

Improve Self-Regulation Skills Using Evidenced Based Practices

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ACTIVITY: Identify Self-Regulation Deficits You Have Observed in Students

1. List 2 Self-Regulation deficits
2. List strategies used to reduce deficits and teach Self-Regulation
3. Be prepared to share your ideas

My Goals for YOU

- Develop an understanding of underlying causes of Self-Regulation issues
- Learn a variety of Evidence Based Practices to motivate skill improvement
- Develop a plan for implementation

ACTIVITY: Think About Your Passion

Now do this 6th Grade Assignment

- FLAGS
 - The length-to-width ratio of the United States flag is 19 to 10.
 - What is the width of a U.S. flag that is 4 feet long?

Attentional Regulation

- Those with ASD may have GREAT focused and sustained attention
 - Focused on their personal passion
- Students with ADD/ADHD and other learning differences may also have attentional issues
- Problems with dividing and shifting attention and cognitive sets

ACTIVITY: Write the Pledge of Allegiance

Use a DEATH GRIP on the pencil!!!!

Sensory Issues:

- Result in differences in behavior, attention and tolerance for certain situations and experiences

Sensory Problems May Contribute to Emotional Instability

- Fight or Flight
- How have sensory problems affected you?

Emotional Regulation is...

- Ability to control responses/reactions to emotional/arousal states in a socially acceptable way and regain composure quickly!

ACTIVITY: Write 5 ways you use to compose yourself

- 1.
- 2.
- 3.
- 4.
- 5.

Typical Development of Emotional Regulation

- Behavioral: uses behavior (actions and movements) to regain homeostasis
- Language: uses communication to state emotions and needs
- Metacognitive: self-talk and other internal strategies to cope, problem solve and justify

Can We Teach Regulation? YES

- Begins with Mediated Regulation to learn skills
- Evolves to Self-Regulation as skills are learned

Mediated Regulation: Regulation is provided by others

- Accommodating the environment to avoid “dysregulating” input
- Providing calming and regulating sensory input (behavioral strategies)
- Supporting and assisting in coping with aversive input
- Prompting and teaching student to identify emotions of self and others
- De-escalating and supporting student in re-gaining control (e.g. modeling and teaching self-talk and deep breathing techniques)
- Prompting Self-Advocacy and effective communication/language strategies

Ultimate Outcomes of Self-Regulation Instruction is...

... the student learns how to regulate on his own:

- Self-Awareness: Identification of triggers and emotional/sensory indicators and behavioral techniques for regulation
- Coping Skills: self-talk, deep breathing, problem solving
- Self-Advocacy: communicating needs for avoidance or termination of aversive situations, asking for help, a break, more information

The Evidence Based Practices “EBPs” For Supporting Regulation Are:

- *Antecedent Based Interventions*
- *Visual Supports*
- *Self-Management Training*

Common Antecedent Based Interventions (ABI) Procedures

1. Using highly preferred activities/items to increase interest level
2. Changing the schedule/routine
3. Implementing pre-activity interventions (e.g., providing a warning about the next activity, providing information about schedule changes)
4. Offering choices
5. Altering the manner in which instruction is provided
6. Enriching the environment so that learners with ASD have access to sensory stimuli that serve the same function as the interfering behavior

Visual Strategies for Supporting Regulation

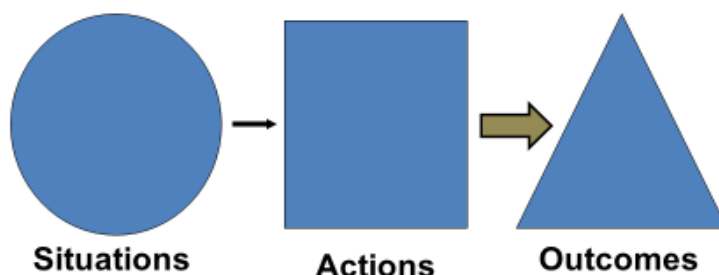
- Schedules
- First – Then
- Work Systems
- Physical Organization of Space
- Deep Breathing as a Visual Strategy
 - Make the Lesson Age-appropriate
- Key Chain Rules
 - Tell the student visually what the rules and expectations are
 - Serves as a reminder when needed
- Power Cards...
 - Makes the expectation visual
 - Ties in the students interests

