



It Takes A Village: Effective Behavioral Health Treatment in Residential Programs in Colorado

PRESENTED BY KEN WINN, BCBA, LBA, IBA

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Advanced Behavioral Resources, LLC

Vision and Mission

Vision

- ▶ Our team of seasoned and experienced clinicians, including BCBA's, BCaBA's, and RBT's) provide the most current behavioral services in the most effective and ethical manner possible.
- ▶ We understand that navigating service delivery to individuals with special needs can be challenging. We are here to help navigate those challenges and help you to get those needed services.

Mission

- ▶ Our mission is to help those who cannot help themselves. To provide a voice for the voiceless. By emphasizing practical, evidence-based practices, we can demonstrate the power of effective intervention. And empower those we serve.



The Importance of Collaboration

- We are all better when we work together
- The difference between Multidisciplinary and Interdisciplinary supports
- Focus should be on client outcomes and quality of life
 - ✓ Leave your ego at the door!
- Respect our differences



The Importance Of Humility



FROM
ARROGANCE

IS FAULT PROOF
DOESN'T LISTEN
INTERRUPTS
WANTS TO BE RIGHT
DOESN'T SEE DIFFERENTLY
PUSHES POINT THROUGH
SHOWS FRUSTRATION SOON
AVOIDS ACCOUNTABILITY
CREATES A FEAR CULTURE

Insights by: Ben Renshaw at CEOWorld.biz



TO
HUMILITY

ADMITS MISTAKES
LISTENS TO UNDERSTAND
GIVES SPACE
HAS AN OPEN MIND
EMBRACES DIFFERENCES
ALLOWS IDEAS TO EMERGE
DEMONSTRATES PATIENCE
TAKES OWNERSHIP
BUILDS LEARNING CULTURE

Sketchnote: Tanmay Vora | @tnvora | QAspire.com

Starting on the right foot

- Cultivating a positive, long term and committed relationship
- Discussing (and keep discussing) the importance of feedback
- Bi-directional
- Outcome oriented
- Collaboration on goals
- Regularly and consistently evaluate effects of collaboration



Collaboration vs coercion

6
"NO" DOES
NOT MEAN
"CONVINCE
ME."

COERCION IS NOT CONSENT

➤ Who has the "real" power?

- ✓ Client
- ✓ Staff
- ✓ Administration
- ✓ ?

➤ When making decisions, are stakeholders truly collaborating or responding to coercion?

co-er-cion

noun

noun: **coercion**; plural noun: **coercions**

1. the practice of persuading someone to do something by using force or threats.

"our problem cannot be solved by any form of coercion but only by agreement" by unknown author

TRAUMA INFORMED CARE AND COLLABORATION



- While collaboration is essential for effective and ethical service delivery, it is **CRITICAL** in scenarios with clients with trauma histories
- Obtaining and **USING** information from a client's past, especially past trauma and how this affects current behavioral patterns is **VITAL** for effective treatment
- Who knows the history better?
 - Parent/guardian
 - Direct care staff
 - Administrators
 - Clinician



➤ What demonstratable effects should we see from effective collaboration?

Evaluating the Effects of Collaboration: Evaluation of collaboration based on client performance

