



Overview of Behavior Supports for Students with Autism Spectrum Disorder

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Webinar



House Keeping

- To reduce background noise during the webinar, please put yourself on 'mute' through your phone or computer.
- Due to the size of our group, I will not be answering questions during the webinar. Instead, **please type in your questions** into the 'chat' box on your screen. I will review/answer all questions at the end.
- If you experience any technical problems at any point during the webinar, the problem is likely to be on your end, so you will need to follow-up with your technology support person.
- The Webinar will end promptly at 4:30. If you would like to speak with me after the webinar, please e-mail me at rccasd@urmc.rochester.edu to set up a time to speak by phone.

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Learning Objectives

- Increase understanding of...
 - common behavior support/intervention needs of students with ASD.
 - the Multi-tiered Problem-Solving Model (MTPS) in ASD behavior support/intervention.
 - Functional Behavioral Assessment (FBA) process.
 - behavior supports and interventions within the MTPS.

ASD & BEHAVIOR SUPPORT NEEDS

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ASD & Support Needs

- ASD characteristics and related conditions can affect classroom participation and engagement in learning.
- Classroom and school contexts may not be designed to support, proactively, students with ASD to improve participation and engagement.

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ASD & Support Needs

- The student may show...
 - Functional communication impairments.
 - May not seek out and ask for assistance, instead may 'act out' when frustrated, challenged, or upset.
 - Restricted & repetitive behavior, interests & activities (RRB).
 - May prefer to engage in RRB instead of school work.

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ASD & Support Needs

- Student may show...
 - Attention and concentration problems.
 - May be off-task.
 - May have difficulty initiating & completing assignments.
 - Processing speed problems.
 - Difficulty combining information efficiently so may appear to be noncompliant.

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ASD & Support Needs

- Student may show...
 - Executive function problems.
 - Difficulty with planning, organizing and problem-solving.
 - Difficulty following classroom routines.
 - Working memory and other memory problems.
 - Difficulty remembering more than 1 or 2 things so may not be able to follow multi-step direction/instruction.

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ASD & Support Needs

- The student may show...
 - Emotional & Behavioral Problems/Conditions.
 - For example: Anxiety, depression, ADHD, Oppositional Defiant Disorder, Aggression, Property Destruction.
 - Academic learning problems.
 - Intellectual disability.
 - Scattered cognitive skills.
 - Specific learning disabilities.

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ASD & Support Needs

- One or more of these difficulties place the student at risk for....

- NON-COMPLIANCE.
 - Passive
 - Active



- DISRUPTIVE BEHAVIORS.
 - Aggression (verbal, physical)
 - Elopement.
 - Tantrum or meltdown.
 - Property destruction.
 - Repetitive behavior.



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Supporting Students with ASD
MULTI-TIERED PROBLEM-SOLVING MODEL (MTPS)

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MTPS Model

- MTPS is a prevention oriented approach that uses a **PROBLEM-SOLVING** process to **PROACTIVELY** address student support & intervention needs.
- A standardized assessment protocol allows personnel to collect data on student and context, called an Ecological Assessment.
 - Data identifies 'at risk' students and students in need of support and intervention.

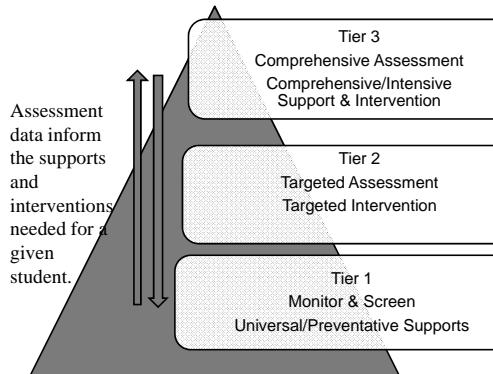
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MTPS Model

- Data help with **problem-solving** to determine....
 - strategies for modifying the setting/context, staff/caregiver behavior to prevent problems from occurring.
 - supports for student to address 'risk' areas.
 - interventions for teaching the student alternative and/or replacement skills to the target behavior(s).
 - reinforcement system(s) needed to strengthen learning and use of newly learned skills.

