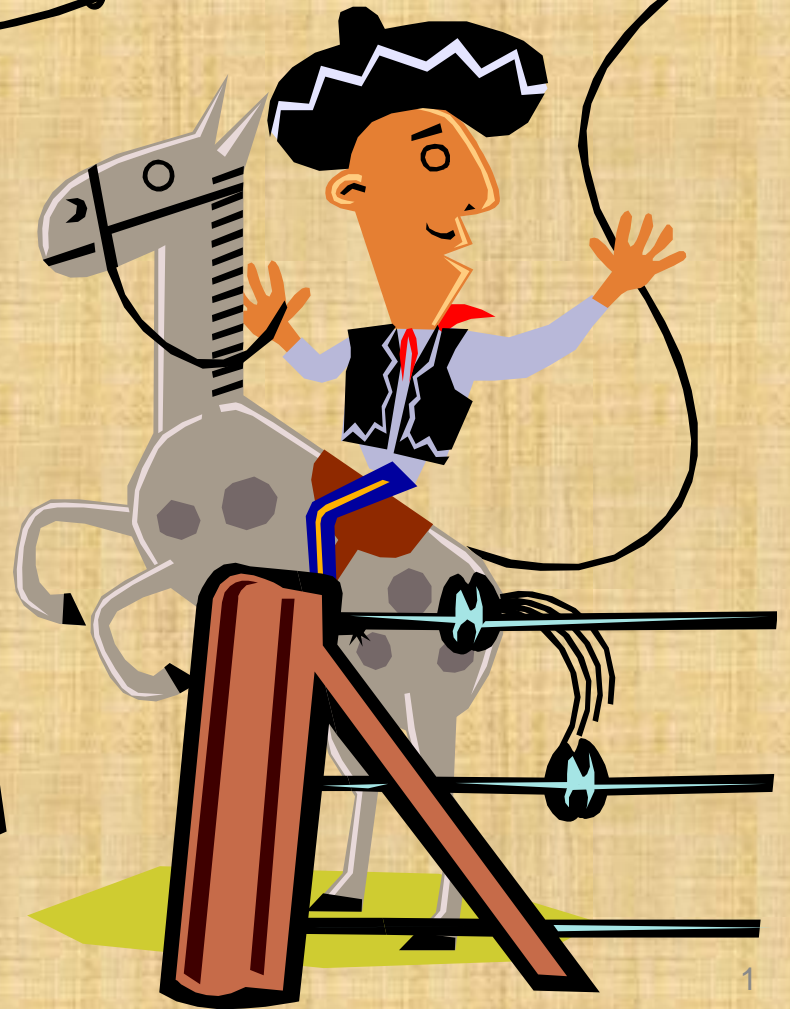


"Reining in Challenging Behaviors"

Supporting Positive Behavior
Using Visual Supports

hitting
tantrums
swearing
escaping
biting
anxiety
threatening
hyperactivity
self-stim



Sherri R. Luttrell
MS CCC-SLP



The Illinois Center for Autism (ICA) is a not-for-profit, community-based, mental health treatment, and educational agency dedicated to serving people with autism.



How competent do you feel creating behavioral and visual supports for a child with autism?

- A – Don't ask. I have no clue.
- B – I'm no expert, but I think I do O.K.
- C – I believe I have a good handle on what to do.
- D – I can handle anything thrown my way.



What would you do?



- You have a child who becomes aggressive every time he is told he needs to stop playing his video games.
- You have a child who is 4 years old and still not potty trained.
- You have a child who screams when he is told he has to wait.
- You have a child who doesn't do anything without being prompted.

Types of Behaviors

- Destructive Behaviors
- Disruptive Behaviors
- Irritating & Interfering Behaviors



Destructive Behaviors

- Verbal and/or physical aggression to self and/or others
- Property destruction



Disruptive Behaviors

- Non-Compliance
- Threats against others and themselves
- Eloping
- Inappropriate and/or offensive language
- Tantrums
- Meltdowns
- Rage
- Arguing
- Hyperactivity



Irritating and Interfering Behaviors

- Anti-Social
- Solitary leisure activities
- Sensory defensiveness
- Anxiety
- Depression
- Rigidity
- Manipulative behaviors
- Obsessive compulsive behaviors
- Obsessions with topics of interest
- Self-stimulatory behaviors



Reasons Behind Behaviors



- A need to control a situation.
- Transitioning from one activity to another.
- Ending an activity before its done.
- The need to engage in or continue a preferred activity, usually an obsessive action or fantasy.
- The need to avoid or escape from a non-preferred activity.
- The need for perfection.



Reasons Behind Behaviors



- The inability to express wants/needs/opinions.
- A change in a routine.
- Internal issues, such as sensory, inattention, oppositional tendency, etc.
- Not knowing how something is done.
- Immediate gratification of a need.
- Anxiety about a current or upcoming event, no matter how trivial.

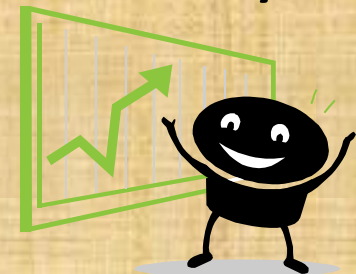
Reasons Behind Behaviors

- A violation of a rule or ritual.
- Overwhelming social situations.
- Crowds
- A misunderstanding or misinterpretation of another's action.
- Attention seeking. Don't assume this is the case until all the other reasons are eliminated.

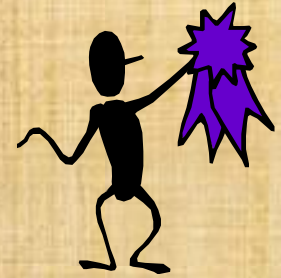


Keep This in Mind!

