Interventions for Behavior Issues in the Educational Environment

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Goals of Presentation

○ Define behavior

○ Understand behavior and ways to motivate changes in behavior

○ Application of theory

Developing an Understanding

- Consider Diagnosis as a framework for understanding the child
  - Autism Spectrum Disorder
  - ADHD
  - Mental Retardation
  - Anxiety Disorder
  - Oppositional Defiant Disorder
  - Learning Disabled
  - Typically Developing Child

Autism Spectrum Disorders

- Autistic Disorder
- Asperger's Disorder
- PDD NOS

- Impairment in the use of non-verbal behaviors such as eye gaze, facial expressions, body postures
- Failure to develop peer relationships
- Lack of spontaneous seeking to share enjoyment or interests
- Lack of social and emotional reciprocity

At least two of the above must be present

Qualitative Impairment in Communication

- Delay in or total lack of development in spoken language
- Inability to initiate or sustain conversation
- Repetitive use of language
- Lack of varied, spontaneous make believe play

At least one of the above must be present
(Diagnosed in Autism Only)

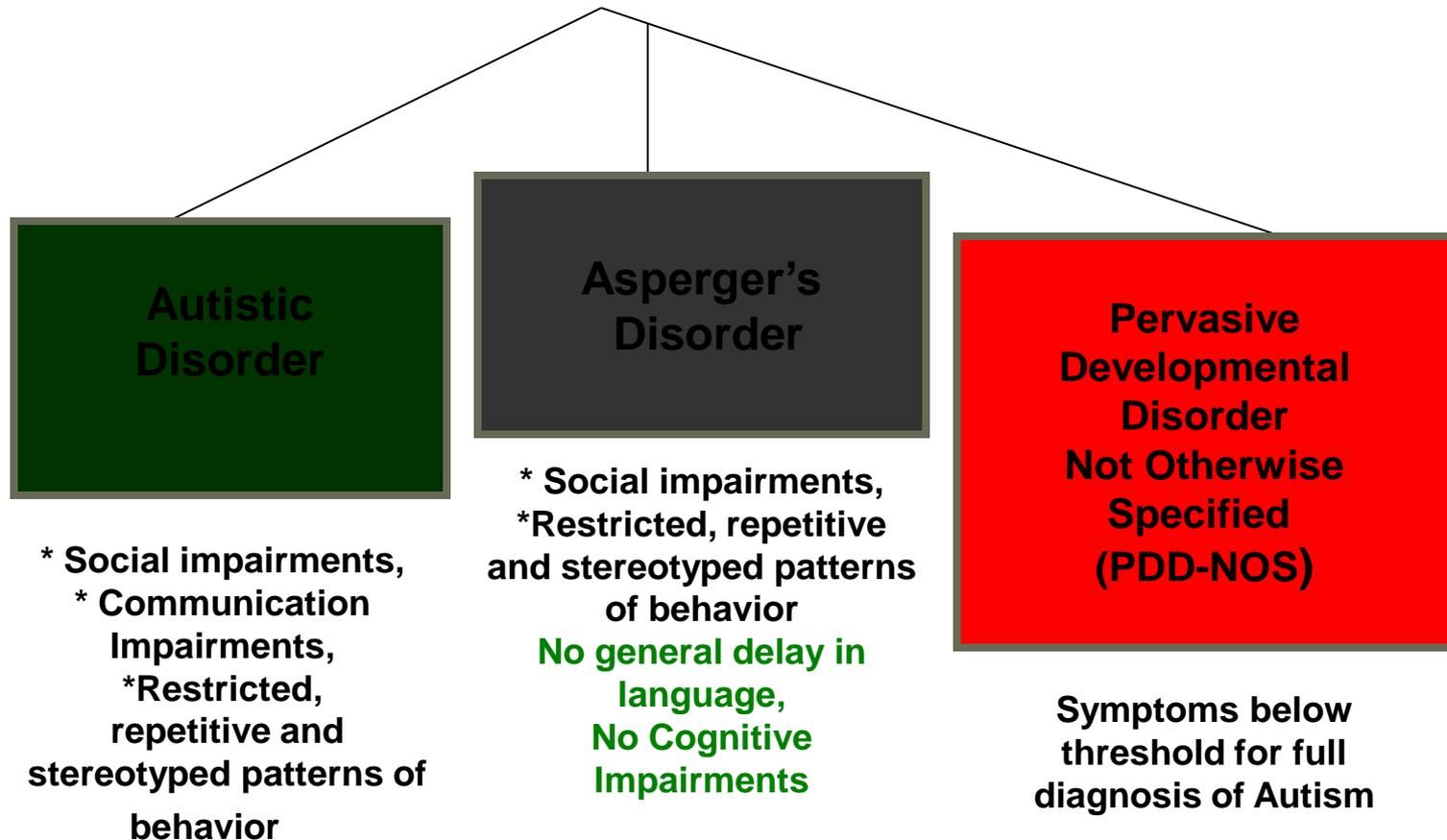# Restricted Repetitive and Stereotyped Patterns of Behavior

