

linking research to real life.

## Understanding and Addressing Challenging Behaviors of Individuals with Complex Needs

### Webinar Series: Part Four

Chris Filler,  
Transition Coordinator

Wendy Szakacs,  
Regional Coach ASD/LI

A division of the ESC of Central Ohio

---

---

---

---

---

---

---

---

### SINCE LAST WEBINAR: YOU FILLED OUT REMAINING SECTIONS

---

---

---

---

---

---

---

---

### SINCE LAST WEBINAR: YOU UPDATED SECTION ONE & COMPLETED SECTION 2

---

---

---

---

---

---

---

---

### Process of FBA for Individuals with Complex and Challenging Needs

STRENGTHS

- Review Strengths and Interests

---

---

---

---

---


---

---


---

### Recognizing Strengths

What is the individual like when he is attending? Calm? Social? "Appropriate"?



Consider strengths and interests.




---

---

---

---

---

---

---

---

### Begin with Success: Recognize the Strengths

---

---

---

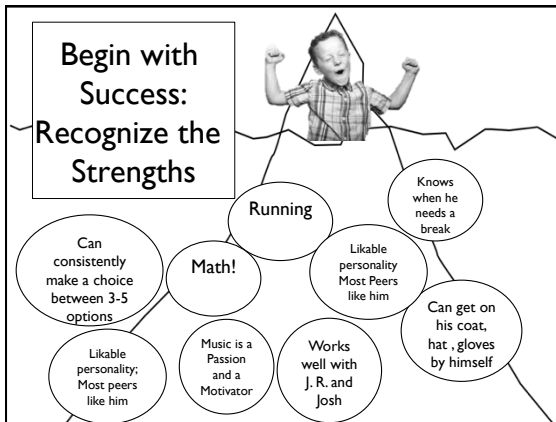
---

---

---

---

---




---

---

---

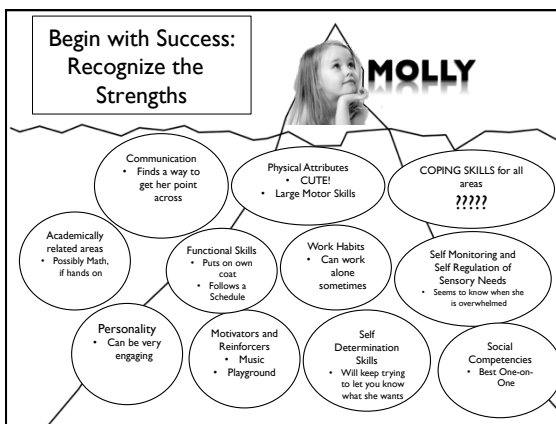
---

---

---

---

---




---

---

---

---

---

---

---

---

Challenges Related to Behavior (To Help Identify Antecedents and Consequences)		Strengths (To Help Identify Strategies)		Interventions to Address Behavior					
1	<p><b>Learning Challenges and Uneven Skill Development</b></p> <ul style="list-style-type: none"> <li>Academics are hard for Molly</li> <li><b>Communication skills</b></li> <li>Environmental Misunderstandings and Change</li> <li>Very Little personal Space/Others may touch Molly during circle time</li> <li>Has a need to complete her work or play</li> <li><b>Low Structured/Predictable Activities</b></li> <li>Sensory/Biological Sensitivities and Preferences</li> <li>Impact of Medical Concerns</li> <li>Touch—even hyperal tactile—of peers... is very difficult to tolerate.</li> <li>Social, Emotional and Communication Challenges</li> <li>Emotionally escalates quickly</li> <li>Cannot express Calmly and Verbally her displeasure</li> <li>Unable to Cope</li> <li>Difficult to Motivate and Narrow Areas of Interest</li> <li>Academics do not motivate Low on List of Preferences</li> </ul>	3	<p><b>Learning and Skill Development</b></p> <p>Molly will learn best if she can touch it or when it has a musical component</p> <p>Environmental Matches</p> <p>Structure and Routines!</p> <p>When she has ability to make some choices or decisions</p> <p>Sensory/Biological Preferences</p> <p>Personal space like a chair/table</p> <p>People that move more slowly or predictably</p> <p>Visually Organized surroundings</p> <p>Successful Social and Communication</p> <p>Predictable social situations like music games</p> <p>Communicates with short phrases</p> <p>Understands and makes concrete requests much better than emotional explanations</p> <p>Motivations and Interests</p> <p>Music, Hand-on Activities, Playground, Making a choice</p>	4	<p><b>What additional skills are needed to improve behavior?</b></p> <p><i>Coping Skills for sensory/social/environmental challenges; Different Communication Skills for expressing emotions and to allow her to "break" or "escape"; Academic Skills in some areas; Social Skills to help her expand her successful interactions</i></p>	5	<p>Notes or Related Skills To Be Taught</p>	6	<p><b>Ways of Improving Learning and Skill Development</b></p> <p>Modifications to Achieve Environmental Matches</p> <p>Sensory/Biological Adaptations and Interventions</p> <p>Social, Emotional and Communication Supports and Instruction</p> <p>Ways to add Motivation and Reinforcement</p>

