

# Implementing Effective Behavior Strategies

- **Positive Behavior Support (PBS)**
- **Positive Reinforcement**
- ***Functional Behavior Assessment (FBA)***
- **Behavior Management Strategies**
- ***Applied Behavior Analysis (ABA)***
- ***Data Collection Procedures & Progress Reports***

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## INDIVIDUALIZE EDUICATION PLAN (IEP)

- Children w disabilities deserve high hopes, high expectations, and extra help.
- Schools are accountable for teaching EVERY child. This law *ensures* that SS w disabilities will have SPED Ts w the *skills & training* to teaching SPED and their subject area. *Some SS w disabilities* need intensive, individualized help.
- **Every individual with a disability that NEEDS SPED and related services is to have an IEP. The IEP is a written in response to the child's specific and individual needs.**

## **PBS Plans- Interventions**

- **Positive Behavior Supports (PBS)** behavior management w emphasis on “**proactive strategies** for defining, teaching, & supporting appropriate students behaviors to create positive school environments”.
- **Intervention(s)** into problem behavior begins looking *beyond misbehavior(s)*.
- Uncovering **underlying causes, purposes, intent, reason, WHY** of the **misbehavior(s)**.
- Knowing **WHAT** *compels child to engage in particular behavior* is integral to development of effective, *individualized positive behavioral intervention plan and supports*.
- Replace **undesirable** behavior with a **desirable behavior** that serves the same function

## **PBS- Intervention Plan**

- Obtain a **baseline** on *particular behavior*.
- [*Baseline typically extends over several days*]
- Determine **instructional objectives** for **behavior change program**.
- **Specific behavior change interventions and strategies** *must be designed and implemented* within **IEP instructional program**.
- **Data collected** on behavior interventions to **determine *the effectiveness*** of the **PBS plan** via
  - **IEP progress reports**
    - [*Can be requested weekly*].
  - **IEP evaluation.**

# THREE Types of Reinforcement

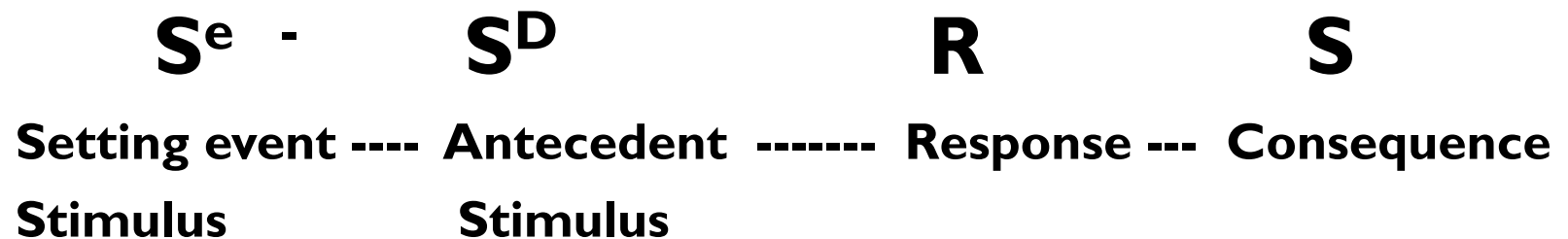
- **POSITIVE Reinforcement** = serves to *Increase* the probability of a response
- **Positive** = presentation of a stimulus
- **Positive reinforcement** = contingent *presentation* of a stimulus *immediately following* a response *increases the probability of response occurring again.*
  
- **NEGATIVE Reinforcement:** serves to *increase* the probability of a response
- **Negative** = *removal* of a stimulus
- **Negative Reinforcement** = contingent *removal* of an *aversive stimulus immediately following* a response *increases the probability of the response not occurring again*
  
- **Reinforcement:** serves to *Increase* the probability of a response
- **Punishment:** the contingent presentation of a stimulus that *Decreases* the probability of the response.

# Reinforcement Contingency

## Basic Expression



## Basic Expression plus setting event



# *Functional Behavioral Assessment/ Functional Analysis (FBA)*

**Purpose for exhibiting behavior typical for two common functions of behavior:**

- **GAIN: Attention, Something Tangible, Sensory Stimulation**
- **ESCAPE from Attention, A Task, Event, Setting, Etc., Sensory Stimulation**
- **Identify relationships among the behavior, its antecedent (s), change in environment, and reinforcement that comes from change in environment = (S-R-S)**
- **Purpose FBA change of focus from child's behaviors to functions of what child is trying to meet with those behaviors**



# Developing FBA

***Information gathering procedures used to answer the following:***

- Is there a **pattern of events** that **consistently precedes** the **behavior**?
  - Is there **a pattern of events** that **consistently follows** the **behavior**?
  - Can S be taught an **alternative, desirable behavior** to accomplish the same function?
- 
- **Define target behavior** in behavioral terms
  - **Collect & monitor target behaviors** through ongoing data collection
  - **Record events behaviors** that preceded and **follow** the target behavior
  - **Develop** a hypothesis of the conditions under which the target behavior occurs
  - **Develop** an intervention plan that **considers the antecedents and reinforces** and is built to test the hypothesis





# Indirect Information Gathering *Behavior Interview*

**Ask questions regarding the occurrence of behavior:**

- ***Topography, Time of day, During what activities, In what settings, With what materials s is engaged, Who is present, and Who is not present.***
- **Antecedents** = events ***preceding*** the behavior
- **Consequences** = what other people do ***following*** the behavior
  - What s does ***right afterward***
  - Pertinent s background (medication, medical condition...)
  - ***Strategies*** tried previously

# A-B-C Data: Analysis Questions

- Is the **behavior occurring within the context of same activity, materials, instructor, or group of peers?**
  - **Does the behavior consistently occur following particular antecedents?**
  - What percentage of ***each antecedent*** appears in the data?
- **Following instances of the behavior,**
  - is there **consistent consequence** used by the teacher, peers, or other adults?
  - What percent of ***each consequence*** appears in the data?
  - Does the s **terminate the behavior following a *particular consequence?***
  - In what percent of occurrence does ***the consequence result*** in the *student's terminating the behavior?*
  - When **a consequence is repeatedly followed** by the **termination** of the **behavior**, is there an *implied function?*
  - Does the **same S-R-S occur repeatedly, leading** to a consistent hypothesis of **function across all, or almost all, occurrences** of the **behavior?** What percent of this **pattern appears** within the data?

# Conditions Functional Analysis

## Attention Condition:

- s has access to various activities
- evaluator reading or do some unrelated task & does not attend (**reinforce**) to s unless target behavior is exhibited.
- if function is **attention**, then **occurrence** of target behavior **should increase**.

## Demand Condition:

- S presented with undesired or difficult task
- Evaluator **prompts** S through the task
- Each **occurrence** of the **target behavior** results in the **task being removed** *for a brief period of time*.

## Alone Condition:

- Setting contains **no activities, materials or reinforcers**
- **No externally supplied consequences** for the behavior
- If function is **Self-stimulation or Escape**, then **occurrence** of the target behavior **should increase**.

## Play Condition

- **control condition** s in setting with **engaging items** and **evaluator attention**
- **occurrence** of target behaviors should be **minimal**

# 4 Categories Behavior Functions-2

**Four Functions: To Get, To Escape or Avoid, Is Both, or Is to Communicate:**

**Social Reinforcement =**

- response from an adult for doing something

**tangible reinforcement =**

- friend's item (book) or access to a preferred activity.

**Aversive Task =**

- a difficult, not very interesting activity
- **to get attention of peers**

**Situation =**

- **To Escape or Avoid an Aversive Task =**
  - a difficult, not very interesting activity OR
  - interaction with adults or certain other peers.
- **To Escape or Avoid an Aversive Task =**
  - **to escape from taking a bath**

**To Communicate Something That...**

- child **does NOT understand** the activity
- Child do **not like** to answer questions (**for whatever reason**) in front of their peers.

## Things to Consider in Developing **PBS PLAN**

- S who runs **away to try to escape** adult's yelling could discover that **running & hiding itself is reinforcing** (*physical excitement associated hide & seek game*).
- **Biting, hitting, scratching, kicking, crying, screaming** (*all those ugly behaviors*) are behaviors that **challenge even the best educators and families.**
- **Have asked the question**
  - **“Why does a particular child act that way?”**
  - **“What is the reason for acting that way?”**



## ***These Approaches Are Characterized As...***

- **Long-term strategies to *Reduce inappropriate behavior, Teach more appropriate behavior, and Provide contextual supports* necessary for *successful outcomes*.**
- **We understand why (higher probability of when) of the *challenging behavior* occurs *its function or purpose(s) or intent(s)* for that individual**



*In Addition To Helping Adults Understand  
The Child's Challenging Behavior, PBS & FAB*

- Also **help** adults to understand the **physical** and **social contexts** of the child's **challenging behavior(s)**.
- **Provide** adults background **information** to **assist** in preparing "**plan(s) of actions**" **in what to do if ... occurs... than..**
- **Provide** a framework for **helping** the **child to change challenging behaviors**.

## ***Identified By Research As Supporting Positive Behaviors...***

### **Respond to child's specific needs.**

- **PBS** requires that **services** and **programs** are **RESPONSIVE** to **preferences, strengths, and needs of child with challenging behavior.**
- **Example**, programs may need to add **self-determination skills** to their curriculum.
- If something in child's environment (**antecedent**) **influences** the **challenging behavior**, it is **IMPORTANT** to **organize, change, alter, &/or add support to** the **environment** for **SUCCESS.**
- **Example**, clearly defined play spaces and quiet sleep areas may assist a child who is noise-sensitive.
- **Explicitly Teaching** child with **challenging behavior** and his peers some **NEW Social Skills.**
- Children **frequently** need to **LEARN Alternative, Appropriate Responses** that **Serve Same Purpose** as the **challenging behavior.**
- **Genuinely Appreciate All** types and kinds of positive behaviors **whether complete or incomplete, and** whether behavior(s) were done well, done alright, or done ok.
- Important to reinforce & acknowledge **ALL** positive behaviors consistently.



## **Functional Assessment (FA)...**

- **Efforts to improve the social and behavioral performance. FA environmental events allowed researchers to prescribe appropriate interventions**
- **Children's behaviors improved over time as a result of environmental manipulations including:**
  - **Increased adult praise and Reinforcement For appropriate behavior and Peer interaction.**
  - **Decreased adult attention for inappropriate behavior.**
  - **More structure in Daily routines and rule following.**
  - **Adults incorporate positive supports when addressing challenging behaviors**
- **Direct instruction of Appropriate behavior and social rules and Use of behaviorally appropriate role models.**
- **Use of concrete. Visual examples of positive interaction and Play.**
- **Consistent, Frequent reinforcement of Prosocial behaviors.**
- **Incidental teaching and reinforcement of appropriate behaviors;**
- **Redirection of antisocial behaviors.**

## Reinforcement Is...

- **Any event or consequence that *increases* the probability that a **behavior will occur again****

### 1. Positive Reinforcements

- **Stimuli which *increases* the **frequency** of the **behaviors they follow**.**
- **Reinforcers that *increase* the **behavior, such as praise, attention, work, access to privileges and special activities****

### 2. Negative Reinforcements

- **The *removal* of something **aversive**,**
- **Results in the *increase* of the desired behavior**

# Reinforcers

- **Adult reinforce (+ or -) as soon as possible After** the behavior occurs.
- **Reinforcers** are what we use to either **positively or negatively reinforce** a child.

**1. Primary reinforcers:** satisfy one's biological needs (i.e., food, drink).

**2. Secondary reinforcers:** not directly associated with one's biological needs, **must be paired** with a **primary reinforcer** to acquire value.

## ***Reinforcers can have either...***

- **Intrinsic Value**
- When **engaging in the behavior** it is ***THE*** reinforcing factor
- (i.e., If a child likes to sing, singing would be an *intrinsic reinforcer*).
  
- **Extrinsic Value**
- ***Something*** from the **outside**, or an **external reinforcer** that **child gets** from the *behavior*
  
- (i.e., If child doesn't like to sing, adult tells child that if he will sing two songs during circle, he will receive a sticker each day. After he earns 10 stickers they get to go to McDonalds for a Happy Meal.)

# Types of Reinforcers used:

- **Social** = frequent social praise
- **Edible** = M&Ms, cheerios, fruit loops
- **Tactile** = frequent pats on back, hugs
  
- A Contract or An **Agreement** between child and adult **that...**
  - **If** ...you **do** this activity
  - **Then...** You **get** this item of desire
  
- **Token Economy** to be **exchanged** for an item of **desire** later
  - **Examples: earning chips, marbles**
  
- **Pair high preference activity (child really wants to do) with Low preference activity (child will do with coaxing) to increase likelihood child will participate in Low preference activity.**
  - **Example: Eat your peas and then you can have your ice-cream**



## Children That *Can Manage Their Own Behaviors Develop in Other Areas:*

- **Emotional Development** through ability to express feelings and resolve problems in a **constructive way**.
- **Language Development** through **vocabulary, phrasing, and functional communication** needed for **conflict resolution**.
- **Cognitive Development** *enhances ability to problem solve.*
- **Physical Development** *through autonomy of ones self to not be effected by stress, tension, and constant hostile feelings when problems arise.*
- **Social Development** *by learning life skills and becoming a productive member of society.*

## 4 *Guidance Intervention Strategies*

1. **Humor** as problem-solver. Adult uses **HUMOR** in difficult situations. This strategy helps *relieve some of the tension* that can occur when dealing with difficult situations.
2. **Nonverbal techniques** Adults use **Nonverbal Techniques**, such as eye contact, physical proximity, body carriage, gestures, and facial expressions, to remind child about **GUIDELINES** *without drawing attention to and embarrassing the child.*
3. **Brevity**. Adult use **Appropriate Language** that the children *are developmentally able to comprehend.*
4. **Being direct**. Adult(s) be **Direct, Firm, Repeatative, Redirect while still** allowing for *appropriate choices to be made by the child.*

# *Describing Behavior...*

## Adult Describes BEHAVIOR WITHOUT

- labeling the child,
- expressing displeasure
- without insulting the child, and
- correct by appropriate direction
- *(i.e. use positive statement when establishing guidelines and*
- *direct them toward alternative, appropriate behaviors).*



## *Positive Reinforcement & Negative Reinforcement*

- **POSITIVE REINFORCEMENT**

- **ADDS**
- something positive to the situation to
- **increase** the likelihood that a behavior will occur again.

- **NEGATIVE REINFORCEMENT**

- **TAKES AWAY**
- something negative to the situation to
- **increase** the likelihood that a behavior will occur again.

## *Positive Punishment & Negative Punishment*

- **POSITIVE PUNISHMENT**

- **ADDS**
- something **aversive** to the situation to
- **decrease** the likelihood that a behavior will occur again.

- **NEGATIVE PUNISHMENT**

- **TAKES AWAY**
- something **aversive** to the situation to
- **decrease** the likelihood that a behavior will occur again.

## DATA COLLECTION PROCEDURES

- **frequency data/  
event sampling**

- **time sampling-  
whole interval**

- **duration data**

- **time sampling-  
partial interval**

- **latency data**

- **time sampling-  
momentary time sampling**

- **percentage data**

- **category sampling**

- **accuracy data**

- **task-analytic recording**

- **level-of-assistance  
recording**

- **intensity/response  
magnitude data**

- **rate data**

## DATA COLLECTION DEFINITIONS

### • FREQUENCY/ EVENT RECORDING

- \*The # of times the behavior occurs.
- \*Behaviors need to be short in duration, have a clear beginning, & have a clear ending.

### • DURATION

- \*The length of time the behavior continues.
- \***Continuous or ongoing behaviors are measured by duration data.**
- \*If multiple observations are made on each day, data can be summarized & reported by the total or average length depending on which makes most sense.*
- \*Getting five samples per day usually gives meaningful information.

## DATA COLLECTION DEFINITIONS

- **LATENCY**

\*The length of time between the end of a cue and the occurrence of a behavior.

*\* If multiple observations are made on each day, data can be summarized and reported by the total or average latency depending on which makes the most sense.*

\*Getting **five samples per day** usually gives meaningful information.

- **PERCENTAGE**

\*The measure of a behavior expressed in proportion of an amount in hundredths

## DATA COLLECTION DEFINITIONS

- **ACCURACY**

\*The extent to which a behavior conforms to a model/criteria

- **LEVEL-OF-ASSISTANCE**

\*A measure of the amount of support needed to successfully complete a task.  
\*Typical levels of measurement include: independent, verbal prompt, model, partial physical prompt, full physical manipulation.

- **RATE**  
(*Frequency per unit of time*)

\*The number of times the behavior occurs in a unit of time.  
\*Behaviors need to be short in duration, have a clear beginning, & have a clear ending.

## DATA COLLECTION DEFINITIONS

• **TIME SAMPLING-  
WHOLE INTERVAL**

\*The behavior occurs **throughout** the entire interval

• **TIME SAMPLING-  
PARTIAL INTERVAL**

\*The behavior occurs **once** at some time during the interval

• **TIME SAMPLING-  
MOMENTARY TIME SAMPLING**

\*The behavior is occurring **when the teacher checks at regular intervals**

## DATA COLLECTION DEFINITIONS

### • **CATEGORY SAMPLING**

\*A measure of the **extent to which behaviors, falling in a predefined group of behaviors, occur.**

### • **TASK-ANALYTIC RECORDING**

\*A measure of the extent to **which specific steps in a task analysis are completed.**

### • **TIME SAMPLING- MOMENTARY TIME SAMPLING**

\*The behavior is occurring **when the teacher checks at regular intervals**





***Thank you  
for attending  
this presentations ...***

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