



TEXAS
JUVENILE ★ JUSTICE
DEPARTMENT

Shaping Refresher with Texas Model Perspective

Goals for Training:

1. Discuss functions of behaviors especially as they relate to TJJD youth from Texas Model Perspective.
2. Review shaping concepts and guidelines.
3. Share and identify shaping interventions for individual youth.
4. Process ideas and means to support shaping interventions in the milieu as a team.
5. Consider impact of trauma and institutionalization on youth and staff.

Functions of Behaviors:

Behaviors serve 4 purposes: EATS

- Escape (a situation or task)
- Attention (from others)
- Tangibles (gain access)
- Sensory reinforcement



Escape-Maintained Behaviors

What are examples of escape-maintained behavior you have seen?

Defiance Shutting Down Aggression Running/Walking Away Tantrum

How might it have helped them in an unsafe environment?

- Abuse from caregivers or bullies
- Shame from appearing dumb or weak
- Avoid rejection by rejecting the relationship first

How might it hurt them now?

- Can't learn or gain new skills if escaping
- Their need for support is unclear and pushes others away
- May result in them being physically harmed, restrained, and/or isolated.

What are examples of replacement behaviors that we want to shape?

- Asking for help or a break
- Using skills to regulate and participate
- Co-regulating with a safe adult

Attention-Maintained Behaviors

What are examples of attention-maintained behavior you have seen?

Threats to harm self, Disrupting group with noises and behaviors, climbing on furniture/buildings, False allegations, Avoiding supervision (covering window or hiding)

How might it have helped them in an unsafe environment?

- Keeping attention of safe adults to avoid victimization
- Getting attention from neglectful caregivers to get needs met
- Gaining attention from authority to feel powerful and safe

How might it hurt them now?

- Makes it difficult to understand the real need
- Exhausts and pushes away caregivers
- Can draw negative attention resulting in physical and emotional harm

What are examples of replacement behaviors that we want to shape?

- Appropriately asking for attention/ check ins
- Prosocial engagement in activities

Access to Tangibles

What are examples of access to tangibles-maintained behavior you have seen?

Demanding use of snack or electronics, stealing, hoarding food, attempts to manipulate peers or staff to obtain items, contraband

How might it have helped them in an unsafe environment?

- Gain social power
- Find and keep food for when it is unavailable
- Having something they desire that may not be possible otherwise

How might it hurt them now?

- Leads to conflicts with peers and staff
- Removal of privileges
- Potentially puts them in danger from conflicts with peers or if tangibles are substances or contraband.

What are examples of replacement behaviors that we want to shape?

- Controlling impulses
- Asking appropriately for needs to be met

Sensory Behaviors

What are examples of sensory-maintained behavior you have seen?

Repeated drumming, making repeated noises, whistling, wiggling, constant moving, and sometimes self-injurious behaviors (head banging, cutting/scratching, rubbing)

How might it have helped them in an unsafe environment?

Sense of control of their own bodies Regulation
Prevent feelings of numbness

How might it hurt them now?

- Potential for physical harm
- Disapproval from adults or rejection by peers
- Missing out on group/school due to disruption

