

Behavior Management Basics

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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.

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PDE's commitment to 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.

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Training Goals

- Learn how to identify and analyze critical variables that influence behavior
- Learn how to apply this analysis to behavior management to improve student outcomes

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Definition of Autism

"Autism is a complex neurobehavioral disorder characterized by impairment in reciprocal social interaction, impairment in communication, and the presence of repetitive and stereotypic patterns of behaviors, interests, and activities."
(asatonline.org)

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Challenging Behaviors

- Aggression toward others
- Self injurious
- Property destruction
- Tantruming
- Bolting/eloping from areas

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Climbing

- Solitude from others (refusing to interact with others)
- Non-compliance
- Self stimulatory behaviors

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Don't Blame the Child!

“It’s never the student’s fault.”
(they are just doing what they know how to do)

“The organism is never wrong”

B.F. Skinner

“The student is never wrong”

Ogden Lindsley

- There are reasons for behavior (it is not random)

- Problem behavior helps the individual in some way (at least in the short run)

- Frequently there is no effective alternative skill that works for the child

- If the behavior makes things better, even for a little while, the behavior will likely occur again in the future

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Evidence based practices

- Strategies, processes, and curricula that have...
 - Gone through rigorous and systematic analysis
 - Reviewed by a panel of independent experts that apply strict standards to the work
 - Outcomes of the practices or procedures are replicated
 - Data supports all aspects of the research
- Evidence based practice is *not* what we *think* is best practice, nor based on our own personal philosophy, nor based on intuition.

Supporting the Child with Autism

- Select interventions from evidence based research
- Need to individualize the plan for each child.
- Methods of managing problem behavior need to be monitored and adjusted systematically.
- Best Practice involves having a Board Certified Behavior Analyst supervise behavior plan.

National Autism Center Standard Report

- Interventions based on evidence are most likely to reduce occurrence of problem behavior
- 5 types of treatments established by NAC:
 - Antecedent Package
 - Behavioral Package
 - Comprehensive Behavioral Treatment of Young Children
 - Modeling
 - Self-management

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ABA

- All 5 identified effective treatments for reducing problem behavior are derived from Applied Behavior Analysis

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www.asatonline.org

- *Many studies demonstrate that ABA is effective in reducing problem behavior (Horner et al., 2002)*
- *The United States Surgeon General (1999) concluded, "Thirty years of research demonstrated the efficacy of applied behavioral methods in reducing inappropriate behavior and in increasing communication, learning and appropriate social behavior."*

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Federal Autism Report

"Thirty years of research demonstrated the efficacy of applied behavioral methods in reducing inappropriate behavior and in increasing communication, learning, and appropriate social behavior."

U.S. Department of Health and Human Services. 1999. "Mental Health: A Report of the Surgeon General - Executive Summary." U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services, National Institutes of Health, National Institute of Mental Health. Rockville, MD.

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"Practitioners of applied behavior analysis (ABA) aim to improve socially important behavior by using interventions that are based upon principles of learning theory and that have been evaluated in experiments using reliable and objective measurement."

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What is Applied Behavior Analysis?

- Applied behavior analysis (ABA) is a **science** and a **discipline** devoted to **understanding** and **improving** human behavior.
 - The purpose of ABA is to improve **socially significant** behavior (i.e. language, academic skills, social skills, daily living, self care, recreation and leisure behaviors)
 - To demonstrate a functional relationship between the procedures used and the behavioral improvement.

ABA

Applied – a focus on socially significant behavior of immediate importance to the person.

Behavior – what the person does defined in objective, observable and measurable terms.

- **Sit in chair:** bottom on seat, feet flat on floor, up-right position with student’s back touching back of chair.

Analysis – reliably controlling the occurrence of non occurrence of the behavior.

- manipulating variables in the environment
- Determining the effects that occur
- Demonstrating that those effects can be reliably produced.

