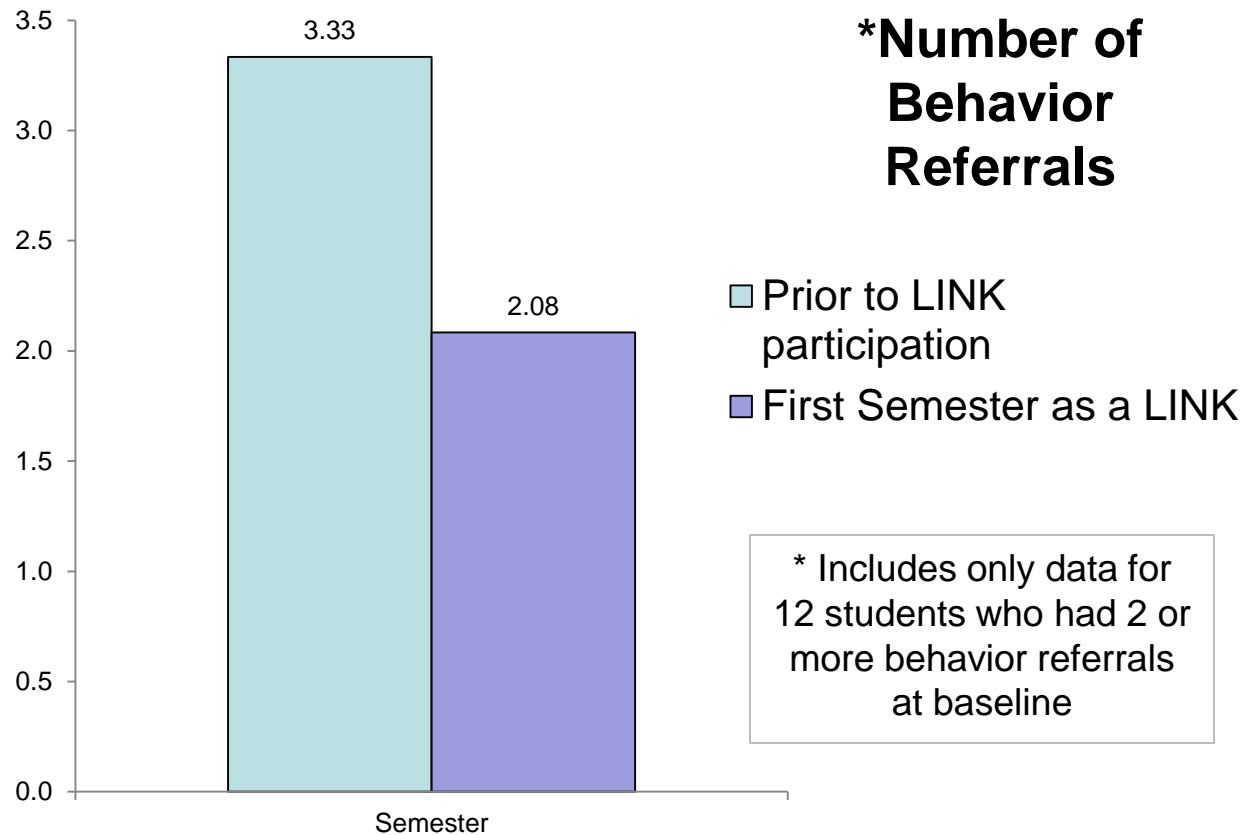
Triad for Peer to Peer Support

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
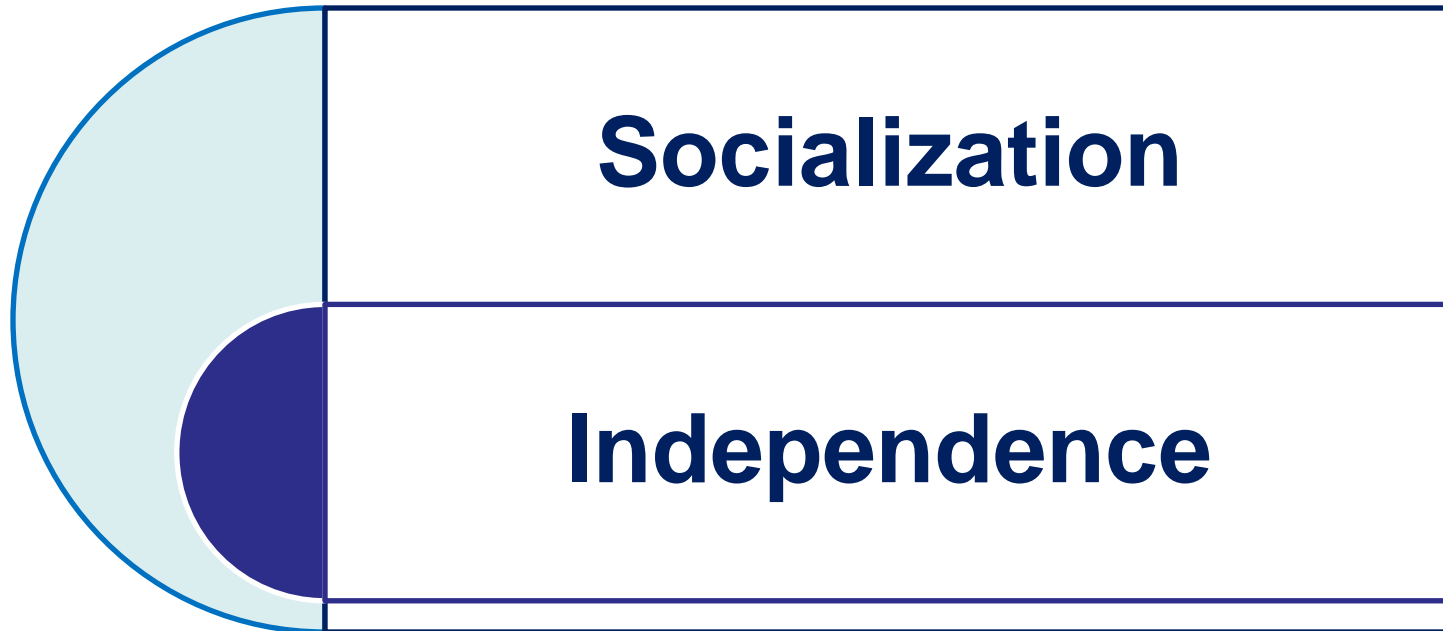
GUARDIAN ANGEL
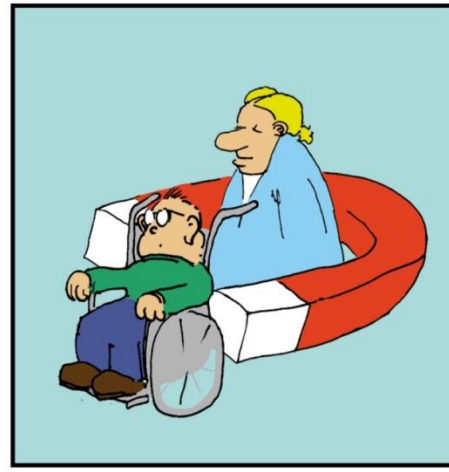
SUPER-MAGNET
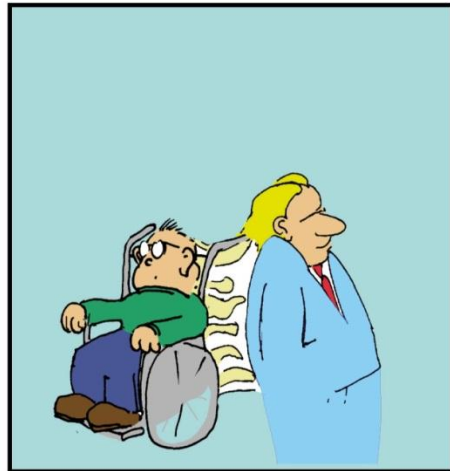
STUCK LIKE GLUE
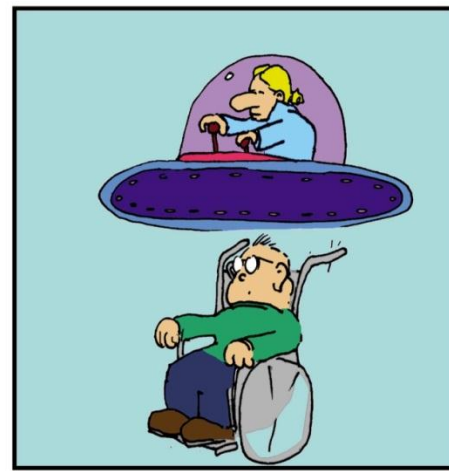
HOVERCRAFT

HELPING OR HOVERING?

Unintentional Side Effects

- **Current research indicates an <u>overreliance on</u> paraprofessional support is associated with <u>unintended detrimental effects</u>.**

  (D. Schwarts, 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 <u>socialization</u> and <u>independence.</u>**

- **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 the 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.

Student Schedule	Expectations & Instructional Demands	Current Level of Skills (Compared to Peers)	Current Supports, Strategies and EBPs	Potential Goals & Strategies Needed
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:

Student Schedule	Student Skills Related to Expectations & Instructional Demands	What are the Goals / Outcomes for the Student	Adult Role(s), Responsibility & Strategies	Data Collection & Plan to Reduce the Need for a Paraprofessional
In this column, list the student's daily schedule including all primary activities, courses / classes and/or transitions.	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.
ARRIVAL	**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.**

Topic	Teacher Responsibility	Paraprofessional Responsibility
INSTRUCTION	Plan, implement, and supervise student instruction.	Support the learner to participate in the teacher's instruction.
INTERACTION	Keep the same frequency of interaction with the student with ASD as with typical classmates	Maintain proximity to student with ASD only as much as needed in the classroom
Accommodations / Modifications	Collaborate with the team & supervise accommodations / modifications to the curriculum	Ensure the accommodations / modifications recommended by the team are implemented
ROLE	Provide direction / feedback to the paraprofessional re: implementation of the plan.	Be responsive and open to the suggestions of the teacher.
PROGRESS	Report on student progress.	Refer questions / concerns about student progress to teacher.

#2 Behavior-Ism:

Two Primary Goals:

Socialization

Independence
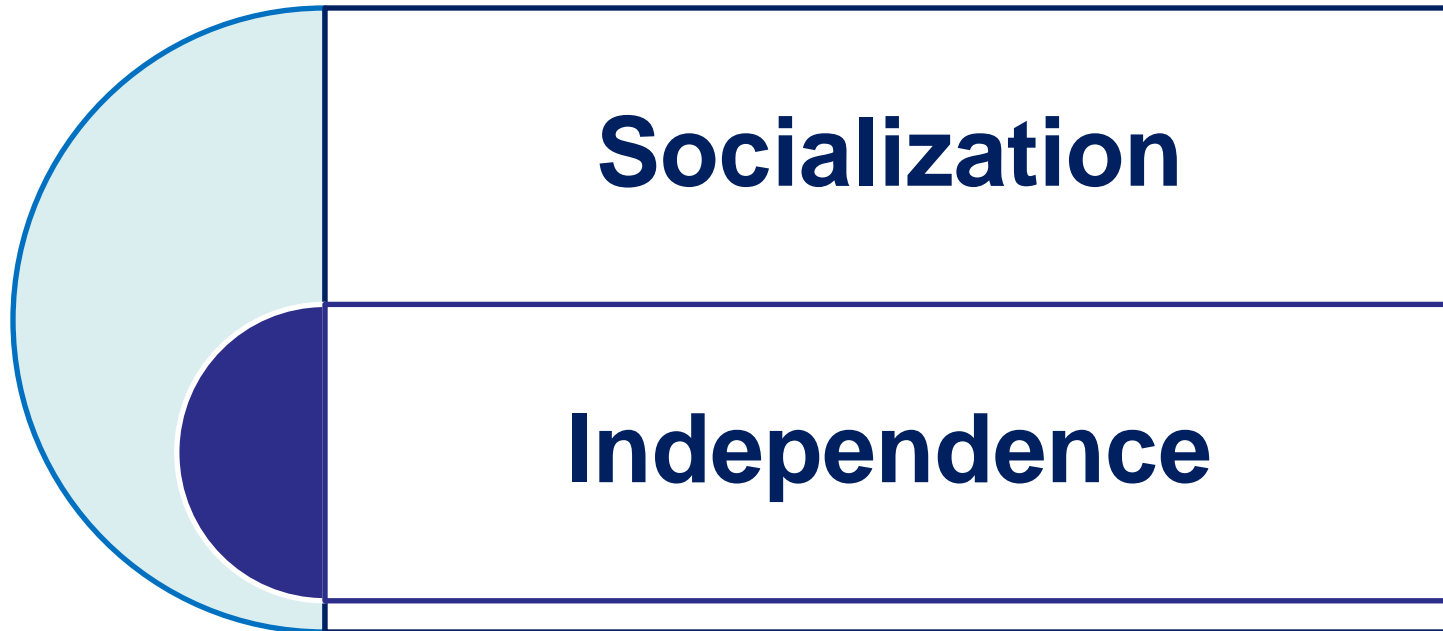
What about ACADEMICS?

