Positive Behavior Supports in an Autism Classroom

Objectives

- **Discuss what Positive Behavior Supports is and the effectiveness of them.**

- **Implement proactive classroom strategies to avert later problematic behaviors.**

- **Increase positive reinforcement in classrooms using unique and practical procedures.**

Autism Facts

- Autism statistics from the U.S. Centers for Disease Control and Prevention (CDC) identify around 1 in 68 American children as on the autism spectrum

- Studies has shown that autism is four to five times more common among boys than girls.

- An estimated 1 out of 42 boys and 1 in 189 girls are diagnosed with autism in the United States (Autismspeaks,2017).

AUTISM
SPEAKS®

What is Positive Behavior Supports?

- Positive Behavior Support is a process for understanding and resolving the problem behavior of children that is based on values and empirical research.

- It offers an approach for developing an understanding of why the child engages in problem behavior and strategies for preventing the occurrence of problem behavior while teaching the child new skills.

- Positive behavior support offers a holistic approach that considers all factors that impact on a child and the child's behavior. It can be used to address problem behaviors that range from aggression, tantrums, and property destruction to social withdrawal (Duda & Fox, 2011).

PBS and Autism

- The problem behaviors of children with autism spectrum disorders (ASD) are among the most challenging and stressful issues faced by schools and parents.

- The current best practice in treating and preventing undesirable or challenging behaviors utilizes the principles and practices of positive behavior support (PBS).

- PBS is not a specific intervention per se, but rather a set of research-based strategies that are intended to decrease problem behaviors by designing effective environments and teaching students appropriate social and communication skills.

- The objective of PBS is to decrease potentially problematic behavior by making environmental changes and teaching new skills rather than focusing directly on eliminating the problem behavior (Wilkilson, 2015)

Classroom Management: Class Rules (continued)

- Classroom rules
  - Classroom rules are essential for both the teacher and students alike.
  - Be sure that the rules are achievable and realistic.
  - Do not make a laundry list of rules. It is recommended to make 3-5 essential core rules that can be applied in all generalized settings.
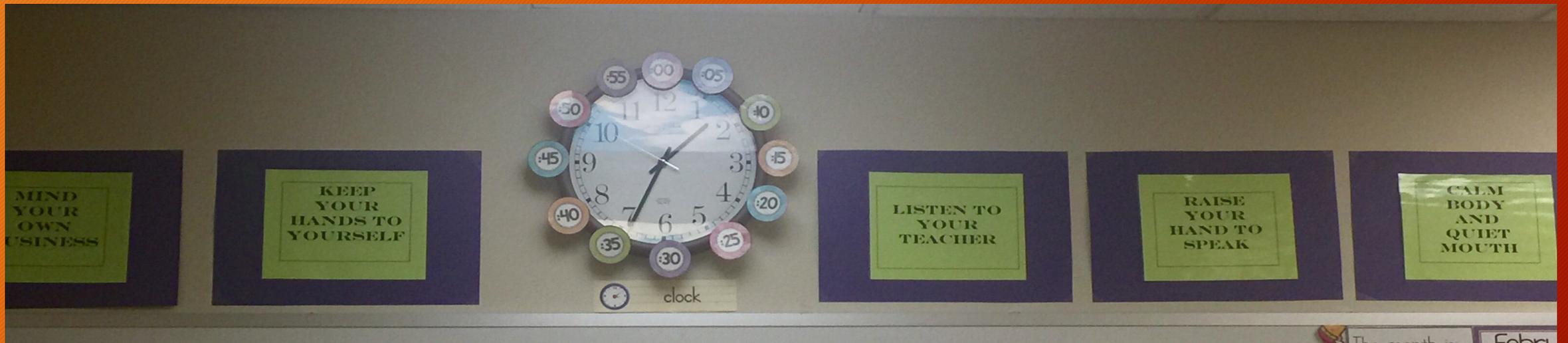
Classroom Management: Class Rules (cont.)

