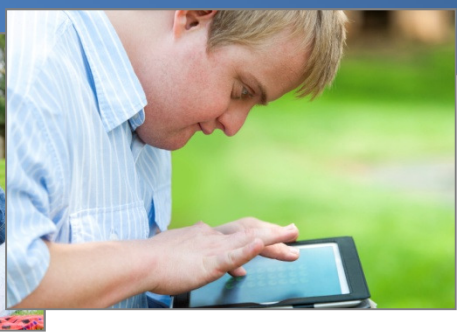
QIDP Professional TRAINING



Illinois Department of Human Services

Module 1: Introduction to the World of the QIDP

Module 2: Leadership and Communication

Module 3: Behavioral Supports

Module 4: Person Centered Planning

Module 5: Record Keeping

Module 6: Advocacy, Rights, and Resources

Module 7: Environmental and Safety Supports

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Module 3 Introduction

Why this information is relevant to you, as a QIDP?

As a QIDP you will sometimes find pressure to "fix" problem behavior. In fact, many people with intellectual and developmental disabilities have a history of others trying to "fix" them. Instead, it is more helpful to support the individual in areas where they would like to change. Challenging behavior can be draining to staff, an obstacle to learning, and limit a person's ability to make and keep friends. Understanding behavioral supports will assist you with thoughtful planning when addressing challenging behaviors and, at the same time, promote dignity, ownership and most likely lead to a successful outcome.

Objectives

Participants will be able to:

- Discuss four factors that affect behavior.
- Describe behavior in observable terms.
- Define adaptive vs. maladaptive behaviors.
- Conduct staff interviews for the purpose of understanding behavior.
- Differentiate between frequency, duration and latency.
- Identify A-B-C contingencies.
- Discuss four functions of behavior.
- Define reinforcement.
- Define extinction.
- Define differential reinforcement.
- Assist with the development of a behavior support plan.
- Use agency data collection forms.
- Identify agency behavioral support resources such as committees and Behavior Analysts.

UNDERSTANDING BEHAVIOR

"People do what they do because of what happens to them when they do it."

-Aubrey Daniels

Behavior can be simply defined as "anything a person does". All observable actions are included. Whether a particular behavior is considered adaptive or challenging is largely a function of the person, place and circumstance. Behavior that is common and acceptable at a ball park is not acceptable in a grocery store.

Some behavior is adaptive and other is maladaptive or sometimes called non-adaptive. Adaptive behavior is the collection of conceptual, social and practical skills that have been learned by people in order to function in their everyday lives. They may sometimes be called *life skills*. These important skills enable us to live in a safe and socially responsible manner. Significant limitations in adaptive behavior impact a person's daily life and affect his/her ability to respond to a particular situation or to the environment.

All behavior has a purpose and serves a function. Many factors come into play when understanding behavior.

- A person's history
- Strengths and limitations
- Related conditions: psychiatric and medical
- Environmental

A Person's history

Much of what we do today, our patterns of behavior, is in large part tied to our past experiences. Examples of relevant historical factors include family structure, education, work and relationships.

Discuss the possible impact of the following events in a person's life:

Death of a loved one	Institutionalization
Abuse/neglect	Living with parents until 50 years old

Strengths and Limitations

A person's strengths and limitations are likely to be a big factor in their day to day behavior. Strengths can be every day skills or skills that we have worked very hard to acquire. Our limitations might be clear and known to us or perhaps unrecognized by us but seen by others.

How might the following strengths affect the person's behavior today?

Excellent memory	Reading
Fine motor skills	Active and high energy

How might the following challenges affect the person's behavior today?

Difficulty walking	Limited language
Confusion	Sensitivity to loud noises

Related Conditions

Psychiatric and medical conditions can seriously impact a person's ability to do even the simplest of tasks.

Discuss the possible effects that the following psychiatric/medical conditions:

Obsessive compulsive disorder	Diabetes
Schizophrenia	Seizures
Depression	Poor dental care
Anxiety disorders	Constipation

How might acute or chronic pain play a role in the following behaviors?

Head banging
Throwing Food
Pacing in the middle of the night

Environmental Factors

What one person finds exciting and stimulating, another may find annoying and abrasive. Often environmental factors such as temperature, noise, level of activity and pace impact a person's behavior.

