

# A Techie Approach to Addressing Behavior

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# Objectives

- Recommend at least two ways to implement positive behavior support strategies
- Review three behavior self-monitoring tools or interventions designed to facilitate independence
- Identify at least three strategies for using assistive technology resources designed to facilitate positive behavior management.

# Ideal Classroom???



# Framing the Discussion

- Use Data
- Find the Domino
- One Behavior at a Time

# Interventions for Success

Least to most intrusive:

- Adapt the environment
- Adapt daily schedule
- Select or adapt activities or routines
- Adapt materials
- Adapt requirements or instruction

# Some Basic Assumptions

Challenging behavior usually has a message:

- I am bored.
- I am sad, you hurt my feelings.
- I'm afraid.
- I need some attention.

# Some Basic Assumptions (continued)

- Behavior that persists over time is usually working for the student.
- Repeated unwanted behavior leads to habituation.

Research  
and  
Evidence-Based  
Strategies



# Teach it!!!!



- Define / Introduce
- Model
- Role-play / Practice
- Generalization

We need to focus on  
teaching students what to  
do in place of the  
challenging behavior!

# Stay Away from Time-out and Stoplight Systems!



Timeout removes children until they “cool down,” but fails to teach the children replacement skills.

# Proactively Teach How to Manage Emotions

Social and emotional skills and self regulation skills need:

- Time
- Intentional teaching
- Appropriate environments
- Differentiated instruction for individual needs

# Strategies

- Praise and encouragement
- Teach friendship and community skills like taking turns and sharing
- Learning about emotions, conflict resolution and problem solving within a safe, predictable and age appropriate environment

# Set Clear Rules



- No more than 4 or 5 rules!
- Children should play an active role in creating the rules!
- Rules should be displayed at children's eye level all year long.

# How can Assistive Technology help?

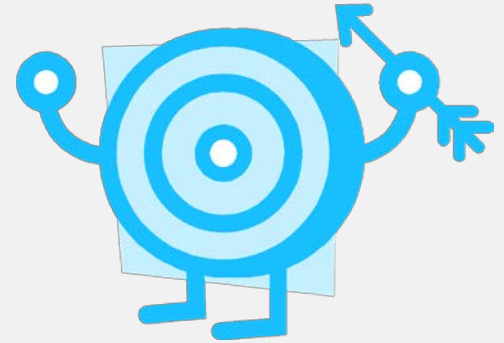
- Prevention

Ex.: classroom set-up (rules, visual supports, schedules, timers, communication supports, voice meter, emotions wall)

- Postvention

Ex.: low tech visual supports to facilitate postvention, social stories

# What now?...



1. Choose target behavior
2. Identify cause of behavior
3. Develop and implement behavior prevention plan



# PREVENTATIVE MEASURES

- A. Modify your reactions to behaviors
- B. Modify the environment
- C. Make your expectations known
- D. Use rewards/ reinforcers
- E. Improve communication skills

# The ABC's of Behavior

**A = ANTECEDENT**

**B = BEHAVIOR**

**C = CONSEQUENCE**

<b>A</b> <b>Antecedent</b>	<b>B</b> <b>Behavior</b>	<b>C</b> <b>Consequence</b>
Leaving cafeteria to go to gym class	Screams and holds on to chair	Escorted to the library to calm down; attention

# Behavior Antecedents

- Frustration might be reduced through use of AT tools
- Tasks that may serve as triggers for students: word recognition, spelling, handwriting, organization of materials, locating relevant materials, assignment completion

# UDL Tech Toolkit



The graphic features a central spiral-bound notepad with the text "Free Technology Toolkit for UDL in All Classrooms". To the left is a photo of a child with a toolbox, and to the right is a red toolbox filled with tools. A smiley face is at the bottom center. The Glogster EDU logo is in the top right. Yellow ribbons with tool categories surround the central text.

**Glogster EDU**

Graphic Organizers

About UDL

Literacy Tools

Writing Tools

NOMINATED FOR 2010 BEST EDUCATIONAL SITE

Study Skills Tools

Multimedia & Digital Storytelling Tools

Research Tools

Text-to-speech

Speech-to-text

AudioBooks

Collaborative Tools

Math Tools

Additional Free Tools

Additional Strategies

Useful Links

Free Technology Toolkit for UDL in All Classrooms

<http://udltechtoolkit.wikispaces.com>

# Modifying The Environment

- Physical design
- Environmental cues
- Schedules and routines
- Transitions
- Promoting engagement during large and small group activities
- Simple rules/expectations
- Ongoing monitoring and positive attention

# What is This Environment Telling Students to Do?



# What is This Environment Telling Students to Do?



# Tracking and measuring behavior

## Stop watches

- measure and evaluate performance by monitoring results as a function of time

<http://www.stopwatches.com/>

<http://www.weplay.com/track/stopwatches/>

## Hand-held counters

- keep a record of the number of times something happens

<http://tallycounterstore.com/>



# Behavior Tracking Software

Create record-keeping documents to assist students with tracking and recording their performance.



