



Understanding and Addressing Challenging Behavior: Expect Success

**BONUS Webcasts Interests Motivations:
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: Difficult to Motivate

Difficult to Motivate

- Does not see relevance of what s/he is learning
- Does not value learning and new knowledge
- Is not motivated by typical reinforcements
- Hyper-focused on areas of interests to the exclusion of other areas
- Lacks awareness of the importance of having a broad range of skills or knowledge

- Does the student understand why the content being taught is important?
Is there a connection to his/her knowledge?
- Does the student value learning?
If not, what does the s/he value?
- What reinforcement has meaning for this student?
- When does the student need additional reinforcement?
- Does the student have special interests that could be used as reinforcement within work or as positive reinforcement following work?



SPECIAL INTERESTS / MOTIVATIONS

Evidence Based and Promising Practices

- Reinforcement
- Power Cards
- Person Centered Planning
- Review All Learning/Teaching practices
- Review All Social Competence practices



Positive Reinforcement



School, home, and work activities need to be intrinsically motivating. This comes from the activities having VALUE to the individual and from an EXPECTATION OF SUCCESS from the adults.

School staff, parents, and employers need to embed motivating experiences. Can't just be "because you need to know this" or "you're getting a paycheck".

- In *context* of the situation
- Has *meaning* to the person
- *Purposeful* work
- *Choice* for the person
- Needed across the *lifespan*

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Reinforcement



AUTISM INTERNET MODULES
Linking research to real life.

MODULE NAVIGATOR > REINFORCEMENT

What is Reinforcement?

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

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Power Cards



- Targets specific behaviors
- Student's special interest
- Entertaining
- Easy to develop
- Teaches cause and effect
- Specific behavior and consequence



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Power Card Example


Will Smith wants you to remember:

- Stay calm when you or someone else makes a mistake.
- Ask for help when you make a mistake.
- Everyone makes mistakes!




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Power Card Example



weather.com



Interest: Mike really enjoys the Weather Channel.

Desired Skill: Dress in clean shirts for work

Power Story: Jim Cantore has a wonderful job working for the weather channel. It is his "dream job." He can read and talk about weather all day long. AND...Jim also must also dress in clean neat clothes as part of the job requirements. He feels good about how he looks and others are happy to have him at the Weather Channel. Like Jim, it is important to remember to dress in clean clothes to go to work.

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Person Centered Planning

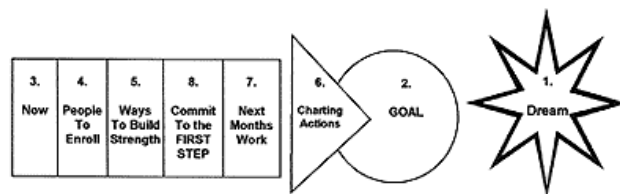
Individualized approach that helps the person with a developmental disability discover what he or she really wants.

Focuses on:

- Providing opportunities
- Self-actualization
- Personal freedom
- Meaningful interdependence
- Community involvement

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Person Centered Planning: PATH (Planning Alternative Tomorrows of Hope)



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Person Centered Planning: Backwards Planning

EMPLOYMENT FIRST

Backwards Planning Template This Plan is for:

Birthdate:	Time Span of this plan: From _____ To _____	Graduation Year	Team Coordinator
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Adult Employment Outcome or Goal <small>As an adult, I plan to:</small>	Adult Education / Training Outcome or Goal <small>As an adult, I plan to:</small>	Adult Independent / Community Living Outcome or Goal <small>As an adult, I plan to:</small>
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Current Assessment Related to Milestone	Steps to Reach Milestone	Steps to Reach Milestone	Steps to Reach Milestone	Steps to Reach Milestone	Steps to Reach Milestone	Milestone To Be Achieved By:
Date:	Target Year _____	Target Year _____	Target Year _____	Target Year _____	Target Year _____	

VIDEO http://www.ohioemploymentfirst.org/view.php?nav_id=73

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Using Special Interests in Play

Using a child's special interest can improve motivation and add reinforcement.

- If a child likes Star Wars, use various activities to teach different play skills
- Star Wars Legos can be used to teach building, fine motor, and pretend skills
- Star Wars costumes can be used to teach pretend play or play with peers
- Star Wars figurines can be used to teach figurine pretend play and imagination
- Star Wars puzzles, games, art projects and books can be used to teach sharing, turn taking, winning/losing, peer play

(Smith, 2001)



Using Special Interests in School

Person is interested in gardening and flowers:

- ELA: stories and writing about gardens, flowers, trees such as A Tree Grows in Brooklyn or The Secret Garden
- Math: problems about growing seasons, age of trees by counting rings, how to plant by heights, graphing growth
- Science: water cycle, plant parts, how things grow, actually plant seeds and track growth
- Social Studies: community gardens, beautification projects, speakers from garden club, how native plants/growing seasons have affected what people eat
- Vocational/Transition: attend local garden club, volunteer at a community garden, intern at a greenhouse, work at a flower shop



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?

