SMALL WAYS TO PREVENT BIG BEHAVIORS

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UNDERSTANDING BEHAVIOR

- All behaviors serve a purpose (function)
  - Obtain
  - Escape or avoid

- Children continue to use certain behaviors because they work!

- It is difficult to change a behavior if we don’t understand why it is happening.
FUNCTIONS OF BEHAVIORS

In order to change a behavior, it is important to understand why the behavior is happening.

- Is it to obtain something? (attention, object)
- Is it to avoid something? (demand, interactions, work)

The consequence should be based on the function of the behavior.
PREVENTION, not REACTION

How can we prevent challenging behaviors?
- Build a positive relationship
- Environmental considerations
- Language strategies
- Reinforcement
- Teach social skills
Building Relationships

- Show interest in the students, find out their likes and dislikes
- Spend time getting to know them, don’t just immediately jump into work and discipline
- Observe
- Positive praise and lots of it
- Make sure you maintain your calm with your students, keep your body language and tone respectful
- Set expectations and follow through
- Create consistency in your classroom. Students need to know what to expect.
- Eat lunch with them, interview them, email parents ahead of time, meet ahead of time, take a walk
ENVIRONMENTAL STRATEGIES

- Preferential seating
- Visual supports
  - Visual or verbal reminders on desk about the expectations (e.g. raise a quiet hand).
- Peer buddies
- Schedules (don’t be afraid to change the schedule to meet the individual’s needs (e.g. start in a different room, have a sensory break after lunch)
  - Schedule for the day
  - Individual schedules
  - Free choice schedules
- Have a place for private work
- Critical elements form
- Are there any sensory considerations for the child? (seating, noise, smells)
LANGUAGE STRATEGIES

- First this, then that
- If....then....OR When...then
- You can tell me that in 1 minute
- This is what you can do
- Give them choices (you can use a red pen or a blue pen) to avoid power struggles
- That is not a choice...here are your choices
- Warn about transitions
- Proximal Praise
- Catch the student being good!
- You are making a choice (when you choose___, then ___happens)
REINFORCEMENT

- Material reinforcers work for students who require immediate reinforcement in smaller amounts
  - Stickers
  - Pencils
- Natural reinforcers are things students like to do/ask to do during free time
  - Play a game
  - Read a book
- Sensory reinforcers are things you can hear, see, smell, or touch
  - Listen to music
  - Watch a movie
REINFORCERS CONT.

- Generalized reinforcers work for students who can delay gratification, as the reinforcer is exchanged for an item of value at a later time.
  - Token system
  - Raffle tickets
- Social reinforcers should be paired with other types of reinforcers when students are first learning new skills.
  - Smile
  - Compliment
  - Verbal praise (Behavior specific)
EXAMPLE OF SOCIAL REINFORCEMENT

- Okay class, I am looking for students to use their walking feet in the hallway. Thank you, Maria, for using your walking feet. That’s an expected behavior. I am going to give you a point because you are showing expected behavior.
  - Describe what the student did right.
  - Explain how the behavior relates to the school-wide expectation.
  - Verbally link the behavior with the reinforcer.
REMINDERS

- Some children are NOT intrinsically motivated by doing well in school.
  - We need to teach children the value of doing well in school. This may be through tangible rewards, but this should fade in time and eventually the social praise will be enough for the student to WANT to succeed.

- Some children only know how to get attention by misbehaving.
  - We need to teach children the appropriate way to get attention and praise them for doing the right behavior.

- Think of all the times you are reminding the student to get back to work or stay on task.
  - Instead, praise them while they are working or are on task.
QUESTIONs ABOUT PRAISE

- Shouldn’t children this age already know what is expected of them and how to behave?
  - Behavior that is acknowledged is more likely to occur again.
  - Behavior that is ignored is less likely to be repeated.
  - No good behavior should be taken for granted, or it may decline.

- Praising feels unnatural. Won’t kids think it sounds phony?
  - The more you praise, the more natural it will feel.
  - If you praise appropriate behaviors that truly happened, there is nothing phony about it.
  - Kids who get praise will tend to praise others.

Sprague & Golly, 2004
QUESTIONS ABOUT PRAISE

Isn’t praise manipulative and coercive?
- The purpose of praise is to reinforce and increase positive behavior with the student’s knowledge.
- Praise helps clearly describe expectations so that students can successfully meet them.

Isn’t giving a reward like bribing students to do what you want them to do?
- A bribe attempts to influence or persuade someone to produce a desired behavior that hasn’t yet happened.
- A reward reinforces a desired behavior that has already happened.
QUESTIONS ABOUT PRAISE

● Won’t students come to depend on tangible rewards? Don’t extrinsic rewards decrease intrinsic motivation?
  ● Tangible rewards should be accompanied with social rewards.
  ● When a message that recognizes a student’s efforts as being responsible for success is given with a reward, internal motivation will actually be strengthened.

