

# Setting Session Up for Success

Above and Beyond Therapy  
June RBT Training

A dark blue diagonal graphic that starts from the bottom left corner and extends towards the top right corner, covering the lower half of the slide.

# ABC Data Collection

- ABC Data Collection offers framework for understanding behavior. Each component contributes to a greater understanding of WHY the behavior happened.
- 3-term Contingency
  - A - Antecedent
  - B - Behavior
  - C - Consequence
- ABC Data Collection is collected in the natural environment

# Antecedent

## Consider This:

Johnny is a 10 year old boy who loves playing toys with his RBT. The RBT plays with the client frequently, but sees problem behavior when they are not playing.

On Tuesday, the client and RBT are playing with trucks.

The RBT tells Johnny that he needs to pick up his toys and move to the table to work. Johnny immediately begins to stomp around, cry, and hit the wall. The RBT tells Johnny "No, we don't do that." Johnny continues to cry and refuse to move to the table.

- The antecedent occurs moments before the behavior
  - Antecedents that commonly trigger maladaptive behavior:
    - Demand
    - Diverted Attention
    - Denied Access
    - Environmental Stimuli
    - Transitions
    - Unstructured Time
  - To understand the antecedent ask:
    - Where?
    - When?
    - Who?
    - What?

In the given scenario, what is the antecedent?

The RBT asks Johnny to pick up his toys and move to the table.		
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# Behavior

## Consider This:

Johnny is a 10 year old boy who loves playing toys with his RBT. The RBT plays with the client frequently, but sees problem behavior when they are not playing.

On Tuesday, the client and RBT are playing with trucks.

The RBT tells Johnny that he needs to pick up his toys and move to the table to work. Johnny immediately begins to stomp around, cry, and hit the wall. The RBT tells Johnny "No, we don't do that." Johnny continues to cry and refuse to move to the table.

- Behavior is anything that a person does.
  - This behavior may be desirable or undesirable
  - Behavior is observable and measurable

In the given scenario, what is the behavior?

The RBT asks Johnny to pick up his toys and move to the table.	Johnny begins to stomp, cry, and hit the wall.	
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# Consequence

## Consider This:

Johnny is a 10 year old boy who loves playing toys with his RBT. The RBT plays with the client frequently, but sees problem behavior when they are not playing. On Tuesday, the client and RBT are playing with trucks. The RBT tells Johnny that he needs to pick up his toys and move to the table to work. Johnny immediately begins to stomp around, cry, and hit the wall. The RBT tells Johnny “No, we don’t do that.” Johnny continues to cry and refuse to move to the table.

- Consequence occurs immediately after the behavior
  - Access to preferred items
  - Sensory
  - Attention
  - Escape from demand
- A consequence is ANY response to the behavior! This is why we have to be conscious of our responses and actions.

In the given scenario, what is the consequence?

The RBT asks Johnny to pick up his toys and move to the table.	Johnny begins to stomp, cry, and hit the wall.	The RBT tells Johnny, “No, we don’t do that.”
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# Let's Practice!

Use the following video link to watch a real life example of ABC data collection and its benefits:

<https://youtu.be/DVavwQSFWPO>

Use the following video link to practice taking ABC data collection:

[https://www.youtube.com/watch?v=0V\\_XHglcF0s](https://www.youtube.com/watch?v=0V_XHglcF0s)

# Preventing Incidents

- Create an environment that is safe and supportive
  - Is your client having their basic needs met?
  - Is there a location that can be quiet, uncluttered
  - Does your client have access to reinforcers or motivators that are captivating ? Are they given access to reinforcers often?
    - This can also be providing access to family or friends
- Assess your environment for safety
  - Remove or limit the clients access to objects that could be considered dangerous
    - Examples: Scissors, forks, pens, medications, cleaning supplies etc.
  - Evaluate over time to ensure safety measures are being met
- Present yourself in a way that feels fun, supportive and respectful of the client
  - Provide choices for work and play opportunities
  - Bring reinforcement that the client is likely to work for

# Safety Habits

- Assessing environment upon entry
  - Always look through your environment each time you start a session
    - Are there objects that could be dangerous for the client to have access to?
    - Is there a safe location for the client to go to de-escalate if needed?
    - Is there a safe location for you to go if you are unsafe?
  - Have a safety plan with your BCBA if your client has frequent aggressive or dangerous behaviors
- Clothing
  - Wear clothing that you are able to move full range of motion in (athletic shirts and pants, scrubs)
  - Avoid clothing that limits movement, is loose, or has features that could be dangerous to your safety (i.e. drawstrings, zippers)
  - Avoid wearing most to all jewelry especially jewelry that dangles off your body.
    - Also be cognizant of sharp rings that could scrape or cut your client in a restrictive hold



# Let's Practice!

Can you identify some items that may need to be monitored for safety?



# How Does My Behavior Impact Clients?

Behavior is communication, we can communicate dignity and respect in challenging situations when we:

- Use age appropriate language
- Use our manners
- Give clear concise instructions
- Are mindful of our tone and volume
- Regulate our own emotions
- Mindful of personal space
- Offer choice
- Have a confident/friendly facial expression
- Avoid power struggles

Taking care of ourselves outside of our professional capacity is how we stay resilient as well as knowing our limits and taking a break when necessary.

