

TRI-STATE WEBINAR SERIES

Why is Escape or Avoidance Behavior Happening? How Do Motivating Operations Affect Behavior in the Classroom?

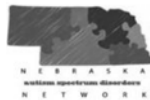
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Tri-State Autism Spectrum Disorder Webinar Series



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Presenter Information



Teri McGill taught Early Childhood Special Education for Lincoln Public Schools in Nebraska for 18 years. She is currently a Regional Coordinator for the Nebraska ASD Network. As a regional Coordinator Teri presents on a variety of topics related to Autism and provides consultation and coaching for educators working with students Birth-21 with Autism or related disorders in her region. Teri holds a Master's Degree in Special Education from University of NE-Lincoln and is a Board Certified Behavior Analyst (BCBA).



Beth Klootwyk is a Nationally Certified School Psychologist and Board Certified Behavior Analyst. In her 15 years as a school psychologist, Beth has worked for Grand Island Public Schools, Educational Service Unit #2, and has been working in the Elkhorn Public School District for the past four years. She is a member of the Elkhorn Autism Team and Metro Autism Team and has served as a mentor for several participants in the S.T.E.P.S. program (Strategies and Techniques for Effective Programs in Schools: Educating Children with Autism). Beth is a certified school-based provider for the PEERS social skills curriculum.



Amber Wicherski is a Special Education Coordinator for the Omaha Public Schools. She has Masters degrees in Early Childhood Special Education and Administration and has worked for the Omaha Public Schools for 15 years. Amber coordinates the Autism Consultation Team for the Omaha Public Schools and provides a variety of training in the areas of Autism and Behavior. Amber is currently working toward earning certification as a BCBA.

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Learner Objectives

Learning Objectives:

- What is a Motivating Operation?
- How does the Conditioned Motivating Operation- Reflexive effect the behavior of our students with autism?
- How can we effectively abolish the CMO-R and improve behavior?
- What role does the CMO-R play in your Behavior Intervention Plan?

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WHAT IS A MOTIVATING OPERATION?

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Motivating Operations

- *Reinforcement* occurs after behavior and increases it's likelihood in the future, *Motivating Operations* (*MO*) occur before behavior and increase the likelihood in the moment
- Motivating Operations temporarily increases the value of a reinforcer making the behavior that can obtain that reinforcer more likely to occur
- Motivating Operations can be associated with transitive or reflexive
- The reflexive MO is what can causes students to avoid or escape their teachers

Robert Schramm, MA., BCBA 2018 Tri-State Webinar

The Importance of Understanding Motivating Operations

Conditioned Motivative Operation – Transitive (CMO-T)

-Due to a history of reinforcement, the presentation or occurrence of one stimulus alters the value of another stimulus

(Work table becomes valuable because I get good stuff when I get to the table or the cork screw is more valuable when you have a bottle of wine)

Conditioned Motivative Operation – Reflexive (CMO-R)

-Due to a history of being associated as an antecedent to worsening conditions, the removal of the warning signal becomes valuable and evokes behavior that serves to stop the warning signal

(Transition cue card, or Verbal cue “time to work” and work is presented immediately)

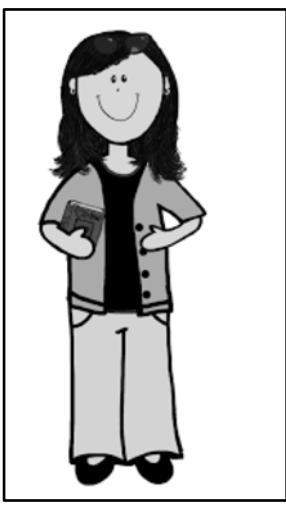
CMO-R – A Warning Signal

A motivating operation that serves as a warning signal and establishes the value of terminating the warning signal.

**I'm REALLY going to work hard to keep this from happening!!*

EXAMPLES OF CMO-REFLEXIVE

What are Worsening Conditions?
Get new pics



What are Worsening Conditions?
Get new photos



John... time for writing



What are Worsening Conditions
Get new photos



"Susie my turn,
time to work..."



