

## Partnering with Parents to Develop Assessment-Based Interventions

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## Project ACHIEVE

- Children 3-5 years in age who have or are at-risk for ADHD
- Multi-setting Intervention Group
  - Parent education
  - Literacy and numeracy activities for home and school
  - Functional behavioral assessment (FBA) and intervention in the home and preschool/kindergarten/daycare environments

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## Positive Behavior Support (PBS)

- An approach to dealing with challenging behaviors that emphasizes prevention, environmental modification, and instruction of appropriate alternative behavior
- Methods that would be helpful in altering undesirable behavior patterns; respectful of a person's dignity; successful in promoting quality of a person's lifestyle (Koegel, Koegel, & Dunlap, 1996)

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## Parent Education

- ADHD
  - Attending/Rewards
  - FBA
    - Finding the Problem
    - Identifying Patterns
    - Developing a Plan
  - Safety
  - Literacy
  - Numeracy
  - Problem Solving
  - Transitional Warnings and When-Then Statements
  - Planning Ahead
  - Token Systems
  - Planned Ignoring
  - Time Out from Reinforcement
  - Home-School Communication
  - Preparing for Kindergarten
- The Community Parent Education Program (COPE) (Cunningham, Bremner, & Secord, 1998)  
–Project Achieve (2002)

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## Parent Education FBA: Finding the Problem

- Define and provide examples of triggers, behaviors, and responses
- Identify "Why" behaviors occur
- Identify what makes behavior continue
- View video tapes and use role plays to practice
- Review use of information collection forms
  - Activity Analysis, TBR Checklist, TBR Chart
- Homework

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## Parent Education FBA: Identifying Patterns

- Review homework
  - Parents identify triggers, behaviors, and responses
- Large group activity
- Describe and provide examples of summary statements
- Develop summary statement for large group activity
- Homework

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## Parent Education FBA: Developing a Plan

- Describe why it is important to develop multicomponent plans
- Describe the purpose of preventive, instructive, and consequence-based interventions
- Identify examples of preventive, instructive, and consequence-based interventions
- Large group activity
- Identify strategies to assess the effectiveness of intervention plans

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## Literacy and Numeracy Activities

- Two parent education sessions focus on each of these academic areas
- Ladders to Literacy Parent Activities: 5-15 minute activities that promote literacy
- Numeracy Calendars: Simple activities that parents can do to facilitate counting with 1:1 correspondence, naming/identifying numbers, and adding/subtracting

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## Steps in the Functional Behavioral Assessment Process

1. Conduct functional behavioral assessment
2. Develop hypotheses
3. Assess the accuracy of the hypotheses (optional)
4. Design an intervention/support plan
5. Collect data on effectiveness of intervention/support plan
6. Alter the intervention if ineffective
7. Evaluate the long-term effectiveness of the plan and fade intrusive interventions

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## 1. Conduct Functional Behavioral Assessment

Purpose: To identify activities and events associated with occurrences and non-occurrences of the problem behavior

Methods of Assessment:

1. Interview (Problem Identification Interview) (Kratochwill & Bergen, 1990)
2. Direct Observation
  - Consultant
  - Parents/Guardians
3. Functional Analysis

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## Understanding Challenging Behavior



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## Why do challenging behaviors occur?

- 1) To get something
  - Attention
  - Preferred Activity or Item
  - Sensory Reinforcement
- 2) To escape or avoid something
  - Tasks/Demands
  - Person

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## Case Example: Interview

- Problem Behavior:
  - Inappropriate Interactions (e.g. hitting and teasing brother)
  - Hyperactive (e.g. Running, spinning, swinging objects)
  - Noncompliance (e.g., household rules, directives)
- Antecedents:
  - Directions: Bed time, Practice academic tasks, Dinner time
  - Unstructured Time: Mom in the shower, on the phone, at the computer
- Consequences:
  - Warnings
  - Mom or Dad lay with him before he goes to sleep

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## Case Example: Interview

- How severe are Evan's challenging behaviors for you? "8"
- How often does he engage in challenging behaviors per day and how long does each episode last? "10-12 times/day, each lasting approximately 10 minutes."
- Goals Identified by Parents:
  - 1. Engage in appropriate activities when unattended.
  - 2. Increase the amount of time Evan can sit for dinner and academic tasks.
- Client Assets and Preferences:

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## Case Example: Parent Data Collection

- Example of Trigger-Behavior-Response Chart:
  - Trigger: Was in bathroom getting ready for shower
  - Behavior: Jumping on the sofa and hitting brother with pillow
  - Response: Yelled at the boys, separated them (brother to room, Evan sat in bathroom while I showered)
- Trigger: Told it was time to go to bed
- Behavior: Crying, throwing himself on the ground, kicks feet, stomps, saying he can't walk
- Response: Gave him a minute to calm down, then laid down with him
- Trigger: (Did not see)
- Behavior: Hit brother, Evan said, "I'm going to break your toy."
- Response: Reprimanded them, Separated them (sent to rooms)

