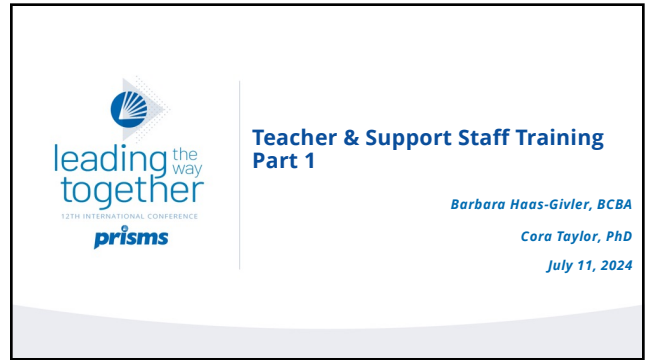
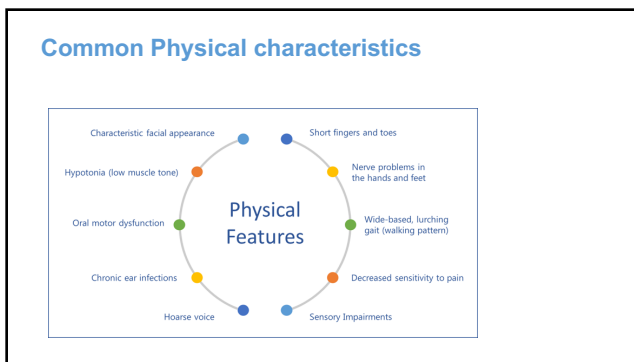




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### Developmental and Behavioral Features

- Cognition and Development**
  - Mild to moderate intellectual disability
  - Speech and language delay and articulation problems and/or long term deficits, hearing loss
  - Fine and gross motor delay and/or long term deficits
  - Stereotypies, sensory concerns (may be similar to behaviors observed with autism spectrum disorder)\*
  - Atypical social development, socioemotional deficits
- Sleep**
  - Disrupted sleep patterns including wakefulness at night and daytime sleepiness
  - Night eating
  - Engagement at night
- Behavior**
  - Attention-seeking behaviors
  - Prolonged outbursts/tantrums
  - Self-injurious behaviors, skin picking
  - Aggression
  - Poor frustration tolerance
  - Attention problems, hyperactivity, impulsivity
  - Difficulties with changes in routine
- Mood**
  - Anxiety symptoms
  - Mood lability
  - Exaggerated emotional responses to stressors

4

### What is Applied Behavior Analysis ?

**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 ongoing data collection

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### ABA is not

ABA is not just for students with autism spectrum disorder

ABA is not one program

ABA is not just for schools or therapy settings

ABA is not discrete trial training (DTT)

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### Behavior is not all bad!



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### Behaviors

- Point to object or picture
- Help teacher take attendance
- Hand a picture to adult
- Follow directions
- Wash hands
- Hold up toy to show
- Sign "help"
- Sing a song
- Scream or yell or cry
- Head bang
- Destroy materials
- Picking fingernails
- Push away items
- Run away
- Grab items
- Throw self to ground

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### Behavior

- Behavior is:
  - CAUSED
  - OBSERVABLE (*recordable*)
  - COMMUNICATION
  - SERVES A FUNCTION (*why*)

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### Challenging or Problem Behavior

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

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### Functions of Behavior

#### Gain

- Attention
- Objects
- Activity
- Sensory



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### Functions of Behavior

#### Escape/Avoidance

- Attention
- Objects
- Activity
- Sensory



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### “What happened?”

- Out of blue
- Nothing
- Upset



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### Functional Behavior Assessment (FBA)

Identify and Define

- Clearly define the behavior of concern – what does it look like?
- Interview caregivers, family and staff
- Start with a hypothesis of function of the behavior(s) and what is maintaining the behavior (consequences)
- Direct observation and data collection and analysis

FBA's provide

- Strategies to prevent or antecedent strategies
- Strategies for alternative/replacement behaviors
- Consequences that will not maintain inappropriate behaviors
- Input for individualized educational plan (IEP)
- Input for Positive Behavior Support plan (BSP)
- Input for Behavior Intervention Plan (BIP) or Treatment Plans

Ongoing Process

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### Follow up to FBA

- Additional evaluations that may be helpful to the team in their planning e.g., AAC
- Medical treatment for conditions that are antecedents, e.g., sleep apnea, constipation
- Need to identify positive reinforcers – conduct preference assessment
- Environmental accommodations
- Data collection tools, analysis and revisions

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### The ABC's Of Behavior

<b>ANTECEDENTS</b>	<b>BEHAVIOR</b>	<b>CONSEQUENCE</b>
<small>What happened before?</small>	<small>What happened?</small>	<small>What happened afterwards?</small>

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### A-B-C's of Behavior

**A**ntecedents – setting events

- What happened immediately before the behavior(s)?
- What triggered the behavior (s)?
  - Person, place, activity, sound, smell, request, direction
- Is the person hungry, thirsty, in pain, or fatigued?

