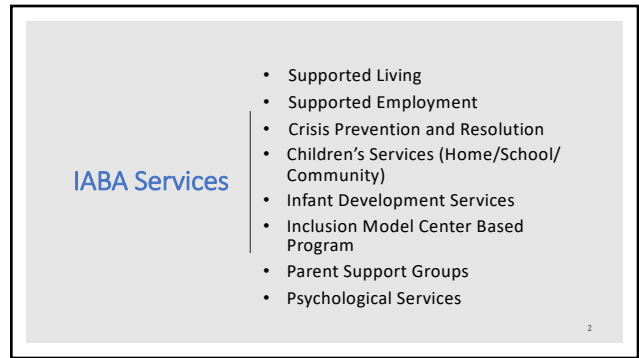


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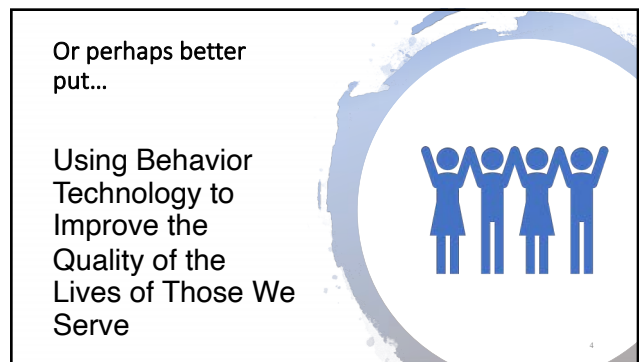
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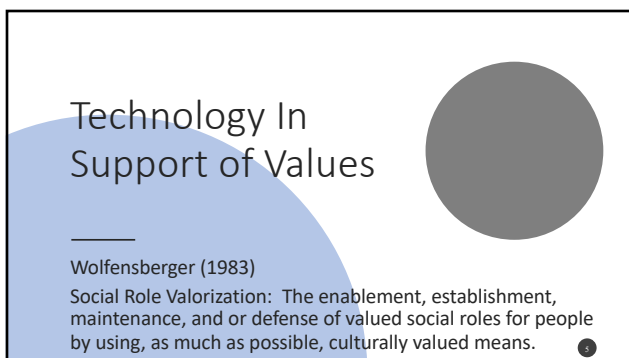
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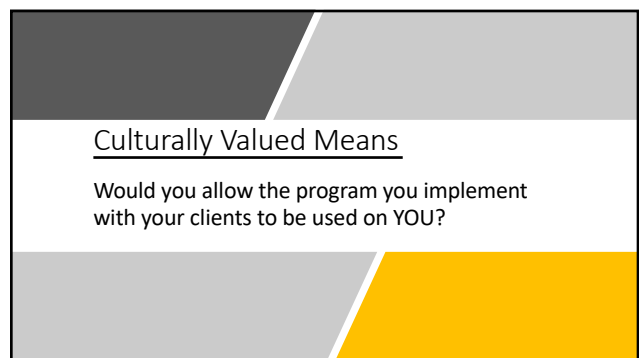
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6

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Technology in Support of Values

- Community presence and participation, in ways that are age appropriate and valued by society
- Autonomy and self determination, through the exercise of increasingly informed choice
- Continuous involvement in the ongoing process of becoming
- Increasing independence and productivity, to the point of economic self sufficiency
- The opportunity to develop a full range of social relationships and friendships


Behavior technology is a tool designed to achieve these values

04/03/2016

7

It is only when behavior jeopardizes these values that we address the behavior. We unapologetically use the principles of ABA, guided by the set of values. If a behavior does not challenge the values above, we may not care to change it.

8



Technology in Support of Values

We Argue That Behavior Technology:

- Should be used to support people in their pursuit of valued lives.
- Should be used to improve the quality of people's lives.
- We don't "do behavior" just for the sake of "doing behavior"

9




Technology In Support of Values

People have the right

- To be and live in the community.
- To choose where they live.
- **To an education and a lifetime of learning opportunities.**
- To be as independent as capable.
- To be economically self sufficient (a job).
- To have friends and buddies.
- To have the opportunity to develop a full range of social relations.
- To be treated with dignity and respect.
- **To be free from pain, restraint, and degrading treatment.**
- To be free from discrimination (stigmatization)

10



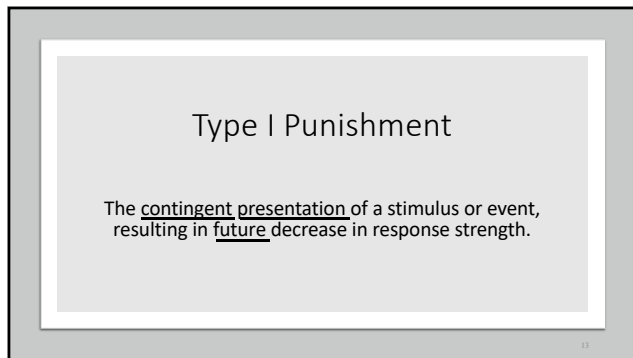
Technology In Support of Values

- To have property
- To have privacy
- To have romantic relationships
- To live with (or not with) the people they choose
- Not to be arbitrarily deprived of property or experience (taken away).
- And so on...

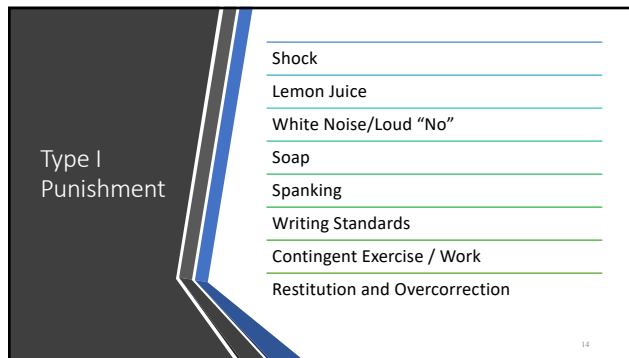
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What Is Punishment?
(and why we explicitly choose not to use it)

