Using Visual Strategies to Improve Behavior

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Why use visuals?

- Improve understanding
- Improve communication
- Improve learning overall
- Research-based proof

(References & Related Research list online with this power point
www.augresources.com)
Visual Strategies and Behavior

Visual strategies…

- are **not** an absolute **cure** for a behavior problem
- can often **PREVENT** a behavior problem from occurring
Quote from Benjamin Franklin…

"An ounce of prevention is worth a pound of cure"

The New Dictionary of Cultural Literacy, Third Edition defines this as:

A little precaution before a crisis occurs is preferable to a lot of fixing up afterward

Visual Strategies and Behavior

Visual Strategies help by improving...

- understanding of expectations
- understanding of consequences
- the ability to communicate
- (overall language skills)

Ref: 4, 5
What now?…

- Choose target behavior
- Identify cause of behavior
- Develop and implement behavior prevention plan
Choosing Target Behavior

- Collaborate
- Prioritize...
  - physical aggression
  - negative verbal outbursts
  - noncompliance
  - avoidance/escape/attention
  - excessive inappropriate/interfering sensory stimulation
What now?...

- Choose target behavior
- Identify cause of behavior
- Develop and implement behavior prevention plan
Identify Cause of Behavior

First Rule out MEDICAL FACTORS…

- Medication (side effects, times administered…)
- Lack of sleep
- Signs of pain
Identify Cause of Behavior

- Research diagnosis and related characteristics
- Know strengths and limitations for all areas of development:
  - **fine motor, visual motor, gross motor, cognition, communication, social skills, self-care/independent living skills**
The ABC’s of Behavior

A = ANTECEDENT
– what happens before behavior occurs
B = BEHAVIOR
C = CONSEQUENCE

<table>
<thead>
<tr>
<th>A</th>
<th>Antecedent</th>
<th>B</th>
<th>Behavior</th>
<th>C</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Leaving cafeteria to go</td>
<td></td>
<td>Screams and holds on to chair</td>
<td></td>
<td>Escorted out of cafeteria screaming</td>
</tr>
</tbody>
</table>
The ABC’s of Behavior

A = ANTECEDENT
– what happens before behavior occurs
- Furniture/Lighting/Room
- Environmental Noises
- Individual’s body language/expressions/verbalizations
- Peer/Teacher Interactions
The ABC’s of Behavior

B = Behavior

- Be specific:
  - physical aggression
  - negative verbal outbursts
  - noncompliance
  - avoidance/escape/attention
  - excessive inappropriate/interfering sensory stimulation
The ABC’s of Behavior

C=Consequences

What happens as result of behavior.
- reactions from others
- reaction of individual
- were needs met

Ref: 6, 11, 14
What now?…

- Choose target behavior
- Identify cause of behavior (ABC)
- Develop and Implement behavior prevention plan
Behavior Prevention Plan

PREVENTATIVE MEASURES

- Modify your reactions to behaviors
- Make your expectations known
- Use rewards/reinforcers
- Improve communication skills
Point out and pay attention to the POSITIVE more than the negative!

Pre-think your verbal and nonverbal reactions to frequently occurring behaviors
PREVENTATIVE MEASURES

- Modify your reactions to behaviors
- Make your expectations known
- Use rewards/reinforcers
- Improve communication skills
MAKING YOUR EXPECTATIONS KNOWN

- Identify appropriate expectations (not too high or too low)
- Make rules clear and short (keep in mind cognitive level…)
MAKING YOUR EXPECTATIONS KNOWN

Use Rule Chart – FORM

- Pictures
- Words
- Combination

(account for cognitive level, visual impairments…)

Ref: 4, 5, 9, 11, 12, 13
MAKING YOUR EXPECTATIONS KNOWN

Rules Chart - CONTENT

- Short (unless need explanation/Aspergers)
- Specific
- (“No” vs. “To do” statements)
  - controversy
  - prefer “to do” only statements

Ref: 4, 5, 9, 11, 12, 13
Rules Chart - USE

- Teach vocabulary
- Review regularly (attention ideas)
- Visibility (portability)
- Point out on chart when behaving
- Can also use when neg. behavior occurs
Rules Chart – USE (samples)
- physical aggression
- negative verbal outbursts
- noncompliance
- avoidance/escape/attention
- excessive inappropriate/interfering sensory stimulation
MAKING YOUR EXPECTATIONS KNOWN

