

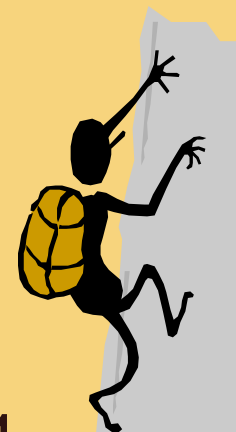
Learning to Listen: Functional Behavior Assessment and Positive Behavior Supports

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(VARC)



Strategies to Address Behavior in the Home, School, and Community



Tip of the Iceberg

- We see odd or problematic behavior
- We don't see the missing skill that leads to that behavior



Our Job

- Understand the child well
- Understand the meaning of the behavior in that environment (not necessarily all environments)
- Intervene mindfully with compassion



The Three S's for Behavior Support

 Safety

 Security

 Success



To Solve Behavior Problems You Must First . . .

- Complete a Functional Behavior Assessment
- Understand well the connection between the environment, the behavior, and what the child is communicating with the behavior
- Listen carefully to what the child is saying with their behavior early on in the cycle

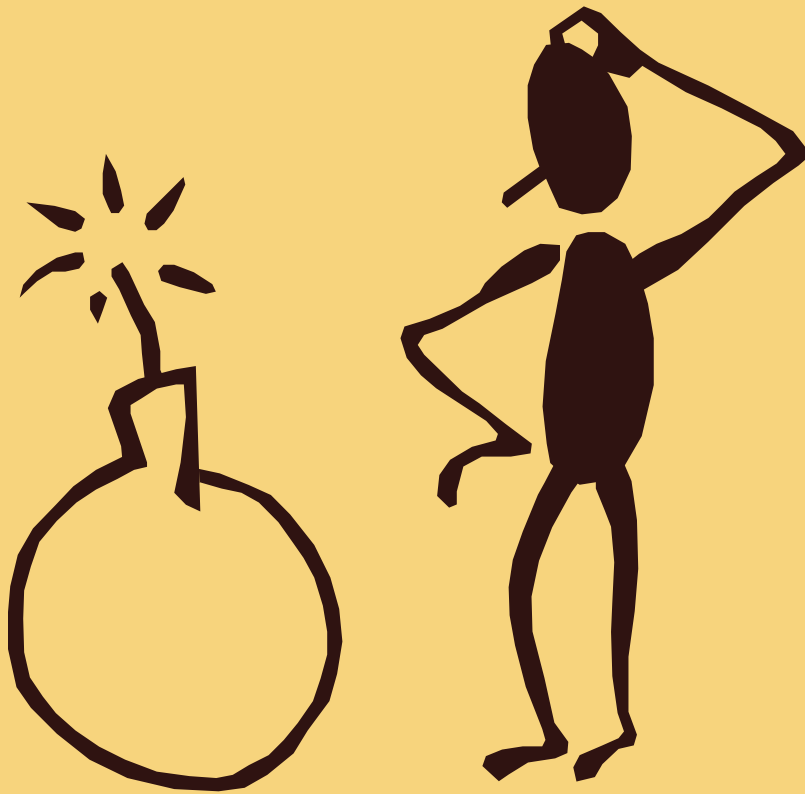



Understanding Challenging Behavior



- Most behavior is communicative
- Behavior is tied to social context
- All people use challenging behavior to meet their needs



Most Behavior is Communicative



 What triggers the behavior?

-  What sets the behavior up (slow trigger)
-  What sets the behavior off (fast trigger)

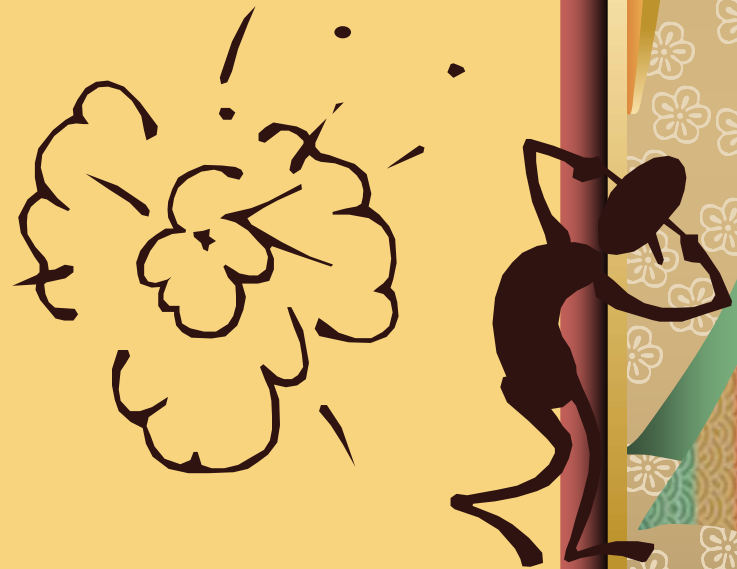


Most Behavior is Communicative

■ What strengthens the behavior?

■ What does the child get or avoid that they would be willing to pay the cost?