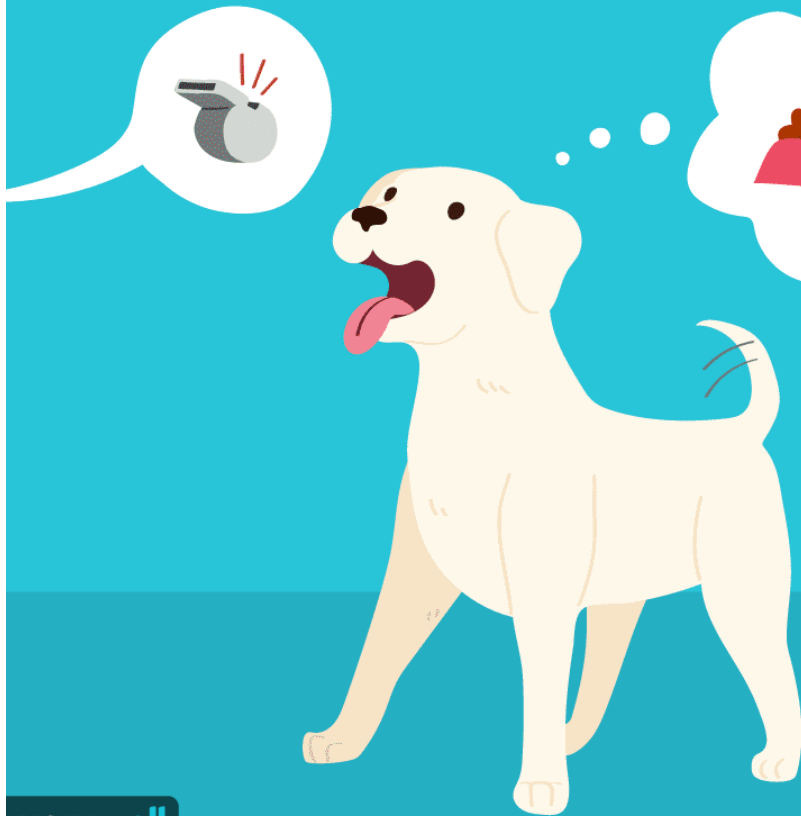
What are examples of replacement behaviors that we want to shape?

