TRI-STATE WEBINAR SERIES

Strategies to Support Better Student Behavior

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COLORADO
Department of Education

NEBRASKA
autism spectrum disorders
NETWORK

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Autism and Tertiary Behavior Supports
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Tri-State Autism Spectrum Disorder Webinar Series

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Presenter Information

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Learner Objectives

After attending this webinar participants will:

1. Identify why students use challenging behavior

2. Identify what role the participant plays in the behavior

3. Demonstrate ways to improve student behavior

Identify WHY students use challenging behavior

Challenging Behavior is Complex

- Medical

- Physiological

- Learning/Self Regulation

- Social - Emotional/Trauma

- Environment and Routines

Functions are the Same for Challenging AND Appropriate Behavior

Access to Tangible/ Activity

Attention

BEHAVIOR

Sensory
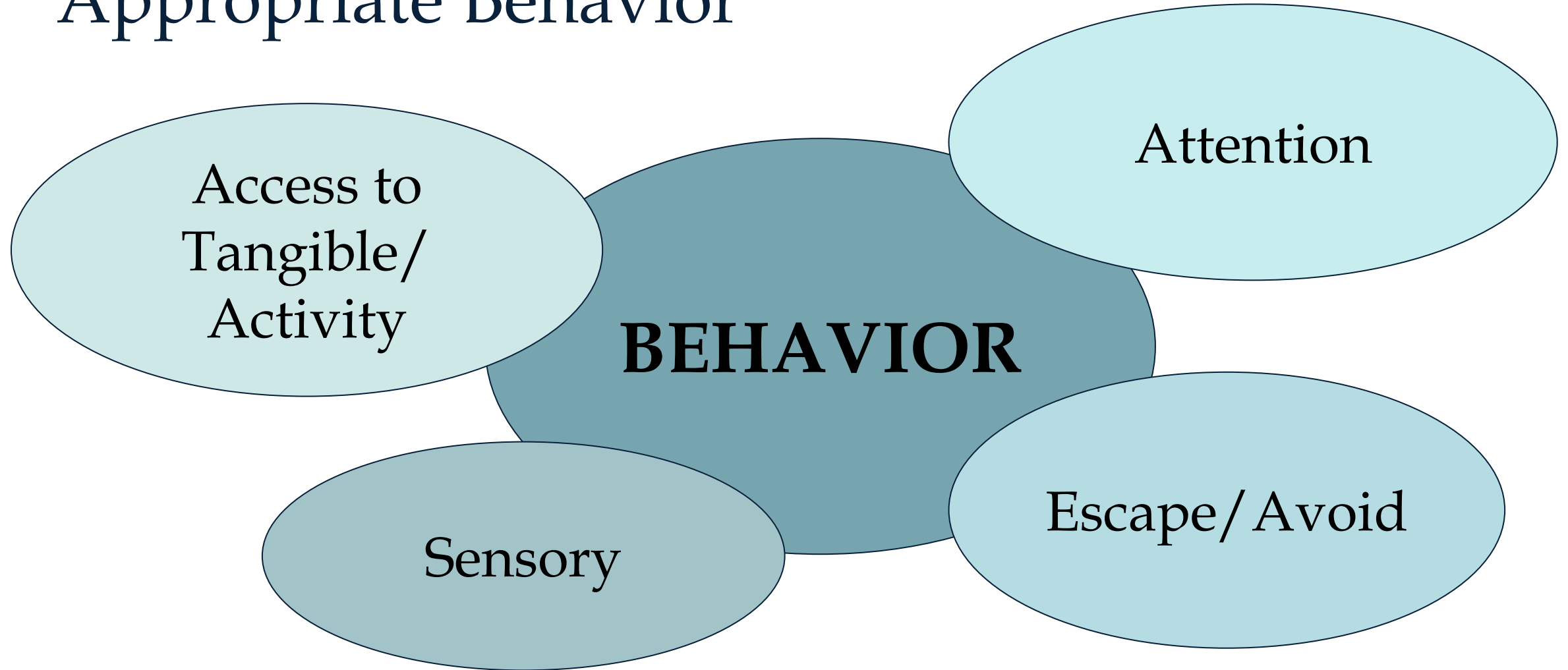
Escape/Avoid

We ALL Communicate Through Behavior!!