Discuss the following situations, the challenging behaviors that might arise during them and the particular factors that might be at play.

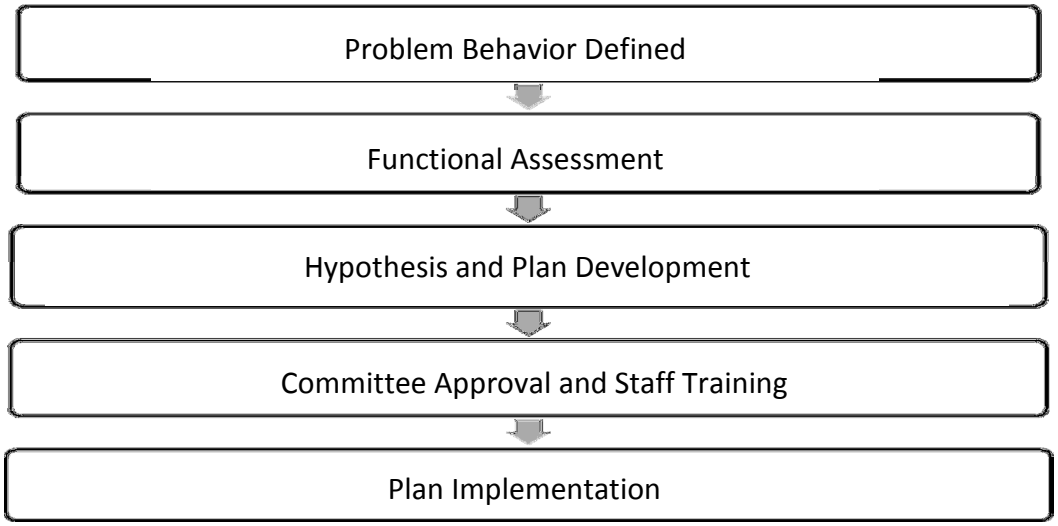
Standing in line	Riding in van in morning
Watching TV	Dinner time
Grocery Shopping	Cleaning House

Preventing and Minimizing Challenging Behaviors

The intent of this module is to familiarize you with basic behavior assessment and simple behavior support plans so that you are better able to support a person's day to day needs. It is beyond the scope of this module to teach you enough about behavioral supports for you to move forward addressing complex challenging behaviors without additional support.

Insert information about your agency's behavioral support resources for new QIDPs.

The flowchart below is one way to conceptualize the flow for behavioral supports.



Defining Behavior

Common terms used interchangeably with behavior include activity, action and performance. Terms such as reliable, competent, trustworthy and energetic might be used to describe an employee but do not provide information about specific behaviors. What is it that the employee does that makes them reliable? Reliable for one person might be perfect attendance, while reliable for another might mean that they always have a "good" reason to be absent.

Agreement on behavior definition is particularly important for successful behavior reduction. When describing challenging behavior we sometimes say "He hits his coworkers" or "He always screams". While both offer a bit more information than "he is always angry", to effectively decrease that behavior more detail is necessary. A better definition allows for multiple people to agree that the behavior occurred. For example: "Hitting self with open hand with sufficient force to produce bruising on the face or head."

Defining Behavior in Observable Terms

Rewrite the phrases below so that they become observable behaviors.

Jenny is not a good worker.

Tom talks too much.

Jeremy is impulsive.

Martha is unsafe.

Debi is a bully.

Steve does inappropriate things in public.

Functional Behavioral Assessment

Functional behavioral assessment is used to better understand a person's behavior and to identify the function of the behavior. The process involves collecting information through the use of direct observations, interviews, and record reviews. The information gathered is used to identify patterns of behavior, the antecedents (what comes immediately before) and consequences (what comes immediately after) the target behavior.

A functional behavioral assessment attempts to identify the ABCs of behavior. ABC stands for:
An*tecedents* – the events/situations that have led up to the behavior's occurrence.
Behavior- the specific behavior you are trying to increase or decrease.
C*onsequences* – what happens after the behavior occurs.

