

BEHAVIOR IS COMMUNICATING!

**Increasing positive interactions and reducing tantrums through
the development of meaningful communication for young
“Deaf plus” and complex hearing children**

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Objectives

Participants will:

- learn specific strategies to increase functional/meaningful communication
- gather a list of resources to aid in skill development
- understand why functional/meaningful communication is so important

Disclosures

Erika:

- Clinical coordinator at Children's Center for Communication/Beverly School for the Deaf
- Current doctoral student at Capella University
- Child of Deaf adults (CODA)
- Licensed Special educator
- Board Certified Behavior Analyst (BCBA)

Jessica:

- Program director at Children's Center for Communication/Beverly School for the Deaf
- Board member at New England Home for the Deaf
- Licensed Teacher of the Deaf

Please remember to complete evaluations for this presentation!

Raise your hand!

- Parents or grandparents of a Deaf, hard of hearing or Deaf plus child
- Parents or grandparents of a complex hearing child
- Special Educators
- Teachers of the Deaf
- General education teachers
- Speech-Language Pathologists
- Other service providers
- Anyone else?

Please remember to complete evaluations for this presentation!

What is “Deaf Plus”?

Approximately 40% of children with reduced hearing are “Deaf Plus” (Gallaudet, 2011).

- Autism Spectrum Disorder
- Vision loss
- Cognitive impairments
- Learning disabilities (dyslexia, ADHD, etc.)
- Genetic syndromes
- Metabolic conditions
- Emotional disorders
- Traumatic Brain Injury
- Down Syndrome
- Cerebral Palsy
- Cytomegalovirus (CMV)
- Meningitis
- And so much more...

What is a “complex hearing child”?

Approximately 3 million children in the US are medically complex (Ossman, 2013).

- Have significant chronic conditions in 2 or more body systems

- Accounts for 0.4% of all children
- Require highest level of services and supports
- Population is growing

OR

- Have a single dominant chronic condition

“Complex needs” identifies children with an illness, disability or sensory impairment who need additional support on a daily basis

Behavior is....

What we sometimes see as

a failure to **BEHAVE**
properly,

is actually a failure to

COMMUNICATE
properly.

- Everything you do!
 - Challenging Behavior
 - Appropriate Behavior

Types of Challenging Behaviors

- Aggression: hitting, kicking
- Self-harm: hitting own head on wall or floor, pinching or biting own arm
- Bolting: running away in a parking lot, leaving the house
- Vocalizations: shouting, swearing
- Property destruction: throwing things, ripping papers, breaking objects

Why does it happen?

- Four Reasons Behavior Happens?
 - Attention
 - Tangible
 - Escape/Avoid
 - Sensory



Attention

The child wants someone to notice them



Tangible

The child wants something



Escape/Avoid

The child does not want to do what you ask



Sensory

An internal event (e.g. the child likes or does not like how something feels)

What can you as the adult do?

Antecedent (before the behavior occurs)

- Set Expectations
- Use Visuals
 - Timers
 - Schedules
 - First/Then
- Provide warnings
- Provide choices

Consequence (after the behavior occurs)

- Be Consistent
- Follow Through
- Remain Neutral
- Reward Systems
- Teach Alternatives

ANTECEDENTS

Set Expectations

- ❖ What are you going to do?
- ❖ How do you expect the child to act?
- ❖ What will he/she get in return?

Use Visuals

- ❖ Schedules
- ❖ Timers
- ❖ First/Then board

Provide Warnings

- ❖ Going to a non-preferred place
- ❖ Leaving a preferred place
- ❖ Removing a preferred item
- ❖ Ending a preferred activity

Possible Choices

- ❖ Provide Controlled Choices
 - ❖ 2-3 items
 - ❖ All acceptable



CONSEQUENCES

Be Consistent

- Try to do the same routines
- Have the same expectations
 - - Pick 3 that are broad

Follow Through

- Once you have a plan, **STICK TO IT!**
 - It may take long
 - It may be messy
 - **STAY STRONG**

Remain Neutral

- Facial expressions say A LOT
 - Especially Deaf/HOH
- May be reinforcing

Reward Systems

- Token Systems
- First/Then

Teach Alternatives

- What are they trying to communicate?
- What could I tell them to do instead?

EXAMPLES

Instead...

- Caregiver reviews the expectation
- Use first/then
- Use visuals
- Repeat verbally
- Set the expectation
- Establish a routine
- **STAY STRONG** with your set expectations



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Resources

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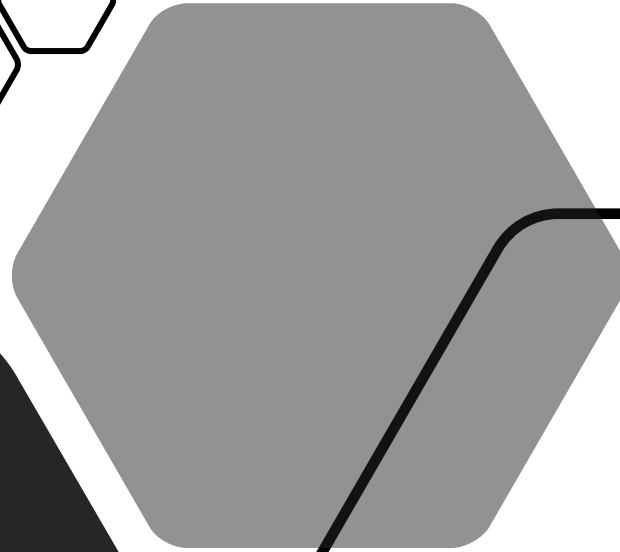
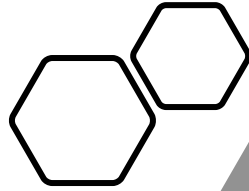
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Questions?



Comments?