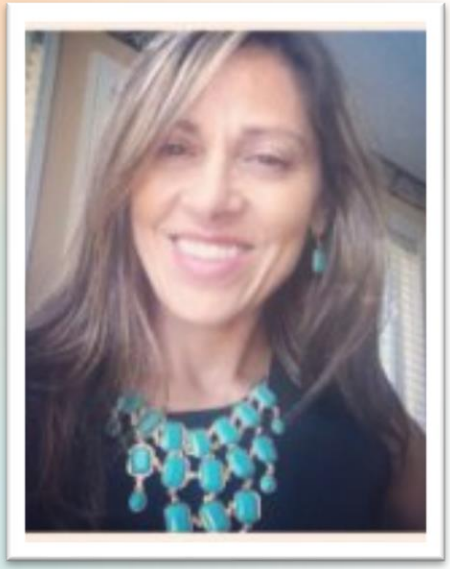
Help! My Student is Trying to Bite Me!

Behavior Analysis for SLPs

CLAUDIA GOSWITZ, CCC-SLP, BCBA

CHRISTINA MARTIN, CCC-SLP, BCBA

Disclosures



Claudia Goswitz, CCC-SLP, BCBA

Stone Oak Therapy & Behavior Analysis

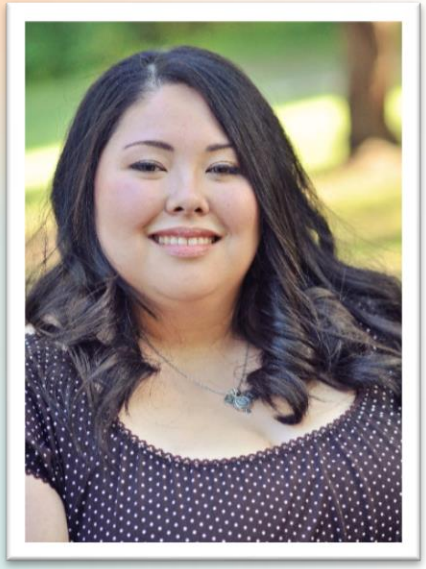
Relevant Financial Disclosures

Claudia is the owner of Stone Oak Therapy Services and Behavior Analysis. This organization provides speech and language therapy, occupational therapy, physical therapy, social skills groups, aquatic therapy, and behavioral therapy to individuals with autism and other developmental disabilities.

Relevant Non-Financial Disclosures

Claudia is dually credentialed as a Speech Language Pathologist and a Board Certified Behavior Analyst.

Disclosures



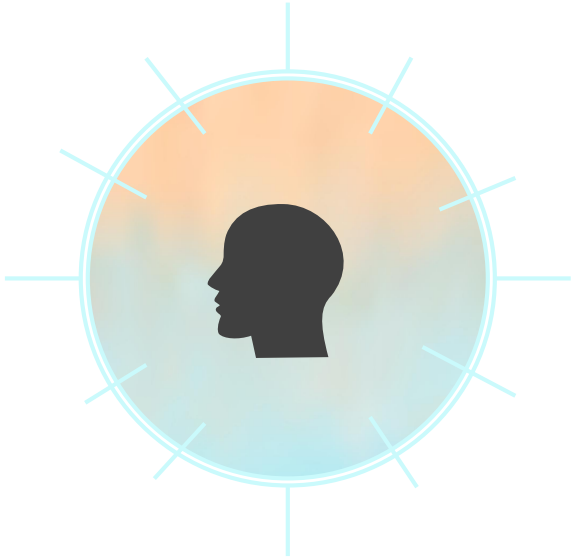
Christina Martin, CCC-SLP, BCBA
CMartin Therapy Services, PLLC

Relevant Financial Disclosures
Christina is the owner of CMartin Therapy Services, PLLC. This organization provides speech therapy and ABA therapy to individuals with autism and other developmental disabilities.

Relevant Non-Financial Disclosures
Christina is dually credentialed as a Speech Language Pathologist and a Board Certified Behavior Analyst.

Objectives

1. Identify how to motivate even the most reluctant learners
2. Identify the difference between behavioral forms and functions and explain possible functions of behavior
3. Describe strategies to improve cooperation to address speech treatment objectives



Creating a Willing Learner

Creating a Willing Learner

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Creating a Willing Learner

Reinforcer

A stimulus delivered after a behavior which increases the future occurrence of that behavior

- Change over time
- Related to motivation
- Follow “rules”

Reinforcement

The effect of this stimulus that increase the frequency of behavior occurring under similar conditions in the future

Can be used to establish/ strengthen desirable behaviors

Potential Reinforcers

Edibles

Food, drink, snacks, etc.

Toys

Cars, puzzles, books, trains, etc.

People

Family, friends, classmates, etc.

Places

Rooms, stores, community locations

Activities

Chase, painting, hide ‘n seek, etc.

Sensory

Squeezes, tickles, swinging, etc.

Privileges/Honors

Smiley face on worksheet, extra time to play, teacher’s helper, etc.

Token Reinforcers

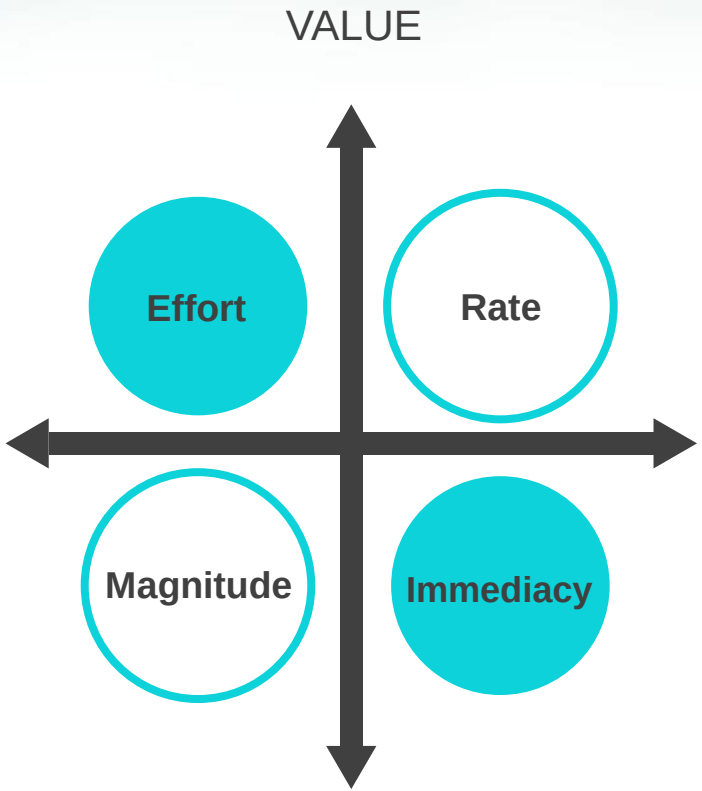
Money, stickers, tickets, etc.

Creating a Willing Learner

Motivating Operation (MO)

- An antecedent event or change in the environment that temporarily alters the effectiveness of a reinforcer and the rates of the responses that have produced that reinforcer previously.
- MO temporarily increases the value of a reinforcer making behavior that can obtain that reinforcement more likely to occur.
- Use motivation to get “more bang for our buck”
- Motivation affects behavior and the potency of available reinforcers

VERMI



VERMI

V= Value

Value of reinforcement= the strength of the MO

We want value to be

HIGH!!!

VERMI

E= Effort

Effort to respond= how much work is required

Low **High**

Think Goldilocks:

“Just Right”

VERMI

R= Rate

Rate of reinforcement= how often reinforcers are delivered

Too Little **Too much**

Think Goldilocks:

“Just Right”

VERMI

M= Magnitude

Magnitude of reinforcement= the amount of the reinforcer produced

Too Little **Too much**

Think Goldilocks:

“Just Right”

VERMI

I= Immediacy

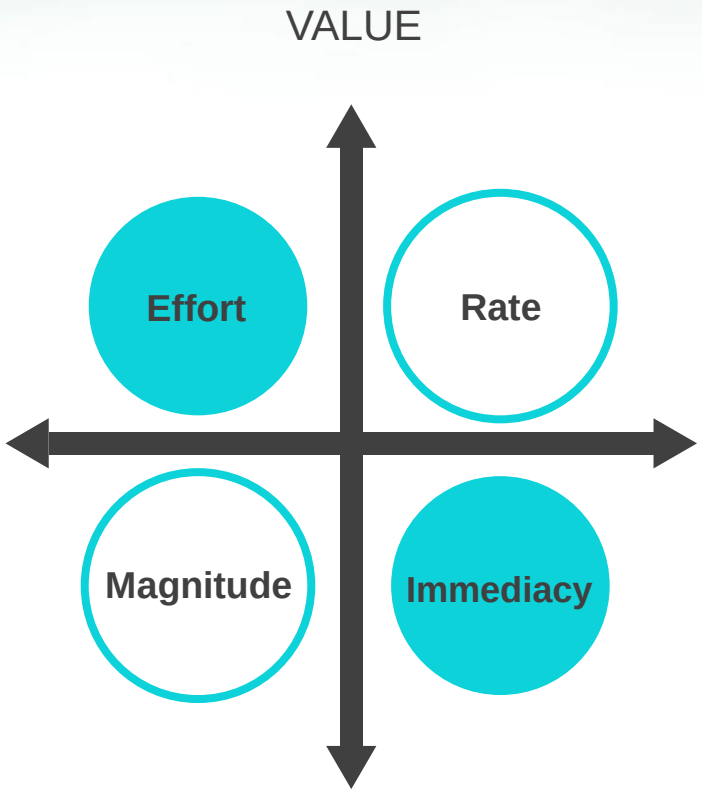
Immediacy of reinforcement= the amount of time before the reinforcer is delivered

Too short **Too long**

Think Goldilocks:

“Just Right”

VERMI



DISC

Deprivation	Immediacy	Size	Contingency
The frequency with which the person has received a particular reinforcer in the recent past	The more immediate the delivery of the reinforcer after the behavior, the more effective the reinforcer	The more worthwhile the amount of the reinforcer, the more effective the reinforcer	The principle stating that a reinforcer be delivered only for the desired behavior, resulting in a more effective reinforcer

