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CAROLINA INSTITUTE FOR
DEVELOPMENTAL DISABILITIES

**Evidenced-Based
Positive Behavior
Management for
Individuals with
Intellectual and/or
Developmental
Disabilities**

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Developmental Disabilities
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Challenging Behavior

Defined differently by different people

For our purposes:

Challenging behavior is behavior that has an ***impact*** on one's quality of life



Impact on the Individual / Self

- Interferes with learning
- Interferes with independence
- Limits experiences
- Causes physical problems (self-injury, injury from aggression)
- Reduces confidence / self-esteem
- Causes isolation



Impact on Family

- Increases stress
- Can increase anxiety or depression in parents or sibling
- Can increase feelings of isolation
- Fears of harm to self, sibling, staff
- Parents have less time for other children, recreation, work
- Behavior can be dangerous
- Can overwhelm a family's ability to cope
- Need for supervision is difficult for those needing to work
- Can cause financial strain

Why are individuals with IDD vulnerable to mental health problems and or behavior challenges?

language difficulties

limited coping or problem-solving skills

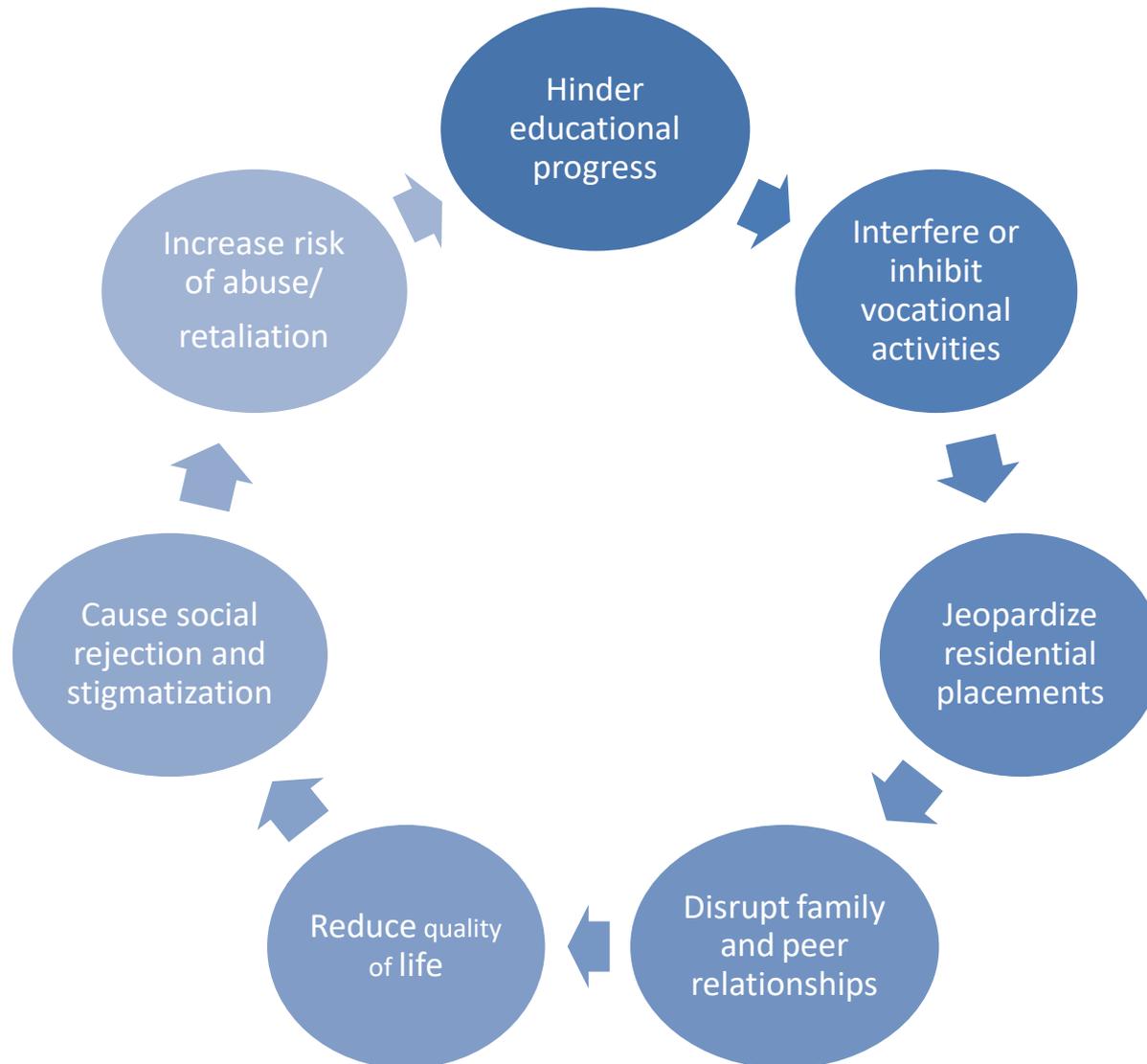
inadequate social supports

high rate of central nervous system impairment

Social rejection or stigmatization

behavioral phenotypes associated with genetic conditions

Both IDD and challenging behavior can affect a person's daily functioning



Behavior Management for Individuals with IDD

- Individuals with IDD have a high rate of behavioral challenges
- Behavior management is designed to respond to inappropriate behaviors and teach adaptive skills
- **Evidence-based treatment** approaches have been empirically tested and proven effective
- It is considered best practice to use evidence-based treatments **developed for those with IDD** to treat behavior disruptions, and teach appropriate behavior and independent skills

Evidence Based Treatments

Comprehensive Treatment Models (CTM)

(e.g., LEAP, Early Start Denver Model)

A set of practices used together to accomplish broad learning or developmental impact on the core deficits of ASD

- have a theoretical framework
- intense
- occur across years
- target multiple outcomes (social, communication)

Focused Intervention

(e.g., shaping, visual supports)

Individual interventions used to address a skill or behavior present in an individual with IDD or ASD

- operationally defined, specific
- shorter time course (weeks–months)
- address specific outcomes
- specific interventions are often components of CTMs
- Interventions can be used together with other strategies and interventions to target different behaviors
- Effective for broad range of ages, settings, behaviors

National Academy of Science Committee on Education for Children with Autism identified 10 CTMs in 2001. National Academy review, Odom, Boyd, et al. (2010) identified 30 CTM programs operating within the U.S.

