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Preschool ABA Trainers' Guide Agenda and Lesson Plans

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Introduction

Welcome to the Preschool ABA Trainers' Guide Agenda and Lesson Plans for hosting an interactive and educational training session on autism spectrum disorder (ASD) and behaviour intervention methods. The Preschool ABA Trainers' Guide offers a detailed plan for a two-day training session, including important subjects like autism awareness, behaviour management, behaviour assessment, behaviour measurement, and methods for addressing challenging behaviour.

The training schedule is meticulously planned to ensure that attendees develop a thorough comprehension of ASD and acquire successful techniques for managing challenging behaviours. The schedule includes hands-on activities, group chats, and reflective sessions.

We believe this resource will be beneficial for setting up practical training sessions.

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Training Agenda

Day 1

Objective of Day 1: To provide an engaging and informative training session on autism spectrum disorder (ASD) and behaviour intervention strategies for addressing challenging behaviours.

1. **Introduction**

- Warm welcome and trainer introduction.
- Participant introductions and expectations.
- Highlighting the importance of feedback and forming feedback teams.
- Overview of the training agenda.
- Icebreakers (follow Annex 1 for more ideas).
- Feedback (follow Annex 2).
- Pre-assessment (follow Annex 3).

2. **Understanding Autism Spectrum Disorder:**

- The trainer explains the definition and characteristics of autism spectrum disorder.
- Participants learn the diagnostic criteria for autism spectrum disorder.
- Examples of Proposed Activities:
    - Case Study Analysis: Analyse cases of individuals with ASD and identify characteristics and functions of behaviour (Annex 4)

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- Role-Play Activity: Simulate scenarios to identify characteristics of ASD (Annex 4).
- Group Discussion: Share thoughts, questions, or experiences related to ASD (Annex 4).

3. **Behaviour Intervention:**
- Define behaviour with examples and non-examples (Annex 5)
- Explain the ABC model of behaviour (Annex6).

4. **Principles of behaviour:**
- Define the principles of behaviour (Annex6).
-
- Discuss reinforcement and punishment (Annex6).

5. **Functions of behaviour:**
- Define the functions of behaviour (Annex 7).
- Learn to identify functions of behaviour (Annex 7).
- Present common functions of behaviour (Annex 7).

6. **Feedback on Day 1**
- Provide feedback and suggestions.

7. **Wrap-Up:**
- Summary of key points covered on Day 1.
- Preview of Day 2.

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Day 2

Objective of Day 2: To provide an engaging and informative training session on functional behaviour assessment, measurement of behaviour, and strategies to eliminate challenging behaviour.

1. **Introduction:**
- Warm welcome and a brief recap of the previous day's session (Annex 8).
- Overview of the Day 2 training agenda.

2. **Measurement of Behaviour:**
- Explain the importance of measuring behaviour (Annex 9).
- Present standard methods of measuring behaviour (frequency, duration, interval) (Annex 9).
- Demonstrate how to use these methods (Annex 9).

3. **Functional Behaviour Assessment:**
- Explain the importance of functional behaviour assessment.

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- Present standard methods of conducting functional behaviour assessment (indirect and direct).
- Show how to conduct a functional behaviour assessment (Annex10).

4. Strategies to Eliminate Challenging Behaviour:

- Present common strategies to eliminate challenging behaviour (positive reinforcement, extinction, differential reinforcement).
- Demonstrate how to implement these strategies (Annex 11).
- Explain the importance of behaviour intervention and common strategies (Annex 5)
- Show how to implement these strategies (Annex 5)

5. Stress and Burnout:

- Define stress and burnout.
- Lead a discussion on the impact of stress on educators' lives.
- Recognise personal stressors and warning signs.
- Introduce different stress management techniques and the importance of proactive measures (Annex 11).

6. Wrap-Up:

- Summarise key takeaways from the session.
- Provide time for participants to ask questions and share their thoughts.
- Reflection Activity: Reflect on the day's session and share thoughts or questions about the topic.

7. Post-training assessment (Annex 3)

8. Closing Ceremony:

- Thank participants for attending the training session and acknowledge their participation.
- Distribute certificates to participants.
- Collect anonymous feedback on the training session (Annex 12).