- When the behavior is followed by a pleasant consequence, it more likely to reoccur.
- When the behavior is followed by an unpleasant consequence, it is less likely to reoccur.
- Always label the behavior you are praising.
- Reinforce positive behaviors immediately after the target behavior occurs.



Keep This in Mind!



- When starting out, choose one behavior that you would like to increase or decrease and work on that.
- Choose reinforcers that are meaningful to the child, change them often. Give these rewards in tiny amounts.
- Be animated and enthusiastic. Show the child how happy you are with them!

Keep This in Mind!



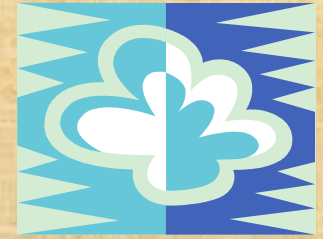
- When starting out, you will reward the child every time the target behavior occurs, but quickly fade reinforcers by offering less and less.
- Always pair edible, social or tangible reinforcers with verbal praise; eventually you will be giving only verbal praise and your child will learn your pleasure is the reinforcer!

Keep This in Mind!



- The difference between reinforcement and bribery is that reinforcement comes after a task is completed whereas bribery is offered before. That is not to say that you can't show your child the reinforcer he is working for during trials. In this case, it would be a visual cue. If you offered a treat before even making a request, you would be using bribery.

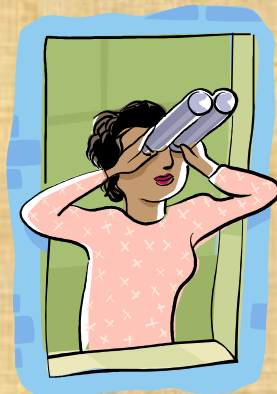
Keep This in Mind!



- Always pair non-social rewards with social! When your child starts to accomplish the target behavior, get excited, break out the Cheetos and give plenty of high fives and fist bumps.
- Be sure the request you are making is very clear and concise. Do not cloud the request with a lot of words and do not make more than one request at the same time.

Keep This in Mind!

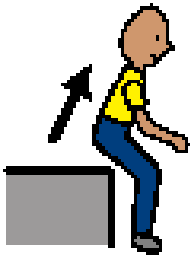
- You can increase desirable behavior by modeling. This way the child learns a skill through observation and imitation.
- Set your child up for success. If he is having a difficult day, be sure to end on a positive note.



Calming Techniques

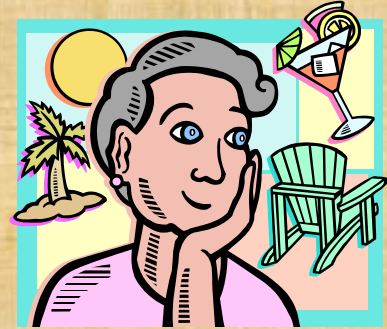
- Communicate clearly (visually) what the child needs to do
 - Try to engage the child in a “neutral” behavior.
 - OR, make it clear what the child is supposed to be doing.



<p>quiet hands</p> 	<p>stand up</p> 	<p>sit down</p> 	<p>leave room</p> 
<p>quiet hands</p> 	<p>stand quietly</p> 	<p>quiet</p> 	<p>pick up</p> 
<p>pick up</p> 	<p>heads down</p> 	<p>lie down</p> 	<p>let go</p> 

Calming Techniques

- Talk less
- Use yourself as a visual tool
 - Use your body to make things happen
 - Use you body to communicate what should not happen
 - Use your body to prevent things from happening



Calming Techniques

- Wait
- Be aware of eye contact
- Reduce the audience
- Avoid physical injury
- Remind the child what he needs to do...then wait
- As the child calms, prompt the appropriate behavior
- Review, Reevaluate, Reinforce and Regroup



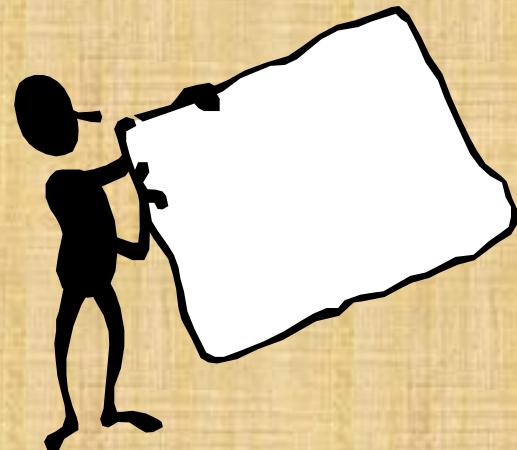
Major Resource For Visual Strategies

- Solving Behavior Problems in Autism by Linda A. Hodgdon
- Visual Strategies for Improving Communication by Linda A. Hodgdon



Visual Supports

- It does not matter if a child is verbal or nonverbal. Although visual tools can help students express themselves better, their primary purpose is to enhance student understanding.



Visual Strategies

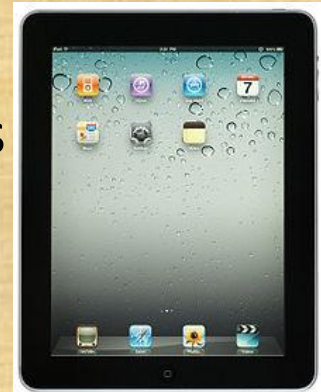
Tools to Give Information

- What is happening
- Who is doing something
- When it will occur
- What they need to remember
- What is expected to happen in the future



i-Pad Apps for Visual Support

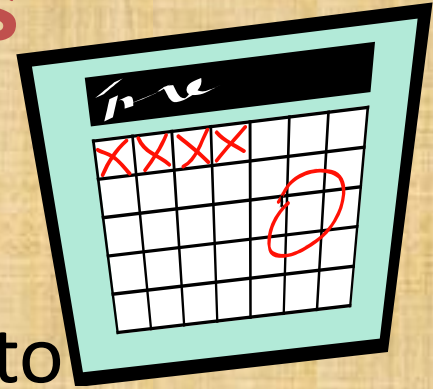
- iPrompts: Provides visual support, schedules, visual countdown timer, choice prompts, visual library
- iCommunicate: Design visual schedules, storyboards, communication board, routines, flash cards, choice boards, speech cards. Voice output
- First Then Visual Schedule: Create visual schedules that show daily events(i.e. morning routine or therapy schedule) or steps needed to complete a specific activity, (i.e. using the restroom)
- stories2learn: Create personalized social stories