- State Positively *Example:* Walk in the hallway.
  Nonexample: Do not run in the hallway.

- Use simple terms *Example:* Talk in a whisper when working with a partner.
  Nonexample: Maintain a reasonable vocal level when working with a peer.

- Make measurable and observable

  Example: Be in your seat with supplies on your desk when the bell rings.

  Nonexample: Be ready when the bell rings.

- Ensure that they convey expected behavior

  Example: Keep your hands to yourself.
  Nonexample: Be a good citizen.

Classroom Management: Class Rules (cont.)

- Teaching Classroom Rules
  - Rules must be taught everyday.
  - Teach the rules in a variety settings.
    - Discussions
    - Role-Playing
    - Puppets
    - Books
    - Songs
    - Technology
- Resource: Model Me
- https://www.youtube.com/watch?v=4qzDxnGGzN8&list=PLj7ZxFmjO1Im3gDQ4j1CbDIpc8KOeaGaS&index=7
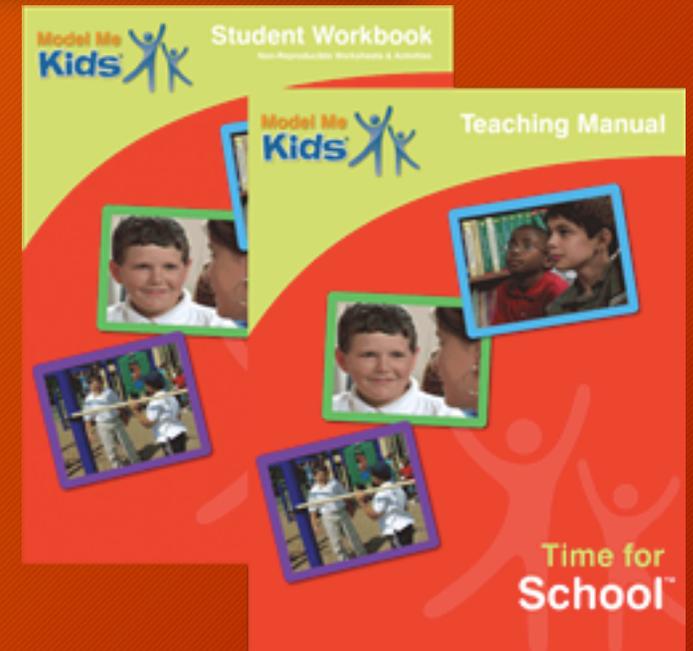
Classroom Management: Class Rules (cont.)

- Modeling Wanted Behaviors
  - Modeling the behaviors for students is essential for students with autism to learn wanted behaviors in the classroom.
  - Students with Autism will take a longer time to learn the rules than your normal typical peers.
  - Teachers can model, demonstrate, coach, or role-play the appropriate interaction skills. They can teach students to ask for help during difficult activities or negotiate alternative times to finish work.
  - https://www.youtube.com/watch?v=QW0L2N3QPY0

Classroom Management: Classroom Environment

- Classroom Environment must be warm and inviting
- Arrangement of Furniture: make sure that it is free of clutter and not overloaded with too much stuff. Simple is best.
- Placement of Materials: Everyday materials should be in an area where the students can has access to them. They should be labeled for recognition and help foster language in those who may not have it.
- Display of Visuals

Classroom Environment

Classroom Environment

Classroom Management: Classroom Instruction

- Being Prepared

- Be sure to keep a predictable routine

- Make lessons fun and interesting

- Offer ample time for breaks (Brain Breaks)

- https://www.youtube.com/watch?v=cQ6BPWyIueQ

What is Reinforcement?

- https://www.youtube.com/watch?v=wLoMs-OzimU&t=118s

Positive Strategies: Classroom Reinforcement

- Positive reinforcement:
  - Types of Reinforcement
    - Sensory Reinforcers
    - Material Reinforcers
    - Social Reinforcers
    - Edible Reinforcers

Classroom Reinforcement (continued)

- Finding Motivating items for the classroom
  - Preference assessments- are observations or trial-based evaluations that allow practitioners to determine a preference hierarchy.
  - A preference hierarchy indicates which items are a child's highly-preferred items, moderately-preferred items, and low-preferred items.

