Behavioral Plans for Children with Challenging Behaviors: Legal and Clinical Issues

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The Time is NOW

› Schedule for the day
› Be “present”
› Notice what shows up
› What’s our “ready position” throughout the day?
› Let’s have a space of confidentiality, respect, collaboration, and patience.

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Challenging behavior impacts students and their relationships, educators and their ability to effectively teach, and the overall school environment.

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Challenging Behaviors

› Occur in any child, regardless of learning or mental health condition
› May be acute or chronic
› May be internally and/or externally triggered
› More commonly occur among:
  ◦ Children with Attention-Deficit/Hyperactivity Disorder
  ◦ Children with Oppositional Defiant Disorder
  ◦ Children with Unaddressed Learning Problems
  ◦ Children with Other Mental Health Conditions (e.g., tics, anxiety, pervasive developmental disorders)

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Why Target Challenging Behaviors in Class?

› Interferes with the child’s learning
› Interferes with others’ learning
› Disrupts social development
› Reduces instructional time
› Drains resources
› Negative modeling for other students
› Not having an effective strategy can maintain or exacerbate disruptive behaviors
› May present danger to students/staff
› Staff turnover

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Behavior Problems in the Classroom

› Disrespect
› Interrupting
› Teasing
› Invading others’ personal space
› Refusal to do work
› Non-compliance
› Leaving seat
› Leaving classroom
› Inadequate or inconsistent performance relative to the teacher’s expectations

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Common Deficits among Children with Challenging Behaviors

- Self-Control / Impulse Control
- Regulation of Emotions
- Appropriate Interpersonal Relationships
- Weaknesses in Empathy & Perspective Taking
- Appropriate Problem-Solving Skills

“It is easier to prevent a behavior from occurring than to deal with it after it has happened.”

Most Common Errors in Treatment

- Expecting a quick fix
- No Functional Behavior Assessment (FBA)
- Replacement behaviors omitted
- Failure to use antecedent interventions
- Consequence interventions focus on punishment
- Reinforcement not relevant
- Unaware of own social behavior

Assessment of Challenging Behaviors

- Accurate assessment of the causes for problem behavior (the function) is important for developing successful treatments.
  - Functional assessment represents the best way to do this
  - Conducting sound assessments leads to:
    - Less restrictive placements
    - Lessened costs over time (parents, schools, taxpayers)
    - Improved quality of life (for all involved)

The Cost of Ineffective Assessment/Intervention

- Academic underachievement (Hinshaw, 1992)
- Increased likelihood of psychoactive medication use (Jacobson & Ackerman, 1993)
- Increased likelihood of restrict interventions, including punishment (Lerman & Vorndran, 2002)
- Expensive – more intensive intervention over a longer period of time
- Poor quality of life – more restrictive settings

Key Questions

What is a...

- Functional Behavior Assessment (FBA)?
- Behavior Intervention Plan (BIP)?

When do we need them? Why do we need them?
What Is An FBA?

Functional behavior assessment (FBA) refers to the full range of procedures used to identify problem behaviors and their potential controlling variables.
- Results in an understanding of why target behaviors occur

Precisely describes problem behavior(s)
- Specifies circumstances & times the problem behavior occurs
- Setting events and antecedents
- Identifies consequences that maintain the problem behavior
- Develops hypotheses/summary statements (educated guesses) regarding the problem behavior, the situations in which they occur and the maintaining consequences
- Collects direct data to support the summary statement

Potential Setting Events

- Medications
- Medical/physical problems
- Sleep cycles
- Eating routines/diet
- Daily schedule
- Number of people in various environments (e.g., classroom, resource center, cafeteria)
- Staff patterns (e.g., ratio, 1:1 assistant)

Antecedent Events

- Time of day (e.g., morning, dismissal)
- Physical setting (e.g., playground, hallway, subject area, seating arrangement)
- People (e.g., parent present, sibling)
- Activity (e.g., paper and pencil tasks, cooperative learning, independent seat work)

Consequence Events

- Obtain something (positive reinforcement)
  - Positive automatic reinforcement (listening to music)
  - Positive social reinforcement (smiles)
  - Positive activity/tangible reinforcement (TV)
- Avoid something (negative reinforcement)
  - Negative automatic reinforcement (headache)
  - Negative social reinforcement (corrections)
  - Negative activity/tangible reinforcement (hard task)
### ABC Contingencies

- **Antecedent**
  - What happened immediately before the behavior

- **Behavior**
  - Frequency? Duration? Accompanied with another behavior?

- **Consequence**
  - What happened immediately after the behavior

### Logic Behind Functional Assessments

- **Most behavior serves a purpose**: It allows the student to "get" something desirable, "escape" or "avoid" something undesirable, or communicate some other message or need.
- **Behavior tends to occur within a particular context**: It may occur in certain settings (e.g., in the cafeteria), under certain conditions (e.g., only when there is a substitute teacher), or during different types of activities (e.g., during recess).

### Understanding Behavior

- **Antecedents** tell us what in the environment evokes ("turns on") the behavior
  - Under what conditions does the behavior happen?
  - Where?
  - With whom?
  - What do you say?
  - What is presented to the student?

### Understanding Behavior

- **Consequence** is usually interpreted to mean something negative; yet, a consequence is really defined as anything that occurs following a behavior.

#### Reinforcement
- Intended to increase a behavior.

#### Punishment
- Intended to decrease a behavior.

### Preparing Targets for Intervention

- **Pinpoint target for change**

- **Identified behavior for change should be**:
  - High frequency/long duration
  - Capable of being observed
  - Educational/social significance

- **Develop a precise (operational) definition**
  - Specifically defined in measurable and observable terms

### Examples of Operational Definitions

- **On-task behavior**
  - Working on assigned task for seven consecutive seconds
  - Orienting toward and manipulating materials relevant to the assigned task or looking at adult/peer who is offering information on the topic
Your Turn!