- Attention
- Escape
- Self Stimulation
- Tangible



Learning to Listen to Behavior



- Stop
- Breathe
- Think
- Observe
 - Triggers
 - Behavior
 - Consequences that Strengthen
- Respond



Complete a Functional Behavior Assessment



Steps:

- Define the Behavior
- Indirect Assessment, Interviews
- Direct Assessment, Observation
 - ABC
- Hypothesis Development and Testing



Identify the Behavior

- Noncompliant, refuses to follow directions/runs away/screams/cries
- Can be aggressive to himself or others



Identifying the Behavior -- Tantrum

Looks Like

Sounds Like

Child on Floor

‘Flailing arms and legs’

Grabs at desired objects or items

Hits at others who come within 2 feet

Stays on floor

Crying

Screaming

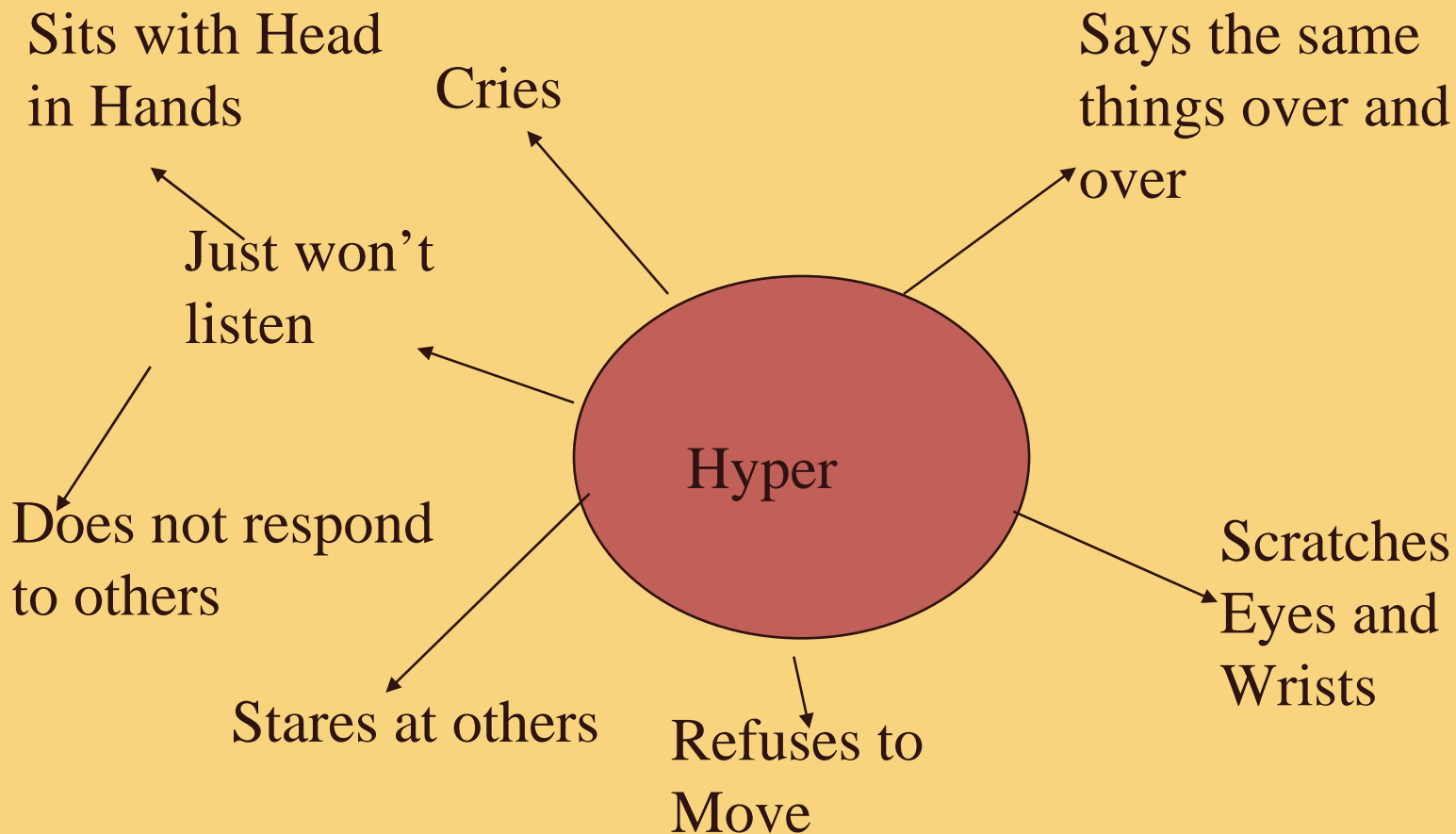
Saying “NO!”

Roaring



Identifying the Behavior

Word Webbing




Case Study – Andrew – 30 months old

- Classic Autism with some cognitive delays
- Has a few words. Uses combination of sign language and pictures
- Receives home-based Part C early intervention services



Case Study – Andrew – 30 months old

 His parents report that they cannot get Andrew to do anything except what he wants to do and, when they try, he will tantrum and/or run and/or be aggressive to them and/or others.



What would a Positive Behavior Support Facilitator do to help Andrew and his family?

■ Define the behavior and collect informal and formal data about the conditions under which the behavior occurs.

■ Your Turn

- What questions do you have that will assist you in understanding this behavior?
- What questions lead you forward?
- What questions block your progress?



Indirect Assessment, Interviews



Initial Line of Inquiry

Strengths:

Slow Triggers	Fast Triggers	Problem Behavior	Perceived Function	Actual Consequences
			What does Andrew get or avoid that they would be willing to pay this price?	

Case Study -- Andrew

- What interview questions do you have for Andrew's parents?
- What questions will help you narrow down the slow and fast triggers for the behavior?



