



## Adaptive Behaviour Skills for Lifelong Behaviour Management

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### AIM

To create better awareness of important actions to take in assessing for **functional independence**, and supportive attitudes to have in helping children attain adaptive behaviour skills to their maximum capacity.

Functional Independence = Regulated Behaviour

- So that you leave empowered with knowledge and plans of action

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## Behaviour Management

- Direct
  - Instructions / Commands
  - Cues / Signs / Structure
  - Routines
  - Reinforcement / Punishment
- Indirect
  - Communication skills
  - Daily living skills
  - Socialisation skills
  - Motor skills
  - Academic skills - learning

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### Management for Life

- Skills for school = Academic skills - ABC123
- Skills for exam = Memory
- Skills for job = Interview skills
- Skills for marriage = (memory also) + +
- Skills for life = ???
  - » Adaptive behaviour skills
  - » Adaptation = survival by functional independence

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### Independence

- **Functional** Independence
- Independence in what?
  - Adaptive Behaviour Skills:
  - Communication – comprehension, expression
  - Personal care – cleaning, eating, dressing, toileting
  - Coping and problem solving
  - Organising self, time, finances, academic activities
  - Safety within the community
  - Socialisation – making and keeping friends, play skills
  - Physical movement functioning for daily activities

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### Why Independence?

- Consequences of dependency
  - **Parental stress**
  - **Frustrations** on both sides
  - **Behaviour problems** – due to expressions of frustrations, lack of comprehension
  - **Emotional problems** – low self-efficacy and esteem due to frequent failure and rejection
  - **Fatigue**, leading to physical problems and burnout
  - **Learning difficulties** – academic problems, cognitive-emotional distractions, fatigue
  - Expenditure on resources – e.g. tuition, therapy
  - Secondary effects on family, occupation and community performance e.g. family stress, lower productivity

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### Adaptive Behaviour Skills

- **Communication**
  - Prelanguage skills, Receptive Language, Expressive Language, Written Communication, nonverbal skills, Conversational skills
- **Activities of Daily Living**
  - Self-care, Domestic Tasks, Community Skills, Academic Skills
- **Socialisation**
  - Interpersonal skills, making friends, playskills, emotional regulation, coping with peer pressure
- **Motor Movement**
  - Fine, gross motor movements

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### How to Assess?

- **Adaptive Behaviour Scales**
  - E.g. Vineland Adaptive Behaviour Scales – II
- **Who to Assess?**
- **Clinical / Developmental / Educational Psychologist** – behavioural / developmental / intellectual
  - Watch for bogus, check on qualifications and specialisations e.g. ‘child psychologist’
- **Occupational Therapist** – activities of daily living, motor movements, sensory integration
- **Speech and Language Pathologist** – speech skills, communication skills,
- **Physiotherapist** – physical abilities

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### Assessment Methods

- **Interview**
  - Parents, sibling, relevant family members
  - Teachers
- **Observation**
  - Conversations
  - Activities of daily living – within means
  - Socialisation, interpersonal skills, play skills
  - Motor skills – sensory activities
  - Academic skills – reading, spelling, writing, counting, calculating
- **Standardised Tests / Inventories**
  - Usually in English and normed in USA or UK.
  - Validity issues – language, indigenous culture

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### Psycho-educational Assessment of Developmental Disabilities

- Cognitive assessment / Intellectual Abilities
- Adaptive Behaviour Skills
  - Communication
  - Daily Living Skills – (incl. Academic Skills)
  - Social Skills
  - Motor Skills
- Psychological / Emotional status and coping mechanisms
- Rationale: To determine strengths (e.g. specific aptitudes) and deficits so as to design appropriate intervention programs

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### Cognitive / Intellectual Abilities

- Basically IQ (Intelligence Quotient)
  - Verbal
  - Nonverbal
- To determine the extent of the ability to learn via concrete and abstract channels
- To determine that cognitive deficits are not due to lack of opportunities or sensory impairments
- Examples of tests:
  - Wechsler Intelligence Scales for Children (WISC)
  - Wechsler Preprimary Scales for Intelligence (WPPSI)
  - Stanford Binet - 5
  - Leiter International Performance Scale
  - Comprehensive Test of Nonverbal Abilities (CTONI)

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### Adaptive Behaviour Skills

- Communication
  - Receptive language
  - Expressive language
  - Written language
- Daily Living Skills
  - Personal care / hygiene
  - Domestic tasks
  - Community skills – incl. Academic skills
- Socialisation
  - Social skills
  - Play skills
- Motor Skills – fine and gross motor

