

Introduction

Demonstration of Parent Training to Address Early Self-Injury in Young Children with Intellectual and Developmental Delays

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Purpose of the Study

Investigate

Investigate the effectiveness of parent training in reducing SIB.

Equip

Equip parents with behavioral intervention strategies.

Emphasize

Emphasize early intervention to prevent long-term behavioral challenges.

Introduction to Self-Injurious Behavior (SIB)

Self-injurious behavior (SIB) includes actions like head-banging, biting, or hitting oneself.

Often observed in children with intellectual and developmental delays.

Can be maintained by various reinforcement mechanisms (e.g., attention, escape, automatic reinforcement).

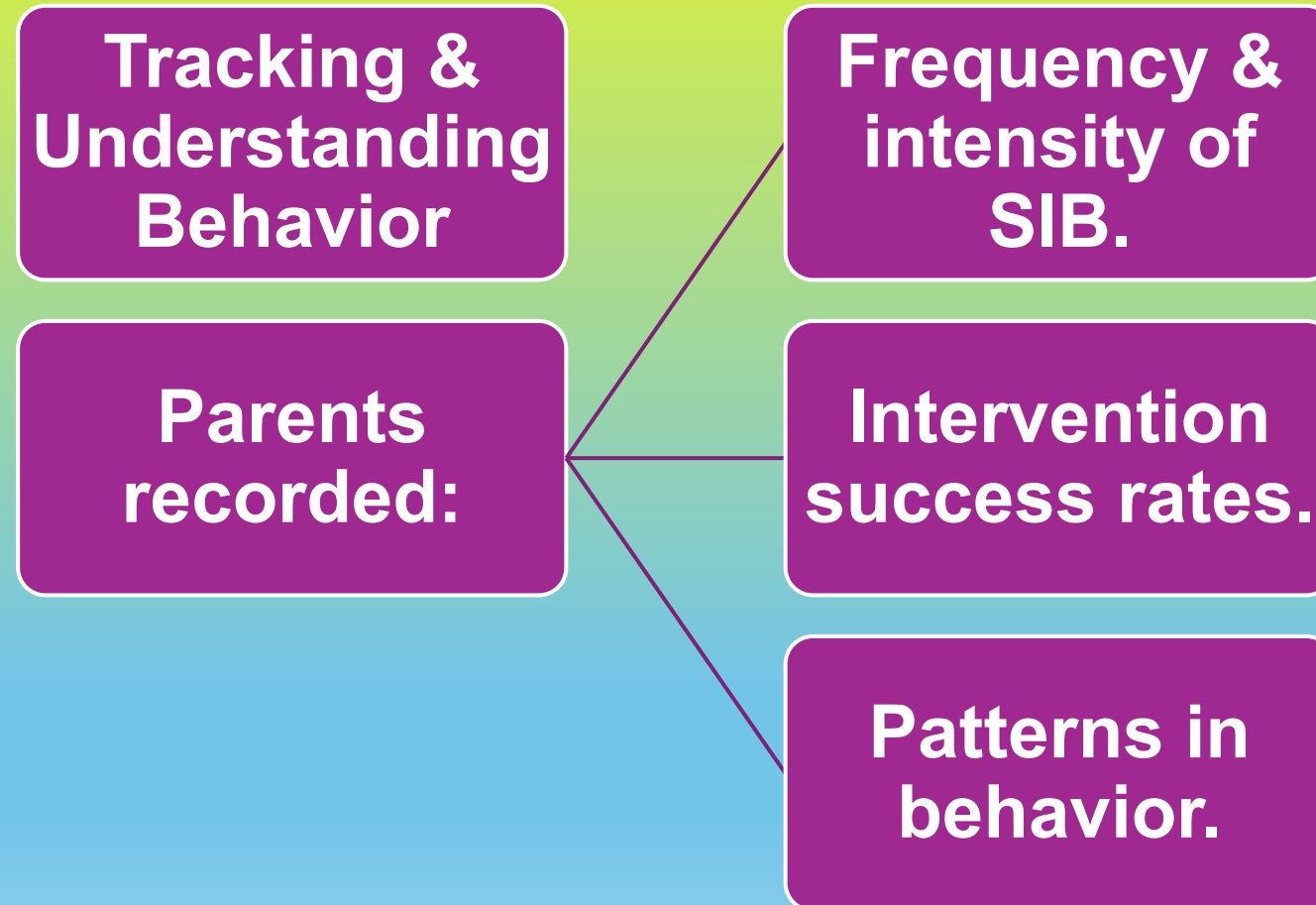
Participants & Methodology

Participants: Young children (ages 2–6) with intellectual and developmental delays.

Parents received structured training on behavioral strategies.

Direct observation and data collection measured intervention success.

Data Collection by Parents



Functional Behavior Assessment (FBA)

Used to identify
triggers and
consequences of SIB.

Conducted through
observations, parental
interviews, and ABC
(Antecedent-Behavior-
Consequence)
analysis.

Helped develop
individualized
intervention strategies.

Parent Training Model

Hands-on coaching
provided to parents.

Reinforcement-base
d strategies
emphasized.

Parents taught to
replace SIB with
functional
