

Infant and Toddler Academy

Behavior Support and Foundational Skills

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START Statewide Autism Resources & Training

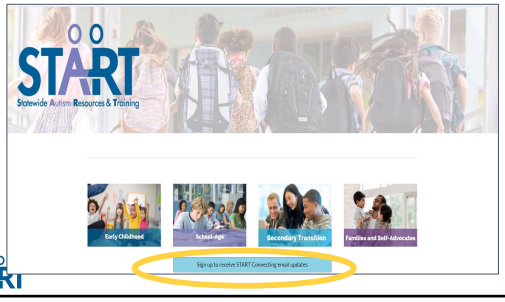
MICHIGAN Department of Education



- Welcome
- Materials folder
- Rapport Building
- Antecedent and Universal Strategies
- Visual Supports
- Function of Behavior

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START Website (www.gvsu.edu/autismcenter)

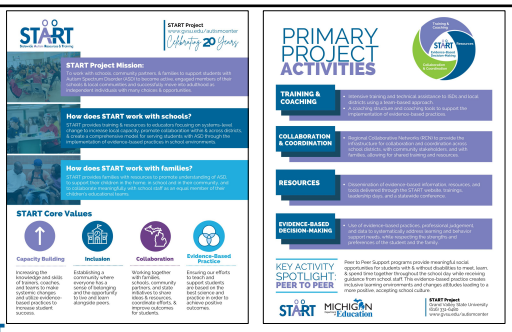


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About

Project Flyer



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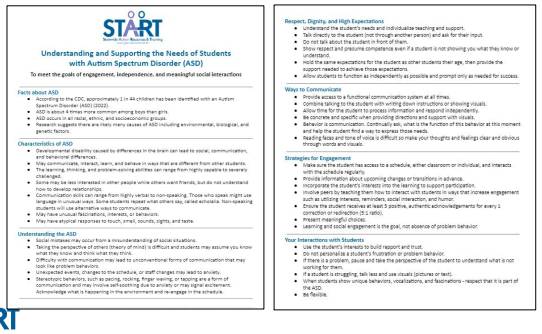
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START's Compelling Why

Ensuring equity because all students need to be taught in inclusive settings with peers by caring staff prepared to deliver evidence-based educational and behavioral supports.

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Supporting Students with ASD - Key Points



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Understanding and Supporting the Needs of Students with Autism Spectrum Disorder (ASD)

To meet the goals of engagement, independence, and meaningful social interactions

Facts about ASD

- According to the CDC, approximately 1 in 44 children has been identified with an Autism Spectrum Disorder (ASD) (2022).
- ASD occurs more frequently and more common among boys than girls.
- ASD occurs in all races, ethnic, and socioeconomic groups.
- Research suggests there are likely many causes of ASD including environmental, biological, and genetic factors.

Characteristics of ASD

- Developmental disability caused by differences in the brain can lead to social, communication, and behavioral differences.
- May communicate, interact, learn, and behave in ways that are different from other students.
- The learning, thinking, and problem-solving abilities can range from highly capable to severely challenged.
- Some may be less interested in other people while others want friends, but do not understand how to develop relationships.
- Communication skills can range from highly verbal to non-speaking. Those who speak might use language in unusual ways. Some students repeat what others say, called echolalia. Non-speaking students will use alternative ways to communicate.
- May have unusual fascinations, interests, or behaviors.
- May have atypical responses to touch, smell, sounds, sights, and taste.

Understanding the ASD

- Social mistakes may occur from a misunderstanding of social situations.
- Taking the perspective of others (theory of mind) is difficult and students may assume you know what they know and think what they think.
- Difficulty with communication may lead to unconventional forms of communication that may look like challenging behavior.
- Unexpected events, changes to the schedule, or staff changes may lead to anxiety.
- Stereotypic behaviors, such as pacing, rocking, finger waving, or tapping are a form of communication and may involve self-soothing due to anxiety or may signal excitement. Acknowledge what is happening in the environment and re-engage in the schedule.