Evidence-Based Practices Identified by the National Professional Development Center

Prompting

Reinforcement

Task Analysis

Antecedent-Based intervention

Cognitive Behavioral Strategies

Functional Communication Training

Functional Behavior Assessment

Response Interruption/Redirection

Visual Supports

Parent Implemented Intervention

Video Modeling

Sensory Integration

Exercise and Movement

Music Mediated Intervention

Social Narratives

Direct Instruction

Extinction

Naturalistic Interventions

Peer-Based Instruction and Intervention

Social Skills Training

Technology-Aided Instruction and Intervention

Augmentative and Alternative Communication

Discrete Trial Training

Time Delay

Self-Management

Differential Reinforcement of Alternative,
Incompatible Behavior

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yucesoy-Ozkan, S., & Savage, M. N. (2020). Evidence-based practices for children, youth, and young adults with Autism. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.



Individuals
with IDD
show
increased
risk for

- behavior challenges
- self-injury
(head banging, skin picking)
- repetitive behavior patterns
- repetitive speech patterns
- noncompliance
- aggression
- communication impairments
- complex sensory needs
- emotional dysregulation

Intervention is warranted when behaviors are

- harmful to the self or others
- unsafe or destructive
- distressing to the individual/family
- disruptive to learning
- disruptive to social functioning
- hindering participation in daily living or occupational activities

Evaluate Priorities



Set realistic goals



Start with small steps that
can build on each other



Target behaviors that are
dangerous



Target skills that help to
improve situations across
several behavioral scenarios

Features of An Effective Behavioral Management Plan

Clear—understood by all family/caregivers

Consistent—family/caregivers are on the same page with the interventions, expectations, and rewards

Feasible—strategies need to be practical and available across settings and team(s)

Steady—new strategies/interventions should continue for at least 3-4 weeks

Continuity—keep strategies in place even when the behavior improves

Remember Extinction Bursts

Keep data if possible



Where to
start?

Figure out the motivation for
the behavior:

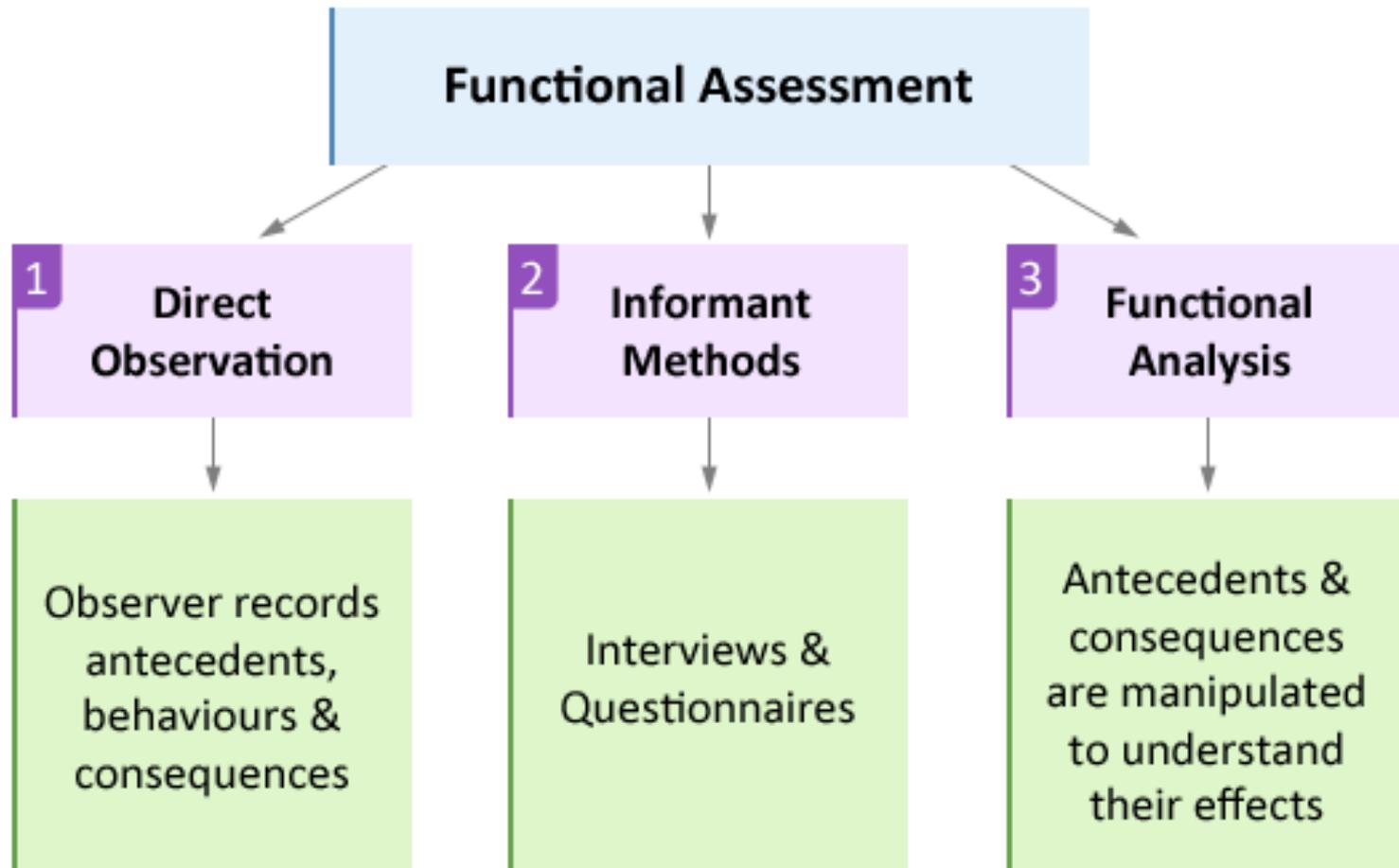
**All behavior occurs for a
function or outcome!!**

What **purpose/function** does the
behavior serve?

Functional Behavior Analysis

A structured, systematic, and objective method for determining the communicative function underlying a maladaptive behavior for intervention planning purposes

Functional Assessment Methods



Components of an FBA



Describe the interfering or problem behavior



Identify antecedents and consequences



Consider the function of the behavior



Design intervention to replace behavior with a more adaptive behavior serving a similar function



Collect Data

Informal FBAs

Did this occur in response to a change?

