

University of North Carolina

TEACCH Autism Program

Behavior Problem Solving Process

Autism Independent UK, Kettering 2024

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

THE UNIVERSITY OF NORTH CAROLINA
TEACCH
Autism Program
Services Across the Lifespan

Objectives

- Reframe interpretation of behavior problems to an autism perspective
- Understand the value of a proactive and preventative (antecedent-based) approach to behavior management
- Review elements of Structured TEACCHing that address the hypothesis and increase engagement in expected behavior

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Children with delays in language and social development are at risk for using challenging behaviors as a way to communicate and get their point across

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Positive Behavioral Approach

- Addresses the why underneath the challenging behavior
- Provides structure and teaching strategies to decrease the challenging behavior- helps child know what “to do”
- Proactive not reactive
- Holistic approach that considers all factors that impact child, family and child’s behaviors

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Understanding Behavior Problems

- Behaviors interpreted within the context of a child’s mental age rather than chronological age
- Use ASD Framework to interpret challenging behaviors
 - Diagnostic Symptoms
 - Learning Differences



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Reframing Interpretation of Behavior Problems



Common Labels	Why Might this Be From the Autism Perspective
Stubborn	Restricted/repetitive behaviors and interests
Lazy	Lack of skills of what to do
Unmotivated	Lack of meaning
Attention-seeking	Social-communication difficulties
Selfish	Trouble taking another person’s perspective

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Abflug / Departure

Flugnummer Schedule Flight Number	Nach / Ziel To / via	Schalter Counter	Abgang Gate	Event Special	Bemerkungen Remarks
8:45 LH 177	Frankfurt	A09			beendet
9:35 LX 595	Zürich	A10			beendet
9:45 LH 181	Frankfurt	A08	A08		GatedOpen
9:45 SK 1674	Kopenhagen	D78			beendet
9:45 UR 097	New York EWR	A15			beendet
10:05 AF 1435	Paris CDG	D70	D75		Einstieg
10:05 KL 1822	Amsterdam	D73			beendet
10:15 AB 8484	Sifertsburg	C61	C62		Einstieg
10:25 OS 272	Wien	A13	A13		GatedOpen
10:30 LH 2733	Düsseldorf	A09	A09		GatedOpen
10:40 KM 377	Halle	C66	C67		GatedOpen
10:45 AB 8202	Wien	C40	C40		GatedOpen

What are you thinking?
What are you feeling?

Problem-Solving Process


1. Define the behavior in concrete terms
2. Brief Profile of Individual
3. Collect data and analyze
4. Generate hypothesis
5. Implement an intervention to address hypotheses and engage in expected behavior
6. Create a plan for when behavior occurs

Step One: Define the Behavior


- Define the **challenging** behavior in concrete, observable, and measurable terms
- Define the **expected** behavior in concrete, observable, and measurable terms
 - Is the activity at the individual's developmental level?
 - Are the expectations and activity age appropriate

[illegible]

David (age 12 years)




As part of his education plan, David is learning how to play games that he can play with his peers and/or at home with his family. During free time, David prefers to watch Sponge Bob videos or play games (Minecraft) by himself on his computer. When the teacher tells David, “It is time to for group games”, he either says “no, thank you” and/or does not respond, and continues playing on his computer.



David Iceberg

OBSERVED BEHAVIOR	EXPECTED BEHAVIOR
Says "No thank you" Continues playing on computer	Put computer away Transition to group games
HYPOTHESES FOR THE OBSERVED BEHAVIOR FROM PERSPECTIVE OF AUTISM	VISUAL SUPPORTS, TEACHING STRATEGIES AND SKILLS TO ENGAGE IN THE EXPECTED BEHAVIOR

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Step Two: Brief Profile and Data

Behavior
Autism Symptoms
and Learning Styles

- A. Brief profile
- B. Chart data in a meaningful way, gathering useful information to enhance problem solving.



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Step Two A: Brief Profile of the Individual

- Type of educational setting
- Developmental level/intellectual ability
- Level of spontaneous speech/communication
- Decoding skills
- Interests/strengths

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Brief Profile of David



- Separate setting classroom
- Mild intellectual disability and autism
- Speaks in phrased speech with some rote sentences.
- Comprehends simple written passages using both sight word and some phonetics.
- Interests include Sponge Bob and Mine Craft



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Step Two B - Data: Possible Influences



Antecedents

- Where: physical setting, sensory aspects of the environment
- Who: people in the environment, person involved in interaction
- When: time of day, change in routine
- What: specific activity, how it is set up and presented (language, visual clarity), is it too hard/easy, disorganized or confusing
- Within (biological influences): health, hunger, thirst, fatigue, sensory needs

Consequences/What happened next?

- What did the adult(s) do?
- What did the individual do?
- What did the individual's peers do?
- What happened next?