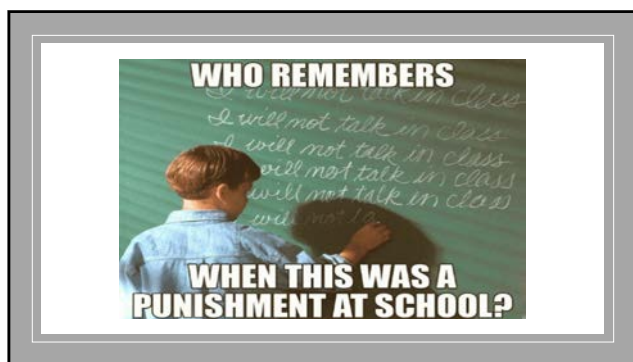
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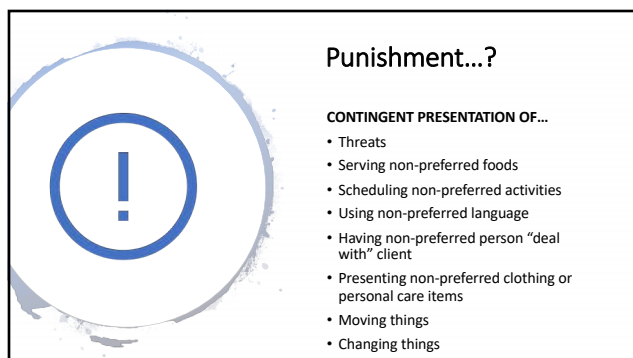
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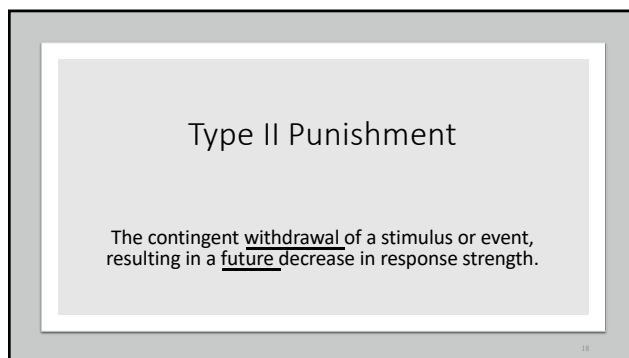
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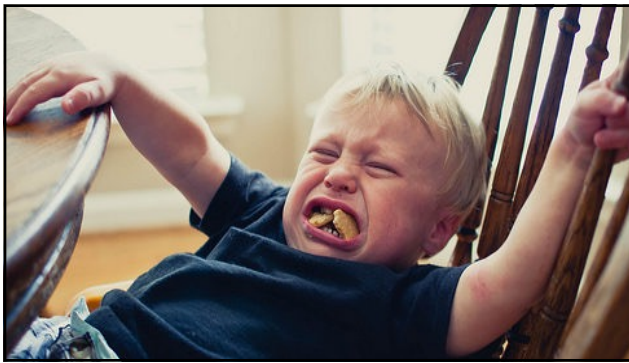
Type II Punishment

- Time Out from Positive Reinforcement
- Response Cost
- Loss of Privileges
- Go To Bed Early
- Withdraw Attention

19



20



21



22

Punishment...?

CONTINGENT REMOVAL OF...

- Favorite songs played during meals
- Preferred conversations
- Affection or nurturing interactions
- Showing/sharing things
- Spontaneous interactions
- Preferred person availability
- Being offered to participate in activities not on the schedule
- Spontaneous fun ideas/activities

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Aversive

A stimulus or event one would ordinarily act to escape or avoid.


This week, we will be talking about alternatives to punishment and alternatives to the use of aversive events.

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People Use Punishment
for Many Reasons

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Why People Use Punishment

- Believe they have few alternatives
- Child Rearing Practices
- Modeling Effect
- Literature
- Expert Consultation
- Myth of Effectiveness (Alignment Fallacy)
- Reinforcement Histories
- Emotional Needs

26

Responses to Problem Behavior

Treatment

- People want to STOP the behavior.
- ...we don't need punishment for that!

Protection

- To Protect and keep people safe.
- Reinforcement doesn't do that
- Episodic Severity
 - What usually happens NOW when you punish?
- Punishment does NOT protect!!

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Responses to Problem Behavior

Emotional Revulsion

- Spits 50 times a day, but hits only 5.
- Reinforcement Schedule?
- Need something to do!!!!!!!


Belief that it is "on purpose"

Anger

- Emotional drive to punish is natural
- We must learn to overcome these tendencies

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28




Wait a minute...

If punishment decreases the likelihood of a behaviour then why aren't we using it to promote behaviour change???

- Outdated technology
- Unnecessary risks/dangers
- Negative side-effects
- Evidence-based alternatives

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Why Not Use Punishment?

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Ethical Considerations

Functionality

- Behavior has a “purpose” a MEANING

Conditions

- Behaviors occur conditionally.
- Some places, but not others
- With some people, but not others
- Some conditions, but not others

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Ethical Considerations: Functionality

Woman with DD

Physically Aggressive when taken to bathroom.

Why?

Solution?

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Ethical Considerations: Functionality

Teenager with Autism and PTSD

Physically Aggressive throughout the school day.

Why?

Solution?

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Administrative & Legal Considerations

Legislation

Court findings

Agency rules & regulations

...AND TO THE EXTENT WE ADOPT A POSITIVE APPROACH, WE MAY REMOVE THE IMPETUS FOR EXTERNAL CONTROL OF THE FIELD.

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What else does punishment do?

- Can lead to escalation of behaviours
- May elicit aggression
- “Inoculation”
- Models that punishing someone is how you get them to change their behaviour
- May elicit strong emotional reactions...and those reactions may generalize
- Lack of generalization
- Lack of durability

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Empirical and Ethical Considerations

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Is punishment necessary for effectiveness?

- ✓ Speed and Degree: over time and within an episode
- ✓ Durability
- ✓ Generalization
- ✓ Side Effects
- ✓ Social Validity—Acceptability
- ✓ Clinical/Educational Validity

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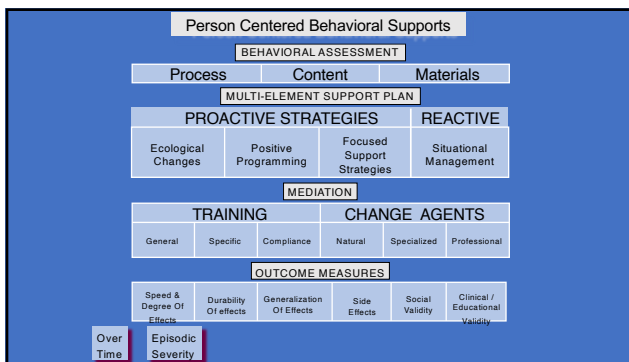
Is punishment necessary for effectiveness?