Finger tapping, TIPP, sensory path, wiggle seat, weighted items, fidget

Classical and Operant Conditioning

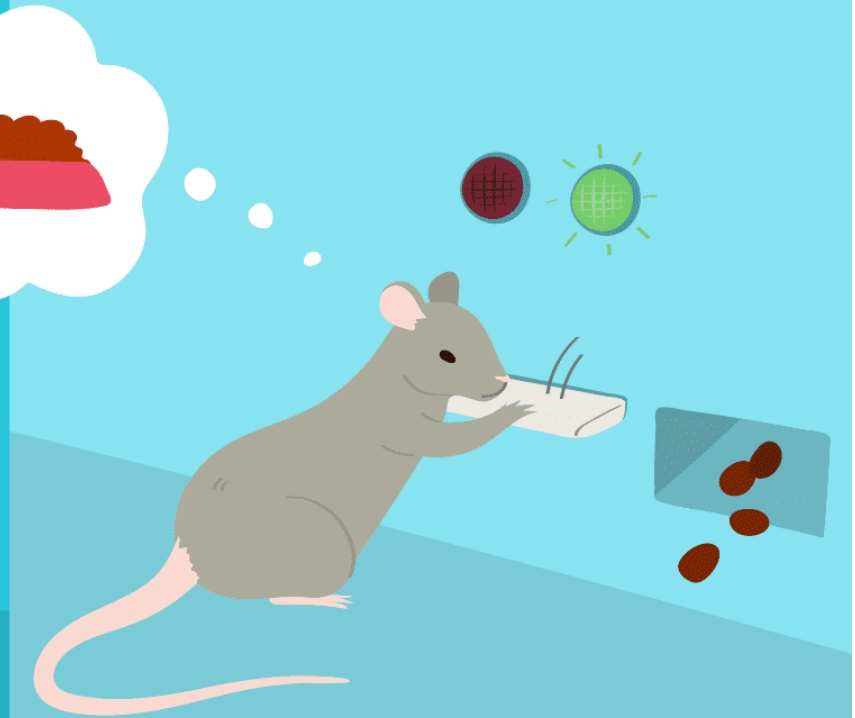
Classical Conditioning

Associate an involuntary response and a stimulus



Operant Conditioning

Associate a voluntary behavior and a consequence



Classical vs Operant Conditioning

Involuntary Reaction

Voluntary Response

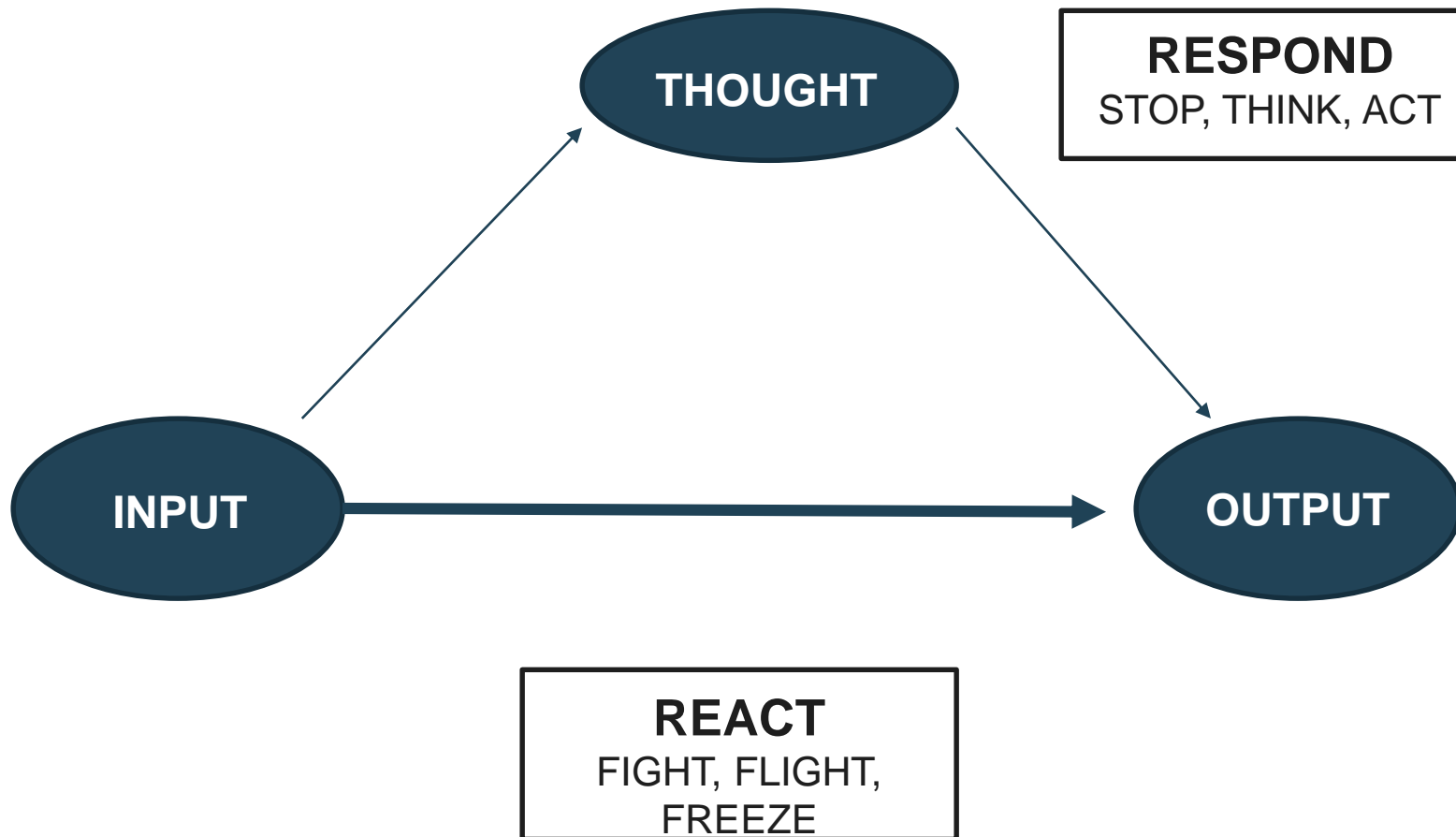
The diagram illustrates classical conditioning for an involuntary reaction. It is divided into two parts. The top part shows a bomb with a lit fuse and the word "BOOM!!" in a jagged, explosive font. Below this is the text "US = The trauma". To the right of this is an equals sign followed by a photograph of a man with a shocked expression, holding his hands to his head. Below the photo is the text "UR = Fear response". The bottom part shows the word "BOOM!!" with a colorful, multi-colored soundwave effect behind it. Below this is the text "CS = The setting (sights, sounds) in which the trauma occurs". To the right of this is another equals sign followed by the same photograph of the man with a shocked expression. Below the photo is the text "CR = Reexperiencing the fear response".