Rules Chart – USE (samples)
-physical aggression

Hands Down

Hands In Lap
MAKING YOUR EXPECTATIONS KNOWN

Rules Chart – USE (samples)
- physical aggression

No hitting

Hands Down
Rules Chart – USE (samples)

- negative verbal outbursts

No yelling

Talk Quietly
Rules Chart – USE (samples) - noncompliance

No running → Stay With the Group
Rules Chart – USE (samples)
-avoidance/escape/attention

No tapping head
Rules Chart – USE (samples)
- excessive inappropriate/interfering sensory stimulation

No pinching

Dough
Use Social Story™ –
**Founder Carol Gray
www.thegraycenter.org

“Social Stories 10.0”
Parts Social Story –
Title
1) Introduction – clearly state topic
2) Body – describes (answer all wh q’s)
3) Conclusion – summarize story

Ref: 3, 4, 5, 7, 9, 13
Social Story Sentence Types

- **Descriptive** - factual statements
- **Perspective** - take view of individual (not used if cannot be clearly determined)
- **Cooperative** - id how others can help
- **Affirmative** - shared value/opinion of culture
(Social Story Sentence Types, cont’d)

- **Directive** - gently guide behavior
  - suggests response/choices to situation/concept
  - “I will try, I will work on, I may ask, I may decide”

- **Control** - individual’s comments about topic/situation

****These 2 types of sentences are the minority, outweighed by the other sentences 2:1***
Social Story Guidelines

- Use positive language “to do” vs “not to do”
- Gear to ability/interest of individual
- Consider attention span (2-12…)
- Use repetition, rhythm, rhyme
- Written in 1\textsuperscript{st} or 3\textsuperscript{rd} person
Social Story Guidelines

- **First person**- (I, we)
  - takes ownership, more concrete
  - typically better for lower functioning

- **Third person**- (he, she, one, it, they)
  - typically better for higher functioning

- **Do not use 2\textsuperscript{nd} person** (you)
Social/Situational Stories – USE (samples)

- physical aggression
- negative verbal outbursts
- noncompliance
- avoidance/escape/attention
- excessive inappropriate/interfering sensory stimulation
Social/Situational Stories – USE (samples)
- physical aggression
Social Story- physical aggression

I have hands.

I can use gentle hands at school.
Social Story- physical aggression

Gentle hands can touch my knees.

Gentle hands can rest at my side.
Gentle hands can rest on the table.

Gentle hands can fold.
Social Story- physical aggression

Hands can be gentle.

I will try to use gentle hands at school.
PLAYING ON THE PLAYGROUND

At school, I go on the playground. I like to sit on the swing. The timer goes off when my turn is over. I get off of the swing. I will try to use nice words. I may decide to choose something else to play. I can play in the sandbox...., I can play...
SOCIAL STORIES – avoidance/escape/atten.

(Task avoidance/ lack of attention)

- **WRITING**  …When it is writing time, I need paper and pencil. I will try to keep my eyes on my paper. If I need help I raise my hand. My teacher will help me. When it is writing time I will try my best to do my work.
(Example: excessive humming)

LIBRARY TIME – Sometimes I go to the library. In the library it is very quiet. We sit down to hear a story. We pick out a book. When I am in the library I will try to be quiet.
SOCIAL STORIES

- **Drawings** (may be misleading/abstract)
- **Photos** (circle details if busy background)
- **Objects** (can act out story, use with story)
- **Power Point-** (can add animation)
  (power point animation sample on: [http://www.thegraycenter.org/power_point_social_stories.htm](http://www.thegraycenter.org/power_point_social_stories.htm))
Memorable Formats/Interest level
- Memorable shapes
- Include related objects
- Incorporate individual’s preferences/photo
- Use partial statements (increase comp.)

