Common Interventions for Problem Behaviors

Goal
- Learn four general intervention strategies used to decrease problem behavior
- Data collection and analysis when determining effectiveness of intervention
- Special considerations for developing interventions for problem behavior

Individuals with ASD are at risk to develop problem behaviors such as _____ , _____ , and _____ .

Problem behaviors are unwanted, unsafe, unhealthy or destructive to the individual and/or others.

Behavioral excesses are _____ that happen _____ , such as _____ , _____ , _____ , and _____ .

The focus of intervention is to increase or decrease the occurrence of behavior.

Problem behavior ——————> function ——————> plan

Establishing operations (EO) and functions of behavior work together. States of deprivation make a consequence more desirable in the moment.
If the function of problem behavior is to gain access to that consequence, then a related EO could make it that much more desirable.

Establishing Operations	Function
Deprivation of attention	Attention from others
Deprivation of items	Access to items
Aversive events	Escape from aversive event
Sensory deprivation	Sensory stimulation

Identifying the EO and the function of each problem behavior is important for each intervention strategy.

Four Strategies for Treatment of Problem Behavior

1. Change antecedents to problem behavior

Antecedents are events that happen _____ the behavior including the _____ and _____

Behavior analysts can manipulate antecedents in 3 ways
1. Manipulate discriminative stimulus (SD)
2. Manipulate the response effort
3. Manipulate the motivating operation (MO)

Manipulate the SD
- Eliminate the SD that evokes problem behavior
- Set up SDs that promote desirable behavior

Common Interventions for Problem Behaviors (continued)

Examples:
Trying to lose weight
- Eliminate SD by remove fatty sugar food from house
- Set up SD to promote behavior by replacing sugary food with fresh fruit vegetables

Child reliably throws toothbrush on the floor when it is handed to her
- Eliminate SD by removing the act of handing off the toothbrush
- Set up SD to promote holding the toothbrush by showing a video of her favorite character brushing their teeth

Manipulate response effort
Make the problem behavior harder to perform
- If no fatty foods are available in house, you would have to drive to the grocery store and buy them = BIG response effort
- Put toothbrush out of reach

Make appropriate behavior easier to perform
- If the house is full of healthy foods, minimal response effort is required to eat them
- Showing a video provides a model prompt, making the desired toothbrush holding response easier

Manipulate the MO
Eliminate any establishing operations for problem behavior Create abolishing operations (AO) for problem behavior

EO attention deprivation- provide lots of attention throughout the day to create a state of satiation EO tangible deprivation- provide tangibles intermittently throughout the day
EO sensory deprivation- provide intermittent sensory activities throughout the day

Changing the EO also changes AO automatically and vice versa.

Changing consequences can reduce problem behavior.

Escaping undesirable events/environments can reinforce problem behavior
Getting attention from someone else can reinforce problem behavior Getting preferred items (tangibles) can reinforce problem behavior Getting access to sensory stimulation can reinforce problem behavior

Changing the consequence of behavior can also change the behavior itself. Remove the reinforcer to stop a behavior from occurring.

When reinforcers are removed and no longer follow the behavior, this is called _____

Common Interventions for Problem Behaviors (continued)

Behavior	Function	Changes in consequences
Throws pencil	Escape work	still have to _____
Engages in tantrums	Attention from mom	Mom does not provide attention
_____	Access to toy	Toy not available
_____	_____	_____

Teach Alternative Behavior

First determine the function of the problem behavior.

Determine a behavior to teach as an alternative response that serves the same function as problem behavior.

Behavior	Function	Replacement
_____	Escape work	Ask for a break
Tantrum	Attention from mom	_____
Pushes another kid to get toy	Access to toy	_____
Bites nails	Sensory stimulation	Squeezes stress ball

Reinforce the Absence of the Target Behavior

1. Determine the function of behavior, _____
2. Observe and identify times when behavior does not occur to find _____
3. Implement plan to reinforce the absence of behavior

Reinforcers need to match the function (purpose) of the problem behavior.

Function	*(set a timer for a predetermined length)*	Reinforce
Escape		provide a break
Attention		provide praise
Access to tangible		access to toy or other item
Sensory		functional alternative sensory behavior *(e.g. trampoline)*

Change antecedents *and* consequences
- Teach alternative behaviors that _____
- Reinforce the absence of the target behavior

Ongoing data collection is essential
- We need data to _____ define behavior in objective and measurable terms
- FBA must be conducted
- Baseline data should be collected to determine the current level before/after intervention

When implementing the intervention plan, staff must continue ongoing data collection.
- Did the problem behavior decrease? The plan is working effectively.
- No change or increases in problem behavior? The intervention is_____.

If the plan is ineffective, a Board Certified Behavior Analyst (BCBA) will reassess the target behavior and develop a different plan.

What does the RBT do? RBTs are responsible for collecting data and implementing the plan according to the outline provided by the BCBA.

Special Considerations

- The BCBA must obtain informed consent
- Functional assessments must be conducted prior to the implementation of a behavior reduction program
- Ensure that no medical issues are present related to the problem behavior
- Follow ethical guidelines of the field (RBT and BCBA)

Functions Chart

	Escape	Attention	Tangible	Sensory
Manipulating Consequences (Extinction)	_____ _____ _____	Do not provide attention	Block access to tangible item	Block access to sensory simulation
Manipulating Motivating Operations	Provide escape (e.g. access to a break) on a fixed schedule	_____ _____ _____	Provide access to a tangible item	Provide access to a functional alternative
Teaching Alternative Behavior	Teach learner to request a break	Teach learner to request attention	_____ _____ _____	Teach learner to request functional alternative
_____ _____ _____ _____ _____	Provide escape (e.g., access to a break) after designated amount of time in the absence of the target behavior	Provide escape after designated amount of time in the absence of the target behavior	Provide access to the tangible item after designated amount of time in the absence of the target behavior	Provide access to an alternative behavior after designated amount of time in the absence of the target behavior