

The background features a repeating pattern of teal-colored concentric semi-circles and circles, creating a scalloped effect. This pattern is overlaid on a background of pink and purple geometric shapes, including triangles and trapezoids, which create a sense of depth and movement.

# Getting It Done Right: How to Reduce Challenging Behavior and Stay Positive

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Horsemanship

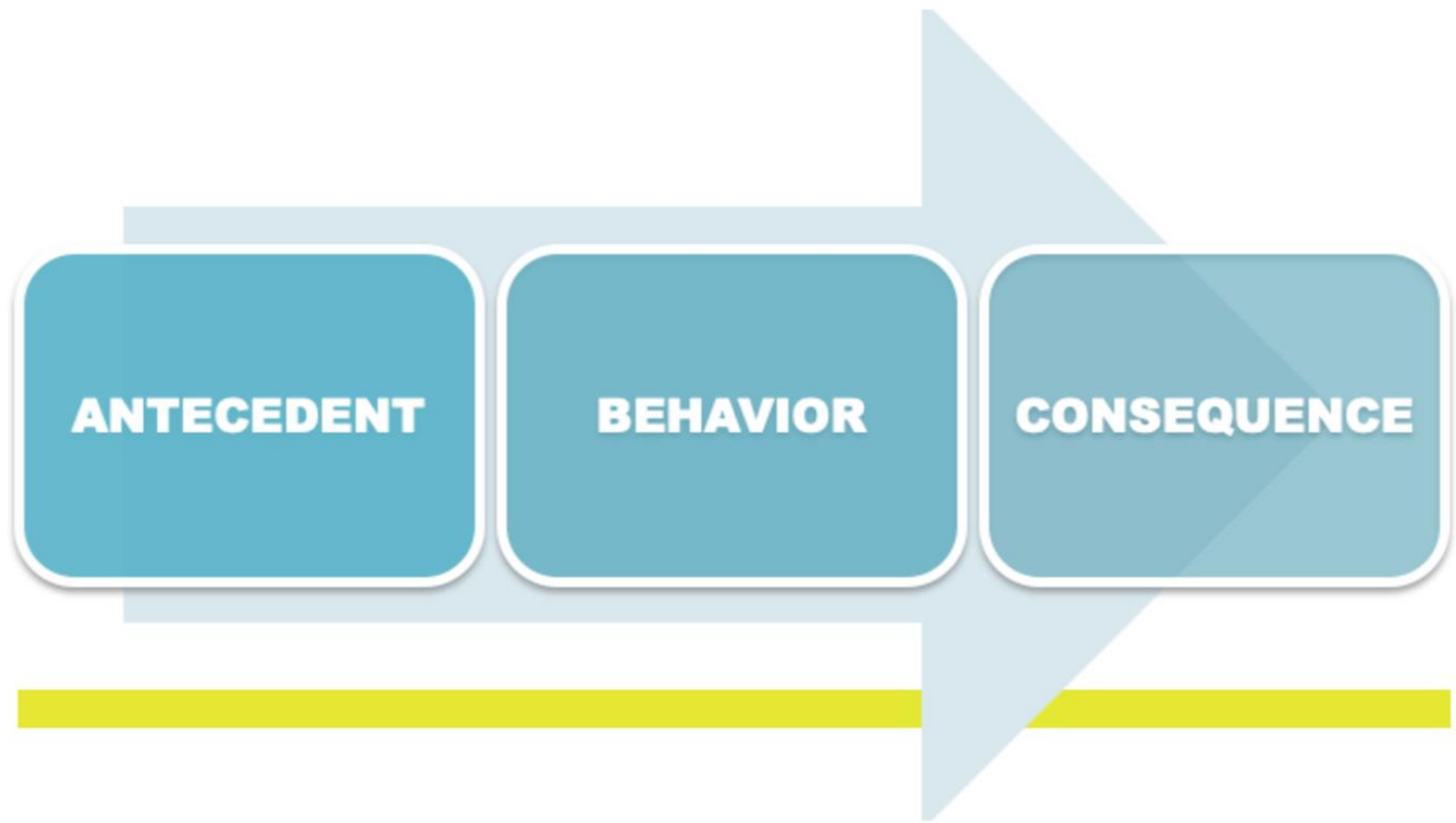
# Connection and Relationship



# Session 1

Behavioral Principles





Behaviors are LEARNED.

# ABC Model

- ← **Antecedent** - what happens BEFORE the behavior
  - ← “Triggers” the behavior
  - ← Can be an event, a person, or an object



Pick up your toys



# Identifying Antecedents

1. Susan hits Fred after he takes the book she is looking at.
2. Mary starts to interrupt her father by screaming when he is talking on the telephone.
3. Randy throws his vegetables after his mother puts them on his plate.
4. Noah screams when he sees the playground on the way to the doctor's office.

# Behavior

- ← Any action that can be observed, counted, or timed.
- ← Use specific, detailed descriptions of the child's behavior so that everyone is clear about what behaviors are happening



# Defining behaviors

## ❖ Aggression:



Biting



Pulling hair



Kicking

## ❖ Disruptive:



Screaming



Throwing toys



Running around the center/barn



# Consequences

- ← What happens immediately AFTER, and in response to, a behavior
- ← Maintain the behavior or makes it more likely that it will continue over time



↪ Pain



↪ Drink/snack from vending machine



↪ Instructors's attention

# Functions of Behavior

- ← Systematic approach to determine the purpose or source of reinforcement  
[Functional behavioral assessment]
- ← Behaviors very often serve as a form of communication (or skill deficit)

ESCAPE

ATTENTION

TANGIBLE

SENSORY  
AUTOMATIC

# Identifying the Functions of Behaviors #1

## ANTECEDENT

Ryan is given a turkey sandwich for lunch

## BEHAVIOR

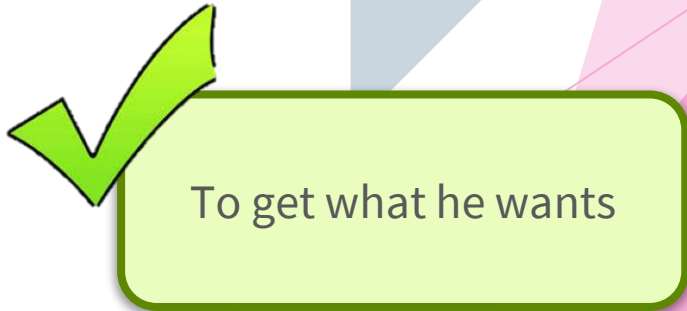
Ryan falls to the floor and screams that he wants pop tarts for lunch

## CONSEQUENCE

His mother takes the sandwich away and starts toasting some pop tarts.