- Preoccupation with one or more restricted patterns of interest

- Inflexible adherence to specific routines and rituals

- Repetitive motor mannerisms

- Preoccupation with parts of objects

At least one of the above must be present

Autism Spectrum Disorders

Pervasive Developmental Disorders

Autistic Disorder

* Social impairments,
* Communication Impairments,
*Restricted, repetitive and stereotyped patterns of behavior

Asperger's Disorder

* Social impairments,
*Restricted, repetitive and stereotyped patterns of behavior
No general delay in language,
No Cognitive Impairments

Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)

Symptoms below threshold for full diagnosis of Autism

Proposed Criteria

- **Autism Spectrum Disorder** Must meet criteria 1, 2, and 3:
- 1. Clinically significant, persistent deficits in social communication and interactions, as manifest by all of the following:
  - a. Marked deficits in nonverbal and verbal communication used for social interaction:
  - b. Lack of social reciprocity;
  - c. Failure to develop and maintain peer relationships appropriate to developmental level
- 2. Restricted, repetitive patterns of behavior, interests, and activities, as manifested by at least TWO of the following:
  - a. Stereotyped motor or verbal behaviors, or unusual sensory behaviors
  - b. Excessive adherence to routines and ritualized patterns of behavior
  - c. Restricted, fixated interests
- 3. Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities)

Epidemiology

- 2010 – 1:110 Live births
  - 2007 - 1:150
  - 2005 - 1:166
  - 1994 - 4:10,000
- Higher Prevalence of diagnosed cases are male
  - Statistics range from 2:1 to 15:1
- Mental Retardation
  - < 50% (Decreasing from 90% in the 1980's)
- Fastest growing developmental disability
  - 18-22% annual increase
    - 1980 DSM-III – Describes Autism
    - 1987 DSM-III-R – Broadened Autism Criteria & Added PDDNOS
    - 1994 DSM-IV – Added Asperger's Syndrome
    - 2011 DSM – V ???

A-B-C

- Antecedents – Behaviors – Consequences

- All behavior complies to this model

- A's and C's affect future behavior

  - Some interactions increase behavior

  - Some interactions decrease behavior

Antecedents

- Antecedents are things that occur prior to a target behavior

- Antecedents can help determine and control why a behavior is happening

- Some can reliably predict a behavior

- Some can be changed to alter or prevent behavior

Consequences

- Consequences are things that occur following a target behavior
  - These events follow a behavior in time

- Consequences can make behavior more or less likely in the future
  - These can include anything and everything that could possibly occur following to a target behavior
    - Attention (being yelled at, reprimanded, redirected, soothed, calmed)
    - Escape (time out, getting away from tasks, getting out of chores)

- Consequences can make behaviors
  - Increase (Skill Acquisition)
  - Decrease (Problem Behavior)

- There is always a consequence

Model for Behavior

When to Address a Behavior

- Essential
  - Disruption
  - Self-injury
  - Physical aggression
  - Safety concerns/elopement

- Require Judgment
  - Attempts to escape or delay the onset of a demand/procedure
  - Inappropriate manners and peer relations

- Non-essential
  - Non-disruptive rude behavior
  - Certain requests (pick your battles)

Functional Assessment of Behavior

- ## Why is the behavior occurring?
  - Escape or delay the onset of demands
  - Gain access to something tangible
  - Gain attention
  - Multiple Functions

- ## Do not forget to consider antecedents
  - Illness
  - Fatigue
  - Hunger
  - Difficulty earlier in the day
  - Fear and anxiety
  - Change in routine

Detailed Behavior Report (DBR)

Student:	Staff:

Purpose: This form is used to record objective information regarding the target behavior, its antecedents and its consequences.

Target Behavior: **(Describe in Detail)**	
Severity Rating:	5 (severe) 4 3 2 1 (mild) Duration:
Schedule:	Date: Day: Time:
Location:	
Activity:	Preferred: Yes No Movement: H L Choice: Y N
Sequence of who was doing and/or saying what to whom:	
Program and Non-program Consequences:	
Perceived Function of Behavior:	

Focus of Intervention

- To decrease the number of inappropriate and/or disruptive behaviors

- To increase the occurrence of socially appropriate behaviors

Appropriate Motivation

- ## Determine Motivators

  - Everyone needs motivation!

  - Your goal is to motivate the child to comply.

  - Vary types and amount of motivation; including breaks, attention and tangibles.

