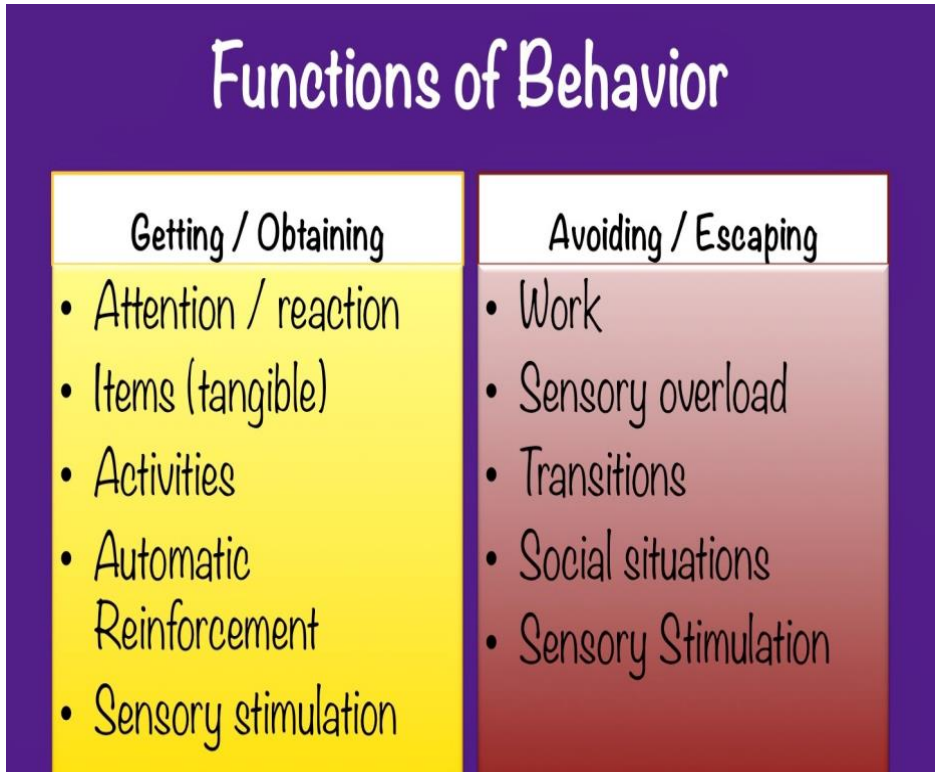
Determine Function

- Behavior is communication!
- What is the purpose?
- Determine a replacement behavior
- Example: If a student hits to escape a task, teach him to request a break. This would be part of the contingency map.



To better understand…
ABCs of Behavior

- **Antecedents**- what happens right before
- **Behavior**- what does it look like
- **Consequence**- what happens in the environment right after the behavior occurs

Create the Visual

- Use picture symbols or real-life photos

Statement:

1. When this happens, (identified **trigger/antecedent** for the problem behavior from your FBA)
2. If the student engages in the **appropriate behavior** (asking for a break)
3. He/she will get a consequence he or she enjoys (**a reinforcer**). If the negative behavior occurs then the positive consequences do not occur.

TIP: Use green font for the positive choices and red font for the negative choices.

Teach the Contingency Map

- Show and explain how it works
- May use with a social story
- Role play / Practice
- Have the visual readily available for the appropriate settings
- Use as little language and consistent language
- Use first-person language, “Thomas is walking with his hands down.”

Reinforce

- Reinforce the alternative (desired) behavior with the promised contingency
- The positive consequence/reinforcer must be meaningful
- The consequence should be naturally occurring to help the behavior maintain in the absence of the map over time

Example: If I smile and use nice words, my friends will play with me. If I hit and scream at my friends, they will not play with me.