Example - Study – Powell and Azrin – Smoking Study - Shock – 17 of 20 dropped out on first day of the study.

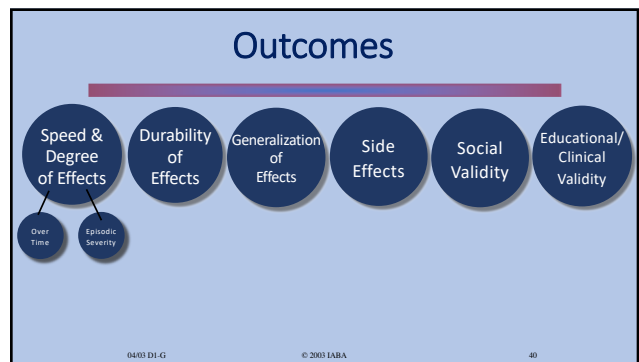
It doesn't make sense to say that punishment works when everyone drops out. It has no social validity and won't be done.

Or ... it will be done to people who aren't afforded the choice of dropping out. The most vulnerable folks in service...

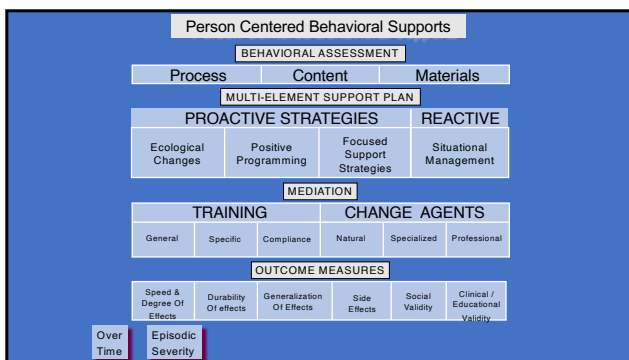
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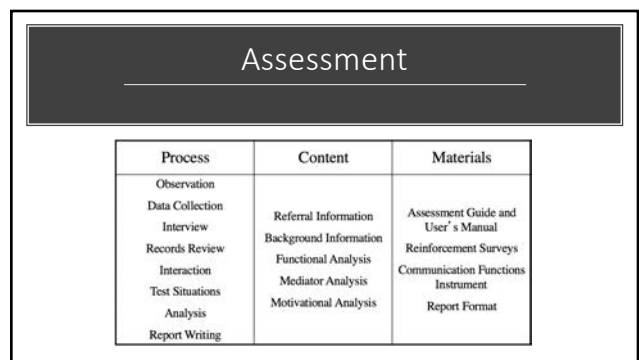
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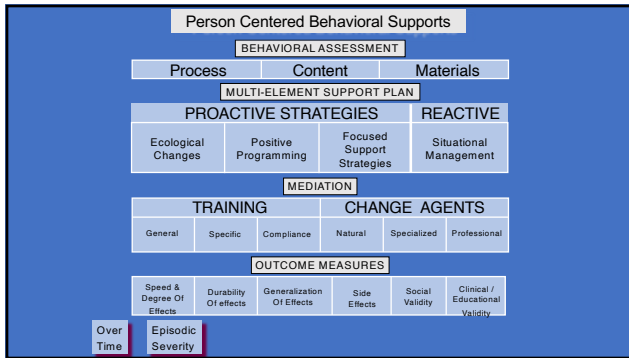
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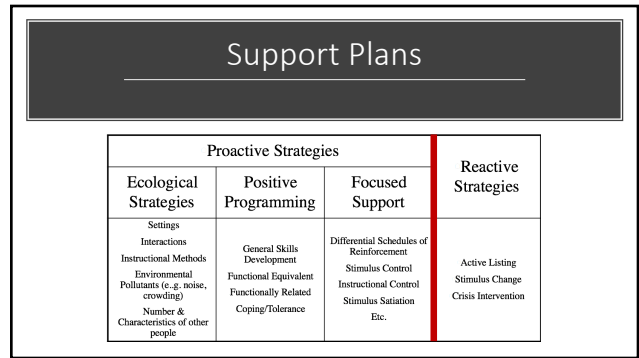
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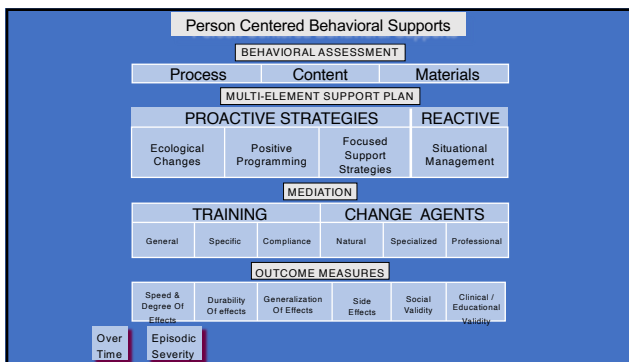
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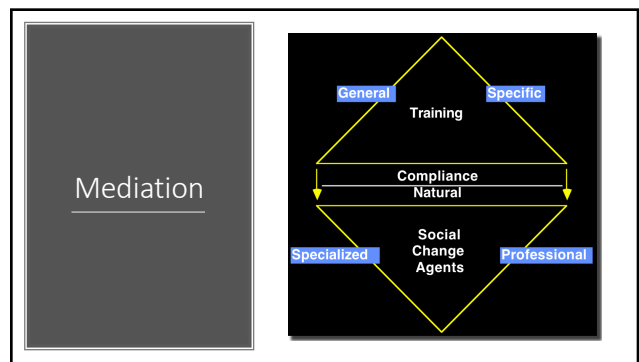
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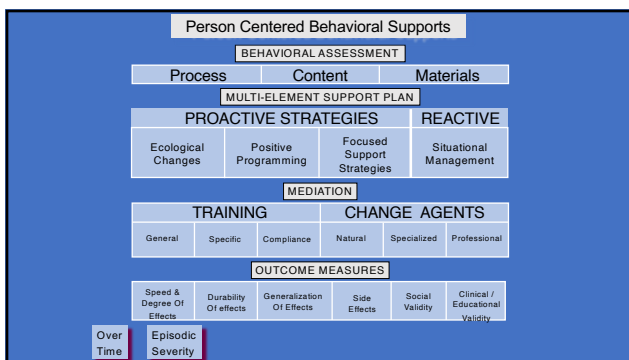
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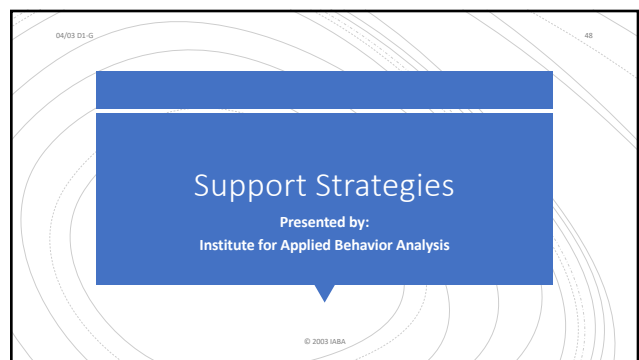
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Proactive Strategies:
A Long-Term Solution

