Effects of Function-Based Crisis Intervention on Severe Problem Behavior of Students with Autism

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Crisis Behavior

▸ Gilliam (1993) defines a crisis as "any occasion when a student's behavior requires immediate attention to protect the physical and/or psychological safety of that student, the teacher, or others." (p. 224)

Prevalence of Problem Behavior

- Individuals with Disabilities (Emerson et al., 2001):

  - Problem behaviors: 10-15%

    - Aggression: 7%
    - Destructive behavior: 4 - 5%
    - Self-injury: 4%

Emerson et al. (2001)

Prevalence of Problem Behavior

▸ Individuals with severe intellectual disability and/or autism spectrum disorder (ASD)

  ▸ Aggression: 7.6 - 16.3%

  ▸ Destructive behavior: 7.6 - 23.2%

  ▸ Self-injury: 9.3 - 11.5%

Murphy et al. (2005)

Prevalence of Problem Behavior

▸ From a survey of parents of 1,380 students with ASD regarding aggression

	To Caregivers	To Non-Caregivers
Any aggressive behaviors	68% (938)	49% (676)
Physical aggression including hitting or biting	35.2% (486)	25.8% (356)
"Violence including the use of implements"	12% (1615)	5.8% (80)

Kanne & Mazurek (2011)

Risks of Problem Behavior

‣ Injury to self and others

  ‣ Burke, Hagan-Burke, & Sugai (2003)

‣ Receipt of medications with serious side-effects that rarely correct the causes of the behaviors

  ‣ Powers (2005)

‣ Receipt of intrusive, ineffective interventions (e.g., punishment, exclusion)

  ‣ Burke et al. (2003); Scott et al. (2005)

‣ Increased negative interactions

  ‣ Lawson & O'Brien (1994)

School-Specific Risks of Problem Behavior

▸ Failure

▸ Disproportionate discipline

▸ Peer rejection

▸ Lack of social supports
  ▸ Chandler & Dahlquist (2010)

▸ Poor post-school outcomes
  ▸ Brosnan & Healy (2011)

Effects on Caregivers

- ► Lack confidence
  - ► Allen& Tynan (2000)

- ► Increased levels of stress
  - ► Freeman (1994)
  - ► Hastings & Brown (2002)
  - ► Jenkins, Rose, & Lovell (1997)

Potential Solution?

Function-Based Intervention

Crisis Intervention

Function-Based Interventions

▸ Two major components:
  ▸ Functional Behavior Assessment (FBA)
  ▸ Intervention based on the identified function(s)
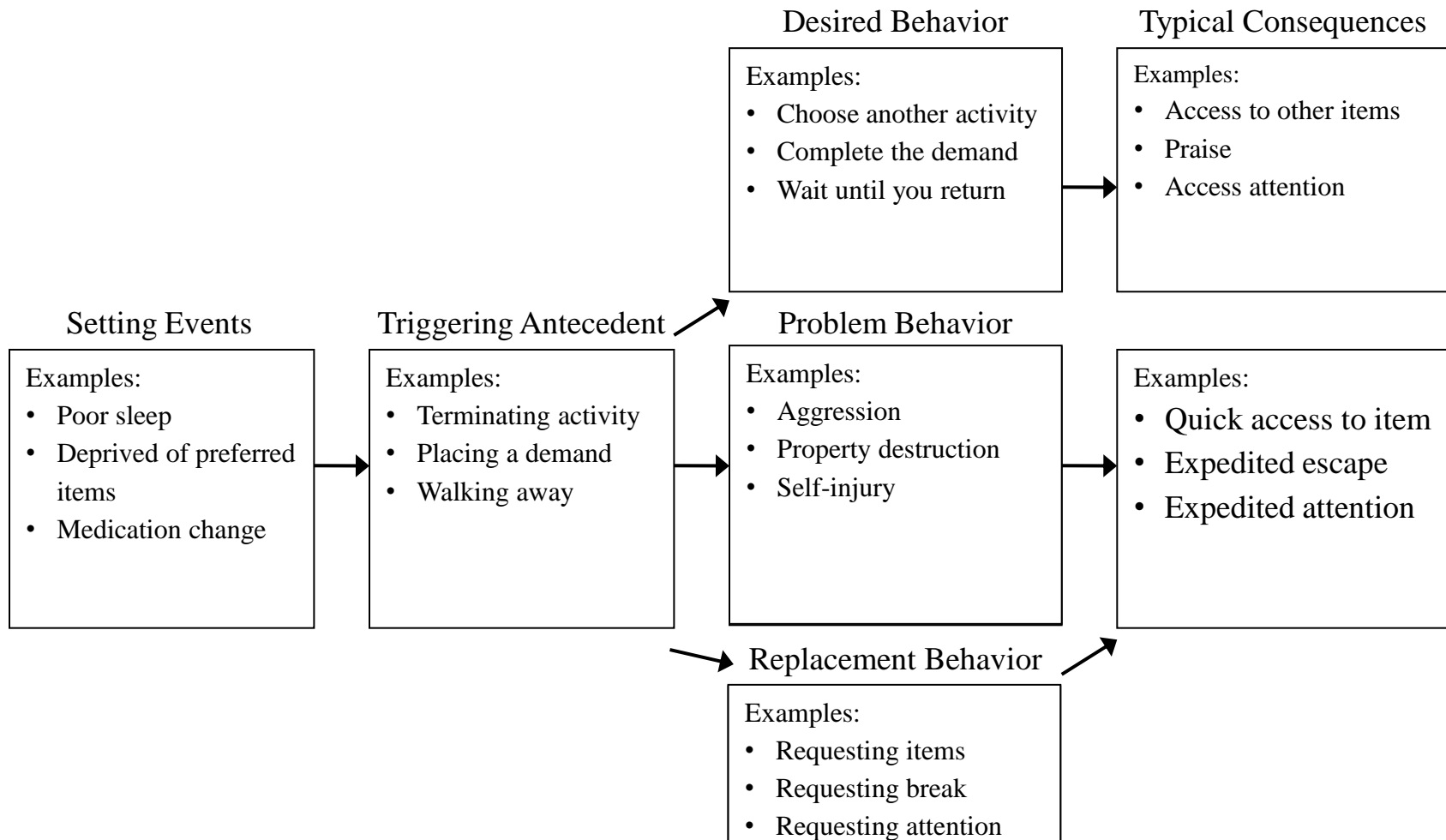
Carr, Langdon, & Yarbrough (1999)

FBA

▸ Steps

1. Gathering information through the use of indirect and direct assessments.

2. Developing a hypothesis about the function of the behavior.

3. Testing the hypothesis via functional analysis

▸ Assessment includes stimuli that:

  ▸ Evoke behavior (i.e., antecedents or stimulus events)

  ▸ Maintain behavior (i.e., consequences)

  ▸ Alter the strength of consequences (i.e., setting events)

Cooper, Heron, & Heward (2007)

Competing Behavior Pathways

Desired Behavior

Examples:
- Choose another activity
- Complete the demand
- Wait until you return

Typical Consequences

Examples:
- Access to other items
- Praise
- Access attention

Setting Events

Examples:
- Poor sleep
- Deprived of preferred items
- Medication change

Triggering Antecedent

Examples:
- Terminating activity
- Placing a demand
- Walking away

Problem Behavior

Examples:
- Aggression
- Property destruction
- Self-injury

Examples:
- Quick access to item
- Expedited escape
- Expedited attention

Replacement Behavior

Examples:
- Requesting items
- Requesting break
- Requesting attention

Function-Based Intervention

▸ Once the function has been identified, a plan is created to:

  a) Minimize *evocative* stimuli

  b) Teach *replacement* behaviors

  c) Increase the replacement behaviors via *reinforcement*

 d) Decrease problem behavior by withholding reinforcement (i.e., *extinction*)

Ingram, Lewis-Palmer, & Sugai (2005)

Crisis Intervention

▸ Focus on the *topography* of the problem behavior

▸ Process

  ▸ Divide the escalation to and recovery from problem behavior into distinct phases

  ▸ Operationally define each phase

  ▸ Design interventions for each phase

    ▸ Escalation – Prevention

    ▸ Crisis – Safety

    ▸ Recovery – Reintegration

Colvin & Scott (2015)

Some Crisis Intervention Models

▸ Life Space Crisis Intervention

  ▸ Dawson, 2003; D'Oosterlinck, Goethals, Boekaert, Schuyten, & De Maeyer, 2008; Grskovic & Goetze, 2005; Soenen, Volckaert, D'Oosterlinck, & Broekaert, 2014)

▸ Strategies in Crisis Intervention and Prevention

  ▸ Baker & Bissmire (2000)

▸ Nonviolent Crisis Intervention (CPI)

