



University of Houston Clear Lake

## 2016-17 Autism Speaker Series

### Don't Sweat The Hard Stuff: Managing Problem Behavior During Work Time

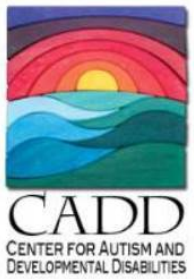


CADD  
CENTER FOR AUTISM AND DEVELOPMENTAL DISABILITIES

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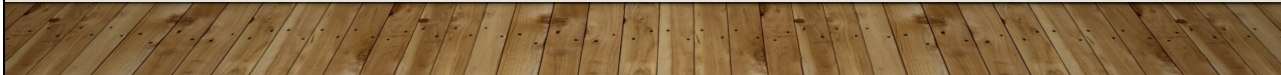
Please visit their tables during the break and after the lecture!



# DON'T SWEAT THE HARD STUFF: MANAGING PROBLEM BEHAVIOR DURING WORK TIME

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PRESENTER: CHANNING LANGLIN AIS



## TODAY'S AGENDA

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- Introduction and causes of behavior
- Environmental changes
- Treatment strategies
- Intermission
- Treatment strategies (cont.)

## WHAT IS PROBLEM BEHAVIOR?

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- Undesired
- Dangerous
- Stigmatizing

## CAUSES OF BEHAVIOR

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- Attention or a reaction from others
- Toys, activities, or treats

## MAKING TEACHABLE MOMENTS OUT OF MELTDOWNS FOR TOYS, TREATS, AND ATTENTION

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Presented by: Christie Stiehl and Kyle Dawson

Videos on CADD website:

<http://prtl.uhcl.edu/autism-center/speaker-series/previous-lecture-materials>

## WHAT CAUSES BEHAVIOR?

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- Attention or a reaction from others
- Toys, activities, or treats
- Feels good or reduces pain

## METHOD BEYOND THE MYSTERY: UNDERSTANDING AND MANAGING PICA AND STEREOTYPIC BEHAVIOR

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Presented by: Lisa Rettig

Videos on CADD website:

<http://prtl.uhcl.edu/autism-center/speaker-series/previous-lecture-materials>

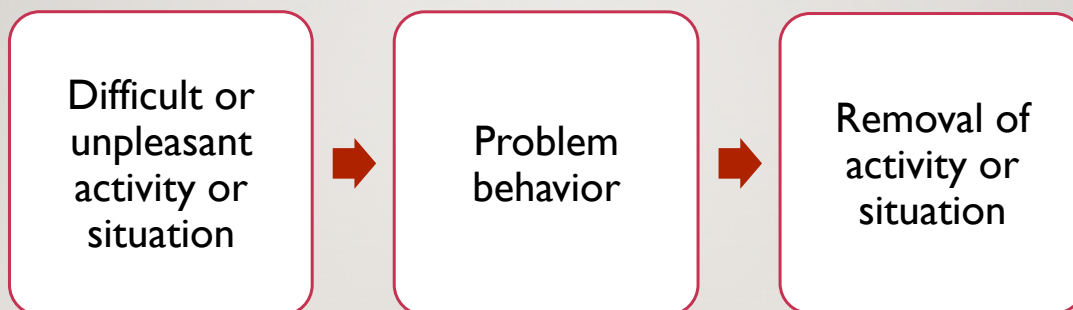
## CAUSES OF BEHAVIOR

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- Attention or a reaction from others
- Toys, activities, or treats
- Feels good or reduces pain
- Escape or avoidance of unpleasant activities or situations

## ESCAPE

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# ESCAPE

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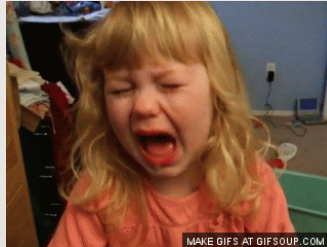
# ESCAPE

