

PRACTICING SAFE BEHAVIOR USING PROACTIVE AND REACTIVE STRATEGIES

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USING **SOCIAL STORIES** TO INCREASE MASK WEARING, SOCIAL DISTANCING, AND WASHING HANDS

- A simple proactive strategy to prepare your child for the upcoming school year
- Create a short story that reminds your child of the importance, and rationale for wearing a mask, washing hands, and maintaining social distancing
- Initially read these short stories to you child frequently throughout the day especially directly before the use of a mask or social distancing is required
- The written/visual stories can be faded to reminders after the stories
- An excellent link that has social stories for everything covid related
<https://www.autismlittlelearners.com>

PRACTICING MASK WEARING

- Practice wearing a mask with your child
- Initially have your child wear a mask during a preferred fun activity or event
- Have your child wear the mask for a short durations of time slowly increasing each practice
- Practice wearing the mask with your child (lead by example)
- Make it into a game to see who can wear the mask the longest
- Provide ample positive praise and attention for when your child is wearing a mask

USING **SHAPING** TO INCREASE MASK WEARING

- Small steps to wearing a mask (**Shaping**)
- Shape the behavior of wearing a mask by reinforcing each successive approximation
 - Begin by having your child just hold the mask then reinforce the behavior
 - Reinforce bringing the mask up to their face
 - Next reinforce hold the mask to their face
 - Fitting the elastic around their ears
 - Wearing the mask for a duration of time
 - Consider using a timer to let your child know when it's ok to remove the mask

**USE CONTINGENCIES AND REINFORCEMENT TO INCREASE
SAFE BEHAVIORS**

- Use a contingency such as a First – Then or Token board
- A token board is an easy way to provide reinforcement quick and effectively
- Use “first then” language (“First wash your hands then you can have snack”)
- If your child is interested in a certain topic or movie purchase a mask that will make it fun for them to wear
- Pair with attention with praise when delivering tokens or providing earned reinforcement

CONTINGENCIES AND REINFORCEMENT

(TOKEN BOARDS)

A token system is a way to increase desired behavior and decrease undesirable behavior

- Use small items such as coins, pictures, or checks marks to delay access to a desired item or event (e.g., toy, l-pad, cookie).
- Increase frequency of delivery of tokens for difficult tasks
- Deliver tokens for desired behavior(s)
 - 1) Wearing a mask while in the store
 - 2) Staying six feet away from a friend
 - 3) Washing hands
- Once all tokens are earned preferable items will be delivered

✓ Wearing a mask

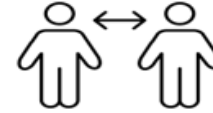


✓ Do my schoolwork

Writing



✓ Staying apart



✓ Washing Hands



I am working for _____

I am working for

computer



I Can Do It!

I'm working for:



Five empty rectangular boxes with green borders, arranged horizontally, for writing a name.

A large empty rectangular box with a blue border, for writing a goal.

My name:

CONTINGENCIES AND REINFORCEMENT

(FIRST – THEN BOARD)

- A first then board is a simple visual tool to show when reinforcement will be delivered once criteria is met
- Under the “First” section write a demand or expectation
- Under the ”Then” section write or use a visual to signal what reinforcement will be earned (e.g., toy, movie, I-pad)
- Get in the habit of using the phrase ”First – Then” once you have faded the visual

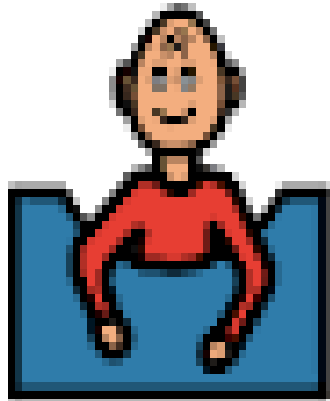
First



Then



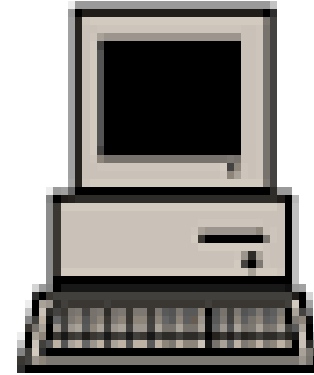
work



First



computer



Then

First



Then



MAINTAINING A POSITIVE HEALTHY RELATIONSHIP DURING STRESSFUL TIMES

- During these uncertain times trying to balance work, parenting, and daily routines can be difficult and stressful
- Maintain a positive relationship with you child
- Avoid overuse of reprimands, prompts, and verbally stating demands
- Provide as much behavior specific praise when your child is engaging in desired behaviors

