

# 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](http://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

# Visual Strategies and Behavior

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**

The New Dictionary of Cultural Literacy, Third Edition. Edited by E.D. Hirsch, Jr., Joseph F. Kett, and James Trefil. Copyright © 2002 by Houghton Mifflin Company. Published by Houghton Mifflin Company.

# Visual Strategies and Behavior

Visual Strategies help by improving...

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

# 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**

<b>A</b> <b>Antecedent</b>	<b>B</b> <b>Behavior</b>	<b>C</b> <b>Consequence</b>
Leaving cafeteria to go to gym class	Screams and holds on to chair	Escorted out of cafeteria screaming

# 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

# 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



# MODIFY YOUR REACTION TO BEHAVIOR

- Point out and pay attention to the **POSITIVE** more than the negative!
- Pre-think your verbal and nonverbal reactions to frequently occurring behaviors

# Behavior Prevention Plan

## **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...)

# MAKING YOUR EXPECTATIONS KNOWN

## Rules Chart - CONTENT

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

# MAKING YOUR EXPECTATIONS KNOWN

## Rules Chart - USE

- Teach vocabulary
- Review regularly (attention ideas)
- Visibility (portability)
- Point out on chart when behaving
- Can also use when neg. behavior occurs

# MAKING YOUR EXPECTATIONS KNOWN

## 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

# MAKING YOUR EXPECTATIONS KNOWN

## Rules Chart – USE (samples)

-negative verbal outbursts



No yelling



Talk Quietly

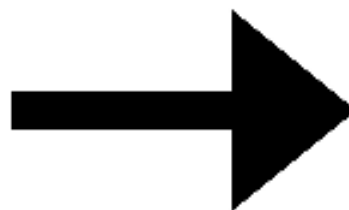
# MAKING YOUR EXPECTATIONS KNOWN

## Rules Chart – USE (samples)

-noncompliance



No running



Stay With the Group

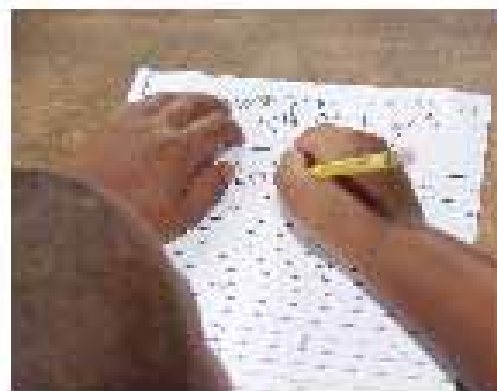
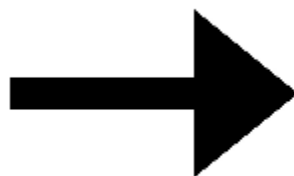
# MAKING YOUR EXPECTATIONS KNOWN

## Rules Chart – USE (samples)

-avoidance/escape/attention



No tapping head



Seatwork

# MAKING YOUR EXPECTATIONS KNOWN

## Rules Chart – USE (samples)

-excessive inappropriate/  
interfering sensory stimulation



No pinching



Dough

# MAKING YOUR EXPECTATIONS KNOWN

**Use Social Story™ –**

**\*\*Founder Carol Gray**

**[www.thegraycenter.org](http://www.thegraycenter.org)**

**“Social Stories 10.0”**

# MAKING YOUR EXPECTATIONS KNOWN

## Parts Social Story –

### **Title**

- 1) Introduction** –clearly state topic
- 2) Body** –describes (answer all wh q's)
- 3) Conclusion** –summarize story

# MAKING YOUR EXPECTATIONS KNOWN

## 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



# MAKING YOUR EXPECTATIONS KNOWN

## ***(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\*\*\*\***

# MAKING YOUR EXPECTATIONS KNOWN

## 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<sup>st</sup> or 3<sup>rd</sup> person

# MAKING YOUR EXPECTATIONS KNOWN

## 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<sup>nd</sup> person** (you)

# MAKING YOUR EXPECTATIONS KNOWN

## Social/Situational Stories – USE (samples)

- physical aggression
- negative verbal outbursts
- noncompliance
- avoidance/escape/attention
- excessive inappropriate/interfering  
sensory stimulation

# MAKING YOUR EXPECTATIONS KNOWN

## Social/Situational Stories –

### **USE (samples)**

-physical  
aggression



Gentle Hands

# 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.

# Social Story- physical aggression



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.

