

Function Based Treatment of Challenging Behavior

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Them: you can only control
your own behavior

Behavior analysts:



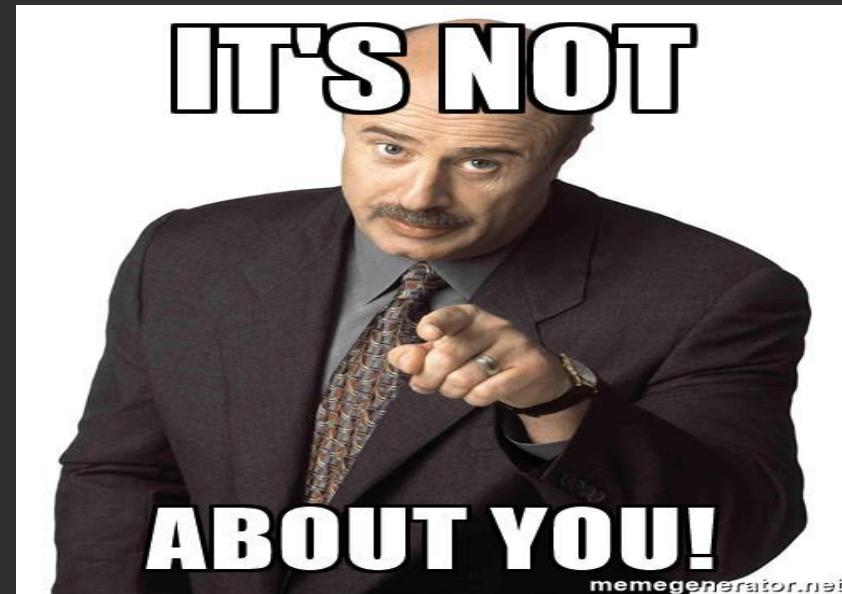
Some things to consider

- The single most important predictor of success in adulthood is a student's ability to form social relationships.
- The most common reason adults fail at a job is an inability to get along socially with coworkers.
- There is a “hidden curriculum” that some students don't naturally learn without direct instruction.



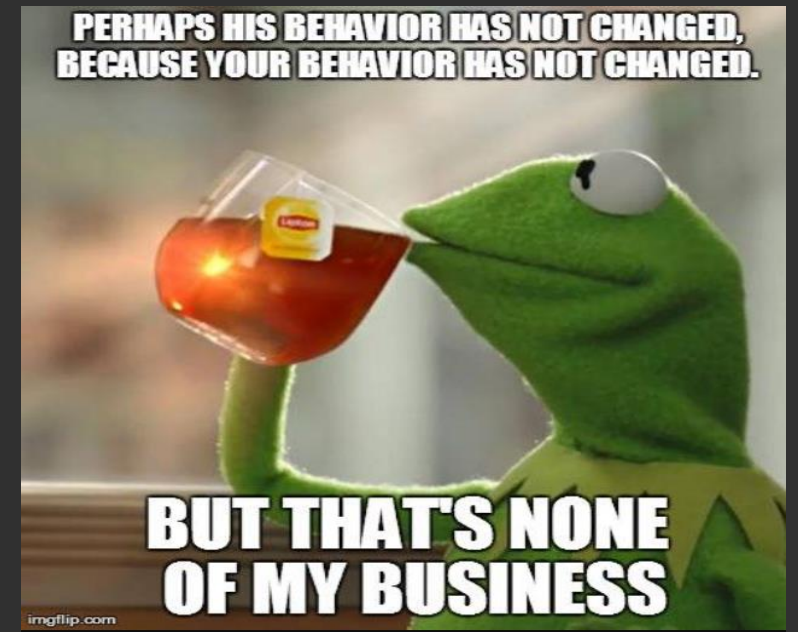
Some things to consider

- ♦ Challenging behavior is learned over time and must be unlearned over time
- ♦ Behavior isn't personal until we make it personal



Reframing

- ◆ If a child doesn't know how to read, we teach them.
- ◆ If a child doesn't know how to swim, we teach them.
- ◆ If a child doesn't know how to behave, we punish them.



Behavior support trends

Traditionally

- Generalized intervention
- Reactive
- Focus on behavior reduction, “fixing” the child
- Quick fix



Function Based

- Individualized intervention
- Proactive
- Focus on **teaching** replacement behaviors
- Long term success



Isn't that just giving in?