● Shouldn’t rewards be saved for special achievements?
  ● By acknowledging only the “big” behaviors, adults send the message that everyday behaviors of courtesy, responsibility, and respect are not important.
  ● Small steps on the way to achievement need to be recognized
In Mrs. Green’s class, it is very important that I follow the 5 rules of school. These rules are:

1. Listen
2. Keep your hands, feet and mouth to yourself
3. Follow directions
4. Raise a quiet hand
5. Be kind

If I follow these rules I get a sticker. When I get 10 stickers, I get to choose my reward!

(here is where I put the 10 pieces of Velcro for the stickers)

When I get 10 stars, I get to take a 5 minute break in Rm. 19.

If I get 10 checks I get 5 minutes of free time in room 19. I can use the free time as soon as I am finished with whatever I am doing, or I can add up each time I get 5 minutes and use them as a chunk of time at the end of the day.

I get checks for staying on task, doing my work and keeping a positive attitude.

<table>
<thead>
<tr>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I get 5 warnings I lose Captain Underpants books.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>If I only get 4 warnings, I get 1 extra minute of break</td>
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<tr>
<td>If I only get 3 warnings, I get 2 extra minutes of break</td>
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<td>If I only get 2 warnings, I get 3 extra minutes of break</td>
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<tr>
<td>If I only get 1 warning, I get 4 extra minutes of break</td>
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<tr>
<td>If I get no warnings, I get an extra 10 minutes of break!!!</td>
<td></td>
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</tbody>
</table>

Reward or reinforcement examples:
<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
<th>Teacher score</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 – 11:10</td>
<td>Literacy Block</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>11:10 – 11:50</td>
<td>PCP</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>11:50 – 12:30</td>
<td>Math</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>12:30 – 1:10</td>
<td>LUNCH/RECESS</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>1:10 – 2:15</td>
<td>Math</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>2:15 – 2:30</td>
<td>Recess</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Science</td>
<td>1 2 3</td>
<td></td>
</tr>
<tr>
<td>3:00 – 3:35</td>
<td>Social studies, Friday club or social skills</td>
<td>1 2 3</td>
<td></td>
</tr>
</tbody>
</table>

1 = I did not do my best
2 = I tried but I still needed some reminders
3 = I did my best!!!
**Types of Reinforcement**

- Be as creative as you want to be:
  - Breaks
  - Money
  - Edibles
  - Tangibles (stickers, bands)
  - Time with a special adult
  - Time with a special peer
  - Extra recess
  - Home rewards

- Something for the whole class

- Keep certain rewards for highly desirable behavior
  - A kid can be earning minutes towards a reward break for following directions, quiet mouth (etc.) but could be earning money for staying with the group, which is the most desired behavior.
<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Finish Math Work | 0 1 2  | Task 1 & 2 Done = 1 Point
                    |        | Task 1, 2, 3 = 2 Points                        |
| Stay Focused     | 0 1 2  |                                                |
| Be Respectful    | 0 1 2  | Kind words                                     |
| Stay Calm        | 0 1 2  | Following directions                           |
|                  | 0 1 2  | Using strategies when I need to!              |
| TOTAL POINTS     | 0 1 2  |                                                |

- 8 points = 🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴🔴ılm
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<thead>
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<tr>
<td>Caring For Others</td>
<td>Kind Voice</td>
<td>0 1 2</td>
</tr>
<tr>
<td></td>
<td>Not Interrupting</td>
<td>0 1 2</td>
</tr>
<tr>
<td></td>
<td>Safe Body</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Caring For Yourself</td>
<td>Compromising, flexibility, and using strategies</td>
<td>0 1 2</td>
</tr>
<tr>
<td>Doing Work</td>
<td>Following directions</td>
<td>0 1 2</td>
</tr>
<tr>
<td></td>
<td>Participating</td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Reward Breaks**

- Reward break can be taken in their classroom or your classroom
- Teach the student how to take the reward break
- Reinforce finishing the break (e.g. if you get off the iPad right away, you will earn an extra minute for your next break)
- Let them bring a peer – increase social status
- Help reengage them back into class (be a social detective, what are your peers doing?)
OTHER STRATEGIES

- Social stories
- Power cards
- Emotional support
  - Emotions chart
  - How are you feeling today?
- Problem solving charts
- Feelings journal
- Red, yellow, green cards on desk
- Heavy work or physical exercise
- Cuing or prompting
- “To do” lists
- Frequent breaks from work
- Sensory tools
- Transition objects or strategies

Right now I feel:

<table>
<thead>
<tr>
<th></th>
<th>Sad</th>
<th>Excited</th>
<th>Happy</th>
<th>Mad</th>
<th>OK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><img src="image" alt="Sad Emotion" /></td>
<td><img src="image" alt="Excited Emotion" /></td>
<td><img src="image" alt="Happy Emotion" /></td>
<td><img src="image" alt="Mad Emotion" /></td>
<td><img src="image" alt="OK Emotion" /></td>
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<tr>
<td></td>
<td><img src="image" alt="Scared Emotion" /></td>
<td><img src="image" alt="Frustrated Emotion" /></td>
<td><img src="image" alt="Annoyed Emotion" /></td>
<td><img src="image" alt="Bored Emotion" /></td>
<td><img src="image" alt="Hurt Emotion" /></td>
</tr>
</tbody>
</table>
MORE STRATEGIES

- Happy go home notes
- Social behavior mapping ahead of time
- Behavior momentum (give an easy task, praise, and then give a harder task)
- Stuffies or puppets
- Attention cards
- Worry or anger monster
- Physical presence
- Voice modulation or silence
- Compliment jar
- Visual over verbal
- More time (allow for a longer transition)
- Break card
- Behavior contracts
- Home/school communication
SOCIAL STORIES AND POWER CARDS

Social stories
- Social stories describe situations or skills that students need to be successful in the social world.
- Written specifically for the student with their interests in mind.
- Write it from the student’s perspective.
- Include things they do well and what they need to work on.
- Give clear instructions for what to do or what is happening.
- You can let the student help you write the story.
- Always end with a positive.

Power Cards
- Power cards use a student’s special interest to motivate student to complete or perform a variety of tasks.
- Small and succinct
- Teach a skill through demonstration or conversation
Computers are fun! They help us learn.

I like to use computers, but when the timer goes off, that means it’s time to get off the computer.

When the timer goes off, I will stop my game and listen to the teacher’s directions.

If I don’t get off the computer, I lose free choice time.

But when I get off the computer right away, I get two M&Ms!
Sometimes I think about strawberries. I think about them all the time! I often smile and giggle when I think about strawberries. But not when I go to school. When I am at school I think about school work and I work hard. When I want to giggle, I think, “I can do that at recess”. Remember “****, you can giggle at recess, not in class. I know you can do it! I am very proud of you.”

NASCAR drivers have to get started on time. If they miss the start, they will miss the race. They always do a pace lap first, to get them warmed up. Then, with their engines warm, they race to the finish line. They only stop if they have a flat tire. Otherwise, they never stop! They do their work like champions!

I love NASCAR and want to keep my engine revved. I need to get started with the other kids in the class, or I won't be able to finish. I may need a warm up to rev up my engine. After the warm up, I can race to the finish line. If I need a pit stop, I can take one. Otherwise, I won’t stop and I will finish my work like a NASCAR champion!

Spiderman says, “****, remember this. If you get upset about not getting a turn, you can say, ‘oh well, maybe next time’. Remember to stay calm. Good job, ****!”

Batman says, “****, have a safe body. Keep your hands, feet and body to yourself! Say, ‘excuse me’ if you need to pass someone. Don’t be a space invader! Good job, ****!”
My name is ******** and I like to follow the rules. I feel proud and so does my teacher when I follow the rules. Sometimes the other kids don’t follow the rules. This makes me mad and I want to cry. I have to remember that it is THEIR business, not mine. I cannot get upset when other kids break the rules. I can just say, “oh well”. I can also be happy that I am following the rules.

Sometimes things make me angry.

When I get mad I have a choice about what to do.

I can communicate.

I can walk away.

I can take a break in the quiet area.

I can take some deep breaths and calm down.

I can think of things that make me smile.

This will make my teachers and my friends happy.

When I get mad,

I cannot show my fists.

I cannot hit, push or punch.

I cannot yell really loud.

This will make my teachers and friends mad too.

Then I might get into trouble.

So, when I get mad, I can

Sometimes work is easy and sometimes it is HARD! The rule is, even if it is HARD, I still need to try it. When I try new work, I learn new things! I can’t say, “no, I won’t do this”. If I need help, I can ask a friend or a teacher. If I do this, my teachers will be proud of me.
<table>
<thead>
<tr>
<th>Level</th>
<th>Character</th>
<th>Emotion</th>
<th>Jedi Skills</th>
</tr>
</thead>
</table>
| 5     | Kylo Ren  | Out of Control  
I'm not listening anymore. I'm furious! I could hit, kick, or yell. I need a teacher and some time to calm down! | • Get help from a teacher.  
• Find a quiet space to use my strategies and take some time to cool off. |
| 4     | Darth Vader | Starting to Lose It  
I am mad. I might throw things and say mean things. I need some help to calm down! | • Tell my teacher that I need a break.  
• Find a safe, quiet place to calm down.  
• Use my strategies to calm down. |
| 3     | C-3PO     | I Am Getting Agitated  
I'm starting to feel tense. I need a break before I say or do something I shouldn't, but I can problem solve when I'm ready. | • Walk away from a bad situation.  
• Tell my teacher that I need a break.  
• Use my strategies to calm down. |
| 2     | Luke Skywalker | I Can Handle It  
I am doing okay. I may not like something or what someone did but I can problem solve by myself. | • Take a deep breath  
• Use self-talk to stay calm.  
• Use words to tell people how I feel or what I don't like. |
| 1     | Yoda      | Just Right, I Am  
I'm feeling great! I am in control of myself. I am working hard and being respectful. | • Enjoy the feeling!  
Keep making good choices, stay happy, and work hard. |
My name is ******* and I am 11 years old. I go to Lafayette Elementary and I am in 5th grade. My favorite things in the world are cars and maps. They are so interesting and fun and I think about them all the time; sometimes too much. I think about things I like when I am supposed to be doing my work. I know how to do my work because I am really smart, but actually getting started with my work is really hard for me.

