

**ALL BEHAVIOR
COMMUNICATES BUT
WHAT IS IT
COMMUNICATING**

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BUT FIRST...

A bit about us!



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AUDIENCE SURVEY

<http://bit.ly/incucon>

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Objectives

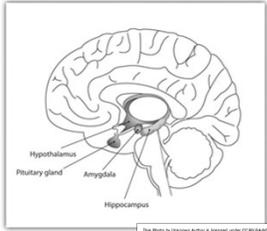
- A. Identify common behavior communication
- B. Learn effective positive behavioral strategies

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Questions to ponder

- What behavior really pushes my buttons?
- When behavior happens; Am I thinking how can I stop this behavior?
- Why do I want behavior to stop? (for myself or the child)

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**NEUROTYPICAL
VS NEURO
ATYPICAL BRAIN**

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Neurotypical vs Neuro atypical

- Parts of the brain necessary for learning and memory
 - Hippocampus- memory
 - Temporal lobe- language
 - Frontal lobe- executive functions

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Neurotypical brain

- the hippocampus is the location where learning and memory occur in the brain:
 - learns new information by hearing or seeing
 - brain processes information → interprets
 - stores in long term memory → brain breaks information into smaller items and stores information permanently.



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Neuro atypical

New information is not interpreted and is not stored consistently

When information is stored inconsistently; it is difficult to retrieve information leading to anxiety and frustration

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Strategy to assist with reduced ability to store information

- Repetitive practice; need multiple exposures to learn new information

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RECEPTIVE LANGUAGE AND EXPRESSIVE LANGUAGE SKILLS

Temporal lobe is location of the language center in the brain

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<h2>RECEPTIVE LANGUAGE SKILLS:</h2>	<p>An individual's ability to understand spoken language.</p>
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Expressive language:

An individual's ability to use understanding of knowledge to successfully communicate; verbally or with assistive technology

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WHEN RECEPTIVE LANGUAGE SKILLS ARE STRONGER THAN EXPRESSIVE LANGUAGE:

Individual is able to understand more than they can respond resulting in under expectation of understanding by the listener

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WHEN EXPRESSIVE LANGUAGE SKILLS ARE BETTER THAN LANGUAGE SKILLS RESULTS IN:

listeners assume the speaker is capable of more "over expectation of the speaker's knowledge."

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Strategy to assist with language delays in the neuro atypical brain



VISUALS, THE PART OF THE BRAIN THAT PROCESSES VISUAL INFORMATION OFTEN IS STRONGER IN THE ATYPICAL BRAIN.



EXPLAINS WHY THESE INDIVIDUALS ARE OFTEN GOOD AT TECHNOLOGY

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Neurotypical brain vs atypical

Frontal lobe:

- *Processes information related to the above functions and assists with understanding information*

Fontal lobe of the brain is responsible for executive functions:

- *Planning*
- *Organization*
- *sequencing steps*
- *remembers what has been done and what needs to be done next*
- *controls impulses*

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In summary:

- "if we don't understand the CAUSE we tend to try to discipline the behavior away to end it."
- Impact of brain differences on behavior, knowing why behaviors occur can lead us to being proactive vs. reactive

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COMMON BEHAVIORS NOTED IN INDIVIDUALS WITH NEURO ATYPICAL BRAIN DEVELOPMENT

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Flop and drop

- Children usually stop whatever they are doing and refuse to move. This can usually be them dropping to the floor and laying there.
- This type of behavior is usually communicating that the child does not want to do the task that is to follow, and a common redirect is using "if... then..." statements.

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Elopement

- This is when the child will leave to go somewhere else, otherwise referred to running away. Most of the time the child has the place where they are going picked out but they do not know how to communicate what they would like.

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Physical Aggression:



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Stimming

- This can just be a behavior that makes the child feel good. It could be hand flapping, chewing on fingers, rocking back and forth, or fidgeting

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Self-talk/imaginary friends

- Happens more with older children
- Since language can be difficult to understand, they relive movies and act out different scenarios
- Can be a way to calm down and relax

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Inflexibility

- Occasionally children will get an idea in their head and stick with it. They won't be able to put that thought out of their head which creates inflexibility.
- Ex. Child wants to sit in a certain spot, but someone else sits there and the child doesn't know how to communicate it and see how to change their thoughts.