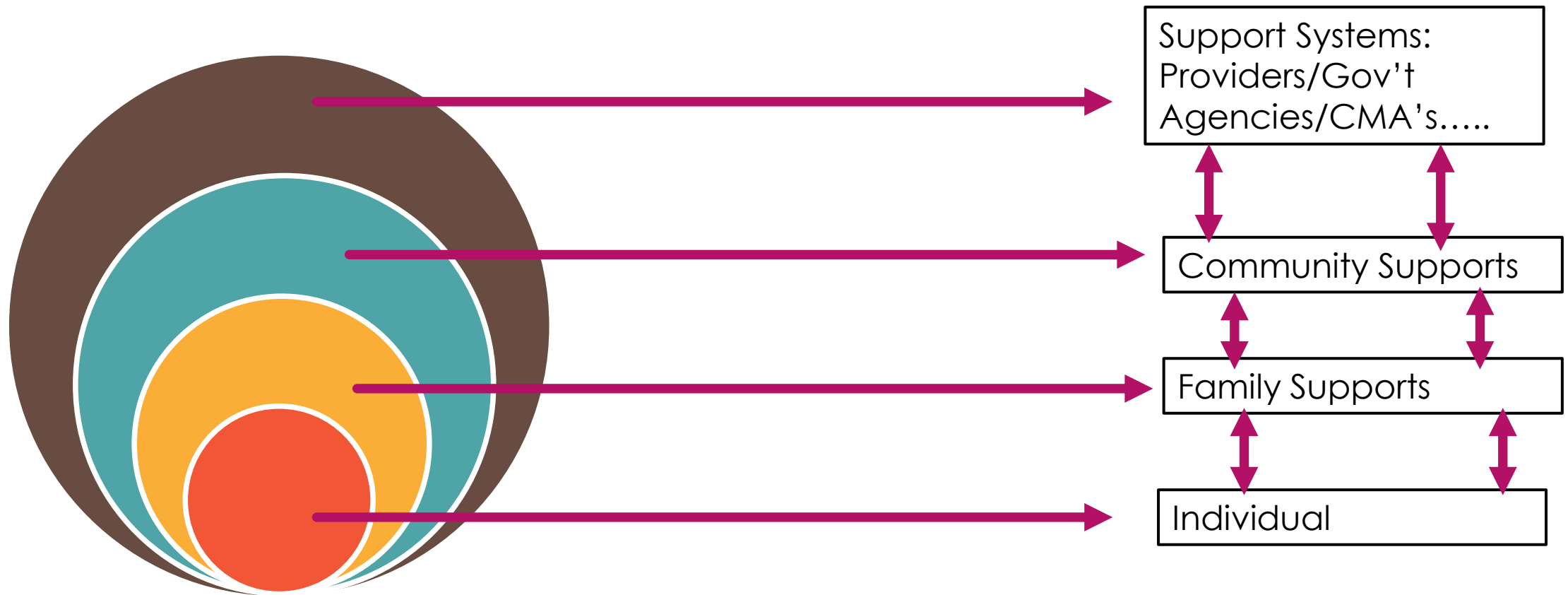
- Objective measures of client behavior addressed by services (e.g., graphic display of client performance)
- Interviews and direct observations of client and school personnel satisfaction with services (e.g., social validity/satisfaction questionnaires)
- Matching observations and evaluation methods to the client goals and setting (i.e. IFSP goals)

The Importance of Teamwork

- The importance of working together
- Staff training is KEY
- The behavior analyst is part of a team
 - ✓ “Drive by” behavioral services
 - ✓ Behavioral services are not like going to a mechanic
 - ✓ Working ourselves out of a job
- Focus on mutually agreed upon outcomes and procedures



The Behavioral Ecosphere



What is Behavior Analysis

“**Behavior analysis** is a natural science that seeks to understand the **behavior** of individuals. That is, **behavior** analysts study how biological, pharmacological, and experiential factors influence the **behavior** of humans” (ABAI – Association for Behavior Analysis International)

What is “Applied Behavior Analysis”?

- ▶ It is an applied science that develops methods of changing behavior
- ▶ Specific and comprehensive use of principles of learning
- ▶ Utilizes operant and respondent conditioning
- ▶ Addresses behavioral needs of widely varying individuals in diverse settings
- ▶ Examples include:
 - ▶ building the skills and achievements of children in school settings
 - ▶ enhancing the development, abilities, and choices of children and adults with different kinds of disabilities
 - ▶ augmenting the performance and satisfaction of employees in organizations and businesses

ABA principles

- Applied Behavior Analysis is a science based on the principles of behavior
- Dedicated to producing socially significant improvement in lives of people
- Known through the work of B.F. Skinner
- Behavior is influenced by its consequences:
 - ✓ The delivery of positive consequences (reinforcers) that make behavior more likely to occur
 - ✓ The removal of positive consequences that make behavior less likely to occur

Basic Behavior Principles

- Behavior is largely a product of the environment (read *daily experiences*).
- In the end, behavior responds better to positive consequences.
- It takes time for changes in the environment to change behavior.
- Past behavior is the best predictor of future behavior.
- Consequences can either strengthen or weaken behavior. The only way to know the effects of a consequence is by what happens to the behavior in the future.



