


Setting the Stage for Success: Effective Strategies to Enhance Behavior and Learning

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Behavior




BEHAVIOR IS NOT
ALL BAD!





Behaviors

- Raise a hand
- Read words
- Answer a question
- Ask for assistance
- Follow directions
- Complete work
- Help someone
- Gaze aversion
- Bite hand or shirt
- Hand-flapping
- Raise a fist in air
- Destroy materials
- Refuse a task



Behavior and Learning Connection

- Content too hard or too easy?
- Does the learner know how to learn?
- Environmental changes that are necessary for student success?
- Is the student motivated and reinforced?
- Effective teaching strategies and behavior management techniques?





A-B-A

APPLIED-interventions used with individuals in their natural settings and target behaviors significant for the person's social and day to day living

BEHAVIORAL – interventions are based on behavioral principles


ANALYSIS-therapeutic decisions are based on on-going data collection



A-B-A

ABA is NOT
- just for special education

BEHAVIOR MODIFICATION AND BEHAVIORAL INTERVENTIONS– have been around for a long time – weight loss programs, smoking cessation, incentives...



Behavior



Behavior is:

- CAUSED (*antecedents/triggers*)
- OBSERVABLE (*recordable*)
- COMMUNICATION
- SERVES A FUNCTION (*why*)

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

“What happened?”



- Out of blue
- Nothing
- Upset



Functions of Behavior



Gain object, activity or attention	Escape/avoid object, activity or person
Gain Sensory	Escape/avoid Sensory

Functional Behavior Assessment - Outcomes



Identify and Define

- Challenging or inappropriate behavior
- Function of the behavior(s)
- Strategies to prevent or antecedent strategies
- Strategies for alternative/replacement behaviors
- Consequences that will not maintain inappropriate behaviors
- Input for IEP
 - Specially designed instruction (SDI)
- Input for Behavior Plans

On-Going Process

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, demand/request
- Slow triggers
 - delayed processing
- Establishing/motivating operations
 - hunger, thirst, pain, fatigue

A-B-c's of Behavior



Behavior or the response

- Observable, recordable
- Collect data - make decisions

A-B-C's of Behavior



Consequences

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

Consequences



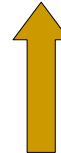
- Consequences are not all bad!!!
- Consequences occur after the behavior

Reinforcement



Attention (depends on the student!)

- Stickers
- Token economy
- Rewards
- Toys or games
- Escape
- Avoidance



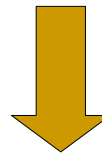
Reinforcers



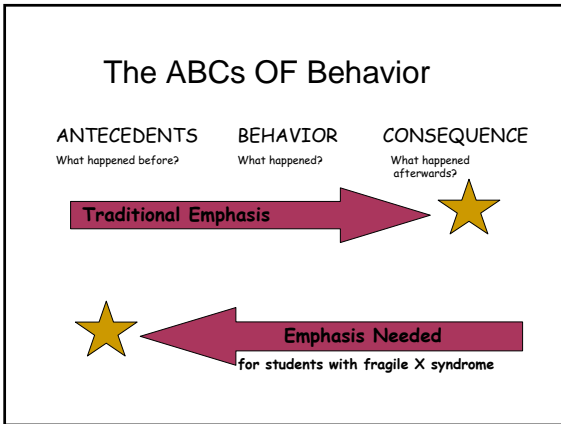
- Less you have the more valuable it is
- Loss is greater when you have less to lose



Punishment

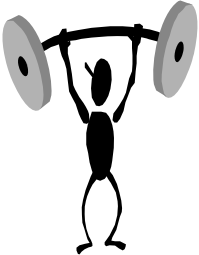


- Simple correction
- Overcorrection
- Restitution
- Time out
- Response Cost




Antecedents vs. Consequences

Students with fragile X syndrome often want stickers, tokens or rewards **BUT** *Antecedents and setting events are powerful*




Successful Classroom Strategies




- Structure, routine, limits
- Daily activity chart
- Visual supports and reminders
- Individualized behavior chart
- Preferential seating
- Opportunities to request a break
- “Vicarious learning” dyads – don’t single out

Successful Classroom Strategies




- Adult-like activities
- Activities that show closure
- Mentors, buddies to model behavior
- Alternatives to handwriting
- Practical applications of mathematics
- Sight word approach for reading

Successful Staff Approaches



- Attention to anxiety symptoms
- Awareness of delayed processing
- Awareness of tantrum triggers
- Avoidance of power struggles

Successful Staff Approaches



- Calm, neutral, no-nonsense approach
- Good sense of humor
- Respect need for personal space
- Clear, consistent communication
- Redirection, breaks
- Avoid verbal information overload

