

Let's Talk

Behavior Management!

Managing Challenging Behavior

- The first step to addressing problem behavior is to discover the reason it is occurring.
- In order to do this we need to look at the problem behavior as a form of communication.
- If we can determine the reasons for the behavior we can apply meaningful strategies to help prevent it.

When a behavior occurs

- We need to ask ourselves some questions
 - What happened right before the behavior occurred
 - What happened right after the behavior occurred

We can use the ABC's!!

ABC's

A
A

Antecedent

B
B

Behavior

C
C

Consequence

Antecedent

- Environmental condition or stimulus change existing or occurring prior to the behavior of interest.
- What happens directly before a behavior occurs

Behavior

- The activity of a living organism, human behavior includes everything that people do.

Consequence

- A stimulus change that follows a behavior of interest.
- Consequences make a behavior more likely or less likely to occur.

Let's look at some ABC's

Antecedent	Behavior	Consequence
Child sees a cookie	Child hits parent	Parent gives child cookie
Worksheet is given to child	Child throws the worksheet	Worksheet is removed

Why is it important to look at the Antecedents and Consequences

- For individuals with autism why a behavior is occurring is not always clear.
- If we assume a behavior is occurring because of one stimulus and it is really occurring because of another stimulus we may treat these behaviors incorrectly.
- This may lead to strengthening of inappropriate behaviors.

It is also important to look at the function

Four functions of behavior:

- Access to tangibles
- Attention
- Escape
- Automatic Reinforcement

Functions

- If we can determine the function then we can effectively treat the behavior.
- If we do not treat by the function then we may strengthen the behavior.

Examples

- A student falls out of their chair during coloring time at the table. The teacher tells him that it is not ok to fall to the floor and removes him from the activity.
- What do you think the function of this behavior may have been?
- Do you think this behavior will increase or decrease in the future by the consequence that was put into place?

Examples

- Sally is playing on the computer. The teacher approaches her and tells her it is time to come over and color. Sally screams and holds onto the table. Teacher then tells Sally she can have five more minutes.
- What do you think the function of this behavior may have been?
- Do you think this behavior will increase or decrease in the future by the consequence that was put into place?

Interventions

Produce change through the arrangement of antecedent events to get the student in contact with reinforcement for desirable behavior

Antecedent Interventions

- *Setting clear behavioral expectations*
 - Consider the individualized needs of learners when delivering expectations
- *Manipulating the learning environment*
 - Pairing the learning environment with reinforcement
 - Providing visual supports in environment
 - Purposefully setting schedule structure

Antecedent Interventions

- *Manipulating the learning environment (cont.)*
 - Location of instruction (is the table an aversive?)
 - Providing preferred items in instructional area prior to demands
 - Decreasing/altering the task demand
- *Priming*
- *Behavior Momentum*

Antecedent Interventions

- *Placing specific demands*
 - Example: “Sit” vs. “Sit down in your chair and show me you are ready to work”
- *Offering choice*
 - Reinforcers
 - Materials
 - Order of instructional tasks
 - Partners/Peers
 - Locations

Consequent Interventions

Differential Reinforcement (DR)

One of the most powerful tools in a teacher's intervention repertoire. It stands at the foundation for learning

Differential Reinforcement

Reinforcement is delivered contingent on the occurrence of a behavior other than the problem behavior or the behavior occurring at a reduced rate

&

Withholding reinforcement as much as possible for the problem behavior

(Cooper, Heron, & Heward, 2007)

Let's take a look



DRO

Differential Reinforcement of Other Behaviors (DRO)

Reinforcement is delivered contingent on the absence of problem behavior during or at specific times

DRO

Reinforcement is delivered contingent on the occurrence of a behavior other than the problem behavior or the behavior occurring at a reduced rate

&

Withholding reinforcement as much as possible for the problem behavior

(Cooper and Heron, 2007)

Examples of DRO

- It is observed that a child scratches himself every minute. So a reinforcement system is put into place to reinforce him after 45 seconds of not scratching himself. Trainers gradually increase the time required for reinforcement until scratching decreased to zero episodes.

Time Out

Time out from positive reinforcement

The withdrawal of the opportunity to access reinforcement or the removal of a reinforcer for a specified time, contingent on the occurrence of a problem behavior

Let's look at one commonly used
intervention

Let's take a look



Time Out

Considerations

The “time-in” environment must be reinforcing

All relevant parties must be informed of the behaviors leading to time out

In Summary

When behavior issues occur:

- Determine the function first
- Implement a strategy based upon that function
- Remember to reinforce appropriate behaviors

Thank you so much for coming!!

Questions??

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