The Top 10 Behavior-*ISMS*

February 26, 2015

Making Training More Effective

- **Humor**
- **Write notes / Please no side-bar conversations….**
- **Cell phones on silent**
- **Contribute- Ask questions**
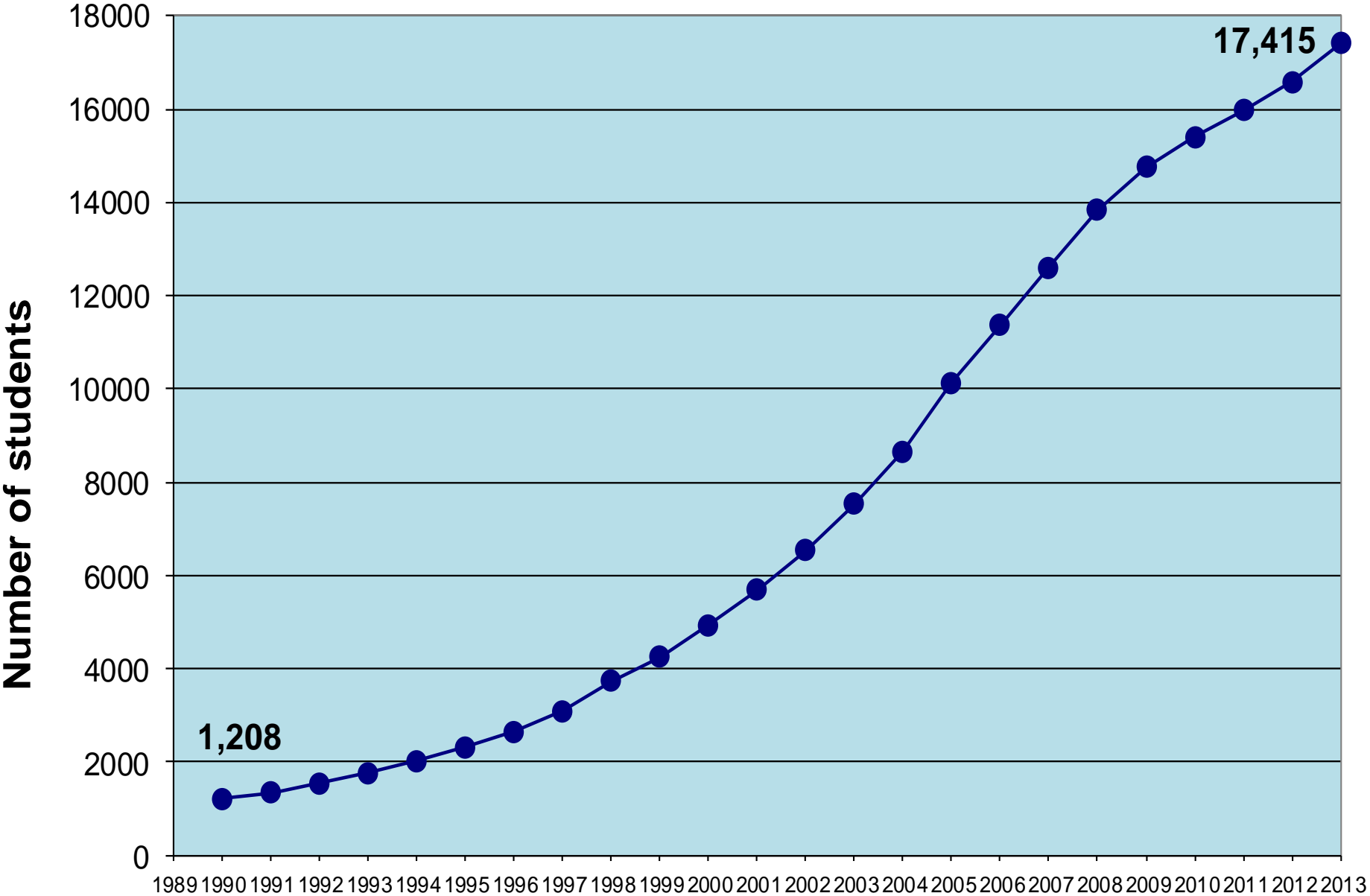- **Parking lot**
- **Utilize action plan (Handout #1)**

Ism:

a suffix added to the end of a word to indicate that the word represents a specific belief, practice, system, or philosophy.
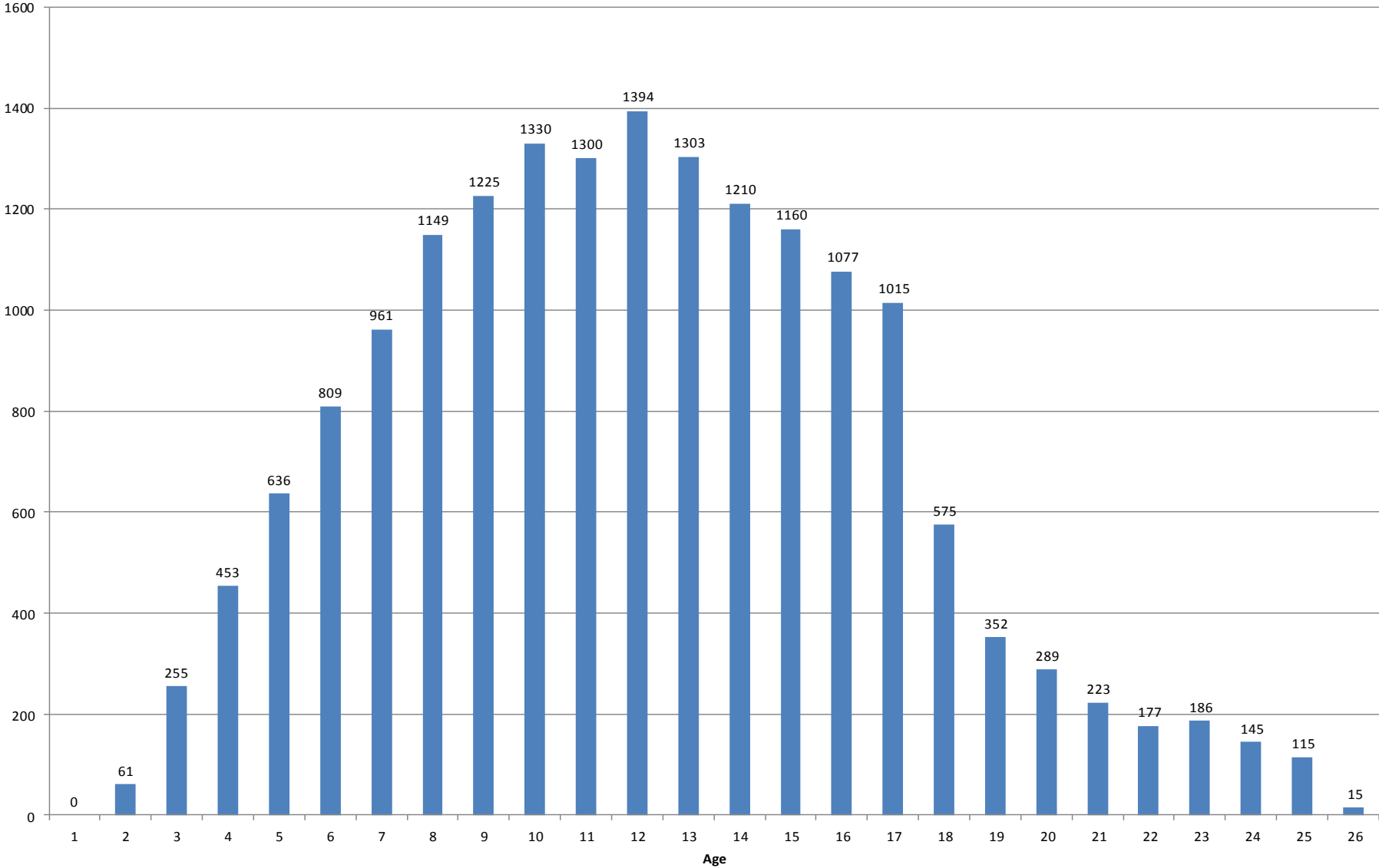
Ideas and Ideals
to live by:

Seuss-isms
Wise and Witty Prescriptions for Living from the Good Doctor
GIFT EDITION
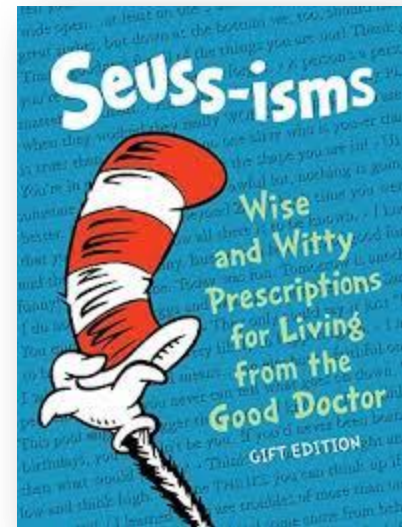
Michigan Students with an ASD Eligibility

Number of Michigan Students with ASD by Age
* Based on 2013 MDE, OSE Eligibility Count

Age	Number
1	0
2	61
3	255
4	453
5	636
6	809
7	961
8	1149
9	1225
10	1330
11	1300
12	1394
13	1303
14	1210
15	1160
16	1077
17	1015
18	575
19	352
20	289
21	223
22	177
23	186
24	145
25	115
26	15

Opinions; Opinions; Opinions!!!