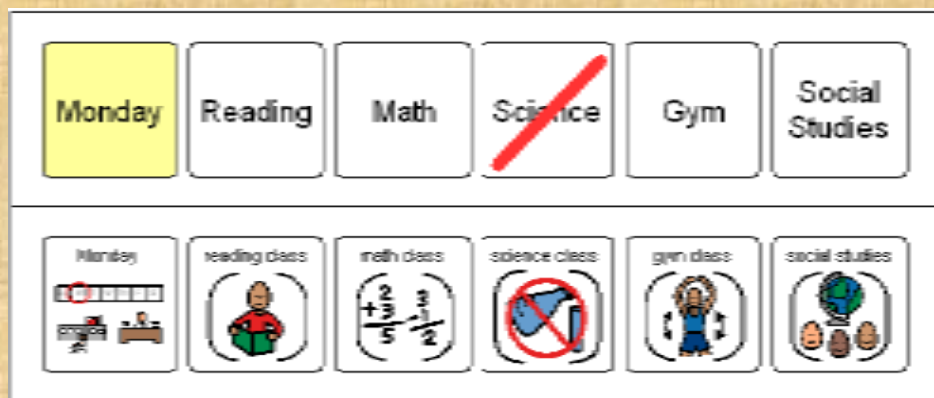
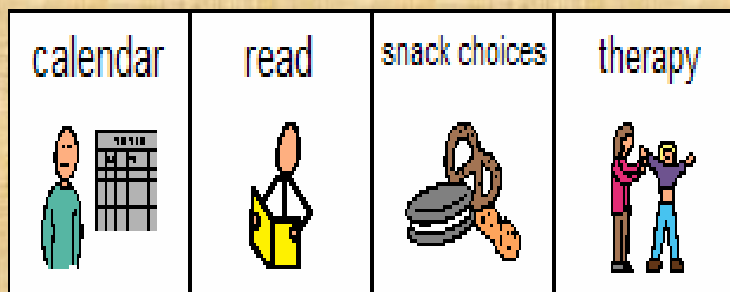


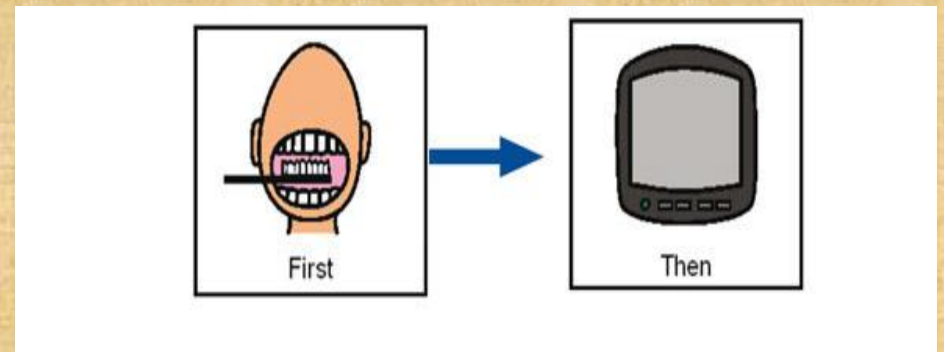
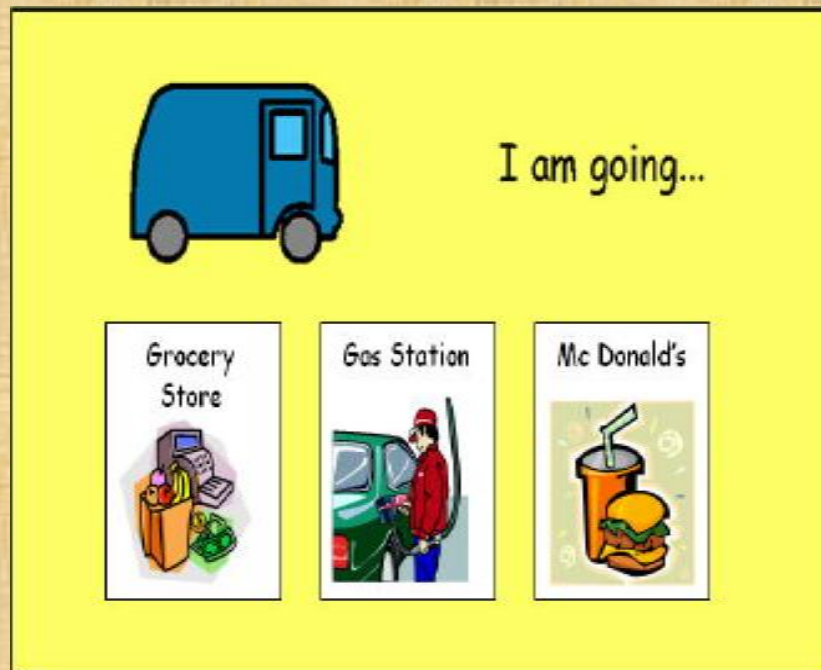
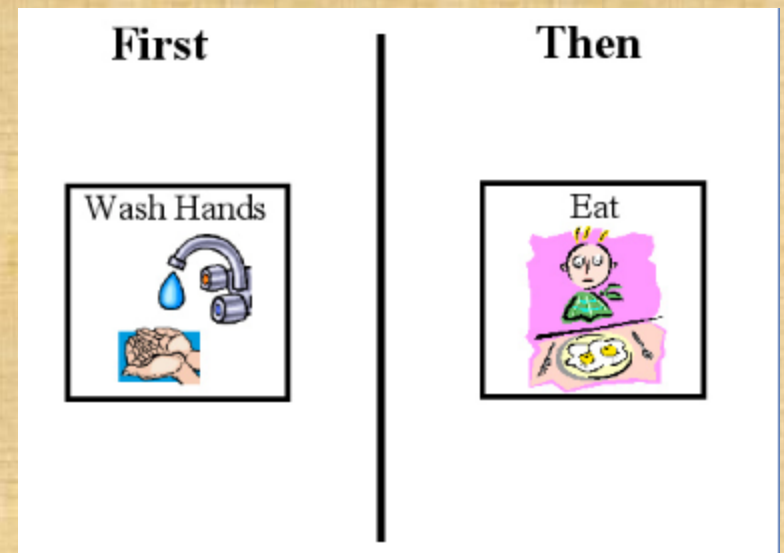
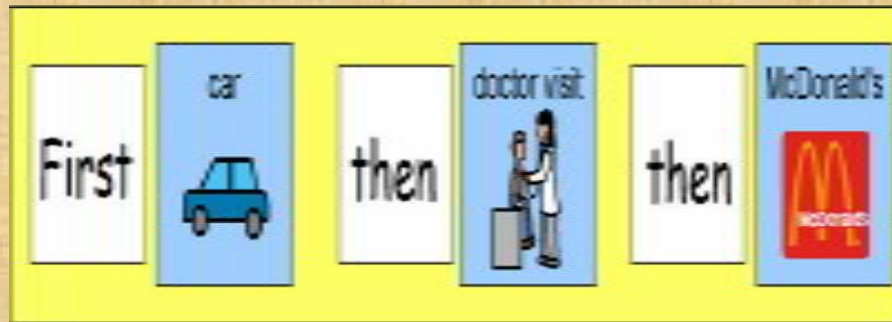
Visual Strategies