49

Ecological Strategies

Changes in physical, interpersonal, and programmatic environments that better fit the person's characteristics & needs and result in changes in behavior.

Unmet needs

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Smoothing the Fit

Eliminate the mismatches found between the person's needs and characteristics and their environment

strategies are necessary because we typically find through our assessment that there are mismatches between the person's needs and characteristics and the environments they are in environment.

These mismatches can contribute to the occurrence or episodic severity and/or detract directly from the person's quality of life.

51

Ecological Strategies:
The Most Difficult Part of the Plan

1. Physical Ecology
2. Interpersonal Ecology
3. Service Delivery Ecology

FIND THE MISMATCH, IDENTIFY THE SOLUTION

52

Physical Ecology

How the physical set up of the environment is a match for the person's need (or not)

53

Physical Ecology

- Cleanliness
- Furniture Arrangement
- Level of noise/crowding
- Group size
- Temperature
- Positioning of people
- Adequacy of the materials/furniture
- Availability/accessibility of necessary items

ANY MISMATCH SETS THE STAGE FOR BEHAVIOR CHALLENGES

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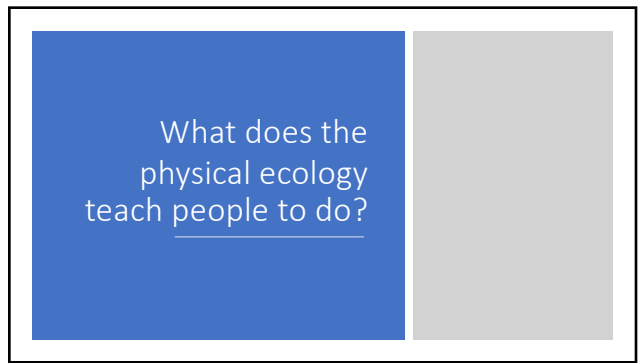
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Interpersonal Ecology

How the relationships and interactions are a match with the person's needs (or not)

63

Interpersonal Ecology

- Opportunities to interact with others
- Presence or absence of peers with similar needs
- Opportunity to interact with typical peers
- Distribution of positive vs. negative interactions
- Number of people
- Behaviour of others in the environment
- Tone used when speaking to people
- Philosophy/beliefs of people in the setting
- Attitude of people in the setting

MAY NEED TO CHANGE STAFF TO SEE IMPROVEMENT

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Opportunities for Inclusion... many people don't have access



the inclusive church

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Tone/Style of Interactions

66

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What's wrong honey?

What happened? How can I help?

#TraumaInformedTadpole
#TraumaTransformed

Tone/Style of Interactions

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Interpersonal Ecology

- **Expectations Of Others.**
Too Low / Too High
- **Quantity And Quality Of Interactions.**
Negative vs. Positive Interactions
- Culture Of Respect And Dignity. **HOTEL MGR...**
- Physical Characteristics Of Support Staff.
Sex, Color, Size
- **Personality Of Support Staff. People who are not LIKEABLE.**
- **Interpersonal Likes And Dislikes Of Staff.**
 - Feces Smearing -- *who wouldn't prefer this?*
 - Physical Aggression
 - Focused Verbal Abuse
 - Genital Touching

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Interpersonal Factors:

Establishing Rapport to improve behavior

"We say that two people have established rapport when their relationship is characterized by closeness, empathy, and mutual liking."

Carr, E.G., Levin, L., McConnachie, G., Carlson, J.I., Kemp, D.C., and Smith, C.E., (1994)

69

Common Struggles

- People treat you differently/don't look at you
- Not fitting in/feeling and looking different
- Other people talking about things you don't know about
- Feeling like "nobody" (not valued)
- Wanting to leave but can't
- Told you have to stay somewhere/no choice
- Too many people/social anxiety
- "Bad night" / "bad things"
- Noisy

How do you and I cope?

- We take a valued person with us
- Someone makes us feel loved
- Someone holds us close
- We get physical affection
- We do something fun (shall we dance?)
- Someone makes us smile/laugh
- Someone helps us feel like we fit in
- We are told we are important/loved
- Someone stays with us until we feel better and then we have fun together

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Interpersonal Factors:

Establishing Rapport

Associate yourself with a wide variety of activities and events that the person values (Mason)

Associate yourself with the delivery of reinforcement – the deliverer of "good news."

Help the person become "likeable" to you

Appearance, clothing, less fearful, less objectionable (bathing, smell, etc.).

71

Interpersonal Factors:

Philosophical Mismatches

Spare the Rod, Spoil the Child
All Kids Need Discipline / Consequences
All Kids Must Be Treated Equally (Sr+)
-Not fair if not all the same
-What will other kids think?

