

East Side Union High School District Day 1

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Behavior in the Classroom

CHAOS + CHAOS=?



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Review of Basic Concepts of Preventing Behavior Issues

- **Consider your environment**
 - **Arrange classroom so you can visual monitor students**
 - **Make sure each section of classroom has a purpose which is shown visually**
 - **Make sure transitions are smooth (announced ahead of time; visuals used)**
 - **Limit amount of children in non-structured environments**
 - **Organize classroom for maximum independence (Be aware of support; needed label, routines; LABEL or use photos)**
 - **Have choice boards according to independence level for choice times or times when work is completed**
 - **Be aware of lighting, temperature and noise levels**

Things to Ponder about Behavior

- **Not every behavior needs a big plan. Remember to get the child's perspective.**
- **Remember to talk to the child**
- **Behavior is shared. Who is 'right' or 'wins' doesn't matter, it is a matter of perspective and the student's perspective may be totally different than ours.**
- **Sometimes ignoring a behavior is okay.**
- **Children with ASD have very poor self-regulation. Remember and plan for transitions from exciting to calm.**
- **If you are upset, it is very difficult for them to move from being upset to calm.**
- **The time to teach is not when the child is very upset.**
- **Routine is your friend but remember to introduce flexibility also.**
- **Each child takes cues in different ways. One word could prompt an inappropriate activity according to context.**
- **Children with ASD don't always realize cognitively that they have the power to control their mind.**

How do I feel about Physical Education?

| | Good | OK | Yucky |
|----------------|--|---|---|
| Coach |  |  |   |
| Basket- |  |  |   |
| ball |  |  |   |
| Friends |  |  |   |
| Running |  |  |   |
| Hot |  |  |   |

Things to Ponder about Behavior

- **Establish relationships with your students. Greet them. Look them in the eye. Listen when possible. Use non-verbal thumbs up, etc.**
- **Talk in positive language as much as possible “Walk please” rather “Don’t run.” “Look at what we get to do.” rather than “You have to do this.”**
- **Have very clear expectations in rules and lessons. Clear language, visuals, model.**
- **Group strategically.**
- **Make students feel invested in the classroom operations. Teach the skills to be successful in your classroom.**

Individual Behavior Issues

Positive Behavioral Support

- **PBS adapted from ABA**
- **A holistic approach that considers all of the factors that impact on a child, family, and the child's behavior**
- **Focus is not just on problem behaviors but on a broader view of the quality of life of the student and how to make the problem irrelevant.**
- **Views behavior as communication.**
- **Focus is prevention as well as teaching skills that replace problem behavior.**
- **Used in real-world contexts both in assessment and intervention.**
- **Focuses on self-regulation, self-management, and self-determination.**

Research Base

- **Effective for all ages of individuals with disabilities 2-50 years**
- **Effective for diverse groups of individuals with challenges: mental retardation, oppositional defiant disorder, autism, emotional behavioral disorders, children at risk, etc.**
- **PBS is the only comprehensive and evidence-based approach to address challenging behavior within a variety of natural settings.**

Positive Behavior Support

- **Functional assessment features**
 - **Clear description of behavior**
 - **Events, times, and situations that are predictive**
 - **Describes consequences that may maintain the behavior**
 - **Formulates a hypothesis**

Challenging Behavior

- **Children engage in challenging behavior because “it works” for them**
- **Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest)**

Describing Communicative Behavior

- **Every communicative behavior can be described by the form and function.**
 - **Function: the reason or purpose of the communicative behavior**
 - **Form: the behavior used to communicate**

Functions of Communication

- **Request object, activity, person**
- **Escape demands**
- **Escape activity**
- **Request help**
- **Request social interaction**
- **Comment**
- **Request information**
- **Request sensory stimulation**
- **Escape sensory stimulation**

Forms of Communication

- **Words**
- **Sentences**
- **Point to a picture**
- **Eye gaze**
- **Pulling Adult**
- **Crying**
- **Biting**
- **Tantrums**

Functional Analysis Interview

- **Define behavior (describe what you see)**
- **Describe frequency and intensity**
- **Explore possible setting events**
- **Identify predictors (triggers)**
- **Identify maintaining consequences**
- **Identify current communicative functions**
- **Describe efficiency of the behavior**
- **Describe previous efforts**
- **Identify possible reinforcers**

Possible Hypothesis

- *When Brent _____, he
_____. This behavior is increased
in _____ and when _____. This behavior
is maintained if he is _____, _____, or
_____.*

Positive Behavior Support

- **Intervention plan focus**
 - **Proactive environmental changes**
 - **Teaching new skills to replace problem behaviors**
 - **Eliminating natural rewards for problem behavior**
 - **Maximizing clear rewards for appropriate behavior**

Process for Individual Intervention

- **Complete FAI**
- **Propose hypothesis**
- **Test hypothesis**
- **Prevention (Using EBP Toolbox)**
- **Teach new skills (Using EBP Toolbox)**
- **Eliminate rewards for problem behavior**
- **Maximize clear rewards for appropriate behavior**
- **Make sure of appropriate collaboration**
- **Keep data**
- **Make adjustments as needed**

Evidence Based Practices

- **Behavioral packages (includes PBS, FCT, ABA, priming, DCT)**
- **Visual Supports**
- **AAC**
- **Joint attention**
- **Modeling (In Vivo and Video)**
- **Self management**
- **Story based packages (Social Stories)**
- **Cognitive Behavioral Intervention Packages**
- **Naturalistic teaching strategies**
- **Peer training packages**
- **Pivotal response treatment**
- **Cognitive Behavior Treatment**
- **Social Communication with Generalization**

**Education is only a
ladder
to gather fruit from
the tree of
knowledge....
NOT THE FRUIT
ITSELF!**



Anonymous