MAINTAINING A HEALTHY RELATIONSHIP

(NON-CONTINGENT REINFORCEMENT)

Non-contingent reinforcement is the delivery of reinforcement without the child showing any desired behaviors

- For example, some children require more attention than others and will engage in problem behavior to access it frequently
- Proactively deliver reinforcement before problem behavior occurs (e.g., giving a random hug, saying your proud of them, pats on the back, providing a random treat)
- Non-contingent reinforcement proactively provides reinforcement so that child no longer feels the need to engage in problem behavior in order to access attention, a toy, or escape something

MAINTAINING A HEALTHY RELATIONSHIP

(POSITIVE REINFORCEMENT)

- Positive reinforcement occurs when delivery of attention or an item occurs immediately following a desired behavior (e.g., “great job washing your hands)
- Minimize reprimands, repeating yourself, and yelling
- Deliver praise when your child is displaying appropriate behavior

MAINTAINING A HEALTHY RELATIONSHIP

(RELATIONSHIP ACTIVITY SCHEDULE)

- The purpose of some activity schedules used at the school is to assist the student in gaining more independence in their day (helps the staff work with multiple students at a time).
- Additionally, activity schedules can be a part of a person's behavior plan to signal when reinforcers are available or when they will be delivered
- The schedule will be filled with **reinforcement** such as: hugs, tickles, breaks, sensory activities, access to tangible items/activities, access to one on one attention from staff, etc.
- They can be used in almost any environment. They can be used in speech therapy, in school, and in the home.

MAINTAINING A HEALTHY RELATIONSHIP

(ACTIVITY SCHEDULE)

- It is a way to prompt behavior without a person being present.
- Ideally, they communicate clear expectations for the person and decrease the need for constant instructional staff involvement in the activity.
- Most activity schedules are introduced with instructional staff guidance that gradually decreases with time.
- Activity Schedules can be modified to develop along with the learner.
- Picture schedules, written schedules, to-do lists, schedule planners
- Choice can be taught, and the learner can assist in selecting and creating their daily schedule.
- Most people seem to enjoy the use of schedules and appear to be excited to see what will be coming next

MY DAY

7:00



4:00



8:00



5:00



2:30



5:30



3:00



6:00



3:15



8:30



Arrival at school

1



Take off
coat

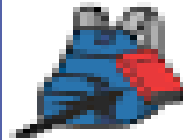
(SHIRT, SKIRT, TIGHTS AND SHOES)

2



Open
Backpack

3



Take out
work

4



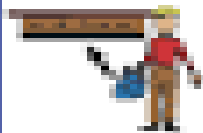
Take out
lunch

5



Hang up
coat

6



Hang up
backpack

<p>good morning</p> 	<p>wake up</p> 	<p>use bathroom</p> 	<p>breakfast</p> 	<p>get dressed</p> 	<p>sun screen</p> 
<p>morning</p> <p>AM</p> 	<p>review schedule</p> 	<p>beach</p> 	<p>swim</p> 	<p>walk</p> 	<p>go to store</p> 
<p>afternoon</p> <p>PM</p> 	<p>lunch</p> 	<p>quiet time</p> 	<p>snack</p> 	<p>play outside</p> 	<p>dinner</p> 
<p>good night</p> 	<p>bath</p> 	<p>brush teeth</p> 	<p>pyjamas</p> 	<p>story</p> 	<p>sleep</p> 

MAINTAINING A HEALTHY RELATIONSHIP

(FUNCTIONAL COMMUNICATION TRAINING)

- Increase appropriate language by using Functional Communication Training (FCT)
- Replaces maladaptive language (e.g., cursing, yelling) with functional language
- Begin by prompting the desired words or phrases when your child requests something
 - For example if your child yells “give me that”, prompt by saying “can I have that” in a neutral tone”. Wait for your child to repeat the phrase and then give them the item
 - Another example would be if your child runs away from the table during homework time. You would block them from leaving and then prompt them to say “can I have a break”. Once the phrase is repeated let them leave for a determined amount of time.

THANK YOU FOR ATTENDING