

**USING POSITIVE BEHAVIOR INTERVENTION SUPPORT FOR CHILDREN WITH AUTISM SPECTRUM DISORDER(ASD) IN INCLUSIVE ENVIRONMENTS**

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**STATISTICALLY SPEAKING**

Single Mothers Who Have Children With Autism

**1 IN 88**  
**CHILDREN IN THE U.S. ARE NOW AFFECTED BY AUTISM**

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**THE BIG PICTURE**



More children on the spectrum will be served in general education classrooms.

Greater demand for behavior resources.

A more collaborative approach to inclusive practices that support all students while effectively working to meet the needs of children with autism.

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### THE ISSUE

“**72%** of teachers say the need more tangible resources to deal with challenging behavior in the classroom.”

*-Rethink Autism*

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### COLLABORATIVE APPROACHES FOR SUPPORT

- ✦ Knowledge About The Student
- ✦ Knowledge About the Setting
- ✦ Knowledge About ASD and the Most Effective Supports
- ✦ Understanding that not one person has ALL the answers

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### GET TO KNOW YOUR STUDENTS

**WHO I AM**

Full Name: \_\_\_\_\_ My ethnicity/race/culture: \_\_\_\_\_

My hobbies/extracurricular activities: \_\_\_\_\_

Classroom: \_\_\_\_\_

Birthdate: \_\_\_\_\_ Birth: \_\_\_\_\_

An accomplishment I am proud of: \_\_\_\_\_

Places I Have Lived: \_\_\_\_\_

Favorite: \_\_\_\_\_

Favorite Food: \_\_\_\_\_

Favorite TV Show: \_\_\_\_\_

Favorite Book/Magazine: \_\_\_\_\_

Favorite Class/Subject: \_\_\_\_\_

Favorite Movie: \_\_\_\_\_

Most memorable recent event: \_\_\_\_\_

Other: \_\_\_\_\_

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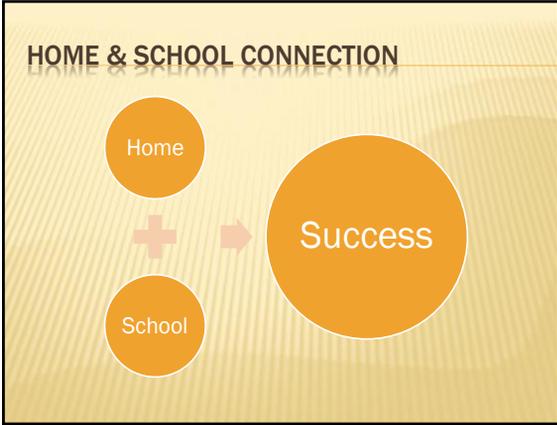
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### WHAT IS POSITIVE BEHAVIOR INTERVENTION SUPPORT...

✦ [https://www.youtube.com/watch?v=sbNGy2Nt\\_sOA&feature=player\\_detailpage](https://www.youtube.com/watch?v=sbNGy2Nt_sOA&feature=player_detailpage)

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### WHERE WE ARE:

- ✦ “If a child doesn’t know how to read, we **TEACH**.”
- ✦ “If a child doesn’t know how to swim, we *teach*.”
- ✦ “If a child doesn’t know how to multiply, we *teach*.”
- ✦ “If a child doesn’t know how to drive, we **TEACH**.”
- ✦ “If a child doesn’t know how to behave, we.....  
.....*teach*? .....**PUNISH**?”

“Why can’t we finish the last sentence as automatically as we do the others?” Tom Herner (NASDE President, Counterpoint 1998, p. 2)

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## PBIS APPROACH

Child centered

Developed from the applied behavioral analysis system of behavior modification

Use of positive strategies to support children as opposed to motivate systems of punishment

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## APPLIED BEHAVIOR ANALYSIS

Principles of Positive Behavior Support (PBS) are grounded in theories that are prominent in Applied Behavior Analysis (ABA), a behavior management resource that has been proven to be highly effective with children on the spectrum.

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## ASD, PBIS & IDEA

Research findings support the use of PBS as a successful method for eliminating and preventing problem behaviors of children with ASD.