CHARACTERISTIC OF BEHAVIOR ANALYSIS

- ▶ Emphasis on analyzing and modifying functional relationships between:
Behavior and the current Environment
- ▶ Emphasis on outcomes
 - ▶ ABA is not a therapy
 - ▶ Person –centered
- ▶ Focus on Compassionate Care
- ▶ The client is at the center of treatment
 - ▶ Client and their caregivers are involved at every step
 - ▶ Ameliorating issues that affect quality of life is the overall objective of care
- ▶ We accentuate the importance of socially valid procedures and outcomes



Myths and Misconceptions regarding Applied Behavior Analysis

- **ABA services are only for people with autism**
- **Applied Behavior Analysis (ABA) is synonymous with discrete trial training (DTT)**
- **ABA can only be applied to "behavioral" problems**
- **ABA is experimental and new**
- **All BCBAs/BCaBAs ability to provide competent treatment are equal to one another**
- **Applied Behavior Analysis is only effective for young children**
- **ABA (or DTT) is done at a tabletop**
- **Anyone can "do ABA"**
- **ABA is harmful/uncomfortable for children**
- **40 hours of ABA are needed for a positive effect**

Myths and Misconceptions regarding Applied Behavior Analysis (cont'd)

- If a child does not receive intensive ABA by five years of age, the “window of opportunity” for learning will close.
- ABA produces robotic behavior
- ABA only uses edible (food) for reinforcers and treat people “like animals”
- ABA only works for "intellectually delayed" individuals. ABA cannot work with individuals who know what you are doing.
- ABA is antiquated (something from the 70's)
- ABA uses bribes consisting of food and toys to manipulate children's behavior.

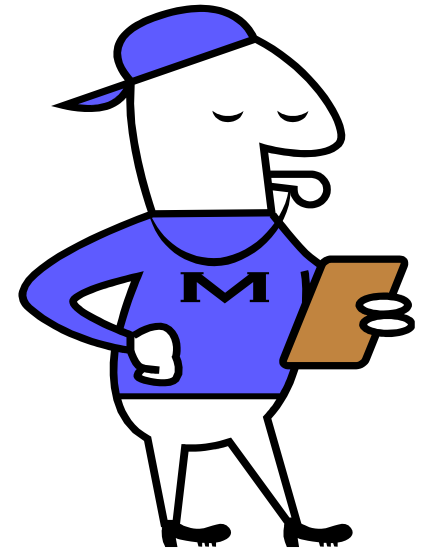
Behavior Analysts Do What?

- Assessments and interventions for complex and dangerous behaviors
- Technical assistance for providers, schools and others
- Behavioral intervention training and on-site support for caregivers/parents/staff
- Functional Behavioral Assessments (FBA)
- Behavior Intervention Plan (BIP)



Behavior Analysts Help How?

- Demonstrate and teach “tools” (behavioral techniques and strategies)
- Provide professional practice for these “tools”, i.e. support other professionals
- Troubleshoot, coach, and provide on-site support





Because
sometimes you
just need to see
a picture of a
puppy...

Effective behavior analysts will:

- Interpret a presenting problem into environmental-behavior relationship
- Translate it into a relationship of the individual's behavior, current environment, history and the contingencies affecting the behavior
- Develop interventions that are *fluent* with respect to behavioral assessment
- Develop interventions that address the specific behaviors of concern
- Measure changes in the behavior

What is Behavior?

- **Anything A Person Actively Says or Does**
- **Can Be Observed And Measured**
- **Involves movement**
- **Results in changes in the environment, at least temporarily**

Why do behaviors occur?

- ▶ Functions of behavior
 - ▶ If you want to manage behavior, you need to know *why* it is happening
- ▶ 4 most common functions of behavior are:
 - ▶ Attention
 - ▶ Demand/Escape
 - ▶ Access to tangibles
 - ▶ Automatic (Sensory) Reinforcement

The four common functions of behavior:

"Everybody E.A.T.S."
Escape, Attention,
Tangible, Sensory



someecards
user card

ABC's!

