



*Some material presented during this webinar may not represent the views or opinion of Advanced Bionics.*

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## Housekeeping

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CORE STRATEGIES FOR  
SUPPORTING CHILDREN WITH  
DEAFNESS AND AUTISM  
SPECTRUM DISORDER: PART 1

Christy Borders, EdD & Stacey Jones Bock, PhD

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Introductions

- Christy
- Stacey

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## Have you ever thought...

- *He is being defiant. He just threw his cochlear implant across the room!*
- *He ripped off his socks!  
He does it all the time.*
- *He can do it when he wants to.*
- *He does it for no reason.*
- *Why does he do the things he does?*
- *How do I make him stop?*
- *If he just had language, then his behavior would disappear!*



**REMEMBER: Behavior equals communication**

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## Functional Assessment Defined

- It is a means for understanding the function or purpose of a student's behavior
- "Function" is associated with what the student achieves by engaging in a problem behavior: "the payoff".




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## Purpose of Functional Behavior Assessment

- To identify the function of a behavior
- In order to identify positive or socially acceptable behaviors
- To meet the same function or needs he or she formally met through the problem behavior.

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### What is the History of Functional Behavioral Assessment ?

- Originally used in the 1960s and 1970s
  - to understand why individuals used self injurious behavior
  - use negative approaches
  - learned that negative approaches did not have lasting change of behavioral psychoanalysis
  - learned that if behavior is not replaced an equally applicable basis was needed
- Little emphasis during the late 70s or 80s as behavior modification was the guiding philosophy
- Resurgence in the 90s
- Now required as part of IDEIA2004




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### Importance of Understanding Basic ABA Terminology

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### What is Reinforcement?

- Reinforcement is an item, activity or event that follows a behavior and leads to an increase in the chances that the behavior will occur again.

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*Remember!*

If a challenging behavior is occurring, it is being reinforced.

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**Punishment**

- Reduces the chance that a behavior will occur again in the future
- Short-lasting effects
- May invoke aggression or more severe behavior

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**What is an antecedent?**

- ⊙ Events that proceed the behavior
  - ⊙ Personal factors
  - ⊙ Time of day
  - ⊙ Activities and situations
  - ⊙ People
  - ⊙ Stimulation
- ⊙ Sets the behavior in motion
  - ⊙ Fast and Slow Triggers

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## Slow and Fast Triggers

- Slow triggers (setting events) are present over a longer period of time. Examples might include illness, a crowded area, an unfamiliar setting, or an unexpected change in routine.
- Fast triggers (antecedents) occur immediately prior to a challenging behavior. Examples might include a loud noise, a difficult task, “No”, or denied access to a favorite item/activity.

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## What are Consequences?

- Consequences are events that immediately follow a behavior that make it more or less likely to occur.
  - may be reinforcing
  - may be punishing

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## Consequences

- |                      |                                     |
|----------------------|-------------------------------------|
| □ Praise             | □ Criticism                         |
| □ Reprimand          | □ Change of activity                |
| □ Ignoring           | □ Peer rejection/acceptance         |
| □ Attention          | □ Adult rejections/acceptance       |
| □ Loss of points     | □ Time out                          |
| □ Teacher assistance | □ Sent to principal<br>(Sims, 2005) |
| □ Redirection        |                                     |

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What are some of the functions of behavior?

- Sensory
  - Escape
  - Attention
  - Tangible
- (Remember SEAT)
- And, Power and Control

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### Behavior & Functions

- Hitting  attention  
escape  
control
- Attention  throwing a pencil  
tantrum  
talk out  
refuse

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### Think about this. . .

- You are an individual with DHH and ASD who is 10 years old and has low communication
- The only kind of cracker your teacher has is cheddar cheese
- How do you tell your teacher that you want Goldfish crackers and that you do not want to be near Cheez-It?




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## Where do you begin?

- ➔  Description of the inappropriate behavior (target behavior)
  - Determine the antecedents
  - Identification of functions
  - Description of positive alternatives
  - Identification of prior interventions

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## Specifically Define the Inappropriate Behavior

- Clearly and concisely describe the behavior.
  - Does it pass the Stranger test?
  - What does the behavior look like?
  - When does it begin and end?
- Target a specific behavior
- An operational definition needs to be:
  - observable
  - measurable
  - clearly understood by all

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## Specific Target Behaviors

### Examples

- high pitched screaming 
- kicks chairs over
- hits self 
- completes tasks

### Non-ex

- poor impulse control 
- agitated 
- aggressive
- pays attention 

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*Embedded Activity*  
Operationally Define Behaviors

Think of a student you know and operationally define a challenging behavior.

