

# Promoting Successful Therapy Outcomes for Individuals with Behavioral Challenges

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# Disclosure Statement

## **Relevant financial relationship(s) and relevant nonfinancial relationship(s)**

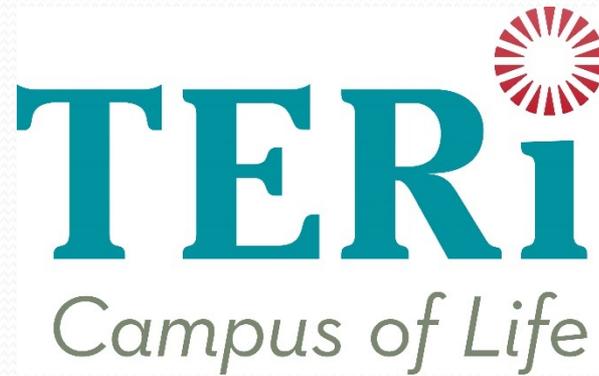
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## **CSHA Membership-We do not receive financial compensation for these roles**

Deanna Hughes is a member of the advisory committee for CSHA District #9

# Acknowledgements



# The New Reality

This year, more children will be diagnosed with Autism than Cancer, Diabetes, and AIDS combined. With community support, people with special needs can live a fulfilling life that contributes significant value to society.

-[www.teriinc.org](http://www.teriinc.org)

# Learner Outcomes

- As a result of this presentation, the participant will be able to identify the functions that maintain challenging behaviors.
- As a result of this presentation, the participant will be able to utilize specific therapeutic techniques that promote learning with this population.
- As a result of this presentation, the participant will describe changes to the environmental settings that may decrease the presence of challenging behaviors

# Question...

- Who has dealt with challenging behaviors during therapy sessions?

# Functions of Behavior

- Tangible- Individual wants a particular item or experience
  - Attention- All attention is good attention
  - Escape/Avoidance- I don't want to do what you are asking me to do
  - Sensory Stimulation- Individual needs some sensory input to feel regulated (e.g. deep pressure)
- Behaviors can also be said to have multiple functions.

# Behaviors and More Behaviors

- Behaviors are characterized by:
  - Type-Assaultive, Self-Injurious
  - Severity-Mild, Moderate, and Severe
  - Duration-How long the behaviors occur
- All Behavior should be viewed as an attempt by the individual to communicate a want, need, or emotion:
  - Get something
  - Avoid something
  - Obtain stimulation

# How Do We Figure Out What They Are Trying To Tell Us?



# We Use The ABC's

- We use the ABCs to identify the people, places, and activities that a behavior is most likely to occur and to identify how environments change as a result of the behavior.



# Step 1 is identifying the “A”

- Antecedent- an event that occurs just prior to an occurrence of behavior
- Examples
  - A task is presented
  - A phone rings
  - The alarm clock goes off
  - A stop sign is seen

# Step 2 the “B”

- Behavior- is any physical or verbal response to the presence of an antecedent.
- Example
  - A task is presented → I complete the task
  - The phone rings → I pick it up and place it to my ear
  - The alarm clock goes off → I turn it off and I get out of bed
  - I see a stop sign → I press on the brake

# Step 3 the “C”

- Consequence- is an environmental *response* to an instance of behavior
- Some *responses* we like so we engage in more of a given behavior
- Some *responses* we don't like so we engage in less of a particular behavior

