

SEPTEMBER 2023

TCEC AUTISM PARENT NEWSLETTER



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TCEC AUTISM/BEHAVIOR COACH TEAM

The ABC team has been developed to provide educators, parents, and students with evidence based interventions through a collaborative team approach. Our coaches are available for behavior consultations, collaborative proactive solution/problem solving meetings; Autism and Positive Behavior Support (PBS) strategies, as well as Executive Functioning Tools.

Behavior Contingency Map and Contracting:

Use this intervention when you know the function of a challenging behavior (avoid/escape; to get item/preferred activity/attention) to teach child a replacement behavior.

A sample Behavior Contingency Map with directions is attached. You may use words or pictures to fill in boxes.

A sample Positive Behavior Contract is attached. This document can be used for goal setting.

We understand every family has unique challenges, so if you would like assistance with what you struggle with the most, please reach out.

Would you like more information regarding a strategy we have sent home?

Is it hard to balance life as a parent? We want to know, so we can help!

Please email the ABC coach at your district or complete link to google form below:

<https://forms.gle/fSGL8D5RAHRuHvaT8>



AUTISM WEBSITES/RESOURCES

www.txautism.net - training, support, and resources

<http://autismcircuit.net/> - tools and techniques, free downloads

<https://www.autismspeaks.org/> - dedicated to promoting solutions, advocacy, and support

<https://prep.catalog.instructure.com/> - Coach to communicate online courses

See the ABLE not the LABEL

Behavior Contingency Map

Summary: A visual that shows consequences for expected and challenging behaviors.

When to use:

- Use when you know the function of a challenging behavior and need to teach an alternative or replacement behavior.

How to use:

1. Identify and clearly define the challenging behavior to address.
2. Determine the antecedent, what happens immediately before the challenging behavior.
3. Create a graphic organizer with the antecedent in the center.
 - Draw two paths branching off from the antecedent:
 - a. The first path should be the agreed upon replacement behavior; the second path should be the challenging behavior .
 - b. Finally, identify the consequence, what happens immediately following the behavior, of each behavior identified.
4. Review the behavior contingency map with the student.
 - Discuss the different behaviors and the consequences for each behavior.
5. Keep the behavior contingency map visible to the student in the setting where the behavior choice is likely to occur.

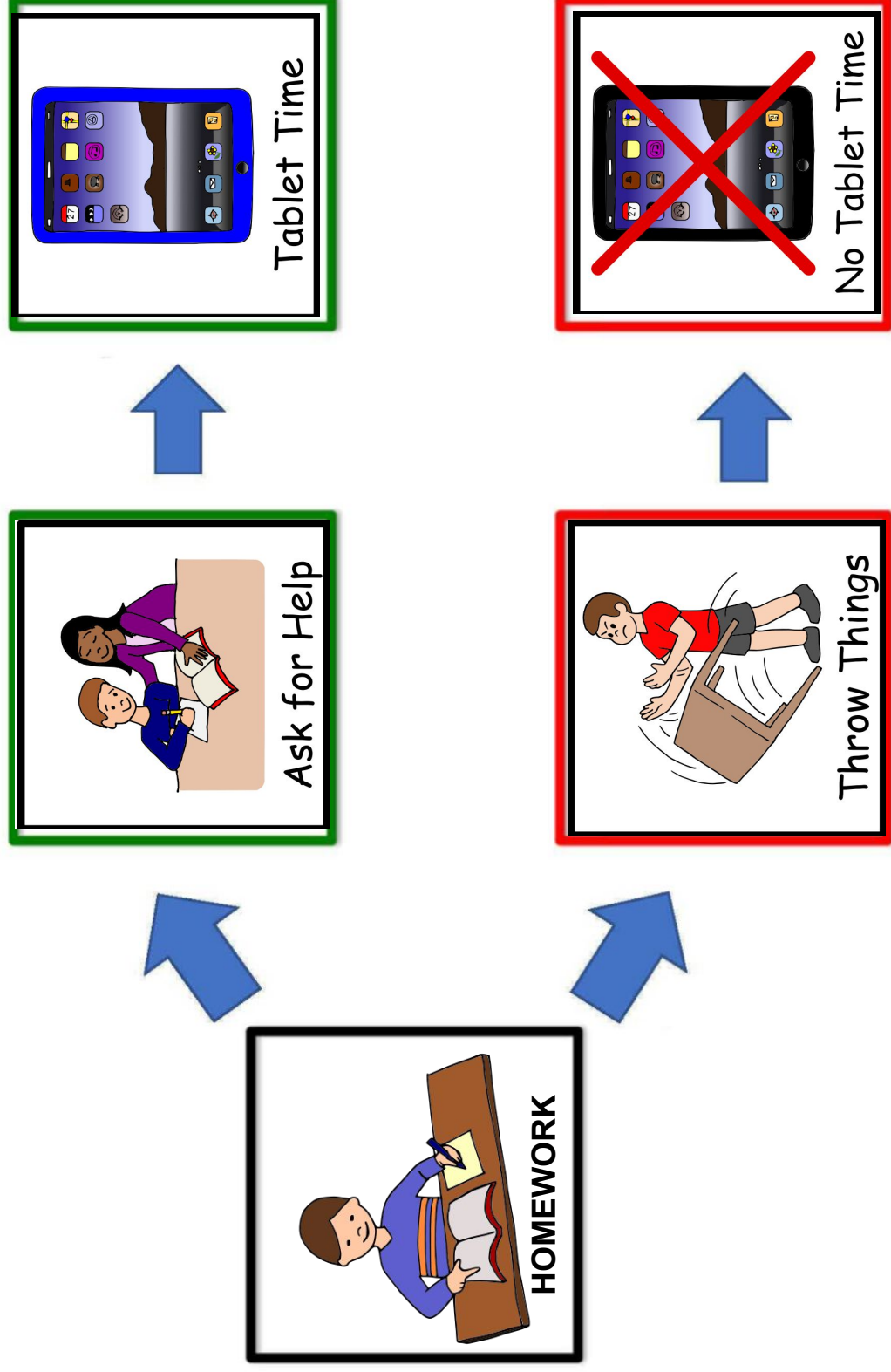
Tips:

- *It is important that the student knows how to perform the replacement behavior. Explicit teaching through modeling, reinforcement, prompting, and repetition may be necessary.*
- *This tool may be beneficial even if it is not used with a student. Members of an educational team can utilize it during a Functional Behavior Assessment process or discussions about behavior change to clarify and assure agreement among team members.*

Variations:

- Use illustrations, words, or a combination, depending on student need.

Sample Contingency Map when the function of challenging behavior is to gain access to preferred activity.



10/12/22

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Link to download Behavior-Contingency Map Template:

https://autismcircuit.net/assets/uploads/images/Behavior-Contingency-Map_template.jpg

-PBS Contract-

Origination Date of Contract: ___/___/___

Contract for (enter student name):

Appropriate "behavior" to be demonstrated:

I, _____ will

☺ _____ (appropriate behavior), ☺ _____ (appropriate behavior).

When I demonstrate the appropriate behavior listed above for _____ (duration), I will earn one of the following incentives:

- _____,
- _____, or
- _____.

Student Signature

Parent Signature

Complete information below once contract has been met.

Contract Completion Date (for student):

Incentive Issued Date (to student):



-PBS Contract-

Origination Date of Contract: ___/___/___

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