

Protocols to Address Problem Behavior Workshop

Willow Hozella
PATTAN
Autism Initiative ABA Supports



Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Introduction

- Addressing problem behaviors involves careful attention to detail, teamwork, and persistence and patience
- There are few easy answers
- Each case is unique
- There are systematic approaches that are powerful and are evidence based

Caveat!

- We do not have all the answers
- Basic principles guide how we intervene on problem behavior (parsimony)

Why this presentation was developed

- "Aggression has been found to be more common among individuals with ID than among those in the general population (Holden & Gitleson, 2006) with an added risk factor for aggression for those individuals with a dual diagnosis of ASD and ID (Hill & Furnis, 2006; McClintock, Hall, & Oliver, 2003)."
- "The rate at which individuals with ASD present with ID has been estimated at 70% (Fombonne, 1999), and within these populations aggression is one of the behaviors most likely to be identified for intervention (Didden, Duker, & Korzilius, 1997; Horner, Carr, Strain, Todd, & Reed, 2002)."

both from Brosnan and Healy, 2011

Don't blame the student

- People do what they have learned to be effective
- We all do what "works" (makes things better for us)
- What works is determined by a relationship between what we do and how the environment responds

Don't blame yourself

- There are many factors that effect behavior
- We do what we have been taught to do
- The environment does the teaching and we are part of the environment

Working to solve problems involves caring deeply enough to do something different

AND

Remaining calm enough to be objective

Behavior: It's not just the tough stuff!

- Behavior does not occur in a vacuum: we do things in an environment; behavior changes the environment
- “Good” or “Bad” or otherwise, it is what a person does
- Empiric approach can make behavior predictable

It's all behavior

- All behavior follows a few basic rules

The ABCs of behavior...

The ABCs

- Antecedent
- Behavior
- Consequence
- Observing what happens before and after a behavior allows prediction
 - If we can predict we can get some control!

ABCs: examples

Antecedent	Behavior	Consequence
Something interesting happens	Look in that direction	Seeing the event
Teacher asks "When did the Supreme Court issue its decision on Brown vs. Board of Ed.?"	Student says "May 17, 1954"	The teacher nods and says, "Yes, that is correct."
Driving and the traffic light turns red	Depress brake pedal	Car stops
Spoon on table	Reaching toward it	Touching spoon

ABCs: examples

Antecedent	Behavior	Consequence
Demand is given	Child screams "no!"	Compliance delayed or demand removed
Child wants to wear dirty tutu to dance class	Child cries and whines	Dad says, "Okay, just this once."
Demand is given, "Finish your homework."	Child follows direction	Parent lets child watch an episode of the Descendants
Child wants s'mores	Child is prompted to ask for s'more	Child is given a s'more

Reinforcement

- Consequences that increase the future probability of a behavior occurring in the same circumstances are known as reinforcement.
- Improving conditions!

Positive vs. Negative Reinforcement

- Both positive and negative reinforcement are consequences that increase the future probability of behavior.
- Positive reinforcement means something is added *attention, preferred items/activities, etc.*
- Negative reinforcement means something is removed *instructions, someone's presence, materials, non-preferred items, etc.*
- Both are improving conditions!

Punishment

- Consequences that decrease the future probability of a behavior occurring in the same circumstances are known as punishers.
- Worsening conditions.

Reinforcement

- Reinforcement makes the world go around
- It's a consequence that works on future instances of behavior
- Reinforcement is not always obvious, not always simple (environments are complex and multiple events can occur at any one time)

Function of behavior

- We behave to change our immediate world
- How things change as a result of what we do make it more or less likely that we will do the same thing in the future
- When things get better, we do what happened just before more often
- If things get worse, we do whatever we did just before less often

Functions

Function in Common Terms	Function in Technical Terms
Attention	Socially mediated positive reinforcement
Tangibles	Socially mediated positive reinforcement
Escape	Socially mediated negative reinforcement
Self stimulation	Automatic positive reinforcement
Pain attenuation	Automatic negative reinforcement

What is problem behavior?

- If the behavior prevents instruction; it is worth doing something about
- If the behavior will prevent the student from appropriate social interaction; it is worth doing something about
- If it is dangerous, something absolutely must be done

What is problem behavior?