- Meet the student where he is
- Support the child in getting wants / needs met
- Modify instruction, reinforcement and intervention
- Focus on what is appropriate and make the inappropriate behavior useless
- Minimal need for reactive interventions



Aversive doesn't work

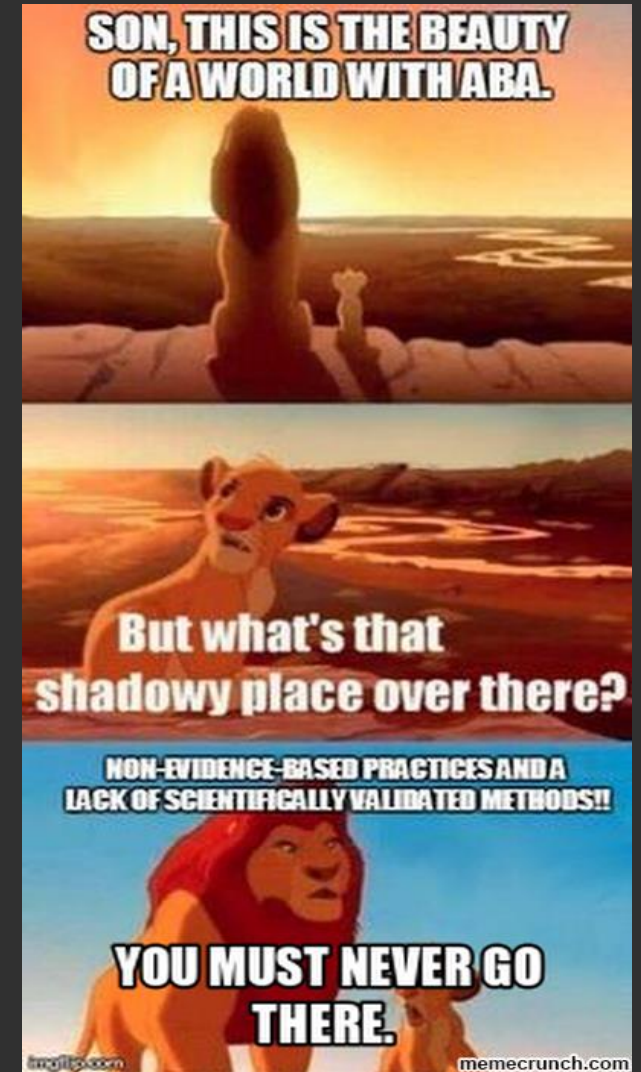
- Not aligned with the function of the behavior
- Not teaching a replacement skill so you will always be punishing
- May agitate or escalate the situation more
- More use = less effect
- Student / staff relationship affected
- Can't always be immediate or meaningful enough

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Concepts and Principles

- ◆ Applied Behavior Analysis
 - Based on principles of operant and respondent conditioning, **motivating operations**
 - Descriptive assessment
 - Baseline, treatment, environmental manipulation, functional relations
 - Treatment based on functional relationship identified
 - **Function based treatment**

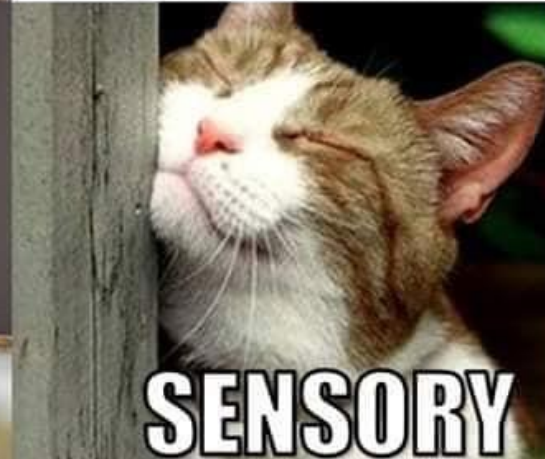
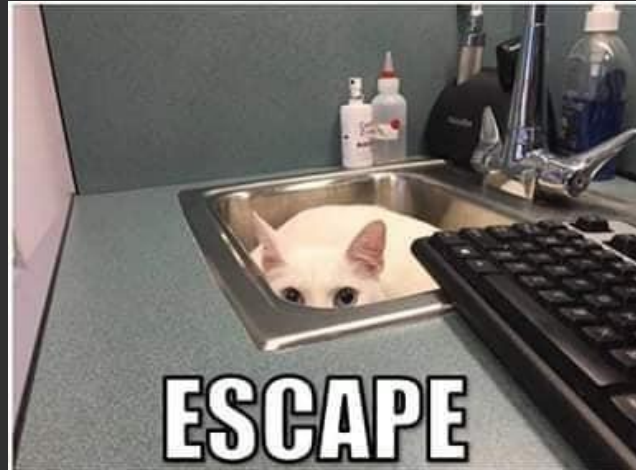