Assess and Fade

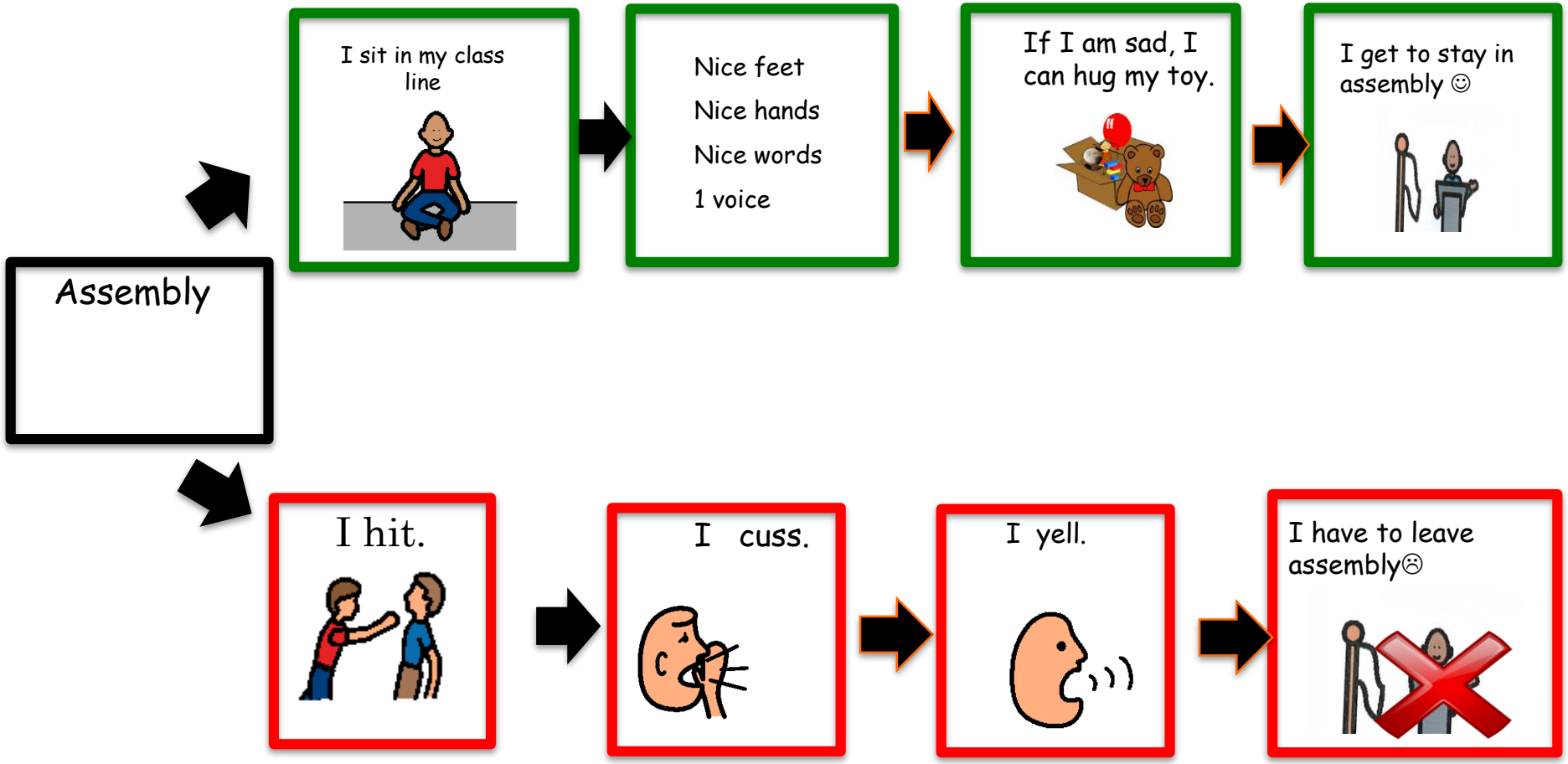
- Take data on whether the frequency of the behavior is decreasing.
- Fade the use of the map as the student becomes more independent and negative behavior reduces in frequency.