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# ESCAPE

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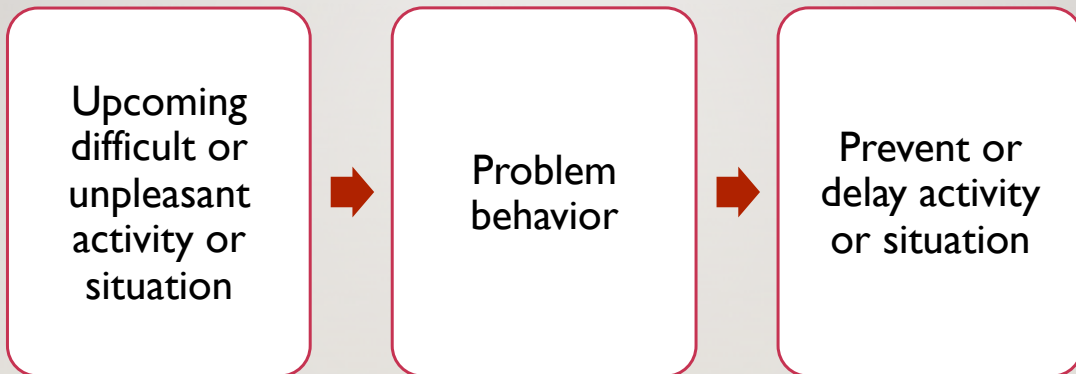
# ESCAPE

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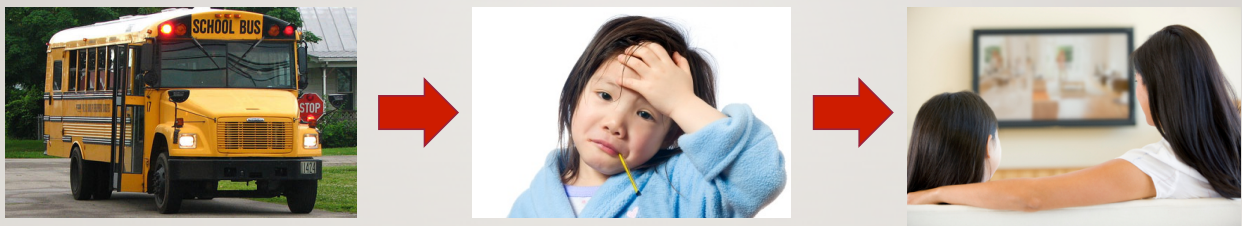
# AVOIDANCE

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# AVOIDANCE

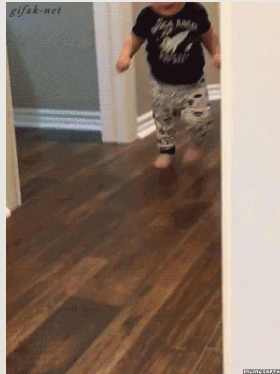
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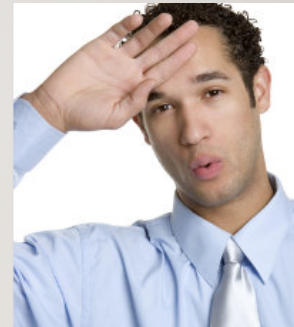
# AVOIDANCE

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# AVOIDANCE

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## DETERMINING THE CAUSE

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- Questionnaires
- Direct observations
- Functional analyses

## APPLIED BEHAVIOR ANALYSIS 101

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Presented by: Louisa Hussein

Videos on CADD website:

<http://prtl.uhcl.edu/autism-center/speaker-series/previous-lecture-materials>

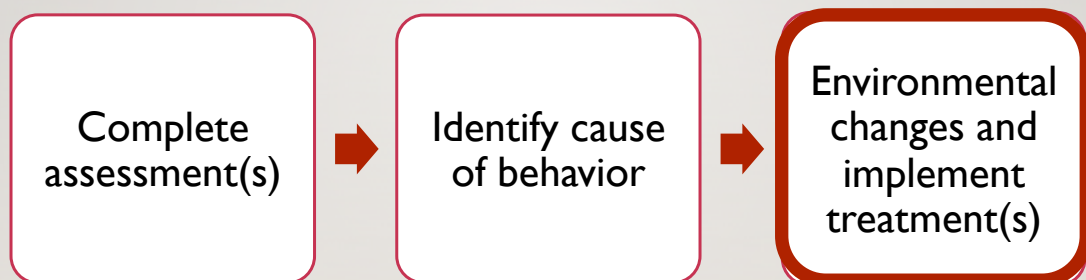
## IMPORTANT:

Contact a BCBA® for assessment if your child engages in severe problem behavior that may be dangerous to others or him/herself.

