

Welcome to:
Positive Approaches
to Challenging Behaviors

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Introduction

▶ Stacie

- ▶ Over 30 years experience with individuals with behavioral support needs
- ▶ Behavior Support Consultant
- ▶ Certified Safety Care Instructor
- ▶ All different levels of provider agency for 16 years.

Overview

Overview of binder

- ▶ Positive Behavioral Supports
- ▶ Antecedent Strategies (Basic supports needed for success)
- ▶ Behavioral Assessment
 - ▶ A-B-Cs
 - ▶ Classes of Reinforcement
- ▶ Hypothesized Function
- ▶ Matching supports with the function
- ▶ Preventing Challenging Behaviors by Enhancing Quality of Life

Common Practice vs. PBS

Traditional Discipline:

- ▶ Focused on the topography of problem behavior

Positive Behavior Support:

- ▶ Focused on cause of problem behavior

Common Practice vs. PBS

Traditional Discipline:

- ▶ Eliminate inappropriate behavior

Positive Behavior Support:

- ▶ Increase appropriate and adaptive response

Common Practice vs. PBS

Traditional Discipline:

- ▶ Goal was to stop problem behavior, using random rewards or punishment

Positive Behavior Support:

- ▶ PBS reduces reinforcement for problem behavior, and provides reinforcement for appropriate behavior

OK, ANYTIME HE TOUCHES THE MOTORCYCLE, HIT THE SIREN.

CLOSE TO HOME



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Using stimulus/response, the Nelsons hoped to discourage Jeremy from engaging in dangerous activities as a teen-ager.

Common Practice vs. PBS

Traditional Discipline:

- ▶ Sees problem behavior as a problem

Positive Behavior Support:

- ▶ Sees (destructive) behavior as communication and/or a lack of skills

Common Practice vs. PBS

Traditional Discipline:

- ▶ Behavior Modification

Positive Behavior Support:

- ▶ Applied Behavior Analysis (ABA)

Common Practice vs. PBS

Traditional Discipline:

- ▶ Observer or Object of Offensive Acts and police officer of problem behavior

Positive Behavior Support:

- ▶ Investigator of Environmental Influences and provider of preferred possibilities

Applied Behavior Analysis

- ▶ ABA asks “Why do behaviors occur?”
- ▶ Behavior that persists serves some function.
- ▶ Persistent behavior is communicating information about the function.

Basic supports needed for success...



Antecedent Strategies

Basic Supports Needed for Success

History and Psychosocial Stressors:

- ▶ Medical concerns
- ▶ Diagnosis
- ▶ Past life events
- ▶ Sensory Integration and Defensiveness

Antecedent Strategies

Basic Supports Needed for Success

Environmental Considerations:

- ▶ Home environment
- ▶ Work/School environment
- ▶ Roommates
- ▶ Staff interactions
 - ▶ The first question is not what to do when Joe hits, but, what can I do to prevent Joe from wanting to hit in the first place? The second question is what do we do when he does hit his head.
 - ▶ Changing staff responses vs. focusing on the changing the other person's behavior
- ▶ Current rights restrictions
- ▶ Routine and schedules

Antecedent Strategies

Basic Supports Needed for Success

Triggers/Antecedent

- ▶ Events or situations that routinely precipitate challenges for the person
- ▶ Problems that have yet to be solved
- ▶ Identifying triggers can make problem behaviors highly predictable
- ▶ Examples

Antecedent Strategies

Basic Supports Needed for Success

- ▶ Understand transitions are hard and have patience!
- ▶ Watch out for the honeymoon period!
- ▶ Remember: Behavior Change takes time!
- ▶ Watch out for certain “rules” being established the first few days.
- ▶ Staff Training:
 - ▶ Train staff prior to working with the person.
 - ▶ Anticipate additional trainings that may be needed.