<u>to get attention:</u> non-verbal cues, conversation, texting, emails, phone calls, social media

<u>to escape or avoid:</u> putting items on a "to do" list for the future, don't answer the phone, cross the street, look away

<u>to access to some item or activity:</u> turn on the t.v., shopping, playing games on your phone, getting food and drinks

<u>to regulate sensory systems:</u> shaking your foot, playing with your necklace or earring, chewing on gum, listening to music, humming, watching videos

Behavior Itself Doesn't Determine Function

Student screams because they want to get out of doing a task…

Student screams because they want attention…

Student screams because they want a certain item/activity…

Student screams because they like the sound…

Our strategies have to match the function,
so they change based on the reason why the student
is engaging in the challenging behavior.

Look for the pattern to determine function

Immediately Before Behavior	CHALLENGING BEHAVIOR	Immediately After Behavior	What the Behavior is Communicating (Function)
Given a worksheet		Given help through the assignment	attention
Independent seat work	If behavior maintains or increases it is working for them!	Sent to hallway/office	escape / avoid
Asked to put toy away		Able to keep toy	access to tangible item / activity
In large group/ pep rally		Removed to quiet place	sensory

Importance of Functional Communication

Increased Functional Communication
=
Decreased Challenging Behaviors and Greater Independence and Outcomes

Everyone needs a way to communicate at all times.
(Vocal, sign, picture exchange, aac device, etc.)

Active Responding Question

IF challenging behavior is communicating…. It MUST serve the same function!	What Replacement Behavior could we teach to meet the same function as the challenging behavior? (please put your ideas in chat!)
attention	
escape / avoid	
access to tangible item / activity	
sensory	

Active Responding Question

IF challenging behavior is communicating…. It MUST serve the same function!	What Replacement Behavior could we teach to meet the same function as the challenging behavior? (This is NOT an exhaustive list!)
attention	Help! Look at me! Raise hand.
escape / avoid	I need a break! This is too hard! I'm bored!
access to tangible item / activity	I want a turn! Can we share? I want to swing!
sensory	Quiet time. I want a fidget. I need to move!

Remember the mode of communication does not matter! They can vocalize, sign, use a picture or use an AAC device using expected behavior to communicate their wants and needs.

What is the Student Getting from the Behavior?

Think about what typically happens right before and right after the student has a challenging behavior....

Does their behavior get them:
- attention
- to escape or avoid something
- access to item or activity they like
- sensory regulation

Active Responding Question

Why do students use challenging behavior?

a. To communicate, "I want attention"
b. To communicate, "I want to get out of or avoid this"
c. To communicate, "I want that item or activity"
d. To communicate, "I want my sensory needs met"
e. ALL of the above

Active Responding Question

Why do students use challenging behavior?

a. To communicate, "I want attention"

b. To communicate, "I want to get out of or avoid this"

c. To communicate, "I want that item or activity"

d. To communicate, "I want my sensory needs met"

e. **ALL of the above**

Identify what role WE play in the behavior

What Role do WE Play in Behaviors

What can WE do to set the student up for success?

What appropriate behaviors need to be taught outside of problem behavior?

What can WE do to have the student consistently use expected behavior instead of challenging behavior?

Overarching Strategies

Proactively meet the learner's needs so the challenging behavior is unnecessary, build and maintain a strong relationship, be consistent, be organized and prepared, increase motivation by using preferences and choice

When the learner is calm and ready to learn, directly teach expected behaviors to replace the challenging behavior by meeting the same function in a more appropriate way, directly teach missing skills (regulation, social skills, etc.)

Immediately give the learner what they want along with specific praise when they use the expected replacement behavior or new expected skill, block / limit access to what they want when they use challenging behavior

Attention-Seeking Behaviors

PROACTIVELY
Give LOTS of attention to the student for their appropriate behaviors, increase opportunities for appropriate peer attention. Use visuals to remind student how to gain attention

Outside of problem behavior, directly teach and practice how to gain and maintain attention appropriately ("Look at me!", "Come here", tap shoulder, raise hand, conversational skills, etc.)

Immediately following the expected behavior praise them and give them specific positive attention! Call on them, provide help, have peer give immediate support

Escape/Avoidance Behaviors

PROACTIVELY
Allow student choice of activities
Break up work into sections if hard
Make more challenging, increase pace of instruction
Vary task demands
Fade in demands

Outside of problem behavior, directly teach and practice asking for a break appropriately (break card, saying, "Break", etc.)

