



Acceptance

in

Action

- Family ▪ Classroom
- Workplace ▪ Public Spaces

**ACCEPTANCE IN ACTION
BEHAVIOR SPEAKS, LISTEN, UNDERSTAND IT,
TAKE ACTION**

By

Lanre Duyile, MPBA, BCBA, RBA (Ont.)



Outline



- The Theme
- The Land between Awareness and Acceptance
- Behavior Speaks
- Listen and Understand – Use Scatterplot
- Take Action
- Thrive
- Conclusion



The Land Between



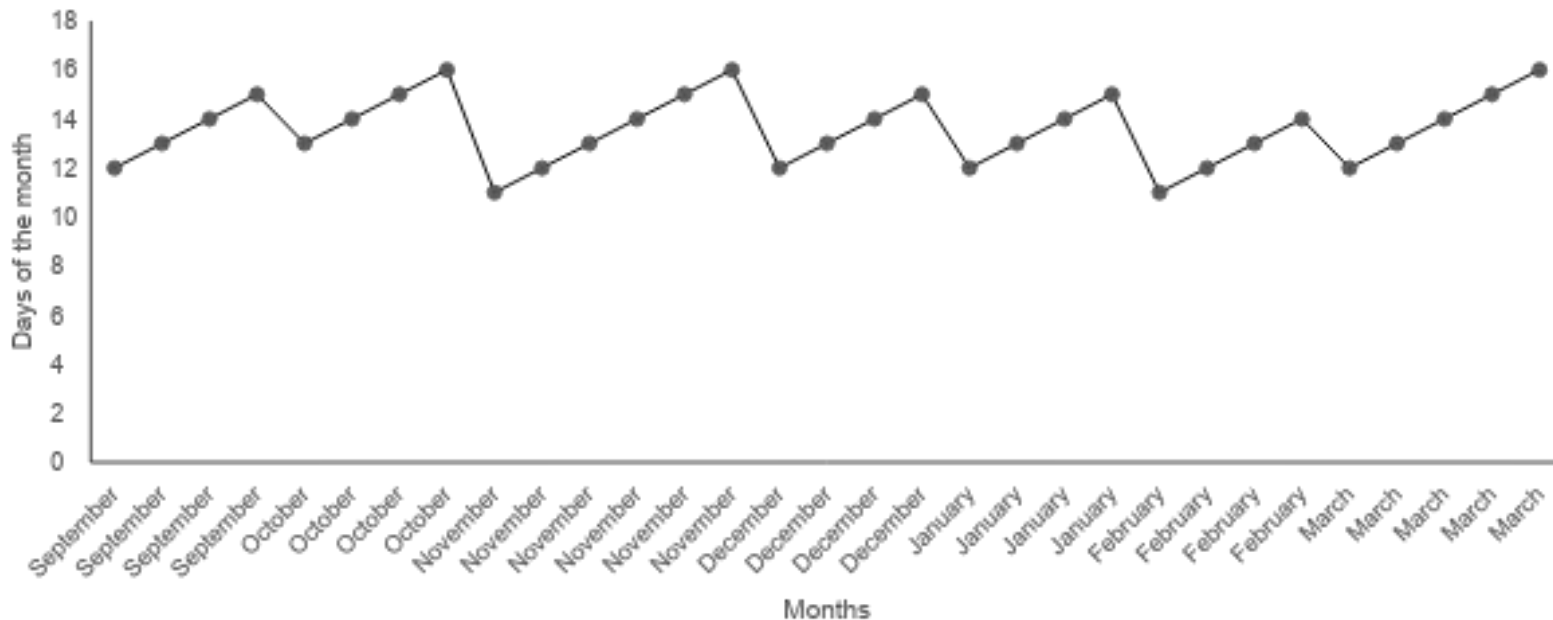
Behavior speaks

- Navigating the journey to acceptance requires an understanding of behaviors
- Behavior is everything – diagnosis is behavior based
- What do you do as a parent, teacher, employer, colleague?
- Remember: Every behavior serves a purpose to the person
 - To either seek some form of comfort/reinforcement
 - To escape some form of aversive condition