Creating a Willing Learner

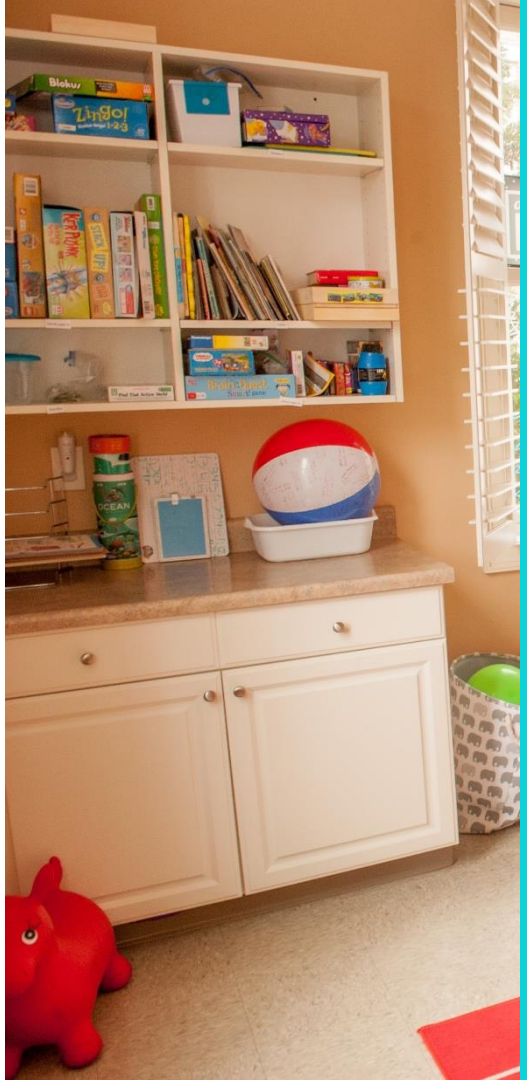
Preference Assessment

- Observations or trial-based evaluations to determine a preference hierarchy for an individual
- Informal- Watch and learn
- Identify motivation or potential reinforcers
- Potential reinforcers are sometimes less obvious
- Commonly assumed reinforcers might not actually reinforce behaviors

Reinforcer

Control

- An ounce of prevention is worth a pound of cure
- Be a GIVER, not a TAKER



In sight, but of reach

Visible, but not accessible

A process where the value of one item is paired (conditioned) with another.

Establish yourself as the ultimate reinforcer - the giver of all good things

Pairing

Pairing

Consumable

Item goes away or dissipates after use, so the individual needs more

Easy to Control

The individual doesn't have to return it or you don't have to take it back

More Fun with You

The individual cannot do it without you

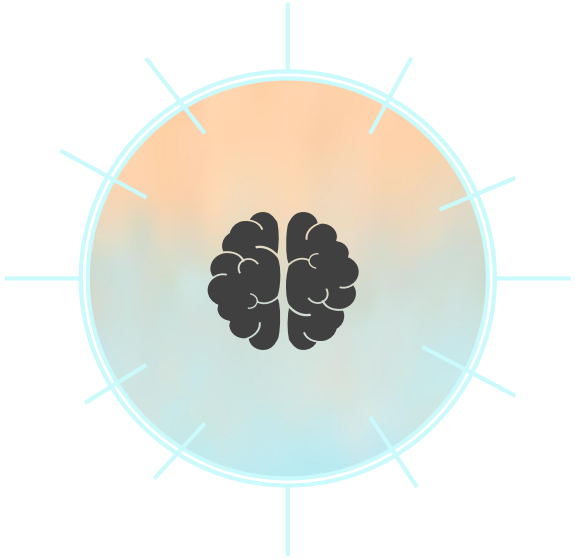
Creating a Willing Learner

Pairing: Do's

- Use demonstrative language ("Bubbles are fun," "We're jumping," "What a great video")
- Follow the individual's lead
- Be aware of non-verbal demands
- Continue pairing throughout therapy sessions

Pairing: Don't

- Give unintended instructions ("Watch this," "Do this," "Try this," "Look at this")
- Ever stop pairing



Crash Course in Behavior

Use at Your Own Risk

If the topography looks like some one could be harmed, please ask for a consult from a BCBA

You will not leave this presentation as a behavior analyst!!!

DISCLAIMER

Behavior

Form

- The topography of the behavior; what the behavior looks like
- Ex: crying, eloping, hitting, hand flapping, screaming
- These can be adaptive or maladaptive

Form ≠ Function

Function

- What the behavior achieves for the person

Behavior

What it is

- Any directly measurable thing an individual does
- Observable and measurable

What it isn't

- Pass the Dead Person's Test:
  - If a dead person can do it, it is not behavior
  - "Not listening," "Not looking," "Not following directions"

Behavior Serves a Purpose

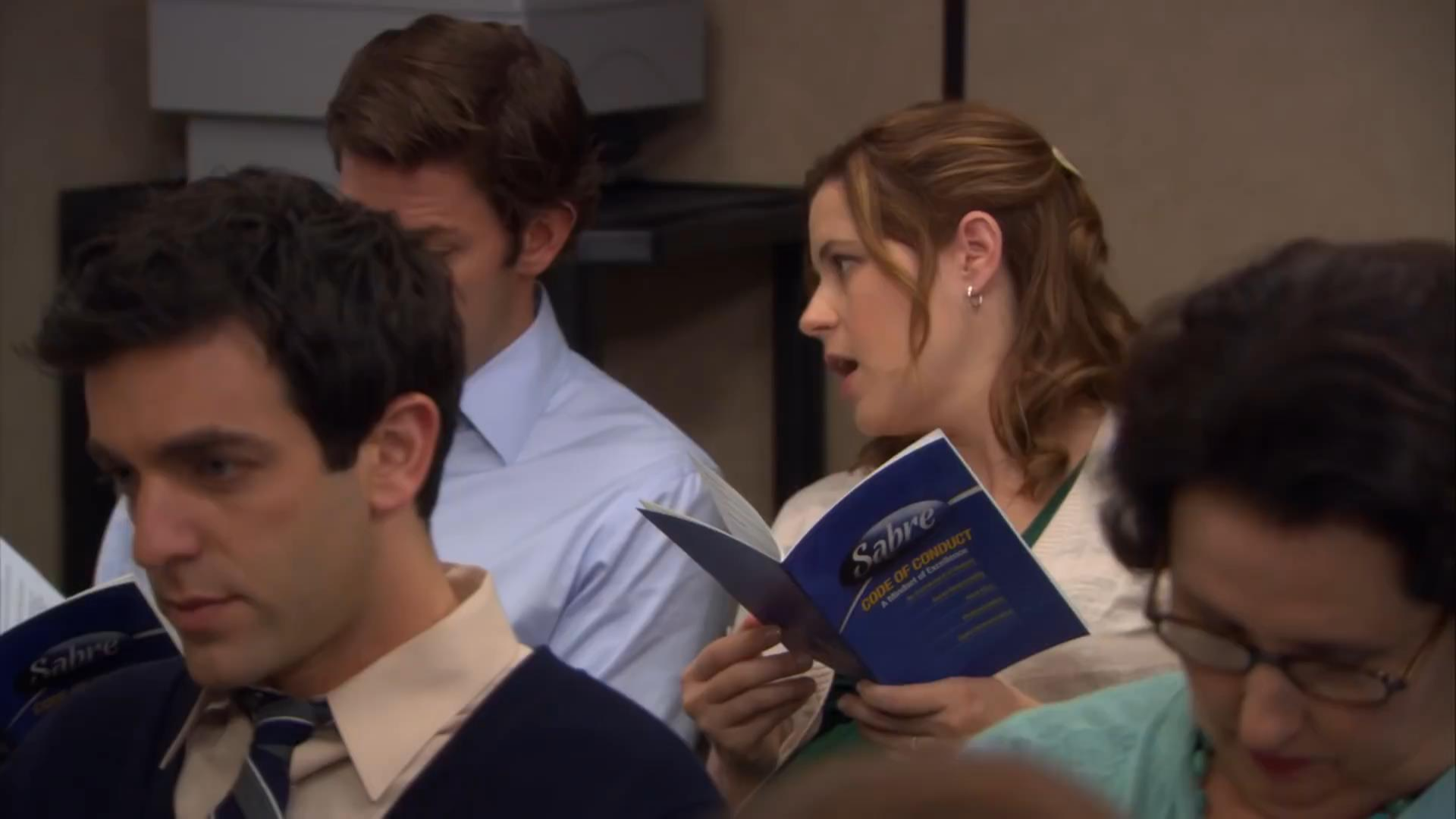
- Get something or get out of something
- Think math: positive (add) and negative (subtract)
- Social vs. Automatic

Everybody E.A.T.S.

Functions of Behavior

- Escape
- Socially Mediated Negative

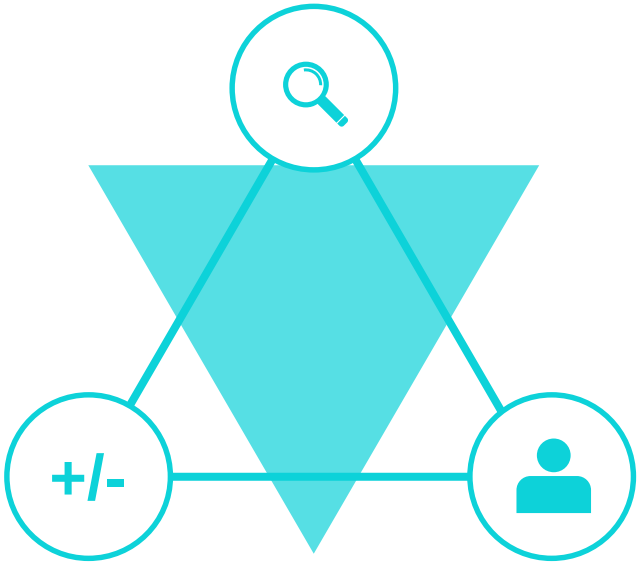
Functions of Behavior


Sabre
CODE OF CONDUCT
A Standard of Excellence
Sabre

What's the Function?

What is the topography of the behavior?

?



Is it Positive (get something) or Negative (get out of something)?

?

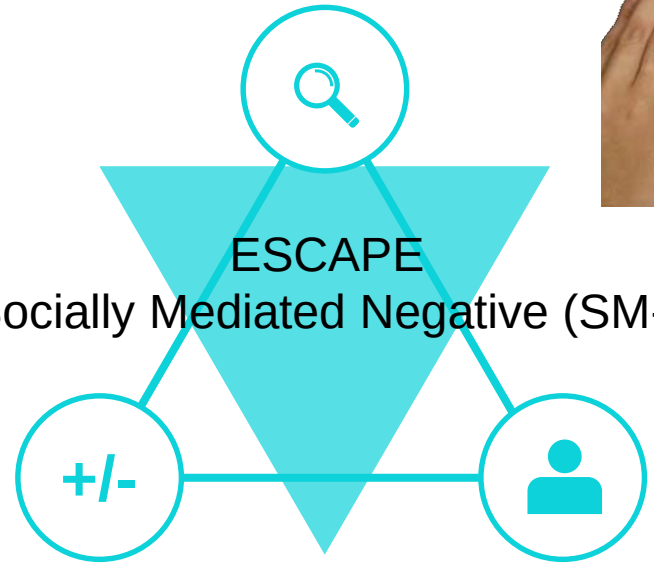
Is it Social (from someone else) or Automatic (by oneself)?

