

*If I Could...I would Give You Wings*

# Practical Strategies

For Teaching Self-Regulation, Social Skills and Instructional Consequences to Adolescents with ASD



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igivuWings

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## Strengths

- ▶ Using a student's strengths to provide intervention will maximize learning. Building and developing such strengths will increase personal independence and improve outcomes (Janzen, 2003).



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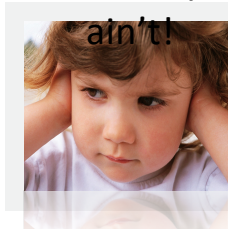
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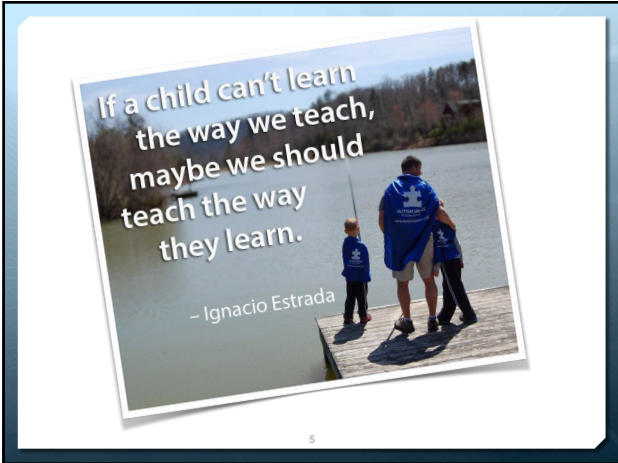
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## Practices for Challenging Behavior



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## Challenging Behaviors

What are they?

- ▶ Aggression
- ▶ Self-injury
- ▶ Social maladaptive behavior
- ▶ Property destruction
- ▶ Withdrawal
- ▶ Oppositional behavior
- ▶ Stereotyped behavior



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## What Can Cause Challenging Behavior?

- ▶ Can result from stress and anxiety
- ▶ When needs for the following can not be met:
  - For information
  - For sameness
  - For a tangible item
  - Due to expectations (of self,others,environment) not met
  - To lower stimulation in the environment
- ▶ Appears differently in every student
- ▶ Remember: Limited communication skills can impact student's ability to express needs

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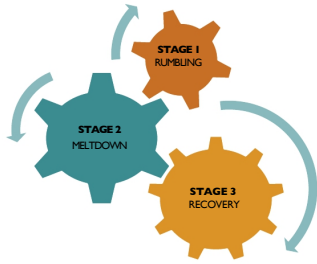
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### 3 Stages of Challenging Behaviors



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### Let's look closer:



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### Stage I - Rumbling



### The Melt-down Cycle

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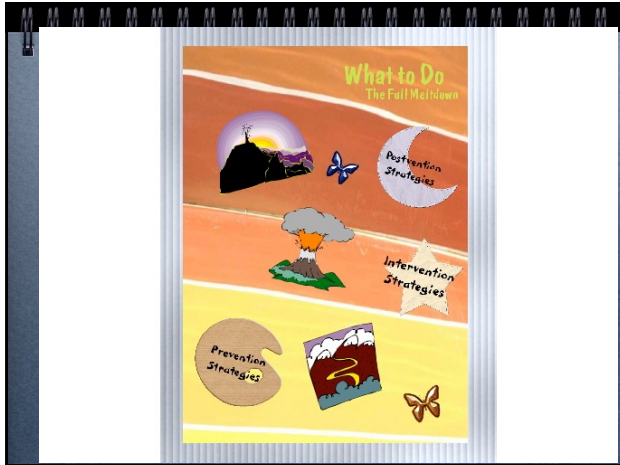
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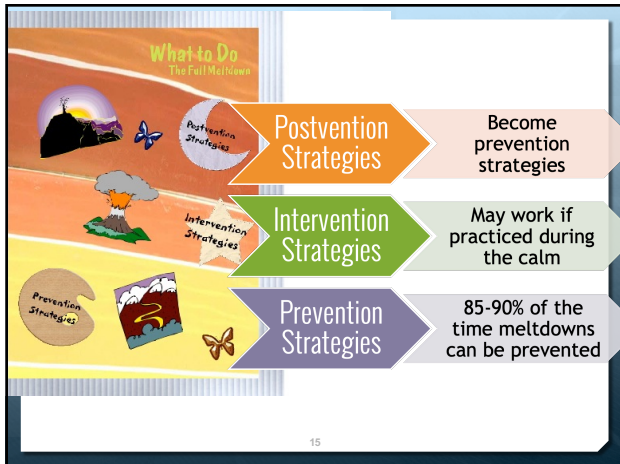
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**Stage I – Rumbling –What Can You Do?**

Out of the ordinary minor behaviors  
Tell-tale signs that the student is stressed

- ▶ Identify student triggers
- ▶ Modify the classroom environment
- ▶ Provide choice, feedback, and praise
- ▶ Provide strong reinforcement
- ▶ Allow for an “antiseptic bounce”–  
separate student from stressful environment  
**Walk, Don’t Talk**
- ▶ Provide a “home base” or “cool zone”

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## Reflect on a Student with Challenging Behaviors

- ▶ What are his or her rumbling signs?
- ▶ What have you/are you doing when he or she starts rumbling?
- ▶ What might you do differently to help manage future situations?



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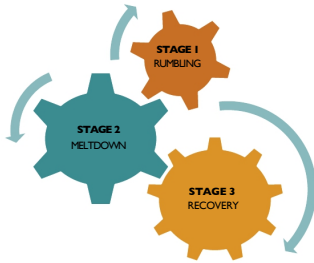
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## 3 Stages of Challenging Behaviors



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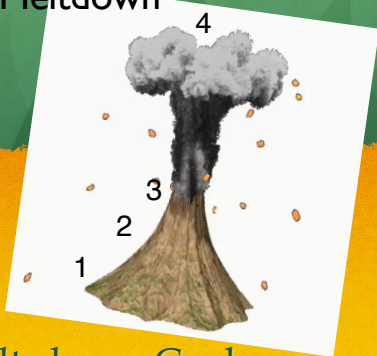
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## Stage 2 – Meltdown



## The Melt-down Cycle

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