Special Learning's Virtual

RBT ONLINE

Initial Competency Assessment:

Section 4: Behavior Reduction

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Objectives for Competency Assessment Section 4: Behavior Reduction

Ultimate Learning Outcome (s)
➢ Define the Competency Assessment Items that fall under Section 4: Behavior Reduction ➢ List what is expected to successfully complete Section 4   - CA#14: Implement crisis/emergency procedures according to protocol.   - CA#15: Implement interventions based on modification of antecedents such as motivating/establishing operations and discriminative stimuli   ➢ Describe the grading criteria for Section 4: Behavior Reduction

Competency Assessment Section 4:
Behavior Reduction Instructions and Scoring

Section #4: Behavior Reduction Purpose

Purpose:

- This section will cover behavior reduction procedures.

Objectives:

- CA#14: Implement crisis/emergency procedures according to a protocol via Role-Play.

- CA#15: Implement interventions based on a modification of antecedents such as motivating/establishing operations and discriminative stimuli via Role-Play

**Please note that for the Initial Competency Assessment, Competency Assessment #15 Differential Reinforcement and Competency Assessment #15 Extinction are not required. However, if you would like to submit these items with your completed Competency Assessment, your qualified assessor will evaluate those Items.

Section #4: Behavior Reduction Instructions

Step 1

Download the Instructions and Template

A. *Section 4: Behavior Reduction Competency Assessment Requirements and FILLABLE forms*

B. Read the instructions for the entire Section 4: Behavior Reduction

Step 2

What Components to Use for Section 4

A. 0 Video Samples

B. 0 Templates

C. 2 Case Scenario/ Vignettes

Step 3

Complete Section 4 Competency Assessment

A. Record yourself implementing the Reduction Behavior Programs with a peer/client (as designated)

B. Competency Assessment Section #4 includes 2 task items (on next slide)
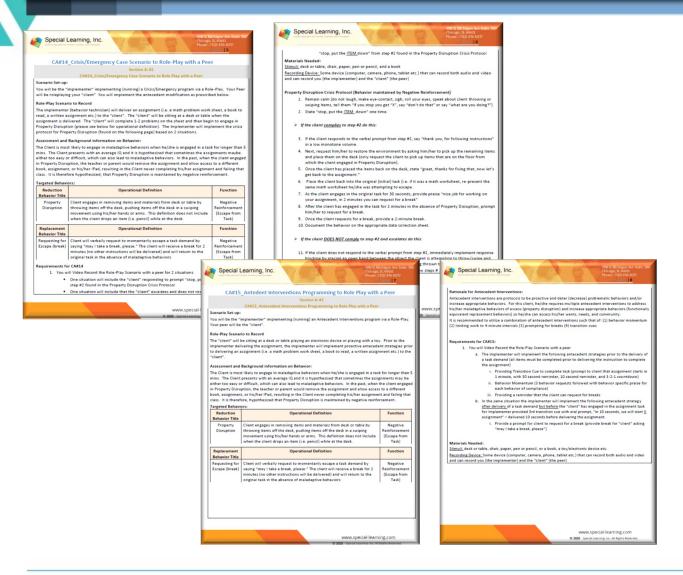
SECTION 4: BEHAVRIOR REDUCTION (RBT® 2nd Edition Task List- Section D)				
ABA Modality Demonstrated	**Competency Assessment #**	**Method of Demonstration**	**How to Complete Method of Demonstration**	**Whom to Perform Task With**
Implement Crisis/Emergency Procedures According to Protocol (TL D-06)	14	Role-Play	Recording yourself demonstrating skill with a peer (program protocol sample will be provided)	Peer
Implement Interventions Based on a Modification of Antecedents such as Motivating/Establishing Operations and Discriminative Stimuli (TL D-03)	15	Role-Play	Recording yourself demonstrating skill with a peer (program protocol sample will be provided)	Peer

➤ This template is a fillable PDF form and includes 4 pages to complete Section 4
- 2 case scenarios to perform a task with a Peer

1. To complete this assignment, Download the Template(s):
   - Section_4_Behavior_Reduction_Competency_Assessment_Requirements_and_FILLABLE_Forms
2. Save the Template(s) to your computer
3. Find the file on your computer and select "Open with" and select Adobe Reader (maybe called PDF Viewer)
4. Complete the assignments by recording yourself and peer
5. Select "Save As" (save your video files as the naming convention described)

CA #14: Behavior Reduction- Crisis/Emergency

CA#14 Objective: Implement crisis/emergency procedures according to protocol

1. Read the following Case Scenario Titled:
   - *CA#14_Crisis/Emergency Case Scenario to Role Play with a Peer*

2. Record yourself performing the following Crisis/Emergency scenario and implementing the crisis/emergency protocol with a peer based off the Case Scenario found in Section 4 #1.

