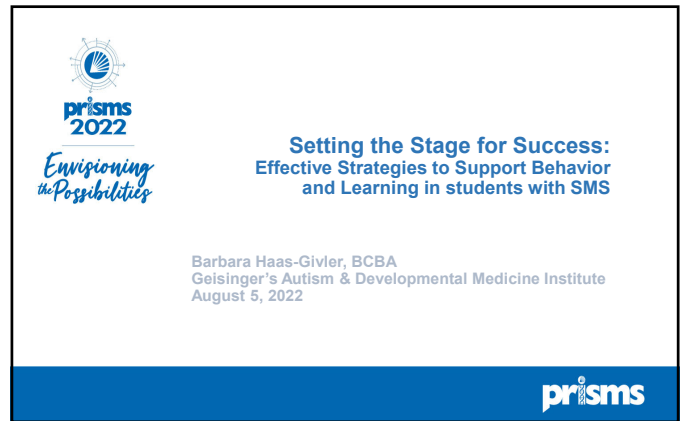
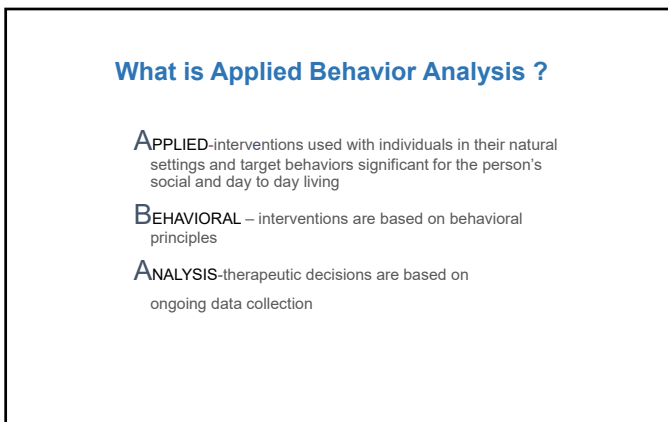




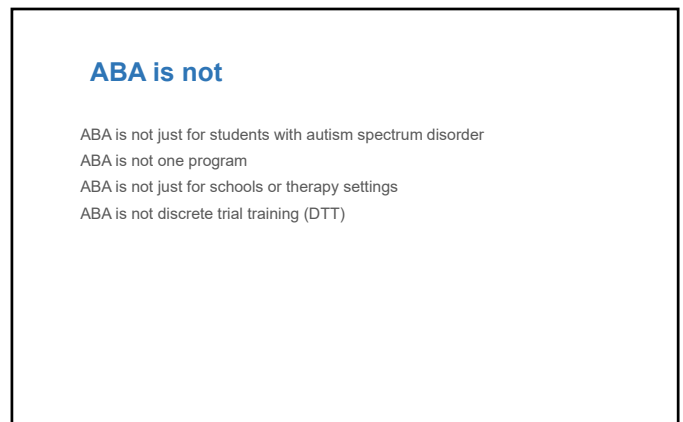
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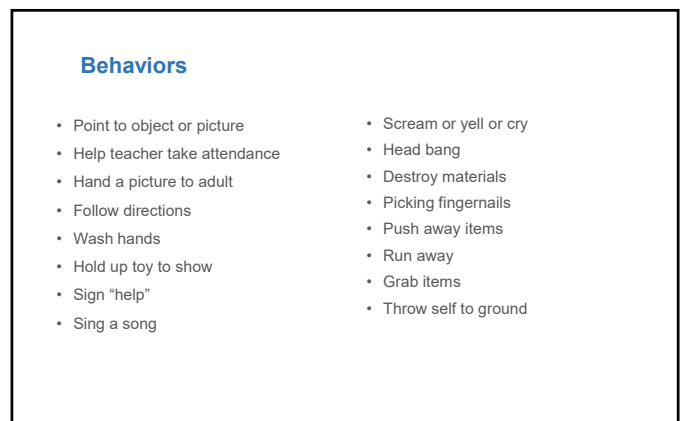
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6

Behavior

- Behavior is:
 - CAUSED
 - OBSERVABLE (*recordable*)
 - COMMUNICATION
 - SERVES A FUNCTION (*why*)

7

Challenging or Problem Behavior

- Function is not usually the problem
- Same behavior may have several functions
- Interferes with learning new skills
- Socially isolates the learner

8

Functions of Behavior

Gain

- Attention
- Objects
- Activity
- Sensory



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Functions of Behavior

Escape/Avoidance

- Attention
- Objects
- Activity
- Sensory



10

“What happened?”