Rule out medical / physical problems

Was this sudden?
(consider illness, change)

What are they trying to communicate?

Is this happening in certain places or at certain times?

What happened before and after the behavior?

What was response given? (attention, giving-in)

What was gained?

Most Common Behavioral Functions



Social attention



Desired object (tangible reinforcement)



Escape



Nonsocial reinforcement



Physical discomfort



Sensory avoidance



Sensory input

Intervention



When Challenging Behavior is Communication

Teach a more functional form of communication

Replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors

Communication Breakdown:

- teach a more appropriate communication skill
 - e.g., pointing to or giving a cue card, vocalization, sign
- use differential reinforcement of taught behavior
- extinction

Positive Strategies for Supporting Behavior Improvement

- Embrace a mindset that is preventative rather than in response to behavior
- Set expectations by saying what you want to see instead of what not to do:
 - “Thank you for staying next to me when we go into this store” instead of “Don’t run away from me in the store”
- Praise and encouragement should be frequent
- Praise should be specific, not generic
 - “Great job putting away the dishes,” instead of “Good job”

Positive Strategies (continued)

- Validate emotions and/or give language to teach self expression:
 - “I know you wanted to see the go to they gym and now you are feeling angry that it is closed.”
- Ignore low level behaviors
 - whining, fidgeting, noises, repetitive behaviors
- Differentiate attention toward positive or prosocial behaviors

Positive Strategies (continued)

- Use positive language
- Avoid Saying *No*, *Don't*, and *Stop*
 - “I like how you said excuse me,” or “Thank you for covering your mouth,” instead of, “No burping!”
 - “Joe, it is time to load the dishwasher,” instead of “No yelling”



Response Interruption/ Redirection

- Use of a prompt, comment, or distractors when an unwanted behavior is occurring to divert attention away from the behavior
 - Most often used to address behaviors that are repetitive, stereotypical, and/or self-injurious and/or thoughts that are perseverative
- Interrupt behavior and direct to more appropriate, alternative behavior
 - typically used for behaviors that are not maintained by attention or escape
 - such behaviors are often maintained by sensory reinforcement

Positive De-escalation

- When behavior is escalating:
 - be aware of warning signs /triggers
 - reduce stressors in environment, if possible
 - reduce language (use simple, clear, concrete language)
 - pair words with visual support if possible
 - keep voice neutral
 - keep facial expression neutral
 - give space
 - give calming object
 - praise attempts to self-regulate or use strategies

What NOT to do when Trying to De-escalate

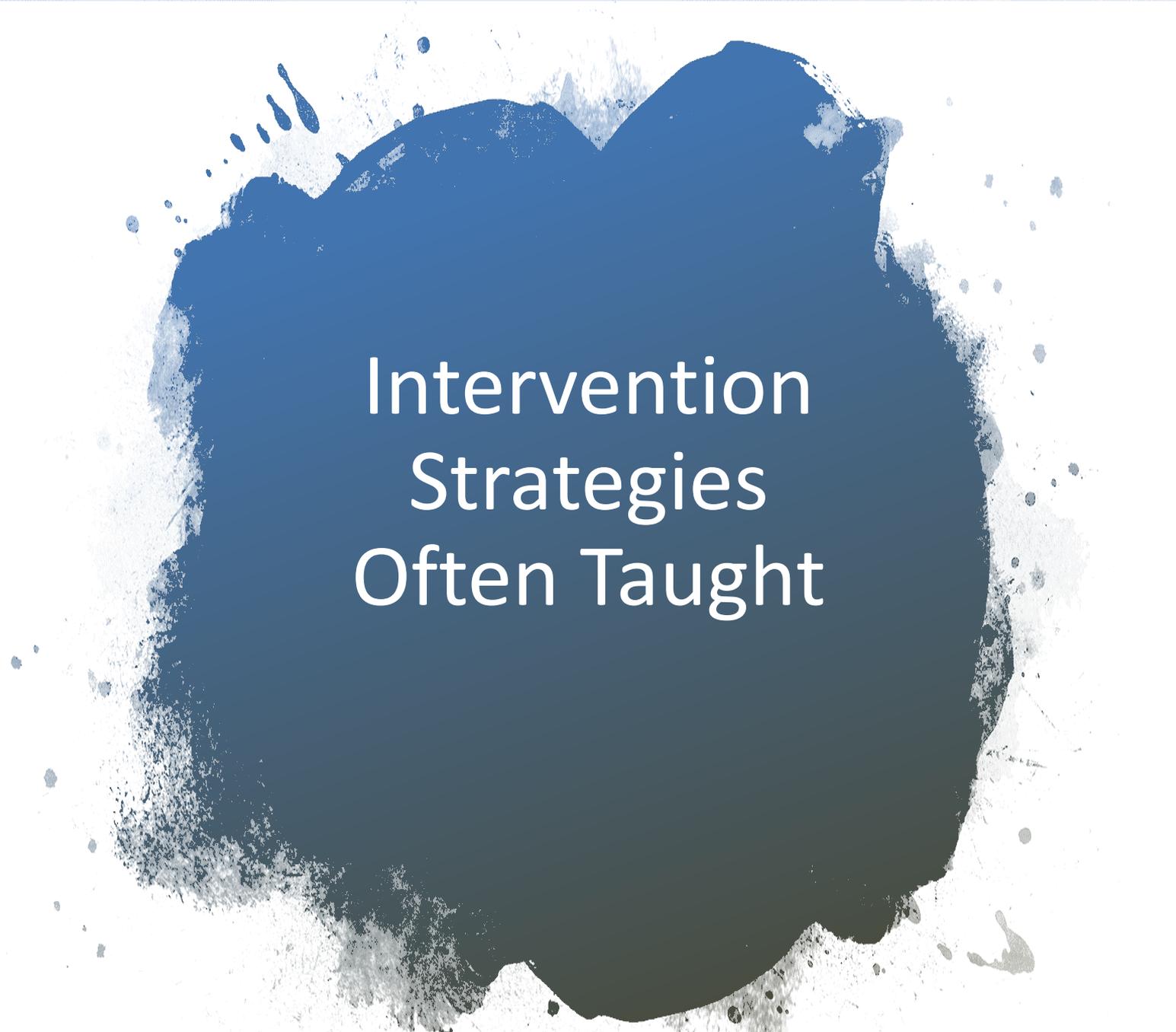
- Give into what they want
- Show anger
- Raise voice
- Threaten or lecture
- Physically intervene unless necessary for safety

