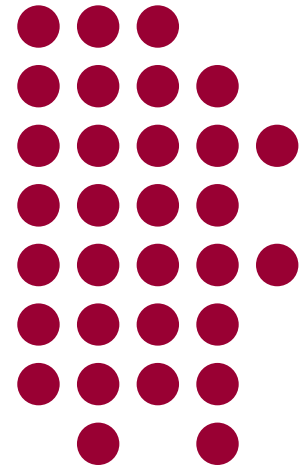


# Setting the Stage for Success: Effective Behavioral Strategies for Students with Smith Magenis Syndrome

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# ABA

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- **APPLIED**-interventions used with individuals in their natural settings and target behaviors significant for the person's social and day to day living
  - **BEHAVIORAL** – interventions are based on behavioral principles
  - **ANALYSIS**-therapeutic decisions are based on on-going data collection

# ABA

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ABA is NOT- *just for special education*

BEHAVIOR MODIFICATION AND  
BEHAVIORAL INTERVENTIONS— *have  
been around for a long time – weight loss  
programs, smoking cessation, incentives and  
bonus plans.*

# Behavior

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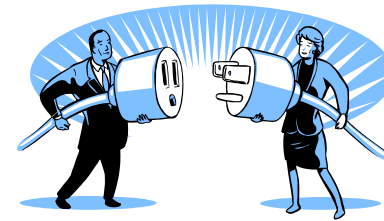
BEHAVIOR IS NOT  
ALL BAD

# Behaviors

- 
- Raise a hand
  - Read words
  - Answer a question
  - Ask for assistance
  - Follow directions
  - Complete work
  - Help another person
  - Drop to the ground
  - Pull out fingernail
  - Cry or yell
  - Bang head on ground
  - Destroy materials
  - Refuse to do a task
  - Repeat a question

# The Connection Behavior and Learning

- Content too hard or too easy?
- Does the learner know how to learn?
- Environmental changes that are necessary for student success?
- Is the student motivated and reinforced?
- Effective teaching strategies and behavior management techniques?



# Behavior

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## Behavior is:

- **CAUSED** (*antecedents/triggers*)
- **OBSERVABLE** (*recordable*)
- **COMMUNICATION**
- **SERVES A FUNCTION** (*why*)



# Functions of Behavior

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- Gain
  - Attention
  - Objects
  - Activity
  
- Escape/Avoidance
  - Attention
  - Objects
  - Activity

# Challenging or Problem Behavior

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- Function is not usually the problem
- Same behavior may have several functions
- Interferes with learning new skills
- Socially isolates the learner

# “What happened?”

- Out of blue
- Nothing
- Upset



# Functional Behavior Assessment – FBA Outcomes

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## Identify and Define

- Challenging or inappropriate behavior
- Function of the behavior(s)
- Strategies to prevent or antecedent strategies
- Strategies for alternative/replacement behaviors
- Consequences that will not maintain inappropriate behaviors
- Input for IEP
  - Specially designed instruction (SDI)
- Input for Behavior Plans

*Ongoing Process*

# A-B-C's of Behavior

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## Antecedents and Setting events

- What happened immediately before the behavior(s)?
- What triggered the behavior (s)?
  - Person, place, activity, sound, smell, demand/request
- Slow triggers
- Quick triggers
- Establishing/motivating operations EO/MO
  - hunger, thirst, pain, fatigue

# A-B-c's of Behavior

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## **B**ehavior or the response

- Observable, recordable
- Collect data - make decisions

# A-B-C's of Behavior

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## C onsequences

- What happened after the behavior
- Includes corrective feedback
  - “No” “Wrong” “It isn’t...” “you can do better”

# Consequences

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- Consequences are not all bad!!!
- Consequences occur after the behavior



# Consequent strategies

## Reinforcement

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Attention (depends on the  
student- highly individual)

