

Developing Assessment-Based Positive Behavior Support Plans for Children with ADHD

Natalie G. Sokol
Lehigh University

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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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Environment-Behavior Relationship

- Behaviors are not entirely internal
- Almost all behaviors have some environmental basis
 - Behavior is an individual phenomenon
 - Behavior both appropriate and inappropriate is learned
- Therefore, to change a child's behavior modifications to the environment must occur
- Because behaviors are specific to the individual, some children may require individual plans.

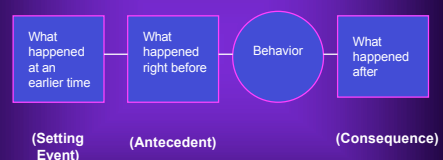
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Functional Assessment-Underlying Assumptions

1. Challenging behavior serves a function for the child
2. Challenging behaviors are context related
3. Effective interventions are based on a thorough understanding of the child and his or her problem behavior

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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
 - Control
- 2) To escape or avoid something
 - Tasks/Demands
 - Person

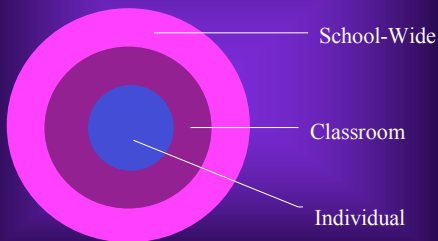
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What makes behaviors continue?

- While antecedents may trigger behavior, it is the consequences that maintain the behavior.
- Inconsistent reinforcement
 - Responding to calling out
 - Verbally attending to motor activity
 - Peer giving toy to student with aggressive behavior
- Consistent reinforcement
 - Issuing a time-out when the student is trying to escape a difficult task
 - Lecturing
 - Sending a student to office when they are seeking attention from the center director

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Levels of Support



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Identifying a Team

1. Who is on the team?
 - Must include parents, teachers, and classroom assistants.
 - Could also include siblings, center director, therapists (OT, PT, SLP), special education staff, community members
2. Why use teams?
 - The process requires a problem solving process
 - Behavioral support requires multiple intervention carried out by multiple people
 - The goal of intervention is a good contextual fit
3. Considerations:
 - Who has the needed expertise?
 - Who will be affected by the decisions?
 - Who has a vested interest in participating?

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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 (Kratonchwill & Bergen, 1990)
 - Functional Assessment Interview (O'Neill et al., 1997)
2. Direct Observation (Consultants, Teachers, and Teachers and Parents/Guardians)
 - Activity Analyses/Schedule Analyses
 - Charts
 - Checklists
3. 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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Content of Hypothesis Statements

1. Description of antecedent and/or setting events
2. Description of problem behavior
3. Identification of presumed function

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Examples

1. When peers takes Amy's toy (*antecedent*) she engages in aggressive behavior (*behavior*) to obtain the toy (*function*).
2. When Rob has a cold (*setting event*) and is asked to perform fine motor tasks (*antecedent*) he engages in off-task behavior (*behavior*) to escape the task (*function*).
3. When Tara is required to wait (*antecedent*), she engages in out of area behavior (*behavior*), to escape waiting (*function*).
4. When Juan is in large groups (*antecedent*) he engages in disruptive behavior (*behavior*) to obtain attention (*function*).
5. When Sarah is called on during circle (*antecedent*) she engages in crying (*behavior*) to escape attention (*function*).
6. When Alex is given an instruction (*antecedent*) he engages in noncompliance (*behavior*) to obtain control (*function*).

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Things to Remember

- Let the data drive your hypothesis development
- Individuals may engage in problem behavior for a variety of reasons
- A single problem behavior may serve more than one function
- If you cannot find patterns in the data, collect more

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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

Considerations:

- Will behavior cause injury to student or others?
- Will behavior be disruptive to class?
- Is testing feasible (staff and time)?