- Select a child in your class, school, family
- Use the 3 rules for identifying target behaviors and choose a target behavior to address
- Prepare an operational definition
  - Who
  - What
  - When
  - Where

What Are The Methods Used in a FBA?

- Interviews
- Questionnaires (e.g., Motivation / Functional Assessment Scales)
- Rating Scales (e.g., social, behavioral)
- Observations (e.g., in-vivo, analogue)
- Systematic manipulation of antecedent / consequent events (i.e., experimental analysis)

Indirect and Direct Measures

**Indirect**
- Relies on reports from others
- Interviews
- Rating scales
- Questionnaires
- More subjective, but economical

**Direct**
- Actual observation of behavior
- More objective but labor intensive
- Systematic manipulation of antecedent/consequent events (i.e., functional analysis)

Case Illustration

- Problem behavior: A young child screams when presented with work
- No FBA completed
- Intervention Plan: 5 minute time out
- Results: After three weeks, no reduction in frequency, intensity, or duration of screaming
- Why?

Case Illustration

- A 16 year-old with high functioning autism reads at a second grade level, feels embarrassed to be seen with an elementary text and often reacts by throwing his reading book across the room and using inappropriate language to inform the teacher that he does not intend to complete his homework.
- Intervention Plan: One day suspension
- Results: After eight weeks the student has been suspended 6 days
- Why?

Why Go To The Effort?

- Assists in developing effective Behavioral Intervention Plans (BIP)
- Consistent with contemporary professional standards: National Institute of Health (NIH) & Association for Behavior Analysis (ABA)
- Mandated by legislation (IDEA Amendments of 1997)
Individuals with Disabilities Education Act (IDEA, 1991)

  - Requires schools to provide a safe and orderly placement and protect the rights of students with disabilities to have free and appropriate education (FAPE).
  - Derived from the Education for All Handicapped Children Act (EHA, 1975).
- According to IDEA, students with disabilities have the right to:
  - Individualized education program (IEP) – well designed strategies and supports
  - Least Restrictive Environment (LRE)
  - Parental consent for assessment/treatment
  - Due process (right to protest or disagree in a systematic way)
  - Privacy

IDEA Amendments of 1997

- Update of the IDEA (1991) legislation
- Significant Changes:
  - Mandated use of functional behavioral assessment to develop or revise positive behavioral intervention plans and supports.
  - Provided students with a right to preventative or antecedent strategies
  - Provided students with a right to be taught adaptive skills
  - Minimize disciplinary procedures
  - In-service training needs and pre-service preparation of personnel to ensure that they have the knowledge and skills necessary to meet the needs of students with disabilities.

Specific Behaviors that Constitute an FBA

- Neither IDEA (1997) nor subsequent federal regulations identify specific “problem behaviors” that would result in an FBA.
- Examples from case law include (Yell, 2006):
  - Behaviors that preclude the teacher from teaching
  - Behaviors that prevent other students from learning
  - Noncompliance
  - Verbal aggression/abuse
  - Physical aggression/abuse
  - Property destruction

Individuals with Disabilities Education Improvement Act (IDEIA, 2004)

- The 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA), like the 1997 law, guides public school discipline practices related to three assumptions:
  - All students, with and without disabilities, deserve to be educated in safe, well-disciplined schools, and orderly learning environments.
  - School personnel should have effective techniques to prevent behavior problems and to deal positively with them if they occur.
  - A balanced approach to discipline must exist in which the order and safety of schools is maintained, while also protecting the rights of students with disabilities to receive a free appropriate public education.
Individuals with Disabilities Education Improvement Act (IDEIA, 2004)

- Requires that positive behavioral interventions be included in a student’s IEP if his/her behavior impedes his/her learning or the learning of others.
- A plan is developed based on the results of the assessment and is reviewed/modified as necessary.
- The new law preserved many of the relevant principles from IDEA, particularly as it related to FBAs, BIPs, and positive behavior supports.

Why is this Legislation Important?

- Prior to EHA in 1975, disabled individuals did not have a legal right to be educated.
- When schools were required to provide them with education, there were no guidelines for effective instruction.
- Under IDEA/IDEIA guidelines (LRE, positive behavior supports, etc.), students are also entitled to reinforcement–based procedures (less intrusive) prior to the use of punishment–based procedures.

When does the Law Require that We Conduct a FBA?

- Under 34 CFR 300.530(f), a local education agency (LEA) must conduct an FBA and/or implement a BIP when:
  - The LEA, the parent, and child’s IEP team determine that the child’s behavior is a manifestation of his or her disability under the law
  - When a student is removed for more than 10 consecutive days for misconduct that was not determined to be a manifestation of the child’s disability
  - When an FBA was not conducted before behavior that resulted in a change in placement
  - When a student is placed in an interim alternative educational setting (IAEF) for a weapons or drug offence.

Other Provisions:

- School districts must provide teachers with high–quality professional development, including the use of scientifically–based instructional practices.
- School districts must ensure that scientifically–based research drives their professional development activities and services.

Why is this Legislation Important?

- In the past, teachers have not used systematic assessment procedures – which often led to:
  - Ineffective interventions
  - Reliance on negative consequences/punishment (reprimands, time out, suspensions).
  - Interventions based on reacting to problem behavior rather than trying to prevent it.
  - More intrusive intervention

- However, research has shown that these are usually not the most effective or efficient ways to resolve behavioral problems.
  - “Reactive” approaches for dealing with inappropriate behavior, such as reprimands or time out, fail to teach the student acceptable replacement behaviors.
  - May actually reinforce the inappropriate behavior

When Should We Conduct a FBA?

- Student behavior impedes learning of self or others.
- Student behavior presents a danger to self or others.
- If the student behavior is chronic and not responsive to intervention.
- Suspension or interim placement in alternative setting approaches 10 days (total).
IDEIA: Manifestation Determination

- Under IDEIA, the criteria for determining that a behavior is related to the student’s disability (i.e., manifestation determination) are:
  - If conduct was caused by, or had a direct substantial relationship to, the child’s disability or
  - If conduct was direct result of the local education agency’s (LEA’s) failure to implement the IEP [§159(k)(1)(E)(i)].