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MTPS



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FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

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Functional Behavior Assessment

- Functional Behavior Assessment (FBA) is a **problem-solving** process.
 - Helps us determine what purpose the behavior serves for the student within and across contexts.
 - Escape or avoid something.
 - Gain access to attention.
 - Gain access to a preferred item/activity.
 - Automatically reinforcing or ‘feels good’ from a sensory perspective.

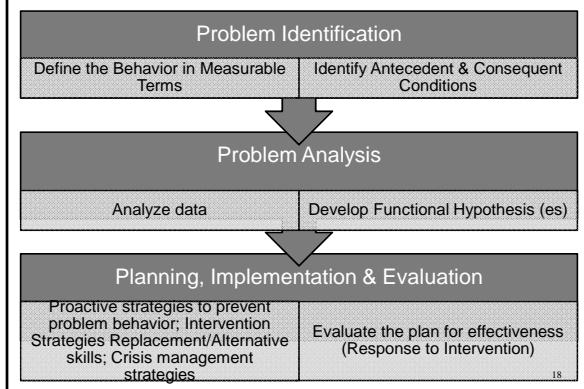
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Functional Behavior Assessment

- There are 5 steps to the **problem-solving** process.
 - Problem Identification
 - Problem Analysis
 - Intervention Planning
 - Intervention Implementation
 - Evaluation of Student Response to Intervention

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The FBA Process



Problem Identification

- Describe the student's functioning levels in multiple areas.
 - Developmental areas
 - ASD areas
 - Related areas
- Define the target behavior(s) in observable and measurable terms.
 - Prioritize behaviors if more than one.
- Screen for medical, sensory, and learning issues.

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Problem Identification

- Determine the assessment procedures to use.
- Determine....
 - How data will be collected.
 - When data will be collected.
 - Who will collect the data.
 - How long the data will be collected for.

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Problem Identification

- FBA typically uses indirect and direct assessment methods.
 - Indirect:
 - Record Review
 - Interview (Informant Assessment)
 - Behavioral Rating Scales and Questionnaires

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Problem Identification

- FBA typically uses indirect and direct assessment methods.
 - Direct (Descriptive Assessment or Direct Observation Assessment):
 - Data collection sheet/software designed for the specific observation method.
 - A-B-C Sheet
 - Scatterplot
 - Classroom Observation Form (COF) & Academic Engagement Form (AEF)
 - Others

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Problem Identification

- Assess the characteristics of the behavior(s).
 - Frequency: how often
 - Duration: how long
 - Intensity: how severe or forceful
 - Latency: how much time elapses

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Problem Identification

- Identify conditions under which the behavior(s) occurs/ does not occur.
 - Assess antecedent conditions.
 - Things that happen right before the behavior occurs.
 - Ex: teacher instruction is given.
 - Ex: the child is told 'no, not now.'

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Problem Identification

- Identify conditions under which the behavior(s) occurs/ does not occur.
 - Assess contextual variables that may/may not be contributing to the problem.
 - Physical setting.
 - Social setting.
 - Activities.
 - Routines.
 - Availability of reinforcement.
 - Complete a sequential conditions analysis by identifying Setting Events that occur and change the way the individual typically reacts.

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Problem Identification

- Assess Consequences.
 - Events that occur immediately following the behavior or as a result of the behavior.
 - Reinforcement
 - Increases the probability of the behavior occurring.
 - No Reinforcement or “Punishment”
 - Decreases the probability of the behavior occurring or eliminates it.

