WHAT IS THE PROBLEM WITH PROBLEM BEHAVIOR?

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ABOUT ME

- ELED/SPED from USD
- MA SPED USD
- Ed.S Education Admin. USF
- 12 years experience as teacher and admin
- FIT program for BCBA

OBJECTIVES

- Increase ability to identify and define behavior
- Increase ability to identify and define problem behavior
- Increase ability to identify the function(s) of behavior
- Increase ability to identify and plan for effective treatment
- Increase ability to identify and implement antecedent (generic and functional) interventions
- Increase ability to identify and select replacement behaviors that match function
- Identify and select different data collection procedures
- Increase ability to identify the steps of building a relationship
- Identify and list common pitfalls of behaviors that damage relationships
- Identify common junk behavior and appropriate responses

FORMAT OF TRAINING

- Information
- ASR (active student responding)
- Small group discussion

PROBLEM BEHAVIOR

Ask yourself these questions

1. Why is this a problem?
2. What does it look like?
3. Why are they doing it?
4. What do I want them to do instead?

But first a little more on problem behavior

PROBLEM BEHAVIOR

- Some of the biggest concerns related to problem behavior?
  - Turnover
  - Ability to instruct
  - Just plain old frustrating

- Why is that?

Most of the time it is not knowing how to respond and prevent problem behavior.

WHAT WE TYPICALLY TRY?

- Token boards
- Punishment techniques
- Pinterest
- Mentor
- Extinction

Focus on stopping the behavior is what we typically do

What we should do is focus on trying to get something else to happen otherwise known as a replacement behavior.

REINFORCEMENT SYSTEMS

What it often looks like: token boards, charts, point sheets, etc.

What it is: This is when we present or remove something that increases behavior

What often happens: Rely on these systems to do the teaching

Examples

REINFORCEMENT CONTINUED

"I tried that reinforcement thing, and it just does not work!"

"Nothing is reinforcing for that student!"

Identifying Reinforcers:

- Interview
- Preference
- Observation

WARNING!!! JUST BECAUSE IT'S WORKS ONE DAY DOES NOT MEAN IT WILL THE NEXT. The opposite is true too.

WAIT ISN'T THAT BRIBERY??!!

No…lets talk about boxing.

Giving after the behavior

Increase the likelihood of it happening again in the future.

PUNISHMENT

What it often looks like: verbal reprimands, time out, loss of privileges

What it is: This is when we present or remove something that decreases behavior

What often happens: works or does not work, happens more, challenges relationships

Examples:

Can lead to coercion

EXTINCTION

What it often looks like: ignoring, stopping or blocking

What it is: no longer providing reinforcement for a behavior that was previously reinforced

What often happens: gets worse before better, we give up, leads to better things

Examples

I STILL DON'T KNOW WHY IT IS HAPPENING TO ME?

Why would it happen and keep happening?

-because it is being reinforced

At the core we are talking about motivation…and motivation is fluid.

ASR

Reinforcement focuses on _____ behavior and punishment focuses on _____ behavior.

a. good: bad
b. Increasing: increasing
c. Bad: good
d. Increasing; decreasing

ASR

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ASR

Reinforcement just does not work for all students.

a. True
b. False

ASR

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a. True
b. **False**

ASR

When using extinction you should:

a. Ignoring everything
b. Block
c. Stop providing reinforcement for something that was previously reinforced
d. Not expect any problems

ASR

When using extinction you should:

a. Ignoring everything
b. Block
c. **Stop providing reinforcement for something that was previously reinforced**
d. Not expect any problems

WELL…

We've tried all of these things but nothing has seemed to work…

His stop/pause and rewind

3 P's: Prevent, Prime and Practice

PREVENT

Antecedent strategies are designed to **prevent** problem behavior by **Eliminating/Modifying** antecedents that "trigger" the behavior

There are 2 different types
Generic
Function-Based

GENERIC INTERVENTIONS

- Discriminative stimulus control strategies
- Environmental enrichment (research on reduction of stereotypic behavior)
- Antecedent exercise
- Relaxation exercises
- Cushion antecedent predictors
- Do NOT talk as if not there or mention bad behavior
- Medical treatment
- Schedules, predictability
- Non-contingent restraints and protective equipment

Cooper (2007)

PREVENTING

Group Discussion:

How well are you doing at preventing?

