

# Strategies that are a Slam Dunk!

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## Rules

- Sit, Stand, Pace in back of room
- No Sleeping 
- Quiet Mouth 
- Raise Hand for Question 
- May excuse yourself if needed

Free Template from  
[www.brainybetty.com](http://www.brainybetty.com)

# Change is OK!!

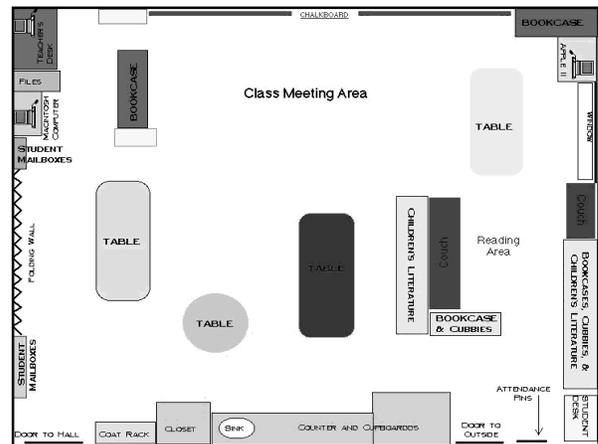


Expert Village- Red Light Relaxation

1. Inhale 
2. Exhale 
3. Relax
4. Shrug Shoulders 
5. Relax
6. Head Lean 
7. Relax

- Sometimes, the PowerPoint and handout are different.
- Some slides have been changed.
- When the PowerPoint and handout are different, I get nervous.
- It is OK.
- I will try to stay calm.
- The presenter organized the training and PowerPoint slides.
- The presenter had to turn in the information before the training.
- The presenter felt that it was important to share additional information.
- That is why there might be a change in the PowerPoint and handout.
- It is OK.
- If I need help or have a question, I can raise my hand and the presenter will try to answer my question.

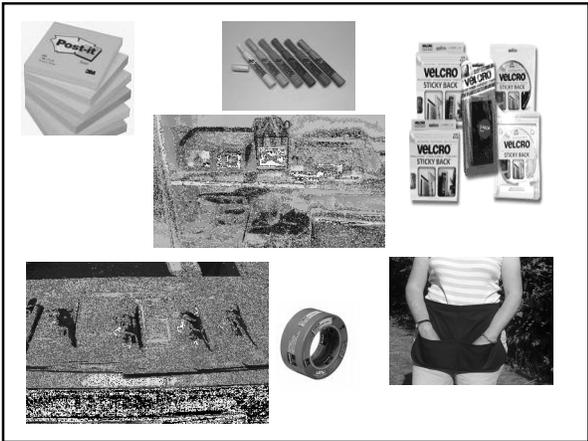
# Getting Set for the Season



- Sketch out before moving furniture
- Areas for instruction
  - Small Group Instruction
  - Whole Group Instruction
  - 1 to 1 Instruction
  - Sensory
  - Safe place/Quiet Area



## Tools to Get You Started



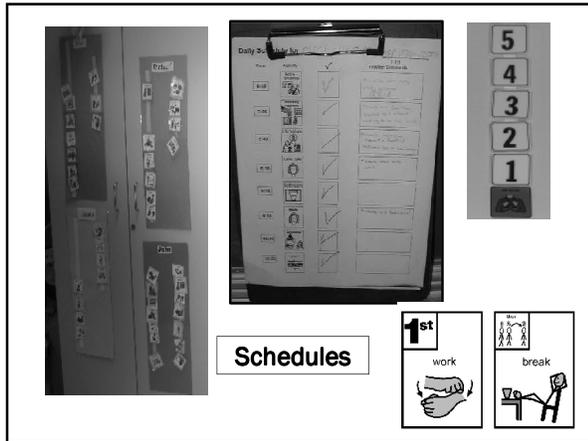
*GaDOE does not endorse any specific product specified in this current presentation*

<http://www.online-stopwatch.com/>

- ## 10 minute test
- Good test whether an environment is structured for success
  - If the observer is unclear of the expectations the students are too!



- ## Schedules
- Alert changes in routine
  - Redirects the learner back to an activity
  - Acts as a receptive communication tool
  - Lessen anxiety level of child



## Student's with Autism

The child has an inherent developmental disorder which causes him or her to behave and respond in a different way. It will not work to treat them just the same as other students...school staff must carefully individualize their approach.

Stephen Bauer, M.D. 1996

## Behavior Management



Vs.

