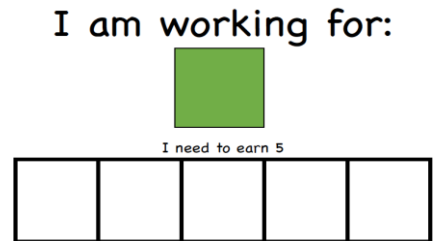


ASD - Positive Behavioral Supports

- Token Economy Systems

- “I’m working for” (www.abaresources.com)
- Student Choice for incentive
- Visual
- Consistent (we don't give inconsistent feedback on academic tasks, behaviors need to be taught with the same consistency)



- Built in Sensory Breaks (direction from OT)

These should be VISUALLY represented in the student's schedule. Often our students can “make it through” a task if they know that they have a break coming up.

This can be an effective way to start the day for a student who has a difficult time transitioning to school.

A sensory break can take as little as 3-5 minutes and have a positive impact for 2-3 hours.

Remember recess is a natural sensory break.

- Always be thinking about a student's INDEPENDENCE

We all like to do things independently. Sometimes you will see a marked improvement in behavior when support is “just right.” Help support professionals understand that the further away they can be from the student, the more successful they are being. Teach them to use visuals to prompt the student instead of verbal prompting. We can create “prompt dependent” students if we teach them that they will always get an individual prompt to complete a task.

If a student requires a verbal prompt, start with teaching them social referencing: “You look stuck. Look at what your friends are doing” before giving them a specific directive.

- Points system charts with incentives/rewards

May need to include both short term and long term rewards. For example, if the student loves Buzz Lightyear, have him collect pieces to a Buzz Lightyear puzzle. When he collects all the pieces and can assemble the puzzle, he can watch a Buzz Lightyear video.

- Non-verbal reinforcements
 - Thumbs up/Thumbs to the side/Thumbs down
 - Smiles/frowns
 - Tally marks for earning
- Use high interest area and incorporate into students day
- Be aware of your RESPONSE to behaviors. We can reinforce undesired behaviors by our reactions. For children on the autism spectrum, remember that they love routine and predictability. If you give them the same reaction with an undesired behavior, they are likely to repeat the behavior.



Thomas lines up with his friends! I can too!



- Power Cards and Social Stories

Social stories should be POSITIVE. They should outline expected behaviors and be used consistently.

- Video modeling (behaviors and challenging tasks...prior to activity)

Most effective if you can catch the student completing the task successfully, a peer is the next best option.

- Alternative to handwriting/challenging tasks (change output mode)

Remember that if we push our students “over the edge” we will get nothing from them. It's ok to individualize their instruction so that they can be SUCCESSFUL!

- Tasks broken down into smaller segments

When a student has a longer assignment, include benchmarks along the way.

When group activities are required, be very clear about the roles and responsibilities of each group member.

- Built in breaks during tasks

Make sure these are also VISUALLY represented so the student can learn to trust that they will happen.

- Recess buddy
 - Circle of Friends
 - Sensitivity trainings
- Minimize distractions by placement of locker, desk, seat in lunch room etc.

- Help Regular Ed teachers be prepared! Cards indicating behavior escalation with clearly observable behaviors can be helpful. It also helps them to know WHEN to call you for support. When behavior is beginning to escalate, it is much easier to manage than if we wait too long.

Behavior Intervention Plan

STAGES OF CHALLENGING BEHAVIOR	STAGES OF SUPPORT
1. Adaptive:	Reinforce:
<p>Description: In this stage, Joey is able to follow through with expectations of the class. He is interacting appropriately.</p> <p>Appearance/Behaviors:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Posture is relaxed <input checked="" type="checkbox"/> Participating in activities <input checked="" type="checkbox"/> Facial expression normal <input checked="" type="checkbox"/> Making eye contact <input checked="" type="checkbox"/> Interactive 	<p>Expectations for Joey: In this stage, Joey can be expected to finish tasks and follow directions of instructors.</p> <p>Expectations for Staff:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Consistent use of a visual schedule to provide support throughout Joey's day. <input checked="" type="checkbox"/> Consistent use of sensory breaks, to include both scheduled and responsive sensory activities. <input checked="" type="checkbox"/> Consistent use of behavior monitoring system. <input checked="" type="checkbox"/> Provide Joey with choices whenever possible (ex. Where to work, what to write with, what order to complete tasks, what reinforcement to work for). <input checked="" type="checkbox"/> Use visual aids to support all learning (models, pictures, symbols, words).

