Positive Approaches to Problem Behavior

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Autism Services And Programs

This workshop will teach you to:
1. Understand the difference between PBS and traditional discipline approaches.
2. Define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.
3. Identify methods that may be used to determine the function of challenging behavior.
4. Use interview and observation data to determine the communicative function of challenging behavior and develop behavior hypotheses.

From the point of view of the child with ASD…..

• Problem behavior results from...
• Not understanding what he/she is being asked to do.
• Difficulty communicating wants and needs
• Severe difficulty with interacting with others in an appropriate manner.
• Confusion about what might happen as the result of his/her behavior.
• Extreme interest in narrow subjects and/or repetitive behaviors
From an adult’s point of view...

• A child’s behavior might look and feel like.....
• Lack of compliance
• Tantrums
• Destruction of property
• Aggression
• Self-Injury

Important Point to Ponder

If what we do to change the behavior, does not focus on WHY the behavior occurs from the child’s point of view, it will be unsuccessful in the changing of behaviors from an adult’s point of view.

Similarities and Differences

Similarities- Most challenging behaviors displayed by YOUNG children with ASD, may be observed in young children without disabilities.

Differences- how often, how severe and how long it goes on.
Positive Behavior Support (PBS)

• An approach for changing a child’s behavior
• An approach for developing an understanding of why the child has challenging behavior and teaching the child new skills to replace challenging behavior.
• A holistic approach that considers all of the factors that impact on a child, family, and the child’s behavior.

Old Way
• General intervention for all behavior challenges
• Intervention is reactive
• Focus on behavior reduction
• Quick fix

New Way
• Intervention matched to purpose of the behavior
• Intervention is proactive
• Focus on teaching new skills
• Long-term interventions

Challenging Behavior Communicates

• Communicates a message when a child does not have language.
• Used instead of language by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.
Challenging Behavior Works

- Children engage in challenging behavior because “it works” for them.
- Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).

Process of Positive Behavior Support

Step 1: Establishing a collaborative team and identifying goals
Step 2: Gathering information (functional assessment)
Step 3: Developing hypotheses (best guess)
Step 4: Designing behavior support plans
Step 5: Implementing, monitoring, evaluating outcomes, and refining plan in natural environments

Iceberg Activity
Functional Assessment

- Observe the child
- Collect data, looking for situations that predict challenging behavior and that are linked with appropriate behavior.
- Interview persons most familiar with the child.
- Review records.

Setting Event

- Event that occurs at another time that increases the likelihood the child will have challenging behavior. Setting events serve to “set the child up” to have challenging behavior.

Behavior Equation

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Trigger</th>
<th>Behavior</th>
<th>Maintaining Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Quan approaches computer and sees child working on program.</td>
<td>Quan moves his picture to indicate that he is next. Quan observes and waits for his turn.</td>
<td>Child leaves computer and Quan sits down and begins working.</td>
</tr>
</tbody>
</table>
Maintaining Consequence Behavior

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Trigger</th>
<th>Behavior</th>
<th>Maintaining Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quan was up most the night with an asthma attack. He arrives at school looking sleepy and with dark circles under his eyes.</td>
<td>Quan approaches computer and sees child working on program.</td>
<td>Quan hits child and pushes his body on the child's chair.</td>
<td>Child leaves computer and Quan sits down and begins working.</td>
</tr>
</tbody>
</table>

Sample Setting Event Chart

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>MON</th>
<th>TUES</th>
<th>WED</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
<th>SUN</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happened the night before?</td>
<td>Sleep Poorly</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Mom on Midnight Shift</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>How was his behavior?</td>
<td>Tantrum in A.M.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Tantrum in P.M.</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Functions of Challenging Behavior

- Access
- Avoid
- Sensory
Access - Getting Something

- Does the child want something?
- Some challenging behaviors are a way for the child to communicate they want something (attention, an object, activity, person, food item etc.), or to protest when a desired object or activity is taken away or stopped.

Escape/Avoidance

- Does the child want to get away from something/someone?
- Escape behaviors communicate the desire to escape or avoid certain activities or people.

Sensory-Self Regulation

- Repetitive movements, such as body rocking, hand waving or head wagging, may be a person's way of dealing with the amount of activity going on around them. They may be over sJakeulated or under sJakeulated.
Jake

- Jake is riding on an exercise bike in the school gym. He sees another student move to his area where Jake had just finished lining the weights up in a straight line. He leaps off his bike and tackles the child. He hits the child. The teacher comes over to intervene. The teacher comforts the child and scolds Jake. Jake goes to the over to the weights and lines them up again.

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent</th>
<th>Behavior</th>
<th>Maintaining Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>A child moves to area of the gym where Jake has just lined up the weights</td>
<td>Tackles and hits child.</td>
<td>Adult intervenes and scolds Jake, comforts other child.</td>
<td></td>
</tr>
<tr>
<td>Function: Access/maintain order</td>
<td>Jake continues to line up weights</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observation Card

- Use your home observation card to take data on the events of this video vignette.
Observation Card

- Use your home observation card to take data on the events of this video vignette.
Observation Card

• Use your home observation card to take data on the events of this video vignette.