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## Case Example: Parent Data Collection

- Summary of Trigger-Behavior-Response Checklist:
  - Antecedent: Bored- no materials or activities
  - Behavior: Destructive Behavior, Negative Sibling Interaction
  - Consequence: Discussed problem behavior, Removed from area/room
- Antecedent: Sit at dinner
- Behavior: Off-task, Noncompliance
- Consequence: Verbally or physically prompted to follow through with direction
- Antecedent: Another person provoked the child (Brother)
- Behavior: Negative Sibling Interaction
- Consequence: Removed from area/room

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## Case Example: Consultant Direct Observation Summary

- [Example of data collection form](#)
- Antecedent: Sitting at dinner table, Evan thought brother was cheating, brother performed better on a task than Evan, Evan was asked to share or give up possession, Evan was asked to do a difficult task (e.g., writing name, naming letters)
- Behavior:
  - Disruptive Behavior – Whining/crying, kicking objects
  - Noncompliance – saying "No," ignoring direction
  - Off-task Behavior – staring around the room, engaging other activities, running away
  - Inappropriate Interactions – pushing and teasing brother
- Consequence: Minor behaviors were ignored, Mom pleading with Evan to comply, series of verbal prompts, redirection, Mom telling Evan exaggerated consequences, time-out, at times Evan was allowed to escape tasks and maintain access to preferred items

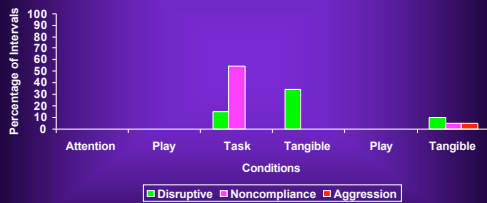
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## Case Example: Functional Analysis Video

- Condition 1: [Attention](#)
- Condition 2: [Play](#)
- Condition 3: [Task](#)
- Condition 4: [Tangible](#)

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## Case Example: Functional Analysis



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## 2. Develop Hypotheses

Purpose: To formulate statements about why behavior occurs based on assessment information

Strategies:

1. Review assessment information
2. Look for patterns of behavior
3. Develop hypothesis statements about why behavior is occurring and identify variables that can be manipulated to formulate an intervention

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## Case Example: Hypotheses

1. When Evan is asked to participate in an activity that requires sitting for long periods of time (e.g., dinnertime), he will engage in off-task and noncompliant behavior in order to escape the task that requires sitting.
2. When Evan is not engaged in a specific activity and is free to entertain himself, he will engage in noncompliant, hyperactive, and disruptive behavior in order to obtain access to a preferred activity.
3. When Evan is asked to engage in a difficult academic activity, he will engage in disruptive, off-task, and noncompliant behavior to escape the activity.
4. When Evan is asked to give up or share a highly preferred object, Evan will engage in disruptive and noncompliant behavior in order to obtain access to the item.
5. When Evan's brother is performing better at a task, Evan will engage in inappropriate interactions to escape losing the task.

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## 3. Assess the Accuracy of the Hypotheses

Purpose: To evaluate whether hypotheses are accurate prior to formulating an intervention

Strategies: Brief reversals

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## Contributions of Functional Assessment to Support Plans

1. Antecedent information can be used to develop preventive interventions to reduce the likelihood of problem behaviors
2. Information about skill deficits and replacement behavior
3. Strategies for responding to problem behavior that are least likely to reinforce it

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## 4. Design an Intervention/Support Plan

Purpose: To formulate an intervention that is multicomponent and directly linked to the hypotheses

Categories of Intervention

1. Preventive
2. Instructive
3. Consequence-Based

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## Preventive Interventions

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## Preventive Interventions for Attention Maintained Behavior

1. Offer less difficult or preferred activities when attention is not available
2. Use scheduled or noncontingent attention
3. Utilize other adults or peers in environment to provide attention

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## Preventive Interventions for Access Maintained Behavior

1. Offer alternative activity
2. Offer a choice of an alternative activity
3. Increase Predictability
  - Picture schedule
  - Make activity length clear
  - Provide transitional warning about activity termination
  - Schedule access with a timer, calendar, schedule
  - When-then statements

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## Preventive Interventions for Escape Maintained Behavior

1. Modify task difficulty/length
2. Change instructional media
3. Incorporate areas of child interest
4. Assure tasks have functional outcomes
5. Offer opportunities for choice making
6. Use task interspersal
7. Use hi-p sequence
8. Make length of task clear
9. Modify pace of instruction
10. Manipulate task size
11. Provide periodic breaks
12. Pre-practice

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## Instructive Interventions

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## First Step When Teaching Alternative Skills

Determine whether:

1. Skill deficit exists
  - individual does not have necessary skills
2. Performance deficit exists
  - cannot emit desired behavior when needed
  - \*\*\*problem behavior is more effective or efficient than desired behaviors

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## Categories of Alternative Skills

1. 1:1 Replacement skills
2. General skills
3. Self-management skills
3. Coping and tolerance skills

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## Consequence Strategies

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## Consequence Approaches

1. Planned ignoring with immediate praise for appropriate behavior
2. Specific praise
3. Pivot praise
4. Prompting compliance with follow through
5. Problem solving
6. Token systems
7. Time Out
8. Natural Consequences

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## Case Example: Interventions Based on Hypotheses

1. When Evan is asked to participate in an activity that requires sitting for long periods of time (e.g., dinnertime), he will engage in off-task and noncompliant behavior in order to escape the task that requires sitting.