  - Structure reinforcement schedules including collective rewards/group contingencies.
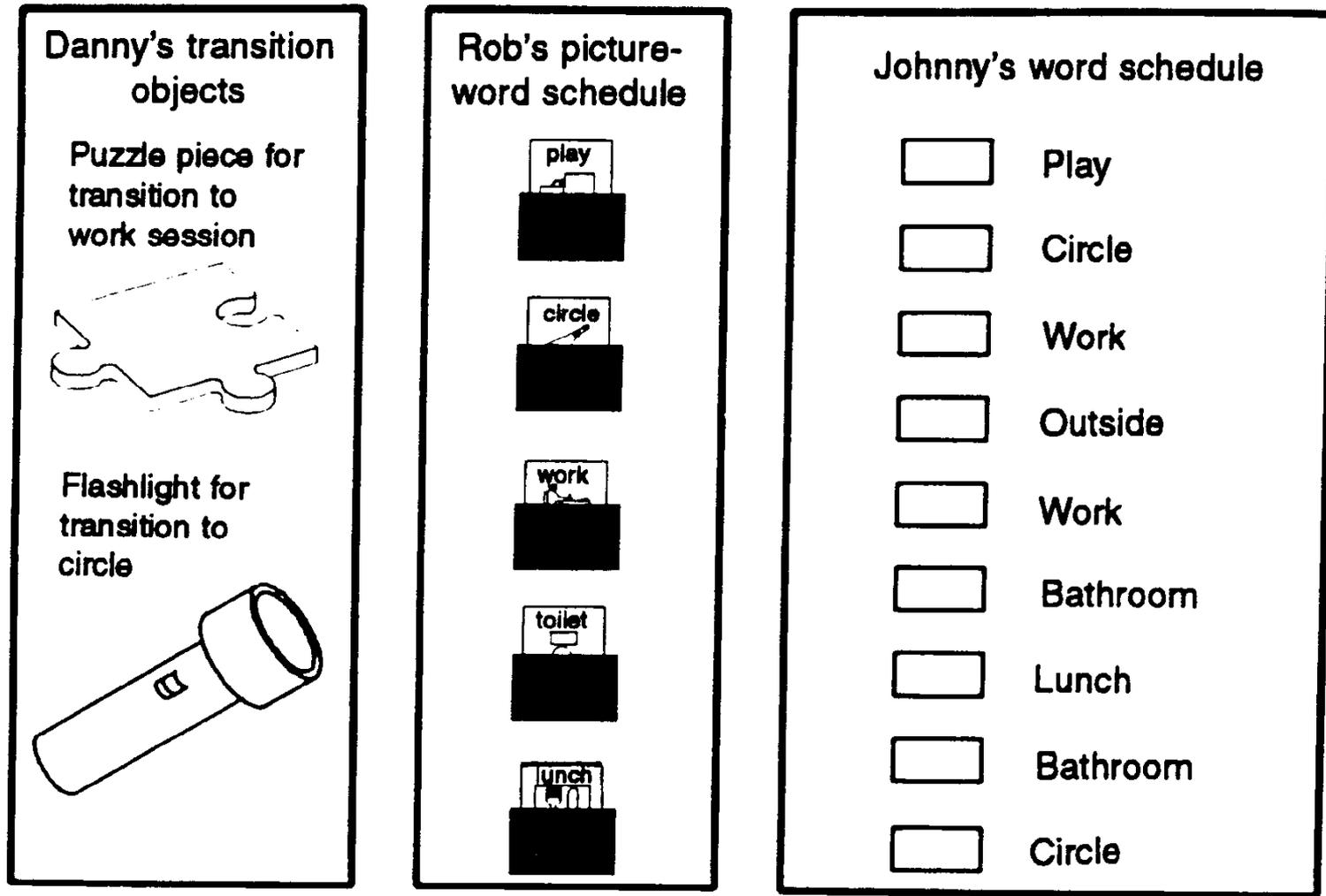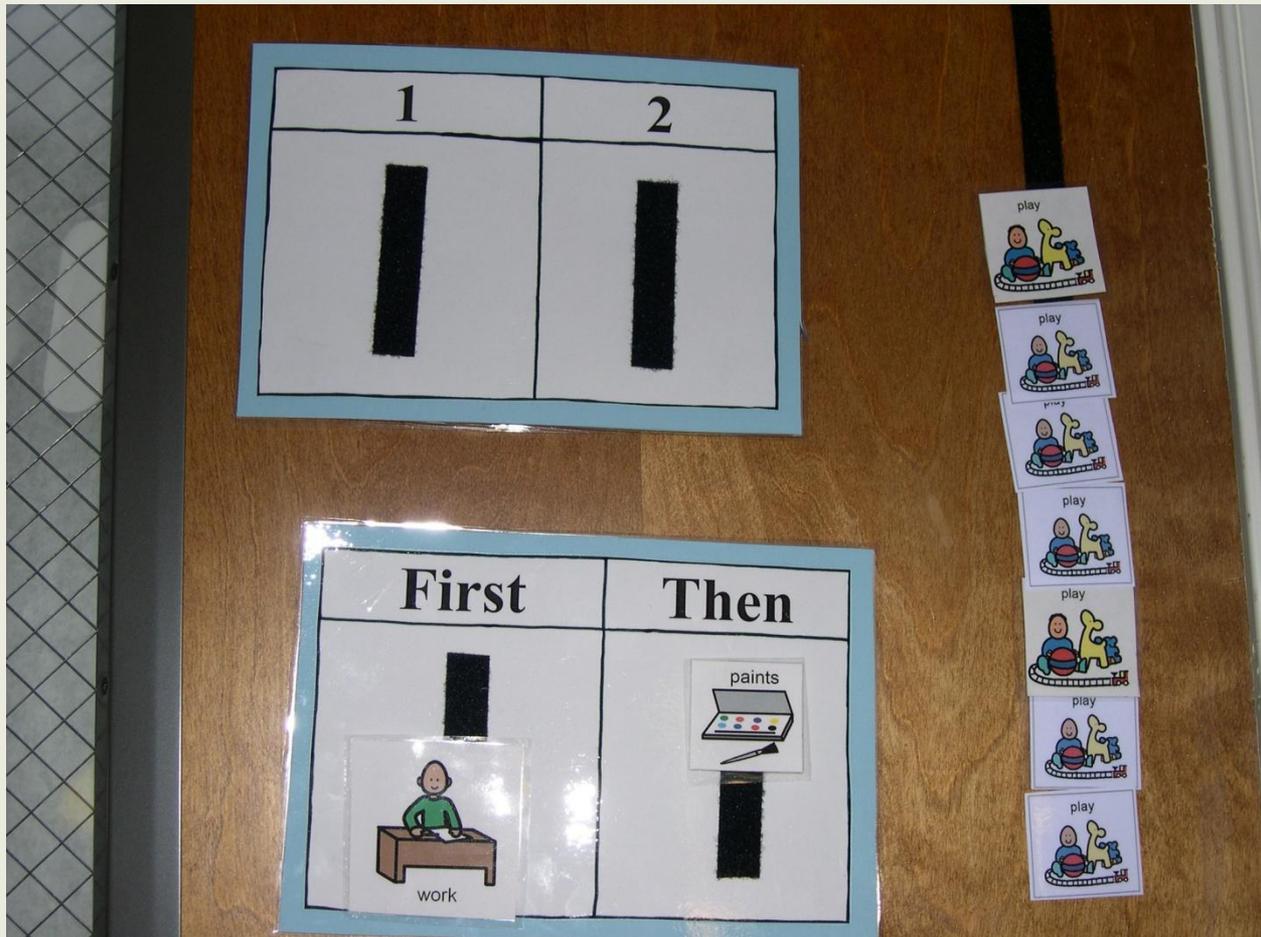
Visual Schedules

