Positive Behavior Support for Infants and Toddlers

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Strategies to Address Behavior in the Home, School, and Community
Tip of the Iceberg

- We see odd or problematic behavior
- We don’t see the missing skill that leads to that behavior

**Behavior Hitting**

- Difficulty imitating
- Difficulty with Executive Function
- Difficulty formulating theory of mind
Our Job

- Understand the child well
- Understand the meaning of the behavior in that environment (not necessarily all environments)
- Intervene mindfully with compassion
The Three S’s for Behavior Support

- Safety
- Security
- Success
To Solve Behavior Problems You Must First . . .

- Complete a Functional Behavior Assessment
- Understand well the connection between the environment, the behavior, and what the child is communicating with the behavior
- Listen carefully to what the child is saying with their behavior early on in the cycle
Understanding Challenging Behavior

• Most behavior is communicative
• Behavior is tied to social context
• All people use challenging behavior to meet their needs
Most Behavior is Communicative

What triggers the behavior?

- What sets the behavior up (slow trigger)
- What sets the behavior off (fast trigger)
Most Behavior is Communicative

What strengthens the behavior?
- What does the child get or avoid that they would be willing to pay the cost?
  - Attention
  - Escape
  - Self Stimulation
  - Tangible
Learning to Listen to Behavior

- Stop
- Breathe
- Think
- Observe
  - Triggers
  - Behavior
  - Consequences that Strengthen
- Respond
Complete a Functional Behavior Assessment
Steps:

- Define the Behavior
- Indirect Assessment, Interviews
- Direct Assessment, Observation
- ABC
- Hypothesis Development and Testing
Identify the Behavior

- Noncompliant, refuses to follow directions/runs away/screams/cries
- Can be aggressive to himself or others
<table>
<thead>
<tr>
<th>Looks Like</th>
<th>Sounds Like</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child on Floor</td>
<td>Crying</td>
</tr>
<tr>
<td>‘Flailing arms and legs’</td>
<td>Screaming</td>
</tr>
<tr>
<td>Grabs at desired objects or items</td>
<td>Saying “NO!”</td>
</tr>
<tr>
<td>Hits at others who come within 2 feet</td>
<td>Roaring</td>
</tr>
<tr>
<td>Stays on floor</td>
<td></td>
</tr>
</tbody>
</table>
Identifying the Behavior

Word Webbing

- Sits with Head in Hands
- Just won’t listen
- Does not respond to others
- Stares at others
- Refuses to Move
- Says the same things over and over
- Scratches Eyes and Wrists

Hyper
Case Study – Andrew – 30 months old

- Classic Autism with some cognitive delays
- Has a few words. Uses combination of sign language and pictures
- Receives home-based Part C early intervention services
Case Study – Andrew – 30 months old

His parents report that they cannot get Andrew to do anything except what he wants to do and, when they try, he will tantrum and/or run and/or be aggressive to them and/or others.
What would a Positive Behavior Support Facilitator do to help Andrew and his family?

- Define the behavior and collect informal and formal data about the conditions under which the behavior occurs.

Your Turn

- What questions do you have that will assist you in understanding this behavior?
- What questions lead you forward?
- What questions block your progress?
Indirect Assessment, Interviews
### Initial Line of Inquiry

Strengths:

<table>
<thead>
<tr>
<th>Slow Triggers</th>
<th>Fast Triggers</th>
<th>Problem Behavior</th>
<th>Perceived Function</th>
<th>Actual Consequences</th>
</tr>
</thead>
</table>

What does Andrew get or avoid that they would be willing to pay this price?
Case Study -- Andrew

- What interview questions do you have for Andrew’s parents?
- What questions will help you narrow down the slow and fast triggers for the behavior?
Case Study --Andrew

What questions seem to put the parents off?

What questions seem to help the conversation move forward?
Direct Assessment, Observation

- Do your “abc’s”
- Note Cards (Carr, Levin, McConnachie, Carlson, Kemp, & Smith, 1994)
ABC Index Card Data

**Who was present:** Andrew and his mother  
**Where were you:** Watching from hallway  
**What happened:** It was time for Andrew to get dressed. The TV was on and he was watching it, standing close to the screen with a favorite toy in his hand. His mother entered the room.  
**Mom:** “Ok, time to get dressed.”  
**A:** continued to watch TV and gave no indication he heard his mother say anything.  
**Mom:** “I said it is time to get dressed.” She clicked off the TV, picked up Andrew, and started to carry him to his bedroom.  
**A:** arched his back, screamed, and began to use his fists to hit his mother.
Mom: “Andrew! Stop it! It is time to get dressed so we can go shopping!”