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### Communication

- Single most important skill to acquire
- Verbal and nonverbal
- Receptive language – ability to understand instructions, reading, listening
- Expressive language – ability to express needs, wants and feelings, instructions, explanations
- Written language – expressing self in written form, emails, letters, instructions, etc.
- Delay in communication, esp. speech leads to behavioural and emotional problems, plus delay in other adaptive skills

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### Daily Living Skills

- Personal care
  - Hygiene (Dental care, bathing, etc.), Toileting, Feeding, Dressing
- Domestic skills
  - House-keeping, responsibilities
- Community skills
  - Telling time, using the phone, knowing own address, managing money, safety, public facilities
  - Situational problem solving
  - Academic learning skills

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### Socialisation Skills

- Social skills – socioemotional development
  - Initiating contact
  - Making and keeping friends
  - Basic social etiquette – greetings and goodbyes
  - Recognising and managing emotions
- Play skills
  - Initiating play, symbolic play
  - Playing alone and with others
  - Turn taking, rule-bound games

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### Adaptive Behaviour Tests

- Vineland Adaptive Behaviour Scale (VABS)
- Griffith Mental Developmental Scales
  - Measures receptive language, motor skills, reasoning

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### Predictive Factors to Future Psychosocial Success

- Language understanding and expression
- Social skills – imitation, making/keeping friends
- Daily living skills – self-care, community skills
- Positive parenting environment

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### Teaching Adaptive Skills

- Incidental Teaching
- Discrete Trial Training
- Formal schooling
- Creating opportunities for learning
- Increase opportunities of success
- Focus on basic skill mastery
- Behaviour management approach
  - Applied Behaviour Analysis (ABA)
  - Functional Analysis (ABC)

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## BEHAVIOUR MANAGEMENT

- Understanding of behaviour:
  - Triggering factors
  - Maintaining factors
- Functional Analysis – function of behaviour
  - Antecedent (possible triggers/opportunities)
  - Behaviour
  - Consequences (possible maintainers/inhibitors)

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## Behaviour Modification Strategies

- Reward appropriate behaviour
- Ignore or redirect inappropriate behaviour
- Gradual behaviour change (shaping/habituation)
- Overcorrection
- Time out
- Reduction of privileges
- Reprimand

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## Managing Your Child

- Avoid threats / fear
- Instill confidence / self-efficacy
- Focus on positives / ability
- Increase opportunities for success and rewards

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### Professional Liaisons

- Consultation with medical professionals on genetic forms of developmental disabilities
  - E.g. Fragile X, Down Syndrome, Williams Syndrome, Prader-Willi Syndrome
- Consultation with experts on sensory impairments and physical disability
  - Speech-language Pathologist, Occupational therapist, physiotherapist, social worker, other health care / rehabilitation professionals and support services
- School systems – special education
- Social systems – social work, advocacy, family support

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### Take Home Points

- Functional independence should be every parent’s focus in child development.
- Main areas of functioning are in basic adaptive behavior skills: communication skills, daily living skills, socialization skills and motor movement skills.
- Development assessments should include all areas of adaptive behavior skills within age appropriateness.
- Objectives of intervention should focus on improving deficits or delays
- Identify resources and support (human and facilities) for consultations

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### Take Home Points

- Ensure that professionals sought have adequate qualifications and experience
- FOTO: Focus On The Objectives – improving skills towards functional independence
- Problem behaviours stem from lack of functional skills, particularly communication. So remedying deficits in functional skills can significantly reduce problem behaviours
- Use precision teaching and fluency-building/mastery methods in drilling skills
- Focus on increasing good behaviours more than reducing unwanted behaviours.

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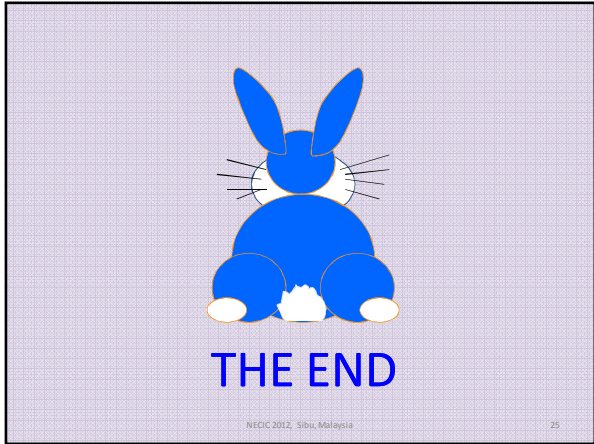
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