Danny's transition objects

Puzzle piece for transition to work session

Flashlight for transition to circle

Rob's picture-word schedule

play

circle

work

toilet

lunch

Johnny's word schedule

Play

Circle

Work

Outside

Work

Bathroom

Lunch

Bathroom

Circle

Fig. 10-2. Three types of schedules.

First - Then

Sample Schedule

My Job	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Wake-Up							
Make my bed							
TV							
Journal							
Get & eat Breakfast							
Brush teeth							
Get Dressed							
Wake Mom and Dad							
Choice Time							

If - Then

Assignments   Completed

1.   _____   ☐

2.   _____   ☐

3.   _____   ☐

4.   _____   ☐

5.   _____

                                          ☐

If you complete _____ assignments, then you
    can_____.

Adapted from Practical Ideas That Really Work For Students With Asperger
    Syndrome (McConnell and Ryser)

Long-Term Assignments
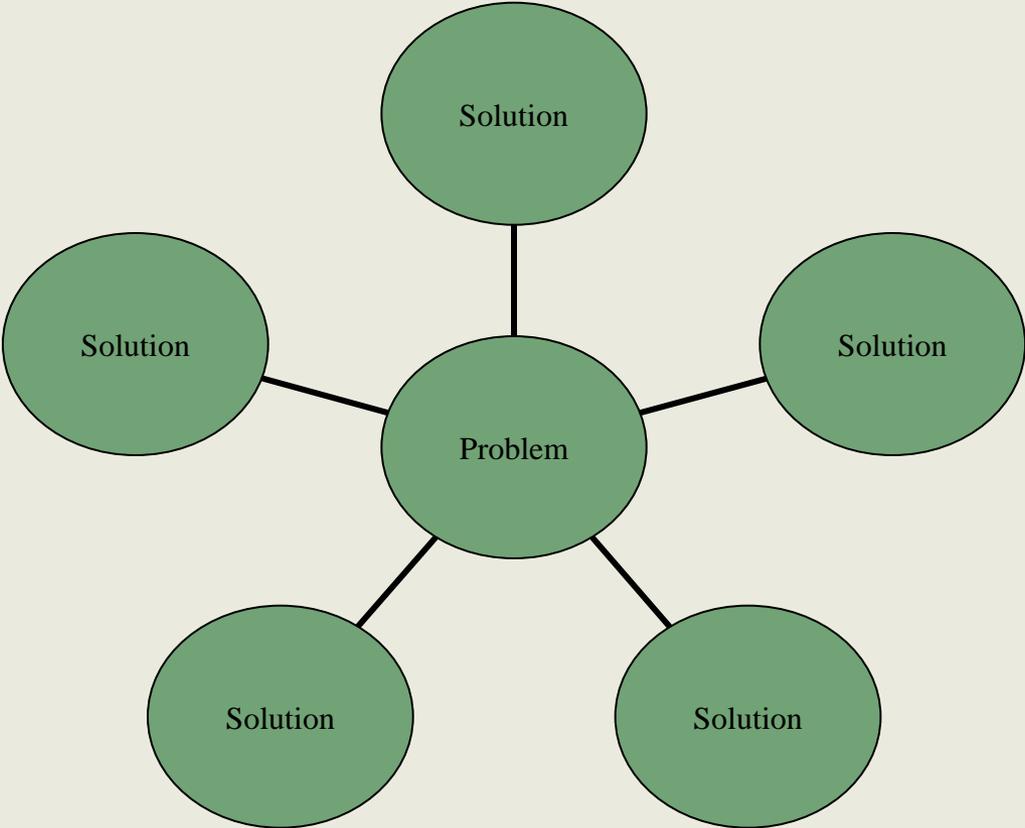
Class:_____
Assignments:_____   Page 1 of _____
Due Date: Parent Signature _____

