


Empowering Parents to Implement Function-Based Strategies in Family Routines

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Agenda

- Introduction
- Team Building
- PBS Process
 - Identifying Goals
 - Finding Patterns
 - Designing Plans
 - Implementing and Monitoring
- Q&A and Closing



Application to kids and families

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What does the literature tell us?

- Children's behavior serves different purposes and is influenced by the circumstances in which it occurs (Hanley, Iwata, & McCord, 2003; O'Neill, Albin, Storey, Horner, & Sprague, 2014; Wacker, Berg & Cooper-Brown, 2011)
- Understanding and using the patterns affecting behavior to plan our intervention increases their effectiveness (Feltig & Barton, 2014; Durand & Merges, 2001; Ingram, Lewis-Palmer, & Sugai, 2005).
- Comprehensive plans that include proactive/preventive, teaching, and management strategies are considered best practice – in contrast to single element, quick fix approaches (Brown, Anderson, & De Pry, 2014; Carr et al., 2002; Dunlap et al., in press; Durand & Hieneman, 2008; Horner et al., 1990)

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What does the literature tell us?

- A variety of factors contribute to the implementation and success of interventions (Hieneman & Dunlap, 2000), including:
 - Individual characteristics and needs of children
 - Integrity of the intervention – evidence base, precision
 - Resources available and barriers to implementation
 - Buy-in and capacity of parents and other caregivers
 - Degree of fit within systems, settings, and routines
- Embedding interventions within family routines improves adoption and sustainability (Lucyshyn et al., 2009; Moes & Freia, 2002)

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Roles in Support Teams

- **Effective teams...**
 - share goals & responsibility
 - Demonstrate openness and trust
 - Communicate regularly and solve problems together

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Team Building

- Gather your "team"
- Introduce yourselves
- Briefly share information about your child and family's strengths and challenges
- Discuss how you will work together

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Routine-Based Behavioral Intervention

- Identify routine, goals, and behavior
 - Goals and expectations for routine
 - Behavior interfering with participation
- Determine patterns affecting behavior
Setting Events-Antecedents-Behavior-Consequences
- Develop a routine-based plan
- Implement and monitor progress and fidelity

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Identifying Goals

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Goals: Improving Quality of Life

- Health and safety
- Ability to self-advocate
- Enhanced relationships
- Community participation
- Productive activity

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Selecting Routines

Family Life	Community Life
Daily Routines & Chores	Errands, Outings, Travel
Learning Activities	School, Work, Museums
Play & Leisure Opportunities	Attractions, Sports, Movies
Rituals & Celebrations	Community & Religious Events
Socialization at Home	Organizations, Social Groups

Lucyshyn et al. (2009). Toward an Ecological Unit of Analysis in Behavioral Assessment and Intervention with Families. In Sailor, Dunlap, Sugai, & Horner (Eds), Handbook of Positive Behavior Support (pp. 73-106). Springer.

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Prioritizing and Defining Behavior

Skills to participate in routine more effectively

Say or Do

Problem behaviors that interfere with the routine

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Identifying Goals

- Discuss broad goals you would like your child and family to achieve
- Identify one routine that is important to improve
- Define the behaviors you want to increase and decrease in that routine

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Finding Patterns

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Understanding Behavior Patterns

Antecedent	Behavior	Consequences
What happens before behavior	What the child says or does	What happens after behavior
Who What Where When	Positive behavior, as well as problem behavior	Gets (e.g., items, attention)? Avoids (e.g., demands)?
Setting Events: Circumstances (e.g., health, relationships, activity schedule) that affect the probability of behavior		


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What appears to be the function?

What is the "context" (circumstances)?

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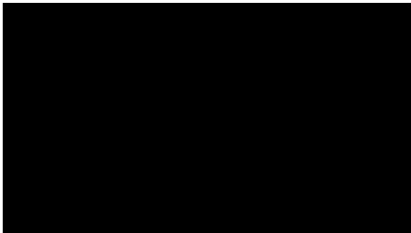
What appears to be the function?