- ▶ Antecedent: What comes before the behavior
- ▶ Behavior: Anything a person says or does
- ▶ Consequence: What immediately follows behavior

Directs

Motivates



ABC Examples

Antecedent

Hungry

Late for work

See cookie

See toy

Mother leaves

Mother leaves

Behavior

Cry

Speed

Say "cookie"

Hit sibling

Cry/tantrum

Cry/tantrum

Consequence

Get bottle

Get ticket

Get cookie

Get toy

Mother returns

Mother gone



Don't Confuse Correlation with Causation

Correlation:

A correlation between variables, however, does not mean that the change in one variable is the cause of the change in the values of the other variable. Correlation is when two variables appear to **change in sync**. For example, one might decrease as the other increases or vice versa.

Causation:

Causation indicates that one event is the **result of** the occurrence of the other event; i.e. there is a **causal** relationship between the two events.

Causation means one variable **directly influences** another

➤ For instance, one variable increases **because** the other decreases.



3 Term Contingency For Behaviors

- Motivation
 - ▶ Why is this behavior happening?
- Availability
 - ▶ What is the signal the behavior will be reinforced?
- Reinforcement
 - ▶ Will it be reinforced so it is more likely to occur in the future?



What about Consequences?

- Consequences will either mean that behavior occurs again, or will not occur again
- Consequences are the events that follow immediately after the target behavior and are contingent on the behavior (occur if only if the behavior occurs)
- 2 major kinds of consequences
 - Reinforcers: which *increase* behavior they follow
 - Punishers: which *decrease* behavior they follow
- The label, reinforcer or punisher, is given on the basis of how the behavior of the particular subject reacts to the event.
- A person can guess if a thing/event is likely to function as a reinforcer (e.g., candy) or as a punisher (e.g., a reprimand/spanking). However, the proof is in the behavior.

Reinforcement

- Reinforcement is anything that increases a behavior
- Can look different to different people:
 - ✓ Gets “good things” (e.g., praise, toys, food)
 - ✓ Gets rid of “bad things” (e.g. demands, bedtime, shoes)
 - ✓ Reprimands and negative attention can also be reinforcers
- Reinforcement increases good and bad behavior
- Understanding how reinforcement works is essential to solving behavior problems

Understanding the Causes of Problem Behaviors

MANY PROBLEM BEHAVIORS ARE CAUSED BY INADVERTENT REINFORCEMENT...

- May get attention (reaction from others/ reprimands)
- Negative attention is still attention!
 - ✓ Remember your substitute teacher in middle school.. 😊
- Allows one to escape or avoid undesirable activities
- Problem behavior may be fun for the person.
- May not have alternative skills to access the same reinforcer

The Power of Intermittent Reinforcement



VS



Same Behavior (putting coins in slots), different results... WHY?

How do we change it?

- ▶ Function based interventions

Three essential parts to any intervention

1. Prevention (antecedent intervention)
2. Identify, teach and reinforce (positive) replacement behaviors
3. Change the consequence after the problem behavior (reduce)

1. Preventative strategies

- ▶ **Staying close**
 - Create a safe, positive environment and establish yourself as a source of caring, empathy and positive consequences
- ▶ **Scanning and tracking**
 - Understand your environment
- ▶ **Know the triggers**
- ▶ **Know the precursors**
- ▶ **Premack Principle (Grandma's rule)**
 - Preferred behaviors can be used as rewards, or reinforcements, for less preferred behaviors.
- ▶ **First/then**
- ▶ **Selective attention**
 - Ignore “junk” behavior – any age typical behavior that may be annoying but not harmful.

