

Empowering Parents to Implement Function-Based Strategies within Family Routines

Meme Hieneman, Ph.D., BCBA
Positive Behavior Support Applications
Purdue University Global

APBS Conference, February 2019

Agenda

- Introduction
 - Background research
 - Goals of intervention
- Function-Based Intervention
 - Purposes behaviors serve
 - Strategies to match function
- Embedding Strategies in Daily Routines
 - Types of routines
 - Instructional process
 - Examples of plans
- Making Sure Plans Fit
- Q&A and Closing

Application
to Case
Examples

What does the literature tell us?

- Children's behavior serves different purposes and is influenced by the circumstances in which it occurs (Hanley, Iwata, & McCord, 2003; O'Neill, Albin, Storey, Horner, & Sprague, 2014; Wacker, Berg & Cooper-Brown, 2011)
- Understanding and using the patterns affecting behavior to plan our intervention increases their effectiveness (Fettig & Barton, 2014; Durand & Merges, 2001; Ingram, Lewis-Fairmer, & Sugai, 2005).
- Comprehensive plans that include proactive/preventive, teaching, and management strategies are considered best practice – in contrast to single element, quick fix approaches (Brown, Anderson, & De Pry, 2014; Carr et al., 2002; Dunlap et al., in press; Durand & Hieneman, 2008; Horner et al., 1990)

What does the literature tell us?

- A variety of factors contribute to the implementation and success of interventions (Hieneman & Dunlap, 2000), including:
 - Individual characteristics and needs of children
 - Integrity of the intervention – evidence base, precision
 - Resources available and barriers to implementation
 - Buy-in and capacity of parents and other caregivers
 - Degree of fit within systems, settings, and routines
- Embedding interventions within family routines improves adoption and sustainability (Lucyshyn et al., 2009; Moes & Fred, 2002)

What do families want for children?



- Health and safety
- Ability to self-advocate
- Enhanced relationships
- Community participation
- Productive activity

Developing these skills within the context of daily life!

Routines and Goals

Olivia

Olivia is 4 years old. She lives with her parents and a younger (3) and older (6) brother. Olivia has limited language. Olivia wants to play with her brothers, but does not know how. When Olivia's brothers are playing together, she screams and takes their toys. They chase her to get them back or call for their mother, who scolds Olivia.

What routine would you address?
What behaviors do you want to increase or decrease?

Ben

Ben is 11 years-old. He lives with his mother and stepfather. Ben is a video game fanatic. When he is asked to do his homework, join his parents for dinner, or do anything else, he says he is busy. After a lot of cajoling, his parents may get him to leave his game, but he performs the activity quickly and resumes gaming.

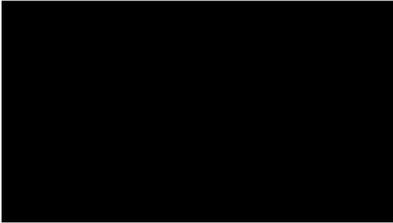
What routine would you address?
What behaviors do you want to increase or decrease?

Function-Based Intervention

Understanding Behavior Patterns

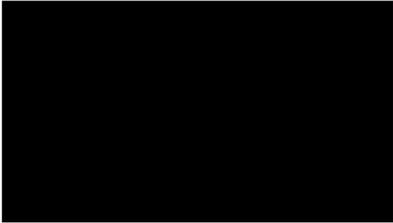
Antecedent	Behavior	Consequences
What happens before behavior	What the child says or does	What happens after behavior
Who What Where When	Positive behavior, as well as problem behavior	Gets (e.g., items, attention)? Avoids (e.g., demands)?
Setting Events: Circumstances (e.g., health, relationships, activity schedule) that affect the probability of behavior		

What appears to be the function?



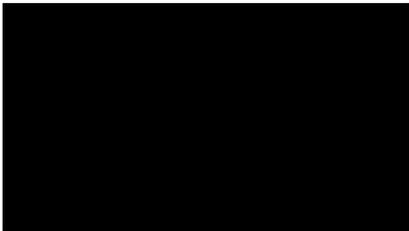
What is the "context" (circumstances)?

What appears to be the function?