**Skills do not develop without opportunities!
Learning is directly related to ENGAGED TIME!!**

Two Primary Reasons
Students with disabilities
are excluded from
Integrated Environments?
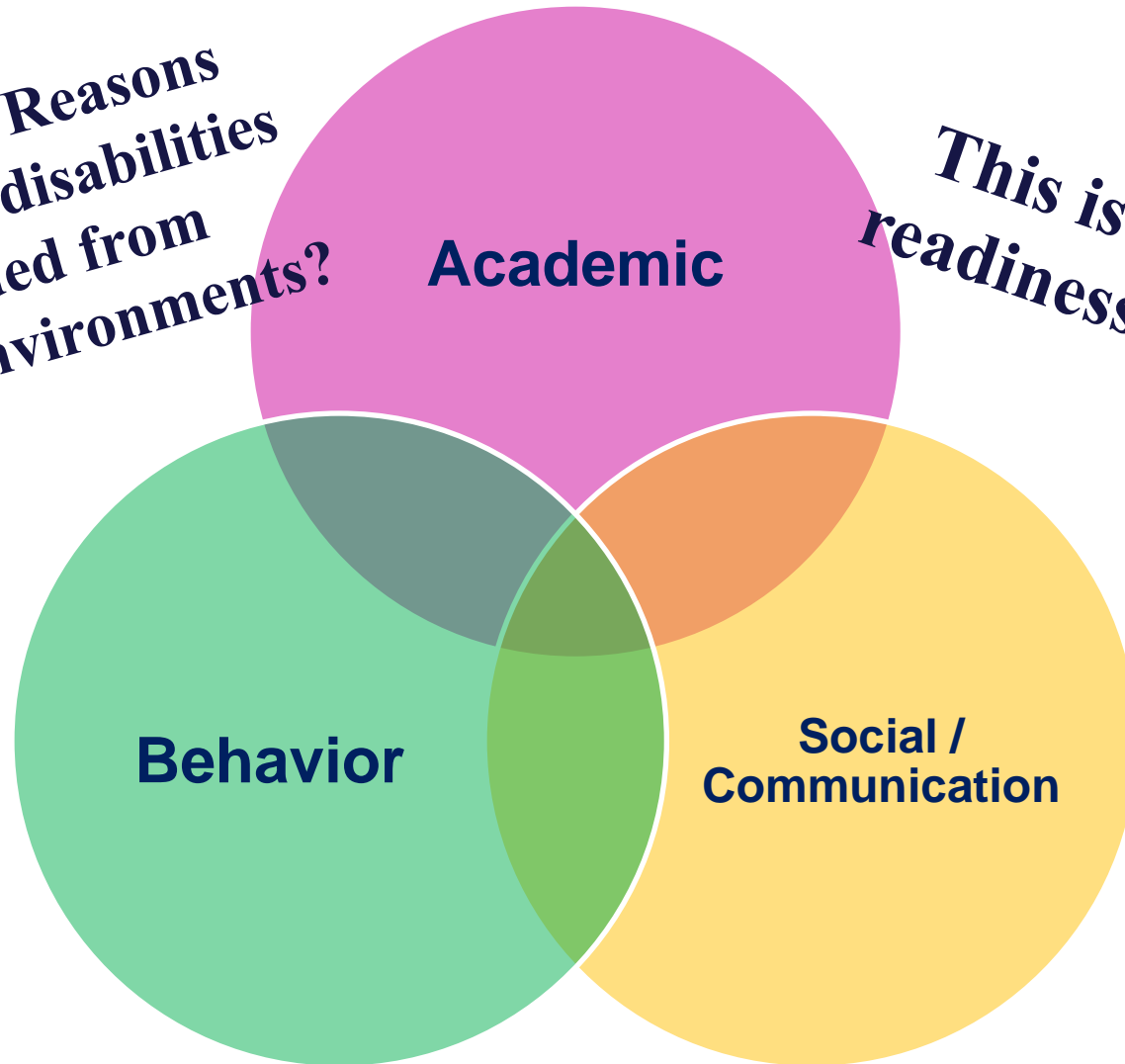
This is NOT a
readiness model.

Academic

Behavior

Social /
Communication

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.

CONGRESSIONAL FINDINGS

- "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
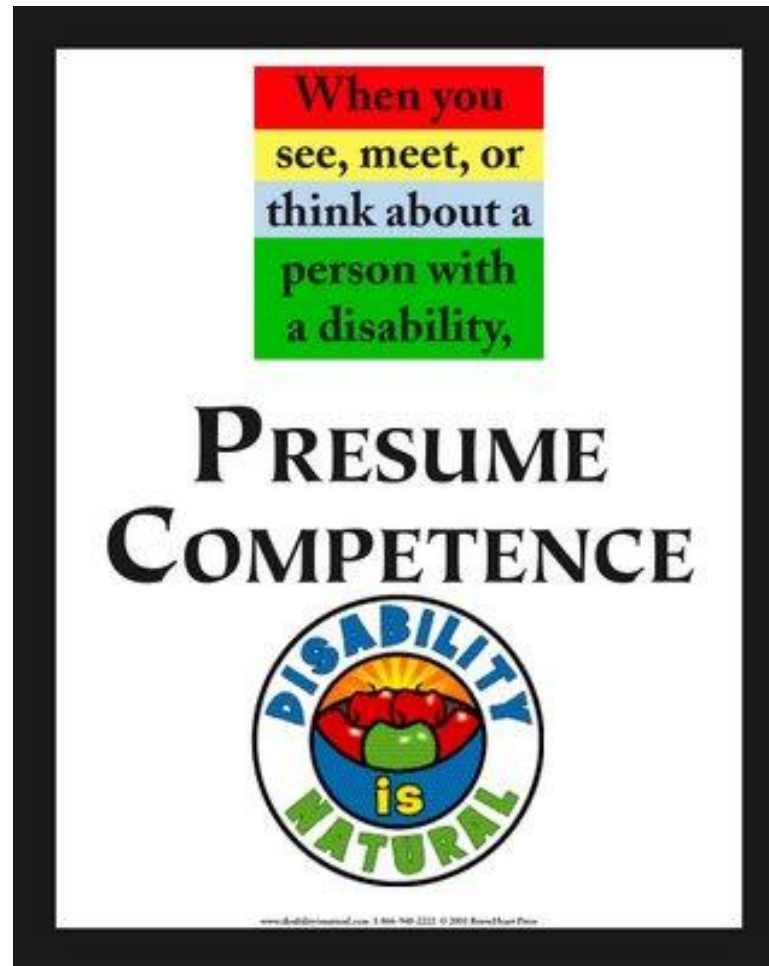
Theory of Mind

(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.

(Atwood, The Complete Guide to Aspergers Syndrome, 2007)

There is a basket and a box in the room

Sally hides the candy in the basket

Sally goes away

While Sally is away Annie moves the candy to box

When Sally returns where will she look for the candy?
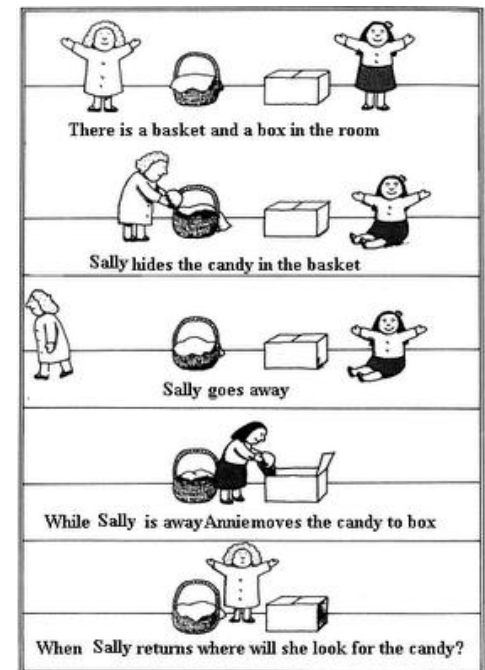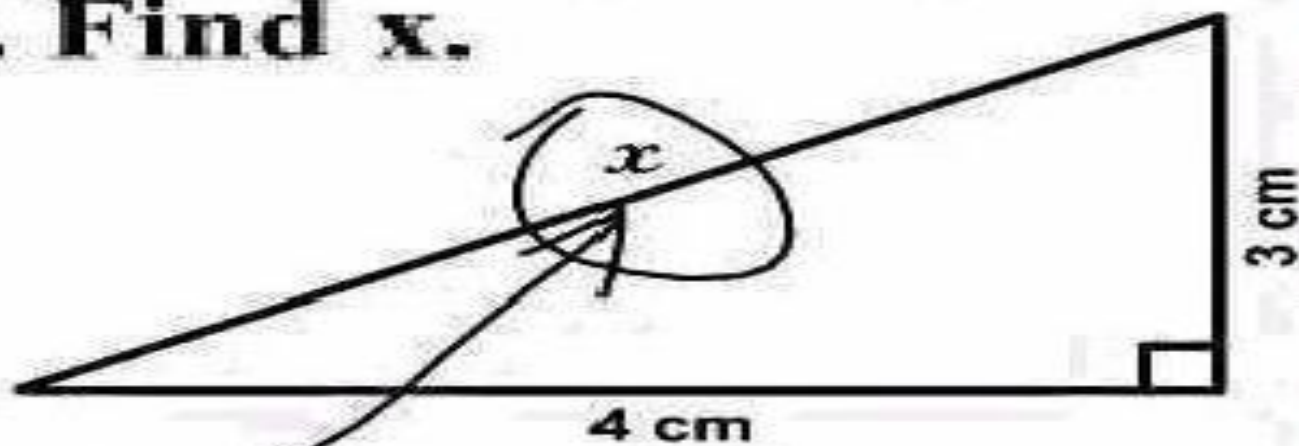
❶ Write the numbers.

_4_ hats and _2_ hats

makes _6_ hats.

❷ Write the numbers. Add. Write the total.

4 + 1
5

3 + 4
7
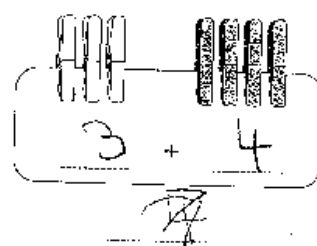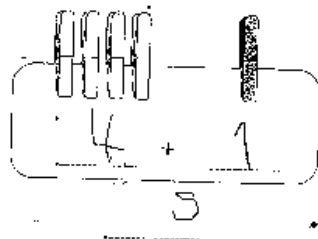
❸ Write the numbers. Draw pictures to show your thinking.

7 + 1 = 7

4 + 2 = 4
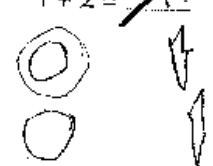
Least Dangerous Assumption

Academic Accommodations

- ❖ Time
- ❖ Level of support
- ❖ Instructional grouping
- ❖ Input
- ❖ Reduce response effort
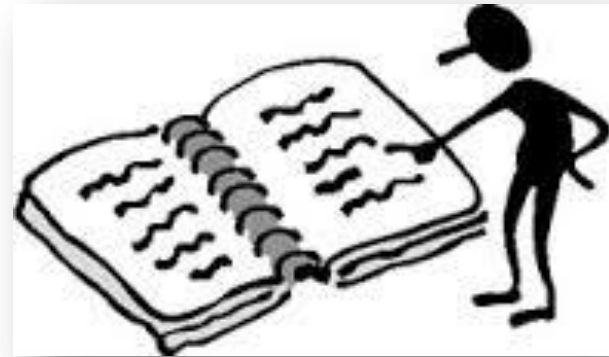
- ❖ Setting
- ❖ Adaptation of environment
- ❖ Quantity of sections of curriculum expectations

Differentiated Instruction

| Content – Taking In | Input | Making Sense | Process | Product – Know | Output |
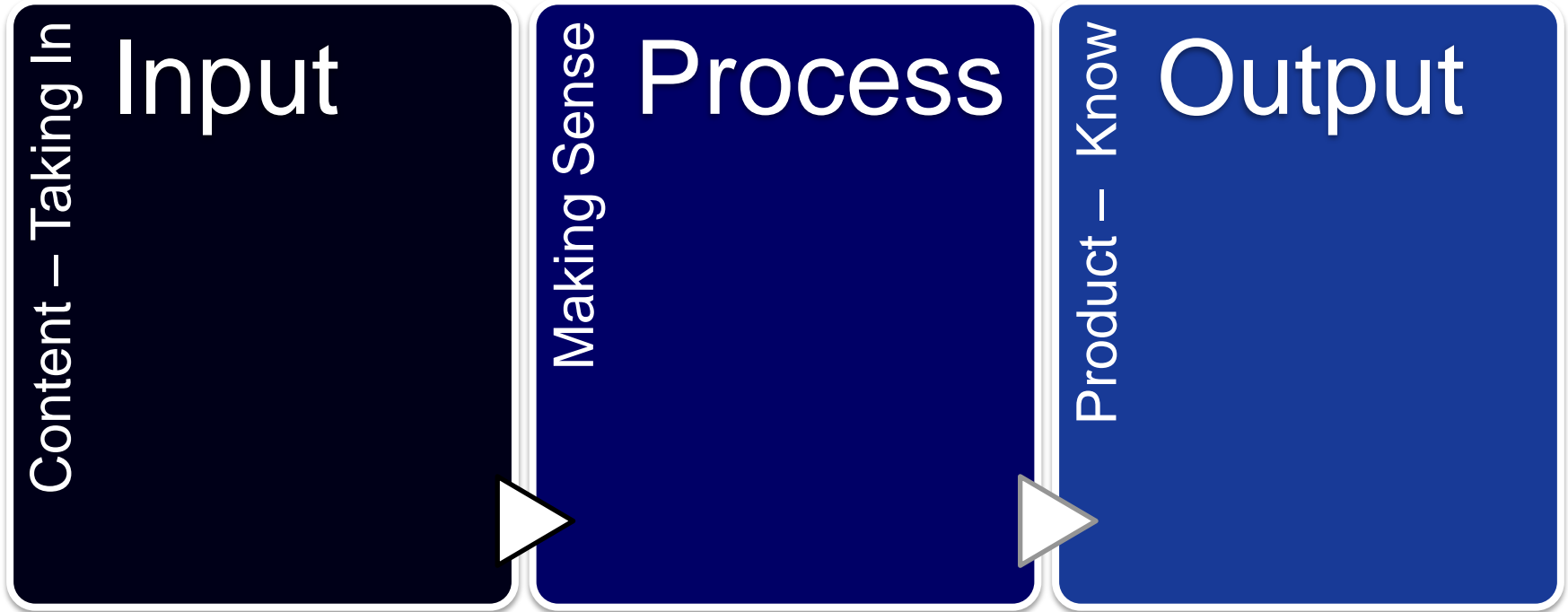
Differentiated Output Hierarchy

