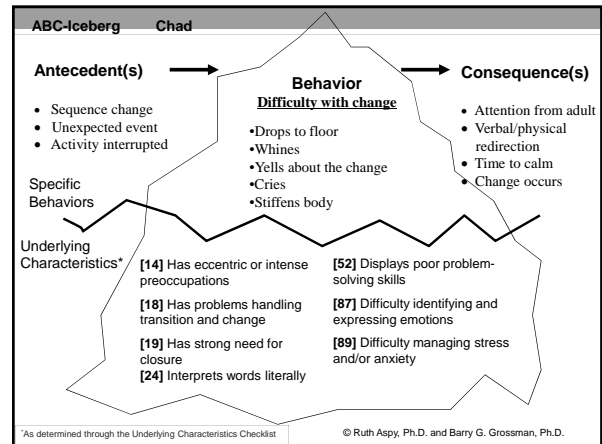


## MENTAL HEALTH AND BEHAVIOR CHALLENGES IN ASD: IMPACT AND INTERVENTIONS

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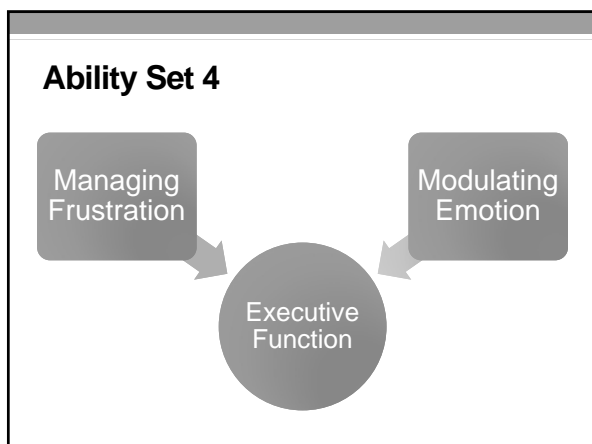
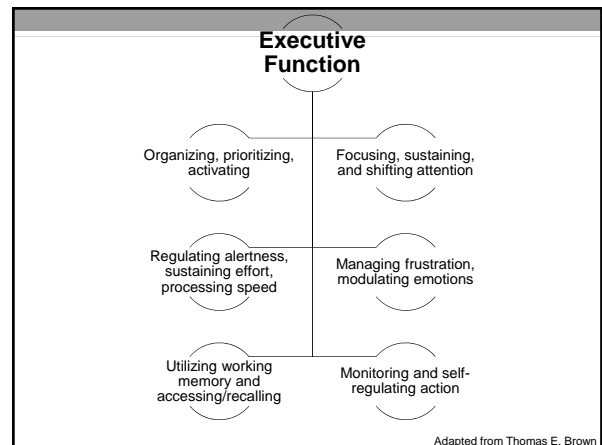
Brenda Smith Myles, Ph.D.  
brenda\_myles@mac.com



## Executive Function

- The set of brain-based abilities that help people control their behavior and reach their goals
- There are many brain-based abilities that make up executive function

Kenworthy et al., 2014; McCloskey, 2009

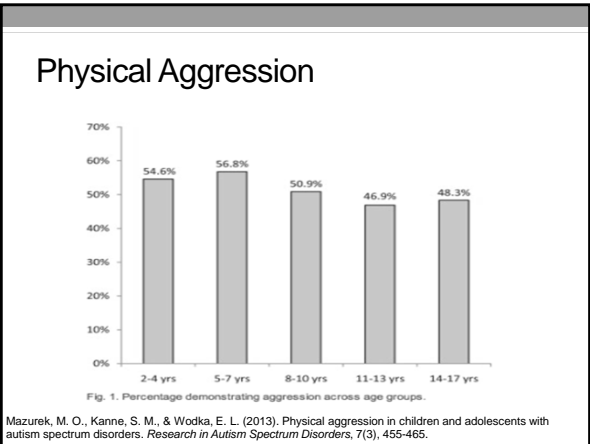


## Ability Set 4: Managing Frustration

- Being able to match emotions to events
- Having an overwhelming sense of emotions
- Focusing on one feeling to the exclusion of others
- Being overly sensitive to the comments and actions of others

### Ability Set 4: Modulating Emotion

- Regulating emotions and behaviors to match events and societal expectations
  - Sadness
  - Depression
  - Discouragement
- Calming self, when needed



