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Prevention and Intervention: You've got this!

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In the last year, have you...

- Been incredibly frustrated by challenging behavior?
- Felt like there is more problem behavior, and it is often more intense?
- Wish you had support and strategies to address the problem behavior?



Learning Outcomes

- Participants will begin to think about elements of effective instruction
- Participants will begin to think about antecedent strategies for prevention of problem behavior
- Participants will begin to think about consequence-based strategies for reduction of problem behavior



Basic reminders to make life easier

- Throughout, I'll be asking questions regarding some of the content.
- You can give a thumbs up or down to indicate whether you implement the particular item.
- Let's practice! If you've seen the new Top Gun movie, thumbs up or down?
- Now Jurassic World...



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Enthusiasm!
Compassionate
care!



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Take a moment...

Think about

Think about your role.

Think about

Think about what you enjoy about it and why you started in that role in the first place.

Think about

Think about the worst part of your job.

Think about

Think about the best part of your job.



Always review the rules

- As much as possible, state exactly what is expected of your students. Keep it clear & concise: avoid ambiguity
 - Keep it positive
 - What does “be good” or “behave!” mean?
- We have agendas and assumptions: keeping it together is difficult for many students



Questions???

- In your classroom/educational setting is there a written description telling students exactly what is expected regarding academic or behavioral tasks?
- Does the student receive adequate instruction (“When I call your row please line up quietly”)?
- Does the student receive formal training on this task?
- Are there supplementary aids visible while completing the task?
- Can the students state the purpose of the task?
- Are the students reminded how to complete the task prior to completing?



Grandma's Rule

- Premack principle:
 - Use high-probability behaviors to strengthen low-probability behaviors
 - Simply require that the less preferred activity be performed before the preferred activity is allowed
 - First work, then play
 - First eat your peas, then your cake
 - Set contingencies!!!



Shaping

- Break the behavior up into tiny bits...do not expect dramatic change immediately.
- Shaping is the process of developing a new behavior through the reinforcement of closer and closer approximation to the behavior.
- With effective reinforcers, you can strengthen individual pieces of the behavior.



Giving instructions

- When something is a “not a choice” situation, make sure it is not offered as one. Watch for asking questions that students can respond “no” to.
 - Are you ready to...?
 - Do you want to....?
 - Would you like to...?
 - Let’s move on to the next activity, ok?



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When giving directions...

- One person at a time!!!
- Wait 5 seconds before repeating!!!



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State things in the positive/desired

- Change these sentences:
 - Don't touch your friend!
 - Don't run.
 - Don't sit there.
 - Stop right now.
 - Knock that off....you're not lining up the right way.
 - Be quiet. You are too loud.
 - WHY??????



Redirection

- Redirection is a powerful tool.
- If a student is engaged in inappropriate conversation, instead of saying “We don’t talk about that at snack time” get them to bite onto another topic.
- Ignore the cruddy and inconvenient, focus on the good.
- Choose your battles.
 - Look at the behavior you are getting & the behavior you aren’t. Ex.: biting vs. small shove



For challenging behavior: questions to ask

- Can behavior be tolerated temporarily?
- Can an increase in behavior be tolerated?
- Behavior likely to be imitated?
- Reinforcers known?
- Can reinforcers be withheld?
- Have alternative behaviors to reinforce been identified?



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Now...let's talk about antecedent interventions

- What is an antecedent?
 - Comes before a behavior, sets the occasion for a behavior to occur more or less frequently
- How does this work?
 - Increases motivation to access a certain consequence
 - Allows us get rid of signals that reinforcement is available
 - Or, lets us add signals that reinforcement is available



What are some
common
antecedent
interventions?

- Non-Contingent Reinforcement (NCR)
- Environmental Modifications
- Curricular and instructional revision
- Demand Fading
- Activity choices
- High-p request sequence



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NCR: Noncontingent reinforcement

- What is it?
- Cheap and easy!!!
- Deliver a reinforcer that has been maintaining problem behavior independent of that particular behavior
- We can do this for attention and escape-maintained behaviors!





