Scenarios for Collaboration:
How Teaching New Skills and Adaptations Affects Behavior

Austin’s Scenario

Austin is a first grade boy who has been diagnosed with autism. He functions as mildly mentally retarded. Austin responds to a few basic signs (e.g., eat, drink, sit, want, quiet, done, home), and he sometimes makes these signs himself spontaneously. He makes sounds that are not recognizable as words. Austin is usually fairly passive unless he gets upset. He can match pictures and letter or number symbols, same to same.

The school fully includes Austin in a first grade classroom with a paraprofessional to support the teacher. The para can help Austin, the class, or small groups of students. The teacher likes to have peers help each other and several students are special buddies with Austin.

Besides the few signs Austin occasionally uses, he sometimes takes a person’s hand to reach towards something he desires. He gets frustrated when he cannot seem to make his desires known.

Austin has trouble with assignments requiring a great deal of eye-hand coordination. He passively refuses to do many activities, such as those with pencil and paper, scissors and glue, and puzzles. When pushed to do the activities, he resorts to jumping up and down, squealing, and, occasionally, biting his own arm.

Activities are also likely to be refused when Austin is in extremely stimulating environments. He has difficulty attending to school assemblies, eating lunch in the cafeteria, and waiting in line in the hallway. When he is on the playground, he likes to walk the perimeter of the playground. When someone blocks his way either accidentally or purposefully, he gets frustrated.

Carol’s Scenario

Carol is 13-years-old and is in middle school. She has a diagnosis of autism and tests with average intelligence. She can read well, but there are often questions about her comprehension, especially when there are abstract concepts or when higher-level thinking is required. Carol is a whiz at math calculations, but struggles when she has to apply or to problem solve these skills.

Carol is fully included, but teachers are concerned because she does not take care of her appearance and dresses in ways that make her look odd. Carol often speaks in class at inappropriate times. She often gets stressed because she gets confused about her schedule and assignments. She means to keep up with her work but forgets or loses papers.

Carol’s parents are very protective and have kept her home a great deal, so she has not learned many community living skills that she will need for independence. Students make fun of her, and she does not have many friends. Carol’s teachers are concerned about transition to high school.
Carol appears to function lower than her IQ tests indicate because her level of independence is low. She requires assistance with personal hygiene and the simplest of tasks such as operating a vending machine or purchasing an item.

When frustrated or confused, Carol does not ask for help. She continues to shuffle papers at her locker or desk until someone approaches her to see if she needs help. Sometimes she hums while doing this and, eventually, gets very loud. If no assistance is given, Carol may start to tear papers or books. Usually, Carol does not escalate to this point because staff recognize the situation and intervene fairly quickly.
Proactive
Child Support Plan
Activity for Skills and Adaptations

Team Members
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____________________________________  ______________________________________
____________________________________  ______________________________________

Student ___________________________  Date ________________________________

Behaviors:
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Determine “set-up” situations or states affecting the behavior:
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Plan for skill and adaptation changes that will affect behavior:
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