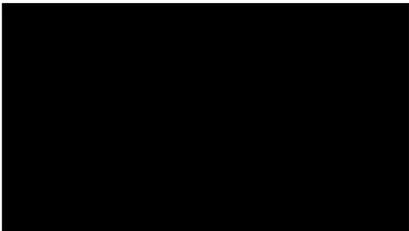
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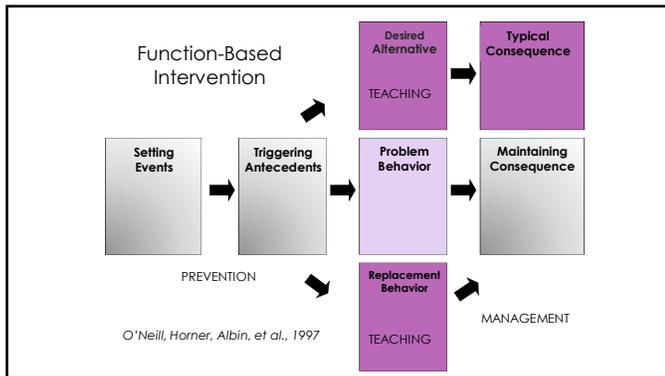


What is the "context" (circumstances)?

What appears to be the function?



What is the "context" (circumstances)?



Function-Based Strategies

Function	Proactive Strategies (Preventing, Prompting)	Teaching Strategies	Management Strategies
Access to attention	Increase amount of attention provided Let child know when attention will be available Provide independent activities when busy and unable to interact Prompt child to request attention appropriately	Teach child to request attention such as proximity, interaction, or physical contact Teach child to engage in alternative activities when attention is not available	Increase level and frequency of desired attention following positive behavior Minimize attention (e.g., by ignoring, walking away) when problem behavior occurs
Obtaining items or activities	Clarify what items and activities are available to the child Remove "off-limit" items from the surroundings Offer alternatives to items/activities desired to child Prompt child to request or negotiate alternatives	Teach child to request items or activities or initiate access on own Teach child to accept alternatives, to wait, and to accept "no"	Provide access to tangibles/activities only following appropriate behavior (e.g., requests) Withhold tangible reinforcers after problem behavior (including "negotiation")
Escape, avoidance, or delay	Modify characteristics of the settings or activities Allow the child opportunities to choose what activities and when Shorten activities or providing periodic breaks during them Remind child how to request break/stop correctly	Teach child to say "no" or "later", take breaks, or other ways to escape Teach child to cooperate and engage in non-preferred tasks and activities for periods of time	Allow breaks, escape, changes in environment, or reductions in demands for appropriate behavior (e.g., participation) Withhold or delay escape for problem behavior
Sensory stimulation	Provide other, appropriate sensory stimulation (e.g., keeping engaged in desirable activities) Block the child's access to inappropriate stimulation Prompt appropriate forms of stimulation	Teach child to obtain sensory input through alternative appropriate actions Teach child to tolerate periods of reduced/increased stimulation	Allow access to items and activities that provide appropriate sensory stimulation Block access to inappropriate events

Function-Based Strategies

Olivia			Ben		
Antecedent	Behavior	Consequence	Antecedent	Behavior	Consequence
Brothers are playing together	Olivia screams, takes the toys	Brothers chase her or get their mother to help	Unlimited access to video games	Refuses or delays other activities	Avoids meals, homework, and chores

What is the probable function of Olivia's behavior?
What function-based strategies would you use?

What is the probable function of Ben's behavior?
What function-based strategies would you use?

Routine-Based Support Plans

Routines: Activity Settings

Family Life	Community Life
Daily Routines & Chores	Errands, Outings, Travel
Learning Activities	School, Work, Museums
Play & Leisure Opportunities	Attractions, Sports, Movies
Rituals & Celebrations	Community & Religious Events
Socialization at Home	Organizations, Social Groups

Lucyshyn et al., (2009). Toward an Ecological Unit of Analysis in Behavioral Assessment and Intervention with Families. In Sailor, Dunlap, Sugai, & Horner (Eds), Handbook of Positive Behavior Support (pp. 73-106). Springer.

- ### Routine-Based Intervention
- Identify routine, goals, and behavior
 - Goals and expectations for routine
 - Behavior interfering with participation
 - Determine patterns affecting behavior
Setting Events-Antecedents-Behavior-Consequences
 - Develop a routine-based plan
 - Implement the plan, engaging family
 - Monitor behavior progress/participation

Routine-Based Plans

Antecedent	Behavior	Consequence
Being Proactive Changing environment to prompt positive behavior and make problem behavior unnecessary or less likely Modifying setting events and enhancing lifestyle to improve behavior	Teaching Skills Teaching skills to replace the problem behavior or allow the individual to be more successful	Management Responding to behavior to reinforce positive and not negative behavior

What strategies do the parents use?

