B16 – Using PBIS to Support Students with Autism in General Education Classrooms: Strategies for Coaches

Lead Presenters: Bob Putnam and Briana Weiner

Key Words: Autism, Behavior, Coaching

Objectives

- See examples of how PBIS systems and practices can be used building wide, in classrooms. and individually to support students with ASD

- Gain an understanding of evidence based practices including how to develop a system for selecting, assessing, and gaining more information on each practice

- Learn about an observation system for increasing on-task behavior and opportunities to respond for students with ASD

Agenda

- Who's here?
- Evidence-based practices and Activity #1
- Classroom Assessment Checklist and Activity #2
- Classroom Observation Tool
- Making PBIS work for ALL students
    Strategies to meet student's needs
- Reflect and Action Plan

Take off/Touch down

Take off if you are a…

    Teacher

    Related Services-OT, PT, SLP

   Clinician-SW, Psych, Counselor

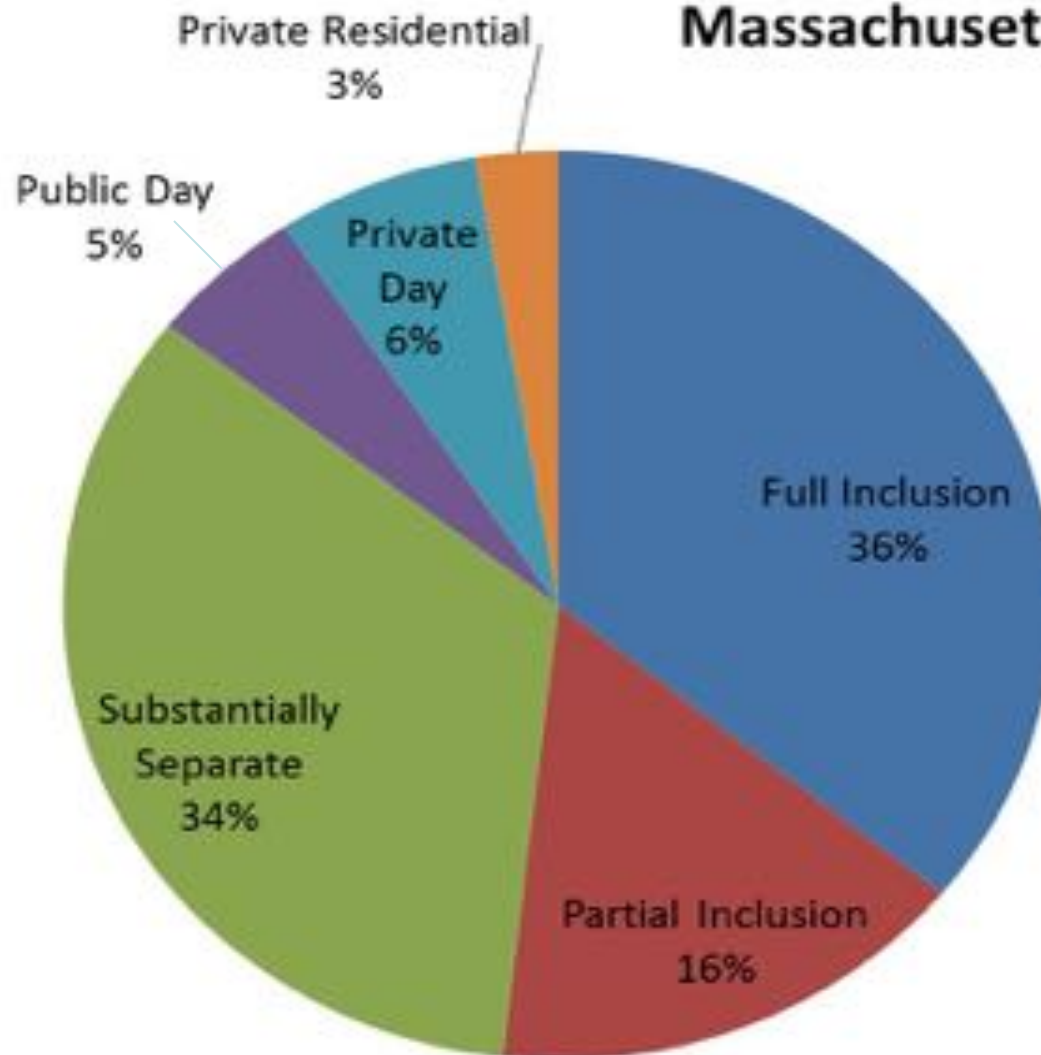   Coach or District Admin

    Administrator

Autism Prevalence

- Between 2000 to 2018, autism prevalence has grown from 1 in 150 children to 1 in 88 (2008) to 1 in 68 in the year 2014 to 1 in 59 in the year 2018. (Center for Disease Control, 2018)

- In Boston, the autism prevalence is 1 in 37 students.

- Between 2000 to 2016, the number of 3 to 21-year-old students receiving services for an ASD in public special education programs across the nation increased from 93,000 to 617,000.

