Promoting Social Emotional Competence

Individualized Intensive Interventions:
Determining the Meaning of
Challenging Behavior and
Strategies to Support the Child

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Adapted from csefel.vanderbilt.edu Module 3a & b

Agenda

•Challenging Behavior
• Overview of PBS
• Behavior Equation
• The Process of PBS
• Introduction to Functional Assessment and observations
• Analyzing the meaning of the behavior based on observations
•Planning and implementing PBS

Learner Objectives

This workshop will teach you to:

1. Understand the difference between PBS and traditional discipline approaches.
2. Define forms and function of communication and identify the behavioral mechanisms that contribute to viewing challenging behavior as communicative.
3. Identify methods that may be used to determine the function of challenging behavior.
4. Use interview and observation data to determine the communicative function of challenging behavior.

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Learner Objectives, cont

5. Identify the steps of the process of PBS.

6. Describe and select strategies that may be used to prevent challenging behavior.

7. Identify replacement skills that may be taught to replace challenging behavior.

8. Identify how to respond in a way that does not maintain or reinforce challenging behavior.

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Challenging Behavior

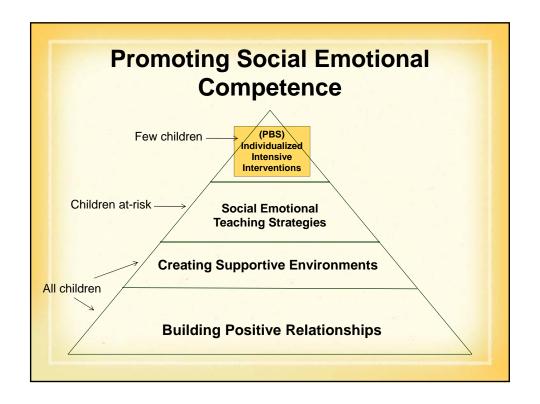What we are referring to when we say "challenging behavior" is:

- Any **repeated pattern** of behavior that **interferes** with learning or engagement in pro-social interactions with peers and adults.

- Behaviors that are **not responsive** to the use of developmentally appropriate guidance procedures.

- **Prolonged** tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, stereotypy), property destructions, self-injury, noncompliance, and withdrawal

Video of Behaviors

Facts about Challenging Behaviors

- Significance
  - At risk for failure
- Costs
  - Drop out of school
  - Higher drug abuse
  - Marginalized adult lives
  - Die young
- Positive outcomes from early intervention
  - Decrease of withdrawal, aggression
  - Reduction of fears, depression, anxiety
  - Positive peer relationships
  - Success life!

Based on *Facts About Young Children with Challenging Behaviors*

Promoting Social Emotional Competence

Few children → **(PBS) Individualized Intensive Interventions**

Children at-risk → **Social Emotional Teaching Strategies**

Creating Supportive Environments

All children

Building Positive Relationships

Intensive Individualized Instruction

Intensive individualized instruction and interventions are used with children who have very persistent and severe challenging behavior and do not respond to the typical preventive practices, child guidance procedures, or social emotional teaching strategies that would normally work with most children.

Group Discussion

- Chart on chart paper severe behaviors observed

Positive Behavior Support (PBS)

- An approach for **changing** a child's behavior.
- Is based on **humanistic values** and research.
- An approach for developing an **understanding** of why the child has challenging behavior and teaching the child new skills to replace challenging behavior.
- A **holistic** approach that considers all of the factors that impact a child and the child's behavior.

Research on PBS

- **Effective for all ages** of individuals with disabilities 2-50 years.

- Effective **for diverse groups** of individuals with challenges: mental retardation, oppositional defiant disorder, autism, emotional behavioral disorders, children at risk, etc.

- PBS is the only comprehensive and **evidence-based** approach to address challenging behavior within a variety of natural settings.

Old Way

- General intervention for all behavior problems

- Intervention is reactive

- Focus on behavior reduction

- Quick Fix

New Way

- Intervention matched to purpose of the behavior

- Intervention is proactive

- Focus on teaching new skills

- Long term interventions

Challenging Behavior Communicates

•**Communicates a message** when a child does not have language.