Something that will help me is revving up my engine, just like a car. In the mornings, car engines are cold. They need to be started and warmed up before they start driving. This is just like me! I need to be started and warmed up, before I get to work.

Some ways for me to get warmed up are:

1. Saying the alphabet in my head forward and backward.
2. Doing a warm up puzzle like sudoku.
3. Counting to 50 in my head.
4. Looking at an optical illusion picture for 2 minutes.

These should help me get warmed up to start my work.

Remember, REV YOUR ENGINE!
Top Secret Mission Cards

- Name the behavior to work on, by labeling it their top secret mission
- Write out the strategies for how to complete the mission
- Stamp it when they have it completed

Top Secret Mission!

- Compromise!!!!!
- What is the problem?
  - You want to play only your game.
  - Your friends are getting upset with you and don’t want to play with you.

Ways to Compromise
- Do their game first and your game next!
- Mix the games!
- Choose a new game!

TOP SECRET MISSION: DEFEAT WASFUNNYONCE!

WASFUNNYONCE wants to get you in trouble!!

- He gets you to laugh when you should be serious.
- He gets you to ignore the teacher and act silly.

You can defeat him!
- Think, is this a silly time or a serious time.
- Ask for a break if you are getting too silly.
- Take deep breaths to calm down.

Date: 2012
Time: all day long
Objective: Get DOGEN to be silly and forget to follow directions.
EMOTIONAL AND PROBLEM SOLVING SUPPORT

- Teach them a variety of emotions and how to recognize them through their body language
- Emotions chart for all of the kids to access
- Teach students to say how they feel. I feel...I need
- Have a feelings journal where they can write what they want.
- How are you feeling today?
- What do you do when you are feeling this way?
- Problem solving chart to teach to the whole group and then access for individuals
- Teach the kids how to use the chart independently
- Stress solution and consequence
  - Consequences are neither good nor bad
I am so excited because I have a new diary! I get to write in my diary about my feelings. If I am feeling happy, I can write, “I feel happy right now because...” and explain my feelings. If I feel sad I can write “I feel sad right now because...” and explain my feelings. I can write about any feeling I want.

When I feel sad, mad, frustrated, or any other negative emotion, I need to figure out a plan. I need to think to myself, “what can I do to feel better?” I will write my plan down in my emotions diary and then I can try to feel better. When I am all better, I can write “I feel happy now because....”

Here is an example:

“I feel sad right now because I couldn’t find anyone to play with at recess. I need a plan to feel better. My plan is that at next recess, I will look for a different group. I can feel better by thinking of all the things I like to do and that will make me happy.”

1. What’s the problem? 🎈?

2. How do you feel?

3. Calm down and think of some solutions.

Rock and pudding  
Take deep breaths  
Count to 10

4. Possible solutions:

5. Try out your solution! If it doesn’t work, try another solution!
Problem Solving

If there is a problem 😞 😢:

1. Keep calm 😘. I can keep calm by taking 3 deep breaths and counting to 10. Tell yourself, “I can solve this problem if I am calm.”

2. Think, “What’s the problem?” 😳

3. Think, “How do I feel?” “How does the other person feel?”
   - Sorry 😞
   - Scared 😢
   - Jealous 😢
   - Embarrassed 😢
   - Sad 😢
   - Disappointed 😞
   - Frustrated 😞
   - Annoyed 😞
   - Angry 😡

4. Think about possible solutions and the consequence to each solution.

<table>
<thead>
<tr>
<th>Solution (What should I do?)</th>
<th>Consequence (What will happen when I do that?)</th>
<th>Is it a safe solution?</th>
<th>Good or bad solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>Okay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Yes</td>
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</tr>
<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
<td>Okay</td>
</tr>
</tbody>
</table>

5. Choose the best solution. 🥰 If that solution doesn’t work, try a new solution.
**VISUAL SUPPORTS**

**Reminders**
- Raise your hand
- If you need help, ask a friend or teacher
- I can calm down by taking 3 deep breaths
- Quiet body
- Hands to yourself
- Visual timers

**Red, Yellow and Green Cards on Desk**
- Red card means, I am really upset, I need a break (this can be a walk in the hallway, going to a “quiet area”, getting a drink of water)
- Yellow card means, I need to take some deep breaths and calm down. I will join the group in a minute.
- Green card means, I feel great!
I am overwhelmed!