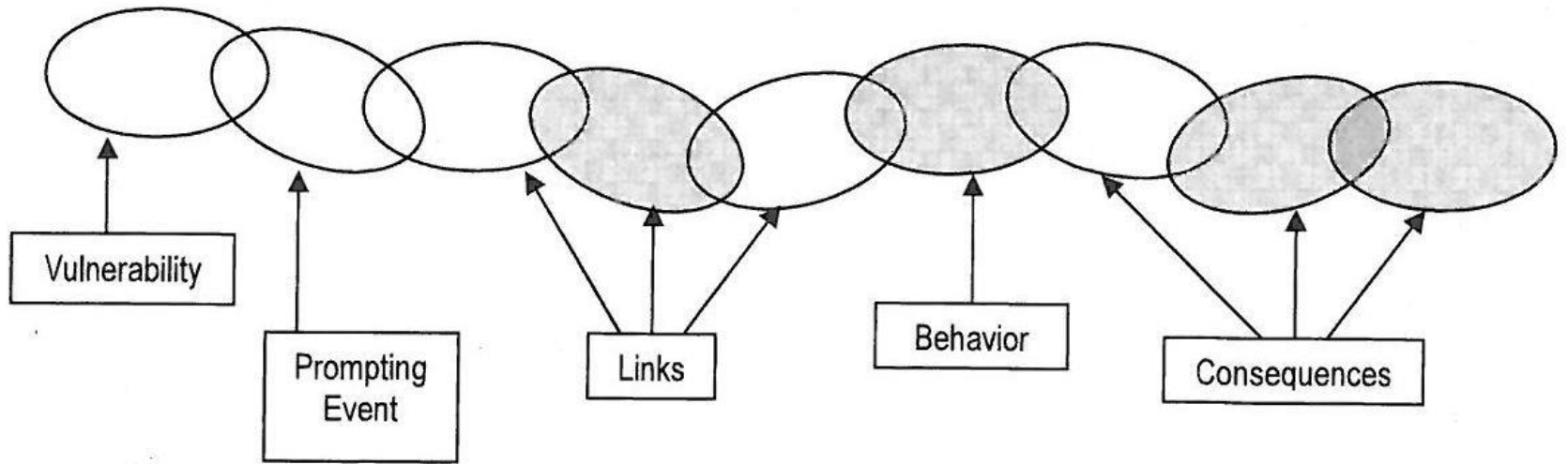
He popped the first two. Now he carries this one very gently.

Handcrafted by e1m2ily for iFunny :) ifunny.mobi

Brain Basics



Behavior Chain



Shaping

- Shaping is...
 - a method of Operant Conditioning
 - taking a very small tendency in the right direction and shifting it, one small step at a time toward a goal.
 - how we teach and support youth to make good choices and improve their ability to get their needs met in healthy ways.