2. Teach Replacement Behaviors

- Identify the deficit
- Teach an appropriate alternative behavior
- This behavior should produce the same or better outcomes than the undesirable behavior
- Should also not be more difficult than the undesirable behavior

Important Questions

- 1) Is it a skill deficit issue or a motivation issue
- 2) Is it a skill they know ?
 - ▶ Is it in their repertoire?
 - ▶ Is it at strength in their repertoire?
- 3) Are they able to engage in this behavior?
 - ▶ Does the environment allow for this behavior?
 - ✓ EX; Saying “No”,
- 4) Is it Effective?
 - ▶ Does it change their environment in a more positive way? Does it make their life better?

Meaningful Behavioral change

Before setting behavior change procedures in motion, ask yourself these questions:

- 1) How does this improve the life of the individual being served?
Does it make their life better or ours?
- 2) Will this increase opportunities for the individual to access reinforcement?
How? What types?
- 3) Will there be observable changes in the individual's quality of life?
- 4) How will these, if met, reduce the need for restrictions in their life (e.g. staffing patterns, etc.)?
- 5) How do these objectives provide access to more natural contingences and less artificial, contrived support?
- 6) How does this make the individual more independent?

3. Change the Consequence

- Identify what consequence has led to the behavior increasing
- Identify the functions of behavior
- Change the consequence (punishing consequence = reduction in problem behavior)
- Provide reinforcing consequences for desirable behaviors.
- Try to no longer provide the reinforcing consequence for the undesirable behavior
 - ✓ Watch out for the Behavior Burst!



"It's not that your son is bad, he just exceeds standards for mischief."

Tips!

- Tips for decreasing unwanted behavior
- Tips for increasing desired behavior

Decreasing the unwanted behavior

- **Make sure you really have a reinforcer**
- **Deliver the reinforcer immediately after good behavior**
- **Set up lots of opportunities for good/correct behavior (Don't just wait for them)**
- **Use a variety of reinforcers**
- **Deliver some reinforcers free (pairing)**
- **Smile, be sincere, laugh, have fun when appropriate**
- **Some people will require lots of reinforcers per hour (30-50)**
- **Engagement usually is reinforcing!**
- **Lack of reinforcement for positive behavior can increase negative behavior**

Increasing Desired Behavior

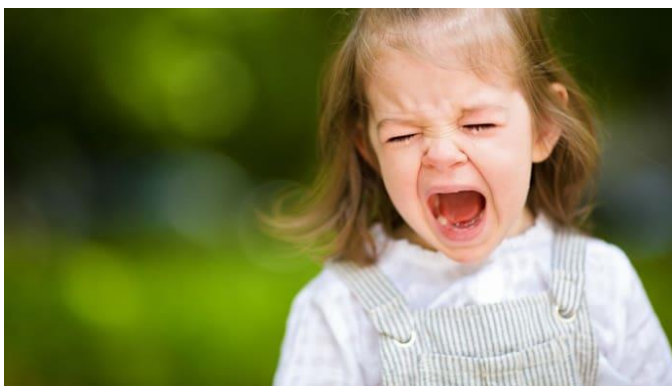
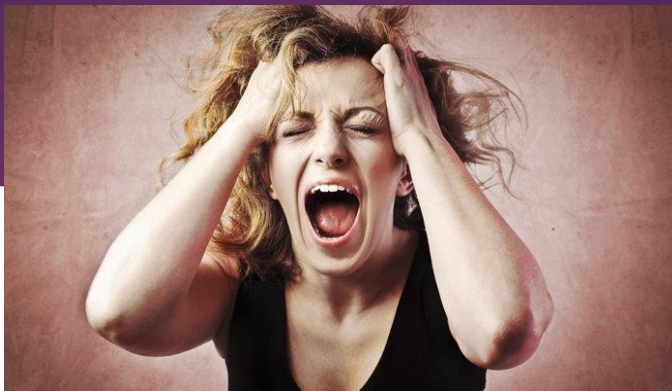
- *Model and teach the behaviors you want to see!*
- Group Contingencies
- Token economies
- Contingency contracts

Shaping Behavior

- **Shaping ("successive approximation")**
- **Define Target Behavior**
 - Desirable behavior that is infrequently/never displayed by the person
- **Break up the steps**
- **Reinforce successive approximations**
 - The target behavior is 'shaped up' by reinforcing the nearest approximations of that behavior.
- **Allows you to build this desired behavior in steps and reward those behaviors that come progressively closer to the one you have selected as the final goal.**