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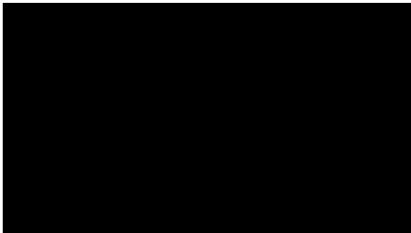
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What is the "context" (circumstances)?

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Finding Patterns

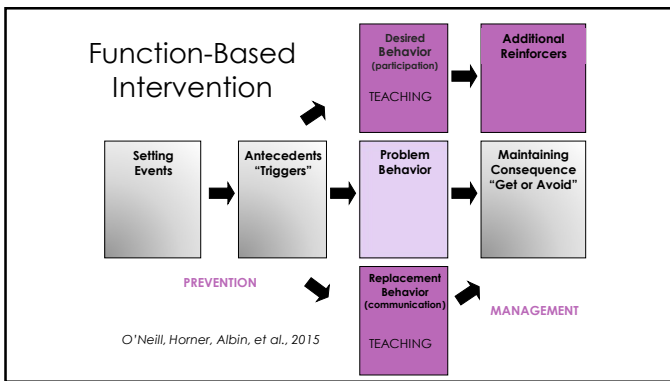


- Looking specifically at your target routine,
 - Identify patterns that contribute to the best possible behavior
 - Identify what occurs before and after problem behavior
- Summarize the patterns (noting any additional information needed)

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Designing Plans

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Function-Based Strategies

Function	Proactive Strategies (Preventing, Prompting)	Teaching Strategies	Management Strategies
Access to attention	Increase amount of attention provided Let child know when attention will be available Provide independent activities when busy and unable to interact Prompt child to request attention appropriately	Teach child to request attention such as proximity, interaction, or physical contact Teach child to engage in alternative activities when attention is not available	Increase level and frequency of desired attention following positive behavior Minimize attention (e.g., by ignoring, walking away) when problem behavior occurs
Obtaining items or activities	Clarify what items and activities are available to the child Remove "off-limits" items from the surroundings Offer alternatives to items/activities denied to child Prompt child to request or negotiate alternatives	Teach child to request items or activities or initiate access on own Teach child to accept alternatives, to wait, and to accept "no"	Provide access to tangibles/activities only following appropriate behavior (e.g., requests) Withhold tangible reinforcers after problem behavior (including "negotiation")
Escape, avoidance, or delay	Modify characteristics of the settings or activities and when appropriate Shorten activities or providing periodic breaks during them Remind child how to request break/stop correctly	Teach child to say "no" or "later", take breaks, or other ways to escape Teach child to cooperate and engage in non-preferred tasks and activities for periods of time	Allow breaks, escape, changes in environment, or reductions in demands for appropriate behavior (e.g., participation) Withhold or delay escape for problem behavior
Sensory stimulation	Provide other, appropriate sensory stimulation (e.g., keeping engaged in desirable activities) Block the child's access to inappropriate stimulation Prompt appropriate forms of stimulation	Teach child to obtain sensory input through alternative appropriate actions Teach child to tolerate periods of reduced/increased stimulation	Allow access to items and activities that provide appropriate sensory stimulation Block access to inappropriate events

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What strategies do the parents use?

- Establish expectations for behavior
- Manage consequences following the child's behavior
- Teach replacement /desired skills

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What strategies does the parent use?

