



# **Make It Stop!**

## **Understanding and Preventing Problem Behaviors**

---

**Friday, November 27, 2020**

Web Streamed from Vancouver, BC

*Presented by*  
**Brenda Fossett, PhD, BCBA-D**



This workshop is partially funded by the Government of Canada's  
Emergency Support Fund and the Vancouver Foundation.



# Event Schedule

*All times are in Pacific Time*

<b>9:30 – 10:30</b>	Session 1
<b>10:30 – 10:45</b>	Break
<b>10:45 – 11:45</b>	Session 2
<b>11:45 – 12:30</b>	Lunch
<b>12:30 – 1:30</b>	Session 3
<b>1:30 – 1:45</b>	Break
<b>1:45 – 2:45</b>	Session 4

## Tips for Improving the Web Stream Experience:

- Be sure your speakers or headphones are on, and the volume is up.
- Before the presentation and during breaks, the image and audio will be obscured.
- Close open 'tabs' in your browser. This will use your computer's memory and slow the connection.
- Check that your browser is up to date.
- If video is stuttering or jumpy, change the resolution by clicking on the 'gear' icon (bottom right corner of video).
- To go full screen, click on the 'box' icon in the lower right of the image.
- If you are having trouble with Internet Explorer or Safari, try [Google Chrome](#).
- For more troubleshooting information, please visit: <https://xelivebroadcast.com/vimeo/>

# Acknowledgements

ACT – Autism Community Training offers our special thanks to Dr. Brenda Fossett for agreeing to present for our Fall 2020 Free Web Stream Series. As we all struggle to keep our communities healthy, we appreciate that ACT can offer this workshop while maintaining the safety of attendees, staff, and our presenter. Many thanks to the Sheraton Wall Centre and the always practical support of Sean Antonson, Director of Sales, for providing us a base to continue our work. And to Justin Ritchie of XE Live for supporting the web stream!

This event has been made possible thanks to the generous support our sponsor POPARD, as well as of the Government of Canada's Emergency Support Fund and the Vancouver Foundation, and our individual donors. We are very grateful for this collaboration, which has allowed us to web stream this presentation for free to families in British Columbia, across Canada and internationally.

Those who have attended ACT events over the years know that we depend on community collaboration and support to sustain our work. ACT deeply appreciates the many parents and professionals across British Columbia who volunteer their time and support, donate funds, and help spread the word - especially during these challenging times.

## Free Resources from ACT

**ACT's Coronavirus (COVID-19): Resources for the Autism Community** - ACT has gathered resources specific to those who are neurodiverse and useful general resources to provide support to families throughout the pandemic. [www.actcommunity.ca/covid-19-resources](http://www.actcommunity.ca/covid-19-resources)

**Autism Videos @ ACT (AVA)** – Over 60 quality online videos available free – without a log-in, thanks to our sponsors. [www.actcommunity.ca/videos](http://www.actcommunity.ca/videos)

**ACT's Autism Information Database (the AID)** – Like Google for Autism but better! Keyword search nearly 1,500 curated AID records for evidence-informed, practical information resources useful to families and community professionals. [www.actcommunity.ca/aid](http://www.actcommunity.ca/aid)

**ACT's BC Community Resources Database** – Search by your postal code for professionals and service providers throughout BC. [www.actcommunity.ca/aid-search/community](http://www.actcommunity.ca/aid-search/community)

**ACT's Autism Manual for B.C** - 13 chapters! [www.actcommunity.ca/autism-manual-for-bc](http://www.actcommunity.ca/autism-manual-for-bc) -

**ACT's Monthly News Round-Up & Event Alerts** - Sign-up to keep in touch with developments affecting the special needs community. [www.actcommunity.ca/updates](http://www.actcommunity.ca/updates)

**ACT's Facebook** - ACT carefully sources interesting, insightful stories to inform our 8,000 plus followers. [www.facebook.com/autismcommunitytraining](http://www.facebook.com/autismcommunitytraining)

**ACT – Autism Community Training**

Suite 204– 2735 East Hastings Street, Vancouver, BC, V5K 1Z8 Tel: 604-205-5467

Toll-Free: 1-866-939-5188 Fax: 604-205-5345

Email: [info@actcommunity.ca](mailto:info@actcommunity.ca) Website: [www.actcommunity.ca](http://www.actcommunity.ca)

# Make It Stop!

## Understanding & Preventing Problem Behaviors

Dr. Brenda Fossett, BCBA-D  
November 27, 2020  
ACT - Autism Community Training

---

---

---

---

---

---

---

1

# The Shift to PBS

## Traditional Views on Behavior

- ❑ Problem behavior is inevitable in those with disabilities
- ❑ Problem behavior exists within the person engaging in it
- ❑ Problem behavior is without purpose; it occurs for 'no reason' other than that the person has a disability

## Current Views on Behavior

- ❑ Problem behavior is learned
- ❑ Problem behavior exists as a function of interactions between the person and his or her environment
- ❑ Problem behaviors serves a purpose for the individual
- ❑ Problem behaviors can be prevented

---

---

---

---

---

---

---

2

# What is PBS?

"PBS is a broad approach for organizing the physical, social, educational, biomedical, and logistical supports needed to achieve basic lifestyle goals while reducing problem behaviors that pose barriers to these goals."

