Managing Challenging Behavior

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Modeling? Accident? Instinct? Condition??

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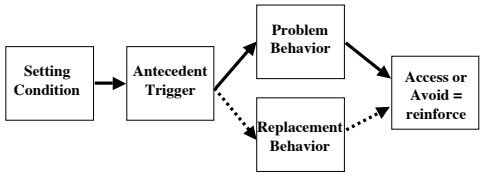
IT WORKS!

Functional Behavior Pathways



ERASE

problem behavior

Explain - What is the problem?

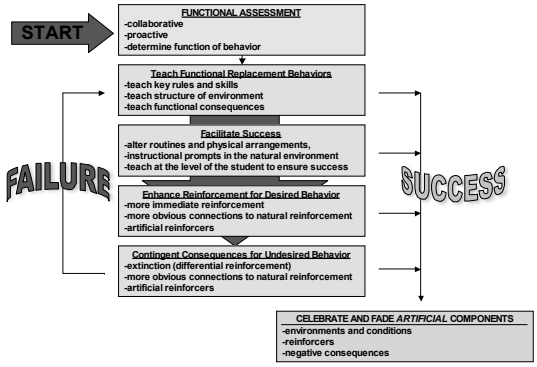
Reason - What is he/she getting out of it or avoiding?

Appropriate - What do you want him/her to do instead?

Support - How can you help this happen more often?

Evaluate - How will you know if it works?

Functional Intervention Process



QUESTION 3

HOW CAN WE TEACH HIM/HER A BETTER WAY TO GET THE SAME THING?

Goals for Target vs. Replacement Behaviors

We must affect the efficiency of target and replacement behaviors:

Target behavior:	Replacement behavior:
irrelevant	relevant
ineffective	effective
inefficient	efficient

Prompts, Cues, & Pre-corrects

- Select the least intrusive prompt necessary
- Plan to fade prompts
- Try to first use prompts as prevention
- Use prompts as first level of correction

Effective Reinforcement

- Use the least amount necessary
- Approximate and/or pair with *natural* reinforcers
- Make part of routine and systems
- Pre-plan and teach consequences

Effective Punishment

- Part of routine
- Think ahead
- Have a bottom line
- Avoid power struggles
- Utilize taking before giving

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Contingent withdrawal of specified amounts of *earned* reinforcers *that the student already has* that result in a decrease in responding

When to Use

1. When can't identify maintaining reinforcers
2. Dimensions of behavior are so severe that behavior must be changed immediately

EXAMPLES

Token economy

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Uses:

1. limited to conditions where conditioned reinforcers are used
2. student must have positive reinforcement available

Guidelines

1. allow build-up of reinforcement (no negative balance)
2. allow opportunity to experience cash-in before levying fines
3. clearly communicate rules
4. match response cost to individuals and conditions - *be consistent*
5. reinforce replacement behaviors

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Advantages
1. strong and rapid decrease
2. possible long lasting effects
3. convenient easy to use

Disadvantages
1. not a universal reductive effect
2. requires use of conditioned reinforcers
3. penalties can be easily abused
4. may generate side effects

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- Removal of access to sources of reinforcement contingent upon the emission of a response, resulting in a decrease in responding

Types:
1. Non-Exclusionary
2. Exclusionary
   a) contingent observation
   b) non-contingent observation
3. Isolation/Seclusion

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1. adequate safeguards
   -therapuedic name ("quiet place" vs "closet of shame")
   -lights, rug, remove dangerous objects
2. remove reinforcers that may be supporting undesirable behavior
3. avoid time out from an aversive situation
4. avoid opportunities for self-stimulation
5. avoid with students who are physically resistant
6. use consistently
7. short duration (max 10 minutes when working)
8. administer in neutral, business-like manner
9. debrief
10. teach procedure
11. act immediately
12. record data
13. do not allow avoidance of work, make-up what's missed

Criteria for Release
1. duration
2. appropriate behavior
3. further time if inappropriate during time out