#1 Behavior-Ism:

- **NO OPINIONS**

- **ALL DECISIONS INFORMED BY....**
  - **THE LAW**
  - **THE RESEARCH**
  - **THE DATA**

IDEA Regulations

- **Two fundamental requirements:**

  - **That the child will receive FAPE**

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

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…"

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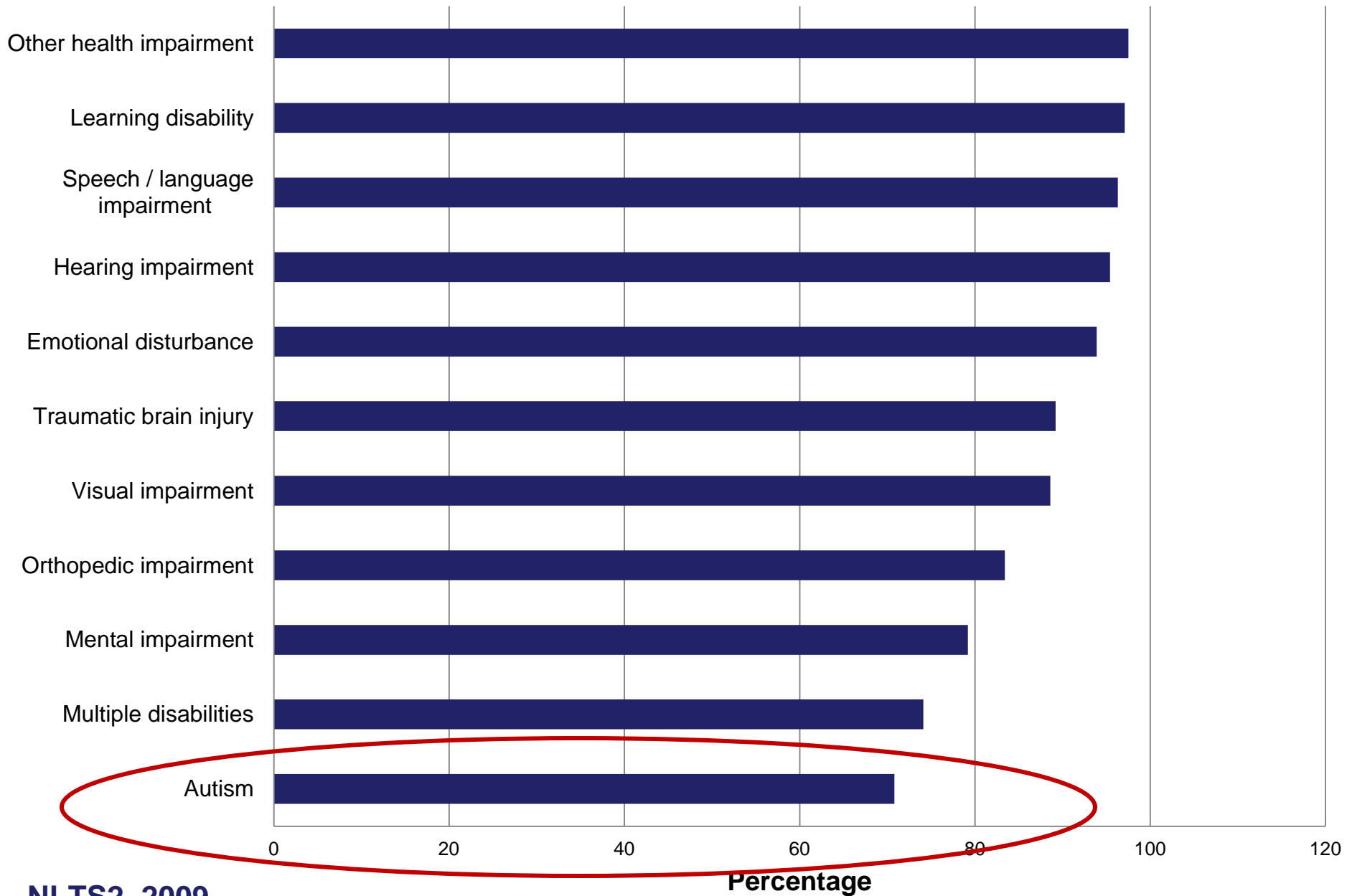 - Supported residence for ppl with special needs 7%
  - Other 7%

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

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

0   20   40   60   80   100   120

What predicts post-school employment?

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

- IQ, behavior problems, physical disability, and individual demographics *<u>did not correlate</u>* 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.

Washtenaw Interagency Network 4 Autism and the Ann Arbor/Ypsilanti Regional Chamber...

Invite You To A
Community Conversation

on increasing employment for youth with disabilities

We invite you to an evening of conversation about how our community can increase employment opportunities for youth & young adults with disabilities. Join us as we explore together ways to create new opportunities in our community. We'll have an informal and engaging discussion over coffee and desserts.

Don't Blame the Lettuce!!!!

Evidence-Based Practices

- **Practices that have empirical support**

- **Practices that show effectiveness through documented improved outcomes (DATA)**

- **NOT:**
  - **"I think this works pretty dang good"**
  - **"I like (or don't like) this strategy"**
  - **"This is what I use (or don't use) in my classroom"**
  - **"I've seen this work" OR "I heard this works"**

START

STatewide Autism Resources & Training

www.gvsu.edu/autismcenter

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

EBP Resources

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

OCALI

AUTISM INTERNET MODULES

- **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

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)

#2 Behavior-Ism:

Three Primary Goals:

- **Socialization: Peer to Peer**

- **Independence**

- **Engagement**

ST&RT

STatewide Autism Resources & Training

www.gvsu.edu/autismcenter

SOCIAL INITIATION
(Handout #2)

Social Data

Student Name (DOB): _____   Date:_____   Observer:_____

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

	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:

Low GPA Students: Absences
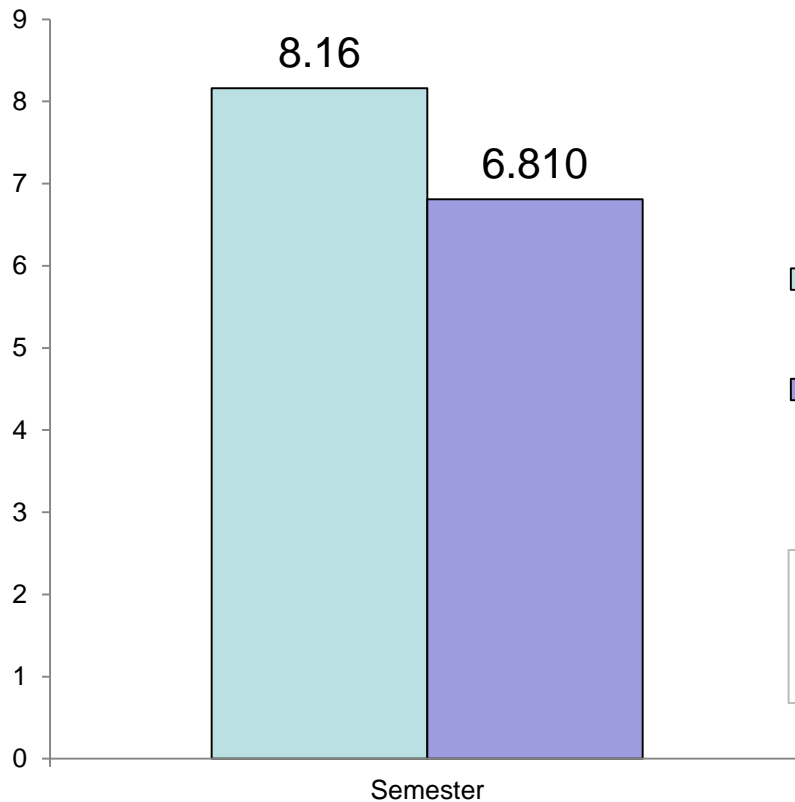
# of Days Absent

