

## Practical Ways to Decrease Disruptive Behavior

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## Background

Treatment of Disruptive and Inappropriate Behaviors

- 1960s-1970s – Punishment
- 1980s – Field of PBS
  - Data based methods to improve behavior
  - Respectful of a person's dignity
  - Promoting a person's capabilities
  - Expanding a person's opportunities
  - Meaningful outcomes

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## What Triggers Disruptive Behaviors?

### Social

- Request to Engage in Non-preferred tasks
- Demanding Situations such as Academics
- Change in Routines
- Denied Access to Preferred Items

### Biological

- Pain/Illness
- Medication

### Physical/Environmental

- Climate
- School
- Home
- Indoors/outdoors

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## What To Do When There is a Disruptive Behavior

- STAY CALM
- Keep everyone safe
- Figure out WHY it happened
- Don't worry about treatment during a crisis
- Develop an intervention plan

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## Problem Behaviors

- Problem behaviors are communicative
- Problem behaviors are NOT unique to autism
- Problems behaviors occur because they are efficient and effective
- Problem behaviors continue to occur because they are inadvertently reinforced
- Necessary to identify functions of and teach new behaviors

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## Assessment

- Functional Behavior Analysis

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## GENERAL MOTIVATING FACTORS FOR PROBLEM BEHAVIORS

- Attention/Positive Consequence
- Escape/Avoidance
- EFFECTIVE& EFFICIENT

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### Example

Adam  
Tantrums and Aggression

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### FBA

- FBA: Functional Behavior Assessment
- Avoids error-filled speculation
- Identifies the FUNCTION of the behavior and WHY the behavior is occurring
- Develops efficient and effective behavior plans
- Focus on teaching new behaviors

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## Conducting the FBA

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## Defining the Target Behavior

- Observable & measurable
- Poor Example: off-task
- Good Example: out of seat, playing with desk objects, talking out of turn

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## Collecting the Data

- Direct behavioral observations in the natural environment, across settings/situations
- Compare/contrast to typical peers
- Record behavior (e.g., frequency/rate, duration) Establish a baseline
- Identify antecedent(s) & consequence(s)
- Find the pattern!

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## Identify and Teach Replacement Behaviors

- Identify appropriate positive replacement behavior that serves the same function
- Problem behaviors on extinction
  - Extinction burst
  - Cautions of extinction burst

### Replacement behaviors

#### Functionally equivalent

- Just as effective and efficient
- Teach the replacement behavior
- Practice and Reinforce occurrence of replacement behavior

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## Identifying Replacement Behavior

- Age-appropriate
- Context-appropriate
- Effective & efficient
- Address the same function!

Effective & efficient, functionally equivalent replacement behaviors must be explicitly & systematically taught!

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## Sample FBA Datasheet

DATE: \_\_\_\_\_  
NAME: \_\_\_\_\_

BEHAVIORS

TIME																				
PLACE																				

BEFORE:

Tired to go something																				
Change in activity																				
Stress																				
Alone																				
Overstimulated																				
Went home																				

AFTER:

Single attention																				
Group attention																				
Lost something																				
Removed from area																				
Grounded																				
Secluded																				
Request withdrawn																				

WHY:

Not out of																				
Transition																				
To sleep																				
Attention																				
Adult reassurance																				
Other: Specify																				

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## Baseline Target Behavior

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## Antecedent Interventions

- For everyday settings antecedents can involve
  - Social Variables (e.g., friendship patterns & family support)
  - Biological Variables (e.g., physical conditions and psychological deprivation states)
  - Physical and Environmental Contexts (e.g., living or school setting)

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## Assess the Curriculum

- Is the academic activity motivating???
- Child Choice
- Task Variation
- Interspersal of Easy and Difficult
- Natural Reinforcers
- Reward Attempts

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## Develop Meaningful Activities

- Catalogs for math
- Bus Schedules
- Postcards/letters for handwriting
- Scavenger hunts for reading
- Cooking for fractions

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## Incorporate Student's Names

- Search and replace the names of students in the class for homework

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## Priming

- A procedure wherein the child is exposed to the academic materials or activities in advance.
  - Reduces avoidance and escape behaviors
  - Improves on-task responding
  - Improves socialization
  - Improves initiations
  - Improves behavior

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## Schedules

- Use a visual schedule to make activities predictable
  - Pictures
  - Words

This makes activities predictable. Even changes in routines can be incorporated.