### Self-Regulation - Underactivity

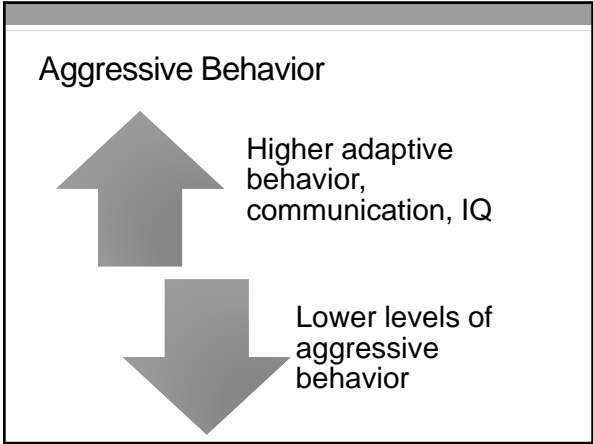
The yellow areas represent a composite of fMRI scans showing the areas of the prefrontal cortexes that are significantly less active in people with autism during emotion regulation.

Richey et al., 2015

### Reactive Aggression

- Not planned in advance
- Occurs because the individual does not have the skills to problem solve, recognize feelings in self, match feelings, to event, and calm self

Farmer et al., 2014



TRADITIONAL TEMPER TANTRUMS" vs "MELTDOWNS

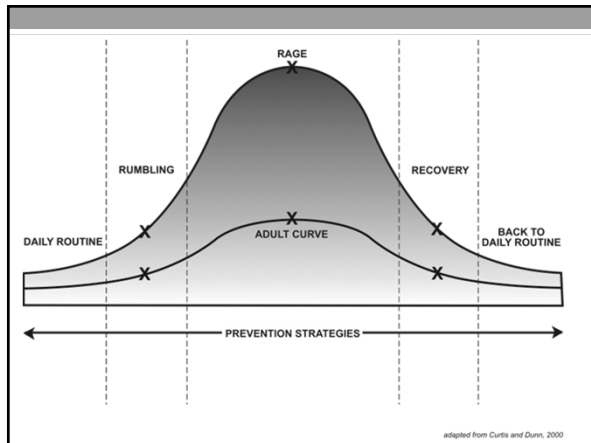
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## Temper Tantrums

- The child will look to see if behavior is getting a reaction
- The child can alter behavior to ensure that she does not get hurt
- The “temper tantrummer” will use a situation to his benefit
- The child has a goal and when the goal is met, the behavior returns to typical
- The child is in control

## The Meltdown

- The child has no involvement in the social situation
- The child is not concerned for his own safety
- The child does not look to or care if others react to his behavior **during** the meltdown
- Meltdowns appear to be under their own power and have a cycle
- Are **not** manipulation – they are the only behavior the child has to react to the situation



## Rumbling Stage

- Most important stage
- Building up to rage
- Some thinking ability still intact
- Individual children have their own patterns of “rage behavior”

*Note: The role of verbalizations in escalation.*

## Rage Stage

- This is the lightning stage when the neurotransmitters are not working correctly.
- The child or youth may shout, swear, kick, or hit.
- He or she is clearly out of control.

## Recovery Stage

- The child or youth may sleep for awhile.
- He/she may apologize or be contrite.
- Withdrawal may occur; a fantasy world may be the target.
- The student may deny meltdown.
- Some do not remember what happened during the Rage Stage.

Student Crisis Plan Sheet  
Page 1  
Rumbling Stage

**Student Crisis Plan Sheet**

Student Name \_\_\_\_\_ Student Age/Grade \_\_\_\_\_  
Teacher Name \_\_\_\_\_ Date of Plan \_\_\_\_\_

**ENVIRONMENTAL/PERSONNEL CONSIDERATIONS**

1. Describe how you can obtain assistance when it is needed \_\_\_\_\_

2. At which stage should outside assistance be sought?  
\_\_\_\_\_ rumbling \_\_\_\_\_ rage \_\_\_\_\_ recovery

3. Which school personnel are available to provide assistance?  
\_\_\_\_\_ principal \_\_\_\_\_ school psychologist \_\_\_\_\_ paraprofessional  
\_\_\_\_\_ social worker \_\_\_\_\_ counselor \_\_\_\_\_ other (please specify) \_\_\_\_\_  
\_\_\_\_\_ other (please specify) \_\_\_\_\_

4. Where should children exit to? (specify room or school) \_\_\_\_\_

5. At what stage should the plan be used by others in the classroom?  
\_\_\_\_\_ rumbling \_\_\_\_\_ rage \_\_\_\_\_ recovery

6. Are there any extenuating circumstances that others should know about this student (i.e., medications, related medical conditions, home situation)? \_\_\_\_\_

7. Who should be notified of the incident? \_\_\_\_\_

8. How should the incident be documented? \_\_\_\_\_

Figure 3-4. Student crisis plan sheet.

