

TEACCH Approach to Positive Behaviour

See the world through the
autism lens.



USE AN ASD FRAMEWORK TO INTERPRET
BEHAVIOURS

From the Perspective of Autism

Observed Behaviour:

Meltdowns

Screaming/Yelling, Hitting, Refusals

Problems relating to others

Problems with
language/communication

Problems with compulsivity/change

Sensory abnormalities

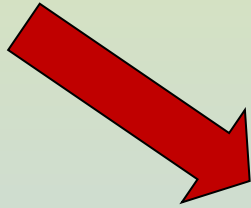
Problems with details vs. concepts

Problems with organisation

Problems with generalisation

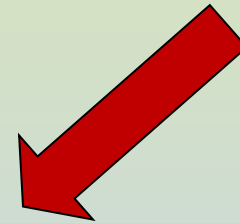


**Structured TEACCHing
Interventions**



**Observed
Behaviour**

**Structured TEACCHing
Interventions**



**Frustration
Anxiety
Skill Deficits**

Emotional Regulation Difficulties

Characteristics of autism



EXAMPLES OF OBSERVED BEHAVIOURS

- Non-compliant with directions
- Off task and does not complete activities
- Requires multiple prompts to complete activities
- Lacks independence – seeks help frequently



POSSIBLE FUNCTIONS (Behaviour Analytic Perspective)

- Attention Seeking
- Avoidance

POSSIBLE REASONS FROM AUTISM PERSPECTIVE (the why)

- Uneven skill development / lacks skills to do the task
- Poor organisation & sequencing skills
- Doesn't understand the directions
- Easily distracted
- Over stimulated



A - B - C Model

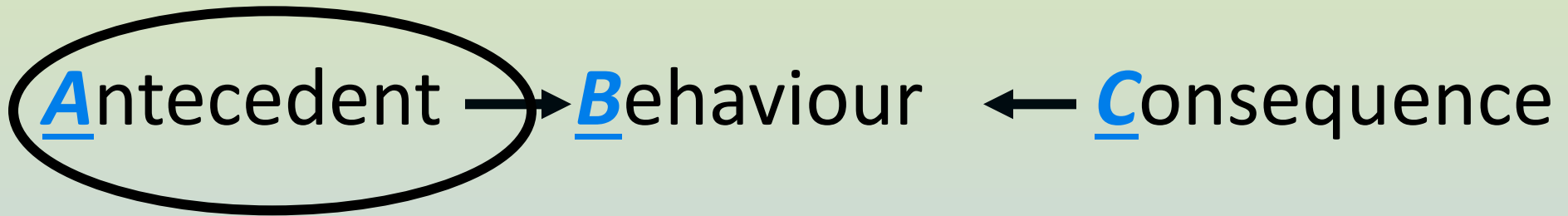
Antecedent → Behaviour ← Consequence

Behaviour Plans focusing on consequences often ASSUME that the child:

- has control over and the ability to inhibit what he/she is doing,
- knows what to do instead

A - B - C Model

TEACCH Behaviour Plan



- *Analyse behaviour from autism perspective*
 - *Don't jump to consequences*
 - *Focus on antecedent strategies*

Characteristics of Autism:	Examples of how structure supports these:
<ul style="list-style-type: none"> • Problems relating to others 	<ul style="list-style-type: none"> • Visual structure to support understanding of rules/emotions e.g. turn taking board • Physical structure to help make sense of the environment
<ul style="list-style-type: none"> • Problems with language/communication 	<ul style="list-style-type: none"> • Visual instructions • Visual methods of expressive communication
<ul style="list-style-type: none"> • Problems with compulsivity or change 	<ul style="list-style-type: none"> • Schedule • Change system • Places to put things

Characteristics of Autism:	Examples of how structure supports these:
<ul style="list-style-type: none">• Sensory abnormalities	<ul style="list-style-type: none">• Physical organisation of furniture to manage distractions/stimulation
<ul style="list-style-type: none">• Problems with details versus concepts	<ul style="list-style-type: none">• Visual clarity to focus attention
<ul style="list-style-type: none">• Problems with organisation	<ul style="list-style-type: none">• Visual organisation to order workflow, limit materials etc.
<ul style="list-style-type: none">• Problems with generalisation	<ul style="list-style-type: none">• Visual structure that can be used (after teaching) in different contexts

Other strategies to help:

Be flexible and offer choices. Don't get into a power struggle!