<http://kidtools.missouri.edu/index.php?Content=KidToolsPrograms>

# Use self-monitoring

## Visual/ Auditory Prompts

Devices that provide speech, visual and/or auditory prompts regarding student behavior or steps to be completed in an academic task, rules, and other important sequences.

<http://www.attainmentcompany.com/>

<http://www.ablenetinc.com/>

<http://www.timetimer.com/index.php>

# Self Graphing

Supports that present visual information regarding student performance.



The Behavior Reporter

On-Line Behavior Report Card Generator  
A service of [www.interventioncentral.org](http://www.interventioncentral.org)

## Behavior Report Card

Student: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Classroom: \_\_\_\_\_

**Directions:** Review each of the Behavior Report Card items below. For each item, rate the degree to which the student showed the behavior or met the behavior goal.

	Date	__/__/__	__/__/__	__/__/__	__/__/__	__/__/__
<b>Behavioral Target</b>	<b>M</b>	<b>T</b>	<b>W</b>	<b>Th</b>	<b>F</b>	
<p><b><i>The student wrote down homework assignments correctly and completely.</i></b></p> <p>Select the degree to which the goal was met: 1...2...3...4...5...6...7...8...9 Never/Seldom Sometimes Usually/Always</p>	___ Pts	___ Pts	___ Pts	___ Pts	___ Pts	
<p><b><i>The student focused his or her attention on teacher instructions, classroom lessons and assigned work.</i></b></p> <p>Select the degree to which the goal was met: 1...2...3...4...5...6...7...8...9 Never/Seldom Sometimes Usually/Always</p>	___ Pts	___ Pts	___ Pts	___ Pts	___ Pts	
<p><b><i>The student kept hands to self and did not touch classmates or their property without permission.</i></b></p> <p>Select the degree to which the goal was met: 1...2...3...4...5...6...7...8...9 Never/Seldom Sometimes Usually/Always</p>	___ Pts	___ Pts	___ Pts	___ Pts	___ Pts	

# Visual Supports for Self-monitoring

# Visual Supports Help Children Stay on Task



Visuals assist children in knowing exactly what is expected of them. (e.g., washing hands independently, cleaning up toys).



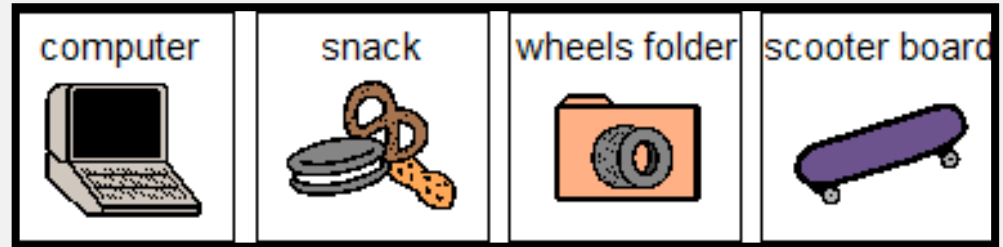
# Visual Schedule

A set of text, objects, photographs, picture symbols, drawings or even product labels that represents daily activities to help your student:

- reduce anxiety
- organize time
- transition
- understand what is expected of him/her

# Using Visual Schedules Prevents

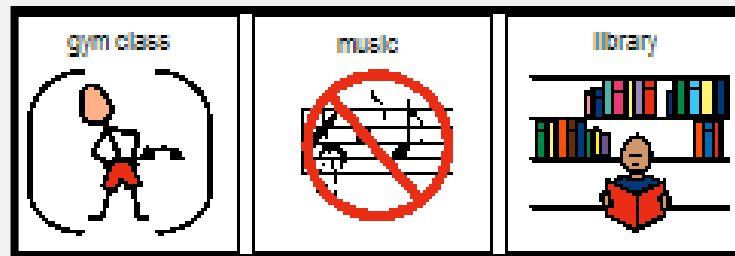
-noncompliance



-avoidance/escape/attention



-difficulty with transition





# Visual Schedule App

[Visual Schedule Planner](#) (\$14.99)