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NCR for access to
attention/tangibles

- Provide access to attention or tangible item on a regular schedule
- What does this look like?
 - example

NCR for escape/avoidance behavior

- Provide breaks from non-preferred activity on a regular schedule
- What does this look like?
 - Example



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How do we do this?

- Identify what the reinforcer is....what is maintaining the problem behavior?
 - Attention?
 - Access to tangible item?
 - Getting out of an activity? (escape)
- Establish how often the problem behavior occurs
- Stay one step ahead, and provide reinforcement prior to behavior occurring



Setting up the environment for success: environmental modifications

- Is the classroom set up for success?
 - Is there a schedule visible? Rules posted?
 - Are materials available? Transitions predictable?
 - Are there visual cues/signals?
 - Are the ends of activities signaled with a timer or auditory cue?



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Termination of preferred activity

- Ways to prevent meltdowns:
 - Verbal warnings
 - Use timers for open ended activities
 - Visual aids
 - Contracts
 - Choice boards



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Curriculum adaptations

- Have you asked yourself: Is the student demonstrating problem behavior because the curriculum is too difficult? Is it a “can’t do” or a “won’t do?”
- Too easy? Too difficult?
- Prerequisite skills present?
- Certain tasks are just aversive
 - Adapt and accommodate!!!
 - Stimulus prompts
- Pros and cons



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**And then Satan said,
“Put the alphabet in
math.”**

Demand fading

- Remove all demands
- Gradually reintroduce them
- Eliminates problem behavior, then increases tolerance to instruction



Demand fading, cont.

- Use demand fading only if behavior is escape-maintained
- Design the plan! Determine how instructions will be reintroduced.
- What is the reinforcement? What will be delivered for complying with instructions?
- Pros: useful for aggressive behaviors
- Cons: requires expertise, and non-instruction periods may be disruptive



Choice

- Provide choice when possible
 - Instead of saying, “Don’t destroy your math sheet” give a choice. “Are you going to start with addition or subtraction?”
- Choice is very empowering. It allows freedom and autonomy, while keeping things under your control.



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More about choice

- Do not provide choice after you have given a specific instruction.
- Do not provide choice when a student is already engaged in challenging behavior
 - Why?



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High- Probability Request Sequence

- Referred to as high-p request sequence
- Delivery of a high-p request sequence involves
 - Presentation of a series of easy-to-follow requests for which the individual has a history of compliance (i.e. high-p requests)
 - When individual complies with several high-p requests, provide individual with target request (i.e. low-p)



High-Probability Request Sequence

- Apply the high-p request sequence by
 - Selecting 2-5 short tasks with which the individual has a history of compliance
 - Present the high-p request sequence immediately before requesting the target task (i.e. low-p request)
 - Present the low-p request following in the same manner that all high-p requests were presented



High- Probability Request Sequence

- Using high-p request sequence effectively
 - Select from the current repertoire
 - Present requests rapidly
 - Acknowledge complying with directions
 - Use potent reinforcers



High-Probability Request Sequence



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- Selecting from the current repertoire
 - Behaviors selected for the high-p request sequence should be:
 - In the learner's current repertoire
 - Occur with regularity of compliance
 - Have a very short duration of occurrence



High- Probability Request Sequence

- Use potent reinforcers
 - Social praise may not be enough to increase compliance if motivation for escape behavior is high
 - Use of high-quality positive stimuli immediately following compliance may increase effectiveness of the intervention



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Consequence- based strategies



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Consequence Based Strategies

- ▶ Praise!!!!!!
 - ▶ You can shape behavior without ever giving a reprimand. “Don’t” and “no” can disappear completely.
 - ▶ Be specific. “You are a great friend to share like that!” “ You made such a good choice!” “You pushed in your chair...what a helper!”
 - ▶ If you find yourself reprimanding (we are human, after all) make sure you provide 5 positive statements immediately.



