Comprehensive Behavior Support

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Supported Independence is

Responsive
Flexible
Integrated

Intervention
Long Term

“Behavior management systems that merely manipulate the surface behavior of youth will never build deep values and controls from within.”
- Brendtro

Session Goals

Supporting independence through environmental adaptation
Recruiting existing strengths to achieve maximum independence and self-regulation
Taking inventory of internal motivators for use in relationships, decisions and vocation
Designing a support plan to reduce frequency, intensity and duration of behaviors

"Behavior management systems that merely manipulate the surface behavior of youth will never build deep values and controls from within.”
- Brendtro

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- Brendtro
The organicity of FASD behavior (Streissguth et al)

Question: I agree but can I tell my client/child about it?

FASD requires "external brain" support (Clarren et al)

Question: What about the strong parts of the brain?

Best Practice for FASD requires a paradigm shift (Malbin)

Question: Environment is the only adaptation to be made?

FASD is an invisible disability (many)

Question: Behavior is a primary symptom. It's totally visible!

Secondary Disabilities are a product of "chronic poor fit" (Streissguth)

Question: Could the source of the behavior be something else?

What were we doing before Malbin?

What have we done since Malbin?

Believing that people ought to be adaptable, we ignored environmental mismatch or insisted it remain unchanged.

Huge positive changes

Believing that all people learn in the same way, we insisted our teaching methods were fine.

No replacement for Learning Theory

Believing in the intrinsic motivation to work, learn and get along, we insisted on all-purpose, implicit reinforcement.

Abandon all Star Charts

Believing that consequences can repair a brain injury, we insisted on harsher punishment.

Punish in secret when all else fails

Here’s what we agree upon:

Adapt

Malbin’s paradigm shift
Environmental adaptation
Capacity building and skill development

Teach

Individualized program planning
Specialized instructional techniques
Teaching functional skills

Affirm

Individualized positive reinforcement
Flexible expectations for “success” criteria

Restore

Non-aversive reactive strategies

For complex behaviors, every plan needs 4 parts
Environmental Muttering Target behavior: Aggression toward others

Verbal threats Rough-housing Assaultive

Topography Cycle Course Frequency Intensity Duration Latency

The Behavior Support Plan is built around the identified behavior
### Data matters to the Design

**Functional Analysis of Cynthia’s Outburst behavior using ABC chart**

<table>
<thead>
<tr>
<th>Antecedents</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing her recycling job</td>
<td>Threw cans, kicked the wall</td>
<td>Time Out room</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>When it happened</th>
<th>Episodic Severity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:35am</td>
<td>Level 3</td>
</tr>
<tr>
<td>10:50</td>
<td>Level 4</td>
</tr>
<tr>
<td>11:05</td>
<td>Level 4</td>
</tr>
</tbody>
</table>

**Severity Tracking of Ethan’s aggression**

1 – Name calling, dirty looks  
2 – Bumping or shoving  
3 – Grabbing with assisted release  
4 – Punching repeatedly

<table>
<thead>
<tr>
<th>Interval Tracking</th>
<th>Katie’s Chattering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seconds</td>
<td>15’ 30’ 45’ 00’ 15’</td>
</tr>
<tr>
<td>+/-</td>
<td>+ + + 0 +</td>
</tr>
</tbody>
</table>

### Designs to Choose From

- **The Dinosaur Plan**: Rapid extinction of unacceptable behavior  
  Delivery: Reinforces once per interval

- **The Puffer Fish Plan**: Reducing high-rate improving behavior  
  Delivery: Reinforcement grows with success

- **The Jigsaw Plan**: Reducing high-rate, non-serious behavior  
  Delivery: Reinforcement is proportional to improved severity

- **The Sun Dial Plan**: Reducing high-rate improving behavior  
  Delivery: Same reinforcement over longer periods

- **The Marble Jar**: Bringing group behavior into control  
  Delivery: Reinforcement for overall improvement to baseline

- **The Double Scoop**: Increased privileges for sustained behavior  
  Delivery: Long standing benefits for sustaining new skills

### Let’s Change Something

**Common objections:**

- That’s not the real world
- If we do that, he wins
- My approach is fine
- I am not rearranging my house
- No. That would be stigmatizing

**Space**  
**Stuff**  
**Stimuli**  
**Time**  
**Mediators**  
**Feedback**  
**Beliefs**  
**Inner ecology**
Mediator Analysis

Are primary caregivers able to carry out this plan?