# Examples of Consequences

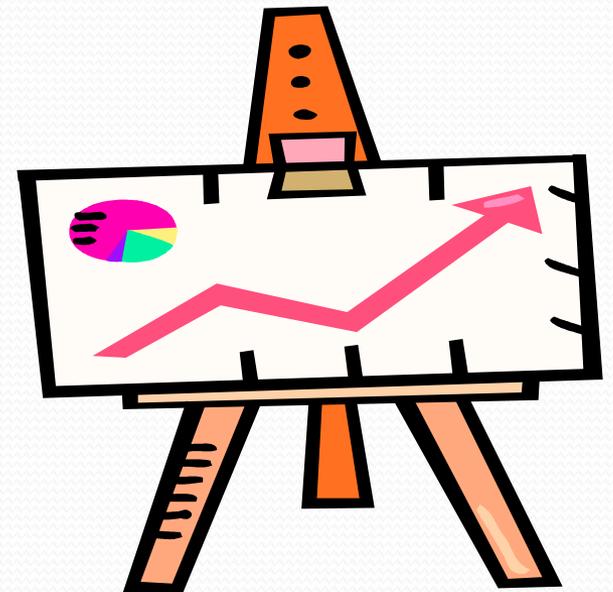
- A task is presented  $\rightarrow$  complete the task  $\Leftrightarrow$  Free time  
A B C
- The phone rings  $\rightarrow$  I say hello  $\Leftrightarrow$  Someone talks to me  
A B C
- The alarm clock goes off  $\rightarrow$  I get out of bed  $\Leftrightarrow$  I am on time for breakfast  
A B C
- I see a stop sign  $\rightarrow$  I press on the break  $\Leftrightarrow$  The car stops and I avoid an accident  
A B C

