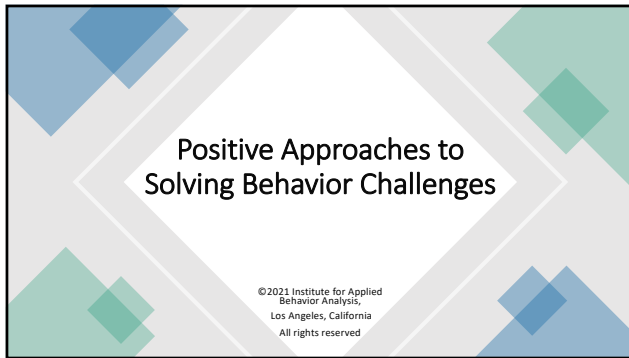
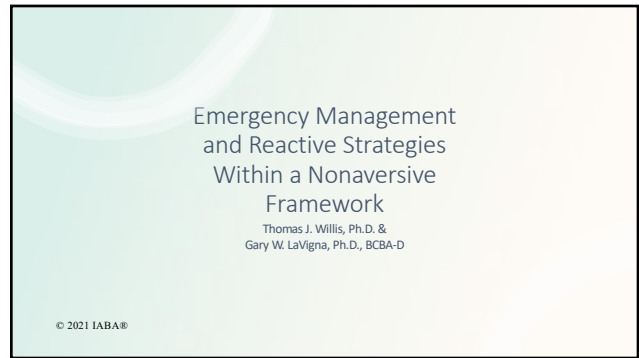


Emergency Management and Reactive Strategies Within a Positive Practices Framework

Elizabeth Hughes, Ph.D., BCBA and Lori Ann Dotson, Ph.D.



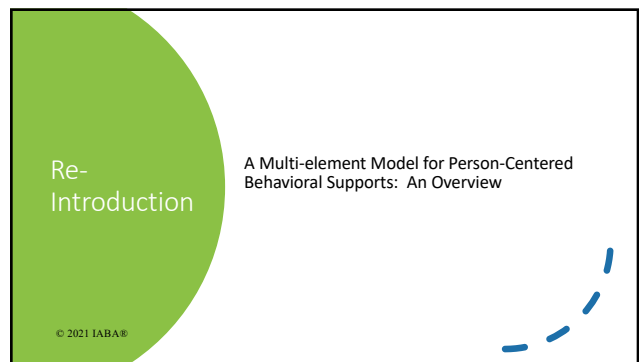
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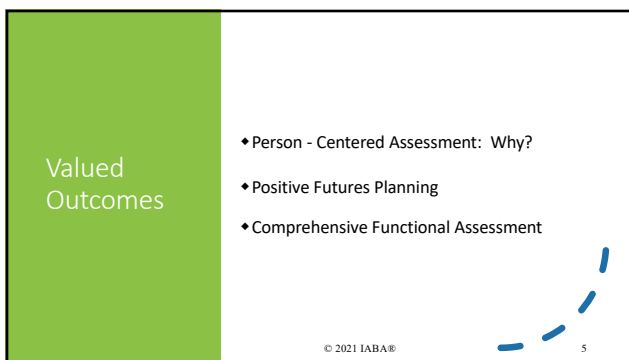
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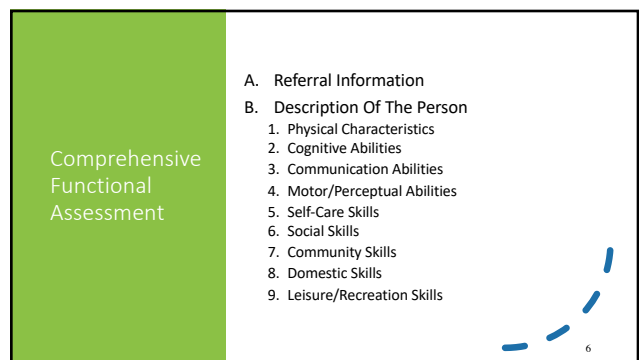
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6

Emergency Management and Reactive Strategies Within a Positive Practices Framework

Elizabeth Hughes, Ph.D., BCBA and Lori Ann Dotson, Ph.D.

Comprehensive Functional Assessment

- 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

7

Multielement Support Plans

8

The Role of Proactive Strategies

PROACTIVE STRATEGIES

- Environmental strategies and quality of life as a process strategy
- Positive Programming
- The role of Focused Support strategies: To reduce/eliminate the need for reactive strategies
 - Is Punishment necessary?
 - Implications of a nonaversive approach
 - The need for reactive strategies
 - Social validity

9

The Role of Reactive Strategies

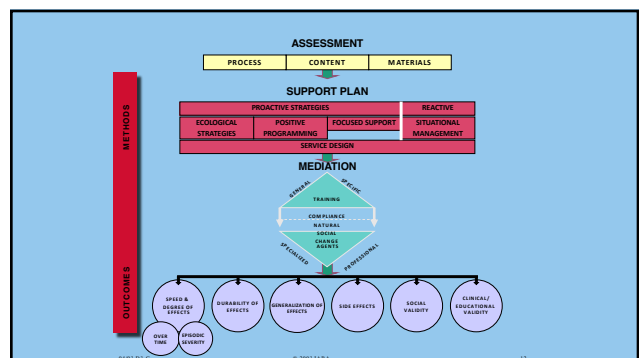
- The distinction between proactive and reactive strategies
- Reactive strategies are for rapid and safe situational management
- In a multi-element approach, reactive strategies are liberated from their responsibility for any future effects. That function is reserved for proactive strategies. This includes the responsibility for preventing any counter-therapeutic effects that might otherwise be caused by the reactive strategies
- Implications
- Examples

10

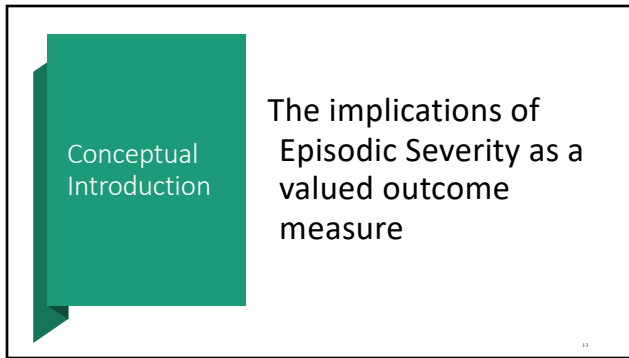
Mediation

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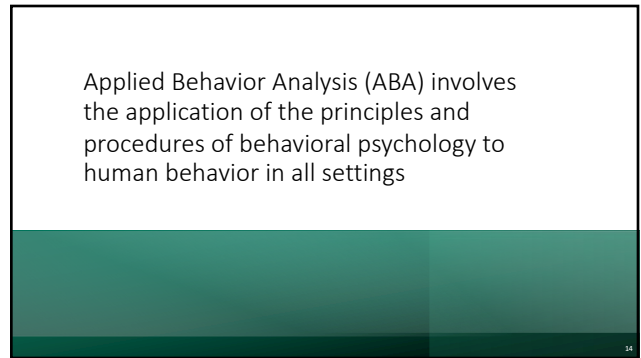
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Conceptual Introduction

