

Integrating Positive Behavior Support with Cognitive Behavioral Therapy to Treat Anxiety in Children and Adults with Intellectual & Developmental Disabilities

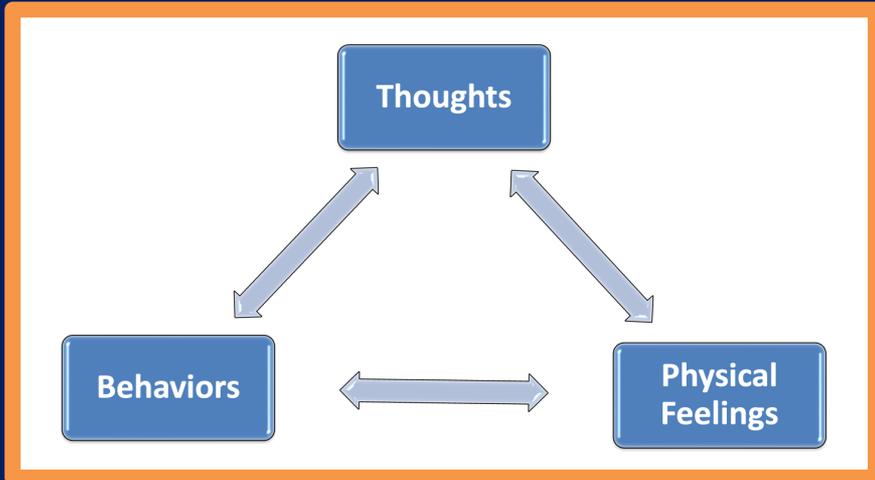
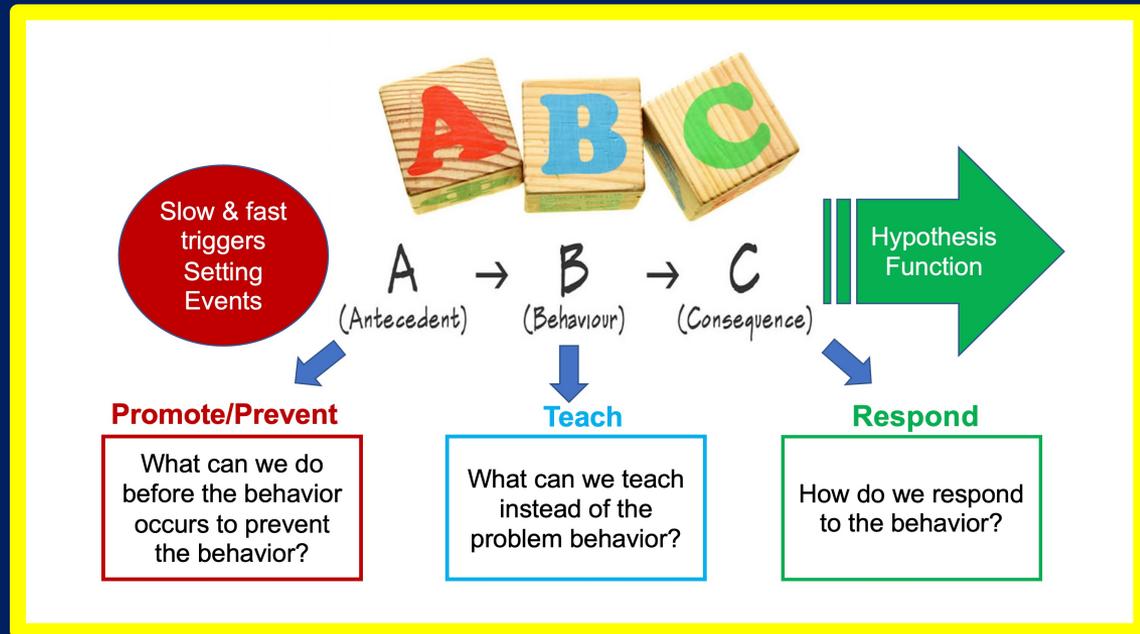
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Take
what we
know

PBS
Prevent-Teach-Respond



Add
what's
missing

CBT
Cognitive Triangle

What is Positive Behavior Support (PBS)?

- PBS is a set of research-based strategies used to improve a person's **quality of life** and decrease challenging behavior by teaching new skills and making changes in a person's environment
- These research-based strategies are based in a thorough understanding of the person and environmental influences affecting their behavior; proactive, educative, and functional strategies; and making decisions on the basis of objective information (data)

Themes of PBS

- 1) **Challenging behavior serves a function/purpose**
 - Challenging behavior can be **adaptive**
- 2) **Functional Behavioral Assessment (FBA)** is used to identify the purpose of challenging behavior
 - **You cannot change it in the long run without discovering what the purpose is**
- 3) The goal of intervention is **education** (i.e., teaching skills), not just reducing challenging behavior
- 4) Challenging behavior typically serves **many purposes** and therefore requires **many interventions**
- 5) Intervention involves **changing social systems**, not individuals
- 6) **Lifestyle change** is the ultimate goal of intervention

Steps of PBS Process

1) Identify goals & behaviors of concern

- Identify broad lifestyle goals through person-centered planning
- Define problem (behaviors of concern) & what we want to occur

2) Collect FBA information

- Observe person's behavior, antecedents that "trigger" the person's behavior, and consequences that follow the behavior to understand WHY person is behaving this way

3) Analyze patterns

- Using FBA data, determine circumstances affecting person's behavior & what person is getting or avoiding as a result

4) Develop & implement intervention plan based on patterns

- Create strategies to prevent problems, teach better ways of behaving, & respond appropriately to behaviors when they occur

5) Monitor outcomes

- Review progress to ensure strategies are working , change as needed

Why Does Challenging Behavior Occur?

❑ People engage in challenging behavior because it serves a FUNCTION or PURPOSE

➤ These behaviors meet an IMMEDIATE NEED

❑ Behaviors persist because people want/need to...