# Voice Volume Chart

Voice Levels		
5	<b>Shouting Voice</b> Not used inside Use at the playground or recess	
4	<b>Loud Voice</b> Speaking to a large group Too loud for conversation	
3	<b>Normal Voice</b> Regular speech Talking to a friend or your teacher	
2	<b>Low Voice</b> Talking to a partner during team work in class	
1	<b>Quiet Spy Voice</b> Whispering quietly to your neighbor Good for the library	



# Video Scheduler App



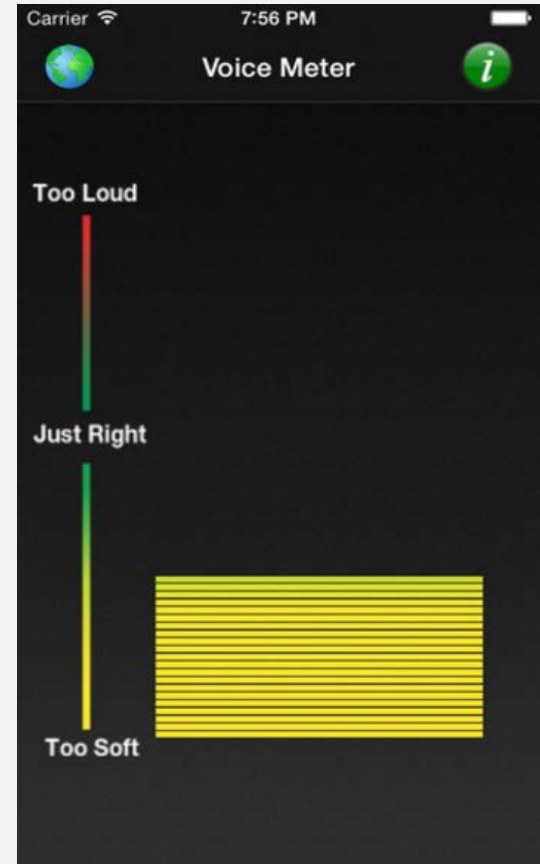
*Allows user to construct picture/video schedules.  
(\$12.99)*

<https://itunes.apple.com/us/app/videoscheduler/id482833959?mt=8>



# Voice Meter App

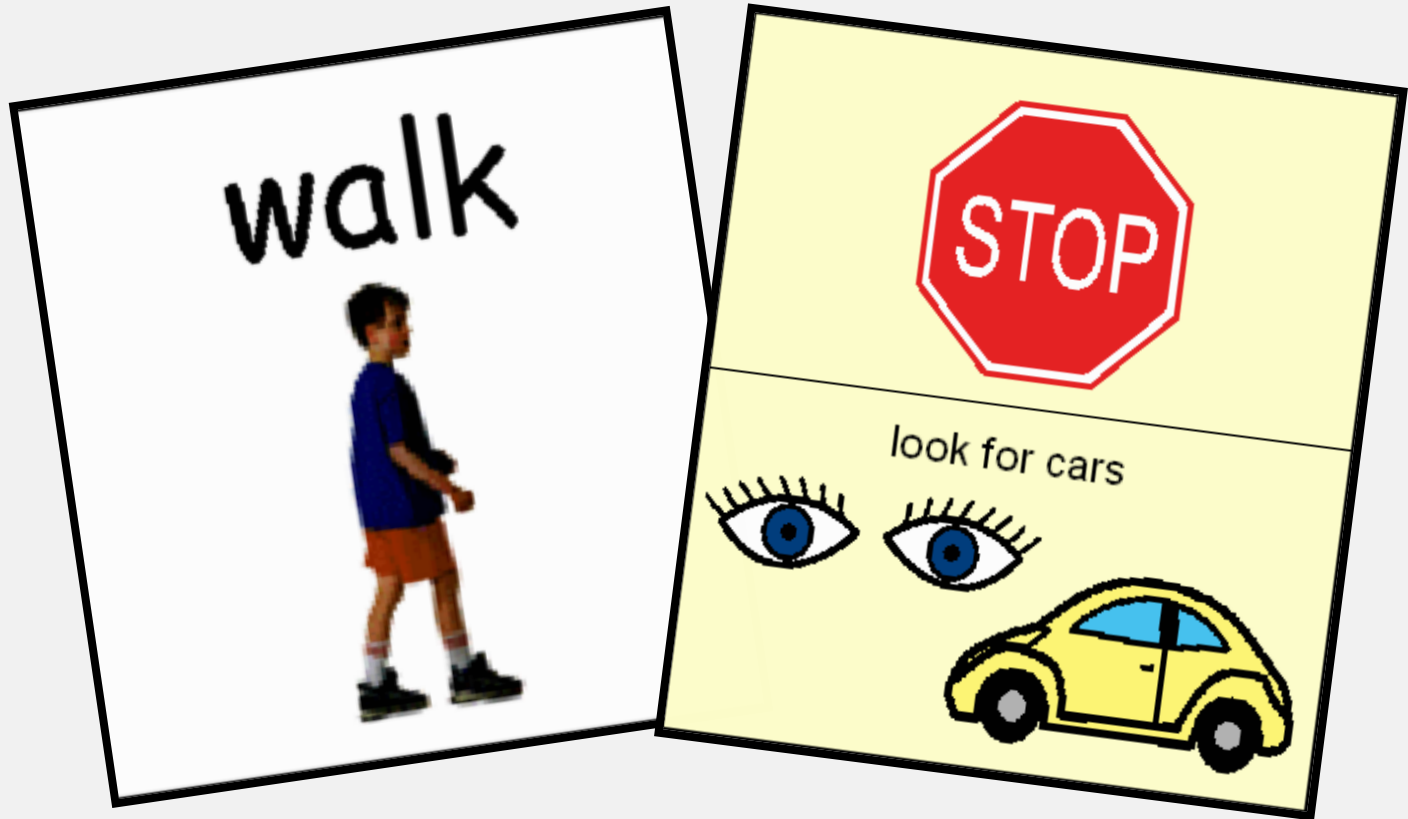
- Download Sōsh Lite from the app store and try it for free for 7 days



