

Strategies to Address Challenging Behaviors in Students with Autism Spectrum Disorders

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Resources

The Incredible 5-Point Scale/Anxiety Curve

(Kari Dunn Buron and Mitzi Curtis)

ZONES of Regulation

(Leah Kuypers)

Collaborative Problem Solving

(Ross Greene)

The 5-Point Scale

CHECK IN		
5		
4		
3		
2		
1		

What is the 5-Point Scale?

- visual representation of social behaviors, emotions and abstract ideas
- breaks down social and emotional concepts into concrete terms

The 5-point scale is a *teaching tool*.

Designing a 5-Point Scale

Step 1: Identify the behavior

Step 2: Complete a task analysis of the behavior or break it down into concrete parts

Step 3: With the help of the student, assign a label to each step part

The 5-point scale should be tailored to specific situations or behaviors.

Teaching the 5-Point Scale

- once a scale has been created, it should initially be used in a 1:1 direct instructional session
- when the individual has good comprehension of the ratings and how to use the scale, it can be incorporated in other situations

Using the 5-Point Scale

- Can be used...
 - in a variety of settings
 - to address disruptive behaviors, feelings, voice volume, body awareness, leisure skills, peer interactions and many other social issues
 - proactively prior to an event or to remind a student of behavior that is and is not acceptable
 - during an event as a visual reminder of the student's behavior
 - as an evaluation tool after an event has taken place

- Can incorporate...
 - colors and pictures
 - special interests

Examples

Voice Scale

5 - screaming

4 - yelling

3 - talking

2 - whispering

1 - no talking

Homesickness

- 5 - I am having a very difficult time being at camp right now. I would rather be at home.
- 4 - I feel homesick. I feel like I need to call home and talk to my mom.
- 3 - I am okay but thinking about home a lot.
- 2 - I am doing okay. I am participating in camp activities.
- 1 - I am doing great! I am engaged in camp activities and enjoying myself.

Playground Behavior

- 5 - repeatedly not following guidelines, walking away from the playground supervisor, ignoring directions
- 4 - playing too rough, hitting or throwing kids to the groups, inappropriate language (swearing)
- 3 - needed more than 3 reminders - did not stop after reminders were given
- 2 - a bit of rule breaking - stopped after 1 or 2 reminders
- 1 - excellent behavior, followed directions, played well with others

How I feel...

5 - I need to leave the room

4 - I need some space away from the other campers

3 - I am starting to feel nervous

2 - I am having an ok time

1 - I am having fun and feeling great

What can I do...

I need to ask to talk to Jill

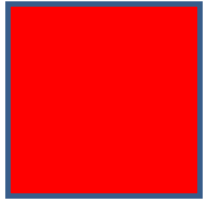
I need to ask to talk to Jill

I can stay in the group but may not be able to participate.

I can stay in the group and participate

I can stay in the group and participate

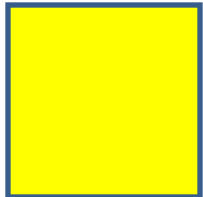
H's Work Scale



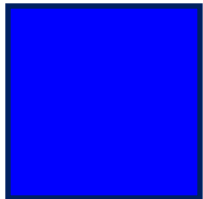
Refuse to work - finish work at home



Refuse to work - finish work in resource room



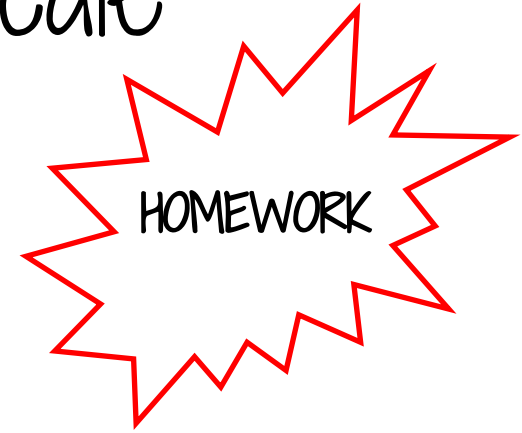
Work slowly - finish work in resource room



