You are not a punching bag: *Strategies to decrease aggressive behaviors*

In this webinar you will:

- Analyze the pattern of behavior to identify the "*why*" behind the hitting, throwing, kicking
- Apply strategies to respond effectively to aggression
- Design a plan tailored to the child that focuses on skill building

Presented by Jenny Baggett & Amanda Spiess

Jenny Baggett

Jenny Baggett is an educational consultant at the Treatment and Research Institute for Autism Spectrum Disorders (TRIAD). She specializes in applied behavior analysis and caregiver coaching for autistic individuals and their families. She hosts webinars that cover a variety of topics related to best practices in early intervention that reach hundreds of providers in Tennessee each year. Jenny is a strong believer that all children can learn skills that help them advocate for themselves, keep themselves safe, and lead them down a path for a fulfilling life. She is passionate about empowering caregivers to teach their children the skills they need to do this. In her personal life, she enjoys baking and traveling with her husband and two young children.

Amanda Spiess

Amanda Spiess earned her bachelor's degree in Elementary Education from Middle Tennessee State University in 2008. Amanda worked in the early childhood setting for 4 years before transitioning into a therapist role, providing ABA services within clinic and home settings to children diagnosed with Autism. In 2016 Amanda enrolled at Arizona State University online to pursue coursework in applied behavior analysis and curriculum instruction. Amanda graduated her master's program in 2017 and is now a Licensed Board Certified Behavior Analyst. Amanda has worked at TRIAD for 10 years as a part of the early intervention team. In this role Amanda is able to support parents and early interventionists by coaching them in evidence-based practices that support the child and family. Amanda truly enjoys being a team member on the first services family receive through TEIS. In her free time Amanda enjoys running, reading and spending time with her family.

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AGENT AGENT

ROSIE

Often Often Often
Often Often Often
Often   Not
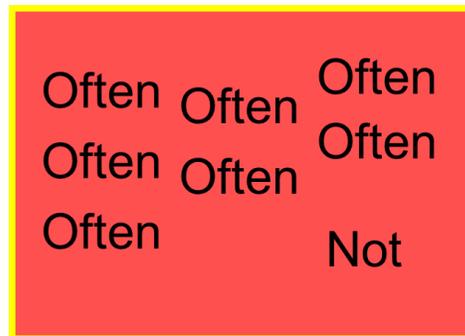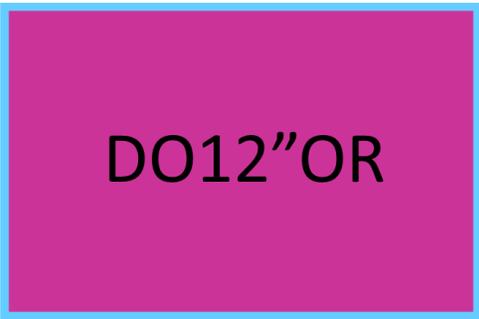
Agenda

Introduction/Housekeeping

ABCs of Behavior

What is reinforcement?

Functions of behavior

Responding to aggression

Case Studies

Resources/Closing

Zoom Orientation – Annotation

Push computer mouse to the top of the screen
Click drop down arrow under VIEW OPTIONS
Click Annotate

OR...Look for the pencil with line icon on the bottom left corner of your screen

Mouse

Select

Text

Draw/Shape

Stamp

Spotlight

Eraser

Color

Undo

Redo

Delete

Download

Draw

Line width

Shape

Highlighter

ABCs of Behavior & Learning

Antecedent	Behavior	Consequence

Event that occurs

_____

a behavior

Consider: time, place, people, objects, activities, transitions, basic needs

Anything that the child

does that can be

_____

What happens

immediately

_____

the behavior

When observing and writing down notes on consequence, be

_____ and

_____

THERE'S ALWAYS AN ANTECEDENT

Pippin

Pippin's mom just got home from a long day of work. She hands him her phone so he can occupy himself while she cooks and rests. When mom finishes making dinner, she tells Pippin to go wash his hands. He continues watching videos on her phone. She approaches him and takes it out of his hands. Pippin grabs at the phone, then hits and kicks mom. Mom yells at him to stop. Pippin continues to hit and kick her. Mom sees that the phone only has 2% battery left so gives it back since it'll turn off on its own in a few minutes.