<u>Get</u> something	<u>Escape</u> or avoid something
<ul style="list-style-type: none">•Parent/peer/staff attention•Preferred items or activities•Sensory input	<ul style="list-style-type: none">•Difficult or disliked tasks•Social interaction•Anxiety•Sensory stimulation or pain or discomfort
(Positive Reinforcement)	(Negative Reinforcement)

Challenging Behavior = Communication

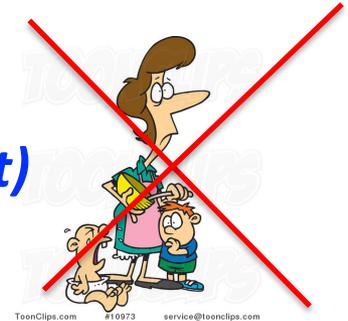
- **Functions of Communication:**

- **Request object, activity, person** (e.g., “I want the book”)
- **Request help or assistance** (e.g., “I need help”)
- **Obtain attention** (e.g., “Look at this!” or “Talk to me!”)
- **Request social interaction** (e.g., “Can I play with you?”)
- **Request information** (e.g., “How much longer do we have?”)
- **Request sensory stimulation** (e.g., “This motion makes me feel calm”)
- **Escape demands** (e.g., “I don’t want to do this work”)
- **Escape activity** (e.g., “I don’t like this; I need a break”)
- **Escape a person** (e.g., “I don’t want you to talk to me”)
- **Escape anxiety** (e.g., “This makes me anxious; I need to get out of here!”)
- **Escape sensory stimulation** (e.g., “This noise is too loud”)
- **Comment** (e.g., “I like you” or “Look at that airplane”)
- **Protest** (e.g., “No, I don’t want to do that”)
- **Reassurance/predictability** (e.g., “I’m afraid, I need consistency”)



How to Conduct a Functional Behavior Assessment (FBA)

- **Interviews & Questionnaires** (Indirect Assessment)
 - Interviewing teachers, parents, staff, etc. to describe the nature of the problem behavior, the **circumstances** in which the problem is most likely to occur, and the **reaction** it evokes from others when it does occur



- **Direct Observation** of ABC's (*most important*)

– **Observe situations** in which

- Child behaves well
- Child has difficulty

Look for patterns!



– Identify **Antecedents** (who, what, where, when)

– Identify **Consequences** (what child **gets** or **avoids**)

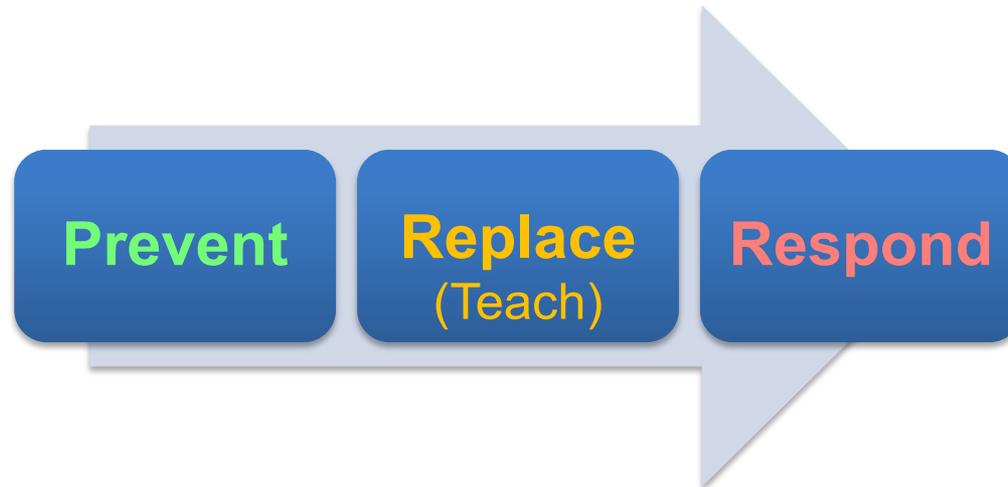


FBA: Example of ABC Chart

Antecedent	Behavior	Consequence	Most likely function?
Mother is on the phone (not talking to Eddie)	Eddie yells	Mother says, "Eddie, I'm on the phone."	
Mother asks Eddie to do math homework.	Eddie yells	Mother stops interacting with Eddie and leaves him alone.	
Five minutes before dinner time, Tom's mother walks into kitchen	Tom walks into the kitchen and starts crying & screaming	Tom's mother immediately gives him one of his favorite foods	
Going to library. Mother says, "Let's go inside."	Jen screams, kicks, and drops to the floor	Mother picks Jen up and carries her into library	

The Next Step...

Based on results of the FBA, develop
& implement the Behavior
Intervention Plan!

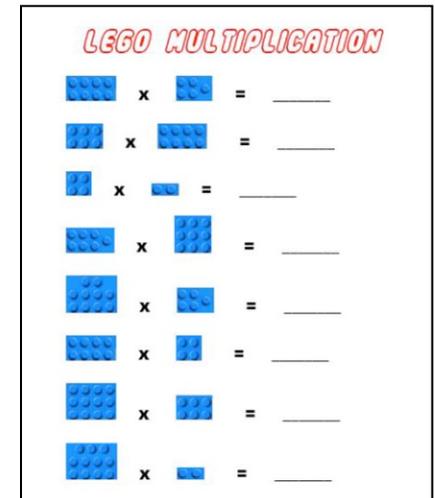


Creating a Function-Based Behavior Intervention Plan (BIP)

- Once you figure out the ANTECEDENTS that trigger challenging behavior & the CONSEQUENCES that maintain the behavior....
- Design intervention plan to:
 - **PREVENT** challenging behavior by **changing circumstances** that trigger it (i.e., remove or minimize the antecedents)
 - **TEACH** appropriate ways to help them get what they need
 - Teach skills to **replace** challenging behavior with more desirable behavior that *serves the same function/purpose*
 - **RESPOND** to challenging behavior by **changing consequences**
 - Change how you respond to challenging behavior so that the challenging behavior NO LONGER WORKS
 - Reinforce replacement behaviors & positive behaviors instead!