- Problem behavior is best thought of as a defective repertoire of behavior
- Reducing problem behavior will be most effective when it includes teaching a socially acceptable replacement behavior
- Ideally, this replacement behavior will be easier and will contact the same reinforcement as the problem behavior

3 Components of Addressing Problem Behavior

- Motivation
 - Alter the value of the reinforcement
 - Result of changes in environment
- Teach replacement behavior
 - Very doable in most cases
 - Know what to teach and how to teach it
- Extinction: reduce effectiveness of problem behavior
 - May be a challenge and have secondary effects
 - Often absolutely necessary

Steps in Addressing Problem Behavior

- Functional Analysis
- Baseline data
- Functional Hypothesis Statement/statements

FBA: treatments selection

Saul Axelrod: Most interventions are selected based on premises other than functional relations such as:

- Interventions familiar to the teacher
- Interventions that worked in the past with other students
- Topography based interventions (i.e., timeout for hitting)
- Ease of implementation

These are poor criteria for why an intervention is selected!

How to observe

- Count it: How often does it occur? When does it occur? How long does an episode of problem behavior last?
- What are we doing before problem behavior occurs?
(student was left on their own; demand; told, “no,” transition, etc.?)
- What do we do after problem behavior occurs?
(ignore, react, give something, sooth)

Why keep data?

- Data keeps us honest
- Anecdotal reports are unreliable
Subjective – “I know the best restaurant!”
Imprecise – “She’s doing much better since being placed in my class!” “I’m a safe driver.”
- Data tells us if we are being effective teachers
- Data should alter our teaching behavior

Treatment Selection by Function

Interventions must be derived from the function (reinforcement) of the behavior

Selecting interventions by topography may actually worsen rates of behavior problems
(e.g. Time out for behaviors maintained by socially mediated negative reinforcement).

Interventions must be based on function, or functions, of problem behavior
(e.g. socially mediated positive and/or negative reinforcement)

The Behavior Support Plan:

3 Critical Components of Intervention

1. Reduce motivation to engage in problem behavior
(How often does reinforcement occur, appropriate instructional level, promise reinforcement, etc.)
2. Teach competing skill within functional response class
(Appropriate requests vs. problem behavior)
3. Extinction: problem behavior does not contact reinforcement
(must consider safety issues)

The Behavior Support Plan

- Behavior Plan (addresses all identified functions)
 - Address motivation
 - Teach competing skill
 - Adjust consequences: extinction and other methods to insure behavior is inefficient and ineffective
- Monitor plan (fidelity checklists)
- Adjust plan based on data/effectiveness
 - Both for motivation, instruction and consequence

A plan for each function

- PBSP should be function specific
- When there is a dual function to problem behavior separate plans for each function should be developed
(Running example)
- Avoid “shotgun” approaches to intervention

To teach cooperative student performance

- Teach “ready hands”
Incompatible Behavior
- Teach “wait”
Socially Mediated Positive Reinforcement
- Teach “giving up reinforcement”
Socially Mediated Positive Reinforcement
- Teach “transition”
Socially Mediated Negative Reinforcement
- Teach “accepting no”
Socially Mediated Negative Reinforcement

Ready Hands

- Incompatible behavior
- Determine what ‘ready hands’ looks like
(fingers interlocked, hands folded, etc.)
- Use imitation to teach the response to the demand “Ready hands”
- Use errorless procedures and provide dense reinforcement
- Practice! *Strike when the iron is cold!!*

Wait

- Waiting for reinforcement can be very difficult
- Use a skills sequence of easy-to-hard
 - If problem behavior always occurs when having to wait for a particular activity, do not start with that activity.
 - If the student reliably has problem behavior waiting for 3-seconds, start with a briefer interval of waiting, etc.
- Waiting for the bus vs. waiting for someone to hand the student a preferred item

Wait Procedure

- Tell the student “You’ll have to wait” or some similar phrase based upon the child’s skill level.
- Begin counting (the count may be aloud, using your fingers, or silent depending on student).
- Count will be determined by student assessment.
- If problem behaviors do not occur during the entire counting interval, *immediately* deliver reinforcement.

