



Training Students to Comply

Early Childhood Case Study Snap Shot 4

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TASN Autism and Tertiary Behavior Supports

www.ksdetasn.org



After completing the study. . .

- Participants will be able to implement at least one new strategy to teach compliance and support successful transitions.



Meet the Student

- Elliot started attending preschool in the ECSE classroom at the age of three.
- At that time he lived with his mother and younger brother.
- He had very few words. Elliot spoke the most when he was upset.
- Upon entering preschool, Elliot had very few pre-academic skills.



Meet the Student

- Prior to starting school, Elliot had very few experiences in a structured setting.
- He had a difficult time complying with adult directives.
- If asked to do something he didn't want to do, Elliot would curse, shout no, throw his shoes, hit, run, or fall to the floor and bang his head.



It's Not About the Academics!



Learning to Learn Skills:

- In seat behavior
- Time on task
- Being a part of a group
- Following directions
- Communicating Appropriately
- Managing emotions and self-regulating



Asking the Right Questions. . .

- What skills does Elliot need to be successful in the classroom?
- What do we need to teach and work on first to keep him and the classroom safe?



Elliot's Goals

GOAL 1- In 36 instructional weeks, when given a visual cue to transition to the next activity, Elliot will clean up his area, and transition to the next activity independently and without upset on 4 out of 5 opportunities.



Elliot's Goals

GOAL 2- In 36 instructional weeks, when presented with a frustrating situation, Elliot will take a deep breath, use the safe place or ask for help on 4 out of 5 opportunities.



Elliot's Goals

GOAL 3- In 36 instructional weeks, when asked to follow a non-preferred teacher directive, Elliot will comply and follow through with the directive in a timely manner with no resistance, on 4 out of 5 opportunities.



How do we help Elliot make progress toward these goals?

By intentionally **teaching** him new skills and **reinforcing** the use of those skills.



What skills are being taught?
What reinforcement is used to teach the skills?



What skills were taught?

- Complying with an adult directive.
- Managing upset (asking for help at the developmental level of the child)

Draw circle
then iPad.

Go get
marker
then iPad.

Do you
need some
help? Let's
go together.



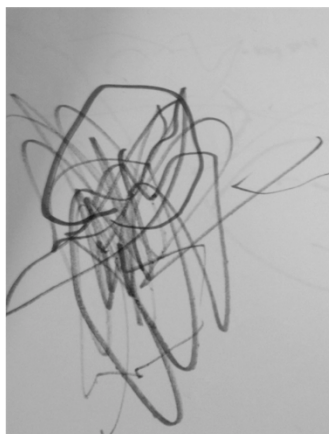
What was the reinforcement?



Reinforcement describes the relationship between learner behavior and a consequence that follows the behavior. This relationship is reinforcing only if the consequence increases the likelihood the learner will perform the skill or behavior in the future.



It's all about the baby steps!



ALL Behavior is an
Opportunity to
Learn!




**DO AND DON'TS WHEN
RESPONDING TO
CHALLENGING BEHAVIOR**

Do!

- Redirect with gestures or visuals
- Block aggression without engaging
- Attend to the victim
- Assure Safety
- Keep your emotions in check

-Dr. Reeve






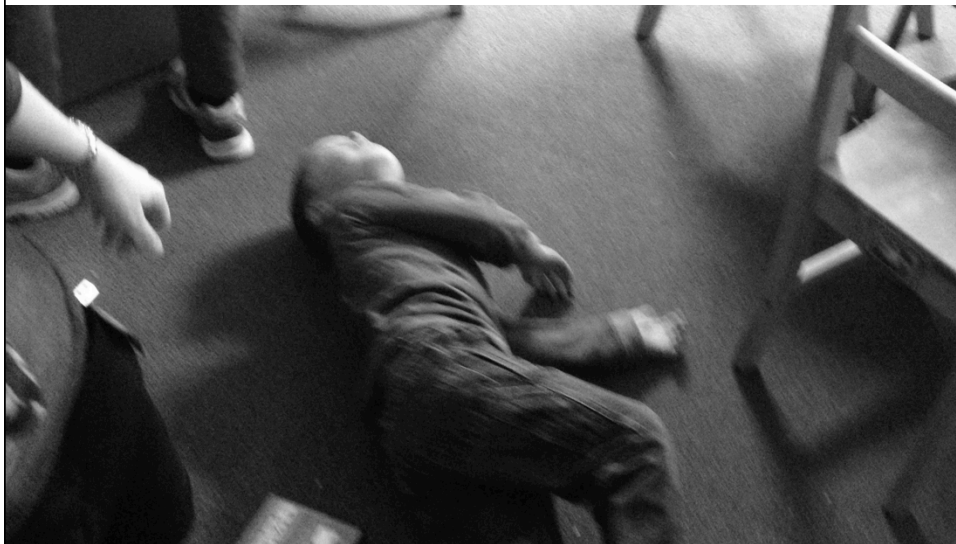
DO AND DON'TS WHEN RESPONDING TO CHALLENGING BEHAVIOR

Don't!

- Talk or yell
- Make eye contact
- Touch the student (if you can help it)
- Talk about the students behavior
- Forget to teach appropriate ways to gain attention and attend to them

-Dr. Reev 

What do's and don'ts are being used?