Increase in Children with Autism in Illinois

Number of Children in Illinois Receiving Special Education
Category of Autism Ages 3-21
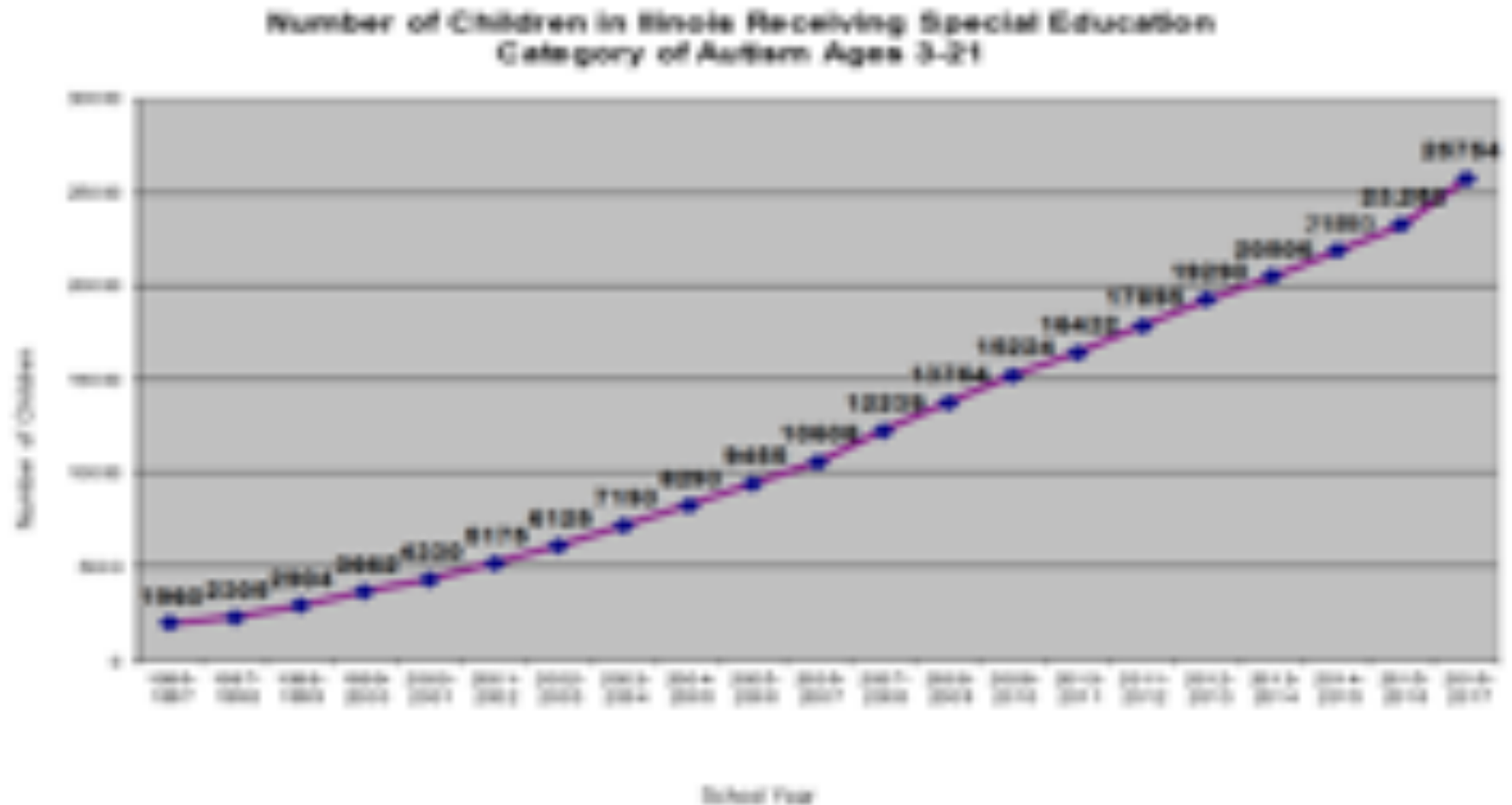
Graph provided by Kathy Gould with data from Illinois State Board of Education

Placement of Students with ASD Massachusetts 2011-2012

- Private Residential 3%
- Public Day 5%
- Private Day 6%
- Full Inclusion 36%
- Partial Inclusion 16%
- Substantially Separate 34%

Challenges for Schools

- Knowledge and fluency in the Evidence Based Practices

- How to individualize and combine practices

- Take data –what type and how to document progress

- Create an ongoing plan for systems change, maintenance and sustainability

- Work with a TEAM - engagement of families

Evidence Based Practices for Students with ASD

-National Standards Project 2015

National Autism Center at May Institute

-National Professional Development Center for Autism Spectrum Disorders 2014

National Standards Project

National Autism Center

- Phase 2 completed April 2015
- Comprehensive treatment packages
- 14 Established interventions (age 0-21)
- 18 Emerging interventions (age 0-21)
- Target skills to increase or behaviors to decrease

2009 NSP - 11 Established Comprehensive Treatments

Antecedent Package

Behavior Package

Comprehensive Behavioral Treatment for Young Children

Joint Attention Intervention

Modeling

Naturalistic Teaching Strategies

Peer Training Package

Pivotal Response Package

Story-based Intervention Package (social stories)

Schedules

Self-Management

How many are you currently implementing?

2008 NPDC 24 Focused Interventions

THE NATIONAL PROFESSIONAL DEVELOPMENT CENTER ON
AUTISM SPECTRUM DISORDERS

- Prompting
- Antecedent- Based Intervention
- Time Delay
- Reinforcement
- Task Analysis
- Discrete Trial Training
- Response Interruption/ Redirection
- Differential Reinforcement
- Social Narratives
- Video Modeling
- Naturalistic Interventions
- Peer Mediated Intervention

- Pivotal Response Training
- Visual Supports
- Structured Work Systems
- Self-Management
- Parent Implemented Intervention
- Social Skills Training Groups
- Speech Generating Devices
- Computer Aided Instruction
- Picture Exchange Communication
- Extinction

Newly Updated 2014 NPDC EBP

- Incorporate more recent studies (2007-2011)
  - 456 articles
- Expand timeframe (to 1970-90)

- Broader more rigorous review of studies
- 27 focused interventions as EBP

Substantial agreement between the two reviews

21 EBP identified by NPDC considered "established" by NSP

4 EBP considered "emerging"

Only 2 NPDC EBP's not identified by NSP (functional assessment and structured play groups)

Comparison of NSP and NPDC

Comparison of NPDC and NSP Practices

Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD	Established Treatments Identified by the National Standards Project (NSP)													
	Behavioral Interventions	Cognitive Behavioral Interventions	Modeling	Natural Teaching Strategies	Parent Training	Peer Training Package	Pivotal Response Training	Schedules	Scripting	Self-management	Social Skills Package	Story-based Intervention	Language Training	Comprehensive Behavioral Treatment for Young Children
Antecedent-based Intervention	X												Language Training did not emerge as a focused intervention by the NPDC on ASD. Components of Language Training overlap with NPDC identified practices that may support language production, such as modeling, prompting, and reinforcement.	The NPDC on ASD did not review comprehensive Treatment models. Components of The Comprehensive Behavioral Treatment of Young Children overlap with many NPDC identified practices.
Differential Reinforcement	X													
Discrete Trial Training	X													
Extinction	X													
Modeling	X		X											
Prompting	X													
Reinforcement	X													
Response Interruption/Redirection	X													
Scripting	X									X				
Task Analysis	X													
Video Modeling	X		X											
Time Delay	X													
Cognitive Behavioral Intervention		X												
Naturalistic Intervention				X										
Parent Implemented Intervention					X									
Peer-mediated Instruction & Intervention						X								
Pivotal Response Training							X							
Self-management										X				
Social Narratives												X		
Social Skills Training											X			

Emerging Interventions

Unestablished Interventions

☐	**1 or more studies suggest they may produce favorable outcomes**

☐	**Little or no evidence in scientific literature to draw firm conclusion about effectiveness**

☐ **Structured Teaching**

☐ **Social Thinking Intervention**

☐ **Picture Exchange Communication System – PECS (has empirical evidence)**

☐ **"…any interventions for which studies were published exclusively in non-peer-reviewed journals would be unestablished interventions"**

☐ **Social Communication Intervention**

☐ **Exercise**

Characteristics & Research

National Autism Center (2015). *Evidence-based practice in the schools (2nd Ed.).* Randolph, MA: author.