Wait Procedure

- If you must move on to another activity (e.g. recess is over), do so, and the opportunity to access this particular reinforcement is not available for now.
- Gradually increase the wait interval. When and how to increase the interval must be determined by data.
- Once data shows the student has been successful waiting, fade the count and say “wait” while counting silently.
- Provide many wait trials per day. **Practice is critical!**
- Record trial-by-trial data and graph daily.

Wait Procedure

- If at any point during the count the student engages in problem behavior, restart the count. *Extinction*
- Physically block self-injury (SIB), aggression, and property destruction
- Continue this process until you are able to count the entire interval without problem behavior. At this point you can reinforce waiting appropriately .
Differential Reinforcement
- Set a limit: If count is repeated for X number of trials (determined by assessment and detailed in the behavior plan) without ending problem behavior, the student loses the opportunity to contact reinforcement.
- If the student moves away from you, make sure they remain safe, but do not follow. Simply end your count. When the student re-approaches you can start the procedure over again.

Promise Reinforcement

- Not a bribe
- Manipulates motivation in the antecedent by:
 - reducing motivation to engage in problem behavior
 - increasing motivation to follow direction
- Immediacy of delivery is critical
- If problem behavior occurs, remove promise reinforcement
- Must be used *before* the demand is placed
- Must be valuable when presented

Giving Up Reinforcement

- Nobody likes to give up reinforcement!
- Use a skills sequence
(e.g. *If problem behavior always occurs when having to give up a particular toy, do not start with that toy.*)
- Giving up reinforcement vs. Interrupting/Transitioning from an activity (Will be covered as well).

Giving Up Reinforcement

- Offset motivation to maintain access to the preferred item/activity with promise reinforcement.
- Do not allow prolonged access to reinforcement when possible.
When is it most bothersome to be asked to put down your phone and wash the dishes?
- “Tiered” preferences

Giving Up Reinforcement

- Determine the items/activities you will use as your promise reinforcement.
- Ideally the promised reinforcement is of equal or lesser value than what you ask them to give up, but this is not always possible.
- At **first**, make it easy for the student to give up the preferred item. Start off by offering promise reinforcement while asking the student to hand you the item they have at hand.
- If the student gives up the item with no problem behavior, **immediately** give the student the promise reinforcement.

Giving Up Reinforcement

- Initially, immediately hand back the item they gave up.
- Gradually increase the time you keep the reinforcement for and the time interval before you deliver the promise.
- Gradually fade the use of promise reinforcement.
- Run as many giving up reinforcement trials as possible (20 to 50 per day). *Practice!*
- Better responding should get better reinforcement. When the student quickly gives up the item things should get better!

Giving Up Reinforcement

- If the student fails to give up the item within two seconds, prompt as necessary.
- Make sure that after the prompted trial you run another trial with less of a prompt or no prompt at all. The unprompted trial can contact reinforcement.
- If the student engages in problem behavior, immediately remove the promise reinforcement. Prompt the student to give up the item.
- Run an unprompted trial until student gives up the reinforcement without problem behavior. Maintain safety of the student!
Extinction

Giving Up Reinforcement

Example of skills sequence

- Step 1: Gives up reinforcer in exchange for a promise, immediately followed by receiving the reinforcer they gave up
- Step 2: Gives up reinforcer in exchange for a promise, and 3 seconds later receiving the reinforcer they gave up
- Step 3: Gives up reinforcer in exchange for a promise, and 5 seconds later receiving the reinforcer they gave up
- Step 4: Gives up reinforcer when offered a promise, performs one easy trial, followed by receiving the promise and reinforcer they gave up
- Step 5: Gives up reinforcer without the use of a promise, immediately followed by receiving the reinforcer they gave up
- Step 6: Gives up reinforcer without the use of a promise, and 3 seconds later receiving the reinforcer they gave up
- Step 7: Gives up reinforcer without the use of a promise, and 5 seconds later receiving the reinforcer they gave up
- Step 8: Gives up reinforcer without the use of a promise, performs one easy trial, followed by receiving reinforcer they gave up
- Step 9: Gives up reinforcer without the use of a promise, performs 2-3 easy trials, followed by receiving reinforcer they gave up

Giving Up Reinforcement Data Collection

DATA COLLECTION:

Record the data for each trial on the giving up reinforcers data sheet.