Components of a successful behavior change program

- ◆ Function based treatment approach
 - identify the function
 - teach and reinforce replacement behaviors that serve the same function
 - reinforce the replacement behaviors heavily
- ◆ Group and individual prevention and intervention strategies
 - Reinforcement based (with behavior-specific feedback)
 - Most time and attention is focused on the behavior you want to see more of
- ◆ Focus on staff and student behavior change

WTF ??

What's The Function?



$$A+B+C=F$$

- ◆ Setting events
 - We can recognize, but not always control
 - Icebergs
- ◆ Antecedents
 - Can be people, places, times, activities, etc
- ◆ Consequences
 - Schedule of reinforcement procedures (+/-)
 - Schedule of punishment procedures (+/-)
 - Contingencies (first/then, if/then)
 - When undesired behavior occurs
 - When desired behavior occurs



Replacement Behaviors



Replacement Behaviors

- ◆ Replacement bx must be taught or change will not occur
 - Must be **more efficient** than challenging bx
 - Should take **less effort** than challenging bx
 - Should get a **functionally equivalent** reinforcer (same function as challenging bx)

Replacement Behaviors

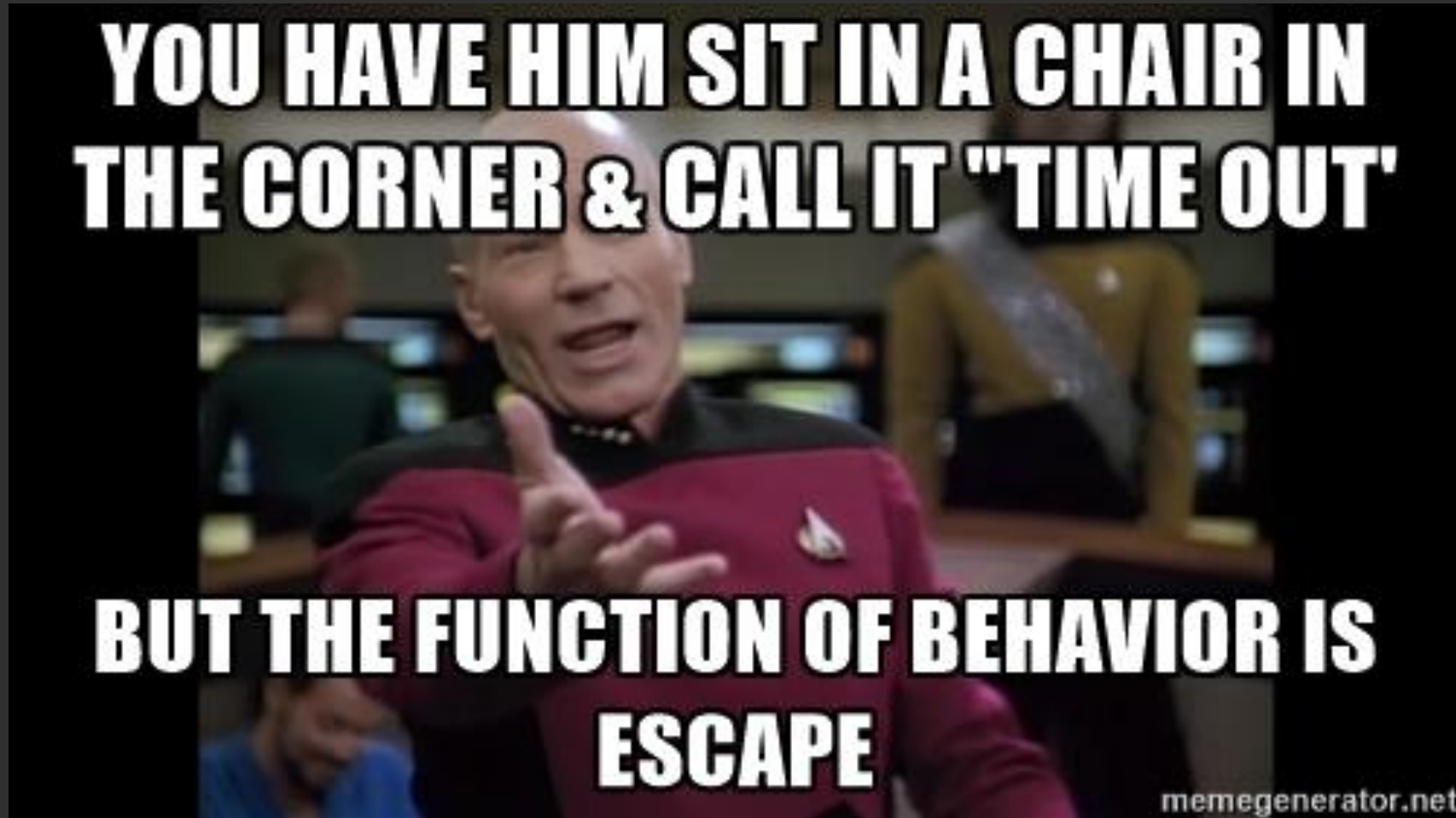
When we teach
a replacement
behavior, we
must
REINFORCE
that behavior!