The power of praise around

- ▶ If a student is engaged in inappropriate behavior, look around for someone you can use as an exemplary model.
- ▶ Do everything you can before directly addressing that student.
 - ▶ Praise around.
 - ▶ Wait.
 - ▶ If the student is still not engaging in appropriate behavior, think about environmental options (move student to another area)
 - ▶ Give direct instructions if necessary, but make sure to praise when the student does the right thing!!!!



Catch 'em
being
good!!!

- In the day-to-day chaos called life, we forget that we shouldn't take the great behavior for granted.
- Sometimes we just assume they should follow instructions because we ask them to.
- Never take compliance for granted. Always reinforce appropriate behavior!!!
 - Use a timer/Motivaidor/visual aid for yourself if you need it



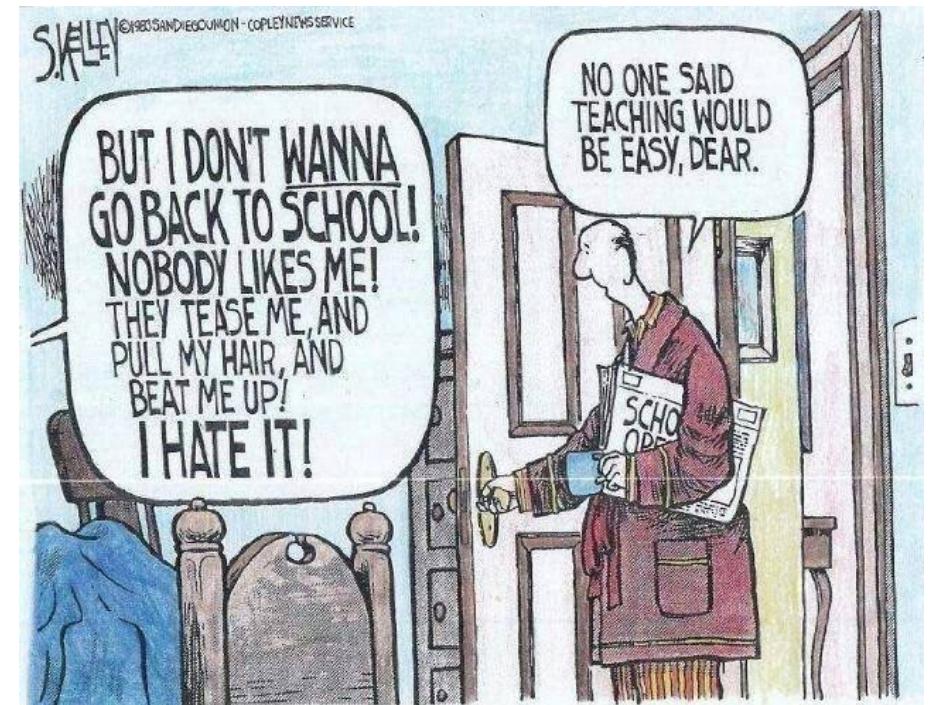
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Follow through is essential

- If you have set a rule (ex.: five-minute break) be prepared to follow through.
- Students look for the loopholes; do not entertain negotiations.
- Stick to your guns.
- Use positive practice if necessary; have them practice.
- What happens if they know you won't follow through?



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Positive practice

- This involves practicing the desirable behavior, so the student can contact praise for doing so
- Often when a challenging behavior occurs, our first instinct is to remove the child from the situation
- If no one is in danger, a much better option is to provide guidance regarding what the child SHOULD do, and help the child do it. Give an opportunity for the student to do the desirable behavior independently.



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Let's talk about attention

- The overall goal is to shower positive attention on the kids that are doing what is right.
- Attention comes in all forms.
 - Eye contact
 - Reprimand
 - Body language
- Some students don't care what kind of attention they receive...they will take what they can get. Make sure you are delivering positive attention contingent on appropriate behavior.



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