  ▸ Ryan, Peterson, Tetreault, & Vander Hagan (2007)

▸ Cycle of Acting-Out Behavior

  ▸ Colvin & Scott (2014)

▸ Cycle of Meltdowns for Students with Autism Spectrum Disorder

  ▸ Colvin & Sheehan (2012)

Cycle of Acting-Out Behavior

Colvin & Scott (2015)
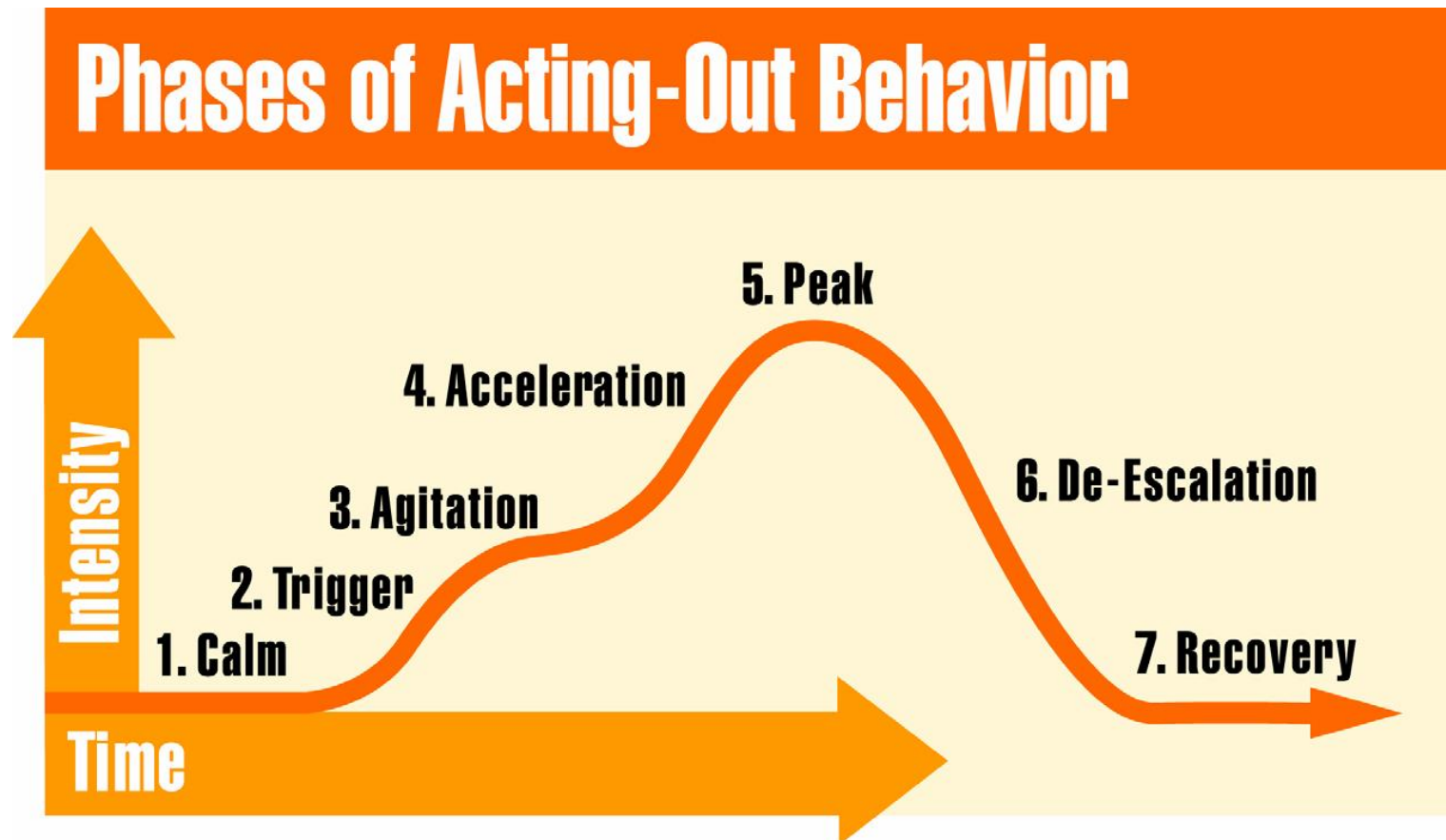
Cycle of Acting-Out Behavior

Phase	Intervention Focus
Calm	Teach replacement behaviors
Trigger	Minimize triggers
Agitation	Allow access to calming activities
Acceleration	Non-threatening interaction and limit setting
Peak	Safety
De-escalation	Prepare for reintegration (e.g., isolate, engage in independent work, restore environment)
Recovery	Reintegration

Colvin & Scott (2015)

Why Function Based Interventions?

▸ Decades of research demonstrating its effectiveness with individuals with moderate/severe disabilities, dating back to Carr (1977)

  ▸ Beavers, Iwata, & Lerman (2013)

▸ Research has shown this approach to be more effective than non-function based approaches

  ▸ Filter & Horner (2009); Mustian (2010)

Why *not* Function-Based Interventions?

▸ Some function-based strategies may difficult with crisis behaviors (e.g., extinction for attention maintained self-injury)

▸ Publications rarely describe procedures used to maintain safety with replicable precision.

  ▸ Borrero et al. (2010); Fritz, Iwata, Hammond, & Bloom (2013); Harding, Wacker, Berg, Barretto, & Rankin (2002); McClean & Grey (2012); Schmidt, Drasgow, Halle, Martin, & Bliss, (2014)

▸ Staff lack confidence, and are highly stressed already. Put in stressful situations what do we think the fidelity of intervention will be?

  ▸ "Disciplined responses are difficult to make when one's safety is threatened. Therefore, potential crisis situations should be identified, crisis management plans developed, and interventions rehearsed prior to an actual crisis" (Gilliam, 1993, p. 235).

Why Crisis Intervention?

▸ Increases safety
  ▸ Williams (2009)
▸ Increases staff confidence and ability to intervene
  ▸ Baker & Bissmire (2000); Dawson (2003); Soenen et al. (2009)
▸ Reduces restraint
  ▸ Ryan et al. (2007)
▸ Lays out the specific steps staff should take to intervene
  ▸ These steps should include physical management techniques, that are practiced until staff are able to implement them accurately enough to maintain the safety of all who are involved.
    ▸ Gilliam (1993)

Why *not* Crisis Intervention?

▸ Only one study included individuals with DD and crisis behaviors were not reduced (Baker & Bissmire, 2000)

▸ Not designed for individuals with developmental disabilities (e.g., reliance on language across phases)

▸ Not conceptually systematic
  ▸ Limits behavioral interventions to "pre-crisis" phases (e.g., calm, triggers)
    ▸ Extinction is necessary in some cases (Fisher et al., 1993; Wacker et al., 1990)
    ▸ FCT is mand training. Mand training is more effective when the EO is in place (i.e., agitation, acceleration; Carbone, 2013)

Why not both?

- Purpose:
  - To investigate the effects of a treatment package, combining function-based intervention and crisis intervention, on the rates of severe problem behaviors for students with autism spectrum disorder.

Setting

- School:
  - Separate public school
  - Southeastern United States
- Within the school:
  - Kion and Pedro:
    - Conference room, approximately 10 ft x 20 ft
    - 3 tables for Kion
    - 1 table for Pedro
  - Daniel
    - Classroom
    - Split in half with an academic/work area and a break area
- The participant's teacher or paraprofessional was present for all sessions

Participants

- Kion
  - 18 years old
  - African-american
  - Male
  - Autism spectrum disorder, severe cognitive disability
  - Behavior: aggression
- Pedro
  - 16 years old
  - Hispanic
  - Male
  - Autism spectrum disorder, severe cognitive disability
  - Primary behavior: self-injury
  - Secondary: aggression, property destruction

- Daniel
  - 18 years old
  - African-american
  - Male
  - Autism spectrum disorder, severe cognitive disability
  - Primary behavior: property destruction
  - Secondary: self-injury

Interventionists

- Primary
  - Doctoral student in special education
  - Board certified behavior analyst
  - Crisis Prevention Intervention certified
  - Experience working with this population since 2004
- Secondary
  - MAT in Special Education
  - District level support for ASD classrooms
  - Crisis Prevention Intervention trainer
  - Experience working with students with ASD since 2003

Materials

- **Kion**
  - Work materials
  - Preferred toys
  - Picture symbol
  - Timer
- **Pedro**
  - Leisure materials
  - Visual schedule
  - Timer

