



Texas School for the Blind and Visually Impaired Outreach Programs

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Texas School for the Blind & Visually Impaired Outreach Programs Present:

Guidance for Behavioral Intervention and
Support for Children and Young Adults with
DeafBlindness or Visual and Multiple
Impairments

Created by Matt Schultz and Kate Hurst

Power of Words

When you change the way you look at things, the things you look at, change.

Dr Wayne Dyer

- A Child exhibits BEHAVIOR
- A Child experiences DISTRESS

Paradigm Shift #1: Changing our *interpretation* of behavior

Examine Status Quo

- Behavior viewed through lens of compliance

Plant New Ideas

- Behavior viewed through lens of safety vs threat

Prioritize

- Parent and child resilience

Paradigm Shift #2: Changing our *response to* behavior

Examine Status Quo

- 'Good or bad' behavior aligned with consequences

Plant New Ideas

- Relational safety prioritized over rewards and punishments

Prioritize

- Social connectedness

Paradigm Shift #3: Changing our *expectations* of behavior

Examine Status Quo

- Behavior expectations are unrealistic

Plant New Ideas

- Neurodevelopmental lens guides decisions and understanding

Prioritize

- Knowledge of child development

Paradigm Shift #4: Changing our *understanding* of behavior

Examine Status Quo

- Behavior has singular cause with simple solution

Plant New Ideas

- Behavior has multiple causes with complexity

Prioritize

- Social emotional competence

All the Reasons We Exhibit Behavior According to esped Functional Behavioral Assessment

- Control
- Escape
- Revenge
- Attention Seeking
- Sensory Stimulation

Reasons we exhibit behavior according to Life...

- "I'm bored"
- "I don't feel good."
- "I'm confused."
- "I'm not ready."
- "I'm scared."
- "I'm embarrassed."
- "This is too hard."
- "I'm lonely."
- "I need help."
- "I want to have some input into this decision."

Impact of Sensory Impairments

- Reduced access to information
- Isolation
- Limited number and variety of experiences, especially social experiences
- Illness and multiple hospitalizations

Additional reasons for distress

Theory of Self-Determination

Richard Ryan and Edward L. Deci, University of Rochester

- **Competence**- the need to control outcomes in their environment and experience mastery. The need to feel successful.
- **Autonomy**- the need to be causal agents of one's own life and act in harmony with one's integrated self. The need to feel independent.
- **Relatedness**- the universal need to interact, be connected to, and experience caring for others. The need to feel connected.

Tiers of Behavior Support

- Teams must consider positive behavioral interventions and supports (PBIS) should be developed to address behavior.
- National Technical Assistance Center on Positive Behavioral Interventions and Supports (PBIS) developed "three tiers of positive behavior support"

Tier 1: Universal Prevention

Provide these universal supports to all students

Tier 2: Targeted Prevention

Supports needed by some students

Tier 3: Intensive, Individualized Prevention

For only a few students

- Most intensive supports the school offers.
- Typically rely on formal assessments to determine a student's need and to develop an individualized support plan.
- Student plans often include goals

Examples of Tier 2 Supports

Supports needed by some students

- Participation in a social skills class
- Inclusion of specific behavioral strategies
- Inclusion of specific instructional strategies

Proactive Strategies to avoid distress (Tier 2)

Supports needed by some students

Foster feelings of:

- **Safety** (physical and emotional)
- **Success** (competence)
- **Independence** (autonomy)
- **Connectedness** (relatedness)

Fostering Feelings of **Safety**

Proactive Strategies:

- Follow the child's lead
- Acknowledge the child's emotions and share yours
- Establish turn-taking routines

Responsive Strategies:

- Minimize contact with people, places, or things that trigger behavior problems
- Alter materials or the environment to discourage less appropriate behaviors

Fostering Feeling of **Success**

Proactive Strategies:

- Design activities based on the child's interests

- Utilize a calendar system that stays in a defined location
- Respond to distress immediately by increasing support and reducing demand

Responsive Strategies:

- Increase the level of support so the child doesn't become frustrated by difficult activities.
- Deliver information to the child in a form that is accessible, understandable & accurate

Fostering Feelings of Independence

Proactive Strategies:

- As much as possible, "do with, not for"
- Designate specific areas to store belongings and to do regular activities

Responsive Strategies:

- As much as possible, allow the child to make choices about activities and the daily schedule.
- Demonstrate the emotional state you want the child to achieve

Fostering Feelings of Connectedness

Proactive Strategies:

- Develop a communication system that allows for reciprocal communicative interaction
- Acknowledge and record meaningful experiences in books or story boxes to share with others

Responsive Strategies:

- Encourage participation through the projection of a positive affect.
- Model enjoyment and enthusiasm.
- Celebrate the small as well as the big stuff!

What proactive strategies do you use with your students?

Tier 3: Intensive, Individualized Prevention

For only a few students

Tier 3: Behavior Intervention Plan

A BIP should include strategies that:

- Prevent the identified behaviors from occurring (*Proactive*)
- Guide intervention when the distressed behavior is occurring (*Responsive*)
- Provide intervention following an incident of behavior (*Proactive*)

The Process

- **Step 1-** Clarify Information about Concerns
- **Step 2-** Gather Additional Information
- **Step 3-** Gather Basic Health Considerations and other Issues
- **Step 4-** Review the Current Program-**Proactive** Strategies for Fostering Feelings of:
 - Safety

- Success
- Independence
- Connectedness
- **Step 5** – List of Intervention and Supports (Tier 2)
- **Step 6**- Taking Data on Observable Behaviors
- **Step 7**- Tier 3 **Responsive** Intervention and Supports fostering feelings of:
 - Safety
 - Success
 - Independence
 - Connectedness
- **Step 8**- List of Interventions and Supports (Tier 3)
- **Step 9**- Behavior Intervention Plan
- **Step 10**- Take Data on Observable Behaviors (Tier 3)

Questions? Comments?

Behavior Guidance Coaching Model

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Thank You for Joining Us

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Figure 1: TSBVI logo



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Figure 2: IDEAs that Work logo and OSEP disclaimer.