



Texas School for the Blind and Visually Impaired Outreach Programs

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Coffee Hour
Behavior Part 2: What's Next?

February 19, 2024
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Quote

“Beware the temptation to blame behavior. This is usually shorthand for *I don't know what this is, but it's inconveniencing me*. Take a breath and look deeper at the child, the context, the environment. A child's sense of self is at stake.” - Virginia Spielmann

Guidance for Planning Behavior Intervention

[Guidance for Planning Behavior Intervention](#)

Today's Agenda

- Review the 4 pillars to help prevent distressed behavior.
- Explore the 9 steps of guide for the behavior intervention planning process.
- Look at sample student.
- Take a deeper dive into applying the recommended strategies.

Key Concepts of Behavior Guidance: A Summary

- Reasons, per eSped Functional Behavioral Assessment, we exhibit behavior: control, escape, revenge, attention seeking, sensory stimulation
- “When you change the way you look at things, the things you look at, change.” Dr. Wayne Dyer
- Ways a sensory impairment impact behavior
- Impacts of sensory impairments
- Methods of Learning - incidental learning, trial and error, imitation, and direct teaching
 - For students with sensory impairments - direct teaching is the most effective method of learning

Four Fundamental Pillars to Avoid Distress

- Safety
- Success

- Independence
- Connectedness

Paradigm Shifts

- Paradigm Shift #1: Changing our interpretation of the behavior
- Paradigm Shift #2: Changing our response to behavior
- Paradigm Shift #3: Changing our expectations of behavior
- Paradigm Shift #4: Changing our understanding of behavior

Paradigm Shift #1

Changing our *interpretation* of the behavior.

- Status Quo: Behavior viewed through the lens of compliance.
- New Idea: Behavior viewed through a lens of safety v. threat

Positive Behavioral Interventions and Supports

- Tier 1: Universal Prevention (All Students)
- Tier 2: Targeted Prevention (Some Students)
- Tier 3: Intensive, Individualized Prevention (Few Students)

Proactive - Responsive

Proactive strategies are focused on reducing the likelihood of distressed behaviors and fostering independence and success.

Responsive strategies include everything that happens once the distressed behavior has occurred.

Paradigm Shift #2

Changing our *response to* behavior.

- Status Quo: “Good or bad” behavior that is aligned with consequences.
- New Idea: Relational safety prioritized over rewards and punishments.

Behavior Intervention Planning Process

1. Clarify Information about Concerns (p.29)
2. Gather Additional Information (pl 31)
3. Gather Basic Health Considerations and Other Issues (pl 32)

Sample Student - Joan

Joan has light perception in her right eye and low vision in her left eye. She has profound hearing loss. The combined effects of Joan's vision and hearing loss make it difficult for her to access information about what is happening around her. Joan was born with agenesis of the corpus callosum. She takes medications for attention deficit hyperactivity disorder and seizure disorder. Joan travels with her walker and moves well but her shaky movements combined with her visual impairment can sometimes cause her to be off balance. Joan's family reports she has difficulty settling down at night and sleeping in a room by herself. She demonstrates anxiety nearing bedtime and typically sleeps 4-5 hours. Joan is very interested in her peers and wants to interact with them but lacks the appropriate social skills to do so. She often becomes overstimulated around other students especially in crowded or confusing environments. Sometimes she hits or throws things to interact with others or get their attention. Joan tends to target certain staff or students she likes or is interested in. Some of Joan's distress happens when there is unstructured time.

Areas of Concern:

- Physical Aggression towards Self:

scratching her face, hitting her legs, pinching her arms and neck, attempting to bang her head against surfaces.

Physical Aggression towards others:

- hitting, kicking, throwing objects, pulling hair, attempts to bite or head butt.

Behavior Intervention Planning Process

4. Review the Current Program (p. 33)
5. List of Interventions and Supports - Tier 2 (p. 42)
6. Take Data on Observable Behaviors (p. 43)

Paradigm Shift #3

Changing our **expectations** of behavior.

