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

What does the literature tell us?

- Children’s behavior serves different purposes and is influenced by the circumstances in which it occurs (Albin, Storey, Homer, & Sprague, 2014; Wacker, Berg & Cooper-Brown, 2011)
- Understanding and using the patterns affecting behavior to plan our intervention increases their effectiveness (Fettig & 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.; Dunlap, Donald & Hieneman, 2008; Homer et al., 1994)
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 & Frea, 2002)

Roles in Support Teams

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

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
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

Identifying Goals

Goals: Improving Quality of Life

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

<table>
<thead>
<tr>
<th>Family Life</th>
<th>Community Life</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Routines &amp; Chores</td>
<td>Brands, Outings, Travel</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>School, Work, Museums</td>
</tr>
<tr>
<td>Play &amp; Leisure Opportunities</td>
<td>Attractions, Sports, Movies</td>
</tr>
<tr>
<td>Rituals &amp; Celebrations</td>
<td>Community &amp; Religious Events</td>
</tr>
<tr>
<td>Socialization of Home</td>
<td>Organizations, Social Groups</td>
</tr>
</tbody>
</table>


Prioritizing and Defining Behavior

Skills to participate in routine more effectively

Say or Do

Problem behaviors that interfere with the routine

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
### Finding Patterns

### Understanding Behavior Patterns

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>Behavior</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>What happens before behavior</td>
<td>What the child says or does</td>
<td>What happens after behavior</td>
</tr>
<tr>
<td>Who</td>
<td>Positive behavior, as well as problem behavior</td>
<td>Gets (e.g., items, attention)? Avoids (e.g., demands)?</td>
</tr>
<tr>
<td>What</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
<td></td>
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</tbody>
</table>

**Setting Events:** Circumstances (e.g., health, relationships, activity schedule) that affect the probability of behavior

### What appears to be the function?

**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)

Designing Plans

Function-Based Intervention

- Setting Events
- Antecedents "Triggers"
- Problem Behavior
- Additional Reinforcers

O’Neill, Homer, Albin, et al., 2015
### Function-Based Strategies

<table>
<thead>
<tr>
<th>Function</th>
<th>Preserving Strategies (Promoting Promoting)</th>
<th>Teaching Strategies</th>
<th>Management Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase amount of attention provided</td>
<td>– Set rules and consequences for behavior</td>
<td>– Teach replacement/desired skills</td>
<td>– Decrease level and frequency of desired behavior, encouraging/teaching other behaviors, improving task performance, providing alternative positive behaviors/activities, setting aside other problem behavior focus</td>
</tr>
<tr>
<td>Cutout</td>
<td>– Remove all “I” items from the environment</td>
<td>– Remove child from situation</td>
<td>– Provide access to simplification of only following operant behavior (e.g., name recognition, triangle, evasive, or avoidant behaviors)</td>
</tr>
<tr>
<td>Decrease</td>
<td>– Remove child from the environment</td>
<td>– Support the child in maintaining attention</td>
<td>– Modify simple behaviors (e.g., “preparation”)</td>
</tr>
<tr>
<td>Operate</td>
<td>– Reduce anxiety or frustration</td>
<td>– Provide access to simplification of only following operant behavior (e.g., name recognition, triangle, evasive, or avoidant behaviors)</td>
<td></td>
</tr>
<tr>
<td>Operate</td>
<td>– Provide alternative behaviors to respond to stimulus</td>
<td>– Modify simple behaviors (e.g., “preparation”)</td>
<td></td>
</tr>
<tr>
<td>Operate</td>
<td>– Provide opportunity to respond to stimulus</td>
<td>– Modify simple behaviors (e.g., “preparation”)</td>
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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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- Manage consequences following the child’s behavior
- Teach replacement/desired skills
Routine-Based Plans

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

Implementing and Monitoring
Making Sure Plans Fit

Who
Who will take responsibility for aspects of the plan?

What
What exactly needs to be done?

When
By when does it need to be accomplished

Action Planning

Monitoring Outcomes

Problem Behaviors
- Type of Behavior
- Relevant Dimensions
- Frequency
- Duration/Latency
- Magnitude (intensity)
- Topography/Patterns

Learning New Skills
- Relevance
- Quality
- Frequency
- Percent/Opportunity
- Duration/Frequency/Latency
- Percent Correct

Quality of Life Change
- Participation
- Satisfaction
- Relationships
- Other
- Frequency
- Ratings
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

Thank you for attending...

- Questions?
  
  - Contact information:
    - meme@pbsapp.com
    - https://phelps.org/families-3/

Resources

- Family Routine Guide:
- Parenting Special Needs Magazine: https://cpdmpatient.jrank.org/
- Practiced Routines PBS Parent Training: https://practicedroutines.com/
  - Free videos: https://www.youtube.com/playlist?list=PLLi08Aejqezrdyq4rTcBUmI63EzBKPNkx
  
- Parenting with Positive Behavior Support: https://www.amazon.com/Parenting-
  - Positive-Behavior-Support-Practical/dp/1557668655
- Prevent-Teach-Reinforce for Families: http://products.brookespublishing.com/Prevent-Teach-Reinforce-for-Families-P1006.aspx

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References


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