Dunlap, Sailor, Horner, & Sugai, 2009, p. 3

---

---

---

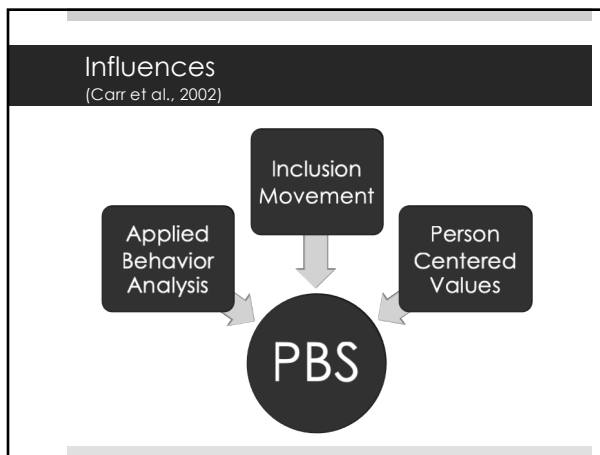
---

---

---

---

3



4

---

---

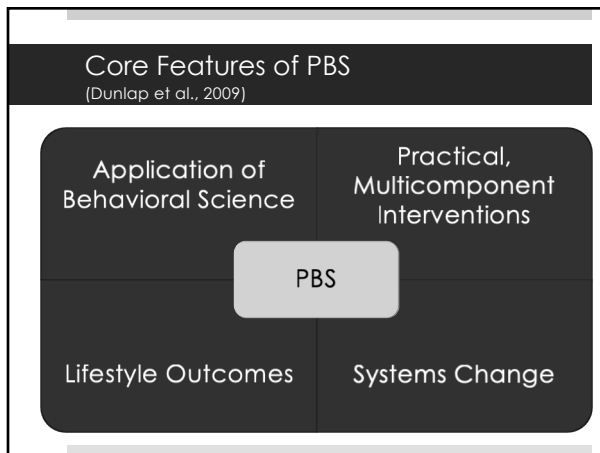
---

---

---

---

---



5

---

---

---

---

---

---

---

- ### Application of Behavioral Science
- (Dunlap et al., 2009)
- ▣ Design environments that promote desired behaviors and minimize the development and support of problem behaviors
  - ▣ Applied Behavior Analysis
    - ▣ Applied: focus on issues of social importance
    - ▣ Behavior: focus on changing observable and measurable behavior
    - ▣ Analysis: demonstration of experimental control over the target behavior(s)

6

---

---

---

---

---

---

---

## Application of Behavioral Science

(Dunlap et al., 2009)

- ▣ Use of scientifically proven intervention practices
  - ▣ **Functional assessment** to understand why an individual engages in problem behavior and to guide the selection of intervention strategies
  - ▣ **Prevention** of problem behavior through environmental redesign
  - ▣ **Teaching** of desired behaviors, particularly behaviors that serve the same purpose as problem behaviors
- ▣ Use of **consequences** that
  - ▣ Promote desired behavior
  - ▣ Minimize rewards for problem behavior
  - ▣ Reduce or eliminate problem behavior, as needed

7

---

---

---

---

---

---

---

## Multi-Component Interventions

(Dunlap et al., 2009)

- ▣ Interventions that can be delivered by **families** (and others)
- ▣ Interventions that can be implemented in **natural contexts**
- ▣ Interventions to facilitate behavior change across:
  - ▣ Activities
  - ▣ Locations
  - ▣ Time of day
  - ▣ Social context
- ▣ **Data** used to:
  - ▣ Guide the development of PBS plans
  - ▣ Evaluate the effectiveness of PBS plans
  - ▣ Evaluate the 'do-ability' of PBS plans

8

---

---

---

---

---

---

---

## Lifestyle Outcomes

(Dunlap et al., 2009)

- ▣ Commitment to lifestyle change guided by the values of the individual, his or her family, and relevant others
- ▣ Longitudinal and comprehensive support
  - ▣ Across environments
  - ▣ Across transitions (e.g., preschool to elementary school; high school to adulthood, etc.)
- ▣ The primary goal of PBS is a substantially improved quality of life for the individual and those who live/work with him or her
  - ▣ Behavior reduction is a secondary goal

9

---

---

---

---

---

---

---

Systems Change  
(Dunlap et al., 2009)

- Consideration of systems when planning interventions
  - Family schedule
  - Family culture
  - Family structure
- Emphasis on person-centered planning and team-based decision making
  - PBS interventions need to "fit" the child and the family

10

---

---

---

---

---

---

---

PBS Begins with Assessment

- Functional behavior assessment helps to understand why the child engages in problem behavior
  - What makes it more likely that problem behavior will occur?
  - What triggers problem behavior?
  - What consequences reinforce ("pay off") the behavior

11

---

---

---

---

---

---

---

Functional Behavior Assessment Charts a Course for Intervention Planning

- Comprehensive, multi-component PBS plans:
  - **Enhance the environment** and reduce the likelihood that problem behavior will occur
  - **Prevent** problem behavior
  - **Teach** new behaviors
  - Use appropriate **consequences**
    - Increase appropriate behaviors
    - Decrease problem behaviors

12

---

---

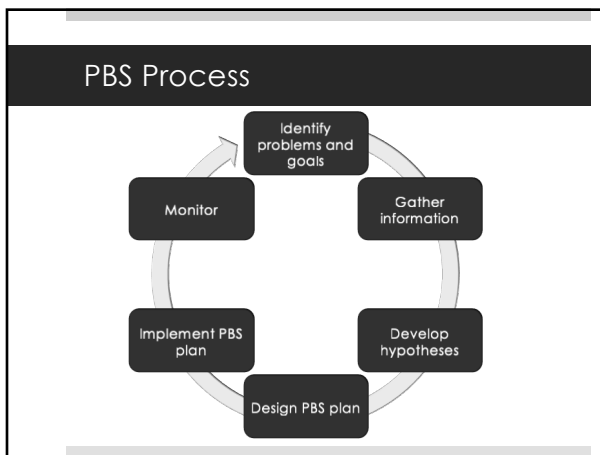
---

---

---

---

---



13

---

---

---

---

---

---

---

### It Takes a Village

- ▣ The PBS process requires the **collaborative** efforts of the team
  - ▣ Parents and other family members
  - ▣ Behavior Consultant/Analyst
  - ▣ Other professionals

14

---

---

---

---

---

---

---

### Functional Behavior Assessment

15

---

---

---

---

---

---

---



## Value-Based Assumptions

(O'Neill, Albin, Storey, Horner, & Sprague, 2015)

- ❑ Behavior support must be conducted with the dignity of the individual as the primary concern
- ❑ From the perspective of the individual, problem behavior is reasonable and functional
- ❑ The goal of functional behavior assessment, in addition to defining and eliminating problem behaviors, is to understand the structure and function of those behaviors
  - ❑ Helps to identify alternative behaviors to be taught and promoted

---

---

---

---

---

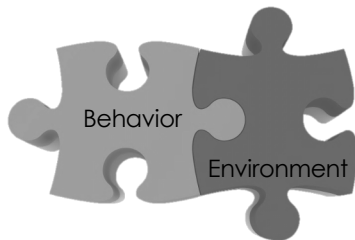
---

---

16

## Value-Based Assumptions

- ❑ Functional behavior assessment is a process for looking at relationships between behavior and the environment



---

---

---

---

---

---

---

17

## Functional Behavior Assessment (FBA)

- ❑ Goal is to identify:
  - ❑ The **problem behavior(s)** of concern
  - ❑ Relevant **setting events**
    - ❑ Set the stage for problem behavior
  - ❑ **Antecedent(s)** that trigger problem behavior
  - ❑ **Consequences** that reinforce (pay off) problem behavior
  - ❑ **Function(s)** of problem behavior

---

---

---

---

---

---

---

18

## Functions of Behavior

- Behavior serves a function, or purpose, for the individual engaging in it
- FBA assists in identifying the function(s) of problem behavior for an individual, in specific contexts
  - What does the person get by engaging in problem behavior?
  - What does the person avoid by engaging in problem behavior?
- To identify the function, we look to determine the primary reinforcer that "pays off" the behavior

19

---

---

---




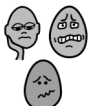
---

---

---

---

## Four Functions of Behavior

 <p><b>Tangible</b></p>	 <p><b>Attention</b></p>
 <p><b>Escape Or Avoid</b></p>	 <p><b>Automatic</b></p>

20

---

---

---


---

---

---

---

## Tangible: Get item, activity, etc.



"When mom takes Jennifer's iPad away from her, she screams. Her mom usually gives the iPad back to Jennifer, because it's the only way to stop the screaming. Jennifer now screams more than she used to when mom took the iPad away."

