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

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

- 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 NPDC and NSP Practices

<table>
<thead>
<tr>
<th>Evidence-Based Practices Identified by the National Professional Development Center (NPDC) on ASD</th>
<th>Established Treatments Identified by the National Standards Project (NSP)</th>
<th>Comprehensive Behavioral Treatment for Young Children</th>
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<tbody>
<tr>
<td>Antecedent-based Intervention</td>
<td>Behavioral Interventions</td>
<td>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.</td>
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<tr>
<td>Differential Reinforcement</td>
<td>Cognitive Behavioral Interventions</td>
<td>The NPDC on ASD did not review comprehensive treatment models.</td>
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<td>Discrete Trial Training</td>
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<td>Social Narratives</td>
<td>Comprehensive Behavioral Treatment for Young Children</td>
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Emerging Interventions

- Structured Teaching
- Picture Exchange Communication System – PECS (has empirical evidence)
- Social Communication Intervention
- Exercise

Unestablished Interventions

- Social Thinking Intervention

“...any interventions for which studies were published exclusively in non-peer-reviewed journals would be unestablished interventions”

Characteristics & Research

Evidence Based Practice

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

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

**Self-management**

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:

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<tr>
<th>Lesson</th>
<th>Time to Complete</th>
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<tr>
<td>A Case for SM</td>
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<td>Lesson 1: Basics of SM</td>
<td>20 minutes</td>
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<td>Lesson 2: Planning for SM</td>
<td>25 minutes</td>
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<td>Lesson 3: Using SM</td>
<td>25 minutes</td>
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<tr>
<td>Lesson 4: Monitoring SM</td>
<td>25 minutes</td>
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# ASD EBP Matrix

<table>
<thead>
<tr>
<th>Intervention</th>
<th>When to use</th>
<th>Description</th>
<th>Age Range</th>
<th>Outcome Areas</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Antecedent-Based Interventions (ABI)</td>
<td>Reduce interfering, repetitive, self-stimulatory or self-injurious behaviors; increase on task behaviors and engagement</td>
<td>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).</td>
<td>Toddlers (0-2) to Young Adults (19-22)</td>
<td>Social Communication Behavior Play School-readiness Academic Motor Adaptive</td>
<td><a href="http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/ABI-complete-2010.pdf">http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/imce/documents/ABI-complete-2010.pdf</a> 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</td>
</tr>
<tr>
<td>2. Cognitive Behavioral Intervention (CBI)</td>
<td>CBI can be used effectively to address social, communication, behavior, cognitive</td>
<td>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. CBI is meant to be used with learners.</td>
<td>Elementary (5-11) to High School (15-18)</td>
<td>Social Communication Behavior Cognitive Adaptive Motor Mental Health</td>
<td>NPDC 2014 Report Cognitive Behavior Intervention Fact Sheet p. 52 NSP Phase 1 identified as emerging</td>
</tr>
</tbody>
</table>
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
### SUMMARY of CLASSROOM OBSERVATION

(Handler & Pumain, 2000)

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<thead>
<tr>
<th>Classroom Teacher:</th>
<th>Target Student:</th>
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<th>Date:</th>
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<th>Subject Area:</th>
<th>Observer:</th>
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<tr>
<th>Instructional Format:</th>
<th>Reliability:</th>
<th>Staff : Student ratio:</th>
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<td>Large Group or Class</td>
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<td>Small Group</td>
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<td>Independent Seatwork</td>
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<td>Small Group / Independent Seatwork</td>
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<th># of Intervals</th>
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<td>Observed</td>
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<th>Total # of</th>
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<th>Instruction Activities (“Instruction”)</th>
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<th>Monitoring</th>
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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

80% Instruction

4 to 1 Acknowledgement to Behavior Correction

80% On task

Percent Intervals

Instruction  Praising  Behavior Correction  Active Supervision  On task  Off Task
Classroom Observation

2 to 5
Acknowledgement
to Behavior Correction

Instruction
Acknowledgement
Behavior Correction
Active Supervision
On Task
Off Task
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

*Autism Speaks 2012*
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

Hallway

Be Respectful
- Quiet Voices
- Keep hands by your side.

Be Responsible
- Focus on yourself.
- Find your name/classroom.

