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HANDLING CHALLENGING BEHAVIORS AT HOME AND IN THE COMMUNITY

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BEHAVIOR CHALLENGES

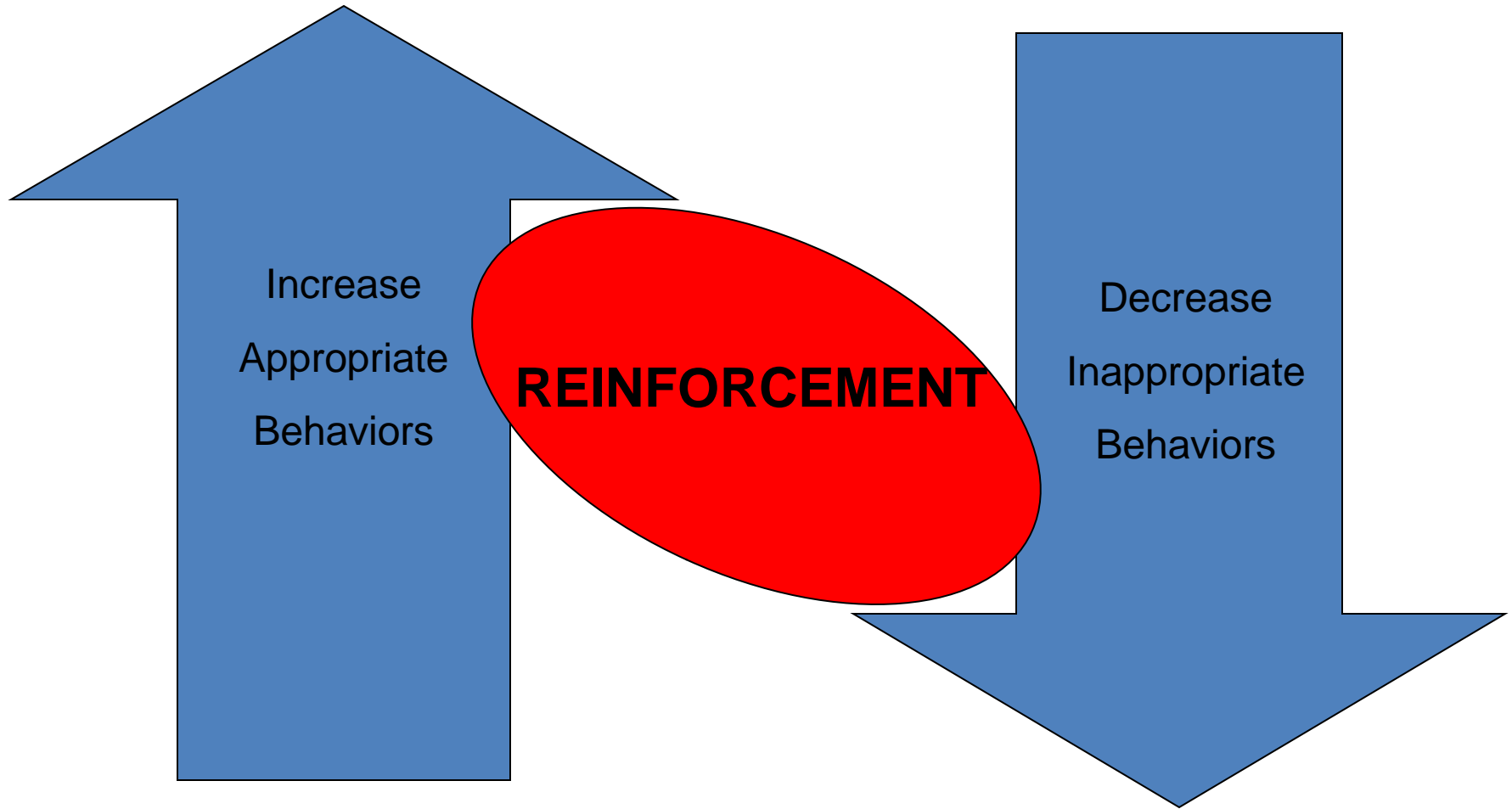
Directed related to:

- Limited language skills/Functional language deficits
- Concrete thinking patterns
- Difficulties processing emotions – constant state of high emotional alertness
- Difficulties interpreting and using non-verbal communication
- Difficulties with abstract language

OBJECTIVES

- Decreasing inappropriate behaviors (all behaviors that are not socially acceptable)
- Increasing appropriate behaviors

Major Intervention Factor



REINFORCEMENT

A procedure through which an event (called a reinforcer) is delivered or presented immediately after a specific behavior occurs and results in an increase in the rate of that particular behavior.

REINFORCER

An event that follows a behavior and increases the rate of that behavior.

