

Tuesday, 1:00 – 2:30, B2

## **The Communication of Behavior**

**Joe'L Farrar**

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### **Objectives:**

Identify effective methods for the practical application of concepts related to improving the delivery of services for persons with developmental disabilities

Identify and emphasize attitudes that enhance the opportunities for persons with DD to achieve their optimal potential

Develop strategies to promote community inclusion in meeting the needs of persons with developmental disabilities


### **Notes:**

**THE COMMUNICATION OF BEHAVIOR**


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Speech Language Pathologist  
Board Certified Behavior Analyst  
Advocate

## INTRODUCTION



You are gonna need therapy after you meet me...  
I'm warning you!

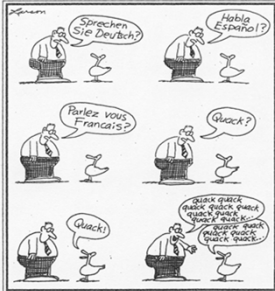


**THE KIDS WHO NEED THE MOST LOVE WILL ASK FOR IT IN THE MOST UNLOVING OF WAYS.**


### Talking or Communicating?

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- Talking can be describing a flower or naming items
- Communicating tells something needed
- Understanding instructions



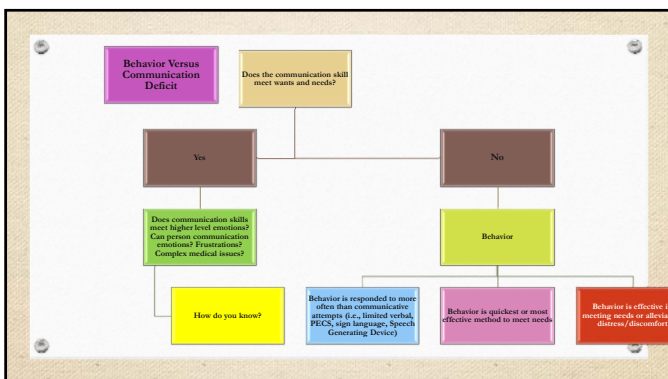
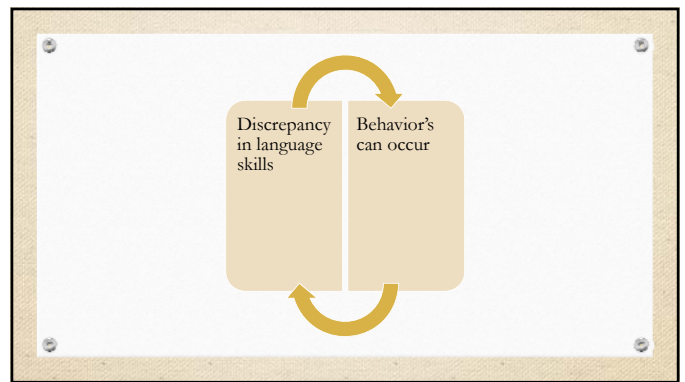
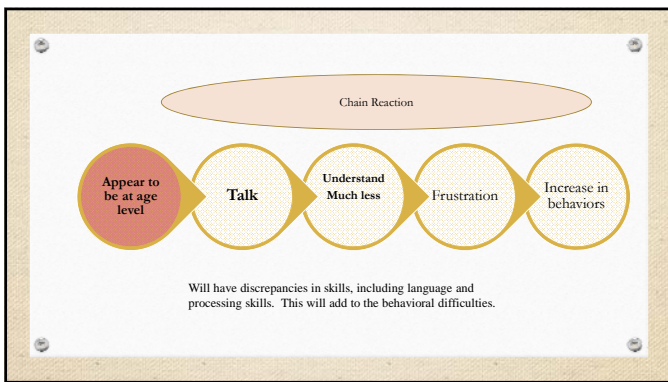
### Impact of behavior or communication





## Communication Skills

- ❖ Appear to be understanding and functioning at or near age level.
- ❖ Actually may be understanding much lower
- ❖ Processing may be much slower
- ❖ Talk well, very well, high vocabulary
- ❖ FASD is the only disorder that has higher expressive language than receptive language skills



## Example 1.

### Jimmy Joe

- Age: 6
- Developmental Age: 3
- Strengths (arts, sports): 10
- Expressive language: 8
- Receptive language: 2
- Reading: 4
- Comprehension: 3

From FASCETS

### So what does this mean for Jimmy Joe?

- People, especially teachers see a child who is intelligent (verbal, athletic) is immature and needs to work harder.
- Reality is: Verbal skills are higher than Comprehension skills. Sounds like he understands but may be talking around the subject or repeating what he has heard but doesn't understand it.