communication and
appropriate behavior.

How Parents Were Trained

Initial Training for Parents

Individualized Coaching: Parents received tailored training based on their child's needs.

Modeling & Role-Playing: Therapists demonstrated intervention strategies.

In-Home Training: Ensured strategies were used in the child's natural environment.

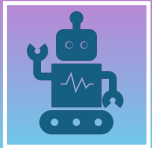
Functional Communication Training (FCT): Teaching alternative communication skills.

Data Collection: Parents tracked SIB frequency and intervention effectiveness.

ABC Analysis Example

Antecedent	Behavior	Consequence
Parent denies request for tablet.	Child bangs head on the floor.	Parent gives tablet to stop behavior.

Intervention Techniques



Functional Communication Training (FCT).



Differential Reinforcement of Alternative Behavior (DRA).



Prompting and reinforcement schedules.

Functional Communication Training (FCT)

Teaching Alternative Communication

Goal: Replace SIB with functional ways to express needs.

Examples: Teaching children to request help, a break, or attention instead of engaging in SIB.

Parent Role: Reinforce appropriate communication responses.

Differential Reinforcement Strategies

Using Reinforcement to
Reduce SIB

**Differential
Reinforcement of
Alternative Behavior
(DRA):** Reinforce
communication over SIB.

**Differential
Reinforcement of Other
Behavior (DRO):**
Reinforce periods without
SIB.

Parents as Reinforcers:
Encouraging positive
behavior at home.