Be Safe
- Walk.
- Keep hands by your side.
- Wait for the teacher.
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

<table>
<thead>
<tr>
<th>Expectation</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior</strong></td>
<td>Be on time</td>
<td>Obey Supervisors</td>
<td>Watch for cars</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>Put your coat away</td>
<td>Keep hands and feet to self</td>
<td>Use cross walks and sidewalks</td>
</tr>
<tr>
<td><strong>Behavior</strong></td>
<td>Have your supplies</td>
<td>Enter class quietly</td>
<td>Walk at all times</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk to Locker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open Locker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hang up Coat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put away Backpack</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walk to classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sit in assigned seat</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

My Morning Routine

Room 133
<table>
<thead>
<tr>
<th>Sample Matrix</th>
<th>SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Settings</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Be Responsible</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>Use quiet voices</td>
<td>Complete all assigned tasks</td>
</tr>
<tr>
<td>Raise your hand and wait to speak</td>
<td>Come to class on time</td>
</tr>
<tr>
<td>Listen to instructions and directions</td>
<td>Be prepared: have all materials</td>
</tr>
<tr>
<td>Be Respectful</td>
<td>Be Responsible</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
<tr>
<td>Use quiet voices</td>
<td>Complete all assigned tasks</td>
</tr>
<tr>
<td>Raise your hand and wait to speak</td>
<td>Come to class on time</td>
</tr>
<tr>
<td>Listen to instructions and directions</td>
<td>Be prepared: have all materials</td>
</tr>
</tbody>
</table>
# Classroom Expectations Matrix Reminder Card

**3x5 card for wallet or notebook**

**Expectations on handheld – productivity apps**

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

<table>
<thead>
<tr>
<th>I AM HIGH</th>
<th>The behaviors I exhibit when I feel this way</th>
<th>What I need to do-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I grab others</td>
<td>Sit and breath—deep breaths</td>
</tr>
<tr>
<td></td>
<td>I hit and bite</td>
<td>I need to be in a safe place</td>
</tr>
<tr>
<td></td>
<td>I yell loud</td>
<td>go to the beanbag and stay there!</td>
</tr>
<tr>
<td></td>
<td>I cry loudly</td>
<td>Get to yellow</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I AM LOW</th>
<th>The behaviors I exhibit when I feel this way</th>
<th>What I need to do-</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I look tense, my shoulders and body are tense</td>
<td>Take a sensory break</td>
</tr>
<tr>
<td></td>
<td>I bite my tongue</td>
<td>Ask for help</td>
</tr>
<tr>
<td></td>
<td>I click my neck and fingers</td>
<td>I need someone to write and explain what’s going on!</td>
</tr>
<tr>
<td></td>
<td>I look red and sad</td>
<td>I need to take DEEP breaths</td>
</tr>
<tr>
<td></td>
<td>I need everything to be in its place</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I AM CALM</th>
<th>The behaviors I exhibit when I feel this way</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can sit and focus</td>
<td>I can earn my points and get preferred breaks</td>
</tr>
<tr>
<td></td>
<td>I can follow my schedule</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I can answer with my voice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I do respond to others and I look relaxed!</td>
<td></td>
</tr>
</tbody>
</table>
Stress Thermometer

Stress Signals

10

Relaxation Techniques

1

5
Respect Others – Hallways – Use a quiet voice

### Incredible 5-Point Scale

<table>
<thead>
<tr>
<th>rating</th>
<th>description</th>
<th>setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Screaming</td>
<td>Emergency only</td>
</tr>
<tr>
<td>4</td>
<td>Outside Voice</td>
<td>Ball game</td>
</tr>
<tr>
<td>3</td>
<td>Talking voice</td>
<td>Classroom</td>
</tr>
<tr>
<td>2</td>
<td>Soft voice</td>
<td>Library</td>
</tr>
<tr>
<td>1</td>
<td>No talking</td>
<td>When someone is talking to me</td>
</tr>
</tbody>
</table>

• 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

Musicals
Zoo animals
Ipad games
Soccer
Swimming

Nathan

Sam

Swimming
Basketball
Dogs
Ipad games

TOPIC BOXES

MIND MAPPING
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

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
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.