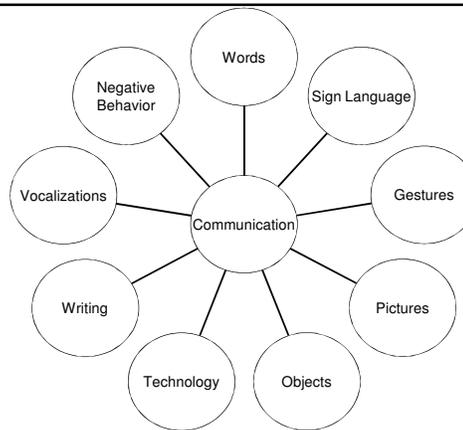


## Behavior Modification

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## Belief System

- When a student doesn't know how to drive.....  
we teach them.
- When a child doesn't know how to wash their hands.....  
we teach them.
- When a person doesn't know how to read.....  
we teach them.
- But when a child doesn't know how to behave.....  
we punish them. ☹



## Reinforcement

- Primary - food, water, shelter, safety
- Primary reinforcers satisfy your biological needs which is crucial for survival. Things which are naturally reinforcing

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## Reinforcement

- Secondary – money, praise, tokens....
- Secondary reinforcers are item which we have learnt to associate with satisfying our biological needs.



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## Reinforcers vs. Preferred Items

The Truth is in the Effect!



VS



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## You and Reinforcement

You need to pair yourself with reinforcers at the start of the school year!

Students need to see you as a reinforcer!!!



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## Controlling Reinforcers

- Keep Reinforcing material near you
- Only give small amounts
- Do not allow free access to reinforcers



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## Daily Science (Jun. 26, 2007)

- Analysis of 55 published research studies on teaching social skills to children with autism.
- Social skills training were poor overall, but programs held in general classroom settings were more likely to result in positive changes than programs held in other environments.

- Utilize social skills curriculums
- Teach social skills in specific settings
- Practice social skills in a generalized setting.  
(UTP= Up To Professionals)

- Teach general education students about autism
- Develop tolerance and acceptance
- Students with autism will then be able to practice social skills in all settings.  
(TDP= Totally Developed Peers)

## UTP= Up To Professionals

- U= There is no "cookie cutter" approach to including children with ASD, but rather conceptual understanding or skill deficits and on-going evaluation of each child's program.
- T= Most effective training programs use some combination of modeling, coaching, and reinforcement procedures.
- P= Change and generalization occurs over years, not months...need to follow children over time.

## Ways to Teach

- Direct Instruction
- Use Visuals
- Social Scripts
- Comic Strip
- Peer Modeling
- Video Modeling
- Power Cards
- Lunch Bunch
- Star Program
- Peer Buddies

## Teaching Social Skills

- To promote social situations between children with disabilities and typical peers
- Short activities- 10 to 15 minutes in length
- Structured activity- groups assigned prior to lesson
- Any activity that will promote interaction between peers
  - Jump rope, Play catch, Duck Duck Goose, Toss bean bags, I Spy

## Coaches' Responsibility

- All environments **should** have routines, predictability, and order
- provide high levels of structure for the interactions or children with autism or they will not be engaged
  - take an active role in initiating and structuring interactions

## TDP= Totally Developed Peers

- Training within the classroom
  - General information about the disability
  - Specific information about an individual student
  - Highlight similarities b/t student and peers
  - Highlight "why" some behavior occurs

## TDP= Totally Developed Peers

- Crumpled Doll
- Marble Jar
- S= Stand by student
- T= Talk to student
- A= Assist if needed
- R= Reward and praise



## LUNCH BUNCH/CLUB



- Choose a general education class/teacher
- Meet with the teacher to plan for the year
- Structured environment
- Opportunities for inclusion
- Less overwhelming as compared to recess

## Areas of Concerns

- Increasing communication and social interactions
- Decreasing inappropriate behavior to self and others
- Teaching new skills

- Using the overall class schedule, create a chart and label each column with the adults within your classroom including therapists during their scheduled times.
- Assign each adult to a student or group of students for each segment. This should change often giving the students an opportunity to generalize skills with all adults within the classroom.