•**Used instead of language** by a child who has limited social skills or has learned that challenging behavior will result in meeting his or her needs.

Challenging Behavior Works

- Children engage in challenging behavior because "it works" for them.

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- Challenging behavior results in the child gaining access to something or someone (i.e., obtain/request) or avoiding something or someone (i.e., escape/protest).

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Brendan Before PBS

Brendan's Family Before PBS

Brendan After PBS

Brendan's Family After PBS

Tim Before PBS

Tim with PBS

Dimensions of Communication

Every communicative behavior can be described by the **form** and **function**.

- **Form:** the behavior used to communicate
- **Function:** the reason or purpose of the communicative behavior

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Children Communicate in Many Ways:

- *Forms* of communication
  - -Words
  - -Sentences
  - -Eye gaze
  - -Pulling adult
  - -Crying
  - -Biting
  - -Tantrums
  - -?

Children Communicate a Variety of Messages

- Functions of communication
  - -Request object, activity, person
  - -Escape demands
  - -Escape activity
  - -Escape a person
  - -Request help
  - -Request social interaction
  - -Comment
  - -Request information
  - -Request sensory stimulation
  - -Escape sensory stimulation
  - -?

Behavior Equation:
Determining the Form and Function of the Behavior

- Identify the trigger/setting event
- State the behavior
- What is the consequence?

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Trigger	Behavior	Maintaining Consequence
Joey is asked to come to circle. Teacher provides physical prompt to move him to group.	*Joey resists, cries, and hits teacher*	*Teacher moves away from Joey and allows Joey to select a different activity.*

Setting Event

- Event that occurs at another time that increases the likelihood the child will have challenging behavior.

- Setting events serve to "set the child up" to have challenging behavior.

Behavior Equation

Setting Event	Trigger	Behavior	Maintaining Consequence
Joey was up most the night with an asthma attack. He arrives at school looking sleepy and with dark circles under his eyes.	*Joey approaches computer and sees child working on program.*	*Joey hits child and pushes his body on the child's chair.*	*Child leaves computer and Joey sits down and begins working.*

Completing the Behavior Equation Form

Evan, Shana, Gabriella, Madison, and Tim handouts

Five minutes with your assigned group to complete form

Evan

Evan is playing with Duplos. He tries to attach a block to his stack of 3. He can't quite get the blocks to connect. He looks up at the adult and begins fussing. He holds the stack of blocks up, looks at the blocks, and looks at the adult. The adult helps him put the blocks together.

Evan

Setting Event	Trigger	Behavior	Maintaining Consequence
	Playing with Duplos, can't connect blocks	*Looks up at adult, fusses, holds up blocks, looks at block/adult* **Function:** Get help	*Adult helps put blocks together.*

Shana

Shana is sitting in her high chair with nothing on the tray. Her mother is stirring her oatmeal. Shana begins crying and bangs her head on the back of the seat. Her mother says to her, "It's not cool enough, honey, just a minute." Shana stops crying when the oatmeal is placed on her tray.

Shana

Setting Event	Trigger	Behavior	Maintaining Consequence
? Hungry	*Sitting in high chair with nothing on tray mom stirring oatmeal.*	*Cries, bangs head.* **Function:** Get oatmeal	*Mom says, "it's not cool enough, just a minute," then gives oatmeal.*

Gabriella

Gabriella is playing in her room. Her mom says, "Come on Gabriella. Time to go to school." Her mom pulls on her arm to try to get Gabriella to stand and go to the car. Gabriella yells, screams, and begins kicking at her toys. Her mother says, "All right, 5 more minutes. But then we must go." Gabriella's mom walks away, and Gabriella continues playing with her toys.