3. Emotional Distress:	Diffusion:
<p>Description: Joey is likely to show a decrease in his ability to maintain control. He may be more agitated and oppositional. May have increased difficulty in processing language and verbal responding at this stage.</p> <p>Appearance/Behaviors:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Acting out violent behaviors <input checked="" type="checkbox"/> Yelling <input checked="" type="checkbox"/> Refusal to follow through with requests <input checked="" type="checkbox"/> Walking away <input checked="" type="checkbox"/> Hiding <input checked="" type="checkbox"/> Pushing materials away 	<p>Expectations for Joey: With support, Joey will request a sensory break or time in his "break room" and/or OT sensory room.</p> <p>Expectations for Staff:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Do not address these behaviors. Remind him, using a visual of what he's working for (motivator). <input checked="" type="checkbox"/> Direct (and prompt if necessary) Joey to his visual forms of communication (ex. 5 point scale). <input checked="" type="checkbox"/> Provide Joey a verbal model of replacement words ("I am Mad!" "I need a break"). <input checked="" type="checkbox"/> Direct (and prompt if necessary) Joey to alternative expression of distress (squeeze a ball, etc.). <input checked="" type="checkbox"/> Limit use of verbal language, even more than before. <input checked="" type="checkbox"/> Give Joey extra time to process and follow directions. <input checked="" type="checkbox"/> May need to give Joey extra space (move away from him, then stay put.). <input checked="" type="checkbox"/> Use empathetic tone of voice (Especially important because Joey may not be able to attend to the language presented to him at this point). <input checked="" type="checkbox"/> Take three deep breaths before talking to him so

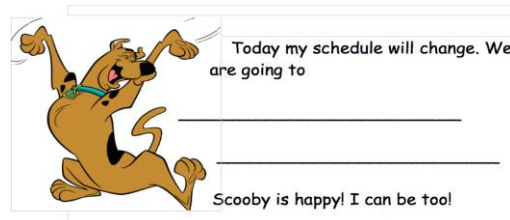
2. Tension:	Responsive:
<p>Description: Joey is still able to comply with expectations, but is beginning to shut down. May have increased difficulty in processing language and verbal responding at this stage.</p> <p>Appearance/Behaviors:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Arguing <input checked="" type="checkbox"/> Body becomes tense <input checked="" type="checkbox"/> Repeating statements <input checked="" type="checkbox"/> Change in eye gaze (looking around a lot) <input checked="" type="checkbox"/> Facial grimacing <input checked="" type="checkbox"/> Loss of eye contact <input checked="" type="checkbox"/> Fidgeting <input checked="" type="checkbox"/> Walking away or ahead 	<p>Expectations for Joey: Joey is able to finish tasks and remain engaged with additional support from staff. He can request break room and/or OT sensory room to implement a sensory break or to work on an assignment or activity.</p> <p>Expectations for Staff:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lower or change expectations (keeping in mind to end on a successful note). <input checked="" type="checkbox"/> Continue to reinforce Joey's appropriate behaviors. <input checked="" type="checkbox"/> Increase rate of reinforcement. Remind him, using a visual of what he's working for (motivator). <input checked="" type="checkbox"/> Give Joey extra time and space. <input checked="" type="checkbox"/> Limit use of verbal language. Talk slower, lower, use less language. <input checked="" type="checkbox"/> Provide Joey a verbal model of replacement words ("I need a break"). <input checked="" type="checkbox"/> Direct (and prompt if necessary) Joey to alternative expression of distress (squeeze a stress ball, etc.). <input checked="" type="checkbox"/> Give Joey choices within the activity or the environment. For example, let Joey choose where he completes a task (e.g., break room), what color marker he uses, or the order in which to do something.