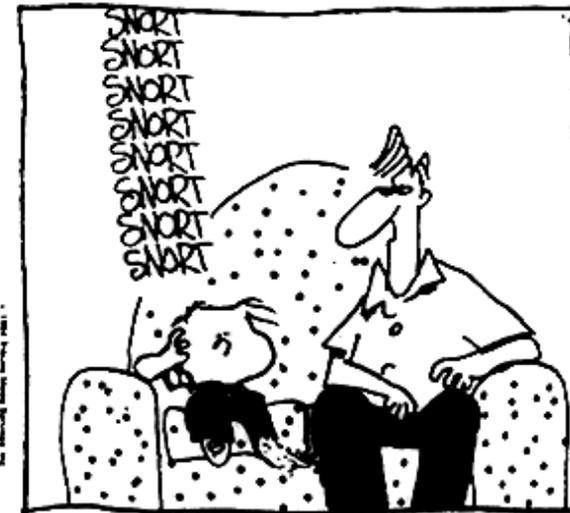
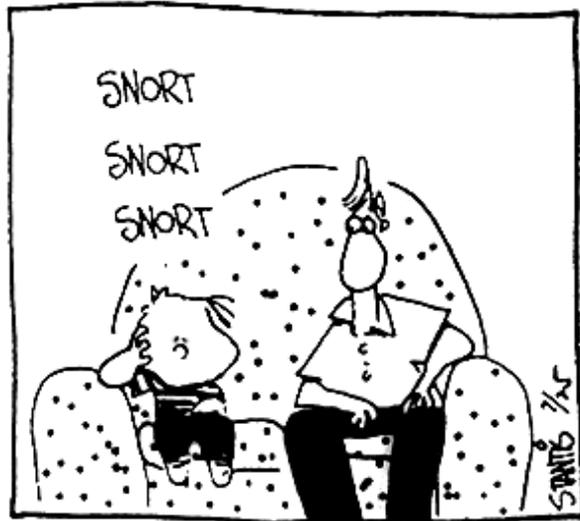
Does the behavior need to change?

- ▶ Is it destructive behavior?
 - Is it dangerous to the person?
 - Is it dangerous to others?
 - Is there property destruction?

- ▶ Is it a problem behavior?
 - Is it preventing the person from advancing to more independent opportunities? (will a change in the behavior help the person in reaching short and long term goals?)
 - Is the behavior a disruption to the program?
 - Is the behavior jeopardizing the person's placement?

Behavioral Assessment

THE BUCKETS



Define the Behavior

(Sec 5, pg. 9 of workbook)

In order to address a challenging behavior, we need to define what a behavior is:

- Observable
- Measurable
- Inter-observer Agreement

Defining the Behavior

Non-behavioral term (Emotional)	Behavioral definition (Descriptive)
Rude	–Speaks when others are talking –Calls people names (e.g., idiot)
Aggression	
Non-Compliant	
Tantrum	
Lazy	

Find this worksheet in your packet and complete it with us as we go!

Observable Behavior Worksheet

When a challenging behavior occurs it often evokes an emotional response. However, if a behavior is going to be addressed with a behavior support, you first need to describe it in a way that someone else can observe, measure, and agree that the behavior has occurred.

In the exercise below, check yes or no by each sentence if the behavior meets the criteria of an observable and measurable behavior.

- | | Yes | No | |
|-----|--------------------------|--------------------------|--|
| 1. | <input type="checkbox"/> | <input type="checkbox"/> | Jamie acts immature. |
| 2. | <input type="checkbox"/> | <input type="checkbox"/> | Sam bites his fingernails. |
| 3. | <input type="checkbox"/> | <input type="checkbox"/> | Fred displays threatening behavior. |
| 4. | <input type="checkbox"/> | <input type="checkbox"/> | Sean snaps his fingers |
| 5. | <input type="checkbox"/> | <input type="checkbox"/> | Jerry wants his cards. |
| 6. | <input type="checkbox"/> | <input type="checkbox"/> | Diane grunts. |
| 7. | <input type="checkbox"/> | <input type="checkbox"/> | Jeremy yells much louder than people talk. |
| 8. | <input type="checkbox"/> | <input type="checkbox"/> | Lisa listens carefully. |
| 9. | <input type="checkbox"/> | <input type="checkbox"/> | Jim does not like light |
| 10. | <input type="checkbox"/> | <input type="checkbox"/> | Jim shuts light switches off. |
| 11. | <input type="checkbox"/> | <input type="checkbox"/> | Kate is disrespectful |
| 12. | <input type="checkbox"/> | <input type="checkbox"/> | Kate yells "NO" when asked to check her schedule |
| 13. | <input type="checkbox"/> | <input type="checkbox"/> | Jake loves attention. |
| 14. | <input type="checkbox"/> | <input type="checkbox"/> | Jake says "Hello" to everyone he sees. |

Pause your virtual training to complete the worksheet before the answers are discussed.

Same
worksheet at
the
bottom...

Observable Behavior Continued

(Sec 5, pg. 9 of workbook)

In the space below, follow the last few examples of describing a behavior emotionally and then in observable and measurable terms.