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Annex 1

Icebreaker Activity: Find Someone Who:

Objective: To get five consecutive squares either horizontally, vertically, or diagonally while being ahead of your opponent. Ask random people the questions from the squares on your card. As you get a match for one, square fill on a person's name in the respective square. If five in a line appear, yell, "Bingo!"

FIND SOMEONE WHO				
Has visited more than 5 countries	Speaks a second language	Has run a marathon	Enjoys gardening	Plays a musical instrument
Has a pet	Has met someone famous	Owns a business	Has worked in another country	Is a parent
Plays a team sport	Has a PhD or other advanced degree	Has a unique hobby	Can play chess	Reads more than 10 books a year
Can cook a dish from another culture	Practices a martial art	Collects something unique	Sings karaoke	Knows how to juggle
Enjoys outdoor adventures	Enjoys photography	Has lived on multiple continents	Can write in another alphabet	Has attended a concert in the last 6 months

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Annex 2

Group Activity:
Participants form feedback teams and assign roles, such as note-taker or spokesperson. The teams will provide feedback at the end of each training day.

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Annex 3

- Pre-Assessment and Post-Assessment

These assessments are supposed to measure participants' baseline knowledge and confidence levels in autism spectrum disorder and behaviour intervention strategies before and after the training session. This will help us design the training session to meet all the participants' requirements and measure the influence of training on the knowledge and confidence levels among former participants.

Pre-Assessment: This pre-assessment collects information about the participants' expectations, motivation, and baseline knowledge of ASD and behaviour management. It is broken down into three parts:

Expectations and Motivation: The objective is to find out what the participants expect to derive from the training and why they would want to attend. It enquires about expectations, perceived benefits, motivations, preferred learning modes, and particular topics of interest.

Baseline Knowledge: This module will review participants' knowledge of key concepts associated with ASD and behavioural intervention. Multiple-choice questions address the central characteristics of ASD, early signs of ASD at the preschool level, principles behind behaviour intervention, the ABC model of behaviour, and standard methods for measuring behaviour.

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Confidence-Based Questions: This subscale enumerates the level of confidence participants have in including autistic children in regular activities, dealing with challenging behaviours, understanding critical characteristics of ASD, applying the ABC's of behaviour, and dealing with work-related stress.

Post-Assessment: This is conducted immediately after the training session to review the effectiveness of the training session on the knowledge and confidence of the participant. This assessment has three sections, namely:

Satisfaction and Impact: This section helps assess whether participant expectations from the training were met and how it helped them in their work or personal lives. Questions are also targeted to answer if the training session met their initial motivations for attending such training and which training activities or methods have been most helpful.

Knowledge Retention: This section reassesses participants' understanding of critical concepts related to ASD and behaviour intervention using the same questions from the pre-assessment. This provides a direct comparison between knowledge before and after the training.

Confidence-Based Questions: This subscale measures changes in participants' confidence levels in their capability:

- To include autistic children in mainstream activities
- To deal with challenging behaviours
- To understand the core characteristics of ASD
- To apply the ABCs of behaviour
- To deal with work-related stress.

Instructions: The pre-assessment is to be completed before the training session, and the post-assessment is to be completed at the end. For knowledge items, participants have to choose the best available answer. For confidence items, participants should give a score for how confident they were about answering them on a scale from 1 to 5.

Comparing the pre-assessment results with those obtained after the training will allow us to know the effectiveness of our training and outline areas that would require further improvement. Feedback will ensure that future training sessions are ever more effective and beneficial for participants.

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Pre-Assessment

SECTION 1: EXPECTATIONS AND MOTIVATION

What are your expectations from this training session?

A. To have a better understanding of ASD and its characteristics

B. Understand behaviour intervention strategies for individuals with ASD

C. Learn how to manage challenging behaviours associated with ASD

D. All of the above

E. None of the above

What are you hoping to take away from this training that will help you in your job or personal life?

A. Deepened my understanding of people with ASD

B. Enhanced my skills in behaviours that challenge

C. Enhanced my ability to communicate with people with ASD and their families

D. Reduced the stress/ burnout I was experiencing

E. All of the above

F. None of the above

What motivated you to attend this training session?