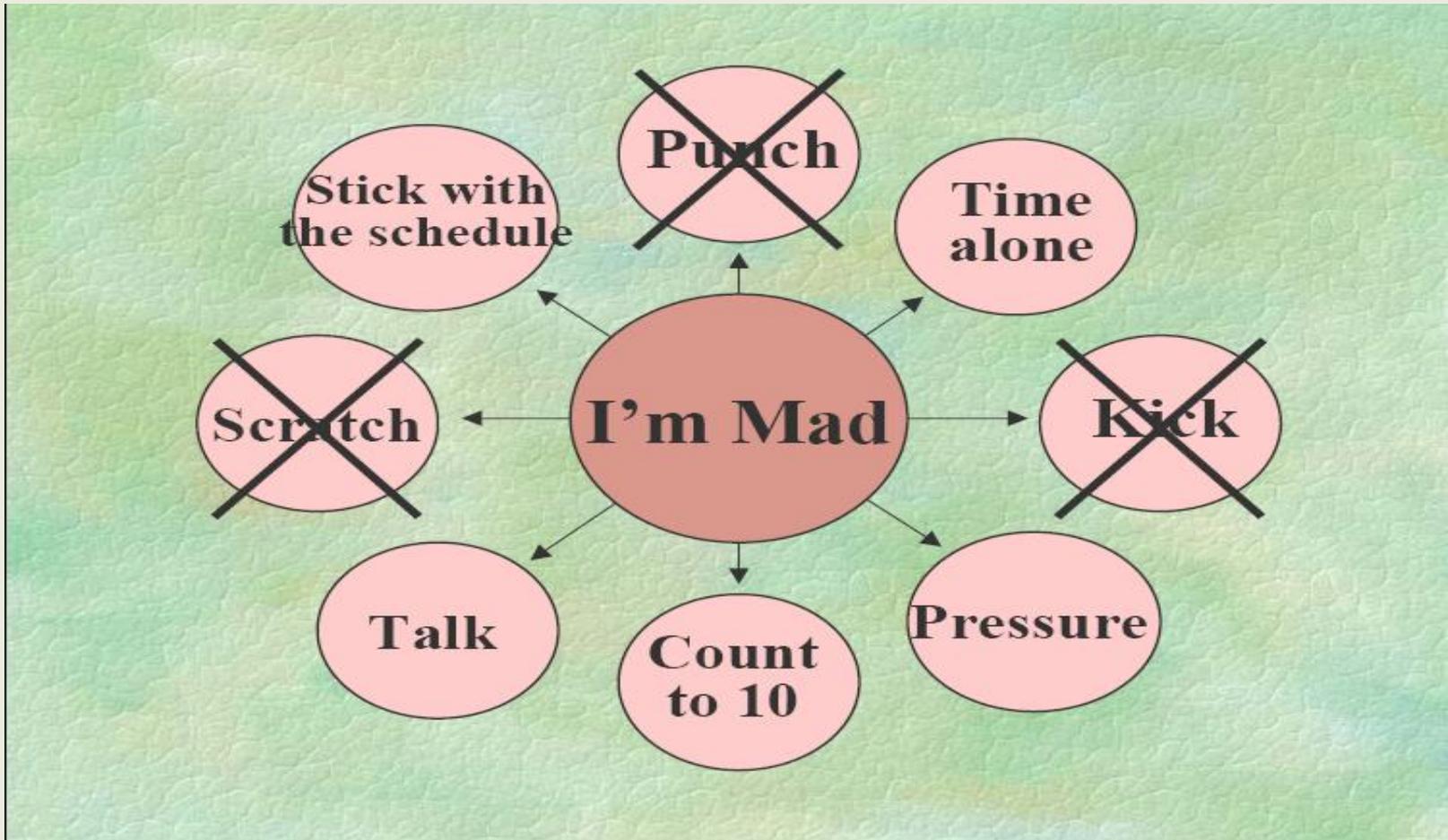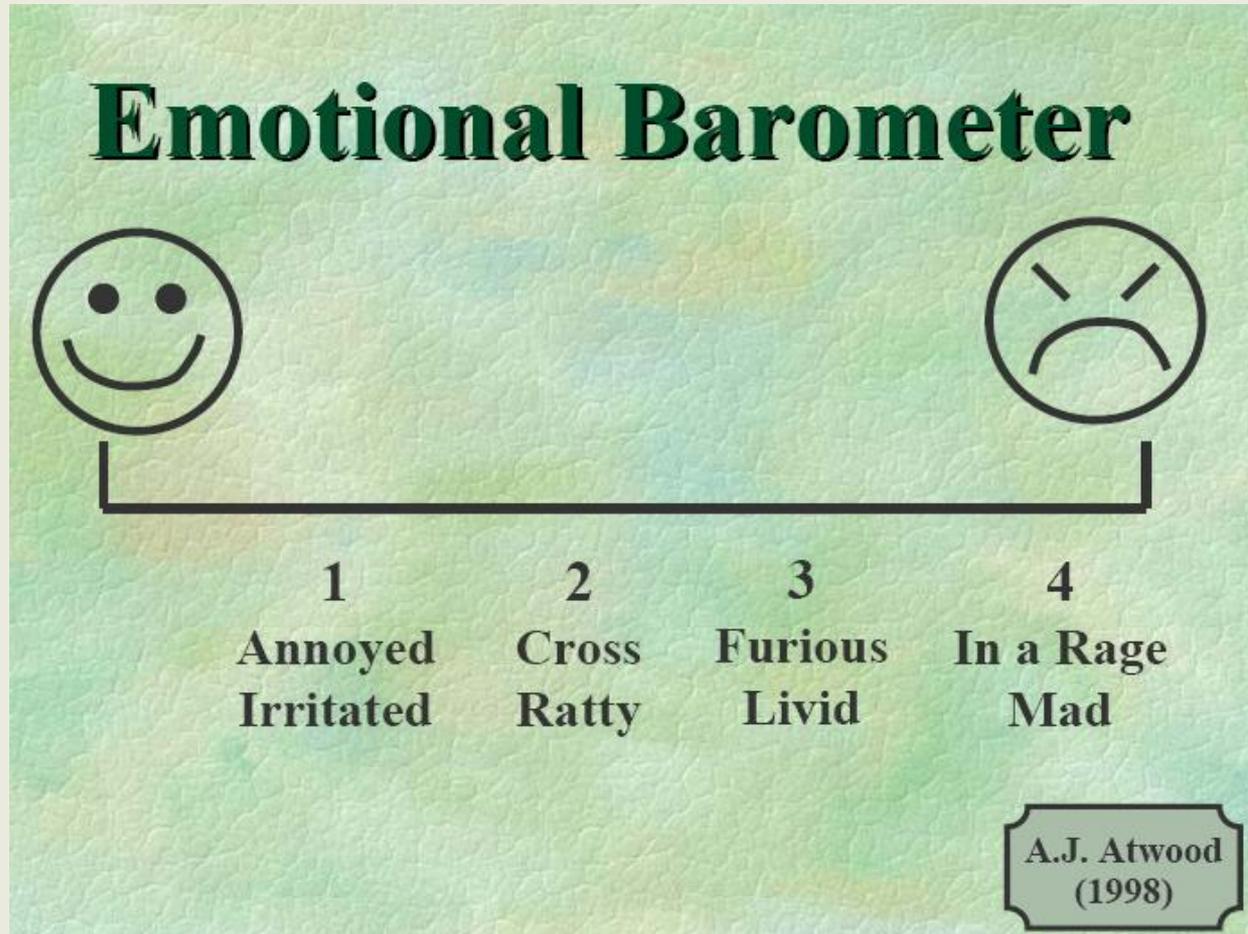|	**What do I need to do?**	**What materials do I need?**	
			Due Date: _____ Teacher's Initials _____ Parent's Initials _____
			Due Date: _____ Teacher's Initials _____ Parent's Initials _____
			Due Date: _____ Teacher's Initials _____ Parent's Initials _____
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			Due Date: _____ Teacher's Initials _____ Parent's Initials _____