Respect, Dignity, and High Expectations

- Understand the student's needs and individualize teaching and support.
- Talk directly to the student (not through another person) and ask for their input.
- Do not talk about the student in front of them.
- Show respect and presume competence even if a student is not showing you what they know or how they think.
- Hold the same expectations for the student as other students their age, then provide the support needed to achieve those expectations.
- Allow students to function as independently as possible and prompt only as needed for success.

Ways to Communicate

- Provide access to a functional communication system at all times.
- Combine talking to the student with writing down instructions or showing visuals.
- Allow time for the student to process information and respond independently.
- Be concrete and specific when providing directions and support with visuals.
- Behavior is communication. Continually ask, what is the function of this behavior at this moment and help the student find a way to express those needs.
- Reading facies and tone of voice is difficult so make your thoughts and feelings clear and obvious through words and visuals.

Strategies for Engagement

- Make sure the student has access to a schedule, either classroom or individual, and interacts with the schedule regularly.
- Provide information about upcoming changes or transitions in advance.
- Incorporate the student's interests into the learning to support participation.
- Involve peers by teaching them how to interact with students in ways that increase engagement such as utilizing interests, reminders, social interaction, and humor.
- Ensure the student receives at least 5 positive, authentic acknowledgements for every 1 correction or reprimand (5:1 ratio).
- Present meaningful choices.
- Learning and social engagement is the goal, not absence of problem behavior.

Your Interactions with Students

- Use the student's interests to build rapport and trust.
- Do not personalize a student's frustration or problem behavior.
- If there is a problem, pause and take the perspective of the student to understand what is not working for them.
- If a student is struggling, talk less and use visuals (pictures or text).
- When students show unique behaviors, vocalizations, and fascinations - respect that it is part of the ASD.
- Be flexible.

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Access to Materials

START the HUB

Handouts

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Foundation for teaching and behavior support: Relationships and Rapport Building Trust



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Pairing (= Rapport building)



- The goal of pairing is for the child to enjoy being with the instructor. The child should not want to escape.
- When a child comes to learn, great things happen
- The instructor becomes the big chocolate chip cookie

POLL

Pairing



- Identify fun activities for pairing
  - Only do these fun activities with you or during a specific time
  - Choose activities that are better with you (bubbles, toys you turn on, books you read)
- Associate yourself and words with good things
- Avoid placing unpleasant demands during pairing activities
  - Even prompting can be viewed negatively

Pairing during Teaching

- Associate yourself with a reinforcer before instructional demands start. (i.e., when you first meet a child, when you start your day, when the child is having a difficult day)
- Best types of reinforcers for pairing:
  - are controlled by you
  - can be delivered multiple times in small amounts
  - go away by themselves and don't need to be taken away (e.g., bubbles)
  - are better with you than without you (e.g., toy that turns on, reading a book, push on a swing, tickles)
- The best activities and reinforcers happen with people



Pairing: Bucket Analogy (+ or -)

- A child comes in with a learning history
  - The bucket could be empty/neutral and you can fill it or take away.
  - A child might come with a negative learning history and you need to do extra to just get in the positive.
- Each time you have a positive pairing, you fill the bucket
- Each time you have a negative interaction, you take away
- Being consistent and following through, even with a problem behavior, does not have to take away from the bucket if you have established a positive, trusting relationship.



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Avoid the "oh shoot!" moment that wipes out rapport and trust

Even 1 negative feels bad so be careful how you deliver it
- One "oh shoot!" wipes out 10 atta boys"
- Puts the child on edge for the next bad moment

Consider how to manage situations that are predictably negative like asking children to transition from preferred activities



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PREVENT–TEACH–REINFORCE–RESPOND

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Prevent	Teach	Reinforce	Respond
Address the antecedents or triggers of problems. Create a positive, predictable environment that is interesting, engaging and motivating.	Teach behaviors or adaptive skills that allow the child to meet needs in a more acceptable way. Examples: Communication skills, self-regulation, play, break	Reinforce appropriate behaviors using verbal praise, access to preferred activities or items, or a reward system. Eliminate reinforcement for inappropriate behaviors.	Respond to problem behavior in a calm, consistent way. Minimize physical prompting and talking during difficult situations. Use a behavioral script to increase predictability and consistency.