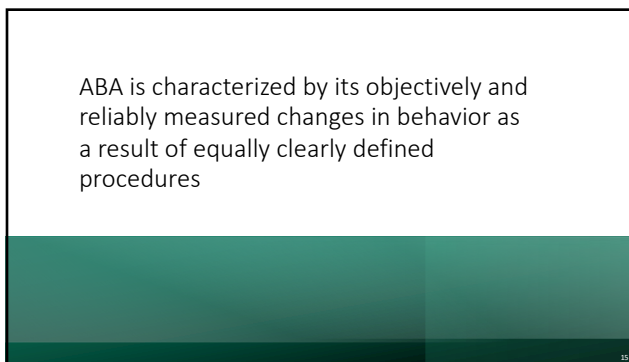
The implications of Episodic Severity as a valued outcome measure

13



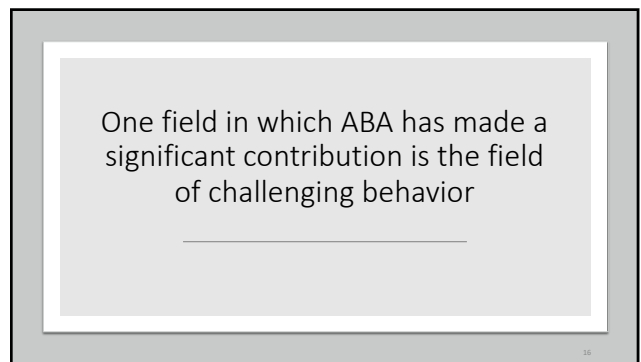
Applied Behavior Analysis (ABA) involves the application of the principles and procedures of behavioral psychology to human behavior in all settings

14



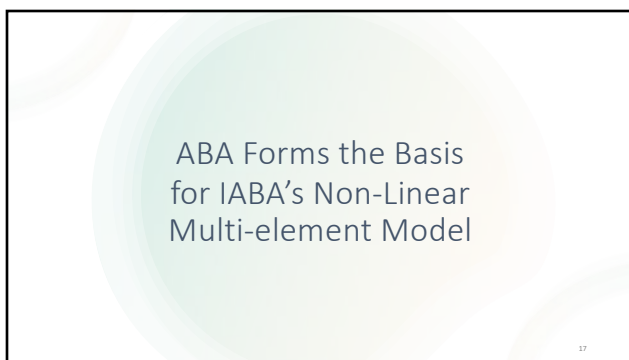
ABA is characterized by its objectively and reliably measured changes in behavior as a result of equally clearly defined procedures

15



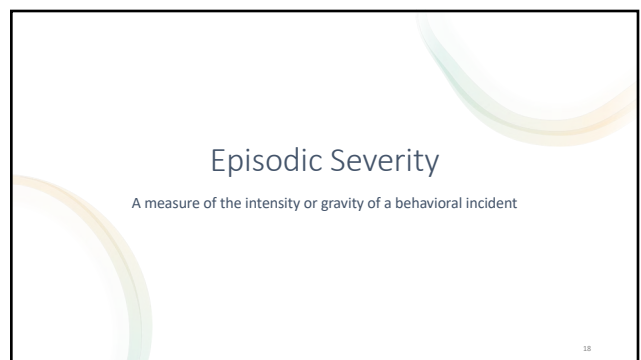
One field in which ABA has made a significant contribution is the field of challenging behavior

16



ABA Forms the Basis for IABA's Non-Linear Multi-element Model

17



Episodic Severity

A measure of the intensity or gravity of a behavioral incident

18

Episodic Severity

Measures of Episodic Severity Might Include

- Duration
- Cost of repair and replacement
- Degree of harm or injury
- Topography
- Severity ratings based on categories or scales

Of each incident

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ABA had not identified episodic severity as a standard outcome measure until 2005 (LaVigna & Willis)

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20

Since ABA has not looked at episodic severity as a valued outcome, those working in the field of challenging behavior have had to look elsewhere for reactive strategies

21

21

Reactive Strategy

The purpose of a reactive strategy is to prevent/minimize further episodic severity and resolve the event as quickly as possible.

22

22

We believe that ABA can make a major contribution to important area, and therefore should begin to more extensively explore episodic severity as a dependent variable and develop an effective technology for reducing episodic severity

23

23

For ABA to do this suggests a review of basic principles and procedures, as they have been historically defined in terms of their impact on the future probability of behavior

24

24

Considering their corollary, situational effects may provide a starting point for the development of effective reactive strategies

25

Definitions

TRADITIONAL:

REINFORCEMENT
Future Effect: A process by which the contingent presentation or withdrawal of a stimulus or event results in an INCREASE in the FUTURE probability of the response.

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Definitions

Traditional	Corollary
<p>REINFORCEMENT Future Effect: A process by which the contingent presentation or withdrawal of a stimulus or event results in an increase in the future probability of the response.</p>	<p>RESOLUTION Situational Effect: A process by which the reactive presentation or withdrawal of stimulus or event results in a DECREASE in the IMMEDIATE probability of response continuation or escalation.</p>

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Resolution: Examples

- Type 1 – Presentation
 - Give attention
 - Help locate the object
 - Help send the message
 - Close proximity
 - Give a hug
 - Give what wants
 - Divert to reinforcing event
- Type 2 – Withdrawal
 - Remove demand
 - Let escape
 - Reduce workload
 - Make task easier
 - Staff leaves
 - Leave the noisy environment
 - Turn down the music

28

Definitions

TRADITIONAL:

PUNISHMENT
Future Effect: A process by which the contingent presentation or withdrawal of a stimulus or event results in a DECREASE in the FUTURE probability of the response.

29

Definitions

Traditional	Corollary
<p>PUNISHMENT Future Effect: A process by which the contingent presentation or withdrawal of a stimulus or event results in a decrease in the future probability of the response.</p>	<p>ESCALATION Situational Effect: A process by which the reactive presentation or withdrawal of stimulus or event results in an INCREASE in the IMMEDIATE probability of response continuation or escalation.</p>

30

Escalation: Examples

- Type 1 – Presentation
 - Physical Prompt
 - Yell
 - Lecture
 - Criticize
 - Threaten to punish
 - Writing standards
 - Contingent work
 - Overcorrection
- Type 2 – Withdrawal
 - Time out
 - Remove a privilege
 - Send to bed early
 - Remove tokens
 - Turn off the TV
 - Remove toy
 - Can't go to show

31

Definitions

TRADITIONAL:

EXTINCTION
Future Effect: A process in which the previously presented stimulus or event is WITHHELD, resulting in a DECREASE in the future probability of the response.

32

Definitions

Traditional	Corollary
<p>EXTINCTION Future Effect: A process in which the previously presented stimulus or event is withheld, resulting in a decrease in the future probability of the response.</p>	<p>ESCALATION AFTER RESOLUTION Situational Effect: A process in which the previously presented stimulus or event is withheld, resulting in an INCREASE in the IMMEDIATE probability of response continuation or escalation.</p>

33

Escalation After Resolution Examples

- Typically, a recommendation as part of a traditional plan.
- Escape Extinction
 - No longer allow escape
 - Make the person do task
 - Person must complete task
- No longer give what he wants (Extinction).

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Definitions

TRADITION:

RECOVERY AFTER PUNISHMENT
Future Effect: A process in which the previously presented stimulus or event is WITHHELD, resulting in an INCREASE in the future probability of the response.