Shaping Complex Behaviors

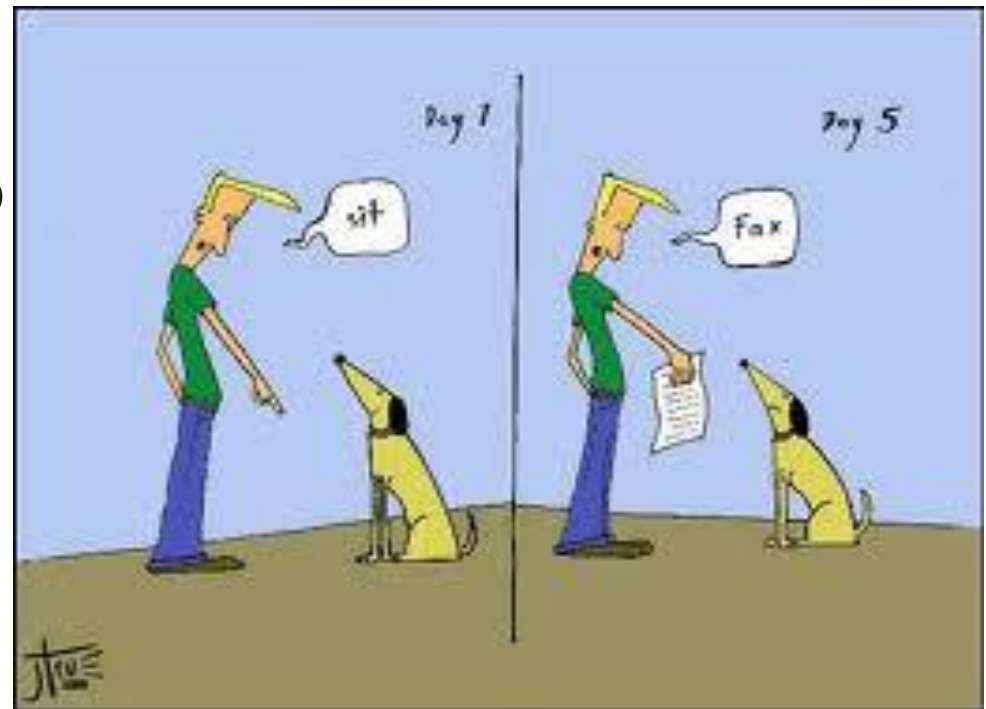
We need to reinforce successive approximations to teach difficult to learn behaviors.

1. Raise criteria in small increments.
2. Train ONE aspect of a behavior at a time.
3. Plan ahead for next steps.
4. If the behavior deteriorates, quickly review the entire shaping sequence with easily earned reinforcers.
5. Always end the training session on a high note!

Shaping Complex Behaviors

Raise criteria in small increments.

- When you increase demands or raise a criterion for reinforcement, always do so within the range the learner is already achieving
- If you jump too far ahead too fast, both become frustrated, harming the relationship and momentum is lost.



Shaping Complex Behaviors

Train ONE aspect of a behavior at a time.

- If the target behavior you are shaping has multiple aspects, temporarily relax the standards of one of those aspects
- Only require both criteria for reinforcement when the learner has demonstrated the ability to perform both aspects separately

QG 12.

“

THE MAN WHO
CHASES TWO RABBITS
CATCHES NEITHER

”



-Confucius

Shaping Complex Behaviors

Plan ahead for next steps.

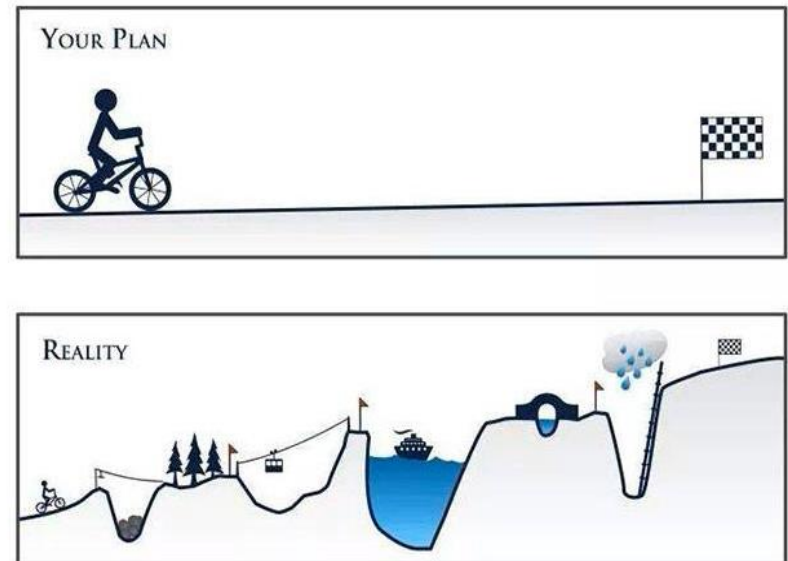
- Plan the shaping program so that if your learner makes a sudden leap forward, you are ready and know what to reinforce next.
- Shaping “breakthroughs” happen all the time and you need to be ready for this or else you will have nothing left to reinforce.