A. Professional development

B. Personal interest

C. Work requirement

D. All of the above

E. None of the above

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Which of the following training activities or methods would benefit you the most to learn from?

A. Lecture-style presentation

B. Group discussion and collaboration

C. Case studies and scenarios

D. Role-playing and simulation

E. Other (Please describe): _____

What topics do you want to learn in this training?

_____
_____
_____

SECTION 2: BASELINE KNOWLEDGE

Which of the following is one of the hallmark characteristics of ASD?

A. Intellectual disability

B. Persistent deficits in social communication and interaction

C. Hyperactivity and impulsivity

D. Repetitive speech patterns

Early signs of ASD in preschoolers may include:

A. Poor eye contact and a lack of imaginative play

B. Tantrums and oppositional behaviour

C. Advanced vocabulary and early reading skills

D. Sensitivity to sounds and textures

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Behavior intervention is best described as:

A. Procedures for changing behaviour by applying the principles of learning

B. Utilizing medication to address challenging behaviour

C. Focusing on a child's internal thoughts and motivations

D. A method used exclusively for individuals with ASD

In the ABC model of behaviour, the "C" stands for:

A. Context

B. Child

C. Communication

D. Consequence

A child who throws a toy to get her teacher's attention likely demonstrates a behaviour motivated by:

A. Escape

B. Tangible

C. Attention

D. Sensory needs

Which method documents how often a behaviour happens within a set amount of time?

A. Duration

B. Frequency/Rate

C. Momentary Time Sampling

D. Interval recording

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Offering choices to a child to help them complete a task is an example of a:

A. Proactive strategy

B. Reactive strategy

C. Punishment technique

D. Reinforcement procedure

What is a good replacement behaviour to teach if a child has tantrums to obtain a toy?

A. Waiting patiently for a turn

B. Asking for the toy using words or pictures

C. Playing with another toy

D. All of the above

Working with children whose behaviour is challenging can lead to:

A. Greater job satisfaction

B. More stress

C. Less interest in the job

D. None of the above

What does reinforcement do?

A. Increases the possibility of a behaviour occurring again

B. Decreases the possibility of a behaviour occurring again

C. It does not affect behaviour

D. None of the above

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SECTION 3: CONFIDENCE-BASED QUESTIONS

How confident do you feel in including autistic children in activities with other children?

1 (Not at all confident)

2

3

4

5 (Very confident)

How confident do you feel about managing challenging behaviours?

1 (Not at all confident)

2

3

4

5 (Very confident)

How well do you understand the core characteristics of ASD?

1 (Not at all confident)

2

3

4

5 (Very confident)

How well do you understand and use the ABCs of behaviour?

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1 (Not at all confident)

2

3

4

5 (Very confident)

Do you feel that, as a result of this training, you will better handle stress at work?

1 (Not confident at all)

2

3

4

5 (Very confident)

Overall, how confident do you feel that this training will make you better prepared to handle behaviours associated with ASD?

1 (Not confident at all)

2

3

4

5 (Very confident)

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Post-Assessment

SECTION 1: SATISFACTION AND IMPACT

How would you rate how well this training met your expectations?

A. Far Exceeded Expectations

B. Exceeded Expectations

C. Met Expectations

D. Partially Met Expectations

E. Did Not Meet Expectations

This training session has helped me in my work/personally. In which way has it helped me?

A. I understand more about persons with ASD

B. I can handle problem behaviours better

C. Improved my interaction skills with ASD individuals and their families

D. Empowered me to keep my level of stress and burnout to a minimum

E. All the above

F. None of the above

Did this training session address the reasons that motivated you to attend?

A. Professional interest

B. Personal interest

C. Work requirement

D. All of the above

E. None of the above

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Which training activities or techniques in this session were most effective for you?

A. Lecture-style presentation

B. Group discussion and collaboration

C. Case studies and scenarios

D. Role-playing and simulations

E. Other (Please specify): _____

Which of the topics presented during the training were most valuable to you?

