

“TAMING THE FLYING MONKEYS”: POSITIVE BEHAVIORAL SUPPORTS

SARA SATO, M.ED., BCBA, LBA

33ND ANNUAL SPIN CONFERENCE

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BACKGROUND

- Hawai'i- Born and Raised
- Skills trainer
- Special Education Teacher
- BCBA
- Clinical Director

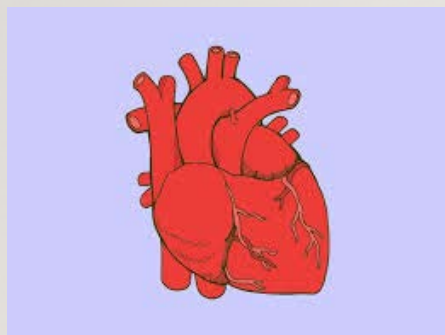
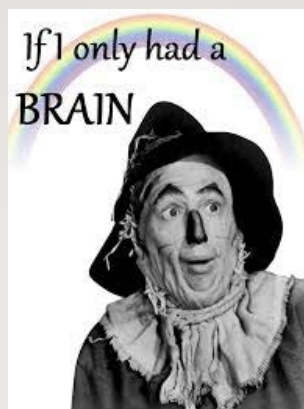
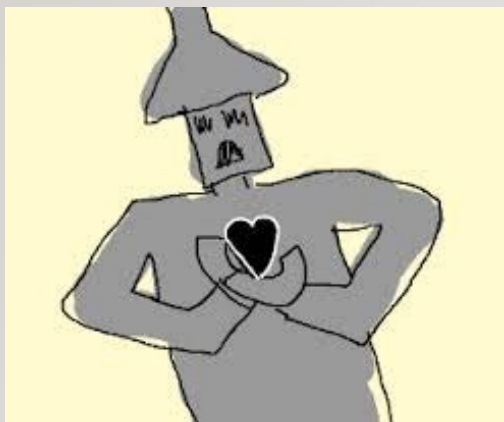


YOUR BACKGROUND!

- PARENTS
- SERVICE PROVIDERS
- DOE/DOH

OBJECTIVES

- PROBLEM BEHAVIOR
- ABC's OF BEHAVIOR
- FUNCTIONS/STRATEGIES



POSITIVE BEHAVIORAL SUPPORTS

- KNOWLEDGE
- PLAN

VALUES OF PBS

- RESPECT rights of ALL citizens
- Importance of INDIVIDUAL
- Treat people with DIGNITY



