Effective Strategies for Managing Behaviors in Classrooms and Beyond

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Sources of Information:
Autism Spectrum Disorders: Applications of Non-Violent Crisis Intervention

Evidence-Based Practice for Teaching Students with Autism (National Standards Project, 2009)

Behavioral Intervention for Young Children with Autism: A Manual for Parents and Professionals / Edition 1 by Catherine Maurice (Editor), Stephen C. Luce (Editor), Gina Green (Editor), Gina (Ed.) Green, Stephen C. (Ed.) Luce

Research Based Behavior Management Techniques:

Antecedent Package-modify environment/events that typically occur before a target behavior occurs
EXAMPLE:
  *Provide an area free of distractions, minimize the space, visually outline the boundaries of the work space, and use visual schedules

Behavioral Package-Interventions based on behavioral principles/focus on antecedent, behavior, consequence patterns in order to teach a functional alternative to the problem behavior

Comprehensive Behavioral Treatment for Young Children-Interventions based on Applied Behavioral Analysis

Joint Attention Intervention-teach student to respond to nonverbal social cues of others or initiate them

Modeling-Demonstrate the target behavior for student to initiate
EXAMPLE:
  *Sam shoves Joy off his poly circle. Staff models and facilitates an alternative way to move Joy from Sam’s circle.... Say “Excuse me Joy that is my circle”, adult helps Joy move to another circle, and then Sam takes his rightful place on his circle.
**Naturalistic Teaching Strategies**- Use naturally occurring events in the students’ day to teach and maintain new skills

**Peer Training Package**- Train peers to engage in positive social interactions with students with autism/teacher facilitates these interactions

**Pivotal Response Training**- similar to Naturalistic Teaching/Place emphasis on pivotal areas that will effect development of other skills

**Schedules**- Task list to complete a series of activities or steps to an activity/visual schedules (objects/pictures/words). It indicates the sequence of events and what is expected.

**EXAMPLE:**
*Each child has a picture/word PE Schedule under their photograph and name. Class starts and ends at their picture schedule. The schedules are highly visual and easily accessible in a consistent and neutral space.

**Self-management**- teach student to monitor their own behavior and secure reinforcement

**EXAMPLE:**
*Maintain high expectations of student behavior. Each part of the picture schedule must be completed in order to receive scented stamp reward at the end of class. Sometimes we have students return later in the lesson to complete unfinished work before they get the stamp/reinforcer.

**Story-based Intervention Package**- written description of a target behavior (what the behavior is, when it should occur, and the outcome of it occurring)

**Environment:**
**Structured Teaching** essentially uses various elements of visual structure to translate the expectations and opportunities of the environment into concepts that people with ASD can understand, master and enjoy.

**EXAMPLES:**
* initial instructional activities should be ones that the students are already capable of doing and feel successful and fun at the beginning of each class/session. (e.g. start with imitation of simple movements)
* Keep materials out of reach or sight
* Avoid using materials or reinforcers that are difficult to give and take away
* Have materials ready for each activity to avoid having the students wait long period of times for the area to be set up
* seating arrangements, the setting conditions
What is the value of structured teaching?
- Enhances learning
- Provides predictability, which in turn minimizes anxiety
- Builds meaning into the environment
- Minimizes behavioral problems

The four components of structured teaching are:

1. **Physical Structure**: The way things are organized to add meaning to the environment.
   - Create visual and physical boundaries.
   - Find ways to minimize auditory and visual distractions.
   - Develop specific areas.

2. **Schedules**: Visual cues that explain sequence and what will happen next. Common types:
   - object
   - icons or photos
   - icons or photos with words
   - words

3. **Work Systems**: A systematic way to approach the work that needs to be done. Type of work systems (ex: left-to-right, top-to-bottom). Four questions that need to be answered:
   - What task or activity?
   - How much work/how long will it last?
   - How will I know when I’m finished?
   - What happens next?

4. **Visual Structure within tasks**
   - Give instructions visually.
   - Clearly label/organize/sequence materials.

**Staff Responses:**
- Staff Responses/consequences can increase and decrease behavior.
- If a person achieves a desired outcome through the use of a behavior, the person is likely to use the behavior again.
- This is true for both positive and challenging behaviors. Therefore, staff must respond in ways that:
  - DO NOT reinforce the challenging behaviors.
  - SUPPORT & Encourage positive/new behaviors and/or desired responses

**EXAMPLE:**
*Remain highly animated and provide constant praise for staying in area, staying on task and for completing an activity or task. Ignore inappropriate behaviors if possible*
Motivating the child to learn:

* reinforce after every correct response. Reinforcers are individualized
* Identify reinforcers by observing the child during free choice, asking them what they like and/or present several choices and asking the child to choose one.
* verbal praise should be specific and descriptive of the desired behavior (i.e. “Thank you for sitting quietly.”)

Know the child’s triggers:

Here some possible causes for certain inappropriate behaviors.

* communication delays       * certain activities
* certain staff members       * changes in environment
* noises                      * changes in staff
* smells                      * certain times of day
* changes in sleep patterns   * triggers from home
<table>
<thead>
<tr>
<th>Student Challenges</th>
<th>Instructional Methods/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off Task</td>
<td>Use individualized prompts: Verbal, Gesture, Visual, Physical then use reinforcers as needed (individualized), social stories</td>
</tr>
<tr>
<td>Aggression</td>
<td>Remove from the setting/ignore, set time limit, monitor child, limit distractions, individualize the behavioral expectations before student returns to the group (verbally or visually), social stories</td>
</tr>
<tr>
<td>Task Avoidance</td>
<td>use reinforcers, use “first and then” statement, decrease the difficulty of the skill or break task into fewer steps, social stories</td>
</tr>
<tr>
<td>Non-Compliance</td>
<td>use reinforcers, use “first and then” statement, decrease the difficulty of the skill or break task into fewer steps, praise other students’ who demonstrate correct response/behavior, ignore, provide praise when student returns to the activity or complies with the directions, social stories</td>
</tr>
<tr>
<td>Self-Stimulating Behaviors</td>
<td>remove distracting item or object, make changes to the environment, use visual supports to quiet behavior paired with verbal commands, light physical touch, give an appropriate replacement behavior, item or activity, social stories</td>
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<tr>
<td>Communication Delays</td>
<td>modeling/physical demonstration, use visual supports, assistive technology, verbal cues, scripts, social stories</td>
</tr>
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