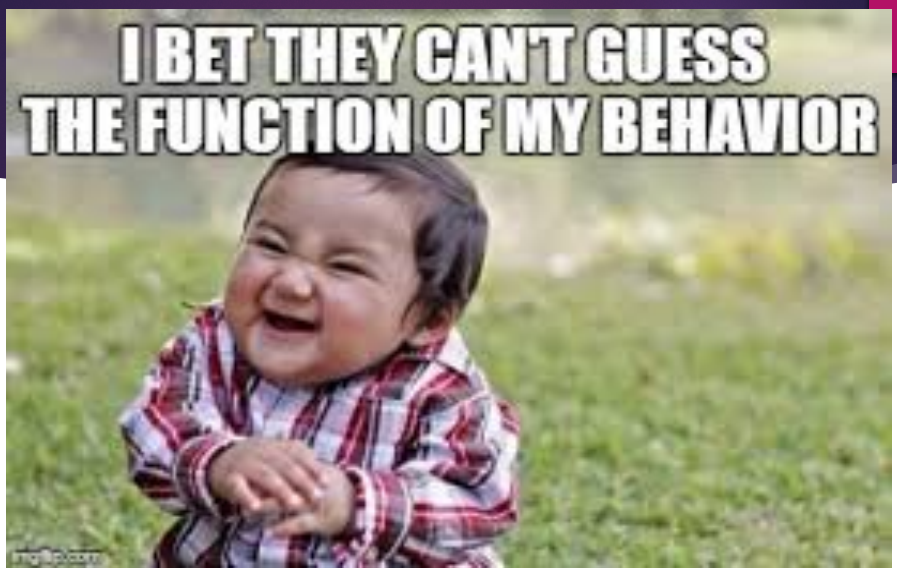
# Developing Effective Replacement Behaviors

TOOLS TO DEVELOP REPLACEMENT BEHAVIORS BASED UPON FUNCTION OF BEHAVIOR

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# FBA development

You must

- Successfully identify and define target behavior, then
- Accurately identify function of behavior, before
- Selecting replacement behavior

## Operationally Defining Behaviors

An operational definition describes the behavior as to its topography (what) and its function (why). It is an explicit definition that makes it possible for two or more disinterested observers to identify the same behavior when observed.

An operational definition is essential in order to avoid a subjective description or definition of a behavior

By defining a behavior in terms of what can clearly be seen, we are able to also examine the antecedents and consequences of the behavior in order to help us also see what reinforces the behavior

Operationalizing the definition will also help you identify the replacement behavior.

When you can operationalize the behavior and identify the function, you can find a behavior that is:

- incompatible with the target behavior
- replaces the reinforcement of the target behavior
- can't be done at the same time as the target behavior

## Goals should be

- Concrete
- Clear
- Specific
- Attainable
- Reasonable time frame

# Target Behaviors

The Big 5

- Physical aggression
- Verbal aggression
- Elopement
- Property destruction/mishandling
- Self-injurious behavior (SIB)

# Labeling Target Behaviors

## Old

- Physical aggression, property destruction, SIB, elopement, verbal aggression
- Combine them into a broader category that more accurately describes the episode

## Consider

- Meltdown
- Agitation
- Distress
- Disruptive
- Breakdown
- Emotional distress

# Target Behaviors

| Social skills | Health/wellness/safety/ legal | Mental health |
|---|---|---|
| Loud/voice volume | PICA | Sensory: spitting, pacing, flapping |
| Repetition (verbal) | Polydipsia | OCD stuff: Skin - picking |
| Interrupting/impatient | Over-eating/under-eating | Vocalizations/tics |
| Controlling – power struggles | Exploitation risk | Withdrawal/ignoring |
| Personal space intrusions | Failure to exit vehicle | Malingering hypochondriac |
| Misuse of phone/911 | Sexual deviance | Drug-seeking |
| Staring | Theft | Depression/suicide |
| False Accusations | Medication misses | Insolence/anger |
| False statements/lies | Insomnolence/somnolence | Paranoia/delusion/ Hallucination |
| Disruptive (too noisy) | Safe sexual practices | Escape/avoidance |
| Relationship-seeking | Stranger danger | PTSD/anxiety |
| Agitation, distress, meltdown | | |

**NONCOMPLIANCE/REFUSAL**: gives the impression that the individual is supposed to follow our expectations and decisions; takes away their freedom of choice. "Refuse" has negative connotation.