Choices:

- Can be prepared or on the spot
- Give both the teacher and the student some control
- Give students positive practice with choice making
- Narrow or reduce information or options
- Focus on what the student can do, not what the student can't do
- Decrease resistance

CHOICEMAKING STRATEGIES

TEACH STRATEGY FIRST
(Practice-Practice-Practice)

VERY ATTRACTIVE IN THE
BEGINNING.

LIMIT THE OPTIONS.

PRESENT IN POSITIVE TERMS.

Choose 1

**Play with putty for
5 more minutes**

OR

**Play with putty for
3 more minutes**

Pick one:

complete test in room

or

do test in study carrel

Pick one:

do all questions

or

do odd numbered
questions

Choice Board



Other strategies to help:

Teach coping strategies

- Establish sensory or calming areas



Other strategies to help:

Teach coping strategies

Teach calming activities or routines:

- Music
- Art
- Computer
- Reading
- Puzzles

Other strategies to help:

Teach coping strategies

- Put Calming Routines on daily schedule
- Practice, Practice, Practice
- Provide visual reminders
- Generalise

I am mad 

STOP 

COUNT TO 20 

TAKE 5 DEEP BREATHS  

Now I am getting **CALM** 

Calming Activities or Routines

Use interests, obsessions, and enthusiasms



Watching Lifts

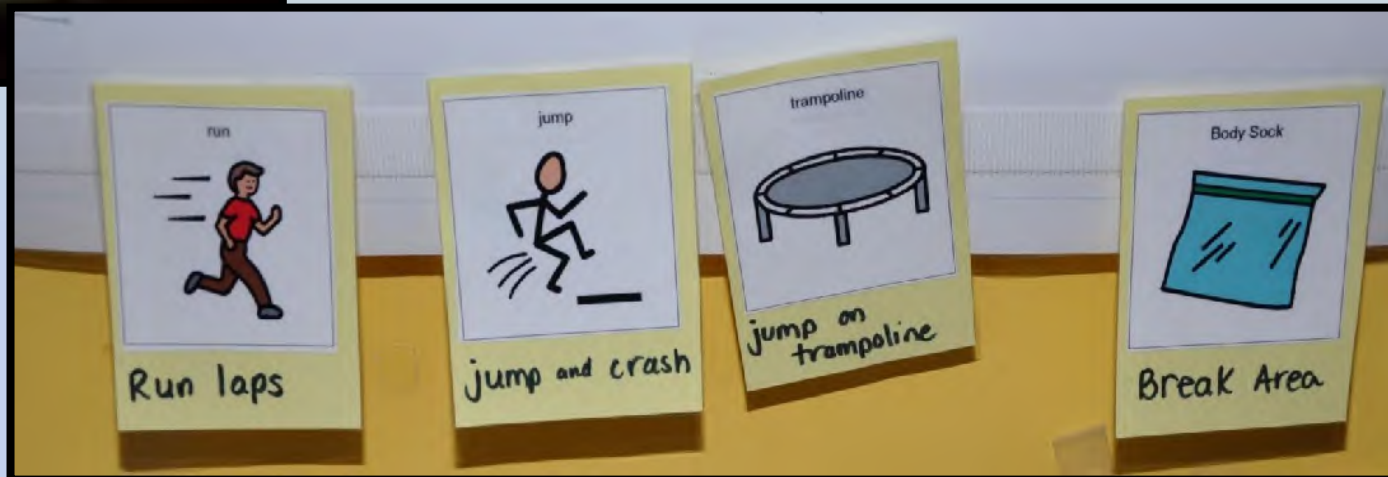
Slamming means you are angry



Time to record bus sounds

A composite image within a black border. At the top, the text "Slamming means you are angry" is written in black. To the right of this text is a red circular emoji with a white outline, depicting an angry face with furrowed brows and a downturned mouth. Below the text, the phrase "Time to record bus sounds" is written in black. At the bottom of the composite, there are two images: on the left, a silver digital voice recorder with a microphone and buttons; on the right, a yellow school bus with "SCHOOL BUS" written on the front.

Calming Activities or Routines



Calming Routines



Other strategies to help:

Teach coping strategies

- Progressive relaxation

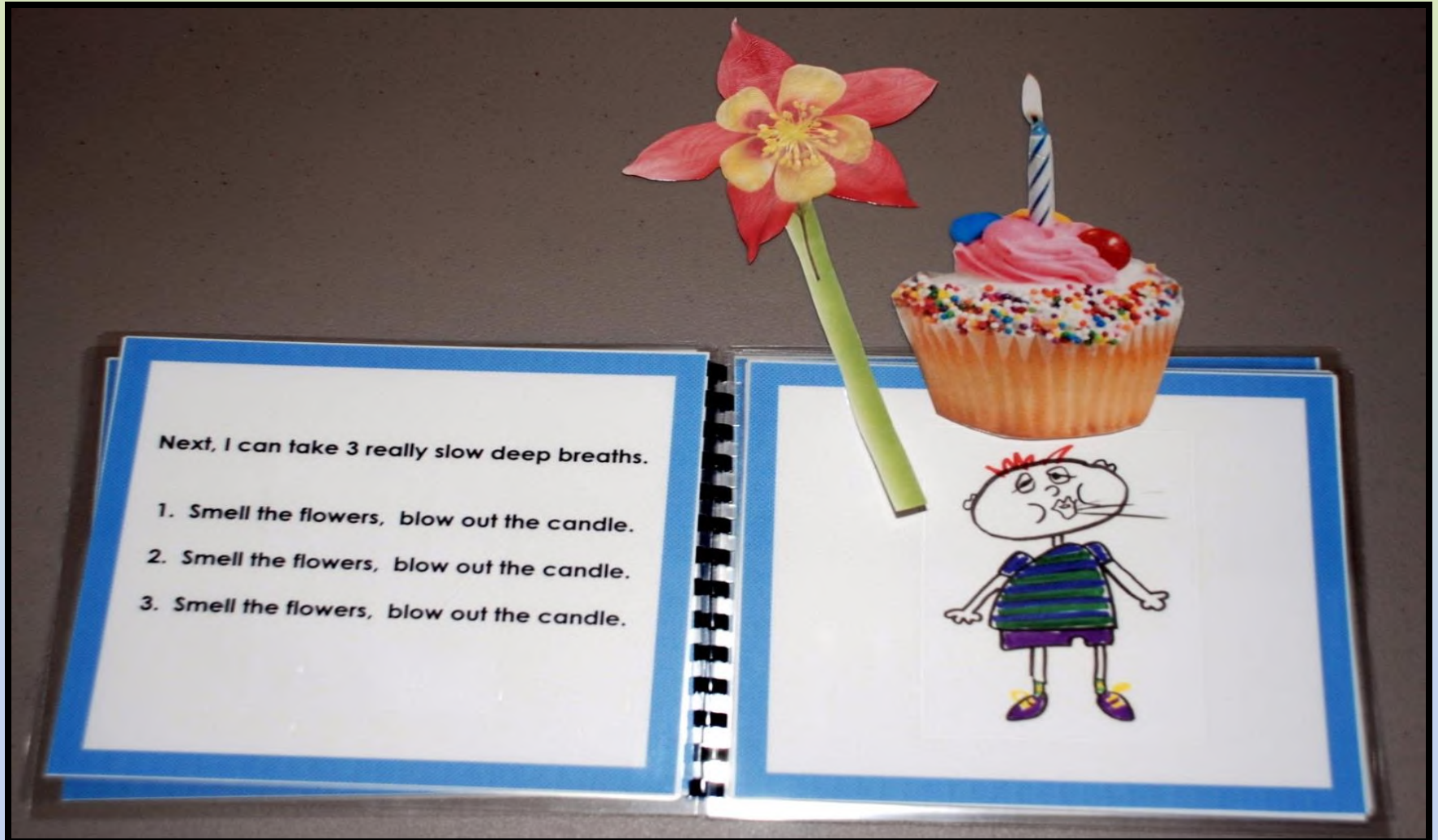
(breathing, muscle tense and relax, imagery)