Stickers

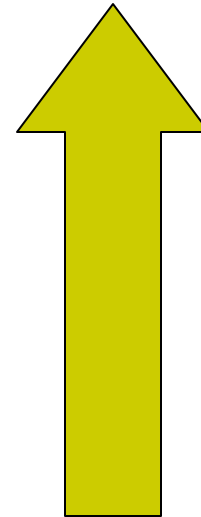
*Token economy*

*Rewards*

*Extra computer time*

Escape

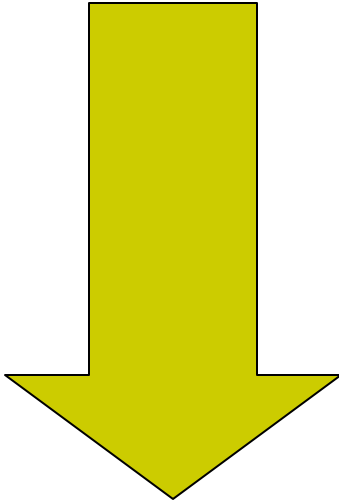
Avoidance



# Consequent Strategies

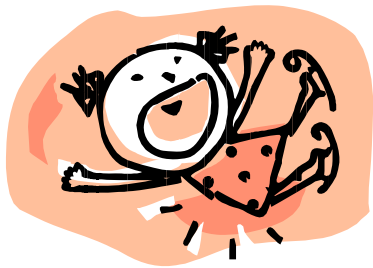
## Punishment

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- Simple correction
- Overcorrection
- Restitution
- Spanking (not recommended)
- Time out
- Response Cost

# Reinforcement



# Reinforcers



# Reinforcers

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- Less you have the more valuable it is
  - Loss is greater when you have less to lose



# Consequent Strategies Disadvantages

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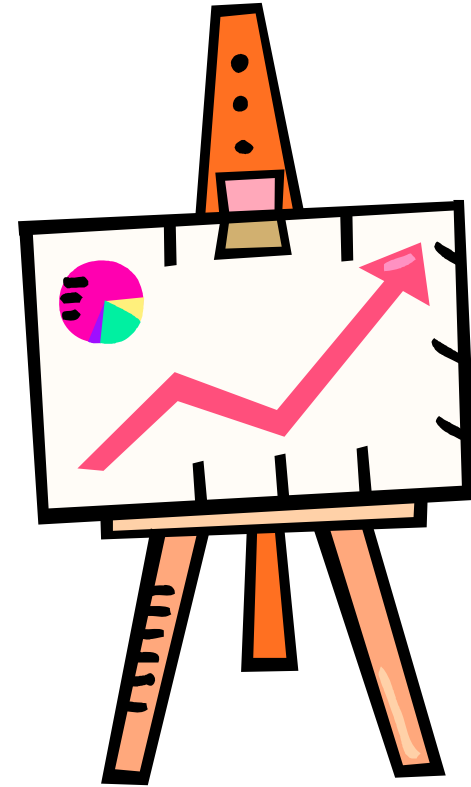
- REACTIVE
- Behavior-
  - occurred and practiced
- Individual has not learned a replacement
- *Behavior interferes with all learning*



# Consequent Strategies Advantages

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- Increase, shape or maintain behaviors
- Group or individual
- Familiar



# Antecedent Strategies Disadvantages

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- Initially more time consuming
- Not as readily understood by others
- May need to “sell” these strategies – not just “walking on eggshells”



