



BEHAVIOR INTERVENTION



HANDS in Autism
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Behavior Intervention Planning

- When is a plan needed?
 - Behavior is interfering and repeating
- What informs the plan?
 - Data collected from behavioral assessment
 - Setting events, Antecedents, Behavior, and Consequences
- Why are behavior plans needed?
 - Accountability and consistency

So, how do we change behavior?

- Change the Antecedents
- Change the Consequences
- Teach Replacement Skills/behaviors

Emphasis on Proactive Antecedent Strategies and Teaching Alternative Behaviors



CHANGING ANTECEDENTS
Proactive Positive Supports

Why Proactive Strategies?

- Prevent or minimize behavior
- Provide a cue for desired behaviors
- Increase independence and success
- Provide information, predictability, and consistency
- Increase organization and structure

Data from FBA guides what antecedents to change

Why Proactive Strategies?
Antecedent Triggers?

- Does the student know what to expect?
- Is the student transitioning (is the student being asked to stop a liked activity)?
- Is a change occurring?
- Is the student:
 - Tired, hungry, sick, over stimulated...?
- Is the task:
 - Too hard, too easy, going on too long...?
- Does the student want something or want something to stop?



Proactive Supports
Does the student know what to expect?

Is the setting:

- Crowded or cluttered?
- Over stimulating?

Is the setting organized with:

- Clearly defined spaces?
- Visual cues?



Proactive Supports
Does the student know what to expect?



Structuring the Environment

- Set up areas of the room that clearly defined the activity
 - Circle time, Art, Eating, Play, Small group work, Work alone, Sensory...
- Create activity boundaries
 - Furniture, tape, cabinet, curtains
- Organize materials
 - Specific areas for materials, students belongings...

Proactive Supports
Does the student know what to expect?


Physical structure of the setting

- Arrange to reduce clutter
- Create clearly defined spaces
- Use visuals supports
- Reduce distractions




Proactive Supports
Does the student know what to expect?

Defined Areas



Play and Leisure



Group Activity

Proactive Supports
Does the student know what to expect?






Activity Boundaries



Red dot

Proactive Supports
Does the student know what to expect?

Visual Supports:
Labels



Proactive Supports
Does the student know what to expect?

- Visual Supports: Rules and reminders for positive behaviors/skills

The image shows three visual support cards. The first is titled 'Art/Games Rules' and lists: 'Sit at table', 'Do my work', 'Use quiet hands and quiet voice', and 'Follow Teacher Directions', each with a small icon. The second is a vertical card titled 'Why You Lose!' with four levels: 'Too Loud!', 'Just Right!', 'Too Quiet!', and 'Too Busy/Not Here!', each with a corresponding face icon. The third is titled 'Leisure/Sensory Room Rules' and lists: '1. Use quiet voices', '2. Stay in leisure/sensory room', '3. Put toys in matching container', and '4. Share toys with other kids', each with a small image.



Proactive Supports
Is the student transitioning or a change occurring?






Visual Schedules

- Help student with transitions
- Help student with predicting sequence of activities, day...
- Teach student to use the schedule
- Use it consistently
- Adjust schedule when changes occur
- Entire day schedules, part day, or single activity schedules

Proactive Supports
Is the student transitioning or a change occurring?

First, then boards

FIRST 	THEN 
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Game 	

Predicting, Visual Support, Motivation, and Choice all in one!

Proactive Supports
Is the student transitioning or a change occurring?

Visual Schedules

Put folder in basket
 Put backpack on shelf
 Put lunchbox in refrigerator
 Check schedule

Work with teacher: Working
 Group
 Break
 Group
 Work with Teacher
 Work Alone
 Lunch
 Bathroom
 Play Outside
 Break

Proactive Supports
Is the student transitioning (change occurring)?

Premack principle

- Use with schedule
- Builds in motivation
- Follow disliked and neutral activities with like activities

Do your homework...then you can go play.

Schedule Mapping

DISLIKE	OK	REINFORCING
 List transitions and activities that the student does not like and that typically cause a behavior.	 List transitions and activities that the student is indifferent to.	 List transitions and activities that the student really enjoys and finds reinforcing.

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Proactive Supports
Is the student transitioning (change occurring)?


Morning Activities:	Premacked Schedule:
Am routine	Liked
Small group	Disliked
Art	Liked
Reading	Indifferent
Snack	Liked
Bathroom	Disliked
Gross Motor	Liked

Proactive Supports
Is the student: tired, sick, hungry, over-stimulated...?

- Offer choice
- Use student's interest
- Address physical needs
- Limit stimulating triggers
- Remove/reduce distractions
- Lessen demands proactively

Proactive Supports
Is the task too: hard, easy, going on too long...?


- Shorten the lesson
- Break tasks into smaller steps
- Use errorless learning
- Reduce the number of problems
- Does the student have the prerequisite skills?
- End the task when student is doing their best
- Mix in easy/mastered skills with the new/harder skills



Proactive Supports

Is the student being asked to stop a liked activity?

