Creating a Continuum of Prevention and Teaching Strategies for Challenging Behavior

Shawn P. Quigley PhD, BCBA-D
Center for Development and Disability
Overview of Objectives

• Beating a dead horse?
• Stones of a foundation
• Knight in shining armor?
Beating a Dead Horse?
Top 14 Things to do With a DEAD Horse

Buy a stronger whip.
Change bits and briddles.
Switch riders.
Move the horse to a new location.
Ride the horse for longer periods of time.
Say, "This is the way we've always ridden dead horses."
Appoint a committee to study the horse.
Arrange to visit other sites where they ride dead horses more efficiently.
Increase the standards for riding dead horses.
Create a new test for measuring riding ability.
Compare how we ride now with how we did it years ago.
Complain about the way horses are these days.
Come up with new riding styles.
Blame the horse's parents. The problem is often in the breeding.
Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

~80% of Students

~15%

~5%

ALL

(Sugai, 2010)
Academic Continuum

Integrated Continuum

Behavior Continuum

(Sugai, 2010)
ESTABLISHING CONTINUUM of SWPBS

~80% of Students

SECONDARY PREVENTION
- Check in/out
- Targeted social skills instruction
- Peer-based supports
- Social skills club

TERTIARY PREVENTION
- Function-based support
- Wraparound
- Person-centered planning

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

(Sugai, 2010)
THINGS I, MICK JAGGER, HAVE LEARNED AFTER 50 YEARS IN ROCK N' ROLL

2. YOU CAN'T ALWAYS GET WHAT YOU WANT--LIKE A GOOD JOKE ON THE TOP TEN LIST
My Top Reasons Tiered Services Appear To Be A “Dead Horse”

#1 Staff turnover  
#2 Funding is not sufficient  
#3 Allocation of funding (reaction vs prevention)  
#4 Fidelity of implementation  
#5 Lack of adequate training (lecture vs coaching and feedback)  
#6 Lack of integration between academic and social
My Top Reasons Tiered Services Appear To Be A “Dead Horse”

#1 Staff turnover

- Typical turnover (e.g., retirement)
- Turnover due to lack of preservice training and teaching conditions
- Changes across buildings

#2 Funding is not sufficient

#3 Allocation of funding (reaction vs prevention)

#4 Fidelity of implementation

#5 Lack of adequate training (lecture vs coaching and feedback)

#6 Lack of integration between academic and social
#2 and #3
Distribution of resources for school-wide academic and social supports

- ~80% of Resources
- ~15% of Resources
- ~5% of Resources
My Top Reasons Tiered Services Appear To Be A “Dead Horse”

#1 Staff turnover
#2 Funding is not sufficient
#3 Allocation of funding (reaction vs prevention)

#4 Fidelity of implementation

#5 Lack of adequate training (lecture vs coaching and feedback)

#6 Lack of integration between academic and social
My Top Reasons Tiered Services Appear To Be A “Dead Horse”

#1 Staff turnover
#2 Funding is not sufficient
#3 Allocation of funding (reaction vs prevention)
#4 Fidelity of implementation
#5 Lack of adequate training (lecture vs coaching and feedback)

#6 Lack of integration between academic and social
#6 Integration of academic and social

**Academic Continuum**

**Behavior Continuum**

(Sugai, 2010)
Stones for a Foundation #1
School Rules

- Be well behaved
- Be hard working
- Be kind
- Be proud
- Be in school on time, every day

St. Joseph’s Catholic Primary School

Show me 5
Only my best will do!
CLASS RULES

1. Listen when others are talking.
2. Follow directions.
3. Keep hands, feet, and objects to yourself.
4. Work quietly and do not disturb others.
5. Show respect for school and personal property.
6. Work and play in a safe manner.
Stones for a Foundation #1

• Class and school rules

  • What do you do to teach the rules?

  • How do you motivate students to follow the rules?

  • What do you provide to students who need additional supports to follow the rules?
~80% of Students

~15%

~5%

ESTABLISHING CONTINUUM of SWPBS

(Sugai, 2010)

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

A University Center for Excellence in Developmental Disability Education, Research and Service (UCEDD)
High

Behavior Intensity

Low

Time

Acceleration
Agitation
Trigger
Peak
De-escalation
Recovery

Colvin & Sugai, 1989
Stones for a Foundation #1

• Planned instruction
  • The pea green book (Peterson, Peterson, & Lacy, 2003)
  • Boys town social skills

• Corrective teaching
• Behavioral directives
• Crisis management
Boys' Town Social Skills

Following Instructions
1. Look at the person
2. Say "Okay"
3. Do what you have been asked right away.
4. Check back.

