



## 8<sup>th</sup> International Conference on Positive Behavior Support

March 11, 2011

### Tips and Tweaks for Effective School Wide PBIS for Students with ASD

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Illinois Autism Training and Technical Assistance Project

## Presentation Changes

The presentation handouts were copied for the conference last week. Sometimes a presenter will change a presentation after the handouts are copied. The slides on handouts will not always exactly match the slides you see on the screen during this presentation. There will be new slides or small changes in slides. Some slides will not be addressed today. You can write down any new or different information. The updated presentation will be on the conference website after the conference or you may email the presenter and she will send it to you. The differences are minor and you will be ok. You can breathe deeply if you are feeling anxious.

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## Objectives



1. Participants will learn how their school implementation of School Wide Positive Behavior Interventions and Supports (PBIS) can be more effective for students with ASD
2. The session will offer specific examples of modifications of common strategies of PBIS that can increase effectiveness for students with ASD
3. Participants will be given the opportunity to explore and modify their school's school wide positive supports for improved efficacy for students with ASD

## Advanced Organizer



- ❖ A little background - Prevalence and characteristics of Autism Spectrum Disorder (ASD)
- ❖ Evidence-based practices: positive supports for students with ASD
- ❖ School Wide PBS examples and modifications for increased effectiveness with different populations

## Autism Spectrum Disorders Prevalence



1960's –'80's: estimated about 1 in 2,000 children with *autism*

## Centers for Disease Control Autism and Developmental Disabilities Monitoring Latest Prevalence Data December 2009

Approximately 1%  
of children (1 in 110)  
are affected by an ASD

## Why is ASD increasing?

- ✓ Different Diagnostic Criteria
- ✓ Increased Awareness
- ✓ True Increase

## Why is ASD increasing?

According to ADDM

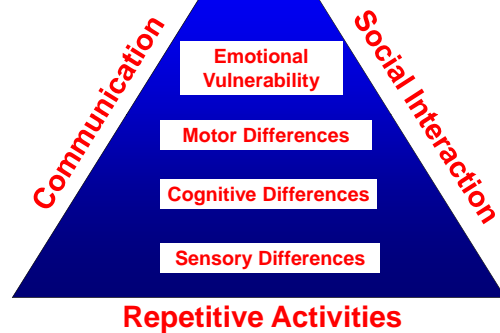
- ✓ No single explanation - multiple factors at play
- ✓ True increase in risk possible



*What we know for sure*

*More children with ASD are being identified and the impact on individuals, families, schools and communities is significant.*

## Autism 101 Characteristics Triad



## Core Characteristics

Can lead to:

- Desire for sameness – resistance to change
- Extreme reactions
- Misunderstanding
- Inability to respond or behave

Often a person with ASD experiences the world as chaotic, unpredictable and disadvantageous



- ⊙ produces high anxiety
- ⊙ not available to learn
- ⊙ not able to respond appropriately

## How do we provide positive supports for students with ASD?

What we know from PBIS

Everything goes better when students know what to expect and what to do

## Positive supports for students with ASD

- Visuals, structure and routines throughout the day and across all environments
- Communication supports are needed for ALL students with ASD
- Behavior is communication—what is the person communicating through their behavior?
- Sensory and emotional regulation supports

## Visual Instructions, Rules, and Schedules

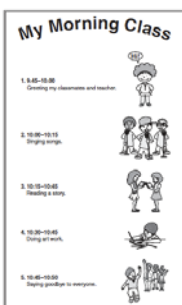
- Ensure that information you want the student to know is presented using at least one of the following methods, **according to the appropriate communication level/style** of the child:
  - Written words
  - Pictures
  - Photographs
  - Line drawings
  - Icons

**\* Avoid verbal instruction or prompts**



Henry (2005)

The Picture Communication Symbols ©1981–2009 by Mayer-Johnson LLC. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Mayer-Johnson LLC.