Gain small compliances

- ▶ **If a person is highly escalated**
 - ▶ **First identify the cause of the escalation and temporarily remove if possible**
 - ▶ **Use high probability demands to begin to gain compliance**
 - ▶ **Demands should be very low effort, already in persons repertoire, high likelihood that the person will follow the demand.**
 - ▶ **Reinforce any indication of compliance**
 - ▶ **Behavioral momentum – build on strengths**
 - ▶ **If behavior is usually for escape be sure to eventually have the person complete some aspect of the original demand**
 - ▶ **Avoid the “no loop” – provide choices as opposed to open ended questions.**
 - ▶ **Don’t ask questions you don’t want answers to.**
 - ▶ **Avoid asking “Why?”**



Crisis Intervention and De- Escalation Strategies

Should Be Part of the Overall Plan

Crisis Techniques

- 1. Prevention**
- 2. De-escalation**
- 3. Crisis Intervention**
- 4. Reintegration**

Crisis Techniques (Con'td)

1.Prevention

See Section Above

**AN OUNCE OF
PREVENTION
IS WORTH A POUND
OF CURE.**

~Benjamin Franklin



Crisis Techniques (Con'td)

2. De-escalation



De-escalation Strategies

- ▶ What should I do if the person is already escalated?
 - ▶ Shape behavior – successive approximations towards an end goal
 - ▶ Gain small compliances
 - ▶ Avoid the no loop

Crisis Techniques (Con'td)

3. Crisis Intervention

Examples of Crisis Level Behaviors:

- ✓ Continuous Physical Aggression
- ✓ Continuous Self-Injury
- ✓ Continuous High Magnitude Disruption (property destruction)

There is a difference between a CRISIS and a PROBLEM behavior



Crisis Techniques (Con'td)

4. Reintegration



Reintegration Strategies

- ▶ **Keep It Simple**
- ▶ **Monitor Behavior**
- ▶ **Manage Tasks**
 - ❖ **Slowly increase demands to original level**
 - ❖ **See Gaining Compliance**
- ▶ **Manage Reinforcement**
 - ❖ **Subtle and low-key praise**
- ▶ **Slowly increase interaction with Others**

Supporting Each Other



Burnout

Ways to Support Each Other

- **Communication**

- **Empathy**

**“Just walk a mile in his moccasins
Before you abuse, criticize and accuse.
If just for one hour, you could find a way
To see through his eyes, instead of your own muse.”**