<http://www.mysosh.com/>

<https://itunes.apple.com/us/app/voice-meter/id477969548?mt=8>

# Reminders and Rules



# First / Then ~ Choice

First

read



Then

puzzle



or

write





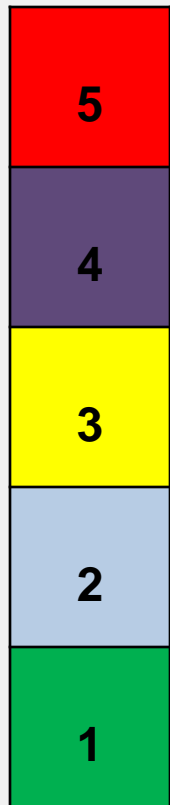
# First ~ Then App

[First Then Visual Schedule \(\\$9.99\)](#)



- Transition App
- 3 modes for displaying schedules (full mode, split mode and list mode)
- Import your own photos and record over the photo
- Stores multiple schedules for one child
- Can be used by teachers to store multiple student schedules

# Asking for Help



5 This is too hard to do.






4 I feel very uncomfortable and need assistance to get started.

3 I feel a little uncomfortable and need some assistance.

2 I feel a little uncomfortable but I can probably finish on my own.

1 I feel like I can do this.

5	I am not safe. I need to leave before anyone gets hurt.	
4	I am losing control. I need a Chillville break to calm down.	
3	I am not fully in control. I need to take deep breaths.	
2	Things are ok. I can handle it.	
1	I feel super	

Level	Person, place or thing	Makes me feel like this
5		This could make me lose control!! 
4		This can really upset me. 
3		This can make me feel nervous. 
2		This sometimes bothers me. 
1		This never bothers me. 



# How I Feel

happy



sad



mad



sick



sleepy



hungry



worried



frustrated



silly



okay



surprised



afraid



# *Promote Social Behavior*

Cards presenting a brief scenario to explain how a hero of special interest has encountered and solved a particular problem of relevance to a student.



# *Social Stories*<sup>TM</sup>

Textual or auditory presentation of a situation, skill, or concept in terms of relevant social cues, perspectives, and common responses in a specifically defined style and format.