Ways to Collect Data

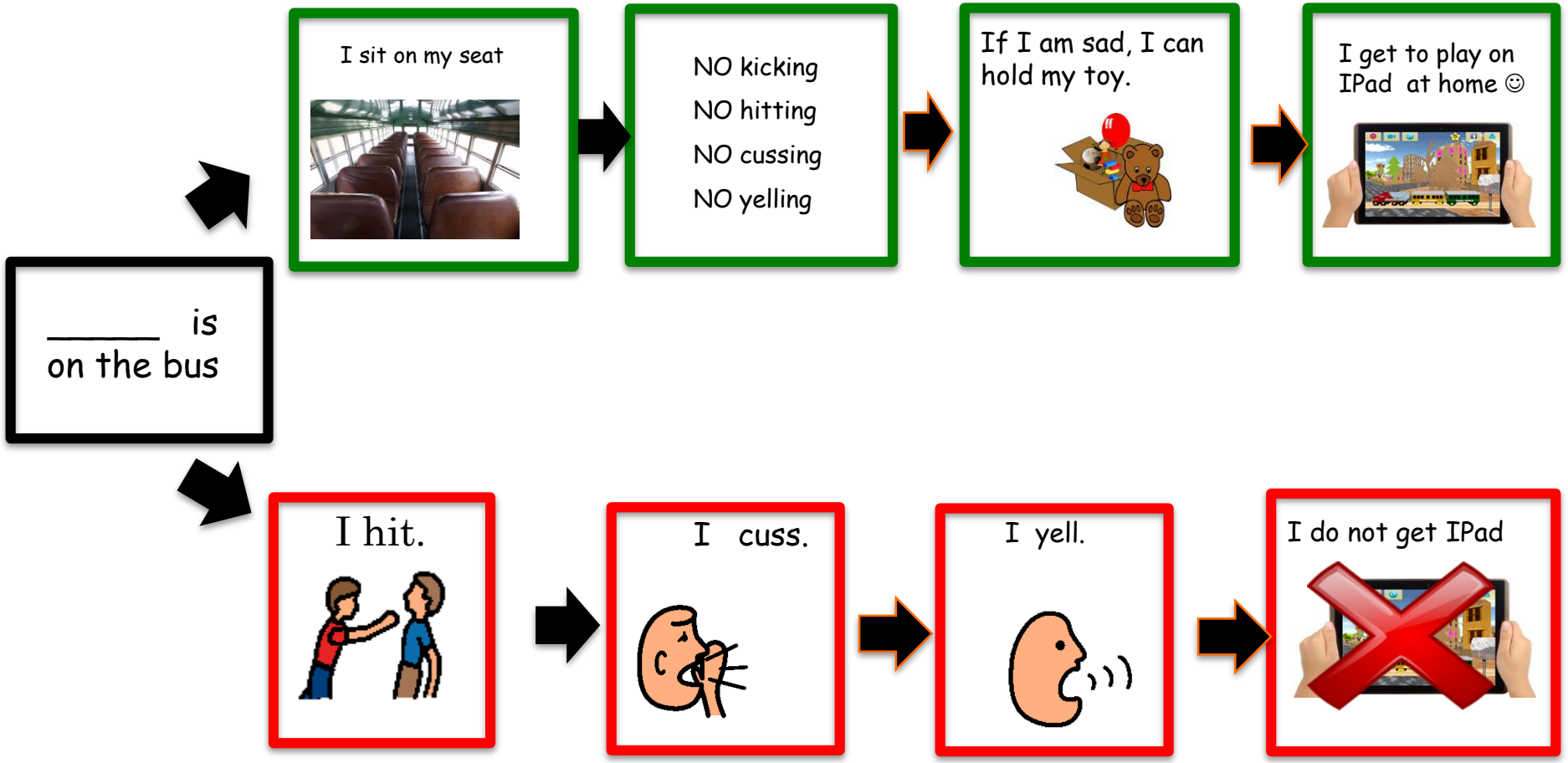
- Tally Chart
- Frequency Data Chart
- Interval Data Sheet
- CICO
- ODR
- Duration of Behavior
- ABC observation

