Crisis Prevention and Intervention in the Social Thinking Classroom

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Spurwink Services
Brunswick Staff Intensive Program

• Staff intensive residential treatment facility since 1995

• Serving adolescents ages 12-21

• Significant cognitive, behavioral, emotional, and/or developmental challenges
## Where we were…

<table>
<thead>
<tr>
<th>Client name – Date of Admission</th>
<th>Review of Incidents &lt; Social Thinking™ (&lt; 10/2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BM – 11/2005 (35 months)</td>
<td>221</td>
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What is Social Thinking™?

“A treatment framework and curriculum developed by Michelle Garcia Winner targets improving individual social thinking abilities, regardless of diagnostic label”.

![Social Thinking Resources](image-url)
SUPERFLEX takes on the Unthinkables!

Superflex helps a citizen be a more flexible thinker, which allows the person to better control his or her brain and change how he or she thinks. He helps a citizen think about how to act and behave to keep others (and himself) feeling good. He helps a citizen be a better problem-solver by thinking of many different solutions to one problem. He helps a citizen notice when an Unthinkable is becoming more active in his brain and then quickly comes up with a strategy to defeat the Unthinkable.
Social Thinking and Therapeutic Crisis Intervention (TCI)

TCI is...

• Structured crisis intervention model to provide emotional and behavioral support to a young person in crisis

• Developed in the early 1980’s at Cornell University under a grant from the National center on Child Abuse and Neglect
Objectives of TCI:

- Prevent and/or de-escalate a potential crisis with a young person
- Safely and therapeutically manage a crisis situation
- Help the young person improve their coping strategies
The goal of TCI is to have the outcome be one of GROWTH or EDUCATION
Stress Cycle of Crisis

Trigger (agitation) → Escalation (aggression) → Outburst (violence) → Outcome (recovery)

Baseline Behaviors

Outcomes:
- Educator/higher
- Lower
- No Change/firefighter

Educator/higher Lower
Individualized Crisis Behavior Management Plan

Baseline Behaviors

Pre Crisis
- Peers in her bubble
- Prompting
- Criticism (can’t take it)
- Doesn’t take responsibility
- Never wrong
- Misperception something is unfair or being mean
- Feeling nervous/embarrassed
- Being too directive
- Miscommunication

Strategies:
- Active listening
- Joking
- Compromising
- Redirecting
- Coping skills
- Taking space

GM 3/11

Baseline Behaviors

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Escalation
- Safety hold (4-5 people)

Strategies to process:
- Respect (story grammar marker)
- Sit quietly while crying
- No comments (listen)
- When tears start can make a comment
- Initiate with caring gesture when she is ready
- Use vocal like “expected/ unexpected Unthinkables”

Outburst
- Yelling (can go on for a long time)
- Pounding on walls
- Slamming doors
- Stomping away
- Won’t communicate
- Targets people
- Becoming aggressive (slamming door pounding on walls)
- Perseverating
- Attention seeking
- Turning up music

Threatening
- Screaming
- Punching
- Self-Injurious behaviors
- Swearing
- Elopeing

Self recovery
- Staff support
- Let her approach you
- Let her vent/just listen to her
- Chloe (dog)

Engage her in discussion about Unthinkables and Social Thinking concepts
Use visual support such as Story Grammar Marker to allow her to organize the event and explore alternative outcomes

Strategies:
- Talk to her in private
- Mirroring
- Remove the target
- Sensory break
- Prediction
- Time and space
- Talking to unrelated staff

Offer for the Unthinkable visuals or the flexible brain

Safety hold (4-5 people)

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GM Outburst Behaviors:

- Threatening
- Screaming (high pitch, continuous)
- Punching (wall, objects)
- Kicking
- Self-Injurious behaviors (head banging)
- Swearing
- Eloping
- Blaming others
- Irrational – verbose – circumlocutions
Strategies to process:

- Visual Sequence Aid (Story Grammar Marker)
- Sit quietly while crying
- No comments (actively listen)
- When tears start - can make a comment
- Initiate with caring gesture when she is ready (hug, hold hands)
- Use Social Thinking vocabulary: expected/unexpected, Unthinkables, offer her original Unthinkable visual, size of the problem, smart/wacky guess
Social Thinking and TCI

PRIOR to the outburst (IASSIST)
• Using effective behavior management and intervention approaches

AFTER the outburst (IESCAPE/LSI)
• Assisting in recovery and teaching/modeling more effective coping skills to ensure a HIGHER OUTCOME
Social Thinking to Avoid Outburst
PROACTIVE APPROACH

• Structured social skills groups to learn and practice social thinking concepts
• Learning environments rich in visual supports that promote social thinking
• Providing staff members with a “toolkit” and ongoing training
Learning the Lingo