Reinforcers:

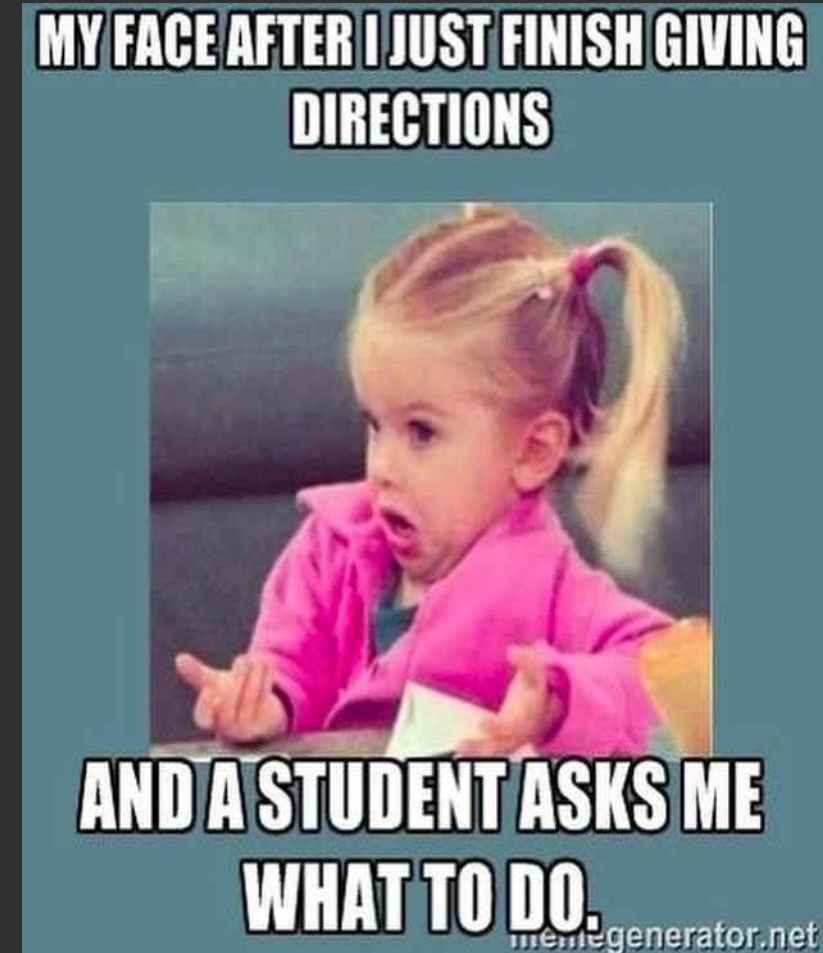


Function Based Strategies



Practical classroom strategies

- ◆ Structure and routines
- ◆ Visual supports
- ◆ Differential reinforcement
- ◆ Group contingencies



