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ONH – How to use Effective Behavior Supports
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Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs
What is applied behavior analysis?

Applied behavior analysis (ABA) is a discipline concerned with the application of behavioral science in real-world settings such as clinics or schools with the aim of addressing socially important issues such as behavior problems and learning (Baer, Wolf, & Risley, 1968)

“Behavior”

- Behavior is anything a person does that:
  - Creates a change in his/her environment
  - Is observable
  - Is measureable

<table>
<thead>
<tr>
<th>Examples</th>
<th>Nonexamples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking for help</td>
<td>Feeling anxious</td>
</tr>
<tr>
<td>Hitting head</td>
<td>Being bored</td>
</tr>
<tr>
<td>Throwing chair</td>
<td>Acting scared</td>
</tr>
<tr>
<td>Requesting item</td>
<td>In pain</td>
</tr>
<tr>
<td>Completing three tasks</td>
<td>Thinking</td>
</tr>
</tbody>
</table>

“Learning”

- Learning is the development of skills
- Learning is an experience that changes behavior
- It is as important to teach students what to do instead of focusing on what not to do
  - Ex: “I want Johnny to stop screaming.”
Influences on learning

Figure 1 Graphic showing the influences on learning represented by three cogs: environment, personal characteristics, and skill (learned behavior).

Personal characteristics

Figure 2 Graphic – Two columns each with a circle in the upper left corner. Left side circle reads, “Individual” and under it are: Biological (illness, pain, injury), Preferences (activities, items, people), and Strengths/Needs. Right side circle reads, “Diagnosis” and under it are: Absence or abnormal corpus collosum, Absence of septum pallucidum, and Development of pituitary gland.
Personal characteristics

![Image of Personal characteristics diagram]

Figure 3 The left-hand part of the same graphic seen above, “Individual” and under it are: Biological (illness, pain, injury, Preferences (activities, items, people, and Strengths / Needs).

The behavioral expression of OHN can vary from individual to individual

![Image of children with ONH]

Figure 4 Four pictures of children with ONH.
Influences on learning

Figure 6 Graphic showing the influences on learning represented by three cogs: environment, personal characteristics, and skill (learned behavior).
Environment

Figure 7 Graphic - Two arrows, one on left pointing down (Contingencies) and one on right pointing up (Physical Factors). A line floats between them. The information below details Contingencies and Physical Factors.

Contingencies (Under downward pointing arrow)
- Motivation
- Antecedents
- Consequences

Physical Factors (Above upward pointing arrow)
- Sensory input (temperature, noise, light, etc)
- Setting (classroom, lunch, playground, bedroom)

Influences on learning

Figure 8 Graphic showing the influences on learning represented by three cogs: environment, personal characteristics, and skill (learned behavior).
Skill or Learned Behavior can be Thought of as Three Term Contingency

Figure 9 Graphic of three boxes aligned left to right, each connect to the right with an arrow. In left box the word “Antecedent”, the middle box the word, “Behavior”, and the right box the word, “Consequence”.

ABC Model

Figure 10 Another view of the graphic above showing an example which is detailed below.

A. Antecedent: Mr. Walters asks Juan to put away his backpack
B. Behavior: Juan screams and hits Mr. Walters
C. Consequence: Mr. Walters takes Juan’s backpack and puts it away for him.

ABC Model

Figure 11 Another example in graphic form which is detailed below.

A. Antecedent: Mom asks Portia to put on her shoes
B. Behavior: Portia puts on her shoes
C. Consequence: Mom tells Portia “good job” and gives her a hug.

ABC Model
Figure 12 Another example in graphic form which is detailed below.

A. Antecedent: Mrs. Jacobs asks Henry to write his name
B. Behavior: Henry breaks pencil
C. Consequence: Mrs. Jacobs sends Henry to the time-out room

**ABC Model (Three term contingency)**

Taken together, the antecedents and consequences will identify the FUNCTION of the behavior.

![ABC Model Diagram](image)

**Functions of the behavior**

1. Access peer/adult attention
2. Avoid peer/adult attention
3. Escape from a task
4. Access a tangible/activity
5. Self-stimulatory

Figure 13 Graphic of three boxes aligned left to right, each connect to the right with an arrow. In left box the word "Antecedent", the middle box the word, "Behavior", and the right box the word, "Consequence".