Mary T. Lathrap 1895

- **Perspective Taking**

- **Collaboration**

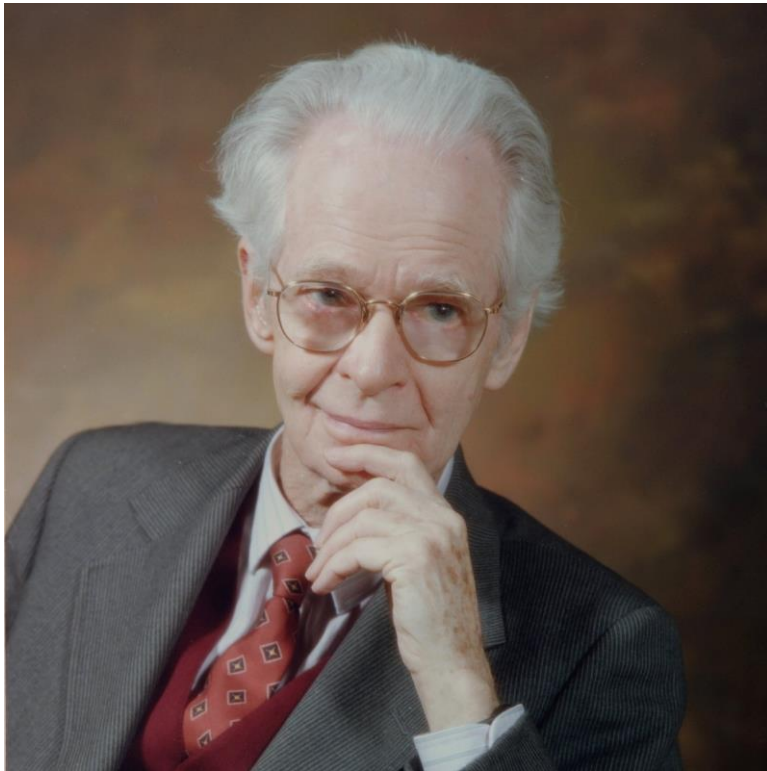
✓ **There's that word again.....**



**“Great Spirit,
help me never
TO JUDGE
another until I
have walked in
his moccasins.”**

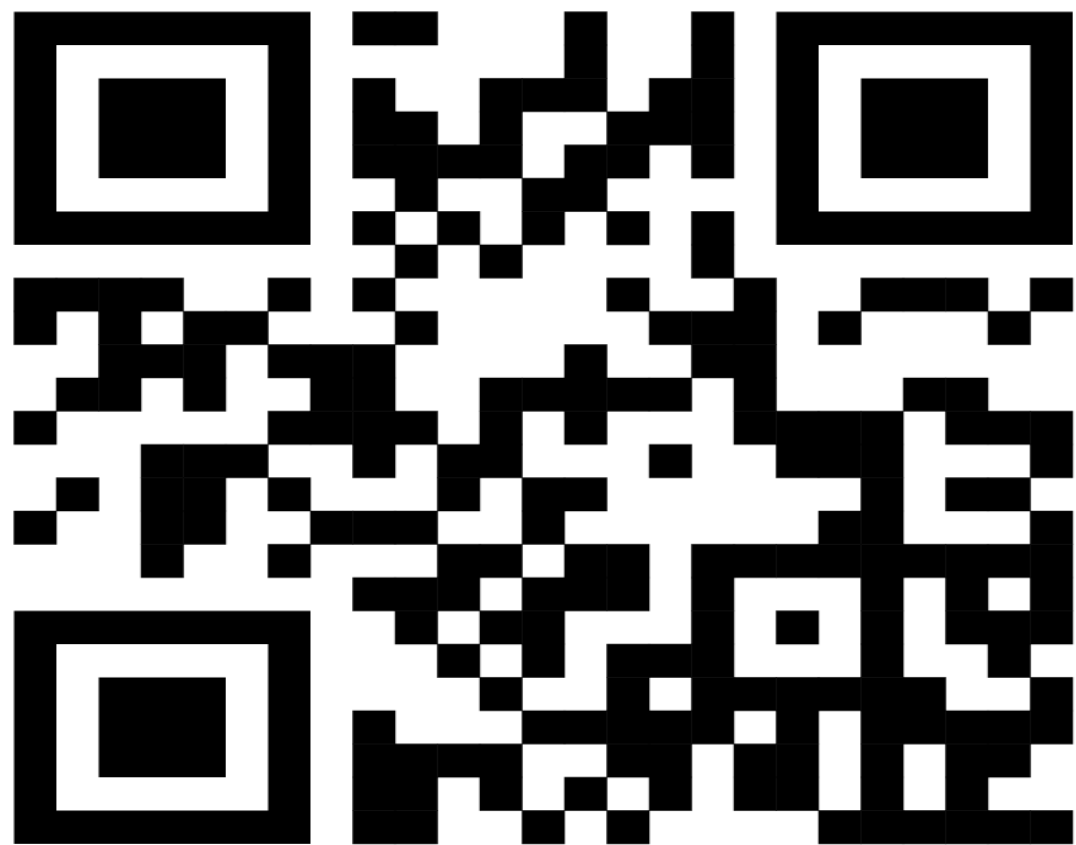
—American Indian Proverb—

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“The methods of science have been enormously successful wherever they have been tried. Let us then apply them to human affairs.”