- **Daniel**
  - Work materials
  - Preferred toys
  - Timer

Experimental Design

▸ Delayed multiple probe

▸ Chosen for multiple ethical reasons

  ▸ Avoid withdrawing a potentially effective intervention

  ▸ Delay and probe to limit the number of baseline sessions

Dependent Variables

▸ Percent of Intervals with Challenging Behavior

  ▸ 10 min sessions

  ▸ 10 s intervals

  ▸ Partial interval recording

▸ Broad Definitions

  ▸ *Crisis behavior*: any behavior that requires immediate intervention to protect the safety of the participant or those around him

    ▸ Gilliam (1993)

  ▸ *Precursor behavior*: any behavior that reliably precedes the target behavior

    ▸ Fritz, Iwata, Hammond, & Bloom (2013); Dracolby & Smith (2012)

Procedures

- Initial consent
- FBA
  - Identify function
    - Interview (Hanley et al., 2014)
    - 1-3 Observations
    - Functional Analysis (Iwata et al., 1982/1994)
  - Identify precursor behaviors (Fritz et al., 2013)
  - Draft intervention
- Opportunity for withdrawal
- Baseline
- Intervention

FBA Results and Individual DVs

- **Kion**
  - Function : access to tangibles
  - Crisis Behavior: any time KW hits, scratches, or bites another person.
  - Precursor: any time KW pushes, pulls, runs away, or actively resists physical prompting
- **Pedro**
  - Function: access to tangibles (primary); attention (secondary)
  - Crisis Behavior: anytime PA (a) bites himself or pulls his hair; (b) hits, kicks, head butts, bites, or pushes another person; or (c) throws, knocks over, shakes, or hits property. All attempts and intensities are counted.
  - Precursor: anytime PA whines, yells, grunts, or spits.
- **Daniel**
  - Function: access to tangibles; attention
  - Crisis Behavior: anytime DF (a) hits himself in the head; (b) yells; or (c) throws, knocks over, or hits an inanimate object. All attempts and intensities are counted.
  - Precursor: anytime DF (a) hits himself any place other than the head, (b) moves his materials/toys quickly and forcefully, or (c) urinates.
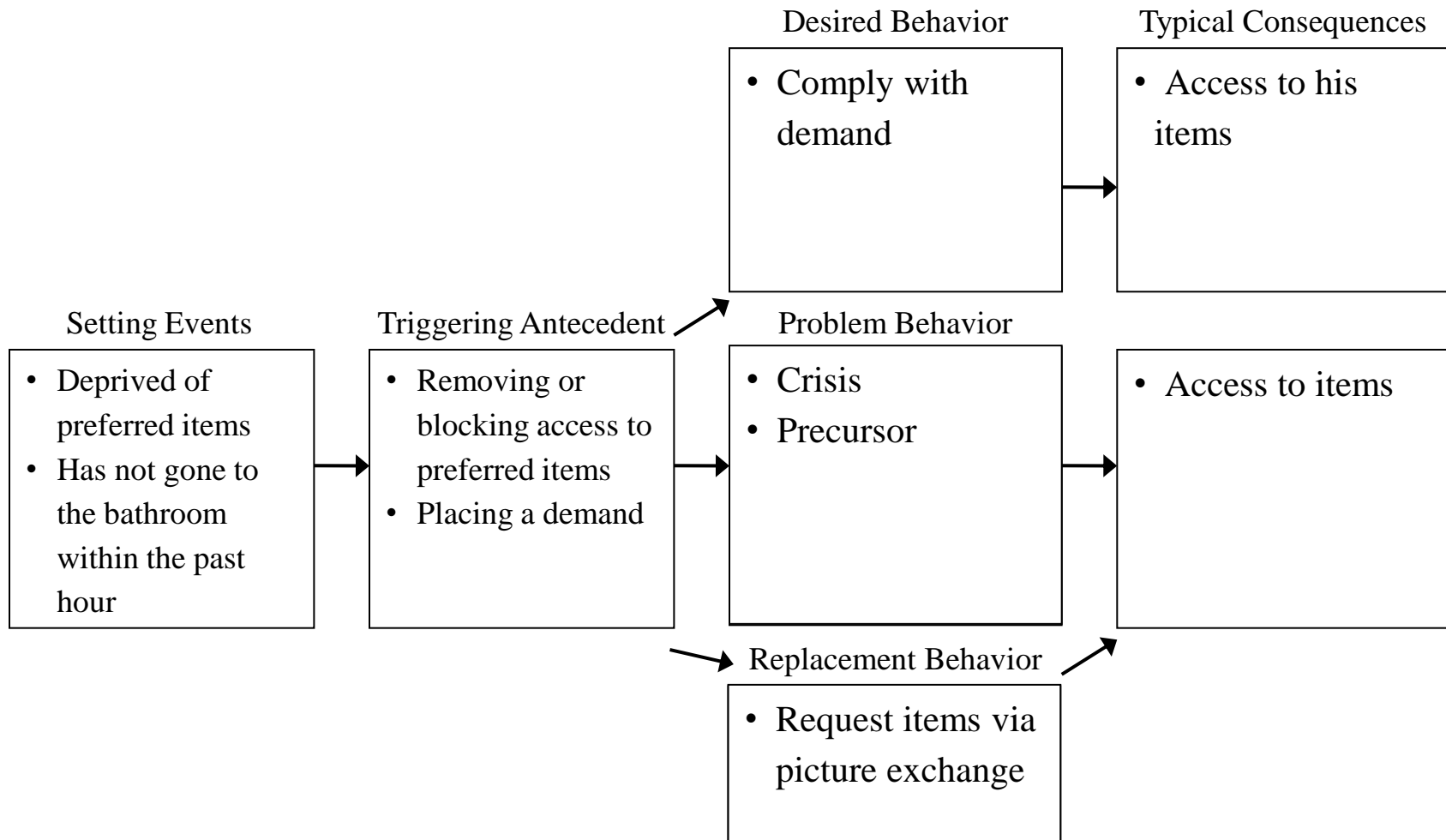
Baseline

- Identified challenging scenarios in the school day
- Selected one that matched the function for the challenging behavior
- Recreated that scenario in a controlled setting (e.g., conference room)
  - Example:
    - <u>Function</u>: access to toys.
    - <u>Natural Scenario</u>: transition from toys to work
    - <u>Baseline</u>: provide access to toys in conference room, then transition student from toys to work task

Function-Based Crisis Intervention (FBCI)

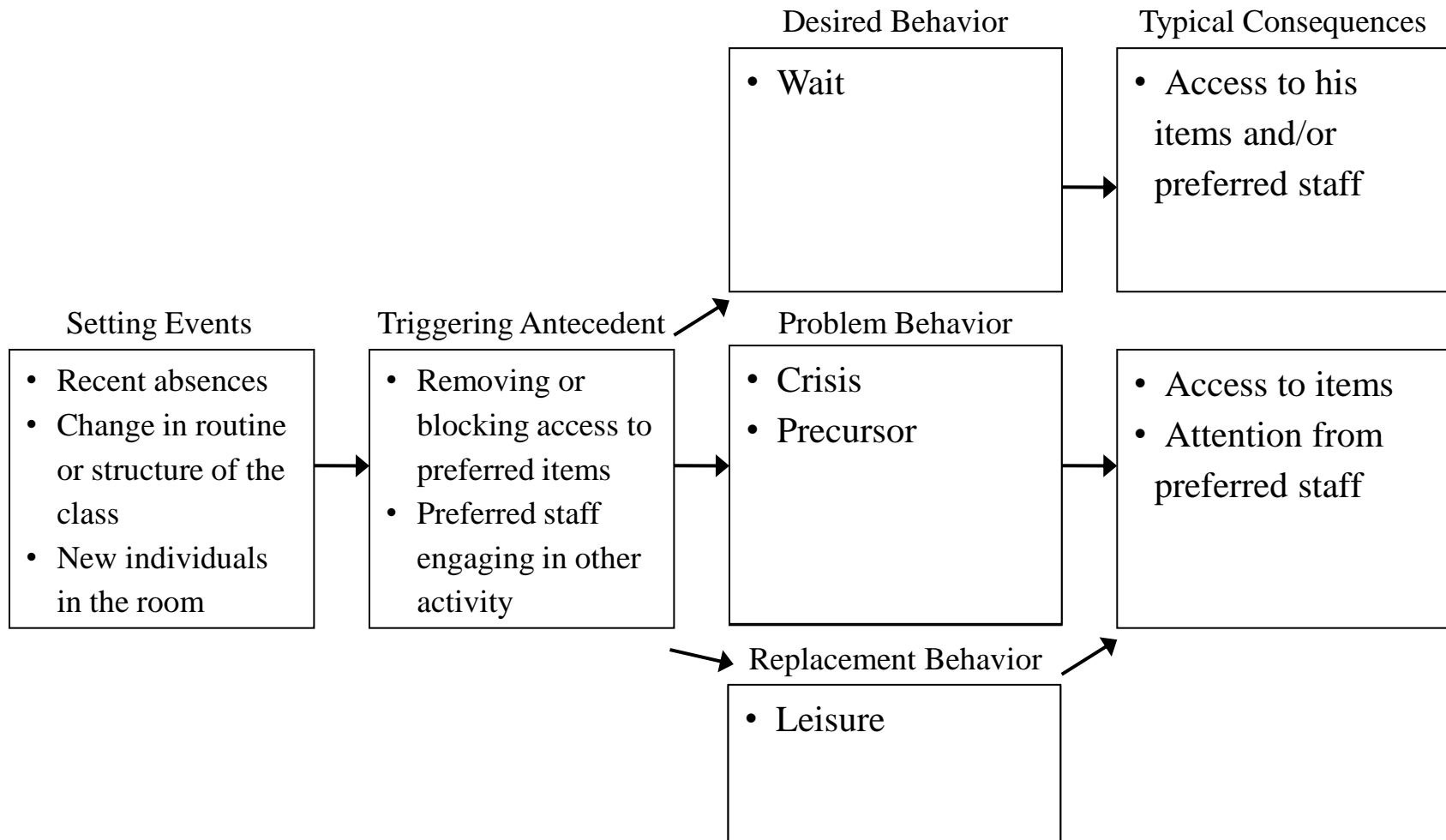| Phase	Intervention Focus	FBCI
Calm (Setting events)	Teach replacement behaviors	• Teach replacement behaviors • Manage setting events • Ensure access to high quality reinforcement
Trigger (Antecedent)	Minimize triggers	• Minimize triggers • Make triggers less aversive
Agitation (Bx Indication)	Allow access to calming activities	• Prompt replacement behavior
Acceleration (Precursor)	Non-threatening interaction and limit setting	• Prompt replacement behavior • Delay access to reinforcer
Peak (Crisis)	Safety	• Maintain safety • Withhold or provide inferior quality reinforcement
De-escalation	Prepare for reintegration (e.g., isolate, engage in independent work, restore environment)	• Provide neutral direction • Review appropriate behavior
Recovery	Reintegration	• Recreate initial environment