"When Jack stands in the kitchen and cries, his dad comes in, opens the cupboard and takes out Jack's favorite cookies. He gives Jack a cookie. Jack stands in the kitchen and cries more often than he used to."

21

---

---

---

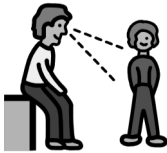
---

---

---

---

### Attention: Get attention or interaction



"When dad is busy helping his other son with homework, Matt hits the wall with his toys. Dad comes and plays with Matt to keep him occupied. Matt hits the wall more often now than he used to in this situation."

"When mom is cooking dinner, Savannah hits and bites her sister. Mom comes to Savannah and says 'Savannah, stop hitting Phoebe. Here, play with this. Mommy needs to cook dinner. You play like a good girl, ok?' Savannah hits her sister more often than she used to in this situation."

22

---

---

---

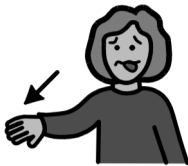
---

---

---

---

### Escape/Avoid/Delay



"When his parents ask him to eat a meal, Sam spits and kicks the table. His parents stop asking him to eat the meal and allow him to 'graze' instead. Sam spits and kicks more often at the table when asked to eat."

"When dad tells Melanie that it's time to stop playing on the trampoline and come inside, Melanie continues to jump on the trampoline. Melanie's dad waits several minutes before asking again and eventually goes to the trampoline, picks up Melanie, and brings her in the house. Melanie continues playing more often than she used to in this situation."

23

---

---

---

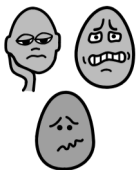
---

---

---

---

### Automatic Reinforcement



"When Roxanne has nothing to do and no one to interact with, she makes noises and flaps her hands. No one responds when she does this. This happens more than it used to when Roxanne has nothing to do and no one is around."

"After folding a few shirts (a difficult task), Garrett hums and rocks back and forth for a minute. No one notices and, after a minute or so, he goes back to folding shirts. Garrett hums and rocks now more than he used to in this situation."

24

---

---

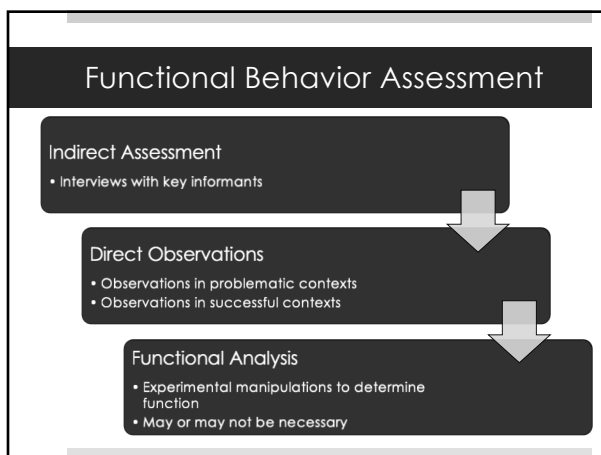
---

---

---

---

---



25

---

---

---

---

---

---

---

**Indirect Assessment**

- ❑ Interview should take one to two hours
- ❑ Goal is to gain information from relevant sources (parents, preschool teacher, etc.)
  - ❑ Description of problem behavior(s)
  - ❑ Identification of physical and environmental factors that influence behavior(s)
  - ❑ Identification of the function(s) of the behavior(s)

26

---

---

---

---

---

---

---

**Indirect Assessment**

- ❑ Description of the **behavior(s)**
  - ❑ What do they look like?
  - ❑ How often do they occur
  - ❑ How long does an episode last?
  - ❑ How intense (damaging, destructive) is it?

27

---

---

---

---

---

---

---

Indirect Assessment

- Identification of **setting events** and how each affects behavior
  - Medications
  - Medical problems
  - Sleep cycles
  - Eating routines/diet
  - Daily schedule
  - Predictability of daily schedule
  - Choices in daily schedule and routines
  - Number of people in environment
  - Staffing patterns and interactions

28

---

---

---

---

---

---

---

Indirect Assessment

- Identification of **antecedents** that predict whether or not behavior will occur
  - Time of day
  - Places or physical setting
  - People
  - Activities
  - Other factors
    - Demands
    - Interruptions
    - Transitions
    - Delays
    - Lack of attention

29

---

---

---

---

---

---

---

Indirect Assessment

- Identification of the **consequences** of the behavior(s)
  - What does the individual get following problem behavior?
  - What does the individual avoid following problem behavior?
- Identification of the **efficiency of the behavior(s)** for the individual (how well do the behaviors 'work')
  - How much physical effort is involved?
  - How often are behaviors reinforced?
  - Are behaviors reinforced immediately or is there a delay between behaviors and reinforcement?

30

---

---

---

---

---

---

---

## Indirect Assessment

- ❑ Identification of **communication abilities**
  - ❑ How does the individual communicate?
  - ❑ Does the person use his or her communication skills consistently?
  - ❑ How does the person communicate specific messages?
  - ❑ Is the person able to follow verbal requests and instructions?
  - ❑ Can the person imitate?
  - ❑ Is the person able to follow signed or gestured requests?
  - ❑ How does the person communicate 'yes' and 'no'?