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### A-B-C's of Behavior

**B**ehavior or the response

- Observable, recordable
- Collect data - make decisions

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## A-B-C's of Behavior

Consequences

- What happened after the behavior
- Includes corrective feedback
  - "Right" "Good Job" ..
  - "No" "Wrong" "It isn't..."


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## Consequences

Consequences are not all bad!

Consequences occur after the behavior


What happens after the behavior effects the future occurrence of behavior



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## Consequent Strategies for challenging behaviors

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



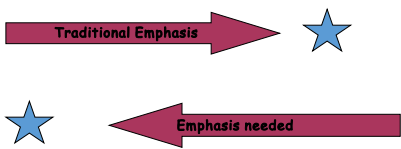
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## The ABCs Of Behavior

ANTECEDENTS <small>What happened before?</small>	BEHAVIOR <small>What happened?</small>	CONSEQUENCE <small>What happened afterwards?</small>
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Traditional Emphasis →

← Emphasis needed



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## Positive Characteristics

- Engaging and endearing
- Appreciative of attention
- Eager to please
- Sense of humor
- Communicative
- Responsive to structure & routine
- Motivated by variety of reinforcers
- Triggers for outbursts and aggression can often be identified
- Interruption of behavioral chains is sometimes successful

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## Challenging Characteristics

- Self-injurious behaviors
  - Hand biting, head banging, picking at finger/toenails, skin picking, inserting objects into nose, ears, etc.
- Attention-seeking behaviors
- Short attention span
- Aggressive hugging of others
- Impulsivity
- Over reactivity
- Emotional volatility
- Anxiety
- Sleep disturbance

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### Characteristics that can go either way

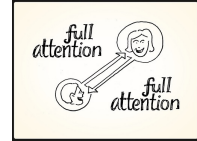
*Remorse:* person may prolong remorsefulness to gain attention

*Visual learners:* may become distracted by visual stimuli; visual impairment is common

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### Attention – Attention - Attention

- Competition for attention
- Shared attention
- Preferred adult giving attention to another



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### Common Triggers

- Denials – being told “no”
- Lack of direct adult attention
- Waiting
- Rushing
- Transitions
- Lack of clear expectations
- Highly-charged emotional atmosphere
- Seeing people out of context

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### Inner Toddler

Perceived cognitive and social abilities  
versus  
emotional development



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### Developmental asynchrony

- disparity between intellectual and socio-emotional development
- described in highly gifted children; not well researched in people with intellectual disabilities
- parallel phenomenon observed in people with SMS
- significant contributor to maladaptive behaviors in SMS

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### Keys to success

- communication, staff training about developmental asynchrony
- acknowledging developmental asynchrony does NOT mean treating older individual with SMS like a young child
- individualized educational or service plan should incorporate *relevant approaches* in early childhood education, even in older children and adults

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**EARLY CHILDHOOD EDUCATION  
APPROACH**

+

**AGE / IQ-APPROPRIATE GOALS  
AND ACTIVITIES**

=

**SUCCESS FOR OLDER CHILDREN,  
ADOLESCENTS, AND ADULTS!**

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**What can you do to set up success?**

**Control**

- Your behavior
- Schedule
- Reinforcers
- Reinforcement schedule
- Materials available
- Seating arrangements
- Planned breaks
- Response to appropriate break request
- Classroom environment enrichment
- Staff
- Structure and Routine



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**Setting**

- Close Staff: Student ratio
- Many students also need a 1:1
- Natural breaks in schedule
- Structure and routine
- Many planned highly motivating activities
- Good communication among staff
- Staff training/consistency of approach

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**Staff**

**Staff need to:**


- be on their "A" game
- control their own emotional reactions
- avoid power struggles
- be comfortable with proximity
- be versatile but not volatile
- be creative
- think on their feet
- have a good sense of humor!