Things to Remember:
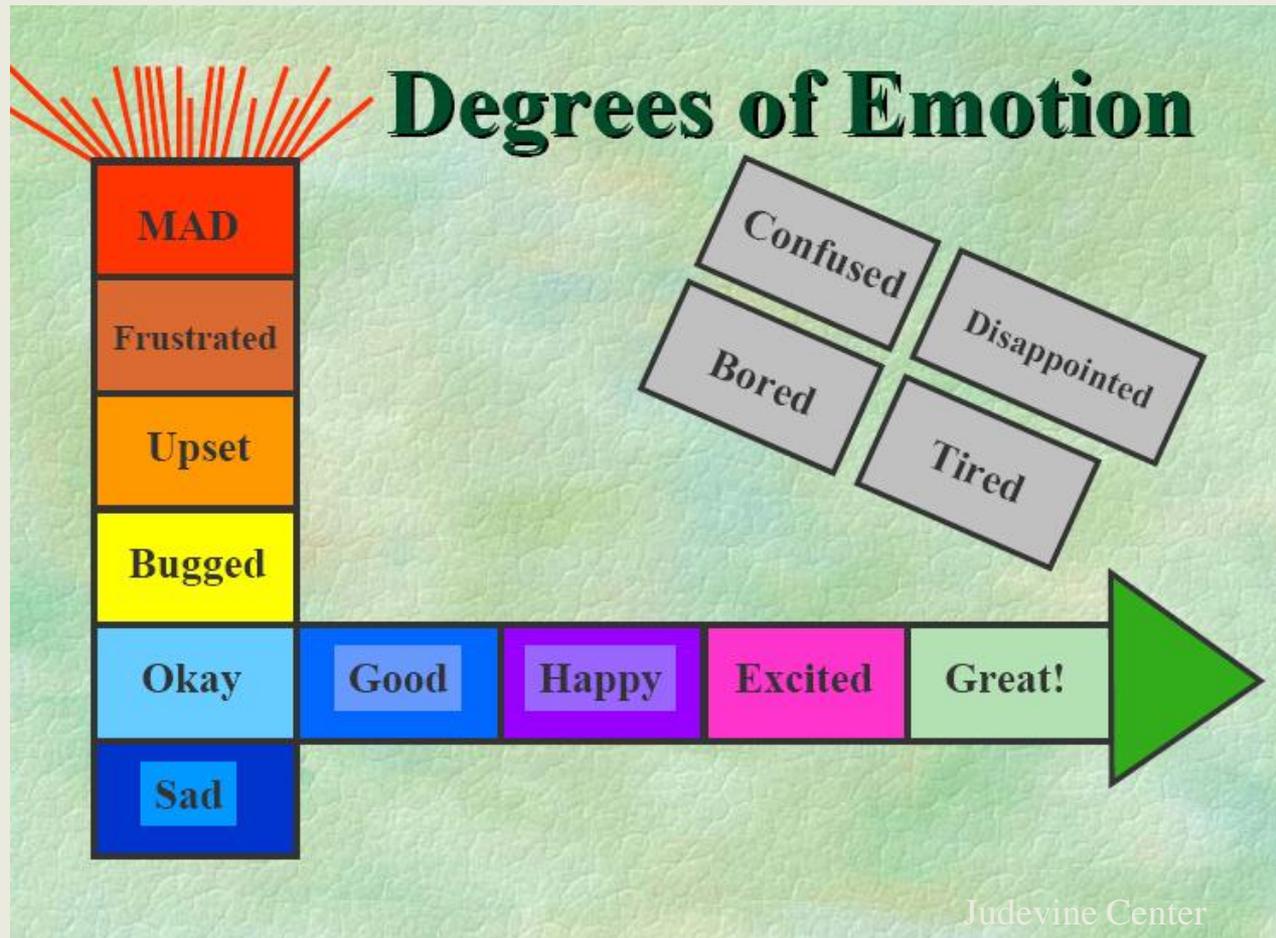
What is the best choice?