Structure and routines

- A schedule is obviously in place
- Staff assignments are clear for all routines (zone defense)
- Lesson plans are posted and followed
- Materials are out, organized, and in good condition
- I am instantly aware of what is expected in each area
- Create a physical environment that eases management, promotes interaction, and prevents potential problems/conflict
- Consider sensory input, seating, transitions

Visual supports

- ◆ Increase predictability and convey expectations
- ◆ Increase independence
- ◆ Increase availability for learning
- ◆ Avoid power struggles/bargaining behavior
- ◆ Examples
 - Visual schedules, first/then, visuals cues for behavior expectations, visuals for routine activities, activity schedules, choice board, visual timer, visual cues for rehearsed replacement behavior/strategies

Function based strategies

- ❑ MO / SD
- ❑ Differential Reinforcement
- ❑ High P Procedure
- ❑ Block access / Response interruption
- ❑ Time away/sit and watch
- ❑ Redirection
- ❑ Safety plan/Crisis plan

DIFFERENT FUNCTION = DIFFERENT INTERVENTION

MO and Sd – the building blocks

- ◆ Both change the way a consequence functions as a reinforcer
 - ◆ Sd (Discriminative Stimulus)
 - Signals that reinforcement is AVAILABLE
 - ◆ See glass of water
 - ◆ MO (Motivating Operation)
 - Signals that reinforcement is VALUABLE
 - ◆ See glass of water after eating a bag of pretzels
- ***Manipulate these to change behavior***

High P Procedure

- ◆ A series of high probability requests followed by a low probability request
- ◆ Significantly increases the likelihood that the request will be followed
- ◆ Based on theory of positive behavior momentum
- ◆ Effective for refusal behavior/non-compliance



Differential reinforcement

The most powerful BX change procedure

◆ 2 operations:

- Reinforcement and extinction
- Reinforcing some responses and not reinforcing other responses
- Use with equal intensity
- PLAN consistent reactions from all staff

◆ DRO

◆ DRI

◆ DRA



Group contingencies

◆ Dependent

- one student (or small group) earns a privilege or reward for the whole class by meeting a specific behavior goal/expectation
- one student determines if the other students are rewarded

◆ Independent

- students each earn the reward when they achieve the behavior goal/expectation established for the group
- each student determines his or her own access to the reward/privilege

◆ Interdependent

- the class earns a reward when the group meets an established goal/expectation
- the group's behavior as a whole determines access to the reward

11 Principles of behavior management

1. First, it gets worse



11 Principles

2. Pick your battles



PICK YOUR BATTLES

Some things are better left alone

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PICK YOUR BATTLES



WIN THEM ALL

memegenerator.net

11 Principles

3. Prevention is better than attempting a cure



11 Principles

- 4. Use structure and routine
- 5. Be consistent but realize that life isn't



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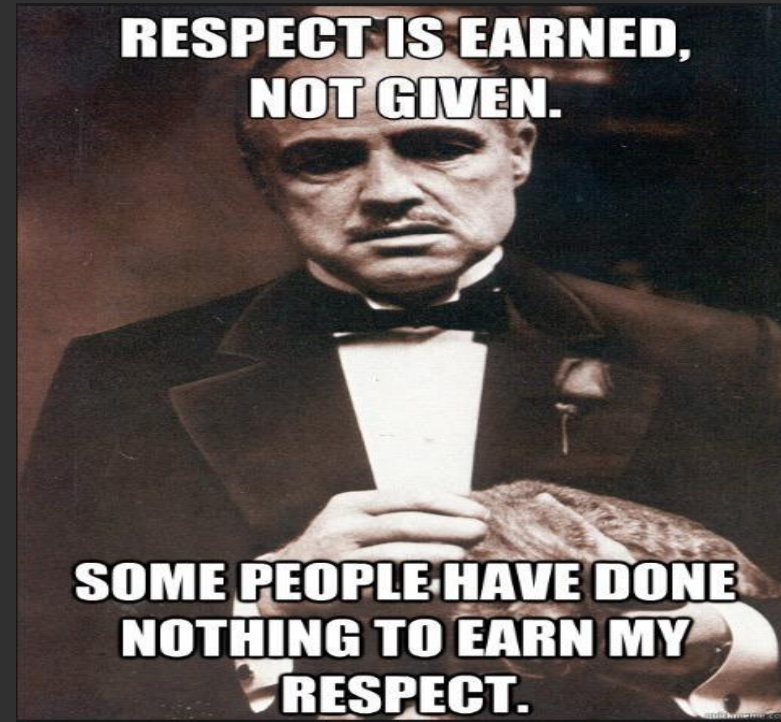
11 Principles