All Clients Must Follow The Same Rules
Kids With Behavior Problems Don't Belong In Class
Adults with behavior problems don't belong at work (/church/mall/park/etc.)
Not Like Real People – Devaluation
My Job Is To Teach, Not Manage Behavior
Bad Characters, Willful, Defiant

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Programmatic Ecology

How we teach and provide services as a match with the person's needs (or not)

73

Programmatic Ecology:

Possible Mismatches

- Opportunity for Choice**
- Predictability and Control**
 - Concrete Schedules / Day Planners / Calendars
 - List of Rules
- Motivational Systems**
- Task Related Issues**
 - Interest / Difficulty / Order / Length
- Instructional Methods and Cognitive Style**
 - Auditory Learner - Visual Learner - Motor Learner
 - Response Priming - Chain Interrupt - Correction
 - Errorless Learning - Discrete Trial - Whole vs. Partial
- Curriculum - Adapted Tasks and Materials**

74

Part A - Activity Schedule

This was created to match a client's cognitive style. He was highly inflexible. This schedule system was devised to help him develop cognitive flexibility and thus decrease challenging behavior

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|------|------------|-------------|--------------|------------|---------------|----------|--------|
| 7AM | BAM Walk | Doctor Appt | BAM Walk | BAM Walk | BAM Walk | | |
| 9AM | Meet Class | Meet Class | Meet Class | Meet Class | Meet Class | | |
| 11AM | Noon Work | Noon Work | Noon Work | Noon Work | Noon Work | | |
| 1PM | | | | | | | |
| 3PM | 3PM Shop | 4PM YMCA | Music Lesson | 4PM YMC | 3:30PM Buddou | | |
| 5PM | 3PM Shop | 3PM Shop | | 4PM YMC | 4PM YMC | | |
| 7PM | 3PM Shop | 3PM Shop | | 4PM YMC | 4PM YMC | | |
| | 3PM Shop | 3PM Shop | | 4PM YMC | 4PM YMC | | |

Postpone Until Later Next Week or Forget It

75

People need a way to predict and organize themselves. Without this, they are anxious which sets the stage for challenging behavior. SCHEDULES can lead to a decrease in challenging behavior.

76

People need to learn skills; they need motivation to participate in the program

77

Using the dryer

78

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Programmatic Factors

- Level of Training
- Level of Supervision
- Level of Resources
- Presence of Quality Assurance
 - Have you ever found that well-qualified and supervised people DON'T do what they should be doing?

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Data collection

The image shows a clipboard with a checklist titled "Outside Play Goals" and several "Behavior Check List" forms. The checklist includes categories like "Adult", "Child", "Siblings", "Idea", and "Turn Taking" with specific behavioral objectives. The forms have columns for "Child Name", "Behavior Check List", and "Date/Time".

80

Reliability checks:

- Observational
- Procedural

BELIEVABILITY

A person is shown holding a tablet computer, displaying a data collection interface. The background shows a classroom with children sitting at tables.

81

Density of Preferred Events

The image shows a group of children and staff members gathered around a table. There are colorful toys and objects on the table, and the children appear to be engaged in an activity.

82

Jesse's Multielement Behavior Support Plan

- Ecological Factors
- Positive Programming
- Focused Support Strategies
- Reactive Strategies

83

Jesse's Multielement Behavior Support Plan

Ecological Strategies

- Seated within 18 inches of support staff
- Narration of movements, with physical initiation of verbal interaction and squeeze on movement
- Large print/buttons on communication device
- Object reference schedule

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Jesse's Multielement Behavior Support Plan

Positive Programming

- Enhancing independence skills
- Discrete trial, reinforcement for waiting
- AAC communication training
- Button for "come back!"

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Jesse's Multielement Behavior Support Plan

Focused Support Strategies

- Antecedent control gradually faded
- DRO schedules for absence of SIB
- Satiation on bouncy balls

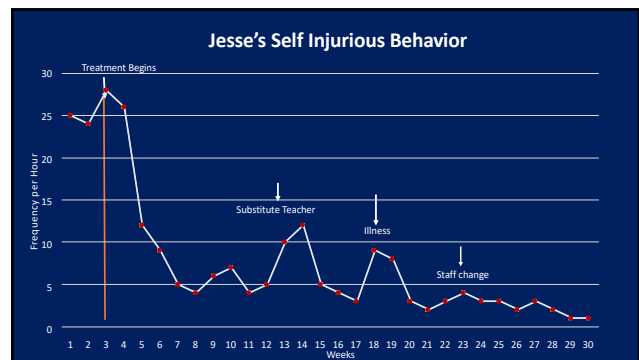
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Jesse's Multielement Behavior Support Plan

Reactive Strategies

- No physical intervention was necessary
- Staff validated and offered hand contact
- Staff taking deep breath

87



88

Positive Programming

Longitudinal instruction designed to teach skills and competencies to facilitate behavioral change for the purpose of social integration.

89

While ecological strategies are aimed at smoothing the fit in the mismatches we find in the person's environment and his or her characteristics, in contrast, positive programming is aimed at teaching the person additional skills to more effectively deal with their (inevitably) imperfect environments.



90

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| |
|--------------------------------|
| General skills |
| Functionally Equivalent Skills |
| Functionally Related Skills |
| Coping/Tolerance Skills |
| Fun Skills |

Skills Categories

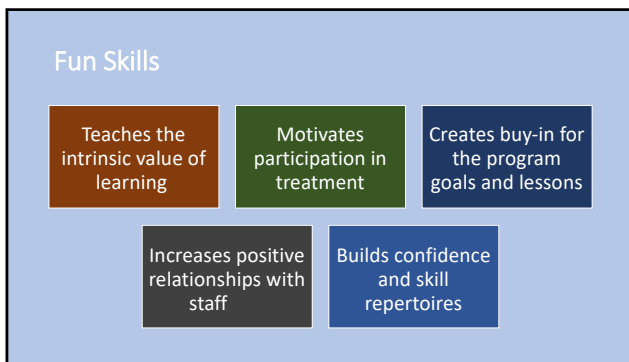
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General Skills

SELF CARE DOMESTIC SAFETY
LEISURE SAFETY

-FUNCTIONAL / MEANINGFUL
-LOW INFERENCE (TAUGHT UNDER REAL CONDITIONS)