# Social Story- Neg. Verbalizations

## 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.**

## SOCIAL STORY – Interfering sensory stim

(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))

# SOCIAL STORIES

## **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

# MAKING YOUR EXPECTATIONS KNOWN

## **Social Scripts/Acting out Rules –**

- Concrete people / objects or print
- Live or on video
- (account for cognitive level, visual impairments...)

# MAKING YOUR EXPECTATIONS KNOWN

## 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](http://www.socialskillbuilder.com)

- cartoons and real live videos

- ages 3-18

- appropriate social expectations/behavior, peer interaction, school rules & rituals

# Behavior Prevention Plan

## **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 )

# USE REWARDS / REINFORCERS

## 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

# USE REWARDS / REINFORCERS

## 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...

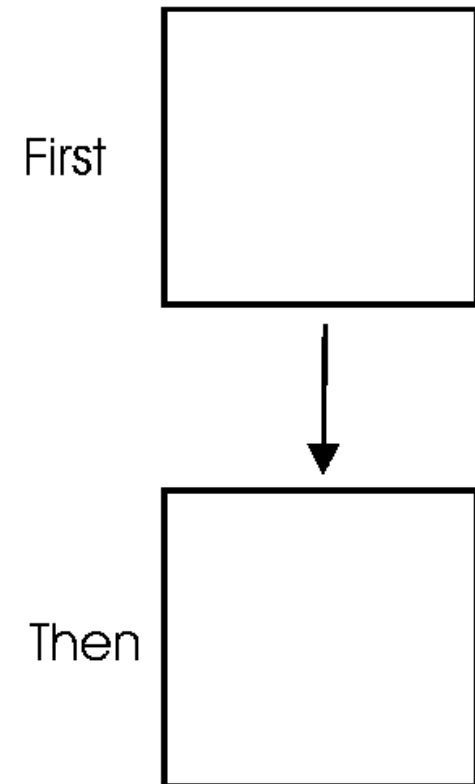
# USE REWARDS / REINFORCERS

## **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

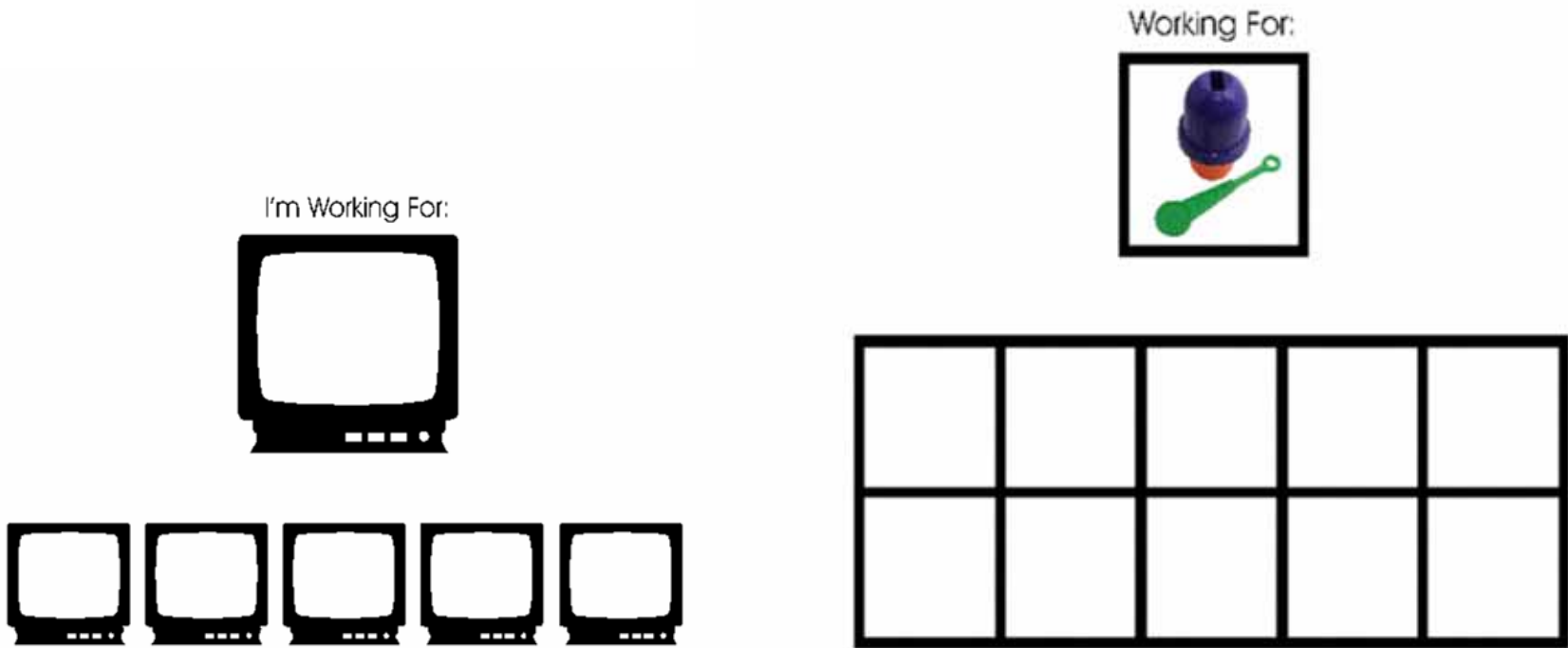
- Understanding cause/effect, if/then ...time concepts