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**Reinforcement**

- Positive versus negative reinforcement
- Intermittent reinforcement
- Contingent reinforcement
- Too rich or too lean
- Vary the schedule
- Give maximum reinforcement to desirable behaviors and minimal reinforcement to challenging behavior



Monitor closely when making changes – keep data

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**Value of Reinforcers**

What's it worth?  
Highly individual  
Changes over time  
Don't make assumptions  
Take the time to learn your student's reinforcers  
(often it will be your attention)  
Keep reinforcers strong

- Limit access to create more powerful reinforcers
- Vary reinforcers used
- Identify and reinforce new reinforcers

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### Classroom structure and seating arrangement

Elementary classroom



Middle School/High School Classroom



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### Environmental accommodations



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### Strategies - Often successful

- Distraction and redirection
- Interrupt behavior chains
- Transition warnings
- Handshakes, not hugs

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### Strategies - Often Successful

- High interest materials
- “Structured novelty”
- Mixed and varied level of activities
- Humor

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### Strategies - Often successful

- Choice – highly individual
- Variety of reinforcers
- Overlapping positive behavior systems
- Opportunities to help

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### Strategies - Often successful

- Individualized schedule
- Individualized behavior chart
- Visual reminders
- Planned breaks
- Opportunities to request breaks
- Preferential seating

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### Strategies – Often unsuccessful

- Time-out in classroom
- Isolating the student in a room
- Teacher or aide getting visibly upset or raising voice
- Ignoring the student rather than distracting, redirecting, or engaging
- Counseling, coaxing, touching the student during an outburst
- Counseling after the fact
- Physical restraint during an outburst, except when necessary to avoid injury to self or others

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### If possible, do not call home and send home



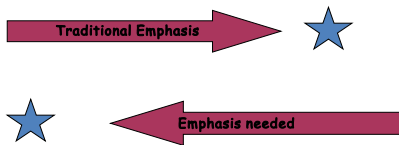
"The Principal suspended me — School is the only place in the world where you can get time off for bad behavior."

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### The ABCs Of Behavior

ANTECEDENTS      BEHAVIOR      CONSEQUENCE  
What happened before?      What happened?      What happened afterwards?



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### Considerations for behavior intervention plans

- Can you "ignore" the behavior?
- Do you have the resources?
- Can you remove attention from other students, staff, audience?
- Can you provide safety for individual, staff and others?
- Will you possibly have to give attention if aggression or self-injury becomes severe?
- Are you teaching anything else during this procedure?
- Is it sustainable and able to be implemented in natural settings?

Remember to consider multiple functions and maintaining consequences

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Students with SMS are motivated to earn stickers, rewards, and praise

BUT  
 Often impulsive behaviors are more powerful



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### Common challenging behaviors

- Out of seat
- Refusals
- Walking in hallways
- Transition
- Elopement
- Transportation
- Property destruction
- Following directions
- Task completion
- Stripping
- Feces smearing
- Skin picking
- Orifice stuffing
- Self-injury
- Aggressive hugging

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48

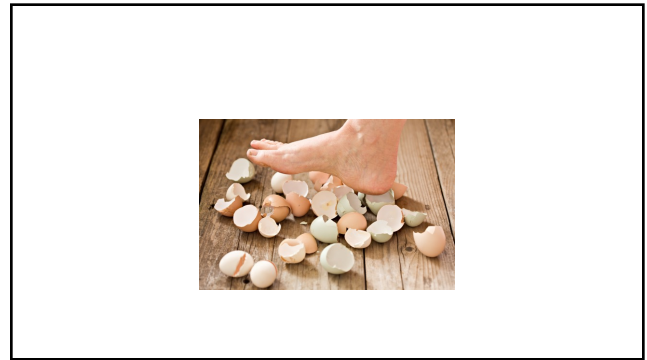




### Setting the Stage

Prevention vs. Intervention Emphasis  
 Proactive vs. Reactive Emphasis  
 Antecedent vs. Consequence emphasis

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### Antecedent Strategies Advantages

- Parent/staff control the opportunities
- Less disruptive
- Acquire skills
- Interrupt behavior chains



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### Antecedent strategies Transition

**Target (increase)**  
 Transition

Place to place  
 Person to person  
 Activity to activity

Preferred activity to preferred  
 Preferred activity to non-preferred activity


**Strategies**

- Visual Schedule (actual items, pictures, photos along with printed words)
- Preferred items or fidget toys as distractors (individual basis)
- Nonverbal cues e.g., sign, point to schedule
- Pre-specified reinforcers
- Two-minute warning