Work slowly - finish work in the classroom



Work quickly - finish work in the classroom



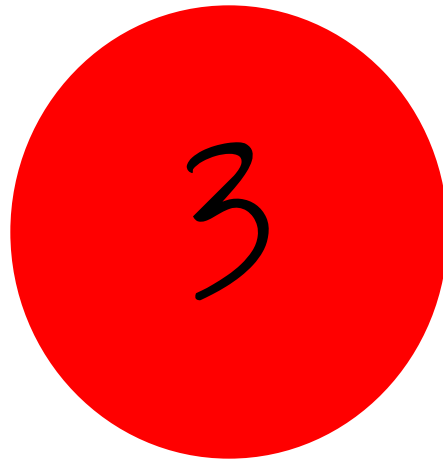
Using Special Interests



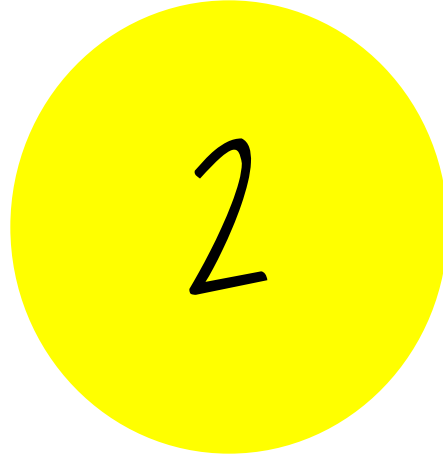
5		
4		↑
3		
2		↑
1		

5	Grrrrr! I'm ready to attack. I will make a bad choice.	
4	I'm starting to lose it. I might make a bad choice.	
3	I'm starting to feel irritated but I can handle it.	
2	I'm feeling kind-of funny but making good choices.	
1	I'm feeling SUPER! I can handle anything!	

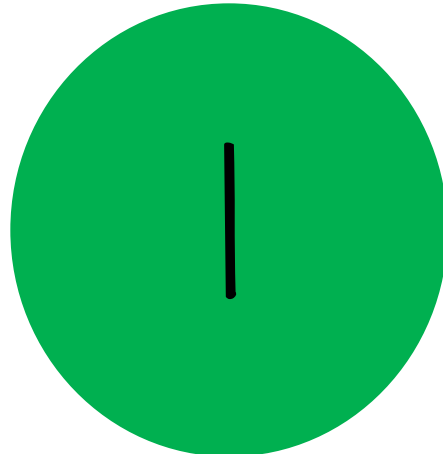
Mad



Okay



Happy



Classroom Uses



1



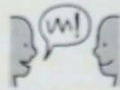
No Talking

2



Whisper

3



Talking

scared



5

distressing

4

nervous

3

fearful

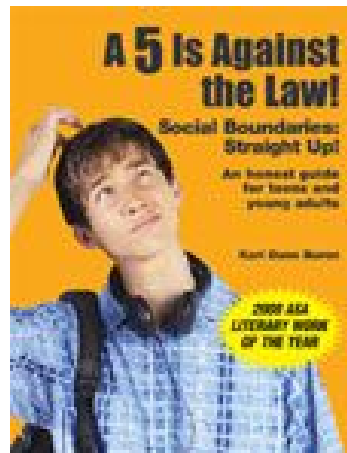
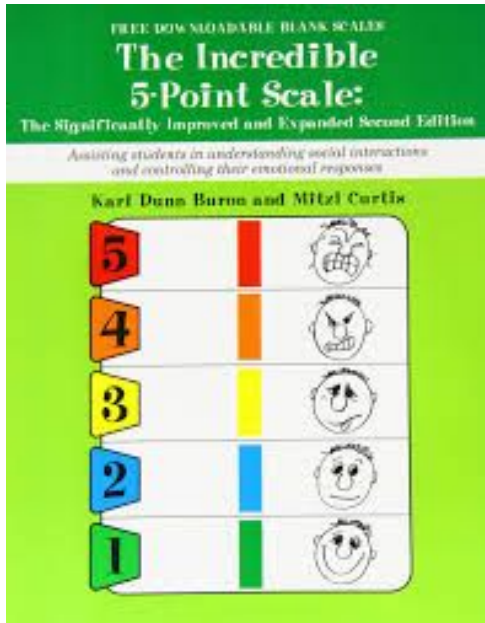
2