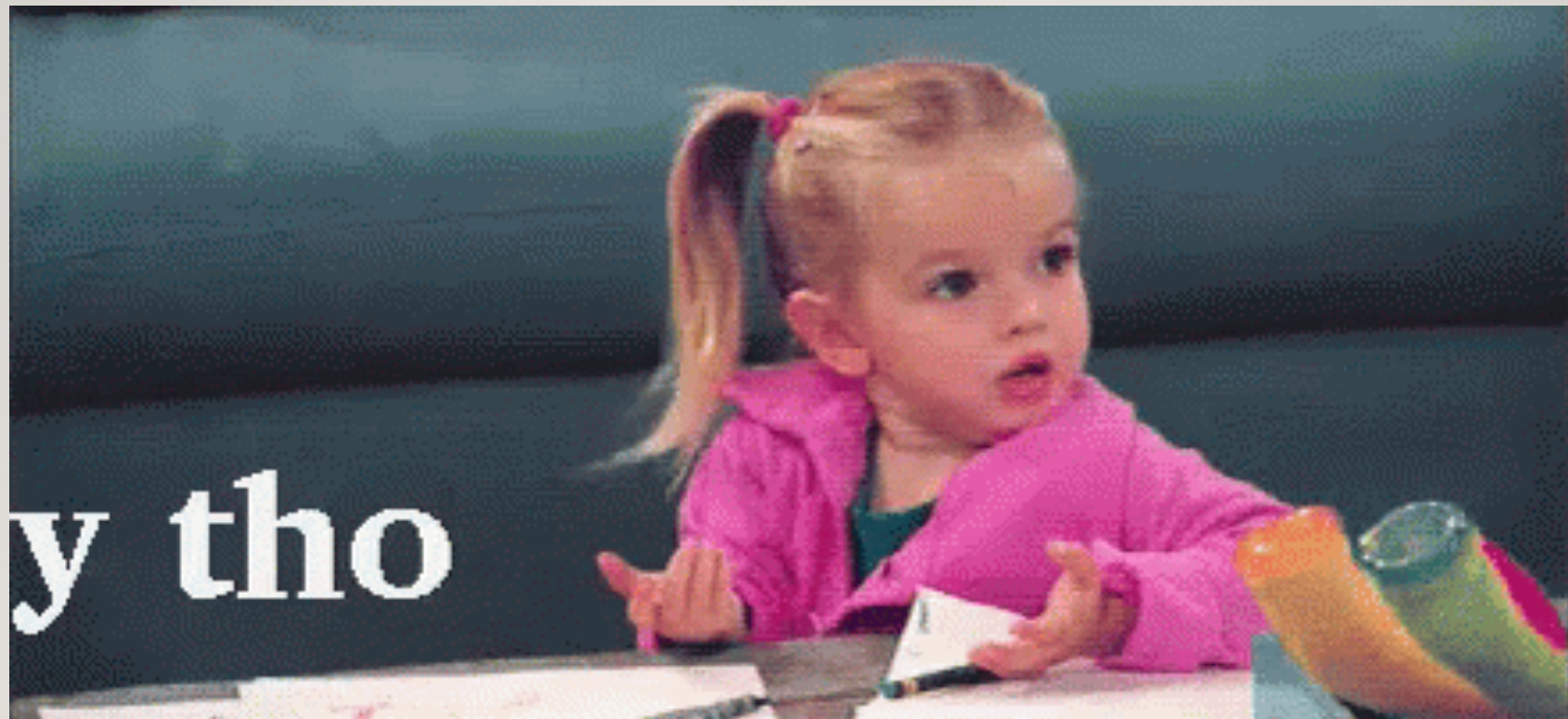
QUESTION ????

WHY is HE/SHE DOING THAT?



QUESTION????

WHAT DOES IT MEAN???



y tho



PROBLEM BEHAVIOR: WHY?

- GET WHAT YOU WANT!!!
- Communication delays= PROBLEM BEHAVIOR
- Understanding social rules/circumstances



PROBLEM BEHAVIOR: IDENTIFY

- Behavior= what people DO or SAY
- Observable and measurable
- Concrete terms
- NOT mental states
- If description is POOR, it's hard to develop intervention



PROBLEM BEHAVIOR: IDENTIFY

NON-EXAMPLES

- Ken has poor impulse control/ no self-control
- Lucy is aggressive or angry

EXAMPLES

- Ken grabs food with his right hand when his teacher is not looking
- Lucy slaps another child with an open right hand during the baseball game when she is not able to grab the ball



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PROBLEM BEHAVIOR: IDENTIFY

DESCRIBE THE PROBLEM BEHAVIOR

- What did it look like?
- Observable and Measurable
- How long?

PROBLEM BEHAVIOR: IDENTIFY

- How often does the behavior occur?
- How intense is the behavior?
- Is the behavior dangerous to the person or others?
- Does the behavior result in property or material damage?
- Does the behavior limit/prohibit person from participation in integrated activity?
- Is the progress of the person and or other persons being affected?