What are Worsening Conditions? Get new photos



“Recess is
done...come
here John”



Conditioned Motivating Operation-Reflexive

How this happens in the Classroom . . .

- Work begins with taking away preferred items
- Issues with frequency/magnitude/latency of delivery/value of positive reinforcement
(It's not worth it)
- Issues with difficulty of expected responses
(Too hard)
- Issues with frequent learner errors (Discouraging or too much repetition- Corrective Reading- no errorless teaching)

*Adapted from information from Dr. Carbone 2015

Examples of Stimuli that become a CMO-R

- Task that is too difficult
- Work Table
- Cool down or Chill spot
- SLP office
- Fine motor box
- Use of child's name
- Multiple step directions- too hard
- "Ready hands" cue
- "Look at me" cue
- "My turn" or "Give" cue

**Conditioned Motivating Operation – Transitive (CMO-T)*

What we want to do it....

- Create motivation!!
- We want to capture the child's motivation- - We need the task we are presenting to become MORE valuable because it gets the child what they want (reinforcer)

Poll Question #1

CMO-R is a?

- A. Conditioned Motivating Operation- Transitive
- B. Warning Signal for worsening conditions
- C. Collaborative Motivating Opportunity-Response
- D. I don't know

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Poll Question #1 Feedback

CMO-R is a?

- A. Conditioned Motivating Operation-
Transitive
- B. Warning signal for worsening conditions
- C. Collaborative Motivating Opportunity-
Response
- D. I don't know

*A motivating operation that
serves as a warning signal and
establishes the value of
terminating
the warning signal.*

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ABOLISHING THE CMO-R

Why is Abolishing the CMO-R Important??

- Instructional control is a key variable in successfully working with students with ASD. * Adapted from information from Dr. Carbone 2015
- In order to gain instructional control we must first abolish the CMO-R
- Teams must consider why the activity, person, area, task or expectation is aversive to the child- - a warning signal for worsening condition
- Become a detective

How To Abolish the CMO-R

Warning Signal must stop being paired with worsening conditions for the learner...

Example: Stop presenting hard tasks immediately when child gets to work area- -Start with a reinforcing activity

Change what has served as a warning signal to be conditioned as signal for improving conditions (CMO-T)

Example: Transition cue card = reinforcer or preferred activity when I get to the work table, promise reinforcer used with transition cue card

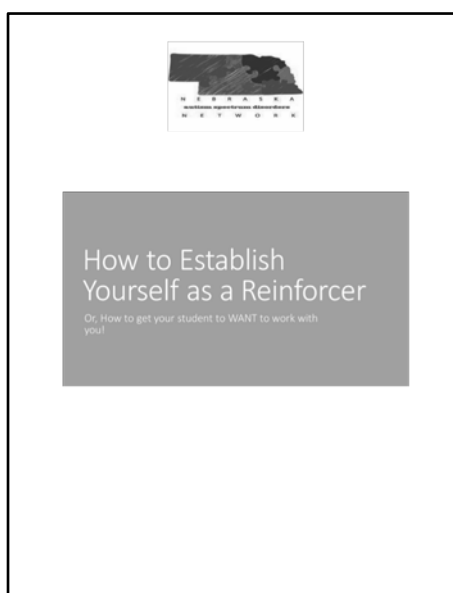
Things to Consider in Abolishing the CMO-R

- **Pairing-** - are your students coming to you and not running away- if they are running away- - you are a CMO-R
- **Instructional Level-** - understand task demands- - Start with easy- - Mix easy skills with hard skills (80/20 ratio) and understand the child's skill set
- **Reduce Task Demands** through intentional use of shaping- Accept approximations so the child does not get frustrated- -then shape the response
- **Reinforcement-** - "Behavioral Economics"- - is it worth working that hard??
- **Be aware of prompting levels** - what prompts are needed for what tasks
- **Tasks Variability** -vary your trials and materials in order to reduce too much repetition/boredom

Tips for Pairing- How to Establish Yourself as a Reinforcer - - How to Get them to WANT Work with you!