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

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

Low GPA Students

X-axis label: Semester

Low GPA Students: GPA Changes

GPA

- Before LINK participation
- First Semester as a LINK

Low GPA Students

1.92   2.43

Semester
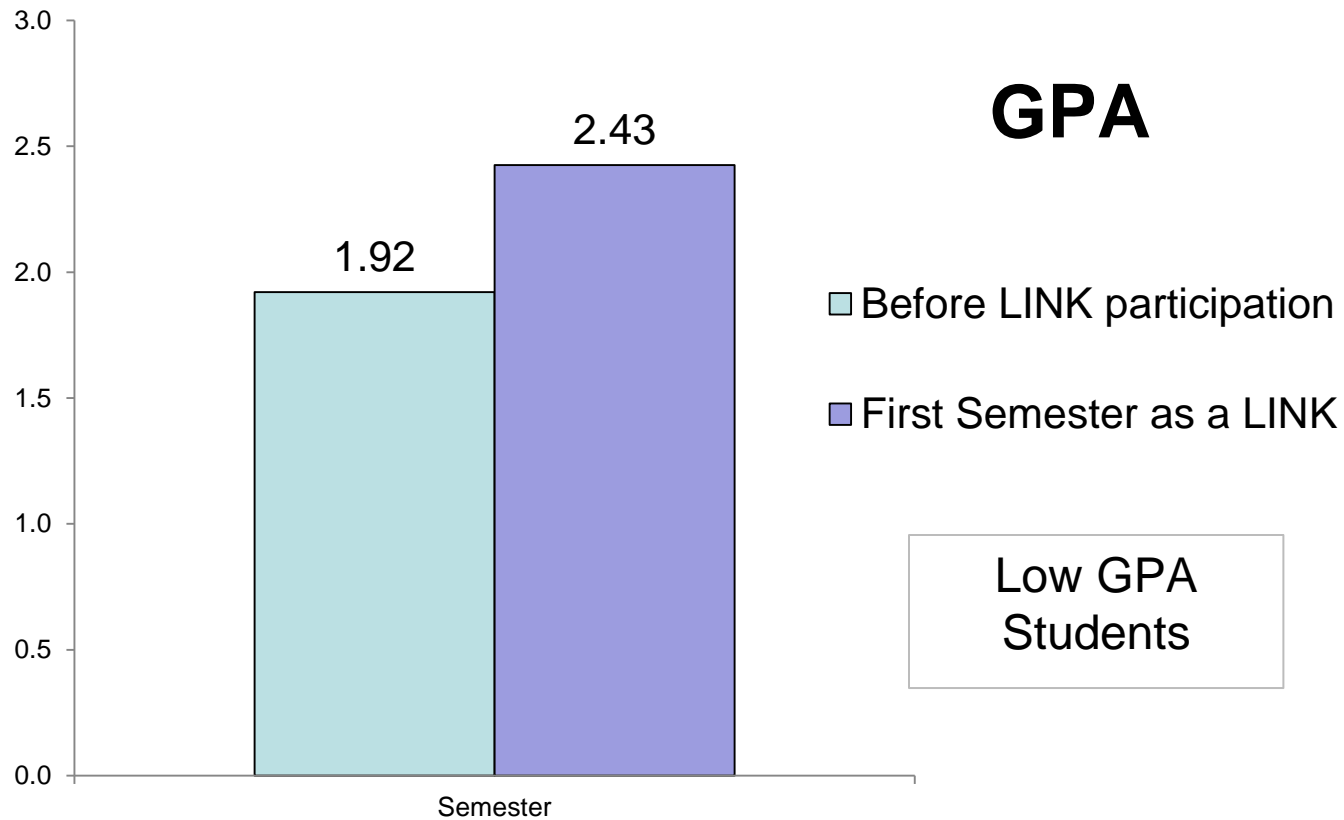
Students with Behavior Challenges: # of Behavioral Referrals

*Number of Behavior Referrals

☐ Prior to LINK participation

☐ First Semester as a LINK

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

#2 Behavior-Ism:

Three Primary Goals:

- **Socialization**
- **Independence**
- **Engagement**

INDEPENDENCE
(Handout #3)

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

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

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)

(Handout #4 and #5)

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.**

(Handout #6)

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:

Three Primary Goals:

- **Socialization**

- **Independence**

- **Engagement**

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: Engagement

Behavior

Social / Communication

ENGAGEMENT (Handout #7)

http://www.gvsu.edu/autismcenter/start-resources-55.htm
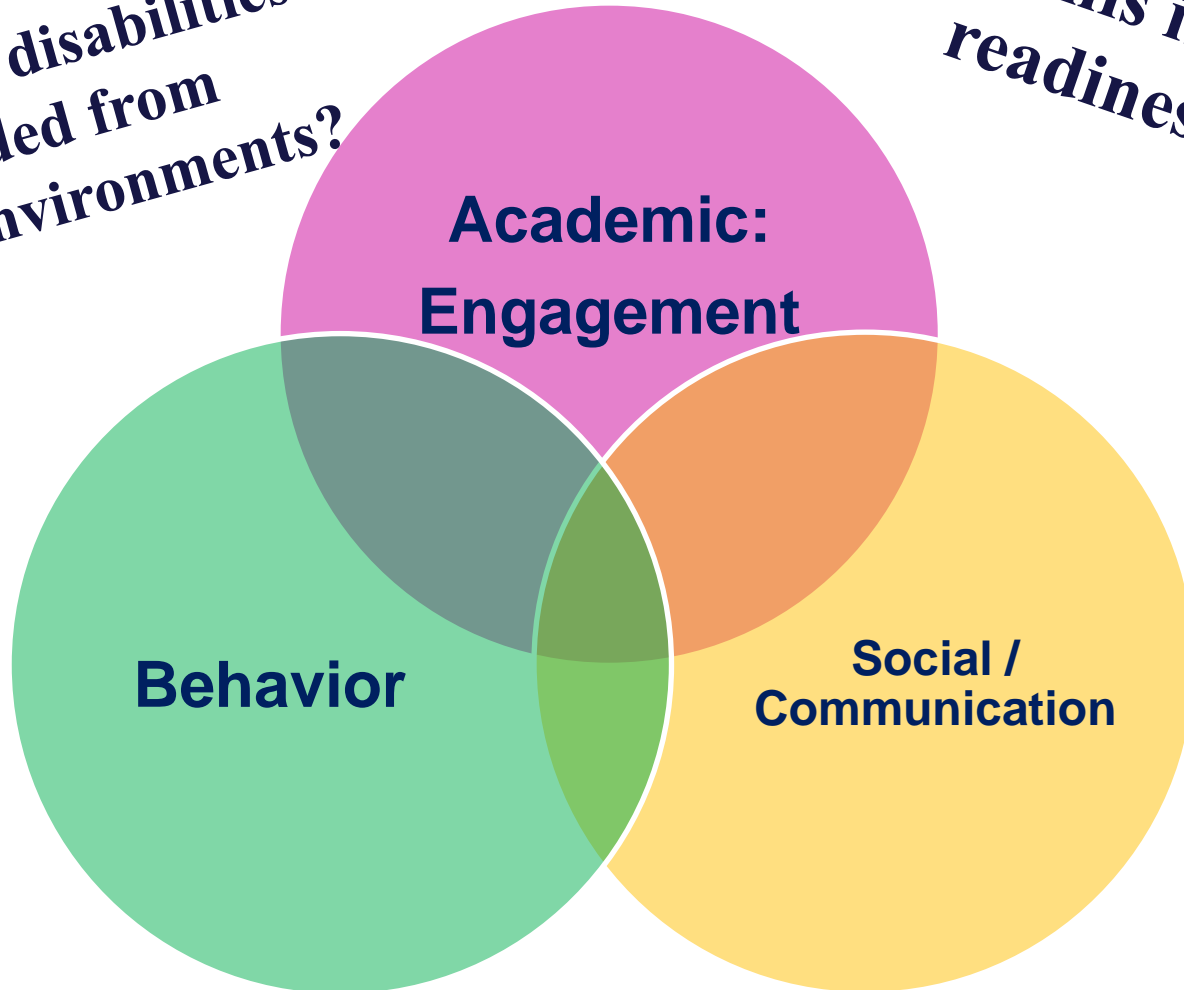
Engagement Data Sheet