A: escaped from his mother’s grasp and ran into the kitchen. He reached into the sink and threw several dishes across the room.

Mom: ran after him and tried to pick him up.

A: arched back as she reached for him and hit her as he screamed and then bit his hand. He slipped from his mom’s grasp and lay on the floor.

Mom: retreated/went back to her bedroom.

A: went back into the living room and turned the TV on.
What was the function of the Behavior?

What did Andrew get or avoid that he was willing to pay the cost of his behavior?

How would you use this information to strategize with the parents so they could respond differently to Andrew?

What does Andrew need to learn?
<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone rings and father turns to answer the phone</td>
<td>Andrew runs from slide to wading pool</td>
<td>Mom comes out and says, “No pool now, Andrew.”</td>
</tr>
<tr>
<td>Mom walks over to Andrew</td>
<td>Andrew balances on the edge of the pool, getting ready to jump in</td>
<td>Mom: “We don’t want you to fall in and get wet!”</td>
</tr>
<tr>
<td>Antecedent</td>
<td>Behavior</td>
<td>Consequence</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------</td>
</tr>
<tr>
<td>Helps Andrew down</td>
<td>Andrew runs from his mom and grabs a handful of leaves and throws them into the pool</td>
<td>Mom says, “Now we have to clean the leaves out of the pool!”</td>
</tr>
<tr>
<td>Mom helps Andrew sweep the leaves out with hand over hand prompting</td>
<td>Andrew does 3 to 4 sweeps with hand over hand assistance</td>
<td>Dad gets off the phone and brings Andrew back to the slide.</td>
</tr>
<tr>
<td>Antecedent</td>
<td>Behavior</td>
<td>Consequence</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Andrew sitting on floor playing with beans in bean box</td>
<td>Mom says, “Time to put away the beans. Come here Andrew.”</td>
</tr>
<tr>
<td>Mom says, “Bathtime, Andrew.”</td>
<td>Andrew shakes head ‘no.’</td>
<td>Mom says, “OK, I’ll get your sister in the tub.”</td>
</tr>
<tr>
<td></td>
<td>Andrew sits at bean box playing with beans</td>
<td>Dad takes bean box from Andrew</td>
</tr>
<tr>
<td>Mom leaves to get Andrew’s sister</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Behavior</td>
<td>Consequence</td>
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<tr>
<td>------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------------------------------------------</td>
</tr>
<tr>
<td>Mom is in the bathroom with Andrew’s sister</td>
<td>Andrew turns on the TV</td>
<td>Dad gets pictures from envelope by Andrew’s schedule</td>
</tr>
<tr>
<td>Dad shows Andrew pictures and says, “First bath, then TV”</td>
<td>Andrew runs from Dad, bangs on window, takes the bean box and throws beans all over the floor</td>
<td>Dad says: “Pick up the beans” and starts hand over hand prompting</td>
</tr>
</tbody>
</table>
What was the function of the Behavior?

- What did Andrew get or avoid that he was willing to pay the cost of his behavior?
- How would you use this information to help his parents develop strategies to respond differently to Andrew?
- What does Andrew need to learn?
Develop a Summary or Hypothesis Statement

**Specific:**
- When ... (Trigger)
- Child will ... (Behavior)
- In order to ... (Get or Avoid, Function)

**Global:**
- What are the life circumstances that impact this child’s behavior

When Andrew is asked to complete a daily routine task, he will tantrum and fall to the floor to avoid or escape the task.
Andrew Hypotheses?

- When
- Andrew will
- In order to
- When
- Andrew will
- In order to
Educational Model

- Assess
- Plan
- Implement
- Evaluate
- Revise

Positive Behavior Support
Comprehensive Positive Behavioral Support Plan

Hypothesis Development

Antecedents
Immediate Setting Events

Alternative Skills
Replacement Behavior
General Skills Training
Self-regulation Training

Long Term Prevention Strategies

Support for Team Members

Consequences
Instructional Reduction Oriented
The essential Components of a behavior support plan -- PTR

- Prevent
- Teach
- React/respond
Prevent

Make the behavior unnecessary

- Visual Supports
- Regular Sensory Experiences to increase calm
- Organizing the environment/daily routine to promote clear expectations
- Providing choices!
Keys to Prevention of Problem Behavior

- Physical Setting
  - Organized
  - Expectations Clear from Setting

- Social Setting
  - Encourages Health
  - Encourages Success
Keys to Prevention of Problem Behavior