Shaping Complex Behaviors

If behavior deteriorates, quickly review the whole shaping process with a series of easily earned reinforcers – “go back to kindergarten”

- Sometimes the learner won't be able to perform a previously mastered skill/behavior for whatever reason.
- If this happens, bring back the original shaping procedure and rapidly go all the way through it, just reinforcing once or twice at each level.
- Confidence reviewing old skills = Regaining Momentum



Shaping Complex Behaviors

End each training session on a high note; always quit while you're ahead

- The last behavior that was accomplished is the one that will be remembered best (remember the recency effect from Intro to Psych?)
- You want to make sure the last behavior is good and reinforceable
- If your learner is not able to reach a “high note,” ask for some easy, guaranteed ways to earn a reinforcer so that the session as a whole is remembered as being reinforcing



Reinforcers

Anything that, occurring in conjunction with an act, tends to increase the probability that the act will occur again.

Behavior that IS OCCURRING can be intensified.

You cannot reinforce behavior that is NOT OCCURRING.

Reinforcers are relative, not absolute.

Reinforcers @ TJJD

Positive

(adding something desirable)

- Outings
- Reward Items
- Praise
- Fist Bump

Negative

(removing something undesirable)

- Take a time in
- Calming Room
- Separate from provoking peers



Punishment

Does not result in predictable changes.

Occurs after the behavior it was meant to modify; therefore it can have zero effect on the behavior.

Safety First:

Punishment when used excessively can hurt relationships, reinforce trauma brain, and decrease feelings of humanity.

Punishment in our setting

Positive

(adding something undesirable)

- Labeling behaviors
- Explain why not okay
- Peer disapproval

Negative

(taking away something desirable)