# Positive Reinforcement

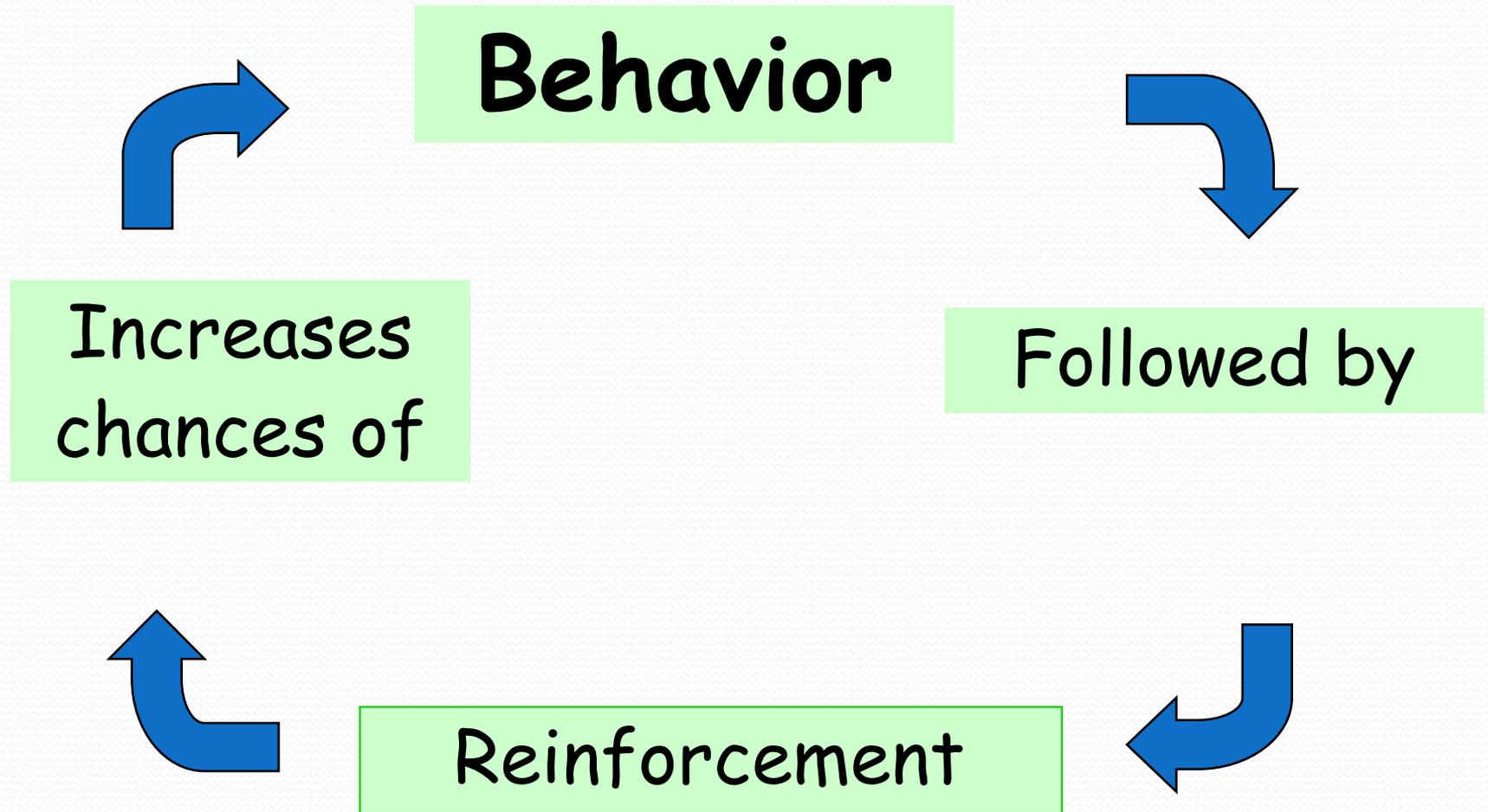


# Reinforcement

The goal of reinforcement is to increase the likelihood that the target behavior will increase or reoccur.



# Positive Reinforcement



# Reinforcement

Reinforcement can be:

**Primary:** things that are Inherently reinforcing like sleep, food, water, warmth, comforting touch and shelter



**Secondary:** those things that have become reinforcing through experience or learning, such as money or praise



# Primary Reinforcers

- Primary reinforcers may need to be used when first working with an individual
- These should ALWAYS be paired with a secondary reinforcer ( i.e. food with verbal praise)
- Over time, fade the primary reinforcer as the secondary reinforcer becomes stronger

# Differential Reinforcement

- Uses positive reinforcement to differentiate (or separate) *appropriate* individual behavior from *inappropriate* behavior by increasing one while decreasing the other

Can someone give me an example of what that would look like?



# Examples of Differential Reinforcement

1. Ignore blurting out while reinforcing hand raising
2. When an individual begins hitting his or her head with their hands, staff will move the individual's hands to a preferred object
3. Ignore individuals who are behaving inappropriately and praising individuals nearby who are demonstrating the correct behavior. Then when the individuals change their behavior, the staff immediately praises and reinforces those individuals
4. Ignore an individual when he or she is exhibiting negative behavior, and then when he or she is exhibiting appropriate behavior provide praise and reinforcement

# Adaptive Behavior Support Plan (ABS)



ABS is a behavior change plan that focuses on teaching Adaptive Behavior to replace Maladaptive Behavior.

# ABS

- **Adaptive**- teach adaptive behavior to replace the identified challenging behavior
- **Behavior**- the new skill to be taught
- **Support Plan**- the types of environmental support needed to create long lasting behavior change

# Functional Assessment Summary Statement

A brief statement regarding the ABC's of the target behavior



1. **Antecedent**: What types of environmental events occur just prior to the behavior
2. **Behavior**: What does the behavior look like
3. **Consequence**: How does the environment change as a result of the behavior