Interviews as a Means of Collecting Information

Often interviewing those who work directly with or live with the person is the first step in trying to understand behavior. Questions might include:

1. What do you think causes the behavior?
2. What happens just before the behavior occurs?
3. Are there any circumstances when the behavior does not occur?
4. Describe the behavior of concern. (Use observable & measurable terms)
5. How often does the behavior occur?
6. How long does it last?
7. How intense is the behavior?
8. What is happening when the behavior occurs?
9. When/where is the behavior most/least likely to occur?
10. With whom is the behavior most/least likely to occur?
11. What conditions are most likely to precipitate ("set off") the behavior?
12. Does language play a factor in this? Please explain your answer.
13. How can you tell the behavior is about to start?
14. What usually happens AFTER the behavior?
15. What is the likely function (intent) of the behavior, that is, why do you think the individual behaves this way? What does he/she get or avoid?
16. What behavior(s) might serve the same function (see question 9) for the individual that is appropriate within the social/environmental context?

Direct Observation

The three most used dimensions of behavior are: frequency, duration and latency.
Frequency refers to the number of instances that a behavior occurs over a specified period of time.

Example: Number of times person washes hands
Advantages: Relatively simple to use
Disadvantages: Not appropriate for continuous behavior, difficult for high rate behaviors

Duration refers to the amount of time from the time of onset to the termination of behavior.

Example: Number of minutes a person exercises
Advantages: Appropriate for behavior that occurs over time
Disadvantages: Requires a means to record passage of time

Latency refers to the amount of time between the cue for behavior and the onset of behavior.

Example: Amount of time between alarm and getting out of bed
Advantages: Appropriate for assessing delays of response
Disadvantages: Difficult to measure, and requires a means to record passage of time

Recording of Behavior

Continuous Recording attempts to record every instance of behavior over a given period of time. It can be labor intensive.

Interval Recording involves observing whether a behavior occurs or does not occur during specified time periods. In this method, the observer periodically looks at the person at predetermined (NOT spontaneously selected) intervals and records whether the behavior is occurring.

- In *whole interval* time sampling, you observe the person for a few seconds at designated intervals and notice whether the behavior occurs for the whole interval that you are looking for it (mark "yes" or "no" as to whether this behavior occurred for the whole time that you were watching).
- In *partial interval* recording, you mark whether the behavior occurred at least once during the short observation interval.
- In *momentary time sampling*, you look up immediately at pre-designated points and notice whether the behavior is occurring at that precise moment.

In all three types, the observer then figures the percent of observations that the behavior occurred. Interval recording is used for the same behaviors as duration recording, but this procedure takes less time and effort, and does not require that the individual be observed continually.

Antecedent-Behavior-Consequence

Read each passage below. ***U****nderline antecedents, circle challenging behavior and place a box around consequences.*

1. Billy has loved music since he was a small child. Every year his sister buys him CDs for his birthday. He is twenty-two years old and likes to go to concerts. Often he can be found wearing his headphones to listen to his iPOD. Mark, his roommate, pulled his earphones out of his ears. Billy hit Mark in the face with his iPOD. Mark yelled for staff and Billy went to his favorite chair to listen to his iPOD again.

2. Samantha's sister Grace is teasing her. Samantha leaves the room. Grace follows her but Samantha leaves the room again. Grace sneaks up on her from behind and says "Booo". Samantha pushes Grace and screams for their mom.

3. Fred is working on his homework and begins to encounter problems that are difficult for him to complete. Fred begins banging his head and yelling. His dad tells him to take a break from his homework.

4. Steve is in his room. He calls for his roommate, Bart to come listen to music with him. Bart is watching TV and ignores Steve. Steve continues to yell. Bart goes to Steve's room.

Developing a Hypothesis Statement

The purpose of functional assessment is to identify relationships between behavior and antecedents/consequences so that appropriate interventions can be developed. Listed below are a few common functions of behavior.

Escape/Avoidance of Tasks or Requests

- Does the behavior start when a request or demand is made?
- Does the behavior start when a particular person is nearby?
- Does the behavior stop when the individual is removed from the activity?

Discuss situations that might result in escape maintained behavior.

Obtain Attention/Tangibles

- Is the individual alone or unattended for long periods?
- Does the individual exhibit the behavior when he/she is alone?
- What is the reaction of staff when the behavior occurs?
- Does the behavior stop after the individual receives a desired object?