anxious

1

frightened

References





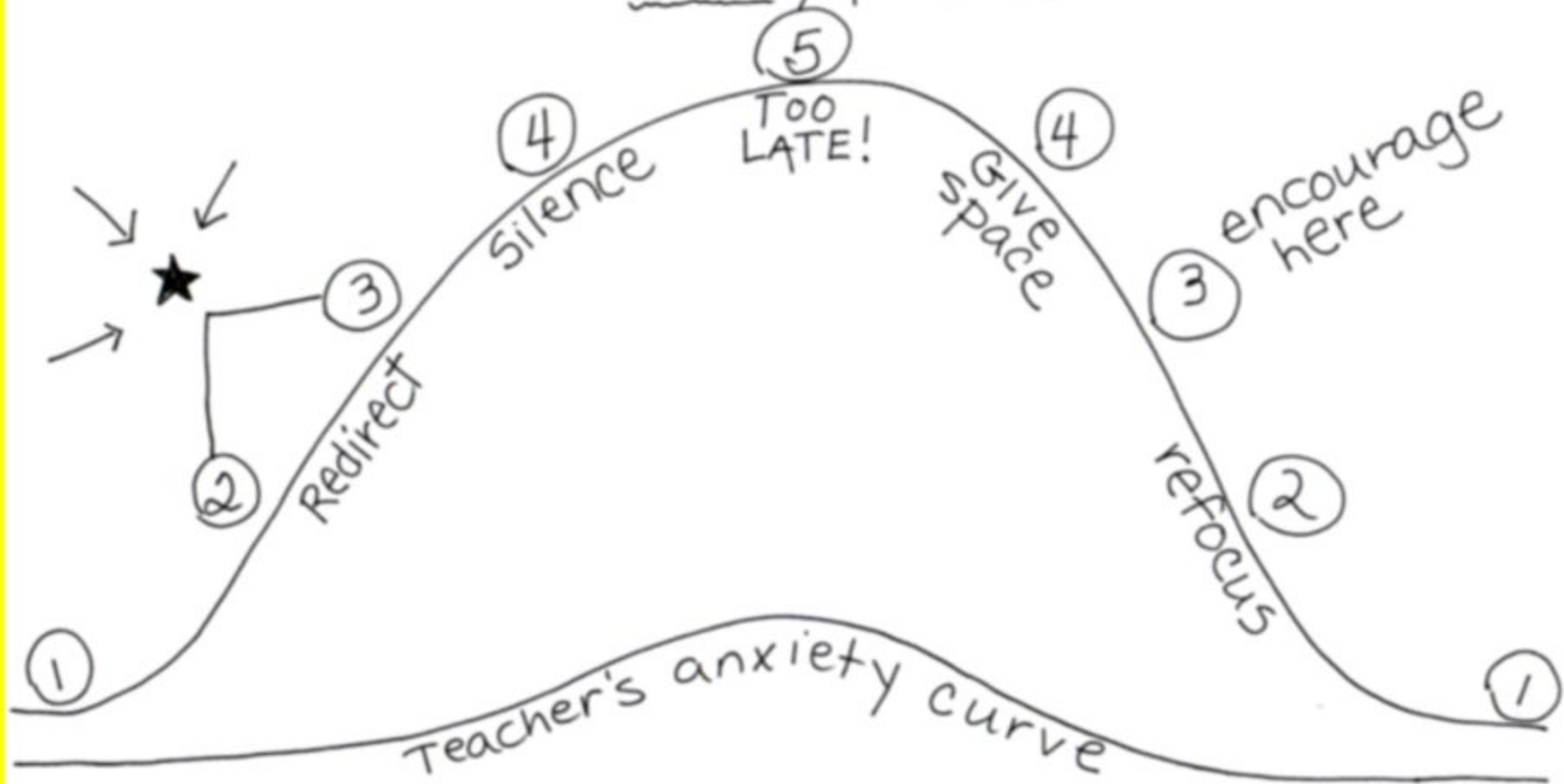
The Anxiety Curve

Why is it so important to recognize stress, anxiety and panic?

Possibly the #1 problem related to a loss of control

When you attend to the anxiety curve, you are proactively deciding when and over what issues your student will possibly have a meltdown.

Bite, hit, explode
silently protect



★ Positive Support Strategies - Teach here 😊

Buron + Curtis
Anxiety Curve Model

1 - When the Good Stuff Happens

This is when you teach. This is when you carry out your IEP teaching goals. Teach social skills. Teach the use of the 5 point scale. Teach using power cards and social stories. Teach relaxation and calming sequences. Share the emergency plans with the person - create visual prompts to notify person that emergency plan should start. This might be a stop sign or a small scale.

Over practice predictable routines.

2 - Red Flags

Subtle signs of stress. This is your best chance at redirection or focus on proactive strategies such as calming activities, more visual support, a quiet place to work, and reframing the demand.

This is the level most often missed by teachers and caregivers.
This is the best time to prompt the use of self-management.

The person and you are both still fairly calm. Good choices can be made at this level.

3 - Time to Refocus

Refocus the student in a very relaxing way. This is your last hope prior to the near explosive 4. Have a plan for this point - you might be starting to panic yourself. You might be able to move yourself and coax the person to a quiet place. This is not a good time to teach, you should have a relationship with the person and use your best "supportive language" to get through the moment.

