

Building Bridges: Integrating Trauma Informed Care with ABA Strategies

Leia Henaghan, M.Ed., BCBA

Group Demonstration

Teacher: (Hand out Math Worksheet)

Student: Tommy-(takes his fist and slams it against the desk)-and yells “This is stupid! You told us that we would not have to do a worksheet if we completed the math quiz!
(Tommy precedes to rip crumple up the worksheet and lay his head on the desk).

Teacher: Tommy, here is a new worksheet, you can choose to complete it at this desk or you can go sit in the bean bag and complete it there.

Student: What are you, dumb? Did you not hear me earlier?

Teacher: (Teacher Walks Away-Does not engage and continues to help other students)

Teacher: (5-7 minutes return to Tommy). “Tommy, the expectation is that you complete 3 math problems before you leave my class today.”

Practice Time!!!

1. In a minute we are going to get into groups of four
2. There will be three roles: **Observer:** Two People; **Teacher:** One Person & **Student:** One Person
3. The Observer(s) will be looking at the Teacher's Body Positioning, Facial Expression and Response; The Teacher will be the person responding to the behavior; The Student will be displaying the behavior.
4. Take turns playing each role as you work through each scenario
5. At the end of each scenario discuss with your group these questions:
 - a. What did you notice about the proximity to the student?
 - b. How was the Teacher's body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
 - c. How did the teacher respond to the scenario?
 - d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).



Preschool-Kindergarten Scenario

Teacher: (Hands out play-dough for a free play activity)

Student: Lily (throws the play-dough on the floor and starts crying) - “I don’t like play-dough!”

Teacher: Lily, I see you’re upset. What would you like to do instead?

Student: (Continues crying and turns away)

Teacher: What are your next Steps???

At the end of role- playing this scenario discuss with your group these questions:

- a. What did you notice about the proximity to the student?
- b. How was the Teacher’s body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
- c. How did the teacher respond to the scenario?
- d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).

1st-5th Grade Scenario

Teacher: (Initiates a math game with the class)

Student: Alex (shouts) - “This game is stupid! I don’t want to play!”

Teacher: Alex, you seem frustrated. Why don’t you want to play the game?

Student: Because it’s boring and I never win!

Teacher: What are your next Steps???

At the end of role-playing this scenario discuss with your group these questions:

- a. What did you notice about the proximity to the student?
- b. How was the Teacher’s body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
- c. How did the teacher respond to the scenario?
- d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).

6th-8th Grade Scenario

Teacher: (Hands out a writing assignment)

Student: Jordan (pushes the paper away) - "I'm not doing this. It's too hard!"

Teacher: Jordan, what part of the assignment seems too hard for you?

Student: All of it. I'm just going to fail anyway.

Teacher: What are your next Steps???

At the end of role-playing this scenario discuss with your group these questions:

- a. What did you notice about the proximity to the student?
- b. How was the Teacher's body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
- c. How did the teacher respond to the scenario?
- d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).

9th -12th Grade Scenario

Teacher: (Explains an upcoming group project)

Student: Sam (slams the book shut) - “This project is pointless. I’m not doing it.”

Teacher: Sam, why do you feel this project is pointless?

Student: Because it’s stupid and has nothing to do with real life.

Teacher: What are your next steps?

At the end of role-playing this scenario discuss with your group these questions:

- a. What did you notice about the proximity to the student?
- b. How was the Teacher’s body positioning, was it intimidating or threatening? How about volume tone and facial expressions?
- c. How did the teacher respond to the scenario?
- d. What are some suggestions that you can make to the Teacher? (This is not meant to be a full-on critique but, just ways to improve our response).

Notes to Our Brain



- Teach Behavior
- Create a culture of accountability
- Establish Routines
- Establish Clear Expectations
- Reinforce Responsible Behavior
- Use Direct Statements. Be Clear and Direct.
- Disconnect-Cut off communication as soon as a student is disrespectful. Do NOT engage in a power struggle.
- Conduct business and keep emotion out
- Give Choices



Functions Of Behavior



The functions of behavior refer to the reason someone is engaging in a behavior. Understanding the why is essential when aiming to change that behavior because it enables us to address the cause.

Research shows that building these replacement skills is the most effective way at reducing challenging behavior. But to know which replacement skill to teach, we need to know the function.