35

Definitions

Traditional	Corollary
<p>RECOVERY AFTER PUNISHMENT Future Effect: A process in which the previously presented stimulus or event is withheld, resulting in an increase in the future probability of the response.</p>	<p>RESOLUTION AFTER ESCALATION Situational effect: A process in which the previously presented stimulus or event is WITHHELD, resulting in a DECREASE in the immediate probability of response continuation or escalation.</p>

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Resolution After Escalation Examples

- Typically identified in Comprehensive Functional Assessment – Recommendation
- No longer prompt.
- No longer make him do it.
- No longer present the puzzle.
- No longer say “You’re Noncompliant.”

37

	Future Effects Matrix		Situational Effects Matrix	
	B ↑	B ↓	B ↓	B ↑
S	Positive Reinforcement	Type I Punishment	Positive Resolution	Type I Escalation
S	Negative Reinforcement	Type II Punishment	Negative Resolution	Type II Escalation
O	Recovery After Punishment	Extinction	Resolution After Escalation	Escalation After Resolution

38

Examples Illustrating How Each of the Six Situational Effects Impact on Episodic Severity

39

- **Positive Resolution:** In a supermarket, a child starts whining and crying, while pointing to the candy counter. Mom provides the child with her doll and baby bottle and asks her to feed her “baby” because she is hungry. The child is distracted and ES is minimized.**
- **Negative Resolution:** In a serious case of “life-threatening” self injury and aggression, rapid and safe resolution was possible and the need for medical attention was avoided when staff realized that if they left the area at the start of episode, the client would cease exhibiting the target behavior, thereby reducing ES.**

40

- **Type I Escalation:** Our functional assessments have revealed that physical “prompts” to force performance, as is sometimes done in compliance training programs, can escalate behavior to crisis levels, thereby increasing ES.
- **Type II Escalation:** Our functional assessments have revealed that physically removing a child from a classroom as part of a “time-out” procedure for disruptive classroom behavior, can escalate behavior to crisis levels, thereby increasing ES.

41

- **Escalation After Resolution:** Our functional assessments have revealed that initiating an escape extinction procedure, for example, for Self-Injury, can result in increases in ES.
- **Resolution After Escalation:** We have recommended discontinuing the use of physical prompts when they have been associated, through a functional assessment, with an escalation in behavior, resulting in decreases in ES.**

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Reasons for avoiding traditional responses to challenging behavior

Punishment

- Definition: *The contingent presentation or withdrawal of a stimulus or event which produces a future decrease in response strength*
- Administrative and legal considerations

43

Reasons for avoiding traditional responses to challenging behavior

- Punishment as a barrier to inclusion
- Consent and collaboration
- Lack of social validity

44

Negative side-effects and limitations of punishment

- Escalation
 - Elicitation of aggression
 - Elicitation of heightened emotional response
- Models that punishment is the way to respond when you don't like what someone is doing
- Inoculation
- Limited durability
 - Recovery after punishment
- Limited generalization
- Increases motivation to avoid punishment rather than teaching skill to replace target behavior

45

Punishment is an after-the-fact procedure

46

Conclusion

- **Don't punish** - it is known to produce the opposite effect than the one needed in a reactive strategy

$S^A = S^E$

Aversive stimuli ... are establishing operations for aggression ...

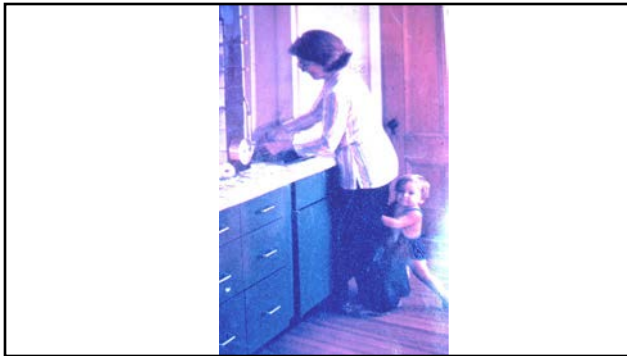
Malott, R. W., Whaley, D. L., & Malott, M. E. (1997)

47

Ignoring

- Commonly recommended response to challenging behavior
- The distinction between ignoring and extinction
- Definition: Extinction - *A procedure in which reinforcement for a previously reinforced response is discontinued*

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Empirical considerations of extinction as an aversive event

- Creating crisis situations
- Escalation
- Short term vs. Long term effects

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Concerns

- Ignoring communicative intent
- Ignoring attention getting behaviors
- Consent and collaboration
- Difficulty

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Examples

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Problems With Ignoring When It Is Extinction

- People Are Poor Ignorers
- Variable Reinforcement (Slot Machine)
- Ignoring Communicative Intent (Ethics)
- Ignoring Behaviors Designed To Get Attention
- Extinction Spike (May Create Crisis Situations)
 - Increase in Frequency
 - Increase in Magnitude / Severity
 - Appearance of Other Behaviors in Response Class
- Aversive

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Conclusion

- Don't ignore when ignoring is extinction. As an aversive event it may escalate the situation.
 $S^A = S^E$
Aversive stimuli and extinction are establishing operations for aggression ...
Malott, R. W., Whaley, D. L., & Malott, M. E. (1997)
- Ignoring may be an option when there is little or no likelihood of escalation, the behavior is not for attention, and it is unnecessary to react.

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Natural Consequences

- ◆ Definition: *Consequences for behavior that would be likely to occur if the person exhibiting the behavior did not have a disability*
- ◆ The rationale for natural consequences
- ◆ Examples

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Natural Consequences: Some Examples

- Don't pay rent; get evicted
- Disturb neighbors; get evicted
- Lose job for:
 - poor dress
 - poor grooming
 - bad language
- Make a mess; clean it up
- Insult others; get hit
- Steal the belongings of others;
- lose something of your own
- Create a disturbance; go to jail
- Expose yourself in public; go to jail
- Disturb others; get thrown out of theater
- Mark on the wall; wash the wall
- Break something; pay for it

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Natural Consequences

- ◆ History of natural consequences for people who are challenged with learning difficulties
- ◆ Earliest strategies used by parents and teachers
- ◆ Escalation of consequences to formal punishment
- ◆ Escalation of punishment and corresponding exclusion and devaluation

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Concerns

- ◆ People with learning difficulties are not as likely to learn from natural consequences. Among those who are not likely to learn from such events are those with severe and challenging behavior
- ◆ To rely on natural consequences may be to repeat past patterns of failure
- ◆ Natural consequences can lead to further devaluation and exclusion
- ◆ Natural consequences, as aversive events, can lead to escalation and behavioral crises

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Conclusion

Use very carefully and under very limited circumstances, ie, when It will not escalate the situation and when it will not lead to further exclusion and devaluation.

(Even when used, it is more likely to serve as a palliative to staff rather than as an effective teaching strategy).

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Why do people misbehave?
Behavior has meaning.

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The Functions of Behavior

React In Ways That Are Consistent With The Function(s) / Meaning(s) Of The Behavior

61

Why Do People Behave The Way They Do?