“A Good Talk Spoiled... “Mark Twain

ABA does not blame anyone

- Challenging behavior is often inadvertently the result of what we do to stop problem behavior

“Often, however, the student’s problem behavior is attributed to the ‘inappropriate’ behavior of the teacher (ex. Attention), and the consultant recommends a ‘new’ response (ex. Ignoring the behavior, time out) instead.”

(Jones, Wickstrom & Friman, School Psychology quarterly, 1997)

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Identifying and analyzing critical variables that influence behavior

ABC

Consider all interactions in relation to behavioral events:

- A = Antecedents**
- B = Behavior and**
- C = Consequences**

Behavior is defined in observable terms.

A B C Analysis

Antecedent → Behavior → Consequence

What occurs immediately before behavior

What someone says or does

What occurs immediately after behavior

Reinforcement is a Consequence

- Reinforcement increases the occurrence of the behavior that comes before it.
- Reinforcement is an effect on behavior not a thing.
- *Anything* that increases behavior will cause the effect of reinforcement to occur.
 - getting good things (positive reinforcement)
 - removing aversive things (negative reinforcement)
 - For some, adverse attention can be reinforcement
 - Beware, what is thought to be reinforcement can serve as punishment
 - Did the behavior increase or decrease?

Antecedent → Behavior → Consequence

What occurs immediately before behavior

What someone says or does

What occurs immediately after behavior

1. Want to read room too dark
2. Raining outside
3. Room gets hot
4. Teacher asks question
5. Student asks for help with math problems
6. Student calls out during group instruction

- Flip switch on lamp
- Push open umbrella
- Take off coat
- Student answers correctly
- Teacher gives help
- Teacher stops instruction to talk to student about his behavior

- Get light can read
- Don't get wet
- Get cooler
- Student gets praised
- Student successfully completes task
- Student calls out again

Antecedent

What occurs immediately **before** behavior

Setting events – triggers...Sickness, lack of sleep, medication changes, or stressful experiences can be examples of setting events.

Motivation – wanting something resulting from changes in the environment. (satiety, deprivation, changing conditions)

Prompts – hints or cues...something added to the environment that increase likelihood of the correct behavior occurring.

Discriminative Stimuli (Sd) a stimulus that is present when particular response is reinforced.

Setting Events

What occurs immediately **before** Behavior

Important factors that contribute to behavior but these are not functions of behavior in and of themselves.

- Health issues
- Sleep deprivation
- Family issues

Setting events may increase the likelihood that problem behavior occurs *BUT* only if the immediate function is in effect.

Example: Hitting is more likely to occur if sick but only if task request is given.

What is Behavior?

- Behavior is the movement of a person in their environment. What they say and do.
- Behavior is described by its physical characteristics or what it looks like.
- If you can't directly observe it in some way it is not behavior.

Defining Behavior

- **Charlie pushed the button on the game.**
 1. Identify the behavior?
 2. Can I observe it?
 3. Can I measure it?
- **Charlie was frustrated with the game.**
 1. Identify the behavior?
 2. Can I observe it?
 3. Can I measure it?
 4. How could I define it?

Reinforcement

- It is a consequence
- A powerful tool for teaching.
- Can be a cause of negative behaviors.
- A powerful tool for reducing negative behaviors.
- Is often misunderstood.

History of Reinforcement

- B.F. Skinner (1931) was the first to prove that events that happen **after** a behavior can change the future probability of that behavior
- Reinforcement defined...
- (1) Reinforcement immediately follows a behavior (a consequence)
- (2) Increases behavior (good or bad)
- (3) Under the stimulus conditions it occurs (long term effects)

Definition of Reinforcement

- Process by which consequences of a behavior increase the probability that the behavior will occur in the future.