In some cases, research findings indicated that PBS strategies were linked to an 80% reduction in challenging behavior for approximately two-thirds of the cases studied.

PBS has been endorsed by The Individuals with Disabilities Education Act (IDEA) as a preferred form of intervention for managing the challenging behavior of students with disabilities

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## REALISTICALLY SPEAKING

You must acknowledge that you cannot control for ALL behaviors related to the autistic child (or any child for that matter):

- Stimming
- Repetitive movements
- Clumsiness
- Occasional outbursts

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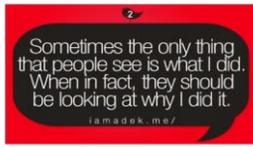
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## UNDERSTANDING THE BEHAVIOR

Understanding the Behavior




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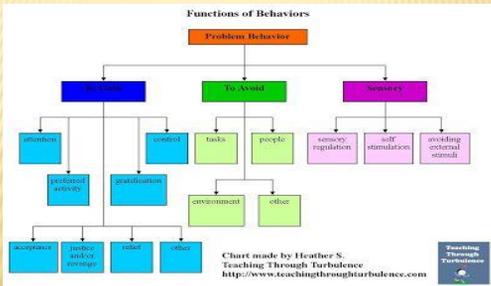
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## FUNCTIONS OF BEHAVIOR




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# FUNCTIONS OF BEHAVIOR

**Functions of Behavior**

GET Something (Positive Reinforcement)		AVOID Something (Negative Reinforcement)	
INTERNAL	EXTERNAL	INTERNAL	EXTERNAL
Relaxation	Attention	Failure	Task
Self-stimulation	Choice	Embarrassment	Sensory Input
Justice/Fairness	Objects & Events	Boredom	Fears/Teacher
Sensory Input	Praise	Anxiety	Homework
Enjoyment	Preferred Activities		Chores




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# MISCONCEPTIONS ABOUT BEHAVIOR

**Avoid Assumptions / Attributions**

**Fundamental Attribution Error**

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




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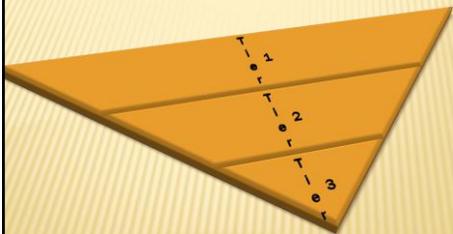
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# POSITIVE BEHAVIOR INTERVENTION SUPPORT




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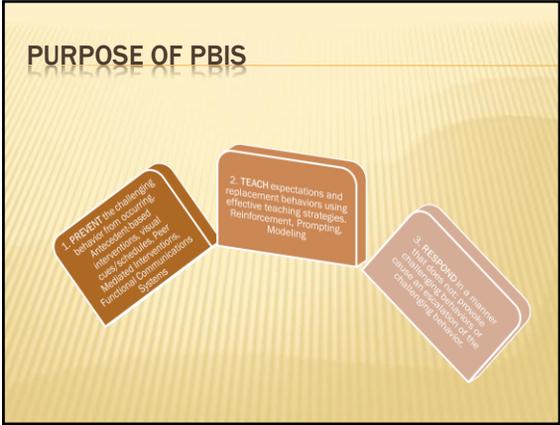
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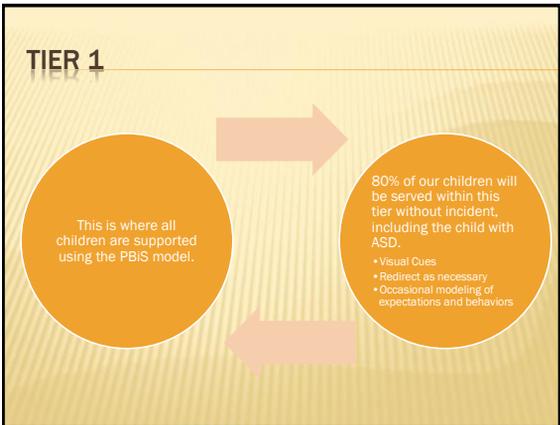
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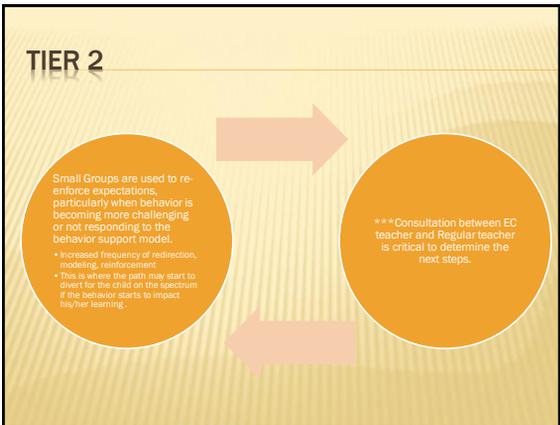
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### TIER 3