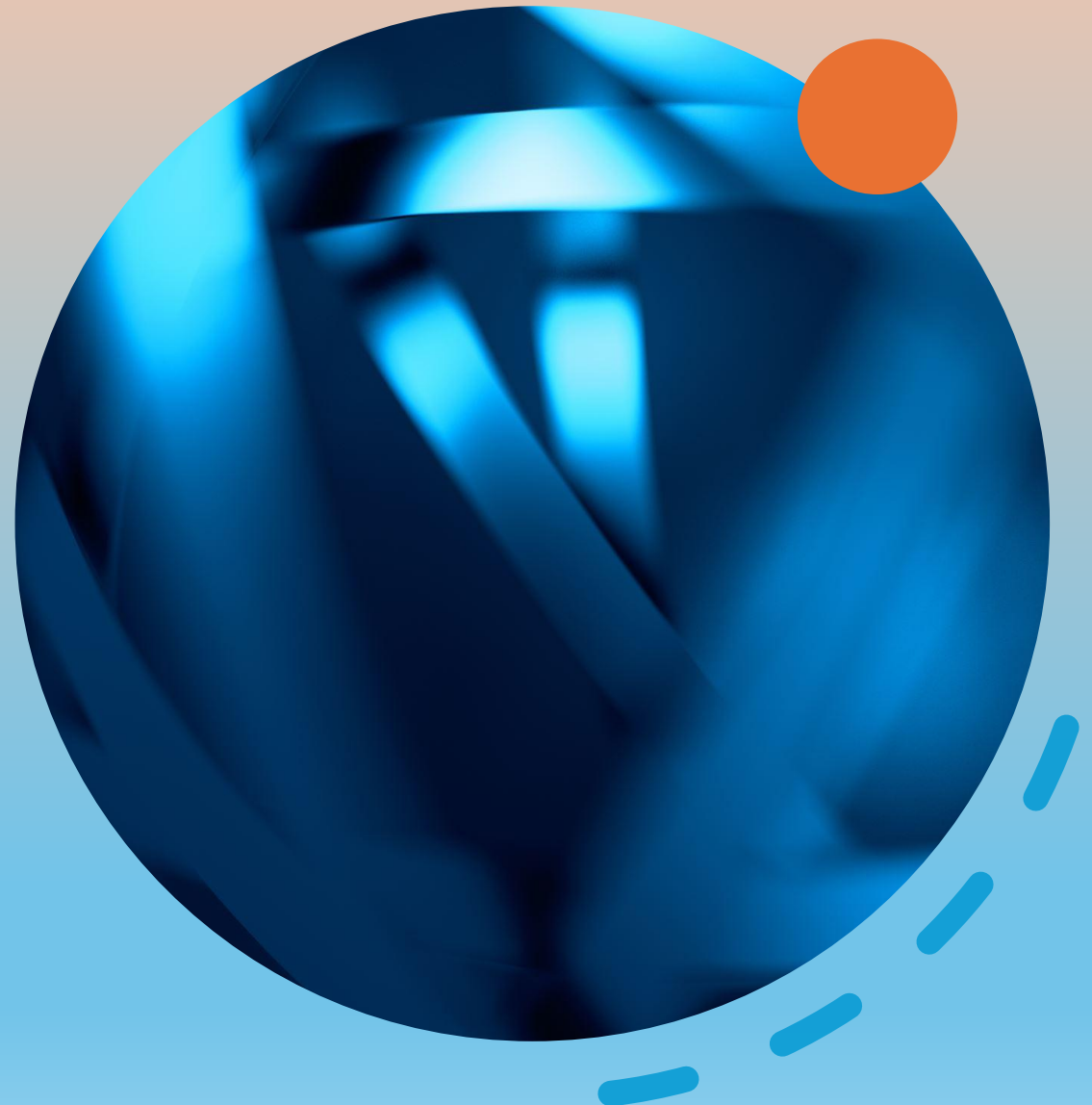
Prompting

Using Prompting to Teach Alternative Behaviors

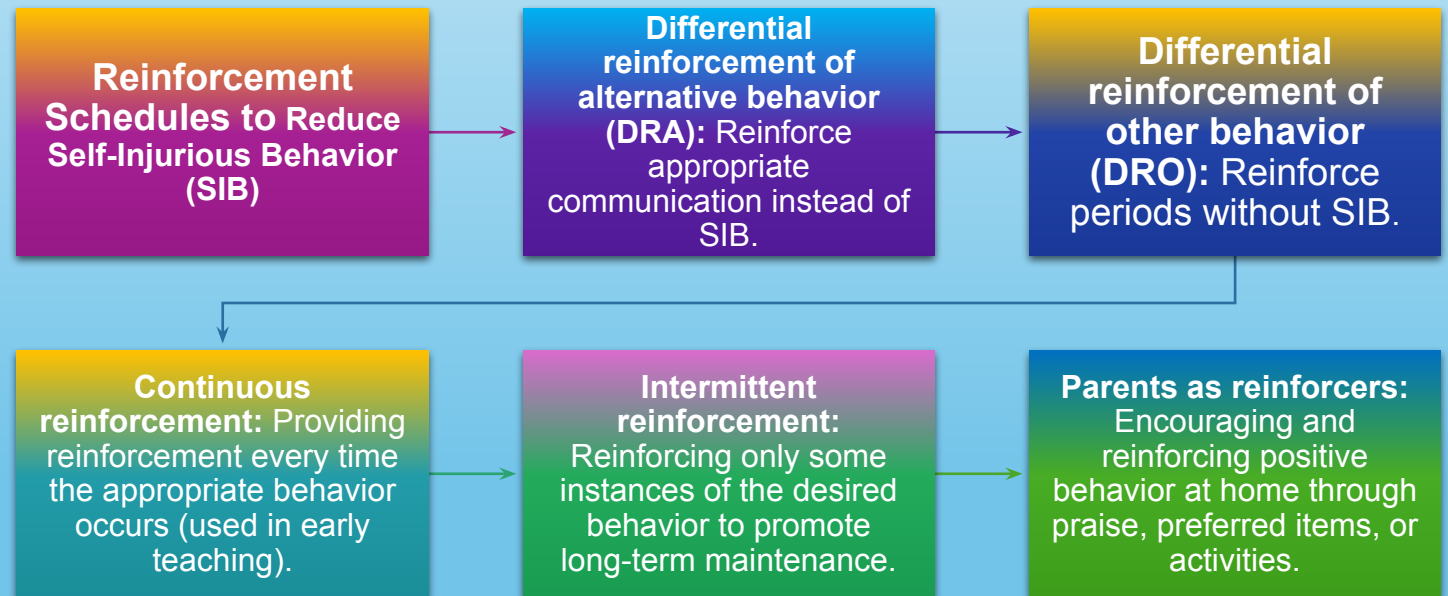
Types of prompts:

- **Verbal prompts:** Giving verbal cues (e.g., "Say 'help' instead of hitting").
- **Gestural prompts:** Pointing or modeling the expected response.
- **Physical prompts:** Gently guiding the child to use the correct response.
- **Visual prompts:** Using pictures or written instructions.

Prompt fading: Gradually reducing prompts to encourage independence.



Reinforcement Schedules



Extinction Procedures

Reducing SIB
Without
Reinforcement

Goal: Remove
reinforcement for
self-injury.

Strategies:
Ignoring SIB,
blocking,
redirecting.

Challenge:
Requires
consistency from
parents.

Results of the Study

Significant reduction
in SIB observed.

Parents effectively
applied interventions
at home.

Children
demonstrated
improved
communication skills.

Challenges in Parent Training

Some parents struggled with consistency.

Generalization of skills across different environments required ongoing support.

Limited access to continued coaching for some families.

Importance of Early Intervention

Prevents
escalation of SIB.

Improves
long-term
developmental
outcomes.

Empowers
parents to take an
active role in
behavior
management.



Case Example

- 3-year-old child with SIB.
- Intervention involved reinforcement for appropriate communication.
- Reduction in self-injury observed over three months.



Generalization of Skills

- Parents were encouraged to apply skills in different settings.
- Reinforcement schedules adapted to natural environments.
- Collaboration with teachers and therapists for consistency.

Limitations of the Study

- Small sample size.
- Limited long-term follow-up.
- Variability in parental implementation.





Implications for Future Research

Expanding

Expanding research to larger populations.

Investigating

Investigating long-term maintenance of behavior changes.

Exploring

Exploring telehealth-based parent training.

Practical Applications for ABA Practitioners

Reinforcing

Reinforcing positive behaviors at home.

Teaching

Teaching parents to collect data on behaviors.

Supporting

Supporting parents with ongoing coaching and feedback.

Conclusion

Parent training is an effective approach for reducing SIB.

Early intervention is key to long-term behavioral improvements.

Future research is needed to refine and expand training models.

References

Fodstad, J. C., Kirsch, A., Faidley, M., & Bauer, N. (2018). Demonstration of parent training to address early

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