

Supporting Young Students with Challenging Behavior

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Today we will...

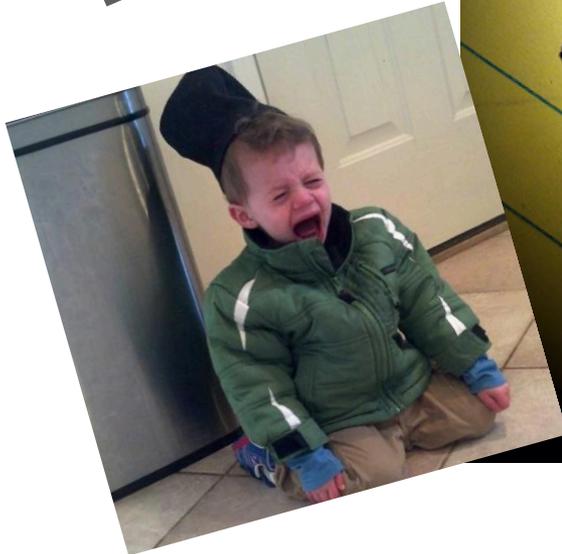
- Principles of behavior/ functions of behavior
- Preventive strategies
- Consequences strategies



What behaviors do you see?



TELL
YOUR
STORY



Behaviors and why we define them:

- Aggression
 - Pinching
 - Biting
 - Hitting
- Self- injury
- Non- compliance
- Elopement
- Property destruction



Autism Spectrum Disorders: Characteristics

- According to the DSM-V, Autism Spectrum Disorder is classified as a neurodevelopmental disorder.
- Neurodevelopmental disorders have an onset that occurs during an individual's developmental period.
- This means that the disorder typically occurs early in development, usually before the child begins grade school
- The three main diagnostic criteria for autism spectrum disorder are *marked developmental impairments* in the following areas:
 1. Social communication (verbal and non-verbal)
 2. Social interaction
 3. Restricted repertoire of activities and interests

Learning Barriers

- Impaired Social Communication
- Non-verbal or limited verbal communication
- Unusual speech patterns (echolalia, volume/pitch impairments)
- Difficulty with conversations and expressing needs and desires
- Receptive language / auditory processing difficulties

Learning Barriers Continued:

- Impaired Social Interaction
- Lack of joint attention
- May seem unaware of others' existence
- Theory of mind deficits
- Lack of peer relationships
- Lack of play skills (i.e., cooperative play, imitation, pretending)
- Difficulty reading overt and subtle social cues
- Lack of eye contact, facial expressions, and gestures

Learning Barriers: Behavioral Excesses and Deficits

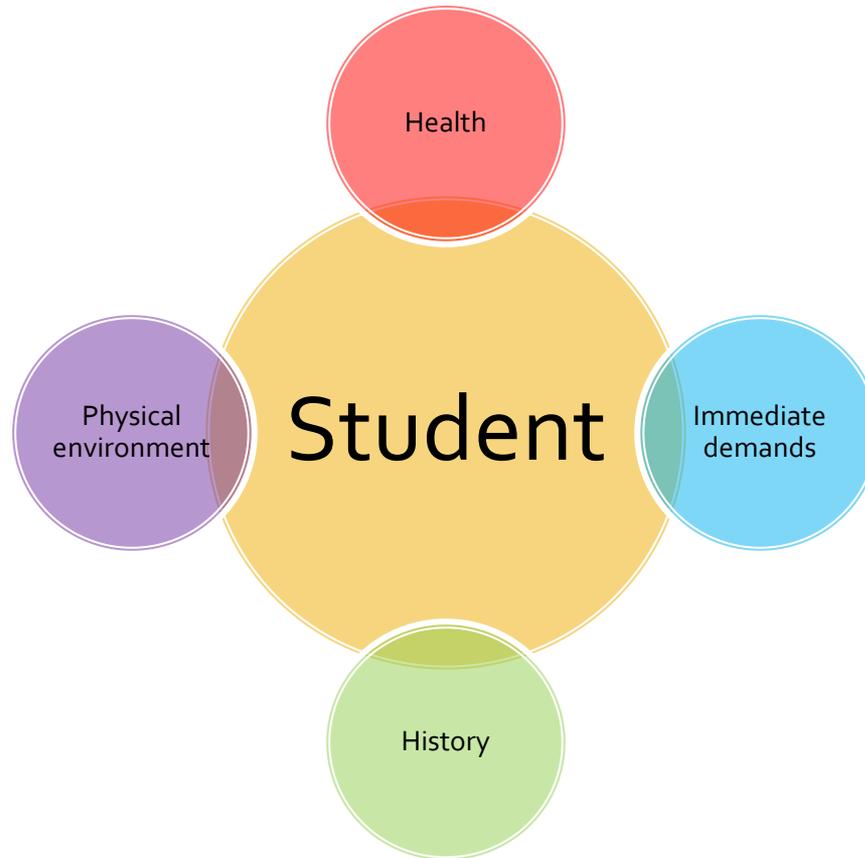
- Sensory and motor challenges that affect behavior (hand-flapping, rocking, slouching in seat, inattentiveness, etc.)
- Restricted interests and repetition (preoccupation with objects, themes, TV shows, etc.)
- Adherence to specific non-functional routines
- Tantrums (kicking, screaming, crying)
- Physical aggression (hitting, biting, self-injury)

Real Quick....

- I slept at least 8 hours last night
- I had a well- rounded breakfast this morning that included fruit and whole grains
- I did not rush to get here
- I had no conflicts with other people this morning
- I have no other obligations that I need to attend to right now



Behavior does not occur in a vacuum...



