

Coaching Workplace Challenges

Innovations in Employment Supports

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COMPARATIVE DIFFERENCES BETWEEN BEHAVIOR MANAGEMENT & POSITIVE BEHAVIORAL SUPPORT	
BEHAVIOR MANAGEMENT	POSITIVE BEHAVIOR SUPPORT
Focus is on changing the individual	Focus is on changing the environment
Focus is on coercion	Focus is on is on adaptation
Focus is on readiness	Focus is on ecological validity – [are the results from the situational assessment valid]
Focus is on control	Focus is on choice
Focus is on services	Focus is on community, natural, intuitive supports
Reacts to the behavior	Responds to the person
Identifies the person as the problem	Identifies quality of life & the environment as the problem
Identifies the person as their behavior	Identifies the person as thinking & feeling
Emphasizes cost-response punishment & consequences (if you do this, then this will happen)	Emphasizes additional support and skills to communicate needs
Quick fix/crisis orientation	Acknowledges immediacy and seeks long-term solutions
Often excludes community	Recognizes that community may be what's missing
Views community as the last step	Views community as a first step
Used when system is stagnant	Used when systems are adaptive & healthy

Cary Griffin and Dave Hammis – Understanding Challenging Behaviors: A Primer for Employment Specialist, Part 1

CATEGORIES OF CHALLENGING BEHAVIORS	
STEREOTYPIC	<p>Repeated behavior that occurs over time that has a clear beginning and end, and restricted and repetitive behavior patterns, interests, or activities.</p> <ul style="list-style-type: none"> • Temper tantrum • Perseveration • Spinning, pacing, head-rocking, hand clapping, hand flapping, etc.
AGGRESSION	<p>Verbal or physical assault of a person or an object</p> <ul style="list-style-type: none"> • Hitting others • Throwing things • Slamming doors/objects • Yelling and screaming
SELF-INJURIOUS	<p>Behavior directed at oneself that causes tissue damage or is of significant force to cause tissue damage.</p> <ul style="list-style-type: none"> • Head banging • Punching a wall • Self-mutilation [eye pressing/poking, self-biting/scratching/pinching, nail picking]
SOCIAL GRACES	<p>Socially unacceptable actions, language, behavior. Remember, almost all behaviors are acceptable somewhere, but may not be acceptable in the workplace]</p> <ul style="list-style-type: none"> • Interrupting • Inappropriate laughing, off-color jokes • Speaking rudely toward others • Unacceptable workplace dress, grooming, hygiene
RESISTANCE	<p>The refusal to accept or comply with something; the attempt to prevent something by action or argument.</p> <ul style="list-style-type: none"> • Not completing work • Refusing to do complete responsibilities • Not following reasonable requests
<p>Adapted from:</p> <p>G. de Vaan, et al., Profiles of Stereotyped Behavior in People with Combined Sensory Impairments and Intellectual Disabilities, <i>British Journal of Visual Impairment</i>, Volume 38, Issue 2, May 2020, Pages 168-183</p> <p>Consortium for Advancing and Supporting Employment, <i>Understanding Challenging Behaviors</i>, (2018)</p>	

BREAKOUT | 1

What are the most common challenging behaviors you have encountered while supporting someone in the workplace

Which category or categories do they fall under?

How have you addressed these challenging behaviors in the past?

When do you consult with or refer the problem to professional?

Is the behavior really a problem?

Are we overreacting to the behavior?

APPROACHING WORKPLACE CHALLENGES

1. Determine Scope of Problem

- a. Is this a real problem?
- b. Would a better person-environment match help? Is this job a good match to the individual's preferences and choices? Is there another work site that would be more naturally tolerant of the behavior?
- c. Is it fair to try to change this behavior? Does it represent part of the worker's personality?

Remember that:

- Similar types of behavior occur in almost everyone.
- Nearly all behaviors serve an adaptive purpose for the individual.
- Because behaviors have a function, all behaviors will not respond to the same intervention techniques.

2. Fact Finding

Do a comprehensive assessment of the individual and his/her environment and preferences. This process will include:

- a. Careful Description of the Behavior
 - i. What does the behavior look like? Be behaviorally descriptive.
 - ii. Is the behavior very rhythmic or cyclical? [stereotypic]
 - iii. Are there physiological symptoms closely associated with the behavior?
 - iv. What related elements seem to go along with this behavior, such as signs of pain, discomfort, changes in mood, etc.?
- b. A Functional Analysis of the Behavior
 - i. What are the antecedents of the behavior (i.e., what happens before the behavior occurs)?
 - ii. What cues seem to trigger the behavior?
 - iii. What general settings/events seem to precede the behavior?
 - iv. Are there simple environmental modifications (i.e., position, scheduling, etc.) that influence the behavior?
 - v. What general instructional factors seem to elicit the behavior (i.e., demands, frustrating situations, supervisor interactions, etc.)?
 1. When does the behavior occur?
 2. Where does the behavior occur?
 - a. Work area?
 - b. Break area?
 3. Who does it occur with or nearby?
 - a. Who is present/not present?
 - b. Staff, co-workers, family, strangers, others
 4. What is the task or activity?
 - a. Type of job or activity?
 - b. Difficulty/frustration/boredom level of job?
 - c. Demands placed?
 - d. Job preferences?
 - e. Job or schedule changes?
 5. What is the physical environment like?

