TRIAD Early Intervention Challenging Behavior Training Series

Session #3

Objectives:

✔ Define reinforcement and punishment

✔ Review extinction and extinction burst

✔ Identify antecedents to challenging behavior

✔ Implement environmental changes

✔ Introduce materials to support antecedent strategies
TRIAD Early Intervention Challenging Behavior Training Series
Session Planning Tool: Session #3

Trainer: __________  Date: __________  Participant #: __________

Topic of intervention: ____________________________________________________________

Points from last conversation to focus on: ____________________________________________

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes</th>
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<tr>
<td>00 – 10 min</td>
<td><strong>Greeting:</strong></td>
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<tr>
<td></td>
<td>o Review progress from previous visit</td>
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<td>o Review agenda for visit</td>
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<tr>
<td>10 – 25 min</td>
<td><strong>Review reinforcement and punishment</strong></td>
<td>-Reinforcement and Punishment tipsheet</td>
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<td>o Discuss key points from tip sheets as needed</td>
<td>-Minimizing Attention tipsheet</td>
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<td></td>
<td>o Check caregiver’s understanding</td>
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<td>o Review additional ABC data collected (if applicable)</td>
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<tr>
<td>25-35 min</td>
<td><strong>Review Antecedent Strategies</strong></td>
<td>-Visual supports tipsheet</td>
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<td>o Review tipsheets for strategies that will be used (visual supports, following instructions, setting up for communication)</td>
<td>-Setting up for Communication tipsheet</td>
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<td></td>
<td>o Create reactive plan for challenging behavior</td>
<td>-Following Instructions tipsheet</td>
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<td>35-50 min</td>
<td><strong>Parent practice</strong></td>
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<td>o Parent conduct routine and implement strategies</td>
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<td>o Consultant provide coaching/modeling as needed</td>
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<td>o Discuss what worked and what didn’t</td>
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<td>50-60 min</td>
<td><strong>Recap and Check for Understanding</strong></td>
<td>-Planning for behavior change</td>
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<td>o Fill out behavior change plan worksheet</td>
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<td>o Answer remaining questions about strategies</td>
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<td>o Develop a plan for extinction bursts</td>
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<td>Follow-Up</td>
<td><strong>Homework</strong></td>
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<td></td>
<td>o Review/practice behavior plan for targeted routine</td>
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Additional notes: ____________________________________________________________________________________
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__________________________________________________________________________________________________
__________________________________________________________________________________________________
Consequences to Behavior: Reinforcement vs Punishment

Reinforcement: Increases Behavior
When I do ________(x behavior), I get something I like: attention/reactions, food, toys, time away from a task I don’t like, time alone, etc.

Punishment: Decreases Behavior
When I do _________(x behavior), something I don’t like happens: People stop paying attention to me, I have to do more work, the TV goes off, I don’t get to play with my favorite toy, etc.

Reinforcement is more effective at changing behavior and maintaining that change over time. (Punishment may seem more effective in the moment, but if you want to see long term changes, focus on reinforcement.) *note: challenging behavior will almost always get worse before it gets better. This is a good sign, it means you found the right function!

So, we always want to TEACH and REINFORCE positive behavior

Function: My child wants:

<table>
<thead>
<tr>
<th>Access to a toy, food, sensory input</th>
<th>PROMPTING: Help the child to appropriately request the desired item or activity (pointing to a choice, saying a word, handing an item over for help, making a gesture etc). REINFORCE this new skill by immediately delivering the item</th>
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<tbody>
<tr>
<td>Attention</td>
<td>MINIMIZE ATTENTION: Avoid talking to the child, talking about the behavior, or making eye contact/facial expressions while keeping everyone safe. Model appropriate behavior or an alternate way they can communicate for your attention (requesting a game, tapping you on the shoulder, etc) REINFORCE by providing attention when they engage in appropriate behavior</td>
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<tr>
<td>Escape: to get out of doing something or get away from a situation</td>
<td>RE-DIRECTION: Block efforts to escape and redirect back to task. Prompt completion of task and REINFORCE by providing praise and attention for participating or let them take a break/access preferred activity after the task is complete.</td>
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Minimizing Attention