Example of Hallway Contingency Map

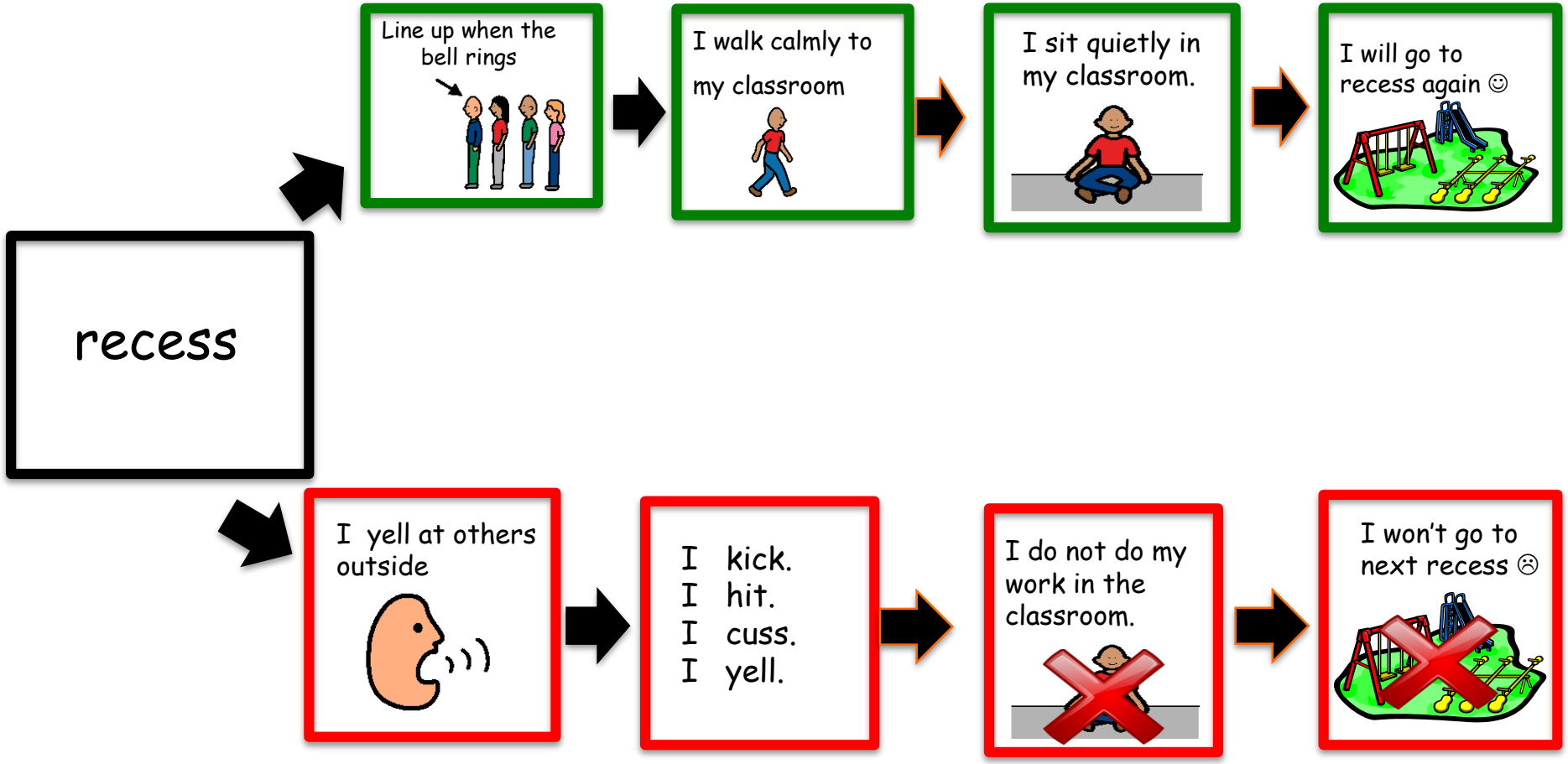
Example of Assembly Contingency Map



Example of Bus Contingency Map

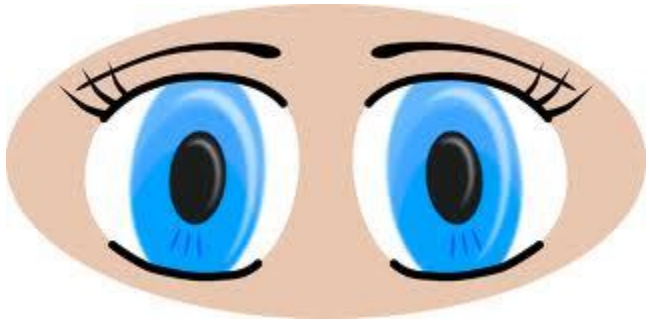


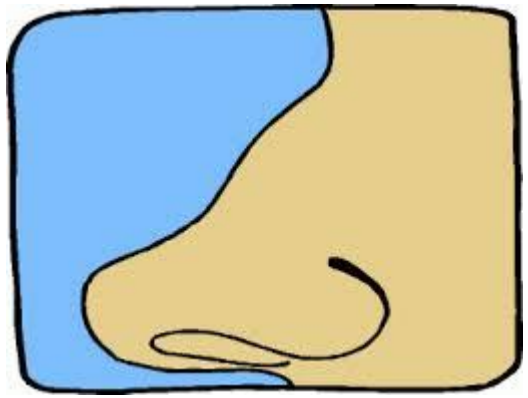
Example of Recess Contingency Map



Sensory Integration

Understanding the Sensory Systems





Visual System

- Your visual system deals with what you see with your eyes.

- *Potential Issues*

- Do you know a child who sees every detail, or who can pick at a tiny piece of dirt or food from the middle of a crowed floor?
- What about those children who do not appear to notice details? These children might have difficulty finding a small toy in a large box of toys or a particular book on a crowded bookshelf.

- Possible Behaviors Seen: squints because light seems too bright; trouble focusing on any one object or person/too many; rubs eyes frequently

- BE SURE TO RULE OUT VISION ISSUES, INCLUDING TRACKING!!