Gabriella

Setting Event	Trigger	Behavior	Maintaining Consequence
	Playing in room, time to get in car for school. *Mom pulls on arm to get to stand.*	*Yells, screams, kicks at toys.* **Function:** Escapes- prolongs transition	*Mom gives her 5 more minutes of play time.*

Tim

Tim is riding a trike on the playground bike path. He sees a child move to the sandbox where he had just finished building a road-way. He leaps off his trike and tackles the child. He hits the child. An adult comes over to intervene. She comforts the child, and scolds Tim. Tim goes to the sandbox and continues construction on his road-way.

Tim

Setting Event	Trigger	Behavior	Maintaining Consequence
	A child moves to the sandbox where Tim has just built something.	*Tackles and hits child.* **Function:** Get toy back	*Adult intervenes and scolds Tim, comforts other child.* *Tim continues road-way.*

Process of PBS

- Gather information to identify form and function of the behavior

- Plan a behavior support plan

- Implement with everyone who is with the child through out the day

- Monitor and make adjustments

Functional Assessment Information Gathering

• A process for developing an understanding of a person's challenging behavior and, in particular, how the behavior is governed by environmental events.

• Results in the identification of the "purpose" or "function" of the challenging behavior.

Functional Assessment

• Observe the child in target routines and settings.

• Collect data on child behavior, looking for situations that predict challenging behavior and that are linked with appropriate behavior.

• Interview persons most familiar with the child.

• Review and anaylze records.

Observation Card

Name:	Observer:	Date:
General Context:		Time:
Social Context:		
Challenging Behavior:		
Social Reaction:		
Possible Function:		

Observation Card
Example

Name: Karen	Observer: teacher	Date: 1/22
General Context: Choice time/art		Time: 10:00
Social Context: *Playing alone in house. Teacher comes over to Karen and asks her to come to the art table for art. When she doesn't respond, the teacher tries to assist her by taking her arm to nudge her to stand.*		
Challenging Behavior: *Karen pulls away and begins to protests, saying "No! I not go to art!" as she pulls away from the teacher*		
Social Reaction: *The teacher walks away and says, "I will be back in a few minutes to see if you are ready."*		
Possible Function: *Escape Art*		

Video 3a.10: Observation Vignette #1

Observation Card
Example

Name: *Segment 1*	Observer:	Date:
General Context: *Choice time*		Time:
Social Context: *Playing alone in block play. Goes over to a group of children playing.*		
Challenging Behavior: *Sticks out tongue and makes raspberry sound, hits boy, scratches his shoulder.*		
Social Reaction: *Boy yells at him, friend brings him a lizard, boy yells to teacher.*		
Possible Function: *Initiate social interaction/Join play*		

Video 3a.11: Observation Vignette #2

Observation Card
Example

Name: *Segment 2*	Observer:	Date:
General Context: *Playground*		Time:

Social Context: *Playground play with 2 friends. Girl goes to basket and gets truck just like the other friend's truck*

Challenging Behavior: *He tries to take her truck, shoves, pushes, and continues tugging for toy.*

Social Reaction: *Gets toy for a second, continues to fight girl for toy , teacher reprimands and carries him away.*

Possible Function: *Obtain the toy (same truck as "best friend's")*

Video 3a.15: Observation Vignette # 6

Observation Card
Example

Name: *Segment 6*	Observer:	Date:
General Context: *Floor play*		Time:
Social Context: *Teacher brings him to the floor, sits him down, and then leaves*		
Challenging Behavior: *Pulls shirt off one arm, hits head with fist, thrusts back, head bangs.*		
Social Reaction: *Teacher returns, helps him with getting shirt back on and then hugs him.*		
Possible Function: *Adult attention*		

Home Observation Card

Home Observation Form — Side 1

Child's Name: _____ Date/Time: _____

Activity: _____ Observer: _____

Describe Challenging Behavior:

What Happened Before?

- [ ] Told or asked to do something
- [ ] Removed an object
- [ ] Not a preferred activity
- [ ] Difficult task/activity
- [ ] Playing alone
- [ ] Moved activity/location to another
- [ ] Told "No," "Don't," "Stop"
- [ ] Attention given to others
- [ ] Changed or ended activity
- [ ] Object out of reach
- [ ] Child requested
- [ ] Other: _____

What Happened After?

