TRI-STATE WEBINAR SERIES

Strategies to Support Better Student Behavior

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Tri-State Autism Spectrum Disorder Webinar Series

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
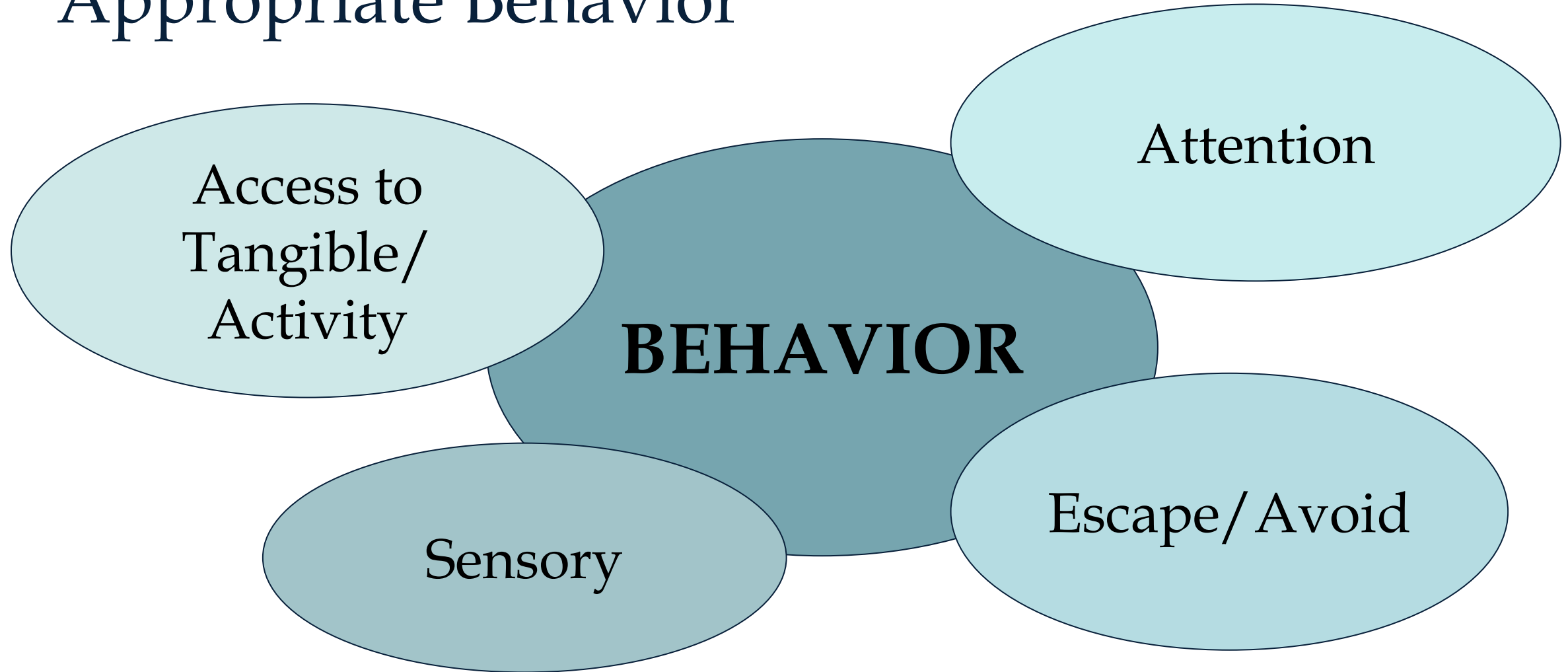
Escape/Avoid

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
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

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

Want it → Say it → Get it

Want it

Look for or create opportunities - What does the student have motivation for (e.g. coat to go outside, pencil for worksheet, etc.)