Reinforcement

- Reinforcement is **anything** that increases a behavior
- Reinforcement can be getting good things (e.g., attention, toys, food)
- Reprimands and negative attention can sometimes be reinforcers for kids
- Reinforcement can be getting rid of bad things (e.g., demands, people, putting on shoes)

Examples of Reinforcement

- Social reinforcers
- Attention
- Edibles
- Other tangible items (getting something)
- Access to activities
- Removing social demands

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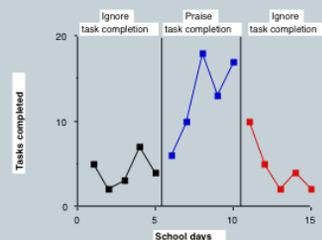
Reinforcement

- Reinforcement increases good and bad behavior
- Most reinforcement occurs naturally and unplanned
- Understanding how reinforcement works is essential to teaching positive behaviors and reducing negative behaviors
- If you don't understand how reinforcement works it will often work against you
- The behavioral principle of reinforcement affects you whether you are aware of it or not--like the law of gravity

Types of Reinforcement

- **Positive reinforcement** is the delivery of something that increases a behavior (e.g., juice, money, attention, praise)
- **Negative reinforcement** is the removal of something that increases a behavior (e.g., picking up a screaming child stops the screaming, signing "break" to get out of work, turning off water that is too hot in the shower)
- Negative reinforcement is frequently confused with punishment
- Punishment is the **delivery** of something that **reduces** a behavior

Example of positive reinforcement



Examples of Negative Reinforcement

Behavior	Reinforcement	Effect
<i>Child folds hands and sits quietly for 5 secs.</i>	<i>Child gets out of time out.</i>	<i>Child is more likely to sit quietly to get out of time out.</i>
<i>Child stops crying and completes tasks</i>	<i>Child is allowed to stop working on the task</i>	<i>Child is more likely to complete tasks without crying</i>
<i>Child hits a child he dislikes</i>	<i>The two children are separated</i>	<i>Child is more likely to hit child when put together</i>
<i>Parent gives into child's demands while crying</i>	<i>Child stops demands and crying</i>	<i>Parent more likely to give into child's demands and crying</i>

Reinforcement Strategies

- Reinforcement is your **most powerful tool** in
 - **Preventing** challenging behaviors.
 - Teaching new behaviors
 - To shape better quality behaviors.
- Focus on prevention!
- Deliver on an appropriate schedule based on the students behavior history, motivation, abilities, when new skills are introduced and/or extraordinary behavior occurs.

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Reinforcement Strategies

- Give more attention to the behaviors that you want the student(s) to engage in and give less attention to the behaviors you do not want the student to engage in.
- Tell the student what you want him to do instead of what you don't want him to do.
- Reinforce whenever students are doing what you want them to do.

Reinforcement Strategies

- Provide better reinforcement for better responses (differential reinforcement).
- Ensure that the reinforcing item is valuable at the time of use.
- Delivery of reinforcer should be paired with **specific** praise.
 - Ex: "Much straighter lines Josie", you just earned two tokens for that!

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Reinforcement Strength

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- Stop using a reinforcer before it loses its value.
- Mix and vary the type of reinforcement used. For example don't use all praise or all activities for reinforcers.
- Vary the way the reinforcer is presented. Be creative and think of novel ways to make the reinforcer motivating for child.
- Present reinforcement that matches the response effort.

When NOT to Reinforce

- If problem behavior is occurring this is NOT the time to
 - pull out a student's reinforcing items.
 - give social attention; lots of talking to the student.
- If problem behavior is occurring because a student wants a specific item, this is NOT the time to give the specific item.
- If problem behavior is occurring because the student does not want to go to a preferred activity, this is NOT the time to tell them that they can go to the computer instead.
- Exception: Safety of the student or others at risk!

Determining Reinforcers

- What items or activities does the student give his/her attention to?
- Who/people does student approach?
- Where/area/place does the student prefer to be?
- Are there specific items or activities that the student only gives his attention too?
- Are the reinforcers age appropriate?
- Preference assessments (asking others)
- Choice Procedures (testing preferences)

Extinction – A Consequence

A	B	C
You need to staple papers	You slip papers in stapler and push on the top	Papers are stapled You are reinforced!!

What will you do if you've pushed on the stapler but no staple comes out???