---

---

---

---

---

---

---

---

## Challenges Related to Behavior (To Help Identify Antecedents and Consequences)

1

### Learning Challenges and Uneven Skill Development

- ❑ Academics are hard for Molly
  - ❑ **Communication skills**
- Environmental Mismatch and Change
  - ❑ **Very Little personal Space/Others** may touch Molly during circle time
- ❑ Has a need to complete her work or play
- ❑ **Less Structured/Predictable Activities**
- Sensory/Biological Sensitivities and Preferences
  - Impact of Medical Concerns
    - ❑ **Touch ...even typical touching of peers... is very difficult to tolerate.**
- Social, Emotional and Communication Challenges
  - ❑ **Emotionally escalates quickly**
  - ❑ **Cannot express Calmly and Verbally her displeasure**
  - ❑ **Unable to Cope**
- Difficult to Motivate and Narrow Areas of Interest
- ❑ Academics do not motivate low on list of preferences

2

### What are the Underlying Contributors to the Behavior (Setting Events? Triggers? Reinforcers?)

*Schedule Changes from Weekend, Circle Time (Means Sitting close to Shelly and being touched AND Academic activities), Not able to finish activity before transition, The need to communicate (but difficult), Screams are her allow assistance or temporarily escape all these issues.*

## Strengths Related to Behavior (To Help Identify Strategies)

3

### Learning and Skill Development

Molly will learn best if she can touch it or when it has a musical component

#### Environmental Matches

Structure and Routines!

When she has ability to make some choices or decisions

#### Sensory/Biological Preferences

Personal space like a chair/table  
People that move more slowly or predictably

Visually Organized surroundings

Successful Social and Communication  
Predictable social situations like music games

Communicates with short phrases

Understands and makes concrete requests much better than emotional explanations

#### Motivations and Interests

Music, Hands-on Activities, Playground, Making a choice

4

### What additional skills are needed to improve behavior?

*Coping Skills for sensory/social/environmental challenges; Different Communication Skills for expressing emotions and to allow her to "break" or "escape"; Academic Skills in some areas; Social Skills to help her expand her successful interactions*

**MOLLY**

*Molly Screams loudly enough to interrupt the teacher's instruction to class*



## Interventions to Address Behavior

6

### Ways of Improving Learning and Skill Development

#### Modifications to Achieve Environmental Matches

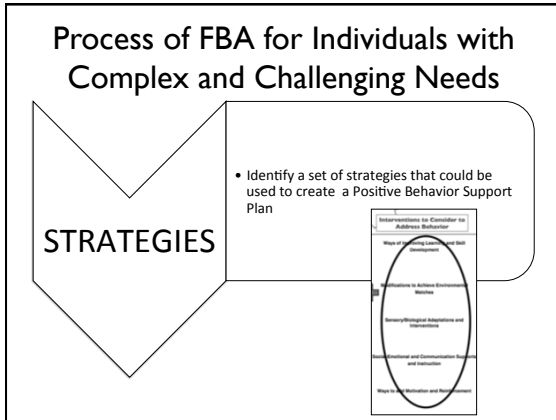
#### Sensory/Biological Adaptations and Interventions