Discuss situations that might involve attention seeking behavior.

Communication

- Does the individual have a functional and reliable communication system?
- Is the individual provided with the necessary equipment/skills to communicate wants and needs?
- Do direct support staff utilize and understand the individual's means of communication?

Discuss the relationship between poor communication and aggressive behaviors.

Alleviation of Pain

- Is it possible for the individual to be in pain?
- Does the person have any know medical issues?

What challenging behavior may be a result of an earache?
What challenging behavior might be a result of a stomach ache?

Self-Stimulation or Sensory Stimulation

- Does the individual repeat the behavior when alone?
- Does the individual appear unaware of his surroundings?
- Does the individual's behavior suggest a sensory component, such as shielding eyes from light, covering ears or removing clothing?

Why might it be extra difficult to decrease behaviors that are reinforced by sensory stimulation?

Replacement Skills

Once the purpose of a behavior has been determined, an alternative means for achieving the same purpose should be identified and taught. When selecting replacement skills, it is important to realize that the more efficient and effective the replacement skill, the more likely it will be used. Replacement skills should be taught often and consistently. Teaching replacement skills only at the time of challenging behavior is not likely to result in change.

Examples – Hypotheses	Replacement Skills
When a staff person's attention is withdrawn or focused on others, Charles makes noises; his behavior results in the staff person talking to him and moving closer to him.	
When unanticipated changes in the routine occur, Elisa throws her materials; having to pick them up delays the transition to the next activity.	
When Ben finishes an activity early, he bites his fingernails and cuticles; this gives him another form of stimulation.	

Reinforcement

Positive reinforcement is an event or a stimulus presented after a response that increases the likelihood that the same behavior will occur under the same circumstances in the future.

Factors Influencing the Effectiveness of Positive Reinforcement

1. A very specific definition of the target behavior will increase the likelihood that reinforcement is given consistently for the correct behavior.
2. Recognize that an object or an event is only a reinforcer when it increases the likelihood of behavior for <u>that</u> person. Reinforcers are highly individual.
3. The longer the deprivation period the more effective the reinforcer will be. If the person has access to the reinforcer without the behavioral contingency, the reinforcer will lose effectiveness.
4. For maximum effectiveness, the reinforcer should be given as close to the desired behavior as possible.

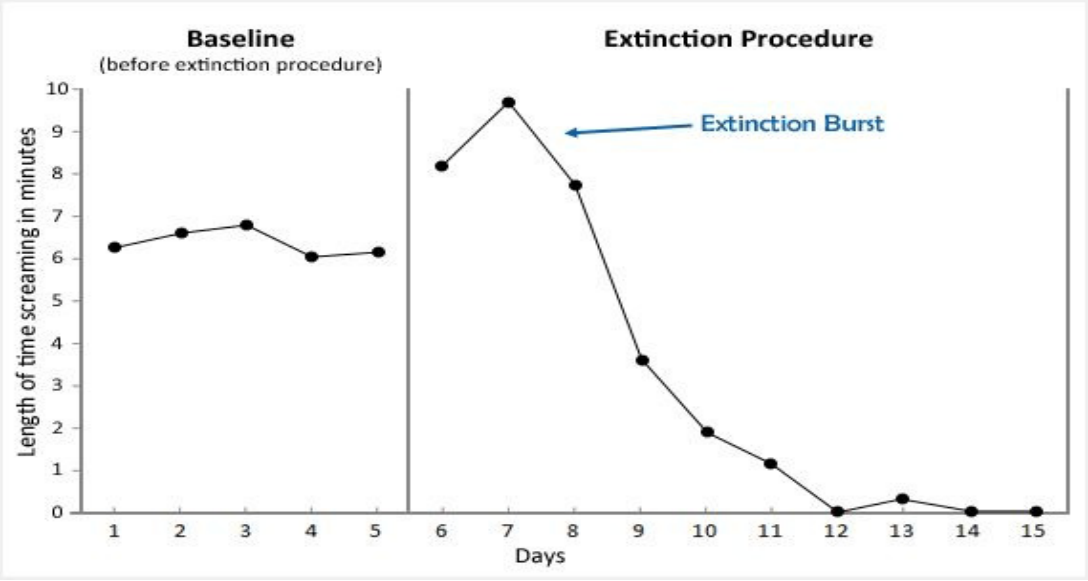
<u>Extinction</u>

Extinction is intentional withholding of reinforcement for a previously reinforced behavior. The principle of extinction states that if, in a given situation, a previously reinforced behavior occurs and is not followed by a reinforcer then that person is less likely to do the same thing again under similar circumstances. It is most often used with behavior maintained by attention.