4 - A Very Delicate Level

This situation could go either way. Sometimes can be remedied by being quiet. This is often too late for "redirection". Your energy should be spent calming the situation. Not the time to draw lines in the sand. Adults tend to become inflexible at this point and that pushes things up to 5. Attend to your own body and breathing. Back as far off as possible.

5 - Out of Control!

Never worth it. Physical and emotional event for everyone.

Might be dangerous. Might have to intervene to maintain safety. This is not a time to teach. Take the path of least physical intervention. Your focus should be on not ever getting here again. Revisit your proactive plan.

Warning!

Don't try to solve problems during an emergency.

Follow the crisis plan that has been developed.

Teaching and Practicing
happens at 1 or 2.

Redirection at 3.

Protection, silence and nerves of steel at 4 or
5.

ZONES of Regulation



- Sensory processing...

- The ZONEs curriculum addresses sensory processing by helping students understand what supports they need to feel regulated

- Executive functioning...

- The ZONEs curriculum can be used to help students gain skills in consciously mediating their actions which leads to increased control and problem solving abilities

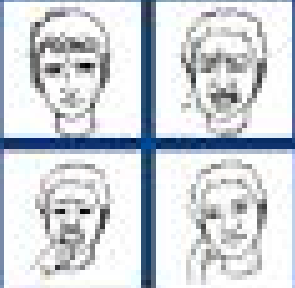
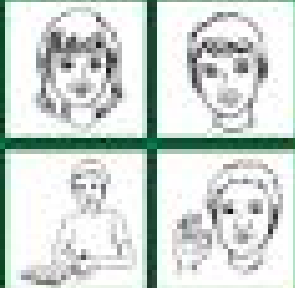
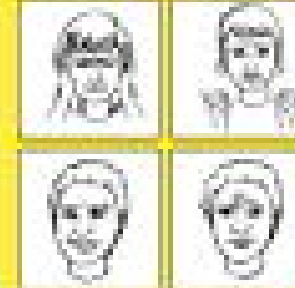
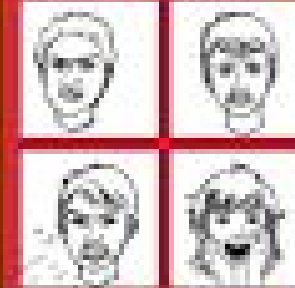
- Controlling emotions...