Relaxation Exercises

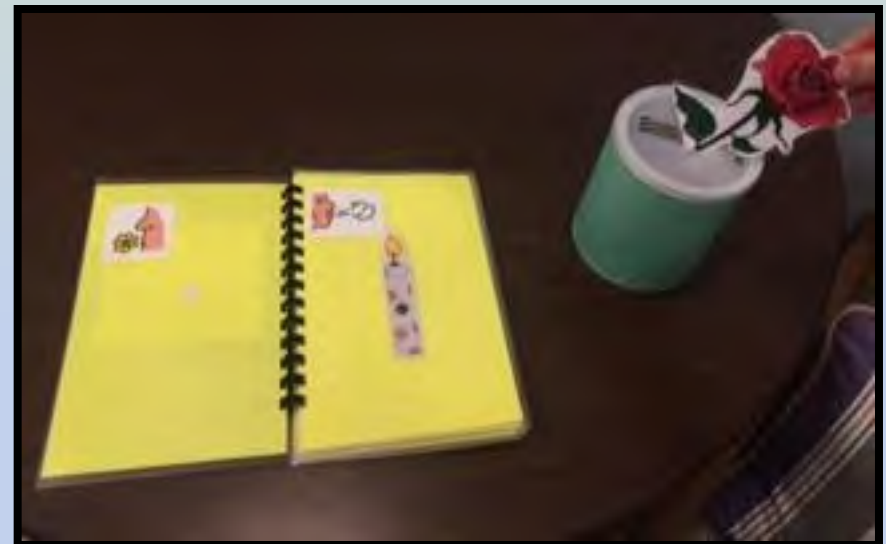
1. **Take 3 deep breaths**
2. **Tense and relax face 3 times**
3. **Take 3 deep breaths**
4. **Tense and relax shoulders 3 times**
5. **Take 3 deep breaths**
6. **Tense and relax arms 3 times**
7. **Take 3 deep breaths**
8. **Tense and relax legs 3 times**
9. **Take 3 deep breaths**
10. **Think about a holiday**

CHECK your schedule

Progressive Relaxation



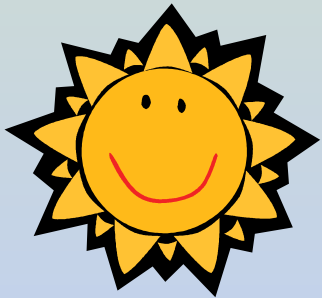
Progressive Relaxation



Other strategies to help:

Make emotions concrete and teach students to recognise and communicate emotional needs