### Possible Function:

- Escape/avoidance
- Attention-seeking
- To get what he wants
- Sensory automatic



To get what he wants

# Identifying the Functions of Behaviors #2

## ANTECEDENT

Ryan gets in the car to drive to school.

## BEHAVIOR


Ryan starts to flap his hands.

## CONSEQUENCE

His mother turns the radio on to his favorite station.

Possible Function:

- Escape/avoidance
- Attention-seeking
- To get what he wants
- Sensory automatic



Sensory automatic

# Identifying the Functions of Behaviors

## #3

### ANTECEDENT

Ryan's mother tells him to clean his room.

### BEHAVIOR


Ryan cries & whines to his mom that he doesn't want to clean his room now.

### CONSEQUENCE

His mother gives him a hug, tells him not to cry, and talks to him about the importance of keeping his room clean.

Possible Function:

- Escape/avoidance
- Attention-seeking
- To get what he wants
- Sensory automatic



Attention-seeking

# Identifying the Functions of Behaviors #4

## ANTECEDENT

Ryan's mother tells him to do his homework.

## BEHAVIOR

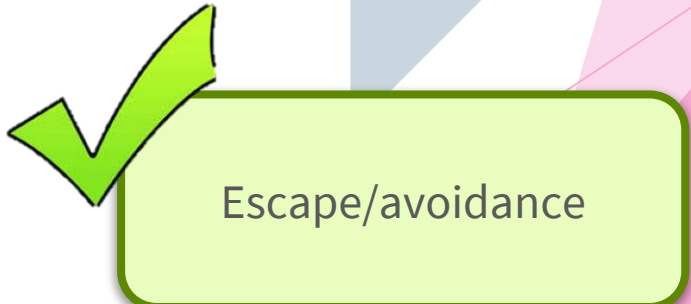
Ryan runs away into his bedroom.

## CONSEQUENCE

His mother lets him stay up there b/c he is being quiet.

Possible Function:

- Escape/avoidance
- Attention-seeking
- To get what he wants
- Sensory automatic



Escape/avoidance

# Identifying ABC & Function

## Example #1:

Michael is watching cartoons with his brother in the family room when his brother suddenly decides to change the channel. Michael hits his brother, and Michael's mother scolds him and sends him to his room.

### **ANTECEDENT**

Brother changes the TV channel

### **BEHAVIOR**

Michael hits brother

### **CONSEQUENCE**

Mom scolds & sends Michael to room

To get what he wants: the channel changed back

# Identifying ABC & Function

Example #2:

Amy is playing a game on the computer when her father tells her that it is time to turn it off so she can start her homework. Amy falls to the floor, screaming and kicking. In an attempt to stop Amy from waking up her baby sister from her nap, Amy's father tells her that she can have a few more minutes on the computer.

## ANTECEDENT

“Turn off computer & start homework”

## BEHAVIOR

Amy falls to the floor, screams, and kicks

## CONSEQUENCE

More time on computer

Escape doing homework, access to the computer



# Importance

Knowing the function related to intervention choices



GO TO THE  
PRINCIPAL'S  
OFFICE!

# Importance of Data

- ← Keeping data for a few days to recognize patterns and try to determine the ABC relationship.
- ← ABC Data Sheet

	Antecedent	Behavior	Consequence	Circle hypothesized function
Date: Time: Location: Who was involved?				Escape/avoidance Attention Tangible Sensory automatic
Date: Time:				

# Primary Behaviors of Concern



**Clear behavioral terms**



## **Behavior Support Plan/Treatment Plan**

Outlines the behaviors of concern & function

Baseline data, ABC data sheets

Summary of intervention strategies

Replacement behavior that will serve the function of the behavior to be addressed

# Replacement Behavior Based on the Function

## REPLACEMENT BEHAVIORS

A replacement behavior is a term often used in applied behavior analysis that refers to socially acceptable behavior that can replace an unwanted problem behavior.

### DEFINITIONS

**Target Behavior:** The target behavior refers to the specific action or response that is to be changed or modified during an ABA intervention.

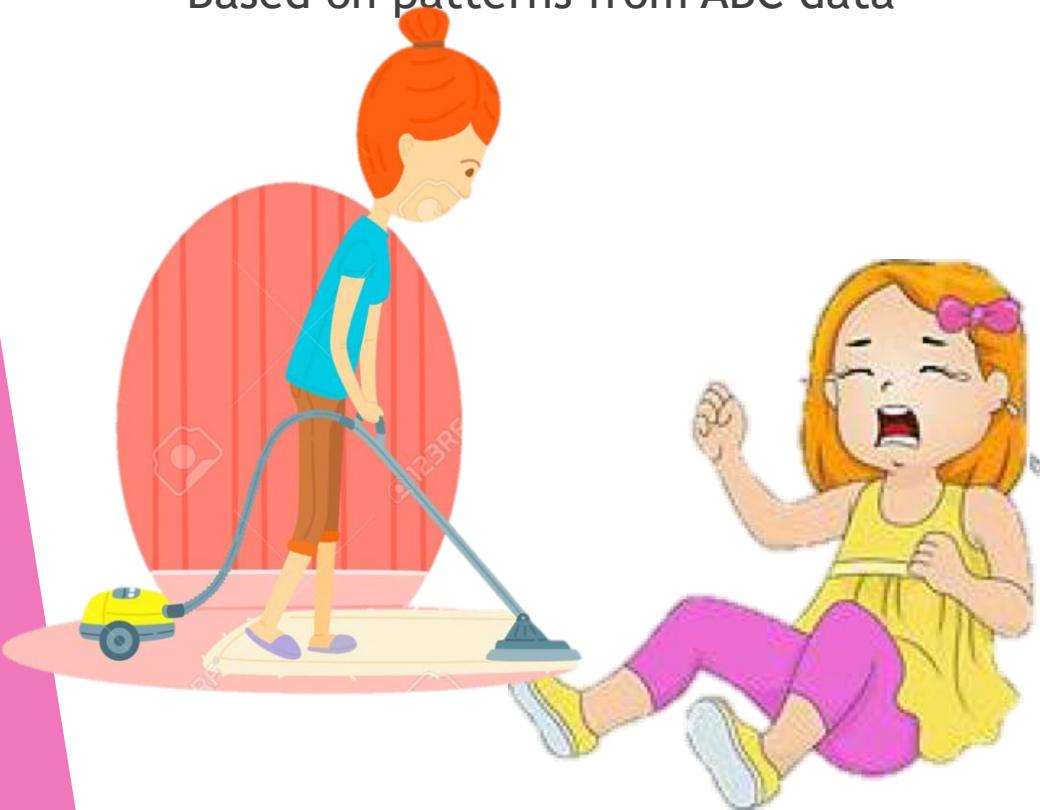
**Replacement Behavior:** A more appropriate or socially acceptable behavior that is taught to replace the target behavior.