Scenario Set-up:

- You will be the "implementer" implementing (running) a Crisis/Emergency program via a Role-Play. Your Peer will be role-playing your "client" You will implement the antecedent modification as prescribed below.

Role-Play Scenario to Record

- The implementer (behavior technician) will deliver an assignment (i.e. a math problem work sheet, a book to read, a written assignment etc.) to the "client". The "client" will be sitting at a desk or table when the assignment is delivered. The "client" will complete 1-2 problems on the sheet and then begin to engage in Property Disruption (please see below for operational definition). The Implementer will implement the crisis protocol for Property Disruption (found on the following page) based on 2 situations.

Assessment and Background information on Behavior:

- The Client is most likely to engage in maladaptive behaviors when he/she is engaged in a task for longer than 5 mins. The Client presents with an average IQ and it is hypothesized that sometimes the assignments maybe either too easy or difficult, which can also lead to maladaptive behaviors. In the past, when the client engaged in Property Disruption, the teacher or parent would remove the assignment and allow access to a different book, assignment, or his/her IPad, resulting in the Client never completing his/her assignment and failing that class. It is therefore hypothesized, that Property Disruption is maintained by negative reinforcement.

Targeted Behaviors:

Reduction Behavior Title	Operational Definition	Function
Property Disruption	Client engages in removing items and materials from desk or table by throwing items off the desk, pushing items off the desk in a swiping movement using his/her hands or arms. This definition does not include when the client drops an item (i.e. pencil) while at the desk.	Negative Reinforcement (Escape from Task)

Replacement Behavior Title	Operational Definition	Function
Requesting for Escape (break)	Client will verbally request to momentarily escape a task demand by saying "may I take a break, please." The client will receive a break for 2 minutes (no other instructions will be delivered) and will return to the original task in the absence of maladaptive behaviors	Negative Reinforcement (Escape from Task)

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- **Property Disruption Crisis Protocol (Behavior maintained by Negative Reinforcement)**

1. Remain calm (do not laugh, make eye-contact, sigh, roll your eyes, speak about client throwing or swiping items, tell them "if you stop you get "X", say "don't do that" or say "what are you doing?")

2. State "stop, put the <u>ITEM</u> down" one time.

- ***If the client <u>complies</u> to step #2 do this:***

3. If the client responds to the verbal prompt from step #2, say "thank you, for following instructions" in a low monotone volume.

4. Next, request him/her to restore the environment by asking him/her to pick up the remaining items and place them on the desk (only request the client to pick up items that are on the floor from which the client engaged in Property Disruption).

5. Once the client has placed the items back on the desk, state "great, thanks for fixing that, now let's get back to the assignment."

6. Place the client back into the original (initial) task (i.e. if it was a math worksheet, re-present the same math worksheet he/she was attempting to escape.

7. As the client engages in the original task for 30 seconds, provide praise "nice job for working on your assignment, in 2 minutes you can request for a break"

8. After the client has engaged in the task for 2 minutes in the absence of Property Disruption, prompt him/her to request for a break.

9. Once the client requests for a break, provide a 2-minute break.

10. Document the behavior on the appropriate data collection sheet.

CA #14: Behavior Reduction- Crisis/Emergency (scenario 2)

- ***If the client <u>DOES NOT comply</u> to step #2 and escalates do this:***

- If the client does not respond to the verbal prompt from step #2, immediately implement response blocking by placing an open hand between the object the client is attempting to throw/swipe and the edge of the desk to stop the movement of the item being thrown to the floor.

- Once the client ceases engaging in Property Disruption, follow steps # 2-10.