15. _____
16. _____
17. _____
18. _____

Complete
lines
15 – 18 with
the group.

The ABCs of Behavior

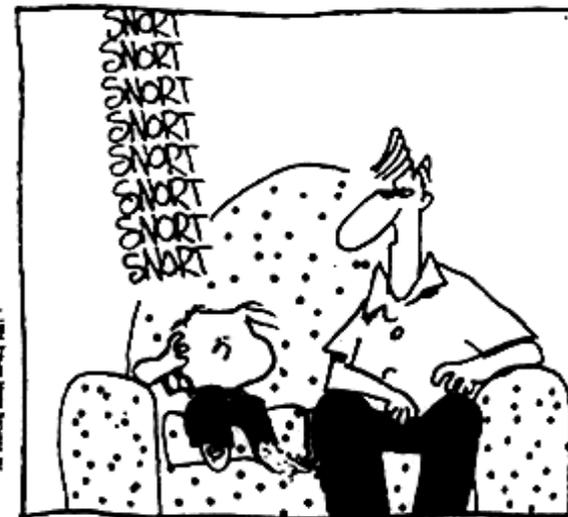
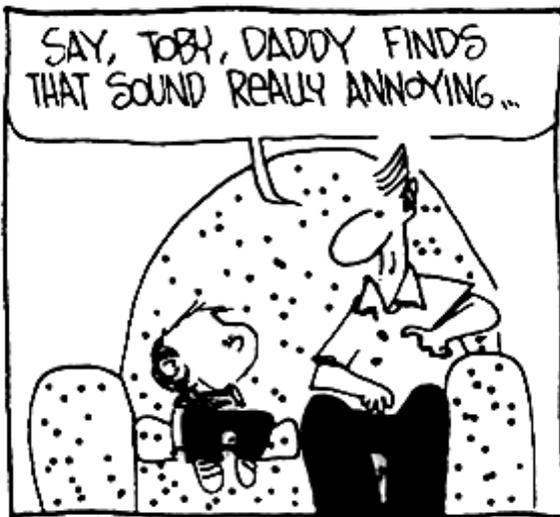
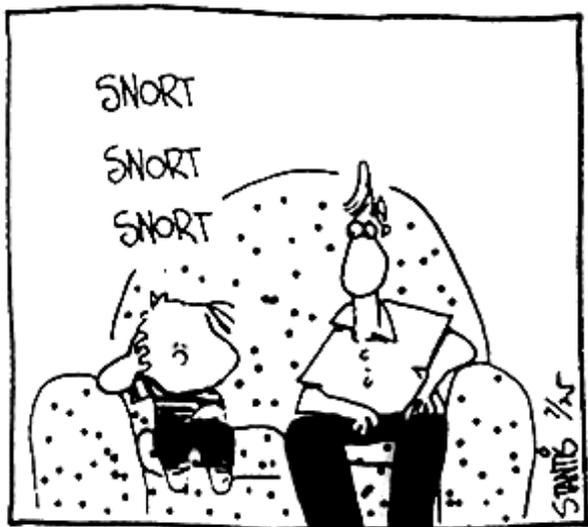
- ▶ Behavior occurs in settings.
- ▶ It is important to know what happens before and after a behavior so we might know how the environment may be related to the behavior.

Specific things in the environment (Stimuli)

A-B-Cs:

- ✓ What happens before the behavior occurs (**A** or antecedent)?
- ✓ What is the behavior (**B**)?
- ✓ What happens after the behavior occurs (**C** or consequence)?

THE BUCKETS



A-B-C

Antecedent

A. Late for important meeting at work

Behavior

B. Drive fast to get to work

Consequence

C. Get speeding ticket

A-B-C

Antecedent

A. Teacher gives math work.

Behavior

B. Sally draws pictures instead of completing math work.

Consequence

C. Sally spends recess completing math work.

A-B-C

Antecedent

A. Dinner is announced by staff.

Behavior

B. Jeremy bangs his head on the arm chair.

Consequence

C. Jeremy is instructed that he has 5 minutes to “get it together” and get to the table.

A-B-C Worksheet

(Training Binder: section 5, page 11)

Name _____ Staff _____ Date _____

	A ntecedent	B ehavior	C onsequence
Situation 1			
Situation 2			
Example Only in the AM dose. Always takes in afternoon!	Time to take his meds.	Hit staff, knocked meds on floor.	Crushed meds put in oatmeal.

