Sources

https://www.gvsu.edu/autismcenter/positive-behavioral-interventions-support-for-students-with-asd-90.html
Why we need to address problematic behaviors

Engagement

Socialization

Independence

MARSE Rules
CETA

Use the CETA as a place to start

CETA
Positively Stated Behavioral Expectations

Expectations are posted, clear and easy to understand

Expectations are taught, modeled and reviewed regularly

<table>
<thead>
<tr>
<th>Hallway</th>
<th>Playground</th>
<th>Cafeteria</th>
<th>Bus</th>
<th>Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be Safe</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk</td>
<td>Stay in your line</td>
<td>Have a calm body</td>
<td>Get on and off bus</td>
<td>Stay in your</td>
</tr>
<tr>
<td></td>
<td>Keep your backpack</td>
<td>while waiting in line</td>
<td>carefully</td>
<td>personal space</td>
</tr>
<tr>
<td></td>
<td>closed and on your</td>
<td>and eating</td>
<td></td>
<td>Work</td>
</tr>
<tr>
<td></td>
<td>back</td>
<td></td>
<td></td>
<td>Use materials or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>equipment appropriately</td>
</tr>
<tr>
<td><strong>Be Responsible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Go directly where</td>
<td>Dress appropriately</td>
<td>Make room for all of</td>
<td>Get on and off bus</td>
<td>Clean up after</td>
</tr>
<tr>
<td>you need to be.</td>
<td>for the weather</td>
<td>your friends at the</td>
<td>carefully</td>
<td>yourself</td>
</tr>
<tr>
<td>Follow directions.</td>
<td>Be a problem solver.</td>
<td>table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay to the right</td>
<td>Tell an adult if you</td>
<td>Be a problem solver.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>on the stairs</td>
<td>see an unsafe</td>
<td>Clean up your space.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>choice</td>
<td>Follow directions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Line up when the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>signal is given and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>use a voice level 1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow directions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be Respectful</strong></td>
<td>Enjoy the artwork</td>
<td>Use kind language.</td>
<td>Use good manners.</td>
<td>Work cooperatively:</td>
</tr>
<tr>
<td></td>
<td>Look both eyes</td>
<td>Take turns.</td>
<td>Raise your hand if</td>
<td>Listen carefully.</td>
</tr>
<tr>
<td></td>
<td>out only.</td>
<td>Be a good sport.</td>
<td>you need in adult’s</td>
<td>while others speak.</td>
</tr>
<tr>
<td></td>
<td>Stay in your</td>
<td>Respect nature.</td>
<td>help.</td>
<td>Be considerate.</td>
</tr>
<tr>
<td></td>
<td>personal space.</td>
<td>Follow game rules.</td>
<td>Wait patiently and</td>
<td>Show kindness to</td>
</tr>
<tr>
<td></td>
<td>Voice level 0 or 1.</td>
<td></td>
<td>quietly in line.</td>
<td>others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Voice level 0 or 1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use kind language.</td>
<td></td>
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<td>Use kind language.</td>
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</tr>
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<td></td>
<td></td>
<td></td>
<td>Voice level 0 or 1.</td>
<td></td>
</tr>
</tbody>
</table>

Model and Practice Expectations
Positive Feedback

Positive feedback is provided frequently

More positive feedback is provided than negative

5:1 Ratio
Positive Feedback

When utilizing positive feedback in a positive behavior intervention plan, be sure to tailor it to the student.

Could use a token, a gesture, or verbal language.

Consider when, where and how positive feedback is given.
Reinforcers

Individualized

Varied

Used for motivation, engagement and independence

Anything that increases the likelihood of a behavior recurring
<table>
<thead>
<tr>
<th>Positive added</th>
<th>Positive Reinforcement</th>
<th>Negative Reinforcement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive</td>
<td>Desired</td>
<td>Aversive</td>
</tr>
<tr>
<td>Negative</td>
<td>Aversive</td>
<td>Desired</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Punishment</th>
<th>Positive Punishment</th>
<th>Negative Punishment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aversive</td>
<td>Speeding ticket, DMV Hearing, Reckless driving</td>
<td>Desired</td>
</tr>
<tr>
<td></td>
<td>Recess</td>
<td></td>
</tr>
</tbody>
</table>
Tools to use with reinforcement

AFIRM Tip Sheet

AFIRM Step by Step
Proactive and Preventative Strategies

Used to prevent negative behaviors

First/then cards

Visual schedule

Physical strategies

Visual prompts and supports
Tools for Prevention

Visual Schedules

Self Management Plans

Functional Communication

Visual Tools
Visual Schedules
Self Management Plans
Functional Communication
Taking a Break

Break procedures are clearly specified

Students are taught to take a break

Break activities are used to calm the student but not reinforce the behavior
What is a break?

DEFINITION of BREAK
Time-limited reduction of demands
Purpose: De-escalate

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

Choices

Length of Break

Return to Schedule Protocol

Data
Teaching Break
Response to Inappropriate Behavior

Adults consistently and promptly follow through with planned non reinforcing responses for problem behaviors

Non emotional and non punitive

Adults limit verbal language

Use a script

Crisis Plan/ START example
Positive Behavioral Intervention and Support Plans

PBSP, BIP, PBIP

Crisis Plan

Based on function, determined by FBA

Focuses on how to teach alternative behaviors

Included response strategies for problem behaviors.
Teaching Appropriate Behaviors

How do you know you need more visuals?

Not independent

Not engaged

Presenting with behavioral challenges
7 HABITS OF EDUCATORS WHO DON'T USE VISUALS
1. Say instructions
2. Repeat instructions
3. Say first part again
4. Say last part again
5. Say all directions again
6. Notice off task behaviour
7. Repeat steps 1-7