CA#14_ Behavior Reduction- Crisis/Emergency *Scoring:*

CA #	Step/ Item #	Description	Correct or Incorrect Implementation		Point Value for Correct Implementation
CA#14	**1**	Implementer remained calm through the entire crisis protocol	+	-	**.25**
	2	Implementer stated State "stop, put the <u>ITEM</u> down" one time.	+	-	**.25**
		Situation 1: "Client" Responded to step #2			
	3	Implementer in low-magnitude praise and volume stated "thank you for following instructions"	+	-	**.25**
	4	Implementer requests "client" to restore the environment and provides assistance as needed	+	-	**.25**
	5	Implementer provides praise for compliance by stating "great, for fixing that, now let's get back to the assignment."	+	-	**.25**
	6	Implementer re-presents the original assignment to "client"	+	-	**.25**
	7	As the "client" engages in the original task again for 30 seconds, implementer provides praise and prompts "nice job for working on your assignment, in 2 minutes you can request for a break."	+	-	**.25**
	8	After the client has been working on the assignment for 2 consecutive minutes in the absence of Property Disruption, implementer prompts "client" to request for a break	+	-	**.25**
	9	After the client requests for a break, the implementer provides the break (implementer will not provide other instructions to the "client" during the break)	+	-	**.25**
	10	Implementer documents the behavior	+	-	**.25**

CA#14_ Behavior Reduction- Crisis/Emergency *Scoring:*

CA #	Step/ Item #	Description	Correct or Incorrect Implementation		Point Value for Correct Implementation
		Situation 2: "Client" DOES Not Respond to step #2 and escalates			
CA#14	11	Implementer implements response blocking by placing an open hand between the object the "client" is attempting to throw and the edge of the desk/table	+	-	.25
	12	Once the "client" ceases in the Property Disruption Behavior, the Implementer follows step 2 and states "stop, put the ITEM down" one time	+	-	.25
	13	Implementer in low-magnitude praise and volume stated "thank you for following instructions"	+	-	.25
	14	Implementer requests "client" to restore the environment and provides assistance as needed	+	-	.25
	15	Implementer provides praise for compliance by stating "great, for fixing that, now let's get back to the assignment."	+	-	.25
	16	Implementer re-presents the original assignment to "client"	+	-	.25
	17	As the "client" engages in the original task again for 30 seconds, implementer provides praise and prompts "nice job for working on your assignment, in 2 minutes you can request for a break."	+	-	.25
	18	After the client has been working on the assignment for 2 consecutive minutes in the absence of Property Disruption, implementer prompts "client" to request for a break	+	-	.25
	19	After the client requests for a break, the implementer provides the break (implementer will not provide other instructions to the "client" during the break)	+	-	.25
	20	Implementer documents the behavior	+	-	.25

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CA#15 Objective: Implement interventions based on modification of antecedents such as motivating/establishing operations and discriminative stimuli.

1. Read the following Case Scenario Titled:

   - *CA#15_Antecedent Interventions Programming to Role Play with a Peer*

2. Record yourself performing the following Antecedent Intervention Program protocol with a peer based off the Case Scenario found in Section 4 #2

Scenario Set-up:

   - You will be the "implementer" implementing (running) an Antecedent Interventions program via a Role-Play. Your peer will be the "client".

Role-Play Scenario to Record:

   - The "client" will be sitting at a desk or table playing an electronic device or playing with a toy. Prior to the implementer delivering the assignment, the implementer will implement proactive antecedent strategies prior to delivering an assignment (i.e. a math problem work sheet, a book to read, a written assignment etc.) to the "client".

Assessment and Background information on Behavior:

The Client is most likely to engage in maladaptive behaviors when he/she is engaged in a task for longer than 5 mins. The Client presents with an average IQ and it is hypothesized that sometimes the assignments may be either too easy or difficult, which can also lead to maladaptive behaviors. In the past, when the client engaged in Property Disruption, the teacher or parent would remove the assignment and allow access to a different book, assignment, or his/her IPad, resulting in the Client never completing his/her assignment and failing that class. It is therefore, hypothesized that Property Disruption is maintained by negative reinforcement.