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

MDE PBIS Policy: ALL Students

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, proactive social behaviors throughout the school environment.
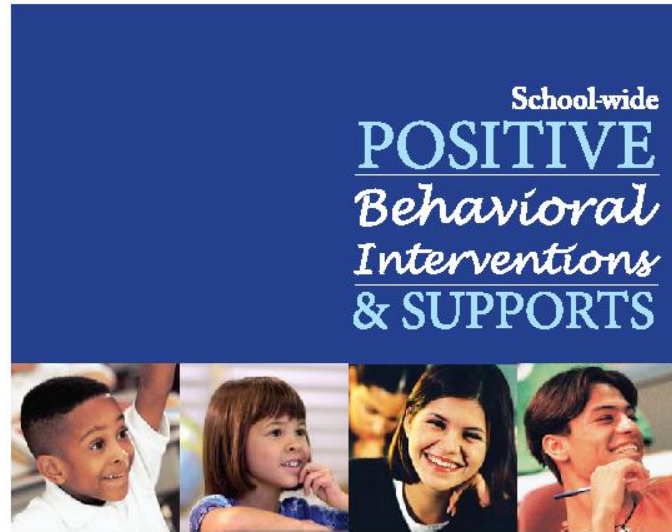
A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and 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.
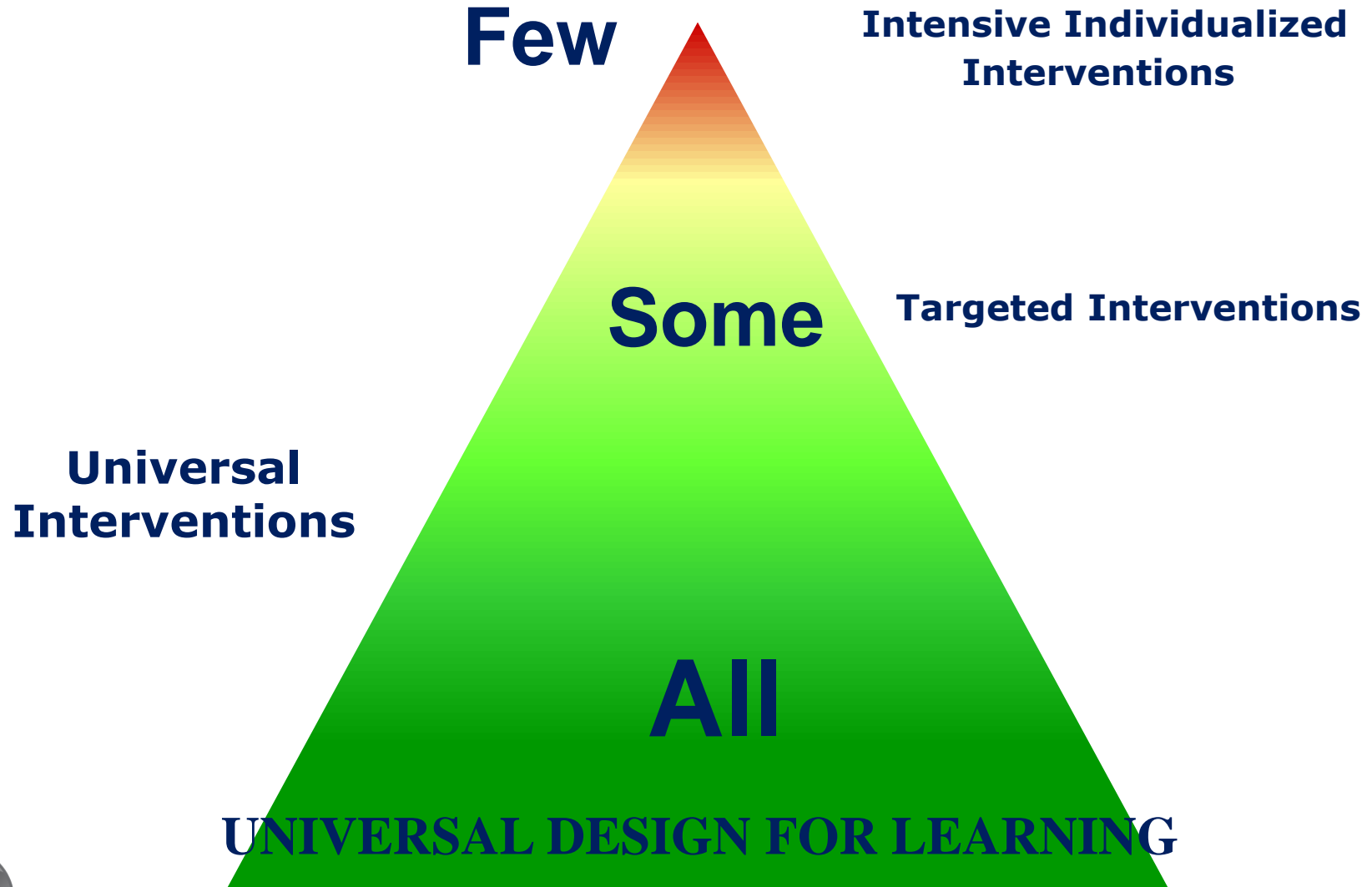
Adopted September 12, 2006

PBIS Implementation Guide
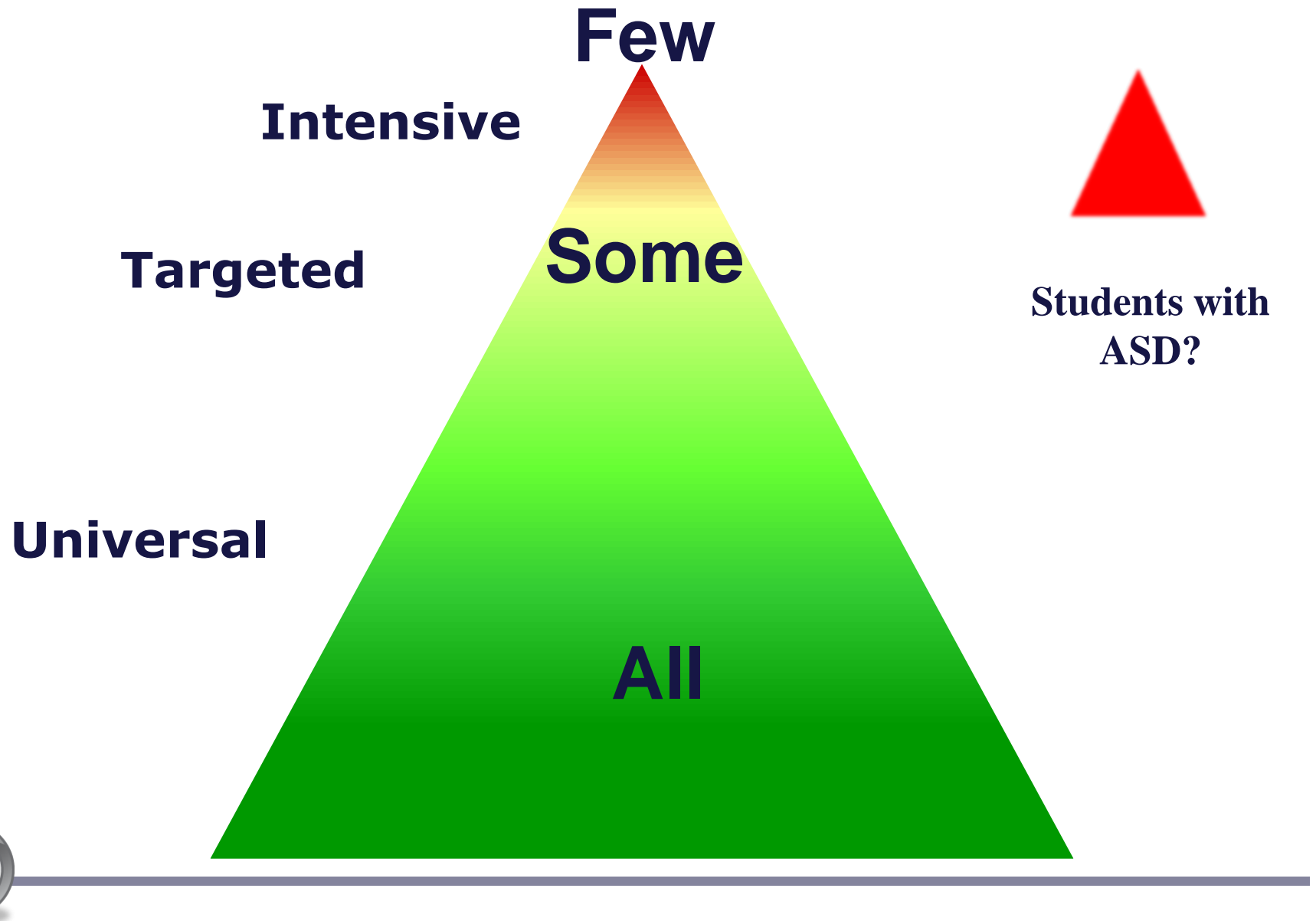

http://www.gvsu.edu/autismcenter/positive-behavioral-interventions-support-for-students-with-asd-90.htm

Multi-Tiered Systems of Support (MTSS)

Few

Intensive Individualized Interventions

Some

Targeted Interventions

Universal Interventions

All

UNIVERSAL DESIGN FOR LEARNING

Multi-Tiered System of Support (MTSS)

Few

Intensive

Targeted

Some

Universal

All

Students with ASD?

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
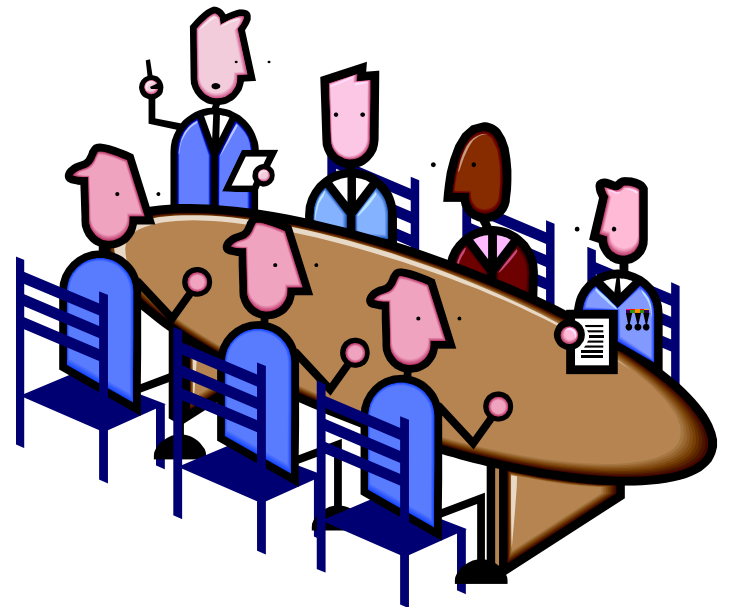CLEARS THE PATH FOR EVERYONE!

Multi-Tiered Systems of Support (MTSS) For Students with Disabilities
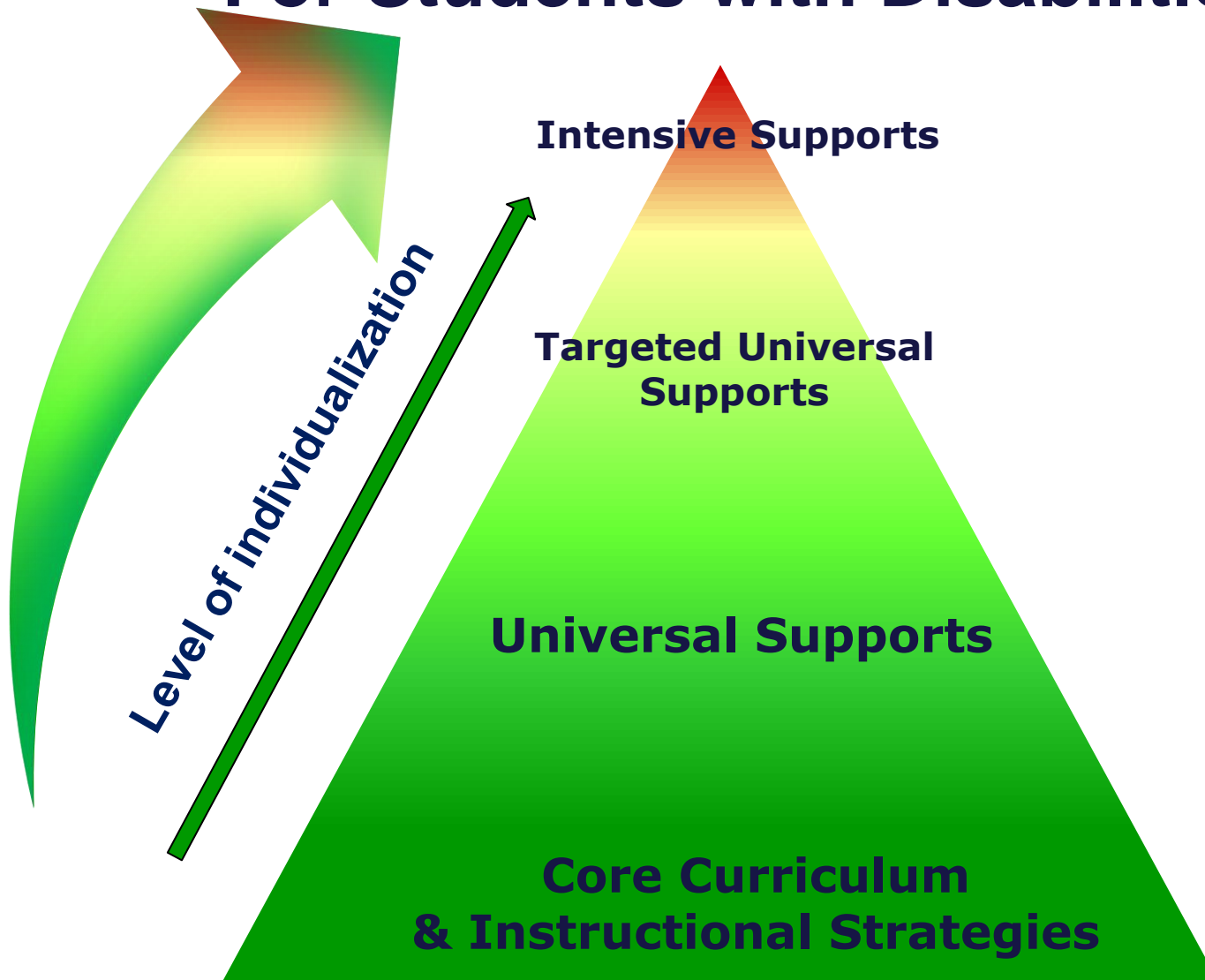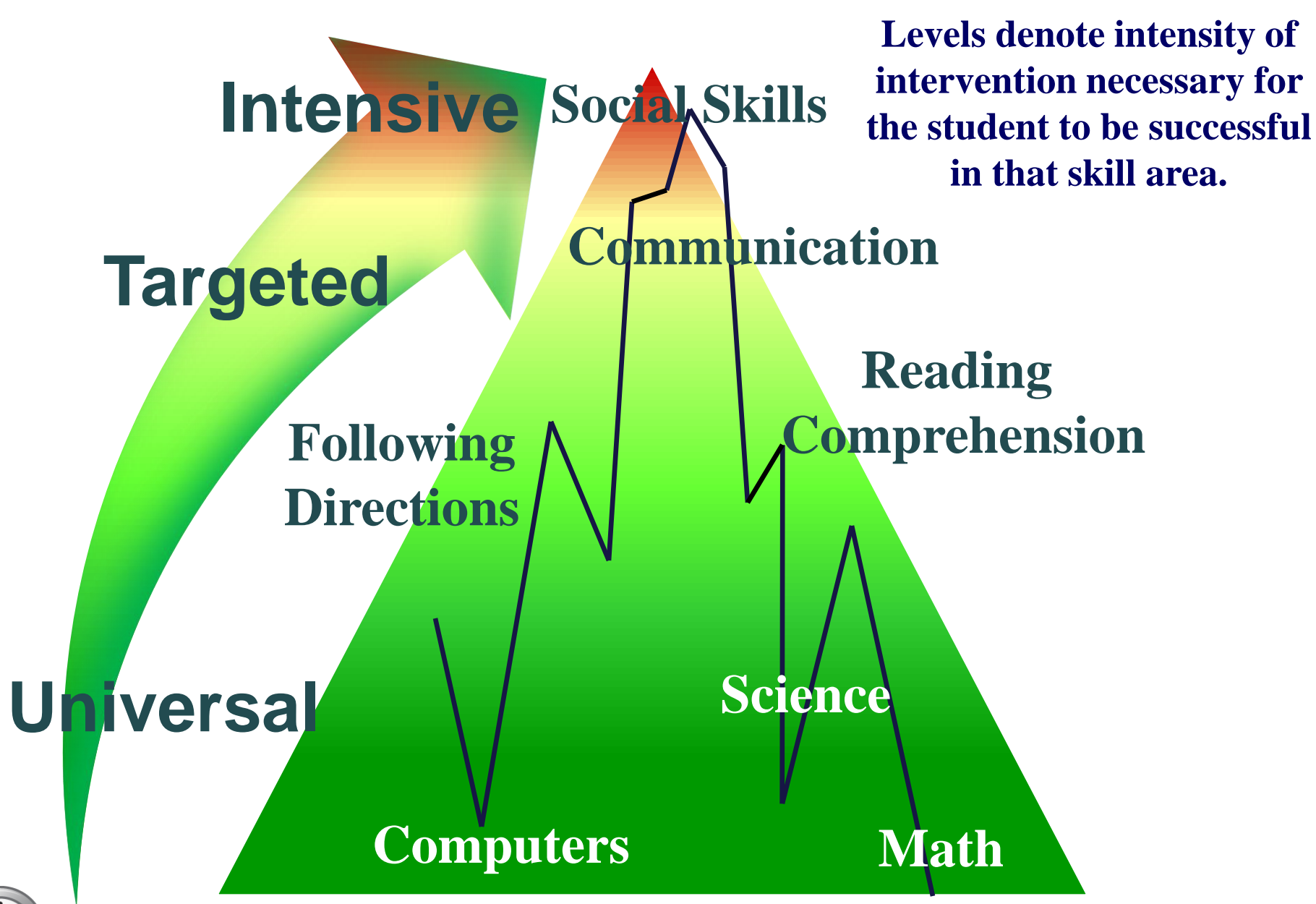
What is PBIS?

