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# **Overview and Quantitative Results of Sensory-Based Behavioral RTI Program in Self-Contained Classrooms**

**(ASD and Multiple Disabilities)**

Dov Daniel B.Ed, MBA

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Study outline: In 2015, Fun and Function conducted a series of programs for special education schools in NYC. Program participants were classroom teachers of self-contained ASD and MD classrooms. The program consisted of a full day of training on the basics of sensory integration, sensory processing disorder and their relationship with different disabilities. The training also included Tier 1 and Tier 2 workshops; Tier 1 focusing on the integration of the Break Box, a sensory toolkit, into the classroom for all students, and Tier 2 being an individualized program intended to reduce negative behaviors utilizing the same set of tools available to all students but with a data driven, individualized and goal oriented exercise administered by the classroom teacher independent of the student's IEPs. Programs launched in July as well as December and reports were submitted starting August 2015 until March 2016. Leo Kanner's paper that is credited with coining the term Autism consists of eleven case studies of children who exhibited some of the behaviors that are utilized to this day to diagnose Autism. This seminal work remains one of the most meaningful publications on the topic. In a similar but more humble vane, our twenty case studies bring to light the individual experiences of students with severe disabilities who participated in a sensory based program.



While each mini case study submitted by participating teachers deserves consideration and is instructive in its own way, the data presented herein is the summary data of the individualized reports. While each individual experience was unique, the overall data demonstrates how teachers of students with various disabilities in K – 12<sup>th</sup> grade were able to successfully meaningfully reduce identified behavioral challenges in a relatively short experimental period of time by utilizing a set of sensory interventions after participating in some professional development.

The behaviors that underlie the data include:

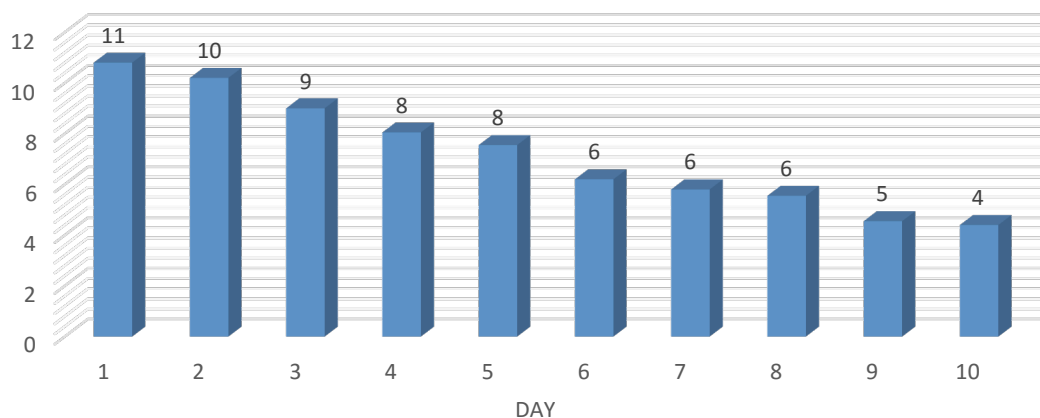
- Elopement
- Self-injurious behaviors
- Injurious behaviors
- Biting self and others
- Jumping inappropriately
- Loud vocalizations
- Touching others
- Out of seat behavior
- Spitting
- Twirling
- Laughing
- Tantrums
- Limited effort
- Very short time on task



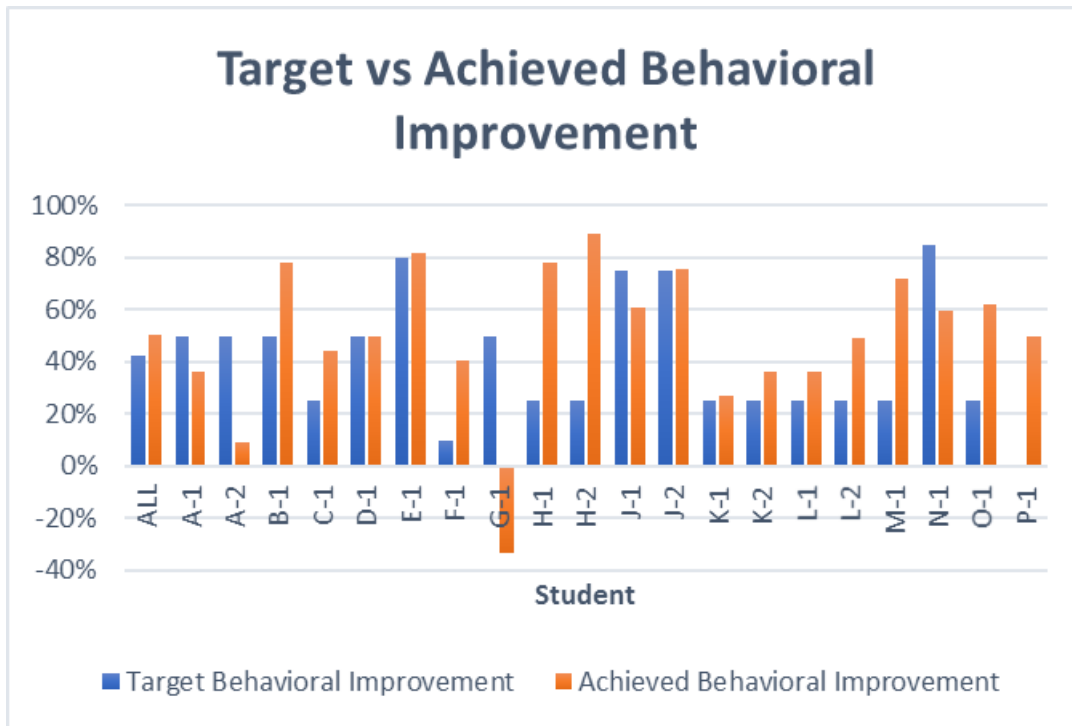
### Fun and Function 2015 Sensory Intervention Behavioral Results

Target Behavioral Improvement (incident reduction)	Achieved Behavioral Improvement (incident reduction)	Target vs Achieved Behavioral Improvement (incident reduction)	Average Daily Incidents Before Break Box	Average Daily Incidents After Break Box	Behavioral Incidents per Day (average- 20 students)									
					Day									
					1	2	3	4	5	6	7	8	9	10
42%	63%	51%	11	4	11	10	9	8	8	6	6	6	5	4

### Average Number of Behavioral Incidents per Day (urban special education teachers/students)



➔ 14 of 19 students (74%) reduced their problem behaviors to the target level within 10 days (Special Ed students with behavioral challenges), as the chart below indicates



In conclusion, the study showed that teachers were successful in implementing individualized behavioral programs. On average, they succeeded in reducing the identified behaviors by more than 60% over a two week period, a significant reduction and one that exceeded their own goals.