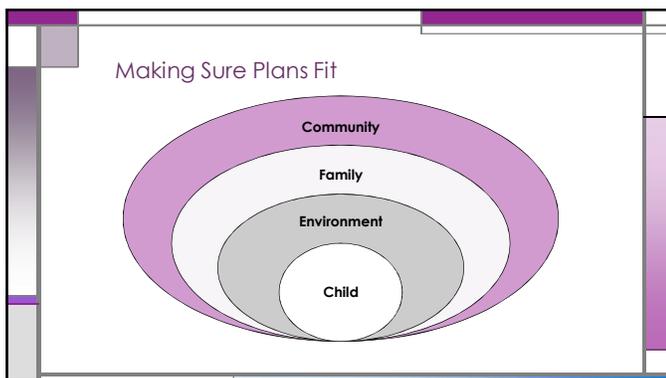
- Establish expectations for behavior
- Manage consequences following the child's behavior
- Teach replacement /desired skills

What strategies does the parent use?

- Establish expectations for behavior
- Manage consequences following the child's behavior
- Teach replacement /desired skills

Routine-Based Plan - Shopping

Being Proactive	Teaching Skills	Managing Consequences
What will we do to prevent problems and prompt positive behavior in this routine? ❑ Avoid difficult circumstances Schedule shopping trips for less busy times and make sure Lena eats before going to the store ❑ Make the situation better Provide Lena with labels from groceries needed so she can assist in selecting items by handing over the label and assist with the shopping by putting things in the basket ❑ Prompt positive behavior Review the shopping social story, reminding Lena to stay next to the cart, assist with the shopping, and ask calmly if he wants something	What will we teach our child to do instead of the problem behavior to get his/her needs met? Ask for items by pointing to desired item or handing over food label (vs. grabbing) Choose special items offered What will we encourage our child to do to participate more fully in the routine and/or tolerate difficult situations? Keep track of purchases by crossing them off list Place selections in the basket and on the belt at register Remain with family when shopping Accept being told 'no' calmly How will we know when we are successful (how often/long will the behavior occur)? We will start with trips for no more than 10 items and then work up to weekly shopping for all items needed	How will we provide reinforcement for positive behavior in this routine? ❑ Provide praise and other forms of attention Praise Lena for staying close, helping, and accepting "no" ❑ Provide items or activities following the behavior Allow Lena to make selections of items in each aisle when she is quiet and keeping her hands to herself. Allow her to pick a treat at the register at the end of a successful trip ❑ Allow breaks, delays, or provide assistance with the activity/task ❑ Provide sensory reinforcers ❑ Other: How will we withhold or minimize reinforcement following problem behavior? If Lena asks for something he cannot have, suggest a more appropriate alternative If Lena starts yelling/grabbing, move to a quiet area - do not allow her to choose items for the rest of the trip. If she continues to escalate, leave the store, not offering fun activities or treats afterward.
Changing Settings and Creating Supports. What broader changes will we make such as enlisting others, restructuring the environment or daily activities, and supporting relationships? Talk with Lena about food choices and items needed at home prior to shopping, showing her the list and explaining what the items purchased will be used to make. Limit access to 'junk food', explaining that we have sweets and chips as treats.		



Example of Applying Function-Based Strategies to Typical Routines

Proactive, Teaching, & Management Strategies

- Avoiding, delaying, or reducing demands
- Regulating type and level of stimulation
- Gaining/regaining access to preferred items
- Obtaining attention from preferred adults

Morning Routine
 Transition to School
 Afternoon Chores
 Meals with Family
 Exercise Routine
 Shower/Hygiene
 Community Outings
 Bedtime Routine

Routine-Based Plans

Olivia

Playing games with her brothers

How would you embed your function-based strategies into this routine?

What issues might you need to address to ensure contextual fit?

Ben

Completing homework/chores

How would you embed your function-based strategies into this routine?

What issues might you need to address to ensure contextual fit?

Thank you for attending...

• Questions?

• Contact information:
meme@pbsapplications.us



Resources

- APBS Family Page: http://www.apbs.org/new_apbs/families.html
- Parenting Special Needs Magazine: <https://parentingspecialneeds.org/>
Special Issue: <http://magazine.parentingspecialneeds.org/publication?i=461820>
- Home and Community PBS Network: www.hcpbs.org
- Family Routine Guide:
http://csefel.vanderbilt.edu/resources/parent/mod6/family_routine_guide.pdf
- Parenting with Positive Behavior Support: <https://www.amazon.com/Parenting-Positive-Behavior-Support-Practical/dp/1557668655>
- Prevent-Teach-Reinforce for Families:
<http://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Families-P1006.aspx>
- Practiced Routines PBS Parent Training Program: <http://www.practicedroutines.com>

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