

Instructor's Guide for Positive Behavior Support Planning

Topic Area: Behavior Plans

Module: Positive Behavior Support Planning

Case Study: Woody to the Rescue: Decreasing Temper Tantrums in Students with Autism through Special Interests

Summary: "To infinity and beyond!" Who ever thought an animated character could have a lasting impact on a child's behavior? In this case, Woody, Bo, and Mr. Potato Head from the movie *Toy Story* have become pivotal characters in the life of Joey, a ten-year old with autism. Joey spends his school day in a center-based program for students with autism. He participates in the school community during art, physical education, computer, lunch, recess, and some general education activities. Joey has had difficulty with screaming, throwing himself on the floor, and hitting his chin, both in and out of his center-based classroom. This behavior not only interferes with his learning, but the learning of others around him, especially when it occurs in general education settings.

Characters and Roles:

- Cindy Klehr, teacher in an elementary school center-based program for students with autism
- Joey, ten year old with autism
- Laura, Joey's mother
- Valerie, school psychologist
- Kathy, Joey's paraeducator

Tools:

- Creating an Implementation Plan
- Positive Behavior Support Planning
- Writing a Positive Behavior Support Plan Tool
- Evaluating the Effectiveness of the Positive Behavior Support Plan
- Self-Assessment of Contextual Fit in Schools

Artifacts:

- Team's Implementation Plan
- Completed PBS Brainstorming Planning Tool
- Completed Implementation Plan
- Joey's Complete PBS Plan
- Joey's Power Card Story
- Joey's Emotion Card
- Audio of Kathy Reading the Woody Story
- Joey's Penny Board
- Picture of a Time Timer
- Joey's Behavior Data Sheets

Glossary Terms:

- Autism
- Functional Behavior Assessment
- Implementation Plan
- Positive Behavior Support Plan
- Occupational Therapist
- Paraeducator
- Response Cost
- Visual Schedule
- PBS Self-assessment Checklist
- Reinforcement Inventory
- Sensory Diet
- Time Timer

Discussion Points:

- What should parents of regular education students be told about the behavior of a student with autism?
- What should regular education students be told about a student with autism in their class?
- How can teachers encourage regular education students to support students with autism?
- What are the pros and cons of inclusion?
- Should students with special needs count as more than one student when determining student-teacher ratios for class size? Explain your reasoning.

Activities:

- Roleplay a conference between a teacher with a parent of a regular education student who is complaining about the behavior of a student with autism who he thinks is interfering with the education of his son.
- Roleplay scenes involving regular education students and a student with autism who is exhibiting behaviors that are unusual or frightening.
- Design a behavior data sheet.
- Create a communication log that would fit the needs of a student with whom you work.
- Invite a guest speaker with knowledge of autism to share information with teachers and/or parents.

Reflective Question: Scene 6, Question 2 - During this implementation plan, there were meetings held weekly and monthly. Think about your schedule and the number of students with whom you work. Is this realistic? Why or why not? Do you feel this many meetings are warranted? *Most teachers accept the reality that meetings are part of the job. However, there are productive meetings and others that are a waste of time. It is extremely important for meetings to begin promptly and end at the designated times. Facilitators should have a clear agenda and progress*

efficiently through the topics. If people have assignments related to the purpose of the meeting, they need to be responsible about completing them and sharing in a concise manner. Leaders should thank participants for their time and interest. If there is a meeting scheduled on a regular basis and there is no business, the meeting should be cancelled. Most teachers are willing to attend meetings that are productive and impact students or themselves, but educators' time must be valued and respected.

Connections:

- Topic Area: Assessment; Module: Data Driven Decision Making
- Topic Area: Behavior Plans; Module: Functional Behavior Assessment