Wong, C., Odom, S.L., Hume, K., Cox, A.W., Fettig, A., Kucharczyk, K., S… Schultz, TR. 2014. *Evidence Based Practices for children, youth, and young adults with autism Spectrum Disorder.* Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group.

Evidence Based Practice

Autism Spectrum Disorders:
Guide to Evidence-based Practice
Missouri Guidelines Autism Initiative

**Evidence Based
Practice**

**Professional
Expertise**

**Individual
Characteristics**

**Best Available
Research**

Selecting EBP

Consider

- Age of student
- Environment/Setting
- Individual characteristics
- Skills to be taught
- Capacity to implement
- **Include families**
- **Involve students**

Non-examples

- Pick a package and go with it
- Do what feels right
- This is what we have staff trained in
- Parents are asking for this

EBP within a Framework:

- Continuum of support
- All kids need something
- Some kids need more support

27 AFIRM Modules (NPDC)

- Overview (time to complete)
- General Description- broken into lessons
- Step-by-step instructions of implementation
- Implementation Checklist
- Reference list

AFIRM Modules

EVIDENCE-BASED PRACTICES

Icon indicates practices with newly developed content (2015-2018) on AFIRM. Select the practice to access these modules and downloadable resources.

ABI Antecedent-based Intervention (ABI)	**NI** Naturalistic Interventions (NI)	**SM** Self-management (SM)
CBI Cognitive Behavioral Intervention (CBI)*	**PII** Parent-implemented Interventions (PII)	**SN** Social Narratives (SN)

Self-management

SM

Self-management teaches learners with ASD to discriminate between appropriate and inappropriate behavior, accurately monitor and record their own behaviors, and reward themselves for appropriate behavior or use of skill.

What Will I Learn?

The AFIRM model guides the learner through four lessons to facilitate:

- Learning basic knowledge about self-management (SM).
- Applying SM in activity based scenarios that promote real-world application.

The SM module will take approximately 1.5 to 2 hours to complete. However, the module is broken into individual lessons to help guide your learning:
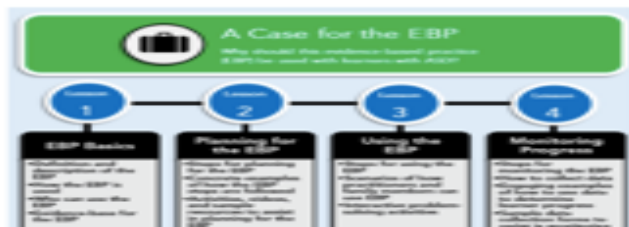
Lesson	Time to Complete
A Case for SM	10 minutes
Lesson 1: Basics of SM	20 minutes
Lesson 2: Planning for SM	25 minutes
Lesson 3: Using SM	25 minutes
Lesson 4: Monitoring SM	25 minutes

ASD EBP Matrix

Intervention	When to use	Description	Age Range	Outcome Areas	Resources
1. Antecedent-Based Interventions (ABI)	Reduce interfering, repetitive, self-stimulatory or self-injurious behaviors; increase on task behaviors and engagement	Environmental or task/ activity modifications, change conditions in the setting Highly preferred items or activities to increase interest; change schedule/ routine Common ABI procedures include 1) using highly preferred activities/items to increase interest level, 2) changing the schedule/routine, 3) implementing pre-activity interventions (e.g., providing a warning about the next activity, providing information about schedule changes), 4) offering choices, 5) altering the manner in which instruction is provided (e.g. state the behavior you want to see vs. the behavior you don't want to see), and 6) enriching the environment so that learners with ASD have access to sensory stimuli that serve the same function as the interfering behavior (e.g., clay to play with during class, toys/objects that require motor manipulation).	Toddlers (0-2) to Young Adults (19-22)	Social Communication Behavior Play School-readiness Academic Motor Adaptive	http://autismpdc.fpg.unc.edu/ sites/autismpdc.fpg.unc.edu/ files/imce/documents/ABI-complete-2010.pdf NPDC 2014 Report p 49 NSP Phase 1 Manual p. 40 NSP Phase 2 p.43 AFIRM Module – afirm.fpg.unc.edu ABI OCALI AIM Modules Autisminternetmodules.org ABI
2. Cognitive Behavioral Intervention (CBI)	CBI can be used effectively to address social, communication, behavior, cognitive	Learners are taught to examine their own thoughts and emotions, recognize when negative thoughts and emotions are escalating in intensity, and then use strategies to change their thinking and behavior. CBIs tend to be used with learners	Elementary (6-11) to High School (15-18)	Social Communication Behavior Cognitive Adaptive Mental Health	NPDC 2014 Report Cognitive Behavior Intervention Fact Sheet p. 52 NSP Phase 1 identified as emerging

Activity #1-Evidence Based Practices

With a partner examine
the matrix or modules.

- What practices are you familiar with?
- What new practices might you consider trying?

Assessing Classroom Practices in General Education Classrooms

Classroom Assessment Checklist

- Classroom Assessment (Hanna-Pereira, Feinberg & Putnam, 2018)

- 26 items that focus on evidenced based classroom practices adapted for students with ASD.

- Items scored 0= No, 1=Minimally, 2=Partially, 3= Yes

Classroom Assessment Checklist

- Designing the Instructional Environment

  – Environmental Supports: Predict Events and Activities

  – Environmental Supports: Anticipate Change

  – Environmental Supports: Expectations

  – Environmental Supports: Maintaining Positive Behaviors

Classroom Assessment Checklist

- Designing Instructional Activities and Methods
  - Presentation Style
  - Opportunities to Respond
  - Curriculum
  - Skills to be Taught: Social Skills
  - Monitoring Plan Implementation: Academic Progress

Environmental Supports:
Predict Events and Activities

- Are the students' learning environments predictable (e.g. activity schedules available, use of social stories)?

- Are social stories or similar devices (e.g., comic strips) used to teach appropriate and inappropriate behavior and responses in different situations? Are opportunities provided to review the stories on a regular basis?

Environmental Supports:
Predict Events and Activities

- Are the daily schedule and routines displayed visually in the classroom?

- Are schedules and other visual supports used consistently in the classroom?

- Are routines taught, reviewed and reinforced throughout the year?

Environmental Supports: Anticipate Change

- Is the student provided notice of when the schedule will change (e.g. verbal warning or use of a special symbol)?

- Is there a process in place to assist with transitions from one activity/place to the next activity/place?

- Is the student provided with a warning before a task ends?

Environmental Supports: Expectations

- Are there 3-5 clearly stated, behavioral expectations outlined for the class? Are they developmentally appropriate?