- Communication
- Expression of Frustration
- Managing Anger and Stress
- Increase Sensory Experience
- Decrease Sensory Experience
- Change in Immediate Environment
- Great Reaction
- Reaction to Loss of Loved One
- Reaction to Pain
- Neurological Event

62

Common Frustrations Of Life

- Misplaced Your Car Keys
- Lost Your Appointment Book
- Locked Your Keys In Your Car
- Can't Find A Matching Sock
- You Just Set Something Down And Now Can't Find It
- Sitting On Toilet & No Toilet Paper
- Late For An Appointment And All Signals Are Against You
- Someone Cuts You Off In Traffic

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Functions of Behavior (Unmet Needs)

TRADITIONAL	PERSON-CENTERED
• Attention	• To interact with others
• Escape	• To prevent/stop upsetting situation
• Tangible	• To obtain a needed item
• Automatic	• To fulfill an internal need/neurological process <ul style="list-style-type: none"> • Sensory regulation • Express emotions/relieve stress • Internal Feedback Loop

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Possible Phases of Behavior Escalation

Possible Phases of Behavior Escalation

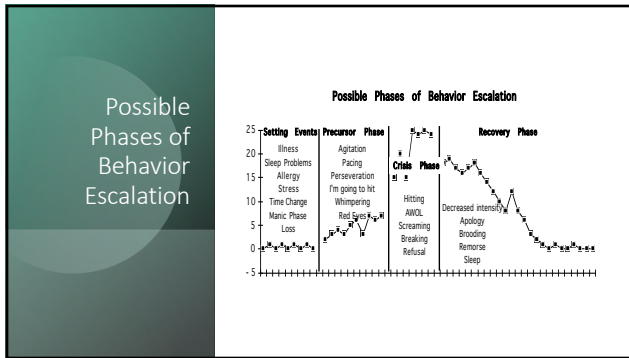
Setting Events	Precursor Phase	Crisis Phase	Recovery Phase
Illness Sleep Problems Allergy Stress Time Change Manic Phase Loss	Agitation Pacing Perseveration I'm going to hit Whimpering Red Goggles Screaming Breaking Refusal	Hitting AWOL Decreased intensity Apology Brooding Remorse Sleep	

65

Setting Events May Occur Days, Weeks, Months Before Event

- Illness
- Sleep Problems
- Allergic Episode
- Stress
- Parent Yells At Child
- Loss of Job
- Manic Episode
- Bad Mood
- Constipation
- Medication Change
- Angry at Friend
- Cut Off In Traffic
- Psychiatric Episode
- Time Change
- Loss of Loved One
- Manic Episode
- Father Embarrasses Daughter
- Argument With Spouse

66

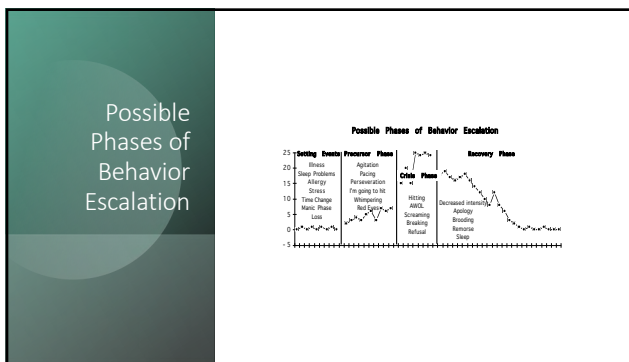


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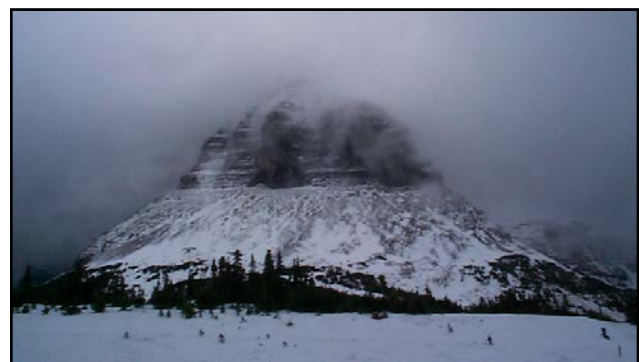
Precursor Phase

- "I'm going to hit you."
- "I'm going to kill myself."
- Increased pacing and signs of agitation before hitting.
- Increased requests to talk about problems before starts running and breaking win-dows
- Eyes glare, gaze flits from one person to another before strikes.
- Gaze flits between flower pot and staff.
- 30-seconds of fixed eye contact before self injury.
- Rises from chair, runs around room with hands behind back before assaults.
- Gulps air for 5 minutes before vomits.

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69



70

Behavior that starts at high ES

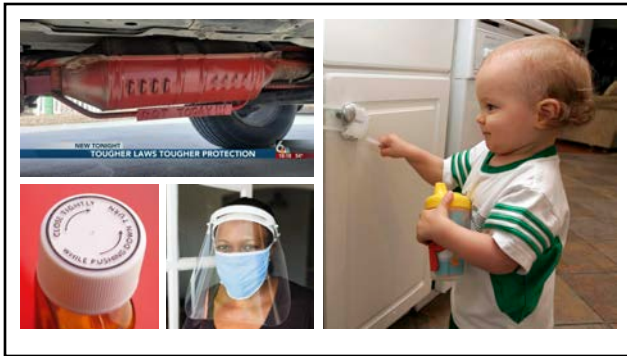
- Sometimes there are no precursors
- No escalation
- Just presentation of high ES
- What do you do?
 - Reinforcement (DRO)
 - DROP schedule for high ES topographies

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Antecedent Control Strategies

The best emergency management strategy is not to have an emergency in the first place!

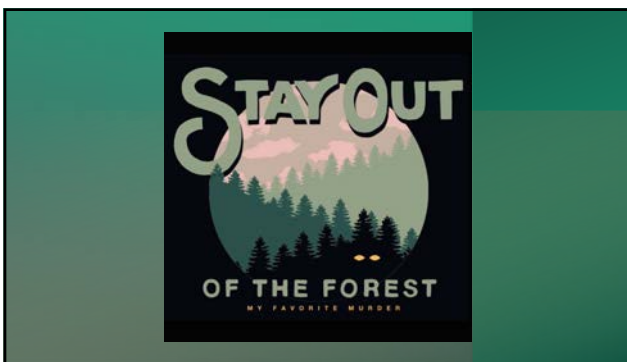
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75

SPECIFIC EMERGENCY MANAGEMENT STRATEGIES:
 Antecedent Control

Involves the removal or elimination of events, objects, or situations that may set off, cue or set the stage for the occurrence of problem behaviors.

OR

The presentation of events, objects, or situations that may decrease the occurrence of problem behaviors.

Avoid emergencies in the first place—the best emergency management strategy!

If you've done a good assessment, you know what not to do

76

Antecedent Control Strategies

Ever hear anyone say...

"Oh I can tell you EXACTLY when it's going to happen!"

"It ALWAYS happens when we..."

"If THAT happens, you can bet to see one of his behaviors"

Antecedent control takes that knowledge and uses it to set the client up for success

DON'T WATCH THE TRAIN WRECK!!!

77

Setting events may clue you in to the need for antecedent control

78

Remove Seductive Objects (AKA stop sabotaging!)

- Lock The Gate Because Ted Elopes
- Lock Up Purse - Sandra Steals
- Don't Take Alan To Store - Pica
- Avoid Places Where There are Dogs
- Don't Give Ralph Coins - Puts In Mouth
- Child-proofing
- Spenser's nose

This can be used to prevent problem behavior!

79

What's the antecedent for swimming?



80

Re-LOCATE OR RE-Deploy People

- The Bigger They Are...
- Lilly and Billy
- The Closer I Get
 - Don't Sit Next To Her > She'll Pop You
- Behavioral Contagion...for better or worse
- **People Who Take It Personally**
- **Dad manages grandma**
- Assertive / Demanding / Overbearing People
- People Who Are

• Unkind	Slow
• Demanding	Non-interacting
• Not Fun	Hyperactive
- Not distracting

This can be used to prevent problem behavior!