?

What's the Function?

What is the topography of the behavior?

Faking labor



ESCAPE

Socially Mediated Negative (SM-)

Is it Positive (get something) or Negative (get out of something)?

Negative (get out of work demands)

Is it Social (from someone else) or Automatic (by oneself)?

Social

Functions of Behavior

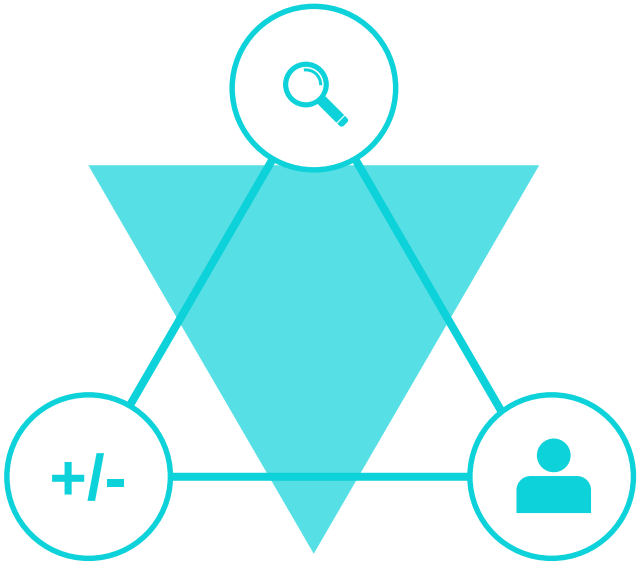
- Attention
- Socially Mediated Positive

Functions of Behavior

What's the Function?

What is the topography of the behavior?

?



Is it Positive (get something) or Negative (get out of something)?

?

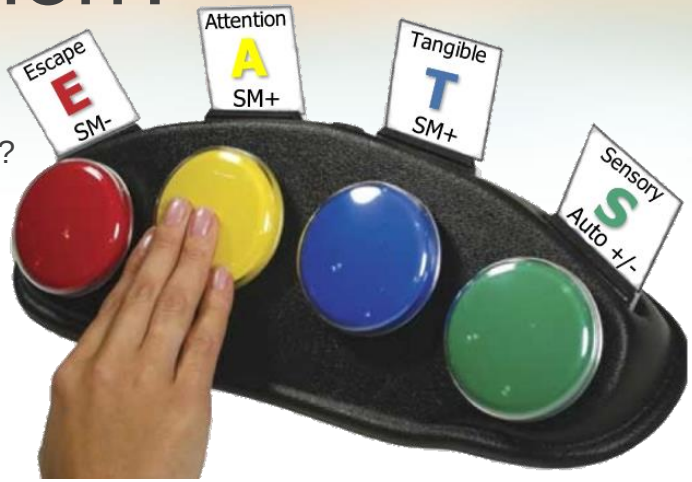
Is it Social (from someone else) or Automatic (by oneself)?

?

What's the Function?

What is the topography of the behavior?

Crying, Yelling, Falling to Floor



Is it Positive (get something) or Negative (get out of something)?

Positive (get mom's attention)

Is it Social (from someone else) or Automatic (by oneself)?

Social

Functions of Behavior

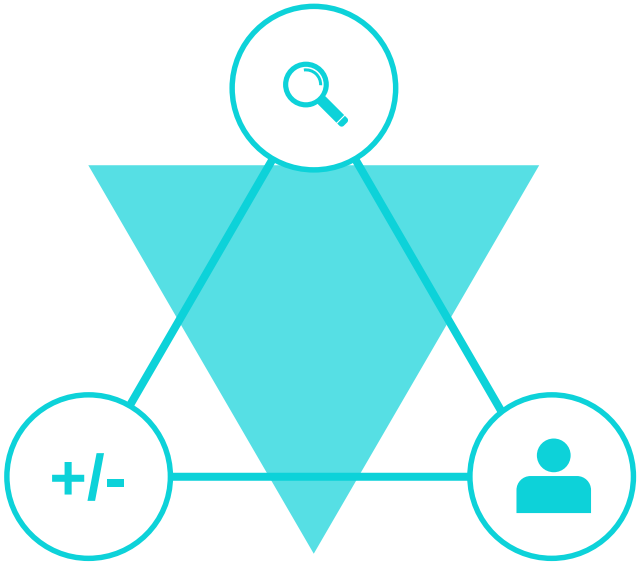
- Tangible
- Socially Mediated Positive

Functions of Behavior

What's the Function?

What is the topography of the behavior?

?



Is it Positive (get something) or Negative (get out of something)?

?

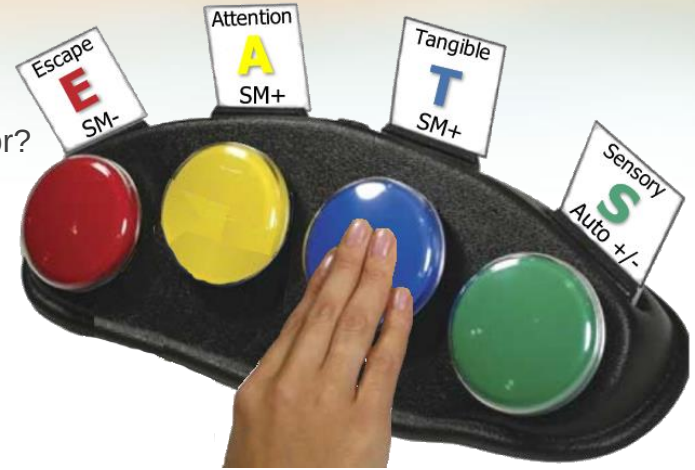
Is it Social (from someone else) or Automatic (by oneself)?

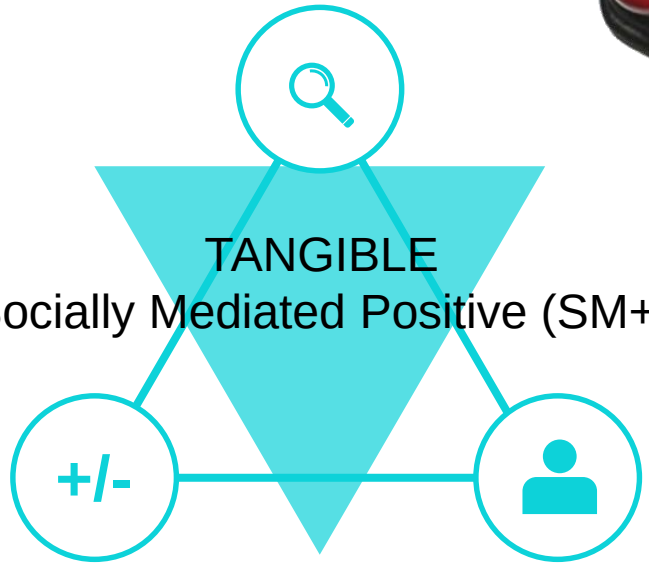
?

What's the Function?

What is the topography of the behavior?

Crying, Screaming, Throwing





Is it Positive (get something) or Negative (get out of something)?

Positive (get "sweeties")

Is it Social (from someone else) or Automatic (by oneself)?

Social

Functions of Behavior

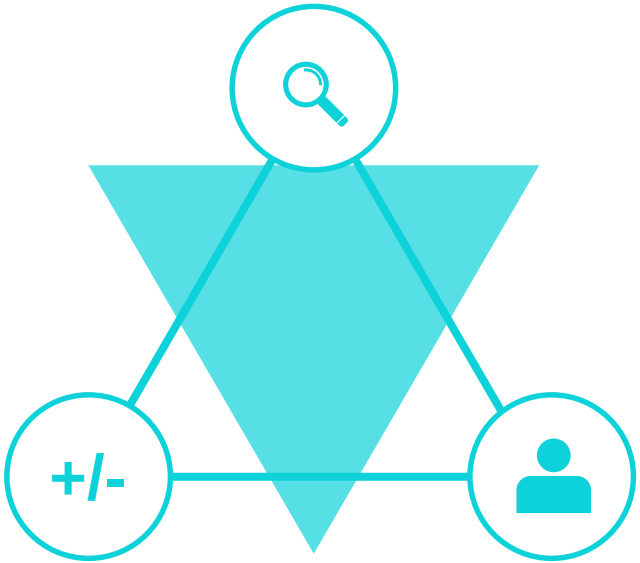
- Sensory
- Automatic Positive

Functions of Behavior

What's the Function?

What is the topography of the behavior?

?



Is it Positive (get something) or Negative (get out of something)?

?

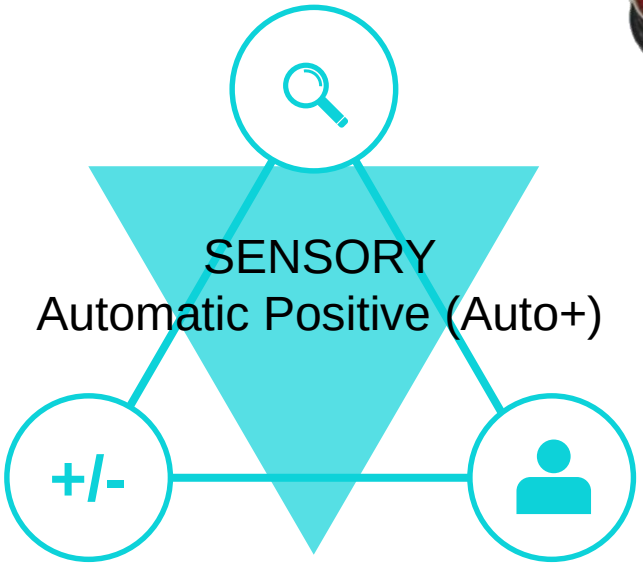
Is it Social (from someone else) or Automatic (by oneself)?

?

What's the Function?

What is the topography of the behavior?

Washing with Herbal Essence



Is it Positive (get something) or Negative (get out of something)?

Positive (feels good, really good)

Is it Social (from someone else) or Automatic (by oneself)?