Example of Giving Up Reinforcers data sheet:

Giving Up Reinforcers Data Sheet

Student:

Date:

Trial	Reinforcer given up	Promise Reinforcer	Yes Delivers Reinforcer		No			Time Until Reinforcer Given
			No Promise	With Promise	Prompt	Transfer Trial	Demand On	
1	Ball	Skittle		+				-
2	Swing	Ball				+		2 min
3								
4								

Data Based Decision Making:

Criteria for mastery: When the student successfully gives up reinforcers in naturally occurring situations across people, places, and for a variety of reinforcing items and activities for "X" number of consecutive days.

Giving Up Reinforcement Additional Considerations

- Value of the reinforcement you ask a student to give up.
- Value of the reinforcement being offered as the promise.
- Number of trials in the day in which the student gives up reinforcement.
- Percent of trials in which a promise reinforcement is offered (fading of promise reinforcement).

Transition

- When it is necessary to teach a student to transition from one area to another area because demands to transition evoke problem behavior
- Consider some of the following variables
 - Distance
 - Frequency of successful practice
 - Skills Sequence
 - Interruption of a preferred activity/Maintaining access to preferred items or activities

Transition

- Set up many opportunities a day to teach the learner to be interrupted and transition.
- Start these practice session by placing the learner in a preferred activity and allow some time for the reinforcing value of the activity to build.
- Determine the demand to transition to a less reinforcing activity that you will place on the learner.
- **Initially**, make the demands **easy**. (e.g. moving from a slightly preferred activity to a more preferred activity).

Transition

- Run as many interruption transition trials per day as possible (20 to 50 per day). A trial equals each time the student leaves the preferred item and then returns to it.
- Intersperse both easy and target transitions, but remember to continually practice mastered transitions (80% easy trials, 20% target trials).
- Run trials intermittently in conditions where the student is engaged in a highly preferred activity and may be less likely to cooperate.
- These trials should result in **copious** amounts of reinforcement. Transitions from highly preferred activities should result in better reinforcement.
- Run trials across people and environments. Don't run interruption trials as a formal session. Make the transition trials unpredictable.

Transition

- If the transition was slow or evoked problem behavior maintain the demand to transition, but remove promise reinforcement.
- Practice the transition again within a few trials in order to get a better performance.
- If problem behavior occurred, record this on Interruption/Transition data sheet.

Transition

- Fade the use of promise reinforcement, signaled counting, etc. so that the transitions eventually take place under naturally occurring conditions.
- As the learner is successful, transition activities can include completing tasks at the area to which they transitioned.
- The reinforcement for target transitions without problem behavior will be the delivery of the promised reinforcement and immediately returning to the preferred activity.
- Record trial-by-trial data on Interruption/Transition data sheet.

Transition

- When the student has mastered transitioning, complying with a few demands, begin to increase the number of demands, the distance from the reinforcing activity, and the length of time in the non-preferred activity.
- How you do this will vary depending on the student's data obtained once the program is implemented.

Transition

- Data will guide your decision making process on increasing or changing the parameters of the demand to transition.

Transition Skills Sequence Example

Target: Interruption/Transition Skills Tracking Student: _____

Step	Criteria	Date Introduced	Date Mastered
1.	Briefly moves to one chair right next to the transition activity.		
2.	Moves to one chair right next to the transition activity for a count of 5.		
3.	Moves to one chair right next to the transition activity and completes two easy demands		
4.	Moves 2 feet to another chair.		
5.	Moves 2 feet to another chair and waits for a count of 10.		
6.	Moves 2 feet to another chair and completes 2 easy tasks.		
7.	Moves 2 feet to a chair, then 2 feet to another chair.		
8.	Moves 2 feet to a chair, then 2 feet to another chair for a count of 10.		
9.	Moves 2 feet to a chair, then 2 feet to another chair complete 2-3 easy tasks		
10.	Move 4 feet to a chair.		

INTERRUPTION TRANSITION

PROTOCOL TO ADDRESS PROBLEM BEHAVIOR

Accepting No

- This program is used to teach a student to accept being told “No.”
- Taught to students who exhibit problem behavior when they are told they cannot have something that they want.

Accepting No Considerations

- Teaching this skill requires that student requests (mand behavior) not be honored.
- Because of this, a student who has just started to learn to request preferred items, or who can only request a few items and/or activities, may be ineligible for this program.