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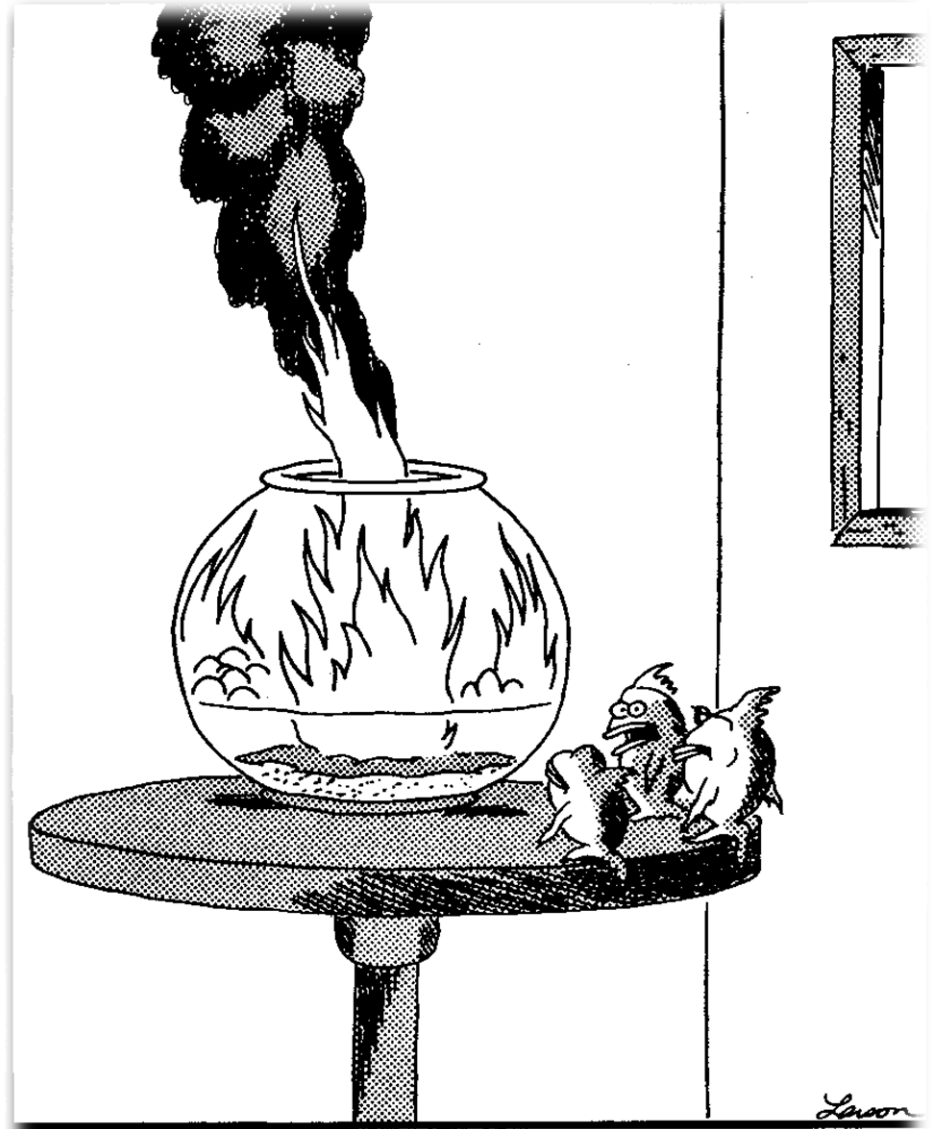
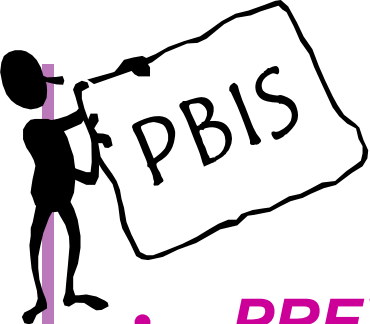"Well, thank God we all made it out in time. ... 'Course, now we're equally screwed."
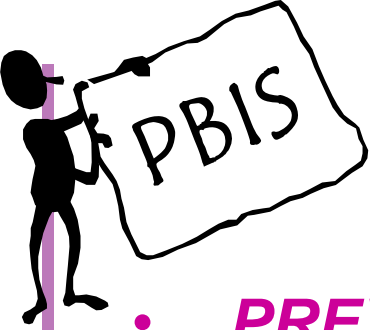
Primary Components of PBIS

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

Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools, OSEP Center on PBIS (2000); Horner, R.H. (2000); Janney, R. & Snell, M.E. (2000); Sugai, et. al. (2000); Positive Behavior Support for ALL Michigan Students (MDE, 2000)
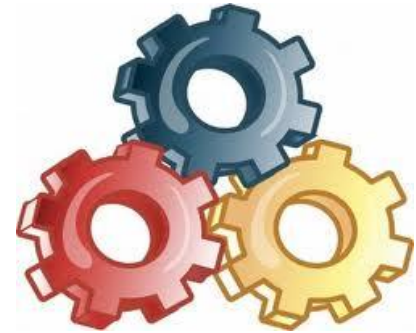
Primary Components of PBIS

- *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)

Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools, OSEP Center on PBIS (2000); Horner, R.H. (2000); Janney, R. & Snell, M.E. (2000); Sugai, et. al. (2000); Positive Behavior Support for ALL Michigan Students (MDE, 2000)

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
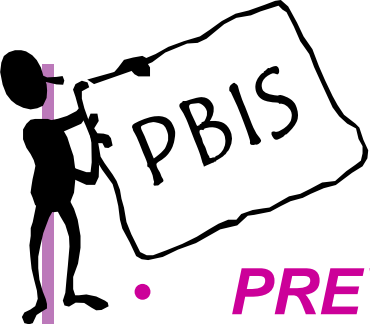
Primary Components of PBIS

- *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**

Applying Positive Behavioral Support and Functional Behavioral Assessment in Schools, OSEP Center on PBIS (2000); Horner, R.H. (2000); Janney, R. & Snell, M.E. (2000); Sugai, et. al. (2000); Positive Behavior Support for ALL Michigan Students (MDE, 2000)

Data Analysis?

Old vs. New Thinking SUMMARY

Old Thinking	New Thinking
Views the STUDENT as the problem	Views the SYSTEM/SETTING & SKILL DEFICIENCY as the problem
Attempts to FIX the student	Adjusts Systems/Settings & Improves Skills
Emphasizes REDUCING Behavior	Emphasizes INCREASING Behavior
Relies on NEGATIVE consequences	PRIMARILY relies on POSITIVE approaches
Expectations of a QUICK fix	Goals of SUSTAINED results
Designed by an "EXPERT"	Focus on TEAM approach

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**
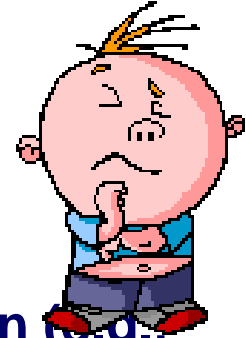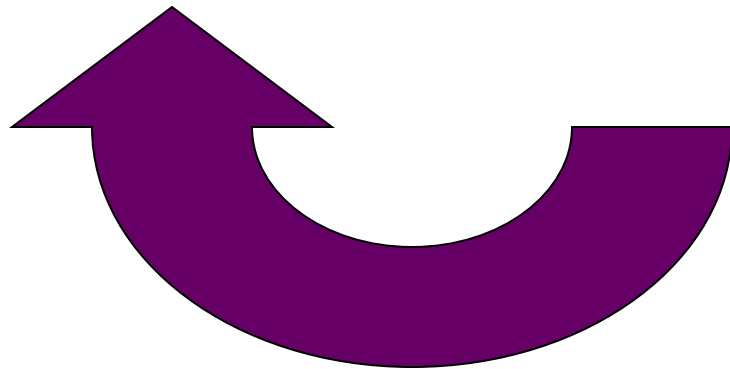
Horner, R., 2000

The ABC Paradigm

ANTECEDENT

BEFORE

BEHAVIOR

DURING

CONSEQUENCE

AFTER

Consequences
Just Ahead

Understanding BEHAVIOR using the ABC Paradigm

REINFORCEMENT

PUNISHMENT

CONDITIONS BEFORE

Antecedent	Behavior	Consequence

Responding to Behavior

|	Reinforcement	Punishment
Give	POSITIVE	NEGATIVE
Remove	NEGATIVE	POSITIVE

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**

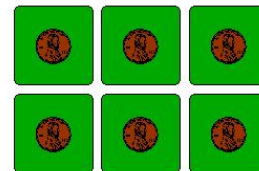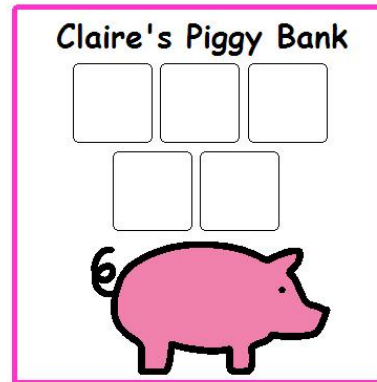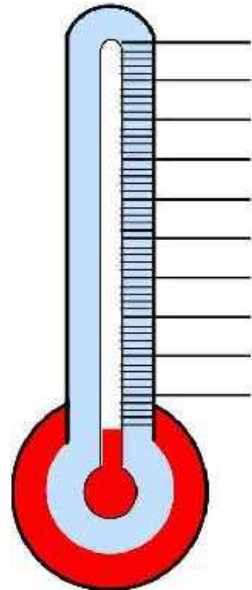## USE THE RIGHT REINFORCEMENT STRATEGY

- **Contingent vs. Non-Contingent vs. Punishment**

M Factor: Contingent Reinforcement
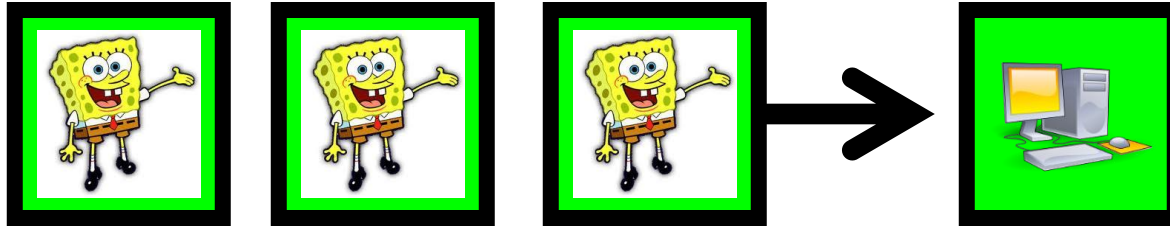
- **Do not use highly preferred items / interests**
- **Earn by amount of time or items rather than earn it or not**

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**

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www.CartoonStock.com
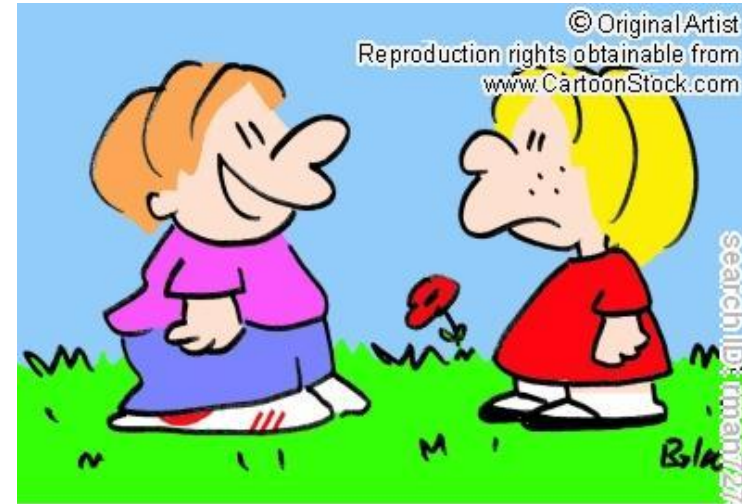
"The Principal suspended me — School is the only place in the world where you can get time off for *bad* behavior."