Student Crisis Plan Sheet  
Page 2  
Rumbling Stage

**RUMBLING STAGE**

1. What environmental factors/activities or antecedents lead to "rumbling" behaviors?  
\_\_\_\_\_ unprepared change \_\_\_\_\_ difficult assignments \_\_\_\_\_ crowding  
\_\_\_\_\_ teacher criticisms \_\_\_\_\_ transitions \_\_\_\_\_ conflict with classmates  
\_\_\_\_\_ other (please describe) \_\_\_\_\_

2. What behaviors does the student exhibit during the rumbling stage?  
\_\_\_\_\_ bites nails \_\_\_\_\_ tears mounds \_\_\_\_\_ stomps  
\_\_\_\_\_ leaves others \_\_\_\_\_ refuses to work \_\_\_\_\_ fidgets  
\_\_\_\_\_ other (please describe) \_\_\_\_\_  
\_\_\_\_\_ other (please describe) \_\_\_\_\_

3. Does the student mention any of the following complaints or illud?  
\_\_\_\_\_ headache \_\_\_\_\_ headache \_\_\_\_\_ not applicable  
\_\_\_\_\_ other (please describe) \_\_\_\_\_

4. Should the student be sent to the nurse if there is a complaint of illud?  
\_\_\_\_\_ yes \_\_\_\_\_ no

5. How long does the rumbling stage last before it progresses to the next stage?  
\_\_\_\_\_

6. What interventions should be used at this stage?  
\_\_\_\_\_ antiseptic handwashing \_\_\_\_\_ proximity control \_\_\_\_\_ touch control  
\_\_\_\_\_ "just walk and don't talk" \_\_\_\_\_ home base \_\_\_\_\_ redirecting  
\_\_\_\_\_ other (please specify) \_\_\_\_\_  
\_\_\_\_\_ other (please describe) \_\_\_\_\_

Student Crisis Plan Sheet  
Page 3  
Rage Stage  
Recovery Stage

**RAGE STAGE**

1. What behaviors does the student exhibit during the rage stage?  
\_\_\_\_\_ student verbally abuses \_\_\_\_\_ student verbally abuses  
\_\_\_\_\_ not at teacher \_\_\_\_\_ not at other students  
\_\_\_\_\_ student threatens to hit teacher \_\_\_\_\_ student threatens to hit students  
\_\_\_\_\_ student destroys materials \_\_\_\_\_ student attempts to leave  
\_\_\_\_\_ classroom  
\_\_\_\_\_ student withdraws from teacher \_\_\_\_\_ student hurts self  
\_\_\_\_\_ other (please specify) \_\_\_\_\_  
\_\_\_\_\_ other (please specify) \_\_\_\_\_

2. What teacher interventions should be used during this stage?  
\_\_\_\_\_ physically remove child to safe room \_\_\_\_\_ primary child to move to safe room  
\_\_\_\_\_ remove others from the classroom \_\_\_\_\_ redirect student  
\_\_\_\_\_ other (please specify) \_\_\_\_\_  
\_\_\_\_\_ other (please specify) \_\_\_\_\_


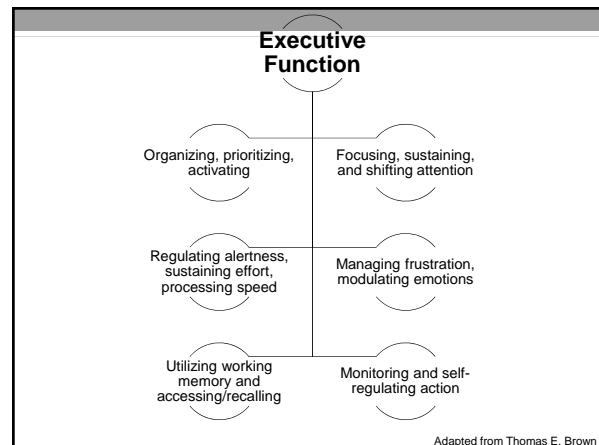
3. What is the role of others in the child's environment during the rage stage? \_\_\_\_\_