Accepting No

- Run many practice sessions each day to teach the learner to accept No.
- As you say “No,” present a promise reinforcement such as, “but you can have _____,” or “but you can do _____ instead”.
- If the student **does not** engage in problem behavior, deliver the promise reinforcement **and** the item that was initially denied.

Accepting No

- If the student **does** engage in problem behavior, put the reinforcement away.
- Do not attend to the problem behavior.
- Re-direct the student to a neutral activity or place easy non-compatible demands using prompts/guided practice as needed.

Accepting No

- In the event that you had to redirect to a neutral activity, make sure student complies with at least 2-3 tasks without problem behavior before you deliver reinforcement.
- At this point **do not** deliver the reinforcement that was denied.
- Use lesser reinforcement than if the student would have accepted the alternative.

Accepting No

- Avoid running too many trials in which you deny a particular reinforcement in a row.
- It is critical to intersperse trials in which you **do** deliver the reinforcement requested.
- In other words, sometimes you get the preferred item, other times you are taught to accept being told, "No."

Accepting No

- Set students up for success:
 - Consider the value of the reinforcement being denied.
 - Consider the value of the reinforcement offered as an alternative including properties of the reinforcement.
 - Consider the number of trials in the day in which reinforcement is denied with and without an offered alternative.
 - For some students do not use the term, "No." Consider other phrasing such as, "You can't have __ but you can have _____."

Accepting No Skills Sequence Example

1. Deny less reinforcing items while offering a more reinforcing item
(e.g. Denied access to a fidget spinner but offered an iPad)
 2. Deny a requested item while offering an alternative that is somewhat equal in value.
(e.g. Denied chips but offered popcorn)
 3. Deny a requested item while offering a less reinforcing item.
 4. Deny reinforcing items and offer an alternative for only 80% of the trials
 5. Deny reinforcing items and offer an alternative for only 50% of the trials
 6. Deny reinforcing items and offer an alternative for only 30% of the trials
- ***These are only examples! The value of a particular item will be altered as a result of changes in the environment. The sequence will vary based on individual student's needs as evidenced by data.***

Accepting No Data Collection

- Keeping track of each step in the sequence using trial-by-trial data.
- Data should include
 - The reinforcing item/activity
 - The alternative offered
 - Did problem behavior occur for each trial.
 - In some cases it may be helpful to track specific topographies of problem behavior that occur. (see example data collection and skills tracking sheet)

Accepting No Data Collection

"Accepting NO" Data Sheet

Name: Anthony Date: 9/5/03 Time: 9:30 to 10:00

BEHAVIOR KEY: Designate an abbreviation for the problem behavior in the box (e.g. Kicking=K, Hitting=H)

C=Chinning S=Screaming HH=Head Hits P=Punching others F=Flopping

Trial	Reinforcing Situation	Alternative Reinforcer Offered	Problem Behavior	Initials
1	Wants swing	Skittle	C,S	D.S.
2	Wants movie	Book	C,F	D.S.
3	Wants soda	Juice	None	D.S.
4	Wants Hug	Tickle	HH,F	D.S.

Accepting No (Example of Skills Tracking Sheet)

Target: Accepting No Skills Tracking

Student: _____

Step	Criteria	Date Introduced	Date Mastered
1.	Deny less reinforcing items while offering a more reinforcing item		
2.	Deny a reinforcing item while offering a reinforcer that is somewhat equal in value.		
3.	Deny a reinforcing item while offering a less reinforcing item		
4.	Deny reinforcing items and offer an alternative for only 80% of the trials		
5.	Deny reinforcing items and offer an alternative for only 50% of the trials		
6.	Deny reinforcing items and offer an alternative for only 30% of the trials		
Additional Criteria Can Be Added Here if Necessary....			
7.			
8.			
9.			
10.			

The Role of Practice

- Often, interventions to address problem behavior are reactive.
- Practicing being successful at alternative behaviors is critical.
- Often, problem behavior has a long history of success that must be overcome.
- Avoiding problem behavior is not the same as preventing problem behavior.

The Role of Practice

- Repeated practice is often necessary to improve problem behavior.
- We are all better at things we practice often.
(Driving a car vs. saying the capitals of all fifty states)
- Designing instruction to address problem behavior is an essential consideration for teaching.