Behavior Assumptions: Can we agree...

- ❖ People do not engage in self- injury, aggression, property destruction or seriously disruptive behaviors solely because they have a disability
- ❖ Challenging behavior has a message- I am bored, I am sad, I am frustrated, I need some attention. It **communicates a want or need**.
- ❖ Behavior serves a *specific function*
- ❖ Behavior is **related** to events preceding or following it
- ❖ One behavior can serve multiple functions**

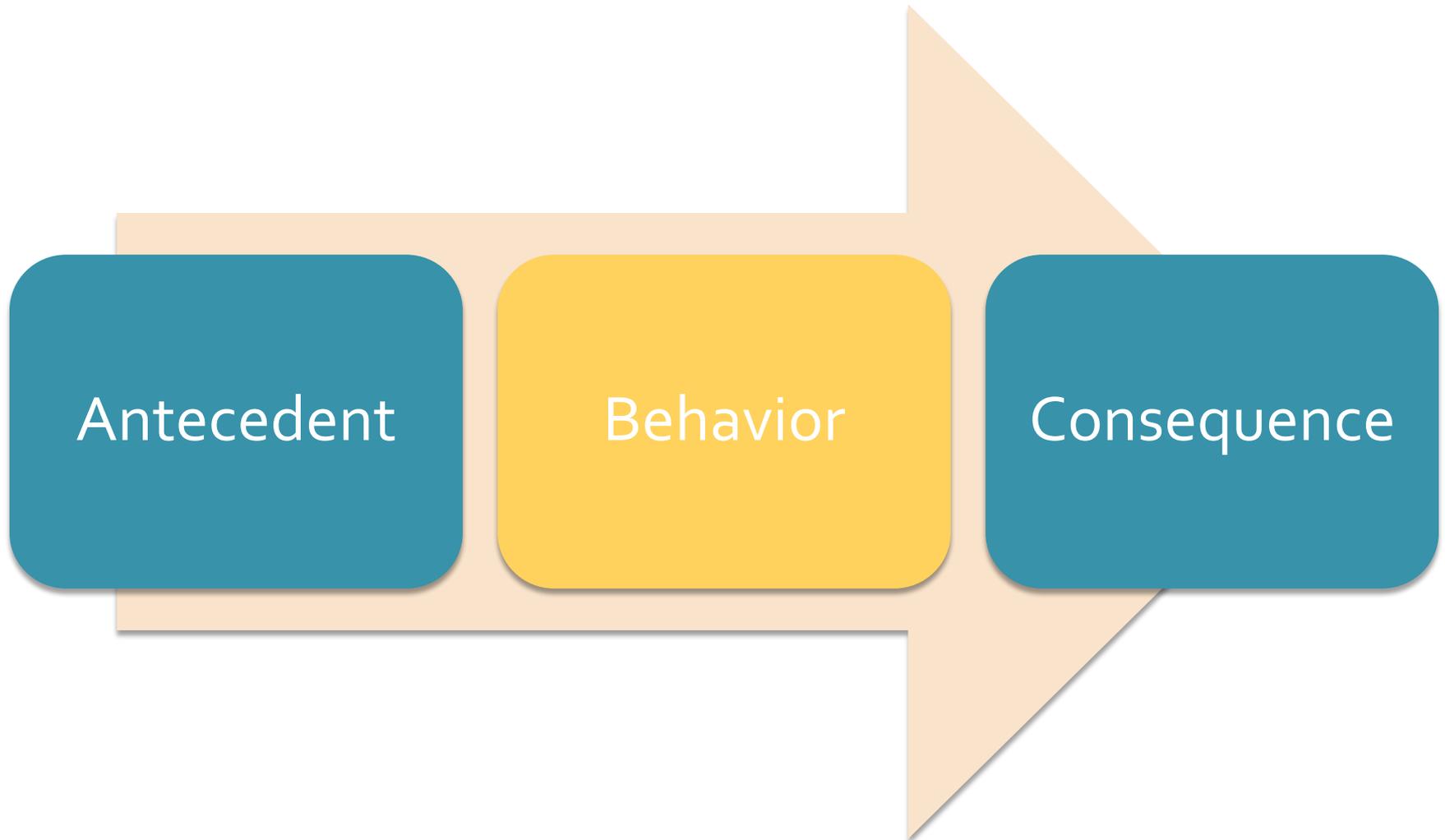
And we can agree...

- ❖ CHILDREN USE CHALLENGING BEHAVIOR WHEN THEY DON'T HAVE THE SOCIAL/ COMMUNICATION SKILLS THEY NEED TO ENGAGE IN MORE APPROPRIATE INTERACTIONS.
- ❖ WE NEED TO FOCUS ON TEACHING CHILDREN WHAT TO DO IN PLACE OF THE CHALLENGING BEHAVIOR.
- ❖ BEHAVIOR THAT PERSISTS OVER TIME IS WORKING FOR THE CHILD

Then we find this to be true...