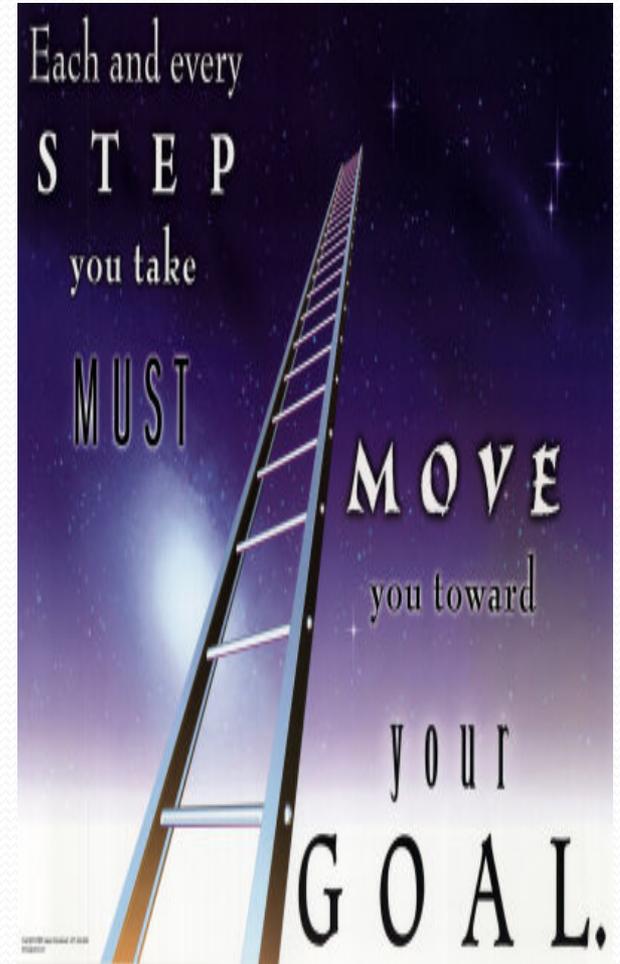
# Targeted behavior

- This section defines what the behavior looks like
- Good descriptions lead to accurate data collection
- Exp-Hitting the side of his head, winding his clothes with his finger, saying “don’t hit -----again”, “No time out” , refusing to comply with staffs requests, humming while closing his eyes and clamping his ears shut, minor property destruction, and repeating a request over and over getting louder each time



# Long Term Objective

- Should target skills that need to be strengthened in the individual's behavioral repertoire
- Attaining the identified skill/skills would decrease the amount of behavioral support that a person requires
- Ex. John will improve his functional communication skills across settings and staff



# Making “I” behaviors

You have to make challenging behaviors one of the “I”s

1. Irrelevant-Make the behavior unnecessary or not needed at all-completely structure the environment
2. Inefficient-Easier to request the item appropriately rather than using the behavior
3. Ineffective-Using challenging behaviors never gets you what you want

# Previous Interventions

- This section will list all interventions that have been attempted.
  1. Token economy
  2. Time out
  3. Sensory intervention



# How Progress Will Be Measured

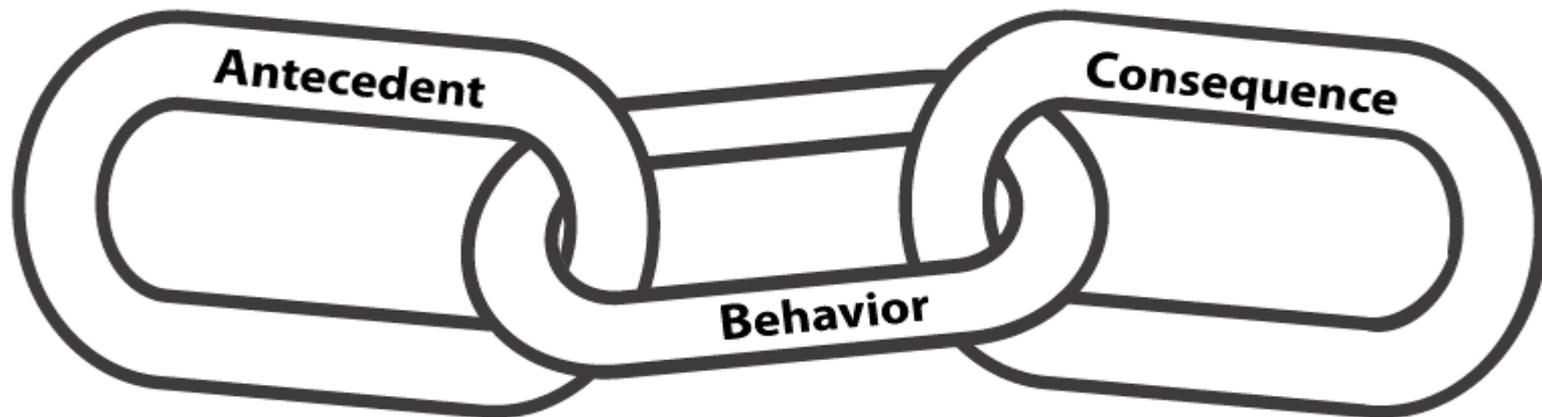
- Statement regarding how often data will be compiled and reviewed
- Ex: “Data will be taken daily on a narrative data sheet. Data will be summarized monthly and monthly behavior reviews will be held.”



# Antecedents

EX.