What can you do differently?

ASR

Generic Antecedent interventions should never be used when we don't know the function of the behavior.

a. True
b. False

ASR

Generic Antecedent interventions should never be used when we don't know the function of the behavior.

a. True
b. **False**

FUNCTIONAL ANTECEDENT INTERVENTIONS

- Once Determined the function you can start to use these
- Time-Contingent not Response-Contingent
- Time Based Schedule set slightly below average
- Example.

ASR

A functional antecedent is an intervention that is based on

a. The amount of time you have
b. The function of the problem behavior
c. How you feel
d. The students response to intervention

ASR

A functional antecedent is an intervention that is based on

a. The amount of time you have
b. **The function of the problem behavior**
c. How you feel
d. The students response to intervention

PRIME

- Teaching Interaction Skills VS. Behavior Skills Trainng
- Prepare students for events that have been difficult in the past

Examples: preparing for a difficult task, reminders of what they can do instead

Group Talk

PRACTICE

- How can you set your student up to practice the new skill?
- Make as "real" as possible
- Provide feedback
- High amounts of reinforcement

Teaching Interaction Skills

COMMON PROBLEM BEHAVIOR

- Refusal
- Property destruction
- Arguing
- Swearing
- Stealing
- Any more?

BEHAVIOR

Anything we say or do

Behavior is NOT:
A state of being
Feelings
Doing nothing

Anything that does not pass the dead mans test

Don't reinforce the non-occurrence of behavior

IS IT BEHAVIOR?

- Running
- Floating down a river
- Being happy
- Talking to a friend
- Yelling at your boss
- Sitting quietly

LET'S TALK ABOUT JUNK BEHAVIOR

- Behavior that is not dangerous or overly destructive
- Why do students often engage in junk behavior?
- To get and/or get away
- To get an item
- To get attention
- To get away from something they don't like
- To get away from someone they don't like
- Now that you know what Junk behavior is and what it is not, how do you respond?

ASR

Select the behaviors that can be classified as "junk."

A. Saying something compromising under their breath
B. Stomping across the room when they are told to transition
C. Pressing down hard on their pencil while writing on a worksheet
D. Kicking a table over when they are told to do work
E. All of the above
F. Only A, B and C

ASR

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RESPONDING TO JUNK BEHAVIOR

- Do your best to ignore it and call it what it is…junk
- What does it mean to ignore Junk Behavior
- 1. ignore the behavior not the student
- 2. respond when you need to
- 3. often means you are staying calm
- So how do I do this and what does it look like when I see junk behavior?

RESPONDING TO JUNK: PIVOT

- Pivoting: ____
- Find others who are doing what you want them to do, comment on it and then____
- Go back to the student when you see what you want.
- The last step is just as important as the first step.
- Examples of what this looks like
- Practice
- What if ignoring it only makes it worse?

RESPONDING TO JUNK: NON-REACTIVE RESPONSE

- Stay calm
- Don't comment and prompt to appropriate
- Example
- Practice

RESPONDING TO JUNK: BREAK THE CHAIN AND PROMPT

- This tool is helpful when things tend to get worse when you just remove attention.
- Point of extinction: things get worse before it gets better. So use caution
- Break the chain/interrupt____
- Empathetic, changing the mood, remind them of what they are working for, prompt to task
- Example
- Practice

RESPONDING TO JUNK: MAKING EXPECTATIONS CLEAR

Why is this so important?

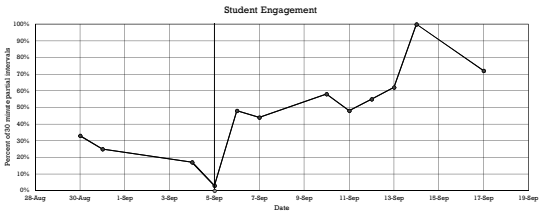
Making sure students are aware of what it takes and what is expected.

