



**2012 IL PBIS Network Winter Leadership Conference
January 18, 2012**

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

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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

Before we start:
Team Considerations

- ❖ What implementation phase are you in?
- ❖ What do you hope to learn from this session?

Autism Spectrum Disorders 
Prevalence

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

CDC Autism and Dev. Disab. 2009
Approximately 1%
of children (**1 in 110**)
are affected by an ASD

Why is ASD increasing?

- ✓ Different Diagnostic Criteria
- ✓ Increased Awareness

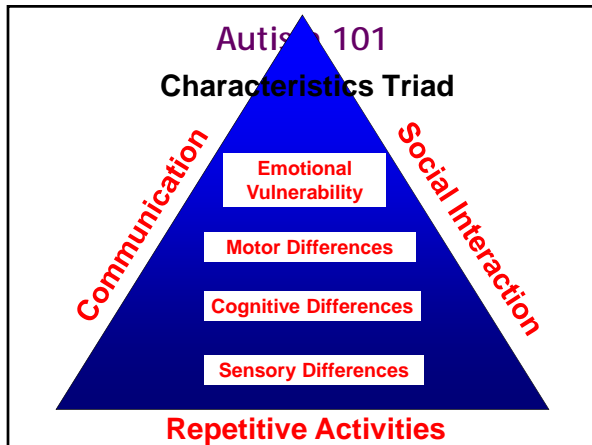
According to ADDM

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



What we know for sure

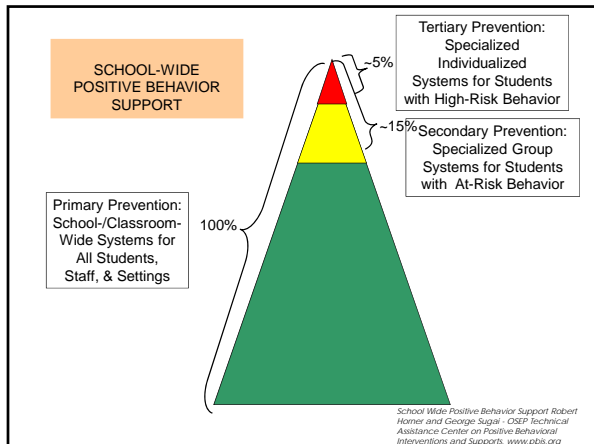
More children with ASD are being identified and the impact on individuals, families, schools and communities is significant.

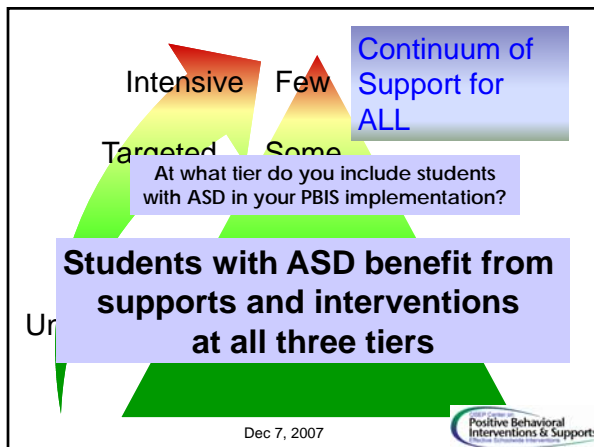


Core Characteristics

Can lead to:

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





How do we provide positive supports for students with ASD?

What we know from PBIS

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

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

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**

Communication Supports

- ***Don't rely on just one method**

- ✓ Pictures, electronic devices
- ✓ keyboarding, writing, drawing
- ✓ choice boards, word banks, sentence starters
- ✓ Posters
- ✓ Videos

***Even very verbal students need communication supports to enhance receptive communication!**

Reminder Card
Walk in Hallway
Hands at side
Use # 2 voice
Cougar Way!



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

Visual Instructions, Rules, and Schedules

Augment whole group instruction and posters using visual means to increase understanding:

- Short Written words AND
- Pictures
- Photographs
- Line drawings/Icons
- Video models

***Pre/post-teach in small group to reinforce large group instruction.**

Structure and Supports

Caution - students with ASD are often very literal

Example



Voice level 0

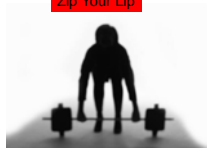


Put Trash in the Green Can

Non-Example



Zip Your Lip



Good Citizens Pick Up

Tier 1 Tips and Tweaks

- Must explicitly teach expectations with examples in all environments using visual supports and hidden curriculum, **Video Modeling allows frequent review.**
- Acknowledge expected behaviors – may need to adjust reinforcement, embed choice
- Connect cause and effect
- Include self-regulation supports