Problem Solving

Emotional Barometer

Emotional Barometer

Degrees of Emotion

MAD
Frustrated
Upset
Bugged
Okay | Good | Happy | Excited | Great!
Sad

Confused | Disappointed
Bored | Tired

Judevine Center

How do you feel today?

FEELING & ACTIONS	What does my face look like?	What does my body feel like?	What can I say?	What can I do?
HAPPY				
EXCITED				
ANXIOUS				
FRUSTRATED				
MAD				

Problem Solving

- Social Story
  - I am at school when I begin to feel angry.
  - I know I am getting angry because I can feel my heart racing.
  - Instead of yelling, I take deep breaths until I am calm.
  - I stay in control and think about three things that make me happy.
  - I am proud of myself and my teachers are proud of me.
  - I have a great day.

Social Strategies

- Increase Sensitivity of Others

  ○ The Sixth Sense II (Carol Gray)

  ○ Peer inclusion group
    - Measurable action plan
    - Meaningful outcome
    - Use peers to know teach the hidden curriculum
      ○ Physical plant, people, extra-curricular, schedule

Social Strategies

- Lunch buddies / Friendship groups
  - Eye Contact
  - Initiation of conversation
  - Turn Taking in conversation
  - Asking and answering open ended questions
  - Respecting personal space of others
  - Tone control
  - Understanding and eliminating behaviors that may be perceived as odd by peers

- Video modeling

- Community based outings

Friendship Book
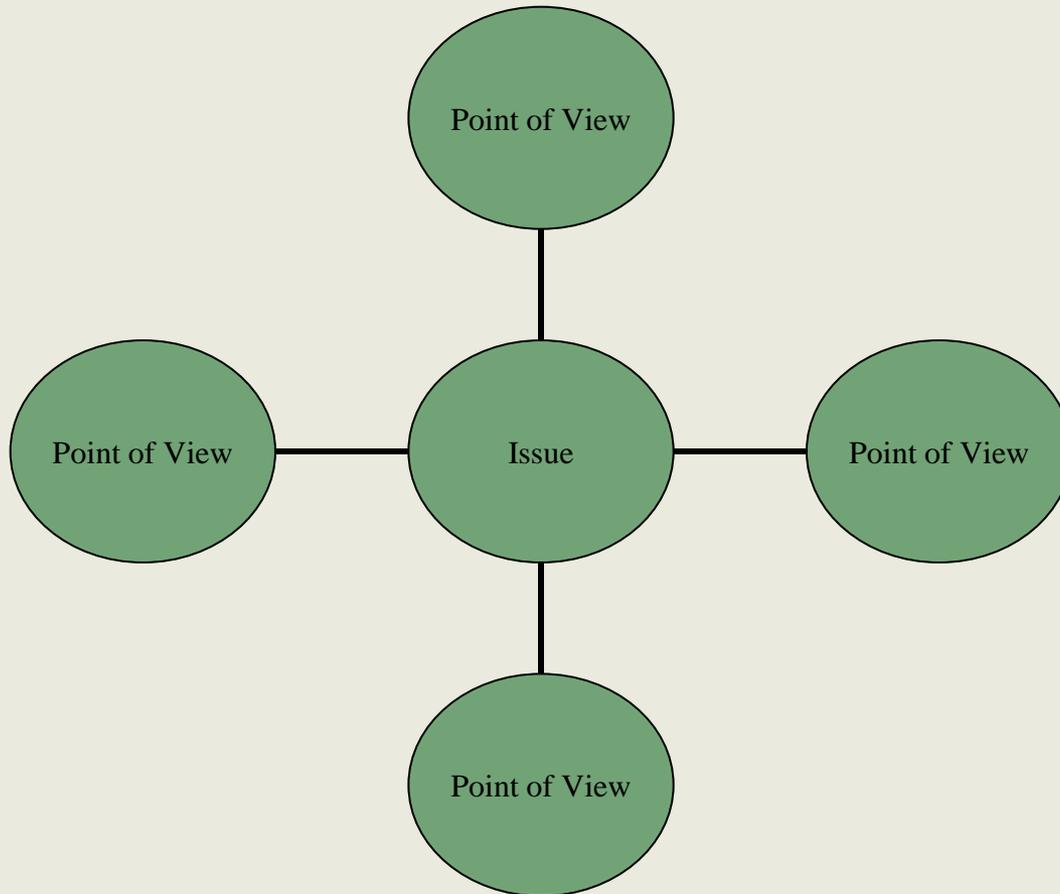
This is <u>Sarah</u>.