31

---

---

---

---

---

---

---

## Indirect Assessment

- ❑ How can you make sure activities "go well" with the person?
- ❑ What things should you avoid doing to make sure activities "go well" with the person?
- ❑ What things does the person like?
  - ❑ Food items
  - ❑ Toys and objects
  - ❑ Activities at home
  - ❑ Activities/outings in the community
  - ❑ Other things
- ❑ History of behavior problems and past interventions

32

---

---

---

---

---

---

---

## Indirect Assessment

- ❑ An indirect assessment leads to the development of hypotheses regarding problem behavior
  - ❑ What antecedents trigger the behavior(s)
  - ❑ What consequences reinforce ("pay off") the behavior(s)
  - ❑ What conditions make it more likely that problem behavior(s) may occur

33

---

---

---

---

---

---

---

## Indirect Assessment: An Example

- Consultant
  - Deaf staff person working for an agency supporting deaf children and their families
- Parents
  - Mom was a homemaker and primary support person
  - Dad worked outside of the home and provided support when not working
- Child
  - "Kieran," an 8 year old deaf child diagnosed with cerebral palsy and autism
  - Problem behaviors included non-compliance, physical interference and resistance, negative vocalizations, food refusal

34

---

---

---

---

---

---

---

## Indirect Assessment: An Example

A Functional Assessment Interview provided information regarding Kieran's problem behavior

- Problem Behaviors
  - Negative vocalizations or signing
    - "No," whining, yelling
  - Non-compliance
    - Ignores parental requests
  - Leaving assigned area
  - Physical interference
    - Push parent's hand away; turn away from parent

35

---

---

---

---

---

---

---

## Indirect Assessment: An Example

- Antecedents
  - Parent request to engage in a specific task (e.g., homework, eat, go for a bath)
  - Parent-provided physical assistance to complete tasks
  - Parent request to stop engaging in a preferred task (e.g., computer)
- Maintaining Consequences
  - Escape task
  - Escape eating non-preferred food
  - Escape transition

36

---

---

---

---

---

---

---

### Indirect Assessment: An Example

- Setting Events
  - Lack of predictability regarding expectations and transitions
  - Lack of choice within daily activities
  - Tired (poor sleep, long day)
  - Physical fatigue
  - Poor nutrition (due to food refusal behavior)

37

---

---

---

---

---

---

---

### Indirect Assessment: An Example

- Three problematic routines were identified as part of the functional assessment process:
  - Transition from play to bath
  - Transition off computer
  - Eating dinner
- At the end of indirect assessment, hypotheses were generated regarding Kieran's behavior in each of these routines

38

---

---

---

---

---

---

---

### Hypothesis: Transition to Bath

Setting Events	Antecedents	Problem Behavior	Maintaining Consequences
<ul style="list-style-type: none"><li>Lack of predictability re: expectations and transitions</li><li>Lack of choice</li><li>Tired</li><li>Physical fatigue</li><li>Poor nutrition</li></ul>	<ul style="list-style-type: none"><li>Parent request to go to the bathroom for a bath</li></ul>	<ul style="list-style-type: none"><li>Negative vocalizations or signing</li><li>Non-compliance</li><li>Leave assigned area</li><li>Physical interference</li></ul>	<ul style="list-style-type: none"><li>Escape independent transition to the bathroom</li></ul> <p>Function: Escape</p>

39

---

---

---

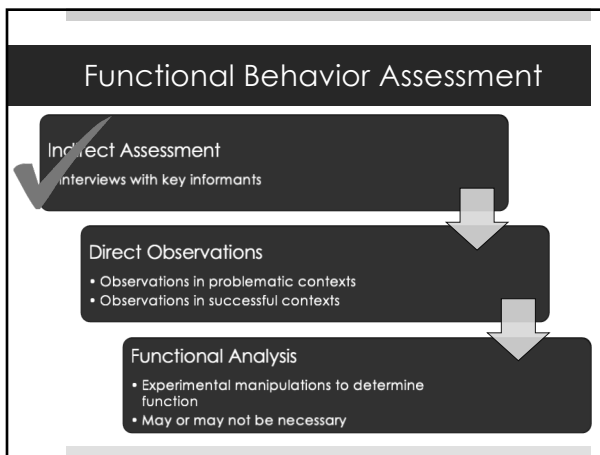
---

---

---

---





40

---

---

---

---

---

---

---

**Direct Assessment**

- ▣ Involves observation in the direct environment to collect data regarding problem behavior(s)
- ▣ Goal is to gather evidence (data) to support hypotheses regarding problem behavior
  - ▣ Without data, hypotheses are just educated guesses!
- ▣ Confirmation of hypotheses is important
  - ▣ You don't want to waste time or money on an intervention that is based on an incorrect hypothesis!

41

---

---

---

---

---

---

---

**Direct Assessment**

- ▣ Conducted by, or under the direction of, an experienced behavior consultant/analyst
  - ▣ Behavior consultant/analyst may observe your child in real time
  - ▣ Behavior consultant/analyst may ask you (or other team member) to gather video observations
  - ▣ Behavior consultant/analyst may ask you to track specific behaviors on a data sheet

42

---

---

---

---

---

---

---

## Direct Assessment

- Direct observation of problem behavior(s) should provide:
  - Information regarding the times of day and places where behavior(s) occur
  - Identification of antecedent-behavior patterns
  - Record of the consequences that follow problem behavior(s)

43

---

---

---

---

---

---

---

## Functional Behavior Assessment

Indirect Assessment  
 Interviews with key informants

Direct Observations  
 Observations in problematic contexts  
 Observations in successful contexts

Functional Analysis  
 Experimental manipulations to determine function  
 May or may not be necessary

44

---

---

---

---

---

---

---

## Functional Analysis

- A **Functional Analysis** is an experimental test used to identify consequences maintaining problem behavior(s)
- To conduct a functional analysis, one must have sufficient **training and expertise**
  - Behavior Analysts typically conduct functional analyses

45

---

---

---

---

---

---

---

## Assessment Guides Intervention

- ❑ After hypotheses have been confirmed, intervention planning can begin
- ❑ Information from the functional assessment **guides the team** in designing a solution
  - ❑ Parents
    - ❑ Target priorities for intervention
    - ❑ Provide information regarding what is and is not 'do-able' in their context
  - ❑ Behavior Consultant/Analyst
    - ❑ Apply knowledge of behavioral science to address all aspects of the problem
    - ❑ Consider family priorities, strengths, and needs
    - ❑ Consider contributions and needs of other team members

46

---

---

---

---

---

---

---

## Designing PBS Plans

- ❑ Need to address all features of the problem with planned interventions
  - ❑ Setting Events
    - ❑ How can we eliminate the setting event(s)?
    - ❑ How can we minimize the likelihood of setting event(s) occurring?
    - ❑ How can we neutralize the impact of setting event(s) if they occur?
  - ❑ Antecedents
    - ❑ How can we alter antecedents such that they do not trigger problem behavior?
  - ❑ Behaviors
    - ❑ What new behaviors do we need to teach?
  - ❑ Consequences
    - ❑ How will we respond to problem behavior so that it's not reinforced?
    - ❑ How will we respond to appropriate behavior so that it is reinforced?