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

#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; "

#4 Behavior-Ism:

THINK in

ABC

FBA

PBIS

FRONTLOAD

PBIS Implementation Guide
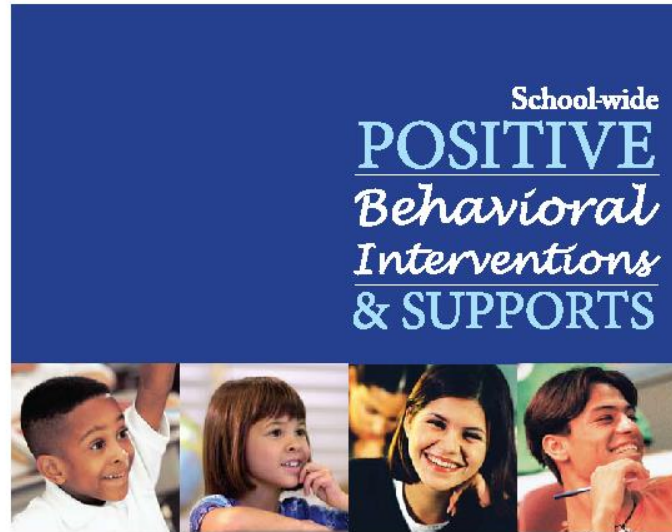
Implementation Guide
2010
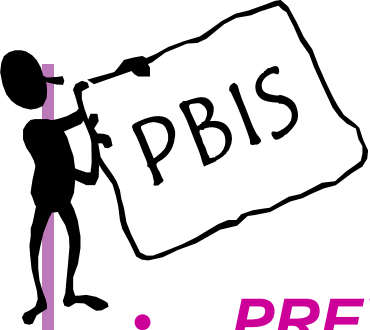
http://www.gvsu.edu/autismcenter/positive-behavioral-interventions-support-for-students-with-asd-90.htm

Primary Components of PBIS

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

- *TEACH* **new skills (educational)**

TELLING ISN'T TEACHING TOLD ISN'T TAUGHT

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 Skills to Teach

- **Engagement**

- **Independence**

- **Social Interaction**

- **Communication**

- **Systems (e.g. Visual Schedules & Supports)**

- **Self-Management (e.g. take a break)**
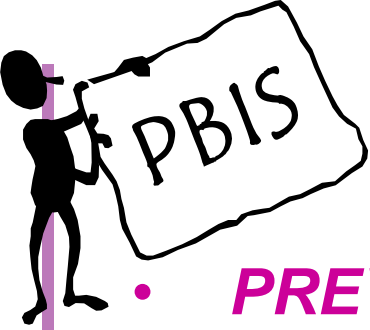
Primary Components of PBIS

- *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)**

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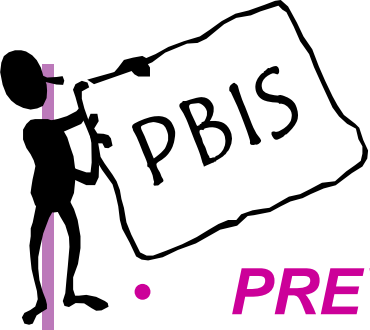
Primary Components of PBIS

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  - **Creating Supportive Environments**

- *TEACH* **new skills (educational)**

- *TEAM* **(Collaborative) Problem-Solving Approach**

  - **FBA was INTENDED as a team process!!**

    (Allday, et.al., 2011)

  - **NEED a variety of perspectives—more effective interventions (Goh & Bambara, 2012)**

  - **Increase implementation / accountability**

    (Benazzi, et.al., 2006)
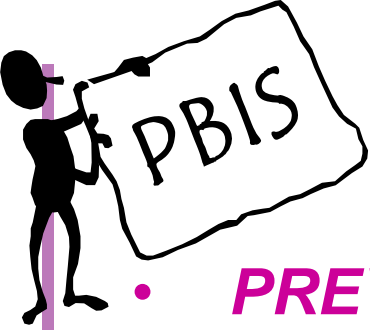
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Primary Components of PBIS

- *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)

Principles of ABA / FBA
Learning Theory 101
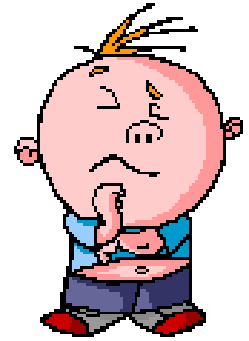
- **Behavior serves a FUNCTION! !**

- **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**

(O'Neill, et. al., 2014)

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**
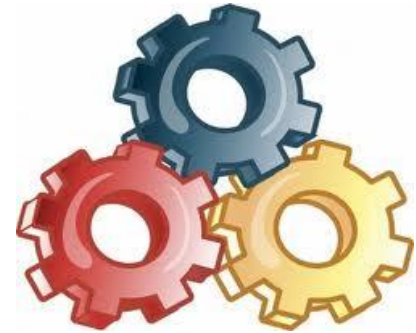
Old vs. New Thinking SUMMARY

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)

(Handout #8)

The ABC Paradigm

ANTECEDENT

BEFORE

BEHAVIOR

DURING

CONSEQUENCE

AFTER

Understanding BEHAVIOR using the ABC Paradigm

REINFORCEMENT

CONDITIONS BEFORE

PUNISHMENT

| Antecedent | Behavior | Consequence |
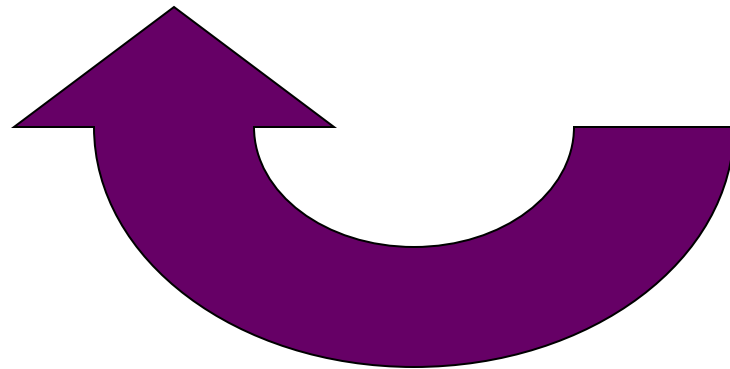
Responding to Behavior

	Reinforcement	**Punishment**
Positive = Give	**POSITIVE**	**POSITIVE Punishment**
Negative = Remove	**NEGATIVE (ESCAPE)**	**NEGATIVE Punishment**

M Factor: Reinforcement

- **PURPOSE / INTENT of Reinforcement:**

  <u>INCREASE FUTURE LIKLIHOOD OF BEHAVIOR</u>

  – **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**

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**

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

I am Sam Activity

- Choose a partner.

- Discuss and hypothesize what could be the functions of his behavior and discuss with a partner.
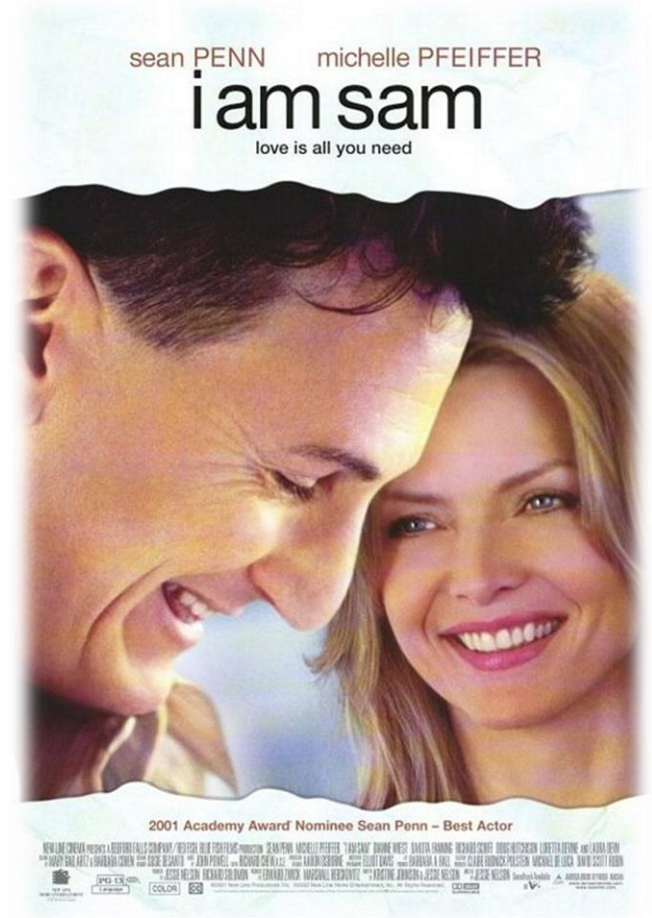
Do you have the facts to support your hypothesis?

