

Removing the Barriers
to Social Inclusion Caused by
Problem Behavior

A Positive Behavior
Supports Framework

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Introduction

- The Institute for Applied Behavior Analysis
- Services
- Some comments on the use of language

The objectives of a behavioral
plan

...using, as much as possible, culturally valued
means.

Question...

Objectives

- Community presence and participation, in ways that are age appropriate and acceptable.
- The person makes good choices.
- The person keeps learning and experiencing new things.
- Increasing independence and productivity.
- Develops relationships and friendships.

Definition of Terms

- Punishment (consequences to decrease the likelihood of problem behavior).
 - Adding something...
 - Withdrawal something...
- Aversive Event
 - An event one would ordinarily act to avoid

Why do people use punishment?

- Available options
- Child rearing practices
- Modeling effect
- Literature
- Expert consultation
- Myth of effectiveness
- Reinforcement histories

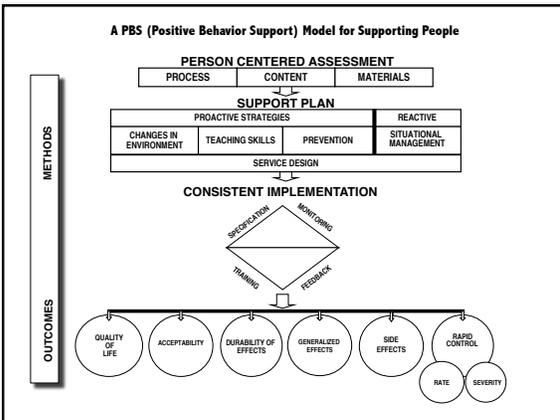
Why do people use punishment?

- Human responses to problem behavior:
 - Teaching
 - Protection
 - Anger/emotion

If we wish to change our approaches, a program of behavior change, for us, is necessary.

Why use alternatives to punishment?

1. Ethical Considerations.
2. Administrative and Legal Considerations.
3. Evidence and Clinical Considerations.



Changes in Environment

Case Details

LaVigna, G.W., and Willis, T.J. (1992)

1. Boy with autism and hearing loss.
2. Target Behavior: SIB - striking his head or nose with his fist or against another object...
3. Previous treatment: the behaviors were initially controlled by aversive consequences, including bare-bottom smacks, water squirts, pinches, and the like. Eventually, the consequences only escalated the problem, e.g., after more than a year, he received 177 bare-bottomed smacks in just one day.

A PBS Plan Based on Person Centered Assessment

Changes in Environment:

1. Staff fluency in sign language.
2. Interim intensive intervention.
3. Token economy.

Teaching Skills:

1. Skill training, including signed communication ("self-restraints").
2. Differential reinforcement for doing as asked.

Prevention:

1. Antecedent control; gradually faded.
2. Positive Reinforcement for no SIB

Situational Management:

1. "No! Wrong." Physical intervention was not necessary.
2. Back-up "self-restraint."

A PBS Plan Based on Child Centered Assessment

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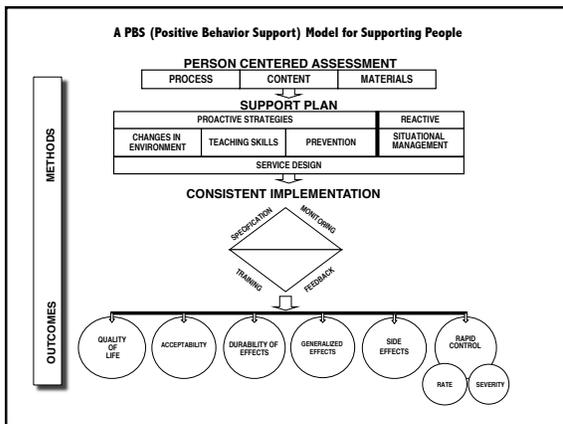
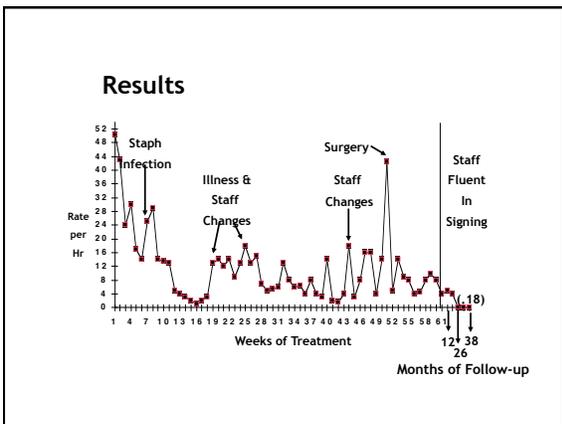
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Teaching skills