- Important to place CB in a context rather than people “having” behaviors
- If we consider challenging behavior occurring in people, it is logical to try to change the people- when CB occurs in a context, let's change the context
- Behavior change occurs by changing environments

A-B-C model: The Three-Term Contingency



A-B-C

- **Antecedent**: Situation or event that cues the behavior
- **Behavior**: The response
- **Consequence**: What happens after the behavior (The consequence will determine the likelihood of the behavior occurring again)

A-B-C

- Looking at behaviors this way:
 - It allows us to analyze behavior occurring in any environment
 - By understanding the events that occurred immediately before and immediately after a behavior, we are able to evaluate the cause (antecedent) and the effect (consequence) of a behavior
- Examples of Antecedents:
 - Demand (come to circle, write your name, line up...)
 - No engagement
 - No attention
- Examples of Consequences:
 - Escape
 - Attention
 - Obtain an object

Antecedent

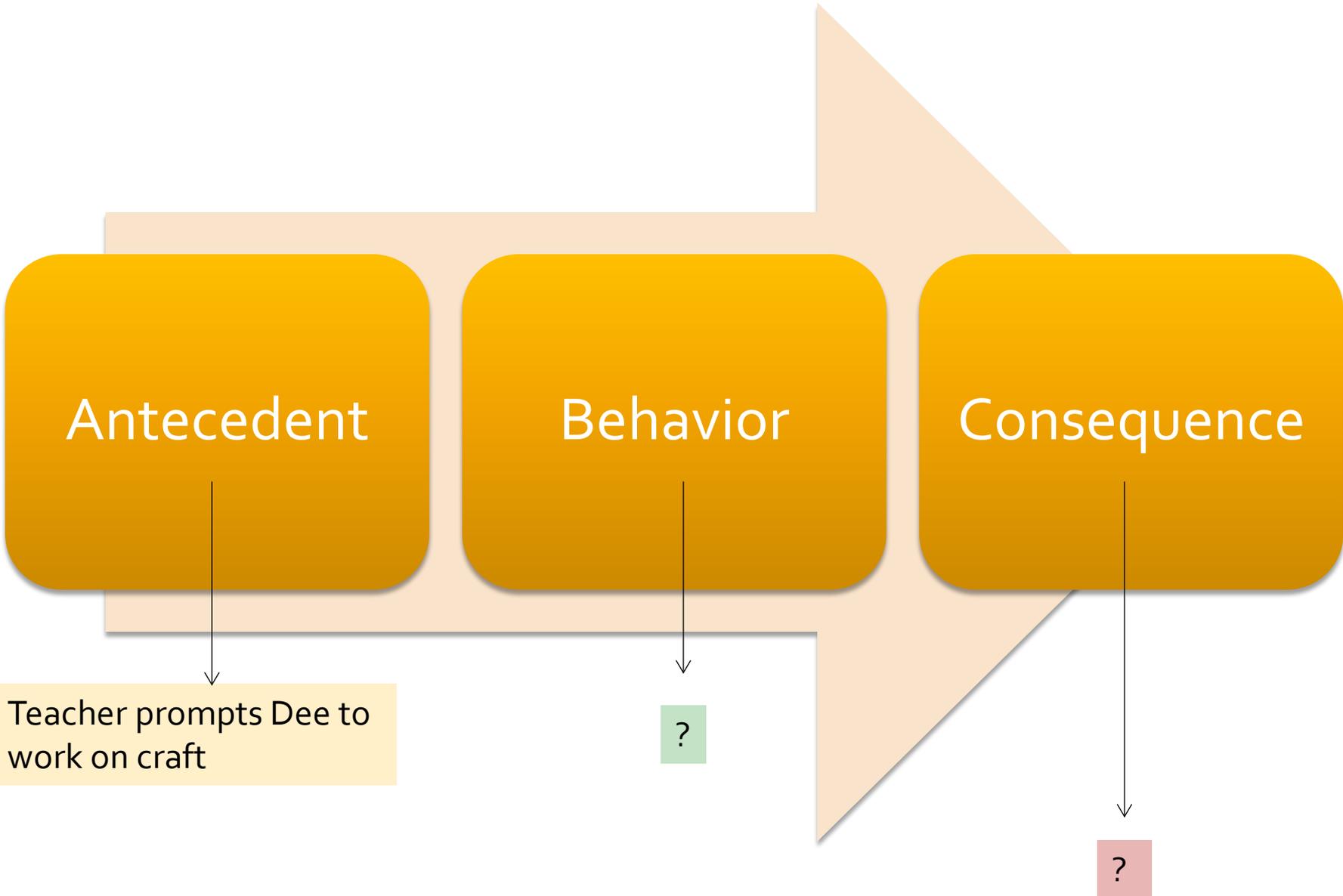
Behavior

Consequence

Dee is sitting at table with peers during craft making

Dee bites self

Teacher says "no, don't do that", pulls hand away from mouth, *redirects to activity*