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Data Collection

BEHAVIOR DATA CHART							
BEHAVIOR 1: _____							
2: _____							
Date	Time	Key	What was Happening Before	Who Present	What Happened After	Intervention	Possible Reason for Behavior

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Step Three: Generate Hypothesis From the Perspective of Autism




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Iceberg

OBSERVED BEHAVIOR	EXPECTED BEHAVIOR
What IS the individual doing?	What SHOULD the individual be doing?
HYPOTHESES FOR THE OBSERVED BEHAVIOR FROM PERSPECTIVE OF AUTISM	VISUAL SUPPORTS, TEACHING STRATEGIES AND SKILLS TO ENGAGE IN THE EXPECTED BEHAVIOR
Hypotheses: <i>why from the perspective of autism is this behavior occurring</i>	


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Step Three: Generate Hypothesis From the Perspective of Autism

- **Implicit learning:**
 - difficulty understanding/learning things automatically
- **Attention:**
 - sticky attention, focused on details and unable to see the big picture
- **Auditory processing difficulties:**
- **Executive function:**
 - difficulty with time and organization
- **Sensory processing:**
 - difficulty modulating sensory input
- **Social communication:**
 - problems with receptive/expressive language, difficulty with multiple perspectives
- **Restricted or repetitive behaviors:**
 - strong and narrow interests


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Generate Hypothesis Functional Behavioral Assessment (FBA)

- A systematic set of strategies used to determine the underlying function or purpose of a behavior.
- Often generates the following conclusions:
 - Not getting attention
 - Demand avoidance
 - Escaping an activity
- Dig deeper into the learning style of ASD


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David Iceberg


OBSERVED BEHAVIOR	EXPECTED BEHAVIOR
Says "No thank you" Continues playing on computer	Put computer away Transition to group games
HYPOTHESES FOR THE OBSERVED BEHAVIOR FROM PERSPECTIVE OF AUTISM Write down 2-3 hypotheses why from the perspective of autism is this behavior occurring	VISUAL SUPPORTS, TEACHING STRATEGIES AND SKILLS TO ENGAGE IN THE EXPECTED BEHAVIOR

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Iceberg

OBSERVED BEHAVIOR	EXPECTED BEHAVIOR
Says "No thank you" Continues playing on computer	Put computer away Transition to group games
HYPOTHESES FOR THE OBSERVED BEHAVIOR FROM PERSPECTIVE OF AUTISM 1. Executive Functioning: Does not know he can return to his computer. 2. Restricted and repetitive behavior: repetitive play, stuck on computer 3. Social: Does not know how to play the game: turn taking, following rules, etc	VISUAL SUPPORTS, TEACHING STRATEGIES AND SKILLS TO ENGAGE IN THE EXPECTED BEHAVIOR

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Step Four: Design/Implement Intervention to Address Hypotheses and to Increase Expected Behavior

- Intervention to address hypotheses and to increase expected behavior
 - A. Develop or modify visual supports and strategies
 - B. Teach new skills to address the behavior

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Step Four A Develop or Modify Meaningful Structure

- Structured TEACCHing: modify the environment and add developmentally appropriate and meaningful visual cues
 - Where am I going?
 - What will I do?
 - How will I do it?
 - When will I be finished?
 - What will I do next?



If you can't draw it, it is too abstract!

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Change Environment

- Clarify Expectations
 - Meaningful visual structure
 - Understandable on worse days
 - Individual interacts with structure
 - Highlight what "to do"
 - Clarify "finished" and time concepts

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Decrease Confusion

- Predictability
- What "to do"
- Developmentally appropriate
- Meaningful




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Less Confrontational

- Redirect to the structure
- Avoid escalation

FIRST 1 YouTube



THEN
Time to check
your schedule!

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David Iceberg



OBSERVED BEHAVIOR

Says "No thank you"
Continues playing on computer

EXPECTED BEHAVIOR

Put computer away
Transition to group games

HYPOTHESES FOR THE OBSERVED BEHAVIOR FROM PERSPECTIVE OF AUTISM

1. **Executive Functioning:** Does not know he can return to his computer...
2. **Restricted and repetitive behavior:** repetitive play, stuck on computer
3. **Social:** Does not know how to play the game: turn taking, following rules, etc

VISUAL SUPPORTS, TEACHING STRATEGIES AND SKILLS TO ENGAGE IN THE EXPECTED BEHAVIOR

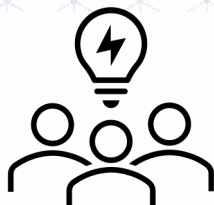
Take a minute to think of
intervention strategies that
correspond with the hypotheses

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Group Discussion


- Share an intervention strategy with the group and how it addresses a hypotheses and engages David in the expected behavior.