IDEIA: Change in Placement

- A child with a disability who is removed from the child’s current placement under subparagraph (G) (irrespective of whether the behavior is determined to be a manifestation of the child’s disability) or subparagraph (C) shall—
  - (ii) receive, as appropriate, a functional behavioral assessment, behavioral intervention services and modifications, that are designed to address the behavior violations so that it does not recur.

IDEIA: Change in Placement

- (F) Determination that Behavior was a Manifestation…, the IEP Team shall—
  - (i) conduct an FBA, and implement a BIP for such child, provided that the local educational agency had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement…;
  - (ii) in the situation where a BIP has been developed, review the BIP if the child already has such a BIP, and modify it, as necessary, to address the behavior…

A “Review” of the Behavior Plan

- The law is not clear as to what constitutes a “review” of the behavior plan.
- A review should explore and attempt to resolve the following questions:
  - Is the behavior plan tied to the results from the FBA?
  - Is the plan primarily proactive in nature?
  - Are there data to show that the plan has actually been implemented as intended (e.g., treatment integrity)?
  - Are there data to show the effectiveness or ineffectiveness of the plan?
  - If the plan was deemed ineffective, is there evidence that the team modified the plan at least once in an attempt to change the behavior in the current environment?
  - Are there data to show that the modified plan was not working?

Problems Related to Carrying out Correct and Effective FBAs

- There are no legally mandated procedures for what constitutes a minimal standard or best practice criteria for an FBA.
- There are no qualifications or training criteria specified for those who are competent to conduct an FBA.
- There is no guidance on determining the “validity” of previously conducted FBAs, particularly with respect to the passage of time.

Problems Related to Carrying out Correct and Effective FBAs

- Although these procedures are expected and required, there are no standard guidelines for a functional assessment.
  - Schools are often left to figure it out for themselves
  - School personnel are usually not adequately trained to implement the procedures.
- Result?
  - Schools often do not implement adequate FBA procedures.
  - Leads to due process hearings, poor services, etc.
Wisconsin Study (2008)

- Over 60% of FBAs were without a clearly-defined target behavior.
- Only 50% had any reference to the teacher’s behavior.
- BIP was based on the results of the FBA only 50% of the time.
- 73% of cases, the BIP contained a list of possible interventions, rather than individualized

What do Schools have to do? (Yell & Drasgow, 2000)

- How are IEP teams to address problem behavior?
  1. Two steps for the IEP team
  2. Must develop a plan based on assessment
  Requirements for the plan
  - Measureable goals and objectives
  - An explanation of the special education services that they will require/receive
  - An explanation of any modifications to the classroom
- If they do not do this, they are depriving a student of FAPE.
- FBA needs to be conducted regardless of whether or not the conduct was the result of the manifestation of the student’s disability.

Checklist for Conducting Legally Correct and Appropriate FBAS (Yell & Drasgow, 2000)

- IEP team convened to conduct FBA (or assign someone).
- The conductor is qualified (BCBA?).
- District is not excused if there are no trained staff to do it
- Parents notified about FBA early enough to provide input.
- Consent from parents is required
- IEP team considered assessment data provided by parents.
- FBA consists of:
  - Records Review
  - Interviews (teachers, parents, etc.)
  - Multiple observations in a variety of settings
  - Experimental manipulations (FA), if necessary
  - Summary statements/Hypotheses
- FBA conducted in timely manner (ASAP)
- BIP based on FBA

Frequently Asked Questions

1. Do I have to conduct an FBA before suspending a student receiving special services for less than 10 cumulative days in a school year?
2. Is parental consent required for the district to conduct an FBA?
3. Do I conduct FBAs only for children with disabilities, or do I have to use FBAs with children in regular education?

FBAs for Students in General Education

- “Reasonable suspicion” that the student has a disability
  - The parent expressed concern in writing
  - The parent requested an evaluation
  - The teacher or other personnel expressed specific concerns about a pattern of behavior to the director of special education or other supervisory personnel
- If any of the above conditions exist, then a student without a disability who evidences a pattern of interfering behavior should be considered, for all practical and legal purposes, as a child with a disability with all the associated procedural safeguards.
- Exceptions

Frequently Asked Questions Continued

4. Does the law specify the length of time for which an FBA is considered “current” or “valid?”
5. Must we conduct an FBA prior to holding a manifestation determination?
6. If a student has already been suspended, can we conduct a “Post Hoc FBA?”
Frequently Asked Questions—Just a Few More!

7. We have a student with a disability who is having difficulty on the bus. Must we conduct an FBA?

8. Does FBA apply to extended day programs and extended school year programs?

9. If there is no one in our school district qualified to conduct and interpret FBAs, what do we do?

Assessment and Intervention

Behavioral Assessment

1. What does the individual want and/or need?

2. How has the individual learned to fulfill that want or need with the people in this setting?

Behavioral Intervention

3. How can we make the same want or need available and/or teach a more appropriate means for acquiring it?

Intervention Components

- Antecedent
  - Antecedent Manipulation

- Behavior
  - Replacement Skills

- Consequences
  - Contingency Management

What is a Behavior Intervention Plan (BIP)?