- The ZONEs curriculum addresses this skill to help students become successful in self-regulation

What Concepts Can Be Taught Using the ZONEs Curriculum?

- Sensory integration & regulation
- Emotional self-understanding & emotional self-regulation
- Executive functioning and cognitive control
- Development of self-awareness

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

RED Zone

The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions.

A person is described as "out of control" if in the Red Zone.

YELLOW Zone

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone.

GREEN Zone

The **Green Zone** is used to describe a calm state of alertness.

This is the zone students predominately need to be in the classroom.

BLUE Zone

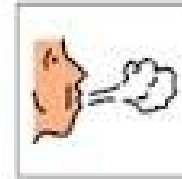
The **Blue Zone** is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored.

ZONEs Vocabulary

- Toolbox
- Tools or strategies
- Trigger
- Stop, opt and go
- Expected behaviors
- Unexpected behaviors
- What is the size of the problem?
- Big problems
- Medium problems
- Little problems
- Inner critic
- Inner coach
- Superflex thinking
- Rock brain thinking

Calming Routines

Calm Down



take a deep breath



count to 5



rest in my chair

Students with ASD tend to appreciate order, routines and repetition.

- Calming routines are...
 - created with input and feedback from the student
 - taught and practiced while the student is at a 1 or a 2
 - encouraged/prompted when the student is at a 3
 - put right into the student's schedule during the teaching/practice phase

Each student's calming routine will be different - it needs to work with them...not you!

Yoga

Deep Breathing

Physical Exercise

CALM DOWN YOGA FOR KIDS



I am strong.

Use your strength to catch tricky waves.



I am kind.

Stretch high and spread kindness all around.



I am brave.

Be brave and fearless as you fly down the ski run.



I am friendly.

Stretch like a dog wagging its tail.



I am wise.

Be a wise owl perched on a tree branch.



Calming down



I feel really angry!



STOP!
Calm down!



I feel really sad but ready to talk and sort things out!



I feel happy again!



Calming Down

1



2



3



4



5

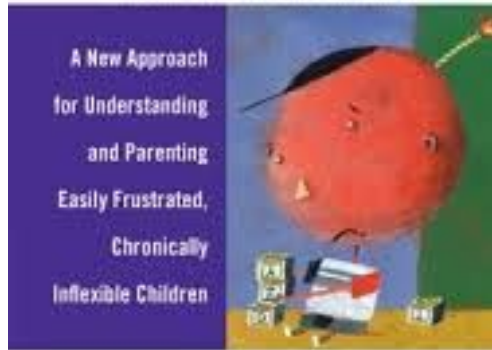


The Classic Parenting Guide—More Than 500,000 Copies Sold

The Explosive Child

REVISED AND
UPDATED

"All parents should read this book, especially those with children who are out of control."
—Edward M. Hallowell, M.D., author of *Driven to Distraction*



Ross W. Greene, Ph.D.

Collaborative Problem Solving

Changing Our Attitudes About Behavior

Kids do well if they **want to**.

VS.

Kids do well if they **can**.

Assessment of Lagging Skills and Unsolved Problems (ALSUP)

Plan A, Plan B and Plan C

Plan A - having someone else impose their will upon you

Plan B - the heart of CPS when adults work together with kids to solve problems in mutually satisfactory and realistic ways

Plan C - when we adults decide to drop an expectation, at least for now

<http://livesinthebalance.org/>

Questions?