

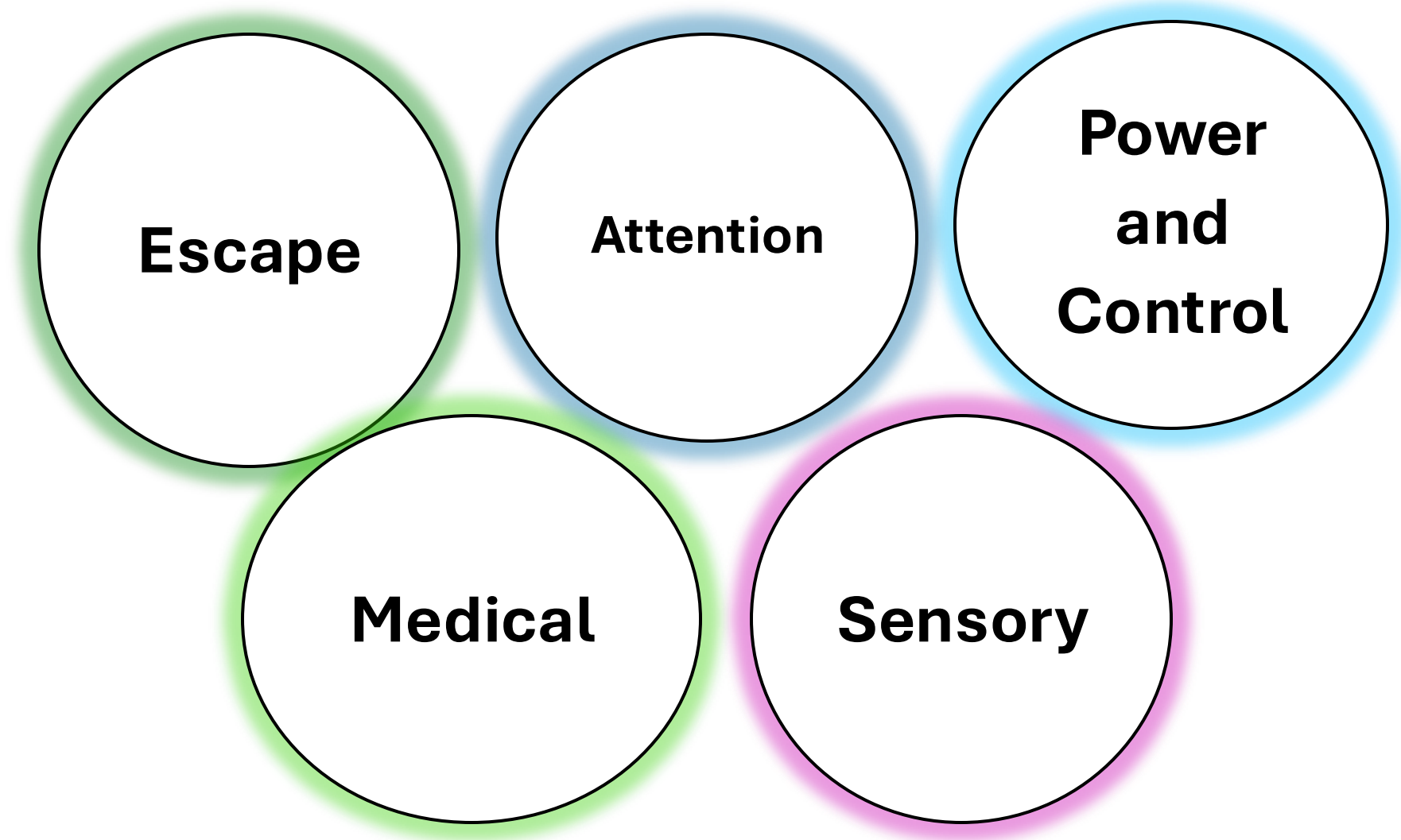
# Reaching and Teaching Students With Neurodiversity: Functional Behaviors and High Quality PBIS

MCEC 2025  
Butte Montana  
4-3-2025

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# BIG 5 BEHAVIORS





# BEHAVIORS-THE BIG 5

Behaviors can be classified major categories

- ✓ ATTENTION-behavior that produces attention and other desired events (desired activities)
- ✓ SENSORY CONSEQUENCES-behavior that occurs because of its sensory consequences
- ✓ AVOID OR ESCAPE-behavior that allows the person to avoid or escape demands or other undesired activities
- ✓ POWER AND CONTROL-behavior engaged in to get power or control over the situation
- ✓ MEDICAL-behavior engaged in because of medical inconsistencies



## Problem: Attention-seeking behavior

- Behaviors engaged in to receive attention from anyone
- <https://www.youtube.com/watch?v=-WvujFA76Sg>



# SOLUTION

- 1. Interventions that focus on teaching the student appropriate ways to get attention
- 2. Giving teacher attention following appropriate behavior
- 3. Taking away attention
  - Examples: planned ignoring, reinforcing other children's desirable behavior.



# REMEMBER

REPRIMANDING children has proven  
ineffective in dealing with attention-seeking  
behavior

WHY?