- a. Noise level?
- b. Temperature
- c. Crowded/isolated?
6. What personal issues are present?
 - a. Tired or excessive energy?
 - b. Hunger?
 - c. Family/home issues (relationships, events happening at home or in personal life)?
7. Are there medical or physiological issues occurring?
 - a. What are the consequences of this behavior?
 - b. Does this behavior result in any social reinforcement (attention, etc.)?
 - c. Are social or work demands reduced after the behavior occurs?
 - d. Does the worker avoid performing any task or activity?
 - e. What are the exact sensory consequences of this behavior? How did it look (extrinsic feedback) / how did it feel (intrinsic feedback)? The feelings experienced during and after.
 - f. Are appropriate behaviors being reinforced? Does problem behavior receive more or better attention than acceptable behavior?
 - g. What are the antecedent and consequence events when this behavior does not occur?
- c. Identify the Function of the Behavior
 - i. Generate ideas about what function the behavior serves for the worker.
 - ii. What appropriate behaviors could serve the same function for the person?

3. Redefine the Problems or Questions to Be Answered

Based on the information developed, how can the problem be re-framed or redefined?

4. Generate Alternative Solutions

Both this step and choosing a plan need to consider three different categories of solutions. An effective plan must include strategies in each of the following categories:

- a. *Prevention Strategies* (Ecological changes)
How can the frequency of the behavior be reduced by changing the conditions?
- b. *Consequences* (How will you respond when the behavior occurs?)
Focus on the function of the behavior in deciding how you will respond to it.
Remember: Be respectful!!
- c. *Adaptive Alternatives*
Choose and teach adaptive alternatives that substitute for, or replace, the behavior.

5. Choose Alternatives

Develop a plan that addresses each of the three components above.

Breakout Room 1	
<p>Scenario: Gary works at a local grocery store as stocker. He is very good at his job, is punctual, diligent and has good customer service skills. This is Gary's first competitive job and he's been working in it for 3 years, since leaving the sheltered workshop. For the past several months, Gary has been voicing his desire to find a new position either within the store or elsewhere. The problem is that Gary talks about nothing else, and has been telling customers of his career frustrations, as well as seeking out his supervisor on every shift and pressuring her for a promotion.</p> <p>Gary's supervisor has contacted you to make him stop. She tells you that this is upsetting customers, co-workers, and interfering with work.</p>	
Scope of Problem	
Fact Finding: What do you want to know?	
Can this problem be re-framed?	
Alternatives & Interventions	
Short-term	
Long-term	

Breakout Room 2	
<p>Scenario: Joshua works at Top’s Market as a cart pusher. This is his first competitive job and he’s meeting his employer’s expectations. Joshua enjoys working outside and believes the added exercise will help in his goal of losing weight. Joshua has 2 problems that are impacting his job. The first is his need for new shoes with better support. Joshua tends to walk on his toes, and with his cheaply made sneakers, his feet ache after working a shift. He’s made numerous requests to his IRA staff to go shopping, but his staff claim that it will have to wait until there are enough staff on. In the meantime, the med staff have been giving him Tylenol for pain.</p> <p>The second problem is that Joshua is on a diet for weight loss to manage some medical concerns. During his 4-hour shift, staff give him a yogurt for a snack. Joshua does not like the kind of yogurt his group home buys, and he wants fruit-on-the-bottom. When Joshua requests his preference, the response is that fruit-on-bottom is too expensive, and this is good enough.</p> <p>Between his sore feet and having to eat yogurt he doesn’t like; Joshua is losing his motivation to work. His mood is depressed, and his language has become defeated. His supervisor has noticed the change from a positive, energetic employee, to one who moves slowly, looks downcast, and doesn’t interact.</p>	
Scope of Problem	
Fact Finding: What do you want to know?	
Can this problem be re-framed?	
Alternatives & Interventions	
Short-term	
Long-term	

<p>Breakout Room 3</p>	
<p>Scenario: Janet has been working at a local hospital as a facilities worker. One of her main job functions is to empty the sharps containers throughout the hospital. Janet is excellent at her job, which requires strict adherence to procedure. It's been a few months since Janet has started and everyone has noticed a dramatic change in her mood, attitude, and energy level. When the job coach visits Janet at work she is on task, and her supervisor reports she's doing a good job, but states she can't help but notice the changes.</p> <p>Janet's mother contacts the job coach and is very concerned about her daughter and believes that it's because of her work. Prior to working, Janet was a happy, talkative, funny person. The job coach talks to Janet about work, and she discloses that she hates working at the hospital and can't stop thinking about all of the gruesome things she's seen. She states she has to go into the ER, where there are bloodied sheets, and hurt people who are crying in pain. She said she hears people moaning and sees children who are sick. She said she can't sleep and can't stop thinking about the suffering. She wants to work and knows this is a good job. She didn't want to say anything because she doesn't want to start over.</p>	
<p>Scope of Problem</p>	
<p>Fact Finding:</p> <p>What do you want to know?</p>	
<p>Can this problem be re-framed?</p>	
<p>Alternatives & Interventions</p>	
<p>Short-term</p>	
<p>Long-term</p>	

Breakout Room 4	
<p>Scenario: Liza works at a large corporate bank in the credit card department. Her essential duty is data input. Liza has been in her position for 10 years and has gotten very good performance reviews to this point. Liza has low vision and uses a screen magnifier, and also takes an extra 15-minute break when needed but works 15 minutes longer than her scheduled shift to make up the time. This accommodation has been in place since she started. Liza has had 4 different managers since she started and there has never been a problem until her newest manager. When he started, he increased everybody's productivity expectation by 7%. Liza has become more anxious than usual, which has caused an increase in mistakes. She has not been able to take an additional break because she is afraid of not meeting the productivity expectation. When she spoke to the new manager, he suggested she should cut her hours back if she can't handle the job.</p>	
Scope of Problem	
Fact Finding: What do you want to know?	
Can this problem be re-framed?	
Alternatives & Interventions	
Short-term	
Long-term	