Got Behaviors….. HELP!!!!

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Belief System
- When a student doesn’t know how to drive……… we teach them.
- When a child doesn’t know how to wash their hands………. we teach them.
- When a person doesn’t know how to read……… we teach them.
- But when a child doesn’t know how to behave………… we punish them.

Any challenging behavior that persists over time is “working” for the child.

Behavior is Communication
- For children who have limited communication skills, challenging behavior serves to communicate wants and needs.
- For example:
  - Hit my head: receive medical attention
  - Bite my friend: receive adult attention or escape non-preferred activity

Basic Understandings
- Anxiety
- Language
Behavior Chains

- B+  ➔  R+
  - Positive Behavior leads to
    - Reinforcement
  - For example, child points or vocalizes about a toy
  - Mommy give toy to child

Why this works?

- B+  ➔  R+
  - The individual has an ability and an understanding
    - Initiate correct behavior get reward
  - Children with autism have difficulty with their
    - Ability to communicate
    - Processing of the situation
    - Initiating

Behavior Chains

- B-  ➔  R+
  - Negative Behavior leads to
    - Reinforcement
  - For example, child screams and get access to toy.

Behavior Chains

- B-  ➔  P  ➔  B+  ➔  R+
  - Negative Behavior leads to
    - Prompt by staff / family
  - Positive Behavior leads to
    - Reinforcement

Behavior Chains

- B-  ➔  P  ➔  B+  ➔  R+
  - For example, child hits mom
    - Mom prompts child to use his words, say, "I want ______.
h  - Child says, "I want ______."  
  - Child gets reinforcement

Behavior Chains

- B-  ➔  P  ➔  B+  ➔  R+
  - For example, child grabs self
    - Staff asks child,"Do you need to go to the potty?"
  - Child echoes, “Potty.”
  - Child is taken to the bathroom.
**Functional Behavior Assessment**

- The objective of FBA is not just to define and eliminate undesirable behaviors but to understand the function of the behavior in order to teach and **promote positive alternatives**.

- *This is a 5 Step PROCESS!!*

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**FBA Process Step 1**

**Describe**

- Identify-describe the behavior (action words)
  - Hit, Spit, Kick, Clear Table
  - Not "pitching a fit"
  - Observable and Measurable

**FBA Process Step 2**

**Data**

- Gather information to understand the behavior
- Collect data and observe the behavior across a broad sample of environments

**FBA Process Step 3**

**Determine Function**

- Escape
- Tangible
- Attention
- Sensory
- Power/Control
- Communication

- Why does he do it?

- Look for trends, triggers that may evoke this behavior
  - Identifying Circumstances
  - Who, Where, When, How long
**FBA Process Step 4**

**Define**

- **HYPOTHESIS**
  - What are the specific events/activities that trigger the behavior?
  - What is the behavior? Define the behavior using action words.
  - What is the function of the behavior?

**FOR EXAMPLE:**

When ________________ (Antecedent) he/she will ________________ (Behavior)

in order to ________________ (Function or consequence of behavior)

- When Paul is doing independent seatwork, he is likely to wander around and/or call out to get teacher attention.
- When told to complete a math assignment, Jimmy will kick and hit his desk in order to avoid/escape the task.
- When Cindy is completing work independently, she will yell out loud in order to get attention from her teachers and peers.

**FBA Process Step 5**

**Develop BIP**

- A functional behavior assessment (FBA) must be completed prior to developing a Behavior Intervention Plan (BIP).
- The BIP must be developed based on information obtained through the FBA.
- These supports are a direct link to the function of the behavior.

The child has an inherent developmental disorder which causes him or her to behave and respond in a different way. It will not work to treat them just the same as other students...school staff must carefully individualize their approach.

Stephen Bauer, M.D. 1996
Not merely decreasing or eliminating behaviors
Focus should be on replacing problem behavior with appropriate alternative or replacement behaviors resulting in the same or similar consequences
Change for all- teacher and child

Environment Changes needed
Skills that need to be taught to the student
Response of staff to student’s appropriate behavior
Response of staff to student’s inappropriate behavior

Modify- challenge the hypotheses
Alter the environment
Change instruction- teach appropriate behaviors, communication, academics and social skills
Stop reinforcing inappropriate behaviors-(any attention may be better than no attention)
Reinforce appropriate behaviors
Determines if treatment is working

Ga State Project
http://education.gsu.edu/autism/

Change the antecedents- 80% most effective
All environments should have routines, predictability, and order

Auditory information is fleeting. It is there.....and then it is gone!
Visual information stays long enough for a student to see it, take in the information and respond to it.
• Rules Review
• Social - understand the rules, know what he/she is suppose to do

Dohner’s Class Rules
• Come in quietly and sit down.
• Bring necessary materials.
• Follow directions the first time they are given.

• Break large tasks/activities into 3 steps
• Use timer
  • Activities should be no more than 20-30 minutes
• Provide advanced notice prior to changing activities
  • 5 minutes, 3 minutes …
  • Count down 5-4-3-2-1
• Short planned transitions (2 minutes)

• Build sensory opportunities into the daily classroom schedule
  – Behavior does not drive the “sensory breaks”
  – Structured
  – Scheduled
• Decrease fine motor tasks
• Hands of materials
• Cognitive level- is work too difficult, do they understand the task

Reinforcement (R+)
• Reinforcement is an item/event which follows a behavior and increases the likelihood that the behavior will occur again.
  Positive reinforcement AND Negative reinforcement

Reinforcement
• Primary - tangibles, edibles, preferred activities, sensory input
• Social – verbal praise, touching, tickling, hugs

Reinforcement is in the eye of the “student” not the teacher

Reinforcer Inventory- do it often / think novelty

Skills to be Taught
• Problem behavior has a purpose often involved with a communicative intent.

Skills to be Taught
Giving a person a more functional, efficient and acceptable way to communicate may in itself decrease much of the “acting out” behavior.
Skills to be Taught

- Practice Doesn’t Make Perfect
- Practice Makes Permanent
- You will have to teach this new skill over 200 times and...... you can not continue to reward the inappropriate way of communicating.

Response of Staff

- Response of staff to student’s appropriate behavior
- Response of staff to student’s inappropriate behavior

Using Positive Behavior Charts/ Point Sheets

• Positive Behavior charts allow students to see how close they are to earning a reward.

• Instead of getting the reward straight away they get a puzzle piece, color a box, or receive points. When they fill up their chart they can exchange it for a reward.

First, Work... Then, Break

I am working for _______.

I’M AN ALL STAR!

Behavior Charts

Response of Staff

- B- ➔ R+
- Negative Behavior leads to Reinforcement

STOP
Response of Staff

- **Team approach**
- **Punishment**: develop a systematic description of the punishment
  - provide a warning signal prior to implementing the punishment
  - duration and method
  - non-emotional fashion
  - provide positive reinforcement for appropriate behaviors after punishment

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Time Out

- Time out is a break from activity
- The reinforcer for escape behavior is a break from work
- Giving a break following behaviors that serve to escape work actually strengthens those behaviors
- Why it might not work
  - If you use this during work or other nonpreferred activities
  - If you deliver attention
  - If child can interact with others
  - If there are no clear rules about what leads to time out
  - Inconsistency

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Is it Working?

- This is **NOT** an overnight process.
- Minimum of **One** month of intervention to every year behavior has occurred
- Prepare for the behavior to GET WORSE before it gets better
- Monitor the plan for **AT LEAST** 2-3 weeks before changing the intervention
- **CONTINUE** to collect data to monitor effectiveness
- **CHANGE THE INTERVENTION** if data collection shows there is no improvement in the problematic behaviors