Immediately following the expected behavior give them a break, give them a modification, take away a couple of the problems

Access to Tangible/Activity Behaviors

PROACTIVELY	**Outside of problem behavior,** directly teach and practice how to make appropriate requests for items/activities	**Immediately following the expected behavior** give them access to the item/activity
Give students jobs to participate in favorite activities Allow access to tangibles. Allow choices of activities. Use pictures of students favorite items on their work First/Then visuals		

Want it → Say it → Get it

Look for or create opportunities - What does the student have motivation for (e.g. coat to go outside, pencil for worksheet, etc.)	Prompt the expected way to communicate, start with just one word, can be vocal, sign, picture exchange, AAC device, etc. (e.g. "Coat", then student says or attempts to say, "Coat")	Immediately (within 1-2 seconds) give the student what they requested every time they request it using the expected behavior and not the challenging behavior, we can teach flexibility (waiting, accepting "no", etc.) later

Sensory Regulating Behaviors

PROACTIVELY
Have student participate in sensory exercises.
Have different seating/standing/ kneeling available, incorporate movement, music, calm and quiet place for breaks, etc.

Outside of problem behavior, directly teach and practice how to request sensory exercises and/or use coping strategies, how to use item appropriately, teach recognition of body regulation

Immediately following the appropriate behavior allow them to leave the room to move to a quieter spot, give them noise cancelling headphones
allow them access to fidget, movement, crawling, jumping,etc

It's a Process

Stay Consistent and Patient!
The longer the history of the behavior, the longer it may take to change it...but it is possible!!

The learner will realize the only way they get what they want (the function of the behavior) is by using expected behaviors and that they don't get what they want when they use challenging behaviors.

Ways to improve student behavior

Strategies to Encourage Expected Behaviors and make Challenging Behaviors Unnecessary

- Identify the function(s) of behavior by understanding what the student is getting out of it so you can meet the student's needs <u>before</u> the problem behavior occur
- Be in control of the good things the learner wants!
- Use learner preferences to increase motivation and engagement
- Have predictable schedules and routines
- Give clear and concise instructions
- Catch learners being good! Give a lot more of your attention to expected behaviors than challenging ones

Strategies to Encourage Expected Behaviors and make Challenging Behaviors Unnecessary

- Show that you're fun! Pair yourself with those good things. Spend time with the learner and what they enjoy without giving demands
- Follow through! Only give demands/instructions that you are prepared to follow through with after the first time of giving the instruction.
- Use effective prompts and then have a plan to fade those for independence
- Provide choices
- Enrich the environment

Strategies to Encourage Expected Behaviors and make Challenging Behaviors Unnecessary