#### Social, Emotional and Communication Supports and Instruction

#### Ways to add Motivation and Reinforcement

5

Institute or Related Skills To Be Taught




---

---

---

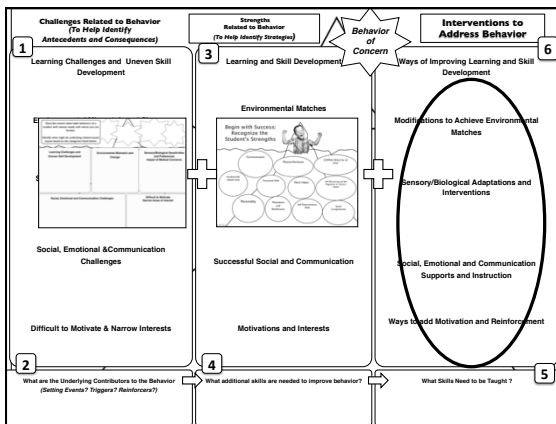
---

---

---

---

---




---

---

---

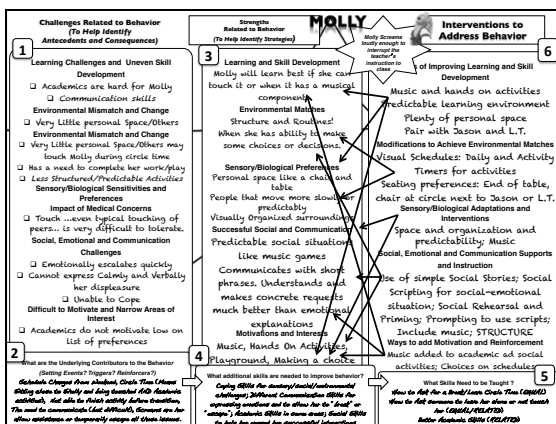
---

---

---

---

---




---

---

---

---

---

---

---

---

## Challenges Related to Behavior (To Help Identify Antecedents and Consequences)

1

### Learning Challenges and Uneven Skill Development

- ❑ Academics are hard for Molly
  - ❑ Communication skills
- Environmental Mismatch and Change
- ❑ Very Little personal Space/Others
  - Environmental Mismatch and Change
- ❑ *Very Little personal Space/Others may touch Molly during circle time*
- ❑ Has a need to complete her work/play
- ❑ Less Structured/Predictable Activities
- Sensory/Biological Sensitivities and Preferences
- Impact of Medical Concerns
- ❑ Touch ...even typical touching of peers... is very difficult to tolerate.
- Social, Emotional and Communication Challenges
- ❑ Emotionally escalates quickly
- ❑ Cannot express Calmly and Verbally her displeasure
  - ❑ Unable to Cope
- Difficult to Motivate and Narrow Areas of Interest
- ❑ Academics do not motivate low on List of preferences

2

### What are the Underlying Contributors to the Behavior (Setting Events? Triggers? Reinforcers?)

*Schedule Changes from Weekend, Circle Time (Means Sitting close to Shelly and being touched AND Academic activities), Not able to finish activity before transition, The need to communicate (but difficult), Screams are her allow assistance or temporarily escape all these issues.*

## Strengths Related to Behavior (To Help Identify Strategies)

3

### Learning and Skill Development

*Molly will learn best if she can touch it or when it has a musical component*

- Environmental Matches
- Structure and Routines!
- When she has ability to make some choices or decisions.*
- Sensory/Biological Preferences
- Personal space like a chair and table
- People that move more slowly for predictably
- Visually Organized surroundings
- Successful Social and Communication
- Predictable social situations
- Like music games*
- Communicates with short phrases. Understands and makes concrete requests
- much better than emotional explanations*
- Motivations and Interests
- Music, Hands On Activities, Playground, Making a choice

4

### What additional skills are needed to improve behavior?

*Coping Skills for sensory/social/environmental challenges; Different Communication Skills for expressing emotions and to allow her to "break" or "escape"; Academic Skills in some areas; Social Skills to help her expand her successful interactions*

**MOLLY**

*Molly Screams loudly enough to interrupt the teacher's instruction to class*

## Interventions to Address Behavior

6

### Strategies of Improving Learning and Skill Development

- Music and hands on activities
- Predictable learning environment
- Plenty of personal space
- Pair with Jason and L.T.
- Modifications to Achieve Environmental Matches
- Visual Schedules: Daily and Activity
- Timers for activities
- Seating preferences: End of table, chair at circle next to Jason or L.T.
- Sensory/Biological Adaptations and Interventions
- Space and organization and predictability; Music
- Social, Emotional and Communication Supports and Instruction
- Use of simple Social Stories; Social Scripting for social-emotional situation; Social Rehearsal and Priming; Prompting to use scripts;
- Include music; STRUCTURE
- Ways to add Motivation and Reinforcement
- Music added to academic and social activities; Choices on schedules

5

### What Skills Need to be Taught ?

*How to Ask for a Break/ Leave Circle Time (EQUAL)  
How to Ask someone to leave her alone or not touch her (EQUAL/RELATED)  
Better Academic Skills (RELATED)*