Anxiety Scale



Sunny

Ok



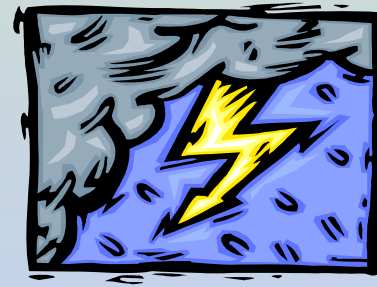
Cloudy

Tense



Rainy

Rumbling



Thunderstorm

Swearing



Tornado

Explosive

Teach appropriate ways to communicate feelings



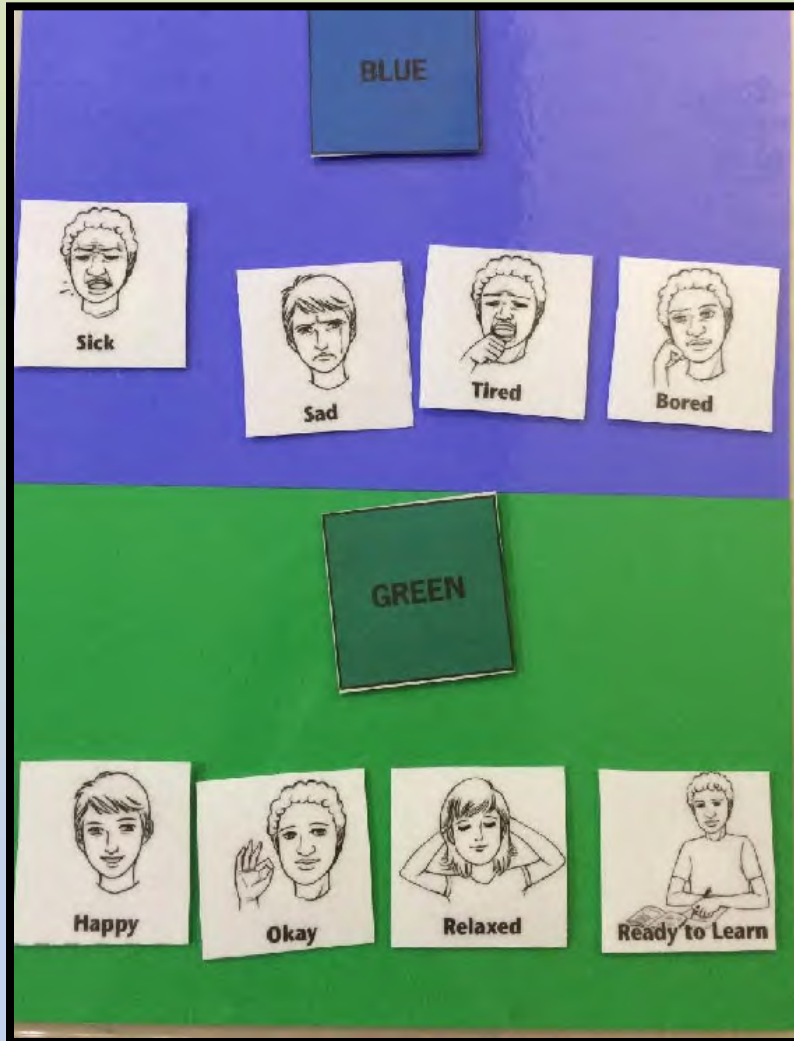
I am upset



I need Peppa Pig



Zones of Regulation Program



Zones of Regulation Program

What Zone are you in?

Blue Zone:



Green Zone:



Yellow Zone:



Red Zone:



Running Slow

sad
sick
tired
bored
moving slowly

Good to Go

happy
calm
feeling okay
focused
ready to learn

Caution

frustrated
worried
stilly/wiggly
unfocused
loss of some control

STOP

mad/angry
hands on
yelling
refusing to work
out of control

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

How am I feeling?

GREEN ZONE Feeling Okay Happy Focused Ready to Learn Calm	YELLOW ZONE Loss of Some Control Excited Silly/Wiggly Frustrated
BLUE ZONE Sad Moving Slowly Sick Tired	RED ZONE Mad/Angry Mean Terrified Yelling/Hitting Out of Control

What Zone Are You In?

Blue	Green	Yellow	Red
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Terrified Yelling/Hitting Out of Control

Yellow Zone

I need to take caution.