Schedules and Calendars

- Use schedules to tell the child what is happening now
- Use them to talk about what is going to happen in the future
- Use schedules and calendars to tell children when something is going to change or occur differently from what they expect.
- Combine schedules and calendars with other visual tools to rehearse







8:00 a.m.	bus routine (put up coat and backpack, bathroom, review schedule with teacher or paraeducator)	
8:15 a.m.	breakfast	
8:30 a.m.	morning group	
9:00 a.m.	math activities	
10:00 a.m.	reading activities	
11:00 a.m.	adaptive physical education	
11:30 a.m.	lunch time	
12:00 p.m.	recess	
12:30 p.m.	work time (prevocational activity)	
1:30 p.m.	leisure time	
2:00 p.m.	language group	
2:30 p.m.	recess	
3:00 p.m.	music time	
3:15 p.m.	closing group	

Friday

Resource Period

Geography

Literature

Algebra
 $\frac{x}{y}$

Ancient Cultures

Party

Valentine Story

Make Treats

Deliver Cards

Snack

Game

Field Trip

Get on bus.


Zoo

Picnic

Ice Cream

Back to school.

History 	English 	Math $X+3=$ 	Lunch 	Study Hall 	Science 	Shop 	Pep Rally 

Things to do.	All Done
	Warm-Up
Work Task	
Break	
Community	
Lunch	



Visual Strategies

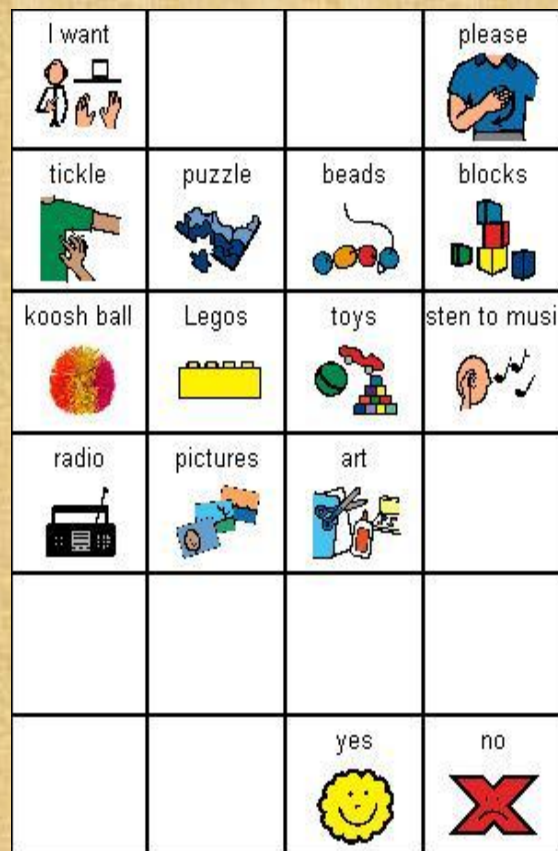
Choices and Requests



- Children are more likely to pay attention when the choices are highly desirable.
- It is fairly easy to structure a choice-making interaction.
- Presenting choices encourages children to have a strong desire to participate.
- The child will have a strong motivation to communicate if the choices are highly desirable.

I am working for



































Visual Strategies

Choices and Requests



- Passive children are more likely to indicate a desire to participate.
- Children will demonstrate more effort to stay involved in a social interaction that will enable them to get what they want.
- Using highly desirable choices gives children immediate reinforcement for their efforts.

I want 	breakfast 	lunch 	dinner 
	scrambled egg 	fried egg 	pizza 
I like 	bacon 	oatmeal 	grilled cheese 
	pancakes 	grapefruit 	salad bar 
I don't like 	milk 	orange juice 	Pepsi 
	ketchup 	mustard 	small 
		lemonade 	com 
		water 	hot 
		fruit salad 	
		medium 	more please 
		large 	

crayons


or

markers


Visual Strategies

Choices and Requests

- Children have an opportunity to control what they get.
- This skill can be practiced multiple times a day, which facilitates more rapid learning than when skills occur less frequently.
- Adults can structure the choices that are available.



