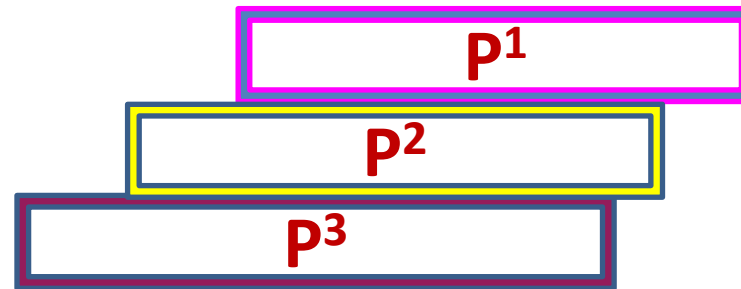


Addressing Problem Behaviors: Preventive Strategies, Personalized Supports and Positive Strokes



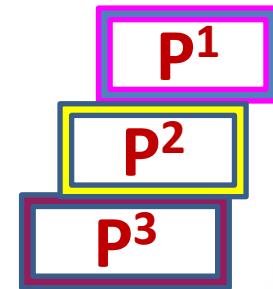
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AbleNet University Webinar

September 29, 2016

Session Focus

- Gain skills in understanding and responding to problem behaviors with a proactive student-specific solution adhering to the principles of Positive Behavior Intervention and Support (PBIS) model (www.pbis.org).
- You will learn about the **“Three Ps” Approach** that can assist you in supporting learners with behavioral issues:
 - Use **Preventive Strategies (P¹)**
 - Provide **Personalized Supports (P²)**
 - Deliver **Positive Strokes (P³)**



Please note that the material in this presentation is from the training DVD “Paraeducator Power Training for Supporting Students with Disabilities – A Trainer’s DVD and a Trainee Manual”. Legal Digest, Texas: Austin. Copyright, 2013 -Sarathy. For Personal Use only. Thanks.

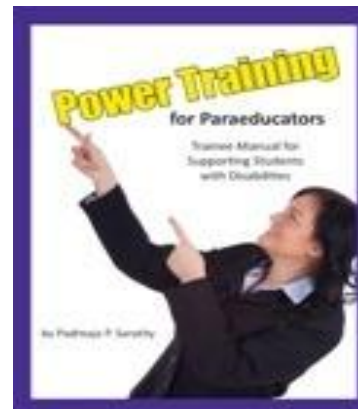
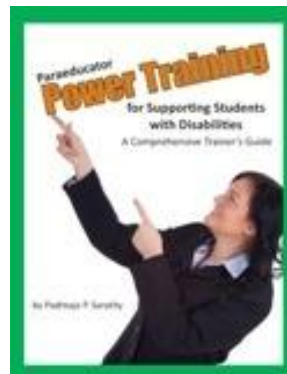
Participant Poll

- **Paraeducator?**
- **Special Education Teacher?**
- **Administrator?**
- **Other?**



Author & Educational Consultant www.inifintepossibilities-sped.com

- **Paraeducator Training DVD and Trainee Manual**
 - ‘Trainer of Trainer ‘ DVD with multiple training units
 - Paraeducator trainee manual with pre and post assessment for each unit, quizzes, checklists and role-play activities
 - **Publisher: Legal Digest (www.ed311.com)**

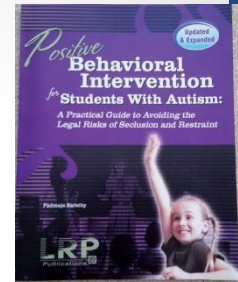


Books and Products

- **Positive Behavior Strategies for Students with ASD:**

A Practical Guide to Avoiding the Legal Risks of Aversives

Publisher: LRP Publications, (www.shoplrp.com)



- **Autism Spectrum Disorders: Seven Steps of Support**

A quick reference guide

Publisher: National Professional Resources, Inc. (www.nprinc.com)

- **Magical Musical Transitions** – A Music CD for assisting children with Autism Spectrum Disorders

Marketed by www.nprinc.com)