Example of a Power Card Story:

The Power-Puff Girls like to play games. Sometimes they win the game. When they win games the Power Puff Girls feel happy. They might smile, give each other a high five or say "yea!" But sometimes they lose the game. When they lose games the Power-Puff Girls might not feel happy. They might take a deep breath, say "good job" to their friend or say, "maybe next time."

The Cause of Self Regulation Problems May Be Faulty Sequential Thinking

Students May Think Everything Happens to ME.....

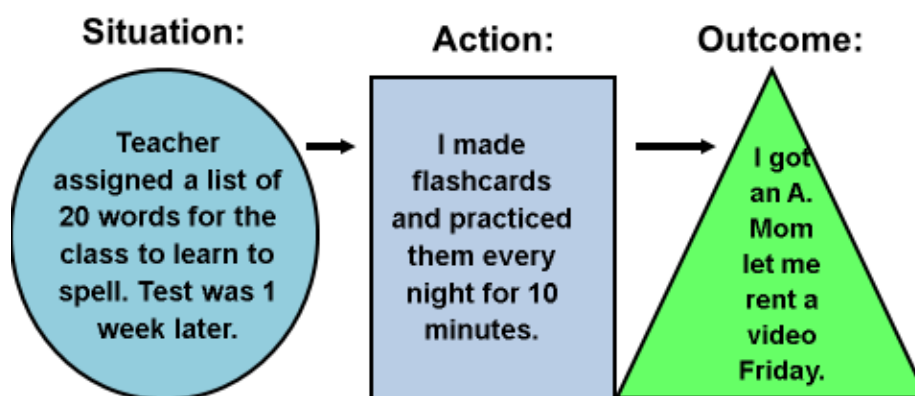


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The Basic "Thinking Tool"

Introduce with the "Daily Pat on the Back"

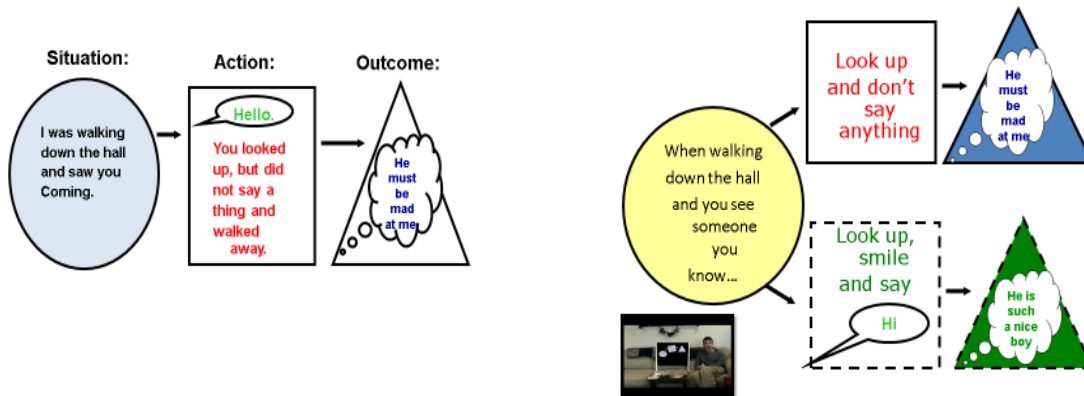


Daily Pat on
the Back



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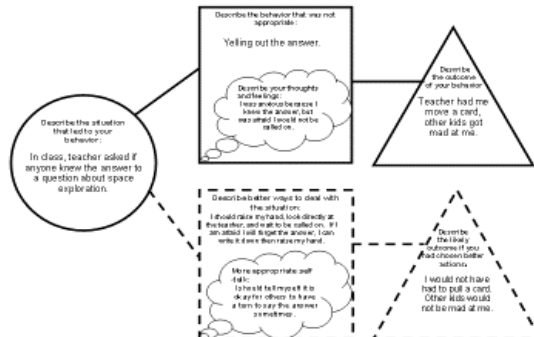


