An Instructional Approach to Addressing Challenging Behavior

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We have a big job today!

To change the way we think?
To change the way we behave

So we are going to keep it simple

Big idea 1

- Building socially appropriate behavior is a marathon not a sprint
Hanley, Jin, Vanselow, & Hanratty (2014)

Big idea 2

- Behavior change involves the behavior change of change agents which involves the behavior change of secondary change agents……and so on

That means

- It IS all about you
Framing Behavior
- Most of our behavior is learned or conditioned through contact with the environment

The Good

The Ugly

Behavior is only a problem
- When it is harmful or contextually inappropriate

When is it appropriate?
- Exclaim “do you want fries with that shake?”
- Pass gas
- Interrupt the teacher
- Push someone
What behaviors become problems

- Behavior that causes harm
  - To oneself, and others
- Behavior that damages property
- Behavior that occurs too often
- Behavior that occur not often enough
- Behavior that prevents learning
- Behavior that reduces peer interactions

Behavioral Descriptions

- Describes what a person does not what they are

Hyper

- Out of his seat often

Behavioral Descriptions

Aggressive

- Screams, kicks others
Problems with non-behavioral descriptions

- He runs around because he is hyper.
- How do you know he is hyper?
- Well because he runs around!

Attending?

- Yes or No?

Participating in playing a game
<table>
<thead>
<tr>
<th>Not behavior</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participate</td>
<td>• Participate</td>
</tr>
<tr>
<td>• Read</td>
<td>• State</td>
</tr>
<tr>
<td>• Listen</td>
<td>• Say</td>
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<tr>
<td>• Calculate</td>
<td>• Touch</td>
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<tr>
<td>• Identify</td>
<td>• Write</td>
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People don’t misbehave because

- Of a disability
- But because misbehavior works!

Behavior

- Behavior occurs because it “works”
- Problem behavior can be viewed as an unconventional skill set or just contextually inappropriate
Behavior works

- In two ways

To get

To escape or avoid

To get

To get
To avoid or escape

Discuss
- What type of consequences affect student challenging behavior?
- Are there such things as bad kids?

Review: Sources of Reinforcement

Attention
- Items/Activities
- Pleasurable
- Sensory stimulation

Demands
- Environments
  - where punishment has occurred
  - Aversive Sensory Stimulation
Punishment

- Happens in the natural world

Punishment

- But when it does it has side effects
  - Emotional and Aggressive Reactions
  - Escape and Avoidance

Punishment

- Behavioral Contrast
- Learned helplessness
- Negative reinforcement of the punishing agents behavior
Punishment
- Collateral effects on responding!

Punishment Based Procedures
- Verbal Reprimands
- Response cost
- Time out for positive reinforcement
- Response blocking
- Overcorrection
- Contingent Exercise

Discuss
- Is punishment a bad thing?
- What types of procedures are based on punishment?
- What would you say to a consultant that recommends the use of punishment?
Choosing a path

- Many children have a vast repertoire of behaviors that are available at anytime
- The environment selects correct response

Consider

- Peer laughter
- Talkout
- Answer Question
- Peer ridicule

Consider

- Escape from work
- Crawl under
desk
- Complete task
- Sticker
Consider

Removal of annoying habit
Skin pick
 bible
Good job

Provide Visual

Reprimand

Problem behavior stops

Consider

Problem behavior doesn’t occur

Behavior in a vacuum!

- I don’t think so
Things happen before a behavior

- Antecedents

Consider important antecedents

Signal

- When things in the environment are present when a response is reinforced they can come to reliably evoke a particular response
Signal
- The technical term is the discriminative stimulus ($S^D$)

Mr. J walks in
Talk out
Attention from Mr. J

Signal
- When a behavior is reliably evoked by an $S^D$ we say it is acquired

"Line up"
Says it
Goes in
Goes to gym

Signals matter
- They tell us what to do
- Sometimes they are absent
Signals Matter
- Or not clear

Think-Pair-Share
- What are some examples of antecedent signals for behavior?
- How do they become signals?
- Why are they important?
Motivation

Another critical antecedent involves how effective reinforcers are at a particular time.

Motivation

It is important to note that motivation is not about character but involves existing features of the environment.

Motivation

These antecedents, called Motivating operations, momentarily increase or decrease the value of a reinforcer.
Think-Pair-Share

- What are the two types of antecedents that affect behavior?

Ok, So why behave one way

- Better marketing

Ok, So why behave one way

- The road signs are clear
Ok, So why behave one way
- Something is more valuable to us at the time

Ok, So why behave one way
- One route results in quicker, better, or more of the good stuff

Ok, So why behave one way
- One route is harder
Ok, So why behave one way

- One route has a history of aversive consequences

Is it really such a mystery?