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Understanding of boundaries

- Getting students to understand their space and boundaries is important for safety. If the child doesn't know the person, they shouldn't be going and hugging that person, or wandering off with a stranger.

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Others:

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Understanding Behavior Levels

By: Ross Greene

- Top priority: Safety
 - *i.e.- Bolting, physical aggression*
- Middle priority: Teachable moments
 - *Can sit down with child before or after escalation*
- Low priority: Annoying Behaviors
 - *i.e.- Chewing with mouth open, picking noise*

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Crash Course: B.F. Skinner (Operant Conditioning)

- Positive Reinforcement
 - Negative Reinforcement
 - Positive Punishment
 - Negative Punishment
- Positive IS NOT something that makes you happy, it's something that you gain.

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STRATEGIES FOR RESPONDING BUT NOT REACTING:

There are many strategies that have been found to be successful with the above challenging behaviors

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First and then

- Pair a non-preferred task with a task they enjoy.

<p>First</p> <p>Brush teeth</p>	<p>Then</p> <p>Listen to favorite song</p>
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Positive Reinforcement (glorified bribe)

<p>Good Bribes examples:</p> <ul style="list-style-type: none"> Playing a game Listening to music Set time of technology 	<p>Use with caution:</p> <ul style="list-style-type: none"> Food Buying toys Taking to paid events
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Remember, is it going to make you go broke after many repetitions?

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Visual schedules

- Research on schedules:
 - The Use of Visual Schedules on Work Systems to Increase the On-Task Behaviour of Students on the Autism Spectrum in Mainstream Classrooms*
 - Effects of Visual Activity Schedules on Independent Classroom Transitions for Students with Autism*
- Why?
 - Help to organize the world for individuals with special needs
 - Makes the day more predictable
 - Assist with planning

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EXAMPLE OF VISUAL SCHEDULES

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Video Models

- Can be very powerful
- Keep it positive
- Visuals can influence individuals as they like to see themselves

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Setting up environment for success

- Prepare the child for upcoming events and environments
- Prior to a big change or going out, being aware of the child's strengths and weaknesses, and tailoring the environment to help them succeed.
 - *Chair example*

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Being mindful of language

- Make sure to limit language when dealing with negative behavior
 - *Talent show example*

Too many words:

"Hey sweetie, you need to listen. Let's stop and go back to the classroom."

Just right:

"Stop. Go to room 110"

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Allow processing time



Brain connections - Frontal lobe takes in the information and it needs to sort through before it can react



Allowing for pauses in between directions can help the child understand information.

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Ignore

- This one can be tricky
- Avoid eye-contact (turning around can help, or even leaving room, if child is safe.)
- Give simple directions
- Wait for positive response → praise

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Token Economies

- Keep them simple
- Small, manageable tasks that can be completed in a short amount of time
- Keep the tasks about physical things, managing behavior (no hitting) is not something that a token economy tries to solve
- Think chores list

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Token Economy Example

Put dishes in dishwasher	
Put clothing in dresser	
Brush Hair	😊
Get dressed	

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Distraction

- Identifying when the child is escalating, and give the child small tasks that they can be successful in with lots of praise to turn escalation around.
- After turned around, you may proceed with original task

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Consciousness of relationship

- Be mindful of your relationship, if dealing with a certain behavior will cause strain, take a step back to breathe and reevaluate or get another person
- Make sure to check in, don't just assume that the person needs more individuals to help redirect.

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Super important!

It takes 21 days to form habits/ new behaviors to form

Keep trying! If it works one day, but doesn't the next, do not scrap it!

If the child is succeeding with the technique, don't stop.

Consistency

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Proactive instead of reactive

- This is what we've been working on all session.
- Being reactive can lead to bigger behavior problems
 - *The child can recognize when certain behaviors trigger a response.*

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Scripted role play:

We are going to demonstrate a situation that occurred between myself and an administration related to my daughter's possible elopement from her middle school.

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HOW WOULD YOU
HAVE CHANGED THE
SITUATION?

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Activity

What do you think the child is communicating?

What strategies would you try to use?

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Questions??

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References

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