Behaviors that have not been corrected using different supports.

Behaviors that are increasing rather than decreasing.

\*\*\*Note: A **Functional Behavior Assessment (FBA)** may be needed for a child on the spectrum if the behavior is determined to impede his/her learning. This may be decided as early as Tier 2. ).

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### TALKING POINT

- ✘ Punishment **may** teach what **NOT** to do, but doesn't teach what **TO** do.
- ✘ May work in the **INTERIM**, but when the threat of punishment *goes away*, the behavior may *return*.
- ✘ ----Handout: Which PBIS? Positive Behavior Intervention Support or Punishing Behavior Intrusion Support

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### CREATING AND IMPLEMENTING RULES

- ✘ Rules and expectations should be *inclusive*. In other words, they should not be created for the sole purpose of controlling a **single** child.
- ✘ Rules and expectations should not be so *rigid* that success is **less likely** an option. Allow students an opportunity to *earn* their way back.
- ✘ Record behavior for **every** student so that it becomes **meaningful** to them (i.e. Daily, Weekly or Monthly behavior sheets).

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## SUPPORT PRACTICES

All students in the classroom environment must be considered when creating a behavior plan.

Behavior rules and expectations must be modeled, reminded, enforced consistently and revised if necessary.

You must believe that all students have the potential to self-manage their own behaviors based on their abilities.

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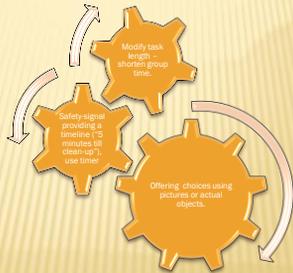
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## POSSIBLE PREVENTION STRATEGIES



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## TALKING POINT

What's wrong with this picture?

Models of PBIS

**This is NOT PBIS**

It is a public display of who is good and who is bad in your classroom. That's not in a variation of PBIS. It's not in the name or setting or in "I" power on the wall. It doesn't matter if you use names or numbers - everyone knows who number 13 is in the classroom groups.

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## RESPONSE TO BEHAVIOR

- ❑ What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not reinforced and the new skill is learned.
- ❑ A good basic strategy is to redirect the child to use an alternative skill or a new skill.
- ❑ Keep voice levels even and calm.
- ❑ Avoid being confrontational. Spacing is essential
- ❑ Make sure rewards for appropriate behavior equal or exceed the rewards for challenging behavior.

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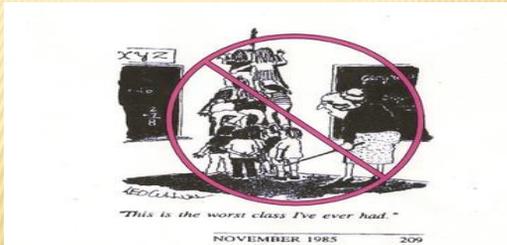
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## THIS IS NOT POSITIVE BEHAVIOR INTERVENTION SUPPORT



<http://mrs.murphy.skindergarten.weebly.com/positive-behavior-support.html>

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## PREVENTION STRATEGIES

Ask Yourself:

- ✓ How can I **manipulate or change** the environment to reduce the occurrence of certain behaviors?
- ✓ What procedures can I select that fit in with the **natural routines and structure** of the classroom?
- ✓ How do I **build** on what works?
- ✓ What can be done to help **address or avoid** behavior triggers?