_____
_____

SECTION 2: KNOWLEDGE RETENTION

Which is one of the most prominent characteristics of ASD?

A. Intellectual disability

B. Persistent deficits in social communication and interaction

C. Hyperactivity and impulsivity

D. Repetitive speech patterns

What are some early signs of ASD in preschool-age children?

A. Avoiding eye contact, not liking to pretend play

B. Tantrums with oppositional behavior

C. Advanced verbal skills and early readers

D. Sensory issues in sounds and textures

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Behavior intervention is:

A. Techniques to change behaviour using principles of learning

B. Behavior management through medication

C. Focus on the internal life of a child - thoughts and motives

D. An approach only used with the ASD population

In the ABC model of behaviour, "C" is:

A. Context

B. Child

C. Communication

D. Consequence

A child who throws a toy to get her teacher's attention likely exhibits a behaviour motivated by:

A. Escape

B. Tangible

C. Attention

D. Sensory needs

Which method documents how many times a behaviour happens in a given period?

A. Duration

B. Frequency/Rate

C. Momentary Time Sampling

D. Interval recording

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Offering options to the child to help him complete a task is an example of a:

A. Proactive strategy

B. Reactive strategy

C. Punishment technique

D. Reinforcement procedure

What is a good replacement behaviour to teach if a child has tantrums about getting a toy?

A. Waiting patiently for a turn

B. Asking for the toy using words or pictures

C. Playing with another toy

D. All of the above

Working with children who have challenging behaviour can lead to:

A. Increased job satisfaction

B. Higher levels of stress

C. Less interest in the job

D. None of the above

What does reinforcement do?

A. Increases the likelihood that a behaviour will occur again

B. Decreases the likelihood that a behaviour will occur again

C. Has no effect on behaviour

D. None of the above

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SECTION 3: CONFIDENCE-BASED QUESTIONS

How confident do you feel about including autistic children in the same activities as other children?

1 (Not confident at all)

2

3

4

5 (Very confident)

How confident do you feel about handling challenging behaviours?

1 (Not confident at all)

2

3

4

5 (Very confident)

How confident do you feel in your understanding of the critical features of ASD?

1 (Not at all confident)

2

3

4

5 (Very confident)

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How confident do you feel in understanding and using the ABCs of behaviour?

1 (Not at all confident)

2

3

4

5 (Very confident)

Will this training help to reduce your work-related stress levels?

1 (Not at all confident)

2

3

4

5 (Very confident)

Overall, how confident are you that your skills in dealing with ASD-related behaviours have been enhanced as a result of this training?

1 (Not confident at all)

2

3

4

5 (Very confident)

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Annex 4

Examples of Activities for Understanding Autism Spectrum Disorder

Case Study:

John, a 5-year-old child, has received a diagnosis of autism spectrum disorder (ASD). John struggles with social interactions and frequently finds it challenging to form friendships. His interests are few, and he likes to concentrate on a single subject for a long time. Furthermore, John exhibits self-stimulatory behaviours when feeling anxious or overwhelmed, including hand flapping and spinning in circles.

Upon examining the case study, it can be concluded that John displays various symptoms of ASD. One sign is his struggle with social communication and forming friendships. Another symptom of ASD is his narrow scope of interests and inclination to fixate on a single subject for a prolonged period. Moreover, his participation in self-stimulatory actions, like hand flapping and spinning around, also points to ASD. John gets self-stimulation from his repetitive actions, which could be the reason for his behaviour. These actions offer sensory input and aid in managing his feelings during times of anxiety or feeling overwhelmed.

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Case Study:

Jenny, a 6-year-old girl, has received a diagnosis of autism spectrum disorder (ASD). She struggles to interact with people and frequently avoids making eye contact. She likes playing by herself and becomes upset when her schedule is interrupted. Additionally, she partakes in repetitive actions like flapping her hands and spinning around in circles.

After examining the case study, it can be deduced that Jenny displays multiple traits of ASD. Her struggles in interacting with people and not making eye contact demonstrate difficulties in social communication. Her tendency to prefer solitary play and become agitated when her schedule changes suggests rigid and repetitive behaviours. Moreover, her participation in repetitive actions like hand-flapping and spinning in circles is another trait of ASD.
Moreover, hand-flapping and spinning behaviour may serve as Jenny's self-stimulatory behaviour through her repetitive actions.