47

---

---

---

---

---

---

---

## Setting Event Strategies

- ❑ Eliminate or minimize the likelihood of a setting event
- ❑ Neutralize the impact of a setting event
- ❑ Withhold the antecedent trigger if a setting event occurs
- ❑ Teach a skill that makes the setting event irrelevant
- ❑ Give more reinforcement for desired behaviors when setting events have occurred

48

---

---

---

---

---

---

---

Common Setting Events and Possible Strategies	
Setting Event	Possible Strategy
Tired	<ul style="list-style-type: none"> <li>• Allow to take a nap</li> <li>• Reduce expectations</li> <li>• Give more reinforcement when desired behaviors occur</li> </ul>
Pain, illness	<ul style="list-style-type: none"> <li>• Provide medication</li> <li>• Reduce expectations</li> <li>• Give more reinforcement when desired behaviors occur</li> </ul>
Lack of choices in daily routines	<ul style="list-style-type: none"> <li>• Provide opportunities for choice</li> </ul>
Lack of predictability	<ul style="list-style-type: none"> <li>• Visual schedule</li> </ul>
Hungry or thirsty	<ul style="list-style-type: none"> <li>• Provide food or drink</li> <li>• Teach to ask for food or drink</li> </ul>

49

---

---

---

---

---

---

---

---

Setting Event Strategies
<ul style="list-style-type: none"> <li>▣ The purpose of setting event strategies is to reduce the likelihood of problem behavior             <ul style="list-style-type: none"> <li>▣ Prevent setting events from occurring</li> <li>▣ Reduce the impact of setting events if they do occur</li> <li>▣ Refrain from delivering antecedent triggers if setting event has occurred</li> <li>▣ Teach a skill that makes the setting event irrelevant</li> <li>▣ Provide extra reinforcement when desired behavior occurs in the presence of setting events</li> </ul> </li> </ul>

50

---

---

---

---

---

---

---

---

Antecedent Strategies
<ul style="list-style-type: none"> <li>▣ Provide signals and prompts for appropriate behaviors             <ul style="list-style-type: none"> <li>▣ Cue behaviors we want to occur</li> </ul> </li> <li>▣ Reduce, modify, or weaken antecedents that trigger problem behavior             <ul style="list-style-type: none"> <li>▣ Make antecedents less "triggering"</li> </ul> </li> <li>▣ Make the reinforcer for problem behavior less potent             <ul style="list-style-type: none"> <li>▣ Provide reinforcement "for free" before problem behavior occurs</li> </ul> </li> </ul>

51

---

---

---

---

---

---

---

---

## Antecedent Strategies

- ▣ Provide signals and prompts for appropriate behavior
  - ▣ Incorporate child preferences into the activity
  - ▣ Make the activity fun and/or meaningful
  - ▣ Use visual supports
  - ▣ Use positive contingency statements
    - ▣ "When you eat your dinner, then you can have dessert."
  - ▣ Use safety signals
    - ▣ "Put away 1 toy, then you're all done!"
  - ▣ Use pre-correction
    - ▣ "If you need help, say 'help please'"

52

---

---

---

---

---

---

---

## Antecedent Strategies

- ▣ Reduce, modify, or weaken antecedents that trigger problem behavior
  - ▣ Offer choices in the context of the activity
    - ▣ "Which color shirt do you want?"
  - ▣ Present requests as a choice
    - ▣ "Do you want to brush teeth or brush hair first?"
  - ▣ Alternate easy and hard tasks
  - ▣ Alternate preferred and non-preferred tasks
  - ▣ Make the task easier

53

---

---

---

---

---

---

---

## Antecedent Strategies

- ▣ Make the reinforcer for problem behavior less potent
  - ▣ If the function of the behavior is to gain attention, provide regular attention "for free" (**not** as a consequence...just because)
  - ▣ If the function of the behavior is to gain tangibles, provide regular access to preferred items "for free" (**not** as a consequence...just because)
  - ▣ If the function of the behavior is to escape, provide regular breaks "for free" (**not** as a consequence...just because)
- ▣ The logic is this: if the child already has what he or she wants (e.g., attention), it's not necessary to engage in problem behavior

54

---

---

---

---

---

---

---

## Make the Reinforcer Less Potent

*Mom wants Samantha to play by herself while she cooks dinner. Samantha usually engages in problem behavior (breaking toys, screaming) to gain mom's attention. Before she begins cooking dinner, Mom spends 10 minutes playing with Samantha. While cooking, mom calls out to Samantha every minute or two ("that looks fun!", "what are you building?", etc.). Every 5 minutes or so, mom steps into the family room and talks to Samantha for about 30 seconds.*

55

---

---

---

---

---

---

---

## Antecedent Strategies

- ❑ The purpose of antecedent strategies is to increase cues for appropriate behaviors and decrease cues for problem behaviors
  - ❑ Prompt appropriate behaviors
  - ❑ Remove or reduce triggers
  - ❑ Provide reinforcement "for free" before problem behavior occurs

56

---

---

---

---

---

---

---

## Teaching Strategies

- ❑ Selection of teaching strategies will be based on
  - ❑ The context or activity
  - ❑ The individual's skill deficits or challenges
  - ❑ Goals for the individual and his or her family
- ❑ Skills taught may include
  - ❑ Communication skills
  - ❑ Self-management skills
  - ❑ Activity-related skills

57

---

---

---

---

---

---

---

Functional Communication Training (FCT)

- FCT involves teaching a “better” way to communicate the message currently communicated via problem behavior
  - Tangible: “I want item/activity”
  - Attention: “I want social interaction”
  - Escape: “I don’t want...”

58

---

---

---

---

---

---

---

FCT: Tangible

- If the function of the behavior is to get items or activities, we can teach the person a better way to ask for what he or she wants
  - The Picture Exchange Communication System (PECS)
  - Speech Generating Device (SGD)
  - Manual signing

59

---

---

---

---

---

---

---

FCT: Attention

- If the function of the behavior is to gain attention or interaction, we can teach the person a better way to ask for or get attention or social interaction
  - Teach specific messages designed to gain attention
    - “Look!”
    - “Come!”
  - Teach social-conversational skills

60

---

---

---

---

---

---

---

## FCT: Escape

- If the function of the behavior is to escape or avoid activities, events, items, or people we can teach the person a better way to avoid what they don't like or don't want
  - Teach specific messages
    - "No" or "No, thank you"
    - "Help"
    - "Wait"
    - "Break"

61

---

---

---

---

---

---

---

## Teaching Skills

- It is critical that we teach skills – behaviors that we want individuals to engage in
  - Dressing
  - Eating with utensils
  - Following a parent in a grocery store
  - Playing with toys
  - Brushing teeth
- Priorities for teaching will depend on
  - The problematic routine or activity
  - Your goals for your child
- All PBS plans should include
  - Behaviors to teach
  - Strategies for teaching