- Remember that reinforcement is free when you are pairing
- Reinforce all interaction and engagement
- Narrate the activities rather than instruct
- Do not turn reinforcing activities into a task.
- Avoid statements such as “stop”, “no”, and “don’t”
- Avoid asking questions (remember these are demands)
- Pair your voice and child’s name with reinforcement
- Evaluate yourself often: does the child run to you or away from you?

Handout



Polling Questions #2

- Watch this Video...

- Insert Video Here....

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Polling Questions #2



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Poll Question #2

Which of the following best describes what is happening in this video?

- A. One-on One Instruction
- B. Nothing
- C. Pairing
- D. Verbal Behavior

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Poll Question #2 Feedback

What best describes what is happening in this video?

- A. One-on One Instruction
- B. Nothing
- C. **Pairing**
- D. Verbal Behavior

This video demonstrates how to pair your self with reinforcement when working with a child- - no demands are given, she is narrating the activities, pairing her voice with the child's name etc.

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***Teaching Important Skills to AVOID the *DREADED* CMO-R**

• Teach Ready to Learn Skills

- How to sit
- Ready hands
- Wait
- Give (using promise reinforcer)
- Teach how to transition – using promise reinforcer
 - Come here
 - Walk with me

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***Use of Promise Reinforcers**

Promise Reinforcer (give direction) → Do → Get Promise Reinforcer

Promise Reinforcer → PB → Redirect → Do → Less Reinforcement

**Over time, you will need to fade the promise reinforcer

Teaching Your Learner to Give Up Reinforcer

- Use a promise reinforcer and teach child to trade (Video)
- Start teaching this early
- Important to practice this skill often but be cautious!
 - Don't do it too much that your approach to the child becomes a CMO-R!
- Practice in natural environment

Teaching Your Learner to Transition

- Make it playful
 - Frequent reinforcement for staying near adult and not engaging in problem behavior
- Once your student begins to transition in one location, offer opportunities to access reinforcement in other locations
- SD may be "Come Here" or some other verbal cue that signals reinforcement is available in an alternative location

Working at the Table

- Table must be established as a place of reinforcement - -Pairing
- Shape over time but don't make work a priority too early
 - Time at table (start with shorter time intervals)
 - Type of tasks presented (start with reinforcers only, then known/ easy skills, then errorless teaching of target skills- (mixed with known skills)

Ready Hands

- Must first have established approach behavior
- Typically clasped hands but may need to be adapted
- Teach as an imitation skill first ("Do This")
- Move to an Listener Response LR ("Show me Ready Hands")
- Use "ready hands" verbal prompt with caution! Don't use too often! May need to reinforce this (quick tickle or turn on spinning light for 5 seconds etc.)

HOW DO I INCORPORATE THIS NEW
INFO INTO MY BEHAVIOR PLAN??

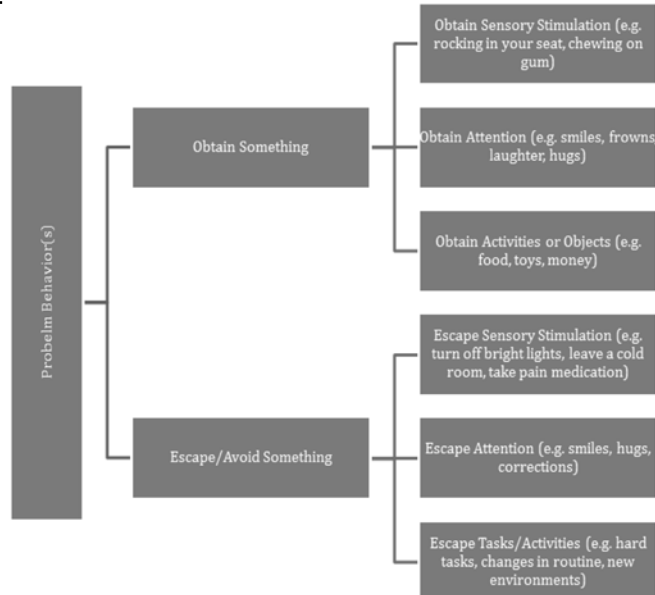
Function FIRST!!!!