81

Remove Unnecessary Demands And Requests
 What Is A Necessary Demand????
 Health and safety...that's it!

- Set The Table > Turn Over The Table
- Take Out Trash > Yell And Scream
- Do Puzzle > Rips Staff Clothing
- Zero Demand Environment
 - Shape Participation
 - Make It Too Easy

This can be used to prevent problem behavior!

82

Eliminate Provocative Statements and Actions

- Finger - Finger Throw When Criticized
- Hurry! Hurry! Hurry! (i.e., Nagging)
- Profanity When Criticized In Front Of Peers
- You Are Noncompliant
- You Have Just Lost All Your Privileges
- Hurry / Hurry / Hurry
- Why are you being so rude?! (saving face)
- Hands On Leads To Assault (Q)
- What Was That You Said? What Was That You Said?

This can be used to prevent problem behavior!

83

Change The Timing And Location Of Activities

- Slow To Awaken / Awaken Gradually With Music
 - Awaken gradually with music.
 - Schedule events later in the morning.
- Tantrums When Bathed In The Bathroom
 - Bathe in the front yard.
- PE In The Afternoon / Not First Period
- Don't Ask To Clear Room During Favorite TV Program
- Don't Interrupt On-going Activity (Respect)
- Change Appointment / Schedule

This can be used to prevent problem behavior!

84

Re-Arrange The Environment

- Re-Arrange The Furniture
- Re-Arrange The Pictures On The Wall
- Put in preferred activities
- Remove objects associated with non-preferred tasks
- Plant social stories/cues
- Open/close doors
- Create comforting environment for the person (Kay)

This can be used to prevent problem behavior!

85

Antecedent Control Strategies

- Arrange For Events That Cue Absence Of The Behavior
 - Objects
 - People
 - Statements and Actions
 - Activities
 - Environments
 - Interactional Styles
 - SCHOOL RULES

This can be used to prevent problem behavior!

86



87

Antecedent Control: Temporary Prosthetic

- Some triggers can be permanently removed (being yelled at, restraint, etc.)
- Others need to be removed for a limited time and faded back in
- Work on skill development while the trigger is removed, as well as instructional control
- Introduce coping and tolerance skills and reinforcement strategies to slowly re-introduce triggering events
- START SMALL MOVE SLOW EXAMPLE
 - The red cap

88

Stimulus Satiation

- The continuous and noncontingent availability of the identified reinforcer maintaining the undesired behavior
- Thereby weakening its effectiveness and reducing the rate of the defined behavior
- Christmas tamales / turkey
- Jesse's bouncy balls
- Shirt tags
- FEED THE NEED!**

This can be used to prevent problem behavior!

89



90

CASE STUDY:
IABA Children's services
staff retreat
Using antecedent control and
satiation to increase productivity

91

Setting events
Away from home, assigned accommodations
In workgroups with people they may or may not know well
Schedule set by Director
Oversight by Director
Public sharing of productivity at the end of the day
Long work days with additional activities after work day
List of permanent products required to be produced by group
IS THIS A GOOD SETUP???

92

ANTECEDENT CONTROL
Removal of known triggers for challenging behavior
Introduction of known triggers for positive behavior

93

REMOVE
daily non-retreat work responsibilities
cleaning/cooking responsibilities
childcare responsibilities
prep/meal tasks
office setting

94

ADD IN
picnic blanket/sunscreen
fun skills teaching opportunities
silly interactions modeled/encouraged
choice of work area
everyone's favorite foods and snacks
noncontingent short fun outings
group mealtimes
fun evening activities

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WORK AREA CHOICE

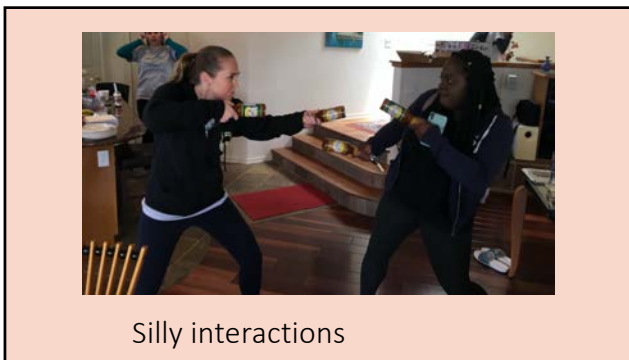
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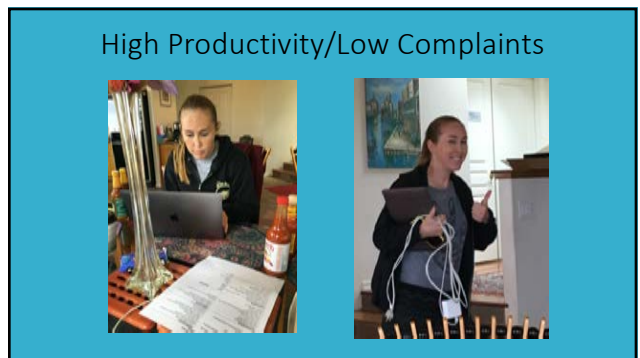
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101



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CASE STUDY:
 IABA SUMMER INSTITUTE

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IABA Summer Institute

Challenging behaviors noted:

- ORIGINAL PLAN
- Bring in a group of people from around the world
- Put them in an intensive classroom training for a week, all day, every day
- Have them do all of the records review, observations, interviews, for the CFA in one week
- Have them write up the report over the last week and present it to Gary/Tom and their group and receive feedback ongoing

WHAT COULD POSSIBLY GO WRONG???

Shattering coffee cups
 Hysterical crying
 Suicidal ideation
 “Meltdowns” during feedback
 AWOL
 Spreading papers all over lobby
 Walking around hotel crying

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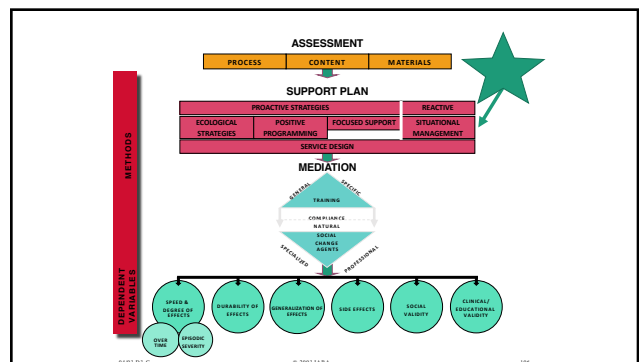
IABA Summer Institute

So, what do you do?

