Interventions for Behavior Issues in the Educational Environment

MATTHEW REMICK, PSY.D.
PITTS & ASSOCIATES

2700 ROGERS DRIVE, SUITE 101
BIRMINGHAM, AL 35209
205.870.3520
REMICKM@BELLSOUTH.NET
Goals of Presentation

- Define behavior
- Understand behavior and ways to motivate changes in behavior
- Application of theory
Consider Diagnosis as a framework for understanding the child
- Autism Spectrum Disorder
- ADHD
- Mental Retardation
- Anxiety Disorder
- Oppositional Defiant Disorder
- Learning Disabled
- Typically Developing Child
Autism Spectrum Disorders

- Autistic Disorder
- Asperger’s Disorder
- PDD NOS
Qualitative Impairment in Social Interactions.

- Impairment in the use of non-verbal behaviors such as eye gaze, facial expressions, body postures
- Failure to develop peer relationships
- Lack of spontaneous seeking to share enjoyment or interests
- Lack of social and emotional reciprocity

At least two of the above must be present
Qualitative Impairment in Communication

- Delay in or total lack of development in spoken language
- Inability to initiate or sustain conversation
- Repetitive use of language
- Lack of varied, spontaneous make believe play

At least one of the above must be present
(Diagnosed in Autism Only)
Restricted Repetitive and Stereotyped Patterns of Behavior

- Preoccupation with one or more restricted patterns of interest
- Inflexible adherence to specific routines and rituals
- Repetitive motor mannerisms
- Preoccupation with parts of objects

At least one of the above must be present
Autism Spectrum Disorders

Pervasive Developmental Disorders

- Autistic Disorder
  - * Social impairments,
  - * Communication impairments,
  - * Restricted, repetitive, and stereotyped patterns of behavior

- Asperger’s Disorder
  - * Social impairments,
  - * Restricted, repetitive, and stereotyped patterns of behavior
  - No general delay in language,
  - No Cognitive Impairments

- Pervasive Developmental Disorder Not Otherwise Specified (PDD-NOS)
  - Symptoms below threshold for full diagnosis of Autism
Proposed Criteria

- **Autism Spectrum Disorder** Must meet criteria 1, 2, and 3:
  1. Clinically significant, persistent deficits in social communication and interactions, as manifest by all of the following:
     - a. Marked deficits in nonverbal and verbal communication used for social interaction:
     - b. Lack of social reciprocity;
     - c. Failure to develop and maintain peer relationships appropriate to developmental level
  2. Restricted, repetitive patterns of behavior, interests, and activities, as manifested by at least TWO of the following:
     - a. Stereotyped motor or verbal behaviors, or unusual sensory behaviors
     - b. Excessive adherence to routines and ritualized patterns of behavior
     - c. Restricted, fixated interests
  3. Symptoms must be present in early childhood (but may not become fully manifest until social demands exceed limited capacities)

Remick, M.L.  
March 16, 2009
Epidemiology

- **2010 – 1:110 Live births**
  - 2007 - 1:150
  - 2005 - 1:166
  - 1994 - 4:10,000

- **Higher Prevalence of diagnosed cases are male**
  - Statistics range from 2:1 to 15:1

- **Mental Retardation**
  - < 50% (Decreasing from 90% in the 1980’s)

- **Fastest growing developmental disability**
  - 18-22% annual increase
    - 1980 DSM-III – Describes Autism
    - 1987 DSM-III-R – Broadened Autism Criteria & Added PDDNOS
    - 1994 DSM-IV – Added Asperger’s Syndrome
    - 2011 DSM – V ???
A-B-C

- Antecedents – Behaviors – Consequences
- All behavior complies to this model
- A’s and C’s affect future behavior
  - Some interactions increase behavior
  - Some interactions decrease behavior
Antecedents

• Antecedents are things that occur prior to a target behavior

• Antecedents can help determine and control why a behavior is happening

• Some can reliably predict a behavior

• Some can be changed to alter or prevent behavior
Consequences

- Consequences are things that occur following a target behavior
  - These events follow a behavior in time

- Consequences can make behavior more or less likely in the future
  - These can include anything and everything that could possibly occur following to a target behavior
    - Attention (being yelled at, reprimanded, redirected, soothed, calmed)
    - Escape (time out, getting away from tasks, getting out of chores)

- Consequences can make behaviors
  - Increase (Skill Acquisition)
  - Decrease (Problem Behavior)