Figure 14 #Batman & Robin by Behaviorguy / All behavior serves a #function / What are the #antecedents? Cartoon of Batman slapping a villain. The villain says, "It just happens out of the bl__," Batman says, "All behavior serves a function!!!"
Identify the function of the behavior

1. Access peer/adult attention
2. Avoid peer/adult attention
3. Escape from a task
4. Access a tangible/activity
5. Self-stimulatory

These are the same for ALL students

ABC Model

Figure 5 The ABC Model where the Antecedent box reads, “Personal influences??”, the B Behavior box reads, “Juan screams and hits Mrs. Walters”, and the Consequences box reads, “Environmental Influences? Between each of the boxes is an exploding starburst.

Functional-Behavior Assessment

Figure 6 Graphic - three circles representing personal influences, environmental influences, and antecedent/consequences are put into a funnel shape and flow out as a Behavior Support Plan.

Functional Behavior Assessment

Step 1: Interview Caregivers
Step 2: Direct observation of the behavior in the natural environment
Step 3: Develop Behavior Support Plan
Figure 7 Graphic showing the three steps in Functional Behavior Assessment.

**Functional Behavior Assessment**

**Step 1: Interview Caregivers**
Step 2: Direct observation of the behavior in the natural environment
Step 3: Develop Behavior Support Plan

Figure 18 Graphic showing the three steps in Functional Behavior Assessment.

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Figure 89 Sample Interview form.
Functional Behavior Assessment

Step 1: Interview Caregivers

Step 2: Direct observation of the behavior in the natural environment

Step 3: Develop Behavior Support Plan

Figure 20 Sample Functional Assessment Interview: Student Version.

Figure 21 Graphic of the three steps of Functional Behavior Assessment, Step 2 is highlighted: Direct observation of the behavior in the natural environment.
Direct observation

Use the information you gathered from the interview to customize your data collection forms for your direct observation.

Some things to consider:

- Measurement system
  - Frequency
  - Duration
  - Latency
  - Partial/whole interval recording
- Time to observe
- Where you observe

Figure 22 A group of people in lab coats around a doll house are intently observing the people inside.

Slide 27

Figure 23 A bar graph. On the vertical axis are percentage markers from 0%–100% in 20% increments. Along the horizontal axis are the tags: Personal Space, Interruptions, Noncompliance, Off-Task, Inappropriate Comment, and Negative Talk. Each of the bars is color-coded representing No attention, Attention, and Escape.
Functional Behavior Assessment

Step 1: Interview Caregivers
Step 2: Direct observation of the behavior in the natural environment

Step 3: Develop Behavior Support Plan

Figure 24 Graphic of the three steps of Functional Behavior Assessment, Step 3 is highlighted: Develop Behavior Support Plan.

Behavior support plan

1. Identify an intervention based on:
2. Function of the behavior
3. Personal characteristics
4. Diagnostic characteristics
   • Should focus on teaching a replacement behavior
Figure 9 The ABC Model showing the Antecedent feeding into the Problem Behavior which feeds into the Consequence. The example below is given.

- **Antecedent**:
  - Mrs. Waters asks Juan to put away his backpack
  - Text

- **Problem Behavior**
  - Juan screams and hits Mrs. Waters
  - Text

- **Consequence**
  - Mrs. Waters puts away his backpack for Juan
  - Text
Figure 26 The ABC Model showing the Antecedent feeding into the Problem Behavior which feeds into the Consequence. The example below is given.

### Possible function-based interventions

#### Attention
- Requesting attention through sign, gesture, or phrase
- Planned ignoring (differential reinforcement)
- Noncontingent attention

#### Tangible
- Requesting tangible through sign, gesture, or phrase
- Restricted access to tangible
- Token economy to earn attention

#### Escape
- Request break through sign, gesture, or phrase
- Pre-correction to teach skills
- Token economy to earn break
- Social story to teach skills
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Figure 10 TSBVI logo.

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 11 IDEAs that Work logo and OSEP disclaimer.