**Interventions to Address  
Targeted Behaviors:  
Creating Your Toolkit**



---

---

---

---


---

---

---

**Why Collect Data?**

- Information gathering
- Decision making
- IEP requirements
- Legal purposes



---

---

---

---

---

---

---

**Methods to Collect Data**

- Frequency
- Rate
- Duration
- Interval
- Latency

✓ **Determining the appropriate method for data collection requires consideration of type, intensity, frequency and duration of the behavior.**

---

---

---

---

---

---

---

### Frequency Recording

- Records the number of times a student participates in a particular behavior during a specific period of time
- Identify the specific behavior you are observing
- Tally the number of times the behavior occurs




---

---

---

---

---

---

---

---

### Rate of Behavior

- Identify the length of observation time
- Determine how often the behavior occurred
- Divide the number of events by the amount of time

Gorge's data collection showed he spit at staff 15 times in 10 minutes.  
 $15/10=1.5$  rate

---

---

---

---

---

---

---

---

### Duration of Behavior



- Identify the starting time of the behavior
- Identify the ending time of the behavior
- Calculate the total length of time that the behavior was observed to occur without interruption

Julia refused to complete her work task from 10:18am-10:32am.  
 Total time: 14 minutes

---

---

---

---

---

---

---

---

## Interval Recording

- Identify a specific time interval at which you will observe and record.
- Usually done by breaking observation period into short intervals of time (ie: 10 seconds to 1 minute)
- Document whether or not the behavior occurred at any time within that time interval.

Staff is tracking number of times Frankie bangs his hands on the desk the first 5 minutes of every half hour.

---

---

---

---

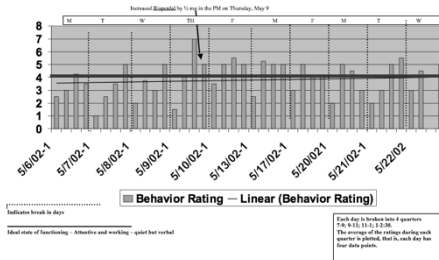
---

---

---

---

## Graphing Example




---

---

---

---

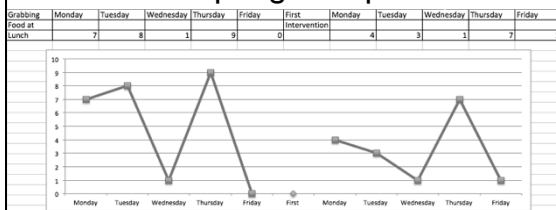
---

---

---

---

## Graphing Example



Student grabbing food from other trays at lunch. Baseline week one. Started intervention of taping area on table and bench to visually show student his area. Data from week two shows drop first three days; one day increase; back down on Friday. Next additional intervention is to add a handprint to table where student is to place hand he is grabbing food with and eat with other hand. Will continue keeping data and decide next steps.

---

---

---

---

---

---

---

---

### Characteristics of Good Data Collection Systems

- Easy to administer
- Can be implemented consistently
- Can be implemented in a variety of settings if necessary
- Accurately reflects the situation as it exists
- Uses readily available materials
- Compiled and reviewed on a regular basis
- Implications of data drive decisions

---

---

---

---

---

---

---

### Data and Molly

- What? Number/duration of interruption
- How? Track daily at first on data sheet
- Who will create the data sheet? Track the data? Graph the data? Teacher/psychologist/behavior specialist
- When will the team meet to review data? Weekly first month; then bi-weekly; then monthly to monitor

Behavior:  
Molly Screams  
loudly enough  
to interrupt the  
teacher's  
instruction to  
class

---

---

---

---

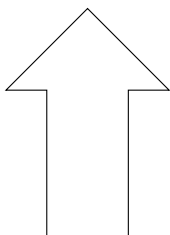
---

---

---

### Reinforcement: EBP

Reinforcement is an item, activity, or event that **follows**, and is contingent upon, a behavior and which **increases** the likelihood of that behavior being repeated.