Instructional Objective

By 10/6/13, when asked to go play his music, Sebastian will go to the the CD shelf, take one of his CD's, go to his table, open the CD payer, put his CD into the player and start paying it, when finished, take it back to the CD shelf, go to staff and "communicate" "I'm done", without prompting or assistance, five out of five times.

Teaching skills

1. Fun +
2. Replacement
3. Related
4. Coping

Case Study

LaVigna, G. W., Willis, T. J., and Donnellan, A. M. (1989) The role of positive programming in non-aversive behavior management. In E. Cipani (Ed.) Behavioral Approaches to the Treatment of Aberrant Behavior. AAMD Monograph Series, American Association on Mental Retardation.

Case Details

1. 1983 referral.
2. Autism.
3. Extreme forms of physical aggression.
4. Punishment didn't work.

Positive Multielement PBS Plan Based on Person Centered Assessment

Smoothing the Fit:

1. 15-minute by 15-minute daily schedule.*
2. Picture communication.*
3. Varied settings/tasks that were functional/AA.*
4. Token economy.*
5. Interim intensive intervention.

Teaching Skills:

1. Discrete Trial (DT) & free shaping of tolerance for delay & interruption.
2. DT, differential reinforcement for compliance (errorless).
3. Labeling emotions.

Prevention:

1. Progressive Reinforcement.
2. Active Listening.*

Situational Management:

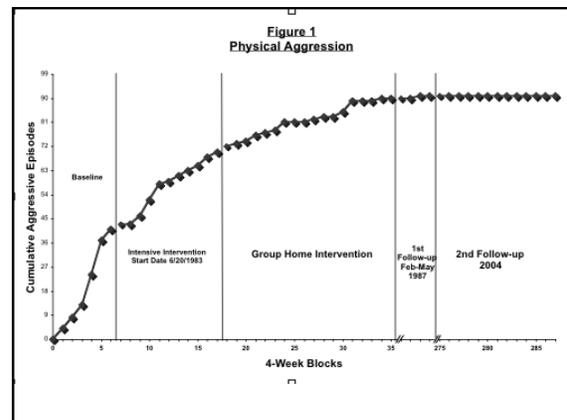
1. Instructional control. (50%)
2. Interpositioning. (35-40%)
3. Physical management became unnecessary.

Outcomes

The problem of physical aggression was resolved.

If punishment could not produce durable results, the question remains whether the outcomes achieved through the positive plan were durable.

A 20-year follow-up was planned: 2004



PBS Plan Based on Person Centered Assessment

Changes in Environment:

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2. Picture communication.*
3. Varied settings/tasks that were functional/AA.*
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Teaching Skills:

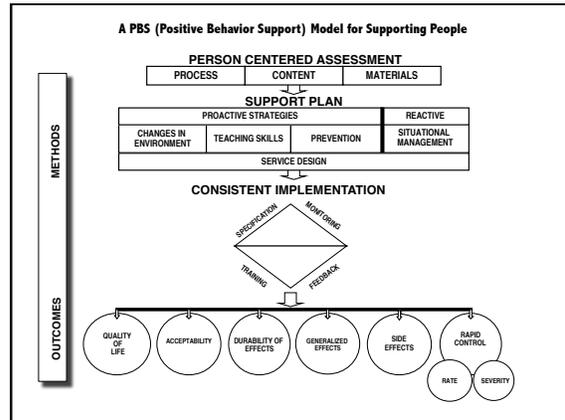
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Removing the barriers

