Small Ways to Prevent Big Behaviors

By Courtney Butorac, M. Ed, BCBA
comartorana@seattleschools.org
LEARNING OBJECTIVES

- To understand that behavior serves multiple purposes
- To come away with a wealth of language, environmental, visual and sensory supports
- To recognize that while prevention may take extra effort, it is way more effective than reaction
- To know that reinforcement is critical
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
- Visual supports
- 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

I see Maria using her 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.
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

Sprague & Golly, 2004
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.

<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>
<td></td>
<td></td>
</tr>
<tr>
<td>If I only get 4 warnings, I get 1 extra minute of break</td>
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<td></td>
<td></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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<tr>
<td>If I only get 2 warnings, I get 3 extra minutes of break</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If I only get 1 warning, I get 4 extra minutes of break</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>If I get no warnings, I get an extra 10 minutes of break!!!!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reward or reinforcement examples:
## My day at school

<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!!!

### Says I had a great day!

Today my day was:
- Great! I made it through with no problems at all! 🎉  
- Okay. I had a few problems, but they were resolved easily. 😊  
- Hard. I did not have a good day, but I hope tomorrow is better! 😞

Things I did well today:
1.  
2.  
3.  
4.

Things I had a hard time with:
1.  
2.  
3.  
4.
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.
Reminders about reinforcement

- Try to narrow the scope of what you are focusing on in terms of behavior
  - What is the most disruptive? What is your priority?
- Make sure the student knows what they are working for and what the skill is that you are trying to change
- Make sure you are teaching a replacement behavior
- Make sure the student likes the reinforcement
- Reinforcement only works if it is increasing the behavior

http://www.youtube.com/watch?v=guroaQRFsX4
REINFORCEMENT CONT.

- Sometimes reinforcement can serve as a break for you and the student!
- You can use response cost if necessary, but that doesn’t always work for kids
- Consistent reinforcement allows for students with higher needs to be independently successful in the classroom
Share
Join a game
Say hello
Clean up toys

Take Turns
Stay calm
Take deep breath
Share
Ask someone to play

Compliment a friend
End the game when the time is up
Ask for help
Take turns

Ask someone to play
Share
Compliment a friend
Ask for a turn
<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
<th>Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stay Focused</td>
<td></td>
<td>- Task 1: Finish Math Work</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>- Task 2: Finish Math Work</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>- Task 3: Finish Math Work</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- Task 1 &amp; 2 Done = 1 Point</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Task 1, 2, 3 = 2 Points</td>
</tr>
<tr>
<td>Be Respectful</td>
<td></td>
<td>- Kind words</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>- Following directions</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>- Following directions</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- Following directions</td>
</tr>
<tr>
<td>Stay Calm</td>
<td></td>
<td>- Using strategies when I need to!</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>- Using strategies when I need to!</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>- Using strategies when I need to!</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>- Using strategies when I need to!</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

- 8 points = 🍫 Deposited 🍫 Deposited 🍫 Deposited 🍫 Deposited 🍫 Deposited 🍫 Deposited 🍫 Deposited 🍫 Deposited
- 7 points - 6 points = 🍫 Deposited 🍫 Deposited 🍫 Deposited 🍫 Deposited 🍫 Deposited 🍫 Deposited
- 3-5 points = 🍫 Deposited 🍫 Deposited 🍫 Deposited
- 0-2 points = 🎵 POOF! 🎵 POOF! 🎵 POOF!
<table>
<thead>
<tr>
<th>Category</th>
<th>Behavior Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Caring For Others</strong></td>
<td></td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Kind Voice</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Not Interrupting</strong></td>
<td></td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Safe Body</strong></td>
<td></td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Caring For Yourself</strong></td>
<td></td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Compromising, flexibility,</strong></td>
<td><strong>and using strategies</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Doing Work</strong></td>
<td></td>
<td>0 1 2</td>
</tr>
<tr>
<td><strong>Following directions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Participating</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Reward Breaks**

- 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
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.”

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, ****!”

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!

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, ****!”

Harry Potter says, “When I get mad, I remember to use my calm down strategies. It helps me to take a break in the Gryffindor common room, or take a walk to Hagrid’s Hut. Remember that if you are feeling mad, you can use your calm down strategies too, like the serenity butterfly or drawing!”
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.