Altering Motivation

- Because motivation is a part of the environment, we can alter motivation.
- Motivation:
 - Antecedent
 - Alters the value of a reinforcement (learned and unlearned)
 - Changes the frequency of behavior
 - Establishes value, evokes behavior or abolishes value, abates behavior

Altering Motivation

- Contrive and capture
- Satiation and deprivation
- A change in circumstances alters the value of another event:
Conditioned Motivating Operation-Transitive;
(CMO-T)

Altering Motivation

- Reduce the value of escape
Conditioned Motivating Operation-Reflexive
(CMO-R)
- CMO-Rs operate as warning signals
– *No work, no monkey!*



Reducing the CMO-R derived from Carbone, et al., 2010

- Pair with reinforcement
- Ease in demands
- Reduce response effort
- Errorless teaching
- Vary schedule of reinforcement
- Teach to fluency
- Mix and vary tasks
- Intersperse easy and hard tasks
- Pace of instruction
- Place off task responses on extinction

Teaching is the way to go!

- Teach a competing behavior
- Keep the student engaged
(Who runs a workshop for idle hands?)
- Learning to appropriately ask for what you want
- Learn under the right conditions
(I don't make eye contact because you hold preferred items next to your eyes)

Teaching is the way to go!

- Antecedent interventions: an ounce of prevention is worth a pound of cure
- Can't do something unless you know how
- Even if you do know how, you might not do it
(Enough practice? Playground dilemma)
- No one sits in the fire very long
(When things get worse, we try to escape)

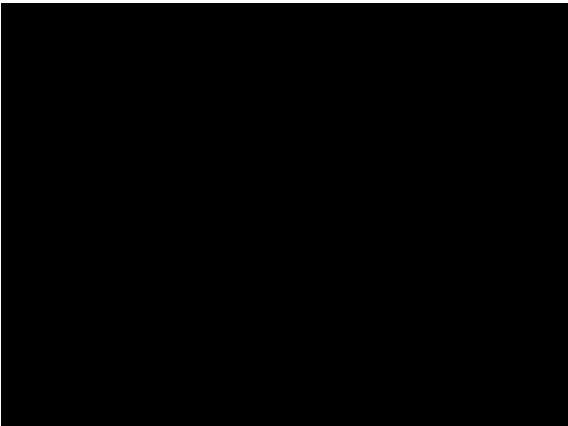
When problem behavior occurs?

- Consistency of Intervention
- Data Collection
- Safety Concerns
- Use of extinction
 - A conundrum: extinction effects
 - Things can get worse before they get better

Effective use of extinction

- Response Interruption and Redirection (RIRD)
 - When behavior occurs, block (if possible) and redirect to another incompatible response
 - Easy non-compatible responses (*Need to be taught*)
 - Dense reinforcement when appropriate behavior is occurring
 - Variety of incompatible responses
 - Reinforcement for incompatible behavior

(video of redirection for hand biting)



Effective use of extinction

- Timeout from reinforcement
 - Count and mand procedure
 - Duration of timeout and criteria for returning to reinforcement
 - Timeout is *not* a place
 - Must match function of problem behavior: *socially mediated positive reinforcement*

Count and Mand

- Used when a student's problem behavior functions to obtain preferred items and activities.
- If problem behavior is occurring to access items, activities, or attention, there is an immediate need to teach appropriate requests. (Mand Training)
Please see previously recorded NAC sessions

Count and Mand

- Tell the student, "No (problem behavior)."
- Begin a count when problem behavior stops.
- If the student does not engage in problem behavior for the interval, prompt an appropriate request.
- When the student requests appropriately, deliver the reinforcement.

Count and Mand

- If problem behavior restarts during the counted interval, restart the procedure at the first step.
- However, repeated trials of restarting the count results in loss of opportunity to request. Move to a neutral or easy non-preferred task

Effective use of extinction

- Escape Extinction
 - Maintaining demand for escape motivated behavior
 - Demand must be one the child knows
 - Criteria for return to reinforcement
 - Safety issues
 - Magnitude and variability
 - Reinforcing early in chain if needed
 - Must match function of problem behavior
socially mediated negative reinforcement

Escape Extinction

- Keep demand on until instructional control is obtained while maintaining safety.
- Once student complies with original demand without problem behavior, present at least 2 other easy tasks.
- When student complies without presenting problem behavior reinforce the compliant behavior.