Chou, 2009



Henry (2005)

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## Structure and Supports

Caution - students with ASD are often very literal

Example



Quiet Mouth

Non-Example



Zip Your Lip



Put Trash in the Green Can



Good Citizens Pick Up

## Easy Ways to Provide Structure and Supports

- ✓Sequences    ✓Graphic organizers
- ✓Calendars    ✓Break assignments down
- ✓Schedule    ✓Examples of expectations
- ✓Class jobs    ✓Outlines; guided notes
- ✓Space        ✓Organized notebooks

## Communication

- A skill that must be taught and supported
- All students with an ASD needs communication supports

❖if the student does not have the means to communicate what he wants and needs at that moment, he WILL use Behavior

## Communication Supports

- \*Don't rely on just one method

- ✓ PECS, devices
- ✓ keyboarding, writing
- ✓ choice boards, word banks, sentence starter
- ✓ drawing

\*Even very verbal students need communication support

I need a \_\_\_\_\_

Reminder Card  
 Raise Hand  
 Talk when teacher responds  
 Use # 2 voice  
 Talk once then listen

## The Hidden Curriculum

### Rules for Class Discussion

1. Only positive comments
2. Make on-topic remarks
3. Focus on speaker
4. Quiet mouth when another is talking
5. Think about topic

## Reinforcement

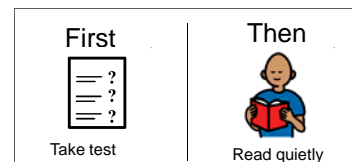
- What we know from PBIS

Reinforcement of desired behaviors increase the frequency of those behaviors

## Reinforcement for students with ASD

### ✓Contingent Activities

Can be as simple as First, Then



\*Caution: don't make access to supports contingent (visual cues, breaks, communication systems, headphones)

## Reinforcement

✓ Token Economy Systems can work for students with ASD

- Flexible and adaptable
- Can be carried across environments
- Can be effective if made very clear
- Visuals help

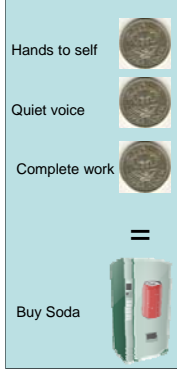
Hands to self

Quiet voice

Complete work

=

Buy Soda






## Reinforcement

✓ **Social Consequences**


Use only if student understands the social behavior being communicated and the reason why

Define carefully/  
check understanding






## \*\*Reinforcement\*\*

• What is reinforcement for the student with ASD?



Class Party

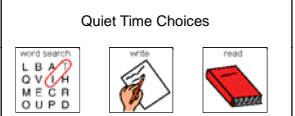


Computer Time

Q: Would you take a job that required you to hold your breath while working and paid you in bananas?

## Choices can help


✓ Small choices can make a big difference



- Make sure it is a choice
- Must be honored


## Another thing - Generalization cannot be assumed

Students with ASD often have trouble generalizing



PE


≠



GYM

New room = New activity  
Different font = Different word

## Generalization



✓ Planned Generalization Supports Program

Skills mastered must be systematically practiced and generalized

- ✓ in multiple environments
- ✓ with different people
- ✓ with a variety of materials/applications