Worried

Nervous

Annoyed

Upset

I can try these tools:

Take a break

Get a drink

Walk

Inner coach

Red Zone

I need to STOP.

Mad

Yelling

Mean

Hands on

I can try these tools:

Deep breaths

Size of problem

Run

Take a break

To change zones, you can...

		<p>Take 1 deep breaths.</p> <p>Ask for a break.</p> <p>Think about your favorite place.</p> <p>Ask for help.</p> <p>Think about it's at the subject follows are.</p> <p>Close your eyes and count to ten.</p>	
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Other strategies to help:

Plan for interruptions and have a place to put things



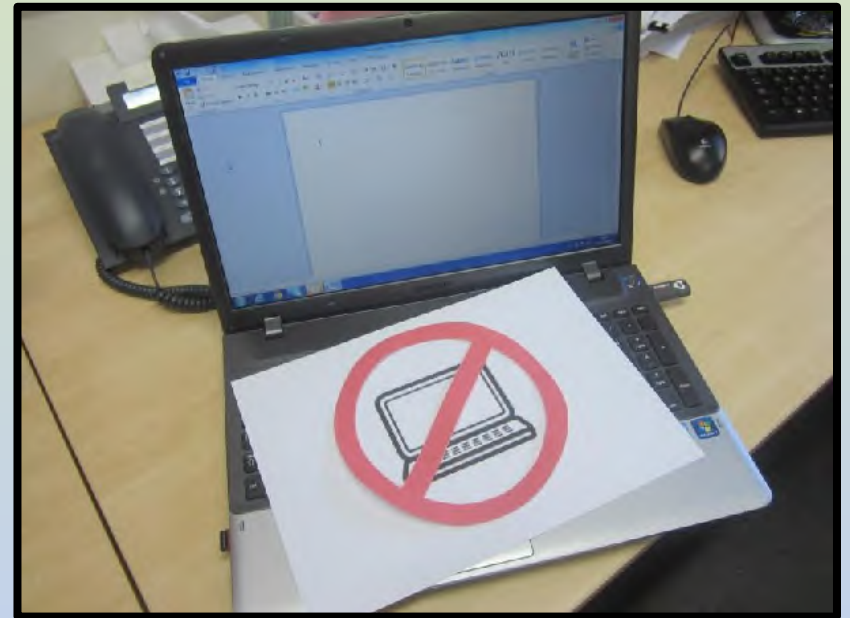
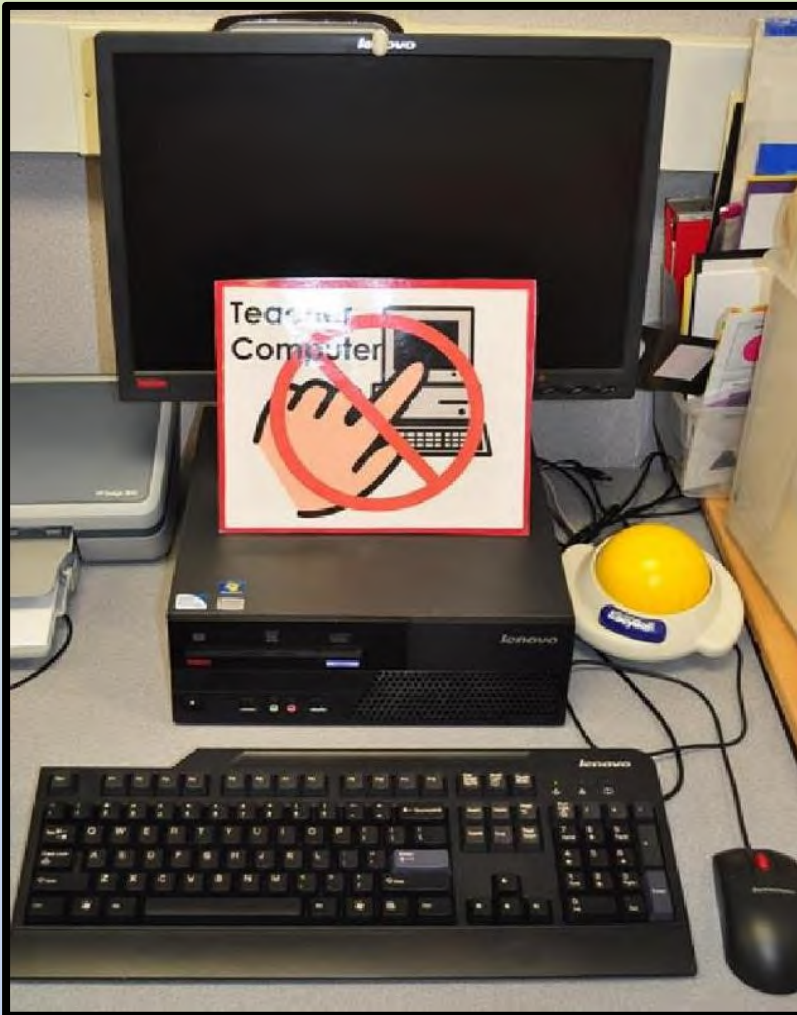
Provide a place to put things