92

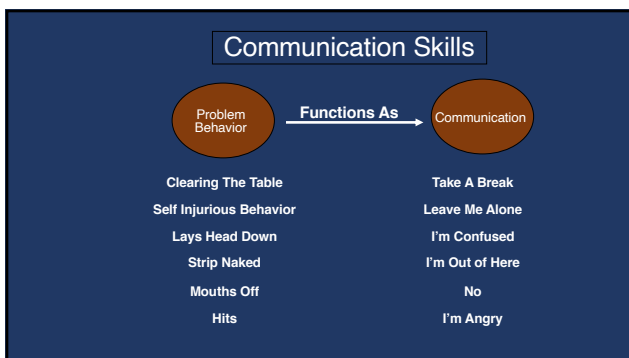


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Functionally Equivalent Skills

Involves teaching a specific skill that serves the **SAME FUNCTION** as the **PROBLEM BEHAVIOR**

94



95



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Independence Skills replace challenging behavior

- Making a sandwich when hungry rather than screaming
- Locating and getting food when hungry instead of Pica
- Paid employment to get money to buy food

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Functionally Equivalent Skills

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Teaching Functionally Related Skills

Missing Pivotal Skill

99

Discrimination Skills: Functionally Related

- Edible from Inedible
 - Pica behavior
- Criticism from Constructive Feedback
- Appropriate / Inappropriate Social Response
- Stranger from Friend
- Internal from External Voices
 - How do you know that the voices are internal?????
 - Can others hear it?
 - Is there someone else around?
 - Ways of dealing with voices?
 - Thought Stopping
 - Constructive Self-Talk

100

Overwhelmed By Lack of Predictability

- Follow a Picture Schedule
- Use a Day Planner
- Schedule Appointments
- Flexible Daily Planner

101

Choice Making

- Reduces likelihood of behavior challenges itself.
- Simply giving a choice is an Ecological Strategy.
- Teaching people how to make a choice is Positive Programming.
- Each activity throughout day is opportunity to teach.

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Problem Solving:

Not being able to solve a problem can lead to challenging behavior

- Solving the Algebra Problem
- Social Skills Training
 - Personal Effectiveness Training
 - Anger Management
 - Board Games
- Almanac of Solutions
 - Concrete Problem Solving
- Reflective Thinking
 - The Think Aloud Program (Bonnie Camp and MaryAnn Bash)

103




Functionally Related Skills

104

TEACHING COPING SKILLS

Ultimately it is likely to be necessary to teach people how to cope with and tolerate naturally occurring unpleasant events or triggers to problem behavior that are unavoidable, such as delay in gratification, denial, frustration, failure, and the need to perform non-preferred tasks.

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Coping and Tolerance Skills

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Examples

- Twins afraid of bathroom and bathing.
- Man is aggressive when criticized.
- 7-year-old who is afraid of dogs.
- Public speaking anxiety.
- Man refuses to wear clothing due to fear.
- Wanda assaults vacuums and people who scream.
- Hats are evil
- Maisy is afraid of school

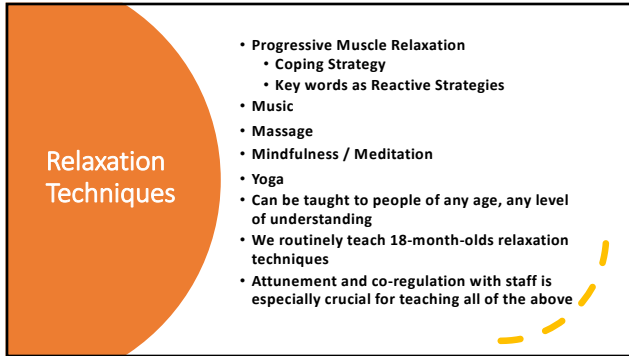
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Relaxation Training

108

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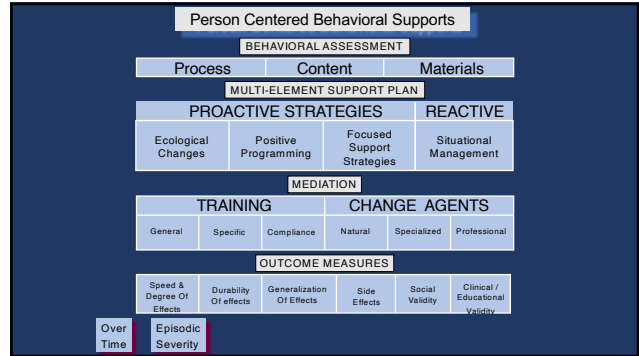
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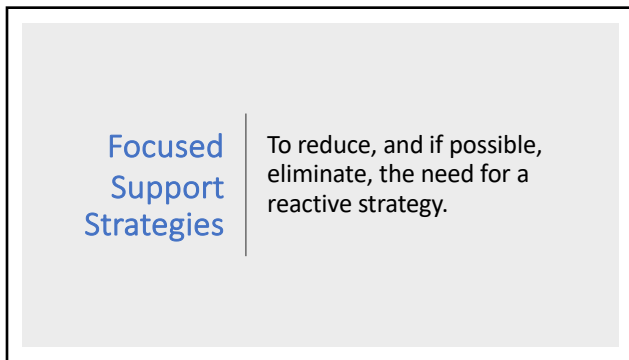
Relaxation Techniques

- Progressive Muscle Relaxation
 - Coping Strategy
 - Key words as Reactive Strategies
- Music
- Massage
- Mindfulness / Meditation
- Yoga
- Can be taught to people of any age, any level of understanding
- We routinely teach 18-month-olds relaxation techniques
- Attunement and co-regulation with staff is especially crucial for teaching all of the above

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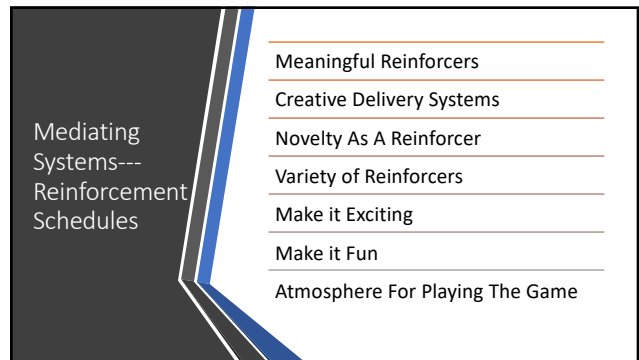
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Focused Support Strategies

To reduce, and if possible, eliminate, the need for a reactive strategy.