- Inherently stressful situation
- Cannot remove the assessment—otherwise it would just be a vacation ☹️
- Can't remove the traveling or timeframe
- SO...HAVE TO ADD SOMETHING TO PREVENT CHALLENGING BEHAVIOR

- AMENDED PLAN
- Same as all the original plan, BUT, with added antecedent controls
- ANTECEDENT CONTROL MEASURES
 - Bigger hotel rooms with large workspaces
 - Free breakfast
 - Free happy hour
 - 24 hour gym
 - Coaches planted in hotel

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106

Reactive strategies

- SITUATIONAL MANAGEMENT ONLY
- **Not designed to change behavior over time**
- Does not teach
- Does not reinforce
- Does not punish
- ONLY FOR DE-ESCALATION/RESOLUTION

107

Traditional Responses

When you're already in a bad mood and someone decides to test you and make it worse

108

Interrupt The Behavioral Chain:
Stimulus change

- Coughing attack
-
- Lost my glasses/keys/phone
-
- What Was I Saying...?
-
- Feign Heart Attack
-
- Drop a handful of coins on the floor

109

FACILITATIVE STRATEGIES:
THE FIRST LINE OF REACTIVE STRATEGIES

- Designed To Help The Person Solve The Problem and Regain Control
- This can reduce episodic severity

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Facilitative Strategies

- Active Listening
 - Thomas Gordon
 - Parent Effectiveness Training (PET)
- Reflect The Message
 - “You seem to be upset.”
 - “You want to leave.”
 - “You don’t like taking out the trash.”
 - “Your _____ seems to be hurting you.”

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Facilitative Strategies

- Facilitating Communication In Other Ways
 - Determine The Nature Of The Problem (Strategic Questioning):
 - What do you want?
 - **How can I help you?**
 - Do you have a problem?
 - Do you need help?
 - What’s wrong?
 - Can you show me where it hurts?
 - Non-Directive Listening
 - Understanding Presence

USED WHEN THEY ACT TO RESOLVE THE EPISODE

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Facilitative Strategies

**RESISTANCE IS AN INDICATOR THE THE PROCESS IS AVERSIVE AND THUS WE WOULD CEASE AS IT WOULD ESCALATE!
 THAT'S THE OPPOSITE OF WHAT WE WANT TO DO.**

- Facilitate Relaxation
 - Acknowledge The Person Is Upset
 - Instruction In Relaxation
 - Model Relaxation Position And Movement
 - Move To Quiet Place – NOT TIME OUT
 - Decrease Volume and Slow Movements
 - Use of relaxation scripts
- Help Solve the Problem
 - This is the way to do it.
 - Have you tried this way?
 - Prompt the solution.
 - Find the missing toy.
 - Do it for him.

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Redirection & Instructional Control

- Redirect To Competing Activities
 - Run an errand
 - Ask entire class to name three favorite things & call on problem student first
 - Ask entire class to stand up & take a deep breath
 - Check this paper and see if it is OK
 - Collect the classwork
- Prepotent Instructions
 - Take this cookie!
 - Come Here and Sit Down!
 - Stop!
 - Go play video games!
 - <Salute>

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Redirection & Instructional Control

- **Help Me Instructions**
 - Run this paper to the office for me
 - Help me take out the trash
 - Collect the papers for me
- **Positive Program Reminders**
 - If you want to leave, use your words
 - Take a deep breath and relax
 - You seem to be worried...What can you do to help with your worry?
 - Look at your almanac!
 - Let's check your schedule

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Redirection & Instructional Control

- **Self-Monitoring Instructions**
 - How are you doing on your somersault program?
 - Lets check your chart and see how you are doing?
 - Look how close you are. Just one more day
 - How many happy faces do you have. How many do you need to _____?
- **Redirect To Conditions Where Behavior Is Appropriate**
 - Wait for the bell.
 - Do that in your room.
 - Raise your hand first.
 - Wait for "talk time."
 - Wait for "question and answer time."

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Proximity Control

- Closeness May Influence Behavior
- Classroom:
 - Typical Behavior Problems
 - Back of the room and along sides
 - Greatest Amount of Instruction
 - Front and center of room
 - Implication:
 - Behavior challenged student should be center front in the room
- The Shadow - One-To-One naturally

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Injecting Humor

- Humor may interfere with anger / anxiety
- Laughter may release endorphins which may give a feeling of well-being
- Key words
- A look or gesture
- Tickling
- Joke

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Stimulus Change Doing The Unexpected

The noncontingent delivery of a stimulus or sudden alteration of incidental stimulus conditions (or ambience) that already exists, which results in a temporary cessation of ongoing behavior.

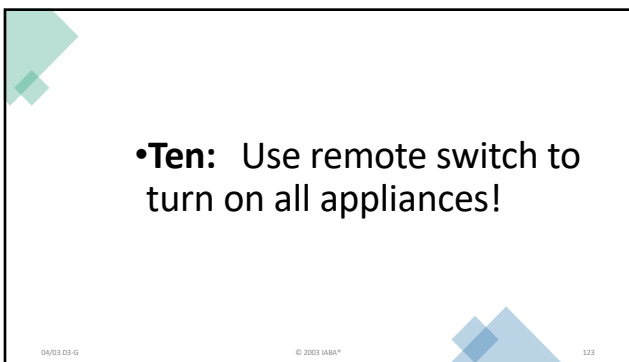
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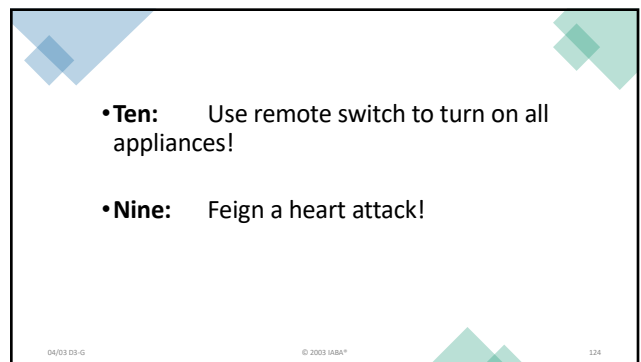
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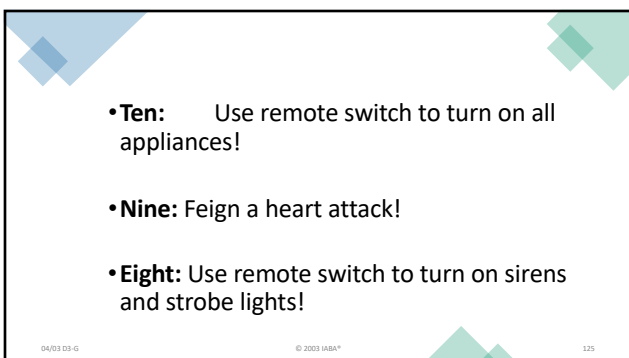
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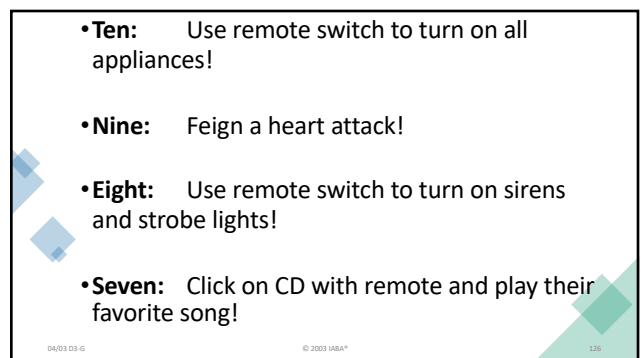
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Emergency Management and Reactive Strategies Within a Positive Practices Framework

Elizabeth Hughes, Ph.D., BCBA and Lori Ann Dotson, Ph.D.

- **Ten:** Use remote switch to turn on all appliances!
- **Nine:** Feign a heart attack!
- **Eight:** Use remote switch to turn on sirens and strobe lights!
- **Seven:** Click on CD with remote and play the William Tell Overture!
- **Six:** Lay down on the floor and laugh!