Considerations for Extinction

1. Extinction is most often used when attention is the reinforcer maintaining the undesirable behavior.
2. Consistency among support staff is imperative in that periodic reinforcement of the undesirable behavior will only make the behavior stronger.
3. Some behaviors are too severe to use extinction.
4. Extinction is most effective when alternative behavior is taught.
5. Initially the challenging behavior may increase prior to decreasing. This is called an extinction burst.

Discuss the chart below. What would you, as a QIDP, do with this data?



Differential Reinforcement

Differential reinforcement can be used to decrease challenging behavior. It involves the intentional withholding of reinforcement (extinction) for the challenging behavior while reinforcing other more desirable behavior. The other behavior can be any other desirable behavior or a specified incompatible behavior. An incompatible behavior is a behavior that cannot be done at the same time as the challenging behavior. Spitting and humming are incompatible. Pacing and tapping your foot are incompatible.

Identify incompatible behaviors for those below:

Pinching	Rocking
Scratching	Hand mouthing

Review common data collection forms for your agency.

Understanding Kevin

Let's examine some data on Kevin. Kevin has recently begun having difficulties with yelling and swearing episodes and staff are trying to figure out why.

Over the next few pages, you will review behavioral data based on Kevin's daily activities. You will review his schedule and examine event tracking data (when maladaptive behavior has occurred). You will learn about scatter plots and use the scatter plot to plot Kevin's behavioral episodes over time. Finally, you will use the data to answer some questions about Kevin which will help in understanding his behavior over time.

Time:	Activity:	Staff Person:
6:30 AM	Wake up housemates	Sally
7-8 AM	Breakfast	Sally
8 AM	Take bus to work	
9 AM to 1:30 PM	Work at Home Depot	Job Coach
2:30 PM	Arrive home on bus	Jon
3-3:30 PM	Other housemates arrive home	Jon and Dan
3:30-5 PM	Home chores	Jon
5-6 PM	Free Time	Dan
6-7 PM	Dinner	Jon and Dan
7-9 PM	(M, W, Th, F) Board games/social time	Jon and Dan with other housemates
7-9:30 PM	Going out to the community	Jon
9:30-11:00 PM	Relax, video games, etc.	Dan

***Weekend Schedule Changes:**
Kevin and other housemates sleep in and go out during the day

Event Tracking

Day/Date:	Time:	Activity/Behavior:
Mon 9/5	6:31 am	Screamed
	6:35 am	Screamed
	3:20 pm	Swore for five minutes
	6:50 pm	Screamed and swore
Tues 9/6	6:35 am	Screamed
Wed 9/7	6:40 am	Screamed
	3:25 pm	Swore for five minutes
	7:10 pm	Swore and screamed
Thur 9/8	6:35 am	Screamed
	3:29 pm	Swore for ten minutes
	7:45 pm	Screamed and swore
Fri 9/9	6:33 am	Screamed
	3:25 pm	Swore
	7:05 pm	Screamed and swore
Mon 9/12	6:32 am	Screamed
	3:25 pm	Swore for five minutes
	6:35 pm	Screamed
Tues 9/13	6:32 am	Screamed
Wed 9/14	6:32 am	Screamed
	3:31 pm	Swore
	6:44 pm	Screamed and swore
Thur 9/15	6:31 am	Screamed and yelled
	3:32 pm	Swore
	7:45 pm	Screamed and swore
Fri 9/16	6:34 am	Screamed
	3:25 pm	Swore
	7:20 pm	Screamed and swore

Scatter Plot

The scatter plot is another way to look at behavior. This simple tool takes little time and effort to complete but can yield valuable information.