Say it

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")

Get it

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.)
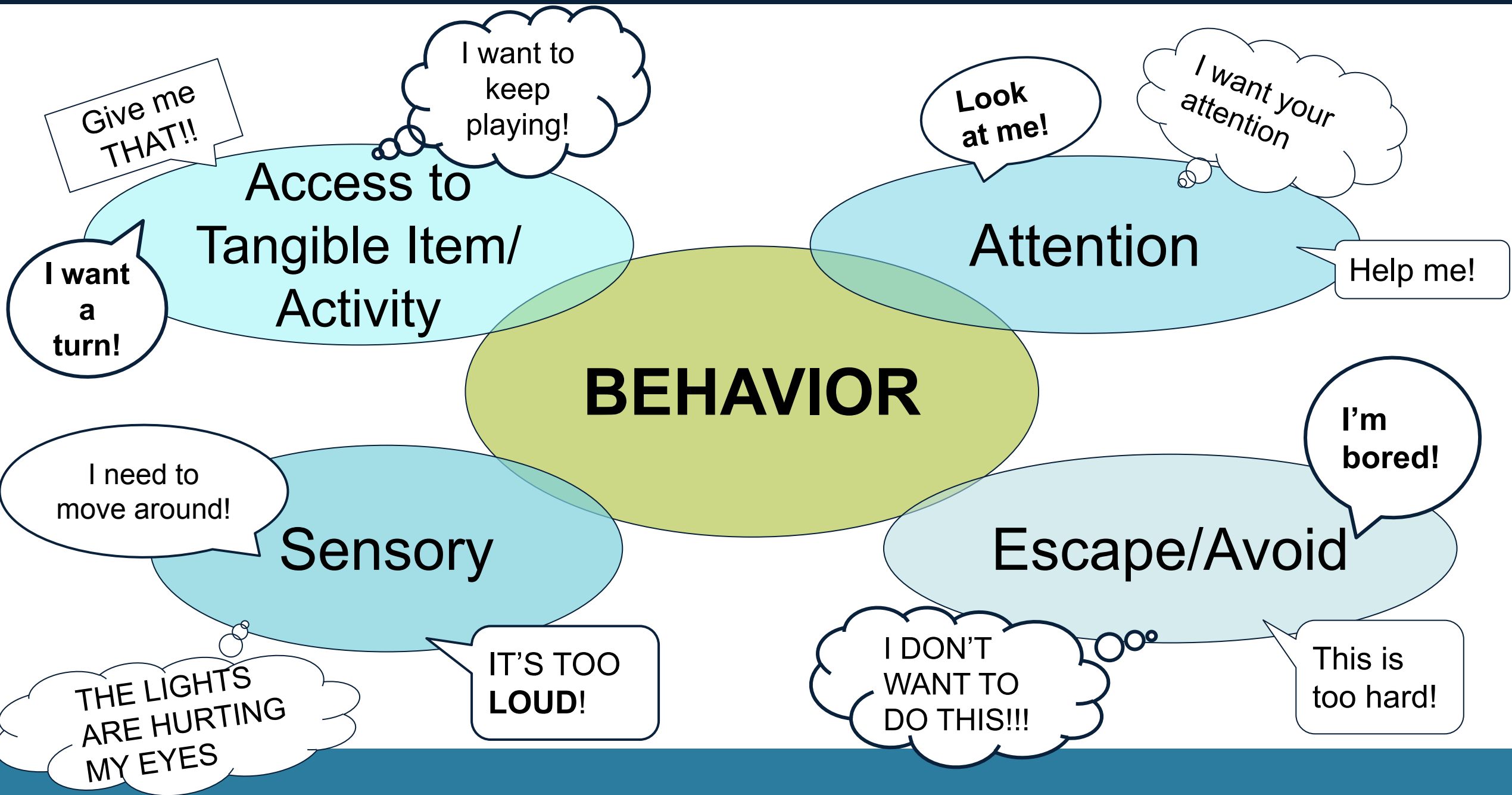
Strategies to Directly Teach Expected Behaviors

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

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Resources

[Strategies to Improve Student Behavior](#)

[Skills to Directly Teach](#)

THANK YOU!

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