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### Visual Schedules


Objects



Drawings


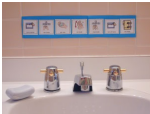


Photographs



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### Schedules

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### School schedule

	Mon	Tues	Wed	Thurs	Fri
Morning Routine					
Language Arts					
Enrichment or Therapy	Adapted Phys Ed	Speech	OT	Speech	Social Skills
Mathematics or Handwriting					
Enrichment possibly with typical peers	Computer	Art	Music	Computer	Science
Ready for lunch					
Lunch					
Listen to music or preferred craft or game					

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### Schedule for an adult

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
	Day Program		Day Program		Day Program	
		Job		Job		
						Volunteer
	Gym		Gym		Mall	

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### Strategies – Skin Picking

**Target (decrease)**

Skin picking –  
Fingernails and toenails

**Strategies**

- Use of non-toxic putty can be helpful because this can be used to mimic picking behaviors without making a substantial mess.
- Distraction and engagement in an alternate fine motor activity when the individual starts to pick at skin with **minimal attention placed on picking behaviors**
- Occupational and physical therapy on a direct or consultative basis is recommended for children and adults with SMS.

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### Strategies – Skin Picking

**Target (decrease)**

Skin picking –  
Fingernails and toenails

**Strategies**

- Keep nails short to reduce temptation to pick at loose cuticles or hangnails.
- Gel nail polish manicures may be helpful in reducing the ability to pick; this should not be utilized if the person will attempt to pick off the nail polish and consume it.
- Moisturizing products should be applied to hands and feet daily to reduce dry cracked skin, which exacerbates the tendency to pick.
- Use plain "boring" bandages to avoid inadvertently reinforcing the behavior through an emotional response or use of "character" bandages.

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### Antecedent Strategies

#### Move within building

**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* e.g., assistant to bus monitor, mail delivery, attendance
- Adult support
  - Speak in low volume, engage
  - Block inappropriate behaviors, e.g., ripping down bulletin boards
- Social Story and mantra
- Video model

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### Antecedent Strategies

#### Transportation

**Target**

Increase safe bus behavior e.g., wearing seatbelt, getting on and off bus, keeping hands to self

**Strategies**

- Adult support – aide on bus
- Bus ticket program
- Job – bus monitor or attendance
- Photo/video appropriate bus behavior
- Social Story
- Powerful safe activity or object (change @ week or month) – only accessible on bus/car ride
- Positive reinforcement for good ride on bus or in car
- No nonsense – "like a hot stove" response to unsafe behavior
- Arms length distance from others

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## Antecedent Strategies Decrease Property Destruction

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....."
- Model and remind student of appropriate behavior or response
- Minimize accessibility to costly items
- Remain calm – have nonverbal signal among staff and remove property that is targeted by student

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## Antecedent Strategies Following directions

Target (increase)  
Following requests and directions

### Strategies

- Visual supports - photo or video
- Practice with "positive" requests
- Nonverbal reminders e.g., signal or manual sign
- "Can you help ....?"
- Adult Attention, proximity
  - Proximity
  - Collaboration
- Preferred adult places demands
- Reinforce following directions
- Humor e.g., "clean up the palace:"
- High Probability
  - "Feed the class pet, get your water bottle and get out your folder"

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## Antecedent Strategies Task Completion

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
- Reinforce task completion
- Self-monitoring system
- High Probability
  - "Feed the class pet, get a drink of water and put away your backpack"

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## Timers



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## Antecedent Strategies Decrease Stripping

Target  
Decrease removing clothing

### Strategies

- Interrupt Behavior Chain
  - Distract, redirect, reinforce
- Remove the "audience"
- Protect privacy and dignity
- Select clothing that "slows down" the ability to strip
- Identify and utilize powerful competing reinforcers

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## Strategies Decrease Feces Smearing

Target  
Decrease feces smearing

### Strategies

- Regularly scheduled toileting or diaper changes
- Select or adapt clothing that limits access to feces
- Minimize your reaction to the "mess"
- Remove the "audience"
- Do not have the student help clean up if it is reinforcing to help
- Minimize eye contact and talk when changing clothing

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Behavior change is not  
just about the student with SMS!

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### Remember

- Attention is Attention
- Distraction and redirection are effective tools
- Motivating activities and adult attention/support often prevent behavioral outbursts
- Schedules and visual supports are essential
- If offering choices limit it to two (highly individual)
- 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

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### Resources – Schedules, Checklists, Social Skills

<https://do2learn.com>

<https://interventioncentral.org>

<https://carolgraysocialstories.com>

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