1. _____ Magnitude increases
2. _____

What will you do if the stapler never works again?

1. _____ Change in behavior

Stop using it and do something else !
Extinction - the disappearance (or stopping) of a conditioned response as a result of non-reinforcement

A B C Analysis

Antecedent	Behavior	Consequence
What occurs immediately before behavior	What someone says or does	What occurs immediately after behavior

Punishment is a Consequence

- Punishment **decreases** the occurrence of the behavior that comes before it.
- Punishment is an effect on behavior it is not a thing.
- *Anything* that decreases behavior will cause the effect of punishment to occur.
 - Adding an aversive (positive punishment)
 - Removing good things (negative punishment)
 - Beware -what is thought to be punishment can serve as reinforcement
 - Did the behavior increase or decrease

Antecedent	Behavior	Consequence
What occurs immediately before behavior	What someone says or does	What occurs immediately after behavior
1. Wear wool sweater	Scratch skin	Skin rash
2. Teacher picks on Jim when he raised his hand	Jim always says wrong answer	Teacher stops calling on Jim
3. Student drinking soda	Spills soda on desk	Told to clean all desks
4. See dog	Pet dog	Get bit by dog
5. Teacher asks question	Student raises hand	Teacher reprimands for not knowing correct answer

Prevention Techniques

Pairing with Reinforcement

- Be a source of reinforcement by associating yourself with the things that the student likes.
- Pair yourself, teaching areas, teaching items with the delivery of good things.
- If you use social praise. Be specific and pair with the delivery of reinforcement.

General Guidelines

- Keep child engaged and busy
- Plan for change and transitions
- Use effective instruction
- Make sure ongoing appropriate behavior results in things getting better for child (use reinforcement)
- Watch when delivering reinforcement, not when problem behavior occurs

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- Avoid blaming child
- Keep calm; use a neutral voice
- Focus on increasing appropriate behavior
- State directions in clear simple wording
- Plan
- Work with others: avoid going it alone
- Expect mistakes and don't blame yourself

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- Child can't do two things at one time: by remaining engaged in appropriate activities many behavior problems can be avoided
- In school, active responding and high rates of engaged time has consistently been shown to be associated with less problem behavior

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Instruction

- Directly teach children what to do when they will need to do it
- Use effective and well-sequenced skill progressions
- Reinforce success with progress in skill sequence
- Use short periods of instruction with high rates of success and lots of responding
- Vary type of instruction within day and within lessons

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Important behaviors to teach

- Ready hands
- Systematic success in handling transitions
- Following a structure (schedule): minimize down time
- Systematic success in handling change
 - Reinforce accepting small changes first
- Use child's preferences as reinforcers
- Social skills especially related to conventions
- Make certain social rules explicit

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- **Even with the best preventative plan, problem behavior can occur**
- **Parents and teachers need to be prepared to respond effectively when problem behavior occurs**

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Behavior Management: Planning

1. Identify and define the behavior to be changed (**target behavior**)
2. Measure how often target behavior occurs (**frequency**)
3. Identify what causes the target behavior to occur (**function: what is the reinforcer?**)
4. Develop a behavior intervention for the target behavior based on its function
5. Monitor the intervention for effectiveness

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Identify and define the behavior to be changed (target behavior)

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Behavior

- Behavior is what a person does or says
- Behavior is the movement of a person in his/her environment
- Environment refers to anything present in the immediate setting when behavior occurs, which can include people, objects and/or events
- Behavior is described by its physical appearance or what it looks like
- Behavior can be observed and measured

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Behavior

- Must be observable
- Must be measurable
 - Count it
 - Time it
 - Others can reliably report the same actions

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Behavior: Non-examples

- Certain labels for human actions do not refer to specific behaviors
 - Subjective (others wouldn't report same thing)
 - Not observable
 - Not measurable
 - Examples: "frustrated", "hard working", "unreliable", "sociable", "nervous", "kind", "disrespectful", "happy"