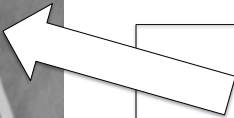








Scan the room
and pick
your battles!



Staff Zoning and Planning



work with the teacher, then tractor play



Supporting the Transition



watchtimepass.com

You have one more minute, then all done.

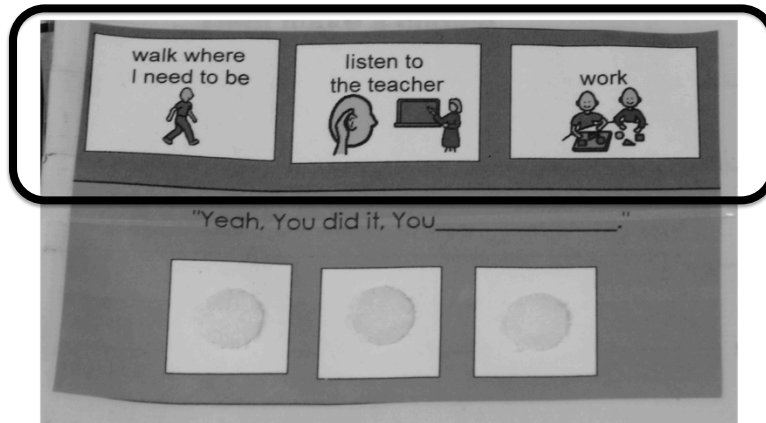
All done, put in! Time for art to work for...



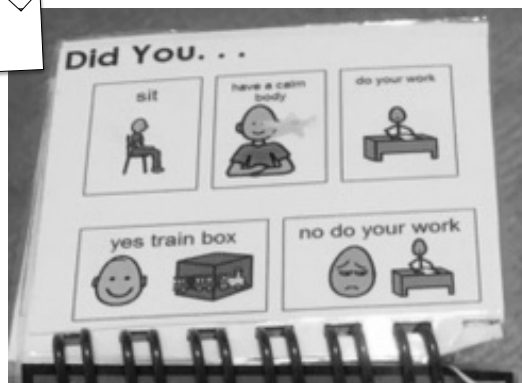
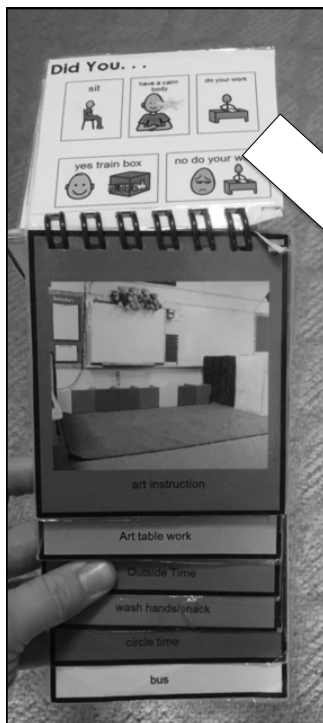
How many opportunities are there for Elliot to practice complying?



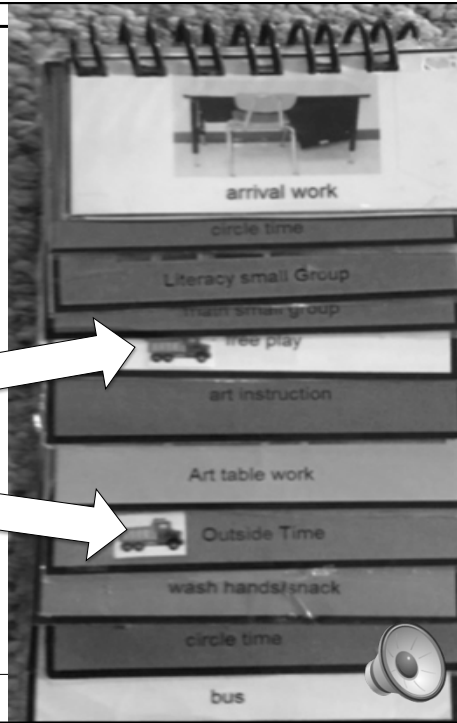
Challenging Elliot at the 'just right' level!



Upping the Ante!



Upping the
Ante Even
More!



All interventions
should speak to
the student
they are designed
for!





How Does this Case Study
Apply to You, Your Classroom,
Your Students and Your Setting?




Resources

- [AFIRM: Autism Focused Intervention Resource Modules - Reinforcement](#)
- [Gagnon, E. Power Cards \(2001\).](#)
- [Reeve, C. Do's and Don'ts for Responding to Challenging Behavior](#)
- [Reeve, C. How Should We Respond to Challenging Behavior](#)
- [Reeve, C. Reinforcement in the Classroom](#)
- [Sand Timers: Watch Time Pass](#)



Evidence-based Instruction in Education of Students with ASD
with Dr. Reeve


Training Opportunity!
February 23, 2016



AUTISM Classroom NEWS & Resources


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To register go to ksdetasn.org




The Application Window for:
Early Childhood Academy 2016-2017

Coming soon!



To learn more register to attend a 15 minute informational webinar on February 16th at 11:30 or 3:30 on the ksdetasn.org website!



Supporting the Whole Child



Join Us for the Last Case Study
on Friday, March 4th at Noon!