# USE REWARDS / REINFORCERS

- Token Boards



# USE REWARDS / REINFORCERS

## Visual Schedule – FORM

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

# USE REWARDS / REINFORCERS

## Visual Schedule

- Choose reinforcer based on
  - activity
  - location
  - feelings of others

# USE REWARDS / REINFORCERS

## Use Visual Schedule

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

First



Sundae



Then



Peas

# USE REWARDS / REINFORCERS

## Visual Schedule- **FUNCTION**

To help prevent...

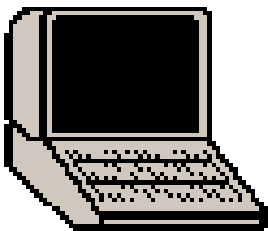
- noncompliance
- avoidance/escape/attention
- difficulty with transitioning

# USE REWARDS / REINFORCERS

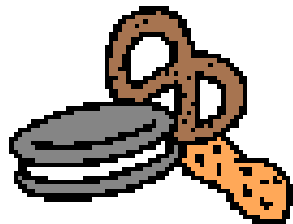
## Use Visual Schedule - - noncompliance

(sample: will not leave computer)

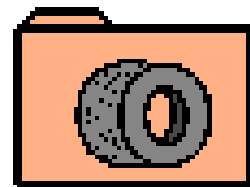
computer



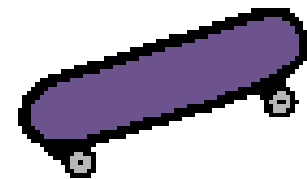
snack



wheels folder



scooter board



# USE REWARDS / REINFORCERS

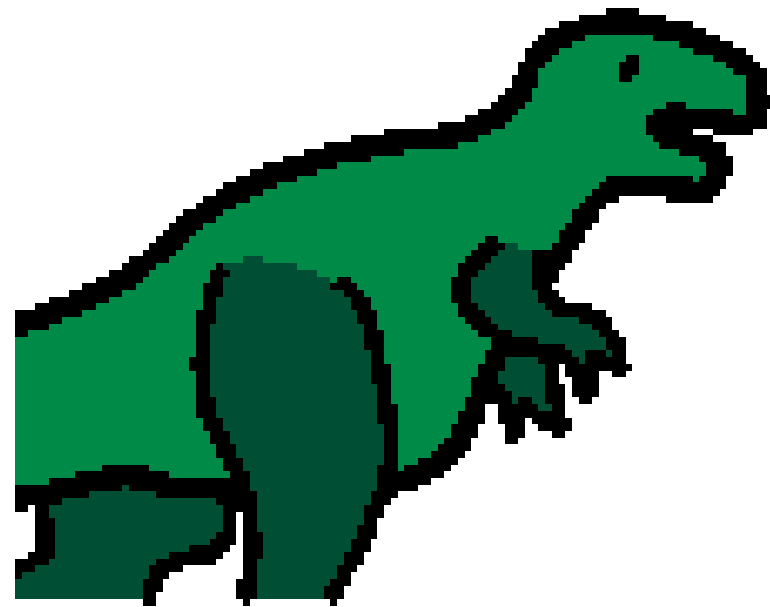
## Visual Schedule

- Immediate vs. delayed reinforcer

# USE REWARDS / REINFORCERS

Use Visual  
Schedule-  
avoidance  
escape  
attention