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Early Childhood Universal Supports Checklist

When you are having challenging behaviors with an individual child or at a classroom level, use this checklist to ask if these universal/foundational supports are in place.

✓	Universal/Foundational Supports
	Create meaningful, interesting activities
	Give assistance with an activity or expectation
	Schedule snacks / food according to the needs of the children
	Alternate movement activities with seated activities
	Set up an environmental structure that makes expectations and routines clear
	Provide transition cues
	Increase positive attention for all children
	Increase attention for specific, appropriate behaviors
	Decrease attention for inappropriate behaviors
	Use behavioral momentum by starting with 2-3 easy requests to get positive responding, then make the more difficult or less preferred request
	Modify the Task • Make the task more enjoyable • Make it easier • Make it shorter • Embed preferred activities • Allow breaks • Build in "I do, we do, you do" • Provide help (not too little and not too much)
	Offer a Choice • Pick a snack • Pick their own seat location • Choose a group or friend • Pick a game • Choose a book • Pick a song • Choose a color, shape, letter, number • Choose from a reinforcer list

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Antecedent Strategies to Prevent Challenging Behaviors

Universal Strategies:

- Meaningful, interesting activities with support
  - CLAMS, engaging circle time with OTRs, prompting
- Schedule snacks / food according to the needs of the children
- Alternate movement activities with seated activities
  - Daily schedule
- Set up an environmental structure
  - Expectations and routines clear
  - Environment informs activities
- Provide transition cues

Comment in the Chat

How do you use these strategies in your setting?

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Antecedent Strategies to Prevent Challenging Behaviors

Universal Strategies:

- Increase positive attention for all children

How can this look?
Why would we do this?

- Increase attention for specific, appropriate behaviors

What does this mean?

- Decrease attention for inappropriate behaviors

Thoughts on this?

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Use Behavioral Momentum

- Use behavioral momentum: **start with 2-3 easy requests** to get positive responding, then make the more difficult or less preferred request
- After successfully completing each request, acknowledge the child. Once you have momentum, you can intermix more difficult or less preferred requests.
- Start the day with "likely" or "preferred" behaviors, games or activities, such as "Simon Says," team guess of a teacher's selected mystery animal, or reading a high-interest story.

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What does this look like?

Our 2 year old dog:

- Sit
- Lay
- Paw
- Roll over
- "Yes!"

*which one is her least preferred?

My older daughter:

- Hand her a plate
- "Will you take it to the kitchen."
- "The dishwasher is empty so you can put it in there."
- "There might be a couple glasses by the sink that can go in too."
- "Thank you"

*what is the less likely activity here?

Your Child:

- Show Daddy your car
- Daddy puts his hand out as a gesture to put it in hishand then says thank you.
- Daddy asks for a fist bump and then asks for a high five.
- Daddy says "Do you want the tissue or cloth?
- "Great" Let's blow your nose.

*what is the less likely behavior here?

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Modify the Task

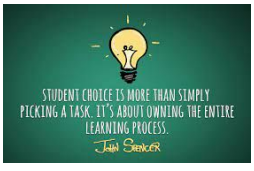
- Make the task more enjoyable
- Make it easier
- Make it shorter
- Embed preferred
- Allow breaks
- Embed easy tasks that child has mastered
- Build in "I do, we do, you do"
- Offer choices



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Offer Choices

- Pick a snack
- Pick their own seat location
- Choose a group or friend
- Pick a game
- Choose their own book
- Decide which songs the group will sing
- Choose a color, shape, letter, number
- Choose from a reinforcer list



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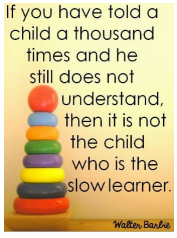
Embedding Choices into Classroom Activities

Circle	Snack
Centers	**Recess**

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Say it Once and Follow Through

- When you ask a child to do something and you don't follow through what happens next time?
- Say it once, if the child is not successful, prompt for success
- Always follow through and you will prevent many problem behaviors in the future.



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Increasing Reinforcement and Positivity in the Classroom is a Prevention Strategy

- Saturate the environment with positive consequences that increase behavior in the future (non-contingent reinforcement)
- 5:1 Behavior Specific Praise
- Meaningful, natural rewards

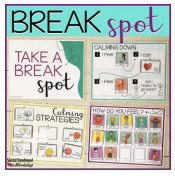


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Visual Supports as Prevention Strategies







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Visual Supports as a Prevention Strategy (Good idea.)