Pictures and/or words when appropriate

Steps to doing this:
1. Pick the right place, don't embarrass them (remember why we are doing this)
2. Be positive, there has to be something
3. State the expectation(s)
4. What are the consequences (good and bad)
5. Ensure they understand
6. Step away

ROBERT THIS IS YOUR REMINDER TO GIVE EVERYONE A BREAK

THE POWER OF BUILDING RELATIONSHIPS



ITS ALL ABOUT THE RELATIONSHIP

- When we focus on the relationship problem behavior easier to respond to.
- Why is this?
  - How would you feel about working with someone who you knew cared about you?
- What does this mean?
  - Well it often means that we need to change our behavior

PROBLEM BEHAVIOR

Ask yourself these questions?

1. Why is it a problem?
2. What is the problem?
3. Why are they doing it?
4. What to do instead?

WHY IS IT A PROBLEM?

1. Does the behavior pose a safety or health risk to the individual?

2. Does the reduction of this target behavior increase in the quality of life for those who care for and are a part of the individual's community?

3. Has the behavior been occurring for a long time?

WHY IS IT A PROBLEM?

4. Will replacing the behavior with a new, appropriate behavior help the individual gain higher rates of reinforcement?

5. Does the reduction of this target behavior and increase in teaching an appropriate replacement skill mean further skill development and independence for this individual?

6. Does the reduction of this target behavior reduce the likelihood of negative attention?

WHY IS IT A PROBLEM?

My student is psychotic

OK…give me more…

WHAT IS THE PROBLEM

- We need an accurate depiction of what is happening in a day
- To do this we need a definition of the target behavior
- The definition created needs to be:
  - Objective
  - Measurable
  - Clear and concise
- The definition needs to include:
  - Examples
  - Non-examples
  - Stranger Test

SELECTING AND DEFINING TARGET BEHAVIORS

Behavior	Poor Definition	Good Definition
Refusal	Suzy does not listen.	Any statement or action that communicates unwillingness to complete an instruction. Examples may include but are not limited to stating "I'm not going to do that" or laying on the floor following an instruction.
~~Disrespectful behavior~~ Property Destruction	Dan is explosive.	Any use of physical force in attempt to break or ruin an object. Examples may include but are not limited to throwing a book, tipping over a desk, etc. Non-examples may include kicking a ball in gym, throwing a paper airplane, etc.

ASR

When selecting target behavior it is best practice to

a. Focus on behaviors that are impeding the students ability to learn
b. Improve their quality of life/education
c. Objectively define the problem you are looking to replace
d. Ensure they are measurable
e. All of the above

ASR

When selecting target behavior it is best practice to

a. **Focus on behaviors that are impeding the students ability to learn**
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d. **Ensure they are measurable**
e. **All of the above**

WHY ARE THEY DOING THIS?

Functions of Behavior

Contrary to popular belief there are ONLY four functions of challenging behavior:

a) Escape (maintained by escape or avoidance)
b) Attention (maintained by attention)
c) Gain Access to Items/Activities/Food (maintained by **tangibles**)
d) Gain Access to Self-Stimulatory/Repetitive/OCD-type Behaviors (maintained by **automatic** reinforcement)

WHY IS FUNCTION SO IMPORTANT

- **Guide treatment**
- **Guide interactions**

FUNCTIONS OF BEHAVIOR: ESCAPE/AVOID/DELAY

Antecedent	Behavior	Consequence
• Staff say "Time for school"	• Ron becomes aggressive (requiring the use of restrictive procedures)	• Delayed arrival time to school

FUNCTIONS OF BEHAVIOR: ACCESS TO ATTENTION

Antecedent	Behavior	Consequence
• No Attention (staff are helping Sally)	• Bob hits his classmate Tim	• Staff say: "Bob, no. Where do we keep our hands?"

FUNCTIONS OF BEHAVIOR: ACCESS TO TANGIBLES

Antecedent	Behavior	Consequence
• No X-Box	• Zane repeatedly asks staff for X-Box for 10 minutes	• Staff give Zane access to the X-Box

FUNCTIONS OF BEHAVIOR: AUTOMATIC

Automatic Function

Continuously Repeating a self-stimulating act (e.g., hand flapping, rocking, teeth grinding)

- The child seems to enjoy the behavior
- The behavior occurs over and over
- The behavior goes on and on in the same rhythmic way
- The child is just as likely to perform the behavior when alone
- The child seems unaware of anything else going on while engaging in the behavior

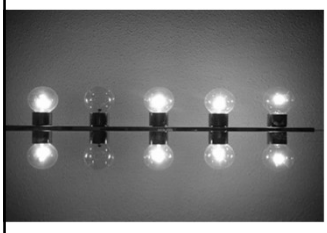
REPLACEMENT BEHAVIORS

Pick behaviors that will replace the function of the current challenging behavior.