Functional Behavioral Assessment = Foundation for a PBIS Plan
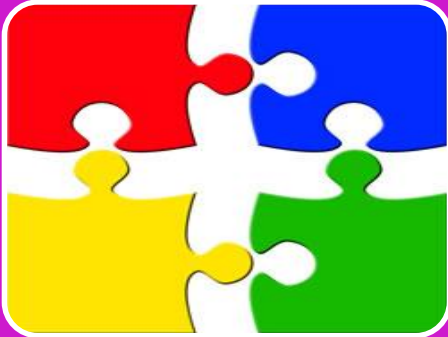
ANTECEDENT	BEHAVIOR	CONSEQUENCE
BEFORE	**DURING**	**AFTER**
PREVENT	**TEACH**	**RESPOND in ways that:**
challenging behavior from occurring in the first place….	new skills	Do not reinforce challenging behavior; Prevent further escalation

What Information is Needed to Answer TWO Questions:

1. What are the variables associated with the behavior?

2. What is the function?

FOUNDATION FOR A BEHAVIOR PLAN

ENGAGEMENT

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.

Date	Time	Subject	T1	T2	T3	T4	T5	T6	Gen Ed or Sp Ed
			Yes	Yes	Yes	Yes	Yes	Yes	
			No	No	No	No	No	No	G or S
			Yes	Yes	Yes	Yes	Yes	Yes	
			No	No	No	No	No	No	G or S
			Yes	Yes	Yes	Yes	Yes	Yes	
			No	No	No	No	No	No	G or S
			Yes	Yes	Yes	Yes	Yes	Yes	
			No	No	No	No	No	No	G or S
			Yes	Yes	Yes	Yes	Yes	Yes	
			No	No	No	No	No	No	G or S
			Yes	Yes	Yes	Yes	Yes	Yes	
			No	No	No	No	No	No	G or S
			Yes	Yes	Yes	Yes	Yes	Yes	
			No	No	No	No	No	No	G or S
			Yes	Yes	Yes	Yes	Yes	Yes	
			No	No	No	No	No	No	G or S

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**
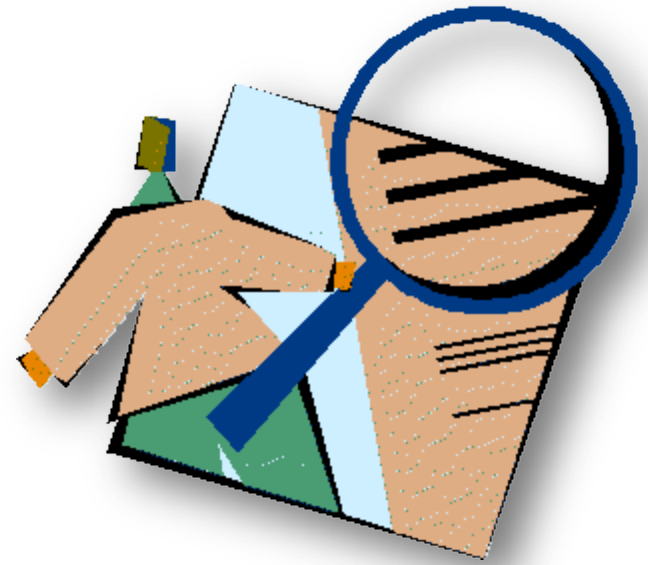
INDEPENDENCE

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.

Date:_____   Routine:_____

Steps of Routine	# prompts	Level of Assistance				
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4

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		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4

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		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4

Date:_____   Routine:_____

Steps of Routine	# prompts	Level of Assistance				
		0	1	2	3	4
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		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4
		0	1	2	3	4

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

NOTES:

Social Data

SOCIAL INITIATION

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.

	Date:	Date:	Date:
	Setting:	Setting:	Setting:
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			
	Total Time of Observation (in minutes):	Total Time of Observation (in minutes):	Total Time of Observation (in minutes):

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)**

Student Name (D.O.B.): _____ Date(s) of Observation: _____

Observer: _____

COMMUNICATION

Functions	Communicative Forms															
	Aggression	Tantrums/SIB	Crying/Whining	Echolalia	Nods Yes/No	Gestures/Pointing	Approaches/Takes Hand	Single Words				Phrases				Complex Communication
								Speech	PECS	Other AC	Sign	Speech	PECS	Other AC	Sign	
Requests Object/Food/Event																
Requests Adult to Act																
Requests OUT of Activity/Task																
Requests Help																
Responds Appropriately (e.g. to a greeting/question)																
Chooses Person/Activity/Object																
Protests Change in Routine																
Protests Adult Action																
Protests Loss of Something																
Indicates Pain																
Indicates Affection																
Shares Information																
Initiates Interaction w/Peers																
Initiates Interaction w/Adult																
Sustains Interaction (turn-taking for at least 2 exchanges)																
Other: Describe																

NOTES:

Functional Behavioral Assessment:
What are the VARIABLES Associated with the Behavior?
Foundation for a PBIS Plan

CONDITIONS BEFORE

Antecedent	Behavior	Consequence

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

Getting Information About Variables

Scatterplot: Potential Variables / Function?

Student: Jason

Observer: <u>Stichter</u>

TARGET BEHAVIOR:

When asked to work will refuse to begin to work and repeat concerns about ability to do work correctly.

Dates: <u>4-25-99 – 5-5-00</u>

DATES

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

O   Behavior did not occur   **X**   Behavior occurred   **/**   Did not observe

ABC Data Collection

Antecedent	Behavior	Consequence
What happens BEFORE	**What happens** DURING	**What happens** AFTER
When Ø / Where Ø / With Whom Ø / Under What Conditions Ø		Cues to Function

Example ABC Chart:
Potential Variables / Function?

	Antecedent		Behavior		Consequence
Lang Arts	When asked to work on independent work.		Jason sits & initially does nothing, and then begins to verbal perseverate over why it won't be right.		Teacher comes over and talks/reasons with him and he gets started doing his work.
Science	Class working on independent assignments, teacher busy with a peer.		Jason mumbles "I can't do this, it's all wrong."		Teacher sees him not working, tells him to begin, and stands next to him telling him it's not wrong up until he begins. (<5 mins.)
Spec. Ed.	When given multiple worksheets		Jason sits quietly at desk looking around the room and eventually begins to verbally perseverate over his ability to do the work correctly.		Begins work shortly after the teacher sits at table with him.
Math	When given independent work, teacher immediately goes to Jason for support / assistance.		Jason immediately gets to work on his math assignment.		Teacher monitors the class and periodically (every 8-10 minutes) checks on Jason to see if he needs help.

Functions of Behavior

GET Something
(Positive Reinforcement)

INTERNAL

Relaxation
Self-Stimulation
Justice/Fairness
Sensory Input
Enjoyment

EXTERNAL

Attention
Choice
Objects/$
Praise
Preferred
Activities

AVOID Something
(Negative Reinforcement)

INTERNAL

Failure
Embarrassment
Boredom
Anxiety

EXTERNAL

Task
Sensory Input
Peers/Teacher
Homework
Chores
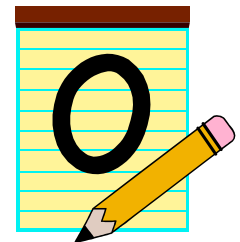
Avoid Assumptions / Attributions

Fundamental Attribution Error

- **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"**

Determining Function

Ask:

If non-contingent access / avoidance, will the behavior stop?

What is the FUNCTION?
Get or Avoid? Skill or Performance?

ANTECEDENT	**BEHAVIOR**	**CONSEQUENCE**
BEFORE	**DURING**	**AFTER**
PREVENT	**TEACH**	**RESPOND in ways that:**
challenging behavior from occurring in the first place….	new skills	Do not reinforce challenging behavior; Prevent further escalation

MEETING MECHANICS

Problem Identification

Problem Specification

Brainstorm → **Cluster/ Prioritize**

Implementation Variables

Assign Responsibilities
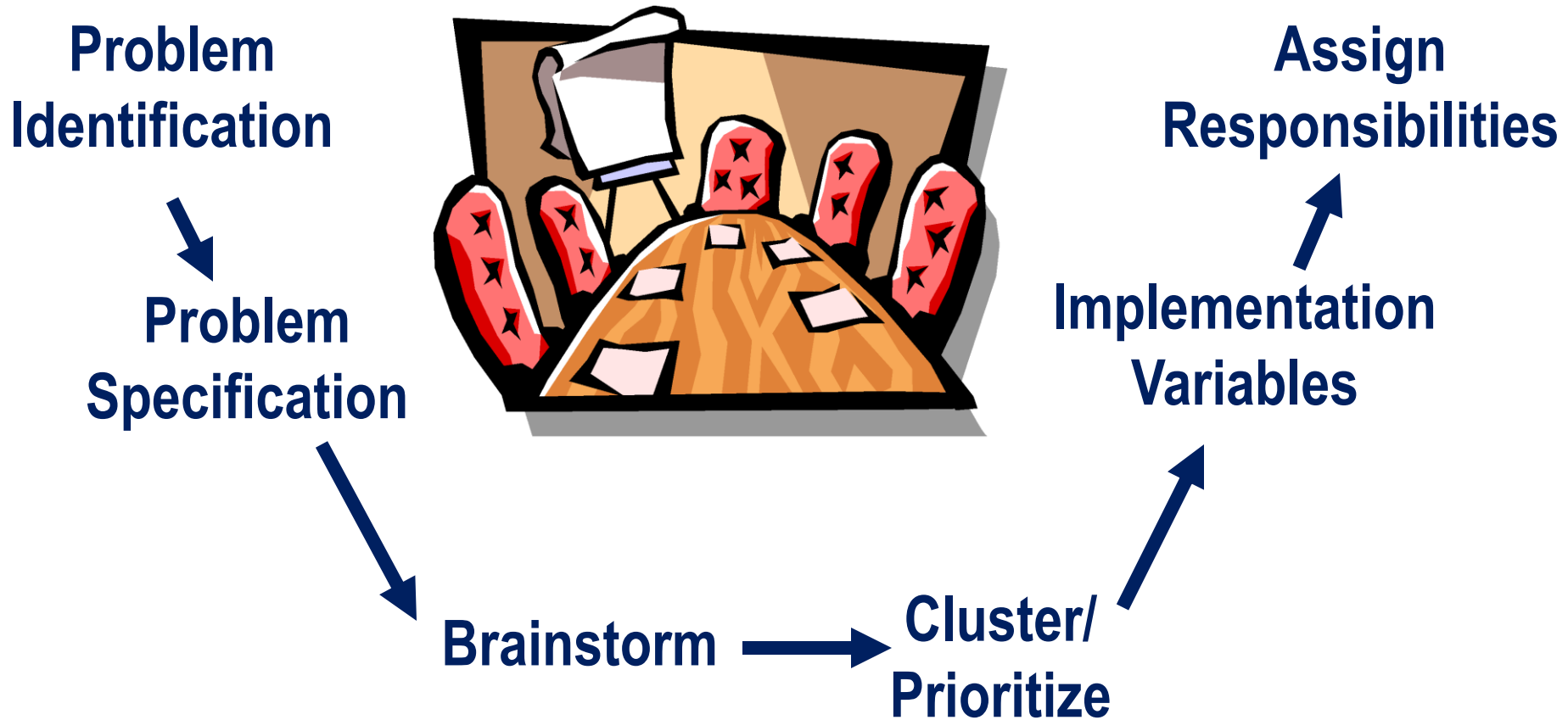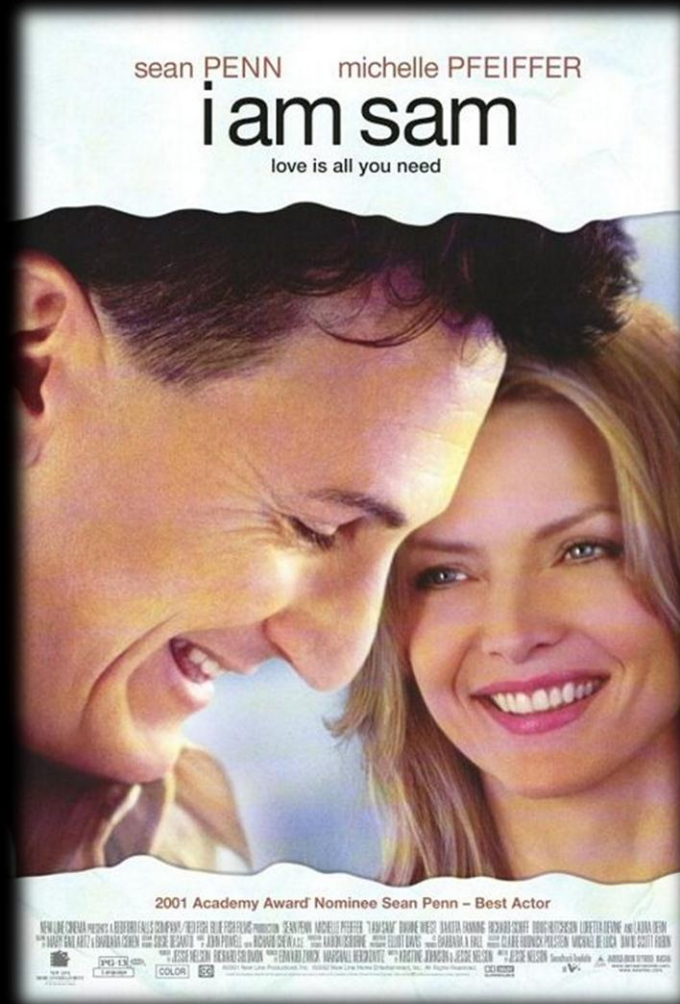
#5 Behavior-Ism:

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

EXAMPLES

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!!!
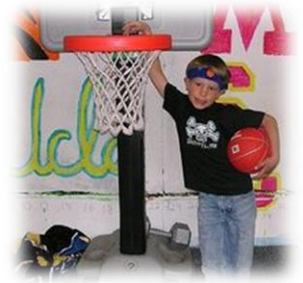
MAKE THE DETAILS VISUAL

"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

VOICE LEVELS

Hamilton Elementary — *Students and Teachers Are Remarkable!* — *Be a STAR at Hamilton!*
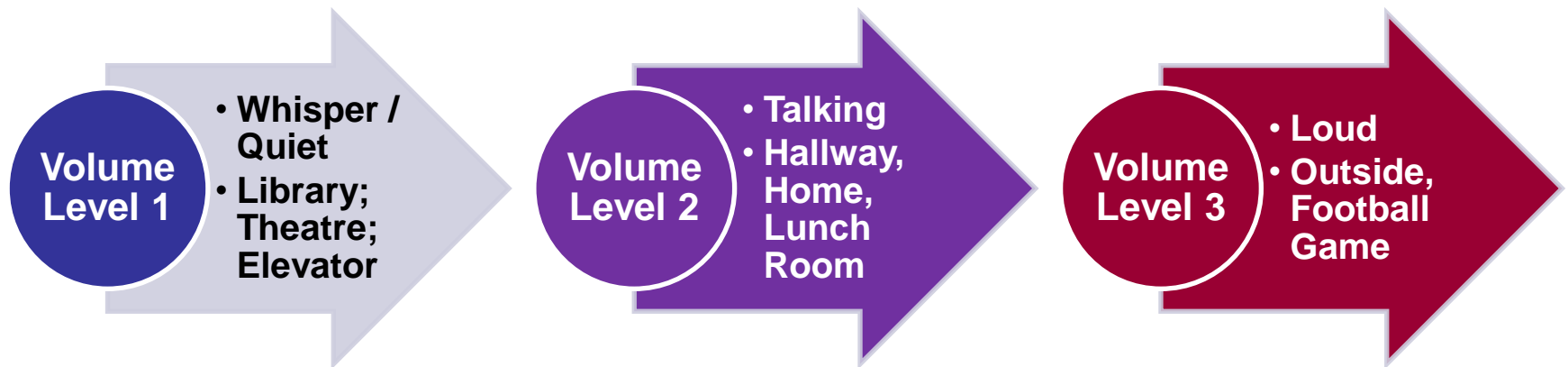
Level 0... No Talking