Case Study --Andrew

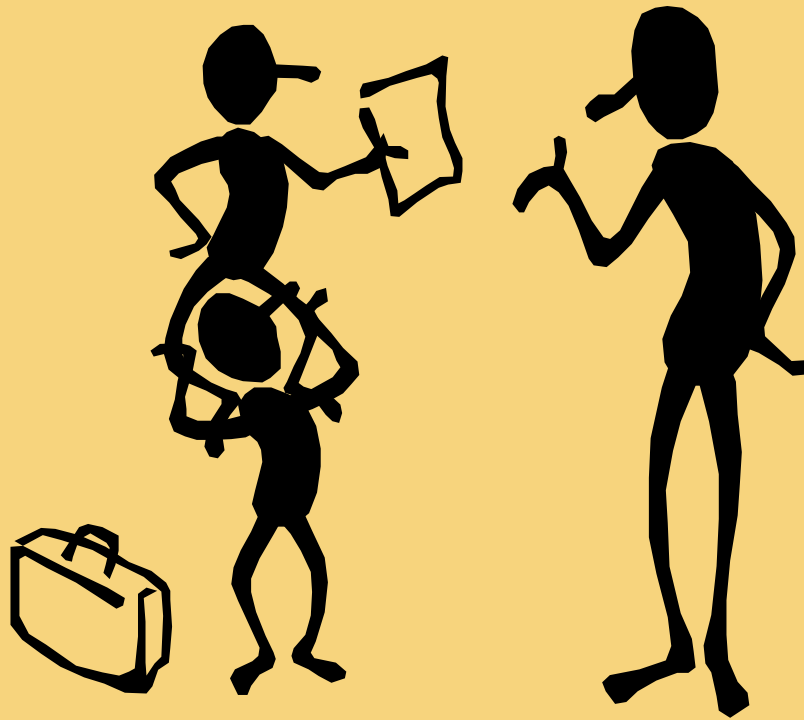
- What questions seem to put the parents off?
- What questions seem to help the conversation move forward?



Direct Assessment, Observation

■ Do your “abc’s”

■ Note Cards (Carr,
Levin, McConnachie,
Carlson, Kemp, & Smith,
1994)



ABC Index Card Data

Who was present: Andrew and his mother

Where were you: Watching from hallway

What happened: It was time for Andrew to get dressed. The TV was on and he was watching it, standing close to the screen with a favorite toy in his hand. His mother entered the room.

Mom: “Ok, time to get dressed.”

A: continued to watch TV and gave no indication he heard his mother say anything.

Mom: “I said it is time to get dressed.” She clicked off the TV, picked up Andrew, and started to carry him to his bedroom.

A: arched his back, screamed, and began to use his fists to hit his mother.



ABC Index Card Data

Mom: “Andrew! Stop it! It is time to get dressed so we can go shopping!”

A: escaped from his mother’s grasp and ran into the kitchen. He reached into the sink and threw several dishes across the room.

Mom: ran after him and tried to pick him up.

A: arched back as she reached for him and hit her as he screamed and then bit his hand. He slipped from his mom’s grasp and lay on the floor.

Mom: retreated/went back to her bedroom.

A: went back into the living room and turned the TV on.

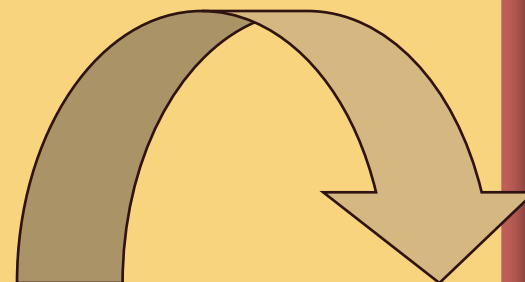


What was the function of the Behavior?

- What did Andrew get or avoid that he was willing to pay the cost of his behavior?
- How would you use this information to strategize with the parents so they could respond differently to Andrew ?
- What does Andrew need to learn?



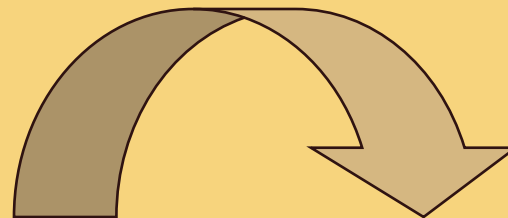
Antecedent	Behavior	Consequence
	Andrew on slide outside	Has attention of his dad
Phone rings and father turns to answer the phone	Andrew runs from slide to wading pool	Mom comes out and says, "No pool now, Andrew."
Mom walks over to Andrew	Andrew balances on the edge of the pool, getting ready to jump in	Mom: " We don't want you to fall in and get wet!"



Antecedent	Behavior	Consequence
Helps Andrew down	Andrew runs from his mom and grabs a handful of leaves and throws them into the pool	Mom says, "Now we have to clean the leaves out of the pool!"
Mom helps Andrew sweep the leaves out with hand over hand prompting	Andrew does 3 to 4 sweeps with hand over hand assistance	Dad gets off the phone and brings Andrew back to the slide.