<http://www.carolgraysocialstories.com/social-stories>

<http://vkc.mc.vanderbilt.edu/assets/files/tipsheets/socialstoriestips.pdf>

# Social Stories

- Descriptive
- Directive (tell kids what they should do)
- Perspective
- Present Tense

# WRITING

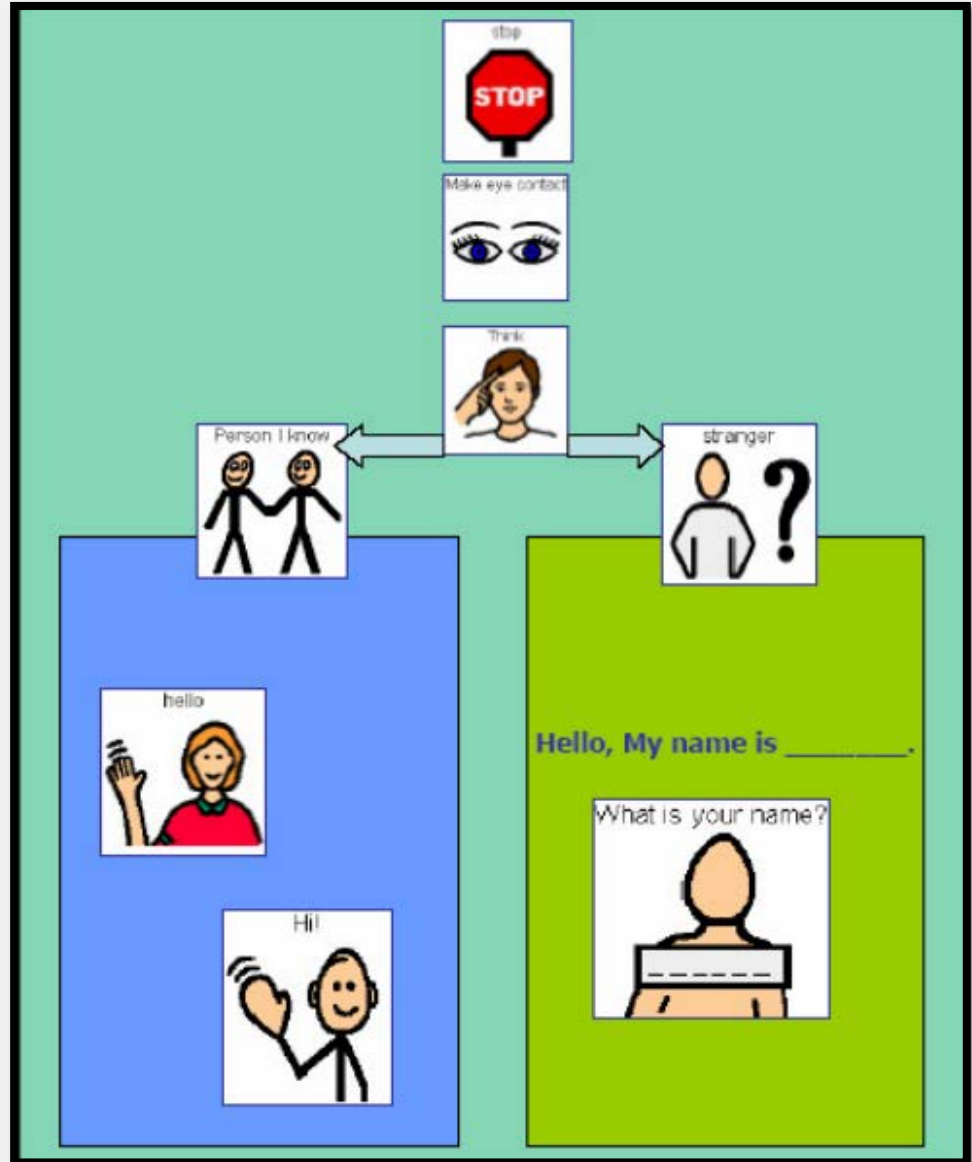
(Task avoidance/lack of attention)

When it is writing time, I need paper and pencil. I will try to keep my eyes on my paper. If I need help I raise my hand. My teacher will help me.

When it is writing time I will try my best to do my work.



# Visual cues for social rules



# Book Creators

- [Book Creator](#) (\$4.99)



- [30 Hands](#) (\$0.99)