- Does the student:
 - Know when something is about to begin?
 - Know when something is about to end?
 - Understand environmental cues around him/her to predict transitions or change?
- Provide a means for predicting



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Changing Consequences

Changing Consequences

- Reinforcement
- Planned Ignoring
- Differential Reinforcement
- Guided Compliance

Changing Consequences Reinforcement

- Reinforcement
 - Used to increase behaviors or skills
 - Strengthens future probability of behavior
 - Occurs after the behavior
 - Must be valued by the individual
 - Effectiveness of reinforcers will vary: offer variety and choice

The most important strategy in behavior development

Changing Consequences Reinforcement

- How to reinforce
 - Reinforce often at first, then gradually fade
 - Pair tangible/activity reinforcers with social reinforcers (praise, smiles, hugs...)
 - Use positive praise
 - Be specific and label the behavior you like
 - I like the way you are sitting
 - Nice job using a quiet voice
 - Use visual reinforcement systems
 - Token boards

Changing Consequences Reinforcement

Token boards

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Changing Consequences Planned Ignoring

- Use to decrease behavior when the function is attention
- Use to prevent attention from becoming a function of undesired behavior
- How to Ignore
 - Avoid eye contact
 - Avoid lots of verbal and physical attention
 - Act bored
 - Ignore and redirect/block behaviors

Changing Consequences Planned Ignoring

- Pair with other techniques
 - Redirection
 - Positive contingency statements for peers
 - Praise and reinforce peers
- Watch for escalation
- Ignore the behavior not the person
 - **Ensure Safety: Don't ignore self injurious behavior or those that can hurt others**

Changing Consequences Differential Reinforcement

- Using reinforcement and ignoring to decrease behavior
 - Reinforce behaviors you like and ignore those you don't
- Differential Reinforcement of Incompatible behavior (DRI):
 - Pick a behavior that is incompatible with the behavior you want to reduce and reinforce it
 - Reinforce when using a quiet voice vs. yelling
 - Reinforce when walking vs. running
 - Reinforce when sitting vs. getting up
- Differential Reinforcement of Alternative behavior (DRA):
 - Pick a behavior that is an alternative to the disliked behavior
 - Reinforce when student asks for help vs. when they throw the materials
 - Reinforce when student taps your arms vs. hitting for attention

Changing Consequences Differential Reinforcement

- Guidelines
 - Alternative and incompatible behaviors should be ones the student can already do
 - Make sure reinforcers are stronger than the undesired behavior
- Determine schedule of reinforcement
 - Use baseline data to help guide
 - Start with student being successful

Changing Consequences Guided Compliance

- Using prompting to avoid reinforcing escape from demands
 1. Verbal (Say)
 - Give clear Verbal directive
 - Wait a few seconds to see if student responds
 - If student responds reinforce, if not go to next step
 2. Model
 - Give clear direction and Model the behavior/skill
 - Wait a few seconds to see if student responds-reinforce if they do
 - If not go to next step
 3. Prompt
 - Give clear direction and Physically Prompt to follow direction
- May not be able to implement with all students




TEACH ALTERNATIVE BEHAVIORS/SKILLS

Teaching Alternative Behaviors







- Teach behaviors/skills to replace the undesired behaviors
 - Does the student have an effective way to:
 - Request help?
 - Request a break?
 - Request desired objects/activities?
 - Request attention?
 - Protest or negotiate?
- New behaviors/skills need to **serve the same function** as the problem behavior
 - Getting something (attention, tangibles, sensory)
 - Escaping something (attention, demands/tasks, sensory)
- New behaviors/skills need to be something that that student can already do and is easy to do

Teaching Alternative Behaviors Communication




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Teaching Alternative Behaviors Coping Strategies

Relaxation Techniques		
 <p>Hold hand</p>	 <p>Think about something nice</p>	 <p>Blow up a balloon in your stomach</p>
 <p>Hug your toes</p>	 <p>Make your stomach like a wall</p>	 <p>Hum your favorite song quietly</p>

Sometimes I get angry.



When I get angry, I have different choices I can make.



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Teaching Alternative Behaviors Play Skills

Play books, Scripts, Modeling, Video Modeling
 -Teach functional play
 -Independent play

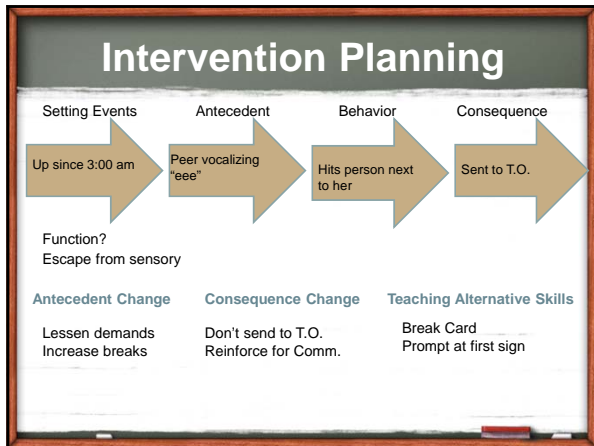
Teaching Alternative Behaviors Social Stories/Supports