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UHCL's Severe Behavior Clinic: <http://prtl.uhcl.edu/autism-center/severe-behavior-clinic>

## TACKLING PROBLEM BEHAVIOR

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## ENVIRONMENTAL CHANGES TO EASE WORK TIME

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## KEEP EVERYONE SAFE

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- Remove potentially dangerous items
  - Sharps, breakables, hard toys, etc.
- Stay above eye level and arm's distance from your learner
  - Widen stance and free hands to allow blocking
- Use personal protective equipment if needed
  - Arm/shin guards, swim caps, helmets, gloves, etc.



## EVALUATE EXPECTATIONS

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- Is the task or activity too difficult/complex?
  - Does the learner have the prerequisite skills?
  - Can the task or activity be broken down?
- Is the expectation age or developmentally appropriate?
- Is the task important or necessary?

## INSTRUCTION DELIVERY TIPS

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- Remove distractions and gain attention
- Gives rules before task or instruction
  - “Do your homework then you can watch TV”
- Break down larger tasks into smaller tasks or instructions
- Give one task or instruction at a time

## INSTRUCTION DELIVERY TIPS

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- Tell, don't ask (for non-negotiable tasks)
  - Asking makes saying "no" an option
- Clear and concise instructions
  - Short
  - Simple vocabulary
  - Neutral or positive tone

## ACTIVITY CHOICE

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- Provide learner with options
  - Type of task
  - Order of tasks to be completed
  - Materials to complete task
- **TIP:** Choice not available after problem behavior

## ACTIVITY CHOICE

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### PROS

- May increase compliance and motivation
- Learner plays active role in work time

### CONS

- Requires ability to make choices
- Doesn't address managing problem behavior

## TREATMENT APPROACHES

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## BLOCKING PROBLEM BEHAVIOR

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- Protect your learner
  - Block self-injury
- Protect yourself
  - Block aggression
- Minimize attention in the process
  - Vocal
  - Physical
  - Eye contact

## SCHEDULED BREAKS

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## SCHEDULED BREAKS

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- Breaks provided on a time-based schedule
  - More frequent than problem behavior (e.g., every 30 s)
  - Wait 5 s if problem behavior occurs at break time
- Better breaks if no problem behavior occurs
- Stick to a rule for slowly increasing time before breaks
  - Example: 2 work periods/days with decrease in problem behavior, increase work time (e.g., 30 s, 40 s, 50s, 1 min, 1.5 min, etc.)

## SCHEDULED BREAKS

Begin work period  
by delivering  
instructions

Problem behavior  
while working =  
keep working

Provide break at  
scheduled time  
(e.g., after 30 s of  
working)

After 2 work periods/days with decrease in problem behavior, increase time before break (e.g., 30 s, 40 s, 50s, 1 min, 1.5 min, etc.)

## SCHEDULED BREAKS

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### PROS

- Easy to implement
- Rapid decrease in problem behavior
- May prevent problem behavior

### CONS

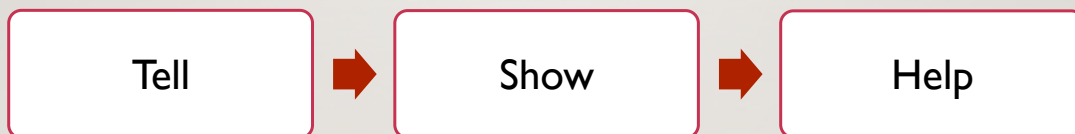
- Breaks even if problem behavior occurs
- Does not teach new skill
- Does not require task completion