- Going back a stage
- Loss of Privilege
- Taking away desired attention



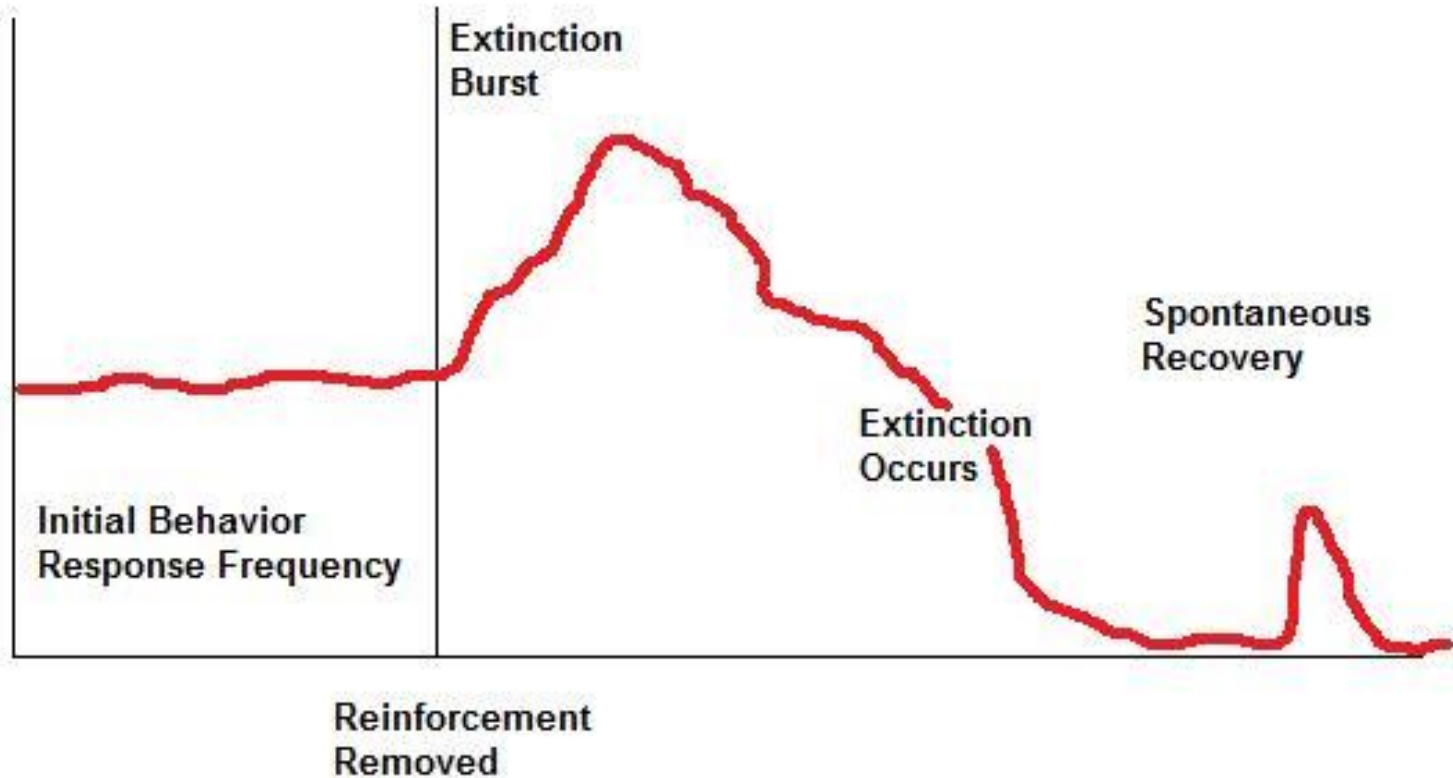
Extinction

- In operant conditioning, extinction refers to the gradual weakening of a conditioned response that results in the behavior decreasing or disappearing.
- When we stop reinforcing a behavior, there is often a burst of the behavior prior to it stopping.
- The conditioned behavior eventually stops as long as it is not reinforced.
- Expect an extinction burst!



Extinction

Extinction Graph



Extinction

- Why does it happen?
- How to help push forward?
- When to know that it's time to readjust?



Individual Interventions Do's and Don'ts

- Don't
 - Inadvertently reinforce problem behaviors (e.g., I understand why you yelled at her)
 - Inadvertently punish incremental behavior change (e.g., you're doing great, but...)
 - Ask leading questions or jump to conclusions when assessing functions of behavior
 - Under-expect or over-expect
 - React based off of your own emotions
 - Get discouraged!
- Do:
 - Identify problem behaviors to target in treatment
 - Complete behavior chains, formal and informal, for incidents of target behaviors
 - Develop incentive plans collaboratively with team members.
 - Consult with a colleague or switch out when feeling stuck!
 - Heavily reinforce Redos and Repairs to support relational connection and shaping of behaviors.