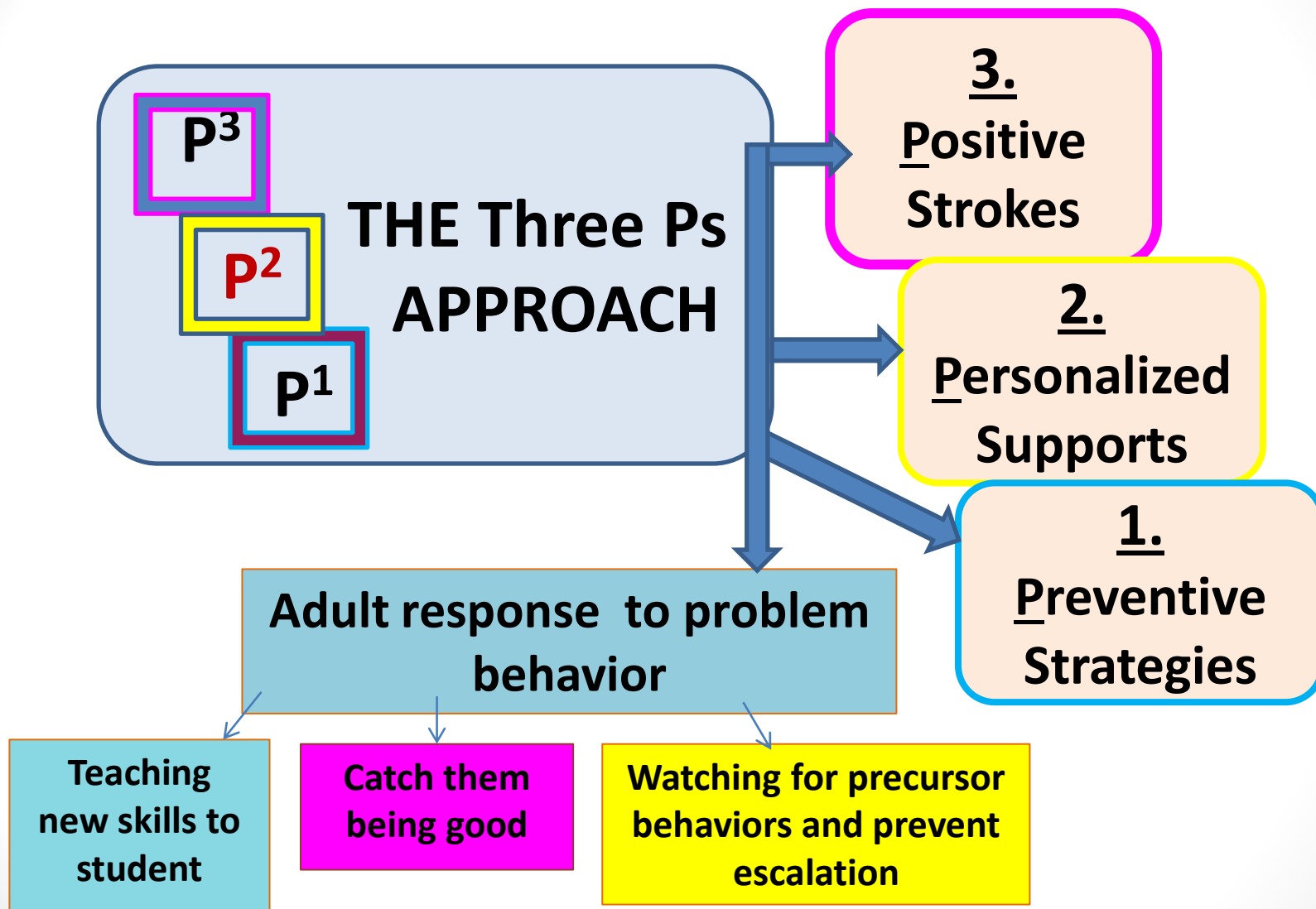
- **Serving Students with Severe and Multiple Disabilities:**

A Guide to Strategies for Successful Learning (Publisher: LRP, www.shoplrp.com)

- ***From Early Intervention... to Preschool Program... and School-Age Services: A Parent's Guide*** (Publisher: LRP Publications, www.shoplrp.com)

- ***Together We Succeed: Building a Better System for Transitioning Preschoolers with Disabilities*** (Publisher: LRP Publications,)

- A couple of books are be released in 2017.



