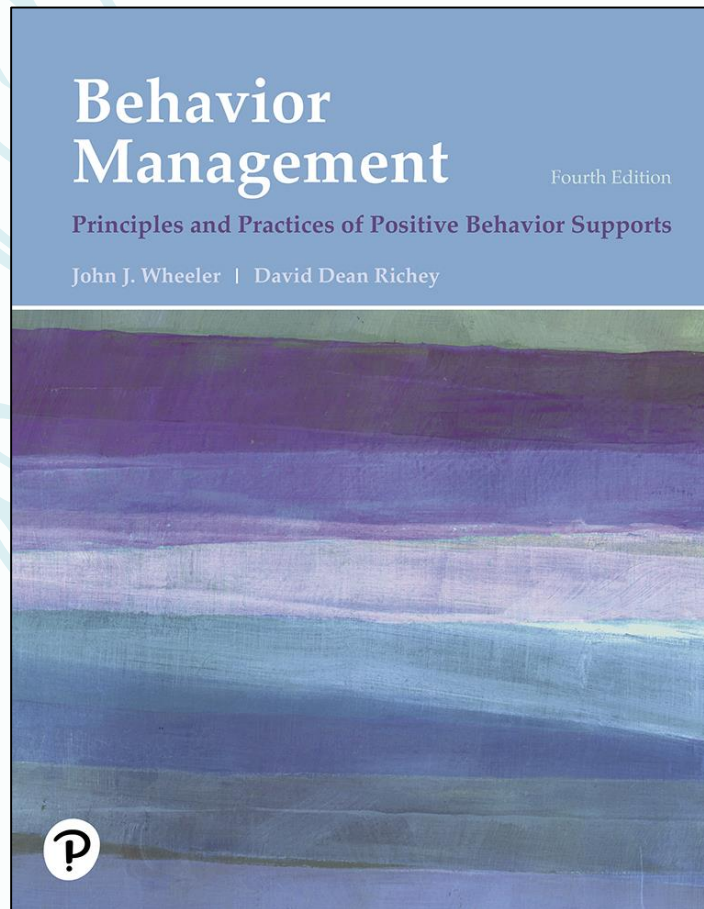


Behavior Management: Principles and Practices of Positive Behavior Supports

Fourth Edition



Chapter 10

Teaching Positive Replacement Behaviors

Key Terms

- Differential Reinforcement of Alternative Behavior (DRA)
- Functional Communication Training (FCT)
- Positive Replacement Behaviors
- Self-Management
- Skills Deficits

Understanding Skills Deficits Experienced by Students (1 of 7)

- Students who engage in challenging behavior may have skill deficits or lack of previous learning experience with a skill or skill set
- Skill deficits result when students are not taught targeted skill or failed to master it before instruction was terminated

Understanding Skills Deficits Experienced by Students (2 of 7)

Reasons for skill acquisition failure can include:

1. Student was never fluent in skill before instruction was terminated
2. Activity was too challenging for development level of student
3. Lack of emphasis placed on promoting maintenance and generalization during instruction
4. Instructor failed to employ naturally occurring reinforcement during instruction

Understanding Skills Deficits Experienced by Students (3 of 7)

- 5. Skill was not functional or relevant in student's life
- 6. Inconsistent use of cues and teaching techniques were employed during instruction, resulting in failure to develop fluency on part of learner

Understanding Skills Deficits Experienced by Students (4 of 7)

- Skills deficits commonly lead to frustration
- Chronic frustration leads to problematic behavior like noncompliance, interpersonal problems, and school refusal
- Communication deficits also cause challenging behavior in youth and children with disabilities
- These result in behaviors that are not socially acceptable or functional in long run

Understanding Skills Deficits Experienced by Students (5 of 7)

Problematic behaviors persist for many reasons, including:

1. Failure by educational or related professionals to understand and modify triggers or antecedents associated with behavior
2. Student's inability to select alternative responses due to limited skills
3. Behaviors are reinforced unknowingly by person in their environment and therefore persist and are frequently used by learner

Understanding Skills Deficits Experienced by Students (6 of 7)

Positive replacement behaviors can serve as alternative responses because they:

1. Promote best overall interests of student
2. Presence of these skills increases lifestyle operations
3. Reduce likelihood that challenging behaviors will occur
4. Can lead to greater sense of independence and self-determination for student

Understanding Skills Deficits Experienced by Students (7 of 7)

- Skill instruction aimed at replacing challenging behavior can be grouped into (a) teaching replacement skills and behaviors, (b) teaching general skills, and (c) teaching coping strategies (Bambara & Knoster, 1998)

Methods for Selecting Replacement Behaviors (1 of 11)

- Carr and colleagues (1999) recommend the following when teaching replacement behaviors to learners with challenging behaviors:

 1. Functional communication training approaches
 2. Self-management
 3. Differential reinforcement of alternative behavior

Methods for Selecting Replacement Behaviors (2 of 11)

- Functional communication training (FCT) involves teaching functionally equivalent communication behavior to student
- FCT consists of teaching learners alternative communicative response that serves same function as problem behavior and making problem behavior nonfunctional for student
- Use of FCT to communicate needs eventually reduces problem behavior as a way to get teacher's attention

Methods for Selecting Replacement Behaviors (3 of 11)