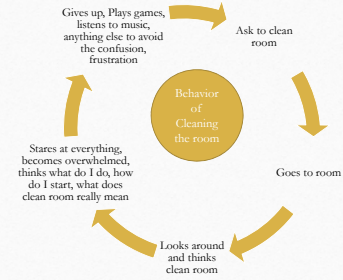
### Example 2:

#### Billie Sue

- Age: 18
- Developmental Age: 9
- Strengths (Arts, sports): 24
- Expressive language: 20
- Receptive language: 8
- Reading: 14
- Comprehension: 7

#### What does this mean for Billie Sue

- People, teachers, employers see her as intelligent but not putting effort into her work. She struggles with relationships, often wanting to be around younger people. Easily manipulated because she does not understand the consequences.



### What is REALLY happening....

#### Behavior

1. Angry, often loses temper
2. Doesn't complete tasks/work
3. Lazy
4. Doesn't follow instructions
5. Has poor work ethic
6. Has tantrums

#### What We See

1. Possible mental illness, moody, needs to learn to control self, defiance, poor discipline....

#### What is happening internally

Processing physical needs, sensory needs, input from others, trying to remember what was said, how to complete task....



### Traditional Approaches work for Traditional People

#### Johnny is "bad"

- Screams
- Hits
- Throws things
- Lies

#### Johnny is "punished"

- Sent to room
- Spanking/Swats
- Time out
- Loses tv/phone/computer/toys/video games



## Now what

### In a fire what do you do?

- Get out
- Check the door
- Call 911
- Race
- Stop drop roll
- We have a plan... we don't wait until it happens then try to plan out how to be safe



## In a crisis what do you do?

- Plan for things that are going to cause a difficulty
- Identify things are going to be a difficulty
- Practice
- Preview



YOU CAN'T TEACH  
CHILDREN TO  
BEHAVE BETTER  
BY MAKING THEM  
FEEL WORSE.  
WHEN CHILDREN  
FEEL BETTER, THEY  
BEHAVE BETTER



Pam

"When little people  
are overwhelmed by  
big emotions,  
it's our job to share  
our calm, not to  
join their chaos."

- L.R. Knost

For every action, there is an equal and opposite reaction. The statement means that in every interaction, there is a pair of forces acting on the two interacting objects. The size of the forces on the first object equals the size of the force on the second object.  
~Newton's Third Law of Physics

## 10 Positive Ways to Discipline

- D is for Distracting
  - I is for Investigating Needs & Feelings
  - S is for Structuring the Environment
  - C is for Consistency
  - I is for Instructing
  - P is for Playing & Connecting
  - L is for Limits
  - I is for Ignoring
  - N is for Noticing Positive Behaviour
  - E is for Excusing Self or the Child
- One Time Through



**WHEN I NEED HELP**

If I don't understand I can...

- Remind the instructions
- Quietly ask a friend for help
- Ask the teacher for help

If I'm frustrated or stressed...

- I can walk away or ignore
- I can ask for a break
- I can find an adult to ask for help

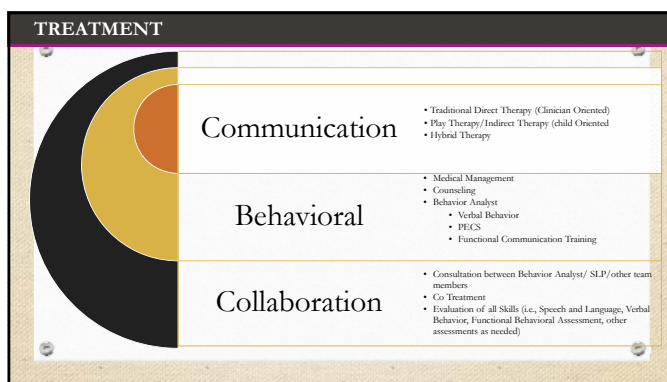
**Pick Your Choices**

**Babble**

learningautism.net

*January*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



Link to Citations and Other Resources  
[www.behaviorsays.com](http://www.behaviorsays.com)