



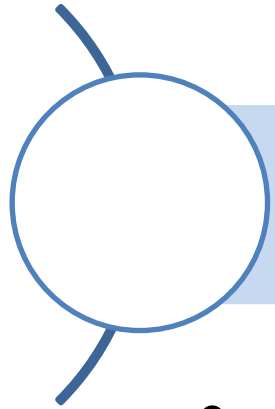
Improving behavior by teaching: Reviewing replacement behaviors, looking for skill gaps, teaching leisure skills, teaching how to do a task analysis

Alabama Department of Mental Health  
MEGHANN KERNAN, M.ED, BCBA, LBA

# Behavior Intervention Plan Steps

- 1 Develop an Alternative Behavior Pathway
- 2 Identify Intervention Strategies
- 3 Identify Consequence Strategies
- 4 Develop a Safety Plan, if needed
- 5 Develop Data Collection, Monitoring, and Evaluation

# Behavior Intervention Plan Steps



## Develop an Alternative Behavior Pathway

- This is the link between the FBA and BSP
  - We need to switch our thinking from reaction only to HOW the behaviors are going to be reduced in the long run.

# FBA Review

- Use the data (baseline) that you collected during the FBA process as your starting point.
- Make sure the intervention matches the **FUNCTION** of the behavior.
  - Example – If someone is yelling or screaming to get out of completing a task, you may:
    - Implement functional communication training for a break or to pick an alternative task
    - Reteach the steps of the task to mastery to ensure the individual is fluent with completing the task
    - Pair non-preferred task with a preferred



# BSP KEY FOCUS

<b>BSP Area</b>	<b>How</b>	<b>Leads to...</b>
• Prevention	• Antecedent Strategies	• Absent
• Teaching	• Replacement Behavior	• Inadequate
• Consequences	• Reinforcement	• Obsolete

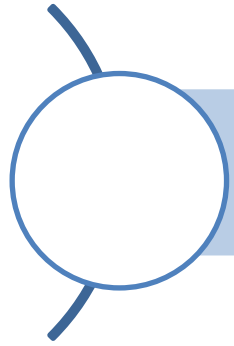
# Replacement Behaviors

- Choose a socially appropriate alternative behavior that serves the same function as the target behavior
- Matches the function of the behavior
- Define in observable and measurable terms
- This is the behavior you're teaching & you will track data to monitor progress



Behavior of Concern	Function	Desired Long Term Replacement Behavior
Looks away when peers speak, yells/curses, walks away from peers	Escape Peer Interaction	Listen to the speaker, politely decline interaction
Throws materials, leaves job work site, walks around area	Escape Difficult Tasks	When provided with a job task, begin working within 30 seconds, may quietly chat with a peer while working or to request help, may leave work area during scheduled breaks
Pushes or hits housemate	Gain housemate / peer attention	Requests housemate attention verbally while keeping body to self and using respectful language

# Identify Intervention Strategies



## Identify Intervention Strategies

- Skill Gaps
- Conduct Skill Assessments
- Remember to keep the long-term goal in mind. BUT you may need to master short-term goals to get there.



## Skill Gaps

- Potential issues include
  - Inadequate training
  - Difficulty interacting with others
  - Unclear expectations

## Skill Assessments

- Functional curriculum-based assessments
- Community Based Skill Assessment
- AFLS
- Essential for Living
- Informal Skills Checklists: Create your own with daily living, leisure, job skills, etc.
- Observation or Task Analysis



# EXAMPLE OF JOB READINESS LEARNING OBJECTIVES

- Following multiple step instructions
- Asking for help
- Responding appropriately to feedback
- Hygiene / grooming
- Following a schedule
- Small talk / Appropriate topics of conversation

# TEACHING SKILLS

## Behavioral Skills Training:

- Written or spoken instruction
- Practice (role play)
- Examples / modeling
- Feedback
- Reinforcement

# Behavior Skills Training Example Data Sheet

[Evidence-Based Application of Staff and Caregiver Training Procedures](#)

Dorothea C. Lerman, ... Amber L. Valentino, in [Clinical and Organizational Applications of Applied Behavior Analysis](#), 2015

Procedural integrity data sheet for crossing driveways safely

TX Initials:					
Date:					
Caregiver observed:	Mom sister	Mom sister	Mom sister	Mom sister	Mom sister
Trial number:					
Trial type:	BL RP O	BL RP O	BL RP O	BL RP O	BL RP O
1. If at the beginning of the outing, <b>state the rule</b> , "Check the driveways before crossing them so see if they are safe."	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
2. During the outing, walk within reaching distance to MA and between her and the street side of the sidewalk.	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
3. Following a correctly crossed driveway, provide tangible/token reinforcer + social praise statement.	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
4. Following a driveway where she has walked 1 foot into the driveway, block further walking and restate the rule.	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
a. If she looks into the drive and labels that it is safe to cross, provide behavior specific praise	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
b. If she does not look into the driveway or tact, provide a model prompt.	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
c. If she imitates the model prompt provide social praise only, provide social praise.	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
5. Correctly record data	Y N N/A	Y N N/A	Y N N/A	Y N N/A	Y N N/A
% Correct:					

# LEISURE SKILLS

- Leisure: “ the use of free time for enjoyment”
- When reviewing ABC data, target behaviors are often occurring during unstructured time.
  - We are more likely to engage in junk or annoying behavior when we have free time!
- Balance “childish” preferences with more mature options. Everyone is allowed to enjoy their preferences!