- Activities, Routines and Directions
  - Goldilocks Rule - (Not Too Hard, Not Too Easy, Just Right)
  - Builds Skills
  - Builds Competence

- Predictability and Scheduling
  - Consistent Expectations
  - Consistent Routines to Handle Change
  - Consistent Consequence Procedures
Keys to Prevention of Problem Behavior

Communication

- Meaningful System - This is a Very Important Goal for all Young Children – Inability to Communicate is the Source of Many Problem Behaviors
- Understood and Honored by Everyone!
- Teach Asking for Help
Back to Andrew

- What prevention strategies will you implement?
- How will you help the family structure the home environment?
- What visuals could you use?
- How will you introduce these?
Teach

- A direct replacement behavior
- General skills that will promote desirable behavior
- Coping and Tolerance Skills
# Competing Behavior Model -- p 82, O’Neill, et al.

<table>
<thead>
<tr>
<th>Setting Event</th>
<th>Antecedent or Predictor</th>
<th>Behavior</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>No breakfast</td>
<td>Difficult task</td>
<td>Scream, fall to floor, refuse to move</td>
<td>Escape Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Desired Behavior Attempt Task</td>
<td>Praise, Back to the Task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Replacement Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ask for Help</td>
<td></td>
</tr>
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</table>
### Andrew’s Competing Behavior Model

<table>
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<th>Consequence</th>
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</thead>
<tbody>
<tr>
<td>In yard playing</td>
<td>Parent removes attention</td>
<td>Throws things, runs out of yard</td>
<td>Gain Attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Replacement Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Desired Behavior</td>
<td>Praise, Appropriate Play</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Desired Behavior: Not specified
- Replacement Behavior: Not specified
## Andrew’s Competing Behavior Model

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<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandparents visiting/Andrew off regular routine</td>
<td>Parents ask him to do a task he does not like to do</td>
<td>Sits on floor, refuses to move, tantrums</td>
<td>Escape Tasks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Replacement Behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Desired Behavior: 
  - Complete task

- Consequence: 
  - Praise, Complete task
Visual Strategies for Teaching New Behavior

- Offer Choices (use visual choice boards)
- Write it down (social stories)
- Give visual time limits (timers)
- Say it once (use prompting strategy)
- Make a list (e.g.: Things to do when there is a sitter)
Offering Choices

Time to brush teeth

You pick

electric toothbrush

electric toothbrush

toothbrush
Bedtime Things to do

- Play Quietly
- read
- Listen to music
- brush teeth
- go to bathroom
- wash hands
- go to bed
- close eyes
- be quiet
Solicit Suggestions (e.g.: What are all of the things you could do when you are angry?)

Give tasks in little chunks

Make a sign for a reminder

Use charts and checklists

Use rewards and coupons
Behavior Maps  (Mirenda, 2006)

When Shopping

Stay with the cart

Listen to mom

Get treat

Run Around

Grab things

Not get treat
Behavior Maps (Mirenda, 2006)

1. When Mom cooking?
2. Keep hands in pockets
3. Wait for Mom
4. Get dessert
   - Do not get dessert
5. Hit others
6. Break things
   - Do not get dessert
Behavior Maps (Mirenda, 2006)

- I want that
- please wait
- Play by yourself
- You will get it later

- Keep asking
- cry
- Grab it
- I will not get it
Back to Andrew

What skills will you teach to replace the problem behavior?
React/Respond

- To the new behaviors with positive reinforcement (Incentive Systems)
- To the problem behavior as a learning error
Token Board

- Poker Chips (Tokens) earned for work
- One more to go!
- Laminated Cardboard or Oak tag
- Then m&m’s!
### Sticker Sheet
(You need 4 Stickers to get TV time)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hands and Feet to Self</th>
<th>Listen to Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mealtime</td>
<td>![Emoticon]</td>
<td>![Emoticon]</td>
</tr>
<tr>
<td>Playtime</td>
<td>![Emoticon] ![Emoticon]</td>
<td>![Emoticon]</td>
</tr>
</tbody>
</table>
Back to Andrew

- What incentives will Andrew’s family use to reward/reinforce new behaviors?
- How will the family redirect Andrew if the problem behavior occurs?
Main Points

- Use positive reinforcement every chance you get! (3 positives to every direction/correction!)
- Increase the child’s access to positive reinforcement
- Regularly assess the child’s reinforcement preferences
When the child is safe, secure, and successful . . .

You are safe, secure, and successful too!