- "An intervention based upon methods and empirical findings and behavioral science and designed to influence a child’s actions or behavior positively." (23 Ill.Adm.Code 226.75)
  - Specifies a challenging behavior
  - Manipulates the antecedents and/or consequences of the behavior
  - Teaches more acceptable replacement behaviors that serve the same function as the inappropriate behavior
  - Implements changes in curriculum and instructional strategies
  - Modifies the physical environment
  - Collects data to evaluate effectiveness

Considerations for BIP

- Spells out how teachers, staff, peers and parents will change (not just how child will change)
- Plan should be directly linked to the FBA information
- Must be individualized
- Plan should be consistent with behavioral principles (technically sound)
  - Must have proactive and positive strategies (not just reactive measures)
- Plan should fit with values, resources and skills of those who put it together
- Plan should include social problem-solving
- The BIP should include a plan to monitor/evaluate the BIP

 Sufficiency of a BIP

- Neither Congress nor the Department of Education (DOE) has specified the specific components that should be included in a BIP.
- Four-Part Test for Determining the Sufficiency of BIP (Mason City Community School District, 2001, Review Panel)
  1. The BIP must be based upon assessment data
  2. The BIP must be individualized to meet the child’s unique needs
  3. The BIP must include positive behavioral change strategies
  4. The BIP must be consistently implemented and monitored
**Problem Identification Practice**

- Think of behaviors that you want to increase and decrease
- Choose one problem behavior to target and provide an operational definition (be specific; someone else should be able to visualize the problem behavior without being there)
- What is the frequency, duration, and severity of behavior?
- Circumstances under which behavior occurs and does not occur

**Behavior Intervention Plan**
*(Asher, Gordon, Selbst & Cooperberg, 2009)*

I. Target Behavior (to be reduced)

II. Baseline Results:

III. Circumstances Under Which Target Behavior Occurs/Does Not Occur:

IV. Prior interventions (if any) and the effectiveness of these interventions:

**Eight Functions of Challenging Behavior**

V. Probable Function(s) of Behavior

- Adult attention
- Peer attention
- Tangible object, event or activity
- Automatic reinforcement
- Escape from a task that is too long
- Escape from a task that is too difficult
- Escape from a social situation
- Escape from automatic negative reinforcement

**Addressing Skill Deficits**

- The student does not know how to perform desired skills
- Discuss the skill and its components
- Demonstrate the skill
- Do the skill in a practice situation
- Provide coaching/reinforcement
- Provide signals (cues) when the skill should be used

**Addressing Performance Deficits**

- The student knows the skills necessary to perform the behavior, but does not consistently use them
- Increase motivation to perform the skills
- Make the appropriate behavior more desirable
- Behavioral contracts or token economies and other interventions that include peer and family support may be necessary in order to change the behavior
- Students who lack intrinsic motivators require extrinsic motivators

**Video: Functions of Behavior**

https://www.youtube.com/watch?v=f0CnHVptht0

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Addressing Both Skill and Performance Deficits

- Some student problems are so significant they require a combination of techniques and supports
- **Example:** Student finds it difficult to control anger
- **Skills Deficits:** Recognize the physical signs of anger, use relaxation skills, apply problem-solving skills, and practice communication skills
- **Performance Deficits:** Positive/negative consequences

Importance of the Three I’s

- Make problem behavior **irrelevant**
- Make problem behavior **inefficient**
- Make problem behavior **ineffective**

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**Skills Deficits**

- Recognize the physical signs of anger
- Use relaxation skills
- Apply problem-solving skills
- Practice communication skills

**Performance Deficits**

- Positive/negative consequences

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Students will change the inappropriate behavior only when it is clear to them that a different response will more effectively and efficiently accomplish the same thing.

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Importance of the Three I’s

- Identify situations that set occasion for problem behavior
- Make structural changes in environment so problem behavior is not necessary
- Increase effort of problem behavior
- Teach replacement behavior to fluency
- Withhold reinforcement for problem behavior

**Example:** Child becomes disruptive (e.g., kicks over chair) during paper/pencil tasks to escape demands.

- What can you do to make the behavior irrelevant, inefficient, and ineffective?

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Sample Strategies

1. Attend to desired behavior
2. Ignore undesired behavior
3. Functional communication training
4. Non-contingent attention

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Function II: Peer Attention

- **Sample Strategies**
  1. Create activities built around interaction with preferred peers
  2. Group contingency (e.g., child earns reward for group)
  3. Reinforce planned ignoring by peers
  4. Place with non-preferred peers
Function III: Tangible

- Sample Strategies
  1. Provide access contingent on appropriate behavior (First..., then...)
  2. Response Cost (e.g., loss of match box cars)
  3. Functional communication response: Request one more minute

Function IV: Automatic Positive Reinforcement

- Sample Strategies
  1. Use of sensory experience as a reward for non-engagement
  2. Enrich environment (e.g., hands-on science project, computer assisted instruction)
  3. Interrupt (e.g., mild reprimand, redirection)

Function V: Escape/Avoid Task That Is Too Long

- Sample strategies
  1. Shorten length of task
  2. Gradually lengthen task as fluency is demonstrated
  3. Provide breaks contingent on small units of task completion
  4. Provide negotiated reinforcers upon completion of small units of work
Function VI: Escape/Avoid Task That Is Too Difficult

- **Sample strategies**
  1. Reduce task demands
  2. Make task stimulating
  3. Allow task choice
  4. Use behavioral momentum
  5. Allow for a more efficient response modality
  6. Provide negotiated reinforcers upon completion of small units of work

Function VII: Escape/Avoid A Social Situation

- **Sample strategies**
  1. Alter the social situation in whatever way is necessary so that an approach response is easily made
  2. Gradually bring in more social elements
  3. Use a coping model (live/symbolic)
  4. Provide reinforcement for successful approach responses

Function VIII: Escape/Avoid Automatic Negative Reinforcement

- **Sample Strategies**
  1. Eliminate exposure to stimulus
  2. Use Systematic Desensitization
     - Create a hierarchy
     - Identify a response incompatible with avoidance
     - Present item at the bottom of hierarchy while engaged in incompatible response
     - Work your way up the hierarchy

Behavior Intervention Plan continued:

VI. Replacement Behaviors to be developed and reinforced

VII. Description of the positive supports/interventions

VIII. Reinforcement Schedule

IX. Procedures When Target Behavior Occurs

X. Materials Required

XI. Environmental Changes / Classroom modification

XII. Data collection and management system

XIII. Conditions under which the supports/interventions will be implemented:
Behavior Intervention Plan continued:

XIV. Conditions under which the supports/interventions will be terminated

XV. Parental Involvement

XVI. Frequency of Review

XVII. Informed Consent Required  Yes  No

Plan needs to include strategies to promote generalization of strategies

Assist parents to implement strategies and to monitor progress via data

Provide parents opportunities to observe plan being implemented

Ensure that parents are part of the process throughout the FBA, BIP development, and BIP review

BIP Components to Evaluate

Is the problem behavior decreasing (in frequency, intensity, duration)?