## THREE-STEP PROMPTING

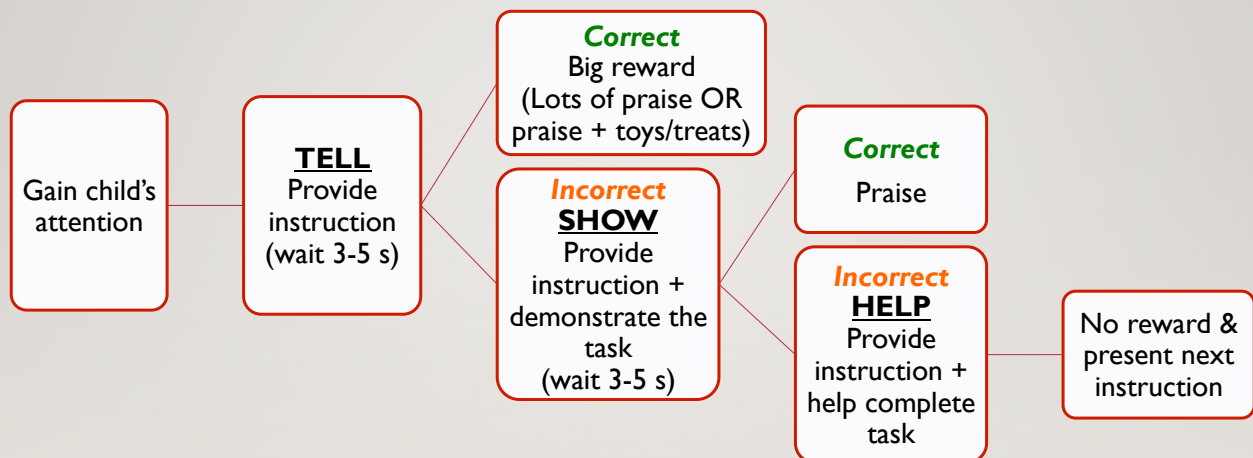
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## THREE-STEP PROMPTING

- Used to:
  - Increase compliance
  - Teach new skills or improve existing skills

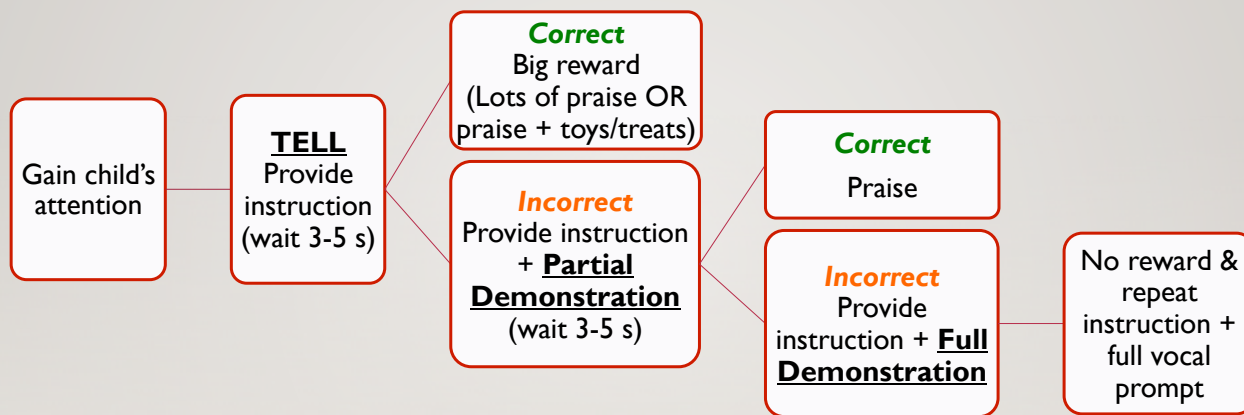


## NON-VOCAL RESPONSES



**No reward if problem behavior occurs**

## VOCAL RESPONSES



**No reward if problem behavior occurs**

## THREE-STEP PROMPTING

### PROS

- Increase compliance and teach new skills
- Easily combined with other treatments

### CON

- Difficulties with physical prompts



## INCREASE ALTERNATIVE BEHAVIOR

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## SELECTING ALTERNATIVE BEHAVIOR

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- Less effortful than problem behavior
- Understandable to others

## TYPE OF RESPONSE

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- Vocal
  - Echo words
- Picture exchange/communication device
  - Attend to pictures; poor motor or imitation skills
- Sign language
  - Do not attend to pictures; good motor and imitation skills