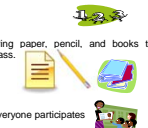
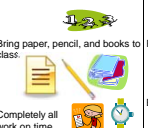


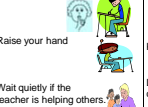

Visual Organizer for Kick-off Day



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

Place	Be Responsible	Be Respectful	Be Safe
Playground	Be on time	Obey Supervisors	Watch for cars Use crosswalk & sidewalk
Hallway	Put your coat away	Keep hands and feet to self	Walk at all times
Classroom	Check your schedule Have your supplies	Enter class quietly	Walk at all times

	Whole Group Activities	Independent Seat Work	Transitions
Be Safe	Keep your hands, feet, and stuff to yourself. 	Keep your hands, feet, and stuff to yourself. 	Keep your hands, feet, and stuff to yourself. Always walk in school. 
Be Responsible	Follow directions. Bring paper, pencil, and books to class. Everyone participates. 	Follow directions. Bring paper, pencil, and books to class. Completely all work on time. Work quietly. 	Follow directions. Put materials away. Be ready. Move quietly. 
Be Respectful	Listen to others. Raise your hand. 	Raise your hand. Wait quietly if the teacher is helping others. 	Keep hands to yourself. Leave space between you and others in line. 


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
	*Read Coping Cards
	Turn in Homework
	Pick reward from menu
	Sit in assigned seat

Cool Tools – Tips in teaching

- Make it visual (short video clip & review)
- Make it literal, model and practice
- **Teach in the natural environment**
- Increase the teaching, reminders and practice opportunities
- Use Posters, Gestures to Prompt visually, moving toward self-prompting
- **Individualize the reinforcement**

Cougar Way Rules Class Discussion



1. Positive comments



2. Make on-topic remarks



3. Focus on speaker



4. Quiet mouth when another is talking



5. Think about topic

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

Example Polite Words 😊	Non-example 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 voice 1

Voice level scale

rating	description	setting
5	Screaming	Emergency only
4	Outside Voice	Ball game
3	Talking voice	Classroom
2	Soft voice	Library
1	No talking	Hallway or When someone is talking to me or class

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

Wisconsin School Example S.M.A.R.T. Sheet

[SMART sheetrev.doc](#)

Reflection Activity 1:
Identify and teach behavior expectations



- Consider the expected behavior in one area (arrival, hallway, etc)
- Are the posters AND teaching visual/concrete?

Acknowledgement

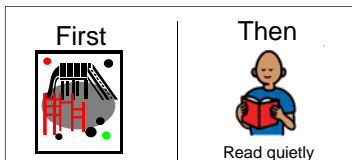
- What we know from PBIS

Acknowledgement of desired behaviors increase the frequency of those behaviors

Acknowledgement
for students with ASD

✓ Contingent Activities

Can be as simple as First, Then

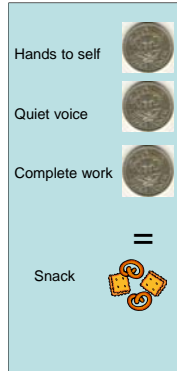


*Caution: don't make access to supports contingent (visual cues, breaks, communication systems, headphones)

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



Acknowledgement

✓ Social Consequences

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

Define carefully/
check understanding

Make sure it is Desirable!



Acknowledgement

- What is reinforcing for the student with ASD?



Class Party

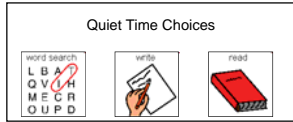


Computer Time

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

Are you offering choices for individual or large group reinforcement activities?

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

Sensory/Biological

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

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

Coping Cards



**Take 2 deep breaths
with your eyes closed**



**Press your hands together
and count to 10 slowly**

Tier 2 – Secondary Preventions and Teaching

- 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
- Use peer mentor to cue
- Individualize incentive and reinforcement
 - use special interests
 - weekly menu of rewards
 - add additional CI to increase chancing of “catching them good”

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 Friday Movie

Possible Points _____ Goal _____ Points Earned _____



2- I did It! 🌟 1- I did it with Reminders! 🗓️	Check In	Hallway	Lunch	Check Out
Expectation				
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 _____			

CHECK IN		CHECK OUT	
5		5	
4		4	
3		3	
2		2	
1		1	

Buron, K. D. (2008). Check in poster. Shawnee Mission, KS: AAPC. www.asperger.net. Used with permission.