**RECOVERY STAGE**

1. What behaviors does the student exhibit during the recovery stage without intervention?  
\_\_\_\_\_ aggression \_\_\_\_\_ withdrawal into fantasy \_\_\_\_\_ denial  
\_\_\_\_\_ "typical" student behavior \_\_\_\_\_  
\_\_\_\_\_ other (please describe) \_\_\_\_\_  
\_\_\_\_\_ other (please describe) \_\_\_\_\_

2. What supportive techniques should be used during this stage? \_\_\_\_\_

3. What interventions should be used at a later time to assist the student in gaining more self control? \_\_\_\_\_

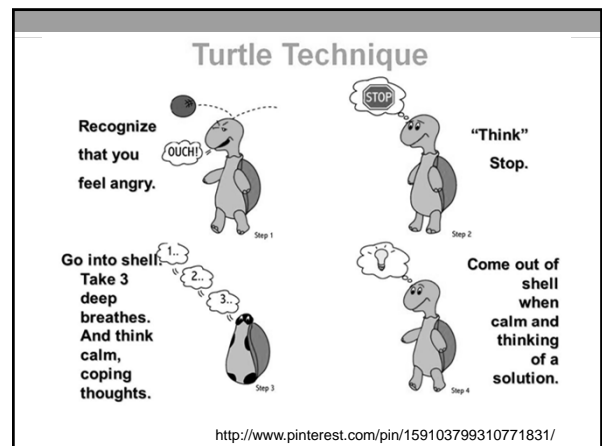
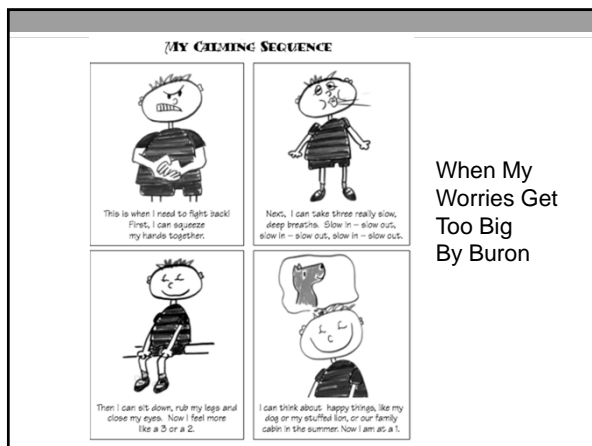
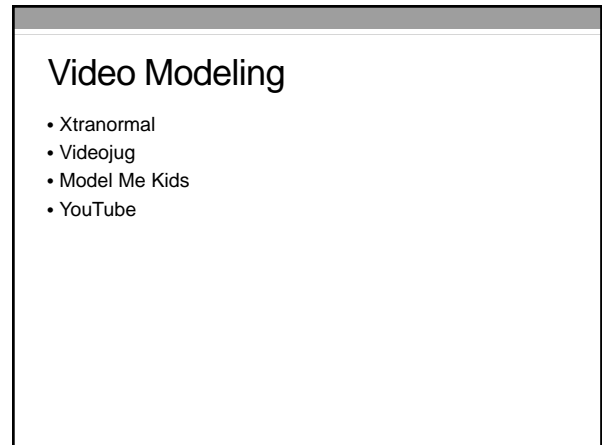
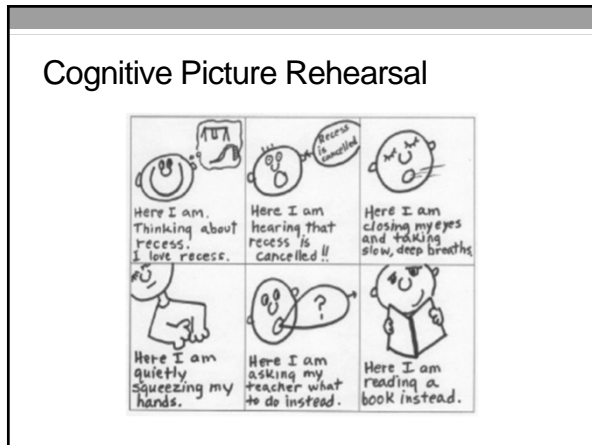
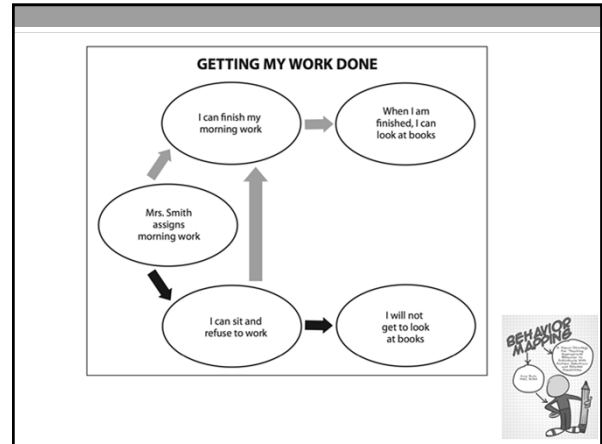
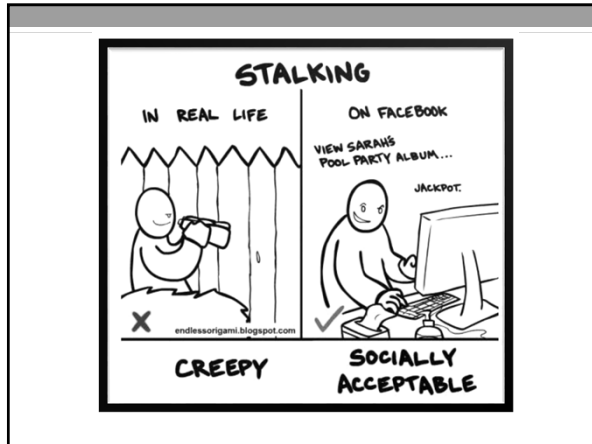
**ABILITY SET 4**