Is the student using the replacement behavior regularly, with gradually fading prompts?

Has the student generalized the use of this new behavior to various settings (e.g., more natural environment such as playground, home, community)?

Are there concrete positive effects (completing more educational programs, more appropriate social interactions, improved functional communication skills)?

Examine the data

Are team members satisfied with the plan?

- Student
- Parents
- School personnel (teachers, paraprofessionals, therapists, case managers, supervisors, consultants)
- District case manager
- Private professionals (neurologist, therapist, psychiatrist, pediatrician)

Consistency with which BIP is Implemented

- Strategies and supports should be provided / implemented across situations and staff
- Augmentative communication systems, if necessary, should be used consistently
- Multi-sensory and total communication approaches throughout the day
- Same strategies at 9:00 AM and 2:00 PM – maintain the antecedent interventions, development of replacement behaviors, correction procedures, data collection, etc.
Measure Changes in Behavior

- Baseline data needs to be collected 5–10 days.
- Ongoing data collection is critical to monitor changes and further areas to target.
- Data needs to be consistently collected.
- All staff in the classroom need to be familiar with data collection procedures.
- Data needs to be graphed at least on a weekly basis and reviewed at least weekly.

Mechanism for Review of Plan

- Do not wait for problems to occur before reviewing data.
- Review graphed data at least weekly.
- Clear roles and responsibilities for all staff.
  - Rotate duties when possible, including data collection, graphing, delivering prompts, reinforcement, and correction, etc.
  - Ensure that the plan and staff roles/responsibilities are posted and/or easily accessible, ensuring confidentiality of student’s information so those not directly involved do not have access to the student’s plan or identifying information.

When is Plan Considered Successful?

- Criterion should be reasonable, attainable, and based on consideration of baseline data.
- Prompts should be gradually faded (e.g., from full physical/hand-over-hand, to partial physical, to full verbal, to partial verbal, to visual).
- Reinforcement should be gradually faded (e.g., from immediate to a token system, to rewarding following the activity, to daily if appropriate).
- Emphasize strengthening or increasing the replacement behaviors.

Types of Data Collection

- Anecdotal recording (ABC)
- Event recording
- Duration recording
- Interval recording
- Time sampling
- Permanent product
- Reliability checks

Data Collection Overview Video

Using the Principles of ABA for Teaching and Behavior Modification
Strategies to Teach Appropriate Behavior

- Antecedent Modifications
- Developing Clear and Consistent Expectations
- Using Effective Reinforcement Strategies
- Differential Reinforcement
- Functional Communication Training
- Token Economies
- Visual Supports

Antecedent Modifications

Changes that we make to the environment to eliminate/reduce behavioral triggers, decrease the motivation to engage in the maladaptive behavior, and increase the effort to engage in the maladaptive behavior:

- Give out the reinforcer for free (non-contingent reinforcer)
- Non-essential choices during work tasks
- Environmental modifications
- Pace of instruction

EDUCATIONAL ACCOMMODATION PLAN

- Physical aspects of the classroom
  - Increase adult support and supervision
- Lesson presentation
  - Allow frequent breaks; vary activities often
- Assignments
  - Supply the student with examples of expected work
- Test taking
  - Allow the student to retake tests when performance is poor

Developing Clear and Consistent Expectations

- Short, concise directions
- Provide clear structures in your intervention that tie in reinforcement
  - First-Then
- Positive Opposites
  - Once a direction is delivered, promote follow-through
    - Think about what you’re willing to give as a direction PRIOR to delivering it.
Positive Opposites—Let’s Practice!

- Stop jumping around!
- You’re not getting a break until you finish your work.
- Don’t color on this side of the paper.
- You’re not getting the ball until 1 pm.
- You want to play with your friends? Then do your work.

Factors that Influence the Effectiveness of Reinforcement

- Quality
- Novelty
- Deprivation
- Immediacy
- Consistency

Making the Most of Reinforcement

- The most important questions: What is your student motivated by? What does he/she enjoy? What will he/she work for?
- Make reinforcement contingent on appropriate behavior
- For interventions addressing problem behavior, function-based reinforcement is key to promote skill acquisition and behavioral reduction

Functional Communication Training

- Premise: All behavior is communication
- Teaching the appropriate, functionally-matched response to counter that behavior through a variety of modalities
- As with any skill acquisition program, FCT may require some prompting and modeling prior to the student independently exhibiting the skill:
  - Full echoic model → Partial echoic → Gesture to Visual → Independent

Token Economy

- A procedure to reinforce alternative/appropriate behaviors using some type of conditioned reinforcer (e.g., tokens, checks, smiley faces) that are then traded in for privileges
- Provides structured, visual depictions of progress
- Tokens earned for clearly defined contingencies across the day
- When a token amount requirement has been met, the tokens are traded in for privileges, items or activities
- Unless explicitly stated in a behavior plan, tokens are not removed for maladaptive behavior

Token Economies

- I am working for a computer
- I Can Do It!
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3-D Approach
(Asher, Gordon, Selbst & Cooperberg, 2009)

- Discussion of social skills to develop
- Demonstration of skill and specific steps
- Doing (practice, role play, rehearsal, behavior specific feedback)

What Do We Know About Social Skills?

- Comprise specific and discrete verbal and nonverbal behaviors
- Entail both effective and appropriate initiations and responses
- Maximize social reinforcement
- Social skill performance is influenced by the characteristics of an environment.
- Deficits and excesses in social performance can be specified & targeted for intervention.

What is the Purpose of Social Skills Training?