Group Discussion:

Participants discuss and share their thoughts, questions, or experiences related to the topic. For example, participants can share their experiences with individuals with ASD and how they have managed challenging behaviours.

Annex 5

Examples of proposed activities for behaviour intervention:

Brainstorming Session:

Scenario Brainstorm
Ask: "What are the top 2-3 challenging behaviours you see most often in your classroom?"
Ask: "What are some interventions you've tried that have been helpful, even slightly?"
The trainer can write these interventions on the whiteboard and return to them after reviewing the strategies for managing the behaviour and discussing whether their current intervention is correct and why.
Discussion:
Initially, have participants write their ideas on sticky notes. This allows the grouping of similar ideas quickly during the discussion phase.

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Look across ALL behaviours: Are there similar strategies that pop up repeatedly? (These are likely good 'go-to' tools).
Can you roughly categorise the types of interventions?
Prevention (changing the environment ahead of time),
Teaching new skills (communication, self-regulation), etc.

Practice Activity: Defining Behaviour with Precision
Objective: Participants will practice writing clear, observable, and measurable behavioural definitions for various scenarios.
Materials:

- Whiteboard or flipchart
- Markers
- Pre-prepared scenarios (see examples below)
- Sticky notes (enough for each participant to write several definitions)

Instructions:

- Introduction (10 minutes):

Review the characteristics of a well-defined behaviour:
Observable: Can be seen or heard directly.
Measurable: Can be counted or timed.
Objective: Avoids subjective interpretations or value judgments.
Give definitions of good and poor behaviour.

Scenario Practice (20 minutes):

- Display the first scenario on the board/flipchart.
- Ask participants to individually write a behaviour definition on their sticky notes, focusing on making it observable, measurable, and objective.
- After a few minutes, have participants share their definitions.
- As a group, discuss each definition's strengths and areas for improvement.
- Facilitate a discussion to refine and arrive at a clear, concise definition.

Small Group Work (20 minutes):

- Divide participants into small groups (3-4 people).
- Give each group a different scenario.
- Instruct groups to work together to write 2-3 clear behavioural definitions for their scenario.

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- Have each group share their definitions with the entire group for discussion and feedback.

Wrap-Up and Reflection (10 minutes):

- Highlight common challenges participants faced when writing behaviour definitions.
- Re-emphasise the importance of precise behaviour definitions for accurate data collection and intervention planning.

Example Scenarios:

- *A child in a preschool setting repeatedly throws toys across the room.*
- *A child frequently cries and refuses to participate in group activities.*
- *A child frequently engages in verbal arguments with peers during playtime.*
- *A child has difficulty staying seated for extended periods during circle time.*

Demonstration:

Goal: Teach preschool teachers how to use positive reinforcement to encourage sharing and turn-taking.

This activity can also be used during Module 3 and Module 7

Modelling (Demonstration)

Act out two brief scenes with a volunteer or another trainer:

Characters:

Ana: A preschooler who may struggle with sharing.

Sarah: Another preschooler playing with Ana.

Trainer 1/Volunteer: Plays the role of an adult using ineffective strategies.

Trainer 2/Volunteer: Models positive reinforcement techniques.

Scenarios:

Show what NOT to do (scolding Ana, forcing her to return the toy).

Emphasise why this isn't effective long-term.

Demonstrate positive reinforcement:

Wait for a moment when Ana shares, even briefly.

Immediately offer specific praise: "Ana, I love how you let Sarah have a turn with the truck! That was great sharing!"

Optional: Include a small tangible reward (sticker, etc.)

Key Points to Mention:

Notice even small instances of the desired behaviour.

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Be specific with your praise, focusing on what they did right.
Enthusiasm matters! Kids respond to genuine positive attention.