Antecedent

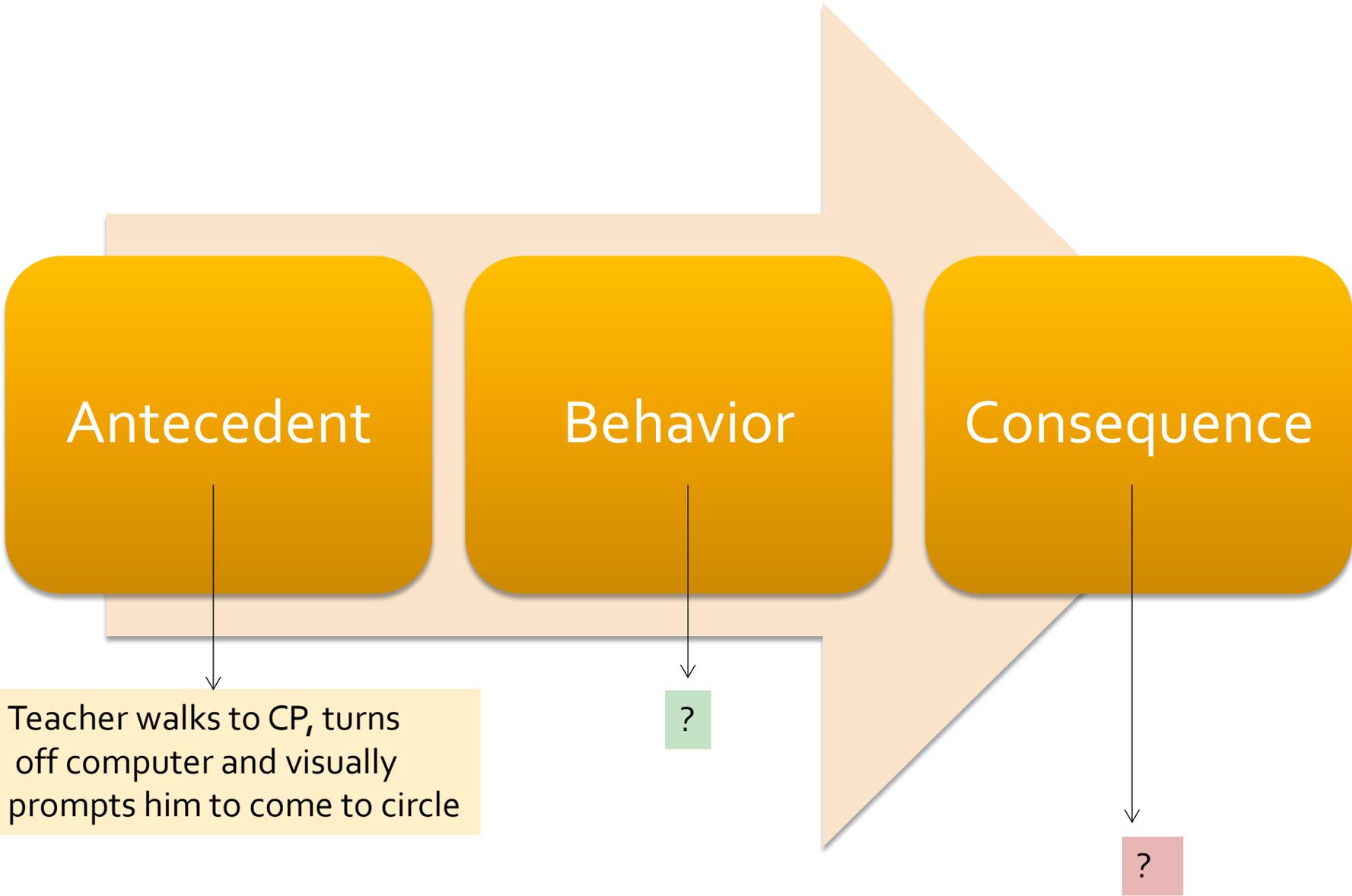
Teacher verbally prompts class to come to circle

Behavior

CP remains at computer

Consequence

Teacher continues to transition class and CP remains at computer, *teacher prompts CP again with visual*



Looking at the function

A	B	C
		

Function?