62

---

---

---

---

---

---

---

## Consequence Strategies

- The goal of consequence strategies is to
  - Reinforce (increase) desired behaviors
    - The behaviors we are teaching
    - The behaviors we want individuals to engage in
  - Reinforce (increase) alternative replacement behaviors
    - Communication behaviors
      - Asking for tangibles
      - Asking for attention
      - Asking for escape
  - Minimize reinforcement for (don't pay off) problem behaviors

63

---

---

---

---

---

---

---



### Consequence Strategies

- Consequence strategies are carefully planned responses to behavior
  - Based on result of Functional Behavior Assessment
- Reinforcement should always include the use of praise
  - Praise may not be sufficient initially; will likely need to use other reinforcing items or activities
  - Work collaboratively with your behavior consultant/analyst to determine the most appropriate way to accomplish this
- Withholding reinforcement for problem behavior can be accomplished in many ways
  - Work collaboratively with your behavior consultant/analyst to determine the most appropriate way to accomplish this

64

---

---

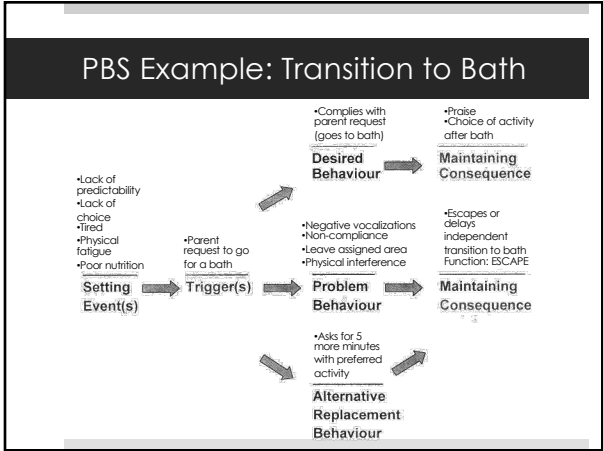
---

---

---

---

---



65

---

---

---

---

---

---

---

### Bath Routine: PBS Plan

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies
<ul style="list-style-type: none"><li>Use a visual schedule to increase predictability</li><li>Embed choice within the routine</li><li>Use a visual timer to show how long until transition begins</li><li>Ensure rest time before bath</li><li>Provide snack before bath</li></ul>	<ul style="list-style-type: none"><li>Positive contingency statements ("If you...then you can...")</li><li>Pre-correct to request '5 more minutes' as needed</li></ul>	<ul style="list-style-type: none"><li>Teach K to ask for '5 more minutes'</li><li>Teach K to refer to the visual timer to anticipate when the transition will begin</li></ul>	<ul style="list-style-type: none"><li>Praise K for cooperatively going to bath</li><li>Give highly preferred activity for cooperatively going to bath</li><li>Ignore and redirect minor problem behaviors</li><li>Minimize reinforcement by not allowing K to continue playing (remove toys; continue to request)</li></ul>

66

---

---

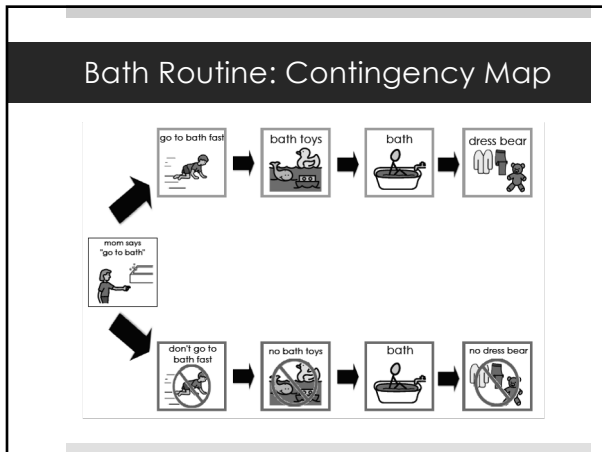
---

---

---

---

---



67

---

---

---

---

---

---

---

---

- ### Accessing PBS Services
- ▣ Collaborative relationship between you and your consultant
  - ▣ Your problems and goals are considered a priority
  - ▣ Functional Behavior Assessment
    - ▣ Information gathered from parents and relevant others
    - ▣ Child is observed in naturally occurring problematic contexts
    - ▣ Data are gathered to establish baseline levels of behavior
  - ▣ Consultant develops PBS plan(s) in consultation with you
    - ▣ Does the plan 'fit' with your family? With your lifestyle? With your culture?
    - ▣ Does the plan address your priorities?

68

---

---

---

---

---

---

---

---

- ### Accessing PBS Services
- ▣ Consultant guides you in implementation of the plan
    - ▣ Written plan in easily understood language (no jargon)
    - ▣ Behavioral Parent Training
      - ▣ Review the written plan
      - ▣ Role play intervention strategies
      - ▣ Consultant models strategies
      - ▣ Consultant coaches you in using the strategies
      - ▣ Consultant provides feedback regarding your use of the strategies
    - ▣ Consultant implements strategies initially then transfers to parent
    - ▣ Consultant is responsive to challenges or concerns you have regarding implementation
      - ▣ Works with you to solve problems

69

---

---

---

---

---

---

---

---

Accessing PBS Services

- Data collection system is in place and do-able
  - Data reviewed by consultant on a regular basis
  - Data inform changes to the plan
- Consultant works with you to develop your ability to solve your own problems
- Consultant involves the entire family as much as possible

70

---

---

---

---

---

---

---

Visual Support Strategies to Prevent Problem Behavior

(Or address mild problem behavior)

71

---

---

---

---

---

---

---

Visual Support Strategies

- Take advantage of relative strengths in visual processing
- Compensate for challenges in processing speech or sign language
- Increase predictability and ease transitions
- Help individuals understand expectations
- Help individuals understand the steps of a task and how long an activity will last
- Provide information regarding social rules
- Organize the environment

72

---

---

---

---

---

---

---

## Common Visual Support Strategies

- ▣ Environmental Supports
- ▣ Visual Schedules
- ▣ Rule Supports
- ▣ Choice Boards
- ▣ Temporal and Waiting Supports

73

---

---

---

---

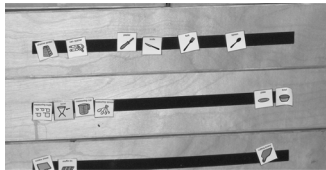
---

---

---

## Environmental Supports

- ▣ Provide information about how the environment is organized
  - ▣ Clarify where things belong and how to organize personal belongings



74

---

---

---

---

---

---

---

## Visual Schedules

- ▣ A way of representing information
- ▣ Objects, photographs, symbols, and/or text is used to represent activities
- ▣ Provide predictability and structure
- ▣ Can support transitions between activities
- ▣ Can support individuals in completion of activities that contain many steps
  - ▣ Brushing teeth
  - ▣ Dressing
  - ▣ Making a sandwich