1. Reading out loud
2. Changes in am routines
3. The violent behaviors of others
4. Having to leave a preferred activity

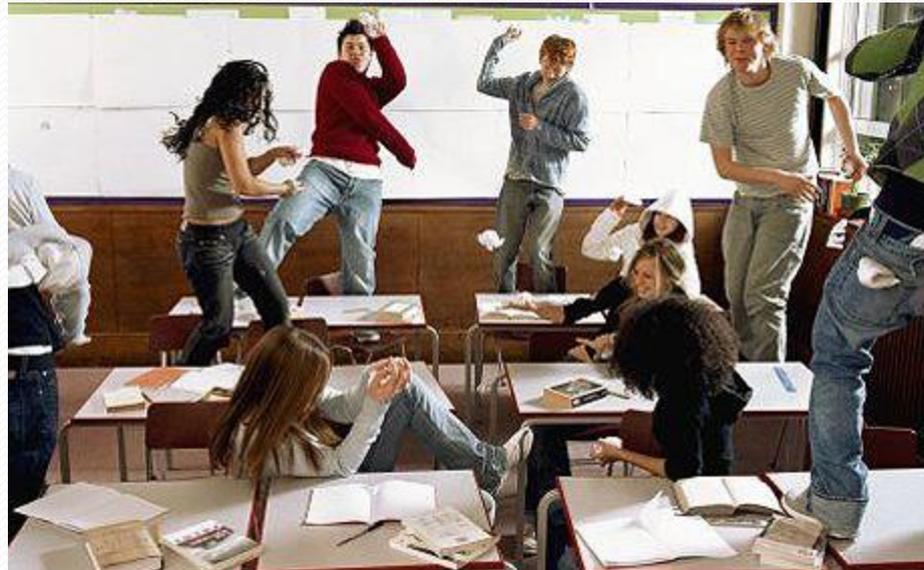


**Complete Learning Trial**

Denhaan and Hughes, CSHA 2016

# How to Structure The Environment

- The section contains everything that is needed to “Reduce” the chance that the behavior will occur
- Our goal is to make bad behavior irrelevant or unnecessary



Provide daily structure through a visual schedule.



# New Skills

- This section is designed to outline the “Replacement” or “Adaptive” behavior that is going to be taught to replace the maladaptive behavior
- Displaying this new behavior will produce the individuals most desired reinforcers faster, more often, and with greater amplitude
- This section is the very core of Positive Behavior change



# Staff Response

- Designed to give staff step by step instructions on how to effectively and safely manage the maladaptive behavior
- Designed to decrease the chance the individuals maladaptive behavior will produce reinforcement

# Medical Interventions

- This section will note any medical conditions that may result in behavior, medications, PRNs



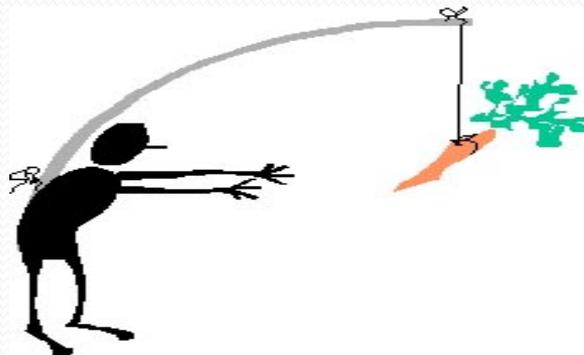
# Reinforcers

- Simply what clients find reinforcing
- Reinforcers will vary dramatically from individual to individual
- Reinforcers such as meals/liquids, home visits, phone calls, and safety are all examples of basic rights that all individuals have.