- There is always a consequence
Model for Behavior
When to Address a Behavior

- **Essential**
  - Disruption
  - Self-injury
  - Physical aggression
  - Safety concerns/elopement

- **Require Judgment**
  - Attempts to escape or delay the onset of a demand/procedure
  - Inappropriate manners and peer relations

- **Non-essential**
  - Non-disruptive rude behavior
  - Certain requests (pick your battles)
Why is the behavior occurring?
- Escape or delay the onset of demands
- Gain access to something tangible
- Gain attention
- Multiple Functions

Do not forget to consider antecedents
- Illness
- Fatigue
- Hunger
- Difficulty earlier in the day
- Fear and anxiety
- Change in routine
Detailed Behavior Report (DBR)

<table>
<thead>
<tr>
<th>Student:</th>
<th>Staff:</th>
</tr>
</thead>
</table>

**Purpose:** This form is used to record objective information regarding the target behavior, its antecedents and its consequences.

<table>
<thead>
<tr>
<th>Target Behavior: (Describe in Detail)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Severity Rating: 5 (severe) 4 3 2 1 (mild)</td>
<td>Duration:</td>
</tr>
<tr>
<td>Schedule:</td>
<td>Date: Day: Time:</td>
</tr>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>Activity: Preferred: Yes No</td>
<td>Movement: H L</td>
</tr>
<tr>
<td>Sequence of who was doing and/or saying what to whom:</td>
<td></td>
</tr>
<tr>
<td>Program and Non-program Consequences:</td>
<td></td>
</tr>
<tr>
<td>Perceived Function of Behavior:</td>
<td></td>
</tr>
</tbody>
</table>
Focus of Intervention

- To decrease the number of inappropriate and/or disruptive behaviors
- To increase the occurrence of socially appropriate behaviors
Appropriate Motivation

- **Determine Motivators**
  - Everyone needs motivation!
  - Your goal is to motivate the child to comply.
  - Vary types and amount of motivation; including breaks, attention and tangibles.
  - Structure reinforcement schedules including collective rewards/group contingencies.
Visual Schedules

Fig. 10-2. Three types of schedules.
First - Then

1

2

First

Then

work

paints
### Sample Schedule

<table>
<thead>
<tr>
<th>My Job</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wake-Up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make my bed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get &amp; eat Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brush teeth</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Get Dressed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wake Mom and Dad</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### If - Then

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

If you complete _____ assignments, then you can_____________________________.

Adapted from *Practical Ideas That Really Work For Students With Asperger Syndrome* (McConnell and Ryser)
# Long-Term Assignments

**Class:** ____________________________  
**Assignments:** ______________________  
**Due Date:**  

<table>
<thead>
<tr>
<th>What do I need to do?</th>
<th>What materials do I need?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Due Date: __________</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Initials _____</td>
</tr>
<tr>
<td></td>
<td>Parent’s Initials ______</td>
</tr>
<tr>
<td></td>
<td>Due Date: __________</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Initials _____</td>
</tr>
<tr>
<td></td>
<td>Parent’s Initials ______</td>
</tr>
<tr>
<td></td>
<td>Due Date: __________</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Initials _____</td>
</tr>
<tr>
<td></td>
<td>Parent’s Initials ______</td>
</tr>
<tr>
<td></td>
<td>Due Date: __________</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Initials _____</td>
</tr>
<tr>
<td></td>
<td>Parent’s Initials ______</td>
</tr>
</tbody>
</table>

**Things to Remember:**
What is the best choice?
Problem Solving

I’m Mad

- Scratch
- Talk
- Count to 10
- Pressure
- Time alone
- Kick
- Punch

Stick with the schedule
Emotional Barometer

1. Annoyed
2. Cross
3. Furious
4. In a Rage

Irritated
Ratty
Livid
Mad

Emotional Barometer

Degrees of Emotion

- MAD
- Frustrated
- Upset
- Bugged
- Okay
- Good
- Happy
- Excited
- Great!
- Confused
- Bored
- Disappointed
- Tired

Judevine Center
# Problem Solving

## How do you feel today?

<table>
<thead>
<tr>
<th>FEELING &amp; ACTIONS</th>
<th>What does my face look like?</th>
<th>What does my body feel like?</th>
<th>What can I say?</th>
<th>What can I do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAPPY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EXCITED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ANXIOUS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FRUSTRATED</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MAD</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Social Story
  ○ I am at school when I begin to feel angry.
  ○ I know I am getting angry because I can feel my heart racing.
  ○ Instead of yelling, I take deep breaths until I am calm.
  ○ I stay in control and think about three things that make me happy.
  ○ I am proud of myself and my teachers are proud of me.
  ○ I have a great day.
Social Strategies

