TETN# 32955

Strategies to Help Young People with Deafblindness and Behavior Issues

January 15, 2015

2:30 – 4:00

Presented by

David Wiley, Deafblind Transition Consultant, TSBVI Outreach
davidwiley@tsbvi.edu

Developed for

Texas School for the Blind & Visually Impaired
Outreach Programs
To View Live Captions During this Event:

tcc.1capapp.com

User and Password: TETN (upper case)

To Ask Questions or Make Comments During this Event:

Todaysmeet.com/TSBVI_TETN
Strategies to Help Young People with Deafblindness and Behavior
Presented by David Wiley, Deafblind Transition Consultant, TSBVI Outreach
Texas School for the Blind & Visually Impaired Outreach Programs

Challenging Behavior
- often direct result of sensory impairments
- intervention should be based on strategies that take into account ability of child to gather information, understand environment, communicate, feel secure
- best addressed through prevention
- can be reduced by using effective communication and support strategies

Effects of Sensory Impairments
- Situations may be confusing or threatening due to incomplete or distorted information from other people and the environment.
- Different perceptions of what is interesting, important, motivating, or punishing.
- Frustration about communication attempts about needs and feelings being unrecognized or misunderstood by others.
- Difficulty in recognizing, trusting, and bonding with others.
- Need to stimulate or regulate sensory input.
- Behavioral challenges may be in response to unreported pain or problems associated with medical conditions.

Addressing Behavioral Concerns
From IEP Quality Indicators for Students with Deafblindness, Texas Deafblind Project, 2003
- Assessment includes functional analysis of communicative intent of, or sensory needs met by behaviors.
- Team has evaluated whether discomfort related to medical conditions or student’s etiology are impacting behaviors.
- IEP includes goals for improving student’s ability to communicate ideas and concerns in more socially acceptable ways.
- IEP includes strategies for providing student with more understandable information.

Which is better?

Reaction
“What should I do when and if the student engages in challenging behavior during this activity?”

Prevention
“What can I do before this activity to make it less likely that the student will engage in challenging behavior?”

Prevent behavior in the short-term…
by controlling antecedents or “triggers”, or by “blocking” the behavior.

Before developing a long-term plan…
teaching new behavior.
Determine the Function of the Behavior by Collecting Data

- Where is the behavior most likely to occur?
- When is the behavior most likely to occur?
- What items are present when the behavior occurs?
- What is usually happening before, during, and after the behavior?
- Who is with the student when the behavior occurs?

Behavior Functions

- Lack of knowledge about what to do or what not to do
- Cultural/family norms
- Doing the desired behavior is too difficult
- Confusion, stress, or anxiety (survival skills / self-regulation)
- To gain attention or social interaction
- To get an object or activity
- To reject or escape an object or activity
- Physical or medical problem
- Personality conflict
- Pleasurable sensation

Effects of deafblindness related to these functions

Incomplete or distorted information from other people and the environment affects:

- Lack of knowledge about what to do or what not to do
- Cultural/family norms
- Doing the desired behavior is too difficult
- Confusion, stress, or anxiety (survival skills / self-regulation)
- To gain attention or social interaction
- To get an object or activity
- To reject or escape an object or activity
- Physical or medical problem
- Personality conflict
- Pleasurable sensation

Different perceptions of what is interesting, important, motivating, or punishing affects:

- Lack of knowledge about what to do or what not to do
- Cultural/family norms
- Doing the desired behavior is too difficult
- Confusion, stress, or anxiety (survival skills / self-regulation)
- To gain attention or social interaction
- To get an object or activity
- To reject or escape an object or activity
- Physical or medical problem
- Personality conflict
- Pleasurable sensation
Communication about needs and feelings being unrecognized or misunderstood affects:
- Lack of knowledge about what to do or what not to do
- Cultural/family norms
- Doing the desired behavior is too difficult
  ✓ Confusion, stress, or anxiety (survival skills / self-regulation)
  ✓ To gain attention or social interaction
  ✓ To get an object or activity
  ✓ To reject or escape an object or activity
  ✓ Physical or medical problem
  ✓ Personality conflict
  ✓ Pleasurable sensation

Difficulty in recognizing, trusting, and bonding with others affects:
- Lack of knowledge about what to do or what not to do
- Cultural/family norms
- Doing the desired behavior is too difficult
  ✓ Confusion, stress, or anxiety (survival skills / self-regulation)
  ✓ To gain attention or social interaction
  ✓ To get an object or activity
  ✓ To reject or escape an object or activity
  ✓ Physical or medical problem
  ✓ Personality conflict
  ✓ Pleasurable sensation

Need to stimulate or regulate sensory input affects:
- Lack of knowledge about what to do or what not to do
- Cultural/family norms
- Doing the desired behavior is too difficult
  ✓ Confusion, stress, or anxiety (survival skills / self-regulation)
  ✓ To gain attention or social interaction
  ✓ To get an object or activity
  ✓ To reject or escape an object or activity
  ✓ Physical or medical problem
  ✓ Personality conflict
  ✓ Pleasurable sensation

Unreported pain or problems associated with medical conditions affects:
- Lack of knowledge about what to do or what not to do
- Cultural/family norms
  ✓ Doing the desired behavior is too difficult
  ✓ Confusion, stress, or anxiety (survival skills / self-regulation)
  ✓ To gain attention or social interaction
  ✓ To get an object or activity
  ✓ To reject or escape an object or activity
  ✓ Physical or medical problem
  ✓ Personality conflict
  ✓ Pleasurable sensation
By focusing on the behavior … we sometimes miss the message.

Concerns sometimes communicated by a student’s behavior

- “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.”

Resources

- NCDB; Library; Selected Topics; Behavior – https://nationaldb.org/library
- Perkins Scout; Education for Students with Multiple Disabilities; Behavior Issues – www.perkins.org/resources/scout/students-with-multiple-disabilities/behavior-issues.html
- OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports – www.pbis.org/
- Texas Behavior Support Initiative – www.txbsi.org
- David Pitonyak, Imagine – www.dimagine.com/
Texas School for the Blind & Visually Impaired

Outreach Programs

Figure 1 TSBVI logo.

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 2 IDEAs that Work logo and OSEP disclaimer.