• Flexible thinking
• Active listening
• Blue stick vs. red stick thoughts
• Thinking about others
• Boring moments
• Size of problem
• Smart vs. wacky guess
• Thinking with your eyes
• Social fakes
• Social smarts vs. science smarts
Life Space Interview (LSI)

Therapeutic verbal strategy for intervening with a young person with the goals of:

1. Returning the young person to pre-crisis state (baseline behaviors)
2. Clarify events
3. Repair/restore relationship
4. Teach new coping skills
5. Reintegrate the young person back into program
I-Isolate

E-Explore point of view
S-Summarize
C-Connect to feelings
A-Alternative behavior
P-Plan/Practice
E-Enter into programming

Brian learns SGM
Social Thinking During Recovery

REACTIVE APPROACH

- Use of Unthinkable visuals during LSI
- Use of Social Thinking language (red stick, blue stick, smart vs. wacky guesses, size of the problem, flexible thinking, etc.)
- Social Behavior Mapping as part of LSI (adapted version)
- MAM Butterfly/abbreviated LSI
- Story Grammar Marker™ /Story Braid™ as tool during LSI (critical thinking triangle)
Social Thinking Concepts Used During Outburst

Brandon Becomes Superflex
Social Thinking Concepts Used During Recovery

Brandon’s Unthinkables
Our Own Unthinkables
School Wide Social Thinking &
The Interactive Classroom

Client
Academic Success

Speech and Language
(Social Communication)

Occupational Therapy
(Emotional Regulation)

Classroom Environment
(Transactional Supports)
My ‘Aha’! Moment

S.C.E.R.T.S.™
+ Social Thinking
Academic Success
Getting Started
Transition Objects

Blue sticks go to boys’ group
Mike T’s Blue Stick and Bonus Points

I go to Boys’ Group every Tuesday.
Betsey is the leader of the group.
Betsey plays games with us and teaches us how to get along.
Betsey gives me Red Sticks when I do weird things.
I have to explain what I did that was weird.
Betsey gives me Blue Sticks when I use good Social Skills.
Mike T. will give me a Blue Stick before I go to each Boys’ Group.
If I use good Social Skills, Betsey will not take the Blue Stick from me and give me a Red Stick.
If I still have the Blue Stick at the end of Boys’ Group, I can give it back to Mike T. and get 10 bonus points.
Using good Social Skills makes people have good thoughts about me.
This will make me happy.
Classroom Management

‘Expected Behaviors’ icons

http://www.visualaidsforlearning.com
Immersing the Students

• *Social Thinking* Bulletin Board
  – Changing Themes
    • Expected Behaviors
    • Thinking with your eyes
    • What is the size of the problem?

• The Interactive Classroom Using Promethean Technology

• More Transactional Supports
Students and staff recognize ‘Expected Behaviors’
Social Thinking in the Classroom

- Promethean Technology™
- Social Behavior Maps
- ActivInspire flipcharts created from Think Social!™ curriculum by Michelle Garcia Winner
- ActivInspire Jeopardy™ style games
Social Behavior Mapping in Class
ActivInspire Jeopardy™ style games
More Transactional Supports
More Visual Prompts

‘Betsey on a Stick’
(WWBS)
Classroom Results

– One student recently completed the Key Math Assessment, whereas he went into crisis halfway through his previous testing.
– We are able to conduct classes and have positive interactions between students.
– RIT scores on NWEA testing routinely show growth.
– We are Able to TEACH!
Affinities, Special Interests, and Social Thinking
RYAN AND KELLY ARE FRIENDS. SOMETIMES KELLY ASKS RYAN FOR A HUG. IF RYAN FEELS COMFORTABLE, SHE SAYS "O.K." SOMETIMES RYAN DOES NOT WANT KELLY TO TOUCH HER. KELLY TRIES TO KISS AND HUG RYAN AND EVEN TRIES TO HOLD HER HAND. THIS MAKES RYAN FEEL VERY UNCOMFORTABLE. KELLY IS BEHAVING IN AN UNEXPECTED WAY, AND RYAN IS HAVING WEIRD THOUGHTS ABOUT HER. IF RYAN DOES NOT WANT KELLY IN HER PERSONAL SPACE, THAT IS OK. RYAN CAN SAY "PLEASE STOP" OR "DON'T DO THAT" OR EVEN TELL SOMEONE THAT SHE TRUSTS TO HELP HER. PEOPLE SHOULD NOT TOUCH YOU WITHOUT YOUR PERMISSION. IF RYAN FEELS UNCOMFORTABLE, SHE CAN ASK SOMEONE FOR HELP.
Pokémon™

JM script on Nurse joy
Create your own super heroes

www.marvelkids.com
Gadget Team
RYUU Dragons

www.ryuuworld.com
## Where we are....

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Works Cited


*The Muppet Show*. Television.


*Wallace and Gromit*. Television.