Kion – Competing Behavior Pathways

Desired Behavior

- Comply with demand

Typical Consequences

- Access to his items

Setting Events

- Deprived of preferred items
- Has not gone to the bathroom within the past hour

Triggering Antecedent

- Removing or blocking access to preferred items
- Placing a demand

Problem Behavior

- Crisis
- Precursor

- Access to items

Replacement Behavior

- Request items via picture exchange

Kion (abridged version)

Phase	FBCI
Calm (Setting events)	• Ensure a minimum of 1-min with preferred items • Ensure he has access to communication card
Trigger (Antecedent)	• Provide 1-min and 30-s warnings • Provide a verbal and gesture cue for functional communication
Agitation (Behavioral Indication)	• Redirect, ensuring correct body positioning (standing slightly behind his shoulder or across the table) • Use L→M prompting for functional communication • *Waiting* – reminder to be calm
Acceleration (Precursor)	• Block access to items, ensuring correct body position • Physically prompt functional communication • *Waiting* – pause timer, provide reminder to be calm
Peak (Crisis)	• Use physical 2-person CPI escort to move Kion to table • Maintain at table until absent of crisis for 30 s • *Waiting* – stop timer
De-escalation	• Provide a neutral task to engage in until absent of precursor and crisis behaviors for 30 s
Recovery	• Review functional communication and reset timer • Redirect back to original location, present trigger, and use L→ prompting for functional communication

Kion Schedule Thinning

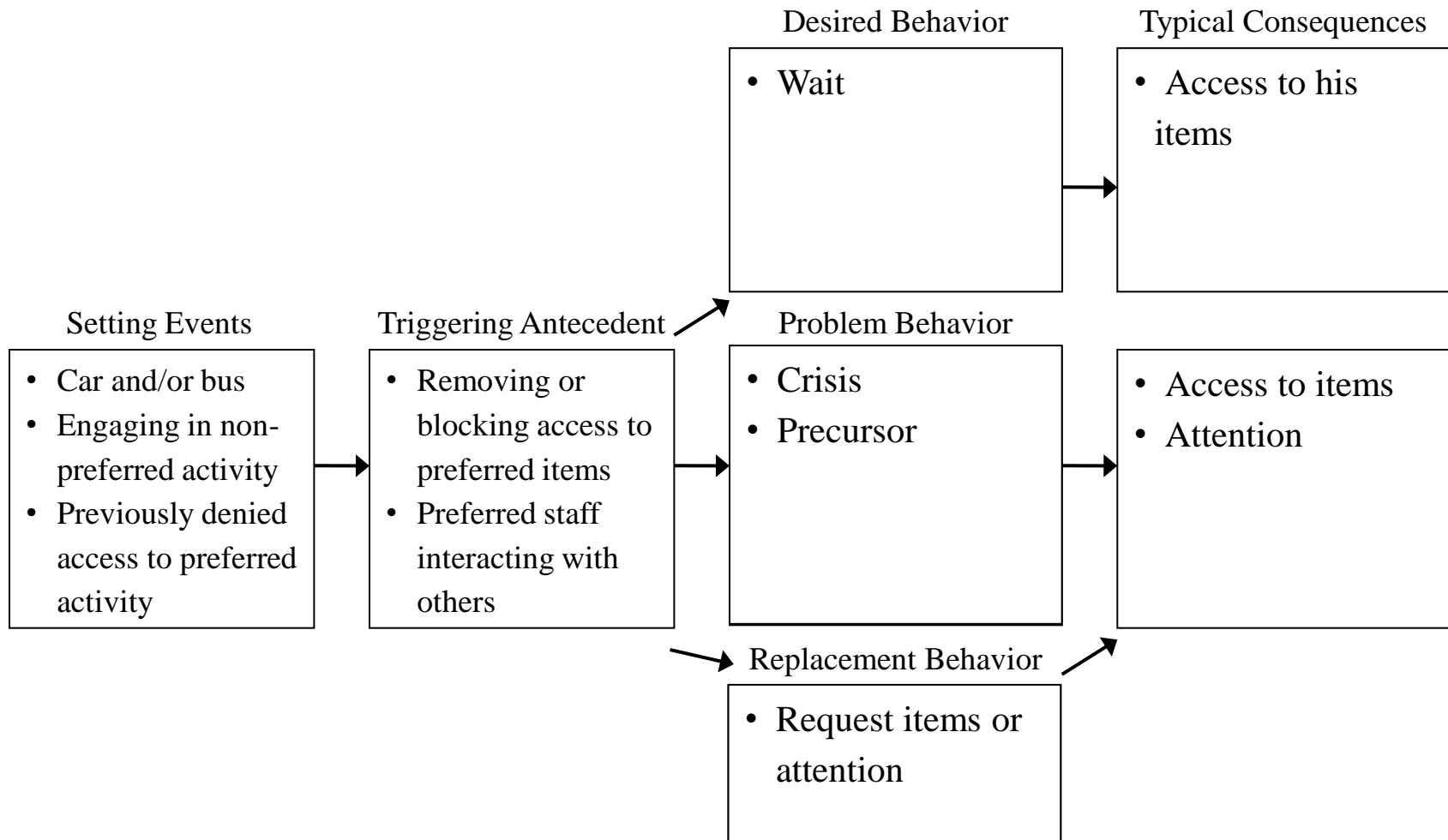| Waiting Intervals			
1. VI 2 s	**4.** VI 15 s	**7.** VI 45 s	**10.** VI 2 min
2. VI 5 s	**5.** VI 20 s	**8.** VI 1 min	**11.** VI 3 min
3. VI 10 s	**6.** VI 30 s	**9.** VI 90 s	**12.** VI 5 min
Criterion to progress intervals: waiting without exhibiting aggression or precursor behaviors for 100% of opportunities			
Criterion to regress intervals: waiting without exhibiting aggression or precursor behaviors for 40% or less of opportunities			

Pedro – Competing Behavior Pathways

Desired Behavior

- Wait

Typical Consequences

- Access to his items and/or preferred staff

Setting Events

- Recent absences
- Change in routine or structure of the class
- New individuals in the room

Triggering Antecedent

- Removing or blocking access to preferred items
- Preferred staff engaging in other activity

Problem Behavior

- Crisis
- Precursor

- Access to items
- Attention from preferred staff

Replacement Behavior

- Leisure

Pedro (abridged version)