****Repeated time outs of long duration should be a signal that time out is not effective***

Overcorrection

- Positive Practice
  - ✓ repeated practice of correct form of relevant replacement behavior that results in a decrease in future responding
- Restitutional
  - ✓ correcting the environmental effects of an inappropriate act to a condition better than it was before the act that results in a decrease in future responding

When to Use Overcorrection

- ★ Used when all Type II Fail
- ★ One-to-one attention required

Advantages and Disadvantages

- **Disadvantages**
  1. Limited research on effectiveness
  2. Difficult to select replacement behavior
  3. Requires one-to-one attention
- **Advantages**
  1. Minimizes disadvantage of presentation of aversives
  2. Does not provide a negative model
  3. Rapid and long-lasting reduction can be instructional
  4. Can be instructional

Type I "Punishment"

- **When to Use**
  - ✓ Used with behavior requiring immediate reduction
- **Aversives**
  1. Sensory
  2. Movement
- **Unconditioned** -
  - ✓ any stimulus that is aversive in the absence of any prior learning history
- **Conditioned** -
  - ✓ neutral stimuli that have developed aversive properties

Advantages and Disadvantages

- **Disadvantages**
  1. Legal - moral - safety
  2. Side effects
  3. Overgeneralization
  4. Situationally specific effects (punisher absent)
  5. Model punishment
- **Advantages**
  1. Rapid reduction/elimination of behavior
  2. Facilitates discrimination between acceptable and unacceptable behavior
  3. Instructive to peers (vicarious)

Group Contingencies

- Make reinforcement contingent upon performance of
  - ✓ entire group **YES**
  - ✓ one student **NO**

Advantages of Group Contingencies

1. peers can be taught to monitor, reinforce and use extinction
2. observation of peers receiving reinforcement
3. teacher's ability to manage large group #s
4. emphasize group behavior
5. creates opportunity for group building
6. works well with academic performance too

Disadvantages of Group Contingencies

1. students may become object of ridicule
2. may promote withdrawal (or other side-effects)
3. potential status for "beating the system"
4. fairness for group
5. requires monitoring of all students

Effective Use of Group Contingencies

1. operational definitions of contingent behaviors
2. teach specific positive behaviors
3. all members of group must be capable of performing positive behaviors
4. do not use in a case where failure is likely to occur
5. do not use with students who relish negative attention from peers
6. use entire group contingency rather than individual-group contingency

Contingency Contracting

- Considerations
  - ✓Premack Principle
  - ✓Use as little as necessary to facilitate behavior
  - ✓Fade
  - ✓Prompts to help over hurdles

Self-Management

Teaching students to monitor and manage their own behavior

Considerations:

- behavior must first be under teacher control
- student must have opportunities to practice self-management process and receive immediate instructive feedback
- student must be motivated to participate
- may use behavioral contracts to provide additional initial structure
- post student performance
- periodic teacher checks on accuracy

Self Management Steps

1. Identify the (times) that you want to use the program.
2. Define target behaviors
   - observable, concrete, "fair pair".
3. Set time interval
   - start short (student can do)
   - gradually increase intervals with success.
4. Make up monitoring forms and decide how student will be notified of time (e.g., teacher signal, timer, etc.).
5. Set daily performance criteria & decision rules, select reinforcers
6. Teach the student how to use the monitoring system.
7. Begin the program in a limited context (1 or 2 classes a day) and gradually increase it to all appropriate times.
8. Intermittent reliability checks
9. Chart data
10. Increase the criterion/fade unnatural reinforcers

SELF MANAGEMENT SYSTEM

(1 minute intervals)

Name: _____ **Date:** _____

Behavior: Student will remain in seat and quiet throughout interval (raise hand and wait to be called upon to speak)

My Goal today is _____ +s

1	+	-	11	+	-
2	+	-	12	+	-
3	+	-	13	+	-
4	+	-	14	+	-
5	+	-	15	+	-
6	+	-	16	+	-
7	+	-	17	+	-
8	+	-	18	+	-
9	+	-	19	+	-
10	+	-	20	+	-

Total + _____

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