Sensory/Automatic- (an internal/external sensation or self-regulation)

Escape-(from a demand or situation)

Attention-(From Others)

Access to Tangible-(to an item, activity, or the way something is done)

Have a S.E.A.T

Group Practice

Four Functions of Behavior: Sensory, Escape, Attention, Tangible

Have a S.E.A.T

Antecedent (What Happened Prior to the Behavior)	Behavior (Describe the behavior)	Consequence (What happened after the behavior)	Function
Teacher handed student a math worksheet	Student started to make quacking noises	Student sent to the hallway	
Teacher called on a student	Student made an inappropriate joke	Peers Started Laughing	
The teacher introduces a new math game involving manipulatives and tells the class that everyone will get a turn to use the materials in groups.	When it's not his turn yet, Johnny grabs the manipulatives from the teacher's desk and starts playing with them without permission.	The teacher takes the manipulatives away from Johnny and tells him he has to wait for his turn like everyone else. However, after seeing Johnny's reaction, the teacher gives him a set of manipulatives to avoid further disruption.	
The class is instructed to work quietly on a writing assignment for 20 minutes.	Samantha starts tapping her pencil loudly on her desk, creating a rhythmic noise.	The teacher asks Samantha to stop tapping her pencil and provides her with a fidget toy instead.	

Reinforcement and Punishment

	Positive (+)	Negative (-)
Reinforcement	<p>Something desirable added to the environment; the behavior is likely to increase in the future.</p> <p>Examples: Stickers; Praise, Smiles, Nods of Approval, Extra Recess Time, Special Outings, Stars, Time to Talk about topic of interest</p>	<p>Something aversive is removed from the environment or avoided; the behavior is likely to increase in the future.</p> <p>Examples: Taking away the amount of work a student needs to do, Taking medication to relieve pain, Turning off a loud alarm, Changing a baby's diaper to stop the crying, Applying lotion to stop the itching.</p>
Punishment	<p>Something aversive is added to the environment; the behavior will likely decrease in the future.</p> <p>Examples: Scolding or yelling, Lecturing, Spanking, Extra Chores, Extra Laps around the field, Staying after school for detention, Being grounded, Loud unpleasant noises</p>	<p>Something desirable is removed from the environment; the behavior will likely decrease in the future.</p> <p>Examples: Taking away a favorite toy, Being sent to a time-out corner or room, Points deducted in a points system, Temporary suspension from a team or group, Withdrawing social attention or interaction</p>

Group Practice ABC Charting

Scenario 1: Tommy turns in a completed math homework to Mrs. Henaghan. Mrs. Henaghan gives Tommy a sticker in the future Tommy is more likely to turn in his homework.

Scenario 2: Tommy is really excited to have his best friend over. However, since he received a D in Science he is not allowed to have his friend over. Tommy works hard to get his grade up.

Scenario 3: Tommy goes to a party and breaks his parents curfew. When he comes home he is grounded. He no longer breaks curfew.

Scenario 4: Tommy has a headache. He goes to the medicine cabinet and takes Advil. In the future Tommy takes Advil when he gets a headache.

	Antecedent	Behavior	Consequence
Student: _____	Who was present? Where did it happen? What was the student doing?	Describe the behavior, how long did it last? What was the intensity? Etc.	What changed for the student because of the displayed behavior? What did the Child get or avoid?

Group Contingencies



Group contingencies are strategies used in educational and behavioral settings to manage and motivate group behavior. There are three main types of group contingencies: independent, dependent, and interdependent. Each type involves different methods of linking group members' behaviors to rewards or consequences. Here are the definitions and characteristics of each type:

• Independent Group Contingency:

Definition: Each individual in the group is responsible for their own behavior, and rewards or consequences are given based on each person's performance.

Characteristics:

- Individuals are not affected by the behavior of others in the group.
- Each member has a clear criterion to meet to receive a reward or avoid a consequence.
- Encourages personal responsibility and self-management.

Example: In a classroom, each student earns a sticker for completing their homework on time. Only those who meet the criterion receive the reward.

• Dependent Group Contingency:

Definition: The entire group's reward or consequence is contingent upon the behavior of one member or a small subset of the group.

Characteristics:

- The group's outcome depends on the performance of a specific individual or group.
- Can foster peer support and accountability, as group members may encourage the responsible individual(s) to meet the criterion.
- Risk of undue pressure or resentment towards the individual(s) on whom the contingency depends.

Example: A class will earn extra recess time if a particular student with behavioral challenges remains on task throughout the day.

• Interdependent Group Contingency:

Definition: The entire group's reward or consequence is based on the collective performance of all members.

Characteristics:

- Everyone must meet the criterion for the group to receive the reward or avoid the consequence.
- Promotes teamwork and collective responsibility.
- Encourages group members to support and help each other to achieve the common goal.

Example: A class can have a pizza party if the average score on a test is 85% or higher, requiring all students to contribute positively to reach the target.



Secret Agent & Mystery Motivator Dependent and Interdependent Group Contingencies

Secret Agent

Objective:

Encourage students to follow classroom expectations through a fun and engaging activity.