- Make sure tasks are appropriate (at the student's level while having high expectations, varied, include any individualized accommodations and modifications, etc.)
- Add visual clarity/structure to routines and tasks (make sure these are taught and practiced)
- Alter how instruction is delivered
- Be organized and prepared (this includes planning for less structured times, pace of instruction, limiting time when the student is not engaged, etc.)
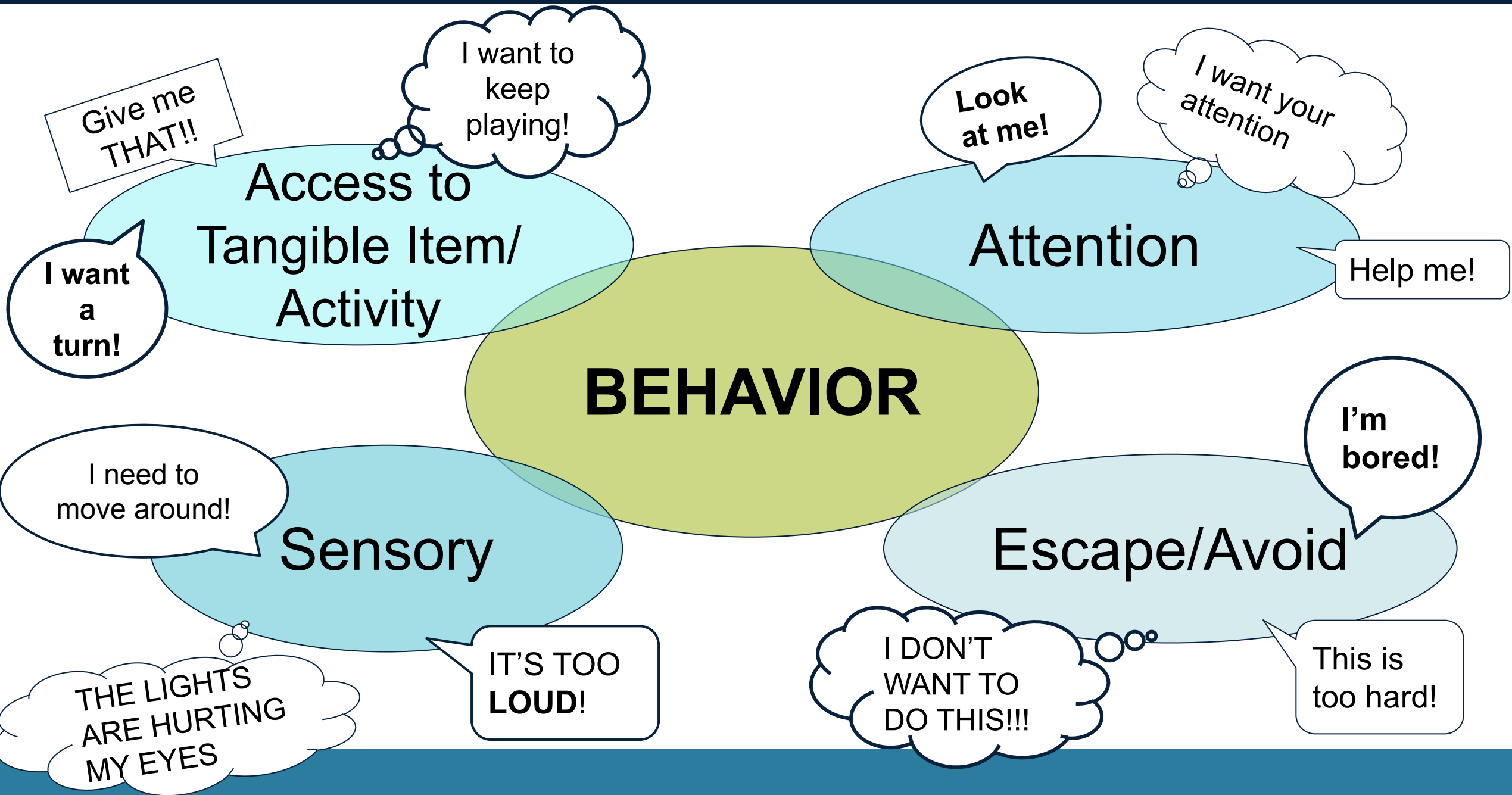
Strategies to Directly Teach Expected Behaviors

Directly teach, practice, and reinforce needed skills repeatedly!
This includes replacement behaviors and other needed skills (emotional regulation, coping strategies, social skills, etc.)

Make sure to work on generalization by teaching these skills across multiple:
- People
- Places
- Materials
- Times

Strategies to Directly Teach Expected Behaviors

Steps:

1) Make sure the student is calm and not engaged in challenging behavior

2) For replacement behaviors, make sure that it is meeting the same need initially AND it is as easy or easier for the student to get that need met

3) Break down skills to your student's level, directly instruct, model, prompt, and provide immediate feedback repeatedly (Practice, practice, practice!)
   - Use effective prompts and have a plan to fade them for independence

4) Give better/more reinforcement for more independent and closer attempts the learner makes (Don't expect perfection from the start! Take baby steps!)

Strategies to Encourage Continued Use of Expected Behaviors

Be consistent and have contrast!

There should be a clear difference in what happens after an expected behavior versus what happens after a challenging behavior.

Expected behaviors (using the replacement behavior or other expected skills without challenging behavior) = Immediately give the student what they want

Challenging behaviors = block/limit access to what they want

References

A Complete Tier 1 Through Tier 3 Positive Behavior Interventions & Supports System. (n.d.). Retrieved October 21, 2020, from https://www.pbisworld.com/

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Resources

[Strategies to Improve Student Behavior](#)

[Skills to Directly Teach](#)

THANK YOU!

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Strategies to Improve Student Behavior

Proactive Strategies to Encourage the Expected Behaviors and Discourage Challenging Behaviors

1. Identify the function(s) of behavior by understanding what the student is getting out of it so you can meet the student's needs <u>before</u> the problem behavior occur
2. Be in control of the good things the learner wants!
3. Use learner preferences to increase motivation and engagement
4. Have predictable schedules and routines
5. Give clear and concise instructions
6. Catch learners being good! Give a lot more of your attention to expected behaviors than challenging ones
7. Show that you're fun! Pair yourself with those good things. Spend time with the learner and what they enjoy without giving demands
8. Follow through! Only give demands/instructions that you are prepared to follow through with after the first time of giving the instruction.
9. Use effective prompts and then have a plan to fade those for independence
10. Provide choices
11. Enrich the environment
12. Make sure tasks are appropriate (at the student's level while having high expectations, varied, include any individualized accommodations and modifications, etc.)
13. Add visual clarity/structure to routines and tasks (make sure these are taught and practiced)
14. Alter how instruction is delivered
15. Be organized and prepared (this includes planning for less structured times, pace of instruction, limiting time when the student is not engaged, etc.)