Escape Extinction

- Provide less reinforcement following escape extinction than you would for cooperative responding.
- Once student complies with original demand without problem behavior, present at least 2 other easy tasks.

Escape Extinction

- If you have to use escape extinction, evaluate instruction to determine possible reasons why problem behavior occurred.
- Identify what needs to change for future sessions
 - Frequency of reinforcement
 - Appropriate instructional level
 - Value of items/activities used as reinforcement
 - Teaching procedures (e.g. errorless teaching sequence)

- Be careful to not be reinforced for ending problem behavior quickly.
Remember reinforcement works both ways!
- Instructors usually feel good by ending problem behavior. But they may have reinforced the problem behavior.
- Short term gain will make for long term pain (both for the student and the instructor).

Training Staff: Behavior Management

When behavior plans do not work it is often because of issues related to fidelity

- Teach staff to “catch them being good”
- Teach staff to collect, maintain, and review data daily
- Teach staff to remain calm in all situations
- Teach staff “hands off” methods

Training Staff: Behavior Management

- Establish a focus on teaching appropriate behavior rather than reacting to problem behavior
- Establish a focus on keeping students meaningfully engaged
- Establish an environment wherein teachers support one another. They come to each others' assistance when needed
- Have emergency plans and procedures established in advance so staff know how to respond when crisis do arise

Some things that may not work

- “Warnings” or advanced notice
(Dentist appointment, why not a picture of a drill on your refrigerator?)
- Stating the rationale for the demand
(What skills do I need to understand why we are going to Grandma's house?)

Some things that may not work (continued)

- Labeling the problem behavior
(Let's get back to talking about me.)
- "I" statements: "I don't like it when..."
(I don't like traffic.)
- Stating why you think the behavior is occurring
("you're doing this to be mean," "you just do this to drive me crazy," etc.)

Reasoning

- Only works with children who can engage in complex verbal responses and then only if your reasons are backed by facts.
 - Complex relations between words and events
 - "Stop being bad" circus example
- However: reasoning will be important for children and teens who can "reason" (verbally problem solve).
 - Involves rule governed behavior: must be backed up!
 - Explicit directions: state the contingencies that are in place.
 - Peers can be more important than adults.
 - Skill Streaming and other social skills.

Are meltdowns the result of "sensory needs?"

- Attributing problem behavior to sensory function (automatic reinforcement) can be tricky territory.
- A problem: everything is sensory.
- Danger of reinforcing unwanted behaviors.

Are meltdowns the result of “sensory needs?”

- Simpler answers may be more likely:
 - Student wants something
 - Student wants to escape something
 - Student has not yet learned some skill set
- Sensory sensitivity may serve as a motivation: it alters the value of other reinforcement.
- This is not to say that people with autism do not sometimes respond differently to various stimuli.

Good instruction

- Explicit
 - Structured enough to allow easy learning
(build upon mastered skills, errorless teaching, error correction procedures)
 - Loose enough to allow flexible responding
- Build and plan for generalization
- Active student responding
- Teaches skills for the real world

Good instruction (continued)

- Errorless Teaching
- Error Correction
- Coherent Skills Sequence
 - Assessment drives target selection
 - Mastered skills used to teach new skills
 - Simple to complex

- Review of all of these procedures frequently.
- Practice.
- Have others watch you and give feedback.
- Pride yourself on having students learn in your sessions!

You are all critical people in the lives of the students. The little things they learn minute by minute add up to better lives for the student, their family, and all of us.

“When we were on the train from London to Exeter, two young girls, perhaps four and two, came into our compartment with their parents. For half an hour they were beautifully behaved. Then the younger tried to get a comic book away from her sister. They fought and the younger girl cried. The parents separated them and immediately got out a bag of sweets. "To keep them quiet?" Possibly, but in any case to reinforce fighting and crying.”

(Skinner, 1980, p. 66).

Resource Link for Protocols, Fidelity Checklists, and Data Sheets

- Download File
- Go to folder titled: Behavior interventions
- Select intervention

<http://webapps.pattan.net/files/PaTTANAutismResources.zip>

References

Borrero, C. S. W., & Vollmer, T. R. (2006). Experimental analysis and treatment of multiply controlled problem behavior: A systematic replication and extension. *Journal of Applied Behavior Analysis*, 39, 375-379.