**Home Mediator**
- Common reactions to behavior
- Frequency of use and effects
- Attitudes toward parenting
- Parent/child interactions
- Time constraints
- Resource constraints
- Adequate support

**Agency Mediator**
- Disposition of person toward day program or agency
- Agency/school mandate
- Staff attitudes toward person
- Knowledge about FASD
- Constraints
- Level of expertise

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A Choice Theory Approach

"Be structured and clear in giving advice, but not rigid. Use humor and commiseration to teach strategies."

Remember that positive reinforcement and a common sense approach are more effective than punishment, shaming, lecturing, demanding or offering insight."

- Streissguth

“When children have no opportunity to exercise personal power, the temporary state of submission can turn into a pervasive trait."

- Brendtro

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Ecological Magic

"When people have FASD, recognition of the primary neurological differences dictates the importance of treatment adaptations. This may include art, poetry, drama, theatre, music and photography."

- Malbin

We’ll pay for Ritalin but not Drumming Circle - Dr. Bruce Perry

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“Concomitant with environmental manipulation, advocates teach individuals with FASD techniques for better emotional self control including organizational skills to avoid stressful situations and methods of communicating.” – Streissguth

Can people with FASD learn?

“I am not like you but my brain works. I have FASD but my spirit is whole.” – Lutke, 1996

Missing Functions of FASD Behavior

What if it’s a mapping behavior?
What if it’s a picture behavior?
Preuse the function of all FASD behavior is environmental

Let’s Teach Something

Teach related or equal skills
Teach perception
Teach Coping and Tolerance
Teach vocation
Teach leisure skills

Common Complaint: He knows this already.

How to teach?
Teach naturally
Discrete Trial Teaching
Backwards Chaining
“Advocates must develop a clear understanding of what actually transpired before a behavior problem occurred. Then determine how the student perceived the environment. Use this information to help the student develop better coping skills.” - Streissguth

**Stimulus Control**
- Cognitive perception
  - Blaming
  - Assuming worst
  - Minimizing
  - Mislabelling
  - Self-centered
- Delayed gratification

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**Let’s Provide Feedback**

What makes a reinforcer powerful?
- When a person defines it
- It’s delivered immediately
- When it is current
- When it meets a need

Why reinforce?
- Neurological Reward Deficit
- To replace old feedback

Conduct regular Reinforcement Inventories

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**Tyrese and Aiden’s Feedback Plan**

Day 1  Day 2  Day 3  Day 4  Day 5  Day 6
<table>
<thead>
<tr>
<th></th>
<th>Tyrese</th>
<th>Aiden</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Target behavior:</strong></td>
<td>Aggression</td>
<td></td>
</tr>
<tr>
<td>Level 1</td>
<td>Yelling</td>
<td>Level 1 – Yelling</td>
</tr>
<tr>
<td>Level 2</td>
<td>Throwing objects</td>
<td>Level 2 – Throwing objects</td>
</tr>
<tr>
<td>Level 3</td>
<td>Property damage</td>
<td>Level 3 – Property damage</td>
</tr>
<tr>
<td><strong>Baseline Frequency</strong></td>
<td>Every other day</td>
<td>2+ x / day</td>
</tr>
<tr>
<td><strong>Intensity</strong></td>
<td>Level 1</td>
<td>Level 2-3</td>
</tr>
<tr>
<td><strong>Reinforcers</strong></td>
<td>Nascar, Movie Cars, Hot Rods, motorcycles</td>
<td>Puzzles, games, reading Movie Wall-E</td>
</tr>
<tr>
<td><strong>Diagnosis</strong></td>
<td>ADHD</td>
<td>FASD</td>
</tr>
</tbody>
</table>

Why did the plan fail?