Example of Prevention Strategy: Incorporating “Special Interests”

- ❑ Incorporating a child’s preferences or interests into a disliked or unpleasant activity can increase motivation and reduce the likelihood of challenging behavior
- ❑ e.g., handwriting book exercises replaced with copying instructions from a preferred video games’ bonus point booklets



Reducing Challenging Behaviors Requires Increasing Alternatives

- ❑ If challenging behavior is functional, it meets some **need** for the child
 - ✓ *We can't remove something that is serving a purpose without **replacing it with a more appropriate alternative***
- ❑ First step: understand the function it serves (*what need does the behavior meet?*)
- ❑ Next step: offer child a better way to meet that need
- ❑ Types of SKILLS that serve as Alternative Behavior:
 - **Communication skills (e.g., request for help)**
 - **Social skills (e.g., conversational skills)**
 - **Academic skills (e.g., analytic ability)**
 - **Emotion Regulation skills (e.g., relaxation skills)**
 - **Problem-solving skills**

Replacement Strategies:

Functional Communication Training (FCT)

Child engages in CB because it helps them get what they want/need

Function: Does challenging behavior result in...	Teach child to ask for...
child getting <u>something</u> they want?	preferred food or item or activity
child getting <u>attention</u> ?	praise, affection, or social interaction
child <u>escaping</u> or avoiding a task that is <i>too difficult</i> for them?	help 
child <u>escaping</u> or avoiding something they <i>dislike</i> or are afraid of?	break, or change in activity 
child gaining <u>sensory</u> reinforcement?	item that provides sensory stimulation, or privacy

Responding to Challenging Behavior

When they engages in positive behavior, REWARD them!

- Give them specific praise about what they did
- Give them the thing they're asking for (attention, toy/item/activity, help, or break)
- For completing difficult or disliked tasks, may also give **stickers or points that count towards favorite activities**

When person engages in challenging behavior, DO NOT reward them!

- Do not pay attention to the behavior
- Do not give them what they're asking for
- Minimize escape/avoidance, if possible
 - Instead, prompt them to ask appropriately, and *then* give them what they're asking for

Putting it All Together

(Prevent, Replace, Respond)

Putting
it all
Together



Example Interventions if Function is to Gain Attention

• PREVENT: Prevention Strategies

- **Schedule adult attention** (give undivided attention for periods of time)
- When adult occupied, assign highly preferred or easier task, and **let child know when your attention will be available**
- **Schedule peer or sibling attention** (e.g., peer buddy, peer tutoring)
- **Prompt** child to request attention appropriately



Look at me!

• REPLACE: Teach Replacement/Coping Skills

- Teach child to ask for your proximity, interaction, or physical contact
 - e.g., “Watch this!” “Look what I did!” “Can you read to me?”, tap
- Teach child to engage in activities while waiting for your attention

• RESPOND: Managing Consequences

- When child engages in inappropriate behaviors, **ignore** these behaviors
- When child engages in appropriate behaviors, respond immediately with attention!



Example Interventions if Function is to Gain a Preferred Item/Activity

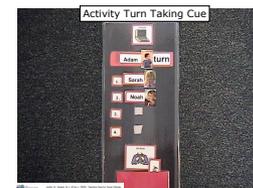
• PREVENT: Prevention Strategies

- Give advanced warning that activity will end soon (e.g., timer, countdown)
- Schedule Transition Activity
- Provide access to preferred item/activity on a schedule
- Remove “off-limit” items from the surroundings
- Offer alternatives to items/activities that were denied



• REPLACE: Teach Replacement/Coping Skills

- Teach communication skills to ask for object/activity
 - e.g., “I want book please” or just “book”
 - e.g., “Can I take a turn with that?” or “My turn please” or “turn”
- Teach to get object or access activity on his own
- Teach to accept alternatives, to wait, and to accept “no”



My turn

wait

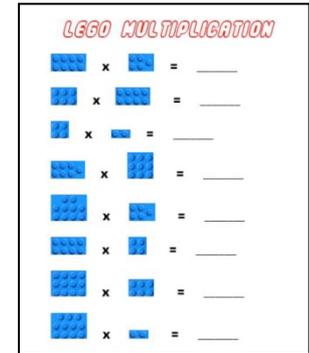
• RESPOND: Managing Consequences

- When they request item/activity appropriately, give it to them
 - Over time, have them wait for longer periods of time to obtain the item/activity
- If they engage in challenging behavior, do NOT give them item/activity

Example Interventions if Function is to Escape Demand

• PREVENT: Prevention Strategies

- Modify mode of task completion
- Embed easier tasks within more difficult tasks
- Incorporate preferences & interests into the activity
- Offer choices between tasks or how to complete tasks
- Prompt them to request break or help



• REPLACE: Teach Replacement/Coping Skills

- Teach communication skills to....
 - Escape by requesting assistance (e.g., "help")
 - Escape by requesting a break or rejecting (e.g., "No thank you")
 - Escape by ending (e.g., "finished!") or delaying activity ("later")
- Teach them to engage in non-preferred task for longer periods of time



• RESPOND: Managing Consequences

- As soon as they ask appropriately, give help, short break, or simplify
- Do not do this if they engage in challenging behavior
- Give reward, or stickers to count towards reward, for doing disliked task

Example Interventions if Function is to Escape Anxiety



• PREVENT: Prevention Strategies

- Increase predictability (e.g., visual schedule, Social Story, video modeling)
- Offer choices ahead of time and during anxiety-provoking situation
- Pair anxiety-provoking situation (e.g., doctor's office) with highly positive item or activity that child can only get in that situation