- Is there a plan in place regarding how classroom expectations will be taught (e.g., add visuals, reviewed daily with student)?

- Are visual cues presented throughout the student's environment to remind them of behavioral expectations?

Environmental Supports: Opportunities to Respond

- Are there frequent opportunities to engage in the lessons/ respond (e.g. use of cooperative learning or peer tutoring)?

  - Rate of opportunities to respond (OTRs)
  - Activities designed to increase peer responding
  - Training peers to effectively prompt and give reinforcement (Strain et al.,)
  - Peer tutoring

Response Cards

Other Options

Kahoot!

Plickers

Environmental Supports: Social Skills

- Is the student actively taught functionally equivalent behaviors for problem behaviors?
- Is the student provided with many opportunities to prepare and practice for upcoming social events?
- Are opportunities for social interactions embedded within instructional activities?

- Activity 2: Complete the Classroom Assessment

Classroom Assessment

- Classroom Self-Assessment Tool

  – What did you find out about the strengths and areas of weaknesses of the classroom?

Structured Classroom Observations

May Institute

SUMMARY of CLASSROOM OBSERVATION
(Handler & Putnam, 2000)

Classroom Teacher: _____   **Target Student:** _____
(if applicable)

Grade: _____   **Date:** _____

School: _____   **Time:** _____

Subject Area: _____   **Observer:** _____

Instructional Format: Large Group or Class ____   **Reliability:** _____
Small Group ____
Independent Seatwork ____   **Staff : Student ratio:** _____
Small Group / Independent Seatwork ____

Teacher Behaviors	# of Intervals the Behavior was Observed	/	Total # of Intervals Observed	x 100 =	% of Intervals
Instructional Activities ("Instruction")	____	/	____	x 100 =	____ %
Monitoring	____		____	x 100 =	____ %
Praising	____		____	x 100 =	____ %
Behavior Correction (BC)					
Positive (+)	____		____	x 100 =	____ %
Negative (-)	____		____	x 100 =	____ %
Total Behavior Correction (TBC) (BC intervals with either + or -)	____		____	x 100 =	____ %

Student Behaviors	# of Intervals the Behavior was Observed	/	Total # of Intervals Observed	x 100 =	% of Intervals
On-task		/	____	x 100 =	____ %

Interval	Teacher Behaviors		Interval	Student Behaviors		Notes
0:00	Instruction Praising	Monitoring Behavior Correction → + -	0:15	On-task Off-task		
0:30	Instruction Praising	Monitoring Behavior Correction → + -	0:45	On-task Off-task		
1:00	Instruction Praising	Monitoring Behavior Correction → + -	1:15	On-task Off-task		
1:30	Instruction Praising	Monitoring Behavior Correction → + -	1:45	On-task Off-task		
2:00	Instruction Praising	Monitoring Behavior Correction → + -	2:15	On-task Off-task		
2:30	Instruction Praising	Monitoring Behavior Correction → + -	2:45	On-task Off-task		
3:00	Instruction Praising	Monitoring Behavior Correction → + -	3:15	On-task Off-task		
3:30	Instruction Praising	Monitoring Behavior Correction → + -	3:45	On-task Off-task		
4:00	Instruction Praising	Monitoring Behavior Correction → + -	4:15	On-task Off-task		
4:30	Instruction Praising	Monitoring Behavior Correction → + -	4:45	On-task Off-task		
5:00	Instruction Praising	Monitoring Behavior Correction → + -	5:15	On-task Off-task		
5:30	Instruction Praising	Monitoring Behavior Correction → + -	5:45	On-task Off-task		
6:00	Instruction Praising	Monitoring Behavior Correction → + -	6:15	On-task Off-task		
6:30	Instruction Praising	Monitoring Behavior Correction → + -	6:45	On-task Off-task		
7:00	Instruction Praising	Monitoring Behavior Correction → + -	7:15	On-task Off-task		

Classroom Observation

- Conduct Classroom Observations
  - Identify baseline levels of teacher and student behaviors
  - Classroom Observation System (Handler & Putnam, 2000)
    - Instructional Activities
    - Active Supervision
    - Acknowledgement
    - Behavior Correction
    - On-Task
    - Off-Task
  - Research indicates that these teacher behaviors impact student on-task time, which in turn impacts achievement (Gettinger & Seibert, 2002; Houghton et al., 1991; Sutherland et al., 2000)

Classroom Observation

- **Classroom Observation System** (Handler & Putnam, 2000)
  - Instructional Activities
    - Delivering instructional content or soliciting academic response from students (group or individual)
  - Active Supervision
    - Moving around the room and/or scanning to observe student behavior
  - Acknowledgement
    - Delivering praise to students demonstrating expected behaviors
  - Behavior Correction
    - Delivering statements illustrating correct behavior (e.g., "Please sit down") or statements illustrating what NOT to do (e.g., "Stop talking")

