

NOVEMBER 2 REMEMBER
NOVEMBER 11, 2008

AIN'T MISBEHAVIN':
IMPROVING BEHAVIOR THROUGH UNDERSTANDING

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ALPS: APPLIED LEARNING PRINCIPLES SYSTEM

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E. WHAT CAUSES BEHAVIOR?

- **Results for the individual**
- **B(f)C, contingency**
- **IRMA**
- **Get/get out of**

F. What does NOT cause behavior?

- **Emotions**
- **States**
- **Personality**
- **Diagnosis**

G. A – B – C format, functional analysis

- **Antecedent**
- **Behavior**
- **Consequence**
- **B(f)C**

H. Replacement behavior – make the behavior unnecessary

- **Antecedent**
- **Behavior**
- **Consequence**
- **B(f)C**

I. Seven skills to teach every individual we assist

- **Cooperation**
- **Fixed choice versus spontaneous choice**
- **Tolerating interruptions**
- **Accepting denials**
- **Flexibility**
- **Waiting**
- **Leisure engagement, entertaining/occupying self, shared/solitary**

OK/not OK RECORD MARONE 1977 RECORD PER 30 MINUTES ONE WEEK

	MON	TUE	WED	THU	FRI	SAT	SUN
6:00A							
6:30A							
7:00A							
7:30A							
8:00A							
8:30A							
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10:00P							

CODES: X = OCCURRENCE OF TARGET BEHAVIOR O = NONOCCURRENCE

SPECIAL CODES:

Individual: _____

Date: _____

DATE/TIME	ANTECEDENT (what was happening when behavior began to occur and that seems somehow related or triggering?)	BEHAVIOR (describe in detail what the person <u>does</u> ; "hit" is better than "angry", "crying" is better than "sad")	CONSEQUENCES (what results does behavior produce; what do you think the person is trying to achieve by the behavior?)
X			

Person Observed:

Recorder:

"THE MAGNIFICENT SEVEN"

Frank J Marone, PhD, BCBA (2003, 2007, 2008)

B*E*T*A: Behavior Education Training Associates, San Francisco, CA, USA

Key critical skills help children and adults in a broad variety of situations. These are rarely explicitly included in instructional or behavioral programs. All of us are helped to succeed by being good at these "Magnificent Seven!"

- 1. Cooperating**
- 2. Understanding Choices**
- 3. Tolerating Being Interrupted**
- 4. Accepting Denials**
- 5. Showing Flexibility**
- 6. Waiting**
- 7. Self Managing Leisure Engagement**

- 1. Cooperating. Examples of the importance of cooperation abound in everyday life. We stop at Stop signs, wait in line at the grocery store, open a door for someone else, hand someone something they request, etc. Most of the children we are asked to assist have developed very little of this skill, and this causes them and others problems. A child is asked to sit down, does not, and a struggle can ensue. A child is asked to "come here", does not, and a chase and struggle can ensue. A child is asked to stay indoors, does not, and a chase and struggle can ensue.**

Some research suggests that a person must cooperate readily with 80% or better of the requests made of her or him to be considered cooperative and to stay out of trouble. So, complete cooperation with 80% or more of the things you ask your child to do, within three requests over three minutes, is the objective.

a. How to: There are several pieces to this 'cooperation' program.

- ❖ **Count how often cooperation now occurs at present. Include total number of attempts to 'get cooperation' from your child as well as successes, to yield a proportion.**
- ❖ **Reduce the number of requests you make of your child, especially repeating the same request over and over. This may seem unusual but has the effect of automatically improving the ratio of times your child does as asked.**
- ❖ **Identify as many things as possible that are things you know your child likes to do, to provide a number of requests with which s/he is likely to cooperate.**
- ❖ **Pick good times to practice. All day is best, but may be unrealistic at first.**
- ❖ **Reinforce cooperation very powerfully. (When I say the word "reinforce" I mostly mean to tell your child "That was great. You _____ exactly the way I would like you to. Thanks." Adding a 'treat' is at your discretion. Please see the document "275 Ways to Say 'Good Job'.")**
- ❖ **Continue to keep track.**

b. Some particularly useful requests are:

- ❖ **"Stay with me, please."**
- ❖ **"Stay in your (the, this) room (house), please."**
- ❖ **Various forms of "Do this." E.g., "I would like you to watch this video for a half hour." "Time for your bath." "Please finish eating so I can clean the table."**

engage in that activity. This focuses your child's attention on beginning to look around and understand what may be available. Try to remember to offer your child one of these things after about an hour without spontaneous requests.

b. Throughout the day, offer your child 'planned choices': "Between now and lunch, you can watch a video, play outside, or use your computer. What do you want to do?" Your child must choose from one of the things you have offered, nothing else. Your child must continue engaging in the chosen activity until the next time you offer choices. For this reason, you may want to start with small periods of time (e.g., 5 or 10 minutes.)

c. Reinforce cooperation and engagement, as often as possible, sometimes as often as once a minute at first. Interrupt your child's attempts to change the activity.

d. Spontaneous requests that may be honored include a request for liquids, for help, or to use the toilet. Eventually, you can teach your child to ask "What can I do now?" to prompt you to offer choices.

e. Remember that the point here is to help your child become someone others will enjoy being around, not you becoming a dictator! Count the number of spontaneous choices your child makes per day, looking for them to reduce over time. As you implement this structure, you should find that you are presented with more and more opportunities to teach your child new activities and amusements.

f. Avoid physical struggle. If it becomes too strenuous to get your request accomplished, drop it. Say "We can do this later." Score it a failure. Remember to return in 30 to 60 minutes to try again.

g. Completely ignore any disruptive behavior throughout. Avoid mentioning it, avoid eye contact while it is occurring, avoid allowing it to benefit your child, and avoid correction or scolding.

h. Repair problems such as your child moving away from you or resisting by increasing/improving the reinforcement offered for successful performance.

3. **Tolerating Being Interrupted.** One of the things that most children referred to us have great difficulty with is calmly interrupting an ongoing activity. Yet this is a very important part of everyday life. When this is a problem, most parents do many things to avoid interrupting their children, often arranging their own schedules around their child's.

a. **How To:** The focus of this program is to offer your child practice in being interrupted and tolerating it. Count how often you now interrupt your child doing something s/he enjoys doing on a regular basis daily. Whatever this number is, double it, or start with 10 interruptions per day. This is the number of interruptions you want to arrange to happen each day. Start by interrupting things your child does not very much mind interrupting, even things s/he dislikes.

b. **Approach your child.** Provide preparatory information: "We have to turn off your video in five minutes and go pick up sister." Walk away, no matter how your child responds. (If s/he immediately turns off the video, you can use this situation for practice without preparation.) Provide two more preparatory statements, at 3 and 1 minute before the actual interruption. When time to interrupt, approach your child and say "Okay, time to turn it off and get in the car." Or whatever is relevant to the situation. Reinforce any movement in the right direction. Continue to reinforce as

i. Repair problems such as your child moving away from you or resisting having her/his head turned by increasing/improving the reinforcement offered for successful performance.

j. "Come here, please." First, count how often the child responds correctly at present. Include total number of attempts as well as successes, to yield a proportion. Again, start within arm's length if the starting proportion of successful attempts is low. Practice at least 10 times daily, varying everything except the words spoken. Reinforce successes occurring on the first attempt. Use guided practice (physical assistance) on any second attempt. Say "Come here, please." Then, immediately retrieve the child and walk her or him to the spot where you were when you first said "Come here, please." As you walk, say "Come here, please." Reinforce when you have arrived at the point from which you first said "Come here, please." If the starting proportion of successful attempts is very low, use only this part of this procedure until you detect some anticipatory movement of the child in your direction immediately preceding your assistance. At that point, begin to wait briefly for independent success.

k. Avoid physical struggle. If it becomes too strenuous to get your request accomplished, drop it. Say "We can do this later." Score it a failure. Remember to return in 30 to 60 minutes to try again.

l. Completely ignore any disruptive behavior throughout. Avoid mentioning it, avoid eye contact while it is occurring, avoid allowing it to benefit your child, and avoid correction or scolding.

m. Repair problems such as your child moving away from you or resisting by increasing/improving the reinforcement offered for successful performance.