Be careful how you phrase things – be positive, not negative (your attitude trickles down) avoid "noncompliant" or "refusal" – Clients have the right to decline or select other options;

| | | |
|---|---|---|
| **Elects** | **Chooses** | **Misses** |
| **Declines** | **Decides** | **Cancels** |
| **Opts out** | **Resists** | **Incomplete** |
| **Neglects** | **Skips** | **Rejects** |

# Function of Behavior

Accurately determine the function of the behavior to successfully identify the replacement behavior.

Need to identify the root cause, not just the immediate antecedent – what is the reason the antecedent provokes the target behavior?

# Reasons for Behavior

| Set up | Set off | Target behavior | Reinforcer |
|---|---|---|---|
| Root/Cause<br>Unresolved Trauma<br>or<br>Mental Illness<br>Physical causes | Trigger/Antecedent<br>Anxiety rises<br>Provoke target bx | Oppositional<br>Disruptive<br>Harmful<br>Inconvenient<br>Socially<br>Unacceptable<br>Abusive<br>Illegal | Consequences<br>Sense of control<br>Perpetuates Bx<br>Behaviors don't happen in a vacuum - something's causing it to recur |
| **Potential Options** | **Modifications** | **Interventions** | **Support** |
| Skills building<br>Pre-correction<br>Future goals<br>Plan for success | Environmental changes<br>Pre-interventions<br>Set up for success | De-escalation methods<br>Building positive experiences<br>Extinguish target bx<br>Payoff must be greater than old reinforcer | On-going/long-term<br>Catch 'em being good Growth; skill building<br>Follow-along<br>Consistency<br>Nurturing |

**Find root cause** - what is the client's motivation?

➢Attention/Reaction – ignored for being good

➢Tangible reward/access

➢Power struggle/control

➢Environmental – disrespected/mistreated/ oppressed, demands, expectations, attitudes, personal agendas, provocations

➢Sensory deficit/overloads – probably not fully identified

➢Communication – express feelings, wants, needs, language barrier

➢Lack of understanding - skill deficit, apraxia

➢Automatic reinforcement – sexual/humping, self-stimulatory, habit

➢Mental Illness/health – caffeine intoxication, paranoia, delusions, hallucinations, depression, mania, PTSD, anxiety
➢Escape/avoidance –disliked task/ situation or people, trauma, pain
➢Physical causes – **always rule out first**! pain, injury, PMS, menopause, ulcer, adolescence, dementia, arthritis, illness (UTIs), polydipsia, substance abuse – no replacement behavior will work
➢Medication side effects –
➢Even non-psych meds
➢Toxicity - weight loss/gain beware

**Akathisia**: medication-induced movement disorder. Causes feelings of restlessness and urgent and irresistible need to move. Exhibits as agitation, distress, irritation, aggression, insomnia, "crawling out of skin" sensation, fidgeting, crossing and uncrossing legs, tapping feet, rocking, shuffling, or changing positions frequently.

Occasional side effect of antipsychotic, antidepressant and anticonvulsant drugs. Can be caused by blood pressure meds, benzodiazepines, anticholinergics, anti-virals, SSRIs. Found in Parkinsons, TBI, encephalitis.

Barnes akathisia rating scale – geared for verbal individuals

# Sensory discrimination disorders

## Sensory discrimination disorders:

- Auditory – impairment in ability to process or interpret sounds (direction, instructions, words, sequence memory)
- Visual – impairment in ability to interpret what is seen (identify shapes, matching, recognition)
- Tactile – impairment in ability to feel touch, pressure, temperature, pain, vibration
- Olfactory – impairment ability to differentiate between smells (recognize foods, burning)
- Gustatory – impairment in ability to differentiate between tastes