Behavior Speaks: 39 y.o Jane crying and biting herself

6 months incident report on crying and self biting



Listen and Understand

- Up to 50% of people living with IDD engage in challenging behavior which affects
 - Learning
 - Skill acquisition
 - Service access
 - Everyday life
 - Acceptance
- No drug is created to treat autism or other forms of developmental disabilities



Listen and Understand

- Why is Tunde engaging in:
 - Aggression towards others?
 - Hitting himself on the jaw?
 - Selective and restricted food items?
 - Running away?
 - Property damage?
 - No fear/excessive fear?
 - Pacing?
 - Twirling?
- All these happen for specific reasons and may follow a pattern



John's data on throwing up

Date	Time	Antecedent	Target Behavior	Consequence
Feb. 5 th	3:17 pm	In the living room, watching TV	Threw up	- Verbal redirection to stop - Asked to clean up
Feb. 6 th	3:22 pm	In the living room, watching TV	Threw up	Verbal redirection
Feb. 6 th	5:42 pm	Living room, in the hallway	Threw up	Redirection to shower
Feb. 7 th	3:20 pm	Staff delay	Threw up	Verbal warning
Feb. 7 th	5:45 pm	Staff attending to others	Threw up	Verbal warning
Feb. 8 th	3:27 pm	Staff doing laundry	Threw up	Asked to clean up
Feb. 9 th	5:52 pm	Shower for others	Threw up	Asked to clean up
Feb. 10 th	3:24 pm	Staff preparing dinner	Threw up	Asked to clean up
Feb. 11 th	5:59 pm	Staff attending to others	Threw up	Verbal warning
Feb. 12 th	5: 49 pm	Staff delay	Threw up	Verbal warning
Feb 13 th	3:15 pm	Staff attending to others	Threw up	Redirection to shower
Feb 13 th	8: 10 pm	Staff preparing dinner	Threw up	Redirection to shower
Feb 14 th	3: 22 pm	Staff doing laundry	Threw up	Verbal warning
Feb 14 th	5: 26 pm	Staff delay	Threw up	Asked to clean up
Feb 15 th	12:17 pm	Staff delay	Threw up	Verbal warning
Feb 15 th	3: 16 pm	Staff delay	Threw up	Asked to clean up



John's data on throwing up summarized on a scatterplot

Client Name: John

Start

Date: Feb 05, 2026

Days	Feb 5	Feb 6	Feb 7	Feb 8	Feb 9	Feb 10	Feb 11	Feb 12	Feb 13	Feb 14	Feb 15
9am to 9:30am											
9:30am to 10am											
10:00am to 10:30am											
10:30am to 11am											
11:00am to 11:30am											
11:30am to 12pm											
12pm to 12:30pm											
12:30pm to 1pm											Y
1pm to 1:30pm											
1:30pm to 2pm											
2pm to 2:30pm											
2:30pm to 3pm											
3:00pm to 3:30 pm	Y	Y	Y	Y		Y			Y	Y	Y
3:30pm to 4pm											
4pm to 4:30pm											
4:30pm to 5pm											
5pm to 5:30pm											
5:30pm to 6pm		Y	Y		Y		Y	Y		Y	
6pm to 6:30pm											
6:30pm to 7pm											
7pm to 7:30pm											
7:30pm to 8pm											
8pm to 8:30pm									Y		
8:30pm to 9pm											
9pm to 9:30pm											
9:30pm to 10pm											



Sharon's data on property damage

Date	Time	Frequency
April 11 th	11:10 am	3
April 12 th	11: 30 am	5
April 13 th	6:15 pm	4
April 14 th	6:30 pm	5
April 15 th	7:05 pm	2
April 16 th	6: 45 pm	6
April 17 th	6:50 pm	7
April 18 th	11:40 am	4
April 18 th	7:17 pm	2
April 19 th	12:00 pm	5
April 19 th	7: 10 pm	8
April 20 th	6:24 pm	4
April 21 st	6:32 pm	10