Positive Strategies (continued)

- Visual aids, photographs or video models are great ways to teach/show expected behavior
- Provide opportunities for success
- Schedule breaks throughout the day for preferred activities
- Allow individual to request a break when needed
 - for less-verbal individuals make a visual break card available

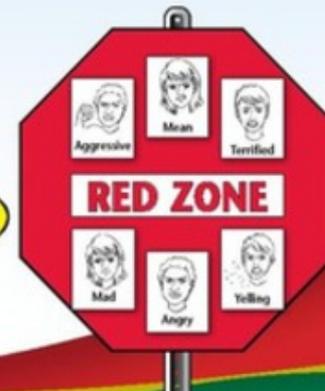
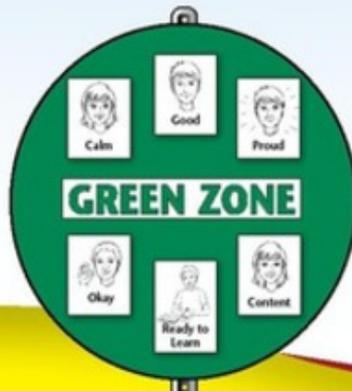
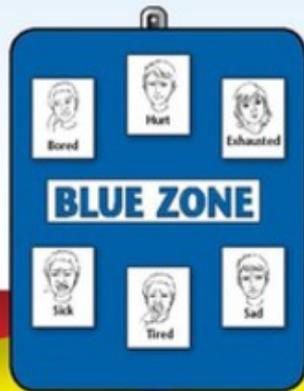
Positive Strategies (continued)

- Provide opportunities for choice making (available choices can be controlled)
- Establish a reward system consistent with the individual's level of understanding
- Allow time to do their preference
 - repetitive behavior, discussion of restricted interest, playing/looking at restricted interests
 - Does this need to be scheduled?



Intervention Strategies Often Taught

THE ZONES OF REGULATION®



Blue Zone Tools

Stretch

Green Zone Tools

Drink water

Yellow Zone Tools

Deep breaths

Red Zone Tools

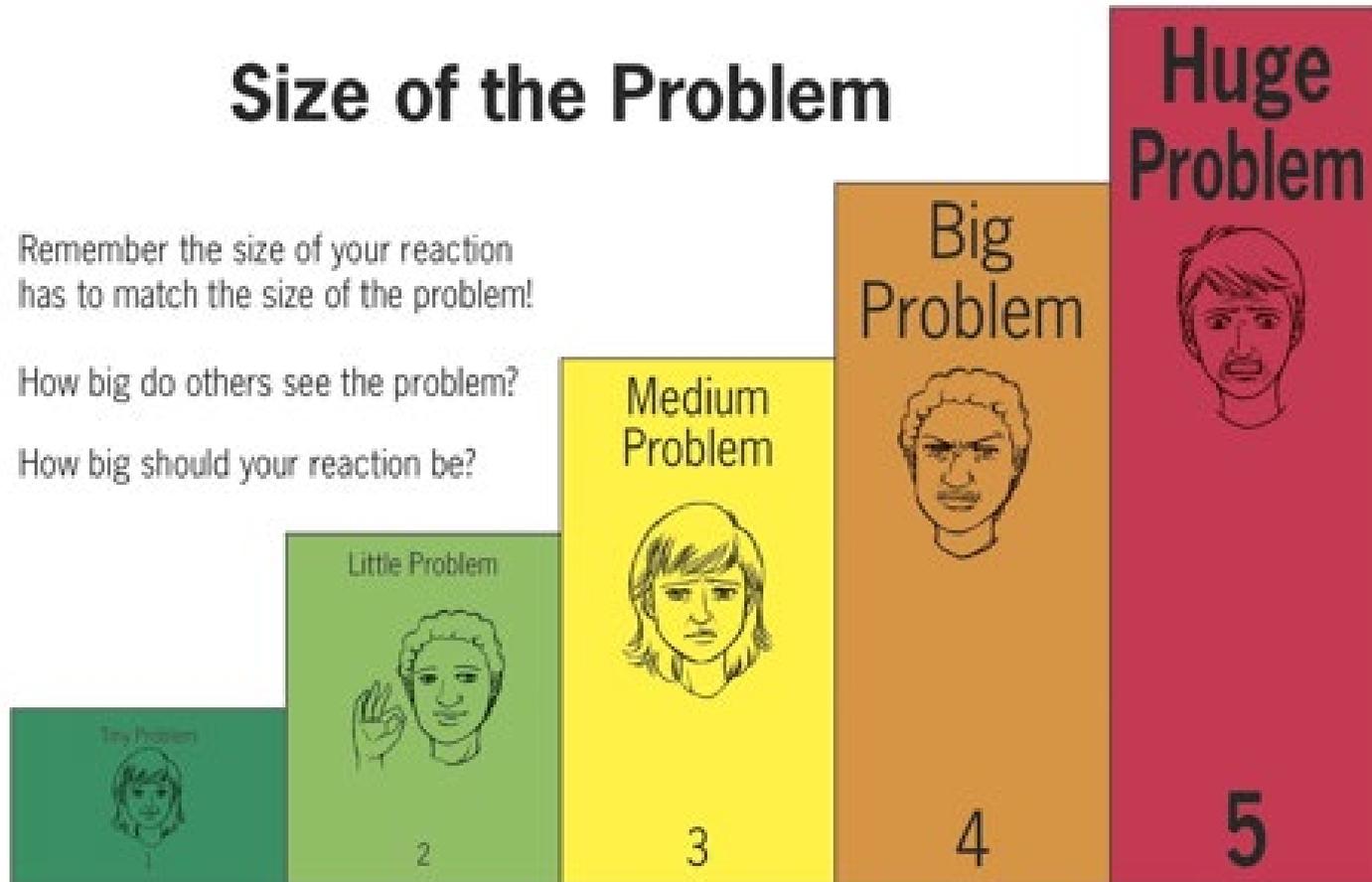
Take a break

Size of the Problem

Remember the size of your reaction has to match the size of the problem!