  - Monitor student performance.
    - The only way to know if a reinforcer is working is to observe the student's behavior over time to determine if it is increasing. By collecting data on the student's performance, instructors can easily evaluate the value of the reinforcers and make adjustments as needed.
- https://www.youtube.com/watch?v=JA96Fba-WHk

Classroom Reinforcement (cont)
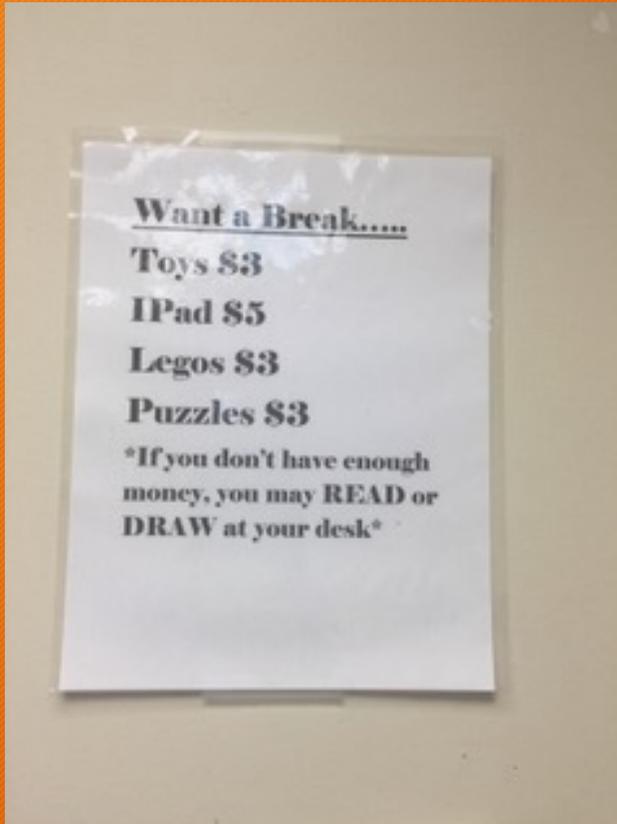
Positive Strategies: Self-Monitoring Systems

- Self-Monitoring Systems
  - Student self-monitoring is an effective tool for behavior change.
    - Self-monitoring has two components, measurement and evaluation
    - (1) measures and records his or her own behavior (measurement), and then
    - (2) compares that recorded behavior to a pre-determined standard (evaluation).

  - In classroom settings, self-monitoring offers several advantages.
    - Self-monitoring requires that the student be an active participant in the intervention, with responsibility for measuring and evaluating his or her behaviors.

