2016-17 Autism Speaker Series

Don’t Sweat The Hard Stuff: Managing Problem Behavior During Work Time

Special thanks to our sponsors!

Please visit their tables during the break and after the lecture!

DON’T SWEAT THE HARD STUFF: MANAGING PROBLEM BEHAVIOR DURING WORK TIME

PRESENTER: CHANNING LANGLINAIAS
TODAY’S AGENDA

• Introduction and causes of behavior
• Environmental changes
• Treatment strategies
• Intermission
• Treatment strategies (cont.)

WHAT IS PROBLEM BEHAVIOR?

• Undesired
• Dangerous
• Stigmatizing
CAUSES OF BEHAVIOR

• Attention or a reaction from others
• Toys, activities, or treats

MAKING TEACHABLE MOMENTS OUT OF MELTDOWNS FOR TOYS, TREATS, AND ATTENTION

Presented by: Christie Stiehl and Kyle Dawson

Videos on CADD website:
http://prtl.uhcl.edu/autism-center/speaker-series/previous-lecture-materials
WHAT CAUSES BEHAVIOR?

• Attention or a reaction from others
• Toys, activities, or treats
• Feels good or reduces pain

METHOD BEYOND THE MYSTERY: UNDERSTANDING AND MANAGING PICA AND STEREOTYPIC BEHAVIOR

Presented by: Lisa Rettig

Videos on CADD website:
http://prtl.uhcl.edu/autism-center/speaker-series/previous-lecture-materials
CAUSES OF BEHAVIOR

• Attention or a reaction from others
• Toys, activities, or treats
• Feels good or reduces pain
  • Escape or avoidance of unpleasant activities or situations

ESCAPE

Difficult or unpleasant activity or situation → Problem behavior → Removal of activity or situation
ESCAPE

ESCAPE
AVOIDANCE

Upcoming difficult or unpleasant activity or situation → Problem behavior → Prevent or delay activity or situation
DETERMINING THE CAUSE

- Questionnaires
- Direct observations
- Functional analyses

APPLIED BEHAVIOR ANALYSIS 101
Presented by: Louisa Hussein

Videos on CADD website:
http://prtl.uhcl.edu/autism-center/speaker-series/previous-lecture-materials
IMPORTANT:

Contact a BCBA® for assessment if your child engages in severe problem behavior that may be dangerous to others or him/herself.

To find BCBA® certificants: www.bacb.com
UHCL’s Severe Behavior Clinic: http://prtl.uhcl.edu/autism-center/severe-behavior-clinic

TACKLING PROBLEM BEHAVIOR

Complete assessment(s) \[\rightarrow\] Identify cause of behavior \[\rightarrow\] Environmental changes and implement treatment(s)
ENVIRONMENTAL CHANGES TO EASE WORK TIME

KEEP EVERYONE SAFE

• Remove potentially dangerous items
  • Sharps, breakables, hard toys, etc.
• Stay above eye level and arm’s distance from your learner
  • Widen stance and free hands to allow blocking
• Use personal protective equipment if needed
  • Arm/shin guards, swim caps, helmets, gloves, etc.
EVALUATE EXPECTATIONS

• Is the task or activity too difficult/complex?
  • Does the learner have the prerequisite skills?
  • Can the task or activity be broken down?
• Is the expectation age or developmentally appropriate?
• Is the task important or necessary?

INSTRUCTION DELIVERY TIPS

• Remove distractions and gain attention
• Gives rules before task or instruction
  • “Do your homework then you can watch TV”
• Break down larger tasks into smaller tasks or instructions
• Give one task or instruction at a time
INSTRUCTION DELIVERY TIPS

- Tell, don’t ask (for non-negotiable tasks)
  - Asking makes saying “no” an option
- Clear and concise instructions
  - Short
  - Simple vocabulary
  - Neutral or positive tone

ACTIVITY CHOICE

- Provide learner with options
  - Type of task
  - Order of tasks to be completed
  - Materials to complete task
- **TIP**: Choice not available after problem behavior
ACTIVITY CHOICE

PROS
• May increase compliance and motivation
• Learner plays active role in work time

CONS
• Requires ability to make choices
• Doesn’t address managing problem behavior

TREATMENT APPROACHES
BLOCKING PROBLEM BEHAVIOR

• Protect your learner
  • Block self-injury
• Protect yourself
  • Block aggression
• Minimize attention in the process
  • Vocal
  • Physical
  • Eye contact

SCHEDULED BREAKS
SCHEDULED BREAKS

- Breaks provided on a time-based schedule
  - More frequent than problem behavior (e.g., every 30 s)
  - Wait 5 s if problem behavior occurs at break time
- Better breaks if no problem behavior occurs
- Stick to a rule for slowly increasing time before breaks
  - Example: 2 work periods/days with decrease in problem behavior, increase work time (e.g., 30 s, 40 s, 50 s, 1 min, 1.5 min, etc.)