Phase	FBCI
Calm (Setting events)	• Provide attention • Ensure access to preferred items for minimally 1 min
Trigger (Antecedent)	• Provide a 1-min and 30-s warning and 10-s countdown • Set up visual schedule, allowing him to pick reinforcer • Review how he earns the reinforcer, showing timer
Agitation (Bx Indication)	• Ensure correct body position (behind his shoulder, hand shadowing wrist) • Neutrally redirect back to activity and timer • Upon resuming activity, provide praise
Acceleration (Precursor)	• Pause timer and ensure correct body position • Neutrally redirect back to activity • Upon resuming activity, provide praise
Peak (Crisis)	• Ensure two-staff assume correct body position • Block all attempts at crisis behavior • Stop the timer
De-escalation	• Upon 30-s absence of crisis behaviors, neutrally prompt him to resume the activity • Provide praise, but *do not* start the timer
Recovery	• Reintroduce the visual schedule • Reset and start the timer

Pedro's Schedule Thinning

|	Praise	Task		Praise	Task		Praise	Task		Praise	Task
1	CRF	FI 5 s	6	CRF	FI 60 s	11	VI 20 s	FI 90 s	16	VI 30 s	FI 3 m 30 s
2	CRF	FI 10 s	7	VI 5 s	FI 60 s	12	VI 20 s	FI 2 m	17	VI 30 s	FI 4 m
3	CRF	FI 20 s	8	VI 10 s	FI 60 s	13	VI 30 s	FI 2 m	18	VI 45 s	FI 4 m
4	CRF	FI 30 s	9	VI 15 s	FI 60 s	14	VI 30 s	FI 2 m 30 s	19	VI 45 s	FI 4 m 30 s
5	CRF	FI 45 s	10	VI 20 s	FI 60 s	15	VI 30 s	FI 3 m	20	VI 1 m	FI 5 m
Criterion to progress intervals: engaging in leisure without exhibiting aggression or precursor behaviors for 100% of opportunities											
Criterion to regress intervals:: engaging in leisure without exhibiting aggression or precursor behaviors for 40% or less of opportunities											

Daniel – Competing Behavior Pathways

Desired Behavior
- Wait

Typical Consequences
- Access to his items

Setting Events
- Car and/or bus
- Engaging in non-preferred activity
- Previously denied access to preferred activity

Triggering Antecedent
- Removing or blocking access to preferred items
- Preferred staff interacting with others

Problem Behavior
- Crisis
- Precursor

- Access to items
- Attention

Replacement Behavior
- Request items or attention

Daniel (abridged version)

| Phase	FBCI
Calm (Setting events)	• Provide attention and/or access to preferred items minimally once per minute
Trigger (Antecedent)	• Provide a verbal warning prior to removing items and/or attention • Provide a visual to show when he can access them again
Agitation (Bx Indication)	• Provide a verbal reminder when he will access his items/attention
Acceleration (Precursor)	• Provide a verbal prompt and model for functional communication • Remove items that could be thrown and stand between him and windows
Peak (Crisis)	• Stand at least 10 feet back, limiting items that can be thrown and blocking windows • Remind Daniel he needs to be calm to access his reinforcers
De-escalation	• Upon 30 seconds absent of crisis, redirect back to the demand • Provide neutral praise for engaging in the task
Recovery	• Upon 30 seconds absent crisis and precursor, reintroduce the visual and the contingency (e.g., first _____, then _____)

Daniel's Schedule Thinning

Waiting Intervals		
1. VI 30 s	**4.** VI 2 min	**7.** VI 10 min
2. VI 1 min	**5.** VI 3 min	**8.** VI 15 min
3. VI 90 s	**6.** VI 5 min	**9.** VI 20 min
Criterion to progress intervals: waiting without exhibiting aggression or precursor behaviors for 100% of opportunities		
Criterion to regress intervals: waiting without exhibiting aggression or precursor behaviors for 40% or less of opportunities		