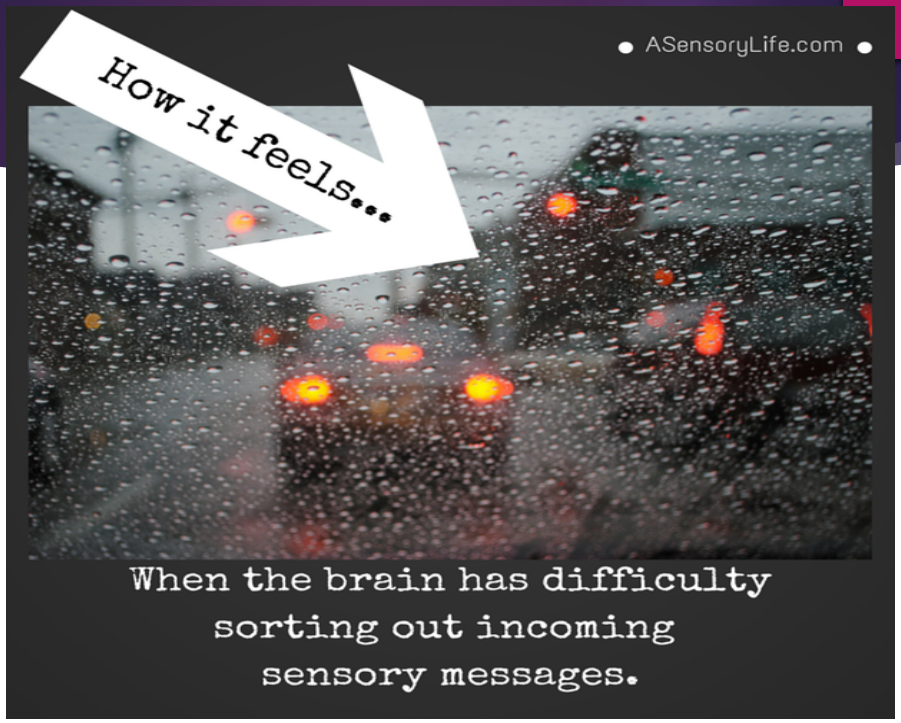
➢Vestibular – impairment in ability to feel movement in relation to earth's gravity (where are you in space, intolerance or excessive tolerance of spinning or movement), insecurity about being high or having feet off ground. Balance, motion, equilibrium, spatial orientation

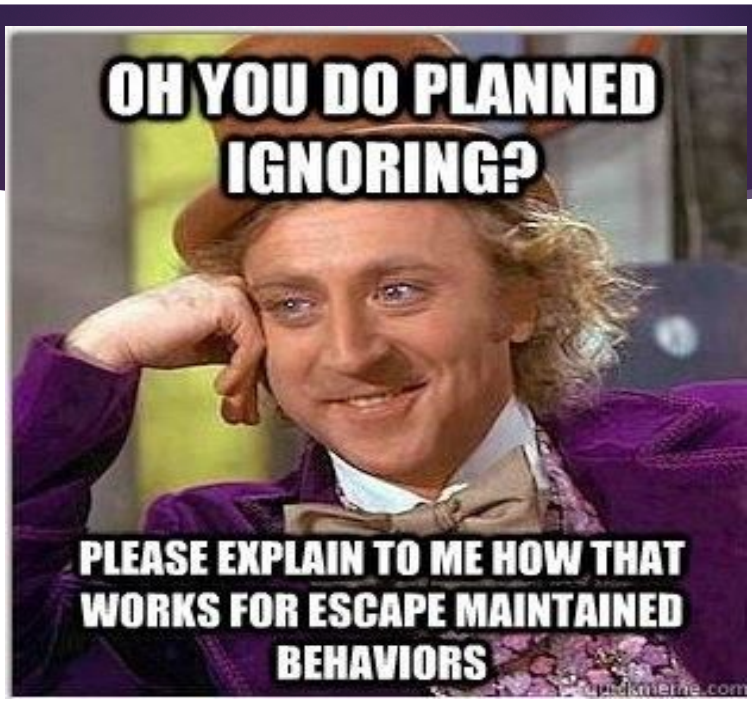
➢Proprioceptive – the sense self-movement and body position; strength of effort being employed in movement. Impairment in ability to feel the amount of sensory input to joints or muscles (how hard to push or pull, using the right amount of pressure to lift, acting out choreography)

Kinesthesia – muscle memory, eye-hand coordination, motion of the body.