Adapted from Sarathy, 2012

Positive Behavior Intervention and Support

- PBIS emphasizes:
 - Defusing or eliminating the risk factors to problem behaviors
 - Improving protective factors (through environmental changes that may be triggering the problem behaviors) to prevent the occurrence of problem behavior and reduce its prevalence
 - Increasing academic gains (Sugai and Horner, 2006)
- PBIS targets longer-term outcomes.

The PBIS Behavior Process

- The first step in prevention/reduction of problem behaviors is to understand what, when, where and why problem behaviors occur, based on the principles of the A-B-C behavior chain and FBA process.
 - The behavior chain is referred to as the **A-B-C Model**: Antecedents occur before an unwanted behavior and can trigger the Behavior, while Consequences occur after the behavior and influence the likelihood of its reoccurrence.
 - The FBA process helps to explain (hypothesize) why problem behaviors occur.

P¹ = Preventive Strategies

P₃

P₂

**Prevention
is the primary
and the best
intervention
to avoid problem
behaviors.**

P¹

p1

P¹: Use Preventive Strategies

p1

The Classroom: The Physical Environment

- The classroom physical environment should be calm, comfortable and decrease the probability of problem behaviors.
 - A sensory overload, if present in the environment, may lead to stress, anxiety or discomfort in children with autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD) and other special needs (Klein, et al. 2001)

p1

P¹: Use Preventive Strategies

The Physical Environment

p1

- Arrange to seat targeted students away from auditory and visual distractions to promote active engagement in the instructional activities and to avoid behavior problems.
 - Away from open doors, hallways, open cabinets, large posters on the wall; away from new smells, new sounds (cooking area), etc.
 - Seat students with problem behaviors next to competent peers who can serve as models.

p1

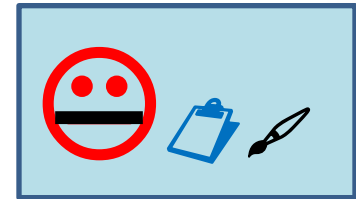
P¹: Use Preventive Strategies

p1

Pictured Rules

Class Rules

Quiet mouth while working



Keep hands to self.

Walk inside class and in the hallways.



Take care of materials.

p1

P¹: Use Preventive Strategies Structure

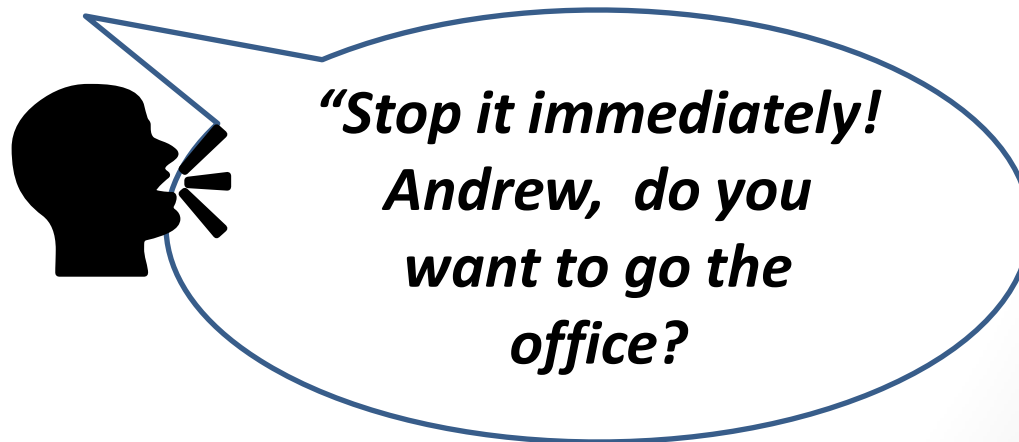
p1

- All students with special needs require structure and predictability, especially students with ASD and ADHD.
- A majority of them have anxiety disorder and stress disorder (Lytle and Todd, 2009).
- They thrive on predictable routines and rituals because of their requirement for “sameness” (Green, et al. 2006).
- Help them check their schedule and tell them to note any changes to their routine.