Overall Classroom Schedule	Teacher	Paraprofessional	Support Personnel
Snack	Assisting students 1:1 with eating disorders	Assisting students 1:1 with behavior consequences systems and social skills	
Get ready for class	Teacher is assisting students 1:1 with social skills	OT Lead Staff	OT is assisting students 1:1 with handwriting
Classroom Time	Assisting students 1:1 in organized	Assisting students 1:1 in organized	
Work & learn 1	Assisting students 1:1 in organized	Working on social skills/communication with students 1:1	Student 1:1 in general education for class

## Staff's Responsibility....

- Create opportunities throughout the day for social and communication practice
- Model appropriate social/play skills and fade away (*Shadow*)
- Teach new skills
- Data

## Rules

- 3 to 5 explicit expectations
  - Respect others, Participate
- Not just a poster in the room
- Teach
- Define the rule when seen with others
- Model
  - Staff and Peers

Free Template from [www.brainybetty.com](http://www.brainybetty.com)

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- First, Then language
- Statements vs. Questions
  - 5 feet or less
  - Get student's attention
  - Wait time- 5 to 10 seconds
  - Build in variability
- Label right not wrong

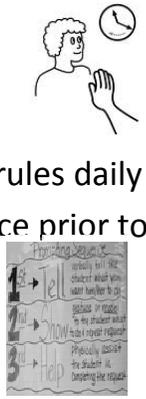


- Short, clear and concise directions
- If you don't care if they follow the direction then give the student a choice
- Watch your use of non-literal language



- Be concrete and specific
- Use positive instructions
- Split instructions into separate parts
- Save reasoning for later
- Back up your language with pictures
- Spell out the rules

- Reduce teacher talk
- Follow through on all directions given
- Review and teach the rules daily
- Provide advanced notice prior to changing activities
- Use visuals



### Response of Staff

- Response of staff to student's appropriate behavior
- Response of staff to student's inappropriate behavior

### Behavior Chains

- B+ ➡ R+
- Positive Behavior leads to Reinforcement
- For example, child points or vocalizes about a toy
- Mommy give toy to child



### Why this works?

- B+ ➡ R+
- The individual has an ability and an understanding
  - Initiate correct behavior get reward
- Children with autism have difficulty with their
  - Ability to communicate
  - Processing of the situation
  - Initiating



## Behavior Chains

- B- ➔ R+
- Negative Behavior leads to Reinforcement
- For example, child screams in class and gets to go for a walk.
- The child learns the pattern.



## Behavior Chains

- B- ➔ P ➔ B+ ➔ R+
- Negative Behavior leads to Prompt by staff / family
- Positive Behavior leads to Reinforcement

## Behavior Chains

- B- ➔ P ➔ B+ ➔ R+
- For example, child hits mom
- Mom prompts child to use his words, say, "I want \_\_\_\_\_."
- Child says, "I want \_\_\_\_\_."
- Child gets reinforcement
- The child learns the pattern.

## Behavior Chains

- B- ➔ P ➔ B+ ➔ R+
- For example, child grabs self
- Staff asks child, "Do you need to go to the potty?"
- Child echoes, "Potty."
- Child is taken to the bathroom.
- The child learns the pattern.

- Chains of inappropriate behavior
  - Wrong to right (wait 20 seconds)
- Focus on the appropriate behavior
- Do not comment about the inappropriate behavior
- Reinforcement- 4 positive to 1 negative
- Differential reinforcement
- Behavior specific praise
  - I like the way you are sitting nicely vs. good job.

## Functions of Behavior

This behavior is working for child. Why?

- Attention: is the child getting attention?
- Escape: is the child getting out of something?
- Tangibles: is the child accessing reinforcers/preferred items?
- Sensory: is the child fulfilling a sensory need? (for this to be the function of behavior, the child would have to engage in the behavior when alone)
- Control/Power: is the child trying to control the situation?
- Communication: is the child unable to communicate his/her wants and needs?

- Use a visual schedule/supports before and after every activity
- Break large tasks/activities into 3 steps
- Use timers- Visual or auditory
- Activities should be no more than 15-20 minutes
- Prepare for short planned transitions

- Consistency within environments
- Build in breaks
- Provide choices
- Decrease fine motor tasks
- Hands of materials
- Pair new activities with favorite items-*sandwich*
- Strengths and weaknesses
- Decrease “downtime”

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- Build sensory opportunities into the daily classroom schedule
- Focus on strengths and weaknesses
- Create opportunities throughout the day for social and communication practice
- Model appropriate language and skills



### Establish a Daily Routine

Introduction (3 sentences)

Body (4 sentences)

Conclusion- restate ideas (3 sentences)

Who will win the Super Bowl?

Indianapolis Colts	New Orleans Saints	
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- ### Visual Supports
- Reasons to use visual supports
    - Communication
    - Behavior
    - Teaching

# Communication

- Using pictures, symbols, and words to tell wants and needs
- Building expressive communication



Next I say their name to get their attention.

I can ask for a break using my words...

When Mr. Potato Head gets mad he

- Tells people how he feels AND uses his words to tell people why he is mad.
- He uses a nice voice to ask for what he wants.
- He works for 10 pennies to get what he wants

Can I play with you?