- To remediate deficiencies in interpersonal functioning, including specifically to help children:
  - Acquire specific skills
  - Perform specific skills that have been learned
  - Generalize specific skills across situations
  - Display specific skills with greater fluency

Social Skills Training

- Empathy training
- Social problem-solving
- Impulse-control or self-regulation training
- Anger management training
- Assertiveness training

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Social Skills Programs Examples

- POWER-Solving™ (Selbst & Gordon)
- Second Step (Committee for Children)
- Skillstreaming (McGinnis & Goldstein, 1997)
- Social Decision Making / Problem Solving (Elias & Butler, 2005)
- Social Skills Training for Children & Adolescents with Asperger Syndrome & Social-Communications Problems (Baker, 2003)

Power-Solving Solution Evaluator

<table>
<thead>
<tr>
<th>Solution</th>
<th>Is it Safe?</th>
<th>Is it Fair?</th>
<th>Will it solve the problem?</th>
<th>Will I reach my goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play by myself</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Walk away</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Scream</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Learn the rules and then play</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Situations in a Hat Role Play: Trigger situations listed on cards and placed in a hat for children to choose one at a time. Discuss the situation, state the problem, state the feeling (“I feel ___”), discuss possible solutions, choose a solution and put the solution in place; act out the situation from start to finish and provide behavior specific feedback.

- “I didn’t understand the math homework.”
- “It’s time for lunch and I have no one to sit with.”
- “I really want to buy a snack and I forgot my money.”

Role Play

- Coaching During Lunch / Recess

Social Skills Games

- Childwork Childsplay  
  - [www.childswork.com](http://www.childswork.com)
- Super Duper Publications  
  - [www.superduperinc.com](http://www.superduperinc.com)
- Linguisystems  
  - [linguisystems.com](http://linguisystems.com)
Social Scripting / Social Narrative

- Problem identification provides basic information about the problems the child is facing.
- Social-emotional-behavioral goals or solutions direct the form the behavior should take.
- Positive self-statements provide information about the feelings of self and/or others.

Social Skills Contract

- Written agreement between teacher/parent and child
- Specifies relationship between child’s behavior and consequences
- Components
  - Children need to have input
  - Behaviors and reinforcement / consequences are negotiated
  - Expectations should be clearly written and discussed
  - Target only one behavior at time
  - Specific behavior should be easily observed
  - Behavior should be stated in a positive manner
  - Specify consequences for not meeting the terms of the contract

Social Narrative Example

How to Get Along with Others

- Sometimes I get annoyed and bothered by other people. I can get pretty annoyed.
- I know it is important not to let others bother me. I need to try to be pleasant and get along with others. I could negotiate how to spend time and share space with others. If I get really annoyed, I can stay safe by walking away, counting to 10, talking to an adult, or asking for help.
- If I can be more pleasant and stay calm, I can tell myself how well I did to get along with others. I could also feel good about how nice I acted and how I was able to make someone else feel okay.

Daily Behavior Report Card

- May have pictures of the desired behavior to provide the student with visual cues
- Typically includes having the student’s teacher or paraprofessional rate the child on one or more specific behaviors
- Behaviors are rated via a three-point Likert scale
- Recordings occur at the end of the period
- Baseline score gathered for about seven days
- Place copy or list on the child’s desk
### Example: Daily Behavior Report Card

<table>
<thead>
<tr>
<th>Daily Goals</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desk is neat at the end of each day</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Homework is put in the basket on the teacher’s desk by 9:00 AM</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Desk is ready for each lesson with all materials</td>
<td>Subject # 1</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Morning work</td>
<td>Subject # 2</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Completed at least 75% of classwork</td>
<td>Subject # 1</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Subject # 2</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Example: Combination of DRC and Token Economy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRC points</td>
<td>6/9 (5 pts)</td>
<td>7/9 (10 pts)</td>
<td>8/9 (15 pts)</td>
<td>9/9 (20 pts)</td>
<td>9/9 (25 pts)</td>
</tr>
<tr>
<td>Bonus points</td>
<td>6/9 (5 pts)</td>
<td>7/9 (10 pts)</td>
<td>8/9 (15 pts)</td>
<td>9/9 (20 pts)</td>
<td>9/9 (25 pts)</td>
</tr>
<tr>
<td>Classroom</td>
<td>Personable</td>
<td>7/9 (10 pts)</td>
<td>8/9 (15 pts)</td>
<td>9/9 (20 pts)</td>
<td>9/9 (25 pts)</td>
</tr>
<tr>
<td>Bookbag is packed</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### School Environment Learning Program (SELPI)

- Class by class (activity by activity) point system
- Pre-intervention baseline of four essential classroom behaviors
  - Following class rules
  - Completing class work or participating in class (whichever is appropriate)
  - Completing homework
  - Getting along with other students

### Strategies to Address Hyperactivity

- **External Structure for Physical Controls / Predictability**
  - Give energy breaks and opportunities for focused movement
  - Minimize changes and pullouts
  - Provide individual desks and space for extra materials
  - Prepare for transitions
  - Include short, fast-paced tasks; practice routines
  - Be calm (soothing music, carpet, earplugs)
  - Develop physical cues to refocus

### Strategies to Address Distractibility

- **Focus on priorities, directions, and distractors**
  - Provide only needed materials
  - Modify tasks: shorten, highlight, break into manageable steps
  - Teach summarizing skills
  - Provide student with purpose of activity
  - Simple, positive directions: model the behavior; encourage child to restate requests
  - Vary voice pitch and pacing in lesson

### Strategies to Address Distractibility (Cont’d)

- Teach memory strategies (mnemonics, note taking, brainstorming)
- Insist on instructional readiness (body still, eye contact)
- Use multi-sensory materials and “hands on” learning to engage student
- Preferential seating to reduce visual and auditory distractions
- Seat student near organized and understanding peers
- Self-instructional strategies / training
Strategies to Address Impulsivity

