

**CHALLENGING
STUDENT BEHAVIORS GOT
YOU DOWN?**

**BEHAVIORAL STRATEGIES
TO THE RESCUE!**

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SWWC FALL 2018 BEHAVIOR CONFERENCE**



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INTRODUCTIONS

YOU'RE GOING TO MAKE A DIFFERENCE.
A LOT OF TIMES IT WON'T BE HUGE, IT
WON'T BE VISIBLE EVEN. BUT IT WILL
MATTER JUST THE SAME.

~ COMMISSIONER JAMES GORDON (BATMAN)

HELLO AND WELCOME!

- Teachers?
- Paras?
- Admin?
- SLPs?
- ECSE/ Elementary/ Middle/ High School?
- Others?
- Who is here with a co-worker?



SCHEDULE

- Introductions
- #1 Challenge (for Superhero Teachers)
- EBPs
- What if it's not working?
- Specific Behaviors
 - Noncompliant
 - Disruptive
 - Argumentative
- 10-min Q & A

Stretch
Break!



The image features two cartoon characters dressed as Superman. On the left is a girl with black hair, wearing a blue suit with a red cape and a yellow belt with a red 'S' on a shield. On the right is a boy with brown hair, wearing a similar blue suit with a red cape and a yellow belt with a red 'S' on a shield. The background is black. The text 'FIND A SUPERHERO PARTNER' is written in large, white, bold, sans-serif capital letters across the center of the image, overlapping both characters.

**FIND A
SUPERHERO
PARTNER**



#1 CHALLENGE

I BELIEVE THERE'S A HERO IN ALL OF US...

~PETER PARKER, SPIDER-MAN

#1 CHALLENGE FOR TODAY'S TEACHERS?



**WHEN THE
CABIN IS
LOSING AIR
PRESSURE...**



TURN TO YOUR PARTNER

- Identify the most challenging behavior in your work situation
 - Jot it down—let's maintain confidentiality
 - Describe the behavior to your Superhero Partner
 - PARTNER: Do not share advice yet!





EVIDENCE- BASED PRACTICES

WITH GREAT POWER COMES GREAT
RESPONSIBILITY.

BEN PARKER, SPIDER-MAN

WHY USE EVIDENCE-BASED PRACTICES (EBP)?

Top Three Answers:

1. Because IDEA tells us
2. Because our SPED directors tells us
3. Because they work!



WHAT BEHAVIOR STRATEGIES ARE EBP?

Top Answer:

Strategies based on applied behavior analysis



WHAT BEHAVIOR STRATEGIES ARE EBP?

ABA Strategies (Wong et al., 2014)	Age
Antecedent-Based Interventions	3-22
• Prompting	6-22
• Social Narratives	3-22
• Time Delay	3-14
• Video Modeling	6-14
• Visual Supports	3-14
Reinforcement	3-22
• Differential Reinforcement	3-22
Extinction	3-22



WHAT BEHAVIOR STRATEGIES ARE EBP?

ABA Strategies (Wong et al., 2014)	Age
Discrete Trial Training	6-14
Functional Behavior Assessments	3-22
Response Interruption/ Redirection	3-22
Functional Communication Training	3-22
Social Skills Training	3-14
Structured Play Group	6-14
Technology Aided Instruction	6-22





WHAT IF YOUR PLAN ISN'T WORKING?

WHAT DOES IT MEAN TO BE A
SUPERHERO? ...I THINK WHAT STANDS OUT
IS, AS SUPERHEROES, YOU DON'T GIVE
UP.