Your Turn!

How is this design ineffective?

Feedback Plan: The Dinosaur

**Purpose:** Making unacceptable behaviors extinct

**Method:**
- Reinforcement is delivered at the end of a 1 hour interval where no target behavior has occurred, regardless of any other behavior than the one defined as the “target”

**Cautions:**
- Reinforcing other unwanted behavior
- Teaches nothing

**Advantage:**
- No punishment involved
- Immediately gratifying to adult and child

**Target behavior:** Blurting out in class, regardless of wandering, fidgeting, off task

**Baseline frequency:** 2x/class period (1 hr)

**Reinforcement schedule:** once every 15 min

**Reinforcement delivery:** every hour where no target behavior occurs

**Matthew’s favorite reward:** food and drink

Long wait
### Feedback Plan: The Puffer Fish

**Purpose:** Encouraging better behavior with growing rewards

- Behavior occurs and reinforcement resets to:
  - Increasing reinforcement
  - No reinforcement

**Method:**
- Reinforcement is delivered at the end of a 1-hour interval where no target behavior has occurred, regardless of any other behavior, "anything but"

**Cautions:**
- Reinforcing other unwanted behavior teaches nothing, discouraging

**Advantage:**
- No punishment involved
- Immediately gratifying to adult and child

**Target behavior:**
- Hitting other children

**Baseline frequency:**
- 4x/day

**Reinforcement schedule:**
- 3x/ am and pm

**Reinforcement delivery:**
- Increasing by one for every consecutive hour of no behavior

**Benefit:**
- Highly motivating and fun for both. The better the behavior, the greater the gain

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### Feedback Plan: The Jigsaw

**Purpose:** Bringing non-harmful, high rate behavior into a reasonable range

**Target behavior:** Non-compliance

<table>
<thead>
<tr>
<th>Compliance</th>
<th>Pieces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not present</td>
<td>1</td>
</tr>
<tr>
<td>Present but isolating</td>
<td>2</td>
</tr>
<tr>
<td>In personal space</td>
<td>3</td>
</tr>
<tr>
<td>Off task</td>
<td>10</td>
</tr>
<tr>
<td>Initially refusing</td>
<td>15</td>
</tr>
<tr>
<td>Physically prompted</td>
<td>20</td>
</tr>
<tr>
<td>Verbally prompted</td>
<td>25</td>
</tr>
<tr>
<td>Class prompted only</td>
<td>30</td>
</tr>
<tr>
<td>No target behavior</td>
<td>35</td>
</tr>
</tbody>
</table>

**Definition:**
- Behavior was broken into 9 levels of non-compliance ranging from absence to no target behavior

**Method:**
- Reinforcement is delivered at the time when the reinforcement chart (a 40-piece puzzle) is full

**Advantage:**
- No punishment involved
- Immediately gratifying

**Dillan's favorite activity:**
- Puzzling, Lego or quadding with Daddy

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### Feedback Plan: The Marble Jar

**Purpose:** Bringing harmless, high rate group behavior down to a reasonable range

**Method:**
- Reinforcement is delivered at the end of every interval if one marble remains

**Advantage:**
- Doesn't require perfection
- Great for families, classes and groups
- Great social/self-monitoring

**Target behavior:**
- Respectful compliance

**Baseline:**
- Each person chooses a marble for every time they typically require correction

**Reinforcement:**
- The marbles are markers of group behavior, not individual behavior. They shall not be designated colors.
- The reinforcement does NOT increase if more than one marble remains. One or more marbles = the same reinforcement.