Antecedent: _____

Behavior: _____

Consequence: _____

Identifying Patterns of Behavior

Think back on a recent instance where your child engaged in a behavior that you'd like to learn more about today.

How did the incident you're remembering start? Did a particular event, action, place, or person impact your child?	What happened during the incident you're recalling? What did your child do or say?	What happened after the incident? How did others in the environment respond to your child? How did your child respond?

Is this pattern similar to other patterns you've observed with your child's behavior? Are the same events likely to occur before and/or after certain behaviors?

Based on the patterns you've noted, what might be the reason for your child's behavior?

Access_____   Escape_____

Behavior Detective

Boromir

Boromir (3-years-old) is playing with his 7-year-old cousin. His cousin found a cool ring that changes colors. Boromir really wants the ring and reaches out for it and says, "mine." His cousin yells "Stop" and tries to run away. Boromir grabs his cousin and scratches him. Boromir's uncle comes over and reprimands his cousin for not sharing. He hands Boromir the ring and redirects his cousin to something else.

Antecedent: _____

Behavior: _____

Consequence: _____

Frodo

Mom and Frodo are building blocks. The phone rings and it's a call mom's been waiting on all day. Mom picks up the phone and walks away for a minute. Frodo says, "mama play" then knocks down the tower with a crash. Mom turns to Frodo and shakes her head. Frodo then throws blocks at mom. Mom apologies to the person on the phone and states that she will have to call them back. She hangs up the phone and tells Frodo to pick up the blocks.

Antecedent: _____

Behavior: _____

Consequence: _____

Galadriel

During breakfast, dad turns on the blender to make a smoothie, creating a loud noise. Galadriel immediately screams and kicks table and throws her food. Dad quickly shuts off the blender and says, "Sorry!" He picks up her food and hands it back to her and waits to make his smoothie later.

Antecedent: _____

Behavior: _____

Consequence: _____

Reinforcement

1. Reinforcement is the _____ part of the ABCs.

2. Reinforcement _____ the likelihood that the behavior _____

   occur again in the future, under _____ circumstances.

3. Reinforcement _____ behaviors.

4. Reinforcement should be delivered as _____ to the behavior as

   possible.

Word Bank					
will	strengthens	increases	close	similar	consequence

Functions of Behavior (Types of reinforcement)

Function	What it does	When is Happens
Sensory	Provides stimulation	Anytime
Escape	Removes unwanted activities or uncomfortable situations	Nonpreferred activities or uncomfortable situations
Attention	Redirects others' attention to themselves	When others are present
Tangible	Gets items or activities	Preferred activities or items are not accessible

Notes:

WHY?

Find the Function – Turkey
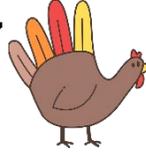
Incident 1

- Antecedent: Grandma asks Merry to put away blocks before snack.
- Behavior: Merry screams and hits Grandma's arm.
- Consequence: Grandma stops cleanup request and gives snack immediately.

Incident 2

- Antecedent: Grandma prompts Merry to sit at the table for lunch.
- Behavior: Merry pushes chair over and slaps Grandma's hand.
- Consequence: Grandma allows Merry to walk away and delays lunch routine.

Incident 3

- Antecedent: Grandma says "Time to wash hands" before going outside.
- Behavior: Merry kicks Grandma's leg and cries loudly.
- Consequence: Grandma abandons handwashing and takes Merry outside without completing the task.

Incident 4

- Antecedent: Grandma presents a non-preferred puzzle activity.
- Behavior: Merry throws puzzle pieces and hits Grandma's shoulder.
- Consequence: Grandma removes puzzle and switches to preferred toy.

Incident 5

- Antecedent: Grandma prompts Merry to brush teeth before bedtime.
- Behavior: Merry bites Grandma's hand and screams.
- Consequence: Grandma stops brushing attempt and postpones bedtime routine.

Function:

Find the Function – Pilgrim

Incident 1:

- Antecedent: Therapist prompts Aragorn to use PECS to request bubbles.

- Behavior: Aragorn throws PECS book

- Consequence: Therapist gives bubbles without requiring PECS exchange and ends session early.