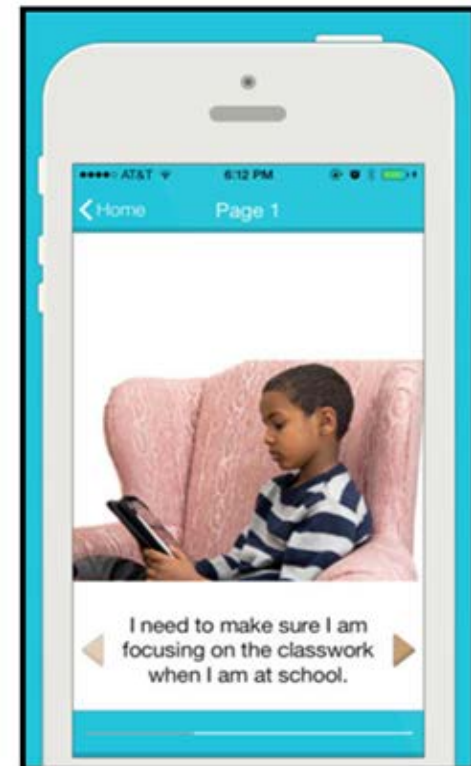
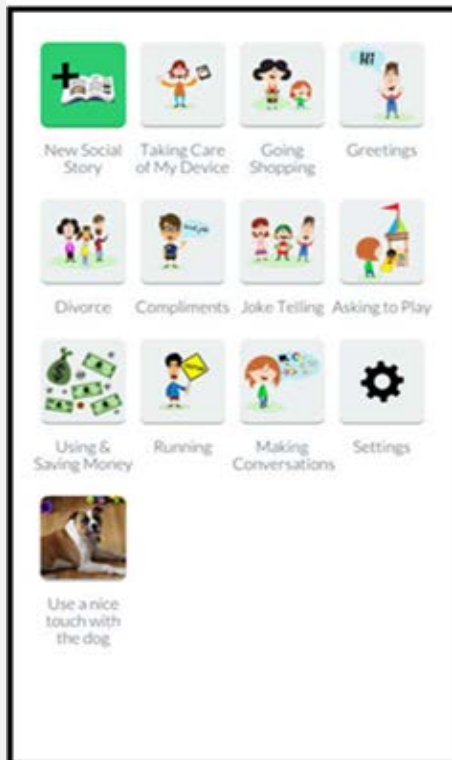


# Apps for Social Stories



[Social Stories Creator and Library](#)  
(free)

[Social Stories](#)  
(\$3.99)







# Modeling App

## [Speech Journal](#) (\$3.99)



- Create social stories, talking photo albums, home movies, etc.
- You can convert your slideshow to a movie within iMovie (Apple's video editing app)



# VIDEO MODELING

## Functional Planning System (from Conover)

- Uses video modeling to plan a user's day

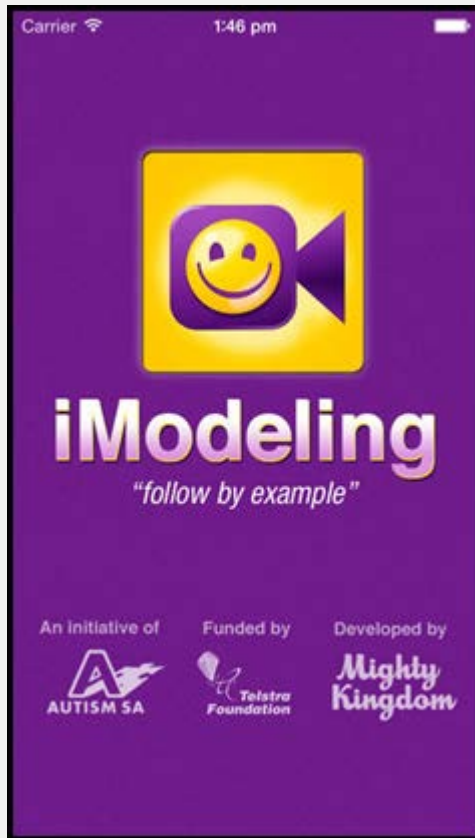


<https://www.conovercompany.com/mobile/apps/fps/>



# Video Modeling App

[iModeling](#) (\$9.99)



Create videos to teach any skill:

- literacy skills
- compliment giving
- play skills
- turn-taking
- fitness
- conversational skills
- day to day skills



# Modeling Apps

## [My Pictures Talk](#) (\$2.99)



- Record audio over an imported photo
- Integrate videos for video modeling
- Model and teach appropriate behavior
- Teach concepts visually
- Add verbal feedback