Name _____

Date _____

Daily Behavior Record

(Training binder: section 5, page 7)

Time of Day	How often?	What activity was involved?	What behavior occurred?	What did you do about the behavior?
Morning 6:00-6:30 am 6:30-7:00 am 7:00-7:30 am 7:30-8:00 am 8:00-8:30 am ~~~~~ 5:30-6:00 pm Evening 6:00-6:30 pm 6:30-7:00 pm 7:00-7:30 pm 7:30-8:00 pm 8:00-8:30 pm 8:30-9:00 pm 9:00-9:30 pm 9:30-10:00 pm	_____ _____ _____ _____ _____ ~~~~~ _____ _____ _____ _____ _____ _____ _____ _____	<p style="text-align: center;">Data is collected throughout the day</p> <p style="text-align: center;">~~~~~</p> <p style="text-align: center;">A</p>	<p style="text-align: center;">~~~~~</p> <p style="text-align: center;">B</p>	<p style="text-align: center;">~~~~~</p> <p style="text-align: center;">C</p>

This record will help us understand the times and situations in which problems occur.

Here is a sample entry:

Time of Day	How often?	What activity was involved	What behavior occurred?	What did you do about the behavior?
3:30-4:00 pm	_____	Picking up toys	Refused to pick up, screamed, bit hand	Gave up, picked up toys myself

Child Video



Antecedents & Consequences

- ▶ Caveats to A-B-Cs:
 - C maintains, but A is predictive
 - C is often misunderstood (the consequence could have happened years ago)
 - Pulling A-B-Cs from records

Classes of Reinforcement

Behaviors continue to occur for one of two reasons:

- To **gain** something that is desired
 - **Positive** reinforcement
- To **avoid** something that is aversive
 - **Negative** reinforcement

Positive Reinforcement

Major gain categories – Positive Reinforcement:

- To gain attention
- To gain access to preferred items and activities
- To increase stimulation

Make coffee in the morning.

Negative Reinforcement

Major avoidance categories – Negative Reinforcement:

- To avoid attention
- To avoid/escape aversive items and activities (e.g. work)
- To decrease stimulation

Take an aspirin to get rid of a headache.

Sensory Integration

Definition:

- ▶ The ability of the central nervous system to organize and process input from different sensory channels to make an adaptive response.
- ▶ We are bombarded with a variety of sensations throughout our day. Some catch our attention and some we disregard. This is because we have a working sensory integration system.
- ▶ People with developmental disabilities, and especially those with brain damage, tend to have major problems handling the many sensations that other people without processing problems take for granted. They may become Sensory Defensive.

Sensory Defensiveness

(Sec. 4 pg. 1)

- Sensory inventory examples – does the person:
 1. Layer clothing?
 2. Resist grooming?
 3. Try to handle or touch everyone or everything?
 4. Persistently put hand in pants or pant pockets?
 5. Display self-injurious behavior?
 6. Lose balance easily?
 7. Become upset with changes in room arrangements?
 8. Display self-stimulatory behaviors?
 9. Bite, hit, kick, pinch, etc.?

Workbook:
Page 18 of 52.
This inventory
is three pages.

Sensory Integration Inventory

Tactile: the individual's use of and reactions to the sense of touch

Directions: Mark each category with one of the following

N if never has the behavior,

O if the behavior happens occasionally and

F if the behavior occurs frequently.

Dressing Issues

- Resistance to layers of clothing
- Pushes up pant legs, sleeves or shirts
- Strips off clothing
- Refuses to undress
- Frequently adjusts clothing as if it binds or is uncomfortable
- Wraps self in clothing or bedding
- Insists on having something wrapped around finger, wrist or arm
- Avoids or irritated by certain materials or textures
- Indicates distress when barefoot
- Insists on being barefoot

Other Activities of Daily Living

- Spits or rejects certain food textures
- Resists grooming (circle which ones)
 - a. washing face e. tooth brushing
 - b. combing hair f. nail trimming
 - c. cutting hair g. bathing
 - d. washing hair h. shaving

Self-Stimulatory Behaviors

- Persistent hand mouth activity
- Mouths objects or clothing
- Rubs or plays with spit
- Persistently has hand in pants or pocket
- Sits on hands or feet
- Pushes or rubs body against objects, walls or people
- Insists on holding an object in hand
- Rubs finger(s) against hand or other fingers

Social Behaviors

- Looks fearful, angry or uncomfortable when touched or approached
- Withdraws or hits when peers reach toward them or are nearby
- Withdraws or hits when staff reach toward them or are nearby
- Rubs spot after being touched
- Exhibits clingy behavior
- Tries to handle or touch everything or everyone
- Avoids hand contact with objects or people

Personal Space

- Insists on large personal space
- Seeks small spaces to calm or comfort themselves.
- Prefers to be in a corner, under a table or behind furniture.