## Interoception

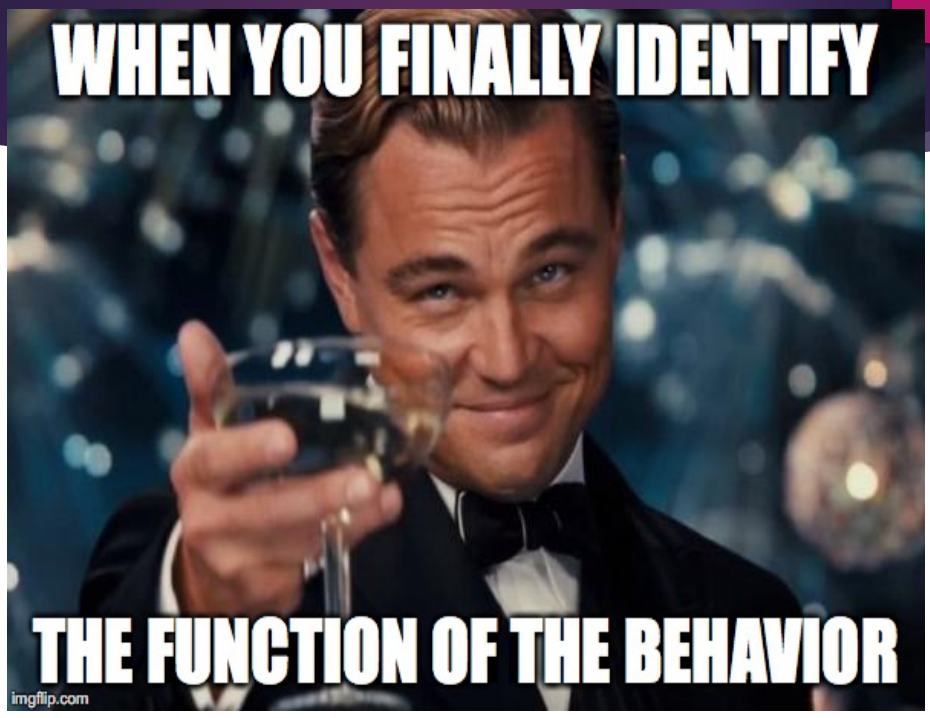
- **Sometimes referred to as the 8th sense**
- **Perception of the internal state of the body, the way we feel our body and organs**
- **Gives us the ability to feel what is happening inside our body**
- **Also involves understanding the feelings you're having**
- **May underlie anxiety, depression, panic disorder, anorexia, PTSD, OCD, autism**
- **Sensations: warmth, hunger, itch, pain, touch, bladder/bowel distension**


ASensoryLife.com
How it feels...
When the brain has difficulty sorting out incoming sensory messages.


OH YOU DO PLANNED IGNORING?
PLEASE EXPLAIN TO ME HOW THAT WORKS FOR ESCAPE MAINTAINED BEHAVIORS

## Important factors to consider:

- Narrow causes – is the person capable of abstaining from the behavior with other people or in different settings? -- points to environment
- Need staff to buy into replacement behavior for success and documentation
- Build client up for independence and success – we hold them hostage and infantilized so they never grow and develop – respect their right to make mistakes. What is the quality of their lives? How do we empower them? How do we build their independence?



## REPLACEMENT BEHAVIOR

- Hardest thing for new BCs to grasp
- If you're struggling with selecting the replacement behavior, you probably don't have the target behavior operationally defined and/or
- You haven't correctly identified the function of the behavior

## Replacement Goals Ideas

**Gross-motor activity /Physical activity/Exercise:** health, weight-loss, muscle strength, flexibility, energy/ hyper, sensory dysregulation, aggression diversion

- Dance, walk, run, jog, yoga, Nei Yang Gong
- Ride bike
- Visit park: climb, swing, slide, summersaults, twirl, jump, sandbox
- Rocking chair
- Swimming, sprinkler
- Lift weights, pulling, pushing, stretch bands, hang from bar, carry water jugs, yard work
- Ball pit, therapy ball, kicking ball, play toss
- Sports, Special Olympics, Miracle League, Best Buddies
- Martial arts, gymnastics, trampoline
- Exercise videos at home, Wii