Automatic

Functions of Behavior

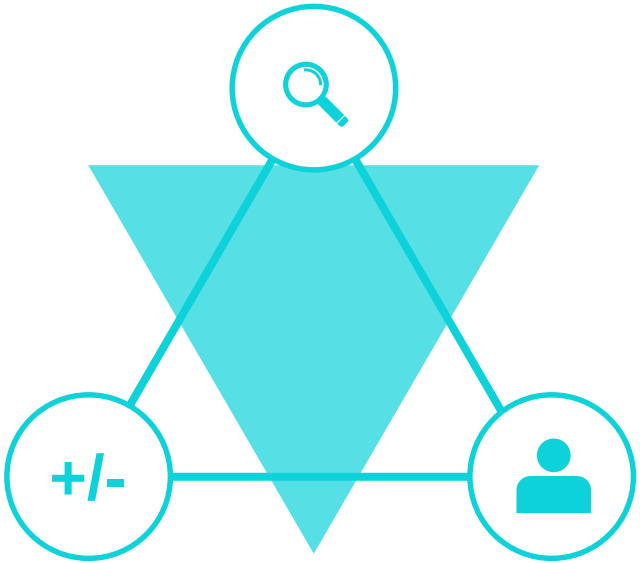
- Sensory
- Automatic Negative

Functions of Behavior

What's the Function?

What is the topography of the behavior?

?



Is it Positive (get something) or Negative (get out of something)?

?

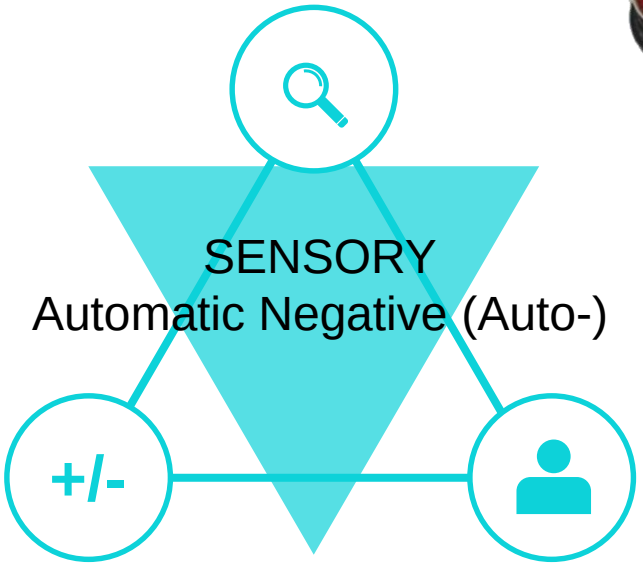
Is it Social (from someone else) or Automatic (by oneself)?

?

What's the Function?

What is the topography of the behavior?

Taking Anacin

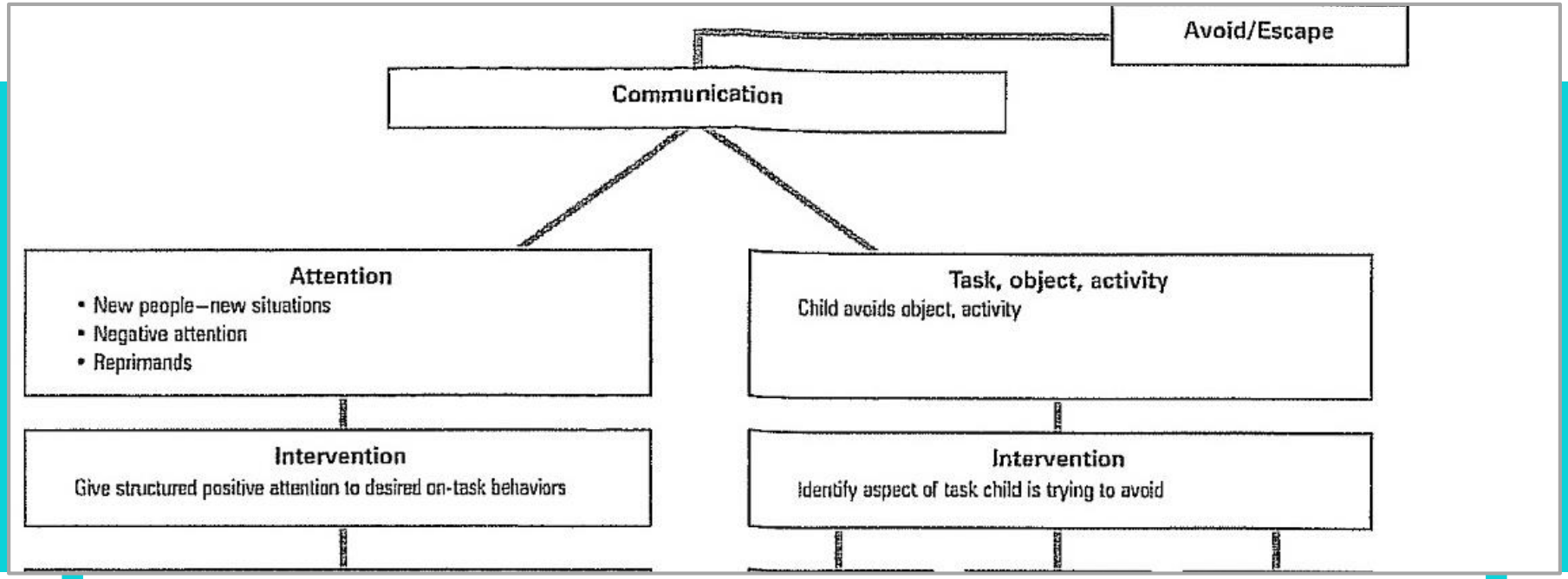


Is it Positive (get something) or Negative (get out of something)?

Negative (gets rid of headache)

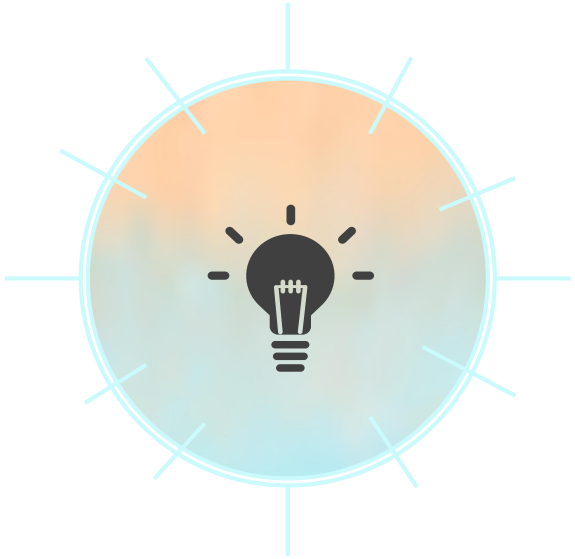
Is it Social (from someone else) or Automatic (by oneself)?

Automatic



Intervention for Challenging Behaviors

PsychCorp™
a PEARSON brand

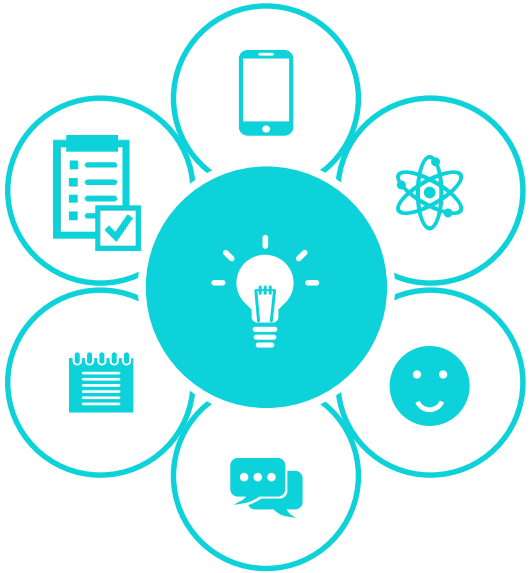


Strategies!

Antecedent Strategies

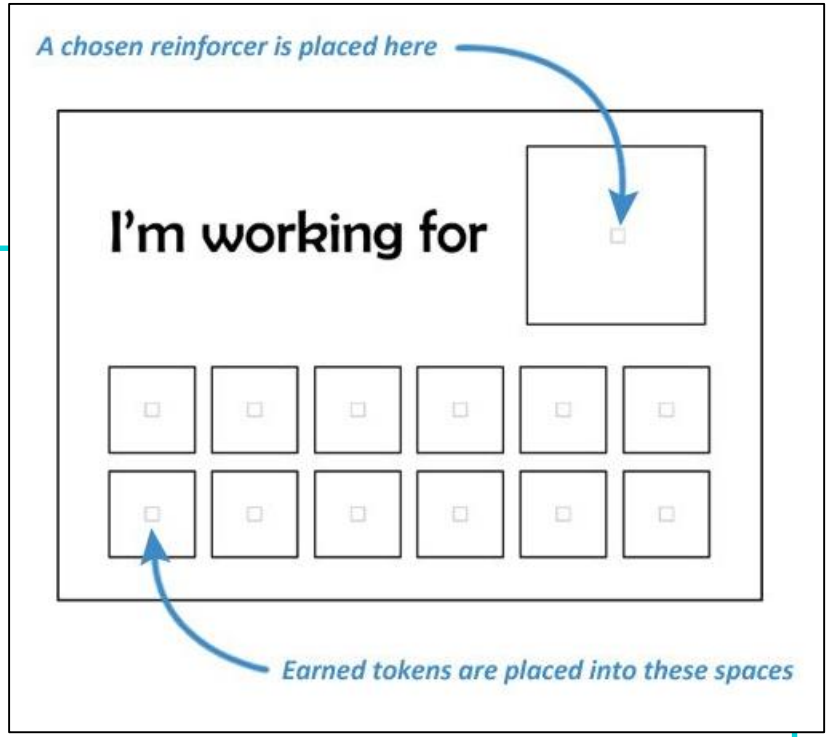
Proactive Strategies to Use BEFORE Behavior Occurs

