

## Appendix 4-1

### Social Behavior Mapping

Students with Asperger Syndrome or related disabilities have difficulty seeing the "gestalt," the whole. Therefore, any behavioral system built for them needs to provide extra information about context and generalization. It cannot be assumed that a student understands how his behavior is linked to its consequences or that he understands how his behavior affects the perspective of fellow students or educators.

#### Expected Behaviors

I believe it is also important to teach students about sets of behaviors rather than simply point out each singular behavior being done inappropriately. For example, students in classrooms who have difficulty staying on task and learning as part of a group need to actually learn about "behaviors for learning". Depending on the student, these might include:

- A. Stay in your chair
- B. Sit up straight in your chair
- C. Keep your feet on the floor
- D. Look at the teacher when she is talking
- E. Keep your voice quiet except to speak when the teacher has called on you
- F. Raise your hand when you need help

These are the behavioral sets we expect students to perform to be ready to learn as part of a group.

#### Unexpected Behaviors

To further break this down, we need to explore with a student what behaviors are expected versus unexpected. In general, expected behaviors are those that help a child learn and be perceived in a positive light by his peers and educators. It is the unexpected behaviors that cause a child to be perceived as "weird" by peers and may cause frustration in those trying to support him. In contrast to expected behaviors for learning, unexpected behaviors include:

- A. Falling out of your chair
- B. Wandering around the class
- C. Making noises or talking to classmates
- D. Saying things unrelated to what the teacher is discussing
- E. Not paying attention to the teacher or what she is referencing
- F. Telling out answers in class or never raising your hand to give answers