Role-Play
Divide into pairs. If possible, have one person play an "Ana" type of child.
Set a simple context: Playing with blocks.
Task: The "teacher" practices noticing ANY sharing-like behaviour and reinforcing it with praise and smiles.
Limit role-plays to 2-3 minutes each.
The focus of feedback:
Did they catch the positive behaviour quickly?
Was the praise specific and enthusiastic?
Were they patient, even if the child didn't share ideally?
Group Discussion:
What felt easy about using positive reinforcement?
What was the most challenging part?
How might this look different with various challenging behaviours?

Group Activity:
Participants work in groups to create a behaviour intervention plan for a hypothetical individual with ASD.
This activity can also be used during module 7

Activity: Developing an Intervention Plan for a Hypothetical Child with ASD
Objective: This activity aims to develop an intervention plan for a hypothetical child with ASD based on their unique needs and characteristics.
Instructions:

1. Divide the participants into small groups of 3-4 people.
2. Provide each group with a case study of a child with ASD. The case study should include the child's characteristics, strengths, weaknesses, and challenges.
3. Ask each group to review the case study and discuss the specific needs and challenges of the child.
4. Based on their discussion, ask each group to develop an intervention plan for the child that addresses their unique needs and challenges.
5. The intervention plan should include specific goals, strategies, and interventions tailored to the child's needs.

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6. Once each group has developed their intervention plan, ask them to present it to the larger group.
7. After each group has presented their plan, facilitate a group discussion to identify common themes and best practices for developing intervention plans for children with ASD.
8. Encourage participants to take note of the common themes and best practices identified during the discussion to inform their practice when working with children with ASD.

Case Study:
Name: Alex
Age: 6
Diagnosis: ASD
Characteristics:
Difficulty with social communication
Limited interests
Engages in repetitive behaviours such as hand flapping and spinning in circles
Difficulty with transitions and changes in routine

Intervention Plan:
Goal: Improve social communication skills
Strategies:
Use visual supports such as picture schedules and social stories to help with transitions
Use a rewards system to encourage positive social interactions with peers
Interventions:
Social skills groups with other children with ASD to improve social communication skills
Occupational therapy to improve fine motor skills and reduce dependence on self-stimulatory behaviours

Video Analysis Activity:
Participants watch a video of a behaviour intervention strategy and evaluate its effectiveness.

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Annex 6

Examples of proposed activities Principles of behaviour

- **Visual Aid Presentation:**

The trainer uses a visual aid, such as a chart or diagram, to explain the ABC Model of behaviour. For example, the trainer can use a chart to clarify how antecedents, behaviours, and consequences are related.

- **Role-Play Activity:**

Participants simulate the ABC Model of behaviour to understand it better. For example, they can act out a scenario in which an antecedent leads to a behaviour followed by a consequence.
Participants practice collecting ABC data by observing a role-played scenario (trainer and volunteer)

Scenario 1:
Target behaviour: A child grabs a toy from another child and refuses to return it.
Possible Antecedents: The child sees another child playing with a desirable toy, wants to play with the same toy, and has limited sharing skills.
Possible Consequences: The other child cries or gets upset, a teacher intervenes and scolds the child, and the child gets to keep playing with the toy.

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Scenario 2:
Target behaviour: A child becomes frustrated while building with blocks, throws the blocks, and yells.
Possible Antecedents: The blocks keep falling, the child can't make the structure they envisioned, and the child is experiencing limited frustration tolerance.
Possible Consequences: The teacher offers help or redirects the child, other children become startled, and the child gets a time-out.

Group Activity:
Participants identify examples of reinforcement and punishment. For example, participants can work in groups to identify real-life examples of positive and negative reinforcement.

Annex 7

Examples of proposed activities for Functions of behaviour:

Case Study Analysis:
Participants analyse a case study of an individual with ASD and identify the different Functions of behaviour. For example, the case study can describe an individual who engages in self-injurious behaviour to escape a demanding task.

Case Study 1:
Rachel is sitting in circle time. When the teacher begins to read a story, Rachel starts to talk loudly and disrupts the group. The teacher has noticed that Rachel only engages in this behaviour when he works with other children.
Function of the behaviour: Attention-seeking behaviour. Rachel behaves this way to get attention from the teacher and other children in the group.

