Positive Behavior Strategies at Home

SCV Special Education Community Advisory Committee
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Philosophy

BLC believes that every child deserves the opportunity to learn and excel. The philosophy of on-going collaboration between parent/caregiver and provider is of “utmost” importance and is necessary for the effectiveness of the intervention. BLC strives to provide the highest quality of service in a caring environment. Each program is custom tailored to meet each child’s unique needs and individual characteristics.

- Regional Center vendors, offering behavioral services
  - Discrete Trial Training (DTT)
  - Adaptive Skills Intervention Program (ASIP)
  - In-home parent education and training (Parenting for Success)

Unlocking Autism One Piece at a Time

The first corporation of Licensed Educational Psychologists in the history of California

- Providing assessment, consultation and counseling services to students from pre-school through college
- Regional Center vendors, offering social skills groups to students on the autism spectrum
- Develop and implement behavior plans at home and school for students with varying issues and disabilities

Learning Objectives

- Become amateur behaviorists
  - Analyze behavior patterns
- Four functions of behavior
- Learn to employ strategies that match the function of the challenging behavior
- Learn strategies for use in home and community
- Create effective behavior plans
Behavior

- All behavior is communication
- What is your child trying to communicate with their challenging behavior?
- How can they better communicate their needs?
- What skills do they need to obtain to meet their needs more appropriately?

ABCs of Behavior

Antecedent - What happens immediately before the behavior occurs.
Behavior - The actual observable behavior; must be something you can see and measure.
Consequence - What happens immediately following the behavior, even nothing happening is a consequence.

ABCs of Behavior

Mom gives direction to child
"Time to turn off the TV."
Child yells and does not comply
"I don't want to!"
Mom yells direction a second time

Antecedent Behavior Consequence

Positive Behavior Support

- Problem solving approach for supporting people with mild to severe behavioral challenges
- Research-based strategy
- Based on principals of applied behavior analysis
- Based on proactive rather than reactive strategies
- Addressing issues before they become big problems
- Better preparation will result in better outcomes
- Framework for understanding behavior, structuring homes and interactions, and teaching skills necessary to navigate everyday life
**Challenges to PBS**

**Time & Time Management**
- Effective behavior plans and behavior management take a lot of time
- Implementation of successful behavior plans takes effective use of time management

**Energy**
- Effective behavior plans take energy to implement, often from parents who are already tired from dealing with difficult behavior, other disability related issues, IEPs, team meetings, etc.

**Consistency**
- Behavior plans need to be implemented with consistency in order to be effective

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**Behavior Intervention Plans**

What are they and who creates them?
- At school they are usually created by a school psychologist or behaviorist as part of a child’s IEP. Teachers may also create informal behavior plans for use in the classroom.
- At home
  - Behavior plans can be formal or informal
  - They can be created at home by parents seeking to change behavior for the better

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**Behavior Intervention Plans**

- Include the child in creating the behavior plan if possible
- Including children in creation of plan will create buy in and may result in a more effective plan
- The behavior plan must meet the needs of the child as well as the needs of the family
- Effective plans are person-centered
- Effective plans are also child and family friendly

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**5 Components of Effective Behavior Plans**

- **Prevention** of challenging behaviors
- **Teaching** of skills needed to communicate needs and navigate situations effectively
- **Extinguishing** of challenging behaviors
- **Reinforcing**
  - Positive reinforcement of appropriate behaviors
  - Negative reinforcement of challenging behaviors
- **Monitoring** of the effectiveness of the behavior plan and outcomes
**Reinforcement**

Proper reinforcement is a critical component of any effective behavior plan

- Many different types of reinforcement
  - Edible
  - Tangible
  - Social
  - Activity
  - Determine what is motivating for your child by observing or asking the child
    - Reinforcer surveys and motivation assessment scales

**Important Points to Remember**

- Behavior plans are fluid and should change with time and use
- Reinforcement also needs to change with time
- Reinforcement chosen must be reinforcing to child and be developmentally appropriate
- Behavior plans are designed to assist and prompt the child or the caregiver, and therefore must always be re-assessed and eventually faded out

**4 Functions of Behavior**

- All behaviors serve a function and no behavior is wasted. They all serve to meet one of the four functions.
- When analyzing a behavior, the function of the behavior needs to be established to create an appropriate intervention.
- When the function of the behavior is discovered, then the appropriate plan can be formulated to correct the maladaptive behavior and teach a more functional and adaptive one.
- The replacement behavior needs to meet the same function as the challenging behavior.