Functional assessment

- “Dignifies the treatment development process by essentially asking the person why he or she is engaging in problem behavior prior to developing a treatment (Hanley, 2012 p.55)”
It’s a process

- Functional assessment is this

- Not this

Functional Assessment

- Test
  (functional analysis)

- Watch and guess
  (Direct Observation)

- Ask and guess
  (Indirect Assessment)

Get ahead of the game
Provide Sufficient Direction

- Explicit
- Accessible
- Reinforcement for performance

Be Predictable

- Builds competence
- Builds confidence
- Clarifies contingencies
Predictability

- Routines
  - Can my staff and students make an estimate of what tomorrow will bring
  - Types of activities
  - Order of activities
  - Response effort
Be predictable

- Instructional areas should correspond with predictable routines/activities

Visual Schedules

- Can tell us
  - What to do, where to go, for how long & when is reinforcement coming

- All students should have access to them, but will many will need instruction and/or accommodations to use them

Visual schedules

- Teaching schedule following generally follows these steps
  - Some cue signals it’s time for transition
  - Teacher prompts use of schedule
  - Teachers reinforces successful transition
  - And gradually prompts are faded
Smaller Activity Set

- Some students may benefit from teaching smaller more manageable activity sets

Function-based Treatments

- Generally, increase the likelihood a desirable behavior will result in reinforcement while weakening the effects of a problem behavior

Get ahead of the game

- Noncontingent reinforcement
  - Weakening the value of a reinforcer
Noncontingent reinforcement
- Noncontingent reinforcement
  - Must occur more often than the challenging behavior
  - Use a timer to help you, if needed
- Temporary effects

Pair new activities & personnel
- With reinforcement!
- Sometimes a new activity suggests a lack of familiarity with the availability of good staff

Environments
- Develop competing responses (FCT, DRA)
- Reinforce responding a lower rates (DRL)
- Reinforce the absence of responses (DRO)
Functional Communication Training

- Essentially, teaching a child to ask for what they want?

Functional Communication Training

- Step 1: Functional Assessment
- Step 2: Identify a response (FCR)
  - Easier than challenging behavior
  - Understood by others
- Step 3: Teach it
- Step 4: Differentially reinforce FCR
- Step 5: Fading Protocol

Functional Communication Response

- Touch a picture card for assistance
- Vocal request for attention or assistance
- Sign for break
Differential Reinforcement

- of an alternative behavior (DRA)
- Step 1: functional assessment
- Step 2: Identify a competing response
  - Already in the student repertoire
  - May be incompatible (in seat for out of seat behavior)
- Step 3: Differentially reinforce
- Step 4: Fading Protocol

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Differential Reinforcement

- In seat
- Sharing
- Completing work
- Social interaction

- Out of seat
- Pushing others
- Tantrum
- Insulting peers

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Real world problems with DR

- How do you not attend to this?
- You can’t!
**Not delivering reinforcement**

- For previously reinforced behavior (extinction) has side effects

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**Extinction patterns**

- Extinction-induced aggression
- Extinction-induced emotional behavior
  - Crying, protesting (Lerman & Iwata, 1996)
- Extinction-Induced Response Variation
  - Lerman and colleagues (2003 & 2009)

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**Extinction patterns**

- Resistance to extinction
  - The more intermittent the previous schedule of reinforcement the more resistant the behavior is to extinction (Lerman & Iwata, 1996)
Extinction in the schools

- Is often impossible, so don’t use it alone
- Apply with DR consider the adjusting the quality, immediacy, and frequency of reinforcer delivery following problem behavior
- Consider adding instructions
- Consider fading protocols

Fading strategies

- Strategies often fail when we attempt to fade our reinforcer delivery to one that makes sense in the real world
- Often there is a resurgence in problem behavior

Fading strategies

- Think gradual and be responsive to graphed data
Fading strategies

- Delay schedule
  - The insertion of a delay interval following the communicative response
  - Initially, the response is reinforced immediately until until there is an observed effect
  - Then a delay is inserted, typically paired with a vocal stimulus (e.g., wait, in a minute, one more)
  - The delay interval is gradually increases

Hagopian, Boelter, & Jarmolowicz, 2011

Demand fading

- Used for escaped maintained behavior
- Initially, reinforce responses immediately
- Must complete a number of tasks prior to accessing escape
- State criterion prior to asking for a break
- If students asks “Say good asking, but you have to…

Multiple Schedules

- When a specific signal is presented, individuals learn that reinforcement is available and not when it is absent
  - Component 1: Responses are reinforced each time (FR1)
  - Component 2: Extinction
  - Problem behavior is on extinction during both components
Multiple Schedules
- Consider teaching natural signals
  - When I am talking or working with another student
- Consider using Color signal on a projector

Teaching a Tolerance Response
- In addition, to these strategies you might consider teaching a tolerance response
  - Step 1: Identify a tolerance response (Ok)
  - Step 2: Train in role play
  - Step 3: Reinforce student’s use of tolerance response
  - Step 4: Fade reinforcement of tolerance response

Hanley, Jin, Vanskeow, & Hanratty (2014)

Questions
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