Antecedent	Behavior	Consequence
	Andrew sitting on floor playing with beans in bean box	Mom says, "Time to put away the beans. Come here Andrew."
Mom says, "Bathtime, Andrew."	Andrew shakes head 'no.'	Mom says, "OK, I'll get your sister in the tub."
Mom leaves to get Andrew's sister	Andrew sits at bean box playing with beans	Dad takes bean box from Andrew



Antecedent	Behavior	Consequence
Mom is in the bathroom with Andrew's sister	Andrew turns on the TV	Dad gets pictures from envelope by Andrew's schedule
Dad shows Andrew pictures and says, "First bath, then TV"	Andrew runs from Dad, bangs on window, takes the bean box and throws beans all over the floor	Dad says: "Pick up the beans" and starts hand over hand prompting

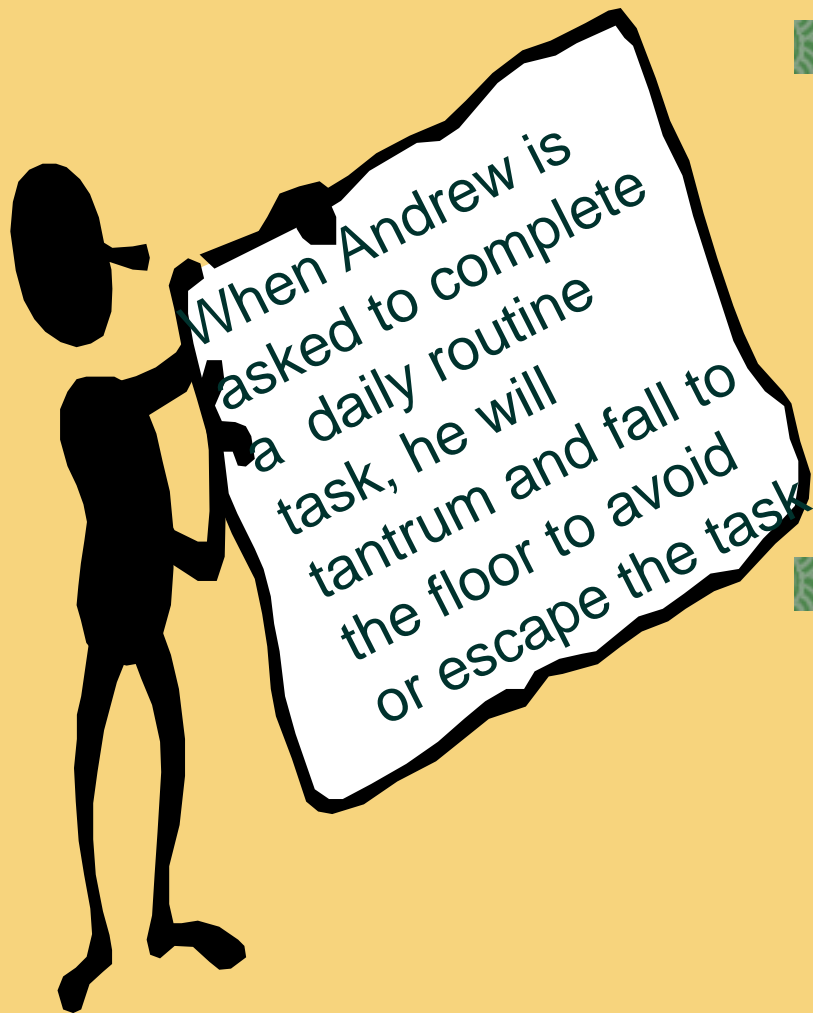


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Develop a Summary or Hypothesis Statement



■ Specific:

- When . . . (Trigger)
- Child will . . . (Behavior)
- In order to . . . (Get or Avoid, Function)

■ Global:

- What are the life circumstances that impact this child's behavior



Andrew Hypotheses?

- When
- Andrew will
- In order to
- When
- Andrew will
- In order to



Educational Model



 Assess

 Plan

 Implement

 Evaluate

 Revise



Comprehensive Positive Behavioral Support Plan

*Hypothesis
Development*

*Antecedents
Immediate
Setting Events*

*Long Term
Prevention Strategies*

*Support for Team
Members*

*Alternative Skills
Replacement Behavior
General Skills Training
Self-regulation Training*

*Consequences
Instructional
Reduction Oriented*

The essential Components of a behavior support plan -- PTR

 Prevent

 Teach

 React/respond



Prevent

- Make the behavior unnecessary
 - Visual Supports
 - Regular Sensory Experiences to increase calm
 - Organizing the environment/daily routine to promote clear expectations
 - Providing choices!



Keys to Prevention of Problem Behavior

Physical Setting

-  Organized
-  Expectations Clear from Setting




Social Setting

-  Encourages Health
-  Encourages Success






Keys to Prevention of Problem Behavior

Activities, Routines and Directions

-  Goldilocks Rule - (Not Too Hard, Not Too Easy, Just Right)
-  Builds Skills
-  Builds Competence




Predictability and Scheduling

-  Consistent Expectations
-  Consistent Routines to Handle Change
-  Consistent Consequence Procedures



Keys to Prevention of Problem Behavior

Communication

-  Meaningful System -This is a Very Important Goal for all Young Children – Inability to Communicate is the Source of Many Problem Behaviors
-  Understood and Honored by Everyone!
-  Teach Asking for Help



Back to Andrew

- What prevention strategies will you implement?
- How will you help the family structure the home environment?
- What visuals could you use?
- How will you introduce these?



Teach

- A direct replacement behavior
- General skills that will promote desirable behavior
- Coping and Tolerance Skills



Competing Behavior Model --

p 82, O'Neill, et al.