Preventive: Timer, Transitional Warnings, and When-Then Statements

Consequence-Based: Specific praise for sitting and eating; prompts

Parent Created Intervention: Make it a Game

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## Case Example: Interventions Based on Hypotheses

2. When Evan is not engaged in a specific activity and is free to entertain himself, he will engage in noncompliant, hyperactive, and disruptive behavior in order to obtain access to a preferred activity.

Preventive: List of activities generated (informal or special box) and Reviewing the difference between appropriate and inappropriate activities

Consequence-Based: Specific praise for appropriate play; prompts

Parent Created Intervention: The Fun Activity List

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## Case Example: Interventions Based on Hypotheses

3. When Evan is asked to engage in a difficult academic activity, he will engage in disruptive, off-task, and noncompliant behavior to escape the activity.

Preventive: Choice and Timer

Instructive: Increase ability to write name and name letters

Consequence-Based: Specific praise for work effort and Calling his name and providing him with verbal and/or physical prompt when engaged challenging behavior

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## Case Example: Interventions Based on Hypotheses

4. When Evan is asked to give up or share a highly preferred object, Evan will engage in disruptive and noncompliant behavior in order to obtain access to the item.

Preventive: Timer and Making a plan to select an alternative item

Consequence-Based: Specific praise for sharing, making a plan, and appropriate behavior while waiting

Parent Created Intervention: Adapted Making a Plan

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## 5. Collect Data on Effectiveness of Intervention/Support Plan

Purpose: To assure plan effectively reduces problem behavior and increases desirable behavior

Strategies:

1. Direct observation data collection
  - Parent
  - Consultant
2. Parent Rating

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## Current Parent Perceptions of Problem Behavior

- How severe are Evan's challenging behaviors for you? "3"
- How often does he engage in challenging behaviors per day and how long does each episode last? "2-3 times/day, each lasting approximately 5 minutes."

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## Case Example: Parent Perceptions of Intervention Effectiveness

How often were the interventions effective?  
0-25% , 26-50%, 51-75%, or 76-100% of the time

- List of activities generated (informal or treasure box) 76-100%
- Reviewing the difference between appropriate and inappropriate activities 76-100%
- Specific praise for appropriate behavior 76-100%
- Choices 51-75% Redirection when engaged in inappropriate behavior and reminded of appropriate behavior 76-100%
- Transitional warnings 76-100%
- Calling his name and providing him with verbal and/or physical prompt when engaged challenging behavior 51-75%
- Using when/then statements 76-100%

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## 6. Alter the Intervention if Ineffective

Purpose: To develop alternative intervention to address limitations

Strategies:

1. Collect additional assessment information if necessary
2. Revise hypotheses

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## 7. Evaluate the Long-Term Effectiveness of Plan and Fade Intrusive Interventions

Purpose: To assure plan remains effective and allows student typical experiences

Strategies:

1. Collect ongoing data
2. Systematically introduce fading procedures

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## Considerations when Partnering with Parents

- Start the process using a collaborative model
- Build rapport
- Acceptability of Assessment, Intervention, and Consultation Process
  - Clarity
  - Reasonable
  - Feasibility (ease of use, time required)
  - Disruptiveness
  - Fitting into family routine
  - Informative
  - Discomfort
- Individualizing the process for families
- Be flexible

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## Case Example: Parent Acceptability

1 2 3 4 5  
Not at all Acceptable Neutral Very Acceptable

1. How acceptable did you find the interventions? 5
2. How willing would you be to participate in the intervention process again? 5
3. Given your child's behavior difficulties, how reasonable did you find the intervention process to be? 5
4. How much discomfort did your child experience while participating in the intervention? 5
5. How much discomfort did you experience while participating in the intervention? 4

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## Case Example: Parent Acceptability

1 2 3 4 5  
Not at all Acceptable Neutral Very Acceptable

6. How feasible was this intervention? 5
7. How well did the assessment process identify important information about your child's behavior at home? 4
8. How disruptive was it for your family in general to carry out this intervention? 5
9. How well did carrying out this intervention fit into the family routine? 5
10. How beneficial were the parent education sessions in general? 5

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## Closing Comments from Evan's Mother

- Proactive versus Reactive
- Behavior Burst/ Consistency
- Feared us not taking "Evan" into consideration
- Importance of Parent Education *and* Consultation
- Ability to develop our own interventions

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## Questions

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