• REPLACE: Teach Replacement/Coping Skills

- Teach them to gradually “face their fears” or expose themselves to increasing amounts or proximity or intensity of the feared situation
- Teach to ask for a break from stressful or anxiety-inducing activities (e.g., teach to say, “I want a break”) or ask, “What is happening next?”
- Teach Relaxation training
- Teach them to request a calming object/activity



• RESPOND: Managing Consequences

- Acknowledge anxiety & provide positive reinforcement (e.g., labeled praise, reward) for “brave behavior” (e.g., facing fears)

Example Interventions if Function is to obtain **Sensory Reinforcement**

• **Prevention Strategies**

- Provide alternative appropriate sensory stimulation
 - e.g., offer radio to a child seeking auditory reinforcement
- Prompt appropriate forms of stimulation



• **Replacement Strategies**

- Teach them to obtain sensory input through alternative appropriate actions
- Teach replacement behavior that's incompatible with challenging behavior
 - e.g., if they bite their finger, teach to chew gum or licorice
 - e.g., if they pinch themselves, teach to squeeze ball or play-doh
- Teach them to tolerate periods of reduced/increased stimulation



• **Managing Consequences**

- Allow access to items/activities that provide appropriate sensory stimulation
- Reward them for engaging in behaviors that are incompatible with challenging behavior
- Block child's access to inappropriate stimulation and/or allow the sensory activity during a specific time/place/situation

Take-Home Message

- Challenging behavior (CB) serves a function in children and adults with intellectual & developmental disabilities, just as in any other child or adult!
 - A person may engage in CB because they want attention and don't know how else to get it, because a task is too difficult and they don't know how else to escape it, because they are **anxious** and don't know how to calm themselves, etc.
 - In order to know how to handle the CB, you need to know **WHY** the person is exhibiting CB
 - Then modify the antecedents that lead to CB, teach skills to replace the CB, and respond to CB in a way that does not reinforce it (*and reinforces positive behavior instead*)



Treating Anxiety in Children & Adults with IDD

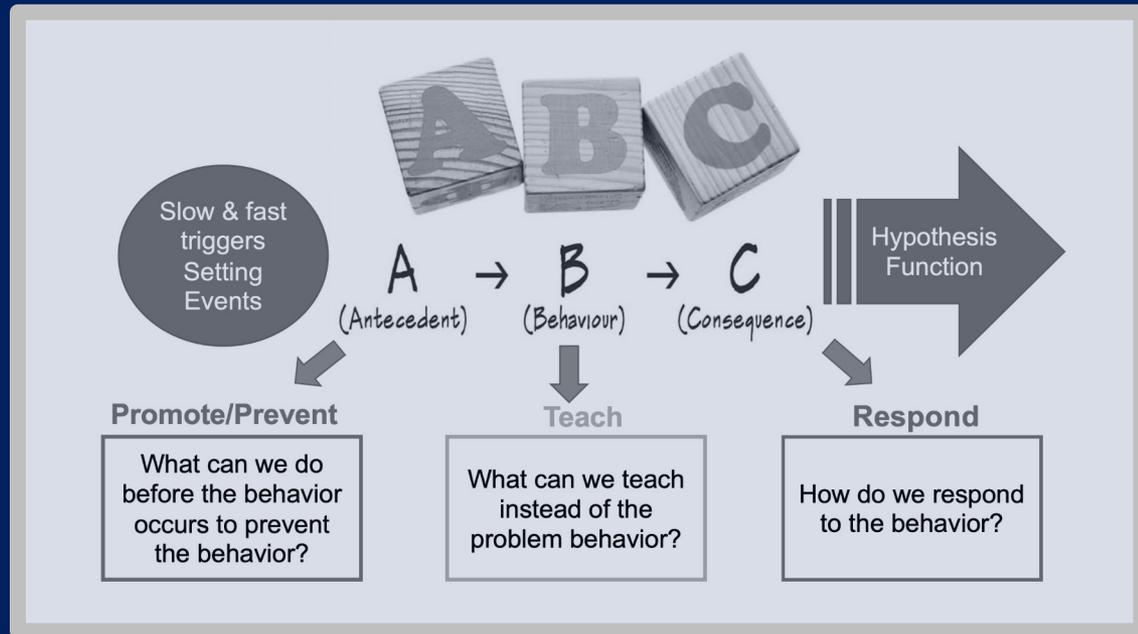


Integrating CBT with Positive Behavior Support



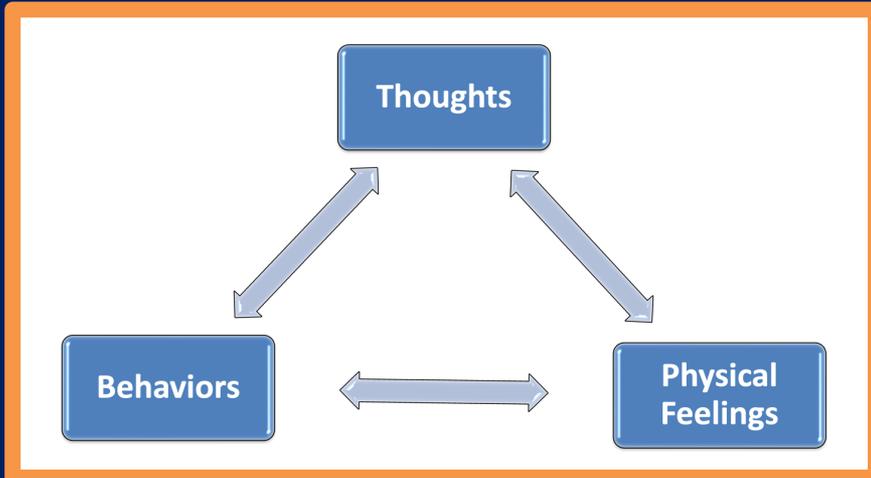
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PBS Prevent-Teach-Respond



Add
what's
missing

CBT Cognitive Triangle



Cognitive Behavioral Therapy (CBT)

