PSAP - Philadelphia Secondary Autism Project

Philadelphia Secondary Autism Project
Autism Teacher Webinar #4

Philadelphia Autism Project

Classroom goals since last webinar:

◇ Copy and organize DT lessons, data sheets, and materials for 1-2 students

◇ Get practice implementing Links lessons with 1-2 students

◇ Continue to take data on student routines and enter into Links system

---

Today's Agenda

How to prevent and work through challenging behaviors:

◇ Understanding the ABC's of behavior

◇ Antecedent strategies: How to prevent challenging behaviors during instruction.

◇ Consequent strategies: What to do after a challenging behavior occurs.

LINKS ™ CURRICULUM

Basic Behavioral Principles

Using Basic Principles of ABA Throughout the Links Curriculum

ABA principles are used to teach and maintain skills across all curricular areas.

Focus is on teaching new skills.

Behavior interventions are proactive and long term through teaching replacement behaviors.

Decisions are made throughout the day on how to increase or decrease behaviors and to respond to appropriate and inappropriate behavior.

The "ABC's" of Behavior

A = **Antecedents** are the events and setting that happen before the behavior occurs

B = **Behavior** is the specific way the child acts in response

C = **Consequences** are the events that happen to the child immediately following the behavior

The ABC Sequence

Antecedents (trigger)	Behavior	Consequence (maintaining the behavior)
Patrick is in a therapy session. His therapist tells him to "sit down."		

The ABC Sequence

Antecedents (trigger)	Behavior	Consequence (maintaining the behavior)
Patrick is in a therapy session. His therapist tells him to "sit down."	Patrick hits the therapist.	

The ABC Sequence

| Antecedents (trigger)	Behavior	Consequence (maintaining the behavior)
Patrick is in a therapy session. His therapist tells him to "sit down."	Patrick hits the therapist.	The therapist take him back to his classroom.

Patrick Scenario

◇ What's wrong with this scenario?

◇ Do you think Patrick wants to participate in speech therapy?

◇ What is the result of the therapist's actions?

◇ How might this create future problems for the therapist?

◇ What might be a better way to respond in the future?

Function of Behaviors

◇ Always consider the function of behaviors
  - Attention
  - Escape or avoidance
  - Tangible rewards: play, candy, beverage, etc.

◇ If an appropriate program is in place and behavior issues continue:
  - Conduct a functional assessment of behavior

When Necessary: Functional Behavior Assessment/Supports

FBA

Environmental Supports

Instructional Programs
(curriculum: Links)
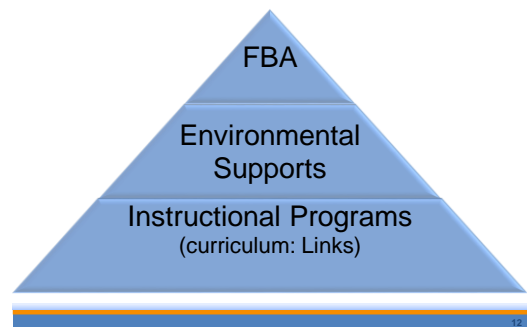
ABC Sequence
Antecedents

✧An event that happens just prior to the occurrence of the target behavior.
- General: the circumstances that set the stage for the behavior
  - ✧ e.g. at breakfast, at arrival, at work time
- Specific: A discrete trigger event
  - ✧ e.g. "no," an instructional cue, bell rings

There is always an antecedent to behavior.

The Power of the Antecedent

It allows you to predict when the behavior is going to occur.

By changing the antecedent, you can change the behavior.

ABC Sequence
Consequences

Reinforcer: increases the probability that a behavior will occur again.

- A behavior is increased to get access to a *positive* reinforcer
- A behavior is increased to get rid of a *negative* reinforcer
  - For example: seat belt buzzer

Extinction: Reinforcer not given, behavior decreases

Punisher: Decreases the probability that a behavior will occur again

The Power of the Consequence

✧Behaviors that are followed by pleasant consequences are more likely to occur again.

✧It allows you to predict that the behavior will occur again.

By changing the consequence, you can change the future behavior.

Changing Behavior

By examining and understanding the antecedents and consequences that maintain behaviors, we can change them to alleviate problem behaviors and increase desired behaviors.

For challenging behaviors:
- Always respond in a way that will make challenging behavior ineffective
- Make sure rewards/attention for appropriate behavior far exceed any attention the child may receive for challenging behavior

Adults must modify their behavior

Video Example

Video Example: Noah

✧ What was the antecedent to Noah's behavior?

✧ What antecedent strategies did you observe staff use?

✧ What consequent strategies did you observe staff use?

ABC Pattern Example

✧ Read the scenarios and identify:
  • the antecedent(s)
  • the specific behavior
  • the consequence maintaining the behavior

✧ Is this an example of reinforcement, punishment, or extinction?

✧ What are some next steps?

Scenario #1

Paul's dad takes him to the grocery store.

Paul runs to the candy aisle and grabs a candy bar.

Paul's dad says "no candy today."

Paul drops to the floor screaming and crying.

His dad, quite embarrassed, allows Paul to choose a candy bar and Paul immediately stops screaming.

The ABC Sequence

Antecedents (trigger)	Behavior	Consequence (maintaining the behavior)
Paul's dad says, "No candy today."	Paul screams and cries.	Paul is allowed to choose some candy.

Scenario #2

During a break, Tyler is using the Ipad.

When his break is finished, his teacher asks him to turn off the Ipad and put it away.