Accepting Criticism or a Consequence
1. Look at the person.
2. Say "Okay".

Accepting "No" for an Answer
1. Look at the person.
2. Say "Okay".
4. If you disagree, ask later.

Greeting Others
1. Look at the person.
2. Use a pleasant voice.
3. Say "Hi" or "Hello".

Getting the Teacher's Attention
1. Look at the teacher.
2. Raise your hand and stay calm.
3. Wait until the teacher says your name.
4. Ask your question.

Disagreeing Appropriately
1. Look at the person.
2. Use a pleasant voice.
3. Say, "I understand how you feel.
4. Tell why you feel differently.
5. Give a reason.
6. Listen to the other person.

Making an Apology
1. Look at the person.
2. Use a serious, sincere voice.
3. Say "I’m sorry for...", or "I want to apologize for..."
4. Don’t make excuses.
5. Explain how you plan to do better in the future.
6. Say "Thanks for listening."

Accepting Compliments
1. Look at the person.
2. Use a pleasant voice.
3. Say "Thank you"

Having a Conversation
1. Look at the person.
2. Use a pleasant voice.
3. Listen to what the other person says.
4. Ask your question.

Asking for Help
1. Look at the person.
2. Ask the person if he or she has time to help you.
3. Clearly explain the kind of help you need.
4. Thank the person for help.

Asking Permission
1. Look at the person.
2. Use a calm and pleasant voice.
3. Say, "May I?"
4. Accept the answer calmly.

Staying on Task
1. Look at your task or assignment.
2. Think about the steps needed to complete the task.
3. Focus all of your attention on your task.
4. Stop working only when instructed.
5. Ignore distractions and interruptions by others.

Sharing Something
1. Let the other person use the item first.
2. Ask if you can use it later.
3. When you get to use it, offer it back to the other person after you've finished.

Working with Others
1. Identify the task to be completed.
2. Assign tasks to each person.
3. Discuss ideas in a calm, quiet voice and let everyone share their ideas.
4. Work on tasks until completed.

Listening
1. Look at the person who is talking and remain quiet.
2. Wait until the person is finished talking before you speak.
3. Show that you heard the person by nodding your head, saying "Okay" or "That's interesting," etc.

Appropriate Voice Tone
1. Listen to the level of the voices around you.
2. Change your voice tone to match.
3. Watch and listen for visual or verbal cues and adjust your voice as needed.
Stones for a Foundation #1

• Describe skill and steps (x3)
• Reason for skill and steps (x2)
• Model
• Student say the steps
• Student mode the steps
• Positive feedback
MOMM! HEY, MOM!

CALVIN, STOP YELLING ACROSS THE HOUSE! IF YOU WANT TO TALK TO ME, WALK OVER TO THE LIVING ROOM, WHERE I AM!

I STEPPED IN DOG DOO. WHERE'S THE HOSE?
Stones for a Foundation #1

PREVENTION through actively teaching skills!!!
Stones for a Foundation #1

PREVENTION through actively teaching skills!!!
Stones for a Foundation #1

• Prevention through active teaching is different than prevention through environmental changes.

• Fighting at the bus stop
  • Prevent by giving the student rides to school every morning.

  • Prevent by teaching the student (and others) how to compromise (or other strategies). Assess why the behavior occurs and teach skills that are more socially appropriate.
Stones for a Foundation #2
~80% of Students

~15%

~5%

ESTABLISHING CONTINUUM of SWPBS

(Sugai, 2010)

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement
Stones for a Foundation #2

• Negative versus positive

  • Emotional/affective connotation

  • Mathematical expression
Stones for a Foundation #2

• “Add” praise statements, preferred activities, tokens to purchase items, etc.

• “Subtract” non-preferred activities, portions of activities, etc.
Stones for a Foundation #2

• General praise

• Descriptive praise

• Instructive praise
Stones for a Foundation #2

• General praise
  • Make a praise statement

• Descriptive praise

• Instructive praise
Stones for a Foundation #2

• General praise

• Descriptive praise
  • Make a praise statement
  • Describe the behavior

• Instructive praise
Stones for a Foundation #2

• General praise

• Descriptive praise

• Instructive praise
  • Make a praise statement
  • Describe the behavior
  • Give reasons why behavior is important
Stones for a Foundation #2

• Token economies
  
  • Coyote cash and badger bucks
  
  • Students are provided additional contingencies to support the acquisition of new skills
Stones for a Foundation #2

