Behavior Management & Incentive Programs
Among students with Autism Spectrum Disorder
Framework for reward programs

• Non traditional rewards
  – Not rewarded by attention, interpersonal interactions, or relationship building
  – Student may be rewarded by tangible items, alone time, electronic time, etc.
Framework for Reward Programs

• Attachment
  – These students are not likely to attach to educator in the traditional way.
  – Educators must be creative in finding others ways of attaching to these students.
    • Sharing an interest
    • Engaging in their interest, such as games
  – Relationships with educator promote success, even if they are non-traditional relationships.
The Functional Analysis

• Spend at least 30 days collecting data.
• Observe the students in multiple settings.
• Organize problem behaviors putting the most achievable targets first.
• Continually review FA and update.
• Pay attention to the antecedents!
Antecedent Management

• Controlling as many variable as possible.
• Set the stage for success!
  – Choose attainable targets and goals
  – Make increases in demands slowly (slower than you think.)
  – Only focus on one to two targets at a time.
  – Program structure can provide a schema for increasing demands and expectations.
Choosing a Reinforcer

• Know your student!
• Get parent buy in.
• Understand things that will truly motivate your student and use them.
• Interpersonal interactions or socialization may not be reinforcing.
• Don’t expect students to read facial cues or other non-verbals as a means of cuing behavior or giving warnings.
Prompting the Behaviors

- Set consistent limits and follow through!
- Give multiple prompts (visual or verbal cues) and be sure to identify for them the behavior that should be displayed
- Asking them to step out of the room or away from activity after 2 prompts
- Consistency of schedule and day to day expectations
  - Advanced warning of changes in routine will decrease anxiety and increase opportunities for positive behaviors
- Antecedent management
  - Adjusting the program to decrease as many “triggers” as possible so the student has the most amount of opportunities to be successful
Steps to Taking a GIVEN BREAK

I have a GIVEN BREAK * This is a small problem * I will Leave quietly * I will remain calm
Steps to Calm Down

1. Ask for a break.
2. Sit down in break area.
3. Take 3 deep breaths.
Social Skills Training

• Explain the “hidden social rule” they were not displaying that led to the consequence
  – Use appropriate, consistent verbiage
• Make it a “teaching moment” once they return back to the activity/class
• Identifying positive behaviors of those around them!
  – “I like how Timmy is sitting quietly in his chair!”
• Encourage parents to incorporate the concepts at home as well
  – Send handouts home to parents
Expected Behaviors = Positive Feelings

Unexpected Behaviors = Negative Feelings
WHAT SIZE IS YOUR PROBLEM?

Big Problem
(Hurricane)

Little Problem
(Given Break)

10  9  8  7  6  5  4  3  2  1
WHAT SIZE IS YOUR PROBLEM?

Small Problems should have
Small emotional responses
and reactions and
Quick Recovery

This reduces your frustration
and is EXPECTED behavior.
Incentive Programs

• Positive reinforcement
• **Concrete** goal or target behavior (1 or 2)
• Rewards should be consistent and often so they can connect their behaviors to the rewards (immediate gratification)
  – Multiple times throughout their day
How to Implement an Incentive Program

- Decide on 1 or 2 target goals for student to achieve
  - Make sure to start small so they can experience success!
  - Make this goal visually known to student (i.e. evaluation sheet to carry around or keep in cubby box)
- Decide on reward
  - Student must buy in!
- Set designated and consistent time for reward
  - Multiple times a day, at the SAME time each day
  - Preferably middle of the day and end of the day
- Consistent staff member to implement the reward system
How to Implement an Incentive Program

• Utilize tangible reward or token
  – Give tokens when goal is accomplished so they can save up tokens for bigger prize;
  – Or use tangible prizes as the “tokens”, depending on age of student

• Once progress is seen on a consistent basis, lessen the frequency of the reward time and increase the expectation of the behavior
  – Delaying the gratification and still seeing the positive behaviors

• Eventually allow student to self-monitor their own behaviors
  – Use of chart for self-management
Examples of Concrete Target Behaviors

- Remain in seat (eventually could add “Quietly remain in seat”)
- Take out paper and pen when class begins
- Monitor talking so that you can participate as a member of the group
- Keep comments on topic
- Stay alert
- Expected comments
- Expected nonverbal and verbal social skills
- Follow along with class
- Touch only your materials
- Sit in chair appropriately
- Keep eyes on teacher when she is talking (Whole Body Listen)
- Keep only classwork on desk
- Keep hands and feet to yourself
Individual vs. Classroom Incentives

• It is important to hold students accountable for their individual behaviors, but working together as a group to achieve a goal is healthy too!