Avoid Reactive Responses

In a Pre-k classroom...

- ***Andrew starts rolling on the floor during group Circle-Time. The paraeducator supporting him tells Andrew to stop it immediately and warns him that he will be taken to the office if he does not stop rolling on the floor.***



p1

P¹: Use Preventive Strategies

p1

Cue Them to Rules

- Cue students to rules as you accompany them:
 - When leaving the classroom environment, when going outside for recess, to the cafeteria for lunch, to the school assembly, etc.
- Assist them in using the “Pictured Rule Cue Cards” – visual cues to remind students of rules.
 - The cue cards, when fastened to a key ring, will be easily portable. The next slide shows a picture.
 - The student can be gradually trained to use it, enabling self-management.

p1

P¹: Use Preventive Strategies

p1

Coping with Transitions

- Prepare your student in advance for transitions between activities and environments.
 - Use a visual cue during transition - an effective strategy to decrease challenging behavior and increase compliance with transition demands.
 - Provide verbal cue in addition to the visual.
 - Set a timer (or an hour glass timer) a few minutes before the next activity to alert the student.
 - Ring a chime or play a musical instrument as a transition signal.

p1

P¹: Use Preventive Strategies Close Supervision and Monitoring

p1

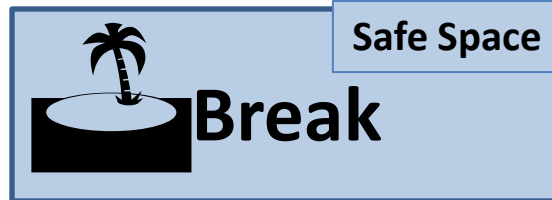
- Evidence suggests that close supervision and monitoring of students help to decrease disruptive behaviors in a variety of settings and activities: during classroom instruction, recess, transition time, etc. (Conroy, et al., 2008).
- Partner with the teacher to strategically monitor and supervise students:
 - Provide zone monitoring.
 - Scan and move frequently.
 - Initiate and reciprocate purposeful interactions.

p1

P¹: Use Preventive Strategies

A Designated 'Safe Space'

p1



- Arrange to have a relaxation corner in the classroom for the student to relax and escape from anxiety-causing situations, giving him/her a break (Lytle and Todd, TEC-2009).
 - Moving to a comfort area offers a “Safe Space.”
 - The relaxation corner is a place to unwind or an area that provides preferred sensory input.
 - It should never to be used as a punishment area.

$P^2 = \text{Personalized Supports}$

P_1

**Provide
personalized
supports to meet
the specific needs of
the student.**

P_3

P^2

P²

P²: Provide Personalized Supports

P²

A Case Example

- Robert refuses non-preferred activities.
 - Robert, a high functioning first grader with ASD, has difficulty engaging in any activity other than his preferred activity: working at the computer. He perceives all other activities as demanding.
 - Whenever he is asked to move to a teacher-directed activity, it triggers tantrums and meltdowns.
 - The tantrums involving screaming, dropping to the floor, kicking, etc., usually lasts 5-10 minutes and disrupts classroom instruction.

P2

P²: Provide Personalized Supports “First/Then” Option

P2

- One option to consider for Robert is to use a “First/Then” card to help Robert complete a non-preferred activity and then move to a preferred activity (see picture below). Combine it with a timer.