Sarah likes to play soccer, watch movies and eat pizza.

One thing we have in **common** is we both like to watch Hannah Montana.

Adapted from <u>Practical Ideas That Really Work With Autism Spectrum Disorders</u>

What do my friends think?

Traits To Teach

- Smiling and laughing
- Greeting others
- Extending invitations
- Converse
- Share
- Give Compliments
- Good Appearance
  *Fox and Weaver, 1989

Model for Behavior

Self Regulation and Calm Down Techniques

- **Self regulation** is the ability to recognize your body's needs and address those needs appropriately. This becomes important when talking about anger, frustration and anxiety.

- By teaching self regulating skills and using calm down strategies, your child will learn a positive way to deal with emotions.

- This will require your help and guidance.

Self Regulation and Calm Down Techniques

- Taking deep breaths
- Counting to ten
- Saying the alphabet
- Singing a song
- Thinking of something that makes you happy
- Give a two minute warning or tell them they have two more minutes.
- Important to use choices at this time.
  - Typically they are upset and cannot think of what to do, model for them, do the exercises with them.
- Talk them through calming down when it is introduced or when you see they are having great difficulty calming themselves.

Increase Structure

- Structure the activity by providing a clear schedule, with predictability.
  - What will happen and in what order
  - How long it will last
  - Who will be involved
  - What is expected
  - What are the consequences for appropriate and incorrect behaviors

Manipulate Schedule

- Keep it predictable by making things similar
- Alternate preferred activities with activities that are more demanding.
- Keep difficult tasks short.
- Provide adequate time for instruction vs. extras
- Provide transition warnings.
- Introduce change slowly.

- Adjust the environment to prevent the target behaviors from occurring.
  - The physical arrangement of the room should provide environmental organization.
  - Open spaces with no clearly defined boundaries can be very challenging and overwhelming and can often lead to a meltdown.
  - Minimize visual distractions on the walls.
  - Attempt to reduce auditory distractions.

Avoid Saying "NO"

- Avoid saying "no" or using negative phrases

- The words "don't" and "no" forbid a behavior, but do not teach the child the right way to do things
  - They can lead to a negative relationship between the teacher and child.

- When children hear many negative words, the meaning of those words is weakened.

Alternative Phrases

- Always tell a child what to do instead of what not to do.
  - "Please walk" instead of "No running"
  - "Quiet Hands" instead of "Stop tapping on the table"
  - "Hands down" instead of "Don't touch that"
  - "Close the door softly please" instead of "Don't slam the door"

Behavior Specific Phrases

- ## Instead of vague phrases
  - "Hold still" does not convey exactly what you are expecting from the child,

- ## Use behavior specific phrases so the child knows exactly what is expected of him.
  - "Place your hands together and hold them quietly in your lap while everyone else finishes."

The Individual Child

- The same strategy is NOT going to be effective for every child in every situation.

- It is important to be patient and calm while trying to figure out the behavioral strategy or strategies that best fits the child's needs.

- Sometimes you do everything right and the child still has behavior problems.

Behavior Plans

- Be creative with rewards
  - Make a puzzle
  - Boxes
  - Pictures
  - Fill a jar
  - Sibling/Group contingencies
  - Money

Behavior Plans

- Be careful with negative consequences
  - Stay calm
  - One person talks
  - Cool down is very effective

Key Points

- Reward positive behavior
- Ignore negative – when possible
- Increase predictability
- Maintain structure and consistency across environments
- Take care of yourselves
- Understand the reason for the behavior
- Motivate a change

Respect and Dignity

- I have come to the frightening conclusion that I (as a nurse) am the decisive element in the room. My personal approach creates the climate. My daily mood makes the weather. As a nurse, I possess a tremendous power to make a child's life 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 and a child humanized or de-humanized.

Questions and Answers