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 (assumptions)
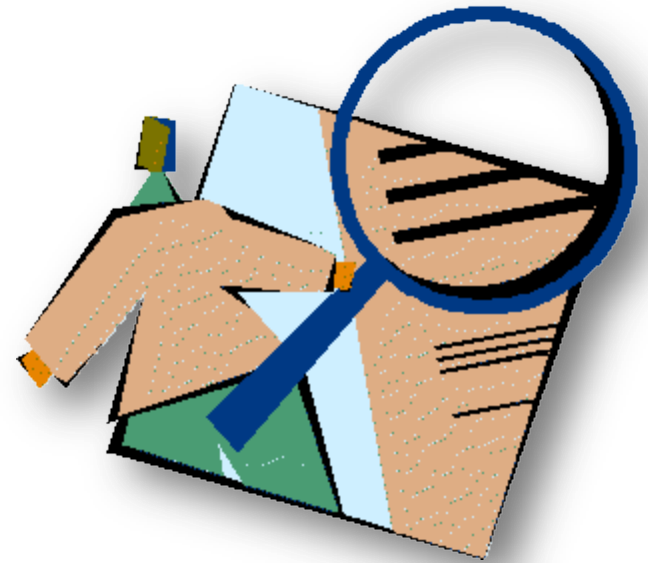
Avoid Assumptions / Attributions

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"**

What we sometimes see as

a failure to **BEHAVE**

properly,

is actually a failure to

COMMUNICATE

properly.

Behavior Is Communication

- Request

- Protesting/Refusal

- Indicate a Feeling/Emotion

- Social Engagement

Social Deficits????
(Social Communication)

- **Difficulty holding conversations, and relinquishing conversational turn**

- **Limited understanding of conversational partner (interests, nonverbal cues, topic appropriateness)**

- **Tone of voice (often perceived as disrespectful)**

- **Pedantic, formal speech**

- **Literal use of language**

COMMUNICATION HOW AND WHY?
(Handout #9)

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

Observer: _____

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:

This form adapted from Scheuerman & Webber Autism: Teaching Does Make a Difference 2001: Wadsworth Publishing.

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?

Problems with Reciprocity
Theory of Mind

- **Difficulty explaining own behaviors**
- **Difficulty understanding emotions**
- **Difficulty predicting how others feel or think**
- **Problems understanding the perspective of others**
- **Problems inferring the intentions of others**
- **Failure to understand that behavior impacts how others think and/or feel**
- **Problems with social conventions such as turn-taking, politeness, and social space**

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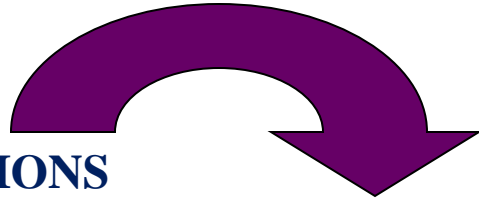
CONDITIONS BEFORE

Antecedent	Behavior	Consequence

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

Addressing Student Problem Behavior-Part II; Conducting a Functional
Behavioral Assessment (1998); Center for Effective Collaboration and Practice

Getting Information About Variables
Scatterplot: Potential Variables / Function?

Student: Jason

Observer: <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	What happens	What happens
BEFORE	DURING	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.**

Thinking in FBA: What is the FUNCTION? Foundation for Interventions

CONDITIONS BEFORE

What happens AFTER?

Antecedent	Behavior	Consequence
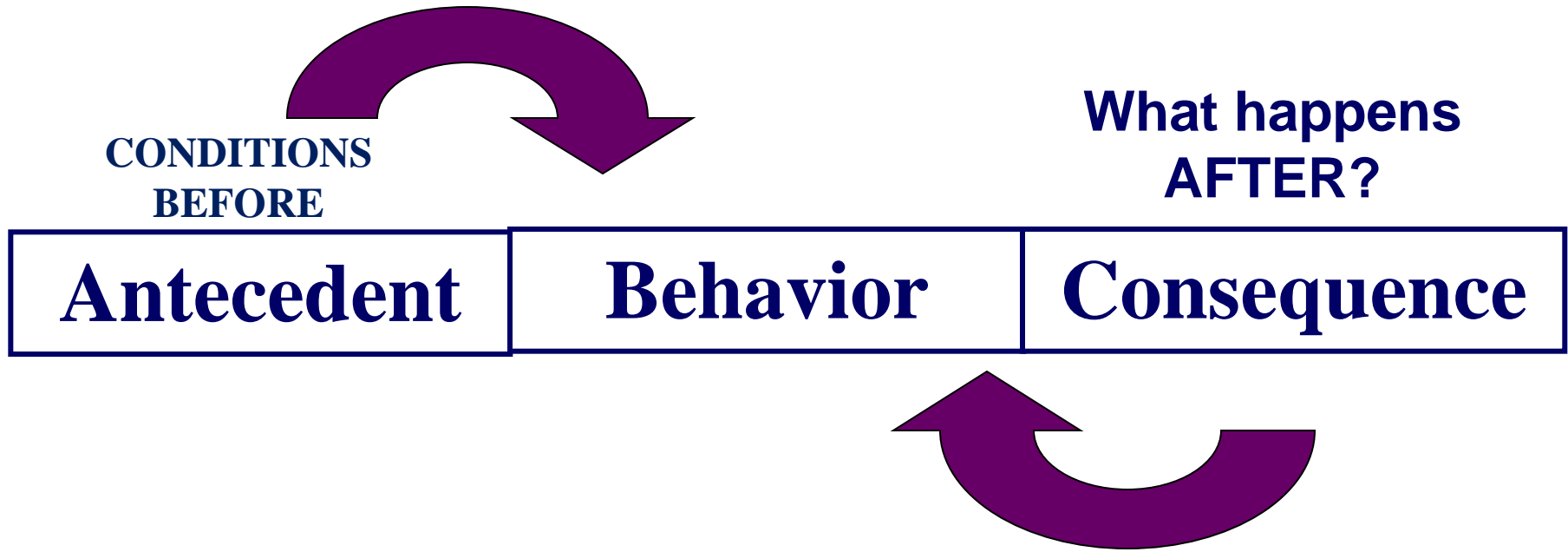
FUNCTION?

--Get / Avoid Something?

--Skill Deficit? / Performance Deficit?

--ASD? (ex. Rigidity / Routine; Lack of generalization / over-generalization)

(Handout #10, #11 and #12)

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
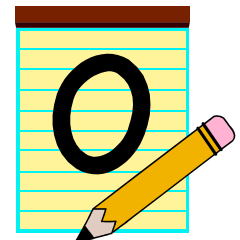
Determining Function

Ask:

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

(Handout #13)

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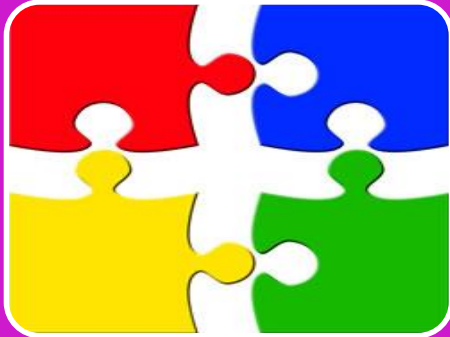
ANTECEDENT

BEFORE

PREVENT

challenging behavior from occurring in the first place….