Create and label places where favorite things belong when not in use.



Place a finished/all done/good bye sign

Off limits/not an option



Other strategies to help:

Prepare ahead of time for transitions/changes:

- Make changes visual
- Change systems
- Social stories

Prepare for Known Changes

- Add
- Omit
- Replace



Prepare Ahead for Unexpected Events



Things that are Unexpected



Sometimes, things do not happen the way that it was expected. Cinderella did not expect to lose her glass slipper. This was an **UNEXPECTED EVENT**.



Sleeping Beauty did not expect to prick her finger on the spinning wheel. Pricking her finger and falling asleep were **UNEXPECTED EVENTS**.

At TEACCH, my schedule tells me what I will do each day. Sometimes a change in the schedule can be an **UNEXPECTED EVENT**. Sometimes Kathy or Helen change things at TEACCH and these changes can be **UNEXPECTED EVENTS**.

Prepare Ahead for Unexpected Events

Ben

Water Sports Session at The National Outdoor Centre, Tollymore

Wednesday Afternoon 6th August 2014

Schedule


- Mum and Dad drop me at the Centre in time for 1.00pm start
- Meet Oisín (group leader) Carolyn , Peter and one additional group member.
- Oisín will tell us about what we will be doing
- Choose boats
- Go to the store to select equipment
- Load the boats and equipment onto the minibus
- Travel to the lake at Castlewellan
- Unload boats
- Check equipment and put it on
- Launch boats for session 1
- Explore the lake
- Return to launch site
- Launch different boats for session 2
- Explore the lake
- Return to launch site
- Take boats out of water and load boats and equipment onto the minibus
- Return to the Centre
- Meet Mum and Dad
- Have a drink and something to eat in the café (choice)
- Leave for home


Oisín will be the Group leader, he is in charge. We must listen to what Oisín says and do what he tells us. This will keep us all safe. Oisín will tell us if anything is going to change.

Other strategies to help:


If a student is upset; stop talking, use non-verbal means to communicate (gestures, pictures, written words)

- Receptive support


You seem upset  upset

Look at maps  map

- Expressive support

I am upset  sad

I need Peppa Pig



Other strategies to help:

Make the beginnings and endings of things very clear



Other strategies to help:

Make exercise a part of the daily routine:

- Fast walking
- Swimming
- Biking
- Skating
- Trampoline
- Weight lifting
- Yoga
- Martial arts