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Identifying the Problem

METHODS & MEASURES DESCRIBED

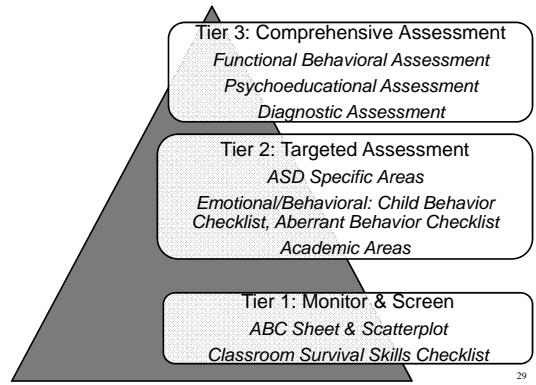
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Methods of Assessment

- Multi-method/informant recommended:
 - Record Review
 - Interview
 - Observation: student & context
 - Rating Scales & Checklists

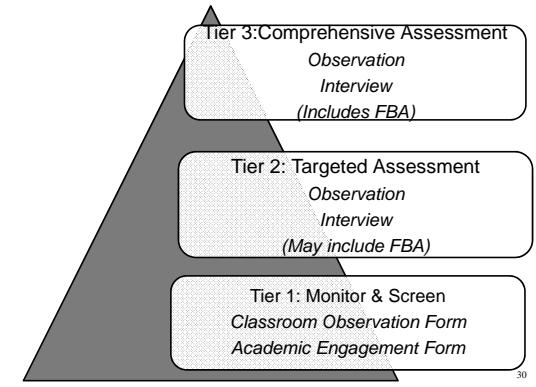
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Assessment: Student



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Assessment: Context



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Assessment Measures: Student

- A-B-C Sheet
 - Direct observation measure
 - Descriptive
 - Behavior and surrounding conditions
- Scatterplot
 - Direct observation measure
 - Occurrence across time
- Other direct observation measures.
- Functional Assessment Interview (FAI).

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Assessment Measures: Student

- Classroom Survival Skills Checklist
 - Criterion-referenced, 81-item scale, 1 to 5 rating
 - 11 Domains
- Child Behavior Checklist
 - Norm-referenced, 113-item, 0 to 2 rating
 - 8 Syndrome Scales, 2 Broadband, 1 Total Score
- Aberrant Behavior Checklist
 - Norm-referenced, 58-items scale, 0 to 3 rating
 - 5 Scales: Irritability, Lethargy, Stereotypy, Hyperactivity, Inappropriate Speech

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Assessment Measures: Context

- Classroom Observation Form (COF)
 - Behavior Supports
 - Instructional Quality
 - Item rating 0 to 2
 - Yields Total Score from 0 to 1.0
- Academic Engagement Form (AEF)
 - % of time engaged in lesson
 - Single student or group
- Other observation measures.
- Functional Assessment Interview (FAI).

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PROBLEM ANALYSIS

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Problem Analysis

- Review all data collected.
- Arrange data to be easily interpreted.
Consider...
 - Graphing
 - Categorizing into a table
 - Organizing it in some other way that allows for review of all data.

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Problem Analysis

- Based on the data analysis, develop a hypothesis about the function (s) of the target behavior(s).
- This will assist in identifying supports and interventions needed.
- Establish a baseline.
 - Baseline data are needed to provide the level of performance against which the student's response to the intervention will be compared (evaluation).