- Out of blue
- Nothing
- Upset



11

Functional Behavior Assessment (FBA)

- Identify and Define
- Clearly define the behavior of concern – what does it look like?
 - Interview caregivers, family and staff
 - Start with a hypothesis of function of the behavior(s) and what is maintaining the behavior (consequences)
 - Direct observation and data collection and analysis

- FBA's provide
- Strategies to prevent or antecedent strategies
 - Strategies for alternative/replacement behaviors
 - Consequences that will not maintain inappropriate behaviors
 - Input for individualized educational plan (IEP)
 - Input for Positive Behavior Support plan (BSP)
 - Input for Behavior Intervention Plan (BIP) or Treatment Plans

Ongoing Process

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Follow up to FBA

- Additional evaluations that may be helpful to the team in their planning e.g., AAC
- Medical treatment for conditions that are antecedents, e.g., sleep apnea, constipation
- Need to identify positive reinforcers – conduct preference assessment
- Environmental accommodations
- Data collection tools, analysis and revisions

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The ABCs Of Behavior

ANTECEDENTS	BEHAVIOR	CONSEQUENCE
What happened before?	What happened?	What happened afterwards?

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A-B-C's of Behavior

Antecedents – setting events

- What happened immediately before the behavior(s)?
- What triggered the behavior (s)?
 - Person, place, activity, sound, smell, request, direction
- Is the person hungry, thirsty, in pain, or fatigued?

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A-B-C's of Behavior

Behavior or the response

- Observable, recordable
- Collect data - make decisions

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A-B-C's of Behavior

Consequences

- What happened after the behavior
- Includes corrective feedback
 - "Right" "Good Job"..
 - "No" "Wrong" "It isn't..."

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Consequences

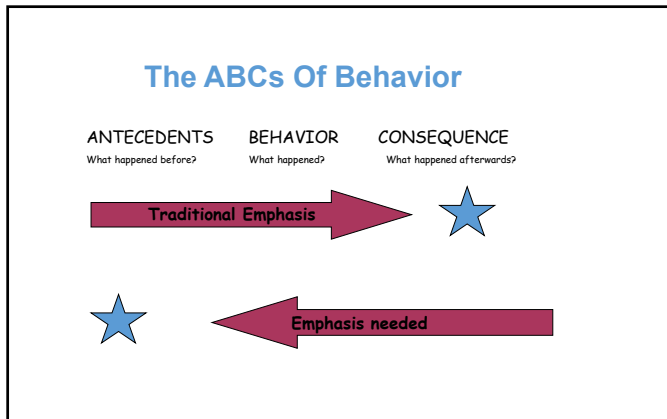
Consequences are not all bad!

Consequences occur after the behavior

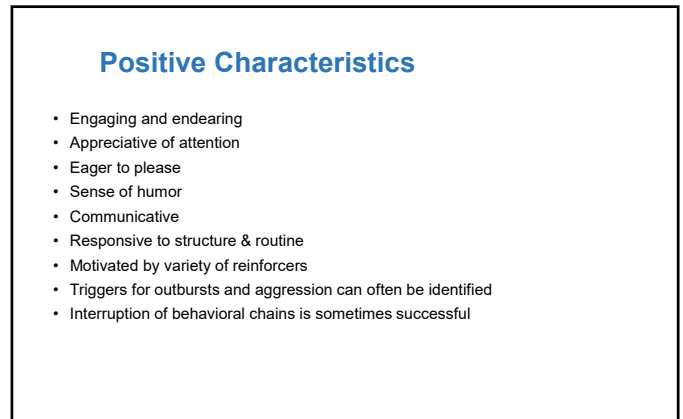
What happens after the behavior effects the future occurrence of behavior



