Nonaversive Behavioral Support and Basic Principles of Positive Programming

Presented by: Jo Mullins, MA, BCBA
Social role valorization:
The enablement, establishment, enhancement, maintenance, and/or defense of valued social roles for people – by using, as much as possible, culturally valued means (Wolfensberger, 1983).

1. Community presence and participation, in ways that are age appropriate and valued by society.

2. Autonomy and self determination, through the exercise of increasingly informed choice.

3. Continuous involvement in the ongoing process of becoming.

4. Increasing independence and productivity, to the point of economic self sufficiency.

5. The opportunity to develop a full range of social relationships and friendships.
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DATE OF SEMINAR: _____/____/_____ LOCATION OF SEMINAR: Online          SPEAKER: JO MULLINS, MA, BCBA

SEMINAR TITLE: Nonaversive Behavioral Support And Basic Principles of Positive Programming

Learning Objectives

Were the objectives listed below .................................................................................................................................................. ☐ MET ☐ NOT MET?

- be able to list the 6 valued outcomes of effective behavioral support.
- be able to list 4 components of the multielement model.
- be able to list the 3 types of possible ecological “misfits” that may be contributing to problem behavior.
- be able to list the 4 types of positive programming.
- be able to describe and give an example of a functionally equivalent skill.
- be able to list 3 schedules of reinforcement.
- be able to write an example of the appropriate use of a DROP schedule of reinforcement.
- be able to write the definition of the “free access rule.”
- be able to write an accurate example of the use of a DRL schedule of reinforcement.
- be able to cite 1 reason an Alt-R schedule may fail to produce positive results.

Content

Please rate each item below on a 5 - point scale.

A Model for Nonaversive Behavioral Support


Ecological Changes


Positive Programming


Focused Support Strategies


General

Please rate each item below on a 5 - point scale.


Would you prefer attending this seminar in person or via WebEx? ................................................................. ☐ In Person ☐ WebEx
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Would you recommend this seminar to others using this platform? ..................................................... Not Likely [ 1 ] [ 2 ] [ 3 ] [ 4 ] [ 5 ] Very Likely


What was the BEST part of this seminar?

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SECTION I.
Introduction

A. The Institute for Applied Behavior Analysis®
   1. Supported Living Services
   2. Supported Employment / Day Services
   3. Youth Services
      a. In-home behavioral respite
      b. Intensive support services
      c. Early intervention and support services
   4. Consultation and training
   5. Crisis Prevention and Resolution Services (ICRS)

B. ABA in support of values
   1. Social Role Valorization – The enablement, establishment, enhancement, maintenance, and/or defense of valued social roles for people – by using, as much as possible, culturally valued means (Wolfensberger, 1983).
      a. Community presence and participation, in ways that are age appropriate and valued by society.
      b. Autonomy and self determination, through the exercise of increasingly informed choice.
      c. Continuous involvement in the ongoing process of becoming.
      d. Increasing independence and productivity, to the point of economic self sufficiency.
      e. The opportunity to develop a full range of social relationships and friendships.

C. Definition of terms
   Punishment:
   1. The contingent presentation of a stimulus or event, resulting in a future decrease in response strength.
   2. The contingent withdrawal of a stimulus or event, resulting in a future decrease in response strength.
   Aversive:
   1. A stimulus or event one would ordinarily act to avoid.

SECTION II.
A Non-linear Model for Nonaversive Behavioral Support

A. Why people use punishment:
   1. Response alternatives
   2. Child rearing practices
   3. Modeling effect
   4. Literature
   5. Expert consultation
   6. Myth of effectiveness
   7. Reinforcement histories
   8. Responses to problem behavior
      a. Treatment
      b. Protection
      c. Emotional expression
B. If we wish to change the basic strategies we use, a longitudinal program of behavior change, with us as the learner, is necessary.