Visual Strategies Transition Helpers

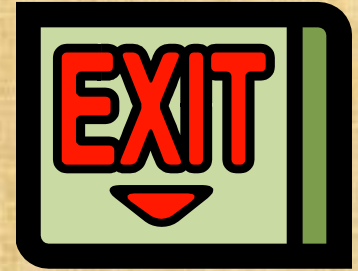
- Prepare children for transitions
 - Alert children that a transition is coming
 - Let child know when he begins, how long the activity will last
 - As the transition time approaches give the child a warning
 - Make transitions part of the routine.





Visual Countdown

Visual Strategies Transition Helpers



- Give information and cues to prepare children for what is next.
- Let children know when they can return to the activity they don't want to leave.
- If you transition to an undesirable or less desirable activity, let the children know what will be happening after this thing he doesn't like.

First

Then

Center time

First

sit nicely

Then

breakfast time

hello

dress the bear

calendar

point to song

Nursery Rhyme Dance

tag

child of the day

mirror work

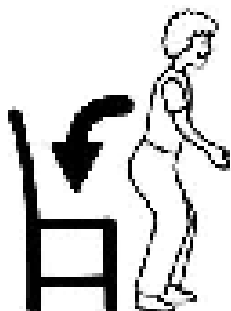
story time

Visual Strategies Management

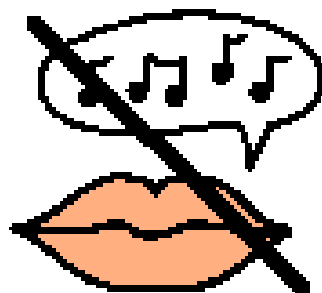


- Gain and maintains child's attention
- Create support for children to stay on task, using less staff intervention
- Make directions very clear and concise
- Encourage simple, routine communications
- Help children remember what needs to be remembered

sit down



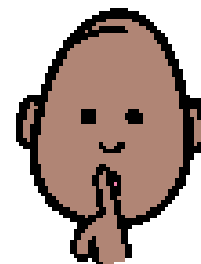
be quiet



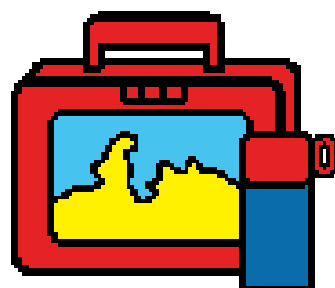
quiet time



quiet



lunch



listen



circle time



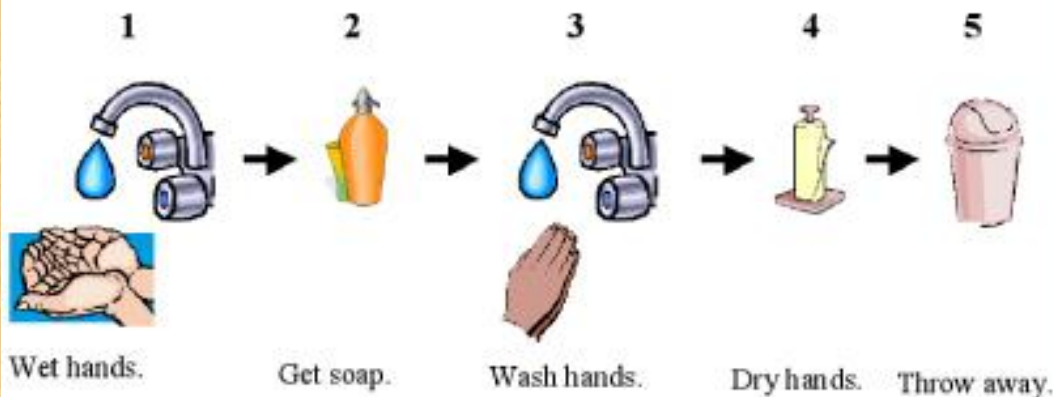
Visual Strategies

Task Organizers



- List all the materials necessary
- List in order the steps necessary to accomplish the task
- Select the essential steps
- Decide where in the sequence it would be most efficient for the student to assemble needed materials
- Select a representation system
- Select a format and location

Washing Hands



Using the Toilet

enter bathroom



use toilet



flush



wash hands



check clothes

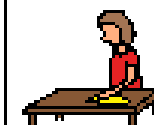

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Setting the Table

clear table


☐

wipe table


☐

put out place mats


☐

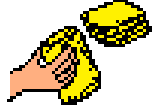
put out plates


☐

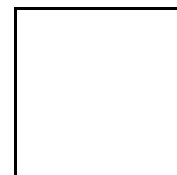
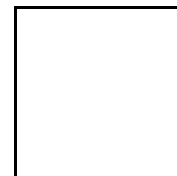
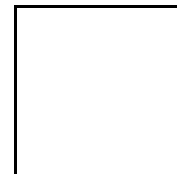
put out cups


☐

put out napkins


☐

put out forks

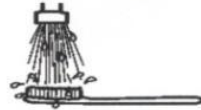

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☐



Brushing Teeth

1

wet toothbrush

☐

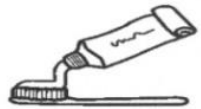
6

spit in sink

☐

2

put toothpaste on brush

☐

7

wipe mouth

☐

3

brush front of teeth

☐

8

wipe mouth

☐

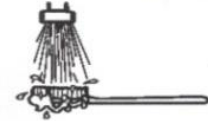
4

brush back of teeth

☐

9

rinse toothbrush

☐

5

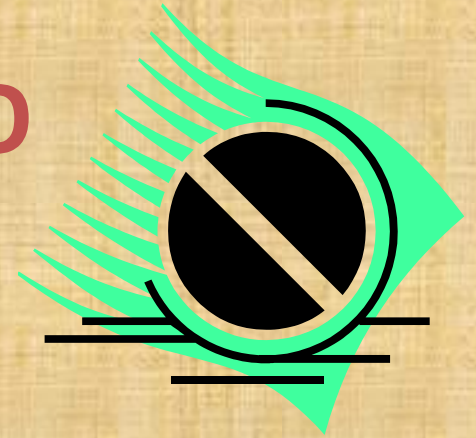
rinse mouth

☐

10

☐

Visual Strategies Communicating NO



- Use a variety of terminology
- Use visual tools
- Give children lots of related information
- Demonstrate what NO means
- Teach students how to respond to NO