How big do others see the problem?

How big should your reaction be?



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kazma for The Zones of Regulation® from the original work of Winner's Think Social (2005), pages 44-45, www.socialthinking.com, and Burton and Curtis' The Incredible 5-Point Scale (2003), www.5pointscale.com

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HOW BIG IS MY FEELING?

Feelings Rating Scale- Handout 1

FEELINGS RATING SCALE

Overwhelming Feeling:
Harming myself,
other, or property



 **4** Strong
Feeling

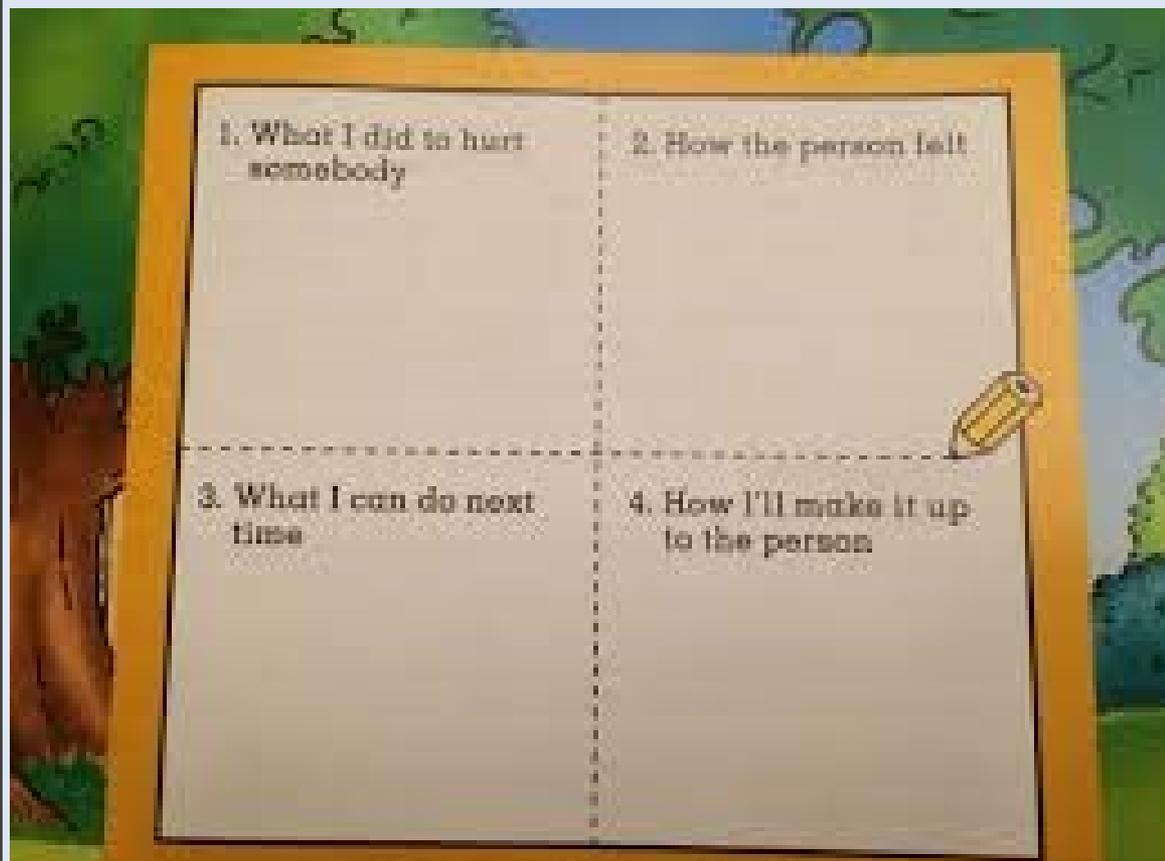
 **3** Medium
Feeling

 **2** Small
Feeling

 **1** Tiny
Feeling

 **0** No
Feeling

Four Square Apology



The worksheet is a square divided into four smaller squares by dashed lines. The top-left square is labeled '1. What I did to hurt somebody'. The top-right square is labeled '2. How the person felt'. The bottom-left square is labeled '3. What I can do next time'. The bottom-right square is labeled '4. How I'll make it up to the person'. A small pencil icon is drawn in the top-right corner of the bottom-right square. The worksheet is set against a background of a tree and a green field.

1. What I did to hurt somebody	2. How the person felt
3. What I can do next time	4. How I'll make it up to the person

Social Narratives/Social Stories

- Scripts used to explain the “rules” of social situations by highlighting relevant cues and defining appropriate responses
 - Can be individualized
 - Usually written in 1st person
 - Can include visual aids
- Use of these stories also helps consider various social situations with peers/co-workers/strangers
- Can be created to relate to a variety of social situations and contexts, such as making introductions, getting and giving directions, or asking for help

www.thegraycenter.org/socialstories.cfm

www.rsaffran.tripod.com/social.html

www.socialstories.com/

www.autismspeaks.org/family-services/personalized-stories

WEARING A MASK

At first my mask might not feel comfortable.



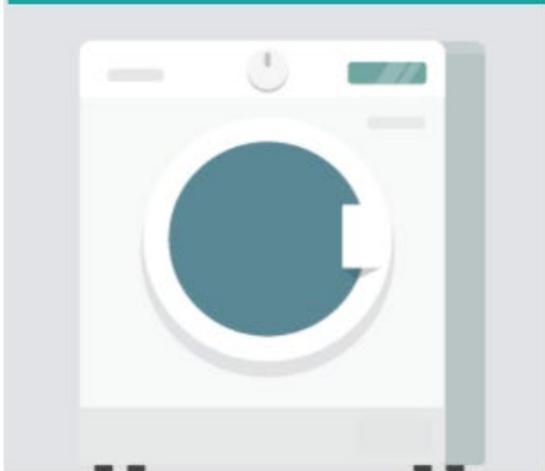
The more I practice wearing my mask, the easier it will be to wear.