Unexpected

I hurt others
I call people names

Others are sad
Others are hurt and worried about me

I do NOT get attention

And I am still overwhelmed!

Expected

I use a strategy
I feel better
I am safe

Others are proud of me!
Others feel safe and calm

I get positive attention!

I feel better now and am happy!
The 5 rules of school are:

1. Follow directions (stay in your seat)
2. Keep hands, feet and mouth to yourself
3. Use kind words
4. Listen (let others speak)
5. Raise a quiet hand

When I’m mad, frustrated, or worried, I can:

- Squeeze my fists and face really tight and count to 10. Then I relax my body. I can do this 3 times or more if I need too. Then I will feel better.
- Think of things that make me really happy, like Star Wars!
- Take a small break and then get back to work.

The rules of the lunch room are:

1. When I am done eating, I need to clean up my food.
2. After I clean up, I need to raise my hand and wait to be dismissed.

Following these rules will give me a 3.

Do you want to play with me?

The rule in my classroom is that I have to sit criss cross on my bottom when we are at the rug. I can be part of the group. When I am part of the group I earn a sticker! I know I can do the right thing!
Eyes on the action!

My school day:

9:15 – 9:20 – Check in
9:20 – 9:25 – Announcement
9:25 – 10:25 – Reading Groups
10:25 – 11:00 – Writing/Shared Reading
11:00 – 11:15 – Recess
11:15 – 11:30 – Snack
11:30 – 11:40 – Calendar
11:40 – 12:20 – Math
12:20 – 12:40 – clean up/bathroom
12:40 – 1:00 – Lunch
1:20 – 1:30 – Quiet time
1:30 – 2:40 – back up, center time, science, social studies, art
2:40 – 3:20 – Library, PE, Art or movement

At recess I have a lot of choices. I can play:

Games on the grass
- State tag
- Wall ball
- Four square
- Four square
- Kickball

Ball games
- Basketball
- Tetherball
- Hopscotch
- Four square

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Ball games
- Basketball
- Tetherball
- Hopscotch
- Four square
Watch out for Body Snatcher!
Stay with the group!

I’m in the yellow. I need a break.

I feel overwhelmed. I choose:

1. Music
2. Rip paper
3. Bubble wrap

My morning routine:

1. Coat and backpack in cubby
2. Folder and water bottle on desk
Sensory Tools

- Heavy work (take out recycling, move tables)
- Physical Exercise (chair pushups, wall pushups)
- Squeeze Balls
- Optical Illusions
- Seat cushions or t-chairs
- Rubber bands on chairs
- Headphones
- Hats
- Gum
- Deep Pressure
- Colored paper or colored overlays
- Bean bag chairs or quiet, hideaway places
- Allowing kids to stand or perch instead of sit on chair
- Access the book, Tool Chest – by Diana Henry
SENSORY BREAKS

- Classroom jobs (recycle, sweep, deliver notes or paper to another room)
- School jobs (help set up cones outside for bus, bring all the balls in after last recess, help in the cafeteria putting the tables away)
- Set sensory breaks in either the classroom or another room to do specific activities
  - Toolbox in their room
  - Exercise in their room
  - Go through quadrants (5 activities, 2 minutes each) – work with your OT with this one
  - Set break after recess or difficult transition to calm body (me moves, playdoh, drawing, mindful meditation, brain breaks, go noodle)
When I feel wiggly, I can...

crawl through the tunnel

wall push-ups

do a job for a teacher

warm water transfer

put books on the bookshelf

blow bubbles

wheelbarrow walk

roll out the play-doh

bean bag chair sandwich

find the beads in the putty

go for a walk wearing the special vest

play steamroller
Sensory Diet

****** will need his sensory diet monitored to see what is effective for him and what is not. Here are some suggestions to get started.

Sensory Inputs: Proprioceptive and Heavy Work activities are organizing for most people. They are a good place to start with sensory interventions. These activities can be inserted into ****** day in an appropriate way for his environment/schedule.