Setting Event	Antecedent or Predictor	Behavior	Consequence
		Desired Behavior Attempt Task	Praise, Back to the Task
No breakfast	Difficult task	Scream, fall to floor, refuse to move	Escape Tasks
		Replacement Behavior Ask for Help	

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graph LR; SE[Setting Event] --- A[Antecedent or Predictor]; A --- B[Behavior]; B --- C[Consequence]; A --> B1[Desired Behavior  
Attempt Task]; A --> B2[Replacement Behavior  
Ask for Help]; B1 --> C1[Praise,  
Back to the Task]; B2 --> C2[Escape Tasks];
```

Andrew's Competing Behavior Model

Setting Event	Antecedent or Predictor	Behavior	Consequence
		Desired Behavior _____ _____	Praise, Appropriate Play
In yard playing	Parent removes attention	Throws things, runs out of yard	Gain Attention
		Replacement Behavior _____ _____	



Andrew's Competing Behavior Model

Setting Event	Antecedent or Predictor	Behavior	Consequence
		Desired Behavior _____ _____	Praise, Complete task
Grandparents visiting/Andrew off regular routine	Parents ask him to do a task he does not like to do	Sits on floor, refuses to move, tantrums	Escape Tasks
		Replacement Behavior _____ _____	



Visual Strategies for Teaching New Behavior



Turn Trials into Teamwork

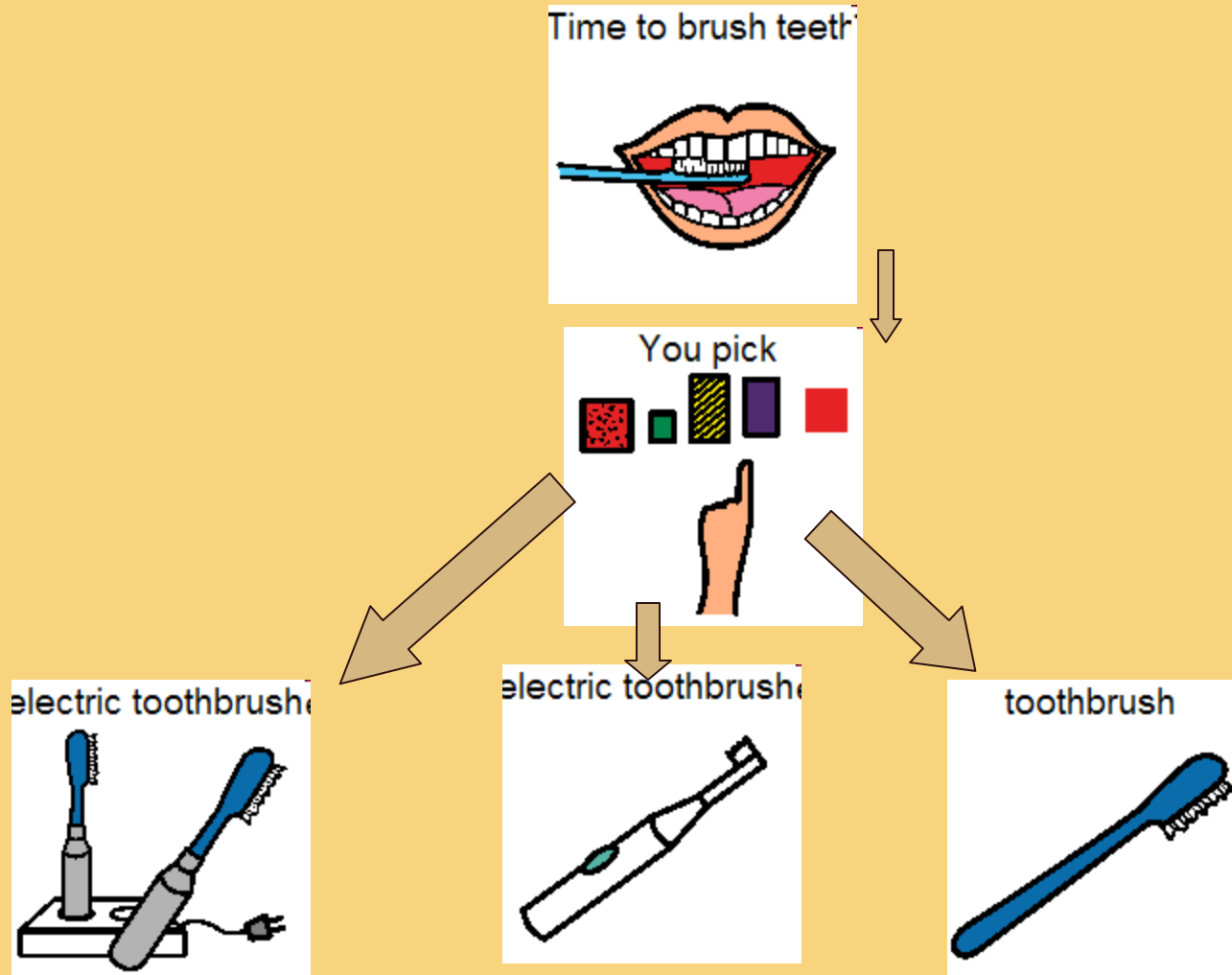
Hodgdon,
L.A. (1999). Ten tried and true tools to turn trial into teamwork. Troy,

MI: Quirk Roberts.

- Offer Choices (use visual choice boards)
- Write it down (social stories)
- Give visual time limits (timers)
- Say it once (use prompting strategy)
- Make a list (e.g.: Things to do when there is a sitter)



Offering Choices