Obtain something/get something



Escape/ Get away from something



Functions of Behavior

Obtain

attention

tangibles

activities

Escape

attention

tangibles

activities

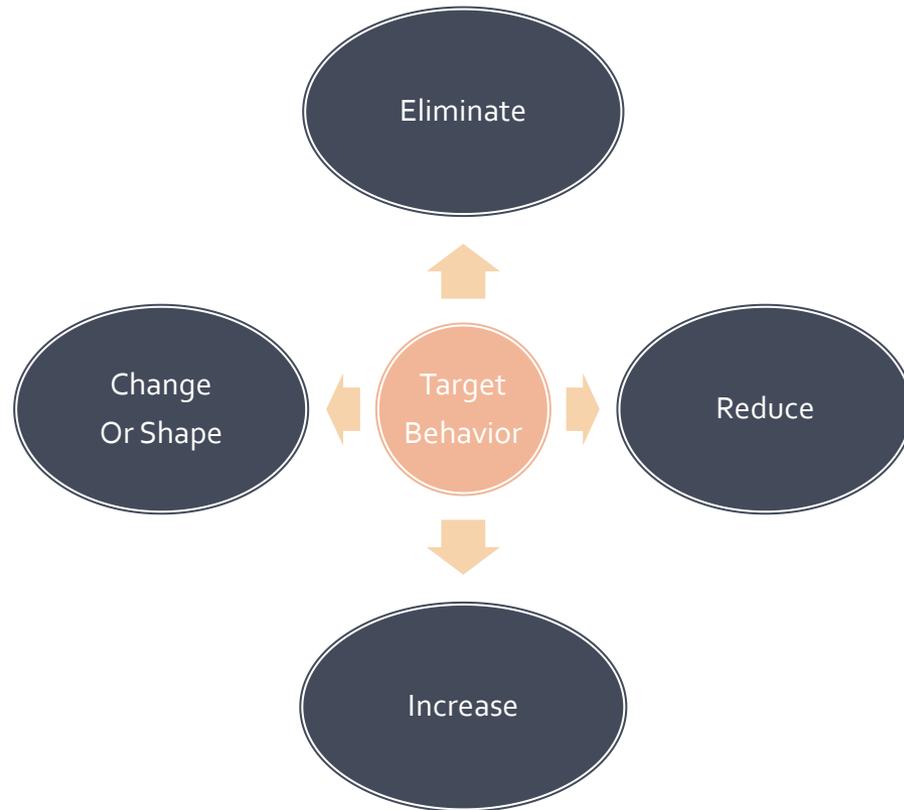
Sensory

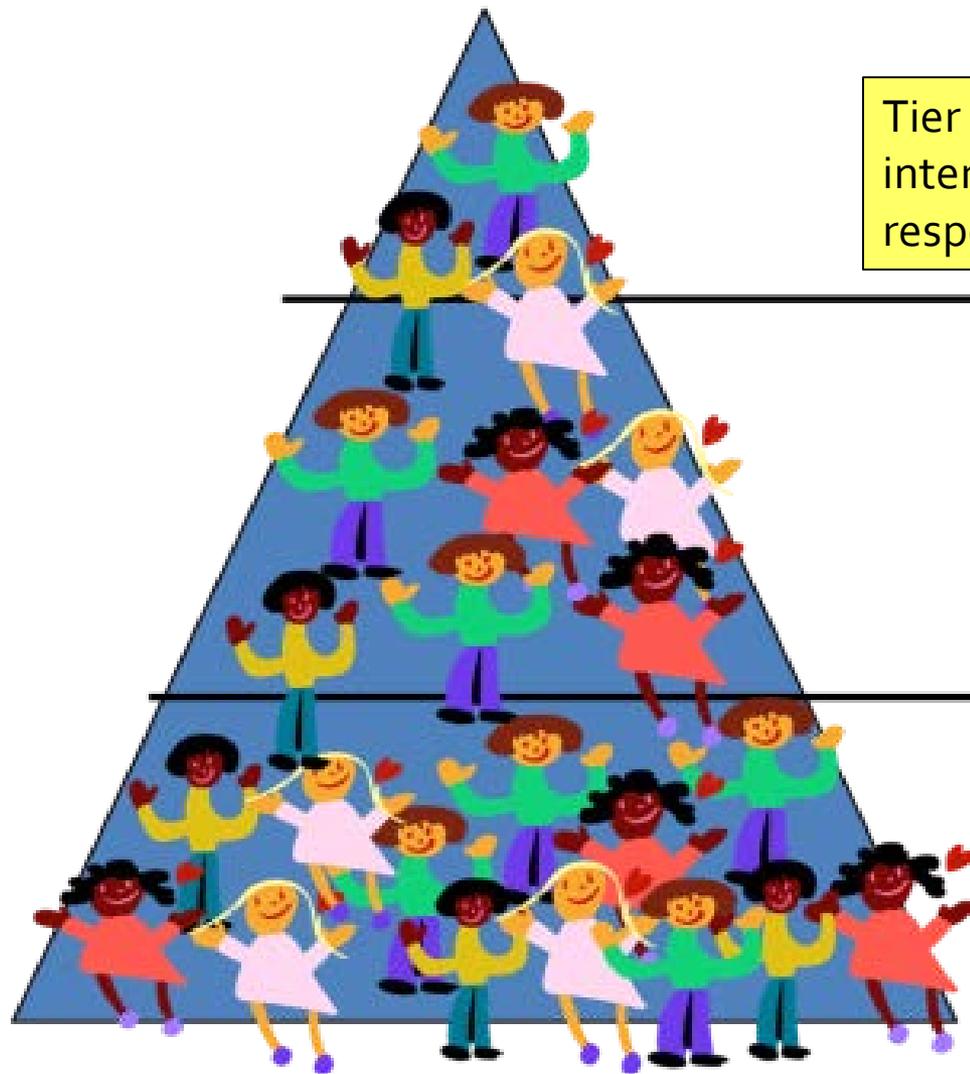
visual

vestibular

auditory

Behavior Change





Tier 3: individual, intensive supports/
interventions for students who do not
respond to Tier 1+ Tier 2 supports

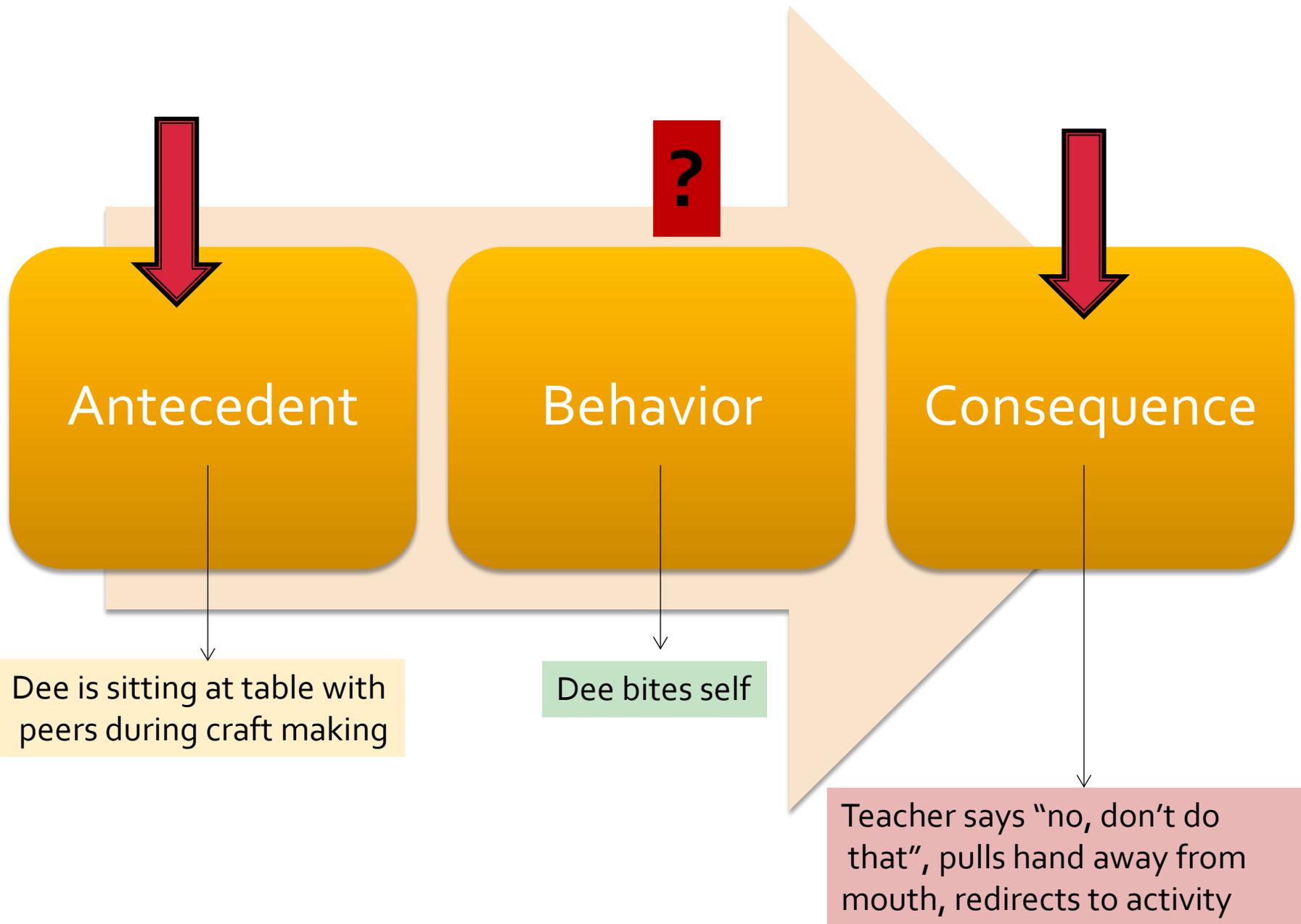
Tier 2 supports: small group of
similar students that are not
responding to universal supports