4. Physical Distress:	Safe Boundaries:
<p>Description: Joey has lost his ability to regulate and maintain self control. He is unable to complete work and follow through with expectations. Joey's ability to process language will probably be fairly limited at this stage.</p> <p>Appearance/Behaviors:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hitting <input checked="" type="checkbox"/> Kicking <input checked="" type="checkbox"/> Throwing objects <input checked="" type="checkbox"/> Shoving at people <input checked="" type="checkbox"/> Running away 	<p>Expectations for Joey: With support, Joey will remove himself from the environment to his "break room" and/or OT sensory room. He will remain in the "break room" or OT sensory room until he is calm.</p> <p>Expectations for Staff:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Remind him, using a visual of what he's working for (motivator). <input checked="" type="checkbox"/> Using a visual to communicate, direct Joey to the "break room". <input checked="" type="checkbox"/> If necessary, physically assist Joey to move to this space. BEFORE physically touching him, take three deep breaths, and then calmly, in a low tone of voice, let him know that you will be helping him "Help you". <input checked="" type="checkbox"/> After Joey is in the "break room" give him space and time to recover (at least 5 minutes). Remind him, using a visual of what he's working for (motivator). <input checked="" type="checkbox"/> Provide Joey access to calming strategies available within the "break room". <input checked="" type="checkbox"/> Avoid additional verbal input.

- Visual Schedule

MUST BE USED CONSISTENTLY, as is true for all visuals. They are INEFFECTIVE if not used consistently across environments as the student will not learn to TRUST the visual.

Make sure that changes in the student's schedule are VISUALLY represented.



Work towards as much independence as possible – have the student set up their own schedule at the start of each day.

- Mini schedules to break down tasks

WRITTEN task analysis – can be a whiteboard or a post-it note. These decrease the student's dependency on adult support, increase independence, and improve the student's understanding of what is expected. It also provides them with the additional time that they need to process incoming sensory information (especially verbal directives). All of this will decrease a student's anxiety.

1. Check board for work



2. Write work in notebook



3. Get books and folders and notebooks you need



4. Check mailbox



5. Pack backpack



lunchbox



folders and notebooks



books



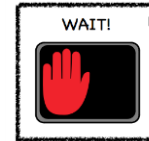
6. Get dressed to go home



- Visual supports

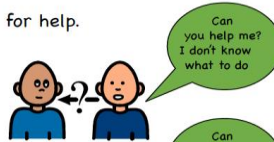
Again, consistency is KEY.

If you find yourself issuing the same verbal prompts repeatedly, use a visual instead. Make sure ALL staff working with the student have the visuals and understand how to use them.



What can I do if I don't know what to do?

1. Ask a friend for help.



2. Ask a teacher for help.



- Creating visual boundaries (ie: tape off area to show where student needs to be, stop sign on doors, etc...)



- WAIT – give the student TIME to process incoming sensory information

There are physiological differences with students on the autism spectrum. The part of their brain that is responsible for receiving sensory information and sending it out to the correct part of the brain is less developed. It takes longer to send the information to the correct place.

Often our students who need additional time to process sensory input get very fatigued.

Remember that they are processing much information at a much higher threshold than their peers (a pencil dropping is processed with the same level of intensity as the teacher's voice, with the students often having difficulty discerning what sensory information is the most important). Plan the intensity of their days accordingly.

- Make sure the student knows how to ask for a break. Use a visual support if necessary. Define acceptable break options for the student and allow them to choose. Remember that if the student has to come back and finish the non-preferred task, then he is not successfully avoiding the task.



I NEED A BREAK!!!!

Reinke and Langteau, 2014