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
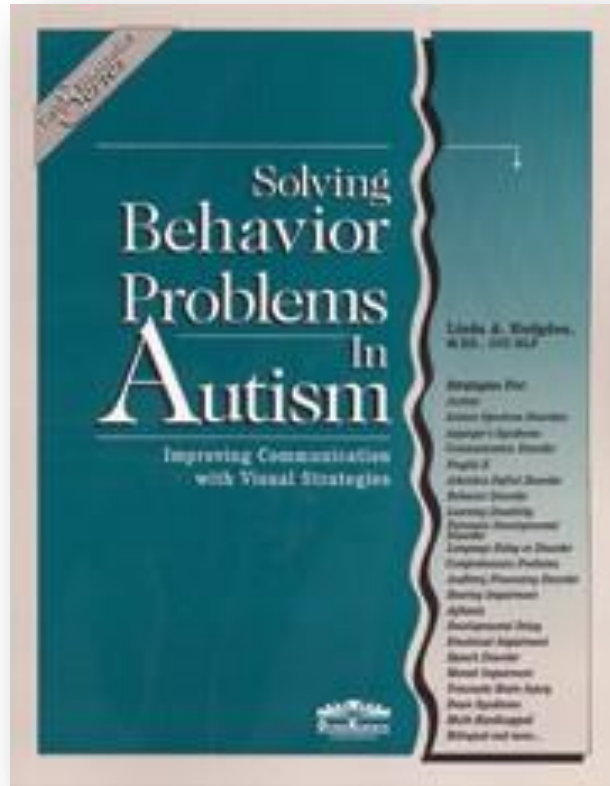
Determining WHEN to Use Visual Supports
First: Complete a Schedule Matrix

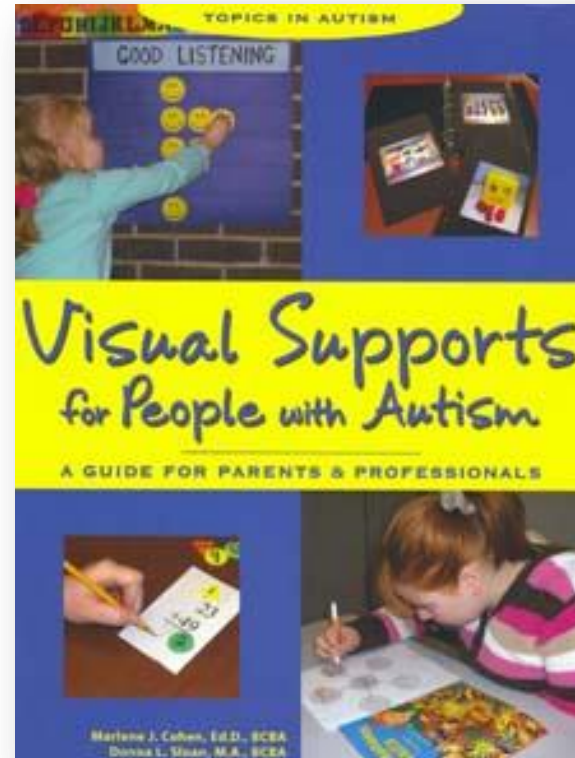| Schedule	Expectations & Instructional Outcomes	Current Level of Skill (Compared to Peers)	Current Supports / Strategies	Potential Goals / Strategies Needed
All Major Transitions / Subjects, etc.	Independence Social Communication Behavioral Academic IEP Goals	Independence Social Interaction Communication Engagement = Task Initiation, Participation & Task Completion (Output) Challenging Behavior	Visuals FCS Peers Accommodations / Modifications PBIS EBPs	Where skills break down = When student is not independent; not socially / academically engaged; has behavioral challenges; When student is not making progress.

#6 Behavior-Ism:

A visual schedule is non-negotiable!!

Picture And Word

Breakfast

Art

P.E.
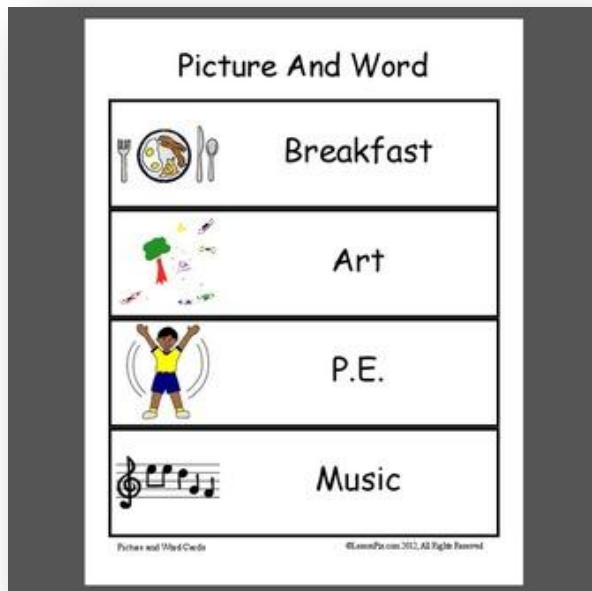
Music

Tommy's Schedule
Monday

	All Done
Put backpack in cubby	
Independent Work	
Morning meeting	
Reading Time reading group spelling work at desk	
Music Class	
Speech	
Lunch	
Recess	
Special Reading Group	
Pack up backpack	
Go home	

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**

Batavia High School
Daily Schedule

Block 1 7:35-9:07	Block 2 9:14-10:44	Block 3	Block 4 1:00-2:30
		"A" Lunch Lunch 10:51-11:23 Class 11:23-12:53	
		"B" Lunch Class 10:51-11:35 Lunch 11:35-12:09 Class 12:09-12:53	
		"C" Lunch Class 10:51-12:21 Lunch 12:21-12:53	

Academic Calendar

August	Semester 1		January	Semester 2		June
	Term 1	Term 2		Term 3	Term 4	

"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**

Cycle Day 3

Times	Activity/Location	(√)Done	*Changes
12:45-1:00	Students arrive at school		
1:00-1:40	Opening (in classroom)		
1:45-2:15	Music (in music room)		
2:15-2:40	Circle time (in classroom)		
2:40-3:00	Reading (in classroom)		
3:00-3:30	Teaching (in classroom)		
3:30-3:45	Pack-up (in classroom)		
3:45-4:05	Announcements/Leave School		

*Any changes in schedule

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
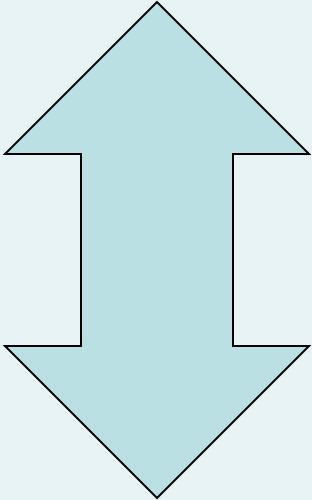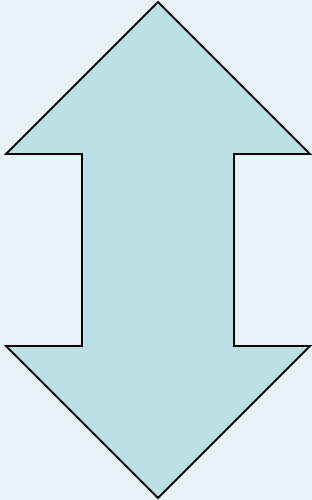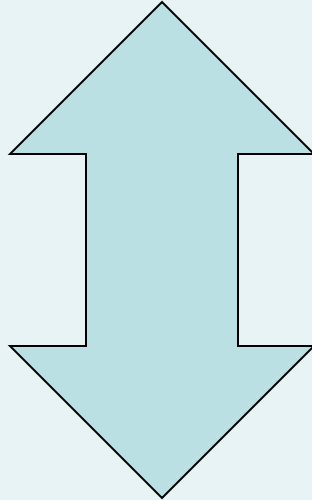
Create Prompt Hierarchy

LEAST Visual

Intermediate Model

Controlling Full Physical
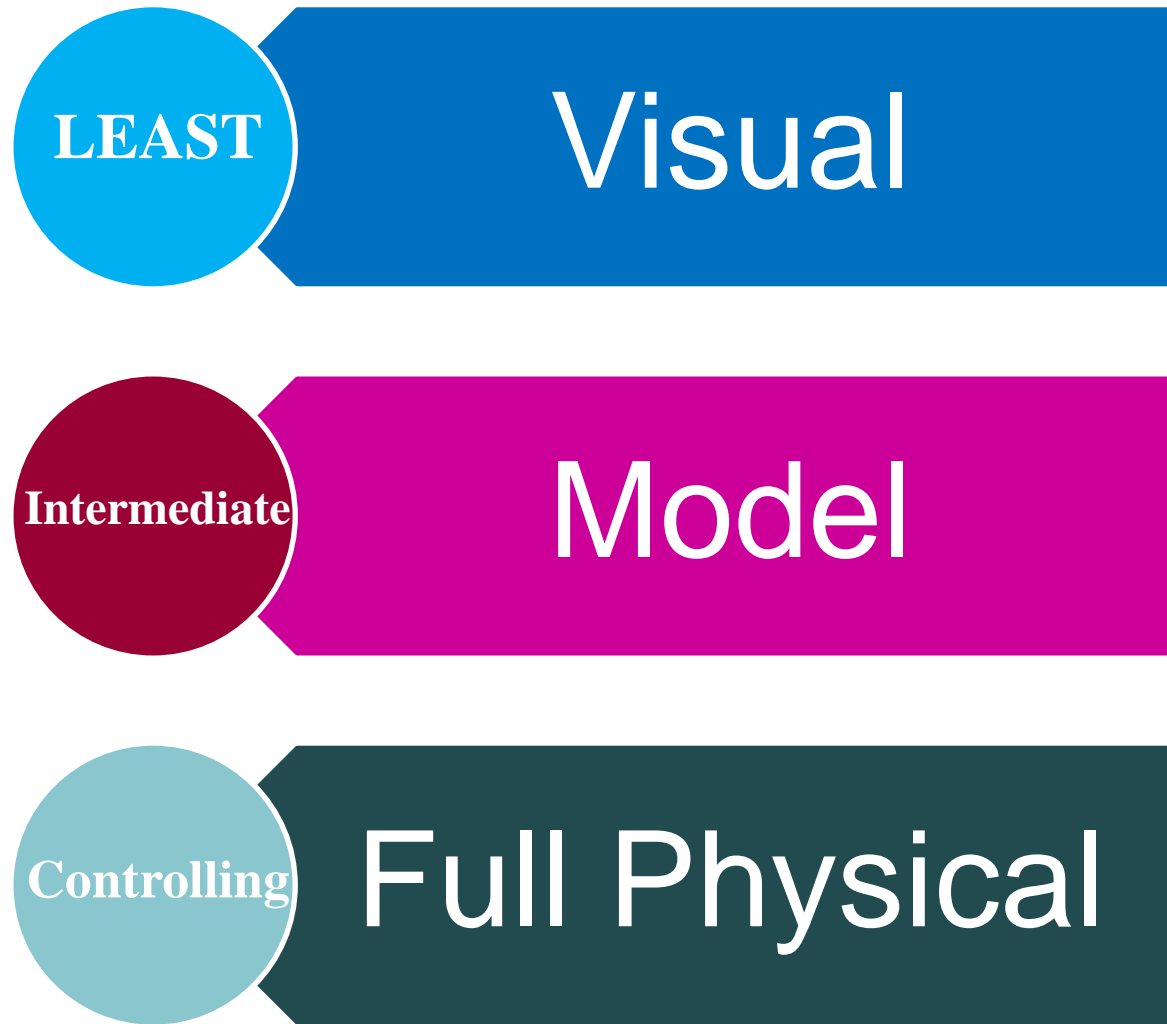
Using Prompting and Reinforcement = SHAPING

Baseline → **Successive Approximations** → **Target**
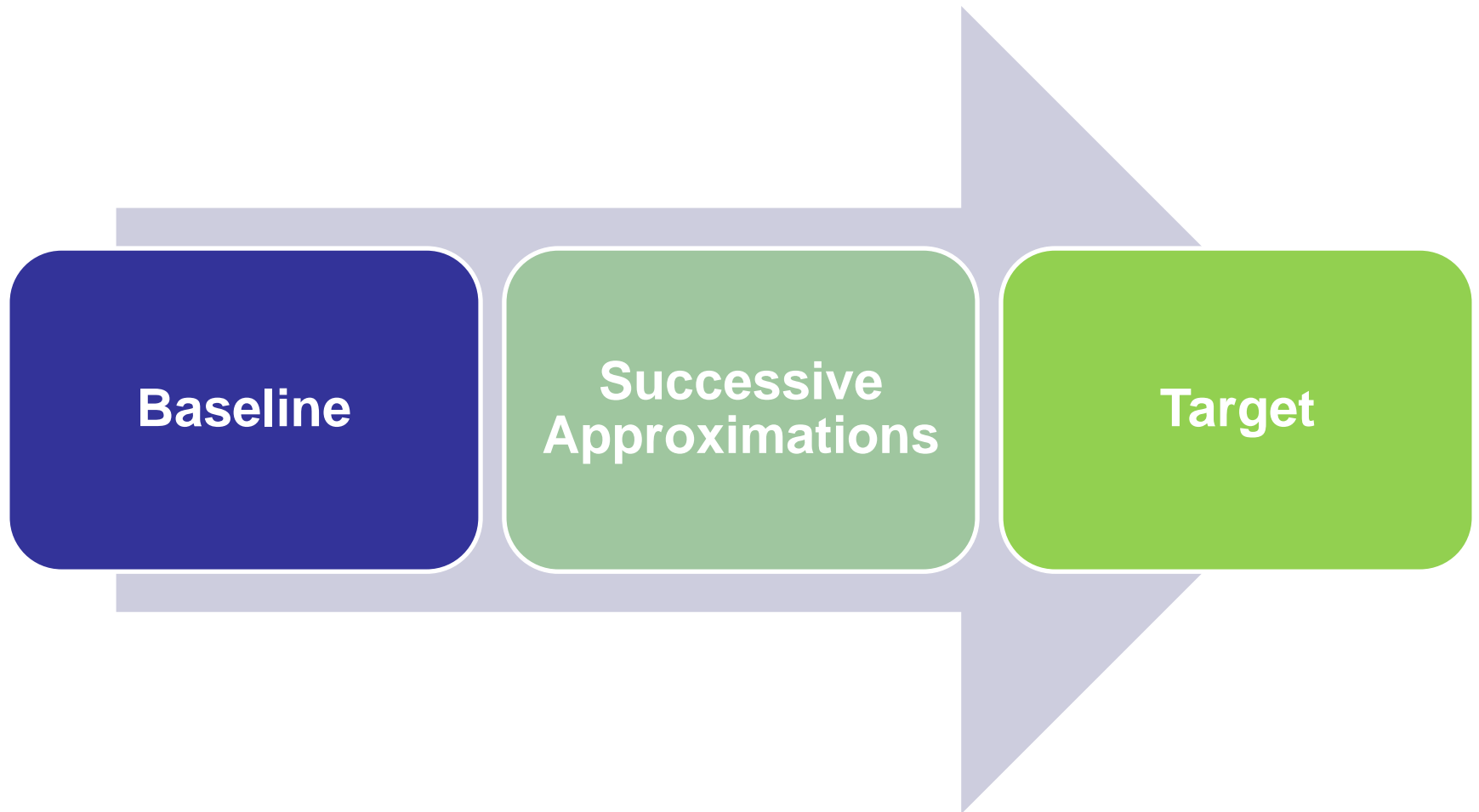
Effectively Teaching

