

3. Teach and Reinforce New Skills to Increase Appropriate Behaviors and Preserve a Positive Classroom Climate

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- 1. Identify where the student needs explicit instruction for appropriate behavior**
- 2. Teach skills by providing examples, practice, and feedback**
- 3. Manage consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior**

1. Identify where the student needs explicit instruction for appropriate behavior

- Quick baseline assessment for class-wide behavior and for individual student behavior (note: prioritize and simplify)
- Ongoing data collection—for some students, data collection may be required in relation to IEP goals or as part of a behavior intervention plan
- Social skills assessment checklists
- Parent information
- Staff information
- Some skills may be taught to the entire class prior to any assessment, as part of establishing expectations (e.g., ‘listening’ skill)

2. Teach skills by providing examples, practice and feedback

Classroom skills

- Listening
 1. Sitting quietly
 2. Looking at the teacher
- On-task
 1. Sitting quietly
 2. Doing your work

- Teacher pleasers
 1. Smiling
 2. Nodding

- Asking for help (using help signs)
 1. Take out your help sign
 2. Scan to see if you can do anything else
 3. Take out independent work packet
 4. Wait for the teacher to come to you

Coping Skills

- Handling anger or frustration
 1. Stop
 2. Deep breath
 3. Count to 5 to self
 4. Ask for 'cool down' time (3-5 min), if needed
 5. Follow the direction

- Taking 'no' for an answer
 1. Stop
 2. Look at the person
 3. Say 'OK'
 4. Find another solution

- Dealing with changes in routine
 1. Stop
 2. Deep breath
 3. Count to 5 to self
 4. Say 'OK'
 5. Follow the direction

Obtaining peer attention skills

- Greetings
 1. Pleasant face
 2. Look at the person
 3. Say “hi” (or “hey, dude”, “hey”, etc.)
 4. Wait for the person to say something back

- Giving a compliment
 1. Think of something nice to say
 2. Look at the person
 3. Say it
 4. Wait for the person to say something back

Skills for positive thought patterns

- Positive comments about school
 1. Think of something good about school/activity
 2. Choose the right time
 3. Say it

- Positive comments about self
 1. Think of something you like about yourself or that you do well
 2. Think, “I can do that.” or “I’m good at that.”
 3. Say it
 4. Say ‘OK’ to yourself

Logistics (providing enough practice)

- Social skills (which are the replacement behaviors for almost all misbehavior) must be taught 3-4 times per week, for 20-30 minutes

- Combine the times of resource teacher, school psychologist, SLP, and others to create 3-4 sessions per week, teaching the *same skill* (versus each IEP team member teaching a different skill one time per week)
- Components of social skills lessons
 - Rationale for learning the skill
 - Presentation of written steps
 - Direct instruction of skill steps
 - Structure role play
 - Reinforcement for participation
 - Generalization and homework
- Curricula
 - ❑ Skillstreaming – 3 Levels (Arnold Goldstein)
 - ❑ ACCEPTS (Hill Walker)
 - ❑ Navigating the Social World (Jeannette McAfee)
 - ❑ Social Skills Training (Jed Baker)
 - ❑ Social Skills Picture Book, elementary (Jed Baker)
 - ❑ Social Skills Picture Book, secondary (Jed Baker)
 - ❑ Preparing for Life (Jed Baker)
 - ❑ Social Stories (Carol Gray)

3. Manage consequences so that reinforcers are provided for appropriate behaviors and withheld for inappropriate behaviors

Note: For some behaviors, a negative consequence is required *in addition* to positives (e.g., non compliance with directions)

- Reinforcement menu
- Consequence hierarchy
- To intensify reinforcement effectiveness, reinforce both *the absence of the misbehavior* and the *replacement behavior* that has been taught

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