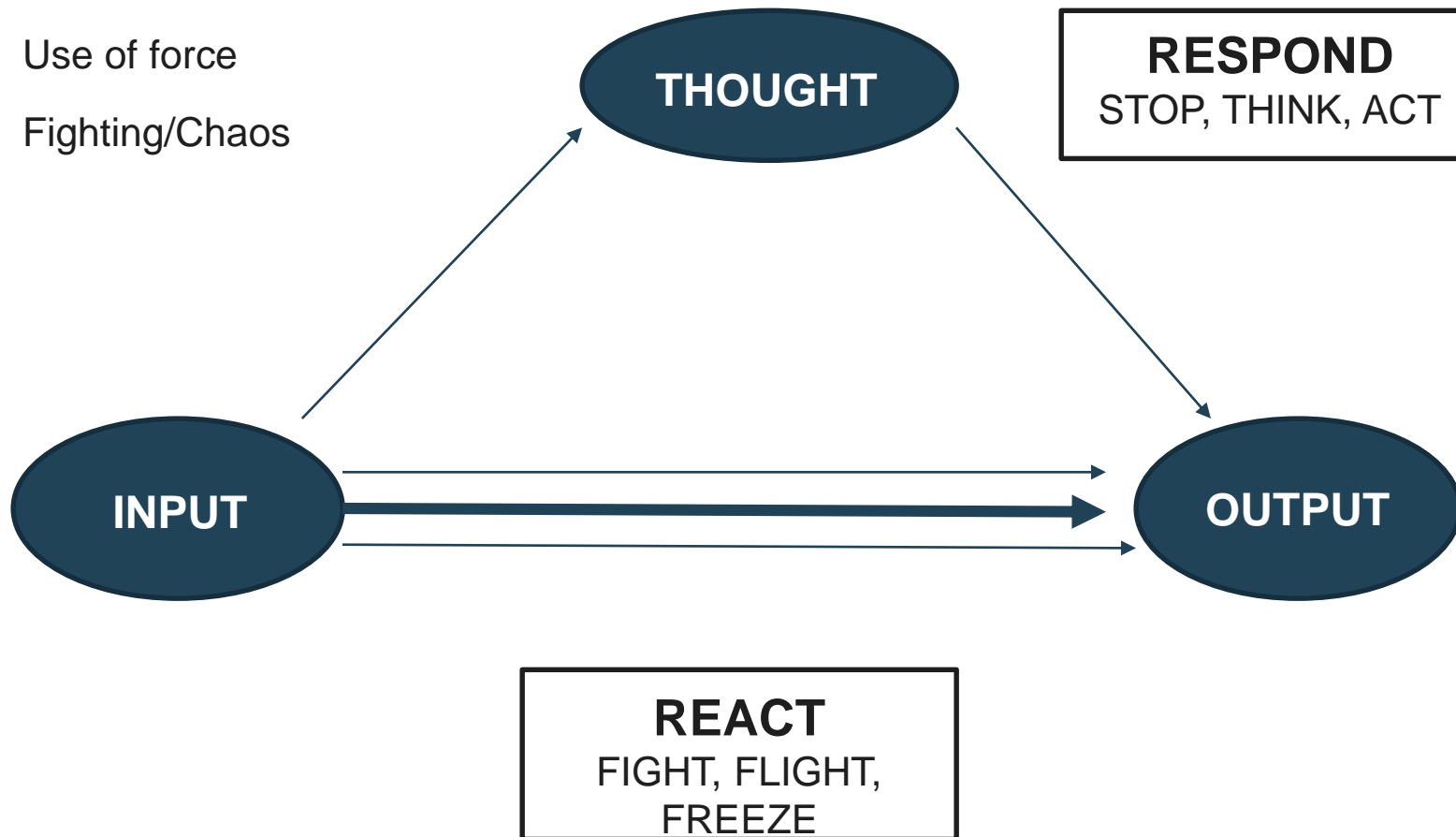
Milieu Interventions Do's and Don'ts

- Don't
 - Intervene in an altercation without getting more information (i.e., observing, speaking with staff)
 - Become part of the audience for problem behaviors
 - Ignore unsafe behavior (i.e., active physical altercation, grooming/sexual behaviors, or self-harm)
 - Make negative assumptions about other team members or youth.
 - Tell a youth what NOT to do (e.g., stop yelling)
- Do
 - Greet staff/team members and youth when you enter the pod
 - Model the behaviors you want to see
 - Debrief with staff to offer support and problem solving
 - Praise and reinforce desired behaviors with youth and team.
 - Maintain an environment that “feels safe”
 - Safe and relational hand offs. Explain what the youth may need for support if possible with the youth present (or have them do it!)

Brain Basics

Institutional Traumas

- Separation from caregivers
- Use of force
- Fighting/Chaos



Self- Care strategies and Resources

- Headspace app/ Calm App
- Rituals of self-care
- Asking for help and tagging out with other team members when you find yourself "reacting" rather than "responding".
- EAP/therapy/support system

me before
self-care

vs

me after
self-care



Goals Reflection and Summary:

1. Behaviors serve a purpose. Understanding that purpose help us to be able to influence changes in those behaviors. All behavior is learned and can be changed.
2. Shaping is how we intentionally support those changes primarily through the use of reinforcers of healthy replacement behaviors.
3. Utilizing Behavior Chain Analysis and shaping interventions with youth aide in treatment planning and support positive changes.
4. Working as a team in using shaping interventions will not only change behaviors but potentially the structure of their brains and the rest of their lives.
5. Remember that taking care of kids from hard places is beyond hard work. We can't give what we don't have. Self-care and self-awareness is key in meeting the needs of the youth in our care.

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