# Reinforcement Schedule

- The established criteria for how often a person will earn reinforcement and, for what behavior or for the absence of what behavior
- As we know reinforcement should always closely follow the behavior it is intended to reinforce

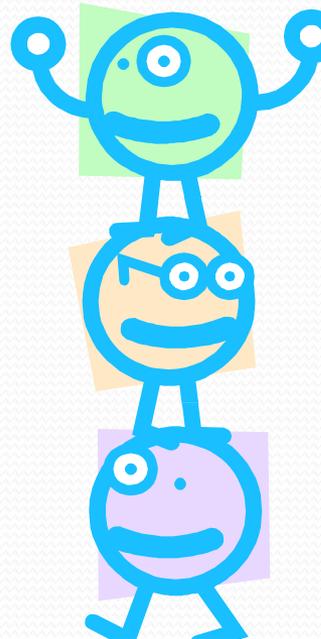


# Reinforcement Schedule

- **Fixed Schedule of Reinforcement-** Each task that Brittany engages in throughout the day will have a dollar amount attached to it. Brittany will have opportunities to cash in reward dollars for item/activities at 2:45. If she chooses not buy anything and prefers to save her money for a more expensive reward, she can listen to music during reward time.
- **Differential reinforcement for higher rates of targeted behavior –** Brittany will be rewarded with one extra dollar for every two times that she engages others without being prompted in a pro-social way such as saying hello at appropriate times, asking someone how they are doing, and raising her hand and waiting until she is called on to ask her question.
- Special outings will be available at the discretion and approval of the certified

# The Role of an SLP in Behavior Management

- Partnership!
  - **Teaching strategies, technology and behavior detectives**



# Strategies That Promote Success Prior to Therapy

1. Read and understand the students' behavior plans
2. Review IEP communication goals for their appropriateness
3. Observe the students in their classrooms or daily routines before scheduling
4. Investigate what communication systems have been used in the past (e.g. AAC devices, PECS, signs)
5. Collaborate with colleagues to discuss student needs

Note: Students may have left a negative impression

# Strategies that Promote Success During Therapy

1. Therapy activities should be functional and meaningful for the student
2. Have your reinforcement system in place from the very first session
3. Use the same language/terminology for everything
4. Focus on increasing independence and decreasing prompt dependency
5. Repetition is key
6. Think about errorless learning and implications for transference

# During Therapy Continued

7. Don't ask them to do anything you can't help them do
8. Provide sufficient wait time without adding verbal prompts in the interim
9. Set the stage so that students know when the tasks are beginning and ending (# of trials, time period)
10. Provide clear expectations of performance
11. Don't push the student for one more turn when you have said you are done

# During Therapy Continued

12. Be willing to shorten a session after getting an additional trial that is positive
13. Articulation therapy is tricky because of generalization
14. Avoid using physical prompts or cues that can be incorporated and ritualized in the routine
15. Target speech intelligibility through use of functional phrases
16. Social skills are implicitly learned

# During Therapy Continued

17. Appearance and toileting count in the adult world
18. Have a positive and calm demeanor
19. Remember behavior is communication
20. Don't say don't and catch them being good