## Build Social Skills

~~Attention~~-Relationship-seeking, lack of self confidence, poor interpersonal skills, limited opportunities/experiences, poor social cognition

- ➢Call BC, friend, family, therapist, talk to someone
- ➢Play a game, puzzles, cards
- ➢Request help verbally/ raise hand
- ➢Verbalize feelings
- ➢Make assertive statements
- ➢Remove self from high-risk situations
- ➢Role-playing
- ➢Make crafts, decorate
- ➢Use token/card
- ➢Timer
- ➢High 5's, fist pumps, handshake
- ➢Build social cognition skills

## Leisure Activities

Boredom, sensory, relationship-seeking, staff ignoring – activity with staff involvement

- •Watch TV, movies interactively
- •Play Wii, exercise video
- •Puzzles, jigsaw, iPad
- •Play with toys
- •Color, draw
- •Crafting, decorating
- •Baking, cooking
- •Play board games, cards, puzzles
- •Yard games

## Solitary Leisure Activities

Boredom, self-entertainment, sensory, relationship-seeking

- Spend time in a quiet place, meditation
- Listen to music, wear headphones
- Watch TV, movies, use computer
- Play Wii, video games
- Journaling
- Write a letter
- Hobby: crochet, sewing, latch hook, cross stitch
- Puzzles: word search, cross word, Sudoku, jigsaw, iPad
- Read a book, magazine
- Play with toys
- String beads, blow bubbles, chew gum, self-stimming
- Color, draw

## Relaxation/Calming

- Listen to music, sing
- Deep breathing; smell the flower - hold - blow out the candle
- Muscle relaxation exercises, squeeze stress balls
- Weighted vest, blanket, belt
- Massage, brushing, Joint compression
- Aroma therapy, light a candle, potpourri
- Dim lights, colorful lights
- Water –bath, shower, fountain, water park
- Turn on white noise machine
- Bird watch, pet an animal, fish tank
- Count to 10
- Take a nap
- Eat a snack, drink
- Sensory activity: beans/rice/sand, keys, beads, textures/materials, legos, pour liquids, photos
- Put toys in timeout

## Community activities/integration

- Shopping, restaurant, flea markets, bazaars, rummage sales
- Manicure, massage, haircut
- Movies, arcade, bowling, car ride, church
- Fair, carnival, concert, party
- Take a class, education, library
- Visit beach, amusement park
- Karaoke, ice cream socials
- Join a club, start a hobby
- Volunteer
- Genealogy research
- Exercise class, gym membership, join the Y

## Health/Safety

Exploitation, victimization, STDs, safe sex, over-eating, medication failures

- ➢Checklists to self-monitor or determine threat
- ➢Education classes
- ➢Role-playing, practice
- ➢Crisis intervention hotline
- ➢Bicycle safety classes
- ➢Better sleep guidelines
- ➢Weigh-ins, calorie charts, divided plates, portion charts
- ➢Medication – find root cause, get doctor to give a bigger delivery window

## Communication/assistance

- ➢Supported Typing, augmentative communication devices, iPad
- ➢Picture communication cards
- ➢Pointing
- ➢Verbal requests
- ➢Raise arm/hand
- ➢Indicate need to use restroom
- ➢Indicate hunger
- ➢Indicate pain – bring bottle

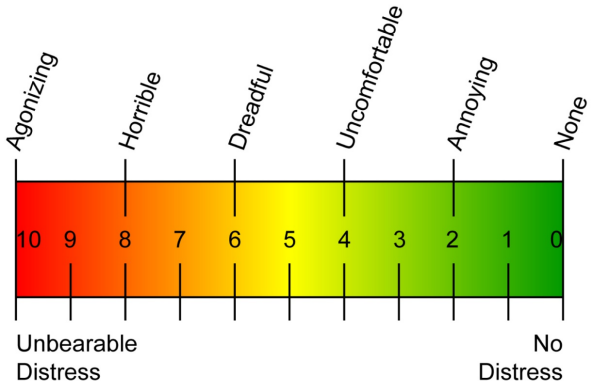
## Physical Strength Building

- **Build balance proficiency and postural control**
- **Improve motor deficits**
- **Dyspraxia: affects coordination, memory, judgment, processing, cognitive skills**
- **Body mapping, musgatova**
- **Yoga, Nei Yang Gong**
- **Embodied cognition: mind connected to body, body influences the mind**