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Target Behaviors

- Our Concern is with socially significant behavior
- Must be observable and measurable
- Must consider the safety of others.
- Prioritize behaviors: may not be able to work on reducing all the behaviors at once.
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Measuring how often target behavior occurs (frequency)

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Measuring how often the target behavior occurs

Knowing what the target behavior looks helps us

- Measure how often it occurs
- Observe where it occurs
- Observe who it occurs with

During intervention observing and measuring the target behavior

- Helps us know if our intervention is effective
- How to adjust the intervention if necessary
- When intervention is no longer necessary

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Measuring Target behavior

- Data are facts or pieces of information.
- Collect data to evaluate child progress.
- When recorded/graphed it provides observable patterns of behavior...
- Data drives the decision making process!

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Identify when it occurs

- Measuring does not help us change behavior
 - Mary jumped up from her seat in math class 15 times.
 - John screamed in the hall 22 times while with his aid.
 - Ann never raises her hand at group time even when she knows the answer.
- Need to know when and under what conditions problem behavior tends to occur
- It does give us frequency and this is important for baseline logic!

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Identify what causes target behavior to occur (function)

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Functional Behavior Assessments

- FBA can be thought of as a reinforcer assessment of sorts (Neef and Peterson, 2007 in Cooper, Heron, & Heward, 2007)
- “Function” as used by behavior analysts is a term that is similar to reinforcement. When one looks to find the function of a behavior one is looking to determine what variables likely serve as reinforcement for the behavior

Function of Behavior

- Determining cause of behavior involves:
 - what usually happens immediately before behavior occurs : “**antecedents**”
 - and what usually happens immediately after behavior occurs: “**consequences**”
- Altering the these conditions (antecedents & consequences) will help us change the behavior.
 - Increase or decrease frequency of behavior
 - Improve the quality of current behavior
 - Prevent a behavior from occurring

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Antecedent	Behavior	Consequence
<i>What happens immediately before behavior</i>	<i>What someone says or does</i>	<i>What happens immediately after behavior</i>
Observable changes in the environment	Observe movements Measureable	<u>Reinforcement</u> consequence strengthens behavior increases behavior anything that increases behavior getting good things removing aversive things for some, negative attention can be reinforcing
		<u>Punishment</u> consequence weakens behavior decreases behavior produces aversive conditions to decrease behavior (removal or the addition of things).

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Functions of Behavior

- Socially Mediated Positive Reinforcement
- Socially Mediated Negative Reinforcement
- Automatic Positive Reinforcement
- Automatic Negative Reinforcement
- Brian Iwata has reported that most common school based function for problem behavior is “escape from demands”: socially mediated negative reinforcement)

Function of Behavior

- May not always be easy to determine
- Behaviors may look the same but can occur for different reasons
- Behaviors my look different and occur for the same reasons
- Dual functions can occur
- Function of behavior will provide information for knowing how to change behavior NOT what the behavior looks like.

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Same Behavior

Results in:

Sam <u>cries</u> when he wants to sleep with his parents	Mom sleeping with Sam
Sam <u>cries</u> when he is asked to brush his teeth	Removal or delay in tooth brushing demand
Johnny <u>throws</u> food every night at the dinner table	Gets favorite foods
Johnny <u>throws</u> toys at his brother he watches TV	Gets attention
Susie <u>pulls her peer's hair</u> everyday in circle time	Removal from circle time and attention from staff
Susie <u>pulls her peer's hair</u> everyday at play time	Peers give up toys
Alex <u>covers his ears</u> every time he is in the lunch room	Removes noise
Alex <u>covers his ears</u> when asked to do a math worksheet	Removes task

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Setting events/Not Functions

- Health
 - Sleep
 - Family issues
- These things may make certain behaviors more likely to occur BUT only if the immediate function is in effect
- Example: Hitting more likely to occur if sick, but only if demand is given

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Behavior Plan

ONCE YOU DETERMINE
FUNCTION YOU CAN BEGIN TO
MANAGE BEHAVIOR

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3 Key Parts of Behavior Plans

