

**DEALING WITH BEHAVIORS WITH AUTISTIC STUDENTS**  
 Mayra Galan Alvarado M.Ed.  
 A.U. Garfield Elementary

---

---

---

---

---

---

---

---

**BEHAVIOR**

- In order to "deal" with it, we must first define it.

In its most basic term, behavior is defined as:  
 The way someone or something functions

Autistic behavior is defined as:  
 a complex neurobehavioral condition that includes impairments in social interaction and developmental language and communication skills combined with rigid, repetitive behaviors.

<https://www.merriam-webster.com/dictionary/autistic%20disorders>

---

---

---

---

---

---

---

---

**EVERYONE EXHIBITS BEHAVIOR**

- Regardless if an individual has Autism or not, we all exhibit different kinds of behavior; positive or negative throughout the day. Many factors attribute to our behaviors; hunger, fatigue or illness for example. Additionally, changes in our day such as drills or a Pep Rally affect our student' s behavior.
- In some instances the behavior needs to be modified or changed depending on many factors and what the desired outcome of the behavior is needing to be.

• <https://youtu.be/xHROG-d4fwg>

---

---

---

---

---

---

---

---

### WHAT CAN IT LOOK LIKE?

So... What does behavior look like?

Toddler tantrum (Target)  
<https://youtu.be/vwP344zX6Fw>

Autistic Tantrum (at home)  
<https://youtu.be/COrd20het24>



---

---

---

---

---

---

---

---

### DON' T BE DISCOURAGED IF...

- Schedules change.
- Holidays or breaks take place.
- Child becomes ill.
- Keep in mind that it may seem as if you have to start from the beginning when you first begin but after the extinction bursts will come the spontaneous discovery and the child will understand the expectations and demonstrate desired behavior.



---

---

---

---

---

---

---

---

### EXTINCTION BURSTS AND SPONTANEOUS RECOVERY

- An extinction burst is a dramatic increase in the frequency, duration and/ or intensity of a problem behavior. Extinction is used to decrease inappropriate behaviors such as tantrums, screaming, loud crying.
- Spontaneous Recovery is when the behavior begins to show a gradual decline with the problem behavior until it is extinguished completely.

• <https://youtu.be/QfHW1tcZMrM>

---

---

---

---

---

---

---

---

### ESTABLISHING A FOUNDATION

- We know what behavior is and what attributes to it however, with regards to our classrooms and our students. We must first and foremost establish a foundation of trust and security with our students so that when we address behavioral issues there is a clear understanding of what the expectations are for the student, teacher and in some cases the parent as well.
- <https://youtu.be/rjS53sCblfe>

---

---

---

---

---

---

---

---

### IMPLEMENTATION

- Once the necessary team members have met to decide what is the most appropriate plan to implement regarding specific behavior modification(s) then the members can get started. Keep in mind, it may get "worse" before it gets better. Don't give up.
- <https://youtu.be/2ibSgOUigCE>

---

---

---

---

---

---

---

---

### WHAT IS BEHAVIOR MODIFICATION?

- Behavior Modification is simply changing a persons reaction or behavior to certain situations or stimuli. In other words, replacing an undesirable behavior for an appropriate desired one.




---

---

---

---

---

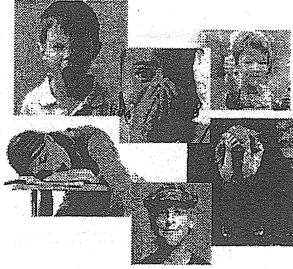
---

---

---

### BEHAVIOR MODIFICATION

- There are 4 types of research based behavior modification strategies found helpful with improving behavior.
- These aren't used solely on Autistic individuals; these have been proved to work with students who have ADHD/ADD and ODD disorders as well.




---

---

---

---

---

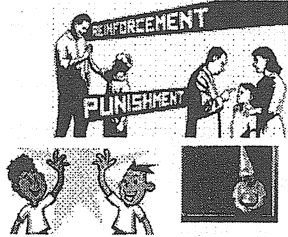
---

---

---

### BEHAVIOR MODIFICATION

1. Positive Reinforcement
2. Negative Reinforcement
3. Positive Punishment
4. Negative Punishment




---

---

---

---

---

---

---

---

### POSITIVE REINFORCEMENT

• <https://youtu.be/ppiIFvGbHTU>

Using positive reinforcement involves offering a reward for positive behaviors to encourage a child to keep exhibiting the desired behavior. It is often said that positive reinforcement is probably the most effective method of shaping a desired behavior.