## Coping Skills

Anxiety, depression, PTSD, insecurity, emotional paralysis, over-reaction

- Reward cards
- Sticker charts
- Tickets to cash in for rewards/privileges
- Thermometer charts – 5-point scales
- Emotion/feeling chart
- Journaling
- Calming chart
- Relaxation exercises (deep breathing, counting to 10, muscle relaxation)
- Sensory input (tactile, olfactory, visual, auditory)
- Voice volume chart
- "Stop!" thinking – for perseveration
- Social Stories
- Anxiety rating scale




*Task* _____

*Date* _____ *Start* _____ *End* _____

## Desensitization

Sensory, anxiety, escape-based behavior

- Weighted blanket, vest, belt
- Role-playing
- Sound spa, white noise machine
- Background music
- Headphones
- Request break
- Social stories
- Chewable jewelry
- Haircuts, nail trims, shaving

## Confidence Building

Social skills, anxiety, depression, trauma, escape-based behaviors

- Counseling
- Self-monitor accomplishments
- ABC reports
- Assertiveness list – speak up at meetings
- Social stories
- Certificates of accomplishment
- Mantras, positive statements, daily affirmation

**Token economy** – quick results, phase out over the long-term, can use to bridge to other goals

**Vocational**

- Employment – meet with VR, job coach, job training, EGTI involvement
- Day program/sheltered workshop
- Volunteering
- Obtaining employment
- Maintaining employment

## Undesirable behaviors

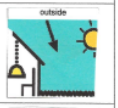
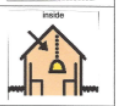
Teach how to do them more appropriately – it's OK to engage in activity, just do it in a different way

- Spit into can
- Masturbate in bedroom
- Wear a bandana (chewing) or chewable jewelry
- Use a tissue (nose picking)
- Clasp hands together or Squeeze a toy (pinching)
- Paper-tearing, water play

# Skill Building

- Appointment book
- Picture schedule
- Self-monitoring
- Self-charting
- "I need a break" card
- Voice volume chart
- Pain indicator
- Anxiety scale
- Anger scale
- Feeling chart
- Daily affirmations, mantras
- Chore chart
- Wish list

Josh's Voice Chart

| Rating | Use When | Looks Like | Where to use |
|---|---|---|---|
| 5 | Emergency! | Yelling<br>Swearing | |
| 4 | Outside | Loud |  |
| 3 | Inside | Talking |  |
| 2 | Library | Whisper | |
| 1 | No talking at all | Quiet | |

# Therapies

- Mental health counseling
- Music therapy
- Art therapy
- Recreational therapy
- Craniosacral therapy
- Physical therapy
- Occupational therapy
- Speech therapy
- Chiropractic
- Hippotherapy (horseback riding)
- Massage therapy
- Body mapping or Musgatova
- Aromatherapy
- Behavior therapy

**ALWAYS PRESUME COMPETENCE!!!**

- **Don't say 'had a behavior' – if not, they're dead**
- **Coach, don't confront**
- **Enabling – if you're working harder than the client**
- **Empower the client and teach staff respect**
- **Be aware of cultural and value differences**
- **Write what replacement goal is 'instead of' to keep everyone aware and focused**
- **Extinction burst – it'll get worse before it gets better – you're on the right track**
- **Bridging stimulus – neutral (clicker)**
- **Use tracking charts – sleep, PMS, BM, seizures, caffeine, calories**

# Assessment tools

- FAST (functional analysis screening tool)
- QABF (questions about behavior function)
- MOAS (modified overt aggression scale)
- FAI (functional assessment interview form)
- FACTS (functional assessment checklist for teachers and staff)
- IABA (Institute for applied behavior analysis – Behavior assessment guide)
- Behavioral Diagnostic Guide for Developmental Disabilities Dr Gedye
- Pocket OT (Cara Koscinski www.pocketot.com)
- Screening tools: www.depts.washington.edu/dbpeds/screening%20tools/screeningtools
- Wikipedia.org: en.wikipedia.org/wiki/category:psychological_testing
- Carol Kranowitz – Out of Sync Child
- Sensory Processing Disorder Checklist

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