- **Visuals**
- **Behavior Contract**
- **Communicative Temptations**



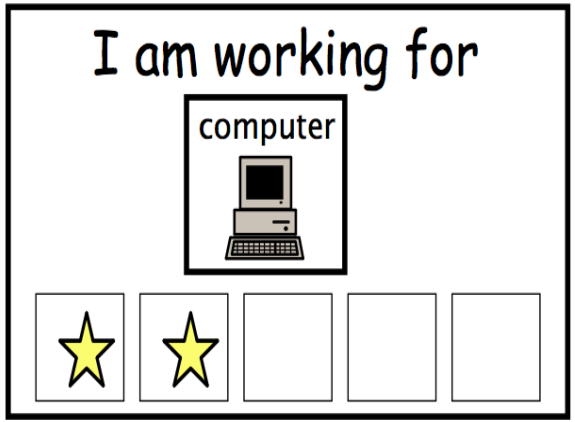
- **Pre-Session Pairing**
- **Behavioral Momentum**
- **Promise Reinforcer**

Visuals



Token System

Visual that allows the therapist to provide positive reinforcement when the individual engages in target behavior

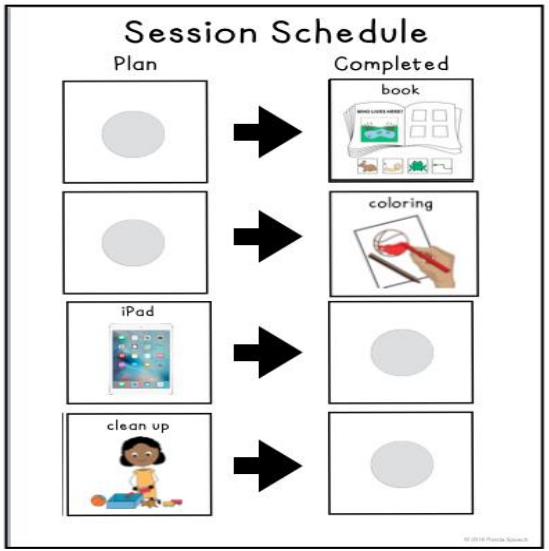


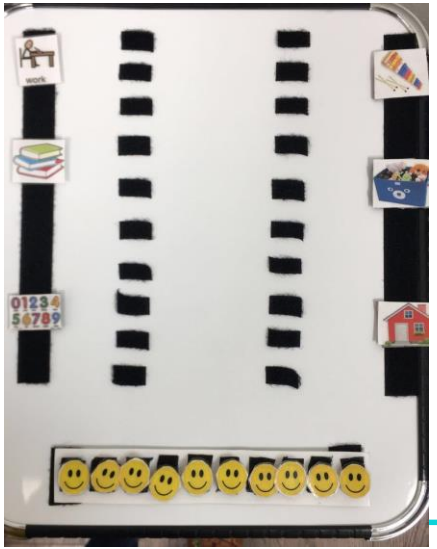
Use symbols or tokens that can be traded for tangible reinforcement chosen by the individual

Visuals

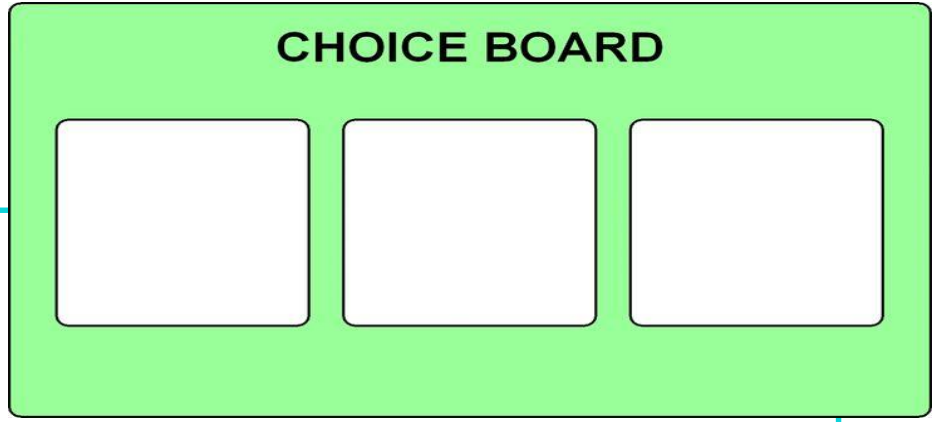
Visual Schedule

Visual representation of an individual's planned activities or tasks through the use of symbols or images and pictures





Visuals



Choice Board

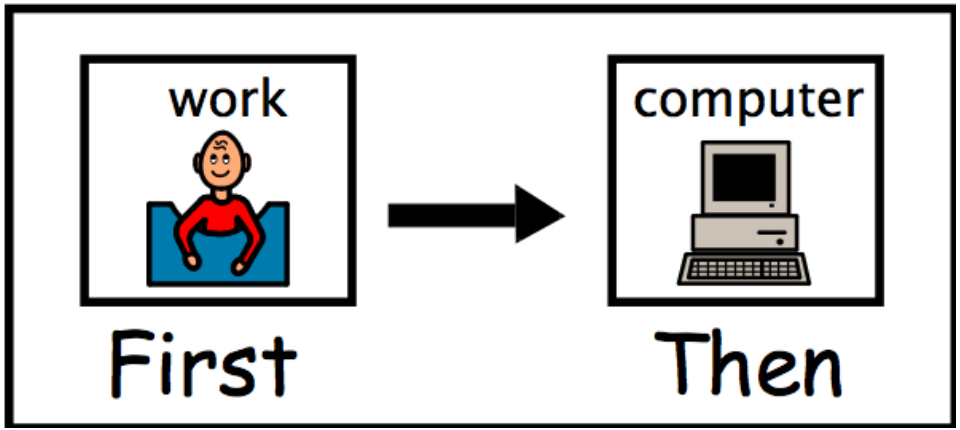
Visual that provides different preferred reinforcers for the individual to choose what they want to work towards

Visuals

If-Then

Use visuals for the individual to choose the reward

First I do (demand), then I get (reward)



Visuals

Not to be confused with PECS

An alternative/augmentative communication system used to teach functional communication

Behavior Contract

When you choose to . . .	By doing. . .	You are choosing . . .
Do what you were asked • The FIRST time • By starting within 10 seconds • Without arguing • Without excuses • Without yelling or using bad words • Without throwing • Keeping your clothes on	How to choose • Take deep breaths when thing are not what you expect • Tell yourself it's a glitch, not a big deal • Ask for help if something is hard • Check your arms and legs to keep them to yourself	• Snack ($10 tokens) • Watch funny videos ($20 per 10) • Target ($25 tokens) • Computer/video game ($2/minute) • Gym, games, break time, outdoor time ($1/minute) • Choose a game or make up rules ($65 tokens)

- Written document
- Describes expectations
- Describes replacement behaviors
- List reinforcers they can earn
- Get input from the individual

Communicative Temptations

Communicative Temptations

COMMUNICATIVE TEMPTATIONS

(from Wetherby & Prizant, 1989)

1. Eat a desired food item in front of your child without offering any to him/her.
2. Activate a wind-up toy, let it deactivate, and hand it to your child.
3. Give your child four blocks to drop in a box, one at a time (or use some other action that your child will repeat, such as stacking the blocks or dropping the blocks on the floor); then immediately give your child a small animal figure to drop in the box.
4. Look through a few books (or a magazine) with your child.
5. Open a jar of bubbles, blow bubbles, and then close the jar tightly and give the closed jar to your child.
6. Initiate a familiar and an unfamiliar social game with your child until he/she expresses pleasure; then stop the game and wait.
7. Blow up a balloon and slowly deflate it; then hand the deflated balloon to your child or hold the deflated balloon up to your mouth and wait.

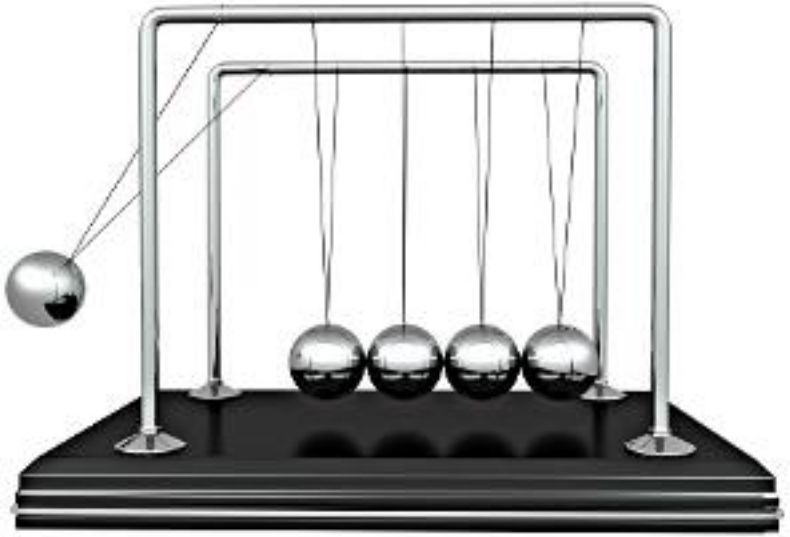
Pre-Session Pairing

Procedure in which you freely deliver preferred items or activities to the individual and engage in a “fun” way before presenting demands

- Build rapport
- Establish a positive relationship

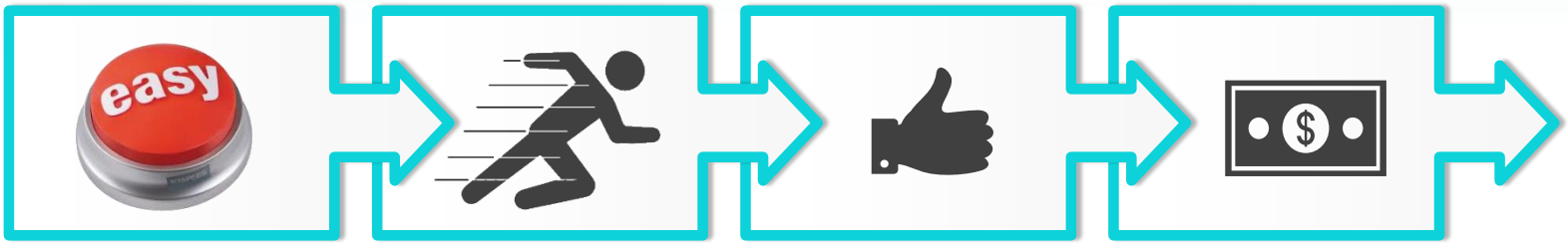
Behavioral Momentum

- Also known as, High-Probability Command Sequence (HPCS)
- An effective antecedent strategy that increases compliant behaviors
- Use:
  - Prior to any difficult task
  - To regain attention
  - To increase motivation



Behavioral Momentum

A Quick How-To



01

Select Easy Requests

Already in individual's repertoire, typically result in compliance, and take a short time to complete