- [ ] Given social attention
- [ ] Given an object/activity/food
- [ ] Removed from activity or area
- [ ] Other: _____
- [ ] Punished or scolded
- [ ] Request or demand withdrawn
- [ ] Request or demand delayed
- [ ] Put in "time out"
- [ ] Ignored
- [ ] Given assistance/help

Purpose of Behavior?

To Get or Obtain:
- [ ] Activity
- [ ] Object
- [ ] Person
- [ ] Help
- [ ] Attention
- [ ] Food
- [ ] Place
- [ ] Other: _____

To Get Out of or Avoid:
- [ ] Activity
- [ ] Object
- [ ] Person
- [ ] Demand/Request
- [ ] Attention
- [ ] Food
- [ ] Place
- [ ] Other: _____
- [ ] Transition

Home Observation Card

Home Observation Card — Side 2

Setting Events/Lifestyle Influences:

- [ ] Hunger
- [ ] Uncomfortable clothing
- [ ] Absence of fun activities, toys
- [ ] Too hot or too cold
- [ ] Absence of a person
- [ ] Loud noise
- [ ] Sick
- [ ] Lack of sleep
- [ ] Unexpected loss or change in activity/object
- [ ] Medication side effects
- [ ] Extreme change in routine
- [ ] Other (specify) _____

List Notes/Comments/Unusual Events:

Functional Assessment Interview

- Define behavior (describe what you see)
- Describe frequency and intensity
- Explore possible setting events
- Identify predictors
- Identify maintaining consequences
- Identify current communicative functions
- Describe efficiency of the behavior
- Describe previous efforts
- Identify possible reinforcers

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Determining the Function of Challenging Behavior

- Review child description
- Review observations
- Review interview
- Complete final page of interview
- Determine functions of problem behavior
- Report to team

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Major Messages

- Challenging behavior has meaning for the child

- Children use behavior to access something or someone (obtain/request) or avoid something or someone (escape/protest)

- The process of Function Assessment is used to determine the function or purpose of challenging behavior

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"If a child doesn't know how to read, *we teach*."

"If a child doesn't know how to swim, *we teach*."
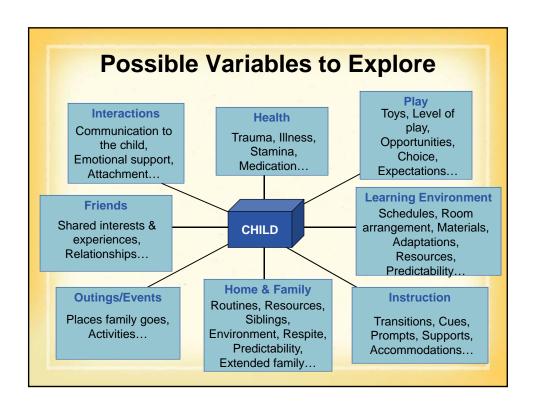
"If a child doesn't know how to multiply, *we teach*."

"If a child doesn't know how to drive, *we teach.*"

"If a child doesn't know how to behave, *we…*
 … teach?… punish?"

"Why can't we finish the last sentence as automatically as
 we do the others?"

–Tom Herner (NASDE President) Counterpoint 1998, p.2

Group Discussion:
Changing How You View a Problem

- *Chart on chart paper ways to view a behavior problem.*

Possible Variables to Explore

Interactions
Communication to the child, Emotional support, Attachment…

Health
Trauma, Illness, Stamina, Medication…

Play
Toys, Level of play, Opportunities, Choice, Expectations…

Friends
Shared interests & experiences, Relationships…

CHILD

Learning Environment
Schedules, Room arrangement, Materials, Adaptations, Resources, Predictability…

Outings/Events
Places family goes, Activities…

Home & Family
Routines, Resources, Siblings, Environment, Respite, Predictability, Extended family…

Instruction
Transitions, Cues, Prompts, Supports, Accommodations…

Prevention Strategies

- How can the environment be changed to reduce the likelihood that challenging behavior will occur?
- What can be done to make challenging behavior irrelevant?
- What procedures can I select that fit in the natural routines and structure of the classroom or family?
- How can I build on what works?
- What can be done to help the child not respond to the trigger or change the trigger so it does not cause challenging behavior?