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Visual Supports  
Self Management  
Structured Teaching  
Antecedent Based  
Peer Implemented

**EXPLAIN USING  
CARTOONING AND  
OTHER VISUALS**

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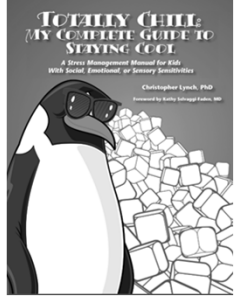
### Photo Album

- Identify calming photos
- Place in album
- Review throughout the day with coaching about the calming effects of the photo album
- Prompt to use when upset
- Available to learner on an as-needed basis

### Totally Chill

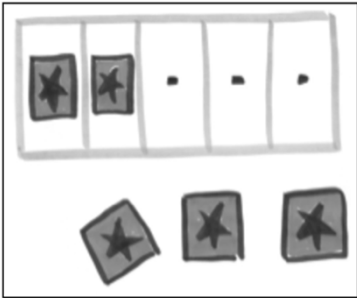
Table of Contents

- What Makes Me Stressed
- The Science of Stress
- Relaxing My Body
- Relaxing My Mind
- Flexible Thinking
- Problem Solving
- Getting Organized
- Being Healthy



Lynch, 2012

### Five Stars



### Home Base or Cool Zone

- A place where the student can go to escape the over-stimulation of the classroom
  - Not time-out
  - Not a punishment
- Work goes with the student to Home Base
- May be scheduled or occur on an as-needed basis
- May be used for taking tests

### Home Base or Cool Zone

- Home Base, Cool Zone, or Hot Pass card
  - Prompts child to go to home base
- **EVERYONE** in school knows the child has one

Cool Zone Pass

	Rating	Feeling	What It Looks Like	What I Should Do	
1. Make a table	5	I have to leave; it is time to be alone	Fast rocking; loud voice	Use the secret signal with the adult you trust and leave the room when the adult acknowledges you.	5. Write down what each feeling looks like for you.
2. Label the top columns	4	I need to move to a different place in the room	Rocking back and forth; picking on my fingernails	Say, "Excuse me", if you can. If you can't, just walk to a quiet part of the room and put on your headphones. Think about using your secret signal with an adult.	
3. Write numbers down the side	3	I need to stop talking with this person or I might need help telling someone to be quiet	Feeling like I want to flap my hands and cover my ears	Think about saying one of these things, "I'll talk with you later", "I'm going to get a drink", "I need to get some work done". If that is not going to work, say "Gotta go!" And go stand by an adult you like and know. Ask the adult for help.	6. Write what you should do for each number.
4. Write in your feelings for each number.	2	I can do this by myself	Starting to tap my foot	Taking a deep breath and count to 10 Think about saying one of these things, "I'll talk with you later", "I'm going to get a drink", "I need to get some work done".	
	1	I am good. Nothing is really bothering me.	Smiling, talking	Keep doing what I am doing.	