Visual Strategies

Communicating NO

- Use the international NO sign
- Use other symbols to represent some of the NO concepts
- Cover things up
- Use additional visual tools to explain the concept.



Communicating NO

David



No Running

computer



Comm. NO

David

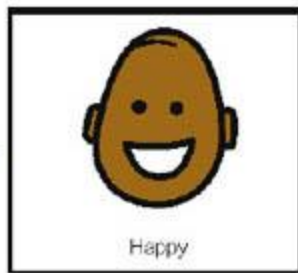
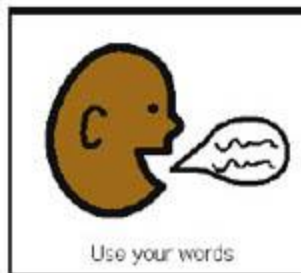
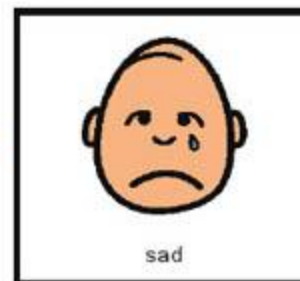
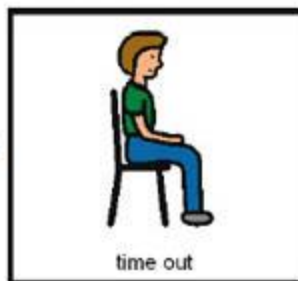
Stay in the Room

Visual Strategies

Rules and Behavior Guidelines

- Visual rules help children by:
 - Defining what to do
 - Clearly communicating what *not to do*
 - Helping children understand what behavior is expected of them






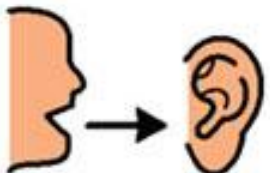


Visual Strategies

Rules and Behavior Guidelines




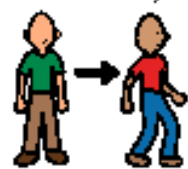




1. Look at the situation from the child's point of view
2. Be specific
3. Include only the most important information
4. Make tools logical and sequential
5. Don't be afraid to experiment to see what format or layout works best for the situation



<p>please be quiet</p> 	<p>nice hands</p> 	<p>don't touch</p> 	<p>stand up</p> 
<p>sit</p> 	<p>sit</p> 	<p>Shoes on feet</p> 	<p>work</p> 
<p>walk</p> 	<p>pick up</p> 	<p>don't kick others</p> 	<p>no spitting</p> 

 <p>Quiet voice in house</p>	 <p>Listen when others are talking</p>	 <p>Walk in house</p>	 <p>Share toys</p>
---	---	---	---

Clinton's Rules

<p>no yelling</p> 	<p>Say "I'm mad!" quietly</p> 
<p>no mean lean</p> 	<p>walk away</p> 
<p>no kicking wall</p> 	<p>keep feet on floor</p> 
<p>no hitting</p> 	<p>hands to self</p> 



Visual Strategies

Self Regulation

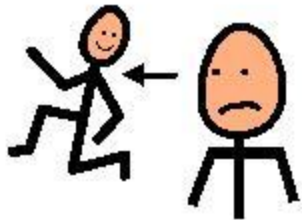
- Helping them recognize that they are having a difficulty or need
- Giving them an opportunity to independently make different choices
- Teaching children to determine when they are calm or ready to do something different



When I am upset I can:



Ask people to stop what they are doing in a polite way.



Ask to move away or get a mat.



Write or draw in my journal.



Cover my ears.



Think about things that make me happy.



Take deep breaths and relax my muscles.



Think about how someone I respect would handle the situation.

How to calm down when I'm upset

1. Stop talking



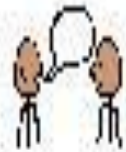
2. Take 5 deep breaths



3. Slowly count to 10



4. Say "I'm calm, I'm O.K."



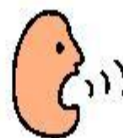
5. Take a walk



6. Play on my computer



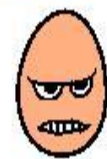
When I am upset I can never:



Yell at someone.



Growl at someone.



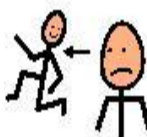
Verbally threaten someone.



Hit someone.



Break or throw things.



Run away.



Swear at someone.

Anger Thermometer



hitting
screaming
throwing
pushing
kicking



yelling
screaming



loud voice
angry face
whining

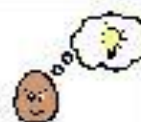


Uh-oh! Something
is wrong.



I feel good.

Solution



Go to my
room.
Go outside.



Take a walk.
Talk to Wendy.
Play on my
computer.








Ask for help.
Take a walk.
Play on my
computer.




Take a few deep breaths.
Ask for help.
Count to 10.



Voice Volume Scale

5	yell ng	
4	loud	
3	regular talking	
2	whisper	
1	no talking at all	

I feel...

sad 	happy 	mad 	frustrated 
hungry 	thirsty 	tired 	sick 
hurt 	excited 		

Feelings wants Activities

WORDS I CAN USE

Words I can use with adults

Please don't do that

No thank you

Excuse me

Yes, Mr. Jenkins

Words I can use with kids

Knock it off

Quit that

Look out

You're a dork!