Results
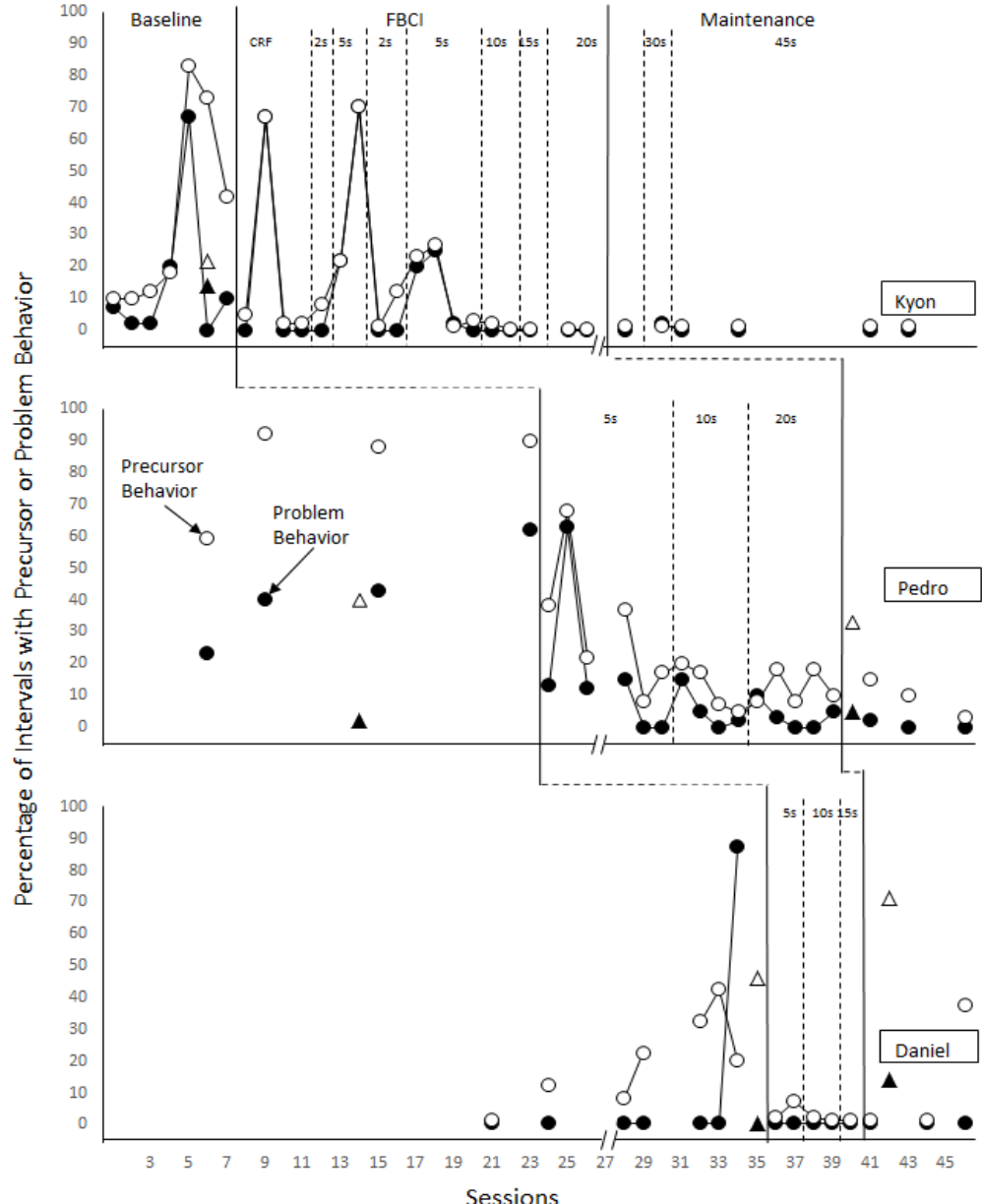
Kion

		Baseline	Intervention
Mean	Crisis	18%	9%
	Precursor	35%	12%
Max	Crisis	67%	70%
	Precursor	83%	70%
Min	Crisis	0%	0%
	Precursor	10%	0%
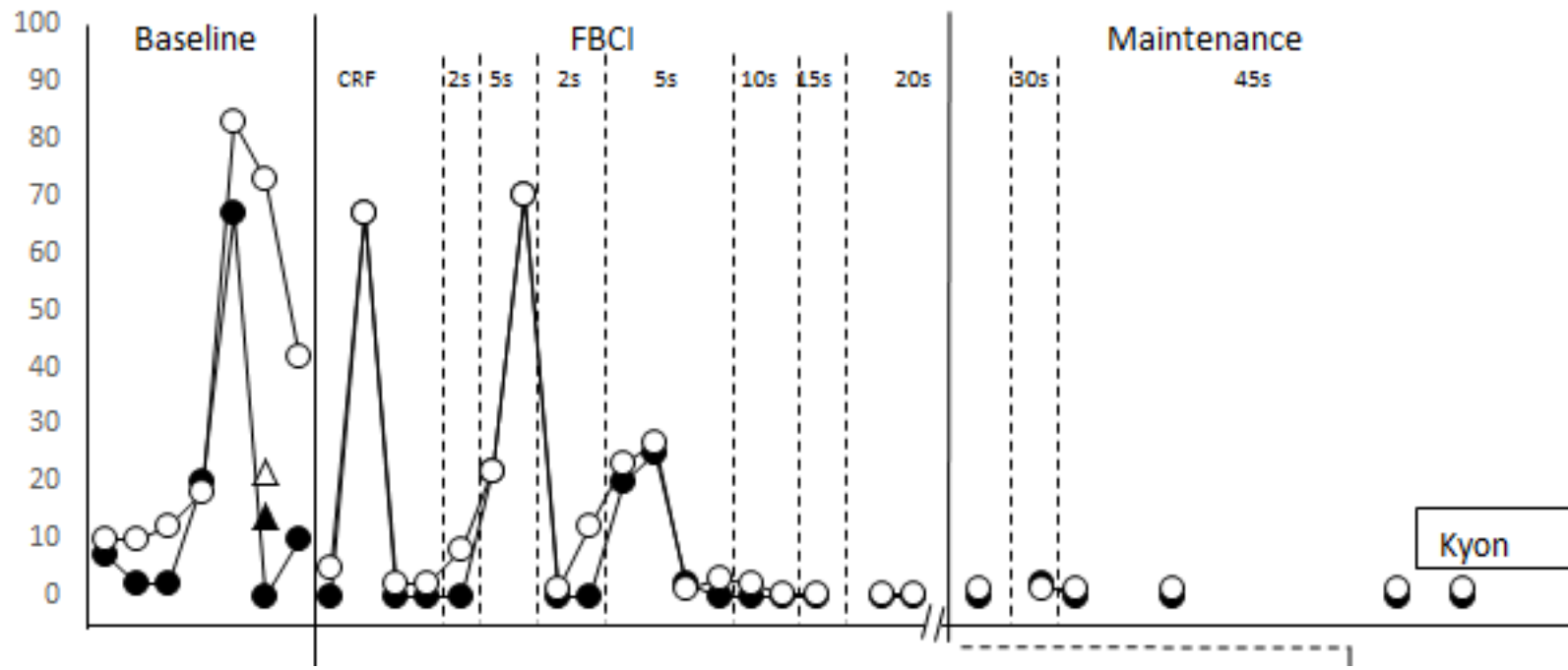
Pedro

		Baseline	Intervention
Mean	Crisis	42%	15%
	Precursor	82%	28%
Max	Crisis	62%	63%
	Precursor	92%	68%
Min	Crisis	23%	0%
	Precursor	59%	8%
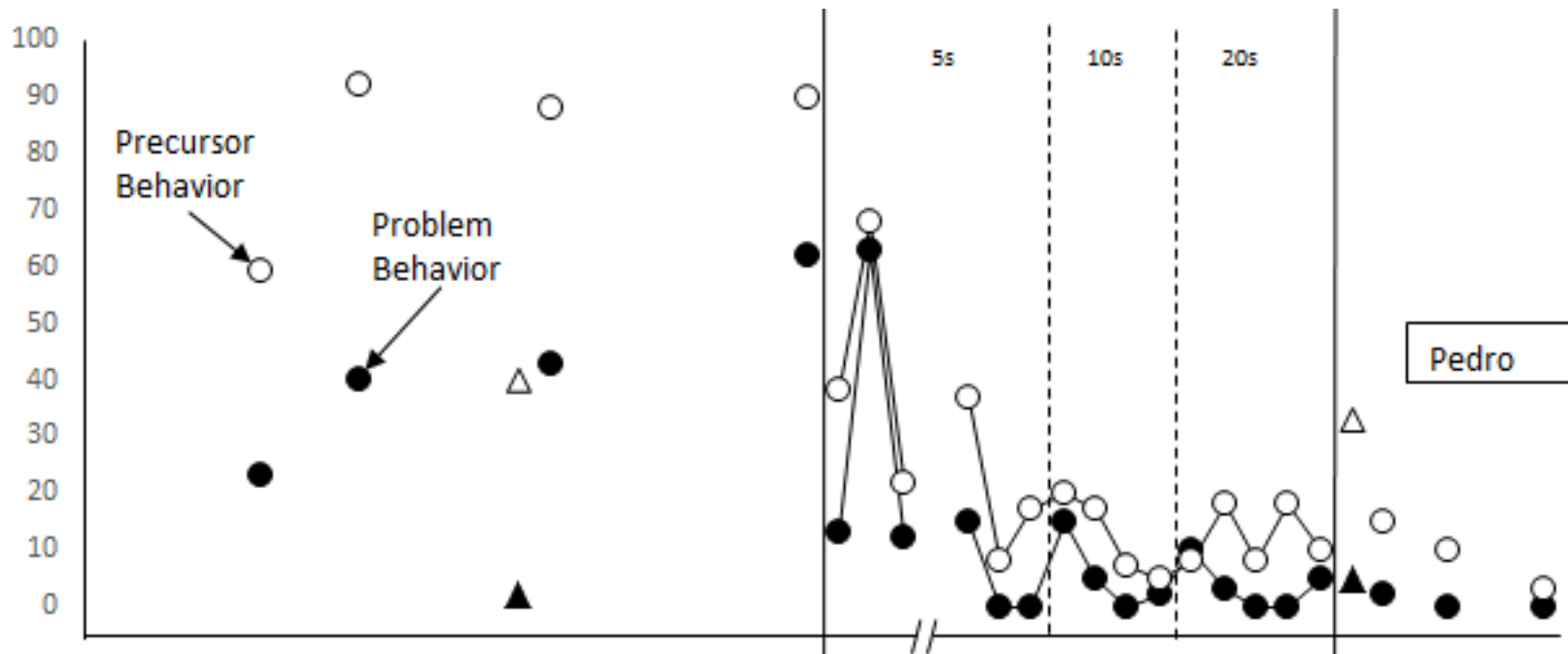
Daniel

		Baseline	Intervention
Mean	Crisis	0%	0%
	Precursor	20%	2.6%
Max	Crisis	0%	0%
	Precursor	42%	7%
Min	Crisis	0%	0%
	Precursor	0%	1%
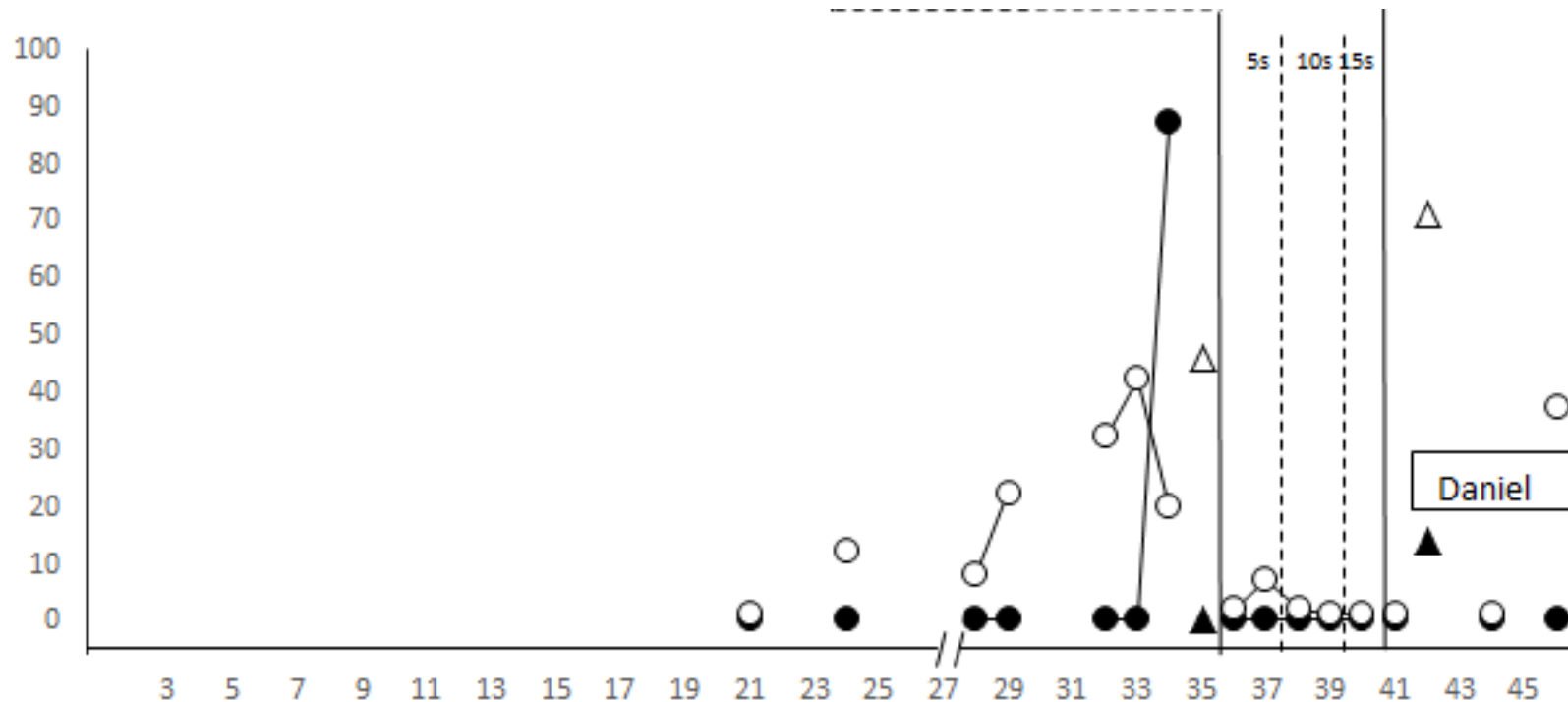
Fidelity & Reliability