If 3 or higher, probe and use regulation supports

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)

- Peer must be taught about unique communication and routines
- Integrated Play Groups
- Use Peers as social and behavior “interpreters”



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

Reflection Activity 2: Peer Support



- Do you use peer support or mentoring in your school PBIS teaching or support?
- What is the peer support role in your Acknowledgement activities?

Generalization

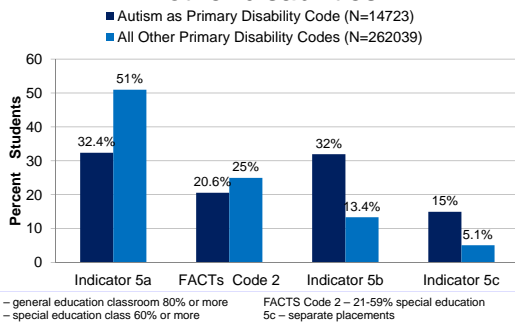


✓Planned Generalization Supports Program

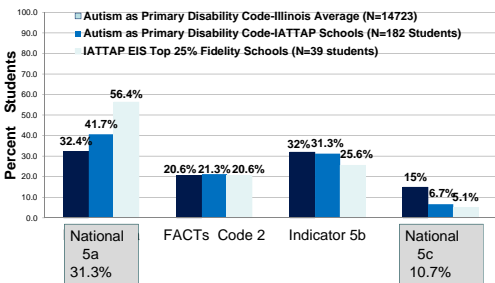
Skills mastered must be systematically practiced and generalized

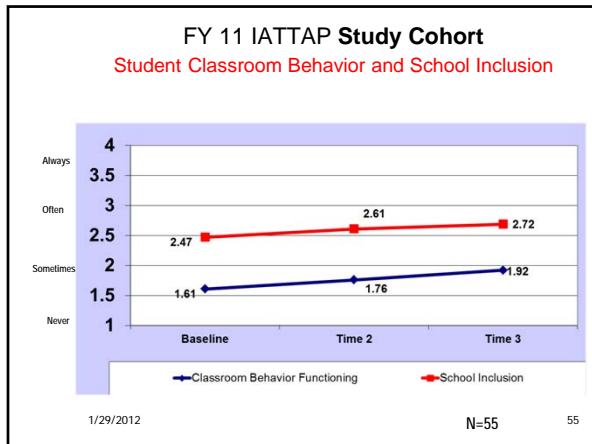
- ✓ in multiple environments
- ✓ with different people
- ✓ with a variety of materials/applications

2011- Education Placement - Illinois Students with Autism compared to other disabilities



FY 2011: 2011- Education Placement IATTAP Schools and State Average: Students with Primary Diagnosis of ASD






Team Considerations

- ❖ What did you learn?
- ❖ What will you do with what you learned?
- ❖ Implementation Action Plan

Our thoughts: Start with Universal



Self-assess

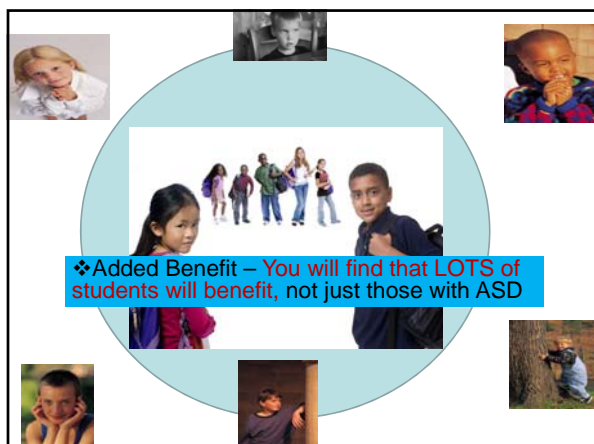
- Review your current Universal Tier I
- Look at how expectations are currently presented, taught, prompted and reinforced

Prioritize


- Using information from this presentation, reinforce your current practices
- What can be modified or reinforced for greater success/clarity with students with ASD?

Action plan

- What are the first steps to enhance and improve your Universal to make it "more universal"?
- Note: Who else can be part of this process?



Resources

Ideapartnership.org - Autism Spectrum Disorder Collection 

[http://autismpdc.fpg.unc.edu/National Professional Development Center on Autism](http://autismpdc.fpg.unc.edu/NationalProfessionalDevelopmentCenteronAutism)

www.SocialThinking.com - Michelle Garcia Winner

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

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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Questions?

Wanna try it out?

(We hope so!)

Before you leave the session...

- Take a moment to reflect on the session
- Record your thoughts in the back of your program booklet
- These notes will assist you in completing the online evaluation after the conference
- Your comments are valued and assist in developing future conference sessions