Show and tell

This is my \_\_\_\_\_

I got it from \_\_\_\_\_

I like it because \_\_\_\_\_

1 Tell me  
2 Look  
3 Can I...  
4 Thank You

### Idioms

All Thanks	Crazy
Get a thousand	Thinking/ama
Read my mind	Everything Right
On the fence	Hurt my feelings
Sip my heart out	Can't make up my mind

# Behavior

- Visuals are used to strengthen receptive language.
- Symbols provide information to the learner and increase understanding of the desired behavior.



\_\_\_\_\_ I sit still in my chair, facing the table, to show I'm ready.

\_\_\_\_\_ I look at the teacher when she is talking.

\_\_\_\_\_ I listen for directions before I start to work.

\_\_\_\_\_ I wait for my turn before I talk.

\_\_\_\_\_ I stay on the subject.

When Luke gets angry he:



Waits...does not act.  
 Takes 3 deep breaths, 1...2...3  
 "I am OK. I can handle this."  
 Asks a Jedi master, teacher, or family member for help.  
 Thinks about the people who love him and remembers the force is with him.



Praying Mantis is quiet in the hall.

start with 4 pictures.  
 If : kick hit  
 Then have to take 1 picture off my board.

Now, it is turn.  
 Next, it is turn.  
 Then, it is turn.

# Teaching

- Building knowledge
- Use visuals to teach new skills

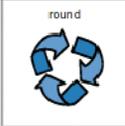
water cycle



goes



round



**break**



Calm Down

	Sit on chair
	Feet on floor
	Fold hands
	Take 3 deep breaths
	Count to 10
	Good work

**Feeling Green**

Looks like  
 -sitting quietly  
 -working  
 -listening

What I would do:  
 -sit at my desk  
 -see working and listening

**Feeling yellow**

Looks like  
 -screaming a lot  
 -yelling & by  
 -getting out of my chair

What I should do:  
 -go to the quiet corner  
 -get back to green

If quiet hands If no quiet hands

Then Then

break no break

An Adjective is a describing word. It describes how someone or something looks, feels, smells, tastes or sounds.

adding -er

1. A person who sings is a \_\_\_\_\_

2. A person who bakes is a \_\_\_\_\_

3. A person who dances is a \_\_\_\_\_

**Build-A-Word**

1. star + fish =

2. sun + flower =

cat

## Visual Supports Must Be

- demonstrated how to use correctly
- used daily for maximum effect

*The goal is to increase communication, socialization, and independence.*

Free Template from [www.brainybetty.com](http://www.brainybetty.com) 65

## Reinforcers

Never start to teach or make demands until the student knows what the reinforcer is or has chosen their reinforcer.

No reinforcer= No lesson!!



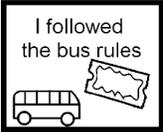
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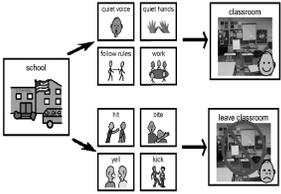
I want to 

c o m p u t e r









## Reinforcers

When you are teaching a new skills you need to reinforce the new behavior within a ½ second!! 

Or reinforce just the movement toward the desired new behavior (approximations)

Label explicitly-  
I like the way you did ... vs. Good job

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## Critical Communication Skills:

1. Request Wants and Needs
2. Request Assistance
3. Request a Break
4. Reject
5. Affirm



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**Asking**



Get your friend's attention. Hold out your hand. When you ask for the toy, say "May I have that please."

**Conversation Rules**

-  Look at the person you're talking to
-  Stay on topic
-  Take turns talking
-  Answer and ask questions

## Social Skills



What expression does the character have?  
Describe the expression.

How do you think the character feels?  
Why do you think the character feels that way?

**Facial Expressions**

 their mouth  their eyebrows

**Body Language**

 crossing their arms?  hands at their side?

**What They Say And How They Say It.**

 loud voice  quiet voice

**Rules for walking in a line.**

1. Stand up straight.
2. Keep your hands at your side or behind your back.
3. Face the person in front of you.
4. Stand about an arm's length away.
5. Use a quiet voice.
6. Don't lean against wall.
7. Walk in a straight line.

**What is Jessica doing WRONG in the picture?**

-  Standing up tall and straight
-  Leaning against the wall
-  Facing the wrong direction

## Where is Mrs. Mills? Social Stories



Where is Mrs. Mills?  
Mrs. Mills is at home with her new baby!  
We are happy Mrs. Mills is at home with her new baby.

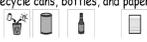
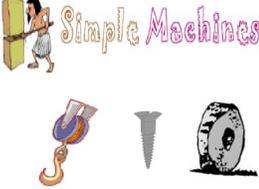



I am happy to come to school everyday. I will make good choices while Mrs. Mills is at home with her baby.