- Fidelity
  - 35% of sessions
  - 98.5% of steps implemented accurately
- Reliability
  - 37% of sessions
  - Crisis: 95%
  - Precursor: 93%
- Social Validity
  - Staff

Social Validity

▸ Teacher and two teacher assistants responded

▸ 5-point Likert scale (1 [strongly disagree]-5 [strongly agree])

▸ Appropriate – 5

▸ Safe – 4.67

▸ Effective – 5

▸ Could be used – 5

▸ Should be used – 5

Discussion

▸ Function-based intervention and crisis intervention can compliment one another, with some minor adaptations

Phase	Intervention Focus
Calm (Setting events)	• Teach replacement behaviors • Manage setting events • *Ensure access to high quality reinforcement*
Trigger (Antecedent)	• Minimize triggers • *Make them less aversive*
Agitation (Bx Indication)	• Allow access to calming activities, *by prompting and reinforcing replacement behaviors*
Acceleration (Precursor)	• Enforce limits *by delaying access to reinforcement* • Continue to prompt replacement behavior *to make the crisis behavior irrelevant*
Peak (Crisis)	• Maintain safety • Withhold or provide inferior quality reinforcement
De-escalation	• Provide neutral direction • *Shape appropriate behavior*
Recovery	• Review appropriate behavior • *Recreate initial environment for positive practice after the student is calm*

Limitations

▸ Interventionists were not natural to the setting

  ▸ Conducted assessments, planned interventions, and implemented them

  ▸ Still don't know the effects of FBCI on staff abilities

▸ Short sessions

  ▸ If the intervention was expanded to the entire school day, would it maintain effectiveness?

▸ Did not generalize

  ▸ Classroom staff did not implement intervention

Implications for Practice

▸ When designing a behavior plan for students with crisis behaviors, be cognizant of crisis needs and function

  ▸ Operationally describe steps to be taken for each phase of escalation

  ▸ When describing these steps, be aware of the behavioral function

    ▸ Change quality of reinforcement delivered between appropriate and inappropriate behavior

    ▸ Prompt appropriate behavior before providing access to calming activities

 ▸ Train until competent

Suggestions for Future Research

▸ Replicate

▸ Extend to natural interventionists

    ▸ Intervention

    ▸ Planning

    ▸ Assess natural interventionists perceptions after implementing FBCI

▸ All reports should be clear with the steps taken to respond to crisis behavior
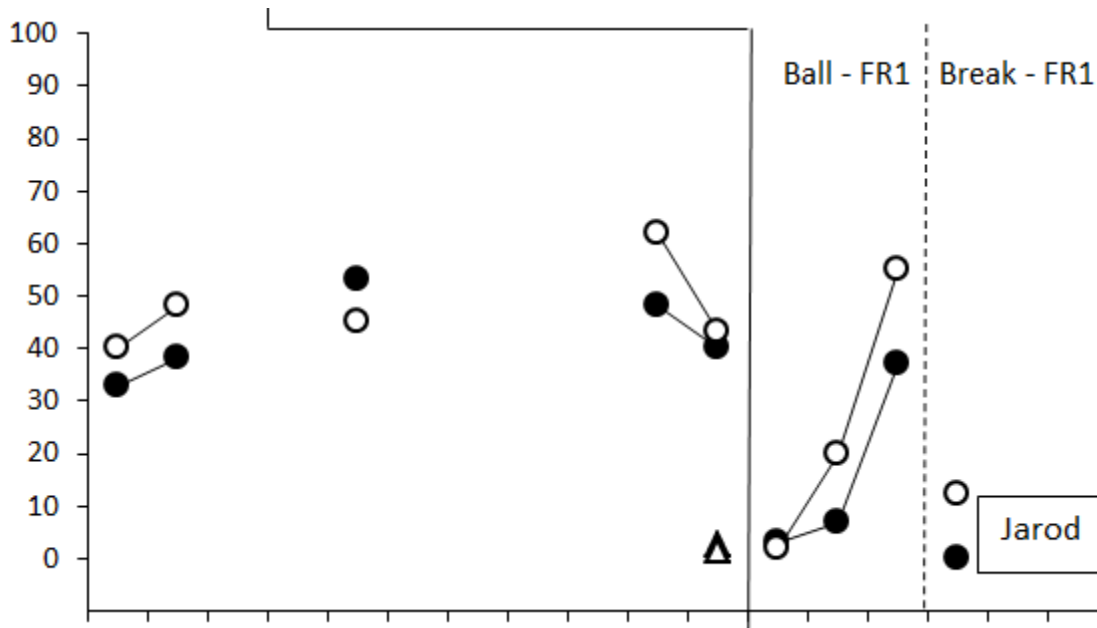
Current Data
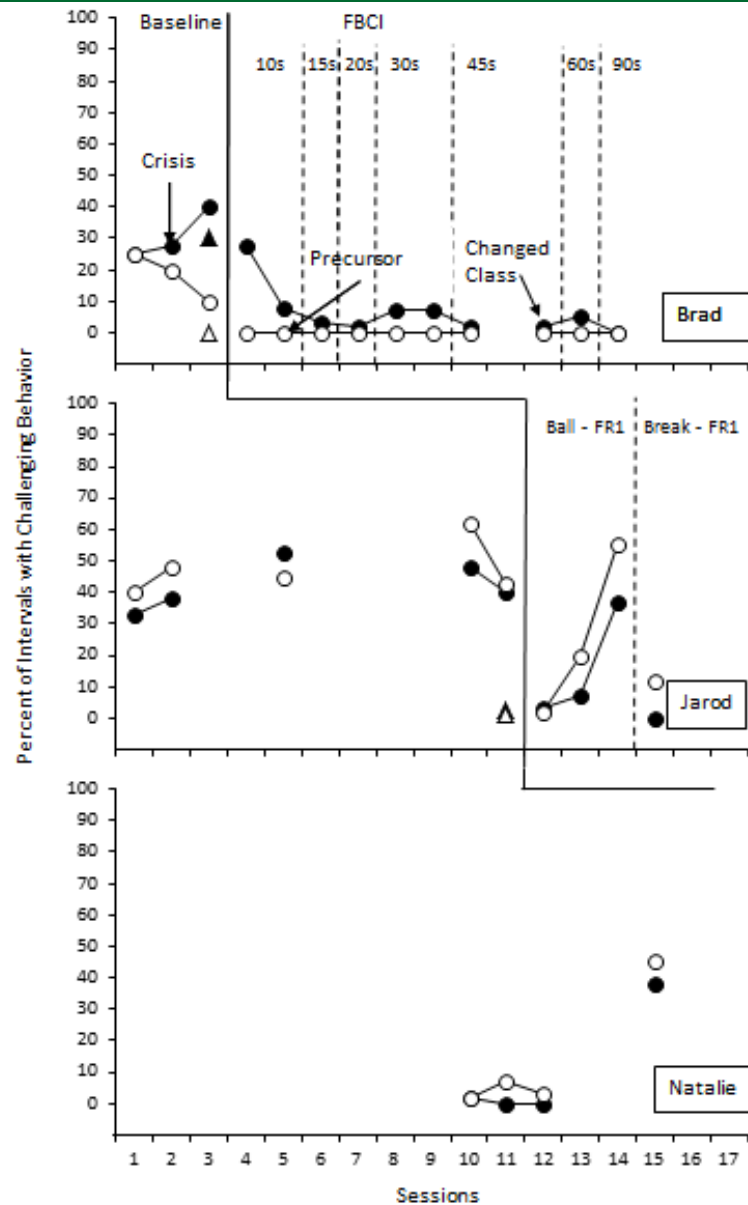
Current Data - Brad