1. Identify an acceptable way to deliver the message.
2. Needs to be socially appropriate and will access the desired outcome.

- ✓ Replacement skills must be efficient and effective.
- ✓ Consider skills that child already has.
- ✓ Reinforcement for the replacement behavior should be consistent, frequent, and easily accessible.

Which light bulb will *REPLACE* the burnt out light and provide *LIGHT* without providing other problems...



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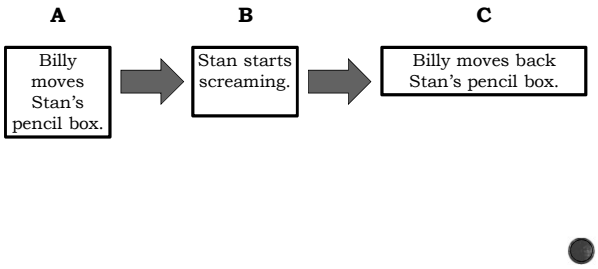
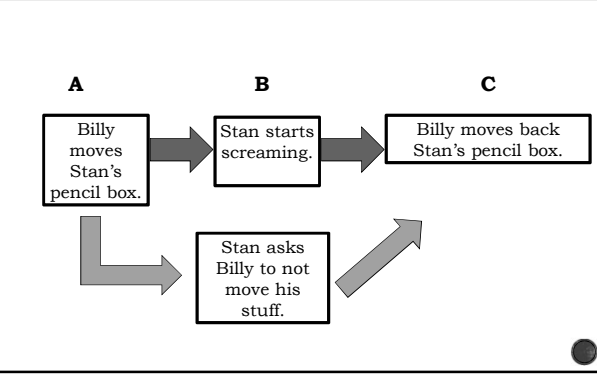
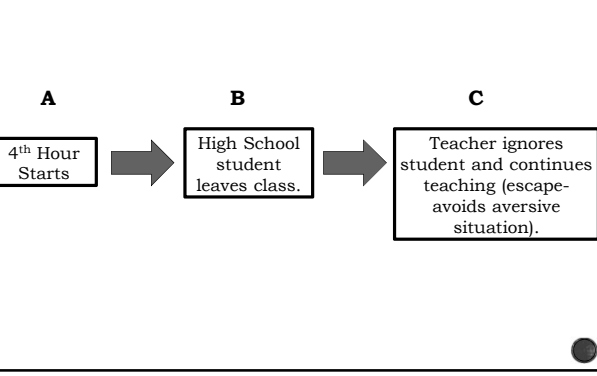
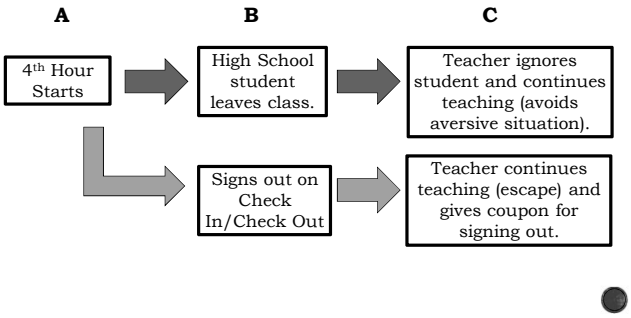

A
B
C
Billy moves Stan's pencil box.
Stan starts screaming.
Billy moves back Stan's pencil box.


A
B
C
Billy moves Stan's pencil box.
Stan starts screaming.
Billy moves back Stan's pencil box.
Stan asks Billy to not move his stuff.


A
B
C
4th Hour Starts
High School student leaves class.
Teacher ignores student and continues teaching (escape-avoids aversive situation).



REPLACEMENT BEHAVIORS

During independent seat work in math class, Amanda **makes noises, talks out, and walks around the room.** **Adult attention** often follows.

1. Serve same Function?

2. Is it Easier?

3. Is it Socially Acceptable?