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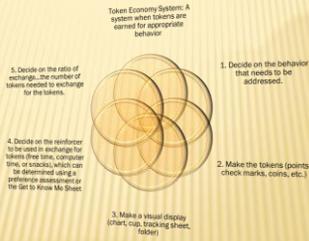
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## EXAMPLE: TOKEN ECONOMY SYSTEM



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## EXAMPLE: REWARD WHEEL



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## EXAMPLE: STAR STUDENT CHART



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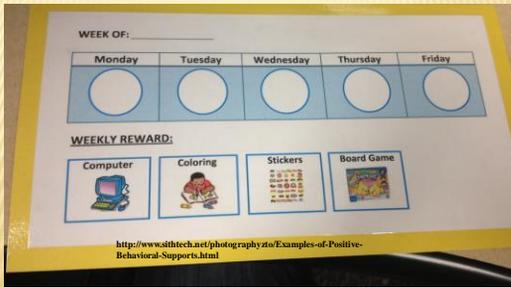
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### EXAMPLE: WEEKLY REWARD CHART



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### EXAMPLE: LANGUAGE LADDER



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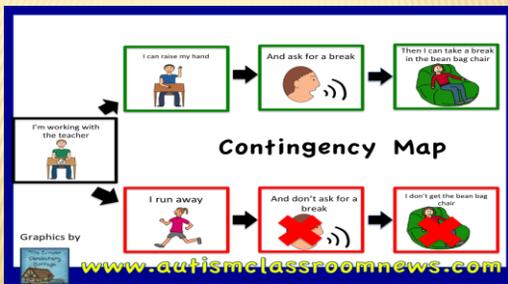
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### EXAMPLE: CONTINGENCY MAP



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## RESOURCES

- ✦ NC Department of Public Instruction  
Exceptional Children Division
- ✦ Rethink Autism-web and video resources
- ✦ Autism Society of NC
- ✦ Council for Exceptional Children (CEC)
- ✦ Autism Speaks
- ✦ National Association of Special Education  
Teachers (NASSET)

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## CONTACT INFORMATION

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# WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS

64<sup>TH</sup> CONFERENCE ON EXCEPTIONAL CHILDREN

## Which PBS? Positive Behavior Support or Punishing Behavior Support

Mary Elliott is a fourth grade teacher at ABS elementary school. This year, Mary decided to implement Positive Behavior Support (PBS) in her classroom after attending a PBS workshop over the summer. Mary was particularly eager to use the PBS strategies for Jack, a child with autism who was well known from the previous year for his occasional outbursts and frequent disruptions.

Mary informed the special education teacher, Robert Leach, of her plans and gave him a copy of the PBS plan she intended to implement. Robert had worked with Jack since 2<sup>nd</sup> grade and (Mary decided) would be a great asset in helping keep Jack under control. She even reached out to Jack's parents, who were very eager to develop strategies for interacting with Amy because they were experiencing similar challenges at home.

On the first day of school the class was extremely excited and Jack was no exception. Mary went over the classroom rules and regulations immediately, including the rewards system she would use for those students who earned it.

As expected, Jack's behaviors began to manifest. He tended to hum or tap on his desk as he worked, to which Mary promptly reminded him to be considerate of others who were also working; as he stomped down the hall, trying not to let his feet touch the lines on the floor, Mary scolded him for not following the school policy of walking in a unified line with his classmates in the hallways; and he refused to work with other students during group time even when Mary and Robert tried to encourage him to do so.

At the end of the day, all of the students earned a star on the classroom rewards chart except Jack. "He's going to have to learn to do the right thing in class if he wants to earn a star," Mary told Robert as they prepared the children for dismissal.

Robert, who had been observing throughout most of the day, was concerned and intended to speak to Mary after school.

1. What are some of the issues that were evident very early on?
  
  
  
  
  
  
  
  
  
  
2. How can Mary revise her strategies to make them more equitable for all students in her classroom.