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SUPPORT, INTERVENTION & EVALUATION: MTPS MODEL

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Support & Intervention

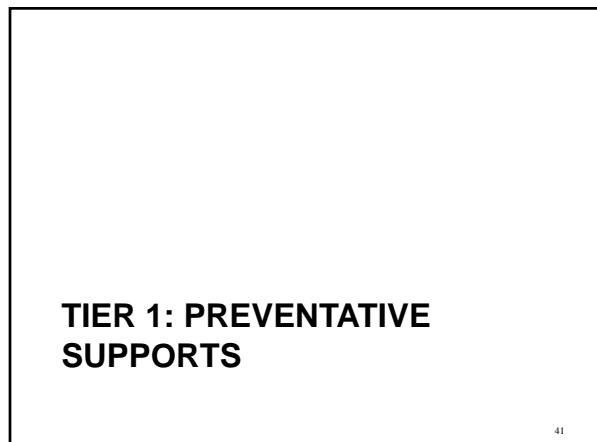
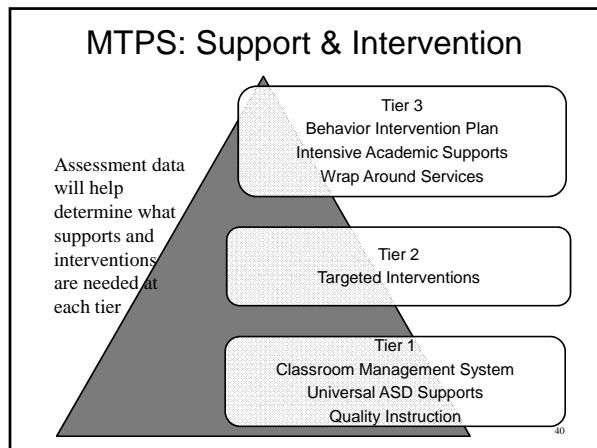
- Use assessment data to identify evidence-based supports and interventions to..
 - reduce disruptive and interfering behavior
 - Due to ASD and related conditions.
 - Due to contextual factors.
 - improve student participation and engagement.
 - Leads to better student outcome.

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Support & Intervention

- Support/Intervention plan includes one or more of the following:
 - **Tier 1** supports to prevent and/or reduce the probability of the target behavior.
 - **Tier 2** targeted interventions to teach replacement/alternative skills to the target behavior.
 - **Tier 3** intensive supports and interventions to address the target behavior.

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TIER 1: PREVENTATIVE SUPPORTS

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Tier 1: Preventative Supports

- Tier 1 supports and interventions include:
 - Classroom Management System
 - Establishes expectations for appropriate classroom participation.
 - Teaches the student the prosocial skills needed to meet the expectations.
 - Reinforces the student for displaying the prosocial skills & meeting expectations.
 - Hierarchy of corrective actions to deal with disruptive behavior.

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Classroom Management System

- Effective classroom management systems incorporate a variety of evidence-based methods to prevent disruptive behavior and improve participation.
 - Antecedent-based interventions
 - Visual Supports
 - Reinforcement Schedules
 - Extinction
 - Response Interruption/re-direction

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Classroom Management System

- Developing an effective management system:
 - Behavioral Expectations (prosocial skills).
 - Posted and taught explicitly.
 - Reviewed, retaught, and error corrected throughout the day.
 - Differential Reinforcement of Appropriate Behavior (DRA) system.
 - High rates of reinforcement for meeting expectations/displaying prosocial behavior.

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Classroom Management System

- Developing an effective management system:
 - Gradient of corrective prompts for disruptive behavior.
 - Planned ignoring
 - Proximity
 - Corrective prompt
 - Corrective prompt + model skill
 - Corrective prompt + warning
 - Corrective prompt + ‘intervention’

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Classroom Management System

- Regularly evaluate the effectiveness of the system on student behavior.
 - *Specific: ABC Sheet or other direct observation data sheet.*
 - *Global: Classroom Survival Skills Checklist (Magyar 2006/2010).*
- Problem-solve if ineffective.
 - Modify the system; and/or
 - Consider additional intervention (e.g., Tier 2) if the performance data indicate that a student is not responding as expected.

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Tier 1: Preventative Supports

- Tier 1 supports and interventions include:
 - Universal ASD Supports.
 - Scheduling Systems
 - Visual Support Systems
 - Social Communication Supports
 - Quality Instruction
 - Aligning instruction to instructional level
 - Differentiating instruction
 - Universal Design for Learning

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TIER 2: TARGETED INTERVENTION

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Tier 2: Targeted Interventions

- A wide variety of evidence-based interventions are often needed.
 - Functional Communication training
 - Social Skills training
 - Emotional-behavioral self-regulation training
 - Academic Interventions to address specific academic learning needs
- Can be individual and/or group format.
- Generalization training/support at Tier 1.

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Tier 2: Targeted Interventions

Functional Communication

- Direct Instruction.
- Discrete Trial Teaching.
- Verbal Behavior Training.
- Naturalistic Interventions.
- Pivotal Response Training.
- Picture Exchange Communication Systems.
- Augmentative/Alternative Communication.