Learning Level	Prompt Level	Differential Reinforcement Level
New Skill	**Most Prompting**	**Strong to Fade**
Mastered Skill	**Least Prompting**	**Natural**

Add Additional Visual Schedules, Mini-Schedules, Routines As Needed

Schedule	Expectations & Instructional Outcomes	Current Level of Skill (Compared to Peers)	Current Supports / Strategies	Potential Goals / Strategies Needed
All Major Transitions / Subjects, etc.	Independence Social Communication Behavioral Academic IEP Goals	Independence Social Interaction Communication Engagement = Task Initiation, Participation & Task Completion (Output) Challenging Behavior	Visuals FCS Peers Accommodations / Modifications PBIS EBPs	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
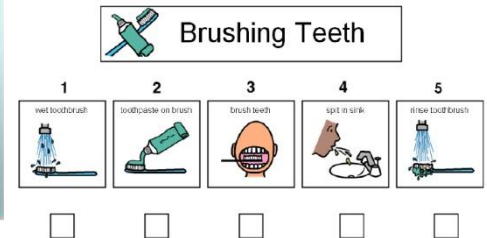
- ## Task / Routine Checklists (Self-Management)
  - ### Morning / Dismissal Routines
  - ### Materials Organization

- ## Social Narratives

#7 Behavior-Ism:

Use Preferred Interests!!

Embed P.A. in the Schedule

To Do	All Done
Math	
P.A. Choice	
Social Studies	
P.A. Choice	
English	
P.A. Choice	
Science	

CAUTION!!

High School Schedule

Hour	Room	Class	Teacher
1st		**Animal Research**	**Independent Study**
2nd		**Algebra I**	
3rd		**Science**	
LUNCH		**LUNCH** **Animal Research**	**Independent Study**
4th		**Language Arts**	
5th		**Social Studies**	
6th		**Support** **Animal Research**	

Self Management Systems

Alex's Schedule

Date: _____

| Level	Time in Level	Warp Pipe Rescue Peach	Data Collection
8-1			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
8-2			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
8-3			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
8-4 (Castle)			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
8-5			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
Lunch			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
8-7			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
8-8			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
8-9			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N
Rescue Peach			A was quiet in level Y N A accepted warp pipe from adult Y N A entered/left class w/o problem Y N

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
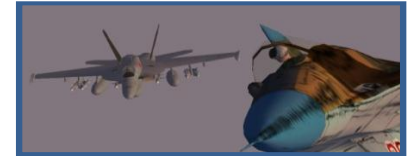
FLIGHT PLAN
DESTINATION: CAFETERIA HANGAR

- 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*
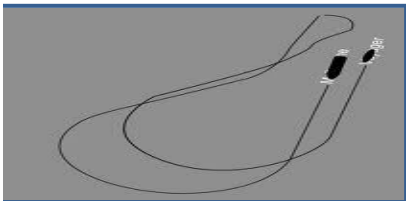
FLIGHT PLAN
DESTINATION: BAND ROOM HANGAR

- 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 SITATION – 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:
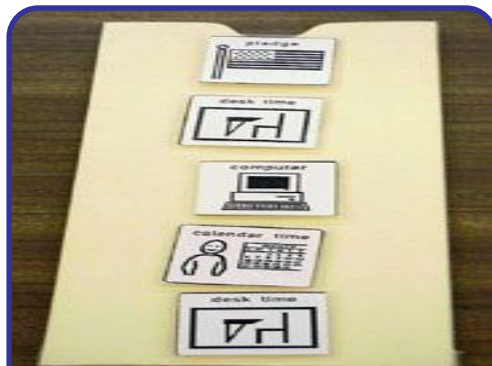
The Schedule

A Break

Time Away / Out

BREAK: Implementation Issues

- **PURPOSE of BREAK**
  - **Time w/out demands**
  - **De-escalate**

BREAK

- **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

PAUSE

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?**

#.9 Behavior-Ism:

Step into the Script

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
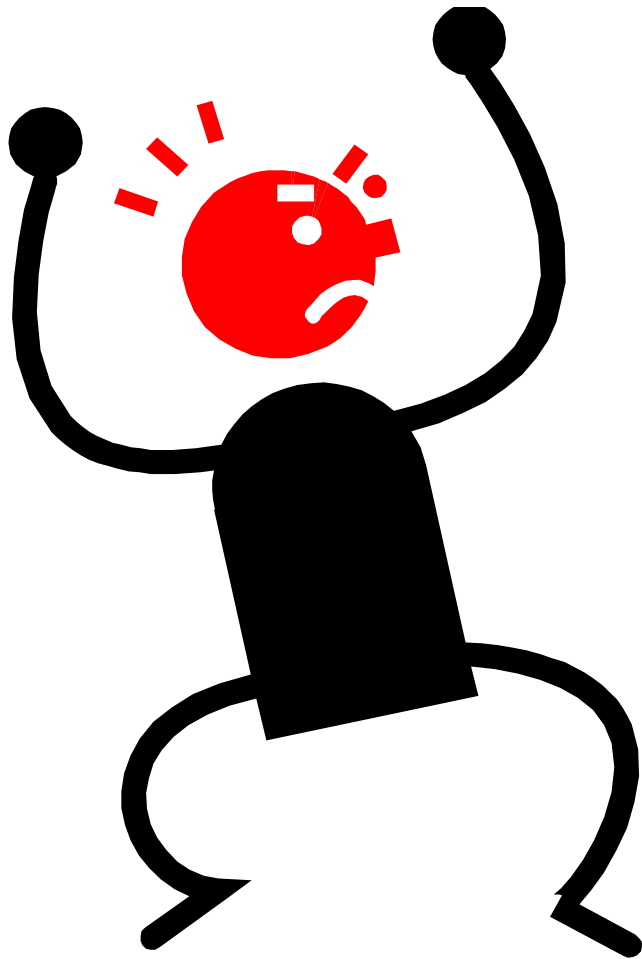
ALSO HELPS YOU MAINTAIN RATIONAL DETACHMENT

So, what does this look like?
How do I do this?
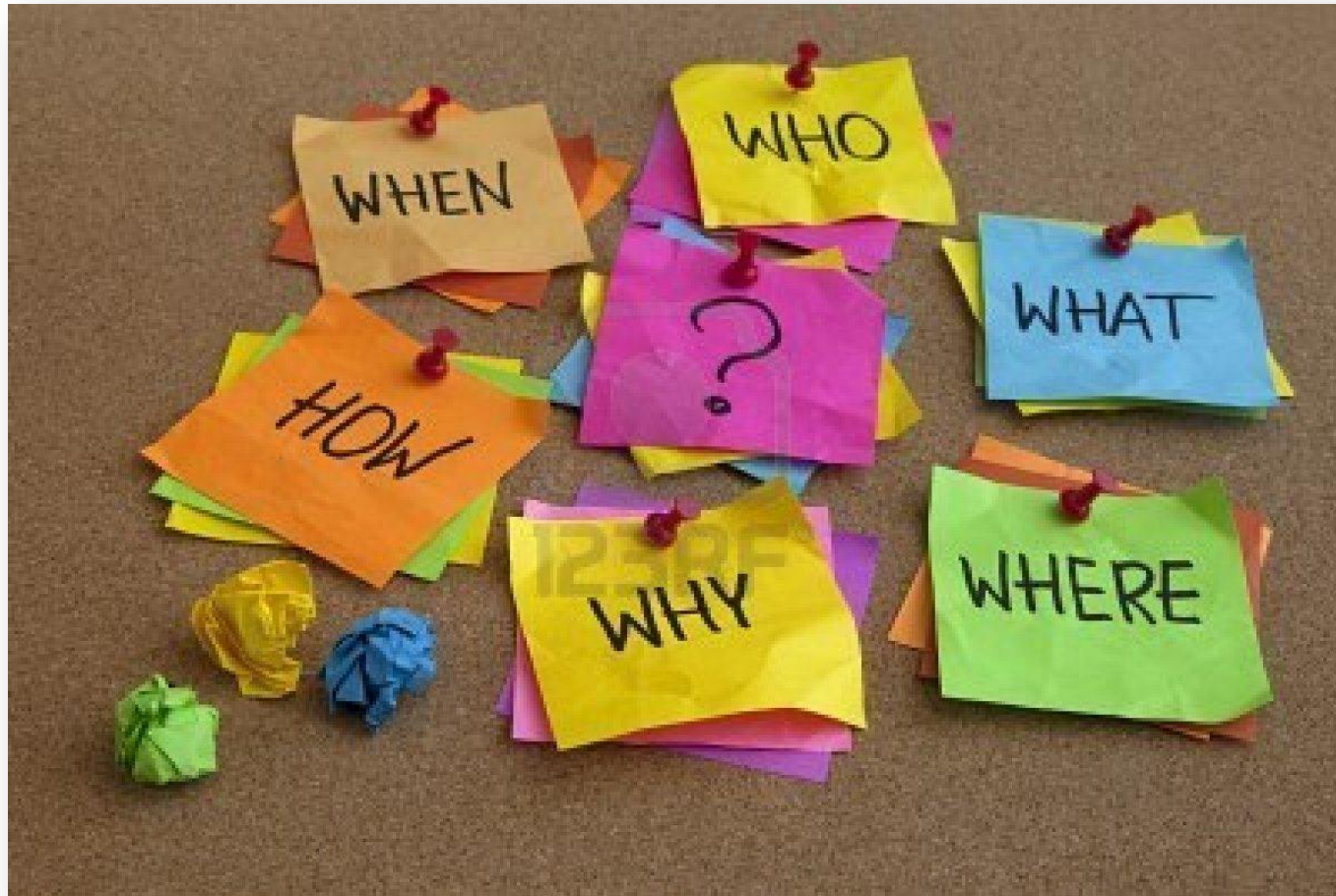
The Process of Escalation

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 the appropriate adult responses should be**