Visual Supports as a Prevention Strategy (Better visual!)



Transition Supports

- Check the Schedule
- Transition card or object
- Making transitions positive



Transition Supports

Visual Supports





Pre-corrects





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Identifying Interventions

Purpose of the behavior	Prevention Strategies	Teaching Strategies	Responding Strategies
1. Student doesn't UNDERSTAND the task/ activity	• Use a mini schedule/ task organizer that breaks down and depicts task steps • Pre-teach the task in a non-threatening environment (home, 1:1 setting) • Use accommodations/ modifications to modify the task to match student level • Have peers model the task	• Teach student to communicate "help" to request support • Teach the student to perform the task/activity	• Increase reinforcement for effort • Prompt to success
2. Student doesn't LIKE the task/ activity	• Use behavioral momentum (begin with easy tasks then move to more difficult/less-preferred tasks) • Use first-then with cues for choices following the task • Offer choices • Use accommodations/ modifications to make task more interesting • Incorporate student interests within the activity (e.g., counting objects are superimposed on student's favorite animal) • Start with participation in the activity in small increments (minutes or less), followed by breaks; gradually increase participation requirements • Start with participation for only the last few minutes of the activity rather than the entire activity • Implement peer prompting (peer makes the request or takes student by the hand) or have peers model behavior	• Teach student to appropriately request "break"	• Increase reinforcement for effort • Implement token reward system with specific, individually-identified rewards when task is completed • Re-present task when calm

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Antecedent Strategies to Prevent Challenging Behaviors

1. If the child can't stay seated in one spot on the floor…
2. If the child runs down the hall…
3. If the child dislikes music time…
4. If the child consumes wood chips at recess…
5. If the child insists on the train at play time and won't share…
6. If the child screams at transitions…
7. If the child hits himself when you ask him to do work…

Chat Activity

What strategies might you implement to prevent the following behaviors?

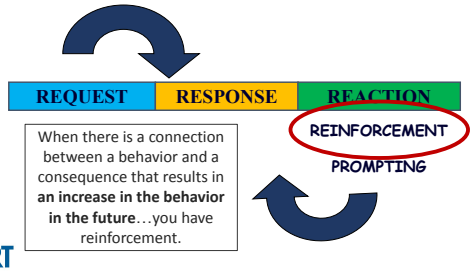
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Prevent, Teach, Reinforce, Respond Model

Prevent	Teach	Reinforce	Respond
Address the antecedents or triggers of problems. Create a positive, predictable environment that is interesting, engaging and motivating.	Teach behaviors or adaptive skills that allow the child to meet needs in a more acceptable way. Examples: Communication skills, self-regulation, play, break	Reinforce appropriate behaviors using verbal praise, access to preferred activities or items, or a reward system. Eliminate reinforcement for inappropriate behaviors.	Respond to problem behavior in a calm, consistent way. Minimize physical prompting and talking during difficult situations. Use a behavioral script to increase predictability and consistency.

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Presenting Instruction



When there is a connection between a behavior and a consequence that results in **an increase in the behavior in the future**…you have reinforcement.

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Differential Reinforcement

When the behavior you want to increase happens, you provide the reinforcer quickly and positively. Provide reinforcement contingent on behavior.

When you do not get the behavior you want to increase, you do not provide the reinforcer



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Making Reinforcement Visual

- Visual charts are used to increase a behavior
- Pieces may be reinforcing; seeing the puzzle done may be reinforcing; finishing the task may be reinforcing; or a tangible item may be delivered upon completion
- Pieces are not taken away





A Reward is not the same as Reinforcement



Something is a reinforcer if it increases the behavior that occurred immediately before the reinforcer was delivered.

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Reinforcement

Reinforcement is delivered contingent on the correct behavior. What does this mean?