Begin work period by delivering instructions
Problem behavior while working = keep working
Provide break at scheduled time (e.g., after 30 s of working)

After 2 work periods/days with decrease in problem behavior, increase time before break (e.g., 30 s, 40 s, 50 s, 1 min, 1.5 min, etc.)
# SCHEDULED BREAKS

## PROS
- Easy to implement
- Rapid decrease in problem behavior
- May prevent problem behavior

## CONS
- Breaks even if problem behavior occurs
- Does not teach new skill
- Does not require task completion

---

# THREE-STEP PROMPTING
THREE-STEP PROMPTING

- Used to:
  - Increase compliance
  - Teach new skills or improve existing skills

Tell ➔ Show ➔ Help

**Tell**
- Provide instruction (wait 3-5 s)

**Show**
- Provide instruction + demonstrate the task (wait 3-5 s)

**Help**
- Provide instruction + help complete task

Correct
- Big reward (Lots of praise OR praise + toys/treats)

Incorrect
- Earn praise

No reward if problem behavior occurs

NON-VOCAL RESPONSES
VOCAL RESPONSES

Gain child’s attention

TELL
Provide instruction (wait 3-5 s)

Correct
Big reward (Lots of praise OR praise + toys/treats)

Incorrect
Provide instruction + Partial Demonstration (wait 3-5 s)

Correct
Praise

Incorrect
Provide instruction + Full Demonstration

No reward & repeat instruction + full vocal prompt

No reward if problem behavior occurs

THREE-STEP PROMPTING

PROS
• Increase compliance and teach new skills
• Easily combined with other treatments

CON
• Difficulties with physical prompts
INCREASE ALTERNATIVE BEHAVIOR

SELECTING ALTERNATIVE BEHAVIOR

• Less effortful than problem behavior
• Understandable to others
TYPE OF RESPONSE

- Vocal
  - Echo words
- Picture exchange/communication device
  - Attend to pictures; poor motor or imitation skills
- Sign language
  - Do not attend to pictures; good motor and imitation skills

LOOK WHO’S TALKING: TEACHING EARLY COMMUNICATION SKILLS

Presented by: Stephanie Smothermon
April 15, 2017
TEACHING ALTERNATIVE BEHAVIOR

- Deliver instruction(s) (using three-step prompting)
- Independent request for break
- After given # of tasks: SHOW
- Correct: 2-min break
- Incorrect: HELP
- Correct: 1-min break
- 2-min break + toys/treats

TEACHING VOCAL REQUEST

- Deliver instructions using three-step prompting
- After one task, prompt (help) learner to request a break
  - Partial demonstration (e.g., “br”)
  - Full demonstration (e.g., “break”)
- Provide break (better break for independent requests)
TEACHING REQUEST USING BREAK CARD

• Deliver instructions using three-step prompting
• After one task, prompt (help) learner to request a break
  • Point to card
  • Help touch/exchange card
• Provide break (better break for independent requests)

TEACHING REQUEST USING SIGNS

• Deliver instructions using three-step prompting
• After one task, prompt (help) learner to request a break
  • Demonstrate the sign
  • Help learner perform the sign
• Provide break (better break for independent requests)
IF PROBLEM BEHAVIOR OCCURS…

- Continue prompting through task
- Do not give a break
- Wait 5 s with no problem behavior before prompting request
FADING PROMPTS

- Gradually increase # of tasks before prompting a request
- Stick to a rule for slowly increasing # of tasks
  - Example: 2 work periods/days in a row without problem behavior, increase # of tasks by 1

TEACHING ALTERNATIVE BEHAVIOR

**PROS**
- Teaches new skill
- Allows learner to get a break when it’s needed

**CONS**
- May request frequently
- Less time spent working
- Does not require task completion
GRADUALLY INCREASING WORK REQUIREMENTS

GRADUALLY INCREASING WORK

- Deliver instruction(s)
- Break earned after task completion
- No attention, toys/treats, or break for problem behavior
- Stick to a rule for slowly increasing number of tasks
  - Example: 2 work periods/days in a row without problem behavior, increase # of tasks by 1
## GRADUALLY INCREASING WORK

**Deliver # instructions** (using three-step prompting)  

- **Compliance + no problem behavior** (all tasks)  
- **Physical help** (with any task)  
- **Problem behavior** (during any task)  

- **2-min break + toys/treats**  
- **2-min break**  
- **1-min break**

---

## GRADUALLY INCREASING WORK

### PROS
- May make work time less aversive
- Requires completion of work

### CONS
- Difficulties with physical prompts
- Close monitoring of compliance/problem behavior to increase requirements
BREAKS FOR GOOD BEHAVIOR

• Deliver instructions for set time (e.g., 30 s)
• No attention, toys/treats, or breaks for problem behavior
• Must work set time to earn break
  • Restart time if problem behavior occurs
• Stick to a rule for slowly increasing time
  • Example: 2 work periods/days in a row without problem behavior, increase time (e.g., 40 s, 50 s, 1 min, 1.5 min, 2 min, 3 min, etc.)
START timer and deliver instructions for set amount of time (e.g., 30 s)

- No problem behavior while working → Earn break (e.g., 1 min)
- Problem behavior while working → Restart timer

Must work for 30 s without problem behavior to earn break

= 2 work periods/days in a row without problem behavior, increase time (e.g., 40 s, 50 s, 1 min, 1.5 min, 2 min, 3 min, etc.)

PROBLEM BEHAVIOR ≠ BREAKS
PROBLEM BEHAVIOR ≠ BREAKS

- Problem behavior doesn’t earn break, instead:
  - Request
  - Complete work
  - Work without problem behavior
- **Warning:** it may get worse before it gets better

GREATER INTENSITY OR DURATION
NEW KINDS OF PROBLEM BEHAVIOR

TIPS FOR SUCCESS

• Be consistent with consequences
• If you have to allow escape:
  • Do so ASAP
  • Before behavior escalates
IMPORTANT:
Contact a BCBA® if your child engages in severe problem behavior that may be dangerous to others or him/herself

To find BCBA® certificants: www.bacb.com
UHCL's Severe Behavior Clinic: http://prtl.uhcl.edu/autism-center/severe-behavior-clinic

TAKE AWAY

• Some problem behavior occurs to escape/avoid tasks or situations
• Make environmental modifications when possible
• Use three-step prompting when giving instructions
• Provide breaks for good behavior
  • Better behavior earns better rewards
• Slowly increase expectations
• Consistency brings results