### EXAMPLES

- **Tapping a Peer on the Shoulder:** Instead of pushing the classmate to get attention, the student learns a gentle tap on the shoulder is as effective.
- **Pointing to a Desired Object:** Instead of crying loudly, a toddler can learn to use words to ask to play with a particular toy.

# Antecedent Management Strategies

- ← Strategies for what happens BEFORE the behavior or common triggers
- ← Based on patterns from ABC data



# 8 Prevention Strategies

1. Avoid situations or people
2. Control the environment
3. Do things in small doses or steps
4. Change the order of events
5. Respond to early signs of the problem  
(Precursors/warning signs)
6. Change how you ask or respond
7. Address setting events  
(tired, hungry, sick, missed meds, hormones, etc.)
8. Use visual or auditory cues



# Daily Schedules

Visual and Written

# Setting Up a Visual Schedule

- ← Set up the visual schedule in a way that will work for the family and work for the client
- ← Common options
  - ❖ Visuals
    - Google images
    - Boardmaker
    - Real photos
  - ❖ Written words



# Prevention Strategies & Problems in Routine

- ← Change the time of a demand
- ← Use fun activities to reward completion of less desired activities
  - ❖ “First, then”
- ← Establish a routine
  - ❖ Add predictability, client knows what to expect
  - ❖ Enjoyable activities after demands

# Examples of Schedules

Visual and Written

# Visual Schedule





Wake up



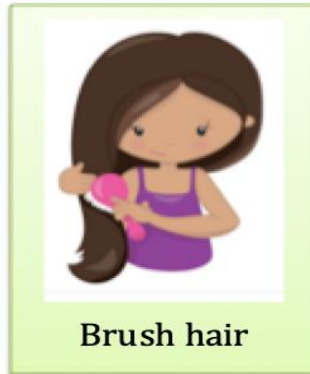
Eat breakfast



Toilet



Get dressed



Brush hair



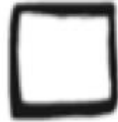
Brush Teeth



Get on bus



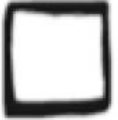
Arrival at school



Breakfast & Medicine



Pack lunch



Get ready for school



Chores



Family time/free time



Dinner



Shower & brush teeth

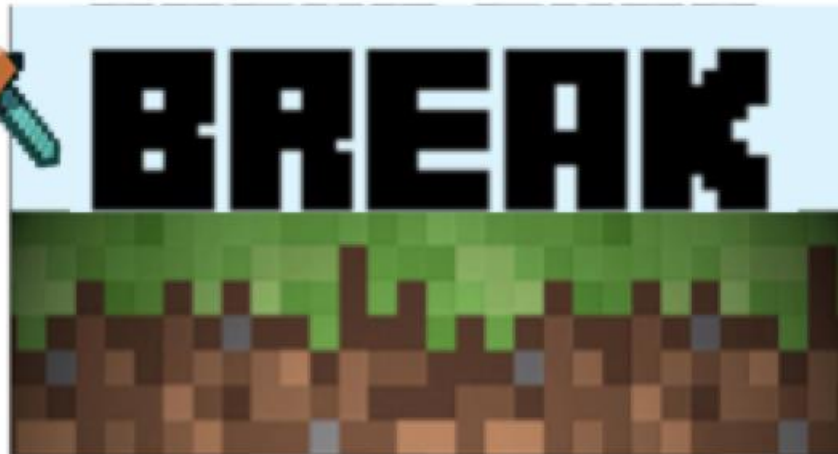


Bedtime



# Child's Checklist

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____



Today is: \_\_\_\_\_ ★

6:00	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00	
1:00	
2:00	
3:00	
4:00	
5:00	
6:00	
7:00	
8:00	
9:00	

### Assignments

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### Chores

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### Notes

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# Reinforcement

Be Positive



# Reinforcers

- ← Anything following a child's behavior that increases that behavior
- ← Strengthen desired behaviors & promote new behaviors and skills
- ← Examples:



**PREFERRED ITEMS/ACTIVITIES**



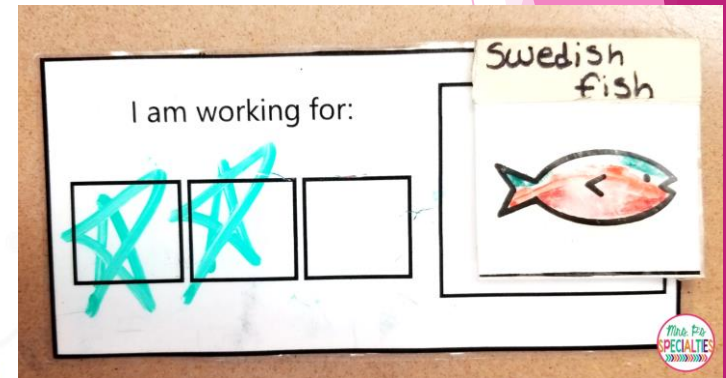
**ATTENTION**

# Types of Reinforcers

1. Primary reinforcers (food or drink)
2. Social reinforcers (i.e., high fives, praise)
3. Tangible reinforcers (i.e., favorite toy)
4. Activities/privileges (i.e., riding bike, watching TV)
5. Tokens (exchange for reinforcer above)



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# Identifying Reinforcers

**Ask**

Ask your client what he or she likes

**Talk**

Talk to others who know your client well (parents, other therapists, siblings, etc.)