General around-the-school activities
• Empty recycling bins
• Crush cans
• Carry heavy basket of materials to the office for the teacher
• Carry and stack library books
• Move/stack chairs
• Push a broom, help mop
• Wipe off tables
• Assist in carrying P.E. equipment
• Have a prearranged understanding with the office to accept an envelope/object delivered by the child at any time (tasks allow the child to feel helpful, provide calming movement and allow a break from the busy classroom)
• Stair climbing
• Pushing/pulling a weighted cart/wagon
At the Desk
• Allow chewing on straws,
• Allow child to chew gum, licorice ropes
• Sit on mobile surface (Movin Sit cushion, Ball chair)
• Allow child to push/pull on theraband (or old bike tire) tied to the front legs of his chair
• Allow the child to have a sip or sports bottle at his desk to sip, swish or bite on straw
• Try a short walk around the room and then try sitting again

Whole Class Activities: Permit entire class to perform activities before prolonged sedentary activities.
Examples: Wall push ups, jumping jacks, squats, jogging in place, hands together in prayer position – push/relax, cup hands together – pull apart, hands behind head – squeeze elbows together then push elbows back as far as you can then squeeze them back together again, hand over head – stretch up high and then down and then stretch back up again – over and over, push down with hand over knee while pushing up with your knee in opposition, place one foot on top of the other and push–relax–push-relax, tighten up every muscle from toes to lower legs to thighs to hips, chest, shoulders, arms, and head – and relax – then repeat, shake it out, animal walks (crab, bear...), pounding or rolling playdough/clay
Recess: Encourage ***** to run, hang upside down on play equipment, use the monkey bars. He should not miss recess.

Helpful language: ***** would benefit from increasing self awareness of his body state in addition to sensory strategies. The Alert Program (“How Does Your Engine Run”) could give him words to use in this skill (“It looks like your body engine is running too high.... What can we do to make it just right?”)
ORGANIZATIONAL TOOLS

- “To do” lists
- Work plans
- Graphic Organizers
- Idea Brainstorming with teacher
- Voice recorders
- Cloze sentences

Things to do:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
March

Dear ____________________ ,

How are you? I am doing ________________ .

My favorite thing to do after school is __________

____________. I also like to ________________

____________. What is your favorite

thing to do after school?

Yours Truly,
Ms. Hamilton

Read to others

Read to self

Trays

Computer

Word work

When I'm done I get a

😊
**TIPS ON TEACHING SOCIAL SKILLS**

- Expect that children do not know the rules or social skills and that you need to teach them
- Teach a specific skill (listening)
- Reinforce it throughout the day
- Provide examples and non examples
- Role play the skill
- Focus the classroom reinforcement system on that specific skill that week.
- Use social scripts
There are two types of attention, **positive attention** and **negative attention**.

**Positive attention** is when someone gives us attention for doing the right thing. Positive attention looks like:
- “Great job!”
- “I’m proud of you.”
- “You are following directions so nicely.”
- “I like how you are playing with your friends.”
- “You are sharing so well.”

The kind of attention we want is positive attention.

**Negative attention** is when someone gives us attention for doing the wrong thing. Negative attention looks like:
- “What are you doing?”
- “Stop talking and finish your work.”
- “You need to pay attention.”
- “Stop doing that!”
- “What’s wrong with you?”

We do not want to get negative attention.

The best way to get positive attention is to follow directions, be a good friend, listen in class, work hard, and to solve problems by myself.

I get negative attention when I’m not listening, I’m complaining too much, I’m crying a lot, I’m not solving my own problems, and I’m not doing my work.

I’m going to work super hard to get **Positive Attention**!

**Sharing a Friend**

1. Sometimes your friends want to talk or hang out with others.

2. If you don’t get mad but let your friends do what they want to do, they will feel happy and relaxed when they are with you.
   - If you don’t get mad
   - Your friend will be happy

3. If you get mad at your friends for talking or hanging out with others, they will feel uncomfortable. Instead of wanting to be with you, they will feel forced into being with you.
   - If you get mad
   - Your friend will be uncomfortable

4. Decide if you want a friend who wants to be with you or just someone who feels forced to be with you. Friends are people you want to be with and who also want to be with you.

5. It is the nice thing to do to share your friends, and when you share a friend, sometimes you will make a new friend!

**Dealing with Winning**

1. If you win a game, you can also win a friend if you show good sportsmanship.

2. “Sportsmanship” means:
   a. Do not brag or show off that you won. This makes others feel bad.
   b. Say, “Good game.”
   c. If others are upset because they lost, remind them that it is only a game and that they might win next time.

   - No bragging or teasing
   - Say, “Good game”
   - “It’s just a game”
THE A-TEAM PRESENTS…

- About a group of 5 students who are on the autism spectrum with different traits
- Explicit social skills instruction
- End with a top secret mission
- Some topics include
  - What is autism
  - Fair vs equal
  - Being bossy
  - Getting worried
  - Compromising
  - Being too silly
  - Being flexible

www.sociallearning.org
OTHER WAYS TO TEACH SOCIAL SKILLS – BOTH PRIMARY AND INTERMEDIATE

- Use the Superflex (by Michelle Garcia Winner) curriculum to teach to the whole class
- Comic Strips (Comic Life)
- Video modeling (www.tdsocialskills.com, everyday speech, Model Me Kids)
- Role play
- Reading emotions
- Anxiety work (toolkit)
- Game day (what animal is on your back?)
- Charades
- Class meetings or discussions
- “Skillstreaming” or “I can problem solve” (Research Press) http://www.skillstreaming.com/
- Teach students expected and unexpected behaviors (Michelle Garcia Winner) www.socialthinking.com
Does your brain often prevent you from showing interest (social wondering) in others or considering what others may want to do based on their interests?