- Addressing **Thoughts**

- Psychoeducation
- Cognitive Restructuring



- Addressing **Behaviors**

- Creating a Fear-and-Avoidance Hierarchy
- **Gradual Exposure***
- Positive Reinforcement



- Addressing **Feelings**

- Relaxation

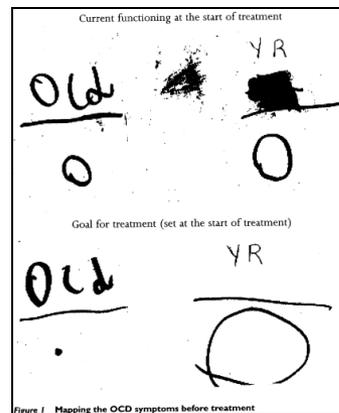


Psychoeducation

- **Information about nature of anxiety**

- Define anxiety
- Normalize anxiety
- Anxiety has a function or purpose
- Externalize anxiety
- Explain rationale for treatment

- e.g., distress tolerance



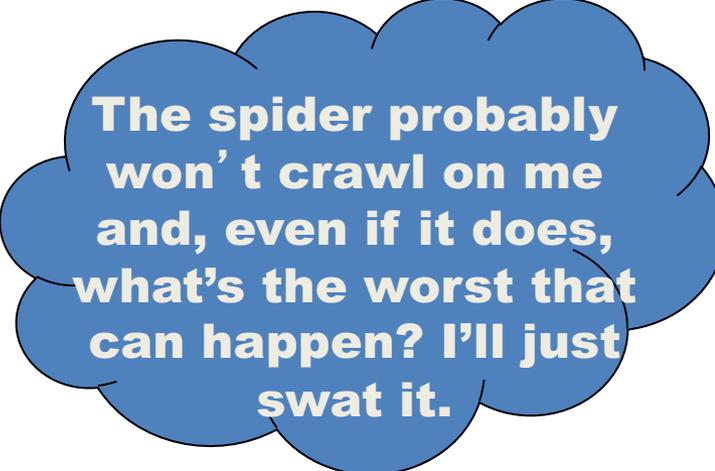
**Sometimes, though,
the fire alarm will go off
even when there is no fire
because the fire alarm is
broken or not working right or
is turned up too much.**



Cognitive Restructuring

- **Challenging anxious thoughts**

- Do I know for certain that _____?
- Do I have a crystal ball?
- What evidence do I have that _____?
- Is there another explanation for _____?
- What is the worst thing that can happen? How bad is that? **How can I cope with that?**



The spider probably won't crawl on me and, even if it does, what's the worst that can happen? I'll just swat it.

- **Coping self-talk/“Boss-back” talk**

- I've done this before, so I can do it again.
- I can handle this!
- My brain is just stuck right now; I don't have to listen to it!
- My anxiety will pass; I'll get used to it.



***Give fear/anxiety a name!**

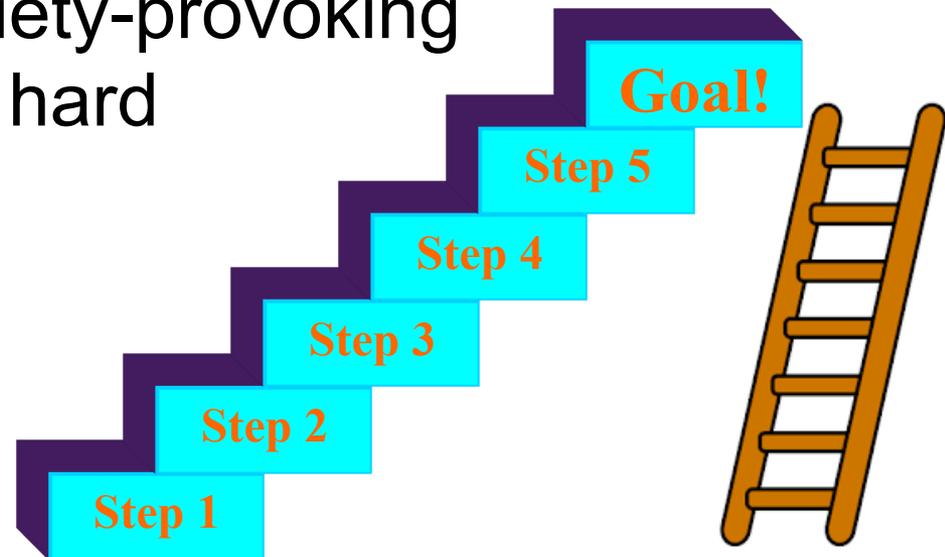
Gradual Exposure

- **Face your fears** (a little at a time)
 - Learn that you will **get used to it**
 - Learn that feared consequences do not come true (*behavioral experiment*)
- **Fear Ladder** (fear-and-avoidance hierarchy)
 - Gradually confront anxiety-provoking situations from easy to hard

*Exposure phase led to a more rapid improvement in symptoms than earlier psychoeducation & cognitive phases;

Highlights the
Central role of exposure

(Guzick et al., 2022)



Relaxation*



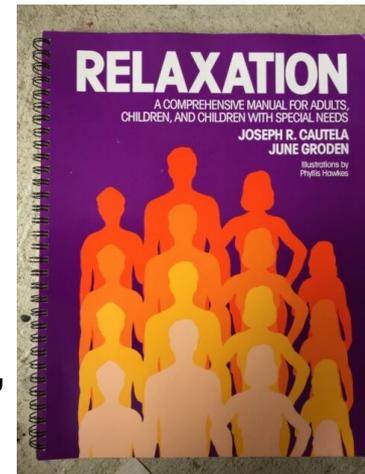
Elmo Belly Breathe video
(https://www.youtube.com/watch?v=_mZbzDOpyIA)

- **Belly Breathing**

- Example: Blowing up a Balloon
- **Take slow, deep breath in**, and the balloon fills up with air
(*count to 3 as child inhales*)
- **Let the air slowly out of the balloon**...it gets smaller
(*count to 3 as child exhales*)