**Present**

Present options and see what the client chooses

**Watch**

Watch what the client plays with in free play

# Selecting Reinforcers

What does your client naturally gravitate towards?  
Any unusual activities or preferences?

Use natural reinforcers whenever possible

Already part of the routine (i.e.,  
feeding a treat to their horse)

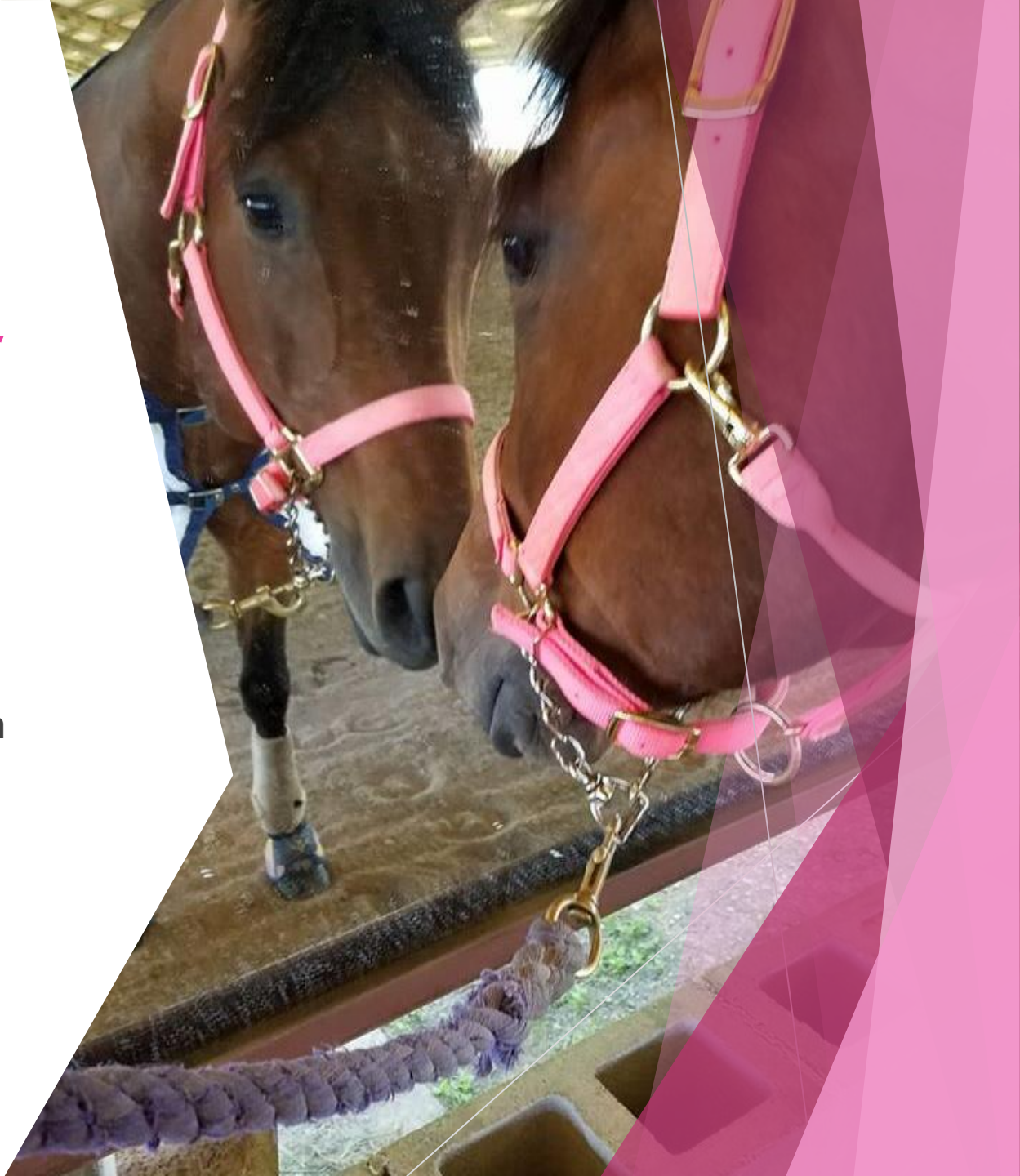
Behaviors that have “built-in”  
reinforcement

Make privileges contingent on appropriate behavior

Reinforcers may change (based on interests  
changing, with age, satiation)

# How to implement for ourselves 😊

- ← Apply reinforcement into your routine - “FIRST THEN” for activities/chores/demands to earn reinforcement



# “Catch Your Client Being Good!”

- ← Use social reinforcers to target naturally occurring positive behaviors during the session with your client.



# “Catch Your Client Being Good!”

## Examples

Using good manners

Playing nicely with siblings

Completing self-help skills independently

Cleaning up toys without being asked

Can you think of other behaviors that could fit with “catching your client being good?”



# “Catch Your Client Being Good!”

- ← If social reinforcement is not enough, include other types of reinforcers
- ← Do you think your client would respond well to social reinforcement?
- ← If not, what other types of reinforcers could you use?

# Structured Play Time

- ← Promoting a variety of important skills:
  - ❖ Development of imitation and play skills
  - ❖ Social skills (sharing, taking turns, cooperative play)
  - ❖ Language development
- ← Regular opportunity for positive interactions between you and your client

# Strategies to Promote Reciprocal Play

1. Observe
2. Imitate your client's play
3. Describe your client's play
4. Reflect your client's vocalization
5. Target naturally occurring social & play skills
6. Praise your client often as you can!
7. Avoid demands teaching play skills

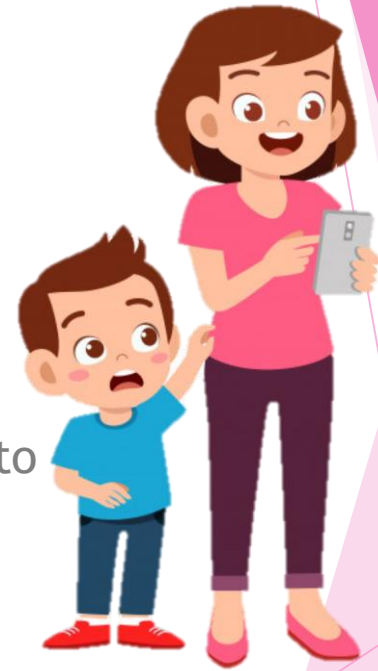
If client becomes upset during play, end the play calmly & try again later.