- When the behavior you want to increase happens, you provide the reinforcer quickly and positively
- When you do not get the behavior you want to increase, you do not provide the reinforcer



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Reinforcement

- Pair tangible reinforcement with social reinforcement, including *specific praise*
- Use descriptive praise
  - "You have your shoes, that's great. Now we can go outside."
  - "It is a car. Here you go."
- Try not to say "good job" a zillion times

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Types of Reinforcers

Natural	Child lines up at the door quickly and he gets to be line leader.
Social	Attention, high five, tickles
Activity	Swing, iPad, game
Tangible	Food, toy
Token	Sticker, check
Escape	Break

What is something Reinforcing for You?
Type it in the Chat.

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Using Reinforcement

Are you varying the reinforcers?

Is the reinforcer powerful enough for the task you are asking the child to complete?



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Using Reinforcement

Are you reinforcing?

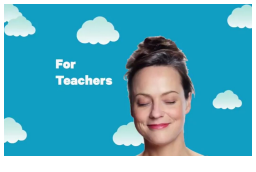


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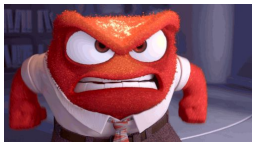
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Smiling Mind



Angry Reaction

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How to Respond to Challenging Moments

1. Press the Pause Button and model calm (verbal and non-verbal)
2. Fewer words are better, but if you talk to the child, speak in a calm, quiet voice and acknowledge the child's experience
3. Consider what about the environment can be changed
4. Calmly escort the child to a quiet place
5. Try distracting the child by using an interest area topic
6. Find a comfort item
7. Reduce sensory stimulation

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If you are still feeling emotional, ask yourself…

- Am I having a power struggle with this child? (e.g., *He must do what I ask because I am the adult.*)
- Am I taking the child's behavior personally? (*e.g., Why does he always do this to me?*)
  - Consider the invisible suitcase
- Do I need to step out of the situation and pass to a team member?

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Thinking about the Function of a Child's Behavior



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Why "Think Function"?

- A functional behavior assessment (FBA) is a good process to develop a hypothesis about the function of behavior but it takes a lot of resources and may not be necessary for many young children.
- Thinking function allows us to implement interventions immediately and prevent larger problems from developing

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Identifying Interventions: Some Possible Functions of Problem Behavior

1. Child doesn't understand the task/ activity
2. Child doesn't like the task/activity
3. Child wants an item that's not available
4. Child is easily upset by mistakes or something that is not "right"
5. Child has difficulty with transition from preferred to non-preferred
6. Child has difficulty with change or unusual events
7. Child desires interaction, but uses inappropriate strategies to gain attention from others
8. Child avoids interaction with others
9. Child's behavior appears to be comforting or internally pleasing

START

Identifying Interventions

Purpose of the behavior	Prevent Strategies	Teach Strategies	Reinforce and Respond Strategies
1. *Student doesn't UNDERSTAND the task/ activity*	• Use a mini schedule/ task organizer that breaks down and depicts task steps • Pre-teach the task in a non-threatening environment (house, 1:1 setting) • Use accommodations/ modifications to modify the task to match student level • Have peers model the task	• Teach student to communicate "help" to request support • Teach the student to perform the task/activity	• Increase reinforcement for effort • Prompt to success
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Behavior Planning - Child version

Prevent	Teach	Reinforce	Respond

Child Example – *Child doesn't understand the task or like the task*

Prevent	Teach	Reinforce	Respond
Use a mini schedule Offer Choices Sit by a preferred peer Use a Paw Patrol picture/puzzle as a visual for steps to completion	First-then Stamina – using shaping Delay tolerance (waiting)	Attention and behavior specific praise for staying with the task for 5 minutes	When the child refuses to complete a task, remain neutral. Redirect to the task using mini schedule Neutral/matter-of-fact response during whining with a positive response once the child is back on task

Before We End, Let's look Ahead … Foundational Skills for School

- ✔ Engagement and participation
- ✔ Independence
- ✔ Social initiation and responding
- Communication of wants and needs
- ✔ Imitation



- ✔ Following routines
- Sitting and Attending
- Following instructions
- Accepting no and redirection
- Delay Tolerance/Waiting
- ✔ Making choices
- ✔ Transitions
- ✔ Self-regulation

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thank you!

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