1. **Prevention** – Plan how the specific target behavior will be prevented from occurring
2. **Teach Replacement** - Determine a replacement behavior you will teach AND reinforce
3. **Extinction (Consequence)** – How you will stop reinforcing the target behavior so that it will not continue to occur
 - Alternative: reinforce as early in the sequence as possible

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How to respond

- Keep everyone safe as first consideration
- Whenever possible, avoid reinforcing the behavior
 - Can get worse before getting better
 - May not be able to do this (instead reinforce early as possible in the chain of behavior)
- Remain calm
- Speak only as much as is necessary
- Look at child when delivering reinforcement, rather than when problem behavior occurs
- Redirect as soon as possible to a competing behavior: do reinforce after this response occurs

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Plan Ahead

- Have a plan to deal with crisis
- Safety first
 - physical environment
 - Position yourself carefully
- Seek help: work as a team
- Review incidents and use your review to plan prevention

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Behavior plan treatment fidelity

- Train everyone to follow behavior plan
- Be sure behavior plan is implemented the way it is designed
- Work as a team
- Plan on reviewing plan and changing it as needed
- Stick to preventing and teaching interventions first

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Behavior Plan

EXAMPLES BASED ON FUNCTIONS

Function : Attention

1. Does not have language skills that effectively results in getting attention.
2. Low rates of and/or lack of attention for engaging in appropriate behavior vs. high rates of attention for engaging in problem behavior
3. Effect (reactions) serves as a reinforcer (just fun to do)

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Function: Attention Prevention

1. Provide lots of reinforcement for appropriately requesting attention or other items, as well as for independently engaging in activities.
2. Be consistent and sincere.
3. At first may need to reinforce every time.
4. Once the appropriate behavior is occurring, fade reinforcement gradually over time (may not be able to ever completely fade all reinforcement.)
5. Arrange the environment so that the child is engaged during times when you cannot provide direct attention.

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Function: Attention Replacement behaviors

1. Teach requesting skills (mand) across a broad range of categories (items, activities, people).
2. Teach waiting for attention.
3. Provide more valuable reinforcers for engaging in appropriate attention seeking behaviors or other appropriate behaviors.
4. Provide sufficient opportunities to practice.

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Function: Attention Extinction

1. Avoid giving attention/reinforcers when the child is engaging in problem behaviors.
2. Avoid reinforcing as soon as the behavior stops (wait a few seconds). When needed, prompt an appropriate behavior, then reinforce that behavior.
3. Avoid direct eye contact and dialogue about the problem behavior but monitor child. This dialogue is non-productive and provides added attention to the problem behavior.
4. Above all maintain safety of child!

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Function: Escape

- Sometimes the student is motivated to avoid cooperation because cooperating may mean giving up ongoing reinforcement.
- Warning signal leads to value of terminating the warning and causes an increase in any behavior that might do so (this is called a CMO-R.....)

Function: escape

1. Things are too hard for the child and/or out of developmental sequence. (i.e. language ability does not support instructional or task level).
2. Things require too much effort.
3. Too many demands at once.
4. Makes lots of errors and not successful.
5. Activities/instructions is too long.
6. Activity/event is too slow paced.
7. Activity has no value to the child.
8. Demand results in interruption or delay of preferred activity.

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Function: Escape Prevention

1. Help the child be successful and experience lots of reinforcement for success.
2. Use developmental sequenced curriculum that is relevant to the child.
3. Build on success and fade in demands. Make it easy for the child to respond.
4. Reduce errors by providing prompts if necessary.
6. Mix and vary the effort; some easy tasks, some hard tasks, back to some easy tasks.
7. Be realistic with length of time the student is expected to stay engaged.