Universal Supports: will
address the needs for most
students...

Universal Supports:

- Preventing challenging behaviors from occurring (we want to teach, yes?)
- They are proactive and address the antecedent part of the chain
- Gives control back to the teacher





Universal Supports: *Primary Prevention*

Effective for 80% to 90% of students

- Establish school/class wide expectations
- Teach expectations
- Address antecedent contributors to problem behaviors
- Use acknowledgement systems
- Ensure effective instruction
- Ensure consistent consequences for misbehavior
- Use data to guide decision-making

Classroom Arrangement and Environmental Supports

- Physical Design
- Environmental Cues
- Schedules and Routines
- Transitions
- Promoting Engagement During Large and Small Group Activities
- Simple Rules/Expectations
- Ongoing Monitoring and Positive Attention

Setting up the environment

- Physical classroom set up (how can it be set up to prevent CB?)
 - Thoughtful?
 - Convenient for who?
 - Organization
- Visual Schedules
 - Form of representation (object, picture, word)
 - Helps with independence
- Visual Supports
 - Video modeling*
 - Helps with prompting
- Visual Boundaries
 - Leave location (escape)
 - Expectations for work clear?
 - Minimize large open spaces





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Schedules and Routines

- Class Schedules
 - Where are they posted?
 - What do they look like?
 - How do you get your students to use them?
- Individual schedules ★
 - When is this needed?
 - What does it look like?
 - Transitioning to a typical schedule
- Changes to the schedule
 - Special events
 - Fire drills
 - Absences



Transitions

- How many?
- Most of the time: Preferred to non- preferred
- Warnings
- Too many during the day...
- Let' s all go together?
- It takes too long...
- Where are we going?
- Preferred item as distractor

Preferred item as distractor

- Evidence based
- Make it as natural as possible
- Keeps hands busy
- Helps with children who prefer “objects”
- All ages!

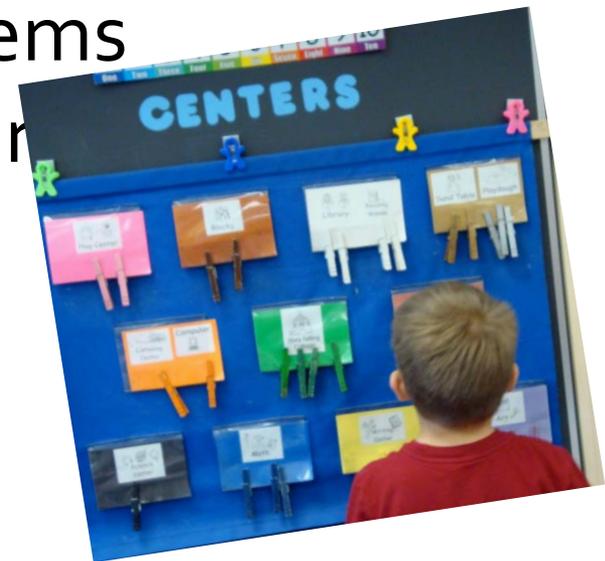


Pre-correction

- Designed to prevent or interrupt predictable problem behavior from occurring
- Increase the likelihood of expected behavior taking place.
- Teacher **anticipates** problem behavior based on the student(s) previous behavior patterns or knowledge of student behavior in general.
- Given this information, the teacher takes measures to disrupt this behavior pattern or chain