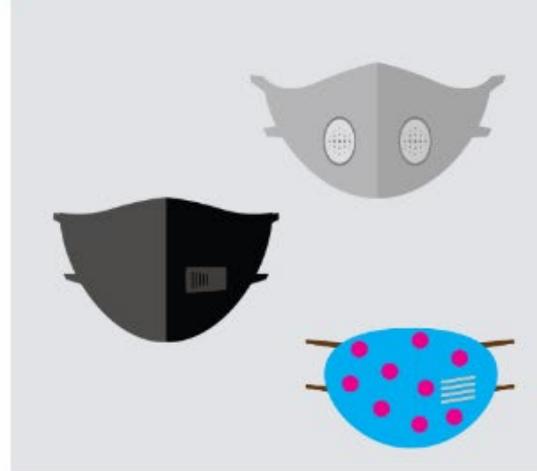
When I return home and take off my mask I should wash my hands.



If my mask is made out of cloth, I should wash it right away.



I can wear a new mask the next time I go out.



Wearing a mask keeps everyone safe.



Visual Supports

- Visual cues about one's activity, routine, or expectation
- Can be quite varied in form and function

Used to

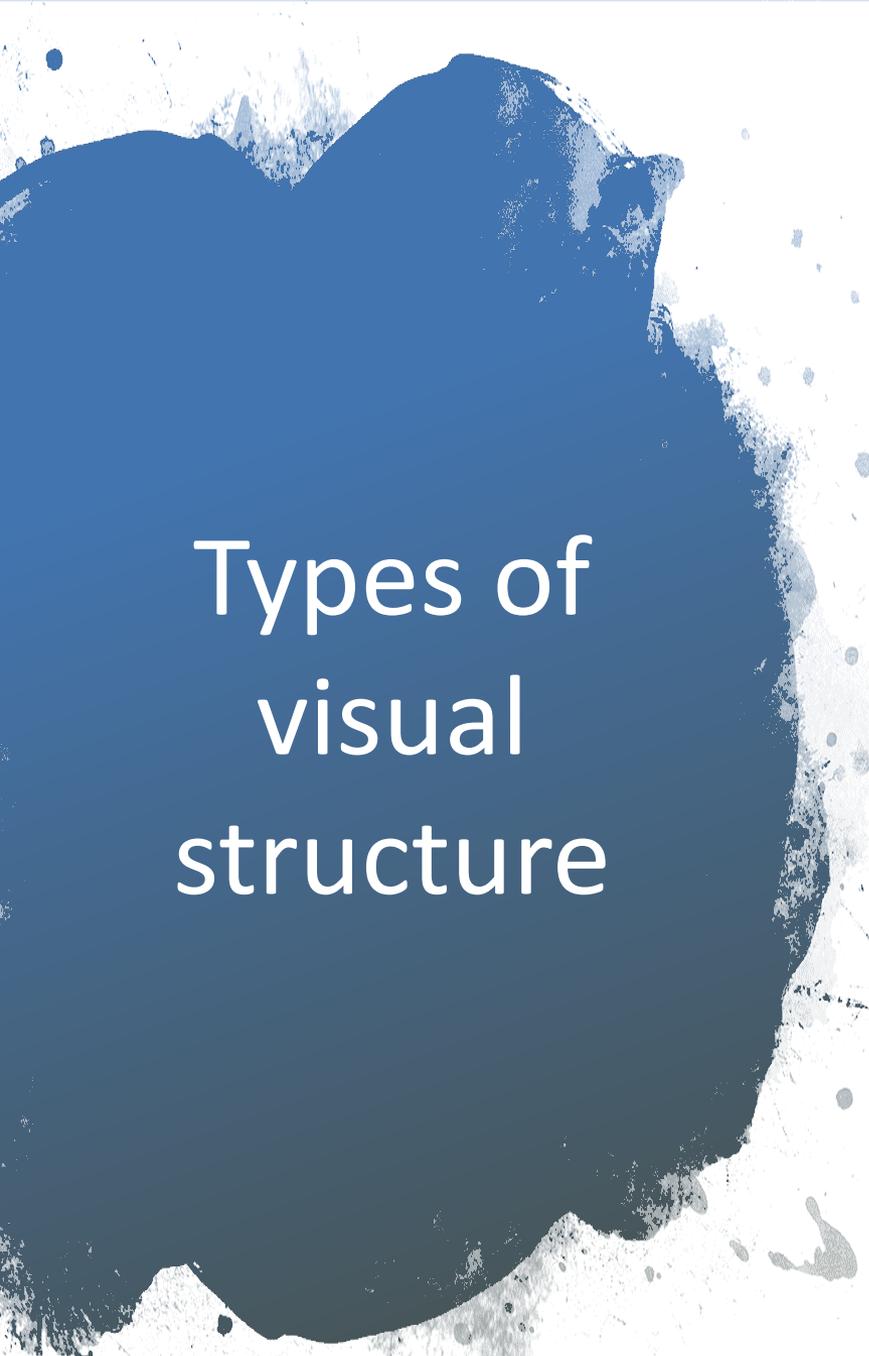
- organize the environment
- establish expectations around activities
 - schedules
 - instructions
 - work systems
 - video modeling
- provide reminders
 - timers (countdowns)
 - activities to chose from
 - appropriate behavior
 - when something is complete

Structuring the Environment

- Visuals
 - Schedules (use pictures if needed)
 - Learning script
 - calendars
 - checklists
 - visual timers

consider troublesome distractions or triggers in the environment (alarms, outside noise, flickering lights)





Types of visual structure

Checklists

Schedules

Scripts

Photographs

Objects

Drawings

Words

Learning Scripts

Graphic Organizers

Partitions or tape

Physical Structure

Work Systems

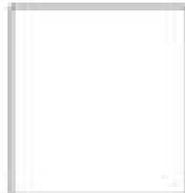
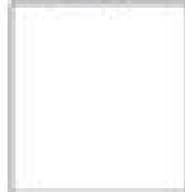
Visual Timers

Learning Script

Detailed script for washing hands



Hygiene Schedule



These are pictures for the hygiene schedule. Just laminate them, cut them out, put velcro on the back and they are ready to be attached to your schedule.

bath 	brush hair
get dressed 	wash face
deodorant 	lotion
brush teeth 	shower
bathroom 	wash hands

----- This is the hygiene schedule. Just laminate and put hard velcro inside each square.