Instructions:

1. Introduction:
 - o "I am going to pick a name from this envelope, and that person will become the Secret Agent. You will not know who the Secret Agent is."
2. Expectations:
 - o "During math, if the Secret Agent follows these expectations (list out the specific expectations), the whole class will receive (specify the reward) at (specify the time)."
3. Consequences:
 - o "If the Secret Agent does not follow the expectations, then there will be no reward."
4. End of Time Frame:
 - o "At the end of the time frame, if the Secret Agent followed all the expectations, I will name the Secret Agent and reward the class."
 - o "If the Secret Agent did not follow the expectations, I will not name the Secret Agent. Instead, I will say, 'I'm sorry class, the Secret Agent did not follow the expected behavior, so we will not be earning the reward today. Maybe next time.'"

Teacher's Note:

- Use your discretion when choosing the Secret Agent. If a student who usually displays disruptive behavior is on-task, consider selecting them even if you picked someone else's name. This can encourage positive behavior from students who need it most.

Mystery Motivator

Objective:

Encourage positive behavior by allowing the class to earn rewards through collective effort.

Instructions:

1. Determine Rewards:
 - o As a group, discuss and decide on rewards the class would like to earn.
 - o Write several of these rewards on strips of paper and put them into a manila envelope.
2. Set Expectations:
 - o Explain to the class:

"If the whole group follows these behavior expectations (list the specific expectations), then the whole group will earn a reward from the Mystery Motivator."

1. Monitor Behavior:
 - o Observe the class to see if they are following the behavior expectations during the specified period.
2. End of Period:
 - o If Expectations are Met:

"Great job, class! You all followed the expectations, so let's see what reward you've earned from the Mystery Motivator."

- Pull out a reward from the envelope, announce it to the class, and specify the date and time when they will receive it.
- If Expectations are Not Met:

"I'm sorry, class, but the whole group did not follow the expectations, so I will not be pulling a reward from the Mystery Motivator for this period. Maybe next time."

Tips:

- Be clear and consistent with the behavior expectations.
- Ensure the rewards are motivating and achievable for the students.
- Use this activity regularly to maintain interest and encourage positive behavior.



Good Behavior Game



Stimulus Saliency



Stimulus Saliency refers to how obvious or prominent a stimulus is in a person's environment.

Green=Talk in a normal voice

Pink= Talk in a whisper voice

Blue= Voices Off

Orange= Remember to do your homework

(Groups?)



Behavior Bingo

Objective: To encourage and reinforce positive classroom behavior by using a fun and interactive bingo game.

Instructions:

- Choose a Behavior:**
 - Identify one behavior that your students are struggling with.
 - Example: **Classroom Attention** – Explain to your students that you are looking for their full attention when you ask for it. Discuss what it means to have “eyes up” and attentive.
- Prepare the Bingo Sheet:**
 - Print out copies of the same bingo sheet for each student, or create one large classroom bingo sheet that everyone can see and use.
- Introduce the Behavior Board:**
 - Explain to the students that they will be playing a bingo game to encourage the target behavior.
 - Let them know that when they exhibit the desired behavior, they can mark off a square on their bingo sheet.
- Example:**
 - Target Behavior:** Classroom Attention
 - Explanation:** "Class, I want us to focus on giving our full attention when I ask for it. 'Eyes up' means everyone is looking at me and listening carefully. When everyone can give me their full attention the first time I ask, I'll choose a ticket from the bucket."
 - Reward System:** "Once a full column is filled out on the bingo sheet, all students will earn a reward."
- Gameplay:**
 - Each time the target behavior is observed, mark a square on the bingo sheet.
 - Continue playing until a full column is filled out.
- Reward:**
 - Once a full column on the bingo sheet is completed, all students will receive a predetermined reward (e.g., extra recess time, a small treat, or a fun classroom activity).



Raise Hand	Listen Quietly	Home-work	Join In	Respect Others
"No, Thank You"	Share	Gentle Hands	Catch a Bubble	Be Kind
Inside Voice	Follow Rules	FREE	Help Others	Be Aware
Try Your Best	Be Creative	Deep Breaths	Be Positive	Focus
Stand in Line	"Yes, Thank You"	Count to Five	Feel Your Feelings	"Please"



Easy. Easy. Hard

&

Greg Hanley's Choice Model



High Probability Behavior	"Touch Your Head"
High Probability Behavior	"Touch Your Nose"
Low Probability Behavior	"Complete One Math Problem"

Choice	Expectations	Reward
Door #1	Stay In Class Not Disruptive (Student knows what disruptive is)	Positive Note Home
Door #2	Stay In Class Not Disruptive & Complete ½ the work Requirement	Positive Note Home Extra Tokens for the classroom store
Door #3	Stay In Class Not Disruptive Participate in all class work	Positive Note Home Extra Tokens to school Store Ice Cream from the San Juan Soda Shop

Cards on the Table



A "card on the table" conversation is longer and more thoughtful than the daily quick redirections we provide in the moment (e.g., "I need your work to be neat when you hand it in"). It is important to remember that we need to connect before we correct. Doing so will help ensure that the other person is open to hearing what we have to say. It also helps to be vulnerable before asking the other person to be brave enough to share what is really going on.