Choice

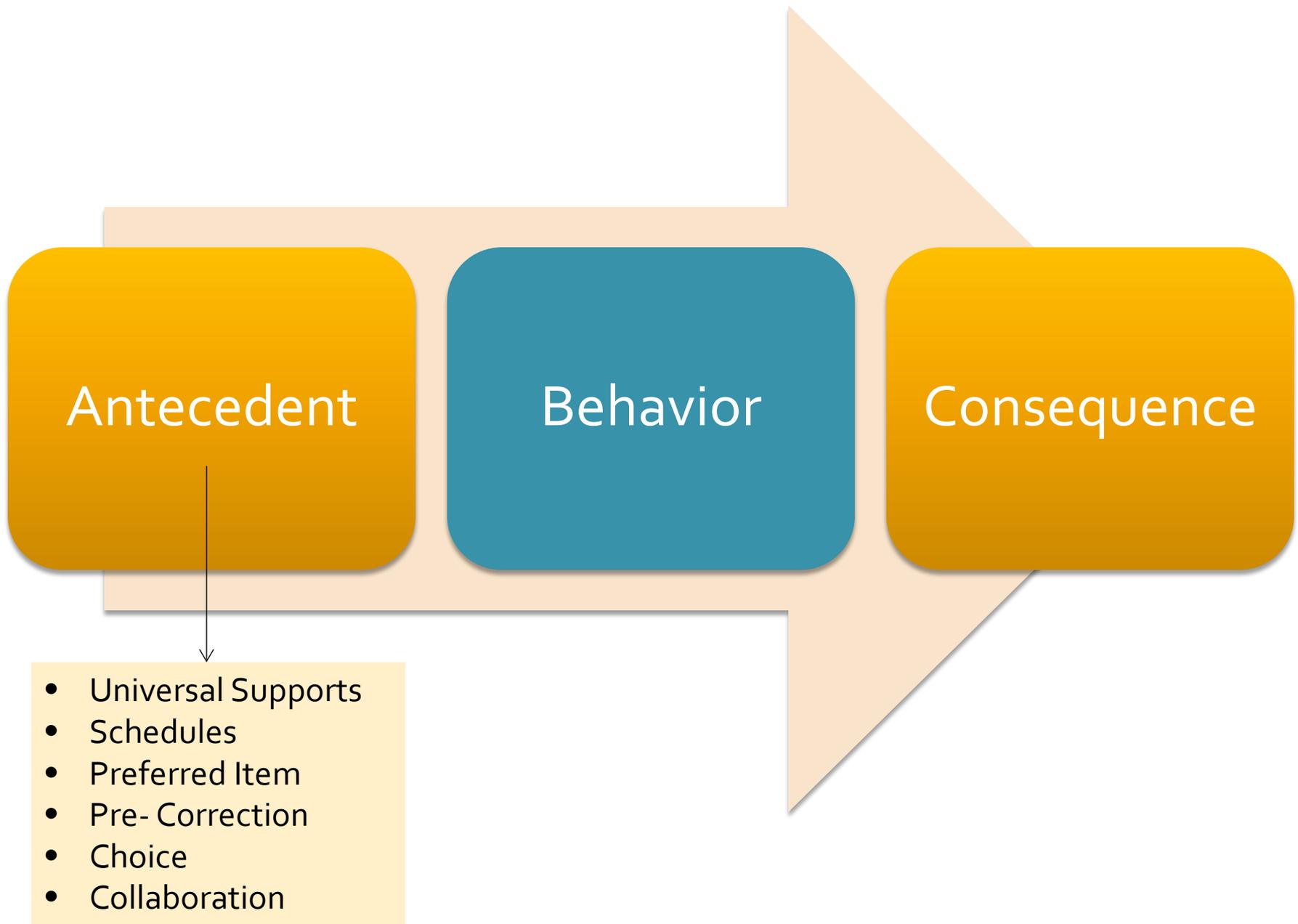
- Intervention for escape maintained behaviors
- Must be used **prior** to challenging behavior
- Teacher control/ only 2 items
 - Not open ended
- Start with 2 highly preferred items
- Gradually move to items that are less preferred



Collaboration

- Can be combined with other interventions
- Allows for escape, student must be ok with attention as well
- Working together...
- Task: **clean up** "I'll pick up the trucks you pick up the blocks"
- Task: assignment "I'll do #1 you do #2"





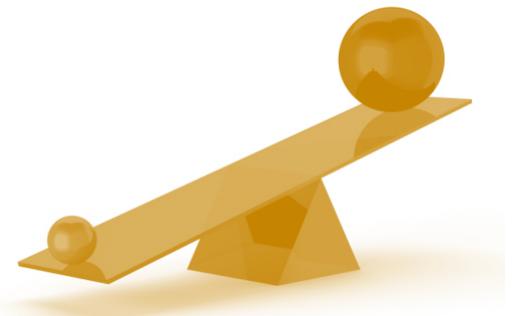
Behaviors

DECREASE

- Aggression
- Spitting
- Vocalizations
- Noncompliance
- Elopement
- Pica

INCREASE

- Requesting
- Responding
- Compliance



When considering new/ replacement behaviors

- Is the new skill:
 - Developmentally appropriate
 - In their repertoire?
 - Functional Equivalent?
- Can we use chaining to teach this new skill?
 - Forward Chaining
 - Backward Chaining
- Approximations?
 - Sometimes close is better than nothing...

