



Autism and Tertiary Behavior Supports
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October 2012

How to Reach and Teach Children with Challenging Behavior: Building on the Function-Based Thinking Problem Solving Model

by Kaye Otten

Training Series Speaker on Oct. 26, 2012

Individuals with pervasive and persistent challenging behavior are often reinforced by the very things that are commonly used as consequences for misbehavior. To break this cycle of problem-punish-problem-punish, adults need a more proactive approach that considers why problem behavior happens in order to develop a more effective and efficient proactive approach to intervention. Functional behavioral assessment (FBA) is a systematic approach to problem solving that explores the relationship between the problem behavior and the environment in which it occurs. It has been widely recommended by specialists in the field of behavior management and mandated by the reauthorization of Individuals with Disabilities Education Act (IDEA) in 1997 and 2004 for students with disabilities whose behaviors could potentially result in a change in educational placement. However, functional behavioral assessment is not occurring regularly or reliably in the school setting. This is largely due to the fact that overwhelmed and budget challenged educators are not trained or provided ample opportunities to acquire FBA skills

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and receive little or no training in evidence based behavior management principles during preservice training. In addition, traditional functional behavioral assessments were developed and designed for students with severe developmental disabilities in clinical settings and these practices have not translated well to the traditional educational setting.

The Instruction-Prevention-Reinforcement-Undesirable Consequences model of intervention described in *How to Reach and Teach Children with Challenging Behavior* by Kaye L. Otten and Jodie L. Tuttle provides a practitioner friendly framework for assisting all educational personnel, not just special educators, develop a better understanding of functional based approaches to behavior management. Instruction provides the foundation of the model as educators should first focus on teaching behavioral skills just like they teach academic skills. Students need to be taught what we want them to do and not just punished for what we don't want them to do. Prevention focuses on

identifying what happens before the problem behavior that increases the likelihood that the problem behaviors occur and either removing these events or minimizing their impact by providing increased support. Reinforcement addresses identifying the naturally occurring “pay off” for the problem behavior and using that natural reinforcement to increase positive behavior rather than continuing to encourage problem behavior through traditional discipline approaches such as suspension. Undesirable consequences makes a distinction between a punitive versus an empathetic teaching response to problem behavior that helps students learn about real life adult consequences that they may face in the future if they continue to make poor choices.

The Instruction-Prevention-Reinforcement-Undesirable Consequences model is designed to be easily understood and used by all adults in the educational environment. This pervasive approach increases the likelihood that effective intervention will much happen much earlier than waiting for consultation from a specialist or a special education evaluation. Early intervention is crucial and can often prevent the development of more serious behavioral problems and increase the positive behavior of all students.

OCTOBER TRAININGS



OCT 2, 3:30-4:15PM

Webinar Series - Boardmaker Advanced (Part 3)
Presented by Katie Thomas - Online

OCT 9-10, 8:00-4:00PM

Autism Interdisciplinary Team (AIT) Training
Presented by Sarah Hoffmeier & KU - Wichita, Kansas

OCT 16, 18, AND 25 3:30-4:15PM

Webinar Series - Assistive Technology Part 1, 2 and 3
Presented by Dr. Amy Finch - Online

OCT 19, 12:00-4:00PM

Autism Diagnostic Team (ADT) Re-Trainings
Presented by Sarah Hoffmeier - Topeka, KS

OCT 24-25, 8:00-3:30PM

Region 7 TTAP Training
Presented by Mary Woodworth - Dodge City, KS

OCT 26, 8:30-3:30PM

Training Series 2012: How to Teach & Reach Children with Challenging Behavior
Presented by Kaye Otten - Sites across Kansas

OCT 29, 9:00-1:00PM

Autism Diagnostic Team (ADT) Re-Trainings
Presented by Sarah Hoffmeier - Oakley, KS

For more information, please visit our Training Calendar, found on our website - www.KansasASD.com

TIPS FROM THE CORNER:

Holiday party season is upon us!!

How you prepare your class for activities such as classroom parties and assemblies is just as important as teaching them good academic skills. You must prepare your students for something new and usually very exciting. Most children do fine with a change in routine and the extra stimulus of events like parties and assemblies, but for some in your class, these will be extremely difficult times often ending in some type of “corrective” exchange before it’s over.

For the first few times, tell them in detail what a party in your class will look like and exactly what your behavioral expectations will be for them to have a successful event. Go to the location and talk about the activity etc... If the fall party has students marching in

a parade-like march in the halls, go walk in the halls and talk about what it will look, sound and feel like. Talk about a plan for escape if it gets to be too much for the student and what will be acceptable in that situation.

In school, we use unstructured time as a reward and for most students that is great fun, but for some, the lack of structure is a recipe for disaster. It’s not rewarding or fun if you are confused, overwhelmed and anxious no matter what was intended. Parties and assemblies are meant to be fun and are an important part of school culture, so teach the proper behavior in these settings and then practice as much as possible.