## Sensory/Biological

- ✓Teach replacement behaviors
- ✓Teach and maintain sensory regulation

## Sensory/Biological

- ✓Sensory Diet and Breaks - depending on the sensory needs of the student

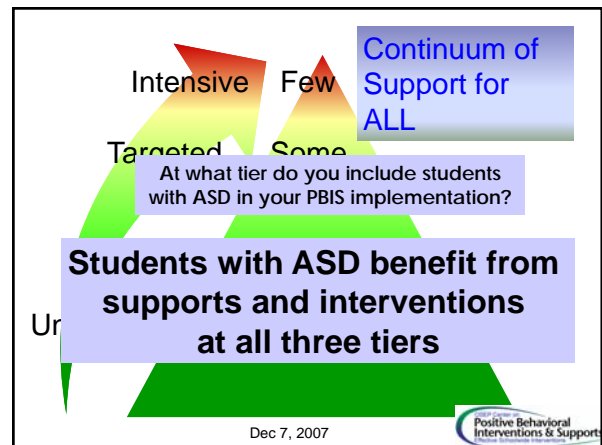
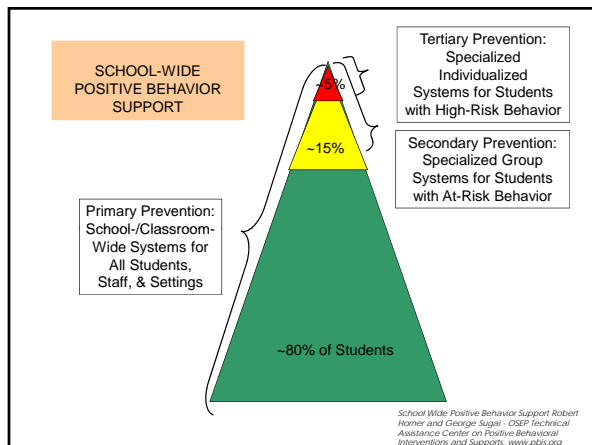
Movement

Tasks that require getting up

Sometimes chewing

Headphones with music

Quiet place to take a break



## Tier 1 – Universal

### Key Features

- Define - 3-5 school wide expectations
- Teach /Precorrect
- Model/Practice
- Acknowledge
- Reteach

Illinois PBIS Network Universal Manual – Version 3.0, 10/2010

## Tier 1 – Universal Preventions

- Teach & encourage positive SW expectations
- Effective instruction
- Proactive SW support and reinforcement
- Parent engagement

## Tier 1 Tips and Tweaks

- Must explicitly teach expectations with examples in all environments using visual supports and hidden curriculum
- Reinforce expected behaviors – may need to adjust reinforcement
- Connect cause and effect
- Include self-regulation supports

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.

## Sample Matrix - Arrival

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

### 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.

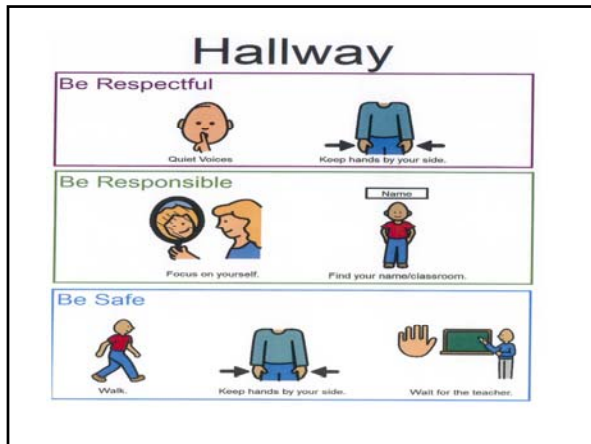
## Morning Checklist

Be Responsible Check	Activity
✓	Put away backpack
✓	Make lunch selection
	Turn in Homework
	Pick reward from menu
	Sit in assigned seat

## Respect Others - Use Polite Words

1. Teach The Hidden Curriculum
2. Reminder card or note
3. Review/have student review as part of arrival routine

Polite Words	Rude Words
Great job!	So what
Great idea	You're stupid
Nice job	That was dumb
Awesome	That Stinks
Yeah	Duh!




Respect Others – Hallways – Use a normal 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

- ### Cool Tools – Tips in teaching
- Make it visual
  - Make it literal
  - Increase the teaching, reminders and practice opportunities
  - Prompt visually, moving toward self-prompting
  - Individualize the reinforcement

- ### Activity 1: 5 min
- Identify and teach behavior expectations 
- What are three behavior expectations in your school?
  - Consider the expected behavior in one area (arrival, hallway, etc)
  - How can you tweak the expectation or teaching to make it more successful?