- **Progressive Muscle Relaxation**

- **Tighten** fist to the count of 5
- **Relax** fist to the count of 5
 - focusing on the relaxed warm feeling in your hand,
 - following it into your arm,
 - and continuing to follow it as it works its way through your body
- Continue, focusing on 2-3 muscle groups



****Caution:** Important that relaxation doesn't become another distraction technique that child uses to avoid anxiety; anxiety is not harmful and can be **tolerated** (Farrell, Ollendick, & Muris, 2019)*

Modifications for Autism: Cognitive Restructuring

■ Concrete & visual teaching strategies

- Cognitive components *de-emphasized* or *modified* to meet developmental level
- Psychoeducation & cognitive restructuring conveyed using **visual aids** (e.g., Social Stories, illustrations, lists with pictures, reward charts), modeling, video modeling, role-playing

BRAVE Behavior: Things I CAN do when I'm Anxious	AFRAID Behavior: Things I CANT do when I'm Anxious
	
<ul style="list-style-type: none"> • Tell myself, "I can do this, my anxiety will pass." • Tell myself, "This is just my anxiety trying to trick me. I will fight it!" • Tell myself, "This is just my anxiety talking. I will not listen to it. This is just a brain trick. I will go do something else." • Do my deep breathing. • Squeeze & relax my muscles. • Play Tech Deck. • Play a board game. • Play a video game. • Watch TV or a movie. • Listen to music. • Read a book. • Go take a walk. • Run outside, or run up & down the hall, or run up & down the stairs. • Ride a bike. • Play catch. • Relax in bubble bath. • Go on the computer. • Play outside with my friends. • Tell Mom or Dad about school. 	<ul style="list-style-type: none"> • Ask, "Am I sick?" • Ask, "Am I going to get sick?" • Ask, "Is that person healthy? Am I healthy?" • Ask, "Is the medicine going to work?" • Ask, "Is there something wrong with my brain?" • Ask, "Am I breathing fast?" • Ask, "Am I breathing heavily?" • Ask, "Do I have asthma?" • Ask, "Are you sure I don't have asthma?" • Ask, "Am I going to throw up?" • Ask, "Am I going to catch a virus?" • Ask, "Am I going to have a fever?" • Ask any other question like this.

So, to fight my anxiety, I will try not to ask Mom these questions.



And to help me fight my anxiety, mom will try NOT to answer my questions by saying, "Yes, you're healthy" or "No, you're not going to get sick."



Instead, mom will say, "That's just your anxiety talking. I can't tell you if you're going to get sick."



At first, when Mom says "I don't know" or "I can't tell you," I will feel scared. But, after a while, I will be less scared. Then, after a while longer, I won't be scared anymore.



I will see that my anxiety goes down after a while, even if mom doesn't answer me.

I am brave & can take good care of myself!



Modifications for Autism:

Gradual Exposure

- Incorporate **special interests** into the exposures
- Incorporate **video modeling** or **video priming**
- Increase **caregiver involvement** (e.g., coach, prompt, reinforce brave behavior, reduce accommodation)
- **Exposures to uncertainty** (e.g., encountering situations or completing tasks in which the expectations are uncertain)
- [Inhibitory learning approach](#); focus more on tolerating anxiety than reducing it



~~Maria and Heidi~~

Sticker Chart for Ed for Brave Behavior

	Mon	Tues	Wed	Thur	Fri	Sat	Sun
4:00 – 4:30							
4:30 – 5:00							
5:00 – 5:30							
5:30 – 6:00							
6:00 – 6:30							
6:30 – 7:00							
7:00 – 7:30							
7:30 – 8:00							
Total							

You get 1 sticker if you are brave and don't ask any Undertaker questions for 30 minutes.

1 sticker =
 3 stickers =
 4 stickers =
 6 stickers =
 8 stickers =
 16 stickers =
 24 stickers =

Additional Modifications for Nonverbal or Minimally Verbal Individuals

■ Modifications to Cognitive Restructuring

- More **CONCRETE** (e.g., visual, multiple choice)
- **Focus on REPLACING** with **general coping thoughts** rather than identifying/challenging anxious thoughts
- *Cognitive components often simplified, adapted to cognitive/language level, or may be excluded altogether*



Worry Bug



Helper Bug

■ Modifications to Exposure

- Incorporate **special interests**
- **Pair** anxiety-provoking stimuli with **highly positive stimuli** (*counterconditioning*)
- Involve parents in all treatment sessions
- Incorporate **Functional Communication Training (FCT)**



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NOTE: Not all fears need to be “faced”

- Is it necessary to encourage person to face this fear?
- Is it ethical?
- Does the person appear distressed by their fear/anxiety?
- Is this fear/anxiety **harming child’s or family’s quality of life**?
 - If child afraid of roller coasters, **no need to do exposures** (no need for them to go on a roller coaster; they can live their life without going on a roller coaster) – not impairing quality of life
 - BUT if a child is afraid of trees, there’s a **need for exposures**, since that’s hard to avoid and **impairing daily life/functioning**

Positive Behavior Support (PBS)

□ PREVENTION strategies

- Incorporate “special interests”
 - Pair anxiety-provoking situation with “anti-anxiety” stimuli
- Increase Predictability (e.g., visual supports, Social Story)
- Provide Choices
- Psychoeducation/cognitive restructuring (e.g., using Social Stories)
- Model (and possibly prompt) brave behavior

□ REPLACEMENT strategies

- Teach person to **APPROACH** feared situation rather than avoid
- Teach **COPING SELF-TALK**
- Teach **RELAXATION** skills
- Teach **COMMUNICATION**: e.g., to ask for a **BREAK** from anxiety-provoking situation (*if necessary*)

□ RESPONSE strategies: respond to brave & anxious behavior

- Reward brave behavior!
- Reduce accommodation! (Minimize reinforcement for anxious/avoidant behavior)