C. Why use alternatives to punishment?
   1. Ethical considerations
      a. Conditions
      b. Functionality
   2. Administrative and legal considerations
      a. Legislation
      b. Court findings
      c. Agency rules and regulations
   3. Empirical and clinical considerations
      a. Is punishment necessary for effectiveness?
         1) Speed and degree of effects: over time and within an episode
         2) Durability
         3) Generalization
         4) Side effects
         5) Social validity
         6) Clinical/Educational validity

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Outcome Measures

- Speed & Degree of Effects
- Durability of Effects
- Generalization of Effects
- Side Effects
- Social Validity
- Clinical Validity

Support Plans

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Assessment

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# Breaking the Barriers to Social and Community Integration

**A Conceptual Framework for Research, Support and Training**

## ASSESSMENT

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## SUPPORT PLAN

### PROACTIVE STRATEGIES

- Ecological Changes
- Positive Programming
- Focused Support

### REACTIVE

- Situational Management

## SERVICE DESIGN

## MEDIATION

### General Training

### Specific Training

### Compliance Natural

### Social Change Agents

### Specialized Professional

## OUTCOMES

- Speed and Degree of Effects
- Durability of Effects
- Generalization of Effects
- Side Effects
- Social Validity
- Clinical/Educational Validity

**Independent Variables**

- Over Time
- Episodic Severity
SECTION III.
Ecological Strategies

A. Definition: Changes in the physical, interpersonal, and service environments that better fit the person's characteristics and needs.

B. Physical Factors
   1. Examples
      a. Setting
      b. Light
      c. Noise
      d. Crowding
   2. Implications

C. Interpersonal Factors
   1. Examples
      a. Peer respect
      b. Communication/culture
      c. Social interactions
      d. Expectations
   2. Implications

D. Programmatic Factors
   1. Examples
      a. Choice, predictability, and control
      b. Motivational system
      c. Curriculum
         1) Goals and objectives
         2) Tasks and materials
      d. Task difficulty
      e. Instructional methods
   2. Implications

Section IV.
Positive Programming

A. Definition: Longitudinal instruction designed to teach skills and competencies that facilitate behavioral change for the purpose of social integration.

B. Variations
   1. General instructive programming
      a. Functional
      b. Chronologically age-appropriate
      c. Low inference
   2. Teaching functionally equivalent skills
      a. Communication skills
         1) Examples
            a) Ringing bell vs. crying
            b) Word card vs. hitting
            c) Communicating confusion
            d) Saying “No”
         2) Choosing augmentative systems
         3) Instructional strategies
      b. Independence
3. Teaching functionally related skills
   a. Discrimination
   b. Choice
   c. Predictability and control
   d. Rules
   e. Stimulus control
4. Teaching coping skills
   a. Desensitization
   b. Shaping
   c. Relaxation training

SECTION V.
Focused Support Strategies

A. Definition: A strategy to reduce and, if possible, eliminate the need for a reactive strategy

B. Variations
   1. The use of reinforcing events
      a. Time-based schedules – Increase the density of time-based delivery of preferred events
      b. Differential schedules
         1) DRO – Differential Reinforcement of Other Behavior
            a) Definition: DRO – Reinforcement after a specified period of no undesired responding.
            b) Examples:
               c) DRO – Variations
                  (1). DRO reset schedules
                  (2). DRO fixed interval schedules
                  (3). DRO progressive schedules

Definition: A DROP schedule of reinforcement involves the progressive increase of reinforcement available for each **consecutive** interval during which target behavior does not occur up to a **specified maximum**.

   (4). Momentary DRO schedules
   (5). Trial by trial-omission training
   (6). DRO escalating (increasing interval) schedules
d) DRO – Implementation
   (1). Selection of target behavior
   (2). Selection of DRO variation
   (3). Selection of time interval
      i. Goldilocks Rule
      ii. Fixed interval: 50% of the average time between responses before intervention.
   (4). Selection of reinforcers
      i. The Free Access Rule

Definition: The Free Access Rule – The maximum amount of positive reinforcement available during intervention must be less than the person would seek given free access.

   ii. General considerations
   (5). Fading of reinforcers
   (6). Positive programming

e) DRO – Advantages
   (1). Lack of behavioral contrast
   (2). Generalization of effects
   (3). Minimal, if any, negative side effects
   (4). Speed of effects
   (5). Resistance to recovery
   (6). Social validity

f) DRO – Cautions
   (1). Non-constructive
   (2). Inadvertent reinforcement

2) DRL – Differential Reinforcement of Low Rates of Responding

Definition: DRL – The reinforcement of the undesired response, if more than a specified period of time has elapsed since the last response, or if fewer than a specified number of responses occurred during a preceding interval of time.