1. Hi _____. How are you? Can we talk?
2. Don't worry-everything is O.K. But I want to make sure we talk when things come up.
3. You are important to me and I am noticing that _____(Your work is not getting done, our last conversation made me feel tense, you are coming in late every day, you look frustrated what it's time to work on math, etc.)
4. The story I'm telling myself about this is ____ (Apologize if it is appropriate to do so).
5. I wonder what is actually happening though. I am not sure I have the whole picture.
6. Would you help me understand?

Before having a conversation you may think about it if it is a good time to talk. If they are hungry, thirsty, distracted, or in a bad mood, you may want to ask, "Is this a good time for us to talk together about something that has been on my mind? If not, make a plan to reschedule."

Intervention Ideas



Name a Number

Ask students to think of a number from 0-5, with 0 meaning they are having the worst day ever and 5 meaning they are having the best day ever. Ask them to share with you a number by holding up their fingers or by another creative way you come up with.

Check-In Mailbox

Make yourself available to students by using a check in mailbox. It is simply a box where students can put notes exclusively for you. After sharing what it is for, you want to keep quiet, private classroom area where curious students won't be tempted to check out other students' mail.

I Got This!

You can use this to brainstorm coping skills or map out alternatives to burning out or melting down. You can fill it out yourself or help a student fill it out after brainstorming ideas with them. Write ideas for coping in each square.

MY I GOT THIS PLAN

<p>Take deep breaths.</p> <p>inhale</p> <p>exhale</p>	<p>Use my 5 senses.</p>	<p>Ask to do art.</p>
<p>Talk to a counselor.</p>	<p>When I feel <u>anxious</u></p> <p>I can...</p>	<p>Ask to get water.</p>
<p>stretch.</p>	<p>use a fidget toy.</p>	<p>ask to sit elsewhere.</p>

Figure 23.2: An I Got This! Plan, made by an 18-year-old



More Interventions

Sticky Notes: put positive encouraging sticky notes on or in student's desks (appreciated by older students).

Jar of Pom-Poms' - to keep track of any positive moments in the classroom. In addition to keeping track of when students follow the rules and answer questions correctly, start by keeping track of smiles, laughter and acts of kindness too. At the end of the week you count up how many puff-balls you have and reward yourself and students with a feel-good prize like free-time.



Check In & Check Out System

Goal: Improve specific learner's behavior by giving frequent reminders of expectations and feedback.

How: When introducing a reward system, determine 1-3 positively worded behavior expectations that will remain consistent for the learner. Set the check in schedule based on how often they engage in the challenging behaviors. You should be meeting more often than the behaviors are occurring. Assign a teacher who can briefly meet 1:1 with the learner during check-in-times.

Context: Use this individual reward system with the learner in a classroom setting. The learner should already have these skills in their repertoire; you are just aiming to build their motivation to engage in them more consistently.

Instructions:

- Fill out the selected daily expectations (these should be the same each day)
- Determine the goal number of points based on where you know they can be successful and then make the goal one or two points less. So they have room to make mistakes but still learn.
- Each day, fill in the reward the learner chose to work toward (ensuring that it is available).
- At each check in time, briefly evaluate with the learner, if they met each of their expectations during the previous time block. Provide specific feedback.
- At the end of the day, calculate the total "yes" to determine if the learner earned their reward!



Behavior Contract

Goal: Promote Self-Regulation, improve learner's motivation and effort and provide structure and consistency.

How: Involve learner in setting up the expectations and choosing rewards to earn. Initially guide the learner in building independence by reminding them to review the contract and determine if they are meeting their goals.

Context: Behavior contracts can be used at home and school' some students may have one contract for home expectations and one contract for school expectations.

Use with learners who exhibit persistent challenging problems, challenges with organizational skills, or challenges with completing daily tasks.

Individual: Determine the target behavior to improve upon.

Team: Work as a team (teacher, parent, learner) to create the rules of the contract-what is expected and what can be earned

Guiding Independence: Promoting independence by having the learner review the contract daily/weekly to determine if they earned the reward.



References

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- Van Diepen, M., BCBA. (2023). *ABA Visualized*. Studio Van Diepen.