PROBLEM BEHAVIOR: IDENTIFY **EXAMPLES OF GOOD TARGET BEHAVIORS??**

Frustrated

Bangs head on floor

Acted out

Rolled eyes

Noncompliant

Threatened

Slept in bed

Upset

Yelled obscenities

Sexually Inappropriate

ABC'S OF BEHAVIOR

A= ANTECEDENTS

B= BEHAVIOR

C= CONSEQUENCES

A= ANTECEDENTS

- Right **BEFORE** behavior occurs
- Ex. **Sara was told, "Wash the dishes"** by her husband. Then she screamed,



her husband

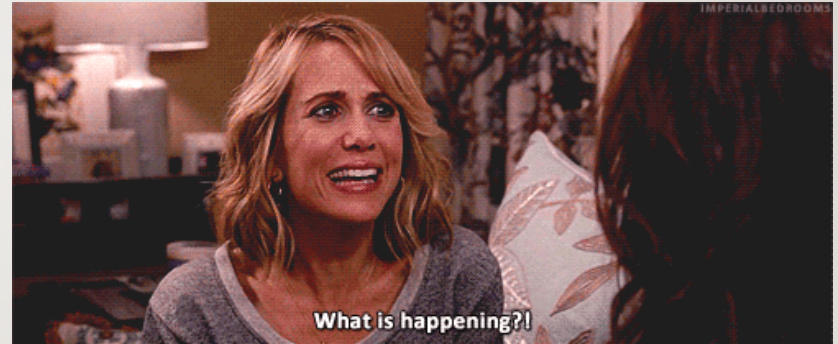


asking her to wash the dishes!



A= ANTECEDENTS

- What EXACTLY was said?
- What EXACTLY was done?
- What EXACTLY happened?
- When did it happen?
- Who was involved?



A= ANTECEDENTS

Ex. **Cooper was told, “No more banana”** and then he cried loudly! His mother continued cleaning up the kitchen and didn't give him another banana.

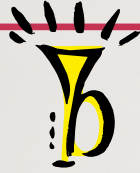


SETTING EVENTS

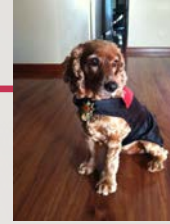
- **Setting events:** conditions/circumstances that alter the probability of a behavior occurring. Such variables may have an indirect impact on behavior.
 - Medical concerns**
 - Activity Patterns**
 - Relationship with others**

SETTING EVENTS THAT AFFECT BEHAVIOR

Noise level



Phobias



Temperature



Hunger



Lighting



Pain



Furniture



Fatigue





ANTECEDENTS + SETTING EVENTS

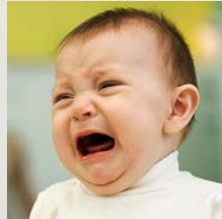
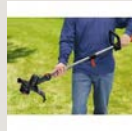
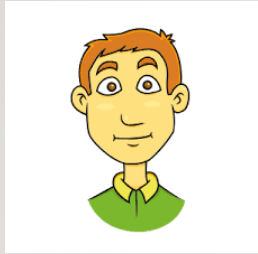
- Setting events IMPACT antecedents
- Same antecedent doesn't always = PROBLEM behavior!

- Think of a **young man with autism** and
a tea kettle



ANTECEDENTS+ SETTING EVENTS

- Young man with Autism



- Tea Kettle





**”Charlie, time to
wash the dishes!”**

=



B= BEHAVIOR

- **What behavior you are targeting?**
- Swearing
- Head banging
- Hitting
- Spitting



B= BEHAVIOR

OPERATIONAL DEFINITION

- Explicit, clear description
- 2 or more observers could pick it out
- Across different settings, circumstances



B= BEHAVIOR



OPERATIONAL DEFINITION EXAMPLE:

Aggression: Anytime Bob uses his hands, feet, body, or objects to forcibly impact another person outside of the context of an activity

Example of Aggression: Bob throws a book at a peer during math.

Non-Example of Aggression: Bob throws a basketball at a peer during basketball playing at P.E.

C= CONSEQUENCES

- What immediately follows the behavior of interest
- **CONSEQUENCE DOES NOT = BAD**



C= CONSEQUENCES

- What happens to the individual after the behavior?
- Do the surroundings in the environment change as a result of the behavior?
- What is gained/lost?
- How do others respond to the behavior?