~ELLEN WONG

FIRST THINGS FIRST

- Identify behavior
- Observe and collect baseline data
- Conduct FBA and identify:
 - Antecedents that can be manipulated
 - Function of behavior (maintaining consequence)
 - Replacement behavior that results in the same consequence



FIRST THINGS FIRST

- Write behavioral objective with criteria for mastery
 - Specific
 - Observable
 - Measurable
- Teach and consistently reinforce replacement behavior
 - Procedural integrity!
- Perform ongoing progress monitoring
 - DBDM

CAN'T DO VS. WON'T DO BEHAVIORS

Can't Do –
Ain't Been
Taught (ABT)

Teach prerequisites
Break into smaller steps
Use antecedent-based strategies (prompts)

Won't Do

Re-evaluate the “reinforcer”
Use antecedent (Premack's Principle, Social Narratives, Priming, Contracts) and reinforcer strategies (BeMo)

“REINFORCERS” NOT WORKING

- Is the consequence really reinforcing?
 - Preference assessment – younger, lower functioning (Vanderbilt’s EBIP)
 - Observation
 - Ask! (interview)
- Provide choices – from preference assessment, survey, or interview
- Is the reinforcer reliably available during the acquisition of the new behavior?



CONSIDER INSTRUCTIONAL HIERARCHY

Learning Stage	Reinforcement
Acquisition	<ul style="list-style-type: none">• 1:1 (CRF)• 1:3
Fluency	<ul style="list-style-type: none">• Intermittent (at end of set or task)
Maintenance	<ul style="list-style-type: none">• Intermittent• Variable Schedule
Generalization	<ul style="list-style-type: none">• Promote generalization by reinforcing correct responses in other settings, with other persons and/or materials
(Ardoin & Daly, 2007)	<ul style="list-style-type: none">• Transfer to natural reinforcers

CLASSROOM EFFICIENCY

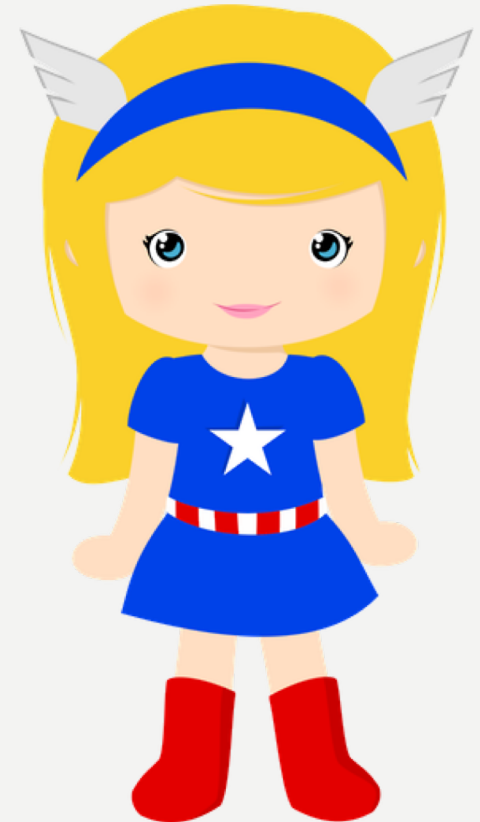
- Planning
 - Mise en place

(Konrad et al., 2010)



CLASSROOM EFFICIENCY

- Delivery
 - Match instruction to needs
 - Increase OTRs
 - Prep, Pacing, Grouping, Responses
(Konrad et al., 2010)



CLASSROOM EFFICIENCY

- Evaluating Instruction
 - Formative assessments
 - Use data to make decisions

(Konrad et al., 2010)



MORE ON DATA-BASED DECISIONS

- How do you know if the strategy is or isn't working?
- What should you do if it isn't?
- 3-data point rule



COLLECTING DATA

- It won't happen unless you plan
- Take advantage of data collecting apps



PROCEDURAL INTEGRITY

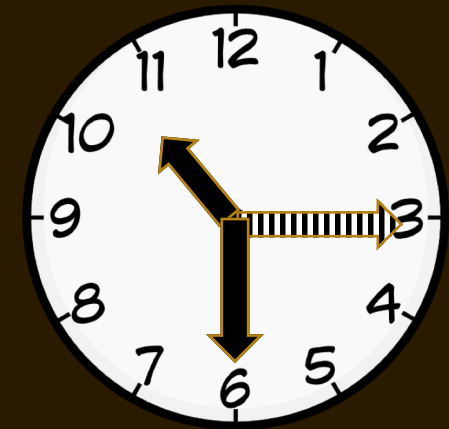
- Have everyone on-board!
 - Teachers
 - Paraprofessionals
 - Parents





BREAK TIME

15 minutes





BEHAVIOR STRATEGIES

WE LOVE OUR SUPERHEROES BECAUSE
THEY REFUSE TO GIVE UP ON US.

