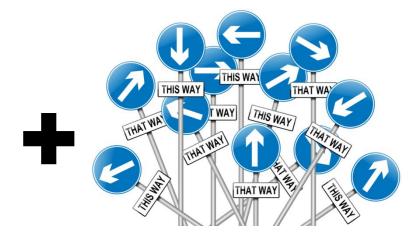
# East Side Union High School District Day 1

Sylvia F. Diehl, Ph.D., CCC-SLP University of South Florida (retired) sdiehl@usf.edu

#### **Behavior in the Classroom**

## CHAOS + CHAOS=?





#### **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		<u> </u>	
<b>Basket-</b>			<b>(1)</b>
ball		<u> </u>	
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 selfdetermination.

#### **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 evidencebased 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