Bedtime Things to do

Play Quietly



read



Listen to music



brush teeth



go to bathroom



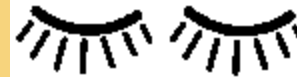
wash hands



go to bed



close eyes



be quiet



Turn Trials into Teamwork

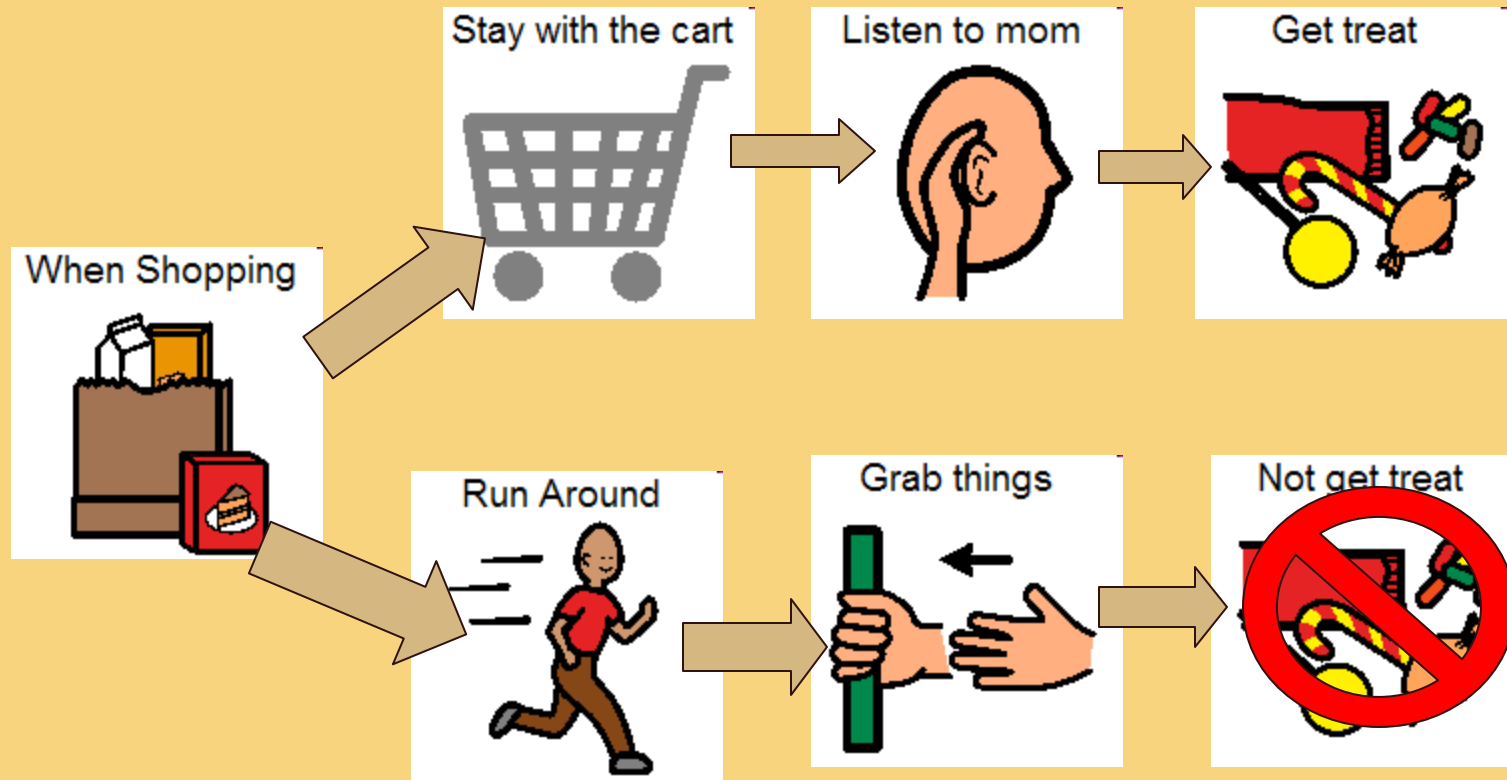
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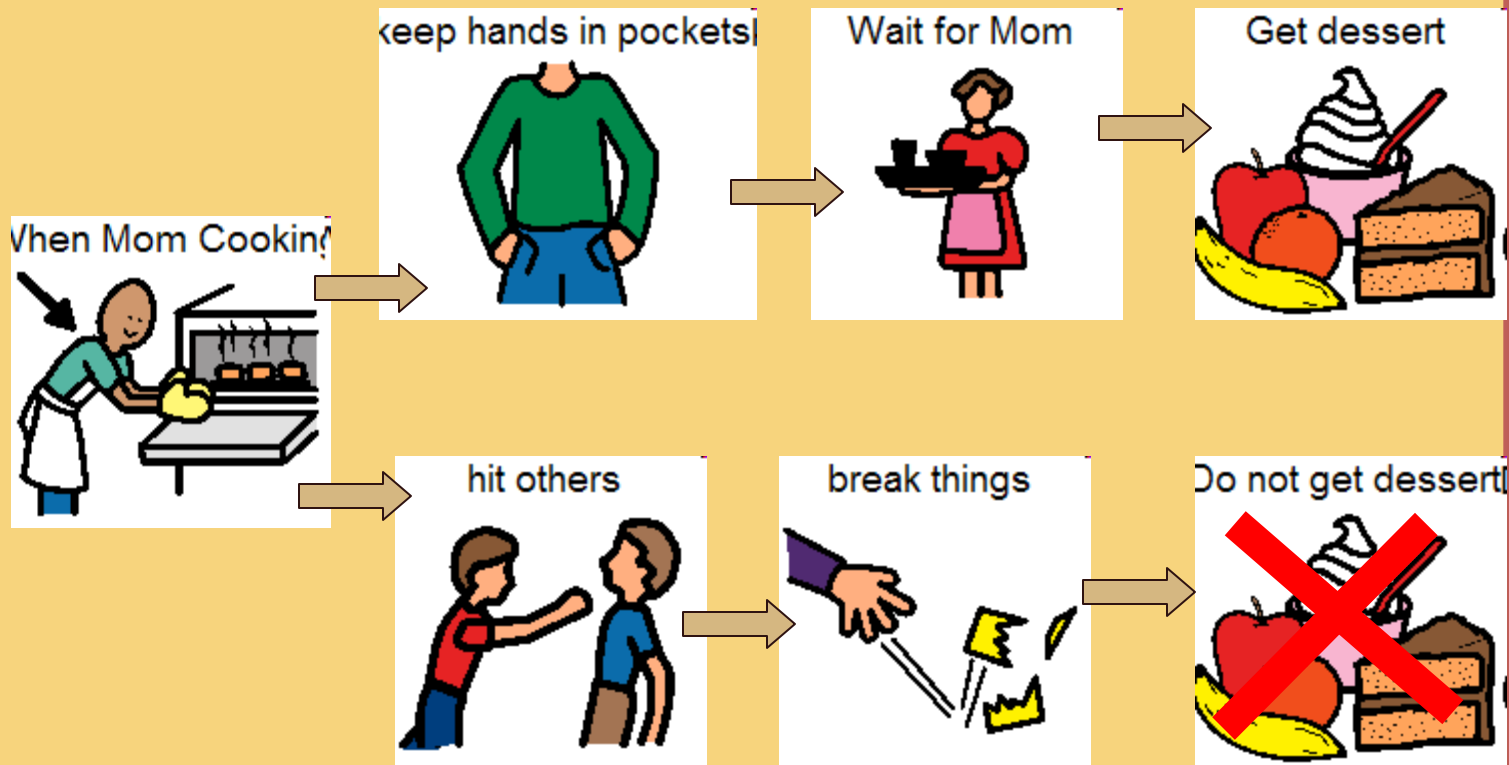
- Solicit Suggestions (e.g.: What are all of the things you could do when you are angry?)
- Give tasks in little chunks
- Make a sign for a reminder
- Use charts and checklists
- Use rewards and coupons



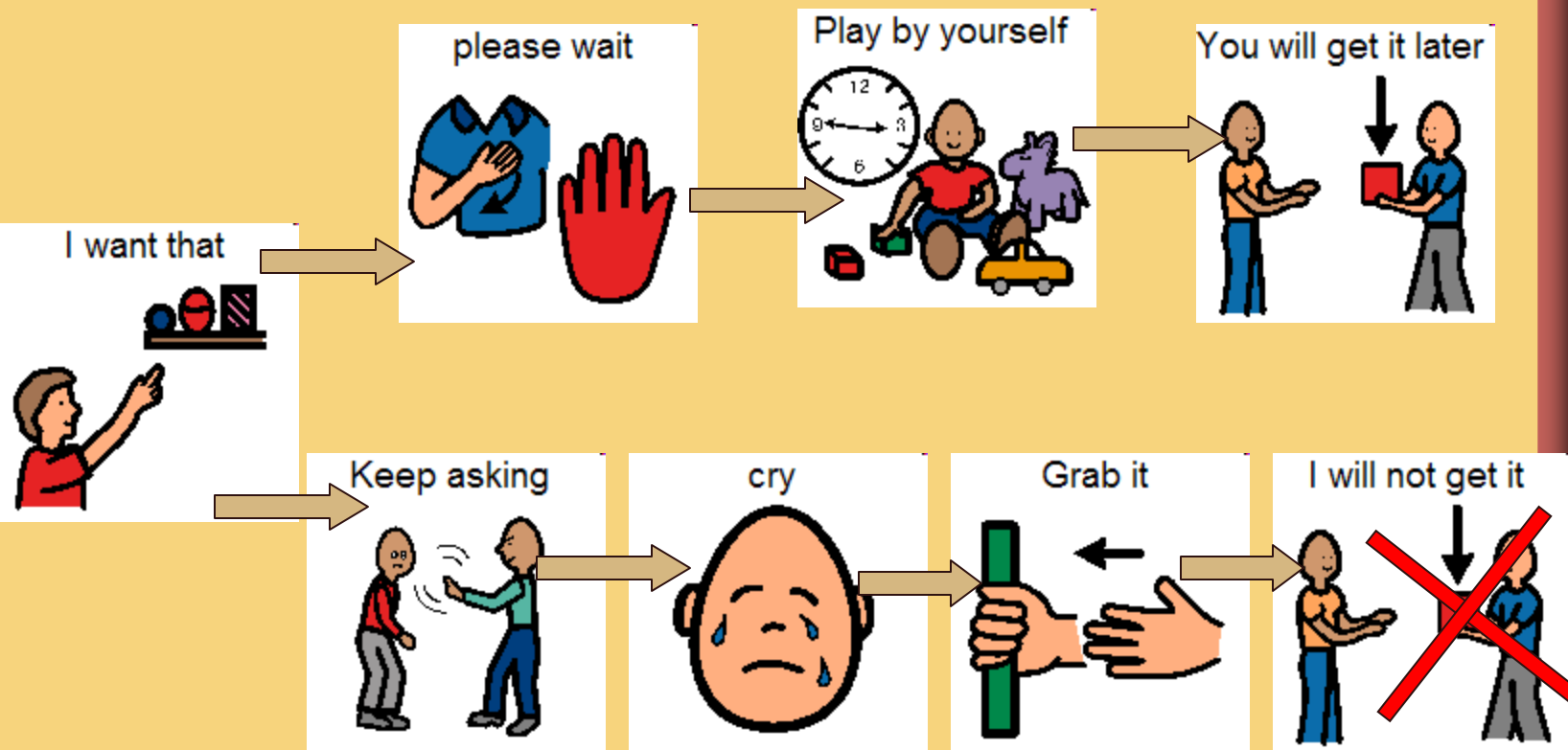
Behavior Maps (Mirenda, 2006)




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Behavior Maps (Mirenda, 2006)



Back to Andrew

 What skills will you teach to replace the problem behavior?