# Antecedent Strategies

## Advantages

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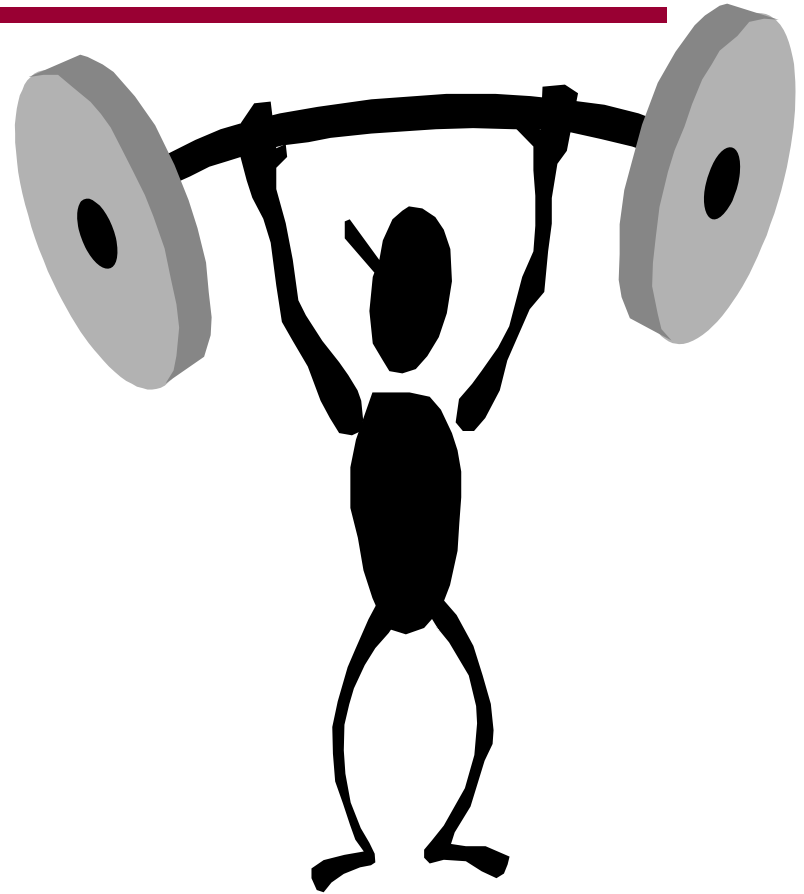
- Consider behavioral and learning styles of students with Smith-Magenis syndrome
- Parent/staff control the opportunities
- Less disruptive
- Acquire skills
- Interrupt behavior chains
- **DO NOT HAVE TO DEAL WITH THE BEHAVIOR**

# Antecedents vs. Consequences

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Students with SMS often want  
stickers, tokens or rewards  
**BUT**

*Antecedents and setting  
events are powerful*



# The ABCs OF Behavior

**ANTECEDENTS**

What happened before?

**BEHAVIOR**

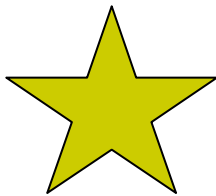
What happened?

**CONSEQUENCE**

What happened afterwards?



**Traditional Emphasis**

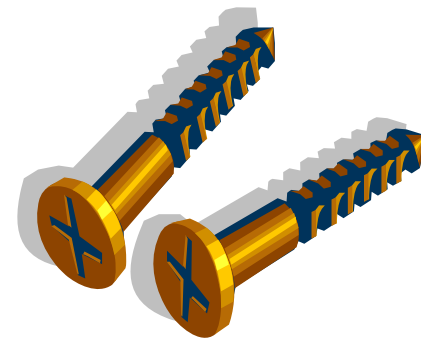
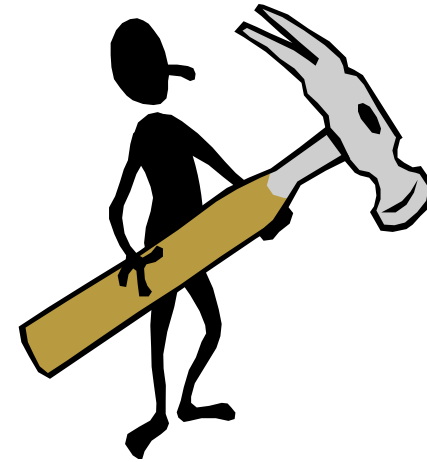


**Emphasis Needed**

**for Students with SMS**

# Strategy Selection

- Learn a new skill
  - appropriate or acceptable replacement behavior
- Increase behavior
  - on task time
- Decrease behavior
  - Perseveration on topic
- Honor the function
  - Request a break
- Cannot honor the function
  - Remain in room during fire drill



# Successful strategies

## Transition

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### Target (increase)

- Transition from preferred to non-preferred activity

### Strategies

- Visual Schedule (actual items, pictures, photos along with printed words)
- Preferred items or fidget toys as distractors (individual basis)
- Choices within the non-preferred activity
- Pre-specified reinforcers
- “You will have COMPUTER after ...”