Introducing flexibility or more of something

Example:

(more time working independently)

- Go Slow
- Consider preferred activities before and after
- Use options of high interest (screens, swimming)
- Present options (use pictures)
- Give **advance warning** of when the expectation will take place.
 - On schedule/calendar
 - Consider a picture book to describe outing
- Start with amount of tolerated time new outing a week
- Once comfortable with this, begin introducing a bit more time
- Use verbal and visual cues to ensure they know (preferred activity) is directly afterward

Cognitive Coping Skills



Teach coping skills when individual is calm in and a good space



Use visuals to teach skills



Practice often



Reward practice and use!

Visual Scripts for Teaching Skills

Take Deep Breaths



Smell the
flower



Blow out
the candle



Smell the
flower



Blow out
the candle

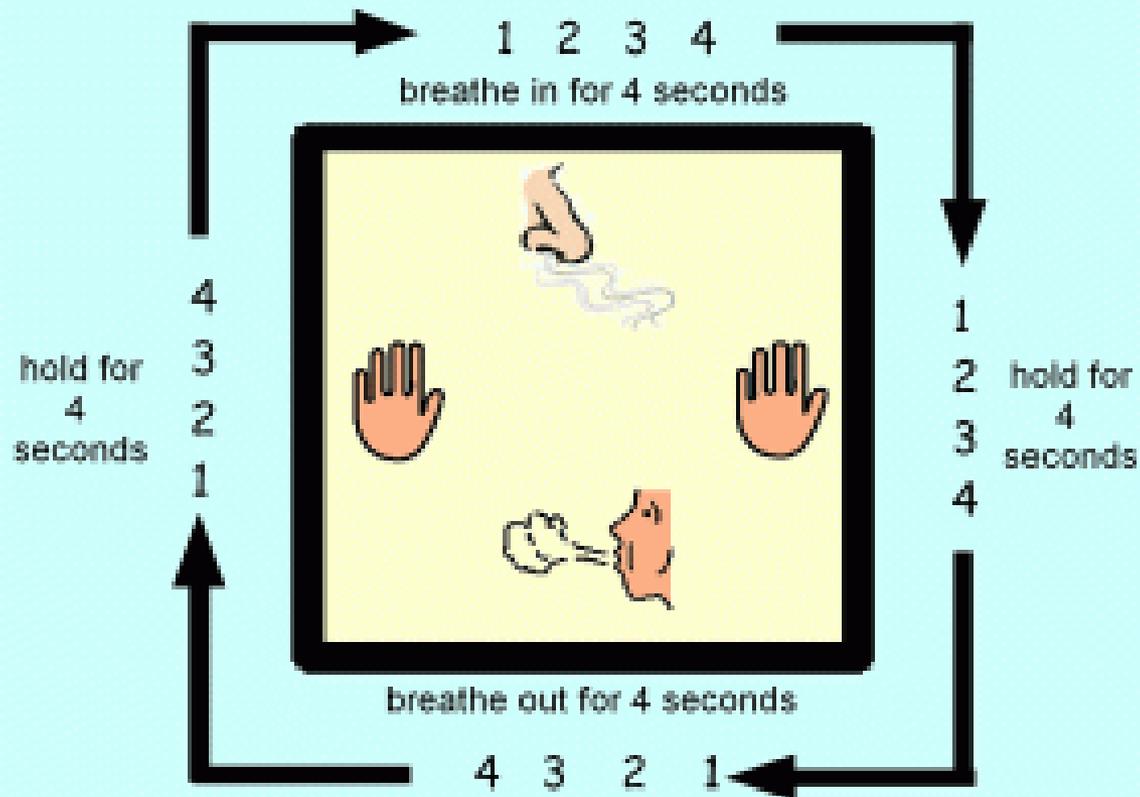


Smell the
flower

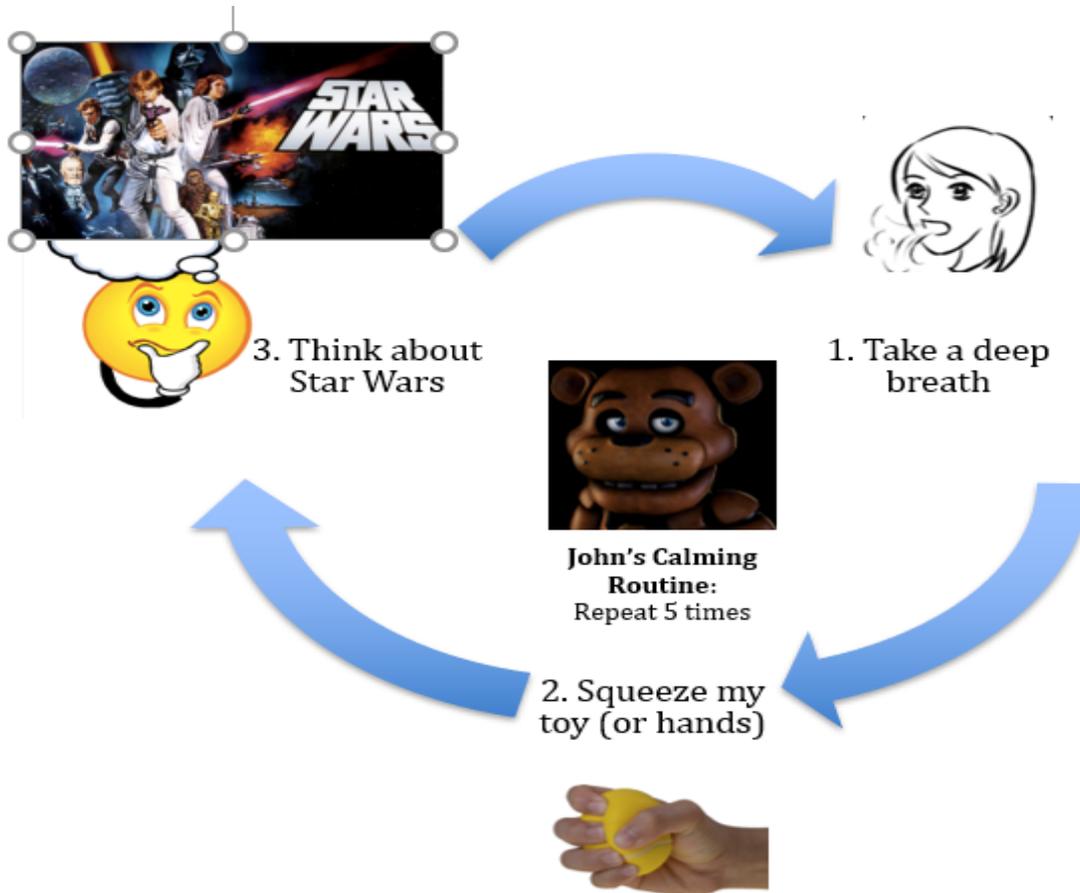


Blow out
the candle

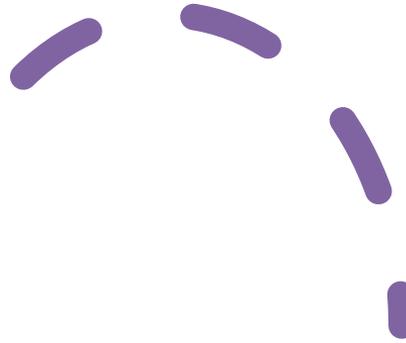
SQUARE BREATHING



Calming Routine (worked on together)

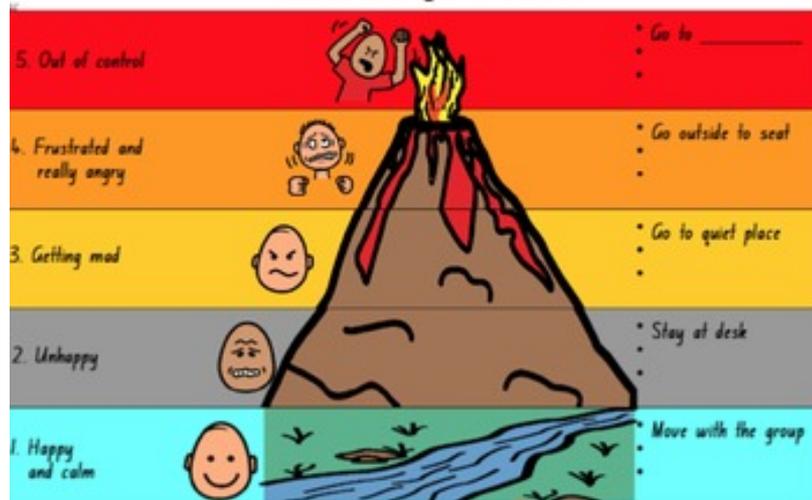


JANE'S CALM DOWN IDEAS



- Take 4 deep breaths
- Count down from 10 to 1
- Give myself a BIG hug
- Imagine I'm at Jordan Lake--my feet in the sand
- Tell myself "I can be calm"
- Tense my muscles—Relax my muscles (REPEAT)
- Picture myself calm

The Feelings Volcano



Leave me alone!

I'm feeling aggressive.

I'm starting to feel angry.

I'm beginning to feel unhappy.

I'm feeling anxious.

I'm feeling calm.

Self Management Techniques

Self Management Form

Student Name: Jane Date: 9/13/04

When you hear the beep put a smiley face in the box if you working on your assignment.

How many times was I working on my assignment when I heard the bell?

My goal is: 5

1	2	3	4	5	6	7	8	9	10
☺	☺			☺	☺	☺			☺

The number of times I was working on my assignment: 6

My goal is to be working on my assignment: 5

I met my goal (yes or no): yes

I will reinforce myself when I meet my goal by: scheduling 30 minutes extra time on the computer



**Keep Others
Informed**
staff
volunteers
instructors

A Dictionary of All Things Joe

- words or approximations & what they mean