a) DRL – Variations:
   (1) IRT method
   (2) Low rates method
b) Examples

c) DRL – Implementation
   (1) Response rate
   (2) Learner ability
   (3) Interval size and reinforcement criteria
   (4) Changing criteria
   (5) Reinforcement magnitude

e) DRL – Advantages
   (1) Success with high rate behaviors
   (2) Flexible interval size
   (3) Ease of implementation
   (4) Reinforcement frequency
   (5) Tangible feedback
   (6) Speed of effects
   (7) Potential for group contingencies
   (8) Potential for completely eliminating behaviors

f) DRL – Cautions
   (1) Non-constructive
   (2) Concerns regarding social validity
   (3) Minimize potential for aversive component
      i. Student controlled
      ii. Matter-of-fact
      iii. Non-exchangeable
      iv. Non-interruptive
      v. Link failure with opportunity

3) Alt-R – Differential Reinforcement of Alternative Responses

Definition: Alt-R – The reinforcement of specified behaviors that are topographically different from the undesired response.

a) Examples:

b) Alt-R – Variations
   (1) DRA
   (2) DRI
      i. The 100% Rule

Definition: The 100% rule – The target behavior and the alternate response, taken together, must represent the...
universe of possibilities.

Pre-intervention status of the alternative response

Alt-R – Implementation

(1). Meet 100% rule or approximate

(2). Specify reinforcement schedule

i. Free access rule

(1). Natural contingencies

ii. Mediating systems

(1). Delayed effect

(2). Complexity and mixed evidence

(3). Recovery and rebound

d) Alt-R – Advantages

(1). Lasting results

(2). Constructive

(3). Social validity

e) Alt-r – Concerns

(1). Mediating systems

(2). Complexity and mixed evidence

(3). Recovery and rebound

c) Alt-R – Implementation

(1). Meet 100% rule or approximate

(2). Specify reinforcement schedule

SECTION V.1. Conclusions
Nonaversive Behavioral Support Bibliography


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Faculty: Gary W. LaVigna, Ph.D. and Thomas J. Willis, Ph.D.

Tuition: Call or write for more information.

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Alternatives to Punishment
Solving Behavior Problems with Nonaversive Strategies

Gary W. LaVigna and Anne M. Donnellan

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9. Instructional Control
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11. Respondent Conditioning Procedures
12. Covert Conditioning Procedures
13. Stimulus Satiation, Shaping and Additive Procedures
14. Conclusion

Gary W. LaVigna, Clinical Director, Institute for Applied Behavior Analysis®, Los Angeles; Anne M. Donnellan, Professor, Department of Rehabilitation Psychology and Special Education, Univ. of Wis.


The Behavior Assessment Guide

Thomas J. Willis, Gary W. LaVigna and Anne M. Donnellan

Revised and updated, The Behavior Assessment Guide provides the user with a comprehensive set of data gathering and records abstraction forms to facilitate the assessment and functional analysis of a client’s behavior problems and the generation of nonaversive behavioral intervention plans. Permission has been granted by the authors to reproduce the forms for professional use.

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Mediator Analysis
Motivational Analysis
Summary of Target Areas or Complaints
Functional Analysis of Problem Behavior
Reinforcement Inventory

Thomas J. Willis, Associate Director, Institute for Applied Behavior Analysis®, Los Angeles; Gary W. LaVigna, Clinical Director, Institute for Applied Behavior Analysis®, Los Angeles; Anne M. Donnellan, Professor, Department of Rehabilitation Psychology and Special Education, University of Wisconsin.


Progress Without Punishment
Effective Approaches for Learners with Behavior Problems

Anne M. Donnellan, Gary W. LaVigna, Nanette Negri-Schoultz, Lynette Fassbender

As individuals with special educational and developmental needs are increasingly being integrated into the community, responding to their problem behaviors in a dignified and appropriate manner becomes essential. In this volume, the authors argue against the use of punishment, and instead advocate the use of alternative intervention procedures. The positive programming model described in this volume is a gradual educational process for behavior change, based on a functional analysis of problems, that involves systematic instruction in more effective ways of behaving. The work provides an overview of nonaversive behavioral technology and demonstrates how specific techniques change behavior through positive means. The extensive examples and illustrative material make the book a particularly useful resource for the field.