# Toy Selection

- ← Avoid toys that have a lot of structure/rules (& single player activities, video games or computer)
- ← Examples of toys:
  - ↕ Construction toys (Legos, blocks, tinker toys, etc.)
  - ↕ Play sets (Farm, dollhouse, kitchen, etc.)
  - ↕ Creative toys (coloring books, crayons, playdoh, etc.)
- ← Toys within client's repertoire, then expand from that starting point (might be below/above what's considered "age-appropriate")

# Planned Ignoring

Not paying attention to a problem behavior in order to decrease the behavior in the future



# Consequences

← Events that happen AFTER a behavior



Enjoyable consequences



Unpleasant consequences

← Behaviors that are ignored will also decrease behaviors because the client fails to get a reaction.

# Example



# Rules of Planned Ignoring

- ← Avoid eye contact; don't look at the client.
- ← Do not touch the client; walk away if necessary
- ← Use a “neutral” facial expression; don't react
- ← Do not talk to the client or respond to his request/demand in any way
- ← Make sure that your ignoring is obvious, abrupt, and exaggerated.



# Implementing Planned Ignoring

1. What behavior do you want to decrease?
2. What kind of ignoring will you use?
3. What do you think will happen?
4. What will you do if the behavior gets worse?

# Potential Challenges

Ignored behaviors sometimes gets worse before it gets better

Some behaviors cannot always be ignored  
(May need modified forms of ignoring)

Individuals can learn to be persistent

Planned ignoring can take a while to work

# Two Forms of Planned Ignoring

## ← Ignore the client but not the behavior

- ❖ Appropriate for **dangerous behaviors** (ex: running into streets for attention)
- ❖ Intervene in a NEUTRAL manner; no words, no emotions

## ← Ignore the behavior but not the client

- ❖ Example: repeating questions that have been answered
- ❖ Continue interacting with the client by engaging in “small talk” or making other demands



# Compliance Training

How to teach compliance to our clients

# Introduction

- ← Clients don't comply for a variety of reasons.
  - ❖ Difficulty paying attention
  - ❖ Get distracted
  - ❖ Defiance (ignoring or refusal)

# Steps for Teaching Compliance

Get your client's attention

Tell your client what to do (don't ask!)

- Clear and concise statement so your client knows exactly what to do
- State the command only once

At the same time, physically guide your client to complete the command

- Minimum amount of physical contact necessary
- Lessen physical guidance when your client starts to comply

As your client complies, provide immediate, specific praise

# Positive Language

Instead of telling your child to STOP a behavior, give clear & concise instructions of what the child should be doing.



# Problem-Solve When Things Go Wrong

Break  
down

Break down large tasks into easier, manageable tasks

Use

Use artificial reinforcers if praise is not enough to increase compliance

Work on

Work on your word phrasing and intonation

Consider

Consider client's current skill set and if all pre-requisite skills have been met



# Functional Communication Training

FCT

# Functional Communication Training

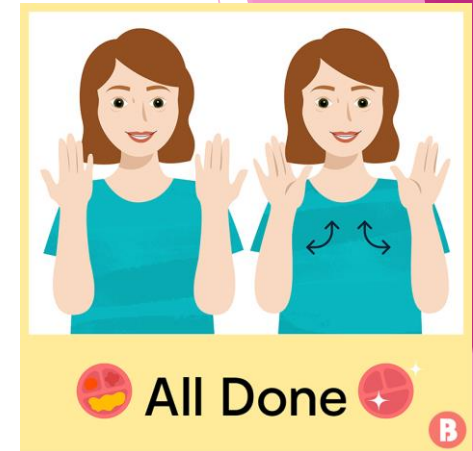
- ← Teaching new communication behavior to replace problem behavior
- ← A good “replacement” serves the same purpose as the problem behavior



Break

# Modes of Communication

- ← Gestures
- ← Signs
- ← Words
- ← Picture Exchange (PECS)
- ← Augmentative devices (high-tech)



break



# Case Example

Suzy screams at her mother in a fast-food restaurant after finishing her French fries.

← What is Suzy trying to communicate with her screaming?

- ❖ **Wants more food** □ ask for more French Fries  
(sign “more” or picture of French fries to mom)
- ❖ **Wants to leave the restaurant** □ teach to say “go to car”
- ❖ **Wants mom’s attention** □ teach to say “mom”
- ❖ **Wants sensory noise** □ teach to ask for headphones

# Steps of FCT

1. The replacement behavior should work quickly for the individual.
2. The replacement behavior should work every time for the individual.
3. The chosen behavior should require less effort than the challenging behaviors.

# Case Study

Tommy is a 5-year-old boy with a vocabulary of approximately 10 words. When his sister takes away one of his toys, he quickly becomes agitated and hits her until she gives back the toy.

- ← What might Tommy be trying to communicate with his hitting?
- ← What communication behavior might be considered for Tommy to replace the hitting?
- ← How could you go about teaching this skill/behavior to Tommy?

# Case Study

Sally is a 4-year-old girl who is extremely talkative. She chats about her interests and lets her parents know what she wants in general. However, at school she becomes very upset when a teacher asks her to leave the play area. Sally will have a tantrum and refuse to leave the area.

- ← What might Sally be trying to communicate with her tantrum?
- ← What communication behavior might be considered to replace her noncompliance?
- ← How could you go about teaching this skill/behavior to Sally?

# Discussion

- ← Your client's behavior to change
- ← Purpose/function of that behavior
- ← Level of your client's communication skills
- ← What communication behavior might be appropriate to replace your client's target behavior?





# Teaching New Skills - Part 1

Breaking Down Skills

# Examples of New Skills

- ← Play or leisure skills
- ← Social skills
- ← Self-help skills
- ← Organizational skills
- ← Academic skills
- ← Coping skills



# Selecting Skills to Learn



What skills could you teach your client that might help with his disruptive behaviors?



What skills would make your client more independent and not as reliant on you?