GRANT MORRISON

ANTECEDENT STRATEGIES

Changing the environment prior to the behavior occurring/recurring:

- NCR – change the MO
- Provide choices - tasks, sequences, materials, consequences
- Change difficulty/ amount of work – intersperse easy items
- Social Narratives
- Priming
- Prompting and Modeling
- Visual schedules
- Premack's Principle (reinforcement component)
- Contingency Contracts (reinforcement component)

REINFORCEMENT STRATEGIES

- **Reinforcer considerations:**

- Provide a richly reinforcing environment
- Provide a reinforcer menu
- Consider the value of the reinforcer (is it highly preferred?)
- Consider motivating operations (establishing vs. abolishing: deprivation vs. satiation)
- Don't thin the schedule too quickly



REINFORCEMENT STRATEGIES

- Premack's Principle (presented as antecedent)
- Behavioral Momentum (Mace et al., 1998)
- DOTS for Motivation (Jensen et al., n.d.)
- Mystery Motivators (MM; Kruger et al., 2016)
 - Consequence and/or reinforcement schedule is a mystery!
 - But students know that reinforcement *might* be available when criteria is met

BEHAVIOR REDUCTION PRINCIPLES

1. Select an intervention that is the least intrusive yet effective
2. The replacement behavior must be as efficient (easy to produce) as the old behavior
3. The replacement behavior must reliably serve the same function

(Alberto & Troutman, 2017)



BANG!

STRATEGIES FOR BEHAVIOR REDUCTION

Level I: Strategies of Differential Reinforcement

- Differential Reinforcement of Low Rates of Behavior (DRL)
- Differential Reinforcement of Other Behavior (DRO)
- Differential Reinforcement of Incompatible Behavior (DRI)
- Differential Reinforcement of Alternative Behavior (DRA)
- Noncontingent Reinforcement (NCR)

(Alberto & Troutman, 2017)

STRATEGIES FOR BEHAVIOR REDUCTION

Level II: Extinction Procedures

Applying extinction with fidelity in school settings is a challenge.

(Alberto & Troutman, 2017)



STRATEGIES FOR BEHAVIOR REDUCTION

Level III: Removal of Desirable Stimuli (negative punishment)

- Response-cost procedures
- Time-out procedures

(Alberto & Troutman, 2017)



STRATEGIES FOR BEHAVIOR REDUCTION

Level IV: Presentation of Aversive Stimuli (positive punishment)

- Unconditioned aversive stimuli – includes physical restraint
- Conditioned aversive stimuli – includes reprimands, warnings, “the look”
- Overcorrection procedures – positive practice, restitution
- Contingent exercise

(Alberto & Troutman, 2017)

NONCOMPLIANCE BEHAVIOR

- **Looks like...**slow to respond, no response, continuing with activity at hand (can be precursor to argumentative, disruptive, aggressive behaviors)
- **Typically Escape-Maintained: Focus on...**ability and motivation (reinforcement value)



STRATEGIES FOR NONCOMPLIANCE

- **Antecedent strategies**
 - NCR-access or NCR-escape
 - Decrease difficulty and/or amount of work
 - Provide choices, prompts, models
 - Premack's principle (Ist-Then cards for access/escape)
- **Reinforcement strategies** (DR might not work)
 - Behavioral momentum
 - DOTS for motivation
 - Mystery Motivators (MM)