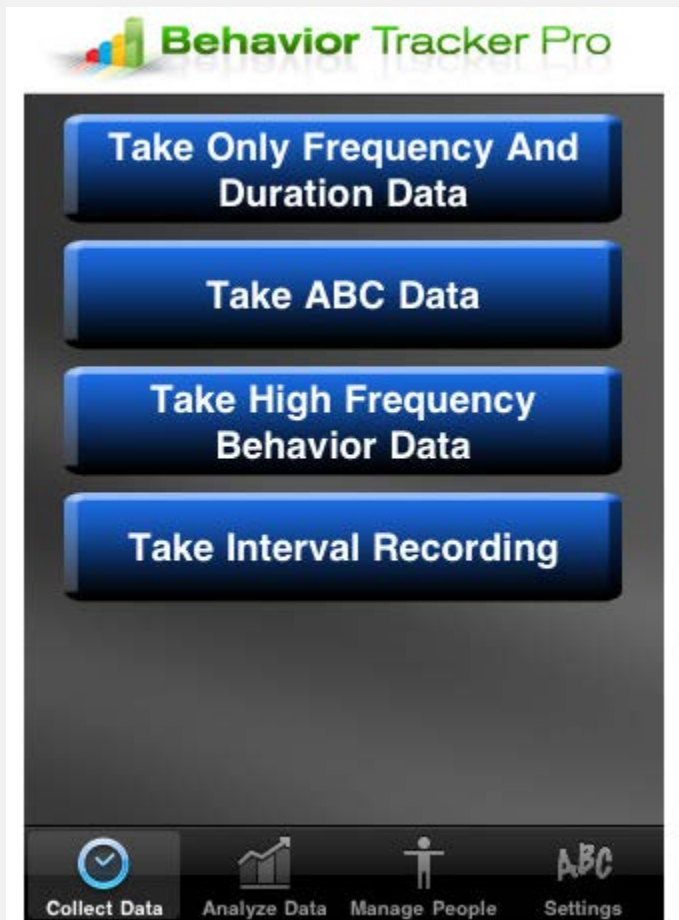
# Consider Apps to Address:

Self-regulation  
Self-monitoring  
Behavioral data collection  
Executive function support  
Mood tracking  
Depression  
Biofeedback  
Positive thinking  
Social Skills  
Meditation  
Self-calming



# Data analysis Apps

## [Behavior Tracker Pro](#) (\$29.99)



- Collects/analyzes data on 4 options:
  - frequency and duration data
  - ABC data
  - high frequency behavior data
  - interval data

Accommodates multiple student profiles

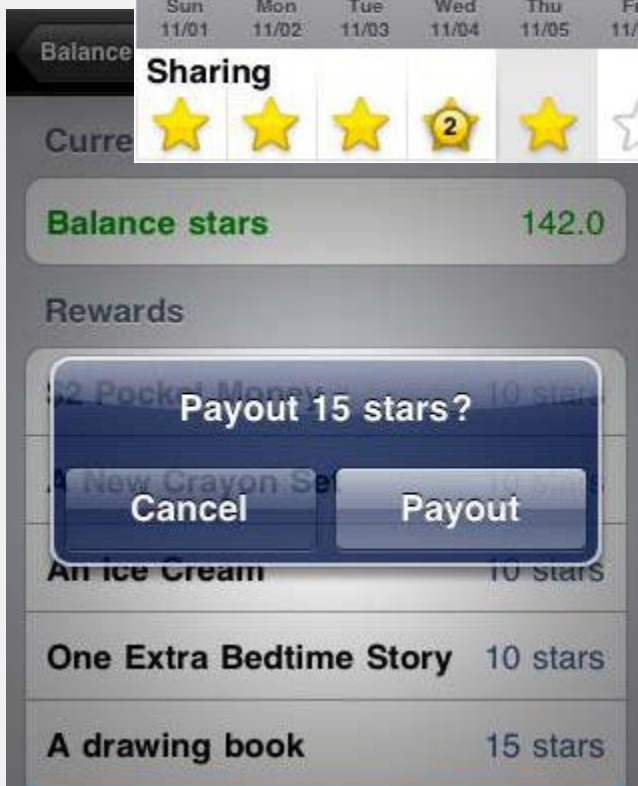


# Apps for Charts



## [iRewardChart](#) (free)

- Create/ target specific activities or behaviors (sharing, homework, etc.)
- Assign stars once targeted activities or behaviors are completed
- Only the full version allows multiple profiles



# Behavior Tracking Software

## [Class Dojo](#) (free)

Teachers can encourage students for any skill or value, whether it's working hard, being kind, helping others, or something else.

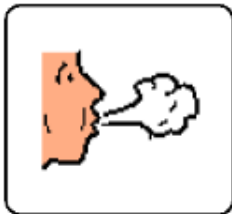




# Coping Skills

## Break Card

I am feeling upset. I need to calm down. What do I do?