Escape
(e.g., activity, demands, social interaction)

Sample Prevention Strategies
- Modify expectations, materials, instructions, seating arrangements, ways child is expected to respond, etc., to reduce the need for escape.
- Review **rules.**
- Use **choice**, manipulatives, peer support, child interests, etc., to reduce child's desire to escape.
- Reduce distractions or competing events, materials, etc., that may contribute to desire to escape; provide **visual guidance**.

Escape

(e.g., activity, demands, social interaction)

Sample Prevention Strategies (continued)

- Use **visual supports**, **activity schedules**, scripted stories, **timers**, **first/then boards**, selecting the reinforcer prior to activity, etc., to support child to engage in undesired activity, interaction, or demands.

- Use **self-management** to assist child in completing difficult activities or approaching avoided social interactions.

Obtain

(e.g., attention, object, activity)

Sample Prevention Strategies

- Modify activities, materials, instructions, response mode, task length, or make other modifications that will reduce need to request help.

- Provide peer support, scheduled interaction with adult, more frequent attention, or other strategy to reduce need to request attention.

- Use **activity schedule**, scripted stories, **visual schedules**, or scripts to provide child with information on when access to desired object, event, interaction, or activity will occur.

Obtain

(e.g., attention, object, activity)
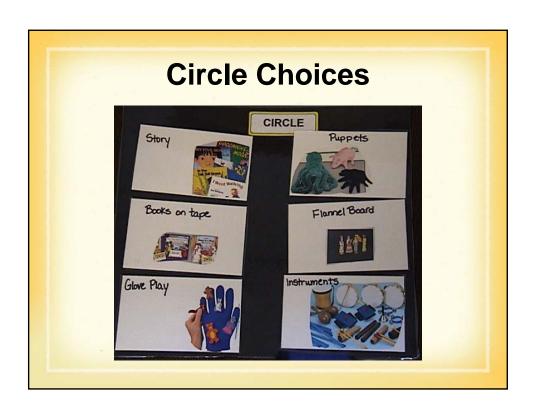
Sample Prevention Strategies (continued)

- Use completion contingency, **first/then schedules**, etc., to support child in understanding when access will occur.
- Review **rules**.
- Use **choices**, manipulatives, child interest, etc. to distract or support child during times when access cannot be provided.
- Use **timers** or reinforcement delay signal to let child know when access to activity, object, attention, etc., will occur.

Rules

Prevention: Choice

- Choice can be offered using photographs, visuals, or actual objects.
- When used as a prevention strategy, choices must be offered explicitly and personally to the child.
- Choices should represent options of desirable activities or materials.

Show real items or photograph of items to child to allow to make a toy choice.

Musical Truck

Barney Computer

Circle Choices

Song Choices

Preventions to Minimize the Effect of the Setting Event

- Provide the child with a calming or desirable activity.
- Decrease demands on the child.
- Increase attention or comfort.
- Offer a chance to rest or cuddle.
- Provide additional supports for routines and activities (e.g., transition warnings, visuals, adult assistance).

Teaching Replacement Skills

- Teach alternative behavior to challenging behavior.
- Replacement skills must be efficient and effective (i.e., work quickly for the child).
- Consider skills that child already has.
- Make sure the reward for appropriate behavior is consistent.