4. **Accepting Denials.** Most of the children referred to us have great difficulty being refused something they have requested. You might think of this program as teaching your child to "take 'no' for an answer". Here again, practice makes perfect.

a. How to: Determine a number of things that it won't be very hard for your child to be denied, for your starting point. Count the number of times you now refuse your child something s/he requests, and double it. (If the number you come up with is fewer than 10 times, start with 10 refusals a day.) As the day progresses, make sure you keep up with enough refusals to meet your daily goal. Any amount of acceptance your child exhibits, reinforce socially (verbal, hug, etc.) Any complete acceptance of a refusal, without disruptive behavior, offer an extra reward. Count this a success.

b. If your child begins to fuss, attempt to access her/his choice independently, etc., ignore everything you can. Make sure s/he does not successfully gain access to the things requested after you have said "no". Take it away if necessary.

c. Avoid physical struggle. If it becomes too strenuous to get your request accomplished, drop it. Say "We can do this later." Score it a failure. Remember to return in 30 to 60 minutes to try again.

d. Completely ignore any disruptive behavior throughout. Avoid mentioning it, avoid eye contact while it is occurring, avoid allowing it to benefit your child, and avoid correction or scolding.

Teaching this knowledge to your children sometimes requires special arrangements such as described here.

e. For maximum flexibility, we usually recommend that a rigid routine not be established at all. A settling down activity, a snack, a bath, quiet time, and a story may all be consistent elements of a nighttime routine. But, the order of these need not be rigidly adhered to (e.g., a bath may come before or after a snack). And, the elements of these need not be rigidly adhered to (e.g., a snack may be graham crackers sometimes, toast sometimes, popcorn sometimes, and a choice among the three sometimes; a story may be one chosen by you or by your child; a bath may include bubbles or not, may last 10 or 30 minutes.)

f. Avoiding rigidity means beginning to think about what your child is experiencing right from the very first instance of something. Take a different route to McDonald's (or school, therapy, shopping) beginning the second time you do it. The more you can help your child learn what that it doesn't matter how you get there as long as the starting and ending points remain constant, the more you are helping her or him to grow up as someone who 'fits' into the world well.

- 6. Waiting is an integral part of everyday life familiar to us all. We wait for food to get cooked so we can eat it. We wait in a certain place so we may board a streetcar, when it arrives. We wait in line to pay a bridge toll. We wait until someone gets off the telephone to speak with them. We wait for the bathroom to be free so we can use it. We wait our turn in conversation and games. We wait for a favorite television program to come on. We wait through the commercials during a program. We wait in line at the supermarket checkout. We wait for the bell to ring to change classes. We wait for our family members to all come home so we can stop worrying. We wait for seeds to sprout. We wait for our plane to reach its destination. We wait until everyone else is ready to begin an activity. We wait for an answer to a question we have asked . . . The list is endless.**

Most of us over the years learn or teach ourselves to wait successfully. We mostly do this on our own, though there are also many 'tips' about waiting available in the general culture. Children and adults considered disabled are unlikely to "pick up" waiting skills without specific instruction. One important part of this is the recognition that waiting involves numerous skills, not just one. Another important part of this is the development of a specific teaching strategy designed to promote development of waiting skills.