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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

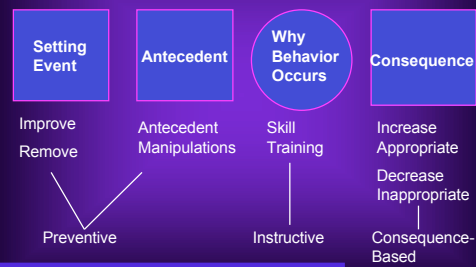
Purpose: To formulate an intervention that is multicomponent and directly linked to the hypotheses

Categories of Intervention

1. Preventive
2. Instructive
3. Consequence-Based

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Categories of Intervention



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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 child's interests (e.g., Make it a game)
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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Strategies for Teaching Social Skills

- Model and prompt appropriate social behavior
- Comment on and reinforce children who are exhibiting appropriate social behavior
- Role play social behaviors
- Teach social behavior at a teacher-led center
- Talk about social behaviors that were observed earlier in the day during large group times

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Consequence Strategies

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Consequence-Based Interventions

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

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Specific Praise

1. Child engages in positive behavior.
2. Teacher praises child for this behavior.
 - Caregiver uses the child's name.
 - Caregiver is specific about the target behavior.

Example: "Jacob, you are doing a great job sitting at circle. Keep up the good work!"

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Pivot Praise

1. Child engages in problem behavior.
2. Teacher ignores problem behavior.
3. Teacher provides specific praise to selected peers in the group who are engaging in the appropriate behavior.
 - Teacher uses the peer's names.
 - Teacher is specific about the appropriate behavior.
4. Child begins to engage in the same appropriate behavior.
5. Teacher praises child for engaging in the appropriate behavior.

Example: "I love the way Tyson, Jack, and Sue are sitting in circle!" (Target child begins to sit) "Wow! Ginny, I love the way your sitting, too"

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Planned Ignoring

1. Child engages in problem behaviors.
2. Teacher ignores problem behavior.
3. Child engages in appropriate behavior.
4. Teacher immediately provides specific praise to child about appropriate behavior.
 - Teacher uses the child's names.
 - Teacher is specific about the appropriate behavior.

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Prompting Compliance

1. Child engages in problem behavior.
2. Teacher verbally prompts student one more time.
3. If the child continues to engage in problem behavior:
 - Teacher will help get the child started with the task
 - Teacher will fade assistance once child begins to comply
4. When child engages in appropriate behavior, the teacher immediately praises child.
 - Teacher uses the child's name.
 - Teacher is specific about the appropriate behavior.
5. Teacher provides intermittent praise until task is completed.

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Problem Solving

1. Identify the problem (what went wrong)
2. Identify alternative solutions
3. Identify positive consequence of alternative solutions
4. Action plan

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Time Away

1. Child engages in problem behavior while engaging in an activity or with a preferred item.
2. Teacher removes preferred item or restricts access to the preferred activity.
3. Teacher reminds child why he or she lost these privileges, and when he or she may return to them.

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Time Out

1. Child engages in problem behavior.
2. Teacher gives one firm, emotionally neutral warning. "If you don't _____, then you will go to time out."
3. If child does not comply within 10 seconds, the teacher escorts the child to time out
 - Teacher says, "You didn't do what I asked, stay in time out until I tell you to come out."
 - Teacher ignores all talking and disruptive behavior on the way to and during time out.
4. Teacher should allow the child to leave time out after the number of minutes as indicated by the age of the child (5yr = 5 minutes) plus 30 seconds of quiet behavior.

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Logical Consequences

- Natural responses to problem behavior.
 - If a child pushes his peer and the peer falls, the child should help the child get up, apologize, and get a bandage for the peer
 - If a child breaks a toy, the child must help fix it and not get to play with it that day
 - If a child throws toys, the child must pick up the thrown toys
- Consequence must be immediate
- Consequence must be directly related to behavior

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Token Reinforcement Systems

- A small number of target behaviors (e.g., 1-5) with emphasis on goals that child can complete.
- Clearly defined target behaviors.
- Rewards available each day.
- A menu with a variety of interesting rewards.

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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 (parent, teacher, consultant)
2. Ratings (parent and teacher)
3. Review permanent products
4. Natural documents

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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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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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Considerations when Partnering with Parents and Teachers

- 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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