Self-Injurious Behaviors

- Scratches
- Pinches
- Rubs
- Hits or slaps
- Pulls Hair
- Bites hand, wrist or arm

Sensory Defensiveness

Example activities to address Sensory Defensiveness:

1. Wilbarger Protocol
2. Lotions and rubs
3. Ball pits
4. Swinging
5. Hugs
6. Therapy balls
7. Jumping
8. Others?

Calvin & Hobbes



Positive

Something is
Added

Negative

Something is
Removed

Reinforcement

↑ ↑ ↑
Behavior

Praise given

Yelling stops

Positive

Something is
Added

Negative

Something is
Removed

Reinforcement

↑ ↑ ↑
Behavior



Positive

Something is
Added

Negative

Something is
Removed

Reinforcement

↑ ↑ ↑
Behavior



Positive

Something is
Added

Negative

Something is
Removed

Punishment

Behavior
↓ ↓ ↓



Positive/Negative

- ▶ This is the next step in evaluating the influences of the behavior

Running your A-B-C through this process

- ▶ Why is this important?

It tells you what not to do, as well as what you should do.

Positive/Negative

- A. Math seat work given by teacher.
- B. Sally draws pictures instead of completing math work.
- C. Sally spends recess completing math work.

Positive/Negative

- A. Math seat work given by teacher.
- B. Sally draws pictures instead of completing math work.
- C. Sally spends recess completing math work **and chatting with the teacher.**

Positive/Negative

- A. Math seat work given by teacher.
- B. Sally draws pictures instead of completing math work.
- C. Sally spends recess completing math work and does not have to go to the playground where Jimmy the bully often targets her.

Positive/Negative

- A. Dinner is announced by staff.
- B. Jeremy bangs his head on the armchair.
- C. Jeremy is instructed that he has 5 minutes to get it together and get to the table.

Positive/Negative

- A. Dinner is announced by staff.
- B. Jeremy bangs his head on the armchair.
- C. Jeremy is instructed that he has 5 minutes to get it together and get to the table and gets to finish the level on his video game.

Positive/Negative

- A. Dinner is announced by staff.
- B. Jeremy bangs his head on the armchair.
- C. Susan, the staff member Jeremy really likes, persuades Jeremy to come out and sit by her.

Positive/Negative

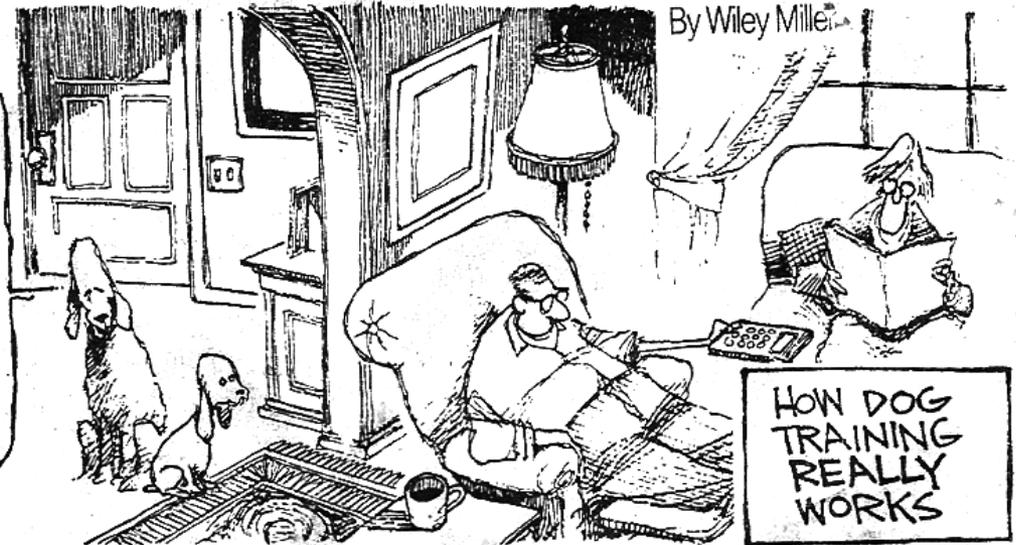
- A. Dinner is announced by staff.
- B. Jeremy bangs his head on the arm chair.
- C. Jeremy is assured that he will not have to “try” any veggies.