Sharon's data on property damage summarized on a scatterplot

Client Name: Sharon

Start Date: April 11, 2020

Days	Apr 11	Apr 12	Apr 13	Apr 14	Apr 15	Apr 16	Apr 17	Apr 18	Apr 19	Apr 20	Apr 21
9am to 9:30am											
9:30am to 10am											
10am to 10:30am											
10:30am to 11am											
11am to 11:30am	Y	Y						Y			
11:30am to 12pm									Y		
12pm to 12:30pm											
12:30pm to 1pm											
1pm to 1:30pm											
1:30pm to 2pm											
2pm to 2:30pm											
2:30pm to 3pm											
3pm to 3:30pm											
3:30pm to 4pm											
4pm to 4:30pm											
4:30pm to 5pm											
5pm to 5:30pm											
5:30pm to 6pm											
6pm to 6:30pm			Y	Y						Y	
6:30pm to 7pm						Y	Y				Y
7pm to 7:30pm					Y				Y		
7:30pm to 8pm											



Last Year - Simple Assessment Scenario

- Sola hit himself hard on the chin and was making noise after his mother called him to come to dinner. She scolded him and told him to be there in 10 minutes
- Sola hit himself hard on the chin and was making noise as Tosin was playing with one of his toys. Tosin got scared and ran away.
- Sola hit himself hard on the chin and was making noise right after his dental appointment.
- While mom was talking on the phone, Sola hit himself hard on the chin and was making noise. Mum hung up and gave him a tight hug.



ABC Record for sola's self injury

Antecedent	Behavior	Consequence	Likely function
Mom called him to come to dinner	Sola slapped himself hard on the chin and making noise	Can you just use your words? I am giving you 10 mins	Escape
Neighbor Tosin playing with one of Sola's toy	Sola slapped himself hard on the chin and making noise	Tosin got scared, dropped the toy and ran away	Tangible
At the dentist's office after a cavity appointment	Sola slapped himself hard on the chin and making noise	Pain momentarily stopped	Sensory, escape
Mom was talking on the phone	Sola slapped himself hard on the chin and making noise	Mom dropped the phone and hugged Sola	Attention



Functional Analysis Screening Tool (FAST) (The Florida Center on Self Injury, 2002)

Functional Analysis Screening Tool

Client: _____ Date: _____

Informant: _____ Interviewer: _____

To the Interviewer: The FAST identifies environmental and physical factors that may influence problem behaviors. It should be used only for screening purposes as part of a comprehensive functional analysis of the behavior. Administer the FAST to several individuals who interact with the client frequently. Then use the results as a guide for conducting a series of direct observations in different situations to verify behavioral functions and to identify other factors that may influence the problem behavior.

To the Informant: Complete the sections below. Then read each question carefully and answer it by circling "Yes" or "No". If you are uncertain about an answer, circle "N/A".

Informant-Client Relationship

1. Indicate your relationship to the client: ☐ Parent ☐ Instructor ☐ Therapist ☐ Parapro ☐ Residential Staff ☐ Other _____
2. How long have you known the client? _____ years _____ months
3. Do you interact with client daily? ☐ Yes ☐ No
4. In what situations do you usually interact with the client?
☐ Meals ☐ Academic training ☐ Leisure activities
☐ Work or vocational training ☐ Self care
☐ Other _____

Problem Behavior Information

1. Problem behavior [check and describe]:
☐ Aggression _____
☐ Self-injury _____
☐ Stereotypy _____
☐ Property destruction _____
☐ Disruptive behavior _____

2. Frequency:
☐ Hourly ☐ Daily ☐ Weekly ☐ Less

3. Severity:
☐ mild: disruptive but little risk to property or health
☐ moderate: property damage or minor injury
☐ severe: significant threat to health or safety