- Build self-confidence via social skills training, parent support, & counseling/therapy
  - Provide opportunities for success & leadership
  - Social skills training groups
  - Empathy training, impulse control, problem-solving skills, anger management
  - Encourage noncompetitive sports/activities (scouting, martial arts, interest groups)

Strategies to Address Impulsivity (Cont’d)

- Behavioral Parent Training: to improve understanding of child’s skills, limit setting, and behavioral strategies
- Join support groups (e.g., C.H.A.D.D.)
- Systematic praise (frequent positive feedback)
- Opportunities for self-regulation, self-evaluation, and self-monitoring
- Frequent home-school communication and carryover strategies

Shaping

- Identify a desired behavior for the student.
- Determine the final goal.
- Identify the student’s present level of performance in displaying the desired behavior.
- List the steps that will eventually take the student from his/her present level of performance to the final desired behavior.
  - These steps should be progressively more demanding.
- Provide reinforcement for each step

Types of Consequences

- Reinforcement
  - A desirable stimulus or event will occur immediately following the behavior
  - The behavior will increase as a result
- Punishment
  - An undesirable stimulus or event will occur immediately following the behavior
  - The behavior will decrease as a result
- Extinction
  - A previously reinforced behavior is no longer reinforced
  - The behavior will decrease as a result

Two Types of Reinforcement

- Positive
  - A stimulus is presented immediately following a behavior which will cause the behavior to increase
- Negative
  - A stimulus is removed immediately following the behavior which will increase the likelihood of the behavior occurring
  - Fire bell sounds, go outside, no longer hear piercing sound
Reinforcement in Real Life

- Working to get a paycheck
- Taking aspirin to get rid of a headache
- Pretending to take a phone call to avoid talking to a non-preferred person
- Acting silly to get laughs and attention from classmates
- Breaking pencils and pens to get out of doing work
- Screaming at a teacher to get sent to the principal’s office (and avoid that science project)
- Finishing an art project so that it gets hung up on the board

Reinforcement (motivate! motivate!)

- **Why Reinforcement?**
  - Need to reduce high rate of problem behavior so that Social Skills Training can be effective
  - Increases the likelihood that a behavior will be performed
  - Creates a positive association with the task
  - Creates a positive association with the person
  - Increases the likelihood of habit formation
- It may be necessary to rotate or change reinforcers frequently

When to Reinforce

- **Immediately & consistently** after the desired response / behavior
- **During New Learning**
  - Every time a desired response/behavior is made
  - Approximations of a desired response/behavior
  - Note: if using food as a reinforcer, pairing it with a more naturally occurring reinforcer, such as social praise, helps to eventually change reinforcers
- **When Contractually Obligated**
  - Behavior plans, “if, then”
  - **Intermittently** “Catch ’em Being Good” → Culture

Things to Consider When Selecting a Reinforcer

- **Identifying potential reinforcers:**
  - Observe what he/she enjoys
  - Ask others who interact with the individual (teachers, family, peers)
  - Scan the environment for possible ideas
- **Questions to consider:**
  - Is it desired by the individual?
  - Is it age appropriate? (stigmatizing)
  - Is it immediately available?
  - Is it transportable?
  - How often can it be delivered?
  - Will it cause new problems?

Punishment

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>You add something following the behavior which then decreases the behavior from occurring in the future</td>
<td>You remove something following the behavior which then decreases the behavior from occurring in the future</td>
</tr>
<tr>
<td>Example: Pick up thrown toys</td>
<td>Example: Time out; Remove preferred item</td>
</tr>
</tbody>
</table>
### Examples

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tommy calls Rose</td>
<td>Rose picks up</td>
<td>Tommy is boring and self-centered</td>
</tr>
<tr>
<td>Amy finished picking up groceries at the store</td>
<td>She approaches the cashier at register #4</td>
<td>The cashier tells her, “You really should think about getting healthier groceries.”</td>
</tr>
<tr>
<td>You have to rush to get to work</td>
<td>You speed 20 miles per hour over the speed limit</td>
<td>A police officer pulls you over and gives you a $400 ticket.</td>
</tr>
<tr>
<td>John is presented with a reading comprehension task</td>
<td>John insults the teacher and throws the worksheet away</td>
<td>John loses recess privileges</td>
</tr>
</tbody>
</table>

### Extinction

- Goal is to stop, extinguish, or ‘get rid’ of a target behavior.
- No reinforcement is provided when the behavior occurs.
- Determining the function of the behavior is important.
- Attention-seeking behaviors do not receive attention.
- Escape-oriented behaviors do not allow the child to effectively escape the child.
- Oftentimes, when a behavior is “placed on extinction,” the topography of the behavior may worsen before it gets better (more frequent, longer duration, more severe). This is referred to as **extinction burst**.

### Let’s Practice!

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Reinforcer</th>
<th>Consequence (What should you do?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calling out in class</td>
<td>Teacher reprimands</td>
<td></td>
</tr>
<tr>
<td>Loud vocalizations</td>
<td>Teacher provides a break from demands</td>
<td></td>
</tr>
<tr>
<td>Skin-picking on arms</td>
<td>Sensory stimulation</td>
<td></td>
</tr>
</tbody>
</table>

### Why Do We Avoid Punishment?

- **Habituation**
  - Intensity of punishment must increase to obtain a similar outcome
- **Lack of adaptive skills**
  - Does not teach new behaviors, only suppresses negative behaviors
- **May generate resistance or provide a model for aggressive behavior**

### Generalization of Learned Social Skills

*Across settings, behavior, and time*
Positive Note Home

› Your child, ________________________________, has received this note home as a result of positive behavior today at _______________________________ School. Your child’s behavior exemplifies the type of behavior that we aspire to in our school. Congratulations!
› Your child exhibited strong behavior:
   - following directions
   - helping the teacher
   - helping another student
   - great homework
   - outstanding participation
   - excellent test or quiz