Classroom Observation

- Classroom Observation System (cont.) (Handler & Putnam, 2000)
  - On-task
    - Engagement in academic activity
  - Off-task
    - Non-engagement in academic activity for at least 3 seconds
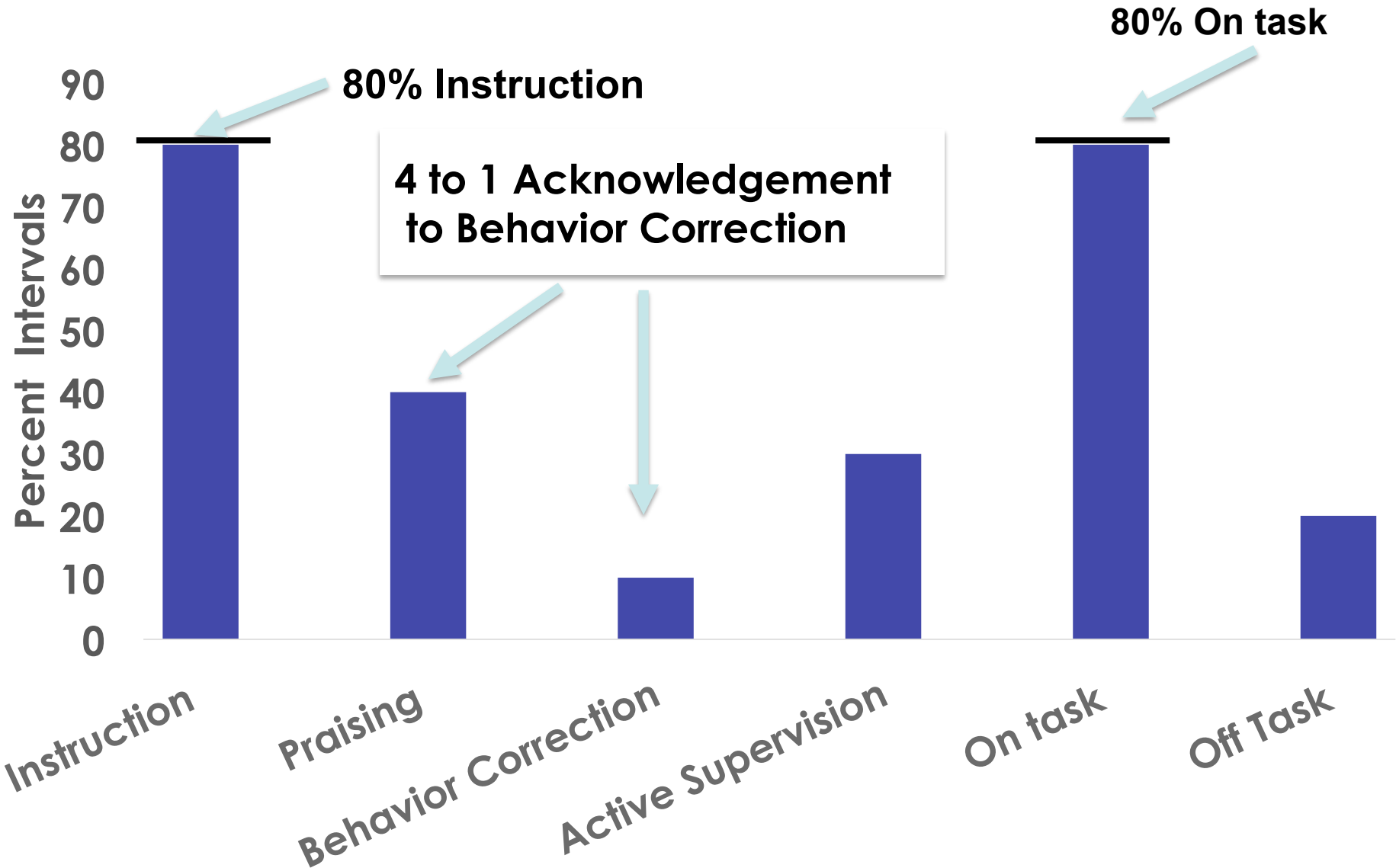
Classroom Observation
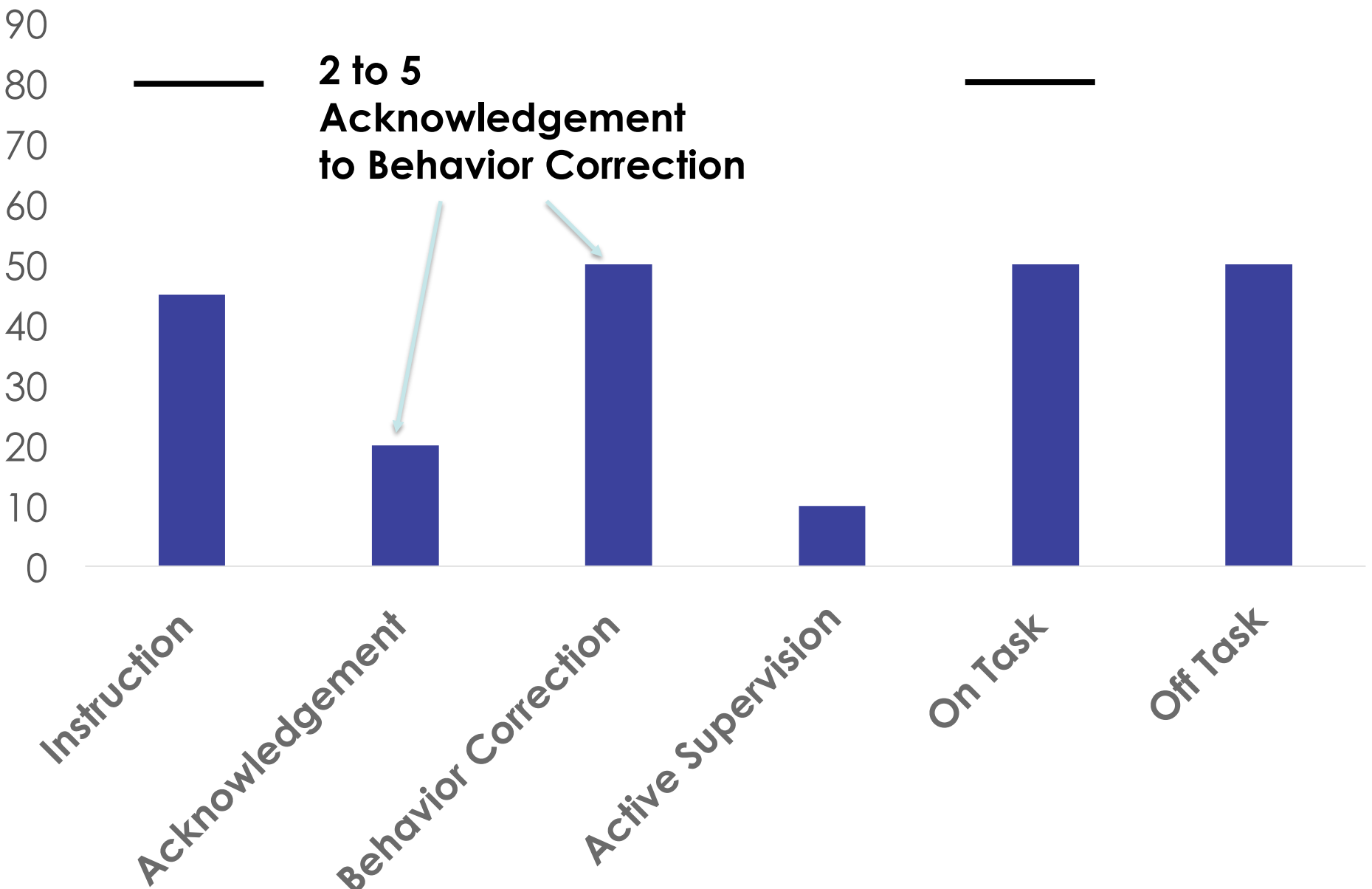
What do students with ASD need?

