

# A Behavior Analytic View to Behavior Management of Individuals with Prader Willi Syndrome (PWS)

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# Agenda

PWS

ABA

PWS &  
ABA

Breakout  
/  
Regroup

**PWS**

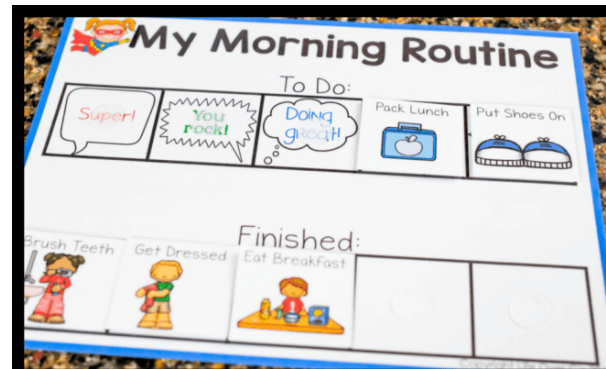
# Behavioral Features of PWS

<b>*Anxiety</b>	Obsessive / Compulsive Behaviors, Perseveration
<b>Self-Injury</b>	Skin & Rectal Picking, Biting, Headbanging
<b>*Hyperphagia</b>	Food Seeking / Stealing, Consumption Concerns, Preoccupied Thoughts
<b>Rigidity</b>	Schedule / Routine, Insistence on Sameness,
<b>Tantrums</b>	Yelling, Screaming, Crying, Jumping Up & Down, Stomping
<b>Social</b>	Reciprocity, Friendships/Relationships,
<b>Aggression</b>	Hitting, Kicking, Scratching, Hair pulling, Biting, Environmental Destruction (Property Damage)

# Common Strategies



My Behaviour Reward Chart							
I MUST	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Be Kind 							
Listen 							
Not Shout 							
Be Helpful 							
Respect Others 							
Respect Belongings 							
My reward will be <span style="background-color: #90EE90; border: 1px solid black; display: inline-block; width: 100px; height: 20px;"></span>							



The logo for Applied Behavior Analysis (ABA) features the letters 'ABA' in a bold, dark blue font, centered within a large, stylized circular graphic. This graphic is composed of multiple overlapping, semi-transparent rings in shades of light blue, purple, and red, creating a sense of depth and movement.