Without appropriate intervention...

• Behavior problems will continue and get worse as the child gets older.

• Due to the challenges they have with social skills and communication, children with ASD are especially at risk for developing behavioral problems.
Jake's Support Planning Chart - Hypothesis

<table>
<thead>
<tr>
<th>Trigger</th>
<th>Behavior</th>
<th>Maintaining Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group play: centers and outside play</td>
<td>Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction</td>
<td>• Peers give up toys/items</td>
</tr>
<tr>
<td>Setting Events (if applicable)</td>
<td>Function: obtain toy/play</td>
<td>• Peers leave area</td>
</tr>
<tr>
<td>Preventions</td>
<td>New Skills</td>
<td>• Adults intervene with negative attention on Jake</td>
</tr>
</tbody>
</table>

No Magic Bullet

• No single approach has proven to deal effectively with problem behaviors for ALL children with ASD.

• Prevention is critical and should be the primary focus especially for young children with ASD.

What you can do to help
**Ounce of Prevention**

- Think about what situations or tasks seem to be consistently hard for the child.
- Think about how to prepare the child for those situations or what you can do to change the situation before the child has to encounter it again.

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**Scatter Plot - Activity**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Jakee</th>
<th>Activity</th>
<th>Rachel</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/3</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>10/4</td>
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<tr>
<td>10/5</td>
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<tr>
<td>10/8</td>
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<td></td>
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<tr>
<td>10/9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/12</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Behavior** did not occur

**Behavior** did occur

**Did not observe**

**Target Behavior:** Hitting Peers

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**ACTIVITY ANALYSIS**

**Child:** Rachel  
**Routine/Activity:** House Center

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Behavior Expectations</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Select materials</td>
<td>1. Pick materials that no one is using.</td>
<td></td>
</tr>
<tr>
<td>2. Pretend in roles</td>
<td>2. Use materials appropriately.</td>
<td></td>
</tr>
<tr>
<td>3. Exchange materials with peers</td>
<td>3. Don't take from peers.</td>
<td></td>
</tr>
<tr>
<td>5. Clean up</td>
<td>5. Put materials on shelf in correct area.</td>
<td></td>
</tr>
</tbody>
</table>

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Activity

- Work with your group to identify skills to TEACH the student based on the activity analysis.
- Share out

Activity Analysis

Child: Rachel
Routine/Activity: Snack

<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Behavior Expectations</th>
<th>Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steps:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Take food from plate when passed.</td>
<td>2. Take one item, wait for turn.</td>
<td></td>
</tr>
<tr>
<td>3. Eat food on plate.</td>
<td>3. Eat from own plate.</td>
<td></td>
</tr>
<tr>
<td>4. Drink juice from own cup.</td>
<td>4. Drink and put cup on table.</td>
<td></td>
</tr>
<tr>
<td>5. Ask for more food.</td>
<td>5. Ask using please.</td>
<td></td>
</tr>
<tr>
<td>6. Wipe face with napkin.</td>
<td>6. Use napkin, not clothing.</td>
<td></td>
</tr>
<tr>
<td>7. Throw plate/cup/napkin away when finished.</td>
<td>7. Clear place, throw in trash.</td>
<td></td>
</tr>
</tbody>
</table>
Help the child understand the rules

Help the child understand the steps of a task or activity

Help prepare the child for changes in his/her routine
Help the child understand what has to happen First and Next

Help the Child Understand the Order of Events

Change Schedules
Adjust the Demands on The Child

Rearrange the Environment

Increase Engagement
Help the Child Understand Who He/she will be Working With

Show the Child What to do instead

- Replacement skills must be as effective and as easy to perform as the problem behavior
- Replacement skills must serve the function of the problem behavior

Give them a Way to Communicate
Give them a way to ask for a break

Provide a place where they can go for a quiet break

Let the Child Choose what they are going to earn
Make Sure the Choices are Meaningful to the Person with ASD

Each person is motivated by something different

Be specific about what they have to do to earn their reward (DRI)
Help the Child Understand "how much" they have to do to earn their reward

Give them alternative solutions to the problem behavior (DRA)

Help Them Practice Different Solutions to Problem Behavior
Help Them Learn to Calm themselves down.

Think About How You Respond to Their Behavior

- Sometimes, how we respond to problem behavior actually makes the problem behavior stronger, even though we don’t mean to do this.
- Sometimes, the purpose of the problem behavior is to get attention. In that case, you can use ignoring.

When Problem Behavior Occurs
In closing

- The primary approach to problem behaviors in people with ASD should be prevention.
- There are things we can change about the environment, activity and reward to keep problem behavior from happening.
- We can help people practice alternatives to problem behavior, that work just as well as the problem behavior itself to get their wants and needs met.

Functional Assessment Interview (FAI)

- Take out your FAI form - Let’s go over this together.
- PBIS form, let’s go over this together

Next Steps!

- Take out your Action Plan from this morning and your Visual Supports Activity Sheet
- Choose one or two supports that you could make right now.
- If you are okay, put the blue cup on top, if you need help, put the yellow cup on top, if you need MY help, put the red cup on top. GO!