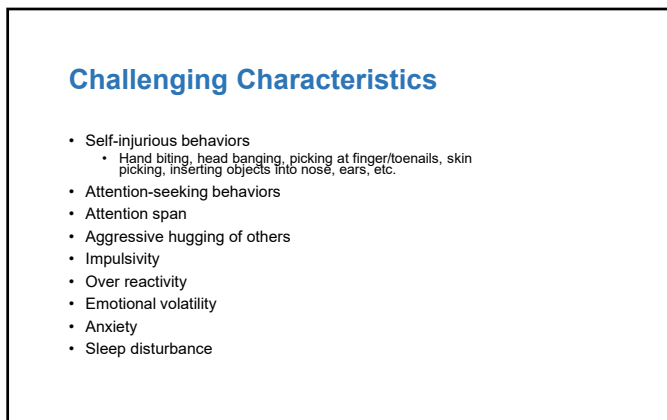
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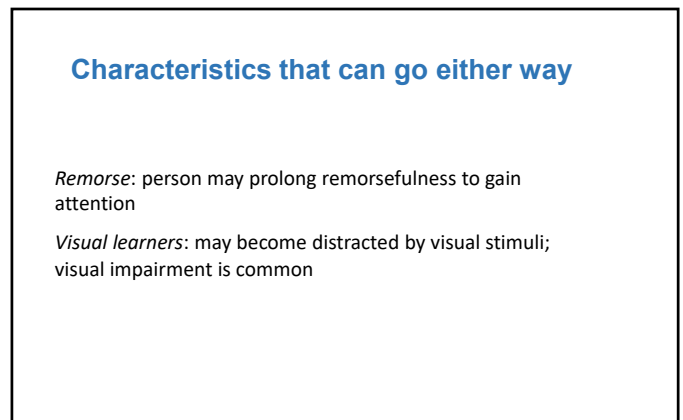
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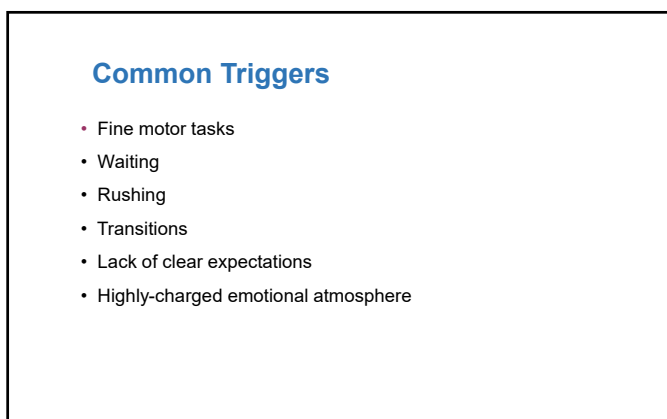
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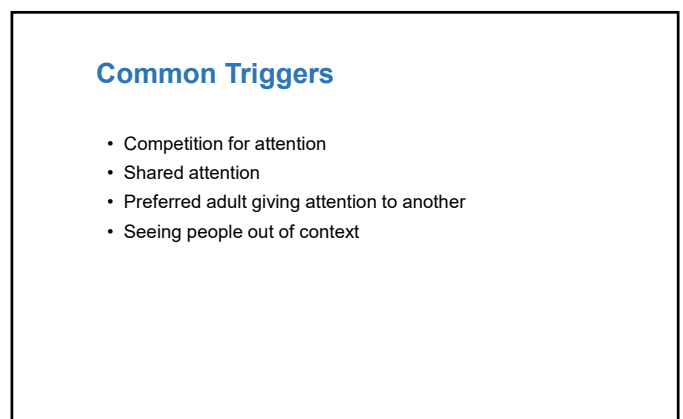
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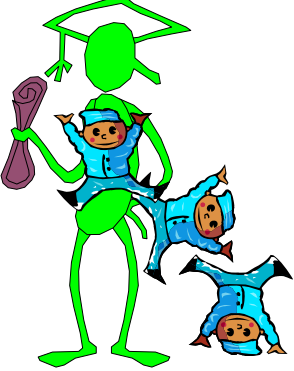


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“Emotional Toddlerhood” in SMS

- Emotional volatility
- Low frustration tolerance
- Prone to tantrums / outbursts
- Attention-seeking
- Adult-oriented
- Distractible
- Reactive
- Multi-sensory learners

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Inner Toddler

Perceived cognitive and social abilities
versus
emotional development

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Developmental asynchrony

- disparity between intellectual and socio-emotional development
- described in highly gifted children; not well researched in people with intellectual disabilities
- parallel phenomenon observed in people with SMS
- significant contributor to maladaptive behaviors in SMS

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Keys to success

- communication, staff training about developmental asynchrony
- acknowledging developmental asynchrony does NOT mean treating older individual with SMS like a young child
- individualized service plan should incorporate *relevant approaches* in early childhood education, even in older children and adults

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EARLY CHILDHOOD EDUCATION APPROACH

+

AGE / IQ-APPROPRIATE GOALS AND ACTIVITIES

=

SUCCESS FOR OLDER CHILDREN, ADOLESCENTS, AND ADULTS!

29

Early childhood approach grown up!