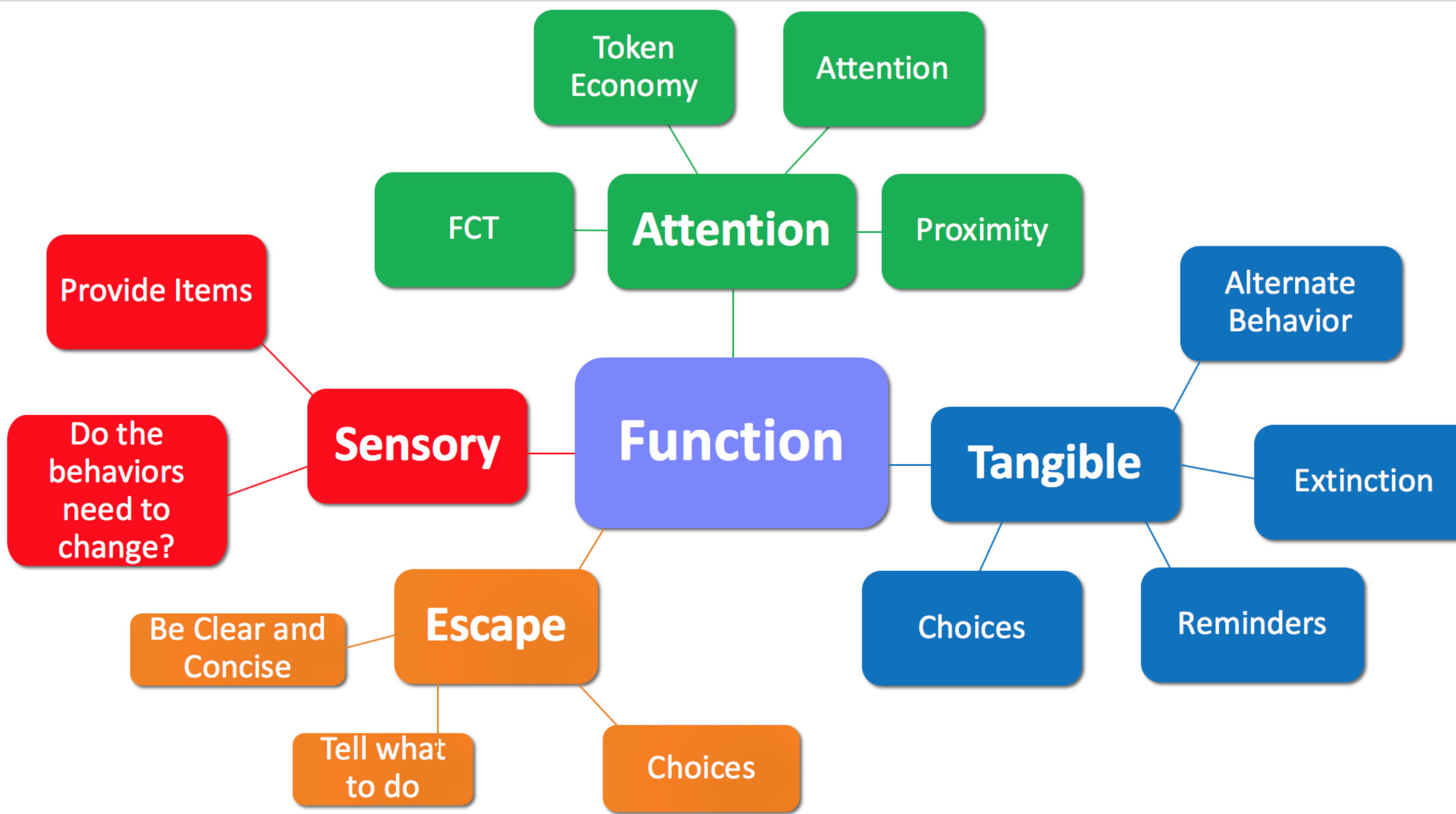
# ABA

- Seeks to understand what underlies behaviors
  - Behavior understood as the interaction between a person & their environment
    - Stimuli (sounds, people, textures)
    - Individual History
      - Consequences
    - Motivation
- Assessment
  - Functional Behavior Assessment (FBA)
- Intervention
  - Skill Acquisition
  - Reduction of Challenging/Problematic Behaviors

The logo for Applied Behavior Analysis (ABA) features the letters 'ABA' in a bold, dark blue font. The text is centered within a large, stylized circular graphic composed of multiple overlapping, semi-transparent bands in shades of light blue, purple, and pink, creating a soft, glowing effect.

# ABA

- 4 Functions of Behavior
  - Attention
  - Escape / Avoidance
  - Access to Tangibles
  - Self-Stimulation (Sensory / Automatic Reinforcement)
- Data Based Decision Making
  - Assessment
  - Intervention Development
  - Intervention Efficacy
- Maintenance & Generalization





# ABA & PWS



# Case Example

- 19-year-old female.
- Will hit, kick, throw/destroy property



# Aggression

Assessment

Data Analysis

Intervention



# Aggression

## Assessment

- Functional Behavior Assessment:
  - Interviews
  - Observations
  - Data Collection
- Preference/Reinforcer Assessments

ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behavior occurred	What activity was going on when the behavior occurred	What happened right before the behavior that <u>may</u> have triggered the behavior	What the behavior looked like	What happened after the behavior, or as a result of the behavior
15.03 08:17	End of breakfast	Asked to clear table <u>space</u>	Closed fist punch, kick, slap	Table space cleared by <u>caregiver</u>
15.03 09:00	Start of class #1	Instructed to open book to work page	Slap, kick	Directed to break <u>room</u>
17.03 18:45	Watching TV shows	Asked to ready for bed	Closed fist punch, kick, throw <u>remote</u>	Pajamas on, refused other <u>routines</u>

	Staying in Area (+/-)	Aggression (+/-)
1:20-1:25	+	
1:25-1:30	+	
1:30-1:35	+	
1:35-1:40	-	
1:40-1:45	-	
1:45-1:50	+	
1:50-1:55	+	
1:55-2:00	+	
2:00-2:05	-	
2:05-2:10	+	
2:10-2:15	+	
2:15-2:20	+	
2:20-2:25	+	
2:25-2:30	+	
2:30-2:35	+	
2:35-2:40	-	
Total:	12/16	