After the data has been recorded for three to four weeks, a scatter plot can be used to identify patterns in behavior over time. This can help you identify when the behavior is more likely to occur, and then match those times and days to the activities, environments, task demands people and other events that may be triggering the behavior. It is also important to look for times when the behavior is least likely to occur so you can find out what things are working in the individual's life.

Some problem behaviors work well with a scatter plot. These include aggressive behavior toward others, screaming, ripping off clothing or breaking or hitting things. The scatter plot is not as useful with very high frequency behaviors; for example, any behavior that occurs an average of 10 or more times per hour.

The scatter plot has squares representing 30-minute intervals from 6:00 a.m. through 10:00 p.m., for a designated time period, usually three to four weeks. The person recording the data is asked to place an "X" in the square that corresponds to the time and date a challenging behavior occurs. The numbers which run across the top of the graph correspond to the date of the month. The time along the left side of the graph corresponds to the time of day that the behavior occurred. If a behavior occurs three or more times in 30 minutes, the whole square is darkened.

Look at the recorded data on Kevin's behavior of screaming/yelling and swearing. Transfer that information to the scatter plot. Then answer the questions that follow.

Scatter Plot

NAME_____ DATE:_____

BEHAVIOR DEFINITION:_____

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23
6:00-6:30 a																							
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Understanding Kevin's Data

Using information from Kevin's daily schedule, data sheet and scatter plot, see if you can identify patterns about when the target behavior is most and least likely to occur.

1. What is different about weekday mornings (when there are problem behaviors recorded) and weekend mornings (no problem behaviors recorded)?

2. Why are Tuesday evenings (no problem behaviors recorded) different from the rest of the weekday evenings?

3. What is different about weekend activities and weekday evenings when there are problem behaviors?

4. Why do you think Kevin has no problem behaviors during the weekdays?

5. What minor changes would you make in Kevin's schedule to help his day go more smoothly and possibly reduce some of his challenging behaviors?

The Behavior Support Plan

Developing a Behavior Support Plan

The behavior support plan is a written document that:

- Is developed, reviewed and approved by the individual and their team
- Is written specifically for the *individual* not the behavior
- Uses positive approaches
- Describes the behavior in objective and measureable terms
- Offers a hypothesis for the function and the context of the behavior
- Provides environmental and/or schedule modifications
- Provides replacement or alternative behaviors that meet the same needs as the target behavior
- Describes what and how to document

Building a Behavior Support Program

Behavioral supports should emphasize positive behavior practices and be provided with the dignity of the person as primary concern. It is our job to create environments and supports that make undesired behaviors irrelevant, ineffective or inefficient. In other words, we must help build lives that have meaning for each individual we help support. The goal is not to simply "stop the behavior", but also to improve the person's quality of life.

If the individual has difficulties with expressive and receptive language skills, it is important that an effective communication system is provided, if one does not currently exist. If a person is not able to communicate basic wants and needs, problem behavior(s) will likely persist or increase.

Environmental modifications must also be considered and included in the behavior plan. Environmental controls should provide a stable and predictable environment in order to prevent problem behaviors. The person's Support Team should consider these environmental considerations:

- Written and visual schedules are posted
- Visual supports are implemented
- Ample opportunities to exercise choice and control are given
- Access to abundant preferred activities and enjoyable interactions

Effective Behavior Support Plans:

- Are based on functional assessments
- Offer a hypothesis for the function and context of behavior
- Describe the challenging behavior(s) in objective and measurable terms
- Describe the desired behavior(s) in objective and measurable terms
- Are specific to the person, not the behavior
- Are based on the person's life goals
- Use positive interventions
- Assign who will implement the program

- Indicate what and how to document
- Reviews any risks of proposed interventions
- Are reviewed and approved by the person and/or guardian as applicable
- Describes success and when the plan needs revision

A Reminder About Restrictive Programs

There may be times when a restrictive program is implemented for the safety of an individual supported or those around the individual. It is important to remember that the restrictive program must first be approved by the agency Human Rights Committee (HRC) *before* it is implemented. Many times the QIDP will be the person presenting the information before the committee. In this case, be prepared and have knowledge of the following:

- Know the history behind the issue(s) under consideration.
- Know what has been tried before and what happened.
- Be sure you understand what is maintaining the behavior (attention, escape, etc).
- Submit data, preferably in graph form.
- Use the best available techniques.