75

---

---

---

---

---

---

---

## Between Activity Visual Schedules

- ❑ Provide information regarding upcoming activities
- ❑ Support transition from one activity to another
- ❑ Increase predictability
  - ❑ Reduce stress and anxiety
- ❑ Can increase independent and on-task behaviors
- ❑ Can decrease disruptive or problem behaviors



76

---

---

---

---

---

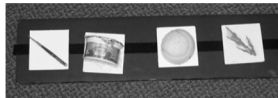
---

---

---

## Object Cue Schedules

- ❑ Boxes hold objects
- ❑ Each object represents one activity
- ❑ As activities are completed, they are placed in a 'finished' container
- ❑ Photographs or symbols may be paired with the objects, to teach the meaning of 2-D representations



77

---

---

---

---

---

---

---

---

## Wall Schedules

- ❑ Representational photographs or symbols are sequenced to portray the order of activities
- ❑ As activities end, photos or symbols are turned over or removed



78

---

---

---

---

---

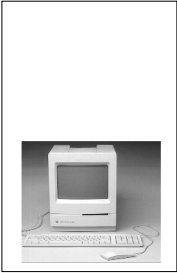
---

---

---

### Photo Book Schedules

- Representational photographs or symbols are placed in a mini photo album
- Each page shows one activity
- Photos or symbols are turned over as activities end



79

---

---

---

---


---

---


---

### Helpful Hint: Taking Photos

- Make photos meaningful; think about the aspects of the image that convey the most useful, understandable information to the individual



or



80

---

---

---

---

---

---


---

### Helpful Hint: Taking Photos

- Consider critical elements



or



81

---

---

---

---

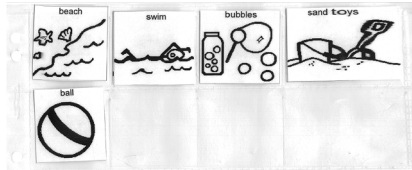
---

---

---

## Slide Pocket Schedules

- Two inch square symbols are placed in plastic slide pockets
- Symbols are turned over as activities end
- Can be placed in a binder or fanny pack



82

---

---

---

---

---

---

---

---

## Velcro Binder Schedules

- Velcro is placed on both the inside and outside covers of a binder
- The front cover shows the schedule
- The inside cover is used to store symbols or photos



83

---

---

---

---

---

---

---

---

## The Portacom System

- Worn around the waist
- Symbols attach with Velcro
- Has a zippered pocket to use as a finished pocket



84

---

---

---

---

---

---

---

---



85

---

---

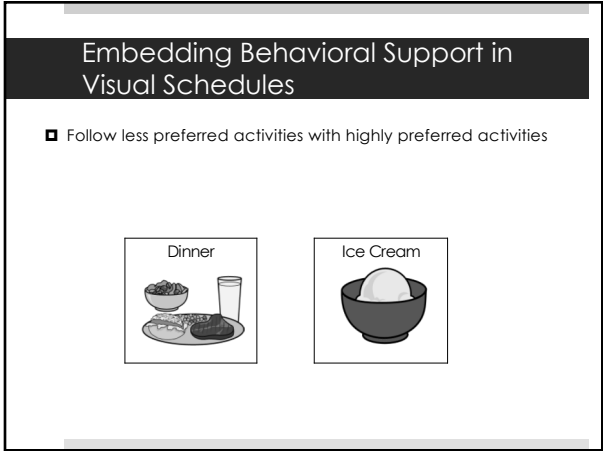
---

---

---

---

---



86

---

---

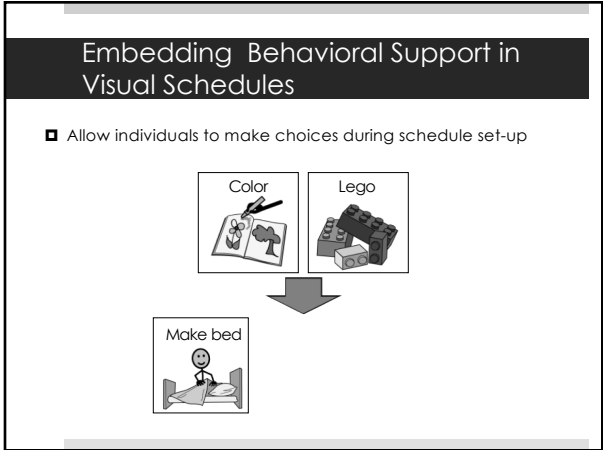
---

---

---

---

---



87

---

---

---

---

---

---

---



## Visual Schedules & Skill Development

- ❑ Communication skills
  - ❑ Vocabulary, turn taking, negotiation
- ❑ Time concepts
  - ❑ Past, present, future
- ❑ Time-related vocabulary
  - ❑ Later, not yet, finished, etc.
- ❑ Use of time pieces
- ❑ Pre/Early literacy skills

88

---

---

---

---

---

---

---

## Within Activity Schedules

- ❑ Also known as 'mini-schedules' or scripted routines
- ❑ Show the steps for a specific activity or routine
- ❑ Supports the development of independent within a target routine



89

---

---

---

---

---

---

---

## Within Activity Schedules



90

---

---

---

---

---

---

---



91

---

---

---

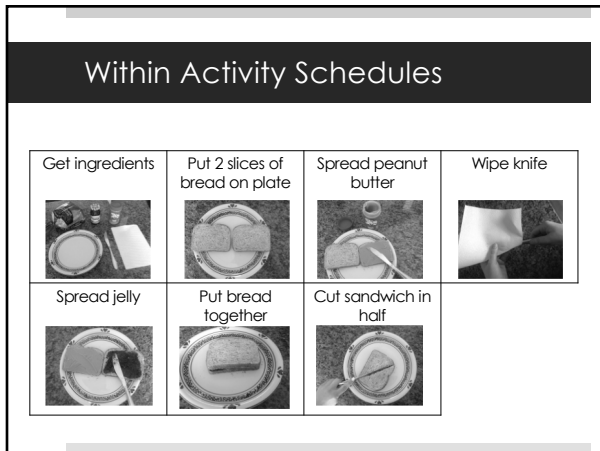
---

---

---

---

---



92

---

---

---

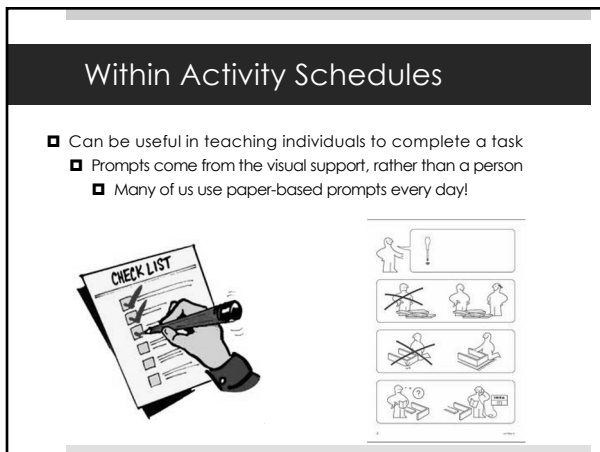
---

---

---

---

---



93

---

---

---

---

---

---

---

---

### Creating Within Activity Schedules

- Begin with a task analysis
  - Select a task (e.g., dressing)
- Break the task into individual steps
  - Put on underpants
  - Put on pants
  - Put on shirt
  - Put on socks
- Test to make sure you've included **all** of the steps
- Create visuals for each step