75%



# Aggression

## Data Analysis

- Functional Behavior Assessment:
  - Interviews
  - Observations
  - Data Collection



# Aggression

## Intervention

- Function Based Consequence Interventions / Strategies
- Antecedent Strategies
- Alternative / Replacement Behaviors



Putting it all  
Together

The Behavior  
Plan



BEHAVIOR SUPPORT PLAN



<b>Student:</b>		<b>Date of Birth:</b>	
<b>Date of Entry/Intake:</b>		<b>Custody Status:</b>	
<b>Risk Level:</b>		<b>Date of Update:</b>	
<b>Supervision</b>			
<b>General</b>		<b>Bathroom</b>	
<b>Objectives</b>			
The objective of this plan is to decrease maladaptive behaviors displayed by <b>STUDENT</b> that interfere with <b>HIS/HER</b> ability to succeed across environments, while increasing prosocial alternatives that will allow for greater independence and success across environments.			
<b>FBA Results &amp; Antecedents</b>			
<b>Target Behaviors</b>			
<b>Interventions</b>			
<b>Antecedent Based Procedures</b>			
<b>Consequence Based Procedures</b>			
<ul style="list-style-type: none"> <li>• If <b>STUDENT</b> escalates to the point where <b>HE/SHE</b> becomes a danger to <b>HIM/HERSELF</b> or others, staff may use approved CPI physical holds.</li> </ul>			
<b>Student Voice</b>			
<b>Measurement</b>			
<ul style="list-style-type: none"> <li>• GER Documentation</li> <li>• All data will be reviewed every 6 weeks by MDT. Behavioral data will be used when making changes to BSP and will be done at least quarterly.</li> </ul>			

# The Behavior Plan

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**The Behavior:** Aggression

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**Definition:** Any instance of hitting/slapping with an open hand, closed fist punching, kicking, with or without throwing items/environmental destruction.

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**Antecedents:** Choices, warnings, review of/access to schedule, etc.

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**Consequences:** Acknowledge/validate feelings, do not allow total escape/avoidance, restorative tasks, etc.

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**Measurement:** Frequency of aggressive episodes, increase in appropriate protest/delay

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Kahoot

# THE 4 FUNCTIONS OF BEHAVIOR

## SENSORY



Seeking or avoiding sensory experiences.

## ATTENTION



Gaining attention from adults or peers.

## TANGIBLE



Getting a desired physical object.

## ESCAPE



Getting away from an uncomfortable environment or nonpreferred task.

# BEHAVIOR STRATEGIES BY FUNCTION



## SENSORY

- Take a break in a calm, quiet space
- Wear noise cancelling headphones
- Hugs (with consent)
- Squeeze a stuffed animal
- Carry a heavy object
- Sit in a bean bag chair



## ATTENTION

- Give specific, positive praise often
- Planned ignoring of unwanted behaviors
- Special time with a teacher/friend
- Reward charts
- Morning greetings
- Give special jobs



## TANGIBLE

When/Then Statements "When you finish cleaning up, then you can play with the train"  
Provide physical items as rewards  
Consistent, clear boundaries around desired items  
Remove desired items from sight during instructional time



## ESCAPE

- Provide frequent breaks
- Go for a walk
- When/Then statements "When you finish cleaning up, we will take a break."
- Give choices of activities
- Provide a "safe space" to go as an alternative to running away

# References

- <https://www.amazon.com/Classroom-Fidget-Stress-Sensory-Anxiety/dp/B07F1GMRM9>
- <https://images.app.goo.gl/U7sVbZz53wDL9rNd6>
- <https://lifeovercs.com/free-printable-visual-schedule-for-kids/>
- <https://images.app.goo.gl/hatQrcFmFFLedCDJ9>
- <https://images.app.goo.gl/uCi2tNsvAYtQL7oK6>
- <https://images.app.goo.gl/EBsDu4y2ye6TJ777A>

A decorative graphic consisting of several overlapping, semi-transparent rings. The rings on the left are in shades of blue, while the rings on the right are in shades of orange and red. The rings overlap in the center, creating a gradient effect.

# Questions?



# Thank you!

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