Case Study 2:
Max is playing with blocks during free play time. When another child accidentally knocks over his tower, Max starts to cry loudly and refuses to share his blocks. The teacher has noticed that Max only behaves this way when he has to share his toys.
The behaviour's function is Tangible reinforcement. Max behaves this way to avoid sharing his blocks.

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Group Activity:
Participants identify Functions of behaviour in real-life scenarios. For example, participants can work in groups to determine the function of behaviour when a child throws a tantrum in a grocery store.

Case Study:
A child named Emily is in a grocery store with her mother. Emily starts throwing a tantrum when her mother tells her she cannot buy her favourite candy because it is unhealthy. Emily's mother has noticed that she only engages in this behaviour in the grocery store and only when told that she cannot have a specific food item.

Role-Play Activity:
Participants simulate the different functions of behaviour to provide a better understanding. For example, participants can act out a scenario where an individual engages in a behaviour to obtain attention.

Annex 8

Examples of proposed activities for the introduction of Day 2:

- **Icebreaker Activity:** Name Game:
    - Participants will be given pre-written cards from three categories (antecedent, behaviour, consequence). Ensure that some participants have multiple cards and instruct participants to find others whose cards create a logical ABC sequence.
        - Example: Antecedent: "Child sees a toy on a shelf." Behaviour: "Child asks for the toy." Consequence: "Parent gives the toy to the child."
    - Once small groups have formed, challenge them to link their ABC sequences to create a longer chain or story. Encourage them to switch out consequence cards to discuss how different consequences might change the behaviour in the following part of the chain.
    - Have each group briefly share their behaviour chain and discuss any interesting discoveries they made about how consequences can influence subsequent behaviours.

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- Example Cards:
  - Antecedents:
    - *A child is told it's time to clean up.*
    - *A child last ate several hours ago.*
    - *A child is in a noisy, overstimulating environment.*
  - Behaviours:
    - *A child throws a tantrum.*
    - *A child withdraws and refuses to speak.*
    - *A child hits another child.*
  - Consequences:
    - *The child gets attention from an adult.*
    - *The child is given a snack.*
    - *The child gets to take a break in a quiet space.*
    - *The child is removed from the situation.*

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Annex 9

Examples of proposed activities for the Measurement of behaviour

- **Role-Play Activity:**
  - Participants will role-play a scenario to simulate measuring behaviour. For example, one participant can act as an individual with ASD exhibiting challenging behaviour while others measure the behaviour.
- **Video Analysis Activity**
  - Materials:
    - Pre-selected short video clips (2-5 minutes each) featuring children with ASD engaging in target behaviours.
    - Behaviour measurement data sheets for each participant (e.g., frequency, duration, interval recording sheets).
  - Instructions:
    - Briefly define the target behaviour to be measured and review how to use the datasheet.
    - Play a video clip. Ask participants to record data on the target behaviour independently.
    - Replay the clip (you may need to play it multiple times).
    - Have the group compare their data and discuss any discrepancies.

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        - Review the correct measurement as a group.
- **Group Discussion:**
    - Participants will be encouraged to share their experiences measuring behaviour and how it has helped them identify challenging behaviours.

Annex 10

Examples of proposed activities for Functional behaviour Assessment

- **Case study analysis**
    - **Case study**
        - Tommy is a 3-year-old child who goes to a preschool. His teachers have informed other members of the school team that he displays challenging behaviour in class, such as hitting, biting, and throwing objects at classmates and teachers. Furthermore, Tommy frequently exhibits disruptive actions during circle time, including shouting, moving around, and not staying seated. Tommy's parents have mentioned that he shows similar conduct at home, especially when frustrated or overwhelmed. It has been observed that Tommy struggles to communicate his needs, leading to frustration when he cannot articulate himself.