Sentence starters:

I agree with you because...

I disagree with you because...

So, you are saying that...
<table>
<thead>
<tr>
<th>I’m Feeling Like …</th>
<th>Jedi Skills</th>
</tr>
</thead>
</table>
| Out of Control    | • Get help from a teacher.  
                  | • Find a quiet space to use my strategies and take some time to cool off. |
| Kylo Ren          |             |
| I’m not listening anymore. I’m furious! I could hit, kick, or yell. I need a teacher and some time to calm down! |
| Starting to Lose It | • Tell my teacher that I need a break.  
                          | • Find a safe, quiet place to calm down.  
                          | • Use my strategies to calm down. |
| Darth Vader       |             |
| I am mad. I might throw things and say mean things. I need some help to calm down! |
| I Am Getting Agitated | • Walk away from a bad situation.  
                              | • Tell my teacher that I need a break.  
                              | • Use my strategies to calm down. |
| C-3PO             |             |
| 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. |
| I Can Handle It   | • Take a deep breath  
                  | • Use self-talk to stay calm.  
                  | • Use words to tell people how I feel or what I don’t like. |
| Luke Skywalker    |             |
| I am doing okay. I may not like something or what someone did but I can problem solve by myself. |
| Just Right, I Am  | • Enjoy the feeling!  
                  | Keep making good choices, stay happy, and work hard. |
| Yoda              |             |
| I’m feeling great! I am in control of myself. I am working hard and being respectful. |
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
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?”

<table>
<thead>
<tr>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sorry</td>
</tr>
<tr>
<td>Scared</td>
</tr>
<tr>
<td>Jealous</td>
</tr>
<tr>
<td>Embarrassed</td>
</tr>
<tr>
<td>Sad</td>
</tr>
<tr>
<td>Disappointed</td>
</tr>
<tr>
<td>Frustrated</td>
</tr>
<tr>
<td>Annoyed</td>
</tr>
<tr>
<td>Angry</td>
</tr>
</tbody>
</table>

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>Good</td>
<td>Okay</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bad</td>
<td></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!
**Date:** ____________________  **Time:** ____________________

<table>
<thead>
<tr>
<th>Am I keeping my hands to myself?</th>
<th>Am I keeping a quiet voice?</th>
<th>Am I participating?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Child sitting with hands in lap" /></td>
<td><img src="image" alt="Speech bubble with finger to mouth" /></td>
<td><img src="image" alt="Child raising hand" /></td>
</tr>
<tr>
<td>Yes, the whole time.</td>
<td>Yes, the whole time.</td>
<td>Yes, the whole time.</td>
</tr>
<tr>
<td>Most of the time.</td>
<td>Most of the time.</td>
<td>Most of the time.</td>
</tr>
<tr>
<td>I really struggled this time.</td>
<td>I really struggled this time.</td>
<td>I really struggled this time.</td>
</tr>
</tbody>
</table>

Every agreement = 1 point  
Every yes = 1 point  
Most of the time = ½ point

Total points: _____________________

**Date:** ____________________  **Time:** ____________________

<table>
<thead>
<tr>
<th>Did I transition with the group?</th>
<th>Am I keeping my body to myself? (no laying down)</th>
<th>Am I participating?</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Child walking" /></td>
<td><img src="image" alt="Child sitting" /></td>
<td><img src="image" alt="Child raising hand" /></td>
</tr>
<tr>
<td>Yes, right away.</td>
<td>Yes, the whole time.</td>
<td>Yes, when I am supposed to.</td>
</tr>
<tr>
<td>I took a bit of extra time.</td>
<td>Most of the time.</td>
<td>Most of the time.</td>
</tr>
<tr>
<td>I really struggled this time.</td>
<td>I really struggled this time.</td>
<td>I really struggled this time.</td>
</tr>
</tbody>
</table>

Every agreement = 1 point  
Every yes = 1 point  
Most of the time = ½ point

Total points: _____________________
Do you need any help?

Point to:  □ Yes  □ No

**I need help, please!**

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.