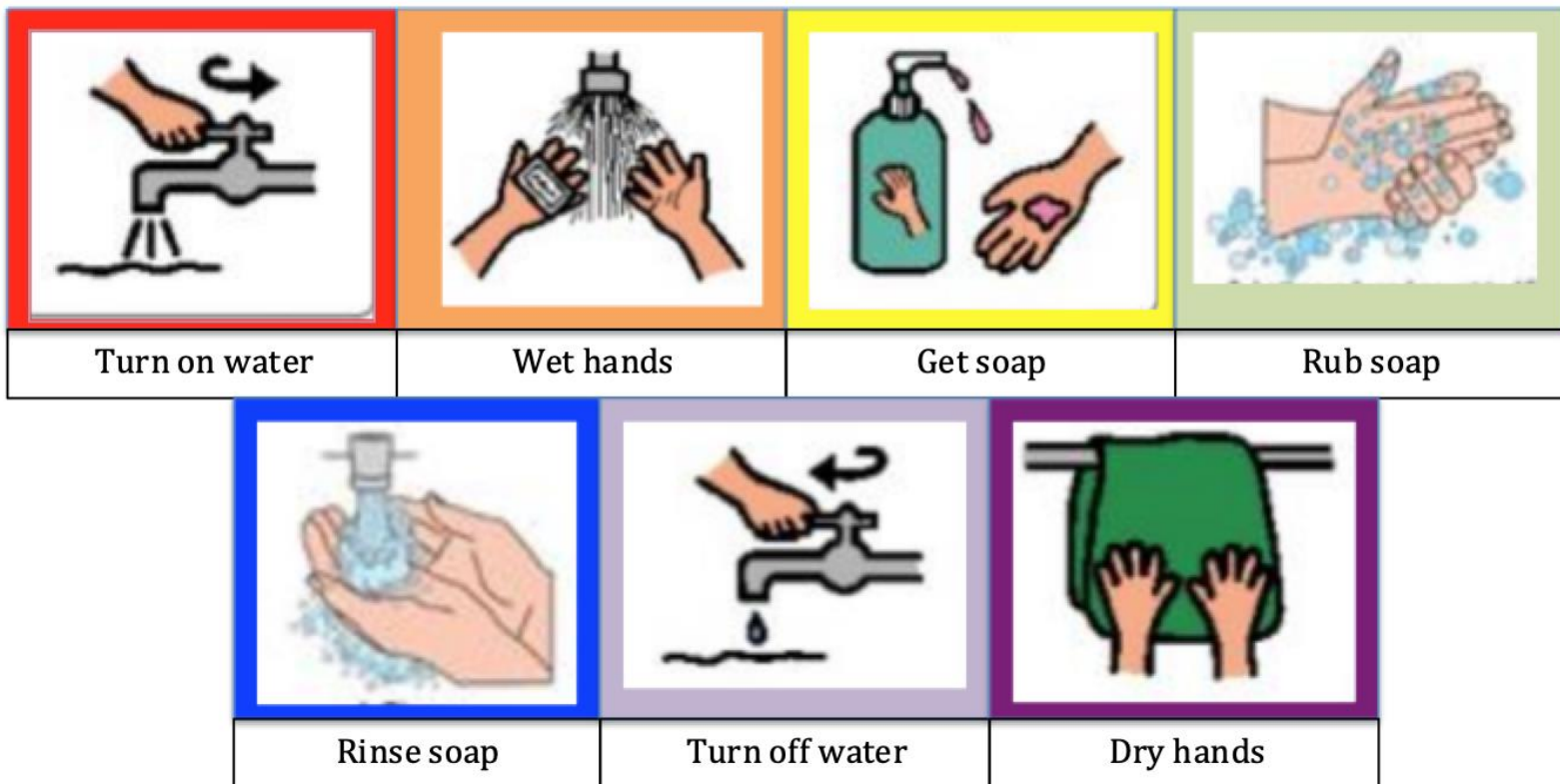
What skills does your client seem to be able to do most of the steps for, but refuses to do, or finds frustrating?



What would your client be motivated to learn?

# New Skills

← Most important skills involve learning a sequence of several smaller steps - aka TASK ANALYSIS



# How To Teach The Skill



What skill would you like to teach?

Write down the steps for that skill

Put a star next to the steps your client is not completing independently



What step will you start with?



What reinforcers do you want to give to reward your client's attempts?



During what naturally occurring times can you practice this skill?



During what structured times can you practice this skill?

# Teaching New Skills 2

Prompts

# Teaching Procedures

- ← When help is given to your child at the same time you are giving a direction, we refer to this as **prompting**
  - ❖ Helps with learning a new skill without your child giving up or being frustrated
  - ❖ Prevents your child from learning the wrong way to do a skill or task



# Types of Prompts

## ← Modeling

- ❖ You show your child what you want him to do
- ❖ Learning skills by observing then imitating you

Can you think of ways that you have taught a client through modeling?

**Some individuals with ASD do not learn from modeling in natural opportunities**

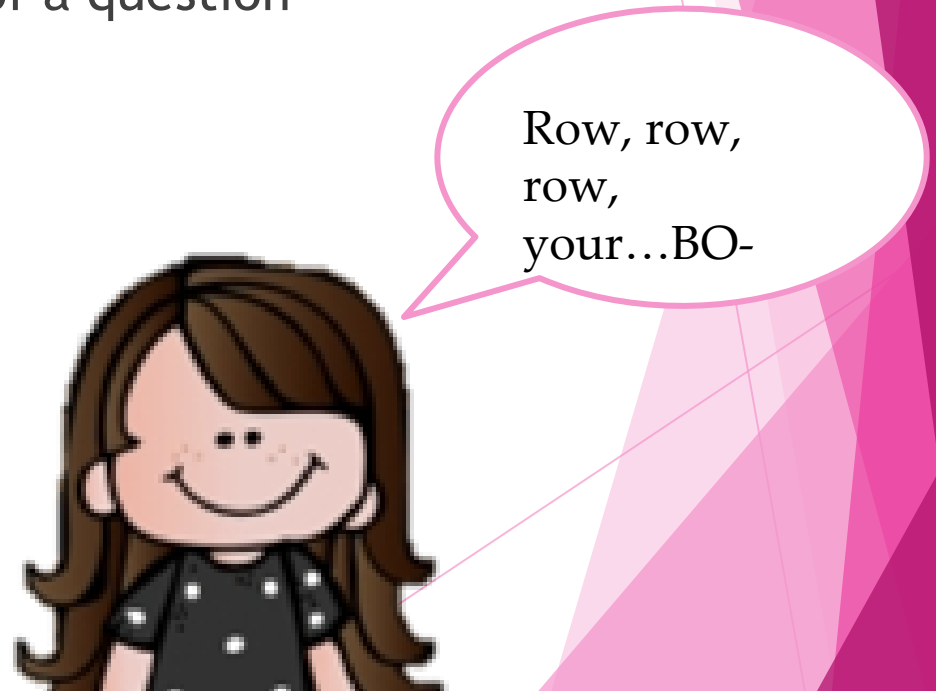
- Not inclined to observe others
- Observing but not imitating





