# Introduction to Behavioral Principles \*Parent Training\*

**Presentation By:** 

Robyn Park, BCBA







## Introduction

## Robyn Park District BCBA

- Have worked in Manalapan for 16 years
- ★ Began as an Instructional Assistant
- ★ Special Education Teacher for 12 years (PSD,LLD/MD)
- ESY
- ★ Special Education Coach for 4 (PSD-8th)
- **★** Currently the District BCBA (PSD-8th)
- \* A Wife and a Mom!

## Objective(s)/Today's Purpose

- \*To provide an overview of the Science behind the "why" of behaviors.
- \*To empower parents/guardians with having knowledge and an understanding of behavior.
- \*To provide resources and evidence based recommendations for antecedent strategies, and response to behavior
- \*Keep in mind: It is important to directly observe behavior, and collect data before making specific recommendations.
- \* Medical (if a concern) must be ruled out prior to making behavioral recommendations

## **Presentation Overview**

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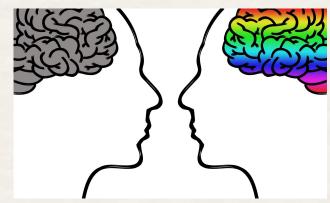


#### What is behavior?

Behavior is a way that a person acts in response to a particular situation or stimulus...not always negative/maladaptive...anything that an organism does

- Some behavior we want to increase
- Some behavior we want to decrease

When analyzing behavior...
Must be observable
Must be measurable







Overt Behavior: Observable actions or activities that can be seen (directly) and measured

**Examples:???** (walking, jumping, crying)

Covert Behavior: This is also known as internal behavior. Behaviors that cannot be observed directly but are inferred through observable actions and external indicators



**Examples???** (pain)



In my world there are NO BAD KIDS, just impressionable, conflicted young people wrestling with emotions & impulses, trying to communicate their feelings & needs the only way they know how. Janet Lansbury



Behavior can be a result of something that just happened.... That is noticeable

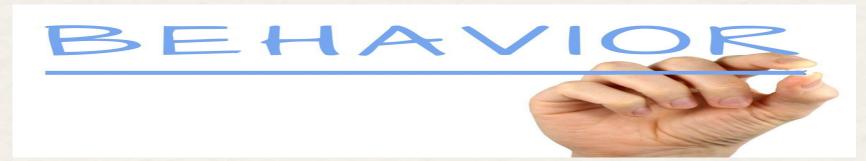
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Or something that happened minutes or even hours ago

Think about the morning, while getting your child ready for school....

Think about all of the things that happened during the day, and how your child is when they arrive home from school.







# ALL BEHAVIOR IS A FORM OF COMMUNICATION



#### **Functions of Behavior**

2

\*Escape/Avoid

\*Attention

\*Tangible

\*Sensory (seeking/avoiding)/Automatic

\*\*\* Reasons for behavior can involve another person(s) or NOT

\*\*\* Consistent, structured routines help to decrease behaviors





## 4 Functions of Behavior

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Fund	ction	What it Does	When it Happens	What to Do
<b>S</b> Sensory		Provides stimulation to the pleasure zone in the brain	Anytime, especially when anxious or excited	Provide deceleration techniques and redirect to more appropriate behaviors
E Escape	<b>½</b> ,	Removes undesired activities, interactions, or situations	When task is too: understimulating, hard, easy, boring, or undesired	Provide a "first, then, when" prompt, offer choices, or alter then length of task
<b>A</b> Attention		Provides access or awareness to/from people or interactions	When social attention is desired	Provide positive reinforcement or attention before the behavior happens.
Tangible		Provides preferred activities or items	When a preferred activity or item is wanted/desired	Provide a transition activity/object, increase accessibility, or provide DRA/DRO

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- Think: What is the most challenging behavior interfering/impacting with the child's day?
- Would you want the behavior to increase or decrease
- Be specific
- Start small... more than 1 behavior can be overwhelming
- Are you ready to remain consistent?



## **Determining the Function of Behavior**

ABC Data - Antecedent, behavior, consequence (the behavior must be clearly defined and measurable

A: What happens immediately before the behavior

**B**: Behavior

C: What happens immediately after the behavior (not always a "punishment"



- The "A" is typically the trigger for the behavior
- The "C" is typically what maintains or extinguished the behavior

## ABC Data Sheet

Look for a pattern in the data

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A-B-C Data Sheet for	
to be a para price into	

Antecedent What happened BEFORE behavior occurred?	Behavior	Consequence What happened AFTER behavior occurred?