Visually Structure Exercise



Visually Structure Exercise

YOGA POSES

Dog Pose



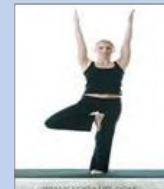
Snake Pose



Lion Pose

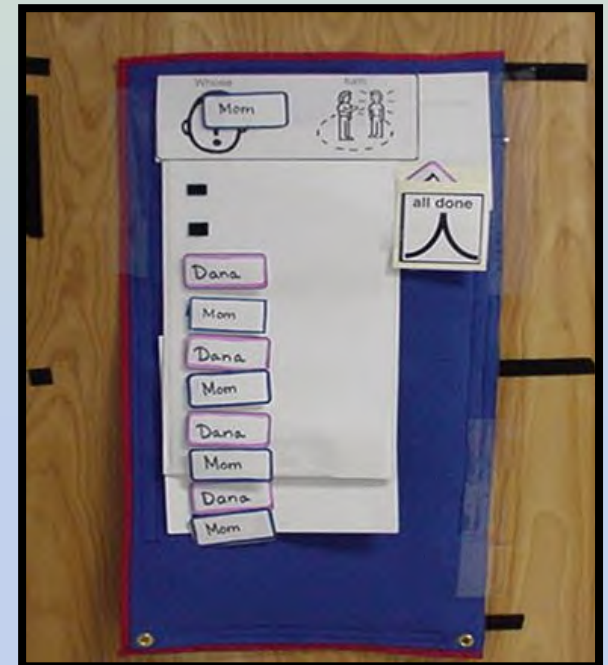
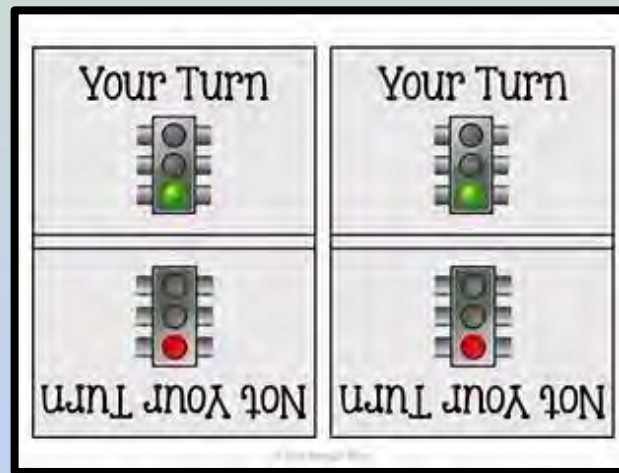


Tree Pose



Other strategies to help:

Explicitly teach some social routines and skills using visual cues e.g. turn taking



Other strategies to help:

Teach social rules

- Social Understanding
- Role play, practice and experience

When a game is finished, the other Player likes it when I shake their hand, and say:



Other strategies to help:

- Use child's strengths and interests to engage and motivate
- Think low arousal – turn down lights and keep noise to a minimum

And the Behaviour Persists....

- Assume more than one reason for behaviour; therefore, more than one solution
- Remember behaviour change is an on-going process and not a quick fix
- Always go back to the autism – what about autism can be underlying the behaviour
- Keep focused on your progress and what has worked

Sally and her family are in a café. There are lots of people and it is noisy. Mum goes to get drinks and a snack. Sally can see children with crisps and squash on the next table. Mum brings drinks and cakes. Sally throws her cake on the floor. Mum shouts at her. Dad gets her a packet of crisps.

Sally and her family are in a café. There are lots of people and it is noisy. Mum goes to get drinks and a snack. Sally can see children with crisps and squash on the next table. Mum brings drinks and cakes. Sally throws her cake on the floor. Mum shouts at her. Dad gets her a packet of crisps.

Behaviour	Characteristic of Autism which may be causing this	What structure – physical or visual – might you try to support this?
Throwing cake on the floor	<p>Problems with language/communication – has no way of communicating she wants crisps rather than cake</p> <p>Sensory abnormalities – the café is busy and noisy</p> <p>Etc.</p>	<p>Choice board</p> <p>Visit café at a quieter time, try a table in a corner (Physical boundaries), take a portable carrel</p> <p>Etc.</p>

Problem Solving Process Group Exercise