02

Present Requests Quickly

Present easy requests in rapid succession followed by the difficult request

03

Praise Compliance

Must be done before presenting the next request

04

Use Strong Reinforcers

Use for compliance with the difficult request. Praise alone may not be enough, so use highly preferred items

Promise

Reinforcer

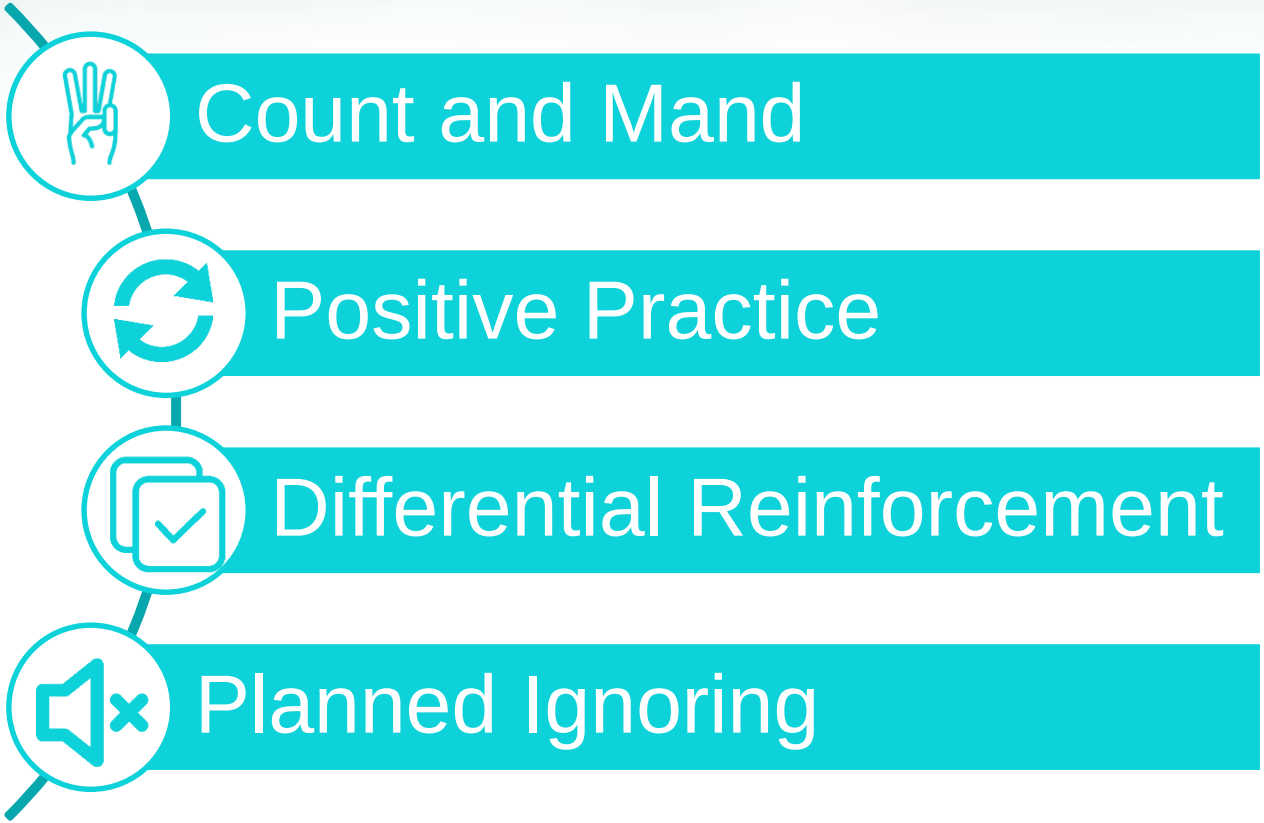
- Visibly hold preferred reinforcer in your hand before giving a demand
- If the individual follows the direction, give the reinforcer
- If the individual does not follow the direction or engages in maladaptive behavior:
  - Remove the promise reinforcer
  - Prompt to do the task
- Gradually eliminate the use of the promise (fade visibility of the item; use promise less often and intermittently)

Not a BRIBE!

Presented before the demand and before any maladaptive behavior occurs

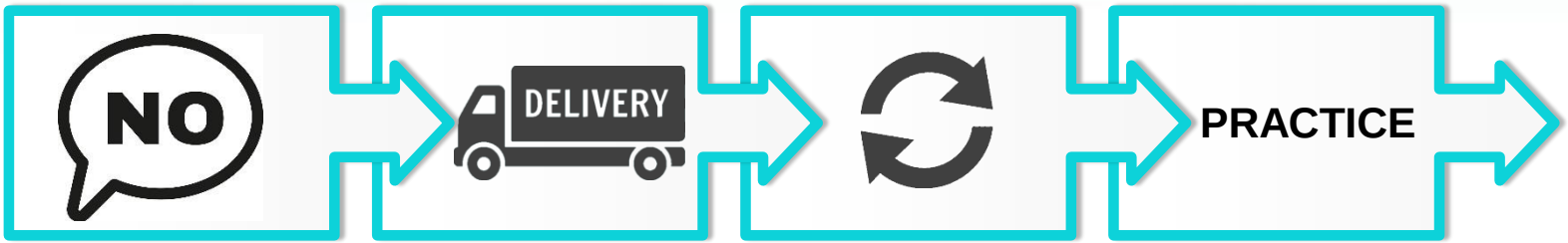
Consequence Strategies

Reactive Strategies to Use AFTER Behavior Occurs



Count and Mand

- For use when the individual obtains items/activities/attention through problem behavior even when the adult would deliver the reinforcer for appropriate asking
- To reduce problem behavior to obtain items and activities by teaching the appropriate requests/mands



01

Say, "No (problem behavior)"

Count aloud and hold up fingers to show passage of time. At first, keep count low 3-5 seconds.

02

Prompt and Deliver

If problem behavior stops for the entire count, prompt the request and deliver the item/activity.

03

Restart Count

If behavior occurs at any time during the count, restart until it does not occur, prompt, and deliver. If you restart more than 5 times, the opportunity to count and mand is gone.

04

Practice

Set up many opportunities per day to practice this important skill while continuing to teach appropriate requesting

Positive Practice

- Individual practices doing an activity or task displaying the target behavior
- This strategy can help lower disruptive behaviors, self-injurious behaviors as well as having students implement calming techniques

Differential Reinforcement

- Implementation of reinforcing only the appropriate response (or behavior you wish to increase) and applying extinction to all other responses

Planned Ignoring

Taking away your attention on purpose in a pre-planned manner

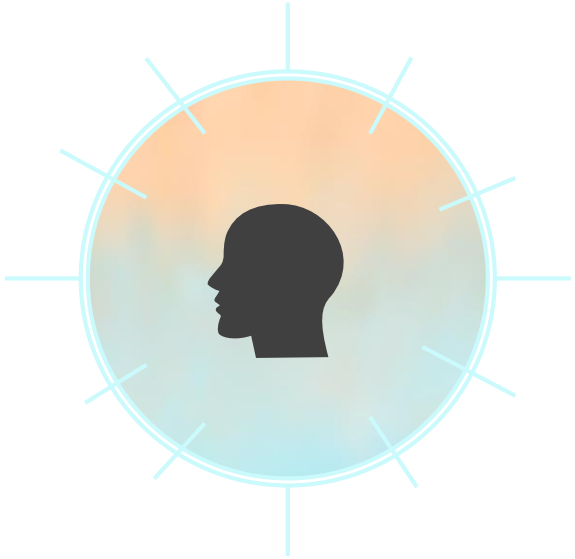
Used to “extinguish” unwanted behavior by intentionally removing attention when **the function of that behavior is attention**

What it is

- Not speaking to or answering child
- Looking away while unwanted behavior is occurring
- Turning your back from the child
- Walking away from the child
- Do not ignore self-injury or other dangerous behavior

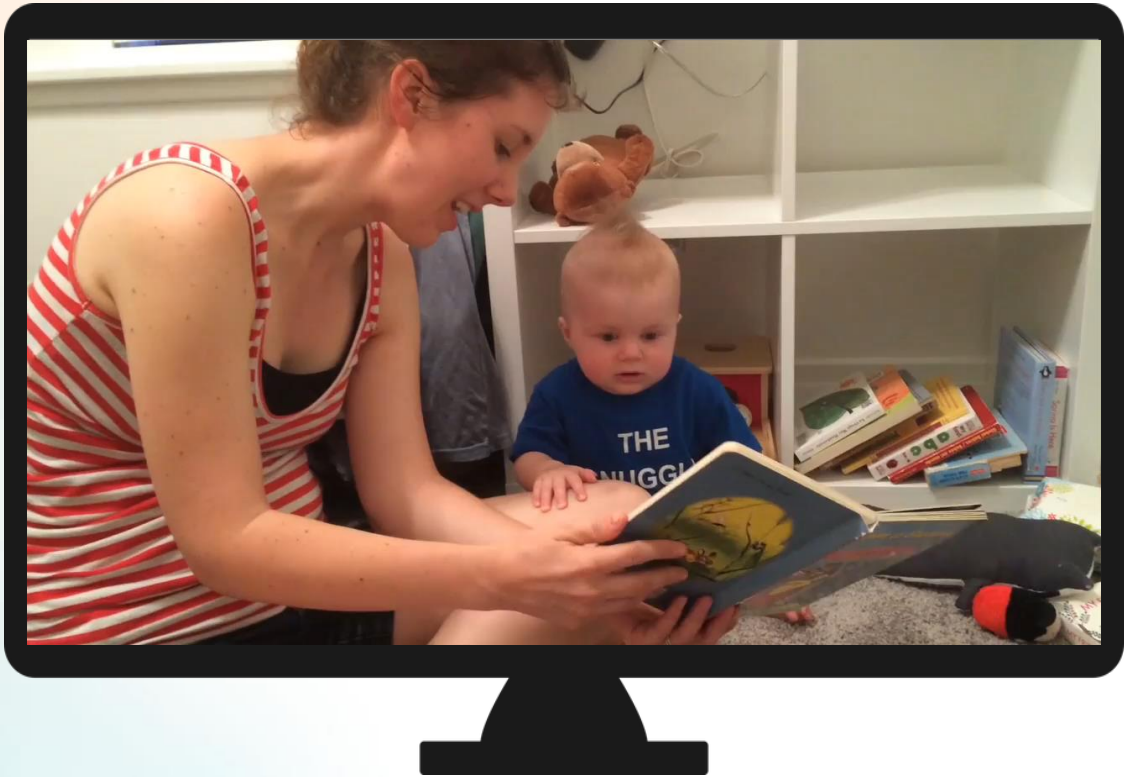
What isn’t

- Telling child, “no,” “stop,” “enough,” or “what do you want?” during unwanted behavior
- Responding to child’s requests/remarks “you are not behaving,” “you know better”



Pop Quiz

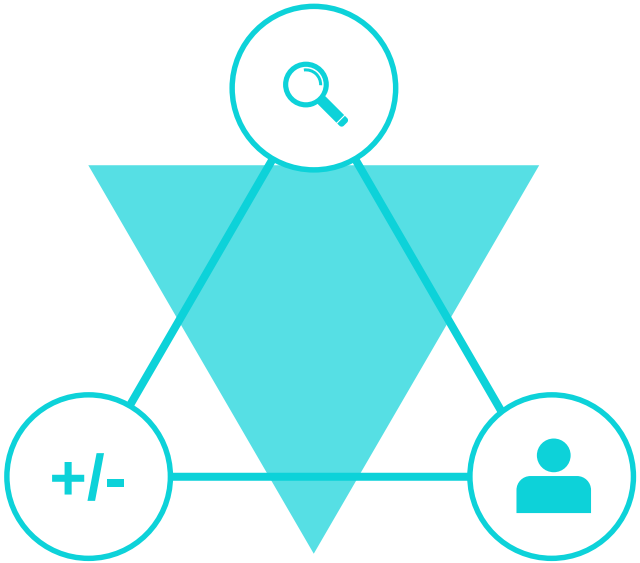
What’s the function?



