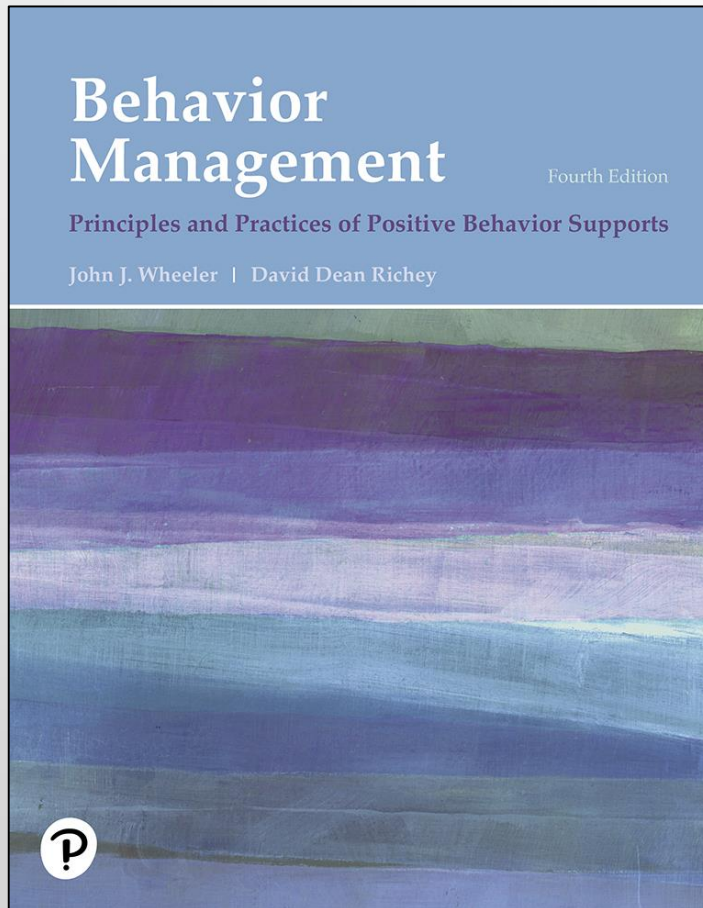


Behavior Management: Principles and Practices of Positive Behavior Supports

Fourth Edition



Chapter 11

Minimizing Challenging Behavior

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Key Terms

- Rapid Suppression
- Environmental Engineering
- Continuum of Intervention Alternatives
- Differential Reinforcement

How Challenging Behavior is Perceived

(1 of 2)

- Challenging behavior need not always be considered for behavior reduction, but instead for behavior replacement
- PBIS puts emphasis on prevention and minimizing challenging behaviors instead of responding in reactive manner
- Challenging behavior is often addressed from after-the-fact response directed toward rapid elimination rather than considering options aimed at teaching replacement skills
- Biggest remaining challenge of SWPBIS agenda is training teachers from philosophical and applied perspective

How Challenging Behavior is Perceived (2 of 2)

- Schools must be reinforced for attempts at systematic change in SWPBIS
- Resources, administrative support, and buy-in needed to ensure success
- Initiatives often compete with numerous other mandates making it difficult to be accountable due to constant shifting of energy and effort in meeting demands

Alternatives for the Prevention of Challenging Behaviors (1 of 3)

- Providing alternatives for prevention of challenging behaviors requires viewing PBIS from systems perspective
- Schools have multiple behavior support systems (classroom, non-classroom, and individual student supports)
- PBIS is systematic and proactive approach to promoting optimal behavior across multiple contexts
- Focal point of system-wide PBIS is prevention and support carried out effectively on daily basis
- Schools must commit to change

Alternatives for the Prevention of Challenging Behaviors (2 of 3)

Relevant competencies required of school-based behavioral support teams include

1. Philosophy of Practice
2. Behavior Support Strategies
3. FBA Data
4. Program Evaluation
 - Stepwise systematic implementation of system-wide model is next step
 - Final step involves evaluation of procedures and their impact on schoolwide behavior outcomes

Alternatives for the Prevention of Challenging Behaviors (3 of 3)

Successful implementation of SWPBIS includes (Sugai & Horner, 2001):

1. Concentrating on doing what is possible in given resource structure, but be persistent in capacity building within school
2. Investing in practices that work
3. Investing in outcomes that the school hopes to achieve
4. Being mindful of individuals and cultural differences
5. Making data-based decisions as a means of promoting informed decision making
6. Working collaboratively as teams to attain desired outcomes
7. Working to develop professional knowledge and skills among onsite personnel as method for promoting buy-in and change

Minimizing Challenging Behavior

(1 of 3)

- Behavior can be of such magnitude that minimizing and reducing it is important for well being of the individual
- Include behaviors that cause a risk to the individual or others or cause damage to property and impede quality of life
- Minimizing occurrence of these behaviors and replacing them hopefully serves to eliminate them
- Right to non-invasive treatment is area of concern among professionals working with persons with disabilities

Minimizing Challenging Behavior (2 of 3)

Corporal punishment as a way to minimize challenging behavior is largely ineffective for the following reasons:

1. Lack of punishment procedures to produce lasting changes in behavior
2. Models physical aggression against children to control their behavior
3. Reinforces escape and avoidance behaviors in children to avoid punishment in first place
4. Reinforcement gained by user as a means of exerting control

Minimizing Challenging Behavior

(3 of 3)

- Crisis intervention procedures need to be developed to address escalating behavior
- Behaviors that escalate to the point of endangering the safety of learner or others require crisis intervention
- Procedures should include addressing serious problem behaviors, roles and responsibilities of personnel involved, and plan of operation
- Personnel must also be trained and certified in deescalating techniques



Continuum of Intervention Alternatives

- Differential Reinforcement Procedures
- Extinction
- Response Cost
- Time-Out Procedures

Differential Reinforcement

- Method that uses reinforcement to increase desired behavior
- Often called positive reduction procedure
- Can be in the form of DRA, DRI, DRO, or DRL
- DRA reinforces a behavior designated as an alternative behavior for the behavior targeted for reduction
- DRI differs in that incompatible behavior is topographically incompatible with target
- DRO occurs when behavior is not reinforced for a specific period of time
- DRL is used when behavior can be systematically reduced over time

Extinction

- Occurs when previously reinforced behaviors are no longer reinforced
- Shown to be lasting in terms of its effect on challenging behaviors
- Can increase rates of behavior or escalate them
- Novel behaviors can develop as part of this escalation
- Aggression may happen due to frustration
- Can take a lengthy amount of time for desired effects to work

Response Cost Procedures

- Attempts to reduce behavior through removal or withdrawal of a quantity of reinforcement contingent on response
- A loss of something of worth or value to the individual is a consequence for inappropriate behavior
- Parents use this to manage children's behavior through loss of privilege
- Schools use this widely for students with behavior disorders in conjunction with level systems tied to points students earn and can redeem for various forms of reinforcement
- Common error is removing points without a way to earn back resulting in "what do I have to lose" mentality

Time-Out

- Procedure commonly used to remove a child from access to reinforcement for period of time after occurrence of problem behavior
- Can be exclusionary or nonexclusionary
- Exclusionary removes student from the room or area where behavior occurred
- Nonexclusionary allows student to remain in room or area where behavior occurred but deny access to positive reinforcement
- Easy to use in classrooms and deemed acceptable by professionals
- Can result in time lost from instruction, may not work with all learners, and can be overused by teacher due to ease of use