Do:

✓ Continue with “business as usual”
  • Follow through with instructions
  • Keep doing what you were doing if behavior is not dangerous

✓ Reduce eye contact

✓ Monitor safety (block aggression to self or others)

✓ Minimize what you say
  • ONLY provide direction for follow-through if needed
  • Telegraph speech

✓ Provide attention as soon as challenging behavior pauses or stops

Don’t:

✗ Touch child-unless necessary for follow-through or safety

✗ Talk about challenging behavior (with child or others)

✗ React when challenging behavior occurs, including by making sounds, saying anything like “no” “that’s not nice” or “ow, that hurts”, making faces or reacting with body language

Consistency is key to success!
Before placing an instruction, be prepared to follow through.

Instructions are statements, not questions

Make DO statements, rather than DON’T

Have your child’s attention

Use 1-2 words; only one instruction at a time!

Place instruction ONCE, then wait a few seconds

Repeat ONCE while you prompt follow through

Reinforce!

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Visual Supports

Clarify the expectations.
Don’t expect your child to immediately understand—we have to teach them what the visuals mean!

**First-Then Board**
- Use for one step work-reward tasks
- First “work” then FUN!
- The “then” must happen immediately after the “first” is complete, even if it requires a little help

**Choice Board**
- Use to show your child what is available and for them to communicate what they want
- Start with two choices at a time and gradually add as your child is ready
- Can use actual objects instead of pictures
- Child can point to choice or remove the picture/item and hand it to you

**Visual Timer**
- Use to help your child understand how long something will last
- Use for both preferred and non-preferred tasks (i.e. how much longer I get to play outside, how long I have to keep sitting at the table, etc.)

**Visual Schedule**
- Use for longer sequences of activities (i.e. bedtime, toileting, morning routine)
- Shows progression and what comes next
- Child should manipulate pictures when steps are complete

**Not Available or Stop Sign**
- Use to signify when certain things are not a choice right now (i.e. going outside or watching TV)
- Make sure to provide alternate choices for what they can do instead!

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Setting Up for Communication

Offer Choices

“Puzzle or book?”

- Offer choices even when you know what your child wants, to give them a chance to practice communicating.
- Start with an item you know they want and one they are not likely to want (ex: do you want cookie or shoe?)

“Forgetfulness”

- “Forget” to give your child something you know they will need
  - Ex: yogurt with no spoon, puzzle with no pieces, cup with no milk in it

Offer small amounts

- Pour small amounts of drink at a time. When it’s empty, they can give you the cup to get more!
- Offer small amounts of snacks at a time. They can bring their bowl or point to what they want next!
- Keep control of pieces for toys. When they look up at you, give them another piece.

Set up the need for help

- Place preferred items in bags/containers your child cannot open
- Give them the item and wait for them to give it back to you to request your help

In sight-out of reach

- Place items on counters/shelves where the child can see but not reach
- Teach them to point/reach to items they want

Wait for an attempt

- It is easy to automatically give things to your child when you can anticipate what they will need
- Take a moment to WAIT for your child to communicate somehow before giving them what they want
- Ex: hold their snack/drink and wait for eye contact or a reach before giving it to them.

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Planning for behavior change

This worksheet will help you develop a plan for preventing and responding to challenging behavior.

1. What is the behavior you would like to change? Provide a brief description.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

2. What is the function of this behavior?

ACCESS

ESCAPE

3. What antecedent strategies will you implement? (How will you change what happens BEFORE the behavior even occurs?)

______________________________________________________________________________

______________________________________________________________________________

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4. IF the behavior still happens— which reactive strategy is most appropriate for responding to the challenging behavior?

MINIMAL ATTENTION

PROMPTING

RE-DIRECTION

How exactly will this strategy be implemented? (Include details about placement of materials, level of prompt, tone of voice, etc.)

______________________________________________________________________________

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