- Status Quo: Behavior expectations are unrealistic.
- New Idea: Neurodevelopmental lens guides decisions and understanding.

Proactive Strategies - Safety and Recommendations

Screenshot of p. 31 in Behavior Guidance Document

- All questions in chart are checked YES

Recommendations

- Since all of these proactive strategies are already in place (checked YES), there would be no recommendations needed for these areas

Proactive Strategies - Safety and Recommendations

Screenshot of p. 34 in Behavior Guidance Document

- All questions in chart are checked NO

Recommendations

- Follow the child's lead
- Provide activities based on her interests and infuse turn taking, conversation (on her language level), and teach necessary vocabulary to allow her to request these activities as well as have conversations with others about her topics of interest. Look for opportunities to follow Joan'

Proactive Strategies - Success and Recommendations

Screenshot of p. 36 in Behavior Guidance Document

- All questions in chart are checked NO

Recommendations

- Design activities based on the child's interest.
- When Joan is engaged in interesting activities, she is less likely to have problems with behavior. Activities such as work, cooking, music, art, and PE have rarely been a problem for Joan. Look for opportunities to infuse Joan's interests into consistent routines.
- Staff should provide direct instruction on recreation and leisure activities based on Joan's interests. She should be given time during her day to make choices and participate in these types of activities toward the goal of accessing them during unstructured time.

Proactive Strategies - Independence and Recommendations

Screenshot of p. 39 in Behavior Guidance Document

- All questions in chart are checked NO

Recommendations

- As much as possible do "with not for" when engaging the child.

Proactive Strategies - Connectedness and Recommendations

Screenshot of p. 40 in Behavior Guidance Document

- All questions in chart are checked NO

Recommendations

- Develop a communication system that allows for reciprocal communication interaction.
- Facilitate interactions between Joan and her peers (especially those she demonstrates some interest in).

Behavior Intervention Planning Process

7. Tier 3 Responsive Intervention and Supports (p. 45)
8. Behavior Intervention Plan (p. 52)
9. Take Data on Observable Behaviors (p. 55)

Responsive Strategies - Safety and Recommendations

Screenshot of p. 47 in Behavior Guidance Document

- First set of questions in chart are checked YES, with second set of questions checked NO

Recommendations

- Alter activity schedules to reduce stress.
- Decrease length of time of activity or allow Joan to watch the end of an activity rather than continue to participate, and/or accept partial participation.

Responsive Strategies - Success and Recommendations

Screenshot of p. 49 in Behavior Guidance Document

- All questions in chart are checked NO.

Recommendations

- Increase the level of support so the child is not frustrated by difficult activities.

Responsive Strategies - Independence and Recommendations

Screenshot of p. 50 in Behavior Guidance Document

- All questions in chart are checked NO.

Recommendations

- Teach coping skills and provide opportunities to practice these skills in structured and safe environments.
- Make time each day for Joan to practice her yoga routine in a structured and safe environment. For Joan, this is an example of a coping skill.

Responsive Strategies - Connectedness and Recommendations

Screenshot of p. 51 in Behavior Guidance Document

- First set of questions in chart are checked YES, with second set of questions checked NO

Recommendations

- Encourage participation through the projection of a positive affect.

- Model enthusiasm and enjoyment about shared activities.
- Celebrate milestones with Joan through high fives and positive language like “you did_!” “yay!”

Identifying Proactive vs Responsive Strategies

Katie and Emma video

Paradigm Shift #4

Changing our *understanding of* behavior.

- Status Quo: Behavior has singular cause with a simple solution.
- New Idea: Behavior has multiple causes with complexity.

Revisit Quote from Beginning

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2024 Texas Focus - Behavior: A Different Focus

Link for signing up for the upcoming Texas Focus. It will be a virtual event this year.

- <https://www.tsbvi.edu/events/2024-texas-focus-behavior-a-different-focus>

Contact Us

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Thank you for joining us!