




TASN
Autism and Tertiary Behavior Supports
www.ksdetasn.org

When It Is More Than Autism


Presented by: Lee Stickle & Melissa Woods

1



□ TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, 785-876-2214.

2





By the numbers

- Persons with ASD that have at least 1 co-occurring condition: 70% To 72%
- Students who get Mental Health Services in School: 70% To 80%
- 26%
- People with ASD w/ co-occurring anxiety: 40%
- 1.5 to 2.0: More likely to attempt suicide
- Students with ASD that have experienced trauma

(Rosen et al, 2018)

3

Supporting Students with Complex Needs  Autism and Learning Behavior Supports
www.victorians.org



- School Based Supports**
 - Evidenced Based Strategies
 - Safe and Predictable Environment
 - Multidisciplinary Approach / Related Service Providers
 - Staff Development
 - Meaningful IEPs
 - Positive Behavior Supports
- Community Supports and Collaboration**
 - County Mental Health Centers
 - County Developmental Disability Organization
 - Medical Providers
 - Mental Health Providers
 - Case Management Services
- Family Engagement and Supports**
 - Collaboration
 - Communication
 - Treat
 - Assume Positive Intentions
 - Empathetic and Understanding Approach
- Staff Response**
 - Training, Preparation, Skill Level
 - Progress Monitoring / Data Collection
 - Self-Care Strategies and Wellness
 - Self Efficacy
 - Recognize Triggers for Self
 - Self-Regulation
- Individual Strengths**
 - Coping Strategies
 - Resilience
 - Exposure to SEL and Explicit Teaching
 - Exposure to Trauma
 - Environmental Supports


4

Community Supports & Collaboration  Autism and Learning Behavior Supports
www.victorians.org


- County Mental Health Centers
- County Developmental Disability Organization
- Medical Providers
- Mental Health Providers
- Case Management Services





5

Student Strengths & Needs  Autism and Learning Behavior Supports
www.victorians.org


- Coping Strategies
- Resilience
- Exposure to SEL and Explicit Teaching
- Exposure to Trauma
- Environmental Supports





6

 **Family Engagement** 
Autism and Learning Behavior Supports
www.kidstarn.org


- Collaboration
- Communication
- Trust
- Assume Positive Intentions
- Empathetic and Understanding Approach



7

 **School Based Supports** 
Autism and Learning Behavior Supports
www.kidstarn.org

- Create Positive and Meaningful Relationships
- Evidenced Based Strategies
- Safe and Predictable Environment
- Multidisciplinary Approach / Related Service Providers
- Staff Development
- Meaningful IEP's
- Positive Behavior Supports




8

 **Staff Response** 
Autism and Learning Behavior Supports
www.kidstarn.org


- Training, Preparation, Skill Level
- Progress Monitoring / Data Collection
- Self-Care Strategies and Wellness
- Self-Efficacy
- Recognize Triggers for Self
- Self-Regulation



9



The Cycle of Escalation




1. Calm
2. Trigger
3. Agitation
- 4 Acceleration
5. Peak
6. De-Escalation
7. Recovery

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)


10

Escalation Cycle (adapted from Bonds, 2003)


Calm		Specific Student Responses				De-escalation	Recovery
Cooperative	Triggers Uninvolved conflict	Agitation Mild/focused	Acceleration Focused/intense	Peak Most severe	Confused	Non-engaged/alone	
							
Specific Staff/Adult Response							
Prevention	Prevention and redirection	Reduce anxiety	Safety	Early intervention	Remove excess attention	Re-establish routines	

Lewis, Kitchman & Wilson (2011)

11



1. Calm



Description:

- Calm and cooperative

Area of Focus:


- Maintain clear, consistent, safe, productive environment

Intervention:


- Consistent environment
- Visual supports
- Address sensory needs
- Teach ways to communicate feelings, wants, and needs
- Actively and intentionally maintain a sense of calm

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

12



2. Trigger



Description:

- Escalating behavior is triggered by unresolved conflicts
- May displace anger on to a “safe target” (teacher, para, parent)

Area of Focus:


- Redirect the behavior

Intervention:


- Remove the trigger if possible
- Prepare the student how to regulate emotions if the trigger is unavoidable
- Encourage the use of previously taught replacement skills

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

13



3. Agitation



Description:

- Increasingly unfocused
- Exhibits avoidance
- Loss of rational thought

Area of Focus:


- Reduce student’s anxiety
- Increase predictability and safety

Intervention:


- Use non-confrontational non-verbal behavior
- Break down directions into smaller steps
- Let student know what you would like them to do
- Minimize language
- Allow for processing time

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

14



4. Acceleration



Description:

- Escalating behavior is potentially becoming dangerous

Area of Focus:


- Maximize safety and minimize further escalation

Intervention:


- Pause and assess the severity of the situation
- Consider the environment - What changes need to be made to maintain safety
- Avoid power struggles
- Remain calm and self-regulated

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

15



5. Peak



Description:

- Out of control, unable to think rationally
- Exhibits screaming, aggression, self-injurious, behaviors, etc.

Area of Focus:


- Maintain safe environment for yourself, the student, and others

Intervention:


- Isolate the student by removing the audience
- Call for help if needed
- Follow behavior intervention plan (calming sensory input, relaxation techniques, etc.)
- Do NOT threaten consequences

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

16



6. De-Escalation



Description:

- Severity of behavior subsides
- Drop in energy level

Area of Focus:


- Help student regain emotional regulation with neutral requests

Intervention:


- Allow for time to calm
- Provide calming sensory input or use relaxation techniques
- Ensure student has regained control
- Watch for normal breathing, willingness to comply with small requests, less tense appearance

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

17



7. Recovery



Description:

- Experience feelings of regret, shame, sorrow, or fear
- Maybe unable to verbalize emotions or details of the outburst

Area of Focus:

- Problem solve
- Transition back to schedule / routine

Intervention:

- Allow student to return to familiar task
- Try not to eliminate the original request, but expectation may be modified.
- Problem solve and plan to prevent future occurrences

Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

18

So What....



Now What?

19

Resources



Stages of Behavior Escalation for Individuals with Autism Spectrum Disorders (ASDs) and/or Developmental Disabilities (Colvin & Sugai, 1989, Colvin & Martin, 2012)

Colvin, G. (2004). *Managing the cycle of acting-out behavior in the classroom*. Eugene, OR: Behavior Associates.

Lewis, Kittleman, Wilcox (2011)

Rosen et al, (2018)

20