



Understanding and Addressing Challenging Behavior: Expect Success

**BONUS Webcast Learning Challenges Area:
Evidence Based and Promising Practices to
Support Building the Intervention Plan**



Assess Yourself



Directions:

Mark each practice/intervention using key below

- ✓ **Have it on my tool belt:** can implement with fidelity
- ★ **Know a little bit:** need to learn more to be able to use it
- ✗ **Haven't heard of it:** need to look this up



Informal Assessment: Learning Challenges and Uneven Skill Development

Learning Challenges and Uneven Skill Development

- Difficulties with executive function skills (organization, focus, attention)
- Frustration resulting from attempts to adapt to the instruction style
- Mismatch between instructional style and student learning style
- Cognitive challenges
- Challenges with pace of class
- Gaps in skills. May have high skill levels in some areas, yet few skills in other areas

- What are the cognitive challenges?
- Is the student missing key skills that are needed to learn the material being presented?
- How does the teacher's classroom approach/style match how this student learns?
- Does the student have the supports needed to be organized with work materials and to approach assignments/homework?
- What supports does the student need to be at optimal learning level?
- What accommodations are needed for successful learning?



LEARNING / TEACHING

Evidence Based and Promising Practices

- | | |
|----------------------|-----------------------------|
| • ABA | • Pivotal Response Training |
| • Task analysis | • Marzano's Nine |
| • Chaining | • Cooperative Learning |
| • DTT | • Rules |
| • Errorless Learning | • Priming |
| • Shaping | • Self-monitoring |
| • Prompting | • Visual Supports |
| • Generalization | |



Applied Behavior Analysis

A discipline devoted to understanding and improving human behavior.
James Ball EdD

- **Applied:** Focused on the implementation of basic principles of ABA that impact socially significant behaviors.
- **Behavior:** Focused on the behavior as the target of change.
- **Analysis:** Seeks to identify the functional relationship between the behavior and stimuli. Data driven.

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Task Analysis

- Teaching of skills that have several steps
- Need to be performed in a certain order
- Steps:
 - Identify the skill
 - Break the skill into parts
 - Try the TA yourself to be sure parts are all present
 - Teach the parts and chain together
 - Progress monitor

 AUTISM INTERNET MODULES
Linking research to real life.

MODULE NAVIGATOR > TASK ANALYSIS

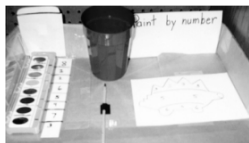
Why Use Task Analysis?

<http://www.autisminternetmodules.org/>

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Chaining

- Task is analyzed into parts
- Backward: Last part of chain is taught first
- Forward: First step is taught first until mastery
- Total Task: Training assistance provided for steps not mastered



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Discrete Trial Training (DTT)

- Break behavior down into small steps
- Each step has a clear beginning, middle, and end
- Trials are repeated several times
- Child rewarded for correct answers/actions
- Can be done 1:1, in classrooms, in homes

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MODULE NAVIGATOR > DISCRETE TRIAL TRAINING

What is DTT?

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Errorless Learning



- Teaching tasks correctly upfront by modeling/direct instruction
- Does not allow student to get into incorrect patterns of behaving
- Uses corrective feedback

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Shaping



- Reinforcing successive approximation toward the desired goal
- Expectations for success and reinforcement are gradually increased
- Examples: making bed, handwriting, communication



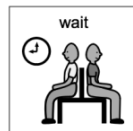
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Prompting



- Types: gestural; verbal; visual; model; physical
- Use prompting to teach a new skill
- Fade as quickly as possible
- Keep data on prompting



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Why Use Prompting?

<http://www.autisminternetmodules.org/>

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Generalization



- Teach Sufficient Examples
- Training in Multiple Settings with Multiple People
- Use Intermittent Reinforcer



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Pivotal Response Training (PRT)



- Intervention based on ABA principles
- Four Skills:
 - Motivation to respond to environmental and social cues
 - Responding to multiple cues
 - Management of own behavior
 - Self-initiation of behavior in context
- Uses a variety of materials, across several environments, and with different people



MODULE NAVIGATOR > PIVOTAL RESPONSE TRAINING (PRT)

What is PRT?

<http://www.autisminternetmodules.org/>

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Marzano's Nine Teaching Strategies



1. Identifying Similarities and Differences
2. Summarizing and Note Taking
3. Reinforcing Effort and Providing Recognition
4. Homework and Concept Practice
5. Nonlinguistic Representations
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and Testing Hypothesis
9. Cues, Questions and Advanced Organizers

<http://www.marzanoresearch.com/site/>

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Co-operative Learning



- Small groups of students with mixed abilities work together towards shared goals
- Includes specific tasks assigned by teacher
- Students can be assigned a role (facilitator, time keeper, recorder, presenter)
- Examples:
 - Round Robin: take turns responding in a team
 - Rally Coach: Partners take turns, one solving a problem with the other coaches
 - Quiz-Quiz Trade: teacher or students create question cards; quiz in partner teams and then rotate

Magnesio & Davis

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Rules & Routines



- School-wide and classroom rules need to be taught, not just posted
- List of 3 - 5 rules accompanied by pictures
- Class routines need to be taught at the beginning of the year/semester: raising hand; restroom pass; handing in work; homework
- Questions for teachers to ask themselves about class routines:
 - * What social skills goals do I have for the individual students in my class? What are my expectations for the students?
 - * What do I typically do with/for the students? Could another student to this "job"?
 - * Can I ensure that support will be available so that all students can be successful in carrying out each task/activity?