# Escape Motivated





# Escape-Motivated Behavior

- Problems come from wanting to escape or avoid an unpleasant task, situation, activity or location.
- Very important: Time-out is very likely to increase rather than decrease the inappropriate escape motivated behaviors.
- <https://www.youtube.com/watch?v=B7J0th79d34>



# Escape-motivated Behavior Solutions

1. Teach the student how to use a socially acceptable escape behaviors like:  
Asking for help/Signal responses
2. Increase incentives for difficult tasks
3. Tell the student what they have to look forward to next using phrases like *almost done first/then*
4. Utilize assistive media technologies and other curricular accommodations to boost interest **CAUGHT YA**  
<https://www.youtube.com/watch?v=K0zcPq39pJ0#t=83.101>
5. Practice Practice Practice having them engaged
6. Backward Chaining



# Power and Control

- Problem behavior often stems from a child's need either to gain power or control over a situation.

<https://www.youtube.com/watch?v=hLK3ui2m61U>

Examples: child always needing to be correct or do something his/her way and misbehaving to get power over the situation.



# Power and Control Solutions

- Gaining appropriate power and control
- Practice: set up times for them to practice controlling things in the correct way.
- Co-instruct/teach in a subject that is their strength.
- Grading homework already done/special projects at home they are in control of.
- Mentorship-have them help others.



# Behaviors Engaged in for Sensory Input

- <https://www.youtube.com/watch?v=KurXpARairU>
- <https://www.youtube.com/watch?v=FXnnXHpg7mo>
- Behaviors are often also engaged in to receive sensory input from the individual.



# Solutions for Sensory Maintained Behaviors

- Teach replacement behaviors that fulfill similar sensory functions: rocking can be replaced by swinging at lunch or having access to a rocking chair to complete work in.
- Practice the replacement behaviors daily.
- Assist and prompt the person to over engage in the replacement behaviors so they truly replace the maladaptive behaviors.
- Set up a sensory diet for the class with students in mind. Walk about paths, cozy corners...



# Medical Variables associated with Behaviors

- Medical variables that affect behaviors include seizure disorders, diet concerns, allergies and sleep disorders.
- Each of these variables can greatly affect a person's behavior and their ability to regulate themselves in a variety of environments.
- Solutions for these variables are to carefully track and document the occurrence and work in conjunction with the medical professionals and parents to help the students.



# Sample Replacement Behaviors

- ❑ **Sensory-seeking Behaviors:** Provide sensory tools (e.g., fidget toys) or structured sensory breaks as a replacement.
- ❑ **Power and Control:** Set up times for them to “help” others.
- ❑ **Escape Behaviors:** Instruct students as to appropriate ways to ask for help or take a break.
- ❑ **Attention Seeking:** Teach them how to receive appropriate attention from teachers and peers so they understand what you are expecting.
- ❑ **Medical:** document what medically you are concerned about



# Sample Function of Behavior

- Preschool
- [https://video.search.yahoo.com/search/video?fr=yset\\_chr\\_syc\\_oracle&p=child+tantrum+in+classroom+learning+opportunities#id=2&vid=1ad0df1e3a8723d76381e6c95faa4514&action=view](https://video.search.yahoo.com/search/video?fr=yset_chr_syc_oracle&p=child+tantrum+in+classroom+learning+opportunities#id=2&vid=1ad0df1e3a8723d76381e6c95faa4514&action=view)

## Middle School

<https://www.youtube.com/watch?v=yKJMpfxFjH8>

[https://www.youtube.com/watch?v=\\_PqtdLc4PYA](https://www.youtube.com/watch?v=_PqtdLc4PYA)

## High School

- <https://www.youtube.com/watch?v=n6fS73AFnnk>
- What are the functions of Caleb's behavior
- <https://www.bing.com/videos/search?q=functional%20behavior%20in%20a%20classroom&view=detail&mid=574115E958FCCC634EAD574115E958FCCC634EAD&ajaxhist=0>
- MR HESTER WATCH

<https://www.bing.com/videos/riverview/relatedvideo?&q=Classroom+Management+Function&&mid=D11CB43C15A474D6B117D11CB43C15A474D6B117&&FORM=VRDGAR>



<b>Behavior</b>	<b>Function of Behavior</b>	<b>Replacement Behavior</b>



## IDEAS: WHAT TO DO IN THE CLASSROOM

- <https://www.youtube.com/watch?v=wnmBj6p5NnA>
- Tell reask retell, clear expectations, practice the seating and moving through the classroom, positive behavioral practices
- Mr. Hester WATCH <https://www.youtube.com/watch?v=LdF5ry5g5-w>



# Behavioral Considerations

Positive Behavioral Supports and Interventions in the Classroom  
Setting Coaching Inservice for Faculty and Staff



- <https://nesc.k12.sd.us/resources/Behavior%20Checklist.pdf>



# Behavior Statements of Concern from educators: Red Flag Warnings





# Red Flag Warning Statements from Educators

- The student will become reliant on it if I accommodate it.
- It's not anything I'm doing
- It's not fair to the other kids
- This is sending a poor message to the other students
- We shouldn't allow this kid to get away with it and not punish others
- If I do that for them I have to do it for all my students
- I can't give them special treatment.
- I will take recess from them and will teach them a lesson.