Occurrence

Severity

IAB

Episodic Severity (ES)

A measure of the intensity or gravity of a behavioral incident

A comparison of episodic severity vs. usual measures

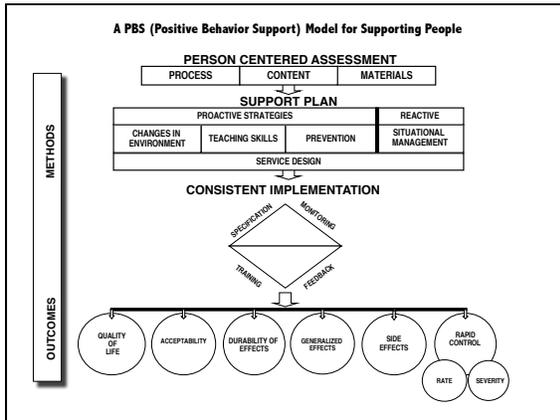
<u>Target behavior</u>	<u>Baseline</u>	<u>Intervention</u>
<u>Outbursts</u>		
<u>Usual Measures</u>		
Frequency	10/week	2/week*
Duration	10 hours/week	4-hours/week*

* Improvement

A comparison of episodic severity vs. usual measures

<u>Target behavior</u>	<u>Baseline</u>	<u>Intervention</u>
<u>Outbursts</u>		
<u>Usual Measures</u>		
Frequency	10/week	2/week*
Duration	10 hours/week	4-hours/week*
<u>Episodic Severity</u>		
Avg. Duration	1hr/episode	2hr/episode**

* Improvement
** No Improvement

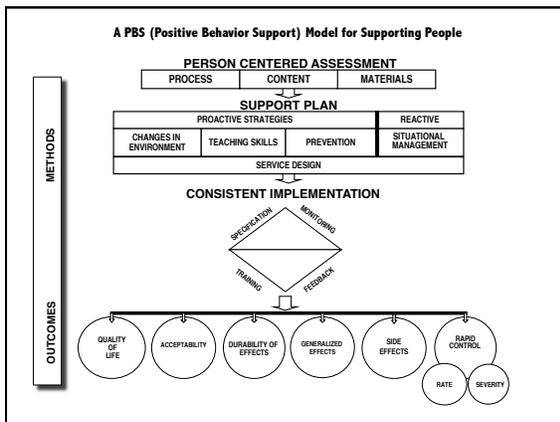


Prevention

Preferred Events

Removing Triggers

Satiation



Reactive Strategies

We often overlook episodic severity as a measured outcome...

Resolution

The presentation or withdrawal of an event which results in a decrease in the immediate likelihood of response continuation or escalation.

Punishment can produce...

Escalation!!!

Escalation

The presentation or withdrawal of an event which results in an increase in the immediate likelihood of response continuation or escalation.

Reactive Strategies for Situational Management

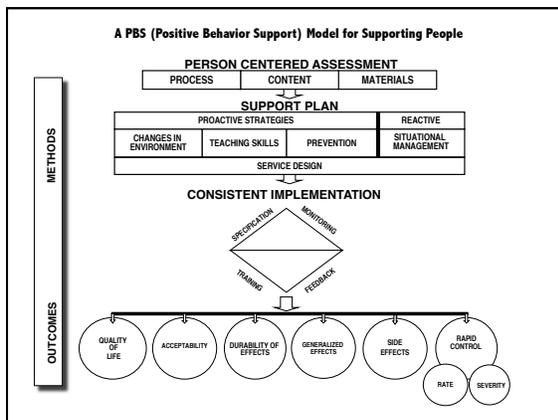
- Background for the need
- Variations and examples
 - Situational management
 - Ignore?
 - Redirect
 - Feedback
 - Instruction
 - Active listening
 - Stimulus change
 - Interpositioning
 - Physical management
 - Counter-intuitive

Counter-intuitive Strategies

- Introduce and maintain preferred events.
- Divert to preferred event or obsession.
- Giving in.

Example

Go away!!!



Person Centered Assessment

What is the meaning of the behavior?