ARGUMENTATIVE BEHAVIOR

- **Looks like...**“talking back” after given a directive (sometimes a precursor for a more severe behavior)
- **Focus on...**reinforcement-rich environment (access); ability and motivation (escape)



STRATEGIES FOR ARGUMENTATIVE BEHAVIOR

- **Antecedent strategies** – including Premack's principle (access/escape)
- **Reinforcement strategies** – including DOTS and MM
- **Behavior reduction strategies**
 - **Level I Behavior Reduction**– DRL, DRI, DRO, DRA
 - **Escape-Maintained:** Build-in more frequent breaks (based on data)
 - **Access-Maintained:** Reinforce appropriate behaviors with attention or preferred activities
 - Apply **extinction** to the behavior (minimum of talking, do not provide a break until some work has been completed)

DISRUPTIVE BEHAVIOR

- **Looks like...** “actively off-task,” out of seat, talking out of turn, using class materials when not directed or differently than directed, may include destroying materials, yelling...
- **Access-Maintained: Focus on...** reinforcement-rich environment (access to socially mediated reinforcement—attention, preferred items and activities)
- **Escape-Maintained: Focus on...** ability and motivation (escape)

STRATEGIES FOR DISRUPTIVE BEHAVIOR

- **Antecedent strategies**
 - Provide NCR for access or escape – use an interval timer
 - Provide pre-session exposure to preferred item or activity
 - Premack's principle (First-Then cards) for access/escape
- **Behavior reduction strategies– Access-Maintained**
 - Level I: DRI, DRO, DRA, DRL (provide access after task)
 - Level III: Time out
- **Behavior reduction strategies– Escape-Maintained**
 - Level I: DRI, DRO, DRA, DRL (provide escape after task)
 - Level IV: Overcorrection procedures (for property destruction)

OTHER INTERVENTIONS TO CONSIDER

- Self-Monitoring and Self-Management
- Check-In/ Check-Out (CICO)
- Contingency Contracting (Mruzek et al., 2007)
 - Goal setting and attainment
 - Reinforcement specified
 - Self-management component



OTHER INTERVENTIONS TO CONSIDER

- Group contingencies – The Good Behavior Game
 - All grades levels
 - Effective for reducing;
 - Off task – out of seat, talking
 - Disruptions and aggressions
 - Breaking rules
 - Swearing
 - Effective for increasing appropriate peer interactions

(Flowers et al., 2014)



RETURN TO YOUR PARTNERS

Revisit your most challenging behavior

- Do you now have more strategies in your Super Hero toolbox?
- Share your thoughts with your partner





DISCUSSION

I THINK A HERO IS ANY PERSON REALLY
INTENT ON MAKING THIS A BETTER PLACE
FOR ALL PEOPLE.

~MAYA ANGELOU

WHAT IF...IT'S STILL NOT WORKING?!

Go back to Square One:

- Is behavior clearly defined—measurable and observable?
- Was an FBA conducted to determine the function?
- Does the strategy address the hypothesized function?
- Are team members consistently implementing the strategies with fidelity?
- Is the behavior getting bootleg reinforcement?
- When all else fails, bring in the superhero backup—a BCBA!



RESOURCES

YOU ARE MUCH STRONGER THAN YOU
THINK YOU ARE. TRUST ME.

~SUPERMAN

RESOURCES

- **EBPs for ASD—Info and Tutorials**
 - IRIS Center, Vanderbilt
 - The National Professional Development Center
 - Autism Focused Intervention Resource and Modules (AFIRM)
 - Autism Internet Modules (AIM)
 - Vanderbilt EBIP for Young Children with Autism and Other Disabilities
- **EBPs for Behavior Management**
 - Self-Management – National Center on Intensive Intervention
 - The Good Behavior Game – American Institutes for Research (AIR)
 - Check-In/ Check-Out CICO – Information Sheet from Vanderbilt
- **Data Collection Apps**
 - Intervals by Elocinsoft
 - MotivAider for Mobile



- Thanks for attending!
- Please contact me if you have questions or comments.

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