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- **Five:** Run out of the house screaming!

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- **Five:** Run out of the house screaming!
- **Four:** Everybody acts like a chicken!

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- **Five:** Run out of the house screaming!
- **Four:** Everybody acts like a chicken!
- **Three:** Everybody puts on a Walt Disney mask!

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- **Five:** Run out of the house screaming!
- **Four:** Everybody acts like a chicken!
- **Three:** Everybody puts on a Walt Disney mask!
- **Two:** Everybody lines up, does the Can-Can and hums...

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- **Five:** Run out of the house screaming!
- **Four:** Everybody acts like a chicken!
- **Three:** Everybody puts on a Walt Disney mask!
- **Two:** Everybody lines up, does the Can-Can and hums...
- **One:** Get on the table and sing Vesti La Giubba from Pagliacci! (Or La Bamba...or Uptown Funk...)

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Stimulus change Options

- Tantrum
- Stare into air / swat flies
- Fall / faint
- Sing and dance
- Talk to unseen person
- I forgot my _____
- Hold this for me
- Look at _____
- Somersault
- Dropped my contact
- Act like a chicken
- Disney mask
- Drop all your change
- Break a dish
- Knock over something
- Salute
- Spin like a top
- Skip through the house
- Talk to yourself
- Feign a heart attack
- Coughing attack

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Stimulus Change: Guidelines

- Dramatic Stimulus
- Short-Lived Effect
- Problems With Repeated Use
- Naturally Occurring Opportunities
 - Honeymoon Effect
- Planned Novelty
 - Change Wall Decorations
 - Change Routine Daily
 - Keep it fresh!

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All reactive strategies can be used as antecedent control strategies when introduced in response to precursor behavior

•...that means with this one slide we have doubled the emergency management strategies available to prevent problem behaviors and the crises associated with them!!!

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Geographical Containment Interpositioning

The Use Of The Immediate Environment To Minimize Or To Eliminate The Consequences Of Assaultive Or Destructive Actions

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Geographical Containment: Rationale

- Safety
- Minimize injury
- Can't do what is necessary if injured.

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Geographical Containment / Interpositioning

- Get Behind A Table
- Circle Around The Furniture
- Stand Behind A Tree
- Clutter The Environment
 - Ottomans
 - Extra Furniture
- Cot Mattress For Protection
- Get Behind The Door
- Hold Something In Hands Or In Lap
- Position Body Between Person Door
- Couch Cushions
- Blocking Dummy
- Protective Clothing
 - Long-Sleeved Shirt
 - Helmet
- Foam Protective Guard
- Driving Burrrito

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Geographical Containment Guidelines

- Evasion / Keep Self And Others Safe
- Protect Yourself So You Can Do Your Job
- Accompany With Other Instructional / Facilitative Strategies

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Emergency Physical Containment

- Is Physical Intervention Necessary?
 - If "Yes" the staff must be specially trained.
 - PART, Mandt, CPI, N CPI, MAB, SCIP
 - Most can be avoided!
- Reasons to Minimize Physical Methods.
 - People get hurt.
 - People have died.
 - Undignifying.
 - Bad feelings.
 - Elicited aggression.
- Review - Let's NOT keep making the same mistakes.
- Document / Track

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Counter-Intuitive Strategies

Strategies That Run Contrary To Traditional Common Sense And What Many Of Us Believe Is Appropriate... (but generally only counter-intuitive to how we treat our clients, not how we treat each other!)

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Introduce / Maintain a High Density of Time-Based Preferred Events

- Introductory comments about this strategy
 - This strategy includes both intuitive and counter-intuitive elements
 - Conceptual example from parenting - child stays home from school
- What would you do if you had a night out planned and you did poorly in a course that day?

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Rationale for this Strategy

- Reinforcement density as a setting event
- Reinforcement reduction as an antecedent event
- Contrast:
 - In reinforcement density when compared with others
 - In contingency of reinforcement when compared with others
- The implications of non-contingency for avoiding a counter-therapeutic effect
- The prime objective

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Diversion to a Preferred Activity or Event

- Introductory comments about this strategy
 - This strategy includes both intuitive and counter-intuitive elements
- Examples
 - Daniel's leadership
 - Mars Bars
 - Mason's missions

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Emergency Management and Reactive Strategies Within a Positive Practices Framework

Elizabeth Hughes, Ph.D., BCBA and Lori Ann Dotson, Ph.D.

Diversion to a
“Preferred”
Activity or
Event

- Rationale:
 - Stimulus change
 - Competing reinforcers
 - Noncontingency/stimulus satiation/reinforcement density
 - Early response
- Case Study Example – Eli and Miss Elena
 - Even if we do not avoid reinforcement, we reinforce earlier, less severe forms of the behavior
 - We plan noncontingent access to Miss Elena

WE HAVE NEVER SEEN THIS STRATEGY RESULT IN INCREASES IN CHALLENGING BEHAVIORS

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Case Study Example

Sammy

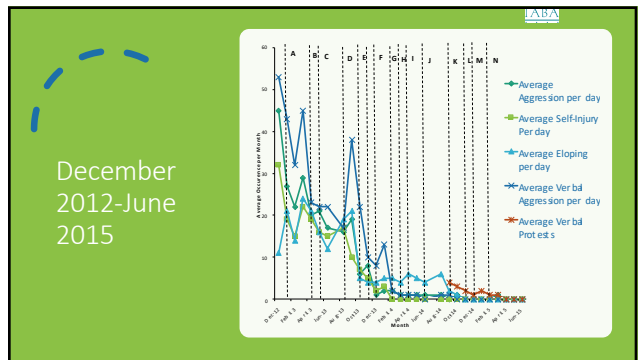
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Plan summary

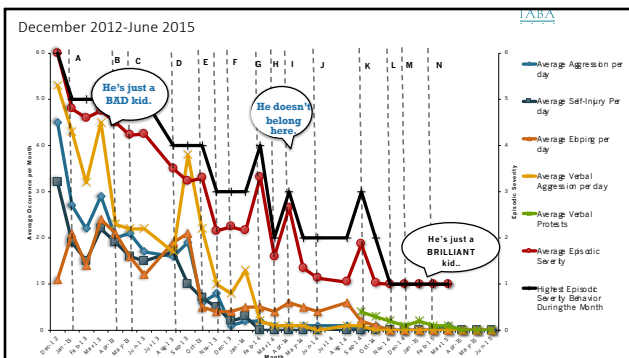
Proactive strategies:
 Time-based access to running (AC/S)
 Free access to leaving class (AC/S)
 Time-based lego access (S)
 “Class clown” showtimes (ES-I/S)
 “The art of mischief” class (ES-I, ES-P, PP)

Reactive strategies:
 Allow him to run around campus
 Put out lego set in line of sight
 Laugh at his attempts to be silly
 Act mischievous
 Give preferred instructions (e.g. let’s go scare Mrs. Levine!)
 Feign injury/confusion/losing item