Time	Antecedent	Behavior	Consequence
9:00-9:10	Direction to unpack	Drop to the floor	Verbal prompt
10:15-10:22	Direction to clean up	Drop to floor Scream	Verbal Prompt
11:55-12:30	Direction to start homework	Drop to floor	Verbal Prompt

## **ABC Data**

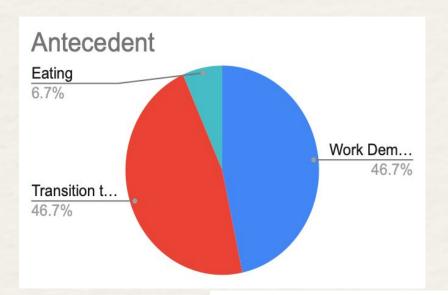
What does it look like? What does this translate to?

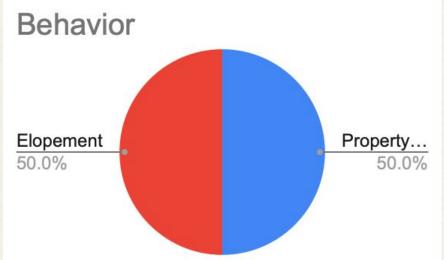
- Pattern- Function of escape or possible tangible
- Maintained by: Attention (verbal interaction)

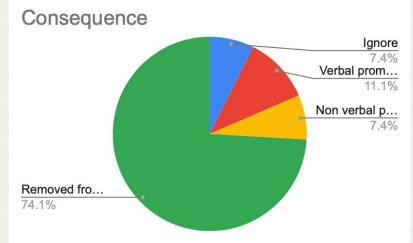
#### What do we do?

- Teach replacement behavior
- Use a system of reinforcement
- Fade











#### ANTECEDENT

WHAT EVENT OR ACTION OCCURRED IMMEDIATELY BEFORE THE BEHAVIOR?

#### BEHAVIOR

WHAT DID THE STUDENT/CHILD DO? (SHOULD BE AN OBSERVABLE ACTION)

#### CONSEQUENCE

WHAT ACTION OR RESPONSE IMMEDIATELY FOLLOWED THE BEHAVIOR?

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Example: A Speech therapist walked into the classroom to drop off a communication book. John screamed. The classroom teacher gave John a hug.

A:

B:

C:

Example: Mom came home from work. She walked into the house and placed her keys on the kitchen table. The dog began to bark. Samantha dropped to the floor and hid under the table. Mom picked Samantha up and held her in her lap.

A:

B:

C:



## Why ABC is important

- Often difficult to see the small antecedents
- Step outside of being the person responding
- Leaves feelings out of itemotionally invested in your child
- Data is reliable
- Create a plan based on the function
- Teach replacement behaviors that meet the child's need (often unable to just "stop" a behavior)- because behavior is communication



## **Antecedent Strategies**

- Consistent practice/routines that we put in place to try to reduce or minimize the chance of a behavior happening
- State the direction 1x, short and sweet, very clear
- Consistency and predictability
- Behavior specific praise
- Proximity
- Non verbal redirection when engaging
- Use of visuals:
- \*First-Then

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- \*Token Board
- \*Visual Prompt Cards
- \*Visual calm down
- \*Check list
- \*Social Story

\*Rule Card

- \* Behavior momentum- Easy, easy, hard
- \* Sensory activities
- \* 1 person giving the direction
- \* Prompting hierarchy (most help with

unknown skills, least help with known







## Responses to Behaviors

- Non verbal redirection/prompting
- No mouth, No eyes, No body = no energy
- Energizing when expected behavior is demonstrated
- Proximity
- Consistency and follow through
- Waiting!

\*When a child is heightened their logical brain is "offline"

\*\*\*Think about you response when your child does not follow a direction.... Now think of your response when your child does what's expected.... We tend to have a "bigger" "more engaging" response when the unwanted behavior happens.







When kids' emotions are HIGH, their logic and language are LOW.

So in a meltdown, don't reason with them.

Connect. Hold space. Be.

You can't punish or bribe a child out of a meltdown

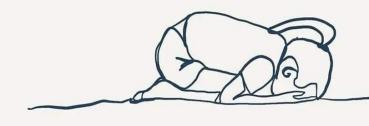
@The\_Therapist\_Parent







Beck Thompson





## Response to behavior based on function

Attention: limiting attention until expected behavior is demonstrated, Flood with attention when demonstrating appropriate behavior

Escape: First then, behavior momentum (easy, easy hard), Reinforcement system, Always re engaging in task (once calm) prior to moving on

Sensory: Modeling and providing regulating strategies prior to task/activity (knowing strategies that are calming vs stimulating



Access: use first then statements, visual schedules, keeping item close/ out of sight, Allowing access immediately after (if appropriate)







"Our nervous systems are not closed systems, but rather are interwoven with those of other beings."