Escape
(e.g., activity, demands, social interaction)

Possible Replacement Skills

1. Request break
2. Set **goals**
3. Request help
4. Follow schedule
5. Participate in routine
6. **Choice**
7. **Self-managemen**t
8. Say "No"
9. Say "All done"
10. **Identify and express feelings**
11. Use supports to follow rules
12. Anticipate transitions

Obtain
(e.g., attention, object, activity)

Possible Replacement Skills

- Follow schedule
- Participate in routine
- **Self-management**
- **Request help**
- Teach delay of reinforcement
- Request attention
- Choice
- Ask for a hug
- **Ask for a turn**
- **Ask for item**

Obtain
(e.g., attention, object, activity)

Possible Replacement Skills

- Follow schedule
- Participate in routine
- **Self-management**
- **Request help**
- Teach delay of reinforcement

- Request attention
- Choice
- Ask for a hug
- **Ask for a turn**
- **Ask for item**

Self-Management

- Identify an observable behavior that the child will self-manage.
- Visually display behaviors for the child.
- Provide instruction to the child on the targeted skill.
- Give child a mechanism to monitor engagement in the behavior through a checklist or chart.
- Provide positive attention to the child for engaging in the behavior and using the self-monitoring system.

Video 3b.6: Teaching Social Skills

Escape (review)
(e.g., activity, demands, social interaction)

Possible Replacement Skills

- Request break
- Set **goals**
- **Request help**
- Follow schedule
- Participate in routine
- Choice
- **Self-management**

- Say "No"
- Say "All done"
- Identify and express feelings
- Use supports to follow rules
- **Anticipate transitions**

Obtain (review)
(e.g., attention, object, activity)

Possible Replacement Skills

- Follow schedule
- Participate in routine
- **Self-management**
- **Request help**
- Teach delay of reinforcement

- Request attention
- Choice
- Ask for a hug
- **Ask for a turn**
- **Ask for item**

When You Can't Honor the Function of the Challenging Behavior…

- Teach tolerance for delay in achieving the reinforcer (e.g., help the child stay engaged by giving a signal about how long to hang in "two more songs, then all done.")
- Provide choices ("You can put a sticker or a stamp on your chart, but you need to take meds.")
- First, then contingency ("First, wash hands with the wipes or at the sink. Then, snack.")
- Provide preferred items as distraction ("Sit in car seat; you can have teddy bear or you can have blanket.")
- Teach child to anticipate and participate (e.g., provide a transition warning and a visual schedule so the child can anticipate the transition and actively participate.)

Designing Replacement Skill Instruction Procedures

- Select a **skill** to teach.
- Select a **method** of instruction.
- Follow steps of instructional procedure systematically.
- **Teach throughout the day**.

Response to Challenging Behavior

- Respond in a way that will make challenging behavior ineffective.

- Make sure rewards for appropriate behavior are equal to or exceed rewards for challenging behavior.

Escape

(e.g., activity, demands, social interaction)

Possible Responses to Challenging Behavior

- Redirect/cue to use appropriate "new replacement skill" and then allow escape
- Cue with appropriate prevention strategy
- State "exactly" what is expected
- Offer alternatives
- Use "wait-time"
- Acknowledge positive behavior/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain challenging behavior

Obtain

(e.g., attention, object, activity)

Possible Responses to Challenging Behavior

- Redirect/cue to use appropriate "new replacement skill"
- Cue with appropriate prevention strategy
- State "exactly" what is expected
- Offer choices
- Use "wait-time"
- Acknowledge positive behavior/reinforce when replacement skill is performed
- Respond in a way that does NOT maintain challenging behavior

Support Plan Development

- At a team meeting, analyze challenging behavior in routines, activities, or interactions.
- **Step 1**
  - Identify the basic equation (trigger, behavior, maintaining consequence) of the challenging behavior and write equation down.

Step 2:
Support Plan Development (cont.)

- Identify the Function of the Challenging Behavior and Write down.

Step 3:
Support Plan Development (cont.)

- Brainstorm Prevention Strategies
  - Strategies to make routines or activities easier for the child
  - Strategies to soften the triggers

Tim's Support Planning Chart

Trigger	Behavior	Maintaining Consequence
• Group play: centers and outside play with peers **Setting Events** (if applicable):	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction **Function:** Obtain toy/play	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention to Tim
Preventions	**New Skills**	**New Responses**
• Pre-teach skills by role playing via scripted story • Use visual cards to help him remember lessons when in difficult situation • Self-monitoring form to work on new skills		**To Challenging Behavior:** **Use of New Skill:**

11/1/2012

Step 4:
Support Plan Development (cont.)