Anne M. Donnellan, Professor, Department of Rehabilitation Psychology and Special Education, University of Wisconsin; Gary W. LaVigna, Clinical Director, Institute for Applied Behavior Analysis®, Los Angeles; Nanette Negri-Schoultz and Lynette Fassbender, Wisconsin Center for Educational Research, Madison.

1988/192 pp./paper, $22.95/ISBN 8077-2911-6

Periodic Service Review
A Total Quality Assurance System for Human Services and Education

Gary W. LaVigna, Thomas J. Willis, Julia F. Shaul, Maryam Abedi, Melissa Sweitzer

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The Role of Positive Programming in Behavioral Treatment

Gary W. LaVigna, Thomas J. Willis, Anne M. Donnellan

This chapter defines and describes the role of positive programming in supporting people with severe and challenging behavior. After discussing the need for positive programming within a framework based on outcome needs, variations within this strategy are delineated. Then, assessment and analysis are described as critical for comprehensive, positive, and effective support. A case study of severe aggression is then presented in detail to illustrate the process of assessment and analysis, the supports that follow from this process, and the long term results of this approach. Finally, conclusions are drawn that examine the implications of positive programming for the future role of aversive procedures in providing behavioral supports for children, adolescents, and adults and for the practice of applied behavior analysis in the field of developmental disabilities.

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Hi,

my name is Glenn Metlen. I'm here today to talk to you about some of the things that have helped me live the kind of life I want to live and do the things I want to do.

Over the years, I have been described in many ways, some not too flattering. I'm someone a lot of people may describe as having a challenging reputation. I also am someone who lives in my own apartment. I have a job at Ross Clothing. I play the piano. I enjoy reading and writing. I like to eat out.

There have been times in my life, though, when these were not the things about me that people spent a lot of time talking about. They were too busy talking about things like "aggression," "intolerance," "perseveration," and a whole list of other negative things. Because some people looked mostly at the negative things, I had to live in institutions and group homes for 12 years.

In 1990, I was able to move into my own apartment in West L.A. I really enjoy living there. I like paying my own bills and deciding what to do and how to do it. I enjoy learning how to cook the foods I like. I enjoy going to concerts and going to the library.

The people I work with at IABA listen to me and try to respond to the things I tell them are important to me. For example, they helped me organize my apartment so it's clean, orderly, and quiet. They helped me find a roommate who is not disabled. They are nice to me and listen to me when I need to talk. They talk to me about things that worry me, like crossing busy streets, approaching cats and dogs, or just saying "no" to people on the street who ask me for money.

Just talking about the things that worry me helps a lot. But there are times when I need something more to help me cope with the things that worry me. My staff and I have come up with some other pretty creative things I want to tell you about. One of the most important things I use is my "Almanac of Solutions." I use this when I feel anxious about something. My support staff and I have thought about all the situations that have caused me to get anxious in the past and ways I can handle the situation so I don't have to worry about it over and over. I have all these situations and solutions written down in a book. When I feel anxious, I can just look in my Almanac and read about a solution. For example, sometimes I get anxious when my support staff are late. I can look in my Almanac and read what I can do until my staff get there. I can play my piano. I can call the IABA office and talk to someone there. Then I don't have to get too worried while I wait for my staff.

My weekly planner is another thing I use that helps me cope. My support staff write down all the things I have scheduled for the week. When I start to worry, I can look at my schedule, and it reminds me what's going to happen on which days. If something happens to change my plans, I can change it on my weekly planner. Then my support staff and I can discuss anything about the change that bothers me and how to handle it.

I also have what some people call "formal behavior programs." They help me avoid doing some of the things that might cause me serious problems in the community - like aggression and property destruction. I get a reward every day that I don't have one of these behaviors. Recently, my support staff asked me if I thought I still needed these programs, and I told them that I did. I told them that I liked signing my card every night to get my reinforcement.

All of these things I've talked about are important to me and help me live in the community. I like it when my support staff ask me what I need from them. That way, when I change, my supports can change too.
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