Example - Earning a pay raise after successfully completing all the required training at work.

---

---

---

---

---

---

---

---

### NEGATIVE REINFORCEMENT

• <https://youtu.be/JilDRQE03SE>

- This method takes away something unpleasant to reinforce good behavior. You're not actually doing anything negative -- the "negative" refers to removing something from the equation.
- Example- A baby won't stop crying, the parents give the baby the pacifier and the baby stops crying.

---

---

---

---

---

---

---

---

### POSITIVE PUNISHMENT

• <https://youtu.be/R-D7xrfWRig>

- This form of punishment presents a negative consequence in response to a negative behavior ("positive" refers to the fact that you're adding a consequence).
- Example - A driver is caught speeding, gets pulled over and is given a ticket.

---

---

---

---

---

---

---

---

### NEGATIVE PUNISHMENT

• [https://youtu.be/00XE\\_fksflw](https://youtu.be/00XE_fksflw)

- Rather than introducing a consequence, negative punishment takes something away in response to a negative behavior.

Example - Taking toys away from a child who is throwing a tantrum.

---

---

---

---


---

---

---

---

10 MINUTE BREAK




---

---

---

---

---

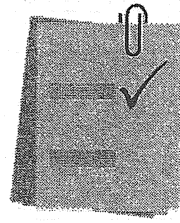
---

---

---

HANDOUT ACTIVITY

- Please take the next 10-15 minutes to complete the handout. This is an individual activity, the one who completes the most correctly will earn something (positive reinforcement)




---

---

---

---

---

---

---

---

INTERACTIONS

- It is ok to be silly, to "play-teach" with all your students.
- Building a foundation of trust and security for the students is vital to their success.
- Assess them continuously, see what their likes are. Communicate with the students or their parents as often as possible.
- <https://youtu.be/D125rGJis0w>

---

---

---

---

---

---

---

---

### EXAMPLES OF POSITIVE REINFORCEMENTS

- Student earns prize from the prize box after earning all their stickers on their sticker board.
- Student gets a reinforce for doing the task correctly when as asked.
- Student gets praise for being compliant.
- Be specific and clear.
- Reinforcements need to have meaning.
- Be flexible for when "likes" change.

---

---

---

---

---

---

---

---

### EXAMPLES OF NEGATIVE REINFORCEMENT

- Removing an adult chaperone who has previously walked with the student to another setting. student has earned going by themselves.
- Removing a specific set amount of time for a preferred activity when the student has completed all their work on time.
- Removing a scheduled task and allowing student to select their own activity to do.
- Holding the student accountable allows for the reinforcements to be earned.
- Engage their self-interest.
- Make statements clear.

---

---

---

---

---

---

---

---

### EXAMPLES OF POSITIVE PUNISHMENT

- Adding a task or chore when a student does not clean up after themselves.
- Adding additional time from a student doing a preferred activity until they complete the task necessary.
- Talking to a student about why they have a time out then giving them that time out
- Consequences need to have a meaning.
- Have conversations about problem-solving
- Make clear statements.

---

---

---

---

---

---

---

---

### EXAMPLES OF NEGATIVE PUNISHMENT

- Desired object withheld from a student until they stop exhibiting a behavior.
- Student not allowed on computer for going to sites not allowed to do so.
- Having student miss out on recess for disturbing the class.
- Remove the stimulus from the environment.
- Be clear and concise
- Have conversation about problem-solving.

---

---

---

---

---

---

---

---

### COMMUNICATING

- Regardless of the manner in which you communicate with your parents or students. Keep in mind that documentation is important.
- 1. Creates a paper trail for you to review later.
- 2. Allows for two-way communication to occur.
- 3. Holds all parties accountable (student, parent and teacher) which is necessary especially when discussing behaviors and creating a plan.

---

---

---

---

---

---

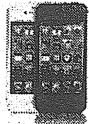
---

---

### COMMUNICATING

Some examples of documenting behaviors/ communicating with parents are useful and important

- Daily notes
- Emails
- Phone calls
- Text messages
- Journal entries




---

---

---

---

---

---



---

---



### ACADEMIC SETTING

- Creating an effective academic setting is, as we know, one of the most important things we can do in addition to establishing trust and can effect the behaviors in our classrooms.
- With that said, we each have settings that are continually changing to fit the needs of our students and/or address behaviors that may become present



---

---

---

---

---


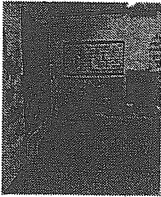


---

---

---

### EXAMPLES OF OUR CLASSROOMS

Life Skills - H.S.