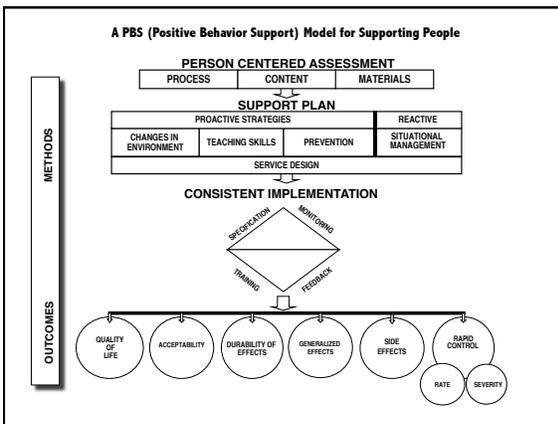
Gathering the puzzle pieces.

Putting the puzzle together.

Person Centered Assessment

- A. Referral Information
- B. Description Of The Person
 - 1. Physical Characteristics
 - 2. Cognitive Abilities
 - 3. Communication Abilities
 - 4. Motor/Perceptual Abilities
 - 5. Self-Care Skills
 - 6. Social Skills
 - 7. Community Skills
 - 8. Domestic Skills
 - 9. Leisure/Recreation Skills

- C. Other Background Information
 - 1. Family History and Background
 - 2. Living Arrangement
- 3. Program Placement
- 4. Health and Medical Issues
- 5. Service History
- D. Mediator Analysis
- E. Motivational Analysis
- F. Functional Analysis of Behavior
 - 1. Description of Problems
 - 2. History of Problems
 - 3. Antecedent Analysis
 - 4. Consequence Analysis
 - 5. Ecological Analysis
 - 6. Impressions and Analysis of Meaning



Organizing Behavioral Services

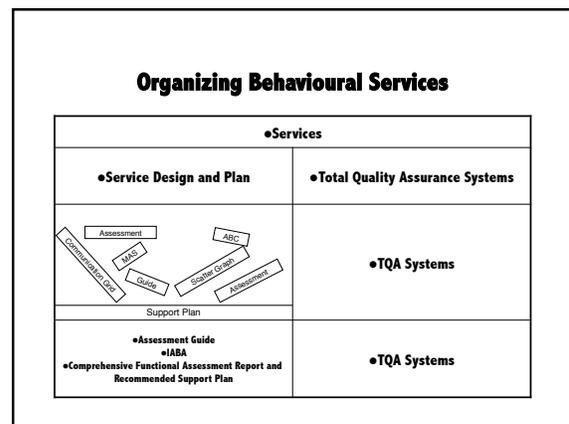
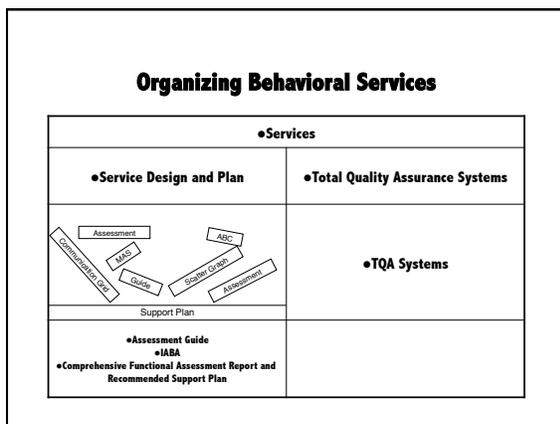
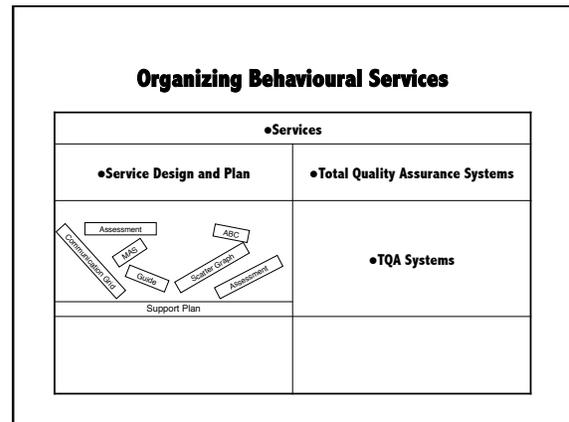
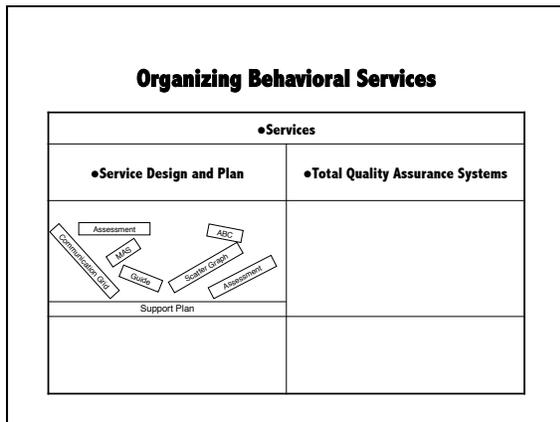
●Services	