- ### Tier 2 – Secondary
- #### 10 Key Features
1. Linked to 3-5 school wide expectations
  2. Continuously available
  3. Implemented within 3 days
  4. Modified based on assessment or outcome data
  5. Includes structured prompts for “what to do” in specific situations
- Individual Student Systems Evaluation Tool Version 2.0  
Anderson, Lewis-Palmer, Todd, Sugai, Horner & Simpson

- ### Tier 2 – Secondary
- #### 10 Key Features
6. Results in student receiving positive feedback from staff
  7. Includes home-school communication at least weekly
  8. Orientation materials for student
  9. Orientation materials for staff/ subs/ volunteers who are implementing intervention
  10. Daily opportunities to practice new skills
- Individual Student Systems Evaluation Tool Version 2.0  
Anderson, Lewis-Palmer, Todd, Sugai, Horner & Simpson

## Tier 2 – Secondary Preventions

- Check In Check Out CICO
- Social Academic Instruction Groups SAIG
- Peer-based Support

## Tier 2 Tips and Tweaks

### Individualize CICO

- Pre-teach cues and rules
- “Chosen” mentor
- Individualize incentive and reinforcement
  - use special interests
  - weekly menu of rewards
  - add additional CI to increase chancing of “catching them good”

## Tier 2 Tips and Tweaks

### SAIG - Instructional Curriculum/Materials to Consider

- The Hidden Curriculum
- Social Thinking™
- Social Narratives including Social Stories™
- SOCCSS, SODA
- Social Autopsies
- Video modeling
- Self-regulation strategies

## Tier 2 Tips and Tweaks

### Peer-Based Support (can be academic or social)

- Must be taught about unique communication and routines
- Integrated Play Groups
- Use Peers as social and behavior “interpreters”
- Video-Modeling

Example Daily Homework Checklist			
name _____		date _____	
Today I am earning	___ Reading	___ Video time	___ Computer
I have checked in with Ms. Jones	<input type="checkbox"/> Time _____		
I filled out my agenda book for all my classes	<input type="checkbox"/> Lang Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science
I have my assignments for all my classes	<input type="checkbox"/> Lang Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science
I have all the textbooks I need for my homework	<input type="checkbox"/> Lang Arts	<input type="checkbox"/> Math	<input type="checkbox"/> Science
I have the supplies I need for my homework	<input type="checkbox"/> Notebook	<input type="checkbox"/> Calculator	<input type="checkbox"/> Book
I have checked out with Ms. Jones	<input type="checkbox"/> Time _____		
Possible Points _____	Need _____	Earned _____	

Example Daily Progress Report				
Name _____		Date _____		
I am earning points for <u>Friday Movie</u>				
Possible Points _____		Goal _____	Points Earned _____	
2- I did it! 1- I did it with Reminders!	Check In	Hallway	Lunch	Check Out
<b>Expectation</b>				
Be Respectful I Will Use Polite Words				
Be Responsible I Will Use my Calming Sequence				
Be Safe I Will Ask for Breaks				
Mentor Signature _____		Parent Signature _____		





## Communication is social too

### Social Thinking ™

Teaches the why behind the social behavior

Think with Your Eyes vs. Look at the Teacher

Guess what I am thinking

Perspective Taking

Michele Garcia Winner



Taylor and Her Fans  
by Cassie Jones



Taylor Swift loves being a star, but sometimes it is difficult for her to be nice to everyone. At the end of a long day in the studio or after a concert, she is often tired and it is difficult for her to be nice to her fans and friends. Taylor has learned that it is important to smile at people she meets and say nice things to everyone, even when she is tired. She has learned that if she can't say something nice, it is better to just smile and say nothing. She stops and thinks about comments she makes before she says anything.

Just like Taylor, it is important for young people to think before they talk. It makes Taylor proud when preteens and teenagers remember to do the following:

1. Think before you say anything. Say it in your head first before you say it out loud.
2. If you can't think of something nice to say, smile and don't say anything.
3. You do not have to say every thought that you think out loud.

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3. You do not have to say every thought that you think out loud.