First ... (Math) Work



Then... Computer



P²

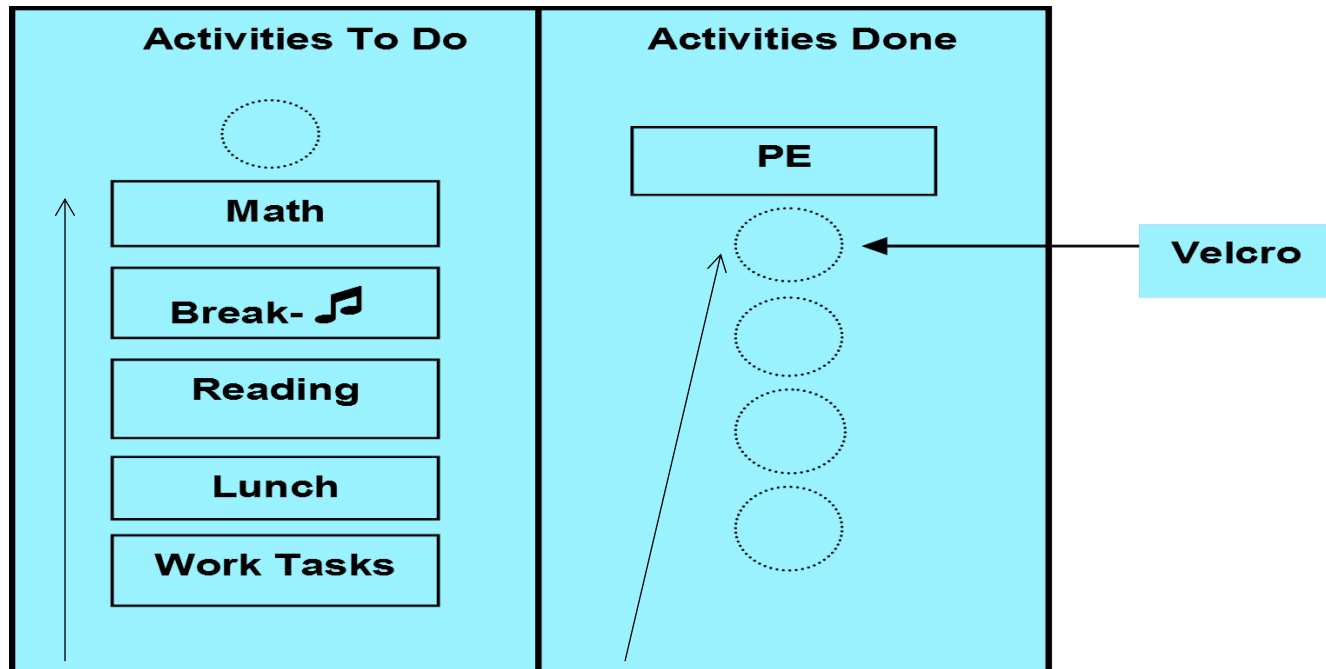
P²: Provide Personalized Supports Visual Supports

P²

- Assist Robert with visual supports.
 - Guide Robert to use a pictorial Visual Schedule for the different activities of the day.
- Provide advance warning using a timer, about 5 minutes before the end of the activity.
- Use “Go,” “Almost done” and “Stop” picture or word cards to assist him in stopping the preferred activity (tailored for Robert, since he can read).
- Gradually, he can learn to self-monitor with the aid of a timer.

Visual Schedule

Provide a Visual Schedule for students who need that level of support. Help create the visual schedule and assist with consistent implementation.



Pictures go here.

Move pictures to the right as soon as the activity

P²

P²: Provide Personalized Supports **Response to the Problem Behavior**

P²

- How to respond to Robert's problem behavior?
 - Ignore some of Robert's minor whining, crying and dropping to the floor.
 - Praise him immediately for moving to the next (non-preferred) activity, pairing it with a reward.
 - Limit the amount of verbal directions given. Instead, point to the visuals to guide him.
 - Refrain from sending him to time out.
 - Do not threaten with a consequence that is difficult to carry out ("*No computer for you*").

Personalized Support - An Aha Moment!

- Alex taps on his desk with his pencil, making an annoying sound whenever he is at his desk. This behavior distracts other students and the behavior occurs despite warnings from teacher and paraeducator to stop it.



The paraeducator uses a *“Pictured Rule Cue Card”* depicting *“No Noise”* while working at desk to quietly remind Alex.

The paraeducator comes up with replacement behaviors for Alex.

Consider alternate behaviors to teach Alex



shutterstock - 87688822



P2

P²: Provide Personalized Supports Advance Preparation for Cedric

P2

- Prepare Cedric for transition to lunchroom and gym with a daily schedule (with visuals) in a folder or in a notebook to guide him (Sarathy, 2013).
- Get Cedric to use “Pictured Rule Cue Cards.”
 - Remind him about the rules before he leaves the classroom and goes outside to crowded areas.
- Encourage Cedric to take materials that he enjoys and can work on while waiting for activities to begin, or if he finishes lunch early.