Organizing Behavioral Services

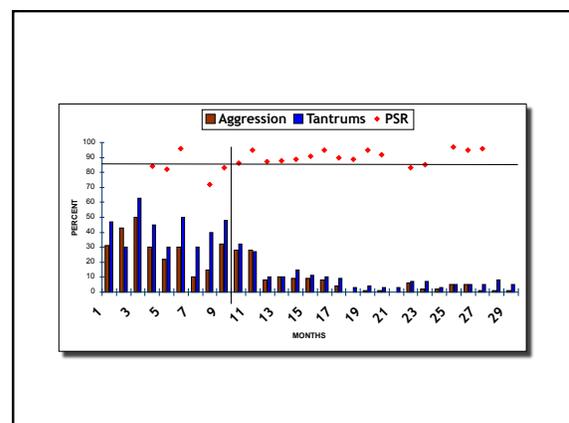
●Services	
●Service Design and Plan	

Organizing Behavioral Services

●Services	
●Service Design and Plan	●Total Quality Assurance Systems



- ### Assuring Consistency: Periodic Service Review
- Defining performance expectations
 - Performance monitoring
 - Staff training and development
 - Performance feedback

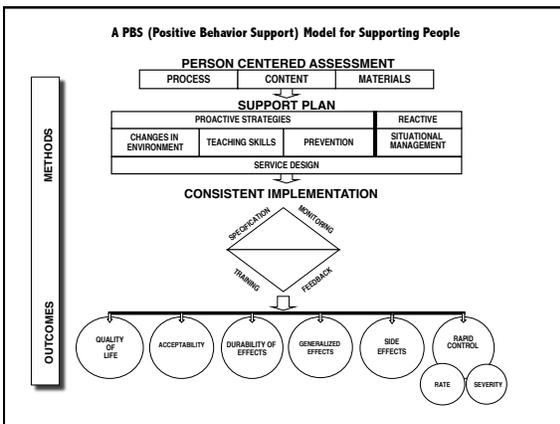


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- On-line data entry
- Automatic updating of visual feedback
- Automatic data analysis
- Automatic reports to management
- Real time monitoring
- Transparency

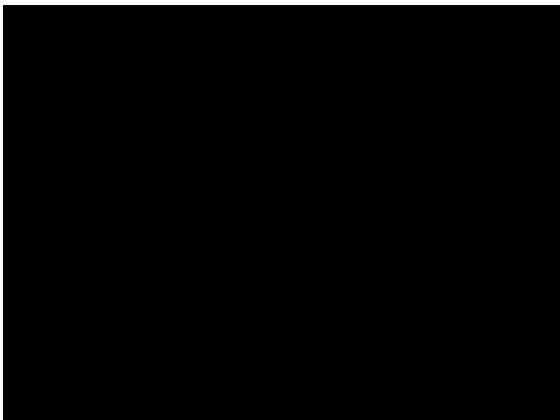
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Listen...

...behavior has meaning.



Positive Practices

THE PAYOFF