111



Mediating Systems---Reinforcement Schedules

- Meaningful Reinforcers
- Creative Delivery Systems
- Novelty As A Reinforcer
- Variety of Reinforcers
- Make it Exciting
- Make it Fun
- Atmosphere For Playing The Game

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117

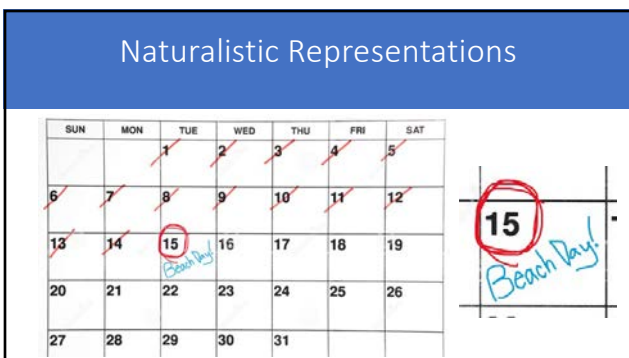
Time-Based Schedules

Increase the density of time-based delivery of reinforcing events.

- UNDERMINES ABILITY OF EVENT TO REINFORCE BEHAVIOR
- IMPROVES QUALITY OF LIFE

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Naturalistic Representations Made Accessible

| | Monday | Tuesday | Wednesday | Thursday |
|---------|----------|---------------|---------------|----------|
| 7.00am | X | | | |
| 8.00am | X | | Stubs | |
| 9.00am | X | | | |
| 10.00am | Vacation | | | |
| 11.00am | X | | | Karaoke |
| 12.00pm | X | LAUNCH TO CPK | | |
| 1.00pm | | | Tea with Leah | |
| 2.00pm | | | | |

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Differential Schedules

- Differential Reinforcement of Other Behavior (DRO)
- Differential Reinforcement of Low Rates of Responding (DRL)
- Differential Reinforcement of Alternative Responses (Alt-R)

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Differential Reinforcement of Other Behavior - DRO

Reinforcement is delivered after a specified period of time during which there is NO undesired responding.

Referred to as "Omission Training"

Purpose: To eliminate the response.

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The universe is divided into two mutually exclusive possibilities:

-THIS IS WHAT MAKES IT WORK
-YOU CAN DO ONLY TARGET OR NOT-TARGET
-IF NOT-TARGET INCREASES, TARGET DECREASES

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DRO Variations

- Reset Schedule
- Fixed Time Schedule
- Progressive Schedule
- Momentary Schedule

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Reset DRO

Reinforcement is delivered for each interval without the behavior. if the behavior occurs, the interval is RESET to the beginning.

• **Problems:**

- Staff time involved.
- Spike after reinforcement delivered.
- Resetting act may be aversive and "set off" undesirable behaviors

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Fixed-Interval DRO

Reinforcement is delivered for periods of time during which the behavior does not occur. Reinforcement is NOT delivered for periods of time during which the behavior occurs.

• Overcomes reset problems.

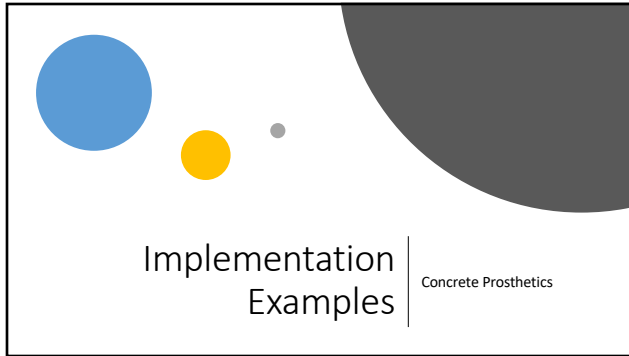
• Early response in interval is not beneficial.

• LONG INTERVALS: Response early in interval may result in "giving up burst."

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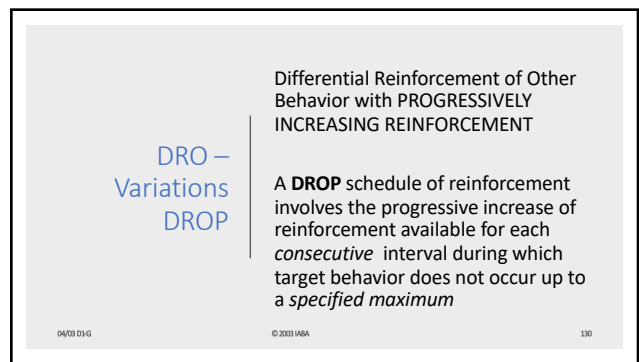
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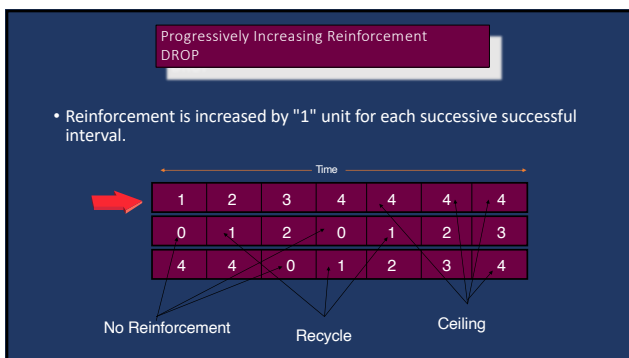
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Implementation Examples

Concrete Prosthetics

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DRO-P SCHEDULE EXAMPLE

FROM 1 TO 5 ESCALATION

FIRST DAY 1
SECOND DAY 2
THIRD DAY 3
FOURTH DAY 4
FIFTH DAY 5
SIXTH DAY 5
...etc.