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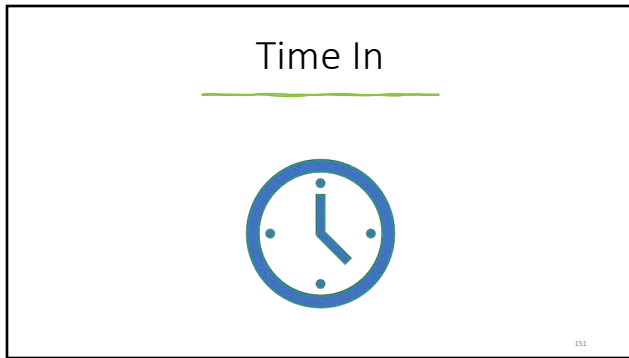
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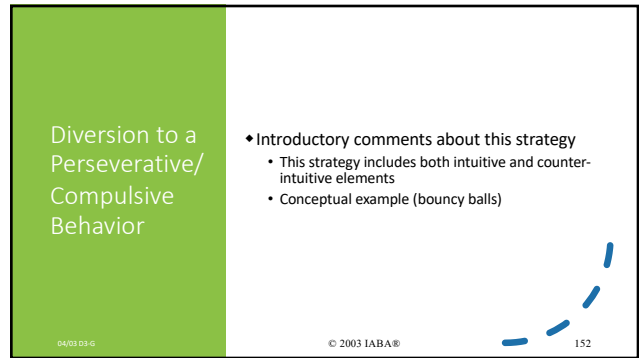
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A few more reactive strategy techniques...

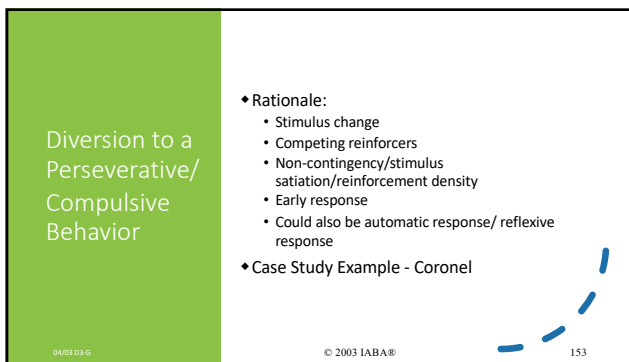
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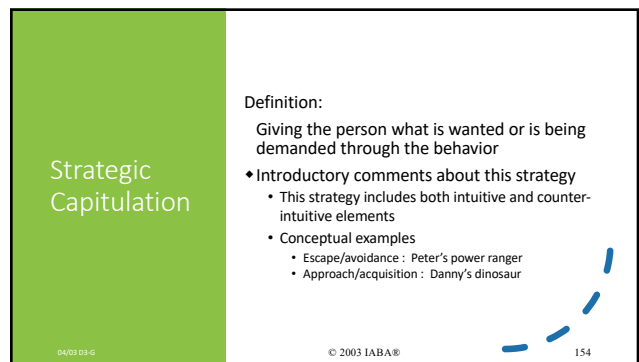
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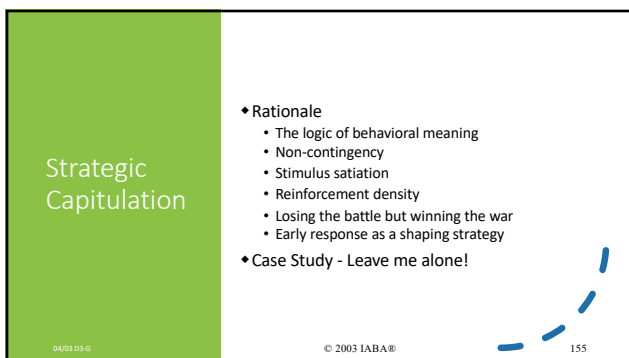
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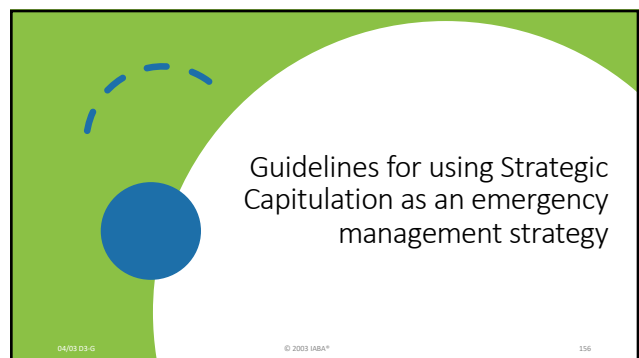
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Strategic Capitulation: Guidelines

- Use Early In Behavioral Chain
 - Minimize Risk Of Injury
- Make Reinforcer For Behavior Freely Available
 - Stimulus Satiation
- Fully Developed Treatment Plan
 - Positive Futures Plan To Improve Quality Of Life
 - Give Person Greater Control Over His Or Her Life
 - Teach The Person To Communicate In Other Ways
 - Teach The Person To Cope Or Tolerate Naturally Occurring Aversive Events
 - Use Focused Intervention Strategies To Minimize Problem Behaviors
- Accurate And Appropriate Data System

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Social Validity Issues

- Resistance to our approach to Reactive/Emergency Strategies and their sources
- Procedural needs and the need for reactive strategies

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Sources of Resistance

A. Anti-Behavioral Technology

B. Pro-Punishment Stance / View

1. Philosophical – Social Role Valorization and the Concept of Culturally Valued Means vs. Culturally Enhancing Means
2. Emotional
3. Cultural – Entrenched Practices
 - a) Societal
 - b) Agency
4. Personal Beliefs

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Sources of Resistance

5. Institutional Rules and Regulations
 - a) Zero Tolerance
 - b) Suspensions
 - c) Assertive Discipline
6. Logical/Judgmental
7. Professional Practice Routed in Single Element Approaches
8. Empirical Research Routed in Single Element Approaches

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Critical strategies for increasing the acceptance of this approach

- Establishing an explicit agreement as to the desired outcomes and maintaining a focus on these and reviewing data
- Comprehensive Functional Assessment - creating an understanding of the meaning and legitimacy of the behavior
- Re-humanization process
- Constant reflection, training, supervision

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- Obtaining consent and collaboration from parents, staff and other affected people
- Establishing the multi-element rationale and context for the recommendations
- Distinguishing between long-term vs. short-term goals
- Negotiation (Critical Mass)
- Monitoring and evaluation
- Community considerations


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Have staff and parents develop their own individual plan of reactions and emotional management

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Strategies For Mediating Emotions

- Forum to talk out emotions—formal supervision
- Listen
- Don't discount emotions and messages—normalize
 - "You shouldn't feel that way."
 - "You should try another field."
- Recognize staff may be overwhelmed (e.g., Intensive Support)
- Teach staff to recognize they are overwhelmed
- Give permission to ask for HELP
- Problem solving sessions (e.g., Regular Clinical Meetings)
- Empower staff as change agents, reflecting on their impact


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Strategies For Mediating Emotions

- Leave area and have someone else takeover
- Exercise:
 - Go for walk
 - Jog
 - Push-ups
- Stop / take deep breath / count backwards from 10
- Shorter shifts (15 on 15 off)
- Mindfulness training for staff
- Supervisory support and backup
 - Don't go it alone


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Strategies For Mediating Emotions

- Positive self-talk
 - I won't die
 - He's not doing it to get me
 - He's just trying to communicate
 - Spike is product of schedule
- Don't take it personally (QTIP)
- Every behavior has a Silver Lining
- Thought stopping
 - Don't think the worse
 - Turn off negative thoughts
 - What story am I choosing to tell?

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Strategies For Mediating Emotions

Staff and parents develop own INDIVIDUAL REACTION PLAN

Self-care practice

Identifying own needs/own story

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