Auditory System

- Your auditory system deals with what you hear.
- *Potential Issues*
- Have you ever noticed that some people have trouble hearing one person talk in a crowded room with lots of talking?
- What about those other people who complain that they can hear every little noise in the house, such as the water dripping in the bathroom or the light bulb buzzing?
- Possible Behaviors Seen: covers his/her ears during assemblies, gym and music classes, fire drills

Olfactory System

- The olfactory system deals with what you smell.
- The sense of smell is centered in the section of the brain which also deals with emotions. Hence, there is an emotional component to the sense of smell. What favorite food did your mother bake when you were little? What do you think of when you smell that food baking today?
- *Potential Issues*
- Over-reaction or emotional response to smells
- Possible Behaviors Seen: feels sick when strong smelling foods are served in the cafeteria; smells/sniffs everything they come into contact with

Gustatory System

- The gustatory system deals with how foods taste.

- You are born with taste buds on different areas of your tongue which interpret food as sweet, salty, bitter, and sour. The sensitivity of these taste buds diminishes with age. Babies are very sensitive to taste (which is why baby foods taste bland to adults). Elderly folks complain that food doesn't taste like it did when they were younger.

- *Potential Issues*

- Over-reaction or under response to food flavors
- Extremely picky eater

Tactile System

- The tactile system deals with touching things.

- You have touch receptors in your skin which react to pressure, such as a light tickle or a deep touch.
- A spider crawling up your leg is a light touch. A heavy comforter on the bed provides a deep (heavy) touch to your skin. Touch is also related to temperature and pain.

- *Potential Issues*

- Some people may over-react to a small light touch sensing it as discomforting or even threatening.
- The student who rubs his/her hand down the wall in the hallway.

- Possible Behaviors Seen: puts everything into the mouth; touches everything and everyone; doesn't like glue, marker, or paint on their fingers or hands; does not like to be touched; child doesn't notice food on their face

Proprioceptive System (Muscles/Joints)

- Your proprioceptive system relates to how a joint feels when it moves. For example, when you lift something, you know if something is heavy or light.

- *Potential Issues*

- The person who walks by looking at his/her feet or "slaps" feet when walking.
- The student who is always breaking his/her pencil when writing because of pushing too hard.

- Possible Behaviors Seen: looks clumsy; falls out of seat or laying/supporting head; trouble learning new body movements

Vestibular System (Movement)

- The vestibular system receives information through the inner ear, and processes information about movement, gravity, and balance.
- *Potential Issues*
- Some children may spin and spin without getting dizzy while other children cannot tolerate spinning or are very sensitive to movements that many of us do not think about, like riding in a car.
- Possible Behaviors Seen: trouble with feet off the floor/stairs; craves movement (spinning)

These Systems Work Together

- None of these systems work in isolation
- This makes pin-pointing an issue challenging.
- All behavior serves a purpose.

- You have to do a bit of detective work.

The Labels

- **The Under-Responder**
- High Threshold
- Poor Registration
- This means these children need more stimuli to react. These children might not react to a whisper, but rather need a loud call to come.
- Uninterested
- Self absorbed
- Sometimes dull affect

The Labels

- **The Over-Responder**
- Low Threshold
- Sensitivity to Stimuli

- Low threshold enables them to have hyper awareness of what is around them.
- Have passive strategies – allow things to happen rather than move themselves away.
- Sound and sight sensitive
- Rule bound
- Ritual driven and appear uncooperative
- Engage in behaviors that limit sensory input
- Engage in active self-regulatory strategies to understand and organize the sensory input.
- Sensory input is often threatening

The Labels

- **The Sensory Seeker**
- Sensation Seeking
- Children who are sensation seeking for many sensory experiences.

- Very Active
- Continuously engaging and excitable
- Pleasure from Sensory experiences
- Generate sensory experiences for themselves.
- These students need to move and pace while others are seated

The Labels

- **Sensation Avoiding**
- Children who are avoiding sensations might be unwilling to try new things or to participate in unpredictable situations.

- **Sensory Defensiveness**
- Defines sensory defensiveness as the over activation of our protective sense (flight, fright, or fight reaction).

- Imagine you are walking to your car late at night. . .

- However, for the child with severe sensory defensiveness, standing in line and being touched from behind might have the same response.
- Children with severe sensory defensiveness view stimulation not as unpleasant but as DANGEROUS! This might be why children with sensory defensiveness are not willing to try anything new (and are actually afraid of anything unpredictable).

The Fluctuating System

- Draw Sample:

What Is The Goal?

To Remain Regulated!!

Everyone processes sensory input differently and that's okay.

What matters: when any sensory input is negatively impacting the child's life & causing problems.

We All Have Issues

- How do you Self-Regulate?

Please contact us with any questions!

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