What's the Function?

What is the topography of the behavior?

?



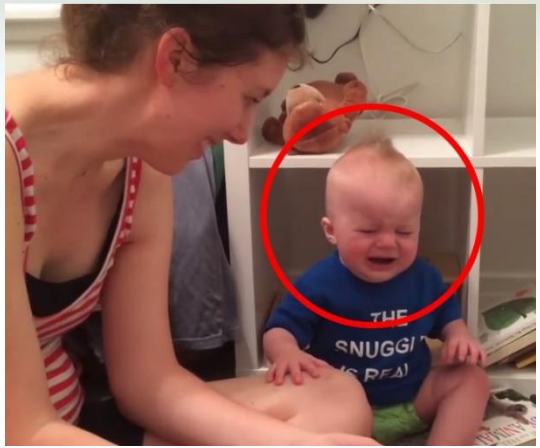
Is it Positive (get something) or Negative (get out of something)?

?

Is it Social (from someone else) or Automatic (by oneself)?

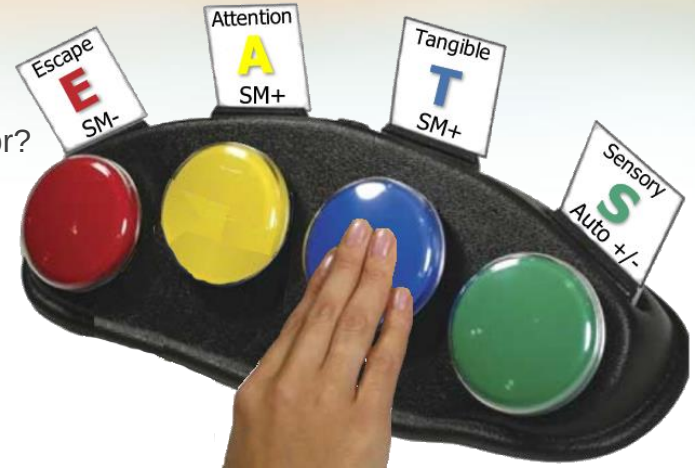
?

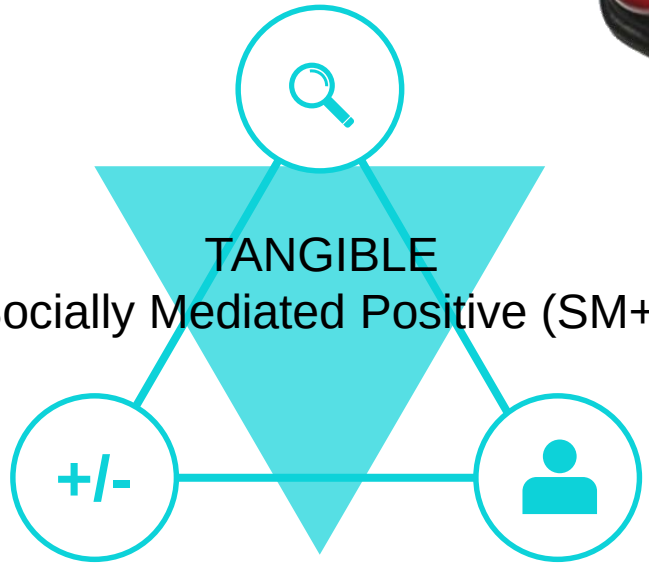
What's the Function?



What is the topography of the behavior?

Crying





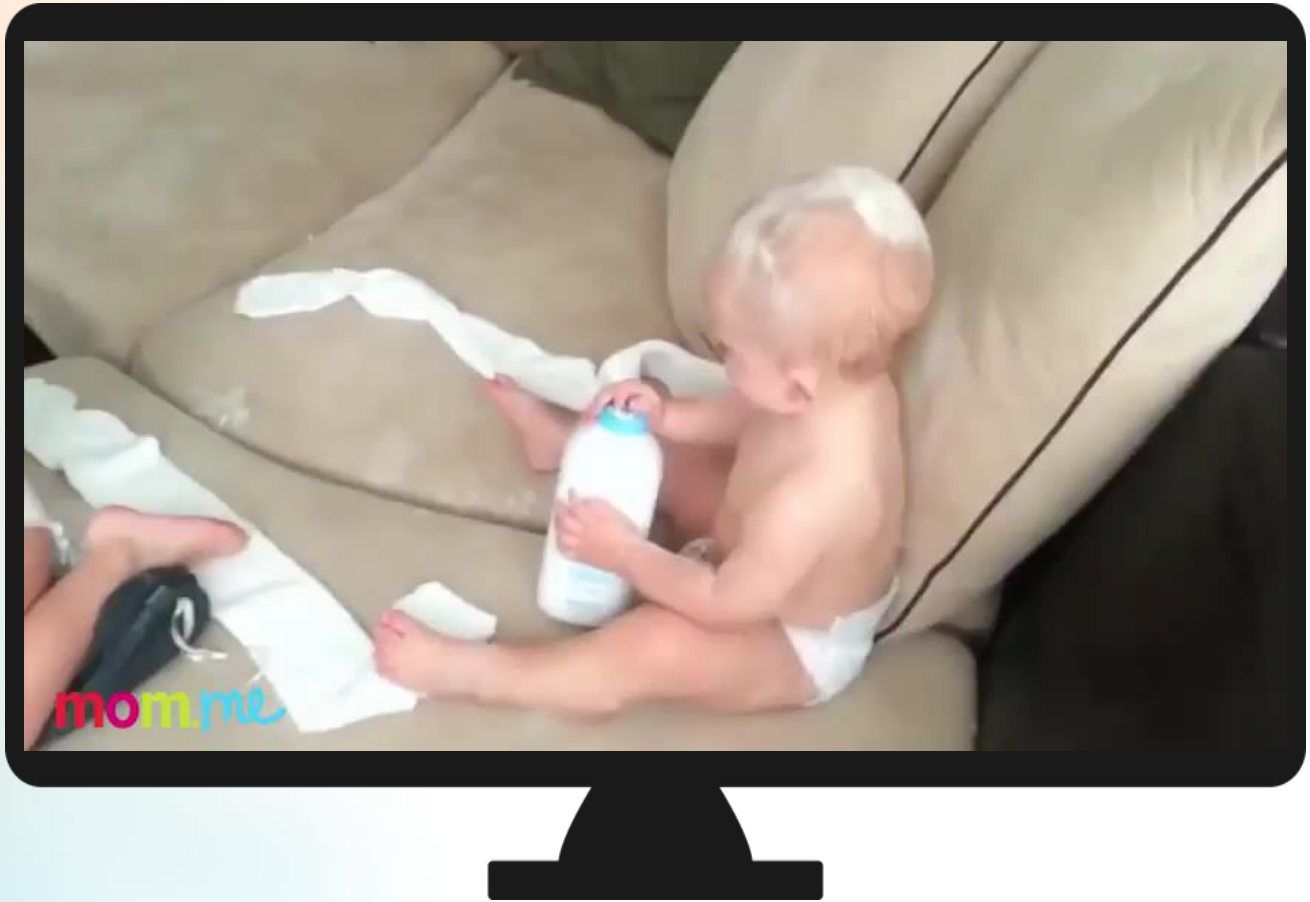
Is it Positive (get something) or Negative (get out of something)?

Positive (gets book read again)

Is it Social (from someone else) or Automatic (by oneself)?

Social

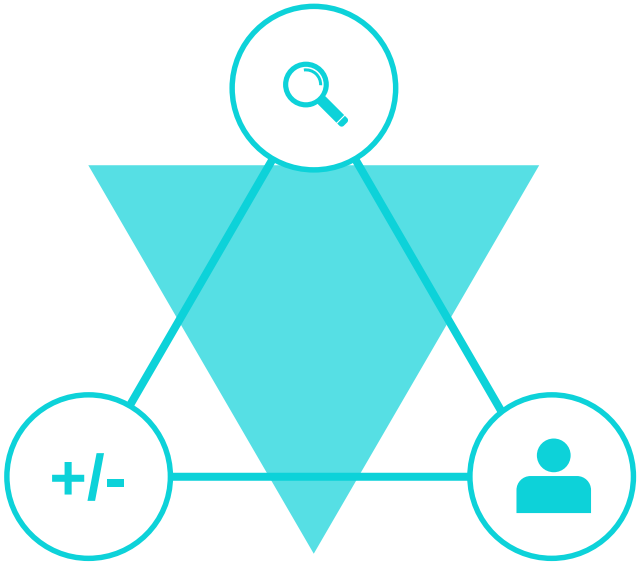
Functions of Behavior



What's the Function?

What is the topography of the behavior?

?



Is it Positive (get something) or Negative (get out of something)?

?

