

INTRODUCTION

- Student demonstrated increased grabbing behavior towards staff members when she returned to in-person learning. Grabbing behavior included grabbing or attempting to grab staff's hair, clothes, mask, and/or accessories.
- Student's behavior interfered with her ability to engage in lessons both in small groups and during whole-class instruction.
- We wanted to focus on an antecedent based intervention that could help with the target behaviors of the target Student while also generalizing to other Students in the classroom.

INTERVENTION

Goal 1: By 4/2022, when implementing a behavior skills training model with classroom staff, Student will decrease the percentage of intervals with grabbing behavior to less than 30% of intervals, across 5 consecutive days, as measured by scholar observations and data collection.

- Behavior Skills Training (BST) was utilized to reduce grabbing behaviors. BST was used to train classroom staff on antecedent and consequence strategies for the reduction of grabbing behaviors.

PARTICIPANTS

Student	Grade	Ethnicity	First Language	English Proficiency
M	6th	MENA	English	Limited Language Ability

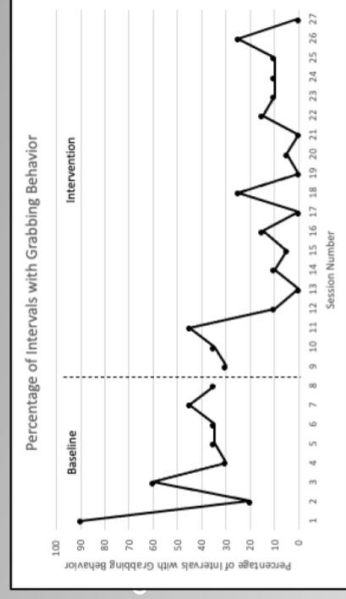
METHODS

During baseline data collection, we simultaneously collected ABC data for the Student and staff members. The data pointed indicated the function of the target behavior being attention. The Student was most likely to engage in the behavior when staff were not attending (giving increased eye contact, talking to the Student, holding Students hand). ABC data collected also showed that staff were most likely to deliver verbal attention (e.g., "Nice hands.") immediately after the Student engaged in grabbing behavior.

METHODS cont.

- Staff were trained on antecedent (e.g., using a timer for breaks, keeping Student's hands engaged in appropriate activities, e.g., fidget toys) and consequence strategies (e.g., reducing or removing attention following grabbing behavior) in order to reduce grabbing behaviors. In addition to training, staff were provided immediate feedback after each 10 minute interval.
- Student behavior was tracked via partial intervals with each interval being 30 seconds across 10 minutes.
- Google Sheets were utilized to help with consistency across data collectors
- Staff members were explicitly taught how to respond to Student's behaviors
- Staff members were then observed for 10 minute intervals and given direct feedback across 7 weeks

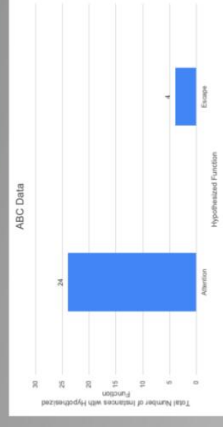
RESULTS



M had a decrease in both the range and frequency of the grabbing behavior. During the baseline phase, grabbing behavior ranged from 20-90% (70% range). During the intervention phase M's grabbing behavior reduced to 0-45% (45% range). Overall there was both a decrease in the range/variance of the target behavior as well as the frequency.

RESULTS cont.

Interval	Behavior	Antecedent	Consequence	Notes
1	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
2	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
3	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
4	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
5	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
6	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
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21	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
22	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
23	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
24	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
25	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
26	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair
27	Grabbing	Staff member talking to Student	Staff member ignored	Student grabbed staff member's hair



CONCLUSIONS

This study aimed to contribute to the literature an understanding of how training classroom staff on antecedent and consequence strategies can reduce grabbing behaviors. Throughout the study, there were multiple instances in which adults on campus (i.e. general education teacher, paraprofessionals) mentioned positive social interactions between target Students and peers in the intervention. Results suggest that utilizing Behavior Skills Training with classroom staff can effectively decrease grabbing behaviors in school aged children with autism.

REFERENCES

Scan QR code for additional information regarding abstract and references.