Hypothesized Function

Non Sequitur

...GO DROP A LOAD IN THE LIVING ROOM.
AFTER 4 OR 5 TIMES, JUST STAND BY
THE DOOR AND THEY'LL LET YOU OUT
ANY TIME YOU WANT. WHEN THEY
CALL YOU BACK IN, JUST IGNORE IT.
EVENTUALLY THEY'LL STOP SCREAMING
AND OFFER YOU A COOKIE...

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Why the Function is so Important

- ▶ “Time-out” is a common consequence.
- ▶ What if negative reinforcement is desired and we use time-out?
- ▶ What if positive reinforcement (Attention) is desired and we provide a lecture about how wrong the behavior is, and then we have to apologize, etc.

Behavior Modification?

- ▶ Kid throws a tantrum at school.
- ▶ Time-out was not effective.
- ▶ Consequences now include loss of recess and no computer time at home after school, because time-out was not an effective consequence.

A-B-C Worksheet

(Training binder: section 5, page 11)



Name _____ Staff _____ Date _____

	Antecedent	Behavior	Consequence	Function
Situation 1				
Situation 2				
Example Only in the AM dose. Always takes in afternoon!	Time to take his meds.	Hit staff, knocked meds on floor.	Crushed meds put in oatmeal.	Gets out of taking medication. Negative Reinforcement

A-B-C Worksheet

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Matching Assessment and Supports



Function

- ▶ Doing a functional assessment of the problem behavior will help you identify the function. (section 5, page 1)
- ▶ The environmental event maintaining behavior (Function) must be identified.
- ▶ You can then create a support that addresses the identified function.

Functional Communication Training (FCT)

Carr and Durand (1985)

- ▶ Identify the function of problem behavior.
- ▶ Teach recognizable communicative response to produce a specific outcome.
- ▶ Reinforcement for problem behavior is placed on extinction.
- ▶ Communication replaces problem behavior because they serve the same function.

Replacement Behavior

Let's teach Jim another way that he can get the attention he needs:

- Jim currently uses head-banging.
- What other behavior might work?

Selecting Communication

- Topographies to consider:
 - Verbal: I need your help.
 - Visual cue: picture card of staff
 - Sign: Anyone have a sign for a attention?
 - Assistive technology (microswitch)
 - Gesture

Replacement Behavior

The communication must:

- Match function
- Be efficient (easy to do)
- Be effective (result in reinforcement)
- Problem behavior on extinction

Replacement Behavior

Must be efficient:

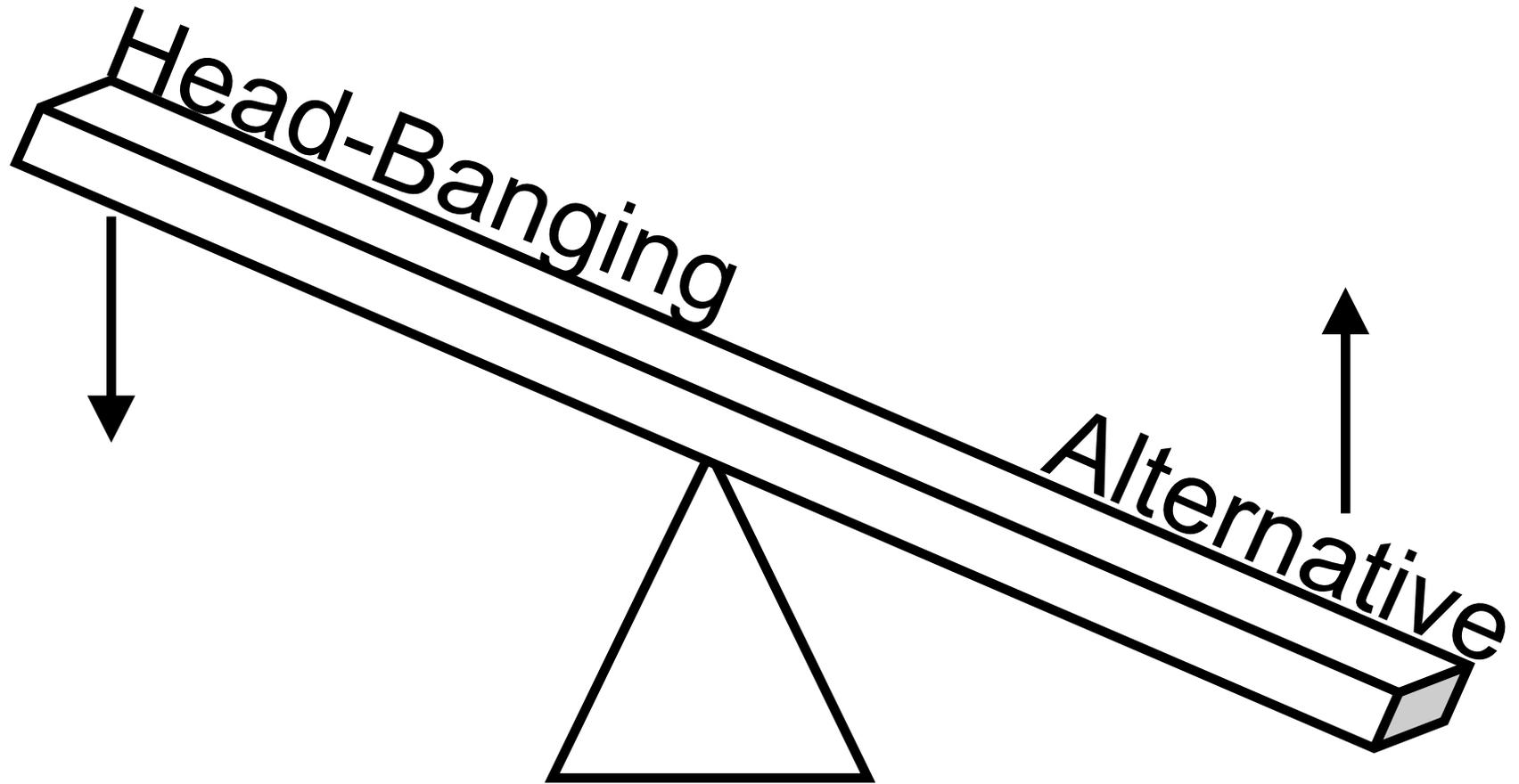
- Do they know how?
- Can they easily do it?
- Is it dependable?
- Is it understandable?
- Is it easier to bang head?

Replacement Behavior

Must be effective:

- Result in desired reinforcement
- Provide immediate result
- During teaching, many opportunities may be needed!
- Shaping

Replacement Behavior



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WAH!



A-B-C Worksheet plus Behavior Support (Training binder: section 5, pgs. 14/15)

Challenging Behavior Support Form

Challenging behavior <i>Hand biting</i>
Typical A-B-C of challenging behavior <i>DSP busy with another person/Hand biting/Staff reminders not to bite & inspects hand</i>
Potential reinforcement that maintains challenging behavior <i>Positive reinforcement in the form of gaining attention</i>
Hypothesized function of challenging behavior <i>Joseph bites his hand to get attention</i>
Replacement behavior <i>Pressing voice switch that says "I need you"</i>
Reinforcement for replacement behavior that will serve the same function <i>DSP will enthusiastically praise Joseph for telling them he needs them and spend a minute or two attending to Joseph.</i>
Teaching program for replacement behavior <i>DSP will tell Joseph that they will be doing an activity (e.g. reading a book) and if he wants them he should use the switch and they will come over. Model switch use as needed initially, generalize to others after Joseph masters switch use with DSP.</i>
New response to challenging behavior <i>Hand biting will be ignored or neutrally blocked. Any attention will be minimal and restricted to a reminder to use the switch if Joseph wants attention.</i>