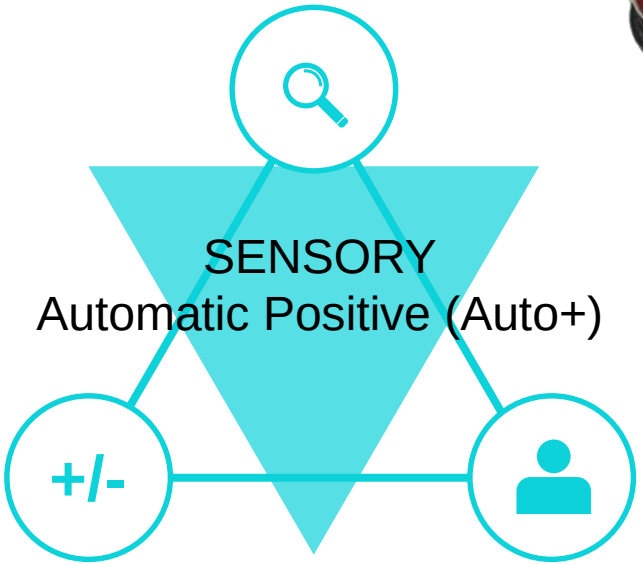
Is it Social (from someone else) or Automatic (by oneself)?

?

What's the Function?

What is the topography of the behavior?

Spill, smear, dump (make a mess!)



Is it Positive (get something) or Negative (get out of something)?

Positive (feels good and fun)

Is it Social (from someone else) or Automatic (by oneself)?

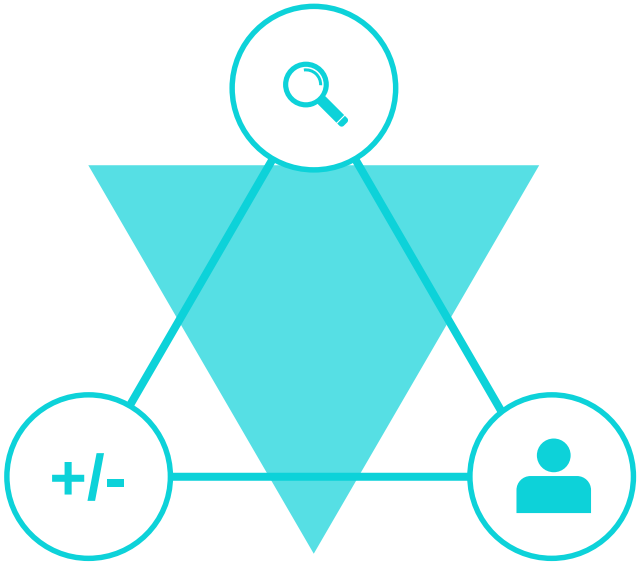
Automatic

What’s the function?

What's the Function?

What is the topography of the behavior?

?



Is it Positive (get something) or Negative (get out of something)?

?

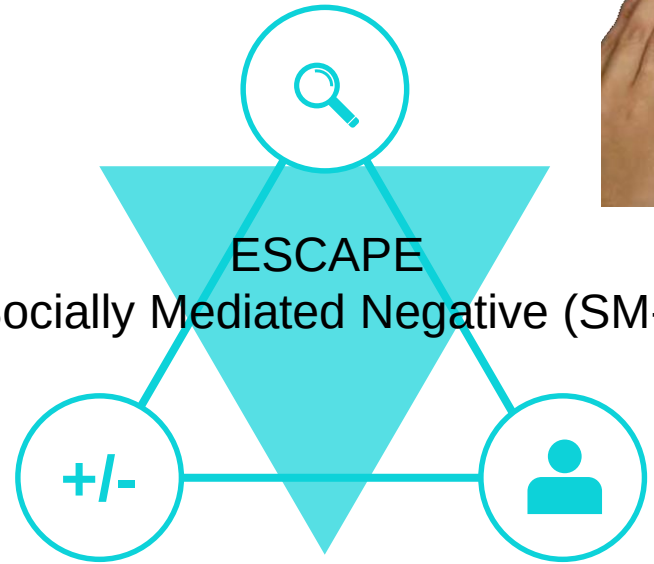
Is it Social (from someone else) or Automatic (by oneself)?

?

What's the Function?

What is the topography of the behavior?

Faking an emergency



ESCAPE

Socially Mediated Negative (SM-)

Is it Positive (get something) or Negative (get out of something)?

Negative (get out of a bad date)

Is it Social (from someone else) or Automatic (by oneself)?

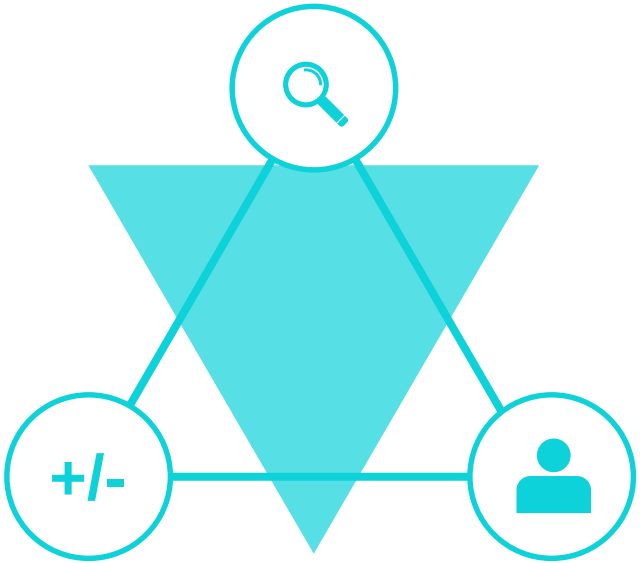
Social

What’s the function?

What's the Function?

What is the topography of the behavior?

?



Is it Positive (get something) or Negative (get out of something)?

?

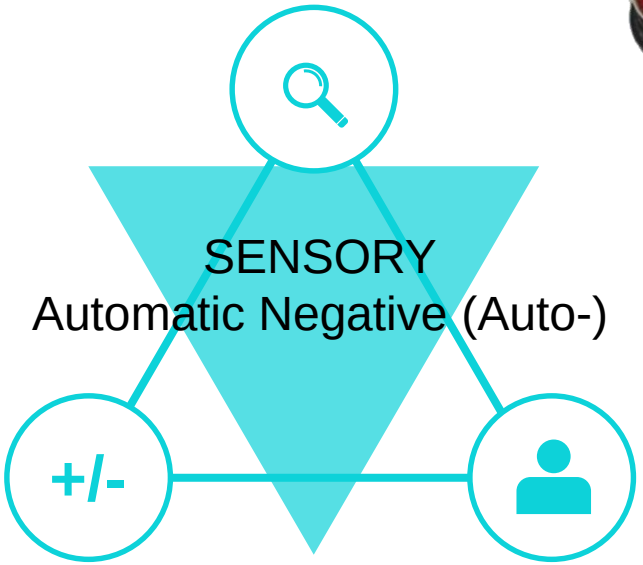
Is it Social (from someone else) or Automatic (by oneself)?

?

What's the Function?

What is the topography of the behavior?

Scratching one's back



Is it Positive (get something) or Negative (get out of something)?

Negative (gets rid of an itch)

Is it Social (from someone else) or Automatic (by oneself)?

Automatic

What's the function?

Johnny is with Mrs. Jones at the table.

He runs away from the table.

He goes to another student and builds with blocks.

01 Topography?

Runs away

02 Pos + or Neg -?

Positive (Get blocks)

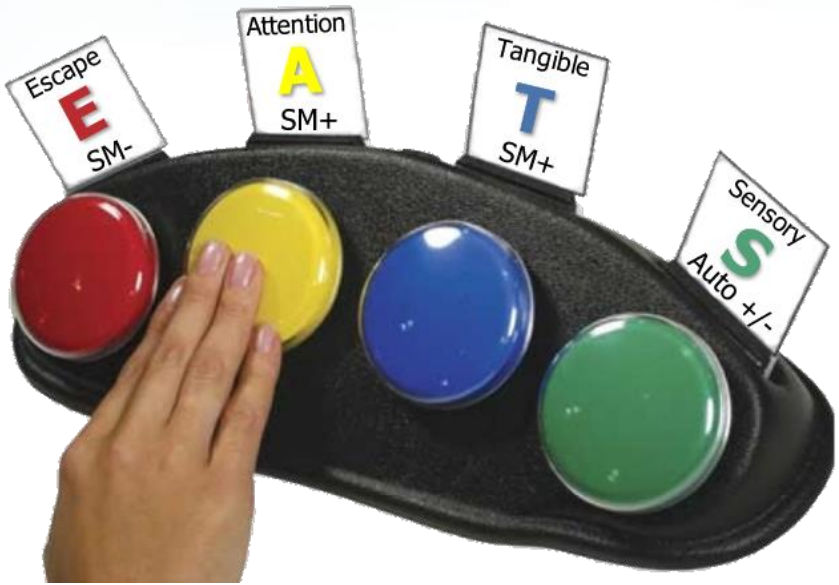
03 Social or Auto?

Social

04 Function?

TANGIBLE SM+

What's the function?



Johnny is with Mrs. Jones at the table.

He runs away from the table.

He laughs and smiles when Mrs. Jones chases him to bring him back.

01 Topography?

Runs away

02 Pos + or Neg -?

Positive (Gets chased)

03 Social or Auto?

Social

04 Function?

ATTENTION SM+

What's the function?

Johnny is with Mrs. Jones at the table.

He runs away from the table.

Mrs. Jones ignores it, but Johnny laughs and smiles while he continues to run away.

01 Topography?

Runs away

02 Pos + or Neg -?

Positive (Feels good)

03 Social or Auto?

Automatic

04 Function?

SENSORY Automatic +

What's the function?

Johnny is with Mrs. Jones at the table.

He runs away from the table.

Every time Mrs. Jones gives him an instruction, Johnny runs away again.

01 Topography?

Runs away

02 Pos + or Neg -?

Negative (Gets out of work)

03 Social or Auto?

Social

04 Function?

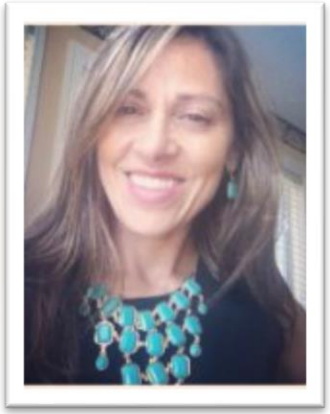
ESCAPE
SM-

Questions?

Comments?

Thank you!

Contact Info



Claudia Goswitz, CCC-SLP, BCBA

Stone Oak Therapy & Behavior Analysis

claudiagoswitz@stoneoaktherapy.com

210.798.2273

www.stoneoaktherapy.com

Christina Martin, CCC-SLP, BCBA

CMartin Therapy Services, PLLC

christina@cmartinspeech.com

972.379.8379

www.cmartintherapy.com