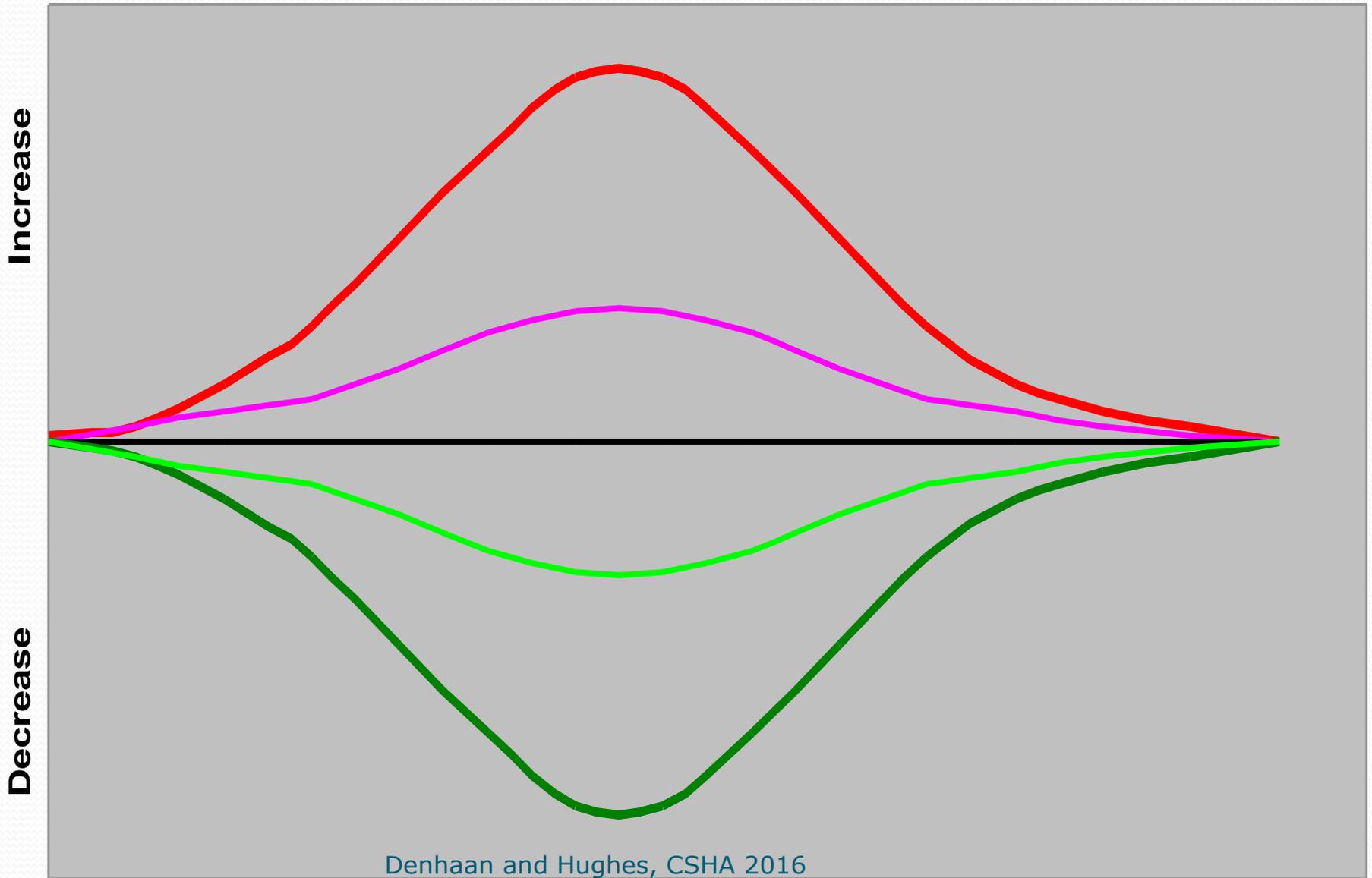
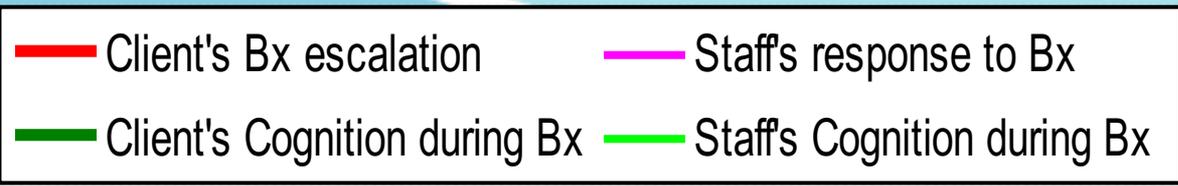


# Strategies that Promote Success After Therapy Sessions

1. Engage in reflective therapy practices
2. Keep good data and analyze it to guide decisions
3. 24 hour rule on making decisions
4. Revise goals as needed
5. Collaborate with other professionals for fidelity
6. Let a bad session go and focus on the things you like about the student and what they do well

# HOW TO PREPARE OURSELVES TO WORK WITH CHALLENGING BEHAVIOR-BCBA PERSPECTIVE

- Leave our personal baggage at the door
- Challenging behavior is NOT personal
- Picture yourself having a camera on you at all times. Would you feel okay if they showed what you did on the evening news?
- Know your individual
- Know yourself and when you don't have the skills or willingness to deal with something, then TELL SOMEONE
- Ask for help when you need it
- Always follow the written plans—don't do your own thing!
- Develop affirmations designed to assist you in staying calm