		Baseline	Intervention
Mean	Crisis	31%	6.4%
	Precursor	18.3%	0%
Max	Crisis	40	28
	Precursor	25	0
Min	Crisis	25	0
	Precursor	10	0
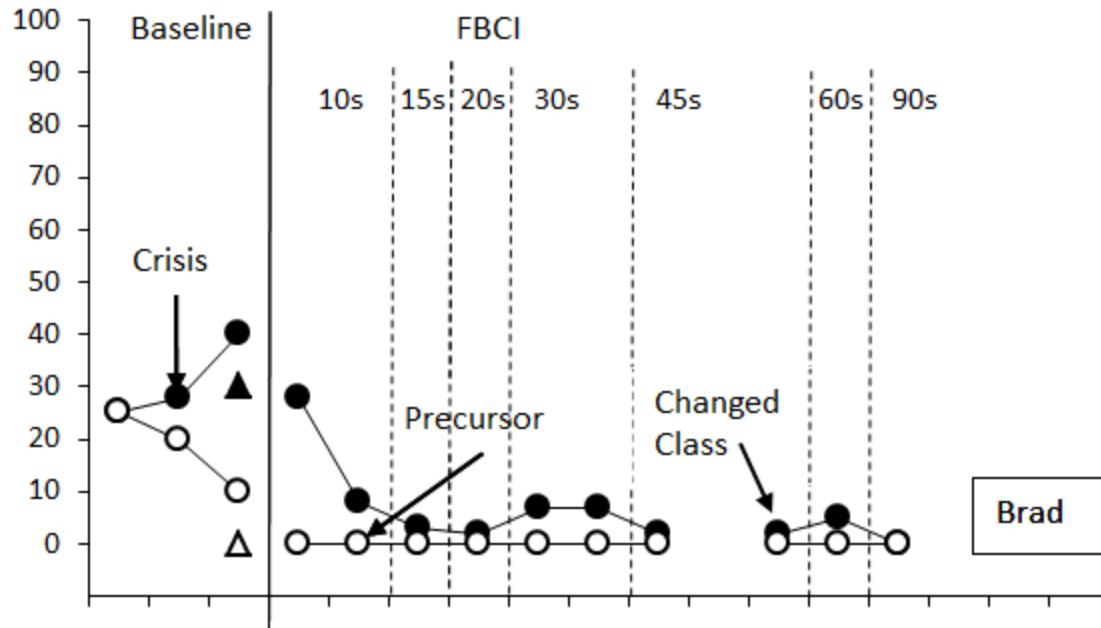
Current Data - Jarod

		Baseline	Intervention
Mean	Crisis	42.4%	11.8%
	Precursor	47.6%	22.3%
Max	Crisis	53%	37%
	Precursor	62%	55%
Min	Crisis	33%	0%
	Precursor	40%	2%

Current Data - Natalie

		Baseline	Intervention
Mean	Crisis	10%	n/a
	Precursor	14.3%	n/a
Max	Crisis	38	n/a
	Precursor	45	n/a
Min	Crisis	0	n/a
	Precursor	2	n/a
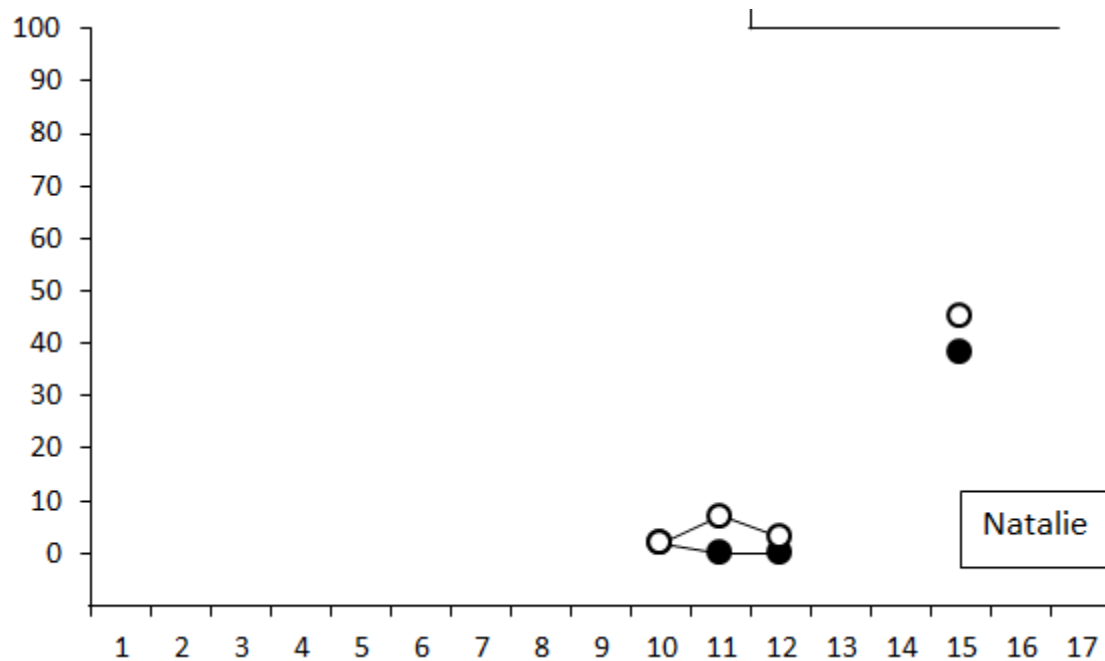
KION Behavior Plan
Phase 1 – Functional Communication Training

Definitions

- *Aggression* – anytime KION scratches, hits, and/or bites. All attempts are counted. Contact is not a criterion
- *Precursor behaviors* – anytime KION pushes, pulls, physically resists redirection, hits an inanimate object, cries, whines, and/or yells
- *Calm* – absence of aggression and precursor behaviors for 30 seconds.
- *Functional Communication* – touches the appropriate communication card/picture

Criterion to progress to Waiting:

- Requesting toys without exhibiting aggression or precursor behaviors for 80% of opportunities for two consecutive sessions

Student	Staff
Calm – With preferred toys	1. Ensure he has had access to his preferred items for 1 minute. 2. Ensure he has eaten and had an opportunity to go to the bathroom within the last 90 min.
Calm – Without toys	1. Provide specific verbal praise. 2. Ensure he has access to his communication card/book. 3. Ensure position to be able to intervene between KION and his preferred items, so FCT can be prompted.
Triggers – Removing or denying access to preferred objects	1. Provide a 1-minute and 30-second warning prior to removing preferred items. 2. Provide a verbal reminder that he can ask for what he wants. 3. Provide a gesture towards his communication card/book.
Functional Communication – Student exhibits a functional communication response	1. Provides enthusiastic verbal praise. 2. Honors request immediately. 3. Provide a 1-minute warning (e.g., 1-minute and it's my turn) and follow procedures in the "Triggers" section.
Agitated – tying to access items after being blocked and directed away from them	1. Ensure correct body positioning. 2. Block access to preferred items. 3. Redirect KION to his communication card and prompt him to touch it using least to most prompting. 3a. Verbal and gesture → Physical prompting 4. Upon touching card provide enthusiastic verbal praise and access to chosen item. Follow procedures in "Functional Communication" section.

<u>Acceleration</u> – KION exhibits precursor behavior(s)	1. Ensure correct body positioning. 2. Block access to preferred items. 3. Redirect KION to his communication card and *physically* prompt him to touch it. 4. Upon touching card provide verbal praise and access to chosen item. Follow procedures in "<u>Functional Communication</u>" section.

<u>Peak</u> – KION exhibits aggression	1. Implement non-violent physical intervention to block attempts at aggression and escort KION to the table.
	2. Maintain KION at the table until he is absent of aggression for 30 seconds, blocking attempts to leave or engage in aggression.
	    2a. If KION does not exhibit aggression for 30 seconds, but continues to exhibit precursor behaviors, implement procedures in "<u>De-escalation</u>" section.
	    2b. If KION demonstrates calm, implement procedures in "<u>Recovery</u>" section.

<u>De-escalation</u> – absence of aggression for 30 seconds but still be resisting direction, crying, or whining	1. Continue to stand behind KION, maintaining him in his chair. 2. Provide a neutral task for him to engage in (e.g., puzzle, insertion task), using least to most prompting to complete it. 2.a. *Least to most* – verbal → gesture → light physical → full physical 3. Provide verbal praise for engaging in the task. 4. If KION completes the task but is still exhibiting precursor behaviors, reset the task and begin again. 5. Upon completing the task and exhibiting calm, provide verbal praise and implement procedures in "<u>Recovery</u>."
<u>Recovery</u> – calm	1. State "you need to ask for _____." 2. Redirect KION back to original location. 3. Use least to most prompting to ensure he requests the item. 4. Provide verbal praise and honor request. Follow procedures in the "<u>Functional Communication Training</u>" section.

Questions?