# Successful strategies

## Move within building

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### Target (increase)

- Moving within the building or down the hallways

### Strategies

- Visual Schedule (actual items, pictures, photos along with printed words)
- Preferred items or fidget toys as distractors (individual basis)
- Create *jobs* or structure activities that move the child in hallways

# Successful strategies

## Decrease Property Destruction

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Target (decrease)

Decrease property destruction

### Strategies

- Story or video of appropriate play with materials and friends
- Interrupt behavioral chain
  - Distract, redirect BEFORE escalation
- Recognize signals that student is escalating
- Refrain from saying “remember don’t.....”
- Remind student of appropriate behavior or response
- Remain calm

# Successful strategies

## Decrease inappropriate verbalizations

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### Target (decrease)

Decrease verbal noises,  
yelling, screaming, verbal  
assaults

### Strategies

- Video or audio tape of the appropriate volume for communication
- Practice and rehearse for various situations e.g. when angry, upset
- Interrupt behavioral chain
  - Distract, redirect BEFORE escalation
- Refrain from saying “remember don’t.....”
- Remind student of appropriate behavior or response
- Don’t show emotional response e.g. limit eye contact
- Visual strategy e.g. dial on TV



# Successful strategies

## Decrease grabbing materials

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### Target (decrease)

Decrease grabbing or playing  
with property of others

### Strategies

- Social Story or photo story
- Seating arrangement
- Minimize triggers
- Interrupt behavioral chain
  - Distract, redirect BEFORE escalation
- Preferred staff/proximity
- Establish own “office area” in classroom
- Refrain from saying “remember don’t.....”
- Modify environment e.g. chair for “carpet time”

# Successful strategies

## Task Completion

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### Target (increase)

- Task completion

### Strategies

- “Which one do you want to do **first?**”
- “You **will** play on the computer after you ....”
- Visual schedules/Timers
- 80% easy/20% hard tasks
- Adult Attention
  - Proximity
  - Collaboration
  - Preferred adult places demands
- Attention for on task

# Successful strategies

## Following directions

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### Target (increase)

- Compliance
  - Following requests and directions

### Strategies

- Visual supports and schedules
- Nonverbal reminders e.g. signal or manual sign
- Can you help .....?"
- High Probability
  - “Give me 5, show me... pick up your pencil”
- Adult Attention
  - Proximity
  - Collaboration
- Preferred adult places demands
- Reinforce following directions and requests
- Social stories
- Use humor “clean up the palace”

# Successful Strategies

## Independent skills

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### Target

- Increase independent skills  
e.g. packing up backpack,  
personal hygiene after meals

### Strategies

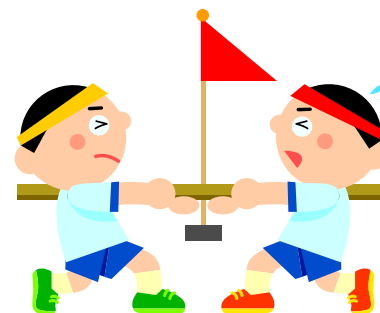
- Tape recorded reminders
- “To do” list
- Photo story or video activity to review and rehearse
- Positive reinforcement for independent task completion
- Adaptive devices for clothing
- Social stories
- Peer models/buddies
- Support “Least to most”

# Remember

- 
- Behavior change is not just about the student



# Duos not Duels



- Antecedents and Consequences
- Research and Practice
- Consistency and Communication
- Resources and Staff

# Set the Stage for Success

- 
- Attention is Attention – Catch students being good!
  - Distraction and redirection are effective tools
  - Motivating activities and adult attention/support often prevent behavioral outbursts
  - Schedules and visual supports are essential
  - Whenever possible offer choices (limit to two)
  - Avoid power struggles
  - It's not always what you say but how you say it
  - Don't underestimate the value of calm
  - Control what you can
  - An ounce of prevention is worth a pound of cure