- How often does it occur and last?
- Who does it occur with more frequently?
- Where does it occur most often?
- Does it pass the stranger or two people?



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Determining Antecedents and Consequences

- How?

Data, my friend!

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Select an Appropriate Data Collection System

- Decisions based on data, not guesses?
- Establish a baseline of the dimensions of the behavior
  - How long should data be collected?
  - How long should data be collected?
  - provides a clear, measurable description of the behavior
  - consists of at least:
  - serves a descriptive purpose
  - provides a prediction



telling us the level



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## Methods for Gathering Information

- Gather additional information about the target behavior to provide a full description
- Methods that you can use include:
  - Interviewing others
  - Reviewing the student's records
  - Direct observation



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## Direct Observation

- Most accurate representation of the student's behavior
- Observe the behaviors as they occur in the environment
- Analyze the antecedents and consequences
- Use to predict when the behavior will occur and why it is occurring (function)

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## Dimensions of Behavior

- Behavior may be observed/measured through the following dimensions:
  - Frequency
  - Rate
  - Duration
  - Latency
  - Topography
  - Force
  - Locus

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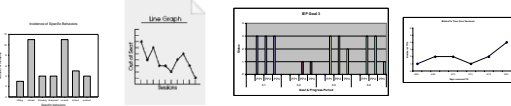
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## Graph the Information

- Is it really necessary to graph??
- Absolutely!!
  - It allows you to see patterns in the behavior
  - It allows you to see change that may be too slow to see with the naked eye
  - It allows for better interpretation of your data
  - It makes sense out of the numbers
  - We are visual learners




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## Form Your Hypothesis

What is the communicative message?

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## Teaching Alternative/Replacement Behaviors

- The communicative intent of the replacement behavior must match the same communicative intent of the inappropriate behavior

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What makes one behavior easier than another?

- How much time does it take?
- How hard is it to do?
- How easy is it for someone else to understand?
- How quick is the payoff?

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What behavior would you choose to gain someone's attention?

	Screaming	Raising Hand
Faster	✓	
Easier	✓	
More Consistent	✓	

Sims, 2004

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BSP

**BEHAVIORAL INTERVENTION PLAN**

Describe the behavior to be addressed and identify alternative target behaviors.

<small>STUDENT</small>	<small>DATE</small>
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STUDENT'S STRENGTHS - Describe student's behavioral strengths

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TARGET BEHAVIOR

In this behavior, a \_\_\_\_\_ (Skill Deficit or a "Performance Deficit")  
will occur. The student does not know how to perform the desired behavior.  
Performance Deficit - The student knows how to perform the desired behavior, but does not understand it.

CONSEQUENCE OF BEHAVIORAL FUNCTION - Explain how/when behavior developed through the functional behavioral assessment. (may address consequences, what needs/interests the student is trying to GET OR AWAY FROM/escape through in the student trying to GET OR AWAY FROM/escape through in the student trying to GET)

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SUMMARY OF PREVIOUS INTERVENTIONS ATTEMPTED - Describe any environmental changes made, supports provided, instructional strategy or curricular change made, or replacement behaviors taught.

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REPLACEMENT BEHAVIOR(S) - Describe which new behaviors or skills will be taught to meet the identified function of the target behavior. Include description of how these behaviors skills will be taught.

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Behavior support plans include:

- A summarization of the findings of the FBA
- Student strengths
- A summary of all prior interventions implemented
- Positive behavioral supports

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BSP' s also include...

- Restrictive interventions to be used, if needed
- Data collection procedures and methods for monitoring interventions
- Communication between all environments of which the student interacts including home, school, and the community

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Goal of Intervention

- Teach behaviors that are:
  - Relevant**- Must look like what others in the environment do under similar circumstances -- Must be appropriate for student
  - Effective** - Must serve the same function and obtain the same outcome as the inappropriate behavior
  - Efficient** - Must work at least as quickly and easily as the problem behavior

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Scott, 2005

### Review and change the BSP when your data supports or refutes effectiveness

- The child has reached the behavioral goals and objectives and new goals and objectives need to be established
- New behaviors emerge
- The original behavior intervention plan is not bringing about positive changes in the student's behavior.

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### Questions?

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### Where to Start

*Planning for Intervention for Children with Deafness and Autism Spectrum Disorder*

### Core Strategies for Supporting Children with Deafness and Autism Spectrum Disorder: Part 2

October 23, 2014 • 12:00 p.m. Eastern/9:00 a.m. Pacific

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