Brosnan, J., & Healy, o. (2011). A review of behavior interventions for the treatment of aggression in individuals with developmental Disabilities. *Research In Developmental Disabilities*, 32, 437-446.

Carr, E. G., & Durand, V. M. (1985). Reducing behavior problems through functional communication training. *Journal of Applied Behavior Analysis*, 18, 111-126.

Carbone, V.J., Morgenstern, B., Zecchin-Tirri, G., & Kolberg, L. (2010). The role of the reflexive conditioned motivating operation (CMO-R) during discrete trial instruction of children with autism. *Focus on Autism and Other Developmental Disabilities*, 25, 110-124.

Day, R. M., Rea, J.A., Schussler, N.G., Larse, S.E., & Johnson, W. L. (1988). A functionally based approach to the treatment of self-injurious behavior. *Behavior Modification*, 12, 565- 589.

Didden, R., Duker, P. C., & Korzilius, H. (1997). Meta-analytic study on treatment effectiveness for problem behaviors with individuals who have mental retardation. *American Journal of Mental Retardation*, 101, 387-399.

Fombonne, E. (1999). The epidemiology of autism: A review. *Psychological Medicine*, 29, 769-786.

References

Hagopian, L. P., Wilson, D. M., & Wilder, D. A. (2001). Assessment and treatment of problem behavior maintained by escape from attention and access to tangible items. *Journal of Applied Behavior Analysis*, 34, 229-232.

Hanley, G. P., Iwata, B. A., & McCord, B. E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis*, 36, 147-185.

Hill, J., & Furnis, F. (2006). Patterns of emotional and behavioral disturbance with autistic traits in young people with severe intellectual disabilities and challenging behaviors. *Research in Developmental Disabilities*, 27, 517-528. Holden & Gidson, 2006

Kurtz, P.F., Chin, M. D., Huete, J. M., Tarbox, R.S.F., O'Connor, J. T., Paclawski, T. R., & Rush, K.S. (2003). Functional Analysis and Treatment of Self-Injurious Behavior in Young Children: a summary of 30 cases. *The Journal of Applied Behavior Analysis*, 36, 205-219

McClintock, K., Hall, S., & Oliver, C. (2003). Risk Markers associated with challenging behaviors in people with intellectual disabilities: A meta-analytic study. *Journal of Intellectual Disability Research*, 47, 405-416.

McCord, B. E., Thomson, R. J., & Iwata, B. A. (2001). Functional analysis and treatment of self-injury associated with transitions. *Journal of Applied Behavior Analysis*, 34, 195-210

Moore, J. W., Edwards, R. P., Sterling-Turner, H.E., Riley, J. Dubard, M. & McGeorge, A. (2002) Teacher Acquisition of functional analysis methodology. *The Journal of Applied Behavior Analysis*, 35, 73-77

References

Mueller, M. M., Wilczynski, S. M., Moore, J. W., Fusilier, I., & Trahand, D. (2001). Antecedent manipulations in a tangible condition: The effects of stimulus preference on aggression. *Journal of Applied Behavior Analysis*, 34, 237-240.

Neef, N.A., & Peterson, S.M. (2007). Functional behavior assessment. In J.O. Cooper, T.E. Heron, & W. Heward, *Applied Behavior Analysis* pp. 500-524).

Skinner, B. F. (1980). *Notebooks*. Englewood Cliffs, NJ: Prentice-Hall.

Wacker, D., Northup, J., & Lambert, L.K. (1997). Self-injury. In N.N. Singh (Ed.), *Prevention & treatment of severe problems: models and methods in developmental disabilities*. Pacific Grove: Brooks/Cole Publishing Company.

Wider, D, Allison, J., Nicholson, K., Abellon, O. E. & Saulnier, R. (2010). Further Evaluation of antecedent interventions on compliance: the effects of rationales to increase compliance among preschoolers. *Journal of Applied Behavior Analysis* 43 (4): 601-613.

Contact Information www.pattan.net

Willow Hozella
whozella@pattan.net



Commonwealth of Pennsylvania
Tom Wolf Governor