## Academics

Recycle cans, bottles, and paper.

The winner of the most votes will be President.

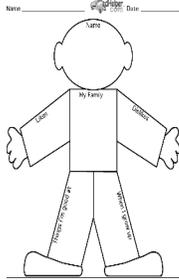


## GPS Resource Board

- To get onto the ACCESS TO THE GPS RESOURCE BOARD, you will need a user name and password.
- If you do not have a user name, please email Kaysee Harshaw or Toni Bowen:
- Kayse Harshaw ([sharshaw@doe.k12.ga.us](mailto:sharshaw@doe.k12.ga.us))
- Toni Bowen ([TBowen@doe.k12.ga.us](mailto:TBowen@doe.k12.ga.us))
- You will be sent the information in an email to access your account.

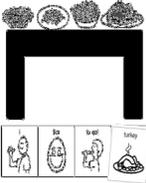
## ELA

Name: \_\_\_\_\_ Date: \_\_\_\_\_



Write 2 comments  
X X  
Say 2 comments  
X X  
Ask 1 question  
X

Thanksgiving table



### Reading Strategies

Predict/Infer Question Monitor/Clarify Summarize Evaluate

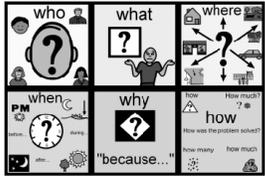
#### Reading Rules

##### Before Reading

- Ask yourself "Why is it important to ask questions when we read?"
- Look at the cover
- Read the title
- What do you think the story is going to be about

##### During reading

- After each page ask questions - Use an element of the story and a question word
- Respond to your partner
- Help your partner





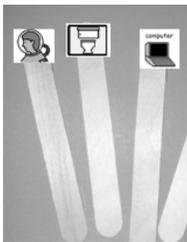
1 2 3 4 5 6 7 8 9 10  
Q W E R T Y U I O P  
A S D F G H J K L  
Z X C V B N M . ?




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### Write Track

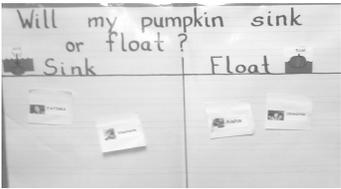
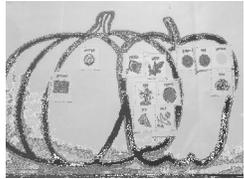


The "spaceman" stick

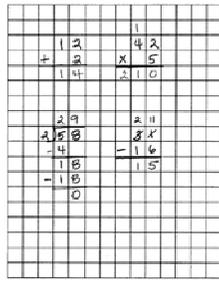
Will my pumpkin sink or float?

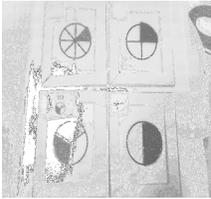
Sink Float

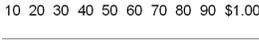
is from is can

### Math

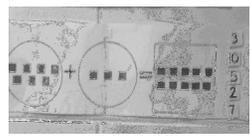




1 2 3 4 5

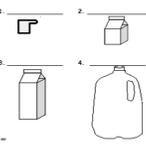



How much money do you have?



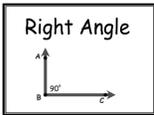
There are many ways to measure liquid. Use these words to label each cup container.

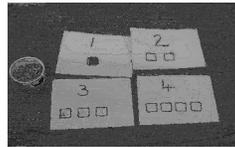
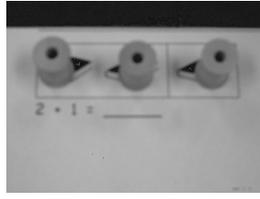
gallon pint quart cup



The basketball is a circle

### Right Angle



Lead Problem  
 Identify Important Information  
 Determine Operation (+ -)  
 Enter Calculations

Addition	Subtraction
Total	How many left?
How many do you have?	Minus
How many all together?	

Quiet Hands!!!  
 Activities

Use a Chest Pass  
 Throw Ball Up  
 Hit Target on Wall 8 Times

Bounce-Pass in a Circle  
15 Times

Shoot at the basket  
 from the yellow spot 12 times

Dribble Ball with Right Hand  
10 Times  
 Dribble Ball with Left Hand  
10 Times  
 Repeat -- Do It Again

Need Help???

- Karen Barineau  
 – [Karham@aol.com](mailto:Karham@aol.com)

–I send out materials throughout the year. Sign up by sending me an email.