# Types of Prompts

- ← **Verbal prompts** - anything you say that tells your child what you want him to do
  - ❖ Adding emphasis to important words in instructions  
EX: “Touch **NOSE**”
  - ❖ Giving the answer as part of a question



# Types of Prompts

- ← **Visual prompts** - anything your child can see that shows him what you want him to do
  - ❖ Gestures
  - ❖ Visual schedules/pictures
  - ❖ Timers



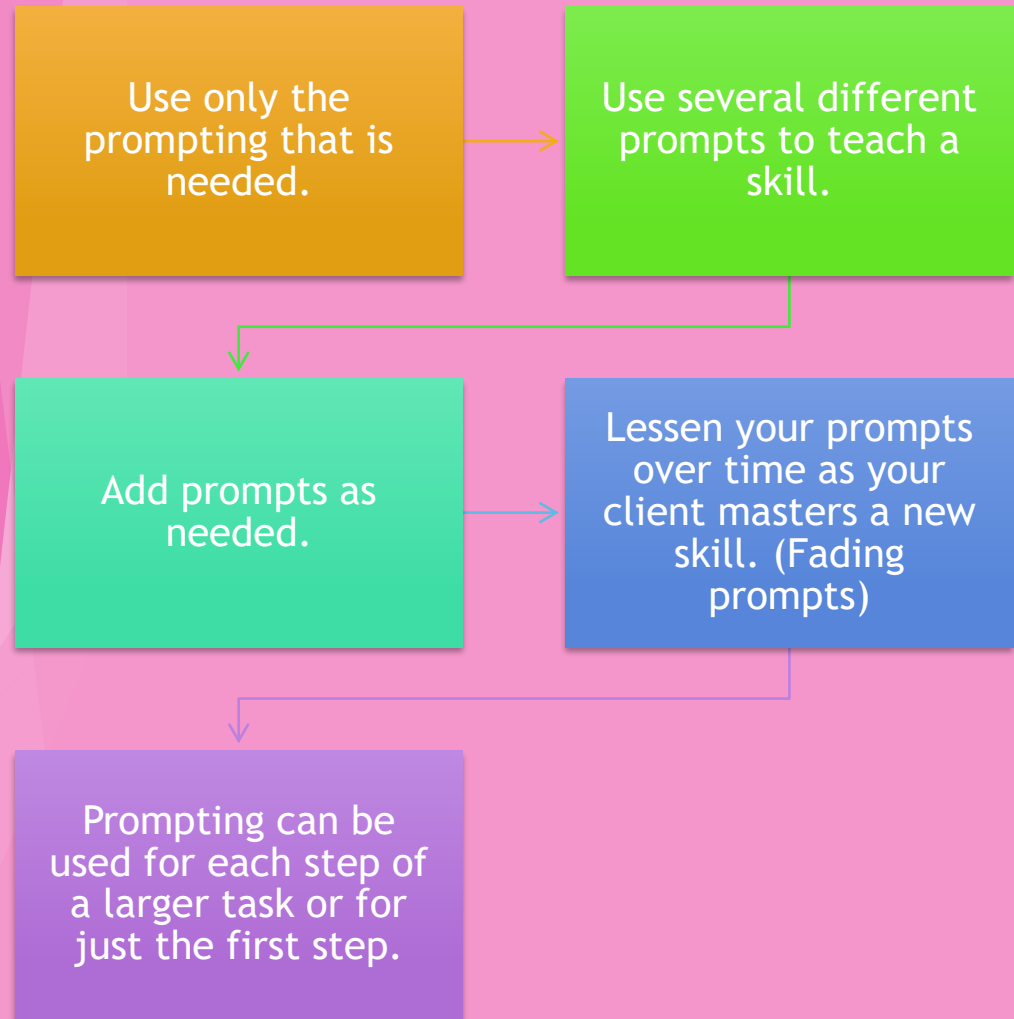
# Types of Prompts

**Physical prompts** - providing physical guidance to help an individual do a task

- ← Vary level of guidance depending on how much help is needed
  - ❖ Full physical or hand-over-hand □ unfamiliar skills
  - ❖ Partial physical □ some familiarity with the skill



# How to Use Prompts



# PROMPT HIERARCHY

least invasive

**VISUAL**  
{includes positional}

**VERBAL**  
{includes direct and indirect verbal prompts}

**GESTURAL**

**MODELING**

**PARTIAL PHYSICAL**

**FULL PHYSICAL**

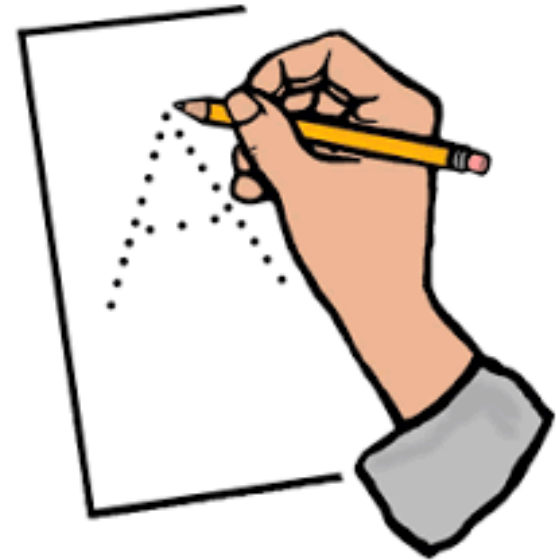
most invasive

more independent

less independent

# Stimulus Prompts

- ← The material or object provides the cue as to how the individual should respond
- ← Commonly used
  - ❖ Academic skills (i.e., sorting colors, matching, learning to write)
  - ❖ Independent living skills/chores (sorting laundry)
- ← **Stimulus fading** - gradually removing the prompts



# Stimulus Fading

**Directions:** Trace over each word and then write the word at the bottom.

me

me

me

me

you

you

you

you

they

they

they

they

# Time Delay



The prompt is presented to the client only after a certain amount of time has passed and the client has not given the correct response



Gives the opportunity for an independent response



# Tips for Teaching New Skills

1

Start simple when you first introduce a new skill to teach

2

Teach in a distraction-free zone

3

Be mindful of when you are teaching your child.