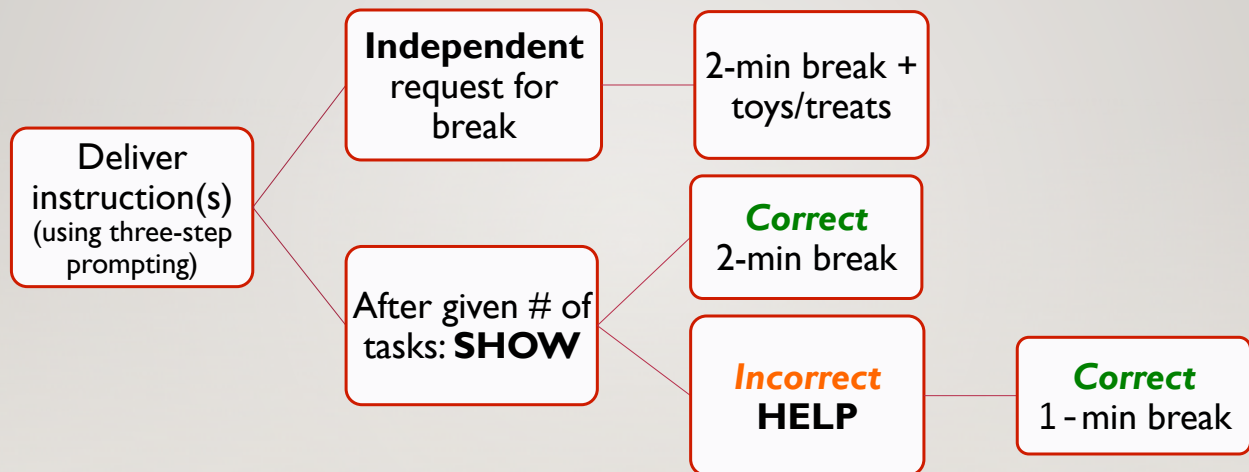
## LOOK WHO'S TALKING: TEACHING EARLY COMMUNICATION SKILLS

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Presented by: Stephanie Smothermon

April 15, 2017

## TEACHING ALTERNATIVE BEHAVIOR



## TEACHING VOCAL REQUEST

- Deliver instructions using three-step prompting
- After one task, prompt (help) learner to request a break
  - Partial demonstration (e.g., “br”)
  - Full demonstration (e.g., “break”)
- Provide break (better break for independent requests)

## TEACHING REQUEST USING BREAK CARD

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- Deliver instructions using three-step prompting
- After one task, prompt (help) learner to request a break
  - Point to card
  - Help touch/exchange card
- Provide break (better break for independent requests)

## TEACHING REQUEST USING SIGNS

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- Deliver instructions using three-step prompting
- After one task, prompt (help) learner to request a break
  - Demonstrate the sign
  - Help learner perform the sign
- Provide break (better break for independent requests)



## IF PROBLEM BEHAVIOR OCCURS...

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- Continue prompting through task
- Do not give a break
- Wait 5 s with no problem behavior before prompting request



## FADING PROMPTS

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- Gradually increase # of tasks before prompting a request
- Stick to a rule for slowly increasing # of tasks
  - Example: 2 work periods/days in a row without problem behavior, increase # of tasks by 1

## TEACHING ALTERNATIVE BEHAVIOR

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### PROS

- Teaches new skill
- Allows learner to get a break when it's needed

### CONS

- May request frequently
- Less time spent working
- Does not require task completion

# GRADUALLY INCREASING WORK REQUIREMENTS

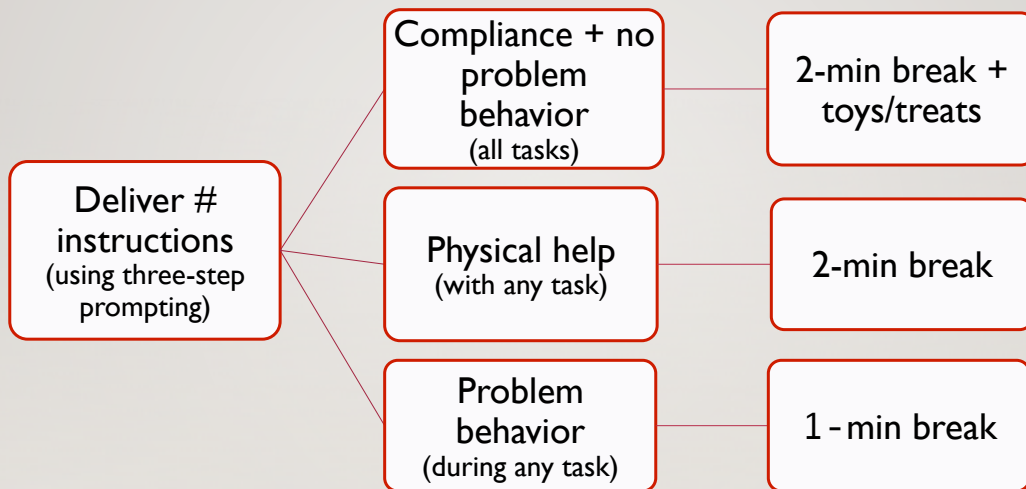
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## GRADUALLY INCREASING WORK