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## Re-Direction

- Teach Alternative Behaviors
- Teach Incompatible Behaviors

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# Warnings

- Give students warnings about transitions
  - Timers
  - Verbal warnings

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# Use Strengths

- Develop Activities around the individual with ASD's interests
  - Restricted interests
    - Clubs
    - Play Dates
    - Reading

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## Preferred Seating

- Arrange specific seating locations for students
  - Circle time (toward the front or middle)
  - Toward the back or side if aide support is needed
- Near the front of the classroom
- Near a competent peer
  - Peer assistance
  - Peer modeling

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## Circulate!

- Have recess and lunch duty staff circulate
  - Don't stand in one place
  - Recruit parent/community volunteers  
more adults=fewer behavior problems

Prompt Pro-social Behaviors  
Reward Pro-social Behaviors

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## Physical Exercise

- Vigorous Exercise
  - Increases on-task behavior
  - Improves academics
  - Decreases interfering behaviors
    - Repetitive Behavior
    - Disruptive Behavior

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## Interventions

- Interventions if problem behavior is occurring

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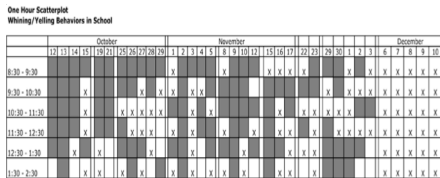
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## Scatter Plots




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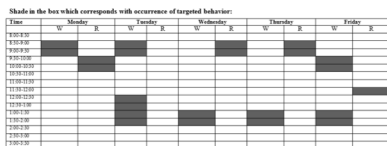
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## Scatter Plot




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## Systematic Desensitization

- Involves gradually and systematically introducing the aversive stimuli
  - Establish anxiety stimulus hierarchy
  - Learn coping mechanism or incompatible response
  - Connect the stimulus to the incompatible response or coping method through counter conditioning
- Examples

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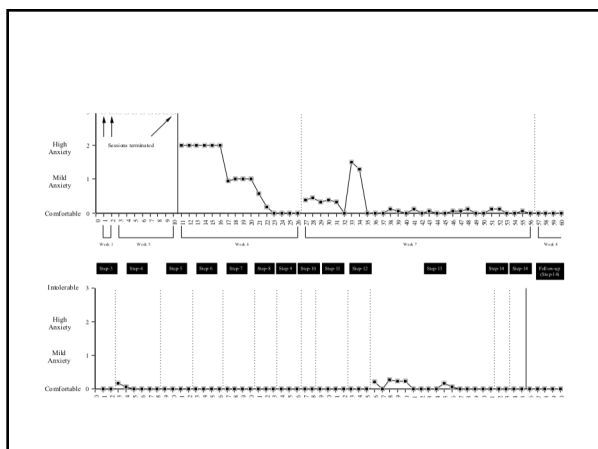
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## Reward Systems

- Reward Child for not engaging in the disruptive behavior
  - Sticker charts
  - Classwide reward systems
    - Schedules of reinforcement

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## Coordination Across Environments

- Coordinated consistent approach across environments
  - Behavioral Contrast
  - Extinction Bursts

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## Parent Education

- Parent Participation
  - Parents assist with goal development
  - Practice with Feedback

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## Summary

- Disruptive Behavior
  - Don't Panic
  - Look for Functions
  - Develop replacement behaviors
  - Recommend a Comprehensive, Multi-Component Intervention Program

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Thank you!

- Koegelautism.com
- AutismPRThelp.com

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