



*Who Should Attend?
All Educators, Administrators,
School Psychologists, Related
Service Personnel*

AUTISM: ADDRESSING CHALLENGING BEHAVIORS IN THE CLASSROOM

**Wednesday, March 20, 2013
CESA #3 – Fennimore, WI
8:30 – 9:00 a.m. Check-In
9:00 a.m. – 3:00 p.m. Workshop**

Presenters: Daniel Parker, DPI Autism Consultant & Peg Mazeika, Behavior Support Specialist

Functional Behavior Assessments: The day will begin with an overview of functional behavior assessments. Participants will practice by observing a behavior and matching behaviors that interfere with learning to the specific needs of students with autism spectrum disorder (ASD), and then discuss possible evidence based interventions that could be utilized to teach more skillful behaviors.

Participants will have the opportunity to work in smaller groups around three evidence-based topics. All of the following practices meet evidence-based practice criteria from the National Professional Development Center on ASD. Participants will be provided with an overview of each practice, examples of use of the practice in school settings, and time to plan/discuss how they can use the practice for their students.

Reinforcement: Reinforcement is a basic principal that everyone uses and experiences in daily life. Often reinforcement is confused with “rewards”. At times the “rewards” that many people enjoy may not act as reinforcement for students with autism. Learning what types of reinforcement an individual with ASD responds to as well as what types of “rewards” do not act as reinforcement is a critical component to building new skills. Reinforcement can assist with building academic, adaptive behavior, language/communication, and self-help goals and in reducing interfering behaviors. Reinforcement has been shown to be effective at the preschool, elementary, and middle/high school level and can be used effectively with children and youth with ASD, regardless of cognitive level and/or expressive communicative abilities. Reinforcement can be used to teach a variety of skills such as learning toilet training, expanding speech production, decreasing interfering behaviors, increasing on-task behavior, and increasing physical activity.

Response Interruption: Response interruption/redirection (RIR) is an evidence-based practice used to decrease interfering behaviors, predominantly those that are repetitive, stereotypical, and/or self-injurious. RIR often is implemented after a functional behavior assessment (FBA) has been conducted to identify the function of the interfering behavior. RIR is particularly useful with persistent interfering behaviors that occur in the absence of other people, in a number of different settings, and during a variety of tasks. These behaviors often are not maintained by attention or escape. Instead, they are more likely maintained by sensory reinforcement and are often resistant to intervention attempts. RIR is particularly effective with sensory-maintained behaviors because teachers/practitioners interrupt learners from engaging in interfering behaviors and redirect them to more appropriate, alternative behaviors.

Visual Schedules: Visual schedules display planned activities throughout the day in the order in which they will occur, using symbols, words, pictures, photographs, icons, or actual objects. Schedules can be used in the home, school, work, or community environment. Just as adults use calendars, phones, lists, and other visual aids to plan daily events, visual schedules help individuals with ASD understand and organize their world.

NO COST TO ATTEND

***Please be sure to register at:
www.myquickreg.com***

For further information, contact:

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