T-rex





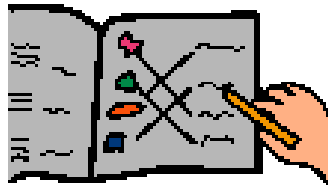
# USE REWARDS / REINFORCERS

## Use Visual Schedule- avoidance/escape/attention



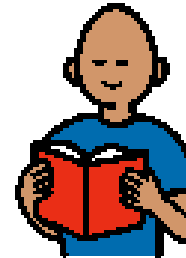
T-rex head

math workbook



T-rex arms

reading



T-rex legs

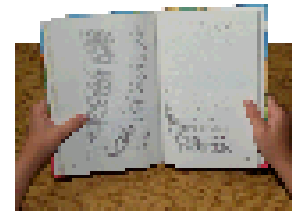
SAMPLE: IMMEDIATE REINFORCER  
(DELAYED = MATH, READING, PLAY  
WITH DINOSAUR)

# USE REWARDS / REINFORCERS

## Use Visual Schedule- transitioning



8:00



Reading



9:00



Lunch



10:00

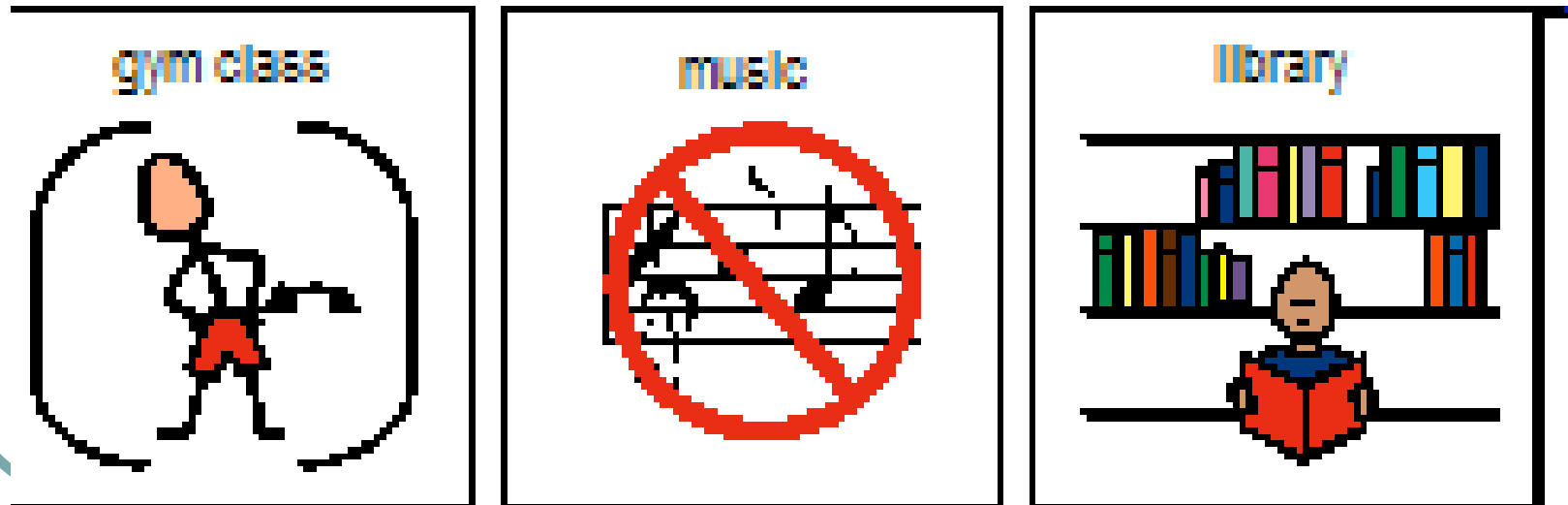


Recess

# USE REWARDS / REINFORCERS

## Use Visual Schedule- transitioning

### CHANGE OF SCHEDULE



# USE REWARDS / REINFORCERS

## Timer – sample (“time timer”)

- turn taking
- timing task to complete
- timing length of reinforcer
- computer version



20 Minutes

# 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/yourself

# Thank you for attending!

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

Booth 509

Cheryl Miller

Augmentative Resources, Inc.

[www.augresources.com](http://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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