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Methods to reduce CMO-R during

DT Instruction

Carbone, et al. 2008

- Program competing reinforcers
- Pairing and embedding the instructional environment with positive reinforcement
- Errorless instruction at the appropriate instructional level
- Stimulus demand fading
- Task variation
- Pace of Instruction
- Neutralizing routines
- Choice making
- Interspersal instruction
- Task Novelty
- Session duration

Function: Escape Replacement Behaviors

1. Provide lots of practice opportunities to teach that cooperative behavior results in good things happening.
2. Make sure things are a lot better for the student when he/she cooperated vs. when problem behavior occurs.
3. Consider an appropriate skill sequence.

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Function: Escape Extinction

1. When possible, do not allow the problem behavior to result in removal of the task/demand.
2. If necessary, repeat the instruction to the student in a neutral tone.
3. Safety first: May not always be able to follow through with demand. May need at such times to reinforce earliest (and less problematic) forms of problem behavior.

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Function: Automatic

1. Restricted interests.
2. Limited number of things that are valuable.
3. Periods of non-engaged time.
4. Limited skills to engage in a variety of activities.

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Function: Automatic Prevention

1. Keep student actively engaged.
2. Provide many opportunities for student to access other reinforcers (competing reinforcers).

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Function: Automatic Replacement Behaviors

1. Teach student to "like" other things (increase pool of reinforcers).
 2. Teach requesting skills that will allow student to access other reinforcers.
 3. Consider teaching skills that will allow more opportunities to participate in a variety of activities.
- Teach skills that make social interactions valuable to the student.

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Function: Automatic Extinction

1. Whenever possible, interrupt the behavior from occurring (redirect).
2. May not be able to interrupt the behavior from occurring at all. Sometimes necessary to teach appropriate times/places to engage in the behavior.

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Common Issues

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Maintain Access to Reinforcer

Prevention:

Use a promise reinforcer when asking student to give up an item.

Teach:

- Provide lots of opportunities to practice the behavior under many different conditions.
- Sequence steps carefully.

Consequence:

Do not allow student to maintain access to reinforcer following problem behavior.

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Accepting No

- **Prevention:**
- Offer an alternative reinforcer when denying access to another.
- **Teach Replacement:**
 - Provide lots of opportunities to practice the behavior under many different conditions.
 - Consider skill sequence (start with denial of less valuable items first).
- **Consequence:**
- Do not allow problem behavior to gain access to reinforcers.

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Transitions

Prevention:

- Use a promise reinforcer when asking students to transition to less preferred activities.
- May also involve having them give up a reinforcer or stop an ongoing preferred activity.

Teach Replacement:

- Provide lots of opportunities to practice the behavior under many different conditions.
- Skill sequence: initially transition to short distance away, short duration, perform easy tasks.

Consequence: Problem behavior does not result in transition going away.

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Repetitive Behaviors

Obsessive Compulsive Behaviors (OCD) (Repetitive behaviors: Insistence on sameness)

1. Break up tendencies to engage in repetitive or maladaptive behaviors.
2. Behaviors that seem minor can progress into major dysfunctional behaviors limiting future opportunities for the child (social, participating and contributing in the community, family involvement, jobs, etc.).
3. Teach competing behavior: child staying calm in early steps of obsessive chain, engaging in an alternative incompatible behavior.

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Chapter 14 Regulatory Reminders

- Positive rather than negative (freedom from aversive and demeaning treatment). Positive reinforcement in PBS
- Research based practice
- Functional assessment
- Least intrusive requirement
- Restraints last resort (restraint= physical force and restraining free movement; except h/h and hold w/out force to calm, certain adaptive devices, seat belts, safety harness)

Chapter 14 Regulatory Reminders

- Restraints only used when clear and present danger and only when less intrusive measures fail
- Parental notice of restraint use; IEP w/in 10 days unless parent waives
- Only in IEP if certain conditions met (part of PBS, part of teaching alternative skills, staff trained; plan for eliminating use.)
- No Prone restraints

Summary

- “It is never the student’s fault” O. Lindsley
- We all do what works
- Stay positive
- Stay calm (but don’t beat yourself up if you don’t)
- Prevention is better than reaction
- Role of function and reinforcement
- Hard work at first may reduce future work
- Don’t go it alone; help each other.

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