# LEISURE SKILLS

Interest	Novel Items
Flicking things, Strings, Flags (Key Features: things that make waving or fluttering motions)	<ul style="list-style-type: none"><li>• Ribbon dancing</li><li>• Exercise ropes/ Battle Ropes</li><li>• Kites</li></ul>
Thomas the Train	<ul style="list-style-type: none"><li>• Puzzles with Thomas</li><li>• Watch other train videos</li><li>• Model trains</li><li>• Electric trains w/ tracks</li></ul>
Specific Characters	<ul style="list-style-type: none"><li>• Add characters to board games by using stickers, changing out playing pieces</li><li>• Read books containing those characters</li><li>• Create your own puzzles or playing cards</li><li>• Craft / building projects that incorporate the character</li></ul>
Music	<ul style="list-style-type: none"><li>• Listen to music while exercising</li><li>• Dance while listening to music</li><li>• Garden while listening to music</li></ul>

# PAIRING REPLACEMENT BEHAVIORS WITH LESIURE SKILLS

Activity	Potential prerequisite skills
Listen to music on phone	Turn on phone; locate music app; turn on app; adjust volume; plug in headphones; <b>request for help versus throwing the phone</b>
Play a board game	Roll dice; spin a spinner; count spaces; turn taking; set up the game; learn rules; <b>asking for housemate to play a game instead of screaming and throwing pillows</b>
Play a card game	Deal cards; hold the cards so other players can't see them; shuffle the deck; etc.; <b>Learning to wait instead of grabbing other people's things</b>



## TEACHING TO PLAY DARTS – Scheleien, et al., 1981

- Individuals in the study lived with varying diagnosis and mobility issues
- Objective: teach how to throw three darts and strike the board from 8 feet away
- Teaching: 7-step task analysis was used with 15-minute training sessions per day
- All participants reached mastery criteria and maintained the skill at the 4 month follow up!

# Task Analysis

- Systematic way to break down skills into smaller, teachable components
- Great data collection method to track progress
- Can help to identify skill gaps
- Checklist data collection style is easy for staff to collect data

## Brushing Teeth (Matson et al., 1990)

- A. Obtains materials
- B. Takes cap off toothpaste
- C. Puts paste on brush
- D. Replaces toothpaste cap
- E. Wets brush
- F. Brushes left outer surfaces
- G. Brushes front outer surfaces
- H. Brushes right outer surfaces
- I. Brushes lower right chewing surfaces
- J. Brushes lower left chewing surfaces
- K. Brushes upper left chewing surfaces
- L. Brushes upper right chewing surfaces
- M. Brushes upper right inside surfaces
- N. Brushes upper front inside surfaces
- O. Brushes upper left inside surfaces
- P. Brushes lower left inside surfaces
- Q. Brushes lower front inside surfaces
- R. Brushes lower right inside surfaces
- S. Rinses toothbrush
- T. Wipes mouth and hands
- U. Returns materials

- A. Replaces toothpaste cap
- B. Wets brush
- C. Brushes left outer surfaces
- D. Brushes front outer surfaces
- E. Brushes upper right chewing surfaces
- F. Brushes upper left inside surfaces
- G. Brushes lower left inside surfaces
- H. Brushes lower front inside surfaces
- I. Brushes lower right inside surfaces
- J. Rinses toothbrush
- K. Wipes mouth and hands
- L. Returns materials

Setting  
the Table  
(Goodson  
et al.,  
2006)

- A. Puts down the placemat
- B. Places the large plate in the center of the placemat
- C. Puts the small plate in the upper left-hand side of the placemat
- D. Puts the butter knife on the small plate
- E. Places the napkin to the left of the large plate
- F. Puts the knife and spoon to the right of the large plate
- G. Puts the fork to the left of the large plate on the napkin
- H. Puts the dessert spoon and fork horizontally at the top of the large plate
- I. Puts the glass to the upper right of the large plate near the tip of the knife

# TEACHING THE TASK ANALYSS

- Individual learning styles
- How to represent the steps
- Independent vs. Prompt
- Backward, Forward, Total Task

The ADMH Mission:

**Serve • Empower • Support**

The ADMH Vision:

Promoting the health and well-being of  
Alabamians with mental illness,  
developmental disabilities and substance  
use disorders



**Thank you**