Then you may be getting a visit from the Un-Wonderer!

The Un-Wonderer is pretty quiet and can sneak in when you least expect it. Take a look below for some clues to help you spot the Un-Wonderer:

- He stops the citizen from showing interest in others (asking someone questions about their interests).
- He stops the citizen from thinking about what others may want to do based on their interests.

No problem... Superflex and the Un-Wonderer have battled before so take a look below for some ways to defeat this lastest Unthinkable.

1. **Look at the person** who is talking to let him know that you are thinking about him and what he is saying.
2. **Listen to the topic** and then ask a “social wonder” question to your friend.
3. **Create a people-file** in your brain on this person so that you can pull up that information later when you are talking to him.
4. **Remember the Wh-question words** (what, where, who, when which and why) and use these words to ask others questions about what they may want to talk about.
Social Behavior Map by Michelle Garcia Winner
CONSEQUENCES

• Make sure that children know that every action (behavior) has a consequence.
• Teach that “consequence” is not a negative word (what does it really mean?)
• The consequence needs to be appropriate to the behavior (consider the action, don’t just have a generic consequence).
• Let children know what the consequences are to specific actions (when you don’t do your work during class time, you will continue to work at recess.... When you finish your work, you get to go to recess)
A WORD ABOUT ACCOMMODATIONS AND MODIFICATIONS

- It may be crucial to adapt or modify the student’s work. Think about what the goal of the assignment is.
  - Change the presentation
    - Large print
    - Less work on paper
  - Change the response
    - Multiple choice
  - Change the setting
    - In another room or with headphones
  - Change the time or schedule
1. Had Ahyoka ever traveled beyond Willstown before leaving with her father? Yes or No

2. Have you traveled outside of Seattle or Washington State? Yes or No

3. Name 2 places you have visited.
   a. __________________________________
   b. __________________________________

4. Was everything in this story true? Yes or No
   a. Tell me one thing that is for sure true
      i. Sequoyah invented an alphabet for the Cherokee people.
      ii. Ahyoka traded her bracelet for a book.
      iii. Ahyoka was very nice.

5. If you were sure you were doing a good and honorable deed, but others thought you were up to no good, would you continue, or stop because of pressure?
   I would continue.
   I would stop because of pressure.

6. How many symbols (letters) are there in Cherokee alphabet? (look at page 55)
   _____________________

7. What does each symbol represent (stand for)? (pg 55)
   a. A sound
   b. A letter
   c. A word

8. Where is it believed that Sequoyah died? (pg. 56)
   a. California
   b. Mexico
   c. Canada

9. What trees in California are named in his honor? (pg 57)
   a. Sequoyah
   b. Maple
   c. Oak
IF BEHAVIOR CONTINUES TO OCCUR

• Functional behavior assessment and behavior intervention plan
• Define the behavior
• Take data on behavior (duration, frequency count, intensity level, ABC forms)
• Hypothesize the function of the behavior
• Create a behavior plan based on hypothesis
• Define and teach a replacement behavior
• When replacement behavior is seen, reinforce!
• Have a plan for when target behavior is seen.
RESPONSES TO BEHAVIOR

- Do not take it personally – if the child is engaging in a behavior it is because they are struggling emotionally or to communicate their needs
- Stay calm and neutral (take your own deep breaths if you need to)
- Tap out if you are too emotionally engaged in the situation...it will only make it worse
- Do not engage in a power struggle
- Don’t worry about the student “getting away with it” – most students do not want to get out of control – you can come back to it later
- Remember the cycle – rumblings, rage, recovery
Rumblings Stage

- This is the initial stage of a meltdown:
  - Increase in stereotypical behavior
  - Increase or decrease in volume
  - Fidgeting more
  - Kicking, tapping, more pronounced movement (rocking)
- These may not seem important but if you can catch during the rumbling stage, you can really help.