Bovey & Strain; Otten & Tuttle

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Priming

Immediately prior to using a skill that can be challenging, the individual is verbally or visually reminded what to do

- Short and concise session
- Meant to familiarize, not to teach
- Can happen at home, at school, within student's routine
- Based on individual's need for time frame and repetition
- Supports difficulty with new tasks, social initiation, transitions, and need for exploration before engagement



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Self-Monitoring

- Teach students how to track their own behaviors
- Develop system for tracking and teach to the student
- Remember to reinforce progress

I Will Remember To:

- Put my hand up
- Work quietly
- Remain seated

Daily Goal Report:

Date: _____ Name: _____

Goal	Target	Actual
Put my hand up		
Work quietly		
Remain seated		

Teacher's Name: _____

SELF-MONITORING CHART

Student Name: _____ Date: _____

Select a target behavioral (e.g., talking without permission). Determine the duration of each self-monitoring session and the number of sessions to be monitored daily. Ask the student to circle a number for each occurrence of the target behavior. After a baseline is established, set up only goals for the student. Provide reinforcement for improvement.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Target Behavior:					
SESSION 1	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10
SESSION 2	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10

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Visual Supports

A visual support is:

- A picture, graphic representation, or word
- Used to prompt an individual regarding a rule, routine, task, or social response
- An accommodation to support individuals
- In less structured situations
- Assist them as they access curriculum
- Scripts for social situations.

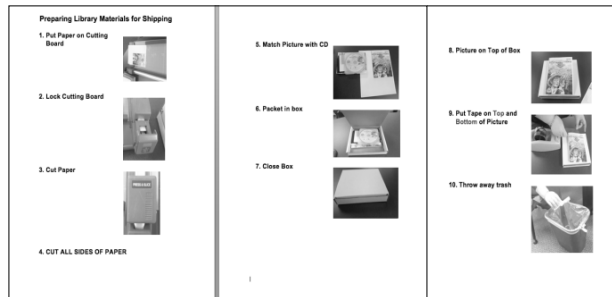
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Examples of Learning / Teaching Supports



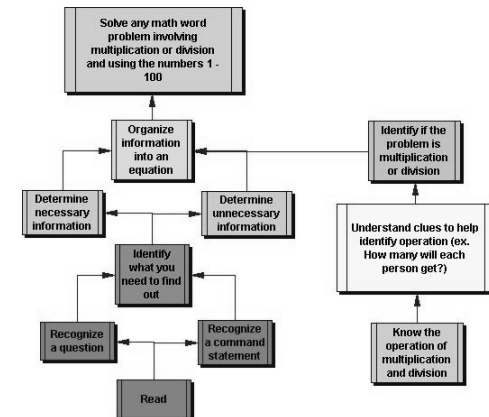
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Task Analysis Visual



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Task Analysis



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Alternative Ways to Show Work



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Symbol Supported Text

- [PictureIt](#)
 - [PixWriter](#)
 - [Clicker5](#)
 - [Boardmaker](#)
 - [Writing with Symbols](#)
 - [News-2-You](#)
 - [Symbol World](#)
 - [Slater Software Website](#)
- (free symbol search)



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Enhanced Reading Services

Browser Extensions:

- Clearly/Evernote
- Instapaper
- Readability
- Mercury Reader/Chrome

Features:

- Removes ads, pictures
- Can highlight
- Can change font type, size, color



Dictation Programs

- Windows Dictation for All Programs
 - <http://windows.microsoft.com/en-us/windows-vista/turn-on-dictation-for-all-programs>
- Dragon Naturally Speaking
 - www.nuance.com/dragon/index.htm
- WordQ+SpeakQ
 - <http://www.goqsoftware.com/store.php>



Organization Tools to Support Executive Function

- Checklists
- Calendars/planners
- Timers
- Sticky Notes
- Highlighters
- Study Guides
- Note Taking Guides
- Rubrics
- Graphic Organizers
- Color Coding
- Container Systems
- Digital File Organization Tool



Decision-Making Diagram

Name: _____ Date: _____

Problem: _____

Alternative 1:		Alternative 2:		Alternative 3:	
Pros:	Cons:	Pros:	Cons:	Pros:	Cons:

Solution: _____

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Folders

- | | |
|---------------------------|-----------------------|
| ✓ Learning/studying | ✓ Teaching/curriculum |
| ✓ Time/project management | ✓ Workplace |
| ✓ Reading/research | ✓ Math/bibliographies |
| ✓ Writing | ✓ Exercises/games |
| ✓ Memorizing/testing | ✓ Author pages |

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Using Photos: BYOD or Take Yourself and Post

- Assignment written on board
- Notes or diagrams on the board
- How desk should be organized
- Schedule
- What materials are needed for each class
- How locker can be organized

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Organizing Digital Files

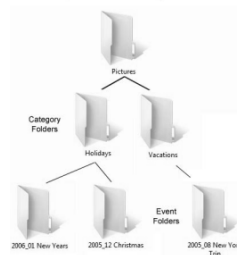
- Evernote
- Googledocs
- Folder system on your computer



Google

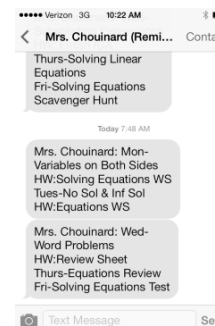


Example Picture Folder Organization



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Remind 101 – Text Reminders



<https://www.remind101.com>

<http://ohdontforget.com>

<http://www.textmemos.com>

<http://spectrasoft.com/appointment-software/reminders/text>

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Reflection Time

Take a few of minutes to consider:

- Which of these strategies have you used successfully?
- Which of these would you like to explore?
- Which might be applicable to your individual and his/her target behavior?

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