THE RAGE CYCLE – Brenda Smith Myles
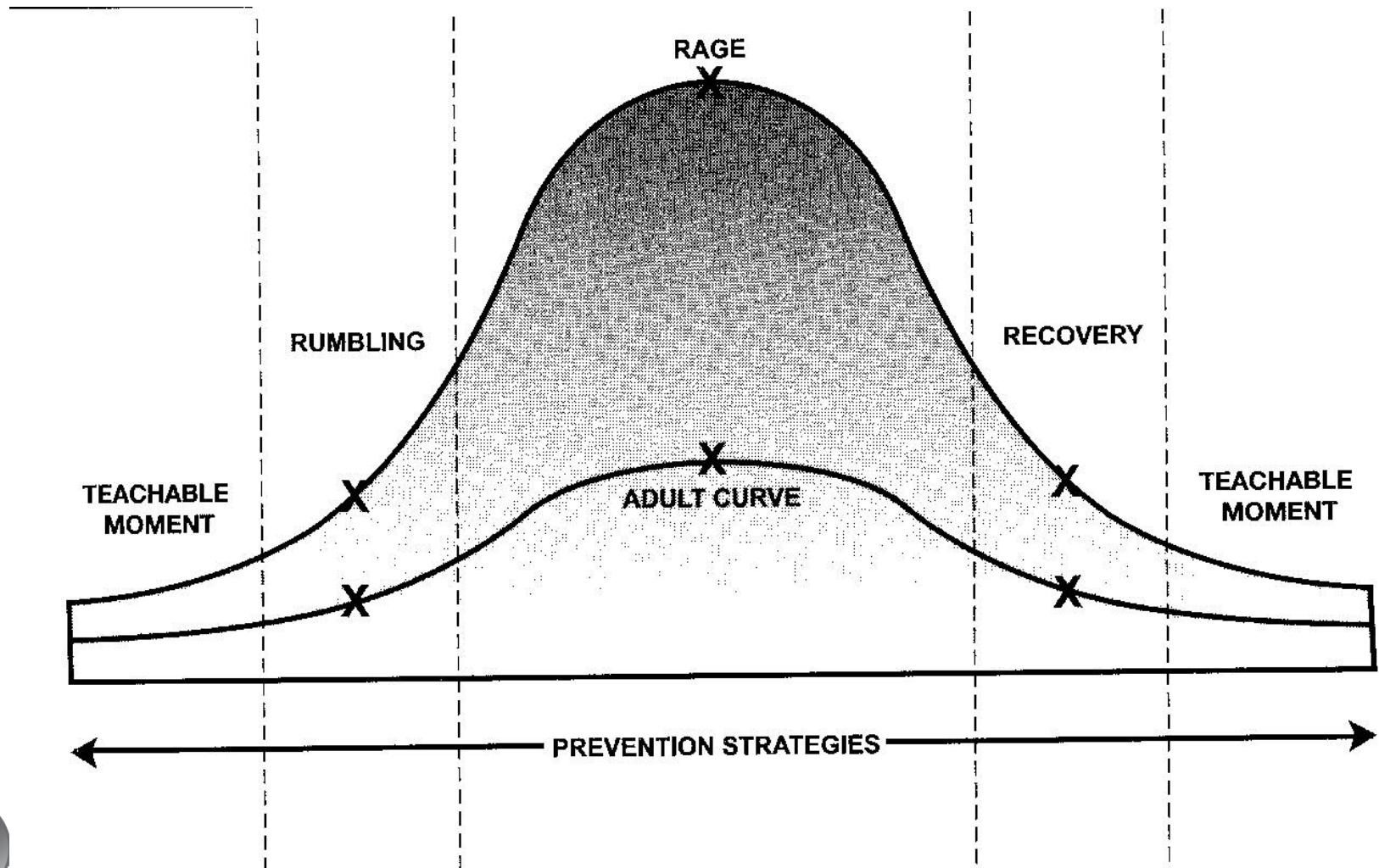
7 Phases of Acting-Out Behavior
Geoff Colvin (Sprick & Garrison)
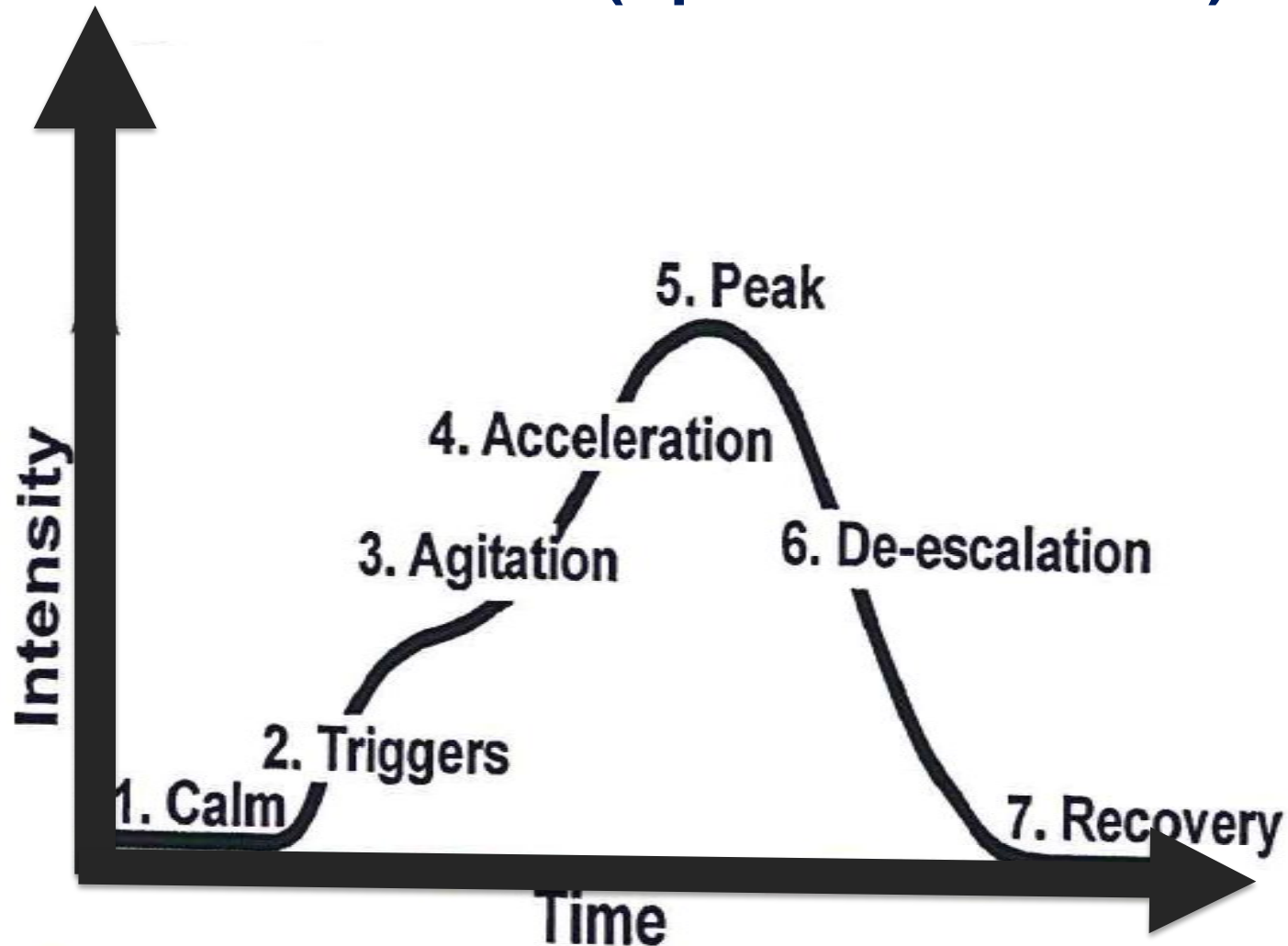
Kari Dunn Buron & Mitzi Curtis (Incredible 5 Point Scale)

The Anxiety Curve

This could include hitting, throwing, biting, swearing and crying

This is peak anxiety. It is not a time to talk, direct or problem solve

5

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

4

Redirection here can result in a ripped assignment. The person should be encouraged to relax rather than make any decisions

4

3

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

3

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.

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

Use calm redirection here

2

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.

1

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.

Incredible 5-Point Scale

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

Adapted from Kari Dunn Buron & Mitzi Curtis

Components of a Script

- **Non-verbal (paraverbals)**
- **Non-emotional**
- **Non-punitive**
- **Respe...**
- **...g component**
  - **Break**
    - **Strategies to reduce anxiety / frustration**
- **Levels with increasing restrictiveness**
- **Understanding of the stages and strategies in behavior escalation**

FOR THE STUDENT OR THE ADULT???
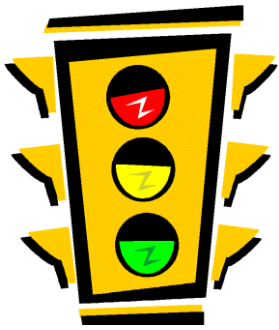
Script using a Scale
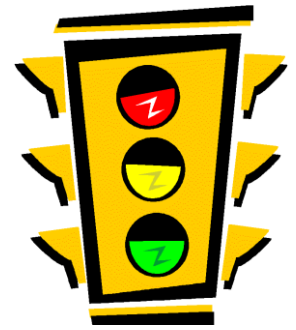
Behavior Script

Level 1: GREEN	Level 2: Anxiety	Level 3: Anger	Level 4/5: Crisis	Level 6: Recovery
What student says / does	What student says / does	What student says / does	What student says / does	What student says/does
What staff says / does	What staff says / does	What staff says / does	What staff 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

Level of Escalation	What STUDENT says / does; How STUDENT feels	What STAFF says or does; What STUDENT can do (ex. Choices / Options)
Level 5--Aggression	Physical aggression toward self / others.	• CRISIS PLAN
Level 4—Anger	Verbal aggression including threats of physical harm	• Forced break / time away
Level 3—Agitation	Noticeable increase or change in behavior	• BREAK to reduce stress; evaluate environment for potential stressors
Level 2—Anxiety	Slight change in behavior	• Strategies to alleviate anxiety
Level 1--GREEN	Appropriate behavior & following expectations	• Provide positive feedback / reinforcement

Level 3—Agitation	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.	• 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: 　o 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. 　o How long should break be? Typically no longer than 5 minutes. 　o How will the student request a break (ex. Break card, hall pass, verbal request, etc.) 　o 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: 　o Staff says "Johnny, it looks like you are at a level 3 <or yellow level>; it's time to take a break. 　o 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?" 　o 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." 　o 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.
Level 2—Anxiety	Student is off task, laughing or staring off into space; Whistling or clapping; Tone of voice may change; Puts head down and looks frustrated.	• 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: 　o 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). 　o 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." 　o If student complies, provide positive feedback and move on. 　o 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. 　o 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.
Level 1-- GREEN	Student follows instructions, is actively engaged in the learning / social environment, and is not presenting with behavioral challenges.	• 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."

Level of Escalation	What STUDENT says / does; How STUDENT feels	What STAFF says or does; What STUDENT can do (ex. Choices / Options)

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
		• Wayne RESA Behavioral Guidelines document may assist in developing time away procedures (http://www.resa.net/downloads/special_education_guidelines/behavior_intervention.pdf)
		• 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.).
		• 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.

Self-Management Plan

Student Name (DOB): Student A   **School (ISD, District, Building):** No Name   **Date:** In the Future

Level of Escalation	What I feel / think / do	What I can do
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**

Danger   Opportunity

- **PLAN for Crisis**
  - **Use LEAST INTRUSIVE strategy to:**
    - **PREVENT from further escalation**
    - **CORRECT current behavior**
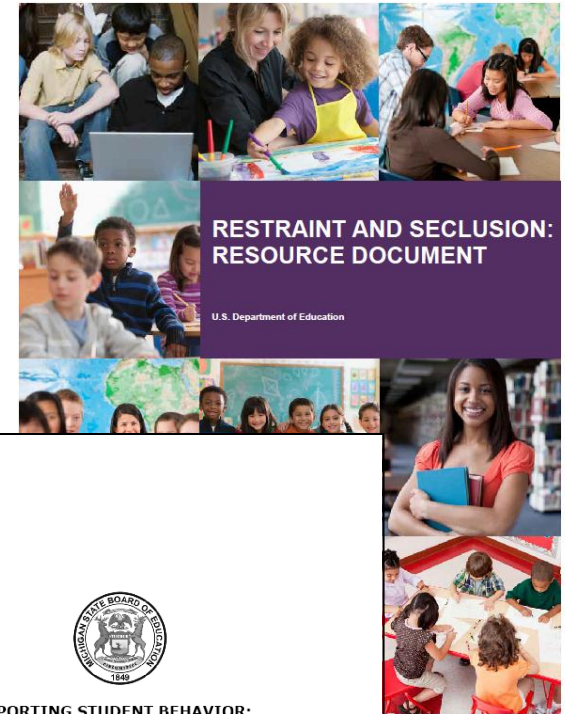   - **MAINTAIN safe environment**

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)**

RESTRAINT AND SECLUSION: RESOURCE DOCUMENT

U.S. Department of Education

SUPPORTING STUDENT BEHAVIOR: STANDARDS FOR THE EMERGENCY USE OF SECLUSION AND RESTRAINT

Adopted by the State Board of Education
December 12, 2006

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**

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!!

isms

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."
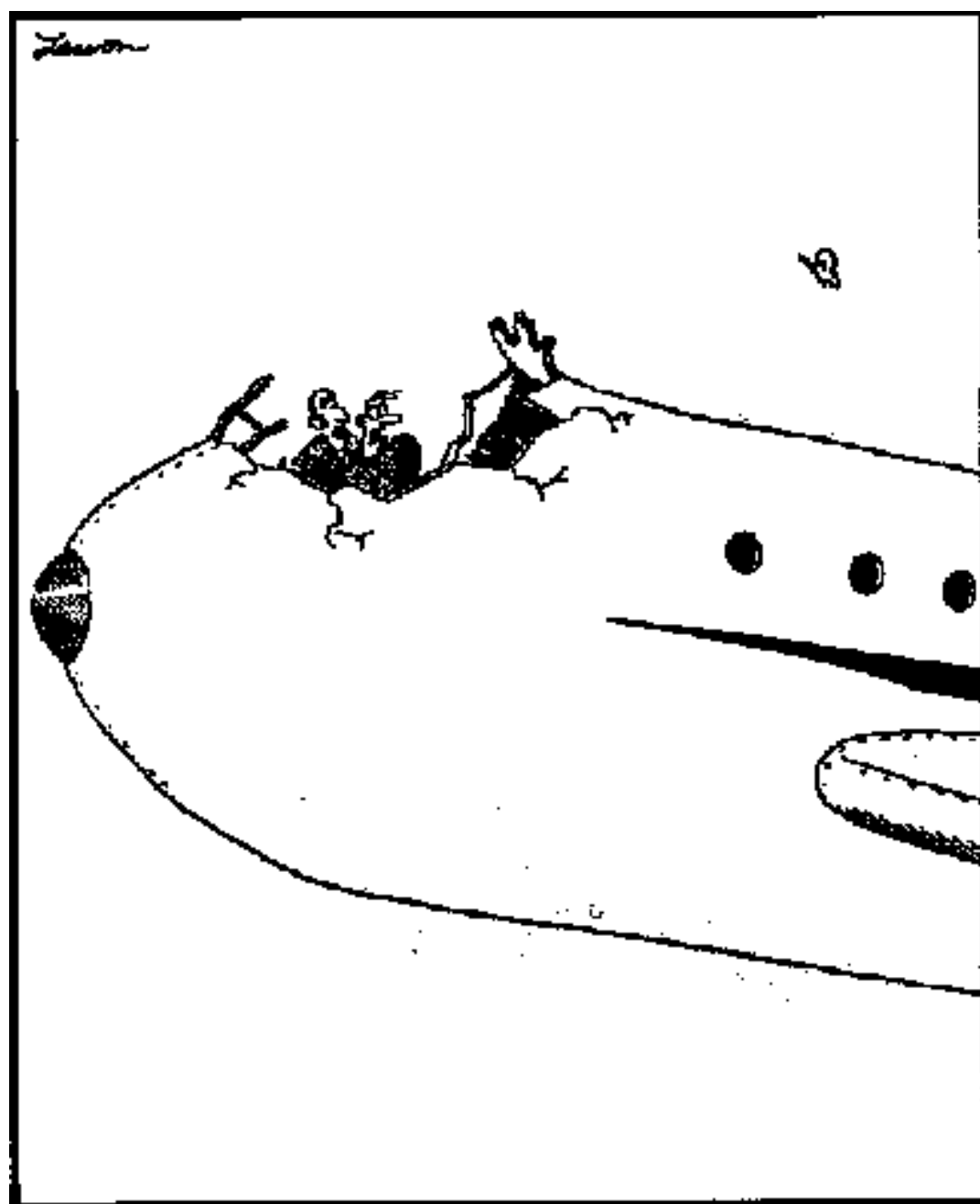
Chiam Ginott (1971)

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

SUPER HEROS

Medical Dictionary for Educators

Artery: study of paintings

Bacteria: back door of cafeteria

Barium: what teachers do when the principal dies

Bowel: a letter like A,E,I,O,U

CAT scan: searching for kitty

D & C: where Washington is

Dilate: to live long

Enema: not a friend

Genital: not a Jew

Impotent: distinguished, known

Morbid: a higher offer

Nitrates: cheaper than day rates

Node: was aware of

Pap Smear: a fatherhood test

Pelvis: cousin of Elvis

Rectum: darn near killed him

Seizure: a Roman Emperor

Tumor: more than one

Urine: opposite of you're out

Varicose: nearby

Vein: conceited

... and PEACE

© Alan & Sandy Carey

It's been a lot of FUN.