- 6. Ignore what you don't want AND attend to the desired behavior
- 7. Negative attention is still reinforcing



11 Principles

8. Spend quality, nonconflictual time



11 Principles

9. Repetition and contrast are critical



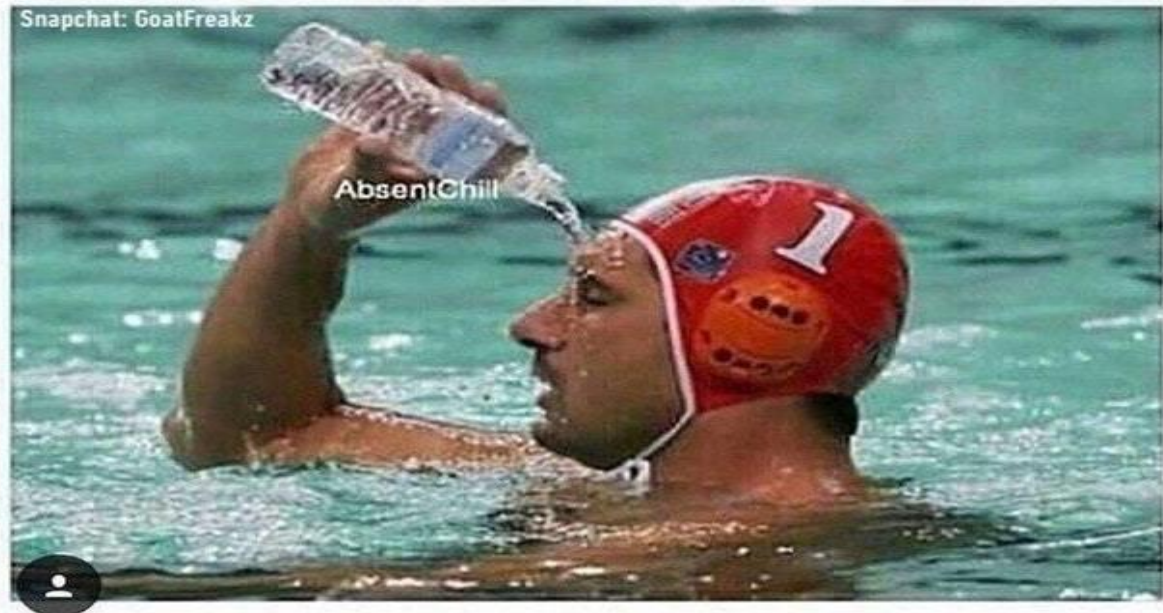
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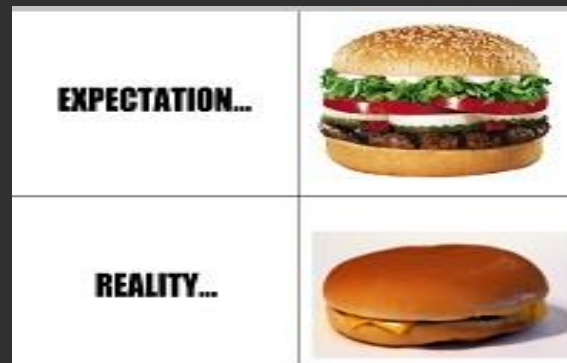
10. Discipline is teaching, not just punishment

When a kid is skipping school so as a punishment the school expels them



11 Principles

11. Have realistic expectations



Final thoughts

Discipline is helping
a child solve a problem.
Punishment is making a
child suffer for having
a problem. To raise problem
solvers, focus on solutions
not retribution. – L. R. Knost

nourishinggracechildren.org