Availability
- Keep close at hand when know situation is upcoming…****REPEAT readings

Ref: 3, 4, 5, 7, 9, 13
Social Scripts/Acting out Rules –
- Concrete people / objects or print
- Live or on video
- (account for cognitive level, visual impairments…)

Ref: 4, 9, 11, 12
Social Scripts/Acting out Rules

–SAMPLE–

-self-talk story, teacher script

“Social Standards at School” by Judi and Tom Kinney (Attainment Company)”
MAKING YOUR EXPECTATIONS KNOWN

Computer Programs / Situational Social Skills Learning

- www.socialskillbuilder.com
  - cartoons and real live videos
  - ages 3-18
  - appropriate social expectations/behavior, peer interaction, school rules & rituals
PREVENTATIVE MEASURES

- Modify your reactions to behaviors
- Make your expectations known
- Use rewards/reinforcers
- Improve communication skills
USE REWARDS / REINFORCERS

Negative Consequence-
- negative reaction (verbal reprimand, does not get action/object desired, time out…)
- occurs after negative behavior occurs
  ***(redirection / positive preventative intervention is preferred)
Reinforcer/reward
- reinforces desired behavior to occur (reward…)
- Typically used to prevent negative behavior
USE REWARDS / REINFORCERS

SAMPLE REINFORCERS:

- **Social** – playing with others, back rub, peer/adult attention
- **Food/Beverages** – raisins, nuts, cookie…
- **Toys/Games** – favorite toy, activity
- **Visual** – shiny, glittery, moving objects
- **Tactile/Kinesthetic** – dough, water, swing
SAMPLE REINFORCERS: - cont’d

- **Olfactory** – spices, flavored chapstick
- **Entertainment** – video, music, catalogs
- **Sports / Physical Activity** – scooter, bounce
- **Music Arts/Crafts** – bell, drawing, dancing
- **Excursions** – walk, car trips to favorite place
- **Helping** – errand, class chores...
IDENTIFY REINFORCER/REWARDS

- Interview caregivers and educational professionals working with individual
- Observation, trial and error
- Ideas list: Pamela Lewis “Achieving best behavior for children with dev. disabilities”
USE REWARDS / REINFORCERS

- Understanding cause/effect, if/then ... time concepts

Ref: 4, 5, 11, 13
USE REWARDS / REINFORCERS

Token Boards
Visual Schedule – FORM

- Picture/Object/Word
- Combination
- (account for cognitive level, visual impairments…)

Ref: 4, 5, 11, 13
Visual Schedule

Choose reinforcer based on
- activity
- location
- feelings of others
Use Visual Schedule

- Understanding of if/then
  ...time concepts
  (sequencing activities)

First

Then

Ref: 4, 5, 11, 13
Visual Schedule - FUNCTION
To help prevent...
- noncompliance
- avoidance/escape/attention
- difficulty with transitioning
USE REWARDS / REINFORCERS

Use Visual Schedule -
noncompliance
(sample: will not leave computer)
Visual Schedule

- Immediate vs. delayed reinforcer
USE REWARDS / REINFORCERS

Use Visual Schedule-
avoidance escape attention

Ref: 4, 5, 11, 13
USE REWARDS / REINFORCERS

Use Visual Schedule-
avoidance/escape/attention

SAMPLE: IMMEDIATE REINFORCER

(DELAYED = MATH, READING, PLAY WITH DINOSAUR)
USE REWARDS / REINFORCERS

Use Visual Schedule - transitioning
USE REWARDS / REINFORCERS

Use Visual Schedule - transitioning

CHANGE OF SCHEDULE

gym class

music

library
USE REWARDS / REINFORCERS

**Timer** – sample ("time timer")
- turn taking
- timing task to complete
- timing length of reinforcer
- computer version
USE REWARDS / REINFORCERS

Self-Monitoring

- Sample checklists – Judi & Tom Kinney book- Social Standards at School
Behavior Prevention Plan

PREVENTATIVE MEASURES

- Modify your reactions to behaviors
- Make your expectations known
- Use rewards/reinforcers
- Improve communication skills
IMPROVE COMMUNICATION SKILLS

- Consult SLP
- Put in place way for individual to:
  - request objects, actions
  - greet
  - comment (and express feelings)
  - participate/help
Structured Behavior Programs

-ABA- Applied Behavior Analysis
-TEACCH
-Douglas Developmental Disability Center
-Functional Behavior Analysis (FBA)
Final Thoughts

- Seek help - identify resources available
- Educate yourself/others regarding disorder and working behavior interventions
- Consistency / Follow-through
- Collaboration
- If physical aggression seek help immediately, do not endanger individual/others/yourselves
Thank you for attending!

- Come see us and many other ideas for using visuals in the classroom or home!

Booth 509

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www.augresources.com
Full power point available on our website!
References: (Reference #’s listed on bottom of each slide correlates with those below)


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Article/Research References Supporting Use of Visual Strategies: