Slide 1

prisms 2022
AUGUST 4-6, 2022

Envisioning the Possibilities

11TH INTERNATIONAL CONFERENCE | DALLAS,TX

Slide 2

prisms 2022
Envisioning the Possibilities

**Smith-Magenis Syndrome:
Teacher and Support Staff Training
Part 1**

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Slide 3

What is Applied Behavior Analysis ?

Applied-interventions used with individuals in their natural settings and target behaviors significant for the person's social and day to day living

Behavioral – interventions are based on behavioral principles

Analysis-therapeutic decisions are based on

ongoing data collection

Slide 4

ABA is not

ABA is not just for students with autism spectrum disorder

ABA is not one program

ABA is not just for schools or therapy settings

ABA is not discrete trial training (DTT)

Slide 5

Behavior is not all bad!

Slide 6

Behaviors

- Point to object or picture
- Help teacher take attendance
- Hand a picture to adult
- Follow directions
- Wash hands
- Hold up toy to show
- Sign "help"
- Sing a song

- Scream or yell or cry
- Head bang
- Destroy materials
- Picking fingernails
- Push away items
- Run away
- Grab items
- Throw self to ground

Behavior

- Behavior is:
  - CAUSED
  - OBSERVABLE (*recordable*)
  - COMMUNICATION
  - SERVES A FUNCTION (*why*)

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Challenging or Problem Behavior

- Function is not usually the problem
- Same behavior may have several functions
- Interferes with learning new skills
- Socially isolates the learner

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Functions of Behavior

Gain
- Attention
- Objects
- Activity
- Sensory

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Functions of Behavior

Escape/Avoidance
- Attention
- Objects
- Activity
- Sensory

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What is the function of this behavior?

- Kids Throwing Hilarious Tantrums Compilation | Try Not to Laugh - Bing video

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"What happened?"

- Out of blue
- Nothing
- Upset

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Functional Behavior Assessment (FBA)

Identify and Define
- Clearly define the behavior of concern – what does it look like?
- Interview caregivers, family and staff
- Start with a hypothesis of function of the behavior(s) and what is maintaining the behavior (consequences)
- Direct observation and data collection and analysis

FBAs provide
- Strategies to prevent or antecedent strategies
- Strategies for alternative/replacement behaviors
- Consequences that will not maintain inappropriate behaviors
- Input for individualized educational plan (IEP)
- Input for Positive Behavior Support plan (BSP)
- Input for Behavior Intervention Plan (BIP) or Treatment Plans

Ongoing Process

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Follow up to FBA

- Additional evaluations that may be helpful to the team in their planning e.g., AAC
- Medical treatment for conditions that are antecedents, e.g., sleep apnea, constipation
- Need to identify positive reinforcers – conduct preference assessment
- Environmental accommodations
- Data collection tools, analysis and revisions

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The ABCs Of Behavior

ANTECEDENTS	BEHAVIOR	CONSEQUENCE
What happened before?	What happened?	What happened afterwards?

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A-B-C's of Behavior

Antecedents – setting events
- What happened immediately before the behavior(s)?
- What triggered the behavior (s)?
  - Person, place, activity, sound, smell, request, direction
- Is the person hungry, thirsty, in pain, or fatigued?

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A-B-C's of Behavior

Behavior or the response
- Observable, recordable
- Collect data - make decisions

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A-B-C's of Behavior

Consequences
- What happened after the behavior
- Includes corrective feedback
  - "Right" "Good Job"..
  - "No" "Wrong" "It isn't…"

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Consequences

Consequences are not all bad!

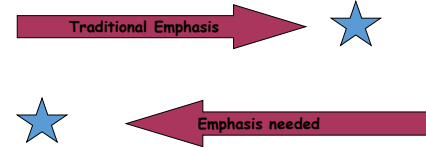Consequences occur after the behavior

What happens after the behavior effects the future occurrence of behavior

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The ABCs Of Behavior

ANTECEDENTS
What happened before?

BEHAVIOR
What happened?

CONSEQUENCE
What happened afterwards?

Traditional Emphasis

Emphasis needed

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Positive Characteristics

- Engaging and endearing
- Appreciative of attention
- Eager to please
- Sense of humor
- Communicative
- Responsive to structure & routine
- Motivated by variety of reinforcers
- Triggers for outbursts and aggression can often be identified
- Interruption of behavioral chains is sometimes successful

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Challenging Characteristics

- Self-injurious behaviors
  - Hand biting, head banging, picking at finger/toenails, skin picking, inserting objects into nose, ears, etc.
- Attention-seeking behaviors
- Attention span
- Aggressive hugging of others
- Impulsivity
- Over reactivity
- Emotional volatility
- Anxiety
- Sleep disturbance

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Characteristics that can go either way

Remorse: person may prolong remorsefulness to gain attention

Visual learners: may become distracted by visual stimuli; visual impairment is common
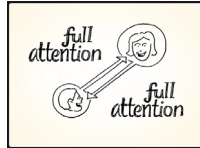
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Common Triggers

- Fine motor tasks
- Waiting
- Rushing
- Transitions
- Lack of clear expectations
- Highly-charged emotional atmosphere

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Common Triggers

- Competition for attention
- Shared attention
- Preferred adult giving attention to another
- Seeing people out of context

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Inner Toddler

Perceived cognitive and social abilities

versus

emotional development

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What can you do to set up success?

Control
- *Your behavior*
- *Schedule*
- *Reinforcers*
- *Reinforcement schedule*
- *Materials available*
- *Seating arrangements*
- *Planned breaks*
- *Response to appropriate break request*
- *Classroom environment*
- *Staff*
- *Structure and Routine*

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Setting

Close Staff: Student ratio

Many students also need a 1:1

Natural breaks in schedule

Structure and routine

Many planned highly motivating activities

Good communication among staff

Staff training/consistency of approach

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Staff

Staff need to:
- be on their "A" game
- control their own emotional reactions
- avoid power struggles
- be comfortable with close proximity
- be versatile but not volatile
- be creative
- think on their feet
- have a good sense of humor!

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Schedules of reinforcement

- Intermittent reinforcement
- Contingent reinforcement
- Too rich
- Too lean
- Vary the schedule

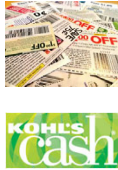Monitor closely when making changes – keep ABC data
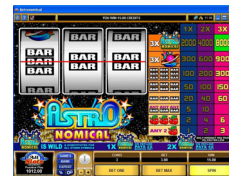
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Value of Reinforcers

What's it worth?

Highly individual

Changes over time

Don't make assumptions

Take the time to learn what are your student's reinforcers

Keep reinforcers strong
- Limit access
- Vary reinforcers used
- Identify and reinforce new reinforcers

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Classroom structure and seating arrangement

Elementary classroom

Middle School/High School Classroom

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Environmental accomodations

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Strategies - Often successful

Distraction and redirection

Interrupt behavior chains

Transition warnings

Handshakes, not hugs

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Strategies - Often Successful

High interest materials

"Structured novelty"

Mixed and varied level of activities

Humor

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Strategies - Often successful

Choice – highly individual

Variety of reinforcers

Overlapping positive behavior systems

Opportunities to help

36

Strategies - Often successful

Individualized schedule

Individualized behavior chart

Visual reminders

Planned breaks

Opportunities to request breaks

Preferential seating

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Strategies – Often unsuccessful

- Time-out in classroom
- Isolating the student in a room
- Teacher or aide getting visibly upset or raising voice
- Ignoring the student rather than distracting, redirecting, or engaging
- Counseling, coaxing, touching the student during an outburst
- Counseling after the fact
- Physical restraint during an outburst, except when necessary to avoid injury to self or others
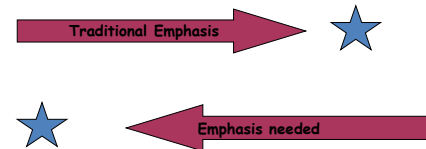
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If possible, do not call home and send home

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The ABCs Of Behavior

ANTECEDENTS
What happened before?

BEHAVIOR
What happened?

CONSEQUENCE
What happened afterwards?
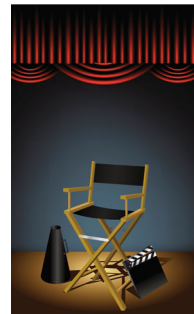
Traditional Emphasis

Emphasis needed

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Students with SMS are motivated to earn stickers, rewards, and praise

BUT
Often impulsive behaviors are more powerful
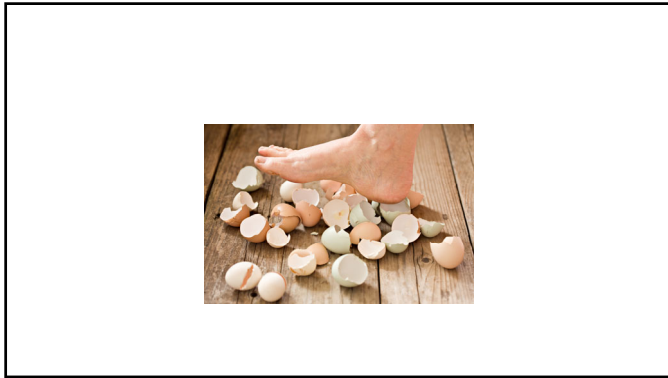
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Setting the Stage

Prevention vs. Intervention Emphasis
Proactive vs. Reactive Emphasis
Antecedent vs. Consequence emphasis