This is a truism in the realm of disabilities – virtually everything must be specifically taught.

a. How to:

- ❖ Introduce random (arbitrary) practice. This means asking your child to 'wait' at various times during the day, without regard to the situation or need but simply for practice.**
- ❖ Shape increased waiting skill. This means to start by asking your child to wait for several seconds and then to gradually and systematically increase the waiting time to as much as 30 minutes.**
- ❖ Use external indicators. This means to point out to your child the things that are making waiting necessary: there are five people in front of us; chicken takes 45**

f. How to:

- ❖ **Explore as many activities and situations and examples as possible to begin to get an idea of what your child already has some interest in.**
- ❖ **Pick from one or more of these.**
- ❖ **Ask your child to "Go watch your 'Bob the Builder' video please. I have something to do."**
- ❖ **Escort your child to the VCR and television.**
- ❖ **Help pick out a 'Bob the Builder' video.**
- ❖ **Help get the video started.**
- ❖ **Help your child sit in the exact position you think is most constructive, e.g., sitting upright on a chair or couch, with back against the back of the furniture, rear against the lower back of the furniture. Reinforce.**
- ❖ **Turn on the video and say "Please watch for a while. I'll come and get you when it is time to change activities."**
- ❖ **Leave.**
- ❖ **Return almost immediately, hoping to catch your child doing exactly what you expect her/him to be doing. If so, reinforce and end the activity: "Come, let's go fold laundry."**
- ❖ **Then, gradually build on this, e.g., add one minute daily.**
- ❖ **Some of this is not just exposure and opportunity but actual skill development.**

g. Use the strategies introduced above to arrange practice of solitary leisure.

h. Shared leisure (recreation, playing). Much leisure engagement involves other people.

i. How to – "Joining In": Most of us 'scope out' a situation for engagement opportunities and then involve ourselves in one or more of these without much explicit thought, at a party, meeting, sporting event, and the like. Teaching your child to do likewise can be immeasurably valuable.

- ❖ **Accompany your child to an environment in which others are engaging in activities.**
- ❖ **Together view the different possibilities, labeling and discussing each in turn.**
- ❖ **Ask your child to make a choice of which activity to join, as with planned choices above.**
- ❖ **Reinforce scanning, choosing, and engagement.**

j. Use the strategies introduced above to arrange practice of shared leisure.

k. "Appointed Leisure" – It is often important for children to be able to find something entertaining to do when asked by another to give them time to accomplish an important task such as fixing dinner or completing a telephone call.

l. How to –

- ❖ **After developing solitary or shared leisure skills as above, practice with your child her or him engaging in these when asked as opposed to when chosen by them.**

m. Use the strategies introduced above to arrange practice of appointed leisure.

"DESCRIPTIVE ACKNOWLEDGMENT"

The Applied Learning Principles System (A.L.P.S.) - Frank J Marone, PhD, BCBA (1989, 1999, 2008)

PURPOSE: Speed learning; Improve Behavior; Strengthen and speed performance; Strengthen and teach language.

WHAT: Positive feedback and consistent labeling of performance units at time of performance.

HOW:

1. Look for performance units that are performed correctly, e.g., pulling up sock; and/or constructive behavior, active or passive.
2. Mention each of these as they occur, e.g., "That's right! You're pulling up your sock all the way!" "You're sitting down, all ready to work!"
3. Include a "stroke" statement, e.g., "You're really getting better at dressing all by yourself. That really helps things go well for everybody." or "You came right over and sat down squarely in your chair pulled up nice and close facing the table. Way to go." Include the criteria of correct or acceptable performance.
4. Especially be attentive to...

beginning a task or unit, or beginning to meet an expectation;

finishing a task or unit, or finishing the performance of meeting an expectation;

persisting or continuing to do a task or unit for extended periods, relative to usual performance of the individual.

switching from unconstructive behavior or error performance to constructive alternative behavior(s) or correct performance.

For example:

"That's great the way you got started right away!" or

"Good! You picked up your shoe!" (beginning to put on shoe).or

"All done! Great! Your pants are pulled all the way up to your waist!"or

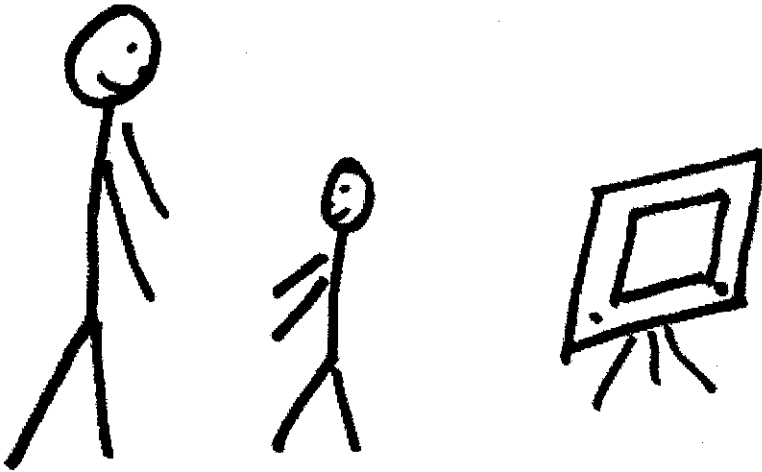
"You kept your hands to yourself the whole time we spent together walking in the hallway."

For maximum effectiveness, Descriptive Acknowledgement must be provided simultaneously for skill performance and for constructive behavior, both tracks at the same time.

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LEVEL II – DESCRIPTIVE ACKNOWLEDGMENT:

Performance Description Plus "Personal Benefit Statement", with or without praise -



Description: "Finishing your shower so quickly

Personal Benefit: leaves extra time to watch TV."

Praise: "Way to go!"

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- - E N D - -

"GUIDED PRACTICE/RESTORATION"

The Applied Learning Principles System (A.L.P.S.): Frank J Marone, PhD, BCBA (© 1992, 1999, 2007)

What: Creating successful skill practice without relying upon verbal instruction (prompts). This makes skill practice, or partial skill practice, correct (errorless) practice. Providing simultaneous Descriptive Acknowledgement strengthens future correct performance, eventually leading to mastery and fluency.

When: Every occasion for the student to engage in the skill. The more successful, errorless practice the better.

Where: In every situation in which the skill is relevant. The more successful, errorless practice, in the widest variety of situations, the better.

Why: Various schemes for verbal prompting end in a stalemate in which the student is labeled “prompt dependent”. Performance only occurs and/or continues when the learner is reminded of some or all of the steps of the skill. This situation actually reflects an instructional error more reflective of how the student has been taught the skill in the past. It does not reflect any characteristic of the student.

How: There are four levels of Guided Practice -

1. **WAITING** for correct performance or partial performance (independent) under typical conditions; Reinforce with Descriptive Acknowledgement and other social reinforcement when successful performance begins, continues, and ends.
2. **ARRANGING** conditions and materials to make it most likely that the person will engage in successful performance (sometimes called antecedent arrangement); Reinforce with Descriptive Acknowledgement and other social reinforcement when successful performance begins, continues, and ends.
3. **MODELING**, where the instructor performs the skill in the view of the learner so the learner can copy it; Reinforce with Descriptive Acknowledgement and other social reinforcement when successful performance begins, continues, and ends.
4. **PHYSICALLY ASSISTING** the cooperative individual to practice performance of the skill. The individual must cooperate fully throughout without force on the part of instructor. Reinforce with Descriptive Acknowledgement and other social reinforcement continuously during successful performance.

"NONREACTIVE MONITORING"

The Applied Learning Principles System (A.L.P.S.) - Frank J Marone, PhD, BCBA (1989, 1999)

Purpose:

- Provide nonreactive environmental context for unconstructive behavior(s).
- Speed learning.
- Improve Behavior.
- Encourage individual to return to constructive behavior(s).

What:

- Absence of reaction to individual during performance of unconstructive behavior, together with careful vigilance for a return to constructive behavior;
- "WAIT AND WATCH".
- ("Planned Ignoring.")