Social Skills

- Social Skills Training: Direct Instruction.
- Social Narratives.
- Social Scripts.
- Peer/Video Modeling.
- Pivotal Response Training.
- Naturalistic Interventions.

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Tier 2: Targeted Interventions

Emotional-Behavioral Self-Regulation

- Cognitive Behavioral Intervention
 - Coping and problem-solving.
- Behavior Modification.
- Self-Management Training.

Academic Intervention

- Direct Instruction (explicit instruction).
- Discrete Trial Teaching.
- Task Analysis.
- Structured Work Systems.

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TIER 3: COMPREHENSIVE SUPPORTS & INTERVENTIONS

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Tier 3: Comprehensive Support & Intervention

- Wide variety of supports and interventions may be needed:
 - Behavior Intervention Plan (BIP).
 - Based on Functional Behavioral Assessment (FBA).
 - Preventative strategies (see Tier 1)
 - Targeted intervention for replacement/alternative skills (see Tier 2)
 - Crisis management strategies (refer to school policy and procedure)
 - Reinforcement system (student specific)

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Tier 3: Comprehensive Intervention & Support

- Evidenced-based interventions and supports:
 - Intensive Academic Support.
 - Parallel curriculum.
 - E.g., Discrete Trial Curriculums.
 - Individualized instruction.
 - Discrete Trial Teaching
 - Direct Instruction
 - Task Analysis with Prompt & Fade
 - Structured Work Systems
 - More restrictive program placement.

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Tier 3: Comprehensive Support & Intervention

- Other interventions and supports:
 - Wrap Around Services: Community-based interventions and services.
 - Psychological.
 - Psychiatric.
 - Home-based behavior support.
 - Residential Habilitation.
 - Crisis Support Services.
 - Service Coordination.
 - Parent Education.

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EVALUATION

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Evaluation

- An interdisciplinary team approach is often used in ASD intervention and the MTPS.
- The team applies the problem-solving process to identify (assessment data) and solve student behavioral difficulties (support and intervention plan).
 - Assess student performance compared to baseline to determine if progress is being made.
 - Revise support/intervention plan as needed.

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Resources

Resources

- Rochester Regional Center for Autism Spectrum Disorder (RRCASD).
 - On-line educational resources, webinars, Information & Referral services.
 - Contact information:
 - Website: www.golisano.urmc.edu/rrcasd-nyautism
 - E-mail: rrcasd@urmc.rochester.edu
 - Tele: 1-855-508-8485
- Autism Speaks: website: www.autismspeaks.org
 - This site contains various toolkits and guides for home, school, work, safety, health/medical, etc.

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Resources

- **Wong, C., Odom, S. L.,..., Schultz, T. R. (2013). *Evidence-based practices for children, youth, and young adults with Autism Spectrum Disorder*. Chapel Hill: The University of North Carolina, Frank Porter Graham Child Development Institute, Autism Evidence-Based Practice Review Group. Available online at <http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.nc.edu/files/2014-EBP-Report.pdf>
- Magyar, C.I., & Pandolfi, V. (2012). Considerations for establishing a multi-tiered problem-solving model for students with autism and emotional-behavioral disorders. *Psychology in the Schools, Special Edition*, 49, 975-987.

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Resources

- Visit the national PBIS website to learn more about PBIS activities, measures, and other resources.
<http://www.pbis.org/>
- Visit the Kansas Institute for Behavior Support website for a variety of measures you may find useful.
 - <http://www.kipbs.org/index.html>
- Visit the Center for Effective Collaboration & Practice website for additional FBA information.
 - <http://cecp.air.org/fba/>

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Resources

- Visit the Guildford Press website for various resources on ASD and school supports and interventions.
 - <http://www.guilford.com/search-products/autism>
- Visit the AAPC publishing website for various resources on ASD and school supports and interventions.
 - <http://aapcpublishing.net/>

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Question & Answer

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