Functional Communication

- Intervention that addresses all functions of behavior
- Replaces behavior with functional alternative to obtain same outcome



Functional Communication Training

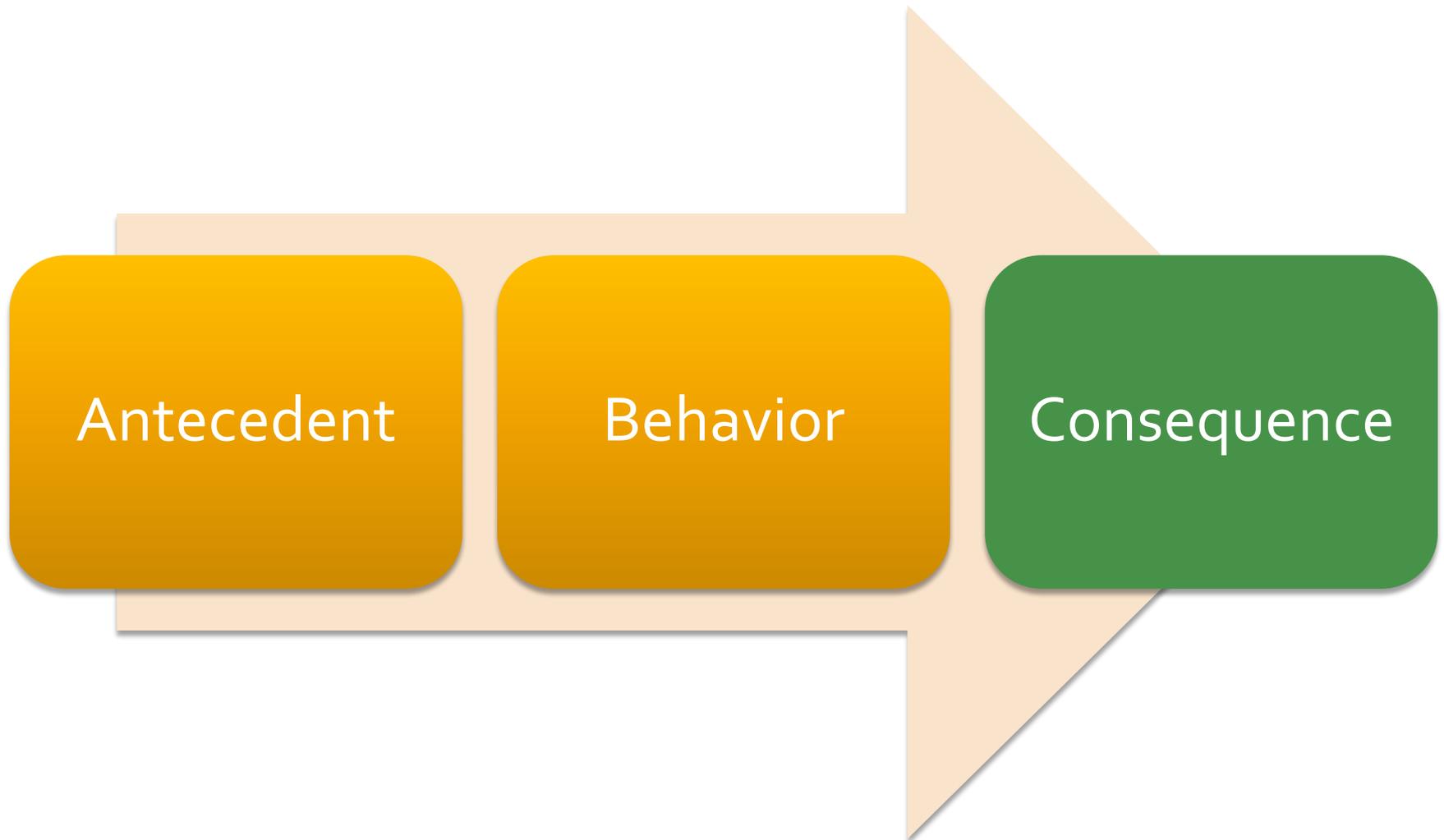
- Does the student have the skill already?
 - Look at motivation
 - Why are they not using that skill?
 - Schedules of reinforcement
- Does the student need to learn the skill?
 - First, we teach the new skill
 - Interventions that increase behaviors
 - High reinforcement
 - Shaping the behavior

Social Stories

According to Gray (2010) 'a **Social Story** describes a situation, skill, or concept in terms of relevant **social** cues, perspectives, and common responses in a specifically defined style and format.



A-B-C model: The Three-Term Contingency



Reinforcement

- Definition of Reinforcement
- Frequency/ Intensity
- Quality
- Immediacy
- Negative vs. Positive Reinforcement
- A bit about Punishment



Differential Reinforcement

- Differential Reinforcement of Other Behavior (DRO)
 - Absence of the behavior for period of time
- Differential Reinforcement of Incompatible Behavior (DRI)
 - Behavior that is incompatible with CB
- Differential Reinforcement of Low Rates of Behavior (DRL)
 - Lower rate during a period of time
- Differential Reinforcement of Alternative Behavior (DRA)
 - A new behavior that was taught

“Time- Out” from Reinforcement

- What was reinforcing?
- Typically toys, activity...
- Be mindful of reinforcing “escape” maintained behaviors
- Set time (age appropriate 1 minute per year of life)
- Why this often fails...

Planned Ignoring

- Only if the function of the challenging behavior is **attention** maintained
- It's called PLANNED for a reason... do you have a plan?
- Can you actually implement it? (peer/ other adults)
- Behaviors are often strengthened with interval reinforcement, so this is a very real consideration

Data Collection...

How do we know if what we
are doing is working?

Data Collection

- Why do we collect data?
- I don't have the time...
- How can I make it easy, but still work for me?

Simple Scatter Plot

Time	M	T	W	TH	F
8					
9	X	X	X	X	X
10					
11		X			X
12					
1	X		X	X	X
2					X
3					
4					X





Remember!
Children engage in
challenging behavior
because it works for
them!

You did it! Any questions?



Thank you!
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