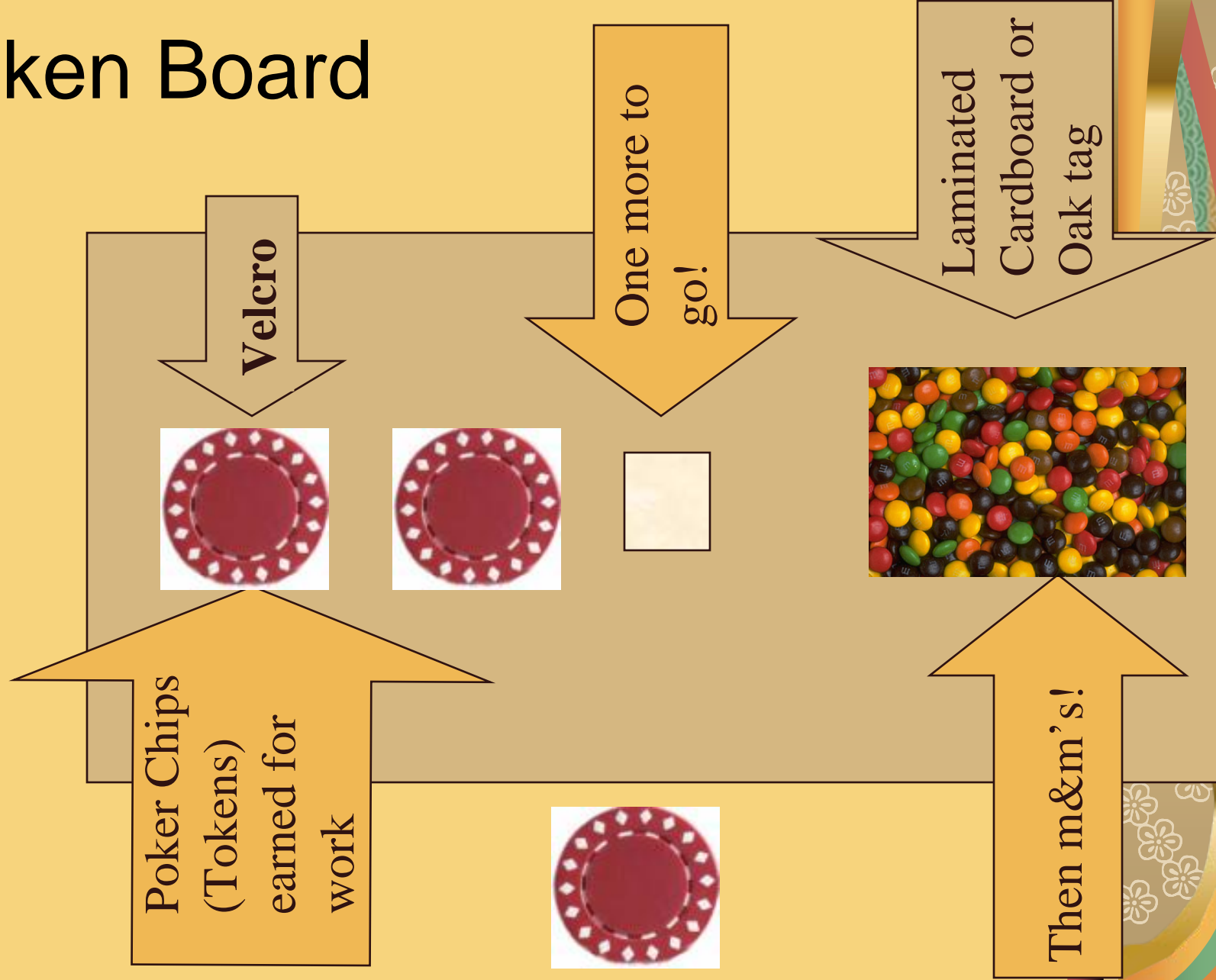


React/Respond

- To the new behaviors with positive reinforcement (Incentive Systems)
- To the problem behavior as a learning error



Token Board



Sticker Sheet

(You need 4 Stickers to get TV time)

Activity	Hands and Feet to Self	Listen to Parent
Mealtime		
Playtime		



Back to Andrew

- What incentives will Andrew's family use to reward/reinforce new behaviors?
- How will the family redirect Andrew if the problem behavior occurs?



Main Points

- Use positive reinforcement every chance you get! (3 positives to every direction/correction!)
- Increase the child's access to positive reinforcement
- Regularly assess the child's reinforcement preferences



When the child is safe,
secure, and successful . . .

You are safe, secure,
and successful too!