94

---

---

---

---

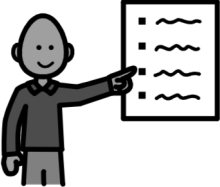
---

---

---

### Rule Supports

- Used to assist individuals in understanding and following rules



95

---

---

---



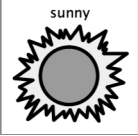

---

---

---

---

### Rule Supports

 <p>rain</p>	 <p>no hiking</p>
 <p>sunny</p>	 <p>hiking</p>

96

---

---

---


---


---


---

---

## Rule Supports

  
 Waiting in Line

Keep hands at your side. 

Be quiet. 

97

---

---

---

---

---



---

---

---

## The Universal No Symbol

- Use the 'Universal No' symbol to show:
  - Which activities are not available
  - Which toys/items are not available
  - Change in schedule or activity cancellation
  - Objects that are 'off limits'

98

---

---

---

---

---









---

---

---

## Choice Boards

- Choice boards provide information regarding the available options
- Choice boards support individuals in identifying and communicating a choice

 Color	 Lego	 Sit & Spin	 Race Cars
 Play-Doh	 Marbles	 Bumble Ball	 Potato Head

99

---

---

---

---

---

---

---

---

# Contingency Maps

- Provide a visual display of consequences for both positive and problematic behavior
- Must include
  - The antecedent (trigger) for problem behavior
  - The problem behavior and associated consequence
  - The positive (desired) behavior and associated consequence

100

---

---

---

---

---

---

---

# Contingency Maps

(Brown & Mirenda, 2006)

Antecedent Trigger: When you finish computer

Problem Behavior: If you sit

Associated Consequences: and don't bring your work to [X] and say "finished," you will NOT get a treat, cracker, broccoli, or juice.

Desired Behavior: If you get up, bring your work to [X]

Associated Consequences: and say "finished," you will get a treat, cracker, broccoli, or juice.

101

---

---

---

---

---

---

---

# Contingency Maps

Antecedent Trigger: When I wake up

Path 1: If I speak kindly or say nothing → I can use the iPad during breakfast

Path 2: If I say mean things or yell → No iPad during breakfast

102

---

---

---

---

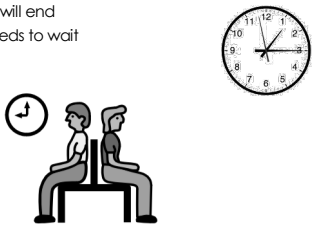
---

---

---

## Temporal and Waiting Supports

- ▣ Provide information regarding:
  - ▣ **When** an activity will occur
  - ▣ **How long** an activity will last
  - ▣ **When** an activity will end
  - ▣ **How long** one needs to wait



103

---

---

---

---

---







---

---

---

## Temporal Supports in a Visual Schedule

- ▣ Images of clock faces can support individuals who have difficulty transitioning at the 'right' time or who need to know when activities will begin and end
- ▣ They don't need to know how to tell time; they just need to be able to match the printed clock face with that of an actual clock

9:00 	coffee 
9:30 	bus 
10:00 	grocery store 

104

---

---

---

---

---


---

---

---

## Waiting Supports: Time Timer

- ▣ Set time up to 60 minutes; amount of time to wait shows red
- ▣ As time passes, red disappears
- ▣ Multiple sizes, also available as an app
- ▣ [www.time timer.com](http://www.time timer.com)



105

---

---

---

---

---


---

---

---

### Waiting Supports: Time Tracker

- Set for any amount of time
- Counts up from green to red (when an activity will stop)
- Counts down from red to green (when an activity will start)
- 'Stop Go!' app works in a similar manner



106

---

---

---

---

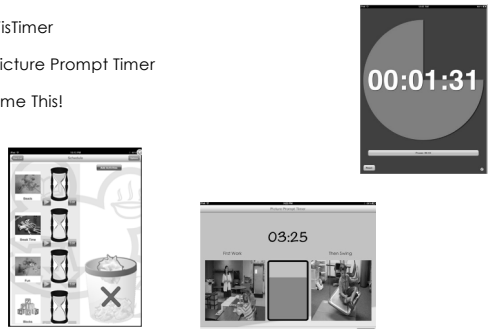
---

---

---

### Temporal and Waiting Support Apps

- VisTimer
- Picture Prompt Timer
- Time This!



107

---

---

---

---

---

---

---

### Putting It All Together

108

---

---

---

---

---

---

---

## Collaborative Partnerships

- Parents should be active participants in the assessment and intervention process
  - Identify needs and priorities
  - Convey critical information regarding family culture
  - Participate in developing an understanding of and designing solutions for problem behavior
  - Participate in implementing and monitoring interventions
- Consultants should provide guidance and support
  - Direct FBA process
  - Develop PBS plans with parents and other key team members with attention to family strengths and needs
  - Support parents in implementing strategies
  - Monitor progress and adjust interventions as needed

109

---

---

---

---

---

---

---

## Parents are Key!

- Parents are the constant individuals in their child's life
  - Actively participate in your child's intervention
- Parents know their child and family best
  - Make sure the professionals working with you understand your family's needs and design interventions with your family in mind
- Parents are consumers of professional services
  - Be critical consumers
  - If you don't understand what professionals are doing, ask
  - If something isn't working, say so

110

---

---

---

---

---

---

---

## Children Can Participate in Daily Life

- Problem behavior often leaves families feeling that their child can't participate in regular family routines
  - Engage in family routines without the child
  - Stop engaging in routines altogether
- Large body of research demonstrates that PBS can effectively address child problem behavior
  - In a variety of contexts
  - Across a variety of routines
  - Across a variety of ability levels
  - Implemented by parents, siblings, and others
- Growing body of research demonstrates that improvements maintain as a result of a strong collaborative partnership between parents and professionals

111

---

---

---

---

---

---

---