BEHAVIOR

DURING

TEACH

new skills

CONSEQUENCE

AFTER

RESPOND in ways that:

Do not reinforce challenging behavior;

Prevent further escalation

Behavior Scenarios Activity

1. What is the problem behavior?

2. What is the possible function of the behavior?

3. How could the behavior impact the student's socialization and independence now or in the future?

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

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

(Handout #14)

- **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!!!
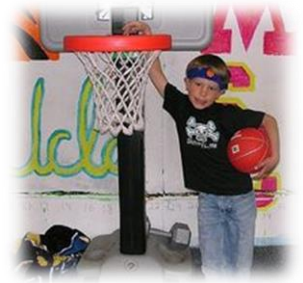
MAKE THE DETAILS VISUAL

"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

(Handout #14)

VOICE LEVELS

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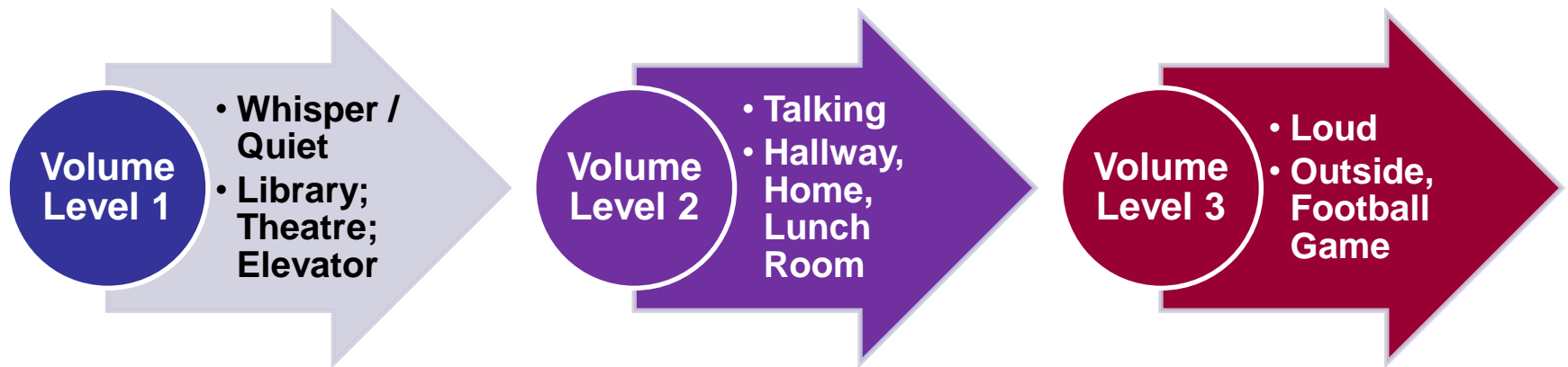
Level 0... No Talking

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.
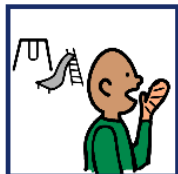
Level 4... Outside Voice

Resources for Visual Strategies

(Handout #15)

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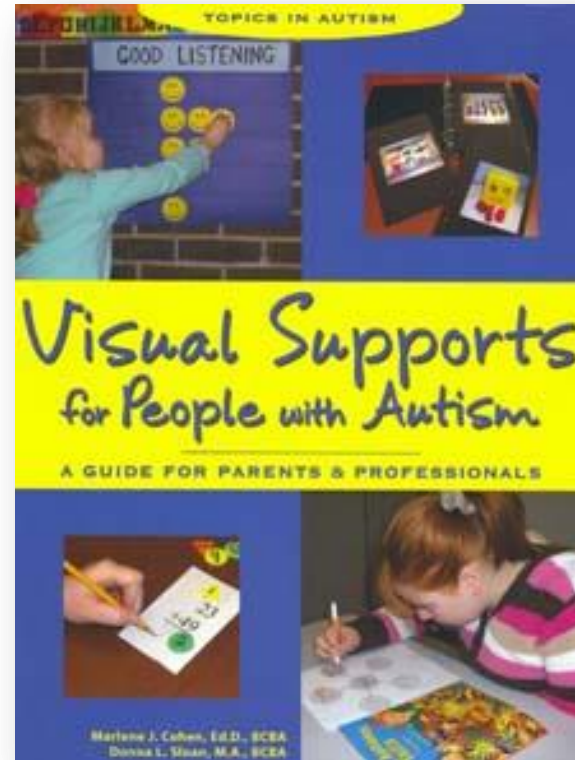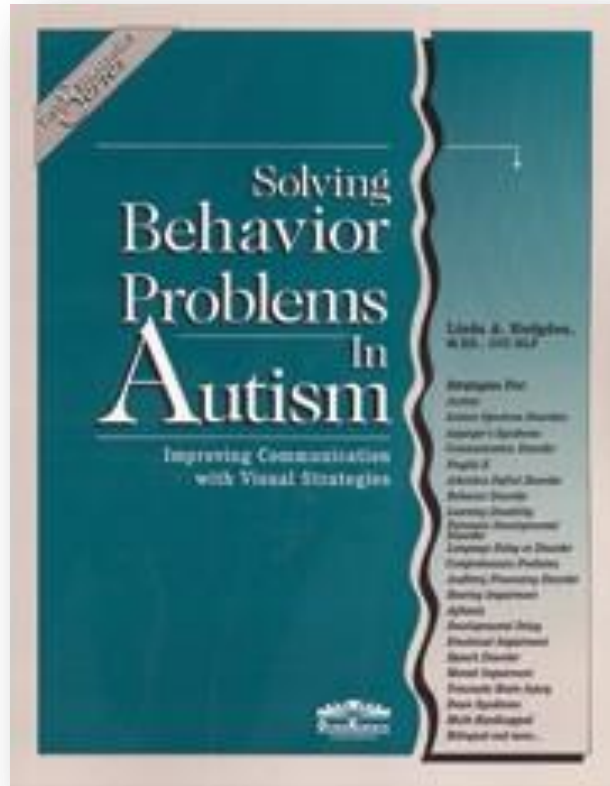
Determining WHEN to Use Visual Supports
First: Complete a Schedule Matrix

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.**

(Handout #16)

#6 Behavior-Ism:

A visual schedule is non-negotiable!!

Picture And Word

Breakfast

Art

P.E.

Music

Pictures and Word Cards   4ELessonPix.com 2012, All Rights Reserved.
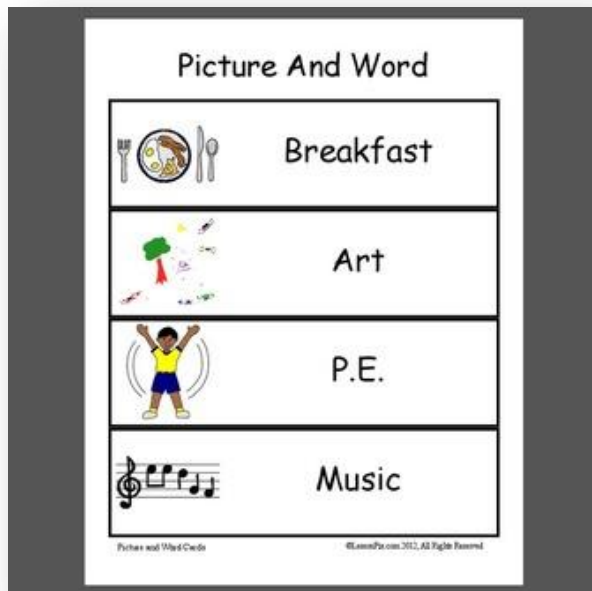
Tommy's Schedule Monday

	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 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

Teach, Don't Tell!

We learn and remember after one month…

■ 14% of what we hear.
■ 22% of what we see.
■ 30% of what we watch others do – demonstrations.
■ 42% of sensory redundancy – classroom rituals that repeat seeing, hearing, and doing important skills or concepts.
■ 72% of "movies of the mind" – learning that is linked to remembered or imagined life experiences of the learner.
■ 83% of performance of a life-challenging activity – first-time or demanding action that applies the new learning.
■ 92% of what we teach others!

Gary Phillips, Vancouver B.C., Canada

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**   (Handout #17)

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!!