# Q & A

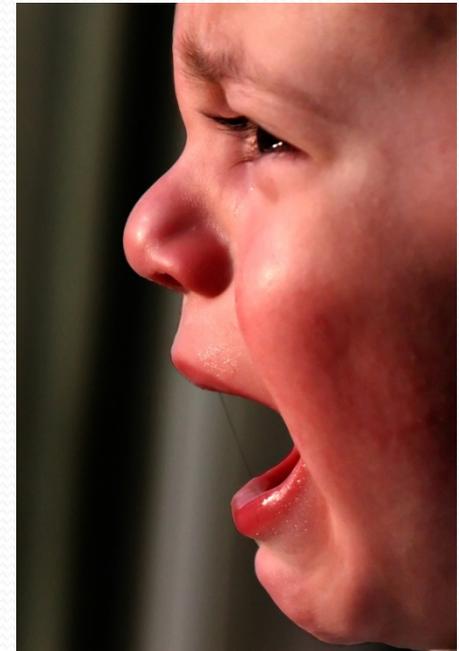


# Disclaimer

The following moves are only to be used in compliance with your workplace standards and policies regarding students and clients. They should not be attempted without the appropriate training in assaultive behavior intervention techniques.

## Some strategies for when all else has failed...

- Proximity/block and move
- One-arm grab
- Two-arm grab
- Clothing grab collar/low clothing
- Hair pull short and long
- Bite



# Block and move

- (Blocking strikes)

1. If the strike is coming from the right arm of the student block the strike with your right forearm (use L arm for L strike).
2. Contact between the student's arm between the elbow and the wrist in order to stop the blow.
3. At the same time you will be moving past the student using their momentum to propel them past you.
4. You will place your other hand on the shoulder blade of the student with an extended arm to make sure that you are clear of the strike.



# Arm grab

- One arm grab:
  1. The open ends of the fingers are the weakest point of a grab
  2. Step back while simultaneously rolling the arm out
  
- Two arm grab:
  1. Take other hand and reach through to fists
  2. Take large step backwards and pull arms away from the grasp and pull up



# High clothing grab

- 1. Take palm of your hand and place it over the student's knuckles
- 2. Take other hand and place it on top of that hand
- 3. Press into the hand until it releases
- 4. Push down to the floor, put your hands to your side, and step back



# Low clothing grab

- 1. Stabilize clothing above the grab
- 2. Leave enough room between the student's hand and yours to place your other hand between them
- 3. Push down and step back or move away simultaneously



# Hair pull

- Short hair pull:
  - 1. Push holder's hand into your head (don't pull away)
  - 2. Slight pressure on holder's knuckles may cause release. Evade.
- Long hair pull:
  - 1. Stabilize hair by grabbing the top part above their hand
  - 2. Use other hand to push their hand away



# Biting

- 1. Works only on non-fleshy parts of the body
- 2. Don't pull away
- 3. Place free hand behind the aggressor's head. Press body part into aggressor's mouth and pull away. Escape.



# Managing Behavior Through Environmental Arrangements

- What is an environmental arrangement?- Arranging the environment in ways that decrease the probability that the client/student will engage in challenging behavior
- The following sections contain information and strategies that are essential to providing a positive and therapeutic environment
- Three primary components of an environment.
  - Physical environment
  - Class structure/lesson planning
  - Instructor

# Managing Behavior Through Environmental Arrangements/Physical Environment

- Physical Environment
  - Number of people
  - Type of seating
  - Seating arrangements
  - Lighting
  - Visually stimulating but not overwhelming
  - Relaxation places
  - Minimize foot traffic

# Cont./Environmental Arrangements

- Lesson planning
  - Well defined objectives for every individual in each activity.
  - Activities promote active responding between student/consumer and teacher
  - Lessons allow the instructor to give constant feedback on how the students/consumers are performing
  - Lessons are delivered in natural contexts whenever possible.
  - Choices are encouraged

# Managing Behavior Through Environmental Arrangements/ Instructors

- Vital information
  - Know what is reinforcing
  - Know communication modalities
- “We are the easiest part of an educational environment to modify”
  - Tone of voice
  - Movement/body language
  - Eye contact
  - Proximity
  - “Don't say don't”
  - “Catch-em being good”