Strategies to Improve Student Behavior

Strategies for Directly Teaching Expected Behaviors

16. Steps for Directly Teaching New Skills:
    1) Make sure the student is calm and not engaged in challenging behavior
    2) For replacement behaviors, make sure that it is meeting the same need initially AND it is as easy or easier for the student to get that need met
    3) Break down skills to your student's level, directly instruct, model, prompt, and provide immediate feedback repeatedly (Practice, practice, practice!)
       a) Use effective prompts and have a plan to fade them for independence
    4) Give better/more reinforcement for more independent and closer attempts the learner makes (Don't expect perfection from the start! Take baby steps!)

Strategies for Encouraging Expected Behaviors and Discouraging Challenging Behaviors

17. Be **consistent and have contrast!**

    There should be a clear difference in what happens after an expected behavior versus what happens after a challenging behavior.

    Expected behaviors (using the replacement behavior or other expected skills without challenging behavior) = Immediately give the student what they want

    Challenging behaviors = block/limit access to what they want

Strategies to Improve Student Behavior

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Skill Area	Skills to Directly Teach	Notes
Appropriate Replacement Behaviors	Skills to teach depend on the function of the problem behavior. Attention: Say/sign/push button/hand card for attention (e.g. raising their hand, saying a person's name, help, play, look at me, come here, watch this, etc.) Escape / Avoid: Say/sign/push button/hand card for what they want/need (e.g. break, too hard, bored, etc.) Access to Tangible / Activity: Say/sign/push button/hand card for the specific item or activity they want Sensory: Say/sign/push button/ hand card for the specific sensory item/activity they want/need (e.g. too loud, bright, want music, trampoline, vest, disc, etc.) Steps to teaching appropriate replacement behaviors: 1) Identify how the learner can get what they want more appropriately that is also more effective than the problem behavior? 2) Model, practice, and reinforce the appropriate way to get what they want during times when problem behavior is NOT occuring 3) Immediately reinforce all attempts at the appropriate replacement behavior (remember not to expect perfection) 4) After the student is consistently using the appropriate replacement behavior rather than the problem behavior, slowly fade your reinforcement	
Functional Communication	Request – The ability to request allows the student to express the desire for an item, assistance, break etc.	
	Reject/Protest – This allows the student to indicate he/she does not want an item.	
	Comment – This allows the student to convey information about a topic. An example would be using an assistive device to make a statement about what he/she did at home the previous night.	
	Greeting – The student is able to interact socially.	
	Asking for help	

Checklist of Skills to Directly Teach

	Asking for a break – a student who is able to request a "break" when needed, is less likely to have a behavioral "meltdown"	
	Indicate "yes" and "no"– this is important when the object/action is not immediately present e.g. "Do you want to go to the gym?"	
	Indicate "like" or "dislike" of an item	
	Other:	
Ready to Learn	"Wait" / "Stop"	
	"Come here"	
	"Give" / "My turn"	
	"Sit"	
	"Ready hands"	
	Accepting, "No"	
	Following simple task completion instructions (e.g., "Put in")	
	Other:	
Visual Supports	Communication needs	
	Schedules	
	Rules and Routines	
	Reinforcers ("First/Then", choice menus, token boards, etc.)	
	Visual structure / supports to tasks	
	Other:	
Social Skills	Parallel play and joint attention	
	Sharing	
	Conversation skills (initiating, maintaining, and ending)	
	Finding friends (look for common interests)	
	Good sportsmanship	

	Perspective taking	
	Group cooperation	
	Handling conflict	
	Other:	
Rules and Routines	Lining up	
	Using the restroom	
	How to gain attention (e.g. raising your hand, etc.)	
	Expected noise level	
	Teacher signals	
	Behavior expectations (classroom, hallway, lunch, recess, specials, etc.)	
	Other:	
Executive Functioning Skills	Emotions and Emotional Regulation Strategies	
	Sensory Regulation Strategies	
	Flexible Thinking	
	Working Memory	
	Self-Monitoring	
	Planning, Prioritizing, and Task Initiation	
	Organization	
	Other:	

Checklist of Skills to Directly Teach

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