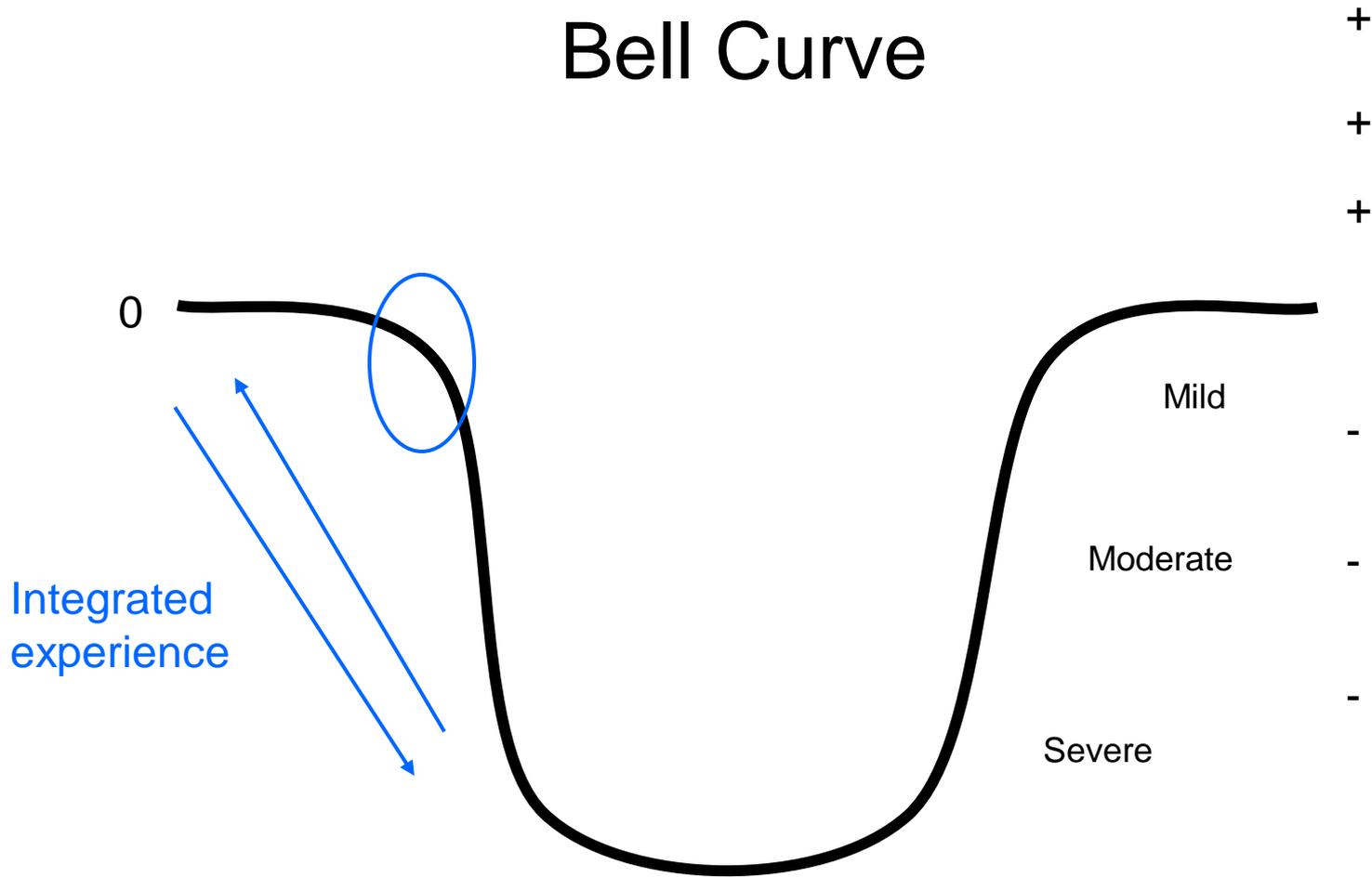
Managing Crisis Situations

Non Sequitur



Managing Crisis Situations

Bell Curve



Managing Crisis Situations

Staff Responses:

- ▶ Don't take it personally!
- ▶ Be supportive and collaborative vs. authoritative.
- ▶ “Acceptance is different than approval.”



Managing Crisis Situations

- ▶ Knowing what to do in a crisis situation decreases staff fear and anxiety, injuries, and ultimately decreases staff turnover.

Managing Crisis Situations

- ▶ Crisis Prevention Institute (CPI)
- ▶ Mandt
- ▶ Safety Care
- ▶ Ukeru
- ▶ Etc.

► ***Encouraging
Desirable
Behavior by
Improving
Quality of Life***

Dennis the Menace



"HOW COME I NEVER GET CAUGHT BEIN' GOOD?"

The Focus on Function

- ▶ We tend to focus on problem behavior!
- ▶ What if we focus on supporting a person in a way that helps them enjoy a quality of life that makes problem behavior unnecessary and irrelevant.

Preference/Choice/Communication Assessments

Preference assessment sec.5, pg. 19

- ▶ Assess a person's ability to access their preferences, rather than to look at which conditions evoke problem behavior.
- ▶ By making this a focus, you can avoid most problem behaviors before there is a reason for them to occur.
- ▶ Be a provider of preferred possibilities!

Preventing Challenging Behaviors by Enhancing Quality of Life

- ▶ Realizing Hopes, Dreams and Wishes
- ▶ Does the person believe or feel he or she is living a meaningful life?
- ▶ <http://imtyler.org/index.php/video/>