Quick Tips

› Provide daily success for the students
› Encourage and reinforce positive self-statements
› Be active rather than passive: find out how to address the student’s needs and promote strengths
› View educating the student with a disability as an opportunity to become a more effective teacher rather than a “problem I have to cope with”

Gradually Decrease Control

› Child needs to gradually feel and become empowered (shaping behavior)
› There needs to be a gradual shifting in the perception of control from the adult to the child
   - Child needs to understand that he/she makes choices and has control over his/her actions
› Boundaries and limits need to remain, with child understanding the connection between his/her actions and consequences

Monitoring Progress

› Data Collection
   - Target specific social skill and define
   - Criterion / expectation
   - Designate someone to monitor
   - Record behavior
   - Independent vs. prompting of behavior

Adult–Child Interactions

A. Giving commands
1. Following directions vs. selective attention
2. Simple vs. multiple commands: determine how many directions your child can follow

B. Coercive process – the cause for most conflicts
1. Loud, louder, loudest
2. Getting child’s attention
   - move closer
   - establish eye contact
   - be firm, clear and keep it short “John, I need you to…” or “John, please…”

Gradually Decrease Control

› Child needs to gradually feel and become empowered (shaping behavior)
› There needs to be a gradual shifting in the perception of control from the adult to the child
   - Child needs to understand that he/she makes choices and has control over his/her actions
› Boundaries and limits need to remain, with child understanding the connection between his/her actions and consequences

Active Listening

1. Non-judgmental
2. Need to have good counseling skills
3. Empathic and validating feelings (“It looks like you are frustrated. Let’s see if we can work together to make things easier for you.”)
What Can You Do?

- **Initial / Early Stage(s) of Challenging Behavior:**
  - Implement the components of the BIP (if one exists)
  - Provide visual, verbal, textual, gestural cues to use mastered strategies
  - Minimize verbal interaction
  - Redirect, avoiding physical contact if possible
  - Introduce calming place and activities ("safe haven" in room)
  - Encourage use of functional communication (break card, sign, words)

- **Escalation:**
  - Continue to implement components of BIP
  - Verbally ignore
  - Ensure safe environment (people first and then items and building structure)
  - Behavior specific praise of approximations of getting calm
  - Use behavioral momentum
  - Continue to encourage use of functional communication

- **Last Stage:**
  - Continue to implement components of BIP
  - Continue to limit verbal interaction
  - Continue to provide praise for approximations of getting calm
  - Continue to use behavioral momentum
  - Allow time for de-escalation
  - Prompt for movement to de-escalation area and/or removal of other students
  - Maintain adherence to ethical, legal, and safety guidelines at all times

What, When, Where, & How to Teach

- **What to teach?** Functionally Equivalent Replacement Behaviors (FERBs)
- **When to teach?** When the child is CALM and NOT when the child is engaging in the inappropriate behavior, especially if stressed or escalated
- **Where to teach?** In a safe environment and then teach to mastery and practice generalization
- **How to teach?** Systematic Plan (discuss, demonstrate/model, practice/role play)

What to Avoid

- Don't say, "We'll see" (very vague and conveys that there is no commitment)

- Don't take away everything child enjoys or owns as a consequence to negative behavior just because you are frustrated
  - Do adhere to contract and set it up so child needs to earn preferred items.

What You Should Do

- Notice and reward appropriate social skills and interactions
  - (E.g., children talking and playing, problem-solving, appropriate expression of feelings, non-aggressive interactions) - give behavior specific praise "Great job asking your friends to play!"
- Teach alternative responses and behaviors
- Validate child’s feelings, showing an understanding of how this must be frustrating, embarrassing, etc.
- Help the child to understand the impact of one’s behavior on another person (role play is helpful)
- Help improve child’s self-esteem and confidence
When Problem Behaviors Occur: Consequence-Based Procedures

- Planned Ignoring
- Corrective feedback
- Sit and Watch
- Sit and Think
- Response Cost
- Positive Practice

Planned Ignoring

- No attention is provided upon the occurrence of the target behavior
- Must be consistent
- Beware of the extinction burst!

Corrective Feedback

- Delivered in a calm manner
- Acknowledge positive aspect related to function
- Specify correct form of behavior
- Identify positive outcome

Example: “Honey, I know you were eager to get into the house tonight, but it would help if you took a moment to close the garage door so the house would be secure when we go to bed.”

Sit and Watch

- Explain entire procedure to child/class
- When target behavior occurs, calmly label it
- Direct child to location away from the group
- Direct child to sit and watch how the others engage in the replacement behavior
- After two minutes, approach the child and use the Teaching Interaction

Teaching Interaction

- Follows a script of questions
  - “Why are you in Sit and Watch?”
  - “What should you have done instead?”
  - “Show me how you do that.”
- Designed to teach personal responsibility and cause and effect relationships
- Makes use of behavioral rehearsal

Response Cost

- Loss of a specified reinforcement contingent upon the occurrence of the target behavior.
- Examples: traffic tickets, financial penalty for late mortgage payment, loss of being line leader
Positive Practice

» **Definition:** Upon the occurrence of the target behavior the child has to perform the correct behavior to excess (e.g., ten times).

» Based on concept of loss of time and expenditure of effort as unpleasant

» Has added component of strengthening the desired skill

» **Example:** Child who runs in the hallway would be required to go back and walk down the hallway ten times correctly

Self-Control Strategies

» **Self-monitoring**

» **Self-evaluation**

» **Self-reinforcement**

Cue and Review

» Cue and Review helps children and adolescents plan for demanding situations

» Cue and Review focuses on gradually shifting responsibility

» Virtually anything that happens can be broken down into steps and taught

» **Example:**

  - **Starting the Day**
    1. Hang up coat.
    3. Place homework folder on desk.
    4. Put lunch box in closet.
    6. Return to seat and begin work.

You Cannot Address All the Problems At Once!

Motivation to achieve one’s goal is critical

"If you keep on doing what you’ve always done, you’ll keep on getting what you’ve always got."

**W.L. Bateman**

**RELATED RESOURCES**


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