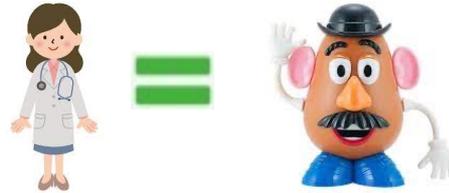
Prevention Strategies: Incorporate “Special Interests”

- Incorporate special interests into psychoeducation, cognitive restructuring, relaxation, and the exposure itself
- Don't just use a toy or treat or activity that person likes, but rather their **MOST HIGHLY PREFERRED** toy or song or activity or character or theme
- Using person's obsessions are the most effective reinforcer

- *Examples:*

- *Potato Head*

- *Dr. Seuss*

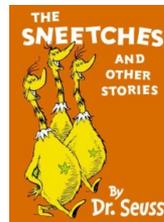


- Not only using special interest as a reward but also ***incorporating it into the exposure itself***

- *Examples:*

- *Sesame Street*

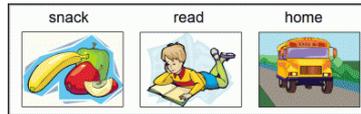
- *Sneetches*



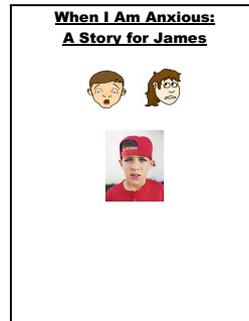
Prevention Strategies: Increase Structure & Predictability

- Increase **PREDICTABILITY**

- Visual Schedules



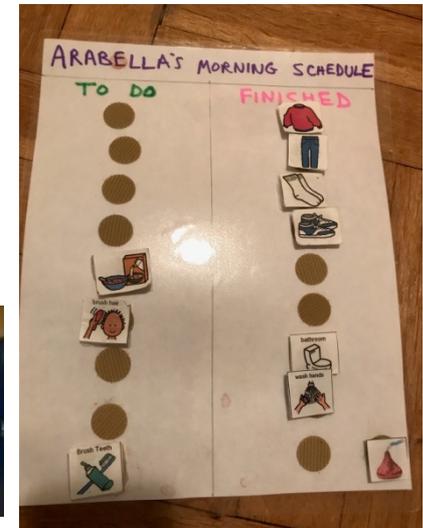
- Social Stories



- Advanced Warnings
(e.g., timers, countdowns)



- Priming (previewing future events)



Prevention Strategies: Provide Choices



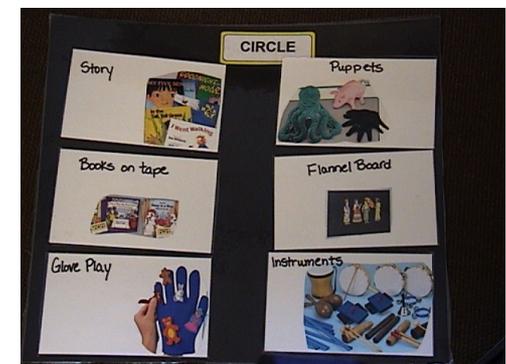
- **Provide frequent opportunities to make choices**

- Enhances sense of **control**

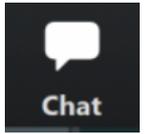
- Person learns to become an **active participant**, rather than a passive, helpless bystander

Offer
fixed choices
(2-3 options)

- ***Examples of choices:** which toy to play with, order of activities, which materials to use, people, choosing between clothes or snacks/meals*



Write in the Chat Box: PREVENT



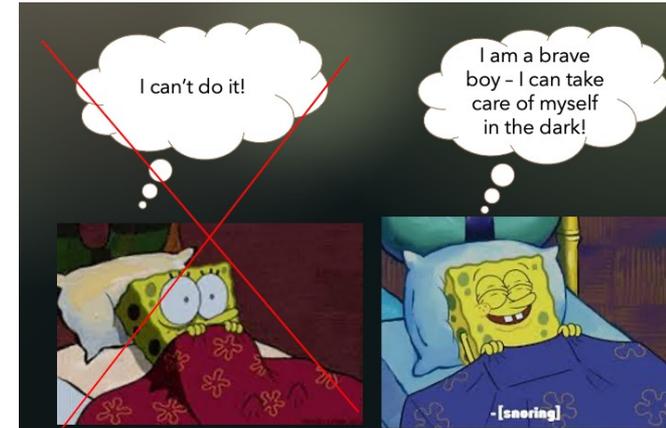
Think of a Client Who Displays Challenging Behavior or Anxious Behavior

- Based on your FBA hypothesis...
 - What might **prevent** the behavior from occurring?
 - e.g., Incorporate special interests
 - e.g., Increase predictability (e.g., visual supports, Social Story)
 - e.g., Provide choices
 - e.g., Psychoed/cognitive restructuring
 - e.g., Model (and possibly prompt) "brave" behavior
- Now, 2 minutes of brainstorming
 - **Pick 1 prevention strategy to try with this client for the next 2 weeks!**

Replacement Strategy:

Replace “Scared Thoughts” with “Helping Thoughts” or “Coping Self-Talk”

- I’ve done this before, so I can do it again.
- My anxiety will pass; I’ll get used to it.
- My brain is just stuck right now; I don’t have to listen to it!
- Back off Voldemort, I’m the boss of me!
- Undertaker, you can’t tell me what to do anymore!
- It’s no big deal!
- It will be hard, but I can do it!
- I can handle this!
- I can do it!
- Surprises can be fun! (when confronting uncertainty; [Keefer & Vasa, 2021](#))



Use this Coping Self-Talk before, during, and after exposure!

Replacement Strategy:

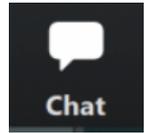
What Else Can Child do to Relax or Calm Down?