The committee may also ask for the following:

- Functional Assessment of the target behavior for which the restrictive behavior is designed.
- Documentation that indicates the risks of the target behavior versus the risk of the proposed restrictive intervention.
- Efforts to replace the target behavior.
- Documentation that the behavioral support plan is reviewed regularly by the person's support team.
- Definition of the targeted behavior or behaviors.
- Informed consent from the individual or the individual's legal representative.

With any program that causes a restriction of rights, the following must be true:

- The restriction is *temporary.*
- The restriction is defined with *specific criteria* (under exactly what circumstances will it be used).
- The program is *paired with learning/training components* to assist the person in the eventual removal of the restriction.
- The restriction is *removed* upon reaching clearly defined objectives.
- The restriction is *reviewed* regularly by HRC.

Discuss Agency expectations with regards to behavioral support plans and HRC

Understanding Behavioral Data

Evaluating/Troubleshooting the Support Plan

Data from the behavior plan should be reviewed monthly, at a minimum, to determine whether the target behavior has decreased and the alternative behavior has increased. If the target behavior has not decreased or continues to increase, the team must re-evaluate the plan.

View and discuss redacted behavioral support plans with corresponding data from your Agency. Do you have standard format? Identify the necessary components of the plan. Is the plan as clear as it could be? Use the checklist below to help.

Yes	No	
		Is the behavior stated in specific, observable, and measurable terms? If no, restate the behavior using these terms.
		Does the behavior need to be measured differently? If yes, consider adding measures of intensity and/or duration or selecting a different method of data collection.
		Has the correct function of the behavior been identified? If no, revise the functional assessment.
		Is the intervention plan being implemented consistently? If no, remove the barriers that interfere with consistent implementation or develop strategies that can be implemented effectively.
		Can all staff demonstrate competency to implement the plan? If no, train staff or change staff schedule to include staff who can competently implement the plan.
		Is the individual still engaging in undesirable behavior that gives sensory stimulation? If yes, examine and address the individual's sensory needs.
		Is the individual communicating effectively? If no, provide communication strategies which the individual can access in all settings.
		Are cues and conditions in the environment structured in a way that triggers desired behaviors? If no, include antecedent control strategies in the intervention plan.
		Are reinforcers used consistently and do they actually increase the behaviors they follow? If no, develop an effective menu of reinforcers and use them consistently.
		Is the individual showing signs of increased agitation and anxiety since the implementation of the intervention? If yes, re-examine the demands being placed on the individual, making sure expectations are clear, and not too high or low. Make sure the intervention strategies are logical and meaningful to the person. Re-examine the interventions being used, making sure they are not harsh, unpredictable, illogical, or too difficult to implement.
		Has the plan been implemented long enough for the person to consistently connect the desirable behaviors with the reward contingencies on numerous occasions? If no, allow more time and opportunities for the person to experience the rewards that reinforce the desired behavior.

Recommended Reading & Resources

Although we will try to cover a great deal of material with you today in class, the topic of quality behavioral supports is a broad one that requires continued study and attention throughout your career. We recommend the following resources as good places to start with regard to furthering your knowledge and understanding of this important topic.

- Behavior Modification: What it is and How to Do it by *Garry Matin & Joseph Pear*
- Positive Behavior Supports for Adults with Disabilites in Employment, Community and Residential Settings by *Keith Story & Michal Post*
- Principles of Behavior by *Richard W Mallot*
- Trauma-Informed Behavioral Interventions: What Works and What Doesn't by Karyn Harvey

Supplemental Activity

Choose someone that you help support that has a behavior plan. Review the plan and answer these questions.

Individual's Name: **DOB:** **Date of Behavior Plan:**

ENVIRONMENTAL SET-UPS What things should be in place in this person's environment? What things should not be present in this person's environment?	
ANTECEDENTS What is likely to happen right before a problem behavior? What should you do if an event happens that usually comes right before a problem behavior? How can things be changed so the event does not occur?	
BEHAVIOR What are the problem behaviors to decrease? What are the appropriate behaviors to increase?	
CONSEQUENCES What should you do if the person does the problem behaviors that are to be decreased? What should you do if the person does the appropriate behaviors that are to be increased?	