Tyler slams his fist on the table and yells, "That's not fair!" and ignores his teacher.

The teacher decides not to push it and lets Tyler use the Ipad for awhile longer.

The ABC Sequence

Antecedents (trigger)	Behavior	Consequence (maintaining the behavior)
Teacher says, "Time to put the Ipad away."	Tyler slams his fist on the table and yells, "That's not fair!"	Teacher decides to let Tyler continue to use the Ipad.

Scenario #3

Sally is working on a math DT lesson with her teacher.

Sally's teacher says, "count the number of chips"

Sally, yells "NO!" and pushes the chips on the floor.

Sally's teacher picks up the chips and goes to a different lesson.

The ABC Sequence

Antecedents (trigger)	Behavior	Consequence (maintaining the behavior)
Sally's teacher provides instructional cue, "count the chips."	Sally yells, "NO!" and pushes the chips on the floor.	Sally's teacher picks up the chips and chooses another lesson.

Scenario #4

Jonah is working on his classroom job routine.

When he gets to a less preferred step, **he crosses his hands, sits down and refuses to complete that step**.

To prevent Jonah from escalating his behaviors, his educational assistant completes that step for him.

Jonah high-fives his teacher and continues with the next steps of his job routine.

The ABC Sequence

Antecedents (trigger)	Behavior	Consequence (maintaining the behavior)
Less preferred step of job routine.	Crosses hands, sits down, and refuses to complete the routine step.	Educational assistant completes the step for him.

Scenario #5

During morning meeting, Jemiah is asked to read the date.

Jemiah, reads the date incorrectly and his teacher stops him and asks him to try again.

Jemiah, throws his pencil and yells, "I can't!".

Jemiah's teacher waits briefly for him to calm down, models the date, and asks Jemiah what the date is and Jemiah says the date correctly.

The ABC Sequence

Antecedents (trigger)	Behavior	Consequence (maintaining the behavior)
Teacher asks Jemiah to try again with reading the date.	Jemiah, throws his pencil and yells, "I can't!".	His teacher models the date, and asks him to try again.

Addressing Challenging Behaviors Through Routine Instruction

✧ Routines can:
- Identify expected student behaviors
- Ensure adults are giving clear, consistent cues
- Break challenging behaviors down into manageable steps
- Focus on the appropriate behavior

✧ Also consider the foundational skills needed to perform the routine successfully

Tips for preventing challenging behaviors:

❖ During Instruction
- Does the lesson match the students present levels of performance?
  - ✧ Is the lesson too easy or too hard?
  - ✧ Does the student have the necessary prerequisite skills?
- How is your pace? (too fast or too slow)
- Is the student bored?
  - Add more lessons to rotate through.
  - ✧ Shorten lesson time (5 minutes each).

Tips for preventing challenging behaviors:

❖ Instruction
- Reinforce other mastered skills (attending, hands down, sitting)
- Is the instructional time too long?
  - ✧ Shorten total instructional time and slowly increase with student success
- Is the schedule of reinforcement appropriate?
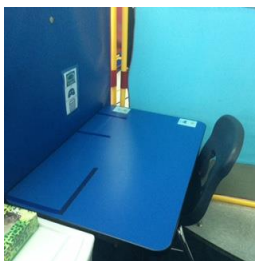 - ✧ 1:1 reinforcement
  - ✧ Penny board (How many pennies?)

Tips for preventing challenging behaviors:

✧ Environmental Arrangement
- Position yourself so that a student must go past you to leave the work area.
- Minimize distractions
- Use written or picture schedules to indicate when a routine, activity, or 1:1 instruction is coming.
- Consider using a structured work system
- Use visuals that provide directions for the student.

Minimize Distractions

Use Visuals During Routine Teaching

Use Structured Work Systems


37

Tips for preventing challenging behaviors:

✧Reinforcement
  • Have some reinforcers **only** available during instruction (DT).
  • Rotate reinforcers.
  • Conduct frequent preference assessments.
  • Provide a variety of reinforcers.

38

Responding to challenging behaviors: What do I do when…..?

✧**Student won't give the reinforcer back**
  • Practice the skill of turn-taking
  • Use a visual (my turn/your turn)
  • Look for natural opportunities to take a turn
  • Practice exchanging reinforceers
  • Consider using edible reinforcers
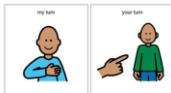
39

Responding to challenging behaviors: What do I do when…..?

✧**Student refuses to complete some routine steps**
  • Consider using forward or backward training
  • Consider video-modeling
  • Work on skills outside of the routine
  • Use a visual schedule of the primary steps of the routine
  • Add reinforcement for difficult steps

40

Responding to challenging behaviors: What do I do when…..?

✧**Student refuses to transition to next activity**
  • Use a transition icon
  • Ask student what they want to work for prior to making the transition
  • Allow the student to engage with a prefer activity immediately after they transition appropriately
  • Use the penny board during transitions

41

Next Steps

✧Look for communication about upcoming classroom visits from a Links consultant and upcoming webinars

✧If you need assistance with your Links account or scheduling a classroom visit contact:

bekah.anderson@starautismsupport.com

42

PSAP - Philadelphia Secondary Autism Project

Thank you for Participating!

For more information Contact:

Judy Anderson, M Ed
Autism Coordinator: School District of Philadelphia
Janderson3@philasd.org
Phone: 215-400-6310

STAR Autism Support
information@starautismsupport.com
www.starautismsupport.com