



SEPAG

STUDENT SUPPORT

GLOUCESTER CITY SCHOOL

DISTRICT

FEBRUARY 7, 2024

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"Be the change you wish to see in the world"





AUTISM FUN RUN

SAVE THE DATE

APRIL 13, 2024 10 A.M. - 12 P.M.

GLOUCESTER CITY SCHOOL DISTRICT



Celebrate The Spectrum

GLOUCESTER CITY PUBLIC SCHOOLS

Autism Acceptance WEEK

APRIL 8 - 12

2023

Monday

Red Rally Monday

#Redinstead
Wear Red to represent
Autism Acceptance

Tuesday

Tajiri Tuesday

Wear your favorite
Superhero gear to
celebrate the creator
of Pokemon, Satoshi
Tajiri, who has
Autism

Wednesday

Wear your Green

Celebrate Earth Day
and Inclusion as we
Clean Up and Team
Up!

Friday

BUBBLES for Autism

Wear your Autism
Acceptance T-shirt
or tie dye to show
we can all BLEND
together

Thursday

Team Up Thursday

Wear your favorite
Team Jersey to show
that we are united
without limits!



FUN RUN - SATURDAY APRIL 13

4 Main Functions of Behavior: Take a “S.E.A.T.”

SENSORY

ATTENTION



ESCAPE

TANGIBLE





ABA Functions of Behavior



with Dr. Mary Barbera

4 Main Functions of Behavior: Take a “S.E.A.T.”

Sensory Stimulation

S Can be both - Get something or get out of something

Get out of something

E Escape

Get something

A Attention

T Tangible





SUPPORTING STUDENTS

VOLUME

Try to use prompting that is nonvocal when kids are expected to do something.

A white, 3D-style circular button with a black number "1" in the center, set against a light green background.

1



SUPPORTING STUDENTS

SUPPORTING ROLE

Remain behind students

Attempt to prompt students to sit in chair, hold hands, hold a fidget, orient and attend to teacher

Refrain from talking with students

2



SUPPORTING STUDENTS

WHAT TO DO

Tell students what TO DO instead of what NOT to do.

3



SUPPORTING STUDENTS

**ALONG WITH SAYING “No” OR
“Wait”**

Immediately tell them 2
things/actions they can have.

4



SUPPORTING STUDENTS

IF / THEN

“If you want (preference), (demand for what to do),” or, “First (demand), then (preference).”

5



SUPPORTING STUDENTS

MINIMIZE REACTION DURING NONPREFERRED

Try to maintain a neutral facial expression. Move away or block if behaviors are aggressive. Try to avoid verbally acknowledging behavior and redirect.

6



SUPPORTING STUDENTS

NONPREFERRED BEHAVIOR

If a student shows they want something with nonpreferred behavior, model a request for them to imitate **BEFORE** giving them what they want

7



SUPPORTING STUDENTS

LOW-TECH SYMBOL SYSTEM or STUDENT DEVICE

Make sure it is easily accessible to the student wherever they go.

A white, circular button with a black number 8 in the center, set against a yellow background.

8



SUPPORTING STUDENTS

PRAISE/PRIVILEGE

Praise 4 times for every 1
redirection

9



SUPPORTING STUDENTS

PEER PRAISE

Praise students who are making desired choices around kids that are not doing what is expected

10



SUPPORTING STUDENTS

ERROR CORRECTION

When a student doesn't respond after the first time giving a demand, use an Error Correction (Repeat demand).

11



SUPPORTING STUDENTS

PROVIDE WARNING

Warn students before they have to leave something preferred...

12



SUPPORTING STUDENTS

UNEXPECTED/NON-PREFERRED BEHAVIOR

Be mindful of what is happening immediately before giving them something they want, or unexpected behavior could be rewarded.

13



SUPPORTING STUDENTS

USE VISUAL SUPPORTS

Visual schedules, First____

Then____, Token boards

14



SUPPORTING STUDENTS

ENGAGEMENT TIME

Engage with your student at least every 3 minutes.

15



THANK YOU FOR COMING!

HAVE A GREAT NIGHT