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- Deliver instruction(s)
- Break earned after task completion
- No attention, toys/treats, or break for problem behavior
- Stick to a rule for slowly increasing number of tasks
  - Example: 2 work periods/days in a row without problem behavior, increase # of tasks by 1

## GRADUALLY INCREASING WORK



## GRADUALLY INCREASING WORK

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### PROS

- May make work time less aversive
- Requires completion of work

### CONS

- Difficulties with physical prompts
- Close monitoring of compliance/problem behavior to increase requirements

# BREAKS FOR GOOD BEHAVIOR

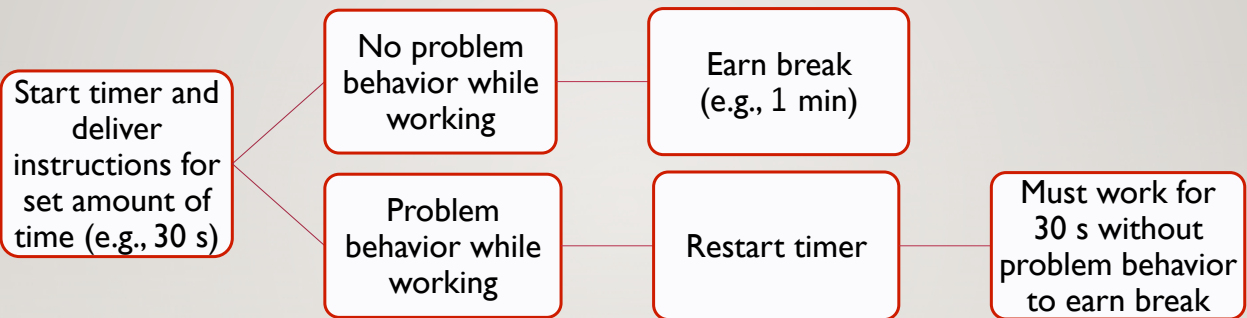
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# BREAKS FOR GOOD BEHAVIOR

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- Deliver instructions for set time (e.g., 30 s)
- No attention, toys/treats, or breaks for problem behavior
- Must work set time to earn break
  - Restart time if problem behavior occurs
- Stick to a rule for slowly increasing time
  - Example: 2 work periods/days in a row without problem behavior, increase time (e.g., 40 s, 50 s, 1 min, 1.5 min, 2 min, 3 min, etc.)

## BREAKS FOR GOOD BEHAVIOR



= 2 work periods/days in a row without problem behavior, increase time (e.g., 40 s, 50 s, 1 min, 1.5 min, 2 min, 3 min, etc.)

PROBLEM BEHAVIOR  $\neq$  BREAKS

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## PROBLEM BEHAVIOR $\neq$ BREAKS

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- Problem behavior doesn't earn break, instead:
  - Request
  - Complete work
  - Work without problem behavior
- **Warning:** it may get worse before it gets better

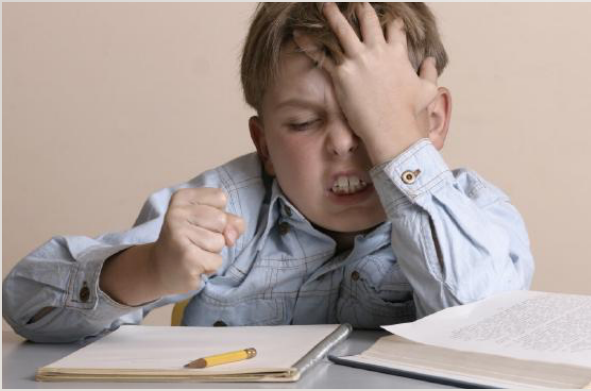
## GREATER INTENSITY OR DURATION

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## NEW KINDS OF PROBLEM BEHAVIOR

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## TIPS FOR SUCCESS

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- Be consistent with consequences
- If you have to allow escape:
  - Do so ASAP
  - Before behavior escalates

## IMPORTANT:

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## TAKE AWAY

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- Some problem behavior occurs to escape/avoid tasks or situations
- Make environmental modifications when possible
- Use three-step prompting when giving instructions
- Provide breaks for good behavior
  - Better behavior earns better rewards
- Slowly increase expectations
- Consistency brings results