I can take deep breaths.

1 2 3 4 5

I can count to 5.



I can use my break card and go to a quiet place.

Calm Down



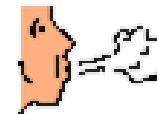
Sit on chair



Feet on floor



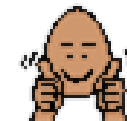
Fold hands



Take 3 deep breaths



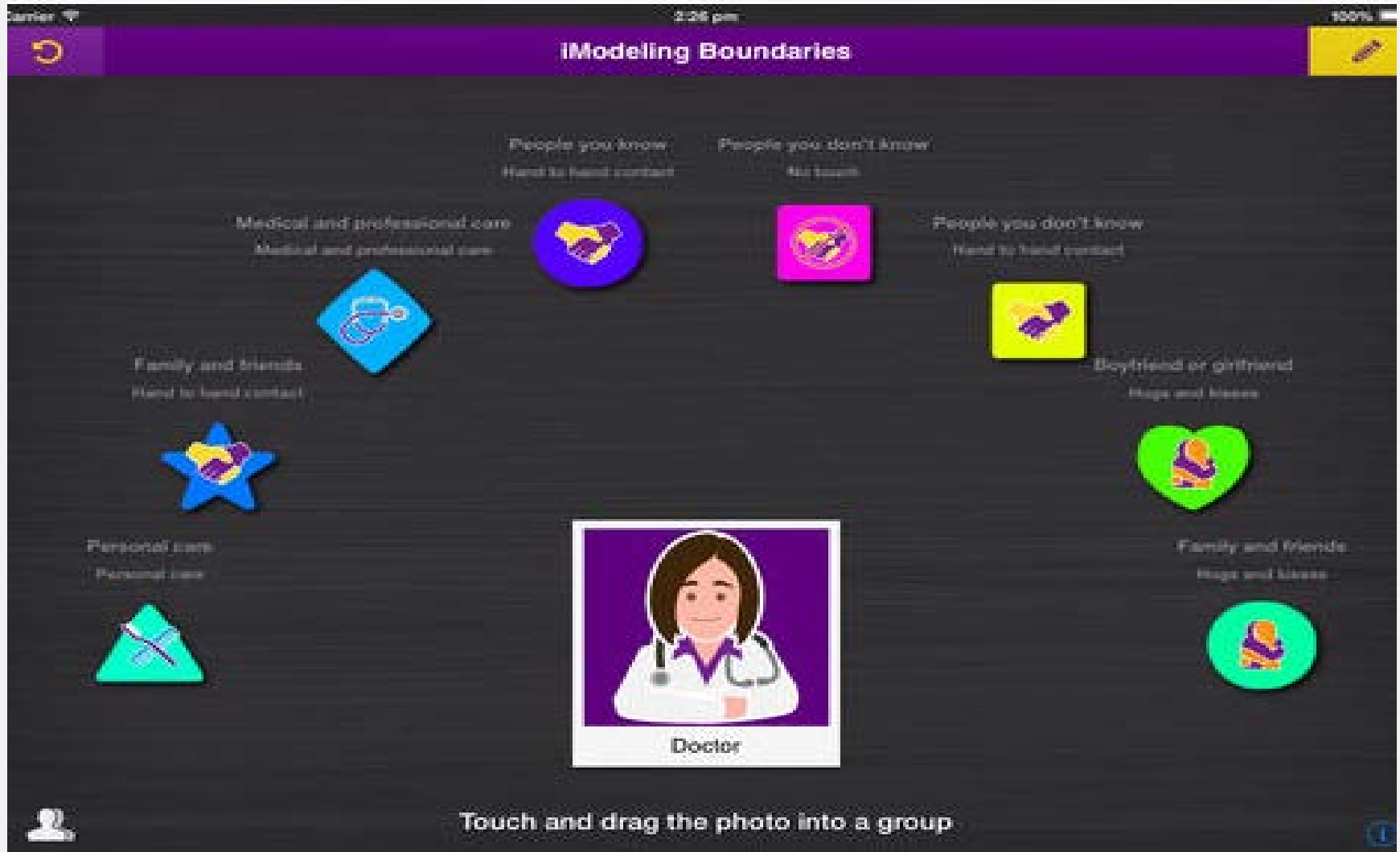
Count to 10



Good work

# Healthy Boundaries

[iModeling Boundaries](#) (\$0.99)



Questions?