Function = what is reinforcing and maintaining the problem behavior?

Your school team must work together on an FBA in order to determine a possible hypothesis for function of behavior

We will talk about a few things for your team to consider AFTER you have determined function- - and move to your BIP

Functions of Behavior



Dr. Patti Hershfeldt, Johns Hopkins University July 2010

Know your Strategies for Escape Behaviors....

Development of a Plan: Avoidance, Escape or Delay

To avoid, escape or delay a task
To avoid a person/interaction

CMO-R- Signals worsening conditions....

- Difficult Tasks- Academic Deficits
- Non-preferred Tasks
- New/Unfamiliar Tasks
- Rate of task presentation
- Number of tasks
- Social Deficit-doesn't know how to interact with peers

Know your Strategies for Escape

Behaviors....

Development of a Plan: Avoidance,
Escape or Delay

- Pairing adults and environment (work table) with reinforcement
- Premack Principle (First → Then)
- High Probability Sequence
- Errorless Teaching- Prompting
- Fading in demands
- Altering demands
- Session duration
- Structure work into small sections and build in breaks
- Task variation/novel materials
- Provide Choices
- Functional Communication (mand for break, help etc.)
- ****Permit escape for a specified time- Use cautiously-
- consider using for only aggressive behaviors or
build in structure for permitted escape**

**** A Note about Teaching Mand / Request for Break**

For problem behavior with Socially Mediated Negative Reinforcement/Escape- - your goal is to abolish the CMO-R!!

- Teaching "1st Work then Break" too early fails to address CMO-R
- This can actually intensify the CMO-R of work or working with teacher etc.
- Remember...we have to determine why this activity, staff member, area etc is a CMO-R

However,

If PB behavior is significantly dangerous, you may need to teach "break" at first to maintain safety- - then do your detective work!!

WHAT DOES A CMO-R HAVE TO DO WITH A BEHAVIOR PLAN??

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Important Piece of Every BIP

*After determining the function you must
consider....*

How do we abolish the CMO-R

*Reduce the student's motivation to engage in the
problem behavior*

Three Easy Steps to Get started with your BIP

1. Reduce (CMO-R) your student's motivation to engage in the problem behavior
2. Teach Competing/Replacement Skill - typically in the same functional response class
3. Consequence - use Extinction if possible to make the problem behavior ineffective

Socially Mediated Negative Reinforcement (Escape, Avoid, Delay)

1. **Reduce MO -**
 - Get rid of the CMO-R (consider strategies for specific behavior)
2. **Teach Competing Skill -**
 - Teach Compliance to instructions within 2-4 seconds
3. **Consequence - Put behavior on extinction (if possible)**
 - Considerations - is demand within student repertoire?
 - **YES** - hold to demand - Provide prompting or reduce task demand and then provide level B reinforcer
 - Include other specifics as appropriate ("not now" with a plan)
 - **NO** -Alter the demand, provide prompting, change the task

Let's Practice...Scenario

After John finishes a new math task another new task is placed in front of him and the direction is given to "start working". John grabs the adult and throws the task on the floor

With access to data/FBA the team makes a hypothesis: The function of this behavior is escape!

Reduce the CMO-R- -

- Mix easy with hard tasks, visually show John how many tasks he will do before he can access reinforcement, determine if John's reinforcement schedule is in place and/or visually show him his reinforcer

Teach a Competing Skill/ Replacement Skill-

- Teach manding for "help", "I need one minute", "can I do the other task first" or quick break- drink of water

Consequence:

- Put behavior on extinction (if possible)- - Ignore behavior, hold to demand- - provide prompts and help by reducing task demands—level B reinforcer

Your Turn....

The teacher enters the room and walks over to Susie and gives her the work table picture and says "Come with me, time to work". Susie screams and runs away from the teacher to the other side of the room.

With access to data/FBA the team makes a hypothesis: The function of this behavior is escape!

Practice our 3 step method and type responses in the chat box:

- 1. Reduce the CMO-R- -**
- 2. Teach a Competing Skill/ Replacement Skill-**
- 3. Consequence:**

Poll Question #3

Based on the given scenario choose one area and briefly respond in the chat box...

1. Reduce the CMO-R- - How would you do this?
2. Teach a Competing Skill/ Replacement Skill- What skills would you teach?
3. Consequence- What consequence would you put in place? Would you use extinction?

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Polling Question #3- - Feedback/Possible Answers...

Reduce the CMO-R- -

- Use a promise reinforcer when transitioning Susie to work table, show preferred activity picture with the work table transition card, teacher spends time pairing with Susie with preferred activities/reinforcers in a variety of areas of the classroom including the work table, shorten table session time

Teach a Competing/Replacement Skill-

- Teach Susie to mand for one more minute /use a one more minute card
- Teach transition and/or come here with promise reinforcer

Consequence:

- Put behavior on extinction (if possible)- - Ignore behavior, hold to demand- - bring work to Susie- -level B reinforcer

Important Things to Always Consider

- Don't ignore the CMO-R - -work to reduce it!
- Ask for help- - Teaming is essential when working on behavior strategies!
- Teach missing skills!
- Make sure ALL team members know the plan and implement with high degree of fidelity!
- Take data to help guide instructional decisions

Got Questions??



References

Carbone, V. J., Morgenstern, B., Zecchin-Tirri, G., & Kolberg, L. (2010). The Role of the Reflexive-Conditioned Motivating Operation (CMO-R) During Discrete Trial Instruction of Children With Autism. *Focus on Autism and Other Developmental Disabilities, 25*(2), 110–124. doi: 10.1177/1088357610364393

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GIVING CREDIT!!!

Some materials modified from Stacey Martin,
MA, BCBA, LBA
Summit Behavioral Services
This training is based on an original training
created by
Mike Miklos & Amiris Dipuglia, PaTTAN Autism
Initiative

Power Point- Function Based Thinking
(FBT): Answering the Question WHY?
Dr. Patti Hersfeldt
Johns Hopkins University
Bloomberg School of Public Health
Center for Prevention of Youth Violence
July , 2010

Robert Schramm, MA., BCBA 2018 Tri-
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Motivating Learner Participation with
The 7 Steps to Earning Instructional
Control ...3 Parts

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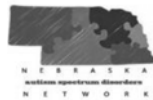
THANK YOU!

Presenter Name(s)

Email(s) (optional)



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Certificate of Completion

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For participation and completion of 1.0 contact hour for the archived webinar
How Do Motivating Operations Effect Behavior in the Classroom

On: (Original Air Date: December 4, 2019)

Presenter(s): Teri McGill M.Ed., BCBA; Beth Klootwyk, Ed.S., Amber Wicherski M.Ed.

Sponsored by: Nebraska Department of Education,
The Kansas State Department of Education's TASN Autism and Tertiary Behavior Supports, and
Colorado Department of Education

Annette Wragge, M.Ed., BCBA
State Coordinator, NE ASD Network

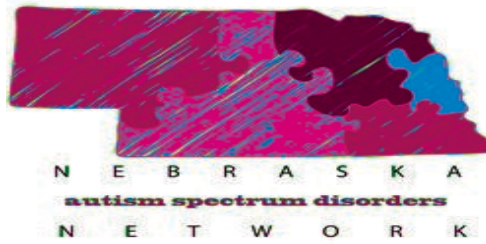
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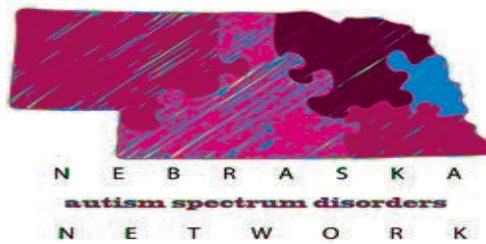
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How to Establish Yourself as a Reinforcer

Or, How to get your student to WANT to work with you!

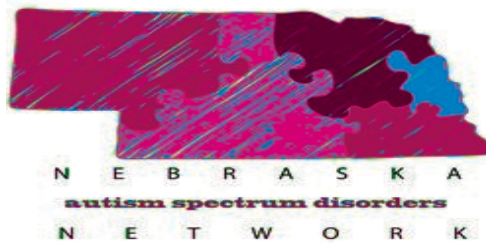


Becoming a Reinforcer for your student

1. Identify as many potential reinforcers as possible and limit access to some of those reinforcers if necessary
2. Have a large variety and supply of reinforcing items available to give to the child
3. Approach the child and deliver reinforcement non-contingently, giving the child things that he likes for “free” (child does not need to request or “earn” reinforcers)
4. Hold item and let the child approach the implementer (avoid delivering items when child is moving away from you)
5. Maximize the # of times you provide reinforcement
 1. Break edibles into small pieces to be delivered more frequently
 2. Deliver multiple reinforcers at once
 3. Try to deliver reinforcers several times per minute
6. Talk to the child without the expectation of him/her to talk back
7. Interact in an animated and fun way to make the child WANT to be with you.
8. Follow the child’s changing interests

If the child becomes bored with a reinforcer, find another!

Be sure to deliver items that the child wants when they want it (motivation in effect)
9. Actively manipulate the environment and interact with the child so that you are required for maximum enjoyment of the activity



Examples:

- Child is on the swing – therapist pushes child
- Child is thirsty – therapist fills child’s cup a tiny bit at a time
- Child wants to go outside – therapist unlocks the door

10. Pair with the environment

- Across settings
- Across stimuli
- Across activities

Common mistakes to avoid

1. Placing demands on child

Resist urge to try to “teach” the child by asking questions or making the child “work” for reinforcers. Don’t require a response. In other words, don’t give the child any directions to “come here,” “sit down,” “look at this” etc. It is necessary to first build rapport before teaching

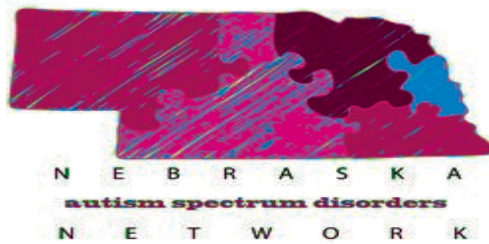
2. Lack of active interaction with the child

Pairing is an active process on the part of the implementer

Implementer must constantly be giving reinforcers to the child

Pairing will not be effective if the implementer just sits in the room while the child does his own thing

Implementer must continually act as the “giver” and the child should function as the “taker” (offer toy when child is bored, deliver special food, etc.)



3. Infrequent or weak reinforcement

If strong reinforcers are not given frequently, the pairing will be less effective

Find as many opportunities to deliver reinforcers as possible (several per minute)

Do NOT remove ongoing reinforcer to deliver a demand or remove the child from an enjoyable activity when the implementer arrives

Has pairing been effective?

Are you ready to teach? Ask yourself...

- Does the child run to you or away from you?
- Does the child follow you when you leave the room?
- You'll know that you are being successful if the child appears happy when you arrive!
- Once the child is frequently and willingly approaching you to obtain reinforcement, you are ready to begin teaching!

Troubleshooting

If the child is not taking offered items, ask yourself ...

- Does the child have access to these reinforcers at other times during the day?
- Can the child access these reinforcers without help (e.g., opening cabinets)?
- Can the child access these reinforcers through other people (e.g., in home or school)?
- In the past has demands been placed on this item? If so it may be aversive when delivered by adults