Myles & Southwick, 1999
INTERVENTIONS DURING RUMBLING

- *Intervene without becoming part of the struggle!*
- Antiseptic bouncing
  - Remove the student in a non-punitive fashion – send them on an errand, do a sensory break
- Proximity control
  - Stand near the student without calling attention to them
- Signal interference
  - Use a prearranged signal to student, hand motion or visual cue
- Support from routine
  - Use a visual schedule to remind when an activity of interest is coming (e.g. reminder that he only needs to finish one more problem before recess time)
RAGE STAGE

- The student is disinhibited, often referred to as out of control. They are often explosive, with both externalizing and internalizing behaviors
  - Externalized: screaming, biting, hitting, kicking, destroying property, or self-injury
  - Internalized: withdrawal
- Meltdowns are not purposeful
- Once the rage stage begins, it most often must run its course.
INTERVENTIONS DURING RAGE

• Emphasis here needs to be on safety – remain calm and neutral
• Most important thing here is to try to get the child to a safe place, or remove the audience if the child will not move
  ○ This helps maintain safety of all involved and the dignity of the student in the rage cycle
• Make sure to get other support – administrator, other teachers, CPI trained staff – 2-3 people
• Use CPI techniques – take the class if you haven’t yet

Myles & Southwick, 1999
RECOVERY STAGE

- After the meltdown characterized by:
  - Sleeping, speaking again, apologetic, sullen, confused, withdrawal, denial
- The child with ASD may not fully remember what occurred during the rage stage
- During the recovery stage, children are often not ready to learn
  - May need to wait to revisit what happened

Myles & Southwick, 1999
INTERVENTIONS DURING RECOVERY

• Child may not be ready to work
• Engage in a calming activity
• Can clean up during this time if ready
• Give an easy task and reinforce once that is done
• Only reengage in the previous activity when the student is completely calm
• Revisit later if you can

Myles & Southwick, 1999
SOME OTHER IDEAS

- Use the MindUp Curriculum
  - Talk about the amygdala and prefrontal cortex
- ABC with student
- Setting events with student
- Make a plan for next time
Plan for Next Time

Sidney worked hard on writing music this morning and was excited to try it. Mr. Parks isn’t here today and Sidney mentioned he was tired.

- Sidney wants to finish his music project today.
- Ms. Toni doesn’t know the garage band well enough to support this.
- Sidney feels he didn’t get enough music time today because it wasn’t finished.
- Music took a long time today because they were both learning the program.
- Mr. Parks knows the program best.

Solution: On Monday, Mr. Parks and Sidney will have a full music session to work on the garage band.

Solutions

Can happen

Can’t happen

8:05 - 11:30

break PE
break recess
ipad
ABC, Setting Events

Setting event: loud noise, mistake, yelled at by a kid, tired, anxious about perfect day

Trigger

Antecedent - Something wasn’t right with my art

Behavior - Amygdala behavior - Scream, yell, hit

Consequence - Apologies/too tired

Amygdala reaction

Sidney is doing a great job, I don’t know what kind of help he needs.

Ms. Toni’s ignoring me. I need to try harder to make her hear me.
<table>
<thead>
<tr>
<th>Disrespectful Behavior</th>
<th>Respectful Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saying &quot;go away&quot; or &quot;Shut up&quot;</td>
<td>Asking politely for space if needed</td>
</tr>
<tr>
<td>When a teacher tells Sidney a direction, he argues with it or completely ignores it</td>
<td>Following the teacher direction quickly</td>
</tr>
<tr>
<td>When a teacher or another student tells Sidney to stop, he doesn't stop OR does it even more</td>
<td>Stopping with someone asks him to stop</td>
</tr>
<tr>
<td>• Example: Sidney is singing. Ms. Courtney asks him to stop. Sidney sings even louder.</td>
<td></td>
</tr>
<tr>
<td>Walking away from a teacher when the teacher is talking to him</td>
<td>Listening to the teacher if they are talking to him</td>
</tr>
<tr>
<td>Rolling his eyes or saying &quot;no&quot; in a rude tone</td>
<td>Offering compromises in a polite tone</td>
</tr>
<tr>
<td>Spitting at or sticking his tongue out at another kid or teacher</td>
<td>Using his card or notifying a teacher when he needs a break to leave the classroom</td>
</tr>
<tr>
<td>“Tricking a teacher”</td>
<td>Asking for help when he needs it in a polite tone</td>
</tr>
<tr>
<td>Walking out of the classroom without notifying someone</td>
<td>Using kind words with his peers and teachers</td>
</tr>
<tr>
<td>Saying &quot;you can’t make me&quot;</td>
<td>Complimenting others</td>
</tr>
<tr>
<td>Saying “I’m not doing that”</td>
<td></td>
</tr>
<tr>
<td>Saying “why aren’t you helping me” in a threatening tone</td>
<td></td>
</tr>
</tbody>
</table>
**Final Note**

- Behavior is communication
- Behavior is preventable
- Negative behaviors need to be replaced
- Behaviors that work will happen again
- Behaviors that are not reinforced will often go away
- Behaviors often get bigger before they go away
- **YOU CAN DO THIS!**
FOR MORE INFORMATION:

- http://www.modelprogram.com
- http://www.pbis.org/
- http://web.pdx.edu/~cborgmei/AcknSystem.ppt
- Social Stories – www.thegraycenter.org
- www.sociallearning.org