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C= CONSEQUENCES

- What was the TARGET behavior?
- What was the CONSEQUENCE?
- What did the BABY learn?



C= CONSEQUENCES

- Consequences affect the likelihood of behavior occurring in the future.
- More or less likely to do



C= CONSEQUENCES



FUNCTIONS OF BEHAVIOR

- **ESCAPE**
- **ATTENTION**
- **TANGIBLE ACCESS**
- **SENSORY**

E.A.T.S.



E= ESCAPE

- **Doesn't want to:** wash dishes, eat lunch, do social studies, socialize
- **Child may:**



E= ESCAPE

- If every time Jimmy is asked to draw, he falls to the floor, and then his parent allows him to not draw anymore, **WHAT WILL LIKELY HAPPEN IN THE FUTURE** when DRAWING is presented?





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E= ESCAPE

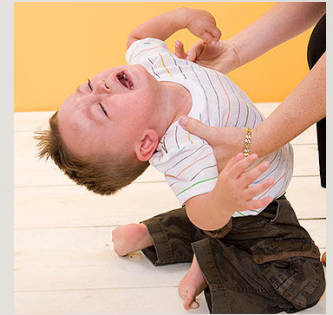
Strategies

- Making it less aversive!
- Follow through
- Don't allow escape!
- Prompt and fade prompts



A= ATTENTION

- **Child wants:** someone to talk to them, look at them, acknowledge their silliness, react, etc.
- **Child may:**



A= ATTENTION

- If every time Stacy's mom gets on the phone, Stacy rolls on the ground and loudly cries, and her mom GETS off the phone and asks her, "Are you ok?", **WHAT WILL LIKELY HAPPEN IN THE FUTURE** when Stacy's mom gets on the phone?





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A= ATTENTION

Strategies

- Token board
- Gain attention during preferred activities
- Differential Reinforcement
 - Ignore
 - Teach appropriate attention seeking!
- Provide lots of reinforcement and attention for positive behaviors
- Non-Contingent Reinforcement



T= TANGIBLE ACCESS

- **Child wants:** a toy, food, any item
- **Child may:**



T= TANGIBLE ACCESS

- If every time Sage wants a toy from her brother she goes up to him and rips the toy from his hands and he gives it to her, **WHAT WILL LIKELY HAPPEN IN THE FUTURE** when she wants a toy from him?





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T= TANGIBLE ACCESS

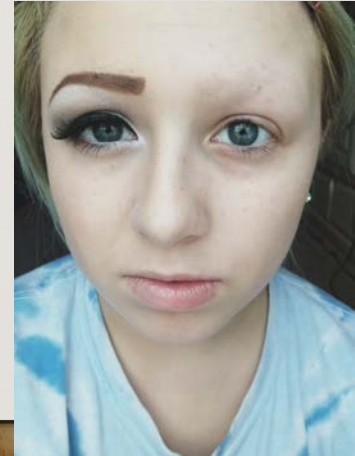
Strategies

- Teach how to ask (MAND)
- Teach when available (Visual Schedules)
- Do not give unless appropriate behavior shown
- Waiting program



S= SENSORY

- **Child may enjoy:** engaging in movie talk, head hitting, pulling out eye brows
- **Child may:**



S= SENSORY

- No SOCIAL contingencies
- Very TRICKY
- Multiple FUNCTIONS



S= SENSORY

- A baby likes to suck her thumb, and will suck it while around people or by herself. **WHAT WILL LIKELY HAPPEN IN THE FUTURE** when she has the desire to suck her thumb?