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Strategy Selection

Learn a new skill

Increase behavior

Decrease behavior

Honor the function

Cannot honor the function

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Antecedent Strategies Advantages

- Parent/staff control the opportunities
- Less disruptive
- Acquire skills
- Interrupt behavior chains

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Antecedent strategies Transition

Target (increase)
Transition

Place to place
Person to person
Activity to activity

Preferred activity to preferred
Preferred activity to non-preferred activity

Strategies
- Visual Schedule (actual items, pictures, photos along with printed words)
- Preferred items or fidget toys as distractors (individual basis)
- Nonverbal cues e.g., sign, point to schedule
- Pre-specified reinforcers
- Two-minute warning

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Schedules

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Schedule for an adult

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	Day Program		Day Program		Day Program	
		Job		Job		
						Volunteer
	Gym		Gym		Mall	

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School schedule

	Mon	Tues	Wed	Thurs	Fri
Morning Routine					
Language Arts					
Enrichment or Therapy	Adapted Phys Ed	Speech	OT	Speech	Social Skills
Mathematics or Handwriting					
Enrichment possibly with typical peers	Computer	Art	Music	Computer	Science
Ready for lunch					
Lunch					
Listen to music or preferred craft or game					

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Antecedent Strategies
Move within building

Target (increase)
Moving within the building or down the hallways

Strategies
- Visual Schedule (actual items, pictures, photos along with printed words)
- Preferred items or fidget toys as distractors (individual basis)
- Create *jobs* e.g. ,assistant to bus monitor, mail delivery, attendance
- Adult support
  - Speak in low volume, engage
  - Block inappropriate behaviors, e.g.,ripping down bulletin boards
- Social Story and mantra
- Video model

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Antecedent Strategies
Decrease Property Destruction

Target (decrease)
Decrease property destruction

Strategies
- Story or video of appropriate play with materials and friends
- Interrupt behavioral chain
  - Distract, redirect BEFORE escalation
- Recognize signals that student is escalating
- Refrain from saying "remember don't....."
- Remind student of appropriate behavior or response
- Minimize accessibility to costly items
- Remain calm – have nonverbal signal among staff and remove property that is targeted by student

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Antecedent Strategies
Transportation

Target

Increase safe bus behavior
e.g. ,wearing seatbelt, getting on and off bus, keeping hands to self

Strategies
- Adult support – aide on bus
- Bus ticket program
- Job – bus monitor or attendance
- Photo/video appropriate bus behavior
- Powerful safe activity or object (change @ week or month) – only accessible on bus/car ride
- Positive reinforcement for good ride on bus or in car
- No nonsense – "like a hot stove" response to unsafe behavior
- Arms length distance from others

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Antecedent Strategies
Following directions

Target (increase)
Following requests and directions

Strategies
- Visual supports - photo or video
- Practice with "positive" requests
- Nonverbal reminders e.g.,signal or manual sign
- "Can you help .....?"
- Adult Attention, proximity
  - Proximity
  - Collaboration
- Preferred adult places demands
- Reinforce following directions
- Humor e.g., "clean up the palace:
- High Probability
  "Feed the class pet, get your water bottle and get out your folder"

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Visual Schedules

Objects   Drawings   Photographs

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Antecedent Strategies
Task Completion

Target (increase)
Task completion

Strategies
- "Which one do you want to do first?"
- "You will play on the computer after you …."
- Visual schedules/Timers
- 80% easy/20% hard tasks
- Adult Attention
  - Proximity
  - Collaboration
  - Preferred adult places demands
- Reinforce task completion
- High Probability
  - "Feed the class pet, get a drink of water and put away your backpack"

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Timers

www.timetracker.org

www.timetimer.org

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Antecedent Strategies
Decrease Stripping

Target
Decrease removing clothing

Strategies
- Interrupt Behavior Chain
  - Distract, redirect, reinforce
- Remove the "audience"
- Protect privacy and dignity
- Select clothing that "slows down" the ability to strip
- Identify and utilize powerful competing reinforcers

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Antecedent Strategies
Decrease Feces Smearing

Target
Decrease feces smearing

Strategies
- Regularly scheduled toileting or diaper changes
- Select or adapt clothing that limits access to feces
- Minimize your reaction to the "mess"
- Remove the "audience"
- Do not have the student help clean up if it is reinforcing to help
- Minimize eye contact and talk when changing clothing

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Behavior change is not
just about the student with SMS!

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Remember

- Attention is Attention
- Distraction and redirection are effective tools
- Motivating activities and adult attention/support often prevent behavioral outbursts
- Schedules and visual supports are essential
- If offering choices limit it to two
- Avoid power struggles
- It's not always what you say but how you say it
- Don't underestimate the value of calm
- Control what you can

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Resources – Schedules, Checklists, Social Skills

https://do2learn.com

https://interventioncentral.org

https://carolgraysocialstories.com

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Thank you.

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