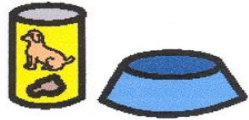
Instead of saying "I don't know" you can say:

1. I can't remember
2. I haven't thought about that.
3. I'm not sure.
4. I need time to think.
5. I need help with that one.
6. I would rather not discuss that.
7. Yes
8. No
9. I don't know the answer.

What can you say when you don't understand?

1. Please say that again.
2. I didn't hear you.
3. I don't know what you are talking about.
4. I don't understand.
5. What?
6. What did you say?
7. I don't comprehend.
8. Huh?

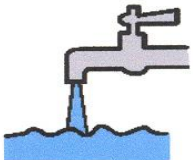
Things to do with the dog



Feed the dog



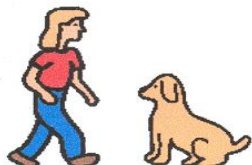
Brush the dog



Water the dog



Pet the dog



Take the dog for a walk.

Social Stories

- Carol Gray first defined Social Stories in 1991.
- Social stories provide individuals with autism with accurate information regarding situations they encounter.
- For some students with autism, this type of written information appears to have a positive impact on their responses to social situations.



When I get angry I
sometimes hit Mummy.



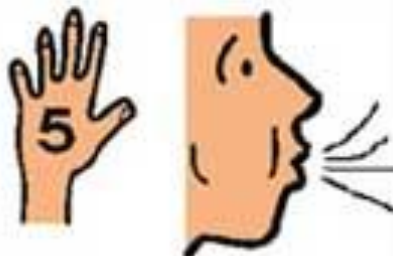
This makes Mummy sad.



When I feel like hitting,
I need to stop.



I will hold my hands.



I will take 5 big breaths.
This helps me stay calm.



Mummy is happy
when I am calm.

Skillstreaming

“Skillstreaming addresses the social skill needs of students who display aggression, immaturity, withdrawal, or other problem behaviors. It is designed to help youngsters develop competence in dealing with interpersonal conflicts, learn to use self-control, and contribute to a positive classroom atmosphere.”

Goldstein, Arnold P. and McGinnis, E. (2003). *Skillstreaming the Elementary Child: New Strategies and Perspectives for Teaching Prosocial Skills*. Champaign, IL: Research Press.



Dealing with Teasing

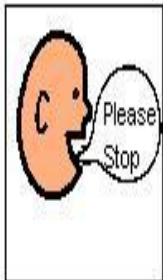


1



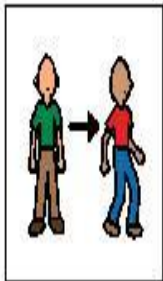
Stop and think.

2



Say, "Please stop."

3



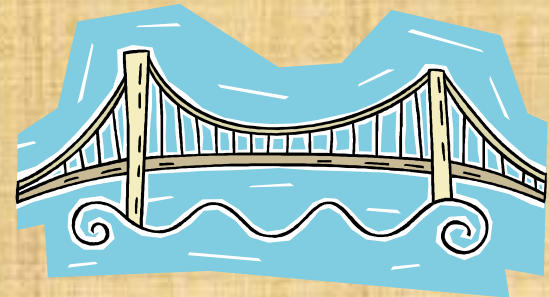
Walk away.

Skill 27: Expressing Your Feelings

1. Stop and think of how your body feels.
2. Decide what to call the feeling.
3. Think about your choices:
 - Say to the person, "I feel.."
 - Walk away for now.
 - Get involved in an activity.
4. Act out your best choice.

Visual Bridges – Goals:

1. Mediate communication between home and school or other significant environments
2. Stimulate and expand functional language, communication, reading and writing, and academic development
3. Provide more opportunities for the child to engage in communication and conversation about his experiences



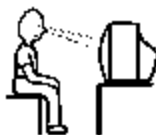


Last night at home, I...

Ate dinner



Watched TV



Played outside



Did my homework



Played with a friend



Talked on the phone



Had computer time



Last night at home, I...

Ate dinner



Watched TV



Played outside



Did my homework



Played with a friend



Talked on the phone

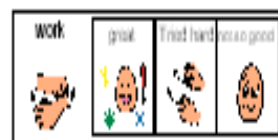
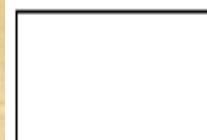
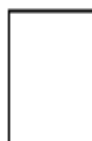
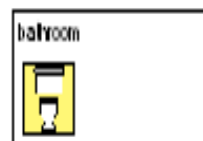
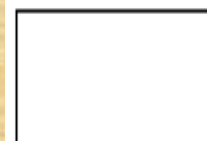
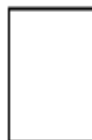
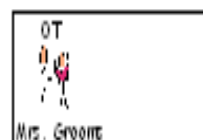
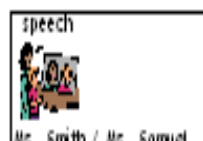
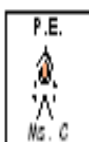


Had computer time

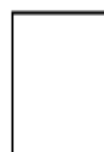
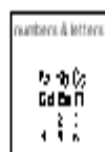
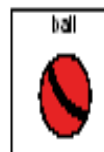




Today I



I played



Comments:



At home I


Circle pictures and add a comment as needed.



Comments:

Zachary's Day At School

Date: _____

  Today he generally seemed to feel: happy okay tired sick (_____) upset (_____)

BEHAVIOR

He exhibited _____ acts of aggressions to others, which included: hitting kicking pushing grabbing biting
other: _____

☐ Laid on desk: _____

☐ Paced in room: _____

☐ Cried: _____

☐ Non-compliant: _____

Dangerous Behaviors: _____

New Behaviors: _____

OT / SENSORY

Activities that helped him today: _____

Activities that did not help him today: _____

☐ Contact with District OT (_____) via: phone email in person

OTHER

☐ No questions today.