- use of day planner with post-its; computer-based schedule; email/ phone reminders
- “smorgasbord” of school, work, volunteer, and recreational activities of relatively short duration
- emphasis on hands-on, functional aspects of curriculum/work schedule
- vary work/school activities throughout the day
- vary work/school environment throughout the day
- one-to-one support as needed

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Consequent Strategies for challenging behaviors

- REACTIVE
- Behavior-
 - occurred and practiced
- Individual has not learned a replacement
- *Behavior interferes with all learning*



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Antecedent Strategies



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Antecedent Strategies Advantages

- Parent/staff control the opportunities
- Less disruptive
- Acquire skills
- Interrupt behavior chains



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Strategies - Special Considerations

- Can you ignore the behavior?
- Is there potential harm to student, classmate & staff?
- Do you have the resources?
- Can you remove attention from the student?
- Can you provide safety to individual, staff and others?
- Will you possibly have to give attention if aggression or self-injury becomes severe?
- Are you teaching anything else during this procedure?
- Is it sustainable and able to be implemented in natural settings?

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What can you do to set up success?

Control

- Your behavior
- Schedule
- Reinforcers
- Reinforcement schedule
- Materials available
- Seating arrangements
- Planned breaks
- Response to appropriate break request
- Classroom environment
- Staff
- Structure and Routine



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Staff

Staff need to:

- be on their "A" game
- be emotionally neutral
- avoid power struggles
- be comfortable with close proximity
- be versatile but not volatile
- be creative
- think on their feet
- have a good sense of humor!

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Setting

- Close Staff: Student ratio
- Many students also need a 1:1
- Natural breaks in schedule
- Structure and routine
- Many planned highly motivating activities
- Good communication among staff
- Staff training/consistency of approach

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Classroom environment

Elementary classroom



High School Classroom



38

Strategies - Often successful

Redirection and distraction
 Interrupt behavior chains
 Transition warnings
 Handshakes, not hugs

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Strategies - Often Successful

High interest materials
 "Structured novelty"
 Mixed and varied level of activities
 Humor

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Reinforcement



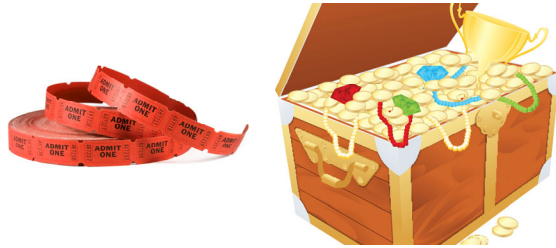
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Strategies - Often successful

Choice (highly individual)
 Variety of reinforcers
 Overlapping positive behavior systems
 Opportunities to help

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Variety of Reinforcers



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Strategies - Often successful

- Individualized schedule
- Individualized behavior chart
- Visual reminders
- Planned breaks
- Opportunities to request breaks
- Preferential seating

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Visual supports – Schedules



45

Strategies – Often unsuccessful

- Time-out in classroom
- Isolating the student in a room
- Teacher or aide getting visibly upset or raising voice
- Ignoring the student rather than distracting, redirecting, or engaging

46

Strategies – Often unsuccessful

- Counseling, coaxing, touching the student during an outburst
- Counseling after the fact
- Physical restraint during an outburst, except when necessary to avoid injury to self or others

47

Setting the Stage

- Prevention vs. Intervention Emphasis
- Proactive vs. Reactive Emphasis
- Antecedent vs. Consequence emphasis



48

Strategy Selection



- Learn a new skill
- Increase behavior
- Decrease behavior
- Honor the function
- Cannot honor the function

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Frequently noted Challenging Behaviors

- Moving within a school building
- Removal of clothing
- Property destruction
- Elopement
- Transitions
- Unsafe bus behavior
- Task completion
- Attention on Task

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Antecedent Strategies Task Completion

Target (increase)

Task completion

Strategies

- "Which one do you want to do **first**?"
- "You **will** play on the computer after you"
- Visual schedules/Timers
- Adult Attention
 - Proximity
 - Collaboration
 - Preferred adult places demands
- High Probability
 - "Feed the class pet _____, and put away your backpack"
- 80% easy/20% hard tasks
- Reinforce task completion

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Antecedent Strategies Move within building

Target

Moving within the building or down the hallways

Strategies

- Visual Schedule (actual items, pictures, photos along with printed words)
- Preferred items or fidget toys as distractors (individual basis)
- Create **jobs** e.g., assistant to bus monitor, mail delivery, attendance
- Adult support
 - Speak in low volume, engage
 - Block inappropriate behaviors, e.g., ripping down bulletin boards
- Video model

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Remember

- Attention is Attention
- Distraction and redirection are effective tools
- Motivating activities and adult attention/support often prevent behavioral outbursts
- Schedules and visual supports are essential
- Avoid power struggles
- It's not always what you say but how you say it
- Don't underestimate the value of calm
- Control what you can

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Thank you.

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prisms

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