# Positive Behavioral Interventions and Supports in Teachers' Mindsets: A shift in teaching paradigms



# PBIS

- Positive behavior intervention and support is a proactive approach to establishing behavior support in a for all students in a school to achieve emotional, social and academic success.
- Positive behavioral interventions and supports generate from a belief that a student is experiencing a skill deficit of some sort and that that deficit is the cause of behavior.
- <https://www.youtube.com/watch?v=FwdAFU54RVM>
- <https://www.youtube.com/watch?v=wnmBj6p5NnA>



# PBIS strategies in the classroom

**Eight specific examples of PBIS interventions that you can use in your classroom to reinforce positive student behavior and expectations.**

1. Routines –What we are doing now section on the white board
2. Breaks-sensory in the classroom walk about paths and heavy activities
3. Silent Signals-Signal responses they signal us we signal them highlighter stations, signal for help
4. Proximity-be there and present when given instruction and positive interactions.
5. Quiet Corrections-Keeping their anonymity in mind
6. Special Tasks-something that helps the greater good-the whole class benefits
7. Positive Phrasing-I'll know you are ready when
8. Behavior Statements-you may finish it by yourself or with help



# Developing Positive Behavioral Support

1. Teaching the student acceptable replacement behaviors
  - Remember that these replacements have to serve the same function as the inappropriate behavior and take time to develop
2. Manipulate what comes before and after the desired behavior.
  - Using clear instructions/tell and re-ask before the directive and praise or positive feedback after the child has completed the task
3. Give the student a chance to practice the appropriate replacement behaviors
  - Examples: positive performance posters at school



# PBIS: Stating Class Expectations

- Make the class video showing Positive Behavioral Supports Right and Wrong in the Classroom
- <https://www.youtube.com/watch?v=GJROcj2qG9E>



# PBS WHAT TO DO 1

- ☐ It is important to ensure that you have **MORE positive interactions** than negative in the child's mind 5-1 ratio.
- ☐ It is highly recommended that an educator pick and plan strategies that he/she can implement regularly.
- ☐ Consistency in all staff: A consistent approach when dealing with students with behavioral concerns most often leads to more productive and positive behaviors.



# PBS WHAT TO DO 2

## **USE PBIS LANGUAGE LIKE INCLUDING SPECIFIC PRAISE**

- ☐ “I’ll know you are ready when \_\_\_\_\_” instead of “You need to”
- ☐ “You can do it” and other esteem building comments.
- ☐ I like the way you \_\_\_\_\_ earlier



# PBS WHAT TO DO 3

- ☐ The behavior will often escalate before it diminishes.
- ☐ Remember you are redeveloping and building a relationship
- ☐ 95% of the behavior change comes from the adult, not the child.



# 504 plans to support our students

- <https://www.psea.org/contentassets/ac6695903bd94d27aa14e85c3a12d90e/504-accommodations-guide.pdf>

Section 504 of the Rehabilitation Act of 1973 is a federal law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any federal department or agency.



# THE END



# Classroom Management Resources on the Web

## Free resources

<http://www.theteachersguide.com/ClassManagement.htm>

## Teacher checklists for PBIS tiered classroom

[https://www.google.com/search?sca\\_esv=566149086&q=Pbis+maryland+teacher+classroom+checklist+pdf&sa=X&ved=2ahUKEwi3INGz-7KBAXV7AzQIHYYIoD14Q1QJ6BAgxEAE&biw=1732&bih=946&dpr=2&bsh=m=rimc/1#vhid=igQ5AGUwDpnZrM&vssid=l](https://www.google.com/search?sca_esv=566149086&q=Pbis+maryland+teacher+classroom+checklist+pdf&sa=X&ved=2ahUKEwi3INGz-7KBAXV7AzQIHYYIoD14Q1QJ6BAgxEAE&biw=1732&bih=946&dpr=2&bsh=m=rimc/1#vhid=igQ5AGUwDpnZrM&vssid=l)

<http://www.pbis.org/>



# Resources for professionals and families

- <http://www.myaspergerschild.com/>
- Autismspeaks.org
- <http://www.angelfire.com/pa5/as/asteachersites.html> Sites for teachers of children with Autism
- OASIS-<http://www.aspergersyndrome.org/>
- <http://www.autism-society.org/>
- Positive behavioral contracts how to write them for our kids-  
<http://www.usu.edu/teachall/text/behavior/LRBIpdfs/Behavioral.pdf>
- [http://www.parentcoachplan.com/behavior\\_contract.php](http://www.parentcoachplan.com/behavior_contract.php)
- <http://www.arcademicskillbuilders.com/> free math software
- free social stories
- <http://www.zacbrowser.com/> site for young children with autism
- Video Modeling- <http://www.modelmekids.com/video-modeling.html>