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Momentary DRO Schedules
Reinforcement is Delivered After a Brief Moment During Which The Problem Behaviors Do Not Occur

- Excellent for Pervasive behaviors.
 - Self stimulatory behavior.
 - Teeth grinding.
 - Random wandering.
- For Behaviors Where it is Difficult to Calculate the Frequency

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DRO-Implementation

1. Selection of target behavior: elimination as goal
2. Selection of DRO variation
3. Selection of time interval
 - a. Goldilocks Rule
 - b. Fixed interval: 50% of the average time between responses before intervention
 - c. If you err, go on the side of smaller intervals

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Selection of Time Interval

- DRO Interval = 1/2 Inter-Response Interval
- Critical problem
- Intervals too small or too large.
 - Child tantrums 20 times a day. Teacher sets interval at 1 week. Interval is too large.
 - Child tantrums 1 time a week. Teacher sets interval at 1 day. Interval is too small.
- Motivation for Change.
- Goldilocks Rule
 - Interval can't be too large, it can't be too small, it needs to be....
 - Fixed Interval: Interval should be 50% of the average time between responses before intervention

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Guidelines for DRO

Selection of Reinforcers

- a. Meaningful to the Individual
- b. Free Access Rule

The maximum amount of positive reinforcement available during intervention must be less than the person would "seek" given free access.

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Guidelines for DRO

Determining The Free Access Level

- How much would person use, consume, or seek given total and complete free access to the reinforcer?
- Must assume that person will be perfect and will earn maximum number of rewards?

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Guidelines for DRO

Free Access Rule: Keep the person hungry for the reinforcer

The amount of reinforcement available should NOT exceed 80 percent of free access.

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Guidelines for DRO

Selection of Reinforcers

- Meaningful to the Individual
- Free Access Rule

The maximum amount of positive reinforcement available during intervention must be less than the person would "seek" given free access.

- General Considerations

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Guidelines for DRO

Escalating DRO – Fading the DRO

- Caution.
- Abrupt termination may lead to RECOVERY in spite of resistance to extinction.
- Escalating DRO Schedule: FADING THE SCHEDULE
 - Gradually increase size of interval.
 - Size of reinforcer must increase.
 - Fade until approximates natural interval for use of reward—then eliminate contingency

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| 10 min. | 10 min. | 10 min. | 10 min. | 10 min. | 10 min. |
| 20 min. | | 20 min. | | 20 min. | |
| 30 min. | | | 30 min. | | |

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Guidelines for DRO

- Behavior returns during fading.
 - DRO is non-constructive. It teaches nothing.
 - Check Positive Programming Component.
 - Treat as an isolated incident - Emergency Management.
 - May need to reinstate DRO until Positive Program has had opportunity to take effect.
 - Permanent Prosthetic.

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DRO - Advantages

- Lack of behavioral contrast
- Generalization of effects
- Minimal, if any, negative side-effects
- Speed of effects
- Resistance to recovery
- Social Validity

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DRO - Cautions

1. Non-constructive
2. Inadvertent reinforcement Limited Delay

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DRL - Differential Reinforcement of Low Rates of Responding

The reinforcement of the undesired response, if more than a specified period of time has elapsed since the last response, or if fewer than a specified number of responses occurred during a preceding interval of time.

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DRL: Know your audience!

Caroline's chances

Teacher's chances

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DRL Variations

Inter-Response Time Method

The reinforcement of the undesired behavior only if at least a specified period of time has elapsed since the last response.

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DRL Variations

Low Rate Method

Reinforcement of the undesired behavior only if fewer than a specific number of the undesired responses has occurred during the preceding interval of time.

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DRL

High Rate Behavior

Low Rate Behavior

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- Response rate
- Learner ability
- Interval size & reinforcement criteria
- Changing criteria
- Reinforcement magnitude

DRL-Implementation

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Potential for Group Contingencies & Systems

-Classroom cooperation

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DRL Advantages

- Success with high rate behaviors
- Flexible interval size
- Ease of implementation
- Reinforcement frequency
- Tangible feedback
- Speed of effects
- Potential for group contingencies
- Potential for completely eliminating the behavior.

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DRL - Cautions

1. Non-constructive
2. Concerns regarding social validity
3. Minimize potential for aversive component
 - a. Student controlled
 - b. Matter-of-fact
 - c. Non-exchangeable
 - d. Non-interruptive
 - e. Link failure with opportunity

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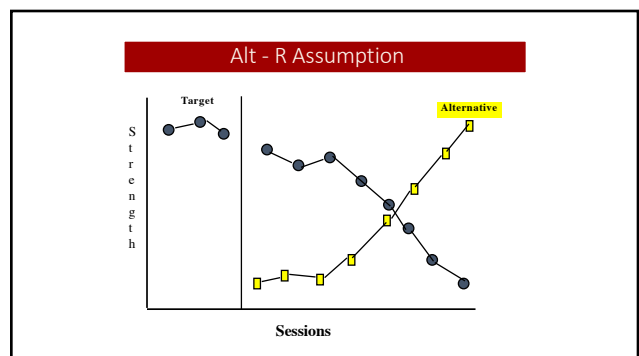
ALT-R

Differential Reinforcement of Alternative Responses

The reinforcement of specified behaviors that are topographically different from the undesired response.

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ALT-R Variations

- DRA
- DRI
- 100%

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THE 100% RULE

The target behavior and the alternative response, taken together, must represent the universe of possibilities.

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ALT-R Variations

The 100% Rule: The target behavior and the alternate response, taken together, must represent the universe of possibilities.

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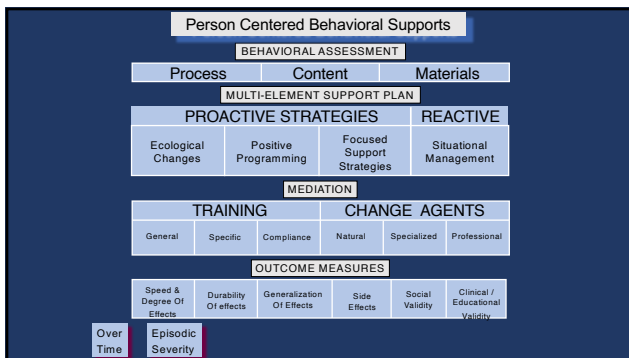
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ALT - R Implementation

1. Meets the 100% Rule
2. Specify the reinforcement schedule
 - a. Free access rule
 - b. Mediating systems
3. Natural contingencies

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