(Handout #18)

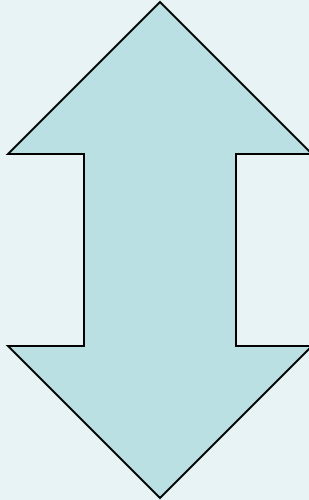# Create Prompt Hierarchy

LEAST Visual

Intermediate Model
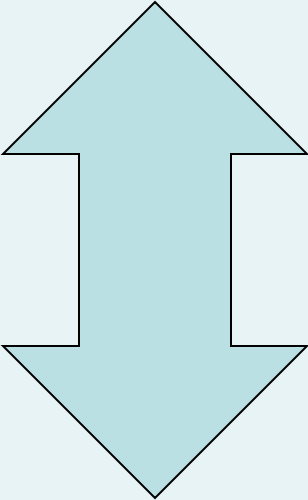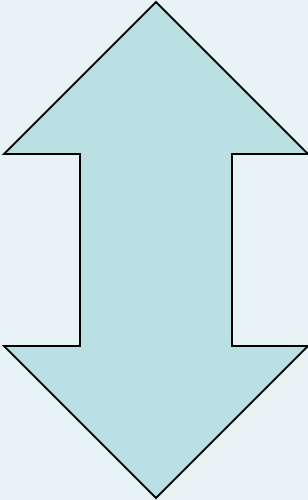
Controlling Full Physical

Using Prompting and Reinforcement = SHAPING

Baseline

Successive Approximations

Target
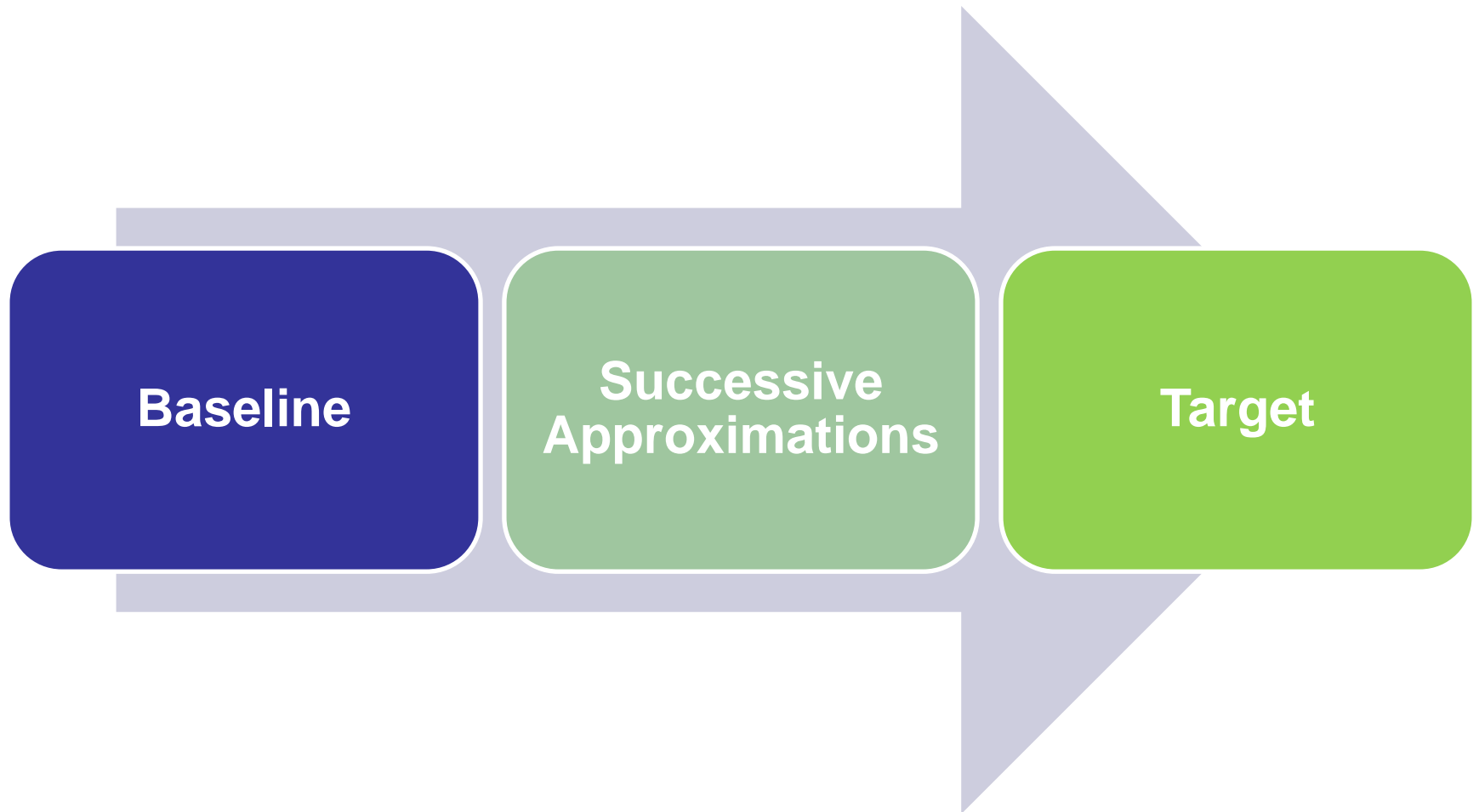
Effectively Teaching

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**

  - **Home Schedule**

    - **Nighttime Schedule**

      - **Eat dinner**
      - **Take bath**
      - **Brush teeth**

        - **Wet Brush**
        - **Apply toothpaste**
        - **Brush teeth**
        - **Spit**
        - **Rinse toothbrush**
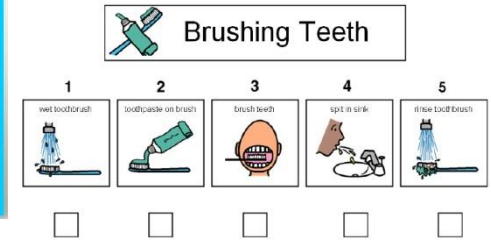
- **Task / Routine Checklists (Self-Management)**

  - **Morning / Dismissal Routines**

  - **Materials Organization (home, school, job)**

  - **Executive functioning tasks**

- **Social Narratives**

Mini Schedule Activity

1. Think about where do you keep your daily schedule?
2. If you have it with you (phone, tablet, laptop, planner or all of the above), choose an activity that contains multiple steps.
3. As a group, choose one activity to use to create a mini-schedule at your table.
4. Use the dry erase board to break the activity into 3 or more steps.

#7 Behavior-Ism:

Use Preferred Interests!!

Embed P.A. in the Schedule

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

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:

Self Management Packet
(Handout #19)

FLIGHT PLAN

TRAVELING TO AND FROM HANGARS - HALLWAY FLIGHT PLAN

(Handout #20)

- 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
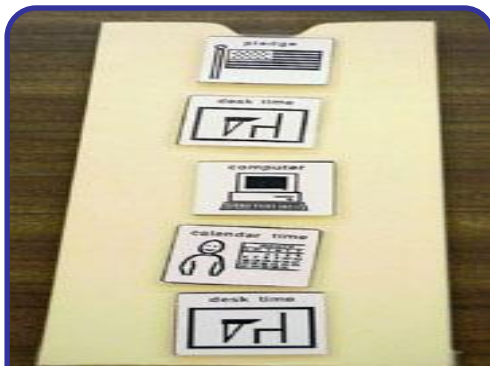
(Handout #20)

How will visual strategies/self-management systems help an individual develop self-advocacy skills?