## SODA

### Going to Lunch

- Stop – before entering the lunchroom
- Observe – what people are doing and saying
- Deliberate – about what I can do to demonstrate behavior expectations
- Act – Do what I decided during “D”

M. Bock

## SOCSSS

•Situation – identify the skill - discussed using wh questions (who, what, when, why) to put in context

•Options – for the situation

•Consequences – for each option

•Choices - options are evaluated and prioritized what is the best one to choose

•Strategies – plan what to do

•Simulation – practice chosen strategy for next time

J.B. Roosa

## Social Skill Autopsy

1. Have the youth explain what happened
2. Have the youth explain the “mistake” (identify what is wrong)
3. Assist the group to understand the actual social error made
4. Scenario – adult creates a brief social story that has the same basic solution as the incident (teach the correct behavior)
5. The youth practice the examples in group
5. Social homework – use the target skill in another setting and report back

Richard LaVoie

## Social Story™ Sample:

### Working At The Computer

I am in 10th grade.  
We have a computer in our room.  
Sometimes I get to watch other kids work on the computer.  
I like to watch kids working on the computer.  
Some kids ask me to work with them.  
Some kids like to work alone.  
I will try to let them work alone.  
I can work with them if they ask me to.

Carol Gray



## Integrated Play Groups



- Support student with ASD age 3+, within social activities incorporating typical peers (“expert players”)
- Use ‘engineered’ environments with consistent, predictable, and familiar play/social activities
- The “expert player” models and prompts the “novice player”
- Creates multiple opportunities for communication and interaction

Autisminstitute.com/ipgmodel Pamela Wolfberg

## Social Translator



- Pair the student with ASD with a “Social Expert”
- Observe areas and social situations that have caused misunderstandings or where non-desired behavior is occurring
- “Social Expert” student acts as “social translator” to translate the situation and discuss options for more positive reaction and behavior

## Visual and Video Modeling



- Examples of ‘visual models’ using real or TV/video examples of social situations
- Discuss and even ‘paused’ for discussion
- Video to teach and model appropriate interaction skills  
Examples and non-examples
- Most powerful when child sees self or peer
- \*\* Can be reviewed many times

## Activity 2: 5 min Secondary – CICO/SAIG/ Peer Support



- Identify a CICO procedure, SAI Group or peer support strategy in your school
- Describe the procedure or how a goal is taught in group
- What could you tweak for greater success?

## Tier 3 – Tertiary/Individualized

### Key Features

- Highly individualized
- Function-based assessments and plans
- Cross environments – multiple life domains
- Intense (frequent) meetings

### Tier 3 - Tertiary Individualized Preventions

- Function-based support – Comprehensive FBA/BIP
- Wraparound
- Intense structured procedures

### Tier 3 Tweaks and Tips

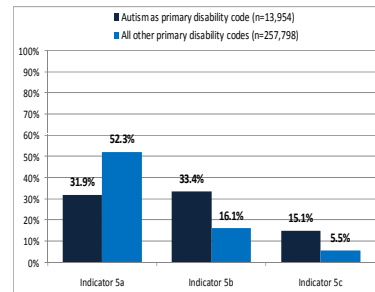
- Person Centered Planning – Address student and/or family goals first
- Often need to “go to them”
- May need to identify and bring in additional resources
- Generalization planning

### Activity 3: 5 min Tertiary Support



- Identify a tertiary plan in your school
- How are the goals determined?
- Does your intervention involve multiple domains and include a generalization plan?
- What one change could you make in this intervention to make it more effective for a student with ASD?

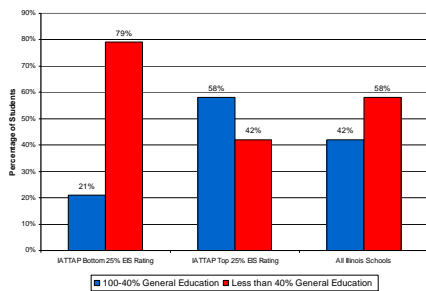
### Education Environment for Students with Autism in Illinois



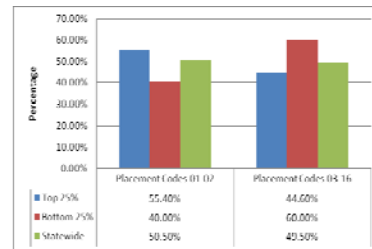
5a – general education classroom 80% or more  
 5b – special education class 60% or more  
 5c – separate placements

### FY2008 Comparison of High Implementing IATTAP Schools vs. Illinois Statewide Education Environment Placement for Children with Autism