Buron & Curtis

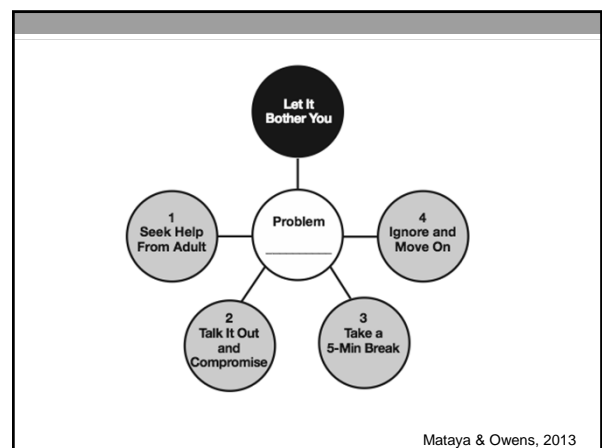
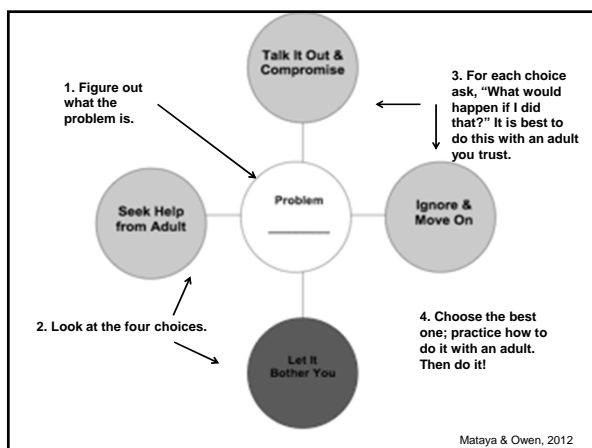
### Visual Support

School Year Schedule		
Class	Teacher/Room	
1 <sup>st</sup> hour 7:45 - 8:30	Social Studies	Jones/310
2 <sup>nd</sup> hour 8:35 - 9:20	Math	Smith/308
3 <sup>rd</sup> hour 9:25 - 10:10	Social Skills (Navigator room)	Trautman/110
4 <sup>th</sup> hour 10:15 - 11:00	Expo rotation - start with computer	Karack
5 <sup>th</sup> hour 11:05 - 11:30	Reading	Brown/302
11:30 - 12:00	LUNCH	
12:05 - 12:20	Reading continued	
6 <sup>th</sup> hour 12:25 - 1:10	Science	Thomas/305
7 <sup>th</sup> hour 1:15 - 2:00	CA	Green/302
8 <sup>th</sup> hour 2:05 - 2:50	Guided Study	Trautman/110

- 38
- ### Routines That Need to Be Directly Taught
- How to ask for help
  - When and what to throw away and where
  - How to obtain school supplies when the student forgets to bring them
  - How and when to hand in work
  - How to pass out papers
  - How to organize materials so that they are accessible in desk, locker, backpack, cubby
  - How to make up missed work
  - How to line up for lunch, recess, music, etc ...
  - How to walk down the hall with other students

- 39
- ### Routines That Need to Be Directly Taught
- How to get ready to move to another activity that is within the same class
  - How to get ready to move to another activity that is in a different class
  - How to get ready for recess
  - How to get ready to go home
  - What do do during free time
  - How to navigate lunchtime
  - What to do if you are bullied
  - Where to go to take medication
  - How to ask to go to the bathroom -- *BTW*

- ### Priming
- Preparing the student for daily activities
    - Can occur
      - At home for the next day
      - The morning of in school
      - At the end of the school day for the next day
  - Overview of schedule changes, assignments and activities



### Guiding Principles

Break the Negative Cycle

4 to 1

Kenworthy et al.

	Looks Like	Feels Like	What to Do
5	Screaming Stomping feet	Very Embarrassed Very Frustrated	
4	Getting quiet Saying "bad" words	Little Bit Embarrassed Little Bit Frustrated	
3	Folding arms Refusing to work	Confused	
2	Making Excuses "I don't want to..."	Uncomfortable	
1	Trying Things Good Attitude	Happy	

## TEACH UNWRITTEN RULES

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## UNLIMITED POTENTIAL

And that potential is largely dependent on us!

## THE PLAN

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Embedding Evidence Based Practices

### Comprehensive Autism Planning System (CAPS)

Child/Student:

Time	Activity	Targeted Skills to Teach	Response Modifications	Reinforcement	Visual Strategies	Communication Supports	Plan Collection	Generalization Plan