A consequence (it is applied immediately after the behavior occurs)

An item/activity functions as a reinforcer only if:

- It immediately follows a behavior
- It increases the rate of that behavior

PRACTICAL INFERENCES

If a behavior increases in frequency after a specific consequence is delivered then

The consequence = reinforcer

A stimulus may function as a reinforcer even if you don't intend for it to be one

IDENTIFYING REINFORCERS FOR BEHAVIORS

- The ABCs
 - A = Antecedent (what happens immediately before the behavior)
 - B= Behavior
 - C = Consequence (what happens immediately after the behavior)
- Collecting ABC data = crucial in identifying what functions as a reinforcer for a particular behavior

ABC Data Collection - Example

Antecedent	Behavior	Consequence
I (the adult) am talking on the phone	Johnny bites me	I told him NO/asked him to say "sorry"
I asked Johnny to sit	Johnny bites me	I told him NO/asked him to say "Sorry"
I'm holding Johnny's drink	Johnny bites me	I say: "Do you want drink?"/I give him the drink
Johnny is alone	Johnny bites self	None that I deliver

IDENTIFYING REINFORCERS

CHALLENGES:

- Distinction between the
 - adult view – uses more abstract thinking processes
 - the child's view – uses concrete thinking processes
 - the first change in the environment functions as a consequence/reinforcer

ABC Data Collection - Example

Antecedent	Behavior	Consequence (Parent intended)	Consequence (Child perceived)
I (the adult) am talking on the phone	Johnny bites me	I told him NO/asked him to say "sorry"	Mom is talking to me = mom is attending to me
I asked Johnny to sit	Johnny bites me	I told him NO/asked him to say "Sorry"	Mom is talking to me about something else=I don't have to sit
I'm holding Johnny's drink	Johnny bites me	I say: "Do you want drink?"/I give him the drink	I get drink
Johnny is alone	Johnny bites self	None that I deliver	

ABC Data Collection - Example

Antecedent	Behavior	Consequence (Parent intended)	Consequence (Child perceived)	Function of Behavior
I (the adult) am talking on the phone	Johnny bites me	I told him NO/asked him to say "sorry"	Mom is talking to me = mom is attending to me	ATTENTION
I asked Johnny to sit	Johnny bites me	I told him NO/asked him to say "Sorry"	Mom is talking to me about something else=I don't have to sit	ESCAPE
I'm holding Johnny's drink	Johnny bites me	I say: "Do you want drink?"/I give him the drink	I get drink	REQUEST
Johnny is alone	Johnny bites self	None that I deliver	Sensory input	SELF STIMULATORY

CATEGORIES OF REINFORCERS / FUNCTION OF BEHAVIORS

REINFORCER	FUNCTION OF BEHAVIOR
Attention	Attention gaining/Attention maintained
Escape	Escape behaviors
Preferred item	“Tangible”
Sensory input	Self stimulatory behaviors

DECREASING INAPPROPRIATE BEHAVIORS

- Identify the target behavior (the behavior you want to decrease)
- Identify what functions as a reinforcer that maintains the high rate of that behavior – this is the biggest challenge due the fact that children with ASDs engage in concrete thinking patterns and attend to irrelevant stimuli.

DECREASING INAPPROPRIATE BEHAVIORS

Pre-intervention plan

- Write down what happens before the behavior occurs
- What happens after the behavior occurs – what changes in the environment, what do we do after the behavior occurs
- Identify the common element that happens after the behavior occurs – that event functions as a reinforcer

DECREASING INAPPROPRIATE BEHAVIORS

Intervention plan

- Stop the delivery of the reinforcer (child perceived consequence) after the behavior occurs (for self-stimulatory behaviors engage child in activity that provides similar sensory input)
- Be prepared for the extinction burst (a temporary increase in the rate of the behavior after the delivery of reinforcer is discontinued)
- Reinforce your child's good behavior every time he/she does not engage in the inappropriate behavior

DECREASING INAPPROPRIATE BEHAVIORS

Rules

- Only work on one behavior at a time
- Start working on the decreasing an inappropriate behavior in a setting where your child has the most chances to be successful and it is easier for the adult to stick with the plan
- Stick with the rules (no arbitrary changes) – if you need to make changes you need to do so in a systematic way

DECREASING INAPPROPRIATE BEHAVIORS

Escape Behaviors

- Ignore the inappropriate behavior AND keep the demand on
- Prompt/help your child through the task
- Reset/represent task until compliance is accomplished

DECREASING INAPPROPRIATE BEHAVIORS

Requesting Behaviors

- Ignore the inappropriate behavior AND remove item
- Wait 5-10sec then bring item in view AND give model: “I want (Item)”
- Remove item and represent

DECREASING INAPPROPRIATE BEHAVIORS

Self Stimulatory Behaviors

- Provide items that may give same sensory input
- Provide contextual language models to replace scripting
- Provide attention when child is not engaged in the behavior

INCREASING APPROPRIATE BEHAVIORS

- Identify the target behavior (the behavior to increase)
- Identify the appropriate reinforcer(s)
- Developing a plan that includes
 - The environment
 - The people who will deliver the reinforcers
 - The rules
 - Reinforcers need to be delivered immediately after the behavior occurs
 - Reinforcers need to be contingent ONLY on the target behavior
 - Reinforcers need to be appropriate in size
 - A state of deprivation needs to be present (child should not have access to the reinforcers at any other time)

Let's practice!!!!

- Ben crying when mom is on the phone and mom hangs up phone and picks up Ben
- Sam hitting when asked to follow an instruction; teacher puts Sam in time out
- Mike crying when going to the mall; adult takes Mike home
- Julia saying lines from "Toy Story" at the playground
- Maria hitting a friend when playing together; adult tells her to say "sorry" or adult puts Maria in time out