---

---

---

---

---


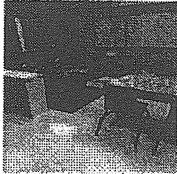

---

---

---

### EXAMPLES OF OUR CLASSROOMS

• Life Skills - M.S.



---

---

---

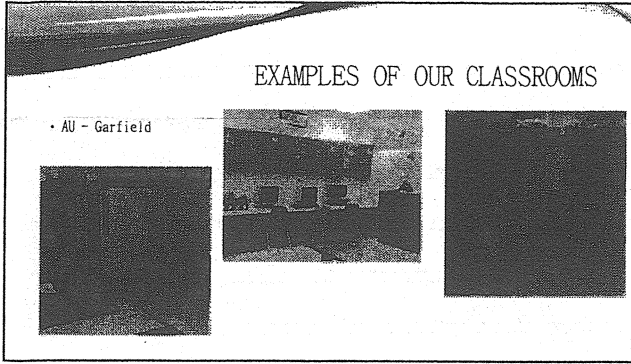
---

---

---

---

---




---

---

---

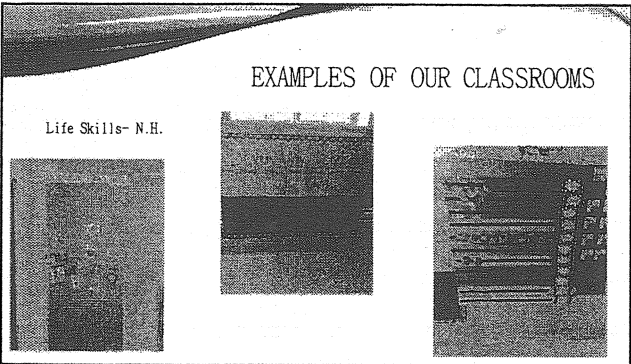
---

---

---

---

---




---

---

---

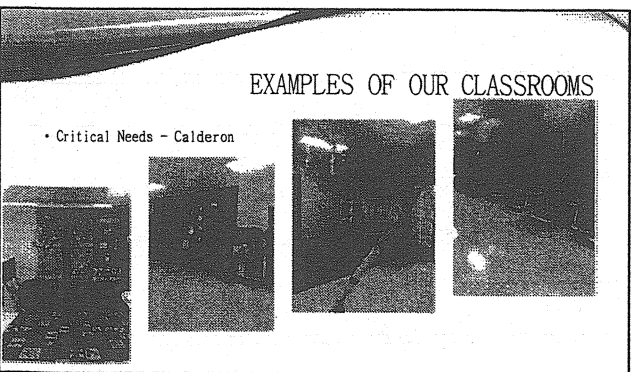
---

---

---

---

---




---

---

---

---

---

---

---

---

### ROUND TABLE SHARE

- We all have wonderful tools and strategies we use daily with all of our students. Please take the next 30 minutes to share with those at your table some of the things that have been successful.
- Additionally, feel free to share with those at other tables as well.
- BUT--before we do,




---

---

---

---

---

---

---

---

### CLOSING SENTIMENT

- Know that regardless of whatever behavior you encounter throughout your day, YOU make a difference and are the change our students need - into helping them become a better, more independent version of themselves.
- THANK YOU!

- <https://youtu.be/Zd6d3uEAM-A>

---

---

---

---

---

---

---

---

### RESOURCES

- <https://youtu.be/6fy7aUip8Ms>
- 8 things about Autism
- <https://youtu.be/16HWscDQ4c>
- Temple Grandin
- <https://youtu.be/1qPFAT4p8Lc>
- Handling Tantrums
- <https://youtu.be/13D1S7cPoXQ>
- How to Handle Autism Tantrums
- <https://youtu.be/Nf5G1B8R8vs>
- 7 things you May Have Not Known about Autism
- <https://youtu.be/7oQ9H1Mnd7w>
- How Much do we Really Know About Autism
- <https://youtu.be/ouQHq-a5J-w>
- Positive Punishment in Psychology
- <https://positivepsychologyprogram.com/positive-punishment/>




---

---

---

---

---

---

---

---