Target Behaviors:

Reduction Behavior Title	Operational Definition	Function
Property Disruption	Client engages in removing items and materials from desk or table by throwing items off the desk, pushing items off the desk in a swiping movement using his/her hands or arms. This definition does not include when the client drops an item (i.e. pencil) while at the desk.	Negative Reinforcement (Escape from Task)
Replacement Behavior Title	**Operational Definition**	**Function**
Requesting for Escape (break)	Client will verbally request to momentarily escape a task demand by saying "may I take a break, please." The client will receive a break for 2 minutes (no other instructions will be delivered) and will return to the original task in the absence of maladaptive behaviors	Negative Reinforcement (Escape from Task)

Rationale for Antecedent Interventions:

- Antecedent interventions are protocols to be proactive and deter (decrease) problematic behaviors and/or increase appropriate behaviors. For this client, he/she requires multiple antecedent interventions to address his/her maladaptive behaviors of excess (property disruption) and increase appropriate behaviors (functionally equivalent replacement behaviors) so he/she can access his/her wants, needs, and community.

- It is recommended to utilize a combination of antecedent interventions such that of:
    1. behavior momentum
    2. limiting work to 4-minute intervals
    3. prompting for breaks
    4. transition cues

CA #15: Reduction Behaviors- Antecedent Interventions

Antecedent Interventions to Implement and Record:

1. The implementer will implement the following antecedent strategies prior to the delivery of a task demand (all items must be completed prior to delivering the instruction to complete the assignment)

   - Providing Transition Cue to complete task (prompt to client that assignment starts in 1 minute, with 30 second reminder, 10 second reminder, and 3-2-1 countdown)

   - Behavior Momentum (3 behavior requests followed with behavior specific praise for each behavior of compliance)

   - Providing a reminder that the client can request for breaks

2. In the same situation the implementer will implement the following antecedent strategy <u>after delivery</u> of a task demand <u>but before</u> the "client" has engaged in the assignment task for Implementer provided 3rd transition cue with oral prompt, "in 10 seconds, we will start <u>X</u> assignment" – delivered 10 seconds before delivering the assignment.

   - Provide a prompt for client to request for a break (provide break for "client" asking "may I take a break, please")

CA#15_Implement Antecedent Intervention Protocols Scoring:

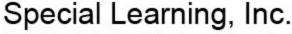| CA #	Step/ Item #	Description	Correct or Incorrect		Point Value
CA#15	1	Implementer had all materials prepared (i.e. pen, assignment etc.)	+	-	.50
	2	Implementer provided 1st transition cue with oral prompt, "In 1 minute, we will start X assignment" – delivered 1 minute before delivering the assignment.	+	-	.50
	3	Implementer provided 2nd transition cue with oral prompt, "in 30 seconds, we will start X assignment" – delivered 30 seconds before delivering the assignment.	+	-	.50
	4	Implementer provided 3rd transition cue with oral prompt, "in 10 seconds, we will start X assignment" – delivered 10 seconds before delivering the assignment.	+	-	.50
	5	Implementer provided 4th transition cue with, "3-2-1" – delivered the last 3 seconds before delivering the assignment.	+	-	.50
	6	Implementer provided Behavior Momentum with 1st - one simple task demand (i.e. Touch your nose) followed with behavior specific praise for client's correct response prior to delivering assignment	+	-	.50
	7	Implementer provided Behavior Momentum with 2nd -one simple task demand (i.e. Clap your hands) followed with behavior specific praise for client's correct response prior to delivering assignment	+	-	.50
	8	Implementer provided Behavior Momentum with 3rd -one simple task demand (i.e. High Five) followed with behavior specific praise for client's correct response prior to delivering assignment	+	-	.50
	9	Implementer provides a prompt (reminder) that the "client" can request for a break prior to delivering the assignment	+	-	.50
	10	After the "client" has initiated the assignment (task) but before the "client" has engaged in the task for 4 minutes, the implementer prompts the "client" to request for a break	+	-	.50
CA#15		Implement Antecedent Interventions Protocol	Total Score:		/5

COMPETENCY ASSESSMENT:
SECTION 4: BEHAVIOR REDUCTION

RBT ONLINE

VIRTUAL INITIAL COMPETENCY ASSESSMENT

Next Steps:

1. Take the Post-Quiz for this presentation
2. Download this Presentation
3. Download the Template
4. Read the instructions on how to complete this Section (found in the Template)
5. Make sure you have consent to record both your peer and client prior to recording
6. Record all 2 tasks to complete Section 4 (save files)
7. Start Section 5 and 6: Professionalism and Requirements

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