New academic skill(s): _____


General Questions/Comments: _____

NOTES FROM HOME


Case Manager: _____

Jofalek's Day At School


Date: _____

 Today he generally seemed to feel: happy okay sick (_____) upset (_____)


 For lunch he ate: _____

 Targeted Skill by Subject Area:

Computers:	mouse skills	identify letters on keyboard, specifically _____	type letters _____
Lang Arts:	match letters	match objects	follow directions attend to story
Music:	follow direction with instrument, movement, or concept	eye contact	attend to activity
Science:	identify weather	match clothes to weather type	participate in/attend to science experiment
Ind Living/Comm:	tie board	put shoes on	toothpaste on toothbrush brush teeth answer questions w/ visuals
Social Science:	identify holiday	match symbol to holiday	ID community worker match worker to tool
Art:	2-3 step art project	cut straight line	cut curvy line complete single art task after model
Math:	identify numbers 0-9	touch items in sets	identify shapes form shapes form parts of numbers
PE:	throw ball	catch ball	modified sit ups toe touches

 PECS
Jofalek is working in Phase _____ Today he _____

 He needs to work on: _____

 General Questions/Comments: _____
☐ No questions today.

<p>Daily Behaviors</p> <p>Out of Seat: _____</p> <p>Attention Seeking Behaviors: _____</p>
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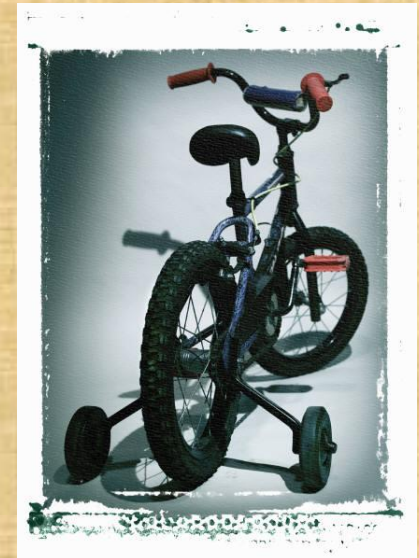
TA: _____

SLP: _____

Case Manager: _____

Training To Use Visual Strategies

- Direct child's attention to the visual aid
- Limit verbal prompting. State the verbal script for each step. If the child needs more assistance, repeat the verbal script.



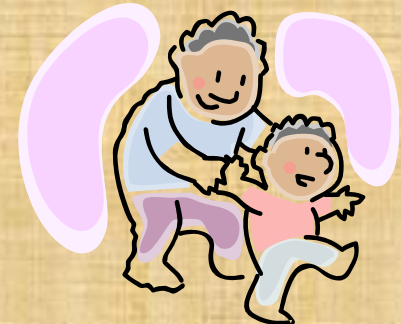
Training To Use Visual Strategies

- Further prompting, if necessary, should involve gestures (pointing to visual aid or guiding and pointing to materials), modeling (demonstrating the step), or physical guidance (place trainer's hand over child's hand while assisting completion of the step).



Training To Use Visual Strategies

- If the child is verbal, encourage him to verbalize each step in the process. Repeating the verbal script is a helpful part of the routine. When children learn to see or think the verbal script that guides the routine, it becomes a self-talk or self-prompt to direct their own behavior.



Training To Use Visual Strategies

- Guide the child's attention back to the visual aid after each step is accomplished. Show him how to move to the next step by turning a page or pointing to the next item in the list of steps.



Training To Use Visual Strategies

- As the child becomes more familiar with the task, both verbal prompting and nonverbal prompts should gradually be reduced. If the child gets off task or appears to need direction, guide his attention back to the visual aid for his prompt.



Training To Use Visual Strategies

- As the child learns to perform the task more independently, some of the training steps that were originally identified may become assumed steps. At that point it is appropriate to eliminate those cues from the visual sequence. It may be appropriate to change the number of steps in the visual sequence as the child learns the task.



Visual/Behavioral Supports

- Daily schedule
- Task organizer
- I am working for card
- Calendar
- Social Story
- Visual
countdown/Timer



- Choice board
- If/Then, First/Then
- Rule and Behavior support
- Self-regulation support
- i-Pad

Scenarios Using Visual and Behavioral Supports

- You have a child who becomes aggressive every time he is told he needs to stop playing his video games.
- You have a child who is 4 years old and still not potty trained.
- You have a child who screams when he is told he has to wait.
- You have a child who doesn't do anything without being prompted.
- Daily schedule
- Task analysis
- I am working for card
- Calendar
- Social Story
- Visual countdown/Timer
- i-Pad
- Choice board
- If/Then, First/Then
- Rule and Behavior support
- Self-regulation support
- Skillstreaming

How competent do you feel creating behavioral and visual supports for a child with autism?

- A – Don't ask. I have no clue.
- B – I'm no expert, but I think I do O.K.
- C – I believe I have a good handle on what to do.
- D – I can handle anything thrown my way.



Resources

- Solving Behavior Problems in Autism by Linda A. Hodgdon
- Visual Strategies for Improving Communication by Linda A. Hodgdon
- Boardmaker by Meyer-Johnson
- Boardmaker Share
- Do-Watch-Listen-Say by Kathleen Ann Quill
- Social Stories Books by Carol Gray
- Comic Strip Conversations by Carol Gray



Resources

- Skillstreaming books by McGinnis and Goldstein
- The Incredible 5 Point Scale – Kari Dunn Buron
- Power Cards – Gagnon
- Social Autopsy – Lavoie
- The Hidden Curriculum – Smith Myles, Trautman and Schelvan
- World of Circles – James Stanfield and Co.
- Friendship Graph
- Durand Motivational Assessment Scale