---

---

---

---

---

---

---

## Reinforcement

- What the individual **gets or escapes** by engaging in behavior
- Things that **maintain** behavior over time
- May happen when others **intentionally or unintentionally** reinforce problematic behaviors
- Must be understood from the individual's perspective

Dr. Cathy Pratt, IRCA, 2011

---

---

---

---

---

---

---

---

## Rules for Reinforcement

- Reinforcers must be **individually** determined
- Based on observation of behavior **change**
- When teaching or strengthening a **new** behavior, reinforce **frequently**
- When **maintaining** behavior, use **intermittently**
- Must directly follow **targeted** behavior
- Specifically state **why** a behavior is being reinforced

Dr. Cathy Pratt, IRCA, 2011

---

---

---

---

---

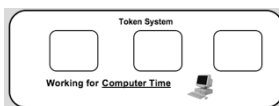
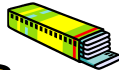
---

---

---

## Types of Reinforcement

- Natural reinforcers
- Social reinforcers
- Activity reinforcers
- Tangible reinforcers
- Token reinforcement




---

---

---

---

---

---

---

---

### Natural Reinforcers

- Result directly from the appropriate behavior
- Goal should always be to move student to natural and intrinsic reinforcement
  - Example: Interacting with peers in group activities will lead to more invitations to join such activities




---

---

---

---

---

---

---

---

### Social Reinforcers

Reinforcers which are socially mediated by teachers, parents, other adults, peers which express approval and praise for appropriate behavior

– Examples:

- Comments ---- “Good job, Nice Work”
- Written Approval ---- “Excellent or a Star”
- Expressions of Approval---- nodding, smiling
- You can be a reinforcer! Pair yourself with a tangible or activity reinforcer




---

---

---

---

---

---

---

---

### Tangible Reinforcers

- Any physical object that is given to student as reward
- Edibles, toys, stickers, bubbles, balloons, awards/ certificates, vending machine, movies, clothes
- Use edibles and toys with caution
- Sometimes more powerful but have a short term effect




---

---

---

---

---

---

---

---

### Token Reinforcement

- Involves awarding points or tokens for appropriate behavior
- Points/tokens are exchanged for something of value (preferred item) at a later time
- Tokens (stickers, coins, smiley faces) can be reinforcing in and of themselves




---

---

---

---

---

---

---

### Incorporate Special Interests

Trains	Airports	Maps	Movies
Trucks	Airplanes	Geography	Computer Games
Subways	Cars	Travel	Video Games
Streetcars	Motor-cycles	Buses	Sitcoms

---

---

---

---

---

---

---

### Schedules of Reinforcement

- Fixed Ratio: 1:1
- Variable Ratio: 2:1; 4:1; 1:1
- Fixed Interval: Set period of time...get paid every two weeks
- Variable Interval: Variable periods of time...studying for a pop quiz

Dr: Cathy Pratt, IRCA, 2011

---

---

---

---

---

---

---

### Reinforcement: Satiation

- Too many reinforcers may result in reinforcer losing its effectiveness
- Keep looking for new reinforcers
- Rotate identified reinforcers to avoid satiation

Dr. Cathy Pratt, IRCA, 2011

---

---

---

---

---

---

---

### Reinforcement: Adult/Peer Actions and Reactions

- What do others do either before behaviors occur or in response to behaviors that make the behaviors more likely to occur?
- Consider those actions that may not occur directly prior to the behavior but that could increase stress levels
- Consider how these issues may maintain the occurrence of the behavior

---

---

---

---

---

---

---

### BEFORE NEXT WEBINAR: COMPLETE FOR YOUR INDIVIDUAL




---

---

---

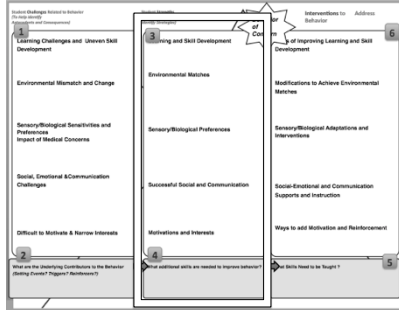
---

---

---

---

## BEFORE NEXT WEBINAR: COMPLETE SECTIONS 3 & 4




---

---

---

---

---

---

---

---

## BEFORE NEXT WEBINAR: COMPLETE FOR YOUR INDIVIDUAL

### Data and Your Individual



What are you going to measure?	
What would be the best way to measure?	
Who is going to create the data sheet?	
Who will be responsible to track the data? Graph the data?	
When will the team meet to review data?	

---

---

---

---

---

---

---

---

## BEFORE NEXT WEBINAR: COMPLETE FOR YOUR INDIVIDUAL

### Reinforcement and Your Individual

Discuss what is reinforcing to your individual. If you aren't sure, how can you find out?	
What types of reinforcement would work best with your individual?	
What schedule of reinforcement would best support teaching the new skills that will change the behavior?	

---

---

---


---

---

---

---

---

linking research to real life.
<small>A division of the ESC of Central Ohio</small> 

---

---

---

---

---

---

---