#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"**

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?**

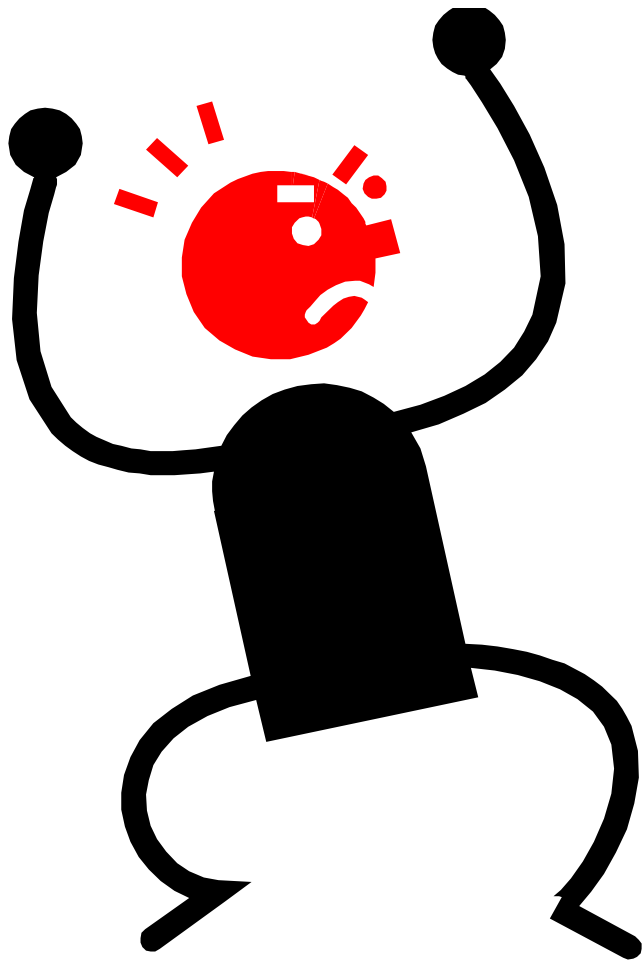# #9 Behavior-Ism:

Step into the Script

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
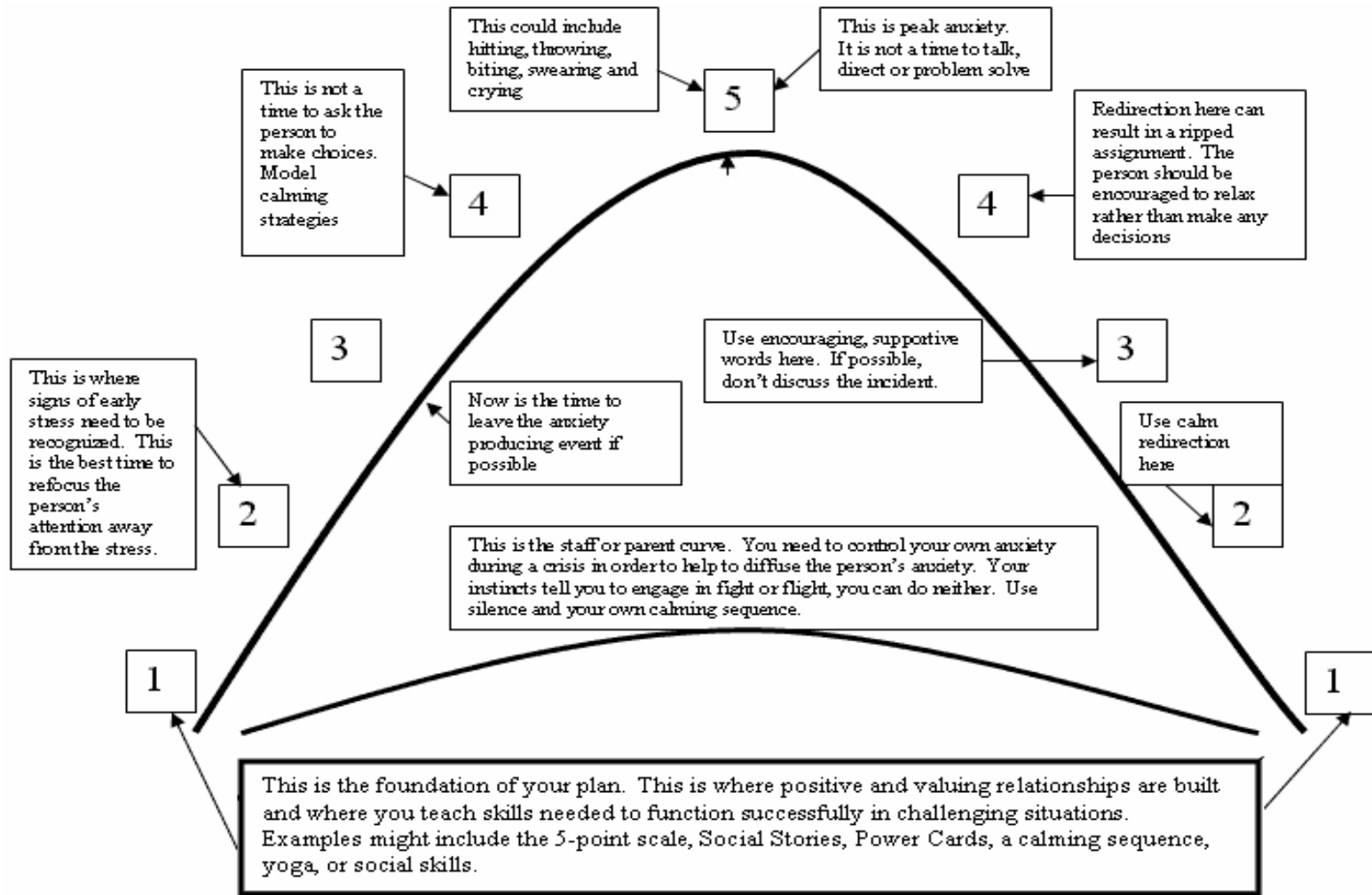
What do we know about behavioral escalation?

- **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**

Kari Dunn Buron & Mitzi Curtis (Incredible 5 Point Scale)
(Handout #21)

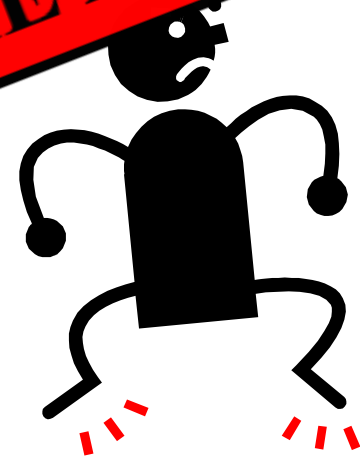## The Anxiety Curve

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

(Handout #22)

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**

Components of a Script

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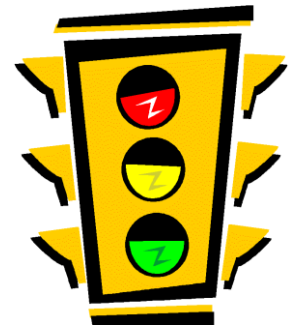- **...ng component**
  - ...reak
    - **Strategies to reduce anxiety / frustration**
- **Levels with increasing restrictiveness**
- **Understanding of the stages and strategies in behavior escalation**

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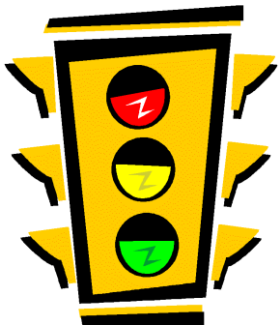
Script using a Scale

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

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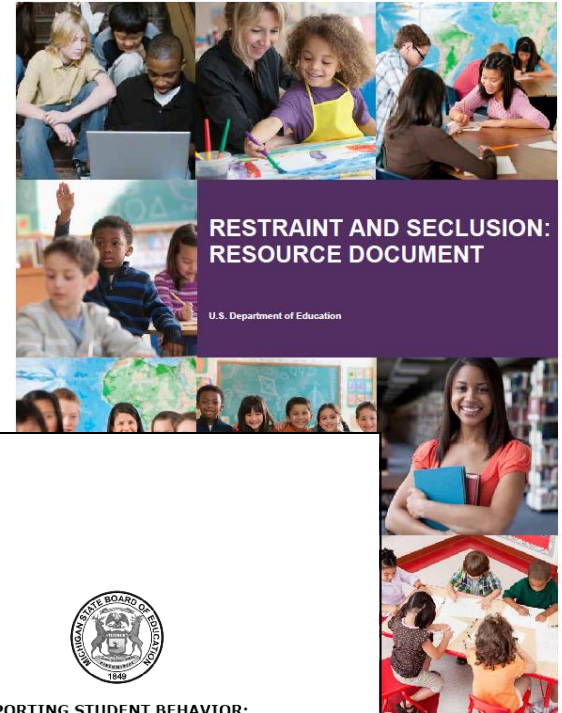
SUPPORTING STUDENT BEHAVIOR: STANDARDS FOR THE EMERGENCY USE OF SECLUSION AND RESTRAINT

Adopted by the State Board of Education December 12, 2006

www.mde.gov

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!!

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)

Useful START Tools to Add to Your Tool Kit!

- Profile of Change (POC) (Handout #23 and #24)
- Universal Supports Assessment and Planning Tool (USAPT) (Handout #25)
- Supplementary Aides and Services Worksheet (Handout #26)
- Moodle (wash.k12.mi.us-Quick Links-Moodle)
  Login as a guest; Password: START

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