• Token economies

  • There need to be parameters that all staff and students follow
     • How tokens are earned
     • How tokens are removed
     • Exchange of tokens
     • Value of tokens
Stones for a Foundation #2

- Token economies
  - Recognition of differences across students

<table>
<thead>
<tr>
<th>Jarom</th>
<th>Omni</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊</td>
<td>😊😊😊😊😊😊😊😊😊😊😊😊😊😊 = 4</td>
</tr>
</tbody>
</table>
Stones for a Foundation #3
~80% of Students

~15%

~5%

ESTABLISHING CONTINUUM of SWPBS

(Sugai, 2010)

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement
Stones for a Foundation #3

• Planned instruction
• Corrective teaching
  • Opportunity to teach when a previously taught skill is not used correctly
• Behavioral directives
• Crisis management
Stones for a Foundation #3

• Planned instruction
• Corrective teaching
• Behavioral directives
  • Opportunity to keep the situation from escalating further. Expanded and individualized teaching may need to be planned for
• Crisis management
Stones for a Foundation #3

• Planned instruction
• Corrective teaching
• Behavioral directives
• Crisis management
  • Opportunity to keep everyone safe. Expanded and individualized teaching is needed.
Stones for a Foundation #4
~80% of Students
~15%
~5%  

(Sugai, 2010)

ESTABLISHING CONTINUUM of SWPBS

PRIMARY PREVENTION
- Teach SW expectations
- Proactive SW discipline
- Positive reinforcement
- Effective instruction
- Parent engagement

A University Center for Excellence in Developmental Disability Education, Research and Service (UCEDD)
Stones for a Foundation #4

• **Components of effective instruction** (Fredrick & Hummel, 2004)

  • Clearly stated objectives
  • Accurate model
  • Opportunities for active student responding
  • Immediate feedback about accuracy of responding
  • Reinforce correct response
  • Frequent measures of performance
  • Self-pacing
  • Mastery
Stones for a Foundation #4

• **Components of effective instruction** *(Fredrick & Hummel, 2004)*

  • Clearly stated objectives

  • “Given what, who will do what, how well, how many times, as measured by what?”
Stones for a Foundation #4

• Components of effective instruction (Fredrick & Hummel, 2004)
  
  • Accurate model
  
  • “I do, we do, you do”
Stones for a Foundation #4

• **Components of effective instruction** (Fredrick & Hummel, 2004)
  
  • Opportunities for active student responding
  • Immediate feedback about accuracy of responding
  • Reinforce correct response
  • Frequent measures of performance
Figure 21.2. Relationships between active student response (ASR) and other commonly used measures of student participation in education.
Stones for a Foundation #4

• **Components of effective instruction** (Fredrick & Hummel, 2004)

  • Mastery
Stones for a Foundation #4
Knight in Shining Armor?
The Role of the CDD

• Build Capacity
  • Increase the number of trained professionals
    • Supervised field experience for individuals seeking the behavior analyst credential (i.e., BCBA)
    • Training, testing, and supervision of behavior analytic paraprofessionals (i.e., registered behavior technician)
  • Increase the skill set of trained professionals
    • Professional development series (e.g., ABLLS-R)
    • Intensive mentoring
  • Staff focused
The Role of the CDD

• Technical Assistance
  • Increase the skill set of trained professionals (i.e., the skill set is not present) in the context of a specific student, building, or district need.

• Distinct from consultation. Consultation is about solving a problem for someone. Technical assistance is about working collaboratively to enhance the skill set to reduce future needs.
  • Specific challenges – classrooms, students etc. vs using classroom assessment tool to increase knowledge and quality and Autism specific needs and strategies

• Staff focused
The Role of the CDD

• Direct Service
  • Our professionals provide specialized supports. The emphasis will be on maintaining the least restrictive environment possible. For individuals the severe, chronic challenging behavior.

• Client focused
The Role of the CDD

• Accessing the CDD
  
  • Capacity building
    • Request for CDD through the principal and district special education office.
  
  • Technical assistance and direct service
    • Teachers work with lead teachers
    • Assistance from the within building resources (e.g., SAT team)
    • Assistance from district teams (e.g., Autism resource team)
    • Request for CDD through the principal and district special education office. Other service providers too.
Last Thought
TEACHERS are not behavior suppressors!
TEACHERS are BEHAVIOR BUILDERS!
$\frac{4}{7}$
THE PARADIGM SHIFT

• Inappropriate behavior is nothing more than an opportunity to teach appropriate behavior. Richard Young
Thank you

spquigley@unmmg.org