4

Use reinforcers to promote learning.

# Generalization & Maintenance

Behaviors that last!

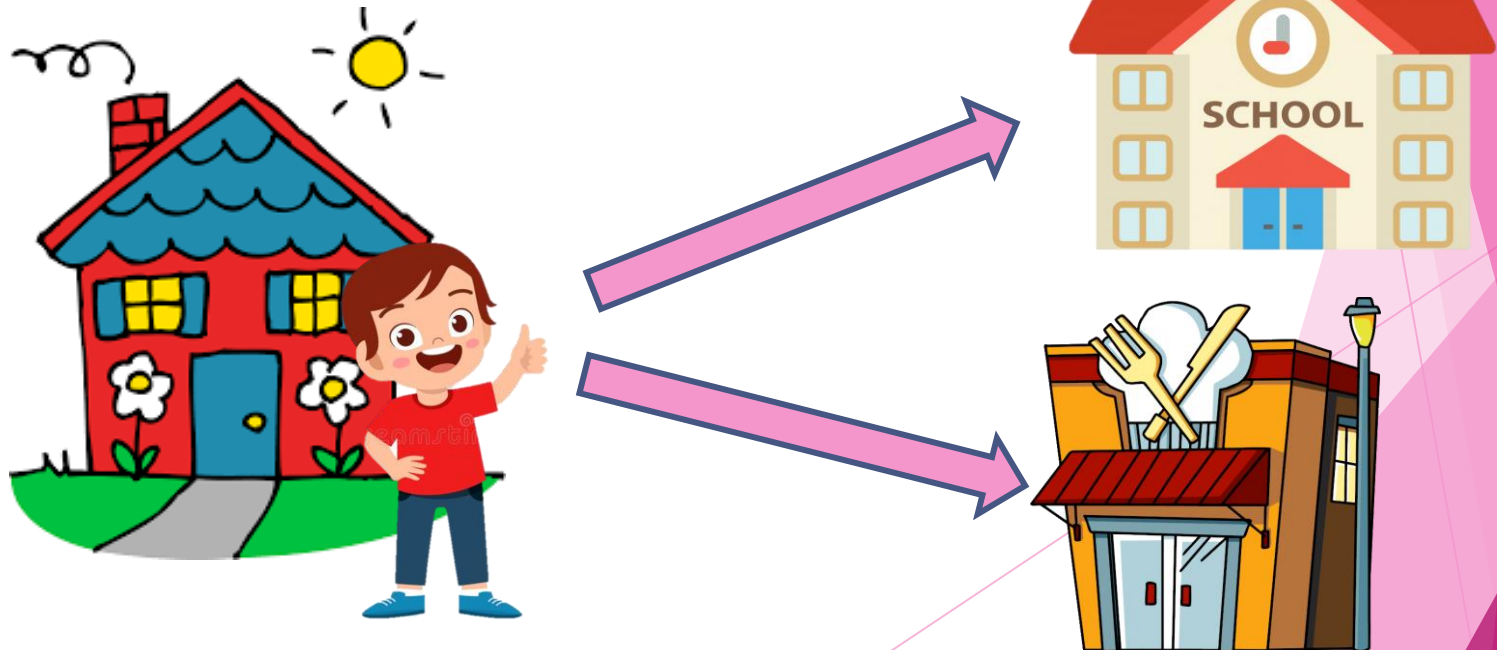
# Maintenance

How much does the learner continue to perform new skills after the teaching stage has ended?

Are these behaviors acceptable, or do we need to push for greater improvement before talking about maintenance?

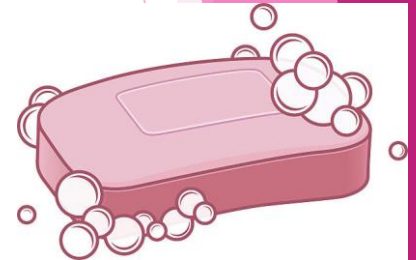
# Generalization

- ← Positive behaviors occurring in different settings and when conditions vary, such as with different types of materials and with a variety of people



# Types of Generalization

- ← Performing a skill in different settings
- ← Performing a specific skill even when conditions vary, at least to a certain degree



# Maintenance Tips

- ← Continued reinforcement is important in maintaining a behavior. Sometimes a new behavior will not continue when it is no longer reinforced.
- ← Using a delayed or intermittent reinforcement schedule, you can fade reinforcement of the skill to more realistic levels
  - ❖ Delayed reinforcement □ after a certain period of time
  - ❖ Intermittent reinforcement □ given only some of the time

# Generalization Tips

- ← New skills are more likely to be generalized if they are reinforced across different settings.
- ← It is helpful to use reinforcers that naturally occur in different settings.
- ← If a situation is too different from the one the skill was learned in, sometimes the new skill will not generalize to the new situation.
- ← Make sure a problematic behavior is not reinforced in situations outside of the home.

# Questions?





# Contact



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# Resources

- ▶ <https://www.bfskinner.org/>
- ▶ Bearss K, Johnson CR, Handen BL, et al. Parent Training for Disruptive Behavior : the RUBI Autism Network. Clinician Manual / Karen Bearss, Cynthia R. Johnson, Benjamin L. Handen, Eric Butter, Luc Lecavalier, Tristram Smith, and Lawrence Scahill. Oxford University Press; 2018
- ▶ Cooper, J. O., Heron, T. E., & Heward, W. L. (2019). *Applied Behavior Analysis* (3rd Edition). Hoboken, NJ: Pearson Education
- ▶ Glasser W, Glasser C. *The language of choice theory*. Harper Collins; 2010
- ▶ <https://marybarbera.com/4-functions-of-behavior>