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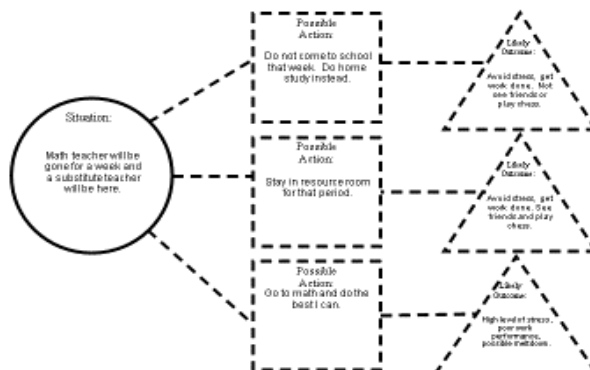
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Thinking Tool for Choice Making and Mental Flexibility



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From *Learning the R.O.P.E.S. for Improved Executive Functioning*, Patricia Schetter

Self-Management Training Teaches the Student to:

- Label and discriminate between appropriate and inappropriate behaviors or feelings
 - Accurately monitor and record their own behaviors or feelings (Self-Monitoring)
 - Self-Reward/Reinforce
- Implementation responsibilities shift from teachers, families, and other practitioners to the learners themselves*

Self-Monitoring Systems (SMS) for students with ASD are used to:

- Increase desired behaviors
- Decrease interfering behaviors
- Teach self-regulation
- Promotes learning and independence
- Teach delayed gratification

Step for the Development of a Self-Monitoring System (SMS)

- Step 1: Preparing the SMS
- Step 2: Teach Learner to Use the SMS
- Step 3: Implementing the SMS

Step 1: Preparing the SMS

- Identify the target behavior to increase or decrease
 - Clear description
 - Agreed upon by staff/adults
 - Understood by the learner
- Identify reinforcers that motivate the learner
 - Family member
 - Information from learner (interview/assessment)
 - Observation / knowledge of learner
- Develop a data collection system
 - Type of data
 - Interval / frequency
 - Initial criterion
 - Performance before intervention
 - Goal set to increase learner success

- Select self-monitoring devices based on
 - Learner's characteristics
 - Setting in which the SMS will be used

Simple SMS System

- Self-Checks or Self-Monitoring
- At end of interval student indicate + or – for each behavior

Technology to Support SMS

- R+ Reminder App www.autismspeaks.org/autism-apps/r-remind
- Watch Minder <http://www.watchminderapp.com/>
- Pyramid Apps <http://www.pecsusa.com/apps.php>

Steps to Create a Personal Chart

- Student choose own words
- Note different events on post-it notes
- Place notes at various levels of anger
- Add color if student preference

Published Materials

Incredible 5 Point Scale, Kari Dunn Buron and Mitzi Curtis

- This book shows how the use of a simple 5-point scale can help students understand and control their emotional reactions to everyday events. It shows how to break down a given behavior and, with the student's active participation, develop a scale that identifies the problem and suggests alternative, positive behaviors at each level of the scale.

A 5 Could Make Me Lose Control! An activity-based method for evaluating and supporting highly anxious students, 1st Edition, Kari Dunn Buron

- This hands-on activity helps students who are highly anxious cope with their stress by classifying social and emotional information and analyzing how best to act. Picture word cards make the activity suitable for students with communication issues.