FY08 Education Environment for Illinois Students with ASD

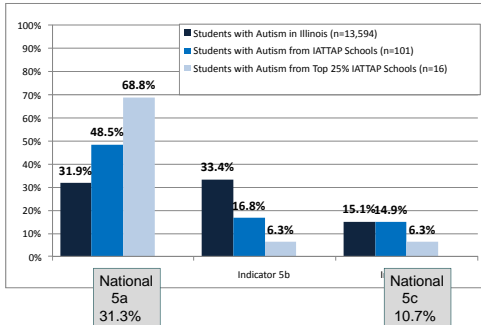


### FY2009 Comparison of High Implementing IATTAP Schools vs. Illinois Statewide Education Environment Placement for Children with Autism

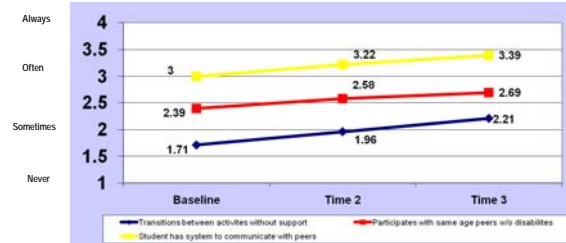


Placement Codes 01-02 = 100-40% in general education classrooms  
 Placements Codes 03-04 = less than 40% in general education and special education schools

## High Fidelity Schools and Inclusion of Children with Autism in Illinois in General Education

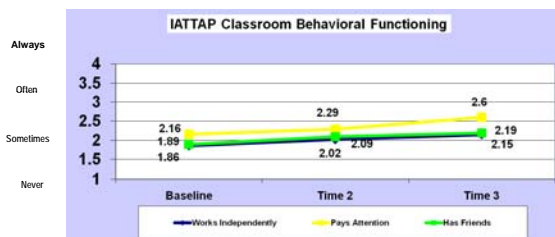


## FY 10 IATTAP Study Cohort Classroom Inclusion (N=47) Areas of Greatest Improvement



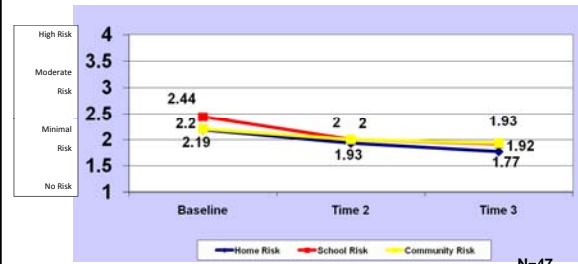
3/18/2011

## FY 10 IATTAP Study Cohort Classroom Behavior Functioning Areas of Greatest Improvement



3/18/2011

## FY 10 IATTAP Study Cohort Risk of Placement Home, School and Community



N=47

✓ Baseline

60% of students at some risk of placement loss  
43% of students at HIGH risk of placement loss

✓ Six months later

Only 25% at some risk of placement loss  
Only 3% remained at HIGH risk

## Take Home – Start with Universal

- Review your current universal Tier I
  - Look at how expectations are presented, taught, prompted and reinforced
  - Using information from this presentation, reinforce your current practices with focus on how they can be modified or reinforced for greater success with students with ASD.
- ❖ Added Benefit – You will find that LOTS of students will benefit, not just those with ASD



## Resources

Ideapartnership.org - Autism Spectrum Disorder Collection

<http://autismpdc.fpg.unc.edu/NationalProfessionalDevelopmentCenteronAutism>

www.SocialThinking.com - Michelle Garcia Winner

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

Buron, K.D., & Curtis, M (2003) When My Worries Get too Big!

Gray, C. (2000) The New Social Stories™ Book

Myles, B.S., Trautman, M.L., Schelvan, R. (2004) The Hidden Curriculum: Practical Solutions for Understanding Unstated Rules in Social Situations

Simpson, R. & Myles, B.S. (2003). *Asperger Syndrome. A Guide for Educators and Parents*. Austin, TX: Pro-Ed, Inc.

\*\*\*\*\*  
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