- Brainstorm ideas about how to respond to challenging behavior when it occurs; write new responses on chart.

Tim's Support Planning Chart

Trigger	Behavior	Maintaining Consequence
• Group play: centers and outside play with peers **Setting Events** (if applicable):	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction **Function:** Obtain toy/play	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention to Tim
Preventions	**New Skills**	**New Responses**
		To Challenging Behavior: **To Use of New Skill:**

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Step 5:
Support Plan Development (cont.)

- Brainstorm Prevention Strategies
  - Strategies to make routines or activities easier for the child
  - Strategies to soften the triggers

Tim's Support Planning Chart

Trigger	Behavior	Maintaining Consequence
• Group play: centers and outside play with peers **Setting Events** (if applicable):	Verbal aggression (threats), physical aggression (hit, push, kick, punch), property destruction **Function:** Obtain toy/play	• Peers give up toys/items • Peers leave area • Adults intervene with negative attention to Tim
Preventions	**New Skills**	**New Responses**
• Pre-teach skills by role playing via scripted story • Use visual cards to help him remember lessons when in difficult situation • Self-monitoring form to work on new skills	• Asking to play • Everyone can play with the toys • Asking for teacher's help	**To Challenging Behavior:** • Anticipate & cue to use new skill: asking to play/help • Intervene to prevent harm by providing attention/support to child who is attacked **To Use of New Skill:** • When asks, respond • Provide certificate and acknowledge positive behavior. Fade certificate.

Tim's Support Plan (Continued)

- **Prevention**
  - Pre-teach skills via scripted story.
  - Use visual cards to help him remember lessons when in difficult situation.
- **Replacement Skills**
  - Asking to play.
  - Everyone can play with the toys.
  - Flexibility, accepting other's ideas/space.
  - Asking for teacher's help.
  - Self-monitoring form to work on social goals.
- **Responses**
  - Immediately respond to his requests for help.
  - Intervene to prevent harm by providing attention/support to child who is attacked.
  - Provide certificate and acknowledge positive behavior at end of each day for successfully achieving goals. Fade certificate.

Plan Implementation

- Teach teachers, therapists, & family– review strategies, demonstrate or guide, provide reinforcement (not criticism).
- Make sure everyone on the team understands the plan.
- Design supports that help the adults remember the plan (posted mini-plan, reminder signs, checklists).
- Be cautious about extinction bursts– offer support, availability.
- Ask for time, assure classroom staff/family that you are committed to creating a plan that will work.
- Begin plan implementation when all pieces have been developed (behavior support plan, materials, activity/routine matrix, instructional procedures, and outcome monitoring form).
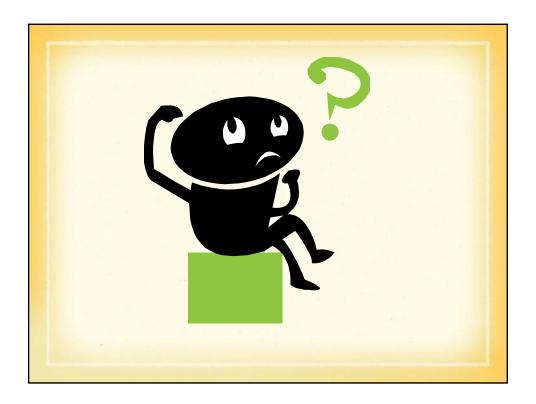
If Challenging Behavior Returns

First,

- – Review plan and make sure it is being implemented as planned.
- – Review evaluation data to determine if the pattern is an extinction burst (worse before it gets better).
- – Examine events to see if there are new triggers for behavior.

If Challenging Behavior Returns (cont.)

Then,

- – Restore support plan and implement with fidelity; or
- – Continue plan through extinction burst; or
- – Add components to plan to address new triggers; or
- – Conduct a new functional assessment and develop new support strategies.

Want More Information?

Go to http://csefel.vanderbilt.edu

Check out:
• Training Modules
• Training Kits
• Family Tools
• Practical Strategies
(most in English and Spanish)