**You mean you're going to reward us for being bad?**

**Nope. Just for behaving better than yesterday!**
Let's Restore Order

If you find yourself saying:

* We have changed the environment.
* The behavior isn’t as often or as severe.
* This kid is learning so much but the skills are too fresh to use in a crisis.
* I don’t know what happened — he loved Positive Reinforcement. It was working so well ...

When bad days happen (and they will) we’ll need an

**Emergency Response Plan**

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### Behavior Inhibitors

**Inhibitors**
- Supervision, preparation, teamwork, adaptations, flexibility, equipment
- Accommodation, sincerity, opportunity, inclusion, capacity
- Prompting, teaching, meaningful feedback, positive reinforcement for goal-directed attempts
- New skills, cognitive ability, prompts, medication, diet, therapies, individualized planning, personal strengths

**Enablers**
- Union, space, staff ratio, culture, beliefs, program
- Wrong labels, flawed expectations, lack of accessibility, stigma
- False consensus, inadvertent reinforcement, aversive practices
- Disability, mental health, physical health, chronic discomfort, learned helplessness, medication, secondary FASD disabilities

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### Crisis Response

<table>
<thead>
<tr>
<th>Behavior is linked to</th>
<th>Use when behavior is linked to</th>
</tr>
</thead>
<tbody>
<tr>
<td>a distraction or temptation</td>
<td>Remove seductive objects</td>
</tr>
<tr>
<td>known triggers or settings</td>
<td>Control antecedents</td>
</tr>
<tr>
<td>the presence of certain people</td>
<td>Redeploy people</td>
</tr>
<tr>
<td>requests and expectations</td>
<td>Lessen demands</td>
</tr>
<tr>
<td>place, ecology or time of day</td>
<td>Change environment</td>
</tr>
<tr>
<td>the fatigue of working for everything</td>
<td>Non-contingent rewards</td>
</tr>
<tr>
<td>perseverating on certain stimulus</td>
<td>Change stimulus</td>
</tr>
<tr>
<td>opportunity or someone nearby</td>
<td>Proximity control</td>
</tr>
<tr>
<td>When behavior follows a predictable course progression</td>
<td>Interrupting chain</td>
</tr>
<tr>
<td>When behavior is linked to negative emotion</td>
<td>Use humor</td>
</tr>
<tr>
<td>When behavior is linked to distraction, attention, fixation</td>
<td>Use instructional control</td>
</tr>
<tr>
<td>to sensory, social or environmental need</td>
<td>Scheduled relaxation</td>
</tr>
<tr>
<td>to non-preferred activities and requests</td>
<td>Density of preferences</td>
</tr>
<tr>
<td>When new skills are being taught in another way</td>
<td>Strategic capitulation</td>
</tr>
</tbody>
</table>
A threat is perceived
Perception produces the same body affects as actuality.
Our job: threat reduction, teaching missing skills earlier, agreements made earlier. Do not argue perception

The body is involved
The brain is equipping the body to respond on reflex
Our job: Notice body changes, salvage any self-regulation. Do not reinforce the Downshift

The body acts on reflex
• Limited reasoning
• Limited senses
• Limited regulation
Our job: harm reduction, safe rapid control, non-aversive

This becomes environmental adaptation.
This becomes your learning goals.
This will be your feedback.
This will be your crisis plan.

What is the purpose?
What is the message?
Is there a missing skill?
Is this a tolerance issue?

How does this kid love?
How often does the bx happen?
How severe is it now?
What do you want the bx to do?

How has punishment R+ this?
Punishment beliefs?
What skills am I missing?
What are my worst fears?

Function or Message
Teach here

Behavior Happens
Respond here

Known Triggers
Adapt here

Pulling it All Together
Contact Info:

Karmen Krahn Schulties
Email: krahn.karmen@prairiesouth.ca

For information on upcoming sessions in the FASD Learning Series:
www.fasd-cmc.alberta.ca

Please take the time to fill out the on-line evaluation emailed to you

Thank You!