P²

P²: Provide Personalized Supports Handling Crisis Situations

P²

- Be prepared to move quickly out of the area if Cedric is beginning to display precursor behaviors: making noises, whining, increased rocking, flapping arms, etc.
- Return to the classroom to help Cedric go to the “Safe Space,” to help him calm down.
- Avoid confrontation with Cedric while he is in a state of agitation. Compromise before behavior escalates.
- Pre-arrange to get help to supervise the other students.

$P^3 = \text{Positive Strokes}$

P_1

P_2

**Deliver Positive
Strokes!**

P^3

P3

P³: Deliver Positive Strokes

“Catch ‘Em Being Good”

P3

- Praise is under-used despite its powerful impact. Effective praise is specific and contingent.
- Provide descriptive and immediate positive feedback (e.g., “I like the way you are listening to the story” instead of simply, “Good job!”).
- Maintain a ratio of 4-5 positive statements to 1 corrective statement (Conroy, et al., 2008).

P3

P³: Deliver Positive Strokes Choices – A Powerful Strategy

P3

- Researchers (Jolivette et al, 2002) suggest offering choices is effective in increasing appropriate behaviors for students with emotional and behavioral disorders. Choices helped to:
 - Increase student task engagement and number and accuracy of attempted problems
 - Decrease in disruptive behavior
- **Give Control, Gain Control**
 - Selecting the task or reinforcer.
 - Selecting the academic task to complete.
 - Selecting the order in which to complete three tasks

Self-regulation Techniques



- Children need to learn to recognize and regulate their own emotional responses and stress levels. Teach:
 - The “Turtle Technique” - a cognitive behavior intervention strategy to help young children to self-manage their anger and disappointment (Joseph and Strain, 2010).
 - Self-talk strategies to help to calm down
 - Counting to calm down
 - Breathing exercises
 - Music to assist with transitions and to prevent meltdowns (“Magical Musical Transitions” by Law & Sarathy, 2009)

Resources

- Causton-Theoharis, J. 2009. *The Paraprofessional's Handbook for effective Support in Inclusive Classrooms.* Paul Brookes Publishing Co.
- Conroy et al., (2008). Classwide Interventions. *Teaching Exceptional Children* 40(6): 24-30
- Green, et al., (2006). Assessing behavioral flexibility in individuals with developmental disabilities. *Focus on Autism and Other Developmental disabilities* 21(4): 230-236.
- Joseph & Strain (2010). Helping young children control anger and handle disappointment. Module 2, Handout 2.7: Social Emotional Teaching Strategies (<http://csefel.vanderbilt.edu>)
- Jolivette, et al., (2002). Making Choices – Improving Behavior – engaging in learning. *Teaching Exceptional Children* 34(3): 24-30

Resources

- Klein, et al., (2001). Strategies for Including Children with Special Needs in Early Childhood Settings. Delmar Thomson Learning.
- Lytle & Todd (2009). Stress and the student with autism spectrum disorders: Strategies for stress reduction and enhanced learning. *Teaching Exceptional Children* 41(4): 36-42.
- Law and Sarathy, 2009. Music CD: Magical Musical Transitions. <http://www.nprinc.com/magical-musical-transitions/>
- Sarathy, P. 2012. **Paraeducator Power Training for Supporting Students with Disabilities –A Trainer’s DVD and a Trainee Manual**. Legal Digest, Texas: Austin (website link: <http://www.ed311.com/>)

Resources

- Sarathy, P. 2013. Positive Behavior Strategies for Students with ASD: A Practical Guide to Avoiding the Legal Risks of Aversives. LRP Publications. (www.shoplrp.com)
- **Helpful Websites:**
- Center on Positive Behavioral Interventions and Supports (PBIS): www.pbis.org
- Center on the Social and Emotional Foundations for Early Learning (**CSEFEL**) Web address: <http://www.vanderbilt.edu/csefel/>
- Indiana Resource Center for Autism: <http://www.iidc.indiana.edu/irca/education/myself.htm>
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THANKS.

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