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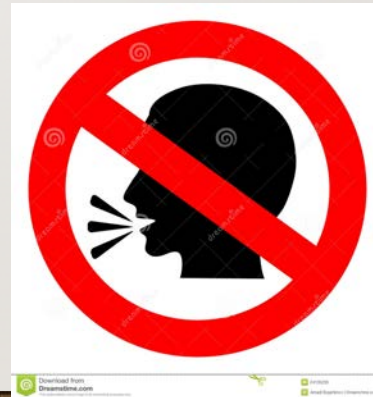
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S= SENSORY

Strategies

- Determine what sensory modality is maintaining the behavior
- Find sensory substitution for challenging behaviors
- Time and Place



FUNCTIONAL BEHAVIORAL ASSESSMENT

- What a BEHAVIOR looks like, does LITTLE to determine HOW to INTERVENE.
- FUNCTION is KEY to INTERVENTION



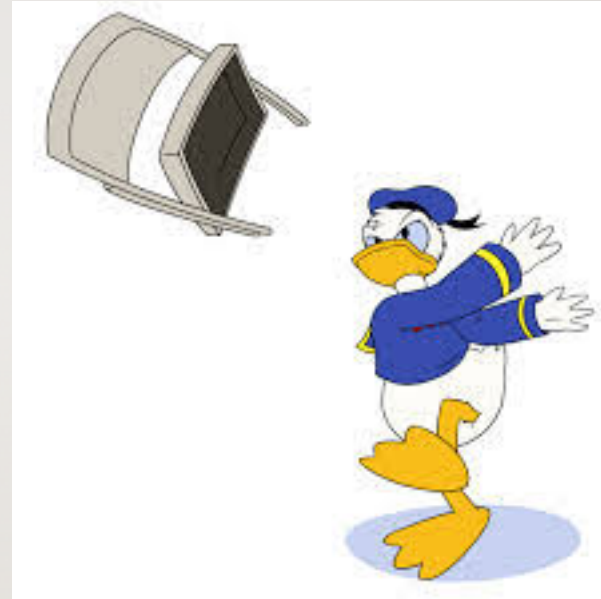
There is no single cause for the onset of challenging behaviors

Bert, a 5 year old boy with autism attends Sesame Street Elementary. With repeated attempts from his teacher to clean his toys after recess, he becomes upset as defined as picking up a chair and throwing it at his teacher and grabbing his teacher's hair

Abby, a 14 year old girl with TBI, attends Fairy School. After requesting more snack, and not getting it, she becomes upset as defined as picking up a chair and throwing it at her teacher and grabbing her teacher's hair

Peggy, a 22 year old female with down syndrome is in a vocational program. Whenever other client's become disruptive, requiring staff attention to deescalate them, she becomes upset as defined as picking up a chair and throwing it at her teacher and grabbing her teacher's hair

Each situation the BEHAVIOR was:



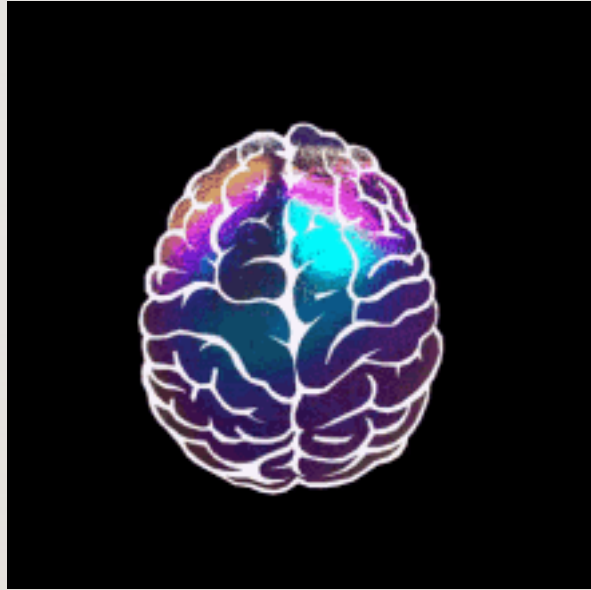
***“People do not engage in problem behaviors because they have mental retardation or other developmental disabilities. They engage in patterns of behavior that have worked for them.”
-O’neil et. al 1997***

TIPS FOR SUCCESS

- 1 step
- Black and White vs. Fuzzy
- Consistency











QUESTIONS????