• Increase Sensitivity of Others
  
  o The Sixth Sense II (Carol Gray)

  o Peer inclusion group
    ▪ Measurable action plan
    ▪ Meaningful outcome
    ▪ Use peers to know teach the hidden curriculum
      o Physical plant, people, extra-curricular, schedule
Social Strategies

- Lunch buddies / Friendship groups
  - Eye Contact
  - Initiation of conversation
  - Turn Taking in conversation
  - Asking and answering open ended questions
  - Respecting personal space of others
  - Tone control
  - Understanding and eliminating behaviors that may be perceived as odd by peers

- Video modeling

- Community based outings
This is Sarah.

Sarah likes to play soccer, watch movies and eat pizza.

One thing we have in common is we both like to watch Hannah Montana.

Adapted from Practical Ideas That Really Work With Autism Spectrum Disorders
What do my friends think?
Traits To Teach

- Smiling and laughing
- Greeting others
- Extending invitations
- Converse
- Share
- Give Compliments
- Good Appearance

*Fox and Weaver, 1989
Model for Behavior
Self Regulation and Calm Down Techniques

- **Self regulation** is the ability to recognize your body’s needs and address those needs appropriately. This becomes important when talking about anger, frustration and anxiety.

- By teaching self regulating skills and using calm down strategies, your child will learn a positive way to deal with emotions.

- This will require your help and guidance.
Self Regulation and Calm Down Techniques

- Taking deep breaths
- Counting to ten
- Saying the alphabet
- Singing a song
- Thinking of something that makes you happy
- Give a two minute warning or tell them they have two more minutes.
- Important to use choices at this time.
  - Typically they are upset and cannot think of what to do, model for them, do the exercises with them.
- Talk them through calming down when it is introduced or when you see they are having great difficulty calming themselves.
Increase Structure

- Structure the activity by providing a clear schedule, with predictability.
  - What will happen and in what order
  - How long it will last
  - Who will be involved
  - What is expected
  - What are the consequences for appropriate and incorrect behaviors
Manipulate Schedule

- Keep it predictable by making things similar
- Alternate preferred activities with activities that are more demanding.
- Keep difficult tasks short.
- Provide adequate time for instruction vs. extras
- Provide transition warnings.
- Introduce change slowly.
Environmental Manipulation

- Adjust the environment to prevent the target behaviors from occurring.
  - The physical arrangement of the room should provide environmental organization.
  - Open spaces with no clearly defined boundaries can be very challenging and overwhelming and can often lead to a meltdown.
  - Minimize visual distractions on the walls.
  - Attempt to reduce auditory distractions.
Avoid Saying “NO”

- Avoid saying “no” or using negative phrases
- The words “don’t” and “no” forbid a behavior, but do not teach the child the right way to do things
  - They can lead to a negative relationship between the teacher and child.
- When children hear many negative words, the meaning of those words is weakened.
Always tell a child what to do instead of what not to do.

- “Please walk” instead of “No running”
- “Quiet Hands” instead of “Stop tapping on the table”
- “Hands down” instead of “Don’t touch that”
- “Close the door softly please” instead of “Don’t slam the door”
Behavior Specific Phrases

• **Instead of vague phrases**
  - “Hold still” does not convey exactly what you are expecting from the child,

• **Use behavior specific phrases so the child knows exactly what is expected of him.**
  - “Place your hands together and hold them quietly in your lap while everyone else finishes.”
The Individual Child

- The same strategy is NOT going to be effective for every child in every situation.

- It is important to be patient and calm while trying to figure out the behavioral strategy or strategies that best fits the child’s needs.

- Sometimes you do everything right and the child still has behavior problems.
Behavior Plans

- Be creative with rewards
  - Make a puzzle
  - Boxes
  - Pictures
  - Fill a jar
  - Sibling/Group contingencies
  - Money
Behavior Plans

- Be careful with negative consequences
  - Stay calm
  - One person talks
  - Cool down is very effective
Key Points

- Reward positive behavior
- Ignore negative – when possible
- Increase predictability
- Maintain structure and consistency across environments
- Take care of yourselves
- Understand the reason for the behavior
- Motivate a change
I have come to the frightening conclusion that I (as a nurse) am the decisive element in the room. My personal approach creates the climate. My daily mood makes the weather. As a nurse, I possess a tremendous power to make a child’s life joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.
Questions and Answers