Clarity-a clear plan, expectations and procedures

Consistency- everyone on the same page

Simplicity- supports are practical and accessible

Continuation- even when behavior improves keep supports in place

Common Strategies?
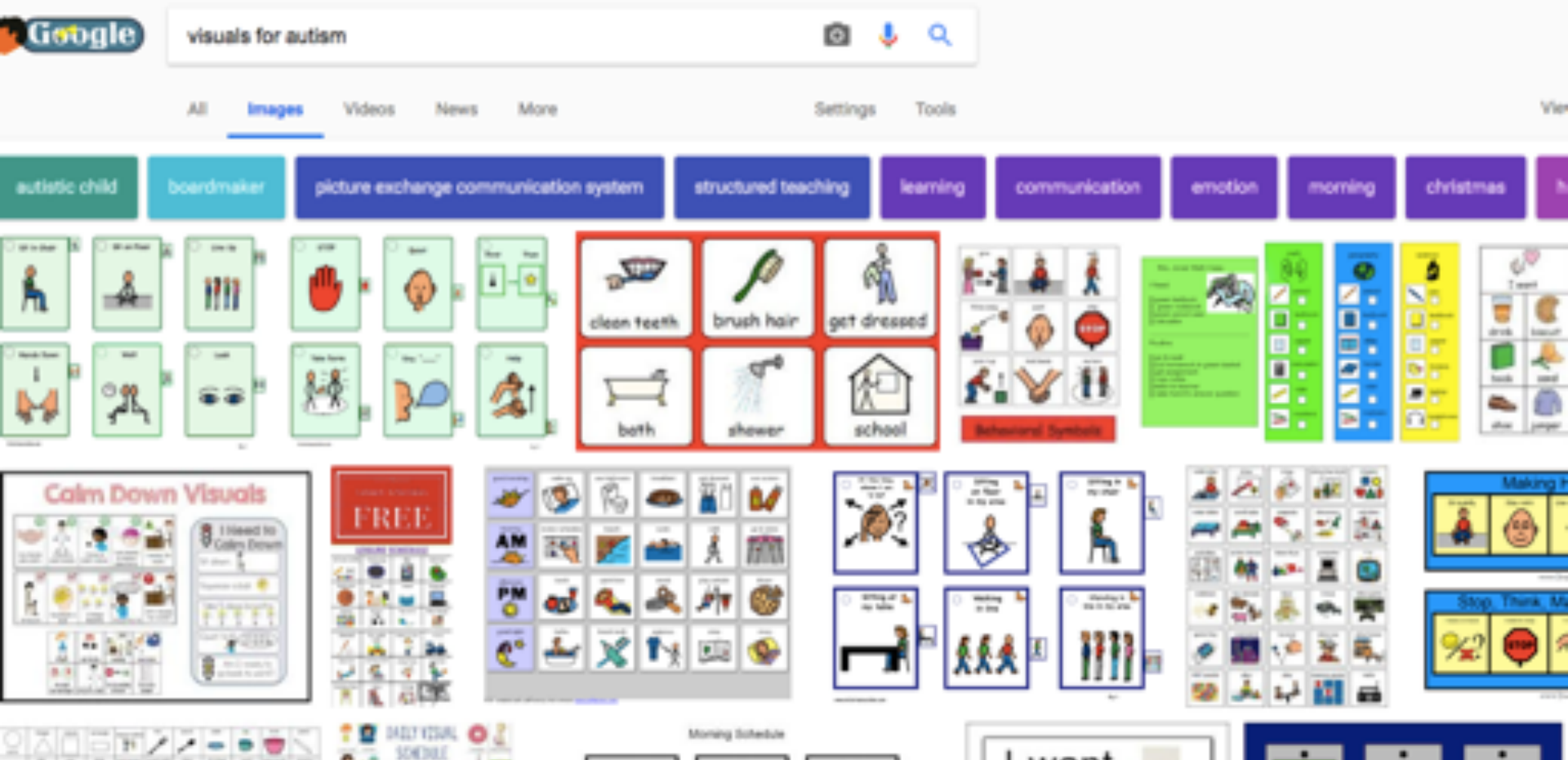
Adapt the Environment/Designing the Instructional Environment

- Organize and provide structure-visuals, schedules, calendars, routines
- Inform transitions and changes-use countdown timer
- Visual supports- pictures, text, video modeling
- Create a safe space and teach how to use it- calming corner with objects
- Reduce stimuli as needed-headphones, lighting, avoid high traffic environments
- Consider staff assignments-some staff are better for certain activities

PREVENTATIVE

Environmental Supports-Predict Expectations

Coatroom

Be Respectful

Sit on the bench.

Keep hands to yourself.

Be polite.

Listen.

Be Responsible

Keep items in your basket and on your hook.

Check for your items.

Be Safe

Keep hands to yourself.

Keep feet on floor.
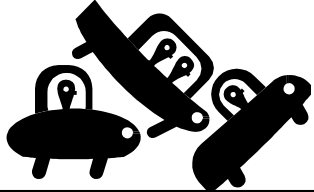
Ask for help.

Physical Environment

- Provides structure, predictability, and consistency

- Reduce opportunities for distractions (e.g., seating, escape routes)

- Nonverbally communicate the expectations

- Promotes academic/behavioral success and independence
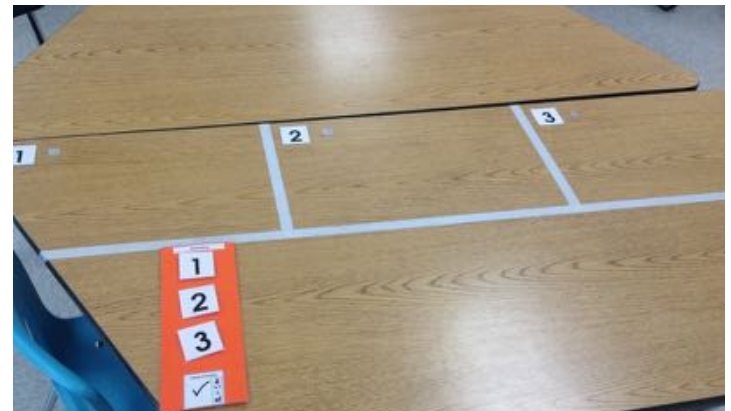
Environmental Supports- Predict Events and Activities

Expectation	Be Responsible	Be Respectful	Be Safe
Behavior	Be on time	Obey Supervisors	Watch for cars
Behavior	Put your coat away	Keep hands and feet to self	Use cross walks and sidewalks
Behavior	Have your supplies	Enter class quietly	Walk at all times

My

Morning

Routine

Be Responsible	Activity
	Walk to Locker
	Open Locker
	Hang up Coat
	Put away Backpack
Room 133	Walk to classroom
	Sit in assigned seat

Sample Matrix	SETTING						
	All Settings	Hallways	Playgrounds	Cafeteria	Library/ Computer Lab	Assembly	Bus
Respect Ourselves	Be on task. Give your best effort. Be prepared.	Walk.	Have a plan.	Eat all your food. Select healthy foods.	Study, read, compute.	Sit in one spot.	Watch for your stop.
Respect Others	Be kind. Hands/feet to self. Help/share with others.	Use normal voice volume. Walk to right.	Play safe. Include others. Share equipment.	Practice good table manners	Whisper. Return books.	Listen/watch. Use appropriate applause.	Use a quiet voice. Stay in your seat.
Respect Property	Recycle. Clean up after self.	Pick up litter. Maintain physical space.	Use equipment properly. Put litter in garbage can.	Replace trays & utensils. Clean up eating area.	Push in chairs. Treat books carefully.	Pick up. Treat chairs appropriately.	Wipe your feet. Sit appropriately.