- Picture Exchange Communication System (PECS) was used with young children diagnosed with autism who had limited communication skills
- PECS involves use of pictures as a way to communicate
- Does not require the learner to have any prerequisite skills
- Facilitates opportunity for social reinforcement and promotes initiation on part of learner
- PECS is a functional communication strategy

Methods for Selecting Replacement Behaviors (4 of 11)

Six phases of PECS training include:

1. How to Communicate
2. Distance and Persistence
3. Picture Discrimination
4. Sentence Structure
5. Responding
6. Commenting

Methods for Selecting Replacement Behaviors (5 of 11)

- Self-management is cognitive-behavior intervention method designed to teach learners to self-direct behavior
- Includes self-monitoring, self-instruction, and self-reinforcement
- Promotes central involvement of individual in selecting goals, monitoring behavior, and implementing interventions (Sulzer-Azaroff & Mayer, 1991)

Methods for Selecting Replacement Behaviors (6 of 11)

- Self-monitoring is a self-management intervention used extensively in schools
- Directed toward teaching students to monitor behavior through self-recording
- Often done using some form of cue as provided by an iPad set at varying intervals and designed to deliver an auditory prompt

Methods for Selecting Replacement Behaviors (7 of 11)

- Essential steps in developing and using self-monitoring program in schools include:
 1. Operationally defining target behavior
 2. Identifying functional reinforcers
 3. Designing self-monitoring method or device to be used
 4. Teaching child how procedure works
 5. Fading the use of self-monitoring device
(Dunlap & colleagues, 1991)

Methods for Selecting Replacement Behaviors (8 of 11)

- Self-instruction is another form of self-management
- Involves teaching a learner a set of instructional steps related to social, academic, vocational, and community living tasks
- Students are taught a set of statements related to task that they recite to themselves when in certain situations
- This is modeled by teacher, practiced by learner through overt verbalization, and gradually replaced with quiet speech and whispers

Methods for Selecting Replacement Behaviors (9 of 11)

- Self-Reinforcement is final form of self-management intervention discussed
- Teaches students to self-administer preferred reinforcement of performance of desired behavior
- Often uses token reinforce for completion of task or a system of self-checks for each step once completed
- Must include student in goal-setting, ensure student is fluent in performing procedure, and evaluate progress and fade intervention over time as student meets goals

Methods for Selecting Replacement Behaviors (10 of 11)

- Differential reinforcement of alternative behavior (DRA) is designed to increase frequency of desired behavior and reduce challenging behavior through reinforcements
- Problem behavior becomes extinct and is no longer reinforced when using a DRA procedure which decreases probability of problem behavior in future

Methods for Selecting Replacement Behaviors (11 of 11)

When selecting positive replacement behaviors:

1. Take into account the function of challenging behavior that you want to replace
2. Once function has been determined, a replacement behavior can be better identified
3. Remember that replacement behavior must meet learner's needs and teach skill to student

Designing an Intervention Plan (1 of 3)

Consider the following when constructing an intervention plan:

1. What are the desired learning outcomes you hope to achieve?
2. What specific skills does the student currently have that can be expanded in teaching new behavior?
3. Are replacement behaviors socially valid and functional for student's needs?
4. How do parents and family members feel about the intervention?

Designing an Intervention Plan (2 of 3)

5. Who are the professionals who will be implementing the intervention and what level of expertise do they have?
6. Is additional training needed to equip staff with skills to implement instructional program?
7. What are the specific contexts in which instruction on replacement behavior will occur?
8. Identify environmental strengths and barriers that facilitate to impede instruction.

Designing an Intervention Plan (3 of 3)

9. What are the specific formal and informal supports available to the learner within home, school, classroom, and community that will facilitate successful acquisition of replacement behaviors?
10. Identify the student's typical daily classroom routine and plan how instruction can best be included.
11. Will intervention plan receive support from all team members and administration?

Formulating Goals and Objectives

(1 of 2)

- Goals statements are broad and identify skill and behavior and whether goal is to increase, decrease, or maintain skill or behavior
- Goals define level of performance to be attained
- Objectives are substeps or subgoals that contribute to goal

Formulating Goals and Objectives (2 of 2)

When formatting instructional goals, consider these guidelines:

1. Why behavior should be taught
2. Is the skill a logical replacement
3. Will replacement behavior provide student with needed skills that are consistent with demands found in current or future environment
4. Must prerequisite skills be taught first to ensure success
5. Can goal be accomplished or will teachers need training
6. Is the goal socially valid, given needs of student, and will it positively affect quality of life of child

Elements of Effective Instruction

- Acquisition-introductory phase of learning concerned with development of new skills and accuracy of performance
- Fluency-second stage of learning directed toward increasing learner's accuracy of performance skill as well as speed and rate of performance
- Maintenance-devoted to facilitating use of newly learned skill over time
- Generalization-final stage of learning concerned with promoting the transfer of skills to untrained settings and situations

Points to Consider When Developing Objectives

- What are the **conditions** that students will be allowed to use during their performance of the behavior?
- What is the measurable and observable behavior that the learner will be asked to **perform**?
- The **criterion** measure should communicate to the student how well he or she has performed the skill against a performance standard

Developing a Plan for Teaching Replacement Behaviors

Elements of an instructional program should include:

1. Rationale
2. Identify the Learners
3. Materials
4. Describe Instructional Antecedent Arrangement
5. Instructional Procedures
6. Evaluation Procedures
7. Generalization