Targeted Strategies – Move within building or hallways



Target

- Moving within the building or down the hallways with minimal adult assistance

Strategies

- Visual Schedule – pictures, photos, print
- Timers - reminders
- Create *jobs* or structure activities that move the child in hallways
- Adult shadow – gradually increase distance

Targeted Strategies – Adaptive



Target

- Increase independent skills e.g. packing up backpack, personal hygiene after meals

Strategies

- "To do" list
- Photo story or video activity to review and rehearse
- Positive reinforcement for independent task completion
- Peer models/buddies
- Support "Least to most"

Targeted Strategies - Task



Target (increase)

- Task completion
- Compliance
 - Following requests
 - Following directions

Strategies

- Activities that *need* closure
- "Which one do you want to do first?"
- Visual schedules, timers
- 80% easy/20% hard tasks
- Two quick actions and then "pick up your pencil"
- Adult seated in proximity
- Preferred adult places demands
- Peer model goes *first*

Targeted Strategies – haircuts, dental appointments, hygiene



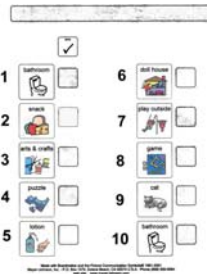
Target

- Haircuts, dental appointments, personal hygiene

Strategies

- Visual Schedule, clipboard
- Preferred items as distractors
- Preferred adult gives direction/request
- Another child or sibling goes "first"
- Pre-specified reinforcers
- Social Stories
- Video modeling

Visual schedules



Targeted Strategies - Transition



Target

- Transition
- from preferred to a non- preferred activity

Strategies

- Visual Schedule, clipboard
- Preferred items as distractors
- Preferred adult gives direction/request
- Create *jobs* that move the child in hallways
- Pre-specified reinforcers
- Transition Helpers or fidget toys

Targeted Strategies - Task



Target (increase)

- Compliance
 - Following requests
 - Following directions

Strategies

- Activities that *need* closure
- Choice – limit to 2 or 3
- “Which one do you want to do first?”
- Visual schedules, timers
- 80% easy/20% hard tasks
- Preferred adult places demands
- Peer model goes *first*

Visual timers



www.timetracker.org



www.timetimer.org

Targeted Strategies Self injury



Target

- Decrease hand biting, finger biting, hand flapping,

Strategies

- Acceptable way to request a break or escape (teach to request a break)
- Personal space/break area (alternate desk/small tent with preferred or sensory activities)
- Vary levels of activity with natural breaks – daily basis
- Adjust weekly schedule
- Minimize triggers: people, places, materials, activities, sensory
- Preferred adult support in non preferred settings

Targeted Strategies – Property destruction and aggression



Target

- Decrease physical or verbal assaults

Strategies

- Minimize triggers
- Recognize signs of hyper-arousal
- Interrupt behavioral chains
- Neutral no nonsense manner when correcting
- Limit access to highly charged TV shows, video or computer games
- Preferred staff
 - during demanding tasks
 - in *difficult* settings

Social Skills Strategies



- Personalize
- Video modeling
- Practice/role play – all roles
- Real time support and feedback
- Photo social stories
- What's popular with peers?
 - Games, shows, language
- Buddy/mentor
 - www.bestbuddies.org

Targeted Strategies – Social



Target

- Increase appropriate interaction with peers and adults

Strategies

- Structured activities and games with adult support
- Video or photo positive interactions-reinforce
- Seating arrangements
 - Do not force eye contact
 - Near a good peer model
- Small groups, dyads
 - Don't single out
- Peer mentors/buddies
- Role play with characters acting out
- Lunch bunch
- Structured play dates

Targeted Strategies-Social



Target

- Increase appropriate interaction with peers and adults

Strategies

- Social stories
- Photos or videos to rehearse
- Favorite characters "act out" and practice difficult situations
- Structure lunch and recess activities
- Lunch Bunch
- Supported play dates

Targeted Strategies - Communication



Target

- Verbally communicate rather than refuse or run away when upset

Strategies

- Functional Communication Training (FCT)
- Alternative communication system
- "Break" card
- Parent/staff note signs that child is over aroused
- Redirect, distract, interrupt
- Practice/rehearse -various times, places and with many adults during the day

Social Stories



- That was Easy
- Meet and Greet
- A trip to the beauty parlor
- Care and Share
- Trip to the Doctor
- Homework
- Going to a restaurant
- Getting a gift
- Self-flush toilets
- That's a disappointment
- Telling someone to stop



Behavior change is not just about the student with fragile X syndrome

Duos Not Duels



Antecedents and Consequences
Research and Practice
Consistency and Communication
Resources and Staff