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David Engagement and Re-Engagement

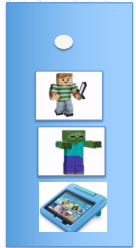


Schedule

- ☐ math group
- ☐ math work alone
- ☐ art class Ms. Jane
- ☐ break
- ☐ group games
- ☐ lunch
- ☐ science Mr. Tripp
- ☐ break
- ☐ pack bookbag
- ☐ bus



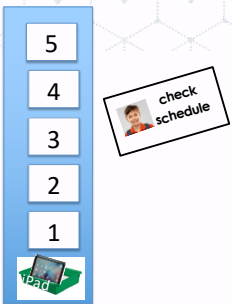
Work System



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Finished Routines

1. Give a visual warning i.e., visual timer or count down strip
2. Create and label places where the computer belongs when not in use.
3. Cue to initiate transition



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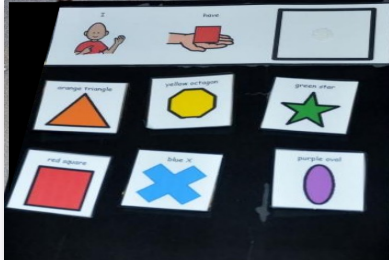
Step Four B: Intervention Teach New Skills to Address the Behavior

- Expressive communication skills and choice
 - Address the function of the behavior
- Social understanding and engagement
 - Teach explicit social rules that can be abstract or not-intuitive such as sharing, taking turns, social perspectives and initiation of social interactions
- Coping and stress reduction strategies
 - Relaxing and calming routines, identifying emotions and plan of action for responding to emotions

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Expressive Communication System and Choice

- Reduce frustration



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Social Understanding: Taking Turns

- Teach explicit social rules that can be abstract or not-intuitive such as sharing, taking turns, social perspectives and initiation of social interactions



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Social Understanding: Social Perspectives

Being a Good Sport



A good sport is a person who tries to play the games as best he can. At the end of the game, he might win, or he might lose. Good sports do not yell bad words, throw equipment or try to hit someone.

I can try to be a good sport. When the game is finished, I can shake hands with everyone in the game, the children who won and the children who lost. I can even tell myself what a wise person once said.

I win some and
I lose some.

Excerpted from Asperger's What Does It Mean to Me?

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Proactively Incorporate Grounding and Calming Activities Into Daily Schedule

- Aerobic exercise
- Music
- Computer
- Reading
- Sensory
- Yoga
- Enthusiasms



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Teach a Stress Reduction Routine and Coping Strategy

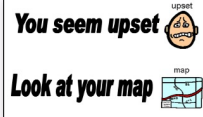
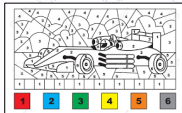
- Develop emotional control “routines” for expressing negative emotions and staying in control
 - Strategies for calming down
 - Engaging and calming activity (engage the mind and the body)
 - Clear beginning and end
 - Where to go
 - Be sure to return to the original situation
 - Practice during calm times
 - Teach how to communicate emotional needs

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Engaging And Calming Activity

Interests, Obsessions, and Enthusiasms



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Engaging and Calming Routine


Progressive Relaxation


- Breathing
- Muscle tensing and relaxing
- Imagery

Smell the flower




Blow out the candle






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David Iceberg




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Says "No thank you" Continues playing on computer	Put computer away Transition to group games

HYPOTHESES FOR THE OBSERVED BEHAVIOR FROM PERSPECTIVE OF AUTISM	VISUAL SUPPORTS, TEACHING STRATEGIES AND SKILLS TO ENGAGE IN THE EXPECTED BEHAVIOR
1. Executive Functioning: Does not know he can return to his computer.	1. Develop a written schedule with boxes to mark off- Put preferred activity on the schedule and/or work system.
2. Restricted and repetitive behavior: repetitive play, stuck on computer.	2. A finished routine with a count down, place for computer and transition card to schedule
3. Social: Does not know how to play the game: turn taking, following rules, etc	3. Teach turn taking games that include his interests.

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Step 5: Plan for When the Behavior Occurs



- Be a calm presence, reduce language
- REDIRECT to the meaningful visual structure that clarifies "what to do".**
- Reduce demands: reduce sensory load, simplify to first-then
- Prompt individual to follow their calming routine.
- Ignore unwanted behaviors, do not ignore the individual.

There may be a time when consequences or processing the behavior is necessary but now is not the time, that time is when the individual is calm.

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Behavior Problem-Solving Process



1. Define the behavior in concrete terms. Describe the expected behavior
2. Collect data
3. Generate hypotheses
4. Design and implement an intervention to address hypotheses and engage in the expected behavior
5. Create a plan for when behavior occurs

Monitor progress with ongoing data

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