NORA SAMARAN







#### **Realistic Scenarios**

#### Getting ready in the morning

- \* Visual schedule, picture, words, velcro, check off
- \* task analysis
- \*earn system... after\_\_\_\_ tasks completed
- \*First then verbal and visual
- \*Timer
- \*Task analysis
- \*Most valuable reinforcer withheld until completion

#### Breakfast choices

- \* Visual choice board
- \* First then "First eat, then\_\_\_\_\_
- \* Timer







### **Realistic Scenarios Continued**

#### Transitioning from a preferred item

- \* Visual Schedule and first then
- \*Timer
- \*Visual of when they will have time with the item again
- \*Clear box to put the item in for later (be clear and specific with when)
- \*Reinforce relinquishing the item
- \*Start with short increments... ex: child relinquishes the item without signs of behavior, praise and give the item back, next withhold the item for 2 minutes, then give it back, slowly increase the time creating success



- \* Create a schedule (let your child be part of it if appropriate)
- \*Timer
- \*Start with small portions of hw, and specific earn times
- \*Provide forced choice (controlled choice)







## **Realistic Scenarios Continued**

- Physical Behavior/Crisis Behavior
  - \* Create a safe space
  - \* No energy...no eyes, no mouth, no body
  - \* Wait until the child is calm...back to their typical baseline behavior
  - \* Acknowledge the calm
  - \* Re-present the initial task
  - \* Restore the environment (if appropriate)

#### Why "no energy"?

- Heightened behavior will only heighten more when surrounded by heightened behavior
- Lend your calm
- No logic at this time
- Any engagement is attention
- The behavior will pair with the consequence.
- There are some students who have a very difficult time with self regulation, at times co regulation or regulation modeling is needed. This can be done with minimal energy







## **How Long?**

- There is no time frame on behavior...especially heightened behavior
- Think about someone telling you to "stop being angry" or "calm down" or "it's finished" does it help?
- The goal is to respond consistently so each time the behavior happens it will shorten in length until it is extinguished.
- The more familiar the child is with calming strategies (the more practice) the more likely they are to use them
- Teaching replacement behaviors to have needs met will help with this.







#### **Evidence based Practices**

NJ Department of Education - Evidence Based Practices (Autism)









## **Examples of Behaviors**

**Escape Behavior** 

**Attention Behavior** 



**Tangible Behavior** 

**Sensory Behavior** 





## Replacement Behavior

- Teach replacement behaviors when the child is calm...role play, modeling, social story, video modeling, contrived situations/opportunities
- Provide opportunities to practice... provide reinforcement
- Once you know the function, teach based on that
- Ex: Asking for a break or to delay a task, saying no thank you, appropriate ways to get attention, advocating for sensory input/needs, requesting wants







## **Shaping Behavior**

Why? Reinforcing approximations will decrease frustration and behavior

- Approximations- small steps towards the expected behavior
- Reinforce each step
- Prompt the full expected behavior

Ex: requesting "I want cookie"

Child says " /c/

Adult says: "cookie", great job telling me! and reinforces by immediately giving the child the cookie.



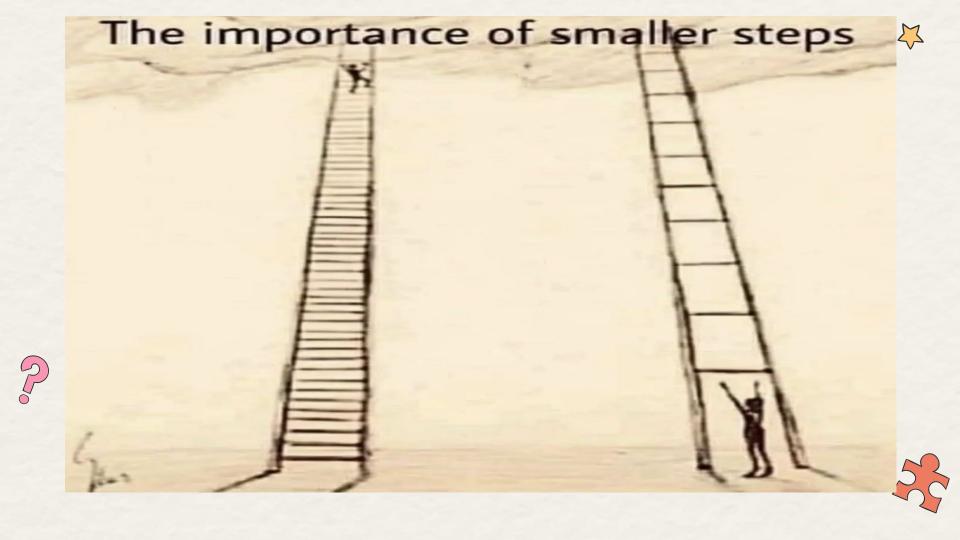
Next time prompt for "cook" or "cook-ee"
Then, want cookie
Then I want cookie

Puzzle: Child places puzzle piece on top of inset- adult reinforces "great job putting the puzzle piece in

Next time- only reinforce the puzzle piece going in

\*\*\*Always remembering to reinforce the steps in between getting to the final product, and to
not "do the behavior" for your child.