Self-Monitoring Systems (continued)
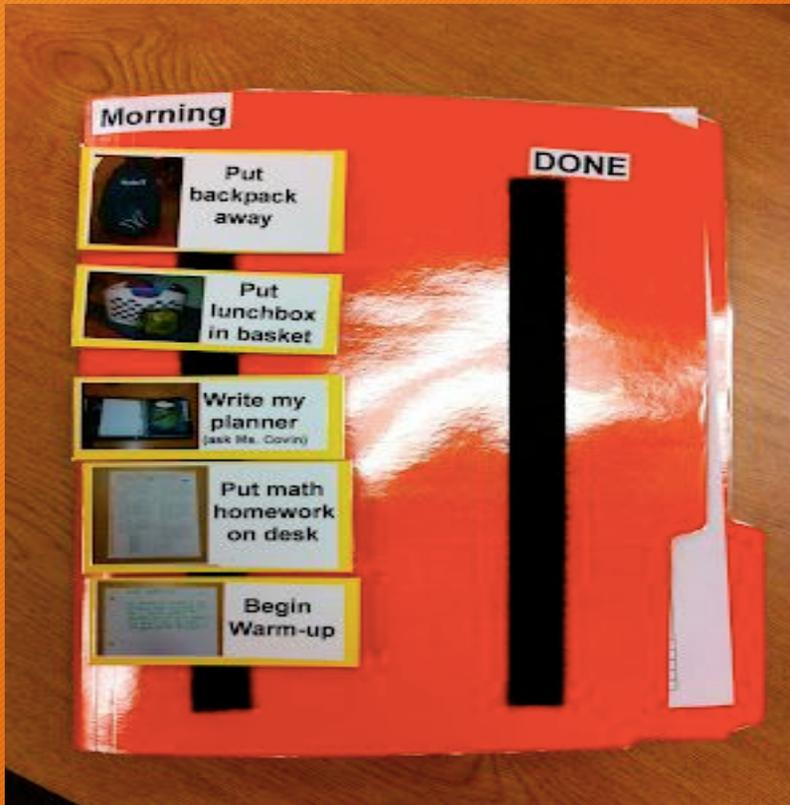
Positive Strategies: Token Economy

- Decide on a token economy that you want use.

  - Be sure that its fun and interesting

- Set a cost for certain items that are in your classroom

  - If you do a preference assessment this will make process easy.

