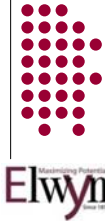


## Using Syndrome Specific Information to Develop Effective Behavior Plans for Children with Genetic Conditions

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## What is ABA?

**A**PPPLIED - interventions used with individuals in their natural settings and target behaviors significant for the person's social and day to day living

**B**EHAVIORAL – interventions are based on behavioral principles

**A**NALYSIS - therapeutic decisions are based on on-going data collection

## ABA is not

- ABA is not just for students with autism spectrum disorders
- ABA is not one program
- ABA is not just for schools or therapy settings
- ABA is not the Lovaas method
- ABA is not Discrete Trial Training (DTT)

## Challenging or Problem Behavior

- Function is not usually the problem
- Same behavior may have several functions
- Interferes with learning new skills
- Socially isolates the learner
- You don't just get rid of a behavior

## Functional Behavior Analysis (FBA)

### Identify and Define

- Challenging or inappropriate behavior
- Hypothesis of function of the behavior(s)
- Strategies to prevent or antecedent strategies
- Strategies for alternative/replacement behaviors
- Consequences that will not maintain inappropriate behaviors

## FBA and the Behavior Support Plan

### Behavior Plan is outcome of FBA

- Strategies developed by the team
- Identify medical conditions
- Identify positive reinforcers
- Environmental changes to minimize triggers
- Data collection, analysis and revisions

## Knowledge of genetic condition

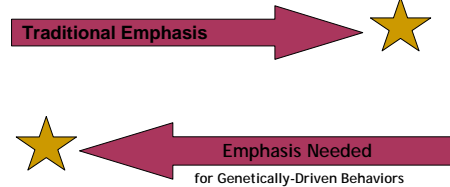
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- Behavioral and learning characteristics associated with syndrome
- Medical issues
- Physical characteristics
- Syndrome specific support groups
- Research

## THE ABCs OF BEHAVIOR

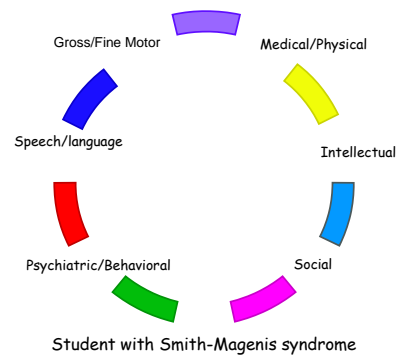
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ANTECEDENTS      BEHAVIOR      CONSEQUENCE  
What happened before?      What happened?      What happened afterwards?



## Setting the stage for success

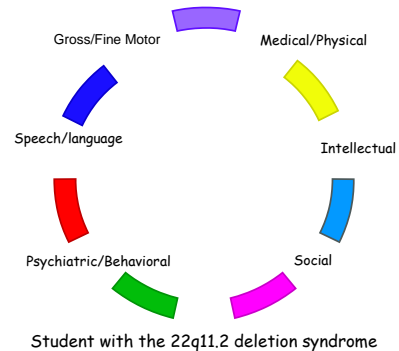
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## Smith-Magenis syndrome Behavior plan considerations

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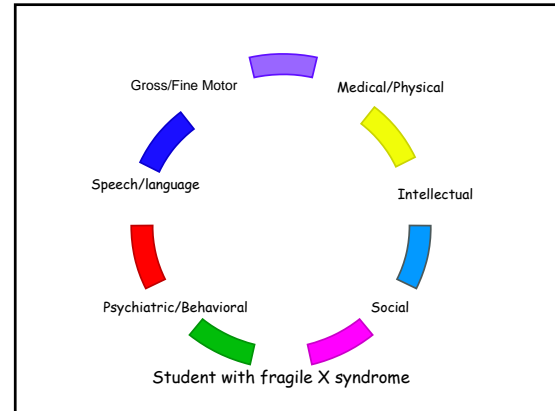
- Alternatives to fine motor/handwriting
- Adult attention and support
- Allow sleep or nap during day
- Preferred activities at times of day when tired
- Schedule with natural break
- Preferred adult for non-preferred activities



### 22q11.2 deletion syndrome Behavior plan considerations

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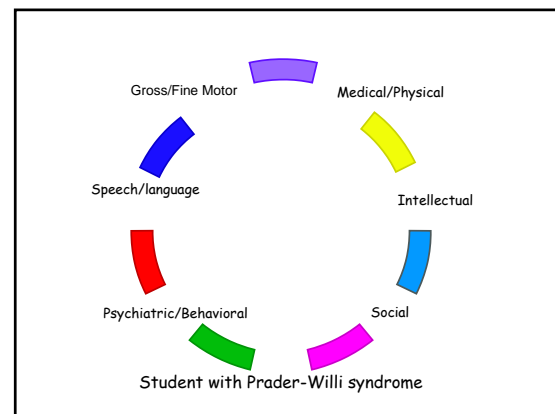
- Rehearse and prepare for new situations
- Minimize triggers for anxiety
- Reduction of stress
- Calculators and math tools
- Time management and organizational tools



### Students with fragile X syndrome Behavior plan considerations

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- Do not force eye contact
- Reduce distracters
- Minimize hyperarousal
- Allow time to process and respond
- Model and rehearse appropriate behaviors



### Students with Prader-Willi syndrome Behavior plan considerations

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- Environmental safeguards for food
- Daily menu available with all meals and snacks
- Visual schedule for the day
- Daily schedule with natural breaks for movement and various levels of physical exercise
- Preferred activity following non preferred activity or "paired" together – treadmill while watching TV
- Social skill supports
- Allow for closure of activity

### Customize the learning environment

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- Insight into underlying cause of behaviors
- Genetically driven behaviors
- Selection of appropriate materials and curriculum behavior
- Environmental changes to support positive behavior