How:

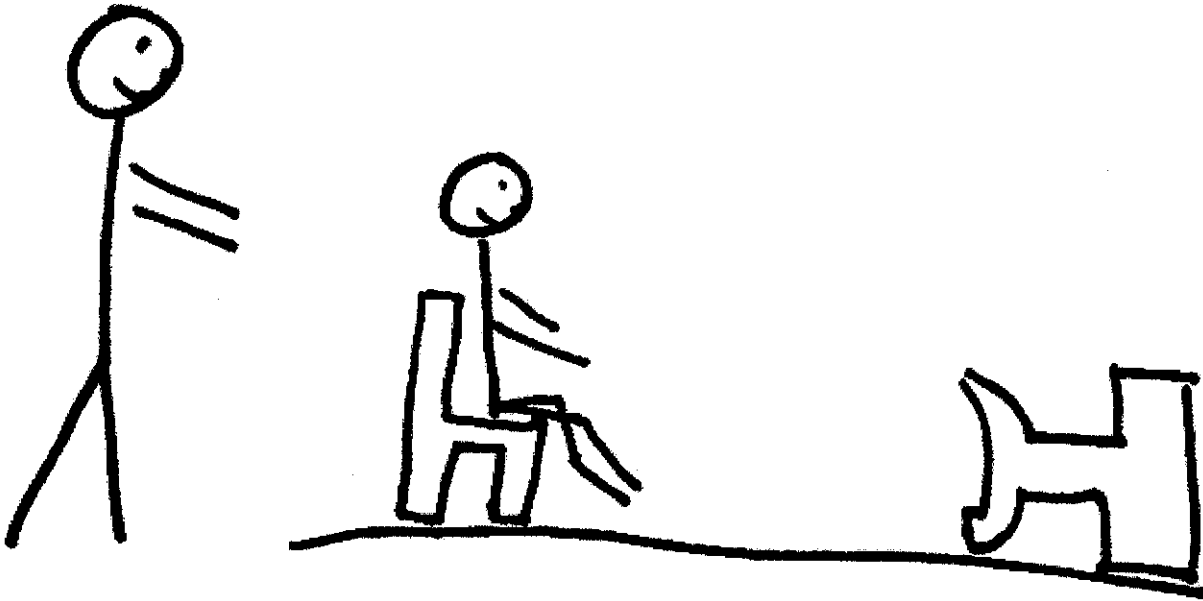
1. Clearly identify constructive behavior(s).
2. Clearly identify unconstructive behavior(s).
3. Provide "Descriptive Acknowledgment" for all examples of constructive behavior.
4. When unconstructive behavior(s) begin(s), display no reaction. Interrupt ongoing interaction(s), if occurring.
5. Continue non-reaction to unconstructive behavior(s) for as long as it (they) continue(s).
6. Continue careful vigilance for return to any specific constructive behavior that might be praised.
7. Immediately when constructive behavior begins, provide "Descriptive Acknowledgement".
8. Avoid reference to unconstructive behavior. For example, say "Thank you for quieting down and showing me you're ready to finish your work", rather than "I'm glad you stopped screaming and banging on the table."
9. Return to ongoing activity, or move on to next activity.

REACT to behaviors you wish to see more often;

NONREACT to behaviors you wish to see less often.

STAGE II – NONREACTIVE MONITORING:

Descriptive Acknowledgment for return to constructive behavior –



"Fantastic! I see that you're back and ready to work. Excellent!"

- - E N D - -

GAIN / DEMAND RATIO

(10 MINUTE SAMPLE)

INDIVIDUAL _____
OBSERVER _____ SITUATION _____

OR _____ INTERACTION ONLY
_____ ALL SOURCES
DATE _____

MINUTES	GAIN	DEMAND	SCOLD	NOTES
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

INSTRUCTIONS: ENTER A TALLY MARK FOR EACH OCCURRENCE, IN CORRECT MINUTE LINE, FOR 10 CONTINUOUS MINUTES. IF LESS THAN 10 MINUTES, INDICATE END. USE NOTES COLUMN FOR ILLUSTRATIVE DETAIL (E.G., "ALL 'GOOD JOB'", "THANK YOU", "REPEAT OF PROMPT"). IF OCCURRENCE NOT CLASSIFIABLE AS ONE OF THREE CATEGORIES, OMIT. DO THREE OBSERVATIONS IN DIFFERENT SITUATIONS.

DESIRABLE: three to one, gains over demands

Just Right

Try to Do a Little Better

Try to Do a Lot Better