B.F. Skinner



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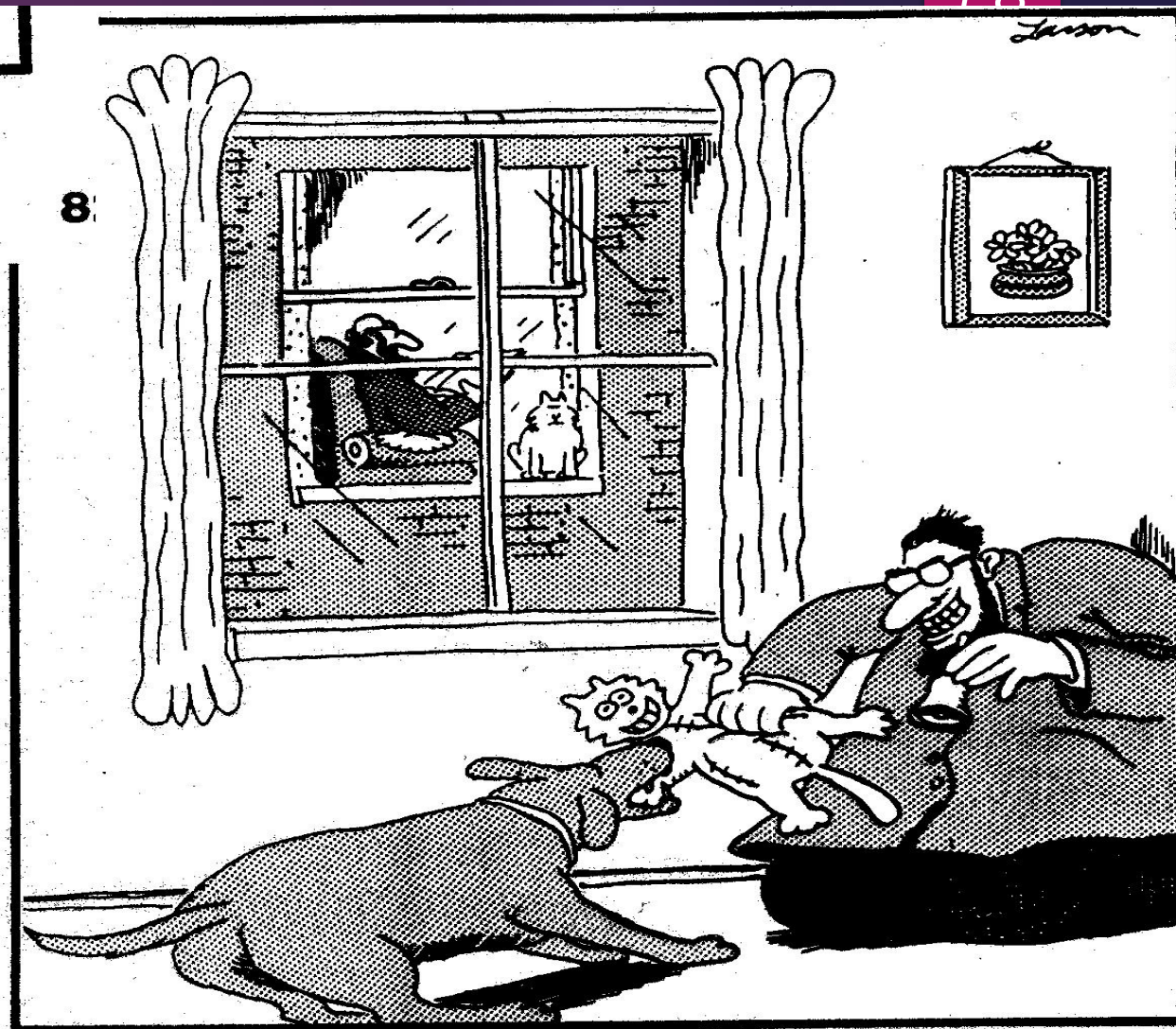
Questions



Contact Information

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Unbeknownst to most students of psychology, Pavlov's first experiment was to ring a bell and cause his dog to attack Freud's cat.

<https://advancedbehavioralresources.org>

We Are Here To Help

Providing practical, evidence-based solutions to complex social and behavioral issues

ALL DONE!!