- Establish expectations for behavior
- Manage consequences following the child's behavior
- Teach replacement /desired skills

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Routine-Based Plans

Antecedent	Behavior	Consequence
Being Proactive Changing environment to prompt positive behavior and make problem behavior unnecessary or less likely	Teaching Skills Teaching skills to replace the problem behavior or allow the individual to be more successful	Management Responding to behavior to reinforce positive and not negative behavior
Modifying setting events and enhancing lifestyle to improve behavior		

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Designing Plans

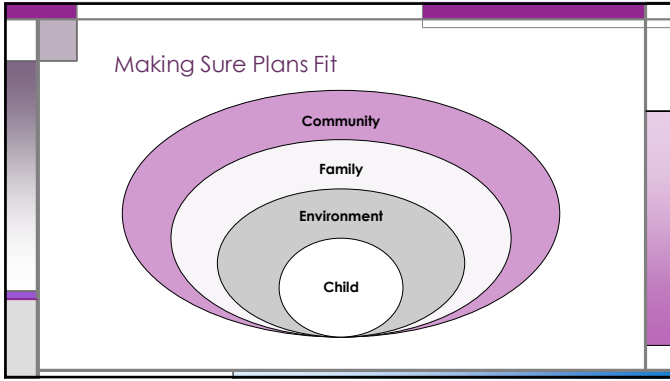


- Based on the patterns your team identified, brainstorm strategies
 - Proactive and preventive strategies
 - Replacement and desired behavior
 - Management (e.g., reinforcement strategies)
- Share key features of your plan

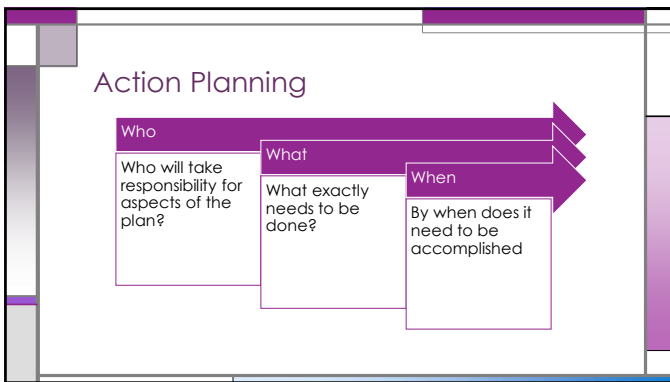
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Implementing and Monitoring

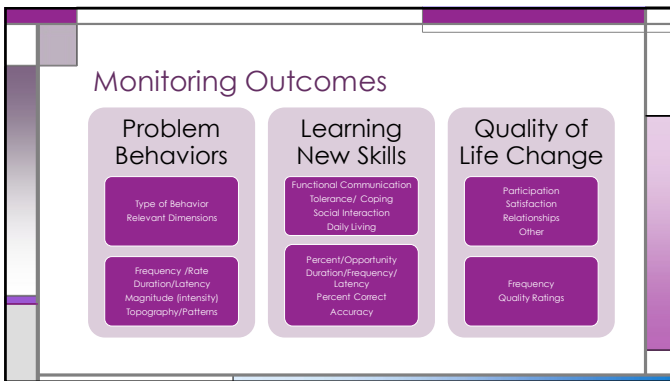
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Implementing and Monitoring




- Discuss issues that might affect implementation
- Identify steps you would need to take to get the plan in place
- Come up with a way to make sure the plan is being used and track its effectiveness

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Thank you for attending...

- **Questions?**
- Contact information:
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<https://hcpbs.org/families-3/>



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Resources

- APBS Family Page: http://www.apbs.org/new_apbs/families.html
- Family Routine Guide: http://csetel.vanderbilt.edu/resources/parent/mod6/family_routine_guide.pdf
- Parenting Special Needs Magazine: <https://parentingspecialneeds.org/> (list of links to articles on positive behavior support)
- Practiced Routines PBS Parent Training: <https://practicedroutines.com/>
free videos: <https://www.youtube.com/playlist?list=PLU08Aejqezdyq4rC8Um63ErBKP1lx>
- Parenting with Positive Behavior Support : <https://www.amazon.com/Parenting-Positive-Behavior-Support-Practical/dp/1557688655>
- Prevent-Teach-Reinforce for Families: <http://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Families-P1006.aspx>

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