# Reinforcement

Effective reinforcement is:

- Immediate
- Distinct
- Descriptive
- Preferred
- Varied

# De-escalation

- De-Escalation is used in order to help calm an individual once upset
  - Follow any safety plan already put in place, if the individual has one
  - Redirect the individual if possible
- Before even beginning the de-escalation process, consider if safety needs are met
  - Ask for assistance if needed, talk calmly, make sure the area is clear of people (who are not involved in the de-escalation process) or items
- Intervene as early as possible
  - I.e., when client shows visible signs of becoming agitated, such as vocal protests (whining)
- When considering de-escalation, the following 3 strategies do not have to be done in sequential order. Instead, you implement whatever step may be most beneficial and effective during that time
  - Change strategy if the one being implemented is not effective
- When considering de-escalation, make sure you, yourself are not becoming emotional in the process. Make sure to use a calm, neutral voice at all times.

*Side note: Rapport should be done before the escalation process but it is important to consider when thinking about de-escalation, as this may help with the process. In other words, remember to effectively pair with your clients!*

# Help

- This strategy may be beneficial if a client is presenting maladaptive behaviors when upset (i.e., tantrums, aggression, property destruction, etc.) in attempts to communicate that they need help.
  - Use FCT (functional communication training) and DRA (differential reinforcement of alternative behavior) during this time
    - FCT can be vocalizations, PECS, sign language, etc.
    - DRA is reinforcing any appropriate alternative to the problem behavior (i.e., communication), while NOT reinforcing the unwanted behavior (i.e., problem behavior)
  - The client may be engaging in problem behavior in order to escape or avoid tasks, for attention (both positive and negative), to access to tangibles, sensory, etc.
- You may prompt the upset individual by asking what s/he wants
  - If the client does not choose or gives a request that cannot be met, respond with giving 2-3 appropriate choices. Allow 5-10 seconds for the individual to process the requests and communicate their wants. Praise the client if they are able to make an appropriate request.

# Help Continued

- When to use:
  - When the client is starting to become escalated and/or you may have something that the clients wants, that you are also able to provide during that time
    - Make sure functional communication is being used- prompting is sometime necessary and okay
      - Make sure you respond to these functional communication requests in other environments as well (other than just when the client is escalated)
        - *Question: Do you know why we might want to accept functional communication in other environments?*
  - If the client is likely to request something that is safe, appropriate, and accessible
- When not to use:
  - When the client is highly escalated
  - If the client wants something you cannot deliver

# Prompt

- When escalated one should not simply tell the person to “calm down” or “stop”. Instead prompt the individual to engage in a more appropriate task
- Find an incompatible behavior or consider implementing behavior momentum
  - Incompatible behavior example: an individual hits self when upset. Having them clap their hands or hold a stress ball is incompatible.
- Use a calm and neutral tone of voice
- Allow the client 5-10 seconds to respond and repeat any prompts if applicable
- Praise client if they're cooperating appropriately
  
- When to use:
  - If there is high probability that the client will listen to instructions (or at least give an approximation of the request) when upset
    - This should be something the client already knows how to do
    - This should be simple, and not complex
  - If the Help strategy was not effective or not appropriate at that time

# Wait

- This strategy may be useful if the client typically calms down easier/faster when given time to “cool off”
  - Consider how long you should wait for the client to become calm.
  - Consider how long you should wait after the client becomes calm, before approaching or using another de-escalation strategy
- Make sure the area is cleared of any other individuals who are not actively involved in the de-escalation process and/or any clutter in the environment
- Use planned ignoring at this time
  - i.e., do not reinforce problem behavior via attention
  - Do not make eye contact, do not talk, etc.
- When the client starts to become more calm, you may switch to the Help or Prompt strategy
- When to use:
  - When Help or Prompt strategies seem to escalate the client even further
  - When other alternatives seem mute
  - When avoiding reinforcement of maladaptive behaviors



# Let's Practice

How would you respond to the following scenarios?

[https://www.youtube.com/watch?v=0T2R8pTpcoo&list=PL1ofC1evSi40ymUzqSNWM5ZBA3SV\\_Lkx5&index=2](https://www.youtube.com/watch?v=0T2R8pTpcoo&list=PL1ofC1evSi40ymUzqSNWM5ZBA3SV_Lkx5&index=2)

[https://www.youtube.com/watch?v=T05216EU94I&list=PL1ofC1evSi40ymUzqSNWM5ZBA3SV\\_Lkx5&index=8](https://www.youtube.com/watch?v=T05216EU94I&list=PL1ofC1evSi40ymUzqSNWM5ZBA3SV_Lkx5&index=8)

[https://www.youtube.com/watch?v=bFm2V8jSZJQ&list=PL1ofC1evSi40ymUzqSNWM5ZBA3SV\\_Lkx5&index=11](https://www.youtube.com/watch?v=bFm2V8jSZJQ&list=PL1ofC1evSi40ymUzqSNWM5ZBA3SV_Lkx5&index=11)