4. Situations in which the problem behavior is most likely:

Days/Times: _____
Settings/Activities: _____
Persons present: _____

5. Situations in which the problem behavior is least likely:

Days/Times: _____
Settings/Activities: _____
Persons present: _____

6. What is usually happening to the client right before the problem behavior occurs?

7. What usually happens to the client right after the problem behavior occurs?

8. How do you handle the behavior when it occurs?

9. Comments:

1. Does the client usually engage in the problem behavior when he/she is being ignored or when caregivers are paying attention to someone else?	☐ Yes	☐ No	☐ N/A
2. Does the client usually engage in the problem behavior when requests for preferred activities [games, snacks] are denied or when these items are taken away?	☐ Yes	☐ No	☐ N/A
3. When the problem behavior occurs, do you or other caregivers usually try to calm the client down or try to engage the client in preferred activities?	☐ Yes	☐ No	☐ N/A
4. Is the client usually well behaved when he/she is getting lots of attention or when preferred items or activities are freely available?	☐ Yes	☐ No	☐ N/A
5. Is the client resistant when asked to perform a task or to participate in group activities?	☐ Yes	☐ No	☐ N/A
6. Does the client usually engage in the problem behavior when asked to perform a task or to participate in group activities?	☐ Yes	☐ No	☐ N/A
7. When the problem behavior occurs, is the client usually given a break from tasks?	☐ Yes	☐ No	☐ N/A
8. Is the client usually well behaved when he/she is not required to do anything?	☐ Yes	☐ No	☐ N/A
9. Does the problem behavior seem to be a "ritual" or habit, repeatedly occurring the same way?	☐ Yes	☐ No	☐ N/A
10. Does the client usually engage in the problem behavior even when no one is around or watching?	☐ Yes	☐ No	☐ N/A
11. Does the client prefer engaging in the problem behavior over other types of leisure activities?	☐ Yes	☐ No	☐ N/A
12. Does the problem behavior appear to provide some sort of sensory stimulation?	☐ Yes	☐ No	☐ N/A
13. Does the client usually engage in the problem behavior more often when he/she is ill?	☐ Yes	☐ No	☐ N/A
14. Is the problem behavior cyclical, occurring at high rates for several days and then stopping?	☐ Yes	☐ No	☐ N/A
15. Does the client have recurrent painful conditions such as ear infections or allergies? If so, please list:	☐ Yes	☐ No	☐ N/A
16. If the client is experiencing physical problems, and these are treated, does the problem behavior usually go away?	☐ Yes	☐ No	☐ N/A

Scoring Summary - Circle the number from above of each question answered "Yes".

Items circled "Yes"				Total	Potential Source of Reinforcement
1	2	3	4		Attention/Preferred Items [Social]
5	6	7	8		Escape [Social]
9	10	11	12		Sensory Stimulation [Automatic]
13	14	15	16		Pain Attenuation [Automatic]

0th edition, © 2002, The Florida Center on Self Injury



Functional Analysis Screening Tool

Client: _____ **Date:** _____

Informant: _____ **Interviewer:** _____

To the Interviewer: The FAST identifies environmental and physical factors that may influence problem behaviors. It should be used only for screening purposes as part of a comprehensive functional analysis of the behavior. Administer the FAST to several individuals who interact with the client frequently. Then use the results as a guide for conducting a series of direct observations in different situations to verify behavioral functions and to identify other factors that may influence the problem behavior.

To the Informant: Complete the sections below. Then read each question carefully and answer it by circling “Yes” or “No”. If you are uncertain about an answer, circle “N/A”.



Functional Analysis Screening Tool



Informant-Client Relationship

1. Indicate your relationship to the client: ☐ Parent ☐ Instructor
☐ Therapist ☐ Parapro ☐ Residential Staff ☐ Other
2. How long have you known the client? _____years _____months
3. Do you interact with client daily? _____☐ Yes ☐ No
4. In what situations do you usually interact with the client?
☐ Meals ☐ Academic training ☐ Leisure activities
☐ Work or vocational training ☐ Self care
☐ Other _____



Functional Analysis Screening Tool

Problem Behavior Information

1. Problem behavior [check and describe]:

☐ Aggression: _____

☐ Self-injury: _____

☐ Stereotypy: _____

☐ Property destruction: _____

☐ Disruptive behavior: _____



Functional Analysis Screening Tool

2.