- nonverbal cues that Joe is becoming upset
- ‘hot topics’ to be avoided if Joe brings them up
- verbal cues that Joe is getting agitated
- distractors and redirections for Joe
- calming strategies Joe knows

Workstation



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Morning Tasks

Time	To Do:	Circle when Finished
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>

How many circled stars? 

Afternoon Tasks

Time	To Do:	Circle when Finished
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
<input type="text"/>	<input type="text"/>	<input type="checkbox"/>
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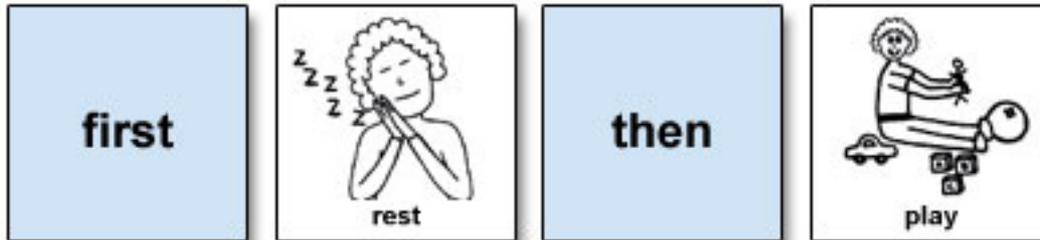
How many circled stars? 



Calm Down Space

- Designated Space
 - corner of room
 - large closet
 - pop-up tent
- Contents and Soothing Activities
 - visual calming script
 - bean bag
 - weighted blanket
 - fidgets
 - soothing music
 - coloring/drawing supplies

Use First Then



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Taking a Break (or Time Out)

for major infractions like aggression

Losing access to preferable things/attention by removing the individual from the rewarding setting/activity

Example: Joe is watching a high interest video and his housemate walks by and he reaches out and hits her

- Remove Joe from video (to other room if possible)
- Use concise wording “you need a break in your room”
- Do not talk to him (or provide positive or negative attention)
- Keep eyes on if necessary (turn body, use gym mat)
- Consider using a timer (depending on cognitive level)
- Once calm/time is up, give praise of calming self down, he can to return to what he was doing
- No need to rehash infraction

Other less studied strategies:

Cognitive Techniques

- Mindfulness
- Progressive Muscle Relaxation

Mindfulness

More appropriate and effective for adolescents with mild to moderate ID or ASD than for those with lower cognitive ability



be in the moment



Name 3 things you can see



Name 3 things you can smell



Name 3 things you can hear



Name 3 things you can feel



Slowly breath in and out 3 times



Circle a Pleasant Event





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Questions???