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- To deal with Tommy's challenging behaviour, the preschool staff will perform a functional behaviour assessment (FBA) to determine its purpose. The Functional behaviour Assessment will include observing Tommy in class, speaking with his parents and teachers, and examining his academic and medical records.
- The FBA's goal is to address inquiries such as: What causes Tommy's behaviour before it occurs? What particular actions does he display when he is feeling upset or frustrated? What are the outcomes of his actions, and what purpose(s) do his actions fulfil?
- Using the FBA findings, the preschool staff can create a behaviour intervention plan (BIP) with strategies to handle Tommy's challenging behaviour. The behaviour intervention plan (BIP) might involve instructing Tommy on suitable alternative actions, like utilising a designated calm-down area or stepping away when he feels stressed. In addition, the plan could include tactics to support good behaviour and offer Tommy positive reinforcement for displaying appropriate conduct.
- By performing a Functional behaviour Assessment (FBA) and creating a behaviour Intervention Plan (BIP), the preschool team will have improved tools to assist Tommy with his social and emotional growth and enhance his academic performance.
- Discussion within a group:
    - Attendees will be urged to discuss their encounters with functional behaviour assessment and the ways it aided them in pinpointing the purpose of challenging behaviour.

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Annex 11

Examples of proposed activities for Strategies to Eliminate challenging behaviour.

- **Role-Play Activity:**
  - Participants will role-play a scenario to simulate implementing strategies to eliminate challenging behaviour.
- **Group Discussion:**
  - Participants will be encouraged to share their experiences implementing strategies to eliminate challenging behaviour and how it has helped them manage challenging behaviour.
- **Practice Activity:**
  - Participants will apply their knowledge of behaviour-elimination strategies in a collaborative and problem-solving manner.

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- Materials:
    - Case Studies: Prepare several short case studies describing challenging behaviours with a clear function (sample provided below).
    - Strategy Cards: Create a set of cards. Each card should have the name and brief description of a different behaviour elimination strategy (examples below).
- Instructions:
    - Review common behaviour elimination strategies (Extinction, differential reinforcement, punishment, etc.).
    - Divide participants into small teams (3-5 people).
    - Give each team a different case study.
    - Teams have a limited time to select strategies from the "toolkit" (the Strategy Cards) that they believe would be effective for their case study.
    - They must justify why they selected each strategy and how they would implement it based on the behaviour's function.
    - Encourage discussion and collaboration within teams.
- Example Case Study: Tommy, a 4-year-old with ASD, frequently yells and cries when a preferred toy is taken away. Observation suggests that access to the toy (tangible function) maintains the behaviour.
- Sample Strategy Cards:
    - Extinction (Planned Ignoring): Withholding the reinforcer (the toy) that follows the challenging behaviour.
    - Differential Reinforcement of Other behaviour (DRO): Reinforcing the absence of the challenging behaviour (being calm) for set periods.
    - Functional Communication Training (FCT): Teach Tommy to ask for the toy back appropriately.

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        - Environmental Modification: Ensuring there are multiple preferred toys available to reduce conflict.

Annex 12

Examples of proposed activities for Stress and Burnout.

- Defining Stress and Burnout
    - Brief presentation:
        - Define stress (acute vs. chronic) and burnout (emotional exhaustion, depersonalisation, reduced accomplishment).
    - Discussion:
        - How do these manifest in the lives of educators?
        - What are the unique stressors in your work environment?
- Identifying Personal Stressors & Warning Signs
    - Handout:
        - Stress/Burnout Symptoms Checklist.
        - Participants mark those they experience.
    - Small Group Work:
        - Share checklists, discuss commonalities, and identify early warning signs they may have overlooked.
- Stress Management Techniques
    - Handout:
        - Stress Management Techniques List (include mindfulness, exercise, delegation, time management, etc.)
    - Brainstorming:
        - Have participants add any techniques they already use.
    - "Speed Dating" Activity:
        - Participants rotate in pairs, briefly sharing their most effective stress-busters and trying one new idea from their partner.
- Prevention and Action Planning
    - Emphasise:
        - Proactive stress management is crucial, not just reacting when overwhelmed.
    - Individual Work:
        - Guide participants in creating a personalised action plan
        - Select 2-3 high-impact stress management techniques
        - Identify obstacles they might face

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        - Create strategies for consistency (when, where, how often will they practise)
- Support and Resources
    - Discuss available school-based support systems (mentoring, counselling, etc.).
    - Provide a list of external resources (mental health hotlines, online communities).

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