Incident 2:

- Antecedent: Mother attempts to change Aragorn's diaper while sibling is crying nearby.

- Behavior: Aragorn kicks, screams, and pulls mother's hair.

- Consequence: Mother delays diaper change and picks up sibling first.

Incident 3:

- Antecedent: Therapist transitions from sensory bin to table task without visual cue.

- Behavior: Aragorn elopes from room, screams in hallway, and hits wall.

- Consequence: Therapist redirects Aragorn to sensory bin and postpones table task.

Incident 4:

- Antecedent: Loud blender noise from kitchen during breakfast.

- Behavior: Aragorn covers ears, screams, and throws plate.

- Consequence: Mother turns off blender and allows Aragorn to eat in living room.

Incident 5:

- Antecedent: Sibling crawls toward Aragorn's toy.

- Behavior: Aragorn pushes sibling forcefully and tries to hit him.

- Consequence: Mother separates children and gives Aragorn a different toy.

Function:

Find the Function – Cornucopia

Incident 1

- Antecedent: Mom places cookies on the counter but says "Not until after dinner."
- Behavior: Legolas screams, hits mom's arm, and reaches for cookies.
- Consequence: Mom gives one cookie to stop the aggression.

Incident 2

- Antecedent: Mom takes away tablet after screen-time limit is reached.
- Behavior: Legolas slaps mom's hand and cries loudly.
- Consequence: Mom returns tablet for "five more minutes."

Incident 3

- Antecedent: Mom is folding laundry and Legolas sees favorite toy car on top of the pile.
- Behavior: Legolas hits mom's leg and yells.
- Consequence: Mom hands over toy car to calm Legolas.

Incident 4

- Antecedent: At grocery store, Legolas sees candy at checkout. Mom says "No candy today."
- Behavior: Legolas hits mom's shoulder and screams.
- Consequence: Mom buys candy to stop the outburst.

Incident 5

- Antecedent: At playground, Legolas wants another child's ball. Mom says "That's not ours."
- Behavior: Legolas hits mom and cries.
- Consequence: Mom gives Legolas a different ball from her bag to redirect.

Function:

Find the Function – Pumpkin

Incident 1

- Antecedent: Mom is cooking dinner and not looking at Gimli.

- Behavior: Gimli hits Mom's leg and screams.

- Consequence: Mom stops cooking, kneels down, and talks to Gimli.

Incident 2

- Antecedent: Dad is on the phone with a friend.

- Behavior: Gimli throws a toy at Dad.

- Consequence: Dad ends call early and plays with Gimli.

Incident 3

- Antecedent: Grandma is chatting with another adult at the park.

- Behavior: Gimli kicks Grandma's leg.

- Consequence: Grandma stops conversation and reprimands Gimli.

Incident 4

- Antecedent: Mom is focused on paying at checkout.

- Behavior: Gimli slaps Mom's arm and yells.

- Consequence: Mom turns away from cashier and gives Gimli eye contact and soothing words.

Incident 5

- Antecedent: Mom is reading a book quietly on the couch.

- Behavior: Gimli hits the wall loudly near Mom.

- Consequence: Mom puts book down and engages with Gimli.

Function:

Responding based on Function

Sensory	
Escape	
Attention	
Tangible	

Case Study - Sam

Background

- Autistic, 2-year, 5 month old
- Communicates mainly through gestures/vocalizations

Sam lives at home with mom, dad, and 5-year-old brother. Parents are highly engaged and proactive. Brother is neurotypical and often tries to help Sam communicate. Sam has a strong visual memory. He enjoys doing puzzles and matching games. He also responds well to music.

Presenting Concerns

- Frequent hitting during transitions or denied access to preferred items
- Difficulty tolerating changes in routine
- Hitting and kicking sibling during play

Example Incident

Sam and his brother were rolling matchbox cars on a track. Sam was holding 4 cars against his chest and actively playing with another one in his other hand. Brother takes a toy that Sam was holding and Sam screams and hits his brother with a matchbox car. Brother cries and mom comes over to intervene and gives the car back to Sam as she comforts brother.