- Sing a favorite song
- Listen to music
- Dance
- Draw/color
- Playdoh
- Squeeze fidget toy
- Pet my dog
- Go for a walk
- Watch Ipad or TV or computer
- Jump on trampoline
- Play video game
- Play musical instrument
- Take a warm bath

**Caution: Important that this calming activity doesn't become another crutch child uses to avoid anxiety; therefore, we might use initially, but may eventually fade out*

- Ride a bike
- Snuggle up
- Read a book in a bean bag chair

Write in the Chat Box: REPLACE



Think of a Client Who Displays Anxious Behavior or Challenging Behavior

- Based on your FBA hypothesis...
 - What skill(s) can you teach to **replace the challenging behavior or anxious behavior** with a better alternative behavior?
 - e.g., **Teach to APPROACH** feared situation rather than avoid
 - e.g., **Teach COPING SELF-TALK**
 - e.g., **Teach RELAXATION** skills
 - e.g., **Teach COMMUNICATION** (e.g., to ask for a BREAK)
- Now, 2 minutes of brainstorming
 - **Pick at least 1 replacement strategy to try with this client for the next 2 weeks!**

Response Strategy: Reinforcement

- Reinforce **BRAVE** behavior!
 - Reward person for doing something that is hard for them!



- What is reinforcing to the person?
 - Social rewards (positive attention)
 - Tangible rewards (e.g., toy, treat)
 - Activity rewards/privileges

- Reinforce **partial success or attempts**

Joey's Reward Chart

Even though Mater is afraid...



He still faces his fears and saves his friends.



That's what it means to be brave... facing your fears even though you are afraid.
You will earn stickers for being brave... for talking to people even though it feels scary sometimes. Tell yourself, "I can do it! I can be brave!"

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Ask a question = 1 sticker + eye contact  = 1 sticker + loud voice  = 1 sticker							
Answer a question + eye contact  = 1 sticker + loud voice  = 1 sticker							
Tell a story + eye contact  = 1 sticker + loud voice  = 1 sticker							

Joey's Rewards:

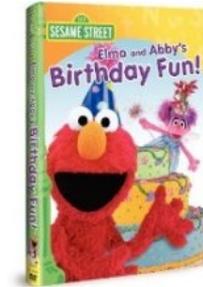
- ✓ Drawing or coloring = __ stickers
- ✓ Reading picture books = __ stickers
- ✓ Choose a DVD or movie to watch = __ stickers
- ✓ Print out pictures of characters = __ stickers

- ✓ Choose a YouTube clip to watch = __ stickers
- ✓ Making a cupcake game on iPhone = __ stickers
- ✓ Scooter = __ stickers
- ✓ McDonalds happy meal = __ stickers

Case Example: Intervention for “Happy Birthday” Anxiety

Prevention Strategies

- ✓ Increasing predictability
 - ✓ Video modeling (psychoed, cognitive restructuring)
- ✓ Incorporating special interests (Sesame Street)
- ✓ Counter-conditioning (pair with anti-anxiety stimuli noncontingently)



Replacement Strategies

- ✓ Gradual exposure



Consequence-based Strategies

- ✓ Positive reinforcement for brave behavior (e.g., contingent on approach)
- ✓ Extinction



Final Note: Pick your Niche!

- Positive outcome may need to be reconceptualized
- **Person-environment fit**
- **“Niche-picking”**



**“If a child is poor in math
but good at tennis,
most people would hire a math tutor.
I would rather hire a tennis coach.”
~ Deepak Chopra**



Resources: Positive Behavior Support (PBS)

–Routine-Based Interventions: Positive Behavior Support for Parents

<https://practicedroutines.com/>

–Home & Community Positive Behavior Support website:

<https://hcpbs.org/families-3/>

–The Association for Positive Behavior Support (APBS)

www.apbs.org

–Institute on Community Integration

ici.umn.edu

–The Behavior Doctor – Positive Interventions & Effective Strategies

www.behaviordocor.org

–Positive Behavior Support – Beach Center on Disability

<http://www.beachcenter.org/pbs/default.aspx>

–Technical Assistance Center on Social Emotional Intervention for Young Children

www.challengingbehavior.org

–Center on the Social & Emotional Foundations for Early Learning

www.vanderbilt.edu/csefel

–OSEP Center on Positive Behavioral Interventions & Supports

www.pbis.org

–Kansas Institute for PBS

www.kipbs.org

–Florida's Positive Behavior Support Project

<http://flpbs.fmhi.usf.edu>

Resources: Treating Anxiety in Autism

- **Modular Evidence-Based Practices for Youth with Autism Spectrum Disorder (MEYA)** (clinical training for providers who want to learn to treat anxiety in autistic youth): <https://meya.ucla.edu/public/>
- **Facing Your Fears** (virtual groups available for autistic youth and their parents): <https://medschool.cuanschutz.edu/jfk-partners/clinical-services/facing-your-fears-program>
- **A Parent's Guide to Evidence-Based Practice and Autism:** <https://nationalautismcenter.org/resources/for-families/>
- **Children's and Adult Center for OCD & Anxiety:** www.worrywisekids.org
- **The Child Anxiety Network:** www.childanxiety.net
- **Anxiety Disorders Association of America:** www.adaa.org
- **Parent Training Resources for Anxiety:** <http://www.copingcatparents.com/>
- **Meg Foundation for Pain** (empowering families with strategies to manage pain & medical anxiety): www.megfoundationforpain.org
- **Free Online Intervention Study** to Treat Fear/Anxiety in Autistic Youth for Parents of Children with Autism and Intellectual Disability (see [FLYER](#) and contact Dr. Moskowitz at moskowil@stjohns.edu if you're interested and have a child with autism & ID between the ages of 4 and 12 years old)

Future Intensive Training

- Note: this presentation is awareness and meant to make sure we are all on the same page with PBS... but please come to the intensive training I will be doing in 2024
- Just put your Name & Email address in the chat box and we will keep you updated
- First come first serve!