First thing in the morning, we do work in Ms. McBeth’s class. Sometimes I don’t know how to do the work. If I don’t know what to do, I can write my name on the paper and ask for help. If Ms. McBeth is busy, I can turn the paper over and draw on the back until Ms. Ahlers or Ms. McBeth can help me.

Do you want to play with me?
Watch out for Body Snatcher!

Stay with the group!

I’m in the yellow. I need a break.

I feel overwhelmed. I choose:

- Music
- Rip paper
- Bubble wrap

My morning routine

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

- Different kinds of schedules
  - By class period (or free choice period)
  - By day
  - By week
- Can be broken down and also include reinforcement
- Can have a place for where it is happening
- Can have a place for who is supporting
- Can have a place for self monitoring
- Can have a place for how they feel about the activity
- Can have a place for specific strategies
<table>
<thead>
<tr>
<th></th>
<th>Arrival at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Take off coat</td>
</tr>
<tr>
<td></td>
<td>(scarf, mittens, boots and hat)</td>
</tr>
<tr>
<td>2</td>
<td>Open Backpack</td>
</tr>
<tr>
<td>3</td>
<td>Take out work</td>
</tr>
<tr>
<td>4</td>
<td>Take out lunch</td>
</tr>
<tr>
<td>5</td>
<td>Hang up coat</td>
</tr>
<tr>
<td>6</td>
<td>Hang up backpack</td>
</tr>
</tbody>
</table>
Ms. Hamilton

Read to others

Read to self

Trays

Computer

Word work

When I'm done I get a
Schedules
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 – 1:20 – Lunch
1:20 – 1:30 – Quiet time
1:30 - 2:40 – pack 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
- Tetherball
- Basketball
- Wall ball
- Hopscotch

State tag
- Basketball
- Four square
- Kickball
- Ball games
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Number of tickets</th>
<th>Politeness money</th>
<th>How do I think I did?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55 – 9:05</td>
<td>Writing –</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:05 – 9:20</td>
<td>Recess –</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:20 – 10:05</td>
<td>Read aloud Snack Student of the week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:05 – 10:35</td>
<td>PE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:35 – 11:40</td>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:40 – 12:15</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00 – 12:15</td>
<td>Recess</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:15 – 1:00</td>
<td>Science/ Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00 – 1:10</td>
<td>Recess – can do in 207</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 = I did my best work here
2 = I did okay, not my best but not too bad
1 = It was not a great period for me
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Which adults are around?</th>
<th>How do I feel about this activity?</th>
<th>What are some strategies/alternative plans?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55 – 8:10</td>
<td>Review schedule in room 207</td>
<td>Ms. Allison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:10 – 9:05</td>
<td>Writing –</td>
<td>Ms. Allison</td>
<td>putty</td>
<td>Ask for break</td>
</tr>
<tr>
<td>9:05 – 9:20</td>
<td>Recess –</td>
<td>Ms. Allison at the end</td>
<td>*3 tickets for coming in on time</td>
<td>*10 points for safe body!</td>
</tr>
<tr>
<td>9:20 – 10:05</td>
<td>Read aloud</td>
<td>alternative setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:05 – 10:30</td>
<td>PE</td>
<td>Ms. Penny</td>
<td>Alternate PE, indoor with Ms. Penny</td>
<td>*10 points for safe body!</td>
</tr>
<tr>
<td>10:35 – 11:20</td>
<td>Math</td>
<td>(Ms. Allison at the end)</td>
<td>ask for a break</td>
<td></td>
</tr>
<tr>
<td>11:20 – 11:40</td>
<td>Break – math</td>
<td>Ms. Allison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:40 – 12:15</td>
<td>Lunch and</td>
<td></td>
<td>*3 tickets for coming in on time</td>
<td>*10 points for safe body!</td>
</tr>
<tr>
<td>12:15 – 1:00</td>
<td>Science/ Social</td>
<td>Ms. Michele</td>
<td>take a climbing break</td>
<td></td>
</tr>
<tr>
<td>1:00 – 1:10</td>
<td>Recess – can do in 207</td>
<td>Ms. Courtney in 207</td>
<td>*3 tickets for coming in on time</td>
<td>*10 points for safe body!</td>
</tr>
</tbody>
</table>
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
First thing in the morning, and before reading XG will participate in a sensory break to make sure he comes into the classroom calm. 3 minutes of each:

- Swinging (he can choose the chair)
- Heavy work (roll uphill in barrel, weight lifting)
- Deep pressure (run and jump or run, jump and crash)
- Calming (laser tag, laying and counting, sensory table)

Throughout the day, XG should be given opportunities to move within the classroom or throughout the building. Examples:

- Take out recycling
- Put books away
- Deliver a note to a specified person
- Deliver a ream of paper to someone (also satisfies heavy work)
- Jumping jacks in the hallway
- Wall pushups
- Move or stack chairs
- Wipe tables
- Climb stairs
During transitions:
• Should be at the front of line
• Should carry something or hold hands with teacher

At desk or during carpet time:
• 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

• Create a space to pace
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
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 –

- 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
- “We Thinkers” – Michelle Garcia Winner, www.socialthinking.org
- Reading emotions
- Anxiety work (toolkit)
- Game day (what animal is on your back?)
- Charades
- “The Social Skills Picture Book” – Jed Baker
- “Skillstreaming” or “I can problem solve” (Research Press) http://www.skillstreaming.com/
- Teach students expected and unexpected behaviors (Michelle Garcia Winner) www.socialthinking.com
Superflex takes on the Unthinkables!

Superflex helps a citizen be a more flexible thinker, which allows the person to better control his or her brain and change how he or she thinks. He helps a citizen think about how to act and behave to keep others calm and/ or feel good. He helps a citizen see a better problem-solver by thinking of many different solutions to one problem. He helps a citizen notice when an Unthinkable is becoming more active in his brain and then quickly comes up with a strategy to defeat the Unthinkable.

- Glassman - I make people have huge upset reactions.
- D.O.E. - I make people overly competitive.
- Mean Jean - I get people to act mean and bossy.
- Rock Brain - I make people get stuck on their ideas.
- Space Hider - I get people to invade others' personal space.
- One-Sided Sid - I get people to only talk about themselves.
- Wasteforce - I get people to use humor at the wrong time, the wrong pace or with the wrong person.
- Brain Eater - I distract people.
- Body Snatcher - I move people's bodies from the group.
- Energy Eater - I give people too much energy.
- Worry Wump - I make people worry too much.
- Un-Wonderer - I don't like people to socially wonder about others.
- Grump Grumpasaurus - I put people in grumpy moods.

www.socialthinking.com
How to defeat....

Volcano Mouth

- Wait for a pause. Say “excuse me”. Wait until the person looks at you.
  
  ![Wait](image)

- Remember to raise your hand!

- Breathe out your words and put them in your thought bubble.
  
  ![Breathe](image)

Wait until a pause in the conversation.

When it is your turn to talk, breathe the words back in and say what you have to say.

- Make a note to yourself on a piece of paper to remember your thought.
Social Behavior Map by Michelle Garcia Winner
When I....

My classmates feel...

My teacher feels...

What happens?

I end up feeling...
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 home)
CONSEQUENCES CONT

- If the consequence doesn’t change the behavior, then it isn’t working
  - Sending a kid to the hallway when they are disruptive, when they were trying to get out of work
  - This will just reinforce the behavior and they will continue to use this behavior to get out of work
  - Instead, use the opportunity for the student to take a productive break (run an errand) or see if they need help on their work
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)

Myles & Southwick, 1999
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
**Recovery Stage**

- After the meltdown characterized by:
  - Sleeping, speaking again, apologetic, sullen, confused, withdrawal, denial
- The child 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
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.modelprogram.com)
- [http://www.pbis.org/](http://www.pbis.org/)
- [http://www.behavioradvisor.com/CatchGood.html](http://www.behavioradvisor.com/CatchGood.html)
- [http://web.pdx.edu/~cborgmei/AcknSystem.ppt](http://web.pdx.edu/~cborgmei/AcknSystem.ppt)
- Social Stories – [www.thegraycenter.org](http://www.thegraycenter.org)
- [www.sociallearning.org](http://www.sociallearning.org)