Antecedent_____

Behavior _____

Consequence _____

FUNCTION
(select)

Sensory   Escape

Attention   Tangible

When Sam wants _____

I will teach him to _____

When Sam does that with or without prompting, I will _____

Ultimate goal: _____

Case Study – Arwen

Background

- Autistic 3 year old girl
- Mild delays in expressive language (2-3 word utterances)

Arwen lives at home with her mom and grandmother. Grandmother watches her when mom is at work and most of the day is unstructured. Arwen is highly curious and observant. She loves books and is great at pretend play and spends the majority of her day engaging in those activities. She has strong receptive language skills.

Presenting Concern

Arwen can have aggressive outbursts during group play or when she's overstimulated. She will scratch and pinch caregivers during transitions. Although she has strong receptive language skills, she has difficulty following adult instructions in new environments.

Example Incident

After getting dressed, Arwen sits at the table to eat her breakfast. Grandmother comes over to brush her hair. When she starts brushing her hair, Arwen says "no" and turns around and scratches grandmother. Grandmother tries to keep brushing but Arwen screams, scratches, and pinches her in response. Grandmother looks at mom, sighs, and walks away.

Antecedent_____

Behavior _____

Consequence _____

FUNCTION
(select)

Sensory   Escape

Attention   Tangible

When Arwen wants _____

I will teach her to _____

When Arwen does that with or without prompting, I will _____

Ultimate goal: _____

How to Watch TRIAD Early Intervention Brief Online Training Sessions (BOTS)

STEP 1: REGISTER

Go to triad.vkclearning.org

Create an account by clicking on "Register"

Fill out the form and select "TRIAD" under "Choose the Vanderbilt Kennedy Center Division for Course Access"

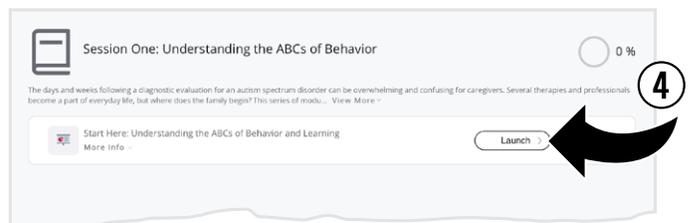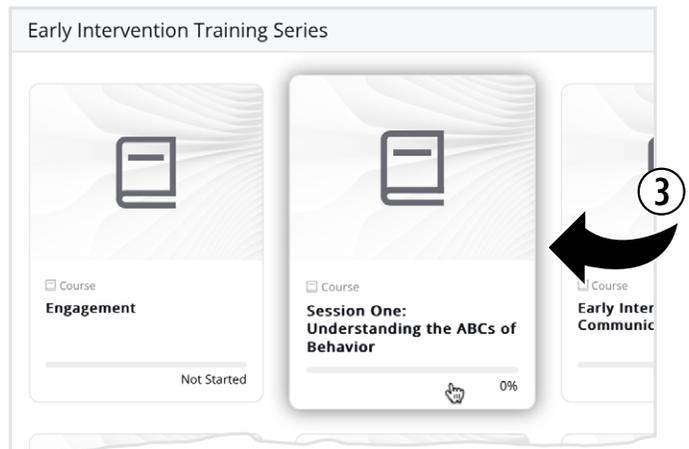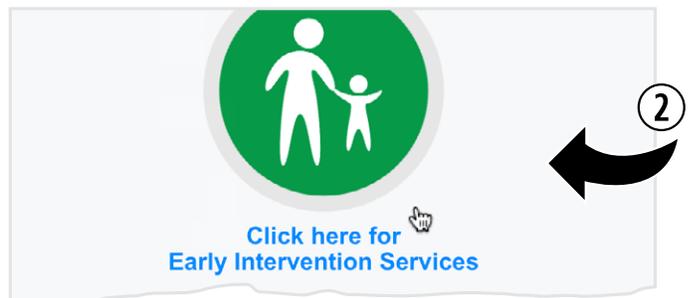You will receive an email for verification. Once you do, click the link to verify your account.

STEP 2: LOGIN

① Login at triad.vkclearning.org

② Click on "Early Intervention Services"

③ Click on the training you'd like to view.
   » Session One applies to Challenging Behavior, Communication, and Social Play. Start there for those curricula.

④ Click the right arrow to launch

Need help? Read about frequently asked questions at triad.vumc.org/bot-faq.

Contact morgan.l.burnett.1@vumc.org with questions.

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