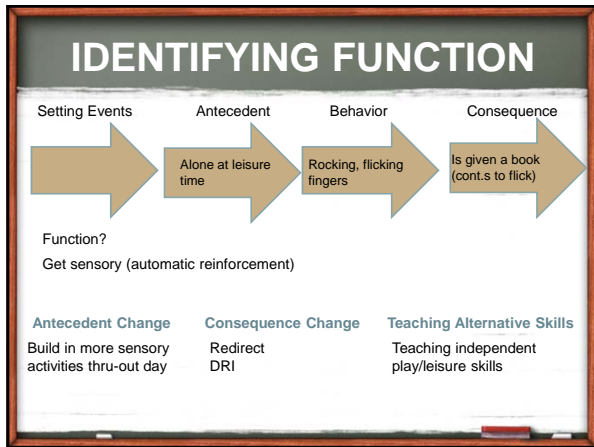
Social Stories and visual Cue Cards
 •Brief description of social situation
 •Provide options for appropriate behavior and positive outcome

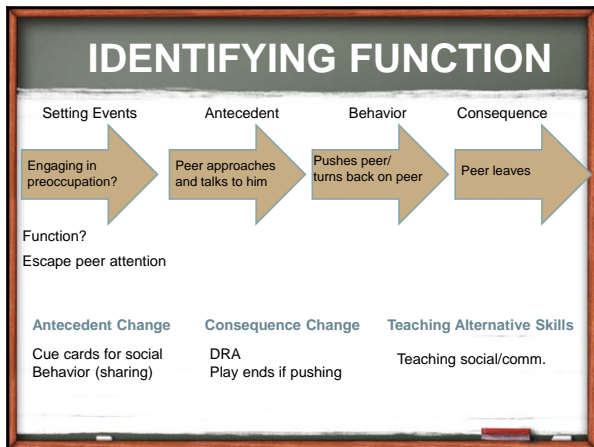
Behavior Intervention Summary

If the function is to:

<p>GET, think about:</p> <ul style="list-style-type: none"> • Teaching alternative way to communicate: <ul style="list-style-type: none"> - I want attention. - I want the computer. - Can I see that? - Can I play too? • Provide access to the item throughout the day (sensory) • Teach social/play skills 	<p>ESCAPE/AVOID, think about:</p> <ul style="list-style-type: none"> • Eliminating/reducing the aversives <ul style="list-style-type: none"> - Proactively scheduling in breaks - Modifying the tasks difficulty, duration, amount... - Interspersing Easy tasks with Hard tasks - Eliminating demands <ul style="list-style-type: none"> • gradually add back in - Using powerful reinforcers to make task more motivating • Teaching a way to communicate <ul style="list-style-type: none"> - I need help - I need a break - I don't want to play
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Behavior Intervention Summary

Proactive Antecedent Changes

1. Clearly define the **physical space**
2. Use **visual schedules**
3. Use visuals to help with **predicting** beginnings/ends
4. Use **visual supports** to help with understanding expectations

Consequence Changes

1. Lot of praises and other **reinforcement** for desired behaviors
2. **Ignore** behaviors you don't like and don't want to reinforce with attention

Teaching

1. **Develop new skills** to replace the undesired behaviors

Things to Remember

- Consistency is a key
- Must teach replacement skills
- Behaviors often get worse before they get better
- Provide more reinforcement than punishment
- Emphasize preventive proactive strategies
- Be aware of your district's/agency policies



HANDS Website

Templates for Making Materials

[HTTP://WWW.HANDSINAUTISM.ORG/TOOLS.HTML](http://www.handsinautism.org/tools.html)

<p>Communication Supports</p> <ul style="list-style-type: none">Help and Break CardsPulley Visual Prompt CardsChoice Boards	<p>Transition Supports</p> <ul style="list-style-type: none">Visual SchedulesSchedule: Dentist VisitActivity SchedulesActivity Schedule: ToothbrushingFirst-Then boardStoplight & Countdown boards
<p>Social Skills Supports</p> <ul style="list-style-type: none">Social StoriesSocial Story: Dentist VisitPlaybooks and PlayscriptsBoard Game Visual SupportsYour Turn - My Turn Cards	<p>Self-Monitoring</p> <ul style="list-style-type: none">Voice Chart

HELPFUL WEBSITES

Visual Supports Resources	Positive Behavior Support Resources
WWW.DOTOLEARN.COM	http://www.pbis.org/
WWW.USEVISUALSTRATEGIES.COM	http://www.apbs.org/
WWW.MAYER-JOHNSON.COM	Autism Internet Modules
DynaVox Mayer-Johnson 2100 Wharton Street Suite 400 Pittsburgh, PA 15203 Phone: 1 (800) 588-4548 Fax: 1 (866) 585-6260	http://www.autisminternetmodules.org/
WWW.SILVERLININGMM.COM	