A 5 Is Against the Law! Social Boundaries: Straight Up! An honest guide for teens and young adults, Kari Dunn Buron

- This book takes a narrower look at challenging behavior with a particular focus on behaviors that can spell trouble for adolescents and young adults who have difficulty understanding and maintaining social boundaries. A

section of the book is devoted to how to cope with anxiety before it begins to escalate, often leading to impulsive and unacceptable

Social Behavior and Self-Management: 5-Point Scales for Adolescents and Adults Paperback, Kari Dunn Buron , Jane Thierfeld Brown , Mitzi Curtis , Lisa King

- This book also uses scales as a way of explaining social and emotional concepts to individuals who have difficulty understanding such information but have a relative strength in understanding systems. It can be used to increase communication between the person on the spectrum and their support person. It can increase self-management skills and, once learned, it can serve as a self-advocacy tool.

T Charts Used to Teach Discrimination of Desired vs. Undesired Behavior

- Structure the T Chart using words at the students level
- On the left of the T use words like OK, Acceptable, Helpful etc.
- On the right side of the T Chart use words like Not OK, Unacceptable, and Not Helpful etc.
- Post in classroom or have students make a copy for their binder or desk

Step 2: Teach Learner to Use the SMS

- Teach the learner how to use the self-monitoring device
 - Model examples of correct and incorrect behavior
 - Prompt learners (as needed) to record accurately at the appropriate time
 - Reinforce all accurate recordings at the appropriate time
 - Fade prompts until learner can independently and accurately record behaviors (80%)

Goal at this stage:

Accuracy and Independence,

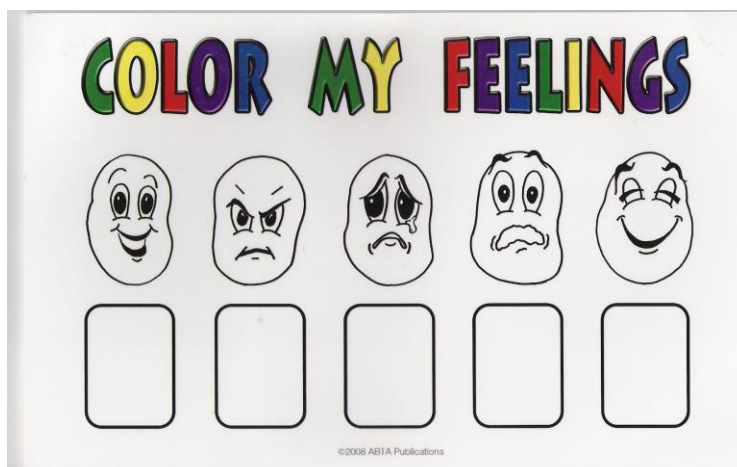
Not meeting the “criterion” for the behavior

Step 3: Implementing the SMS . . .

- Teach the learner how to self-record his/her behavior **IN** the target setting
- Teach the learner how to access reinforcement when the criterion is reached

Visual Tools for Instruction

- *White Boards and Thoughts Activity Pack*, Schetter and Lighthall
- *“Thinking Tool Kit”*, Schetter and Lighthall
 - www.autismandbehavior.com



Personalized Color Palate “Kool Moe” & the Dudes

- Student Choices May Differ from Ours
- Pair “Kool Moe”, the positive feeling, and the other “Dudes” with a Visual Self- Management System
- Identify appropriate student behaviors
- Make the SMS motivational with high interest cartoon characters
- Teach the student how to use it

Step 4: Promoting Independence and Expanding Criterion

- Fade prompts to promote independent use of SMS
- Conduct intermittent checks to determine accurate use of SMS
- Gradually increase criterion for reinforcement
- Gradually increase session or interval length
- Generalize to new behavior and new settings

Teaching Self-Management leads to Improved Self-Regulation in the Classroom

Use the EBP of VISUAL SUPPORTS to MAKE YOUR PLAN to IMPROVE SELF-REGULATION SKILLS