Want a Break.....
Toys $3
IPad $5
Legos $3
Puzzles $3
If you don't have enough money, you may READ or DRAW at your desk
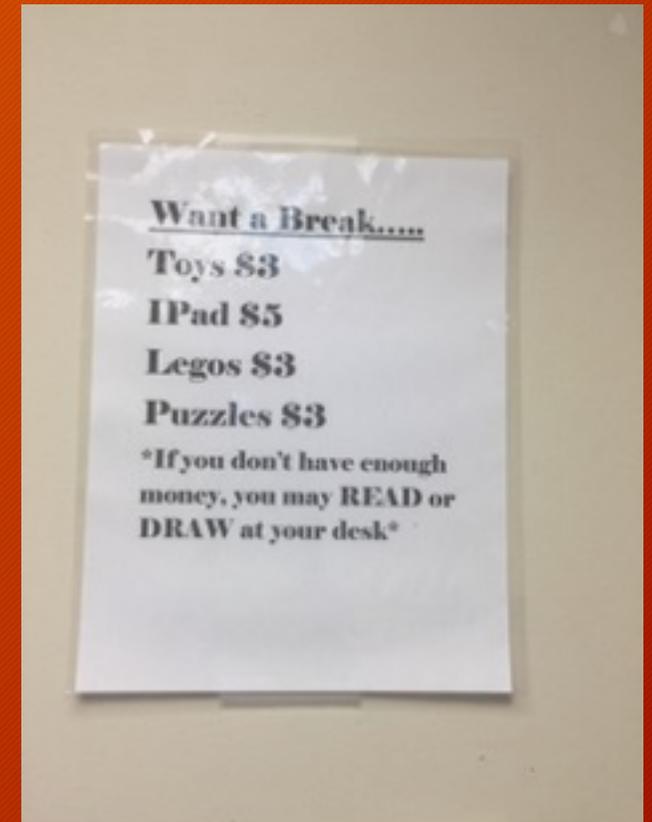
Token Economy (cont)
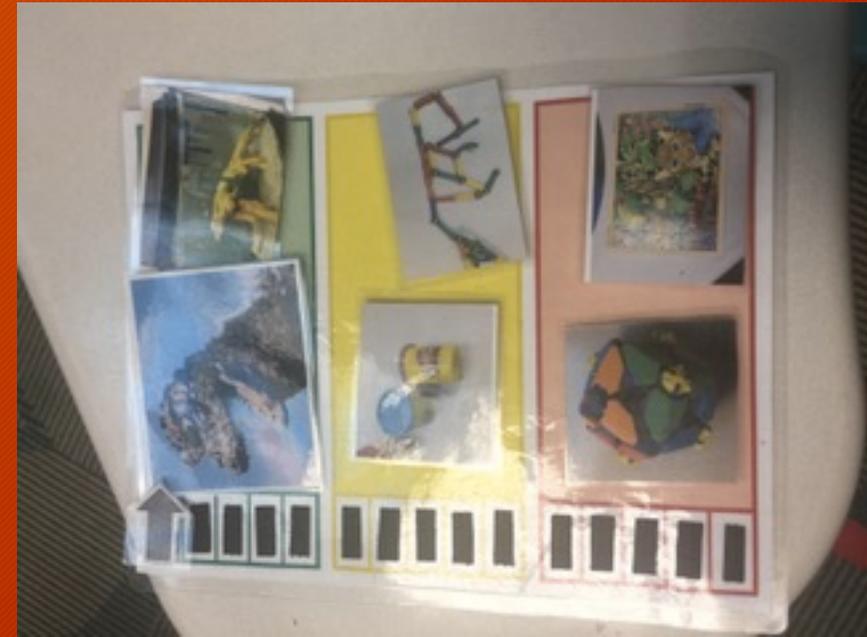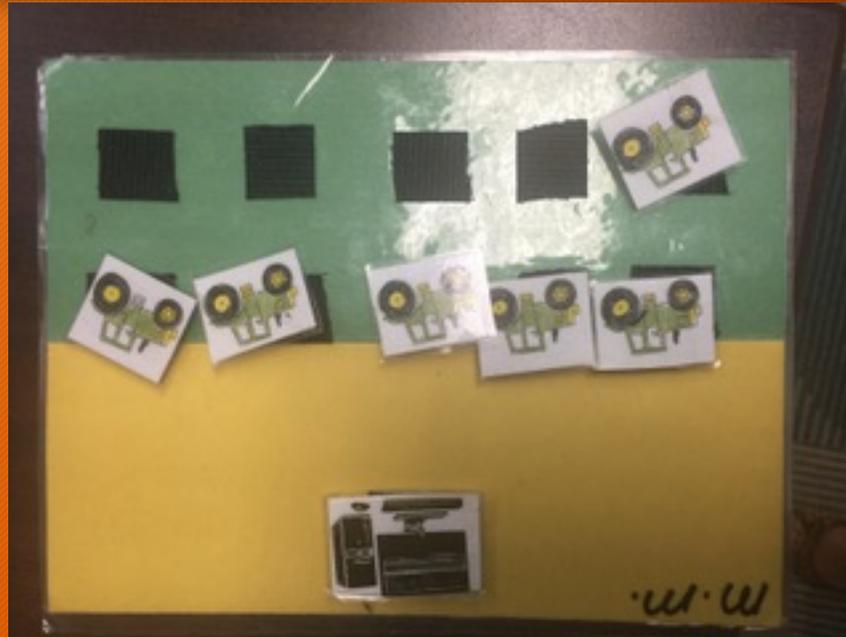
Positive Strategies: Behavior Contracts

- Provides students with more one on one help, support, and intervention

- Holds students accountable

- Provides structure, routine, consistency, and organization

- Promotes self responsibility

- If behaviors become more intolerable, then consults your administration to help you draft a behavior contract for more severe behaviors

My Contract

Name: _____
Date: _____

These are my goals:
1. _____
2. _____
3. _____

These are my consequences if I don't meet my goals:
_____
_____
_____

These are my rewards/ positive consequences if I meet my goals:
_____
_____
_____

My contract will be reviewed on: _____

Signatures:
_____
_____

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References

- Duda, M. A., & Fox, L. (2011). Positive Behavior Supports. Retrieved from http://challengingbehavior.fmhi.usf.edu/

- What Is Autism? (2012, May 30). Retrieved from https://www.autismspeaks.org/what-autism

- Wilkilson, L. (2015). Positive Behavior Support in the Classroom. Retrieved from http://bestpracticeautism.blogspot.com/2012/11/positive-behavior-support-pbs.html