Frequency:			
☐ Hourly	☐ Daily	☐ Weekly	☐ Less

3.

Severity:	
Mild:	Disruptive but little risk to property or health
Moderate:	Property damage or minor injury
Severe:	Significant threat to health or safety



Functional Analysis Screening Tool



4. Situations in which the problem behavior is most likely:

Days/Times: _____

Settings/Activities: _____

Persons present: _____

5. Situations in which the problem behavior is least likely:

Days/Times: _____

Settings/Activities: _____

Persons present: _____



Functional Analysis Screening Tool



6. What is usually happening to the client right before the problem behavior occurs? _____

7. 'What usually happens to the client right after the problem behavior occurs? _____

8. How do you handle the behavior when it occurs?

9. Comments: _____



Functional Analysis Screening Tool

No	Questions	☐ Yes	☐ No	☐ N/A
1.	Does the client usually engage in the problem behavior when he/she is being ignored or when caregivers are paying attention to someone else?			
2	Does the client usually engage in the problem behavior when requests for preferred activities [games, snacks] are denied or when these items are taken away?			
3	When the problem behavior occurs, do you or other caregivers usually try to calm the client down or try to engage the client in preferred activities?			
4	Is the client usually well behaved when he/she is getting lots of attention or when preferred items or activities are freely available?			



Functional Analysis Screening Tool

No	Questions	☐ Yes	☐ No	☐ N/A
5.	Is the client resistant when asked to perform a task or to participate in group activities?			
6.	Does the client usually engage in the problem behavior when asked to perform a task or to participate in group activities?			
7.	When the problem behavior occurs, is the client usually given a break from tasks?			
8.	Is the client usually well-behaved when he/she is not required to do anything?			



Functional Analysis Screening Tool

No	Questions	☐ Yes	☐ No	☐ N/A
9.	Does the problem behavior seem to be a “ritual” or habit, repeatedly occurring the same way?			
10.	Does the client usually engage in the problem behavior even when no one is around or watching?			
11.	Does the client prefer engaging in the problem behavior over other types of leisure activities?			
12.	Does the problem behavior appear to provide some sort of sensory stimulation?			



Functional Analysis Screening Tool

No	Questions	[] Yes	[] No	[] N/A
13.	Does the client usually engage in the problem behavior more often when he/she is ill?			
14.	Is the problem behavior cyclical, occurring at high rates for several days and then stopping?			
15.	Does the client have recurrent painful conditions such as ear infections or allergies? If so, please list: _____			
16.	If the client is experiencing physical problems, and these are treated, does the problem behavior usually go away?			



Scoring Summary

- Circle the number from above of each question answered “Yes”.

Items circled “Yes”				Total	Potential Source of Reinforcement
1	2	3	4		Attention/Preferred Items [Social]
5	6	7	8		Escape [Social]
9	10	11	12		Sensory Stimulation [Automatic]
13	14	15	16		Pain Attenuation [Automatic]



Intervention Strategies

- After behavior function is identified, appropriate intervention is implemented
- Other speakers

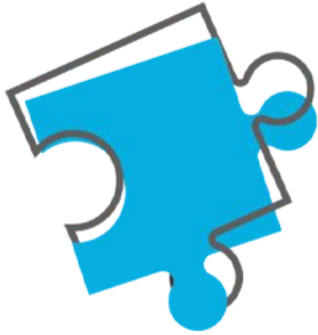


Conclusion

- Record behavior, date and time
- Record antecedents and consequences
- Find a pattern
- Discuss with your therapist and find a solution
- You will always find yourself in the land between, watch behaviors and understand the clues
- Ask yourself why the behavior is happening
- Managing the 'land between' determines how you thrive







QUESTIONS



Contact Information



Lanre Duyile



Behaviorprise Consulting Inc. |



Toronto, ON



lanre@behaviorprise.com



647-927-3567