**Task Avoidance**

For younger children

- Task Reduction - increased breaks, change density of the demand
- Increased prompts - increase intrusiveness (e.g., from verbal to hand over hand)
- Modeling
- Visual chart or schedule
- Redirect back to activity until completion
- Request child to use more functional or appropriate strategy to avoid activity/item
**Task Avoidance**

Ages 13-18

- Independence & Power
- Family Board Meeting
  - Adolescent is in charge of “Homework & Chores Department”
  - What are your child’s obstacles in completing homework/chores? (Why do they want to avoid it?)
- Negotiate solutions
  - Time homework/chores are to be done
  - Process by which homework/chores are to be done
  - Space/environment issues

**Task Avoidance - Escape**

Ages 13-18

- Anxiety & Fear
- Acknowledge and Validate Feelings
- Provide options
  - Sweeping out the garage is a chore
  - Fear of spiders so child becomes “sick” when it’s time to sweep
  - Acknowledge and validate fear, allow for other chore options

**Attention Seeking**

- Modeling to teach seeking attention appropriately
- Visual schedule
- Extinction and Differential Reinforcement Procedures
- Planned ignoring
- Respond and provide attention when appropriate strategy is used
- Teach activities to promote independent play
- Structure environment (e.g., before parent gets on the phone, set up an activity such as puzzle or video to occupy the child’s time)

**Access to Tangibles**

For younger children

- Visual schedule
- “If...then...” Principle (Premack)
- Teach appropriate ways to communicate to obtain preferred item by using verbal prompts, modeling, social stories, or scripts
**Access to Tangibles**

Ages 13-18
- Typical Types of Tangibles (to obtain or get something)
  - Video games
  - Money
- Determine the purpose of the tangible
  - Need for the tangible may reduce anxiety (video games)
  - Allow for escape (video games)
  - Create an avoidance (video games)
- If the tangible is appropriate it can be earned
  - Completion of homework for the week earns tangible
  - Completion of chores earns video game time

**Self Stimulatory**

- Most difficult behavior to extinguish as it is maintained by automatic reinforcement
- Isolate of substitute the source of the reinforcement
- Extinction can be used but not if behavior is SIB
- Reinforcement of alternative or incompatible behavior
- Teach self regulation strategies
- Provide free access to item that is highly motivating and one the child is satiated, the reinforcing effect diminishes (strategy not to be used for SIB)

**Self Stimulatory**

Ages 13-18
- Sensation Seeking
  - Risk taking behavior
    - Driving Fast
    - Roller Coasters
    - Loud Music
    - Drugs
    - Sexual Activity
- Function of behavior is typically to regulate, or create balance
- Determine why child needs to regulate themselves, or create balance

**Self Stimulatory**

Ages 13-18
- What is the functionally equivalent replacement behavior?
  - Organized and/or supervised sports
    - Martial Arts
    - Pick-Up Basketball Games
    - School or city teams
  - Extreme Sports
    - Skateboarding
    - Snowboarding
    - Bungee Jumping
  - Drug Use as a Balance
  - Medical Check-Up/Chemical Imbalance
  - Focus
  - Anxiety (takes the edge off)
Setting up the Environment for Success

- Environmental factors can influence behavior
- How does your environment make you feel?
- Is it calming?
- How is this impacting your child(ren)?
- Environment should provide for predictability, consistency, structure and routine

Setting up the Environment for Success

What does this all mean?

- Spring cleaning!
- Clean and organize the home in time for summer
- Children who have a difficult time organizing themselves and their emotions often benefit from a structured, well organized space
- Zen out your house!
- It should be a calming haven for your family

Organizational Systems

- Children who have difficulty organizing themselves and their things need adults to help them learn these essential skills
- Get child’s input in finding an organizational system that works for them
- What works for you, may not work for your child!

Organizational Strategies

- Create the “Home Office”
- Consistent place to do homework
- Minimize distractions
- Provide all necessary materials
  - Reference books, pencils, computer, etc.
  - Allow some personal items (family pictures, etc)
- Allow students to listen to music (no television) if necessary
- If home office is not a desk, keep all materials in a box so they can be easily accessed
Organizational Strategies

- The Homework Wheel
- Break homework down into subjects
- Allow student to pick order of subjects
- Determine an amount of time that focused work can be completed
  - 10 minutes, 15 minutes
- After determined time of work is complete, allow a break
- After all subjects have been worked on once, start the rotation over

Organizational Strategies

- Backpack Organization
- Nightly checks
  - Can be done independently once competency is achieved
- All papers have their place
  - Sometimes that place is the recycle bin
- Create the routine that works for your family, then stick with it

Organizational Systems

- More Backpack Strategies
  - Assist your child by assigning one color to each school subject. For instance, for math use the color red for their textbook cover, notebook, folder, etc.
  - Purchase a bag with compartments to assist the child’s organization (i.e., place for pen, lunch money)
  - Help child label items, folders, etc.

Organizational Systems

- Schedules/Checklists
  - They should be easily understood
  - Be in a consistent place or carried by the child
  - Indicate what activities will occur and in what sequence
  - Be arranged left to right or top to bottom
  - Have a way to indicate that each activity has been completed
Organizational Systems

- Task Boxes:
  - Pre-made boxes that contain all the needed materials for a game or activity, place a completed picture of the activity on the box
  - Kept in a functional location
  - Can be developed with the child to teach organization

- Home life:
  - Provide locations in your home in which your child can play, do homework, activities, etc. (stations)
  - Provide locations for items such as, shoes, school bag, and empty lunch containers. Once these locations are decided, discuss and illustrate with your child
  - Organize environment/space for success
  - Incorporate visual aids whenever possible
    - schedules, lists, pictures, calendars, charts, etc.