## Reinforcement

- \*The good stuff!
- \*Reinforcement can change frequently
- \*Just because I think bubbles are fun does not mean YOUR child will find them to be reinforcing
- \*Save the highest reinforcers for the most difficult tasks
- \*Do not give the reinforcer unless it is truly earned... be consistent
- \*Just because it is motivating, does not necessarily mean it is reinforcing enough to encourage a child to do a task.

Ex: I like chocolate.... But... will I work for only chocolate?







#### Consistency in response extinguishes behavior

\( \triangle \)

Consistency

- Minimum of 2 weeks... typically 4-6 weeks.
- Mean what you say...follow through
- Small improvements are still improvements...some students behavior lasts 40 minutes, after 1 week of a consistent plan/response it's down to 35 minutes
- We either put the time in to figure out the function, and teach replacement behaviors, or we put the time in addressing the continuous behavior
- Diet example

#### Must have...

- Consistent response with all people
- Consistent response across locations





#### **Extinction**

- \*When the undesirable behavior is met with no eye contact, no physical contact, and no verbal reinforcement or reaction.
- \*What was once reinforcing is no longer provided.
- \*This is only effective when it could be done with fidelity.
- \* Once you inadvertently reinforce a behavior, the process starts over.



Example: A child screams in the car when they want a specific song on the radio. Previously, the adult would verbally engage and plead with the child to stop screaming, ending in turning on the requested song which would lead to the screaming to stop. During extinction, the adult does not respond to the screaming at all. Once the screaming stops, the adult then engages with the child, acknowledging the quiet, and prompting language to request





## **Extinction Burst**



- \*\*\* Comparable to "testing"
- \*\*\* What can this look like?
- \*\*\*The behavior has "worked" for a long time...





#### Resources



#### \*Visual schedule

\*Token Board

\*Task Analysis





#### Task Analysis

#### Goal

Teach a new, complex skill by breaking it down into a sequence of smaller steps.

#### Hov

Use the visuals created as a step-by-step guide to increase independence in completing each of these evenutry activities.

#### Context

Place the task analysis in the setting it will be used (e.g. brushing teeth in the between). Point to this steps to assist the learner in moving through them. After several practices, the teacher will stop pointing, and the learner will use the pictures as the guide.

#### Instructions

- Copy this page, out out each Task Analysis, and laminate if opesible for longer use.
- Place the Task Analysis in the area where that skill taken place.
- Initially, guide the learners through the steps by pointing to each step as it should occur. Twacher may need to provide other types of prompts (see Breaking Down Skills, pg. 1000)
- As the learner becomes more independent in the skill, they will follow the visual steps on their own, without a teacher present.
- When the learner has mastered the skill, remove the Task Analysis.





















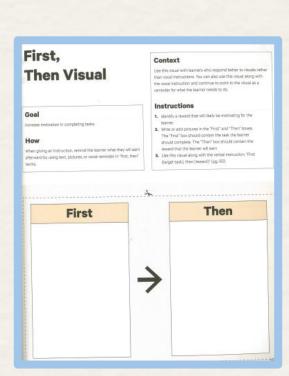




#### \*First/Then

#### \*Contract

- \*\*Additional Resources
- Sentence Starter Cards
- ABC Data Collection Sheet
- Check In, Check Out Sheet
- Individual Point Plan
- Rule card
- -Visual prompt cards



	U	
Student Name		
Goel		
I will		
If I do this for the	whole day, I will earn	
If I don't, my cons	(22)	
My teacher will h		
Signatures		







#### Crossing the home and school boundary

- School tends to be more structured...home is different
  - The carryover comes in the form of a consistent response... something conducive to what can be implemented at home
  - Behavior expectations can generalize from school to home, and from person to person





## Collaboration is key to promote consistency and success!









### **YOU are AMAZING**



Secrets of being a parent of a child with disabilities

To the mama who feels burnt out but still putting on a smile,
To the mom who feels lonely even though she's never truly alone,
To the mommy who isn't sure how she's going to make it through today,
To all mothers, I see you. You are doing the worlds hardest job in such an uncertain time. You are doing better than you think,
you are doing great.

@fruitsofmotherhood







## Thank you!



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