Tuesday, 1:00 – 2:30, B2

The Communication of Behavior

Joe'L Farrar
Joel.farrar@yahoo.com

Objectives:

Identify effective methods for the practical application of concepts related to improving the delivery of services for persons with developmental disabilities

Identify and emphasize attitudes that enhance the opportunities for persons with DD to achieve their optimal potential

Develop strategies to promote community inclusion in meeting the needs of persons with developmental disabilities

Notes:
INTRODUCTION

Talking or Communicating?

- Talking can be describing a flower or naming items
- Communicating tells something needed
- Understanding instructions

Impact of behavior or communication
Communication Skills

- Appear to be understanding and functioning at or near age level.
- Actually may be understanding much lower
- Processing may be much slower
- Talk well, very well, high vocabulary
- FASD is the only disorder that has higher expressive language than receptive language skills

Chain Reaction

Will have discrepancies in skills, including language and processing skills. This will add to the behavioral difficulties.

Example 1.

Jimmy Joe
- Age: 6
- Developmental Age: 3
- Strengths (arts, sports): 10
- Expressive language: 8
- Receptive language: 2
- Reading: 4
- Comprehension: 3

So what does this mean for Jimmy Joe?
- People, especially teachers see a child who is intelligent (verbal, athletic) is immature and needs to work harder.
- Reality is: Verbal skills are higher than Comprehension skills. Sounds like he understands but may be talking around the subject or repeating what he has heard but doesn’t understand it.
Example 2:

Billie Sue

• Age: 18
• Developmental Age: 9
• Strengths (Arts, sports): 24
• Expressive language: 20
• Receptive language: 8
• Reading: 14
• Comprehension?

What does this mean for Billie Sue

• People, teachers, employers see her as intelligent but not putting effort into her work. She struggles with relationships, often wanting to be around younger people. Easily manipulated because she does not understand the consequences.

What is REALLY happening….

Behavior

1. Angry, often loses temper
2. Doesn’t complete tasks/work
3. Lazy
4. Doesn’t follow instructions
5. Has poor work ethic
6. Has tantrums

What We See

1. Possible mental illness, anxiety issues, needs to calm down, distract, poor discipline…

What is happening internally

Processing physical needs, sensory needs, input from others, trying to remember what was said, how to complete task…

Traditional Approaches work for Traditional People

Johnny is “bad”

• Screams
• Hits
• Throws things
• Lies

Johnny is “punished”

• Sent to room
• Spanking/Swats
• Time out
• Loses tv/phone/computer/toys/video games
Now what

In a fire what do you do?
- Get out
- Check the door
- Call 911
- Race
- Stop, drop, roll
- We have a plan... we don't wait until it happens then try to plan out how to be safe

In a crisis what do you do?
- Plan for things that are going to cause a difficulty
- Identify things that are going to be a difficulty
- Practice
- Preview

For every action, there is an equal and opposite reaction. The statement means that in every interaction, there is a pair of forces acting on the two interacting objects. The size of the forces on the first object equals the size of the force on the second object.

~Newton’s Third Law of Physics
ANALYSIS

Trigger or Antecedent: Behavior: Reaction or Results: Needs:

- Physical Discomfort
- Routine Disrupted
- Refusing to participate
- Give attention
- Communication Skills; a method to communicate not just basic wants and needs
- Information presented in little pieces One at a time
- Use words that are “real” not “fluffy"

- Loud noises
- New staff/teacher
- Non compliance with dietary plan
- Communication Skills, needed in and out of home/ school
- Information presented in little pieces One at a time
- Time in negative
- Negative behavior is “BAD” on paper

- Sensory overload
- An anxiety
- Too many demands/instructions/words
- Description what expectations
- Present visually
- Restrain
- Refer to behavior services (i.e., counseling, doctors, etc.)
- Give desired item
- Interpret what we think they want
- Punish by taking away privileges or items
- Yell
- Lecture
- Scold
- Collaboration
- Traditional Direct Therapy (Clinician Oriented)
- Play Therapy/Indirect Therapy (Child Oriented)
- Hybrid Therapy
- Medical Management
- Counseling
- Behavior Analyst
- Verbal Behavior
- P.E.C.S
- Functional Communication Training
- Consultation between Behavior Analyst/ SLP/other team members
- Co Treatment
- Evaluation of all Skills (i.e., Speech and Language, Verbal Behavior, Functional Behavioral Assessment, other assessments as needed)
- Contribution between Behavior Analyst/ SLP/other team members
- Co Treatment
- Evaluation of all Skills (i.e., Speech and Language, Verbal Behavior, Functional Behavioral Assessment, other assessments as needed)

Link to Citations and Other Resources

www.behaviorsays.com