• Benefits to Classroom Incentives include:
  – Teaching how to be a part of a team
  – Thinking of how our actions affect others (Social Thinking)
  – Forming healthy bond to the class

• Examples of goals (remember to still start small!):
  – Attendance
  – Number of behavior incidents
  – Homework

• Examples of group rewards:
  – Outdoor time/walk
  – Pizza party/food/pancake breakfasts
  – Movie days
  – Open gym time
<table>
<thead>
<tr>
<th>Step 1: Token Economy</th>
<th>Step 2: Target Behavior Point Sheet</th>
<th>Step 3: Modified Point Sheet</th>
<th>Step 4: Full Point Sheet</th>
<th>Modified STEP Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Profile</td>
<td>Students who are unable to tolerate full program despite significant interventions offered in STEP program</td>
<td>Students who are able to remain in full class schedule, but struggle to self-manage functional behaviors.</td>
<td>Student who are able to self-monitor multiple behaviors and are able to tolerate some abstraction.</td>
<td>Students who are able to self-monitor 6 behaviors and are able to tolerate abstraction.</td>
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<tr>
<td>Behavioral Targets</td>
<td>Students will target 1 behavior at this step, typically a functional behavior like &quot;remain seated quietly&quot;</td>
<td>Should target 1-2 functional behaviors.</td>
<td>Should target 2-6 behaviors, beginning to use language of typical point sheet with more specific descriptions based on the individual child.</td>
<td>Should target 6 behaviors on typical GO point sheet. May include more specific descriptions based on the individual child.</td>
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<tr>
<td>Feedback system</td>
<td>Students will earn stickers for maintaining behavior. Feedback on behaviors provided 2 times per class period.</td>
<td>“yes/no” system of recording behaviors. Feedback on behaviors provided 2 times per class period.</td>
<td>Points will be assigned according to a scale. Feedback on behaviors provided 1 time per class period.</td>
<td>Points assigned according to a scale. Feedback on behaviors provided 1 time per class period.</td>
</tr>
<tr>
<td>Reward Schedule</td>
<td>Staff will determine number of stickers that need to be earned for reward.</td>
<td>Students earn 4 of 6 &quot;yes's&quot; to earn 1 CC ticket in the morning and in the afternoon, with possibility of earning 2 CC per day.</td>
<td>Students who earn more than 65% of morning and afternoon points will earn 1 CC ticket in the morning and 1 in the afternoon.</td>
<td>Students who earn more than 65% of daily points will earn 1 CC tickets each day, which will be managed by homeroom staff.</td>
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<tr>
<td>My Time</td>
<td>Rewards should include at least one daily interaction with staff</td>
<td>5 CC tickets = 30 minutes of My Time on Tuesdays.</td>
<td>5 CC tickets = 30 minutes of My Time on Tuesday.</td>
<td>3 CC tickets = 30 minutes of My Time on Tuesday.</td>
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</table>
Target Behavior:
Sit appropriately during class time

Morning:
(needs 2 of 4)

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<thead>
<tr>
<th>Taken 1</th>
<th>Taken 2</th>
<th>Taken 3</th>
<th>Taken 4</th>
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Afternoon:
(needs 2 of 4)

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<th>Taken 1</th>
<th>Taken 2</th>
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I’m working for....

Reward Menu:
- IPOD use
- Yugi oh playing cards
- DS/hand-held video game
- Coloring/Drawing
- Computer use
- Candy/treat
- Pick from the Character Counts bin? (toys, candy, $1 menu lunches)
- Board game (play with staff member or peer?)
- Bean bag “down-time”
- Read book
MY TIME!!

30 minutes
Ideas for a Reward Menu

- IPOD use
- Yugioh playing cards
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- Coloring/Drawing
- Computer use
- Candy/treat
- Pick from the bin (toys, candy, $1 menu lunches)
- Board game (play with staff member or peer)
- Bean bag "down-time"
- Read book
## Self-Monitoring Chart

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>OBSESSIVE THOUGHT</th>
<th>WHAT WAS I DOING WHEN THIS THOUGHT CAME INTO MY HEAD?</th>
<th>RATE INTENSITY 1-10</th>
<th>MY PLAN TO COPE WITH PARANOID THOUGHT (tell myself “I am safe”, “Stay calm”, “Everything is fine”)</th>
<th>EMOTION I AM CURRENTLY FEELING 1-10</th>
<th>RE-RATE INTENSITY OF OBSESSIVE THOUGHT 1-10</th>
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Text Slide

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