Basic Principles of Problem Behavior

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Presentation Agenda

• Identifying problem behaviors
• The “WHY” behind behavior
• Reducing problem behaviors
• Teaching new behavior
• Question and answer
Defining the Behavior

• What does the behavior look like?
• Can I see or hear it?
• Can I measure it?
• Would someone else identify the exact behavior from this description?
THE DEAD MAN TEST
Concerned your behavior isn’t defined operationally enough, ask yourself:

- YES
  - “Can a dead man do it?”
    - You have not defined your behavior enough!

- NO
  - Congratulations, you have passed your first test!
“Not doing work”
Yes! a dead man can do that.
“The student answers the question”
No! A dead man cannot do that.
“The student does not listen to the teacher”
Yes! A dead man can do this.
“Raising your hand”
No! A dead man cannot do this.
But WHY???

Behavior = COMMUNICATION
Functions of Behavior
Attention
Tangible
Escape / Avoidance
Pain Attenuation
Figuring out the “why”

Look at what’s happening before and after

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Touch nose”</td>
<td>child touches nose</td>
<td>social praise “yay! you touched your nose!!”</td>
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<tr>
<td>“Do puzzle”</td>
<td>child falls to the floor</td>
<td>puzzle removed (demand withdrawn)</td>
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<tr>
<td>WHAT IT LOOKS LIKE</td>
<td>WHY</td>
<td></td>
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<td>---------------------------</td>
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<td></td>
</tr>
<tr>
<td>kicking and spitting</td>
<td>escape</td>
<td></td>
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<td>attention</td>
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Would you use different strategies for kicking and spitting?
FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

- An assessment used to identify the cause of a problematic behavior.
- Knowing the cause can help us come up with a plan (BIP)
FBA - your role

- Share information
- Take data (if asked to - not always going to happen)
- Examples of behaviors you see
- What do you think is causing it?
- Ask questions!
Behavior Plans should have...

REPLACEMENT BEHAVIORS

- New behavior you are teaching MUST be functionally equivalent
What are Replacement Behaviors?

MUST BE FUNCTIONALLY EQUIVALENT

For example:
Behaviors with an escape function should be REPLACED by an escape replacement behavior
- break (structured – offer choices)
- taking a note to another teacher
- running an errand
Behavior Management Strategies Based Upon A Functional Assessment
Three things to think about…

1. **Antecedent Intervention:**
   What can we do to prevent the behavior?

2. **Replacement Behavior:**
   What do I teach him to do instead of the problem behavior?

3. **Extinction:**
   How do I respond when problem behavior occurs?
When we talk about preventative strategies:

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**Picture This...**
When we talk about replacement behaviors
When we talk about how to respond to behaviors
Deciding what Strategies to Use?

There should always be some combination of antecedent (preventative) and teaching replacement behaviors.

PREVENT the problem behavior while teaching new behavior!
Attention Seeking Behaviors

What are the:

Antecedent Interventions

Replacement Behaviors

Extinction
Attention Seeking Behaviors

Antecedent

Give lots of GOOD attention...
Attention Seeking Behaviors

Don’t be that guy...
Replacement Behaviors

- Teach new ways to get attention

- When teaching this new skill, be sure to provide heavy, good reinforcement (social praise, etc...) for using the replacement behavior.
In the meantime... while teaching new behaviors

**How do I respond when problem behavior occurs?**

- When problem behavior occurs → do your best to ignore and/or don’t give attention to the problem behavior
What are the:

Antecedent Interventions

Replacement Behaviors

Extinction
Tangible Antecedent

- Give free access to preferred items

Use of the Premack Principle (If/Then)
Tangible Replacement Behaviors

- Teach new ways to request items

- When teaching this new skill, be sure to provide heavy, reinforcement (i.e., immediately give item) for using the replacement behavior
- You will work on waiting and denial of items later
How do I respond when problem behavior occurs?

- Block and redirect challenging behavior
- Prompt the replacement behavior to request for the desired item.
Escape / Avoidance Behaviors

What are the:

Antecedent Interventions

Replacement Behaviors

Extinction
Antecedent Strategies

- Reduce demands
- Decrease the effort
- Quicken pace of instruction,
- Use errorless teaching,
- Mix easy and difficult responses,
- Give choices
The key to happiness is low expectations.

Lower.

Nope, even lower.

There you go.
Replacement Behavior
- Teach student to request breaks.
- Once mastered, teach contingency of breaks earned through work (FIRST/THEN)
Escape / Avoid

How do I respond when problem behavior occurs?

Reduce the probability of the student escaping the given demand by:

• Arranging the environment to reduce escape
• Providing higher levels of prompting to complete the demand
• Heavy reinforcement for completing demands
Self Stimulatory
Self Stimulatory

How to respond when behavior occurs?

Response – Interrupt – Redirect
RIRD

- Interrupt the target response

AND

- Redirect the individual to engage in a different response
Reinforcement

What is it and How Does it Work?
Reinforcement

• Relationship between a student’s behavior and the consequence (or response) to that behavior.
Reinforcement

INCREASES the future probability of behavior...
Reinforcement tips

Make sure you have valuable reinforcement available before you start.

Kiddo when you first show up to his house

Kiddo when he sees you brought bubbles
Reinforcement tips

Have a variety of reinforcers available.
REINFORCEMENT TIPS

Don’t put too much effort on the child – it has to be worth it!
Reinforcement tips

Reinforce FREQUENTLY

Give enough... Give better when you get target responses
Vary what you deliver and how you deliver it.
Reinforcement tips

Stop delivering before child loses motivation completely. You want them to want it when you offer it again.
Reinforcement

• The consequence is considered reinforcement *only* if the response increases the likelihood that the behavior will occur in the future.
Walking into work after learning about behavior strategies and reinforcement!
Q & A