CLASSROOM EXPECTATIONS MATRIX

Be Respectful	Be Responsible	Be Safe
Use quiet voices	Complete all assigned tasks	Keep hands and feet to self
Raise your hand and wait to speak	Come to class on time	During seat work, keep 2 feet and 4 legs on floor
Listen to instructions and directions	Be prepared: have all materials	Walk at all times

CLASSROOM EXPECTATIONS MATRIX

Be Respectful	Be Responsible	Be Safe
Use quiet voices	Complete all assigned tasks	Keep hands and feet to self
Raise your hand and wait to speak	Come to class on time	When seated, keep 2 feet and 4 legs on floor
Listen to instructions and directions	Be prepared: have all materials	Walk at all times

CLASSROOM EXPECTATIONS MATRIX Reminder Card

3x5 card for wallet or notebook

Expectations on handheld — productivity apps

Be Respectful	Be Responsible	Be Safe
Use quiet voices	Complete all assigned tasks	Keep hands and feet to self
Raise your hand and wait to speak	Come to class on time	During seat work, keep 2 feet and 4 legs on floor
Listen to instructions and directions	Be prepared: have all materials	Walk at all times

Opportunities to Respond

What does it look like in class discussion?

Raising your hand

Talk when teacher responds

Use # 2 voice

Talk once then listen

Use polite words

Prompting for all students
Point to Discussion Poster and review
BEFORE class discussion begin

Class Discussion s
Raise Hand

Talk when teacher responds

Use # 2 voice

Talk once then listen

Use Polite Words

Curriculum Adaptations-broken down into steps and matched to student goals

Seat Work

1. Stay on task

2. Finish your work

3. Stay in seat until you have permission to be up

4. Quietly move to next work

Supporting Transitions

- **Be prepared, transitions should be thought out and made part of the lesson.**
- **Teach students the expectations**
- **Transition time-not too long**
- **Transition warnings (i.e. countdown)**
- **Timers, lively repetitive songs, check schedule card, FIRST/THEN**
- **Visual schedules, transition cards, "All done" pockets**

Changes to Routines

- **Pre-Warnings**

- **Visual supports**

- **Social Stories**

- **Oops Cards** oops!

- **Change Symbol**

- **Practice positive changes**

Teach Replacement Skills

- TEACH them something else to do (skill)...something better

    Must meet function of problem behavior (escape or obtain)

- New skills must be modeled and reinforced (acknowledged)

    Find out what motivates the student
    – Forced Choice Reinforcement Menu

FORCED-CHOICE REINFORCEMENT MENU

Name: _____

In order to identify possible classroom reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark and "X" in the blank that comes in front of it. Remember, mark only one blank for each pair."

1.   _____   Teacher writes "100" on your paper. (A)
         _____   Be first to finish your work. (CM)

2.   _____   A bag of chips. (CN)
         _____   Classmates ask you to be on their team. (P)

3.   _____   Be free to do what you like. (I)
         _____   Teacher writes "100" on your paper. (A)

4.   _____   Classmates ask you to be on their team. (P)
         _____   Be first to finish your work. (CM)

5.   _____   Be free to do what you like. (I)
         _____   A bag of chips. (CN)

6.   _____   Teacher writes "100" on your paper. (A)
         _____   Classmates ask you to be on their team. (P)

Generalization cannot be assumed

- Students with ASD often have trouble generalizing

 =
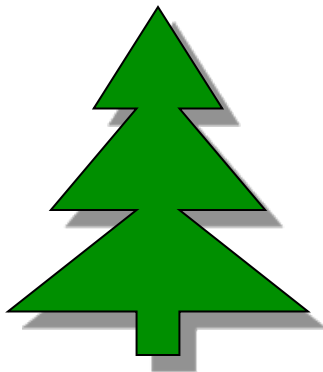
PE = GYM

New room = New activity

Different font = Different word

Teach Social Skills
explicitly, like teaching academic skills

- Self-regulation/Sensory Regulation
- De-escalation

- Hidden Curriculum
- Social Thinking (Michele Garcia Winner)- teaches the why behind social behavior
- Social Translator- pair student with ASD with a "social expert"
- Zones of Regulation

My Self-Management Plan

	The behaviors I exhibit when I feel this way	What I need to do-
I AM HIGH	■ I grab others ■ I hit and bite ■ I yell loud ■ I cry loudly	■ Sit and breath- deep breaths ■ I need to be in a safe place ■ go to the beanbag and stay there! ■ Get to yellow
I AM LOW	■ I look tense, my shoulders and body are tense ■ I bite my tongue ■ I click my neck and fingers ■ I look red and sad ■ I need everything to be in its place	■ Take a sensory break ■ Ask for help ■ I need someone to write and explain what's going on! ■ I need to take DEEP breaths
I AM CALM	■ I can sit and focus ■ I can follow my schedule ■ I can answer with my voice ■ I do respond to others and I look relaxed!	■ I can earn my points and get preferred breaks

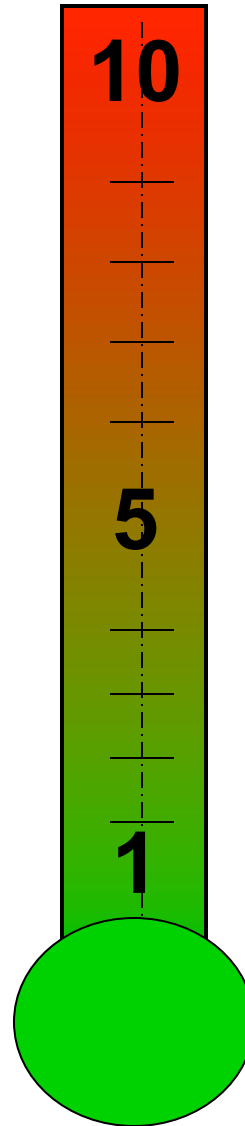**I am feeling:**

| Angry | Happy | Guilty | Frightened | Sad | Embarrassed |

I chose to:

I could have:

Stress Thermometer

Stress Signals

Relaxation Techniques

10

5

1

Respect Others – Hallways – Use a quiet voice

Incredible 5-Point Scale

rating	description	setting
5	Screaming	Emergency only
4	Outside Voice	Ball game
3	Talking voice	Classroom
2	Soft voice	Library
1	No talking	When someone is talking to me

Buron, K.D., & Cutis, M. (2003) The Incredible 5-Point Scale

Nathan

Swimming
Basketball
Dogs
Ipad games

Sam
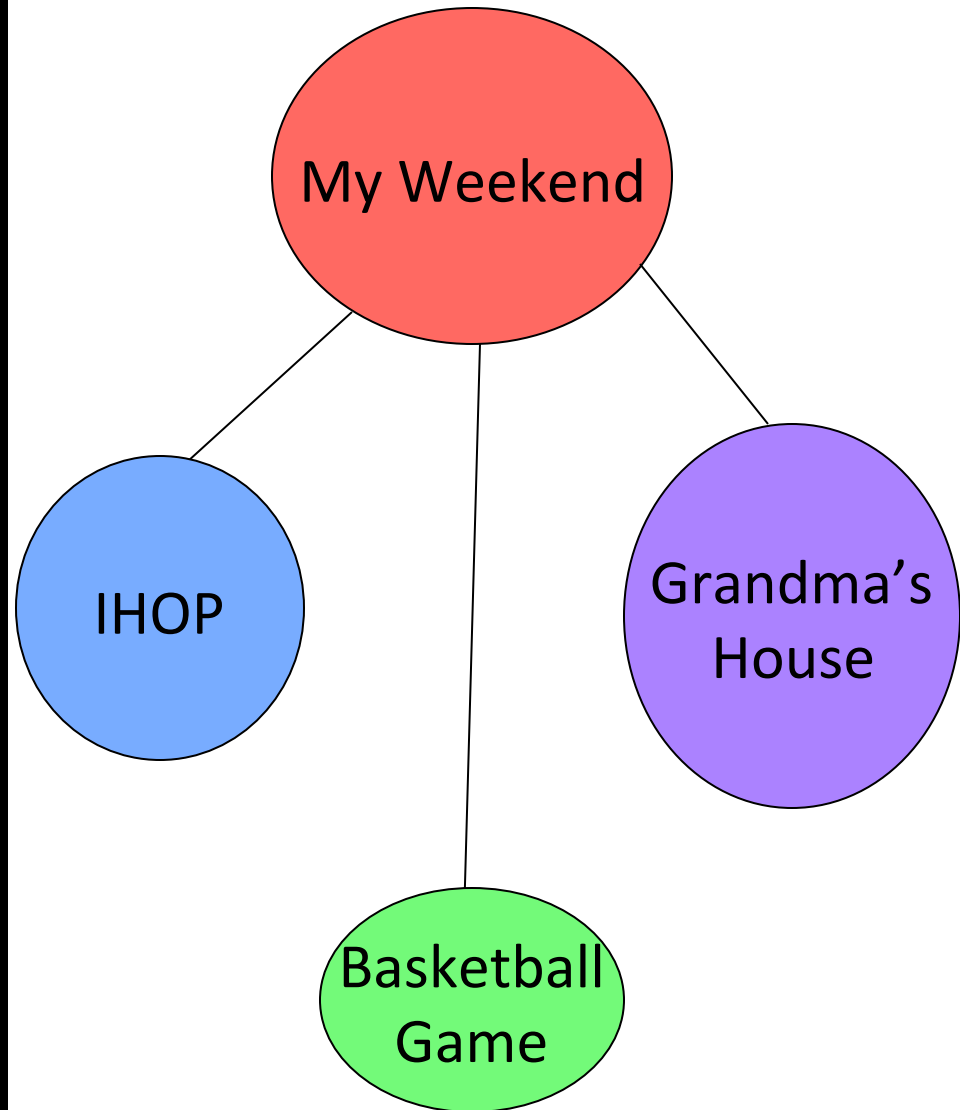
Musicals
Zoo animals
Ipad games
Soccer
Swimming
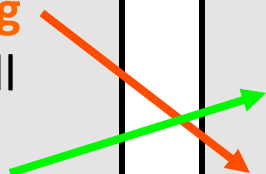
- Generate student's opinions and topics of interest

- Generate topics and opinions of staff or peers

- Compare information

- Use topic boxes to facilitate social communication

My Weekend

IHOP

Grandma's House

Basketball Game

Embedding Student Interests

Catch and Keep Friends

Keeping friends is like catching a Largemouth Bass. Both make people feel good. Fish and friends want to hang around people who use quiet and kind words. Loud angry words scare fish and friends away. It is never ok to say, "I hate you." or "I want to kill you." to people. Saying these words to a person is like putting a hook into their heart. Instead, I can say, "I feel angry!" and walk away to take a break. Catch and keep friends.

Apps – Social Story Creator

My Calming Sequence

1. Squeeze my hands

2. Three deep slow breaths

3. Close my eyes

4. Think happy thoughts

Adapted from Buron, K.D. 2006 When My Worries Get Too Big

First Grade Recovery Time Think Sheet

1. I feel:
- ☐ sad
- ☐ alone
- ☐ angry
- ☐ foolish
- ☐ embarassed
- ☐ silly

2. I chose to:
- ☐ be loud
- ☐ talk out of turn
- ☐ ignore direction
- ☐ sass
- ☐ argue

Expectations

3. I could have:
- ☐ been more respectful
- ☐ been more responsible
- ☐ kept our classroom more safe

4. Do I need to apologize?

☐ Yes   ☐ No

Reflect and Action Plan

Turn to your shoulder partner…

- 30 seconds each

- What is something new you heard today?

- How can you implement a new strategy in your classroom?

Resources

- https://www.autismspeaks.org/family-services/tool-kits/100-day-kit

- https://www.autismspeaks.org/family-services/tool-kits/100-day-kit-school-age

- Evidence Based Practices Matrix

- Forced Choice Reinforcement Menu

17th INTERNATIONAL CONFERENCE ON POSITIVE BEHAVIOR SUPPORT

The Expanding World of PBS:
SCIENCE, VALUES, AND VISION

CALL FOR PAPERS OPENS

JUNE 2019

Miami, FL
Hyatt Regency Miami
March 11-14, 2020

For more information, visit:
conference.apbs.org

APBS

Please Complete the Session Evaluation to Tell Us What You Thought of This Session

Three Ways to Complete Evaluation:

1) **Mobile App:** click on "session evaluation" under the session description.

2) **Online:** click on the link located next to the downloadable session materials posted at http://www.pbis.org/ presentations/chicago-forum-19

3) **QR Code:** Scan the code here (or in your program book) and chose your session from the dropdown Menu.